

The Borrowers

by Mary Norton

Classroom Favorites

Teacher's Guide by Kathy Sammis



A Perma-Bound Production

Note to the Teacher: This guide is not intended to be followed exactly. Feel free to pick and choose among the suggested activities based on the needs and interests of your particular group. You are encouraged to make adaptations, or to supplement the guide with activities of your own creation. Numbers following page references indicate the paragraph number on that page.

Instructional Objectives

1. Students will use discussion questions to recall details, interpret characters and events, read critically, and respond creatively to the novel.
2. Students will expand their vocabulary through word study, class discussion, research, and activities.
3. Students will learn to expand their response to a novel by completing a variety of related activities.
4. Students will have opportunities to exercise artistic and craft skills to help interpret their reading.
5. Students will practice research skills to learn about Victorian and British colonial life.
6. Students will gain experience in a variety of different writing forms.

Introductory Activities

1. Find out about the Victorian era in England - everyday life, furnishings, clothing. Use what you learn to complete Activity Sheet 1 (and, later, Activity Sheet 2).
2. Do small, everyday objects seem to vanish from your home with no explanation? List some. Ask other members of your family what items they find missing.
3. How do you think you would feel about living underground or in a cellar, always using artificial light, and never going outdoors or feeling the sun shine on you? What would you do to make that kind of living most pleasant?
4. Do you think creatures such as ghosts, fairies, and/or leprechauns could really exist? Why or why not?
5. What kinds of things in your home can you use (borrow) without asking permission? What kinds of things belong to other family members and can't be used (borrowed) without their

permission?

Word Study Activities

1. Students will keep a 3x5-inch card file of the words listed under *Word Study* for each reading selection. At the top of each card, students will write the vocabulary word. Under that, they copy the sentence from the book containing the word. Next, they write a brief definition of the word as it is used in context. Finally, they write an original sentence containing the word. Students can arrange their word cards in different ways - alphabetically, by categories of various kinds, by parts of speech, by words they know and words they need to study, etc.
2. With a partner, students can quiz each other on the meaning and spelling of the words.

Chapter 1

Synopsis: The story of the Borrowers is related one afternoon by Mrs. May, an elderly Victorian lady, as she teaches Kate, a young girl, to crochet in their London town house. When Kate confesses that her crochet hook has vanished from her shelf, Mrs. May remarks that there must be Borrowers in the house - tiny people who "borrow" the countless small items like safety pins that so frequently disappear. Many years ago, Mrs. May's little brother contracted rheumatic fever while home on a visit from India. The child was sent to recuperate at the old country home where his bedridden Great-Aunt Sophy lived with Mrs. Driver, the cook/housekeeper, and Crampfurl, the gardener. There, the boy later claimed to his sister, he encountered the Borrower family: Homily, Pod, and little Arrietty. While Mrs. May expresses skepticism about the truth of her brother's story, she is urged on by Kate to relate the tale. It begins at a hole under the grandfather clock in the downstairs hall, below the wainscot

Word Study: rheumatic fever, p. 7 (1); crochet, p. 3 (1); gas jet, p. 11 (1); Madeira, p. 11 (1); decanter, p. 11 (1); hassock, p. 4 (1); wainscot, p. 12 (1, 2)

Discussion Questions

1. **INTERPRETIVE/CRITICAL:** Why do you think Mrs. May is reluctant at first to tell Kate about the Borrowers? What effect does this reluctance have on Kate and on the reader?
2. **LITERAL:** What is the second reason for borrowing hat pins? (You will have to read further along in the book to answer this question.)

3. **LITERAL/INTERPRETIVE:** What reasons does Mrs. May give for not believing her brother's story? What reasons does she suggest for believing it?
4. **CREATIVE/INTERPRETIVE:** Mrs. May remarks that even the Borrowers' names were borrowed. Where do you think the names Homily, Pod, Arrietty, Hendreary, and Egglestina might have been borrowed from?

Activities:

1. Describe a relationship you have with an older person like Mrs. May. In what ways do you act differently with this person than with your parents or other friends?
2. Describe the changes in atmosphere of a room in your home at different times of day, like the change the writer describes in the "breakfast-room."

