



Echo
Pam Muñoz Ryan

Teacher's Guide

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Synopsis

Preface

It is 1868, in Germany. Otto reads while his friends play. His harmonica is engraved, "The Thirteenth Harmonica of Otto Messenger."

A Witch, a Kiss, a Prophecy

Otto reads about a king who leaves his three daughters with a witch as they are born because he wants sons. The witch names the girls Eins, Zwei, Drei (One, Two, Three). The midwife gives the girls this prophecy: "Your fate is not yet sealed. Even in the darkest night, a star will shine, a bell will chime, a path will be revealed."

A Secret, a Spell, a Final Deed

Eins, Zwei, and Drei appear to Otto. He learns from his book that the witch has cursed the girls, trapping their spirits in the harmonica. The girls make Otto promise to pass along his harmonica.

One

Friedrich Schmidt, age twelve, lives in Germany with his father and sister. It is 1933, and Hitler is coming to power. Friedrich wants to be a conductor, but people mock and beat him for the birthmark on his face. Friedrich's father, also a musician, takes him out of school to work with him at the harmonica factory. There, Friedrich finds a harmonica, branded with an "M," with a magical tone.

Friedrich's sister, Elisabeth, a nurse, joins the Nazi party. Nazi race laws brand Friedrich "undesirable" because of his birthmark, and slate him for sterilization. Father invites his brother, Gunther, and two other musicians (one Jewish) over, but one musician refuses to play with the Jewish musician. Father and Gunther realize they must leave Germany, but storm troopers take Father prisoner before they can escape, because Anselm, a bully who torments Friedrich, has tipped off the Nazis. Using the ransom money Elisabeth has sent, Friedrich goes to

rescue his father, first placing his magical harmonica in a box in the factory. Part One ends.

Two

It is 1935. Mike Flannery, red-headed, eleven years old, and almost six feet tall, lives with his seven-year-old brother, Frankie, in a dismal orphanage in Pennsylvania, where their grandmother placed them when she was dying. Both boys hope to be adopted, but vow to stay together. When Mr. Howard, a lawyer, hears Mike play the piano, he takes both boys to live with wealthy Mrs. Sturbridge, but she rejects them because she wants a child only to secure her inheritance, and she is still mourning the drowning death of her son, Henry. Mr. Howard, who loves Mrs. Sturbridge, treats the boys kindly, buying Mike what turns out to be the magical harmonica. Mike makes a deal with Mrs. Sturbridge: if he wins a spot in Hoxie's Harmonica band, he will leave, but Frankie can stay with her. When Mike finds a document stating that their adoptions will be reversed, he decides that he and Frankie will run away to New York City. While climbing out the window, he falls and is unconscious. Part Two ends.



Three

It is 1942. Fifth-grader Ivy Lopez and her family have been working as migrant farm laborers in Fresno, California. They are delighted to have the chance to run a farm seized from the Yamamotos, the Japanese-American owners forced into an internment camp. Ivy is sad to leave her best friend, Araceli, but delighted with the prospect of attending the beautiful Lincoln School. However, along with the other Latino children, Ivy is sent to an inferior school, although many of the children there, like Ivy, were born in America. Ivy's brother, Fernando, has enlisted in the Army. Ivy befriends Susan Ward, her next-door neighbor, but Mr. Ward is prejudiced against Japanese-Americans. Ivy and her mother plant a garden, but someone destroys it and writes slurs against Japanese-Americans. Inspectors find that the Yamamotos are storing musical instruments for their friends, not acting as spies. Kenny Yamamoto, the eldest son, and Mr. Lopez finalize the agreement between the two families.

Ivy, the latest owner of the magic harmonica, shows musical aptitude. As Kenny leaves to go off to war, Ivy gives him the magic harmonica. A Western Union messenger arrives with a telegram. Part Three ends.

Four

It is 1951. The three main characters are all performing in the Philharmonic at Carnegie Hall in New York City. Friedrich is the conductor; Mike, the pianist; Ivy, a flutist. Friedrich had rescued his father from the Nazis. Mr. Howard and Mrs. Sturbridge married and adopted both boys. Fernando and Kenny survived the war; Kenny's life was saved when the harmonica, in his breast pocket, blocked a bullet. Back in 1868, Otto marries Mathilde. He makes harmonicas, adding the harmonica that Eins, Zwei, and Drei had given him to the shipment to add up to the number he needs. He draws a small "M" on the side for "messenger." When the harmonica saves Kenny Yamamoto's life, the witch's spell ends, and Eins, Zwei, and Drei return to their family and sing with joy.

