

Mrs. Frisby and the Rats of Nimh

Throughlines and Timelines

Name : _____ **Novel #** _____

Learning Targets for our Mrs. Frisby and the Rats of Nimh Novel Study

- ✓ I can use the throughlines to graciously communicate what I think the main message of the novel is and can provide evidence from the book to support my opinion.
- ✓ I can identify "Echoes" that connect the novel and my life, other pieces of literature and/or the world around us and can explain those connections.
- ✓ I can summarize the text I have read by identifying the important parts of each chapter.
- ✓ I know what the words explicit and implicit mean.
- ✓ I can make predictions in a story based on implicit information.

Throughlines, Timelines and Predictions

All together as a grade 5 class we are going to be reading The Mrs. Frisby and the Rats of Nimh by Robert C. O'Brien. In each chapter we are going to be making a timeline of the chapter, examining what happens in the chapter to see what throughlines may apply as well as using information in the chapter to make predictions about what will happen in the book.

For each chapter you will have to make a 4-point timeline. For this you will have to pick out the 4 main points in the chapter. You will get more information on what you will be looking for on page 6.

Also, as you read you will be looking for examples of the different throughlines you may see. When you find one you will need to record it in your booklet as well as explain why you think this would be an example of the throughline.

Finally, after each chapter you will need to make a prediction about what will happen in the book. This will require you to pay attention to details the author gives that gives your insight into what will happen later in the book. It is ok if your predictions are not correct as long as you are doing your best to make the predictions.

Throughlines Tracking

On the throughline tracking sheet, keep track of as many examples as you can for each throughline. You will have to find an example of each throughline in the book and give a complete explanation as to why this is an example of that throughline.

Each throughline explanation needs to include:

- A throughline statement.
- The reasons why you think this would be an example of a throughline.
- The pages of the book that this example appears on.

Hint: Fill up your information buffet. This is how you are to prepare for the final assignment for this unit. The more work you do on this part the easier it will be to complete the final assignment.

Ideas on how to connect the chapters to the throughlines.

You may want to write about

- What the throughline means to you and connect this meaning to something that happened in the book.
- A point in the book where a character acted in a way in which would be an example for the throughline.
- A point in the book when a character had an opportunity and failed to act in a way which would be an example of a throughline.
- Any other example or opportunity in the book in which a throughline could be expressed.
- How we could learn from and apply to our lives an example of a throughline being expressed in the book.

God Worshiper

Students will understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of God and His promises. Students will see this worship as a way of life.

Idolatry- Discerner

Students need to learn to 'read' a worldview by asking questions about what is being portrayed in regard to culture, values, and belief systems. Through the curriculum students will be challenged to identify, understand, and lay bare the idols of our time (and time past).

Justice-Seeker

Students will act as agents of restoration. The world is not as God intended it to be. We lead our students to see the injustices in this world - but seeing those things can't be where we stop. We need to enable our students to act as agents of restoration by both identifying and responding to injustices.

Creation-Enjoyer

Students will celebrate God's beautiful creation and give testimony to the presence of God in creation. Creation enjoying is looking at, talking about, studying creation. Ordinary things become extraordinary when seen in a new way. Creation enjoying is helping to coax the 'song of joy' (Psalm 65:8) from ourselves and our students.

Servant-Worker

Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in. We need to cultivate in our students the desire and ability to offer hope, healing, and restoration to this world and its people. We do this in the knowledge and gratitude for the sacrifice of our Savior Jesus Christ.

Community-Builder

Students will be active pursuers and builders of community in their classrooms, their neighborhoods, and in the global village they are a part of. Students need to learn to pursue Shalom - to be active and eager examples of peaceful/shalom-filled communities. Our classrooms will become communities of grace where students will learn to walk and work together in peace.

Image-Reflector

Students bear the image of God in their daily lives. Being an image-bearer isn't something we DO. It is deeper than that. Image-bearer is something we ARE. We reflect God's image and we learn to see God's image in others. The more Christ-like our actions are, the more clearly Christ's light shines in a dark world.

Order-Discoverer

Students see God's fingerprints all over creation. When we read the creation account we read a story of God creating order out of chaos. There is purpose in God's creation and we are able to discover this amazing order within creation. One of the inescapable conclusions for our students must be, "God really had an amazing plan for all of this, didn't He!"

Beauty- Creator

Students will create beauty that praises God and enriches our world. Creation shouts that our God is a God who loves diversity, complexity, and creativity. Being an image-bearer means having the ability and the responsibility to discover, respond to, develop, use, and improve the world that God has placed us in.

Earth Keeper

Students will respond to God's call to be stewards of all of creation. Caretaking can so easily succumb to exploiting. We need to reclaim and relearn how to respectfully treat the world / universe and all things contained in it. This is a matter of respecting God and it our responsibility to be earth-keepers.

Timelines

For each chapter you will complete a small timeline of what happened in the chapter.

Your chapter will need to have:

- The 4 main points or events in that chapter
- The 4 points need to be in chronological order.
- A 1-2 sentence description to understand what happened.
- Need to have enough information to understand what happened in the chapter.

What you may include on your timeline:

- Major events that have happened
- The introduction of new characters
- Information about The Mrs. Frisby and the Rats of Nimh.
- Information that has been revealed about a character or the past.

Example

The first things that happen in the book. Event that gives us information on what may happen next.	Introduction to main character. We get a basic description of the main character to see what they are like.	Introduction to the problem. Start to see what the issue s will be in the book.	Main character starts to get involved with the conflict of the book.
Chapter 1: The first One			

The Sickness of Timothy Frisby Pg 3

First	
Second	
Third	
Fourth	

Predictions:

Mr. Ages Pg 12

First	
Second	
Third	
Fourth	

Predictions:

The Crow and the Cat Pg 20

First	
Second	
Third	
Fourth	

Predictions:

Mr. Fitzgibbon's Plow Pg 27

First	
Second	
Third	
Fourth	

Predictions:

Five Days Pg 33

First	
Second	
Third	
Fourth	

Predictions:

A Favor for Jeremy Pg 39

First	
Second	
Third	
Fourth	

Predictions:

The Owl Pg 45

First	
Second	
Third	
Fourth	

Predictions:

"Go to the Rats" Pg 53

First	
Second	
Third	
Fourth	

Predictions:

In the Rosebush Pg 61

First	
Second	
Third	
Fourth	

Predictions:

Brutus Pg 68

First	
Second	
Third	
Fourth	

Predictions:

In the Library Pg 75

First	
Second	
Third	
Fourth	

Predictions:

Isabella Pg 83

First	
Second	
Third	
Fourth	

Predictions:

A Powder for Dragon 89

First	
Second	
Third	
Fourth	

Predictions:

The Marketplace Pg 96

First	
Second	
Third	
Fourth	

Predictions:

In the Cage Pg 103

First	
Second	
Third	
Fourth	

Predictions:

The Maze Pg 112

First	
Second	
Third	
Fourth	

Predictions:

A Lesson in Reading Pg 120

First	
Second	
Third	
Fourth	

Predictions:

The Air Ducts Pg 129

First	
Second	
Third	
Fourth	

Predictions:

The Boniface Estate Pg 142

First	
Second	
Third	
Fourth	

Predictions:

The Main Hall Pg 149

First	
Second	
Third	
Fourth	

Predictions:

The Toy Tinker Pg 158

First	
Second	
Third	
Fourth	

Predictions:

Thorn Valley Pg 165

First	
Second	
Third	
Fourth	

Predictions:

Captured Pg 178

First	
Second	
Third	
Fourth	

Predictions:

Seven Dead Rats Pg 187

First	
Second	
Third	
Fourth	

Predictions:

Escape Pg 195

First	
Second	
Third	
Fourth	

Predictions:

At the Meeting Pg 206

First	
Second	
Third	
Fourth	

Predictions:

The Doctor Pg 216

First	
Second	
Third	
Fourth	

Predictions:

Epilogue Pg 227

First	
Second	
Third	
Fourth	

Predictions:
