

Harriet the Spy

Novel Study – English Language Arts

Grade 7 - Miss Lockie

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Harriet the Spy Novel Study Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
27 Introduction of novel study In-class reading: chapters 1-2	28	29 In-class reading: chapters 3-4 Introduction of and work on plot line activity	30	1 Goal Setting – No Classes
4 Due: Discussion questions for chapters 1-4 In-class reading: chapters 5-7	5 Introduction of and work on character map activity In-class reading: Chapters 8-9	6 Vocabulary quiz #1 (chapters 1-8) In-class reading: chapters 10-12	7 Due: Discussion questions for chapters 5-8	8 PD Day – No Classes
11 Thanksgiving – No Classes	12	13 Due: Discussion questions for chapters 9-12 In-class reading: chapters 13-14	14 In-class reading: chapters 15-16	15 Vocabulary quiz #2 (chapters 9-16) Work period for novel study assignments
18 Due: Discussion questions for chapters 13-16	19	20 Work period for novel study assignments	21 Due: Discussion questions for “After Reading” Film viewing: <i>Harriet the Spy</i> (1996)	22
25 Due: Completed novel study				

Novel Study Instructions

All of your novel study work should be compiled in a duotang, folder or small binder!

Mandatory Components

Each student **must** do each of the following:

- Discussion questions for all chapters and after reading
- Vocabulary quizzes (2)
- Plot line showing major events
- Character map for one major character in the novel
- Character map for one minor character in the novel

Optional Components

Each student **must** do **one** activity from **each** of the three lists: one from List A, one from List B and one from List C. Some activities can be done in pairs. The descriptions of each activity will follow:

List A

- Make a novel soundtrack
- Create a board game that is based on the novel (with a partner)
- Develop a skit for one of the main scenes in the novel
- Write a song about an event or character in the book
- Record (video/audio) an interview with a character from the book (with a partner)

List B

- Write and draw a comic strip that shows a major scene
- Draw illustrations of major scenes or events
- Write a short children's book that demonstrates one of the morals of the novel (with a partner)
- Create a new book cover for the novel
- Write an advertisement for a movie based on the novel

List C

- Write a poem about a character or event in the novel
- Write one page on how you would feel if you had been Harriet or one of the kids she wrote about
- Create the next Sixth Grade Page, writing from Harriet's point of view
- Observe people and write three diary entries as though you are Harriet
- Write a book review

Discussion Questions

Answer the following questions

Chapters 1-4

1. Harriet writes down everything she sees in a notebook because she wants to remember everything. Predict what might happen if people saw what she wrote about them.
2. Harriet had never seen anyone that lived in a one-room house before she met Ole Golly's mother. Compare how you live to how Ole Golly's mother lives.
3. Harriet has a uniform she wears when she goes out on her spy route. Describe what she wears and why.
4. Harriet has a spy route she takes every day. List all the places she goes and what she sees.
5. Sport has to take care of his father instead of the other way around. Describe all the things Sport does that are usually an adult's job.

Chapters 5-8

1. Harriet spied on Ole Golly and her boyfriend on Thursday. Explain why she was so shocked about Ole Golly's behaviour as she and Mr. Waldenstein walked in the park.
2. Mr. Waldenstein hadn't always been a bicycle delivery man. Describe how he had become a delivery man and why.
3. Harriet didn't go home the first day after Ole Golly was gone until 5:00 in the afternoon. Describe why Harriet didn't want to go home and what she did instead.
4. Harriet's mother didn't really help her solve her math homework problem. Tell about a time someone was supposed to help you do something and how they helped you was productive or not.
5. Harriet's class had to act like a Christmas dinner for the pageant. List all the students and the food item they were assigned to be.

Chapters 9-12

1. Harriet's parents were very uncomfortable when she stopped speaking to them and started writing in her journal. Explain why they feel they need to get to know their own daughter better.
2. Harriet had written down some really mean things in her journal. Describe how you would feel if a friend had written down something like Harriet had written down about you.
3. Janie says, "She has delusions of grandeur anyway." Who is she talking about? What does this mean?
4. The other kids in Harriet's life treated her very badly after they read her private journal. List some of the things they did to get back at Harriet for what she had written.
5. How does Harriet cope with the fact that the other kids aren't speaking to her?

