

The Westing Game

LitPlan Teacher Pack

A Complete Teacher's Manual



Teacher's Pet Publications



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THE WESTING GAME:

Expanded Second Edition Format

Based on the book by Ellen Raskin

Written by
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The Westing Game

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ABOUT THE AUTHOR

Ellen Raskin

Ellen Raskin was born on March 13, 1928 in Milwaukee, Wisconsin. Her parents were Sol and Margaret Raskin.

Raskin grew up during the depression, but still times were happy for her. Every year her family had a picnic on Lake Michigan and about fifty relatives came. Although she lived most of her adult life in New York City, Raskin's hometown and home state were very important to her.

A good student, she entered the University of Wisconsin at Madison as a journalism major. However, after she visited the Chicago Art Institute, she discovered she had an interest in fine arts. She returned to the University of Wisconsin and changed her major to Fine Arts.

In 1960, Raskin married Dennis Flanagan, editor of the well-known periodical *Scientific American*. They had a daughter, Susan. After moving to New York, she obtained a divorce and began working at a commercial art studio. She then moved on to freelance illustration and design. Among other things, she contributed to *The Saturday Evening Post* and designed book covers, including the original cover for Madeleine L'Engle's *A Wrinkle in Time*. She won various awards for her art and held exhibitions of her work.

Wanting to work with her own ideas on her own terms, in 1966 Raskin started writing. She wrote and illustrated her first children's book, *Nothing Ever Happens on My Block*, published in 1966.

Raskin drew extensively on her childhood and her family as the subject matter of her novels. However, the fantastic and unusual nature of the novels and the characters sometimes disguises this from the reader

Though primarily an artist, Raskin's skills as a writer were formidable. Her first novel, *The Mysterious Disappearance of Leon (I Mean Noel)*, was published in 1971. Her second novel, *Figs and Phantoms* was published in 1974 and was named a Newbery Honor Book and remained her personal favorite. This was followed by *The Tattooed Potato and Other Clues* the following year. In 1978, Raskin published her fourth and final novel, *The Westing Game*, which won the Boston Globe-Horn Book Best Fiction Award in 1978 and the Newbery Medal the following year.

Raskin long suffered from a painful disease of the connective tissues which finally claimed her life. On August 8, 1984, Ellen Raskin died at the young age of fifty-six.

Childrens' Books

Spectacles

Twenty-two, Twenty-three

Nothing Ever Happens on My Block

Novels

The Mysterious Disappearance of Leon (I Mean Noel)

Figs and Phantoms

The Tattooed Potato and Other Clues

Awards

Newbery Honor Book for *Figs and Phantoms*

Boston Globe-Horn Book Best Fiction Award for *The Westing Game*

Newbery Medal for *The Westing Game*

INTRODUCTION *The Westing Game*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Westing Game*. It includes twenty lessons, supported by extra resource materials.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

There are review materials within the unit for Chapters 1-10, 11-20, and 21-30. After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

One lesson is devoted to whole-book **Critical Thinking Questions**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **project** in this unit. Each student will be assigned a character to "be" during the unit study. Students will complete a variety of projects and assignments related to their characters during the course of the unit, culminating in a presentation.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first writing assignment, students persuade Sydelle to give them her notebook. The second assignment is in the middle of the book, and students will tell who they think will win the Westing game and how the rest of the story will play out. In the third writing assignment, students collect and create information necessary for a Facebook page for their characters.

There is an optional **non-fiction reading assignment**. Students can be assigned to read non-fiction articles, books, etc. related to the story. Suggested topics are given, and a Non-fiction Assignment Sheet is included in the Unit Resource Materials.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are **additional support materials** included with this unit. The Unit Resource Materials section includes suggestions for an in-class library, suggested non-fiction reading or research topics, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **more activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

Answer keys are located directly after the **reproducible student materials** throughout the unit.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and tests. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *New Westing Game*

1. LESSON ONE

- Students will be given books and other materials related to the unit.
- Students will be assigned a character from the book to “be” during the unit.
- Students will begin research projects based on their characters.
- Students will discuss the term mystery as it is used in general vocabulary and as it pertains to the genre of literature.
- Students will preview the study questions and vocabulary for Chapters 1-4.
- Students will read Chapters 1-4

