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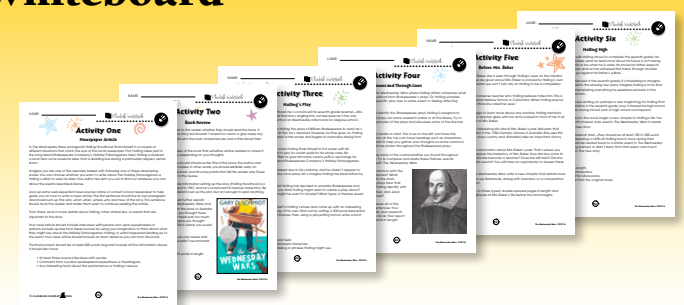
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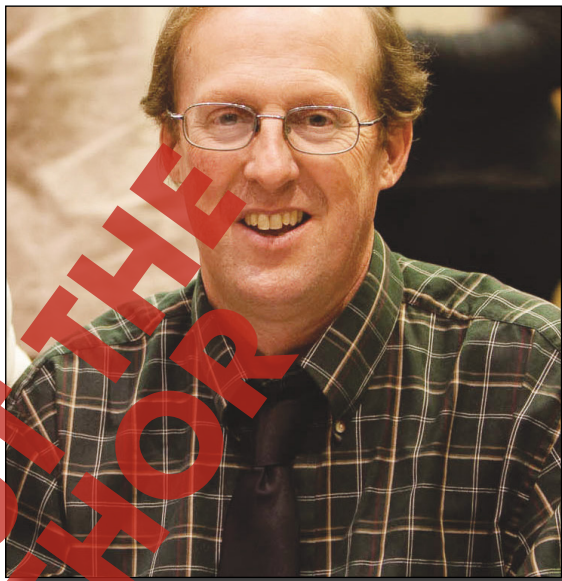
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## Gary D. Schmidt

**G**ary D. Schmidt is a best-selling author known for many books for young adults. Born on April 14, 1957 in Hicksville New York, Schmidt is the son of Robert Schmidt, a bank vice president, and Jeanne Schmidt, a teacher. Schmidt has said he was named for gameshow host Garrison Moore. Schmidt felt underestimated by his teachers early in his life. Students were classified by their natural abilities, and, in his early education, Schmidt found himself lumped in with the least intelligent students. However, an interaction with a concerned teacher led to Schmidt finding a love for reading, which later inspired his novel *The Wednesday Wars*.



In 1979, Schmidt graduated with a degree in English from Gordon College. That same year he married writer Anne Stickney, with whom he would have six children. He followed up by earning his Master's degree in English literature from the University of Illinois in 1981 and completed his Ph.D. in medieval literature in 1985. Later that year, Schmidt would take on a position as a professor of English at Calvin College in Grand Rapids, Michigan. Schmidt went on to publish his first novel, *The Sin Eater* in 1996. He followed up the next year with a retelling of twenty-five bible stories titled *The Blessing of the Lord: Stories from the Old and New Testaments*. Schmidt wrote and published continually over the next few years—including the historical fiction *Anson's Way*—but one of his most successful works was published in 2004.

### Did You Know...?

- Author Gary D. Schmidt is a professor of English at Calvin University in Grand Rapids, Michigan.
- Schmidt's 2005 novel *Lizzie Bright and the Buckminster Boy* and *The Wednesday Wars* both received the Newbery Honor.
- Schmidt's novel *Orbiting Jupiter* was inspired by his work providing writing workshops in prisons and detention centers.



## Chapter Two

Answer the questions in complete sentences.