Chapters 2 & 3

Synopsis: From the hole lead yards of passageways secured by a variety of clasps and gates. At the end, under the kitchen floor, is the Borrowers' home—a series of rooms, meticulously described, papered with scraps of old letters, decorated with postage stamps, furnished with matchbox dressers and champagne cork stools. Homily, the mother, is uneducated, fussy, and deathly frightened of going "upstairs" or having to "emigrate." Arrietty, the daughter, reads from miniature Victorian books—which are enormous to her—writes in her diary, and gazes outdoors through a grating, dreaming of going borrowing herself. Homily worries aloud about having sent Pod, the father, up to the old schoolroom to "borrow" a teacup to replace one Arrietty recently broke.

Word Study: keep, p. 13 (1); gazetteer, p. 18 (2); emigrate, p. 24 (6); clasps, p. 13 (2); grating, p. 14 (1); bobbles, p. 24 (8)

Discussion Questions:

1. **LITERAL:** Start a list of items that Pod has borrowed and tell what each is now used for. Continue this list as you read on in the book.
2. **INTERPRETIVE:** Write a character description of Homily based on what these two chapters reveal about her.
3. **INTERPRETIVE:** In what ways is Arrietty different from her mother? How would you describe Arrietty's relationship with Homily?
4. **CRITICAL:** What does Homily mean when she says, "But it's once you've *had* a tea cup, if you see what I mean . . . ?"

Activities:

1. Draw a floor plan of the Borrowers' home based on what has been described so far.
2. Find out more about Tom Thumb and Mercy Bump; write a brief biography of their lives.

Chapters 4-6

Synopsis: Pod returns, shaken, with the doll's tea cup. He has been "seen" by a boy (Mrs. May's brother). A family counsel is held. Arrietty learns about her Uncle Hendreary and Aunt Lupy, who had to "emigrate" to a badgers' set after being "seen" by Rosa Pickhatchet, the parlormaid, in the drawing-room. Homily dreads a similar fate, while Arrietty yearns for the freedom it promises. Pod and Homily

discuss other Borrower families who once peopled the house—the stuck-up Overmantels, the Harpsichords, their own Clock family. They tell Arrietty about her cousin Egglestina, who, kept in ignorance of the outside world (the upstairs), slipped out one day to see for herself, and disappeared forever, perhaps eaten by a cat. Arrietty declares, "I bet she just ran away because she hated being cooped up . . . day after day . . . week after week . . . year after year . . . Like I do!" To assuage Arrietty's restlessness, Homily agrees that the girl may go borrowing with Pod.

Word Study: spinney, p. 29 (4); draughts, p. 30 (2); badgers' set, p. 29 (3); coke, p. 51 (2); mantelpiece, p. 36 (11); parquet, p. 44 (3)

Discussion Questions:

1. **LITERAL/INTERPRETIVE:** What reasons does Homily express for refusing to emigrate?
2. **INTERPRETIVE/CREATIVE:** Why does Arrietty seem jealous of Egglestina? What do you think happened to Arrietty's cousin?
3. **CRITICAL:** Pod uses some very poor grammar on pages 28 and 32. Rewrite what Pod says, using correct English.
4. **LITERAL/INTERPRETIVE/CREATIVE:** Describe the different Borrower families and explain how they got their last names. What names might Borrower families living in your home have?
5. **INTERPRETIVE:** Homily expresses great fear of the upstairs and of the risks of borrowing, yet she urges Pod to take Arrietty borrowing with him. Why?

Activities:

1. Pod states, "I never heard of no *girl* going borrowing before." Compare the Victorian attitude toward girls with today's attitude. Which seems more justifiable to you?
2. Rewrite the family counsel as a short drama. Act it out with two classmates.

Chapters 7 & 8

Synopsis: Several weeks later, Arrietty accompanies Pod on an expedition to the front hall to borrow some brush fiber from the doormat. It is Arrietty's first venture beyond the safe confines of her beneath-floor home. From under the grandfather clock, Arrietty watches Pod scurry across the hallway floor—"as a mouse runs or a blown dry leaf"—and sees her father for the first time as small. Joining Pod at the open front door, Arrietty gazes out at the "fairlyland" of the outdoors. With Pod's permission, Arrietty climbs down the front step via a shoe-scraper. The girl revels in her freedom to run and to explore the grasses, petals, and insects on the bank outside "her" grating. Suddenly, Arrietty sees something glittering above her.

