

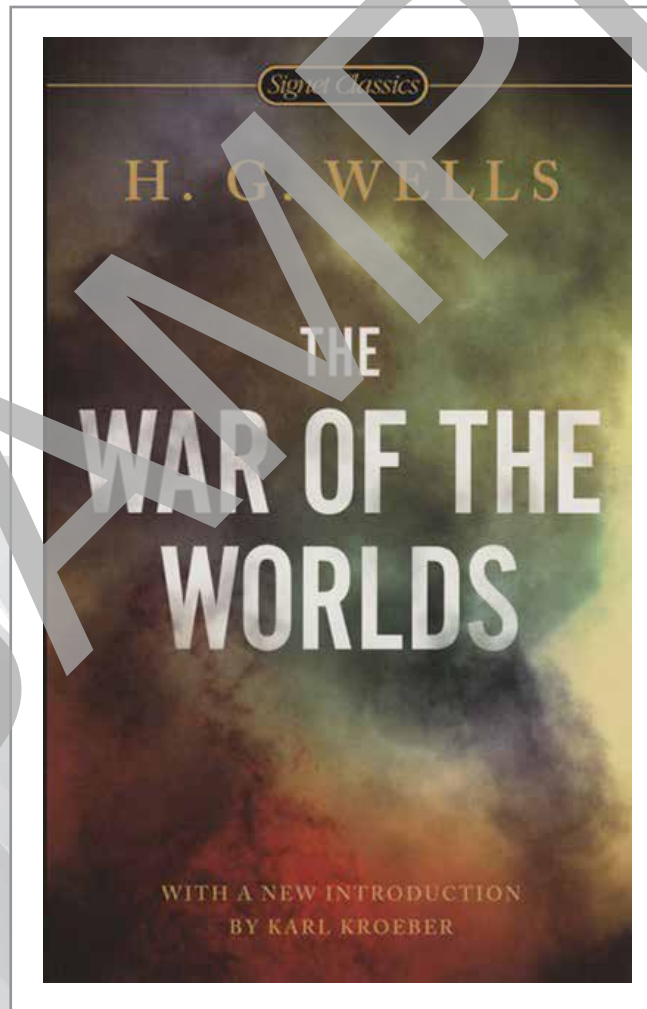


STUDENT PACKET

GRADES 9-12

The War of the Worlds

Isaac Asimov



READ, WRITE, THINK, DISCUSS AND CONNECT

The War of the Worlds

Isaac Asimov

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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3901 Union Blvd., Suite 155

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Name _____

The War of the Worlds
Activity #3 • Vocabulary
Book One, Chapters 12-17

theodolite (51)
sabbatical (53)
terminus (68)
ejaculating (74)
pugilistic (84)
rout (93)
leviathan (98)

heliograph (51)
obliquely (55)
quasi (70)
ululation (76)
paroxysm (86)
ramifications (94)

assiduously (52)
curate (62)
nomadic (71)
coherency (82)
torpor (89)
chaffering (96)

omnibus (53)
menagerie (67)
tocsin (72)
stalwart (83)
volition (92)
exorbitant (97)

Directions: Your teacher will assign you one word from the list above. Turn to the page where the word appears in the novel and examine how it is used in context. Complete the word map for your word and explain the finished map to the class.

Synonyms

Antonyms

WORD

Definition in your own words

Used in a sentence

Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions or an activity. Use your answers in class discussions, for writing assignments, and to review for tests.

Book One, Chapters 1-3, pp. 3-15

1. *What facts does the book reveal about Mars? Can you give additional information?
2. *What do the astronomers observe on Mars? How do they react to their observations? Do you think their reaction is justifiable?
3. *When and where does the first "star" fall and what is the general reaction? What does Ogilvy think is inside the cylinder? How do you think people would react if this happened in your community?
4. Why does the narrator suggest that Martians might invade earth?
5. *Prediction: What do you think will happen next?
6. *Activity: Draw your impression of the Thing.

Chapters 4-6, pp. 16-25

1. Describe the Martian.
2. Explain what happens after the Martian emerges from the cylinder. What happens to the narrator?
3. *How is the news communicated? How do you think news such as this would be conveyed today?
4. *Prediction: What do the Martians plan to do?
5. *Activity: Write a five-senses poem that reflects your reaction to the alarm, "They're coming!"

