

Running Out of Time



By

Margaret Peterson Haddix

A Novel Study
by Joel Michel Reed

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About the author: Joel Reed has over 80 published novel studies and is the author of four novels. For information on his work and literature, please visit www.reednovelstudies.com

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Suggestions and Expectations

Note: The questions and activities in this workbook are intended to be done in an *open book format*. You may wish to complete all of the activities, or only those that interest you.

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on two or three chapters of *Running Out of Time* and is comprised of five of the following activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Identify *exaggeration*
5. Identify/create *similes*
6. Use of singular / plural nouns
7. Listing compound words
8. Identifying parts of speech
9. Identifying syllables
10. Identify *personification*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Story summary pyramid.

Character Activities

1. Determine character traits
2. Character comparison
3. Relating personal experiences

Creative and Critical Thinking

1. Research assignments
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write an author biography
6. Write about personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Complete a KWS Chart
10. Research assignments

Art Activities

1. Complete a Storyboard
2. Create a collage & mural
3. Complete a film comparison
4. Design a cover for the novel
5. Create a comic strip
6. Design a diorama.

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Synopsis

Jessie Keyser lives with her family in a small log cabin. Her father is a blacksmith and her mother cares for her and her siblings – though, at night, Jessie's mother also secretly tends to everyone who is getting sick in their village. One night, she tells Jessie that there's a diphtheria outbreak – a dangerous disease, and if they don't act soon, some of those sick children could die. Then Jessie's mother tells her that only Jessie can help – by leaving Clifton. But Jessie's mother also reveals a shocking truth about what, where, and when Clifton is. Jessie will have to escape and survive in a totally strange world, because she and her friends are all running out of time. (Courtesy of the publisher – Harper Collins Childrens)

Author Biography

Margaret Peterson Haddix

Haddix grew up on a farm about halfway between two small towns: Washington Court House, Ohio, and Sabrina, Ohio. Her family was predominantly farmers and she grew up in a family of voracious readers. Some of her favorite books growing up included E.L. Konigsburg books, Harriet the Spy, Anne of Green Gables, Little Women, Anne Frank, Rebecca of Sunnybrook Farm, and The Little Princess.

She graduated from Miami University in Oxford, Ohio with degrees in English/journalism, English/Creative 'writing, and History. During college, she worked on the school newspaper and had summer internships at newspapers in Urbana, Ohio; Charlotte, North Carolina; and Indianapolis, Indiana.

Haddix chose to pursue fiction writing after her husband, Doug, became a news reporter, because she did not want to be his employee. Her previous work as a reporter inspired her to write fiction. After documenting a wide variety of topics, she wanted to create her own plots and characters. Haddix experienced a long period of having her writing rejected by publishers before her first two books were accepted in 1995 and 1996. Her first book was Running Out of Time, published when Haddix was pregnant with her second child, and her first child was one and a half years old. Her second book, Don't You Dare Read This, Mrs. Humphrey, followed shortly after.



Adapted from Wikipedia: https://en.wikipedia.org/wiki/Margaret_Peterson_Haddix

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Student Checklist

Student Name

[illegible]

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Name: _____

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Chapters 1-3



Before you read the chapter:

Considering that our novel is set in the mid 1800's, what are your thoughts and opinions about the various lifestyles and challenges faced by individuals living during that period of history?



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

- | | |
|---------------|--|
| 1. Illuminate | A. A treatment to cure a disease that's not very serious. |
| 2. Contrived | B. A line that separates two countries or borders. |
| 3. Poultice | C. To discuss something with someone. |
| 4. Remedy | D. A person (typically a child) with light-colored hair |
| 5. Confer | E. Planned in advanced and not natural or genuine. |
| 6. Quarantine | F. A period of isolation in order to prevent disease. |
| 7. Frontier | G. To move toward a place from different directions. |
| 8. Heirloom | H. To shine light on something. |
| 9. Converge | I. An object that belongs to a family for many years. |
| 10. Towheaded | J. A soft substance spread on a cloth, sometimes heated, and put on the skin to reduce pain or swelling. |

Questions



1. Describe the setting of the story as Chapter One begins.

2. Why did the townsfolk call Jessie's mother "the midwife"?

3. How did the family make the trip out to Indiana?

--

4. According to Jessie, who is the current president of the United States?

--

5. What happened to Jessie when she climbed the tree to retrieve the strange box?

6. Using resources from your school library or the Internet, briefly describe the medical condition "diphtheria", listing the symptoms and known treatments.

7. Which two words or phrases did Jessie say were forbidden to use in Clifton?

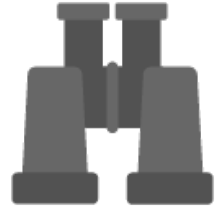
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Language Activities



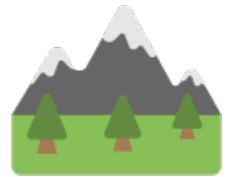
A. Foreshadowing

Foreshadowing is a literary device used by authors to provide clues for the reader so they are able to predict what might occur *later* in the story. Briefly describe a moment in the novel where the author used foreshadowing.



B. Cliffhanger

Chapter Three contained an important literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter Three? Why do you think the author ended the chapter in this way?



Fascinating Facts

Did you know that chamber pots were employed for centuries as a means for safely containing and disposing of human waste before the advent of indoor plumbing? The task of emptying these unpleasant containers typically fell upon the younger members of the family. For those who were wealthy, this responsibility would often be delegated to household servants.



C. Compound Words

Find ten compound words from the last three chapters and separate them into two parts.

	Word	Part 1	Part 2
01			
02			
03			
04			
05			
06			
07			
08			
09			
10			

D. Write a Lipogram

Your task is to write a paragraph summarizing the events from these Chapters. But wait, there's a catch! Your paragraph cannot contain the letter I, and it must remain grammatically correct!

[illegible]

E. Observation Chart

Running Out of Time is a novel filled with strange sights and sounds. Look back over the novel and get as many examples of the five senses, listing them in the chart below with a description about where each is found. You may wish to choose your examples from one scene, or a number of different scenes.



Sight	Sound	Touch	Taste	Smell