

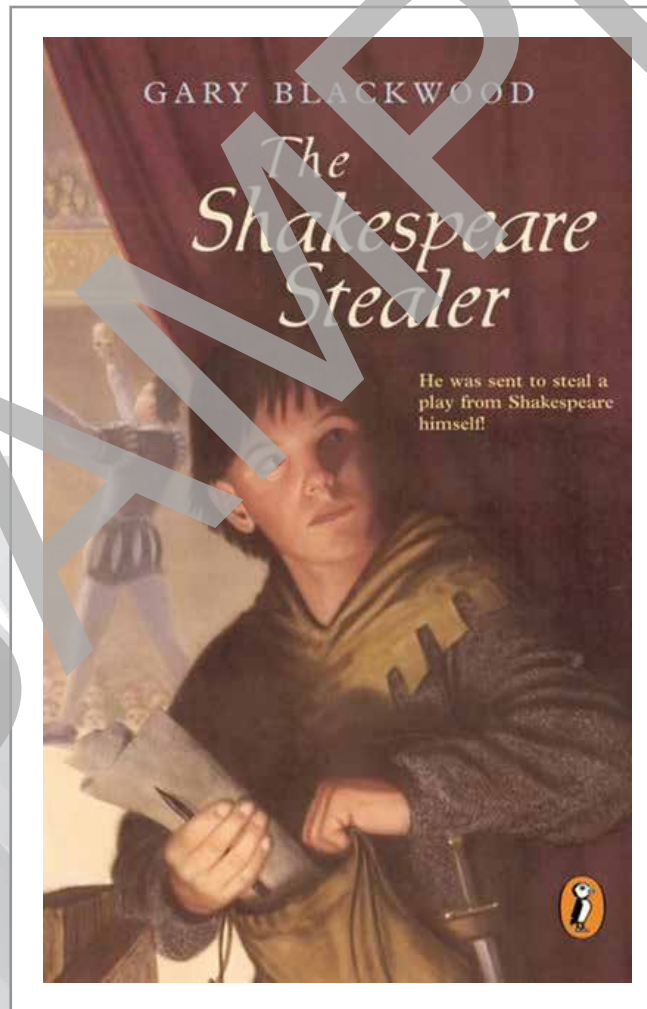


STUDENT PACKET

GRADES 6-8

The Shakespeare Stealer

Gary L. Blackwood



READ, WRITE, THINK, DISCUSS AND CONNECT

The Shakespeare Stealer

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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 _____

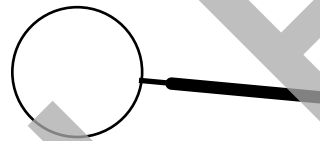
Be a Detective!

Directions: Check out the novel by looking at the cover and thumbing through the pages. Then, ask yourself who, what, where, when, why, and how. Write your questions in the spaces below. Exchange papers with a partner, and answer each other's questions.

Who?

What?

Where?



When?

Why?

How?

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–6

1. How did Widge get his name?
2. What did Dr. Bright have Widge do as his apprentice?
3. Describe the stranger who visited Dr. Bright's home.
4. Why does Dr. Bright send Widge with the stranger?
5. How does the stranger treat Widge on their journey?
6. What does the stranger do when confronted by bandits?
7. Who is Widge's new master?
8. Why does Widge's new master want him to steal *Hamlet*?
9. How does Widge feel when he arrives in London?
10. How do Widge and Falconer travel to the theatre? What happens to Widge on the journey?

