Crispin At the Edge of the World by Avi

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OBJECTIVES AND SKILLS

Reading:

- reading for pleasure
- reading for comprehension
- reading to gather information

Creative Writing:

- stating and justifying opinions
- writing journal entries
- writing various poetic forms
- writing a book review
- writing an essay
- writing dialogue and scripts
- writing a synopsis of a plot
- writing a letter

Vocabulary Development:

identifying and using:

- using dictionary to look up words
- homonyms & antonyms
- comparative forms

Punctuation

- -identifying and using:
 - periods, commas, exclamation and question marks
 - quotation marks
 - capitalization
 - apostrophe
 - semicolon

Language and Grammar:

- writing in complete sentences.
- identifying and using:
 - nouns, adjectives, verbs, adverbs
 - personal, possessive, reflexive, demonstrative & interrogative

pronouns

- subject and predicate
- adjective & adverb phrases
- dependent & independent clauses
- verb tenses

Elements of the Novel:

- discussing and evaluating various elements of the novel: title, setting, plot,
- writing character studies
- creating plot diagrams
- recognizing literary devices
- changing the point of view

Research Skills:

- using a variety of sources to gather information
- organizing and presenting information

Art & Drama:

- illustrating events from the novel based on the information given.
- creating a book jacket
- creating portraits
- creating a dramatic presentation

Vocabulary and Comprehension

I. Chapters 1 to 4

A. Vocabulary

(What do these words mean? Use a dictionary to look them up if you do not know.)

eked profusely apprehension gestured scrutinizing contempt levity fatigue nether staunched league raillery augury

B. Read Chapters 1 to 4.

C. Understanding What You Have Read

(Answer these questions in complete sentences. Refer to the novel if you need help.)

- 1. Explain why Bear did not want to stop or rest although both he and Crispin were hungry.
- 2. What was an alestake?

What did an alestake hanging outside a house indicate?

- 3. At first the man was willing to sell Bear and Crispin food and drink, but then he changed his mind. Why was this?
- 4. What reasons did the man give for believing Bear to be a traitor?
- 5. What did Crispin have to do after Bear was shot? How did this make him feel?
- 6. Crispin realized Bear was very sick. What were his feelings about this?

D. Thinking About What You Have Read

(These questions ask for your ideas and opinions. Therefore there are no correct or incorrect answers. However, you must justify and give reasons for your answers.)

1. This novel contains many words for articles in use and items of clothing in the Fourteenth Century that may not be familiar to you.

Begin a dictionary listing these words and explaining what they mean.

Your dictionary may contain illustrations.

2. Bear said,

"I'm as easy to find as a cardinal in a flock of ravens." What did he mean? Do you agree with his statement?

3. Do you think the man was justified in viewing Bear as a traitor and enemy? Why or why not?

IV. Chapters 13 - 16 True or False?

1.	Everyone was working in the fields when Aude, Crispin and Troth	
	arrived in the village.	
2.	The man did not want Troth to come near his wife.	
3.	The bailiff thought that although Aude was not a Christian she should	
	help the woman.	
4.	Crispin thought the people would stop the bailiff from hurting Troth.	
5.	The crowd of people attacked Troth.	
6.	Aude was unable to save either the woman or the baby.	
7.	The bailiff kicked Aude as she lay on the ground.	
8.	The bailiff told the villagers to kill Aude.	
9.	Troth ran through the crowd to try and rescue Aude.	
10.	Crispin led the way back to the hut to find Bear.	
11.	Bear, Crispin and Troth had to leave because men from the Brotherhood	
	were pursuing them.	
12.	The only thing that Troth wanted to take with her was a sprig of hawthorn	
13.	Bear and Crispin promised that they would always protect Troth.	
14.	Bear said they should head for the coast.	
15.	Bear's fever was made worse by the hard traveling as they made their	
	escape from the angry villagers.	
16.	Crispin told Troth he was sorry he had ever thought she might be evil.	

Elements of the Novel - # 6

Point of View



The novel is told by Crispin and reflects his point of view. That is we see the events as Crispin saw them.

Would the novel be different if it had been written from a different character's point of view.?

Choose three of the following and rewrite them as if they were told by the indicated characters.

- a) the visit of Bear and Crispin to the house with the ale-stake as told by the man who owned the house.
- b) the first sight of Crispin and the injured Bear in the woods as told by Troth.
- c) searching the ships in Rye as told by one of the men searching for Bear and Crispin.
- d) the storm at sea as told by the captain of the cog.
- e) the battle at Bources as told by Sir Richard Dudley.

Elements of the Novel - #7



Fact and Fiction

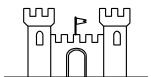
Crispin At the Edge Of the World is an historical novel.

This means that the setting takes place in the past and the plot has some basis on historical events.

Make a list of events and characters that are fiction and others that are fact.

Present your lists in the form of a chart.

Integrated Activities - #4



Whole Class Activity

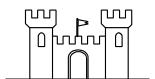
Divide the class into groups and give each group an event from the novel to improvise as a short play.

Impress on the students that this is an improvisation and although a plan must be developed, "lines" may not be written down.

Allow time for the students to practice their presentations.

Have the groups present their improvisations in chronological order.

Integrated Activities - #5



Create a series of five portraits of the characters from *Crispin At the Edge Of the World*.

Your portraits can be done in paint, pastel or colored pencil on sheets of 12" by 18" paper.

Refer to the novel for descriptions of the characters to ensure they are accurate.

When you have completed the portraits, compare them with those done by other members of the class.

How are the portraits similar? How are they similar?

Display the portraits in the classroom or a hallway.