

Teacher's Guide

Aligned to the Common Core State Standards

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Notes to the Teacher

The activities and handouts in this Teacher's Guide are meant to supplement your students' reading of *Secrets of the Book* by Erin Fry. You are free to use the pages as you'd like and to copy them for your students. You are also welcome to share them with colleagues.

Erin Fry and Nicole Boylan have both spent many years in the classroom. They have also worked for several educational publishers, writing curriculum and assessment. Their passion is creating curricula that is pedagogically sound, standards-aligned, and engaging for students. They hope you enjoy this guide and welcome your feedback at their website: <http://curriculumspecialists.blogspot.com/>.

Summary

Sixth grader Spencer Lemon has a degenerative eye disease—and he's rapidly losing his eyesight. So he has no idea why he was chosen to guard *Pandora's Book*. When Ed, the old guy at the nursing home, hands over the book, he doesn't get a chance to explain any of the rules to Spencer. Spencer only knows that the book contains famous dead people—people who can be brought back to life. Spencer and his autistic best friend, Gregor, soon figure out how to get people out of the book, but not how to get them back in. Then Ed disappears, and a strange man shows up on Spencer's doorstep—and he seems to know a lot about Spencer and about *Pandora's Book*. Is he one of the bad guys? Or is here to help Spencer unravel the secrets of the book? But there are others interested in *Pandora's Book*, others who might use its powers to take over the world. And it's up to Spencer, along with Gregor and Ed's mysterious (and cute) granddaughter Mel, to protect the book—and save the world.

Directions for the Pre-Reading

Activity RI.5.2

1. The day before you plan to introduce this book, make enough copies of **Student Handout 1** for all of your students. Copy it in such a way that the top half forms the cover of a folded booklet and the bottom half is the inside page of that booklet. Consider placing a sticker or piece of tape on each booklet to make the inside contents more mysterious and hidden.
2. Also consider taking one classroom textbook and creating a new cover for it out of construction paper that says *Pandora's Book*, to use as you introduce the magical book.
3. Give each student a booklet as they enter your classroom. Explain that you have in your possession a magical book full of some very important people from history, such as Abraham Lincoln and Albert Einstein. Every person in this book can be brought to life. But in order to bring them to life, each student has to agree to be the book's guardian. Discuss what a guardian does, and what the responsibilities and dangers or challenges might be.
4. Have every student decide whether or not to sign his/her form. Those that choose to be guardians can open their booklets and complete the task inside. Re-collect the booklets of those students that don't sign the form OR have them write on the back the reason why they didn't want to sign.
5. Throughout the reading of this book, students will be adding pages of historical people to their booklets, so encourage them to keep it in a safe and easily accessible place. (Students who did not sign can still create booklets; just have them staple the pages together and create a cover.)



Pre-Reading Activity

Student Handout 1: Will You Guard the Book?

DO NOT open this booklet until you have signed this document.

You have been chosen to be the GUARDIAN of a secret and magical book. You must ACCEPT or DECLINE.

ACCEPT

If you accept, you will be able to read this book AND bring to life the famous people on its pages. You will also have the responsibility to protect this book and make sure that it NEVER gets in the hands of anyone evil.

DECLINE

If you decline, you will never be able to read this book. You will also never again be asked to be a GUARDIAN.

Consider your choice carefully. Then circle your choice above and sign below.

Signed by _____

Date: _____

If you ACCEPTED the role of guardian, you may now open the book.

CONGRATULATIONS!!!! You are the sole guardian of this secret and magical book. You will have the power to bring famous people from the past to life. This is a BIG responsibility as YOU are responsible for the actions of whoever you bring to life. Most important, you cannot lose this person and you must return him or her into the secret book after a few hours.

Think carefully about who you may want to meet. Review this list and circle the top three people that you would like to bring back to life and hang out with:

Albert Einstein
Babe Ruth
Abraham Lincoln
Rosa Parks

Socrates
Theodore Roosevelt
Elvis Presley
Lucille Ball

John F. Kennedy
Martin Luther King, Jr.
Walt Disney
Amelia Earhart

As you read *Secrets of the Book*, you will be meeting different historical people by reading about them and adding pages about them to this magical book. To complete each page of your *Pandora's Book*, first annotate (or make notes on) the biography about the person, using the following symbols:

★ next to an idea you think is a **key point**

! next to something that really **interests or excites** you

? next to something that makes you **question**

ZZZ next to a passage that is **confusing, difficult, or boring**

Then, in the box on each page, draw a picture of the person. (You may have to look them up on the Internet or in a library book to know what they look like!)



Pre-Reading Activity

Notes to the Teacher: Understanding Autism

1. Explain that one of the characters in *Secrets of the Book* has autism. Read this short explanation:

Kids with autism have unique abilities and challenges. Simply put, their brains work a little differently. Autistic children can be very smart; they can be good at math and can memorize facts easily. Some autistic children gravitate toward rhythmic activities and excel at music and sports like running or swimming. Many autistic children find it challenging to make sense of everything going on at one time in the world. For example, some kids might be upset by too many noises or sounds that are too loud. Other children with autism may find it challenging to be in large groups or to talk with new people. One mom of an autistic son explained it this way: being autistic is kind of like trying to put in a Nintendo cartridge in an Xbox system – it could get confusing and things don't always line up.

Some of the characteristics associated with autism spectrum disorder are:

- *having trouble reading or concentrating*
- *doing the same things over and over*
- *having trouble adjusting to new situations*

2. Explain that the Student Handout they are going to read is an interview with a teenager who has been diagnosed with autism. He explains what some of the challenges of living with autism are, as well as how he deals with them.
3. Read the interview on Student Handout 2 together.
4. Review the key points of this interview by asking these questions:
 - What are some challenges for Eddie because of his autism?
 - How does he try to overcome those challenges?
 - How does he feel about being autistic? How do you know he feels that way?
 - How would he like others to treat people with autism?
5. For more resources on teaching autism to students, see the following:
 - <http://www.gnasd.com/autism.htm> (SAFE: Supporting Autism and Families Everywhere)
 - http://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf
 - A short video that simulates sensory overload (please preview first):
<http://www.youtube.com/watch?v=lcS2VUoe12M>



Pre-Reading Activity

Student Handout 2: Understanding Autism

Eddie rounds the final corner in the Bryan Clay Fit4Fall 5K. He can see the finish line clearly. There are people lining up to cheer. If he pushes hard, he can probably finish in a time of just over twenty-two minutes. Not his fastest time. But not bad. Eddie loves this part: when he's tired and it all hurts, but he knows to keep going anyway.

Eddie is fifteen, a tall high school sophomore with dark, serious eyes and a quick smile. He runs cross-country, is in his third year of baseball as a first baseman and outfielder, and reads books as fast as his mom will get them for him. He also has autism.

"People with autism are all different," Eddie explains. "There's what's called a spectrum, kind of like a ranking system. Some people with autism are very high functioning and you may not even know they have it. Others are low functioning and need more help."

Even though Eddie's very high functioning, he'll admit that some things can still be difficult for him.

"School was tough. From kindergarten to fourth grade, I went to five schools. It didn't work out. Now, my mom and dad homeschool me," he explains. "They both have teaching credentials so they are really good teachers. But it's still hard. For example, I am learning about biology right now. I enjoy it but sometimes I will read a chapter and it won't make sense. I will have to read the chapter again and again—maybe four times—before I start to understand it. It's challenging."

Eddie explains that learning to overcome those challenges is important.

"For me," he says, "having autism means that I was never very good at socializing. But I've worked through it. If I go into a supermarket and don't want to go up to the cashier, I just make myself do it anyway. And before I play a baseball game, I get nervous about being around the other guys. But I still go."

Eddie first found out that he was on the autism spectrum when he was about eight.

"I think my parents had just found out and they told me. I didn't really understand autism and what it meant," Eddie says. "We would talk about it many times over the years and it would sink in more. I had a stage when I was about ten that I despised it. But now, I've accepted it. There are pros and cons to everything in life."

But that doesn't mean it's always easy. Eddie says that some people aren't as accepting of his differences.

"A few years ago, I had a therapist who was supposed to work with me on some things that would help me socialize better. But this person acted as if I was a problem who needed solving. That made me angry."

Eddie's eyes are serious as ever as he continues. "Autism makes things more difficult sometimes. I have to try a little harder. I have to encourage myself to try new things. But I never take any of those things for granted."

When Eddie is asked what he would like to say to others about autism, his answer is simple: "Acceptance. Everyone's different. Autism is just a special quality that I have that most people don't have."



Expanding Vocabulary

Chapters 1 – 6 RL.5.4, L.5.4a, L.5.5c

DIRECTIONS: Read each sentence from *Secrets of the Book*. Use the context of each sentence, and a dictionary if necessary, to decide which of the definitions in the box makes the most sense to replace the underlined word. Write that definition in the blank. Then, complete the final comprehension question or task.

made-up	lacking flavor	happening too soon
temporarily speechless due to shock	prove something is true	changed into something else
unchanging speech or tone	goodness	send for somebody
having accepted something unpleasant		

1. Ed's diabetic and on this **bland**, sugarless diet, so I guess he lives through me and my stomach. (p. 6)

From this sentence, *bland* might mean _____.

Which of the following would probably be considered part of a bland diet?

- a. spicy enchiladas
- b. cooked oatmeal
- c. a cheeseburger

2. I figured this was Ed being Ed, trying to entertain me with his **fabricated** stories. (p. 7-8)

From this sentence, *fabricated* might mean _____.

Which of these would most likely be fabricated?

- a. a newspaper article
- b. a textbook chapter
- c. a myth

3. He then cleared his throat, which—like it often did—**morphed** into a fit of coughing that wracked his wafer-thin body. (p. 10)

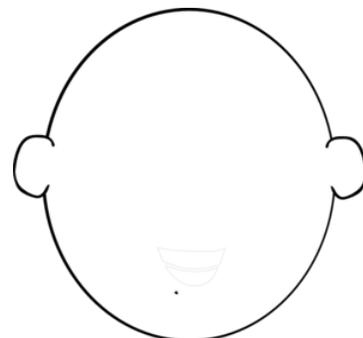
From this sentence, *morphed* might mean _____.

