



TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Running Out of Time

Margaret Peterson Haddix

READ, WRITE, THINK, DISCUSS AND CONNECT

Running Out of Time

Margaret Peterson Haddix

TEACHER GUIDE

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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Skills and Strategies

Thinking

Prediction, analysis,
evaluation, research,
brainstorming, problem-
solving

Writing

Journal, letter, newspaper
article, description, book
review, poetry

Listening/Speaking

Debate, testimonial, drama,
monologue, storytelling,
personal experience

Comprehension

Inference, compare/contrast,
pros/cons, concept map

Fine Arts

Skit, drawing, designing,
collage

Across the Curriculum

Geography, Social Studies,
Health, Science

Genre: fiction

Setting: Clifton Village, Indianapolis; 1840s, 1996

Point of View: third-person singular

Conflict: person vs. person, person vs. society

Tone: mysterious, tense

Style: narrative and dialogue

Themes: survival, courage, secrecy, isolation, ethical behavior

Date of First Publication: 1995

Summary

Jessie thinks she lives in the 1840s, but she actually lives on a historical preserve created by Miles Clifton. Jessie's parents agreed to live there if they could receive the necessities that the outside world enjoys, such as modern medicine, and if they could tell their children at age 12 that they are living on a preserve. However, the situation at the preserve drastically changes when a diphtheria epidemic attacks the inhabitants and there is no medicine for them. Jessie's mother unveils the secret of the preserve to Jessie and sends her into the "real" world of 1996 to get help. Jessie encounters some modern technology and people that she doesn't understand, but she never falters in her quest to get help for her sister, Katie, and the others. She soon discovers that there is an experiment being conducted, and no one wants to help her. Finally, Jessie calls a news conference to tell her story. Help is sent to Clifton Village to stop the epidemic and save the people.