2. LESSON TWO

- Students will review the main ideas and events from Reading Assignment 1, Chapters 1-4.
- Students will discuss irony as it relates to the name Sunset Towers.
- Students will discuss the art of persuasion by looking at the example of how Barney Northrup convinces Grace and Sydelle to take their apartments.
- Students will practice inference skills by considering a few specific facts and quotes from the story.
- Students will broaden their background knowledge by learning about printed stationery.
- Students will practice their skimming reading skills by looking for examples of foreshadowing and suspense as well as clues about Grace Wexler’s character.
- Students will expand their knowledge of vocabulary by considering the shades of meaning of the word precious, as it is used in the story.
- Students will review simile, personification, and symbolism while examining a few carefully chosen quotes from the story.
- Students may practice their descriptive writing skills with a quick-write assignment related to this section of the story.

3. LESSON THREE

- Students will check their vocabulary work for Chapters 5-7.
- Students will review some best practices for improving their oral reading.
- Students will practice oral reading and have their oral reading evaluated as they read Chapters 5-7.

4. LESSON FOUR

- Students will demonstrate their understanding of the events in Chapters 5-7.
- Students will broaden their background knowledge by discussing embroidery and its implications in the role of women.
- Students will practice inferring information from stated facts and passages.
- Students will consider various meanings of the word grace and determine why Grace’s name is ironic.
- Students will discuss the homonyms nun and none and the humor that the word confusion causes.
- Students will do a close reading of the rules of the Westing game to determine how a person wins the game.
- Students will preview the study questions for, do the vocabulary work for, and read Chapters 8-10.

5. LESSON FIVE

- Students will review the vocabulary for Chapters 1-10.
- Students will review the main events and ideas from Chapters 8-10.
- Students will compare and contrast Madame Hoo and Sydelle on specific character points.
- Students will look closely at Angela, Chris, and Sydelle to compare and contrast their handicaps.
- Students will examine and evaluate the party scene in Chapter 10.
- Students will practice “reading between the lines” to determine the true meaning of the words on the page.
- Students may write a descriptive paragraph about Grace Wexler, pulling together all the information they have learned about her so far in the novel.
- Students may work in pairs or small groups to extract and compile the clues given so far in the Westing game.

6. LESSON SIX

- Students will review the vocabulary for Chapters 11-13.
- Students will study characters and practice persuasion through a writing assignment.
- Students will read Chapters 11-13.

7. LESSON SEVEN

- Students will review the vocabulary, main ideas, and events from Chapters 11-13.
- Students will explore the *Alice in Wonderland* allusion in Turtle’s name.
- Students will create questions they would have for the other heirs, questions they would want answered to help them solve the mystery.
- Students will discuss the moral shades of complete honesty.
- Students will discuss the meaning of crutch and its application to certain characters as well as people in general.
- Students will do an in-depth character study by comparing Sam Westing’s pairing of the heirs with Grace Wexler’s seating arrangements.
- Students will examine the word envy and differentiate it from jealousy.
- Students will study characters and explore the theme of needing/wanting attention by examining this trait (or lack thereof) in each main character.
- Students will preview the study questions for, do the vocabulary work for, and read Chapters 14-17.

8. LESSON EIGHT

- Students will review the vocabulary, main ideas, and events from Chapters 14-17.
- Students will analyze Crow’s note that was put in Angela’s tapestry bag and the third verse of America the Beautiful to try to figure out more about the Westing game.
- Students will again discuss the moral implications of shades of honesty.
- Students will explore Angela’s relationships with Denton Deere, Turtle, and her mother.
- Students will analyze clues about Angela and Theo to try to determine their real roles in the Westing game as well as Sam Westing’s possible motives for having the game.
- Students will preview the study questions for, do the vocabulary work for, and read Chapters 18-20.

9. LESSON NINE

- Students will review the vocabulary as well as main ideas and events from Chapters 18-20.
- Students will analyze characters that are prominent in this section of the book.

