

QUESTIONS and ANSWERS

Name _____

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. _____

2. _____

ANSWER: Lina

1. _____

2. _____

ANSWER: Doon

1. _____

2. _____

ANSWER: The Pipeworks

1. _____

2. _____

ANSWER: The Mayor

PARTNER UP: QUESTIONS AND ANSWERS

Name _____

Choose a different question stem for each question below. Circle your choice in the box. With your partner, write questions about the story, and then write their answers.

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Circle one: Who What Where When Why How

Questions: _____

Answers: _____

Main Events

Name _____

What are the main events of the chapter(s) you have just read? Draw a picture for each, and write a short, simple sentence describing the event. At the bottom, give the chapter(s) a title.

First, _____

Next, _____

Last, _____

Chapter Title: _____

The City of Ember: Themes

Name _____

Underneath the three story themes below, you will find a list of related questions. Choose and circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways.

THEME 1: Greed

1. Think about a time that you have felt greedy. Why did you feel greedy? Did you feel regretful about it? Why or why not?
2. Choose three characters from the story and explain how they each displayed greed.
3. Do you think that humans are naturally greedy creatures?
4. Who is the least greedy person in the book? Explain. Who is the least greedy person you know? Explain.

THEME 2: Nature

1. Do you think that people can be happy without nature (like the sky, and animals)? Explain.
2. How do Doon and Lina react when they leave nature for the first time departing Ember? How would you react if you were in their shoes? How do you feel if nature is a part of your life? How do you feel if it isn't? How do you feel if you are away from you?
3. What "nature" thing do you think the people of Ember are familiar with?

THEME 3: Family

1. Write about how families in Ember are similar to and different from families in your own society.
2. Think about the families you met in the story. Which family is your family most like?
3. Who do you think is the loneliest character in the book? Can you relate to this character?
4. Think about the saying, "Blood is thicker than water." What do you think this means? Do you agree or disagree? Explain.

FIGURATIVE LANGUAGE

Name _____

DIRECTIONS: Read each quote in the dashed boxes at the bottom of the page. Think about what type of figurative language it is. Cut out the quotes and glue them into the appropriate box on this page. Justify each of your placements with a sentence.

SP simile	SP simile	SP simile
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:
SP simile	SP simile	ID idiom
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:
ID idiom	HY hyperbole	HY hyperbole
Place quote here	Place quote here	Place quote here
Justification:	Justification:	Justification:

Example quotes and justifications:

- "The job of messenger just happened to be perfect for Lina. She loved to run. She could run forever." (page 36)
- "The mayor did his usual again, and his tiny voice faded like smoke." (page 9-10)
- "The darkness seemed to fill not just the city, but the world. It felt like the back of her head as well." (page 94)
- "Doon doesn't care. That's not his job. I'm sorry." (page 36)
- "The mayor had his usual again, and his tiny voice faded like smoke." (page 9-10)
- "Seven of her orange hair [Lina] looked like a bright spark next to him." (page 6)
- "Granny woke up like a fish in the dark at." (page 23)
- "The captain flew off up. I know what she meant. Do, just come to one of our meetings. It could lift your heart." (page 6)
- "It was as if all the light in the world had been snuffed out. The only light left was the memory of the day of her father's death, when he seemed to glow on the long, long night, and the sound of his laughing was the only light through a single crack." (page 23)

CHARACTER FLIP BOOK: Instructions

Name _____

STEP 1: Choose between the color version or the b/w version. Print out the pages. Confirm that they printed out properly (the labeled names should be staggered).

STEP 2: Stack your flipbook. Lina's page belongs on the bottom of the stack, and the cover page belongs on the top. Staple three times along the top.

STEP 3: Starting with the cover page, and then working your way down, cut along each of the dotted guide lines.

Tips:

- You can pre-make these before distributing to students, or you can simply have the students make their own!
- Also, you can either have each student complete their own, or you can make this activity collaborative effort. For example, divide your class into 8 groups of 4. Have each of the groups complete ONE of the pages. Then complete each group's work to make one flipbook.
- One great option is to make the flipbooks before you start reading, and have the students work on them gradually, as you work your way through the book. Do a little here and a little there.

