

# The Julian Chapter: A Wonder Story by R.J. Palacio Novel Study Unit

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- Put-up Post-its - studies to counter what the book says

## Vocabulary by Chapter

### Before

Chapter 1 - Ordinary	Chapter 2 - The Call	Chapter 3 - Mr. Tushman
• n/a	• raving • hybrid • trustees	• craniofacial • cleft lip • err • karma • mitzvah
Chapter 4 - First Look	Chapter 5 - Scared	Chapter 6 - Class Picture
• n/a	• psychologist • night terrors • apocalypse	• developmentally delayed
Chapter 7 - Photoshop	Chapter 8 - Mean	Chapter 9 - Party
• anxiety • photoshop • tarnished	• plague • hysterical • expelled	• inclusion • protocol • flagrantly

## The Call

Julian goes to the school to be a welcome buddy Jack Will is very nervous about meeting the new kid, and tells Julian about August. Julian tries to cheer up Jack Will.

## Vocabulary

- raving

## Comparing Julian

Things we thought we knew about Julian based on evidence from *Wonder*

New things we learned about Julian based on evidence from *The Julian Chapter*

Character Traits of Julian based on evidence from both texts include:

## Connections to Wonder

Compare the events of *The Julian Chapter* to those in *Wonder* at these points in their shared story. Make claims based on evidence from the texts!

### Before School Starts

Jack Will's punch

## Character Notes for: Julian

### Describe this character

physical traits:

personality traits:

Did this character overcome a problem in

## Visualization

## Making Inferences

Make an inference about the following topics, then back up your inference (I) with two pieces of evidence (E) from the text.

Why does Julian want to make his friends laugh so much?	I:	E:
	I:	E:
Are Julian's parents doing what they think is best for him?	I:	E:
	I:	E:
Will Julian ever become friends with Jack Will again?	I:	E:
	I:	E:
Does Julian feel sorry about the way he has treated August?	I:	E:
	I:	E:

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## Figure Out Figurative Language

Decode some of the figurative language in this book. Think about the author's purpose in using that example. Explain what it means, and how it helps you understand the book better.

Example of Figurative Language

## Synthesizing Wonder & The Julian Chapter

Write about how reading these books has impacted you. How are you different? What might you do differently?

## Theme found in The Julian Chapter

Choose a theme found in *The Julian Chapter*. Support your decision by listing at least three pieces of evidence from the text that support the presence of that theme in the book.

Theme:

E:

E:

E:

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  - Possible Extensions/Connections to *Wonder*
- Connections to *Wonder* Sheet
- Comparing Julian Sheet
- Character Notes for Julian
- Making Inferences Pages
  - one premade and one blank page to make your own if desired
- Figure Out Figurative Language Sheet
- Theme Found in *The Julian Chapter*
- Synthesizing *Wonder* & *The Julian Chapter* .

## Extension Ideas:

- Put-up Post-its – students could write each other some put-up notes to counter what the boys did in the novels.
- Students can write new precepts specific to this story.
- Students can further explore the events of World War II, especially those in France.
- Students can make predictions about what might happen to the characters when they grow up.

