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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS.....

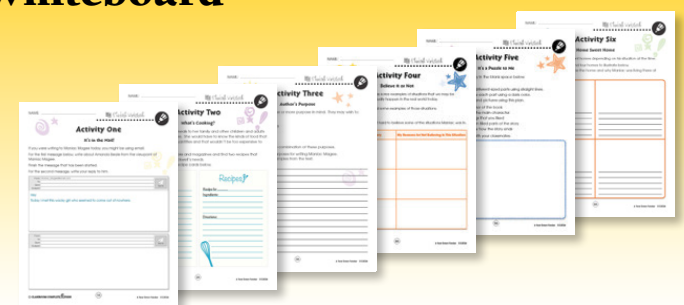
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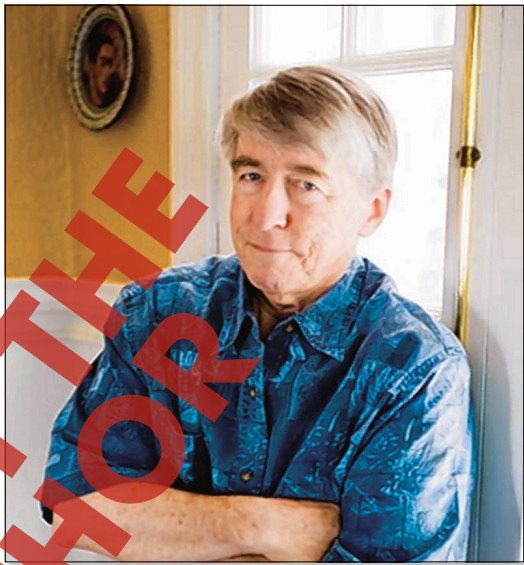
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Jerry Spinelli

Born February 1st, 1941 in Norristown, Pennsylvania, Jerry Spinelli did not plan to be an author as his future career. His first love was to be a major league football player. At age sixteen, he wrote a poem about a football victory. His father thought it was so well done that—unknown to Jerry—he sent it to a local newspaper and it was published. When Jerry realized that he was not going to make it in football to the major leagues, he decided to become a writer instead.



Spinelli graduated from Gettysburg College, Pennsylvania in 1963. While a student there, he wrote short stories and was the editor of the college magazine. After he graduated, he became a writer and editor for a department store magazine. During the next twenty years, Jerry worked at ordinary jobs during the day so he would have the energy to write fiction in his spare time. Like many writers, he also wrote during his lunch breaks, at night and on weekends.

His career as a children's author began in 1982 with the publication of *Space Station Seventh Grade*. He became a very productive writer and has a long list of titles to his credit. His stories contain a sense of humor and vocabulary easily understood by teens and young adults.

Spinelli's books for children have won recognition and awards: *Maniac Magee* won the Newbery Award in 1991 and *Wringer* won the Newbery Honor in 1998. All of his stories reflect his understanding of young people and their relationships with others.

• Jerry Spinelli's first four novels were written for adults, and all four were rejected by publishers.

Did You Know?

• His fifth novel was intended for adults, but the publisher wanted it to be marketed as a young adult book. This novel, *Space Station Seventh Grade*, was published in 1982.

• Jerry Spinelli's wife, Eileen Meszi, is also an author of children's books.



Chapters Fifteen to Twenty-One

Answer the questions in complete sentences.

1. In this section, Maniac's fame spread all over the East End. Think about what it would be like to be famous. List three pros and three cons of being a famous person.

	Pros	Cons
1.		
2.		
3.		

2. Also in this section, Maniac is confronted with **discrimination**. What are some ways that people discriminate against other people?

Vocabulary Match each meaning with a word from the list!

gawked	coot	hibernating	incubating	eons
pickpocket	testimony	opponent	distraction	confetti

1. A slang term meaning "an old fool".
2. Very long periods of time.
3. Stared with one's mouth open.
4. Small bits of colored paper.
5. A person who is on the other side.
6. A statement used for proof.
7. Sitting on eggs to hatch them.
8. A person who steals from your pocket.
9. Taking away one's attention.
10. Spending the winter sleeping.