Timeline

- 1868** Otto plays in the woods with Mathilde
- 1914-18** World War I
- 1933** Part Three of *Echo*: Friedrich Schmidt's story
- 1935** Hitler's Nuremberg Race Laws against Jews
- 1935** Part Two of *Echo*: Mike Flannery's story.
- 1938** Kristallnacht: pogrom (organized massacre) against Jews in Germany and Austria
- 1939-45** World War II
- 1941** Pearl Harbor attack: U.S. enters World War II. Japanese-Americans placed in internment camps
- 1942** Part Three of *Echo*: Ivy Lopez's story
- 1951** The story comes together in New York City
- 1965** Civil Rights Act outlaws discrimination based on race, color, religion, sex, or national origin

Author Sketch

Pam Muñoz Ryan was born and raised in Bakersfield, California. The summer before fifth grade, the family moved across town. Since she was the new kid in school and didn't fit in, Ryan often rode her bike to the library. On her website, Ryan writes: "It was through books that I escaped and coped with the changes in my life. I became, what most people would consider, an obsessive reader." After college, Ryan worked as a teacher. Years later, with a professor's encouragement, she started

writing. After many rejections, her first book, *One Hundred Is a Family*, was published in 1994.

Today, Ryan is a full-time writer, publishing books for people of all ages. She explains her reason for writing this way: "Today, I cannot imagine not writing. But I have a very practical approach to it. It is my job. One that I love. I want to deliver, for my publisher, for my reader, and for myself. People frequently ask me, 'What is your motivation to write?' The answer is simple. I want the reader to turn the page."

Ryan is married and is the mother of four children and the grandmother of three. She lives in San Diego, California.

Critic's Corner

A 2016 Newbery Honor Book, *Echo* earned rave reviews. *Kirkus Review* called the novel, "A grand narrative that examines the power of music to inspire beauty in a world overrun with fear and intolerance ... it's worth every moment of readers' time." Other awards include The Kirkus Prize, *New York Times* Editors' Choice, ALA Notable Book, National Parenting Publications Gold Award, *Publishers Weekly* Best Books of the Year, *Washington Post* Best Books of the Year, NPR 2015 Great Reads, and a New York Public Library One-Hundred Titles for Reading and Sharing.

Selected Other Works

- Amelia and Eleanor Go for a Ride* (1999)
- Becoming Naomi Leon* (2006)
- Cornelia and the Great Snake Escape* (2010)
- Cornelia and the Show-and-Tell Showdown* (2010)
- Der Träumer* (2014)
- The Dreamer* (2012)
- El Soñador* (2012)
- Esperanza Rising* (2007)
- The Flag We Love* (2000)
- Friends* (2005)
- Hello Ocean/Hola Mar* (2012)
- Mice and Beans* (2005)
- Nacho and Lolita* (2005)
- One Hundred is a Family* (1994)
- Our California* (2008)
- Paint the Wind* (2009)
- Riding Freedom* (1998)
- Tony Baloney* (2015)
- Tony Baloney Buddy Trouble* (2014)
- Tony Baloney School Rules* (2103)

Bibliography

- *Kirkus Reviews*:
<https://www.kirkusreviews.com/book-reviews/pam-munoz-ryan/echo-Ryan/>
- Ryan's web page: <http://www.pammunozryan.com/>

General Objectives

1. To analyze a fairy tale
2. To understand the novel's title
3. To recognize the novel's theme
4. To appreciate the author's style
5. To analyze the effect of a frame story
6. To assess each character's personality
7. To recognize the importance of setting
8. To find examples of courage and strength
9. To understand the genre of historical fiction
10. To distinguish between real and fictional events

Specific Objectives

1. To understand the interwoven plot structure
2. To probe the effect of socio-economic class
3. To determine the causes and effects of racism
4. To evaluate the effect of the cliffhanger endings
5. To compare and contrast Friedrich, Mike, and Ivy
6. To distinguish between fictional and real characters
7. To understand the different manifestations of prejudice
8. To analyze the characters' courage in the face of change
9. To analyze the importance of music in each character's life
10. To see how the stories work together to reinforce each other

Literary Terms and Applications

For a better understanding of Pam Muñoz Ryan's style, present the following terms and applications to the novel:

Theme is the main idea of a literary work. Authors can state the theme directly or have readers infer it from details in the narrative, as is the case here. The theme of *Echo* concerns how people deal with injustice, racism, and great change.

