

NOVEL STUDY PREVIEW

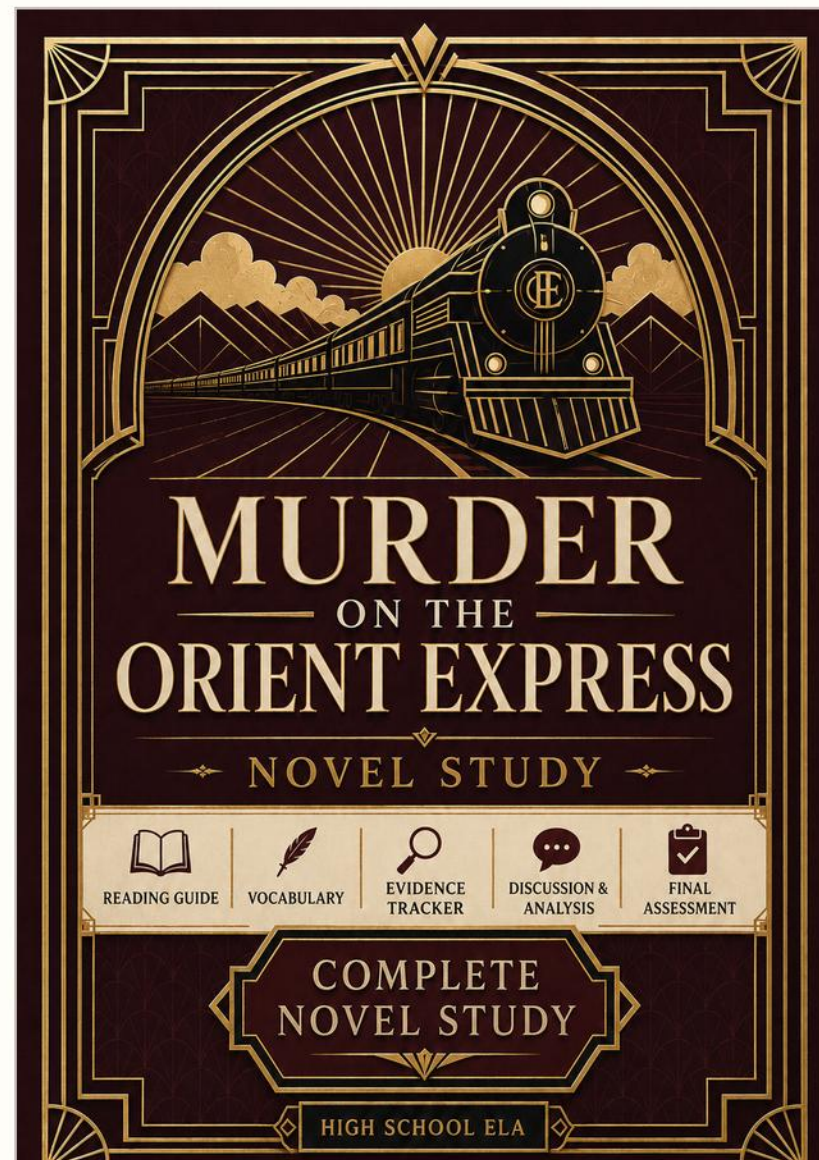
Murder on the Orient Express

SEE WHAT IS INCLUDED

- Complete high school novel study
- All actual product pages shown throughout the preview
- Reading, vocabulary, tracking, discussion, and assessment materials
- Teacher guide, keys, and support materials included

HIGH SCHOOL ELA
COMPLETE NOVEL STUDY

COVER



WHAT'S INCLUDED

A quick overview of the complete resource

ACTUAL RESOURCE PAGES SHOWN

Reading Guide

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

READING GUIDE

Name: _____ Date: _____

READING NOTE Use these questions to track important characters, clues, contradictions, and developments as you read. Respond in complete sentences unless your teacher directs otherwise.

PART I - CHAPTERS 1-4

1. What brings Hercule Poirot to Syria, and what causes him to change his plans and travel toward London?
2. What first makes Poirot curious about Mary Debenham and Colonel Arbuthnot? What does their behavior suggest to him?
3. Why is it unusual for the *Singapore Express* to be so crowded at this time of year? What does M. Bost find noteworthy about the mix of passengers?
4. What impression does Ratchett make on Poirot? What does Ratchett ask Poirot to do, and why does Poirot refuse?
5. During the night, Poirot notices several sounds, movements, and unusual events. Identify at least three details that may later become important to the investigation.

