

# Schooled

By Gordon Korman



## Sample Pages

**Think, Write, Create Activities**  
**Graphic Organizers**

with  
**Answer Selected Answer Keys**

from  
**A Novel Teaching Pack**  
by Margaret Whisnant  
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## Think, Write, Create

### Chapter-by-Chapter

*All of the following items are aligned to at least one CCSS, especially RL. 6.1, 7.1, 8.1 and one or more writing standards.*

*Specifically aligned CCSS are listed after selected prompts. Others may apply according to interpretation.*

#### 1 Name: **Capricorn Anderson**

The officer who arrested Cap for driving without a license slapped handcuffs on his wrists. Then, after asking a few questions, the officer removed the handcuffs, and Cap was un-arrested.

During the questioning, the officer leaned that

Cap lived on a left-over hippie commune with his grandmother.

He had been driving since he was eight.

Cap had no concept of nine-one-one.

There was no phone at Garland Farm.

- What do you imagine the officer was thinking about Cap with each bit of information?
- Which fact probably led to the decision to un-arrest Cap?
- Create the police report the officer filed about Cap's arrest. Take care to write the report from the *officer's point of view*. Include such things as why the officer was at the hospital where he arrested Cap (did the hospital call him or did he see Cap driving in?), what Rain said and did before she was taken inside, the information he got from Cap, the reason(s) for his final decision about the incident. ( See **Graphic Organizer #1**)

(CCSS: RL. 6.1, 7.1, 8.1 RL. 6.3, 7.3, 8.3 RL. 6.6, 7.6, 8.6)

Rain homeschooled Cap to *avoid the low standards and cultural poison of a world that had lost its way.*

- What *low standards and cultural poison* do you suppose Rain had in mind? Hint: What problems do students face that Capricorn didn't have to deal with as a member of a two-person community?
- What facts from the story prove that Rain was a good teacher? How do you know that Cap was a good student?
- If you could change places with Cap for a month, would you? Why or why not?

(CCSS: RL. 6.1, 7.1, 8.1 W. 6.2, 7.2, 8.2 W. 6.3, 7.3, 8.3)

One definition of the word *isolated* is *separated from other persons or things.*

- Make a list of facts from the first chapter to prove that Cap and Rain lived an *isolated existence.*
- How was the isolated life on Garland beneficial for Cap and Rain?
- Explain how Cap and Rain's life on Garland farm was also detrimental.

Rain had taught Cap that *anger upsets the balance inside a person. So when you yell at somebody, you're attacking yourself more than whoever it is you're yelling at.*

- Research the physiology of anger to learn how this emotion affects the body. Make notes and write a short report to prove that Rain was right.
- Just like any other emotion, anger has both a negative and a positive side. Do some more research to find the positive outcomes of anger. Compare what you found with the negative effects you have already identified. What would you say to Rain about what you learned?

(CCSS: W. 6.2, 7.2, 8.2 W. 6.7, 7.7, 8.7)

## 8 Name: **Capricorn Anderson**

Rain characterized the experience she and Cap shared in Rutherford at the hardware store as “the purest form of education—learning by doing.”

- Explain how Rain’s interpretation of the event was correct. How did Cap “learn by doing?” What facts and insights did Cap learn from this experience?
- How would you characterize Rain’s giving Cap permission to let the air out of the tires on the boss’s car? What fact(s) can you offer to prove that Cap didn’t really understand the meaning or implications of this particular hands-on learning experience?

Since Rain was not there to advise him, Cap decided on his own how he would handle the bullfighting issue.

- What story clues indicate that Rain is an animal rights advocate?
- If you could give Cap a grade on his first venture into independent decision making, what do you think he earned with his handling of the bullfighting issue? Add details to explain your thinking.
- After he shook Cap’s hand, Zach Powers’ shoulders were shaking as he walked away. Cap interpreted this to mean that Zach was overcome with emotion. What was really going on?

