

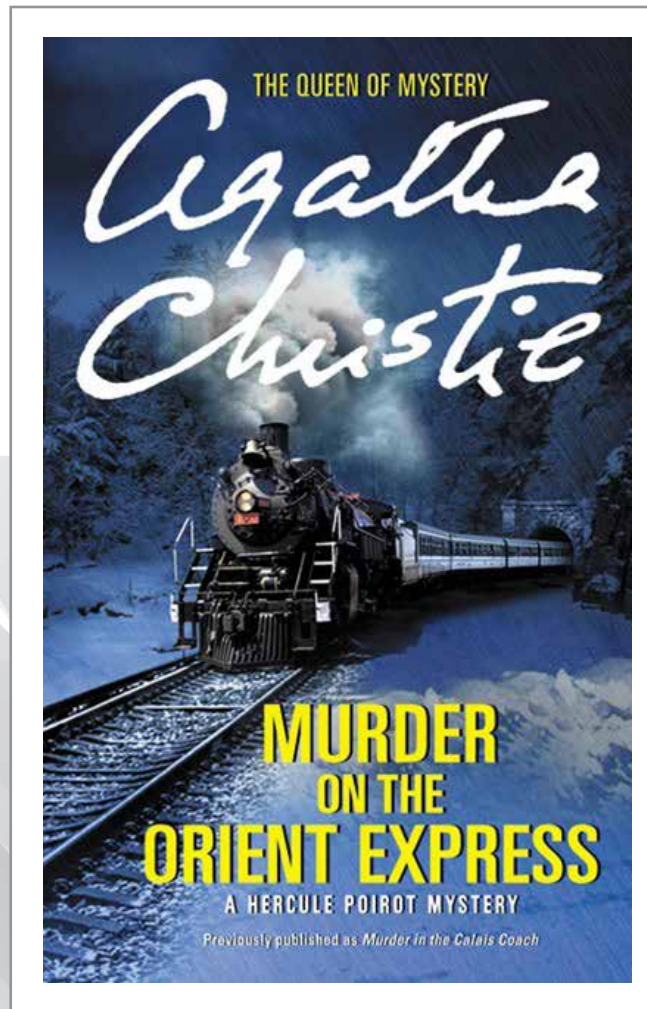


STUDENT PACKET

GRADES 9-12

# Murder on the Orient Express

Agatha Christie



READ, WRITE, THINK, DISCUSS AND CONNECT

# Murder on the Orient Express

Agatha Christie

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

---

**ISBN 978-1-50204-819-6**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Synonyms/Antonyms

*sang-froid*

rotundity

portmanteau

corroborating

embossed

acquiesced

reprovingly

coquettish

rueful

teetotaller

truculent

bequest

**Directions:** Each sentence below contains an antonym or synonym of a vocabulary word in the box above. Write the related vocabulary word in the provided space, and circle all antonyms.

1. Though she was a light drinker, she enjoyed a glass of wine with her dinner.

\_\_\_\_\_

2. The police sought out validating witnesses to support their theory.

\_\_\_\_\_

3. Samuel did not care about his inheritance; he missed his grandfather.

\_\_\_\_\_

4. No matter how he tried, Jackson could not fit his valise in the trunk of his car.

\_\_\_\_\_

5. Michael tried to make his date laugh, but her solemn stare tempered his antics.

\_\_\_\_\_

6. The bride was not sure if her dress properly accentuated the slenderness of her arms.

\_\_\_\_\_

Name \_\_\_\_\_

### Part 3: Chapters 6–9

1. What does Poirot really want to know from Colonel Arbuthnot? How does Arbuthnot respond?
2. What connection does Mary Debenham have with the Armstrong family?
3. Why does Mary Debenham say she lied to Poirot?
4. How does Poirot discover Antonio Foscarelli's connection to the Armstrong family?
5. What is Masterman's connection to the Armstrong family, and how does he describe Antonio Foscarelli?
6. In Poirot's first conclusion, how does the murderer get on the train?
7. How do M. Bouc and Dr. Constantine react to Poirot's first conclusion?
8. What is the "first and most important" point that Poirot mentions in his second conclusion?
9. What is the symbolic importance of the 12 stab wounds?
10. What is Mrs. Hubbard's true identity?
11. Who is the only innocent passenger once suspected of the murder?

Name \_\_\_\_\_

### Story Map

**Directions:** Fill in each box below with information about the novel.