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 1

Vocabulary

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

VOCABULARY GUIDE & PRACTICE

Name: _____ Date: _____

VOCABULARY NOTE These words support your understanding of the novel's language, characters, setting, and plot. Review each set as you read, then complete the matching practice.

PART I VOCABULARY REFERENCE

WORD	PART OF SPEECH	MEANING
unscrupulous	adj.	done secretly, especially to avoid notice
valise	n.	a small traveling bag or suitcase
puller	n.	muscular portions of the face
burnished	adj.	polished until smooth and shiny
philanthropist	n.	a person who gives money or resources to help others
benevolent	adj.	kind, generous, and inclined to do good
malevolence	n.	a desire to cause harm; ill will
misanthrope	adj.	extremely generous

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 2

Evidence Tracker

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

SUSPECT & EVIDENCE TRACKER

Name: _____ Date: _____

INVESTIGATOR'S NOTE Add information as it is revealed. Review your thinking when new evidence changes what you know. Separate what a passenger claims from what the evidence actually proves.

CASE FILE		PASSENGER OVERVIEW		
PASSENGER	ROLE (FIRST INTERVIEW)	CLAIMED ALIBI	CLUES / CONTRADICTIONS	CURRENT SUSPICION
Hercule Poirot				
Edward Armstrong				
Mrs. Hubbard				
Gene DeWitt				
Pierre Dragomiroff				
Hildegard Schmidt				
Constantine Roudine				
Colonel Arbuthnot				
Mary Debenham				
Armand Foucault				
Cyrus Hardman				

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 3

Discussion & Analysis

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

DISCUSSION & ANALYSIS

Name: _____ Date: _____

HOW TO USE THESE PROMPTS Use these questions for class discussion, small groups, Socratic seminar, short writing, or extended response. Support your ideas with specific details from the novel whenever possible.

- 1 EVIDENCE OR ASSUMPTION?**
Throughout the investigation, Poirot and the other characters form impressions based on nationality, class, gender, appearance, and behavior. Identify one assumption that influences how a passenger is viewed. How does the novel show the danger of treating an assumption as evidence?
- 2 WHO SEEMS CREDIBLE?**
Choose two passengers whose testimony initially seems believable. What makes each person appear credible? What later details cause Poirot—or the reader—to question that credibility?
- 3 CLUES THAT MISLEAD**
Several clues appear to point toward a particular kind of suspect or version of events. Choose one clue that misleads the investigation. Why is it misleading, and how does Christie eventually change its meaning?
- 4 POIROT AS A DETECTIVE**
Poirot pays close attention not only to physical evidence but also to inconsistencies in behavior, language, and testimony. Which part of his investigative method seems most important in solving this case? Support your answer with evidence.
- 5 TRUTH, LIES, AND LOYALTY**
Many characters conceal information or tell partial truths. Are all of these deceptions equally wrong? Choose at least two examples and explain how motives change—or don't change—your judgment.

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 4

Final Assessment

MURDER ON THE ORIENT EXPRESS
STUDENT ASSESSMENT

Murder on the Orient Express

FINAL ASSESSMENT

Name: _____ Date: _____

DIRECTIONS Answer all questions. For written responses, support your ideas with specific evidence from the novel.

PART I — CHARACTERS, PLOT, AND IMPORTANT DETAILS

1. Why does Ratchett ask Poirot for protection?
A. He believes someone is trying to kill him.
B. He has lost important documents.
C. He suspects MacQueen of stealing from him.
D. He wants Poirot to guard a valuable jewel.
2. What prevents the *Orient Express* from continuing its journey after Ratchett's murder?
A. A mechanical failure.
B. A snowdrift.
C. A collapsed bridge.
D. A worker's strike.
3. What important fact does Poirot discover about Ratchett's true identity?
A. He was once a police officer.
B. He was connected to the Armstrong kidnapping case.
C. He was secretly related to Mrs. Hubbard.
D. He had previously worked for the railroad.
4. Why is the burned scrap of paper important?
A. It reveals Ratchett's real name and connects him to the Armstrong case.
B. It contains the murderer's confession.
C. It proves the train staff were involved.
D. It lists the passengers' room numbers.
5. Which item is found in Mrs. Hubbard's compartment and becomes an important clue?
A. A murderer's uniform.
B. A handkerchief.
C. A button.
D. A knife.

