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Education L530  
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## **YHBA Novel Resource**

Author-Peter Abrahams  
Title-Down the Rabbit Hole  
Copyright date-2005  
Publisher-HarperCollins Children's Books

### Author's Background

Peter Abrahams is the author of Down the Rabbit Hole. His homepage is <http://www.peterabrahams.com/>. When Peter Abrahams was a young boy, he loved to read adventure stories such as Treasure Island and Red Pete the Ruthless. His family had a summer cottage in Quebec and his grandmother would come to visit and bring a stack of books for him to read. He was influenced by Graham Greene who was known for his crime novels. Peter Abrahams finds crime novels fascinating.

Peter Abrahams is author of eighteen novels including End of Story, Oblivion, and Lights Out. He was nominated for an Edgar best novel award. Down the Rabbit Hole is just the beginning of an Echo Falls series for young adult readers. The next book in this series is called Behind the Curtain and continues the story of Ingrid, the young detective in the first series who idolizes Sherlock Holmes. Peter Abraham won the 2006 Agatha Award Winner Best Children's Young Adult Fiction. Peter Abrahams makes appearances year round and his next appearance is July 28, 2008 at Chatham, MA. He lives in Falmouth, Massachusetts, with his wife and four children. Peter Abrahams email address is [pa@cape.com](mailto:pa@cape.com). Below is a recent picture of Peter Abrahams and his mailing address is:

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Peter Abrahams connection to the book, Down the Rabbit Hole, started when he had four children of his own. He says in an interview “Certainly the fact that I have four kids—two boys, two girls—was a big help in keeping things real. There are lots of dark patches in childhood, but what I remember most about my own is the feeling of exhilaration that comes with waking up to the world of human life.” Peter Abrahams love of pure adventure stories is how his connection to Down the Rabbit Hole began.

### Annotation and Genres

Down the Rabbit Hole is about a young girl, Ingrid Levin-Hill, who idolizes Sherlock Holmes. Ingrid loves reading crime stories, soccer and acting in the town's new theatre production, Alice's Adventures in Wonderland. One day, Ingrid meets a strange woman whose town nickname is Cracked-Up Katie. She's heard about her around town but when Ingrid finds herself lost in the Flats, Katie invites her to come in while she calls for a taxi. Ingrid accidentally leaves her favorite Pumas in her living room. The next day, Ingrid reads about a local woman who's been murdered and her name happens to be Katie Kovac, Cracked-Up Katie. Can Ingrid solve Katie's murder and retrieve her favorite shoes or will she become the next convicted murderer or worse the next victim?

Down the Rabbit Hole is a murder mystery and is a Young Adult Fiction book.

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## Point of View

The novel, Down the Rabbit Hole, is told in third person. It is mostly from the point of view of Ingrid Levin-Hill, the main character in this story.

## Theme

The two main themes for Down the Rabbit Hole are secrets and mysteries. There are many secrets in this book starting with Ingrid herself. When Ingrid forgot her shoes at Cracked Up Katie's house, instead of telling her parents or the police that she was there and innocently left her shoes there, she is determined to retrieve the shoes herself without telling anyone. Ingrid gets pulled into the mystery of Katie's death even further when she steps over the yellow police tape and hears a man coming up the stairs.

The title of this book connects the main character, Ingrid, with the theatre production, Alice's Adventure in Wonderland and the murder that she is trying to solve. There is a reference to the title towards the end of the book when Ingrid is was trying to get into Prescott Hall and she saw a cat flap large enough for her to fit through. She squeezed through and stated "down the rabbit hole" (387).

## Conflict and Conflict Resolution

The main conflict in this book is when Ingrid gets caught up in the murder of Katie Kovac. In the beginning, Ingrid leaves her favorite soccer shoes in Katie's house. When Ingrid finds out the next morning that Katie was murdered shortly after Ingrid had left, she's willing to risk her own life to get her shoes back, which makes things even worse when she's seen fleeing the scene of the crime. Throughout the rest of the story, things just keep getting worse for Ingrid. She wants to solve the case on her own but she's afraid of letting everyone down including her parents and the Chief of Police. The resolution comes when Ingrid stumbles upon the murderer of Katie Kovac. In the end, Ingrid survives and the murderer dies.