1. Do you believe Mrs. Baker will look for other ways to get rid of Holling during Wednesday afternoons?  
\_\_\_\_\_
2. Predict whether Doug Swietek's brother will seek revenge on Holling in this Chapter.  
\_\_\_\_\_

### Vocabulary

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

- |    |             |   |   |
|----|-------------|---|---|
| 1  | Regrettable | So small that it is not visible with the naked eye.                         | A |
| 2  | Microscopic | Abandoned a person in a way considered disloyal.                            | B |
| 3  | Grime       | Wild or distraught with fear, anxiety, or other emotion.                    | C |
| 4  | Persecution | Giving the impression that something bad is going to happen.                | D |
| 5  | Deserted    | Undesirable; unwelcome.   | E |
| 6  | Quivering   | Passed gently through the air.  | F |
| 7  | Extravagant | Dirt stuck on the surface of something.                                     | G |
| 8  | Ominous     | Lacking restraint in spending money or using resources.                     | H |
| 9  | Wafted      | Trembling or shaking with slight, rapid motion.                             | I |
| 10 | Frantic     | Hostility or ill treatment because of race, religion, or political beliefs. | J |



## Chapter Five

1. Put a checkmark (✓) next to the answer that is most correct.

- a) What color was the paint Doug Swietek's brother used with the pictures of Holling?  
 A Green  
 B Blue  
 C Yellow  
 D None of the above.
- b) What military school starts to look good to Holling?  
 A Alabama Military Institute  
 B United States Military Academy  
 C United States Naval Academy  
 D None of the above.
- c) What color does Holling's sister say is regulated at her school?  
 A Brown  
 B Blue  
 C Black  
 D Beige
- d) What treat did Mrs. Bigio bring the students?  
 A Cookies.  
 B Marshmallow squares.  
 C Hot chocolate.  
 D None of the above.
- e) What was the tool of Holling's vengeance?  
 A A trebuchet.  
 B Asking his sister for help.  
 C Telling the principal.  
 D A snowball.



## Chapter Six

Answer each question with a complete sentence.

1. What popped out of Holling's mouth that he couldn't believe?  
\_\_\_\_\_
2. Describe Holling's father's design for the junior high school.  
\_\_\_\_\_
3. What does Mrs. Bigio give to Holling?  
\_\_\_\_\_
4. What surprising development happened during the architecture presentations? How does this make Holling feel?  
\_\_\_\_\_
5. How does Meryl Lee explain her actions?  
\_\_\_\_\_
6. What was the result of the architecture bid?  
\_\_\_\_\_

### Journaling Prompt

At the end of this Chapter, Holling wonders for the first time if all the awards and money and prestige were what his father really wanted. Or, if there was a time when he ever imagined a different life and felt trapped. What is the significance of this moment for Holling? How does this shift in perspective mirror Holling's interactions with Meryl Lee in this Chapter?





## Chapters 1 to 2

### Explain and Describe

The main character—Holling Hoodhood—establishes the story with one statement: his teacher hates him. Mrs. Baker, he says, hates him despite Holling not having played any nasty pranks on her like Doug Swieteck played on Mrs. Sidman.

Consider this statement and the mindset that Holling must be in. Describe Holling's relationship with Mrs. Baker. What makes it so bad? What evidence does Holling give to support his way of thinking? For example, what does Mrs. Baker do to Holling that makes him believe she must not like him?

Now, form an opinion—does Mrs. Baker really hate Holling? Explain your answers to the questions above in a few paragraphs. Explain your opinion and back it up with evidence from the book. Are there any differing opinions among your peers? Share your findings and discuss your opinions.



## Chapters 3 to 4

### Mimicking the Master

When Mrs. Baker tasks Holling with reading the works of William Shakespeare, he finds that there are some lines that resonate with him. Holling sometimes finds that combining lines from different sections of the play have a rhythm that he likes, and Mrs. Baker agrees. Holling's fondness for these lines soon finds him memorizing the play and later he acts out scenes with Mr. Goldman, leading to his inclusion in the Long Island Shakespeare Company's Holiday Extravaganza.

