

**City of Angels School**  
Independent Study – Los Angeles Unified School District  
High School Instructional Framework – Course ID # 230103  
**CCSS Middle School English 7A**

This is the **First** semester of the **7<sup>th</sup> Grade English** course designed to provide each student with a clear path to achieving the California Common Core State Standards for English Language Arts and Literacy. Emphasis will be placed on the ability of the student to make meaning and reach understanding of complex texts and ideas. This will be accomplished by reading and responding to texts producing original texts, participating in collaborative discussions with the teacher, doing research and delivering presentations, and answering second and third tier Depth of Knowledge questions.

**Work Expectations:** In order to successfully complete this course, students are expected to be working a total of 10 hours per week or 2 hours per day.

**Standards**

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

**Anchor Standards:**

- Career and College Ready Anchor Standards for Reading
- Career and College Ready Anchor Standards for Writing
- Career and College Ready Anchor Standards for Speaking and Listening
- Career and College Ready Anchor Standards for Language

**Texts and Websites**

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**Career and College Readiness Anchor Standards for Reading (Grades 6-12)**

**Key Ideas and Details:**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**

- Read and comprehend complex literary and informational texts independently and proficiently.

**Career and College Readiness Anchor Standards for Writing (Grades 6-12)****Text Types and Purposes:**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing:**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge:**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing:**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students may access the textbook companion site, Achieve3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

**Grade Distribution:**

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

## Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading in multiple languages
  - English Language Support Lessons
- Advanced Learners –
  - Extension Questions
  - Independent Learning additional texts
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)
  - Novel Correlations/Trade Books
- Struggling Readers:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading
  - English Language Support Lessons
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)
- All Readers:
  - Audio Reading
  - Word Study additional lessons
  - Conventions (additional lessons/mini lessons/interactive lessons)
  - Literary Device (additional lessons/mini lessons/interactive lessons)

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **Assignment 1**
  - **Unit Introduction:** Word Network/Vocabulary and Summary
  - **Concept Vocabulary:** Introduce the vocabulary words in the selection
  - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with focus questions (digital version can be typed on).
  - **Comprehension Check:** short answer comprehension questions
  - **Research:** Students are asked to choose something from the reading to research to clarify and explore
- **Assignment 2**
  - **Close Read (second read):** students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
  - **Analyze the Text:** Short answer questions with evidence cited.
- **Assignment 3**
  - **Analyze Craft and Structure:** Literary device lesson
  - **Concept Vocabulary:** A closer look at vocabulary words and word study
- **Assignment 4**
  - **Conventions:** grammar/mechanics practice
  - **Selection Test** is available online digitally or print forms
- **Assignment 5** (teacher discretion)
  - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
  - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.
- **Performance Task/Performance Assessment**
  - Performance Task is a final writing/speaking project based on the readings
  - Performance Assessment is a final writing/speaking project based on the Essential Question

**Optional Novel** (teacher discretion) – One correlated novel chosen from a list of optional offered by Savvas. See myPerspective+ for more options.

\*Multicultural Selection

<b>Week 1 – Unit 1 Generations</b>
<b>ESSENTIAL QUESTION:</b> What can one generation learn from another?
<ul style="list-style-type: none"><li>• Optional: Novel reading</li><li>• Achieve 3000: Levelset assessment</li><li>• Achieve3000: Complete two 5-step lesson articles</li><li>• Reading #1: Unit 1 Introduction &amp; <i>Grounded</i>, Pgs. 2 - 8</li><li>• Reading #2: <i>“Two Kinds”</i>, Pgs. 12-31</li></ul>

