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# Jeanne DuPrau

**J**eanne DuPrau was born in San Francisco, California in June, 1944. Her father, James B. DuPrau, was a steel company executive. Her mother, Dolly DuPrau, was a painter and homemaker. DuPrau has said she never really set out to be a writer, she just started writing and never stopped. As a child of about five, she illustrated and wrote a book called *Frosty the Snowman* which was six pages long. It was written in red and green crayon. She attended Scripps College in 1966, receiving a Bachelor of Arts degree. In 1967, she continued her education at the University of California, Berkeley, where she received her secondary school teaching credentials.



Through her formal education, she continued to write. Some of the writing was assigned by teachers in the form of her thesis, book reports, or essays. Other writing was done purely for the joy of the craft. These came in the form of stories, poems, letters, and journals. After graduating as an English major, she did plenty of work but it all involved writing and reading in some way. DuPrau taught high school English and instituted a creative writing club for students. Later, she moved on to work as an editor in educational publishing companies, writing stories for reading textbooks. She also worked for a computer company where she wrote about how to use computers.

During all of this time, DuPrau continued to write in her free time whenever she could. She used people and experiences from her own life and books she'd read as inspiration. She began to send some of these writings out to publishers and often they were published. Her most well-known work, *The City of Ember*, was published in 2003 and went on to win multiple awards. She followed the book up with sequels, *The People of Sparks* in 2004, *The Prophet of Yonwood* in 2006, and *The Diamond of Darkhold* in 2008. DuPrau lives in northern California where she enjoys hobbies such as gardening, drawing and reading.

### Did You Know?

- The book has been made into the 2009 movie of the same name, which stars Saoirse Ronan and Bill Murray.
- The book won the 2006 Mark Twain Award.
- Author Jeanne DuPrau has been a teacher, editor and tech writer.



# Chapters Three to Four

Answer the questions in complete sentences.

1. Predict whether Doon and Lina will discuss their jobs in these Chapters.  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you believe Lina will face any further discipline for her actions at the Gathering Hall? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	anticipation	A dense crowd of people.	A
2	raucous	A deep fissure in the earth.	B
3	clamor	Nearly perpendicular. Vertical.	C
4	throng	Look forward to.	D
5	sheer	A loud and confused noise of people shouting.	E
6	turbulent	Making harsh and loud noise.	F
7	chasm	Very small streams.	G
8	rivulets	Extremely unpleasant.	H
9	horrendous	Moving steadily and violently.	I
10	plodding	Slow moving and unexciting.	J



# Chapters Five to Six

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

- T F a) Workers between the ages of 12 and 15 get Fridays off.
- T F b) Lina hears someone say Sadge Merrill had gone mad.
- T F c) Doon says anybody would have rescued Granny.
- T F d) The town meeting was set for 6 p.m.
- T F e) Doon's father tells him that anger is a good thing.

2. Complete each sentence with a word from the list.

whimper    incoherently    squirmed    summon    impatient

- a) Poppy \_\_\_\_\_ on Lina's back and whimpered a little.
- b) Poppy's \_\_\_\_\_ became a wail.
- c) The man made an \_\_\_\_\_ noise in the back of his throat.
- d) But the darkness pressed against her and she couldn't \_\_\_\_\_ her voice.
- e) In the distance someone called out \_\_\_\_\_.

# Chapters Nine to Ten

Answer each question with a complete sentence.

1. What connection does Doon make between the Instructions Lina found and the Pipeworks?  
\_\_\_\_\_  
\_\_\_\_\_
2. How does Lina feel about being in the Pipeworks?  
\_\_\_\_\_  
\_\_\_\_\_
3. How does Lina react to Ember's underground river? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. What does Lina think about as she takes care of her grandmother?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why does Lina get frustrated when she draws her imaginary city?  
\_\_\_\_\_  
\_\_\_\_\_
6. How do you think Lina's life will change now that her grandmother has died?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Lina has been making drawings of a bright city that is lit by something different than Ember for some time. Somehow, she feels there is more to draw, there are marvels. Now she has drawn a blue sky. Do you believe there's some way Lina is able to see a different city? Is there something else going on? Is this city coming entirely from her imagination? Explain your thoughts in a few sentences.