MURDER ON THE ORIENT EXPRESS • FINAL ASSESSMENT • 1

TEACHER SUPPORT INCLUDED

Teacher Guide • Answer Keys • Discussion Notes

STUDENT FILES • TEACHER FILES • START HERE GUIDE

READING + VOCABULARY

Structured support that can be used flexibly

ACTUAL RESOURCE PAGES SHOWN

READING GUIDE

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

READING GUIDE

Name: _____ Date: _____

READING NOTE Use these questions to track important characters, clues, contradictions, and developments as you read. Respond in complete sentences unless your teacher directs otherwise.

PART I - CHAPTERS 1-4

1. What brings Hercule Poirot to Syria, and what causes him to change his plans and travel toward London?

2. What first makes Poirot curious about Mary Debenham and Colonel Arbuthnot? What does their behavior suggest to him?

3. Why is it unusual for the Simplon Orient Express to be so crowded at this time of year? What does M. Bouc find noteworthy about the mix of passengers?

4. What impression does Ratchett make on Poirot? What does Ratchett ask Poirot to do, and why does Poirot refuse?

5. During the night, Poirot notices several sounds, movements, and unusual events. Identify at least three details that may later become important to the investigation.

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 1

VOCABULARY

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

VOCABULARY GUIDE & PRACTICE

Name: _____ Date: _____

VOCABULARY NOTE These words support your understanding of the novel's language, characters, setting, and clues. Review each set as you read, then complete the matching practice.

PART I VOCABULARY REFERENCE

WORD	PART OF SPEECH	MEANING
surreptitious	adj.	done secretly, especially to avoid notice
valise	n.	a small traveling bag or suitcase
pallor	n.	unusual paleness of the face
burnished	adj.	polished until smooth and shiny
philanthropist	n.	a person who gives money or resources to help others
benevolent	adj.	kind, generous, and inclined to do good
malevolence	n.	a desire to cause harm; ill will
munificent	adj.	extremely generous

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 1

READING GUIDE

- 37 questions organized by Parts I, II, and III.
- Questions ask students to follow clues, make inferences, and connect evidence.
- Assign the full guide or select only the questions that fit your class.

VOCABULARY

- 24 words total — 8 words per part.
- Reference pages plus matching practice help students revisit new words.
- The same vocabulary bank is used on the final assessment.

SUSPECT + EVIDENCE

Tracker pages for clues, alibis, and shifting theories

PASSENGER OVERVIEW

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

SUSPECT & EVIDENCE TRACKER

Name: _____ Date: _____

INVESTIGATOR'S NOTE Add information as it is revealed. Revise your thinking when new evidence changes what you know. Separate what a passenger claims from what the evidence actually proves.

CASE FILE **PASSENGER OVERVIEW**

PASSENGER	ROLE / FIRST IMPRESSION	CLAIMED ALIBI	CLUES / CONTRADICTIONS	CURRENT SUSPICION
Hector MacQueen				
Edward Masterson				
Mrs. Hubbard				
Greta Ohlsson				
Princess Dragomiroff				
Hildegard Schmidt				
Count Andrenyi				
Countess Andrenyi				
Colonel Arbuthnot				
Mary Debenham				
Antonio Foscarelli				
Cyrus Hardman				

SUSPECT & EVIDENCE TRACKER • 1

CASE SYNTHESIS

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

SUSPECT & EVIDENCE TRACKER

Name: _____ Date: _____

INVESTIGATOR'S NOTE Add information as it is revealed. Revise your thinking when new evidence changes what you know. Separate what a passenger claims from what the evidence actually proves.

CASE FILE **PASSENGER OVERVIEW**

PASSENGER	ROLE / FIRST IMPRESSION	CLAIMED ALIBI	CLUES / CONTRADICTIONS	CURRENT SUSPICION
Hector MacQueen				
Edward Masterson				
Mrs. Hubbard				
Greta Ohlsson				
Princess Dragomiroff				
Hildegard Schmidt				
Count Andrenyi				
Countess Andrenyi				
Colonel Arbuthnot				
Mary Debenham				
Antonio Foscarelli				
Cyrus Hardman				

SUSPECT & EVIDENCE TRACKER • 1

WHY IT HELPS

- Organizes the large cast without giving away the mystery.
- Separates what passengers claim from what evidence proves.
- Includes a final theory page for students to commit to an interpretation.

