

Harriet the Spy

by Louise Fitzhugh

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 skills to help interpret their reading.
5. Students will gain experience in a variety of different writing forms.

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.

Introductory Activities

1. Carry a notebook with you at all times for several days or a week. In the notebook, jot down descriptions of who and what you see, your experiences, and your thoughts.
2. What kind of thing would your best friend have to do to make

you not speak to her or him for several weeks? What could your friend do to make you forgive him or her?

3. Select four or five apartment buildings or houses that you go by often. Write down what you see each time you go by. Do you see the same people and the same things happening each day?
4. Think about becoming a writer. What could you do to prepare for a career in writing?

Chapter 1

Synopsis: Harriet M. Welsch, age 11, lives in a 3-story brownstone on East 87th Street in New York City. Because she plans to be a writer, Harriet spends a great deal of time scribbling furiously in her ever-present notebook, taking notes on all the people she sees, on her thoughts, and on the particular people she spies on every day. Harriet's best friend, Sport, lives nearby with his father, a writer; Sport cooks the meals in his home and aspires to be a ball player. One day, Ole Golly, Harriet's lifelong nurse, takes the girl and Sport to visit Mrs. Golly, the nurse's enormously fat and simple-minded mother. Ole Golly, who has a stern but practical and kind manner, explains she wants Harriet to "see the world" and expand her experiences--for example, by observing Mrs. Golly and her very different, very small house.

Word Study: brownstone, p. 7(6); dubiously, p. 8(7); deputizes, p. 8(8); exasperated, p. 11(13); dumbwaiter, p. 11(1); interspersed, p. 13(3); arch, p. 18(7)

Discussion Questions:

1. LITERAL/INTERPRETIVE: Why does Ole Golly take Harriet and Sport to see Mrs. Golly?
2. INTERPRETIVE: What does Harriet's relationship with Ole Golly seem to be?
3. CREATIVE: Write the notes that Harriet can't wait to finish when she gets home. Then compare what you wrote with Harriet's actual notes in Chapter 2.
4. LITERAL/CRITICAL: Explain how to play "Town". What does the game reveal about Harriet's character?

Activities:

1. Start a notebook in which you collect Ole Golly's wise sayings and advice, like her suggestion to Sport on page 19. Add

to your collection as you read each chapter.

2. Find some photographs of New York's Upper East Side and typical buildings you would find there where Harriet might live. Show the photos to your class.

Chapter 2

Synopsis: That night, Harriet takes notes on Mrs. Golly and declares, "I will be a spy and know everything." She is following Ole Golly's advice to write down everything because she is going to be a writer. The following day the new school year begins at the Gregory School. As Harriet chats with Sport and her next best friend, Janie Gibbs (who has a chemistry set and plans to blow up the world), she jots notes in her notebook about all her classmates, including Janie and Sport: "Carrie Andrews is considerably fatter . . . Janie gets stranger every year . . ." As usual, the election for class officer is rigged so Marion Hawthorne gets it, supported by her shadow, Rachel Hennessey. After school, Harriet follows her unvarying routine: snack on milk and cake (provided by Cook, whom Harriet is constantly running into), change into spy clothes in her orderly bedroom, run out to embark on the spying route, notebook firmly in hand.

Word Study: musing, p. 22(5); perceive, p. 24(1); chauffeur, p. 29(11); dean, p. 31(8); podium, p. 32(1); efficiency, p. 39(2)

Discussion Questions:

1. LITERAL/CRITICAL: What routines of Harriet's are mentioned in this chapter? Do you have certain routines you stick to?
2. LITERAL/INTERPRETIVE: Make a list of Harriet's classmates and describe each one briefly.
3. LITERAL: Why is Harriet a spy? Why does she write down everything?
4. CREATIVE: What tactics do you think Harriet, Sport, and Janie could use to make sure one of them got elected class officer?

