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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	i	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	i	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.

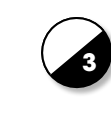
- Summarize 3 steps Claudia took in planning her escape to the Art Museum in New York City.

- 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>1. Answers will vary.</p>	<p>1. a) tape recorder b) parents c) four d) chauffeur/driver e) angel f) excitement, secret, fun</p>	<p>1. 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>2. Answers will vary.</p>	<p>Vocabulary</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. 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>1. intercom 2. accurate</p>	<p>g) Mrs. Frankweiler h) adopt</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. 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>3. preoccupied 4. maimed</p>	<p>2. 1. Mrs. Frankweiler 2. Sheldon the Chauffeur 3. Jamie 4. Jamie</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. 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>5. bequeathing 6. matron</p>	<p>5. Claudia 6. Claudia 7. Kevin</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>
<p>6. Answers will vary.</p>	<p>7. chariot 8. tight 9. auction</p>	<p>8. Commissioner of Parks in New York City.</p>	<p>8.</p>



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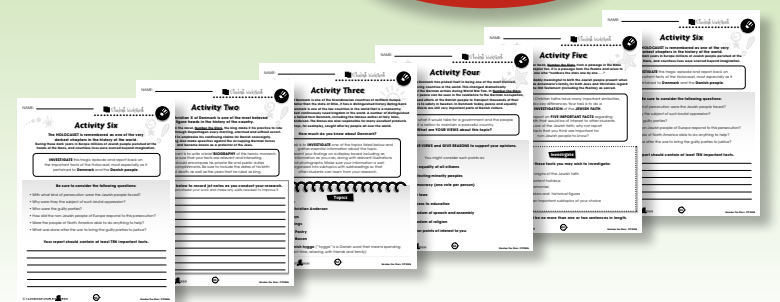
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Lois Lowry

Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

Lois Lowry was born March 20, 1937 in Hawaii to a military family that moved around a great deal. After leaving Brown University to marry, she moved to Maine where she raised four children. Lois later returned to college and graduated from the University of Southern Maine. In the 1970's, Lois fulfilled a childhood dream by beginning an extremely successful writing career.



Lois Lowry has written over 30 books for young readers and has won the prestigious Newbery Medal on two occasions. Topics of her novels are varied and fascinating, including the holocaust, cancer, futuristic societies and mental illness. Her writing is characterized by realistic characters and exciting plots. Three of her most successful and popular books are the futuristic trilogy, *The Giver*, *Gathering Blue*, and *Messenger*. Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

crash. One of her daughters became disabled as a result of a disease of the central nervous system. It is partially these terribly difficult life experiences that have enabled Lois to bring the characters of her stories to life so sensitively and realistically.

Lowry's life has seen its share of tragedy. She lost a sister to cancer and a son in an airplane

Today Lois lives in Cambridge, Massachusetts and enjoys hobbies that include gardening, photography and knitting.

Did You Know?

- **Number the Stars** was the winner of the coveted Newbery Medal (1989)
- Lowry's novel, **The Giver**, also won the Newbery Medal (1993)
- Among other places, Lowry has lived in Pennsylvania, Massachusetts, New York City and Japan



Chapters Five and Six

Answer the question in complete sentences.

1. Imagine that you were stranded in the wilderness without a weapon. Think of two or three ways you would get enough food to survive.

Vocabulary

Word List:

sped	German	stalk
Kirsti	win	David
uniform	suspicious	Rosen
Henrik	germ	Ellen
veil	Nazi	zoo
seldom	Lise	in
trim	Jewish	DS
oak	Danes	learn
imperious	Copenhagen	

Down

1. Annemarie's oldest sister
2. Hurried
3. Cut one's hair
4. Capital of Denmark
5. Abbreviation for Dal segno in music
6. Part of a bride's trousseau
7. The people of Denmark
9. Distrust
10. Gain knowledge
11. Type of tree that bears acorns
15. Annemarie's younger sister
17. Place for animals
18. A microorganism
21. Opposite of lose