Chapters Fifteen to Twenty-One

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

- T F a) Mrs. Beal sent Maniac to his room for talking trash to her.
- T F b) Maniac didn't see any difference between the whites and the people of color.
- T F c) Maniac was the target of discrimination when someone wrote on the brick wall.
- T F d) Cobble's Knot is a contest for fancy knot tying.
- T F e) Cobble's Knot had defeated many challengers.
- T F f) Everyone held a celebration party to mark Maniac's success.

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

- a) Amanda's beloved "A" book was torn to shreds.
- b) An old man told Maniac to return to his own kind.
- c) Untangling Cobble's Knot turned Maniac into a neighborhood hero.
- d) The Cobras and a group of East Enders escorted Maniac out of town.
- e) Maniac learned not to talk trash to Mrs. Beale.
- f) Amanda tried to talk Maniac out of leaving town.



Chapters Fifteen to Twenty-One

Answer each question with a complete sentence.

1. Maniac is thrilled to be living with the Beale family and they treated him like one of their own children. But trouble is growing in the neighborhood. In your own words explain these sentences: "Maniac loved almost everything about his new life. But everything did not love him back."
2. Reread the section where the old man confronts Maniac and tells him to leave and go back home to his own kind.
- a) Why do you think the old man is behaving this way?
- b) How does Maniac react to the old man's words?
3. Irony occurs in a story when one action results in another unexpected and opposite event. What is the irony of the prize that Maniac receives for untangling the Knot?
4. "Maniac Magee walked -- not ran -- right out of town." What do you predict Maniac will do next?

Journaling Prompt

In your journal entry, write a detailed account of your amazing feat of untangling Cobble's Knot. Begin with Amanda's idea for you to attempt it. Describe the Knot and your first impressions as to whether you could untangle it. Include the part where you take a nap and the crowd's reaction to your doing so. Finally describe the scene that followed your success in conquering the Knot.



Chapters 40 to 46

Stereotyping

A stereotype is a fixed idea or a prejudice held by a number of people, or by a specific group of people. Sometimes people believe that any different group of people is inferior. Stereotypes can be based on people's gender, race, weight, economic status, how they dress or look, what language they speak or physical disability.

Construct a chart like this one on a separate sheet of paper.

Add four more features of your own. Then complete the chart with ideas of stereotypes.

Common Stereotypes

If people are	They must be
black	
white	
rich	
poor	



Chapters 1 to 46

Maniac's Time Capsule

A time capsule is a collection of items that are stored and left for a future person to open. Some things that are chosen to be placed into a time capsule might include:

- An item that is important to the person,
- A fad of the time,
- Something essential for living, and
- Personal photos, books, videos, notes, toys, newspapers.

Describe the items that you think Maniac Magee would place into a time capsule. State the reason for each of your choices.

Then, create a time capsule using the items you described in your story.

HINT: A box or plastic container makes a good "capsule".



Word Search Puzzle

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

asphalt	freedom	knack	pickpocket	urchins
beeline	geezer	lambasting	quietly	varsity
coot	hemisphere	maniac	random	wrenching
desolation	illusion	notion	stoic	young
extort	justice	opponent	trekking	zep

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



Comprehension Quiz

Answer each question in a complete sentence.

- Why did Jeffrey run away from his aunt and uncle? What was his plan for survival?

- How do you know that Mrs. Pickwell is a generous person?

- How did Jeffrey come to be called Maniac Magee?

- How did staying with the Beale family change Maniac's life?

- Why was Maniac so surprised by the old man's rant to tell him to go away?

- What was the irony for Maniac in the prize he won for untangling Cobble's Knot?

- What impact did becoming friends with Grayson have on Maniac's life?

SUBTOTAL: /17

Biography of Maniac Magee

Write a biography of Maniac Magee's life as it is told in this novel. Use the information in the sections to help you write your sentences. Try to highlight the most important events in Maniac's life.

