

# **From the Mixed-up Files of Mrs. Basil E. Frankweiler**

*1968 Newbery Medal Winner*  
by E. L. Konigsburg



**Chapter Summaries  
Objective Tests**  
with Answer Keys

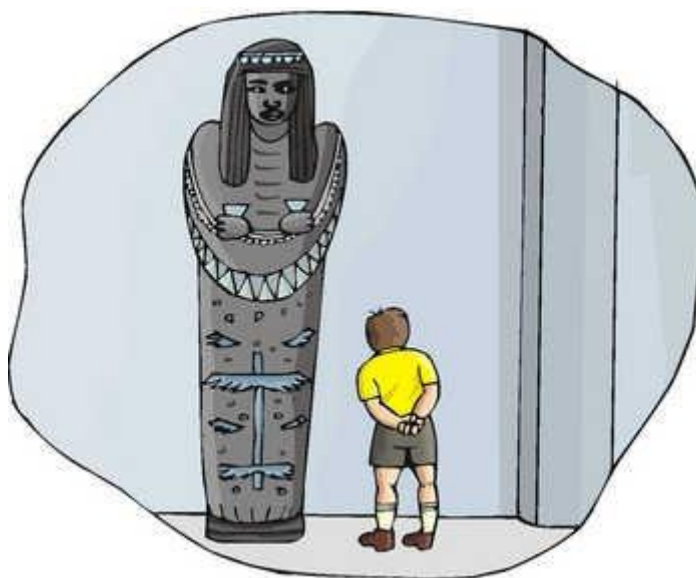
from **A Teaching Guide**  
by Margaret Whisnant

# ***Chapter Summaries***

## ***Objective Tests***

and

## ***Answer Keys***



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## **A Teaching Guide**

by Margaret Whisnant

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## Chapter Summaries

### ***The Letter and Chapter 1***

- In a letter that she writes to Saxonberg, her lawyer, Mrs. Basil E. Frankweiler explains that she is making certain changes in her last will and testament, which he will understand after reading the account being delivered by her chauffeur.
- Mrs. Frankweiler also suggests that Saxonberg would almost be a fascinating person if he had some interest other than law, taxes, and his grandchildren.
- Because she doesn't like discomfort, Claudia Kincaid decides not to run away the old fashioned way. She chooses instead to run away to the Metropolitan Museum of Art in New York City, a comfortable, indoor, beautiful place.
- Claudia selects Jamie, her second youngest brother as her companion, because he can keep quiet and he is rich.
- It's the injustice of being the oldest child and the only girl that prompts Claudia to run away. Mrs. Frankweiler thinks the fact that she is bored with being straight-A's Claudia Kincaid is another reason for her decision.
- Claudia, one month away from being twelve, gives up hot fudge sundaes for more than three weeks to save money for train fare from Greenwich to New York City. She must also cover her intended return trip.
- Claudia loves New York City. She studies maps and pamphlets about the museum to prepare herself. Planning long and well is one of her special talents.
- In addition to having money, Claudia's brother Jamie also has a transistor radio, which Claudia thinks they will probably need.
- While performing her assigned chore of emptying wastebaskets, Claudia finds a ten-ride train pass with one unused pass—two half fares for her and Jamie. She decides they will leave on Wednesday.
- On Monday, Claudia instructs Jamie to sit with her on the bus so she can tell him something important. Jamie wants to sit with his buddy Bruce and play their continuing card game of *war*. He is angry with Claudia and complains that she should pick on somebody else.
- Claudia corrects her brother's use of words and then invites him to accompany her on the greatest adventure of their lives.
- Claudia explains that they will pack clothes in their violin and trumpet cases. Jamie is to bring his transistor radio and his money, which amounts to an astounding twenty-four dollars and forty-three cents. The fortune is the result of playing cards with Bruce for money.
- Jamie refuses to tell Claudia why he is confident he can win enough money from Bruce to make the total twenty-five dollars, if she will wait until Friday.
- Claudia is certain she has chosen the correct brother as a partner. She is cautious and poor; he is adventurous and rich. They compliment each other.
- Claudia intends to give Jamie written details of her plan, which he is to memorize and then destroy. Jamie says he will eat his copy because he likes complications.

