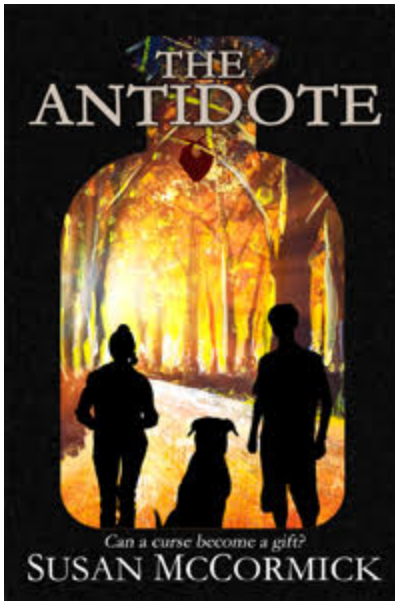


THE ANTIDOTE

3-WEEK **HYPERDOCS** CURRICULUM

WITH AN [INTERACTIVE STUDENT DIGITAL WORKBOOK](#)
AND [MEDICAL JOURNAL!](#)



Downloaded from susanmccormickbooks.com

Aligned to [Common Core English Language Arts Standards](#)

Developed in conjunction with Danielle Monock, ELA Master Teacher (NY) and ProjectLit Chapter Leader

This standards-aligned curriculum guide will help students identify and analyze the development of themes in *THE ANTIDOTE* over the course of the text, including its relationship to the characters, setting, and plot. This document will also aid students in analyzing how particular lines of dialogue or incidents in *THE ANTIDOTE* propel the action, reveal aspects of a character, or provoke a decision. Students will practice citing textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text. Additionally, students will make connections to the world around them by learning about various diseases, the effect these diseases have on society, and how these illnesses compare to the pandemic the world is currently experiencing. This text will allow students to engage in thoughtful discussion on the

impact of disease on people throughout the world, while also exploring how a fictional story can help them learn about real world issues.

FOR TEACHERS: [Click here](#) to access a video tutorial for using this curriculum guide, the interactive student workbook, and medical journal

Week One

This week's vocabulary words: antidote, Heimlich Maneuver, liposuction, translucent, hallucination, capacity, hatchery, euphemisms, foe, maneuver, tangent, impervious, mesmerized, careened, plausible, loathing, sanctuary, veritable, catatonic, indisposed, thwart, imperceptible, impotent, decree, leprosy, tenacity, empathy, vendetta

Week One Vocabulary List and activities can be found on Quizlet [Click here](#)

The definitions here are as the words are used in the context of the novel

Read	Directions	Date Completed
<p>Week One Day 1 Preview the novel and Read Ch 1 - 5</p> <p>Learning Target: I can build background knowledge about a text by defining vocabulary terms.</p> <p>I can identify the exposition in a novel by examining key facts and details the author provides to the reader.</p> <p>I can identify various diseases,</p>	<p>Preview to Reading/Building Background Knowledge Look at the cover of the novel. What do you see? An antidote is defined as: Based on the title and the definition of antidote, what do you think this novel is going to be about? Why?</p> <p>Chapter 1: Black Plague (Medical Journal Activity 1) Watch Black Plague Video 1 & Black Plague Video 2 and look at pictures on slide. Complete the chart that follows.</p> <p>Chapter 2: The Hot-Dog Kid Comprehension Questions Who are the characters tha Alex sees during lunch? How does he feel about each of these characters? Describe the incident in the lunchroom. What happens? Why is it strange? What do you think is going on here?</p> <p>Chapter 3: Translucent Man Comprehension Questions Who is Translucent Man? What other strange incidents has Alex been a part of? What is Alex looking for in this chapter?</p> <p>Chapter 4: Cholera (Medical Journal Activity 2) Watch Cholera Video 1 & Cholera Video 2 and look at pictures on slide. Complete the chart on the slides that follow.</p> <p>Chapter 5: The Explanation</p>	