Activities:

1. Draw a floor plan of Harriet's house, including each floor from top to bottom.
2. On a map of Manhattan, locate Harriet's neighborhood. Label the streets and Carl Schurz Park. Mark the approximate locations of the Gregory School and Harriet's house.

Chapters 3 & 4

Synopsis: Harriet makes the rounds of her spying, taking copious notes. From a dumbwaiter, she observes Mrs. Plumber, a well-off, theatrical divorced woman who has taken to her bed. Next, Harriet peeks in on the large Dei Santi family at their grocery store, who are engaged in a lively argument. In the back room of the grocery, delivery boy Little Joe Curry consumes mountains of food, as always. Harriet also checks on the Robinsons, a couple who exist only to buy things and then have people in to look at them. Finally our spy peers through a skylight at Harrison Withers, creator of birdcages and devoted caretaker of 25 cats, craftily concealed from the Health Department. Harriet also visits Sport, who reveals his passion for keeping ledgers and managing his father's erratic income. The visit to Janie—who is mixing up a strange chemistry concoction—yields terrible news: Janie's and Harriet's mothers plan to send the girls to

dancing school.

Word Study: iniquity, p. 60(5); unmitigated, p. 60(5); dilapidated, p. 63(6); duplex, p. 65(7); renovated, p. 73(4); raucously, p. 80(5); colloquy, p. 82(3)

Discussion Questions:

1. LITERAL/CRITICAL: Make a list of the people on Harriet's spy route and write a brief description of each. Why do you think each group might be interesting to Harriet?
2. INTERPRETIVE/CRITICAL: Compare Harriet's and Sport's homes.
3. CREATIVE: Answer one of the questions Harriet poses in her notebook in these two chapters.
4. INTERPRETIVE/CRITICAL: How would you describe Janie's relationship with her family?
5. LITERAL: Why does Sport do all the housework and financial management in his home?

Activities:

1. Try listening to conversations in a restaurant or other public place and, like Harriet, imagine what the people who are speaking look like without actually looking at them.
2. Find out more about Pasteur, Curie, and Einstein. Why are they important to Janie?
3. Add Janie's house and Harriet's spy route to your map of Manhattan.

Chapter 5

Synopsis: Harriet announces desperately to her parents, "I'll be damned if I'll go to dancing school!" Ole Golly, however, points out that a female spy must know how to dance. Harriet gives in. Meanwhile, it is Tuesday night, Ole Golly's night out. Having discovered that Ole Golly has a boy friend, Harriet surreptitiously watches for his arrival and follows the couple. Harriet finds, to her consternation, that Ole Golly acts very different with her beau, Mr. Waldenstein, a round, cheerful delivery man. This Miss Golly blushes, speaks terribly properly, doesn't act tough or totally in control, and eats German food and attends movies. "Is everybody a different person when they are with somebody else?" Harriet wonders.

Word Study: appalled, p. 83(2); interjected, p. 83(3); defection, p. 88(5); subtly, p. 92(1); enunciated, p. 95(3); esplanade, p. 97(1); aplomb, p. 99(2)

Discussion Questions:

1. CREATIVE: Name some current movies you think Ole Golly and Mr. Waldenstein would enjoy seeing.
2. CRITICAL/INTERPRETIVE: Is everybody a different person when they are with somebody else? Harriet wonders. Based on your observations of your friends and family, how would you answer this question?
3. INTERPRETIVE: Why does Harriet ask her mother questions about marriage?
4. CRITICAL: Harriet feels sorry for people who are alone; Ole Golly does not. Why might each of them feel this way? How do you feel?

Activities:

1. Make a list of characteristics you think would be desirable in a husband or wife. In a class discussion, compare lists. Which characteristics can most of the class agree on?
2. In Bartlett's *Familiar Quotations*, find some more quotes about solitude.