Word Study: plaited, p. 55 (3); fiber, p. 55 (3); pendulum, p. 60 (4); lintel, p. 61 (6); shoe-scraper, p. 64 (1)

Discussion Questions:

1. **LITERAL/INTERPRETIVE:** Make a list of the new things Arrietty encounters that she has never seen or touched before.
2. **LITERAL/CREATIVE:** Pod teaches Arrietty several rules of borrowing while they are out. What are the rules? Write two or three more borrowing rules based on what you have learned about borrowing so far.

3. **CRITICAL:** What words and phrases does the writer use to reveal Arrietty's feeling about being taken out to borrow?
4. **INTERPRETIVE/CRITICAL:** In what ways do we see Arrietty's perspective (sense of size and proportion) begin to shift as she ventures into the world outside her home?

Activities:

1. Imagine that Arrietty lived underneath your house and ventured out into your yard. Describe her outing.
2. Draw pictures of the creatures and plants Arrietty encounters, and write descriptions of them for a nature field guide.
3. Update your floor plan of the Borrowers' home and your list of borrowed items and their uses.

Chapters 9 & 10

Synopsis: Arrietty encounters the boy on the bank; she is "seen." The two children strike up a cautious conversation. Arrietty makes it clear that she is not a fairy; she explains borrowing to the boy and describes her home and family history. The boy learns that his Great-Aunt Sophy frequently sees and talks to Pod, believing he is a figment of her imagination called up by her nightly decanter of Madeira. Arrietty expresses the Borrowers' view of "human beans": that they exist to "keep" Borrowers, so that anything Borrowers take from humans is borrowing, not stealing; and that there must be just enough humans in the world to support Borrowers. The girl is shocked and frightened when the boy insists there are "trillions" of people in the world and suggests that Arrietty, Pod, and Homily are the last three Borrowers anywhere. Arrietty determines to write a letter to Uncle Hendreary and Aunt Lupy to verify their existence; the boy promises to deliver it.

Word Study: harebell, p. 72 (1); bilingual, p. 75 (3); scullery, p. 76 (3); appease, p. 76 (14); haunches, p. 83 (7)

Discussion Questions:

1. **LITERAL/INTERPRETIVE:** Pod was very worried about being "seen" by the boy. Why doesn't he mind being seen by Great-Aunt Sophy?
2. **CRITICAL:** Compare Arrietty's view of the world with the boy's view.
3. **LITERAL/INTERPRETIVE:** Why does the boy want Arrietty to read to him?
4. **INTERPRETIVE/CREATIVE:** In your own words, explain the difference between borrowing and stealing. What do you think the Borrowers do - steal or borrow? Do you think what they do is right?
5. **CREATIVE:** What do you think has happened to all the other Borrower families? Do you think Arrietty, Pod, and Homily really are the last three Borrowers?

Activities:

1. Do some research to find out about British colonial life in India, especially for children.
2. Talk with someone who grew up bilingually. What difficulties did he or she experience? What advantages?

Chapters 11 & 12

Synopsis: Arrietty and Pod return home for tea. Pod tells Homily that

he had the Borrowers' "feeling" that a person was nearby when he and Arrietty were upstairs. Arrietty, however, says nothing about her encounter with the boy. Secretly, she writes a letter to Uncle Hendreary asking him to write back. Several days later, Arrietty accompanies Pod on a trip to the morning room to borrow some blotting-paper carpet and seizes the opportunity to slip the letter under the doormat for the boy to retrieve. Later, Arrietty listens to Mrs. Driver and Crampfurl conversing in the kitchen as they drink Madeira. Crampfurl, Arrietty learns, has seen the boy in the neighboring fields calling "Uncle something" down rabbit holes. Crampfurl showed the boy the location of an old badgers' set; the gardener suspects the boy has a pet ferret.

Word Study: florin, p. 91 (1); half-crown, p. 91 (1); bloomers, p. 96 (1); wasp waist, p. 98 (2); ferret, p. 101 (3)

Discussion Questions:

1. **LITERAL:** What causes Mrs. Driver to become suspicious about the boy's activities?
2. **LITERAL/INTERPRETIVE:** When Crampfurl finds the boy out in the field, what does Crampfurl think the boy is doing?
3. **INTERPRETIVE/CRITICAL:** Compare the life of the Overmantels with the life of Arrietty's family. Why do you think the Overmantels would have looked strangely at Homily?
4. **INTERPRETIVE/CREATIVE:** What do you suppose Arrietty was thinking about for so long while she stared into the fire?

