

The View from Saturday

By E. L. Konigsburg

1997 Newbery Medal Winner



Objective Tests Teaching Guide with Answer Keys

By Margaret Whisnant

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Table of Contents

Objective Tests

Chapter Tests

	Page
1	1
Noah Writes a B & B Letter	2-4
2	5
Nadia Tells of Turtle Love (Part 1)	6-8
Nadia Tells of Turtle Love (Part 2)	9-11
3	12
Ethan Explains the B&B Inn (Part 1)	13-15
Ethan Explains the B&B Inn (Part 2)	16-17
4	18
Julian Narrates When Ginger Played Annie's Sandy.	19-21
5	22
6	23
7 and 8	24-25
9, 10, 11, and 12	26-27
Whole Book Test	28-31
Answer Keys	32-34
About Your Teaching Guide	35-36

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1

Pages 1-4



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

- _____ 1. Mrs. Eva Marie Olinski always gave good answers, but the fact was that she (A) refused to tell how she had selected her Academic Bowl team, (B) did not know how she had chosen her team, (C) chose her top students for the team and kept it a secret.
- _____ 2. Only once, Mrs. Olinski gave a bad answer about her Academic Bowl team to (A) the district superintendent of schools, (B) the sponsor of the Maxwell team, (C) the panel of judges who supervised Bowl Day.
- _____ 3. The four sixth grade team members called themselves (A) The Souls, (B) The Team, (C) The Academics.
- _____ 4. Concerning which came first—their bonding as special friends or their existence as an academic team—both teacher and team agreed that they were arguing chicken-or-egg, but the whole thing definitely ended with (A) a chicken, (B) an egg, (C) no definite conclusion.
- _____ 5. In the Academic Bowl, the rule was (A) lose one game, and you're out, (B) the second round determines the third, (C) every team gets a second chance.
- _____ 6. Which of the following was **not** true of Bowl Day? It was (A) held in May in Albany, the capital of New York, (B) the last Saturday in May and air conditioning made the room cold, (C) agreed that the audience could cheer and applaud for their favorite team.
- _____ 7. At the start of Super Bowl Day, how many regional champs were in the competition? (A) only two—Epiphany and Maxwell, (B) eight, (C) twenty.
- _____ 8. The Maxwell team was composed of (A) four sixth graders, (B) four eighth graders (C) four seventh grade boys.
- _____ 9. Mrs. Olinski relaxed when she heard the Commissioner of Education read the question (A) "What man-made structure can be seen from space?" (B) "Where did writing originate and what was its purpose?" (C) "What is the meaning of the word **calligraphy** and from what language does it derive?"
- _____ 10. Which team member, who had been the first one chosen, sounded the buzzer to answer the question? (A) Noah Gershom, (B) Nadia Diamondstein, (C) Ethan Potter.

The View from Saturday

By E. L. Konigsburg

2

Pages 21-24

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

- _____ 1. After the Souls won the Epiphany Middle School championship, Mrs. Olinski was well aware of why she had chosen them as her team.
- _____ 2. Dr. Rohmer had just completed a three-day workshop on multiculturalism for education when he asked about Mrs. Olinski's choice of team members.
- _____ 3. According to Mrs. Olinski, the Epiphany middle School team met the multiculturalism rules because it had one Jew, one half-Jew, a WASP, and an Indian.
- _____ 4. Mrs. Olinski was badly offended by Dr. Rohmer's remark about people calling her a cripple.
- _____ 5. Nadia Diamondstein was the academic team's freckled redhead, and she was as plump as a perfectly ripened peach.
- _____ 6. Even though she was new to Epiphany Middle School, just like Mrs. Olinski and all sixth graders, Nadia was friendly, relaxed, and outgoing from the very first day.



- _____ 7. Autumn was the favorite season for both Nadia and Mrs. Olinski.
- _____ 8. Nadia greeted Mrs. Olinski every morning by saying "Hey," a word from her Southern past.
- _____ 9. Mrs. Olinski knew that Nadia was not only incandescently beautiful but also a star.
- _____ 10. Nadia Diamondstein rang in to respond to the commissioner's question about the North Atlantic Ocean.

