

# James and the Giant Peach ~ Chapters 31-33

1. A good title for Chapter 31 could be---.
  - a) Fast Flying
  - b) The Flying Bat
  - c) More Flying Adventures
  - d) Cloud-Men and Cloud-Women
2. Which literary device best describes how Dahl spoke of the Cloud-Men and their families in Chapter 31?
  - a) metaphors
  - b) flashback
  - c) personification
  - d) foreshadowing



3. Sequence the following events in the correct order.

\_\_\_\_\_ The passengers realize that they are in America.

\_\_\_\_\_ Pandemonium breaks out in New York City.

\_\_\_\_\_ Centipede spots land.

\_\_\_\_\_ The seagulls began flying faster and faster.

\_\_\_\_\_ The characters saw machines the Cloud-Men used for making different types of weather.
4. How does the point of view change in Chapter 33?
  - a) The narrator moves away from the characters on the peach.
  - b) The chapter is descriptive, explaining what New York City looks like.
  - c) The chapter is filled with dialogue.
  - d) The chapter is told from the point of view of the President of the United States.

5. Fill in the blanks.

People walking to work see a large round sphere hovering above the city. They believed it was the biggest \_\_\_\_\_ in the history of the world. The \_\_\_\_\_ of New York called the \_\_\_\_\_ of the United States who summoned his \_\_\_\_\_ and \_\_\_\_\_.



6. At the time *James and the Giant Peach* was written, the British thought America was unbelievably large. The British viewed Americans as extremely wealthy and advanced in technology. How does Dahl show these impressions in Chapters 32-33?

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3. Sequence the following events in the correct order.
  - 4 The passengers realize that they are in America.
  - 5 Pandemonium breaks out in New York City.
  - 3 Centipede spots land.
  - 1 The seagulls began flying faster and faster.
  - 2 The characters saw machines the Cloud-Men used for making different types of weather.
4. How does the point of view change in Chapter 33?
  - a) The narrator moves away from the characters on the peach.
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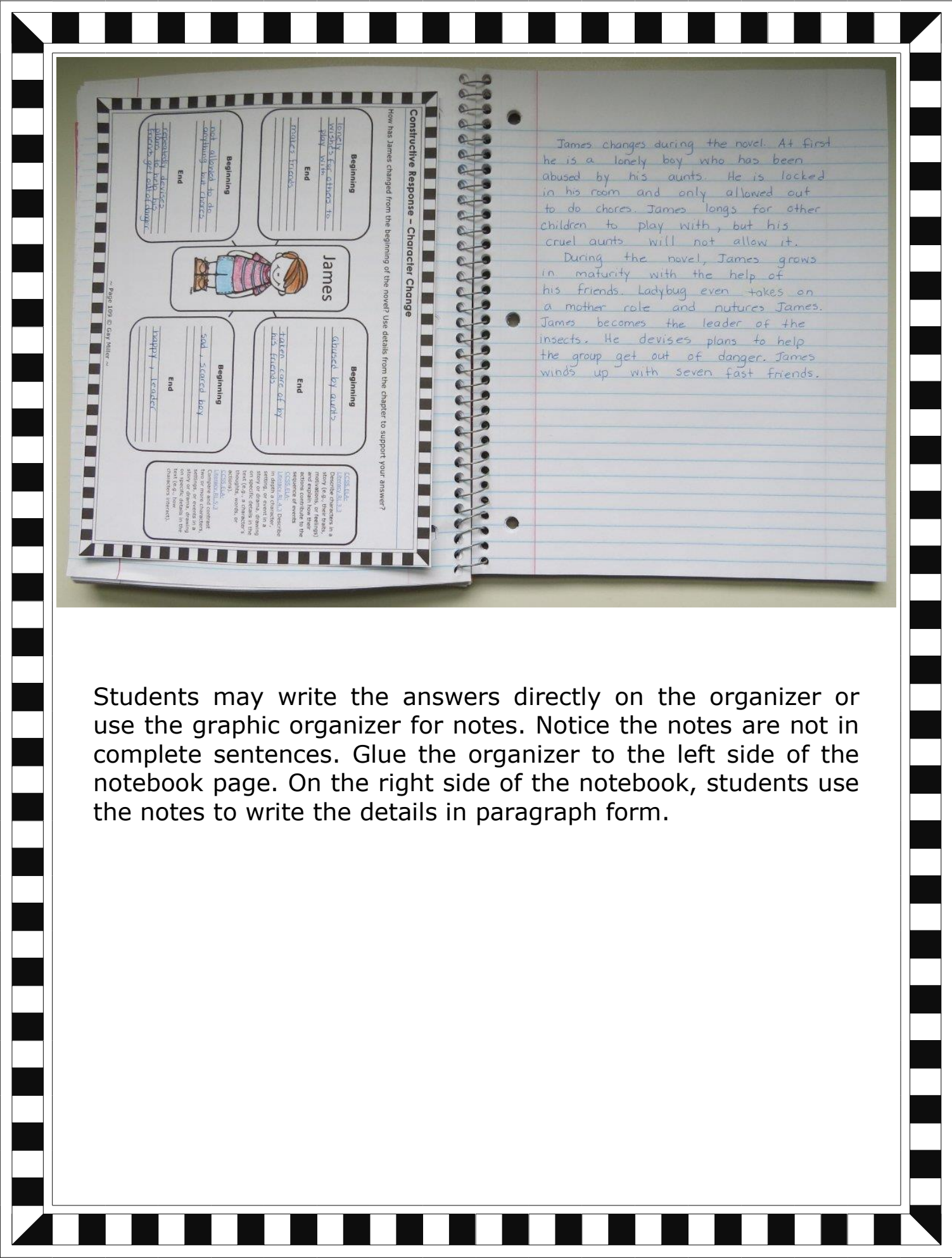
5. Fill in the blanks.

