

The Split Cherry Tree

Vocabulary practice: Part One (p. 39-42)

Word	Definition/Translation
switch	שוט
plowing	חרישה
head of cattle	ראש בקר
mules	פרדים
hogs	חזירים
firewood	עצי הסקה
stovewood	עצי בישול
to draw from the well	לדלות מהבאר
ridge	רכס
cow pasture	אחו
chipyard	חצר שבבי עץ
barn	אסם
spread fodder	לפזר חציר
fence	גדר

withe: branches used to tie together other branches; was sometimes used as a whip.



Basic Understanding Questions: (p. 39-42)

I. Answer the questions:

- 1) What would happen to Dave if he got home late?
- 2) Why did Dave have to sweep the floor, wash the blackboards and clean the windows?
- 3) Describe the teacher - Professor Herbert.
- 4) How did the cherry tree break?
- 5) What time did Dave leave the school? How far did he have to walk?
- 6) What was Dave's father doing when he finally got home?

I. Complete the summary of Part One using the words below:

The boys left the _____ to _____ the cherry tree to catch a little _____. After the tree broke, Eif Crabtree _____ the boys six dollars for the tree. Dave couldn't _____ a dollar to pay for the tree, so he asked the Professor to _____ him with a _____ and send him home. Dave was disappointed that Professor Herbert didn't _____ to lend him the dollar and so he had to stay and help the _____. On his way home, Dave ran _____ in the _____ cold because he was late. The cold wind dried the _____ on his face. Dave saw his father doing his job and quickly opened the _____.

whip, borrow, janitor, crowd, freezing, sweat, lizard, offered, climb, fence, charge, uphill

II. Dealing with Dialect: Understanding Luster's speech

Below is a mini-dictionary to help you understand what Pa is saying.

Luster's Dialect	Standard English (the way we speak)
'em	them
'im	him
agin	against
ain't	am/is not
allus	always
atter	after
fer	for
gettin' (apostrophe)	getting
hep	help
hisself	himself
jist	just
larnin'	learning
th'	the

Luster's speech	What we understand
<p>"What in th' world has kept you so? Why ain't you been here to help me with this work? Make a gentleman out'n one boy in th' family and this is what you get! Send you to high school and you get too onery fer th' buzzards to smell!"</p>	<p>Why are you late? I send you to school and now you are too snobby to do your chores? OR למה אתה מאחר? אני שולח אותך לבית הספר ועכשיו אתה "טוב" מדי לעשות מטלות בבית?</p>
<p>"Why are you gettin' in here this time o' night? You tell me or I'll take a hickory withe to you right here on th' spot!"</p>	
<p>Don't they teach you no books at that high school? Do they jist let you get out and gad over th' hillsides?</p>	
<p>Didn't do that, my son, when I's a little shaver in school. All fared alike too."</p>	
<p>"Ashamed of your old Pap are you, Dave," says Pa, "atter th' way I've worked to raise you! Tryin' to send you to school so you can make a better livin' than I've made.</p>	
<p>take a different kind of lesson down there and make 'im acquainted with it."</p>	
<p>You'll get th' Law atter you. You'll jist go down there and show off and plague your own boy Dave to death in front o' all th' scholars!"</p>	
<p>My boy is good as th' rest, ain't he? A bullet will make a hole in a schoolteacher same as it will anybody else.</p>	
<p>bug larnin' and this runnin' all over God's creation huntin' snakes, lizards, and frogs. Ransackin' th' country and goin' through cherry orchards and breakin' th' trees down atter lizards!</p>	

Analysis and Interpretation: (p. 39-42)

There is a proverb, "If you spare the rod you spoil the child."

- 1) What do you think this means?
- 2) Who says this?
- 3) To whom does he say this?
- 4) Explain why he says it.
- 5) Is there a similar expression in your mother tongue?