Hugh Winkleman informed Cap that as eighth grade president he was responsible for organizing the Halloween dance, the most important social event of the year. Something tingled beneath the peace sign that Cap wore around his neck, and he knew trouble was coming his way.

- Predict two things you think the students of C Average Middle School will do to Cap as the organizer of the Halloween dance.
- What facts can you offer to prove that Hugh Winkleman is not as helpful as Cap believes him to be?
- If you were Hugh, what two important things would you try to help Cap understand?

Rain always recommended meditation to combat stress. Someone stole Cap’s sandals while he was meditating in front of his locker, and he had to ride home barefoot on the bus.

- Speculate as to why Cap chose the area in front of his locker as a meditation site.
- Who, in your opinion, is the most likely sandal thief? Explain your choice.
- Compare a bus ride home from your school to the one Cap had to endure. How are they alike? How are they different?
- If you could make an appointment to talk to Mr. Kasigi about the conditions on Cap’s school bus, what would you say to him? How do you suppose he might react? What story facts helped you decide?

(CCSS *RL. 6.1, 7.1, 8.1 RL. 6.3, 7.3, 8.3*)

## 19 NAME: ZACH POWERS

In the beginning, Cap replaced Hugh as the school's biggest loser, but after a series of consequential events, he usurped Zach Powers' position as the most popular kid at C Average Middle School. Hugh thought Cap's popularity was the result of the bus-driving incident. Zach thought it was the Halloween dance and Mr. Kasigi's support with the checkbook.

Hugh and Zach are seeing Cap's transition from their point of view only. Rearrange the following events into chronological order, and then use them as reference points to write a summary of Cap's rise to power. Add details that you think appropriate.

*Mr. Kasigi gives Cap a school checkbook with signed checks.*

*Cap drives the school bus to the hospital when the driver has a heart attack.*

*Instead of panicking, Cap meditates when he is locked in the courtyard.*

*Cap is arrested in front of a bus-load of students.*

*Others students join in when Cap strums a guitar and sings Beatles tunes.*

*Naomi thinks of Cap as an adorable but helpless puppy when he is elected president.*

*Cap generously writes checks to worthy causes.*

*Cap teaches a hugely successful tie dye class.*

*Cap buries the dead bird he finds in his locker.*

*Students join Cap for tai chi.*

*Cap assigns duties for the Halloween dance to other students.*

*(CCSS: RL. 6.2, 7.2, 8.2)*

Naomi said, ". . . Cap Anderson is the most amazing person I've ever known."

- Explain how her statement proves that Cap has taken Zach's place in more than one way.
- Why might Naomi describe Cap as *amazing*?

How did Zach Powers know that he was **not** welcome to pull up a chair and squeeze into the group gathered at *his* table where Cap was sitting in *his* chair?

*(CCSS: RL. 6.1, 7.1, 8.1)*

One fateful Tuesday in the lunchroom of C Average Middle School, Zach Powers realized he had been replaced as the master of the universe. It was on the same day that Hugh Winkleman came to grips with Cap's popularity.

- Organize a comparison of Zach and Hugh's reality check. Enter story facts that reveal how anger, resentment, jealousy, blame, mutual sympathy, and Naomi were part of each boy's experience.
- Transform your notes into a composition that explains how people as different as Zach and Hugh came together to accomplish a common goal that decisive

**Lunchroom Tuesday.**

(See **Graphic Organizer #7: Lunchroom Tuesday**)

*(CCSS: RL. 6.1, 7.1, 8.1 RL. 6.3, 7.3, 8.3 RL. 6.5)*

## Whole Book Think, Write, Create

*All of the following items are aligned to at least one CCSS, especially RL. 6.1, 7.1, 8.1  
and one or more writing standards.*

*Specifically aligned CCSS are listed after selected prompts. Others may apply according to interpretation*

Explain why Zach Powers was able to intimidate and manipulate other students but not Cap. What strongholds did he have on his classmates that had no effect on Cap? How was Cap's unique personality and background like a Zach Powers vaccine?

