

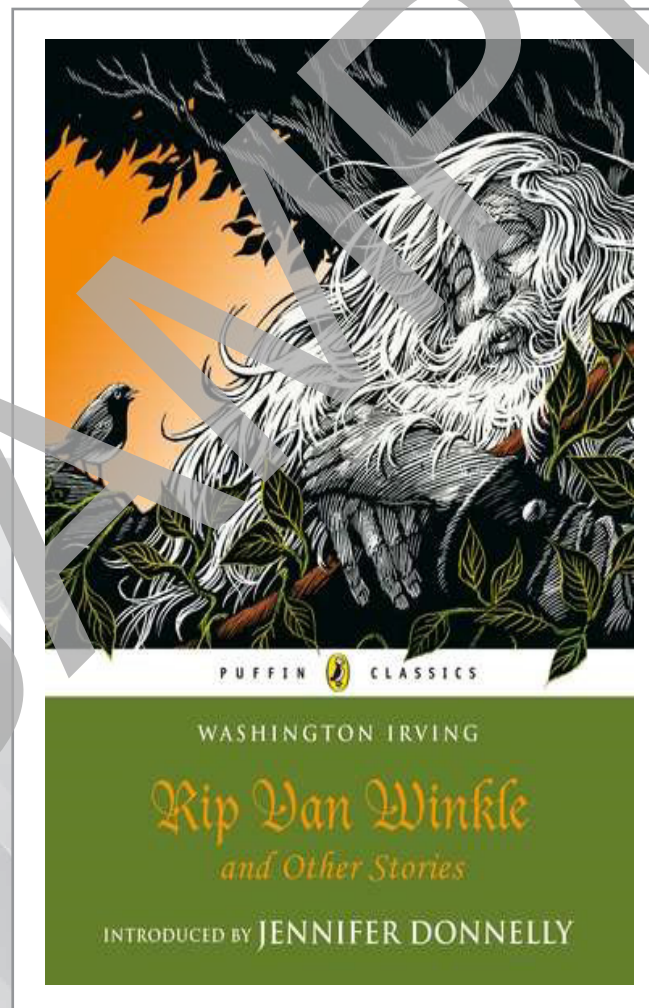


STUDENT PACKET

GRADES 6-8

# Rip Van Winkle and Other Stories

Washington Irving



READ, WRITE, THINK, DISCUSS AND CONNECT

# Rip Van Winkle and Other Stories

Washington Irving

## 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)

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?