Chapter 6

Synopsis: The next Saturday night while Mr. and Mrs. Welsch are out, Ole Golly has Mr. Waldenstein over for dinner. The couple seem quite taken with one another. Mr. Waldenstein suggests they all attend a movie and have a soda afterward. Overcoming her initial misgivings, Ole Golly agrees. But when the three return home at midnight they are confronted by the angry Welsches, home early from a party. Mrs. Welsch is hysterical at Harriet's absence and fires Miss Golly on the spot. Mr. Welsch attempts to calm his wife, Harriet cries, and Mr. Waldenstein resolves the crisis by announcing that he and Miss Golly have just become engaged, so the nurse would be leaving anyway. In the face of Mrs. Welsch's sudden protests that they cannot do without her, Ole Golly affirms that it is time—for herself *and* for Harriet—for her to leave. She does so the following afternoon, telling Harriet not to cry: "Tears never bring anything back. Life is a struggle and a good spy gets in there and fights."

Word Study: fluster, p. 107(1); ward, p. 109(10); disconcerted, p. 112(2); enigma, p. 113(7); absolution, p. 114(1); huffily, p. 123(1); ingratiating, p. 127(2)

Discussion Questions:

1. LITERAL: In what ways does Ole Golly act differently with Mr. Waldenstein than she usually does?
2. LITERAL/INTERPRETIVE: Why is Mr. Waldenstein a delivery man?
3. CRITICAL/CREATIVE: Do you think Mrs. Welsch reacts reasonably when she finds Harriet is not at home Saturday night? Suggest some other ways in which you think Mrs. Welsch might have reacted.
4. INTERPRETIVE/CRITICAL: How do you think Ole Golly really feels about leaving Harriet?

Activities:

1. Find the entire text of the poem Ole Golly and Harriet speak back and forth to each other. Memorize and recite it or read it aloud to your classmates.
2. With four classmates, act out the scene with the Welsches, Ole Golly, Mr. Waldenstein, and Harriet.

Chapter 7

Synopsis: Harriet struggles with the strangeness of Ole Golly being gone and increased interaction with her parents. At school, Miss Elson's class decides what subject they will portray for their Christmas pageant dance. Rachel and Marion spearhead a successful move to choose to be things you eat at Christmas dinner. A disgruntled class proceeds to the gym to decide on parts and be measured for costumes. Miss Berry, the dance teacher, assigns parts—Harriet is an onion, Janie squash—and urges the children to *feel* that they are vegetables, starting from seed. The students are to improvise their dances at home. "How

do you practice being an onion?" Harriet wonders.

Word Study: disgruntled, pandemonium, p. 147(7); askew, p. 148(1); imperiously, p. 148(5); falsetto, p. 149(1); vial, p. 155(2); tulle, p. 155(3)

Discussion Questions:

1. LITERAL/CREATIVE: What subjects are suggested for the class Christmas pageant? What topic would you choose for a class Christmas dance program?
2. CRITICAL: Harriet hates math. What subjects do you think she likes?
3. INTERPRETIVE: Why does it drive Harriet's classmates crazy when Harriet writes in her notebook?
4. LITERAL/INTERPRETIVE: How are things different for Harriet now that Ole Golly is gone?

Activities:

1. On page 138 we learn what TV programs Harriet, Janie, and Sport like. Which are your favorites? Compare lists with your classmates.
2. Plan a dance program for Harriet and her classmates to express being things you eat for Christmas dinner.

Chapters 8 & 9

Synopsis: Harriet resumes her spy route. The Robinsons have purchased an enormous sculpture of a petulant baby; the Dei Santis are resolving another family crisis; Mr. Withers is despondent—all his cats are gone. At home, Harriet rolls around on the floor, practicing to be an onion. Mr. Welsch joins her. When Harriet jumps up suddenly to write some thoughts in her notebook, she finds her parents staring at her oddly. "You'd think I was doing something very funny," Harriet thinks; Ole Golly never acted as though she were. The next afternoon Harriet is caught spying at Mrs. Plumber's and ejected. Yearning to talk things over with Ole Golly, Harriet begins to feel funny, terribly grumpy, and sad. A nightmare caps these events; Harriet sees it as a portent of something terrible that will happen soon.

