

The Scarlet Pimpernel

by Baroness Orczy

Historical Fiction Literature Unit

Grades 7-10

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July 2012

Brief Overview

This literature unit is based around the novel by Baroness Orczy. The intention is for there to be an assortment of comprehension strategies (similar to what you would find in a Pathways DLG), discussion elements, and some faith discussions. The unit is separated into 3-chapter segments and can be formatted similar to a 'literature circle' environment.

Book Summary

The Scarlet Pimpernel is a historical fiction novel surrounding the French Revolution. A small, red flower found in England is the symbol of a man, with his league of followers, who spend their days risking their lives to save those who would be killed in France. Various costumes and ruses are used to smuggle the innocent out of France and away from the Guillotine. Students learn about loyalty, chivalry, trust, and relationships. This book is an excellent source of literary elements/author's craft studies as well. Enjoy!

Disclaimer

Please know that there are some swear words in this book. Students should be reminded that they can overlook these without being impacted. Throughout life, they will encounter words that they should be able to filter and not repeat. It's important for the class to know that you are not condoning the use of this language. (ie. damn and demmed) Also be aware, as was a common custom, that a character is mentioned using snuff.

Pre-Reading Studies

Students would benefit highly from learning about the French Revolution prior to reading this book. The pre-reading study can be as brief or thorough as time/curriculum allows. Students should spend time discovering the following:

- What events led to the revolution?
- What happened to French residents who stood against the revolution?
- How did the English get involved?
- What was the relationship between England and France during this period?
- What are some important names known from the French Revolution?
- Describe the scene in Paris during the height of the Revolution.

Themes

Because of the danger involved with the rescue of the condemned, the Scarlet Pimpernel must have men within his league who are trustworthy, loyal, noble, brave, and self-less. Any of these qualities can be highlighted during the book. I have focused primarily on loyalty, but older students could interweave various themes simultaneously. These men's lives are dependent heavily on their friends' loyalty.

Guiding Questions

- How are our lives, as humans, interconnected?
- As Christians, what are our responsibilities to those in danger? to those in need?
- In what ways should we, as a 'free' nation be concerned with the lack of freedoms shown in other countries?

Key Learnings

1. Read a variety of genres
2. Write journals and spool papers.
3. Write to share, explain, and express feelings and opinions.
4. Listen to, contribute, and stay on topic in discussions.
5. Evaluate by opinion-proof notes and persuasive paragraphs.
6. Write paragraphs with main ideas and details.
7. Analyze story elements.
8. Develop two-column notes and charts.
9. Analyze, compare and contrast characters through notes.
10. Take notes on narratives using story plans.
11. Use character notes.
12. Develop a Venn diagram.

Book Study Options

Students need an opportunity to discuss their reading as they go through this novel. If you have chosen to follow a theme, they should include ideas about the theme within their book talks. Students should be given a pad of sticky notes to use during this book. As they read their sections, they should insert sticky notes and comments that they will use during the discussions.

Younger students can be more hesitant to talk during a book talk. I have found it helpful to them to each be assigned a 'role' or 'perspective' to guide them as they contribute. You can integrate a focus on literary elements or author's craft with these role assignments. In order to

see quality responses with the roles, students should have a sense of their importance and significance with their Reading grade. Worksheets with this in mind can be found in books such as “Literature Circle” guide books.

Some examples of reading roles would be:

- **Plot Person:** This is a person who tracks the plot during each reading section. This person should write up a summary expressing how the plot has continued or the main events that the group should focus on.
- **Vocabulary Person:** This role focuses on words specific to the theme or plot that everyone should understand. There are plenty of words in this book that students can learn.
- **Relationship Person:** This is an opportunity for the reader to focus on the interactions between characters. He/she should focus not only on the interactions, but also any changes in relationships.
- **Character Person:** Dynamic vs Static characters can be discussed using this role. The reader should be looking for ways that a character is making a personal change. As the story progresses, they should be able to identify specific moments when a character has transformed.
- **Illustrator:** it is important that this person chooses a significant scene from the reading section to illustrate. The scene should highlight an important section of the plot. The artist should draw carefully, with detail, and color. This role often is seen as the ‘easy’ one, but that is only true if there is no accountability for the significance or details of their drawing.
- **Discussion Person:** The purpose of this role is to develop significant discussion questions. This person is playing two roles: highlighting important details and giving the group members an opportunity to think. The difficulty of this role is coming up with thought-provoking questions instead of ‘yes-no’ questions.
- **Theme Connector:** This book is great for themes. If you focused on one or two themes at the beginning of the book, this role provides a time for the discussion to center around the theme elements. This reader watches for anything related to the themes.
- **Passage Person:** This role watches for significant passages. These would be sections of the reading that are really well written. The reader should be prepared to present the page number and the reason for choosing the particular passage.

Comprehension Activities

This is a description of various comprehension strategies that can be used throughout *The Scarlet Pimpernel*. Ideas for using each one are given during pacing plan for the unit.

- **Two-Column Notes:** Students will sketch a giant “T” on their page creating two columns. Various comparisons or lists can be generated using this layout.
- **Double or Triple Venn Diagram:** These have traditionally been circles. I have found it easier for students to use rectangles for their venn diagrams.
- **Web:** Starting with a center concept written in a circle/square, students then add ideas/facts in circles fanning out on their page to create a web of concepts. The use of color for grouping is very affective as well.
- **Diagram:** Students can organize information into an understandable format: time line, cause/effect pattern, personal relationships, etc
- **Spool Paper:** As an organizational technique for writing an essay on a given topic.

Extension Option

There are several movie versions of *The Scarlet Pimpernel* that can be used as an extension opportunity. My favorite movie version contains Anthony Andrews and Jane Seymour. This movie strays from the book version in several ways. In fact, if students try to ‘pick up the plot’ of the movie based on the book, they will be confused. They should be cautioned that the two have few similarities. I always have my students watch the movie as though watching an unrelated film. Then they write a compare/contrast essay or diagram after its conclusion.

Pacing Plan

This book can travel as quickly as you want. I’ve sectioned the book, but you can assign the sections to be read in one night or multiple nights. The goal is for the students to read the sections at the same pace. Students should not be allowed to ‘go ahead’ in their reading. The discussion time is more valuable if all have read the same pages.

Classes with older students would benefit from studying the “Introduction”. I am not including this in the reading plan. It can be used during the Pre-Reading activities.

Chapter 1

I always read this chapter aloud to the class. This gives me an opportunity to read in a creative way and solicit interest from them. The concept of the “Scarlet Pimpernel” is introduced in this chapter with the reflection of a previous rescue as well as another rescue. Then the first reading section begins. The book is separated into ten sections of three chapters.

Chapters 2-4

The Fisherman's Rest is described in this section. Students should understand the political discussions that ensue over the events happening across the water in France. The "Rest" is a common entry point in England for travelers from France as well as a resting place for those preparing to ship out. The students learn about the league of the Scarlet Pimpernel. Quite a few characters are introduced in this section of reading; it would be important for them to stop and process the various characters.

Section 2-4 Activities

- **Geography:** Have students find the locations on a map. It's important for them to visualize the relationship of England, France, and the possible location of the Fisherman's Rest.
- **Opinion-Proof Notes and Persuasive paragraph:** Using two-column notes, students should express an opinion and then prove that opinion using facts/statements quoted from the section. For example, their opinion might be: "The events in France are significant to the English". And then they would find three quotes from the book that support that opinion. Using their opinion and proofs, they construct a paragraph with their opinion as the topic sentence.
- **Any or all of the Reading Roles**
- **Character Webs:** Students can choose a character for focus. They would write the character's name in the center of the page in a circle/square/etc. Then they would add details and facts in subsequent shapes creating a web around the initial name. You can require them to keep these webs and add to them during the book as they learn more details. Students should share their webs with each other.
- **Theme Focus:** Stop to discuss the level of danger for the members of the Pimpernel's league. Have the students reflect on the idea that these men are risking their lives in order to spare the lives of complete strangers. Talk about the incredible values and self-less giving that these men are portraying.
- **Integration of Faith:** Discussing the theme leads easily into a discussion of the qualities that Christ portrayed in giving his life for us. In this early discussion, I like to focus on Christ's life on earth, not His death. He lived for humans. He spent every day of His ministry giving to those around Him. Solicit examples from the students showing how Jesus gave daily as a ministry to humans. They should be able to see how Jesus spent days and days preaching, teaching, healing, walking.... pointing people to the Father so that they would be saved. Provide time for them to search through the Gospels and find specific texts that portray Jesus' giving spirit.

