

The White Mountains/ The True Confessions of Charlotte Doyle

Curriculum Unit



The White Mountains

John Christopher

The True Confessions of Charlotte Doyle

Avi

Curriculum Unit

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Introduction

Upon first studying *The White Mountains* by John Christopher and *The True Confessions of Charlotte Doyle* by Avi, readers may not notice an immediate connection between the two novels. After all, *The White Mountains* was written by a British author, is considered science fiction, and has a male protagonist who leaves home to avoid being controlled by machines. *The True Confessions of Charlotte Doyle*, however, was written by an American author, can be considered historical fiction, and features a young female protagonist who is on a journey home to her parents.

The themes of these two pieces of young adult fiction are very similar despite plot differences. These novels tell the stories of young people struggling to develop their own identities without the guidance of parents or other helpful adults. Both protagonists, Will Parker and Charlotte Doyle, have internal and external conflicts while experiencing injustice and isolation. By learning to trust and align themselves with true friends, the characters experience success and happiness.

These two novels can be considered coming-of-age stories as the characters learn difficult lessons about becoming adults. Will realizes that he must journey far from home so that he can think for himself. He realizes the importance of free will and making his own decisions. He cannot bring himself to live in a world where machines will control his mind, career, and actions, even though he will have to leave his family, possibly never to return. Charlotte begins her story as a naïve young girl eager to finish her journey and to return to her parents. As she crosses the Atlantic Ocean aboard a ship with a corrupt captain, she realizes the dangers of stereotyping and learns a difficult lesson about appearance versus reality. She returns to her parents much wiser and more mature.

Through the figurative and literal journeys of both realistic characters, readers will realize that although exaggerated, the difficulties that Will and Charlotte face are likely issues that most teenagers must endure. Both characters achieve their goals by the end of the novel and are content with the knowledge learned throughout their odysseys. Readers will discover that they, too, can overcome seemingly impossible obstacles to attain their dreams.

Teacher Notes

The White Mountains and *The True Confessions of Charlotte Doyle* are novels about young people trying to develop their own identities while seeking independence from society and their families. These are both high-interest novels with significant action that appeal to students with varied reading abilities. *The White Mountains* is a science fiction novel with a unique twist in that it actually appears to be taking place in the past. *The True Confessions of Charlotte Doyle* does take place in the past and can be taught in conjunction with history classes.

These units provide a variety of activities that teachers can either simplify or make more challenging based upon the ability levels of their students. Teachers can use the materials provided for a brief overview of a topic or just use this information as a springboard for more in-depth research. Two possibilities for this additional research are the science fiction history lesson (Lesson 2) in *The White Mountains* section and the mock trial/courtroom procedure lesson (Lesson 10) in *The True Confessions of Charlotte Doyle* section.

Lessons focus on general literary information—including conflict, symbolism, and theme—that can be applied to any novel. Then readers will apply this information to the specific novels studied. Many questions are open-ended and encourage readers to make predictions about what may happen in these two suspenseful novels.

Activities include cooperative learning games, poetry analysis, research writing, narrative/creative writing, small and large group discussions, and mock trial debates/role-playing opportunities. Supplementary materials include vocabulary study, quizzes, and tests for average and above average ability levels.

Both novels invite students to live as individuals who are willing to fight for their freedom against great odds. They show the importance of being courageous in times of great adversity and struggle. Finally, they show the need for teamwork, taking responsibility for actions, and valuing friendships along this journey of self-actualization.

Reading assignments (which are also listed at the end of each lesson) are as follows:

Lesson 1	prereading
Lesson 2	chapter 1
Lesson 3	chapter 2
Lesson 4	chapters 3–7
Lesson 5	chapters 8–10
Lesson 6	post reading
Lesson 7	chapters 1–20
Lesson 8	chapters 20–22
Lesson 9	post reading
Lesson 10	post reading

Answers to handouts will vary unless otherwise indicated, and students may need additional paper to complete some handouts.

Lesson 1

Prereading: Individuality, Confidence, and Survival

Objectives

- To recognize that each individual has the ability to survive difficult situations through relying upon his or her strengths and developing confidence
- To examine the importance of using individual strengths to become a productive member of a successful team
- To discuss the importance of making thoughtful decisions and accepting the consequences for those decisions

Notes to the Teacher

Lesson 1 is designed to be used before assigning the reading of *The White Mountains*. It focuses upon students' abilities to trust their own judgment and decision-making abilities. By completing the survey, students will realize that they do have the ability to function as individuals instead of blindly following the beliefs of others. This should be a confidential survey meant to encourage students and increase their self-esteem. Consider discussing particular items and asking volunteers to comment on how they might handle particular situations.

In either teacher or student-selected groups, students should complete the survival game. There should be thorough discussion among group members as to items they will need in order to survive their ordeal. After having ample time to discuss their decisions, students will need to rank the items they selected and explain why they chose each one. A specific solution is not provided so classes can determine what they think is most important without anyone feeling upset that he or she provided a "wrong" answer. Stress the importance of using everyone's strengths and opinions.

Lesson 1 should be referred to throughout the study of *The White Mountains*. For example, Will trying to work alone versus allowing Henry and Beanpole, his companions, to make decisions will remind students that teamwork is necessary for success. This lesson can also be used to discuss taking responsibility for

decisions, primarily when Will is stubborn at several points throughout the story and discounts the importance of Henry and Beanpole.

Procedure

1. Distribute **Handout 1** to students. Advise them that you will collect the survey but will not read their individual answers; you will only tally their responses and return their papers to them immediately following tabulation. Ask students to read each statement carefully and then respond honestly as to how they feel about their ability to make difficult decisions and accept responsibility for them. After completion, tabulate the responses and share results with the class. Lead students into a discussion about why it's important to think for themselves and not blindly follow what others choose to believe. This may be accomplished by asking leading questions about the dangers of peer pressure, both at personal and global levels. For example, ask a simple question such as, "Why is it dangerous to smoke a cigarette just because everyone else does?" or a much more complex question such as "How did blindly following the beliefs of others lead to the genocide of millions of Jewish people during World War II?" Through this discussion, students will realize that they must be willing to voice their own opinions and think for themselves in order to survive.
2. After establishing the importance of thinking as an individual, advise students that working together also is needed to achieve success. A group that works together to achieve a particular goal is more likely to achieve success than a group in which the members argue or do not listen to one another's opinions carefully. Distribute **Handout 2** and discuss the characteristics of an effective group. Students should also be permitted to add their own characteristics at the bottom of the page. Emphasize that in teamwork, each individual must be granted an equal opportunity to speak and

voice his or her opinion. All group members must be respectful and listen attentively to each member's contributions. Students, however, should not be afraid to question one another, and if they feel that one team member is domineering toward others, they should speak up and voice their feelings. The class should be divided into either teacher or student-selected groups of no more than four students.

3. Distribute **Handout 3**, the survival game. Considering the logical reasoning abilities of the class, determine the amount of time allocated to complete the activity. While students complete the game, circulate throughout the classroom to monitor progress. Do not, however, provide any insight into what items should be chosen in order to survive. Students should complete this activity without any adult input. (This will allow students to relate to Will, Henry, and Beanpole because they travel with minimal adult guidance.) After students have determined the items they will need for survival, lead a discussion in which the class votes on the items needed and ranks their order of importance. Students will realize that they need to take responsibility for the decisions they made as their lives and the lives of their teammates depend on it.
4. Tell students that they will be reading a story in which three young men must travel across several countries in hiding in order to escape beings that will control their thoughts. While they value their free will, they also discover that they must work together in order to ensure their freedoms. Will makes numerous decisions that affect the other characters throughout the story. Students should keep notes about each decision Will must make and how that decision affects the other characters. Encourage students to reflect upon whether or not they believe Will has made the correct decision and how they would have handled the same situation.
5. Assign chapter 1 for Lesson 2.

Optional Activities

1. Obtain earlier printings of *The White Mountains* in order to examine various cover designs. Determine which of the covers look more appealing and think about why publishers change the covers. Predict the story's plot after studying pictures on the covers. Think about the significance of the novel's title. Show your predictions with the class.
2. In a small group, discuss what you know about brainwashing and mind control. How is it accomplished? When and under what conditions has it happened in the past? Can it happen to anyone? Are there any benefits to mind control? What are the dangers of mind control? Conduct additional research on the topic, and present your findings to the class.
3. Consider what life would be like without any of the modern conveniences to which we are accustomed. For example, how would your life differ if you didn't have electricity or modern transportation? Write a short story or draw a series of illustrations based on your ideas.

Prereading: Individuality and Confidence

Directions: Read each statement below. Check the *Yes* column if you would do what the statement suggests or the *No* column if you would not do what the statement suggests.

Statement	Yes	No
1. You tell your parents you are going one place but go somewhere else instead. When they learn the truth, you admit what you did was wrong.		
2. When your friend asks if he or she can borrow your homework, you let him or her do so.		
3. You know that a classmate has cheated on a test, and you tell the teacher. When the classmate confronts you, you deny it.		
4. All of your friends make fun of a physically disabled student. You join in, even though you know it is wrong.		
5. Your family believes that it is wrong to be friends with a person of a different race, but you befriend someone based upon the type of person he or she is, not the color of his or her skin.		
6. You realize that you were not charged enough for the compact disc you just bought; you return to the store to pay what you owe.		
7. You spread gossip about a classmate so that you will become popular.		
8. You take \$10 out of a parent's wallet. When he or she asks you about it, you admit it and say that you are sorry.		
9. You allow someone to think that you care for him or her when you really do not care for that person.		
10. You shoplift an item to give as a gift. When caught, you say that it wasn't wrong because the item wasn't for you.		

Characteristics of an Effective Group

Directions: Read the following list, and explain what will happen if each guideline is not followed. List additional items you think are important, and be prepared to discuss why these characteristics are necessary for group success.

1. Group members must decide what goal they want to achieve.
2. Group members must try to resolve issues instead of arguing about them.
3. Group members must listen to one another.
4. Group members must support and trust one another.
5. Group members must be willing to take risks.
6. Group members must work together to build on one another's ideas.
7. Group members must communicate openly and honestly.
8. Group members must allow all individuals to participate in discussions.
9. Group members must be flexible and accept change.
10. Group members should show a strong commitment to one another.

Other characteristics you think are necessary for a team to accomplish a goal:

Survival Game

Directions: Read the following scenario, rank the importance of each item on the list, and explain why the item would or would not be useful. You may take only your top seven choices.

Scenario: You are on an airplane that is forced down in the Sahara Desert of North Africa. The plane is off course, was traveling at two hundred miles per hour, and lost radio contact five hours ago. All passengers are uninjured. There is no guarantee of a rescue or of continued survival. It is a three-day journey north to a city.

Item	Rank	Rationale
Book of matches		
Bow and arrow		
Box of saltine crackers		
Compass		
Electric fan		
Hand mirror		
Can of spinach		
Long-sleeved jacket		
Math book		
Nail clippers		

Item	Rank	Rationale
Pair of scissors		
Parachute		
Pencil		
Portable radio		
Safety pin		
Ten-dollar bill		
Toothpaste		
TV Guide		
Two cans of a carbonated beverage		
Umbrella		

Lesson 2

Science Fiction History

Objectives

- To trace the history of science fiction as a literary genre
- To recognize characteristics of science fiction versus fantasy literature and apply those characteristics to the study of *The White Mountains*
- To perform outside research regarding the summaries of other science fiction novels

Notes to the Teacher

Lesson 2 should be used either before assigning the reading of the novel or after the first chapter has been read. Students at the middle school level likely have not had much organized instruction in the science fiction genre. For this reason, providing a brief chronology of when science fiction was developed, how and why it has evolved, and why it has endured through the centuries will be beneficial to students. As they read *The White Mountains*, they will notice many similarities between themes of this novel with other classic works.

The White Mountains is usually considered science fiction because it takes place in the future in a utopian society where machines inhabited by aliens control the thoughts and action of humans. This novel, though, is very different from other science fiction literature and media with which students may be familiar. While it takes place in the future, present-day conveniences (including electricity) have been taken away from the characters. Students may have a difficult time remembering that this story is in the future because the societies seem rather primitive or medieval. Because of the differences of the novel from other literature of the same genre, it is important for students to track the characteristics of science fiction literature.

