

*Gavin Goodfellow*  
*The Lure of Burnt Swamp*

# Literature Guide

*Chapter-by-Chapter Lesson Plans*  
*for Middle School Teachers*

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**LITERATURE GUIDE**  
**GAVIN GOODFELLOW: THE LURE OF BURNT SWAMP**  
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## **Introduction**

Literature opens the door to exploration and new experiences. When we imagine ourselves as part of the story, our emotions begin to engage with the characters, and we can take off on new journeys. As readers, well-written novels help us discover more about ourselves. In fact, a great book can impact our lives forever.

In this literature guide, the questions and activities were developed with care to ensure quality instruction for any teacher. It is recommended that this guide be utilized on a chapter-by-chapter basis. Independent, small-group, and whole-group instruction is meant for the discretion of the teacher directing and guiding the lessons. The comprehension/discussion questions are composed of four types of questions. One type is “global” or “big-picture” questioning that focuses on whole chapters, a series of chapters, or the novel as an entire work. The second style of questioning allows students to develop an interpretation of a particular piece of the novel. The third type of questioning asks students to critically respond to something the author has displayed in the writing of the text. One example might involve looking at the selection of the word choice that the author uses to describe the setting. The fourth style of questioning involves a personal response. These questions force readers to connect information from the text to background knowledge from their own experiences.

The following features are included in this guide in random order to supplement your own valuable ideas:

- Pre-Reading Activities
- Vocabulary Lists and Suggested Vocabulary Activities
- Comprehension/Discussion Questions
- During-Reading Activities
- Writing Prompts
- Exploration of Literary Elements Activities
- Reading with Graphic Organizer Ideas
- Post-Reading Activities
- Interactive Journal Connections

Using this literature guide as part of your teaching strategy will assist you in presenting a clear and concise pattern as the novel unfolds. Empower your students to engage in their learning. Express to them the excitement of reading and how it can touch their lives in amazing ways.

## **Before Reading the Book**

### *Pre-Reading Activities*

Before students begin reading *Gavin Goodfellow: The Lure of Burnt Swamp*, engage them in some pre-reading activities to stimulate their interest. As you guide students through one or all of these exercises, assess and discuss any background knowledge they have to share that will enhance their comprehension of the novel.

Ask students to consider the following questions:

- What words might best describe feelings of isolation and loneliness?
- Have you ever wanted to seek revenge for something or against someone?
- How does peer pressure affect decisions related to students your age?
- What does it mean to have “supernatural power”?
- What do you know about involving yourself in witchcraft?
- What kinds of situations cause you to become uncomfortable?
- Is it acceptable to give in to a temptation?
- What does it mean to be “prophetic”?

Explain to students that the genre of the book is spiritual fantasy. Place them in small groups so they can work cooperatively to brainstorm about the elements of fantasy.

Distribute copies of the novel. Allow the students to read only the title of the book and look at the illustration on the front cover. What does the title mean? Ask students to predict what the story will be about.

Open the novel to the very beginning—where the author gives her readers a warning. Let the students read the warning silently. Ask them to record on a sheet of paper any one-word descriptions that immediately come to their minds after they have read the warning. Share and discuss the reasons for their responses.

On page 17 of the book, the author includes a preface in the form of a newspaper clipping. Ask each student to look up the word “preface” in a dictionary. Discuss its meaning and write a firm definition on the board. Read the article out loud to your students, modeling accuracy and fluency. Create a timeline on the board to display the revealed events from the article.

Read the “Meet the Author” page in the back of the book on page 367. Discuss the ideas in this section that give us some insight about the content of the book. Write a short two- or three-sentence summary that will interest a potential reader of the novel.

## Vocabulary Activities

To assist your students in retaining the necessary vocabulary for *Gavin Goodfellow: The Lure of Burnt Swamp*, engage them in a variety of vocabulary activities.

### *Word Maps*

Challenge students to create a word map for each vocabulary word presented in every chapter. Use word map graphic organizers from a variety of resources.

### *Vocabulary Illustrations*

Assign each student a vocabulary word from the chapter you are studying. On blank paper, ask the students to write the word across the top of the paper with the correct use of the definition below it. On the rest of the paper, they must include an illustration that represents the word. The illustrations should be creative and define the word.

### *Crossword Puzzles*

Invite each student to create a crossword puzzle using the vocabulary words for the chapter. Reproduce the puzzles to share with the entire class.

### *Parts of Speech Vocabulary Challenge*

Using dictionaries, review parts of speech with the students by telling them to categorize each vocabulary word under the correct part of speech heading. The categories can include nouns (common and proper), adverbs, verbs, and adjectives. Next, challenge the students to add suffixes to the vocabulary words, changing as many of them as possible. **[For example: vapor (noun); vaporous (adjective)]** Ask them to identify the parts of speech for the newly created words.

### *Vocabulary Hunt*

Provide for the students the page number where each vocabulary word can be found in the text. Tell them to scan the page to locate the vocabulary word and re-read the sentence where it is used. Using a dictionary, the students must write the correct definition for each word. Finally, ask them to use the word in a written sentence.

### ***Vocabulary Flash Cards***

Using index cards, write each vocabulary word on one side of the card and the complete definition on the opposite side. Working in pairs, the students quiz each other, taking turns using the words and definitions. (These flash cards can also be utilized as a study tool at home.)

### ***Vocabulary Memory***

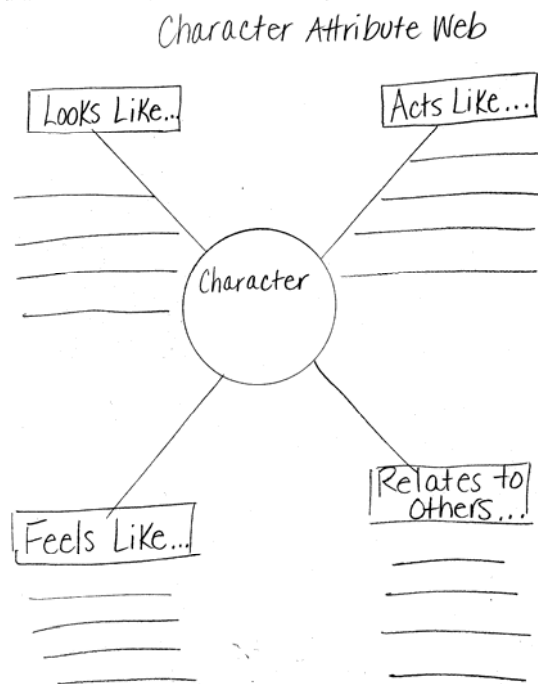
Using index cards, create one stack of cards with the vocabulary words on them and another stack with the definitions. Working in pairs, a student draws a card from each pile. If the definition and word matches, he/she keeps the match and gets another turn. The players take turns until all of the cards have been matched. The student with the most pairs at the end of the game wins.

**Chapter One: *Dumbfounded***  
**Pages 19-30**

**Vocabulary:**

<i>momentum</i>	20	<b>act of trying to keep something constant</b>
<i>oppressive</i>	21	<b>heavy or weighing down</b>
<i>agitating</i>	21	<b>bothersome</b>
<i>buoyant</i>	22	<b>light-floating</b>
<i>ethereal</i>	24	<b>heavenly</b>
<i>assaulted</i>	25	<b>overwhelmed; bombarded; attacked</b>
<i>reverence</i>	25	<b>care and respect</b>
<i>taunted</i>	27	<b>teased, pressured, or mocked</b>
<i>oblivious</i>	30	<b>clueless or unaware</b>

**During-Reading Activity with a Graphic Organizer: “Character-Attribute Webs”**



This activity is designed to be used throughout the entire novel.

Provide students with multiple copies of the attribute web. While they are reading, ask students to complete a web for each new character that is introduced in the novel. As more is revealed about a particular character, the students should refer back to the respective web and continue to record information about that character. The attribute web

is designed to help students gather clues the author provides about the personality of each character. The blanks should be completed with words and phrases which tell how the character acts and looks, as well as what the character feels about himself/herself or others. Finally, the last blank should express how the character relates and interacts with the other characters.

### **Discussion/Comprehension Questions:**

1. Who are the characters introduced in the first chapter? (**Gavin, Eric, Molly, and Uncle Warney are introduced in this chapter.**)
2. How long has Gavin experienced the smoke in Burnt Swamp? (**He has experienced the smoke ten of his twelve years.**) The author uses personification to describe the smoke to her readers. Personification means assigning human qualities to an inanimate object. What human qualities does she assign to the smoke? (**The smoke has “feelers,” just like we have hands with fingers, along with “wispy tongues,” which are like our mouths that may flick off unkind or thoughtless words.**) Re-read the quote at the bottom of page 19 about the smoke. How does this description compare to what the Bible says in Genesis 3:1-15? (**This is a direct comparison to the serpent in the Garden of Eden.**)
3. On page 21 it says, “Gavin offered a humorless laugh, but his gut continued to churn.” Why is Gavin’s laugh described as “humorless”? (**Gavin is unsure of what is happening at this point. Gavin wants to laugh at Eric, but he doesn’t really know if this is a time to laugh.**)
4. Gavin tells us that he thinks he knows what it is like to faint or die. Has he fainted or died? What do you think he is experiencing? (**Accept a variety of responses.**)
5. How does Gavin react to Uncle Warney? (**He’s unsure at first and questions his own judgment. Gavin also tests Uncle Warney to see if it really is him and is subsequently startled and alarmed.**)
6. Why do you suppose that the author has used a particular dialect when Uncle Warney speaks? (**Accept a wide variety of responses.**)
7. What is the “Fig Newton”? (**It’s a musty-smelling book, bound with cracked leather straps.**)
8. Gavin experiences a situation in which he must make an immediate decision. He decides to trust and obey Uncle Warney without even understanding the situation. What direct quotes from Chapter One proves that Gavin trusted and obeyed? (**The quotes are “I don’t understand anything that’s going on here, but Uncle Warney’s never steered me wrong”; “Better to make a fool out of himself in front of his cousins than to disappoint Uncle Warney”; and**



**“Sometimes a fella just had to hope with his heart.”)**

9. Why does the book that Gavin eats have three distinct textures? **(On pages 28 and 29, Uncle Warney explains this unusual phenomenon.)**
10. What fears or concerns do you have for Gavin? **(Accept a variety of responses.)**

### **Exploring Literary Elements:**

Students will create a “literary element” journal where they can record the particular element with the definition. As new elements are introduced, students can add and record new information.

Introduce students to the following literary terms:

**Description:** a portrait in words of a person, place, or object

**Details:** the facts provided by the author or speaker as support for the attitude or tone

**Dialect:** the form of a language spoken by people in a particular region or group.

Pronunciation, vocabulary, and sentence structure are affected by dialect.

**Dialogue:** conversation between characters

**Diction:** word choice (vocabulary used, appropriateness of the chosen words, vividness of the language)

**Figurative Language:** writing or speech not meant to be interpreted literally (simile, metaphor, personification)

**Image or Sensory Language:** word or phrase that appeals to the five senses—sight, hearing, touch, taste, and smell

**Imagery:** descriptive or figurative language that creates word pictures for a reader

**Personification:** a type of figurative language in which non-human objects are assigned human characteristics

**Mood:** the feeling created in the reader by a passage or entire piece of literature

Assign individual partners to the students or place them in small groups. Ask the students to locate examples of literary elements in the text and record where they appear. Use these ideas for a discussion later with the whole group.

## Chapter Two: *Sneak Peek* Pages 31-39

### Vocabulary:

<i>realm</i>	31	kingdom or domain
<i>stellar</i>	31	having to do with stars; <i>stellar</i> evolution is the process by which a star undergoes a sequence of radical changes during its lifetime
<i>tethered</i>	31	connected to
<i>essence</i>	31	qualities of the spirit surrounding a person (Hee-Haw)
<i>repercussions</i>	31	consequences
<i>cynical</i>	32	attributing all actions to selfishness
<i>relished</i>	32	enjoyed or felt gratified
<i>ectoplasmic</i>	32	having the form of a ghost
<i>auras</i>	32	distinctive impressions
<i>vaporous</i>	33	giving off a vapor like a smoke or a fog
<i>notion</i>	33	idea
<i>metaphysical</i>	34	supernatural
<i>abyss</i>	34	open, bottomless, deep space
<i>reverberated</i>	34	echoed
<i>catalyst</i>	36	advantage (Hee Haw needs to use his loss to his advantage to sharpen his anger)
<i>indispensable</i>	38	absolutely necessary
<i>menacing</i>	38	dangerous or threatening
<i>engulfed</i>	38	taken over or surrounded

### During-Reading Activity:

Continue using the “Character-Attribute Webs” as new characters are introduced.

### Discussion/Comprehension Questions:

1. On page 33, we are given a short thought from Hee Haw: *Thank you, Auntie Soshal*. What insight does this thought provide for you as a reader? (**Accept a variety of personal responses.**)
2. What is the overall mood of Chapter Two? Mood is the feeling created in the reader by a passage or entire piece of literature. (**The overall mood is dark, evil, and angry.**)
3. In this chapter, the author reveals that Gavin is “protected.” Why do you suppose that Gavin is assigned this label by Ooziss? (**Ooziss knows that Gavin is being equipped to fight evil by Uncle Warney. He also realizes that Gavin is the adversary or opposite force against evil.**)

4. Hee Haw has quite an inflated or conceited opinion of himself. Find two direct quotes from the text that support this trait. (**“No one had his talents. How he wished he could rub that revelation in the faces of those fogheads at school”**; **“I’m the boss of me, and I can go wherever I want, whenever I want.”** Accept other responses from the chapter.)
5. Describe the relationship between Hee Haw and Ooziss. (**Hee Haw has a know-it-all attitude and wants to be in control. Ooziss, his spirit guide, thinks Hee Haw is moving way too fast with his “special gifts.” Ooziss calls Hee Haw a fool for not listening and disregarding the rules.**)
6. Predict what kind of interaction Hee Haw will have with Bea Daark. (**Accept a variety of personal responses.**)

### **Cause and Effect Patterns:**

Divide the class into small groups and give them index cards. Working cooperatively, the group must review Chapters One and Two in the text to locate cause and effect patterns. Be sure that the students are firm in their knowledge of cause and effect. The cause is “why something happens,” and the effect is “what happens.” After finding examples to support this relationship pattern, ask the students to write the cause on one index card and the effect on another. Collect the cards, separate them into two groups, and tape them to the board where they are visible to the entire class. Call on volunteers to match a cause with an effect. This activity serves as a great review for the presentation of information in the text, as well as a way to check comprehension.

## Chapter Three: *Shifting Paths* Pages 41-50

### Vocabulary:

<i>animated</i>	43	spontaneously moving or excited
<i>conflagration</i>	45	large, uncontrolled fire
<i>foreboding</i>	47	premonition, especially of misfortune
<i>careen</i>	49	sway from side to side

### Discussion/Comprehension Questions:

1. This chapter continues exactly where Chapter One left off: “Found him.” These are Molly’s words at the beginning of the chapter, after she thinks that Gavin has practically choked to death. Leaving Gavin sitting in the wooded path, she ventures on ahead to find Eric and bring him back. Soon after this scene, three odd occurrences take place that set a mood of unpredictability. What are they? (**A horde of mosquitoes swoops in from nowhere, the eight-passenger Citation Ten flies overhead, and Eric gets tangled up in the “Devil’s Walking Stick.”**)
2. Describe the conflict between Gavin and Eric in this chapter. (**When Eric makes fun of Uncle Warney, Gavin becomes defensive, insisting that Uncle Warney is the only one who ever makes him feel good about himself.**)
3. The swamp begins to change in this chapter. Gavin, Molly, and Eric are physically together on this journey to Uncle Warney’s house, but mentally and emotionally Gavin is somewhere else. Why? (**Gavin’s experience is much different the deeper into the swamp they travel. Feeling overheated and thinking that his vision is returning, he believes that the swamp is creeping closer to him when the ground quakes and gets hot and spongy under his feet. He is losing his bearings because he thinks the paths have shifted. Also, one moment he feels warmth, and the next minute the shadows are chilling his bones. His hands are getting clammy, his stomach is churning and gurgling, and his mouth is acquiring a familiar taste after he burps.**)
4. When the cousins stumble upon the Lodge, Gavin experiences two opposing emotions. Explain the opposition that he faces. (**Even though warning bells ringing in Gavin’s ears tell him to stay away, the urgency to get closer to the Lodge increases. He feels a seed of rebellion taking root when his inner self-talk says, “Hey, don’t I deserve to have a little fun?”**)
5. The Citation Ten jet returns above the Lodge, sounding off with a high-pitched scream. Gavin experiences an assault on his ears worse than the bells that rang in his ears a few moments before. As readers, we are left with the word “beware.” Why is this symbolic? (**Accept a variety of personal responses.**)

**Writing Prompt:**

You have just completed reading Chapter Three in *Gavin Goodfellow: The Lure of Burnt Swamp*, and you are concerned about Gavin. Write a persuasive letter to convince Gavin to leave the Lodge immediately.

I suggest using a graphic organizer for persuasive writing to assist students before they write a response. Use word map graphic organizers from a variety of resources.

