



Steve Burt's *FreeK* *Camp*

*Psychic Teens in a Paranormal
Thriller*

Teacher's Guide

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Based on Fountas & Pinnell's *Teaching for Comprehending & Fluency*

Part A- Thinking within the Text

- Etymology and vocabulary
- Crossword puzzles
- Charts for organizational materials for characters
- Chart to help students identify figures of speech & other words of interest
- Chart to organize a time line

Part B- Thinking beyond the Text

- Exercises to show evidence of connections to other texts
- Exercises to make connections between historical and cultural knowledge and a text
- Predicting, using what is known to think about what will follow.

Part C- Thinking about the Text

- Analyzing the book, the author's purpose, the writer's underlying theme
- Critiquing and evaluating the text

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FreeK Camp

Teacher's Guide

Part A- Thinking *Within* the Text

Solving Words

Use a range of strategies to take words apart and understand what the word means. Refer to the Student Appendix for a discussion of the words psychic and paranormal.

Monitoring and Correcting

Learn new words and their meanings from the context. Use the words in the Student Appendix to acquire vocabulary from the text and use in writing. Technical words appropriate to the text have an asterisk next to them and can be reviewed with the crossword puzzles that follow.

Summarizing

Make note or write descriptions to help in remembering significant attributes for multiple characters.

One of the strengths of the book is the character development of the many interesting characters who are introduced in the first chapters. Students need to notice, take notes or write descriptions to help remember the significant attributes of the characters. The following techniques may be useful:

- Fill in the attached charts in order to organize the information gathered regarding each character's description, paranormal abilities, and other pertinent details. (See Student Appendix)
- Choose at least one character to analyze more carefully. Put the name in the center of an oval. Draw a line from the oval with a character trait such as "kind." Diagonal lines coming off of that would indicate instances of the character having those traits. Continue with other traits & examples as the story progresses.

Provide evidence of understanding complex plots with multiple events & characters. This story takes place over a three day period. Create a time line for the story, along with a structural analysis diagram. Show how the plot begins at a pick up area for all of the campers, goes in several directions through a series of complications, reaches a climax, and gradually comes together for the dénouement at the end of the story. Students may choose to begin developing a time line by using the Time Line Guide in the Student Appendix.

Searching for and Using Information

Help students identify figures of speech and other interesting expressions or groups of words that they enjoy. Use the page in the Student Appendix at the end of each "Book Day" regarding metaphors and similes to begin the process.

Part B Thinking *Beyond* the Text

Make connections

I. Between historical and cultural knowledge and a text.

1. In Chapter 2, Donnie was described as wearing a Desert Storm cap.

- What was "Desert Storm"? When and where did it take place? Who were the parties involved? What was the end result of this tactical operation?
- Could Donnie have really been connected to it? Why or why not?
- Do you know anyone who was in Desert Storm? How old would they probably be at this time?

2. In Chapter 32, Donnie says that he "dug the hole and lowered the bus with a construction crane when he, Karen, and Addie had faced the threat of Y2K and the millennium change." page 119

- What was the threat of Y2K and the millennium change?
- Who was threatened?
- Why were people so scared?
- What really happened at that time?

II. To other texts.

1- In Chapter 9, Juan and Juanita tell of an adventure that was "written up" in one of the author's previous books of short stories, *Wicked Odd*. Find the book and read the short story "The Chair".

- Which insights into the personalities of Juan and Juanita does the reading of this short story reveal?

- How did reading this short story help you better understand *FreeK Camp*?
- Can you think of other readings you have done that would tie in to this topic?

2- In Chapter 13, the author refers to the story "The Ransom of Red Chief", a classic short story by O. Henry.

- Read the story and share the plot with the class.
- Tell why you think the author refers to the story in this situation.
- Discuss the similarities between *FreeK Camp* and "The Ransom of Red Chief."

3- In Chapter 51, Twait refers to his having had an association with Bando before being with him in camp. Read about that association in one of the author's previous books, *Odd Lot* ("Uncle Bando's Chimes"). In another of his books, *Wicked Odd*, ("The Tattooist"), Bando appears again. Read the stories and share any additional information that you find out about Bando from reading the stories with your classmates.

4- *The Giver* by Lois Lowry features Jonas, a character who is different from his peers. What connections can you make between Jonas and a character from *FreeK Camp*?

5. Curt Schilling, Boston Red Sox former All Star pitcher, and his wife, Shonda, have recently come out with a book entitled The Best Kind of Different. It is about their son who has Asperger's Syndrome.

- Research Asperger's Syndrome: What is it? What are the symptoms? What can be done about it?
- What are the strengths of people who suffer from Asperger's syndrome?
- What are the weaknesses of people who suffer from Asperger's syndrome?
- Would this be "the best kind" of being different?
- How did the students in *FreeK Camp* use their "differences" to solve the problem? What do you think their lives will be like once they return home?

III. Between *fantasy and realism*, the text and the student's own personal life.

1- *Psyche*, the mythological character, is a mortal who becomes involved with the god, Cupid.

- Research the myth of Psyche.
- Discuss what might be the connection between Psyche and psychic teenagers.

2- Do some research on documented paranormal activities and report to the class. There are many web sites or TV shows pertaining to this topic such as:

- The site of the Atlantic Paranormal Society out of Warwick, RI. <http://www.the-atlantic-paranormal-society.com/>
- An actual summer camp for kids with paranormal abilities, <http://www.psykids.org>
- The Biography Channel, *Psychic Kids*, *Children of the Paranormal*.
Have you ever been on a ghost hunt?
How much can really be proven?
Do most people believe in ghosts and other paranormal phenomena?
Do you feel that you have any of these powers?
Have you changed your opinion regarding these activities after doing this research?

Predicting

1. The story takes place over a period of 3 ½ days. (Refer to Student Appendix for exact chapters of each day.) At the end of each day in the book, indicate where each group is located and what you think might be happening on the following day. Also indicate if you think circumstances would be different if the author had given any of them different paranormal abilities.

