

The Twenty-One Balloons

by William Pène DuBois

Classroom Favorites

Teacher's Guide by Priscilla Whalen

A Perma-Bound Production

Synopsis

Seeking solitude after forty years of teaching arithmetic, Professor Sherman desired to spend a year aimlessly floating in his custom designed ascension balloon basket house. Professor Sherman embarked from San Francisco on August 15, 1883, and drifted westward over the Pacific Ocean. Three weeks later, Captain Simon of the *S.S. Cunningham*, en route to New York, pulled a soggy Professor Sherman from the Atlantic Ocean. Neither the Captain, the cook, nor the ship's doctor could coax an explanation from the professor.

Upon reaching New York, Professor Sherman rented a hotel room in order to rest and to recover strength. Immediately, reporters, the Mayor of New York, and even the President converged on the professor in an effort to hear his story. Professor Sherman steadfastly refused, stating that he would honor his oath to first tell his adventures to the members of the Western American Explorers' Club in San Francisco. Respecting the professor's determination to remain loyal to his oath, the President offered the use of his presidential train to speed Professor Sherman to San Francisco. A very curious world waited to hear the professor's tale.

As Professor Sherman traveled across the country, the balloon-crazed citizens of San Francisco prepared to greet him. Balloon decorations abounded as did many humorous ill-fated intentions. When the professor finally arrived in San Francisco, he had circumvented the world in forty days setting a new record. Whisked to the Explorers' Club and esconced in a bed on the stage, the professor told his story to an eager, appreciative crowd of people.

For six blissful days the professor contentedly floated over the Pacific Ocean. On the seventh day a sea gull poked a hole in the top of his balloon. Losing altitude quickly, the balloon dropped towards shark-infested waters. Frantically the professor threw everything overboard, he stripped off his clothes and cut the ropes attaching the basket to the balloon. Hanging on to the deflating balloon, Professor Sherman maneuvered a landing on the beach of a small island.

The professor had crash-landed among some very unusual inhabitants of an equally unique Island of Krakatoa. Protecting the diamond mines on this island, a volcano rumbled and caused the land to roll almost continuously. Twenty families of four inhabited the island and shared ownership of the fabulous diamonds. Tremendously wealthy, as well as ingenious, these families adapted

to their environment and they flourished under an unusual Restaurant Government. Each family had constructed a home patterned after a typical or famous building in a foreign country. Making yearly trips abroad to purchase supplies, the inhabitants of Krakatoa carefully preserved the secret of the diamond mines and thus the value of the diamonds. To this end, Professor Sherman had to become a perpetual guest of the islanders.

Even though Professor Sherman thoroughly enjoyed the companionship of his host family and the marvels built by the Krakatoans, he worried about living under the shadow of an active volcano. His host, Mr. F., assured the professor that an escape platform existed. Soon enough, Professor Sherman had the opportunity to board the giant platform lifted by twenty balloons.

When the volcano began to erupt, the eighty Krakatoans and Professor Sherman ran to the platform. Within ten minutes, they had the platform airborne. Each family of four had a parachute enabling them to jump from the platform to land in the country of their choice. However, since the professor did not have a parachute, a change of plan became necessary. As the platform drifted over India, all the families except Mr. F.'s family, jumped. The F. family stayed with Professor Sherman to help him maneuver the platform over a large enough body of water to attempt a crash landing. With fewer people to feed, the food supplies lasted while the professor and Mr. F.'s family drifted over Persia, Turkey, Hungary, Austria, Germany, and Belgium. After the F. family jumped over Belgium, Professor Sherman alone floated over England and managed to then deflate the balloons to crash the platform into the Atlantic Ocean.

General Objectives

- To recognize author's techniques of third person viewpoint using flashback and foreshadowing
- To recognize figurative language
- To identify elements of a story
- To understand story classifications
- To expand vocabulary
- To study the history of ascension hot air balloons

To learn about ballooning as a popular hobby

To appreciate meticulous illustrations

Specific Objectives

To predict story events based on author's use of foreshadowing

To identify important information revealed in a flashback

To understand the difference between first person and third person point of view

To identify the two things compared in a simile

To identify elements of the story's setting: where and when

To list physical, personality, and background traits for the main character

To relate a conflict type to the story

To recognize plot progression by placing story events in chronological order

To discuss the relationship of a stated theme to the story

To understand the classifications of historical fiction, fantasy, humor, and Newbery Award winners

To identify the cause and/or effect in a cause-effect relationship

To determine the meaning of unknown words by using the context

To employ dictionary skills for dividing words into syllables

To differentiate between abstract and concrete nouns

Biographical Sketch

William Pène du Bois (pronounced **Pane due BWAH**) was born in Nutley, New Jersey on May 9, 1916, to well-known artistic parents. William Pène du Bois became an illustrator as well as author of children's books.

Billy attended a very regimented boys' school in France. At fourteen, he returned home to attend Harvard, but encountered a lack of money. Undaunted, he announced his plan to write and to illustrate children's books. From this decision, Billy never strayed.

William's father, the French boys' school, and his lack of interest in reading influenced his career. Guy Pène du Bois, William's father, received acclaim as an American painter and art critic. From his father, William learned about drawing. Billy developed into a perfectionist with a sense for orderly procedures and meticulous work habits during his years at the Lycée Hoche, a boarding school in Versailles. As a child, Billy loved to look at the illustrations in books, but did not enjoy reading. While creating his own books, William du Bois worked to capture the imagination of children who had his own distaste for reading.

Critic's Corner

In 1935, at the age of nineteen, William du Bois saw his first book, *Giant Otto* published. He produced *Otto at Sea* the following year. Then came *The Three Policemen* in 1938. When du Bois entered the army in 1940, he gave his publisher *Great Geppy*. Five years later at the time of his discharge, he submitted the Newbery prize winning book *The Twenty-One Balloons* to be published. Since then, du Bois has written and illustrated over twenty of his own books as well as book illustrations for other authors. He received the *New York Herald Tribune* Spring Book Prize in 1947 for *Twenty-One Balloons*, and again in 1956 for *Lion*. In 1948 he received the Newbery Medal and the American Library Association award for *The Twenty-One Balloons*. *Bear Circus* was named to the *New York Times* Best Illustrated Book list in 1971, and in 1972 it was selected as a Children's Book Showcase Title. The *New York Times* Book Review praised *The Forbidden Forest* 1978, and *Porko von Popbutton*, 1969.

Writing about ideals and good people with noble intentions, du Bois avoids truly evil characters and focuses on clever, dignified people. His characters tend to live in Utopian democracies. His stories frequently reflect his interest in Jules Verne and mechanized modes of transportation. William du Bois' style abounds with wit and a well-developed sense of humor.

Critical Bibliography

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Author Techniques

Below are some techniques writers use.

Viewpoint

The Twenty-One Balloons has been written using the third person point of view.

	First Person	Third Person
Narrator	character in story	outside observer
Bias	slanted to favor narrator	objective, impartial
Scope	what narrator does, says, thinks, and feels what other characters do and say	omniscient = all knowing what all characters do, say, think, and feel

Classification

The Twenty-One Balloons could be classified correctly as either a fantasy story, humorous story, or historical fiction story. It also received the Newbery Award in 1948.