CHARACTER FLIP BOOK: The City of Ember

Created by _____

POOPY

MRS. MURPHY

CLARY

GRANNY

LIZZIE

MAYOR

DOON

LINA

CAUSES and EFFECTS

Name _____

Write the story event in the left-hand column below, write at least one effect for each cause.

CAUSES	EFFECTS
1. Doon randomly selects a messenger. (Chapter 1)	
2. Doon goes into the generator room. (Chapter 3)	
3. Granny becomes increasingly muddled and acts strangely, saying she has lost something. (Chapters 4-5)	
4. Lina loses Pippy while she is looking at colored pencils in a shop. (Chapter 5)	
5. A seven-minute long blackout occurred, which is more than twice as long as any other blackout before. (Chapter 6)	
6. Lina tells Doon about the paper from the safe box. (Chapter 7)	
7. Granny passes away in her sleep. (Chapters 10-11)	
8. Doon discovers the "E" stone that is referred to in the letter from the safe box. (Chapter 14)	

COMIC STRIP

Name _____

Design a comic strip below that shows what happened in the reading.

Title: _____

Panel 1: _____

Panel 2: _____

Panel 3: _____

Panel 4: _____

Panel 5: _____

Panel 6: _____

Common Core codes are listed on the bottom of each activity.

23 Reading Response Activities:

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

ACTIVITY PACKET

THE CITY OF EMBER

NOTHING
BUT
CLASS

By Jeanne DuPrau



Name _____

©2019 Nothing but Class

Name _____

CAUSES and EFFECTS

Read the story events in the left-hand column below. Then, write at least one effect for each cause.

CAUSES	EFFECTS
1. Doon randomly selects the job of messenger. (Chapter 1)	<ul style="list-style-type: none"> Doon loses his temper and has an outburst, stating that the future of Ember is doomed, so his job of messenger is silly. Doon trades his job with Lina, so that he has the opportunity to go underground and see the generator.
2. Doon sneaks into the generator room. (Chapter 3)	<ul style="list-style-type: none"> Doon is horrified, and realizes he cannot understand the generator. Doon feels hopeless about helping the future of Ember.
3. Granny becomes increasingly muddled and acts strangely, saying she has lost something. (Chapters 4-5)	<ul style="list-style-type: none"> Lina is concerned and keeps asking her granny what she thinks she has lost. Lina discovers the safe box and the piece of paper (although Poppy had discovered it first and chewed on it).
4. Lina loses Poppy while she is looking at colored pencils in a shop. (Chapter 5)	<ul style="list-style-type: none"> Lina feels horribly guilty for being so distracted with her colored pencils. Doon rescues Poppy, and Lina feels grateful to him.
5. A seven-minute long blackout occurred, which is more than twice as long as any other blackout before. (Chapter 6)	<ul style="list-style-type: none"> The Mayor calls a town meeting, and tells everyone to remain patient, and that they are working on solutions. The people panic, and question the Mayor.
6. Lina tells Doon about the paper from the safe box. (Chapter 9)	<ul style="list-style-type: none"> Doon agrees that the paper must be important. Doon sneaks Lina into the Pipeworks where they try to open a strange door. Doon and Lina see a man enter and exit the strange door, but they don't understand why.
7. Granny passes away in her sleep. (Chapters 10-11)	<ul style="list-style-type: none"> Mrs. Murdo takes Lina and Poppy into her own home, adopting them. Lina feels terribly alone. Lina shares the news with Lizzie, who does not seem to care very much.
8. Doon discovers the "E" stone that is referred to in the letter from the safe box. (Chapter 14)	<ul style="list-style-type: none"> Doon and Lina follow the instructions, which leads them down a ladder and into a secret room, where they find candles, matches, and boats. They realize the way out of Ember is via the river on the boats.