(CCSS: RL. 6.1, 7.1, 8.1 RL. 6.2, 7.2, 8.2 RL: 6.3, 7.3, 8.3)

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Many of the turning points in Cap's transition from a solitary homeschooled scholar to the most popular student at C Average involved driving. Operating a vehicle was also a major factor in Cap's blossoming friendship with Sophie Donnelly. When all was said and done, Cap's new life literally drove up to greet him.

Explain how each of the following driving incidents (causes) brought about a change (effect) in Cap's life. Transform your notes into a composition about **Driving**.

- Cap drives Rain to the hospital in the community pickup.
- Cap takes Sophie out for a driving lesson.
- Cap drives the school bus to the hospital when the bus driver has a heart attack.
- Cap rides away from C Average in an ambulance.
- During her driving test, Sophie realizes that Cap has sent the engraved bracelet.
- Rain and Cap leave the memorial service in the pickup and return to Garland.
- Rain drives up in a Mercedes to pick up Cap at the police station.

(See **Graphic Organizer #9: Driving**)

(RL. 6.1, 7.1, 8.1 RL. 6.2, 7.2, 8.2 RL. 6.3, 7.3, 8.3 RL. 6.5)

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Consider each of the following facts about Mr. Kasigi:

*He didn't try to find out what was going on when Cap asked about a bullfighting ring.*

*He told Mrs. Donnelly he had never met a student who knew so little about ordinary living.*

*He had heard rumors about the eighth grade president, and things hadn't gone smoothly for the last few students who held the office.*

*He handed Cap a checkbook with twelve signed checks.*

- How is Mr. Kasigi like an ostrich with its head in the sand?
- Create a rating system and then use the above textual evidence to give Mr. Kasigi a letter grade as an assistant principal.

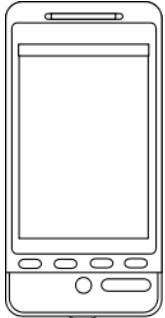
(CCSS: RL. 6.1, 7.1, 8.)

# From Garland to the Outside

## Cap's Point of View

Cap was not prepared for the complicated world outside Garland. At C Average, he was confused by lockers and learning time chopped into periods. The school was crowded. His fellow students dressed funny, talked too fast, loved material possessions, and they engaged in physical violence. Mrs. Donnelly's house was nice, but it had an awful lot of stuff in it. He admitted to Rain that he was kind of scared.

Use the form below to make notes about the contrasts Cap encountered during his unexpected transition into the outside world. Search through the first four chapters for specific facts. Then write a composition about Cap's traumatic first steps *From Garland to the Outside*.

<b>Garland Farm</b>	<b>The World Outside</b> ( C Average Middle School--The Donnelly's)
<i>Population. . .</i>	
<i>Buildings/Living Quarters. . .</i>	
<i>Rules for Living/Social Interaction/Drama. . .</i>	
<i>Education: Structure/Teachers</i>	
<i>Dress and Personal Appearance</i>	
<i>Technology</i>	
<i>Summarized thoughts about Cap's situation . .</i>	



# The World According to Rain

Rain had quite a few opinions about the world and how to live in it. Five of them are listed below and another five on the next page. In the blank before the item number, write whether you **agree** or **disagree** with Rain. Then, on the lines provided, combine story facts and your own opinions to explain your position.

Compare your results with those of your classmates. Do some of Rain's opinions have universal value? Are some of her ideas worthy of consideration? Which statements did you and your friends classify as nonsense?

\_\_\_\_\_ 1. . . . we didn't believe in competition—all that emphasis on trophies and medals, the shiny symbols of an empty soul.

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\_\_\_\_\_ 2. Anger upsets the balance inside a person. So when you yell at somebody, you're attacking yourself more than whoever it is you're yelling at.

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\_\_\_\_\_ 3. When we lock things away, we're really imprisoning ourselves.

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\_\_\_\_\_ 4. You always know what you're doing when you're doing the right thing.

