**The Split Cherry Tree by Jesse Stuart**

**Bridging Text and Context Question Collection**

**Bridging 1-**

“If we only had in America today more teachers who could teach beyond- and still include- the required subject matter, teachers who could inject beauty into their teaching, we could change the face of America. Inspirational teachers can have a profound influence upon the youth who will later occupy state and national positions and influence a nation.” (Pg. 177 in **To Teach To Love** by Jesse Stuart)

How does this information connect to the short story?

**Bridging 2-**

I’d rather have a C student with an A character than an A student with a C character. Jesse Stuart

How does this information connect to the short story?

Remember, it is sometimes a more difficult challenge for our students to connect a quotation to the literary piece, rather than a short written passage. This is because a quotation is often more abstract than information written in straightforward language. You be the judge as to whether or not your students are able to understand and explain what the quotation means. You may decide to re-write some of the information in simpler language or work with your students on how to decipher the meaning of a quotation. To find meaningful quotations by the authors of each piece, Google the author’s name and you will see several sites which have “quotable” quotations by the author. Many of them could be used to create Bridging questions.

Enjoy!

[Karen](http://eepurl.com/F1Q-9)

**Part C: Bridging Text and Context (20 points)**

The farmers in Kentucky in the 1930’s were less modern that the people in bigger cities in America. These farmers were uneducated. This is because it took a few generations get schools in Kentucky. When the children of these farmers grew up and became adults, they had three choices about where to live: they could stay in the farm, they could move away or they could move to the city and come back again (which is what Jesse Stuart did). Adapted from http://library.thinkquest.org/TQ0310443/Appalachian%20Culture.htm

1. Explain what the new information means

2. How does it connect to the story?

3. Bring in an example from the story to support the connection.

4. Write a concluding sentence.

 “Don’t limit a child to your own learning, for he was born in another time.” – Rabindranath Tagore, Indian poet. Make a connection between the above quote and the story. Give information from the story to support your answer.

“Now what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else.” — Charles Dickens, Hard Times.” Make a connection between the above quote and the poem. Give information from the poem to support your answer

**Jesse Stuart, who always said that his stories were based on true stories that had happened to himself or people he knew, grew up inthe mountains of Kentucky. His parents were poor farmers who needed**

**their sons to help out with farm work. His father, like many mountainmen, could neither read nor write and his mother had only a secondgrade education. But both parents taught their two sons and three**

**daughters to value education.** – www.shortnorth.com/Deeds/JesseStuart

Make a connection between the above description and the story. Support

your answer with information from the story.

**Bridging Text and Context Activity**

**Answer one of the questions.**

1. Robert Penn Warren (another American author), said that Jesse Stuart’s stories deal not only with situations that show human warmth and toughness, but also show violence and brutality, yet his stories also have some humor that is based on all these qualities.

(Adapted from the Introduction to *The Best Loved Stories of Jesse Stuart,* by Jerry A. Herndon, 2000).

How does this general comment about Jesse Stuart’s writing relate to the story “The Split Cherry Tree”, and help you understand it better?

1. How do these photos of Kentucky in the 1930’s help you understand the character of Pa in the story?