## Characters

Ingrid Levin-Hill-Ingrid is the main character in the story. She is a thirteen-year-old girl who loves soccer, reading about her favorite character,

Sherlock Holmes and acting with the Prescott Players in their new theatre production *Alice in Wonderland* in which Ingrid is asked to play the star role of Alice. Ingrid gets pulled into a murder investigation of Katie Kovac when she is in the wrong place at the wrong time. Instead of telling her parents or the Chief of Police, she decides to do what Sherlock Holmes would do, solve the case herself.

Carol Levin-Hill-Carol Levin-Hill is Ingrid's mother and a real estate agent. She is usually gone or on the phone. Ingrid's mother loves her but she is always stressed and that is why Ingrid doesn't feel that she can tell her mother what is going on.

Mark Hill-Ingrid's father Mark works for Tim Ferrand as a financial adviser for the Ferrand Group. Ingrid's father expects his children to attend a top-notch college when they graduate so he expects them to be at the top of their class. He is a sports fanatic and also expects perfection from Ty and Ingrid. His main goal in this book is to persuade his father to sell a piece of his land so his boss can build condos on it.

Ty Levin-Hill-Ty is Ingrid's older brother. He plays on the high school varsity football team. He's almost sixteen-years-old and likes to stay out all night. Ingrid's father is hard on Ty because he wants him to be a star athlete and pushes him to lift weights.

Tim Ferrand-Tim Ferrand owns the business that Ingrid's father works for. He is rich and wants part of Ingrid's grandfather's land to build on. He is the financial backer of the Prescott Players and owns part of Prescott Hall.

Chloe Ferrand-Chloe's father is Tim Ferrand. She is a pretty blond girl whose father is rich and she likes to brag. She's taken professional acting lessons but does not get the lead, which goes to Ingrid. She settles for a smaller role in the play but continues to put her two cents in.

Joey Strade-Joey is a boy from Ingrid's middle school who has a crush on her. Joey's father is the chief of police.

Chief Gilbert L. Strade-Gilbert Strade is Echo Falls chief of police. He is investigating the murder of Katie Kovac. He suspects that Ingrid knows something but he can't prove it.

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Murad-Murad is the taxi driver who takes Ingrid to her soccer practice. He helps the chief of police in trying to solve the murder case by pointing out the young girl he picked up on the day of the murder.

Grampy-Ingrid's grandfather is Grampy. He has the perfect name because he is a grump. He's own a large farm that he doesn't run anymore because of his age. Grampy refuses to sell any of his land to the Ferrand's. He teaches Ingrid how to fire guns (which is their little secret) and how to drive a tractor.

Jill Monteiro-Jill is an artist and the director of the play Alice's Adventure in Wonderland. She is a past Broadway actress and has a lot of experience in directing plays. When she suddenly has "an accident" she is forced to relinquish her role to Vincent Dunn.

Vincent Dunn-Vincent Dunn otherwise known as David Vardack. Vincent Dunn pretends to be an outsider who comes to town and innocently wants to open a bed and breakfast. He gets the lead male role in the play as the Mad Hatter. After Jill's "accident" he takes over as the lead director but after there are too many changes to the script, Ingrid begins to question his motives.

Katherine Eve Kovac-Katie Kovac has the nickname of Cracked-Up Katie because of her weird lifestyle. Nobody really knows about her past until she is murdered and Ingrid feels the need to solve her case. Katie was an ex-Prescott Player and had many lead roles as a talented beautiful actress. She was engaged to Philipp Prescott when she was younger until he suddenly disappeared.

Ms. Groome-Ingrid's not so nice Math teacher is Ms. Groome. She wants to put Ingrid in pre-algebra but Ingrid's parents will not let that happen. Ms. Groome accuses Ingrid of cheating on the math quiz.

Coach Ringer-Coach Ringer is the last of the original founders of the Mid-State League. He's Ingrid's soccer coach and is a short round guy with a droopy mustache. Coach Ringer expects the girls to be in shape and to win no matter what.

Coach Trimble-Coach Trimble is tall and lean. She is Coach Ringer's assistant. Ingrid admires her because she can run very fast and she is fair.

Nigel-Nigel is a dog Ingrid finds in the woods coming back from Katie's house. He saves the day at the end of the story by barking and waking everyone up.