Activities:

1. Update your list of borrowed items and their uses.
2. Find out more about ESP. Have you ever experienced a "feeling" about something you haven't actually felt through your five senses?
3. "It would be so charming if--." What would make your home or your room more charming?
4. Draw up an afternoon tea menu for the Borrower family based on bits of leftovers from your own kitchen.

Chapters 13 & 14

Synopsis: Arrietty discovers that Pod is out visiting Aunt Sophy. She sneaks out through the open gates and climbs upstairs to the night-nursery. The boy has delivered the letter and found a return message from Hendreary: "Tell your Aunt Lupy to come home." Suddenly, Pod appears and sternly orders Arrietty home with him. The girl explains to her parents that the boy had made her fear for the survival of their race, compelling her to send the letter. Pod soberly deduces that Arrietty has placed both Borrower families "in very grave danger" because now—for the first time ever—a human being knows where Borrowers live. When Arrietty cries that "human beans" aren't all that bad, Pod counters gravely that they're bad and good, unpredictably, and warns that "No good never really came to no one from any human bean."

Word Study: doggedly, p. 107 (1); artful, p. 107 (1); skirting-board, p. 109 (1); imperative, p. 116 (1); seedy, p. 105 (6)

Discussion Questions:

1. **INTERPRETIVE:** What is the significance of Uncle Hendreary's message?

2. **LITERAL/INTERPRETIVE:** In what ways do the boy and Arrietty still express fear towards one another? Why do you think they do?
3. **CRITICAL:** List the words and phrases the writer uses to show the darkened atmosphere of the house as Arrietty travels to the boy's room.
4. **CREATIVE:** In your view, was Arrietty justified in talking to the boy and sending the letter?
5. **CRITICAL/CREATIVE:** The writer gives hints about the outcome of the story. Which one do you think is correct--Arrietty's view that contact with humans can be all right, or Pod's warning that "No good never really came to no one from any human bean"?

Activities:

1. Suppose you had to climb up a sheer cliff or a very high wall. How would you do it?
2. Draw a floor plan of Great-Aunt Sophy's house, upstairs and downstairs.

Chapters 15 & 16

Synopsis: That night, the Borrowers' world seems to explode. The boy creeps down to the kitchen and pries off the ceiling of the Clocks' home as Homily shrieks. He has brought a doll's dresser and chair. Initially angry, Homily softens as the boy suggests he can supply them with many things from the old doll house upstairs. Night after night, the boy brings treasures: "borrowings beyond all dreams of borrowing--a golden age." In payment, Arrietty joins the boy outdoors and reads to him. Pod's earlier dire prediction seems contradicted. Finally, however, they go too far. The boy invades the drawing room, and Mrs. Driver eventually notices the many missing knick-knacks. The housekeeper plots to catch the person who, she believes, is trying to make *her* appear dishonest.

Word Study: placatingly, p. 126 (4); jubilee, p. 127 (4); disheveled, p. 131 (1); fender, p. 136 (1); knick-knack, p. 134 (3)

Discussion Questions:

1. **LITERAL:** What was "the trouble over Rosa Pickhatchet" that Mrs. Driver had never forgotten?
2. **INTERPRETIVE:** Does Mrs. Driver approve of borrowing? What distinction does she draw between borrowing and stealing?
3. **INTERPRETIVE/CRITICAL:** Compare Homily's attitude toward the boy's borrowings with Pod's attitude. Which do you think is more reasonable?
4. **CRITICAL:** Write a character sketch of Mrs. Driver. Refer to the various incidents in the book up to now that have revealed aspects of her character.
5. **CREATIVE:** Arrietty learns some things from the boy's books that are hard for her to accept. The writer mentions one; name five more.

Activities:

1. Update your list of borrowed items and their uses.
2. "Adventure and safety mixed--that's what she wanted. And that

is just what you couldn't do." Do you agree or disagree? Give your reasons, and support them with examples.

