

**SKYBREAKER**  
**BY KENNETH OPPEL**

**LITERATURE UNIT**

Created by  
Martha Martin

## PRE-READING ACTIVITIES

### STUDENT PRE-READING ACTIVITIES:

1. Examine the cover. What do you notice? Predict what you think this story will be about. During what time period do you think it occurs? Can you determine any other setting details? Who is the hooded person, do you think? Why might he or she be featured on the cover? Can you see anything in the goggles that might be a clue?
2. Look at the three covers your teacher or teacher-librarian will show you. They are all for *Skybreaker*, but are country-specific. Brainstorm why the covers are different, what each does or doesn't show or suggest, etc. Think about this as a media lesson, and explain what each cover says about its audience.
3. What do you know about Airships? With your teacher or teacher-librarian's permission, launch your web browser and follow these instructions:
  - a) Type in the URL <http://www.reekielum.com/newschool.htm> in the address bar. Bookmark this page under your "Favourites."
  - b) Scan down this page until you see the word "*Hindenberg*." There should be a number of references.
  - c) Use the links that have "*Hindenberg*" in their titles, and explore each one.

### TEACHER PRE-READING ACTIVITIES

1. Print out the three covers of *Skybreaker*, found at <http://www.airborn.ca/skypaper13.htm>. If you must, allow the students to visit the site, but be warned that peeking at it ahead of time may give some of the story details away.
2. Review the content of *Airborn* with them, or do it as a teacher read-aloud if possible. There is also an audio version available from the publisher, if you wish. It is ideal if they have already read *Airborn* before beginning *Skybreaker*, as so many comparisons can be made. If they will not have read or heard *Airborn*, substitute the first two questions for Chapter 1 with the first two questions from *Airborn*'s Chapter 1 ([www.kennethoppel.ca](http://www.kennethoppel.ca) teacher guides).
3. Review literary themes and conflicts.
4. Review personification, simile, metaphor, and other poetic devices.
5. Review use of italics, colons, commas, affixes, etc.

**SKYBREAKER BY KENNETH OPPEL:**  
**LITERATURE UNIT FOR GRADES 7, 8, 9, or 10**

Created by Martha Martin

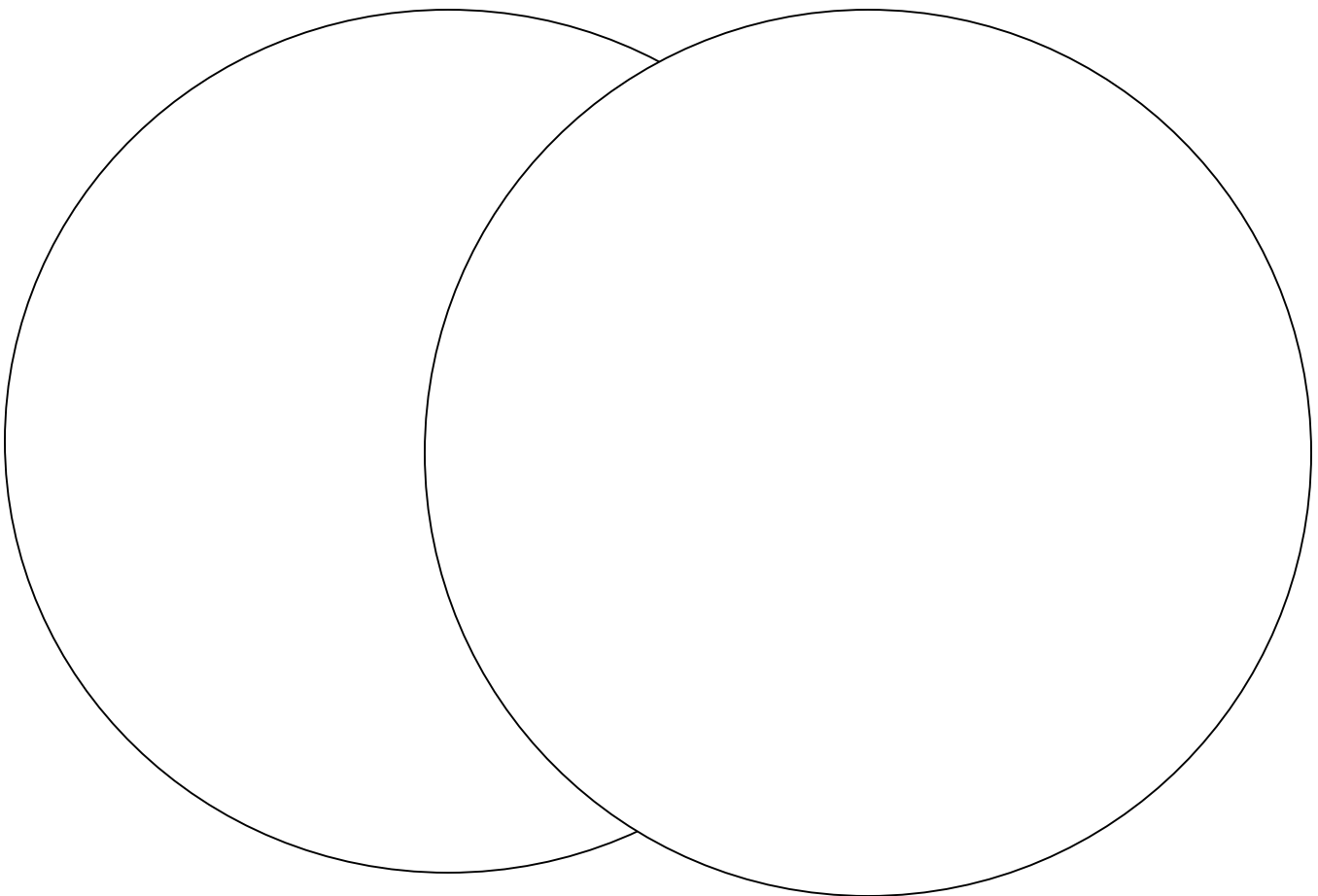
**Chapter One: The Devil's Fist**

1. Kenneth Opiel could have chosen any name for Captain Tritus' ship. What is the significance behind his choice of the name *Flotsam*? If necessary, you may use a dictionary or thesaurus to explain your answer.
2. There are a number of similarities between Chapter 1 of *Airborn* and Chapter 1 of *Skybreaker*, but there are also some critical differences. Using the Venn Diagram below, make note of as many similarities and differences as you can.

**VENN DIAGRAM COMPARING AIRBORN CH.1 AND SKYBREAKER CH.1**

*Airborn*

*Skybreaker*



- Use the following links to research some famous “Hyperions” in history and pop culture. When you are finished exploring each one, predict the one you think **most influenced** Kenneth Oppel in his choice of a name for his treasure ship. Then explain **why** you think that one had the most influence.
  - ❖ <http://www.answers.com/topic/hms-hyperion?hl=hyperion>
  - ❖ <http://www.answers.com/main/ntquery;jsessionid=aaimt0f51e7sf?tname=hyperion-mythology&method=6&sbid=lc04a>
  - ❖ <http://www.answers.com/topic/hyperion-class-heavy-cruiser?hl=hyperion>
  - ❖ <http://www.answers.com/topic/hyperion-comics?hl=hyperion>
  - ❖ <http://www.answers.com/main/ntquery;jsessionid=aaimt0f51e7sf?tname=hyperion-starcraft&method=6&sbid=lc04a>
- The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from the first chapter, in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
“His crew tended to say as little as possible. They did as they were told and smoked sullenly, filling the Control Car with a permanent yellow <b>pall</b> .” (p. 1)		
“I could not see the altimeter, but I could hear it. It fired a <b>sonic</b> pulse at the ground and used the speed of the returning echo to calculate our height.” (p. 5)		
“Only when disaster was <b>imminent</b> would a captain order such a thing.” (p. 6)		
“So be it. The <i>Hyperion</i> will be our <b>ballast</b> when we bring her down.” (p. 12)		

- As the chapter ends, Matt predicts that the *Flotsam* will make it safely back to the nearest harbour. Describe the way you think the people on land likely reacted to the news of the *Flotsam*’s discovery, using information from the text and your own ideas.
- What do Matt’s actions and inner thoughts tell us about his personality and character in this chapter? Describe Matt’s personality with three adjectives, and give specific examples from the chapter where you see each trait in action. You can create your own graphic organizer or chart to present your conclusions, or explain each one in a separate paragraph.

## WRITE A REPORT

### That's the Facts, Jack

A report explains a series of events and/or experiences, and must contain information that is factual, straightforward and accurately detailed. On the basis of Matt's report about events on the *Flotsam*, he could find himself a hero or a villain. He must stick to the truth, but explain things clearly enough that his actions are considered appropriate.

If Matt wrote a report for the Airship Academy to explain his actions on the *Flotsam*, what would it look like?

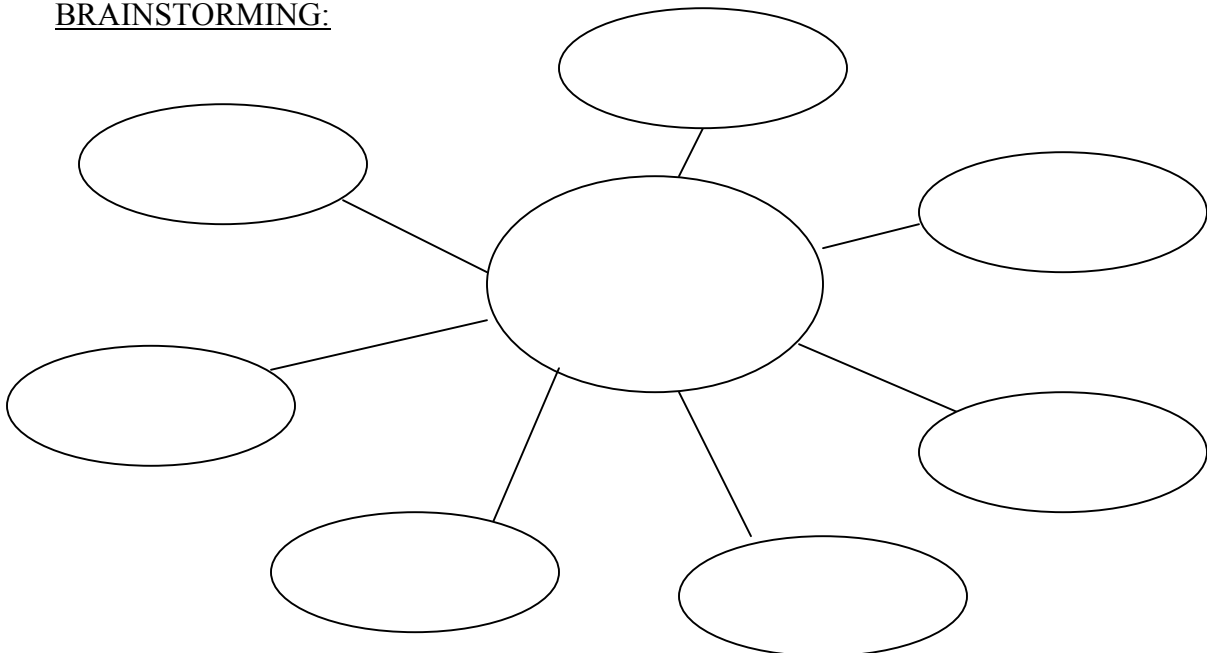
### Think About

- Matt's observations and subsequent actions on the airship.
- what the captain's instructions actually were.
- the physical risks to the crew.
- the best way to organize the information.
- the chain of events that occurred.

Pretend you are Matt, and write a report for the Airship Academy, explaining your actions on the *Flotsam*. Use *Skybreaker* to make sure your details are correct. Remember that the Dean of the Academy will be reading this, as well as perhaps the Sky Guard, and that your success may determine whether or not you find yourself facing punishment.

Your teacher or teacher-librarian may choose to have you use a word processing or publishing program on the computer to publish your report in a polished form. If this is the case, your keyboarding and word processing skills may be assessed as well.

### BRAINSTORMING:



## CHAPTER ONE RUBRICS

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
1	Demonstrates very limited ability to interpret the author's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using a certain symbolic title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in using a certain symbolic title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using a certain symbolic title, by making complex, detailed references to the text and personal knowledge/experiences.
2	Demonstrates limited understanding of the elements of a story by identifying, comparing and contrasting only a few obvious characteristics of the two Chapter Ones using a Venn diagram and the text.	Demonstrates some understanding of the elements of a story by identifying, comparing and contrasting some fairly obvious characteristics of the two Chapter Ones using a Venn diagram and the text.	Demonstrates general understanding of the elements of a story by identifying, comparing and contrasting many characteristics of the two Chapter Ones using a Venn diagram and the text.	Demonstrates thorough understanding of the elements of a story by identifying, comparing and contrasting numerous characteristics of the two Chapter Ones using a Venn diagram and examples of proof from the story.
3	Demonstrates very limited ability to interpret the author's purpose in choosing this name, by making a few simple, unclear, or unconnected references to the text, the research, and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in choosing this name, by making simple or unconnected references to the text, the research, and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in choosing this name, by making connected references of some complexity to the text, the research, and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this name, by making complex, detailed references to the text, the research, and personal knowledge/experiences.
4	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
4	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with great assistance, and/or with a number of inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with little assistance, and/or with a few inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words. Most definitions are accurate, though basic or brief.	Consults a dictionary independently to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.
5	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
6	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

PARENT SIGNATURE: \_\_\_\_\_

NEXT STEPS: \_\_\_\_\_

## REPORT RUBRIC

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p><b>REASONING</b> Writes a report in a very limited way. Uses simple details to describe some events that are inconsistently related to the narrative and/or to each other.</p>	<p>Writes a report in a limited way. One or two parts of it may be off topic. Uses simple details to describe events that relate to the narrative and to each other.</p>	<p>Writes a report that is clearly developed and on topic. Uses details of some complexity to describe events that relate to the narrative and to each other.</p>	<p>Writes a report that is clearly and coherently developed. Uses complex details to describe events that relate to the narrative and to each other.</p>
<p><b>COMMUNICATION</b> Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.</p>	<p>Uses only simple sentences and phrases; uses some descriptive language or vocabulary from the story. Shows some sense of voice; engages the reader in a simple way.</p>	<p>Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.</p>	<p>Demonstrates an effective control over sentence structure and phrases; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style.</p>
<p><b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format</p>	<p>Shows very limited evidence of sequencing ideas; ideas may be incomplete. Paragraph use is inconsistently followed.</p>	<p>Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Paragraph use is followed with some errors.</p>	<p>Shows a clear focus; ideas are organized using appropriate and logical connections. Paragraph use is followed correctly.</p>
<p><b>CONVENTIONS</b> Shows limited accuracy in spelling, grammar and punctuation.</p>	<p>Shows some accuracy in spelling, grammar and punctuation.</p>	<p>Shows general accuracy in spelling, grammar and punctuation.</p>	<p>Shows consistent accuracy in spelling, grammar and punctuation.</p>

OVERALL WRITING LEVEL: \_\_\_\_\_

COMMENT: \_\_\_\_\_

## **Chapter Two: The Jewels Verne**

1. What is the significance of the chapter's title? (You may need to research the Eiffel Tower to answer this question.)
2. Matt is clearly a victim of prejudice in this chapter. In your opinion, should he feel so out of place? Why or why not?
3. The author, Kenneth Oppel, has a way of slipping irony into the story, in order to add humour or pathos. What is so ironic about the following passage?

"This is quite a spread, Matt. I've never seen a waiter more attentive."

"Well, it seems they've...*heard* of me." I shook my head humbly. "You know, my little adventure aboard the *Aurora*, and all." (p. 31)

4. What is meant by the line, "Kate gave a Mona Lisa smile" (p. 30)?
5. What is a "skybreaker," and what is its purpose? Use information from the text to prove your answer.
6. Consider the following passage:

"You're not the only one who can fly now, Mr. Cruse."

"When did this happen?"

"I've been taking flying lessons in my spare time."

"It's incredible! That was quite a fancy trick at the window."

"Oh, that. I was completely out of control. I'm amazed I didn't smash myself to bits. Champagne! What a brilliant idea!"

Her legs were shaking, and she sat down. Her eyes were rimmed red from the goggles. I poured her a glass of champagne, and she drained it in two or three swallows.

"Ah, that's better." (p. 29)

What conclusions can you draw about Kate and her personality from this passage?  
Use specific quotations to prove your thoughts.

### **WRITE A "RELATE"**

#### Mixed Feelings

Matt has always considered flying to be his special skill, and hearing that Kate has learned to fly gives him mixed feelings.

Though, truth be told, I didn't know exactly how I felt. Flying wasn't just a hobby for me, it was something personal, all wound up in my bones and veins. It was *my* thing, and I wasn't at all sure I liked sharing it with Kate. Especially since she was brilliant at so many other things. (p. 30)



Have you ever felt like Matt? Is there something about which you are passionate, and have you ever had to share it? Write a paragraph relating your experiences to Matt's.

**CHAPTER TWO RUBRICS**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to interpret the author's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using a certain symbolic title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in using a certain symbolic title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using a certain symbolic title, by making complex, detailed references to the text and personal knowledge/experiences.
2	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
3	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the irony in the given passage.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the irony in the given passage.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the irony in the given passage.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the irony in the given passage.
4	Demonstrates very limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to accurately determine the correct meaning of a descriptive language passage/idiom from context clues.
5	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
6	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Kate.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of Kate.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Kate.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Kate.
WRITE A "RELATE"	Seldom supports a personal interpretation of a written work with evidence from the work or from his/her own personal knowledge and experience.	Sometimes supports a personal interpretation of a written work with general evidence from the work and from his/her own personal knowledge and experience.	Usually supports a personal interpretation of a written work with some evidence from the work and from his/her own personal knowledge and experience.	Consistently supports a personal interpretation of a written work with detailed evidence from the work and from his/her own personal knowledge and experience.

PARENT SIGNATURE: \_\_\_\_\_

**Chapter Three: Putting on the Ritz**

1. What kind of a person is Dean Ruprecht Pruss, in your opinion? Prove your answer with information from the story and your own ideas.
2. Here are some sentences from the story. Give a synonym for each word in **bold**.

a) I waited only a few minutes in the **vestibule** of his office before his secretary told me to go in. (p. 42)

I waited only a few minutes in the \_\_\_\_\_ of his office before his secretary told me to go in.

b) The thought of him claiming the salvage was **revolting** to me – after what he’d done to his ship and crew. (p. 45)

The thought of him claiming the salvage was \_\_\_\_\_ to me — after what he’d done to his ship and crew.

c) ...they **emanated** the unmistakable whiff of oil, Aruba fuel, and hydrium that marked them as airshipmen. (p. 55)

...they \_\_\_\_\_ the unmistakable whiff of oil, Aruba fuel, and hydrium that marked them as airshipmen.

