

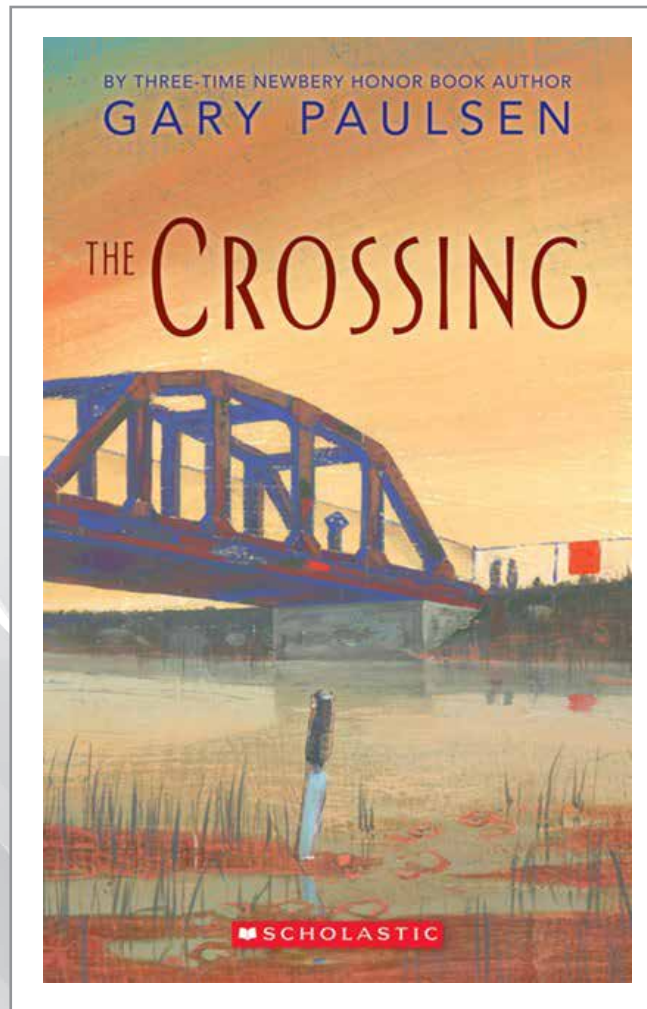


STUDENT PACKET

GRADES 6-8

The Crossing

Gary Paulsen



READ, WRITE, THINK, DISCUSS AND CONNECT

The Crossing

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

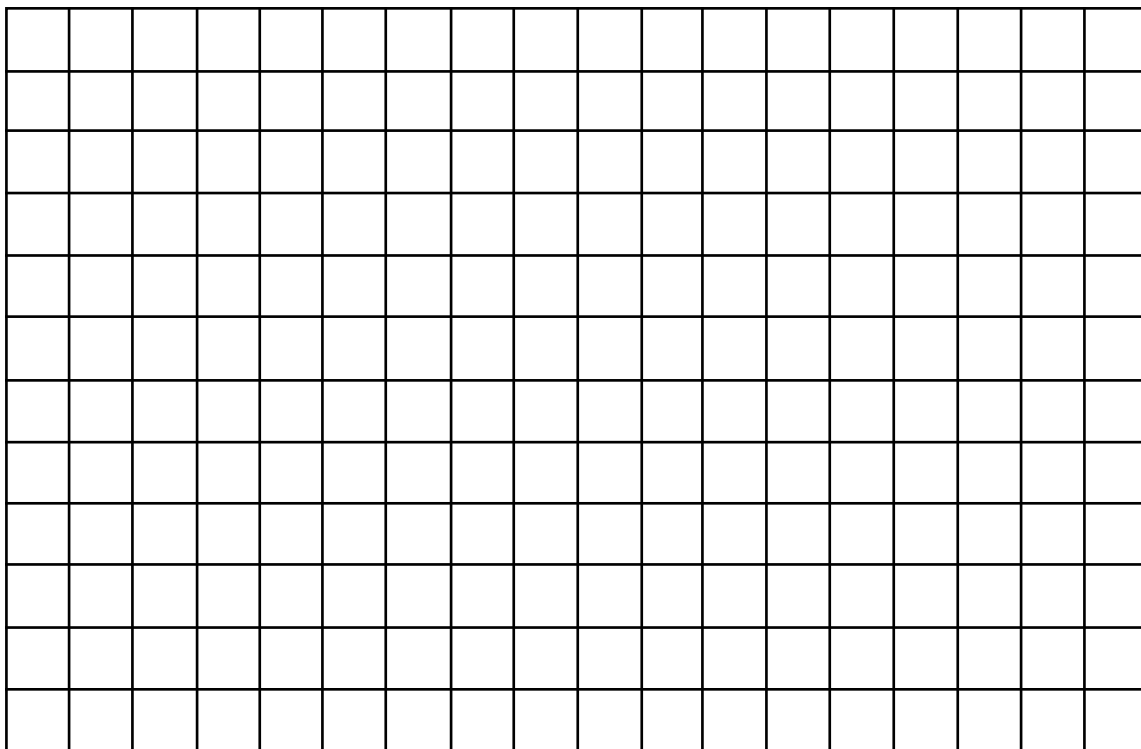
- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Crossword Puzzle

