



STUDENT PACKET

GRADES 9-12

U n w i n d

Neal Shusterman

READ, WRITE, THINK, DISCUSS AND CONNECT

U n w i n d

Neal Shusterman

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!

ISBN 978-1-50205-092-2

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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 _____

Anticipation Guide

Directions: Rate each of the following statements before you read the novel, and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— 6
strongly agree strongly disagree

	Before	After
1. A society's laws often need reforming.	_____	_____
2. An urban myth becomes truth if enough people believe it.	_____	_____
3. Learning to control your anger can be your biggest strength.	_____	_____
4. You can't change laws without first changing human nature.	_____	_____
5. You should not let people call you by a nickname you dislike.	_____	_____
6. You can't change human nature without first changing the law.	_____	_____
7. People in a society should answer only to themselves, not each other.	_____	_____
8. Parents should be able to give their children ultimatums for discipline purposes.	_____	_____
9. People can be successful as long as they can imagine a bright future for themselves.	_____	_____
10. Organ transplantation should be an option for anyone who needs it, even if that person declines to be a donor.	_____	_____

Name _____

5. Who are the “terribles,” and why are they kept in a certain area of the harvest camp?
6. How does Dalton plan to live to age 18?
7. What is a “candlelighting” event?
8. Why is Roland unwound early?
9. How is Roland kept conscious during the entire unwinding procedure?
10. What does Lev discover that changes his mind about participating in a terrorist attack?

Chapters 63–69

1. According to the guards, what is one of the “perks of the job” (p. 303)?
2. Why did Mai become a clapper?
3. Why doesn’t Lev clap when he is supposed to?
4. How does Connor obtain a new identity, and what has changed about his body?
5. How does Risa react to Connor’s physical changes?
6. How did Risa “beat the system” (p. 321)?
7. What political changes resulted from Lev’s actions at Happy Jack?
8. Where will Lev most likely go once he is released? Why won’t he go home?
9. At the end of the story, who is in charge of the Graveyard?
10. How do the Admiral and his wife finally find peace?


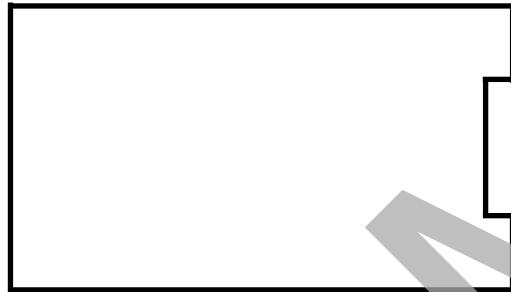
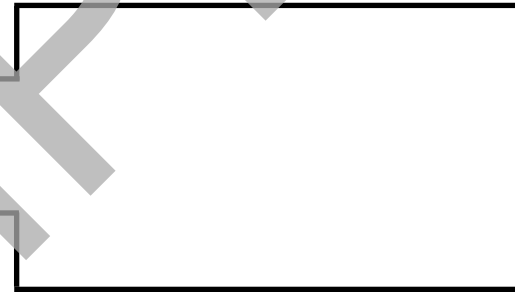
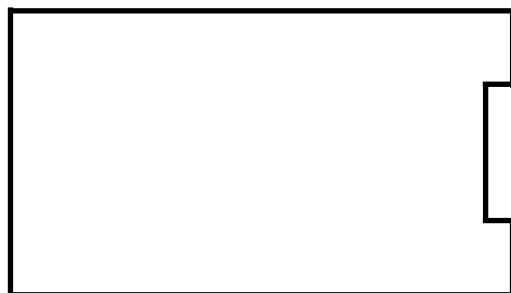
Name _____

Cause and Effect

Directions: Write four events from the story, and then list the effect of each event.

Cause

Effect

A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a notch on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a notch on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a notch on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a notch on the left side, intended for writing an effect.