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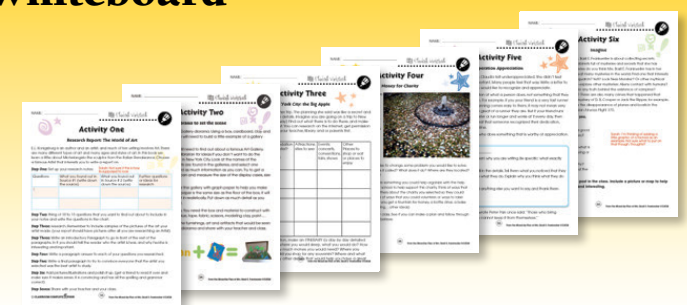
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E.L. Konigsburg

E.L. Konigsburg was born Elaine Lobl on February 10, 1930. She grew up most of her life in small towns in Pennsylvania. She was the first person in her family to attend college, where she studied Chemistry. She became Elaine Lobl Konigsburg when she married her husband David Konigsburg, who she had met while at college. She taught chemistry for a short time at a school in Florida; but when she had children, she stayed home to raise them, and that's when her inner artist began to bloom.

E.L. Konigsburg began to take art lessons when her children were very young. She took these lessons on Saturday mornings, and spent many Saturday afternoons exploring the Metropolitan Museum of Art. This museum would serve as the setting for much of her novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

When her children started school, Konigsburg started writing. Her desire to write came from a combination of her life experiences. As a child, she hadn't been able to identify with any of the characters in the books she read. As a parent, she wanted to have characters in books for them to enjoy and with whom they could connect. As a teacher, she had been very interested in what was happening for the students in her classes. She noticed that young people wanted to be both accepted as part of the group, but also to stand out as individuals.



This would serve as a common message in her novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. She also wanted to create examples of writing that would enrich young people's lives; often through introduction to amazing artists, colorful characters and the spirit of adventure, or to common human virtues, including kindness, curiosity and encouragement.

• In 1968, she won the Newbery Medal for *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and the Newbery Honor award for *Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth*.

• Is the first author to win both the Newbery Medal and Newbery Honor award in the same year.

• Her advice to children is: "Before you can be anything, you have to be yourself. That's the hardest thing to find."

Did You Know?



Chapter Six

Answer the questions in complete sentences.

1. What is the relationship between Mrs. Basil E. Frankweiler and the Angel?

2. Now that the children have found a source of money at the museum, how might their behaviors change?

Vocabulary

Complete each sentence with a word from the list.

furious	telegram	stealthily	stonemason
descending	pinchpenny	quarters	shepherd

1. They tiptoed _____ up the stairs after the guard had left.
2. Hiding under the bed was close _____, Jamie could hardly move.
3. The _____ would carve his mark on the bottom of the marble, to prove it was his.
4. The teacher _____ her class through the museum, being sure no one was left behind.
5. In the old days, messages were sent as _____, before telephones were popular.
6. Taking two stairs at a time, they were _____ down to the basement.
7. She was so _____. How dare he make fun of her!
8. What a _____! He wouldn't even give her 10 cents for a newspaper.



Chapter Six

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Claudia insisted that they go to Church on Sunday morning.
- T F b) Claudia was furious with Jamie because he made fun of her.
- T F c) Jamie noticed that the plush from the velvet rings was crushed down.
- T F d) Claudia writes a letter to the head of the museum.
- T F e) Jamie wants to go home.
- T F f) Claudia wants to be different before she goes home.
- T F g) The children type their note at the library.
- T F h) Claudia signed the note: Friends of the Museum.

2. Fill in each blank with the correct word(s) from the Chapter.

- a) The children almost get caught twice: once while looking at the _____. Later the guard was delayed outside by the crowds, so they were not caught hiding under the velvet-covered table.
- b) The children notice 3 _____ and the letter M imprinted on the velvet table cloth.
- c) They find out that this mark was used by Michelangelo's _____.
- d) They decide to write a _____ to the museum.



Chapter Six

Answer each question with a complete sentence.

1. How does Jamie tease his sister? What does this tell you about Jamie's understanding of his sister?

2. Claudia thought that Jamie was logical. Give 2 examples from the story that shows Jamie's logical thinking.

3. "Claudia didn't think about their close calls. They were unimportant; they wouldn't matter in the end, the end having something to do with Michelangelo, Angel, history, and herself." How does this quote relate to the theme of self-actualization (developing your full potential)?

4. For Claudia, the end of the adventure doesn't come with solving the mystery. What does she need to allow her to go home? Find a quote from the story to support your opinion.