3. Find some real-life incidents when greed--carrying something one step too far--caused the downfall of a person, organization, or nation.

Chapter 17 & 18

Synopsis: Mrs. Driver steals down to the kitchen at midnight, spies a thread of light under the stove, wrenches back the loose floorboard--and shrieks as she sees little creatures running, scrambling, squeaking--hundreds of them, she later insists. Crampfurl bursts in; he stirs up the odd assortment of small objects beneath the floor and finds nothing alive. After Mrs. Driver returns to bed, the boy creeps downstairs, discovers the devastation, and calls through the hole to the Borrowers. As the boy is about to carry Pod, Homily, and Arrietty to safety, Mrs. Driver reappears. The Borrowers streak back into the hole. Mrs. Driver viciously declares she'll call in the police, the sanitary inspector, the rat-catcher, even Crampfurl's cat to exterminate the creatures. She locks the boy into the schoolroom to prevent him from making any further rescue attempts.

Word Study: eiderdown, p. 139 (2); cachou-box, p. 141 (1); brilliants, p. 141 (1); baize, p. 140 (2); sanitary, p. 149 (6); higgledy-piggledy, p. 147 (1)

Discussion Questions:

1. **LITERAL/INTERPRETIVE:** What does the Borrowers' home look like to Mrs. Driver? To Crampfurl?
2. **CRITICAL:** List all the adjectives Mrs. Driver uses to describe the Borrowers and the boy. Define each one.
3. **INTERPRETIVE:** What is Arrietty's reaction to her family's discovery by Mrs. Driver?
4. **LITERAL/CREATIVE:** List the items Homily asks the boy to bring to the badgers' set. What other necessities do you think the Borrowers would need?

Activities:

1. Write an account of the evening's events from the Borrowers' point of view.
2. Suggest ways in which the Borrowers might have avoided discovery by Mrs. Driver.

Chapter 19 & 20

Synopsis: The tale reverts to Mrs. May and Kate. The old lady explains, to Kate's dismay, that her brother never saw the Borrowers again. The boy remained locked in the schoolroom for three days, when he suddenly had to leave for India. Meanwhile, the police and Great-Aunt Sophy concluded that Mrs. Driver's consumption of Madeira had caused her to see "little people." When the boy was allowed downstairs, he found the Borrowers' exit hole cemented shut and the rat-catcher pumping poisonous smoke under the kitchen floorboards. Frantic, the boy slipped outside unseen and dislodged Arrietty's grating just as his cab arrived. Kate and Mrs. May speculate about the Clocks' fate. Perhaps they settled in the gas-line bank, Mrs. May suggests, because the last time she visited Aunt Sophy's house, she smelled hot-pot cooking up there. And there too she found the "Memoranda" book written in by Arrietty, proof positive of the Borrowers' existence . . . except that the handwriting matched Mrs. May's brother's writing . . .

Word Study: dribbet, p. 160 (1); bellows, p. 162 (1); ventilation, p. 169 (1); pick-ax, p. 165 (2); stoat, p. 174 (4); hot-pot, p. 177 (3)

Discussion Questions:

1. **LITERAL:** Describe the various methods Mrs. Driver uses to capture or drive out the Borrowers.
2. **INTERPRETIVE/CRITICAL:** Compare the atmosphere in the front hallway and outdoors with the atmosphere in the kitchen.
3. **LITERAL/CRITICAL:** Review the book and write down all the ways in which the Fine Old Pale Madeira is involved in events.
4. **LITERAL/CREATIVE:** Mrs. May seems unsure about the truth of her brother's story. What evidence is there that Borrowers exist? If you were Mrs. May, would you believe the story or not?

Activities:

1. Pretend that you are Arrietty. Write a series of diary entries describing where you went after you left the house and your life in your new home.
2. If you had to rush out of your home very suddenly, what things would you grab? What would members of your family grab?