**Chapter Four: *Staking Claim***  
**Pages 51-58**

**Vocabulary:**

<i>forlorn</i>	52	<b>neglected</b>
<i>ambiance</i>	53	<b>atmosphere, feeling, or mood</b>
<i>flaunted</i>	53	<b>showed off or drew attention to</b>
<i>elongated</i>	53	<b>extended in length</b>
<i>shrouding</i>	54	<b>covering</b>
<i>seething</i>	54	<b>churning in an agitated movement</b>
<i>bloke</i>	54	<b>man (British slang term)</b>
<i>coiffed</i>	54	<b>arranged hair (Madam Daark's)</b>
<i>monotone</i>	54	<b>no variation in the tone of voice</b>
<i>impudent</i>	55	<b>disrespectful</b>
<i>tarmac</i>	55	<b>runway</b>
<i>reverie</i>	55	<b>daydream; the condition of being lost in thought</b>
<i>ghastly</i>	55	<b>terrifying or horrible</b>
<i>muddled</i>	56	<b>confused</b>
<i>putrid</i>	56	<b>rotten or foul, as an odor</b>
<i>exasperation</i>	56	<b>annoyance; irritation</b>
<i>behoove</i>	57	<b>to be proper or necessary</b>
<i>abode</i>	57	<b>dwelling place</b>
<i>incantations</i>	57	<b>verbal spells</b>
<i>speculated</i>	58	<b>thought or wondered about</b>

**Discussion/Comprehension Questions:**

1. "Sitting side-by-side, Bea was struck once again by the lack of family resemblance. Her complexion is dark; mine's creamy. She's big-boned; I'm petite. Her hair's black and white; mine's light. Even our personalities are opposite." Bea Daark seems to be intrigued by her own thoughts. Why do you suppose the author creates this dilemma for Bea? **(Accept personal responses.)**
2. How does Bea view her mother? **(All of her life she has witnessed her mother being in control and confident. The closer they get to the swamp, the more she sees her mother changing. She is biting her nails, and this gives Bea the impression that she is "falling apart.")**
3. What is Bea looking for beyond the smoke that is covering the swamp? **(Bea is looking for a distinct shape—the outline of the dragon or his cave. She even thinks that the thick fog is the breath of the dragon.)**
4. Bea and Madam Daark are mother and daughter. Do they have a loving and nurturing relationship? Why or why not? **(The mother is controlling because she is always correcting Bea. Bea makes comments about her mother that**

- shows a lack of respect. They appear to be engaging in a rivalry for the upper hand in the relationship, possibly involving a power struggle.)**
5. What is the bronze plaque? **(The plaque is actually the crest of the Order of the Knights of Laddrach, according to Madam Daark. Even though the crest is missing some icons, it can still be activated.)**
  6. How is Bea Daark's attitude similar to Hee Haw's? **(Bea sees herself as one who knows more than others give her credit for. She says that her mother should begin to understand the power that has been entrusted to her. Hee Haw is conceited as well. Both of them have experimented with powers beyond their expertise and understanding.)**
  7. Does the chapter title fit the events that unfold? Support your response. **(Accept personal responses.)**

### **Exploring Literary Elements:**

**Narrator:** a speaker or character who tells a story

**First-Person Narrator:** a character in the story who is telling the story. The readers only see what this character sees, hears, etc.

**Omniscient Narrator:** an all-knowing third-person narrator. This type of narrator can reveal to readers what the characters think and feel.

What kind of narrator does *Gavin Goodfellow: The Lure of Burnt Swamp* have? **(Omniscient Narrator)** Give examples. **(Accept personal responses.)**

**Chapter Five: *Forbidden Lodge***  
**Pages 59-70**

**Vocabulary:**

<i>immensity</i>	59	<b>hugeness</b>
<i>loomed</i>	59	<b>appeared in exaggerated form</b>
<i>runes</i>	60	<b>occult character engravings used for writing, divination, and magic during the Norse, Viking, and Teutonic medieval cultures, as well as the present</b>
<i>occult</i>	60	<b>supernatural matters</b>
<i>pagan</i>	61	<b>heathen; having little or no religion</b>
<i>attainment</i>	61	<b>act of taking possession of</b>
<i>conceivable</i>	64	<b>imaginable</b>
<i>scrutinized</i>	66	<b>examined closely</b>
<i>cauldron</i>	66	<b>large kettle</b>
<i>contorted</i>	68	<b>twisted in shape with a strained expression</b>
<i>pentagram</i>	68	<b>six-pointed star intended for use by the occult</b>
<i>coven</i>	68	<b>assembly of about thirteen witches</b>
<i>writhing</i>	69	<b>twisting around as if in pain or struggling</b>
<i>clamored</i>	70	<b>made a loud noise</b>

**Discussion/Comprehension Questions:**

1. Molly and Gavin share a similar experience soon after arriving at the Lodge. What happens to both of them? (**Molly touches the engraved marking on the door panel and pulls her fingers back as if she has been burned. Gavin reaches for the doorknob and jumps back, claiming that the doorknob has shocked him.**)
2. When Molly discovers what she calls a “rune” etched on the door of the Lodge, she tells Gavin that the one shaped like a bow tie is called a Dagaz. She then informs him that it means attainment or wealth. What is the coincidence here? (**Madam Daark and her daughter Bea are in town, heading to the town hall for a meeting. The kids discover that the Lodge has been sold because the rune is plastered over the top of the words “For Sale.” We also know that Madam Daark has money at her disposal that supposedly multiplies at her “slightest whim.”**)
3. How does Gavin respond to Molly’s information about witches using runes as a magical language to cast spells? (**He asks her, “You think witches lived here?” Gavin has a creepy feeling that runs up his backbone, causing his shoulders to shake.**)
4. Compile a list of visual items that Gavin, Molly, and Eric notice as they wander throughout the Lodge. Examine your list and explain in two or three sentences what all of these items have in common. (**They notice a ram’s head, a stuffed**



**buzzard, a large fireplace with a six-foot hearth and a cauldron beside it, a wagon wheel chandelier casting a shadow that looks like a hangman's noose, odd-shaped closets, an industrial-sized kitchen with another section that looks brand-new, a big rec room, numerous shower stalls, twelve or thirteen wax puddles, and a nine-foot circle etched in the floor with markings. Accept personal responses that explain the commonalities of these items.)**

5. Although Molly, Gavin, and Eric have explored the Lodge together, each one of them is having a different experience. How is each person reacting to what they have witnessed in the rec room? **(Eric is casual and tries to act cool, as if nothing strange is happening. He hears the sounds and says it is coming from the twin fireplaces. Molly wants to leave right away after quickly noticing the strange sounds. She witnesses Gavin's struggle to move and snaps, "What ails you?" Feeling cold air breathing down his neck, along with goose bumps, Gavin chews on his bottom lip. He begins to feel weighed down and struggles to move forward, as if he has entered into a hypnotic-like state. Suddenly, he feels himself swaying and then pulled across the room by invisible hands.)**

#### **During-Reading Activity:**

At the beginning of this chapter, the author provides us with an extremely specific description of the Lodge. Re-read pages 59, 60, and half of page 61. Compile a list of descriptive phrases that paint a clear picture of the Lodge for readers. Using your list, illustrate your very own image of the Lodge.

#### **Exploring Literary Elements:**

**Metaphor:** a figure of speech in which one thing is spoken of as though it were something else. *For example: Summer is a basket of sunshine.*

**Simile:** a figure of speech in which *like* or *as* is used to make a comparison between two basically unlike subjects. *For example: The waves crashed like thundering lightning bolts onto the beach.*

Assign each student a partner. Challenge them to locate as many metaphors and similes as they can in Chapters One through Five. Give them twenty minutes to conduct the search. At the end of the allotted time, ask each set of partners to list the similes and metaphors they have located. The rest of the class will then agree or disagree as to whether or not each example fits the correct definition. (Ultimately, the teacher is the final judge!) Assign a point for every correct example they locate in the text. The partners with the most points at the end of the sharing session wins. Award bonus points to be used on a future assignment.

## Chapter Six: *Settlement* Pages 71-77

### Vocabulary:

<i>cringed</i>	71	<b>shrank back in fear</b>
<i>twinged</i>	72	<b>hurt sharply in a sudden way</b>
<i>feasibility</i>	73	<b>capability of being done</b>
<i>unprecedented</i>	74	<b>having never happened before</b>
<i>skeptical</i>	75	<b>doubtful</b>
<i>cockamamie</i>	76	<b>ridiculous</b>
<i>subterranean</i>	77	<b>underground; secret</b>
<i>sinister</i>	76	<b>evil; unlucky</b>

### Discussion/Comprehension Questions:

1. In this chapter, the author allows us to hear exactly what Bea Daark is thinking when she italicizes the writing for us: *At least those little girls are allowed to play*. Bea is thinking about seeing the girls playing as she rides through Ashboro in the limo with her mother. She is telling herself that she is definitely not envious of what she sees; however, she still has a longing feeling inside. Explain how this feeling contradicts Bea's entire personality first presented to us in the earlier chapters. **(We first see Bea as a confident individual who so badly wants to stand up to her mother and let her know just how much power has really been entrusted to her. This happens during a conversation between them in Chapter Four. The author allows us to hear what Bea is thinking. Now we see her with this soft, almost "feel sorry for me, why can't I play like them?" attitude.)**
2. Madam Daark casually hands over a check for \$666,000 to pay for the Lodge and the 66.6 acres of farmland that it sits on. In the author's Interactive Journal, she leads us to read Revelation 13:13-18. What is the connection between this Scripture and the amount of the check and number of acres? **(Revelation 13:18 refers to the number of the Antichrist: 666. The number six in biblical numerology is the number of man, which represents how man falls short of perfection. The number seven represents perfection.)**
3. Why do you think Pastor Fred Bailey is interesting to Bea Daark? **(She notices that he is wearing a clerical collar and a permanent frown on his face. At first, she thought things were running smoothly, but now she believes this particular person has trouble written all over him. Bea realizes that there is going to be conflict because the pastor's beliefs are extremely different from what she and her mother believe.)**
4. Does Pastor Fred have a legitimate concern about the proposed theme park idea? Support your answer. **(Accept a variety of personal responses.)**

5. After the council meeting, Pastor Bailey crosses his arms over his chest. Why is this incident in the story significant? (**This incident represents a turning point in the storyline because it signifies that Madam Daark has achieved one of her goals, which lets the reader know that her character is extremely untrustworthy.**)

### **Exploring Literary Elements:**

In literature, there are five basic ways a writer can reveal what a character is like:

#### **Direct Characterization:**

1. The writer will state directly what the character is like.

#### **Indirect Characterization:**

2. The writer gives the actual speech of the character.
3. The writer reveals what the character is thinking or feeling.
4. The writer tells about the character's actions.
5. The writer tells how other people respond to the character.

Create a chart entitled *How We Know About Characters*.

List the five methods of characterization on the left-hand side of the chart. On the right-hand side find an example in the text that supports the method. Complete a chart for two different characters. Include the page number for each example you locate.

## Chapter Seven: *Caught* Pages 79-93

### Vocabulary:

<i>billowed</i>	79	<b>bulged or swelled out</b>
<i>illusive</i>	80	<b>misleading to the eye; deceptive</b>
<i>vengeance</i>	81	<b>to an extreme or excessive degree</b>
<i>blanched</i>	85	<b>became white or pale</b>
<i>meritorious</i>	85	<b>deserving honor or esteem</b>
<i>sheepish</i>	87	<b>embarrassed by consciousness of a fault</b>
<i>perceptive</i>	89	<b>showing understanding or insight</b>
<i>recoiled</i>	89	<b>flinched; winced in shock or horror</b>

### During-Reading Activity: Double Journal Entry

Fold a sheet of notebook paper in half to create a crease down the entire length of the paper. Entitle the left-hand side of the paper, "Quotation—a phrase or sentence I really like." Entitle the right-hand side of the paper, "My thoughts about the quotation." Go back into the text and choose five different quotes from passages in the text. Record each one in the left column with a page number next to each one. Remember to leave plenty of space between your five quotes. Once you have completed this activity, collect the papers and redistribute the journal entries amongst your classmates. You will then respond to the quotes chosen by a classmate. Your thoughts and ideas should be recorded in the right column.

### Discussion/Comprehension Questions:

1. After Gavin escapes from the Lodge while dodging mousetraps, he lands in the driveway and his knees give out. Meanwhile, Eric takes off ahead of Gavin and Molly. She then tells Gavin that they must stick together. Molly also warns Gavin not to talk about what happened in the Lodge when Eric questions him about what took so long for him to come out. Thinking ahead, what do you suppose Molly knows? (**Accept personal responses.**)
2. What does Gavin choose to do when he sees the red and blue lights speeding toward the three of them? (**He decides to be a hero, urging Molly and Eric to go on ahead of him. Gavin also lets Molly know that he will try to find her backpack.**)
3. Speaking to Gavin, Officer Charlie says, "You're pretty perceptive, young man." What is Officer Charlie referring to? Next, Officer Charlie says, "Just be careful who you pick for friends." What is he referring to now? (**He first refers to the plane flying overhead that Gavin has repeatedly seen. Accept reasonable responses for the second quote. Foreshadowing warns of events further ahead in the novel.**)

4. When Gavin goes back up to retrieve Molly's backpack, he senses that something is on the porch. He forces himself to look and discovers that it is Ugly Cat. The author says that "with the cat mocking him with one eye, he felt exposed." Later, she says that "the cat's knife-like gaze stayed on his mind." Why does the author choose to use these descriptions? (**The author possibly desires to set the stage for a creepy situation that is going to become even more peculiar and strange.**)

**Interactive Journal Connection:**

Read Jeremiah 9:3 in your Bible. Explain how this Scripture relates to Gavin's inner comment at the end of this chapter: *Secrets...everybody's got secrets.*

## Chapter Eight: *Warnard Elijah Stokes* Pages 95-101

### Vocabulary:

<i>infiltration</i>	96	<b>act of entering or becoming established</b>
<i>befuddled</i>	99	<b>confused or perplexed</b>
<i>proclamation</i>	99	<b>declaration or announcement</b>

### Discussion/Comprehension Questions:

1. Uncle Warney has a “spiritual barometer.” What does this measure? (**When the Lord is near him, his back heats up. When evil is stirring, the metal shell fragments turn icy cold in his back.**)
2. On page 98, the author allows us to hear Uncle Warney’s thought after he raises his walking stick in the air. She writes, “*This must be how Moses felt when he stretched his rod over the Red Sea.*” Why is Uncle Warney having this thought? How is his situation similar to Moses? In the Interactive Journal, the author tells us to read Exodus 3:1-8. Use this Scripture to make a comparison. (**Accept a variety of responses that link the Scripture with Uncle Warney’s situation.**)
3. Many folks in Ashboro have called Uncle Warney a “crazy old coot.” What is your opinion of Uncle Warney? Give reasons to support your opinion. (**Accept personal responses.**)

### Exploring Literary Elements:

**Irony:** the general name given to literary techniques that involve differences between appearance and reality, expectation and result, or meaning and intention. Often you will hear someone say, “That was so ironic.”

On page 100, Uncle Warney chuckles at an ironic situation. In this case, he has been expecting something to happen; yet when it occurs, the situation has a different outcome. Describe the “ironic situation.”

**Symbol:** anything that stands for or represents something else. An object that serves as a symbol has its own meaning, but it can also represent abstract ideas.

Where is symbolism used in Chapter Eight? What is the meaning of the symbol?

**Suspense:** a feeling of curiosity or uncertainty about the outcome of events in a literary work

Although there are many examples of suspense throughout Chapters One through Seven, Chapter Eight has the element of heightened suspense. The plot is beginning to thicken in this chapter. How does the element of suspense carry the plot forward in this chapter?

**Interactive Journal Connections:**

Chapter Eight in the Interactive Journal asks you to think about a situation that you have experienced that may have given you the “heebee-jeebees.”

You are sound asleep in your comfortable bed, and you begin to dream about something that is causing you to feel the “heebee-jeebees.” Write an imaginative story to tell a friend about the “heebee-jeebees” dream. Include details that will create a vivid picture in the reader’s mind of what caused this feeling and how you reacted to the situation.

I suggest requiring the use of a graphic organizer for narrative writing prior to the construction of a response to this writing prompt. Use word map graphic organizers from a variety of resources.

## Chapter Nine: *Police Station* Pages 103-111

### Vocabulary:

<i>arbitration</i>	104	<b>decision or something that has been determined</b>
<i>ridicule</i>	106	<b>making someone the object of laughter or scorn</b>

### **During-Reading Activity with a Graphic Organizer:** Compare and Contrast Using a Triple Venn Diagram

In Chapter Six, you are introduced to a new character, Bruce Goodfellow, who plays two different roles. Moving ahead to Chapter Nine, you meet Bruce once again, and his role is once again different. Of the three roles he plays, however, there is a commonality. Using the triple Venn Diagram and your text, entitle each circle with the roles Bruce Goodfellow plays and provide characteristics that explain his character in each role. Finally, in the center section of the diagram where the three circles overlap, record similarities shared among the three roles. Be specific with the details you record in each section.

### **Discussion/Comprehension Questions:**

1. Bruce Goodfellow is concerned with his image and how people view him. Cite two specific quotes from Chapter Nine that support this statement. **(The two quotes are on the bottom of page 104, the bottom of page 106, and the top of page 107.)**
2. How did you feel after reading Chapter Nine? Why did you feel that way? **(Accept personal responses.)**
3. Do you agree or disagree with how Bruce Goodfellow handles the situation with Gavin? Defend your answer. **(Accept personal responses.)**
4. How does the author portray a vivid image of Bruce Goodfellow for her readers? **(The author uses colorful, descriptive language to help us visualize a picture of Mr. Goodfellow speaking down to Gavin and belittling him [“His father turned balloon-red when he got mad”], as well as italics so readers can hear Gavin’s thoughts as his dad is ranting and raving.)**

### **Interactive Journal Connections:**

1. The journal refers to Romans 8:28. Read this verse and explain how this applies to Gavin and what he has experienced in Chapter Nine.
2. Page 25 of the Interactive Journal has an illustration of Bruce Goodfellow. Study the details in the picture. Look closely at his eyes, mouth, forehead, cheeks, chin,



hair, and clothing. Do you think the illustration fits the author's portrayal of this character? Create a chart, listing at least six details from the illustration on the left side. On the right-hand side of the chart, find examples in the text that either support or refute whether or not the author's and the illustrator's words and visual portrayal match.