<p>the symptoms and the impact they have on society.</p>	<p>Comprehension Questions What do we learn about Alex? Describe Alex’s home. Why do you think the author included these details about his home? What is Alex’s full name? What is the significance of his name? Can you relate to the reason why Alex has this name? Explain.</p> <p>Teaching Activities Chapters 1-5 Slides 3-7 in Workbook Have students watch either or both of these videos on elements of plot in a fictional story. Video 1 - Plot Mountain Video 2 - Elements of Plot - Khan Academy After reading Chapters 1-5 have students begin completing this Elements of Plot chart for the beginning of the story. They can continue to add to it as the novel progresses. You may also want to use this Elements of Plot chart for your students as well, because there are multiple instances of falling action.</p>	
<p>Week One Day 2 Read Ch 6-10</p> <p>Learning Target: I can analyze and describe how the author uses symbolism to convey ideas to the reader.</p> <p>I can make inferences about characters throughout the text by examining their actions and key details in the text.</p>	<p>Chapter 6: La Grippe (Medical Journal Activity 3) Watch The Spanish Flu Video 1 and The Spanish Flu Video 2 and look at pictures on slide. Complete the chart on the slides that follow.</p> <p>Take Notice & Discuss What patterns are you beginning to notice in the structure of the chapters of the novel? What do some of the chapters focus on? Why might the author have done this?</p> <p>Chapter 7: The Clog Comprehension Questions What happens to Mr. Cylinder? How does it affect Alex? (Medical Journal Activity 4) Watch: Heart Disease Video and What Happens During a Heart Attack? and look at the pictures on the slides. Complete the chart on the slides that follow.</p> <p>What are the similarities between what happened with the pipes in the classroom and what is happening with Mr. Cylinder’s heart? What do the pipes in the classroom symbolize?</p> <p>Chapter 8: Measles (Medical Journal Activity 5) Watch Measles Video and look at the pictures on the slides. Complete the chart on the slides that follow. Comprehension Questions: Who do you think the man with the red handkerchief is? Why does he keep appearing in these chapters? What might the red handkerchief symbolize?</p> <p>Chapter 9: The Tunnel in The Mountain Comprehension Questions What does the tunnel in the mountain symbolize? Video on Catherization of heart What kind of relationship does Alex have with his dad? With his</p>	

	<p>mom? With his grandfather? How does Alex’s father react to what happened to Alex in school that day? Why do you think he might have reacted like this?</p> <p>Chapter 10: The Man At the Bus Stop Comprehension Questions Alex is struggling with what thoughts? What happens with the man at the bus stop? What do you think Alex’s reaction to him might mean?</p> <p>Teaching Activities Chapters 6-10 Slides 8-12 in Workbook Have students examine symbols that are familiar to them. (Statue of Liberty as an example) Explain that sometimes authors use symbols to represent things in a more poetic way. Video 1 - Symbolism Video 2 - Symbolism Anchor Charts on Slides 10 & 11 After reading Chapters 6-10 have students look for items they think may be symbols in the text and what they represent on Slide 12. They can continue to add to this graphic organizer as the novel progresses.</p>	
<p>Week One Day 3 Read Ch 11-15</p> <p>Learning Target: I can utilize my background knowledge as well as evidence from a text to make inferences and make predictions while I read.</p>	<p>Chapter 11: To See Comprehension Questions Mini-Lesson: Character Perspective From whose perspective is this chapter told? How do you know? Cite evidence from the text. Who is the child mentioned in this chapter? What do you think might happen next?</p> <p>Create Draw a picture of what you think Alex sees when he looks at the man at the bus stop.</p> <p>Chapter 12: The Bees Comprehension Questions What do we learn about Alex in this chapter? Why is this event unexpected? Why might this information be important? Background knowledge on bee sting allergies: Bee Sting Allergies (Medical Journal Activity 5) Watch: Bee Sting Allergy Video and look at the pictures on the slides. Complete the chart on the slides that follow.</p> <p>Chapter 13: Valentine Comprehension Questions Who does Alex find in the woods? What is Alex’s plan? Watch this video to learn about the author’s own dogs: Meet the Dogs That Were the Inspiration for Valentine</p> <p>Chapter 14: The Belch</p>	