10. LESSON TEN
 - Students will review the vocabulary for Chapters 21-22.
 - Students will, based on evidence learned so far, predict the winner of the Westing game and explain the events that they believe will happen to lead to that person's winning.
 - Students will read Chapters 21-22.
11. LESSON ELEVEN
 - Students will review the main ideas and events from Chapters 21-22.
 - Students will review and discuss selected quotations from Chapters 21-22, to closely observe important character changes taking place.
 - Students will preview the study questions for, do the vocabulary worksheets for, and read Chapters 23-25.
12. LESSON TWELVE
 - Students will review the main ideas and events from Chapters 23-25.
 - Students will analyze Turtle's character and discuss things people do to keep from being emotionally hurt.
 - Students will analyze reasons why Turtle, J. J. Ford, and Crow each have a rather callous exterior.
 - Students will explore the idea of being a victim by contrasting Rosalie with Sydelle and Angela.
 - Students will analyze the symbolism of Turtle's cut hair and discuss the evolution of her character and Grace's character at this point in the story.
 - Students will analyze the facts behind Chris's comment that Sam Westing paired perfect partners for making friends.
 - Students will evaluate the changes in "positions" the heirs stated each time they signed. Students will review the "answer" each heir pair gave and briefly review how they arrived at their answers.
 - Students will review the study questions for, do the vocabulary worksheet for, and read Chapters 26-30.
13. LESSON THIRTEEN
 - Students will review the vocabulary work for Chapters 26-30.
 - Students will review the main ideas and events from Chapters 26-30.
 - Students will find textual evidence that supports Turtle's case.
 - Students will analyze the effect of Sandy's "ashes" joke.
 - Students will examine and analyze several chosen passages from this section of the text.
 - Students will further study and analyze the characters of Grace, Angela, J. J. Ford, and little Alice, among others.
 - Students will compile a summary of what happens to each of the heirs as time passes at the end of the book.
14. LESSON FOURTEEN
 - Students will review the vocabulary in Chapters 21-30.
 - Students will work on the project assignments for this unit.
15. LESSON FIFTEEN
 - Students will collect, compose, organize, and put in written form a wide variety of information about their assigned characters, both factual information from the text and information projected based on the knowledge of their characters.
 - Students will work on the project assignments for this unit.

16. LESSON SIXTEEN

- Students will analyze *The Westing Game* through a series of questions designed to explore the book in depth and exercise students' critical thinking skills.

17. LESSONS SEVENTEEN AND EIGHTEEN

- Students will complete their unit projects by sharing their projects/information with their classmates.
- Students will practice public speaking and demonstrate their knowledge by making their project presentations.

18. LESSON NINETEEN

- Students will review all of the vocabulary work done in the *Westing Game* unit.
- Students will review the content of the *Westing Game* unit.

19. LESSON TWENTY

- Students will demonstrate their understanding of the main ideas and themes in *The Westing Game*.

READING ASSIGNMENTS

The Westing Game

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-4	
	<i>Assignment 2</i> Chapters 5-7	
	<i>Assignment 3</i> Chapters 8-10	
	<i>Assignment 4</i> Chapters 11-13	
	<i>Assignment 5</i> Chapters 14-17	
	<i>Assignment 6</i> Chapters 18-20	
	<i>Assignment 7</i> Chapters 21-22	
	<i>Assignment 8</i> Chapters 23-25	
	<i>Assignment 9</i> Chapters 26-30	
	<i>End</i> Whole Book	

UNIT OUTLINE
The Westing Game

1 Unit Introduction Project Assignment PVR 1-4	2 ?s 1-4 Discussion PV 5-7	3 Check Vocab Read 5-7 Orally	4 ?s 5-7 Discussion PVR 8-10	5 Check Vocab ?s 8-10 Vocab Review
6 Writing #1 Project Time PVR 11-13	7 ?s 11-13 Discussion PVR 14-17	8 ?s 14-17 Discussion PVR 18-20	9 ?s 18-20 Vocab 11-20 Review	10 Vocab 21-22 Writing #2 PR 21-22
11 ?s 21-22 Discussion PVR 23-25	12 ?s 23-25 Discussion PVR 26-30	13 ?s 26-30 Discussion	14 Vocab Review 21-30 Project Work	15 Writing #3 Project Work
16 Critical Thinking ?s Projects	17 Projects	18 Projects	19 Unit Review	20 Unit Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

DAILY LESSONS

LESSON ONE

Objectives

1. Students will be given books and other materials related to the unit.
2. Students will be assigned a character from the book to “be” during the unit.
3. Students will begin research projects based on their characters.
4. Students will discuss the term mystery as it is used in general vocabulary and as it pertains to the genre of literature.
5. Students will preview the study questions and vocabulary for Chapters 1-4.
6. Students will read Chapters 1-4

Activity #1

Ask students, “What is a mystery?” Elicit responses from various students and compile them into a working definition. Conduct a brief discussion about the literary genre of “mystery.” Perhaps do a quick Internet search on your interactive whiteboard or have students do a quick search using their cell phones or other devices. What can students quickly find out about the genre of detective fiction or “mystery”?