Chapters 13-16

1. Harriet always felt better after she wrote down her thoughts in her journal. How does she feel when her journal is taken away?
2. Harriet just got up and left the classroom and ran home after cutting Laura's hair. Describe what would happen if you just left your school and walked home.

3. Harriet missed Ole Golly even though she was old enough to not have a nanny. Explain why Harriet missed Ole Golly so much.
4. There seems to be a problem with any decision made by the students in Harriet's class. Even though they all seem to vote, Marion always seems to win or get her own way. Discuss the difference between an informed opinion and a popularity contest.
5. Harriet is not writing very appropriate articles for a 6th grade page in a school newspaper. Describe why her writing would or would not be allowed in your school newspaper.

After Reading

1. In many ways, *Harriet the Spy* is a novel about loss. Harriet loses, for example, her notebook, her friends and Ole Golly. How do these losses affect Harriet?
2. Do you like Harriet? Would you want to be friends with her? Why or why not?
3. How did you feel when you read Harriet's apology? Would you have forgiven her if you were Sport or Janie? Why or why not?

Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Level R
Content	Responses are precise, thorough and insightful	Responses are clear, complete and accurate	Responses are partially accurate, may be vague	Responses are inaccurate, incomplete or vague	No responses given; responses do not address questions
Connections	Insightful connections to text, world and self	Relevant connections to text, world and/or self	Simple connections to text, world and/or self	Unclear or vague connections to text, world and/or self	No connections made in responses
Appearance	Well-organized, easy to read and attractive	Organized and easy to read	Somewhat organized and readable	Disorganized and unreadable in parts	Messy, unreadable and disorganized
Conventions	Perfect spelling, grammar and punctuation	Minor errors in spelling, grammar and/or punctuation	Few major errors in spelling, grammar and/or punctuation	Several major errors in spelling, grammar and/or punctuation	Many errors in spelling, grammar and/or punctuation

Harriet the Spy Plot Line

Instructions

Create a plot line that shows the major events of the novel in chronological order (the order in which they occurred in time). You do not have to present your plot line on paper; you can create it using a computer program, using pictures, as a chart, as a flipbook or any other way that successfully shows the events of the book.

Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Level R
Content	All major and some minor events are included	All major events are included	Most major events are included	Several major events are missing	Many major events are missing
Creativity	Presentation shows a high degree of planning, thought and creativity	Presentation shows planning, thought and creativity	Presentation shows some planning and thought	Presentation is lacking in planning and creativity	Presentation is unoriginal and unplanned
Appearance	Presentation is well-organized, easy to read and attractive	Presentation is organized and easy to read	Presentation is somewhat organized and readable	Presentation is disorganized and unreadable in parts	Presentation is messy and disorganized
Conventions	Perfect spelling, grammar and punctuation	Minor errors in spelling, grammar and/or punctuation	Few major errors in spelling, grammar and/or punctuation	Several major errors in spelling, grammar and/or punctuation	Many errors in spelling, grammar and/or punctuation

Harriet the Spy Character Map

Instructions

Create two character maps, one for a major character and one for a minor character, which outline their character traits. The character traits should be **adjectives** (descriptive words). You should also include events or quotes from the novel that defend the character traits you chose. For example, you could say that Harriet is creative because she enjoys writing and uses expressive language when she describes people in her journal.

You do not have to present your character maps on paper; you can create them using a computer program, pictures, as a poster, using audio or video technology or any other way that successfully shows your understanding of the characters.