**(Example: On the left-hand side of the chart: Bruce Goodfellow's suit jacket and tie; on the right-hand side of the chart: page 72, "Bruce Goodfellow, attorney-at-law, grinned like he owned the town." This quote supports a match between the author's and illustrator's portrayal because the reader knows that he is a lawyer, and a suit jacket with a tie is appropriate attire for a lawyer.)**

**Chapter Ten: *Rationalizing***  
**Pages 113-122**

**Vocabulary:**

<i>mustered</i>	113	<b>gathered up</b>
<i>beckon</i>	115	<b>attract or summon</b>
<i>confounded</i>	116	<b>baffled or confused</b>
<i>relentless</i>	117	<b>not letting up</b>
<i>divulged</i>	118	<b>made known or “spilled the beans”</b>
<i>rationalized</i>	118	<b>made something seem reasonable or acceptable</b>
<i>colossal</i>	122	<b>astonishing or awesome</b>
<i>wretched</i>	122	<b>extremely bad</b>

**Discussion/Comprehension Questions:**

1. Why is there a strained relationship between Molly and Eric? (**Molly and Eric’s parents split up, so Eric’s dad took him with him while Molly stayed with her mother. Molly was so upset about her dad remarrying that when her mother remarried, she changed her last name. Eric thinks this is disgraceful, but Molly thinks what her dad did was disgraceful.**)
2. Eric runs up to Molly and Uncle Warney and says, “Was that ever hypernoxious.” Why does Eric say this? (**He saw a huge frog in the swamp, chased it, and it dove into the hot coals. It just sat there staring back at Eric very calmly, even though it was sitting on hot, burning coals.**)
3. There are two opposing opinions about the swamp discussed in Chapter Ten. What two characters have different opinions about the swamp, and what are they? (**Uncle Warney says, “...thar’s a heap of trouble stirrin’ in Burnt Swamp... Ya gotta keep yer guard up every minute.” Eric, on the other hand, says, “Don’t worry.... It’s all over town that the new people who bought the Lodge are gonna build an amusement park on the swamp. Pour enough concrete, and that’ll put the fire out, for sure. Everything’s gonna be fine.”**)
4. Think of a time when you and someone else have expressed opposing viewpoints. What was the topic of disagreement? How did you handle hearing the other person’s viewpoint? (**Accept a variety of personal responses.**)
5. Molly says, “Personally, the whole thing gives me the creeps.” Do you think the author includes this statement for a specific reason? Why or why not? (**Accept personal responses.**)
6. What does the author mean when she says, “The spiritual clock had been set in motion”? (**The conflict is about to begin between good and evil. It is time to begin suiting up in spiritual armor because the evil was among all of them.**)

### **Interactive Journal Connection:**

Read James 4:7 in your Bible. What does God promise us as believers in this verse?  
**(Accept personal responses.)**

Think about Molly's situation with Gavin and Eric at the Lodge. She explains to Uncle Warney that the three of them ignored the "No Trespassing" sign on the property. She feels awful that Gavin took the fall for the choice that they all made. How does James 4:7 relate to this specific situation? **(James 4:7 says, "Therefore submit to God. Resist the devil and he will flee from you." Molly, Eric, and Gavin had a choice to make when they saw the "No Trespassing" sign at the Lodge. However, they chose to ignore the sign and enter anyway. This was a clear situation of disobedience, which resulted in sin. The kids did not resist the devil; instead, they allowed themselves to fall prey to the temptation of entering the Lodge. They allowed the devil to secure a foothold here instead of submitting to God's command to obey.)**

## Chapter Eleven: *Fire in the Soul* Pages 123-132

### Vocabulary:

<i>seethed</i>	123	<b>boiled or stewed</b>
<i>steeled</i>	125	<b>filled up with determination</b>
<i>acrid</i>	125	<b>harsh in odor</b>
<i>minions</i>	126	<b>followers of something or someone (minions of evil)</b>

### Discussion/Comprehension Questions:

1. From page 123 to page 126, the “lone black vulture” named Picky is seen four times. After the second sighting of the buzzard, Uncle Warney says, “Ya can bet yer sweet fur that Hee-Haw boy’s deep into hocus pocus and demon worship or some such.” Why do you suppose Uncle Warney mentions Hee-Haw after seeing the buzzard? **(The buzzard is a symbol of darkness, especially when it is described as “lone” and “black.” The author also describes the bird as “bothersome,” and we know that Uncle Warney is extremely bothered by the events that are unfolding.)**
2. As a reader, you may have experienced an “a-ha” moment, or epiphany, once you learned about the diary that has been passed down from generation to generation. An epiphany is a sudden understanding or realization which was not thought of or understood at an earlier time. Where in this chapter does the author reveal the key to the puzzle that allows you to experience an epiphany about the diary? **(On page 127 Uncle Warney recites the words of the diary from memory: “At the appointed time, when the swamp fires flare and Laddrach’s beast strives to escape its prison, I will raise up young Gavin to sound the trumpet. He will be a good fellow—faithful and true.”)**
3. How does the experience of Uncle Warney locating the diary change Ugly Cat? **(He is rubbing up against Uncle Warney with his purr revving. He also becomes animated—his tail is twitching, his paws are batting, and he is butting his head against the gap in the floor. Uncle Warney truly believes that Ugly Cat remembers clearly the day the lightning struck: his right eye was bleached and the other was sealed shut. He also thinks this was not the only time that Ugly Cat had been touched by the supernatural.)**
4. The author uses a writing technique called a *flashback* in Chapter Eleven. A flashback is a section of a literary work that interrupts the sequence of events to relate an event from an earlier time. Locate the exact paragraph in this chapter where the flashback begins. Where does the story continue with the regular sequence of events? Discuss how this literary element affects you as a reader. **(The flashback begins on page 129: “There he was in a corner of the attic...” It ends on page 131 with “Elijah Stokes, guardian of Burnt Swamp...” This**

**flashback is essential for us readers because we now understand the history of the diary and how Uncle Warney inherited this family heirloom.)**

5. Uncle Warney tells Ugly Cat, "I'll git muh bike and be along after dark." We know that he is going to head into town to deliver the diary to Gavin. The following morning, he awakens and feels as if the entire episode was a dream. Where do you suppose Uncle Warney left the diary for Gavin? Why do you think he left it there? **(Accept reasonable responses.)**

## Chapter Twelve: *Bummer of a Summer* Pages 133-142

### Vocabulary:

<i>infectious</i>	133	<b>spreading rapidly</b>
<i>fixated</i>	139	<b>focused or concentrated on</b>
<i>ambled</i>	141	<b>walked about leisurely</b>
<i>deliberate</i>	142	<b>intentional</b>

### Discussion/Comprehension Questions:

1. How does Gavin react to seeing Ugly Cat when he is preparing for community service at the Young Saints Community Center? **(He is reminded of not being able to see Uncle Warney and thinks that maybe Uncle Warney has sent Ugly Cat to check on him.)**
2. What is the conclusion of the engaging conversation between Molly and Gavin? **(After Gavin insists that she not confess anything about the Lodge incident to her mother, Molly says that she will pray about it and try her best to put it behind her. Molly concludes that maybe there is no right way out of the situation. Gavin ends up begging Molly to let the whole thing go.)**
3. Gavin says to Molly, “Your prayers seem to work a whole lot better than mine.” What is Gavin so extremely doubtful about? **(Gavin is doubtful about his relationship with his dad. He says he has been trying for years to get his dad to be proud of him. Ever since the Lodge incident, he either gets the silent treatment or the third degree from his dad.)**
4. As Eric crosses the street and reaches the sidewalk, two huge, black moving vans pass by. Eric says, “And check out that wicked paint job.” Is it ironic that the author chooses these words for Eric’s character? Why or why not? **(The vans are black on black, a color that usually fits with a description of “wicked.” Also, Molly stares at the vans as they sit at the stoplight and asks Eric, “Don’t you remember the occult symbols we saw at the Lodge, Eric?” This leaves the reader wondering exactly what Molly may have seen to make her say something like that.)**
5. What is a stereotype? **(A simplified and/or standardized conception or image with specific meaning, often held in common by people about another group.)** How has the author stereotyped Eric’s character in the novel? **(Eric is a teenage football player who is too cool for everyone else. He picks on the little guys, acts like nothing really bothers him, and tries to be cool in front of his friends.)**
6. Gavin meets Dexter in this chapter. How does Gavin react after finding out that Dexter’s parents are dead? **(Gavin sees the pain in Dexter’s gaze and**

**recognizes that just because he is playing it cool on the outside doesn't mean that he is okay on the inside.)**

7. Why do you think that the author has introduced Dexter's character at this point in the novel? Give support for your response. **(Accept reasonable responses, e.g. Gavin recognizes the similarities between himself and Dexter; earlier in the book Uncle Warney wishes that Gavin had a friend his own age.)**

### **Exploring Literary Elements:**

Conflict refers to the struggle between two opposing forces. It can exist between a person and one of the following: another person, society, nature, something within himself or herself, or fate.

1. *person against person* (problem with another character)
2. *person against society* (problem with the laws or beliefs of a group of people)
3. *person against nature* (problem with a force of nature or some aspect of the environment)
4. *person against self* (problem deciding what to do, think, or feel)
5. *person against fate*: for Christians, we would refer to this as *person against God* (problems that are beyond the character's control)

Using these definitions, find one text example of each type of conflict. Please be specific when explaining how the example fits the type of conflict.

### **Interactive Journal Connection:**

Read Zechariah 7:8-10 in your Bible. How do these verses relate to the events of Chapter Twelve in at least two ways? **(Accept a variety of responses as long as a connection exists between the verses and the text.)**

## Chapter Thirteen: *Burnt Swamp Curse* Pages 143-154

### Vocabulary:

<i>confabulate</i>	145	<b>brainstorm; discuss</b>
<i>methodically</i>	147	<b>in an orderly way</b>
<i>eccentric</i>	149	<b>odd; unusual</b>
<i>heaved</i>	149	<b>uttered with an obvious deep breath</b>
<i>melancholy</i>	150	<b>sad or gloomy-looking</b>
<i>dyslexia</i>	151	<b>disturbance of the ability to read or understand language, usually passed on within a family</b>
<i>synchronized</i>	154	<b>arranged in the same way</b>

### Discussion/Comprehension Questions:

1. How did you react when Dexter said, "From the time I was old enough to understand words, my folks talked about the evil behind the Burnt Swamp fire"? What caused you to react this way? **(Accept personal responses.)**
2. Why does Gavin react with sarcasm when Dexter says, "Mama always told me I'd be better off armed with truth"? **(Gavin says, "So I hear." It comes out of his mouth as a sarcastic wisecrack because he is referring to Molly's desire to confess the truth after Gavin had taken the fall for the three of them concerning the Lodge incident.)**
3. How do you suppose Dexter has experienced the look of pure evil in someone's eyes at such a young age? **(He grew up in the city and was constantly exposed to gangs. He also saw his mother die in a drive-by shooting, so he knew the look of the people who commit such crimes.)**
4. Which character do you think is the most similar to Dexter? **(Uncle Warney is most similar to Dexter, especially when Dexter says, "These are treacherous times. Treacherous, I tell you. We gotta keep watch." This is very much like Uncle Warney's way of thinking and speaking.)**
5. Compare and contrast the ways in which Gavin and Dexter react to the situation with the buzzard perched on the roof of the community center. **(Gavin and Dexter are both aware of the creature's presence. Gavin arms himself with a broom, ready to wave it at the buzzard, but he loses his grip and the broom crashes to the ground. Dexter, on the other hand, remains totally still and calm, even when Ugly Cat jumps in his lap. He comments on the look in the vulture's eyes. Gavin thinks that Dexter is a rock because he never even flinched.)**
6. Discuss the relationship that is developing between Gavin and Dexter after Molly is called home. **(On pages 150-153, note examples throughout their**



conversation.)

7. Why does the author choose to include descriptions of the taste that Gavin has in his mouth while choking as he talks to Dexter, along with the odor he smells as Dexter is about to walk away toward Uncle Warney's? **(These descriptions provide a connection with the earlier chapters, especially when Gavin first began to experience "weird things." They are indications that evil is present and lurking around Gavin. Also, the author wants you to anticipate what is going to happen next.)**
8. When Dexter begins his journey to Uncle Warney's, Gavin tells him to "watch his back." Dexter responds by saying, "God is my rear guard. He's got my back covered." Why does Gavin think for a moment and then say, "I sure hope so"? **(Gavin might be doubtful because he has experienced some of the strange occurrences that have happened while traveling the same path. He may be thinking that Dexter might experience some of the same things when he is all alone.)**
9. Dexter quotes his father when he says, "Courage is being the only one who knows you're afraid." What does this quote mean? **(By not letting your fear outwardly show, you are the one showing how brave you really are. This way, others do not become afraid or fearful.)**
10. Dexter also says, "The greatness of our fear shows us the littleness of our faith." What does this quote mean? **(The more we fear, the less we trust God and depend on Him.)**

#### **Interactive Journal Connection:**

While Dexter is walking along the path, he says, "God has not given us a spirit of fear..." In the Interactive Journal, the author asks you to read Psalm 34:7 in your Bible. How does this Scripture connect with what Dexter has said? **(Psalm 34:7 says, "God met me more than halfway/He freed me from my anxious fears." God does not give us a spirit of fear because He doesn't want us to be fearful. He expects us to fully rely on Him and allow Him to make us strong enough for any situation we may face.)**

Dexter says, "Lord, help me out here." Will God show up uninvited into our lives?

## Chapter Fourteen: *Confidant* Pages 155-168

### Vocabulary:

<i>emanating</i>	156	<b>giving off; coming from a source</b>
<i>quaver</i>	158	<b>tremble; shake</b>
<i>peculiar</i>	158	<b>distinct in character</b>
<i>cogitate</i>	159	<b>meditate; think about deeply</b>
<i>affliction</i>	160	<b>cause of pain or distress</b>
<i>discern</i>	162	<b>differentiate between right and wrong</b>
<i>bequeathed</i>	165	<b>gave or left to someone through a will</b>

### Discussion/Comprehension Questions:

1. Why does Uncle Warney's back become warm when he meets Dexter for the first time? **(He senses that this is just what Gavin has needed—a friend. Uncle Warney is excited that Dexter has introduced himself as “a friend of Gavin’s.”)**
2. According to the Interactive Journal, a confidant is someone who listens well, promises not to tell others about shared conversations, and is trustworthy. Who in your life would you consider to be a “confidant”? Give at least one example from your personal experiences to show how this person has been a confidant for you. **(Accept personal responses.)**
3. What does Uncle Warney mean when he says, “Unsettled pain can weigh yer spirit down when ya least ‘spect and grind yer life to a screechin’ halt?” **(You are only able to be helpful to others when you are feeding yourself spiritually and depending on God to heal your pains and hurts. You can’t walk around carrying the burden of pain and suffering because it weighs you down by consuming your mind, and then worry takes over. You may begin to blame yourself for something that has happened. When you allow God into your heart and let the Holy Spirit work inside of you, then true healing begins, the bondage of the pain is broken, and you become free to help others.)**
4. Dexter is concerned that he doesn't fit in with normal kids his age. Uncle Warney tells Dexter that it is good that he doesn't fit in with normal kids because Gavin is “far from normal.” How is Gavin “far from normal”? **(According to Uncle Warney, Gavin is about to become a mighty man of God. The diary says that he will be a good fellow, have the characteristics of being faithful and true, and “sound the trumpet.” God has mapped out an incredible role for him, and Uncle Warney sees this as “far from normal.”)**
5. Explain why Ephesians 6:11 is such a critical verse for Dexter. **(“Put on the full armor of God”: Dexter’s role as an armor bearer means that he is destined to carry the more spiritually immature Gavin until he is able to take over and**

**fight his own battles. Dexter is supposed to help guide Gavin through the battle while he learns what it means to be outfitted in the armor of God.)**

6. What emotion do you think Dexter is experiencing when he leaves Uncle Warney's house? Why? **(Accept a variety of responses with supporting reasons.)**
7. Dexter's grandfather, Officer Charlie, picks him up in his patrol car from Uncle Warney's. List at least three questions that you think Officer Charlie may have asked Dexter in the car on the ride home. **(Accept a variety of responses.)**

### **Writing Prompt:**

As an expert in the area of friendship, you provide advice to individuals seeking ways to become a better friend to others. Write a friendly letter to Dexter highlighting the important traits of a great friend and describing the ways these traits allow a friendship to grow and last.

### **Reading with Graphic Organizers:**

A plot diagram helps you see how fiction and drama are organized. This diagram allows you to analyze the five main parts of a plot.

The diagram takes on the shape of a mountain. These are the five parts:

*Exposition:* Found at the base of the mountain, this provides the background or beginning of the writing-record that happens first at the base.

*Rising Action:* This is the first part of the climb up the mountain before you reach the peak. These are all of the details that lead up to the main problem or conflict in the writing.

*Climax:* This is the peak of the mountain: you are at the mountaintop! This is the part of the story when the problem or conflict has reached the ultimate high point.

*Falling Action:* This is the descent from the mountaintop. These are all of the details that lead to the solution of the problem or conflict.

*Resolution:* This is the place where you have successfully crossed over the entire mountain and are ready to rest, which is the way stories end.

With a partner, sketch a plot diagram and record the exposition and rising action of the novel up to Chapter Fourteen. (Teachers: You may want to ask the students to share their diagrams with the group to compare the similarities and differences of the responses. This is a great opportunity for you to assess the students' understanding of the graphic organizer.)

As you read *Gavin Goodfellow*, remember to visualize a plot diagram to track the progression of the novel.

## Chapter Fifteen: *Beware: Bea Daark* Pages 169-176

### Vocabulary:

<i>tedious</i>	169	<b>tiresome</b>
<i>chalices</i>	170	<b>drinking cups shaped like goblets</b>
<i>mantra</i>	170	<b>mystical formula of invocation</b>
<i>reveled</i>	171	<b>relished</b>
<i>catapulted</i>	171	<b>launched or thrown into</b>
<i>subtlety</i>	171	<b>slyness, craftiness, or cunning</b>
<i>repugnant</i>	171	<b>distasteful</b>
<i>oxymoron</i>	173	<b>combination of contradictory words</b>
<i>cavorting</i>	174	<b>hanging around with</b>
<i>lament</i>	174	<b>regret strongly</b>
<i>indiscernible</i>	176	<b>not recognizable</b>

### During-Reading Activity:

Create a chart of the five senses. Head each column or section with the following titles: sight, sound, touch, taste, smell. As you read through this chapter, write down examples of sensory language that the author has included to appeal to a reader's five senses.