I. Glossed vocabulary: (p. 42-44)

English	Definition
scattering the bundles of fodder	פיזור חבילות אוכל לחיות
It split at the forks	התפצל בצמתי הענפים
galavant (also spelled gallivant)	לשוטט ולבלות
I would take a bundle of fodder, remove the hickory withband from around it, and scatter it on rocks, clumps of green briars, and brush so the cattle wouldn't tramp it under their feet	הייתי לוקח את חבילת האוכל לחיות, מוריד את קשרי הענפים הרכים מסביב לחבילה, מפזר אותו על האבנים עם שיחים ירוקים נמוכים כדי שהבקר לא ירמוסו אותו מתחת לרגליהם.
pigpen	דיר חזירים
steer	פר
"I had to do all th' milkin' tonight, chop th' wood myself	הייתי חייב לחלוב את הפרות הערב ולחתוב את כל העצים לבד

Basic Understanding Questions: (p. 39-42)

I. Answer the following questions:

- Who is Eif Crabtree?
- What thoughts does Dave have after his talk with his father?
- What do we find out about the teacher Professor Herbert?
- What does Dave do after eating his supper?
- List the actions that Pa will take in school tomorrow in order to stand up for Dave.
 - _____
 - _____
 - _____
- What does Dave hope will happen to his Pa before he goes to school with him?

II. Complete the chart: Who said this? To whom did he/she say it?

Quote	When	Who said?	To whom?
"Why are you gettin' in here this time o' night? You tell me or I'll take a hickory withe to you right here on th' spot!"	when Dave arrives home	Pa	Dave
" I had to stay after school"			

"We take a subject in school where we have to have bugs, snakes, flowers, lizards, frogs, and plants. It is biology. It was a pretty day today. We went out to find a few of these."			
"A bullet will go in a professor same as it will any man."			
"...you jst stay away from there. Don't cause a lot o' trouble. You can be jailed fer a trick like that."			

Analysis and Interpretation Questions: (p. 42-44)

I. Answer the following questions:

1. There are two important men in Dave's life.
 - a. Name them.
 - b. Show how he respects and tries to understand both of them.
 - c. What values does he learn from each one?
2. Both Pa and Professor Hebert demand that Dave take responsibility.
 - a. How are these responsibilities similar?
 - b. How are these responsibilities different?

Basic Understanding Questions: Part Two (p. 47-51)

1.

Word	Definition
thaw	להפשיר
ditches	תעלות
sheepskin	עור כבש
slouched (adj)	עמד בצורה עצלנית
holster	נרתיק לאקדח
trudging	דשדוש
black-rimmed glasses	משקפיים שחורים
varmint	שרץ

I. Dealing with Dialect: Understanding Luster's speech

Luster's speech	What we understand
"I don't like no sicha foolish way o' larnin' myself!"	
"It's a lot in knowing the other fellow."	
"He said you's all out bug huntin' yesterday"	
"the long blue forty-four and put his finger on the end of the barrel"	
"This maul o' mine could do you up in a few minutes"	
"You know that's dangerous, too, puttin' a lot o' boys and girls out together like that!"	
"all this swarm of youngins out to pillage th' whole deestrect. Breakin' down cherry trees. Keepin' boys in atter school"	
"only a-larruped im with a withe"	
"too big until they're over twenty-one"	
"It don't look good to me nohow"	

Basic Understanding Questions: Part Two

Complete the paragraph with the words:

steep, softened, scholar, overalls, mighty, boots, duty, frost

In the morning, Dave saw the _____ on the trees that he knew the sunshine would melt during the day causing muddy water. Pa wore _____ and _____ and put his gun in the holder. Pa looked _____ next to Professor Herbert when he said that he wanted to make Dave smart like a _____. Professor Herbert explained to Pa that he is following the program of the State which he had to do because it was his _____ as a teacher. Professor Herbert explained that the price of the tree was _____, but that it was a good lesson. Pa _____ and put his gun back under his coat.

I. Answer the following questions:

1. What does Pa tell Professor Herbert ?
2. What does Professor Herbert explain to Pa ?

3. Analysis and Interpretation: Part Two

I. Special vocabulary:

There is an idiom, "I was shaking like a leaf in the wind."

1. What do you think this means?
2. Who says this?
3. What caused him to shake like a leaf in the wind?

II. List the chores that are done on the farm every morning.

Ma	Pa	Dave

Answer the following questions:

1. Do these chores occur every day?
2. Why is it important to do these chores every day?
3. What do we know about the family because of their behaviour every day?

