

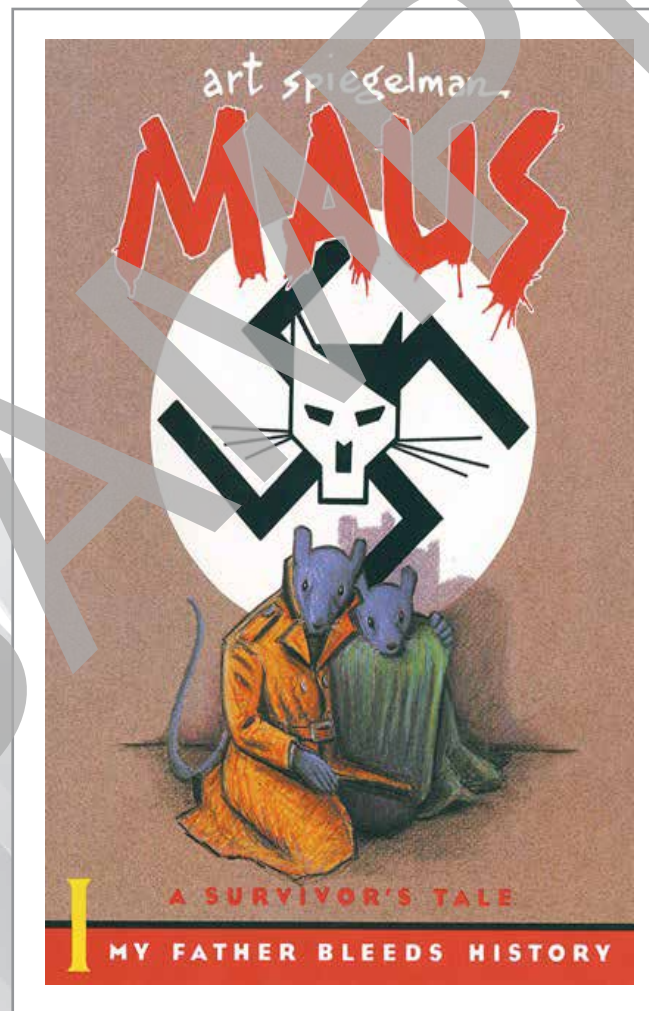


STUDENT PACKET

GRADES 9-12

Maus I: My Father Bleeds History

Art Spiegelman



READ, WRITE, THINK, DISCUSS AND CONNECT

Maus I: My Father Bleeds History

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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 _____

Getting the “Lay of the Land”