### Discussion/Comprehension Questions:

1. After reading about Bea's morning routine, choose two descriptive words that define her personality. Why are these words fitting? Use text examples to support your explanation. **(Accept a variety of responses.)**
2. The author describes the 1904 Art Nouveau mirror in great detail. She mentions that the mirror is "ten inches long and six inches across," and the design engraved on the back is "handsome." Bea held up this mirror the day her mother told her about the move to Ashboro. She continues her routine by putting lipstick on and puckering her lips in the mirror. Then she stares back at her reflection and sees her own emerald eyes gleaming. She checks herself for flaws but cannot find any. Do you think that Bea knows who she is looking at in the mirror? **(Accept a variety of responses.)**
3. B.A.D. stands for Beatrice Abernathy Daark. This is the name that Bea was given by Madam Daark. In this chapter, Bea refers to herself at first as Beatrice Farrar, but then she quickly stops and changes her introduction: "Bea Daark is here. And you will never be the same." Do you think the author is allowing her readers to hear Bea think aloud, or is Bea talking directly to her own reflection in the mirror? **(Accept a variety of responses.)**

4. “The Daarks have come to enlighten the commoners.” How is this statement an example of an oxymoron? Do not use a dictionary. **(Even though their name is Daark, they believe they have come to Ashboro to enlighten people; the two ideas are a direct contradiction.)**
  
5. During the conversation that Bea has with her mother concerning the release of Laddrach’s pet Shimera, Bea smirks but then tries to sound genuine when she apologizes to Madam Daark. A while later, she is puzzled that her mother refuses to use her own powers and servants to find the diary. Instead, Madam Daark insists that Bea practice her skills to find the diary. Bea even says that she sometimes feels more like a slave than a daughter. Do you have any sympathy for Bea when she experiences these conflicts with her mother? Why or why not? **(Accept a variety of responses.)**

**Chapter Sixteen: *Nemesis or Partner***  
**Pages 177-183**

**Vocabulary:**

<i>imperious</i>	177	<b>commanding or dominant</b>
<i>narcissistic</i>	179	<b>completely preoccupied with oneself</b>
<i>query</i>	180	<b>question or inquiry</b>
<i>ebonized</i>	181	<b>stained black in the imitation of ebony</b>

**Discussion/Comprehension Questions:**

1. Bea is repulsed by Nem Downes the minute she opens the door and sees him standing on the doorstep. She becomes even more annoyed by his presence when he casually says, "I guess my channels in the Order of Laddrach are swifter than yours." Bea's mother is equally upset when she hears him speak the name of Laddrach. In the midst of this unexpected meeting, Bea is already thinking about having to deal with her "narcissistic mother." Does she have double-trouble on her hands now? Why does she call her mother narcissistic and associate this term with her new acquaintance? **(Accept a variety of responses.)**
2. In Chapter Two, Hee-Haw is called a fool by his spirit guide, Ooziss. Ooziss says that Hee-Haw thinks he knows better than his spirit guide and does whatever he pleases. Ooziss also complains that Hee-Haw disregards the rules and tries the patience of the Order of Laddrach. Has Hee-Haw Downes remained consistent in his foolish ways? **(Yes, he shows up at the Daark's Lodge before they are even aware that he exists. After Madam Daark calls upon the Order to confirm Hee-Haw's identity, she informs him, "They were quite disturbed to learn of your initiative.")**
3. Bea is absolutely disgusted by the fact that Hee-Haw has "checked out" and been approved as an associate by the Order. Do you think she will remain repulsed by Hee-Haw, or will she come to terms with the idea of working alongside Hee-Haw to rule over the Ashboro area? **(Accept a variety of responses.)**
4. Bea says that "the boy is about to learn his rightful place" when her mother pinches him on the neck and motions for him to stay. What could Madam Daark possibly want to chat about? **(Accept a variety of responses.)**
5. Bea has stated in the past that she will be the "chief harvester." Now, in this chapter, she is ready to take captives in what she calls "her domain." Is the area of Sunken Bridge going to be her domain, or will she have competition? **(Bea thinks that she is going to be noticed by the high priest for her accomplishments listed back in Chapter Four. But Hee-Haw previously told Ooziss that Bea will need to understand that he was in the area first. He also tells the Daarks that he has been laying groundwork around the place for a long time without**

any help from anyone—so yes, it looks as if Bea is going to have some competition.)

**Interactive Journal Connection:**

Could it be said that Bea Daark acts like a complete snob in this chapter? What characterizes a snob?

The Bible warns us about possessing these kinds of characteristics. God wants us to know that no one should consider himself to be more worthy, more important, or more deserving of God's love than anyone else. God has given each of His believers a measure of faith and looks at each of us equally (Romans 12:3).

Write a prayer that you would say for a person who you see possessing the characteristics of a snob.

**CONNECTIONS**

If you review the first page of each chapter in the novel, you will see that every chapter title is connected to a specific character. The chapter titles below are all mixed up, but each of them still remain connected to one character.

Read the chapter title as a clue and link it to the correct character in the novel. Write the name of the character beside the chapter title.

*Bummer of a Summer*—**Gavin**

*Fire in the Soul*—**Uncle Warney**

*Forbidden Lodge*—**Gavin**

*Sneak Peek*—**Hee-Haw Downes**

*Shifting Paths*—**Gavin**

*Dumbfounded*—**Gavin**

*Settlement*—**Bea Daark**

*Caught!*—**Gavin**

*Staking Claim*—**Bea Daark**



*Police Station*—**Gavin**

*Burnt Swamp Curse*—**Dexter**

*Nemesis or Partner?*—**Hee-Haw Downes**

*Rationalizing*—**Molly**

*Confidant*—**Uncle Warney**

Go back through the above list of chapter titles. Choose one title to “re-name.” Create a new chapter name, and write a brief explanation of why the new title is more fitting. **(Accept a variety of responses that fit the details of each chapter.)**

## Chapter Seventeen: *Speak Up!* Pages 185-190

**Vocabulary:** None for this chapter. Foreboding, mentioned on page 190, was also used in Chapter Three. Read each sentence that uses the word “foreboding” to determine if the meaning is the same or different.

### Discussion/Comprehension Questions:

1. Where in the world does Gavin get the courage to speak about Molly’s stepmother like he does on page 186? He experiences a “hair-trigger rage,” according to the author. What is taking place inside of Gavin? (**Gavin is experiencing a transformation within himself. In the past he has always been ashamed of what he calls his “habit of wimping out.” Only one other time did he actually try to stand up for himself: when he engaged in conversation with Molly after the incident at the Lodge. In Chapter Twelve, Gavin asks Molly, “What good would it do for you to confess? Except to rob me of the good feeling I got by trying to protect you.” Now, Gavin is truly experiencing a burning desire from the Holy Spirit to take up arms to express his true feelings about a situation: he admits that what he says to Molly was “a surge of passion.” He doesn’t know where it came from and says that the moment passed quickly.**)
2. How do we readers know that the “surge of passion” that Gavin experienced when conversing with Molly about her stepmother only lasted for a short moment? (**The author uses these words: “The fire in Gavin’s belly had gone out, replaced by a dry whine.” Gavin immediately begins to make excuses for himself and the way he responded to Molly in front of her stepmother and everyone else.**)
3. Have you ever experienced a time in your life when you compared yourself to someone else? How did you see yourself next to the other person? Did you compare your qualities with him/her and conclude that you were not as good as they were, or did you think of yourself as being the one with the better qualities? Does Gavin compare himself to anyone? (**Gavin compares himself to Dexter. Gavin thinks Dexter would have pulled through in the situation with Molly’s stepmother because he could have quoted all the verses from the Bible to come up with a response. Gavin ends up saying, “But I’m not Dexter. I’m just me.”**)
4. What does Molly “know in her knower”? (**Molly can see Gavin’s weaknesses. She senses his doubting heart but encourages him by telling him to think about what Uncle Warney had said: they are lights in a dark place and God**

**is counting on them. She knows that Gavin has issues with trust and just can't seem to grasp the concept of standing up for what he knows to be right and truthful. He cannot decide when to speak his mind and when to remain silent.)**

5. "If you can't trust God to shine through you, who can you trust?" Is there anyone in your life who could benefit from this question? **(Allow students to share personal accounts if they are willing and open.)**
6. At the mention of a book, Gavin begins to experience a strange—yet familiar—sensation of moving in slow motion. Why? **(Gavin is having a flashback to what he experienced back in Chapter One with the vision book that was "about the size of a Fig Newton." He feels as weak as he did the first time he had a vision and spoke with Uncle Warney about the book.)**

### **Exploration of Literary Elements:**

Gavin visualizes an image at the end of the chapter. The author writes, "The image of Eric playing the villain made Gavin feel like a victim himself, gagged and bound to a community that had embraced soot and gloom."

The author is using figurative language to describe the image. Eric is the villain, and Gavin is the victim gagged and bound to a community. This is a simile written to create a picture for the reader, but it is not meant to be interpreted literally.

The opposite of figurative language is literal language. Literal language refers to writing that can be expressed in an ordinary sense.

Read the quote that the author has written once again. Interpret the quote using literal language. What does the author really mean?

**Literal interpretation: Eric is the villain, just like Snideley Whiplash who ties the girl to the railroad tracks. Gavin is the victim, just like the girl tied to the railroad tracks, except he is part of a community. The girl cannot escape or "get away" because she is tied up. This scenario for her is awful because there is the possibility of death from the oncoming train. Feeling tied or connected to the community, Gavin believes he is trapped because the community has become a place where strange things are happening that he has no control of. Just as the girl on the tracks has no control of the situation, Gavin feels that he has no control. He is not literally being gagged and bound or tied up to the people that make up the community.**

## Chapter Eighteen: *Clyccan* Pages 191-198

### Vocabulary:

<i>conspicuous</i>	192	noticeable; obvious
<i>proficiency</i>	195	advancement in skill level
<i>minuscule</i>	197	very small
<i>subjugation</i>	198	act of bringing someone under one's control

### Before-Reading Activity:

Ask the students to take out a scrap piece of paper and respond to the following question without putting a name on the paper:

What is Clyccan?

Collect the papers and then randomly read the answers aloud as a sharing activity. After reading the chapter, tell the class how many students were accurate.

### Discussion/Comprehension Questions:

1. From the few encounters Bea has had with Hee-Haw, she is disgusted by his presence and wants little to do with him. In this chapter, however, there is a small glimpse of Bea becoming momentarily drawn to him. When does this happen and why? **(Bea becomes “momentarily captivated” when Hee-Haw holds out his hand and offers something to her that he says he has made. For a moment she believes that they are marble runes, but they are actually shells that he has collected. He had his aunt engrave them with occult symbols. Bea accepts them.)**
2. Do you think that Hee-Haw has an ulterior motive when he offers the “welcome gift” to Bea? Why or why not? **(Accept a variety of responses that support the responses.)**
3. When Hee-Haw casually mentions “the oversized dinner plate above the fireplace,” Bea experiences a heat rush up her neck and into her face. It immediately connects her to Hee-Haw in a way that she was not expecting. She has let her guard down. How has Bea “let her guard down”? **(Bea becomes excited at the thought of being able to communicate with someone other than her mother about things that she has had to keep personal before now. She immediately asks Hee-Haw about the diary. She has let her guard down because she has now provided information about completing the crest that Hee-Haw may not have known in the first place. Hee-Haw could be forcing**

**information out of Bea without her even realizing what he is doing. Hee-Haw remains very casual in his attitude and demeanor toward Bea and allows her to cut off the “getting to know you better” conversation that is taking place. She is quick to want to show off Clyccan to Hee-Haw.)**

4. “The sound of voices set off an internal alarm Gavin didn’t know he had.” What is happening to Gavin? What is this “internal alarm”? **(Gavin is becoming sensitive to the Holy Spirit as Uncle Warney prays for his readiness to go into battle. The internal alarm is the awakening of God’s Spirit within Gavin as he begins to hear God speak to him and becomes able to discern good from evil. Gavin is being transformed into a mighty warrior for Christ, but he doesn’t even realize it!)**

### **Interactive Journal Connections:**

Ask the students if they have ever heard an adult say, “You are the friends you keep.” Wait for responses and discuss what this means to them and how it relates to them as young people.

Tell them to read Philippians 3:17-18.

Share this same passage from *The Message*: “Stick with me, friends. Keep track of those you see running this same course, headed for this same goal. There are many out there taking other paths, choosing other goals, and trying to get you to go along with them. I’ve warned you of them many times; sadly, I’m having to do it again. All they want is easy street. They hate Christ’s cross.”

Discuss with students how the verse from *The Message* relates to “you are the friends you keep.”

Students need to understand that they must avoid anyone or anything who promises a cheap alternative to knowing Christ. The offer of a cheap alternative is just an empty substitute for really knowing Christ and walking with Him. Those who offer these substitutes in life are really the enemies of Christ.

**Chapter Nineteen: *Enchanted***  
**Pages 199-206**

**Vocabulary:**

*pensive*            200    **dreamily thinking, pondering, or wondering about**

**Discussion/Comprehension Questions:**

1. Why does Gavin say, “What . . . what kind of girl is *that*?” (He is taken aback by her presence. She is wearing a cape, and her long blonde hair is whipping around from the gust of wind. Gavin is also being put on “alert” by the way his body reacts when he sees Bea. He feels like he has been zapped by electricity, and his ears begin turning red from the bottom to the top. Gavin must be experiencing a warning from the Holy Spirit, alerting him to the possibility of danger or darkness close by him.)
2. The title of this chapter is “Enchanted.” Is this an appropriate title? Why or why not? (Accept a variety of responses.)
3. Molly directly tells Bea that it looked as if she was holding a wand, ready to cast a spell. What is Bea’s reaction to Molly’s comment? What is Gavin’s reaction to the comment Molly makes? (Bea tries to pretend as if she wasn’t doing what Molly thought by firing a question directly back at her. Bea asks, “If I could cast a spell, wouldn’t you feel it?” Gavin, on the other hand, is ready for what he calls a “cat fight”; he can’t believe how quick girls are to snap back and forth at one another.)
4. Does Molly believe anything that Bea has to say? How do you know? Give specific text examples to support your answer. (Molly does not believe Bea: She asks Bea about her cape and the pen. Molly even tells Gavin that she doesn’t like anything about Bea; she tells Gavin to keep his distance and says that she will too.)
5. Eric seems to have two separate personalities in this chapter. Explain how the two personalities differ from each other. (Eric is completely captivated by Bea. He even loses his compassion for animals when he kicks the bullfrog that shows up at the bus stop. Gavin says that he thinks his cousin can be a jerk at times, but he has never seen him mistreat an animal of any kind. Just before Eric kicks the bullfrog, he stops to take notice of it and even says that he recognizes the frog from Uncle Warney’s place. As soon as Bea states that

**she despises frogs, Eric's personality switches as if he has an on/off button.)**

6. Choose one of the following words to describe Molly's attitude: intuitive, suspicious, or guarded. Why did you choose that particular word? **(Accept a variety of responses.)**
7. The author shares Gavin's thoughts with her readers many times on the last two pages of the chapter. What is the common link between all of Gavin's thoughts? **(Gavin's thoughts are very sarcastic in tone; they are all negative toward Eric and Bea. Gavin sounds as if he doesn't trust the change in Eric. Gavin doesn't trust Bea and thinks she is major trouble.)**

### **Exploration of Literary Elements Activity:**

Dialogue refers specifically to what characters say to each other in a work of literature. Not all dialogue is actually spoken in a story. Sometimes the characters are thinking to themselves, and sometimes characters are speaking directly to each other. Some pieces of literature contain plenty of dialogue, while others have very little. In either case, dialogue can do the following:

1. Provide clues about the characters
2. Affect the mood
3. Explain and advance the plot

The way in which a character speaks, as well as what they talk about, informs readers about their background, personality, and culture. Through dialogue, you as a reader learn what the characters are like, which allows you to form an opinion about them.

Re-read this chapter to locate three examples of dialogue. Choose one example that provides clues about the characters, one that affects the mood of the chapter, and one that explains and advances the plot. Be sure to include an explanation of how each dialogue example fits the intended goal of dialogue within this piece of literature.

### **Character Collage**

Choose one character from Chapters One to Nineteen. Using magazines, cut out pictures and words that represent the characteristics and traits of that character. Create a collage with your clippings and arrange them on your paper in a unique collage format.

When you are finished with the collage, choose one specific picture or word and write a paragraph that explains why you chose to include it in your collage. Your paragraph needs to focus on one idea, the sentences must be fluent and organized, and your word choice should be interesting. You need to edit and revise your paragraph for conventions and make any necessary changes before submitting your final project.

The following scoring tool will be used to assess your creation:

1. My collage is focused on one character. **(5 points)**
2. I have included at least fifteen to twenty pictures or words that represent my chosen character. **(15 points)**
3. I have made good use of my entire page layout. **(5 points)**
4. I have included a neatly handwritten paragraph that focuses on the explanation of one element in the collage. **(5 points)**
5. My paragraph has one central idea. **(5 points)**
6. My paragraph has sentences that are fluent and organized. **(5 points)**
7. My word choice is interesting and helps to develop my idea. **(5 points)**
8. I have revised my paragraph for conventions (spelling, punctuation, capitalization, grammar). **(5 points)**
9. My project is polished and ready for the presentation trait. **(5 points)**

Total Points Available: 55 points

This project is due on the following date: \_\_\_\_\_



**Chapter Twenty: *Widow Woebe's Summons***  
**Pages 207-212**

**Vocabulary:**

<i>unwarranted</i>	207	<b>not justified or deserved</b>
<i>authoritative</i>	208	<b>backed by an established and accepted authority</b>
<i>constrained</i>	209	<b>lacking naturalness or spontaneity because of self-consciousness, reserve, or inhibiting circumstances</b>
<i>jibed</i>	211	<b>comment with the intent to hurt or provoke somebody or to show derision or contempt</b>

**Discussion/Comprehension Questions:**

1. Gavin seems to be having a difficult time from the moment he steps off the bus. He has chosen a path of avoidance. What are the three things he has decided to avoid or keep his distance from? (**He is avoiding Hee-Haw Downes, Widow Woebe, and the taste of apricots, apples, and 7-Up; the taste he is experiencing brings back memories of what Gavin calls “another strange book.” Now he has Widow Woebe tracking him down about what he thinks might be an overdue book until he realizes what Molly had told him about some package.**)
2. How would you have reacted if you were Gavin and just happened to look up to stare into the eyes of Bea Daark halfway down the hallway? Do you think this was an odd situation? Why or why not? (**Accept a variety of responses.**)
3. How has Bea “captivated” Gavin in the hallway? (**Bea stares at Gavin, causing him to lock eyes with her so that he is unable to look away from her. He can hear her tone of voice in his ears saying, “How *dare* you question the ancients? Old books *are* a big deal, Master Goodfellow. Don’t be too quick to reject the writings of old.” She is not speaking these words aloud, but Gavin is hearing them in his mind. He even asks her if she could hear what he had said to himself about the book discovered in the archives. Bea just smiles at him instead of answering him verbally, but her smile speaks to him as if she really knows something. She then comes closer to Gavin, invading his personal space. He becomes light-headed and dizzy from her smell, and his eyes begin to bulge and water. Finally she touches him lightly on the arm, and his legs become frozen in the spot where he stands. His bodily reactions are warning bells ringing in his ears. Bea speaks to him aloud and invites herself to the library for a tour with him and Molly. Stunned, Gavin shouts**

**forcefully, unable to figure out how Bea knows what his conversation with Widow Woebe was about.)**

4. Why do you suppose Bea leaves Principal Smoot and Gavin in the hallway staring at each other in puzzlement after she says, “But this one is *such* a bore”? **(Accept a variety of responses.)**
5. The author creates some “cliff-hangers” at the end of her chapters. In this chapter, for example, Gavin is sitting in class feeling uneasy about something completely unrelated to Hee-Haw or Bea Daark. He then has the thought that the book that Widow Woebe wants to show him might be similar to the one that Uncle Warney gave to him to eat in the vision. Gavin still has no understanding of the vision and thinks it was completely fake; however, the author adds, “...yet more than a month later, he still had an aftertaste from it.” Why is this considered to be a “cliff-hanger” for her readers? **(This type of ending fuels the desire to continue reading. It is like a hook to get the reader to go on to the next chapter. The author is also providing clues for her readers.)**
6. This is the second time in this chapter that the author mentions the taste from the chewed-up diary in the vision that Gavin had. What is the connection here? **(Accept a variety of responses.)**

### **Exploration of Literary Elements Activity:**

1. What does the word *genre* mean?

A *genre* is a kind of writing, such as a novel, short story, folktale, myth, poem, play, and nonfiction. Within these genres are *subgenres*. For example, there are many different kinds of novels: realistic fiction, westerns, mysteries, science fiction, and fantasy.