Word Study: firmament, p. 158(3); excelsior, p. 158(8); catapulting, p. 160(4); miniscule, p. 161(2); querulous, p. 172(9)

Discussion Questions:

1. LITERAL: What new things does Harriet discover about the people she spies on in these two chapters?
2. CREATIVE: What do you think Fabio is selling? What do you think will happen to Little Joe Curry?
3. INTERPRETIVE: Why do Harriet's parents start to act strangely? Why does Harriet start to feel funny and then grumpy?
4. CREATIVE/CRITICAL: How would you practice being an onion? What do you think it would be like to be something else, like a table, or another person?

Activities:

1. With some classmates, act out the scene with the Dei Santi family in Chapter 8.

2. Find some pictures of modern sculptures and find out something about the artists who created them. Share what you find with the class.

Chapter 10

Synopsis: Disaster strikes. After a game of tag, Harriet searches frantically for her notebook, only to discover Janie reading aloud from it to the whole class. Every unkind thought Harriet has recorded about everyone is revealed. The next morning at school, no one speaks to Harriet, but she can tell they have a plan. The students begin passing notes and allowing Harriet to intercept them; the missives say mean things about Harriet. Marion makes a horrible face at Harriet. Someone steals Harriet's tomato sandwich just before lunch. Harriet begins to feel everyone hates her; she languishes in bed for three days. In her new notebook, Harriet records, "Only Ole Golly understands about my notebook." On her way back to school, Harriet encounters Rachel, who hisses that Harriet the Spy is "going to get it. We have a PLAN . . ." Harriet is very worried.

Word Study: banshee, p. 179(5); aghast, p. 193(3); petrified, p. 196(4); dossiers, p. 197(9); parquet, p. 201(3); prism, p. 203(5)

Discussion Questions:

1. CRITICAL: Why do Harriet's classmates send the notes about her?
2. LITERAL: What things do Harriet's classmates do to start getting back at Harriet for writing about them in her notebook?
3. CREATIVE: What do you think the Plan might be that Rachel mentions to Harriet?
4. INTERPRETIVE: Why does Harriet stay home in bed for three days?

Activities:

1. Have you ever had an experience like Harriet's when your classmates seemed to turn against you? What caused this? What did you do about it? Compare your experiences with your classmates'.
2. Make a list like Harriet's of ways you could make yourself better.

Chapter 11

Synopsis: Harriet's classmates continue to ostracize her. She discovers they plan to meet in Rachel's back yard after school, so she slips through neighboring gardens and spies through the fence. The class is building a small house and making remarks like, "She's going to die when she finds out." Who are they talking about? Harriet wonders. At school, the harassment keeps up as Harriet continues to take notes. Laura stares through her, Janie throws a spitball, and Marion spills an entire bottle of ink, drenching Harriet in blue. Sent home to bathe, Harriet sobs in her bathtub. The following afternoon Harriet again spies through Rachel's fence and sees the sign Beth Ellen has created: THE SPY CATCHER CLUB. A club against her; Harriet is shocked. Also determined: "I will never give up this notebook but it is clear that they are going to be as mean as they can until I do."

Word Study: delusions, grandeur, p. 213(3); sodden, p. 217(1); stealthily, p. 221(3)

Discussion Questions:

1. INTERPRETIVE/CRITICAL: Why have Harriet's classmates formed a Spy Catcher Club? What does this accomplish?
2. LITERAL/INTERPRETIVE: How accurate is Harriet's note to Rachel's mother?
3. CRITICAL: Do you think Harriet ought to give up her notebook now?
4. CREATIVE: What did you think Harriet's classmates were building as you were reading this chapter?

Activities:

1. Suppose you wanted to start a club. Write up a list of members, rules, and what the club is supposed to accomplish.
2. Draw a plan for a clubhouse, include a list of tools and materials you would need to build the clubhouse.