<p><b>Week 2 – Unit 1 Generations</b>  <b>ESSENTIAL QUESTION:</b> What can one generation learn from another?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Reading #3: “A Simple Act”, Pgs. 32 – 41</li> </ul>
<p><b>Week 3 – Unit 1 Generations</b>  <b>ESSENTIAL QUESTION:</b> What can one generation learn from another?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Reading #1 “from An Invisible Thread”, Pgs. 42 – 51</li> </ul>
<p><b>Week 4 – Unit 1 Generations</b>  <b>ESSENTIAL QUESTION:</b> What can one generation learn from another?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Complete Pgs. 52 - 57 and follow all steps of the PERFORMANCE TASK: WRITING FOCUS – Write a Nonfiction Narrative</li> </ul>
<p><b>Week 5 – Unit 2 A Starry Home</b>  <b>ESSENTIAL QUESTION:</b> Should we make a home in space?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Reading #1 Unit 2 Introduction &amp; “Leaving Main Street”, Pgs. 116 – 122</li> <li>• Reading #2 “Dark They Were, and Golden-Eyed”, Pgs. 126 – 145</li> </ul>
<p><b>Week 6 – Unit 2 A Starry Home</b>  <b>ESSENTIAL QUESTION:</b> Should we make a home in space?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Reading #1 “Dark They Were, and Golden-Eyed” (Media, Access video on myPerspectives) Pgs. 146 – 151</li> <li>• Reading #2 “Danger! This Mission to Mars Could Bore You to Death!” Pgs. 153-163</li> </ul>
<p><b>Week 7 – Unit 2 A Starry Home</b>  <b>ESSENTIAL QUESTION:</b> Should we make a home in space?</p> <ul style="list-style-type: none"> <li>• Optional: Novel reading</li> <li>• Achieve3000: Complete two 5-step lesson articles</li> <li>• Complete pages 164 – 169 and follow all steps of the PERFORMANCE TASK: WRITING FOCUS – Write an Argument</li> </ul>
<p><b>Week 8 – Culminating Project</b>  Confer with your teacher about your final project  <b>Novel Study</b> (*see attached Book Report Activities Guide)  - OR -  <b>Final Culminating Project</b> (*see attached Culminating Projects Activities Guide)</p>

- **Suggested Novel Reading:** James and the Giant Peach by Roald Dahl (see attached for student materials)

# Not Your Grandma's Book Report

(10 Creative Ways to Respond to Literature)

## I. Design and Make Your Own Tee Shirt

1. Illustrate a scene or character from the book on a t-shirt.
2. Write a short summary of the scene and explain why it is important to the story.
3. If you choose to illustrate a character, write a description of the character and why he or she is important to the story.

## II. Book Mobile (from items related to the story)

1. Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn.
2. Write a key that explains each object and why you chose it.

## III. "WANTED" Posters (for two characters in the book)

1. Choose two characters from the book for which you will make posters.
2. Research sample wanted posters.
3. Information to include in your poster:
4. The "crime,"
5. Physical description
6. Where the character was last seen
7. Reward amount.

## IV. Design a New Cover Jacket (for the book)

1. Front cover: Draw and color an illustration for the book.
2. Inside front flap: Write descriptions of the main characters.
3. Inside back flap: Write a description of the setting and a short summary of the book.
4. Back cover: Write five (5) to ten (10) quotes from the book that are important to understanding the story.

## V. Create a Collage (to represent the book)

1. Your collage should include at least ten (10) photos or illustrations.
2. Write a key describing each item on the collage.

## VI. Create a Graphic Novel (Comic Book) Version (of your book)

1. Use 8 ½ x 11 inch paper or 8 ½ x 11 inch paper (folded in half) to create your graphic novel
2. Illustrations should be colored pencil/ink

## VII. Letter to the Author

1. Write a letter to the author that explains your reaction to her/his book.
2. Your letter must include:
  - All elements of a friendly letter (date, greeting, body, closing, & signature).
  - Your opinion of the book and reasons for your opinion
  - The character in the book you are most like and why
  - Your favorite part of the book
  - At least two (2) questions you have about the book
  - Include your home or school address in the letter.
  - Include an addressed envelope with your return address & the author's address. (Check the back of the book or author's Web site for author's address. You may also send the letter directly to the publisher, which should be on the copyright page of the book.

### **VIII. Interview with a Character**

1. Pretend you are a journalist interviewing a character in your book. Write ten (10) questions to ask the character.
2. Then answer each question as you think the character would respond.

### **IX. Illustrated Timeline**

1. Choose at ten (10) important events from the story.
2. Write a description of each event.
3. Draw a color illustration for each event.
4. The events must be in the order in which they occurred in the book.

### **X. Create a CD Album Cover (with liner notes)**

1. Create an album/CD cover for your book (research CD cases) and include the book title somewhere in your design.
2. In your liner notes (research liner notes) select ten (10) song titles that represent characters, events, or settings in the book.
3. Below the song titles, write a short summary of the book

# Culminating Project Activities

Review one (1) of your fictional works from this semester's assigned readings and then choose from one (1) of the following projects:

## **I. Letter of Advice**

1. Write a letter to one of the characters giving advice about the main conflict in the story

## **II. New Day – You Write It!**

1. Re-write a scene from the story, giving it a new ending

## **III. Character Play List**

1. Create a music play list for a character in the story.
2. The play list must have no fewer than four (4) songs and you must explain for choices of music for this character.