Phillip Prescott-Phillip Prescott never makes an appearance in the story but he is said to have disappeared long ago to Alaska. He was the only Prescott left in the family to carry on the name and he was engaged to Katie Kovac. They were in love and they were Prescott Players in the theatre.

### Setting

The book's main location takes place in a small town called Echo Falls, Massachusetts. In the beginning of the story, Ingrid doesn't really know how to get around Echo Falls very well but throughout the book, she becomes well acquainted with the layout of the town. Ingrid lives in Riverbend, an affluent neighborhood. When Ingrid gets lost at the beginning of the story, she winds up on the other end of town called the Flats. The Flats is where the houses are run-down and look like old gingerbread houses. The year is never mentioned in the book but it must be recent because Ingrid uses instant messenger on her computer.

### Interest Level and Reading Level

The interest level for Down the Rabbit Hole is 6-8 and the reading level is 7.2.

### Booktalk

What would you do if one day you go to the orthodontist and your parents are late picking you up and you have to get to soccer practice or Coach Ringer will wring you? You decide to walk to practice and it's not that far. You happen to get lost and end up in the Flats, in the older part of town. You run across a strange woman whose town nickname is Cracked-Up Katie. She invites you inside her house to call a cab and you leave your favorite soccer shoes laying in her living room. Your taxi cab comes and

you leave. The next morning you're excited about a new theatre production of the story *Alice in Wonderland* and you could be the next main character, Alice. But wait a minute. You notice the newspaper lying on the kitchen table and its feature story is about Cracked-Up Katie. She's been murdered!!! Not only do you have to get your favorite shoes back but now you're in the middle of a murder investigation. You've got to solve this case before you're the next victim.

## Discussion Questions

### Chapter One

#### Pre-reading questions

1. Where does this story take place?
2. What does the title of the book tell you?

#### During Reading questions

1. Why did Ingrid walk to soccer practice? (page 10)
2. How did Ingrid end up in the Flats? (page 11)
3. Who is Cracked-Up Katie? (page 12)

#### Post-reading questions

1. What is Ingrid's neighborhood called?
2. Who is Ingrid's favorite author?
3. What does Coach Ringer say about Ingrid on the sidelines?

### Chapter Two

#### Pre-reading questions

1. What do you think Ingrid will say to Katie about being lost?
2. What does Katie look like?

#### During Reading Questions

1. What name does Ingrid give Katie? (page 16)
2. Why does Katie want to know if Ingrid has any money? (page 17)
3. What does Ingrid do when Katie invites her inside? (page 19)

#### Post-reading questions

1. What does the parlor look like?
2. Who are the Prescott Players?

3. Who is Murad?

## Chapter Three

### Pre-reading questions

1. Why was soccer practice canceled?
2. What did Ingrid tell her mother about where she was?

### During reading questions

1. Why does Ingrid like Sherlock Holmes? (page 27)
2. What is Ingrid's father job and who does he work for? (page 31)
3. Who is Ms. Groome and why doesn't Ingrid like her? (page 34)

### Post-reading questions

1. Who is Stacy Rubino ?
2. What does Ingrid want to audition for?
3. What does the headline of the Echo read?

## Chapter Four

### Pre-reading questions

1. When was Katie murdered?
2. Who was arrested for her murder?

### During reading questions

1. Who is the police chief? (page 39)
2. What time was Ms. Kovac found (page 39)
3. Why doesn't Ingrid tell her parents that she was at Katie's house the day before? (page 42)

### Post-reading questions

1. What's a flea-flicker?
2. Who are the Red Raiders?
3. Who is Joey?

## Chapter Five

### Pre-reading questions

1. What happened to Ty during his game?

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2. Why can't Ingrid sleep?

#### During reading questions

1. Who is Flanders and what happened to him? (page 57)
2. Why does Ingrid love her red pumas so much? (page 58)
3. Who are Coach Trimble and Coach Ringer? (page 60)

#### Post-reading questions

1. What did Ingrid forget to take off?
2. Why did Ingrid fall at the end of the soccer game?
3. Where did Ingrid leave her red Pumas?

### Chapter Six

#### Pre-reading questions

1. How did Ingrid realize that she left her shoes at Katie's house?
2. Where do you think she left them in Katie's house?