Section 1 (CH. 1-5)	
Section 2 (CH. 6-10)	
Section 3 (CH. 11-14)	
Section 4 (CH. 15-21)	
Section 5 (CH. 22-25)	
Section 6 (CH. 26-32)	
Section 7 (CH. 33-35)	
Section 8 (CH. 36-39)	
Section 9 (CH. 40-43)	
Section 10 (CH. 44-46)	

NAME: _____

After You Read 



Chapters Eleven to Fourteen

Answer each question with a complete sentence.

1. How do you think Jeffrey felt when Amanda showed up and confronted Mars Bar? Give reasons for your answer.

2. How did Mr. Beale react when he realized that Jeffrey had no home?

3. List eight chores Jeffrey did while at the Beale's house.

4. Describe Jeffrey's experience of going to church.

5. When everyone started calling him Maniac, why was Jeffrey afraid of losing his real name?

Journaling Prompt

In your journal entry today, tell how you feel about moving into the Beale household. Include your time with the little ones and your feelings toward the other family members. Tell what it feels like to "have an address", a family who cares about you, about going to church and the Fourth of July block party. Then tell how you will react when the time comes that you can no longer stay there.

1. He was relieved he wasn't going to get beaten up; amused that Mars Bar was afraid of her.

2. He made a U-turn in the street and took Jeffrey back to the Beale house.

3. Played with the little ones; took Bow Wow out for a walk; did the dishes; carried out the trash; mowed grass; turned on lights; flushed toilet; cleaned his room.

4. He loved the noises of the church: singing, thumping and saying "Amen."

5. It was the only thing he had left from his parents.

1. Answers will vary, but may include: Pros: have lots of money; can buy anything for yourself and others; people like you; Cons: no privacy; spend a lot of time away from family and friends.

2. Answers will vary, but may include: Spread rumors; damage property or belongings; undermine their success.

Vocabulary

1. coot
2. eons
3. gawked
4. confetti
5. opponent
6. testimony
7. incubating
8. pickpocket
9. distraction
10. hibernating

1.

a) F

b) T

c) T

d) F

e) T

f) F

2.

a) 5

b) 2

c) 6

d) 3

e) 1

f) 4

21



1.

Maniac has a happy life and does not seem to be aware of the racial issues or the trouble he may be causing.

2.

- a) He doesn't like white people; doesn't want a white boy living in the neighborhood.
- b) He kept repeating his address.

3.

The prize is pizza for one year and Maniac is allergic to pizza.

4.

Answers will vary.

22

19

20

21

22

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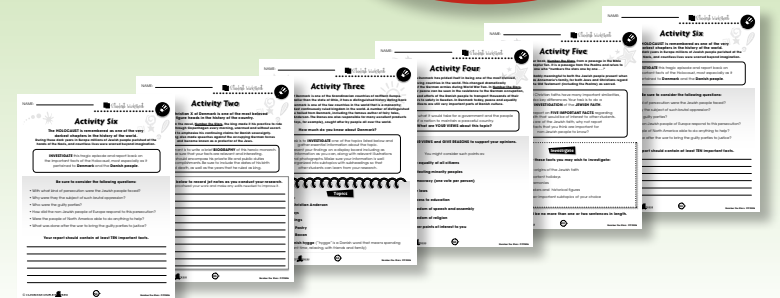
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Lois Lowry

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.

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

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

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:

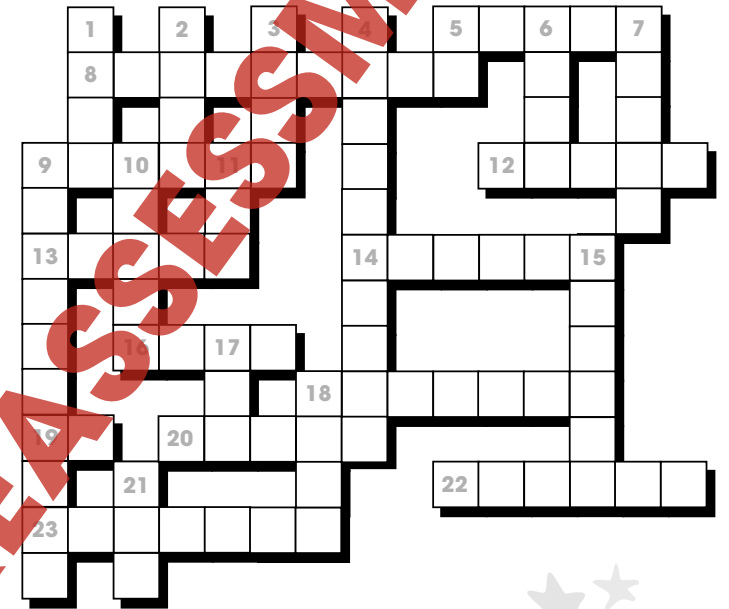
sped	Germans	stalk
Kirsti	win	David
uniform	suspicious	Rosen
Henrik	germ	Ellen
veil	Nazi	zoo
seldom	Lise	in
trim	Jewish	DS
oak	Danes	learn
imperious	Copenhagen	