## **IV. Social Media Profile**

1. Create an online media (instagram/Facebook/Snapchat/Tik Tok/Twitter/YouTube) profile for one (1) character in one of the stories

## **V. Acrostic Character Poem**

1. Write an acrostic poem for a character in one of your readings from the text Units or from your independent novel.
2. Write your character's name down vertically.
3. Brainstorm words or phrases that describe your character.
4. Place your brainstormed words or phrases on the lines that begin with the letters of your character's name.
5. Fill in the rest of the lines to create a poem.

Here is an example:

**S**he's a lover of fun and fantasy

**C**urious about her world

**O**uts wrongdoers handily

**U**neasy with anything 'girled'

**T**he epitome of equality and gallantry

## **VI. Character Rap**

1. Write a rap song about a character in one of your readings
2. Your rap must have at least three (3) stanzas

## **VII. Reading Movie Poster**

1. Create a movie poster for one of the stories.
2. The poster must include: i) the author, ii) film title, iii) film slogan, one (1) film star you've chosen to portray the main character, and iv) the director - YOURSELF



# James and the Giant Peach

Roald Dahl

## ABOUT THE AUTHOR

Born in Wales of Norwegian parents, Roald Dahl (1916–1990) spent his childhood at boarding schools in England. Dahl’s teachers thought he was a poor writer. When he grew up, however, he was asked by C. S. Forester, a well-known author, to write about his wartime experiences as a pilot. The editors of *The Saturday Evening Post* were impressed and published Dahl’s recollections.

Dahl originally wrote for adults, but the bedtime stories that he created for his own children started him on a career as a writer of children’s books. He wrote in an old shed on his property in England, where he always kept six yellow pencils ready for writing. There, he created *James and the Giant Peach*, *The BFG*, *The Witches*, *Charlie and the Chocolate Factory*, and many more wonderful stories. In his later life, Dahl again wrote nonfiction and adult works, including *Boy: Tales of Childhood*.

Roald Dahl’s awards include the Edgar Allan Poe Award from the Mystery Writers of America in 1954, 1959, and 1980; Federation of Children’s Book Groups Award, 1983; Whitbread Award, 1983; and World Fantasy Convention Award, 1983. His books continue to enjoy worldwide popularity among children and adults for their blend of imagination and outrageousness.

## BACKGROUND

In *James and the Giant Peach*, Dahl uses fantasy to teach readers some lessons about how people view life and treat one another. This tale offers lessons about innocence and heroism against the backdrop of an entertaining and imaginative adventure story, making it possible for readers to experience humor and fun while they learn about communication and interpersonal respect.

### QUICK GUIDE

As you read *James and the Giant Peach*, keep the following literary elements in mind:

- **FANTASY** is imaginative writing that uses characters, events, or settings not usually found in real life. Note the parts of this book that contain elements of fantasy.
- **SETTING** describes the time and place of the action. Consider how the author uses setting in this book to affect the behavior of the characters.
- **CONFLICT** is the struggle between opposing forces. **Internal conflict** occurs when a character is struggling with something inside his or her own mind. **External conflict** occurs when a character struggles with an outside force. Look for the outside forces with which the characters must struggle in this book.
- **CHARACTERIZATION** is the way a writer brings characters to life. In **direct characterization**, a writer tells the reader directly about a character. Writers use **indirect characterization** to reveal personality traits through a character’s thoughts, words, and actions. Notice how this book uses each kind of characterization.
- **FIGURATIVE LANGUAGE** is writing or speech that is not meant to be understood literally. It is used to create vivid impressions by setting up comparisons between dissimilar things. A **simile** is a comparison of two unlike things that uses the word *like* or *as*. A **metaphor** is a direct comparison between two like things, describing one as if it were the other. Notice the author’s use of figurative language to convey a strong image or idea to the reader.
- **IMAGERY** is the use of language that appeals to one or more of the five senses—sight, hearing, taste, smell, and touch. An instance of imagery—a word or phrase that appeals to one or more of the five senses—is called an **image**. In this book, imagery is a key factor in helping the reader to imagine things that do not exist in real life.

