

Student Packet

Grades 5–6

# The Invention of Hugo Cabret

Brian Selznick

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# THE INVENTION OF HUGO CABRET

by  
Brian Selznick

## Student Packet

Written by  
Suzanne Kamala Mammen

- Contains masters for:**
- 2 Prereading Activities
  - 6 Vocabulary Activities
  - 1 Study Guide
  - 2 Character Analysis Activities
  - 2 Critical Thinking Activities
  - 3 Literary Analysis Activities
  - 2 Comprehension Activities
  - 1 Writing Activity
  - 2 Quizzes
  - 1 Novel Test
- PLUS**
- Detailed Answer Key  
and Scoring Rubric

### Teacher Note

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

### Note

The 2007 Scholastic Press hardcover edition of the novel, © 2007 by Brian Selznick, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-439-81378-5

**Please note:** Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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## Note to the Teacher

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**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 \_\_\_\_\_

## Part Two: Chapters 9–12

1. What does Madame Emile say has happened to the Timekeeper? What is false about her story?
2. Whom does Madame Emile think tended to the station clocks before they started breaking down?
3. Why does Madame Emile report Hugo to the Station Inspector?
4. What causes the Station Inspector to question Hugo about the Timekeeper when he is looking around Hugo's apartment?
5. Who catches Hugo again after he escapes from the Station Inspector and runs through the train station?
6. Why does Hugo wish Isabelle were in the cell with him in the Station Inspector's office?
7. What happens after the Station Inspector saves Hugo from the path of the oncoming train?
8. What does Georges Méliès wear when he comes with Isabelle to help Hugo?
9. Who else vouches for Hugo?
10. Of what crimes does the Station Inspector accuse Hugo? Why is he pleased?
11. How has René Tabard helped the Méliès family?
12. Name at least five ways Hugo's life has improved since moving to the Méliès' apartment.
13. To what special event does Georges Méliès wear his black celestial cape?
14. What two things does Hugo learn about Prometheus on the way to the event?
15. What portion of Méliès' films did Etienne Hugo, and Isabelle's work uncover?
16. How is Georges Méliès honored at the event?
17. Whom does Georges Méliès call the "time dreamers"?
18. Who is Professor Alcofrisbas? Where does the name originate?
19. What amazing ability does Professor Alcofrisbas' automaton have?
20. What appears in the movie sequence on pages 512–523?

Name \_\_\_\_\_

### Story Map

Directions: Complete the story map below.

<b>Characters</b>	<b>Setting</b>	<b>Conflict(s)</b>
	Date: _____ Place: _____ Other: _____	
main _____ main _____ main _____ minor _____ minor _____ minor _____	Novel Title _____	
<b>Possible Themes</b> (general statements the novel makes about life)	<b>Point of View</b>	<b>Author's Style and Tone</b>
	<b>Genre</b>	

Student Worksheets

Name \_\_\_\_\_

### Sequencing Events

**Directions:** In the boxes, list main events throughout the story in the order they occurred and for each, indicate Hugo's emotion or feeling. On the lines below the boxes, write an explanation of how the emotion of the event is shown in one or more of the novel's pictures.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

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