Procedure

1. Distribute **Handout 4**, which shows the chronology and development of science fiction. Because students are often confused by the difference between science fiction and fantasy, a definition of each is provided. Be sure students can ascertain

the difference between fantasy and science fiction. Then, using the works listed on the handout, ask students with which works they are familiar and ask them to summarize briefly the main idea(s) of the pieces. On the chalkboard or overhead projector, brainstorm a list of characteristics of any pieces with which students are familiar. You may need to provide some prompts reminding students about some pieces they may have read or watched some time ago. (If the students don't seem familiar with any of the information on the time line, consider supplementing the reading of *The White Mountains* with viewing science fiction films or reading science fiction short stories with the class.) Ask students how science fiction seems to have changed over the years. For example, by looking in the "Science Fiction Connection" column, students can look at differences in theme and plot and determine how events in society may influence the topics of the works.

2. After students brainstorm their own lists of science fiction characteristics, distribute **Handout 5**, and discuss the common characteristics of most science fiction literature. Either have the class copy the characteristics they previously provided or have them compare their observations with those listed on the handout. Remind students to keep this handout, as they will compare the events of *The White Mountains* with characteristics of other science fiction stories.
3. Depending upon the time allotted for science fiction study and the ability level of the class, distribute **Handout 6**, and allow students an opportunity for outside science fiction research. Students can select their own novel to read or movie to watch, or you may select from the list provided in **Handout 4**. Students can complete the research in the form of answering the extended-response questions, or they can write an essay focusing on one aspect of the genre. Consider having students write a brief summary of the novel with a recommendation for other readers.
4. Assign chapter 2 for Lesson 3.

History of Science Fiction

Directions: Read the following information about science fiction. Be prepared for class discussion.

Science Fiction—literature of ideas and technology and the human ability to create
("The art of the possible."—Ray Bradbury)

Fantasy—literature of magic, wherein legend and mythology may be real
("The art of the impossible."—Ray Bradbury)

Predecessors to Science Fiction

- *The Odyssey*, Homer
Humans have superhuman strength; gods and goddesses change form; visits to the underworld
- *The Iliad*, Homer
Mechanical servants very similar to robots
- *Utopia*, Sir Thomas More
Ideal society with equalities

Unlike these early works, science fiction leaps into the future, often examining concepts of science and technology, both in positive and negative terms.

Early Science Fiction (Prehistory to 1800)

- *Journey Through the Air*, Lucian of Samosata
Journey to the moon using strapped-on wings, description of cyborgs
- *Voyage to the Moon*, Cyrano de Bergerac
Sun's rays transport a traveler to the moon
- *Gulliver's Travels*, Jonathan Swift
Six-inch tall characters (Lilliput), lands of giants (Brobdingnab), Flying Island (Laputa), land of rational horses (Houyhnhnms)

Gothic Romanticism (1814–1890)

- *Frankenstein*, Mary Shelley
Recognized as the first true science fiction story, a monster is created as a product of a miscalculated science experiment to create a human.
- "The Facts in the Case of M. Valdemar," Edgar Allan Poe
Mesmerism/hypnosis, suspending the moment between life and death indefinitely
- "The Birthmark" and "Rappacini's Daughter," Nathaniel Hawthorne
Scientific experiments conducted
- *Journey to the Center of the Earth*, Jules Verne
Use of scientific gadgets
- *Flatland*, Edwin A. Abbott
Life in a two-dimensional society
- *The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson
Man with an alter ego

Early Modern Science Fiction (1930–1938)

- *Astounding*, Isaac Asimov
Magazine published containing science fiction short stories
- *Robbie*, Isaac Asimov
Story of a robot
- *Astounding*, John W. Campbell
Continued publishing the magazine, contained stories with aliens and space travel
- “Deadline,” Cleve Cartmill
Explosion of an atomic bomb

The Golden Age of Science Fiction (1938–1946)

- “Lifeline” and “If This Goes On,” Robert A. Heinlein
Merges scientific and cultural analysis
- *Mimsy Were the Borogroves*, Lewis Padgett
Alien intrusions on Earth
- *Slan*, A. E. van Vogt
Told from the point of view of the Superman
- *The Incomplete Enchanter*, Fletcher Pratt
A pair of comic short novels

The Postwar Era (1946–1965)

- *The Martian Chronicles*, Ray Bradbury
Science Fiction short stories, including some elements of the fantastic
- *Fahrenheit 451*, Ray Bradbury
Utopian society that discourages reading and free thinking
- *On the Beach*, Nevil Shute
Life after a nuclear war

Modern Science Fiction (1965–Present)

During this era, films and television series became extremely popular.

- *2001: A Space Odyssey*, Arthur C. Clarke
Deals with space travel
- *Star Trek*, Gene Roddenberry
Takes place in space and on other planets
- *Star Wars*, George Lucas
Nonhuman creatures, space travel

Characteristics of Science Fiction Literature

Directions: Read the following information, and complete the assignment.

The science fiction genre has evolved throughout centuries, primarily based upon the fears, expectations, and goals of the various societies producing this type of writing. For example, *On the Beach* by Nevil Shute, written after World War II, details life after a nuclear war. With the new, advanced weapons used in World War II, nuclear war was a fear many people considered. Then, in the 1960s, people became more concerned with space travel and life on other planets as NASA and the space program gained momentum. Therefore, Ray Bradbury wrote several stories about life on Mars and Martians on Earth.

As you read *The White Mountains*, list any aspects of that novel that display the characteristics of science fiction noted below. Some characteristics may be shown directly, while others may be more subtle. Include page numbers and a brief explanation of how your example connects with a characteristic.

1. Science fiction is based upon scientific principles and technology.
2. Science fiction may make predictions about life in the future.
3. Science fiction often deals with aliens or with life in other worlds.
4. Science fiction can comment on important issues in society. (The author usually is trying to warn the readers about what can happen should certain actions occur.)

Science Fiction Research

Directions: Because there is such a variety in types of science fiction literature and film, it is worthwhile to read and/or watch another example of science fiction in order to gain more insight into the genre. Select an example of science fiction to analyze by answering the following questions. Include specific quotations from the work to illustrate your points. Be prepared to present your findings in a short presentation to the class.

1. In what year was your piece written or created? How does the historical period connect with the content of your work?
2. How does technology (or lack of technology) play a role in the story's action? Is technology a positive or negative force in the action?
3. What predictions about life in the future does the author make through the characters' attitudes and actions throughout the work?
4. What are the connections to aliens or life from other planets? Are the humans sympathetic or hostile toward these aliens? Do the aliens cause harm? What is their purpose on Earth?
5. What is the theme of the work? What is the general message or author's purpose in creating the piece?
6. What is the central conflict of the story? Does it primarily involve humans, aliens, or technology?
7. What, if any, connections can you make between this piece and *The White Mountains*?

Lesson 3

Poetry: “Ozymandias” by Percy Bysshe Shelley

Objectives

- To read and study “Ozymandias” to determine its plot and theme
- To connect the history of this poem to *The White Mountains*
- To determine the author’s purpose in choosing to incorporate this poem into the novel

Notes to the Teacher

Lesson 3 should be taught in conjunction with reading chapter 2, “My Name Is Ozymandias,” in *The White Mountains*. The title of this chapter is a direct reference to the poem “Ozymandias” by Percy Bysshe Shelley. Students will read this poem first to discover Shelley’s view on the Egyptian pharaoh, Ramses II (often called Ozymandias), who ruled during the thirteenth century B.C. Shelley’s ironic sonnet cautions against human vanity and arrogance like that of Ozymandias, whose great kingdom was destroyed. All that remains in the poem is part of a broken statue.

The creation of the poem “Ozymandias” was Shelley’s answer to a bet that he and two of his friends shared. They recently had returned to England from Egypt and had a contest where they each would have a mere fifteen minutes to write a poem about Egypt. Shelley chose to express his hatred of man’s cruelty to each other and to state-sanctioned tyranny. The pharaoh, Ramses II, cruelly and unjustly persecuted the Hebrews. A great statue of him once stood in Thebes, and Shelley chose to further immortalize him through a poem so that people would never forget the horrors of this tyrant.

Guide students through a study of the poem where students create their own interpretations of the work and ideas about why John Christopher chose to include it in his novel. The following includes some aspects or interpretations of the poem to emphasize with students: (Note that the students aren’t provided with this formal interpretation because they should try to create their own meaning

of the poem.) “Ozy” comes from the word *ozium*, meaning “air.” “Mandias” comes from *mandate*, meaning “to reside over” or “to rule” or “to oversee.” In essence, Ozymandias was the “Ruler of Nothing” or “Ruler of the Air.”

“Ozymandias” is a poem about a “traveller from an antique land” who finds part of a broken statue and a brief inscription, “My name is Ozymandias, King of Kings, Look on my Works, ye Mighty, and despair,” in a barren desert. Those are the only relics of a king named Ozymandias. This kingdom has fallen and been forgotten in a changing world.

However, closer examination reveals that there is, in fact, a certain hope to be gained. In a vast desert of nothingness, something does remain—part of a statue of Ozymandias, a pedestal on which the statue stood, and a brief inscription. All that remains of the great kingdom of Ozymandias is the work of artists. We can’t see Ozymandias’s kingdom; we can only see his kingdom interpreted through the eyes of another. The work of the sculptor has lasted. Shelley tells us that the broken visage that remains of the statue tells “that its sculptor well those passions read.” The use of the word *read* carries importance. The sculptor didn’t create merely an exact representation of Ozymandias but in fact his own interpretation of the man—“The hand that mocked them.”

The traveler views the work of the sculptor and assigns new meaning to it because he has a new perspective. The artist, who originally interpreted the works of Ozymandias, was unable to foresee that one day the great works of Ozymandias would one day crumble and decay. The traveler, viewing the remnants of the sculptor’s work with the absence of the great kingdom, is able to witness truly how time swallows everything. This is the immortality offered by Shelley. The work of art is perpetually reinterpreted in the eyes of another artist. It changes, but it still lasts.

Procedure

1. Distribute **Handout 7**, the poem “Ozymandias” by Percy Bysshe Shelley. Have students read the poem multiple times before answering the questions about the plot and theme of the poem and its connection to *The White Mountains*. While discussing the poem, you, the teacher, should determine how much of a formal analysis should occur based upon the interpretation provided in Notes to the Teacher. After answering the literary questions, the students should determine the impact and irony that using this poem as the name for Will’s savior has upon the structure of the plot

Suggested Responses:

1. *first person point-of-view; Percy Bysshe Shelley*
 2. *past; Egypt*
 3. *broken face of a statue; the past is buried but not completely forgotten*
 4. *Even though the sculptor is probably dead, his creations/passions live on through his artwork.*
 5. *Ozymandias’s power and empire are gone.*
 6. *There is a large area of land on which a future empire can be built.*
 7. *Ozymandias and his kingdom will be immortalized through the statue and the words on the pedestal.*
 8. *Despite Ozymandias’s power and control, he still died and was hated and feared at the time of his death.*
 9. *Ozymandias, the pharaoh, was a heartless and cruel oppressor, while Ozymandias in the story was kind and was a freedom-lover.*
 10. *The poem shows the unhappiness of oppression and how it ultimately leads to destruction; the novel shows how important freedom is to survival.*
2. Assign chapters 3–7 for Lesson 4.

Analysis of “Ozymandias”

Directions: Read the following poem several times. Circle any words or phrases that you don’t understand. Then make notes about what you believe Percy Bysshe Shelley is saying about Ozymandias. Answer the questions, and determine why John Christopher selected this poem to use in his novel.

Ozymandias

I met a traveller from an antique land,
Who said—“Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings,
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

—Percy Bysshe Shelley

1. Is this poem written using first, second, or third person point-of-view? Who is “I”?
2. Where likely is the “antique land” from which the traveler comes?
3. What is the “shattered visage,” and why is it important to know that it is “half sunk”?
4. How do the “passions of the sculptor” survive despite the “lifeless things”?

Lesson 4

Journalism through Literature

Objectives

- To review the parts of a newspaper
- To identify basic elements of journalism and apply them through writing
- To strengthen creative writing skills
- To work cooperatively using effective group strategies

Notes to the Teacher

This lesson should be used as a culminating activity when students are well into *The White Mountains*. Or it can be used after students have finished the novel. Creating a newspaper loosely based upon the events of the novel will serve as an effective review for the unit test. It will also serve as a springboard to enhance both creativity and group work.

