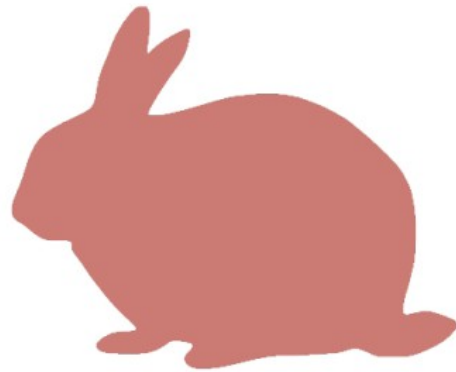


The Miraculous Journey of Edward Tulane



By

Kate DiCamillo

A Novel Study
by Nat Reed

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This 84 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of **The Miraculous Journey of Edward Tulane** and is comprised of these different sections:

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

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

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

Many of the activities included in this curriculum 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.**

Themes which may be taught in conjunction with the novel include stuffed animals/dolls; loss; the importance of friendship; personal growth; chance and coincidence; self-acceptance; life journeys.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms & antonyms
3. Identifying/creating *onomatopoeia*
4. Use of capitals and punctuation
5. Identifying syllables
6. Listing compound words
7. Identifying/creating *similes*
8. Use of singular / plural nouns
9. Using content clues: analogies
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identifying / creating *alliteration*
14. Identifying anagrams.
15. Identifying/creating *personification*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a 5 W's Chart
2. Identify conflict in the story
3. Identify *cliffhanger*
4. Identify the climax of a novel
5. Write a synopsis
6. Predict an outcome
7. Complete a Sequence Chart
8. Identify *coincidence*

Character Activities

1. Determine character traits
2. Compare characters
3. Relating personal experiences
4. Identify protagonist/antagonist

Creative and Critical Thinking

1. Research
2. Write a newspaper article
3. Write a letter to a friend
4. Complete an Observation Chart
5. Write a journal entry
6. Conduct an interview
7. Write a description of personal feelings
8. Write a Book Review
9. Create *Found Poetry*

Art Activities

1. Design a cover for the novel
2. Create a Storyboard.

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Synopsis

Prepare yourself for a miraculous journey with Newbery Medalist Kate DiCamillo. Once, in a house on Egypt Street, there lived a china rabbit named Edward Tulane. The rabbit was very pleased with himself, and for good reason: he was owned by a girl named Abilene, who treated him with the utmost care and adored him completely.

And then, one day, he was lost.

Kate DiCamillo takes us on an extraordinary journey, from the depths of the ocean to the net of a fisherman, from the top of a garbage heap to the fireside of a hobos' camp, from the bedside of an ailing child to the bustling streets of Memphis. And along the way, we are shown a true miracle -- that even a heart of the most breakable kind can learn to love, to lose, and to love again.

A timeless tale by the incomparable Kate DiCamillo, complete with stunning full-color plates by Bagram Ibatoulline, honors the enduring power of love. (*The Publisher*)

Author Biography

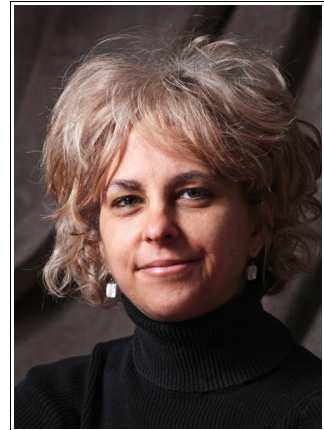
Kate DiCamillo

Katrina Elizabeth "Kate" DiCamillo (born March 25, 1964) Born in Philadelphia, DiCamillo suffered from chronic pneumonia. At age five, she moved to Clermont, Florida for her health (warmer climate) with her mother and her older brother Curt DiCamillo, who would become a noted architectural historian. Her mother was a teacher. Her father remained in Pennsylvania to sell his orthodontic practice and never rejoined the family in Florida.

DiCamillo earned her college degree in English at the University of Florida in 1987 and worked in Florida after graduation. At age 30 she moved to Minneapolis and began working at a book warehouse. That job inspired her to write for children and allowed her to meet a sales representative for Candlewick Press, resulting in submission of a draft that would become *Because of Winn-Dixie*.

Her 2003 novel *The Tale of Despereaux* was inspired by a friend's son, Luke Bailey, who asked her to write about an unlikely hero with "exceptionally large ears".