Down

- Annemarie's oldest sister
- Hurried
- Cut one's hair
- Capital of Denmark
- Abbreviation for Dal segno in music
- Part of a bride's trousseau
- The people of Denmark
- Distrust
- Gain knowledge
- Type of tree that bears acorns
- Place for animals
- A microorganism
- Opposite of lose

Across

- Star of _____
- Overbearing
- Hardly ever
- Annemarie's friend
- Part of a plant
- Annemarie's uncle
- German political party
- People who invaded Denmark
- Opposite of out
- Ellen's last name
- The Rosens were _____
- 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.

- 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?

- 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.

- 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.

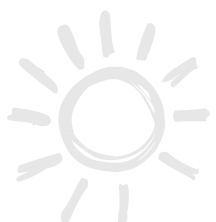
- Why did Annemarie think it wasn't a good idea that Ellen be wearing her Star of David when the soldiers came into their bedroom?

- 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	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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EASY MARKING™ ANSWER KEY

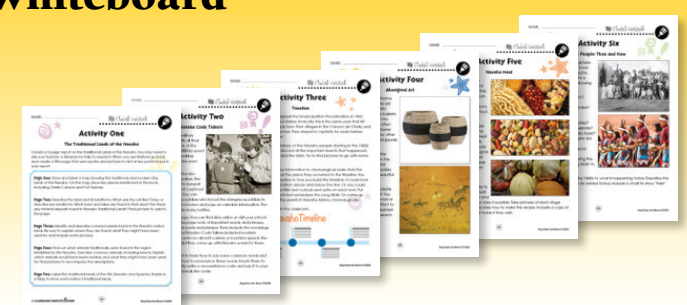
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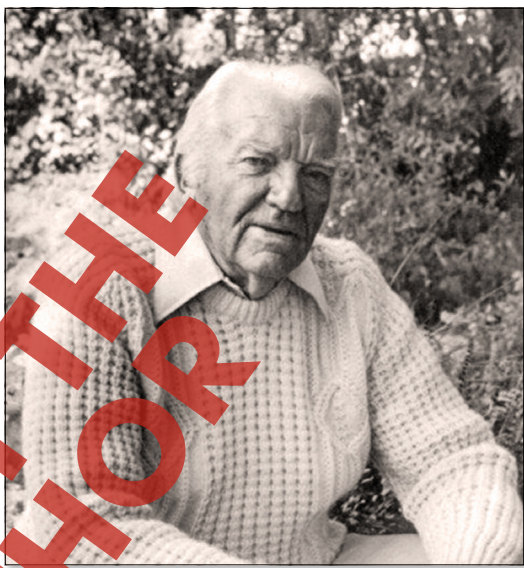


Scott O'Dell

Scott O'Dell was born May 23, 1898 in Los Angeles, California. His real name was O'Dell Gabriel Scott, but a clerical error switched his name around to Scott O'Dell. He liked the sound of his new name, so he had it legally changed.

O'Dell had many jobs in his long life: soldier, farmer, script-reader, set-builder, and camera man for Paramount studios. He worked on many big films from the 1920s, and often spoke of his one claim-to-fame in the film industry: his hands were used for a scene in "The Sheik" with Rudolph Valentino.

