



STUDENT PACKET

GRADES 9-12

In Cold Blood

Truman Capote



READ, WRITE, THINK, DISCUSS AND CONNECT

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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 _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?

Name _____

Directions: On a separate sheet of paper, write a brief answer to each question as you read the book at home or in class. Use the questions to guide your reading, prepare for class discussions, and review for quizzes and tests.

Part I: The Last To See Them Alive

Pages 1–37

1. Briefly describe the Clutter family.
2. What behaviors were unacceptable to Mr. Clutter? How did Mr. Clutter's convictions affect his social life?
3. What items does Perry carry with him everywhere, and what might these items reveal about him?
4. What was Dick and Perry's alibi for their trip to Holcomb?
5. From what ailments did Mrs. Clutter suffer?
6. What was embroidered on Mrs. Clutter's bookmark? Why was this message significant?
7. Briefly describe Dick and Perry.
8. How do the citizens of Garden City feel about their town?
9. What did Mrs. Ashida say to Mr. Clutter after the 4-H meeting? Why might this statement be ominous to the reader?
10. How did Dick plan their crime, and what did he anticipate upon entering the victims' home?

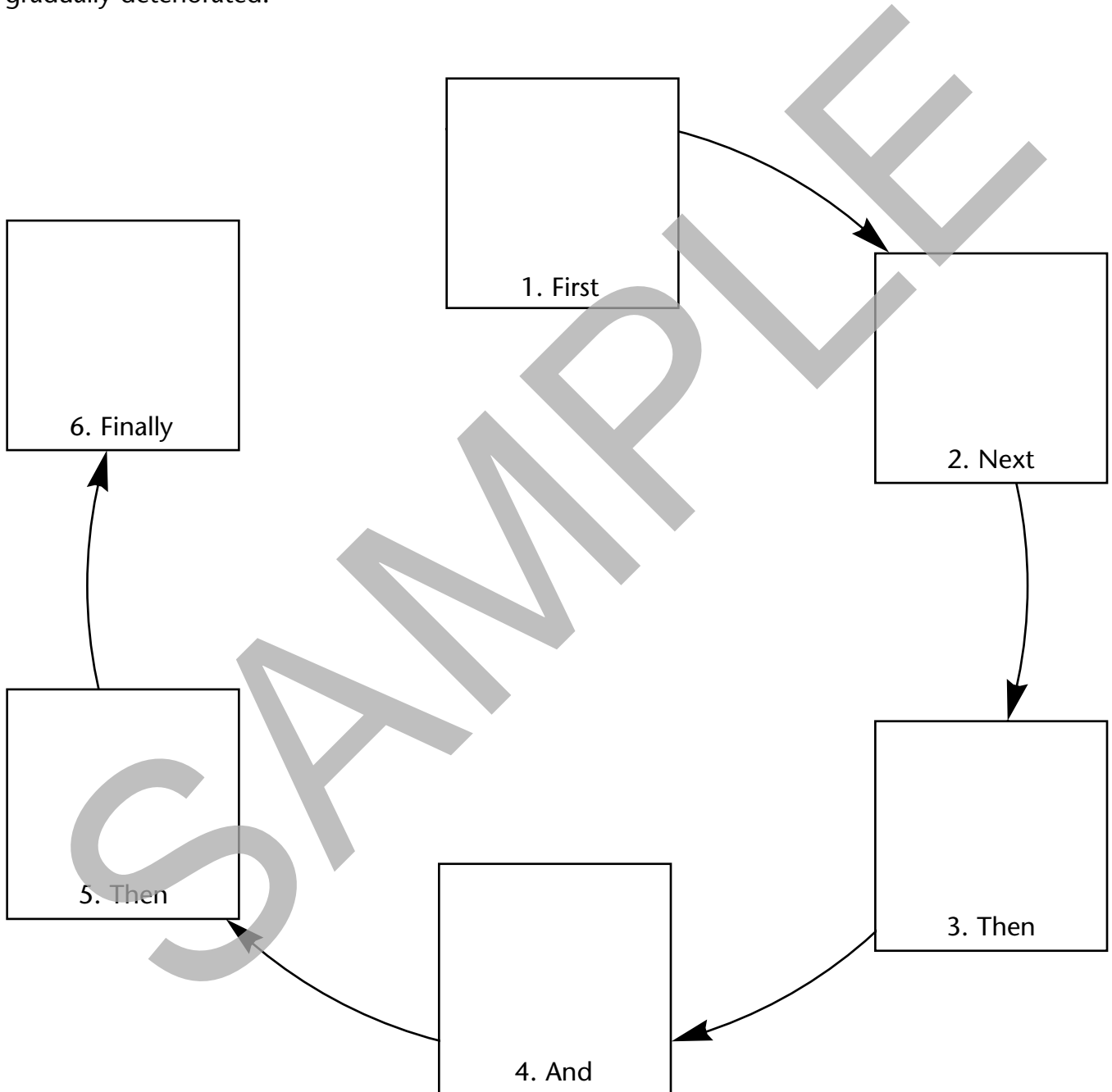
Pages 38–74

1. Who is Willie-Jay, and how does Perry feel about him?
2. What was Willie-Jay's assessment of Perry?
3. What advice did Mr. Clutter receive from Bob Johnson, the life insurance agent in Garden City?
4. Who was the last Holcomb resident to see the Clutter family alive? How did this person feel as s/he left the Clutter house?
5. What did Dick think of Perry when he first met him?
6. Briefly describe the discovery of the Clutter family's murder.
7. Who is Mrs. Clare? What were her conclusions about the murders?
8. How did Bob Johnson handle Mr. Clutter's life insurance policy following the murders? Why was this "a delicate situation" (p. 71)?