Across

5. Star of _____
8. Overbearing
9. Hardly ever
12. Annemarie's friend
13. Part of a plant
14. Annemarie's uncle
16. German political party
18. People who invaded Denmark
19. Opposite of out
20. Ellen's last name
22. The Rosens were _____
23. A soldier wears this



Chapters Five and Six

Part A

1. Complete the paragraph by filling in each blank with the correct word from the chapters.

Ellen was a talented actress who played the roll of the _____ at school. Annemarie suggested to Ellen that she practice saying, "I am _____ Johansen". Ellen always wore a _____ or David chain around her neck. The first night that Ellen stayed with the Johansens, two German _____ banged on their apartment door. Before the Germans barged into the girls' bedroom, Annemarie insisted that Ellen remove her _____, which Annemarie hid in her _____. Mr. Johansen showed the Germans _____ of his three daughters. The next day they decided it would be safer to take the girls to stay with Uncle _____. He was a _____ who lived in the country. When making the arrangements with Annemarie's uncle, her father spoke to him in _____. On the train a German soldier tried to trick the Johansens by asking if they were visiting Gilleleje to celebrate the _____. Annemarie's uncle's house was in a clearing beyond the _____.

2. Which answer best describes...

a) Ellen?

- A serious
 B chatty
 C silly
 D mean

c) Annemarie's parents?

- A selfish
 B courageous
 C rude
 D silly

b) Mama's response to the soldiers' rudeness?

- A joked a lot
 B cheerfulness
 C resentment
 D cried her eyes out

d) Mr. Johansen's code word for Ellen?

- A dynamite
 B herring
 C cigarettes
 D gasoline



Chapters Five and Six

Part B

Answer the questions in complete sentences.

1. What do you think gave Annemarie the idea at the beginning of Chapter Five that Ellen should call herself Lise Johansen and not Ellen Johansen?

2. These two chapters feature a couple of examples of personification (writing about inanimate objects or animals as if they were a person). One example is found in Chapter Six: "seagulls soared and cried out as if they were mourning". Find another example in Chapter Five when Ellen and Annemarie are discussing Lise's death.

3. With another student, discuss Annemarie's statement about her father: "he always keeps his promises". Do you think it is possible to always keep your promises? Explain your answer.

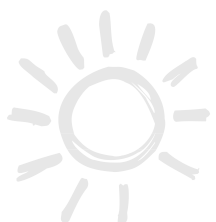
4. Why did Annemarie think it wasn't a good idea that Ellen be wearing her Star of David when the soldiers came into their bedroom?

5. In Chapter Five Annemarie compares the soldiers who came into their home with the two soldiers they would sometimes meet on the street. How were they different?



Journal Activity

Traveling to an unfamiliar place can sometimes be quite upsetting. Write a brief account of a time in your life when you traveled somewhere new and unfamiliar. Describe how you felt and why you think you felt that way.



Chapters 14 to 15

Hans Christian Anderson is probably the world's most famous writer of fairy tales. His tales include **The Ugly Duckling, The Little Mermaid, The Princess and the Pea, and Thumbelina.**

Investigate more of his many fairy tales, and then choose one for this assignment.

Write an imaginary news report describing the events of the fairy tale. Be sure to make it as dramatic as possible. You may also wish to leave the listeners with a cliffhanger ending for dramatic effect.



Chapters 16 to Afterword

Your assignment is to compose five questions for the game, Jeopardy, using information you learned from reading Number the Stars. The questions can be from any part of the novel. The difficulty of each question should reflect its worth (for example, the \$100 question should be quite easy to answer, whereas the \$500 question should be quite difficult).