## Chapters 1 to 2

### Assignment Day

When Lina Mayfleet and Doon Harrow graduate, they are each assigned jobs at random. Each job is important in its own way and helps ensure the city of Ember continues to run as smoothly as possible. These jobs are considered very important.

As a class, take a small piece of paper and write down a job that you believe is important to your city or town. Fold the pieces of paper and place them into a hat or other container. Draw jobs at random and announce what you've picked.

Once everyone has received a job, take a few minutes to consider the job and what sort of activities that you would be responsible for in that position. Write a few paragraphs about why the job is so important and how you feel about having the job.

Your finished product should be about 250 words in length.



## Chapters 7 to 8

### New Meanings

There are several moments when characters such as Doon Harrow and Lina Mayfleet encounter words and phrases that have lost their meaning over time. As Doon visits the library, he comes across some of these. For example, the word "boat" has lost its meaning, while Doon learns that "hogwash" means nonsense.

Take out a dictionary. Without looking at the definitions, choose some words at random that you believe sound strange or old-fashioned. Make sure these are words that you don't know the meaning of, or that are unfamiliar.

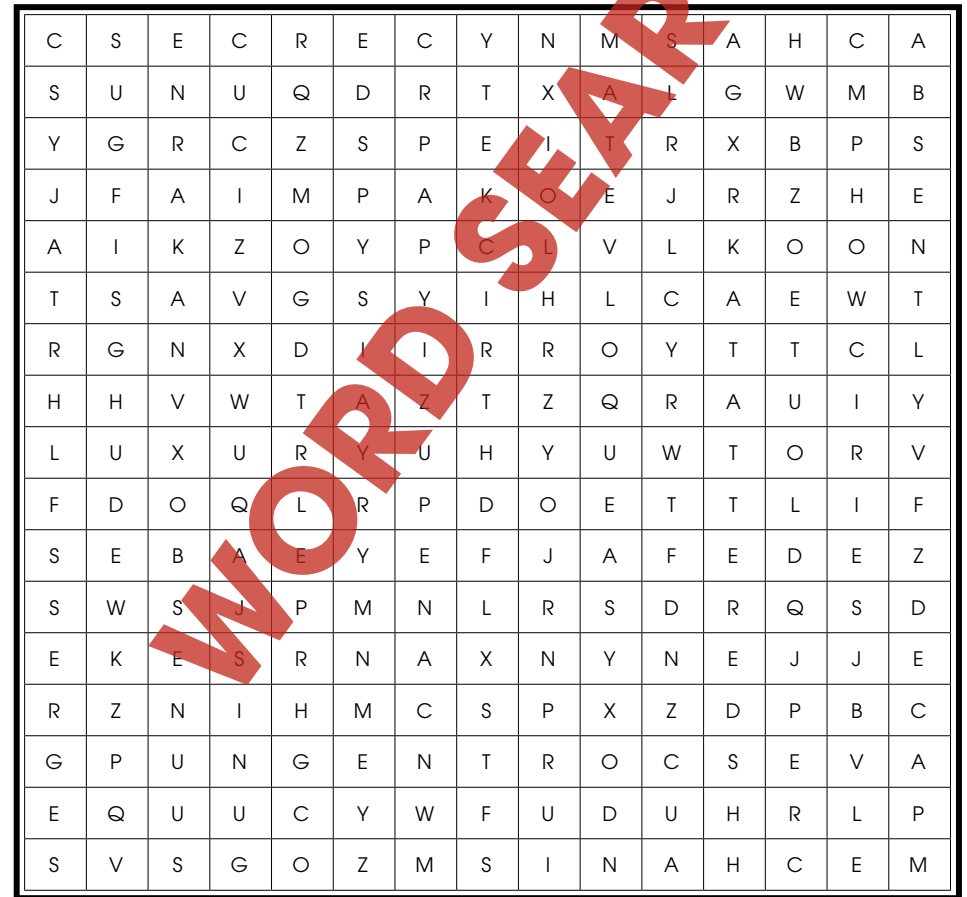
Now, write up some definitions of these words using your best guess at what they might mean. Once you've written your definitions, describe why you believe the words could mean what you think they do. Compare your definitions to the actual definition from the dictionary and comment on how they are different.