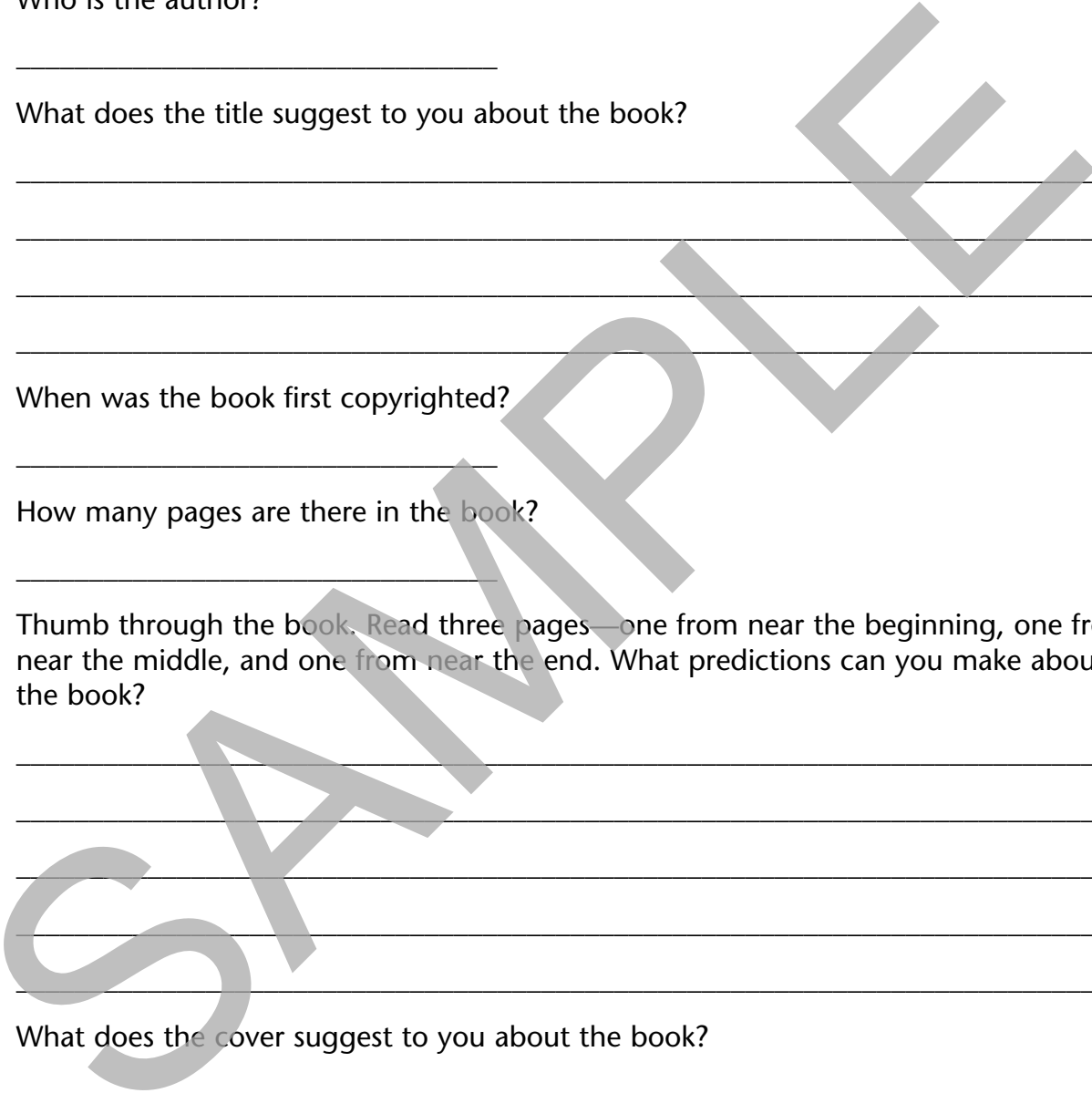
\_\_\_\_\_

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 \_\_\_\_\_

### Vocabulary Cloze Activity 1

deference	martial	malleable	termagant
impunity	pestilent	urchin	dinning
volley	adherent	crest	gallows
shad	rubicund	junto	approbation
virago	singularity	transient	surmounted
quaffed	gambol	cur	connubial
metamorphosed	disputatious	haranguing	austere
torpor	despotism	propitiated	

**A. Fill in the Blanks:** Complete the sentences below using the vocabulary words above.

1. His wife, a true \_\_\_\_\_, was incapable of holding her tongue, always ready for a quarrel.
2. Attending premarital counseling helped the young couple resolve many of their \_\_\_\_\_ fears.
3. She was a pleasant person with people of all backgrounds and interests, a \_\_\_\_\_ person who easily adjusted to any situation.
4. The children's \_\_\_\_\_ in the field left them giggling, happy, and ready for a nap.
5. In \_\_\_\_\_ to the new employee, Jack allowed her to take the lead on the new project.
6. With \_\_\_\_\_, the little girl played a silly joke on her father, for she knew he would laugh along.
7. The businesspeople nodded in \_\_\_\_\_ as they compromised on the terms of a contract.
8. The \_\_\_\_\_ storm dropped a record-breaking amount of rain in a short period of time.

Name \_\_\_\_\_

**“The Pride of the Village,” pp. 101–114**

1. In what country is this story set?
2. What does the narrator see while resting on a tombstone?
3. What color dominates the ceremony?
4. What was the deceased’s father’s former occupation?
5. What title was the deceased given on May Day?
6. What emotion does the young officer experience while courting the maiden?
7. Why does the officer leave?
8. What does the young lady write in her letter to the officer?
9. What does the storyteller find on a later visit to the same village and church?

**“Mountjoy,” pp. 115–142**

1. How many sisters does Mr. Mountjoy have?
2. What is the name of the narrator’s closest sibling?
3. What do the narrator and his friends do in the woods after school?
4. Who becomes Mr. Mountjoy’s teacher?
5. What subject gives Mr. Mountjoy particular pride in his own intelligence?
6. What does reading his sisters’ books arouse in Mr. Mountjoy?
7. What does Mr. Mountjoy see in the glen that captures his imagination?
8. Whom does Mr. Mountjoy tell first about his feelings?
9. Who tells the family the entire story regarding Mr. Mountjoy’s secret love?
10. What does the narrator find in a boat?