#### During reading questions

1. What is Ingrid afraid of when it comes to her shoes? (page 68)
2. Where does Ingrid think her shoes are? (page 70)
3. Who is Grampy? (page 72)

#### Post-reading questions

1. Why does Ingrid ask her mother about a lawyer?
2. What is Grampy's excuse to get Ingrid's mother out of the house?
3. Why does he want her to leave?

### Chapter Seven

#### Pre-reading questions

1. Who is Tim Ferrand?
2. What does the Ferrand Group want Grampy to do?
3. What was Grampy's answer?

#### During reading questions

1. How does Ingrid get into Katie's old house? (page 92)
2. What happened when she went into the basement? (page 93)
3. What does Ingrid have to do to get down? (page 93)

### Post-reading questions

1. What will happen if Ingrid lets go?
2. What is Echo Falls famous landmark that Ingrid uses?
3. What is Ingrid nickname?

## Chapter Eight

### Pre-reading questions

1. What will happen if Ingrid lets go?
2. Is the house empty?

### During reading questions

1. What did Ingrid hear in the alley? (page 95)
2. Where does Ingrid think that she left her Pumas? (page 97)
3. What did Ingrid see in the bedroom? (page 98)

### Post-reading questions

1. Where did Ingrid find her Pumas?
2. What information did Ingrid get from looking at the playbills?
3. What did Ingrid hear downstairs?

## Chapter Nine

### Pre-reading questions

1. What shoes did she notice from under the bed?
2. What did the man want that broke into the house?
3. How did Ingrid escape from the police?
4. Why were they after her?

### During reading questions

1. Where did Ingrid put her red Pumas? (page 111)
2. Who is hanging around outside? (page 112)
3. Who does Ingrid run into outside when she's playing with the dog? (page 119)

### Post-reading questions

1. What does Ty do to Ingrid?
2. What does Chief Strade notice about Ingrid?

3. What happened to Sergeant Pina?

## Chapter Ten

### Pre-reading questions

1. Who did Chief Strade arrest for the murder?
2. Why does he suspect it is them?

### During Reading Questions

1. What is the dog's new name? (page 123)
2. Why is Ingrid wearing eye shadow? (page 128)
3. What does Ms. Groome accuse Ingrid of doing? (page 129)

### Post-reading Questions

1. Why is Stacy's brother in trouble with Chief Strade?
2. Who gets the recognition for naming Nigel?
3. What does Mr. Sidney call the guys and girls on the bus?

## Chapter Eleven

### Pre-reading questions

1. What will happen to Ingrid when her parents find out about her grade?
2. Who is Carol Levin-Hill and what is her job?

### During Reading Questions

1. Who is Jill Monteiro? (page 135)
2. What play is she directing? (page 135)
3. Who is Chloe Ferrand and why do Ingrid and her not get along? (page 136)

### Post-reading Questions

1. What part does Chloe think Ingrid should go for?
2. What part does Ingrid want?
3. Who is Vincent Dunn?

## Chapter Twelve

### Pre-reading Questions

1. How did Ingrid do in her audition?

2. What part will Ingrid get?

#### During Reading Questions

1. Who calls when Ingrid answers the phone? (page 152)
2. Who was arrested in the murder of Katie Kovac? (page 153)
3. What is Ingrid's mom really good at? (page 157)

#### Post-reading questions

1. What class is Ingrid put into?
2. Why does Ingrid look at the shoes of the men who are arrested?

### Chapter Thirteen

#### Pre-reading questions

1. Who does Jill give the role of Alice to?
2. Does Ingrid accept the role?

#### During Reading Questions

1. How are the Prescotts and the Ferrands connected? (page 163)
2. Where does Ingrid want to go to college? (page 166)
3. What does Ms. Groome notice about Ingrid's book? (page 168)

#### Post-reading Questions

1. What does Ms. Groome do to Ingrid?
2. Where does Ingrid go after school?
3. What does Joey show Ingrid in the basement?

