

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Where and when does it take place? Have you read any other books by the same author?
2. Read "About the Author" on page two of this study guide and do some additional research to learn more about her life. As you read the novel, think about the elements that make a novel for teen readers realistic. Also, try to determine why S.E. Hinton has been such a popular author for young adult readers since 1967 when she wrote her first novel.
3. **Cooperative Learning Activity:** Work with a group of your classmates to brainstorm those survival skills and attributes that a young person would need in an inner city urban environment. Appoint one person as recorder to list and categorize the results of your brainstorming activity. Compare your responses with those of other groups. As you read the book, determine whether the main characters were well-suited to survive in their environment.
4. Mark and Bryon, the two central characters in this novel, are close friends who feel as if they are brothers. Work with a partner to discuss how friends could reach this degree of closeness. What kinds of shared experiences might make friends accept one another as "family"? Conversely, how might such a close friendship unravel?
5. *That Was Then, This is Now* explores a turning point in the lives of young people on the brink of adulthood. What types of life decisions might a person in high school have to make? Why might these decisions be important to that individual's future?
6. Discuss with your classmates the importance of peer pressure and peer acceptance in the decisions that young people make. At what point does peer approval become more important than adult approval? Why does this happen? Under what circumstances can the need for peer approval be beneficial to a young person? Under what circumstances can it be harmful?
7. The narrator of the book has to make a choice between a cherished friendship and his own values and ethics. What do you think might enable him to make such a difficult decision? How might he feel after he has made his final choice?
8. The main character in the novel struggles with conflicting sets of values. What values, or beliefs, are most important to you? Why?

CHAPTER 1

Vocabulary: Use the context to help you determine the meaning of the underlined word in each of the following sentences. Then circle the letter of the definition you choose.

1. Our teacher's profound understanding of science made his students come to love the subject.
 - a. delightful
 - b. deep
 - c. impressive
 - d. simple
2. When the road ended abruptly, we unexpectedly found ourselves at the edge of a cliff.
 - a. suddenly
 - b. dramatically
 - c. roughly
 - d. gradually
3. My little sister walks three blocks out of her way to avoid the children taunting her on the corner.
 - a. encouraging
 - b. helping
 - c. shoving
 - d. mocking
4. The ragged child gazed into the bakery window with such a wistful expression that the baker hurried outside to give him a handful of cookies.
 - a. greedy
 - b. yearning
 - c. hungry
 - d. satisfied
5. I winced in anticipation of pain as the dentist began drilling my tooth.
 - a. struggled
 - b. smirked
 - c. flinched
 - d. shrugged
6. With my new compact car, I will have my choice of parking spaces in the city.
 - a. small
 - b. huge
 - c. flexible
 - d. average

Questions:

1. How did Bryon and Mark earn spending money? Why were they allowed to do this?
2. Why did Charlie become annoyed when the boys ordered Cokes at his bar?
3. Why did Bryon think of Mark as a brother?
4. Why was Charlie's description of M&M as a "true flower child" appropriate?
5. How did Bryon feel about the girls he had dated? What did this reveal about him?
6. How did Mark get into trouble with the law?
7. Why was M&M disgusted with Bryon and Mark even though they saved him from an attack by neighborhood bullies?

Chapter 1 (cont.)

Questions for Discussion:

1. Why did Bryon feel that Mark's ability to get away with things was a gift? In what way might this be a dangerous quality?
2. What do you think Bryon's guilt about his behavior revealed about him? How did his attitude differ from Mark's attitude?
3. Why do you suppose Bryon considered M&M to be weird? What set the younger boy apart from most of the other boys in the neighborhood?

Literary Devices:

- I. *Allusion*—An allusion is a reference to a famous historical, mythological, religious, or literary person, event, or work. In this chapter, there is an allusion to Lord Byron, a nineteenth century poet. Based on the chapter, what can you assume about this historical figure? Should we take the comparison of Bryon and the well-known poet seriously?

- II. *Point of View*—Point of view in literature refers to the voice telling the story. It could be the author as narrator or one of the characters in the story.

From whose point of view is this story told?

How does this point of view affect our understanding of the characters and events in the first chapter of the novel?

Writing Activity:

Imagine that you are Bryon and Mark's teacher and write a letter to Mrs. Douglas expressing how you feel about the behavior and attitudes of the two boys. What concerns do you have about Bryon and Mark?

CHAPTER 2

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|----------------|---|
| 1. authorities | a. act that involves breaking the law |
| 2. charity | b. lately |
| 3. familiar | c. regular; usual |
| 4. offense | d. scavenged; borrowed; stole |
| 5. recently | e. people with the power to command |
| 6. typical | f. institution that helps poor or ill individuals |
| 7. scrounged | g. easily seen or recognized |

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1. Since it was my first driving _____, the traffic policeman just gave a warning.
2. On a(n) _____ morning, my alarm clock rings at seven AM and rudely wakes me from pleasant dreams.
3. I prefer to give my money to a(n) _____ that uses all of the money it receives to help people in need.
4. The hungry dog _____ around the garbage cans in search of scraps.
5. When I had a complaint about the condition of the roads, it was suggested that I write a letter to the _____.
6. _____, scientists uncovered some startling new facts about our solar system.
7. High mountain ranges are a(n) _____ sight to people who live in Colorado.

Questions:

1. What did Bryon mean when he said, "I was the hustler and Mark was the thief?" Why did he make this contrast?
2. Why did Bryon and Mark act tough?
3. How did Bryon's painful encounter with the local police force when he was thirteen affect his attitude toward authority figures?

Chapter 2 (cont.)

4. Why did it take a long time for Bryon to recognize M&M's older sister, Cathy?
5. Why was Connie, the girl from the drugstore, scared of Mike Chambers?
6. Why did Mike forgive Connie for instigating the savage attack that landed him in the hospital?

Questions for Discussion:

1. Consider the excuses and explanations Bryon offered for stealing. Do you think that his behavior was justified by poverty?
2. In what way might Bryon's mother have served as a positive role model for the two boys? How did she rise to the challenge of poverty and single motherhood?
3. What beliefs and values did Mike Chambers express in his conversation with Bryon? What might Mike's story have taught Bryon and Mark about "tough guys" and their relationships with other people?
4. Why do you think M&M's parents were so hard on their son?

Literary Device: Simile

A simile is a figure of speech in which two unlike objects are compared using the words "like" or "as." For example:

She had this groovy long hair with a sheen to it like charcoal...

What is being compared? _____

What does this tell you about Cathy's hair and about Bryon's power of observation?

Writing Activity:

Rewrite Mike's story with Bryon and Mark in his place. How might the story have progressed if the two boys had found themselves in the drugstore with Connie and the neighborhood gang? What might have happened at the end of the story?

Chapter 2 (cont.)

Literary Element: Characterization

In this novel, we learn about characters through what they do and what they say. For instance, in Chapter One, Mark says, "Come on, maybe there's somebody to hustle in Charlie's" and heads off to the bar. Use the chart below to record actions and words that reflect each character's attitude and personality. As you continue reading the novel, you may add other characters and examples to the chart.

Characters	Actions	Words
Bryon		
Mark		
Bryon's mother		
M&M		
Cathy		
Mike		

CHAPTERS 3, 4

Vocabulary: Antonyms are words with opposite meanings. Draw a line from each word in column A to its antonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u> | <u>B</u> |
|------------------|----------------|
| 1. casually | a. harmony |
| 2. conceited | b. soothing |
| 3. conflict | c. appreciated |
| 4. irritating | d. sweetly |
| 5. minor | e. formally |
| 6. resented | f. adult |
| 7. sarcastically | g. tough |
| 8. sensitive | h. modest |