Setting is the time and place of the action. *Echo* takes place in an enchanted forest in Germany in 1868; Trossingen, Germany in 1933; Pennsylvania in 1935; California in 1942; and New York City in 1951. The setting is critical because it determines the characters' parameters. For example, Friedrich faces danger from the Nazis, and Ivy attends a segregated school because laws had not yet been passed to address such racism.

Diction is an author's word choice. Ryan uses levels of diction to establish characters and setting. For instance, to show that Frankie and Mike are polite, they address their elders as "sir" or "ma'am." When they are talking with each other, however, they use slang and other informal language, such as when Frankie says, "... so we could get out of the orph'nage, but we don't have to now, 'cause we got 'dopted."

The Importance of Setting

The setting in *Echo* is important not only as a means of setting characters' parameters, but also to indicate the author's thematic direction. By beginning the story in an unrealistic setting—an enchanted forest in which cursed girls live with a witch—and moving the action to realistic locales and historically plausible situations, the setting suggests that fantasy or fiction can form a useful bridge to understanding in the real world, and hints at the universality of fairy-tale themes.

Cross-Curricular Sources

Novels

Marjorie Agosin, *I Lived on Butterfly Hill*
 Julia Alvarez, *Before We Were Free*
 Cynthia Kadohata, *Kira-Kira*
 Richard Peck, *On the Wings of Heroes*
 Pam Muñoz Ryan, *Esperanza Rising*
 Mildred Taylor, *Roll of Thunder, Hear My Cry*
 Markus Zusak, *The Book Thief*

Nonfiction

Susan Campbell Bartoletti, *They Called Themselves the KKK*
 Ella Burakowski, *Hidden Gold: A True Story of the Holocaust*
 Russell Freedman, *Children of the Great Depression*
 Marta Fuchs, *Legacy of Rescue: A Daughter's Tribute*
 Johanna Reiss, *The Upstairs Room*
 Steve Sheinkin, *Bomb*

DVD/Video

The Boy in the Striped Pajamas
Gentlemen's Agreement
The Grapes of Wrath
Holocaust
Of Mice and Men
Paper Moon
The Pianist

Online

- "Pam Muñoz Ryan," <http://www.bing.com/videos/search?q=youtube+pam+ryan&qpv=youtube+pam+ryan&FORM=VDRE>
- "Pam Muñoz Ryan (*Echo*)," <https://www.youtube.com/watch?v=sMop5mC25IU>
<http://www.pammunozryan.com/echo/>

Themes and Motifs

A study of the central issues and situations in Pam Muñoz Ryan's *Echo* should include these aspects:

Themes

- abandonment
- courage
- death
- economic status
- ethnicity
- family
- fairy tales, magic, and enchantment
- music
- racism and prejudice
- survival

Motifs

- being denied basic human rights, especially equality
- coping with abandonment, death, despair
- dealing with anti-Semitism, racism, discrimination
- distinguishing between appearance and reality
- having extraordinary musical talent
- making and keeping friends
- showing courage in terrifying situations
- taking care of your family and friends
- using money to improve the quality of life
- working toward your goals

Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Chapter and page numbers indicate the context from which the item is taken.