Newbery -	an annual award given by the American Library Association for "the most distinguished contribution to American literature for children."
Fantasy -	a fiction story that combines highly imaginative elements with realistic characters and/or settings.
Humorous -	the author's style of writing, the characters, and/or the story events will amuse the reader.
Historical Fiction -	the author uses true historical events and/or true historical characters combined with fictional story elements.

Flashback -

the interruption of the story's time sequence to focus on events that took place at an earlier time.

The author used this technique by having Professor Sherman relate the events that occurred before his rescue from the Atlantic Ocean.

Foreshadowing -

hinting or suggesting what will happen later in the story; small details that take on greater importance as the story progresses.

Example: "... so I had to risk misfortune and let the gulls go hungry." (p. 49)

Analogy -

similarity or agreement

Example: "These two methods of travel are perhaps easiest to be seen by watching hunting hounds." (p. 3)

Simile -

a figure of speech comparing two things by using the word "like" or "as."

Example: "... two porters appeared with a red carpet strip which was rolled up like a huge jellyroll." (p. 35)

Irony -

an opposite occurrence of what one naturally expected to happen.

Example: Gulls are expected to bring sailors good luck when you feed them, but Professor Sherman fed the gulls and had bad luck. (p. 53)

Story Elements Discussion

Main Character: Professor William Waterman Sherman (p. 16)

Background: Retired teacher, taught at a boys' school in San Francisco for forty years. (p. 5)

Bachelor, no apparent family or close relatives.

Appearance: 66 years old (p. 5)

Illustrations show white hair, beard, mustache

Personality: Stubborn, refused to divulge his story. Loyal and honest, honored his oath to Explorers' Club Members.

Sense of humor, at the end he jumped out of the bed.

Curious, he asked Mr. F. all kinds of questions.

Amiable and friendly, got along with citizens of Krakatoa.

Courageous, willing to take risks by traveling in balloon house.

Intelligent and ingenious, devised means to stay up in the balloon for one year.

Setting:

The past, August - September, 1883 (p. 155)
Began journey in San Francisco, spent several days in his balloon basket floating over the Pacific Ocean, stayed on the island of Krakatoa for three days, spent nine days on the giant balloon platform, was rescued from the Atlantic Ocean and traveled to New York aboard a ship, returned to San Francisco aboard the President's private train.

Conflict Type: Person vs Nature Professor Sherman's balloon trip was affected by wind, weather, and a sea gull. The volcano explosion on Krakatoa presented further complications

Person vs Group Professor Sherman refused to reveal his story to the Captain, the newspaper reporters, the Mayor of New York, and the President of the United States.

Theme: The best-made plans can often go awry.

Plot: See time line illustration of plot events.

Plot Progression Time Line

Aug. 15, 1883	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7 (p. 52)	Day 1 on Krakatoa	
Departed San Francisco, 3:00 P.M. (p. 29) Contradiction 2:00 P.M. (p. 45)	Floating happily over Pacific Ocean						Gull attack, crash landing on island of Krakatoa. (A.'s day on calendar.)	B.'s day on Krakatoa calendar Professor enjoyed a balloon Merry-Go-Round ride.	
Day 2 on Krakatoa	Aug. 26, 1883 (p. 155)	Escape Day 1	Escape Day 2	Escape Day 3 (p. 171)					
C.'s Day Professor relaxed on the beach	Contradiction = lost a day between 9/15 and 9/26. Volcano erupted, island exploded. Everyone escaped on floating platform.						Sighted land = India 19 families jumped		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9 (p. 175)	Tues. Sept. 8, 1883 (p. 12)
Professor and F. family stayed in the air for nine more days. (p. 172)							The F.s jumped over Belgium, Professor worked for 2 hours, starting at 7:00 P.M. to get platform down.	12:00 noon, Capt. Simon en route to New York on <i>S.S. Cunningham</i> , rescued Professor from Atlantic Ocean. Contradiction: picked up twenty minutes after crashing into ocean. (p. 178)	
Arrived in New York	Sept. 17, 8:00 P.M.	Sept. 18	Sept. 19	Sept. 20	Sept. 21	Sept. 22 (p. 28)	Sept. 23, 1883 2:56 P.M. (p. 31)		
	Departed N.Y. on President's private train (p. 17)	Traveled on train a full five days. (p. 19)					Professor arrived in San Francisco. He went directly to Explorers' Club from the train station and told his story. Contradiction = first week of October. (p. 9) Total trip should = 40 days. (p. 29)		

Contradiction = Aug. 15 to Sept. 23 = 39 days.

Vocabulary Study: Adjectives

—Divide the word into syllables.

—Select the dictionary definition that is relevant to the context of the sentence. If you need more context, the page reference will help you to locate the word in the story.

—Draw an arrow from the bold adjective to the noun or pronoun that is being described.

Page Example

10 I feel sincerely that I owe the first accounting of my **extraordinary** adventure to that **illustrious** fraternity!

syllables: e x / t r a o r / d i / n a r / y

definition: **far exceeding the usual; uncommon**

syllables: i l l u s t r i o u s

definition:

12 I found it to be a mass of broken wooden beams to which were attached twenty **ascension** balloons . . . (*This is a noun used as an adjective*)

syllables: a s c e n s i o n

definition:

17 He had his Secretary send the following **unprecedented** wire to Professor Sherman.

syllables: u n p r e c e d e n t e d

definition:

If this is **convenient**, an ambulance will pick you up this evening . . .

syllables: c o n v e n i e n t

definition:

51 I spent the early evening on my porch in **solitary** contentment . . .

syllables: s o l i t a r y

definition:

52 The seventh day, ladies and gentlemen, was **catastrophic**!

syllables: c a t a s t r o p h i c

definition:

57 I was **desperate**.

syllables: d e s p e r a t e

definition:

61 I thought that this must be part of some **delirious** dream.

syllables: d e l i r i o u s

definition:

He looked like an aristocrat lost on this seemingly **desolate** volcanic island.

syllables: d e s o l a t e

definition:

63 I thought that his was without doubt the most extravagantly **absurd** situation . . .

syllables: a b s u r d

definition:

124 Isn't this **hazardous**?

syllables: h a z a r d o u s

definition:

135 I am not too **partial** to Oriental food . . .

syllables: p a r t i a l

definition:

136 I told him that being on the Island in the position of a **perpetual** guest with no work to do, I was fast getting to think of living in terms of holidays . . .

syllables: p e r p e t u a l

definition:

138 To balloonists, stories such as mine are **typical** . . .

syllables: t y p i c a l

definition:

139 The noise was **formidable** and the waves caused so much damage that the people moved away from the tips of the islands in great haste.

syllables: f o r m i d a b l e

definition:

155 I got my first real burn when I made my **bizarre** nude arrival on Krakatoa . . .

syllables: b i z a r r e

definition:

156 Now I am going to ask you to tell me all you can think of in the way of news about my **native** city San Francisco . . .

syllables: n a t i v e

definition:

As a schoolteacher I was pretty well tied down to a rather **monotonous** form of **urban** life . . .

syllables: m o n o t o n o u s

definition:

syllables: u r b a n

definition:

159 . . . before being most rudely interrupted by a singularly **sinister** event, I had talked over three hours.

syllables: s i n i s t e r

definition:

. . . this was a sight which is as **vivid** to me now as it was when I first saw it . . .

syllables: v i v i d

definition:

170 He supervised the rationing of the food, allowing but **meager** portions . . .

syllables: m e a g e r

definition:

Vocabulary Study: Nouns

—Divide the word into syllables.