2. In Chapter 59, Donnie clipped an article referring to the fact that one needed to "*sow perfection upstream that you may reap it downstream*" page 229 then changed *perfection* to *innocence*. What clue does this give you as to what he intended to do?

3. Write a story about the future where most people have paranormal abilities, or, write of a society where only half the people have paranormal abilities. What would that society look like? Would everyone be treated equally? You can feature any characters or situation from your imagination.

Part C Thinking *About* the Text

Analyze

I. *Recognize and comment on aspects of narrative structure (beginning, series of events, high point of the story, ending.)*

Denouement (day' noo mon): Tying up loose ends of the story, a final resolution or clarification of the plot.

Note: the denouement follows the climax. The climax is the most tense moment of the rising actions and leads to a solution or resolution and an easing of the reader's tension. The denouement explains how the minor issues are resolved.

- Identify the chapter or chapters and location or locations where the climax of this book occurs. (Ch. 61 Ch. 62)
 - Identify at least five things that you learned in the denouement. (Ch. 63)
 - Discuss why the students did not tell the press the real story of their adventure.
 - What were the two roots of Donnie's problem? (*Emotional and physical*)
 - Why did Donnie create the granite memorial?
 - Which two campers did not exhibit distinct paranormal gifts?
2. Read the author's preface to the book. Why did he say that he chose to write about this particular topic?

II. *State an interpretation of the writer's underlying theme.*

In Chapter 1, Celine reads from the brochure sent from the camp that it is for "*those unique, special, and unusual children who, because their gifts are so very different, may feel strange or alienated from other kids*", (page 2).

(1) Different is defined as not being the same as something or somebody else.

- Give examples of how these kids are outwardly different from each other. (*Black, white, Hispanic, tall, small, weak, disabled?*) Do these differences sometimes cause problems? Explain.
- Most of the characters in the story are also different because they have either psychic or paranormal powers. If their friends know about them, do you think that they are treated differently? Why or why not?
- Do you have characteristics that others feel are unusual or different? (*clothes, hair, musical or artistic interests, athletic abilities, sexual orientation, political or religious orientation, etc.*) If so, are you treated in a respectful way because of it?
- In what ways do others show their individualities? How hard is it for most people to do this? Why do you think most people prefer to blend into or with a crowd?
- Give examples of "different" kids with psychic and paranormal powers in the story working together to solve problems.

(2) A moral decision is a decision based on what somebody's conscience suggests is right or wrong rather than on what rules or the law says should be done. Describe situations in the book when a moral decision had to be made. (*Whether or not to break into Donnie Bronson's home, whether or not to attack Donnie when he came down the stairs to get them, whether or not to go public at the end of the story & get the attention & acclaim from the press, others?*) Do you agree with what the characters decided to do? Why or why not?

(3) What lessons do you think the author is trying to get across in this book? (*In an interview, the author has said the book is about learning to accept each other's differences, learning to work together, and making the right moral decisions.*)

Critique

I. Write a letter to the author at www.burtcreations.com. Comment on:

- (1) The part of the book that you liked the most.
- (2) The characters that you found the most (or least) interesting.
- (3) How would you have changed the book or characters.
- (4) Should this continue into a series? If so, what should the next book be about.

II. Communicate with others (peers and otherwise) regarding your reading interests via the internet.

Appendix

Thinking Within the Text

1. Solving Words

(1) *Worksheet, taking words apart*

2. Monitoring and Correcting

(1) *Vocabulary review with crossword puzzles pertaining to each group of words.*

3. Summarizing-

(1) *Character charts for students to fill out as they read.*

(2) *Time Line Guide*

Searching for and Using Information

(1) *Simile and metaphor exercise.*

ASSIGNMENT #1

Getting to Know the Book

- (1) Listen to the author's audio files (# ???) to learn about the author and why he wrote the book.
- (2) Read the forward from *Freak Camp* on p. 10. Answer questions below on Solving Words.
- (3) After completion, go to Student Notes and write a short newspaper article predicting whether you will or will not be interested in this book, giving reasons for either answer.

Solving words

Worksheet

1. Use the author's Preface (p. ix & x) and name two authors that Steve read as a young person and who influenced his thinking.

2. **Psychic** comes from the Greek word *psyche* meaning spirit or soul.

- Find five words that have the same root *psyche*. For example: psychology.
-

- Find three expressions that include the word psychic in front of them. For example: *psychic abilities*.

- _____

4. *Psyche* is a mythological character. What can you find out about her?

5. Paranormal is made up of two parts, para and normal. The word paranormal usually describes something that is beyond or contrary to what is deemed scientifically possible. But para comes from Latin, and means being next to, beside or alongside, NOT beyond, contrary to, instead of.

- Think of other words beginning with *para*. _____
 - Use a dictionary to see how many more you can come up with. _____
-

6. *FreeK Camp* is about *psychic teenagers in a paranormal thriller*.

- Read the author's Preface to discover his interpretation of paranormal.
- Discuss the meaning of *psychic teens in a paranormal thriller* referring to the definitions mentioned above.

Solving Words

Teacher's Guide

1. Use the author's Preface (p. ix & x) and name two authors that Steve read as a young person and who influenced his thinking. *Arthur Conan Doyle (Sherlock Homes creator), Edgar Cayce (famous for séances)*

2. **Psychic** comes from the Greek word **psyche** meaning spirit or soul. A psychic is one who is able to access information from the physical and spiritual worlds.

- Find five words that have the same root *psyche*. For example: psychology, *psychiatry, psychotherapy, psychiatrist, psychedelic, psychoanalysis, psychotic*
- Find three expressions that include the word psychic in front of them. For example: psychic abilities. *Psychic: energy/detective/ phenomena/medium/vampire/ reading*

5. *Psyche* is a mythological character. What can you find out about her?
Greek mortal who marries Eros, the God of Love.