1. "Your fate is not yet sealed. Even in the darkest night, a star will shine, a bell will chime, a path will be revealed." (A Witch, a Kiss, a Prophecy, p. unnumbered)
(The Queen gives birth to three daughters. Each time, the King orders the midwife to take the babies to the woods to die. Instead, the midwife leaves the babies with a witch and gives the babies this prophecy. It frames the novel as a fairy tale, a work of magic realism, and shows the power of hope.)
2. "A messenger brought you about. The one-and-the-same must bring you out. You may not leave in earthly form. Your spirits to a woodwind born. YOU save a soul from death's dark door, or here you'll languish, evermore." (A Secret, a Spell, a Final Deed, p. not numbered.)
(When Eins, Zwei, and Drei are about to be reunited with their parents, the witch delivers this curse. To break the spell, the girls' spirits may be carried from the woods inside a woodwind—the harmonica. The spell is broken at the end of the novel, when the harmonica saves Kenny's life.)
3. He was the messenger. ... (A Secret, a Spell, a Final Deed, p. not numbered.)
(Otto never forgets that he carries the girls' deepest hopes—to be free, to be loved, and to belong—so that their fate can be determined. He is also the messenger carrying the wishes Friedrich, Mike, and Ivy share. We all share these wishes.)
4. "Music does not have a race or disposition!" (One, p. 86)
(Speaking through Father, Ryan expresses her belief that music is a universal language that unites people. Music unites Friedrich, Mike, and Ivy across space and time as they play together in the Philharmonic.)
5. "Any injustice the Nazis impose on the Jews, they will impose on you, or on anyone else they deem undesirable." (One, p. 117)
(Father's warning to Friedrich echoes the famous words of Martin Niemöller (1892-1984) about the cowardice of the Germans during the Nazis' persecution. The quote begins: "First they came for the Socialists, and I did not speak out—Because I was not a Socialist. ..." This shows Ryan's themes of persecution, racism, guilt, and personal responsibility.)
6. ...all the instruments in the shop struck a long,

echoing chord. (Two, p. 289)
(Michael finds the harmonica in a music shop and plays a song. The other instruments respond, showing the author's use of magic realism. This line also shows the elegance of Ryan's style, as the repeated o sound (long, echoing, chord) mirrors the instruments' sound. Further, the word "echo" unifies the novel, recalling the title and the musical link.)

7. Mr. Howard had said home. (Two, p. 291)
(One of the novel's primary themes is the importance of having a home, a place filled with caring, love, safety, and sufficiency. Mike yearns for a home because he is an orphan; Friedrich flees his home to stay alive; the Lopez family are migrants who move yearly; the Yamamotos are taken from their home and placed in an internment camp.)
8. The night before Fernando and his two friends left for basic training, he brought Ivy the jacket. (Three, 396)
(Fernando gives his sister, Ivy, his jacket. Literally, he wants to keep her warm while he is away; figuratively, he is showing his loving care and suggesting that no matter how far away he might be, he will be watching over his sister. Family love, especially sibling love, is one of the primary themes in the novel.)
9. "...and connected by the same silken thread." (Four, p. 578)
(Friedrich, Mike, and Ivy are all part of the Philharmonic Orchestra. Bringing the characters together through music ties the three main plot lines, while using the song "Some Enchanted Evening" brings together the frame story, the fairy tale, and the element of magic realism.)
10. ...he could not find the thirteenth harmonica. (p. 583)
(A gypsy gives Otto the harmonica when Otto buys the unfinished fairy tale book. Years later, Otto puts this harmonica in a shipment, fulfilling the girls' request that the instrument be passed along "when the time is right." Otherwise, the girls' "journey to save a soul on the brink of death cannot begin." The harmonica will save Kenny Yamamoto's life and free the three girls from enchantment.)

Comprehension Study

Questions 1-5 (Literal Level)

1. What does Otto get from the gypsies?
(He buys a book for a penny and they give him a harmonica.)
2. Why do the Nazis want to sterilize Friedrich?
(They believe that he will pass his childhood epilepsy

and his birthmark to his children, making them inferior. The Nazis were trying to create a "master race.")

3. Why does Mrs. Sturbridge want to adopt a child?
(She needs to have a child to fulfill the requirement of her father's will and inherit his estate; her own child has died.)
4. What is in the closet in the Yamamotos' house?
(The Yamamotos are safeguarding the musical instruments that belong to their Japanese-American friends and neighbors while they are in the internment camps.)
5. Why is Mr. Ward prejudiced against Japanese-Americans?
(He feels they are disloyal and spies. Also, he blames Kenny Yamamoto for convincing his son, Donald, who was killed in the war, to enlist.)

