

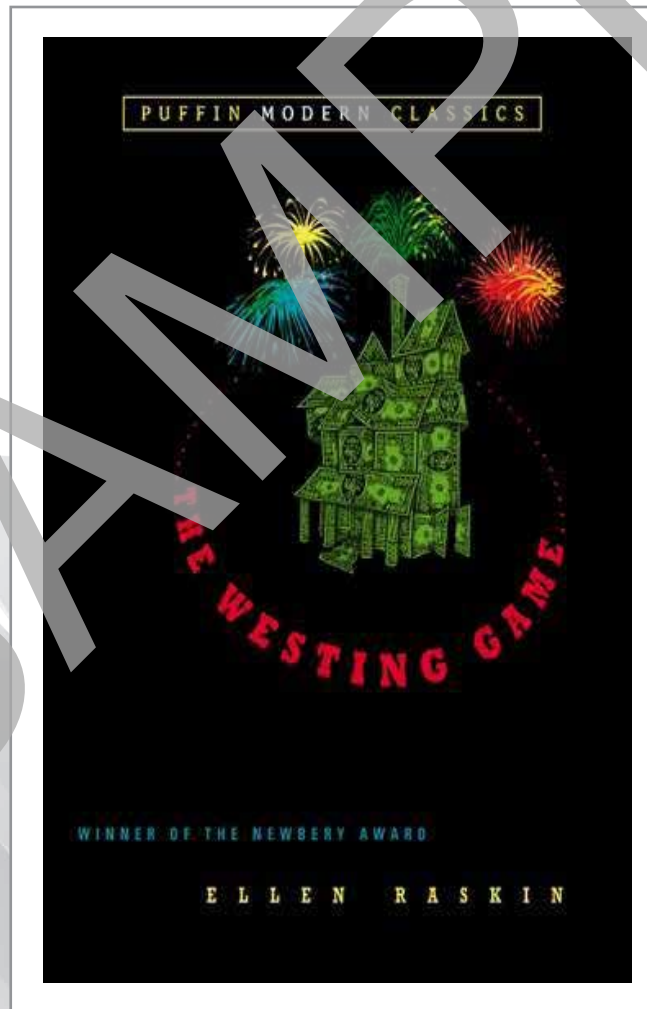


**STUDENT PACKET**

**GRADES 6-8**

# The Westing Game

Ellen Raskin



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Westing Game

Ellen Raskin

## 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 978-1-50205-112-7**

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](mailto:sales@novelunits.com)

[novelunits.com](http://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 \_\_\_\_\_

### I Predict...

**Directions:** Spend a few minutes looking at the cover of the novel and flipping through its pages. What can you predict about the characters, the setting, and the problem in the novel? Write your predictions in the spaces below.

The Characters	The Setting	The Problem

From the information you gathered above, do you think you will enjoy reading this novel? Circle your response on the scale below.

0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10

I will not like this novel.

I will really like this novel.

Explain your prediction on the lines below.

---

---

---

---

---

---

---

---

### Vocabulary Matching

pompous	louse	indignant	shrewd
minstrel	procession	rite	stint
froth	buttressed	inscrutable	pretentious
incriminating	implied	oblige	impeccable

**Directions:** Match each vocabulary word to the correct definition.

- |                       |  |
|-----------------------|--|
| ___ 1. pompous        | a. be helpful; do someone a favor  |
| ___ 2. louse          | b. angry about a seeming injustice   |
| ___ 3. indignant      | c. ceremonial act  |
| ___ 4. shrewd         | d. group of people moving forward as part of an event                            |
| ___ 5. minstrel       | e. arrogant; self-important  |
| ___ 6. procession     | f. hard to interpret; mysterious   |
| ___ 7. rite           | g. crafty; clever  |
| ___ 8. stint          | h. suggested indirectly  |
| ___ 9. froth          | i. perfect; flawless   |
| ___ 10. buttressed    | j. allotted time   |
| ___ 11. inscrutable   | k. scoundrel   |
| ___ 12. pretentious   | l. expressive of exaggerated importance or worth                                 |
| ___ 13. incriminating | m. entertainer who wore blackface makeup and sang and performed in variety shows |
| ___ 14. implied       | n. supported; reinforced   |
| ___ 15. oblige        | o. mass of bubbles in or on the surface of a liquid                              |
| ___ 16. impeccable    | p. causing to appear guilty  |

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 1–3

1. In what direction does Sunset Towers face? Why is this ironic?
2. How many letters are sent inviting would-be tenants to live at Sunset Towers?
3. What does Grace Wexler think of the apartment?
4. When does everyone move into their new apartments?
5. What story motivates Turtle Wexler to spend time in the Westing mansion?
6. Who spends his time looking out his apartment window? Why?
7. Why does Grace refer to her daughter Angela as an angel?
8. Which day of the week is Dr. Jake Wexler's busy day? What must he do on this day?
9. To what does Crow attribute Turtle's tendency to kick people in the shin?
10. In what way is Judge J. J. Ford connected to Samuel Westing?
11. What items does Sydelle Pulaski bring into her apartment? Why?