6. Paranormal is made up of two parts, para and normal. The word paranormal usually describes something that is beyond or contrary to what is deemed scientifically possible. But para comes from Latin, and means being next to, beside or alongside, NOT beyond, contrary to, instead of.

- Think of other words beginning with *para* Use a dictionary to see how many more you can come up with. *paramilitary, paramedic, paralegal, parallel universe, parallel bars*

7. *FreeK Camp* is about psychic teenagers with paranormal abilities.

- Read the author's Preface to discover his interpretation of paranormal.
- Discuss the meaning of *psychic teens in a paranormal thriller*, referring to the definitions mentioned above.

Teens who have abilities to access information from both physical and spiritual worlds and will be forced to develop all of those skills.

Monitoring and Correcting

The action in the book takes place over a 3 ½ day period. Vocabulary words are divided into those days.

Freak Camp- The First Day

Chapters 1-20,

Words needed for basic understanding of story, Crossword #1

(an asterisk indicates that the word can also be located in the glossary).

- vulnerability –Exposure or revealing one’s weakness(es).
- telekinesis* - The moving or manipulating of an object without physical means.
- psychokinesis- Another type of telekinesis. The ability to use mental powers to make objects move or otherwise affect them.
- levitate*- To lift and move objects or yourself with your mind.
- poltergeists- A German word meaning spirits that are invisible but reveal their presence by creating disturbances.
- hallucinations- Perceptions of somebody or something that is not really there.
- clairvoyance*- Seeing or having mental insights about people and situations. A variation of this includes “remote viewing.”
- clairaudience*- Having the ability to overhear distant, this-worldly aural information. A variation of “remote seeing.”
- precognitive dreaming*- Dreaming events before they happen.

Other words to review

- *comprendez* -Spanish expression similar to English word that means “understand?”, “Comprehend?”
- *faux pas*- French expression meaning an embarrassing mistake that breaks a social convention.
- *bon appétit*- Enjoy! French for *have a good appetite!*
- hyper-animated - Behaving in an overexcited or hyperactive way.
- *déjà vu**- A sense that you are re-experiencing certain events as if they happened at another time, but as familiar as they seem, you cannot recall nor figure out when or where they happened.
- Desert Storm- Code name for Persian Gulf War of 1990/1991.
- camouflage- Concealment of things by disguising them to look like their surroundings, by covering them with branches or leaf-clad netting.
- Disgruntled - Unhappy with a situation.
- mortar- A mixture of sand, water, & cement that becomes hard like stone. Used to hold bricks and stones together.
- castanets- A Spanish word for small curved pieces of hard wood or plastic that are joined at the top and used to make a rhythmic clicking sound. Spanish dancers use them.
- abduct- To take somebody away by force or deception.
- composite sketch- Portrait made up of separate parts of the face put together in one drawing.
- pall bearers- Originally a “pall” was the cover on top of a casket. Today we think of it as the entire casket. Pall bearers are those who “bear” or carry it.
- hearse-The vehicle in which a dead person is transported to a funeral home or cemetery.
- agitated- Anxious, nervous or disturbed.
- adversaries- Opponents, not necessarily enemies, in a conflict or competition.
- chamois- A French word meaning a certain type of soft shirt material. We sometimes use them to clean our cars.
- rejuvenated- Becoming, feeling, or appearing young again.

- surveillance- Continual observation of a person or group, especially one suspected of doing something illegal.
- fatalities- Deaths resulting from accidents, disaster or attacks.
- obituary- A printed announcement of a death.
- neutralize- To counteract the effect of.

Freek Camp- The Second Day **Chapters 21-45, Crossword #2**

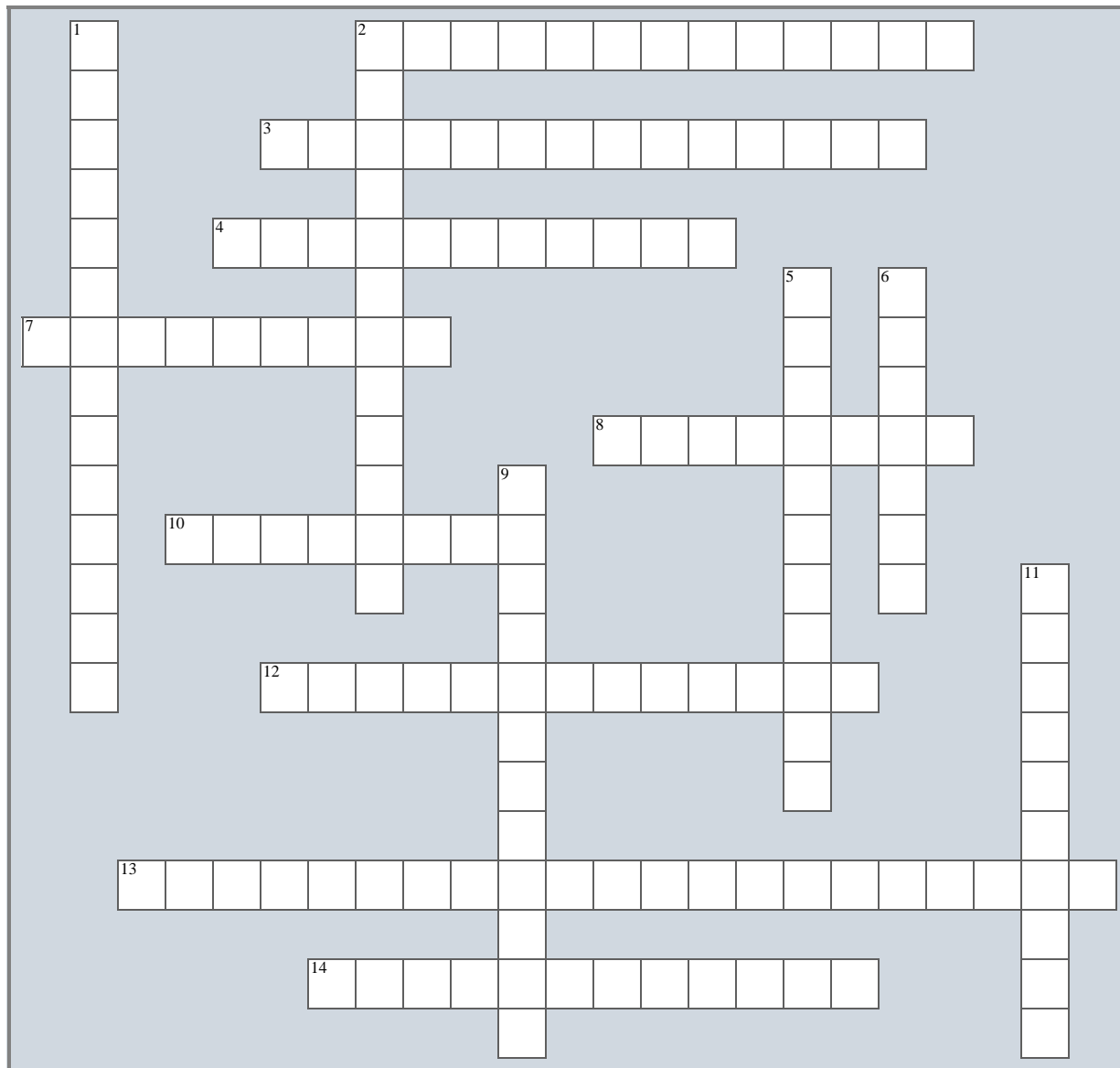
- levitate/levitation*- The act of lifting and moving objects.
- intuitive (*intuition**)- Knowing without the use of the usual rational processes.
- tentative- Said or done in a slow, hesitant, and careful way that reveals a lack of confidence.
- gazebo- A small, usually open sided and slightly elevated building, situated in a spot that commands a pleasant view.
- peripheral- At the edge of, as in your vision.
- demolish- To destroy completely.
- excavating- Removing earth or soil by digging or scooping out.
- Y2K –Abbreviation for year 2000.
- millennium change- Going from 1999 to 2000. Many feared computer programs would malfunction at this time, others predicted doomsday events.
- inadvertently- Without intending to or without realizing it.
- facetious- Intended to be humorous but often silly or inappropriate.
- diminutive- Very small or much smaller than usual
- Samurai sword- Martial arts sword used by Japanese samurai warriors.
- insatiable- Always needing more, unsatisfiable.
- sound bites- A very short piece of speech taken from a longer speech or interview.
- culvert- A covered channel or pipe that carries water under a road or through an embankment.
- instinct- A powerful impulse that feels natural rather than reasoned.

Freek Camp- The Third Day **Chapters 46-62, Crossword # 3**

- empathy*- Having the ability to be aware of the emotional state of a distant person.
- psychometry*- The learning or knowing of information about an object by touching it.
- vortex* –A whirling mass of something, especially water or air, that draws everything near it toward its center.
- Earthbound spirit- A human spirit that has not properly passed over after death, a trapped ghost.
- cavalry- Soldiers on horseback.
- *the sound of reveille*- An Army wakeup call, often announced by a bugle.
- sacrificial lambs- Animals set aside for slaughter in connection with religious worship services.
- claustrophobia- An irrational fear of being in a confined or enclosed space.
- flotilla- A fleet of boats.
- dehydration-The loss of moisture from one's body, often creating a health concern or crisis.
- hypnotic voice- Voice producing sleep or hypnotic state that leaves one susceptible or open to suggestions.

- elevated chassis and raised engine- High frame or support structure of a vehicle; a motor fixed higher inside the engine compartment.
- pterodactyl- An extinct flying reptile from the age of the dinosaurs.
- gargoyles- Grotesque carved figures that appear to be perched atop (and guarding) cathedrals and old European buildings.
- laminate- To cover something with a thin sheet of protective material, usually plastic
- cryptic horoscope- A puzzling prediction of someone's future.
- medical confidentiality- Privacy regarding the sharing of a person's medical records.
- tightly tethered- Closely tied to something.
- emanating- Coming out of somebody, something, or somewhere.
- horrendous – Dreadful.
- contraption- A machine that appears strange or improvised.
- catapult- To fling or be flung. In ancient warfare, a machine that flung rocks or other projectiles.
- maneuvered- Moved skillfully and deliberately.
- roiling pool- Churning or bubbling water.

Puzzle #1, Chapters 1-10



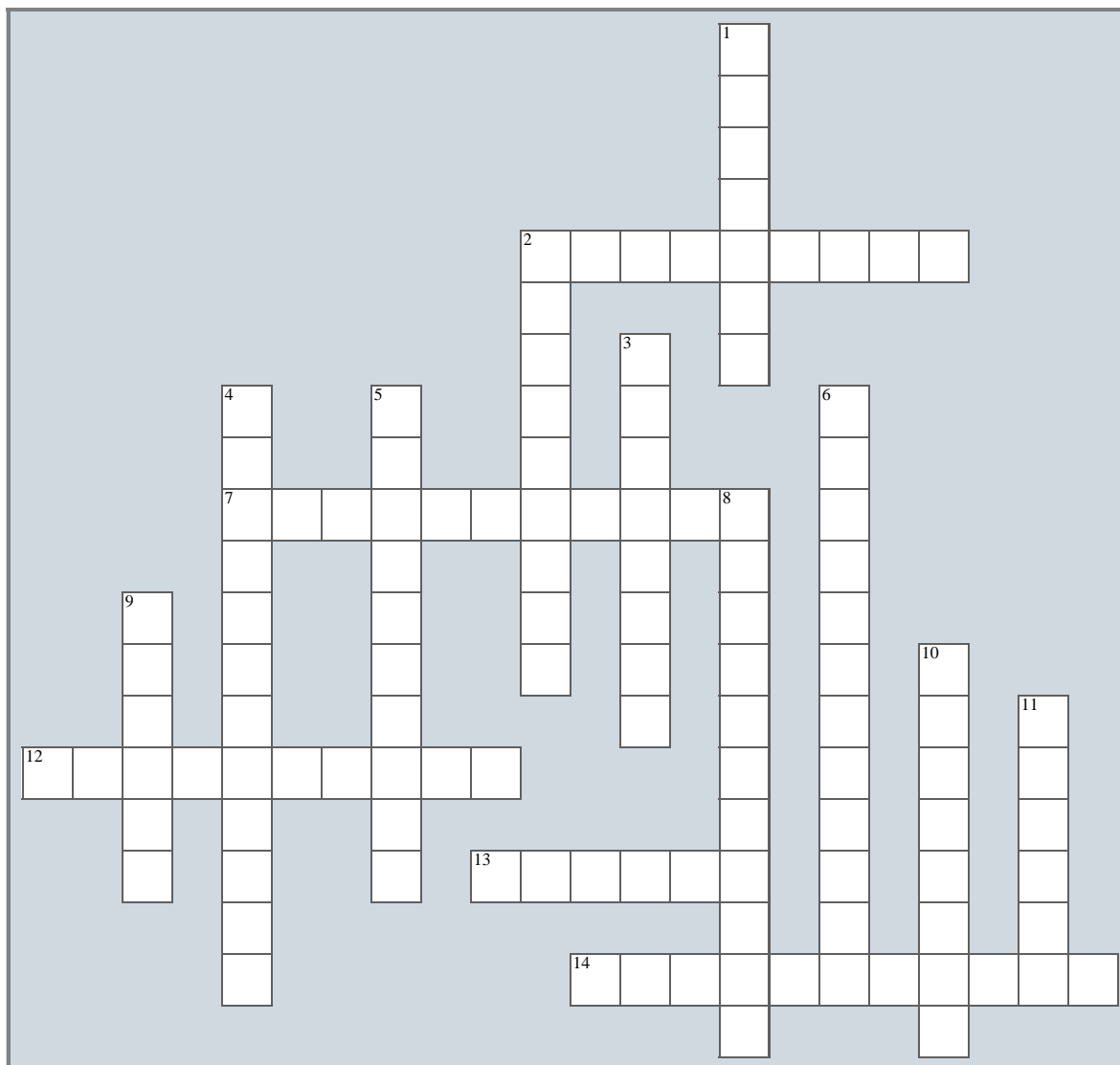
Across

2. Supposed ability to use mental powers to make objects move.
3. Perception of someone or something there that is not really there.
4. Moving an object without any physical means.
7. Concealment of things by disguising them to look like their surroundings.
8. French for embarrassing mistake that breaks a social convention.
10. To lift or move an object.
12. Exposure or revealing one's weakness.
13. Dreams of events before they happen.
14. Latin for "clear seeing."

Down

1. Behaving in an overexcited way.
2. Spirits that are invisible but reveal their presence by creating disturbances.
5. French for enjoy.
6. The sense that you are re-experiencing certain events as if they happened at another time.
9. Code name for Persian Gulf War.
11. Spanish word meaning "understand?"

Puzzle #2, 11-25



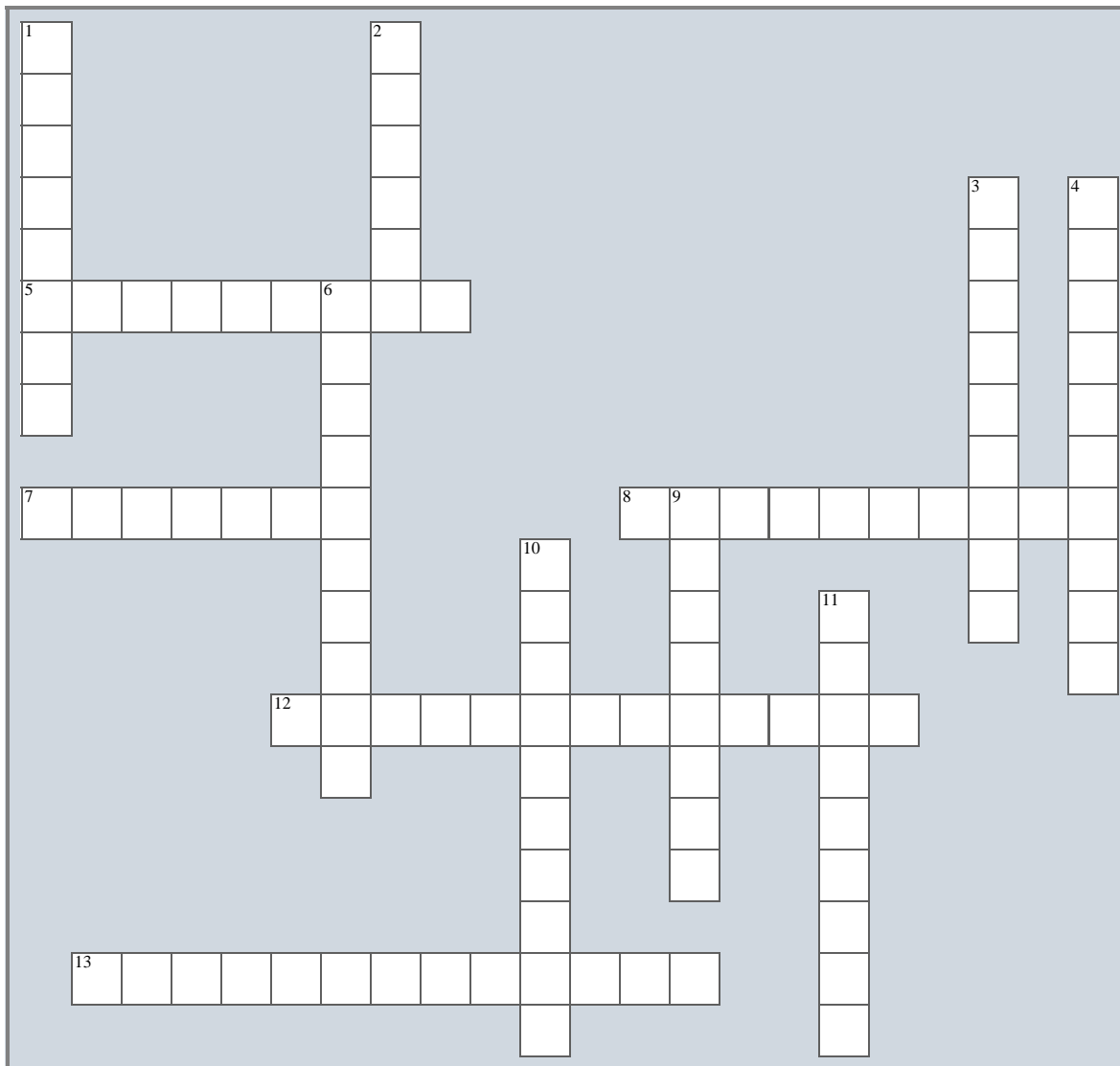
Across

2. Made up of several parts of the face put together in one drawing.
7. Appearing young again.
12. Deaths resulting from accidents, etc.
13. To take someone away by force or deception.
14. Opponents in a conflict.

Down

1. A certain shirt material.
2. Small curved pieces of hard wood or plastic joined at the top and used to make a rhythmic clicking sound.
3. Anxious or disturbed.
4. Continual observation of a person or group.
5. To counteract the effect of.
6. Those carrying a casket.
8. Unhappy with a situation
9. A mixture of sand, water, and cement that becomes hard like stone.
10. Printed announcement of a death.
11. A vehicle in which a dead person is transported to a funeral home.

Puzzle #3, 26-44



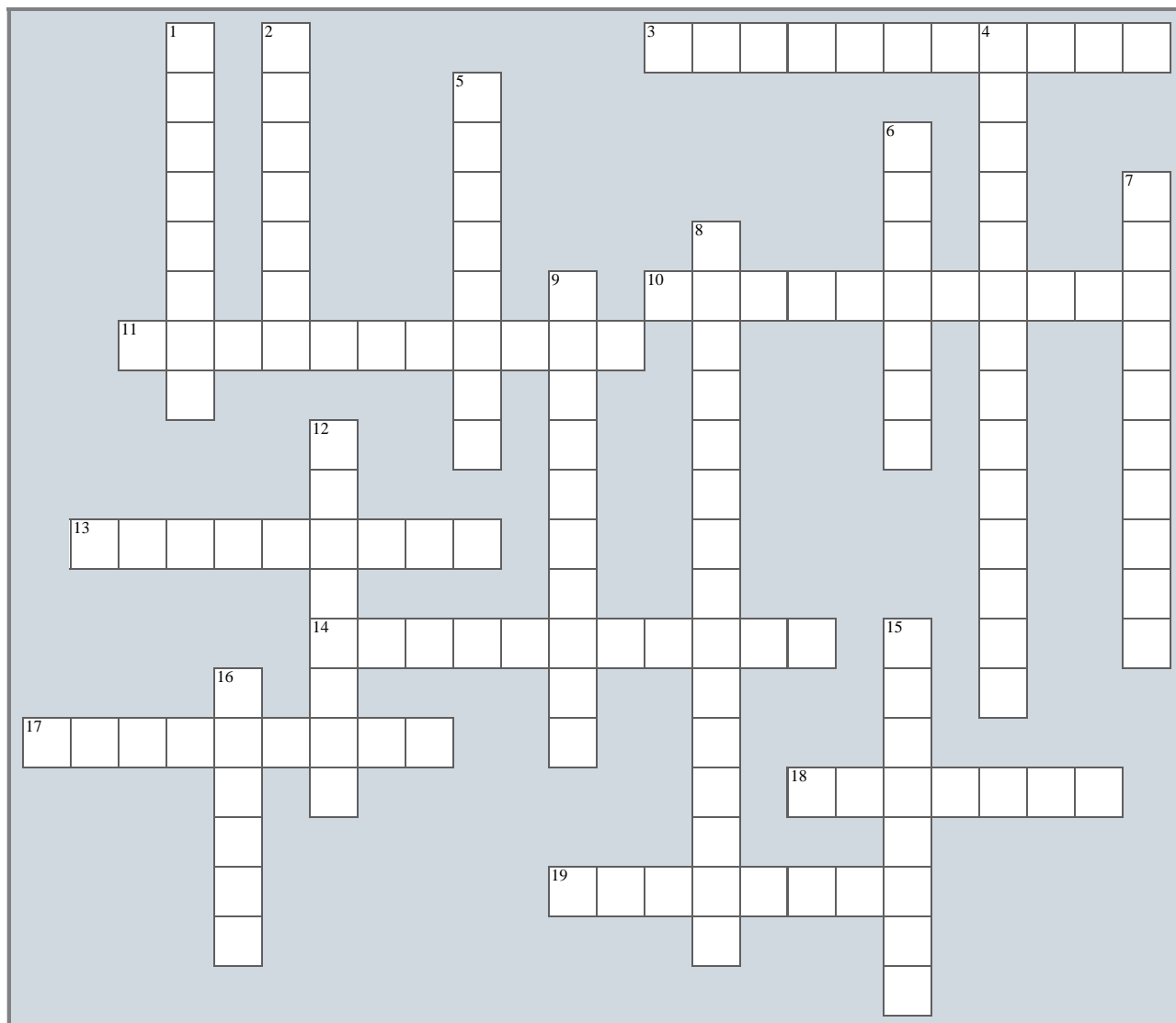
Across

5. Knowing without the use of rational processes.
7. A covered channel or pipe that carries water under a road.
8. Very small.
12. The ability to overhear distant, this-worldly information.
13. Without intending to.