3. In your own words, explain what Matt means when he says the following lines from the text:

My eyes fell into their crow’s nest rhythm, scanning the horizons for hidden dangers. (p. 48)
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In these sentences, Matt means

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4. Read the following sentences from the story. Explain the author’s purpose in using italics in each of the following sentences:

a)

“This way,” she said, veering towards the roof’s edge. “Can you jump?” “Oh, I can jump!” “Then <i>jump!</i> ” (p. 58)
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Sentence a)

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b)

“*Pardonnez-moi, mademoiselle,*” I said. “Just running for our lives.” (p. 60)

Sentence b)

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5. Matt’s observation skills are finely tuned. Describe three places in this chapter where we see them at work, using a separate paragraph for each example.
6. Were you surprised the young gypsy girl arrived to save Matt? Why or why not?

### **WEBSITE EXPLORATION ACTIVITY: HIGH FLYERS**

#### Amelia Who?

As Matt sits in the Academy’s great dining hall, he is surrounded by “the giant portraits of famous aviators and past deans...Clement Ader, Billy Bishop, Amelia Gearhart, Henri Giffard, Camille von Zeppelin.” (p. 47) Was Amelia Gearhart a real person? No, not exactly. In his own creative fashion, Kenneth Oppel has blended fact and fiction, and in this task, it is up to you to explore the facts.

In this chapter you will practice your information studies skills by researching the real Amelia Earhart on the Internet. Move to a computer that has Internet access, with your teacher’s permission and supervision, and make sure to follow your school’s Acceptable Use Policy. Your teacher-librarian may be your instructor for this part of the lesson.

- Launch your Internet browser, and type in the following URL:  
<http://www.ameliaearhart.com/>
- Before you move on, “bookmark” this site (add it to your “bookmarks” or “favourites”). Ask your teacher or teacher-librarian if you are unsure how to do this.
- Now explore the official Amelia Earhart website. Use what you know of Internet website conventions to move from page to page, and make notes of anything you think is particularly interesting or useful in your exploration. Then answer the following questions:
  1. When you first arrived at the home page of the website, what caught your eye?
  2. What did you explore first, and how did you navigate to it?

3. What tools were useful in your navigation through the site?
4. What page of the site did you find most interesting to you personally, and why?
5. Write down ten details you learned about Amelia Earhart from this web exploration.
6. Click on the button “Tribute Sites” if you haven’t up to this point. Why do you think there are so many sites devoted to Amelia Earhart? What makes her so special?
7. Complete the chart below, making note of an example of each of the required types of materials from the web page.

<b>Type of Source Material:</b>	<b>Example from the Web Site:</b>	<b>Location:</b>
Primary Source Material:		
Secondary Source Material:		
Tertiary Source Material:		

If you want to challenge yourself further (and your teacher permits), research some of the other “famous aviators and past deans” Kenneth Oppel mentions on page 47. Happy hunting!

### **CHAPTER THREE RUBRICS**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Dean Pruss.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of Dean Pruss.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Dean Pruss.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Dean Pruss.
2	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
3	Demonstrates very limited ability to determine the probable meaning of a descriptive language passage from context clues.	Demonstrates limited ability to determine the probable meaning of a descriptive language passage from context clues.	Demonstrates the ability to determine the probable meaning of a descriptive language passage from context clues.	Demonstrates the ability to accurately determine the correct meaning of a descriptive language passage from context clues.
4	Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates general knowledge of organizational elements by explaining in with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.

5	Demonstrates very limited understanding in selecting information from the text that supports the main idea. Information is inconsistently summarized, with many errors and/or omissions.	Demonstrates limited understanding in selecting information from the text that supports the main idea. Information is summarized, with some errors or omissions.	Demonstrates general understanding in selecting information from the text that supports the main idea. Information is summarized with no errors or omissions.	Demonstrates thorough understanding in selecting information from the text that supports the main idea. Information is summarized in a detailed manner, with clarity and style.
6	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.

OVERALL LEVEL: \_\_\_\_\_

COMMENTS:

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### **RUBRIC FOR WEB SITE EXPLORATION ACTIVITY**

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Pre-task, 2,5	Demonstrates limited ability to locate, bookmark, and read Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate, bookmark, and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate, bookmark, and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
1,3, 4,5,6	Seldom makes judgments or draws conclusions from research to solve problems. (Errors are plentiful, and/or answers are often incomplete or poorly done.)	Occasionally makes judgments and draws conclusions from research to solve problems. (There are a number of errors, and/or some incomplete answers.)	Often makes judgments and draws conclusions from research to solve problems. (Errors are few and minor, and all answers are complete.)	Always makes judgments and draws conclusions from research to solve problems. (Answers are virtually error-free and show detailed understanding.)
2,3	With much assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With some assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With minimal assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	Independently and comprehensively analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.
7	Distinguishes between primary, secondary and tertiary materials on electronic sources with much assistance.	Distinguishes between primary, secondary and tertiary materials on electronic sources with some assistance.	Distinguishes between primary, secondary and tertiary materials on electronic sources with minimal assistance.	Distinguishes between primary, secondary and tertiary materials on electronic sources independently and assists others.

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

COMMENTS:

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**Chapter Four: Nadira**

1. Consider the following quotation from the story:

“I was just looking for my book,” said Miss Simpkins. There was a girlish, slightly constricted quality to her voice I’d never heard before. (p. 71)

Why do you think Miss Simpkins’ voice sounds different when she’s talking to Mr. Slater?

2. The theme of “Prejudice” has surfaced a few times in the story already. Give an example from Chapters 1-4 and explain how the author uses it to advance the plot of the story.
3. The following passage contains examples of these descriptive language devices: **personification, simile, and metaphor.**

I hurried out the front door and onto the wet cobbled street. It was raining heavily now, and I ran along the Quai de Baudelaire, towards the midnight bulk of Notre Dame. I had no destination in mind, I just kept running, taking corners and bridges as they loomed up in my smeared vision. On the Left Bank, half soaked, I took the stairs down to the river and found a dry spot underneath a bridge. It was cold. The wind played bassoon through the girders and cables of the bridge’s underside. For a long time, I just stared at the dark water, flowing like mercury into hell’s caverns. (p. 72)

Using the chart below, identify one example of each type of descriptive language device from the paragraph. Then rephrase that example in your own words:

TYPE OF DESCRIPTIVE LANGUAGE:	PASSAGE:	INTERPRETATION IN YOUR OWN WORDS:
Simile		
Metaphor		
Personification		

4. Nadira explains how she came to own the mysterious key. Do you believe her story? Why or why not?
5. At the end of the chapter, what decision do you predict Matt has made?
6. How does what he has overheard between Kate and Slater influence Matt’s decision, in your opinion? Prove with information from the text.

## **RESEARCH TASK: ROMA SCAVENGER HUNT ON THE INTERNET**

### Who Ever Said Being a Roma Was Easy?

In this chapter you will practice your information studies skills by researching the *Roma* culture on the Internet. Move to a computer that has Internet access, with your teacher's permission and supervision, and make sure to follow your school's Acceptable Use Policy. Be sure you have your pencil and this paper with you. Your teacher-librarian may be your instructor for this part of the lesson.

STUDENT NAME: \_\_\_\_\_

1. Launch your Internet browser, and type in the following URL:  
<http://www.religioustolerance.org/roma.htm>
2. Before you move on, "bookmark" this site (add it to your "bookmarks" or "favourites"). Ask your teacher or teacher-librarian if you are unsure how to do so.
3. From what country or geographical region did the *Roma* people originate?  
\_\_\_\_\_
4. At one time period are they believed to have arrived in Western Europe?  
\_\_\_\_\_
5. What percentage of European Romanies is believed to be nomads?  
\_\_\_\_\_
6. What is a nomad? Use information from the site and your own ideas to explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How many language groups are there within the *Roma*? \_\_\_\_\_  
In which one would Nadira belong, based on her home origin?  
\_\_\_\_\_
8. Where did the term "gypsy" originate, and why?  
\_\_\_\_\_

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9. Name three countries where *Roma* peoples were tortured, imprisoned, enslaved, or killed, over the centuries?

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10. In World War II, how many *Roma* people are estimated to have been killed?

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11. How many *Roma* survivors are believed to have made it out of the Nazi concentration camps? \_\_\_\_\_

12. What compensation did they receive from this experience?

---

13. How many *Roma* people are believed to be scattered throughout the world at the present time?

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14. Describe three facts about *Roma* culture and/or religion that you find interesting, using the chart below. Then explain why you find these facts interesting:

Interesting Fact:	Why It Is Interesting to You:

15. What are the two rules about fortune-telling, in the *Roma* community?

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## CHAPTER FOUR RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the behavior of Miss Simpkins.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the behavior of Miss Simpkins.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the behavior of Miss Simpkins.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the behavior of Miss Simpkins.
2	Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates general understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.
3	Demonstrates very limited ability to interpret the author's purpose in using certain examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates ability to interpret the author's purpose in using certain examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using certain examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.
4	Demonstrates very limited ability to explain his or her personal response to the character's actions by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the character's actions by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to explain his or her personal response to the character's actions by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the character's actions by making complex, detailed references to the text and personal knowledge/experiences.
5	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.
6	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character's motivation.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the character's motivation.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character's motivation.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character's motivation.

OVERALL LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

\_\_\_\_\_

**INFORMATION STUDIES RUBRIC FOR RESEARCH TASK**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1-2	Demonstrates limited ability to locate, bookmark, and read Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate, bookmark, and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate, bookmark, and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
3-15	Seldom makes judgments or draws conclusions from research to solve problems. (Errors are plentiful, and/or answers are often incomplete or poorly done.)	Occasionally makes judgments and draws conclusions from research to solve problems. (There are a number of errors, and perhaps some incomplete answers.)	Often makes judgments and draws conclusions from research to solve problems. (Errors are few and minor, and all answers are complete.)	Always makes judgments and draws conclusions from research to solve problems. (Answers are virtually error-free and show detailed understanding.)

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

PARENT SIGNATURE:

\_\_\_\_\_

**Chapter Five: At the Heliodrome**

1. What is the author telling the reader about Matt and Hal Slater in the following, seemingly unimportant passage?

“Hal Slater,” he said. His grip was stronger than I liked.  
 “Matt Cruse.” I squeezed back as hard as I could. He squeezed even harder, then let go. (p. 83)

2. Consider these excerpts from the story. Give a synonym for each word in **bold**.

- a) After the grand boulevards of central Paris, rue Zeppelin had a **down-at-heels** look. (p. 76)

After the grand boulevards of central Paris, rue Zeppelin had a \_\_\_\_\_ look.

- b) And that was all. Quite **presumptuous** of her really. (p. 76)

And that was all. Quite \_\_\_\_\_ of her really.

- c) “We were just on our way to find him ourselves,” Nadira countered, turning her **cyclone** eyes back on Kate. (p. 88)

“We were just on our way to find him ourselves,” Nadira countered, turning her \_\_\_\_\_ eyes back on Kate.

3. What will each member of the “salvage team” contribute, and what will each earn as payment? Use the chart below to organize your answer:

<b>Member:</b>	<b>Contribution:</b>	<b>Payment Earned:</b>
Matt		
Hal		
Kate		
Nadira		

4. Describe the “heliodrome” in your own words. Use information from the text to enrich your answer.
5. Based on what we know about Kate so far, is her reaction to Nadira consistent with her personality, in your opinion? Why or why not?
6. Why does the author, Ken Oppel, use the dashes in the following passages, and how do they help the reader?

a)

You aren’t allowed to be angry with me anymore. But I must say” — her eyes strayed towards Nadira — “I’m wondering if I should be angry with *you*.” (p. 82)

b)

“That’s got nothing to do with it,” I said, feeling my cheeks burn yet again. I glanced over at Kate. She was looking at me. “If the ship’s booby-trapped—”

“If,” said Hal Slater pointedly.

“If it is, we need the key.” (p. 88)

### **INFORMATIONAL DIAGRAM/SCHEMATIC ACTIVITY**

#### Saga-what?

Draw a schematic of the *Sagarmatha* in the square below. Use information from the text and your own ideas. Include labels on your diagram, as well as any other conventions of informational diagrams you feel are necessary. It can be done as a map of the ship, a blueprint, or a combination of both. You may wish to look at the *Airborn* ([www.airborn.ca](http://www.airborn.ca)) or *Skybreaker* websites ([www.skybreaker.ca](http://www.skybreaker.ca)) to see other schematics of ships in the stories.



## CHAPTER FIVE RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.
2	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
3	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
5	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Kate.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the character of Kate.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Kate.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Kate.
6	Demonstrates very limited understanding of how punctuation helps the reader to understand what is read, by explaining the use of dashes in the text with many errors.	Demonstrates limited understanding of how punctuation helps the reader to understand what is read, by partially explaining the use of dashes in the text.	Demonstrates a general understanding of how punctuation helps the reader to understand what is read, by appropriately explaining the use of dashes in the text.	Demonstrates a thorough understanding of how punctuation helps the reader to understand what is read, by expertly explaining the use of dashes in the text, in detail.

OVERALL LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR INFORMATIONAL DIAGRAM/SCHEMATIC**

<b>ACCURACY</b>	Demonstrates very limited understanding of the <i>Sagarmatha</i> 's design and appearance by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of the <i>Sagarmatha</i> 's design and appearance by citing some simple information that is consistently related to the text.	Demonstrates general understanding of the <i>Sagarmatha</i> 's design and appearance by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of the <i>Sagarmatha</i> 's design and appearance by citing complex and detailed information that is consistently related to the text.
<b>CONVENTIONS</b>	Demonstrates very limited understanding of different forms of texts by including a few simple labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates limited understanding of different forms of texts by including some labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates general understanding of different forms of texts by including labels and other organizers in the diagram, to help the reader understand it.	Demonstrates thorough understanding of different forms of texts by including detailed labels and other organizers in the elaborate diagram, to help the reader understand it.

OVERALL LEVEL: \_\_\_\_\_

PARENT SIGNATURE:

\_\_\_\_\_

## Chapter Six: A Rather Hasty Departure

1. Why do you think Kate wishes she was a pirate's daughter? Use information from the text and your own ideas to prove your answer.
2. Kate mentions making a list to help her organize before the flight. What do you predict Kate's list contains? Pretend you are Kate, and write your list, using jot notes. You may wish to explain why you have selected certain items as well. Your teacher or teacher-librarian might have you use a publishing program, to make it more interesting.
3. Consider the following passage:

I arrived back at the heliport at three o'clock, and made my way to the *Sagarmatha's* berth. Setting eyes on her again, I felt a familiar, giddy swirl in my stomach — the same feeling I got whenever I was about to embark on a ship. It wasn't so unlike the first time I saw Kate de Vries, and something in me seemed to know right away that things would never be the same again. (p.95)

This passage tells the reader some important things about Matt Cruse. What insights or conclusions can you draw from it?

4. What is meant by the expression in **bold** in the following quotation: "I had **to grease a few palms** for an early launch slot, and I don't want to miss it" (p. 99)?
5. Create a graphic organizer of your choice (chart, web, etc.) explaining the names of the crew members on the *Sagarmatha*, and anything you learn about them in this chapter.
6. Summarize Matt's activities as he prepares to go on the voyage. Be sure to include all pertinent information, but try to limit yourself to five sentences maximum. Remember, a summary is a retelling of facts, not a giving of opinion or judgment.

## WRITE A COMIC OR GRAPHIC NOVEL EXCERPT

### A Picture Is Worth a Thousand Words...

Comic books and graphic novels are visual representations of stories or information. They have specialized conventions, like speech bubbles for dialogue, boxes for images and words, and minimal text overall. They need to be read differently, as the pictures lead the reader, rather than the words.

#### Think About

- what makes a good comic.
- what scene in this chapter would be interesting in comic form.

- what sort of illustrations and/or points of view would be most effective.

Pretend you are a comic book writer or graphic novelist. Decide on one particular section or scene within this chapter – not the whole thing. You should be creating an EXCERPT from this chapter only! Plan to illustrate 8-10 boxes, and decide what should go in each box using the brainstorming area below. Then use the paper your teacher or teacher-librarian supplies, and start creating your boxes, remembering what you plan to place in each one. Try to space them out so they are visually appealing, and remember to add a title and your name. They should be connected in some manner, but they don't all need to be the same size or shape. Don't worry if your drawing skills are not your strongest asset...just do your best. Your pictures should ideally demonstrate more than one point of view or perspective, and don't forget to add the necessary text and dialogue in the correct manner!

You may want to examine some comic books or graphic novels that your teacher or teacher-librarian will supply, in order to see for yourself what conventions are necessary. Indeed, your teacher or teacher-librarian may have you work with a partner, examining some actual comics or graphic novels in order to better familiarize yourself with the requirements of this type of writing. Think about the purpose for writing in this manner while you are completing the assignment.

Brainstorming:

Scene Chosen:

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Pages Covered:

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## CHAPTER SIX RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Kate.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the character of Kate.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Kate.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Kate.
2	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.
3	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.
4	Demonstrates very limited understanding of descriptive language by recognizing the bolded phrase and defining with limited accuracy its meaning based on familiarity or the context.	Demonstrates limited understanding of descriptive language by recognizing the bolded phrase and defining with some accuracy its meaning based on familiarity or the context.	Demonstrates general understanding of descriptive language by recognizing the bolded phrase and appropriately defining its meaning based on familiarity or the context.	Demonstrates thorough understanding of descriptive language by recognizing the bolded phrase and appropriately and precisely defining its meaning based on familiarity or the context.
5	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
6	Demonstrates very limited understanding of the key events in the chapter by citing very simple information in a summary that is too small or large a size, and that is inconsistently related to the text.	Demonstrates limited understanding of the key events in the chapter by citing some simple information in a summary that is too small or large a size, but that is consistently related to the text.	Demonstrates general understanding of the key events in the chapter by citing information in a summary that is an appropriate size, of some complexity, and that is consistently related to the text.	Demonstrates thorough understanding of the key events in the chapter by citing complex and detailed information in a summary that is an appropriate size and that is consistently related to the text.