—Select the dictionary definition that is relevant to the context of the sentence. If you need more context, the page reference will help you to locate the word in the story.

—If the noun names a physical thing that can be perceived by our senses, circle the word **concrete**.

—If the noun names a nonphysical thing such as a quality or idea, circle the word **abstract**.

Page Example

9 Three weeks later he was picked up in the Atlantic Ocean, half starved and exhausted, clinging to the **debris** of twenty deflated balloons.

syllables: d e / b r i s

concrete abstract

definition: **fragments, scattered remains of something destroyed.**

14 “And now,” said the Mayor, “would it be too much to ask you in return to give to me, to New York, to the nation, to the world, the details of your amazing **exploit**?”

syllables: e x p l o i t

concrete abstract

definition:

20 Balloons were the decorative **scheme** in all stores.

syllables: s c h e m e

concrete abstract

definition:

26 However, the Tomes Aeronautical Studios which were the San Francisco **rivals** to the Higgins Factory weren't at all pleased by his decision.

syllables: r i v a l s

concrete abstract

definition:

29 Their first **enthusiasm** was wearing off.

syllables: e n t h u s i a s m

concrete abstract

definition:

39 On the **contrary**, if all had gone the way I had hoped, I would still be happily floating around in my balloon. . .

syllables: c o n t r a r y

concrete abstract

definition:

40 I amused myself with thinking of many ways of doing this, trips in small boats, Polar **expeditions** . . .

syllables: e x p e d i t i o n s

concrete abstract

definition:

41 There is little room for **provisions** and it would be impossible to live in a standard balloon basket for any length of time.

syllables: p r o v i s i o n s

concrete abstract

definition:

66 I am just warning you of this **phenomenon** so that you won't be scared.

syllables: p h e n o m e n o n concrete abstract

definition:

75 My mind was in a **turmoil**.

syllables: t u r m o i l concrete abstract

definition:

I know that I shall be in far better condition to cope with the **novelty** of this fabulous Island.

syllables: n o v e l t y concrete abstract

definition:

110 I'm a balloonist, and I must admit this kind of **efficiency** rather bores me.

syllables: e f f i c i e n c y concrete abstract

definition:

I saw your balloon, the Globe, and I know that you are a balloonist of great **ingenuity**.

syllables: i n g e n u i t y concrete abstract

definition:

132 I was more of a **hindrance** than a capable assistant. . .

syllables: h i n d r a n c e concrete abstract

definition:

135 I noticed that many of the children toyed with their dishes with equal **apprehension**.

syllables: a p p r e h e n s i o n concrete abstract

definition:

138 . . . balloon trips are only considered unusual if you arrive within one hundred miles of your planned **destination**.

syllables: d e s t i n a t i o n concrete abstract

definition:

143 This escape . . . makes living here under the ever-present threat of **extinction** possible.

syllables: e x t i n c t i o n concrete abstract

definition:

156 He was amazed at the many details, stories, and **anecdotes** I could tell . . .

syllables: a n e c d o t e s concrete abstract

definition:

164 I was afraid to interfere in this supposedly well-rehearsed **manuever** . . .

syllables: m a n u e v e r concrete abstract

definition:

170 . . . I seemed to be leading man and most unhappy actor of a forthcoming **melodrama**.

syllables: m e l o d r a m a concrete abstract

definition:

Vocabulary Study: Adverbs

—Divide the word into syllables.

—Select the dictionary definition that is relevant to the context of the sentence. If you need more context, the page reference will help you to locate the word in the story.

—Draw an arrow from the bold adverb to the verb, adjective, or other adverb that is being modified.

Page Example

9 . . . the story the whole world was waiting **impatiently** to hear.

syllables: i m / p a / t i e n t / l y

definition: easily irritated by delay

63 I thought that this was without doubt the most **extravagantly** absurd situation in which I had even found myself.

syllables: e x t r a v a g a n t l y

definition:

. . . I had **obediently** rolled down my sleeves.

syllables: o b e d i e n t l y

definition:

66 He was watching me, smiling **amiably** and was calmly moving up and down with the surface of the earth . . .

syllables: a m i a b l y

definition:

74 At first we thought it necessary to **solemnly** swear that we

wouldn't tell anybody of the whereabouts of Krakatoa . . .

syllables: s o l e m n l y

definition:

114 It was waiting **anxiously** to hear the end of his extraordinary story.

syllables: a n x i o u s l y

definition:

140 . . . many of us . . . had our wind knocked out from being thrown **abruptly** to the ground.

syllables: a b r u p t l y

definition:

144 This idea appealed to me **immensely**.

syllables: i m m e n s e l y

definition:

Vocabulary Study: Verbs

—Divide the word into syllables.

—Select the dictionary definition that is relevant in the context of the sentence. If you need more context, the page reference will help you to locate the word in the story.

—Verbs often have an "ed" or "ing" suffix. You will have to look for the root word in the dictionary.

Page Example

9 How he found himself in the Atlantic with so many balloons after starting out over the Pacific with one, caught and **baffled** the imagination of the world.

syllables: b a f / f l e d

root word: baffle

definition: **confused, perplexed**

11 They tried arguing with, **persuading**, tricking, and **agitating** him.

syllables: p e r s u a d i n g

root word: _____

definition:

syllables: a g i t a t i n g

root word: _____

definition:

They tried to **entice** him with spirits.

syllables: e n t i c e

definition:

19 Ladies **revived** the ballon fashions in dresses . . .

syllables: r e v i v e d

root word: _____

definition:

24 It was added with reverence and ceremony and it **symbolized** the Club's greatest ambition . . .

syllables: s y m b o l i z e d

root word: _____

definition:

38 . . . you have already **interrupted** him with ten minutes of applause.

syllables: i n t e r r u p t e d

root word: _____

definition:

53 One of them grabbed the remains of a carcass of smoked turkey . . . and settled down on the top of my balloon to **devour** it in comfort.

syllables: d e v o u r

definition:

55 . . . I was **descending** . . .

syllables: d e s c e n d i n g

root word: _____

definition:

65 As we neared the mountain, the underbrush in the jungle became less and less bothersome and then **ceased** to exist altogether.

syllables: c e a s e d

root word: _____

definition:

Vocabulary Study: Key

Adjectives

10 il/lus/tri/ous

Greatly distinguished; renowned

12 as/cen/sion

The act of rising

17 un/prec/e/dent/ed

Unheard of; never before done

17 con/ven/ient

Suited to one's needs, comfort, ease

51 sol/i/tar/y

Living, being, going alone

52 cat/a/stroph/ic

Disastrous

57 des/per/ate

Without care for danger; reckless from loss of hope

61	de/lir/i/ous	Suffering from a mental disorder associated with fever, intoxication, shock, or injury	110	ef/fi/cien/cy	Quality of getting most work for least effort and time	abstract
61	des/o/late	Deserted, abandoned; unfit for habitation	110	in/ge/nu/i/ty	Inventiveness; cleverness	abstract
63	ab/surd	Ridiculous	132	hin/drance	Impediment; obstacle; something that interferes with progress	abstract
124	haz/ard/ous	Involving danger, risk, or loss	135	ap/pre/hen/sion	Fear; dread	abstract
135	par/tial	Favoring, biased	138	des/ti/na/tion	Place set for a journey to end	concrete
136	per/pet/u/al	Continuing on and on forever	143	ex/tinc/tion	Destruction; complete wiping out	abstract
138	typ/i/cal	Making up a pattern; having same features	156	an/ec/dotes (pl.)	Short, humorous or interesting stories you tell about yourself	concrete
139	for/mi/da/ble	Causing fear or dread by reason of size or strength	164	ma/neu/ver	Planned movement	abstract
155	bi/zarre	Odd; fantastic; grotesque	170	mel/o/dra/ma	The display of emotions in a play	concrete
156	na/tive	Linked to by birth	Adverbs			
156	mo/not/o/nous	Tiresome due to lack of any variation	63	ex/trav/a/gant/ly	In an overly lavish, wasteful, or manner that is exceeding reasonable limits of acting.	
156	ur/ban	Pertaining to a city	63	o/be/di/ent	Dutiful manner; in a way that follows orders	
159	sin/is/ter	Wicked; evil	66	a/mi/a/bly	In a friendly manner	
159	viv/id	Clear, bright	74	sol/emn/ly	In a serious manner of acting	
170	mea/ger	Not having enough in quantity or quality	114	anx/ious/ly	Eagerly	
Nouns			140	a/brupt/ly	Suddenly; in a way that starts, stops, or changes without warning	
9	ex/ploit	Deed or act marked by heroism	144	im/mense/ly	Greatly	
20	scheme	Plan	Verbs			
26	ri/vals (plural)	Competitors	11	per/suad/ing	Influencing; to cause another to change their opinion or beliefs	persuade
29	en/thu/si/asm	An eager desire	11	ag/i/tat/ing	Disturbing, shaking up, exciting	agitate
39	con/trar/y	An opposite	11	en/tice	To lead on by arousing hope of pleasure	
40	ex/pe/di/tions (pl.)	Journeys for definite purposes	19	re/vived	To bring back into use; to renew	revive
41	pro/vi/sions (pl.)	Food, or a supply of food	24	sym/bol/ized	To stand for or represent something else	symbolize
66	phe/nom/e/non	Any unusual occurrence				
75	tur/moil	Confused motion; disturbance				
75	nov/el/ty	Something new or unusual				

38	in/ter/rupt/ed	To have broken the continuity interrupt
53	de/vour	To eat up greedily
53	de/scend/ing	To go down descend
65	ceased	Stop cease

Comprehension Study

Introduction: Pages 3 - 6

1. The narrator discussed two possible ways to travel. Explain the two ways.

(One can travel by taking the fastest vehicle along the most direct road or, not to care where, how or even if one reaches a destination)

2. What **analogy** did the narrator use to further explain the two methods of travel?

(One hunting hound will follow his nose directly to the prey, while another might take a roundabout way and not even pay attention to his prey even if he happens to stumble upon it.)

3. Which way does the narrator prefer to travel, and why?

(The narrator prefers the roundabout way of not caring where, how, or if a destination is reached because - this is the way to see more of the world, and the narrator also likes "to see how nature is getting along.")

4. How does the narrator imagine future travel?

(A person will travel instantaneously to their destination. Travelers will be transmitted as radio waves to be picked up and restored at their destination by a radio receiver.)

5. Why did the narrator believe that a balloon was a wonderful way to travel?

- a. You will not have to hurry to a destination.
b. You don't have to concern yourself with where you go.
c. You won't have to use your legs.
d. You will get to see everything.
e. You won't be annoyed by having to choose directions.)

6. What true historical facts did the author use in this fiction story?

- a. "The period of the book is the period when balloons were most popular, 1860-1890."
b. "Some of the balloon inventions in this book were actually built with success . . ."
c. The Pacific Island of Krakatoa does exist, and it did blow up in 1883.)

Chapter I Pages 9 - 17

1. How did the author use the flashback technique?

(The story began at the end of Professor Sherman's journey. In

order to reveal the events that took place during the journey, the author must flash backwards in time to focus on those events.)

2. Where and when was Professor Sherman rescued?

(He was pulled from the Atlantic Ocean during the first week of September.)

3. Where and when did Professor Sherman begin his journey?

(The professor left San Francisco on August 15, floating out over the Pacific Ocean.)

4. What was Professor Sherman's goal?

(The professor's goal was to be alone for a year, and possibly to be the first man to fly across the Pacific Ocean.)

5. What explains everyone's curiosity and also related the title of the book to the story?

(Professor Sherman started out to cross the Pacific Ocean in one balloon, and he ended up three weeks later in the Atlantic Ocean with twenty balloons. To travel that far in such a short time was unheard of back in 1883.)

6. Who rescued Professor Sherman?

(Captain Simon of the SS Cunningham bound for New York rescued the professor.)

7. Name six methods that the ship's Captain, the ship's cook, and the ship's doctor used to make Professor Sherman reveal the events of his journey?

agruments	agitation
persuasion	"enticement with spirits" (alcohol)
trickery	medicine to make him dopey

8. Why did Professor Sherman refuse to tell his story?

(As an honorary member of the Western American Explorers' Club, he felt that he owed his colleagues the chance to be first to hear his story.)

9. What is a "ship's log"?

(It is a diary of a voyage. The Captain records events and the location of the ship each day.)

10. When Captain Simon wrote in the ship's log, how did he describe the wreckage?

(Twenty balloons in various stages of deflation were attached to a mass of broken wooden beams. Positioned in the middle was a large red furnace with gold trim.)

11. Why did Captain Simon take his ship's log to the newspaper offices of the *New York Tribune*?

(The Captain knew that people would be interested in the rescue

story. He received a lot of money for the story of the professor's rescue.)

12. How did the newspaper office in San Francisco respond to the Tribune's story?

(They wired information to New York about the Professor's departure from San Francisco.)

13. What "excited the curiosity of millions"?

(The New York Tribune ran two stories and two pictures. One picture and story described the professor's departure from San Francisco, and the other depicted him in New York after his rescue from the Atlantic Ocean.)

14. Why did the professor remain loyal to the Western American Explorers' Club?

(If the story was less interesting, none would care to listen except his fellow members. Since this was a unique adventure, the professor felt an even greater need to honor his oath of membership which was to first share the details with the members.)

15. How did the Mayor of New York try to bribe Professor Sherman?

(The Mayor honored the professor with a visit and presented him a "Key to the City.")

16. Who issued the invitation from the President of the United States?

(The invitation was issued by the Secretary to the President.)

17. Why did the President of the United States invite Professor Sherman to the White House?

(The President felt that the White House was an ideal location for the professor to use to reveal to the world the story of his exploits.)

