

**HighWire**  
MAGAZINE

# ESCAPE

## **The Great Escape**

Allied soldiers digging  
for freedom

## **The Great Houdini**

The greatest escape  
artist of all time

## **Small Stuff**

Can Liam save his classmates?

**Volume 7, Issue 4 Teacher Guide**



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## High Wire Magazine – Escape Teacher Guide

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# Escape

## Teacher Guide

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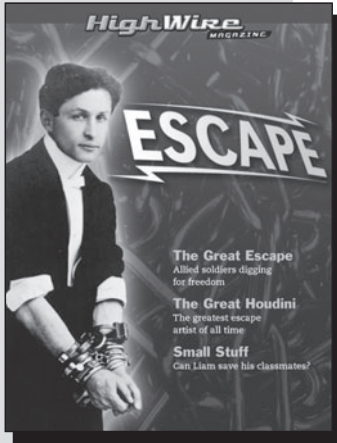
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Escape

## Key Reading Strategy: *Monitoring for Meaning*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy of Monitoring for Meaning. The students can practice using this strategy at places in the magazine marked with the symbol ★. For more information on this strategy, see page 9. **Assessment Master 6** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** social studies, technology

## Introducing the Magazine

### Setting the Scene

Tell the students that, by the time they have finished reading this issue of *High Wire Magazine*, they will be experts in the art of escape. To help set the scene for the magazine's theme, ask questions such as the following:

- When you hear the word “escape,” what is the first thing that comes into your mind?
- What are some situations from which you might need (or want) to escape?

You could record the students' ideas on a chart or have them record the ideas themselves.

### Making Connections

Explain to the students that the magazine looks at different types of escape. Ask:

- What great feats of escape do you know about?

Ask the students to make a list of historical escapes as well as escapes that have taken place in the past five years. Record the two lists.

Tell the students that the stories in the magazine have been presented in a number of ways, as both fiction and nonfiction.

Ask them to suggest various forms of writing they are familiar with, and record these on the board. Ask them to choose one of the text types and write a composition called “The Great Escape.”

Have students hand in their completed papers. Keep them until they have finished reading the magazine. At the end of their study on escape, hand their papers back and ask the students to consider whether their ideas of “escape” have changed.

## Lesson Focus

Monitoring for meaning  
Questioning  
Visualizing

## About This Selection

This story chronicles the great escape from a German prisoner of war camp. It describes the means of escape, the perils that came with it, and the lucky few who survived.

## Word Talk

Glossary words: *turmoil, allies, architects, gramophone, forge, mourning*

Other vocabulary: *mastermind, eager, reinforce, setbacks, civilian, pose, swift, harsh*



## Teaching Tip

Use a map to show the students where Poland is located to highlight its vulnerability as a land-locked country.



## Assessment Tip

Look for students who employ a variety of strategies, such as rereading, making use of text features or visuals, or changing their reading rate to further clarify meaning of the text.

# The Great Escape

page 2

## Before Reading

Explain to the students that during WWI and WWII both “sides” set up prisoner of war camps. This was where they put soldiers caught behind enemy lines. They were heavily guarded, and the men were often interrogated by the guards so that they could find out the plans and movements of their enemies.

## K-W-L Chart

Introduce a K-W-L chart to find out what the students already know about prisoners of war and what they would like to find out about them.

## Making Connections

Ask the students questions such as the following:

- What sort of person would try to escape rather than wait out the war?
- What emotions would be involved in the decision to escape?

## Text Features

Tell the students that they will be reading a nonfiction text called “The Great Escape” about how a number of soldiers escaped from a prisoner of war camp. Ask questions such as the following:

- What are the features of a nonfiction text?
- What is the difference between nonfiction and a story based on truth?

Have the students look at the headings and comment on the size, color, and type of font, the background color, and the graphics. Ask questions such as the following:

- Why are these headings effective?
- Could another heading be as effective? Why/why not?

Draw the students’ attention to the footnotes used throughout the article. Ask questions such as the following:

- What is the purpose of a footnote? Why is this information not placed in the body of the text?
- Why have sketches been used as well as photographs? Look at the article and explain the purpose of each of these graphics.

## During Reading

### Read Aloud

★Read pages 2 and 3 aloud. Have the students use an index card as a bookmark to record any words or ideas that they have trouble understanding. Talk about the words used in the text and find out whether any of the information is familiar to the students. Find out what they think would be involved in organizing an escape from a prisoner of war camp.