Begin the lesson by reviewing important sections of the newspaper, including announcements (births, deaths, engagements, weddings), national and local news, entertainment features, sporting events, business and stock sections, and advertisements. Depending upon the amount of time allowed, students may write samples of each type of story or just review why all of these sections are important to a newspaper.

Finally, students will need to be divided into self-selected or teacher-selected groups of up to four students. Collectively, students will need to create a title for their paper having to do with the novel and a full newspaper with multiple sections. Determine the amount of pieces each student should contribute and the overall length of the newspaper. An assignment sheet with sample topics is provided. Determine whether or not students may use these sample ideas in their newspapers. Some supplies, including construction paper, markers, crayons, rulers, and glue, may be helpful in order to make the newspaper more artistic.

Procedure

1. Ask students to bring in copies of a local newspaper, or provide copies for each student. Instruct students to look at all the information provided in a newspaper to determine which sections they want to emphasize in their newspapers. An additional activity may be to have students read sample articles and determine what information is included to make an effective news story. Also, if time permits, students may elect to write sample stories based upon current events in their own school or community. After reviewing the parts of a newspaper and perhaps some sample articles, discuss the important information that should be included in news articles and the writing style of being very concise and using short sentence structures and paragraphing.
2. Distribute and explain **Handout 8**, the assignment of creating a newspaper based upon *The White Mountains*. Either choose groups or allow students to select groups of no more than four. Allow some class time for groups to formulate ideas and then begin construction of their newspaper. Individual stories and artwork should be completed outside of class. Class time should just be utilized for students providing progress reports to their group members.
3. Assign chapters 8–10 for Lesson 5.

Classroom Newspaper Creation

Directions: Create a newspaper loosely based upon the events in *The White Mountains*. Consider using some of the following article suggestions, or create your own. Note that the newspaper needs a title reflective of events, objects, or characters in the novel. (A sample title is *The Tripod Times*.) Provide illustrations with captions for articles and advertisements. Be prepared to share your newspaper with the class.

Category	Example
Feature Stories	Write an article explaining how life changed when the Tripods attacked Earth.
Current Events	Write an article detailing the events of Jack's capping.
Advertisements	Create a slogan, price, and illustration for Tripod repellent.
Entertainment	Write a movie review for <i>The Tripods Strike Back</i> .
Obituary	Imagine that Will died during his journey to the <i>White Mountains</i> . Write his obituary.
Cappings	Provide a list of names and ages for people who have recently been Capped (similar to birth announcements).
Sports	Write feature articles on the events at "The Tournament."

Lesson 5

Prequel and Sequel Analysis

Objectives

- To use deductive and inductive reasoning in order to foreshadow events and make predictions
- To discuss clues presented throughout the novel in order to determine events in the prequel
- To write a sample prequel or sequel to the novel using elements of science fiction

Notes to the Teacher

This lesson should be used either after students have completed their reading of the novel or when they are near the end. Although John Christopher wrote *The White Mountains* first in his Tripods saga, he later wrote a prequel explaining how the Tripods came to Earth and how they took control over the humans. He also wrote two sequels to the novel in which Will and his companions continue to fight the Tripods in order to give humans back the ability to think freely.

Through completing the activities in this lesson, students will think about what they believe to be the origin of the Tripods along with what will happen to the characters in the succeeding novels. They will have the optional opportunity to record their predictions through writing or illustrations. Then they should be encouraged to read the other novels in the series to see if their predictions were accurate as well as to compare the literary quality of *The White Mountains* with the other books. You may want to provide students with the titles of the other books in the series and perhaps share the cover illustrations or the brief descriptions on the backs so that students have a general idea about what may happen in the books.

Procedure

1. Distribute **Handout 9**, a list of questions to help students guess what happened before the book began and predict what will happen after it concludes.

Suggested Responses:

2. *England, Russia, and America are three sophisticated countries driven by technological advances. These*

countries would probably retaliate by using force and sophisticated weapons. A panic might ensue as people try to protect themselves. The media would surely cover these events. People may try to flee to other countries.

3. *The Tripods gain control by brainwashing the humans. In most cases, the humans allowed and even welcomed the Tripods into their lives because the Tripods brought equality and made life easier on humans, who no longer needed to make decisions on their own.*
5. *The first inhabitants of the White Mountains were people who were trying to escape from the Tripods. They had to leave their families and their possessions behind to try to find a place that the Tripods could not travel. The Tripods were unable to climb the steep slopes of the mountains and keep control of their footing. Most of the original inhabitants were from England.*
6. *The first inhabitants eventually began to leave the mountain in secret to find supplies and to learn about how the Tripods were functioning on earth. Initially, there weren't any specific requirements about entrance to the White Mountains; the people just had to be strong and determined to succeed.*
7. *The explosion is actually the Tripod landing on earth. Laurie, the protagonist of the first novel, is camping with a friend, and they are the first two people to spot the Tripod landing in England. They witness it lifting a man inside the Tripod and taking items from his home, including a television.*
9. *The Tripods destroyed all modern conveniences so that the humans would be totally dependent upon them.*
10. *Beanpole would be useful because he could invent helpful tools to use in the fight against the Tripods. The Tripods would see Beanpole as a threat because of his intelligence and powers of persuasion.*

11. *Eloise will live in the city of gold and lead. The Tripods will kill her and place her in a museum display case so that they can look at her beauty. She never sees Will again, but Will sees her once she's already dead.*
 14. *The buildings are pyramid-shaped. There is a large glass dome surrounding the city. The atmosphere consists of a very thick and dense air that humans cannot breathe without a mask. The air is also so heavy that it makes the humans age very quickly, and they can't even stand straight. The aliens in the city are the masters; the humans are the slaves.*
 20. *The humans ultimately triumph and destroy the Tripods.*
2. Ask students to further develop one of the questions they answered on **Handout 9** into a continuation of the story. They should continue writing in the style of John Christopher and use the characteristics of science fiction in their writing. Explain that students should put themselves in one character's place and write their observations from that point of view. Encourage them to use dialogue and be descriptive. Allow less writing-proficient students to create illustrations of their interpretations of what occurred in previous or subsequent novels. Allow class time for students to share their work.
 3. Provide copies of the other books in the series for students to read after they complete their individual writing or drawing project.
 4. If students have not yet finished the novel, assign the end for Lesson 6.

Optional Activity

There are different cover illustrations for *The White Mountains*. Based upon what you feel was important in the story, design your own book cover with an appropriate illustration. Also, write a fifty-word story summary, to be included on the back cover of your book jacket.

Prequel and Sequel Analysis

Directions: The following questions provide background information about both the prequel and the sequels of *The White Mountains*. Use as much detail as possible to make predictions about the plot of the stories. Answer questions on a separate sheet of paper.

1. There are two theories surrounding the origins of the Tripods: they are either man-made or are from another world. Which do you believe is the true theory? What evidence from the novel supports your opinion?
2. There were originally three Tripod landings—one in England, one in Russia, and one in America. What is the significance of landing in these three countries? How would these countries as we know them today react to the invasions? What defenses might they use against the Tripods?
3. Nearly everyone in Will's society accepts that Tripods control them. How did the Tripods gain this control? Did the humans willingly allow the Tripods to run their lives, or did they fight back?
4. When the Tripods first came to Earth, there was a *Trippy* cartoon shown on television. What do you think was the topic of this show? To what types of people would this show likely appeal?
5. The White Mountains are located in Switzerland, a land far away from where the first Tripods landed. How did these mountains become a safe haven for free thinkers? Who do you think were its first inhabitants?
6. Ozymandias came from the White Mountains to find new recruits for the "colony." How do you think this recruiting began? What were the original requirements for people to be admitted to the White Mountains?
7. The first line of *When the Tripods Came* (the prequel) is "An explosion of noise woke me." What is the explosion? Make a prediction of whom the speaker is.
8. The last line of *When the Tripods Came* (the prequel) is "Our job—my job—was to lay the foundations which could make it happen." Make a prediction as to what the speaker wants to happen.
9. Although *The White Mountains* takes place in the future, its societies are very primitive or medieval. There is evidence, though, that in the times before the Tripods, people had modern conveniences, including watches/clocks and electricity. What happened to make these conveniences obsolete? Why might the Tripods not want humans to have these items?

10. How might Beanpole be useful to the society at the White Mountains? What specific danger might he pose to the Tripods that would make them see Beanpole as a threat?
11. Eloise became Queen of the Tournament and is eager to go to the city of the Tripods to serve them. What will become of Eloise? How will she serve them? Will she ever see Will again?
12. Will, Henry, and Beanpole think they will be captured when several Tripods are fifty yards away from them. They are surprised, however, to see the Tripods throwing something golden to each other. They theorize that this might be a mating ritual. What is your theory about the golden object and why the Tripods are so enthralled by it?
13. After Will and his companions reach the White Mountains, what do you predict their roles will be in efforts to allow humans to regain control of the Earth? How will the Tripods fight them? How will Capped humans respond to the free thinkers' plans?
14. Will competes in a type of Olympics for capped young males where the winners will enter the city of the Tripods to serve them. The name of this city and of the sequel is *The City of Gold and Lead*. Describe the structure of the buildings, the atmosphere of this city, the government, and the society.
15. Will learns who/what controls the giant Tripod structures. Predict what is inside the Tripod, how it controls the movement of the metal creature, and how it controls the minds of the Capped humans.
16. Will learns the motivation behind the Tripods's control of the Earth. What do you think the Tripods have planned for Earth and the humans?
17. The name of the fourth book in the saga is *The Pool of Fire*. This is also an obstacle that Will must overcome. Where do you think this pool is located? What is its purpose?
18. What do you predict will happen to Will, Henry, and Beanpole by the end of the series? Will they have continued to work together to reach the common goal of defeating the Tripods?
19. Near the end of the series there is a "Conference of Man." What do you expect will be discussed at this conference? Who will attend? Will the participants work together? To what type of meeting in our society might this be equivalent?
20. At the end of the series, who will triumph, the uncapped humans of the White Mountains, the Capped humans, or those controlling the Tripods?

Lesson 6

Literary Element Usage

Objectives

- To define common literary terms used in literature
- To emphasize the importance of determining the author's purpose, mood, and tone in understanding and valuing literature
- To use critical-thinking skills to explore theme and symbolism
- To define types of conflict and apply them to situations in the novel

Notes to the Teacher

This lesson should be used after students have completed their reading of the novel. It is vital for students to learn literary terms and parts of the plot and be able to apply them in their studies of literature. Through teacher-guided discussion, students should work as a class to define terms and provide examples of each term as it relates to the novel.

Students will receive a handout with a brief explanation of John Christopher's background. From this information and their knowledge of *The White Mountains* text, students should be able to ascertain the author's purpose, the mood he is trying to create, and the tone that the readers should expect.

To strengthen critical-reading skills, this lesson encourages students to look beyond the basic plot structure and focus upon universal themes and lessons to be learned from the text. Symbolism is used to determine meaning, and students define types of conflict, apply them to sample scenarios, and apply them to specific situations in the text.

Procedure

1. Distribute **Handout 10**, a list of common literary terms for students to define. Explain that throughout future discussions, students should use these terms during their dialogues about the novel. Through a teacher-guided discussion, the students

should write the definitions of these terms and find examples of the terms within the novel.