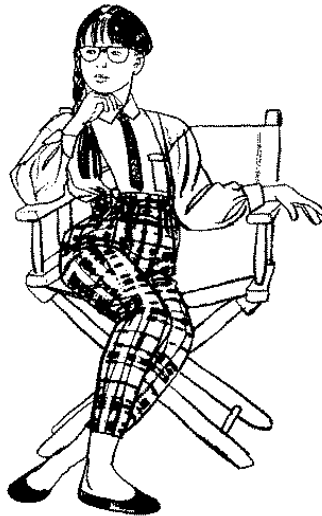
### ***Chapter 2***

- Claudia leaves Jamie's instructions under his pillow pinned to his pajamas. He gives up on eating the note after two bites, tearing it into pieces and throwing it into the trash.
- Claudia and Jamie ride the bus to school as usual but hide, crouched in the back until everyone leaves. They remain hidden as the driver moves the bus to the lot where it will be parked during the day. After the driver leaves, they wait seven minutes and forty-five seconds before they raise their heads.
- As Jamie walks down the aisle of the bus, the twenty-four dollars and forty-three cents in change in his pocket makes an awful racket and it's pulling his pants down.
- Jamie has also brought a compass to use in the woods where he believes they will be hiding. The two of them argue over the use of the phrase *hide out in*.

**The Letter and Chapter 1**  
*Pages 5-18*

Write the **letter** of the correct answer in the space before each question.

- \_\_\_\_\_ 1. Who was Saxonberg? (A) Mrs. Frankweiler's lawyer, (B) the Kincaid's family butler, (C) Mrs. Frankweiler's son.
- \_\_\_\_\_ 2. Who told this story? (A) Claudia, (B) Claudia's father, (C) Mrs. Frankweiler.
- \_\_\_\_\_ 3. Why did Claudia not want to run away in the heat of anger? (A) She knew she would be caught. (B) She didn't like discomfort. (C) The weather was not suitable.
- \_\_\_\_\_ 4. Where did Claudia plan to go when she ran away? (A) to an abandoned house just outside New York City, (B) to the Metropolitan Museum of Art in New York City, (C) to an art museum in Greenwich.
- \_\_\_\_\_ 5. How many brothers did Claudia have? (A) three, (B) two, (C) four
- \_\_\_\_\_ 6. Why did Claudia choose Jamie as the brother to run away with? He (A) had a lot of money and a transistor radio, (B) was the oldest brother, (C) wanted to run away as well.
- \_\_\_\_\_ 7. Which of the following was **not** one of the reasons Claudia decided to run away? (A) She was the only girl and subject to a lot of injustice. (B) She was bored with simply being straight-A's Claudia Kincaid. (C) Her parents ignored her.



- \_\_\_\_\_ 8. How did Claudia manage to save money for train fare? (A) She picked up loose change she found around the house. (B) She skipped hot fudge sundaes. (C) She did some babysitting for the neighbors.
- \_\_\_\_\_ 9. What did Claudia plan to do after everyone had learned a lesson in "Claudia appreciation"? (A) go live with an aunt, (B) make her parents sign a contract, (C) return home.
- \_\_\_\_\_ 10. How did Claudia feel about New York City? (A) She knew it was dangerous. (B) She loved it. (C) It wasn't far away from home, but it would have to do as a running-away destination.
- \_\_\_\_\_ 11. Where did Claudia find the train ticket? (A) in a trash can, (B) in her father's coat pocket, (C) lying on the floor near a trash can.
- \_\_\_\_\_ 12. Which of the following was a clue that Claudia's family was **not** poor? (A) A cleaning lady came in twice a week. (B) Her father worked in New York City in a private office. (C) Claudia and Jamie were taken to school by a chauffeur.

**Chapter 2**  
**Pages 19-27**

Write either **True** or **False** in the blank before each statement.