Characters

Choose your two characters from the following lists:

Major Characters	Minor Characters		
Harriet Welsch Ole Golly Simon "Sport" Rocque Janie Gibbs Mr. Waldenstein	Little Joe Curry Harrison Withers Mr. Welsch Mrs. Welsch Chef	Papa Dei Santi Fabio Dei Santi Marion Hawthorne Mama Dei Santi Boy with the Purple Socks	Pinky Whitehead Beth Ellen Hansen Mrs. Plumber The Robinsons

Character Maps Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Level R
Content (Major Character)	6 or more character traits are given with supporting events or quotes	4-5 character traits are given with supporting events or quotes	4-5 character traits are given, but not all have supporting events or quotes	2-3 character traits are given, but not all have supporting events or quotes	No supporting events or quotes are given for any character traits
Content (Minor Character)	5 or more character traits are given with supporting events or quotes	3-4 character traits are given with supporting events or quotes	3-4 character traits are given, but not all have supporting events or quotes	1-2 character traits are given, but not all have supporting events or quotes	No supporting events or quotes are given for any character traits
Creativity	Presentation shows a high degree of planning, thought and creativity	Presentation shows planning, thought and creativity	Presentation shows some planning and thought	Presentation is lacking in planning and creativity	Presentation is unoriginal and unplanned
Appearance	Presentation is well-organized, easy to read and attractive	Presentation is organized and easy to read	Presentation is somewhat organized and readable	Presentation is disorganized and unreadable in parts	Presentation is messy and disorganized
Conventions	Perfect spelling, grammar and punctuation	Minor errors in spelling, grammar and/or punctuation	Few major errors in spelling, grammar and/or punctuation	Several major errors in spelling, grammar and/or punctuation	Many errors in spelling, grammar and/or punctuation

List A Choice Activities

Novel Soundtrack

Create a soundtrack for the novel. Choose songs that fit with 4-5 major events in the novel. The songs you choose should match the emotions of the characters as they experience the event. You must include a short description of why you chose each song.

Your soundtrack can be presented on paper, on a CD or using a computer program. The songs you choose **must** be appropriate – no swearing or sexual themes – or you will receive a mark of zero for your work.

Harriet the Spy Board Game

Create a board or card game that is modeled after the novel. Include instructions on how to play the game, as well as any necessary pieces.

You can work with a partner on this activity. Both partners must contribute equally to the final product.

Skit

Write a skit for one of the main events in the novel. Your skit should include dialogue and stage directions (how the characters move and their expressions). You will need to ask your classmates for help in performing the skit. You can perform live for the class or make a video.

Only the person that writes the skit will be graded for this activity. The other students that participate may receive extra credit based on their enthusiasm and commitment.

Harriet the Spy Song

Write a song about one of the characters or events in the novels. The tune of your song can be based on a real song or you can make up your own melody. To present your song, you can sing it live for the class or record it using an audio or video program.

Interview a Character

Write a script for an interview with one of the characters from the novel. The character's answers should show how he or she was feeling during one of the major events in the novel. To present your interview, you can perform live for the class or record it using an audio or video program.

You can work with a partner for this activity. Both partners must contribute equally to the final product.

List B Choice Activities

Comic Strip

Create a comic strip for one of the major events in the novel. Your comic strip should have at least six panels and should accurately show the feelings and actions of the characters involved in the event.

Illustrations

Draw two illustrations for two different events in the novel. Your illustrations can be done using any medium (computer, painting, drawing, etc.) and can be in black and white or in colour. You may wish to include a written description with each of your pictures.

Children's Book

Create a 8-10 page children's book that illustrates one of the morals of the story (for example, treat others the way you want to be treated). You should come up with a short story that demonstrates the moral, and then illustrate it. Your story should be aimed at 4 to 5 year olds.

You can work with a partner for this activity. Both partners must contribute equally to the final product.

Harriet the Spy Book Cover

Design a book cover for the novel. The cover should accurately show the ideas behind the story, but shouldn't give away the ending or too many details. The cover should have images and text that relate to the book.

You should also write a short summary of the book to put on your "back cover". You can design your cover by hand or on a computer.

Harriet the Spy Movie Poster

Design a movie poster (at least 11" by 17" paper) for your version of the *Harriet the Spy* movie. You should include images (photos or drawings), a tag line and the cast you would choose for your movie.

