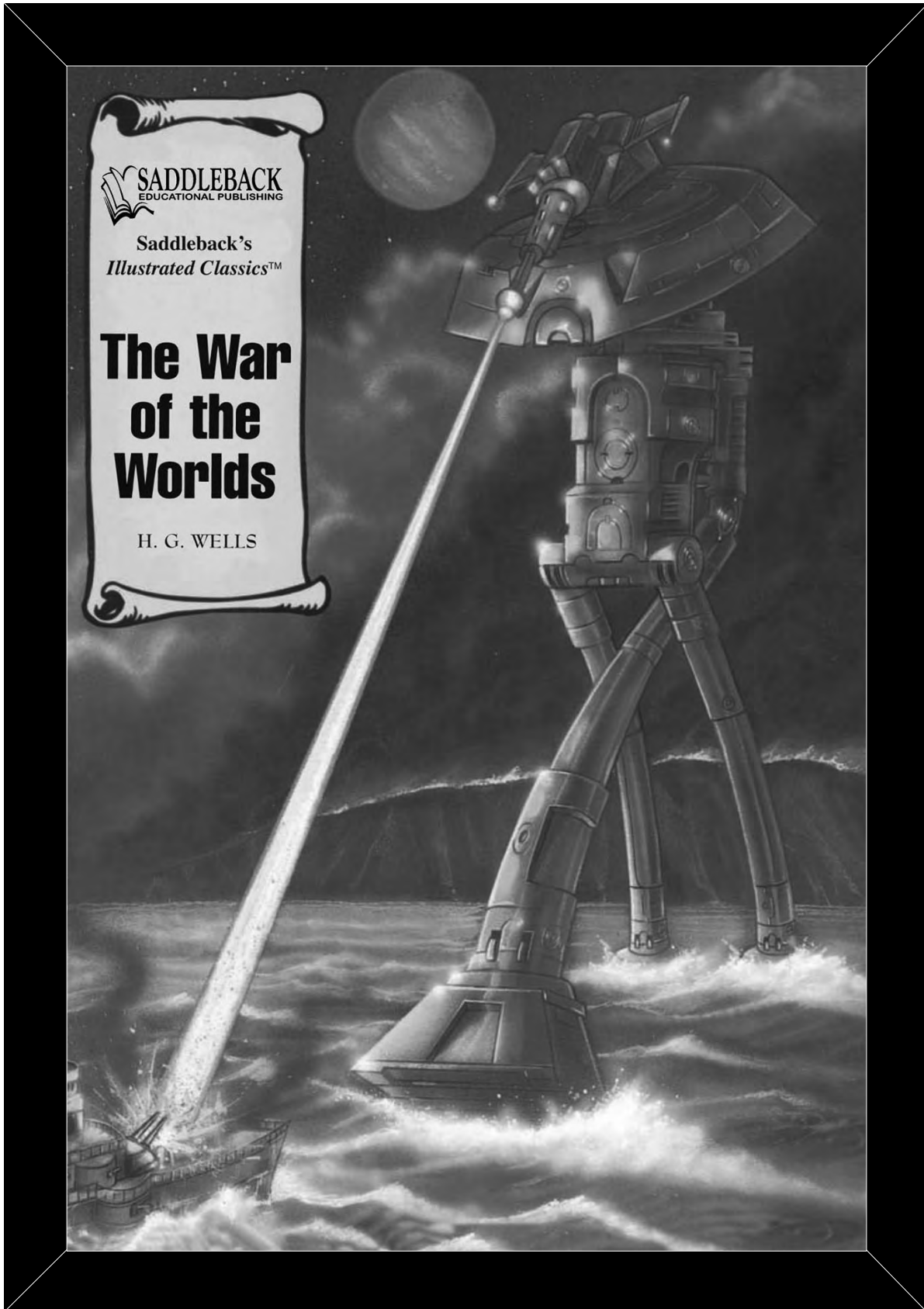


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE WAR OF THE WORLDS
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NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS[™] SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



THE WAR OF THE WORLDS
PREVIEWING THE STORY

1

What's the story about? Read the summary before answering the questions.
 Hint: There are no right or wrong answers. Use your imagination!