Analysis and Interpretation Questions: Part Two

1. Both of Dave's worlds now come together. What are his feelings and concerns about this?
2. "Maybe Pa will find out Professor Herbert is a good man. He just doesn't know him. Just like I felt toward the Lambert boys across the hill. I didn't like them until I'd seen them and talked to them. After I went to school with them and talked to them, I liked them and we were friends. **It's a lot in knowing the other fellow.**"
 - a. How did Dave feel about the Lambert boys when he first saw them?
 - b. How does Dave feel about them now?
 - c. What experience changed the way Dave feels about the Lambert boys?

1. Vocabulary Practice: Part Three

Word	Translation
dry timothy grass	עשבים מיובשים
incubator	מדגרה
protozoa	חי חד-תאי
scum	ליכלוך
casual	לא פרומלי
dissect	לנתח, לבתור
leafless elm	עץ בוקיצה בלי עלים
buckskin	עור הצבי
baggy	מכנסיים רפויים
collar	צווארון
propositions	הצעות, היפוטזות
gray-streaked black hair	שיער שחור עם פסים אפורים
ripe fodder blade	להב שחותחים איתו את האוכל של החיות
gnarled	מיובל
geometry	גיאומטריה
prints (outlines)	משימות כתיבה

I. Dealing with Dialect

Luster's speech	What we understand
"Th' incubator is th' new-fangled way o' cheatin' th' hens and raisin' chickens. I ain't so sure about th' breed o' chickens you mentioned."	
"jist readin', writin', and cipherin'"	
"Th' world's changin'"	
"Seein' is believin', ' Pap allus told me."	

II.

Basic Understanding Questions: Part Three (p. 53-56)

I. Complete the summary with the words:

wrinkled, punch, ashamed, grin, march, dispute, germs, teeth, playground, snake, butterfly, toad, blackboard

Professor Herbert explained that the students hunted _____, _____ and _____ . Professor Herbert told Pa that he had _____ on his _____. Pa was surprised by Professor Herbert's explanation of germs but he did not _____ him. When the other students _____ into the schoolhouse and saw Pa, they _____ and _____ each other. Pa's overalls were _____ and baggy. Dave watched Pa standing beside Professor Herbert. During class, Professor Herbert had the students write on the _____. Dave saw Pa and Mr. Herbert in the _____. He wouldn't be _____ of Pa as long as he _____ and didn't use the gun.

II. Questions:

1. Professor Herbert wants to show Pa that school has changed.
 - a. What did Pa learn at school?
 - b. What new subjects does Pa see Dave is learning at school?
2. Professor Herbert introduces Pa to the idea of germs. How does Pa react to the idea?
3. Dave notices how the other students see his father. List at least three things that they notice in class and in the cafeteria.

Analysis and Interpretation Questions: Part Three

1. "They ate together. The students watched the way Pa ate. He ate with his knife instead of his fork. A lot of the students felt sorry for me after they found out he was my father. They didn't have to feel sorry for me. I wasn't ashamed of Pa after I found out he wasn't going to shoot Professor Herbert."
 - a. Why do Dave's friends feel sorry for him?
 - b. Why wasn't Dave ashamed of Pa?
2. "Th' world's changin'."

"It is," says Professor Herbert, "and we hope all for the better. Boys like your own there are going to help change it. He's your boy. He knows all of what I've told you. You stay with me today."

 - a. During Pa's visit, he realizes that the old world has changed. In what way is Pa curious about the changes that he sees?
 - b. What does Professor Herbert hope to achieve by showing Pa around the school all day?

3. "He would find out about the high school as I had found out about the Lambert boys across the hill."
- When Dave first thought about the Lambert boys, he wanted Pa to get to know Professor Herbert. What does Dave want Pa to get to know now?
 - In what way is this similar to "there's a lot in knowing the other fellow" from Part II?

I. Glossed Vocabulary Practice : Laboratory – מעבדה

Word	Translation
stool	שרפרף
microscope	מיקרוסקופ
scrape	לגרד
tartar	עששת
lens	עדשה
chloroform	כמיקל שמשתמשים במעבדה כדי להרדים חיות לפני ניתוחים

II. Dealing with Dialect

Luster's speech	What we understand
You're right certain they ain't no fake to this	
mousers	animals that can catch and kill mice
I don't allow 'em killed on my place."	
Man can defend hisself," says Pa, "but cattle and mules can't. We have the drop on 'em. Ain't nothin' to a man that'll beat a good pullin' mule. He ain't got th' right kind o' a heart!"	