What do caterpillars morph into? _____

4. I think I blinked a few times. Maybe gasped. Kind of nodded, the way cartoon characters do when they're **dumbstruck**—mouth open, chin dropped, all bug-eyed. (p. 12)

From this passage, *dumbstruck* might mean _____.

In the outline to the right, fill in the facial expression for a person who looks dumbstruck.





Chapter Response Questions

Chapters 1 - 2

Interpreting the Text RL.5.1, RL.5.2

1. Who is Ed? How did Spencer end up with Ed at the Everlasting Home for Seniors?
2. Who does Spencer meet in Ed's room? Why does Spencer question if these people are real?
3. What is *Pandora's Book*? Why is it so important?

Determining Point of View RL.5.6

The **point of view** of a story refers to the perspective from which the story is told. *Secrets of the Book* is told in the **first person** point of view because the story is narrated by a character (Spencer). We can see only his perspective, and the author uses the pronouns "I" and "me" when referring to him.

4. Write down a passage from the story that shows it is told from first person point of view. Circle at least one word in that passage that tells us it is first person point of view.
5. Why do you think the author, Erin Fry, chose to write this book from first person point of view?
6. As a reader, what do you gain from reading a story in first person?
7. What do you lose when you read a story that's told in first person? (Hint: Think about who is telling the story and what his viewpoint might be.)



Examining a Character RL.5.3

Find three passages that give you new information about Ed. These can be things about his appearance, his personality, his background, his family, or even his likes or dislikes. Then, explain what that passage tells you about Ed. An example has been done for you.

Page Number	Exact Passage from Text Showing Ed's Character	What Does This Passage Tell Us?
p. 8	<i>In that short time, Ed has pulled his share of pranks, flirted with every nurse in the building, and told me such far-fetched stories that I've gotten used to nodding and just biting my tongue.</i>	<i>Ed likes to play jokes on others. He's also a pretty lively, fun guy and maybe somebody who doesn't always tell the truth.</i>

8. Do Ed and Spencer seem more alike or different to you? Why?

9. Why might they enjoy hanging out together?



Chapter Response Questions

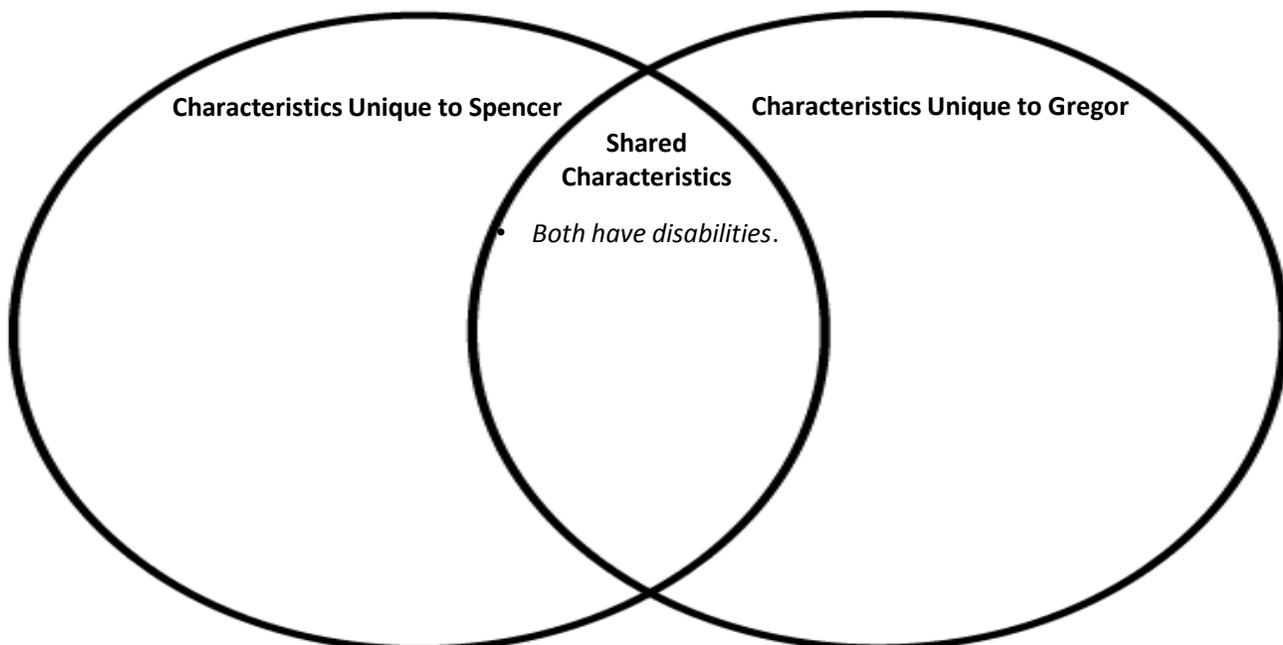
Chapters 3 - 4

Interpreting the Text RL.5.1, RL.5.2

1. How did Ed get *Pandora's Book*?
2. According to Ed, what is the purpose of the book?
3. Why does Ed believe Spencer should be the new guardian of the book?
4. Who is Gregor? What is his reaction to *Pandora's Book*?
5. Who is Socrates? How does he end up in Spencer's bedroom?

Comparing Characters RL.5.3

Complete the following Venn Diagram to show how Spencer and Gregor are alike and different. In the left circle, write characteristics that are unique to Spencer. In the right circle, write characteristics that are unique to Gregor. In the center, where the circles overlap, write characteristics that both characters share.





Exploring Similes RL.5.4, L.5.5a

Authors use **similes** to compare two unlike things and create vivid images that readers can relate to. Similes use the words “like” or “as” in their comparisons.

Reread this sentence from page 13: *His nose was as big as a golf ball.*

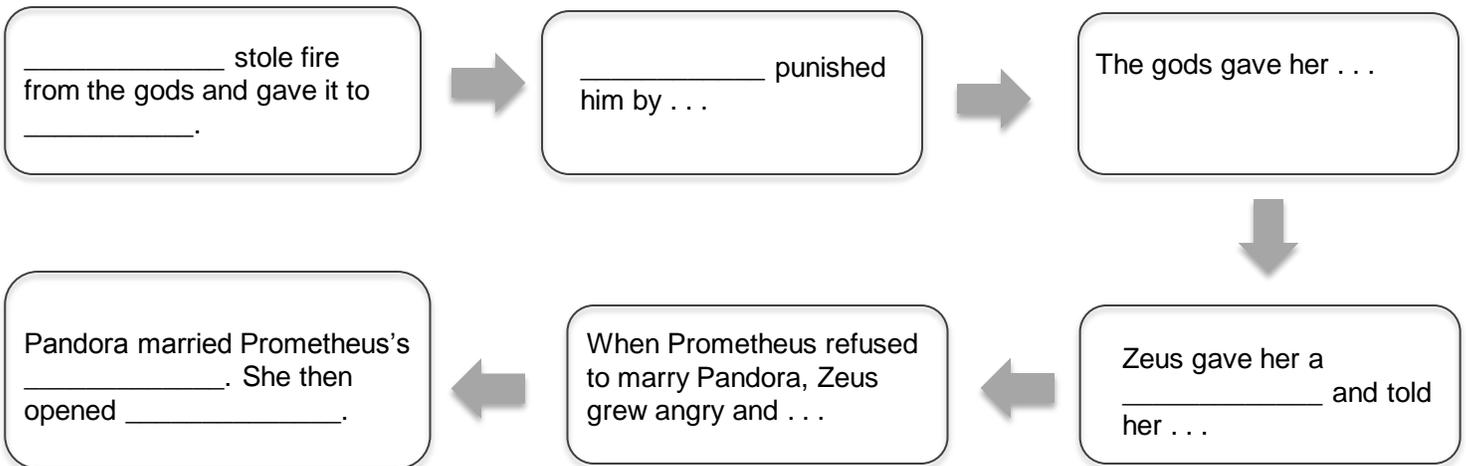
- 6. What two things are being compared?
- 7. Why do you think the author chose to use a simile to describe Einstein’s nose, instead of simply saying something like, “He had a large nose”?

Reread this sentence from page 3: *The way Ed was looking at her—like my old beagle used to look at a steak . . .*

- 8. What two things are being compared in this sentence?
- 9. Describe how Ed must be looking at this woman.

Summarizing Plot RL.5.2

Spencer explains the myth of Pandora on page 34. Reread his summary of the myth again. Then, fill in the story chart below:



- 10. What flew out of the box when Pandora opened it?
- 11. What was left inside?
- 12. Why do you think the book Spencer just received is called *Pandora’s Book*?



Chapter Response Questions

Chapters 5 - 6

Interpreting the Text RL.5.1, RL.5.2

1. Where did Spencer meet Gregor? What were Spencer's first impressions of him?
2. On page 53, Spencer explains why his friendship with Gregor works so well. Copy a passage that describes their unique relationship.
3. What do Gregor and Socrates talk about? Why do you think they get along so well?
4. Who shows up on Spencer's doorstep? What is he carrying that suddenly worries Spencer?

Understanding Literary Devices RL.5.5

Authors have different ways of providing a reader information about a character in a story as well as creating excitement and suspense. One of these is called **foreshadowing**. This is an author's way of hinting at something that will happen later.

Read this example from page 11: *I'll let you in on a little secret, too. What he [Ed] was about to show me would change my life. And screw up my week in a big, big way.*

5. What is Ed going to show Spencer? After reading this passage, how do you think this is going to affect Spencer?
6. What kind of feeling does this passage create?

