

Teacher Guide

Grades 5–6

# The City of Ember

Jeanne DuPrau

NOVEL UNITS<sup>™</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



## **Novel Units® Single-Classroom User Agreement for Non-Reproducible Material**

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

**Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.**

**Reproduction of any part of this Teacher Guide is strictly prohibited.**

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact [customercare@ecslearningsystems.com](mailto:customercare@ecslearningsystems.com).

**[ebooks.ecslearningsystems.com](http://ebooks.ecslearningsystems.com)**

---

# THE CITY OF EMBER

by  
Jeanne DuPrau

## Teacher Guide

Written by  
Angela Frith Antrim

### Note

The 2004 Yearling paperback edition of the novel, © 2003 by Jeanne DuPrau, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-375-82274-7

**Please note:** Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

---

ISBN 978-1-60878-433-2

**Copyright infringement is a violation of Federal Law.**

© 2010 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

### Publisher Information

For a complete catalog, contact—

Novel Units, Inc.  
P.O. Box 97  
Bulverde, TX 78163-0097

Web site: [novelunits.com](http://novelunits.com)

For more digital resources, visit:  
[ebooks.ecslearningsystems.com](http://ebooks.ecslearningsystems.com)

## Table of Contents

Summary .....	3
About the Author .....	3
Background Information .....	4
Characters .....	4
Initiating Activities.....	5
Vocabulary Activities.....	5
Ten Sections.....	6
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions .....	19
Post-reading Extension Activities.....	20
Assessment.....	21
Scoring Rubric.....	31

## Skills and Strategies

### Comprehension

Sequence, inference,  
prediction, compare/contrast,  
cause/effect

### Literary Elements

Genre, plot, mood, theme,  
irony, figurative language,  
character analysis, story  
mapping

### Vocabulary

Definitions, context clues,  
synonyms/antonyms

### Critical Thinking

Evaluating, recalling,  
supporting details, pros/cons

### Writing

Creative writing, point of  
view, description, narrative,  
diary, poetry, persuasion,  
directions, invitation

### Across the Curriculum

Social Studies—government,  
map skills, geography,  
history, city planning,  
current events; Math—scale;  
Art—illustrations, diorama,  
brochure; Science—erosion,  
electricity, experiments,  
biology, technology,  
life cycles, caves, botany;  
Drama—skit, oral  
presentation, script writing;  
Health—safety, nutrition;  
Music—composition, lyrics

## Chapters 7–8

Lina asks for Captain Fleery’s and Lizzie Bisco’s help to decode the message, but neither is interested. Lina sends a message to Mayor Cole about her discovery but receives no response. Realizing that Doon is the only one who will appreciate the magnitude of her discovery, Lina turns to Doon for help. Meanwhile, Doon grows increasingly frustrated by his work at the Pipeworks and inability to understand electricity. Determined to solve Ember’s problems, Doon visits the local library to research other ways to create light.

Vocabulary
pried
extract
tattered
jumble
frantic
severe
eagerly
inelegant
reactively
recoiling
enraged
crevices
significance

### Discussion Questions

- Why does the robot printing spark Lina’s curiosity? (*The printing is made so neat and looks like it was made by a machine. Since there are no computers in Ember, Lina concludes that the writing must have come from the Brothers.*)
- How does Lina know how much time she has left to work after Granny and Poppy are asleep? (*Ember’s lights all go out at approximately the same time each night and come on around the same time each morning.*)
- How would the ability to create movable light change things in Ember? (*The people would have more freedom to move around town and explore the Unknown Regions around town.*)  
Why is it problematic when the store rooms run out of a particular item? (*When the store rooms run out of a particular item, it means that the item is really gone. Ember doesn’t have any factories to manufacture new goods.*)
- Why would it frighten children to see Ember’s current storerooms? (*The lack of items in the storerooms would scare children. They would realize how few supplies are left in the town and probably worry about what will happen once Ember’s remaining supplies are exhausted.*)
- Do you think Lina should have written the note to Mayor Cole about the instructions? Why or why not? (*Answers will vary.*)
- List the phrases Doon hears while reading *Mysterious Words from the Past*, and discuss what element of each phrase is misunderstood. Why do you think these items do not exist or are not discussed in Ember? (*“Heavens above”: hawks; “I was in”: hogs; “Batting a thousand”: baseball; “All in the same boat”: boats; Answers will vary.*)
- Prediction:** Will Doon find a way to decrypt the instructions?

### Supplementary Activities

- Creative Thinking:** Work in pairs to decode the Instructions that Lina has found (see pp. 94–95 in the novel).
- Science:** Research how light bulbs are made. In a separate lesson to the class, use household objects to demonstrate the way light bulbs work.
- Map Skills/Art:** Create a blueprint of the storerooms based on the author’s description in this section of the novel.
- Drama:** Work in small groups to perform a brief skit in which you demonstrate how anger can have unintended consequences.
- Science:** Conduct a science experiment about erosion.



## Character Attribute Web

**Directions:** Complete the attribute web below for Lina Mayfleet. Fill in the blanks with words and phrases that tell how Lina acts and looks, as well as what she says and feels.

A character attribute web for Lina Mayfleet. The central circle contains the name "Lina Mayfleet". Four rectangular boxes are connected to the center by lines, representing different attributes: "Acts" (top-left), "Says" (top-right), "Looks" (bottom-left), and "Feels" (bottom-right). Each box has four numbered lines for writing.

**Acts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Says**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Lina Mayfleet**

**Looks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Feels**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Metaphors and Similes

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

**Directions:** Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with an "M" and similes with an "S." Translate the comparisons in your own words, and then list the objects being compared.

Metaphors/Similes	Ideas/Objects Being Compared
1.  Translation:	
2.  Translation:	
3.  Translation:	