Questions 6-8 (Interpretative Level)

6. What is the significance of "Auld Lang Syne," the song that opens Part Three?
(The song marks endings and beginnings. Each of the families experience this. The Lopez family end their lives as migrants for a fresh start in Orange County, where they can set down roots. The Yamamoto family end their lives on their farm for life in the internment camp. The Wards must make a fresh start without their son, Donald, who died in the war.)
7. What challenges do all three children face?
(They all face family challenges: rescuing a father, protecting a brother, holding a family together. Also, they all face discrimination: physical, economic, and ethnic.)
8. How does the theme of racism run through this book?
(Book One shows anti-Semitism and prejudice against those who look different; Book Two shows prejudice against the poor; and Book Three shows racism against Latinos and Japanese-Americans.)

Questions 9-10 (Critical Level)

9. Why is music so important to all three children?
(Music allows Friedrich, Mike, and Ivy to escape their problems, at least momentarily, and receive recognition for their outstanding talent. It allows them to create beauty in an often ugly world and to express their emotions.)
10. Why is the harmonica the ideal image for Ryan's purpose?
(A harmonica is inexpensive and light, easily affordable and transportable. It was popular during the time periods described in the book, too.)

Questions 11-12 (Creative Level)

11. Each of the main characters is talented in music. What is your talent—writing, music, art, sports, or something else? Create a PowerPoint presentation about your talent.
12. Working with a group of classmates, explain which character you identify with most strongly, and why.

Across the Curriculum

Art/Music

1. Using an instrument of your choice, perform one of the songs from the novel, such as Brahms' Lullaby, "America the Beautiful," or "Some Enchanted Evening."
2. Choose one of the three main sections of the novel and write a song that captures its themes and mood. Video your performance and post it on the class website or on YouTube.
3. Create a diorama of the orphanage. Label each part with an appropriate quote from Part Two of the novel.
4. Create a collage of newspaper headlines tracing Hitler's rise to power, the Great Depression, or World War II.
5. Mr. Potter teaches Mike about music called "the blues." Report on the blues and play some famous blues songs, such as "Memphis Blues" and "Black Magic Woman."

History/Social Studies

1. Create an interactive map showing Hitler's annexation of countries in Europe. Include a timeline, tracing the fall of the nations in the order in which it occurred.
2. The Philadelphia Harmonica Band of Wizards, included in the novel, was real. Write a newspaper article on the band playing for Franklin Roosevelt's inauguration.
3. Explain why Ryan set Part One in Trossingen, Germany. What is the town's nickname? Why is it famous?
4. The author interweaves fact and fiction. Research two real people mentioned in the novel, such as Albert Hoxie and Larry Adler, and explain their effectiveness in the narrative.
5. The Yamamotos, like many other Japanese-Americans, were placed in an internment camp during World War II. Hold a panel discussion on the causes and effects of this policy. Include statistics on the number

of people moved, their economic loss, and whether any Japanese-Americans were found guilty of espionage.

Language Arts

1. Ryan adapts her style to each era she describes. For instance, Frankie uses the slang of the 1930s, saying, "Ain't that swell?" Write a few pages of dialogue in contemporary slang that describe the novel's topic and themes.
2. Write the appeal that Mr. Lopez could use to convince the authorities to close the racially segregated school so all children can be educated together.
3. *Echo* is told from several different points of view. Select an excerpt from the novel and retell it from a different point of view. Then decide whether the original or the recasting is more effective and why.
4. Write the text that appears on the inside front cover. It should summarize the plot and entice readers.
5. Write a letter to the author, explaining what you most liked about *Echo*. Include specific details about the style, plot, characters, setting, and themes, for instance.

Mathematics

1. Elisabeth sends Friedrich a pile of Reichsmarks to ransom their father. Today, Germany, as with most countries in the European Union, is on the euro. Select ten European countries and show the value of the euro relative to the dollar.
2. Ivy plans to sell oranges and vegetables to earn money to buy war bonds. Explain how bonds work, focusing on U.S. Savings Bonds.
3. The three girls are named *Eins*, *Zwei*, and *Drei*. Create a chart showing the numbers one through ten in at least five languages.
4. Mrs. Sturbridge's father is in a wheelchair because of polio. Make a pie chart showing the top ten causes of death in the U.S. today.
5. Donald dies in the Pearl Harbor attack. Which U.S. war had the greatest total number of deaths? The greatest in proportion to the population at the time? Create a visual comparing the mortality rate for the Civil War, World War I, the Vietnam War, and World War II.