Name _____

Sequence

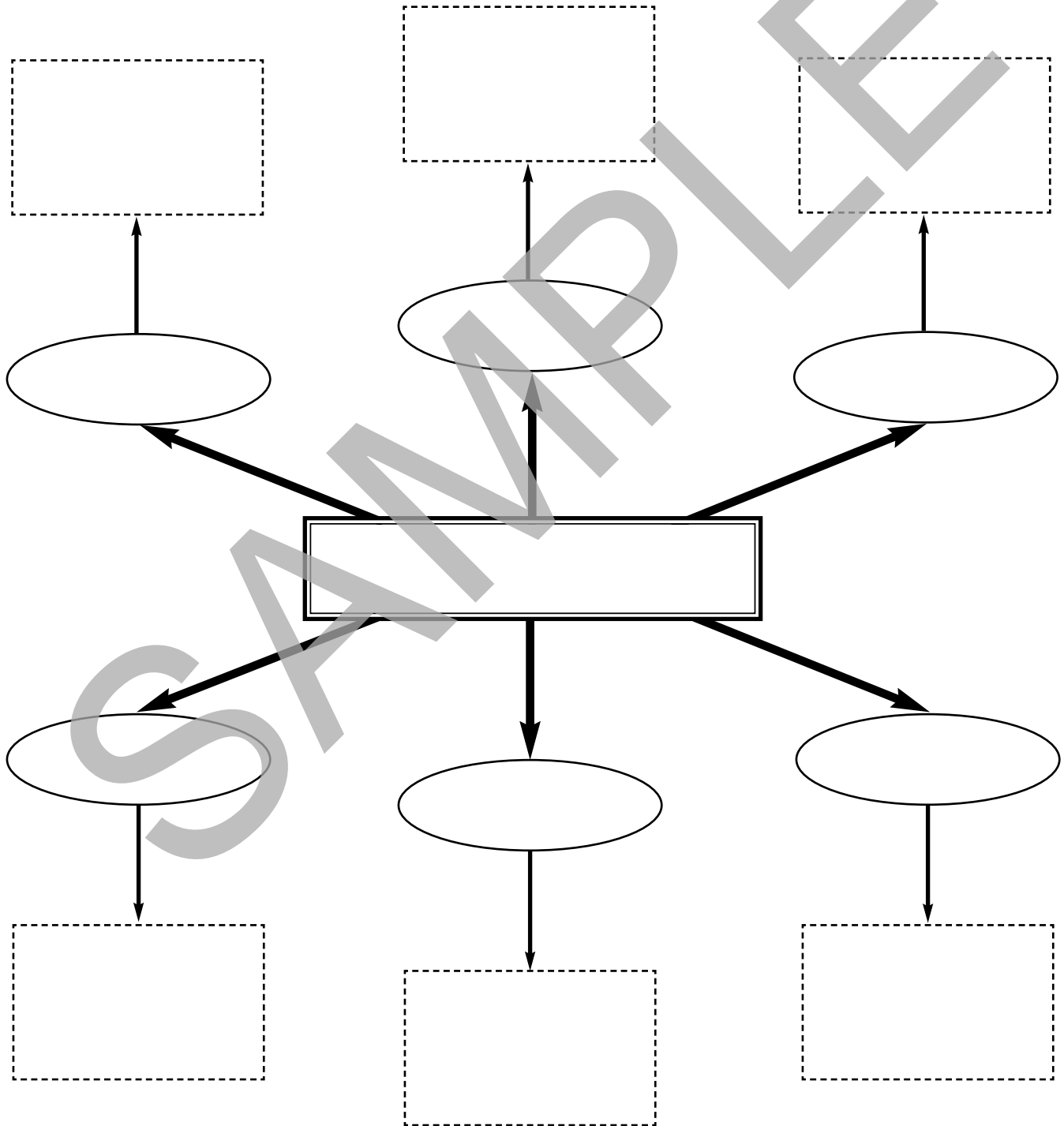
Directions: Use the chart below to illustrate how Dick and Perry's trust in one another gradually deteriorated.



Name _____

Characterization

Directions: Write the name of a character from the book in the center rectangle. In each oval, write an adjective that describes the character's personality. Then, fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.



Name _____

Flock Together

Directions: On each feather, explain how Perry and Dick were similar. On the lines below the feathers, explain how they were different from each other.