Down

1. To destroy completely.
2. A small, usually open sided building situated in a sport that has a pleasant view.
3. Said in a careful way that reveals a lack of confidence.
4. At the edge of, as in your vision.
6. Always wanting more.
9. A powerful impulse that feels natural rather than reasoned.
10. Removing earth or soil by digging it out.
11. Intended to be humorous but often silly or inappropriate.

Puzzle #4, 45-63



Across

- 3. An extinct flying reptile.
- 10. A machine that appears strange.
- 11. The loss of moisture from one's body.
- 13. Coming out of somebody, something, or somewhere.
- 14. The learning or knowing of information about an object by touching it.
- 17. Grotesque carved figures that appear to be perched atop cathedrals.
- 18. Churning or bubbling.
- 19. A fleet of boats.

Down

- 1. Tied.
- 2. Soldiers on horseback.
- 4. An irrational fear of being in a confined space.
- 5. That which leaves one susceptible or open to suggestions.
- 6. When an empath appears to be aware of the emotional state of a distant person.
- 7. Moved skillfully and deliberately.
- 8. Privacy.
- 9. Dreadful.
- 12. To fling or be flung.
- 15. To cover something with a thin sheet of protective material.
- 16. A whirling mass of something that draws everything near it towards its center.

CROSSWORD ANSWER KEYS

PUZZLE 1

Down

1. faux-pax
2. psychokinesis
3. telekinesis
4. poltergeists
7. bon-appetit
8. comprenez
9. camouflage

Across

5. Hyper-animated
8. clairvoyance
10. levitate
11. hallucinations
12. Déjà-vu

PUZZLE 2

Down

1. chamois
2. castanets
3. agitated
4. surveillance
5. neutralize
6. pall-bearers
8. disgruntled
9. mortar
10. obituary
11. hearse

Across

2. composite
7. rejuvenated
12. fatalities
13. abduct
14. adversaries

PUZZLE 3

Down

1. demolish
2. gazebo
3. tentative
4. peripheral
6. insatiable
9. instinct
10. excavating
11. facetious

Across

5. intuition
7. culvert
8. diminutive
12. clairaudience
13. inadvertently

PUZZLE 4

Down

1. tethered
2. cavalry
4. claustrophobia
5. hypnotic
6. empathy
7. maneuvered
9. horrendous
12. catapult
15. laminate
16. vortex

Across

3. pterodactyl
10. contraption
11. dehydration
13. emanating
14. psychometry
17. gargoyles
18. roiling
19. flotilla

Take notes or write descriptions of the following characters

VAN 2

Name	Paranormal Ability	Other information
1. Juan		
2. Juanita		
3. Charlie		
4. Mo		
5. Maggie		

VAN 1

Name	Paranormal Ability	Other information
6.Celine		
7. Mouse		
8. Tim		
9. BJ		
10.Atlanta		

Other Major Characters

Name	Paranormal Abilities	Other information
11. Twait		
12. Bando		
13. Donnie Bronson		
14. Rose		
15. Caroline		

Key to Character Charts

	VAN 2	
1. Juan	Sees things at a distance, remote viewing (clairvoyance)	Twin of Juanita, Hispanic looking
2. Juanita	Hears things at a distance, remote hearing (clairaudience)	Twin of Juan, Hispanic looking
3. Charlie	Dreams things that sometimes come true (Precognitive dreaming) Has to interpret them in order to act effectively.	Slight boy, long blond hair, wire rimmed glasses, hands twisted & bent, reads <i>The Encyclopedia of Psychic Science</i> , dreams are sometimes symbolic
4. Mo	Moves & lifts objects, not self. Form of psychokinesis or telekinesis.	Pudgy, pale skinned, freckled face, brown Mohawk. Cousin of Atlanta.
5. Maggie	Spoon bender (Form of psychokinesis)	Frizzy brunette, wrap around sun glasses, peace symbol necklace.
	VAN 1	
6. Celine	Unknown	Tall, black, strong & outspoken, confronts Bronson in van, shows leadership qualities.
7. Mouse	Unknown but has a strong sense of logic.	Chubby, red faced, wears Mickey Mouse hat that says "Call Me Mouse"
8. Tim	An empathy. Senses feelings of others, often at a distance. Senses presence & mood of Donnie before he arrives.	Small, fragile, pale. Compared to Tiny Tim in Charles Dicken's novel.
9. BJ	Can sense information about things in an other than rational way. (Psychometry)	White, could tell where wall was weak when they were first in prison., ingredients in can of beans,
10. Atlanta	Levitates	White, lives in Vt., cousin of Mo. Has a sister named Georgia.
	Other major characters	
11. Twait	None disclosed	Curly red hair, Irish background, "little person" who looks like leprechaun. Well muscled chest. Wears leg extenders, Assistant Director of camp. Married to Rose, father of Caroline, former circus performer.

12. Bando	Hypnotic persuasive abilities, intuitive instincts.	Small man with Asian features, camp director, meditates & practices yoga. Drinks tea. Seems to get people to willingly provide information. Master teacher/mentor
13. Donnie Bronson	None	Large well built man with full head of salt/pepper hair. Changes looks through story. Lives in a trailer, drives a pickup. Motivated by grief over loss of loved ones & by brain tumor.
14. Rose	Hears thoughts of earthbound spirits & eventually sees them	Married to Twait, mother of Caroline, camp cook, background in the circus.
15. Caroline	Discovers she can also hear thoughts of earthbound spirits & see them.	Daughter of Twait & Rose, red hair like her father, has good basic detective skills.

TIME LINE GUIDE

List important events as they happen each day separating the characters in the vans and the characters associated with them. Highlight important events that you think might influence the outcome of the story.