Read this second example from page 30: *But I did none of those things. Instead, I took it home and showed it to my best friend, Gregor. Which was no doubt the worst thing I could have done.*

7. What does this passage foreshadow?
8. What kind of feeling does this passage create?
9. Why do you think the author uses foreshadowing here?



A second literary device is called a **flashback**. Spencer explains what a flashback is on page 44. Reread his explanation.

- 10. In your own words, what is a flashback?
- 11. What is the purpose of the flashback in this chapter? In other words, what do we learn from it?
- 12. Why did the author use an extended flashback here instead of just saying, "I met Gregor at a race when we were in fourth grade"?

Using Punctuation L.5.2a-c

Authors use commas a lot in their writing. Three of the ways you'll see commas used in *Secrets of the Book* are:

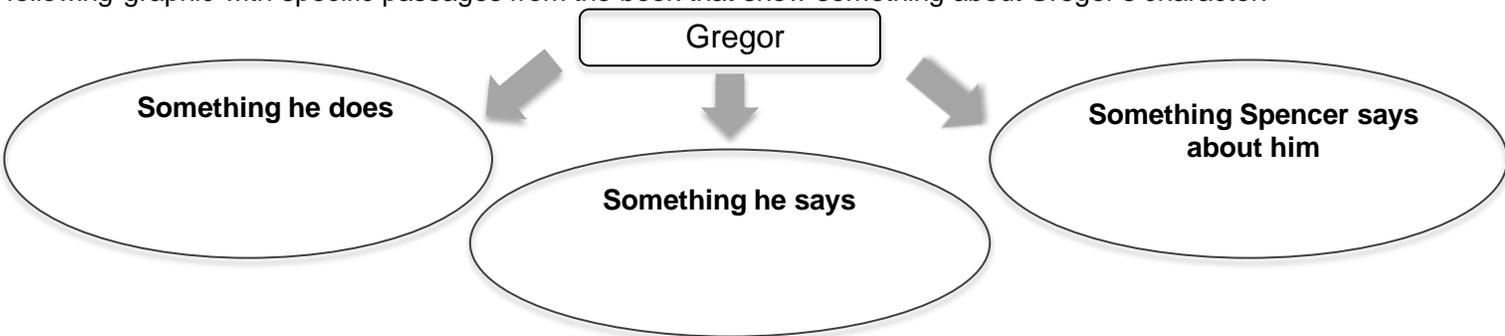
- to separate an introductory (or beginning) word from the rest of the sentence.
Ex: Sure, my eyesight has never been the greatest. (p. 1)
- to set off a person's name in a direct address.
Ex: "Come on, Spencer. Show me. . ." (p. 33)
- to separate a tag question from the rest of the sentence.
Ex: "But he told you to look at it, right?" (p. 35)

Add a comma to the following sentences. Then, turn to the page provided, find the sentence, and see if you put it in the right spot!

- 1. "I see you have a visitor Mr. E," she remarked casually, glancing over at me. (p. 19)
- 2. "Don't try to use it yet okay?" (p. 29)
- 3. "I know it sounds crazy Gregor," I said for the third time. (p. 31)
- 4. Okay so now you know how Gregor and I met. (p. 53)
- 5. "Alas I simply come when called." (p. 60)
- 6. Called that one didn't I? (p. 61)

Identifying Character Traits RL.5.1, RL.5.6

In Chapter 5, we learn a lot about Gregor from his actions, his words, and the way Spencer describes him. Fill in the following graphic with specific passages from the book that show something about Gregor's character.





Pandora's Book: Historical Figures

Chapters 1-6

Follow the directions on the first page of your booklet to annotate this handout and complete an illustration for each person. Then, cut them apart and add them to your booklet.

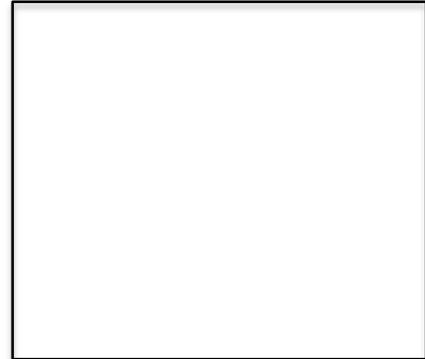
Albert Einstein

Albert Einstein was born in Germany in 1879 to a middle-class Jewish family. His dad was an engineer and a salesman. He had one sister.

Einstein was pretty good at school (not a surprise, right?). He also studied the violin and really liked classical music. When Einstein was five, his father showed him a compass. Einstein was fascinated that something was causing the needle to move. He often pointed to that event as the start of his curiosity about science and physics. He spent a lot of time after that building models and mechanical devices, and studying mathematics.

After training to be a teacher in physics and mathematics in Switzerland, Einstein could not find a teaching position and settled for a position in a patent office. While working there, he earned his doctorate and eventually accepted a position as a professor at Zurich.

In 1933, Einstein emigrated (or moved) to the United States, hoping to avoid military service, and accepted a position at the Institute for Advanced Study in Princeton, New Jersey. There he would become a leading mind in the world of physics, famous for his theory of relativity and his mathematical equation, " $E=mc^2$."



Babe Ruth

Babe Ruth was born George Herman Ruth in Baltimore, Maryland, in 1895. He was one of eight children, but only he and one sister survived past infancy. His parents worked long hours, which gave Ruth a lot of time to get into trouble . . . skipping school and disrupting the neighborhood. At age seven, his parents sent him to St. Mary's, a strict school run by Catholic monks—where he was first introduced to baseball.

Over time, Ruth, with the help of one of the monks at St. Mary's, got so good at baseball that the owner of a minor league team came to watch him play. Less than hour later, Ruth was offered a contract! Ruth was only nineteen, so the other players referred to him as the "newest babe" on the team. The nickname obviously stuck and he became "Babe" Ruth.

Ruth ended up with the Red Sox, who he led to three championships as a pitcher. In 1919, though, the Red Sox owner was forced to trade Ruth to the Yankees to pay off some heavy debts. Ruth moved to the outfield and went on to lead the Yankees to four World Series titles over the next fifteen years. He also made a significant impact on baseball, using his powerful swing to make it a game of high scores and home run records.

With the Red Sox, Ruth had already established himself as the league's home run leader. As a Yankee, he seemed determined to break pretty much every slugging record known to baseball, including the most revered record of them all: total home runs. By the end of his career, he'd slugged a total of 714 home runs, a record that stood until 1974. He is still considered by many to be the greatest baseball player the world has ever seen.





Pandora's Book: Historical Figures

Chapters 1-6

Pheidippides

Around 490 B.C.E., Athens (a city-state in ancient Greece) was fighting a war with the Persians (an empire with a much bigger and stronger army).

Pheidippides was a soldier from Athens. He ran from Athens to another city-state, Sparta (150 miles total!) to see if the Spartans would lend a hand in the battle. The Spartans were in the middle of a religious festival and weren't about to stop to get involved in a bloody battle. Pheidippides ran back to Athens with the news.

In a major upset, Athens beat the mighty Persians in the forthcoming Battle of Marathon. However, Athenian military leaders were worried that folks back home in Athens might surrender the city, not knowing that they'd actually won the battle.

Pheidippides had just run 300 miles the week before AND fought in the battle in Marathon. Now, he was given this order: *Run home to Athens and spread the good news that the Persians have been defeated!*

Legend has it that Pheidippides ran the entire way back to Athens—a distance of just over 25 miles—without stopping to deliver the message of victory. Then he collapsed and died. Today, we remember his run with a 26.2-mile running event that challenges thousands of runners around the world every year: *the marathon*.

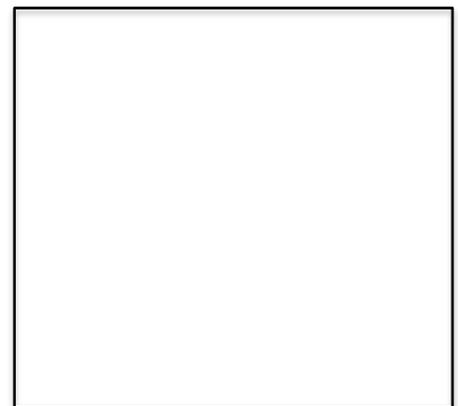
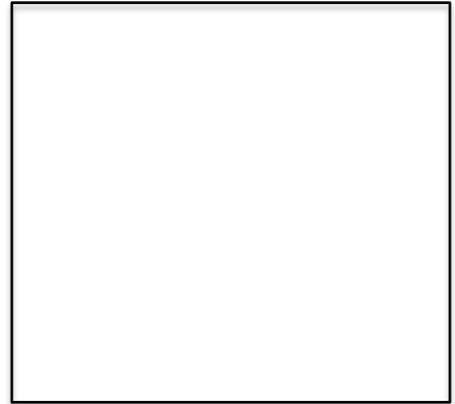
Socrates

Socrates was an Athenian philosopher who lived from around 470 B.C.E. to 399 B.C.E. A philosopher is someone who tries to explain and understand many things about life. He taught the youth of Athens and asked a lot of questions like, "Is government good?" and "What is the right thing to do?"

Socrates was born to a stone mason and sculptor. Because he wasn't a noble, he probably got the same basic Greek education that most boys received. Then, he was taught his father's craft. Socrates most likely worked as a mason for several years before devoting his life to philosophy.

Socrates served as a soldier in the Peloponnesian War. He saved the life of a general and was known for his bravery and fearlessness on the battlefield.

After the war, Socrates returned to Athens where he made the city his classroom, teaching all who would listen, especially the city's young people, about his ideas. The leaders of Athens weren't very happy that Socrates was asking all these questions, especially in front of their children. They wanted him to be put on trial for corrupting the youth (which means trying to make them dishonest). Socrates thought this was pretty silly, since he hadn't done anything wrong. He refused to defend himself. Sadly, he was found guilty and sentenced to death. He drank a poison called hemlock and died.