### Reflection and Metacognition

Ask the students to discuss how the illustrations and photographs helped them to understand the story.

### Text Reformulation

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

### Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

### Questioning

Discuss the fact that Roger Bushell found prisoners who had been engineers and architects to help mastermind the Great Escape. Ask:

- What other types of people (professionals) would he have needed to help him?

### Visualizing

As you read the pages “Beating the Odds” and “Many Setbacks,” ask the students to visualize what it would have been like to be an escape worker inside the tunnel. Have them record these images as a Double-Entry Journal, quoting from the text and drawing or writing the mental image they have. Ask questions such as the following:

- What obstacles or odds do you think the men would have had to overcome?
- What setbacks might they have experienced?
- What is a ferret in this context?
- Why were these special guards referred to as ferrets?

## After Reading

### Questioning

To encourage conversation among the students, ask questions such as the following:

- How does reading about such an event make you feel?
- Did you enjoy this selection? Why/why not?
- ★Which particular words or ideas in this account would you like explained further?
- Do you think that a similar escape would be possible these days? Why?/why not?

### K-W-L Chart

Complete the last column of the K-W-L chart and find out if any Want to Know items were not answered by the text. Students could watch segments of the movie *The Great Escape* based on the same story and see if it answers more of their questions.

### Text Reformulation

Have the students reformulate the text as a series of drawings or cartoons for each section of the article.

### Somebody Wanted But So

Use a Somebody Wanted But So activity to summarize and classify information about a character from the story. Record what the character wanted, what happened to the person, and how everything turned out in the end.



## Featured Graphic Organizer: Chain of Events

A chain of events gives a clear outline of important events in a piece of writing. It can be used in both nonfiction and fictional contexts. It is a useful way of putting events into a chronological order and helping students to clarify their ideas when trying to extract meaning from a text.

A chain of events is a tool that students can use when studying in such varied areas as English, social studies, and science to enhance their understanding of a complex text.

Have the students create their own chain of key events from “The Great Escape.”

### Reading and Discussing the Page

With the students, read through the events described in each link, as well as the accompanying orange bubbles. Ask questions such as the following:

- What was the event that led to fifty men being shot?
- Why did the prisoners escape only through Harry?

Discuss with the students why a chain of events is a useful tool, for example:

- It’s easy to read, moving in a logical way from left to right.
- It shows the correct order of events in very few words.
- The different-colored links and bubbles show the activities of the protagonist and the antagonist.
- It’s a simple way of summarizing information.

For practice with chain of events, the students could:

- brainstorm anecdotes of events in the classroom and create a chain of events for each one
- read “Small Stuff” on pages 14–21 and create a chain of events for this story, using **BLM 1**, Chain of Events.

## Lesson Focus

Monitoring for meaning  
Making inferences  
Making judgments

## About This Selection

This report provides an inside look at the tunnel named “Harry” that was used in the earlier article “The Great Escape.” This report features diagrams of everything as it would have been in the camp.

## Word Talk

Vocabulary: *achievement, outer, supported, beyond*



## Assessment Tip

Look for students who employ a variety of strategies, such as rereading, making use of text features or visuals, or changing their reading rate to further clarify meaning of the text.



## Reflection and Metacognition

Discuss the questions that required the students to make inferences. Was this difficult for them to do? If so, why?

# A Plan for “Harry”

page 10

## Before Reading

### Making Connections

After the students have read the article “The Great Escape,” ask:

- What do you already know about the tunnel called Harry?
- Why were Tom and Dick not used? (See if the students can remember exactly why.)

### Questioning

Tell the students that they are looking at a graphic text. Read the paragraph in the bottom left-hand corner of page 10. Ley Kenyon was a prisoner in Stalag Luft III. Ask questions such as the following:

- Why do we use graphic texts? What is their purpose?
- If you were one of the prisoners planning to escape and you were looking at this diagram, what questions would you have?

### Skimming

Have the students skim the text and identify any words or ideas that are unfamiliar to them. Explain these before proceeding with reading.

## During Reading

### ★Marking the Text

Read aloud the text in the introductory paragraphs while students listen and follow along. As you do so, ask the students to mark the text with a sticky note or a bookmark to keep track of all the barriers and obstacles that would make an escape difficult. Ask:

- What information in this section was not in the article “The Great Escape”?

### Making Inferences

Model Making Inferences for the students. Have students take turns reading the text in the yellow boxes. Ask them to paraphrase what they have read and make inferences where appropriate. For example, in the box entitled “Watchtower,” they could say, “This means that it was possible for guards in the watchtower to spot the prisoners coming out of the tunnel.”