Chapters 12-14

Synopsis: Harriet retaliates. She writes constantly in her notebook making her classmates uneasy. Mrs. Welsch and Miss Elson prohibit Harriet from taking her notebook to school so the girl will pay attention in class. Harriet becomes listless; she discovers that when she is unable to write her thoughts, they come very slowly. But she begins to feel mean; she trips, pinches, and throws things at her classmates. After she shears off some of Laura's hair, throws the class into pandemonium with a frog in Marion's desk, and flings a shoe at her father, Harriet is taken to see a Dr. Wagner. The doctor takes copious notes as they play a boring game of Monopoly; Harriet's interest is finally aroused when the doctor gives her a notebook to write in, too. Back home, Harriet visits both Janie and Sport, who continue to reject her.

Word Study: zeal, p. 224(1); contempt, p. 226(2); pretense, p. 228(2); sedately, p. 230(2); prone, p. 237(1); knots, p. 238(4); spinet, p. 253(1)

Discussion Questions:

1. LITERAL/INTERPRETIVE: What happens to Harriet when her notebook is taken away?
2. LITERAL: What mean things does Harriet do?
3. INTERPRETIVE/CRITICAL: Describe Harriet's relationship with the cook. Do you think either one likes the other one?
4. INTERPRETIVE/CREATIVE: What is the purpose of Harriet's visit with Dr. Wagner? Pretend you are the doctor and write some of the "quantity of notes" he takes during and after the Monopoly game.

Activities:

1. Make a list of your earliest memories and the approximate age you were when these events occurred. Compare your list with your classmates'.
2. Plan a parade for your club, complete with signs and noise-making devices.

Chapters 15-16

Synopsis: Harriet stays out of school and catches up on her spy work. Ole Golly sends Harriet a Special Delivery letter explaining that

Harriet will have to either apologize for or lie about what she wrote and admonishing Harriet not to miss her but to get busy at growing up. When Harriet returns to school, Miss Elson announces a change in school policy: the job of editor of the Sixth Grade Page in the school paper is removed from the class officer (Marion) and rotated among able writers--starting with Harriet. A class vote rejects Marion's objections. Nervously, Harriet awaits reaction to her reporting. She holds the class enthralled with items such as: "Jack Peters (Laura Peters' father) was stoned out of his mind at the Peters' party last Saturday night." She also prints a retraction/apology for all the remarks in her notebook. Most of the class quits the club, which Marion has attempted to dominate, and Sport and Janie return to friendship with Harriet.

Word Study: regression, p. 267(1); parapet, p. 270(4); scrutinizing, p. 275(3); audibly, p. 279(5); elicit, p. 281(1)

Discussion Questions:

1. **LITERAL:** What is the final status of the various people Harriet regularly spies on?
2. **LITERAL/INTERPRETIVE:** How does Harriet put the advice in Ole Golly's letter into effect?
3. **CRITICAL:** Why is the job of editor of the Sixth Grade Paper taken away from the class officer?

4. **INTERPRETIVE/CRITICAL:** How does being named future editor of the Sixth Grade Page affect Beth Ellen? Why?
5. **INTERPRETIVE:** Why do most members of the club quit?

Activities:

1. Pretend you are Harriet and write pages for several editions of the school paper.
2. If your school has a paper, find out what you can do to participate in it. If your school has no paper, design one and write up a plan on how to get it into production.

Culminating Activities

1. Prepare for and participate in a class debate on whether or not Harriet is justified in spying on people. Would you feel comfortable doing the same?
2. The novel is separated into Books 1, 2, and 3. Why do you think the chapters are grouped together as they are?
3. Complete your collection of Ole Golly's wise sayings and advice. Make a booklet of your collection, complete with cover and appropriate title.
4. Complete Activity Sheets 1 and 2.
5. Read Louise Fitzhugh's other book about Harriet, *The Long Secret*, and/or *Sport*.