Suggested Responses:

Definitions

antagonist—*force that fights against the main character*

climax—*turning point; situation will either turn out well or badly for characters*

dramatic irony—*contradiction between what the character thinks and the reader knows*

dynamic character—*character that changes or grows throughout the story*

exposition—*beginning of the story where character and setting are introduced*

falling action—*conflicts begin to be resolved*

first person point-of-view—*using "I" to tell the story*

foreshadow—*a hint or clue about events to come in the text*

situational irony—*event that surprises both the characters and the audience*

metaphor—*a comparison between two objects not using like or as*

mood—*feeling created in the reader based upon an event*

narrator—*character telling the story*

protagonist—*main character in a story*

resolution—*end where all major conflicts are resolved*

rising action—*conflict is introduced*

setting—*time and place of a story's action*

simile—*comparison between two objects using like or as*

symbol—*an object that represents something else*

theme—*central message or concern in literature*

Examples

antagonist—*Tripods/Capped humans*

climax—*When Will is taken into the Tripod, he is not Capped.*

dramatic irony—*To Will, the ruins of Paris are uncivilized, while his world of conformity is civilized.*

dynamic character—*Henry is a dynamic character because he changes from an annoyance to a true asset to Will.*

exposition—*introduction of the main character (Will Parker) and the setting (rustic future in England)*

falling action—*The Tripods don't capture the boys; instead, they play a game.*

first person point-of-view—*Will tells his own story using the pronoun I.*

foreshadow—*Ozymandias warns Will of the obstacles he will face during his journey.*

irony of situation—*The Tripods don't attack the boys when they have the chance; instead, they play a game with a golden ball.*

metaphor—*Will describes his father's watch as a treasure.*

mood—*Anxiety mounts as the reader wonders if Will and his friends will attain their goal.*

narrator—*Will Parker*

protagonist—*Will Parker*

resolution—*Will and his companions reach their goal of getting to the White Mountains.*

rising action—*Will is troubled at the thought of being Capped; he wants his freedom.*

setting—*future; England, Switzerland, France*

simile—*"The swords swept up like a forest of gold and silver."*

symbol—*The watch is rare and demonstrates the importance of a time in the past.*

theme—*dangers of conformity; importance of freedom*

2. Distribute **Handout 11**, a brief biography of John Christopher, to study his purpose in writing *The White Mountains* and the statement he was trying to make about

important issues. Using this handout and knowledge about Christopher, students will explore themes and symbolism he uses to convey his message.

Suggested Responses:

Part B.

Watch/clock—*past; time no longer matters*

Capping Day ceremony—*loss of freedom/individuality*

Tripod—*oppression; conformity*

"Will" Parker—*freedom-lover; experiencing free will*

Rusting ship (as described by Jack)—*the past decaying and being forgotten*

Ozymandias—*freedom*

Black Swan—*evil, oppression; the opposite of what swans usually represent (peace, tranquility)*

Orion—*strength (Orion the hunter); power of freedom*

Tomb of Marianne Louise Vaudricourt—*past; symbolic death of Will's life as he previously knew it*

Aristide—*aristocratic society but with no freedoms*

Tracking device inserted on Will—*control*

The White Mountains—*freedom*

Odyssey across several countries—*endurance, determination, strength*

3. Distribute **Handout 12**, which addresses the issue of conflict in literature. The students will first use the handout to learn the definitions of internal and external conflicts. Then they will learn the five specific types of conflict and classify them as internal or external. Students should read the sample scenarios, perhaps acting them out upon teacher direction. Students will determine the types of conflict. Students will then solve the conflict situations from the novel.

Suggested Responses:

Part A.

1. *external; character*
2. *internal; self*
3. *external; nature*

4. *external; society*
5. *internal; self*
6. *external; nature*
7. *external; fate*

Part B.

1. *external; fate*
2. *internal; self*
3. *external; character*
4. *external; nature*
5. *external; society*
6. *internal; self*
7. *internal; self*
8. *external; character*

Optional Activities

1. Create a shoebox diorama showing a scene from *The White Mountains*. Write a short description explaining what took place during the scene and why it was important to the story.
2. With a group, act out a scene from the novel showing the adventures of Will and his companions. Wear clothing similar to what the boys would wear, and create props and scenery. Videotape your scene and show it to the class, or perform it live.
3. Make a scrapbook from the point of view of one of the main characters. Cut out pictures or create memorabilia that you think the character would include if creating a scrapbook. Add stickers, colored paper, and borders if you wish.
4. Find three songs that express ideas similar to the theme of *The White Mountains*. Write down the lyrics, and explain how you think they connect to the novel. Be careful to choose songs that are appropriate to discuss in class.

Literary Terms/Plot Definitions and Applications

Directions: Define the following literary terms, and provide an example from the novel for each one.

Term	Definition	Example
Antagonist		
Climax		
Dramatic irony		
Dynamic character		
Exposition		
Falling action		
First person point-of-view		
Foreshadow		
Situational irony		

Term	Definition	Example
Metaphor		
Mood		
Narrator		
Protagonist		
Resolution		
Rising action		
Setting		
Simile		
Symbol		
Theme		

Examining an Author's Purpose, Theme, and Symbolism

Part A.

Directions: Read the following information.

About the Author

John Christopher is the pseudonym for Christopher Samuel Loud who was born in Lancaster, England, in 1922. He attended school until he was sixteen where he always loved science fiction literature; he even published an amateur magazine, *The Fantast*. He then left school to work for the local government. He willingly served in the army during World War II, but he continued writing and published his first novel, *The Winter Swan*, in 1949.

His first successful science fiction novel, *The Death of Grass*, was published in 1956 in England. It was retitled *No Blade of Grass* in America. When *The White Mountains* was published in 1967, he was encouraged to continue writing science fiction novels for young adults so he actively pursued the Tripods series.

Themes

Christopher used many common themes in the novel to make statements about the dangers of conformity and the importance of freedom. The novel also combines the future with the past; despite the novel being set in the future, there are only primitive societies with no modern technology. There are no wars, relatively little crime, and people enjoy a simple and content life. Despite this seemingly ideal existence, Christopher uses Will to question this lifestyle that people have been brainwashed to accept.

Will sees the dangers of conformity and "Capping" when he sees the change in his cousin Jack's personality. He realizes that Jack no longer thinks for himself and has no freedom. Through this segment of the book, Christopher shows the importance of individuality.

Females play small roles in this novel and are not useful in regaining control of the world from Tripods. They are submissive and gentle, while the males must actively fight the Tripods. This novel tends to ignore the strengths of women as it concentrates on the strengths of men.

Hope is also a theme throughout the novel as the boys meet Ozymandias and realize that there is a place where they can gain ultimate freedom if they have the courage to make this long and dangerous journey.

Part B.

Directions: Based on the material in part A, determine Christopher's purpose in using the following elements as symbols to convey the theme of the novel.

Item from Novel	Symbolic Reference
Watch/clock	
Capping Day ceremony	

Item from Novel	Symbolic Reference
Tripod	
"Will" Parker	
Rusting ship (as described by Jack)	
Ozymandias	
<i>Black Swan</i>	
<i>Orion</i>	
Tomb of Marianne Louise Vaudricourt	
Aristide	
Tracking device inserted on Will	
The White Mountains	
Odyssey across several countries	

Conflict in *The White Mountains*

Part A.

Directions: Read the following information about types of conflict. Then analyze each scenario by completing the chart.

- | | |
|-------------------------|---|
| Internal Conflict | A conflict that occurs within a character's mind |
| External Conflict | A conflict that occurs through an outside force |
| Character vs. Character | A character has an issue with one or more other characters |
| Character vs. Self | A character must overcome an emotional or mental dilemma |
| Character vs. Nature | A character must overcome hazardous or dangerous conditions |
| Character vs. Society | A character must face conflict with tradition, the government, or the law |
| Character vs. Fate | A character must overcome problems with destiny or the inevitable |

Scenario	Internal or External	Type of Conflict
1. You want to see a new movie. Your parents say no. You argue with them.		
2. Your friend asks to borrow your homework. You know that it's wrong, but he or she is your best friend.		
3. You are in a desert without water. You see a mirage. You need to get to safety.		
4. You protest against the government because it raises taxes.		
5. You try to "fit in" with your classmates, even though you don't agree with their actions.		
6. It's zero degrees, and you are alone on a mountain. You have no signal flares.		
7. You are thirty seconds late to catch your bus. You run into class late and still forget your homework.		

Part B.

Directions: After studying the sample scenarios, follow the same directions to determine the types of conflict for characters in *The White Mountains*. More than one type of conflict can apply to the same scenario.

Scenario	Internal or External	Type of Conflict
1. Henry's mother died.		
2. Will must decide if he can leave his parents in order to keep his freedom.		
3. Will and his father fight about Will talking to a Vagrant.		
4. The cold air bothers Will as he travels.		
5. Will wants to escape a civilization where the Tripods control everyone.		
6. Will decides whether or not to tell Eloise about the White Mountains.		
7. Jack questions whether or not Capping is a good idea but ultimately accepts it.		
8. Will and Henry fight when Henry takes the watch.		

Lesson 7

Suspense and Elements of Mystery

Objectives

- To recognize and analyze the elements of mystery: plot, setting, character, and theme
- To identify and apply the devices used to develop plot
- To recognize and apply the techniques for creating mystery and suspense in fiction
- To evaluate *The True Confessions of Charlotte Doyle* as suspense fiction

Notes to the Teacher

This lesson may be divided into two parts. The first section addressing literary elements and character analysis may be used while students are still reading the novel. In addition, students should predict what they believe will happen in the cliffhanger episodes before they read further into the novel. Students should write their own mystery stories after the novel's study is complete so that they can model their resolution on that of the novel.

The True Confessions of Charlotte Doyle includes many literary elements common to suspense/detective stories, including foreshadowing and cliffhangers. Students will review these literary elements and parts of the plot while finding examples of each from the novel. Although Charlotte does not set out to become a detective, she is instrumental in resolving the mysteries on the ship. Students will complete a character analysis for Charlotte to learn which of her qualities help her to find justice for the characters.

After finding examples from the novel, students will also draft their own suspense/ detective short stories using these same elements.

Procedure

1. Introduce the lesson by asking the following questions and noting student responses on the chalkboard:
 - When you think of the word *mystery*, what comes to mind?
 - What is your favorite mystery book, movie, or television program?
 - How did the author make you curious?

- What are some examples of weak mysteries?
 - How are the weak mysteries different from the strong ones?
2. Distribute **Handout 13**, which lists literary elements and terms associated with mystery stories. Work with students to define these elements and provide examples from the novel. Explain that these elements are necessary to make strong stories. Students should also find examples of the mystery vocabulary words throughout the novel.

Suggested Responses:

Definitions

- alibi—*proof that a suspect was with someone when a crime was committed*
- antagonist/villain—*force working against the main character*
- cliffhanger—*suspenseful moment that encourages the reader to continue*
- climax—*turning point where things could work out well or poorly for the character*
- clue—*piece of evidence used to solve a mystery*
- deduction—*starting with a large body of evidence to determine guilt or innocence*
- evidence—*documentation/object used to prove guilt or innocence*
- exposition—*beginning of the story where character and setting are introduced*
- falling action—*conflict starts to be resolved*
- flashback—*explanation of an earlier event in literature*
- foreshadow—*hint or prediction about a future event*
- protagonist/detective—*main character who solves the mystery*
- red herring—*assumption that does not make sense*
- resolution—*end, all major conflicts are resolved*
- rising action—*conflict is introduced*
- setting—*time and place where the action occurs*

suspect—*someone who may have committed a crime*

witness—*someone who observes a crime or can provide information about it*

Examples

alibi—*Charlotte lacked a solid alibi during Mr. Hollybrass's murder, which allowed her to be charged with the crime.*

antagonist/villain—*Captain Jaggery*

cliffhanger—*Charlotte is scared by the head that appears to be floating in mid-air.*

climax—*Charlotte is put on trial for Mr. Hollybrass's murder.*

clue—*The round robin was a clue that the crew was planning a revolt.*

deduction—*Charlotte's rationalization of how/why Captain Jaggery killed Mr. Hollybrass*

evidence—*Captain Jaggery claimed that the knife was evidence that Charlotte committed the crime.*

exposition—*Charlotte is crossing the Atlantic Ocean to meet her family.*

falling action—*Charlotte is found innocent of murder.*

flashback—*The novel is a flashback where Charlotte recounts her earlier experiences.*

foreshadow—*Zachariah insists that Charlotte needs a knife for protection.*

protagonist/detective—*Charlotte Doyle*

red herring—*assuming that because Charlotte had a knife that she was the only person who could have committed the murder*

resolution—*Charlotte returns to the ship as a crew member.*

rising action—*Charlotte is warned not to board the Seahawk.*

setting—*primarily aboard the Seahawk*

suspect—*Charlotte is a suspect in Mr. Hollybrass's murder.*

witness—*The crew members are too frightened to serve as witnesses on behalf of Charlotte.*

3. Distribute **Handout 14**, a worksheet providing several suspenseful scenes and their

page numbers. Students should predict what will happen in each of these scenes before continuing to read the novel. Determine how involved you want to be in the predictions. Students may be able to answer in a few sentences, or they can continue the story using dialogue and specific details.