\$100 Question	<input type="text"/>	Answer	<input type="text"/>
\$200 Question	<input type="text"/>	Answer	<input type="text"/>
\$300 Question	<input type="text"/>	Answer	<input type="text"/>
\$400 Question	<input type="text"/>	Answer	<input type="text"/>
\$500 Question	<input type="text"/>	Answer	<input type="text"/>



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

- | | | | |
|--------------|------------|--------------|-----------|
| errand | curfew | ancient | talented |
| imagination | frightened | interrupt | civilized |
| Jerusalem | integrity | prejudice | sabotage |
| conversation | confident | congregation | urgent |
| contempt | Copenhagen | extinguish | rabbi |
| synagogue | resistance | sprawling | military |
| gnarled | cigarettes | Jewish | gesturing |

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



Comprehension Quiz

Answer the questions in complete sentences.

- What was the name of Denmark's famous writer of fairy tales?

- What was the name of Denmark's King?

- How had Lise Johansen been killed?

- What had the Danes done with their own naval fleet when the Germans invaded their country?

- What role was Ellen called upon to play when she came to live with the Johansens? Why?

- What was there about the gold chain worn by Ellen that was dangerous to her and her family?

- Where did Mrs. Johansen take Ellen and her girls so they might be safe?



SUBTOTAL: /14

Flow Chart

CHOOSE ONE OF THE FOLLOWING TOPICS FROM THE NOVEL:

- Smuggling Ellen and her family safely to Sweden
- A topic of your choice

TOPIC

▼

First Event

▼

Second Event

▼

Third Event

▼

Fourth Event

▼

Last Event

NAME: _____

After You Read 



Chapters Seven and Eight

Part B

Answer the questions in complete sentences.

1. What did Ellen find different between the sea at the Copenhagen harbor and the sea where Uncle Henrik lived?

2. Why did Henrik dock his fishing boat in town instead of at his farm?

3. Why did Annemarie's mother want them to stay away from people while they were at the farm?

4. Why do you think the author does not introduce us to Uncle Henrik in Chapter Seven?

5. Invading armies often rely on scavenging the local population. Explain how this was true of the German army in this story.

6. Supposing that Uncle Henrik is once again speaking in code, what do you think he meant by the phrase, "Tomorrow will be a day for fishing"?

Journal Activity

From what you have read thus far, express your feelings regarding some the hardships of war as experienced by the two families of this novel. Give as much detail as possible.

1.

It was vast and wide-open

2.

They unloaded the fish there

3.

To avoid attention from the Germans

4.

Possible answer: suspense

5.

Answers will vary (i.e. they stole the Danes' food)

6.

Answers will vary

25

1.

Answers will vary

2.

Answers will vary

Vocabulary

1. deftly

2. alertly

3. urgent

4. reluctantly

5. recurring

6. condescending

7. extinguish

26

1.

a) T

b) F

c) F

d) T

e) T

f) F

2.

a) 4

b) 2

c) 6

d) 5

e) 1

f) 3

27

1.

Answers will vary

2.

a) Answers will vary

b) Answers will vary

3.

To protect her and the families being smuggled out of Denmark

4.

Answers will vary

5.

By not telling her everything

28



EASY MARKING ANSWER KEY

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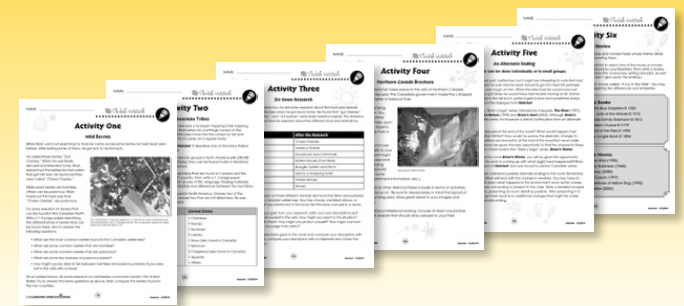
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Gary Paulsen