Chapters 1-14 RL.33/RL.43/RL.53/RL.63

©2019 Nothing but Class

Easy Planning & Low Prep:

- Student Cover Page
- All answer keys

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4-5	Questions and Answers	Use after finishing the novel.
		6	Partner Up: Questions and Answers	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	7-8	Themes and Lessons	Use after finishing the novel.
		9	The City of Ember: Themes	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	10	Comic Strip	any
		11	Main Events	
		12-13	Causes and Effects	1-14
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	14-33	Character Flip Book: The City of Ember	Use throughout the novel.
		34	Character Change	Use after finishing the novel.
		35	You vs. Character	any
		36-37	Character and Plot	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	38-44	The City of Ember: Setting Notes	1, 2, 3, 4, 8, 11, and 18
		40-44	The City of Ember: Focus on Setting	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	43	Figurative Language Version 1	1-12
		44	Figurative Language Version 2	any
		45-46	Figurative Language Version 3	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	47	A Different Point of View	any
Connecting Text with Illustration or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	48	My Book Cover	Use after finishing the novel.
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	49	Reading Strategy: Preview Walk	Use before reading the novel.
		50	Reading Strategy: Predictions	Use throughout the novel.
Vocabulary: Unknown Words	L 3.4/L 4.4/L 5.4/L 6.4	51	Word Predictions	Use throughout the novel.
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	52	The City of Ember Journal: Freewriting <small>*Choose a quote or have the students choose quote to journal about.</small>	any
Informational Writing	RL 3.10/RL 4.10/RL 5.10/RL 6.10	53-56	The City of Ember Informational Brochure	Use after finishing the novel.







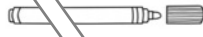
A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

Name _____

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

<p>Author Research ☆☆</p> <p>Use the Internet to do research about the author, Jeanne DuPrau. Write a biography about her. Be sure to include a Works Cited page.</p> 	<p>Playwright ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p>City of Ember Series ☆☆☆</p> <p>Did you know that there are three more books in this series? Read the next book in the series (called <i>The People of Sparks</i>). Write a two-page summary of what happens in the sequel. Include at least two illustrations.</p> 
<p>Game On ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p>Dystopian Books ☆</p> <p>Read another dystopian book (such as <i>The Giver</i>). Compare and contrast that book with <i>The City of Ember</i>. Write a report about the stories' similarities and differences. Include one illustration for each book.</p> 	<p>Newspaper ☆☆☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p> 
<p>3D Characters ☆☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p>Paper Bag Book ☆☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present each item to the class and explain why each item is important. Describe the items in your bag (include the book's title, author, and a picture).</p> 	<p>Puppet Show ☆☆☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.</p>

©2019 Nothing but Class

Name _____

Culminating Project Choices: Grading Sheet

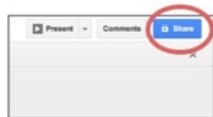
<p>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>	<p>Project Choice #9</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p>

©2019 Nothing but Class

Engaging Projects:

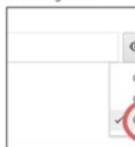
- Culminating Project Options for students to complete after the novel

6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

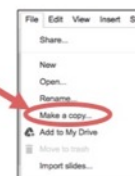


Note: Sharing with students could also be done through Google™ Classroom.

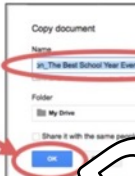
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't into their own Google™ Drives. In order to make their own copies, click on the blue button that says "Make a Copy," which will open whatever document you shared with them in a new window. "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name of the copy, so that it is not confusing when they share their documents. The copy will be saved into their own Google™ Drives.



9. Students will be able to access the content of the novel study. Any changes or comments students make to their files will be automatically saved.
 10. Students may share their works in progress with their parents or other students.
 11. Don't forget that you do have the option to print whatever you want. Printing is definitely most handy if they are printed. However, for the digital version (in this PDF).