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

1. Who is the author?

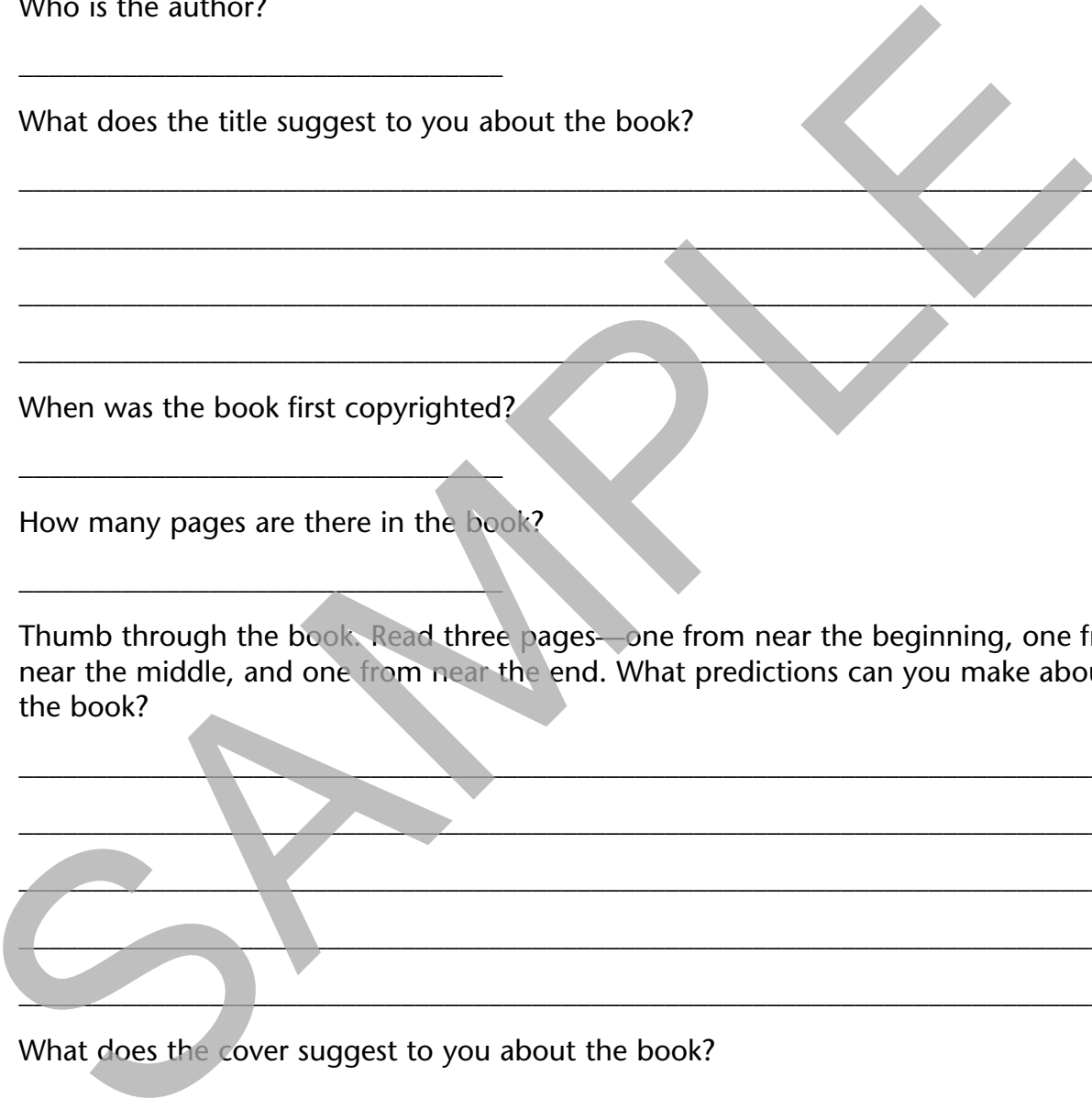
2. What does the title suggest to you about the book?

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?

