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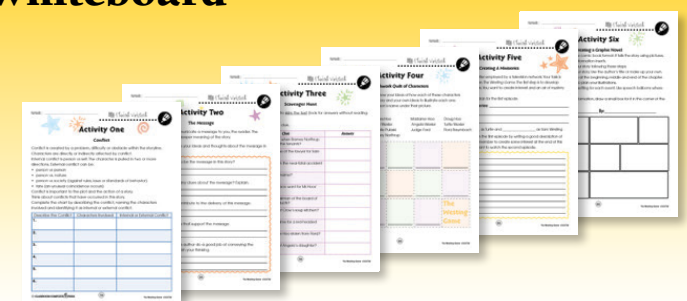
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Ellen Raskin

Ellen Raskin was born March 13, 1928 in Milwaukee, Wisconsin. She entered the University of Wisconsin with the idea of becoming a journalist. Instead, she discovered she had an interest in fine art. She moved to New York and began working at a commercial art studio. Then, she moved into freelance illustration and design. She contributed to the *Saturday Evening Post* and designed book covers, including the original cover for *A Wrinkle in Time*. She won various awards for her art.



Her career as a children's author began in 1966 with *Nothing Ever Happens on My Block*. She wrote several picture books and four novels for older readers. Her stories contain a sense of humor and suspense and vocabulary easily understood by teens and young adults. Raskin's books for children have won recognition and awards. *Figs and Phantoms* won a Newbery Honor Book Award in 1974 and *The Westing Game* won the Newbery Medal in 1978.

In 1965, Raskin married Dennis Flanagan, who was the editor of *Scientific American*. On August 8, 1984, Ellen Raskin died in New York City from complications of a connective-tissue disease she suffered from. She was only 56 years old.

- Ellen Raskin entered the University of Wisconsin at only 17 years old.
- Ellen Raskin illustrated the covers for more than a dozen children's books.
- She designed dust jackets for books for 15 years.

Did You Know...?



Chapters Ten to Twelve

Answer each question with a complete sentence.

1. In the last section, we learned that Judge J.J. Ford had her suspicions that Sam Westing has not been murdered but has other motives. She plays detective to find answers to the game. Why do you think the author chose Judge Ford for this role instead of one of the other heirs?

2. If Sam Westing has not been murdered—as Judge Ford believes—do you think he might be one of the heirs? If so, which one? Give reasons for your choice.

Vocabulary

Circle the word or phrase that means the same as the vocabulary word.

1. prattling:

a) singing	b) talking	c) crying	d) drawing
------------	------------	-----------	------------
2. grimaced:

a) walked	b) limped	c) frowned	d) jumped
-----------	-----------	------------	-----------
3. vault:

a) hide	b) leap	c) crawl	d) stroll
---------	---------	----------	-----------
4. tidbits:

a) sour candies	b) sandwiches	c) cookies	d) tiny pieces
-----------------	---------------	------------	----------------
5. complicated:

a) easily solved	b) broken	c) spread out	d) complex
------------------	-----------	---------------	------------
6. alibis:

a) lyrics	b) a recipe	c) an excuse	d) a newscast
-----------	-------------	--------------	---------------
7. coiffure:

a) a dress style	b) a hairstyle	c) a car model	d) beach sandals
------------------	----------------	----------------	------------------
8. paraphernalia:

a) blueprints	b) parachute	c) equipment	d) weather instruments
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Chapters Ten to Twelve

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

- T F a) George and Catherine Theodorakis are not heirs.
- T F b) Flora mothers Turtle because she misses her own daughter.
- T F c) Grace Wexler stole Sydelle's shorthand notebook.
- T F d) James Hoo is the only heir who has met Sam Westing in person.
- T F e) The first bomb exploded outside the Wexler apartment.
- T F f) George Theodorakis and Violet Westing were secretly married.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) There is an explosion in the kitchen of the Theodorakis' coffee shop.
- b) Sydelle reveals that her shorthand notes are written in Polish.
- c) Judge Ford calls a "snowbound private investigator" and recognizes a familiar voice.
- d) Theo asks everyone to pool their clues together to try to figure out the murderer and therefore win the game.
- e) Judge Ford concludes that four heirs have a direct connection to Sam Westing.
- f) Angela and Sydelle show up for the meeting dressed as twins.