### Making Judgments

After everyone has read the text, ask questions such as the following:

- What is the purpose of this graphic text?
- What type of information is it giving you?
- What is the advantage of using a graphic text?
- Is any information still missing? What else would you like to know?
- Is this a useful way of presenting information? Why/why not?



## After Reading

### Text Reformulation

★Ask the students to present the information as a different form of graphic text. Have them share their work and compare it with the graphic text to assess its effectiveness.

### Making Connections

Ask:

➤ How would you feel during escape day?

### Creative/Aesthetic Response

The students could write a postcard home, including information from the graphic text.

## Key Reading Strategy: Monitoring for Meaning

Monitoring for Meaning is one of the most important strategies we use when learning to read. There is little point in being able to read if we are unable to extract meaning from what we've read. Students can use a number of strategies when trying to decode a text. These include rereading, reading on, using pictures, and making notes.

### Reading and Discussing the Page

Have the students turn to page 12 and follow along as you read the title and first two paragraphs. Explain that Monitoring for Meaning means that you are checking that you understand what you are reading.

The green section on page 12 suggests some strategies that students can use to check their understanding of the text.

Read page 13 aloud, and have the students apply these strategies to "Small Stuff." Start them off by reading pages 14 and 15 aloud and reminding them that they must monitor their understanding as they read.

Model some reading strategies such as Questioning, Marking the Text, and Rereading, demonstrating how you can choose a particular strategy to help you to make sense of any confusion. At the end of reading, ask questions such as the following:

- What strategies did you use?
- Is that a strategy that you have used before?
- Why did you use that strategy?
- Are there others you could have used?

Have the students read page 16 independently. Encourage them to note the places where they have trouble gaining the meaning so that they can go back later. Remind them not to be in a hurry to solve their "problem." They should:

- choose a strategy they think will help
- try it
- if it works, move on
- if it doesn't, try another one until they are successful.

Have the students repeat the process with each page. When they have sorted out all their trouble spots, have them reread the selection.

As a final test of their understanding, ask them to retell the story to someone else.

Suggest that they use a bookmark and record three of the monitoring activities they're keenest to use as they proceed through the magazine. They could place a tick beside the strategy each time they use it.

Have the students complete **BLM 2**, Monitoring for Meaning.

## Lesson Focus

Monitoring for meaning  
Making connections

## About This Selection

In this story, a group of rock climbers is trapped inside a cave. The smallest of the group faces his fear of heights to escape and save the others, proving that size doesn't dictate bravery.

## Word Talk

Glossary word: *stalagmites*

Other vocabulary: *wimpy, shaft, inched, swelled, shuddered, raged, huddled, churning, gash, unconscious, sloshed, effortlessly, unforgiving, portable*

# Small Stuff

page 14

## Before Reading

### Making Connections

Ask the students:

- Do you know what a phobia is?

Have a list of phobias written on a chart or transparency to show the class. Discuss the names and see if the students can guess what phobia each one relates to.

Tell the students that they will be reading a piece of fiction about a group of students who get caught by a flash flood when caving and a boy who overcomes his fear of heights to help his friends escape.

Offer the students the opportunity to talk about their own experiences of phobias and discuss what it might be like to overcome them.

## During Reading

### Marking the Text

Talk about the fact that the author has made extensive use of language features such as metaphors and similes. These are an effective mechanism for creating a mind picture for the reader, but they sometimes make extracting meaning more difficult. Ask the students to use sticky notes or a bookmark to mark any metaphors they come across and discuss their meaning when the passage has been read.

### Shared Reading

Read aloud the selection on pages 14 and 15. Discuss the characters (including their names and personalities) and the setting, and ask the students to predict possible plots as the story continues. At appropriate points, ask questions such as the following:

- ★What is a stalagmite? (If the students are unable to tell you, explain and then talk about strategies that they could use to find out – ask a friend, consult a dictionary, or read on to see if the text explains.)
- Why do you think Liam chooses not to respond when his classmates make fun of him? What would you do in a similar situation?
- ★Is there anything in what we've just read that needs clarifying?
- ★What is another way of saying "his neck prickled" (page 16)? What does it mean? Ask the students to come up with a number of different metaphors.
- ★What does it mean when the author writes "Boulders had been swept across the ground as effortlessly as marbles"?
- ★At the top of page 20, Liam slid into the gap "without allowing himself to think about what he was doing." What might have happened if he had thought about it?
- ★On page 21, what does it mean when the author writes "he came reeling across the grass"?



