

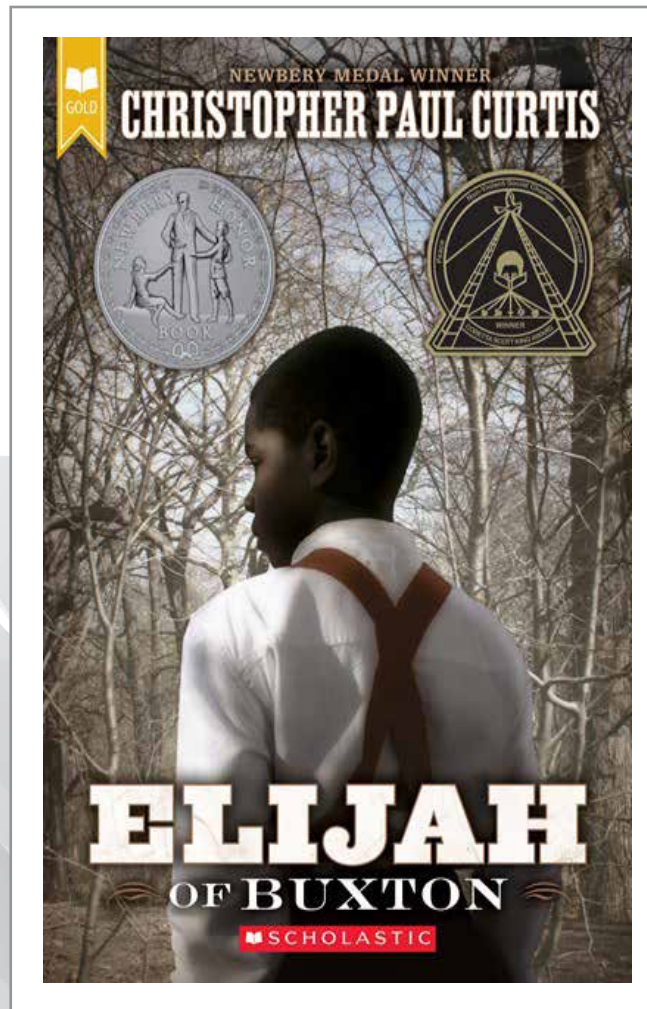


STUDENT PACKET

GRADES 6-8

Elijah of Buxton

Christopher Paul Curtis



READ, WRITE, THINK, DISCUSS AND CONNECT

Elijah of Buxton

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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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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 _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–4

1. Who is Cooter?
2. What does a hoop snake do?
3. What does Elijah need to ask himself about the Preacher’s stories?
4. How do Elijah and Ma each try to overcome being fragile?
5. What plan do Elijah and Cooter carry out together?
6. Why is Elijah considered special in Buxton?
7. What do the people in town say about Elijah’s incident with Frederick Douglass?
8. What is the Buxton Creed?
9. Why does the Preacher think Elijah is conjuring?
10. How does the Preacher try to trick Elijah?
11. What are slave catchers?

Chapters 5–8

1. What are the Settlement rules about houses?
2. Why does Mr. Leroy work such long, hard hours?
3. How does Cooter misinterpret the statement “familiarity breeds contempt”?
4. What is “tar and feathering”?
5. What brave thing does Elijah do in class?
6. Why is Mr. Travis mad at Cooter?
7. How is foreshadowing used at the end of Chapter 6?
8. What lesson does Elijah learn from Mr. Leroy?
9. Why does Elijah have to be careful of how he speaks to freed slaves?
10. What clue does the man outside the tent give that indicates the show is fake?
11. What does Elijah discover about MaWee?

Name _____

Flock Together

Directions: Choose two characters from the novel that have something in common, and write their names on the feathers below. Then, explain on each feather how this character is similar to the other character you chose. On the lines below the feathers, explain how the characters are different from each other.