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1. Because John is still a(n) _____, his parents must sign a form that permits him to go on a school camping trip.
 2. Poison ivy produces a(n) _____ rash that can last for many days.
 3. Being a(n) _____ person, I would not take a job in the complaint department of the department store.
 4. "Sure, I'll have an ice cream," the girl said _____, as if she didn't care one way or another.
 5. As a child, I _____ my brother's athletic abilities because I couldn't even catch a ball.
 6. When the children started quarreling, the teacher tried to settle the _____.
 7. It is not pleasant to speak with _____ people as they often boast about their own accomplishments.
 8. "Oh sure, I have all the time in the world!" the clerk snarled _____ while the customer fumbled with her wallet.

Chapters 3, 4 (cont.)

Questions:

1. How did Charlie show that he had confidence in Bryon?
2. What did Mark mean when he told Bryon that he had found a shirt “out in the street”? What was Bryon’s reaction to this?
3. What had Bryon’s relationship with Angela taught him about dating?
4. Why wasn’t Bryon able to stay with Cathy at the dance?
5. What was worrying Charlie?
6. How did Mark and Bryon differ in their feelings about change?
7. What did Bryon suddenly realize about his relationships with the “smart kids” in his classes? What did this reveal about attitudes toward race and class in Bryon’s town?
8. How did the principal react to Mark’s explanation of his misdeed? Why weren’t the consequences of Mark’s actions more severe?

Questions for Discussion:

1. What do you think Bryon discovered about himself during his evening with Cathy?
2. How might his life experiences have caused Mark to hide his feelings from most people?
3. Were you surprised to learn of Bryon’s interest in books? How did this help him relate to Charlie, the bartender?
4. Why do you think Mark found himself the object of a violent attack? How might his behavior and choices have left him open to violence?
5. Do you suppose that Mark’s ability to get himself out of trouble will always prove successful?

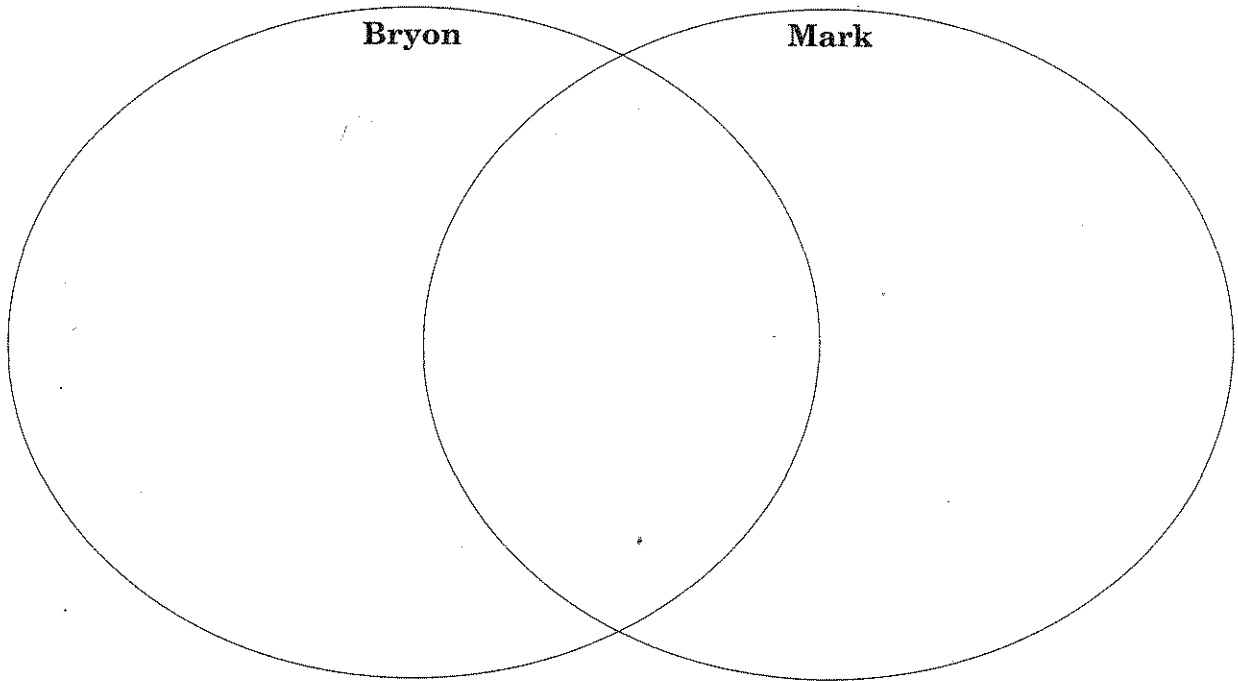
Literary Elements:

- I. *Setting*—Setting refers to the time and place in which the events of a story take place. What is the setting of this novel?

How does the setting influence the characters and plot?

Chapters 3, 4 (cont.)

- II. *Characterization*—Compare the characters of Bryon and Mark in the Venn diagram below. Record the qualities they have in common in the overlapping part of the circles. Add information to this diagram as you continue to read the book.



Cooperative Learning Activity: Prediction

Work with a group of your classmates to predict what will happen in the story. Write your predictions in response to each of the following questions:

- Will Mark continue to involve himself in petty crimes? Might his situation become even worse as he disobeys the law?
- How might the relationship between Bryon and Mark change if Mark's criminal involvement escalates?
- Do you think the relationship between Bryon and Cathy will grow or will it end?

Writing Activities:

1. Write about a time when you realized that a person whom you liked could not be trusted. Explain the situation and describe how this realization changed your feelings about this person.
2. Is there a person in your life who is not related to you but seems like a family member? Write a description of this person and tell about your relationship to him or her.

CHAPTERS 5 – 7

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u> | <u>B</u> |
|----------------|-----------------|
| 1. contorting | a. disbelieving |
| 2. depressed | b. lack |
| 3. hostility | c. willingly |
| 4. impulse | d. saddened |
| 5. incredulous | e. anger |
| 6. obligingly | f. twisting |
| 7. shortage | g. spiteful |
| 8. vengeful | h. drive |

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- Someone who is overweight must learn to control the _____ to eat rich foods.
 - The _____ between the North and South finally erupted in a civil war.
 - The boy _____ carried his little sister's heavy book bag up the hill.
 - When the drought ruined the crops, there was a(n) _____ of food in the village.
 - The loss of a loved one may leave a person _____, unable to cope with daily activities.
 - When Carla won the tennis match, her _____ opponent threw her racket onto the court and refused to speak with her.
 - _____ his face in pain, the injured man pointed to his swollen ankle and moaned.
 - When a blizzard began on a spring day, the people of our area were all _____.

Chapters 5 – 7 (cont.)

Questions:

1. What did Bryon find that was surprising and refreshing about Cathy's personality?
2. How was Bryon and Mark's behavior related to Charlie's death? How did the reactions of the two boys differ when Charlie died?
3. What caused Bryon to drift apart from Mark?
4. What created a strain in the formerly friendly relationship between Mark and Cathy?
5. Why did M&M run away?
6. What motivated Mark to cut Angela's hair?
7. How had Mark learned about his family background?

Questions for Discussion:

1. Do you think parents have a responsibility to know what is happening in their children's lives? Do you think Bryon's mom fulfilled her responsibility to her son and Mark?
2. Do you think Charlie sufficiently warned Bryon and Mark about the Texas pool hall hustlers? Would the boys have listened if Charlie had been more vehement in his warning?
3. Which factors in today's society might make people grow up too quickly? Do you think anything important is lost when a young person tries to become an adult before it is really appropriate to do so? Why?
4. Why do you think Mark hid M&M's whereabouts from the boy's concerned family?
5. What effect did the revelation of his true parentage have on Mark?