	<p>Comprehension Question How do you think Alex’s mom is going to react to what Valentine did in this chapter? Why?</p> <p>Chapter 15: I Can See Disease Comprehension Questions What has Alex’s mom figured out? Why do you think Alex thinks to himself: “And he knew that this was one of those things he should not have told his mother?”</p> <p>Teaching Activities Chapters 11-15 Slides 13-16 in Workbook Have students think about how their experiences affect how they understand what they are reading. Show the video and pause during the spots that the video cues you to pause. Ask the students the questions that appear on the screen. Watch:Making Inferences Video Anchor Chart on Slide 14 After reading Chapters 11-15 have students answer the questions on slides 15 & 16 which will require them to make inferences and predictions about the novel.</p>	
<p>Week One Day 4 Read Ch 16-20</p> <p>Learning Target: I can identify character traits and evaluate the relationships between characters in <u>The Antidote</u> by examining how the author uses characterization techniques.</p>	<p>Chapter 16: The Marble Comprehension Questions Who is Alex and his family going to visit? What is the name of the town? Why don’t they go to visit often anymore? What does Alex wonder about his ancestors? What does Alex realize he has in common with his grandfather? What memory confirmed this? What do you think might happen when Alex and his family get to their destination?</p> <p>Chapter 17: ILL Comprehension Questions What warning does Grandpa give Alex when they first arrive? Who do you think ILL is?</p> <p>Chapter 18: Evil Comprehension Questions What does Grandpa reveal about the Revelstoke family? What is ILL? What has ILL caused? What can Revelstokes do to ILL? Polio (Medical Journal Activity 7) * Polio is also mentioned in Chapter 22. You may want to save this activity for Chapter 22 or introduce it now depending on your preference. Watch: Polio Video 1 and Polio Video 2 and look at the pictures on the slides. Complete the chart on the slides that follow. Who stopped ILL last? Why do you think Alex’s mother is reacting the way she is in this</p>	

	<p>chapter? What does this reveal about her character?</p> <p>Chapter 19: Grandma Bea Comprehension Questions Describe what Grandpa thinks made ILL angry. What happened to Grandma Bea? Why aren't Alex and his family safe anymore?</p> <p>Chapter 20: Lepra (Medical Journal Activity 8) Watch Lepra Video and Leper Colony Video and look at the pictures on the slides. Complete the chart on the slides that follow. This chapter details how people with leprosy, known as lepers were treated by society. They were forced out of their homes and made to live as outcasts until they eventually died.</p> <p>Comprehension Questions What happened to the boy who lost his mother? What does he receive from the leper he meets? What does he learn about his mother? What happens at the end of the chapter between him and his brother? Who do you think this boy is? Why?</p> <p>Teaching Activities Chapters 16 - 20 Slides 17-20 in Workbook Have students think about how they would describe someone they know. How do they know these things about the people around them? Authors let the readers know about their characters by using characterization in their writing. Watch Characterization through Disney's Frozen Anchor Charts on Slide 18 Character Traits Bank on Slide 19 After reading Chapters 16 - 20, have students complete the chart and questions on slide 20 where they explore the characters of Alex, Grandpa and ILL. Have students support their responses with evidence from the text.</p>	
<p>Week One Day 5 Chapters 21-25</p> <p>Learning Target: I can identify the literary term theme and examine how</p>	<p>Chapter 21: All That is Left Comprehension Question What do you think Alex is feeling as he learns about his family's history?</p> <p>Chapter 22: The Shackles Polio (Medical Journal Activity 8 you may want to revisit this with your students or save the activity for this chapter) Comprehension Questions: Which Revelstoke ran from his friend with polio? Why? Who was Asc?</p>	

themes begin to develop in The Antidote by continuing to examine key facts and details in the text.

MRSA (Medical Journal Activity 9)

Watch [Staph Infection/MRSA Video 1](#) and [Staph Infection/MRSA Video 2](#) and look at the pictures on the slides. Complete the chart on the slides that follow.

Comprehension Questions

What happened to Asc?
How did he shackle ILL?

Chapter 23: The Weakness

Comprehension Questions

What happened to ILL after his encounter with Asc?

Chapter 24: Part of ILL

Comprehension Questions

How is Alex's gift different from Grandpa's?

Dangers of Smoking (Medical Journal Activity 10) Watch

[Video 1](#) and [Video 2](#) and look at the pictures on the slides.

Complete the chart on the slides that follow.

If you could give Alex advice? What would you say to him? Why?

Chapter 25: The Vendetta

Comprehension Questions

What is a vendetta?

What did the boy find out about his brother? How did it make him feel?

Why do you think he reacted this way?

Teaching Activities Chapters 21-25 Slides 21-23 in Workbook

Have students watch the video on how to find the theme in a piece of literature.

Watch [What is a Theme?](#)

Have students identify what a theme is and what it isn't and how authors develop themes in their writing?

Anchor Chart on Slide 22

After reading Chapters 21-26, have students identify topics that are emerging that could develop into themes of the text. Have students support their responses with evidence from the text.