Chapters 5-7

We gather more information about Lady and Sir Percy Blackeney in this section. The plot thickens with some controversy and we gather a lot of information about the inter-relations among the characters.

Section 5-7 Activities

- **Relationship Web:** Students should choose several characters. They write the names of the characters randomly around a blank page. They draw arrows connecting the character names and on/around those arrows they write words that illustrate the relationship/feelings between those characters. As an extension of this, the students can locate passages that 'prove' the relationships.
- **Spool Paper:** Lady Blackeney and Percy Blackeney have a very strange relationship. Student should write a paper expressing this relationship. This would be a great time to practice quotes and in-text citations. Students can write a paper expressing two opinions while using the book to help prove their opinions about Marguerite and Percy.
- **Any or all of the reading roles**
- **Theme Focus:** Have a discussion about loyalty vs betrayal. This is an opportunity to talk about what 'loyalty' looks like and sounds like. As a brainstorming activity prior to discussion, students can write a diagram using arrows to show what events might happen if one of the members of the Pimpernel's league broke the trust. We all depend on a certain amount of loyalty from our friends. This would be a great time to discuss 'what' things should and should not be kept secret.
- **Integration of Faith:** Have the class look up the Ten Commandments. Discuss the 'purpose' of having these rules. (ie are they to restrict us?) Ask them to find a commandment that talks about trust and loyalty. How can "bearing false witness" cause mistrust and be a breach of loyalty? What problems are caused for both parties when this commandment is broken?

Chapters 8-10

There are a lot of plot-changing events within these three chapters. Two of the league's men are bound and robbed, Chauvelin appears on the scene, and Marguerite finds herself in a sticky situation. Due to information gained, Chauvelin discovers that Armand is a traitor; he pursues Marguerite to discover the identity of the Pimpernel in exchange for her brother's safety.

Section 8-10 Activities

- **Summary:** Marguerite thinks about some historical things in chapter 8. Confirm the students' comprehension by asking them to write a short summary of what happened between Armand and Angele and how those events had led to the demise of the St Cyr family as well as the demise of Marguerite and Percy's relationship. They should be practicing comprehension and cause/effect with this exercise.
- **Conflict:** The students should recognize the personal conflict raging within Marguerite when speaking with Chauvelin. Have them portray these conflicting emotions and thoughts on a poster. Using a digital projector of a blank face, have the students draw a vertical dividing line down the center of the face. Then they should indicate on the left and right sides the conflicting feelings that she is experiencing. Students can include the arguments used by both Chauvelin and Marguerite during the exchange.
- **Plot:** Chapters 9 & 10 contain plot-thickening events. The readers should recognize how the writer has increased the tension for the reader once in 9 and again in 10. Considering the writer's craft of foreshadowing, the reader's should take time to reflect. What did they imagine, at the end of chapter 9, might happen between Chauvelin and Marguerite later in the book? What might happen to Armand? Chapter 10 then increases the tension when Marguerite is forced to help Chauvelin. Students could draw a very effective sociogram exhibiting the relationships between these three characters.
- **Metaphor and Simile:** Throughout every chapter is a vast array of creative writing. Provide an assignment that requires the class to identify examples of metaphor and simile. The author provides many excellent examples. The class could write examples on paper cut-outs and attach to a bulletin board or section of the wall. This can grow throughout the whole book.
- **Time-Line:** These three chapters, especially, have a lot of events. Students could write brief summaries in the form of a time-line (large, chunky arrows?) showing the significant events.
- **Preview:** Lead a discussion about what the class believes might happen at the ball. Marguerite is conflicted about her responsibility. What do they think she will do to resolve that? What options are there? What might be the consequence of some of her options?
- **Any or all of the reading roles**
- **Theme Focus:** Marguerite is in a predicament and has to determine where her loyalty lies. Buried within her personal conflict are two loyalties. How is she going to remain faithful to these seemingly opposing desires?
- **Integration of Faith:** Frequently we are put into positions similar to Marguerite. We have to decide if we're going to uphold our standards or discard them. We have an