18. What did the President do upon receiving the professor's rejection of the invitation?

(The President ordered his Secretary to respond by offering the use of the President's private train to Professor Sherman. The President indicated his respect and understanding of the professor's intention. By using the private train, the professor could rest while traveling quickly to San Francisco.)

Chapter II Pages 19 - 34

1. How many days did it take the professor to travel by train from New York to San Francisco?

(It took a full five days.)

2. List five effects of the balloon craze in San Francisco.

- The railway station was covered with balloons.*
- The street from the station to the club was lined with balloons.*
- Balloon dresses came back in style.*
- Fat ladies quit their diets because the "round look" became popular.*
- The stories used a balloon theme in their decorations.)*

3. What gave the miniature balloons "lifting pull"?

(The balloons were filled with hydrogen gas.)

4. What property of hydrogen gas kept the Fire Department busy?

(Hydrogen gas ignites and burns quickly. Sparks from chimneys caused some of the miniature balloons used to decorate the street to flare up.)

5. Why did the one boy float higher than his brother?

(The lifting pull of the balloon was sixty pounds. The younger boy weighed only fifty-eight pounds and thus could float higher than his seventy-five pound brother.)

6. Explain the funniest incident resulting from the Mayor's plan to decorate the city with balloons.

(They tied ten balloons with a combined lifting pull of 900 pounds to the cupola on top of the Explorers' Club building. During the night the wind blowing the balloons around caused the cupola to come loose. It drifted away to land on an Indian reservation.)

7. Describe the cupola on top of the Explorer Club's building.

(It was shaped like the upper half of the world from the equator to the North Pole. It had a flag at the top and a Western American Explorer's Club banner. Maps of everything north of the equator were painted on the cupola.)

8. What analogy was used to describe the way the cupola appeared when it settled on the Indian reservation?

(It looked like "a small planet sunk in the ground and surrounded by smaller planets.")

9. How did the Indians react when they awoke and saw this strange "thing" that had landed during the night?

(They knew right away what it was and how it had ended up on their reservation. They cut a door in it and gave it to the chief as a new house.)

10. Why did the people at the Tomes Aeronautical Studio feel unhappy?

(They were rivals of the Higgins Factory to whom the Mayor gave the miniature balloon contract because the professor had purchased his first balloon from Higgins. The Tomes people felt

neglected because 1,000 miniature balloons made a big order for the Higgins factory.)

11. What did the Tomes Studio do to try to get some attention?

(They thought of an unusual balloon invention, the "balloon buggy.")

12. Name the famous American responsible for the "balloon buggy" idea.

(Benjamin Franklin)

13. Describe the balloon buggy.

(It had two number 3B touring balloons filled with hydrogen and attached to a couch raising it just off the ground. Three horses led the floating couch. "Well Done Professor Sherman" was painted on the balloons.)

14. What happened to the balloon buggy?

(Delivering the buggy to city hall, the Director felt so comfortable that he lit a cigar. A spark landed on a balloon causing a big explosion.)

15. Why did the people of San Francisco lose enthusiasm and interest?

(They began to wonder if the professor was worth all this commotion just because he refused to tell his story until he reached San Francisco. Was this really enough to make him a hero?)

16. What renewed enthusiasm and interest in Professor Sherman's arrival?

(A young boy figured out that the professor broke a record by traveling around the world in considerably less than 80 days. By leaving San Francisco on August 15, and returning to San Francisco on the train by September 23, the professor had cut the 80-day world's record in half.)

Chapter III Pages 35 - 46

1. In what two ways did the professor's trip differ from what he had planned?

(One, he had not intended for it to be a speedy trip. He had planned to slowly drift around for a year. His actual trip lasted only a few weeks and he covered many more miles than he had anticipated. Two, the professor had desired to be alone, but he found himself with eighty other people.)

2. Describe Professor Sherman's balloon and his basket house.

(The "Globe" was one of the biggest balloons ever built. It was made of alternate strips of rubber and silk. It took a year to build. The basket house was patterned after that of a French balloonist, but it was not quite as big. Professor Sherman's basket had a roof that served as an open-air attic to store food,

and it had a small porch all around which was used as an observation deck.)

3. What is "ballast," and how is it used by a balloonist?

(Ballast is something used as a weight, usually bags of sand are employed. If the balloonist wished to rise higher, the ballast was thrown overboard.)

4. Why did Professor Sherman use food as ballast?

(In order to stay in the air for a year, every ounce of weight had to be useful. As he consumed the food supplies, the balloon would climb higher.)

5. Classify everything the professor took aboard for his trip under these three topics: 1. equipment 2. furnishings 3. provisions.

<u>Equipment</u>	<u>Furnishings</u>	<u>Provisions</u>
shark fishing rod	gas filled mattress	food
still for making fresh water	balsa wood table, paper-bound books	liquids
waterproof suit	silver plates and cups	quinine tonic
lifesaver		

6. Why did the professor take silver plates and cups instead of unbreakable lighter weight plastic dishes?

(Plastic had not yet been invented.)

Chapter IV Pages 46 - 60

1. Explain the seagull superstition of mariners.

(Seagulls brought good luck, so the mariners always fed them.)

2. What statement about the seagulls could be foreshadowing an unfortunate event that will occur?

("I had to risk misfortune and let the gulls go hungry." [p. 49])

3. What happened on the fourth day of Professor Sherman's journey?

(It started to rain. The professor dumped his garbage allowing the balloon to rise above the rain clouds.)

4. How did Professor Sherman wash his dishes and do his laundry?

(He tied them to a fishing line and dunked them in the ocean. By the time he reeled his clothes back into the basket, they were dry.)

5. What sign of life did the professor see on the fifth day of his trip?

(He saw a Japanese fishing boat, but the fisherman couldn't speak English.)

6. Explain the irony related to Professor Sherman's act of dumping his garbage to feed the gulls.

(Feeding the gulls was supposed to bring good luck. However, just the opposite happened. One gull took the remains of a turkey carcass to the top of the balloon to eat it. Trying to steal the turkey carcass, another gull poked a hole in the balloon. The "good luck" gulls brought Professor Sherman "bad luck.")

7. How did the professor manage to keep the balloon in the air until he could land on the island?

(He threw everything overboard. He even got rid of all his clothes. Finally he cut the basket house ropes and just hung onto the balloon.)

Chapter V Pages 61 - 76

1. Describe the clothes that Mr. F. gave to Professor Sherman.

(The clothing was very formal. It consisted of a white morning suit with pin-striped pants, a white ascot tie, and a white cork bowler (hat). The shirt had starched cuffs; a small, white, starched dickey; and a detachable wing collar.)

2. Why did Professor Sherman have to stay permanently on the island?

(The people living there did not want anyone from the outside to know that their island was inhabited. They had to protect the diamond mines.)

3. Explain Mr. F.'s statement, "The peculiar thing about nature is that it guards its rarest treasures with the greatest care."

(The diamond mines were at the base of a volcano. The ground shook, rumbled, and rolled most of the time. The island appeared to be uninhabitable.)

4. Why would the diamond market be destroyed if others discovered the mines on Krakatoa?

(Diamonds are worth a lot of money because they are rare. The diamonds of Krakatoa would cause the price to drop to nothing because diamonds would no longer be rare. The citizens of Krakatoa carefully controlled the number of diamonds used to purchase supplies in order to maintain their value and guarantee wealth to all the Krakatoans.)

