

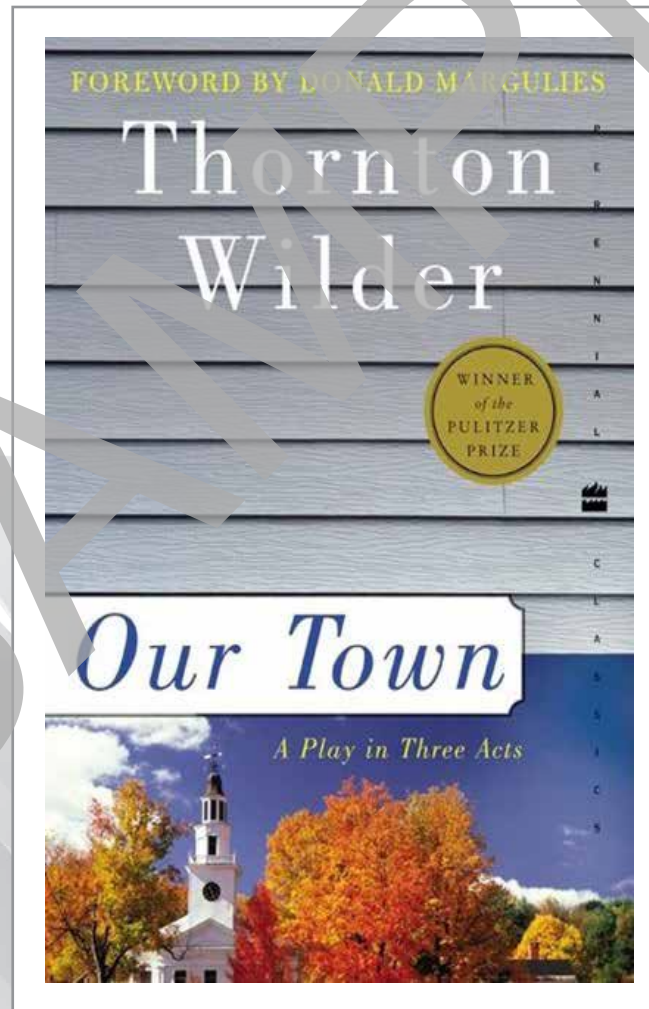


STUDENT PACKET

GRADES 9-12

Our Town

Thornton Wilder



READ, WRITE, THINK, DISCUSS AND CONNECT

Our Town

Thornton Wilder

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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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3901 Union Blvd., Suite 155

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sales@novelunits.com

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Name _____

Directions: Freewrite (write without stopping to make changes or corrections) using the following sentence-starters. Spend two or three minutes on each. (Continue on the back if you run out of space.)

1. After high school, most young people in my community...
2. In our town (city), parents...
3. When I hear the expression, "Live for the moment"...
4. If someone has a drinking problem, his friends should...
5. Getting married...
6. On my 12th birthday...
7. When I look at the night sky...
8. My mother always nags me...
9. If a teenager doesn't do his family chores...
10. Having a younger brother or sister...
11. If I could see into my own future...

18. What arrangement does Emily make with George for helping him with his homework?
19. Why does the stage manager plan to put a copy of this play in the cornerstone of the bank?
20. What does Dr. Gibbs do in order to get George to do his chores?
21. What scandal does Mrs. Soames discuss with the other women after choir practice?
22. Why does Mr. Webb talk to the constable about Wally?
23. Why does Mr. Webb ask Emily if she has any troubles on her mind?
24. Why is Rebecca impressed by the letter that Jane Crofut got?
25. How does the Stage Manager address the audience directly at the end of Act One?
- * 26. Why do you think so many young people return to Grover's Corners to live? What would you like about living there?
- ** 27. The constable says that he doesn't know how things will end with Simon Stimson. What do you think?

Act Two

1. How much time has passed between Act I and Act II?
2. According to the Stage Manager, what are Acts I and II called?
3. How is the beginning of Act II similar to the beginning of Act I? How is the weather different?
4. At the beginning of the play, Si Crowell's brother was complaining about his teacher's impending marriage. What does Si complain about now?
5. What do Mrs. Webb and Mrs. Gibbs both say to Howie?
6. What is Mrs. Gibbs' opinion of her son's getting married?
7. Dr. Gibbs reminisces about his own wedding and says, "...the only trouble was that I'd never seen you before." What does he mean?

Name _____

Directions: The SAT and PSAT include 19 analogies and 19 sentence completions. This exercise will give you practice with sentence completions. Complete the sentence by picking the word that best fits into the blank.

- ____ 1. When the opponent ran past the home team fans, he was greeted by unfriendly _____
(A) catcalls (B) rhapsodies (C) harbingers
(D) whinnies (E) bleats
- ____ 2. The boy's question was a hard one, and the old man chewed _____ on his pipe for a long time before answering.
(A) breathlessly (B) sympathetically (C) courteously
(D) reliably (E) meditatively
- ____ 3. Please trust me! I can understand your _____, but this time I swear I will keep my promise!
(A) optimism (B) indignation (C) solemnity
(D) cynicism (E) jubilation
- ____ 4. They visit her every week, pretending to be concerned about her, when all they really care about is her money. What a(n) _____!
(A) humiliation (B) procession (C) execution
(D) vita (E) farce
- ____ 5. On Valentine's Day he ran to the mailbox hoping for a special card, but walked away _____ when he found nothing inside.
(A) irascible (B) crestfallen (C) innocuous
(D) insipid (E) commonplace

Name _____

Directions: In a small group, talk about Emily's relationships with the following people: her father, mother, brother, and George. Act out some short scenes from the story that show how Emily got along with each of these characters.

Then label each spoke below with a brief description of the relationship.