DAY ONE (Chapters 1-20)

VAN 1 , Donnie Bronson	VAN 2, Twait, Bando, Rose, Caroline

VAN 1 , Donnie Bronson

DAY TWO

VAN 2, Twait, Bando, Rose, Caroline

Chapters 21-45

VAN 1 , Donnie Bronson

DAYS THREE & FOUR

VAN 2, Twait, Bando, Rose, Caroline

Chapters 46-62

Identifying Similes and Metaphors

Simile- A figure of speech that indirectly compares two different things by using conjunctions such as "like" or "as." They compare two ideas but allow them to remain distinct in spite of their similarities. Example: Chris was a record-setting runner and as fast as a speeding bullet. **Metaphor**- A figure of speech that compares two things directly. Example: When Chris ran, he was a speeding bullet racing along the track.

Locate the following similes and metaphors found in the text. (Page number is provided) Identify each as either a simile or metaphor. Draw a picture of each as the author seems to describe it. (Separate page) Then rewrite the sentence, describing what you think the author was trying to get across without using the simile or metaphor.

(1) P. 4 *The driver pulled up in front of a heavy chain stretched between two trees like a smile, a NO TRESPASSING sign hanging from it like a single tooth.* (S or M) _____

(2) p. 27 *Donnie's face grew hard, his eyes two deep wells of pain.* (S or M) _____

(3) p. 46 *His face contorted, his chest heaved, and he gasped, open-mouthed like a fish in a bucket with nothing to breathe.* (S or M) _____

(4) P. 61 *The back of his head throbbed. The coal in his brain was heating up.* (S or M) _____

(5) p. 62 *He was so compact and quiet he'd blended into it like a chameleon on a branch.* (S or M)

(6) p. 67 *He recognized immediately the minefield his adversaries had laid down between him and them.* (S or M) _____

(7) p. 68 *As the jaws of the whale swallowed Jonah, the mouth of the snowmobile trailer swallowed the four kids. (S or M)*

(8) p. 151 *Everyone was sweating like they'd been shoveling coal all night in Hades. (S or M)*

(9) p. 166 *She levitated. But it was like an older submarine having to blow the heavy seawater out of its ballast tanks so it could rise—it took time.*

(10) p. 166 *Hovering slightly above the edge of the flat roof, she placed her fingertips on it and—as if playing Itsy Bitsy Spider—used them to slowly maneuver herself forward. (S or M)*

(11) p. 197 *Prisoners bounced around like steers in a cattle trailer heading to the slaughterhouse. (S or M)*

(12) p. 203 . . . *her face a portrait of determination. (S or M)*

(13) p. 208 *He played the crowd like a fisherman reeling in a fish. (S or M)*

(14) p. 218 *The door rolled down like a theater curtain at the end of Act Three. (S or M)*

(1) Use a separate page to continue your search for more similes and metaphors. Give the page number, the exact quote, and what you think the author was trying to convey. Discuss whether or not you feel that these parts of speech make the reading more enjoyable.

(2) Illustrate your favorite simile or metaphor.

TEACHER'S GUIDE
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Interpretations by author

(1) P. 4 *The driver pulled up in front of a heavy chain stretched between two trees like a smile, a NO TRESPASSING sign hanging from it like a single tooth.* (S or M) **Two similes. Creates a Halloween evil Jackolantern grin.**

(2) p. 27 *Donnie's face grew hard, his eyes two deep wells of pain.* (S or M) **Suggesting we can gaze down into his soul to see his pain at the bottom.**

(3) p. 46 *His face contorted, his chest heaved, and he gasped, open-mouthed like a fish in a bucket with nothing to breathe.* (S or M) **Trying to catch his breath. A fish in air can't really breathe, can it?**

(4) P. 61 *The back of his head throbbed. The coal in his brain was heating up.* (S or M) **It's like we can see an ember of charcoal burning up the brain matter. As if we have to have x ray vision to see in his head to view the tumor.**

(5) p. 62 *He was so compact and quiet he'd blended into it like a chameleon on a branch.* (S or M) **Chameleons camouflage themselves by changing to blend with the color of their surroundings.**

(6) p. 67 *He recognized immediately the minefield his adversaries had laid down between him and them.* (S or M) **Not a real field of mines (explosives), but the image creates a path of difficulty he has to cross.**

(7) p. 68 *As the jaws of the whale swallowed Jonah, the mouth of the snowmobile trailer swallowed the four kids.* (S or M) **Bible image of whale gulping man. So the comparison looks like the open-mouthed trailer is swallowing the kids.**

(8) p. 151 *Everyone was sweating like they'd been shoveling coal all night in Hades.* (S or M) **Hades is hell, so it's sweaty work in a furnace.**

(9) p. 166 *She levitated. But it was like an older submarine having to blow the heavy seawater out of its ballast tanks so it could rise—it took time.* (S or M) **Compared to an undersea boat that has to slowly rise. I also think of a slow-rising blimp.**

(10) p. 166 *Hovering slightly above the edge of the flat roof, she placed her fingertips on it and—as if playing Itsy Bitsy Spider—used them to slowly maneuver herself forward.* (S or M) **Compared to a child's nursery rhyme accompaniment/action in which fingers are pressed and released. She can't move without touching the surface with her fingertips pulling her along.**

(11) p. 197 *Prisoners bounced around like steers in a cattle trailer heading to the slaughterhouse.* (S or M) **Direct image comparison that also builds the mood of hopelessness.**

(12) p. 203 . . .her face a portrait of determination. (S or M) **Almost literally offers a picture, an old-time painting of a woman who is intent on accomplishing something, perhaps a businesswoman or an aristocrat or famous aviatrix like Amelia Earhardt.**

(13) p. 208 He played the crowd like a fisherman reeling in a fish. (S or M) **Implying a skillful person (like an experienced angler/fisherman).**

(14) p. 218 The door rolled down like a theater curtain at the end of Act Three. (S or M) **Not only does it physically add closure to the scene, but it implies this is the end (it's over and nothing can change things).**

(15) p. 241 A rocket car wearing a strange pair of giant earmuffs. (S or M) **A crazy kids'-type image that might come from an imaginative mind or from a children's picture book.**

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