perpetual	wiry	bridled	<i>turistas</i>
barracks	shrapnel	sterile	slogan
irrigation	litany	critical	

Directions: Select ten vocabulary words from above. Create a crossword puzzle answer key by filling in the grid below. Be sure to number the squares for each word. Blacken any spaces not used by the letters. Then, write clues to the crossword puzzle. Number the clues to match the numbers in the squares. The teacher will give each student a blank grid. Make a blank copy of your crossword puzzle for other students to answer. Exchange your clues with someone else, and solve the blank puzzle s/he gives you. Check the completed puzzles with the answer keys.



Chapters 7–9

1. How does Manny compare his routine in the market to a dog at a butcher shop?
2. Why does Manny know so little about Pancho Villa and the world outside Juárez?
3. What about the dogs gives Manny hope?
4. Why is Saturday such a good day to work the market?
5. Why does the waiter want to throw Manny out of the restaurant?
6. What does Robert always order at a restaurant, and why?
7. Why does Manny order so much food at the restaurant?
8. Why does Robert ask Manny his name?
9. To what does Robert compare Manny's eating habits?
10. Why does Robert eat the way he does?
11. Why does Manny work so hard to find the sergeant?
12. What is the irony of Manny never having seen a bullfight?
13. List some ways Manny attempts to get the sergeant to give him money.
14. Why is Cutty Sark Scotch the perfect drink for Robert?
15. Why doesn't Robert sit in the shade while waiting to purchase tickets for the bullfight?

Chapters 10–12

1. How does Manny feel about the bullfight? How does Robert feel?
2. What does Robert do after he watches his first bullfight?
3. Why does Manny go back to the streets to beg after the bullfight?
4. Why does Robert wait so long to visit Juárez after the bullfight?
5. What surprises Robert when he sees Manny the third time?
6. What does Robert think of Manny's American Dream?
7. What does Robert agree to do for Manny?
8. What impresses Manny about the sergeant when they encounter the four thugs?
9. How does the sergeant defeat the gang?
10. How do Robert's eyes resemble the bull's at the end of the battle?

Name _____

Movie Trailer

Directions: You and your classmates have been selected to create a movie trailer to advertise the upcoming movie version of *The Crossing*. A movie trailer must capture the audience's attention within the first three seconds and hold it for a minimum of 30 seconds. Consider all of the action scenes in the book that might make a good trailer, and write a script for the trailer, complete with a list of props you would need to make the trailer interesting. Be sure to list the names of the actors you would choose to play Robert Locke and Manny Bustos.

Props Box