Suggested Responses:

Actual Outcome

1. *The porter refuses to carry Charlotte's luggage onto the ship because he is afraid of Captain Jaggery.*
2. *Charlotte is warned not to travel on the Seahawk, but she does so anyway.*
3. *Charlotte does not want to take the knife, but she does so and hides it beneath her mattress.*
4. *Charlotte does not hesitate in agreeing to side with Captain Jaggery against the crew.*
5. *Charlotte learns that the head/body belongs to Cranick, a former crew member, seeking revenge against Captain Jaggery.*
6. *Captain Jaggery plans to stop any possible revolt by working the men very hard.*
7. *The crew threatens Charlotte, but she still reports the round robin to Captain Jaggery, showing her loyalty to him.*
8. *Cranick dies, and Captain Jaggery orders him to be thrown overboard.*
9. *Zachariah's death was faked by the crew members in a plan to turn Captain Jaggery in to the authorities.*
10. *Charlotte tries to make amends for her betrayal by joining the crew. She takes on dangerous tasks to prove her loyalty.*
11. *Captain Jaggery touches Mr. Hollybrass's body to be sure that he is dead. He accuses Charlotte of committing the crime and puts her on trial for murder.*
12. *Although Charlotte is put on trial for murder, the readers eventually learn that it is Captain Jaggery who is the murderer.*

13. *Charlotte learns that Zachariah is not really dead. The crew fakes his death, and he was hidden in the ship's hold so he could turn Captain Jaggery in to the authorities when they reached land.*
 14. *Charlotte is exonerated of the murder. After she and Captain Jaggery argue, he lunges after her and loses his footing; he falls overboard and is never seen again.*
 15. *Charlotte sneaks away from home to become a permanent crew member.*
4. Distribute **Handout 15**. Students should determine which of Charlotte's personality traits make her a strong detective. Stress the importance of studying Charlotte because students will soon be drafting their own mystery stories. Encourage students to make notes about how their detective or protagonist will look and act.

Suggested Responses:

Charlotte Doyle

Appearance

- *at the beginning, dressed very properly (the way her family chose) with a bonnet to cover hair, full skirt, high button shoes, white gloves*
- *was upset when her clothes and gloves became soiled*
- *hair was perfectly groomed and kept in place*
- *very concerned with vanity*
- *Throughout the story, appearance changed as the crew members gave her their clothing to wear (shirts and work pants). By the end of the story, she chose to continue wearing this practical and comfortable clothing. She is no longer concerned with appearance.*

Personality

- *at first, more concerned with associating with the powerful*
- *holds herself in higher regards than the crew members*
- *befriends the captain and aligns herself with him*
- *is very concerned with proper behavior at the beginning*

- *learns valuable lessons about true friendship*
- *Although frightened, she is determined to join the crew and prove her loyalty.*

Background

- *age thirteen*
- *American-born, but spent ages six through thirteen in England, going back to live in America with family*
- *wealthy and powerful family—father is involved with manufacturing cotton, has recently earned a promotion*
- *strict family, focused on following rules and procedures*

Abilities/Interests

- *interested in becoming a lady at the beginning of the story*
- *enjoyed reading*
- *wrote in her journal, kept accurate records*
- *later became a crew member indulging in her adventurous side*
- *logical when making plans (although at times she is impulsive)*

5. Ask students to write their own mystery story. Explain that mysteries should include a clear description of the problem, strong character development (especially for the detective and villain), recognizable parts of the plot, and a logical conclusion. Remind students to use clear details that will allow the readers to try to solve the mystery as they read. Tell them to use the list of terms on **Handout 13** as a guide for specific items to include, or place the following outline on the board or overhead.

- | | |
|---------------|------------------|
| • Topic | • Setting |
| • Title | • Exposition |
| • Protagonist | • Rising action |
| • Antagonist | • Climax |
| • Witness(es) | • Falling action |
| • Suspect(s) | • Resolution |
| • Conflict | • Flashback |
| • Clue(s) | • Foreshadow |
| • Evidence | |

Allow students time to make notes for each category and develop a first draft of the story. Consider using peer editing sessions to help students revise and polish their work. Ask volunteers to share their final drafts with the class.

6. Assign students to read chapters 20–22, if students have not yet finished the novel.

Optional Activities

1. Research Avi's life, and obtain information about his childhood, education, career, and future plans. From where does he get his story ideas? Read another book by Avi, and compare it to the plot, themes, and characters from *The True Confessions of Charlotte Doyle*.
2. Write a letter from Charlotte to her parents explaining why she felt she had to leave. Write Charlotte's parents' reactions when they realize that Charlotte has left.
3. Write a letter to Avi explaining what you feel are the strengths and weaknesses of the novel. What questions do you have regarding some of the events?
4. Create a new book jacket and title for the novel. Be sure that the jacket and title reflect the plot, themes, and characters.

Literary Elements and Mystery Terms

Directions: Define the following literary and mystery vocabulary words. As you read the novel, note an example of each term. Be prepared to discuss why each example is important to the story's plot.

Term	Definition	Example
Alibi		
Antagonist/ villain		
Cliffhanger		
Climax		
Clue		
Deduction		
Evidence		
Exposition		
Falling action		

Term	Definition	Example
Flashback		
Foreshadow		
Protagonist/ detective		
Red herring		
Resolution		
Rising action		
Setting		
Suspect		
Witness		

Making Predictions and Solving Cliffhangers

Directions: *The True Confessions of Charlotte Doyle* features many suspenseful situations geared toward exciting the reader. It is often helpful for readers to make predictions about what will happen next in the story. As you read, respond to the following passages and determine what you believe will happen next. Then, after you find out what happened and why, make a note in the space allotted. This will serve as a helpful review for the test.

Passage	Prediction	Actual Outcome
1. Chapter 1: The statement about avoiding Mr. Jaggery		
2. Chapter 2: The warning about which ship to take		
3. Chapter 2: Offering the knife		
4. Chapter 5: Deciding to use Charlotte Doyle as a spy		
5. Chapter 6: The head in the entrance to the hold		
6. Chapter 8: The assertion about subjugating everyone		
7. Chapter 9: Charlotte's fear in response to a threat		
8. Chapter 10: The wounding of Cranick		

Passage	Prediction	Actual Outcome
9. Chapter 11: Zachariah's fall to the deck		
10. Chapter 12: Charlotte's announcement that she is joining the crew		
11. Chapter 15: Captain Jaggery touching Mr. Hollybrass's body		
12. Chapter 16: Charlotte being charged with murder		
13. Chapter 16: Charlotte's discovery that Zachariah is not dead		
14. Chapter 21: The accusation regarding lying and murder		
15. Chapter 22: Telling Zachariah that she is coming home		

Charlotte Doyle and Detective Character Analysis

Directions: For each trait in the chart below, list information from the novel about Charlotte Doyle and note how these qualities make Charlotte an asset to the crew and to solving the secrets of the *Seahawk*. Use the other column to make notes about characteristics you want your detective to have in order to make him or her successful in solving a case.

Distinguishing Traits	Charlotte Doyle	Your Detective
Appearance (height, size, clothing style)		
Personality (strengths, weaknesses)		
Background (birthplace, age, family, education, friends, past experiences)		
Abilities/Interests (powers, hobbies, talents)		

Lesson 8

Symbolism through the Journey

Objectives

- To understand the use of symbols in both everyday life and literature
- To determine the rationale for why the author chose to incorporate a particular symbol and what it represents or adds to the story
- To identify the meaning of several commonly used literary symbols

Notes to the Teacher

Students often have difficulty determining the use and importance of symbols in literature. Because this is an abstract concept, as opposed to finding specific details in a text, students often cannot look beyond the literal. Students will begin this lesson by discussing everyday objects and what they represent. They will realize that although the personal meaning of specific objects may vary, there are usually common denominators in everyday symbols; for example, a smiley face is a universal symbol for happiness.

By using the handouts, students will realize why symbols are used in literature, what specific symbols are used in the story, and Avi's rationale for choosing particular objects or names in the novel.

Procedure

1. Distribute **Handout 16**, a list of common symbols used in everyday life. Students will need to determine individually what abstract idea each item represents and how thinking of that particular object makes them feel. They will compare their answers with classmates to determine similarities and differences in their opinions.

Suggested Responses:

1. cross—*religion; peace, contentment*
2. dove—*peace, freedom; tranquility, happiness*
3. car—*modern times, technology; anxiety*
4. ticking clock—*passage of time, death coming closer; anxiety*

5. serpent—*evil; fear*
6. tree—*life; happiness*
7. heart—*love; happiness, contentment*
8. star—*hope, expansive world; optimism*
9. red—*anger, danger, evil; fear, anxiety*
10. blue—*peace, calm; contentment*

2. Distribute **Handout 17**, which provides a brief explanation of symbolism in literature along with a list of several symbols used in *The True Confessions of Charlotte Doyle*. Students will determine what idea each symbol represents and its significance to the story. Students will also choose a chapter of their choice to reread, find any use of symbols in that chapter, and note their significance. In a teacher-led class discussion, students should share the symbols they found and explain their significance to the story.

Suggested Responses:

Part A.

1. *freedom of expression; documentation of events, journal construction encourages her to leave home*
2. *Charlotte's independence; teaches Charlotte to be an individual and take responsibility for her own actions*
3. *journey, Charlotte's coming-of-age; vessel by which Charlotte learns her true identity*
4. *evil, deception, manipulation; teaches Charlotte the difference between appearance and reality*
5. *conformity, oppression; Charlotte's character and her way of thinking at the beginning of the story*
6. *true friendship; teaches Charlotte the difference between appearance and reality*
7. *danger, death threat; opportunity for Charlotte to betray the crew*
8. *power, control; shows that Charlotte and other crew members should fear him*

9. *hope in the face of darkness; teaches Charlotte to face her fears*
10. *individuality, independence; Charlotte's character as she changes and asserts her independence*
11. *evil, destruction; Captain Jaggery's deceit to teach Charlotte the difference between appearance and reality*
12. *self-imposed danger, risk-taking, adventure; Charlotte proves to herself that she is strong and capable*
13. *familiarity, security, rules and routine; offers opportunities for Charlotte to see that she is no longer the same person*
14. *adventure, risks, freedom; allows Charlotte to live without parental restrictions and make her own decisions*

Optional Activities

1. Review the novel's appendix, which contains a diagram of a ship and terminology used by the ship's crew. In a brief essay, give your opinion for why the crew's schedule is set up the way that it is, and describe the activities that occur on each part of the ship. Share your essay with the class.
2. With a small group, discuss any knowledge that you may have regarding cruises or other types of travel by boat. Can journeys by ship be luxurious in modern days? Would they have been luxurious in the past? What changes have occurred in boat travel in the last hundred and fifty years? Conduct additional research on the topic, and share your findings with the class.

Life's Symbols

Directions: Read the following information. Then determine what each object in the chart represents and the feelings that it is likely to evoke in those who view it. Be prepared to compare and contrast your answers with your classmates.

Many times, a particular object invokes similar emotions in a variety of people from the same or even different cultures. Consequently, this object then becomes a symbol (representation) for an abstract feeling or idea. For example, a smiley face represents happiness across the world. Despite different societies, whenever someone sees a hand-made, computer-generated, or even sticker with a smiley face, that is an indicator of happiness.

Some objects can represent exact opposite feelings. For example, the American flag literally is simply a piece of cloth containing stars and stripes. Upon closer examination, however, it can invoke many feelings. When shown the flag, some people may feel a sense of pride, freedom, and justice. When others see the flag, though, they may feel injustice or hatred. Each person feels his or her own personal emotions about particular objects, which will affect overall interpretation of those objects.

Item	Represents	Feelings
1. Cross		
2. Dove		
3. Car		
4. Ticking clock		
5. Serpent		

Item	Represents	Feelings
6. Tree		
7. Heart		
8. Star		
9. Red		
10. Blue		

The Use of Symbolism in *The True Confessions of Charlotte Doyle*

Part A.