### Reflection and Metacognition

Have the students discuss which aspects of the text were difficult for them and which aspects supported them to read this selection independently.

### Scales

A Likert scale asks students to rate their level of agreement with a statement on a range from “strongly disagree” to “strongly agree.”

## After Reading

### Making Connections

Ask the students questions such as the following:

- Do you think Liam would have saved the day if the other members of his group had not hassled him? Why/why not?
- Did the story fit with the predictions you made?
- What does the term “blessing in disguise” mean in the context of this story?

### Scales

Students could use Scales to look at the way one of the characters has been developed throughout the story.

### Text Reformulation

Students could:

- ★reformulate the story in the form of a poem, a letter from the point of view of one of the characters, or a newspaper report
- write an alternative ending for the story
- write about their own experiences of overcoming a phobia.

### Research

Encourage students to use the library or the Internet to research real caving accidents.

## Lesson Focus

Monitoring for meaning  
Making inferences  
Asking questions

## About This Selection

In this selection, three people explain their love of reading as well as their favorite genre of writing. They suggest some of their favorite books for students to read.

## Word Talk

Vocabulary: *pioneering, addicted, reality, medieval, prove, plot, hardcore*



### Teaching Tip

To monitor the students' understanding of the selection, ask for volunteers to give an oral summary of each person interviewed and what they found out about them.



### Teaching Tip

Pair students after reading to share their own book preferences.

# Reading Escapes

page 22

## Before Reading

### Making Connections

Before reading this selection, ask the students to bring in a book that has special significance to them. Provide a time before reading the selection to share these, along with one of your own.

Tell the students they will be reading a selection called “Reading Escapes.” Ask:

- What does the title suggest to you?

Ask the students whether there is a particular type of book they prefer to read or whether they have a sport or hobby that they are passionate about and may want to read about. Ask whether there is another type of activity that they enjoy doing and that provides an escape from everyday life.

### Predicting

Tell the students that the interviews are with a fifteen-year-old girl, a fourteen-year-old boy, and a thirty-three-year-old man. All of them see reading as an escape from everyday life. Ask:

- Can you predict what kind of books each of these people may prefer?

## During Reading

### Shared Reading

Read aloud the first paragraph. Ask a student to read the interview with Maggie Bissett aloud. Ask questions such as the following:

- What sort of questions do you think Maggie was asked? (Record these on the board.)
- When Maggie talks about “pioneering days,” what era is she talking about?
- What do you imagine life was like in those days?

Ask another student to read aloud the interview with Barnaby Nicholls. Once again, record on the board the questions the students think Barnaby was asked. Ask questions such as the following:

- ★What do you think he means about the “historic feel of fantasy”?
- Have any of you read (or listened to) the Narnia books? If so, what do you think of them? If not, do you think you would be interested in starting on them?

Read aloud the interview with Paora Tibble. Ask questions such as the following:

- What sort of questions do you think Paora was asked?
- How is a myth different from other forms of writing?

Explain that a myth is a story about a god or goddess or some form of magical creature who performs amazing feats and overcomes outrageous challenges. Sometimes a myth might give a (fictional) explanation for a force of nature.



### Reflection and Metacognition

As a whole class, discuss whether any of the interviews in the selection made an impact on the students – either encouraging them to read more or discouraging them – and whether they feel inspired to try a different sort of reading material. Encourage the students to pinpoint what it was in the interviews that influenced them.

## After Reading

### Making Connections

Using the lists of questions the students think the interviewees were asked, have students write their own responses as if they had been interviewed about their reading history and preferences. They could do this twice – once at the beginning and once at the end of the year to see if there's growth.

The students could also interview classmates on reading as an escape and other activities that can help them to escape.



## Lesson Focus

Monitoring for meaning  
Prior knowledge and  
experience

## About This Selection

This article chronicles the life of Harry Houdini, from his origins, through his illustrious career as an escape artist, and up to his untimely death.

## Word Talk

Glossary words:  
*sweatshop, disillusioned, straitjacket, appendix*

Other vocabulary:  
*obsession, amateur, thrashes, padlocked, submerged, magnetic, gruesome, conquered, tragic*

## Extra Help

Record on a chart the words the students have identified as difficult for them so you can refer to them again after the reading.