Born May 17, 1939 in Minneapolis, Minnesota, Gary Paulsen became interested in reading at a very young age after a librarian gave him a book to read. At the age of 14, Paulsen ran away from home to join a carnival, where he acquired a taste for adventure. Paulsen first realized that he would become a writer suddenly while working as a satellite technician for an aerospace firm in California. One night, he walked off the job and never returned. Paulsen spent the next year in Hollywood as a magazine proofreader, working on his own writing at night. He then left California for a rented cabin on a lake in northern Minnesota. By the end of the winter, he had completed his first novel, *The Special War*. Paulsen has written more than 175 books and 200 articles and short stories for young readers. Paulsen's work features the outdoors and highlights themes such as coming of age, where the main character must master the art of survival in isolation as a rite of passage to manhood and maturity. In 1983, Paulsen entered his first Iditarod, a 1,150-mile Alaskan dog sled race, and in 1985, he completed his second. When he suffered from an attack of angina — a constriction of the airways — he was forced to give up his dogs. After a 20-year absence from dog sledding, Paulsen was scheduled to compete in the 2005 Iditarod, only to back out shortly before the start of the race. He then participated in 2006, but had to finish after only two days. Paulsen and his wife Ruth spend their time between a home in New Mexico and a house in the Pacific.



Did You Know?

- Paulsen has had many different jobs such as an engineer, construction worker, ranch hand, truck driver, and sailor.
- Three of Paulsen's books, *Hatchet*, *Dogsong*, and *The Winter Room* are all Newbery Honor Books.
- The novel *Brian's Winter* is a sequel to *Hatchet*, stemming from an alternate ending.

Chapter Four

Answer the questions in complete sentences.

1. In Chapter 4, Brian reminisces about the Secret that split his parents up. What do you think the Secret is?

2. At the end of Chapter 3, Brian had just crashed the plane into the lake and was swimming to shore. What next obstacle do you think Brian will face in his new surroundings?

Vocabulary

Complete each sentence with a word from the list.

hoarse	keening	remnants	horde
abating	collapse	hummocks	mound

1. Low mounds resembling _____ more than hills surrounded the wooded area that Brian now found himself in.
2. The funeral procession erupted in a loud _____ cry for the lost loved one.
3. A _____ of bicycles descended the sloping road during a cycling contest.
4. Amanda was screaming for hours that her voice became _____.
5. Despite the massive headache Brian received from the crash, the pain in his forehead seemed to be _____ somewhat.
6. After a long day of working in the field, Steven climbed the stairs to his bedroom in order to _____ in his bed.
7. A small _____ came out of the lake and a small beaver swam out of it.
8. Brian only had torn _____ left of his windbreaker after escaping the sinking airplane and swimming to shore.



Chapter Four

1. Fill in each blank with the correct word from the chapter.

- a) For seconds he did not know where he was, only that the _____ was still happening.
- b) Thick, swarming hordes of _____ that flocked to his body.
- c) He couldn't identify most of it — except the evergreens — and some leafy trees he thought might be _____.
- d) It was a beaver house, called a beaver _____.
- e) The memory came in pieces — Brian looking over his head to see the _____ and his mother sitting with the man.

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

hammered scrunched agony slops blurks

- a) In the end he sat with the windbreaker pulled up, almost crying in frustration and _____.
- b) He tried to move, but pain _____ into him and made his breath shorten into gasps.
- c) And if by a signal there were suddenly little _____ all over the side of the lake.
- d) Hisses and _____, small sounds — there was great noise here, but a noise he did not know.
- e) He managed to come to a sitting position and _____ sideways until his back was against a small tree.

Chapter Four

Answer each question with a complete sentence.

1. What was the Secret that caused Brian's parents to divorce and how did Brian find out about it?

2. What temperature and time was it when Brian found out about his mother's Secret?

3. What sort of injuries did Brian sustain from the crash?

4. What did Brian believe to be "not possible"?

5. Brian describes the shape of the lake the plane crashed into as an "L" shape. At which part of the "L" did Brian swim to after the crash?

6. What types of animals, insects, and trees did Brian encounter in this chapter?

Journaling Prompt

In Chapter 4, Brian wakes up on the banks of the lake alive and relatively well. Imagine you are Brian and first waking up from a plane crash. Write a journal entry describing your feelings and observations on your new environment.



Chapters 8 to 10

A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events described so far in *Hatchet*, or included in Chapters 8–10.