Expanding Vocabulary

Chapters 7 – 12 RL.5.4, L.5.4A

DIRECTIONS: Use the page numbers to look up each word in *Secrets of the Book*. From the clues in each sentence, match the vocabulary word on the left with the correct definition on the right.

Vocabulary Terms

1. _____ waver (p. 69)
2. _____ confirm (p. 76)
3. _____ remedies (p. 80)
4. _____ coincidence (p. 81)
5. _____ confined (p. 87)
6. _____ obligation (p. 88)
7. _____ void (p. 89)
8. _____ translucent (p. 89)
9. _____ beacon (p. 91)
10. _____ resolve (p. 93)
11. _____ notorious (p. 104)
12. _____ apprehension (p. 111)
13. _____ grimace (p. 115)
14. _____ furtively (p. 115)
15. _____ derisive (p. 129)

Definitions

- a. fear
- b. duty
- c. secretly
- d. treatments for diseases
- e. determination
- f. famous or unfavorably well-known
- g. something that guides others
- h. limited, restricted
- i. glowing
- j. a facial expression of pain or disgust
- k. chance happening
- l. not containing anything
- m. prove something to be true
- n. mocking, showing contempt
- o. to be uncertain about a choice

DIRECTIONS: Now, find a vocabulary term on the left that fits in each sentence below.

16. Trying not to attract the teacher's attention, she glanced around _____, and then slipped the note onto her friend's desk.
17. Because he'd promised his grandfather, Tom felt an _____ to go out and help his grandmother on the farm on Saturday instead of hanging out with his friends.
18. With the moon shining down on it, the normally dark pond looked almost _____ and bright.
19. John wasn't sure if he should go to the movies or stay home and study; his indecision caused him to _____ too long and his friends left for the movie without him.



20. When her brother fell off his bike and skinned his leg badly, Joanne tried to hide her _____ by not looking at his bloody leg.
21. The twins didn't think it was just a _____ that their little sister happened to show up with their mom just as they were getting ready to watch the movie they'd been forbidden to see.
22. After the doctor had tried all the _____ he could think of to try to cure Jane's hiccups, he sent her home and told her to wait them out.
23. It was Juan's single-minded _____ and the man hours he spent studying that allowed him to graduate at the top of his class.
24. Everybody knows not to wake my brother up early; he is _____ for being extremely cranky when he first wakes up.
25. The big orange water tower in the center of town served as kind of a _____ for townspeople; it always guided them back home when they traveled to other places.
26. After I got into a fight with my brother, my mom _____ us both to our rooms for the rest of the day and told us not to come out until they were cleaned up.
27. My family waited nervously outside the emergency room until we heard the doctor _____ what we'd been hoping to hear; my aunt had delivered a healthy baby boy!
28. Even though I had studied hard, as soon as the teacher handed out the tests, I was filled with _____; this test was half of our grade so I just had to do well!
29. My older sister's _____ laugh told me everything I needed to know about the outfit I'd picked out, and I immediately rushed back to my room to change into something else.
30. Kendra and I knocked on the door anxiously and even peeked in the window of the store, but it was completely _____ of all people; everyone must have left for the night.



Chapter Response Questions

Chapters 7 - 8

Interpreting the Text RL.5.1, RL.5.2

1. Copy 1 - 2 passages from the text that describe Frank DiCarlo. From these passages, what do you learn about this character?
2. Do you think Spencer can trust him? Why or why not?
3. Two people end up missing in these chapters. Who are they and what do you think happened to them?
4. Choose three people from *Pandora's Book* that you think share a common trait. What do these people have in common?

Examining an Author's Words RL.5.4, L.5.4a

Authors try to create vivid images in readers' minds. Sometimes, they do this using similes, comparisons using "like" or "as." Reread the following simile from page 86:

But worry, I think, is like a mosquito bite: the more you try not to think about it, the more it consumes you. Until all you're left with is a scratched-up, bloodied mess.

5. What two things is the author comparing?
6. How are these things similar?
7. Do you agree with this comparison? Why or why not?

Authors also use **personification**—giving nonhuman objects human qualities—to better describe something or to emphasize a point. Read the underlined example of personification from pages 84-85.

[Gregor]'d once told me that it was like the numbers just floated around on the page, mocking him.

8. Look at the underlined phrase. Draw the image that comes to mind when you read this.
9. What are the numbers doing that numbers really can't do?



Chapter Response Questions

Chapters 9 - 10

Interpreting the Text **RL.5.1, RL.5.2**

1. Who shows up at Spencer's and Gregor's school at lunchtime? What does he want?
2. Why is Spencer surprised when Gregor throws away his lunch without finishing it?
3. Who does Frank DiCarlo turn out to be? How does Spencer react to this discovery?
4. Who shows up in the library? How does Spencer react to her?

Considering Point of View **RL.5.6**

As readers, we get to experience this story through Spencer's eyes only. This affects how we view other characters because we only get to know what Spencer is seeing, hearing, feeling, or experiencing.

5. On pages 99 and 100, Spencer sees Mel for the first time. Using specific examples from the book, describe Mel as Spencer sees her.
6. What are two things we DON'T get to learn about Mel since this story is told through Spencer's eyes?
7. Write a paragraph from the point of view of Mel describing her first encounter with Spencer. Be creative—imagine what Mel might think about Spencer's appearance, his responses to her, and his odd behavior concerning *Pandora's Book*.



Examining Three Parts of Speech L.5.1a

English is made up of eight parts of speech. Three of those are conjunctions, prepositions, and interjections.

Conjunctions are words that join ideas, sentences, or parts of a sentence together. There are only seven of them and together, the first letter of these words spell out FANBOYS.

For And Nor But Or Yet So

Notice how the conjunction in this sentence from page 90 connects two of Spencer's actions: *I looked around quickly, **but** didn't spot an old guy in a white toga.*

Prepositions are words that link things together in a sentence. Often, prepositions indicate some kind of time, space, or other relationship. Some examples of prepositions are: *above, across, below, under, and in.* See if you can pick out the two prepositions in this passage from page 90. What purpose do these prepositions serve in these sentences?

"Look across the street, Spencer. Near the corner."

Interjections show emotion. They are usually followed with an exclamation mark. Notice how the interjection in this sentence from the story is used to show excitement.

"Wait!" I held up one hand. "You know about *Pandora's Book*?" (p. 102)

PRACTICE:

Identify whether the underlined word in each sentence below is a conjunction, an interjection, or a preposition. Then, under each sentence explain what purpose the word serves in the sentence (what does it add or do?). The first one has been done for you.

1. I needed to find Ed and give the book back. **conjunction**
This word joins two things that the subject, I, needs to do in the sentence.
2. "Oh, snap!" I slapped my fist to my forehead. "I think she forgot, dude." (p. 58) _____
3. I nodded vaguely as he jetted out the door. (p. 59) _____
4. He was still tapping, but his eyes looked more focused. (p. 103) _____
5. I tried to picture this slim girl running from a bull in Spain. (p. 100) _____



Chapter Response Questions

Chapters 11 - 12

Interpreting the Text RL.5.1, RL.5.2

1. How does Spencer feel when he thinks about Mel ? (See page 103 for specific examples from the text.) Why do you think he feels this way?
2. What do Mel, Spencer, and Gregor hope to find in Ed's room?
3. What does Gregor notice about Ed's grandfather clock? Do you think this is important? Why?
4. What happens that cause Mel, Gregor, and Spencer to have to quickly jump out of Ed's window?

Examining Figurative Language RL.5.4, L.5.5a

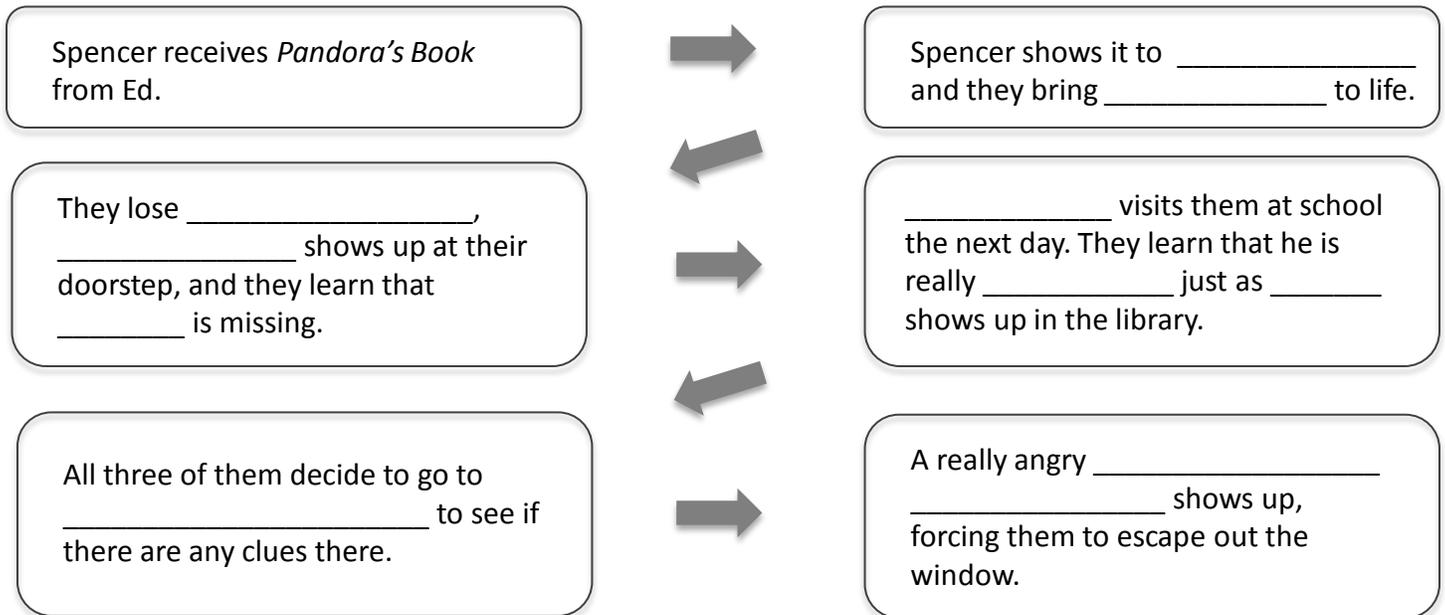
Each of the following sentences contains an example of a simile or personification, two types of figurative language. Underline the example and then write what it is in the blank, using an S for a simile or a P for personification. Complete the task that follows.