## Assessment Tip

Look for students who employ a variety of strategies, such as rereading, making use of text features or visuals, or changing their reading rate to further clarify meaning of the text.



## Reflection and Metacognition

Ask the students to reflect on how using the strategy of rereading affected their understanding of the text.

# The Great Houdini

page 24

## Before Reading

Read the introductory paragraph on page 24. Tell the students that Harry Houdini was born in Hungary more than 130 years ago. He died at the age of fifty-two.

## New Vocabulary

Tell them you've found several important words in the selection that relate to the title (for example, "straitjacket," "obsession," "padlocked," "submerged," "gruesome") and they begin with the letters   ,   ,   . Give the students time to brainstorm words beginning with these letters that they think they might find when reading the article. Discuss reasons for their choices.

## K-W-L Chart

Introduce a K-W-L chart to find out what the students already know about Harry Houdini and what they would like to find out by reading this selection.

## During Reading

### Shared Reading

Have the students take note of any words they don't understand. Using a Shared Reading approach, read pages 24 to 26. Give them time to note:

- the concepts, words, or ideas they have not understood
- some important facts about Harry Houdini's life.

Ask:

- ★Can you suggest a meaning for the words in bold?

## After Reading

### Rereading

Have the students read page 27 independently and then reread a short passage on this page a further three times. Have them rate their understanding of this piece on a scale of 1–10 after each reading. You could suggest that they also use a Triple-Entry Journal to record any questions they have after their first, second, and third readings. These could be analyzed to see how much their comprehension improved over the three readings.

Explain that rereading a text will help them to improve their understanding of the text and that this is a strategy that they could use independently when they are having difficulty monitoring the meaning of what they are reading.

Have the students reread the first two paragraphs on page 29 and then complete **BLM 3, A Strange End**.



### **K-W-L Chart**

Complete the K-W-L chart begun earlier.

### **Creative/Aesthetic Response**

Students could create a poster advertising Harry Houdini's act.

### **Text Reformulation**

Challenge the students to use information from the selection to write an obituary for Houdini.

### **Questioning**

Encourage the students to write a set of interview questions to ask Houdini.

### Lesson Focus

Monitoring for meaning  
Making connections  
Making judgments

### About This Selection

An expert dispels myths about avoiding bear attacks and offers tips that could save you if you were to encounter a bear in the woods.

### Word Talk

Vocabulary: *avoid, detour, downwind, circumstances, encounter*



### Assessment Tip

Look for students who employ a variety of strategies, such as rereading, making use of text features or visuals, or changing their reading rate to further clarify meaning of the text.



### Teaching Tip

Have students pair up after reading the first page and share their ideas for what they would do in a similar situation before they read page 31.



### Reflection and Metacognition

Ask students to reflect on how the “conversational” style of the email exchanges affected their understanding and enjoyment of this selection.

# Ask an Expert: Escaping the Claws

page 30

## Before Reading

### Making Connections

Tell your students that the selection they are going to read is called “Escaping the Claws.” Ask questions such as the following:

- What kinds of animals would you be most terrified to come across in the wilderness?

Have the students make a list of their chosen animals and then prioritize them according to how terrifying they find them. Mark those that they feel they would need professional help to know how to deal with.

Explain to the students that the first email is from a boy named Jamal to the people at Worst Case Scenario. Ask:

- What is a scenario?

## During Reading

### Double-Entry Journal

To determine the important parts of the text, have the students create a Double-Entry Journal headed “Text” in one column and “Why Important” in the other. As they read the selection, ask the students to record the specific places in the text that state information, and then record why they think this is important.

Have the students read the email from Jamal and then assess the wisdom of Jamal’s father, brother, and friend. Ask:

- What should you do if you meet a bear in the wilderness?

Ask the students to read the emailed answer from Worst Case Scenario and grade their own ideas against the text. Were they exactly right, almost right, halfway there, mostly wrong, or completely wrong?

## After Reading

### Monitoring for Meaning

Talk about the vocabulary used in the text and explain anything that the students are unclear about.

### Creative/Aesthetic Response

Ask the students to use the information in the selection to create a solutions poster for any one of the animals they listed at the beginning of the lesson.

## Featured Project: Escape from a Desert Island

**Materials required:** paper, markers, colored pencils, and lead pencils

Tell the students that they are going to be masterminding an escape plan of their own.

Read the paragraph in the white box aloud. Have the students suggest some absolute necessities (food, shelter, clothing), and make sure that they take these into account when making their decisions. Encourage the students to think about the remaining three objects and suggest possible ideas for them. List their responses.

