



STUDENT PACKET

GRADES 9-12

Running Out of Time

Margaret Peterson Haddix

READ, WRITE, THINK, DISCUSS AND CONNECT

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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!

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Name _____

Running Out of Time
Activity #4 • Vocabulary
Chapters Six–Ten, pp. 40–75

frantically (42)	tinker (43)	chamber pots (44)	preoccupied (50)
daguerreotype (55)	reprimanded (56)	inhumane (57)	vividly (63)
anthropologists (63)	voyeuristic (64)	harried (67)	ponder (74)
intricate (75)			

Directions: Complete the analogies below using words from the vocabulary list.

1. Ornate is to decorative as detailed is to _____.
2. Wheel is to a wheelwright as metal is to a _____.
3. Lazy is to diligent as calmly is to _____.
4. Plants are to botanists as humans are to _____.
5. Kitchen is to fireplace as bathroom is to _____.
6. Action is to movement as pensive is to _____.
7. Frustrate is to frustrated as hasty is to _____.
8. Secret is to discovery as blind is to _____.
9. Happy is to joyful as cruel is to _____.
10. Concentration is to thinking as daydreaming is to _____.
11. Excitement is to lively as clarity is to _____.
12. Kindness is to pampered as anger is to _____.
13. Hummer is to Model T car as digital camera is to _____.

Name _____

8. What does Mr. Neeley most want to know about from Jessie?
9. Why doesn't Jessie drink the water? What does she do with it?
10. As Jessie eavesdrops on Mr. Neeley, what two facts does she learn?
11. Who arrives at the apartment to meet the other three people?
12. How was Jessie detected as she left Clifton? Why wasn't she stopped?
13. How does Jessie escape the apartment?
14. Who helps Jessie get on a bus, learn how to find phone numbers, and learn about news conferences?
15. What response does Jessie get from the state board of health?
16. What does Jessie finally decide to do?

Chapters Twenty-one–Twenty-five, pp. 152–184

1. What surprise fact does Jessie hear from the reporters before the conference?
2. Why do the reporters think the news conference is a hoax?
3. What does Jessie discover about the real Mr. Neeley?
4. How does Jessie prove she is really from Clifton?
5. How does Jessie inadvertently prove her story at the end of Chapter 21?
6. Where does Jessie wake up?
7. How does the reader know Katie is better?
8. Who else is at the hospital? Who has died?
9. Who threatens the Clifton children at school? Why? How is he stopped?
10. What does Jessie hear on TV as she enters the lounge?
11. Why aren't the children allowed to go back to their parents?
12. Who does Jessie call to get answers?
13. What was Mr. Clifton's basic plan for Clifton Village?
14. To what do some scientists compare the experiment?
15. Where does Jessie go after she leaves the hospital?
16. How is Pa coping with the change?
17. What does Jessie conclude about her future?

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Compare/Contrast Chart

Directions: On the lines below, compare life in the 1840s with life in 1996. Think about the various emotional, physical, economic, social, and political differences of each time.



SAMPLE