# Vocabulary by Chapter

## Before

Chapter 1 - Ordinary <ul style="list-style-type: none"><li>n/a</li></ul>	Chapter 2 - The Call <ul style="list-style-type: none"><li>raving</li><li>bigwig</li><li>trustees</li></ul>	Chapter 3 - Mr. Tushman <ul style="list-style-type: none"><li>craniofacial</li><li>cleft lip</li><li>err</li><li>karma</li><li>mitzvah</li></ul>
Chapter 4 - First Look <ul style="list-style-type: none"><li>n/a</li></ul>	Chapter 5 - Scared <ul style="list-style-type: none"><li>psychologist</li><li>night terrors</li><li>apocalypse</li></ul>	Chapter 6 - Class Picture <ul style="list-style-type: none"><li>developmentally delayed</li></ul>
Chapter 7 - Photoshop <ul style="list-style-type: none"><li>anxiety</li><li>photoshop</li><li>tarnished</li></ul>	Chapter 8 - Mean <ul style="list-style-type: none"><li>plague</li><li>hysterical</li><li>expelled</li></ul>	Chapter 9 - Party <ul style="list-style-type: none"><li>inclusion</li><li>protocol</li><li>flagrantly</li></ul>
Chapter 10 - Team Julian <ul style="list-style-type: none"><li>n/a</li></ul>	Chapter 11 - Dr. Jansen's Office <ul style="list-style-type: none"><li>inkling</li><li>atmosphere</li><li>zero tolerance</li></ul>	Chapter 12 - Evidence <ul style="list-style-type: none"><li>residual</li><li>semantics</li><li>escalate</li><li>intercepted</li></ul>
Chapter 13 - The Verdict <ul style="list-style-type: none"><li>interjected</li><li>dismissively</li><li>remorse</li><li>punitive</li><li>ramifications</li><li>empathy</li></ul>	Chapter 14 - Out of School <ul style="list-style-type: none"><li>goaded</li></ul>	Chapter 15 - Spring <ul style="list-style-type: none"><li>premonition</li></ul>
Chapter 16 - Mr. Tushman <ul style="list-style-type: none"><li>n/a</li></ul>		

## After

Chapter 17 - Summer Vacation <ul style="list-style-type: none"><li>ballistic</li><li>lavatory</li></ul>	Chapter 18 - Mr. Browne <ul style="list-style-type: none"><li>riddance</li></ul>	Chapter 19 - Grandmere's Story <ul style="list-style-type: none"><li>frivolous</li><li>cosmopolitan</li><li>atheists</li><li>partisan</li></ul>
Chapter 20 - Tourteau <ul style="list-style-type: none"><li>mischievous</li></ul>	Chapter 21 - Julian <ul style="list-style-type: none"><li>instantaneously</li><li>purge</li></ul>	Chapter 22 - My Dream <ul style="list-style-type: none"><li>n/a</li></ul>
Chapter 23 - Going Home <ul style="list-style-type: none"><li>admission</li></ul>	Chapter 24 - Unexpected <ul style="list-style-type: none"><li>supportive</li><li>about-face</li></ul>	Chapter 25 - Starting Over <ul style="list-style-type: none"><li>dwell</li><li>ceramic</li></ul>
Chapter 26 - New York <ul style="list-style-type: none"><li>n/a</li></ul>		

# Ordinary

Julian begins by telling the audience to get over the fact that he hasn't been nice to August. He says he wishes August had never come to his school. He blames August and Mr. Pullman for all of the changes that have happened.

## Vocabulary:

- n/a

## Comprehension Questions:

- What are some of the things that Julian says have changed?
- Who does Julian blame for the changes?

## Inference Questions:

- Why do you think Julian isn't owning up to his behavior?
- How do you think Julian feels about the changes since August has come to school?

## Figurative Language:

Metaphor - "It's not the end of the world, people!"

Metaphor - "I'm not saying it's a picnic for him either."

Metaphor - "Everyone always wanted a piece of me"

## Cultural Reference:

*Phantom of the Opera*

# The Call

Julian goes to the school to be a welcome buddy. Jack Will is very nervous about meeting the new kid, and tells Julian about August. Julian tries to cheer up Jack Will.

## Vocabulary:

- raving
- bigwig
- trustees

## Comprehension Questions:

- Why was Jack Will so reluctant to be a welcome buddy for August?
- Why hasn't Julian seen August before?
- Why do the boys like to irritate Charlotte?

## Inference Questions:

- Why do you think Julian's mom always volunteers for things at school?
- What does it tell us about Julian that he wants to make everyone laugh all the time?

## Figurative Language:

Simile - "Mom acted like I won an Oscar or something."

Simile - "She made a face, like she had just tasted something bad."

## Possible Extension/Connection to *Wonder*:

- Compare the friendship between Julian and Jack in this chapter to that of the book. There is much more evidence here that the two were good friends.

## Cultural Reference:

*Oscar*

# Mr. Tushman

Julian relates how Mr. Tushman came and talked to them before they met August. It is obvious that Julian is not prepared to meet August.

## Vocabulary:

- craniofacial
- cleft lip
- err
- karma
- mitzvah

## Comprehension Questions:

- What did Mr. Tushman talk to the kids about?
- What piece of advice does he give the kids?