### Chapter Fourteen

#### Pre-reading questions

1. What does Chief Strade suggest to Ingrid when he comes home?

#### During Reading Questions

1. What are Ingrid's favorite subject and least favorite subject? (page 176)
2. What happened to Sergeant Pina? (page 178)
3. Where did Phillip Prescott go? (page 180)

#### Post-Reading Questions

1. Why was the movie Dial M for Murder mentioned?
2. What is Stingley's physical condition?
3. Why does Ingrid think that Stingley didn't commit the murder?

## Chapter Fifteen

### Pre-reading Questions

1. What does Chief Strade say about who murdered Katie?
2. What was missing from the crime scene?

### During Reading Questions

1. Why is Ingrid being punished? (page 188)
2. What did Ingrid steal from her mother? (page 192)
3. What role did Chloe Ferrand get? (page 196)

### Post-Reading Questions

1. Why didn't Jill drive Ingrid home?
2. Who drove Ingrid home?
3. Where did Ingrid get dropped off at?

## Chapter Sixteen

### Pre-Reading Questions

1. What did Ingrid notice in Vincent Dunn's car?
2. What house does Ingrid get dropped off at?

### During Reading Questions

1. What does Vincent tell Ingrid he wants to do? (page 207)
2. Whose house does Ingrid go into? (page 208)
3. What was the audio tape man? (page 211)

### Post-Reading Questions

1. What was the noise from upstairs?
2. What does Ingrid think that she needs to do and why?
3. Where does Ingrid put her mother's keys?

## Chapter Seventeen

### Pre-Reading Questions

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1. How did Ingrid get home?
2. What has Ingrid been dreaming of?

#### During Reading Questions

1. What does Ingrid pretend to do? (page 217)
2. What does Ty complain about? (page 219)
3. What happened to Katie's cat? (page 221)

#### Post-Reading Questions

1. Where does Ingrid go?
2. Who is Mr. Samuels?
3. What is Ingrid quoted on?

### Chapter Eighteen

#### Pre-reading Questions

1. Who was previously in the Prescott Players?
2. What does Ingrid tell Mr. Samuels she is doing?

#### During Reading Questions

1. Who saw Ingrid riding her bike and wants to speak with her? (page 237)
2. What excuse does she give? (page 237)
3. What did Chief Strade find out about the shoes that were in the picture? (page 241)

#### Post-Reading Questions

1. Why does Chief Strade tell Ingrid to tell Mr. Sidney that she's Aylmer Hill's granddaughter?
2. What does Ingrid want to do with the shoes?

### Chapter Nineteen

#### Pre-reading Questions

1. Where does Ingrid go to next?
2. What is the Battle of Coral Sea?

#### During Reading Questions

1. What does Ingrid find in the attic? (page 245)

2. Whose voice does she hear on the recorder? (page 247)
3. Who is kissing on the tape? (page 249)

#### Post-Reading Questions

1. Who catches Ingrid in the attic?
2. How does Ingrid explain herself?
3. Who is waiting in the car?

#### Chapter Twenty

##### Pre-Reading Questions

1. What will Ingrid tell Vincent?
2. Does Vincent tell Ingrid's mom the truth about where he dropped her off?

##### During Reading Questions

1. What does Vincent say he's afraid of? (page 263)
2. What does he tell Jill will help him? (page 264)
3. Does Jill give Vincent what he wants? (page 265)

##### Post-Reading Questions

1. Who gives Ingrid a ride home?
2. Who calls Mr. Ferrand and what does he/she want?
3. What is his answer?

#### Chapter Twenty-One

##### Pre-Reading Questions

1. Why does Mr. Ferrand want Grampy's land?
2. Does Chloe like Ingrid? Why or why not?

##### During Reading Questions

1. What is the Turkey Trot? (page 172)
2. What does Stacy tell Ingrid about Mrs. Ferrand? (page 273)
3. What shoes does Ingrid wear to soccer? (page 277)

##### Post-Reading Questions

1. What does Joey ask Ingrid about the project and what is her answer?
2. What do Ingrid's mom and dad want to talk to Grampy about?

3. What is Grampy's answer?

## Chapter Twenty-Two

### Pre-Reading Questions

1. Who owns houses in the Flats?
2. Why did Ty give in on the arm match?

### During Reading Questions

1. Who is David Vardack? (page 289)
2. What movie did David Vardack play in? (page 290)
3. Why does Grampy hate the Ferrands? (page 291)

### Post-Reading Questions

1. What is Ingrid doing before the game starts?
2. Who does Ingrid see pulling up in the parking lot?
3. What does Ingrid do before Chief Strade comes up to her?

