

Student Packet

Grades 7–8

Rip Van Winkle and Other Stories

Washington Irving

NOVEL UNITS[®]

NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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RIP VAN WINKLE AND OTHER STORIES

by
Washington Irving

Student Packet

Written by
Monica L. Odle

Contains masters for:	2	Prereading Activities
	14	Vocabulary Activities
	1	Study Guide
	3	Literary Analysis Activities
	2	Character Analysis Activities
	2	Critical Thinking Activities
	2	Comprehension Activities
	1	Creative Writing Activity
	5	Quizzes
	1	Final 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

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Please note: Please assess the appropriateness of this book 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)

Name _____

Vocabulary Cloze Activity 2

pensive	querulous	sloop	mast
queued	delectable	enumerated	itinerant
pedagogue	doling	tethered	heretical
desolate	traversed	doleful	scathed
perils	lateral	bestowed	

Directions: Fill in the blanks below using the vocabulary words above. You will not use all of the words.

Learning to sail was no easy task. I felt small standing underneath the tall (1) _____ of the ship. I had (2) _____ my cooking to the rigging to secure my food and drink in case a wave crashed into my vessel. I was (3) _____, imagining the (4) _____ of the sea and its incredible power. But then I drew my thoughts back to the (5) _____ meal packed away. A(n) (6) _____ captain was doing his best to teach me the ways of the boat. He (7) _____ the many precautions we had to take to ensure a safe voyage while also explaining how he had (8) _____ some of the most dangerous places in the sea during his many travels. He was a(n) (9) _____ man who demanded respect. In his mind, he was lord of the sea and knew more about ships than any other. He had once found himself on a(n) (10) _____ island but made his way back to civilization on a vessel he built by hand. He did not spend his energy (11) _____ out hollow compliments, but when he (12) _____ a compliment upon one of his students, it was a priceless treasure.

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Name _____

9. What does Ichabod hope to do with his potential inheritance?
10. Who is Ichabod's rival for the lady's affections?
11. To what event is Ichabod invited?

"The Legend of Sleepy Hollow," pp. 54–77

1. Whose horse does Ichabod ride to the event?
2. Besides his singing, what else is Ichabod proud of?
3. Which three apparitions are discussed at the party?
4. In what mood does Ichabod leave the Van Tassers' that evening?
5. As Ichabod approaches Major André's tree, what does he begin to do?
6. When the shadowy figure makes itself more visible, what does Ichabod notice?
7. What does Ichabod hope to reach to assure his safety?
8. What is found near Ichabod's horse?
9. What news does an old farmer bring about Ichabod Crane?
10. According to the postscript, how much of the story does the storyteller believe?