OVERALL LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR COMIC BOOK OR GRAPHIC NOVEL EXCERPT**

Student's Name: \_\_\_\_\_

Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>REASONING:</b> Understands the purpose is to create a comic book or graphic novel excerpt based on a scene from the text. Develops ideas that are related to the purpose and to each other.	Writes a comic book or graphic novel excerpt in a very limited way. Uses simple details to describe some requirements of the project that are inconsistently related to the purpose and/or to each other.	Writes a comic book or graphic novel excerpt in a limited way. Uses simple details to describe some requirements of the project that relate to the purpose and to each other.	Writes a comic book or graphic novel excerpt that is clearly developed and on topic. Uses details of some complexity to describe many of the requirements of the project that relate to the purpose and to each other.	Writes a comic book or graphic novel excerpt that is clearly and coherently developed. Uses complex details to describe requirements of the project that relate to the purpose and to each other.
<b>COMMUNICATION:</b> Uses appropriate writing techniques -varied sentences -vocabulary -dialogue from the text Uses an appropriate voice/addresses a specific audience	Uses unclear or confusing sentences; uses few descriptive words, little or incorrect dialogue and/or little appropriate vocabulary. Shows a limited sense of voice; engages the reader in a limited way.	Uses simple basic sentence types and lengths – may include fragments and run-ons; uses some descriptive language, dialogue and vocabulary. Shows some sense of voice; engages the reader in a simple way.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language, dialogue and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language, dialogue and specialized vocabulary innovatively. Shows a strong sense of voice; engages and sustains the reader through a natural, personal tone and style.
<b>ORGANIZATION OF IDEAS:</b> Uses logical sequence in sentences, paragraphs, and overall organization and structure. Format follows requirements.	Shows limited use of a plan; very limited evidence of sequencing ideas; ideas may be incomplete. Format may only be partially followed.	Shows some use of a plan, some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Format is followed with some errors.	Shows use of a logical plan and clear focus; ideas are organized into paragraphs using appropriate and logical connections. Format is followed correctly.	Shows use of a logical plan and clear focus; ideas are well organized using a range of complex and logical connections to link paragraphs. Format is followed flawlessly, with additions.
<b>CONVENTIONS:</b> Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.
<b>VISUAL ART:</b> Demonstrate that shadows and shading create the illusion of a third dimension	No colour or shading used.	A little colour and/or shading used.	A good deal of colour and/or shading is used.	Colour and shading is used consistently, and to detailed, dramatic effect.
<b>VISUAL ART:</b> Produce two dimensional works of art that communicate a range of ideas for a specific purpose and audience	Work is incomplete; comic strip/graphic novel excerpt is not accurate to the purpose and/or audience.	Work is partially complete; comic strip/graphic novel excerpt is somewhat accurate to the purpose and audience.	Work is complete; comic strip/graphic novel excerpt is accurate to the purpose and audience.	Work is complete beyond expectation; comic strip/graphic novel excerpt is detailed, accurate to the purpose, and effectively presented to the audience.

PARENT SIGNATURE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

**Chapter Seven: Aboard the *Saga***

1. When Matt met the Sherpa crew members, he looked at Dorje and “couldn’t help trusting him.” (p. 106) Have you ever felt an immediate connection to someone else? Have you ever had a first impression about someone that turned out to be right...or perhaps even wrong? Relate an experience where you describe your meeting and those first impressions, and make sure to explain how accurate they turned out to be.
2. In this chapter, Matt recalls Kate’s description of Miss Simpkins as a lover of “bounders.” What would we call “bounders” in today’s slang? Does Miss Simpkins’ fondness for them seem to be in keeping with what we know of her? How is it ironic, considering her feelings about Matt?
3. Explain the use of the **colon** and/or **semi-colon** in the sentences below:

Just looking at Slater made me feel smaller. His fine clothes, his dashing hair and easy smile: I could not imagine ever fitting clothes like that, or looking so confident. I wanted his boots; I wanted his jacket; I wanted his ship. I was a buzzing hive of covetousness. (p. 108)

Colon:

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Semi-colon:

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4. Matt notices that Hal’s “special wine” isn’t particularly good and the discovery makes him feel “quite bucked up” (p. 109). Why is that fact so delightful to Matt?
5. What is “gyppy tummy,” and why is Kate “mortified” when Miss Simpkins mentions it?
6. Why do you think Nadira is so interested in Matt’s adventures with Vikram Szpirglas, as shown in the following passage:

Nadira waited. Her eyes had none of Kate’s appreciative brightness. Her gaze unsettled me, it was so intent.

“He came down and kicked at my fingers, trying to break my grip.”

“That’s ugly,” said Hal.

“But then I gave him a great kick and managed to trip him up, and he started sliding off the fin.” I paused, wishing I could stop the story there, with a triumphant, quick-witted blow. But Kate already knew that wasn’t the end. “Szpirglas regained his grip, though, and came back to me, and I saw his eyes and knew he was about to break my skull with his steel-toed boot. Then something brushed his shoulder. There was a whole flock of cloud cats passing over the *Aurora*, and one of them knocked him off balance. That time he truly did fall.”

“He just fell,” Nadira said.

I nodded.

“So really, you didn’t kill him at all.”

“I survived him, that’s all. I was lucky.”

“It was very cowardly of him,” said Nadira. “to attack a boy like that.”

I didn’t like her referring to me as a boy, but her eyes had lost their fierceness now. Far from seeming disappointed by my story, she seemed strangely relieved. (p. 114)

## **WRITING A TABLOID ARTICLE**

“Oh, Hal...You’re My Hero...”

Hal clearly wants to share his story of rescuing the mailship and becoming a hero, and he doesn’t require much urging to do so in this chapter. While the events of the story are likely true, Hal’s style of narration adds to the heroic nature of his role.

Any talented reporter can make a hero or a villain out of an everyday person, simply by including strong descriptive language, bias, and opinion. Tabloids are newspapers that make it their business to manipulate facts in order to influence readers, and your job is to become a tabloid reporter...

Think About

- how you could make Hal’s actions seem even more glorious.
- what phrases or points of view would best manipulate your readers.
- how you could stick to the details but use bias and opinion to flesh out your message.

Pretend you work for a tabloid journal called the “Paris Tattler,” and have been given the task of reporting *your* version of Hal’s glorious rescue of the mailship. Keep in mind the rules of writing a newspaper article (Five W’s) and having a great lead sentence. Use your best descriptive phrases, as well as bias and opinion, to manipulate your reader to see Hal’s actions in a miraculous and impressive light.

Your teacher or teacher-librarian may have you use a certain publishing or word processing program to further add to the appearance of your tabloid article. If so, your word processing skills may also be assessed. They may also show you some real tabloid journals, so that you can see firsthand how bias and opinion can be used to manipulate the reader.

Happy writing!

## CHAPTER SEVEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
2	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters or explain the irony.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters and/or explain the irony.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters and explain the irony.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters and explain the irony.
3	Demonstrates very limited understanding of punctuation by identifying with limited accuracy the functions of colons and semi-colons, and providing a limited explanation of how they help the reader to understand the text.	Demonstrates limited understanding of punctuation by identifying with some the functions of colons and semi-colons, and providing some explanation of how they help the reader to understand the text.	Demonstrates a general understanding of punctuation by correctly identifying the functions of colons and semi-colons, and explaining how they help the reader to understand the text.	Demonstrates a thorough understanding of punctuation by correctly the functions of colons and semi-colons, and precisely explaining how they help the reader to understand the text.
4	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.
5	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
5	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.
6	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR WRITING A TABLOID ARTICLE**

Student's Name: \_\_\_\_\_ Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p><b>REASONING:</b> Understands the purpose is to write a tabloid article based on prompt. Develops ideas that are related to the purpose and to each other.</p>	Writes a tabloid article in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.	Writes a tabloid article in a limited way. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a tabloid article that is clearly developed and on topic. Uses details of some complexity to describe setting, characters, and events (plot) that relate to the narrative and to each other.	Writes a tabloid article that is clearly and coherently developed. Uses complex details to describe setting, characters, and events (plot) that relate to the narrative and to each other.
<p><b>COMMUNICATION:</b> Uses appropriate writing techniques -varied sentences -descriptive language -vocabulary -bias -opinion Uses an appropriate voice/addresses a specific audience</p>	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice and/or ineffective points of view; engages the reader in a limited way.	Uses simple basic sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice and/or points of view; engages the reader in a simple way.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice and effective points of view; engages the reader in an active way.	Demonstrates an effective control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice, very accurately but manipulatively portrayed points of view; engages and sustains the reader through a personal tone and style.
<p><b>ORGANIZATION OF IDEAS:</b> Uses logical sequence in sentences, paragraphs, and overall organization and structure. Format follows organization of a tabloid article.</p>	Shows limited use of a plan; very limited evidence of sequencing ideas; ideas may be incomplete. Format of a tabloid article may only be partially followed.	Shows some use of a plan, some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Format of a tabloid article is followed with some errors.	Shows use of a logical plan and clear focus; ideas are organized into paragraphs using appropriate and logical connections. Format of a tabloid article is followed correctly.	Shows use of a logical plan and clear focus; ideas are well organized using a range of complex and logical connections to link paragraphs. Format of a tabloid article is followed in detail.
<p><b>CONVENTIONS:</b> Applies language conventions correctly.</p>	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

NEXT STEP: \_\_\_\_\_

## Chapter Eight: Skyberia

1. What is the purpose behind the religious ceremony Matt and Kate witness? Prove with information from the text.
2. Kate takes too much rice during the ceremony.

I tossed some rice and passed the bowl to Kate, who took it with great eagerness. “Too much,” I mouthed, looking with alarm at her big fistful of rice. I was too late. Her clump of rice soared high in the air and pattered down over everyone like a sudden rain shower. (p. 120)

How is this a metaphor for Kate herself (i.e. how is it typical of her)?

3. Matt and Kate’s relationship is best understood by studying the dialogue between them. Consider the following passage:

“A bit nauseating, isn’t it,” said Kate, coming up beside me. “The conquering hero.”  
But I noticed that her eyes had strayed to a photograph of Slater stripped naked to the waist, riding atop an elephant.  
“You seemed impressed enough with him last night,” I said. “Oh, Hal, do tell me about your thrilling adventures!”  
Kate’s nostrils narrowed; her chin lifted. “I was just trying to be polite. Keep the conversation going. In case you hadn’t noticed, there was a little tension at the dinner table.”  
The lounge was big enough that we could talk in private if we spoke softly, but I still felt self-conscious with Nadira and Miss Simpkins in plain view. And I did not trust Kate to keep her voice low if we argued: it wasn’t her style.  
“Sorry,” I said. “I’m just grumpy. I feel like I’m in a jail cell.”  
“It’s a comfy jail cell at least.”  
“Some of the inmates are quite charming,” I admitted.  
That made her smile. “You should try sharing bunks with Marjorie.”  
“Who has the top?”  
“Me. She’s worried she might have to go to the lavatory in the night, and doesn’t want to break her neck getting down the ladder. Which I told her was very unlikely unless I greased the rungs.”  
“I’m sure that reassured her.”  
“You seem very restless,” Kate said. “Your eyes are getting that darty look. You always say you’re happiest aloft.”  
“I know. But I feel like luggage.” (p. 123)

What observations and conclusions can you make about these two characters, and their understanding of each other, from this excerpt?

4. What do you think about Kate’s theory of life in the high altitudes? Explain, using information from the text and your own ideas.
5. Read these sentences from the story and state whether each word **in bold** is used as a **noun, a verb, an adjective or an adverb**. Then explain your answer in the space provided.

a)

Kate looked at me, exasperation **smouldering** in her hooded eyes. (p. 124)

The word **smouldering** is used as  
(Circle your answer)      a noun      a verb      an adjective      an adverb

I know this because

---

b)

I started to wonder if Miss Simpkins' **main** reason for coming was to keep Kate and me well apart. (p. 124)

The word **main** is used as  
(Circle your answer)      a noun      a verb      an adjective      an adverb

I know this because

---

c)

"That's why I'm **already** betrothed." (p. 129)

The word **already** is used as  
(Circle your answer)      a noun      a verb      an adjective      an adverb

I know this because

---

6. Kenneth Opel has mentioned a few seemingly unrelated details in this chapter (George Barton and the Aruba Consortium, the possible presence of undiscovered creatures, the betrothal of Nadira, and Matt's desperate longing for money, to name a few.) Why do authors introduce minor elements in a story? Could any of these be used as foreshadowers of plot elements? Predict which of these might be significant, and how you think Opel could use them later in the story.

### **WEBSITE EXPLORATION ACTIVITY: SHERPA LIFE**

#### "Shar-wa" Not "Sherpa"

It's time to learn more about the Sherpa people and their way of life, as well as your own tastes and interests. With the supervision of your teacher or teacher-librarian, you will explore a number of websites devoted to these fascinating folk. The sites themselves are very different in style, focus, and intent, and it is up to you to determine which one best suits your interests and learning style(s).

Launch your Internet browser and explore each of the given sites. Keep jot notes as you visit each one, so that you can determine the answers to the "Feedback" questions by the



time you finish your exploration. Your answers and jot notes together will determine your mark, but observations made by the supervising teacher as you peruse the sites will also be included. Independent, on-task behavior is required.

Web Sites:

- ❑ <http://magma.nationalgeographic.com/ngm/0305/feature2/>
- ❑ <http://www.bena.com/sherpa1/sfa/sSherFac.htm>
- ❑ <http://www.pbs.org/wgbh/nova/everest/history/sherpasworld.html>
- ❑ <http://www.timesonline.co.uk/article/0,,3-1657751,00.html>

Feedback Questions:

1. Which site did you find most informative?
2. What kind of information did it have?
3. Did the way the information was presented play a part in why you enjoyed it?
4. What did you find most interesting?
5. Was there any site that led you to navigate off the home page, simply because something caught your eye? Which one, if so?
6. Which site did you find least informative?
7. Did it lack information, or was it presented in a way you didn't enjoy?
8. Which site did you find most easy to navigate?
9. To which site, if any, would you be interested in returning? Why?
10. What have you determined about your personal learning style(s) and interests, with respect to web sites?

**CHAPTER EIGHT RUBRICS**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of the religious ceremony by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of the religious ceremony by citing some simple information that is consistently related to the text.	Demonstrates general understanding of the religious ceremony by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of the religious ceremony by citing complex and detailed information that is consistently related to the text.
2	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe how the taking of the rice is a metaphor for Kate herself.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe how the taking of the rice is a metaphor for Kate herself.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe how the taking of the rice is a metaphor for Kate herself.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe how the taking of the rice is a metaphor for Kate herself.
3	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters and their relationship.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters and their relationship.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters and their relationship.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters and their relationship.

4	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
5	Demonstrates very limited understanding of parts of speech by identifying with limited accuracy the bolded words and providing a limited explanation of their uses in the sentences.	Demonstrates limited understanding of parts of speech by identifying with partial accuracy the bolded words and providing some explanation of their uses in the sentences.	Demonstrates general understanding of parts of speech by correctly identifying the bolded words and appropriately explaining their uses in the sentences.	Demonstrates thorough understanding of parts of speech by correctly identifying the bolded words and precisely explaining their uses in the sentences.
6	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

PARENT SIGNATURE: \_\_\_\_\_

### **RUBRIC FOR WEB SITE EXPLORATION ACTIVITY**

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Pretask, Anecdotal Observations by Teacher	Demonstrates limited ability to locate and read Internet resources with much assistance.	Demonstrates simple ability to locate and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
1-10	Seldom makes judgments or draws conclusions from research to solve problems. (Errors are plentiful, and/or answers are often incomplete or poorly done.)	Occasionally makes judgments and draws conclusions from research to solve problems. (There are a number of errors, and/or some incomplete answers.)	Often makes judgments and draws conclusions from research to solve problems. (Errors are few and minor, and all answers are complete.)	Always makes judgments and draws conclusions from research to solve problems. (Answers are virtually error-free and show detailed understanding.)
1-10	With much assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With some assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With minimal assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	Independently and comprehensively analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

COMMENTS:

\_\_\_\_\_

## **Chapter Nine: Airborne Zoology**

1. Is Miss Simpkins pleased with Kate's scientific explorations on board the *Saga*? Prove with specific examples from the text.
2. In your opinion, why does the author include the dance scene (i.e. how does it add to the story)?
3. How does the use of an ellipsis in the following passage help the reader to understand how to read the sentence?

“Well, that was very...vigorous,” said Kate when the waltz ended. “Thank you.”  
(p. 137)

4. How does Kenneth Oppel use Kate's capturing of the insects as foreshadowing in this chapter?
5. Draw a scientific representation of the tentacled creature, using Matt's observations in the chapter. Remember to include labels and any other conventions of informational diagrams you feel are necessary.
6. Create a timeline of this chapter, making sure to include all the details of the encounter with the creature, as well as events before and after. Use proper timeline format. Your teacher may give you a particular type of paper or ask you to use a specific word processing program to showcase your work.

## **WRITE A TELEGRAM**

### **I Regret to Inform You...**

In the setting of *Skybreaker*, telegrams would be the most common method of sending bad news over long distances in a hurry. Imagine you are Hal Slater, and that you must notify Mrs. Dalkey of her husband's death...

#### Think About

- what details she would need to know right away.
- what details could or should wait until you are with her in person.
- how to best tell her the sad news in as few words as possible, while making her husband's actions seem worthwhile and valiant.

As Hal, write a proper telegram to Mrs. Dalkey. Remember that telegrams, by their very definition, are incredibly brief, so put in as few words as possible. Your teacher may give you a particular method for publishing these, but if not, a plain sheet of paper will be sufficient. Your teacher or teacher-librarian may also have you look at some real telegrams, so that you can see how they are done.