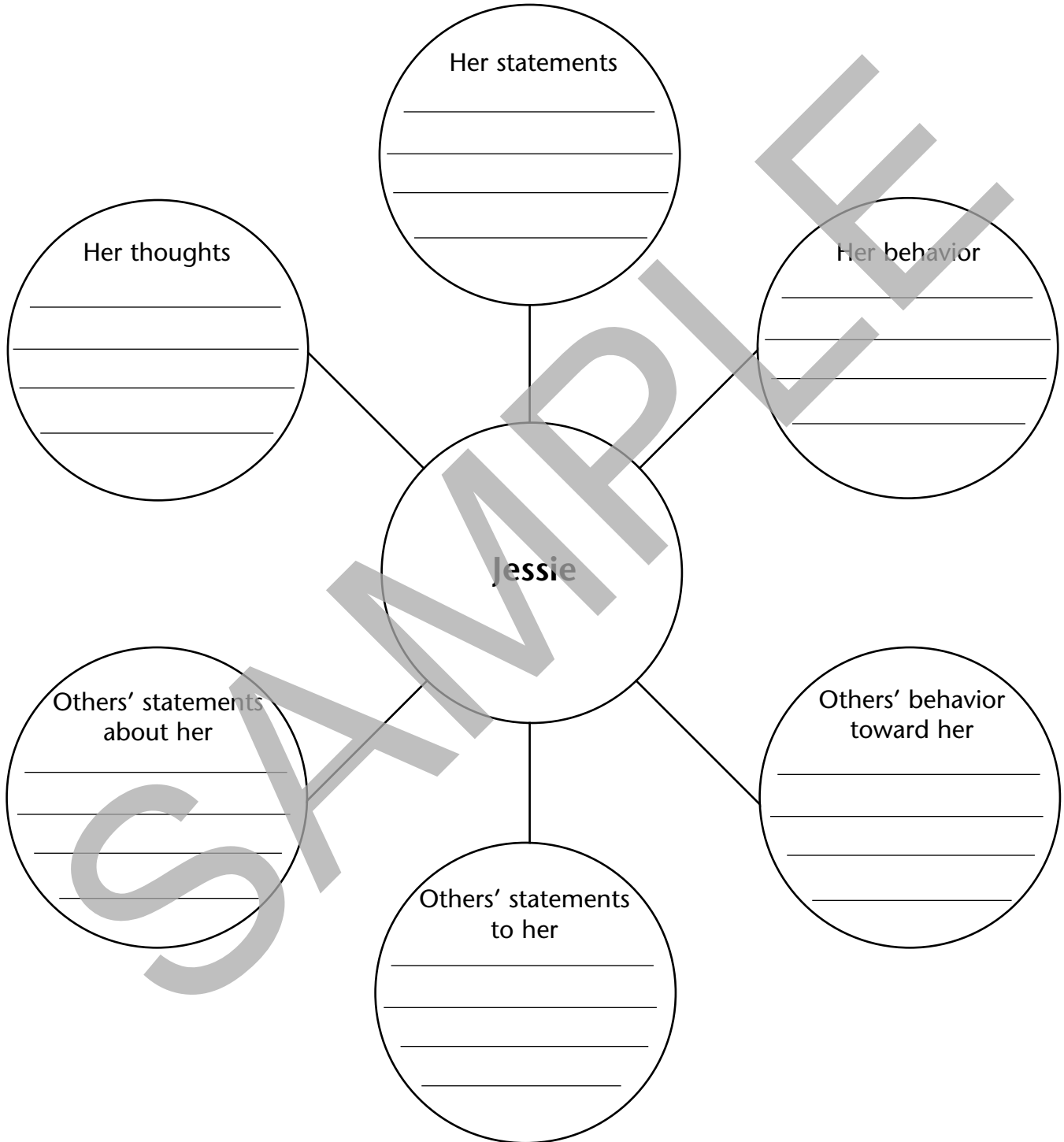
About the Author

Personal: Margaret Peterson Haddix was raised in Washington Court House, Ohio, where her father was a farmer and her mother, a nurse. Her desire to write was triggered by her father's entertaining stories told to her and her three siblings. Eventually Haddix went to Miami University where she majored in creative writing, history, and journalism. She worked for the school newspaper and interned with several other newspapers. After college she became a journalist at the *Fort Wayne Journal Gazette* and the *Indianapolis News*. In 1987 she married a newspaper editor, Doug Haddix. They have two children, Meredith and Connor.

Professional: Haddix was a journalist by vocation but a fiction writer at heart. She had wanted to be a writer since she was a child. Her first novel, *Running Out of Time*, began a career of writing popular novels for children and young people. Some of her other novels are *The House on the Gulf*, *Among the Barons*, *Anya's Wig*, *Among the Imposters*, *The Girl with 500 Middle Names*, *Among the Hidden*, and *Don't You Dare Read This, Mrs. Dumphy*. Twenty-eight states chose her books for their state readers' lists, and she won the International Reading Association Children's Book Award and citations from the ALA Best Books for Young Adults and Quick Picks for Reluctant Young Adult Readers. She won a nomination for the South Carolina Junior Book Award for *Among the Hidden*.

Character Web

Directions: Complete the attribute web below by filling in information specific to Jessie.



Supplementary Activities

1. Geography: Color and label a map of the United States in 1840.
2. Creative Thinking: Choose a historical time period that you would want to live in. Explain why in an essay.
3. Art: Create a travel brochure for Clifton Village.
4. Pioneer Life: Choose a pioneer hero, and research his/her life and contributions. Present your findings to the class. (Possible subjects: Buffalo Bill Cody, Daniel Boone, Kit Carson, Davy Crockett, Calamity Jane, Sam Houston, Annie Oakley)

Chapters Six–Ten, pp. 40–75

Jessie escapes from the preserve and spends the night in the restroom, as her mother had instructed. In the morning, she opens the door to a large, noisy waiting room full of children, tourists who have come to see Clifton Village. She tours the building with one group to see the cameras and mirrors that spy on her family and friends. Seeing her father, friends, and school shocks Jessie. While she is in the tour group she meets a black girl named Nicole, views her friends and family through the secret mirrors, and sees pictures on the wall representing new inventions since 1840. She leaves the group to escape Clifton Village, but as she nears the highway, she sees a guardhouse and cameras that she must avoid in order to escape.