ASK: What *theme topics* do you see in this story?

Where do you see hints of these themes or theme topics in the text. Cite page numbers in your answer. [FAMILY, LOYALTY, FRIENDSHIP, COMMUNITY, PERSEVERANCE.]

Week Two

This week's vocabulary words: sentry, sauntered, intimate, fantastical, oblivious, slackened, conjure, imploring, luring, warily, tainted, emanated, scrawny, reign, geniality, menacing, ominous, expendable, allure, epidemic, impotent, imminent, balked, eluded, gouge

Week Two Vocabulary List and activities can be found on Quizlet [Click here](#)

The definitions here are as the words are used in the context of the novel

Read	Directions	Date Completed
<p>Week Two Day 1 Chapters 26-30</p> <p>Learning Target: I can identify the mood in a text and how authors create mood by examining key words and phrases while I read.</p>	<p>Chapter 26: Like Bea Healthy Diet (Medical Journal Activity 11) Watch Healthy Diet Video 1 and Healthy Video Diet 2 and look at the pictures on the slides. Complete the chart on the slides that follow.</p> <p>In this chapter we learn ILL not only causes disease but is also responsible for making humans crave things that are knowingly bad for them like sugar, foods high in fat, cigarettes, and larger portion sizes. Think about the foods you eat on a daily basis. Do you consume things that are not healthy for you? How can you develop healthier eating habits?</p> <p>Comprehension Question What does Alex realize in this chapter? How would you describe Grandpa's health? Why? What advice does Grandpa give Alex? How do you think he will use this advice?</p> <p>Chapter 27: It's Best Not to Know Your Classmates Wet the Bed Comprehension Questions Describe what happens in this chapter. Why do you think the author includes this flashback? What does it reveal about Alex?</p> <p>Chapter 28: Fat on Fat Comprehension Questions Describe what ILL notices in this chapter. How does what he notices contribute to the health of humans? How can we eat healthier?</p> <p>Chapter 29: The Test Comprehension Questions What happened with the little girl and her mother, Imogene? How does Alex react? How does Grandpa react? How does Alex's mother react? How does Alex's father react? What does Grandpa reveal at the end of the Chapter? What would</p>	

	<p>be the reason for this test?</p> <p>Chapter 30: The Antidote Comprehension Questions Why is Alex's family leaving Grandpa's cabin? What advice does Grandpa give Alex? What are the two items Grandpa gives Alex? What is the antidote? Why didn't Alex's grandfather use it to save Bea? What must Alex do to defeat ILL?</p> <p>Teaching Activities Chapters 26-30 Slides 25-28 in Workbook Have students watch the video on how to identify mood in a piece of literature and how authors incorporate mood in their writing.</p> <p>Mood Watch Have students watch What's the Mood? and use this Mood Word List to help them identify the different moods they may come across while they are reading. Have students identify what a mood is and how authors develop themes in their writing. Anchor Chart on Slide 26. After reading Chapters 26 - 30, have students do the Mood practice passages on Slide 27. Students will then independently choose a section of the reading and identify the mood of the text on their own in the chart on Slide 28.</p>	
<p>Week Two Day 2 Chapters 31-35</p> <p>Learning Target: I can identify what an allusion is and why authors include allusions in their writing by examining key facts and details from the text and utilizing my own background knowledge.</p>	<p>Chapter 31 One Left Comprehension Questions How does this chapter make you feel? Why? (Spiral back to MOOD)</p> <p>Chapter 32: Miracle Comprehension Questions What happens to Mr. Tanner? (Mr. Tangential) Who does Alex think is responsible for what happened? What happens to Sam? What role does Alex play in helping Sam? Hypertrophic Cardiomyopathy (Medical Journal Activity #12) Watch Hypertrophic Cardiomyopathy and How to Use an AED and look at the pictures on the slides. Complete the chart on the slides that follow.</p> <p>Chapter 33: The Blue-Haired Girl Comprehension Questions Who does Alex meet at the library? What do we learn about the blue-haired girl? What do you think happened to Valentine? Why?</p>	