## Inference Questions:

- Why do you think Julian assumes that most kids don't like talking to adults?
- He says that he is okay with talking to adults, but do you believe him? Why or why not?
- What does it tell us about Julian that he didn't pay attention when his mom was telling him about August?
- Do you think Mr. Tushman made the kids more or less nervous/prepared to meet August?

## Figurative Language:

Simile – “nodding away like total bobbleheads”

## Possible Extension/Connection to *Wonder*:

- Compare to how August was feeling just before going to tour the school.

# First Look

Julian begins by stating that his initial reaction seeing August was that he wanted to run away screaming. He has a really severe reaction to seeing August.

## Vocabulary:

- n/a

## Comprehension Questions:

- What was Julian's reaction to seeing August?
- What kept Julian from leaving?

## Inference Questions:

- Do you think it's possible for someone to have a different first reaction to seeing August than Julian?
- Why do you think Julian reacted the way he did? Why would he want to wash his hands right away, etc.?

# Scared

Julian tells about a time he was scared by a zombie on TV, which led to him eventually having night terrors. He explains that one really can't control when they're scared, or why they're scared. After meeting August, he starts having night terrors again.

## Vocabulary:

- psychologist
- night terrors
- apocalypse

## Comprehension Questions:

- What was Julian scared of?
- How did his parents respond to his being scared?
- What helped Julian when he would have a setback?
- What started happening after Julian met August?

## Inference Questions:

- Do you agree that sometimes being scared of something doesn't make sense, but you're still scared? Is this common?
- Do you think Julian's reaction to August is related to his nightmares?
- Do you think the fact that Julian started having nightmares again might have impacted how he treats August?
- How might Julian be feeling about the fact that he is in 5<sup>th</sup> grade and is having nightmares again?

## Figurative Language:

Simile – “It's like you're covered in this blanket of fear, and this blanket is made out of...”

# Class Picture

Julian's mother opens his class picture and sees August for the first time. He admits that he is still having nightmares, and he describes the nightmare as seeing himself in the mirror looking like August.

## Vocabulary:

- developmentally delayed

## Comprehension Questions:

- How does Julian's mom react when she sees August in the picture?
- What does Julian's mom say about August's parents?
- What is Julian's nightmare?

## Inference Questions:

- What does it say that Julian's mom assumed August was developmentally delayed because of how he looks?
- Why does she seem to be surprised that August's parents are attractive?
- Does Julian's mom seem to care about him? Does she seem to be a bad person?

## Possible Extension/Connection to *Wonder*:

- Does Julian's mom wanting to protect him from having nightmares help explain her actions in *Wonder*?
- Students could explore the symbolism present in Julian's dream.

Note: This occurs well into the school year. Several events that were important to August have not been mentioned, like Halloween. Students could discuss or write about how Julian was potentially unaware of his and Jack Will's impact on August at this time.

# Photoshop

Julian's parents are discussing whether the school should have informed the parents about August. Julian's mom shows him the photoshopped version of his class photo.

## Vocabulary:

- anxiety
- photoshop
- tarnished

## Comprehension Questions:

- What did Julian's mom do to the class photo and the pictures from Hawaii?
- How did Julian react to the changed photo?
- Did the changes to the Hawaii pictures actually change Julian's memories?

## Inference Questions:

- How do you think Julian's parents should have responded to Julian when he mentioned burning the class photo?
- Was Julian's mom trying to be hurtful to August when she made the class photo?
- What does it tell us about Julian's mom that she wants to be able to remember things falsely by using photoshop? (Denial)

## Figurative Language:

Metaphor – “The magic of Photoshop!”

# Mean

Julian begins by telling the audience that he isn't mean on purpose, and that people should just get over it. He describes the game he made up; The Plague. He gives his perspective about being punched by Jack Will and the events that follow. He says his mom is now on a mission to get August, Mr. Tushman, and the school.

## Vocabulary:

- plague
- hysterical
- expelled

## Comprehension Questions:

- What are some of the things that Julian's mom has been really passionate about changing?
- Is Julian's mom always nice?
- What does Julian worry about when he realizes his mom is "on a mission" against August?