Chapter VI Pages 77 - 94

1. What kept the houses on Krakatoa from falling down?

(The houses were built on a strong foundation of solid diamond boulders.)

2. What was so unusual about the architecture of the houses on the island?

(Each house was a replica of some famous building in a foreign country. Also, each house had a huge dining room.)

3. How did the island become populated?

(A young, shipwrecked sailor discovered the diamonds. He built a raft and left the island taking some diamonds with him. In America, he selected twenty families to return to the island with him.)

4. What qualities was each family required to have in order to be chosen?

(Each family had one boy and one girl between the ages of three and eight years to assure future generations. The family members had to have definite creative interests in order to cope with unusual situations more easily.)

5. Describe the climate and environment of Krakatoa.

(The temperature was warm and the air was humid. Abundant vegetation grew in the soil that was full of minerals.)

6. Explain how the Restaurant Government came to be established.

(Four families ended up with all the shares in the diamond mines because these families built the huts for the others. To get their diamond mine shares back, the other families started restaurant businesses. When everyone had regained their shares, they had a big celebration banquet and drew up the constitution.)

7. Explain two unusual things in the Krakatoan Constitution.

(The law stated that every family would go to a different restaurant each day of the month. Since each family had a restaurant, there were twenty different restaurants around the square. Each family worked one day in twenty. Also, the Restaurant Calendar consisted of twenty days to the month. Each family and their restaurant was named after one of the first 20 letters in the alphabet. The twenty days were named for the alphabet, also.)

Chapter VII Pages 95 - 113

1. How did the citizens of Krakatoa occupy their time?

(They worked one day in twenty to provide food. The rest of the time was spent working on their houses to make them as magnificent as possible.)

2. How was Mr. F.'s house built?

(The plans and pieces were purchased in France. The stones were all cut to size and numbered before they were shipped to Krakatoa. The house was then assembled on the island.)

3. After the houses were finished, what "work" did the citizens perform?

(They worked to make life more pleasant for themselves and each other. They made improvements on the houses and added creative inventions.)

4. What unusual machine did Mr. M. have in the basement of his house?

(He had a huge steam engine attached to a maze of polished brass shafts. It furnished the power for an electric generator and for all the inventions in the house.)

5. List and explain the M.s' creative inventions.

(One, the continuous sheets on his bed were automatically washed, dried and pressed by turning a crank.

Two, the chairs and tables for the twenty families receded into the floor to make it easier to clean all the tables.

Three, the electric living room contained a couch and chairs that moved around.

Four, M-1 and M-2, the children, had beds that went up through the skylight to the roof for hot nights, and down through the floor to the bathrooms.

Five, the walls were divided into decorated revolving panels. At the push of a button, the decorations would change.

Six, the M. family had a dish washing and drying machine in the kitchen.)

Chapter VIII Pages 113 - 134

1. Describe how the children of Krakatoa received an education.

(No formal school existed. Their parents taught them to read and write. The children also helped to build the international houses which was an educational experience.)

2. What lie did Professor Sherman tell and why did he lie to Mr. F.?

(Professor Sherman said that he was a professor of aeronautics and that he had taught "balloon theory." The professor told this lie after learning the island needed a school and more specifically an arithmetic teacher. Sherman wanted to get away from teaching.)

3. Why can't the children build regular amusement park rides?

(Most of the rides would be higher than the surrounding jungle and thus visible to any passing ship.)

4. Describe the Balloon Merry-Go-Round.

(Eight little boats were joined together in a circle around a 75-foot pole. Each boat was connected by another pole to a hub around the center pole. Each boat had a balloon hooked to it. After the balloons were filled with hydrogen, some of the children grabbed the ropes attached to the bow and stern of each boat and ran around in a circle spinning the Merry-Go-Round up the greased pole. When it reached the top of the pole, it spun off into the air.)

5. What caused the professor's Merry-Go-Round ride to last only a short time?

(The Merry-Go-Round floated over the top of the mountain and the volcanic crater. The hot air created a vacuum sucking the Merry-Go-Round violently downward.)

6. How did the children land the Merry-Go-Round and get it back to the launching pole?

(They tried to maneuver the Merry-Go-Round so it would land in the ocean. They detached the boats and used the connecting poles for masts. After racing the boats to shore, all the children helped to carry the boats back to the pole and to reassemble the Merry-Go-Round.)

7. Explain why the professor felt amused at the irony of being "ordered about by a child." (p. 132)

(The professor had taught school and had given orders to children for the past forty years. This "impossible turnabout" amused the professor.)

Chapter IX Pages 135 - 154

1. Why did the C. family serve Chinese food in their restaurant on "C Day"?

(Each family's home was built to resemble a typical or famous building in a foreign country. On the family's name day, they prepared food typical of the foreign country that their house represented. The A.'s ran an American restaurant, the B.'s a British chop house, and the C.'s had a Chinese restaurant.)

2. Describe Professor Sherman's swimming experience on the beach of Krakatoa.

(The land rolled up and down. The professor stood in the ocean and bobbed in and out of the water.)

3. Where is the island of Krakatoa located?

(It is located in the Sunda Strait about 25 miles from both of the huge islands of Sumatra and Java.)

4. How big is the island of Krakatoa?

(Covering about 18 square miles, it is the smallest island in the Pacific.)

5. Why didn't the people living on either of the islands of Sumatra or Java notice the Balloon Merry-Go-Round?

(The Merry-Go-Round was painted sky blue; it never floated more than five or six miles; it looked like a big blue smoke ring from a distance; and the people living on the other two islands had moved inland because they felt afraid of the volcano on Krakatoa.)

6. In what ways did the volcano explosion in 1877 affect the Krakatoans?

Their huts collapsed; some of the people were knocked unconscious; and because they were so close to the volcano, the noise didn't seem as loud.)

7. Explain the "spell of Krakatoa."

(The citizens could not live anywhere else and not be haunted by the dream of the wealth of diamonds on the island. Not being able to take all the diamonds off the island caused the mines to have a magnetic affect on the people. The citizens enjoyed the feeling of being the richest people in the world.)

8. Name two reasons that made it possible for the Krakatoans to live on their island with the constant threat of a volcano eruption.

(One, the people had an escape plan. Two, the Krakatoans believed that since the island had been there a long time without blowing up, it wasn't likely to explode in the near future.)

9. Explain the escape plan.

(The Krakatoans invented a flying platform capable of lifting twenty families of four. The huge platform was constructed out of the lightest pine wood in the world. The twenty alternating large and small hydrogen filled balloons have a combined lifting strength of 45,360 pounds.)

10. The conversation between Mrs. M. and Professor Sherman at the bottom of page 153 foreshadows or "suggests" what might happen next in the story. Based on their dialogue, what do you think will happen?

(Answers will vary. The volcano will erupt. Everyone on the escape platform will have a parachute except Professor Sherman. This will explain why the professor was the only person found with the wreckage of the platform in the ocean.)

Chapter X Pages 155 - 180

1. What caused the platform to travel at a high rate of speed?

(The explosion created a very strong wind.)