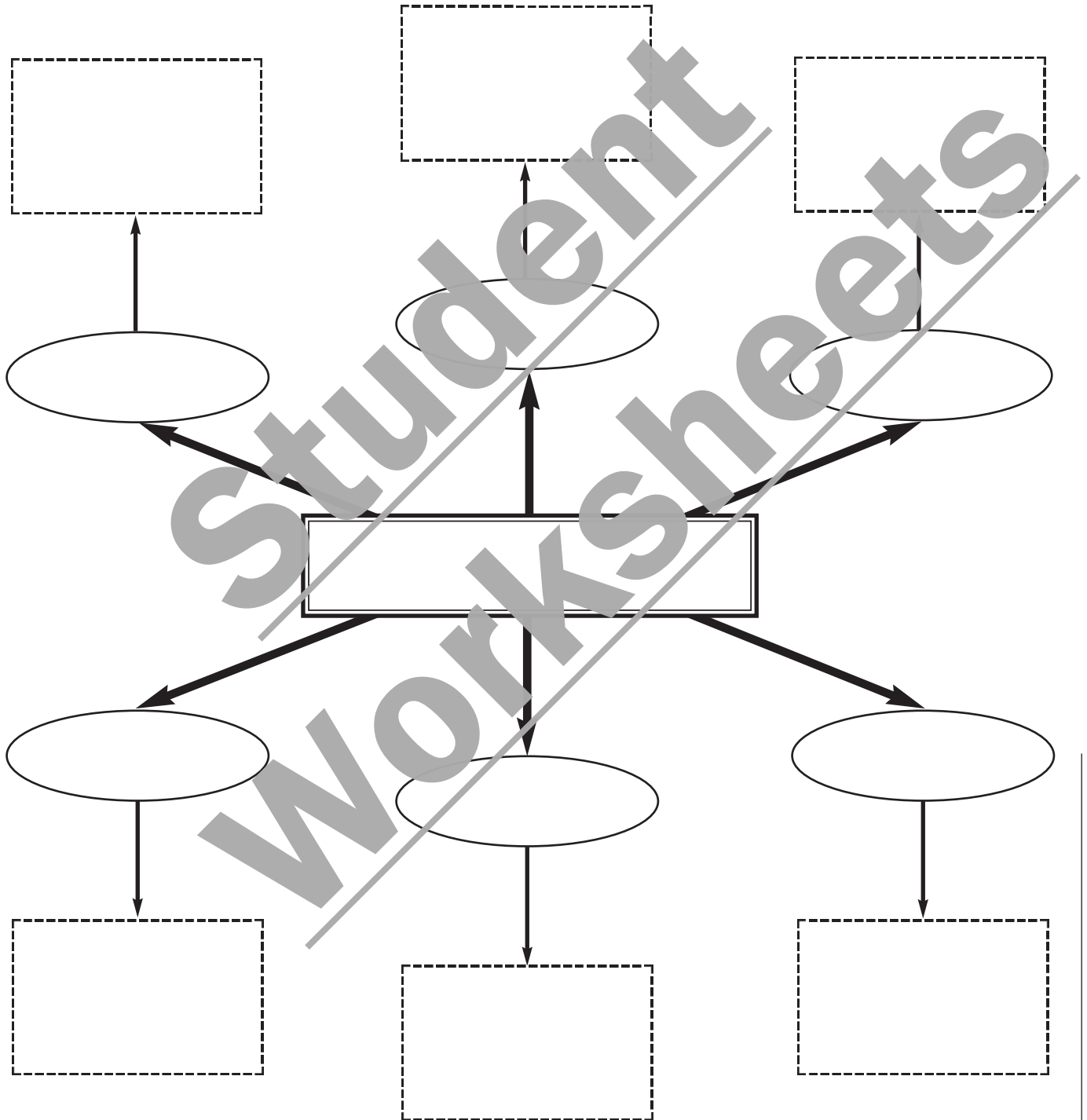
"The Specter Bridegroom," pp. 78–100

1. Who is quoted at the beginning of the story?
2. Of which great family is Baron Von Lar, who is descendant?
3. How many children does the baron have?
4. Who serves as guardians?
5. Who is coming to the castle to meet his future bride?
6. Whom does the bridegroom stop to visit?
7. Who kills the bridegroom?
8. Where is the bridegroom to be buried?
9. Whom does the baron believe his guest to be?
10. What reason does the visitor give the baron for leaving the castle?
11. Why must the young lady sleep in her room alone?
12. What do the baron and his household believe happened to the baron's daughter?
13. What actually happens to the baron's daughter?

Name _____

Characterization

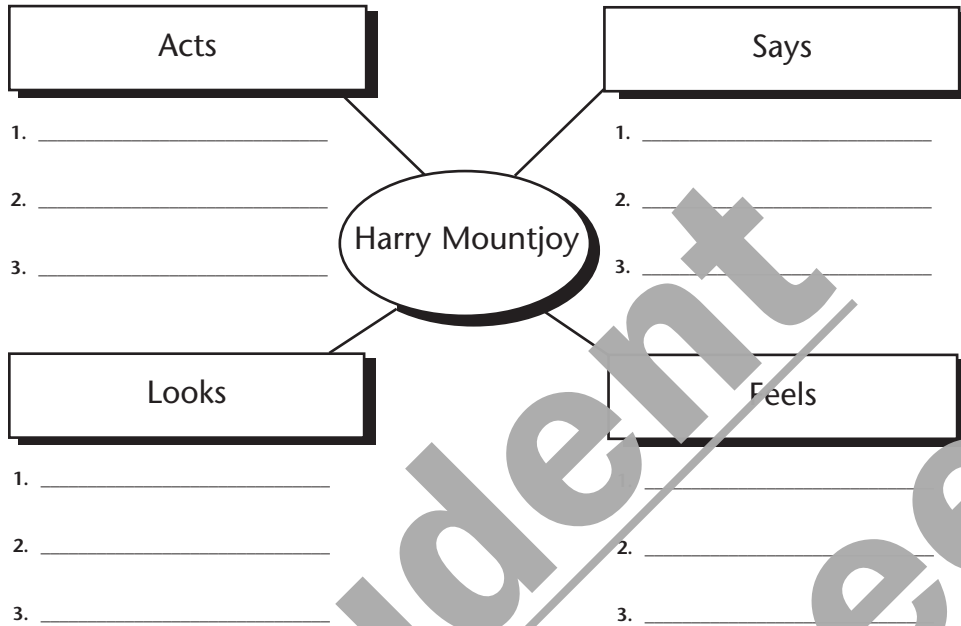
Directions: Write the name of a character from the book in the center rectangle. In each oval, write an adjective that describes the character's personality. Then fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.



Name _____

(Character Analysis)

A. Graphic Organizer: Complete the character web below for Harry Mountjoy.



(Main Idea and Details)

B. True/False: Mark each with a T for true or an F for false.

- ___ 1. Mr. Mountjoy has three sisters, including Sally.
- ___ 2. Mr. Mountjoy's father is a serious man who disdains humor.
- ___ 3. Glencoe is Mr. Mountjoy's teacher.
- ___ 4. Mr. Mountjoy falls in love with a woman, having only seen her footprint.
- ___ 5. The Somervilles are proud, showy people.
- ___ 6. Julia Somerville is poorly educated and disinterested in poetry.
- ___ 7. Mr. Mountjoy suggests that Glencoe could educate both Mr. Somerville and Julia in the moral sciences.
- ___ 8. Julia Somerville and Mr. Mountjoy both know Italian.
- ___ 9. Mr. Somerville prefers his daughter to study the physical rather than moral sciences.
- ___ 10. Mr. Mountjoy easily wins the affections of Julia Somerville.