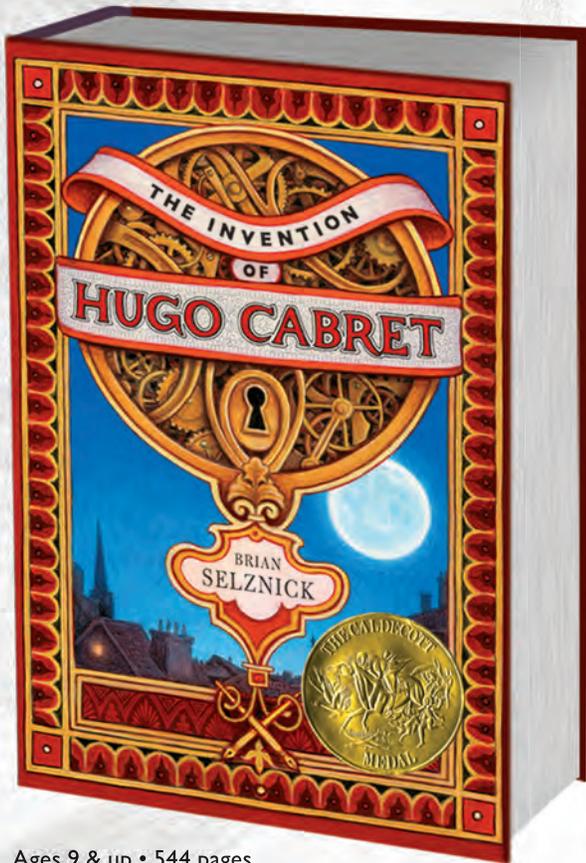
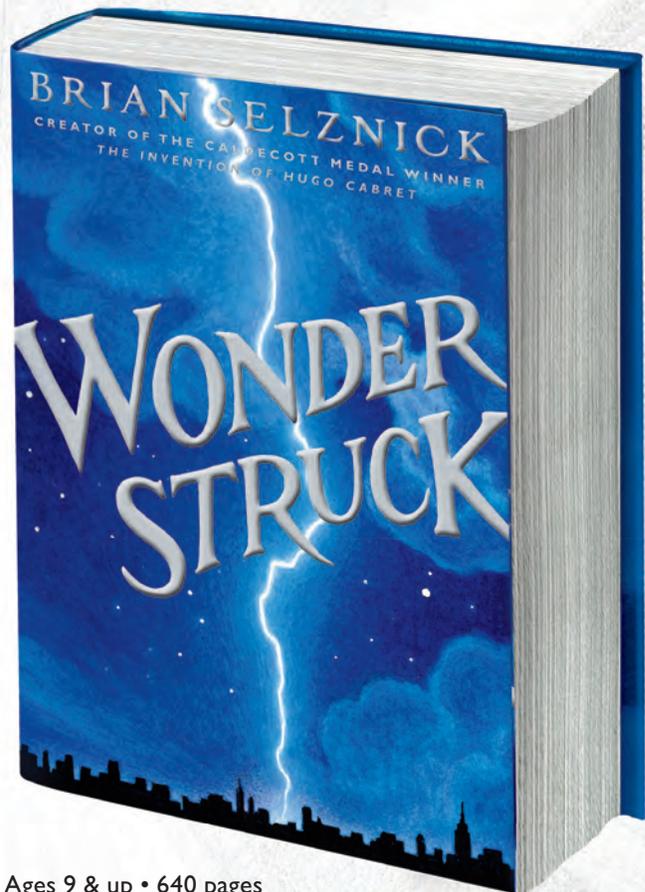


USING THE COMMON CORE STATE STANDARDS

with the Amazing World of Brian Selznick



Ages 9 & up • 544 pages
Hardcover: 978-0-439-81378-5 • \$24.99
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Winner of the 2008 Caldecott Medal



Ages 9 & up • 640 pages
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Winner of the 2012 Schneider Family Book Award, Middle Grade Category

In *The Invention of Hugo Cabret* and *Wonderstruck*, Brian Selznick has virtually reinvented the book, seamlessly combining word and image, using elements of film and print, history and science. These spellbinding novels provide a bountiful landscape in which to explore many aspects of the Common Core State Standards. Rich in historical and cultural allusions, each one tells a fast-paced, compelling story while providing teachers with opportunities for in-depth explorations in geography, math, vocabulary, social studies, the arts, and character education.

Use the prompts for exploring Brian Selznick's novels with the Common Core State Standards.