He was the author of many adult books, which often developed from his interest in strong and unique individuals. He wrote historical fiction to bring to life the interesting people he had researched. While researching for his books, he and his wife would travel to the locations. Much of Scott O'Dell's writing shows a clear narrative style. Common themes include the human spirit's triumph over adversity, the strength of women, and the struggle for justice. Scott O'Dell said in an interview in 1984 with Conrad Wesselhoef: "The only reason I write is to say something I've



forsaken adults because they're not going to change, though they may try awfully hard. But children can and do change."

• Scott O'Dell served in the Army in World War I, then the Air Force and Coast Guard Auxiliary in World War II.

Did You Know?

- Scott O'Dell had originally written the novel *Island of the Blue Dolphins* as an adult book, but his publisher recognized the book's value for young people, and Scott O'Dell's career as a children's author was born.
- His final novel, *Thunder Rolling in the Mountains*, was finished by his wife Elizabeth Hall after Scott O'Dell died in 1989.



Chapters Four to Six

Answer the questions in complete sentences.

1. In the previous Chapters, the girls mention that the warriors are going to raid the Utes, indicating that they are enemies. What do you think would cause the Navaho and Utes to be enemies?

2. What do you think about Bright Morning's quality of life? What would you enjoy? What wouldn't you enjoy?

Vocabulary

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

1	hogan	A Native American Nation from Idaho to Oregon	A
2	slavers	stop	B
3	thong	an evergreen tree	C
4	halt	not related, but sworn to help each other	D
5	Apache	Bright Morning's type of house	E
6	Nez Percé	tie a horse's front legs together so he can't go far	F
7	hobble	A Native American nation from Canada	G
8	pine	someone who catches and sells people	H
9	blood brothers	a leather cord	I



Chapters Four to Six

1. Number the events from 1 to 6 in the order they occurred in the Chapter.

- a) Bright Morning and Running Bird were gagged and tied to the saddle.
- b) The girls were afraid to see a wolf following them.
- c) Bright Morning saw a Nez Perce girl who gave her a look that 'chilled' her.
- d) Bright Morning remembered the girl who had been stolen by slavers.
- e) They traveled South with the North Star behind them.
- f) The girls refused to eat, even when threatened with a stick.

2. In the chart, write down the cause or effect for the following causes and effects.

CAUSE	EFFECT
a) The Black Dog barked a warning...	
b)	...Running Bird screamed.
c) Black Dog tried to bite the Spaniard...	
d)	...Bright Morning slept with her arm around Black Dog.
e)	...the girls did not eat even when threatened.
f)	...Bright Morning noticed the Nez Perce girl.



Chapters Four to Six

Answer each question with a complete sentence.

1. What is the significance of: "Right at the moment Running Bird asked me what my father had said about the soldiers, I jumped up and began to dance."

2. In Chapter 6, Bright Morning says about her black dog: "He would not have left the sheep alone, so I knew that my mother had come to the mesa and driven the flock home." Why is this important to Bright Morning?

3. Based upon what you know so far, what do you think is the main struggle for Bright Morning?

4. Compare and contrast how Bright Morning behaves in these Chapters with that of her friend Running Bird. How are their actions similar? How are they different?

5. What is the plan the girls make for escaping the Slavers? How are they prevented from escaping?

6. What mood does the author set at the end of Chapter 6? Find a quote that shows how the author sets the mood.

Journaling Prompt

All parents try to prepare their children for the dangers they may face. What do your parents warn you about? What do they tell you to do if you are approached by strangers?



Chapters 4 to 6

Interview

Imagine you could travel back in time. Imagine you were transported back to the time this story takes place. Think of 10 questions that you could ask one of the people in these Chapters. You could interview the Spanish slaver, the old woman, or Rosita. After you have asked your questions, think carefully about how the characters are described in these Chapters. Answer the questions the way that you think they would answer them. You may want to do a bit of thinking about why people do what they do. Think about basic needs people have. Think about the conditions for life at the time. Think about peer pressure and prejudice experienced by many groups in history.



Chapters 9 to 10

A Graphic Novel

Write a graphic novel.

The topic: escape from slavery for Bright Morning, Running Bird and Nehana. A graphic novel has mostly pictures that show dramatic events in the story.