## Inference Questions:

- Do you think Julian really believes that he isn't being mean? Does he know that talking about people behind their backs is mean? Does he really believe he is just being funny?
- What does it say about Julian's parents that they would talk inappropriately about the teachers and administration of the school in front of Julian?

## Figurative Language:

Metaphor - "on a mission."

Metaphor - "super-mom" and "not-so-super-mom"

## Possible Extension/Connection to *Wonder*:

- Compare the events leading up to "the punch" in both texts.

# Party

Julian says that his mom discovered that August did not have the same admissions requirements as the other kids. She talks to some other moms at the Christmas party and blames Tushman for the problems Julian has had.

## Vocabulary:

- inclusion
- protocol
- flagrantly

## Comprehension Questions:

- Why didn't Julian's family go to Paris?
- Why is Julian conflicted about what his mom is doing?
- What could she be spending her time doing instead?
- Did all of the parents agree with Julian's mom?
- Why wasn't Jack Will expelled?

## Inference Questions:

- Why do you think Julian's mom would rather not have holiday pictures if Julian's face was swollen?
- Do you think Julian's mom's reasons for August not being allowed in their school are valid? Why or why not?
- Do you think all of the moms feel the same way as Julian's mom, or are they afraid to speak up against her?
- If August went to another school, do you think everything would go back to normal for Julian? Would Jack Will have changed too much?

## Figurative Language:

Simile – “see me looking like I'd been in a prize fight.”

Metaphor – “he just cracked under the pressure”

# Team Julian

Julian begins writing notes and leaving them in Jack Will and August's lockers. He also gets his friends to start ignoring the boys.

## Vocabulary:

- n/a

## Comprehension Questions:

- What did Julian get all of the boys to do?
- What does Julian say about the notes he is writing?

## Inference Questions:

- Do you think Julian really believes that having Jack “iced out” is for his own good?
- Why do you think Julian keeps insisting that what he is doing isn't a big deal? Does he even believe that?

## Possible Extension/Connection to *Wonder*:

- Compare to the events of “The War” from *Wonder*.

# Dr. Jansen's Office

Julian describes being called to the office and having his parents show up for the same meeting. They expected it to be about Mr. Tushman being fired, but it is actually about Julian's bullying.

## Vocabulary:

- inkling
- atmosphere
- zero tolerance

## Comprehension Questions:

- How did Julian feel about the upcoming Nature Retreat?
- What did Julian's parents think the meeting would be about?
- What is Beecher Prep's stance about bullying?

## Inference Questions:

- Does Julian really not know why he has been called to the office?
- Why do you think Julian and his family seemed surprised that they are being called to the meeting about Julian's behavior?
- How do you think Julian's mom is going to react to the news that Julian has been bullying August and Jack Will?

## Figurative Language:

Idiom - "rat me out"

Idiom - "cut to the chase"

# Evidence

Julian is confronted with the last three post it notes he left in August's locker. His parents are ashamed, but his mom defends him. Julian shows a note he got from the other boys and it is not nearly as hurtful. August has not seen this batch of notes, which leaves Julian wondering who turned him in?

## Vocabulary:

- residual
- semantics
- escalate
- intercepted

## Comprehension Questions:

- What does Julian say when he is asked if he wrote the notes?
- How do Julian's parents react to the note that Julian shows them that Jack Will and August wrote?
- What makes Mr. Tushman get angry?

## Inference Questions:

- Do you think Julian even believes the things he wrote in the notes to August?
- What is "the line" that Dr. Jenson refers to?
- Why do you think Julian is glad that August didn't read those notes?
- Who might have turned in Julian for the notes?

## Figurative Language:

Metaphor - "there is a line, Julian."

Metaphor - "He was looking at me so intensely that I felt like disappearing under the sofa."

## Possible Extension:

- Writing activity - defend Julian's mom's opinion that the content of a note isn't as important as how someone feels when they read it.

# The Verdict

Julian's parents are informed that Julian will be suspended, miss the nature trip, is being recommended for counseling, and is being asked to write an apology. Julian's parents get very upset. His dad requests that this be kept quiet. Julian continues to show a lack of empathy, despite feeling some remorse.