People walking to work see a large round sphere hovering above the city. They believed it was the biggest **bomb** in the history of the world. The **Mayor** of New York called the **President** of the United States who summoned his **admirals** and **generals**.



6. At the time *James and the Giant Peach* was written, the British thought America was unbelievably large. The British viewed Americans as extremely wealthy and advanced in technology. How does Dahl show these impressions in Chapters 32-33?

The insects knew immediately that they were not in England because everything was incredibly large. England did not have skyscrapers, a sign of great wealth.



James changes during the novel. At first he is a lonely boy who has been abused by his aunts. He is locked in his room and only allowed out to do chores. James longs for other children to play with, but his cruel aunts will not allow it.

During the novel, James grows in maturity with the help of his friends. Ladybug even takes on a mother role and nurtures James. James becomes the leader of the insects. He devises plans to help the group get out of danger. James winds up with seven fast friends.

**Constructive Response - Character Change**

How has James changed from the beginning of the novel? Use details from the chapter to support your answer?

Character Change Organizer for James:

- Beginning:** lonely, wishes for others to play with, cruel aunts.
- End:** not allowed to do anything but chores, devises plans to help his friends get out of danger.
- Beginning:** abused by aunts, taken care of by his friends.
- End:** sad, scared boy, happy, leader.

Character Description: Describe characters in a story or drama, drawing on specific details in the text (e.g., how they behave, their thoughts, words, or actions).

Character Change: Compare and contrast characters or settings in a story or drama, drawing on specific details in the text (e.g., how they behave, their thoughts, words, or actions).

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Students may write the answers directly on the organizer or use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

# Constructive Response – Character Change

How has James changed from the beginning of the novel? Use details from the chapter to support your answer?

**Beginning**

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**End**

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James



**Beginning**

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**End**

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**Beginning**

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**End**

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**Beginning**

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**End**

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[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Constructive Response – Character Change

How has James changed from the beginning of the novel? Use details from the chapter to support your answer?

### Beginning

James is incredibly lonely and wishes for others to play with.

### End

James has made friends with the insects.

James



### Beginning

James is abused by his aunts who make him work and forget to feed him.

### End

James is taken care of by his friends. These nurturing friends help him grow and mature.

### Beginning

James is not allowed to do anything but chores.

### End

James repeatedly devises plans that save him and the insects from danger. He grows confident.

### Beginning

James is a sad, scared boy.

### End

James is happy. He takes charge of his destiny and becomes a leader.

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# James and the Giant Peach

Book Unit



Created by Gay Miller

## James and the Giant Peach Book Unit

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