advantage over our heroine. We can turn to God for answers. We can pray for wisdom in dealing with a lose-lose situation.

Chapters 11-13

The setting turns to Lord Grenville's Ball. Here, the socialites of England have all convened for a night of merry-making. During chapter 11, our star players arrive: Marguerite and Chauvelin. There is light-hearted talking and introductions, but the common conversation piece is ever present: the Scarlet Pimpernel. Students should recognize how this topic is a primary focus of both men and women in England. Marguerite craftily sneaks a peak at a note from the Scarlet Pimpernel to Andrew. This causes further turmoil in that Marguerite must decide whether to betray the Pimpernel who has stated to Andrew he will be in the supper-room at one o'clock.

Section 11-13 Activities

- **Summary:** Marguerite continues to live in a desperate mix of emotions. She has strong feelings about Armand, Percy, the Pimpernel, and Chauvelin. The students need an opportunity to digest and respond to these conflicting emotions. Another sociogram would be appropriate or a character map.
- **Two-column Notes:** Have students write an opinion-proof with persuasive paragraph. They should come up with an opinion about either Marguerite or Chauvelin and then defend that opinion with at least three proofs. Following their two-column notes, the students should use their opinion as a topic sentence for a persuasive paragraph.
- **Personal Conflict:** The students should recognize and discuss the position that Sir Andrew is placed by Marguerite. Putting themselves in his place, knowing what he knew about the Scarlet Pimpernel, give them an opportunity to digest the various emotions that Andrew was facing during the 'giddiness' episode.
- **Metaphor and Simile:** If the class is keeping watch for this literary craft, provide an opportunity for students to read aloud some of their favorites that they have marked.
- **Personalize:** Have the students write a journal-style essay of summary and reflection. They should write a paragraph summarizing the personal conflict that Marguerite is feeling after reading the note to Andrew. Then they should reflect and connect with those feelings by writing about times when they, too, have faced a similar dilemma. It can be difficult to know what to do in this situation. There are consequences to be faced regardless of the choice Marguerite makes. They should offer a reflection on a time when they had a similar choice to make. What did they choose? What was the outcome?
- **Preview:** Chapter 15 leaves us wondering what Marguerite will do. Students need time to 'write their own ending' by processing the options that Marguerite has as well as

possible outcomes of each choice. What do they think she will choose? How will the author write the next couple of chapters?

- **Any or all of the reading roles**
- **Theme Focus:** When we have a moral strength, such as loyalty, our strength is sometimes called into question or put to the test. As the plot thickens in our story, we constantly see how the members of the league are put into situations that require their loyalty and dedication to their cause. Students should recognize how this will happen in their own lives. Their values must be reaffirmed on a daily basis in order to be strengthened.
- **Integration of Faith:** When faced with a difficult, possibly impassible, situation as Christians, what should be our first step? Find texts that support the need for prayer and connection with God in order to know the right direction in our lives. Students should offer that even Jesus Christ, when faced with imminent death, bowed before His Father in prayer.

Chapters 14-16

Marguerite informs Chauvelin, against her conscience, about the note. Marguerite is quite torn, but is desperate to save her brother's life. She feels guilty about having to betray the unknown Pimpernel. Chauvelin goes to the supper-room but only finds Percy sleeping on the couch. Percy and Marguerite go home and have an interesting conversation behind the house. The reader sees how these two love each other very much but can't get past the wall between them.