Chapters Ten to Twelve

Answer each question with a complete sentence.

1. Everyone has a motive for their behavior while at Judge Ford's party. Briefly describe the motive for each of the following:

a) Grace Wexler	_____
b) Chris Theodorakis	_____
c) Theo Theodorakis	_____
d) Crow	_____
e) Judge Ford	_____
2. Why does Sydelle think she should get a bigger share of the fortune?

3. Why did Sydelle write her shorthand notes in Polish?

4. The explosion in the Theodorakis' coffee shop kitchen was not as serious as it could have been. Do you think the person responsible planned it that way? What might be their reason for doing so?

Journaling Prompt

Pretend that you are Judge Ford trying to watch the heirs and learn more about them. You decide to call a private investigator to help you. When you dial the number, you recognize the voice in the message. Write about who that voice belongs to, why they are pretending to be someone else, and what you plan to do with that knowledge. Include what your next actions will be and how you will observe the owner of "the voice".



Chapter 4

We Remember Sam

An obituary is an article of writing that:

- provides notice of a person's death
- gives personal information about that person. Example: where and when they were born
- may tell of their achievements
- names relatives or friends who knew the person

Look in a newspaper to find examples of obituaries. Read through each one to get some ideas.

Write an obituary for Sam Westing. Include as much information as you can discover. Share your obituary with your classmates.



Chapters 6 to 9

Personal Journal of Turtle Wexler

Pretend you are Turtle Wexler and you are keeping a personal journal of your introduction to Sam Westing and your impressions of the game he designed for the heirs to play.

Write one dated entry containing four or five sentences for each of the following points:

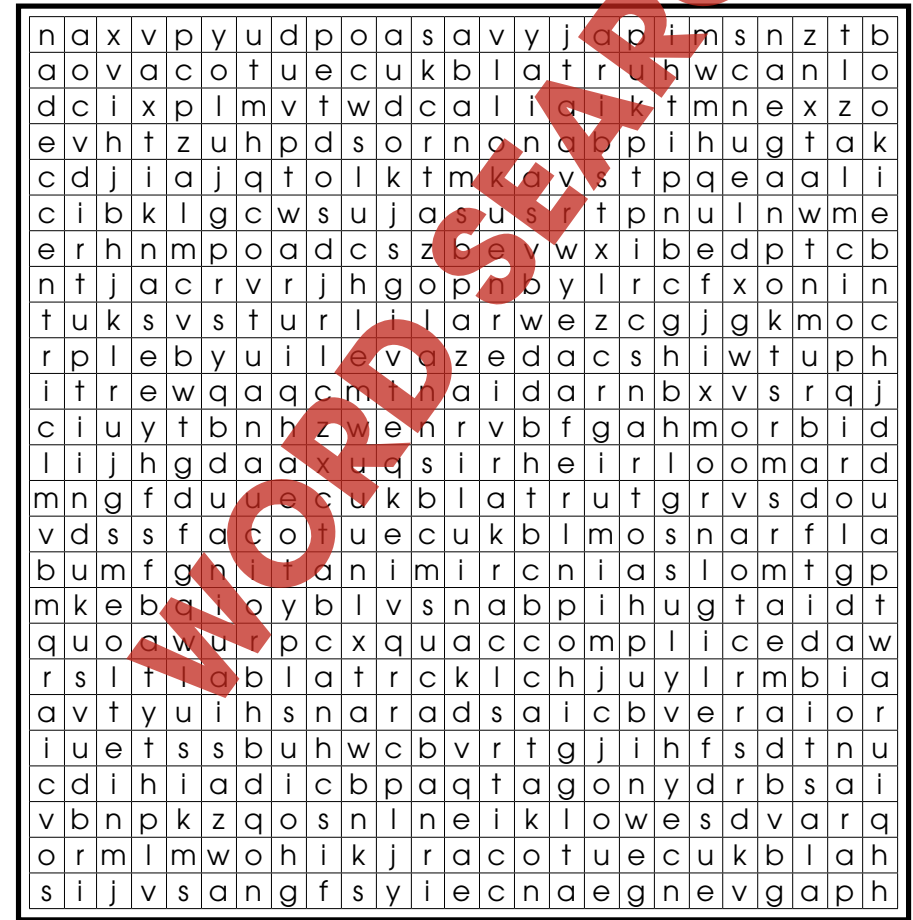
1. Attending the reading of the will; some surprising facts you learned.
2. The point of the game; the rules and conditions.
3. Your opinion of your partner; what you think your chances of winning might be.
4. Your plan to safeguard your clues and why it is necessary to do so.
5. Your plans for using the \$10,000 from the check. Tell why you think this is the best thing to do with the money.
6. How your mother tried to convince you to tell her your clues and your reaction.