Chapters 7–12

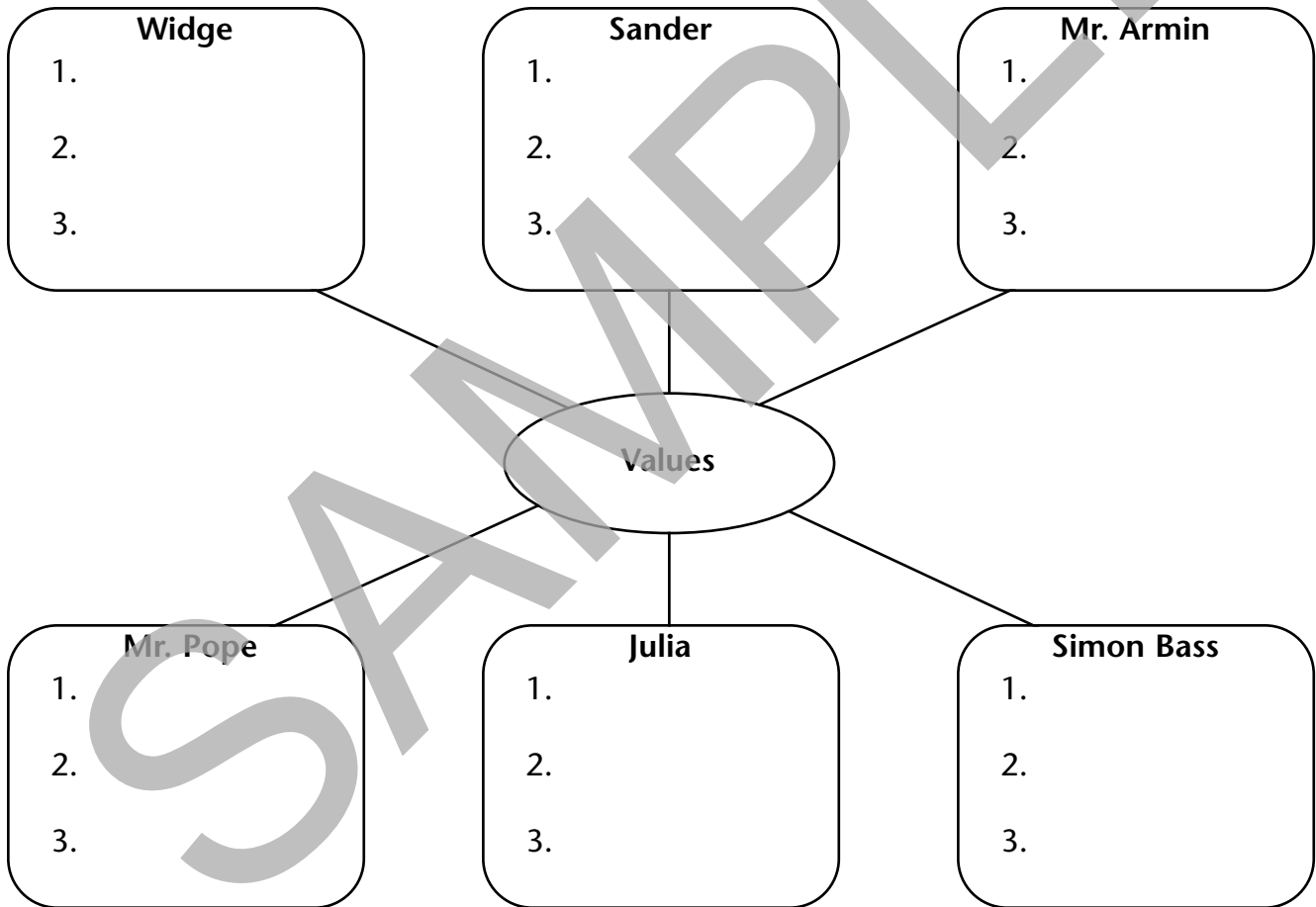
1. From where does Widge watch *Hamlet* during his first visit to the Globe Theatre?
2. What problems does Widge encounter while trying to copy the play?
3. Why does the man on the bridge pull off Falconer's hood? What happens as a result?
4. Why must Falconer and Widge find new lodgings?
5. From where does Widge view *Hamlet* for the second time?
6. Why is Widge partly to blame for the fire at the Globe Theatre?
7. What does Widge discover after fleeing from the theatre?
8. When the players question Widge, what reason does he give for returning to the theatre?
9. Whom does Widge live with now?
10. What new skill does Widge learn from Mr. Armin?

Name _____

Understanding Values

Values represent people’s beliefs about what is important, good, or worthwhile. For example, most families value spending time together.

Directions: Think about the following characters from the novel and the values they exhibit. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character’s three most important values, from most important to least. Be prepared to share your lists during a class discussion.



After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.