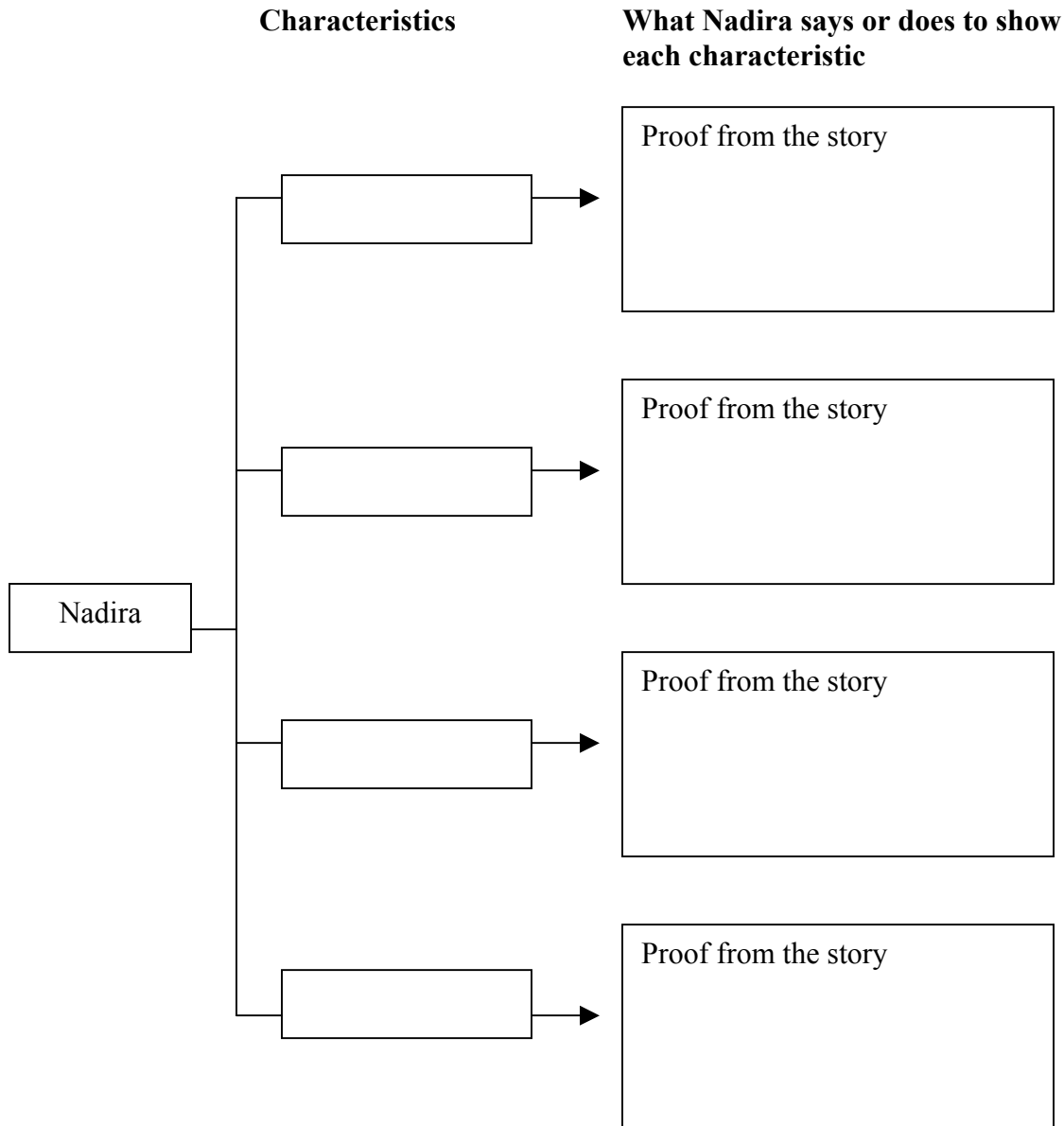
## CHAPTER NINE RUBRICS

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.
2	Demonstrates very limited ability to interpret the author's purpose in creating this specific scene, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in creating this specific scene, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in creating this specific scene, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in creating this specific scene, by making complex, detailed references to the text and personal knowledge/experiences.
3	Demonstrates very limited understanding of how punctuation helps the reader to understand what is read, by explaining, with many errors, the use of an ellipsis in the text.	Demonstrates limited understanding of how punctuation helps the reader to understand what is read, by partially explaining the use of an ellipsis in the text.	Demonstrates a general understanding of how punctuation helps the reader to understand what is read, by appropriately explaining the use of an ellipsis in the text.	Demonstrates a thorough understanding of how punctuation helps the reader to understand what is read, by expertly explaining the use of an ellipsis in the text, in detail.
4	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the use of foreshadowing.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the use of foreshadowing.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the use of foreshadowing.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the use of foreshadowing.
5	Demonstrates very limited understanding of different forms of texts by including a few simple labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates limited understanding of different forms of texts by including some labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates general understanding of different forms of texts by including labels and other organizers in the diagram, to help the reader understand it.	Demonstrates thorough understanding of different forms of texts by including detailed labels and other organizers in the elaborate diagram, to help the reader understand it.
6	Uses appropriate organizers with much assistance. Proper timeline format is inconsistently followed. (WRITING)	Uses appropriate organizers with some assistance. Proper timeline format is followed with one or two errors.	Uses appropriate organizers independently. Proper timeline format is followed.	Uses appropriate organizers independently. Proper timeline format is followed and creative details are added.
6	Summarizes a few of the main ideas in materials by selecting some basic details for the timeline.	Summarizes some of the main ideas in materials by selecting some important details for the timeline.	Summarizes the main ideas in materials by selecting many important details for the timeline.	Summarizes the main ideas in materials by selecting the most important details for the timeline independently.
Telegram	No understanding of format is apparent, or a poor attempt is made to follow it. Virtually no pertinent details are included. Errors are plentiful (spelling, grammar, content).	Telegram partially follows format, or at least some attempt is made. One or two pertinent details are included. Errors are common (spelling, grammar, content).	A good attempt is made to follow format. Most pertinent details are included, and errors are few and minor (spelling, grammar, content).	Format is followed exactly. All pertinent details are included, and errors are virtually non-existent. It looks like the real thing, and the author "got into it."

PARENT SIGNATURE: \_\_\_\_\_

**Chapter Ten: Weather Change**

1. From reading this chapter, we get to know Nadira much better. Use the chart below to identify four key characteristics of Nadira we've seen in this chapter or earlier. Give proof of each characteristic by describing something Nadira thinks or does to show that she has this characteristic.



2. Why does Nadira kiss Matt, in your opinion? Support your answer with examples from the book that prove your theory.

3. Matt describes his feelings for Kate in the following way:

Kate would have talked.

She would have made all sorts of observations and told me everything on her mind. She would have vexed me and made me laugh. There was no stopping her words. I loved her words. Harness their energy and you could light Paris. My feelings for Kate were so strong I could scarcely make sense of them. Being near her, I was filled with happiness and want and panic all swirled together. I wanted to talk to her, shout at her, touch her, and kiss her. I wanted to flee from her. It was altogether exhausting. (p. 151)

This is an unusual passage, and for many reasons. First, the author uses all sorts of sentence lengths, and repeats certain words and phrases. Secondly, he lets the first sentence stand alone, as its own paragraph (“Kate would have talked”). Lastly, he inserts this passage right before Nadira’s arrival in the crow’s nest. What was Kenneth Oppel hoping to achieve in this passage? Explain, making sure to include explanations for all three of the interesting writing choices mentioned.

4. Is Nadira right to kiss Matt, in your opinion? Does Matt behave in a way you feel is appropriate in return? Use information from the text and your own experiences to explain your point of view.
5. How might the revelation of Nadira’s parentage change or affect Matt’s opinion of her? Predict how he will react, and why. Use information from the book and your own ideas.
6. Matt thinks his heart must have a “fiendish bent, or else how could [he] adore Kate, and desire Nadira too?” (p. 150). Do you believe he is correct? Is this normal for a young teen to feel his or her heart conflicted in this way?

In groups of 3, 4 or 5, discuss these questions and the whole romantic element at work in *Skybreaker*. Remember to follow correct discussion format, so that each member of your group has a chance to give an opinion, explain his or her reasoning, and respond to ideas.

### **WRITE A DESCRIPTIVE PARAGRAPH**

#### It’s A What?

*Airborn* has the cloud cat, and *Skybreaker* has the tentacled floater. Clearly Kenneth Oppel enjoys inventing animals he thinks *should* exist, and using actual creatures as inspiration. Now you will get the chance to do the same thing.

#### Think About

- what characteristics would be interesting in combination.
- what skills and attributes your creature would need.

The purpose of a descriptive paragraph is for the reader to be able to *see* the object being described, almost as if the reader is right there with you. Compare Matt’s observations to those of Hal, and you will see how much more descriptive Matt’s are. This is your goal...

Imagine a creature that is made up of two or more known animals’ attributes and physical features. Then write a descriptive paragraph where you use detailed imagery and poetic language to describe your creature. Your teacher may also have you illustrate your creature, or perhaps have another student attempt to illustrate your creature, simply from the wonderful descriptive paragraph you will supply. Keep this in mind as you are writing!

### CHAPTER TEN RUBRICS

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Nadira.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of Nadira.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Nadira.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Nadira.
2	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the motivation of a character.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the motivation of a character.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the motivation of a character.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the motivation of a character.
3	Demonstrates very limited ability to interpret the author’s purpose, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author’s purpose, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author’s purpose, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author’s purpose, by making complex, detailed references to the text and personal knowledge/experiences.
4	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
5	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

6	Demonstrates limited ability to discuss the topic, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience.	Demonstrates some ability to discuss the topic, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates the ability to discuss the topic, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to discuss the topic, by clearly and precisely integrating textual references with personal knowledge/experience.
6	Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions with much assistance. Rarely uses constructive strategies in small-group discussions.	Occasionally follows up on others' ideas, and sometimes recognizes the validity of different points of view in groups discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions. Uses constructive strategies in small-group discussions.	Follows up on others' ideas, taking on a leadership role, and recognizes the validity of different points of view in groups discussions. Consistently uses constructive strategies in small-group discussions.

PARENT SIGNATURE: \_\_\_\_\_

### RUBRIC FOR WRITING A DESCRIPTIVE PARAGRAPH

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>REASONING</b> Understands the purpose is to write a descriptive paragraph based on an imaginary creature. Develops ideas that are personal and are related to the purpose and to each other.	Writes a descriptive paragraph in a very limited way. Some parts of it may be off topic. Uses simple details to describe some aspects of the imaginary creature that are inconsistently related to each other.	Writes a descriptive paragraph in a limited way. One or two parts of it may be off topic. Uses simple details to describe some aspects of the imaginary creature.	Writes a descriptive paragraph that is clearly developed and on topic. Uses details of some complexity to describe aspects of the imaginary creature.	Writes a descriptive paragraph that is clearly and coherently developed. Uses complex details to describe specific, detailed aspects of the imaginary creature.
<b>COMMUNICATION</b> Uses appropriate writing techniques - descriptive vocabulary - poetic language (similes, metaphors, personification, etc.) Uses an appropriate voice/addresses a specific audience.	Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little imaginative vocabulary. Shows a limited sense of voice; engages the reader in a limited way.	Uses only simple sentences and phrases; uses some descriptive language or imaginative vocabulary. Shows some sense of voice; engages the reader in a simple way.	Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over sentence structure and phrases; uses fantastic descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader with detailed visual style.
<b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format is correctly followed.	Shows very limited evidence of sequencing ideas; ideas may be incomplete. Paragraph use is inconsistently followed.	Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Paragraph use is followed with some errors.	Shows a clear focus; ideas are organized using appropriate and logical connections. Paragraph use is followed correctly.	Shows a clear focus; ideas are well organized using a range of complex and logical connections. Paragraphs use is flawlessly done.
<b>CONVENTIONS</b> Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

PARENT SIGNATURE: \_\_\_\_\_

NEXT STEPS: \_\_\_\_\_

PERSONAL SPELLING ERRORS: \_\_\_\_\_

\_\_\_\_\_



**Chapter Eleven: The Bottom of the World**

- Miss Simpkins shows just how insensitive she can be in this chapter, while Matt is her polar opposite and demonstrates his sensitivity yet again. Find examples in this chapter where we see both of them showing their true colours, and cite them correctly in the chart below:

Example of Matt Being Sensitive to Others:	Example of Miss Simpkins' Insensitivity:

- Read the following sentences from the story. Explain the author's purpose in using italics in each of the following sentences:

a)

I wanted to apologize, but I dared not mention it, for what if she *hadn't* seen, and I was just opening up Pandora's box of trouble? (p. 172)

Sentence a)

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b)

All the lights went out suddenly, and I knew that Hal had thrown a cloak of darkness over the *Sagarmatha*. (p. 173)

Sentence b)

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- Consider the following sentences from the story:

“But we have no proof she's engaged in anything **unsavoury**,” I insisted. (p. 167)

An **ingenious** thing it was, each tiny part nestled against the other, wasting no space. (p. 168)

After Jangbu left the room, Hal looked **distastefully** at the transmitter and its ungainly tangle of antenna. (p. 168)

Write the root word and the prefix and/or suffix for the words in the chart below:

Word from Story	Prefix	Root Word	Suffix

Now use a dictionary and/or thesaurus to find the definition of each of these words. You may need to start at the root of the word to locate its new form.

4. Read the text below:

Through the tube I heard Hal **barking** orders to his crew, and then I could only **stare in horror** as the **enormous vessel came at us** broadside. She **blotted out the sky** as she came, **looming above us, raven black** and visible only for the **ice glittering on her flanks**. I saw her **ribs, her flayed skin**. We shed ballast so quickly I gave a shout. Our engines roared and we angled high, banking to port. I was tilted so far over I lost sight of the other ship for a moment, but then I heard **an unearthly moan, like the woodwind section of Satan's orchestra**, as she began passing beneath us (p. 176)

How do the words and phrases **in bold** help you as a reader?

5. Why do you think Dorje defends Matt to Hal, after the crash?

6. Consider the following passage:

From the *Saga's* bow, powerful spotlights blazed twin pathways through the night and quickly fixed on the airship before us. On her flank, I could make out the name: *Hyperion*.  
We hadn't found her.  
She'd found us. (p. 177)

How does the author's writing style here make the end of the chapter more exciting and thrilling? Use information from the text and your own ideas.

### **WEBQUEST ACTIVITY:**

Webquests are a great way to practice your Internet and research skills, as well as reading and writing skills. The following webquest will teach you about Antarctica, which plays a part in *Skybreaker*, and you will actually get to "see" the "Bottom of the World." Your teacher or teacher-librarian may have you do only part of it, or may have you complete the whole thing. Assessment is included in the actual webquest itself.

Move to a computer that has Internet access, with your teacher's permission and supervision. Be sure you have your pencil and the necessary papers from the webquest with you. Your teacher-librarian may be your instructor for this part of the lesson. Launch your browser, and then type the following URL in the address bar: <http://www.can-do.com/uci/lessons98/Antarctica.html>. Follow the directions as outlined by your supervising teacher and the webquest from this point onward.

## CHAPTER ELEVEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the characters.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.
2	Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates general knowledge of organizational elements by explaining in with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.
3	Demonstrates very limited ability to interpret the author's purpose in using certain examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates ability to interpret the author's purpose in using certain examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using certain examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.
4	Demonstrates very limited understanding of spelling conventions by identifying affixes with limited accuracy and providing a partial or very simple explanation of how they help the reader understand word meanings.	Demonstrates limited understanding of spelling conventions by identifying affixes with some accuracy and providing some explanation of how they help the reader understand word meanings.	Demonstrates general understanding of spelling conventions by correctly identifying affixes and explaining how they help the reader understand word meanings.	Demonstrates thorough understanding of spelling conventions by correctly identifying affixes and precisely explaining how they help the reader understand word meanings.
4	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with great assistance, and/or with a number of inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with little assistance, and/or with a few inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words. Most definitions are accurate, though basic or brief.	Consults a dictionary independently to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.
5	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the motivation of a character.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the motivation of a character.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the motivation of a character.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the motivation of a character.
6	Demonstrates very limited ability to interpret how the author writes to create suspense, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret how the author writes to create suspense, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret how the author writes to create suspense, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret how the author writes to create suspense, by making complex, detailed references to the text and personal knowledge/experiences.

PARENT SIGNATURE: \_\_\_\_\_

**Chapter Twelve: The *Hyperion***

1. What is the mood the author is trying to create in this chapter? Prove with examples from the text.
2. Why is Matt so upset about the man being thrown overboard? Consider Matt’s personal history when you answer.
3. Explain who or what you think made the eerie sound the group heard.
4. The following passage contains examples of simile, metaphor, and personification.

Beneath us the *Hyperion* rode the wind like a great airborne whale, cutting the icy sky with her flukes. From the windows of the Control Car, I watched as Hal brought us closer. Sometimes, as if aware of our harpooner’s intent, the *Hyperion* dipped and slewed; other times, trying to scare us off, she crested, forcing us away from her massive sun-bleached back. Hal’s crew were expert sailors and, even without a full complement of engines, they managed to mirror the *Hyperion*’s every movement. (p. 178)

Using the chart below, site one example of each and then explain the example in your own words.

Type of Descriptive Language:	Quotation/Example:	Explanation:
Simile		
Metaphor		
Personification		

5. Predict what you think the little band of explorers will find in the “treasure trove” of the ship. Be sure to explain why you predict this, using examples from the text as well as your own ideas.
6. Explain the irony in the following passage, and how it adds to the story:

“I’m going aboard,” Kate said angrily. “I didn’t come all this way to knit socks by the hearth.”  
 “I’m perfectly content to knit by the hearth,” said Miss Simpkins, who was, in fact, knitting by the hearth. (p. 181)

## **WEBSITE EXPLORATION ACTIVITY: SKYBREAKER**

### Let's Tour the *Skybreaker* Website...

The publishers of the novel, *Harper Collins*, have worked with Kenneth Oppel to create a website devoted to *Skybreaker*, just as they did for *Airborn*. There are all sorts of exciting and interesting goodies on the website, and some you will explore in detail as the story continues. For now, however, it's enough to just navigate through the site and experience it.

Move to a computer that has Internet access, with your teacher's permission and supervision, and make sure to follow your school's Acceptable Use Policy. Be sure you have your pencil and this paper with you, as well as another paper on which to record your answers. Your teacher-librarian may be your instructor for this part of the lesson, and you may be asked to type your answers on a word processing program.

STUDENT NAME: \_\_\_\_\_

1. Launch your Internet browser, and type in the following URL:  
<http://www.skybreaker.ca> . Make sure the sound is turned up to an acceptable level on your computer before you begin. Now sit back and observe the intro. Then enter the *Skybreaker* newspaper homepage. Bookmark it into your Favourites.
2. Which section most interests you, right off the bat? How do you navigate to it?
3. Move around the site. Don't read everything yet; just get a feel for the different areas, and decide what you want to read in detail when you have the time.
4. Is there anything you would like to ask the webmaster? Anything you find surprising? Boring? Not the way you expected? Explain.
5. How easy was it to navigate through the website? Why?
6. Why do you think the creators decided on the newspaper as a format for the website? Does it work, in your opinion?
7. How did the sound effects contribute to your enjoyment of the website, or did they?
8. What do you think would make a good addition to the website in the future?
9. On a scale of 1-10, how would you rate the website overall?
10. Any other comments to add?