Word Search Puzzle

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

abacus	asylum	chauffeur	incriminating	paranoia	ransom
accomplice	authentic	delinquent	interrogation	pompous	tidbits
agony	bestowed	eccentric	jittery	pranks	transcript
alias	bigot	heirloom	morbid	putrid	uppity
alibis	bookie	impish	obituary	radiant	vengeance



Comprehension Quiz

Answer each question in a complete sentence.

1. How were the contents of the letters designed to appeal to prospective tenants?

2. How do Otis Amber and Sandy McSouthers subtly create a challenge for Turtle to visit the Westing mansion?

3. What does it usually mean when one receives a letter to the reading of a person's will?

4. What does the reading of the will really turn out to be?

5. Why do you think the author paired up seemingly mismatched heirs?

6. Why do the heirs have so much trouble interpreting the clues?

7. What caused this situation: "The meeting was adjourned due to panic."



SUBTOTAL: /15

A Memorable Character

Think about all of the characters in this story.

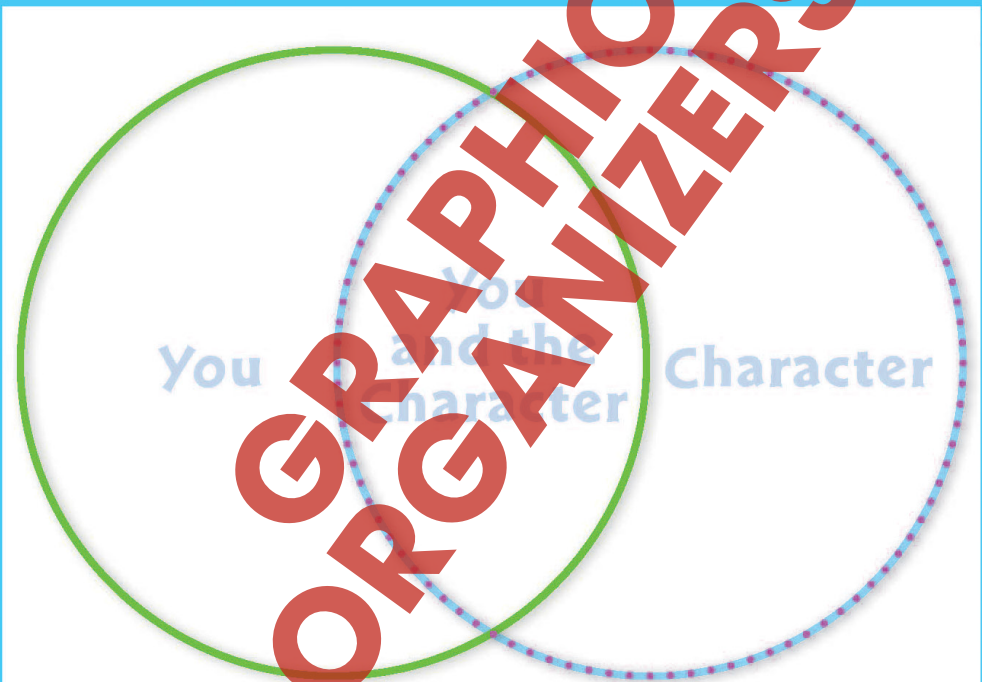
Select a character that you liked.