2. Why did Mr. M. advise all but one family to jump from the platform as soon as possible?

(Since the professor didn't have a parachute, he would have to stay in the air on the platform until he floated over a large enough body of water to try a crash landing. The professor would need the food supplies. Mr. F.'s family volunteered to stay and help Professor Sherman maneuver the platform.)

3. Name the countries observed by the professor as the platform floated to its final destination, the Atlantic Ocean.

(India, Persia, Turkey, Hungary, Austria, Germany, Belgium, and England)

4. When did all but Mr. F.'s family jump from the platform?

(The families used their parachutes to jump from the platform when it floated over India.)

5. When did Mr. F. and his family jump from the platform?

(Mr. F.'s family chose to jump as the platform floated over Belgium.)

6. What three large bodies of water in Europe could have been used for a crash landing attempt if the platform had floated over one of them?

(The Caspian Sea, the Black Sea, and the Mediterranean Sea)

7. What did the professor have planned for the future?

(Professor Sherman had the diamond cuff links that Mr. F. gave to him, he planned to sell the diamonds and to build "Globe the Second." Then he would outfit the new balloon with a gull catcher and spend one full year in the air.)

Student Involvement Activities

Draw a map of the world and trace Professor Sherman's route from San Francisco to Krakatoa, over the European countries, to New York, and back to San Francisco. Calculate the approximate number of miles the professor traveled.

Experiment with helium-filled toy balloons and see how much weight a small balloon can lift.

Release helium-filled balloons containing a message and tied together in different-sized bunches to see in which direction and how far they will travel.

Enlarge the author's illustrations to make a colored mural of scenes from the story, or create your own original illustrations.

Write and perform a skit depicting a scene from the story.

Create "balloon inventions." Draw a diagram and label the parts. Write an expository paragraph to explain the purpose and functions of the invention. Create an advertisement to sell the invention.

Invite someone from a local balloon club to talk about ballooning as a hobby.

Research the history of dirigibles. Discuss the properties of hydrogen gas. Watch the film showing the actual explosion of the Hindenburg.

Discuss how people might react differently today than they did in 1883 to Professor Sherman's story. Create a modern-day tale for Professor Sherman that might cause the same interest and curiosity among people reading newspapers today.

TEST

Figurative Language Study: Similes

A **simile** is a figure of speech that compares two things by using the words “like” or “as.” The two things being compared both have some similar trait. Identify the two things being compared in each simile below.

Example: The two porters appeared with a red carpet strip which was rolled up like a huge jellyroll. (p. 35)

A. red carpet strip

B. jellyroll

1. Simile: The cupola started to loosen somewhat like a tooth does. (p. 24)

A. _____

B. _____

2. Simile: I thought at the time that being in Krakatoa was like riding on the back of some giant prehistoric animal. (p. 67)

A. _____

B. _____

3. Simile: Mr. F. was calmly moving up and down with the surface of the earth like a bottle in rough water. (p. 66)

A. _____

B. _____

4. Simile: I suddenly felt like a small child let loose in a candy shop. (p. 69)

A. _____

B. _____

5. Simile: Those who were in the middle of the platform were tossed about like flapjacks in a skillet.

A. _____

B. _____

Vocabulary Test

Multiple Choice: Write the letter of the statement that best defines the underlined vocabulary word on the line beside the number.

- _____ 1. He had his Secretary send the following unprecedented wire to Professor Sherman.
A. complicated
B. urgent, extremely important
C. unheard of, never before done
- _____ 2. This was without a doubt the most extravagantly absurd situation.
A. thrilling, exciting
B. interesting
C. ridiculous
- _____ 3. I am not too partial to Oriental food.
A. favoring, especially fond of
B. knowledgeable about
C. taking a small "part" to taste
- _____ 4. The noise was formidable and the waves caused much damage.
A. annoying
B. causing fear because of strength
C. formed by the waves
- _____ 5. I got my first real burn when I made my bizarre arrival on Krakatoa.
A. strange, odd, fantastic
B. risky, dangerous
C. speedy, quick
- _____ 6. He supervised the rationing of the food, allowing but meager portions.
A. large, fulfilling
B. small, lacking in quantity and quality
C. freeze-dried
- _____ 7. There is little room for provisions.
A. decorations
B. entertainment
C. food
- _____ 8. I know that you are a balloonist of great ingenuity.
A. energy
B. knowledge
C. cleverness
- _____ 9. Many of the children toyed with their dishes with equal apprehension.
A. appreciation
B. fear, dread
C. eagerness
- _____ 10. Many of us had our wind knocked out from being thrown abruptly to the ground.
A. suddenly
B. forcefully
C. fearfully

Matching: Write the letter of the correct definition on the line beside the word it defines.

- | | |
|-------------------------|----------------------------------------------|
| _____ 11. extraordinary | A. tiresome due to lack of any variation |
| _____ 12. convenient | B. disastrous |
| _____ 13. catastrophic | C. far exceeding the usual; uncommon |
| _____ 14. desolate | D. wicked, evil |
| _____ 15. hazardous | E. deserted, abandoned, unfit for habitation |
| _____ 16. perpetual | F. suited to one's needs, comfort, or ease |
| _____ 17. monotonous | G. pertaining to a city |
| _____ 18. urban | H. involving danger, risk, or loss |
| _____ 19. sinister | I. bright, clear |
| _____ 20. vivid | J. continuing on forever |

- | | |
|-----------------------|------------------------------------------------|
| _____ 21. debris | A. greatly |
| _____ 22. scheme | B. confused motion; disturbance |
| _____ 23. contrary | C. fragments, scattered remains |
| _____ 24. enthusiasm | D. stopped |
| _____ 25. turmoil | E. a plan |
| _____ 26. novelty | F. place set for a journey to end |
| _____ 27. destination | G. eager desire |
| _____ 28. solemnly | H. in a way that shows impatience or eagerness |
| _____ 29. anxiously | I. opposite |
| _____ 30. immensely | J. something new or unusual |
| _____ 31. ceased | K. to stand for or represent something else |
| _____ 32. baffled | L. seriously |
| _____ 33. symbolized | M. confused, perplexed |

Cause/Effect Relationships

Each sentence below has two parts. One part explains **why** something happens. The “why” part is called the “cause.” The other part of the sentence tells **what happened**. The “what” part is called the “effect.”

- A. Draw one line under all the words in the sentence making up the “why/cause” part. Draw two lines under all the words in the sentence making up the “what/effect” part.

Practice Examples:

Because Professor Sherman felt determined to honor his oath, he would not tell his story to anyone but the Explorers' Club members.

Fat ladies quit their diets as a result of the balloon craze in San Francisco.

1. Since everyone was balloon crazy, balloon dresses came back into style.
2. The younger boy weighed less than sixty pounds, therefore he floated higher than his brother.
3. Some of the balloons exploded because hydrogen gas ignites quickly.
4. Since Tomes Aeronautical Studios wanted recognition, they invented the balloon buggy.
5. The director of Tomes lit a cigar as a result of feeling so comfortable.
6. Interest in Professor Sherman's story revived as a result of a young boy who calculated a new world's record.
7. The professor looked forward to a year alone because he had taught in a boys' school for forty years.
8. Since every ounce of weight had to be useful, the professor used food as his ballast.
9. Sherman dumped his garbage in order to rise above the rain clouds.
10. The professor became a permanent guest on the island since knowledge of the diamond mines had to be kept a secret.