**CHAPTER TWELVE RUBRICS**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of mood and the way it is created, by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding of mood and the way it is created, by responding with some simple information that is consistently related to the text.	Demonstrates general understanding of mood and the way it is created, by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of mood and the way it is created, by responding with complex information that is consistently related to the text.
2	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe Matt’s reaction.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe Matt’s reaction.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe Matt’s reaction.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe Matt’s reaction.
3	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Demonstrates very limited ability to interpret and/or categorize a few examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret and/or categorize some selected examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret and categorize selected examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret and categorize selected examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.
5	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.
6	Demonstrates very limited understanding of irony and the reasons for its use, by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of irony and the reasons for its use, by citing some simple information that is consistently related to the text.	Demonstrates general understanding of irony and the reasons for its use, by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of irony and the reasons for its use, by citing complex and detailed information that is consistently related to the text.

PARENT SIGNATURE: \_\_\_\_\_

COMMENTS:  
\_\_\_\_\_

**RUBRIC FOR WEB SITE EXPLORATION ACTIVITY**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
Pretask, 1	Demonstrates limited ability to locate and read Internet resources with much assistance.	Demonstrates simple ability to locate and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
2-10	Seldom makes judgments or draws conclusions from research to solve problems. (Errors are plentiful, and/or answers are often incomplete or poorly done.)	Occasionally makes judgments and draws conclusions from research to solve problems. (There are a number of errors, and/or some incomplete answers.)	Often makes judgments and draws conclusions from research to solve problems. (Errors are few and minor, and all answers are complete.)	Always makes judgments and draws conclusions from research to solve problems. (Answers are virtually error-free and show detailed understanding.)
2-10	With much assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With some assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With minimal assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	Independently and comprehensively analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

COMMENTS:

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### Chapter Thirteen: The Dead Zoo

1. What does Kate mean when she says the following:

“That,” said Kate, “is the cheekiest door I’ve ever known.” (p. 196)

2. Kenneth Oppel often inserts sarcasm into the dialogue between Kate and Matt. Explain how the passage below is one example of this, and describe the effect it has on the reader:

“How did he find it then?” I asked.  
“He paid big-game hunters all over the world to search for unusual specimens. If only he’d kept it alive, rather than shooting it. It would have been much better for science.  
“And for the quagga too, I suppose.”  
“Mmm,” she said distractedly. (p. 197)

3. The author uses a lot of descriptive language and specialized vocabulary in the story. Consider the passage below:

“Why’d he bother putting all this **mangy** stuff under lock and key?” Hal grumbled. He’d expected a chamber stacked high with overflowing chests of loot and was clearly **disgruntled**. With Dorje he began a circuit of the room, making a map, and no doubt scouting for anything more **lucrative** than animal hides. (p. 196)

Give your best guess for the meaning of the following **bold** words in the chart provided. Then look for their meaning in a dictionary:

Vocabulary	Your best guess:	Actual meaning from dictionary:
mangy		
disgruntled		
lucrative		

4. The scene where the little group of explorers finds the Yeti is significant because it helps the reader to get a clearer picture of each character’s personal priorities and values. Discuss what we learn in this scene about each of the characters, proving with an example from the text. You may use a graphic organizer to display your findings, or discuss your observations in written form.
5. Consider the excerpt below:

Throughout the entire ship, there was a horrid sense of expectation that time had been only temporarily frozen, and might at any moment bring all the ship’s inhabitants gruesomely back to life. But I felt it even more strongly now, as I stood on the threshold of this room, waiting for the door to



slide open. Something was in there.  
Something was waiting. (pp. 200-201)

Why does Kenneth Oppel isolate the sentence “Something was waiting” at the end of the chapter, rather than including it in the previous paragraph, in your opinion?

6. What do you predict is waiting on the other side of the door? Prove with your own ideas and information from the text.

### **PICTURE BOOK STUDY: PEG AND THE YETI**

#### Yeti, Yeti, Who’s Got the Yeti?

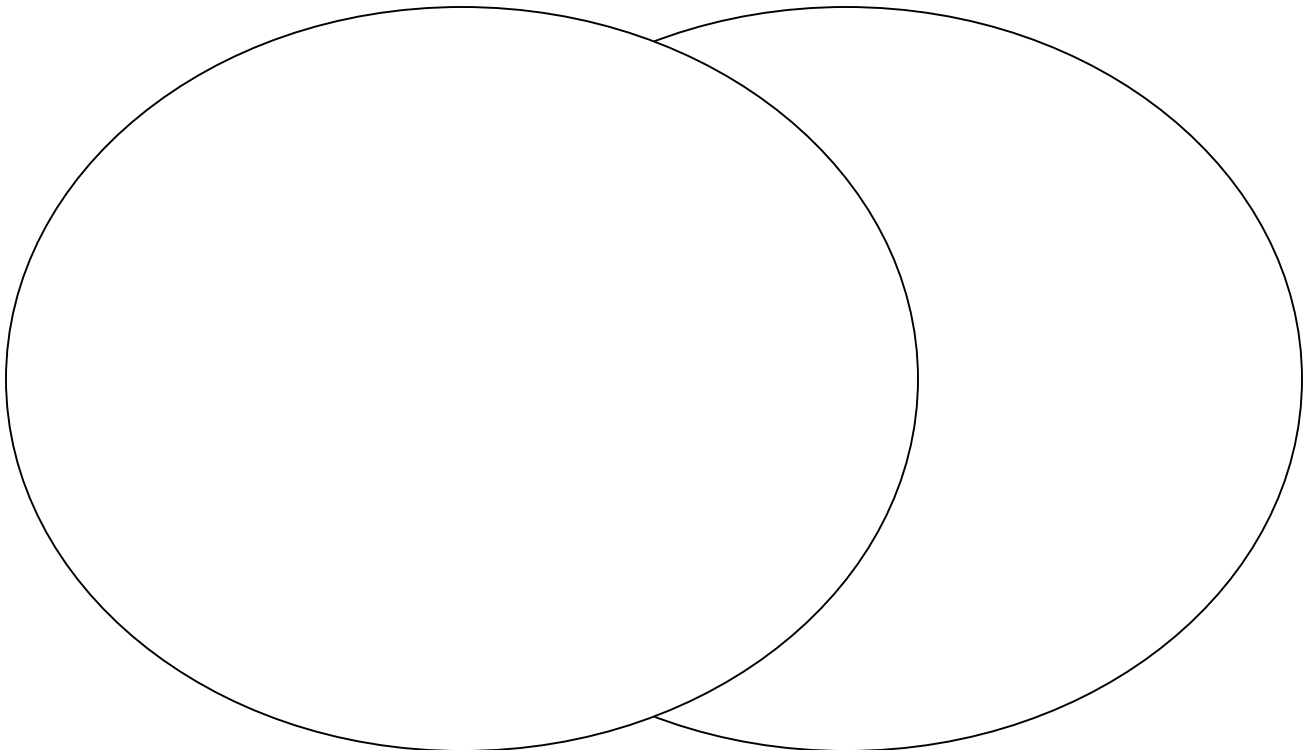
Kenneth Oppel isn’t just a writer of novels...he’s also an author of children’s picture books. *Peg and the Yeti* again demonstrates Ken’s interest in yetis, but its version of the mystical creature isn’t quite so frightening as *Skybreaker’s* yeti.

Your teacher or teacher-librarian will read you *Peg and the Yeti*, and it is your job to keep track of the differences and similarities you notice in Ken’s two versions of the yeti. Then complete the Venn Diagram below, outlining your observations.

#### VENN DIAGRAM COMPARING YETIS

*Skybreaker’s* Yeti

*Peg and the Yeti’s* Yeti



## CHAPTER THIRTEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to accurately determine the correct meaning of a descriptive language passage/idiom from context clues.
2	Demonstrates very limited understanding of sarcasm and its purpose, by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding of sarcasm and its purpose, by responding with some simple information that is consistently related to the text.	Demonstrates general understanding of sarcasm and its purpose, by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of sarcasm and its purpose, by responding with complex information that is consistently related to the text.
3	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
3	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with great assistance, and/or with a number of inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with little assistance, and/or with a few inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words. Most definitions are accurate, though basic or brief.	Consults a dictionary independently to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.
4	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.
4	Uses appropriate organizers or correct written format with much assistance and/or many errors.	Uses appropriate organizers or correct written format with some assistance and/or some errors.	Uses appropriate organizers or correct written format independently and with few errors.	Uses appropriate organizers or correct written format independently and accurately, with detail.
5	Demonstrates very limited ability to interpret the author's purpose in isolating the last sentence, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's in isolating the last sentence, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's in isolating the last sentence, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in isolating the last sentence, by making complex, detailed references to the text and personal knowledge/experiences.
6	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

<b>Venn Diagram</b>	Demonstrates limited understanding of the elements of stories by identifying, comparing and contrasting only a few obvious characteristics of the two yetis using a Venn diagram and the texts.	Demonstrates some understanding of the elements of stories by identifying, comparing and contrasting some fairly obvious characteristics of the two yetis using a Venn diagram and the texts.	Demonstrates general understanding of the elements of stories by identifying, comparing and contrasting many characteristics of the two yetis using a Venn diagram and the texts.	Demonstrates thorough understanding of the elements of stories by identifying, comparing and contrasting numerous characteristics of the two yetis using a Venn diagram and proofs from the stories.
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## Chapter Fourteen: The Vivarium

1. Before reading this chapter, and using what you know of the English language and its origins, what do you suppose a “vivarium” might be?
2. Once again the author, Kenneth Oppel, has selected certain words to help the reader get a feel for the mood of the chapter. Consider the following passage from the text:

**Complete darkness** did not greet us this time, but pale light, **revealing** a chamber even bigger than the last. **Dark, silhouetted shapes hunched everywhere**, as if **ready to stand or spring**. Our torch beams **danced about nervously**. Against the far wall was a bank of floor-to-ceiling windows, all **iced over**. **Looming darkly** in the corner was an **enormous** machine, **bent like a gargantuan crone**, **peering** out the window. It looked to me like a telescope. (p. 202)

How do the words in **bold** influence the reader, and what is the mood these word choices help to create?

3. In your opinion, why did “Hal’s face darken,” in the passage below:

I watched Hal’s face darken as he swept the room with his torch and saw nothing but machines and tools and labeled crates of copper piping and rubber hosing and metal plates. (p. 202)

4. Here are some sentences from the story. Give a synonym for each word in **bold**.

a) ...I’d had my fill of **cadavers** for one day. (p. 203)

...I’d had my fill of \_\_\_\_\_ for one day.

b) I hoped Kate was noticing Hal’s **oafish** behaviour. (p. 206)

I hoped Kate was noticing Hal’s \_\_\_\_\_ behaviour.

c) She was being **haughty** with me, but she took the pole. (p. 209)

She was being \_\_\_\_\_ with me, but she took the pole.

d) Its tentacles made no move, its **gelatinous** apron not even a flutter. (p. 209)

Its tentacles made no move, its \_\_\_\_\_ apron not even a flutter.

5. What do *you* believe was the purpose of the *Hyperion*?

6. Read the following sentences from the story. Explain the author's purpose in using italics in each of the following sentences:

a)

Granel's labels were almost as odd as the creations themselves: *A vaporous and aromatic propulsion device for the extinguishing of fires large and small*; and another: *A revolutionary watertight lock for bathyspheres, submersible vehicles of all types, and automated washing machines*; and yet another: *A form-fitting diaper for domesticated birds, particularly well suited for toucans, parrots, and macaws.* (p. 203)

Sentence a)

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b)

"Not these. They're long dead. You can't object to that, Hal."  
"Fine. *You* go in and get them." (p. 208)

Sentence b)

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## **DESIGN AND CREATE AN ADVERTISEMENT**

### Buy One, Get One Free...

Granel created a number of weird and intriguing inventions, but no one ever got around to selling them. Now it is your turn to try and rectify that situation. You have been chosen to create an advertisement for one of the inventions described in this chapter.

#### Think About

- what you know of this device or machine.
- the type of person who would most want this device.
- the qualities of a successful advertisement.
- what information should be included.
- the best way to organize the information.

Using the word processing or publishing program outlined by your teacher or teacher-librarian, as well as your artistic and creative skills, design and create a full-colour advertisement for the machine you've selected. Make sure to include all pertinent information, and call upon your media savvy and understanding of consumerism to make your ad the very best. Your teacher may ask you to videotape a television commercial for the product, create a model of the product, and/or hold a contest to survey other students as to the most successful choice of advertisement. Happy designing!

## CHAPTER FOURTEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of vocabulary used in the story and word origins by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story and word origins by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story and word origins by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story and word origins by choosing specific synonyms to accurately match the story context.
2	Demonstrates very limited understanding of mood and the way it is created, by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding of mood and the way it is created, by responding with some simple information that is consistently related to the text.	Demonstrates general understanding of mood and the way it is created, by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of mood and the way it is created, by responding with complex information that is consistently related to the text.
3	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
5	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
6	Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates general knowledge of organizational elements by explaining with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.

PARENT SIGNATURE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

## RUBRIC FOR ADVERTISEMENT

NAME: \_\_\_\_\_

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>REASONING</b> Understands the purpose is to write an advertisement based on prompt. Develops ideas that are related to the purpose and to each other.	Writes an advertisement in a very limited way. Some parts of it may be off topic. Uses simple details to describe some aspects of the machine that are inconsistently related to the narrative and/or to each other.	Writes an advertisement in a limited way. One or two parts of it may be off topic. Uses simple details to describe some aspects of the machine that relate to the narrative and to each other.	Writes an advertisement that is clearly developed and on topic. Uses details of some complexity to describe aspects of the machine, and that relate to the narrative and each other.	Writes an advertisement that is clearly and coherently developed. Uses complex details to describe specific, detailed aspects of the machine that relate to the narrative.
<b>COMMUNICATION</b> Uses appropriate writing techniques -short sentences and/or bullets -slogans and/or catchy phrases -related vocabulary Uses an appropriate voice/addresses a specific audience.	Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.	Uses only simple sentences and phrases; uses some descriptive language and vocabulary from the story. Shows some sense of voice; engages the reader in a simple way.	Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over sentence structure and phrases; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style.
<b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format follows organization of an ad (visuals, wording).	Shows very limited evidence of sequencing ideas; ideas may be incomplete. Format for an ad may only be partially followed.	Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Format for an ad is followed with some errors.	Shows a clear focus; ideas are organized using appropriate and logical connections. Format of an ad is followed correctly.	Shows a clear focus; ideas are well organized using a range of complex and logical connections. Format an ad is followed flawlessly.
<b>CONVENTIONS</b> Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.
<b>ORAL &amp; VISUAL COMMUNICATION</b> Create media works of some technical complexity	With much assistance and/or in an incomplete way.	With some assistance and/or in a partially complete way.	With minimal assistance and/or in a complete way.	Independently, completely, and in a detailed, very effective way.
<b>VISUAL ARTS</b> Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences. Use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect.	With much assistance and/or in an incomplete way. Not very effective artistically.	With some assistance and/or in a partially complete way. Somewhat effective artistically.	With minimal assistance and/or in a complete way. Quite effective artistically.	Independently, completely, and in a detailed, very effective way. Tremendously effective, artistically.

PARENT SIGNATURE: \_\_\_\_\_

NEXT STEPS: \_\_\_\_\_

PERSONAL SPELLING WORDS:

\_\_\_\_\_

\_\_\_\_\_

## **Chapter Fifteen: Grunel**

1. Explain the sarcasm in the following passage, and why the author uses it here:

A third room, much smaller than the linen cupboard, was obviously the bedroom of Grunel's manservant. The bed was neatly made, and there was no sign of the fellow. I wondered glumly where he'd turn up. Perhaps we could look forward to his lurching frozen from a closet. (p. 211)

2. What does Matt mean when he says:

He had pull, I could not deny. He was like a bright shining sun and I was a little planet, whirling around and around him, half wanting to break free, half liking the ride. (p. 213)

3. Matt describes Kate as having a "gravitational pull" back in Chapter 2 (p. 35), and now Hal is compared to a sun. What makes both Hal and Kate so appealing to Matt and other people they meet? What qualities do they share that make them dangerous to Matt as well?
4. Kenneth Oppel describes how Hal digs the photo of the young woman out of the pocket watch and drops it on the floor, where Matt picks it up. Why do you think the author includes this seemingly insignificant detail?
5. Why do you suppose Grunel had the pocket watch in his hand at the time of his death? Prove with examples from the text and your own ideas.
6. Are you surprised by the contents of Grunel's safe? Why or why not?

### **WEBSITE EXPLORATION ACTIVITY: HOWARD HUGHES**

#### Howard Who?

Kenneth Oppel didn't have to create Theodore Grunel totally out of his imagination. There have been a number of unusual and eccentric inventors and millionaires in history, and one of the most famous was Howard Hughes.

In this activity you will practice your information studies skills by researching Howard Hughes on the Internet. Your teacher or teacher-librarian may also choose to show you the movie, *The Aviator*, to give you some additional background.

Move to a computer that has Internet access, with your teacher's permission and supervision, and make sure to follow your school's Acceptable Use Policy. Your teacher-librarian may be your instructor for this part of the lesson.

- Launch your Internet browser, and type in the following URL:  
[http://www.socalhistory.org/Biographies/h\\_hughes.htm](http://www.socalhistory.org/Biographies/h_hughes.htm)



- Before you move on, “bookmark” this site (add it to your “bookmarks” or “favourites”). Ask your teacher or teacher-librarian if you are unsure how to do this.

Now explore the website. What similarities do you notice between Grunel and Hughes? What differences can you spot? Create a chart or graphic organizer where you use jot notes to list as many of each as you can.

### CHAPTER FIFTEEN RUBRICS

QU. #	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
1	Demonstrates very limited understanding of sarcasm and its purpose, by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding of sarcasm and its purpose, by responding with some simple information that is consistently related to the text.	Demonstrates general understanding of sarcasm and its purpose, by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of sarcasm and its purpose, by responding with complex information that is consistently related to the text.
2	Demonstrates very limited ability to interpret and/or categorize a few examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret and/or categorize some selected examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret and categorize selected examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret and categorize selected examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.
3	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters of Kate and Hal.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the characters of Kate and Hal.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters of Kate and Hal.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters of Kate and Hal.
4	Demonstrates very limited ability to interpret the author’s purpose in including this detail, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author’s purpose in including this detail, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author’s purpose in including this detail, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author’s purpose in including this detail, by making complex, detailed references to the text and personal knowledge/experiences.
5	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.