Key Ideas and Details

RL.1 Demonstrate an understanding of key details in a text, citing textual evidence that supports analysis ... as well as inferences drawn from the text.

The Invention of Hugo Cabret and *Wonderstruck* both provide exciting opportunities for readers to cite textual evidence in their search for meaning. With *The Invention of Hugo Cabret*, ask readers to explain why Hugo wants to fix the broken automaton, why Isabelle steals the notebook back from her Papa Georges, or why Méliès tries to destroy his drawings. For *Wonderstruck*, discuss the events that compel both Ben and Rose to run away. How are their experiences similar and how are they different? Why does Rose take Ben to the Queens Museum to relate the story of his father?

RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details.

Discuss the themes of family and friendship in both novels in relation to main and secondary characters. In *The Invention of Hugo Cabret*, identify threads of secrecy and trust that weave through the story. What does Hugo mean when he says, “All machines are made for some reason ... Maybe it’s the same with people ... If you lose your purpose ... it’s like you’re broken” (p. 374)? Discuss this comment in relation to different characters in the story. For *Wonderstruck* discuss the meaning of the quote: “We are all in the gutter, but some of us are looking at the stars.” In how many ways does star imagery appear in Ben’s story and Rose’s story? Ask readers what they think Ben means when he says “maybe we are all cabinets of wonder” (p. 574).

RL.3 Describe characters, settings, or events in a story; analyze how different elements interact.

Have students discuss in depth the backdrop of the Paris train station in *The Invention of Hugo Cabret* and the many ways various characters interact with that setting. Trace the growth of Hugo’s character as he begins to relate to other people he meets. What is the impact of the museum settings (both the American Museum of Natural History and the Queens Museum) in *Wonderstruck* on Ben and Rose? How does meeting Rose change Ben’s life? What role does Jamie play in both of their lives?

Craft and Structure

RL.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning or tone. In Hugo’s initial meeting with Méliès, they call each other “thief” and the old man refers to “ghosts” when he looks at Hugo’s notebook. Discuss the weight of these words as well as ones used to describe the mechanical man. Why does Méliès refer to himself as a “wind-up toy”? For *Wonderstruck* discuss the imagery of the thunderstorms, blackouts, and museum exhibits. What words are most important to describe these scenes and their impact on the lives of Ben and Rose?

RL.5 Analyze how the author’s choices concerning specific parts of a story contribute to its overall structure and meaning.

Discuss how the story of Hugo’s family and the true identity of the man in the toy booth unfold through the plot of *The Invention of Hugo Cabret* and how those scenes contribute to your understanding of the whole story. In *Wonderstruck* why does Selznick choose to tell Ben’s story in writing and Rose’s story in illustrations? What impact do these choices have on each story? At what point do they intersect and why?

RL.6 Understand and compare the different points of view from which stories are narrated and how point of view influences the way events are described; analyze how and why the author develops points of view.

How is the reader’s perception of the story in *The Invention of Hugo Cabret* affected by the point of view of the main character? How do Hugo’s perceptions of people and places change as the plot develops? In *Wonderstruck*, discuss the different points of view in the two separate stories. What do we learn of Ben and Rose as they interact with other characters? How does the point of view shift when Ben and Rose meet?

Integration of Knowledge and Ideas

RL.7 Explain how illustrations contribute to the meaning, tone, or beauty of a text; compare a written story to its audio or film version.

What is the impact of “reading” Hugo’s story in both words and pictures? How do the illustrations contribute to the meaning and tone of the story? Compare the book to the film adaptation of *The Invention of Hugo Cabret*. What do you learn from each version of the story? For *Wonderstruck*, discuss the decision to tell Ben’s story in words and Rose’s story in pictures. How does each inform your experience of character and setting?

RL.9 Compare and contrast the treatment of a topic in different stories; compare a fictional portrayal to a historical account; analyze how an author draws from and transforms source material in a particular work.

Research and discuss the early days of filmmaking, and especially Georges Méliès’s pioneering contributions to movies. Compare what you learn about Méliès to the character of Méliès in *The Invention of Hugo Cabret*? Research the myth of Prometheus and discuss its connection to both the filmmaker and Hugo. For *Wonderstruck*, compare descriptions in the text to those on the museum web sites: www.amnh.org and www.queensmuseum.org. Read a biography of someone who is deaf and compare that experience with Rose’s story. Visit <http://www.scholastic.com/teachers/lesson-plan/learn-sign> to learn more about deaf culture and sign language.

Visit www.scholastic.com/discussionguides for a full free downloadable guide to *The Amazing World of Brian Selznick* with even more questions and activities.