Culminating Activities

1. Prepare for a classroom debate on the following questions: is borrowing really stealing? Is there any difference among the Borrowers' borrowing, the boy's borrowing, and Mrs. Driver's borrowing?
2. Write a different ending to the book in which the Borrowers are able to stay in the house in spite of Mrs. Driver's discovery of their home.
3. Make a model of the Borrowers' home. Furnish it with borrowed items from your home or schoolroom, adapted to new uses. Display it at your school.
4. Read one or more of Mary Norton's other Borrower tales listed at the beginning of this book. Compare the Borrowers' life afield with their life in the house.
5. Read about Gulliver's travels to Lilliput. Compare Gulliver's experiences with the Lilliputians with the boy's encounter with the Borrowers.
6. Read the portions of Anne Frank's *Diary of a Young Girl* in which Anne expresses her yearning for the outdoors, not to be cooped up any longer. Compare Anne's feelings with those expressed by Arrietty.
7. Do the Word Find puzzle on Activity Sheet 2.

THE BORROWERS TEST

Part I Matching (2 points each)

Read each description in column I. Find the item which matches the description in column II. Write the letter of the item in front of the correct description.

Column I	Column II
_____ 1. Grew up in India with her brother and sister.	A. Mrs. May
_____ 2. Is determined to get rid of the Borrowers.	B. Kate
_____ 3. Yearns to live where there is light and freedom.	C. the boy
_____ 4. Brings furnishings from the doll house to the Borrowers.	D. Pod
_____ 5. Believes the boy has a pet ferret.	E. Homily
_____ 6. Drinks a decanter of Fine Old Madeira every night.	F. Arrietty
_____ 7. Emigrated to the badgers' set after being seen by Rosa Pickhatchet.	G. Uncle Hendreary
_____ 8. Begs to be told the story of the Borrowers.	H. Crampfurl
_____ 9. Says no good can come to anyone from any human being.	I. Mrs. Driver
_____ 10. Fears emigration more than anything else.	J. Great-Aunt Sophy

Part II Fill-In (2 points each)

Write a word in each blank to make each statement true.

1. Arrietty's family is named after the _____ in the front hallway.
2. Uncle Hendreary's letter says, "Tell your Aunt _____ to come home."
3. The worst thing that can happen to a Borrower is to be _____.
4. Arrietty's cousin _____ disappeared forever when she went upstairs alone.
5. Pod uses a _____ and name tape to climb up on things.
6. Arrietty watches the outside world through a _____ in the wall of the house.
7. Arrietty's bedroom walls and ceiling are made out of _____.
8. The boy will go back to _____ when he recovers from his illness.
9. The Borrower family lives underneath the _____ floor.
10. Mrs. Driver discovers that many items are missing from the _____ room.

Part III Vocabulary (2 points each)

Find the correct definition, below, for each italicized word. Write the letter of the correct definition in each blank.

- _____ 1. Mrs. Driver often helps herself from a *decanter* of Madeira.
- _____ 2. The Borrowers' exit hole is below the *wainscot* in the hallway.
- _____ 3. Pod, Homily, and Arrietty are finally forced to *emigrate* just as their relatives did.
- _____ 4. The boy says he is *bilingual* because he has grown up in India.
- _____ 5. Homily's brush has a *plaited* fiber back.
- _____ 6. Arrietty tries to *appease* the boy when he seems angry.
- _____ 7. Arrietty *doggedly* continues with her plan in spite of feeling guilty at deceiving her parents.
- _____ 8. Mrs. Driver calls the boy *artful* for asking about old badgers' sets.
- _____ 9. Pod and Homily are quite *disheveled* after moving furniture.
- _____ 10. Pod speaks *placatingly* to Homily to calm her down.

- | | | | |
|-----------------|-----------------------|------------------------|-------------------|
| A. disordered | D. soothingly | G. using two languages | J. move elsewhere |
| B. calm | E. wooden wall lining | H. stubbornly | |
| C. glass bottle | F. braided | I. sly | |

Part IV True or False (2 points each)

In the space provided, write T if the statement is completely true or write F if any part of the statement is false.

- _____ 1. Many families of Borrowers live in the house with Arrietty, Pod, and Homily.
- _____ 2. The boy helps Pod borrow a doll's teacup.
- _____ 3. Pod fastens the gates in his passageway with safety pins.
- _____ 4. Arrietty begins borrowing when she is ten years old.
- _____ 5. The boy threatens to tell Mrs. Driver where the Borrowers live.
- _____ 6. Arrietty learns many things from the books the boy reads to her.
- _____ 7. Mrs. May thinks the Borrowers moved safely to a new home next to the gas-pipe.
- _____ 8. Mrs. May never actually saw a Borrower.
- _____ 9. Rich William, the rat-catcher, uses a ferret to chase the Borrowers out of the house.
- _____ 10. Mrs. Driver locks the boy in his room so he can't rescue the Borrowers.