ACTUAL TRACKER PAGES SHOWN

DISCUSSION + ANALYSIS

Move beyond plot recall into evidence-based interpretation

STUDENT PROMPTS

MURDER ON THE ORIENT EXPRESS
STUDENT NOVEL STUDY

Murder on the Orient Express

DISCUSSION & ANALYSIS

Name: _____ Date: _____

HOW TO USE THESE PROMPTS Use these questions for class discussion, small groups, Socratic seminar, short writing, or extended response. Support your ideas with specific details from the novel whenever possible.

1 EVIDENCE OR ASSUMPTION?
Throughout the investigation, Poirot and the other characters form impressions based on nationality, class, gender, appearance, and behavior. Identify one assumption that influences how a passenger is viewed. How does the novel show the danger of treating an assumption as evidence?

2 WHO SEEMS CREDIBLE?
Choose two passengers whose testimony initially seems believable. What makes each person appear credible? What later details cause Poirot—or the reader—to question that credibility?

3 CLUES THAT MISLEAD
Several clues appear to point toward a particular kind of suspect or version of events. Choose one clue that misdirects the investigation. Why is it convincing, and how does Christie eventually change its meaning?

4 POIROT AS A DETECTIVE
Poirot pays close attention not only to physical evidence but also to inconsistencies in behavior, language, and testimony. Which part of his investigative method seems most important in solving this case? Support your answer with evidence.

5 TRUTH, LIES, AND LOYALTY
Many characters conceal information or tell partial truths. Are all of these deceptions equally wrong? Choose at least two examples and explain how motive changes—or does not change—your judgment.

MURDER ON THE ORIENT EXPRESS • STUDENT MATERIAL • 1

TEACHER NOTES

MURDER ON THE ORIENT EXPRESS
TEACHER MATERIALS

Murder on the Orient Express

TEACHER DISCUSSION NOTES

HOW TO USE THESE NOTES These are not answer-key responses. They are teacher-facing talking points, possible evidence, and follow-up questions to help extend discussion while leaving room for students to develop different interpretations.

1. EVIDENCE OR ASSUMPTION?
DISCUSSION GUIDANCE Students should recognize that the investigation is repeatedly shaped by assumptions about nationality, class, gender, appearance, and behavior. Strong responses will distinguish between an impression and actual evidence.
POSSIBLE EVIDENCE assumptions about what an Englishwoman, Italian, American, servant, aristocrat, or military officer is expected to be like; the way planted clues take advantage of those expectations.
FOLLOW-UP When does Poirot use stereotypes strategically, and when does he resist them?

2. WHO SEEMS CREDIBLE?
DISCUSSION GUIDANCE There is no single correct pair of passengers. Students should explain why a person appears trustworthy at first and then identify details that weaken that impression.
POSSIBLE EVIDENCE calm behavior, social status, apparently consistent alibis, corroborating testimony, contradictions, concealed identities, or personal ties to the Armstrong family.
FOLLOW-UP Is credibility based more on behavior, evidence, or what the reader wants to believe?

3. CLUES THAT MISLEAD
DISCUSSION GUIDANCE Students should identify a clue whose first interpretation later changes. The key idea is that Christie uses evidence not only to reveal truth but also to manufacture false certainty.
POSSIBLE EVIDENCE the scarlet kimono, the handkerchief, the pipe cleaner, the conductor's uniform/button, the differing stab wounds, or the stopped watch.
FOLLOW-UP Which clue is the most effective piece of misdirection, and why?

MURDER ON THE ORIENT EXPRESS • TEACHER DISCUSSION NOTES • 1

INCLUDED SUPPORT

- 9 higher-level discussion prompts plus reflection and writing options.
- Teacher-facing notes include talking points, possible evidence, and follow-up questions.
- Prompts can be used for whole-class discussion, seminar, small groups, or writing.

Objective questions, short response, and extended response

MURDER ON THE ORIENT EXPRESS

STUDENT ASSESSMENT

Murder on the Orient Express

FINAL ASSESSMENT

Name: _____

Date: _____

DIRECTIONS

Answer all questions. For written responses, support your ideas with specific evidence from the novel.

PART I — CHARACTERS, PLOT, AND IMPORTANT DETAILS

1. Why does Ratchett ask Poirot for protection?

A. He believes someone is trying to kill him.

B. He has lost important documents.

C. He suspects MacQueen of stealing from him.

D. He wants Poirot to guard a valuable jewel.

2. What prevents the Orient Express from continuing its journey after Ratchett's murder?

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3. What important fact does Poirot discover about Ratchett's true identity?