<p>Learning Target: I can identify the elements of the hero's journey and utilize a graphic organizer to begin to track Alex's journey.</p>	<p>Chapter 34: Pain Appendicitis (Medical Journal Activity #13) Watch What is Appendicitis? And 5 Signs to Tell if Your Appendix is At Risk and look at the pictures on the slides. Complete the chart on the slides that follow.</p> <p>Comprehension Questions What does Penelope share with Alex? What does this reveal about her? (Think back to the character traits from last week.) What happens to Alex and Penelope? What happens to Alex? Who caused this? How do you know? How was Alex able to overcome this incident? What does the phrase, "mind over matter" mean? Share out, give an example of when you or someone you know used their mind to overcome something difficult.</p> <p>Chapter 35: Mrs. Lemon's Lemon Who was Mrs. Lemon? What happened to her? Why do you think the author keeps bringing up events and people from Alex's past?</p> <p>Teaching Activities Chapters 31-35 Slides 29-35 in Workbook Allusions/Hero's Journey (This lesson may require multiple class periods) Have students watch the video on what allusions are and why authors include them in their writing. Watch Allusions Have students identify what an allusion is, why they are important to pay attention to, and why authors include them in their writing. Anchor Charts on Slides 30 & 31. On Slide 32, have students identify the allusions being made. On Slide 33, have students analyze the allusion about Penelope's name. Students can learn more about <i>The Odyssey</i> by going to these links: The Odyssey Animation Everything You Need to Know About The Odyssey, Video Sparknotes, Students can learn more about <i>The Iliad</i> by visiting Troy Story: The Iliad</p> <p>Humanities Connection Learn more about Penelope and the artwork inspired by her by visiting this link</p> <p>The Hero's Journey Watch What is the Hero's Journey? And The Hero's Journey in Five Disney Movies Hero's Journey on Slide 35. Free worksheet and examples here</p>	
<p>Week Two</p>	<p>Chapter 36: Still Here Comprehension Question</p>	

<p>Day 3 Chapters 36-40</p> <p>Learning Target: I can determine how authors use setting to drive the plot of a story by paying attention to characters' actions and decisions.</p>	<p>What do you think ILL wants from Alex?</p> <p>Chapter 37: Hot Cocoa Comprehension Questions What happens when Alex and Penelope get back to Alex's house? Why doesn't Alex tell his father what happened in the woods? Do you think he should have told his father? Explain.</p> <p>Chapter 38: Even With Shackles Comprehension Questions What does Grandpa tell Alex? What do you think Alex will do next? What advice would you give Alex at this moment?</p> <p>Chapter 39: Blood Stomach Ulcer (Medical Journal Activity #14) Watch: Stomach Ulcer Video and look at the picture on the slides. Complete the chart on the slide that follows.</p> <p>Comprehension Questions What happens to Penelope? What does Alex finally figure out how to do? How does Penelope get better? How does this chapter change Alex's attitude towards his gift?</p> <p>Chapter 40 Alive Comprehension Questions What does this chapter reveal about Penelope? What do you think will happen between her and Alex? Why?</p> <p>Teaching Activities Chapters 36-40 Slides 21-23 in Workbook Have students watch the video on what allusions are and why authors include them in their writing. Watch Flocabulary Video on Setting Examine the setting of <i>The Antidote</i> on Slide 37 HOH Rainforest Visiting the HOH Rainforest Website HOH Rainforest Google Earth Tour Washington State Park Seven Wonders of Washington State Park: Mt. Rainier</p> <p>After reading Chapters 36-40, have students complete the chart on Slide 38 using different scenes from the novel. Spiral back to the setting video as needed.</p>	
<p>Week Two Day 4 Chapters 41-45</p>	<p>Chapter 41: So Close Comprehension Questions What do you think ILL is referring to when he thinks he is "so close"? So close to what?</p>	

