

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Name of Book: _____

Due Date: APRIL 24th

Directions: Choose 3 characters from the book and write three adjectives or character traits about each character. Then provide text evidence (a line from the text) supporting each trait.

Character:	Character:	Character:
Trait and Text Evidence:	Trait and Text Evidence:	Trait and Text Evidence:
Trait and Text Evidence:	Trait and Text Evidence:	Trait and Text Evidence:
Trait and Text Evidence:	Trait and Text Evidence:	Trait and Text Evidence:

Literature Circle Questions

Use these questions and activities that follow to get more out of the experience of reading *Crispin: The Cross of Lead* by Avi.

1. What does Asta's son see and hear in the forest the night his mother dies? What happens when Aycliffe sees him?
2. Describe the daily life of a serf. What did the serfs of Stromford receive from Lord Furnival in return?
3. What three things does Father Quinel reveal in chapter 8? What does he promise to reveal later?
4. What advice does Cerdic give Crispin about which direction to go? Do you think Cerdic knew what would happen if Crispin went West?
5. Crispin sees two dead men shortly after fleeing the village. How does each affect him?
6. After Crispin gives his sacred oath to Bear, he regrets it, thinking it "far better to have died on the road." What causes him to think his fate is so bleak? Why does he believe he must keep his oath? What does that tell you about his character?
7. Why does Crispin believe that Bear is mad? List three things that Bear does or says that would lead Crispin to believe that Bear is crazy. Would you think the same thing if you were in Crispin's shoes? Why or why not?
8. How does Bear win Crispin's trust? How does Bear show that he trusts Crispin? Find a scene for each character that helps them trust the other.
9. How does Bear challenge Crispin's ideas about God? Find two examples of how Bear shows Crispin to think differently or reconsider his opinion about God's place in his life. Are there any passages when Bear is unable to influence Crispin's religious beliefs?
10. Why does Crispin disobey Bear and leave the Green Man tavern? Would you have done the same? Why or why not? Was Bear's reaction when he sees Crispin what you expected?
11. If you could give Crispin one piece of advice, what would it be and when would you tell him? Why? How would it change the course of the novel?

12. How does Crispin's view of the world change over the course of his travels? Does seeing more of the world change the way he behaves or the things he believes? Support your answer with passages from the book.
13. The book constantly explores the notion of what it means to be "free." Are there different kinds of freedom presented in the book? Find passages where characters discuss the concept of freedom and how Crispin reacts to hearing them. How do you think he finally comes to define "freedom?"
14. Why do you think Avi chose to write about a nameless boy instead of a lord or prince? What aspects of medieval life would a peasant experience that a prince would not?

Note: These literature circle questions are keyed to Bloom's Taxonomy: Knowledge: 1-3; Comprehension: 4-5; Application: 6-7; Analysis: 8-9; Synthesis: 10-11; Evaluation: 12-14.

Activities

1. Create an illustrated map that follows Crispin's travels, including Stromford, the abandoned town, Lodgecot, and Great Wexley.
2. Write the first chapter of a story about what happens to Bear and Crispin after they leave Great Wexley.
3. Working with a group, dramatize a scene from the novel.

Other Books by This Author:

Don't You Know There's a War On?, HarperTrophy, February 2003

Nothing But the Truth, Flare, September 1993

The Secret School, Harcourt, August 2003

The True Confessions of Charlotte Doyle, Avon, April 1992

For more information on Avi, visit his website: <http://www.avi-writer.com>

Literature Circle Questions

Use the questions and activities that follow to get more out of the experience of reading *Fever 1793* by Laurie Halse Anderson.