### Chapters 4–6

1. What does Turtle bring with her to the Westing mansion?
2. How long does Turtle stay in the mansion?
3. Where does Westing's obituary say he likely spent the last 13 years?
4. With whom was Westing in a car accident?
5. What does Grace write as her identifier when she receives her letter?
6. Who are the 16 heirs gathered at the Westing mansion?
7. What do the heirs notice about Sydelle as she enters the library?
8. What does the will say about the deceased's relationships with the gathered heirs?
9. Why can't an autopsy be performed on the body?
10. What does the attorney give to Judge Ford?

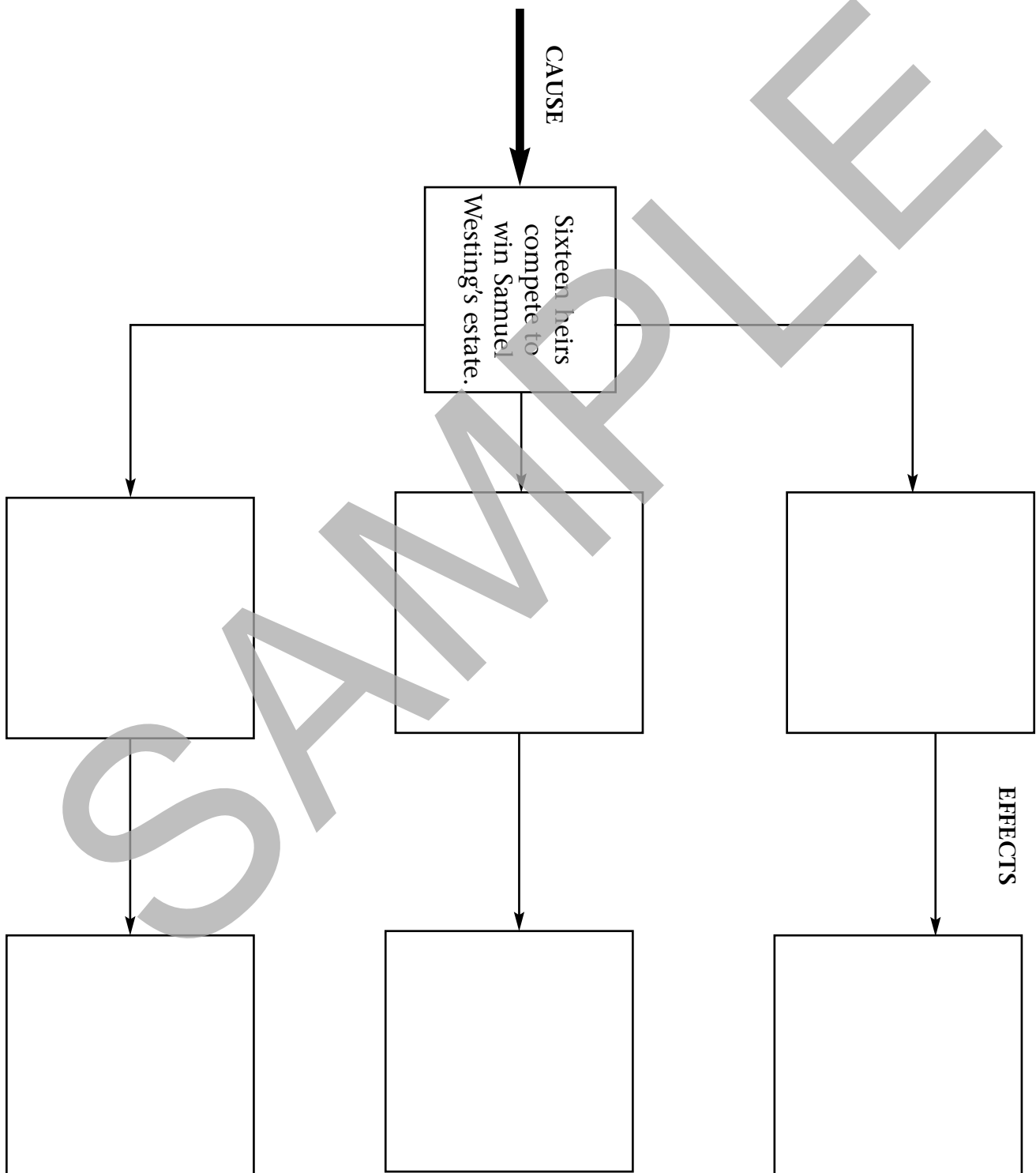
### Chapters 7–8

1. What happens to the money intended for table one?
2. Why are Grace Wexler and James Shin Hoo upset?
3. Why does Angela's listed position confuse Dr. Denton Deere?
4. What does Turtle do after she and Flora Baumbach memorize their clues? Why?

Name \_\_\_\_\_

### Cause/Effect Chart

**Directions:** Fill in the boxes below with three chains of events caused by the Westing game.



Name \_\_\_\_\_

### Characters With or Without Character

**Character** is evaluated by one's actions, statements, and the way one treats others.

**Directions:** For each of the attributes listed in the center of the page, write the name of one character from the novel who has this trait and the name of one character who does **not** have this trait. After each character's name, give an example of an action or statement that proves you have properly evaluated the character.

Yes

No

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is a good person

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sacrifices for others

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Proof: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is kind and caring