Some responses to look for:

- It is a type of fiction.
- In a mystery, a detective or somebody has to figure something out using clues he/she is given or discovers.
- The purpose is to solve some kind of a puzzle or answer some kind of a question.
- Characters usually involve a detective (person solving the mystery), suspects, and witnesses (or others who provide clues/information).
- The plot usually begins with something happening...like a murder or a crime.
- The detective goes through a series of events through which he/she gets clues to solve the case.
- Readers are brought along in the story and usually end up trying to figure out the mystery as the detective does.
- There are always elements of danger and suspense.
- Mysteries involve logical thinking and deductive reasoning.
- People’s characters are called into question, and their possible motives are examined, as are their alibis.
- Often future events in the story are foreshadowed in statements or clues.
- The plot usually has several unexpected twists and turns, keeping the resolution to the mystery a surprise until the end.
- Edgar Allan Poe is usually credited with being the inventor of the mystery genre, with Arthur Conan Doyle’s Sherlock Holmes being the most famous detective in literature.

Ask students to give some other examples of famous detectives or mystery stories. Ask for movies or video games that would fall into this genre.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Books

Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school. Preview the book. Look at the covers, front matter, and index.

Reading Assignment Sheet

You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side chalkboard or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Study Guides

Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test. **Preview the study questions for Assignment 1 while you're looking at the study guides.**

Vocabulary

Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test. **Do Assignment 1 together orally to show students how to do the vocabulary worksheets.**

Extra Activities Center

The Unit Resource Materials portion of this LitPlan contains suggested topics for an extra library of related books and articles in your classroom, as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for use when they finish reading assignments or other class work early.

Non-fiction Assignment Sheet

Explain to students that they each are to read at least one nonfiction piece from the in-class library (or elsewhere if you don't have an in-class library for this purpose) at some time during the unit. Students will fill out a Nonfiction Assignment Sheet after completing the reading to help you (the teacher) evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

Activity #3

Each student in your class will “be” a character in the book. You may assign the roles yourself, give students their roles at random, have students choose their roles by picking their assignment sheets from a “fish bowl” or “hat,” or whatever way you choose to make the assignment.

Print out the *Westing Game* Project Assignment pages that are in the Project Assignments section of this LitPlan. If you are assigning roles, write students’ names on the role assignments (and keep a record for yourself). If students are choosing the roles somehow, make sure you record which student will “be” which character.

The idea is that by “being” a character from the story, each student will take a special interest in his/her character. When oral reading is done in class, students should read their appropriate lines. Students should be aware of their characters’ traits, habits, interests, and relationships with the other characters. Use your own discretion about whether or not students take on their characters’ traits and participate in class as that character or not. You may want them to assume their roles only sometimes or all the time. That’s up to you.

Each student is given assignments to do during this unit. The project assignments are specified on the students’ role assignment sheets. Each project is related to the character assigned. At the end of the unit, students will be asked to present their projects or information about their projects.

Give students time to get their assignments, and discuss directions in detail as needed.

A Few Project Notes:

- Carefully review each character’s projects to make sure they are ones you would find appropriate for your students.
- If you have capable students, have each character do the assignments as written work. If you know your student(s) will have trouble completing all the work, choose the assignment(s) that will work for your student(s).
- Sam Westing’s main project is to create one of his Fourth of July pageants. Decide if you want an actual production or just an oral reading (and with or without costumes).
- If you have more students than roles to assign, feel free to use the character assignments more than once—so more than one student would be assigned to some characters. If you want Sam Westing’s pageant to be a real production, you might assign 3-4 students to that role. They can work on the pageant project together but do the other assignments independently.
- Make any modifications you feel are necessary to any of the assignments.

Activity #4

Tell students that they should read Assignment 1 (Chapters 1-4) prior to the next class period. Give them the remainder of this class (if time remains) to complete this assignment.

