

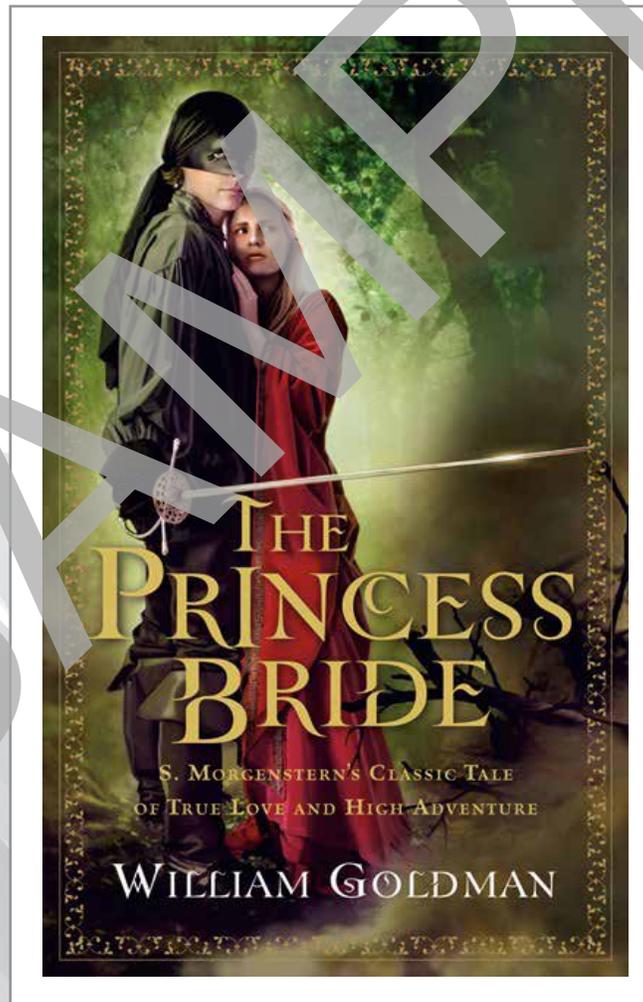


STUDENT PACKET

GRADES 9-12

The Princess Bride

William Goldman



READ, WRITE, THINK, DISCUSS AND CONNECT

The Princess Bride

William Goldman

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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:

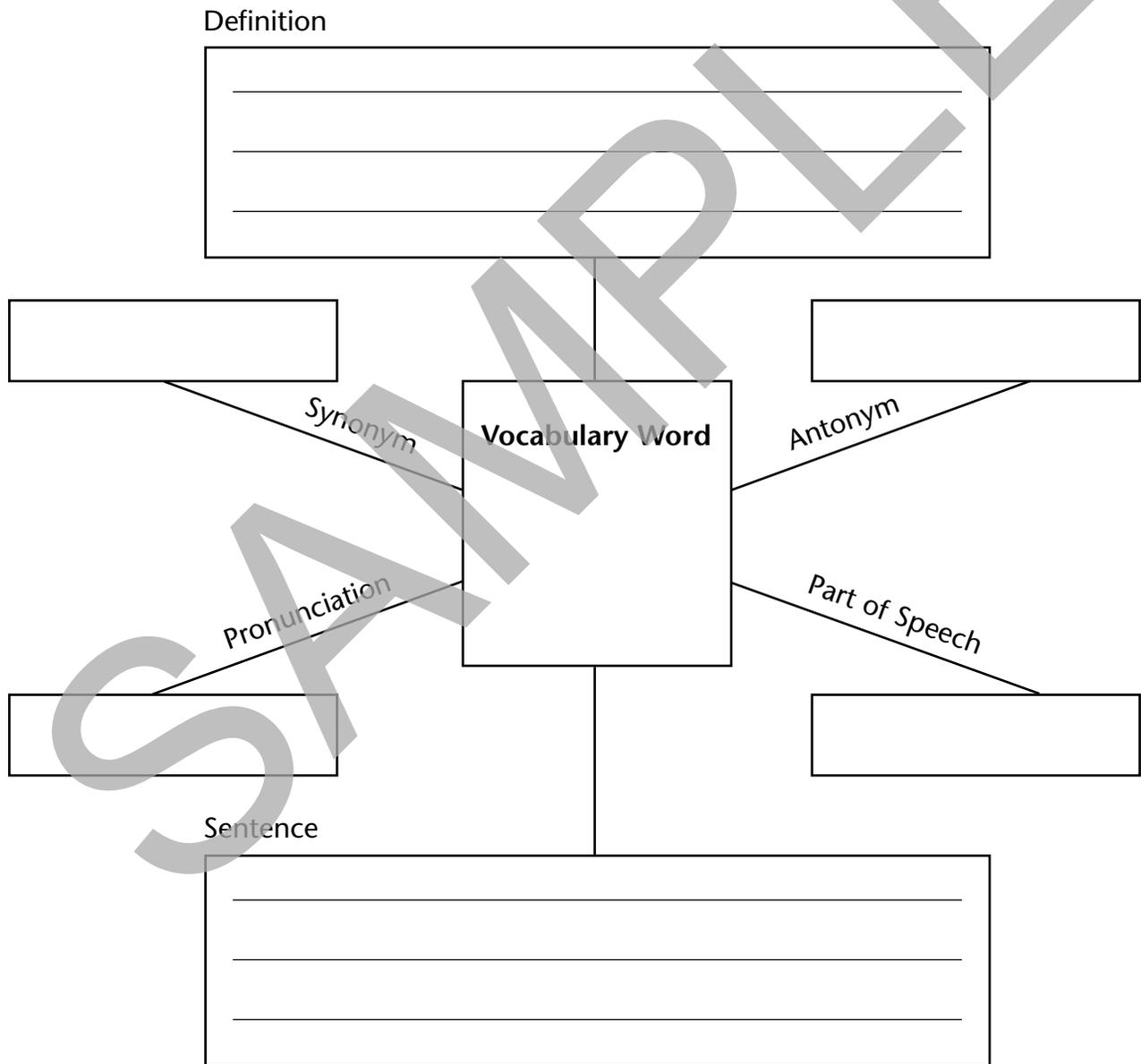
- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- 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 Word Map

trifle rote sufficient	abridgement petrified	delirium endeavor	epaulets graft
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Directions: Complete a word map like the one below for six of the vocabulary words above.



Name _____

10. What promise do Buttercup and Westley make to each other in the final moments of the novel?

Pages 359–450

1. Why was Goldman's publisher unable to mail out the reunion scene to readers?
2. How long was Morgenstern's original manuscript? What "wonderful" stuff did Goldman cut?
3. What was the "turning point" between Goldman and his son?
4. Who is Harry Longbaugh, and why is the name important to Goldman?
5. Why is Fezzik having such a hard time catching up with the madman?
6. Why does Inigo travel to Iceland and Atumba?
7. How does the foursome escape Humperdinck's minions? How does Fezzik survive the arrow strike?
8. To what island do Westley, Buttercup, Inigo, and Fezzik escape? Why is this the ideal place to hide?
9. Why didn't Westley leave the farm to obtain all the wealth of Asia as he once promised himself?
10. Why is Fezzik the perfect babysitter and caretaker for Waverly?

Name _____

Bio-poem

Directions: Using the format below, write a bio-poem about Inigo Montoya. Then write a bio-poem about yourself using the same format. Write a paragraph describing the values and characteristics you share.

- Line 1: First name only
- Line 2: Lover of (list three things character loves)
- Line 3: Giver of (list three things character gives)
- Line 4: Needs (list three things character needs)
- Line 5: Wants (list three things character wants)
- Line 6: Is good at (list three things character is good at)
- Line 7: Should work on (list three things character needs to improve)
- Line 8: Is similar to (list three people or other characters to whom this character is similar and list a reason behind each character)
- Line 9: Survivor of (list three things the character survives)
- Line 10: Last name only

Title _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____

Using Dialogue

Directions: Choose some dialogue from the novel. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.