6	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
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PARENT SIGNATURE: \_\_\_\_\_

COMMENTS:

\_\_\_\_\_

**RUBRIC FOR WEB SITE EXPLORATION ACTIVITY**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
Pretask, Anecdotal Observations by Teacher	Demonstrates limited ability to locate and read Internet resources with much assistance.	Demonstrates simple ability to locate and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
Jot Notes in Chart	Seldom makes judgments or draws conclusions from research to solve problems.	Occasionally makes judgments and draws conclusions from research to solve problems.	Often makes judgments and draws conclusions from research to solve problems.	Always makes judgments and draws conclusions from research to solve problems.

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

## **Chapter Sixteen: Two Journals**

1. Kenneth Opper uses the two journals to give the reader important information in an interesting way. Summarize what the reader learns from these two different journals, in the chart below:

<b>Captain's Journal</b>	<b>Grunel's Diary</b>

2. Dorje comes to Matt's defense more than once in this chapter, as well as earlier in the novel. Describe the incidents from *this* chapter, and explain why you think they mean so much to Matt.
3. Both Nadira and Dorje feel there is some sort of presence or "bad vibe" on this ship. What do you think? Explain using your own ideas and information from the text.
4. Imagine you are a psychiatrist and Matt is your patient. How would you interpret his dream? Why?
5. Why do Grunel's sketches of the floating city appeal to Matt so much? Prove with information from the text, as well as your own ideas and what you know of Matt's personal history.
6. There are a number of conflicts that authors use to advance the plot in a story. These include "character versus character," "character versus nature," "character versus society," and "character versus self." Make a case for the one you feel is most important in this story, and explain why.

### **WRITE A REFLECTION**

#### Mirror, Mirror, On the Wall...

Matt is a great one for self-reflection, as shown in the following passage:

I thought of Kate. I did not understand her, or what she felt for me. My heart beat hard. I wished it could telegraph me what I was meant to do. I wished it could tell me what manner of person I was. (p. 233)

What manner of person do you think Matt is?

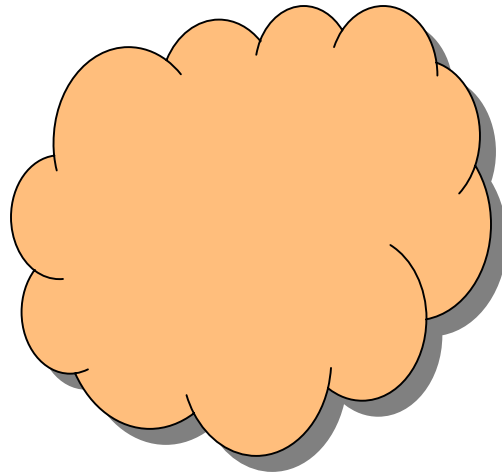
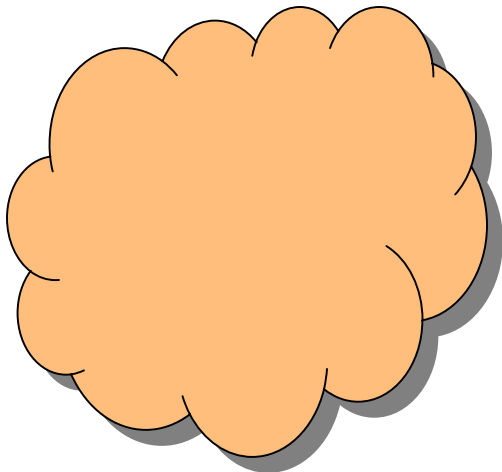
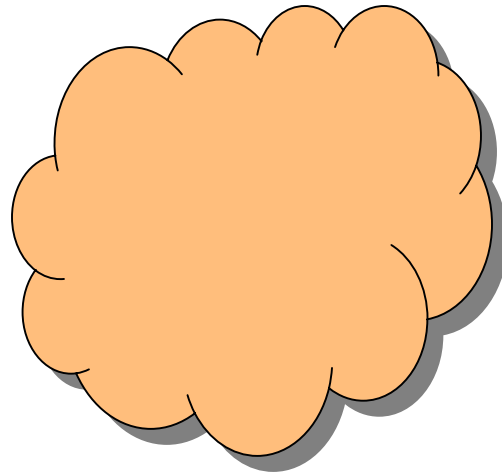
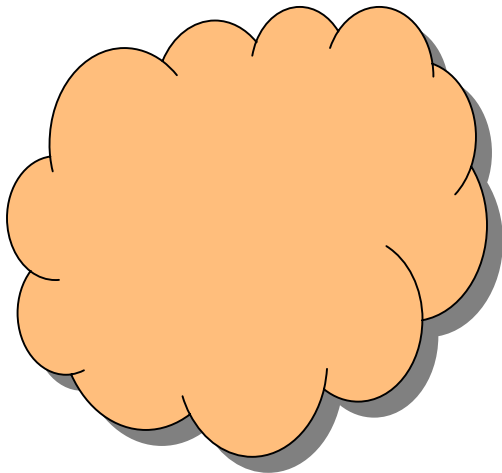
Think About

- the way you would describe Matt.
- what he should do about his feelings for Kate.
- what he should do about his feelings for Nadira.
- his strengths and weaknesses.

Create a reflection discussing Matt’s character, his dilemmas, and your suggestions for him. Your reflection should be conversational and informal, almost as if you are thinking on paper. Be sure to consider the suggestions in “Think About.” Your reflection should be at least one page, double-spaced.

Brainstorming:

Use the clouds below to organize your thoughts before you write...



## CHAPTER SIXTEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding in selecting information from the text. Information is inconsistently summarized, with many errors or omissions.	Demonstrates limited understanding in selecting information from the text. Information is summarized, with some errors or omissions.	Demonstrates general understanding in selecting information from the text. Information is summarized with no errors or omissions.	Demonstrates thorough understanding in selecting information from the text. Information is summarized in a detailed manner, with clarity and style.
2	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
3	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
4	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the protagonist and his dream's possible meaning.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the protagonist and his dream's possible meaning.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the protagonist and his dream's possible meaning.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the protagonist and his dream's possible meaning.
5	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
6	Demonstrates limited understanding of the elements of a story by identifying an example of the conflict required, with much assistance and with minimal reference to the text and personal ideas. Explanation and defense are poor.	Demonstrates some understanding of the elements of a story by identifying an example of the conflict required, with some assistance and with some reference to the text and personal ideas. Explanation and defense is partially complete.	Demonstrates general understanding of the elements of a story by identifying an example of the conflict required, with minimal assistance and with reference to the text and personal ideas. Explanation and defense of conflict are complete but basic.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the conflict required, with detailed reference to the text and personal ideas. Explanation and defense of conflict are detailed and thorough.

PARENT SIGNATURE: \_\_\_\_\_

## RUBRIC FOR WRITING A REFLECTION

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>REASONING</b> Understands the purpose is to write a reflection based on passage in text. Develops ideas that are personal and are related to the purpose and to each other.	Writes a reflection in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.	Writes a reflection in a limited way. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a reflection that is clearly developed and on topic. Uses details of some complexity to describe aspects of the text that relate to the reader's personal experience.	Writes a reflection that is clearly and coherently developed. Uses complex details to describe specific, detailed aspects of the text that relate to the reader's personal experience.
<b>COMMUNICATION</b> Uses appropriate writing techniques -short sentences and/or bullets -vocabulary Uses an appropriate voice/addresses a specific audience.	Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.	Uses only simple sentences and phrases; uses some descriptive language or vocabulary from the story. Shows some sense of voice; engages the reader in a simple way.	Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over sentence structure and phrases; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style.
<b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format is correctly followed.	Shows very limited evidence of sequencing ideas; ideas may be incomplete. Paragraph use is inconsistently followed.	Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Paragraph use is followed with some errors.	Shows a clear focus; ideas are organized using appropriate and logical connections. Paragraph use is followed correctly.	Shows a clear focus; ideas are well organized using a range of complex and logical connections. Paragraphs are used flawlessly and transitions are smooth.
<b>CONVENTIONS</b> Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

OVERALL LEVEL: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

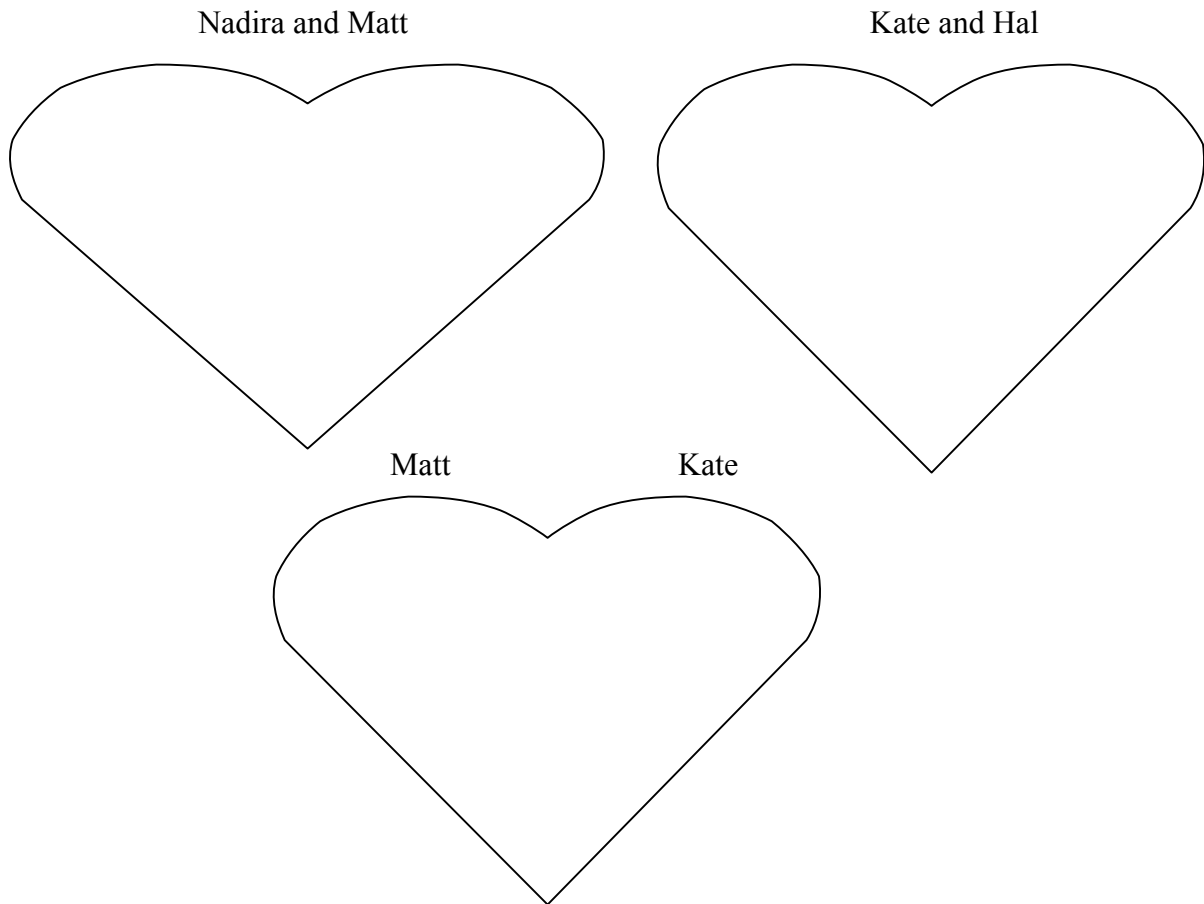
## Chapter Seventeen: Frozen Garden

1. Nadira and Matt get closer as they explore the frozen garden. What effect do Nadira's words and actions have on Matt? Prove with your own ideas and information from the story.
2. Matt can't help but notice that he and Nadira have many similarities, especially as Nadira is so busy pointing them out. Using the graphic organizer below, list the similarities between the characters of Matt and Nadira, Kate and Hal, and Matt and Kate.

Nadira and Matt

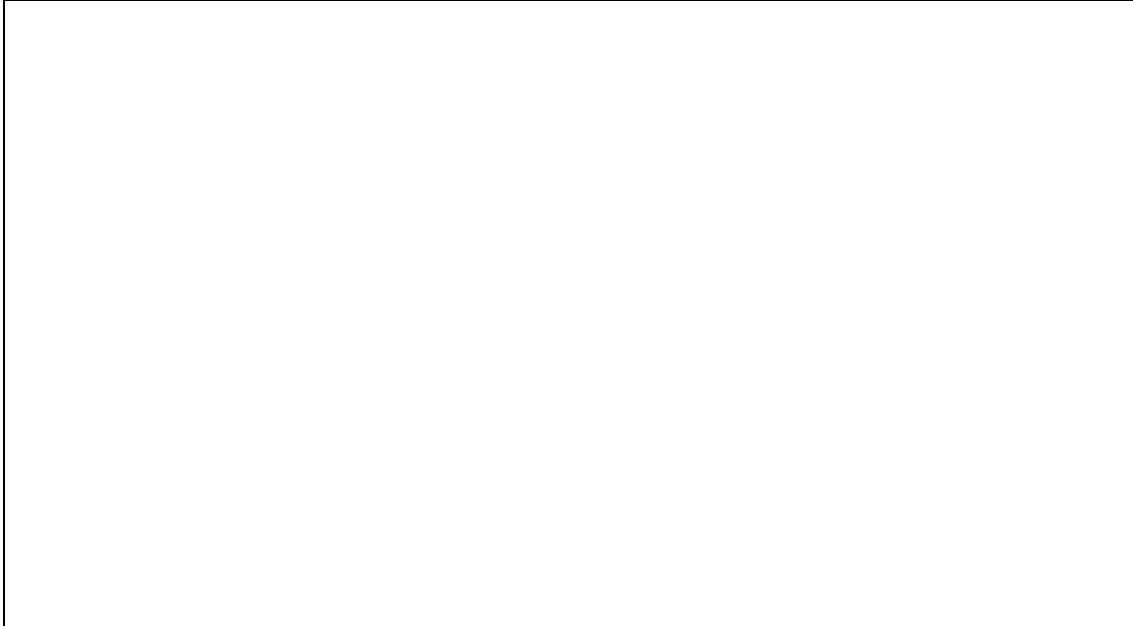
Kate and Hal

Matt                      Kate



3. What themes are prevalent in *Skybreaker* besides the theme of Prejudice already discussed? Select three, and give an example where the reader can see each of them at work in the plot.
4. What elements in *Skybreaker* (plot, characters, style, literary devices, themes, etc.) suggest it belongs to the literary genre of "Adventure?" Prove with specific references to the book.
5. Describe the risks facing the intrepid little group of survivors left on the *Hyperion*. Explain each one in detail.

6. Matt finds some of Grunel's ornithopters in the *Hyperion*, and they are unlike any he has seen before. In the space below, draw your own vision of an ornithopter, using labels and other conventions of informational diagrams that you feel are necessary.



If you need further ideas, check out one of the following websites, where you will learn about real and imaginary ornithopters and other flying machine inventions:

<http://www.skybreaker.ca>

<http://www.angelfire.com/electronic/awakening101/leonardo.html>

<http://www.sciencemuseum.org.uk/on-line/flight/flight/frost.asp>

<http://www.centennialofflight.gov/essay/Dictionary/ornithopter/DI37.htm>

### **WRITE A PLAN**

#### Here's What We're Going to Do...

The situation for the little band of treasure hunters is very grave. The group needs to figure out how they can survive until the *Saga* can return to rescue them. It's time for them to make a plan.

Imagine you are Matt or Kate. Using a format that you believe meets your purposes (jot notes, itinerary, agenda, etc.), create a plan of action for survival.

Think About

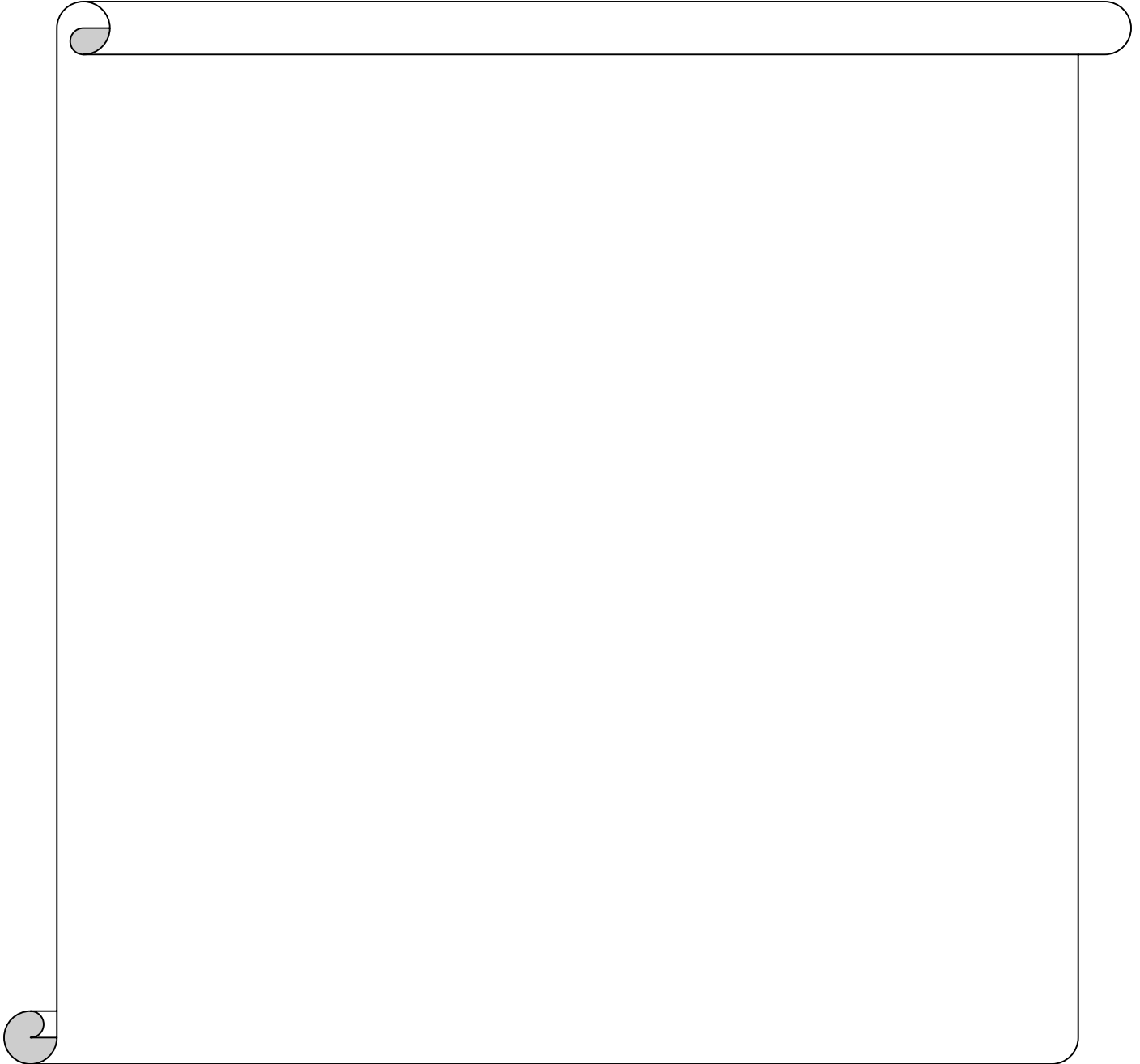
- what tools are at your disposal.
- who might be able to help you.