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\_\_\_\_\_ 5. That's society for you, Cap. Following rules is more important than living your life. You should feel sorry for those poor kids. They're prisoners, and they don't even know it. . . . What's a license? A piece of paper. . . we've allowed ourselves to be enslaved by our own laws.

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# About Your Teaching Pack. . .

## Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge** to **higher-level thinking skills** and align with **US Common Core State Standards** for English language arts as well as with Canadian, Australian, and other international standards.
  - Provide **classroom-ready** materials that **motivate** and **instruct**.
  - Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
  - Accommodate a wide variety of student **ability** and **interest**.
  - **Support teachers** by providing a practical teaching resource that save preparation time.
- 

## Think, Write, Create

In this component students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers.

### **Rationale:**

#### **Guidelines. . .**

Most of the items in this section focus on an **ELA CCSS skill**. All meet the criteria of the **Taxonomy of Educational Objectives (Bloom's Taxonomy)**. **Specific CCSS skills alignments are listed after each thinking/writing prompt.**

#### **Organization. . .**

**Chapter-specific** activities are grouped and presented according to their corresponding sets of **Short Answer Questions, Objective Test, and CCSS Skills**. Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities that optimize student understanding and interest and address specific **educational standards**.

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher's smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

#### **Levels of Difficulty. . .**

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of **Think, Write, Create**. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

### Activities . . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing words to describe a character's personality or behavior. The following example is from **Charlotte's Web**.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal's fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern's father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

*practical*      *sensitive*      *loving*      *cruel*      *considerate*  
*realistic*      *flexible*      *callous*      *compassionate*      *logical*

- Choose **two** words from the list below that you believe **best** describe Fern's behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

*impulsive*      *compassionate*      *assertive*      *tender-hearted*      *hysterical*  
*undisciplined*      *naive*      *juvenile*      *humane*      *empathetic*

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have various strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written.

**Other items** in this component challenge students to . . .

*write for self-expression, for communication, and  
for entertainment*  
*form opinions and theories*  
*cite textual evidence to support their  
explanations and opinions*  
*connect personal experience to story situations*  
*become familiar with and identify literary elements*  
*analyze story characters and events*  
*make predictions based on given facts*

*think about social issues*  
*create drawings, diagrams, photos, maps,  
models, recordings, films, etc.*  
*imagine*  
*categorize*  
*engage in research and data gathering*  
*recognize and perceive story theme(s)*  
*understand point of view*

### Cross Curricula . . .

**Think, Write, Create** takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte's Web**, for example, students may apply their calculation skills to a page of "Spider Math." In the **Holes** teaching pack students are challenged to create a game that utilizes a saved group of Camp Green Lake's holes.

### Options, options, and more options. . .

**Think, Write, Create** is purposely bulging at the seams to give teachers **pick-and-choose options** for

<i>individualizing assignments</i>	<i>homework</i>
<i>group work</i>	<i>short-term and long-term projects</i>
<i>whole class activities</i>	<i>differentiating assignments</i>
<i>capitalizing on student interest</i>	<i>implementing Common Core Standards</i>

## Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. **These pages are aligned to most CCSS skills for ELA writing and are not listed on the pages or in a separate section. Teachers may decide how these student needs.**

### Structure . . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student so that **writing** is the major focus.

### ***Non-writing Organizers. . .***

Sometimes, students are enticed to stretch their imaginations by filling out “forms” or writing “diary entries.” One graphic organizer from ***Hatchet***, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the ***Holes*** Novel Teaching Pack, students become detectives and conduct a “background check” on Mr. Sir, recording their findings on the provided “official form.” In these cases, composition skills take a back seat to ***imagination, empathy, and pure enjoyment.***

## **Answer Keys**

Keys for **all items that require a specific answer** are included in the. When appropriate, **suggested answers** for open-ended activities are also added. **CCSS alignments for all components except Think, Write, Create are included in this section.**

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### ***A final note from the author. . .***

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, “What are we going to read next?”



Margaret Whisnant