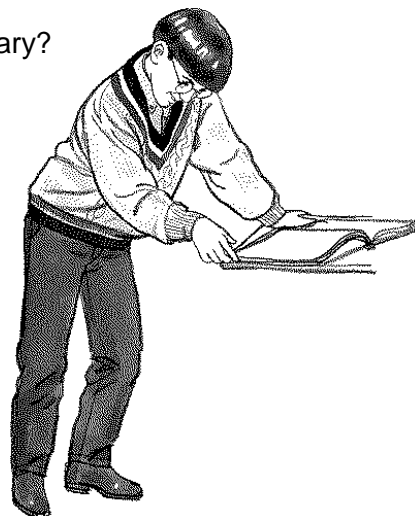
- \_\_\_\_\_ 1. Part of Claudia's instructions was for Jamie to forget his homework and get ready for their trip.
- \_\_\_\_\_ 2. Jamie actually tried to eat Claudia's note.
- \_\_\_\_\_ 3. Claudia and Jamie got off the bus as usual and hid until everyone went into the school building.
- \_\_\_\_\_ 4. Jamie's money was all in change.
- \_\_\_\_\_ 5. Jamie brought a compass because he thought they would be hiding in the woods.
- \_\_\_\_\_ 6. Claudia and Jamie got into an argument about the phrases "hide out in" and "run away to."
- \_\_\_\_\_ 7. Jamie was happily excited to learn that Claudia and he were going to the Metropolitan Museum of Art.
- \_\_\_\_\_ 8. Claudia mailed a letter to her parents and a second letter to her teachers.
- \_\_\_\_\_ 9. Although Jamie wanted to hitchhike, the children took a train into New York City.
- \_\_\_\_\_ 10. Claudia appointed Jamie treasurer, which meant he would hold the money, keep track of it, and decide how it was spent.



**Chapter 5**  
**Pages 67-87**

Write either **Yes** or **No** in the blank before each question.

- \_\_\_\_\_ 1. Was Claudia happy with the way their underwear looked after it was washed?
- \_\_\_\_\_ 2. Did the museum open and close the same time every day of the week?
- \_\_\_\_\_ 3. Did Jamie and Claudia walk from the laundromat to the library?
- \_\_\_\_\_ 4. Was Claudia able to become an expert on Michelangelo in one morning as she had planned?
- \_\_\_\_\_ 5. Did Claudia read a complete book on Michelangelo?
- \_\_\_\_\_ 6. Did Jamie discover that all of Michelangelo's statues were either in museums or in private collections and that none of his work was lost?
- \_\_\_\_\_ 7. Did Claudia have an idea as to how experts determine whether a work of art is real or fake?
- \_\_\_\_\_ 8. Did Claudia think the candy bar Jamie found was probably filled with poison or marijuana?
- \_\_\_\_\_ 9. Did Jamie and Claudia keep hiding in the bathrooms when the museum closed at night?
- \_\_\_\_\_ 10. Did Jamie and Claudia also continue to hide in the bathrooms while waiting for the museum to open in the morning?
- \_\_\_\_\_ 11. Did Jamie reach a point where he paid no attention to the guard's inspection of the bathroom after cleaning?
- \_\_\_\_\_ 12. Were the guards late coming into the bathroom on Saturday night because they had taken time to move the statue?
- \_\_\_\_\_ 13. Did Jamie try to get a message to Claudia by mental telepathy?
- \_\_\_\_\_ 14. Did Claudia learn that the statue had been moved when she heard the guards talking about it?
- \_\_\_\_\_ 15. Was the fountain where Jamie and Claudia took a bath located in the restaurant?
- \_\_\_\_\_ 16. Did the children find coins in the fountain?
- \_\_\_\_\_ 17. Had Claudia brought soap and towels from home in case they wanted to bathe?
- \_\_\_\_\_ 18. Did Claudia tell Jamie not to fall asleep until he had thought about the statue, Michelangelo, and the whole Italian Renaissance?
- \_\_\_\_\_ 19. As they talked, did the children discover that neither of them had ever been homesick?
- \_\_\_\_\_ 20. Did Claudia conclude that she and Jamie were not homesick because their parents had trained them so well?



# About Your Teaching Guide Components. . .

## Summaries

Written in present tense, the chapter-by-chapter summaries are more detailed than those found in most teachers' guides or other sources. Important points of the plot, character motivation and development, and story clues are all included. For quick reference, the summaries are presented in bulleted format. These synopses are a valuable resource for

*quickly becoming familiar with a title when time is limited*  
*managing a reading program that involves multiple titles/reading groups*  
*facilitating independent study*  
*refreshing memory when using a novel from year to year.*

## Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

### Rationale:

#### Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students' ability to

**Summarize:** With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

**Report the News:** Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

**Twist the Plot:** Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

#### The Characters. . .

Questions that identify a character's personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

#### Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that tantalize the reader with hints of future events also appear as question. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

#### Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

#### Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.