

Long



Way



Down



CLOSE READINGS



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ELEVATOR TRIP ACTIVITY

Long Way Down

Elevator Trip Activity Tasks

Name: _____

8

Close Reading Analysis Tasks : Draw the characters as they are described in the text (Will). Complete the analysis described below in the corresponding box. Label tasks as they are listed.



1. Characterize Will.
2. What plan does he intend to carry out?
3. What motivates Will to carry out this plan?



- Draw Will and Shawn's room in the middle, shaded box.
1. Describe the setting.
 2. What is the one significant detail about Shawn's side?
 3. What mood does the room create for Will?



1. Briefly describe Will's memory of his relationship with Shawn.
2. Describe the bond Will and Shawn shared.
3. How does the memory help explain Will's feelings *now*?



1. What is the point of view? Who is the narrator?
2. Which do you think *best* describes Will's perspective: honest, reliable, or trustworthy? Pick one and explain why you would describe his perspective this way.



1. Identify 2 symbols mentioned in the first part of the novel. Draw each symbol.
2. Next to each image of the symbol, explain the symbol's deeper meaning.



1. Explain the main conflict Will faces.
2. Describe how the conflict affects Will.
3. Explain how Will plans to overcome this conflict *and* what force drives him to take this action.

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➤ 8 Close Reading Assignments – 1 Per Reading

➤ Creative Activity - Mirrors the Elevator Levels

➤ Literary Skills-Based & Editable Tasks

ELEVATOR TRIP ACTIVITY

8 *Will and Shawn's Room : 8th FLOOR*

The worksheet is titled "8 Will and Shawn's Room : 8th FLOOR". It contains a central illustration of a person standing with hands on hips. The page is divided into several rectangular sections for notes, each with a unique icon: a house (top right), a heart (top left), a camera (middle right), a fire (bottom left), a crescent moon (bottom center), and sunglasses (bottom right). The bottom right section is highlighted in yellow. A copyright notice "© 2022 LIT Lessons 24" is located in the bottom right corner of the worksheet.

➤ Rigorous & Unique Tasks to Keep Students Engaged

➤ Text-Based Questions & Analysis

➤ Accommodate for ALL Learners

WHOLE NOVEL ANALYSIS

Long Way Down ①

Novel Analysis 4: Elevator Music Soundtrack

Name: _____

Directions: For this activity, you will create a mini-soundtrack for *Long Way Down*. Your goal is to match music with the tone of the story as Will travels down the elevator. For instance, if a story starts with characters entering a haunted house, what kind of music do you think would be best to pair with the action? As you reexamine the text, select 8 songs or excerpts of songs (1 for each floor) that match the tone of the section. Complete the steps below to compile your very own story soundtrack.

1. Select a song that matches the tone for each section (approximately).
2. Write an excerpt of the lyrics and identify the tone of the selection.
3. Explain how the tone of the song connects with the tone of the story.

8th Floor

| Song Selection: | Artist: |
|--|---|
| Write the lyrics of the song below: | What is the tone of the music? How do you know? |
| How does the tone of the song connect with the tone of the story? Support with evidence. | |

➤ 8 Whole Novel Analysis Activities

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers





WHOLE NOVEL ANALYSIS

Long Way Down 

Novel Analysis 7: How The Rules Rule

Name: _____

In *Long Way Down*, the author clearly emphasizes the impact of The Rules. These rules touch upon all aspects of the story and the characters' lives, causing a ripple-like effect that draws links across the past, present, and future. The Rules not only dictate life in Will's community but also are used to address grief and violence. They are significant, and for this activity, you will analyze how The Rules influence literary elements of the text. Complete the graphic organizer and complete the activity that follows.