Literary Devices:

1. *Foreshadowing*—Foreshadowing refers to the clues that an author provides to suggest later events in the story. What might Mark's promise to contribute to the family finances foreshadow?

Chapters 5 – 7 (cont.)

II. *Irony*—Irony refers to a statement that means the opposite of its usual meaning.

What is ironic about Mark’s statement that nothing bad ever happened to him?

III. *Symbolism*—A symbol in literature is a person, object, or event that represents an idea or a set of ideas. According to Bryon, why was a golden lion the perfect symbol for Mark?

Social Studies Connection:

Do some research to find out about the “hippie” counterculture in America during the late nineteen-sixties and seventies. What social and political factors contributed to the emergence of the counterculture? In what ways did many young people struggle to distinguish themselves from their parents’ generation? Why was M&M in the novel and young people like him at the time attracted by this lifestyle?

Writing Activity:

Imagine you are a newspaper reporter and write a human interest story about the plight of young people in Bryon’s town. Discuss the racial and class divisions and the ways the prejudice they engender affect adolescents. Also, tell how the lack of recreational activities affects these same young people.

If you prefer, you may write an article on the same topics, using your own town as the focus.

CHAPTERS 8, 9

Vocabulary: Analogies are equations in which the first pair of words has the same relationship as the second pair of words. For example: COARSE is to ROUGH as VACANT is to EMPTY. Both pairs of words are synonyms. Choose the best word from the Word Box to complete each of the analogies below.

<i>WORD BOX</i>			
acquire	barren	mature	sole
awed	intently	quivering	

1. SCARED is to FRIGHTENED as _____ is to AMAZED.
2. ADULT is to _____ as CHILD is to JUVENILE.
3. LUSH is to JUNGLE as _____ is to DESERT.
4. TREMBLING is to _____ as RISING is to ASCENDING.
5. GROUP is to MANY as INDIVIDUAL is to _____.
6. _____ is to DIVEST as ATTEND is to IGNORE.
7. CASUALLY is to GLANCE as _____ is to STARE.

Questions:

1. How did the values and attitudes of the young people at the hippie commune differ from society in general?
2. How did Bryon's deepening relationship with Cathy affect his behavior with other people?
3. Why did Bryon tell Mark not to take revenge on the Shepards?
4. What made it difficult for Mark to give up the battle with the Shepard brothers?
5. What happened to M&M during his stay at the hippie commune?
6. Why had Bryon waited a long time to remove M&M from the hippie group?
7. How did M&M respond to Cathy and Bryon when they came to get him?

Chapters 8, 9 (cont.)

Questions for Discussion:

1. Why do you think Bryon chose to take the blame for Angela's shorn hair?
2. Why do you suppose that M&M fell so easily into the drug culture of the group at the hippie commune?
3. Why do you think it had been so difficult for Bryon to express his true feelings to Cathy?

Science Connection:

Go to the Internet to learn about the hallucinogenic drug LSD, the drug that fits the description of the one that caused M&M's dementia. An informative website is www.nida.nih.gov/infobox/Lsd.html. What are the chemical properties of this drug? What are the short and long-term health hazards of LSD? What does this suggest about the future for M&M?

Writing Activity:

Write about an experience that happened to you or someone you know that had a life-changing effect, or became a turning point in your life. Describe the experience and tell about the change it engendered.

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CHAPTERS 10, 11

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then draw a line from each word below to its definition.

- Although I had studied for the test, I felt bewildered when I came upon two extremely difficult questions.
- The sinister villain with the cold eyes and brooding stare is a character familiar to viewers of mystery and suspense films.
- Because the patient described his symptoms vaguely, the doctor could not offer an accurate diagnosis of the illness.
- The crossing-guard went to court to testify about the automobile accident she had witnessed.
- Even though she had won many prizes, the artist was surprisingly humble when she spoke to the press.
- An obscure village in France suddenly became famous after the discovery of ancient fossil relics.
- There are some actions that are impossible to justify under any circumstances.
- The new school policies about safety will affect every student and staff member.