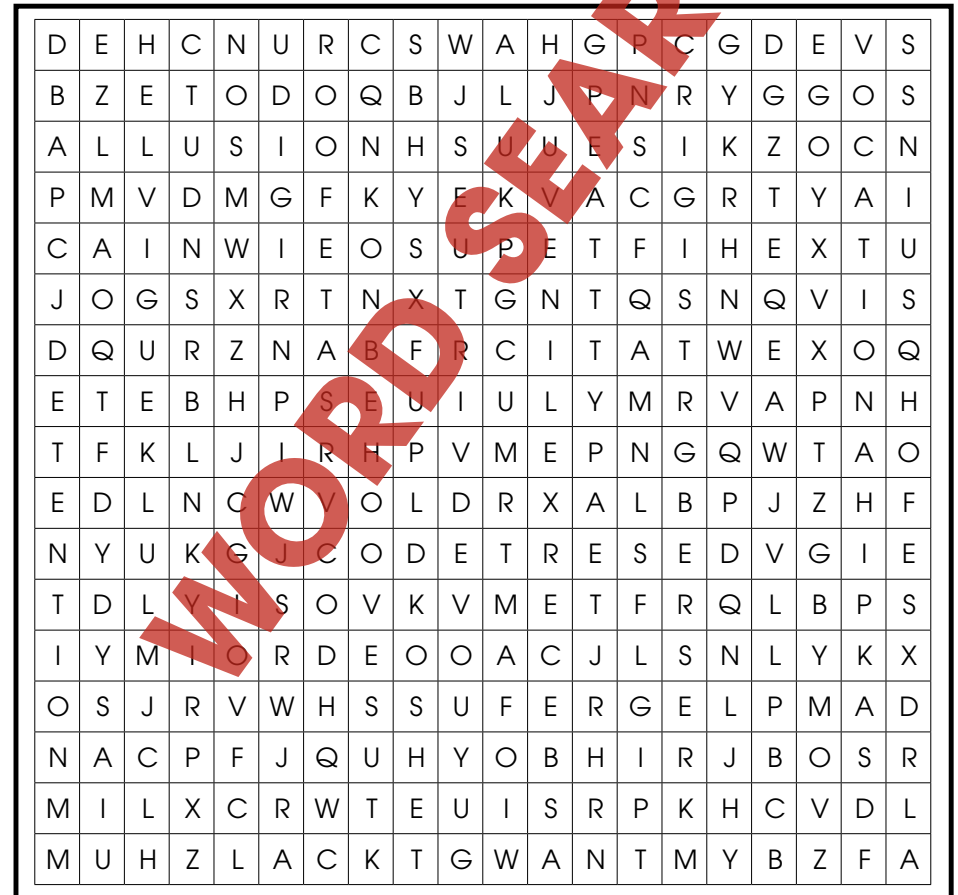
Imagine a scenario that Holling might find himself in during an average school day. During this scenario, Holling will need to interact with one or two other characters and, as he does in the book, will find himself compelled to use some of Shakespeare's words. However, there's a catch. This time they will be your words. Try your best at recreating the language William Shakespeare uses in his plays. Consult the Internet or the library to get some ideas for how to do this. Write a brief scene using the same style as the author uses in *The Wednesday Wars* and have Holling use your Shakespeare-style dialog.



## Word Search Puzzle

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

ado  
allusion  
ample  
behooves  
berserk  
coax  
deserted  
detention  
fuss  
hovering  
juvenile  
microscopic  
rigid  
scrunched  
sickly  
soggy  
soothsayer  
swathe  
virtues  
vocation



## Comprehension Quiz

Answer each question in a complete sentence.

- Who are three main characters from the book?  
\_\_\_\_\_
- What are three main themes of *The Wednesday Wars*?  
\_\_\_\_\_
- At the beginning of the book, what reasoning does Holling give for why he believes Mrs. Baker hates him?  
\_\_\_\_\_
- What language does Holling use that signals his displeasure with his home life?  
\_\_\_\_\_
- Name three of the Shakespeare plays Holling is tasked with reading.  
\_\_\_\_\_
- Name two ways in which Holling faces pressure throughout the book.  
\_\_\_\_\_
- What lesson about defeat does Mrs. Baker teach Holling?  
\_\_\_\_\_

35

3

3

3

2

3

2

3

## Iconic Architecture

When Mrs. Baker decides to take Holling on a tour of his own hometown, he realizes there are some impressive examples of iconic architecture right in his own backyard. Use this organizer to map some of the noted architecture from the book, and write a brief description of the location and what makes it special.