Vocabulary

frantically (42)
tinker (43)
chamber pots (44)
preoccupied (50)
daguerreotype (55)
reprimanded (56)
inhumane (57)
vividly (63)
anthropologists (63)
voyeuristic (64)
harned (67)
ponder (74)
intricate (75)

Discussion Questions

1. Why does Jessie fit in with the other girls? How does she go unnoticed? (*Her hair is long and wild. Everyone wears jeans and shirts of all types. There is not a standard style in the 1990s, so she fits in fine. She doesn't talk to the other girls or act wide-eyed at what she sees. She knows how to act to go unnoticed and how to respond to comments and questions. She purposely doesn't stare, but moves to the center of the group to act interested in Mrs. Spurning's explanations. pp. 50–68*)
2. Analyze Jessie's evaluation of the students of 1996. (*Jessie is shocked at the behavior of the other students. She is bothered by the noise the students are making. She calls the chaperon "ma'am," and the chaperon looks surprised. The students mumble their "yeses." Then Jessie sees black children with white children; but in 1840, black people were slaves. A boy makes sarcastic remarks to the tour guide, but she never corrects him or threatens to punish him. The children make fun of Clifton Village's residents. Also, the children whisper and laugh when Mrs. Spurning is talking, but again no one stops them or scolds them. pp. 54–68*)
3. Evaluate the social and economic contrast between 1840 and 1996. (*Answers will vary, but the shock would probably be based on the vast progress of that time. During those years the Industrial Revolution, the Civil War, and two World Wars took place, greatly changing American society. Social changes occurred quickly during those years, and technologies such as cars, radios, planes, televisions, and telephones improved quality of life.*)
4. Why might this be a terrifying experience for Jessie? (*It might be terrifying because Jessie is going far beyond her "comfort zone" into an unknown world. Besides not knowing anyone, she does*

not understand the technology. Jessie doesn't even understand the money system. She has no concept of how large the cities are, nor how fast cars, trucks, and buses move. Her concepts of society are totally antiquated. Jessie is even oblivious to the fact that there might be people outside Clifton who would want to hurt her.)

5. Describe what kind of person Jessie is as a 13-year-old in 1840. (*Jessie is an intelligent, mature young woman. She is smart enough to know there are too many unexplained secrets at Clifton. Jessie is obedient and curious. She trusts her mother when she tells Jessie about the preserve. She is also courageous and compassionate. Although she has fears, she willingly leaves the preserve to help others. She shows her intelligence by hiding from the guards and keeping quiet so she does not attract attention. pp. 40–75*)
6. What do you think would cause people to leave the time period in which they live and move to a historical preserve? (*Some people might do it because they think it is a more wholesome environment for them and their family. Adventure or a challenge might inspire others. Perhaps fear or even mental illness of some type might make some go. It might be a form of escape. Ma said in the previous section [p. 26] that “they thought the United States had become very sinful.” Some felt “they could practice their religion better....Others were environmentalists.”*)
7. **Prediction:** How will Jessie get around the high metal fence, guardhouse, and cameras?

Supplementary Activities

1. Research: Research the history of inventions mentioned in this section (e.g., lights, linoleum, daguerreotypes [cameras, pictures], indoor bathrooms, airplanes, washing machines, macadam, cars). Make a time line that shows the progression of inventions. (See www.invent.org [active at the printing of this guide].)
2. Art: Research clothing in the 1840s. Draw a typical teenage boy or girl from that time period.
3. Creative Writing: Pretend you are one of the students Jessie meets. In a paragraph, explain one of the 20th-century inventions to her.
4. Inventions: Invent a “futuristic” item, and explain it to the class.
5. Multimedia: Watch *Brother Future* (1991, 2 hours, available from www.amazon.com) about a modern African American who is transported back to pre-Civil War times. (Note: There is some violence [slave treatment] in the video. Be sure to preview it first to see if it is appropriate for your class.)