## Vocabulary:

- interjected
- dismissively
- remorse
- punitive
- ramifications
- empathy

## Comprehension Questions:

- Did Julian's mom expect there to be consequences for Julian's behavior?
- What were the consequences?
- What concerned Mr. Tushman the most?
- Why does Julian's mom believe that they deserve special consideration?

## Inference Questions:

- Do you think Jack Will punching Julian was bullying?
- Do you believe that Mr. Tushman is really just punishing Julian to get back at his mom?
- Do you agree that continuing to make excuses for Julian's behavior might be a bad thing for him?
- Should the school have given Julian's parents a warning?

## Figurative Language:

Metaphor – "This is a witch hunt."

## Possible Extension/Connection to *Wonder*:

- Compare to the reasons given for Julian not attending the nature trip in *Wonder*.

# Out of School

Julian and his family drive home. When they get to the parking garage his dad confronts him, while his mom makes excuses for his behavior. Julian tells his dad that he doesn't feel sorry for the way he has treated August.

## Vocabulary:

- goaded

## Comprehension Questions:

- What did Julian's dad say about his suspension?
- What decision did Julian's dad make about next year?
- What has made Julian's dad begin to wonder if his son isn't more to blame than he originally thought?

## Inference Questions:

- Do you think the punishment Julian received is too severe?
- Why do you think Julian's parents think it is best for him to go to a different school? Is it because it is what's best for him, or because it is what is easy?
- Do you think Julian really doesn't feel any remorse? If you don't believe him, why do you think he would lie to his parents about it?
- How might Julian feel about having to leave his school?

## Possible Extension:

- Students could write a dialogue showing what Julian's parents might have said at the end of the chapter if the garage attendant hadn't interrupted.

# Spring

Julian states that the suspension wasn't that bad. He mentions having a new nightmare the night before returning. Upon his return he discovers that August has become popular, and he is being treated poorly. He learns about the events of the nature retreat and is upset to learn that others believe he would have cheered for the bullies.

## Vocabulary:

- premonition

## Comprehension Questions:

- What impact did the suspension have on Julian?
- What happened (in *Wonder*) while Julian was out?
- What did Henry say he thought would have happened if Julian had been there?

## Inference Questions:

- Do you believe that Julian would have cheered for the 7<sup>th</sup> graders? Why or why not?
- How do you think Julian feels now that he is being treated poorly?
- Do you think Julian will realize the error of his ways? Will he be accepted back into the group?

## Figurative Language:

Simile – “It was like I had entered the portal to a different dimension,”

## Possible Extension:

- Students could write about what the students at the school could do to bring Julian around, rather than just leaving him out.

# Mr. Tushman

Julian finishes his year by being ignored by his peers. Mr. Tushman calls him into his office, where Julian explains that he doesn't plan to write an apology letter. He is not allowed to come back, but gets into another private school. He skips the graduation ceremony.

## Vocabulary:

- n/a

## Comprehension Questions:

- What did Mr. Tushman expect from Julian?
- What reason did Julian give for not writing the apology?
- What happened when Julian's parents were informed that he couldn't return?

## Inference Questions:

- Why do you think Julian has decided not to write the apology letter?
- Julian skips the awards ceremony, so he never sees the ending of *Wonder*. Is it possible that he might have appreciated the ceremony at all?
- This is where *Wonder* ended, but this is only the halfway point of this book. Should we expect Julian to develop more as a character?

## Connection to *Wonder*:

*Note: This point in the story is where Wonder ends. Part 2 of this book begins now.*

# Summer Vacation

Julian's family visits Paris in the summer. He originally intended to go to camp with Henry and Miles, but instead decides to stay in Paris with his grandmother.

## Vocabulary:

- ballistic
- lavatory

## Comprehension Questions:

- Is Julian's summer vacation like most kids?
- What are some of the ways that Julian's grandmother is not like normal grandmothers?
- Why is Julian okay with staying in Paris for the summer?

## Inference Questions:

- Why do you think Julian's grandmother thinks his parents are too American?
- Would you like a grandmother like Julian's? What kind of person does she seem to be?