Read the instructions in the blue box aloud. Ask the students to repeat each step aloud, to ensure that they all know what to do. It may be a good idea to ask whether they have any questions before they begin the task.

The students should carry out the first part of the project independently. Tell them that the book they choose will have to withstand repeated reading. Ask them to suggest types of books that would be suitable for this purpose. They could consider different genres.

For the second part, give them time to make an initial selection of three items. Encourage them to talk about why they have chosen these items and what makes them essential. Suggest that they be flexible and make sure that they know that it's all right to change their minds. Ask them to think about the things they do every day that they would find difficult not to do. They'll also need to think about what might be available on the island. This may help to eliminate some items. When the students have made their final decisions, have them carry out the written part of the exercise.

The third part of the project is to be done independently. Distribute art materials, and give the students time and space to complete the task. Give them the option of choosing their best idea to publish and display.

### Find Out More

Brainstorm a list of books and publications about being shipwrecked or marooned on a desert island. Some classic publications have been reproduced in a simplified version.

Provide your students with a range of books to read, and find appropriate websites for them to use for further research.

# Chain of Events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Read the story “Small Stuff” (*Escape*, pages 14–21).
- ➔ Create a chain of events for the story by writing one main event in each box.
- ➔ Add more boxes if necessary. (You may use the other side of the page.)
- ➔ Check that you’ve put the events in the right order and that your chain makes sense.

A chain of five empty rectangular boxes arranged in a descending staircase pattern from top-left to bottom-right. The boxes are intended for students to write the main events of the story in chronological order.

# Monitoring for Meaning

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Reread the selection “A Plan for ‘Harry’” (*Escape*, pages 10–11).
- ➔ Look at the diagram carefully.
- ➔ Monitor for meaning by tracing the parts of the tunnel with your finger as you read the explanations in the captions.
- ➔ Read the questions in the left column below.
- ➔ Read each of the statements in the right column. Each statement helps to answer a question in the left column.
- ➔ After each statement, write the letter of the question it helps to answer.
- ➔ When you’ve finished, look back at “A Plan for ‘Harry’” to check your answers.

Questions	Statements
A. How deep was the tunnel?	The prisoners made tools and lamps from found and stolen materials.
B. What did the prisoners use for tools?	The German guards buried microphones to listen for sounds of digging.
C. How far was the tunnel exit from the watchtower?	The tunnel’s exit cleared the fence line but was short of the trees that could provide cover for the prisoners.
D. Did the tunnel allow the prisoners to get away without being seen?	The railroad was used to carry bags of sand out of the tunnel and prisoners back and forth.
E. How long was the tunnel?	The air pump was used to supply fresh air to the tunnel.
F. Where did the prisoners store the papers, food, and clothes for their escape?	The tunnel’s entrance was hidden under a heating stove.
G. How did the German guards listen for sounds of digging?	The watchtower stood 15 yards from the tunnel exit.
H. How did the prisoners hide the entrance to the tunnel?	Forged papers, street clothes, and food were stored in the storage area.
I. How could the prisoners breathe in the tunnel?	The tunnel was 111 yards long.
J. How did the prisoners carry the sand out of the tunnel?	The tunnel was 27.8 ft deep.



# A Strange End

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Read the passage below taken from “The Great Houdini” (*Escape*, pages 24– 29).
- ➔ Go back to the beginning and fill in the blanks with the words that complete the meaning of each sentence.
- ➔ When you’ve finished, read the passage again to make sure it makes sense with the words you’ve added.

Houdini’s \_\_\_\_\_ grew, and he traveled the world with his \_\_\_\_\_. He lived on the \_\_\_\_\_, constantly putting his life on the \_\_\_\_\_. Yet, for someone who conquered \_\_\_\_\_ and survived incredibly dangerous \_\_\_\_\_, Houdini’s life came to an unusual and tragic \_\_\_\_\_.

In the middle of his 1926 \_\_\_\_\_ of North America, Houdini began to complain of \_\_\_\_\_ pain. But he refused to see a \_\_\_\_\_, because that would have meant canceling \_\_\_\_\_. Then, while in Montreal, something very unexpected happened. He was punched in the \_\_\_\_\_ by a student named J. Gordon Whitehead. Houdini was famous for being able to take \_\_\_\_\_ from anyone, no matter how strong they were. However, Whitehead had given Houdini three quick \_\_\_\_\_ before the \_\_\_\_\_ could prepare himself.