Over the years, hundreds of people in the United States have reported seeing UFOs. Most scientists say these “unidentified flying objects” are probably weather balloons or perhaps our own government’s experimental aircraft. But eyewitnesses swear that what they saw was unlike anything made on Earth! What’s the truth? No one knows for sure.

The imaginative author H. G. Wells wrote *The War of the Worlds* long before the first UFOs were sighted. Why do you suppose he made the Martian visitors in the story so unfriendly? What do you think beings on other planets might be like?

1. *Why* would creatures from outer space want to come to Earth? To attack and take control? To spread friendship and good will? Support your answer with the reason for your opinion.

2. Imagine that your family is hosting an “exchange student” from another planet! What is your visitor’s name? What does he or she look like? What is the biggest difference between you and your guest? What is your greatest similarity?

NAME: _____ DESCRIPTION: _____

BIGGEST DIFFERENCE: _____

GREATEST SIMILARITY: _____

3. Suppose the United States had been invited to establish a colony on Mars. If you were assured that you’d be welcome there, would you be willing to join the first group of colonists? Explain why or why not.

4. The Martians in the story are more technically advanced than the people on Earth. Do you think two technically advanced societies (one on Earth and one in outer space) could figure out a way to communicate, even if they spoke different languages? Explain your reasoning.



THE WAR OF THE WORLDS
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Wells lived in both the 19th and 20th centuries.
2. _____ When he died, H.G. Wells was 90 years old.
3. _____ Wells was known as an accomplished artist as well as an author.
4. _____ The youngest of five children, Wells was his parents' favorite child.
5. _____ Only two of Wells's science fiction stories have been made into movies.
6. _____ As an historian, Wells must have been interested in how events in the past influence modern times.
7. _____ Today, H.G. Wells is mainly remembered for his exciting science fiction stories.
8. _____ Wells was barely out of his teens when his first stories were published.
9. _____ Wells's personal space explorations supplied realistic details for his stories.
10. _____ Well's work was based on his scientific knowledge as well as his vivid imagination.

B. Circle a letter to show the meaning of the **boldface** word in each sentence.

1. A **journalist** is one who
 - a. writes a daily journal.
 - b. gathers and reports the news.
 - c. takes many journeys.
2. **Modes** of transportation are
 - a. ways or methods of
 - b. different routes
 - c. ideas concerning
3. Those who support **social change** care about
 - a. meeting many people.
 - b. gaining money and power.
 - c. improving the public welfare.
4. To receive a **scholarship** is to get
 - a. better grades than others.
 - b. money for school tuition.
 - c. a handsome certificate.



THE WAR OF THE WORLDS
INTERPRETING VISUAL CLUES

3

In illustrated novels, the details in the drawings can “tell” the story right along with the words.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 15—bottom lefthand side.** Study the picture of the townspeople approaching the spaceship. What do you think is the meaning of their flag?
 - a. There’s a hospital here if you’re hurt.
 - b. We are peaceful people.
 - c. Get away from our little village.
2. **Page 24—bottom of page.** What detail in this illustration suggests that this story takes place about 100 years ago?
 - a. the empty prairie
 - b. the red-streaked sky
 - c. the horsedrawn cart
3. **Page 31—bottom righthand side.** In the soldier’s facial expression, the artist suggests that he
 - a. has survived a terrible experience.
 - b. is asking the Narrator his name.
 - c. is telling an exciting story.
4. **Page 38—bottom of page.** By looking closely at the details in the drawing, you can tell that
 - a. the Heat-Rays have killed everything.
 - b. black smoke is coming from the tripods.
 - c. the tripods are in the clouds.
5. **Page 47—two bottom pictures.** In these two drawings, the artist has included people to show you
 - a. how bravely the people fought.
 - b. the exact number of people killed.
 - c. that the tripods are truly gigantic.
6. **Page 51—two top pictures.** What two details does the artist provide to illustrate the Narrator’s terror?
 - a. sweaty brow, frightened eyes
 - b. messy hair, lined face
 - c. trembling hands, falling tears
7. **Page 57—bottom righthand side.** The artist has framed the bacteria in a circle to show you how they
 - a. revolve around each other.
 - b. vary in size and shape.
 - c. look when seen through a microscope.