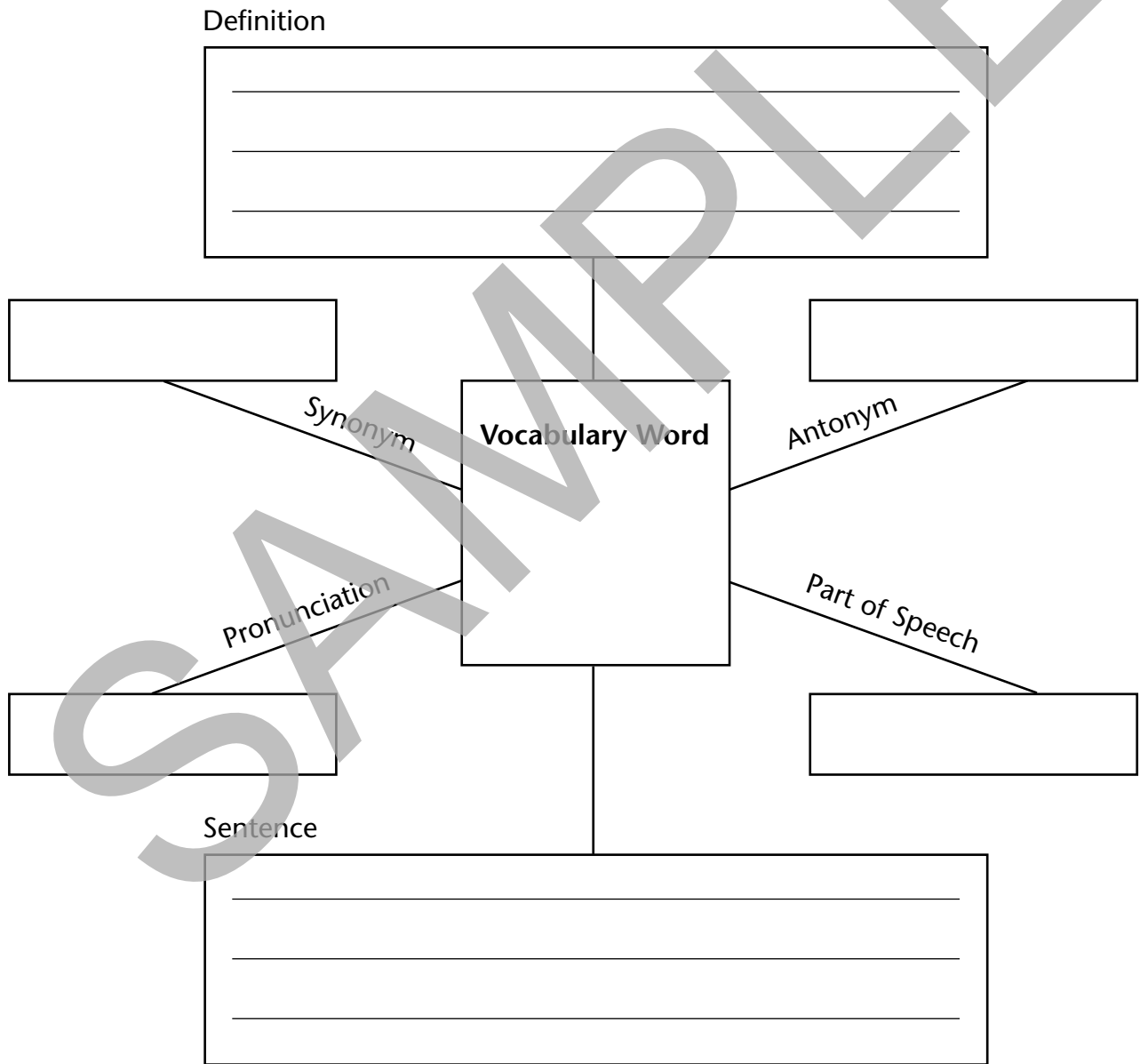


Name _____

Word Map

prevention pogrom	Communist synagogues	seamstress hemorrhaging	sanitarium
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Directions: Complete a word map like the one below for each vocabulary word above.
(Note: If there is no antonym for the word, you may write "not applicable.")



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.

The Sheik

1. Where does Art's father live?
2. Why does Vladek criticize Mala when Art arrives?
3. Who was Lucia, and how did Vladek feel about her?
4. Why did Vladek choose Anja over Lucia?
5. Why didn't Anja's parents want her to visit Vladek? What did Vladek do instead?
6. What kind of family did Anja come from?
7. What did Vladek find in Anja's closet? What did he discover about this item?
8. Why did Anja ignore Vladek for a period of time? Who was to blame for this?
9. Why does Vladek want Art to keep Anja and Lucia out of his story?

The Honeymoon

1. What kinds of pills does Vladek take? According to Vladek, why must he take them?
2. How did Anja initially get into trouble with the law? What did she do to escape this trouble?
3. What kind of business did Vladek wish to open? What did Anja's father suggest Vladek do instead?
4. What causes Vladek to spill his pills, and how does he react?
5. Why did Anja's family call Vladek in Bielsko? Where did Anja go after this?
6. What did Anja and Vladek see that frightened them? What stories had they heard about the Nazis at this point?
7. How did Vladek help Anja recover?
8. What happened to Vladek's factory while he was at the sanitarium with Anja?
9. What did Vladek receive in the mail from the Polish government? How did this affect his family?

Name _____

Solving Problems

Directions: List six problems the characters in the book face. Then complete the rest of the chart. For each problem, circle which solution you think is best—yours or the character’s.

Problem	Character’s Solution	Your Solution

SAMPLE

Name _____

Story Map

Directions: Fill in each box below with information about the book.