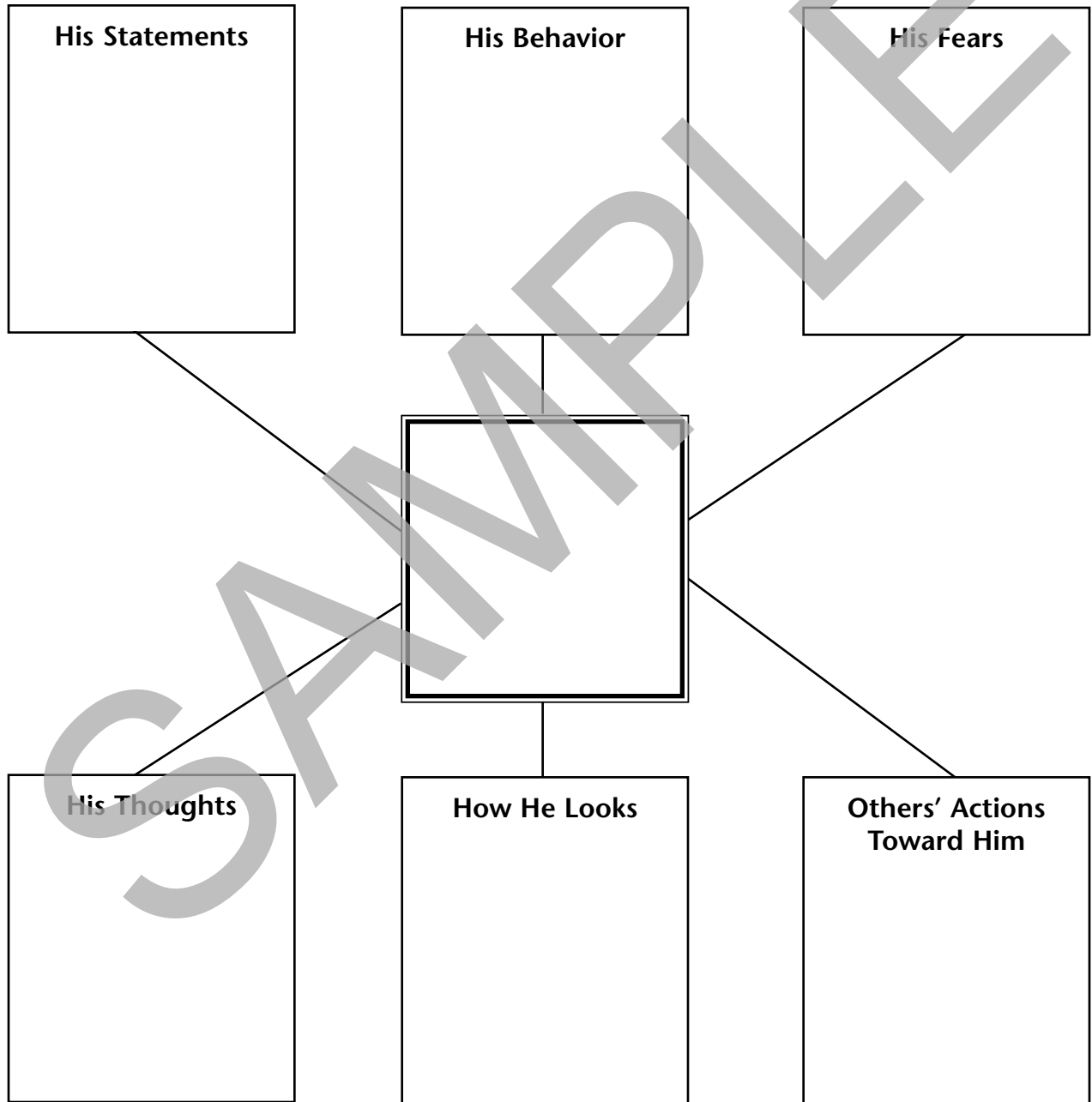
Chapters 7-9, pp. 26-38

1. Describe the reaction of the people in Maybury to the news of the Martians.
2. *How does the narrator comfort his wife? Do you think he gives her enough information? Why or why not?
3. What does the narrator think will happen to the Martians? Name the two things he and others overlook.
4. *Who reports the message of the Martian landing? How does he do so and what is done with the message? Would you have believed the news?
5. Summarize the major events of Saturday.
6. *Contrast the narrator's imagined courage with the reality of his actions. What do you think changes him?

Name _____

Attribute Boxes

Directions: Within each box, record evidence about the curate.



Name _____

Characterization

Directions: Place “narrator” in the center oval. Place words that describe him in the bubbles around his name. In the rectangles, place details from the story that demonstrate each quality.