HARRIET THE SPY TEST

Part I Matching (2 points each)

Read each character description. In the list to the right, find the character who matches the description. Write the letter of the character in the space next to the description number. There are more characters listed than descriptions.

- | | |
|--|---------------------|
| ___ 1. Plans to blow up the world. | a. Harriet |
| ___ 2. Has an enormously fat mother. | b. Sport |
| ___ 3. Lives with about 25 cats. | c. Janie |
| ___ 4. Is promoted from delivery man to cashier. | d. Beth Ellen |
| ___ 5. Always gets run into by Harriet. | e. Mr. Welsch |
| ___ 6. Reads cookbooks and keeps ledgers. | f. Mrs. Welsch |
| ___ 7. Works in television. | g. Ole Golly |
| ___ 8. Teaches sixth grade. | h. Cook |
| ___ 9. Always moves very fast. | i. Miss Elson |
| ___ 10. Plays Monopoly with Harriet while writing in a notebook. | j. Mr. Waldenstein |
| | k. Dr. Wagner |
| | l. Harrison Withers |

Part II Fill-In (2 points each)

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

1. Harriet attends the _____ school.
2. Harriet's classmates start The _____ Club.
3. Harriet lives in the city of _____.
4. _____
_____ is a delivery boy for the Dei Santi grocery store.
5. Simon's father is a(n) _____, which is what Harriet plans to be.
6. Harriet is appointed editor of the _____
_____.
7. Name two of the children in the Dei Santi family: _____ and
_____.
8. Ole Golly is Harriet's _____.
9. Harriet is assigned to be a(n) _____ in the school Christmas pageant.
10. Harrison Withers makes beautiful _____ in his apartment.

Part III Multiple Choice (2 points each)

Choose the best ending for each sentence. Write the letter of the correct answer in the blank.

- ___ 1. Ole Golly takes Sport and Harriet to visit her a) aunt and uncle; b) mother; c) father; d) children.
- ___ 2. Every day for lunch Harriet has a) a tomato sandwich; b) a cucumber sandwich; c) a roast beef sandwich; d) milk and cake.
- ___ 3. Mrs. Plumber a) is an actress; b) is very ill; c) collects sculpture; d) has a dumbwaiter.
- ___ 4. The Robinsons a) have two children; b) buy things and show them to people; c) run a grocery store; d) teach at Harriet's school.
- ___ 5. On Ole Golly's date with Mr. Waldenstein, Ole Golly a) refuses as usual to go to a movie; b) objects to eating wurst; c) walks in the park; d) goes to Montreal.
- ___ 6. Ole Golly leaves the Welsch household because a) Mrs. Welsch fires her; b) it is time for her to go; c) she is going to marry Mr. Waldenstein; d) all of the above; e) none of the above.
- ___ 7. Harriet's most hated school subject (and her mother's favorite) is a) math; b) history; c) spelling; d) science.
- ___ 8. Harriet's classmates turn against her because a) she does mean things to them in school; b) she writes nasty articles about them in the school paper; c) she writes some unkind things about them in her notebook d) she won't join their club.
- ___ 9. To get back at Harriet, the sixth graders a) trip her; b) pour ink all over her; c) pinch her; d) put a frog in her desk.
- ___ 10. When Harriet's notebook is taken away, she a) becomes interested in Monopoly; b) does much better in her schoolwork; c) volunteers to be on the school paper instead; d) has trouble thinking.

Part IV Vocabulary (2 points each)

Pick the correct word from the list below and fill in the blank provided at the left with the correct letter.

