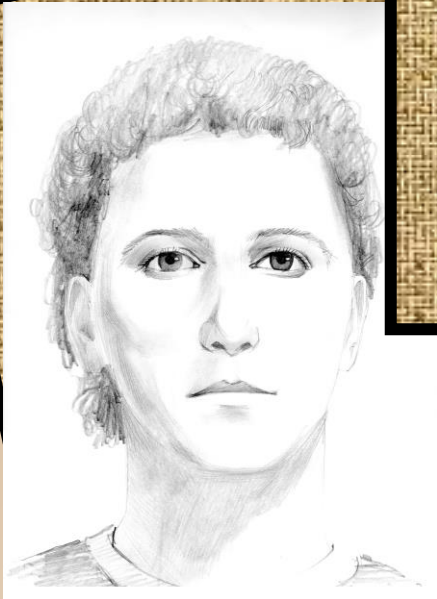
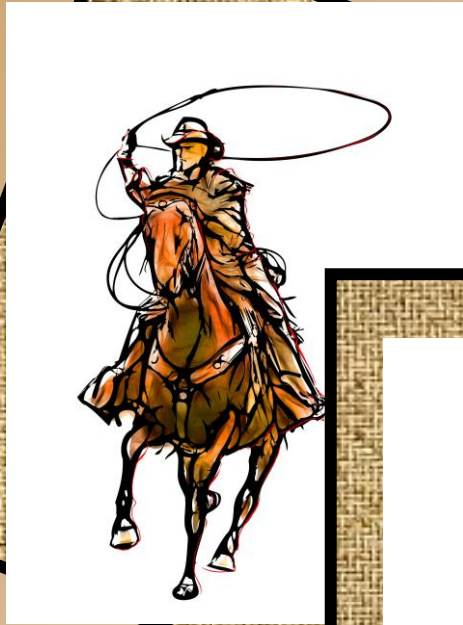


# The Indian in the Cupboard

by Lynne Reid Banks



## Objective Tests Teaching Guide

by Margaret Whisnant

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## **Objective Tests Teaching Guide**

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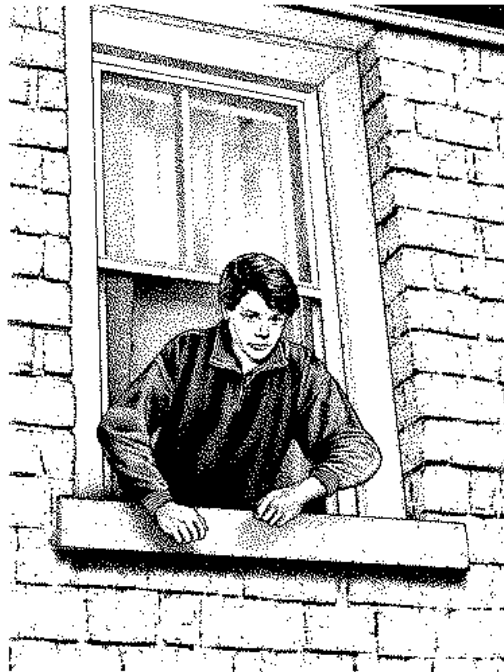
# THE INDIAN IN THE CUPBOARD

By Lynne Reid Banks

1 *Birthday Presents*  
Pages 1-11

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

- \_\_\_\_\_ 1. Omri owned a large collection of small plastic figures.
- \_\_\_\_\_ 2. Patrick and Omri played together with their joint collection of plastic toys.
- \_\_\_\_\_ 3. Omri was thrilled with the plastic Indian Patrick gave him for his birthday.
- \_\_\_\_\_ 4. Omri's brother Gillon bought the cupboard from a traveling junk dealer.