## VOCABULARY

1. **ramshackle** *adj.* appearing ready to collapse
2. **desolate** *adj.* abandoned and neglected
3. **luminous** *adj.* showing a steady, glowing light
4. **swerved** *v.* turned aside quickly
5. **murmur** *n.* low, quiet sound
6. **seething** *v.* constantly active or moving
7. **heave** *v.* to lift upward
8. **insidiously** *adv.* gradually; hardly noticeable
9. **disentangle** *v.* unravel; to free from a knot
10. **perambulator** *n.* baby carriage
11. **aghast** *adj.* struck with terror
12. **froth** *n.* foam
13. **coaxing** *v.* influencing
14. **scuttled** *v.* destroyed
15. **tethered** *v.* attached or fastened
16. **plummeted** *v.* fell headfirst
17. **marvel** *n.* wonder or miracle
18. **commotion** *n.* disturbance or confusion
19. **eccentricity** *n.* quality of not being normal
20. **steeples** *n.* people who build towers or smokestacks

## CHAPTERS 1–5

## Discussion Questions

1. What are some of the first indications that *James and the Giant Peach* is a **fantasy**?
2. What kinds of emotions does James go through when he receives, and then loses, the white bag, and how does the author provide this information?
3. What do you think is going to happen to James in this story? Base your predictions on what you have read to this point.

WRITING ACTIVITY Write two or three sentences that show the ways in which the author uses descriptive details to reveal the personalities of James’s aunts.

## CHAPTERS 6–11

## Discussion Questions

1. Why do the aunts decide not to eat the peach? Is this surprising? Why or why not?

2. In Chapter 9, how does the author indicate that James knows his life is about to change completely?
3. Describe how the author moves from one **setting** to another in this section, and explain how this change affects the mood of the book.

WRITING ACTIVITY Write a short paragraph describing the first impression James has of the insects. Support this description with details from the story.

## CHAPTERS 12–16

## Discussion Questions

1. What is the conclusion that James comes to about the Centipede? Why does he come to this conclusion?
2. The insects do a fair amount of shouting and arguing. How does James respond to being around this kind of commotion?
3. Why do the insects want to cut the peach stem?

WRITING ACTIVITY Write two or three sentences describing the sleeping quarters of the insects. Express whether James finds it a comfortable place in which to rest. Use details from the story to support your opinion.

## CHAPTERS 17–20

## Discussion Questions

1. How does the Earthworm show his negative character traits?
2. When the insects worry about starving and sinking, James remains optimistic. Is his attitude reasonable? Explain your answer.
3. How does the author reveal that the insects have come to rely on James as a leader?

WRITING ACTIVITY In two or three sentences, describe the **external conflict** that is introduced in Chapter 19.

## CHAPTERS 21–24

## Discussion Questions

1. Which part of James’s plan with the seagulls makes sense, and which part of it seems to be nonsense?
2. How do you discover in this section that the peach had not actually been in danger

of sinking?

3. What kinds of assumptions do the people on board the ship make about the peach?

**WRITING ACTIVITY** Write two or three sentences to show how the author conveys the special talents of the grasshopper. Use details from the story to help you explain your points.

#### CHAPTERS 25–27

##### Discussion Questions

1. What factual information about the creatures does the author give in Chapter 25?
2. How does the author introduce **figurative language** in the poem about Aunt Sponge and Aunt Spiker?
3. What causes the **conflict** between the Cloud-Men and the inhabitants of the Giant Peach? Could the conflict have been avoided?

**WRITING ACTIVITY** Write two or three sentences that describe the qualities that James demonstrates when the Centipede falls out of the peach. Find details from the story that support your description.

#### CHAPTERS 28–33

##### Discussion Questions

1. How does the author show that the Centipede has both admirable and less-than-admirable qualities?
2. What are the various reactions of the insects to the Centipede's predicament with the rainbow paint? Explain their reactions.

#### PULLING IT ALL TOGETHER

**WRITING** Which of the insects proves the most valuable during the voyage inside the peach? Which insect is the least valuable? Imagine that you are a lawyer, and make a case for each of these positions. Support your opinions with details from the story.

**ONE-TO-ONE DISCUSSION** Why do you think the aunts dislike James so much? Review the beginning of the book. With a partner, share your opinions concerning whether you think the aunts' response to James is justifiable. Support your opinions with details from the story.

#### SENSITIVE ISSUES

Some students may be troubled by the abusive treatment James receives from his aunts. In light of the attack on the World Trade Center on Sept. 11, 2001, students may have unanticipated reactions to Chapter 33 of this book, in which the giant peach is flying over New York, and people are panicked because they think the peach is a bomb.

3. Why does it become difficult for the seagulls to fly, and who or what is responsible?

**WRITING ACTIVITY** Write two or three sentences that explain the ways in which the author provides details to create **images** of the lives of the Cloud-Men and their families.