Quaker Meetinghouse

St. Adalbert's

First Jail House on Long Island

Hicks Park

Temple Emmanuel

The First abolitionist school

Saint Paul's Episcopal School

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

After You Read 



# Chapter Five

Answer each question with a complete sentence.

1. What honor did Holling's father receive?  
\_\_\_\_\_
2. What happened to Doug Swieteck's eye?  
\_\_\_\_\_
3. What does Mrs. Baker say Shakespeare was trying to express with Macbeth?  
\_\_\_\_\_
4. How do we know Holling regrets telling Mrs. Baker she doesn't have much to worry about?  
\_\_\_\_\_
5. What prevented Doug Swieteck's brother from getting back at Holling for the snowball?  
\_\_\_\_\_
6. How is Holling's embarrassing front page photo somewhat redeemed?  
\_\_\_\_\_

# EASY MARKING



**At one point in this Chapter, Holling compares himself to Banquo. Do some research. How does this character's story compare to Holling? Are there any similarities between them? Differences? Why might Holling have made this comparison? Do you think the comparison is justified or is Holling being dramatic? Explain your answers in a few paragraphs.**

**1.**  
Chamber of Commerce  
Businessman of 1967.

**2.**  
His brother gave him a  
black eye when Doug  
refused to help humiliate  
Holling with pictures from  
the play.

**3.**  
She says, "That we are  
made for more than  
power. That we are made  
for more than desires.  
That pride combined  
with stubbornness can  
be disaster. And that  
compared with love, malice  
is a small and petty thing."

**4.**  
Holling immediately says it  
was a dumb thing to say.  
Holling reiterates that it was  
a stupid thing to say several  
times and seems bothered  
when Mrs. Baker doesn't  
speak to him the next day.

**5.**  
Holling saw that the sliding  
school bus was about to  
hit his sister and he dove to  
save her, getting clipped  
by the bus himself in the  
process.

**6.**  
The evening paper had  
a photo of Holling sailing  
through the air after saving  
his sister, calling him a hero.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1. sickly

2. restitution

3. coax

4. tragic

5. star-crossed

6. desperate

7. cheapskate

8. expensive

9. foresight

10. allotted

**1.**  
a) **F**

b) **T**

c) **T**

d) **F**

e) **F**

f) **T**

**2.**

a) 1

b) 5

c) 6

d) 4

e) 3

f) 2

**1.**  
He asked Meryl Lee to go  
somewhere with him for  
Valentine's Day.

**2.**  
It had no pillars, no brickwork,  
no symmetrical layout.  
Everything was to be new  
and modern. There were  
curved corners and curved  
walls. The roof was a string of  
glass domes. Every classroom  
looked out into sunlit spaces.

**3.**  
She gives Holling two tickets  
to *Romeo and Juliet* so that  
he can take Meryl Lee for  
Valentine's Day.

**4.**  
Mr. Kowalski took Holling's  
father's plans for the junior  
high school and passed  
them off as his own. Holling  
realized that Meryl Lee must  
have been trying to get the  
plans from him all along and  
he feels stupid.

**5.**  
She tells Holling she only  
showed her father because  
the drawing was so good.  
She didn't know her father  
would copy it.

**6.**  
Mr. Kowalski withdrew his  
bid and Hoodhood and  
Associates was given the  
contract.





## The Wednesday Wars

- **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.
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# Chapter Two

Answer the questions in complete sentences.

1. Do you believe Mrs. Baker will look for other ways to get rid of Holling during Wednesday afternoons?

---

---

---

2. Predict whether Doug Swieteck's brother will seek revenge on Holling in this Chapter.

---

---

## Vocabulary

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- 4 **Persecution**
- 5 **Deserted**
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- A So small that it is not visible with the naked eye.
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## Chapters 1 to 2

### Explain and Describe

The main character—Holling Hoodhood—establishes the story with one statement: his teacher hates him. Mrs. Baker, he says, hates him despite Holling not having played any nasty pranks on her like Doug Swieteck played on Mrs. Sidman.

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