A. He was once a police officer.

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4. Why is the burned scrap of paper important?

A. It reveals Ratchett's real name and connects him to the Armstrong case.

B. It contains the murderer's confession.

C. It proves the train staff were involved.

D. It lists the passengers' room numbers.

5. Which item is found in Mrs. Hubbard's compartment and becomes an important clue?

A. A conductor's uniform

B. A handkerchief

C. A button

D. A knife

MURDER ON THE ORIENT EXPRESS	
TEACHER MATERIALS	
Murder on the Orient Express	
FINAL ASSESSMENT • ANSWER KEY	
SCORING NOTE The objective section is worth 26 points. Suggested scoring guidance for written responses appears on page 2.	
PART I — CHARACTERS, PLOT, AND IMPORTANT DETAILS	
1. A	2. B
3. B	4. A
5. D	6. B
7. B	8. C
9. A	10. A
PART II — EVIDENCE, REASONING, AND INFERENCE	
11. A	12. B
13. A	14. A
15. A	16. B
17. A	18. B
ANSWER KEY INCLUDED	
23. A — malevolence	24. B — canonic
25. C — plaintive	26. A — bona fides

- 29 total questions / 40 points.
- 26 objective questions plus two short responses and one extended response.
- Answer key is included; the preview does not reveal readable answer content.

ACTUAL ASSESSMENT PAGES SHOWN

TEACHER SUPPORT

Guidance and answer materials are included

TEACHER GUIDE

MURDER ON THE ORIENT EXPRESS
TEACHER GUIDE • QUICK START

Murder on the Orient Express
NOVEL STUDY

DESIGNED FOR FLEXIBLE USE This novel study gives students enough structure to follow Agatha Christie's complex mystery without taking the detective work away from them. Use the full sequence or select the components that best fit your students, schedule, and goals.

WHAT'S INCLUDED

READING GUIDE 37 questions organized by Parts I, II, and III	READING GUIDE KEY Suggested responses for comprehension and interpretation
VOCABULARY 24 words with practice, 8 per part	VOCABULARY KEY Complete matching answers
EVIDENCE TRACKER Passenger overview, evidence notes, and case synthesis	DISCUSSION & ANALYSIS 9 higher-level prompts plus writing/reflection options; teacher discussion notes included
FINAL ASSESSMENT 29 questions / 40 points	ASSESSMENT KEY Answers plus scoring guidance

SUGGESTED SEQUENCE

01 BEFORE READING	Preview the Suspect & Evidence Tracker. Students add information gradually and revise theories as evidence changes.
02 PART I	Use Part I reading questions and vocabulary. Begin first impressions, alibis, and early clues.
03 PART II	Continue the guide and vocabulary. Emphasize the difference between what passengers claim and what the evidence supports.
04 PART III	Complete Part III materials and update the tracker as connections become clearer.
05 AFTER READING	Choose analysis prompts for discussion, seminar, small groups, or writing. Complete the Case Synthesis.
06 ASSESSMENT	Use the Final Assessment as written or adapt sections to fit your class.

Teacher Guide & Quick Start PAGE 1

READING KEY

MURDER ON THE ORIENT EXPRESS
TEACHER MATERIALS

Murder on the Orient Express
READING GUIDE • SUGGESTED ANSWER KEY

TEACHER NOTE These are suggested responses, not required wording. For interpretive questions, accept answers that are accurate, text-based, and well supported.

PART I - CHAPTERS 1-4

1. Poirot is leaving Paris after completing a professional case connected with the French military. He expects a short break in Stamboul, but a telegram at the Taksimian Hotel tells him there has been a development in the Kaster case, so he must return to London.

2. Poirot notices that Mary Debenham and Colonel Arbuthnot behave formally, as though they have only just met.

ANSWER KEY INCLUDED

varied collection of passengers: different nationalities, social classes, ages, and occupations. All traveling together.

4. Ratchett gives Poirot an immediate impression of danger and moral corruption. Ratchett says he has been receiving threats and offers Poirot a large sum to protect him. Poirot refuses because he strongly dislikes and distrusts Ratchett and is not interested in working for him.

5. Answers may include any three well-supported details: the groan or cry from Ratchett's compartment; the conductor being summoned; a voice inside Ratchett's room speaking French and saying there was a mistake; Mrs. Hubbard repeatedly singing and reporting a man in her compartment; the train stopping in the snow; a heavy dust from Ratchett's compartment; a woman in a scarlet kimono moving down the corridor; and the conductor sitting at the end of the corridor. Strong responses may note that several of these details later prove staged or misleading.