Science

1. Mrs. Flannery dies of consumption. Research the history and treatment of this illness, including its current treatment.
2. During World War II, people were encouraged to plant Victory Gardens, as noted in this novel. Plan a garden, and if possible, plant it at home or at school.
3. Elisabeth applied a mustard poultice to Friedrich's face in a vain attempt to remove his birthmark. Research the different types of birthmarks and the treatments for each.
4. Friedrich has epilepsy as a child. Report on this disease, including its history and the myths surrounding it.
5. Elisabeth trains to be a nurse. What education and training are required? Find out. Share your research with the class.

Speech/Drama

1. Mike talks about Lou Gehrig. Deliver Gehrig's "Farewell Address" to the New York Yankees, including a one-paragraph introduction about who Gehrig was and what he accomplished.
2. Fernando gives Ivy a penny each time she plays the harmonica for him. Some people want to abolish the penny. Debate whether or not the penny should be discontinued.
3. Each section of *Echo* ends with a "cliffhanger." In a group, discuss whether or not these endings are successful.
4. Create a scene in which Friedrich, Mike, and Ivy go to dinner after the concert and discuss their lives.
5. Role-play the scene in which Mr. Howard comes to the orphanage and meets Mike and Frankie.

Student Involvement Activities

1. Explain which section of *Echo* you liked the best and why.
2. Create an online or paper model of Mrs. Sturbridge's house.
3. Deliver one of President Roosevelt's "Fireside Chats" or his "Pearl Harbor Address to the Nation." First listen to him delivering the speech on AmericanRhetoric.com, or watch him at <https://www.youtube.com/watch?v=YhtuMrMVJDk>

Alternative Assessment

1. Create a mural that shows the main events in the novel. Include at least ten scenes.
2. List examples of the hardships that Mike and Frankie face. Then rank them from most to least difficult. Trade lists with a classmate and debate your choices and conclusions.
3. Write a fairy tale that tells what happens to Arabella, Roswitha, and Wilhelminia (Eins, Zwei, and Drei) after they are reunited in the castle with their family.

Vocabulary Test

Match each word to its meaning. Write the letter of your choice in the space provided.

- | | |
|----------------------|-------------------------------|
| _____ 1. fortitude | A. living room |
| _____ 2. bickering | B. reddish-brown |
| _____ 3. cavernous | C. skill |
| _____ 4. forthright | D. small cottage |
| _____ 5. sentiment | E. courage |
| _____ 6. prowess | F. enlarged |
| _____ 7. brooding | G. seize |
| _____ 8. frivolous | H. squabbling |
| _____ 9. resonant | I. concrete building material |
| _____ 10. stucco | J. copy |
| _____ 11. bungalow | K. worrying |
| _____ 12. sully | L. honest |
| _____ 13. wisp | M. decrease |
| _____ 14. Amplified | N. huge |
| _____ 15. satchel | O. echoing |
| _____ 16. auburn | P. briefcase |
| _____ 17. replica | Q. emotion |
| _____ 18. parlor | R. small bit of something |
| _____ 19. dwindle | S. trivial |
| _____ 20. confiscate | T. dishonoring |

Comprehension Test A

Part I: Matching (20 Points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blanks provided at left.

- | | |
|--|----------------------|
| _____ 1. Red-haired eleven-year old orphan | A. Friedrich Schmidt |
| _____ 2. Wealthy woman whose three-year-old son drowned | B. Elisabeth |
| _____ 3. Girl whose brother Donald died in Pearl Harbor | C. Otto Messenger |
| _____ 4. Kindly man in love with Mrs. Sturbridge | D. Mike Flannery |
| _____ 5. Friedrich's sister, a nursing student | E. Frankie |
| _____ 6. Mike Flannery's younger sibling | F. Kenny Yamamoto |
| _____ 7. Girl who plants flowers around the Yamamoto home | G. Mrs. Sturbridge |
| _____ 8. Talented young conductor arrested by the Nazis | H. Mr. Howard |
| _____ 9. Young man who signs the agreement with the Lopez family | I. Ivy Lopez |
| _____ 10. Boy who gets the harmonica from the Gypsies | J. Susan Ward |

Part II: Sentence Completion (20 Points)

Supply a term to complete each of the following statements in the blanks provided.