LESSON TWO

Objectives

1. Students will review the main ideas and events from Reading Assignment 1, Chapters 1-4.
2. Students will discuss irony as it relates to the name Sunset Towers.
3. Students will discuss the art of persuasion by looking at the example of how Barney Northrup convinces Grace and Sydelle to take their apartments.
4. Students will practice inference skills by considering a few specific facts and quotes from the story.
5. Students will broaden their background knowledge by learning about printed stationery.
6. Students will practice their skimming reading skills by looking for examples of foreshadowing and suspense as well as clues about Grace Wexler's character.
7. Students will expand their knowledge of vocabulary by considering the shades of meaning of the word *precious*, as it is used in the story.
8. Students will review simile, personification, and symbolism while examining a few carefully chosen quotes from the story.
9. Students may practice their descriptive writing skills with a quick-write assignment related to this section of the story.

Activity #1

Give students a few minutes to formulate answers for the study questions for Reading Assignment 1 (Chapters 1-4) then discuss the answers to the questions in detail. Make sure students have access to the correct answers for study purposes.

NOTE: It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed in this unit. Of course, you should guide the discussion when appropriate and try to fill in any gaps students may leave. The study questions could really be handled in a number of different ways, including in small groups with group reports following. Occasionally you may want to use the multiple choice questions as quizzes to check students' reading comprehension. As a short review now and then, students could pair up for the first (or last, if you have time left at the end of a class period) few minutes of class to quiz each other from the study questions. Mix up methods of reviewing the materials and checking comprehension throughout the unit so students don't get bored just answering the questions the same way each day. Variety in methods will also help address the different learning styles of your students. From now on in this unit, the directions will simply say, "Discuss the answers to the study questions in detail as previously directed." You will choose the method of preparation and discussion each day based on what best suits you and your class.

Activity #2

Here are some **additional points to ponder** in discussion:

- Discuss what *irony* is and why the name Sunset Towers is ironic.
- How, specifically, does Barney Northrup appeal to Grace Wexler's character, to get her to take the apartment? How does he appeal to Sydelle? Compare and contrast his approaches to the two women.
- What can we infer from the fact that the names were already printed on the mailboxes?

- Grace Wexler thinks she will have stationery made. What does that mean? Why would someone have stationery made? Who would? Why would Grace want it? Do people still do that? Why or why not?
- Have students skim through the text in Chapters 1-4 to find words and phrases that foreshadow or add to the suspense in the story.
- Discuss Grace Wexler. Have students skim the story to find clues about her character.
- Did students notice that the word *precious* is used at least three times in this section? (page 7 *precious pigtail*; page 11 *precious name*; page 12 *precious time*) Discuss the shades of meaning of the word *precious* as shown in these three uses.

Here are a few **quotes to consider** in your discussion:

- “...blank-faced pretty as a store-window dummy” (Chapter 3, first sentence) Discuss the figurative language (simile: a comparison using the word like or as) of this description. Brainstorm other similes. What impression of Angela does this description give us? How effective is it?
- “Life had used her harshly.” (about Crow, Chapter 3, page 12 near the top) Discuss figurative language versus literal language. Discuss this type of figurative language (personification). Discuss the imagery and meaning of the words. What does the author evoke with this one phrase?
- “Oh, it’s you.” (Chapter 3, page 10, Grace to Turtle) Have students say these words as they think Grace Wexler may have said them to Turtle. Notice there is no exclamation point; it’s a period at the end. In what ways could an exclamation point change the meaning? These are only three words, but they are powerful in that they convey a lot of meaning. Discuss the possible inferences created in this one sentence. Discuss the effect these words could have on Turtle. Discuss the importance of choosing words carefully when we speak, considering the effect our words could have on others.
- “Crow’s clothes were black; her skin, dead white.” (Chapter 3, page 11) What are crows, and what color are they? What do crows eat? In literature and tradition, what does the color black usually symbolize? What effect does the description “dead white” evoke? In literary and traditional terms, what does the color white usually symbolize? Putting the literal and symbolic meanings of these words together, what does this phrase tell us about Crow? How does this sentence add to suspense in the story?

Also, here is a **quick-write activity** if you have time for it:

Re-read the description in Chapter 2 on pages 6 & 7, where Otis Amber describes the gruesome details of Westing’s corpse. Have students (as a class) brainstorm all kinds of words and phrases that would work in a gruesome description of a rotting corpse. Then, have students do a quick-write paragraph describing in their own ways Westing’s decaying corpse.

Activity #3

Students should preview the study questions and do the vocabulary work for Reading Assignment 2, Chapters 5-7. If time remains in this class period, students may begin working on this assignment. Otherwise, it should be completed as homework prior to the next class meeting.