List C Choice Activities

Poem

Write a poem based on a character or event in the novel. Your poem should describe the feelings and thoughts of the characters involved. Your poem should be at least 100 words long. It does not have to rhyme, but it should use descriptive words that give the reader a clear idea of what you are trying to say.

Descriptive Writing

Write one page (approximately 250 words) about how you would have felt if you had been either:

Harriet, after the other kids had formed a club without her and were being mean to her out of revenge;

Harriet, when Ole Golly left; or,

Sport or **Janie**, when they found out what Harriet had been writing about them in her notebook.

Your writing should have an introduction and conclusion and should be easy for the reader to follow.

The Sixth Grade Page

Write the next issue of the Sixth Grade Page in Harriet's school newspaper as though she had written it. Your work should be at least one page (approximately 250 words) and should include descriptions of people you ("Harriet") have spied on.

You should try to make your writing sound as though Harriet was the actual author!

Become a Spy

For this activity, you will need to observe people. You should sit in a shopping mall, at the park or at school and write notes on three different strangers you see. You should include information on their appearance, what they are doing and theories about them (what do you think they are like, why are they where you see them, what kind of interests do they have?).

You should not include any names in your notebook. You should observe **strangers**, so that no feelings will be hurt by what you write!

Book Review

Write a one-page (approximately 250 words) book review on the novel *Harriet the Spy*. Discuss what you liked and didn't like, how you felt while reading the book and include whether you would recommend this book to other people. Your writing should have an introduction and conclusion.

Choice Activities Rubric

Criteria	Level 4	Level 3	Level 2	Level 1	Level R
Content	Content of project meets and exceeds criteria	Content of project meets criteria	Content of project is lacking one or two requirements	Content of project is lacking several requirements	Content of project does not fit at all with requirements
Analysis	Project shows a strong connection to and understanding of the novel themes	Project shows a connection to and understanding of the novel themes	Project shows a somewhat relevant connection to and understanding of the novel themes	Project shows a very weak connection to and understanding of the novel themes	Project is unrelated to the novel themes
Creativity	Presentation shows a high degree of planning, thought and creativity	Presentation shows planning, thought and creativity	Presentation shows some planning and thought	Presentation is lacking in planning and creativity	Presentation is unoriginal and unplanned
Appearance	Presentation is well-organized, easy to read and attractive	Presentation is organized and easy to read	Presentation is somewhat organized and readable	Presentation is disorganized and unreadable in parts	Presentation is messy and disorganized
Conventions	Perfect spelling, grammar and punctuation	Minor errors in spelling, grammar and/or punctuation	Few major errors in spelling, grammar and/or punctuation	Several major errors in spelling, grammar and/or punctuation	Many errors in spelling, grammar and/or punctuation

Glossary

Chapters 1-8

Absolution (noun): the condition of being formally forgiven
Aggravated (adjective): made worse, more severe or intense
Amiably (adverb): in a friendly and approachable way
Aplomb (noun): great coolness and composure under strain
Askew (adjective): turned or twisted to one side
Astonished (adjective): filled with overwhelming surprise or shock
Bilowy (adjective): puffy or swollen
Brownstone (noun): a dark variety of sandstone, used for buildings
Chauffeur (noun): a person paid to drive a privately owned car
Colloquy (noun): a conversation, especially a formal one
Complacency (noun): the feeling you have when you are satisfied with yourself
Cursory (adjective): hasty and without attention to detail; not thorough
Defection (noun): abandonment of a person or cause to which one has a responsibility
Dilapidated (adjective): in a state of disrepair
Din (noun): loud noise
Disconcerted (adjective): frustrated, upset and/or embarrassed
Discreetly (adverb): privately or secretly; quietly
Dubiously (adverb): in a doubtful or suspicious way
Dumbwaiter (noun): a small elevator used to lift mainly food between floors of a house
Eccentric (noun): a person with an unusual or odd personality
Enigma (noun): mystery
Enunciate (verb): speak or pronounce in a certain way
Esplanade (noun): a long, open, level area where people can walk
Excelsior (noun): thin curly wood shavings used for packing or stuffing
Falsetto (noun): high-pitched
Firmament (noun): the world of space between the stars and planets
Foliage (noun): leaves
Guerilla fighting (noun): fighting through sabotage and harassment
Imperiously (adverb): arrogantly
Inception (noun): the creation or beginning of something; the establishment
Ingratiating (adjective): pleasing or agreeable
Iniquity (noun): inequality, unfairness, injustice
Interminable (adjective): continuous, without end
Intersperse (verb): to scatter or set here and there among other things
Melodramatic (adjective): exaggeratedly emotional