- The King forces the Queen to give up their three daughters because _____.
- Friedrich is mocked for his birthmark and for his habit of _____.
- Elisabeth hides the ransom money she sends to Friedrich in a(n) _____.
- Mrs. Sturbridge wants to adopt a girl who can play the _____, the instrument she herself plays extremely well.
- Ivy is upset that her family is moving because then she will not be able to _____ on the radio, which she had planned to be a surprise for her family.
- The Yamamoto family is forced to leave their home and go to a(n) _____ because they are Japanese-American.
- The inspectors find _____ in the closet in the Yamamoto home.
- Kenny's life is saved by the _____ that he has in his pocket.
- While Kenny is recovering from his wounds, he thinks that three _____ stand by his bed and never leave his side.
- Before passing on the magical harmonica, Otto paints a small _____ on the side in red.

Part III: True/False (20 Points)

In the space provided, mark the following statements either **T** for true or **F** for false.

- _____ 1. Friedrich is thrown out of school in Germany in 1933 because he is Jewish.
- _____ 2. Friedrich is upset when his sister joins the Nazi party and wants him and their father to join.
- _____ 3. The Nazis wreck the Schmidt home, searching and destroying every room but Elisabeth's.
- _____ 4. Friedrich loses his courage and is unable to complete his plan to rescue his father.

- _____ 5. Mike Flannery is a piano prodigy, an unusually skilled player.
- _____ 6. Mike promised his grandmother that he would do his best to take care of his younger brother and see that they stay together.
- _____ 7. From the very start, Mrs. Sturbridge treats Frankie and Mike with great kindness and warmth.
- _____ 8. Ivy gets the magical harmonica from a box of donated musical instruments.
- _____ 9. Friedrich, Mike, and Ivy all play together in the Philharmonic Orchestra at Carnegie Hall.
- _____ 10. The song played at the concert at the end of *Echo* is a religious hymn of thanks.

Part IV: Essay (40 Points)

Choose two of the following prompts and answer in a paragraph.

- 1. Explain the meaning of the novel's title, *Echo*.
- 2. Compare and contrast the lives of Friedrich, Mike, and Ivy.
- 3. Analyze how the Lopez family and the Yamamoto family help each other.
- 4. Explain the author's message about discrimination and tolerance.

Comprehension Test B

Part I: Multiple Choice (20 points)

Underline the word or phrase that completes each of the following statements correctly.

1. Part One of the novel takes place in (**Germany, 1933; France, 1942**).
2. Friedrich is mocked with the nickname (**Monster Boy, Creepy**) because of his appearance.
3. Friedrich leaves the magical harmonica (**in a box with other harmonicas, on the train**).
4. Part Two takes place in (**the Black Forest, 1880; Pennsylvania, 1935**).
5. Mike Flannery's mother dies of (**consumption, cancer**).
6. Frankie wants Mike to try out for (**the Philharmonic Orchestra, Hoxie's Harmonica Wizards**).
7. Part Three takes place in (**Boston, 1776; Southern California, 1942**).
8. Ivy's best friend, Araceli, gives Ivy a (**purple hat, shiny new flute**).
9. Someone destroys the (**mural, garden**) that Ivy and her mother had carefully created.
10. *Echo* ends with the characters connected by the same (**silken thread, history**).

Part II: Identification (20 points)

Briefly describe each of the following items and explain why it is important to the novel.

1. the harmonica
2. the number three
3. mothers and their absence from much of this novel
4. Fernando's jacket and hat
5. the number thirteen

Part III: Motivation (20 Points)

Complete each phrase with a reason or justification.

1. Friedrich leaves the harmonica behind because _____.
 2. When Mr. Howard takes Mike and Frankie to buy clothes, the salesman treats the boys very badly because _____.
 3. Mrs. Sturbridge wants to adopt a child only because _____.
 4. Mike and Frankie run away from Mrs. Sturbridge because _____.
 5. When Part Three opens, Mama and Papa are excited because _____.
 6. Fernando leaves the family because _____.
 7. Mr. Ward does not like Kenny Yamamoto because _____.
 8. At the end of Part Three, Ivy is terrified when she sees the Western Union delivery boy on the bicycle because _____.
-
-

9. Otto places the magical harmonica in the shipment because _____.
10. Eins, Zwei, and Drei are freed from the witch's spell because _____.

