



 Prestwick House

Activity Pack

THE INDIAN IN THE CUPBORAD

BY LYNNE REID BANKS



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Name: _____

Date: _____

Chapters 1 – 3**Vocabulary**

Complete the following Vocabulary Chart for Chapters 1 – 3. Locate the page number where the vocabulary word first appears in the story. Next, look the word up in the dictionary. Since many words have more than one meaning, use the context clues in the text to find the correct dictionary definition. Write this definition in the chart.

Chapters 1 – 3

Writing

Rewrite the following incidents on the **Point of View Writing Chart** from the point of view or perspective of Little Bear. Use meaningful figurative language, similes, and metaphors, to describe what Little Bear sees, feels, and thinks.

For example, the story describes how Omri feels when he hears noises coming from the cupboard.

Original Text:

He [Omri] lay perfectly still in the dawn light staring at the cupboard, from which was now coming a most extraordinary series of sounds. A pattering; a tapping; a scrabbling; and—surely?—a high pitched noise like—well, almost like a tiny voice.

Rewritten Incident:

Little Bear cautiously felt the cold smooth walls. Where was he? What kind of rock is this? Then he took out his knife and began to dig and scrape at the unyielding smooth walls. Even using his warrior's strength, Little Bear was unable to scrape any rocks or dirt from these extraordinary walls. If only it was not so dark. Little Bear shouted to himself in frustration. "Where am I? Open this door?!!" Little Bear felt the rush of adrenaline he always experienced just before he went into battle. He knew that he was courageous and capable of fighting any known enemy, but this enemy—this enemy was unknown. Little Bear felt the tightening in his chest which was the beginnings of fear. Bravely, he resisted this unwanted feeling and replaced it with anger at the smooth walls enclosing him. He shouted bravely, "What kind of enemy are you? I am Little Bear. Show yourself and fight!!!"

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Name: _____

Date: _____

Chapters 4 – 6**Vocabulary**

Complete the following Vocabulary Chart for Chapters 4 – 6. Locate the page number where the vocabulary word first appears in the story. Next, look the word up in the dictionary. Since many words have more than one meaning, use the context clues in the text to find the correct dictionary definition. Write this definition in the chart.

Name: _____

Date: _____

Chapters 4 – 6**Theme**

One of the themes of this book concerns the attitudes and actions that define courage. Working in small groups, complete the following exercises to help define courage, and then write a definition of courage.

Think about the people you know, have read about, seen in movies, or seen on television who have demonstrated courage. Compile a list of three examples of courage on the following **Examples of Courage from Life Chart**. Briefly summarize the circumstances of the incident. Then list the characteristics of courage the person or persons in your story illustrate. See the example on the chart.

Name: _____

Date: _____

Chapters 7 – 10**Vocabulary**

Complete the following Vocabulary Chart for Chapters 7 – 10. Locate the page number where the vocabulary word first appears in the story. Next, look the word up in the dictionary. Since many words have more than one meaning, use the context clues in the text to find the correct dictionary definition. Write this definition in the chart.

Name: _____

Date: _____

Chapters 7 – 10**Theme**

This story explores the meanings of courage and friendship. In addition, it demonstrates that stereotypes support prejudicial beliefs and behavior.

Patrick and Omri are best friends. In these pages, Omri decides to share his “secret” with Patrick. The strength of their friendship is tested by the issues each boy must face in these chapters.

In small groups, complete the following **Friendship Questionnaire Chart** as you believe Patrick and Omri might respond to the questions. Cite incidents or quotations from the story to support your conclusions. You may use quotations from Chapters 1 – 10 if needed. The first one is done for you as an example.

Name: _____

Date: _____

Chapters 11 – 13**Vocabulary**

Complete the following Vocabulary Chart for Chapters 11 – 13. Locate the page number where the vocabulary word first appears in the story. Next, look the word up in the dictionary. Since many words have more than one meaning, use the context clues in the text to find the correct dictionary definition. Write this definition in the chart.

Name: _____

Date: _____

Chapters 11 – 13**Theme**

Four major thematic concepts have been studied in these Activities. Briefly, they are:

- Coming of Age
- The qualities of friendship
- The qualities of courage
- Stereotyping

Read each of the quotations on the **Find the Themes Chart**. Discuss the passage, and think about what is happening in the book at the time. Then, decide which of the three themes the quotation illustrates. Remember that themes can intertwine, so one quotation may illustrate more than one theme. Write the theme(s) on the chart, and briefly justify your answer. The first one is done for you as an example.