Minaret (noun): slender tower with balconies
Momentum (noun): an moving force or strength
Outlandish (adjective): bizarre, strange
Peevishly (adverb): in an irritated or annoyed way
Plaintively (adverb): complaining; expressive of sorrow; mournful; sad
Profusely (adverb): in great quantity or abundance
Prominently (adverb): obviously, popularly
Quizzically (adverb): in a questioning way
Raucously (adverb): in a rowdy manner
Reverie (noun): a daydream
Sedately (adverb): calmly, serenely
Simultaneously (adverb): occurring at the same time
Spectacular (noun): an elaborate display or production
Treachery (noun): an act of deliberate betrayal
Tulle (noun): a fine fabric used for veils, tutus or gowns
Unmitigated (adjective): not diminished or moderated in intensity or severity
Unsanitary (adjective): dirty, unclean or contaminated

Chapters 9-16

Aghast (adjective): terrified; struck with amazement; showing signs of terror or horror
Amass (verb): collect or gather
Audibly (adverb): loud enough to be heard
Authoritatively (adverb): commanding, officially
Banshee (noun): a female spirit who wails to warn of impending death
Bedlam (noun): a state of extreme confusion and disorder
Chic (adjective): elegant and stylish
Commenced (verb): started, began
Constitute (verb): to make up, to be the parts of
Contemptuous (adjective): disrespectful, rude
Copious (adjective): large in number or quantity
Dawdle (noun): take one's time; move slowly
Despondently (adverb): with desperation
Detained (adjective): deprived of freedom; taken into confinement
Diminished (verb): made to seem smaller or less
Disdainfully (adverb): without respect
Elicit (verb): to generate, obtain, or provoke as a response or answer
Entranced (verb): filled with wonder and delight

Forlornly (adverb): hopelessly, sadly
Gratifying (adjective): pleasing
Hypocrite (noun): telling others how to think or act without thinking or acting that way
Incessantly (adverb): endlessly, constantly
Incomprehensible (adjective): difficult or impossible to understand
Infuriating (adjective): extremely annoying; frustrating
Jubilant (adjective): joyful and proud especially because of triumph or success
Listless (adjective): marked by low spirits; showing no enthusiasm
Martyr (noun): somebody who suffers persecution or death for refusing to give up a belief
Menacing (adjective): threatening, frightening
Newfangled (adjective): modern, unfamiliar, or different
Niche (noun): a hole or nook in a wall
Perplexity (noun): trouble or confusion resulting from complexity
Petrified (verb): scared, frightened, stunned
Pretence (noun): an attempt to make something that is not the case appear true
Prone (adjective): lying face downward
Querulous (adjective): always complaining
Regression (noun): returning to the way things were
Retraction (noun): the act of pulling or holding or drawing a part back
Reverently (adverb): feeling or showing profound respect
Scallion (noun): green onions
Scarcely (adverb): almost not, rarely
Scrutinizing (verb): examining carefully for accuracy
Semblance (noun): likeness, similarity
Sidled (verb): walked in a timid manner, edged
Sodden (adjective): thoroughly wet
Spinet (noun): a small and compactly built upright piano
Stationery (noun): special paper used for writing letters
Stricken (adjective): startled, frozen, overwhelmed
Surreptitiously (adverb): cautiously, secretly, quietly, trying to avoid being noticed
Sympathetically (adverb): sharing the feelings of others
Tentatively (adverb): doubtfully; carefully
Uneasiness (noun): feelings of anxiety that make you tense and irritable
Wrest (verb): obtain by taking forcibly or violently
Zeal (noun): eagerness, enthusiasm