- ___ 1. The houses in Far Rockaway are built of yellow brick *interspersed* with red.
 - ___ 2. Mr. Welsch complains about the *iniquity* of the finks he has to deal with.
 - ___ 3. Harrison Withers lives in a *dilapidated* rooming house.
 - ___ 4. Janie's parents have a whispered *colloquy* about Janie's chemistry lab.
 - ___ 5. Harriet worries about her *defection* from Janie when she agrees to take dancing lessons.
 - ___ 6. Harriet tries to find out *subtly* where Ole Golly is going on her date.
 - ___ 7. Marion Hawthorne often behaves *imperiously*.
 - ___ 8. Mrs. Plumber speaks to her maid in a *querulous* voice.
 - ___ 9. Harriet enjoys the sight of Pinky Whitehead's *prone* body.
 - ___ 10. The only thing the class vote about an editor will *elicit* is a talk with Miss Whitehead.
- a. whining d. inserted at intervals g. desertion j. partly ruined
b. not obviously e. conversation h. gross injustice
c. arrogantly f. lying down i. draw forth

Part V Essay Questions (10 points each)

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

1. Write a character description of each of Harriet's classmates.
2. Describe the people on Harriet's regular spy route.
3. What is Harriet's relationship with Ole Golly in the first part of the book? How has it changed by the end of the book?
4. Why is Harriet a spy, and how does her spying fit into her plans for her future?

Activity Sheet 1

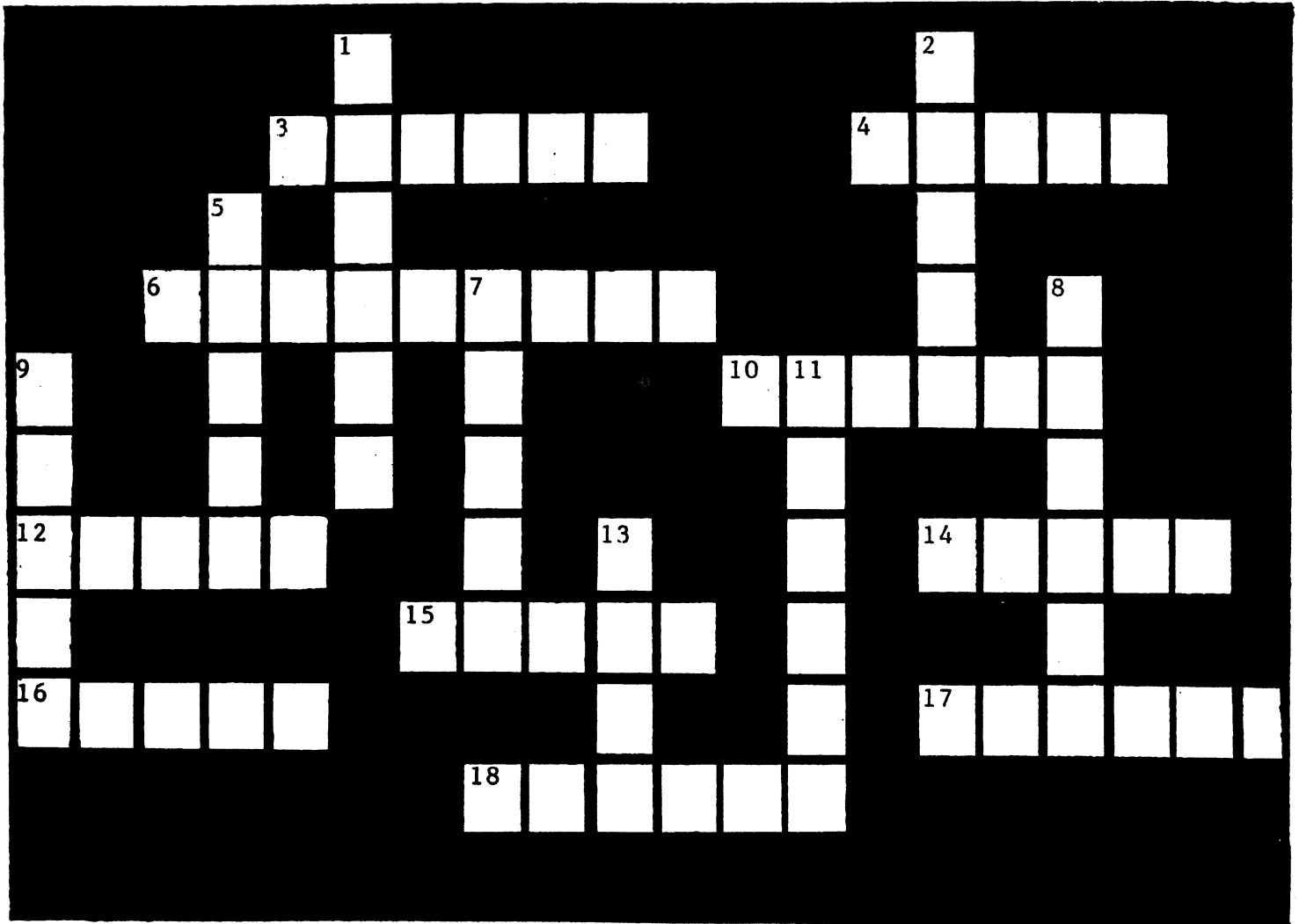
Directions: Fill in the crossword puzzle by answering the clues with names of people from the novel.