Vocabulary Practice

Choose the correct Hebrew translation for the word in bold.

Look for the word in bold	Choose the correct Hebrew translation for the word in bold
Professor Herbert adjusted the microscope for Pa.	להראות, להתאים, להזיז
To see in the microscope, Pa had to squint his eyes.	לעצום עיניים חלקית, לעצום עיניים, להביט
Some germs are harmful to our bodies.	עוזרים, מזיקים, משנים
The handle of his gun showed under Pa's coat.	קנה, הדק, ידית
The laboratory was filled with expensive equipment .	ספרים, ציוד, רהיטים
The students' voices were louder during recess.	חזק יותר, חלש יותר, שקט יותר
Dave used the broom to sweep the room.	מקל, מטאטא, מגב לטאטא, לשטוף, להכות

Basic Understanding Questions: Part Five

1. How does Professor Herbert teach Pa about the germs?

Put the actions in the right order:

Events	Sequence order
Pa asks Professor Herbert not to kill the snake.	
Pa looks in the microscope.	
Professor Herbert adjusts the microscope.	
Pa and Professor Herbert continue on to see the rest of the laboratory.	
Pa sees germs through the microscope.	
Professor Herbert scrapes tartar off of Pa's teeth.	
Professor Herbert goes to get a black snake to dissect.	

Professor Herbert tells Pa to squint one eye and look in the lens of the microscope.	
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Analysis and Interpretation Questions:

Put the sentence in order according to the text.

Events	Sequence order
Dave says "He knows about his gun and he knows he doesn't have any use for it in high school."	
Pa puts his gun on the table when he first meets Professor Herbert.	
Pa threatens to whip Dave because he is late.	
Pa doesn't want Professor Herbert to kill the black snake.	
Pa says boys can be whipped until they are 21 years old.	
In the laboratory, Pa realizes his gun is sticking out of his coat and pulls the coat over the gun.	
Pa gets angry with Professor Herbert's punishment and says he will come to school with his gun and make it alright.	
"Pa's face gets a little red"	
Pa takes his gun to school to threaten Professor Herbert.	

How would you describe Pa's pattern of behaviour up until he enters the laboratory?

I. Other Analysis and Interpretation Questions

- In Part One of the story, Dave was afraid what would happen when his father came to school. Now that Pa is at school, what does Dave realize about:
 - Himself
 - His father
 - Professor Herbert
- The students look at Pa. They seem to like him better after he said that. Pa with a gun in his pocket but a **tender heart beneath his ribs** for snakes, but not for man!
 - Why does Dave think the students like his father better now?
 - What does Dave think about his father now?
 - What do you, the reader, think about Luster now?

3. "He looked like a leaf turned brown on the tree among the treetop filled with growing leaves."
 a. Who is Dave speaking about?
 b. What does Dave mean by this?

Vocabulary Practice: Part Six

I. Glossed vocabulary

Word	Translation
remedy (ies)	תרופות, תשובות
warrant (n)	צו מעצר
pistol	אקדח

II. Dealing with Dialect: Understanding Luster's speech

Luster's speech	What we understand
I'm a dead leaf, Dave. I'm behind	
I'll hep you pay it. I'll ast 'im and see if he won't let me hep you."	
we're just and honest people. We don't want somethin' fer nothin'	
I don' skip debts. I ain't larned 'em to do that. I ain't got much larnin' myself but I do know right from wrong atter I see through a thing."	
"I can't sweep. Durned if I can. Look at th' streaks o' dirt I leave on th' floor! Seems like no work a-tall fer me. Brooms is too light 'r somethin'. I'll jist do th' best I can, Dave. I've been wrong about th' school."	

Basic Understanding Questions:

1. Why does Professor Herbert want to cancel the debt?
2. Why doesn't Pa want to let Professor Herbert cancel the debt?
3. What does Pa do to help Dave pay his debt? Is it easy for him? Explain.