6. The day, thankfully, was cool—with just some puffy white clouds clinging to the ridgeline of the low mountains that bordered our little town of Rio Valle. (p. 105) _____
Draw a simple sketch of the image this sentence creates in your mind.
7. Gregor blinked. Then, like a robot, he answered, "Five-fifty." (p. 130) _____
Based on this sentence, how does Gregor sound when he responds?
8. Mel . . . jumped through the window. . . She landed neatly on two feet, like a cat. (p. 130) _____
Use one or two words to describe Mel's landing:



Summarizing the Text RL.5.2; RL5.5, W.5.9

Since the beginning of the story, a number of events have occurred that have led Spencer to the moment where he must escape out the window of Ed's nursing home room. Fill in the graphic organizer below to show how certain actions and events have caused other events to unfold.



Now, using these main events to guide you, write a one-paragraph summary of what has happened to Spencer, Gregor, and Mel so far. Make sure that your summary includes:

- a topic sentence with the title and author of the book.
- the main character and a very short description of who he is.
- the overall problem the main character encounters and must now solve.
- the major events of the story.
- complete sentences and correctly spelled words.



Pandora's Book: Historical Figures

Chapters 7 - 18

Eliot Ness

Eliot Ness was a government agent (kind of like a police officer) during the 1920s. During that time, which is later known as Prohibition, the U.S. government officially banned the sale of alcohol. The government, and agents like Ness, had to enforce the law and make sure people did not sell or consume (drink) alcohol.

Most Americans weren't happy about the law, and were willing to break it to have a drink. A whole illegal industry sprang up as gangsters and bootleggers (people who make alcohol illegally) worked to make a profit from underground liquor sales.

Mobsters like Al Capone became rich and powerful. Capone was even able to bribe a lot of the prohibition agents so he would never get caught.

In 1926, Eliot Ness was appointed to be a prohibition agent with the government. He hired a bunch of guys who he felt pretty sure were honest and couldn't be bought by corrupt guys like Capone.

In 1930, President Hoover announced he wanted Al Capone thrown in jail for good. Ness and his team decided its goal was to take down Capone. This team, later known as the "Untouchables," not only hurt Capone and led to his eventual arrest but also took down many other gangsters and bootleggers.

Theodore Roosevelt

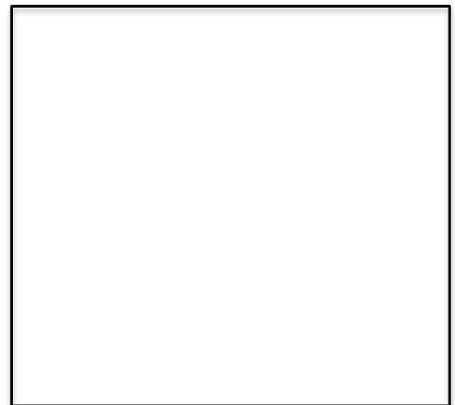
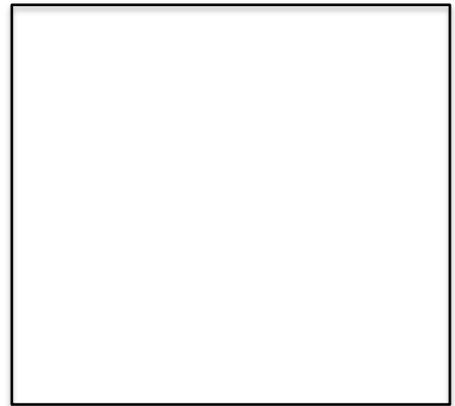
Theodore, or Teddy, Roosevelt became president of the United States in 1901. Born into a wealthy New York City family, Roosevelt struggled in his youth with asthma and illness. Nevertheless, he became a lover of the outdoors, choosing to box and wrestle as ways to get healthy.

When the Spanish American War broke out in 1898, Roosevelt was made lieutenant colonel of the Rough Riders, a group that would later become famous for a heroic charge during the battle of San Juan. Roosevelt was hailed as a hero and soon elected president.

As president, Roosevelt got the United States more involved in world affairs. He ordered construction of the Panama Canal. He also established several new National Forests and National Parks.

After his presidency, he went on an African safari. The purpose of this trip was to trap and hunt a variety of animals for later scientific study. In all, Roosevelt helped collect or hunt over 11,000 animals, including everything from insects to elephants, hippos, and white rhinos.

Roosevelt died in his sleep in January 1919. Over one hundred years later, for his bravery at the Battle of San Juan, he was awarded the Medal of Honor by President Clinton. He was the first president to receive this high honor.





Expanding Vocabulary

Chapters 13 –18 RL.5.4, L.5.4a, L.5.5c

DIRECTIONS: Complete the following Vocabulary Map. Use the example to help you.

Vocabulary Map

Word	Sentence from book in which the word appears	A short definition	Illustration of word OR a connection to my life
quest (p.133)	<i>I was afraid that in his <u>quest</u> to either beat Mel or to get as far away from the chaos of Ed's room as possible, he was going to dart out into the street . . .</i>	mission or goal	I've made it my quest this year to keep my room a little cleaner.
subtle (p.139)			
dehydration (p.139)			
indistinct (p.147)			
cryptically (p.152)			



Word	Sentence from book in which the word appears	A short definition	Illustration of word OR a connection to my life
fixate (p.157)			
adversary (p.169)			
skirmish (p.170)			
foe (p.178)			
agitated (p.197)			
decipher (p.199)			



Chapter Response Questions

Chapters 13 - 14

Interpreting the Text RL.5.1, RL.5.2

1. On page 136, Spencer asks Mel some questions. List at least two new things we learn about Mel from this conversation.
2. What is Gregor's advice to Spencer after they learn that Mel (and *Pandora's Book*) are missing? Do you think it's good advice?
3. How does Spencer learn that Mel has been taken by the German guy?
4. Why is Athena so important to Gregor?
5. Who shows up on Spencer's doorstep? How do you think he got there?

Focusing on Autism RL.5.1

Gregor's character shows us about some of the challenges that someone with autism might face. After reading some of the passage below, fill out the T-chart on the next page with examples of Gregor's strengths (things he's really good at or that are positive about his character) and things that are challenges for him. Try to give at least three examples on each side of the chart.

Gregor might rock sometimes and do his tapping thing. And he really, really doesn't like surprises or anything out of his normal routine. . . But the guy loves history. Like, obsessively LOVES history. One of my favorite things to do is to throw out a random date to Gregor. . . . Most of the time, Gregor doesn't even bother to look up from what he's doing. "A fire destroys the palace of Whitehall in London. Zanzibar is captured by . . . Oman." His ability to store facts about history is amazing. (p. 36-37)

Gregor has perfect running form. A coach's dream. Except that he hates loud noises (every race starts with a loud gun blast), he doesn't like to be surrounded by a lot of people (which makes the mass start of the races a challenge), and he refuses to wear shorts, . . . And yet, he still wins just about every race.(p. 107)

Then two things happened simultaneously. A fire engine that had been coming slowly down Main Street suddenly turned on its siren, scaring the pee out of everyone nearby. . . At the same moment, three rowdy high-school boys came barreling down the sidewalk on their skateboards . . . narrowly missing Gregor, me and the chick with the dog. It was enough. Gregor lost it. (p. 159)



Gregors's Strengths

Challenges Gregor Faces

Examining Literary Devices: Flashback and Suspense RL.5.5

Authors have different tools they use to keep a story engaging. One tool, or device, they use is called a **flashback**. Remember that this is when a narrator goes back in time to tell the reader something that happened before the story. There are two flashbacks in Chapter 14.

Reread the flashback on pages 149 -150.

6. What is the purpose of this flashback? (In other words, what do we learn about Spencer and Gregor?)
7. Do you think it was an effective or useful way for the author to share new information with the reader? Why?

Reread the flashback on pages 157-162 .

8. What is the purpose of this flashback? (In other words, what do we learn about Gregor?)
9. Do you think it was an effective or useful way for the author to share new information with the reader? Why?

Another way that authors try to keep readers interested is by building **suspense**. Suspense is the feeling readers get when they are waiting for the outcome of an event. Suspense can leave a reader feeling anxious or nervous, and hopefully wanting to turn to the next page quickly.

Chapter 13 ends with this passage: "Gregor." I turned to him. "[Mel] has the book. She stole it, Gregor. If she's gone, so is *Pandora's Book*."

10. How do the last sentences of this chapter make you feel when you read them?
11. How does the author create suspense with these sentences?



Chapter Response Questions

Chapters 15 - 16

Interpreting the Text RL.5.1, RL.5.2

1. What does Roosevelt give Gregor and Spencer that he got from Mel? Why is this important?
2. What do Gregor and Spencer learn about *Pandora's Other Book* from Mel?
3. Why is Heinrich after the books? Why does he need Spencer?
4. Where do Spencer, Gregor, Mel, and Roosevelt go after Gregor's house to find Heinrich? Why?
5. What happens at the end of this chapter? What do you think will happen next?

Writing from a Different Point of View RL.5.3, RL.5.6; W.5.9

At the end of Chapter 15, on page 185, Spencer points out a neighbor of Gregor's who is out watering her lawn. How would this neighbor describe the scene in her journal? From her eyes, how would each of those four people have looked walking down the street? How would their differences have stood out to her?