Use the Venn Diagram to compare yourself to this character. List traits about yourself and this character in the outside circles.

Record traits you share in the overlapping section.

Consider: physical traits, personality, beliefs, actions, family background.

The character I have chosen is:



Describe the most outstanding quality in this character that you admired.

NAME: _____

After You Read 



Chapters Thirteen to Fifteen

Answer each question with a complete sentence.

- We discover the connection that Flora Baumbach has to Sam Westing. Explain that connection in your own words.

- Sydelle asks Chris directly if he can walk. How does Chris react to such a question?

- We learn a few facts about Sandy McSouthers in this section. Briefly outline those facts for each of the following points:
 - The reason he will not accept a tip from Judge Ford.

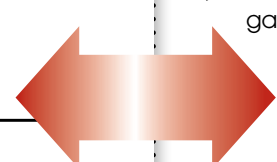
 - The reason his face looks somewhat smashed.

 - Why Sandy refused Theo's proposal to pool their clues.

- Why does Chris refuse to sign the check that he shares with Denton Deere?

- Judge Ford and Sandy continue to investigate the heirs. What do they discover about Mrs. Westing and Violet Westing?

EASY MARKING



Journaling Prompt

Pretend that you are an investigator with the bomb squad. The first bomb in the coffee shop may have been a prank. But what might be the purpose of the next bomb in Shin Hoo's restaurant? Who would have the most to gain from such actions? Include some facts from the story and your own ideas.

1.

Flora made a wedding gown for Violet Westing.

2.

Chris is delighted, laughs and looks to Sydelle as a new friend.

3.

- The Judge gave him her share of the check.
- He boxed to earn money for his family after he lost his job at Westing paper Products.
- He said that made the game too easy.

4.

He knows as long as he doesn't sign the check Denton will keep talking to him.

5.

Mrs. Westing: they find out very little about her; only a picture of a sad-looking woman in the newspaper
Violet Westing: killed herself rather than marry a crooked politician. She really wanted to marry George Theodorakis.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

- scorched
- malady
- inheritance
- ransom
- asparagus
- eluding
- jittery
- jasmine
- pranks
- adjacent

1.

- F
- T
- T
- F
- T

f) T

- F
- F

2.

- 2
- 4

c) 6

d) 1

e) 5

f) 3

g) 7

1.

Answers will vary, but may include: no one was seriously hurt; didn't want to investigate; may be under orders from someone with influence.

2.

Sydelle pretended to be sleeping and overheard Turtle tell Angela that it was a foolish thing to do.

3.

Answers will vary, but may include: he wants to help his wife to win; he wants his wife's approval.

4.

James Hoo worked for Westing Paper and claimed that Sam Westing stole his idea for a paper diaper. He received an out-of-court settlement from the company.

5.

Crow sees Angela as her own daughter and Theo as the one to rescue her. She considers Theo to be a stand-in for his father, George, who was her daughter Violet's true love.

6.

Answers will vary.



The Westing Game

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** 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.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** 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 clearly, previewing what is to follow; 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 create cohesion and 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 and supports the information or explanation presented.
- **WS.7.3** 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 point of view 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 capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** 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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and 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 and supports the information or explanation presented.
- **WS.8.3** 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.