Brainstorm with the class to see how many *subgenres* you can think of. Write these categories on the board for the activity. Inform the students that while they work in small groups, they can create more *subgenres* if necessary.

2. Look at the front cover of *Gavin Goodfellow*. What “subgenre” does the novel fit into?

Separate the class into small groups of three to four students. Provide each group with a stack of eight to twenty different pre-selected novels. Ask the students to categorize the novels into *subgenres*. For each novel, allow the students to write a few sentences which support their reasons for choosing to place the novel into a particular *subgenre*.

Rotate from group to group, selecting a few examples to share with the entire class.

**Chapter Twenty-One: *Clandestine Closet***  
**Pages 213-215**

**Vocabulary:**

<i>clandestine</i>	213	<b>carried out in secrecy</b>
<i>errant</i>	213	<b>outside of the norm</b>
<i>gaunt</i>	213	<b>extremely thin and angular in shape</b>
<i>sanctum</i>	214	<b>place of escape that has no intrusions or distractions</b>

**Discussion/Comprehension Questions:**

1. Why does Molly make reference to the day in the woods from the very first chapter? **(She is trying to figure out when all of the strange occurrences began happening: the shifting paths, flying objects at the Lodge, wax drippings on the floor of the Lodge, Bea’s pointing pen, and the purple silk she had seen right before she closed the door to the closet in the hall at school.)**
2. Why is Molly so interested in the events that have taken place up to this point in the novel? **(As the editor of the school newspaper, Molly is always interested in any kind of news that she is able to report to the students.)**

**Reading with Graphic Organizers:**

*Inference Charts:* An Inference Chart can help you figure out what an author is telling you from the clues in a text. Use an Inference Chart when you have to take a closer look at a character, a detail or event, or a setting.

Create an Inference Chart by folding a sheet of notebook paper in half lengthwise. On the left, head the column with the title, *Text*. On the right, head the column with *What I Conclude*.

Ask students to create an Inference Chart for this chapter. Include the following text references on the left:

1. “...*editor of The Dragon’s Voice*...”
2. “*The book, the book. There’s something wrong with the book.*”
3. “*Meet me in the library during fifth period.*”

4. *“...an odd scent filled her nostrils-an overpowering aroma of musty-sweet vanilla...”*
5. *“...cold invisible fingers lifted the hair at the nape of Molly’s neck...”*

**Chapter Twenty-Two: *Bea's Platform***  
**Pages 217-225**

**Vocabulary:**

<i>haute couture</i>	219	<b>exclusive and trend-setting designers</b>
<i>provincials</i>	220	<b>persons lacking polish or refinement</b>
<i>indistinguishable</i>	221	<b>unable to be understood; unclear</b>
<i>drone</i>	221	<b>low, dull, monotonous sound</b>
<i>adulation</i>	222	<b>excessive admiration</b>
<i>naivete</i>	223	<b>state of not having worldly wisdom or experience in certain areas</b>
<i>grouched</i>	224	<b>complained or grumbled</b>
<i>indignation</i>	225	<b>anger caused by something one thinks is unjust or unfair</b>

**Discussion/Comprehension Questions:**

1. Why is Bea so irritated? **(Her desk is cracked, and she has snagged her skirt on it. She was interrupted while trying to eavesdrop on the conversation with the librarian and Molly. She is sweating due to the warm weather that she has inappropriately dressed for. She doesn't care for her teacher.)**
2. Bea is pleased that she has been able to successfully interrupt and side-track her teacher. How are the other students in Bea's class reacting to her selfishness and the "show" she has performed for the class? **(Bea truly thinks that she has made a strong impression on her classmates because she hears murmuring among the students after she corrects the teacher about how much her signature-made skirt cost to make. But once the bell rings and the students spill out into the hallway, Bea notes that they seem more interested in getting to the cafeteria than stopping to take note of her cashmere sweater she has flung over her shoulder. She has to take things a step further to get any notice from the other students. She is finally able to gain the attention of two girls after she puts Clyccan into a crystal case around her neck and it begins to glow red.)**
3. Why do you think the author has chosen to allow Hee-Haw to enter the room just as Bea was ready to "charm the hands of the clock forward"? **(Accept a variety of responses.)**
4. Did anyone other than Bea see Hee-Haw enter and leave the classroom? Why or why not? **(It appears that no one sees Hee-Haw enter or leave because the author says, "Without any fanfare or comment from Miss Jarvis, Hee-Haw got up and left as quickly as he had entered. It was as though no one but Bea had seen him." A possible reason may be that Hee-Haw is in his spirit form.**

**Accept a variety of responses.)**

5. Bea becomes excited simply thinking about the fact that the book the librarian has could be the one that her mother needs. She desires to deliver “the prize” to her mother on the first day of school so that she can receive recognition from her mother. If Bea is able to take possession of the book and take it to her mother, do you think she will receive the adulation she desires from Madam Daark? Why or why not? **(Accept a variety of responses.)**
6. Bea has put on quite a show for the entire school on the very first day. It appears that she places herself in a much higher class than the other students at Sunken Bridge Middle School. She calls them names like “saddos” and “dim-witted” and talks of their “barmcake ways.” She thinks that the school is a complete dump filled with junk. She says things like, “These provincials have no idea what they’re in for.” If Bea is so much better than her peers and notes that Laddrach and the gods have been smiling on her lately, then why does she desire adulation and affection from her mother? Why can’t Bea gain the respect and recognition from her own reflection in a mirror? **(Accept a variety of responses.)**
7. Why does Bea tell the two girls in the hallway that the necklace she is wearing only looks like a fountain pen, but that it is endowed with high-tech chemicals and is really her compass and mood enhancer? **(She is trying to draw them near her because she has begun the task of choosing members for her club and wants to see if these two would be among Daark’s Dozen. Clyccan glows icy blue, which means that the two girls are unworthy and would not make it as a part of her club.)**
8. How has the author used the technique of foreshadowing on page 224? **(When Bea is taking note of how perfectly Clyccan is working, the author gives an explanation to her readers: “Its beeps and colors would draw those with The Gift to her.” The author has strategically placed “The Gift” within the sentence but gives no further explanation to her readers. Instead, she foreshadows this idea; and as readers, we are to pay close attention to what this term means.)**
9. Has Bea let her guard down when she dodges an elbow in the overcrowded hallway? **(She has possibly let her guard down because she is momentarily stunned by the curly-haired boy who gawked and fixated on her necklace. The author tells us that this is something that Bea never allows herself to do; therefore, she may have missed an opportunity to engage with a possible member of her club. She also may have been drawn to the boy for a different reason.)**
10. Bea is extremely irritated by Gavin. What is it exactly that “irks” her? **(She questions him in her own charming way but doesn’t seem able to ensnare him: “Was he so stupid that her charm had no effect on him?” She is also**

**unsettled by the fact that she'd had him "off kilter," but now he seems to have been completely unaffected by her. Bea thinks he has been able to "pull himself together"; even Clyccan turns icy blue to warn her about Gavin's aura.)**

### **Reading with Graphic Organizers: *Making Connections Chart***

A Making Connections Chart allows students to increase their understanding of a piece of fiction and relate it to their daily lives. Even though this chart can also be used with non-fiction writing, it works best with fiction.

Instruct the students to fold a piece of lined notebook paper in half lengthwise. On the left-hand side, the statements will say the following:

1. I wonder why... (Record your question here.)
2. I think... (Write your opinion here.)
3. I can relate to this because... (Write how you can relate to the work.)
4. This is similar to... (Share one other work you've read or seen that is similar.)
5. This reminds me of... (Write what the work reminds you of in your own life.)

On the right-hand side, the students will respond to each of the unfinished statements. Be sure to remind them to leave adequate space for their written responses on the chart.

## Chapter Twenty-Three: *Infiltrators* Pages 227-234

### Vocabulary:

<i>adept</i>	228	<b>highly skilled</b>
<i>taunting</i>	228	<b>in a mocking or challenging way</b>
<i>involuntary</i>	228	<b>uncontrolled by the will, as a reflex action</b>
<i>trill</i>	228	<b>high-pitched warbling sound</b>
<i>probe</i>	230	<b>penetrate or investigate deeply</b>

### Discussion/Comprehension Questions:

1. The author says, “There was something about the crest that reminded him of the Lodge, but he was too busy trying to land one of the six pieces in its place to think about it.” It seems that once again, Gavin is too preoccupied to notice the “strange occurrences” taking place right before his eyes. Think back to previous chapters and discuss examples in the text where Gavin ignored something familiar. **(On page 208, Gavin ignores the taste of apricots, apples, and 7-Up in his mouth. Also, Gavin thinks the book in the library that Molly tells him about sounds too much like the “vision book.” Accept other examples.)**
2. Gavin feels Bea staring at him, and he gets suspicious. He felt this way once before when he saw her with her ear up against the janitor’s closet, but he dismissed the suspicion, thinking that a broom closet could not be anything important. How does this make you feel about Gavin? Why? **(Accept a variety of personal responses.)**
3. Gavin commits the same sin twice in a row. What is this sin? What does the Bible say in Proverbs 21:8 (NIV)? **(Gavin lies twice in a row—once to Bea and once to Molly. The Bible says, “The way of the guilty is devious, but the conduct of the innocent is upright.”)**
4. Why does Ugly Cat appear on the screen of Gavin’s game? **(Ugly Cat appears on the screen to stir the guilt up in Gavin’s soul. Gavin remembers that Uncle Warney has always told him that an animal could see into a person’s soul. Ugly Cat has captured Gavin’s gaze, so Gavin cannot look away from the screen. Once Gavin admits his guilt for lying, the cat’s face completely disappears off the screen. Gavin says he has heard a voice from within. Ugly Cat represents for Gavin what the Holy Spirit will do within our hearts and minds when we allow Him to work deep within our soul.)**



5. Where else in the novel has there been a reference to a crest? Is this the same crest referenced in the text in earlier chapters? **(The crest is mentioned back in Chapter Four: Bea imagines herself placing what she calls “icons” into the molded sections of the crest. This is the same crest in Gavin’s game. The objects—the jeweled cross, a wooden flute, and a spinning stone—are placed into the proper spots on the crest in the game. Suddenly another new object appears—the battered leather book.)**
6. Gavin is excited to reach level two of his game. He quickly moves his warrior closer to the diary, and suddenly another image appears. What is the next object? What does this have to do with the crest? Do you think the crest and the belt are related? Why or why not? **(The next object is the belt. The crest and the belt are related. The author even poses this question in the novel when she says, “What did that have to do with the crest and his warrior?” Allow students to offer a variety of responses.)**
7. Gavin has yet another predicament at the end of the chapter. He asks himself, “Why does everything have to happen to me?” Gavin’s mind begins to race when he is stopped by Mr. Smoot in the hallway. How does Gavin “save himself” in this situation? **(He tells another lie to cover up how his entire shoe and pant leg became wet. Actually, while he was trying to hide in the bathroom stall, his foot slipped off of the toilet and landed in the toilet bowl full of water. However, Gavin invents another tale to cover up what has really happened.)**

### **Interactive Journal Connection:**

In Matthew 19:26 (The Message) it says, “Jesus looked hard at them and said, ‘No chance at all if you think you can pull it off yourself. Every chance in the world if you trust God to do it.’ ”

How does this apply to Gavin in this chapter?

**Writing:** Ask students to think of a time when they tried unsuccessfully to pull a situation off completely on their own without any help from anyone else.

After a time of reflection, allow the students to write in his/her own words a prayer that focuses on trusting and depending on God for guidance and understanding.

## Chapter Twenty-Four: *Mysterious Old Book* Pages 235-244

### Vocabulary:

<i>furtively</i>	235	<b>sneakily; in a hidden way</b>
<i>deftly</i>	236	<b>skillfully</b>

### Discussion/Comprehension Questions:

1. After Widow Woebe retrieves the diary for Gavin, she points out to him that there are pencil impressions on the newsprint wrapping that are barely legible. She hands Molly a magnifying glass to hold over the impressions so that Gavin can read them. What happens next in this sequence of events? (**Widow Woebe begins pacing, muttering in a high-pitched voice. Gavin notices that the pitch of her voice is higher than normal. He tries to make out the letters on the package, but he can only read a few words.**)
2. Why do you think that the author chose to have Uncle Warney place the diary in the library in Widow Woebe's care? Widow Woebe even says, "I've asked myself the same question a hundred times. Why would someone write *your* name on a book and place it in my library? Why, you hardly ever set foot in here." (**Accept a variety of responses.**)
3. Gavin wants to snap back at Widow Woebe when she insults him about never stepping foot in the library, but he cannot get the words out of his mouth. What prevents Gavin from speaking? (**Accept a variety of responses. A possible response may have something to do with Gavin's pattern of lying in different situations up to this point. Also, Gavin is in a situation once again where supernatural occurrences are obviously taking place; the Holy Spirit could be penetrating Gavin from the inside out.**)
4. Gavin, once again, begins to experience a vision. It is the same vision he had with the diary the first time. The author calls this experience a "re-run." Discuss how the visions are alike and how they are different. (**Both times Uncle Warney is present in the visions. The diary is still musty-smelling; the taste of dried apricots, juicy apples, and 7-Up occur in both visions. The major difference is that Gavin's senses are keener this time: "In fact, every nerve in his body was on alert. He could feel the hair raising on his arms." In the first vision, Gavin felt woozy and off-balance. Gavin does not faint the second time around, either.**)

5. Significant changes in Gavin’s personality occur in this chapter. Give two specific examples that show a change in Gavin. (**Gavin speaks with authority in this chapter when he says, “It’s not safe here.” The author gives us this illustration as soon as Gavin hears Bea’s voice. Molly was even shocked by the way Gavin spoke to her with such a commanding tone of voice. Gavin’s senses are so keen in this chapter. He smells Bea’s distinctive vanilla scent before he hears her voice. Gavin has such an “in-control” manner about him that Molly asks, “What do you know that I don’t?” Gavin also begins to make comments that are similar to things that Uncle Warney might say. He explains to Molly, “All I know is that Bea is bad news. I can feel it in my bones.”**)

**Interactive Journal Connection:**

Look up the word “intuition” in the dictionary. Record the definition on a sheet of notebook paper.

Turn to page 240 in the novel and re-read the section that begins with, “Something wasn’t right about Molly having the book.” Stop reading right before the part in which Gavin begins to have the re-run of the vision.

In a brief paragraph, discuss how the definition of “intuition” is a representation of this specific section in the novel.

NOW . . .

Discuss the following questions as a class:

Do you believe that you have a “sixth sense” that can be called “intuition”? Where does it come from? Can you hear “intuition”? Do you listen and respond when “intuition” calls? What is your explanation for the whole idea of having a “sixth sense”?

Once the students have thoughtfully responded to these questions, tell them to take out their Bibles and read the following Scriptures: Isaiah 30:21, Isaiah 65:24, and John 10:27.

Teachers: Be sure to re-visit the ideas discussed as a class to create a connection between the ideas of the students and what the Scriptures tell us about the tiny “voice” each of us is given by God.

**Chapter Twenty-Five: *Nailed***  
**Pages 245-253**

**Vocabulary:**

<i>erratic</i>	247	<b>irregular</b>
<i>disposition</i>	248	<b>natural attitude toward things</b>
<i>guttural</i>	249	<b>low and unpleasant in tone; rough-sounding</b>
<i>scathing</i>	251	<b>severe in manner</b>

**Discussion/Comprehension Questions:**

1. How does Gavin react when Uncle Warney shows him the two-and-a-half-inch steel-cut nail? (**Gavin just knows that Uncle Warney is going to begin a long, drawn-out sermon. Not only does Gavin predict a sermon about the nail from the faraway look on Uncle Warney’s face, but he also feels jittery inside and thinks about how the nail reminds him of the diary.**)
2. What is Uncle Warney teaching Gavin when he chooses not to “preach a sermon” on the nail he has found? After all, Gavin completely expects to hear an hour-long sermon of some sort. (**Uncle Warney does not preach a sermon on the nail because he is sensitive to the Holy Spirit. He realizes that Gavin expects to hear a sermon. Sensitivity to the Holy Spirit is a gift that we are given from the Lord. This is God’s way of pouring out wisdom for us to discern when to speak and when to be still so we can hear the still, small voice of Christ that guides and directs our path. The author says, “The absence of a sermon hit him harder than if Uncle Warney had preached for an hour.”**)
3. Think back to Chapter Twenty-Three, when Gavin begins to play the Infiltrators game that Uncle Warney has given him for his birthday. The Infiltrators game is a symbol. Now, fast-forward to Chapter Twenty-Five and think about the nail that Uncle Warney has found. The nail is a symbol in Uncle Warney’s life. Consider the diary; it is a symbol for both Uncle Warney and Gavin. A symbol is something concrete—an object, a place, or even a person that represents something more than what it is, such as an idea or an emotion. What do the symbols that Uncle Warney has chosen to use represent in the novel? (**Uncle Warney has chosen to use symbols as a way to teach Gavin how to see Christ in his life. The game teaches Gavin about spiritual battle or warfare. Gavin is learning to navigate through the game to collect the pieces that will enable him to win. He is being challenged by an opponent in the game; this is Uncle Warney’s way of showing Gavin how to fight the real enemy—the devil. The**

**diary includes specific words for Gavin to follow. Uncle Warney tells Gavin that the Lord has chosen him, and he has a calling on his life.)**

4. The diary definitely has a mind of its own, which has certainly frustrated Gavin. Gavin even says to Uncle Warney: “But what good is a book that won’t open up?” What happens after Gavin poses this question? Read 1 Corinthians 3:2 in your Bible. What does the apostle Paul say about what Jesus gives to His disciples? How is this similar to the action of the diary closing and opening for Gavin? **(The verse says that Jesus treats us like small children, giving us milk because we are not yet ready for solid food. In other words, Jesus will only give us what He knows we are able to handle at different points in our lives. This is similar to Gavin’s experience with the diary because he may not be ready to hear and see what the diary holds for him. The diary seems to be holding out for the time when Gavin is mature enough to handle and accept what it says to him, along with the ways it will impact his life.)**
5. Gavin says, “But I’m the last person God should have picked.” How does Gavin want to handle the situation with the diary? **(Gavin thought that he would be able to give the diary back to Uncle Warney and be done with it; instead, he now realizes that his life has been turned upside down. He thinks that there must be some way to get out of this situation and is determined to figure out how.)**
6. What does the Bible say in Romans 11:29? How does this relate to Gavin wanting to get out of the situation with the diary? **(Gavin is told by Uncle Warney that he has a calling on his life. This verse says that the gifts of God and His calling on our lives are irrevocable. This means that once they are given, they are not taken back. It may take time for God to mold us and make us into the person He needs us to be in order to accomplish the task He has set before us, but ultimately He will see us through by guiding us as we learn to use our gifts to obey His call.)**
7. As readers, we learn how much Gavin wants to get the diary out of his life. Why, then, does the author choose to include this sentence: “Gavin would just as soon never touch or look at the thing again, but he had to admit that the thought of it being ‘for his eyes only’ made him feel special”? **(She includes the sentence to show us that although Gavin says he wants nothing to do with the diary, he is still intrigued that it is solely for him. The author uses this as a symbol to help her readers realize how significant a personal relationship is with Christ. Gavin sees how desirable the diary is because of the way it makes him feel. Likewise, when we have a personal or “for your eyes only” type relationship with Christ, it impacts us to the core of our being, penetrating our minds, bodies, and souls. This shows us how powerful Christ is.)**
8. Gavin says, “But I’m not allowed to go into Burnt Swamp” after a piercing scream is heard coming from the swamp. Uncle Warney asks him, “Not in a

matter o' life or death?" Why does Uncle Warney say this to Gavin? (**Uncle Warney is forcing Gavin to make a serious decision that would ultimately have a serious effect on the life of the person screaming in the swamp.**) Could Uncle Warney be preparing Gavin for other life-or-death decisions? (**Accept a variety of responses.**)

**During-Reading Activity:**

Re-read page 246, where Uncle Warney finds the two-and-a-half-inch steel-cut nail. Gavin certainly anticipates a sermon from Uncle Warney regarding the nail. However, Uncle Warney is silent and does not deliver a sermon. We have already discussed that the nail is a symbol. What could the nail be a symbol for? Pretend you are Uncle Warney. Choose one idea that the nail could represent and write a brief "sermon" that Uncle Warney may have given about the nail.