1. Much of the first part of the story takes place in the Cook Coffeehouse. Describe the activities that go on there before, during, and after the guests arrive.
2. At the time, no one really knows the true cause of the yellow fever epidemic. What are some of the possible causes suggested by various townspeople and doctors?
3. Toward the beginning of the story, Matilda wants to go to the market place in town. Why does she want to go there?
4. Why does Mrs. Cook want Matilda to join her for tea at the Ogilvies'? Why does Matilda agree to join her that afternoon?
5. Throughout the book, Matilda and her mother never say they love each other, yet we know they do. What evidence is there in the story that the two feel deeply for each other?
6. In good times, how are the farmers outside the city dependent on the city-dwellers of Philadelphia? How are the city-dwellers dependent on the farmers?
7. Authors sometimes subject their characters to difficult tasks. What are two tasks Matilda accomplishes?
8. What evidence is there in the story that grandfather enjoyed his earlier years as a soldier?
9. Matilda changes a great deal from the beginning of the novel to the end. Give three specific examples of those changes.
10. During the story, the people of Philadelphia face many dangers, including the risks of disease, starvation, robbery, and assault. Describe a dramatic incident in which Matilda faces one of these dangers and point out the personal qualities that help her survive.
11. Based on what you know of Matilda's character and experiences throughout the story, what, to Matilda, would make a perfect day?
12. How would Matilda's life have changed if Mrs. Cook had stayed healthy and remained with her daughter at all times during her story?
13. Do you think it is fair of the town council of Pembroke to prevent fever victims from escaping the city of Philadelphia and entering their town?
14. What is your opinion of Matilda's decision to make Eliza a partner in the Cook Coffeehouse?

Note: The following questions are keyed to Bloom's Taxonomy as follows: Knowledge: 1-4; Comprehension: 5-6; Application: 7-8; Analysis: 9-10; Synthesis: 11-12; Evaluation: 13-14.

Activities

1. *Fever 1793* contains many words or expressions that were commonly used in those days but are rarely used today. Create a dictionary for unusual words or phrases found in the book. For each word, include a definition. Suggested entries: stays (p. 3); the necessary (p. 24); ninny (p.33); flagstones (p.35); mucky (p. 69); headed for a lark (p. 76).

2. Excerpts from diaries of people living in Philadelphia during the yellow fever epidemic appear on each chapter's opening page. Create a fictional diary entry, written by a Philadelphian in the summer of 1794.

Genre

The study of genre is not an exact science. Some texts may belong in more than one genre. For example: *Romeo and Juliet* is a drama, a tragedy, and an Elizabethan play. The idea of genre is open to discussion and there is good reason to discuss genre. **Understanding genre will help you know what to expect from a text based on its genre; it will also help you notice when an author is playing with your expectations.** Wouldn't you like to be *in* on the joke? First, you must learn some basics:

1. **Fiction:** stories that come from the author's imagination.
 - **Historical Fiction:** based on a person or event from history.
 - **Science Fiction:** dealing with aliens, the distant future, or advanced technology.
 - **Fantasy:** containing monsters, magic, or other supernatural elements.
 - **Realistic Fiction:** a story that could have happened, but didn't.
2. **Nonfiction:** writing that is true or factual.
 - **Informational Writing:** provides information on a topic.
 - **Persuasive Writing:** attempts to influence the reader.
 - **Autobiography:** the story of one's life told by oneself.
 - **Biography:** the story of one's life told by another.
3. **Drama:** writing that is meant to be acted on a stage (a play).
 - **Comedy:** has a happy ending.
 - **Tragedy:** ends in death and sadness.
4. **Poetry:** writing that is concerned with the beauty of language
5. **Folklore:** stories handed down through speech from generation to generation.
 - **Fairy Tale:** a story with magic, monsters, and/or talking animals (like fiction / fantasy, but part of the oral tradition).
 - **Fable:** a very short story that has a moral or life lesson; usually has talking animals as main characters.
 - **Myth:** has gods or goddesses and often accounts for how something came to be.
 - **Legend:** an exaggerated story about something that may have been real at one time.
 - **Tall Tale:** stories set in the Wild West; the main character's strengths, skills, or size have been exaggerated and the tone is funny.

Savvy Questions to answer.

Reading Guide Questions



Please be aware that this discussion guide will contain spoilers!

1. Mibs wishes, at least temporarily, that her savvy could "give [her] the muscle to turn nasty girls into slimy green frogs or to glue their mouths shut tight with a nod of [her] head." (p. 17) Why do the girls in Mibs's class make fun of her? What would you do in her place?
2. The Beaumonts have to keep their savvies a secret from everyone. Would that be difficult for you? Do you think everyone has a secret? Who would you trust with your big secrets?
3. Why does Rosemary Meeks come to the Beaumont house? How are things different with the Meeks family around? Is her influence on the Beaumont house positive or negative?
4. Describe Mibs's relationship with her parents and siblings. How is it complicated by their savvies? What are the positive and negative aspects of having siblings with extraordinary powers?
5. Grandpa says to Mibs, "Your savvy's in your blood. It's an inheritance, like your brown eyes or your grandma's long toes or her talent for dancing to polka music." (p. 121) Are people born with special talents or do they have to work at developing their unique abilities? Are there any talents you wish you had?
6. Explain how Mibs ends up on a bible delivery bus with Bobbi, Will, Fish, and Samson. Where do they hope to arrive? How do things go awry? Which scene in their wild adventure is your favorite?