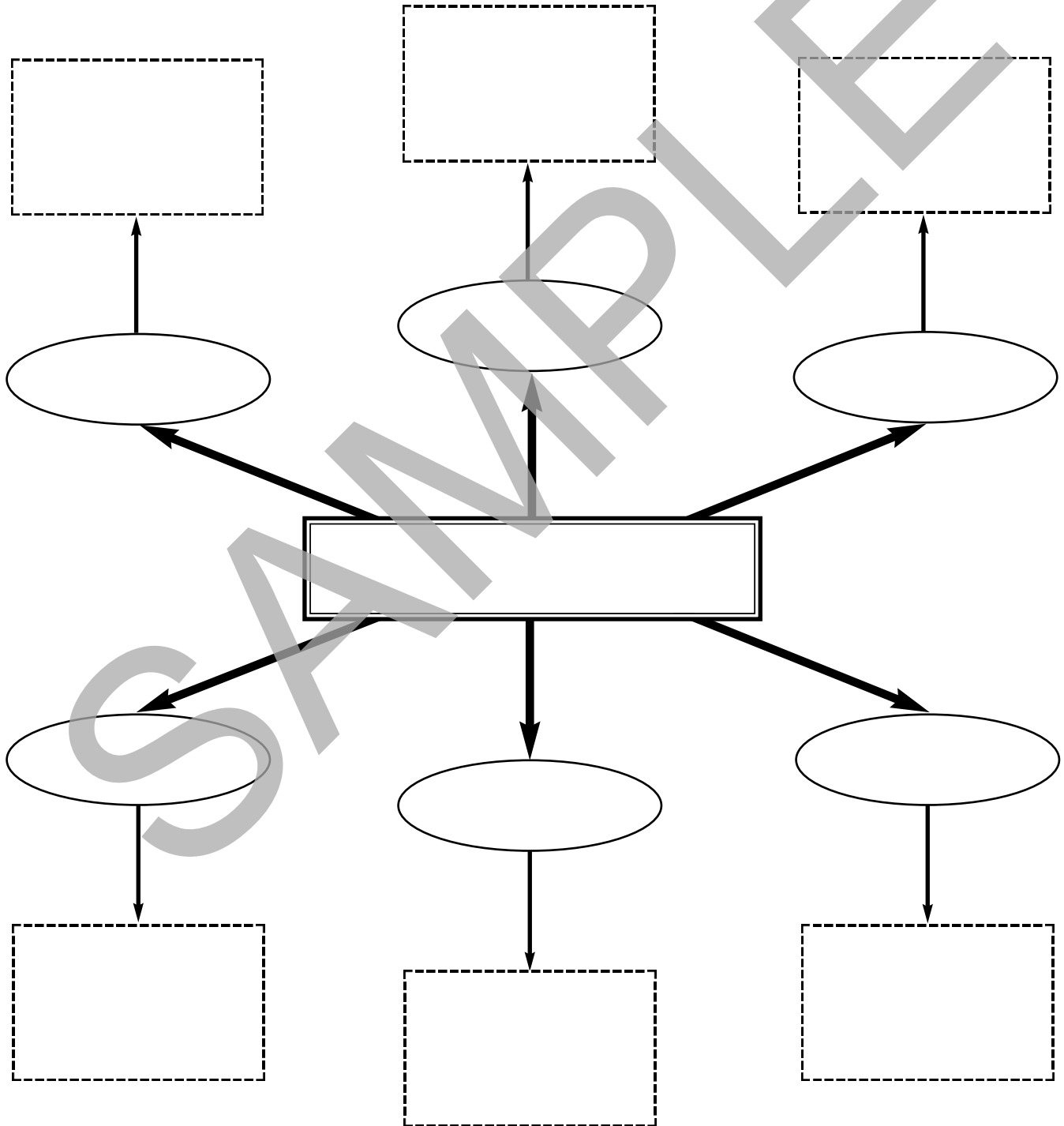
**“Mountjoy,” pp. 142–175**

1. Where is Mr. Mountjoy taken after his accident?
2. Who saved Mr. Mountjoy from a watery grave?
3. With whom is Mr. Mountjoy left alone the following morning?
4. What does Mr. Mountjoy call his lofty thoughts regarding Julia?
5. What book does Julia know by heart?
6. What foreign language does Julia speak?

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 \_\_\_\_\_

**Rip Van Winkle and Other Stories**

Activity #23 • Literary Analysis

Use After Reading

(Conflict/Resolution)

**Conflict**

The **conflict** of a story is the struggle between two people or two forces. There are four main types of conflict: person vs. person, person vs. nature, person vs. society, and person vs. self.

**Directions:** In the space provided, list four conflicts a character from one of the stories experiences and justify why you identify it with that particular type of conflict. Then explain how each conflict is resolved in the story.

**person vs. person**

Conflict	Resolution

**person vs. nature**

Conflict	Resolution

**person vs. society**

Conflict	Resolution

**person vs. self**

Conflict	Resolution