## Chapter Twenty-Three

### Pre-Reading Questions

1. Does Murad notice her?
2. Who tries the flea-flicker and what happens?

### During Reading Questions

1. What is Ingrid's idea for the science fair? (page 299)
2. Who does she call for help? (page 300)
3. Who does Joey's father think is a possible accomplice? (page 301)

### Post-Reading Questions

1. Why does Joey want Ingrid to tell her about who wears red Pumas?
2. Why is Vincent having trouble with his lines?
3. What happens when Ingrid spills her drink?
4. Whose fault is it when Jill gets hurt?

## Chapter Twenty-Four

### Pre-Reading Questions

1. How did Jill get hurt?

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2. What does the doctor tell the Prescott Players about Jill?

#### During Reading Questions

1. Who shows up at Ingrid's door Sunday morning? (page 317)
2. What does he want Ingrid to do? (page 317)
3. What does Ingrid and Grampy do with the dynamite? (page 322)
4. What does Grampy teach Ingrid? (page 322)

#### Post-Reading Questions

1. What does Ingrid do when Grampy falls asleep?
2. Where does Ingrid think she's going?
3. Who does she visit?
4. What does Ingrid find out about Katie Kovac?

#### Twenty-Five

#### Pre-Reading Questions

1. What was in the tiffany box?
2. Why does Mrs. Kovac want Ingrid to leave in a hurry?

#### During Reading Questions

1. What does the letter say that Ingrid finds? (page 335)
2. How did David die? (page 336)
3. Where is Phillip Prescott according to the letter? (page 337)

#### Post-Reading Questions

1. Does Ingrid get caught?
2. What kind of chores did Ingrid actually do?
3. What movie does Ingrid want her mom to find?

#### Chapter Twenty-Six

#### Pre-Reading Questions

1. Who takes over the director position?
2. What is Vincent's reaction when Ingrid mentions the movie "The Accused"?

#### During Reading Questions

1. What changes has Vincent made to the script? (page 345)

2. Are the changes for the best? (page 347)
3. What does everyone else in the cast think of the changes? (page 349)

#### Post-Reading Questions

1. What kind of tone does Vincent want the play to take?
2. Why does Ingrid run off the stage?
3. What happened to all the posters?

#### Chapter Twenty-Seven

##### Pre-Reading Questions

1. What does Vincent suggest to Ingrid?
2. Why are Ingrid and Vincent meeting the next day?

##### During Reading Questions

1. Why was Ingrid in the paper? (page 359)
2. Why does Stacy think Ingrid's sick? (page 361)
3. What does Joey ask Ingrid? (page 362)

##### Post-Reading Questions

1. What does Ingrid do when she sees Chief Strade?
2. Where does she go?
3. What is missing from the video store?

#### Chapter Twenty-Eight

##### Pre-Reading Questions

1. What happened to the movie "The Accused Will Rise"?
2. Who does Ingrid suspect?

##### During Reading Questions

1. Who is knocking at Ingrid's door? (page 371)
2. Why does he want to talk to Ingrid and why doesn't she answer? (page 372)
3. Where is Vincent at in the theatre? (page 375)

##### Post-Reading Questions

1. Why is Vincent being contemptuous?
2. What does Ingrid tell Vincent about Barbara Stanwyck?

3. What does Vincent tell Ingrid about the part of Alice?

### Language (Spelling/Vocabulary)

1. strangulation-the act of someone putting their hands around another persons neck and harming them (page 39)
2. flea-flicker-a play where the quarterback hands off the ball to the running back and then hands it back to the quarterback. (page 49)
3. cowlick-a piece of hair that grows in the wrong direction (page 52)
4. appliance-Ingrid's orthodontic device to make her teeth straight (page 56)
5. cleats-soccer shoes that have ridges in them (page 70)
6. corridor-long hallway (page 97)
7. playbill-an announcement of a play (page 98)
8. noncommittally-not willing to say one way or another (page 108)
9. lowlifes-people who are low social status and not good morals (page 122)
- 10.cupboard-cabinet (page 170)
11. schlock-something cheap or trashy (page 194)
12. contemptuous-scornful or arrogant (page 376)

### Indiana Academic Standards

#### Grade Six

- 6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
- 6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.
- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- 6.3.3 Analyze the influence of the setting on the problem and its resolution.