The View from Saturday

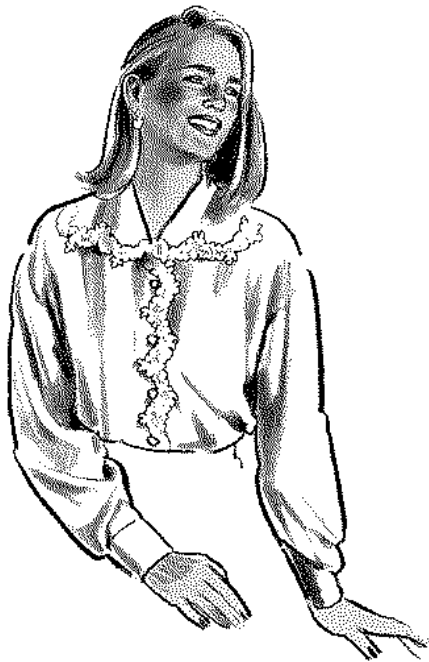
By E. L. Konigsburg

3

Pages 58-60

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

- _____ 1. Had Margaret Draper been the principal of the school where Mrs. Olinski had her first teaching job?
- _____ 2. By the time Margaret Draper retired, had sixth-graders changed much?
- _____ 3. Was it the summer after Margaret Draper retired that Eva Marie Olinski was in the automobile accident?



- _____ 4. After the automobile accident, were both Mrs. Olinski and Mrs. Draper widows?
- _____ 5. Did Margaret lose contact with Mrs. Olinski after she retired and moved to Florida?
- _____ 6. When she saw that Ethan Potter was assigned to her homeroom, did Mrs. Olinski talk to him a lot about his grandmother Margaret?
- _____ 7. Did Mrs. Olinski see that Ethan was smart and that he still asked "Now what?" instead of "So What?"
- _____ 8. Did Mrs. Olinski tell Margaret or anyone else when she decided Ethan should be a member of her team?
- _____ 9. Did the Commissioner of Education call out four New York State place names and ask the teams to tell why each was important and to identify a famous person associated with it?
- _____ 10. Was Mrs. Olinski sure that Ethan Potter would know the answer to all four parts of the commissioner's question?

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WHOLE BOOK TEST

Mrs. Olinski
Julian Singh
Albany
Maxwell
Century Village
Margaret Draper
best man
kindness
the ballpoint pen

Noah Gershom
Epiphany
Humpty Dumpty
multicultural
divorce
sea turtles
Grandpa Izzy
changed
autumn

Nadia Diamondstein
calligraphy
a journey
The Sargasso Sea
Hamilton Knapp
Sillington House
Dr. Rohmer
Ginger
The Souls pennies

Ethan Potter
Mr. Singh
a lift
have tea
TIP
sixth
a noose
eighth
on the school bus

Alice's Adventures in Wonderland

From the list above, choose the name, word, or phrase that matches each clue below and write it in the blank. All answers will be **used at least once**. Some answers will be **used more than once**.



- _____ 1. Before they were married, Margaret Draper and Izzy Diamondstein lived in this Florida retirement complex with Noah's Grandma Sadie and Grandpa Nate.
- _____ 2. The Maxwell team members that Mrs. Olinski's team defeated in Albany were in this grade.
- _____ 3. Mrs. Olinski almost picked him for her team but changed her mind when she saw how mean he was.
- _____ 4. The Souls and Mrs. Olinski lived in this town.
- _____ 5. He tried to ruin Ginger's performance in *Annie* by poisoning her treats.
- _____ 6. Whether Noah, Nadia, Ethan, and Julian became The Souls or a team first was a chicken-or-egg argument, but it definitely ended with this particular egg.

About Your Teaching Guide

The primary goal in creating the teaching packs for children's novels 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

The Novel Teaching Packs are 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