Directions: Many authors use specific objects in their literature with the purpose of invoking a certain emotion or reaction in their readers. Avi used particular objects and names of characters to reflect the way he wanted the reader to feel about them. Below, determine the representation of the object and its importance to the plot.

Item	Representation	Importance to Plot
1. Charlotte's journal		
2. Unsupervised trip across the Atlantic Ocean		
3. <i>Seahawk</i>		
4. Captain Jaggery		
5. Charlotte's feminine clothing (fancy dresses/white gloves)		
6. Zachariah (and other members of the crew)		
7. Round robin symbol		
8. Captain Jaggery's guns/muskets		
9. Charlotte's candle while in the ship's hold		
10. Charlotte's work clothing (when she was a crew member)		
11. Knife used to kill Mr. Hollybrass		
12. Rope Charlotte climbed while working with the crew		
13. New home with family		
14. Home upon the <i>Seahawk</i>		

Part B.

Directions: Reread any chapter of the book, and note any objects that you may feel are symbols or representations for abstract ideas. Create a chart that lists each item, what it represents, and its importance to the plot. Be prepared to share your observations.

Lesson 9

Recognizing Stereotypes through Characterization

Objectives

- To learn the dangers and consequences of stereotyping people
- To recognize that it is important to develop all types of friendships
- To utilize the methods of characterization to analyze a character

Notes to the Teacher

This lesson should be used either after students have finished reading the novel or when they are nearly through with it. Charlotte begins her journey as a proper young woman who is escorted to the *Seahawk* by Mr. Grummage, has someone carry her bags, and is dressed in a very feminine manner. She clearly identifies herself more with the captain than with the crew. Charlotte learns a difficult lesson, though, when she realizes that the captain is corrupt and that she must depend upon the kindness and friendship of the crew members.

Students will brainstorm several examples of the dangers of stereotyping based upon social class and race from their own lives. Then, using the worksheets provided, they will analyze the ways in which Charlotte makes assumptions about the people on the ship. Students will find examples of how she learns her mistakes and the consequences of her actions.

Procedure

1. Begin a guided class discussion by asking how students form their first impressions of people:
 - What qualities do they look for when determining if they want someone to be their friend?
 - Have they ever made a false assumption about someone?
 - What were the consequences?
 - Did that person ever forgive them?
 - What does it mean to “judge a book by its cover”?
 - Why is that wrong?
2. Distribute **Handout 18**, and explain the four techniques that writers use to create and develop characters. Divide students into small groups, and ask each group to analyze one of the following characters: Charlotte in chapters 1–9, Charlotte in chapters 10–22, Captain Jaggery in chapters 1–9, Captain Jaggery in chapters 10–22, and Zachariah. Students should determine how these characters see themselves, how they view other characters, and the other characters’ impressions of them.

Suggested Responses:

Answers will vary, but quotations should reflect some of the following ideas.

- Charlotte (Chapters 1–9)—emphasis on being a girl, on propriety, and on nice clothing
- Charlotte (Chapters 10–22)—feeling like part of the crew and wanting to prove herself; her nervousness and the others’ resistance
- Captain Jaggery (Chapters 1–9)—his autocratic rule of the ship and fine clothing
- Captain Jaggery (Chapters 10–22)—his angry responses to Charlotte and evident tension
- Zachariah—his developing friendship with Charlotte; his injury and survival

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3. Distribute **Handout 19**, which builds upon the information from **Handout 18**. Students will review Charlotte's specific actions where she makes false assumptions about others, the consequences of her actions, and how she learns from her mistakes.

Suggested Responses:

1. Consequences—*Charlotte is grateful that Barlow leaves, but she is now alone without knowing the true danger in which she lies.*

Lessons Learned—*She realizes that the poor working class can prove to have valuable information, and she should not judge people solely based upon their occupation.*

2. Consequences—*She is afraid of her father's reaction when he will learn that she is alone on the ship with men. At the beginning, she tries to avoid the men who will become her friends.*

Lessons Learned—*She learns to be open to new experiences and adventures. She eventually seeks to return to this lifestyle on the ship.*

3. Consequences—*Because Charlotte does not heed Zachariah's warnings or appreciate his friendship, she aligns herself with the captain, who will turn his back on her.*

Lessons Learned—*She realizes that she must value everyone's opinion and should make friends wherever she can.*

4. Consequences—*Because Zachariah is a poor, black cook, she does not listen to him or take him seriously. Instead, she sides with the captain.*

Lessons Learned—*Charlotte learns the value of true friendship because Zachariah is the only one who helps her while she is on trial.*

5. Consequences—*Charlotte's personality begins to change from a proper "lady" who had servants to a more assertive, independent young woman. She is will-*

ing to take responsibility for herself.

Lessons Learned—*Charlotte realizes that she can no longer be controlled by male authority figures (Captain Jaggery, her father). Instead, she makes her own decisions.*

6. Consequences—*Charlotte does not appreciate what the crew has to offer—friendship and companionship. She isolates her herself by frequently visiting with the captain.*

Lessons Learned—*Although she doesn't want to mingle with the crew, she learns to value their loyalty to each other and eventually to her. She becomes a true part of their family once she returns to them.*

7. Consequences—*Charlotte continues to isolate herself from the crew by worrying about her appearance more than her comfort. She still is influenced by her father in that she is afraid that she has stooped to the crew's level.*

Lessons Learned—*Once she accepts her true identity, she realizes that she belongs in the crew member's clothing. She realizes that friendship and a strong work ethic are more important than wealth and power.*

8. Consequences—*Charlotte betrays the crew when she informs Captain Jaggery of the round robin they have planned in order to overthrow his power. They no longer trust her and do not include her in their future plans, including Zachariah's faked death.*

Lessons Learned—*Charlotte learns not to be a spy for someone who only appears to be a good person because of his wealth and power.*

4. Conclude the discussion by emphasizing the importance of treating all social groups fairly. Encourage students to learn from Charlotte's mistakes.

Optional Activities

1. Research a modern-day woman who is successful in a career typically dominated by men. Note what inspired this woman, her qualifications, and any obstacles she may have overcome in order to achieve this position. Notable professions to study include—but are not limited to—pilots, scientists, astronauts, politicians, judges, and athletes.
2. Skim one chapter to review the main events that occurred. Then write a journal entry from the point-of-view of a character other than Charlotte. How did this character react to the events and to Charlotte.
3. Write a eulogy, a speech of praise, for one of the characters, assuming what he or she did along the journey.

Characterization Techniques

Directions: Use the following chart to record examples from the text for each method of characterization.

Character _____

Character's Words and Actions	Character's Thoughts
Character's Appearance	Others' Views about Character

Learning Valuable Lessons

Directions: Read the following examples of times when Charlotte thinks of herself in higher regard than others, makes false assumptions, and stereotypes others. Describe the consequences of her actions, and explain how she learns from her mistakes. Then add your own observations of Charlotte’s actions and their effects to this list.

Quotation	Consequences	Lessons Learned
1. “It was wrong for a man of his low station to presume to advise me of <i>anything</i> . . .” (chapter 2)		
2. “I awoke the next morning in my narrow bed . . . I was where no proper lady should be.” (chapter 3)		
3. “Mr. Zachariah . . . I have nothing but respect for the captain.” (chapter 4)		
4. “Never had I met with such impertinence! That this Zachariah, my inferior, a cook, should tell such a slanderous tale of violence and cruelty regarding Captain Jaggery to <i>me</i>” (chapter 5)		

Quotation	Consequences	Lessons Learned
5. "It was a great comfort to me to know I would not shame my family. If I wanted to wash things—and I did try—I had to do it myself, something I'd never been required to do before." (chapter 8)		
6. "Too soon I had to return to the less congenial world of the crew. I did take care—at first—to keep my distance from them, believing it not proper for me to mingle." (chapter 8)		
7. ". . . I took the gift as a warning that I had been forgetting my station. . . . I tried the garments on, finding them surprisingly comfortable until, shocked, I remembered myself. Hurriedly, I took them off, resolving not to stoop so low again." (chapter 8)		
8. "Captain Jaggery. It was to him I owed my allegiance—by custom—by habit—by law." (chapter 9)		

Lesson 10

Laws and Trials

Objectives

- To learn and apply courtroom terms and procedures
- To use cooperative learning in order to role-play Charlotte's trial and determine her innocence or guilt based upon evidence from the text and student juries

Notes to the Teacher

This lesson will take place at the conclusion of the novel's study. Teachers may use this opportunity for students to complete extensive research about our nation's legal system and trials at sea or may simply use the materials provided as a brief overview of courtroom procedures.

Students may choose their top three characters to play in this performance, but you, the teacher, should make the final decisions based upon the individual students. Class time should be provided for both the prosecution and the defense to prepare their cases. Students serving as court officials or jury members should be responsible for determining the physical set-up of the courtroom.

Procedure

1. Ask students general questions about trials:
 - How are juries selected?
 - Does the prosecution or defense present its case first?
 - What does it mean to cross-examine a witness?
 - What kind of information is presented in closing arguments? What does it mean to sequester a jury?

Students can discuss trials that are currently taking place in the United States to discuss how attorney or judges handle difficult situations.

2. Distribute **Handout 20**, which provides a brief overview of the U.S. court system by defining particular terms. Emphasize the importance of being familiar with these terms and procedures to have a successful mock trial. Students can also complete more research on the subject, either to strengthen their cases for the mock trial performance or to serve as a springboard into a research project.
3. Distribute **Handout 21**, the mock trial assignment sheet listing the available roles from which students should choose. Have students note, on a separate sheet of paper, their top three choices for roles to play, and have them write two sentences for each one in order to explain why they should receive the role. This assignment sheet will provide general guidelines to be followed to run a successful mock trial. Consider the individual dynamics of the class of the class and whether you want to provide more structured rules.
4. At the conclusion of the mock trial, discuss with students why they reached the decision they did.

Courtroom Terms and Procedures

Directions: In preparation for conducting your own trial, familiarize yourself with these key elements of the courtroom by reading the following definitions.

People

attorney—lawyer, legal professional licensed to practice law

bailiff—person responsible for keeping order in the courtroom

client—person seeking an attorney’s advice

defendant—person about whom the complaint is made, person on trial

defense attorney—person who represents the defendant

judge—person responsible for deciding a case in court

jury—community members who decide upon the defendant’s innocence or guilt

plaintiff—person accusing the defendant of wrongdoing

recorder—person who notes every word in a case

witness—person who observed information important to the case

Activities

allegation—accusation, charge

confession—admission of guilt

damages—amount awarded to a plaintiff because of a loss

deposition—written testimony given under oath

hearsay—statement made by someone outside the courtroom

indictment—formal charges

oath—witness’s promise to tell the truth about the events

perjury—lying while under oath

rebuttal—restatement, answering the opponent’s claims

sentence—judge’s decision

verdict—jury’s decision

waive—to surrender a right (to an attorney, to a speedy trial, etc.)

Procedures

cross-examination—attorney may ask leading questions of opposition witnesses

direct-examination—attorney asks witnesses non-leading questions

impeachment—attorney shows that a witness should not be believed

leading question—questions that suggest a desired answer

objection—attorneys call attention to a violation of the court rules

redirect/recross—attorneys can continue to ask questions with the judge’s permission

Order of the Courtroom Procedures

opening statement—prosecution addresses the jury, laying foundation for defendant’s guilt

opening statement—defense addresses the jury, discussing defendant’s innocence

direct-examination—each side calls witnesses to support its case

cross-examination—each side questions opposing witnesses to try to discredit them

closing argument—first the prosecution, then the defense tries to convince the jury to reach a particular verdict

jury deliberation—jury members exit the courtroom to make their decision

verdict—jury foreperson announces the verdict, often with a recommendation for punishment if found guilty

sentencing—judge determines the defendant's punishment if found guilty

Charlotte: Innocent or Guilty? You Decide

Directions: After reading the novel, you know that Captain Jaggery was responsible for Mr. Hollybrass's death and that he tried to frame Charlotte for it. Despite her innocence, he provided significant evidence of her guilt and even had members of the crew convinced that she was guilty. As a class, you will put Charlotte on trial for murder and determine her innocence or guilt. Base your decision only on the evidence your peers present in the text. Your outcome may differ from the one presented in the novel.