Write a short journal entry from the perspective of Gregor's neighbor. Tell about the four people you saw that day as you watered your yard; what it looked like they were doing; and why they might have seemed out of place.

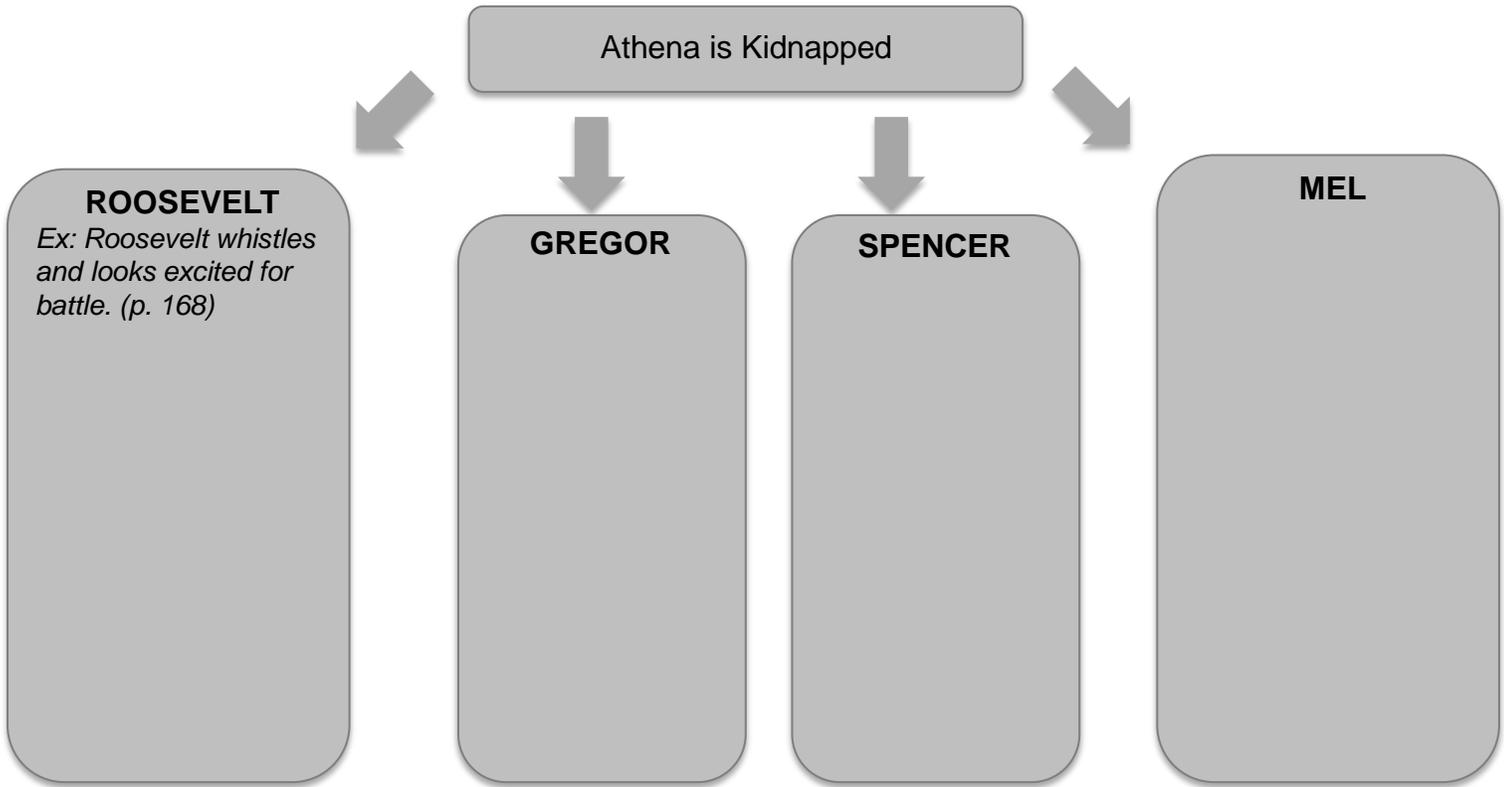
Your journal should:

- be written in first person (using the pronoun "I") from the point of view of Gregor's neighbor.
- include a thorough description of each of these four characters: Mel, Roosevelt, Spencer, and Gregor.
- explain how the neighbor might have felt seeing them and what she thinks they are doing.
- be free of spelling and grammatical errors.



Examining Characters' Actions RL.5.2. RL.5.3

As the danger and conflict increase, the characters respond differently to the challenges they face. Think about how each of the four characters below behaves as the tensions rise. Fill in at least one example from the book that shows how each character is dealing with the current situation. An example has been done for you.



Connecting With History RI.5.3

Gregor's dog is named Athena, after the Greek goddess of wisdom. Gregor also often recites the Greek gods when he gets nervous or anxious. How many of the Greek gods do *you* know? See if you can match the gods on the left with the descriptions of what they ruled on the right. Write the correct letter in the blank.

- | | | |
|----------|-----------|--------------------------------------|
| 1. _____ | Aphrodite | a. Father of the gods |
| 2. _____ | Poseidon | b. God of war |
| 3. _____ | Ares | c. Goddess of marriage, wife of Zeus |
| 4. _____ | Zeus | d. God of sun and light |
| 5. _____ | Apollo | e. Goddess of love |
| 6. _____ | Hades | f. Messenger of the gods |
| 7. _____ | Hera | g. God of the sea |
| 8. _____ | Hermes | h. God of the underworld |

Answers: 1. e; 2. g; 3. b; 4. a; 5. d; 6. h; 7. c; 8. f



Chapter Response Questions

Chapters 17 - 18

Interpreting the Text RL.5.1, RL.5.2

1. Why are people evacuating (getting out of) the senior center?
2. What happens that causes Spencer to lose his backpack and *Pandora's Book*? Do you think this is related to what's happening at the senior center? Why?
3. How does Mel react when Spencer's backpack is taken? What happens to her? Is this something you would have expected her to do? Explain.
4. Using specific examples from the book (see pages 201-202), conclude how Spencer feels after *Pandora's Book* is taken from him.
5. After Gregor gives Spencer his glasses back, who shows up to help them? How does this person's arrival affect Gregor?
6. Describe the person that Spencer and Gregor meet at the homeless camp.
7. Give one way that Gregor and Phylis are alike. Give one way that they are different.
8. Reread this last sentence of Chapter 18: *And she raised her gloved hand and pointed it right at me.* What do you think she meant by this? What might the author be foreshadowing here?

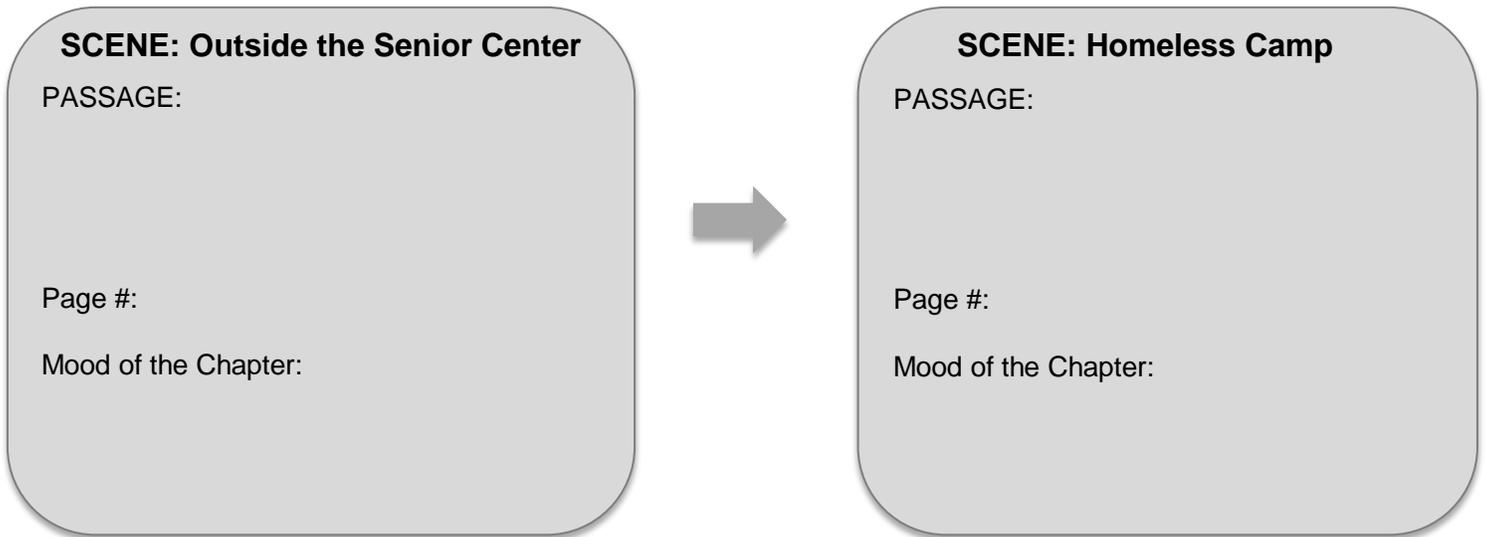


Comparing Different Settings and Moods RL.5.3

The story of *Secrets of the Book* takes place in different settings. The **setting** of a novel refers to the time period and location of the story. The setting for Chapter 17 is outside the senior center. In Chapter 18, the setting is the homeless camp under the train tracks.

The author has established different moods for each of these settings. The mood of a story or scene is the feeling that is created in the reader as he or she reads it.

In the diagram below, find at least ONE passage for each scene that describes the setting and helps define the mood. After each passage, write an adjective that describes the mood.

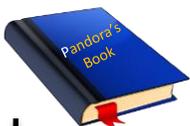


Evaluating Change in Characters RL.5.2

Characters, like people in real life, often grow and change during a story. In *Secrets of the Book*, Gregor shows a lot of growth, which we can see by his willingness to find Athena despite his fear.