Pre-Writing: Break the story down to the main events. Take a quote or sentence from the novel for each of the main events. The first event is when Bright Morning is at the church. Nehana signals one more night. The end of the graphic novel is in the end of Chapter 10, when Nehana says, "We go fast and for our lives."

Now draw a dramatic picture for each of the main events. Put the quote or sentence from the book into the page. At this point you may need to add any bridging or transition sentences to help the story flow. Don't add too many though, the story should be mostly key phrases and quotes, letting the pictures tell the rest of the story. Share your graphic novel with your class.



Word Search Puzzle

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

antelope	cedar	flock	Nez Perce	stalk
Apache	corn	hogan	pinon	sycamore
aspens	Cottonwood	jay	pinto	Ute
barrancas	crevice	Long Knives	red-tailed hawk	yucca
bean	eagle	mesa	Spaniards	Zuni
bear	elk	mesquite	speckled trout	
canyon	ewes	Navaho	squash	

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



Comprehension Quiz

Answer each question in a complete sentence.

- Describe 3 aspects of Bright Morning's future that she wanted. Where did she want to live? With whom? How? 3
- What did owning sheep mean to Bright Morning? What event in the story gives us this insight? 2
- What is the first sign of the central conflict between the Navaho and the U.S. government soldiers? 1
- Why does the author spend so much time describing the plants, animals and land formations in this novel? 1
- Who said: "I would rather die than go back to the village"? Why? 2
- Who is the hero of the story? Give 2 reasons why you have that opinion. 3
- What was Tall Boy's main character flaw? How did this flaw shape his actions in the story? Give 3 examples. 4

SUBTOTAL: /16

Plot Summary

For each footprint, write a fact from the story. Start with the setting, then continue with the important event that starts the story's action. Follow this with the main events that cause the conflict to rise and reach its climax. Finally, finish off with the conclusion.

Climax

Rising Action

Falling Action

Introduction

Conclusion

NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence.

1. Explain 2 reasons why Bright Morning was so excited to see the early Spring rains.

2. Find 2 quotes that give us a hint of the spiritual beliefs in Bright Morning's culture.

3. Describe Bright Morning's family and friends.

4. Why is it so important for Bright Morning to take the sheep back up to the grazing lands?

5. Last Spring, how did Bright Morning's mother teach her the importance of caring for the sheep? (3 details)

EASY MARKING



Journaling Prompt

Bright Morning is excited to get outside and enjoy the Spring day. Do you have a favorite season or time of year? Take a moment to describe your favorite time of year. Describe what you can see, hear, smell, taste, touch, think about and why it is your favorite time of year.

1.
She loved to see the change in nature, and she wanted to take the sheep up to the grazing land.

2.
Answers will vary.

3.
Bright Morning had a mother, a father and an older sister. Her older brother had died from being struck by lightning. Her friends are two girls of her age. White Deer and Running Bird, who like to tease her about her looks and her boyfriend.

4.
For women, looking after the sheep was a way of proving your maturity.

5.
Her mother got up and took her right back up the mountain. Her mother did not talk to her all night. Her mother did not let her take the sheep to graze all the rest of the summer.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. E
2. G
3. H
4. B
5. I
6. D
7. J
8. A
9. C
10. F

1.
Bright Morning's mother meets her at the gate and gives her lunch and tells her the best place for the sheep to graze.

2.
Answers will vary.

3.
He gave himself his name after hunting and killing a bear. He is a good hunter, he is also proud.

4.
"Last summer they threatened to come back and burn our village," Running Bird said. "They are back."

5.
The US soldiers were commissioned to keep the peace in the west territories. The Ute, the book says have been the enemies of the Navaho people for years.

6.
If the young men were there, the soldiers may not have issued a warning because they would be obviously keeping the peace.

1.
a) Bright Morning's mother
b) Running Bird
c) White Deer
d) Bright Morning's sister
e) Running Bird
f) Bright Morning
g) Bright Morning's mother
h) Bright Morning
i) Running Bird
j) Bright Morning

Vocabulary

1. teased
2. proud
3. protected
4. sheep
5. raid
6. hunter
7. clan
8. obedient
9. marry
10. observant

ANSWER KEY



Prejudice Stories 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.