5. Claudia and Jamie are developing a closer relationship. At the beginning of the story, they didn't seem to know each other very well. Find two examples from the Chapter that demonstrates the kind of relationship they have now.



Journaling Prompt

Claudia says she wants to be different before she goes home. Claudia wants to be a hero. She talks about people who win the Congressional Medal of Honor or an Academy Award. What would you like to do with your life to be important? Write a paragraph explaining what you would do if you could.



Chapter 1

Write a Letter

In the beginning of the story we meet Mrs. Basil E. Frankweiler, who is writing a letter to her lawyer. She seems annoyed with him. As we read the story, we will see how this letter ties into the plot of the story. E. L. Konigsburg, created a very strong and memorable character and then had her write the letter. Now it's your turn. Imagine you are a different character. Think about whom this new you is. What is your personality, background, interests? Now think of a reason you may have to write a letter to someone else. Give that person a name, a title, a job. Maybe to complain about something, to thank someone, to find out information, to give them an order or some business. Just think of a good reason to write to the person. Now write the letter in 2 to 3 paragraphs as if you were the imaginary character. Use his or her voice; throw in detail about his or her life, likes, values etc. Make up a character's name for you to use in signing the letter.



Chapter 3

Newspaper Article

Write the newspaper article for the New York Times newspaper about Claudia and Jamie's disappearance. Newspaper articles should have a headline that grabs people's attention, make yours sensational. The first paragraph should be short sentences and give only the most important information: Who? Did What? When? Where? Why? (if you know) How? (if you know) and for how long? In the second paragraph, include more background information: maybe what they took, a quick quote from parents, teachers, classmates, neighbors, bus driver etc. Include a picture that would go with your article.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

auction	furious	monotony	quarterly	treasurer
automat	genius	mysterious	shepherded	urged
bequeathing	humility	pagan	sissy	veto
caper	jostling	peck	stowaways	vow
fidgeted	mastaba	pinchpenny	tightwad	whiffs

n	f	j	d	b	e	p	a	s	c	i	a	u	j	h	u	r	l	y	b	e	i	l	h	
n	l	r	a	g	n	i	v	u	d	a	w	t	h	g	i	t	o	p	s	n	b	s	e	
m	e	q	e	w	o	n	m	o	n	o	t	o	n	y	l	a	s	d	o	o	s	u	l	
i	u	n	a	e	r	c	l	i	g	i	o	t	v	e	w	f	a	e	l	p	n	b	c	
i	o	u	o	e	d	h	j	r	e	b	u	e	b	p	l	h	e	g	r	d	s	c	u	
f	l	n	z	p	a	p	q	u	n	s	c	v	a	t	a	f	r	r	i	a	e	b	g	
x	s	e	v	e	p	e	e	f	i	q	w	o	t	k	g	a	u	t	d	v	l	g		
h	e	g	n	q	e	n	a	s	u	m	c	l	a	p	e	r	k	a	s	r	f	r	a	s
g	e	b	k	e	a	n	s	l	s	o	l	k	n	o	n	p	u	n	o	c	t	e	a	
r	p	e	h	a	z	y	t	i	l	i	m	u	h	g	t	o	a	z	t	v	d	s	t	
i	s	u	l	l	i	d	o	o	a	p	i	u	o	s	i	f	y	w	x	c	i	o	t	
q	c	t	q	u	q	l	w	l	e	t	y	b	c	r	p	k	l	y	e	v	z	n	a	
m	u	u	v	q	m	t	a	m	a	u	a	e	j	c	o	r	z	t	e	h	e	g		
u	r	l	y	l	u	r	w	g	n	i	h	t	a	e	u	q	e	b	c	i	a	u	j	
x	e	a	d	e	x	e	a	j	b	l	s	r	p	u	o	l	f	s	n	e	n	w	l	
u	s	l	d	u	u	a	y	k	v	y	o	p	s	y	h	k	r	h	r	u	r	g	m	
t	q	n	o	m	t	s	s	m	a	s	t	a	b	a	g	a	e	d	e	v	c	b		
d	e	w	l	c	d	u	t	u	o	p	v	d	r	e	f	s	u	p	n	n	l	q	u	
g	h	o	o	d	g	r	d	o	a	s	x	c	q	u	e	f	q	h	m	w	z	w	m	
y	u	i	u	i	v	e	g	a	d	e	t	e	g	d	i	f	a	e	e	u	i	a	v	
g	e	s	r	s	g	n	y	o	c	w	f	l	b	l	p	i	s	r	n	i	l	t	l	
q	l	y	e	z	q	k	g	p	x	s	y	v	i	u	o	h	d	r	i	s	p	h	e	
u	g	g	u	c	u	a	q	a	u	c	t	i	o	n	g	w	f	e	s	u	b	e	f	
r	e	d	i	g	r	a	u	z	w	q	e	a	t	y	g	k	j	d	r	h	y	i	a	



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Claudia want to run away?