Part IV: Essay (40 Points)

Choose two of the following prompts and answer in a paragraph.

1. The three main characters each have a sibling. Explain the role the siblings fulfill in the novel.
2. Give the book a new title, and explain why your title is suitable.
3. Describe the hardships Mike faces and how he deals with them.
4. Explain what music means to Friedrich.

Answer Key

Vocabulary Test

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. C | 11. D | 16. B |
| 2. H | 7. K | 12. T | 17. J |
| 3. N | 8. S | 13. R | 18. A |
| 4. L | 9. O | 14. F | 19. M |
| 5. Q | 10. I | 15. P | 20. G |

Comprehension Test A

Part I: Matching (20 Points)

- | | |
|------|-------|
| 1. D | 6. E |
| 2. G | 7. I |
| 3. J | 8. A |
| 4. H | 9. F |
| 5. B | 10. C |

Part II: Sentence Completion (20 Points)

1. he wants a son to be his heir
2. pretending to be conducting an orchestra by moving his hands in the air
3. cookie tin
4. piano
5. play a musical solo
6. internment camp
7. musical instruments
8. harmonica
9. women
10. M

Part III: True/False (20 Points)

- | | |
|------|-------|
| 1. F | 6. T |
| 2. T | 7. F |
| 3. T | 8. T |
| 4. F | 9. T |
| 5. T | 10. F |

Part IV: Essay (40 Points)

Answers will vary.

Comprehension Test B

Part I: Multiple Choice (20 points)

- | | |
|-----------------------------------|------------------------------|
| 1. Germany, 1933 | 6. Hoxie's Harmonica Wizards |
| 2. Monster Boy | 7. Southern California, 1942 |
| 3. in a box with other harmonicas | 8. purple hat |
| 4. Pennsylvania, 1935 | 9. garden |
| 5. consumption | 10. silken thread |

Part II: Identification (20 points)

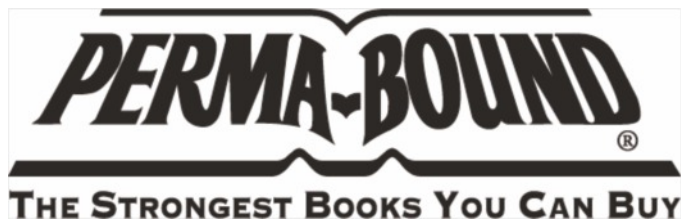
1. The harmonica symbolizes passing along your strength, vision, and knowledge.
2. The number three is a traditional cultural symbol, especially in fairy tales: three wishes, three sisters, and three voyages, for example.
3. Mothers are traditional symbols of warmth, nurturing, and protection. Friedrich's mother, and Mike and Frankie's mothers, are dead, reinforcing the danger the children face and the novel's link to fairy tales, where mothers are frequently absent (as is the powerless mother in the original story).
4. When he goes off to war, Fernando gives his jacket and hat to his sister, Ivy, symbolizing Fernando's desire to protect his sister from harm. The clothing thus shows his love for her.
5. Thirteen is traditionally a symbol of bad luck, but *Echo* inverts this, as Otto places the magical harmonica in a shipment to replace the one his dog had chewed. The harmonica passes to Ivy, who gives it to Kenny, whose life it saves when it deflects a bullet aimed at his chest. This frees the three girls from the witch's curse, so they can rejoin their family. Thus, the number thirteen becomes lucky.

Part III: Motivation (20 Points)

1. anything he takes of sentiment or value will be confiscated by the Nazis.
2. the salesman assumes that Mike and Frankie are thieves because they are so poorly dressed.
3. she has to do so to inherit her father's estate.
4. they think she is going to send them back to the orphanage.
5. they have the chance to work a farm and perhaps get a home when the war ends.
6. he has enlisted in the service.
7. Mr. Ward blames Kenny for convincing his son, Donald, to enlist in the service. Donald was killed at Pearl Harbor.
8. Ivy assumes he is delivering news that Fernando has been killed in the war.
9. he does not have time to make a thirteenth one, and he must deliver thirteen.
10. they saved Kenny's life, and they had to save a life to be freed.

Part IV: Essay (40 Points)

Answers will vary.



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