12. Other Notes and Suggestions:

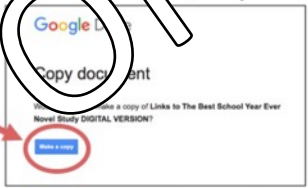
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
 - ✓ Student Bookmarks (pages 4-5)
 - ✓ Vocabulary Word Wall Cards (pages 58-62)
 - ✓ Vocabulary Flash Cards (pages 63-71)
 - ✓ Questions and Answers: Writing Sheet and Gluing Sheet (pages 74-75)
- Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete.

Instructions for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look like the one.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

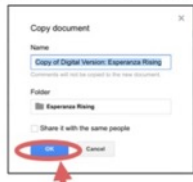
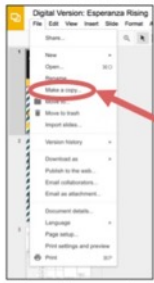


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2, you will have a new document called "Digital Version: Ramona Quimby, Age 8," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

Now, to make a copy of this document "Digital Version: Ramona Quimby, Age 8," by going to File>Make a copy. A window will pop up that will allow you to name the copy document. Rename it as you wish, and then click OK.

You can then customize this additional copy in whatever ways you want, according to your students' needs.



NOTHING BUT CLASS

PREVIEW ONLY

Your purchase includes both the PAPER version and the GOOGLE™ version of this novel study.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Enclosed within the product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

FIGURATIVE LANGUAGE

DIRECTIONS: Read each quote in the dashed boxes at the bottom of this page. Think about what type of figurative language it is. One of the boxes at the top of the page is labeled with an explanation.

FIGURATIVE LANGUAGE	SIMILE	SIMILE
Place quote here	Place quote here	Place quote here
Justification: Text Here	Justification: Text Here	Justification: Text Here
SIMILE	SIMILE	IDIOM
Place quote here	Place quote here	Place quote here
Justification: Text Here	Justification: Text Here	Justification: Text Here
IDIOM	HYPERBOLE	HYPERBOLE
Place quote here	Place quote here	Place quote here
Justification: Text Here	Justification: Text Here	Justification: Text Here

Examples:

- "...the job of messenger just happened to be perfect for Lina. She loved to run. She could run forever." (page 34)
- "[The mayor] did his smile again, and his heavy cheeks folded like drapes." (page 7-8)
- "The darkness seemed to fill not just the city around her but the inside of her head as well." (page 74)
- "Oh! Down's face felt. There's so sad," he said. "I'm sorry." (page 243)
- "Because of her orange hair, [Lina] looked like a bright spark next to him." (page 8)
- "Granny's voice was like a thin line in the dark air." (page 137)
- "Her slender legs felt heavenly strong like the wood of a bow that flexes and springs." (page 18)
- "The captain's face lit up. 'I know what you must do, dear—come to one of our meetings. It would lift your heart. We sing.' (page 40)
- "But as she did all this, in the back of her mind was the memory of the days of her father's illness, when he seemed to grow dim like a lamp losing power, and the sound of his snuffling was like water gurgling through a drain." (page 134)

MORE about the GOOGLE™ version...

- Resource pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is not editable. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

NOTHING
Class

Name _____

QUESTIONS and ANSWERS

Read each of the answers below. Think of two sensible questions for each answer. Write the questions on the lines above the answer.

1. _____

2. _____

NOTHING
but
Class

ANSWER: Line



1. _____

2. _____

ANSWER: Doon



1. _____

2. _____



ANSWER: The Pipeworks

1. _____

2. _____



ANSWER: The Mayor

The City of Ember: Themes

Underneath the three story themes below, you will find a list of related questions. Circle one question in each category to answer. Be sure to thoroughly explain your answer. In the very bottom boxes, illustrate your answers in creative ways.