The following is a list of available roles to play. As a class, choose which members of the crew will support Charlotte in her defense and which will work with Captain Jaggery and the prosecution to find her guilty.

Courtroom Personnel

Bailiff

Recorder

Defendant (Charlotte)

Defense Attorney

Judge

Plaintiff (Captain Jaggery)

Prosecutor

Jury Foreperson

Additional Jury Members

Media Members

Possible Witnesses

Grummage (suspicious behavior regarding activities on the *Seahawk*)

Keetch

Barlow

Zachariah

Fisk

Johnson

Ewing

Foley

Cranick

Charlotte's parents (character witnesses)

Vocabulary: Chapters 1-3

Directions: List the vocabulary word next to its correct synonym or definition.

ford	vagrant	incredible	acquiescence
contemplate	melancholy	docile	taciturn
agility	articulate	hostile	immense

1. agreement _____
2. flexibility _____
3. speaking clearly _____
4. sadness _____
5. patient, calm _____
6. extremely large _____
7. unbelievable _____
8. think carefully _____
9. place to cross water _____
10. wanderer _____
11. unfriendly _____
12. quiet _____

Vocabulary: Chapters 4–7

Directions: Insert the following vocabulary words correctly in the appropriate sentence.

issue
bark
founded

massive
yoke
ponder

lethargic
chivalry
nobility

victors
remnants
carapace

1. The _____ covered the hole, which made an excellent trap.
2. Leftovers, or _____, are often sold cheaply.
3. He was full of _____ when he opened the door for his wife.
4. The small _____ nearly capsized in the rough waters.
5. _____ of the championship will win a trophy.
6. When feeling ill, people often become _____.
7. He _____ his decision before announcing it.
8. The harness or _____ kept the horse in place.
9. They took _____ with the politician's opinion.
10. Our forefathers _____ this country hundreds of years ago.
11. Members of _____ often live in castles.
12. The _____ building was able to withstand the storm.

Vocabulary: Chapters 8–10

Directions: Define each of the following terms.

1. ascent
2. complacent
3. elation
4. indolent
5. invincible
6. omnipotent
7. optimism
8. spartan
9. stoical
10. translucent
11. ululation
12. wary

Vocabulary Answer Key

Chapters 1–3

1. acquiescence
2. agility
3. articulate
4. melancholy
5. docile
6. immense
7. incredible
8. contemplate
9. ford
10. vagrant
11. hostile
12. taciturn

Chapters 4–7

1. carapace
2. remnants
3. chivalry
4. bark
5. Victors
6. lethargic
7. pondered
8. yoke
9. issue
10. founded
11. nobility
12. massive

Chapters 8–10

1. climb, rise
2. satisfied, content
3. full of happiness
4. slow, lazy
5. unable to be destroyed
6. all knowing, all powerful
7. hopeful
8. simple, spare, severe
9. not showing any emotion
10. shining, glowing
11. howl, wail
12. cautious, careful

Quiz: Chapters 1-2

Directions: Answer the following questions.

1. What are the two theories concerning the origin of the Tripods?
2. What exactly takes place at a Capping ceremony, and how is that person affected?
3. Why did Will's father want him to stay away from Vagrants?
4. Why were the White Mountains a safe place to hide?
5. How did Ozymandias trick the Tripods?
6. How do you know the watch is valuable?
7. Why does Will feel lonely at the end of chapter 1?
8. What is the reader told about the "Black Age"?
9. Why was Will fearful when he learned how people became Vagrants?
10. Why was Will afraid to meet Ozymandias in the den?

Quiz: Chapters 3–7

Directions: Answer the following questions.

1. Why did Henry move into Will's house?
2. What caused Will to sprain his ankle?
3. How did Captain Curtis save Will from becoming a slave?
4. Why do foreigners become Vagrants when Capped?
5. Why were the boys held captive in the tavern?
6. How did the boys try to escape their captivity?
7. What strange object did Zhanpole wear on his face?
8. Why did Zhanpole want to join the boys?
9. What nickname did the boys call Zhanpole, and why?
10. In which direction were the boys ultimately traveling?

Quiz: Chapters 8–10

Directions: Answer the following questions.

1. Why did the boys abandon the horse that Will had taken from the castle?
2. What was Henry's reaction when the boys discovered the metal button in Will's arm?
3. How did Beanpole explain why Will did not feel the button?
4. How did Beanpole remove the button?
5. What did Will use to destroy the Tripod?
6. Through which of their senses were the Tripods probably following the boys?
7. How could the Tripods see in the dark?
8. When the boys were hiding, what was Will's one major problem?
9. Why did the Tripods ignore the boys when they were only a few yards away from one another?
10. What were the two luxuries the boys had when they arrived at the White Mountains?

Quiz Answer Key

Chapters 1–2

1. man-made creatures that revolted, aliens from outer space
2. A metal plate is inserted into a person's head; the person's thoughts and actions are controlled.
3. He was afraid that the tendency to become a Vagrant was hereditary.
4. The Tripods couldn't climb up the steep slopes; they didn't like the thin air.
5. inserted the cap of a dead man in order to appear to be Capped
6. It is always capitalized; it is kept in a locked drawer and is the only one in the village.
7. Jack, his cousin and only friend, has been Capped.
8. It is a time of sickness, war, and famine.
9. He was afraid that his brain was too strong, that he would become a Vagrant.
10. He had heard of a Vagrant who had killed a child in the past.

Chapters 3–7

1. His mother died; his father didn't have time to raise him.
2. Will tripped when running away from a sheep.
3. Captain Curtis said that Will worked for him.
4. Foreigners do not understand the language in which the caps are programmed.
5. The boys were accused of vandalizing boats.
6. They tried to escape by climbing out the window.
7. glasses
8. He didn't feel as though he belonged with his aunt and uncle; he didn't want to be Capped.
9. Beanpole, he was tall and thin
10. south

Chapters 8–10

1. They would look suspicious having three boys with only one horse.
2. Henry felt that Will was now a spy for the Tripods.
3. He was brainwashed or hypnotized.
4. He cut it out of Will's arm.
5. a grenade
6. sound (listening to the boys), smell (able to follow their scent)
7. Beams of green light came out of the Tripods.
8. His arm was being smashed against a rock.
9. The Tripods were playing a game with a golden ball; Beanpole thought it was a mating ritual.
10. freedom and hope

Test

Part A.

Directions: Match each character with his or her description.

- | | |
|---|-------------------|
| _____ 1. man who helped Will and Henry cross the sea | a. Will's father |
| _____ 2. man who tried to capture Will and make him a slave | b. Ozymandias |
| _____ 3. Will's cousin and friend who was Capped | c. Tripods |
| _____ 4. Will's cousin who traveled with him | d. Rowley |
| _____ 5. person who pretended to be a Vagrant | e. Comtesse |
| _____ 6. person who took care of Will at the castle (adult) | f. Eloise |
| _____ 7. large metal objects that ruled the world | g. Beanpole |
| _____ 8. person who owned the village's only watch | h. Henry |
| _____ 9. person who invented many objects | i. Jack |
| _____ 10. person named "Queen of the Tournament" | j. Captain Curtis |

Part B.

Directions: Answer the following questions.

1. What were the metal eggs, and why were they found in the subway?
2. Why did the noble family in the castle treat the boys well and care for Will?
3. Why do the boys begin traveling through forests and thick bushes?
4. Why does Will decide to leave the castle and continue his journey?
5. How does Will feel about raiding the farmhouse? Why?

6. How can the Tripod follow the boys without seeing them?
7. What did the boys use as their last defense against the Tripods?
8. How do the Tripods intend to avenge the death of one of their own?
9. What two luxuries compensated for the boys' spartan existence?
10. In what ways does this book have an optimistic ending?

Part C.

Directions: For each quotation from *The White Mountains*, identify the character who said or thought it, and describe his or her importance to the story.

1. "I am the king of this land. My wife was the queen of a rainy country, but I left her weeping. . . . Look on my works, ye mighty, and despair."
2. "[H]e saw the world in simple shades of black and white, and found it hard to be patient with things that struck him as foolishness."

Test Answer Key

Part A.

- | | |
|------|-------|
| 1. j | 6. e |
| 2. d | 7. c |
| 3. i | 8. a |
| 4. h | 9. g |
| 5. b | 10. f |

Part B.

1. grenades, used as defense by the ancients against the Tripods
2. They had sons of their own and encouraged boys to explore the world.
3. A Tripod follows them.
4. He learns that Eloise has been Capped so she is part of the enemy.
5. He feels guilty; he knows how angry and hurt his parents would be if someone stole their food.
6. It inserted a tracking device in Will's arm.
7. grenades
8. hunt, capture, and kill the boys
9. freedom and hope
10. Will and his companions have reached their goal of arriving at the mountains; they are safe.

Part C.

1. Ozymandias pretends to be a Vagrant when Will first met him in order to recruit Will to go to the White Mountains (chapter 2).
2. Will is talking about his father and how he doesn't understand why Will asks questions and associates with Ozymandias (chapter 2).
3. Will is talking about Eloise after he learns that she has been Capped (chapter 6).
4. Will is talking about the Tripods and how he has managed to escape their control so far (chapter 7).
5. Will feels a sense of accomplishment when he is able to destroy the Tripod with the grenade, much like David [the young boy] felt when defeating Goliath [the giant] (chapter 10).

Part D.

1. Students may mention the following symbols; see the suggested responses to **Handout 11** in Lesson 6 for more examples.
Watch/Clock—past; time no longer matters
Capping Day Ceremony—loss of freedom/individuality
Tripod—oppression; conformity
2. Students may mention the following conflicts; see the suggested responses to **Handout 12** in Lesson 6 for more examples.
character—Will and Henry fight because Will does not want his cousin to follow him on the journey

self—Will has an internal debate about whether or not to remain at the castle with Eloise or to continue on his mission.

nature—Will and his companions have to survive the waves of the sea when they are locked in the lower level of the ship.

society—Will fights against all the Capped people because he opposes conformity.

fate—Henry's mother could not escape her own death.

3.
 - Both pieces of literature have tyrannical figures who try to oppress others.
 - Although parts of the past are destroyed, there are some elements of hope.
 - Readers should feel despair for the victims of the tyrants.
 - Ignorance and vanity, along with being a blind follower, can lead to destruction.
4. Readers will consider even the ruins of Paris to be more civilized than Will's current society because Paris was a land where people had choices and were free to make their own decisions. Will has been conditioned to believe that this is an unfavorable way to live. Despite the oppressive society, Will longs to live in a place like Paris where people can be free. He just doesn't realize that these ruins were such a place.
5. Blindly following authority figures can be very dangerous. Christopher encourages readers to think for themselves, ask questions, and make their own decisions. People should not do what is expected of them if they don't believe that it is right. People should not succumb to pressure by their peers or by society.
6. Will could have lived an easy, luxurious life had he stayed in the castle. He would have a family with the Count and Comtesse and not have to work hard. Advantages to this kind of living would be that it provides safety and security. Will would no longer have to be on the run; instead, he could build a life and a family there. In the life before the Tripods, there was much unhappiness because of war, disease, and hunger. Now, the society offers more equality.
7. Students' opinions about Will's bravery will vary, but their answers should be supported by examples from the novel.
8. Students' ideas about which life is better will vary, but their answers should include examples from the novel.

Vocabulary: Chapters 1–8

Directions: Insert each word in the correct sentence.

abruptly	gesticulate	mingle	stench
contempt	grotesque	presumptuous	vermin
decrepit	impertinence	punctilious	vexation

1. He _____ started shouting.
2. After opening the door, there was a strong _____ in the air.
3. The Halloween costume had a _____ mask.
4. It is better to be _____ than not to care about details.
5. It is fun to _____ at parties.
6. Some people _____ quite a bit while speaking.
7. The old man was _____ after working long hours.
8. It is unclean for there to be _____ in any restaurants.
9. She was full of _____ after baby-sitting for many hours.
10. The victim showed _____ for the accused criminal.
11. Showing _____ toward his parents, he was grounded.
12. It was _____ for her to believe that she would get the job.

Vocabulary: Chapters 9–17

Directions: Define each of the following terms.