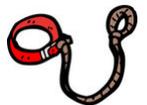
Between the sketches below, include three events that you think have led to change in Gregor's character. Underneath each illustration, briefly explain why you think the event contributed to his growth.

Gregor's Growth Chart



Learns about
Pandora's Book

Gregor



Determined to find
Athena



6. Gregor reached Heinrich seconds before I did. For a nanosecond, he hesitated and I could imagine his **repulsion**. (p. 264)

From this sentence, *repulsion* might mean _____.

A good antonym for repulsion might be:

- a. disgust
- b. fear
- c. attraction

7. Or maybe he'd **conjured** up that one chef lady from *Pandora's Book*, and she was making them all chocolate chip cookies. (p. 272)

From this sentence, *conjured* might mean _____.

Write a sentence using these words: conjured, wand, frog, and candy.

8. There was a **commotion** when we landed, medical personnel rushing out to wheel Gregor off the helicopter and into the hospital . . . (p. 277)

From this sentence, *commotion* might mean _____.

If you were in the middle of a commotion, you might expect that it would be:

- a. noisy.
- b. peaceful.
- c. warm.

9. I had figured out during the helicopter ride that I needed to put together a version of this story that somehow combined as much truth as possible with a few big-time **omissions**. (p. 277)

From this sentence, *omissions* might be _____.

There are three omissions in the Pledge of Allegiance below. Can you find them? Write them on the lines that follow.
I pledge to the Flag of the United States of America, and to the Republic for which stands, one Nation under God, with liberty and justice for all.



Chapter Response Questions

Chapters 19 - 20

Interpreting the Text RL.5.1, RL.5.2

1. Who joins Spencer and Gregor as they are hiding near Heinrich's hideout? How did this person find them?
2. Describe Heinrich's hideout, using specific details from pages 228 - 229. Who do Spencer and Gregor find there?
3. Who was Adolf Hitler? How is he connected to Heinrich?
4. How did Al Capone get to be the guardian of *Pandora's Other Book*?
5. How was Hitler's picture different from every other picture in *Pandora's Other Book*? Why did that create a problem?
6. What does Heinrich want to do with the two books?
7. What three people does Spencer bring alive from *Pandora's Book*? How do each of them try to help Spencer?
8. What is Gregor's advice to Spencer on pages 257- 258? Do you think it's good advice?



Analyzing Character Responses RL.5.2

Chapters 19 and 20 present some of the most difficult challenges the characters have yet to face. Each of the characters responds differently as the tension and danger increase.

In the flowchart below, describe how each character responds to the given challenge. Then, explain what that character's response tells us about him. An example has been done for you.



CHALLENGE: Spencer learns that Heinrich plans to use the two books to take over the world. (p. 249)



RESPONSE: Spencer stands up to Heinrich and says he won't help him. (p. 250)
WHAT THIS SHOWS: This shows his determination to guard the book and his loyalty to Ed and Mel.

Spencer



CHALLENGE: Gregor finds out that Heinrich has Athena. (p. 227-228)



RESPONSE:
WHAT THIS SHOWS:

Gregor

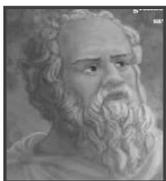


CHALLENGE: Roosevelt sees Heinrich hurt Mel and take off with Spencer's backpack and the book. (p. 225)



RESPONSE:
WHAT THIS SHOWS:

Roosevelt



CHALLENGE: Socrates discovers that Heinrich has taken the two books, and has kidnapped Ed and DiCarlo. (p. 222)



RESPONSE:
WHAT THIS SHOWS:

Socrates



Analyzing Primary Source Quotes RI.5.1

In Chapter 20, Spencer uses *Pandora's Book* to help him battle against Heinrich. It is not just a physical battle, but also a battle between good and evil. Each of the historical figures Spencer calls from the book tells him something important. Many of these passages are primary source quotes, words actually said or written by these historical figures.

Complete the chart to analyze some of these primary source quotes.

Primary source quote	What the quote means in my own words	Why I think this person said this to Spencer
<i>He who is not contented with what he has, would not be contented with what he would like to have.</i> - Socrates (p. 250)		
<i>Let him who would move the world first move himself.</i> - Socrates (p. 250)		
<i>A man may die; nations may rise and fall, but an idea lives on.</i> - John F. Kennedy (p. 253)		
<i>An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of humanity.</i> - Martin Luther King, Jr. (p. 253)		
<i>Only thus can a weaker country cope with a stronger; it must make up in activity what it lacks in strength.</i> - Stonewall Jackson (p. 256)		



Chapter Response Questions

Chapters 21 – 23

Interpreting the Text RL.5.1, RL.5.2

1. As Heinrich stumbles down the mountainside, what is Spencer's and Gregor's plan to stop him?
2. How does their plan go wrong?
3. How does Spencer manage to get Heinrich back in *Pandora's Other Book*?
4. How does Phylis help Spencer? How do Spencer and Gregor eventually get off the mountain?
5. Who is going to be the guardian of *Pandora's Other Book*? Why? Do you think this is a good decision? Why or why not?
6. Has Mel and Spencer's relationship changed? Give an example from their conversation on pages 287-290 to support your answer.
7. What do you think was on the grandfather clock in Ed's room?
8. Describe at least one way that Spencer's life has changed since he's inherited the book. Now describe one way that it has stayed the same.



Analyzing a Novel's Themes RI.5.2

The author, Erin Fry, develops several themes in this novel: the importance of friendship; overcoming challenges; and good overcoming evil.

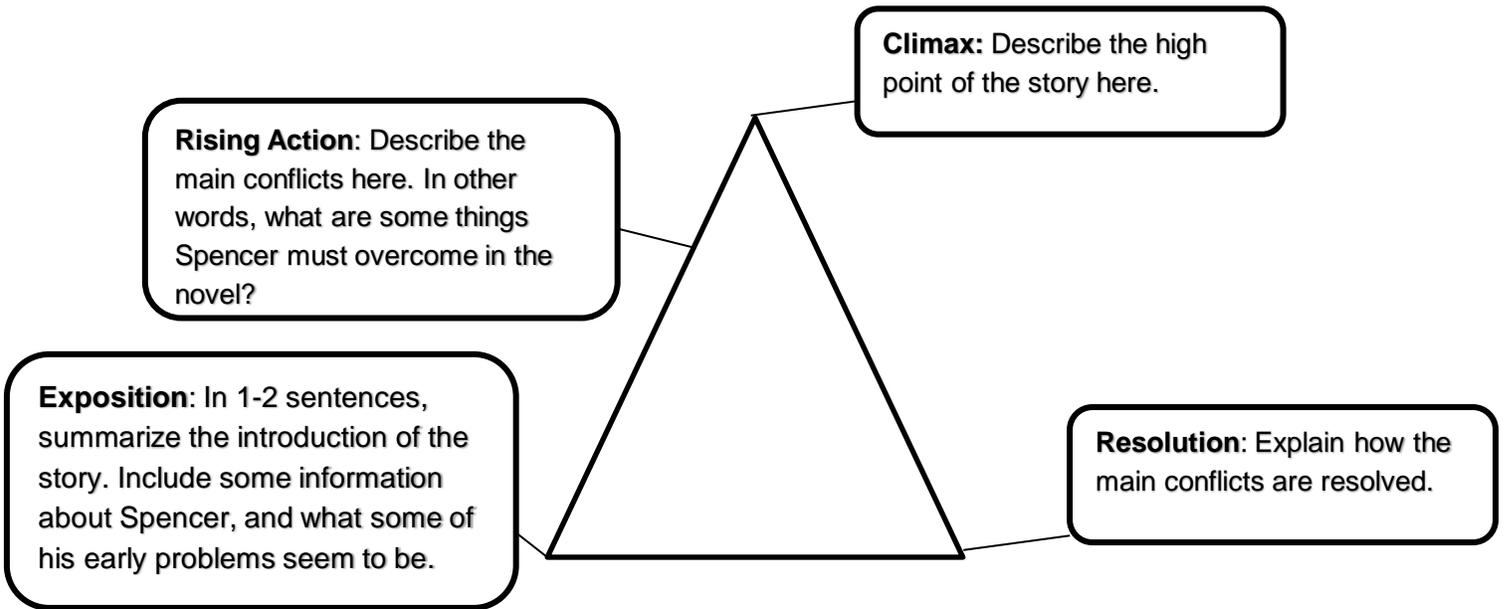
Fill in the chart below with at least one specific passage from the story that shows how each theme was developed. In the final column, explain what you think the author's message is regarding the theme.

Theme	Examples from the Story	Explanation of Author's Message
Friendship	Ex: Gregor and Spencer become friends because they are both runners. On page 53, Spencer says, "Not everybody understands it; in fact, Gregor makes a lot of people uncomfortable. But that's something I grew to like about him—he's unpredictable and yet extremely predictable all at the same time."	
Overcoming Challenges		
Good Against Evil		



Reviewing Plot RL5.3

Most novels follow a similar plot structure. The diagram below shows a typical plot which starts with an exposition, moves through rising action, builds to a climax, and ends with a resolution. Read through the description of each of the elements of plot.



Reflect on the overall plot of *Secrets of the Book*; think about where the story started, what conflicts Spencer and Gregor had to overcome, the main climax (or high point of the action) in the last chapters, and where Spencer and Gregor end up at the end of the novel. Then, using the diagram above to help you, summarize the main elements of the plot below.

1. **Exposition:**

2. **Rising Action:**

3. **Climax:**

4. **Resolution:**



Pandora's Book: Historical Figures

Chapters 19 – 23

Martin Luther King, Jr.

Martin Luther King, Jr. was born in Atlanta, Georgia, on January 15, 1929. In high school he was such a great student that he skipped two grades and started college at age fifteen. He got a degree in sociology; then a degree in divinity (religion); and finally, his doctorate in theology.