## Figurative Language:

Simile – "she dressed like a fashion model."

# Mr. Browne

Julian states that he is disappointed that he didn't get to say goodbye to Mr. Browne. He sends him a precept on a postcard, as well as an email explaining it. Mr. Browne writes back asking Julian to reflect on his actions, and to consider that he may have been acting out of fear. His grandmother notices that he is happy and asks him to share the email, she learns the whole story and then tells Julian that she agrees with Mr. Browne.

## Vocabulary:

- riddance

## Comprehension Questions:

- What was Julian's precept?
- What had Julian's mom told people was the reason Julian was leaving?

## Inference Questions:

- Do you think Mr. Browne already knew the story about Julian, Jack Will, and August?
- Was Mr. Browne's advice to Julian good advice? Do you think that Julian may have been acting out of fear?
- Did Julian's grandmother react the way you expected her to?

## Figurative Language:

Metaphor - "It was a 2-way street!"

Metaphor - "I could tell that she had gone somewhere far away."

## Cultural Reference:

Gargoyles of Notre-Dame

# Grandmere's Story

Julian's grandmother tells the story of when she was a young girl and the Nazis came to take away all of the Jewish children in her school. She hid, and was eventually rescued by a boy in her class that she had been afraid of and avoided because his legs were deformed from polio.

## Vocabulary:

- frivolous
- cosmopolitan
- atheists
- partisan

## Comprehension Questions:

- How did the kids in Julian's grandmother's class treat Tourteau? Why?
- What was she like as a child? What kind of family did she come from?
- What happened just before she was discovered by the Nazis?
- What happened to her mother and father?

## Inference Questions:

- Why do you think Tourteau helped Julian's grandmother?
- Why do you think Julian's grandmother told him this story?
- Why do you think Julian hasn't heard this story before?
- What impact might this story have on Julian?

## Figurative Language:

Simile – "he walked sideways like a crab."

## Possible Extension:

- Students could research WWII, or the German invasion of France.

# Tourteau

Julian's grandmother concludes her story. We learn that Tourteau's family hid her in their barn for two years. The two become friends, and he shares about his school day with her each night. On the last day that she saw him, she apologized to him, he kissed her, and she learned that his real name was Julian.

## Vocabulary:

- mischievous

## Comprehension Questions:

- What happened after the two escaped to Tourteau's house?
- Why did Julian's grandmother need to hide in the barn?
- What is Tourteau's real name?

## Inference Questions:

- Why do you think Tourteau's family hid and fed her even though they could have faced death for it?
- What meaning does it have the Julian and his father are named after Tourteau?
- How might Julian react when he learns that he is named after someone different who suffered from a deformity?
- How does this relate to Julian's situation with August?

## Possible Extension:

- Students could find out how they got their own names.

# Julian

Julian asked what happened to the Julian from the story, and learns he was taken by the Germans. She lived with his family until she located her father. Julian finally realizes what he has done and begins to cry with remorse for his actions.

## Vocabulary:

- instantaneously
- purge

## Comprehension Questions:

- Why did the Germans take Julian away?
- What breakthrough did Julian finally have?
- What advice does his grandmother give him?

## Inference Questions:

- Why do you think this story impacted Julian?
- What do you think his grandmother means when she says that you are not defined by one mistake?
- Do you think Julian will learn from his mistake?
- What might he do to help fix his mistake?

## Figurative Language:

Metaphor - "Just like that, poof, he was gone."

Metaphor - "something just really broke inside of me."

## Possible Extension::

- Students could write a letter from Julian's perspective apologizing to August.

# My Dream

Julian wakes from a dream and writes August a note. He apologizes for the things he did the year before. He asks his grandmother if she believes August will forgive him and she tells him that it is more important for him to forgive himself.

## Vocabulary:

- n/a

## Comprehension Questions:

- What did Julian dream about?
- What does Julian think the original Julian would think of his actions? What does he want to be remembered for?
- What does Julian's grandmother think of his letter?

## Inference Questions:

- Why do you think Julian worries that his actions might be remembered by August years from now?
- How might August feel when he receives the letter?
- Would you have written the note the same way Julian did?
- Do you agree that it is more important for Julian to forgive himself than it is for August to forgive him?
- What might Julian do differently if he had a do-over?