1. adrift
2. audacity
3. brutal
4. cutpurse
5. fastidious
6. maelstrom
7. rebellion
8. restitution
9. scuttlebutt
10. scrutinize
11. stowaway
12. shirk

Vocabulary: Chapters 18–22

Directions: List each word next to its correct definition.

ballast
edifying
inexplicably

intact
melancholia
memento

reclamation
skeptical
trellis

1. wooden frame used to support vines _____
2. difficult to explain _____
3. heavy material used to steady ships _____
4. bringing back to an acceptable state _____
5. disbelieving or doubtful _____
6. teaching or giving instruction _____
7. undamaged _____
8. extreme sadness _____
9. a keepsake of the past _____

Vocabulary Answer Key

Chapters 1–8

1. abruptly
2. stench
3. grotesque
4. punctilious
5. mingle
6. gesticulate
7. decrepit
8. vermin
9. vexation
10. contempt
11. impertinence
12. presumptuous

Chapters 9–17

1. having no guidance
2. daring boldness
3. harsh, severe
4. pickpocket
5. difficult to please
6. violent whirlpool
7. opposition to authority
8. returning to rightful owner
9. rumor, gossip
10. closely examine
11. to hide oneself in order to receive transportation
12. avoid

Chapters 18–22

1. trellis
2. inexplicably
3. ballast
4. reclamation
5. skeptical
6. edifying
7. intact
8. melancholia
9. memento

Quiz: Chapters 1–8

Directions: Answer the following questions.

1. What are your impressions of Charlotte so far? Is she brave or cowardly? Do you agree with the decisions she has made?
2. Does Mr. Grummage make the right choice by letting Charlotte board the *Seahawk*? Why or why not?
3. Why does Zachariah tell Charlotte about Mr. Cranick?
4. Why does Charlotte accept Captain Jaggery's offer of friendship more quickly than she accepts Zachariah's offer?

Quiz: Chapters 9–12

Directions: Answer the following questions.

1. What is your impression of Captain Jaggery at this point in the novel? Is he truly the person that Charlotte believes him to be? Would you want him for a friend?
2. Why do you think Captain Jaggery chooses Zachariah to take the punishment for the whole crew?
3. Is Charlotte right to blame herself for what happened to Cranick and Zachariah? How would you have handled the situation differently?
4. Do you agree with Captain Jaggery when he is cruel to the members of his crew? Who do you think is responsible for the problems aboard the ship?
5. Is Charlotte right to join the ship's crew? What kind of message was she trying to send to the men aboard the ship? What would you have done if you were in the same situation?

Quiz: Chapters 13–17

Directions: Answer the following questions.

1. How has Charlotte changed since she joined the crew? What do you think of her behavior?
2. Explain Captain Jaggery's sudden change in appearance from clean and neat to ragged and dirty.
3. Why does Charlotte threaten to take Captain Jaggery to court when they arrive in Providence? Is he worried by this threat?
4. Why does the setting of the story involve a storm during Mr. Hollybrass's murder?
5. Predict who killed Mr. Hollybrass. Provide evidence for your theory.

Quiz: Chapters 18–22

Directions: Answer the following questions.

1. How do you feel about Charlotte's trial? Was Captain Jaggery right in making an example of her? How would you have felt if you were Charlotte?
2. What did Captain Jaggery mean when he said that Charlotte was "unnatural"? Do you agree with his feelings toward Charlotte after she became a crewmember?
3. Why does Charlotte write a false report in the ship's log to explain how Jaggery and Hollybrass died?
4. What does Zachariah mean when he says, "Winds have a mind of their own. . . . Be careful Charlotte, careful of the wind you choose"?
5. Explain the tremendous change that Charlotte makes in her life at the end of the novel. Do you agree with her decision? What would you have done in her situation?

Quiz Answer Key

Chapters 1–8

1. Charlotte is not naturally brave; she was afraid to travel aboard the *Seahawk* and only did because she was forced to do so. She also clings onto Captain Jaggery and is afraid to associate with the crew. She should be nicer to everyone because she may need the crew's support later in the story.
2. Mr. Grummage was just doing what he was commanded to do—put Charlotte on the ship. He was very objective and unfeeling. Perhaps he should have looked into the kind of care and supervision that Charlotte would receive while on board.
3. Zachariah tells Charlotte about the situation regarding Mr. Cranick and a possible round robin in order to warn her so that she can protect herself with the knife he has given to her.
4. Charlotte comes from an upper-class background, and she is used to associating with people more like Captain Jaggery than common workers like Zachariah. She learns that appearances can be deceiving when she discovers that Zachariah is a true friend.

Chapters 9–12

1. Captain Jaggery is starting to show his true colors. He wants Charlotte to spy on the crew for him. When she reports the round robin, he becomes very angry. He is not the person that Charlotte believes him to be. No, he would probably not make a good friend.
2. Captain Jaggery knows that Zachariah has tried to befriend Charlotte. He chooses to make an example of him partially to teach Charlotte a lesson about what could happen to her should she ever turn against him. He also may be racist toward the only black crew member.
3. Charlotte is partially responsible for Cranick's and Zachariah's misfortune. Instead of minding her own business, she got involved in the affairs of the captain and crew members. Since she told the captain what she saw, he had reason to punish the crew.
4. Captain Jaggery should serve as a role model for the crew members and treat them with respect and dignity. He is responsible for the crew's rebellion because of the ways in which he mistreated them in the past.
5. Charlotte feels that she owes it to the crew to join them in order to make up for the problems that she has caused. It takes a brave and courageous person to leave his or her comfort zone to do something so dangerous.

Chapters 13–17

1. Charlotte has become a lot bolder and braver since joining the crew. She has shown quite a bit of growth and is now much more mature. She is starting to gain the respect of the crew members.
2. Once Charlotte learns Captain Jaggery's true personality when he mistreats the crew and turns on Charlotte, she sees him for what he really is—a cruel person. Her illusion of his sophistication and eloquence is tarnished, and so she sees his true appearance along with his true personality.
3. Charlotte threatens to take Captain Jaggery to court because she has a powerful father who can hire a strong attorney, and she knows that the captain is wrong and would be punished. No, the captain is not at all worried by her threat.

4. The storm makes the murder more dramatic and climatic. The weather is a metaphor for the growing tensions aboard the ship. As the storm gets worse, the murder takes place.
5. Many students predict that Captain Jaggery killed Mr. Hollybrass to show his power and need for control.

Chapters 18–22

1. Charlotte's trial was very unfair. Captain Jaggery should not have made an example of her. She should have just been an innocent passenger aboard the ship. If students were in Charlotte's position, many of them would feel frightened, angry, and helpless.
2. Captain Jaggery meant that Charlotte was not behaving how a typical female should behave—feminine and ladylike. Most students tend to respect Charlotte for becoming braver and showing her courage.
3. Charlotte writes a false report so that there is no real evidence to implicate the crew members or herself in their deaths.
4. Zachariah is using the wind as a metaphor for Charlotte's associations with the captain. He is again warning her not to trust the captain.
5. Charlotte decides to run away from home and join the ship's crew. Her decision shows that she has grown into an independent young woman and is no longer willing to be controlled by an oppressive father. Most students say that they wish they were brave enough to make the same decision as did Charlotte, but some doubt their courage.

Test

Part A.

Directions: Match each character with his or her description.

- | | |
|---|---------------|
| _____ 1. former crew member determined to get revenge | a. Jaggery |
| _____ 2. Charlotte's servant when she arrives home | b. Cranick |
| _____ 3. man concerned with Charlotte staying feminine | c. Hollybrass |
| _____ 4. girl taking a journey across the Atlantic Ocean | d. Zachariah |
| _____ 5. the <i>Seahawk's</i> first mate, who was murdered | e. Grummage |
| _____ 6. cruel and corrupt sea captain | f. Charlotte |
| _____ 7. loyal and trustworthy friend to Charlotte | g. Mr. Doyle |
| _____ 8. man responsible for boarding Charlotte on the <i>Seahawk</i> | h. Bridget |

Part B.

Directions: Answer the following questions.

1. Why was Charlotte reluctant to board the *Seahawk*?
2. Why does Charlotte tend to respect and admire Captain Jaggery more than Zachariah?
3. List two ways in which Charlotte and Zachariah are very similar.
4. Why does Charlotte feel that she should join the crew?
5. Describe how Charlotte's first impressions of Captain Jaggery prove to be incorrect.

Test Answer Key

Part A.

- | | | |
|------|------|------|
| 1. b | 4. f | 7. d |
| 2. h | 5. c | 8. e |
| 3. g | 6. a | |

Part B.

1. Charlotte was reluctant to board the ship because she felt that it wasn't proper to be the only female with a crew of men.
2. She is accustomed to associating with the upper class, which is what Captain Jaggery appears to be.
3. Charlotte and Zachariah are isolated from the rest of the crew because of their age: Charlotte is young, and Zachariah is old. Also, Charlotte is the only female, and Zachariah is the only African-American crew member.
4. Charlotte feels guilty for telling the captain about the crew's intended revolt.
5. She first thinks the captain is strong and a good, honest person. She later learns that he is a coward who frames her for Mr. Hollybrass's death. He is also manipulative.
6. Captain Jaggery wants to find Charlotte guilty of murder so that he cannot be implicated in the murder, despite his guilt.
7. The crew refuses to defend Charlotte partially because they blame her for warning Captain Jaggery about the round robin. They are also scared to side with her publicly against the captain.
8. Charlotte's father is a controlling authority figure. He expects her to behave and dress like a proper young woman.
9. Charlotte notes how comfortable she feels in the clothing, but she quickly feels that it isn't proper for her to dress in that way and puts on her dress and gloves again.
10. Charlotte left home because she felt that since her father burned her journal, he was trying to destroy her independence.

Part C.

1. Captain Jaggery asks Charlotte to spy on the crew for him. She agrees but later regrets her decision.
2. Charlotte is disturbed that Zachariah tries to keep befriending her. She feels that he is not worthy of her friendship and that she should be loyal to the captain because he is of a higher social class.
3. Zachariah continues to warn Charlotte that she should not align herself with the captain but should be friends with the other members of the crew and him.
4. Mr. Doyle reads Charlotte's journal upon her arrival in America. He is very upset by the events that occurred on the ship and is angry that Charlotte took such an active role in the ship's crew.
5. Charlotte runs away from home and returns to the *Seahawk* as a crew member. This shows that she is now willing to assert her independence.

Part D.

1. Before—She believed that she should not travel as the only female aboard the ship. She felt it improper to associate with the crew because they were of a lower social class. She felt that she should remain feminine in her dresses and gloves, despite them getting soiled.

After—She realizes that she can make positive contributions as a crew member. She learns that she should not base opinions about people upon their appearance. She readily wears the crew's clothing and is concerned with being practical.

2. There are many conflicts, but one possible response follows: Charlotte is angry with Zachariah, and she confronts him about it because he spoke negatively about Captain Jaggery. This is an external character versus character conflict. It is eventually resolved when Charlotte realizes that Zachariah is her true friend; he repeatedly warns her about the captain. His warnings prove to be well founded. By the end of the story, she actually leaves her family to return to Zachariah and the rest of the crew.
3. Because Zachariah is a poor, black cook, she does not listen to him or take him seriously. Instead, she sides with the captain. Charlotte learns the value of true friendship because Zachariah is the only one who helps her while she is on trial. This lesson will improve her life in the future because she has learned to base her opinions of people on how they treat her, not on their social status or appearance. See the Suggested Responses to **Handout 19** in Lesson 9 for additional information.

4. Exposition—Charlotte boards the *Seahawk* eager to cross the Atlantic Ocean to be reunited with her family.

Rising action—Charlotte is warned by numerous sources not to stay aboard the ship. Charlotte aligns herself with Captain Jaggery despite warnings from Zachariah, who also gives her a knife.

Climax—Charlotte is put on trial for Mr. Hollybrass's murder. Captain Jaggery falls overboard.

Falling action—Charlotte returns home, and her parents learn of some of her adventures.

Resolution—Charlotte leaves her family and returns to what she believes is her true home, aboard the *Seahawk*.

5. round robin—danger, upheaval, rebellion
Charlotte's journal—independence, conscientiousness
guns/muskets—power, control
unsupervised journey—independence
feminine clothing—submissive to authority figures

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The White Mountains/The True Confessions of Charlotte Doyle

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Entire Unit

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Source

Common Core State Standards (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)



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