## Word Search Puzzle

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

absently	escort	pace	squirmed
chasm	joy	pungent	tattered
chortled	luxury	queasy	vast
curiosity	mechanism	rickety	vital
egress	narrow	secrecy	zigzags



## Comprehension Quiz

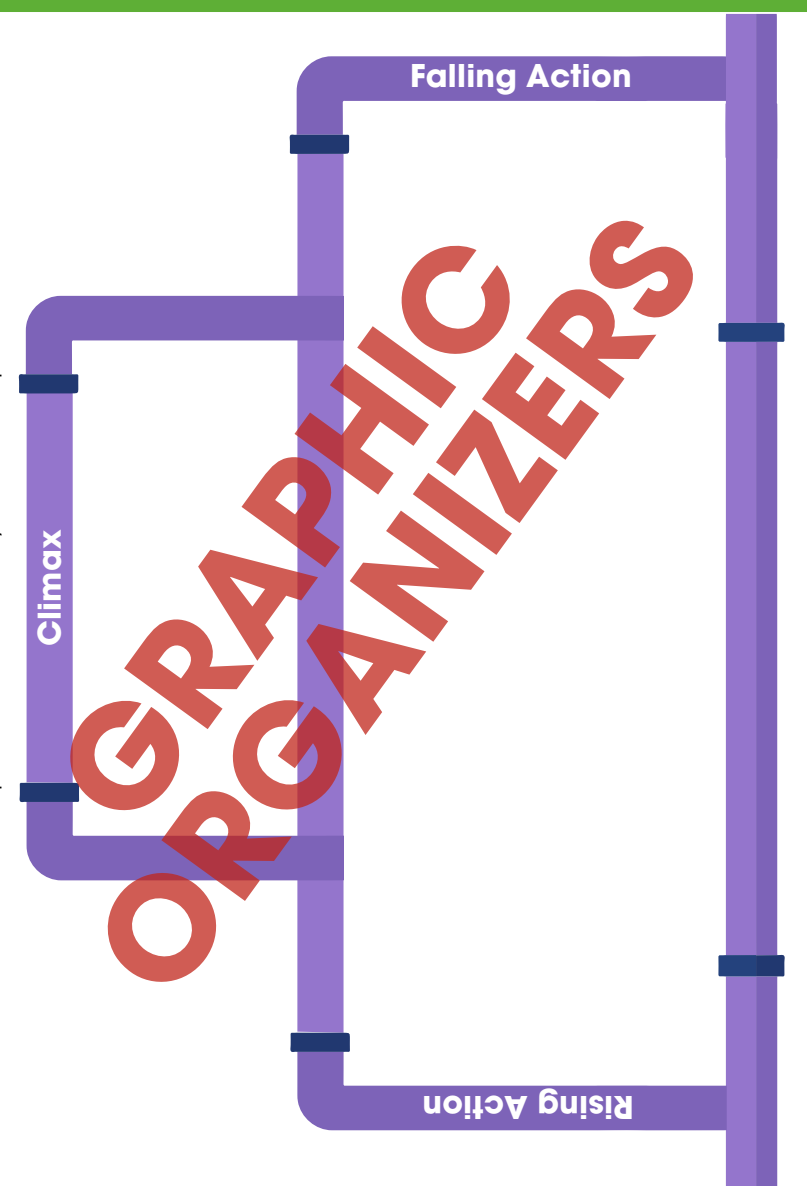
Answer each question in a complete sentence.

