

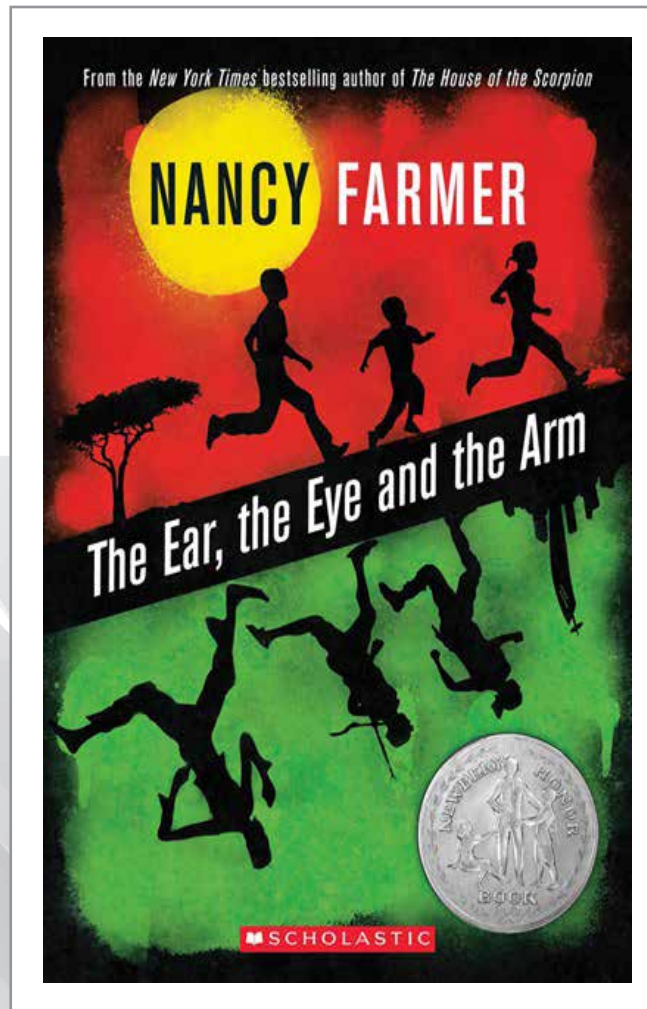


**STUDENT PACKET**

**GRADES 6-8**

# **The Ear, the Eye, and the Arm**

Nancy Farmer



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Ear, the Eye, and the Arm

Nancy Farmer

## STUDENT PACKET

### 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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**ISBN 978-1-50204-553-9**

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Name \_\_\_\_\_

**Directions:** Use a world map and the map on this page to answer the following questions. Refer to the maps throughout the reading of the book.

1. Find the continent of Africa on a world map. Which two continents border Africa to the north and east?
2. Locate Zimbabwe. What is the capital city?
3. Using the blank map below, label the countries in Africa.
4. Label Harare and other cities in Zimbabwe.

**AFRICA**



Name \_\_\_\_\_

grille (172)	queasy (174)	shoal (179)	serene (179)
profound (180)	heir (181)	instantaneous (182)	gestured ( 182)
owlishly (186)	hobo (186)	quarantine (187)	gallivant (187)
tenacity (188)	excruciating (189)	morosely (194)	consternation (195)
exasperation (196)	barrage (197)	impertinence (202)	defiantly (203)
luxurious (205)	wistful (205)	coddle (205)	juggernaut (206)

**Directions:** Use each vocabulary word as directed below.

1. Use *gestured*, *hobo*, *queasy*, and *profound* in a paragraph about someone on a journey.

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2. Use *defiantly*, *barrage*, *exasperation*, and *dismay* to write a sentence about a foiled mission.

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3. Use *impertinence*, *wistful*, *juggernaut*, and *excruciating* in a paragraph describing what life on Earth will be like in 200 years.

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4. Use *heir*, *coddle*, *serene*, and *luxurious* to write a sentence about someone in the military.

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Name \_\_\_\_\_

### **Chapters 35–38, pp. 255–283**

1. What does the Great Chief tell Arm to prevent the alien spirits from doing?
2. How does Arm react when General Matsika does not believe he communicated with the Great Chief in a dream?
3. Whose face appears when Kuda throws the Warthog's mask off?
4. How do the Masks prevent Trashman from protecting the children?
5. What is the next date to be marked off on the calendar?
6. What message does Arm send with the maître d' to the General?
7. How are the Gondwannan guards distracted?
8. For what purpose does Obambo Chivari want Tendai? What makes Tendai well-suited for this task?
9. What happens to Arm?

### **Chapters 39 & 40, pp. 284–298**

1. When Arm drops to the landing dock, what happens to the strength that leaves him?
2. A silent battle takes place between who or what? for what purpose?
3. What does the She Elephant do to the Big-Head Mask?
4. Describe the scene after the door opens, letting those waiting outside into the room where the children are.
5. When the battle with the Masks is over, Arm feels lonely. Why?
6. Why does Arm get to keep Sekai?
7. What does Tendai wish for on his fourteenth birthday?

Name \_\_\_\_\_

### A Character's World

**Directions:** Some novels include elements that are universal, or are familiar to people in different times and cultures. You may be able to draw parallels between Tendai's world and your own world. Fill in each box below by listing something specific to Tendai's world. Then list something about your world that is similar to the world Tendai lives in. You can write about feelings, actions, places, or people.

<b>Tendai's World</b>
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<b>My World</b>
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<b>Tendai's World</b>
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<b>My World</b>
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<b>Tendai's World</b>
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<b>My World</b>
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<b>Tendai's World</b>
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<b>My World</b>
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