ACROSS

3. Her father is a doctor.
4. Looks like a glass of milk.
6. Prettiest girl in class (2 words).
10. A complete blank, says Harriet.
12. The dance teacher, Miss _____ .
14. Plans to blow up the world.
15. Wants to use his family's truck.
16. Harriet's best friend.
17. Is elected class officer.
18. Mr. Waldenstein's first name.

DOWN

1. Does everything Marion does.
2. Sport's real first name.
5. The Boy with the Purple Socks.
7. Is terribly shy.
8. Doctor who takes notes on Harriet.
9. Janie's last name.
11. Sport's last name.
13. The baby of the Dei Santi family.



Activity Sheet 2

Directions: Practice being a spy and taking notes as Harriet does. Read each description below and then write some notes like Harriet would make about the situations.

1. An extremely fat woman wearing a lot of makeup is sitting on a bus next to her very thin 11-year-old son. The woman is complaining loudly about how rude the driver was to her when she got on the bus.
2. An elderly lady using a walker is crossing the street very slowly. Two teenagers with an enormous boom box run by her and jostle her walker without noticing it.
3. A group of kids are playing soccer. One child sits on the sidelines watching the game but never gets up to join the players.

ANSWER KEY

Harriet the Spy

Part I

- | | |
|------|-------|
| 1. c | 6. b |
| 2. g | 7. e |
| 3. l | 8. i |
| 4. j | 9. a |
| 5. h | 10. k |

Part III

- | | |
|------|-------|
| 1. b | 6. d |
| 2. a | 7. a |
| 3. d | 8. c |
| 4. b | 9. b |
| 5. c | 10. d |

Part II

- | | |
|---------------------|--|
| 1. Gregory | 6. Sixth Grade Page |
| 2. Spy Catcher | 7. Fabio, Bruno, Dino, Maria Elena,
Franca (name 2) |
| 3. New York | 8. nurse |
| 4. Little Joe Curry | 9. onion |
| 5. writer | 10. birdcages |

Part IV

- | | |
|------|-------|
| 1. d | 6. b |
| 2. h | 7. c |
| 3. j | 8. a |
| 4. e | 9. f |
| 5. g | 10. i |

Part V

Scored according to teacher's judgment.

Activity Sheet I

R	S
CARRIE	PINKY
P C	M
BETHELLEN	O W
G T E A	FRANCA
I E L U	O G
BERRY R D C	JANIE
B	FABIO Q E
SPORT	N U MARION
GEORGE	

Activity Sheet II

Scored according to teacher's judgment.



A DIVISION OF HERTZBERG NEW METHOD, INC.

**PERMA-BOUND
VANDALIA ROAD
JACKSONVILLE, ILLINOIS
62650**

**PHONE
800/637-6581**