The first step is to decide on the length of your comic strip (6–12 frames is suggested); next, consider what events you will include. You may wish to highlight a brief incident or encompass the highlights of a chapter — or even the first 10 chapters. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.



Chapters 11 to 15

Drawing the Scene

Brian's shelter improves throughout the course of the book; however, the location remains the same.

Brian describes his shelter and surrounding location in great detail. In Chapter 6, Brian describes the location of his shelter as:

- On the northern side of the ridge, a glacier scooped part of it, leaving a sideways bowl under a ledge.
- Not as deep as a cave, it had a roof and a small sand beach that went down to the edge of the water.

In Chapter 14, Brian describes the improvements he made on his shelter:

- First he tore down his old shelter, fastened several logs from dead pines across the opening, wedging them at the top and burying the bottoms in the sand.
- He wove long branches in through them to make tighter walls.
- He wove a door of willows in a tight mesh, and arranged some cut-off limbs to hook the door in place.

Draw Brian's shelter and location. Be sure to include the lake and improved shelter he made.



Word Search Puzzle

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

bear	bushplane	hatchet	porcupine	survival pack
beaver	divorce	moose	shelter	tornado
birchbark	fire	mosquitoes	skunk	turbulence
bow and arrow	foolbirds	pilot	spear	windbreaker

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



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Brian want to build his shelter near the lake?

- Describe the location of Brian's shelter.

- Describe the dream Brian had in Chapter 8.

- Name TWO animals that attacked Brian.

- What did Brian discover was another advantage of having a fire?

- Describe what the turtle eggs looked and tasted like.

- What did Brian have hope for other than to be rescued?



SUBTOTAL: /13

Story Map

Complete each section with the appropriate details.

Setting (Time and Place):

Characters

Major: _____

Minor: _____

Problem/Challenge:

Plot/Key Events:

Resolution:

NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence.

- Brian's parents are recently divorced. What were Brian's living arrangements with his parents?

- Brian mentions something about a Secret that only he knows that is the cause for his parent's divorce. In your opinion, what do you think the secret might be?

- Brian is able to recognize that the pilot is having a heart attack. How does Brian know this and what are the signs mentioned?

- What were the stages of the pilot's heart attack?

- What was Brian's interaction with his mother like before getting on the plane?

- Describe Brian's father's job.

Journaling Prompt

Brian mentions a bit about the setting of Northern Canada as he flies over it. As a journal entry, research the environment of Northern Canada and write your own description of what it might look like as you fly over it.

1.
In the summer Brian would live with his father and during the school year with his mother.

2.
Answers will vary.

3.
When he was at the mall with his mother, he witnessed an older man suffering from a heart attack. The signs include "going down" and screaming about his chest.

4.
Aches and pains in his left shoulder, a strong pain down the left arm, stomach pain, spasms, body jerks, chest pains.

5.
Brian was silent during the drive to the airport because of anger he felt for his mother due to the Secret about his parents' divorce. He felt guilty for being silent so he wore the hatchet, a gift from his mother for the trip, on his belt even though he didn't like it. His mother was speaking to him as she did when he was younger.

6.
Brian's father was a mechanical engineer who had designed or invented a new drill bit for oil drilling: a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. C

2. H

3. G

4. B

5. J

6. F

7. D

8. A

9. I

10. E

1.
a) **F**

b) **T**

c) **F**

d) **F**

e) **T**

f) **T**

2.
a) 4

b) 2

c) 6

d) 1

e) 3

f) 5

1.
Answers will vary. Altimeter, transmitter radio, clock, speed, compass.

2.
Putting his hand on the control wheel and his feet on the pedals, Brian pulled back on the wheel to raise the plane. He then pushed the wheel back in. He continued to do this until the nose was level with the horizon.

3.
The altimeter is a device that tells you your height above the ground or sea level.

4.
Trees and lakes.

5.
Answers will vary.

6.
Chapter 2 ends with the plane running out of gas. Chapter 3 ends with Brian swimming to shore after crashing the plane into a lake.



Best Sellers Lit Kit Set – 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.