Section 14-16 Activities

- **Opinion-Proof Notes and Persuasion:** Have the students write an opinion about Marguerite, Chauvelin, or the situation. They should find proof that supports their opinion and write their information into a 2-column note. Then, using their opinion, they should write a persuasive paragraph to express the whole idea.
- **Venn Diagram:** Have the students digest the things they are learning about both Marguerite and Percy. Considering the information so far, have them write out a comparison/contrast of these two characters.
- **Cause and Effect:** Briefly discuss how events seem to domino to further events. Have the class remind themselves of what 'began' the deterioration of Percy and Marguerite's relationship. Then have them draw out a diagram showing the domino of causes and effects showing the decline. Begin a great discussion on how easily relationships can crumble based on choices. At what point should one or both of these have made a different choice that would have prevented further decline?

- **Some or all of the reading roles**
- **Theme Focus:** Consider the concept: loyalty. What observations can the class make about the relationship between Marguerite and Percy with regard to 'loyalty'? When we marry, we are promising to be loyal! Are we seeing loyalty? In what ways? What is causing a problem or preventing loyalty in this situation?
- **Integration of Faith:** Marguerite felt that she did something wrong by giving the information to Chauvelin. An innocent man will die because of her deeds. When is it ok to do something morally wrong? Do you agree or disagree with Marguerite's choice? What other options did she have? As Christians, should we do something morally wrong if we can justify our choice?

Chapters 17-19

Marguerite awakes the next morning to find that Percy is rushing off to an emergency of some type. He indicates that it has to do with Armand after Marguerite presses him for information. Upon waking later that day, Marguerite wanders around Percy's private study. She finds a ring bearing the Scarlet Pimpernel flower impression. A visit from Suzanne helps Marguerite to sort out the conflicting emotions as she deciphers all the clues leading her to realize that her husband is the Scarlet Pimpernel. Marguerite receives the promised 'evidence' from Chauvelin which leads her to believe that Percy is in immediate danger. She leaves home to help him.

Section 17-19 Activities

- **Venn Diagram:** Marguerite goes through quite a change in the way she feels about Percy and perceives him. Students should recognize this change. Have them write out a diagram detailing her feelings 'before and after' her knowledge of Percy's secret life.
- **Story Plot:** The story has reached another critical point. The reader and Marguerite now know who the Scarlet Pimpernel is; this changes things. Percy is in danger and Marguerite's whole attitude is different. Have the students write a one-page essay expressing how the writer intensifies the reader's feelings.
- **Character Plot:** The readers, and Marguerite, see Percy differently now. The writer was intentional about portraying the mask of Percy. Students should portray Percy in a plot that illuminates his 'real' self vs his 'masked' self. They should have an understanding why Percy felt this façade was necessary.
- **Some or all of the reading roles**
- **Theme Focus:** With the revelation of Percy's secret life, you see a distinct switch of 'loyalty' within Marguerite. Where earlier she was willing to sacrifice an 'unknown' man, now that she knows she has feelings for the Pimpernel, she is motivated to rescue him.

Lead a discussion about how loyalty usually follows feelings and emotion. What should we be loyal to? Only those who we love?

- **Integration of Faith:** The Bible states that it is normal to love those who are kind to us. It admonishes us to love our enemies. This is where a Christ-like attitude is expressed: through our love for those whom we consider enemies. How do we handle Marguerite's actions based on this life-style of loving our enemies or loving those who don't love us in return? Marguerite chose to sacrifice the man she didn't know in order to save her brother. Her attitude changed when she realized she sacrificed someone she loved. Have students write a reaction paper that expresses these actions in respect to the admonition of God: love our enemies.

Chapters 20-22

Marguerite rushes off to save Percy. She goes straight to Andrew and solicits his help as well. Andrew is in a bad situation due to his loyalty to Percy and his distrust of Marguerite. After a lengthy conversation, Andrew decides to help her. Marguerite and Andrew stop for the night at the Fisherman's Rest since there is a storm brewing preventing their boat travel to Calais. They weren't able to depart to France until late in the day the following day. They travel by foot to the Chat Gris (a small Inn) near Calais in the hopes of finding Percy.