B. On the line write the word "cause" if the underlined part of the sentence explains why something happened. Write the word "effect" on the line if the underlined part of the sentence tells what happened.

- _____ 11. Diamonds are worth a lot of money because they are extremely rare.
- _____ 12. Each chosen family had to have one boy and one girl in order to assure future generations of islanders.
- _____ 13. In order to easily cope with unusual situations, the Krakatoans had definite creative interests.
- _____ 14. To get their diamond mine shares back, the families started restaurants.
- _____ 15. The volcano might erupt at any time; therefore, the islanders designed an escape plan.
- _____ 16. The platform traveled at a high rate of speed as a result of the high winds from the explosion.
- _____ 17. Since the professor would need the food supplies, all the families except the F.s jumped over the first land.
- _____ 18. A sea gull ruined the professor's first balloon; consequently, he decided to invent a gull catcher for his second balloon.
- _____ 19. The professor would sell his diamond cuff links from Krakatoa in order to build another balloon.
- _____ 20. The professor felt healthy and strong because he rested during the five-day train trip to San Francisco.

Comprehension Test

Multiple Choice: Place the letter of the answer that best completes each statement on the line to the left of the numbers.

- _____ 1. The main character, Professor William Sherman, A. was a professor of aeronautics and taught balloon theory B. was a retired teacher C. was an airline pilot taking a vacation.
- _____ 2. The following traits best describe Professor Sherman's personality: A. stubborn, loyal, and friendly B. curious, dishonest, and foolish C. lazy, sloppy, and mean.
- _____ 3. The setting of this story is A. in the past B. in the present time C. in a future time.
- _____ 4. A conflict type that relates to this story is A. person vs. nature B. person vs. group C. person vs. nature and person vs. group D. person vs. person.
- _____ 5. The best theme for this story is A. "Don't be in a big hurry to get to your destination." B. "Something can always go wrong even with the best of plans." C. "Never trust in superstitions."
- _____ 6. This story can be classified as Historical Fiction because A. it is a true story B. it takes place in 1883 C. the author uses true historical events combined with fiction.
- _____ 7. To interrupt a story's time ordering of events to focus on something that occurred at an earlier time is called A. the flashback technique B. a foreshadowing technique C. a simile.
- _____ 8. Hinting at an event that will take place later in the story is called A. the flashback technique B. foreshadowing C. a simile.
- _____ 9. The viewpoint of this story is A. first person B. second person C. third person.
- _____ 10. The narrator of a story written from the third person point of view is A. a character in the story B. an "outside observer" C. the author.

Plot Events: Indicate the correct time order sequence of the following events by numbering each event as it occurred in time. Use numbers one through five.

- _____ Professor Sherman crash-landed on Krakatoa.
- _____ Professor Sherman departed San Francisco floating westward over the ocean.
- _____ Before the island exploded, everyone escaped on a giant platform lifted by twenty balloons.
- _____ A sea gull poked a hole in the professor's balloon.
- _____ Nineteen families jumped from the platform over India.

Continue to place events in the correct time order by using numbers six through ten.

- _____ Professor Sherman told the story of his trip to an enthusiastic crowd at the Western American Explorer's Club.
- _____ Professor Sherman and the F. family continued on for nine more days until the F.s jumped over Belgium.
- _____ The professor rested for five days while traveling to San Francisco on the presidential train.
- _____ Captain Simon, en route to New York, rescued the professor by taking him aboard the *S.S. Cunningham*.
- _____ The professor alone crossed over England to crash into the Atlantic Ocean.

ANSWER KEY

Similes

Example: Two porters appeared with a red carpet strip which was rolled up like a huge jellyroll. (p. 35)

- A. a rolled up strip of carpet
- B. a huge jellyroll

Simile: The cupola started to loosen somewhat like a tooth does. (p. 24)

- A. the cupola loosening
- B. a tooth loosening

Simile: I thought at the time that being in Krakatoa was like riding on the back of some giant prehistoric animal. (p. 67)

- A. being in Krakatoa
- B. riding on the back of some giant prehistoric animal

Simile: Mr. F. was calmly moving up and down with the surface of the earth like a bottle in rough water. (p. 66)

- A. Mr. F. moving up and down
- B. a bottle moving up and down in rough water

Simile: I suddenly felt like a small child let loose in a candy shop. (p. 69)

- A. the way Professor Sherman felt in the diamond mines
- B. the way a small child feels let loose in a candy store

Simile: Those who were in the middle of the platform were tossed about like flapjacks in a skillet.

- A. the way the people in the middle of the platform were tossed about
- B. the way you toss flapjacks in a skillet

Vocabulary

33 items/3 points each

- | | | |
|-------|-------|-------|
| 1. C | 12. F | 23. I |
| 2. C | 13. B | 24. G |
| 3. A | 14. E | 25. B |
| 4. B | 15. H | 26. J |
| 5. A | 16. J | 27. F |
| 6. B | 17. A | 28. L |
| 7. C | 18. G | 29. H |
| 8. C | 19. D | 30. A |
| 9. B | 20. I | 31. D |
| 10. A | 21. C | 32. M |
| 11. C | 22. E | 33. K |

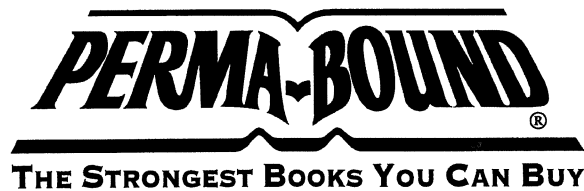
Story Elements

20 items/5 points each

- | | |
|-------|-----------|
| 1. B | 3 |
| 2. A | 1 |
| 3. A | 4 |
| 4. C | 2 |
| 5. B | 5 |
| 6. C | <u>10</u> |
| 7. A | 6 |
| 8. B | 9 |
| 9. C | 8 |
| 10. B | 7 |

Comprehension Test
Worksheet I Cause/Effect
20 items/5 points each

1. Since everyone was balloon crazy, balloon dresses came back into style.
 2. The younger boy weighed less than sixty pounds, therefore he floated higher than his brother.
 3. Some of the balloons exploded because hydrogen gas ignites quickly.
 4. Since Tomes Aeronautical Studios wanted recognition, they invented the balloon buggy.
 5. The director of Tomes lit a cigar as a result of feeling so comfortable.
 6. Interest in Professor Sherman's story revived as a result of a young boy who calculated a new world's record.
 7. The professor looked forward to a year alone because he had taught in a boys' school for forty years.
 8. Since every ounce of weight had to be useful, the professor used food as a ballast.
 9. Sherman dumped his garbage in order to rise above the rain clouds.
 10. The professor became a permanent guest on the island since knowledge of the diamond mines had to be kept a secret.
- | | |
|------------|------------|
| 11. effect | 16. effect |
| 12. effect | 17. cause |
| 13. cause | 18. cause |
| 14. cause | 19. effect |
| 15. cause | 20. effect |



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