#### CHAPTERS 34–39

##### Discussion Questions

1. Identify two or three **images** that appeal to different senses in the scene in which the peach lands. How do these images contribute to the assumptions made by the people on the ground?
2. How effective is James in demonstrating to the people of New York that the insects are harmless?
3. The final scene of the book describes James's new life. What lesson might the author be trying to share here? Is this a useful lesson for readers to take to heart?

**WRITING ACTIVITY** In two or three sentences, express your opinion about which of the peach's inhabitants can be considered as having the most fulfilling life at the end of the story. Use details from the story to support your opinion.

### EDITABLE TEST

You may administer the accompanying test in two ways:

- Create an assignment online
- Print it out and distribute

You may customize the test to suit your needs by modifying questions and answer spaces as necessary.

Name:

Date:

**TRADE BOOK TEST**

## James and the Giant Peach

Roald Dahl

### A. Thinking About *James and the Giant Peach*

Choose the best answer.

- Which of the following words would be an accurate description of the place where James and his aunts live?  
 a. luminous  
 b. aghast  
 c. desolate  
 d. marvelous
- Which of the sentences below shows a humorous perspective on James's two aunts?  
 a. "Aunt Sponge was enormously fat and very short."  
 b. "How I adore / My radiant looks! And please ignore / The pimple on my chin."  
 c. "I can actually see the thing bulging and swelling before my very eyes!"  
 d. "There's a pile of money to be made out of this if only we can handle it right."
- How would you describe the group of insects in this book?  
 a. They quarrel constantly and tend to be selfish creatures.  
 b. They are a bumbling group that never do anything correctly.  
 c. They are funny and entertaining to everyone who meets them.  
 d. They are very different, but they care about each other.
- How do the insects feel before they begin their journey inside the peach?  
 a. They are unsure, but they trust James to lead them.  
 b. They are very frightened about what the future may hold.  
 c. They want to get away from the aunts, and they long for adventure.  
 d. They assume everything will go smoothly because they don't know any better.
- Which of James's personal qualities becomes most important during the journey inside the peach?  
 a. He tries to get along with everyone.  
 b. He is extremely honest.  
 c. He comes up with creative ideas.  
 d. He overcomes his fear of insects.

Name:

Date:

6. Where does the peach end up after it rolls down the hill?
- |  |  |
|--|--|
| <input type="checkbox"/> a. in a pasture           | <input type="checkbox"/> c. in the ocean                     |
| <input type="checkbox"/> b. in a chocolate factory | <input type="checkbox"/> d. at the top of a tall white cliff |
7. Choose one of the following words to complete this sentence:  
The peach was \_\_\_\_\_ to the seagulls by string woven by the Silkworm and Miss Spider.
- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> a. scuttled | <input type="checkbox"/> c. plummeted |
| <input type="checkbox"/> b. tethered | <input type="checkbox"/> d. swerved   |
8. How does the author use facts to make his fantasy more believable?
- a. He explains how insects help us.
- b. He describes the growth process of peaches.
- c. He provides information about how storms are created.
- d. He analyzes different ways to travel through the air.
9. To which senses does the following image appeal? “The music came pouring out and filled the whole blue sky around them with magic melodies.”
- |   |   |
|---|---|
| <input type="checkbox"/> a. sight and smell | <input type="checkbox"/> c. sight and sound           |
| <input type="checkbox"/> b. taste and touch | <input type="checkbox"/> d. sight, hearing, and smell |
10. What lesson can you learn from *James and the Giant Peach*?
- a. Life is often nothing but struggle and hard work.
- b. Families have disagreements, but most people try to work things out.
- c. Good people frequently get what they deserve.
- d. All aunts are mean.

### **B. Recognizing Literary Elements and Techniques**

Write your answers on the lines provided.

11. Give an example of one of the settings in the story.

\_\_\_\_\_

12. Give an example of a fantastic element from the story.

\_\_\_\_\_

13. Give an example of direct characterization from the story.

\_\_\_\_\_

14. Give an example of an external conflict from the story.

\_\_\_\_\_

Name:	Date:
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15. Give an example of imagery that appeals to the sense of sight from the story.
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### C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. What would you consider to be the qualities of James's two aunts that define them most clearly as "horrible"? Explain your point of view in a paragraph that gives examples from the book.
- 

17. How does James change from the beginning to the end of the book? Write a paragraph describing the conflicts that James must face, how he overcomes them, and how he changes as a result.
- 

18. How does the author show that James is a real hero, someone who can be trusted to lead others? Write a paragraph that shows how the author portrays James's qualities in a positive light.
-