*Teachers: As an alternative to the nail idea, allow students to choose any symbolic object and write a brief "sermon" illustrating that particular object. Be sure that only one symbolic object is chosen.*

## Chapter Twenty-Six: *Quicksand and Brimstone* Pages 255-267

### Vocabulary:

<i>wrench</i>	255	<b>strain, twist, or pull away from</b>
<i>quagmire</i>	258	<b>soft land that shakes or gives way under foot; bog</b>
<i>impotent</i>	260	<b>lacking power or strength</b>
<i>prattled</i>	262	<b>babbled or chattered</b>
<i>vulnerable</i>	263	<b>open to attack or damage</b>

### Discussion/Comprehension Questions:

1. Bea has successfully gotten herself into quite a mess! At the end of Chapter Twenty-Two, the author states, “Whatever it took, she intended to get her hands on that diary.” What is the “whatever it took” that has resulted in Bea’s grand disaster? **(Bea is dead-set on getting her hands on the diary to find out what it contains. She knows that Gavin and Molly have ventured into Burnt Swamp to go to Uncle Warney’s house. Bea also knows that Gavin has the diary in his backpack, so she follows them into the swamp. Unfortunately, instead of catching up with them, she finds herself thrashing around in quicksand because she stepped on a huge frog and lost her footing in the swamp.)**
2. In your opinion, decide which scenario is worse for Bea: a) Bea is panicking because she is sinking in quicksand, or b) she has had to lower her standards to call out and beg for help, running the risk of having someone see her hideous appearance in the swamp muck. **(Accept a variety of responses for this question. However, try to help the students understand that when we give in to temptation, we will most likely be faced with unpleasant consequences. When we choose to avoid temptation and walk the straight and narrow path, we are less likely to stumble and fall into quicksand!)**
3. Bea notices the warmth around her from the liquid in the swamp. Why do you suppose that the liquid surrounding Bea’s body is beginning to get warmer? **(Accept a variety of responses.)**
4. Bea catches a glimpse of a pale shadow floating above her in the swamp. She realizes that the shadow belongs to Hee-Haw, and she can only see “wisps of matter” that look like Hee-Haw. This is the first time she has ever seen a person out of his body. When Bea asks him for help, he responds by saying, “Me? It’s not my job to get you out of your messes. Why don’t you just call on that snazzy pen of yours to pull you out?” Why do you think Hee-Haw did not help Bea? Is it because he didn’t want to or because he couldn’t do it? **(Hee-Haw**

tells Bea that his “spirit man” can’t lift anything. He also tells her to be glad that she can see him at all because he says that most people can’t see him in his spirit body. He finally tells her to wait right where she is while he goes and gets his body. Even then, he doesn’t promise to help her out of her mess.)

5. Uncle Warney makes the following statements to Bea:

“The Lord is not slack concerning His promises as some men count slackness but is longsuffering...”

“The Lord is not willing that any should perish, but that all should come to repentance.”

He provides her with quite a bit of preaching. Do you think that Bea understands any of Uncle Warney’s preaching? (**Accept a variety of responses.**)

6. When Bea grabs hold of Uncle Warney’s walking stick, she instantly experiences a series of shocks that pass throughout her entire body. The author says, “It was more like the cane had a hold of her than she did of it.” Is this a literal or figurative statement? Why? (**This is figurative because the cane cannot actually have a grip on Bea physically. What this means is that Bea has experienced a sensation throughout her body that she has never felt before. The author is trying to allow the readers to connect to the point that the cane belongs to Uncle Warney, who has prophetic power; therefore, his power can be transferred to others because the power that Christ has blessed him with is so penetrating and life-changing. The author wants you to be sure that Uncle Warney has grabbed Bea’s attention in a mighty way.**)
7. “The Lord’s return is near, young lady. Seek the Lord while He may be found.” These are words spoken by Uncle Warney to Bea Daark. These words have meaning. Name an object that can compare to the meaning of these powerful words. (**Try to get the students thinking along the lines of DANGER or WARNING: a sign that we may see in and around our communities warning us of dangerous situations. Accept other possible responses.**)
8. Why does Bea tremble on page 266? (**After Uncle Warney declares dominion over this area of the swamp and demands in the name of Jesus that the threshold be closed, all of the mucky, swampy soil vanishes. The only thing left is solid ground—cracked and hardened clay. Bea is flabbergasted and thinks for sure that Uncle Warney is a wizard of some sort.**)
9. Given Bea’s conceited personality and the way she speaks to those who are trying to save her from the sinking quicksand, do you think she even has a



chance to come to a place of repentance? Why or why not? (**Accept all personal responses that directly answer the question.**)

**Interactive Journal Connection:**

Proverbs 16:18 in *The Message* says, “First pride, then the crash—the bigger the ego, the harder the fall.”

Choose a character from the novel whom you think could use this advice. In your own words and in paragraph form, explain what this Scripture means and why he/she should consider applying this advice to his/her own life.

**Chapter Twenty-Seven: *Ours at Last!***  
**Pages 269-280**

**Vocabulary:**

<i>inept</i>	269	lacking the competence or skill for a particular task
<i>ghastly</i>	270	horrifying, shocking, or very upsetting
<i>coveted</i>	271	had a strong desire to possess something that belongs to somebody else
<i>antiquities</i>	271	objects, especially something collectible, decorative, valuable, or interesting, that dates from a previous era
<i>insolent</i>	273	showing an aggressive lack of respect in speech or behavior
<i>indignation</i>	275	anger because something seems unfair or unreasonable
<i>melodramatic</i>	276	exaggeratedly theatrical: behaving, speaking, done, or said in a way that is more dramatic, shocking, or highly emotional than the situation demands
<i>visage</i>	276	the appearance or look of something
<i>hermetically</i>	279	associated with alchemy or magic; obscure and difficult for outsiders to understand

**Discussion/Comprehension Questions:**

1. Why was Bea filled with envy at the sight of her mother hugging the diary to her chest with a tear streaming down her cheek? **(Bea was thinking about how an object—the old, battered diary—could bring her mother so much joy, yet Bea was never the reason for any of her mother’s joy. The only emotion that Bea evoked from her mother was disgust.)**
2. Madam Daark was so mesmerized by the diary that she could not give Bea her attention long enough to hear her daughter’s explanation of her swamp adventure. Madam Daark is self-absorbed. What does it mean to be self-absorbed? Think of a time when you were self-absorbed. How did your actions affect the people around you? **(Accept a variety of responses.)**
3. On page 272, the author says this: “But in her world, appearances were often deceiving.” Who is the author referring to in this statement? What does the author mean? **(The author is referring to Bea. The statement was added so that readers would begin to look at Bea’s character more closely. The author is trying to help her readers understand that Bea’s life may not be what she thinks it is. Madam Daark puts so much emphasis on outward appearances; as a result, this has become important to Bea. Accept other responses.)**
4. What was your reaction when Madam Daark grabbed a fistful of Bea’s hair and yanked her up off the floor? Do you agree or disagree with the way that Bea

- responded to her mother in this angry rage? **(Accept a variety of responses.)**
5. What two things does Bea know that Madam Daark did not know until she was informed by her daughter? **(Bea knows that Nem Downes, or Hee Haw, must be present in order to proceed with the diary because she has experienced a visit from Ooziss, Nem’s spirit guide. Bea also knows about Uncle Warney, and she tells her mother that he has a powerful aura. Madam Daark snaps back at Bea both times. The first time, Madam asks Bea, “What’s *he* got to do with this?” referring to Hee-Haw, and the second time she says to Bea, “What do you know about auras?” Her tone of voice indicates that Madam is disgusted by the fact that Bea knew things that she did not.)**
  6. On page 275, Madam Daark moves a painting so that she can access the safe. She is opening the safe to stuff a bunch of old newspapers inside. The author states, “Bea caught one of the headlines before her mother started stuffing the newspapers in the safe. It read, ‘Abernathy Toddler Lost in Fire.’” Immediately after this occurs, they resume their conversation about auras. Why did the author choose to allow her readers to know that Bea had caught a glimpse of a newspaper headline? What does the newspaper have to do with the current situation that Bea and Madam Daark are faced with? **(Accept a variety of responses.)**
  7. When Madam Daark goes into her rage or temper tantrum about not being able to open the book up, Bea is almost mortified. The author describes Bea as being “cut to the core” and describes how she watched her mother “in dread.” Why do you think Bea reacts this way to her mother’s fit if she already knows that Madam Daark has always shown no other emotion than disgust? **(Bea was flabbergasted at her mother’s out-of-control behavior. She begins to question whether or not Madam in her fit of rage could possibly be the same mother who raised her. The author even says, “Bea had wondered what secrets her mother kept that made her so driven, but never more than now.” Bea is probably wondering why she has never seen this side of Madam Daark and is suddenly experiencing it now.)**
  8. On page 280 it says, “Bea laughed, too—until she realized they were serious.” What does the word “until” indicate to you as the reader? **(Bea is reluctant about Madam Daark’s plan to abduct Gavin, but realizes that Hee Haw is in agreement with her mother. Bea laughs and makes light of the plan at first until she realizes that her mother is quite serious. The “until” indicates reluctance or concern for the situation that may take place.)**

### **Writing Prompt:**

Madam Daark seems more interested in finding out the contents of the diary than in her daughter’s disheveled sight and near-death experience in the swamp quicksand. Pretend

that you have the opportunity to respond to Madam Daark, and let her know exactly how you feel about her self-centeredness. Write a letter directly to Madam Daark expressing exactly how you feel about her actions toward her daughter. Be sure to include reasons to support the statements you make in your letter.

**Chapter Twenty-Eight: *White Lies***  
**Pages 281-286**

**Vocabulary:** no words for this chapter

**Discussion/Comprehension Questions:**

1. Examining the setting closely, the reader should discover that Chapter Twenty-Eight begins with the end of a school day on a Thursday afternoon. The chapter then transitions into Friday morning at the bus stop, where Gavin talks with Molly, and then into the school day, when it is obvious that Gavin is extremely distracted. Finally, the author concludes the chapter on a Saturday with Gavin in his room searching for the diary. Retrace Gavin's steps throughout the chapter to create a timeline that specifically marks each "white lie" Gavin tells during this three-day-long chapter. Be sure to include whom Gavin lies to and why he chooses to tell a "white lie." Answers should be in the following order:
  - A. **Gavin lies to Molly because he doesn't really want anything else to do with the diary. He tells her that it is a "secret" diary and that he has been given a "secret charge."**
  - B. **Gavin lies to his teacher while in a state of panic about the discovery of the missing diary. At the same time, Dexter is asking Gavin if he is okay. Finally, when Gavin says that he can't find his pencil, Dexter lends him one. It seems as if everyone in the class knew Gavin was lying, from the snickers and the comments. In fact, Gavin feels himself growing hotter.**
  - C. **Gavin even thinks about how to avoid Uncle Warney if the book does not turn up.**
  - D. **Gavin considers what he will do if Widow Woebe asks about the diary. He says that he will just tell her that he took the book to Uncle Warney. Gavin feels justified in telling her this since he had really taken the diary there for a short time.**
  - E. **Gavin lies to his mother about the state of mess that his room is in. He tells her that he is cleaning, and things will always look bad before they begin to look better. This last lie really weighs on Gavin's conscience.**
2. What is the significance of this chapter if the only information it includes is a series of Gavin's lies? Re-read the last paragraph beginning, "Why did he have to go and lie to Dexter—the one kid in the whole world who could be a true friend?"

to help explain your response. **(Gavin is experiencing a battle within himself about lying and deceiving everyone in his life. He thinks about the look that Dexter had when he lied to him and how that look was the same one that Uncle Warney had when he sometimes looked at Gavin. Uncle Warney and Dexter know the meaning of feeling convicted by the Holy Spirit. This is the way that we are guided by God to do and say the right things. It is our internal chain inside of our hearts that God pulls and tugs on to keep us on His straight and narrow path. Gavin is feeling like a complete coward and a liar because he is becoming aware of his “heart chain,” and he can feel the Lord yanking on it to get his attention. Gavin has some serious choices to make in order to begin to represent Christ. The author includes this chapter to allow her readers to know exactly where Gavin is in his spiritual walk with the Lord and to show us how God is revealing Himself to Gavin through his family and friends.)**

**Interactive Journal Connection:**

Read Psalm 58:3. What does this Scripture say about the nature or the ways of man?

Read Romans 3:24. How does this Scripture help us as believers begin to understand our place in God’s kingdom?

Finally...

Read Matthew 6:30-33. What is the promise that God gives to His people in these verses?

Connect all three of the above Scriptures together in sequential order to discuss how they could help Gavin through this difficult time of telling “white lies.”

## Chapter 29: *Kidnapped* Pages 287-292

### Vocabulary:

*conviction* 288 a hysterical fit caused by extreme excitement or anger

### Discussion/Comprehension Questions:

1. After Gavin stomps off down the sidewalk from Molly, he stops to pick up a clump of goldenrod wildflowers. This causes him to experience a flashback about his Grandma Jibbers. The author allows her readers to hear what Gavin is thinking at this very moment: “How anything as pretty as clover and field daisies could grow in all this swamp smoke he didn’t know, but there sure were plenty of them.” Read Matthew 6:30-33. How does this Scripture connect with what Gavin was thinking at this point in the story? **“If that is how God clothes the grass of the field, which is here today and tomorrow is thrown into the fire, will he not much more clothe you, O you of little faith? So do not worry, saying, 'What shall we eat?' or 'What shall we drink?' or 'What shall we wear?' For the pagans run after all these things, and your heavenly Father knows that you need them. But seek first his kingdom and his righteousness, and all these things will be given to you as well.” [Matthew 6:30-33].** Gavin looks at the wildflowers and can’t imagine how something so pretty could grow in the midst of swamp smoke. Just like the wildflowers, Gavin is so available to be an instrument for God; however, he is caught up in his sin of lying. Yet, this passage assures us that God knows what we need and when we need it. He is preparing Gavin to be used even at this moment when Gavin doubts about something of such little importance. The fact that Gavin recognizes that there were still plenty of wildflowers among the swamp smoke symbolizes that God can use us even when we are deep into sin. He will restore Gavin because He knows what He wants for His kingdom.)
2. Why was Gavin bartering with God? Do you think he was sincere in his plea? **(Gavin was bartering because he realized during his time of fear, despair, and urgency that he needed the Lord. Teachers, accept a variety of responses for the second part of the question.)**
3. If Gavin had gone home with Molly to have dinner, do you think that this situation would have taken place? **(Accept a variety of responses for this question, but the students need to support them.)**

### **During-Reading Activity:**

Throughout the book, we hear about Uncle Warney possessing a “spiritual barometer.” In Chapter Twenty-Nine, Gavin is faced with a variety of emotions that seem to keep changing like the pressure readings on a barometer. Gavin is up and down in the “emotion department,” like a roller coaster at an amusement park.

Choose six events from the chapter. For each event, choose an adjective that illustrates Gavin’s emotional state. In a few sentences, explain how the word you have chosen to describe Gavin’s emotional state connects to the particular event you have described from the chapter.

*For example:*

**Event:** Gavin leaving church after the service ends

**Adjective to describe Gavin’s emotion:** passive or non-confrontational

Gavin leaves the church service in a hurry. He purposely ducks past Pastor Fred to avoid having to shake his hand. Pastor Fred has preached about “the chosen” and the “faithful” in his sermon. The author describes Gavin’s situation like this: “And he especially didn’t want to hear any more about *cowards* and *liars*, even if it was in the Bible.” The way in which Gavin chooses to avoid Pastor Fred proves that he is in a passive state of mind. Gavin does not want to have to face Pastor Fred and look him in the eyes, most likely because Gavin has a guilty conscience about the way he has been acting. Gavin knows he has been telling lie after lie. Sooner or later, Gavin is going to have to “face the music.”