PART I - CHAPTERS 5-8

6. The train is stopped by a heavy snowdrift. Because the train cannot move and there are no tracks showing that someone escaped across the snow, the crime becomes a closed-circle mystery; the murderer appears to be one of the people still aboard the Stamboul Cabin coach.

MURDER ON THE ORIENT EXPRESS • TEACHER KEY • 1

VOCAB KEY

MURDER ON THE ORIENT EXPRESS
TEACHER MATERIALS

Murder on the Orient Express
VOCABULARY • ANSWER KEY

TEACHER NOTE This key corresponds to the same 24-word vocabulary sequence used in the student materials and final assessment.

PART I VOCABULARY ANSWER KEY

WORD	ANSWER	MEANING
unreceptive	D	done secretly, especially to avoid notice
valise	G	a small traveling bag or suitcase
pallor	B	unnatural paleness of the face

ANSWER KEY INCLUDED

terrific	A	very great; not extreme or as great
malvolence	H	a desire to cause harm; ill will
monstrous	C	extremely gross

ASSESSMENT ALIGNMENT The final assessment draws from this same vocabulary bank so students are assessed on words they actually practiced.

MURDER ON THE ORIENT EXPRESS • TEACHER KEY • 2

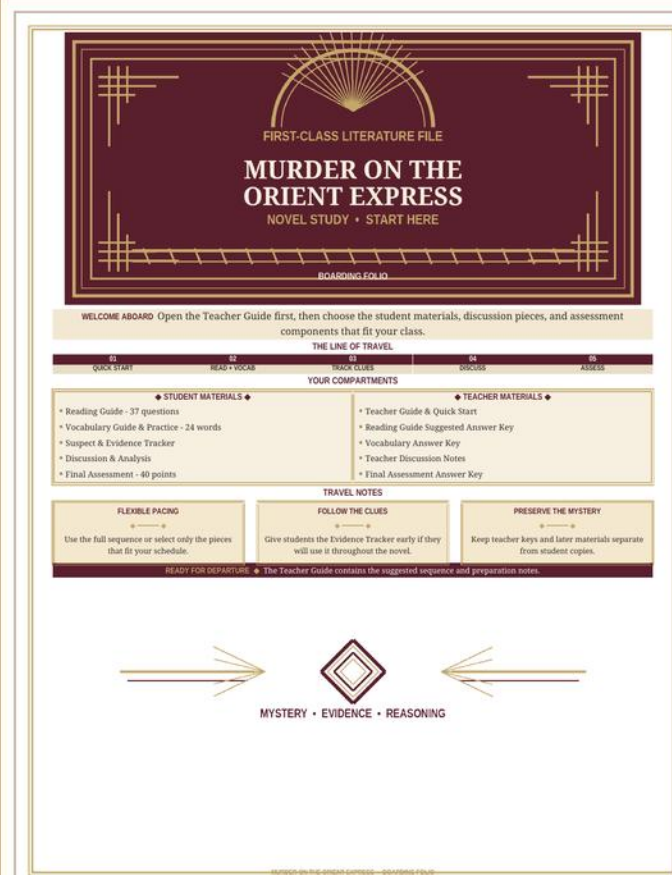
FOR TEACHERS

- Teacher Guide & Quick Start outlines what is included and suggests a flexible sequence.
- Reading Guide Key provides suggested responses rather than rigid wording.
- Vocabulary and assessment keys help grading and review stay straightforward.
- Teacher Discussion Notes provide talking points, possible evidence, and follow-up questions.

READY TO USE

Organized for easy student and teacher access

START HERE GUIDE



WHAT YOU'LL RECEIVE

Student Materials

- Reading Guide
- Vocabulary Guide & Practice
- Suspect & Evidence Tracker
- Discussion & Analysis
- Final Assessment

Teacher Materials

- Teacher Guide & Quick Start
- Reading Guide Suggested Answer Key
- Vocabulary Answer Key
- Teacher Discussion Notes
- Final Assessment Answer Key

COMPLETE NOVEL STUDY FOR HIGH SCHOOL ELA

Reading • Vocabulary • Evidence Tracking • Discussion • Assessment

Teacher guide, keys, and discussion support included

Use the full sequence or choose the pieces that fit your class.