- \_\_\_\_\_ 5. Omri enjoyed arranging things in cupbaords and drawers and then finding them later just as he had left them.
- \_\_\_\_\_ 6. The key that opened the cupboard door was very plain and ordinary.
- \_\_\_\_\_ 7. Years before, the key that worked in the cupboard door had locked a jewel box belonging to Omri's great-grandmother.
- \_\_\_\_\_ 8. For a long time, Omri's mother wore the key on a ribbon around her neck.
- \_\_\_\_\_ 9. Omri placed Patrick's Indian on the cupboard shelf, shut the door, and locked it.
- \_\_\_\_\_ 10. Omri was awakened the next morning by noises coming from the cupboard.
- \_\_\_\_\_ 11. Omri opened the cupboard at once when he heard the noises.

# THE INDIAN IN THE CUPBOARD

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## 2 *The Door Is Shut*

Pages 12-24

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

- \_\_\_\_\_ 1. Omri didn't look in the cupboard before he went to school because (A) he thought everything was a dream, (B) there was a row at the breakfast table, (C) he was in a hurry and forgot.
- \_\_\_\_\_ 2. Omri told Patrick (A) all about the Indian, (B) his present was the best thing he got, (C) the plastic Indian was worth a lot of money.
- \_\_\_\_\_ 3. When Omri said the Indian could talk, Patrick (A) was eager to see for himself, (B) laughed at him, (C) didn't believe him.
- \_\_\_\_\_ 4. Omri was afraid if he talked about the Indian, (A) he wouldn't be real, (B) his friends would think he was insane, (C) something bad would happen.
- \_\_\_\_\_ 5. Omri began to worry that (A) the Indian would die locked up in the cupboard, (B) the Indian would get away, (C) his mother would find the Indian.



- \_\_\_\_\_ 6. When he opened the cupboard, Omri found that the Indian (A) had fainted from lack of air, (B) was plastic again, (C) was gone.
- \_\_\_\_\_ 7. The Indian was in (A) the same position as when Omri got him, (B) a different style of dress, (C) a different position from his original one.
- \_\_\_\_\_ 8. Omri cried, put the Indian back into the cupboard and (A) locked its door, (B) left the room, (C) hid it in his closet.
- \_\_\_\_\_ 9. Omri's mother sent him to bed after supper because (A) he argued with his father, (B) she thought he was sick, (C) he failed his spelling test.

# THE INDIAN IN THE CUPBOARD

By Lynne Reid Banks

3 *Thirty Scalps*  
Pages 25-37

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

- \_\_\_\_\_ 1. As Omri had figured it out so far, was it either the cupboard, the key, or a combination of both that brought plastic things to life?
- \_\_\_\_\_ 2. Did Omri wonder if the cupboard would work with wood and metal figures as well as plastic ones?
- \_\_\_\_\_ 3. Did the tepee and car become real in the cupboard when Omri closed the door without locking it?
- \_\_\_\_\_ 4. Did the magic of the cupboard work on anything, even if it wasn't made of plastic?
- \_\_\_\_\_ 5. Did Little Bear refuse to sleep in the transformed tepee because it had Algonquin signs on it?
- \_\_\_\_\_ 6. Did Little Bear insist upon having a longhouse?
- \_\_\_\_\_ 7. Did Little Bear ride from the chest of drawers to the floor in the palm of Omri's hand?
- \_\_\_\_\_ 8. Was Little Bear happy to learn he was in England?
- \_\_\_\_\_ 9. Did Little Bear boast that he had taken thirty English scalps?
- \_\_\_\_\_ 10. Did Omri realize that Little Bear was a real person from over two hundred years into the past.



- \_\_\_\_\_ 11. Was Omri slightly afraid of Little Bear?

# THE INDIAN IN THE CUPBOARD

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7 *Uninvited Brothers*

Pages 62-74

the three sisters	the longhouse	a bear	firelighter	an erector set
a cowboy on a horse	his white rat	Omri	the Indian chief	a paint brush
Patrick	a whinny	steak	fun	a ramp
soldiers	a tin plate	the headdress	real	tar

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. Each answer will be **used only once**.

- \_\_\_\_\_ 1. Omri built a fire for Little Bear on one of these.
- \_\_\_\_\_ 2. Little Bear made one of these out of his own hair and a tiny scrap of wood.
- \_\_\_\_\_ 3. Little Bear ordered Omri to bring one of these to life so he could hunt and kill it for meat.