- what you will need to do.
- what you have to avoid.

Make sure your plan uses lots of information from the story, including all your previous knowledge of the airship. Review the website [www.skybreaker.ca](http://www.skybreaker.ca) if you need to refresh your memory. Also try to write your plan in character, as if you are Matt or Kate. If you feel diagrams would enrich your plan, by all means include them.

Whatever you do, DON'T peek or read ahead!



## CHAPTER SEVENTEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
2	Demonstrates limited understanding of the elements of a story by identifying, comparing and contrasting only a few obvious characteristics of the required characters.	Demonstrates some understanding of the elements of a story by identifying, comparing and contrasting some fairly obvious characteristics of the required characters.	Demonstrates general understanding of the elements of a story by identifying, comparing and contrasting many characteristics of the required characters.	Demonstrates thorough understanding of the elements of a story by identifying, comparing and contrasting numerous characteristics of the required characters.
3	Demonstrates limited understanding of the elements of a story by identifying examples of the themes required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying examples of the themes required, with some assistance and with some reference to the text and personal ideas.	Demonstrates general understanding of the elements of a story by identifying examples of the themes required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying examples of the themes required, with detailed reference to the text and personal ideas.
4	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
5	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
6	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text and/or the other reference materials.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text and/or the other reference materials.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text and/or the other reference materials.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text and/or the other reference materials.

PARENT SIGNATURE: \_\_\_\_\_

## RUBRIC FOR WRITING A PLAN

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>REASONING</b> Understands the purpose is to write a survival plan based on prompt. Develops ideas that are related to the purpose and to each other.	Writes a survival plan in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.	Writes a survival plan in a limited way. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a survival plan that is clearly developed and on topic. Uses details of some complexity to describe aspects of the main characters' roles in the plan that relate to the narrative.	Writes a survival plan that is clearly and coherently developed. Uses complex details to describe specific, detailed aspects of the main characters' roles in the plan that relate to the narrative.
<b>COMMUNICATION</b> Uses appropriate writing techniques -short sentences and/or bullets -vocabulary -possibly diagrams or schematics Uses an appropriate voice/addresses a specific audience.	Uses unclear or confusing sentences and phrases; uses few descriptive words, diagrams and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.	Uses only simple sentences and phrases; uses some descriptive language, diagrams and vocabulary from the story. Shows some sense of voice; engages the reader in a simple way.	Uses clear sentence structure and phrasing; uses descriptive language, diagrams and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over sentence structure and phrases; uses descriptive language, diagrams and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style.
<b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format follows organization of a plan, agenda, or itinerary.	Shows very limited evidence of sequencing ideas; ideas may be incomplete. Format for a plan, agenda, or itinerary may only be partially followed.	Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Format for a plan, agenda, or itinerary is followed with some errors.	Shows a clear focus; ideas are organized using appropriate and logical connections. Format of a plan, agenda, or itinerary is followed correctly.	Shows a clear focus; ideas are well organized using a range of complex and logical connections. Format of a plan, agenda, or itinerary is followed flawlessly.
<b>CONVENTIONS</b> Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

PARENT SIGNATURE: \_\_\_\_\_

NEXT STEP(S):

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PERSONAL SPELLING WORDS:

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**Chapter Eighteen: Marooned**

1. There are three ways you can learn about characters in a story:
  - a) by what the character says
  - b) by what the character does
  - c) by what others say about the character

What do we learn about Hal’s character from the following passages in the story? Use jot notes to make your points in the space below:

PASSAGE:	WHAT IT TELLS US ABOUT HAL:
<p>“When will the wind die down, do you think?”            Kate asked Hal, trying to sound like she was just making polite conversation.            “Could be an hour...”            “Oh, that’s not so bad.”            “...or twelve. Dorje will keep us in sight, but he won’t try to dock unless it’s safe. If the <i>Saga</i> gets wrecked, we’re all finished. Is anyone hungry? I think Mrs. Ram packed us some sugared almonds and dried fruit.” (p. 244)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Hal had walked off. Against one wall he’d found a ladder that ran on a track in front of the shelves. I left Kate and Nadira and made my way over to him. He tried a few times to climb the ladder but it was rolling back and forth too much. Eventually he gave up with a curse, and decided to forage with both feet on the ground. Really, he should have sat down, but I could tell he was in a dangerous mood. He needed to find something big. (p. 246)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2. Why do you think Matt’s pulse “beat hard and fast” in his ears in the following passage:

Nadira chose to sit beside Kate. Hal heaped more blankets around them. Kate smiled and seemed to be enjoying herself. My pulse beat hard and fast in my ears. (p. 247)

3. What do we learn about the Aerozoans in this chapter, and how is it proven?
4. Write a summary of the key events in this chapter, **using no more than 4 or 5 sentences**. Be sure to include the most important elements, but leave out any insignificant details in your retelling.

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5. What does Matt mean when he tells Kate, “if my heart were a compass, you’d be North” (p. 255)?
6. Why do you think the author, Kenneth Oppel, includes the scene with the phrenology machine in this chapter?

### **DISCUSSION ACTIVITY**

#### Say what?

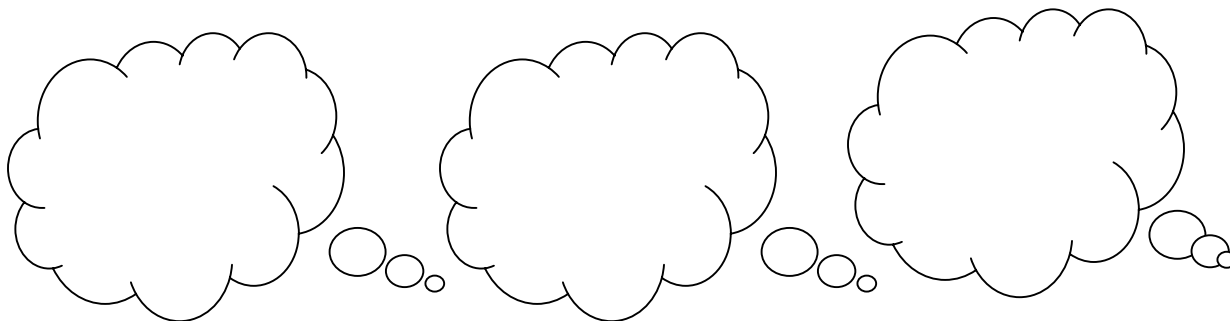
A great many things have occurred in this chapter that increase the tension and excitement in the story.

#### Think About...

- Kate’s revelations to Matt, and his responses.
- the entertaining dialogue between Kate and Matt.
- Grunel’s machines and their purposes.
- the discoveries about the Aerozoans.
- the missing plans for Grunel’s energy machine.
- what might happen next.

In groups of 3, 4, or 5, discuss this chapter and its exciting developments. Remember to follow proper discussion format, allowing for each person to have a chance to speak and to respond. Your teacher or teacher-librarian may select the groups, or you may be permitted to select them yourselves. Assign a secretary to record key points and ideas as you go along.

Before you begin, brainstorm some ideas in the space below:



## CHAPTER EIGHTEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Hal.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of Hal.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Hal.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Hal.
2	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
3	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Demonstrates very limited understanding of the key events in the chapter by citing very simple information in a summary that is too small or large a size, and that is inconsistently related to the text.	Demonstrates limited understanding of the key events in the chapter by citing some simple information in a summary that is too small or large a size, but that is consistently related to the text.	Demonstrates general understanding of the key events in the chapter by citing information in a summary that is an appropriate size, of some complexity, and that is consistently related to the text.	Demonstrates thorough understanding of the key events in the chapter by citing complex and detailed information in a summary that is an appropriate size and that is consistently related to the text.
5	Demonstrates very limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates limited ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to determine the probable meaning of a descriptive language passage/idiom from context clues.	Demonstrates the ability to accurately determine the correct meaning of a descriptive language passage/idiom from context clues.
6	Demonstrates very limited ability to interpret the author's purpose, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose, by making complex, detailed references to the text and personal knowledge/experiences.

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR DISCUSSION ACTIVITY**

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to discuss the chapter events and developments, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience.	Demonstrates some ability to discuss the chapter events and developments, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates the ability to discuss the chapter events and developments, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to discuss the chapter events and developments, by clearly and precisely integrating textual references with personal knowledge/experience.
Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions with much assistance. Rarely uses constructive strategies in small-group discussions.	Occasionally follows up on others' ideas, and sometimes recognizes the validity of different points of view in groups discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions. Uses constructive strategies in small-group discussions.	Follows up on others' ideas, taking on a leadership role, and recognizes the validity of different points of view in groups discussions. Consistently uses constructive strategies in small-group discussions.

PARENT SIGNATURE: \_\_\_\_\_

NEXT STEP(S): \_\_\_\_\_

## Chapter Nineteen: The Prometheus Engine

1. Who was Prometheus in Greek mythology, and why did Grunel name his machine after him? You may need to research Prometheus in books or on the Internet, in order to find an answer. With your teacher's or teacher librarian's permission, start with the following URL for your Internet research:  
<http://edweb.sdsu.edu/people/bdodge/scaffold/GG/titan.html#Prometheus>
2. What skill of Matt's has finally come in handy after all? How? Where did we see this foreshadowed?
3. Explain what Barton intends to do with the Prometheus machine, and why.
4. Here are some sentences from the story.

**Mercifully** I did not have to look long, for they were not far from Grunel's machine, half hidden behind a small desk (p. 275)

The whole system was **malfunctioning**, the air flowing in all directions depending on the movements and mood of the ship. (p. 275)

Rath and his men were looking around in **bewilderment**. (p. 286)

Write the root word and the prefix(es) or suffix(es) for the words in the chart below.

<b>Word from Story</b>	<b>Prefix(es)</b>	<b>Root Word</b>	<b>Suffix(es)</b>
mercifully			
malfunctioning			
bewilderment			

Explain how the affixes change the root word of "malfunctioning" in the following sentence:

The whole system was malfunctioning, the air flowing in all directions depending on the movements and mood of the ship. (p. 275)

5. Why do you suppose there is a trapdoor in the bottom of the coffin?
6. The crisis of a story is the part where the plot is approaching its climax, and where longtime secrets that have driven the plot are generally revealed. What



revelations have surfaced in this chapter and the one before it that tell the reader the crisis is occurring?

### **ILLUSTRATION ACTIVITY**

#### **“Do I Have to Draw You a Picture?”**

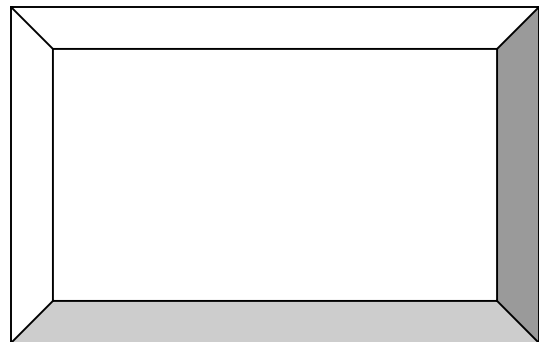
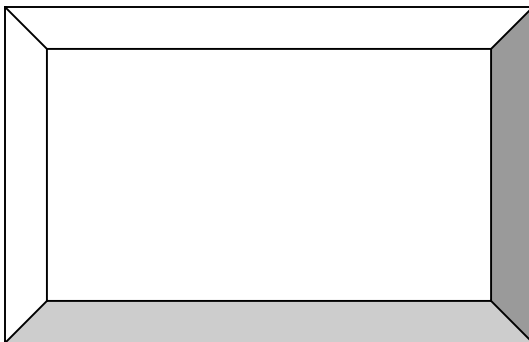
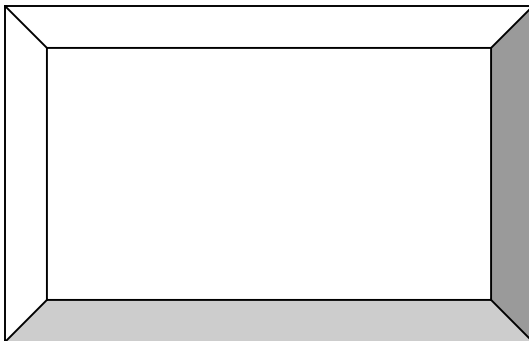
There are wonderful, vivid images in this chapter, and it is up to you to select one for illustration.

Think About...

- which scene really came to life in your imagination.
- what perspective would be most interesting.
- what detail(s) you feel should be added.
- the colour scheme that would be most effective.

Your teacher will specify the size of the artwork and the media you should use. Brainstorm some possible choices of scenes, and then create a rough copy (or two, or three) of your selected scene. Ask your peers for feedback as to which is most effective, and any improvements they can suggest. Then get to work!

Brainstorming:



## CHAPTER NINETEEN RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to interpret the character's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and researched information.	Demonstrates limited ability to interpret the character's purpose in using a certain symbolic title, by making simple or unconnected references to the text and researched information.	Demonstrates general ability to interpret the character's purpose in using a certain symbolic title, by making connected references of some complexity to the text and researched information.	Demonstrates thorough ability to interpret the character's purpose in using a certain symbolic title, by making complex, detailed references to the text and researched information.
2	Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to explain the earlier appearance of foreshadowing.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to explain the earlier appearance of foreshadowing.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to explain the earlier appearance of foreshadowing.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to explain the earlier appearance of foreshadowing.
3	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Demonstrates very limited understanding of spelling conventions by identifying affixes with limited accuracy and providing a partial or very simple explanation of how they help the reader understand word meanings.	Demonstrates limited understanding of spelling conventions by identifying affixes with some accuracy and providing some explanation of how they help the reader understand word meanings.	Demonstrates general understanding of spelling conventions by correctly identifying affixes and explaining how they help the reader understand word meanings.	Demonstrates thorough understanding of spelling conventions by correctly identifying affixes and precisely explaining how they help the reader understand word meanings.
5	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
6	Demonstrates limited understanding of the elements of a story by identifying proof of the crisis, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying proof of the crisis, with some assistance and with some reference to the text and personal ideas.	Demonstrates general understanding of the elements of a story by identifying proof of the crisis, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying proof of the crisis, with detailed reference to the text and personal ideas.

PARENT SIGNATURE: \_\_\_\_\_

**ILLUSTRATION ACTIVITY RUBRIC**

<b>EXPECTATION</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
<b>VISUAL ARTS</b> Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.	With much assistance and/or in an incomplete way.	With some assistance and/or in a partially complete way.	With minimal assistance and/or in a complete way.	Independently, completely, and in a detailed, very effective way.
Use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect.	Tools, materials, and techniques are rarely used correctly.	Tools, materials, and techniques are sometimes used correctly.	Tools, materials, and techniques are often used correctly.	Tools, materials, and techniques are always used correctly.
Organize art works to create a specific effect, using the principles of design specified for the grade (emphasis, balance, rhythm, unity, variety, proportion)	Not very effective artistically. Few principles of design are evident.	Somewhat effective artistically. Some principles of design are evident.	Quite effective artistically. A number of principles of design are evident.	Tremendously effective, artistically. All the principles of design are evident in some manner.

**SELF-EVALUATION:**

1. Which peer(s) gave you critical feedback?  
\_\_\_\_\_
2. What advice did you receive?  
\_\_\_\_\_
3. What did you do differently in your final copy, or how did you respond to the advice and suggestions?  
\_\_\_\_\_
4. To whom did you offer advice? \_\_\_\_\_  
What was it?  
\_\_\_\_\_
5. What strengths and/or weaknesses do you see in your final artwork, and how will you improve your work another time?  
\_\_\_\_\_  
\_\_\_\_\_

**SELF-EVALUATION LEVEL:** \_\_\_\_\_

**OVERALL VISUAL ARTS LEVEL:** \_\_\_\_\_

**NEXT STEPS:** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

## **Chapter Twenty: Blueprints**

1. What secret has Hal been keeping all along?
2. Why is the word *Hyperion* not in italics in the following passage:

I was no pirate, and I would have given anything to be back where I started, in the Eiffel Tower with Kate, and I would say, *Let's not. I don't want the Hyperion's cargo. Let's stay here and keep things as they are. I will work harder at my studies. I will master my numbers. I will become a junior officer and work my way up. It will be enough.* (p. 299)

3. Read the following quotations from the story. Explain the author's purpose in using the specified punctuation in the following passages:
  - a)

The corridor was narrow but, like everything in Grunel's ship, very well constructed... (p. 288)

The author uses the commas in this sentence because

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- b)

Hal's choice of hiding place was a good one, for even if the pirates did search the bow, we had two possible retreats: back the way we'd come to the keel, or along the axial catwalk. (p. 290)

The author uses the colon in this sentence because

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4. Why does the author use short sentences in the following excerpt from the novel, and how does it help the reader to understand the story?

The run had sapped all my strength. Six steps. Stop. Breathe. Six steps. Stop. Breathe. (p. 302)

5. Predict what you think has happened to Kate, and prove your prediction with evidence from the story and your own ideas.
6. In your own opinion, do you think Nadira is truly heartbroken over Matt, or not? Why?