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6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.

6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.

## Grade Seven

### Grade Seven

7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.

7.3.8 Analyze the influence of the setting on the problem and its resolution.

7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

## Grade Eight

8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.

8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.

8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

### Anticipation Statements

Agree	Disagree	Topic: Down the Rabbit Hole
		Echo Falls is a real town.
		Puma is a name of a flower.
		Sherlock Holmes is Dr Watson's assistant.
		A flea-flicker is the name for device used to capture fleas.
		A theatre production is a play.
		Sherlock Holmes was a detective who investigated crimes.

### Read Aloud Passages

#### Chapter Eight

“Ingrid crawled out from under the bed, making no noise at all. She tied the red Pumas together, slung them around neck. With her hand over the flashlight lens, she had a quick look around the room. Under the reddish light that escaped between her fingers she saw the stack of playbills still standing on the bedside table. Dial M for Murder was longer on top. Ingrid

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leafed through: In fact, the Dial M for Murder playbill was gone.” (page 102)

This paragraph is important because Ingrid was hiding under the bed when the murderer came in and she saw his shoes from under the bed. She was too afraid to get up and look at his/her face. Ingrid wondered what he/she wanted and why they were willing to go under the yellow police tape. That’s when she notices what’s missing. The playbill that was laying there before she heard the noise. This is important because it sets off the rest of the book.

## Chapter Twenty-Nine

“Something brushed her leg, something soft and strong at the same tie, also intelligent: the cat’s tail. It moved off, like a flowing shadow, down the corridor to her right. The feeling of cat tail brushing her leg: When had she felt that before? It dawned on her, and with that dawning came what had been bothering her about his big cat: Katie Kovac had had a bobcat-size cat too, a cat that had brushed against Ingrid this very same way in the purple-and-gold parlor at 341 Packer Street. Ingrid even remembered wondering what had happened to it. Couldn’t be dumber if she tried. And don’t leave out that bag of kitty litter in Vincent’s car. Griddie the dunce. She followed the flowing cat shadow down the unlit corridor, somewhere in the closed-off part of Prescott Hall.” (page 388)

This paragraph is important because this is the point where Ingrid realizes who has committed Katie Kovac’s murder and what was the key to figuring this mystery out. It was the cat and she didn’t even realize it. I believe at this point she had suspicions. This is close to the end of the book when the murder is finally solved.

## Read-Alikes

### Behind the Curtain by *Peter Abrahams*

This book is a second in the Echo Falls Mystery. If readers enjoyed Down the Rabbit Hole then they would enjoy reading a second book about Ingrid and her passion for solving criminal mysteries. This time Ingrid outwits a

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kidnapper to discover who's trying to force Grampy off his land and the local steroid ring.

The Lightning Thief by *Rick Riordan*

Twelve-year-old Percy Jackson knows he's different, but when a teacher becomes a deadly monster and his scrawny best friend turns out to be a satyr, he learns he's a hero--the half-blood son of an Olympian god.

The Sea of Monsters by *Rick Riordan*

This action-packed book (second in a series) will delight fans of Percy Jackson, the half-blood son of Poseidon, as Percy once again battles mythical monsters in modern-day settings while on his mission to save the tree that guards Camp Half-Blood.

Heat by *Mike Lupica*

Michael Arroyo has a pitching arm that throws serious heat. But his firepower is nothing compared to the heat Michael faces in his day-to-day life. Newly orphaned after his father led the family's escape from Cuba, Michael's only family is his seventeen-year-old brother Carlos. If Social Services hears of their situation, they will be separated in the foster-care system or worse, sent back to Cuba. Together, the boys carry on alone, dodging bills and anyone who asks too many questions. But then someone wonders how a twelve-year-old boy could possibly throw with as much power as Michael Arroyo throws. With no way to prove his age, no birth certificate, and no parent to fight for his cause, Michael's secret world is blown wide open, and he discovers that family can come from the most unexpected sources.