Section 20-22 Activities

- **Map:** Marguerite and Andrew do a lot of traveling within these chapters. It would help students to plot the destinations and possible routes on a simple map.
- **Art:** We have a description of the Chat Gris in the outskirts of Calais. This is an opportunity for students, using the description as much as possible, to draw a full-size color picture of what the inn might look like.
- **Conversation:** There have been several sections within these chapters that contain conversations. As a study of how conversations are written using proper punctuation, look back at the use of quote marks, commas, and periods in chapter 20. Have the students write a one-page conversation showing a possible exchange between Marguerite and Percy once they are together again. Marguerite will have a lot to say!
- **Some or all of the reading roles**
- **Theme Focus:** We have focused on Loyalty as an overall theme. Being over halfway through the book, we have an opportunity for the students to come up with other appropriate themes as well. Have them make a poster showing various themes that have been woven into the book. As an option, they can write the word "Themes" in the center of the poster and then write the various theme ideas randomly around the page. Under each theme they should explain how that theme pertains to the book.

- **Integration of Faith:** Marguerite and Andrew stopped at the Fisherman's Rest together. Mr. Jellyband struggles over his respect for Percy and his concern over Marguerite being at the Inn at such a late hour. Refer back to Chapter 21 and discuss how we do have to be cautious over appearances. Talk about how our actions are watched by others and give others an impression about the type of people we are: reputation. Have the class brainstorm ways to avoid giving others the wrong impression of us.

Chapters 23-25

As they wait for Percy to return to the Chat Gris, Andrew helps Marguerite to understand how Percy remains in danger and that he will insist on following through with his plans to rescue Armand and the Comte de Tourney. Marguerite stays at the Inn while Andrew leaves to try to find Percy before Chauvelin arrives. In a separate room, Marguerite ease-drops on Chauvelin when he enters the Inn with his secretary. Marguerite learns of Chauvelin's plans to capture Percy and his men. Marguerite is aghast when Percy enters the Chat Gris and confronts Chauvelin. Percy entertains Chauvelin for some time before tricking him and escaping.

Section 23-25 Activities

- **Plot:** These three chapters are filled with intensity. Have the students discuss how the plot is being manipulated to create tension for the reader.
- **Characters:** Have the students note on a character plot how each character is feeling during these chapters. Marguerite, Chauvelin, and Percy are all experiencing different feelings and emotions. The class should plot these and, given time, find quotes to show how the author has expressed these different emotions and created the tension.
- **Now What:** Give the students an essay writing time of 45-60 minutes. Tell them to 'finish the story' within limited time and space (i.e. one double-spaced page). What happens to everyone next?
- **Some or all of the reading roles**
- **Theme Study:** Andrew instructed Marguerite to stay hidden and not approach Percy. Andrew has expressed to her that Percy will do everything possible to complete his mission in France. Marguerite keeps her promise to Andrew and resists the urge to race down the stairs when Percy enters. Discuss how all of these elements reinforce the 'loyalty' theme that we've been observing.
- **Integration of Faith:** Marguerite is in quite a predicament. Hiding upstairs, watching Percy walk into a 'trap' was extremely difficult. In our spiritual life, we often have those same feelings. We frequently have to let go, and give our situation to God. It is challenging to rest in faith that God has things under control. Have the students write a thought-response expressing a time when they had these opposing feelings also.

Remind them to include in their reflection: how did they resolve these feelings? how did the experience impact their faith? what encouragement does the Bible give us about getting through these experiences?

Chapters 26-28

Marguerite continues to eavesdrop on Chauvelin and Degas as they plot to catch Percy. She is helpless as she listens to their plans. A Jew is brought into the Inn to give information to Chauvelin about a horse and cart that Percy rented earlier in the evening. The Jew takes Chauvelin with his cart to catch Percy while Marguerite slips out of hiding and follows the horse and cart. Soldiers approach the cart with news of a sighting ahead. Chauvelin continues to the hut where Percy is expected to be heading while Marguerite follows a distance behind. Marguerite is convinced that Percy will be lost. She hopes to have a chance to make right with him the wrongs she has committed. In order to creep closer to the hut, Marguerite is crawling along the ground to remain unnoticed. Unfortunately, Chauvelin captures her.