THEME 1: Greed	THEME 2: Nature	THEME 3: Family
<ol style="list-style-type: none"> 1. Think about a time that you have felt greedy. Why did you feel greedy? Did you feel regretful about it? Why or why not? 2. Choose three characters from the story and explain how they each displayed greed. 3. Do you think that humans are naturally greedy creatures? 4. Who is the least greedy person in the book? Explain. Who is the least greedy person you know? Explain. 	<ol style="list-style-type: none"> 1. Do you think that people can be happy without nature (like the sky, and animals)? Explain. 2. How do Doon and Lina react when they see nature for the first time, upon departing Ember? How would you react if you were in their shoes? 3. What is your favorite part of nature? How would you feel if this was taken away from you? 4. What "natural" things are the people of Ember familiar with? 	<ol style="list-style-type: none"> 1. Write about how families in Ember are similar to and different from families in your own society. 2. Think about the families you met in the story. Which family is your family most like? 3. Who do you think is the loneliest character in the book? Can you relate to this character? 4. Think about the saying, "Blood is thicker than water." What do you think this means? Do you agree or disagree? Explain.
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

The City of Ember: FOCUS ON SETTING

Try to imagine being in one of the settings from the book. Write the setting's name on the line below. Next, find quotes from the text that help to describe the setting. Then, write what events from the story occur in this setting. Then, write what emotions that setting makes you feel. Finally, illustrate the setting.

Setting Name: _____

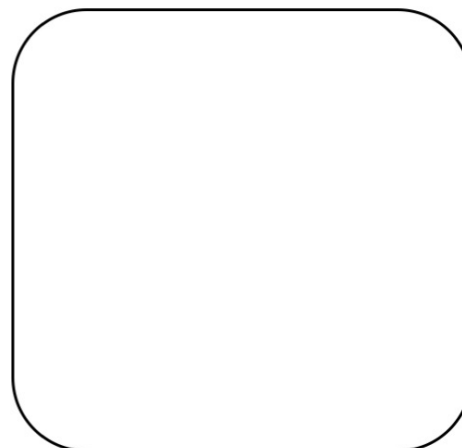
QUOTES:

STORY EVENTS THAT OCCUR HERE:

EMOTIONS:



ILLUSTRATION:



NOTHING
but
CLASS

CHARACTER FLIP BOOK: *Instructions*

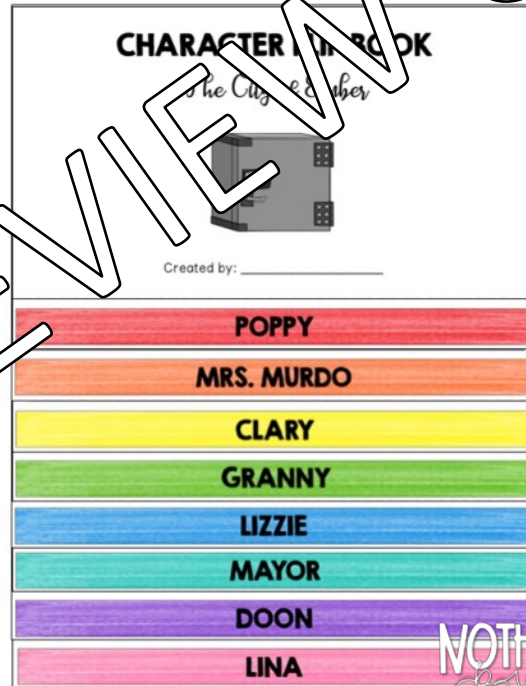
Step 1: Choose between the color version or the b/w version. Print out the pages. Confirm that they printed out properly (the labeled names should be staggered).

Step 2: Stack your flipbook. Lina's page belongs on the bottom of the stack, and the cover page belongs on the top. Staple three times along the top.

Step 3: Starting with the cover page, and then working your way down, cut along each of the dotted guide lines.

Tips:

- You can pre-make these before distributing to students, or you can simply have the students make their own!
- Also, you can either have each student complete their own, or you can make this activity a collaborative effort. For example, divide your class into 8 groups of 4. Have each of the groups complete ONE of the pages. Then compile each group's work to make one book.
- One great option is to make the flipbooks before you start reading. Have the students work on them gradually, as you work your way through the book. Do a little here and a little there.



NOTHING
but
class