Complete the chart describing the two evenings at home:

Use the phrases and actions from the bank below:

Take care of animals, take care of the farm, do chores, Ma makes supper, The family eats supper, Dave does his schoolwork, Pa tells Ma he would like to take her to school to see germs, Pa tells Ma that he is going to shoot Professor Herbert, Dave runs home alone, Pa and Dave walk home together, Dave is afraid of being late, Pa thinks Professor Herbert was unfair with his punishment, Pa thinks Professor Herbert has a lot to teach Dave, Pa thinks what Dave studies in school is nonsense, Pa thinks what Dave studies in school is important

Complete the chart describing the two evenings at home:

First evening	Second evening

1. What do you think was the most important reason for the difference in the two evenings at home?
2. What happened to the regular pattern of Dave's home life on this second evening? Explain.
3. Why is the story called "The Split Cherry Tree"? What is split besides the tree?

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?

Summative Assessment – "The Split Cherry Tree"

Part A:

1. Why did Dave have to sweep the floor, wash the blackboards and clean the windows?
2. a. What did Pa say he was going to do when he got to school?
b. What did Pa actually do when he finally met Professor Herbert?
3. What does Professor Hebert show Pa in the laboratory?
4. Pa and Professor Hebert insist on Dave doing his chores at home and sweeping the floor after school. What does Dave learn from this?

Answer either Question 5 or Question 6:

5. What is Pa teaching Dave when he says, "Jist remember, Dave, to pay your debts and be honest. Jist be kind to animals and don't bother th' snakes."

Thinking skill I chose: _____

Answer: _____

6. Compare and contrast Dave's relationship with Professor Herbert and with Pa.

HOTS

- a. Give two examples from the text for each relationship.
- b. What can you learn about Dave from these differences?

Part B: Bridging Test and Context

The farmers in Kentucky in the 1920's were less modern than the people of some bigger cities in America. These farmers were uneducated. This is because it took a few generations to 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 on the farm, they could move away, or they could move to the city to study and come back again (which is what Jesse Stuart did).

Adapted from <http://library.thinkquest.org/TQ0310443/Appalachian%20Culture.htm>

How does this information relate to the characters in the story?

Answer: _____

Here are additional activities:

Part One: True or False

1. Dave told his father the true reason he got home late. _____
2. Dave had to pay 5 dollars to pay for the broken tree. _____
3. Dave wanted the teacher to whip him. _____
4. Luster Sexton was happy he had to go to the school and meet the teacher. _____
5. Professor Herbert called the police when he saw the pistol. ____
6. Luster Sexton liked snakes. _____
7. When Dave saw his father with the teacher he was ashamed. ____
8. Dave's father stayed after school to help him sweep the floor. ____
9. When they got home from school, Luster told his wife about his day. ____
10. He told his wife that Professor Herbert was a bad teacher. ____

Part Two: Vocabulary

Circle the correct words in the sentences.

1. Since Dave had no money had had to accept his (a. remedy b. punishment c. fine)
2. The cherry tree (a. split b. grew c. straightened up) when the boys climbed it.
3. He got (a. a dollar b. a dime c. a quarter) a day for his work.
4. Looking for (a. buzzards b. trees c. bugs) was one of the things they did in biology.
5. Dave had nobody to (a. earn b. borrow c. lend) the dollar from.
6. The boys climbed the tree to see a (a. mule b. buzzard c. lizard).
7. A (a. janitor b. farmer c. neighbour) is the man who helps keep the school clean.
8. There were many (a. pistols b. chips c. bullets) in his gun.
9. Dave had to (a. pour b. draw c. put back) water from the well.
10. After school, Dave had to feed the cows their (a. wheat b. buzzards c. fodder) .
11. The cows were in the (a. house b. pasture c. hill) near the barn.
12. After eating (a. breakfast b. a snack c. supper) Dave went to study .
13. Dave felt (a. sorry b. scared c. ashamed) by the way his father dressed and talked.

Analysis and Interpretation Questions: Part Six

1. Read the quote:

“You must go on to school. I am as strong a man as ever come out'n th' hills fer my years and th' hard work I've done. But I'm behind, Dave. I'm a little man. Your hands will be softer than mine. Your clothes will be better. You'll allus look cleaner than your old Pap. Jist remember, Dave, to pay your debts and be honest. Jist be kind to animals and don't bother th' snakes. That's all I got agin th' school. Puttin' black snakes to sleep and cuttin' 'em open.”

List the things Pa says about himself and what Pa says about Dave in the future.

Pa	Dave

According to the quote, compare what Pa's life has been until now and what Pa sees for Dave in the future.