- Why does she pick her brother Jamie to go with her? Give two reasons.

- Summarize 3 steps Claudia took in planning her escape to the Art Museum in New York City.

- Why was the mystery of the little Angel statue so important to Claudia?

- List 2 ways Claudia and Jamie met their basic needs for Food and Shelter while hiding at the Museum.

- Who is the narrator of the story? Why are they part of the story?

- Contrast Claudia and Jamie's personality. Include at least 3 personality traits to compare.

SUBTOTAL: /15

Venn Diagram

Compare two characters from the story. Write the character names in the outside circles. Write down any differences the characters have in the outside circles. Write down any similarities the characters have in the space where the circles overlap. Suggested characters to compare: Claudia, Mrs. Basil E. Frankweiler, Jamie, Saxonberry.



NAME: _____



Chapter Nine

Answer each question with a complete sentence.

- Compare Mrs. Frankweiler's house to her office. Use details from the story. Why do you think her office is so different from the rest of her house?

- Why do you think Mrs. Frankweiler made the children wait before she turned around to talk with them?

- Describe Mrs. Frankweiler. What does she look like? What is her personality like? How does she speak to the children? What does she value? What does she like and dislike?

- Why does Mrs. Frankweiler say, "Good for you!" when Claudia refuses to tell her where they have been all week?

- What was the test that Mrs. Frankweiler set up for the children to find the answer to the mystery of the stone angel?

- How would the story change if Mrs. Frankweiler told Claudia right away about the origin of Angel?

Journaling Prompt

What makes you special or different? Think about your talents, skills, past experiences, beliefs, and personality. How are you different from everyone else?

<p>1. Her house is cluttered with antiques and valuable art. Her office is like a laboratory: clean, bright, and with 17 filing cabinets lining one wall. Answers will vary.</p> <p>2. She was completing some research about the children and she wanted to set the tone of their meeting.</p> <p>3. She is old, her nose is longish, her hair is cut by her butler, she is wearing an expensive pearl necklace and lab coat. Her way of speaking is very direct and gruff. She says she doesn't like wasting time.</p> <p>4. She likes how Claudia is smart and will hold onto information to exchange for knowledge from Mrs. Frankweiler. She also liked that Claudia was determined.</p> <p>5. The children were given 1 hour to find the file with the proof of the Angel. They have to figure out Mrs. Frankweiler's filing system, in order to find the file.</p> <p>6. Answers will vary.</p>	<p>1. Answers will vary.</p> <p>2. Answers will vary.</p> <p>Vocabulary</p> <p>1. intercom</p> <p>2. accurate</p> <p>3. preoccupied</p> <p>4. maimed</p> <p>5. bequeathing</p> <p>6. matron</p> <p>7. chariot</p> <p>8. tight</p> <p>9. auction</p>	<p>1. a) tape recorder</p> <p>2. b) parents</p> <p>3. c) four</p> <p>4. d) chauffeur/driver</p> <p>5. e) angel</p> <p>6. f) excitement, secret, fun</p> <p>7. g) Mrs. Frankweiler</p> <p>8. h) adopt</p> <p>9. 1. Mrs. Frankweiler</p> <p>10. 2. Sheldon the Chauffeur</p> <p>11. 3. Jamie</p> <p>12. 4. Jamie</p> <p>13. 5. Claudia</p> <p>14. 6. Claudia</p> <p>15. 7. Kevin</p> <p>16. 8. Commissioner of Parks in New York City.</p>	<p>1. Answers will vary.</p> <p>2. Jamie would like the adventure of sneaking away to Mrs. Frankweiler's and Claudia would like to plan the trip and have another secret.</p> <p>3. From the first letter, all the way through, Mrs. Frankweiler mentions his concern for his grandchildren. Then he is the one who calls the parents. Mrs. Frankweiler says that they are his grandchildren, and then the chauffeur sees Saxonberg in the children's house.</p> <p>4. Answers will vary, but may include: She wants him to enjoy the art museum with her; she wants him to relax; she says that she will be a grandmother, and he's the grandfather, so that is hinting that she likes him.</p> <p>5. Mrs. Frankweiler likes to investigate mysteries and to gather experiences. Claudia likes comfort and having knowledge. Jamie likes to have fun, adventure, and "complications". Saxonberg loves his grandchildren and tax law.</p>
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From the Mixed-Up Files of Mrs. Basil E. Frankweiler

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.