## Chapter Thirty: *The “Aha!” Factor* Pages 293-301

### Vocabulary:

<i>coaxed</i>	293	got something from somebody by gentle persuasion
<i>cajoled</i>	295	persuaded somebody to do something by flattery or gentle but persistent argument
<i>apprehension</i>	297	a feeling of anxiety or fear that something bad or unpleasant will happen
<i>behoove</i>	300	to act right and proper or appropriate

### Discussion/Comprehension Questions:

1. At the beginning of the chapter, the author notes that Gavin’s knees buckle at two separate times. Literally, this means that Gavin’s knees give way to the point that he is unable to steady himself to stand upright. What do you think “knees buckling” means in a figurative or symbolic way? **(Accept a variety of answers here. Try to help the students understand that this is Gavin at his weakest point. Every ounce of energy has been physically drained from his body because he is in such a state of horrific fear at the onset of the kidnapping. Under extreme pressure, Gavin is willing to go so far as making a deal with the Lord. This symbolizes the relationship between “men” before we come to Christ. We are weak, vulnerable, and willing to beg, plead, and bargain with God. We sometimes wait until we have reached the lowest of lows in our lives before we are willing to reach out to Christ. When Gavin’s knees buckle, it is God’s way of putting Gavin in his place to experience his “lowest of lows.” This forces Gavin to come to the realization that he can no longer continue this walk of life without Him!)**
2. What two things does Gavin say that indicates to the reader that Uncle Warney and Dexter have broken the bond of trust? **(“You really put me through it, you know. I thought I was going to be killed! I never want to see either of you ever, ever again. I’m through. I’m done. I’m out of here!” and “Don’t touch me, you, you...” and “You traitor.”)**
3. Gavin notices a “weathered sign surrounded by weeds” at the Stokes place. It reads, *Condemned Property/ No Trespassing Except by Caretaker/ By Order of the Town of Ashboro*. Why is this sign so significant for this chapter? **(Accept a**

variety of personal responses, but help students realize that Gavin is willing to risk getting out of the situation he is in by lying once again. Discuss the dialogue that Gavin uses when noticing the sign. Gavin is so close to “touching the hem of the Lord’s garment,” yet he still concocts another lie. This is what we do in our flesh when we are “running from the Lord,” just like Gavin is.)

4. “Makin’ a deal with God ‘cause ya want outta somethin’ ain’t the same as confessin’ ‘cause you’re yearnin’ fer a clean heart,” Warney said. “The best weapon ya got against anything the Daarks can throw at ya is truth. You’ll be shootin’ blanks if ya load yer gun with fibs.” Translate these statements into your own words in paragraph form. Be sure that your translation includes examples that explain what Uncle Warney is talking about.
5. Uncle Warney tells Gavin, “That’s why we brung ya here—to meet Truth, to meet Jesus.” Why do you think the word “Truth” is capitalized in this statement? **(The word is capitalized because “Truth” is Jesus and Jesus is “Truth.” This is one of the many names that Jesus is given in God’s Word. Uncle Warney even tells Gavin that “Truth is everlastin’.” This is his way of making sure Gavin knows that once he accepts Jesus, he will shine as the brightest star in the sky because he will be equipped forever.)**
6. As Gavin approaches the attic entrance, he says, “I don’t understand what You’re up to, Lord, but I think I trust You.” He stops to think about his time in the carriage when he was kidnapped. He reflects for a moment on the promise he has made to God. He then says, “And this time—it’s not because I need to. I want to. Yeah, I really want to.” How do these two statements contrast with one another? **(In the first statement, Gavin expresses a brief moment of hesitation or doubt. He uses the words, “I don’t understand” and “but I think.” These words clarify Gavin’s unsure attitude about his situation. On the other hand, Gavin decides to continue his thoughts with the second part of his statement, saying, “...not because I need to. I want to.” These words definitely show an attitude of confidence. Gavin sounds firm in his decision right before he continues his journey to the attic.)**

## Chapter Thirty-One: *The Anointing* Pages 303-314

### Vocabulary:

<i>covenant</i>	304	a solemn agreement that is binding on all parties
<i>relinquishing</i>	306	renouncing or surrendering; giving something up or putting something aside
<i>impartation</i>	306	special communication of information or knowledge
<i>indignation</i>	308	anger because something seems unfair or unreasonable
<i>haughty</i>	310	behaving in a superior, condescending, or arrogant way
<i>tentatively</i>	313	said or done in a slow, hesitant, and careful way that reveals a lack of confidence

### Discussion/Comprehension Questions:

1. How do you as a reader know that Gavin is not mature in his walk with Christ? What clues does the author provide for you to gain this insight? (**Gavin asks, “But isn’t Jesus up in heaven?” This question shows that Gavin does not understand what it means to be able to walk daily with the Lord as a friend who guides him. Gavin also thinks that just because he got baptized when he was a baby and joined the church a year ago, his relationship is solid with Christ. Gavin also mistakes the word “covenant” for convent.**)
2. What is the difference between a promise and a covenant? (**Promises are most often made for a limited time period. Usually based on an “if-then” way of thinking, promises are usually motivated by an individual’s desire to get something he/she wants or desires. Also, a person can walk away from the promise that he/she has made. Covenants, on the other hand, are permanent commitments created out of a selfless desire. They are unconditional, meaning one doesn’t make them with the expectation of gaining something in return. If a disagreement does arise within a covenant relationship, both parties involved must confront and forgive each other.**)
3. Do you think Gavin’s carriage experience was a “covenant moment”? Why or why not? (**Accept a variety of responses.**)

4. What does it mean to be commissioned? (**Commissioned means “appointed or assigned to perform a task or a function.”**) Have you been commissioned into God’s army? How? When? (**Accept a variety of personal responses.**)
5. Look up 1 Thessalonians 5:11-22. While reading these verses, create a list of the deeds that it tells us to do. (**We should comfort each other, edify one another, respect those who work with us and love those who teach us about the Lord, keep the peace among one another, warn those around us who are unruly, comfort the fainthearted, uphold the weak, be patient with everyone, refuse to pay back evil with evil, do what is good for ourselves and everyone around us, rejoice, pray without stopping, and give thanks for everything realizing that this is what God wants for His people. The passage also commands us not to stop the work of the Holy Spirit by not believing in prophecies and dismissing them as unimportant; instead, we must examine everything so that we can hold on to everything which is good and stay away from every form of evil.**) Why are all of these things important for Gavin to know? (**Everything on the list is a requirement for all Christians to show that they are *true* believers in Christ Jesus. Gavin has to recognize what is required of him in order to go forth and do the work that God has planned for him.**)
6. Why is it important for Gavin to allow God to reveal the most painful things in his life? (**Accept a variety of responses here. The students need to realize that Gavin needs to do this because this is the only way that he will realize how very weak he really is and that the Lord is the only one who can give him the strength he needs when he is experiencing his weakest moments in life.**)
7. The author includes many references to the senses of taste and smell in the book. While Gavin is having his vision in the very beginning, he is experiencing several taste sensations which recur throughout the text. Now, in Chapter Thirty-One, Gavin thinks about how Uncle Warney’s breath smells sweet, like clover. Further along in the chapter, Uncle Warney and Dexter prepare to anoint Gavin with frankincense and myrrh. Gavin notices that the smell of the oil mixes with Dexter’s cinnamon breath. Why do you think the author continues to surround Gavin with certain tastes and scents? (**Accept a variety of responses to this question.**)
8. A shepherd will pour oil over the heads of his sheep to keep the bugs away. How does this relate to Dexter and Uncle Warney dabbing the oil on Gavin’s forehead? Compare what the shepherd does for his sheep to what Dexter and Uncle Warney are doing for Gavin. (**These situations are alike because Dexter and Uncle Warney represent the shepherds in Gavin’s life. They are leading him down the path of righteousness because God has placed them in Gavin’s life to be examples. As a shepherd herds his sheep and protects them, God also will do this for His people when they have entered into a committed**

**relationship with Him. Just as the oil repels the bugs or “distractions” from the sheep, God will use the Holy Spirit to help us repel the sin that tries to make its way into our lives to distract us from our relationship with Christ.)**

9. Now that you have responded to question number seven, read Ezekiel 3:1-10 in your Bible. Ezekiel is having a powerful, supernatural encounter with God in this chapter. What does the Lord tell Ezekiel to do? (**“Son of man, eat what you find; eat this scroll, and go, speak to the house of Israel.” When Ezekiel eats the Word, the Bible says that it was sweet and tasted like honey.**)
10. Compare Gavin to Ezekiel. Tell why the Lord chooses to use “sweetness” to introduce Himself to both Gavin and Ezekiel. (**The Lord chooses to use sweet smells and tastes to introduce Himself to both Gavin and Ezekiel. The Lord is choosing to use both Gavin and Ezekiel in mighty ways. However, before He can use either one of them, He must know that they are filled with His Word and are standing firm on it. The Word of God must penetrate the inner beings of both Gavin and Ezekiel before He can use them to deliver His Word to minister to others.**)
11. As Gavin begins to go deeper with the Lord, God allows him to see Jesus beaten and bruised, limping on the path to Calvary, barely able to carry His own weight. Jesus says to Gavin, “Let Me carry your load for you.” Then Gavin sees a history film playing in his mind which shows Jesus on the cross with the seven-inch spikes driven through His wrists and feet. Why do you think the Lord is allowing Gavin to visualize the harshest moments that Jesus had to endure? (**Accept a variety of responses for this question.**)
12. The Lord tells Gavin that the nail will take away what? (**It will remove the baggage that he has carried—all the hurts and shortcomings, all the fears and oversights, all the wrongs that have been done to others and done to himself by others, and all the sins ever committed or the ones that will ever be committed.**)
13. When Gavin swings the hammer to bang the nail into the cross, what does it do for him? (**It tears away the guilt and pain that he carries in himself for the sins that he has committed and places them all on the cross for Jesus to bear.**)
14. Why does the Lord say to Gavin, “You sound like Moses”? (**God wanted him to know that he wasn’t the only one who ever thought that he wasn’t strong enough to complete the job that God had assigned. He promises Gavin that what he sees as a problem will become an attribute because he will have no choice but to depend fully on Christ to continue on with his journey.**)
15. How do you as a reader know that Gavin has “got the Holy Spirit”? (**Gavin is able to see, even through his covered eyes. The risen Christ is standing right**

**before him, causing him to drop to his knees. The minute Gavin drops to his knees, the Lord gives him the vision he needs “to do the job”!)**

16. Even though Gavin receives a vision at the end of the chapter that gives him the insight he needs to see the darkness that surrounds him, how do you know that Gavin has “the equipment” to complete the assignment presented to Gavin in the diary? Hint: Read 2 Timothy 3:16-17. **(These verses discuss how all Scripture was breathed into existence by God Himself. God wants His Word to be used for teaching, rebuking, correcting, and training His people in the area of righteousness. When we use the Scriptures in these capacities or ways, God promises that we will be thoroughly equipped to do every work He assigns us.)**

### **During-Reading Activity:**

Pretend that you have been “commissioned” by the author of *Gavin Goodfellow*, Candy Abbott, to create a “tract,” or small pamphlet, that captures Gavin’s experiences in Chapter Thirty-One. The purpose of your tract is reaching unsaved people in and around your community by using Gavin’s life as an example for others. You want your readers, or the audience that may receive your tract, to be aware of the redeeming power that Christ offers as a gift to all people, regardless of their current or past circumstances.

You may include words, phrases, or sketches to enhance your tract. You may even want to include a direct “call to action.” This would be a way for you to share the steps to receiving Christ. You may want to create your own version of the “Sinner’s Prayer” in your pamphlet.

*Note to teachers: Providing students with sample tracts will be useful in helping them establish a frame of reference for this activity.*

## Chapter Thirty-Two: *Daark Doings* Pages 315-325

### Vocabulary:

<i>disposition</i>	315	somebody's usual mood or temperament
<i>talisman</i>	321	an object believed to give magical powers to somebody who carries or wears it, e.g. a stone or jewel
<i>inquisition</i>	322	an inquiry or investigation that is harsh or unfair

### Discussion/Comprehension Questions:

1. In the beginning of the chapter, Hee-Haw says, "I'm trying to summon Ooziss to get us out of this mess." The word "trying" is key in this sentence because it signifies a definite difference between the "god" that Hee-Haw serves and our God: the Lord Jesus Christ. Re-read the above quote and explain in your own words what the difference is between the God we serve and the "god" that Hee-Haw serves. **(Accept a variety of responses. The students should be able to recognize that the word "trying" signifies that Hee-Haw's "god" is temporary and sporadic in nature. The God we serve, however, is everlasting and constant. As believers, we do not have to "summon" our God. He is constantly there, waiting for us to come to Him for comfort, encouragement, love, and healing.)**
2. Hee-Haw blames Bea and her constant chit-chatting for the reason that he is unable to contact or "summon" Ooziss. Do you think that he is unsuccessful in his attempt because of Bea's talking, or do you suppose there is another reason for the lack of connection? **(Accept a variety of responses. The students should have picked up on a specific detail at the bottom of page 316. Ugly Cat has arrived and is on the scene, "wailing and hissing" at Bea. It is important for students to remember that Ugly Cat is a symbol for the Holy Spirit throughout the text. In this instance, Ugly Cat is binding the forces of evil and intervening between darkness and light.)**

3. The author chooses to specifically use blindness as the ailment affecting Hee-Haw and Bea. Why? **(Accept a variety of responses. The students should be able to make the correlation between darkness and light. The light beams that explode from the window in the mansion are powerful enough to cause both darkness and light. For Gavin, the light reflects from the heart of Jesus into his, causing him to see the light and know that the path ahead for him is lit and ready for him to travel. On the other hand, the light hitting Bea and Hee-Haw is refracted, which causes a deflection and blinds them. Instead of illuminating the way, the light causes them to continue on their dark path, stumbling and falling through the woods.)**
4. After Bea counts to a hundred while holding the moldavite in her hand and nothing happens, she becomes angry and throws it to the ground. She claims that it is a fake, and Hee-Haw shoves her into a tree. He says, “Just ‘cause you didn’t feel anything doesn’t mean it isn’t real. You have to have the knowledge to use it.” How does this statement apply to you as a believer in Jesus Christ? **(As believers we must have faith, even as small as a mustard seed, in order to sustain our relationship with Jesus. There are times when we may doubt the reality of God, but knowing His Word gives us the knowledge we need to live out our faith and develop a real relationship with Jesus Christ.)**
5. As Bea holds Clyccan in her hands, ready for it to guide her and Nem back to the Lodge, the author tells us that Bea feels like a child playing a game her nanny taught her years ago. After about an hour, Bea reaches the lodge and knows she has made it to the front steps because she can smell Madam Daark’s scent. The author uses these words to describe the scene: “Bea fought back childish tears and the desire to throw herself into her arms.” On these two occasions, Bea’s character experiences light-heartedness and moments that could be characterized as heartwarming. What kind of emotion is the author trying to elicit from her readers concerning Bea’s character? **(Accept a variety of responses. The author wants her readers to feel a sense of connection with Bea—to almost feel sorry for her unfortunate situation and evoke sympathy for her blindness and having Madam Daark as a mother.)**
6. As Madam Daark mixes the concoction to restore Bea’s sight, Bea begins to pray in the name of Laddrach for the mixture to work. However, when Madam begins to smear the paste on Bea’s eyelids, she says, “Divine goddess.” Bea is thinking, *Oh, great. I’ve been praying to the wrong god.* In addition, Bea cannot concentrate because, aside from smelling the aroma of mint and other fragrant spices, she begins to recognize the odor of swamp water. Why are Bea’s thoughts and senses important in this passage? **(Accept a variety of responses. The students should be able to realize that Uncle Warney’s breath smelling of sweet clover, Dexter’s breath smelling like cinnamon, and Gavin’s ever-present taste savoring dried apricots, apple slices, and 7-Up in his mouth are all sensations connected with the swamp. Bea thinks that only bad things happen to her when Uncle Warney is around; instead, he is living proof of**



**the Holy Spirit and His divine power to heal. Uncle Warney represents light in a dark world. Bea lives in a “Daark” world, but it is being penetrated by the light.)**

## Chapter Thirty-Three: *Battle-Ready* Pages 327-332

### Vocabulary:

<i>clambered</i>	328	climbed quickly but awkwardly, using hands and feet
<i>pervading</i>	329	spreading through or being present throughout something

### Discussion/Comprehension Questions:

1. At the beginning of this chapter, the author creates a mental picture for her readers. We see Gavin face-down on the floor in the presence of Christ, his body sweating and his pulse pounding. In an instant, Gavin begins to replay scenes from his life that cause him to think that he cannot escape from the pain and hurt he has carried with him for so long. We know that during certain intense situations, humans often experience a “fight or flight” reaction. Gavin wants to “flee” from these memories, but the Lord will not let him. What did the Lord tell Gavin back in Chapter Thirty-One that will allow him to be able to “fight” against his painful problems? **(On page 314, the Lord says, “In the days to come, what you see as a problem will become an attribute. It will keep you humble and dependent on Me, not on yourself.” The Lord is preparing Gavin to begin facing his “giants” by depending on the strength of the Holy Spirit and the power found in the Word. Is it possible that even his dyslexia may turn out to be beneficial in some way?)**
2. Throughout the novel Gavin struggles with lying. On page 327, the Holy Spirit tells him, “We deal in truth, Gavin.” Deception is one of the main tools the devil uses to lure people into destruction, and telling falsehoods has become a habit for Gavin. Jesus is the Way, the Truth, and the Life. Lies bind, but truth frees. Look up the word “truth” in any Bible concordance. Choose three Scriptures that deal directly with truth. For each verse, explain how Gavin could apply the words from the Scriptures to his life and the battle he is now ready to face. **(Accept a variety of responses. \*See the extension activities below.)**

### Extension Activities For #2:

- A. The students can create Scripture posters for each of the verses located in Ephesians 6:10-18. On the posters the students can write out the Scripture along with a way in which it can be applied to everyday life at home, school, or in and around the community. The posters can then be displayed in the classroom.
- B. The students can create a personal “Truth Commitment Booklet,” using at least five of their most favorite Scriptures about truth. On the pages of the

booklets, the students can write why each Scripture that he/she chose is meaningful to them. On the last page of the booklet, the students can write a personal commitment statement including a promise to be obedient to their chosen Scriptures.