Section 26-28 Activities

- **Analogies as writer's craft:** There are many descriptive words and phrases within these chapters. Have the students locate some of the best analogies the author uses.
- **Compare and Contrast:** Discuss the feelings and actions of Marguerite at the beginning of our story. Her actions now, as she crawls through the dirt at night, demonstrate an earnest affection for Percy. Have them fill in a Venn Diagram demonstrating the change in Marguerite.
- **What happens now:** The story maintains a sense of urgency and tension. Have the students write what they think will happen to resolve the situation.
- **Some or all of the reading roles**
- **Theme Study:** In a twist, we are seeing incredible acts of bravery from Marguerite. She is doing everything she can to assist her husband. What do you think has impacted her most? Where has this new, deep sense of loyalty come from?
- **Integration of Faith:** If you were in Marguerite's situation, how would your faith in God impact your actions? would it?

Chapters 29-31

Marguerite finds herself in a worse predicament. Chauvelin's threat causes her to have to watch Percy be taken captive and taken to his death. She is gagged in the dark under strict orders to be silent while Chauvelin's men await Percy's arrival. Armand and the Comte de Tourney are believed to be in the hut. Marguerite screams to alert them, and the hut is found empty when the soldiers storm it. A note is left that indicates that the Pimpernel will be near

the Chat Gris for retrieval as soon as possible. Chauvelin rushes to catch him. Marguerite and the beaten Jew are left alone. Soon Marguerite learns that Percy is the Jew, in disguise. Percy, Marguerite, and Andrew make their way to the safety of the Day Dream and then to England.

Section 29-31 Activities

- **Conflict:** Discuss the different types of conflict: man vs man, man vs self, and man vs nature. Have the students write out all of the conflict they saw in these three chapters.
- **Author's Craft:** Have the students look back through these chapters. At what point did they realize that 'everything was going to be ok'? Where does the resolution of the tension come into play?
- **Time-Line:** Have the students reflect back through the chapters and map out the plot of the book. We experienced a lot of emotion, uncertainty, and mystery during the book. Have the students map out in a time-line format the major events of the story.
- **Spool Paper:** The students should write a paper formulating their idea of loyalty or an expression of how their understanding of loyalty changed during the course of the book. Their paper should have a minimum of five paragraphs: intro, three points, and a conclusion. Students with research experience could be required to include quotes and page numbers to support their paper.
- **Underground Railroad:** This would be a wonderful time for an extension activity. Have the students do some internet research or easy-reading activities (1 or 2 days) to learn how the Underground Railroad functioned to rescue slaves. They should take notes and prepare an oral report of interesting things they learn during their research.
- **Venn Diagram:** If you have studied the Underground Railroad, this would be an opportune time to have the students develop some comparisons. Similar activities and characteristics can be found between the two rescue techniques.
- **Hero:** Look up the definition of the word 'hero'. Lead a discussion to determine which characters in our book might be classified as a hero. Look into the idea that Marguerite might be seen as a hero at the end of the book, yet not at the beginning. What made that switch?
- **Characters:** Determine in small groups which characters would be considered static and which would be considered dynamic. They should be prepared to give examples supporting their choice.
- **Any or all of the reading roles**
- **Theme focus:** The students should spend some reflection time evaluating how significantly their idea of "loyalty" might have changed during this book. Typically, their definition would have been a simple one at the beginning. Encourage them to add substance, meat, and examples to that original, simple definition. They should have more of a personal connection now vs earlier.

- **Integration of Faith:** As Christians, in a sinful world, we are called to spread the message of Christ. Like Percy, we have one primary enemy who seeks to destroy us and prevent the spread of that message. Percy walked into the battle time after time while putting his life at risk each time. He cared more about the sentenced and suffering than he did about his own life. We, as Christians, are called to do the same. We are to risk our lives, spread the good news, and stand firm in the face of danger. Find texts that give hope, encouragement, and wisdom to us. Write a letter to fellow Christians using these texts and give them the boost they might need in order to carry forward.