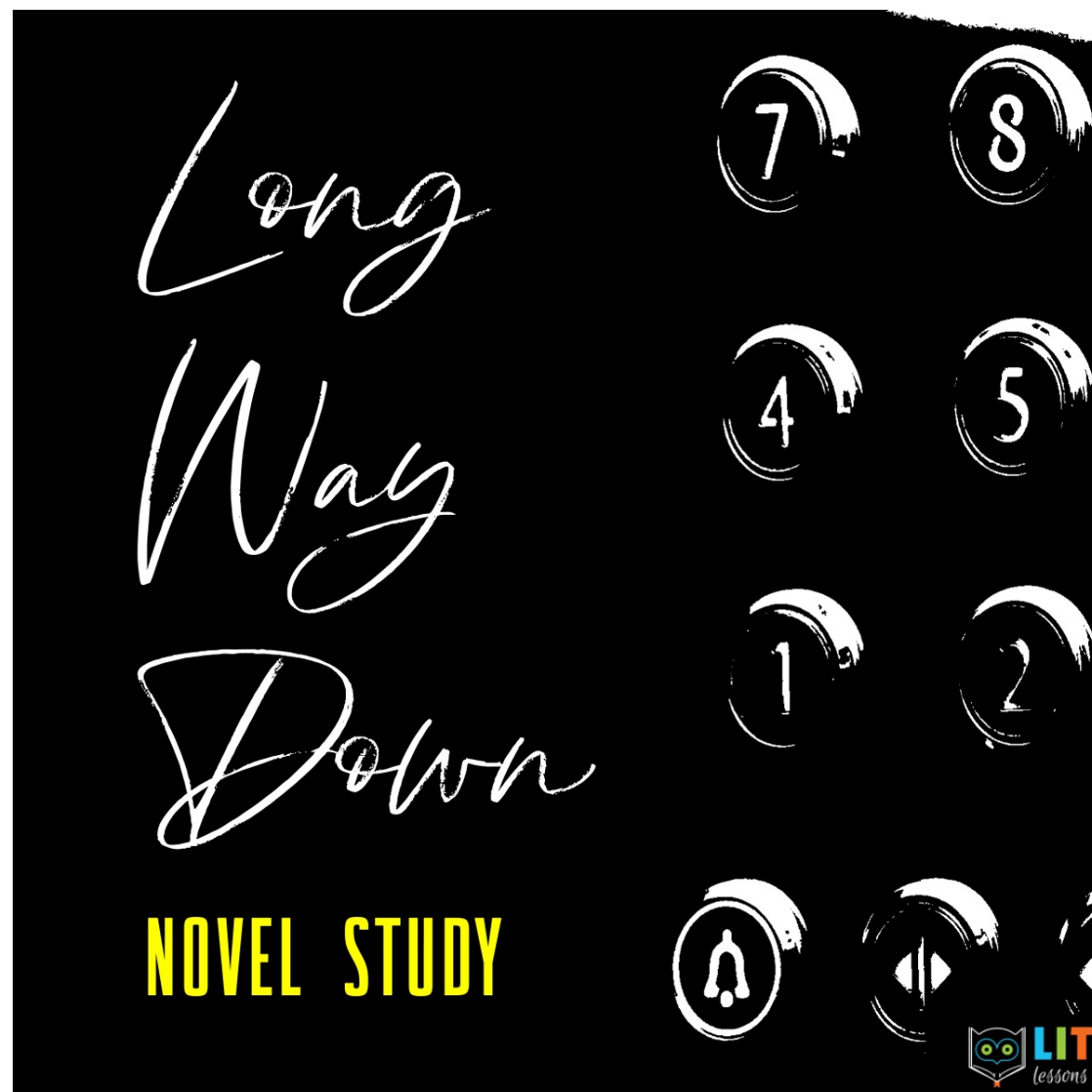
| | | | | | |
|---|---|----|----|----|---|
| <p><i>Characters</i></p>  <p>Explain how The Rules shape the characters and their actions.</p> | <p><i>Setting</i></p>  <p>Explain how The Rules influence the setting.</p> | | | | |
| <p><i>Conflicts</i></p>  <p>Explain how The Rules influence or drive the conflicts in the novel.</p> | <p><i>The Rules</i></p> <table border="1"><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr></table> | 1. | 2. | 3. | <p><i>Point of View</i></p>  <p>Explain how The Rules influence the way characters view their situation.</p> |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

➤ Use to Differentiate for Students' Needs

➤ Focus Standards: Figurative Language, Theme, Character, Symbolism, Flashback, Setting & Author's Craft

BUNDLE & SAVE

This resource is part of a comprehensive unit on *Long Way Down*! Click the cover below to preview all the resources available.



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- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.



- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!