Part V Essay Questions (10 points each)

Choose any *two* of these questions to answer. Write one or two paragraphs for each question.

1. The boy tells Mrs. Driver he is a borrower, not a thief. Explain what he means. Do you agree with him?
2. Discuss the ways in which Arrietty is not satisfied with her life under the kitchen floor.
3. Do you think Arrietty endangered her family by continuing her contact with the boy? Support your opinion with specific facts.

Activity Sheet 1

Directions: Listed below are a number of rooms found in Great-Aunt Sophy's Victorian house. Today's houses don't have these kinds of rooms. Do some research about Victorian houses and then tell what each of these rooms was used for. (After you complete the Word Search puzzle on Activity Sheet 2 you will add more words and definitions to this sheet.)

breakfast room

drawing room

morning room

night nursery

day nursery

schoolroom

scullery

coal cellar

larder

Activity Sheet 2

Directions: Hidden in this puzzle are 18 words from the novel of things you would be likely to find at a Victorian house. The words may go horizontally, vertically, or diagonally. Circle each one. How many can you find?

After you finish this puzzle, write each word on Activity Sheet 1 and write an explanation of what it is.

F E L T T E S O B S P R C A E L
M E A T S A F E N D E O G B L U
E H N C H R X Y A L A U L U E S
A V A D O E O A B L R R P I G N
G A S J E T I W S E I L A S A U
O N V E B R U C O A L N F R I F
V I C T U A U M H E I Z G Y R F
E A B U T T O N B O O T S W R B
R O U N T M D N O E A H E W A O
N E W L O O I A B Y T G V E C X
E B E R N P X O E I L P O I U M
S V U W T E R I G H N A L E J L
S O H A U D E T Y O U W G A C A
S O H A R P S I C H O R D E O R
B E N A H T U A L O N A I P I M
Y A W S S H Q U I R S C K E E N

shoe button

hat pin

sealing wax

governess

pianola

gas jet

meat safe

carriage

bell pull

button boots

kid gloves

coal scuttle

settle

hob

harpsichord

wardrobe

fender

snuffbox

The Borrowers
ANSWER KEY

- | | | | |
|---------------|----------------|-----------------|----------------|
| Part I | Part II | Part III | Part IV |
| 1. A | 1. clock | 1. F | 1. C |
| 2. I | 2. Lupy | 2. T | 2. E |
| 3. F | 3. seen | 3. T | 3. J |
| 4. C | 4. Eggletina | 4. F | 4. G |
| 5. H | 5. hat pin | 5. F | 5. F |
| 6. J | 6. grating | 6. F | 6. B |
| 7. G | 7. cigar boxes | 7. T | 7. H |
| 8. B | 8. India | 8. T | 8. I |
| 9. D | 9. kitchen | 9. F | 9. A |
| 10. E | 10. drawing | 10. T | 10. D |

Part V - Should be scored according to the teacher's judgment.

Activity Sheet 2

The crossword puzzle grid contains the following words:

- Across:** FELTTE, MEATSAFENDEOGBLU, AVADOEOABLR RP IGN, GASJET IWS EILASAU, EA BUTTON BOOTS W RB, NEWLLOIABYTGVBCX, EBERNPXOEILPOIUM, SVWTERIGHNAL E JL, SOH AUDETYOUWGAACA, SOHARP SICHORDEOR, BENAH TU ALONAIPI M, YAWSSHQUIRSCKEEN.
- Down:** SOBSPRCAEL, EHNCXRXYALAUULUES, AVADOEOABLR RP IGN, ONVEBRUCOALNFRIF, VICTUAUMHEIZGYRF, BUTTON BOOTS W RB, ROUNTMDNOE AHEWAO, NEWLLOIABYTGVBCX, EBERNPXOEILPOIUM, SVWTERIGHNAL E JL, SOH AUDETYOUWGAACA, SOHARP SICHORDEOR, BENAH TU ALONAIPI M, YAWSSHQUIRSCKEEN.





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