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|---------------|--------------------------------------|
| 1. bewildered | a. give evidence in court |
| 2. sinister | b. modest; unassuming |
| 3. vaguely | c. little known; not well understood |
| 4. testify | d. confused; perplexed |
| 5. humble | e. imprecisely; inaccurately |
| 6. obscure | f. influence or alter |
| 7. justify | g. evil |
| 8. affect | h. prove right or reasonable |

Chapters 10, 11 (cont.)

Questions:

1. Why couldn't the doctor at the hospital promise M&M's family that the boy would make a full recovery from his drug experience?
2. What did Bryon mean when he asked himself, "Was Mark a throwback?"
3. Why did Bryon decide to call the police?
4. What made Bryon turn away from Cathy?
5. How did Bryon's changing relationships with Mark and Cathy affect him?
6. Why was Bryon's mother unable to comfort him?
7. How did prison life alter Mark?

Questions for Discussion:

1. Do you think Bryon and his mother should have been aware that Mark was selling drugs? Were they guilty of neglect?
2. Do you accept Mark's justification for selling drugs?
3. Do you think Bryon should have turned in Mark? Were there any alternatives to this action? Should he have felt guilty about Mark's imprisonment?
4. Do you think Bryon no longer loved Cathy? Why was he so hurtful to her?
5. Why do you think Mark did not try to defend himself at the hearing? Why did he behave so badly at the reformatory?
6. Do you believe that Mark received an appropriate punishment from the court?
7. What do you think Bryon had lost by the end of the novel? Which loss do you consider the most vital?

Science Connection:

Do some research to find out how social agencies and medical facilities try to help people who use illegal drugs. What kinds of counseling and help with lifestyle changes are available? Write a report on your findings to share with the class.

Writing Activities:

1. Imagine that five years have passed since the events described in the story. Write an epilogue, a short chapter that tells how the main characters in the novel continued with their lives.
2. Retell the events of the last two chapters of the book from the point of view of another character, such as Cathy, Mark, or Bryon's mother.

POST-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Return to the Venn diagram that you began on page eleven of this study guide. After reviewing the character traits of Mark and Bryon, determine whether they changed during the course of the novel, or did circumstances simply bring out their true qualities? Support your response with examples from the book.
2. A theme in a literary work is a major controlling idea or an aspect of the author's message. *That Was Then, This Is Now* explores a number of themes common to young adult fiction, such as coming of age, examining personal and societal values, loyalty, and defining one's self-image. Select one of these themes and trace its development throughout the novel.
3. **Cooperative Learning Activity:** The 1960s were a time of social change. Abroad, America was involved in the Vietnam War; at home, students in high school and colleges were questioning traditional values. Return to the research you did about this era. With a small group of classmates, analyze how this time of change helped shape the events of the novel.
4. Bryon, through whose eyes we meet and judge all the other characters, makes a spontaneous decision that will alter the lives of the people he loves most. What do you think of his actions in the last two chapters of the story? Would you have acted as he did? Why?
5. This novel explores questions of morality, or right *vs.* wrong. Do you believe it is always possible to decide whether an action is right or wrong? Are there ever "gray areas," times when choices are not clear?
6. This novel, along with several others by S.E. Hinton, has been made into a feature film. Select a dramatic scene from *That Was Then, This Is Now*, and write a script that includes setting, plot elements, and dialogue. With several other classmates, act out your scene for a group of students.
7. Choose one of the novels listed under Suggestions for Further Reading on page twenty-one of this study guide. After you have read the book, write a short essay comparing it to *That Was Then; This Is Now*. What kinds of issues does each book explore? How do the messages of the two authors differ? How are they similar?
8. View the film version of this novel. Which version do you prefer? What scenes were changed or eliminated? Do you think the actors were well chosen for their parts?
9. What is the significance of the title of the book? What might be an alternative title?