## Possible Extension:

- Students could write a response to Julian from August's perspective.

# Going Home

Julian writes to Mr. Browne asking if he can deliver the apology letter for him. He is happy when Mr. Browne tells him he is proud of him. When his parents arrive to take him home he learns that his parents are suing the school. Both Julian and his grandmother are very upset. Julian admits that he was wrong, and tells them about his apology letter and his email to Mr. Browne. His father is upset, but in the end Julian's mother agrees with him.

## Vocabulary:

- admission

## Comprehension Questions:

- How did Julian feel when Mr. Browne said he was proud of him for apologizing?
- How does Julian think about himself? What has changed since the beginning of the story?
- How do Julian and his grandmother react when they learn that his parents are planning to sue the school?

## Inference Questions:

- Why do you think his parents are really suing the school?
- Why might it be better to allow Julian to come to terms with being wrong?
- Why do you think Julian's mom agrees at the end?
- Do you think Julian's parents will drop their lawsuit?

## Figurative Language:

Simile - "he has a brain like a cheese sandwich."

# Unexpected

Julian's mother explains that she thinks it would be best for them to move on and that she is proud of Julian for reaching out to August.

## Vocabulary:

- supportive
- about-face

## Comprehension Questions:

- Does Julian's mother think that the school is right now?
- How is Julian feeling finally?
- What happened with the lawsuit?

## Inference Questions:

- Why does Julian's grandmother think that his mother has changed her attitude so suddenly?
- What might Julian's mother regret?
- Why do you think Julian's father agreed to drop the lawsuit? Why does Julian's grandmother consider this a victory?
- Are you surprised that Julian's family is going to try to move on from all of this?

## Figurative Language:

Simile - "made a soft whistle sound, like he was blowing out a candle in slow motion."

Metaphor - "we'll just walk away from the tuition money."

# Starting Over

Julian's family visits his grandmother's village where she hid during the war. His father learns the story of her escape for the first time.

## Vocabulary:

- dwell
- ceramic

## Comprehension Questions:

- What precepts could we write using Julian's grandmother's advice in this chapter?
- Where did the family visit?
- What happened when they reached the tombstone?
- What did the inscription on the tombstone say about Julian?

## Inference Questions:

- Do you agree with Julian's grandmother that it is better to not dwell on the past? Is there a fine line between reflection and dwelling?
- What does she mean when she says that perfume and time make everything easier to bear?
- What does it say that Julian's grandmother was about to take them directly to the tombstone?
- Do you think it is a coincidence that the original Julian's middle name was "Auguste?"

# New York

Julian gets home from Paris to find a message on his answering machine from August. August accepts his apology. Julian decides not to call him back. His father tells him that he is proud of him.

## Vocabulary:

- n/a

## Comprehension Questions:

- What reason does Julian give for not calling August back? Does his father agree?

## Inference Questions:

- Do you think Julian should or will ever call August back? Or is it better for him to have a fresh start?
- How might Julian be changed forever from his experience?

## Possible Extension/Connection to *Wonder*:

- Students can predict what they think the French phrase at the end of the book means before you translate it for them.

*“Tu marches toujours le front haut.” – You walk always with your head high.*

*This concludes the story.*

# Connections to *Wonder*

Compare the events of *The Julian Chapter* to those in *Wonder* at these points in their shared story. Make claims based on evidence from the texts!

Before School Starts:

Jack Will's punch:

Events related to "The War":

The Class Photo

The End of the Year:

# Comparing Julian

Things we thought we knew about Julian based on evidence from *Wonder*:

New things we learned about Julian based on evidence from *The Julian Chapter*:

Character Traits of Julian based on evidence from both texts include:

Name: \_\_\_\_\_

Visualization

# Character Notes for: Julian

Describe this character

physical traits:

personality traits:

first impressions:

changes over time:

Did this character overcome a problem in the story? How?

# Making Inferences

Make an inference about the following topics, then back up your inference (I) with two pieces of evidence (E) from the text.

Why does Julian want to make his friends laugh so much?

E:

I:

E:

Are Julian's parents doing what they think is best for him?

E:

I:

E:

Will Julian ever become friends with Jack Will again?

E:

I:

E:

Does Julian feel sorry about the way he has treated August?

E:

I:

E:

# Making Inferences

Make an inference about the following topics, then back up your inference (I) with two pieces of evidence (E) from the text.

	E:
I:	E:
	E:
I:	E:
	E:
I:	E:
	E:
I:	E:

# Figure Out Figurative Language

Decode some of the figurative language in this book. Think about the author's purpose in using that example. Explain what it means, and how it helps you understand the book better.

Example of Figurative Language:

What it means:

How or why does this example make you understand the story better?

Example of Figurative Language:

What it means:

How or why does this example make you understand the story better?

Example of Figurative Language:

What it means:

How or why does this example make you understand the story better?

# Theme found in *The Julian Chapter*

Choose a theme found in *The Julian Chapter*. Support your decision by listing at least three pieces of evidence from the text that support the presence of that theme in the book.

Theme:

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---

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E:

E:

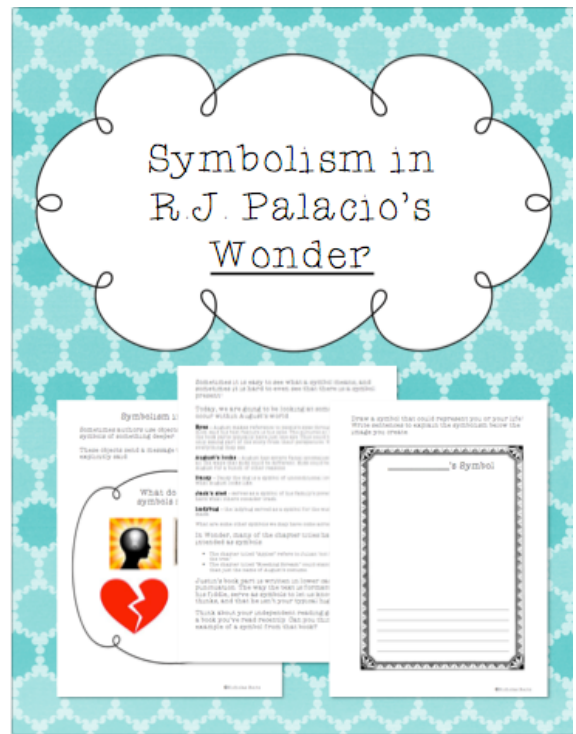
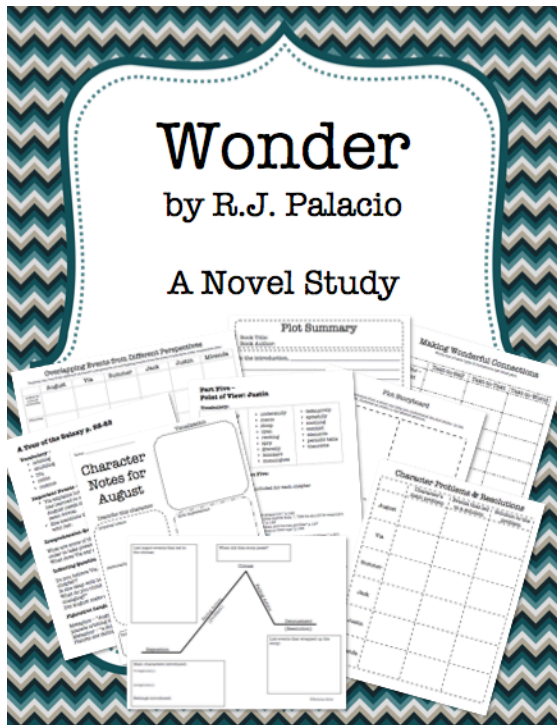
E:

# Synthesizing Wonder & *The Julian Chapter*

Write about how reading these books has impacted you. How are you different? What might you do differently?

[illegible]

Hopefully you've also discovered my Novel Study Unit for Wonder by R.J. Palacio! If not, check it out!



Download my free sample from the unit, Symbolism in Wonder!

Be sure to stop by my blog too!

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