- \_\_\_\_\_ 4. Omri used this to start the fire for Little Bear.
- \_\_\_\_\_ 5. Patrick wanted to bring a hand full of these to life in the cupboard.
- \_\_\_\_\_ 6. Squash and maize were two of these.
- \_\_\_\_\_ 7. Patrick bought this plastic toy for Omri.
- \_\_\_\_\_ 8. Omri explained to Patrick that when the plastic toys were put in the cupboard they became this.
- \_\_\_\_\_ 9. Omri's brother went into his room looking for this.
- \_\_\_\_\_ 10. He was speechless when he first saw Little Bear.

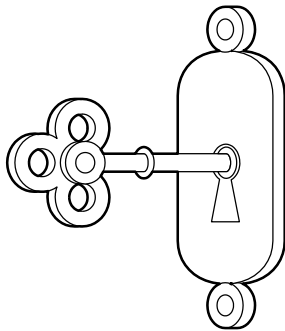
# THE INDIAN IN THE CUPBOARD

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## WHOLE BOOK TEST

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

- \_\_\_\_\_ 1. Patrick's birthday present to Omri was (A) three plastic soldiers, (B) a used plastic Indian, (C) a plastic cowboy on a horse.
- \_\_\_\_\_ 2. Gillon found the cupboard (A) in an antique shop, (B) in the attic under some boxes, (C) in the alley.
- \_\_\_\_\_ 3. The key that fit the cupboard was (A) once used to open a jewel box that had belonged to Omri's great-grandmother, (B) found in the cupboard on the top shelf, (C) an old skeleton key Omri's mother had stored in a drawer.



- \_\_\_\_\_ 4. Omri discovered that the plastic figures came to life in the cupboard only if (A) they were on the bottom shelf, (B) they were old, (C) he shut and locked the door.
- \_\_\_\_\_ 5. When Omri first brought him to life, Little Bear (A) stabbed Omri in the finger, (B) couldn't speak English, (C) worshiped Omri as a god.
- \_\_\_\_\_ 6. Little Bear was (A) just under three inches tall, (B) about a foot tall, (C) six inches tall.
- \_\_\_\_\_ 7. Little Bear (A) lived in the tepee that Omri made, (B) built a longhouse to live in, (C) preferred to sleep in the cupboard.
- \_\_\_\_\_ 8. Little Bear was (A) an Apache, (B) an Iroquois, (C) an Algonquin.
- \_\_\_\_\_ 9. Omri knew that the people who came to life in the cupboard were (A) make believe, (B) real people from a different time, (C) alive, but created by the cupboard.
- \_\_\_\_\_ 10. From the beginning, Omri was impressed with Little Bear's (A) ability to hunt, (B) willingness to cooperate, (C) courage.
- \_\_\_\_\_ 11. Little Bear's leg was injured when (A) his horse kicked him, (B) he fell while riding outside, (C) Omri dropped him.
- \_\_\_\_\_ 12. The medical orderly Omri brought to life was from (A) the Civil War, (B) World War I, (C) World War II.
- \_\_\_\_\_ 13. Tommy was willing to believe that Omri was (A) a dream, (B) an angel, (C) an illusion caused by breathing poison gas.



# About Your Teaching Guide

The primary goal in creating these objective tests is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about . . . .

## THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This “plot rhythm” is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

**Summarizing the Story:** Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

**Reporting the News:** Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

**Twisting the Plot:** Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

## THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is “nice.”

In your efforts to remove “nice” from your students' literary vocabulary, try this idea:

**Character Charts:** Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some “predicting” or “detective” writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

## READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

## **MAKING PREDICTIONS**

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

## **OTHER FUCTIONS**

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

## **IMPROVING/DEVELOPING LISTENING SKILLS**

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

### **Student Rules for an Oral Test:**

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

### **Teacher Rules for an Oral Test:**

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

## **Final Note**

This Objective Tests Teaching Guide is designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author