## **WEBSITE EXPLORATION ACTIVITY: SKYBREAKER PART 2**

Revisiting the *Skybreaker* Website...

Once again you are going to visit the *Skybreaker* website, and this time, you are going to really explore!

Move to a computer that has Internet access, with your teacher's permission and supervision, and make sure to follow your school's Acceptable Use Policy. Be sure you have your pencil and this paper with you. Your teacher-librarian may be your instructor for this part of the lesson.

STUDENT NAME: \_\_\_\_\_

1. Launch your Internet browser, and go to your Favourites to find the bookmark you saved last time. If you forgot, you may now type in the following URL: <http://www.skybreaker.ca>. Make sure the sound is turned up to an acceptable level on your computer before you begin. Then enter the *Skybreaker* newspaper homepage.
2. First, use what you know of websites and how they are navigated to find the area where there is a story on Hal Slater's background. You may remember where this is from your previous visit. Read the website's article, and compare it to the biased, tabloid article you wrote back in Chapter 7. Did you do a good job of spicing up Hal's story? Which article is more sensationalistic?
3. Look closely at the photographs in this section, as well as subsequent sections. What do you notice about them? Prove with evidence from the site.
4. Now go back to the Homepage. Navigate to the *Hyperion* information. What elements (or "conventions") of a newspaper are visible on this page of the website? List all of them that you can identify.
5. What happens when you float over the subtitles on the top right corner of the page? What are these called, in web terminology?
6. Go to the blueprint of the *Hyperion*. How is it used (scroll over the page for a hint)?
7. Go back to the Homepage and then navigate to the article about Chef Vlad. Click on his photo to see the menu from the Jewels Verne. What most appeals to you, and why?
8. What do you notice about the lack of prices on the menu? Do you think this is correct and appropriate? Why or why not?
9. What violent act is Chef Vlad discussing in the story about him? Prove with a quotation.
10. Go to the Phrenology article. Do you believe in it? Why or why not?

## CHAPTER TWENTY RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
2	Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates general knowledge of organizational elements by explaining in with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.
3	Demonstrates very limited understanding of punctuation by identifying with limited accuracy the functions of a comma and colon and providing a limited explanation of how they help the reader to understand the text.	Demonstrates limited understanding of punctuation by identifying with some accuracy the functions of a comma and colon and providing some explanation of how they help the reader to understand the text.	Demonstrates a general understanding of punctuation by correctly identifying the functions of the comma and colon and explaining how they help the reader to understand the text.	Demonstrates a thorough understanding of punctuation by correctly identifying the functions of the comma and colon and precisely explaining how they help the reader to understand the text.
4	Demonstrates very limited ability to interpret the author's purpose, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose, by making complex, detailed references to the text and personal knowledge/experiences.
5	Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.
6	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR WEB SITE EXPLORATION ACTIVITY**

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
Pretask, Anecdotal Observations by Teacher	Demonstrates limited ability to locate and read Internet resources with much assistance.	Demonstrates simple ability to locate and read Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate and read Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate and read Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
1-10	Seldom makes judgments or draws conclusions from research to solve problems. (Errors are plentiful, and/or answers are often incomplete or poorly done.)	Occasionally makes judgments and draws conclusions from research to solve problems. (There are a number of errors, and/or some incomplete answers.)	Often makes judgments and draws conclusions from research to solve problems. (Errors are few and minor, and all answers are complete.)	Always makes judgments and draws conclusions from research to solve problems. (Answers are virtually error-free and show detailed understanding.)
1-10	With much assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With some assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	With minimal assistance, analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.	Independently and comprehensively analyses and deconstructs media products such as web sites for techniques, structure, and design usefulness.

OVERALL INFORMATION STUDIES LEVEL: \_\_\_\_\_

COMMENTS:

\_\_\_\_\_

## **Chapter Twenty-One: Himalayan Heart**

1. Are you surprised by Hal’s belief that they should leave Kate and save themselves? Why or why not?
2. Why does the author write the sentence (**in bold**) in the way he does? How does it help the reader?

“I’m going to beat the beast. Give me one of the guns,” I said.  
He shook his head wearily. “You’re outnumbered, Cruse.”  
**“Give. Me. The. Gun.”** (p. 305)

3. In this chapter, Matt comes face to face with both his nightmare and his dream. What new things does the reader learn about Matt from each of these encounters? Think both symbolically and literally.
4. Create a graphic organizer of your choice, in which you explain what has occurred to each of the men who boarded the *Hyperion* from Rath’s ship. Be sure to include details, and account for each one.
5. Why do you believe Matt is not “weak as a kitten” (p. 306) as he goes to retrieve Kate from the pirates? Explain your answer using information from the text and your own ideas.
6. What characteristics does this chapter have that show the reader it is the climax of the story? Prove with specific examples.

### **WRITE A REFLECTION**

#### **It’s a Bird, It’s a Plane...It’s Matt!**

Recall what you learned about writing a reflection to the text in Chapter 16. Now think about all you’ve just read in Chapters 20 and 21.

#### Think About

- how you felt as you read.
- the images the author has created, and how they help you visualize the story.
- what you think will happen next.
- how you’d feel if you were in Matt’s shoes (or wings!)

This is your chance to explore all your thoughts, impressions, and questions about the novel. There are no real rules...just write as if you were having a conversation with yourself or someone else about the book. Try to follow the rules of grammar and punctuation, paragraphing and spelling...but beyond that, the form is your own.



## CHAPTER TWENTY-ONE RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
2	Demonstrates very limited ability to interpret the author's purpose in using "one word sentences," by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using "one word sentences," by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in using "one word sentences," by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using "one word sentences," by making complex, detailed references to the text and personal knowledge/experiences.
3	Demonstrates very limited understanding of the protagonist's character by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of the protagonist's character by citing some simple information that is consistently related to the text.	Demonstrates general understanding of the protagonist's character by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of the protagonist's character by citing complex and detailed information that is consistently related to the text.
4	Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates general understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.
4	Graphic organizer is mostly incomplete and/or incorrect.	Graphic organizer is mostly complete and/or partially correct.	Graphic organizer is complete and correct, though not detailed.	Graphic organizer is complete, correct, and full of detail.
5	Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.
6	Demonstrates limited understanding of the elements of a story by identifying the elements of the story's climax, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying the elements of the story's climax, with some assistance and with some reference to the text and personal ideas.	Demonstrates general understanding of the elements of a story by identifying the elements of the story's climax, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying the elements of the story's climax, with detailed reference to the text and personal ideas.

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR WRITING A REFLECTION**

<b>TRAITS</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
<p><b>REASONING</b> Understands the purpose is to write a reflection based on passage in text. Develops ideas that are personal and are related to the purpose and to each other.</p>	<p>Writes a reflection in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.</p>	<p>Writes a reflection in a limited way. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.</p>	<p>Writes a reflection that is clearly developed and on topic. Uses details of some complexity to describe aspects of the text that relate to the reader's personal experience.</p>	<p>Writes a reflection that is clearly and coherently developed. Uses complex details to describe specific, detailed aspects of the text that relate to the reader's personal experience.</p>
<p><b>COMMUNICATION</b> Uses appropriate writing techniques -short sentences and/or bullets -vocabulary Uses an appropriate voice/addresses a specific audience.</p>	<p>Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.</p>	<p>Uses only simple sentences and phrases; uses some descriptive language or vocabulary from the story. Shows some sense of voice; engages the reader in a simple way.</p>	<p>Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.</p>	<p>Demonstrates an effective control over sentence structure and phrases; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style.</p>
<p><b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format is followed correctly.</p>	<p>Shows very limited evidence of sequencing ideas; ideas may be incomplete. Paragraph use is inconsistently followed.</p>	<p>Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Paragraph use is followed with some errors.</p>	<p>Shows a clear focus; ideas are organized using appropriate and logical connections. Paragraph use is followed correctly.</p>	<p>Shows a clear focus; ideas are well organized using a range of complex and logical connections. Paragraphs are used flawlessly and transitions are smooth.</p>
<p><b>CONVENTIONS</b> Applies language conventions correctly.</p>	<p>Shows limited accuracy in spelling, grammar and punctuation.</p>	<p>Shows some accuracy in spelling, grammar and punctuation.</p>	<p>Shows general accuracy in spelling, grammar and punctuation.</p>	<p>Shows consistent accuracy in spelling, grammar and punctuation.</p>

PERSONAL SPELLING WORDS:

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**Chapter Twenty-Two: Icarus**

1. Who was Icarus, and how does that title suit this chapter? You may need to research in books or on the Internet, where the following websites may be helpful:  
<http://home.flash.net/~dmcb/Icarus/myth.htm>  
<http://www.mythweb.com/encyc/entries/icarus.html>
2. The chapter begins a paragraph containing two brief words: “I fell.” (p. 323) Why does the author choose to begin the chapter in this way? Consider what we know of Matt and his early history, as well as Kenneth Oppel’s writing style, as you explain.
3. Consider this passage from the story:

I had but seconds. I tilted my wings, angling my feet to swing my tail rudder, and banked sharply. The ship’s **severed** body **careered** past, not fifty yards distant, and its massive **turbulence** completely **capsized** me. Somehow I managed to right myself and veer clear of the aerial whirlpool in the ship’s wake. (p. 323)

Using the chart below, explain your interpretation of the words **in bold** by offering a synonym for each in the space provided:

VOCABULARY	SYNONYM

4. The group suffers a great disappointment when they realize the blueprints and Hal’s rucksack are gone. Have you ever felt that same feeling of devastation and/or loss? Relate your experience to that of Matt, Kate, Hal, and Nadira. Remember to discuss both the story events, and your own experiences, in equal parts.
5. How is the following passage significant, considering Matt’s internal conflicts throughout the story? Go into detail, referring to the novel and your own ideas.

I didn’t know if I was looking at a man or a boy, but it was me. (p. 330)

6. How is this chapter a culmination of all Matt’s hopes and dreams, as well as Matt’s own personal history? Explain using information from the story and your own ideas.

**PLAN A SEQUEL:**

...And Then What Happened?

If you were Kenneth Oppel, what would you plan for a sequel to *Skybreaker*?

Think About

- the characters you would bring back.
- where you would set the story.
- the mission or quest you would plan for Matt.
- the new inventions, creatures, and discoveries that you would introduce.

Using jot notes and the planning sheet below, draft a plan for the sequel to *Skybreaker*. Make sure to consider the plots of *Airborn* and *Skybreaker*, as well as Matt's personal history, as you plan.

**SEQUEL PLANNING SHEET**

<b>Characters with Descriptions:</b>	Protagonist(s):		Antagonist(s):
<b>Setting:</b>	Time:	Place:	Situation:
<b>Introduction:</b>			
<b>Plot Summary:</b>			
<b>Denouement:</b>			

## CHAPTER TWENTY-TWO RUBRICS

<b>QU. #</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
1	Demonstrates very limited ability to interpret the character's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and researched information.	Demonstrates limited ability to interpret the character's purpose in using a certain symbolic title, by making simple or unconnected references to the text and researched information.	Demonstrates general ability to interpret the character's purpose in using a certain symbolic title, by making connected references of some complexity to the text and researched information.	Demonstrates thorough ability to interpret the character's purpose in using a certain symbolic title, by making complex, detailed references to the text and researched information.
2	Demonstrates very limited ability to interpret the author's purpose in using "I fell," by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using "I fell," by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in "I fell," by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using "I fell," by making complex, detailed references to the text and personal knowledge/experiences.
3	Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a general understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.
4	Seldom supports a personal interpretation of a written work with evidence from the work or from his/her own personal knowledge and experience.	Sometimes supports a personal interpretation of a written work with general evidence from the work and from his/her own personal knowledge and experience.	Usually supports a personal interpretation of a written work with some evidence from the work and from his/her own personal knowledge and experience.	Consistently supports a personal interpretation of a written work with detailed evidence from the work and from his/her own personal knowledge and experience.
5	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.
6	Demonstrates very limited ability to make judgments while reading a story or novel, citing few examples of even simple information related to the text. Judgments are rarely explained or defended.	Demonstrates limited ability to make judgments while reading a story or novel, citing some examples of simple information related to the text. Judgments are occasionally explained and/or defended.	Demonstrates general ability to make judgments while reading a story or novel, citing examples of information of some complexity related to the text. Judgments are often explained and defended.	Demonstrates extensive ability to make judgments while reading a story or novel, citing complex and clear examples of information related to the text. Judgments are consistently explained and defended.

PARENT SIGNATURE: \_\_\_\_\_

**RUBRIC FOR SEQUEL PLAN**

<b>TRAITS</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>	<b>LEVEL FOUR</b>
<p><b>REASONING</b> Understands the purpose is to plan for a sequel using the given planning sheet. Develops ideas that are related to the purpose and to each other.</p>	Writes a sequel plan in a very limited way. Uses simple details to describe some elements that are inconsistently related to the narrative and/or to each other.	Writes a sequel plan in a limited way. One or two parts of it may be off topic. Uses simple details to describe elements that relate to the narrative and to each other.	Writes a sequel plan that is clearly developed and on topic. Uses details of some complexity to describe elements that relate to the narrative and to each other.	Writes a sequel plan that is clearly and coherently developed. Uses complex details to describe elements that relate to the narrative and to each other.
<p><b>COMMUNICATION</b> Uses appropriate writing techniques -jot notes -vocabulary from stories Uses an appropriate voice/addresses a specific audience.</p>	Jot notes are incomprehensible, or rarely used.	Jot notes are sometimes used, and occasionally comprehensible.	Jot notes are usually used, and are simple but comprehensible.	Jot notes are consistently used, detailed, and well understood.
<p><b>ORGANIZATION</b> Uses logical sequence in sentences and overall organization and structure. Format of planning sheet is followed correctly.</p>	Shows very limited evidence of sequencing ideas; ideas may be incomplete. Planning sheet is rarely followed.	Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Planning sheet is partially followed.	Shows a clear focus; ideas are organized using appropriate and logical connections. Planning sheet is generally followed.	Shows a clear focus; ideas are well organized using a range of complex and logical connections. Planning sheet is followed exactly.
<p><b>CONVENTIONS</b> Applies language conventions correctly.</p>	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

PERSONAL SPELLING WORDS:

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## POST-READING ACTIVITIES

1. Hold a video screening, where you watch a movie that relates in some way to *Skybreaker* and compare the two. These could include *Sky Captain and the World of Tomorrow*, *Twenty-Thousand Leagues Under the Sea*, *The Aviator*, *Lost in Space*, etc. Make sure that you have permission to view the movie and that it is acceptable and age-appropriate.
2. Create a video “trailer” of the supposed movie version of *Skybreaker*, working in a group. Decide which scenes should be excerpted, and write a script for your trailer. Don’t forget sound effects and narration, as well as theme song!
3. Create an advertisement promoting the supposed movie version of *Skybreaker*, or even *Airborn*. Your teacher will give you the required instruction as per program to use, media, etc.
4. Write a song (music and/or lyrics) for the soundtrack of the supposed movie version of *Skybreaker*.
5. Create casting notes for the movie version of *Skybreaker*, explaining which actors you see in each role, and why.
6. Create a model of one of the settings of the book. This can be done alone or in groups, as your teacher or teacher-librarian assigns.
7. Write an email to Ken Oppel, telling him what you thought of the book and why.
8. Write an email to the creator of the website, Peter Riddihough, telling him what you thought of the website and why.
9. Visit and further explore any of the following, related websites, as per your teacher and/or teacher-librarian’s instructions:

<http://www.kidzworld.com/site/p1136.htm> (Bermuda Triangle with Reference to Marie Celeste)

<http://www.swuklink.com/BAAAGEVD.php> (HMS Colossus Information)

[http://www.tresco.co.uk/Tresco\\_Times/Autumn\\_2002/Tresco\\_Times\\_Autumn\\_2002\\_Col.asp](http://www.tresco.co.uk/Tresco_Times/Autumn_2002/Tresco_Times_Autumn_2002_Col.asp) (Information About the Wreck and Then the Recovery of HMS Colossus)

<http://www.online-literature.com/verne/> (Jules Verne Biography with Anecdotal History)

<http://www.sciencemuseum.org.uk/on-line/flight/flight/frost.asp> (Ornithopter)

<http://acam.ednet.ns.ca/curriculum/avia-his.htm> (Timeline of Flight with Canadian Contributions)

<http://www.ueet.nasa.gov/StudentSite/historyofflight.html> (Nasa’s Student Flight Page)

<http://www.centennialofflight.gov/essay/Dictionary/ornithopter/DI37.htm> (Illustration and Photograph of Ornithopters)

<http://www.geocities.com/~patrin/timeline.htm> (Timeline of Roma History)

<http://www.mnsu.edu/emuseum/cultural/oldworld/europe/gypsy.html> (History of the Roma)

[http://www.windarooss.qld.edu.au/Main\\_Pages/Flight\\_Webquest/welcome.htm](http://www.windarooss.qld.edu.au/Main_Pages/Flight_Webquest/welcome.htm) (Flight Webquest)

<http://cte.jhu.edu/techacademy/fellows/Morten/webquest/kmmindex.html> (Everest Webquest)

<http://www.germantownacademy.org/academics/US/ModLang/french/french1/> (Paris Webquest)

[http://www.rock-hill.k12.sc.us/schools/middle/slms/paris\\_pr/paris\\_2.htm](http://www.rock-hill.k12.sc.us/schools/middle/slms/paris_pr/paris_2.htm) (Paris Webquest)

<http://www.can-do.com/uci/lessons98/Antarctica.html> (Antarctica Webquest)

<http://www.gecdsb.on.ca/dougpete/webquests/hindenburg/> (Hindenberg Webquest)

<http://its.guilford.k12.nc.us/webquests/aero/aero.htm> (Amelia Earhart Webquest)

<http://magma.nationalgeographic.com/ngm/0305/feature2/> (National Geographic Site with Information on Sherpas, Sherpa Religion, etc.)

<http://www.bena.com/sherpa1/sfa/sSherFac.htm> (Sherpa Friendship Association)

<http://www.pbs.org/wgbh/nova/everest/history/sherpasworld.html> (PBS Everest Site with Sherpa Information)

<http://www.thokalath.com/cuisine/recipe.php#butter1chicken> (Indian Food Recipes)

[http://www.thokalath.com/cuisine/spice\\_guide.php](http://www.thokalath.com/cuisine/spice_guide.php) (Indian Food Spice Description)

<http://www.angelfire.com/electronic/awakening101/leonardo.html> (Leonardo Da Vinci Flyers)