(Courtesy of Wikipedia) - http://en.wikipedia.org/wiki/Kate_DiCamillo)



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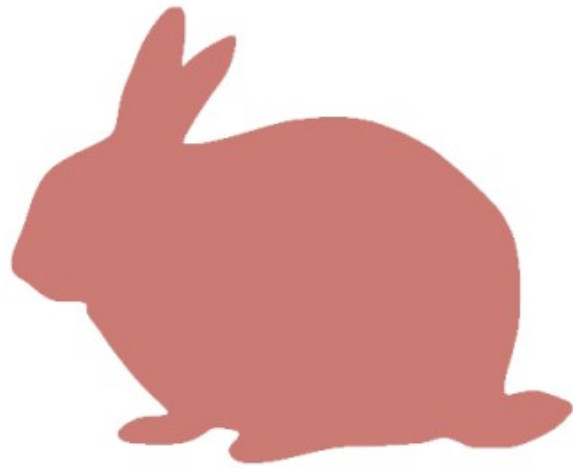


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

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Name: _____

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Chapters 1 - 2



Before you read the chapter:

Every good novel usually features a **protagonist** ("good guy") and an **antagonist** ("bad guy"). What do you think are important characteristics for a protagonist and an antagonist to possess? Try to come up with at least three characteristics for each.

	PROTAGONIST	ANTAGONIST
1		
2		
3		



Vocabulary:

Match each word with its definition.

1.	ennui
2.	unsavory
3.	exceptional
4.	condescending
5.	inexplicable
6.	implication
7.	indignity
8.	elegant
9.	diligence
10.	cavalier
11.	demented
12.	agitation

a.	unpleasant or tasteless
b.	unexplained
c.	crazy; insane
d.	embarrassment
e.	attention to detail
f.	feeling of weariness or discontent
g.	superb
h.	suggestion
i.	arrogant
j.	annoyance
k.	beautiful or tasteful
l.	patronizing

Questions



1. Describe the **setting** at the beginning of this novel.

2. Think of four appropriate words to describe the personality of Edward Tulane.

--	--	--	--

3. What does the expression "gave him pause" mean in the following sentence: "Only his whiskers gave him pause"?

4. Give proof from Chapter One that Edward was conceited.

5. Other than Abilene, who was the only other person who spoke to Edward as an equal? Why do you think she did this?

6. When Edward was "attacked" by Rosie, what further indignity did he suffer from the words of Abilene's mother?

7. Explain the circumstances whereby the new maid was dismissed. Do you feel the action of the family was justified in this incident? Explain your answer.

Language Activities



A. The Simile.

Kate DiCamillo is an author who seems to enjoy using literary devices. One example we see on more than one occasion is the **simile** (a comparison between two things using the words *like* or *as*). Here is an example from the novel: "black eyes that shone like dark stars"

a) List the two items being compared:

--	--

Create your own similes from the following suggestions:

b) the bite of a chipmunk

c) a exciting ride on a roller coaster

d) Bonus: Can you find another example of a simile from the first two chapters? If not, make one up using events or people from the novel to help you.

B. Place the following words from these chapters in alphabetical order.

table	1.
trotted	2.
time	3.
the	4.
lap	5.
there	6.
tail	7.
tired	8.
they	9.
ten	10.

C. The Queen Mary

In Chapter Three Abilene's family plans a trip to Europe on the Queen Mary ocean liner. The Queen Mary is one of the world's most famous passenger ships. It is presently docked permanently off Long Beach, California, where people may tour the ship. Using resources in your school library or on the Internet, investigate this incredible vessel. Write a short report on the Queen Mary outlining at least five interesting facts about it.



D. Cinquain Poems

A Cinquain poem has five lines and most often does not rhyme. Write two Cinquain poems describing two of the characters from *The Miraculous Journey of Edward Tulane* using what you know about them from this novel. With your teacher's permission you may wish to collaborate with a colleague in the creation of these poems.

<p>Line 1 is one word. Line 2 is two words. Line 3 is three words. Line 4 is four words. Line five is one word.</p>	<p><i>Santa Saint Nick Long white beard Christmas Eve present-giver Jolly</i></p>
---	---

Character 1 _____

Character 2 _____

E. 5 Ws and an H.

Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and conclusion of these chapters.



Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: