



The Monsters Are Due on Maple Street

Interactive Notebook Activities



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Thank you for purchasing this teaching unit! We hope you love it as much as we do!



DO NOT PHOTOCOPY
(Except for your own classroom)



DO NOT POST ONLINE.

Written by
Tammy Lewis and Shannon Temple
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Fun Idea to set the stage

Prior to reading the story, arrange for a few “odd” happenings in your classroom. Have someone call your classroom several times to hang up. Set a timer that goes off at a random time. Have your phone alarm go off, etc. Each time one of these things happens, act surprised and like you don’t know what’s happening. Once you begin reading about the odd things that start happening on Maple Street, your students may put two and two together. 😊

The Monsters are Due on Maple Street Vocabulary

insomnia— He stays up all night long because he suffers from insomnia.

variation — This story is a variation of a familiar fairy tale.

incriminate— The man incriminated his friend in the robbery.

scapegoat— I am tired of being the scapegoat for all of my sister's wrongdoings.

The Monsters Are Due on Maple Street Setting

Place The physical location
Examples:
In the country, state, or city?
Mountains? Lake? Forest?
Beach? Under a bridge?

Time

Environment What are the details in the surroundings?
What else is going on around the characters?
Is it crowded? Isolated? What is the weather like?

Plot Diagram

Exposition

Rising Action

Climax

Falling Action

Resolution

How to Answer Constructive Response Questions

Constructive Response Question Tips:

- Read through the question two times.
- Underline all of the things the question is asking you to do.
- When you begin your answer, reword the question.
- As you write your answer, make sure that you answer every part of the question.
- Support your answer "pulling out" some of the text.
- Provide a wrap-up at the end of your response.

Practice Answering Constructed Response Questions

Passage: One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

Question: Locate one example of descriptive language and one example of sensory language and explain how they were used.

Student Response: "Pieces of bark began to fall to the ground" is an example of descriptive language. "The bees dug their needle sharp stingers into their flesh" is an example of sensory language.

How should this response be written?

Find Text Support.

Find one passage that supports the author's statement, "They pick the most dangerous enemy they can find... and it's themselves..."

Find one passage that supports the author's point of view that the search of a scapegoat can cause a fallout of its own.

Find one passage that shows that the setting affected the plot.

Theme

SOME THINGS TO REMEMBER ABOUT THEME...

Theme

THEME

What is the stated theme from this story?

How is this theme true for the main characters in the teleplay?

general:

How is this theme true for the main characters in the teleplay?
General:

Use under the flap only.

Cinquain Poem Format

Line 1: a noun
Line 2: two adjectives to describe the noun in line one
Line 3: three -ing verbs
Line 4: a phrase describing the noun in line one
Line 5: a synonym for the noun in line one

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Line 3: three -ing verbs
Line 4: a phrase describing the noun in line one
Line 5: a synonym for the noun in line one

Cinquain Poem Format

The Monsters are Due on Maple Street

Vocabulary

Directions: Cut out the shape, but do not cut the dotted lines. Glue only under the strip behind dotted lines. Cut the solid lines up to the dotted lines so that each strip can be opened. Read each sentence. Use context clues to figure out the underlined word's meaning. Under each flap, write your definition of the underlined word. Then, check a dictionary to make sure your definition is correct. All of these words will be in the play.

Vocabulary in The Monsters are Due on Maple Street

insomnia– He stays up all night long because he suffers from insomnia.

variation – This story is a variation of a familiar fairy tale.

idiosyncrasy- While my brother had many peculiar habits, his biggest idiosyncrasy was collecting his own toenail clippings.

incriminate- The man incriminated his friend in the robbery.

scapegoat- I am tired of being the scapegoat for all of my sister's wrongdoings.

assent – My mom always nods in assent when my dad lectures me.

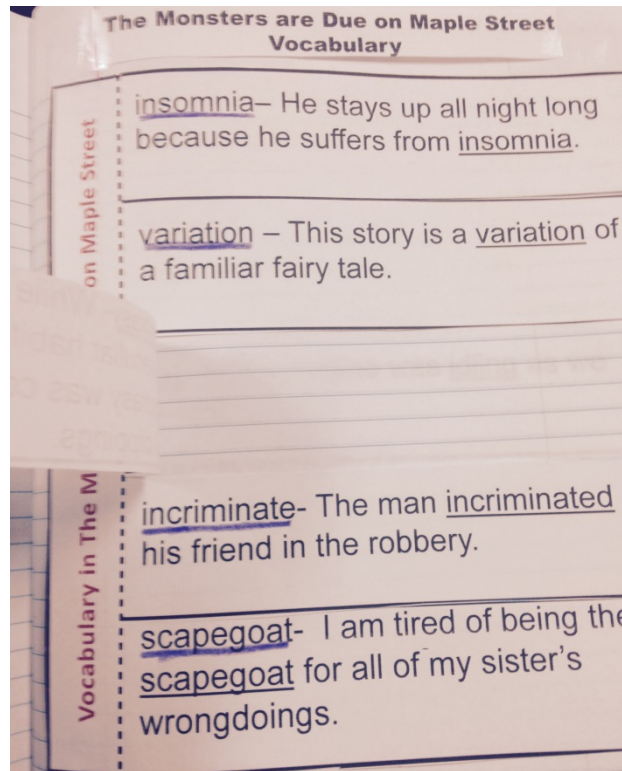
defiant - When Tyrek was told to clean his room, he became defiant. Then he was put on restriction.

idle - The engine was idling as we waited.

incriminate- The man incriminated his friend in the robbery.

menace – Drunk drivers are a menace to everyone else on the road.

How To Make Vocabulary Flaps



Cut out the box. Do not cut the dotted lines. Cut lines in middle up to the dotted lines so that each flap can open. Glue only under the side strip (behind dotted lines). When finished, students can write the definitions on the notebook paper under each flap.

Vocabulary Answer Key

Insomnia – the inability to sleep

Variation- something that is slightly different from another thing of the same type

Idiosyncrasy – peculiarity, weird behavior

Incriminate –to show that someone is guilty of a crime

Scapegoat –someone who is unfairly made to take all the blame for something

Assent – to agree with something

Defiant – being disrespectful on purpose

Idle – not moving, not in use

Incriminate – to show that someone is guilty of a crime

Menace – a threat or danger

The Monsters Are Due on Maple Street Setting

Cut the solid lines only. Cut up to the dotted lines to make three flaps. Glue only under the words *place*, *time*, and *environment*. Under each flap, list details that relate to the setting. Under **place**, list details that pertain to the place. Under *time*, list details that pertain to time, and under *environment*, list details that pertain to the environment.

Place

The physical location

Examples:

In the country, state, or city?

Mountains? Lake? Forest?

Beach? Under a bridge?

Time

Calendar and clock times

What is the day, month, year?

What is the season?

**Does it take place in the past,
present, or future?**

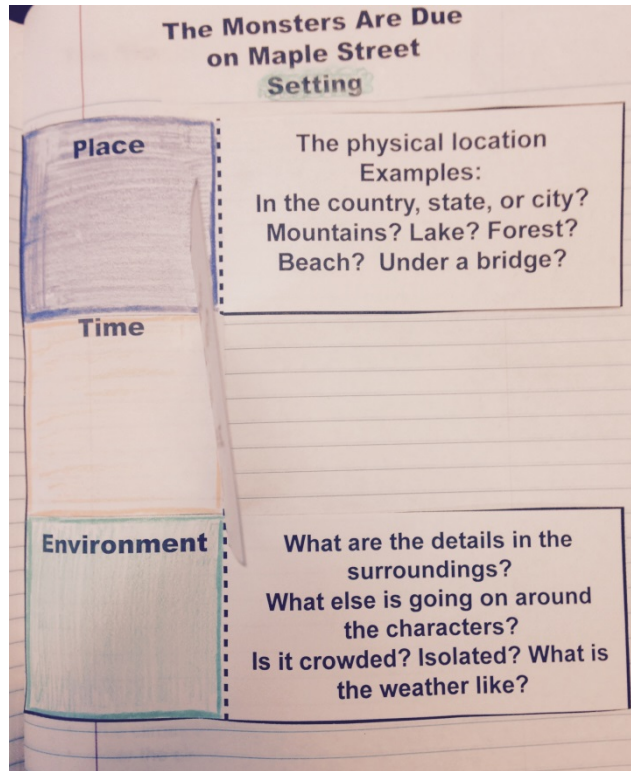
Environment

**What are the details in the
surroundings?**

**What else is going on around
the characters?**

**Is it crowded? Isolated? What is
the weather like?**

How To Make Setting Flaps



Cut out the box. Do not cut the dotted lines. Cut lines in middle up to the dotted lines so that each flap can open. Glue only under the boxes that say place, time, and environment (behind dotted lines). When finished, students can write the parts of setting related to each one on the notebook paper under each flap.

Answer Key

Setting

Place – Maple Street USA

suburban neighborhood

Front porches and people on lawns – shows that it was ordinary

The Twilight Zone

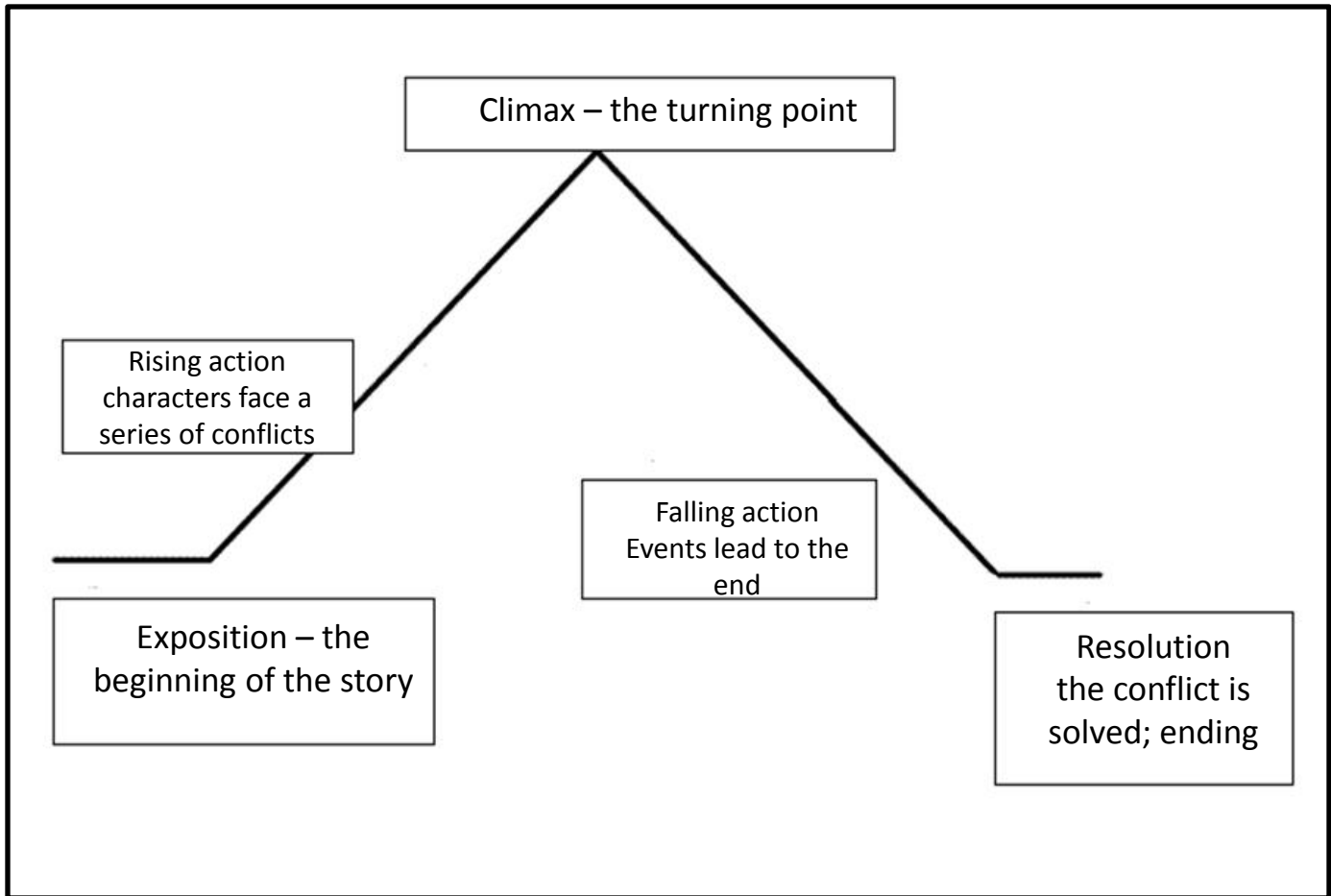
Time –Late September evening

1950s

Night (Shadowy figure walks out of the darkness)

Environment – Power outage, tension among neighbors

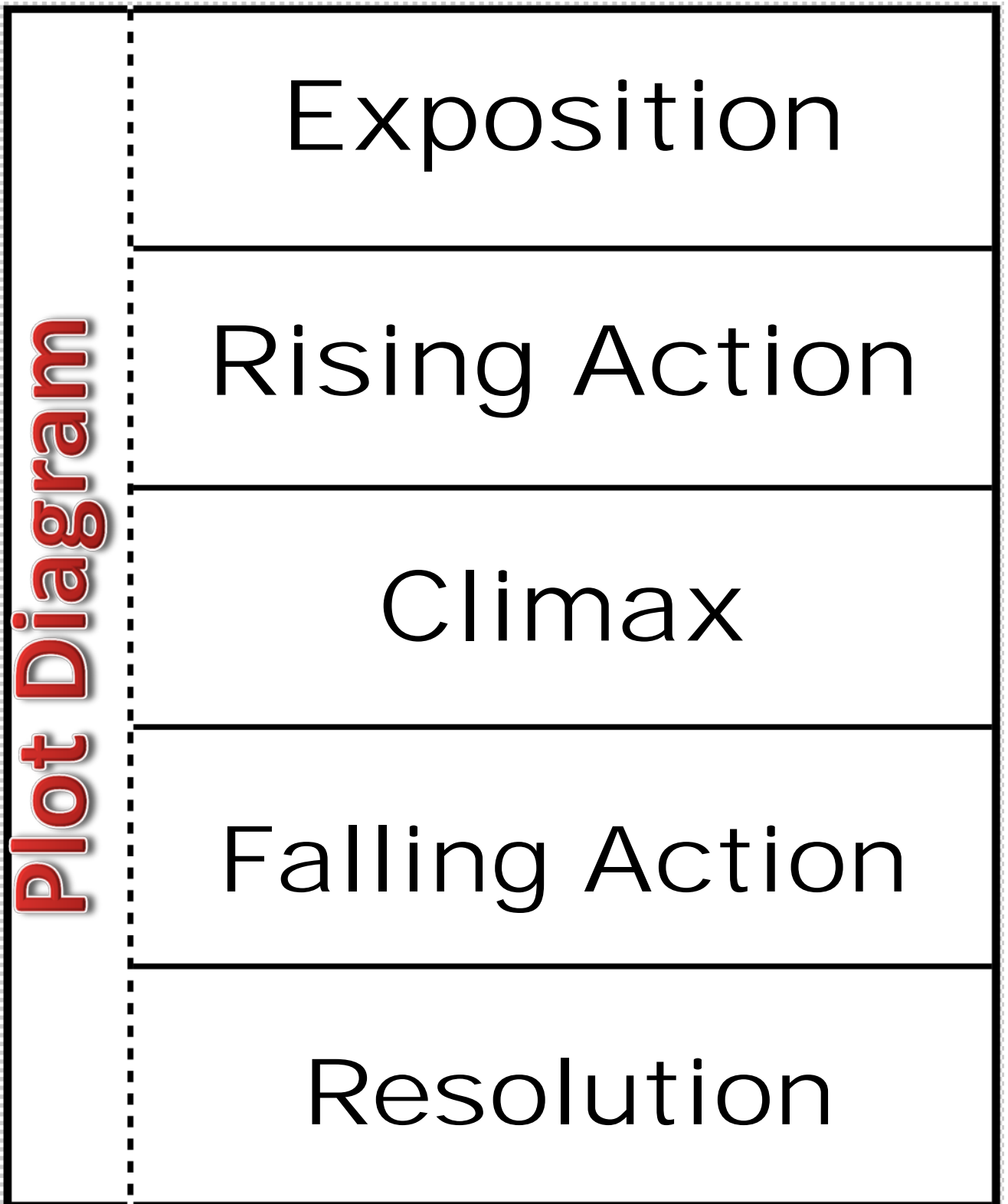
Plot Diagram



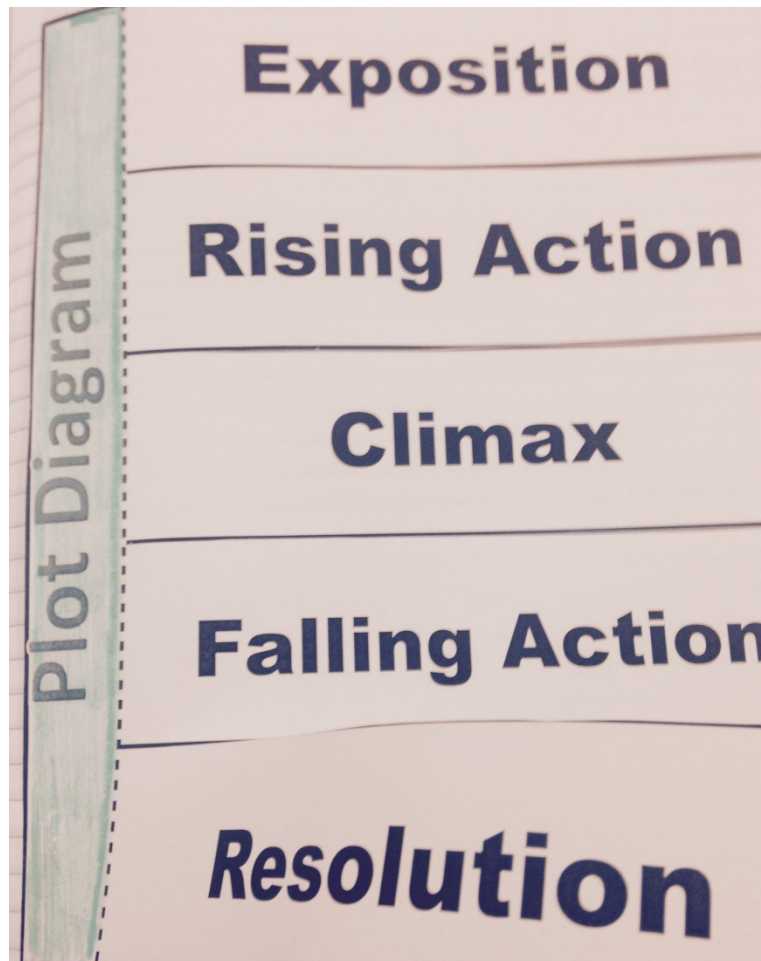
Helpful Tips

- When analyzing the plot, it is helpful to figure out the climax first. Once you have it figured out, it is easy to determine the exposition, rising action, falling action, and resolution.
- The climax of a story will never be near the beginning because the only parts left after it are the falling action and resolution.
- The climax is the turning point. This means things change.
- After the climax, there is only the falling action and the resolution, so it will be an important event near the end of the story.

The Monsters Are Due on Maple Street



How To Make Plot Flaps



Cut out the box. Do not cut the dotted lines. Cut lines in middle up to the dotted lines so that each flap can open. Glue only under the side strip that says *Plot Diagram* (behind dotted lines). When finished, students can write the parts of plot on the notebook paper under each flap.

Answer Key

Parts of Plot

Exposition – Residents of Maple Street are amidst their normal routine when something causes a flash of light and a roar in the sky. There is a power outage.

Rising Action – Les Goodman's car starts by itself, Tommy tells everyone about aliens, and neighbors become suspicious about one another.

Climax – Charlie shoots Pete Van Horn which causes more chaos among the neighbors. This is the turning point of the story because at this point, things become much worse.

Falling Action – Violence breaks out among the neighbors as they all accuse each other.

Resolution – The camera pans out and reveals two aliens, who let the audience know that they were responsible for all of the happenings on Maple Street, and that this street is not unique. This is the part where the theme is stated: humans are their own worst enemy.

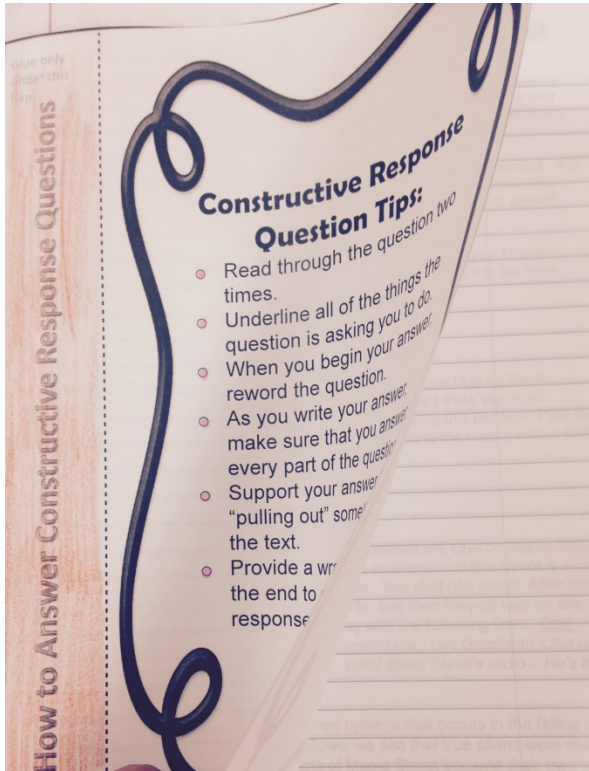
Glue only
under this
flap.

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Constructive Response Question Tips:

- Read through the question two times.
- Underline all of the things the question is asking you to do.
- When you begin your answer, reword the question.
- As you write your answer, make sure that you answer every part of the question.
- Support your answer by “pulling out” something from the text.
- Provide a wrap-up sentence at the end to conclude your response.

How To Make foldable



Cut out the square shape. Do not cut the dotted lines. Glue the flap behind the dotted lines only so that the page can be lifted. Underneath the flap, students can write “Textual Evidence Sentence Starters”.

Students can write these on notebook paper under the flap.

Textual Evidence Sentence Starters

On page _____, the story states...

The author wrote...

The author states...

An example is...

According to the text...

The passage _____ proves _____

One example that shows this is...

Another example from the text is...

The author shows this by...

The Monsters Are Due on Maple Street

Defending Your Answers with Text

Often you will be required to return to the text to find a passage that “supports your answer”. When doing this, you must be careful in choosing the passage, and make sure it actually supports your answer.

Sample Question: The climax of a story is the story’s most interesting moment. It is the turning point of the story and a point at which the conflict will soon be resolved. What do you consider to be the climax of *The Monsters are Due on Maple Street*? Cite evidence that indicates that this is the climax.

Incorrect Student Response: The climax of “The Monsters are Due on Maple Street” is when Pete Van Horne is killed. This is the climax because it is the most exciting part of the play.

What is wrong with this response?

Incorrect Student Response: The climax of “The Monsters are Due on Maple Street” is when Pete Van Horn is shot by Charlie. Charlie killed Pete Van Horn because he thought he was an alien. He should not have done this because Pete Van Horn was just an innocent man who was trying to help. This is the most exciting part of the plot.

What is wrong with this response?

Correct Student Response: The climax of “The Monsters are Due on Maple Street” occurs when Pete Van Horn is shot by Charlie. The excitement of this event is evident with the Woman One’s line – *You killed him, Charlie. You shot him dead!* After this occurs, the neighbors become suspicious of Charlie, and then they all turn on one another. This is evident toward the end of the play with the following lines: Don. *Charlie has to be the one- Where’s my riffle- Woman One. Les Goodman’s the one. His car started Let’s wreck it. Mrs. Goodman. What about Steve’s radio – He’s the one that called them -*

These lines from the play show the heightened hysteria that occurs in the falling action of the play. In the resolution that shortly follows, we see that true aliens were really to blame for the power outages, but the people of Maple Street became their own worst enemies. Pete Van Horn’s death is the climax because it is the most exciting part of the plot, because it is the turning point, and because after his death, the falling action occurs and then the resolution.

Answer Key

Defending Your Answers with Text

Often you will be required to return to the text to find a passage that “supports your answer”. When doing this, you must be careful in choosing the passage, and make sure it actually supports your answer.

Sample Question: The climax of a story is the story’s most interesting moment. It is the turning point of the story and a point at which the conflict will soon be resolved. What do you consider to be the climax of *The Monsters are Due on Maple Street*? Cite evidence that indicates that this is the climax.

Incorrect Student Response: The climax of “The Monsters are Due on Maple Street” is when Pete Van Horne is killed. This is the climax because it is the most exciting part of the play.

What is wrong with this response? Answer provides no support from text.

Incorrect Student Response: The climax of “The Monsters are Due on Maple Street” is when Pete Van Horn is shot by Charlie. Charlie killed Pete Van Horn because he thought he was an alien. He should not have done this because Pete Van Horn was just an innocent man who was trying to help. This is the most exciting part of the plot.

What is wrong with this response?

The underlined portion is just an opinion on what happens. This strays from the purpose of the question, which is to explain why Pete Van Horn’s murder is the climax.

Correct Student Response: The climax of “The Monsters are Due on Maple Street” occurs when Pete Van Horn is shot by Charlie. The excitement of this event is evident with the Woman One’s line – *You killed him, Charlie. You shot him dead!* After this occurs, the neighbors become suspicious of Charlie, and then they all turn on one another. This is evident toward the end of the play with the following lines: Don. *Charlie has to be the one- Where’s my rifle-* Woman One. *Les Goodman’s the one. His car started Let’s wreck it.* Mrs. Goodman. *What about Steve’s radio – He’s the one that called them -*

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Practice Answering Constructed Response Questions

Passage: One day Shan led her three friends on an escapade through the woods on a pretend treasure hunt. Exhausted from walking, the group decided to take a break. Pieces of bark began to fall to the ground as the four kids sat on an old log. Suddenly, Shan heard a humming sound. Before the group knew what was happening, armies of yellow jackets were swarming around them. Without hesitation, the kids threw their water canteens to the ground and took off running. Branches slapped their faces and briars scratched their arms and legs as they tore through the woods looking for escape. The bees dug their needle sharp stingers into their flesh over and over, making it even harder to run. They could hear the screams behind them and the buzz of the bees in their ears, but their legs kept pumping.

Question: Locate one example of descriptive language and one example of sensory language and explain how they were used.

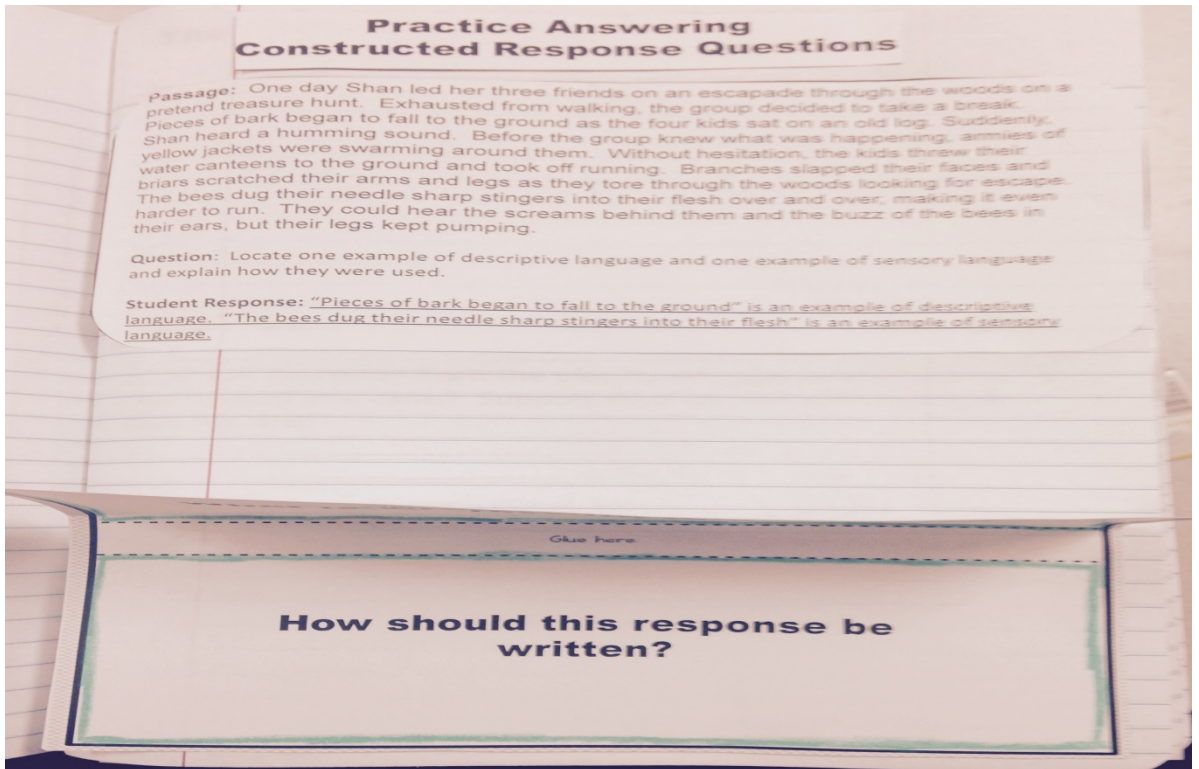
Student Response: “Pieces of bark began to fall to the ground” is an example of descriptive language. “The bees dug their needle sharp stingers into their flesh” is an example of sensory language.

What is wrong with this student's
response?

Glue here.

How should this response be
written?

How To Make Foldable



Glue only between dotted lines so that both top and bottom flaps can be lifted. Students write their responses on notebook underneath flaps.

The Monsters are Due on Maple Street

Post-Reading Questions

Answer the following questions using the teleplay to help you.

1. Go back and read the stage directions that are provided with Tommy's speaking parts in act one. What do the details in these stage directions and his speaking parts suggest about Tommy? Support your answer with evidence from the text.

2. In Act one of the play, why did the people turn so quickly on Les Goodman?

3. Which character from the play could most be considered as levelheaded and calm? Support your answer with evidence from the text.

4. Find the part in act one for the *voices*. What was the author's purpose in including these voices at this point in the story?

- a. to show how many people lived on Maple Street
- b. to show how angry the neighbors were becoming about the power being off
- c. to emphasize the problem at this point in the story
- d. to provide a flashback of a previous power outage

Steve: *Go ahead, Tommy. We'll be right back. And you'll see. That wasn't any ship or anything like it. That was just a ...a meteor or something. Likely as not – [He turns to the group, now trying to weight his words with an optimism he obviously doesn't feel but is desperately trying to instill in himself as well as the others.]*

5. In this passage, Steve is trying to reassure Tommy and say that there was no spaceship. Read the underlined portion. What do these stage directions mean? State them in your own words to make sure you understand.

Steve: *Well, I guess what we'd better do then is to run a check on the neighborhood and see which ones of us are really human.[There's laughter at this, but it's a laughter that comes from a desperate attempt to lighten the atmosphere. It's a release kind of laugh. The people look at one another in the middle of their laughter.]*

6. Which words best describe the mood of the crowd during this part? Use the stage directions to help you determine this mood.

- a. suspicious, fearful
- b. humorous, sarcastic
- c. melancholy, depressing
- d. sympathetic, considerate

7. Reread the last speaking line in act one. Then, reread the stage directions at the beginning of act two. You will notice how the mood has changed. The mood at the end of act one was one of violence and anger. The mood at the beginning of act two is more subdued and quieter. Though the characters are still afraid, the immediate threat has decreased. Find and write some of the words that the author uses in the stage directions that help create this quieter mood.

8. Choose one character from the play. Think about the actions and words of this character throughout the story. List one word that describes this character. Then, support your answer with two details from the story.

9. What is the main conflict in this play? What motivates this main conflict?

10. What is Les Goodman talking about at the end of act one when he states *As God is my witness... you're letting something begin here that's a nightmare!*

11. In act two, why does Pete Van Horne suddenly appear out of the darkness?

12. *Charlie: Look, look I swear to you...it isn't me... but I do know who it is...I swear to you, I do know who it is. I know who the monster is here. I know who it is that doesn't belong. I swear to you I know.* In this line, why does Charlie say that he knows who the monster is?

13. In this same passage, (from number 11) what is the author's purpose in including the ellipses (...) and repeating the same words?

14. Explain what happens at the end of the play. How does the ending affect the theme?

15. What is ironic at the end of the play?
- a. The aliens say they are going to go to every Maple Street.
 - b. There are aliens in the story.
 - c. Tommy was right.
 - d. Despite the aliens, the people were the real monsters.

16. Why do you think the word *due* is in the title of this play? Why isn't the title simply *The Monsters on Maple Street*? Analyze the title of this selection, and explain it. Use text to support your answer.

The Monsters are Due on Maple Street

Post-Reading Questions

1. Go back and read the stage directions that are provided with Tommy's speaking parts in act one. What do the details in these stage directions and his speaking parts suggest about Tommy? Support your answer with evidence from the text.

Tommy is serious. He is a little frightened by the adults. We know this by the stage directions saying "persistently but a little intimidated by the crowd."

2. In Act one of the play, why did the people turn so quickly on Les Goodman?

Les Goodman's car started by itself. Also, he was not alarmed when the thing flew by overhead. These two events made the people of Maple Street suspicious of Les.

3. Which character from the play could most be considered as levelheaded and calm? Support your answer with evidence from the text. Steve could be considered as the most levelheaded and calm character on Maple Street. Many times, he tries to reassure his neighbors and keep them calm. He also listens to his neighbors. For example, when Tommy first tells them his idea, Steve replies, "Go ahead, Tommy. We'll be right back. And you'll see. That wasn't any ship or anything like it. That was just a ... a meteor or something." At another point in the play, it is Steve who tries to keep the people from becoming a mob when he says, "Wait a minute...Wait a minute! Let's not be a mob!"

4. Find the part in act one for the *voices*. What was the author's purpose in including these voices at this point in the story?

- to show how many people lived on Maple Street
- to show how angry the neighbors were becoming about the power being off
- to emphasize the problem at this point in the story**
- to provide a flashback of a previous power outage

Steve: *Go ahead, Tommy. We'll be right back. And you'll see. That wasn't any ship or anything like it. That was just a ...a meteor or something. Likely as not – [He turns to the group, now trying to weight his words with an optimism he obviously doesn't feel but is desperately trying to instill in himself as well as the others.]*

5. In this passage, Steve is trying to reassure Tommy and say that there was no spaceship. Read the underlined portion. What do these stage directions mean? State them in your own words to make sure you understand.

Steve is afraid and is not sure what is going on, but in order to keep everyone calm, he acts like everything will be ok. As he speaks, he is trying to make himself feel optimistic about the situation.

Steve: *Well, I guess what we'd better do then is to run a check on the neighborhood and see which ones of us are really human.[There's laughter at this, but it's a laughter that comes from a desperate attempt to lighten the atmosphere. It's a release kind of laugh. The people look at one another in the middle of their laughter.]*

6. Which words best describe the mood of the crowd during this part? Use the stage directions to help you determine this mood.

- a. suspicious, fearful
- b. humorous, sarcastic
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- d. sympathetic, considerate

7. Reread the last speaking line in act one. Then, reread the stage directions at the beginning of act two. You will notice how the mood has changed. The mood at the end of act one was one of violence and anger. The mood at the beginning of act two is more subdued and quieter. Though the characters are still afraid, the immediate threat has decreased. Find and write some of the words that the author uses in the stage directions that help create this quieter mood.

**Glass of milk in hand Talking in low voices Quiet
Whispered voices**

8. Choose one character from the play. Think about the actions and words of this character throughout the story. List one word that describes this character. Then, support your answer with two details from the story.

Sample Answer – Steve is a leader. He tries to calm everyone and provide a logical answer for the strange happenings on Maple Street. This is evident early on as he states, “That was just a meteor or something.” At another point in the play, Steve tries to keep the neighbors from becoming a mob. He states, “Wait a minute...wait a minute! Let’s not be a mob!” These statements as well as others show that Steve is taking a leadership role in trying to keep everyone calm.

9. What is the main conflict in this play? What motivates this main conflict?

The characters in this teleplay are motivated by fear to find a scapegoat for the strange occurrences on Maple Street. The main conflict is external as the people of Maple Street accuse and turn on one another causing havoc and tragedy.

10. What is Les Goodman talking about at the end of act one when he states *As God is my witness... you’re letting something begin here that’s a nightmare!*

Les means that by turning on one another, they are starting something very dangerous. As the narrator states in the end of the play, “...prejudices can kill and suspicion can destroy...” At this point, Les has a glimpse of what may happen if they all continue to be suspicious toward one another.

11. In act two, why does Pete Van Horne suddenly appear out of the darkness?

Pete was simply returning from Floral Street where he went to check the power. He was innocently walking back toward his neighbors when he was shot.

12. *Charlie: Look, look I swear to you...it isn’t me... but I do know who it is...I swear to you, I do know who it is. I know who the monster is here. I know who it is that doesn’t belong. I swear to you I know.* In this line, why does Charlie say that he knows who the monster is?

Charlie says this to take the accusations from himself. He does not really know who the monster is, but he wants attention turned elsewhere. He does this because of fear.

13. In this same passage, (from number 11) what is the author's purpose in including the ellipses (...) and repeating the same words?

The ellipses hint that Charlie does not really know who the monster is. The pauses that the ellipses create suggest the act of him thinking of who to say is the monster.

14. Explain what happens at the end of the play. How does the ending affect the theme?

At the end of the play, there is violence. The people on Maple Street have allowed their fears and thoughts to destroy one another. The theme of this story is stated in the narrator's last lines. "There are weapons that are simply thoughts, attitudes, prejudices..." These weapons destroyed relationships among neighbors and even caused an innocent man to be killed. What happens in the end shows that the human mind really can be the most dangerous weapon that exists.

15. What is ironic at the end of the play?

- a. The aliens say they are going to go to every Maple Street.
- b. There are aliens in the story.
- c. Tommy was right.
- d. Despite the aliens, the people were the real monsters.**

16. Why do you think the word *due* is in the title of this play? Why isn't the title simply *The Monsters on Maple Street*? Analyze the title of this selection, and explain it. Use text to support your answer.

The word *due* is part of the title to show that this can happen anywhere at any time. At the end of the play, the alien says, "Their world is full of Maple Streets. And we'll go from one to the other and let them destroy themselves." In this play, the aliens were "due" on this particular street – Maple Street, but the reader may question, "When will they be due on my street?". For the lesson that this story teaches is that *these things cannot be confined to ... The Twilight Zone.*

Find Textual Support.

Cut the solid lines only. Glue only between the dotted lines. Write passages under each flap.

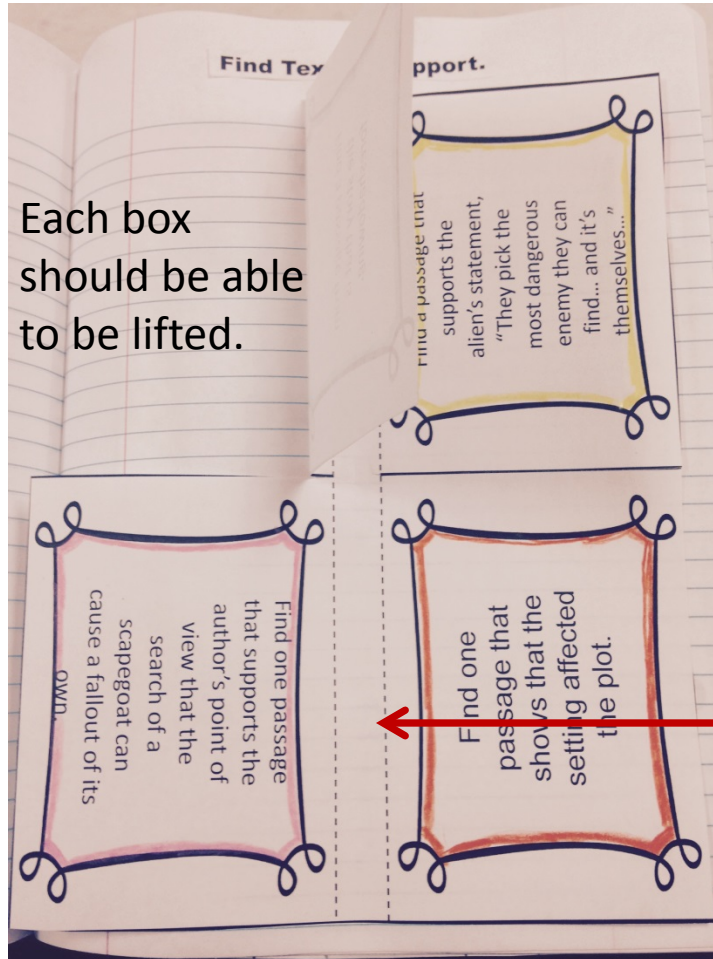
Find one passage that shows that the setting affected the plot.

Find one passage that supports the author's point of view that the search of a scapegoat can cause a fallout of its own.

Find a passage that supports the alien's statement, "They pick the most dangerous enemy they can find... and it's themselves..."

Find a passage from the story that is foreshadowing.

How To Make foldable



Each box should be able to be lifted.

Glue between dotted lines only.

Do not cut out individual boxes. Cut lines up to the dotted lines as shown above. Glue only between the dotted lines. Each box should be able to be lifted. Students write passages under each box.

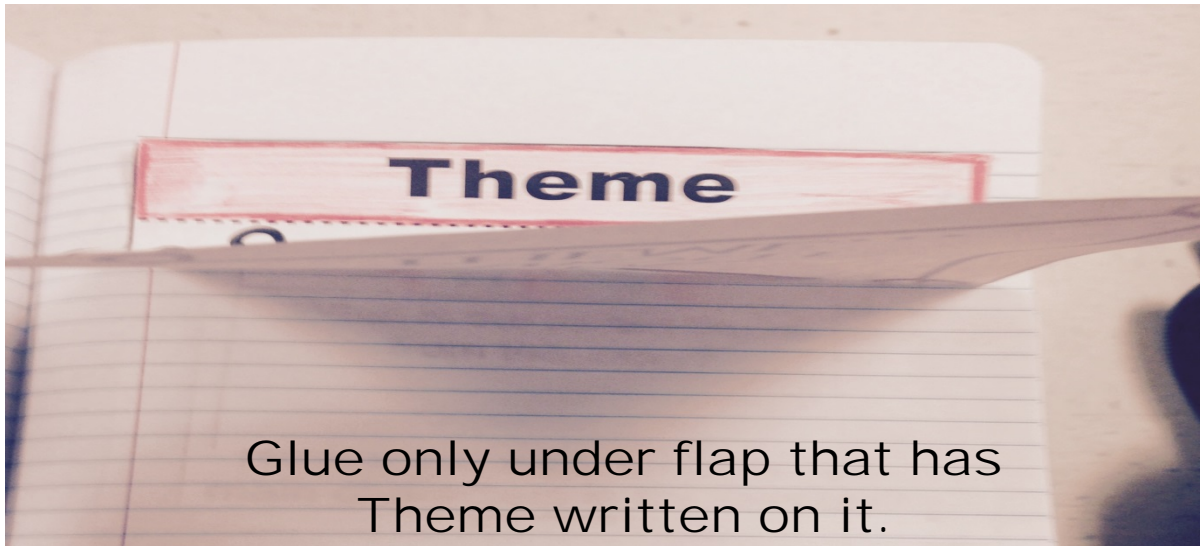
The Monsters are
Due on Maple Street
Theme

Directions. Cut out the box. Do not cut the dotted lines.
Glue only under the top flap that has "Theme" written on it.
Then, lift the flap to write notes about theme.

Theme

*Some things to
remember about
theme...*

How To Make foldable



Cut out box. Do not cut dotted lines. Glue down the flap only so that it can be lifted.

Notes to Write under flap:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the story, play, novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the story.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the story.

Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down first (#1) by putting glue under the tab only. Then, glue the next two boxes on top by putting glue on the tab only. The smallest box will be on top. You should be able to flip each box up to write the answers underneath.

What is the stated theme from this story?

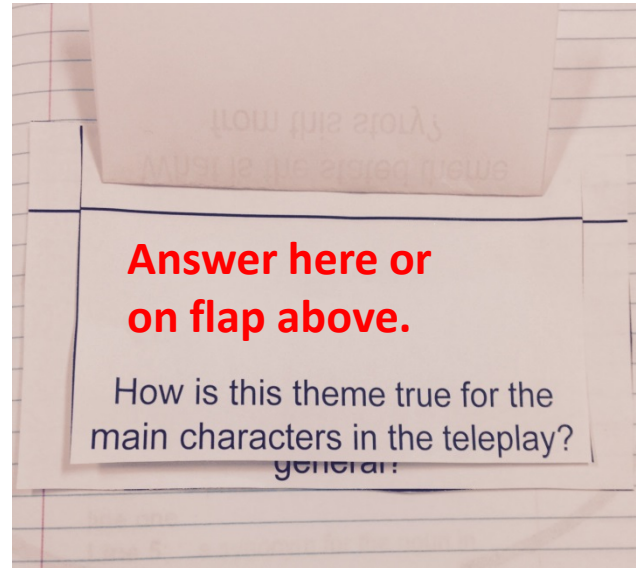
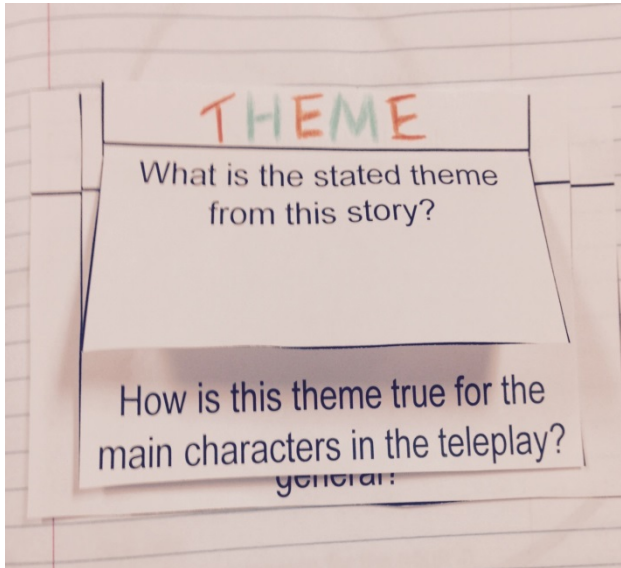
2. Glue under this tab.

How is this theme true for the main characters in the teleplay?

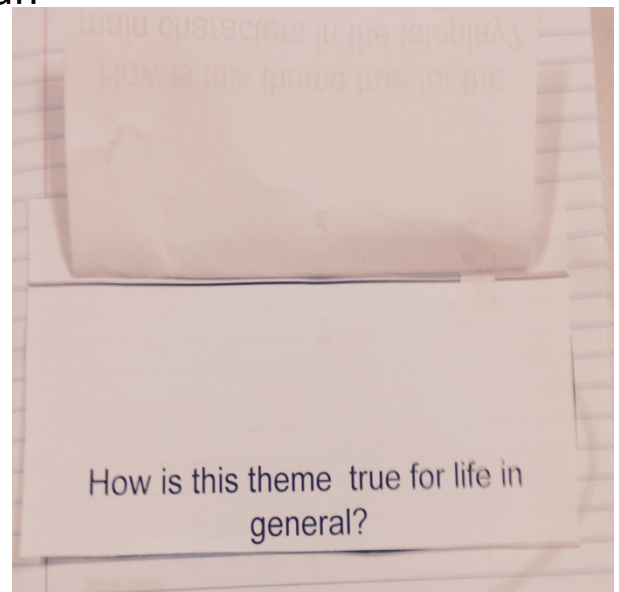
1. Glue under this tab.

How is this theme true for life in general?

How To Make Flap Book



Glue largest box down first. Put glue under flap only. Next, glue flap of next biggest box. Smallest box is glued on top. Each flap should be able to be lifted so that answers can be written underneath.



Theme Answer Key

Stated Theme: There are weapons that are simply thoughts, attitudes, prejudices – to be found only in the minds of men. For the record, prejudices can kill and suspicion can destroy and a thoughtless frightened search for a scapegoat has a fallout all its own...

How is this theme true for the main characters in this teleplay?

Their attitudes and suspicions destroyed relationships and caused an innocent man to be killed.

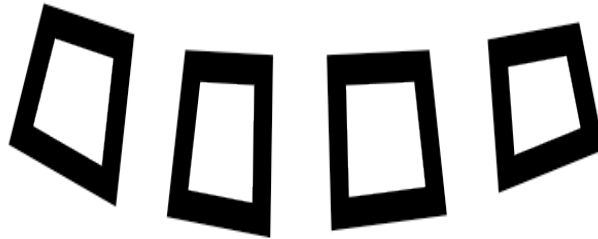
How is this theme true for life in general?

Anytime there is fear that causes suspicions or prejudices, there can be destruction. Relationships are destroyed all of the time because of these things. Our thoughts are powerful!

The Monsters Are Due on Maple Street

Using the pattern, write a cinquain about a character, lesson, or object found in the story as the basis of your poem. Some suggestions :fear, aliens, monsters, blame, neighbors
Cut out the shape and put glue only under flap. Lift spaceship to write your final poem underneath.

Glue under this
flap only.



Cinquain Poem Format

Line 1: a noun

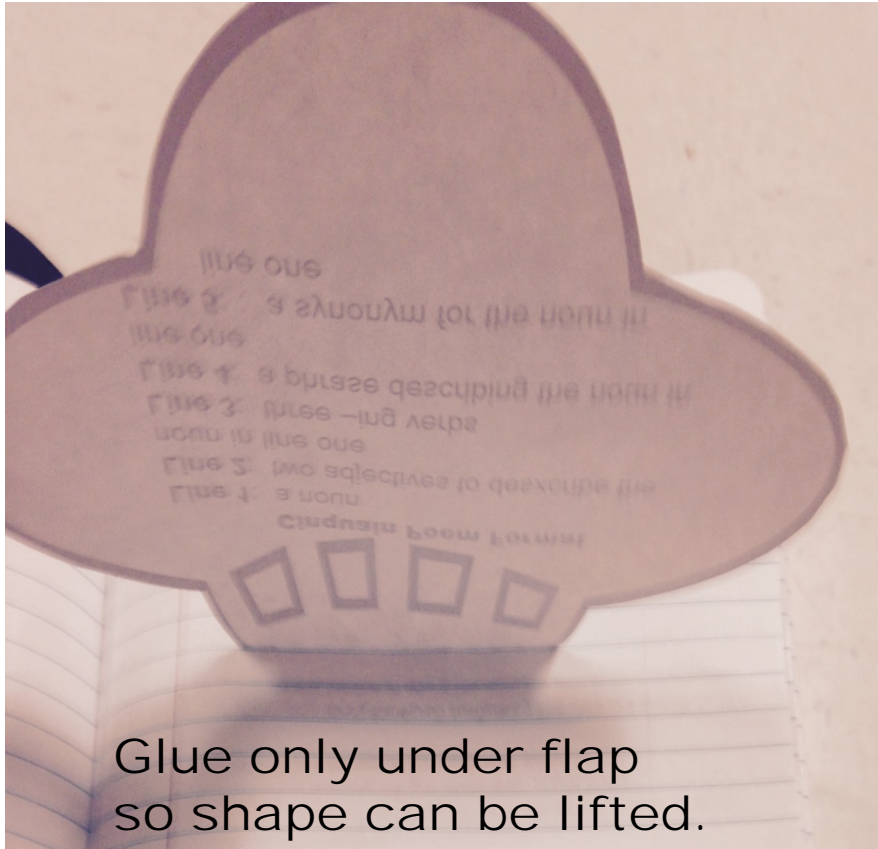
Line 2: two adjectives to describe the noun in line one

Line 3: three -ing verbs

Line 4: a phrase describing the noun in line one

Line 5: : a synonym for the noun in line one

How to Glue Shape



Students should be able to lift shape and write poem on notebook paper underneath it.

Sample Poem:

Fear
Consuming, malicious,
Accusing, overpowering,
destroying
Waiting for the right moment
Horror!

"I Am" Poem

Directions: Follow the pattern of the "I Am" poem to write a poem about one of the major issues or themes in "The Monsters Are Due on Maple Street".

Sample topics: fear, stereotyping, scapegoat, blame

I Am

I am (Choose an issue or theme from the story...fear, blame, a scapegoat, stereotyping.)
I wonder (something you would be curious about if you were that feeling, person or thing)
I hear (a sound (real or imaginary) you would hear if you were that feeling, person, or thing.)
I see (a sight (real or imaginary) you would see if you were that feeling, person, or thing.)
I want (an actual desire that you would want if you were that feeling, person, or thing.)
I am (the first line of the poem restated)

I pretend (something you would pretend to do – if you were this feeling, person, or thing.)
I feel (a feeling you would have about something imaginary if you were this feeling, person, or thing.)
I touch (If you were this, what is something you imaginarily touch?)
I worry (If you were this, what is something that would really bother you?)
I cry (something that would make you very sad if you were this feeling, person, or thing.)
I am (the first line of the poem repeated)

I understand (something you would know is true if you were this feeling, person, or thing.)
I say (something you would believe in if you were this feeling, person, or thing.)
I dream (something you would actually dream about if you were this feeling, person, or thing.)
I try (something you would really make an effort about if you were this feeling, person, or thing.)
I hope (something you would actually hope for if you were this feeling, person, or thing.)
I am (the first line of the poem repeated)

Sample first stanza using I am fear.

I am fear
I wonder who I can captivate next
I hear the delightful sound of crying
I see endless opportunities to attack
I want to paralyze my prey
I am fear



I Am

I am

I wonder

I hear

I see

I want

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

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Happy Teaching! 😊

ELA Core Plans

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