- What are the full names of the two main characters?  
\_\_\_\_\_
- Why is Doon upset when he receives his job assignment at graduation?  
\_\_\_\_\_  
\_\_\_\_\_
- Why does Lina believe messengers have an important job?  
\_\_\_\_\_  
\_\_\_\_\_
- Why don't the people of Ember have a good idea of what year it is?  
\_\_\_\_\_  
\_\_\_\_\_
- What are the four rules that all messengers must follow?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Why was the power outage during which Poppy runs away from Lina important?  
\_\_\_\_\_  
\_\_\_\_\_
- Why were the Instructions for Egress in Lina's grandmother's house?  
\_\_\_\_\_  
\_\_\_\_\_

SUBTOTAL: /19

## Pipeline Timeline

The City of Ember is a story in which characters rely heavily on the underground network called the Pipeworks. The Pipeworks is the place where all water and electricity for the city comes from and could be considered to be central to the plot of the story. In this organizer, picture the pipes as the plot of the story. Each branching pipe represents an important moment or point of action that you feel is important.



NAME: \_\_\_\_\_

After You Read 



# The Instructions to Chapter Two

Answer each question with a complete sentence or short paragraph.

1. Why do you think people in Ember might have clothing that is described as frayed or worn out?

\_\_\_\_\_  
\_\_\_\_\_

2. Why was Doon upset with his job assignment?

\_\_\_\_\_  
\_\_\_\_\_

3. Why are messengers important in Lina's opinion?

\_\_\_\_\_  
\_\_\_\_\_

4. Where is the messengers' headquarters located?

\_\_\_\_\_  
\_\_\_\_\_

5. What are the rules to be a messenger?

\_\_\_\_\_  
\_\_\_\_\_

6. Why don't the people of Ember really know what day or year it is?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Now that you've read a little about the city of Ember, describe it. Discuss how the city looks, how it is able to operate (power, communication), and any other interesting points that have been discussed throughout the book so far. Compare this city to your own home. How are they different? How are they similar?

1. Answers will vary, but may include: Resources are scarce in Ember and not much new clothing gets made.

2. Doon says he doesn't want to waste his time carrying around gossip, he wants to help save the city.

3. She believes messengers are vital for residents of Ember to be able to communicate with each other.

4. The messengers' headquarters are located on Cloving Street.

5. One: When a customer gives you a message, repeat it back to make sure you have it right. Two: Always wear your red jacket. Three: Go as fast as possible. Four: Deliver a message only to who it's meant for.

6. Through the years some of the timekeepers had neglected their duties so that the clock stopped for several days at a time and sometimes there were long days or nights. So they called it the year 241, but it could be 245, 239, or 250.



1. Answers will vary.

2. Answers will vary.

### Vocabulary

1. D

2. F

3. E

4. A

5. C

6. I

7. B

8. G

9. H

10. J

14

1.

a) T

b) T

c) F

d) F

e) T

f) F

2.

a) 1

b) 4

c) 5

d) 3

e) 6

f) 2

15

1.

The old man tells him the generator has always managed to chug along, but this year seems worse. He then says he hears the city is running out of light bulbs so it might not matter if the generator fails.

2.

Doon always thought he was smarter than other people. He was sure he could learn about electricity and save the city, but now he feels that he'd been stupid to feel that way.

3.

He says "What you get is what you get. What you do with what you get though...that's more the point, wouldn't you say?"

4.

Doon feels like he can't go plodding around the pipeworks, stopping up leaks, looking for bugs and pretending there's no emergency. He feels he has to find a way to help.

5.

The potatoes have a new disease. The leaves are all spotted with black and the insides are runny and smell bad.

6.

Sadge Merrill appears from the darkness having gone off to the Unknown Regions in search of something that could help save the city.

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## The City of Ember – Gr. 5-6

- **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.





# Chapters Three to Four



Answer the questions in complete sentences.

1. Predict whether Doon and Lina will discuss their jobs in these Chapters.

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2. Do you believe Lina will face any further discipline for her actions at the Gathering Hall? Why or why not?

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## Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

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- 3 clamor
- 4 throng
- 5 sheer
- 6 turbulent
- 7 chasm
- 8 rivulets
- 9 horrendous
- 10 plodding

- A A dense crowd of people.
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- J Slow moving and unexciting.



## Chapters 1 to 2

### Assignment Day

When Lina Mayfleet and Doon Harrow graduate, they are each assigned jobs at random. Each job is important in its own way and helps ensure the city of Ember continues to run as smoothly as possible. These jobs are considered very important.

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## Chapters 7 to 8

### New Meanings

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