7. "Perhaps Samson's strengthening touch was just an ordinary sort of human magic, the kind of magic that exists in the honest, heartfelt concern of one person for another." (p. 113) Explain "ordinary human magic" in your own words. Give another example of "ordinary human magic" you find in Savvy.
8. Slowly, Mibs discovers the way her savvy works. How does she figure it out? How is it different from the savvy that she originally hoped for? In the last year, what have you, like Mibs, discovered about yourself?
9. How does Lill Kiteley end up on the bus? What would you say is her special know-how? How does she use that know-how during her time on the bus and how does it affect the passengers?
10. How does Mibs's relationship with Will and Bobbi change over the course of the adventure? Who do you think changes the most in the story?
11. Fish and Rocket have a terrible time scumbling their savvies. How does this cause a ruckus for the Beaumont clan and others who know them? Are there any parts of your own personality that you have a difficult time controlling? Is it better to tone down parts of yourself so that you fit in society or is it more important to be yourself completely?
12. Momma warns Mibs that, "You can't get rid of part of what makes you you and be happy." (p. 186) What makes you you? How do you let that special part shine through?
13. When Mibs thinks about Will's obvious feelings for her she realizes that it "[makes her] feel too young and too old at the same time." (p. 223) Do you feel like kids today are forced to grow up too fast? How might different aspects of modern life (the media, school, friends, etc.) affect the ways in which kids mature?
14. After listening to so many voices in her head throughout the novel, what does Mibs discover about the voices that she and others listen to? Is there anything that boosts or stifles your confidence? How can you drown out the voices that don't matter?
15. What do you think makes Poppa wake up at last? Do you think it has anything to do with one of the Beaumont's savvies?

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[CCSS.ELA-LITERACY.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

How the Setting Shapes the Plot

DUE: Friday May 1st

Throughout your novel, the setting changes a few different times. Write the setting in the beginning of the book, the middle of the book, and towards the end of the book below:

Setting in beginning of book:	Setting in middle of book:	Setting towards end of book:
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Answer the questions below:

1. How does the setting affect the character in the beginning of the book?
2. How does the setting affect the character in the middle of the book?
3. How does the setting affect the character towards the end of the book?
4. What is the major conflict (problem) in the story?
5. How does the setting affect the conflict in the story?
6. How would the story line (plot) be different if the setting were different?

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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Theme Worksheet- Identifying and Evidence

DUE: Friday, May 1st

A theme is the central message that the author wishes to convey through a literary work. Example topics of themes include; courage, hope, loyalty, working hard, respect etc...

Directions: After reading the novel, write down what you think the theme or central message is below.

The theme is:

Directions: Fill in each box below. Find a quote from the beginning, middle, and end of your novel that relates to the theme.

Quote 1 (beginning of the novel):
Page number:

Quote 2 (middle of the novel):
Page number:

Quote 3 (end of the novel):
Page number:

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Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Here are some videos to help you find the theme in your novel. Watch these videos and decide: What is the THEME in my story??

A theme is the central message about life that the author wishes to convey to the reader. Most narratives or stories students read have a theme. The theme is sometimes hard to find. There are two kinds of themes, stated themes and implied themes. Stated themes are directly stated by a character or narrator in the story. Implied themes are not said directly, but the reader has to come up with what they think the message of the story is. Themes touch on the moral aspect of the story and how we as readers can learn lessons about life through literature.

https://www.youtube.com/watch?v=k8muSkXjPHE&disable_polymer=true

<https://www.youtube.com/watch?v=CFToXJehlhA>

<https://www.youtube.com/watch?v=p4qME64SkxM>

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Vocabulary Words

DUE APRIL 17th

Choose 12 words from your book that you do not know the meaning of, or that you have not seen before. Write that word down, the definition, and use it in a sentence that you make up.

Vocabulary Word:	Definition:	Your own sentence:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		