



**STUDENT PACKET**

**GRADES 6-8**

# **Harris and Me**

Gary Paulsen

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

# Harris and Me

Gary Paulsen

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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 \_\_\_\_\_

### Vocabulary/Plot Association

adamant	lurk	stipulated	formidable
undaunted	tragic	mercy	crevice
secondary	entourage	conjecture	intensity
ramrod			

**Directions:** Select four of the above vocabulary words, and on the lines below, explain in two to three sentences why that word is important to the plot of *Harris and Me*.

Word #1: \_\_\_\_\_

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Word #2: \_\_\_\_\_

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Word #3: \_\_\_\_\_

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Word #4: \_\_\_\_\_

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Name \_\_\_\_\_

4. What frightens the narrator the next time he is left alone on the farm with Harris?
5. What kind of gun does the narrator use for the game?
6. What kind of gun does Harris use for the game? How does he get it?
7. How does Harris convince the narrator to take the blame for the accident that occurs?
8. What farm chore exhausts the narrator?
9. What surprising thing does Knute do when the boys are playing in the river? How do Harris and the narrator feel about this?
10. What does Harris discover by the river that alarms him? What does he say about this?
11. How does Louie get the cows to lurch forward?
12. What happens to Harris while the family is dipping the cows? How does Knute respond, and what is the result?
13. Who works on the farm while Knute and Clair are away? Why does the narrator threaten Harris?

## Chapter 10–Epilogue

1. What happens to the narrator at the next dance in town?
2. How does the narrator react to Elaine introducing herself?
3. What does Harris tell Elaine about the narrator? Why?
4. How do the sows get past the electric fence?
5. How does the narrator bribe Harris into urinating on the electric fence? Why does he want Harris to do this? What is the result?
6. How does Louie factor into the narrator’s promise to Harris?
7. Why is the narrator happy to fix the bikes?
8. What motor does Harris want to use for his bike?
9. What does the narrator notice about Louie’s diorama? How does the narrator feel after this discovery?
10. Since the narrator refuses to ride the motorized bike, what is his job while Harris rides?
11. What does Harris lose in the bicycle crash?
12. Where do Harris and his cousin play hide-and-seek?
13. How do the Larsons feel when the narrator must leave the farm? How does the narrator feel?
14. How did Harris try to kill Ernie after the narrator left the farm? How does the narrator know this?

Name \_\_\_\_\_

### Sequence

**Directions:** Identify six main events that occur during the narrator’s summer with Harris. List the events in sequential order in the boxes below.