- C. The students can work in small groups, or individually, to gather all of the Scriptures about truthfulness that would apply to Gavin. Using the verses, the students can create a game board based on Gavin's life. The game should include the rules, strategies, playing pieces, etc. The students would then be assessed on creativity, completion, reasonableness, and a minimum Scripture requirement. The games can then be exchanged and played in small groups or partnerships.
3. Gavin wants to know why his father acts the way he does toward him. The Holy Spirit tells him, "Your earthly father has lessons of his own to learn. As much as you yearn for him to be proud of you, Gavin, you must be patient." Gavin does not receive a direct answer from the Holy Spirit regarding his father's ways, even though Christ knows exactly why Gavin's father has a hardened heart. Why do you suppose that the Lord only provides Gavin with a generalized statement about his father and tells Gavin to be patient? **(Accept a variety of responses. One reason may be that the Lord wants to see how much Gavin will depend on His love to carry him through such an emotional time in his life. The Lord may also want to show Gavin how He can change a person from the inside-out over a period of time.)**
  4. Gavin has an earthly father and a heavenly Father. Think about the relationship you have with your earthly father and then about the one you have with your heavenly Father. Compare your relationships with Gavin's. How are they similar? How are they different? **(Accept a variety of personal responses to this question.)**
  5. The Holy Spirit tells Gavin, "Know that your heavenly Father loves you. His love is more than enough." These are solid words of affirmation from our Lord Jesus Christ, guaranteed to be unconditional and everlasting. Why then do you suppose Gavin puts so much emphasis on the relationship he has with his father? Shouldn't the Lord's love be more than enough? **(Accept a variety of responses to this question.)**
  6. What kinds of lessons do you think Gavin's father needs to learn? **(Accept a variety of responses, but require students to provide a complete explanation for his/her responses.)**
  7. Gavin sees Christ standing before him and thinks to himself, *No amount of bleach could make a robe that white.* At first this statement may not catch a reader's attention, but when you take the time to re-read it you will see that it is preceded by the statement, "*Gavin studied the figure of Christ before him.*" This short

paragraph is a powerful lesson about redemption. Look up the words “redeem” or “redeemed” in a dictionary. What do these words mean in the context of our relationship with Jesus Christ? What do you suppose Gavin has just come to realize at this very moment in his life? **(The word “redeemed” means “to be released from blame or debt or to be freed from the consequences of sin.” [www. merriam-webster.com] At this very moment, Gavin has not only glanced at the figure of Christ standing before him, but he has also studied Him. He realizes that Christ is clean, pure, fresh, vibrant, and without blemish. There is nothing that could ever change or transform Him in any way. Gavin begins to see that it is Christ who will cleanse and redeem him from any sins or inadequacies that he carries within his heart.)**

8. Gavin is now battle-ready!!! He has been fitted with his armor from the warehouse of the Lord! Look at each piece of armor and identify what God truly gave Gavin when he dressed him in his full suit of armor:

The Belt of Truth provides **(discernment)** to distinguish between honesty and lies.

The breastplate is the **(protective covering)** that guards our **(hearts)** and provides us with the ability to live righteously.

The sandals provide Gavin with the readiness to be able to move forward through his life with a sense of **(peace)**.

The shield is our **(faith)**. This provides Gavin with the ability to believe in the impossible and counter the attacks that may come his way.

The helmet is Gavin’s **(salvation)** which directs his pathway clearly.

The sword is the **(Word of God)** that Gavin must read and study.

9. Read the following passage from pages 330-331: “Many are called, Gavin. Few are chosen. My Father has chosen you to sound the trumpet for those who have ears to hear. Follow Me in the ways of truth, humility, faithfulness, and love, and see what I will do through you. Begin with the belt of truth. It will remind you to think before you speak.” Now, re-read the passage again as if the Lord is speaking directly to you, giving you a written proclamation for your life. Think about an area covered in Ephesians 6:10-18 that you struggle with. It might be listening to certain styles of music or playing specific video games. It might be a difficulty with reading God’s Word regularly. In fact, you may have never given your heart to the Lord at this point in your life. Using the text passage as a model, write your own proclamation to the Lord about yourself. In your proclamation focus on one area in your personal life that you can commit to changing.

## Chapter Thirty-Four: *For Such a Time as This* Pages 333-340

**Vocabulary:** no vocabulary for this chapter

### Discussion/Comprehension Questions:

1. After Gavin descends from the attic, Gavin's face reveals an apparent change. Uncle Warney notices that for the very first time, Gavin and Dexter connect on a "soul level." At this point, how do you as a reader know that this connection has been orchestrated by God? **(Gavin has been imparted with insight and wisdom from the Holy Spirit while in the attic. For the first time, Gavin is able to look beyond just the physical characteristics of another person. He has the ability to understand Dexter from the depths of his heart. He says, "It was the evil one who made you question why God did not protect your parents from the curse." Gavin's experience in the attic has created a trusting bond with Christ that he is now able to see was a struggle for Dexter. God provided Gavin with the wisdom to see the pain in Dexter's heart and to recognize that it was his doubt that needed to be healed and laid to rest. Dexter needed to renew his faith and trust in God.)**
2. Gavin asks, "My belt of truth is still there even though I can't see it?" Why do you think the author assigned this question for Gavin to ask after the experience he just had in the attic? Doesn't it almost seem as if Gavin should already know the answer to his own question? **(Accept a variety of responses for this question. The students need to be aware that the author had Gavin ask this question because it is similar to the question that many Christians ask of God. We might ask, "God, are you there even though I can't see you?" This is a trust issue and a true test of the faith we have in our hearts. It is difficult to believe in an idea that is not physically tangible. The author wanted to impress upon her readers that our faith will be tested and we ourselves may be the very one questioning it.)**
3. "You pray, too-all the time-'bout everything. It's what makes yer armor work. But 'specially now!" Uncle Warney impresses these words upon Gavin before he sends him on his way to the Lodge to confront his enemies. How does Ephesians 17-18 connect to what Uncle Warney has told Gavin? **(In *The Message Bible*, this Scripture tells us that God's Word is an indispensable weapon and prayer is a necessary component to fight the ongoing battle against the enemy. We as Christians must pray long and hard. We are also responsible for keeping our eyes open and being alert. This is what allows us to fight the good fight. Gavin must obey these commands because he is smack in the**

**center of a battle.)**

4. “After all, with Jesus, nothing can go wrong. Can it?” What reaction did these words create in you as a reader? Why? **(Accept a variety of responses for this question. The students should see a small seed of doubt creeping back into Gavin’s heart. An appropriate response would be that of frustration because Gavin has just had an incredible anointing from the Lord; yet he is still carrying a small inkling of doubt.)**

## Chapter Thirty-Five: *Showdown at the Lodge* Pages 341-352

### Vocabulary:

<i>brandished</i>	349	shook or waved menacingly
<i>periphery</i>	350	outward border

### Discussion/Comprehension Questions:

1. In the beginning of the novel and throughout the majority of the text, Gavin exhibits quite a “gullible” personality. However, in this chapter, he experiences a transformation from the inside to the outside of his total self. Gavin is learning discernment. What is discernment? How do you as a reader know in Chapter Thirty-Five that Gavin is beginning to mature and use this gift of discernment? **(Discernment is the skill to be able to grasp and comprehend what is obscure. In this chapter, there are many examples that demonstrate Gavin’s newfound ability. Gavin knows that the events unfolding before him are obscure. Text examples include “Nothing about Eric rang true”; “He sounded like a computer voice”; “The place almost looked normal, but Gavin knew better.” Accept other responses from students.)**
2. At the end of Chapter Thirty-Four, Uncle Warney prepares Gavin for the journey into the Lodge, but Gavin still experiences a small seed of doubt about his ability to conquer what is ahead of him. How does Gavin deal with his doubts once he enters the Lodge? Locate specific references from the text to show how Gavin reacts. **(On page 343: “But he remembered Uncle Warney’s words. *Be strong and of good courage.*” On page 344: “Gavin slipped his hand to his waist. *Yes, still there. But without faith, his belt of truth wouldn’t activate. I believe. I believe. Lord, help me believe!*” On page 345: “Gavin’s heartbeat hammered the words *stand firm, stand firm, stand firm* into his brain.” On page 346: “*Stand firm, stand firm, stand firm.*” On page 347: “*Truth. Truth.* Gavin knew he had to tell the truth. *Truth is, I’m not paralyzed with terror.*” On page 348: “Gavin gripped the invisible belt at his waist. Was there a speck of truth that could help him now?” On page 348: “*Truth is, God is with me.*” On page 349: “*Stand firm. Stand firm no matter what.* Even as he thought the words, warmth spread from his pocket. *The nail!* The nail Jesus had given him was in his pocket.” Accept additional quotes from the text that the students locate.)**
3. As believers, we are warned throughout the Bible to steer clear of witchcraft and sorcery. Deuteronomy 18:10 says, “Don’t practice divination, sorcery, fortunetelling, witchery, casting spells, holding séances, or channeling with the dead. People who do these things are an abomination to God” (*The Message*). In 2 Kings 21:6, God became angry because King Manasseh misled the Israelites by practicing black magic and fortunetelling. This is just one of the tricks Satan uses

to draw people that do not know any better into his world of lies and deceitfulness. If we are not cautious, we too can be sucked into Satan's seduction. Where else in the Bible are God's believers instructed about witchcraft and/or sorcery? Read and interpret these Scriptures: Leviticus 19:31, Isaiah 8:19, and Galatians 5:19. **(As a homework assignment or extended activity, ask the students to use a concordance to locate additional verses.)**

4. Toward the end of Chapter Thirty-Five, Gavin boldly states, "The power of the Lord flows through this nail." Madam Daark finds this statement "terribly amusing." Gavin knows that the power of the Holy Spirit is flowing through him, and Madam Daark definitely does not have the same power at all. How does this provide an advantage for Gavin as he begins "fencing" with Madam Daark? **(Students will most likely talk about how this makes Gavin stronger because he is with the Lord. Help the students to realize the distraction that takes place among Madam, Bea, and Hee-Haw. The three of them enter into a power struggle when Bea yells for the moldavite. [In the same way, this kind of distraction is exactly how Satan wants to fool us.] Due to the fact that Bea, Madam, and Hee-Haw are active participants in what Gavin calls "voodoo," they lose their focus on the diary and Gavin. Instead, they are engrossed in trying to "out-do" one another. Likewise, this is how the Enemy entangles us in lies and deceitfulness. Help the students to see how the three "sorcerers" are not in agreement with one another at all. Explain how the involvement in such sin can cause disagreement and discord in the lives of people. Discuss how God expects us to live in harmony with each other as believers. Begin with 1 Corinthians 1:10b: "You must get along with each other. You must learn to be considerate of one another, cultivating a life in common.")**
5. Before the chapter ends, it seems as if Gavin has benefited from the distraction and bickering among Madam, Bea, and Hee-Haw. However, at the very last moment, Madam realizes that Gavin is ready to high-tail it out of the Lodge with the diary in tow. Now, Gavin is entangled in vines and trapped on the floor of the Lodge. Ask the students to predict what will happen next. How is Gavin going to escape from this angry dilemma? **(Accept a variety of responses. Once the students have exhausted their responses, ask them if Gavin possesses any weapons that may help him. This will help the students possibly consider the nail in Gavin's pocket, if they did not think of this possibility.)**

### **Exploring Literary Elements:**

Review what a simile is with the students. Ask them to locate similes in Chapter Thirty-Five and copy them from the text or chalkboard:

**"With Bea inching closer, Madam Daark glaring at him, and Hee-Haw perching in the chair ready to pounce, Gavin felt like a fly in a web with three spiders competing for the first bite."**



**“She approached him, as cunningly as a snake.”**

**“She was watching through slanted eyes, like a cat waiting to unsheathe its claws on unsuspecting prey.”**

**“Thick, gnarly vines and briars grew up the side of the Lodge like a fast-forward, time-lapsed Disney movie.”**

**“Knocking him to the floor like a sack of concrete, thistles and treelings engulfed him, sending thorny tentacles up his torso and around his throat.”**

The students will choose one of the similes from the chapter and illustrate it on white paper. They may use crayons, markers, colored pencils, paint, chalk, etc. All pictures must illustrate the details of the simile they have chosen. Students should use the entire white space when creating their illustration.

## Chapter Thirty-Six: *Power Struggle* Pages 353-362

**Vocabulary:** none for this chapter

### **Discussion/Comprehension Questions:**

1. As Gavin lies pinned to the floor with vines sprouting near his mouth and creeping toward his nose, his ears begin to ring. In addition, Gavin hears voices, but they are unclear. Gavin decides to “resign himself to the bleak truth.” Why do you suppose that after all of Gavin’s courage and strength he showed in Chapter Twenty-Five, he would simply stop struggling and give up? **(Accept a variety of responses. Help the students to understand that it is obvious that Gavin could have been interpreting the voices incorrectly. Have them re-visit the text to see what Gavin thought the voices were saying. Could these voices have been the continuous prayers of Uncle Warney and Dexter? Could Uncle Warney have asked God to move the ivy toward Gavin’s pockets to startle Gavin so he would have an immediate reflexive action? Help the students make connections between Uncle Warney’s role and Gavin’s role in this scenario.)**
2. In 2 Timothy 2:17, Paul says, “Their evil teaching will spread like a sickness inside the body.” How are the vines and the treelings like a sickness inside the body? **(A sickness in our body is foreign and does not belong inside of us. God did not create us with sickness. He created us whole and healthy. When we expose ourselves to germs or irritants, we run the risk of becoming ill. It is not until we take medicine that we are healed. The vines and treelings are like a sickness because they too are foreign. They have become so powerful that they begin to entangle themselves around everything. When we open ourselves to witchcraft, sorcery, etc., we are allowing a foreign object to take over or control us. God does not approve of these choices, and the Bible also says that they anger Him. God expects us to choose to distance ourselves from false teachings.)**
3. As Gavin begins to ramble on about the events that took place in the Lodge, Bruce Goodfellow’s expression begins to “harden.” Even Officer Charlie speaks to Gavin in a way that makes Gavin think that he doesn’t believe him. Eric is no support to Gavin because he is standing there in a complete daze. Finally, Gavin questions Dexter out of desperation, but Dexter just says, “I believe you’ve had a long, eventful day, Gavin.” Why does Dexter wink at Gavin after he makes this statement? **(Dexter understands what Gavin has been through in the last few hours. The Lord had chosen to take Gavin directly into battle. Dexter knew that it would be way too much information to try to explain to Bruce Goodfellow. After all, Bruce is not a Christian and therefore could not make any sense out of Gavin’s spiritual warfare. Dexter was saving Gavin from any more disappointment that his father would dish out to him.)**

4. As Uncle Warney approaches the scene, he finds Dexter and Gavin leaning against the old well. The text then says, “A gust of cold air swirled up from the depths nipping at Gavin’s neck.” Who suggested waiting by the well in the first place? **(Dexter)** Is it possible that Dexter leads Gavin to the well for a specific reason? **(Accept a variety of responses. Tell the students to read Isaiah 12:2-5 about receiving salvation with joy in the same way that a person would receive water from a well. After they read this verse, lead them in a discussion about how the well is a symbol. Is it possible that the well will appear in Books Two or Three as Gavin continues his spiritual journey and quest to rid Ashboro of all evil?)**
5. Dexter, Gavin, and Uncle Warney were standing outside of the Lodge recounting the events that Gavin experienced. When Gavin shares how he has once again disappointed his father, Uncle Warney is quick to remind Gavin that nothing is too hard for God. He says, “He’ll come ‘round in due time. Yer dad’s a hard man, but not too hard fer God.” What do you think will happen to Bruce Goodfellow as the Gavin series continues in Book Two? **(Accept a variety of responses from the students.)**
6. On page 359, Dexter is smacking his gum, which releases a hint of cinnamon. Once again, the author has included a reference to smell. In Chapter Thirty-One, Uncle Warney’s breath smells sweet like clover, and Gavin notices Dexter’s cinnamon breath as he is being anointed with frankincense and myrrh. Gavin says that the cinnamon mixes well with the oil. Read Exodus 30:23 in the Bible. Provide the students with the appropriate background before reading the verse. What is the importance of the cinnamon in this Scripture? Why do you think the author chose to have Dexter chew cinnamon-flavored gum? **(Help the students realize that Dexter was present when Uncle Warney anointed Gavin with the oil mixture, and he is now present at the Lodge. The Scripture required Moses to take the finest spices, one of which is cinnamon, to make a holy olive oil. This oil was intended to be administered to people and things to prepare them for service to God. When Gavin is anointed, the author only mentions frankincense and myrrh. However, Dexter is present with the cinnamon breath, and Uncle Warney smells of sweet clover. These two could have served as some of the other ingredients of this holy oil. This should allow the students to see that Uncle Warney and Dexter may need to continue being present as Gavin fights his spiritual battle.)**
7. The very last paragraph of the book reads, “The battle was over—for today, at least. Heaven only knew what the diary would require of him, if and when it opened up. With all those pages still sealed, the battle for good and evil over Burnt Swamp had just begun.” Read the “Meet the Author” section on page 367 in the novel. Discuss how the last paragraph of the book is a parallel for Mrs. Abbott’s call to write *Gavin Goodfellow: The Lure of Burnt Swamp*. **(Students should be able to see how the words “The battle was over—for today, at least” is a parallel to Mrs. Abbott being finished with the first book in the**

**trilogy and publishing it so that it would be readily available to the public. “Heaven only knew what the diary would require of him” is a parallel to the way in which God provided the plan according to His will as Mrs. Abbott wrote the book and the storyline unfolded. “If and when it opened up” may indicate that God is still revealing ideas and truths to Mrs. Abbott as she continues writing the trilogy of Gavin. “The battle for good and evil over Burnt Swamp had just begun” is a parallel because the idea for Gavin came from a call of God to encourage young people to search out the truth and make wise decisions that would lead them into a relationship with Jesus Christ.)**

## Text Extensions

### Class Activities After Reading *Gavin Goodfellow: The Lure of Burnt Swamp*

1. As a class, brainstorm about a series of interview questions for the author. Formally invite the author to your school for a live interview.
2. The class could practice writing friendly letters to the author, commenting on specific details from the text or asking specific questions.
3. Tell the students to log on to [www.gavingoodfellow.com](http://www.gavingoodfellow.com) to explore the web site that accompanies the novel. The students can post comments in the blog section on the site. Students can also ask questions about different characters or events from the novel.
4. Create a scavenger hunt in which students are required to log on to the web site and locate specific information to complete the hunt.
5. Invite the illustrator, Laura Pritchett, to your school for a live interview. Ask her to discuss the techniques she used to create the artwork. The students may prepare interview questions ahead of time.
6. Require the students to read the book review on the back cover of the novel written by Nancy Rue. Have the students write their own book review for *Gavin Goodfellow*.
7. Encourage the students to brainstorm regarding ideas about future events that may appear in Book Two of the *Gavin* trilogy. Using these ideas, the students will write the first chapter of the second novel in the series.
8. Discuss as a class the future role of each one of the characters in the novel. Tell the students to create a chart that lists the characters in the left-hand column and what his/her role will be in the right-hand column.