King's father was a minister. King was unsure of his faith through much of his early life. In college, though, he found himself leaning toward the ministry as well.

In 1955, in Montgomery, Alabama, after Rosa Parks refused to give up her bus seat to a white man and was found guilty of violating city code, King was selected to lead a boycott of the city's busses.

In 1957, King and other civil rights leaders founded the Southern Christian Leadership Conference. Their goal was to organize black churches and conduct nonviolent protests. Through this organization, King gained national recognition as a civil rights leader.

In 1963, King organized his historic March on Washington, which drew more than 200,000 to the Lincoln Memorial. Here, he gave his "I Have a Dream" speech. In 1964, King was honored with the Nobel Peace Prize. King was assassinated in 1968 after decades of leading nonviolent marches and protests. He is known as one of the greatest civil rights leaders of all time.

Stonewall Jackson

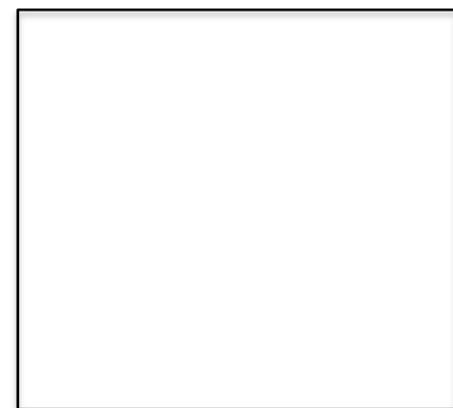
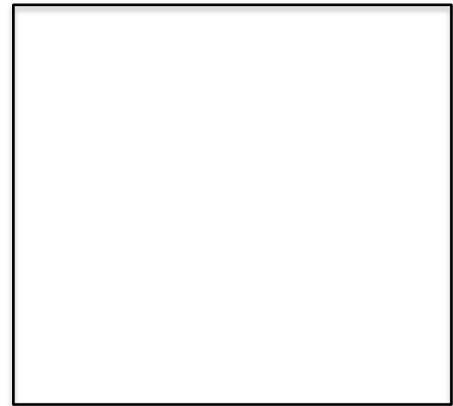
Stonewall Jackson's real name was Thomas Jonathon Jackson. He was born in West Virginia in 1824. When he was very young, his sister and father were killed by typhoid, a nasty disease. His mom had a hard time raising him alone so he was sent to live with relatives.

In 1846, Jackson graduated from West Point (a military academy), just in time to fight in the Mexican-American War. Jackson found he was a pretty good soldier and was soon promoted.

In 1861, his home state of Virginia seceded, or withdrew, from the United States after disagreements over slavery. Soon after, war broke out between the northern and southern states. Jackson was given troops to command.

At the Battle of Bull Run in 1861, Jackson earned his nickname, Stonewall, when another general remarked, "There is Jackson standing like a stone wall." The nickname stuck and Jackson was again promoted.

In 1863, Jackson was accidentally shot by some of his own men. His arm was amputated at a nearby field hospital, but he died from complications shortly afterward.



Vocabulary Answers

Chapters 1 - 6

1. lacking flavor; b.
2. made-up; c.
3. changed into something else; butterflies.
4. temporarily speechless due to shock; answers will vary.
5. prove something is true; b.
6. having accepted something unpleasant; c.
7. happening too soon; c.
8. unchanging speech or tone; b.
9. goodness; b.
10. send for somebody; answers will vary.

Chapters 7-12

1. o.
2. m.
3. d.
4. k.
5. h.
6. b.
7. l.
8. i.
9. g.
10. e.
11. f.
12. a.
13. j.
14. c.
15. n.
16. furtively
17. obligation
18. translucent
19. waver
20. grimace

21. coincidence
22. remedies
23. resolve
24. notorious
25. beacon
26. confined
27. confirm
28. apprehension
29. derisive
30. void

Chapters 13 -18

1. As I rounded the corner of the track nearest to her, she waved her hand in subtle acknowledgement.; *slight and not obvious*
2. Even my ears were ringing a little bit from dehydration.; *loss of body fluid*
3. I looked at him over the top of my glasses. He was all blurry and indistinct.; *unclear*
4. "Just checking something out," he said cryptically.; *deliberately, mysteriously, secretly*
5. And believe me, no one can fixate on something like Gregor.; *focus exclusively*
6. "Can I assume you two lads know who our adversary is?"; *opponent or enemy*
7. "I'm dismayed to say that I got so excited about the prospect of a skirmish with an outlaw . . . "; *brief fight or disagreement*

8. "Are we going to go after our esteemed foe?"; *enemy or opponent*
9. Somehow, though, I suspected that Evil German Guy was behind this slow-motion stampede, this swarm of agitated old people.; *anxious, nervous, or disturbed*
10. My hazy mind managed to decipher Mel's voice.; *make out what something or someone says*

Chapters 19 - 23

1. list of items; a.
2. able to move quickly; b.
3. made famous for a long time; c.
4. too small to be seen; b.
5. get control of something; *answers will vary*
6. feeling of disgust or strong dislike; c.
7. called up by reciting a spell; *answers will vary*
8. scene of noisy confusion; a.
9. something left out on purpose; *allegiance, it, indivisible*



End-of-Novel Project: Creating *Pandora's Book*

Teacher's Instructions

Create *Pandora's Book* with Your Class RI 5.7, RI 5.9, W5.2a-e

1. Explain to your students that they will have the opportunity to nominate someone whom they feel is worthy and important from history to be included in *Pandora's Book*. They will then create a page, much like the pages that were described in *Secrets of the Book*, for the person they've chosen. Their page must explain who their person is and why that person is significant and worthy of being included in *Pandora's Book*.
2. As a class, brainstorm different people who might be included in *Pandora's Book*. Make sure to include people who are significant in all areas: politics, science, literature, pop culture, and sports.
3. Have students use the handout on the next page to write down THREE people (**not** mentioned in *Secrets of the Book*) that they think should have a page in *Pandora's Book*. Under each person they list they should write why they think this person is important.
4. You may wish to collect the papers at this point and look over whom students have selected. It is important that every student be assigned a different historical figure. Using the three people that the students have chosen, select one for them so that every student in your class has a different figure to research.
5. Review the following Student Handout with the class. Students will write two paragraphs that summarize their person's life and major accomplishments, as well as argue for their inclusion in the book. These should be written in first person. Each page must also include an illustration of their historical figure.
6. Once all pages are turned in, review them, and choose a few that you think have made the best arguments. Consider giving those students a prize or extra credit. Then, assemble all the pages together to create your own class's *Pandora's Book*.



End-of-Book Project: Creating *Pandora's Book*

Three people you think should be in *Pandora's Book*:

Why each of them is important:

Write down the name of the person you and your teacher have agreed you will research:

What are three things you already know about this person:

- 1.
- 2.
- 3.

You will now create a page for this person for *Pandora's Book*. Your page should argue that your person is so important that Spencer **MUST** choose him or her to be in this very special book. To create your page, follow these steps:

- Use library resources or the Internet to find information about the person you've chosen. Make sure to find out this person's background, accomplishments, achievements, and contributions to society.
- Write two paragraphs about your person. These paragraphs should
 - be in first person (from the point of view of your person). This means you will use the pronouns *I* and *me*.
 - contain important information about your historical figure *and* argue why he/she belongs in *Pandora's Book*.
 - each have a topic sentence and supporting details from your research.
 - include the sources where you found your information.
 - be written neatly without spelling or grammatical errors.
- Create an illustration for your historical figure. Remember that in *Pandora's Book*, it's important that the image **ONLY** be of the historical person. Color your illustration.
- Title your page with your person's name and the years they were born and died.



End-of-Novel Project: Creating *Pandora's Book*

Teacher's Instructions

Conduct a Gathering of Historical Figures SL5.1a,c, SL5.6

1. Explain that you are going to hold a social get-together where all the historical figures can mingle and explain why they feel they are most important. Consider bringing in food, or have students sign up to bring in food. Set up your classroom so the desks or chairs are clustered in small groups where students can talk easily.
2. Prepare your students ahead of time and let them know they will need to come to class dressed as the historical figure they have researched.
3. On the day of the event, give students a set time (consider fifteen to twenty minutes) to mingle with their classmates in character and share why they think they should be in *Pandora's Book*.
4. Then have them find a seat and consider holding a question-and-answer session. Consider doing the following:
 - Call up five of the historical figures.
 - Have each introduce themselves and give a short biography of themselves.
 - Allow each character to present a one-minute argument in favor of their inclusion in *Pandora's Book*.
 - Ask questions, such as "How did you impact society?" and "Do you feel you are more important than . . .?"
 - Allow the rest of the class to ask questions as well.
 - Allow the class to vote on which of those five historical characters they believe should be included in *Pandora's Book*.
 - Award the winner with a certificate or some other prize.
5. Repeat Step 4 until all historical figures have had a chance to argue their cases in front of the class.



Language Arts Common Core State Standards

Grade Level	Reading of Literature	Reading of Informational Text	Writing	Speaking and Listening	Language Conventions	ELA: History and Social Studies
Grade 5	RL.5.1	RI.5.1	W.5.2a-e	SL.5.1a, c	LS.5.1a	
	RL.5.2	RI.5.3	W.5.4	SL.5.6	LS.5.2b,c	
	RL.5.3	RI.5.7	W.5.7		LS.5.4a,c	
	RL.5.4	RI.5.9			LS.5.5a,c	
	RL.5.5					
	RL.5.6					
Grade 6	RL.6.1	RI.6.1	W.6.2a-f	SL.6.1a, c	LS.6.4a,c	RH.6-8.2
	RL.6.2	RI.6.7	W.6.4	SL.6.6		RH.6-8.4
	RL.6.3	RI.6.9	W.6.7			
	RL.6.4					
	RL.6.5					
	RL.6.6					