## Across the Curriculum Connections

The first activity that students can complete is to complete a map of Echo Falls as Ingrid describes the town. At the beginning of the book, Ingrid doesn't know her way around town but throughout the rest of the book, she describes in detail a layout of the town. This will take some time to thoroughly research the book for details. Students will need the text, colored pencils, and paper.

### Grade Six

6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

6.3.3 Describe and compare major physical characteristics\* of regions in Europe and the Americas.

### Grade Seven

7.1.12 Describe worldwide voyages of exploration and discovery.

### Grade Eight

8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics\* of areas in the United States.

8.3.2 Identify and create maps showing the physical growth and development of the United States from settlement of the original 13 colonies through Reconstruction (1877), including transportation routes used during the period.

8.3.5 Describe the importance of the major mountain ranges and the major river systems in the development of the United States.

## Language Arts

The second activity that students will complete for this novel will be to write a short chapter to add to this novel and give a clue to the murderer. One example of a clue is Katie's cat.

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

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7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text.

### Resources

The Sea of Monsters by Rick Riordan

[http://www.amazon.com/Lightning-Thief-Percy-Jackson-Olympians/dp/B000F5FNSE/ref=pd\\_sim\\_b\\_1](http://www.amazon.com/Lightning-Thief-Percy-Jackson-Olympians/dp/B000F5FNSE/ref=pd_sim_b_1)

Audio Version

Amazon.com

Heat by *Mike Lupica*

<http://www.fantasticfiction.co.uk/1/mike-lupica/heat.htm>

Fantastic Fiction Website

## **NEWSPAPER PROJECT DOWN THE RABBIT HOLE**

Now that you have read Down the Rabbit Hole, each student will be required to make a newspaper according to the novel's location, Echo Falls. Each student will need to type at least four pages. Each page must have the following:

- A feature story of Ingrid catching Katie Kovac's murderer.
- A story about the theatre production of Alice's Adventure in Wonderland.
- An obituary of for Katie Kovac and Vincent Dunn.
- An article about one of the sporting events that either Ty or Ingrid participates in.

There will be sufficient time to research about this time period using resources such as the internet, library or books. There will also be time to use the computer lab to type your newspaper. Look at the requirements for this assignment and if you have any questions, please let me know.

### **Requirements**

1. Each newspaper will need to be at least four pages in length
2. The newspaper must include information from the book.

3. The newspaper must contain information that you have researched about this time period.
4. Each newspaper must have the title The Echo and date
5. Correct language and grammar.
6. One works cited page.

### **Indiana State Standards**

- 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
- 6.4.5 Use note-taking skills when completing research for writing.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.
- 6.5.6 Use varied word choices to make writing interesting.
- 6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

8.4.4 Plan and conduct multiple-step information searches using computer networks.

8.4.5 Achieve an effective balance between researched information and original ideas.

8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

8.4.7 Review, evaluate, and revise writing for meaning and clarity.

8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.

Book Activity #2

Mrs. Goodwin

Room \_\_\_\_\_

Period \_\_\_\_\_

## **CHARACTER ANALYSIS DOWN THE RABBIT HOLE**

Each student needs to choose one character in the book, Down the Rabbit Hole and write a one page typed character analysis. Things to look for in a character analysis are:

1. What is the character's motivation?
2. What is the character's behavior like?
3. Describe the character.
4. Is the character flat or round? Does the character advance the plot?

### Rubric

Required length of letter-at least one full page (15 points)

Description of the character (20 points)

Correct spelling (20 points)

Character is flat or round. Explanation (20 points)

Total Points-75 points

**\*\*\*Due date is \_\_\_\_\_.**

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## **Indiana State Standards**

- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
- 6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.
- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- 6.5.1 Write narratives that:
- establish and develop a plot and setting and present a point of view that is appropriate to the stories.
  - include sensory details and clear language to develop plot and character.
  - use a range of narrative devices, such as dialogue or suspense.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.
- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.

- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.
- 8.5.2 Write responses to literature that:
- demonstrate careful reading and insight into interpretations.
  - connect response to the writer's techniques and to specific textual references.
  - make supported inferences about the effects of a literary work on its audience.
  - support statements with evidence from the text.
- 8.5.6 Write using precise word choices to make writing interesting and exact.
- 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

## Bibliography

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