<p>Learning Target: I can examine how foreshadowing is used by an author to impact my understanding of a text.</p>	<p>How do you think he will “increase the stakes”?</p> <p>Chapter 42: The Last Revelstoke Comprehension Questions What do Alex and Penelope discover in the woods right after her stomach ulcer incident? How is this different from what they encountered before? How has Alex’s perspective shifted? What does he know he must do?</p> <p>Chapter 43: The Other Sign Comprehension Questions What does Grandpa tell Alex about the black cloth? What does this mean for Alex and the rest of the world?</p> <p>Chapter 44: Worse Than Smallpox Smallpox (Medical Journal Activity #14) Watch Americapox: The Missing Plague and How We Beat Smallpox and look at the picture on the slides. Complete the chart on the slide that follows. Comprehension Questions Why should Alex be extremely fearful of ILL now?</p> <p>Chapter 45: Don’t Tell Comprehension Questions What does Ms. Parker tell Alex? Why do you think she told Alex this information? What is the connection between Ms. Parker and Penelope? How did you feel at the end of Chapter 45? Why?</p> <p>Teaching Activities Chapters 41-45 Slides 39 in Workbook FORESHADOWING Have students watch the video on what foreshadowing is and why authors include it in their writing. Watch Foreshadowing Have students identify what foreshadowing is, how authors show it, and how the video foreshadowed events? Ways Authors Use Foreshadowing: Narrator’s Statement, Dialogue, Figurative Language - Symbolism, Imagery, Metaphors, Similes. Anchor Chart on Slide 40. After reading Chapters 41-45, have students identify various instances where foreshadowing is used. For example, “You are the last Revelstoke” has been repeated a few times in the novel. Why might this be important later on. What does it mean?</p>	
<p>Week Two Day 5 Chapters 46-50</p> <p>Learning Target: I can analyze</p>	<p>Chapter 46: Release the Shackles Comprehension Questions What is the lie that ILL has told? Have the Revelstokes believed this lie? How do you know? What do you think will happen next? Why?</p>	

<p>characters by examining their actions and how these actions drive the plot of a story.</p>	<p>Chapter 47: The Cave Rabies (Medical Journal Activity 15) Watch Rabies Video and look at the picture on the slides. Complete the chart on the slide that follow Comprehension Questions Where do Alex and Penelope go? Who do they find? What has happened to him and how do they know? What do you think will happen to Valentine based on what you learned about rabies and how far along Valentine's symptoms are?</p> <p>Chapter 48: The Super Disease Comprehension Questions What has ILL done to Valentine? What has Valentine done to Alex? Describe what Alex does to save Valentine? What does ILL reveal about his plan? How will he infect the entire planet? Does this sound like anything you have experienced before? How does Penelope help Alex? Describe what Alex does after Penelope helps him. What will happen next? How do you know?</p> <p>Chapter 49: Over Comprehension Questions How does Alex's mom being a worrywart help Alex? How do you think Alexa's grandfather feels about hearing the news about what Alex has accomplished?</p> <p>Chapter 50: The World is Full of Chocolate Dingaloos Comprehension Questions Why does Alex's mom like Valentine so much? Why is it a special treat for Alex to have a chocolate dingaloo? How does Alex feel when he goes to bed that night? What does he have planned? Why?</p> <p>Teaching Activities Chapters 46-50 Slides 42 in Workbook Have students watch the video on Characters' Actions and why we should pay attention to them. Watch Character's Actions Have students identify why paying attention to characters' actions is so important. Anchor Chart on Slide 43. After reading Chapters 46-50, have students explain how the two examples on slide 44 drive the plot. Students will go back in the text and find their own examples of how characters' actions drive the plot.</p> <p>Have students go back to the plot diagram (slide 7 and revisit theme topics. How are themes developing?</p>	
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Week Three

This week's vocabulary words: ascent, mundane, inconclusive, jabbered, sly, cataclysm, caressed, resonated, din, tentative, vanquished, transfixed, insidiously, dissipate, serene, dispensable, sodden, thwart, chasm, futility, precipice

Week Three Vocabulary List and activities can be found on Quizlet [Click here.](#)

The definitions here are as the words are used in the context of the novel

Read	Directions	Date Completed
<p>Week Three Day One Read Ch 51-55.</p> <p>Learning Target: I can define and explain what a character arc is and how authors utilize plot to show growth and change their characters.</p>	<p>Chapter 51: Red Death-Signal Comprehension Questions What traces of ILL are left behind that Alex notices? Where does Alex take Penelope? Why do you think he takes her here? How does she react?</p> <p>Chapter 52: Hideous, Wonderful, Glorious Breath Comprehension Questions What does Alex learn about pancreatic cancer in this chapter? What does he need to know about Ms. Parker once he finds out this information? What does Alex do to test out a theory he has? What made him think to do this? What does he discover as a result of the test he conducts with Valentine and Ms. Parker?</p> <p>Chapter 53: Green Eyes Comprehension Questions Describe what happens in this chapter. What do you think happened to Penelope? Why?</p> <p>Chapter 54: Fish Boy Comprehension Questions How is the scene in the lunchroom in this chapter different than when we first met Alex? What has changed? How does Alex finally feel amongst his peers? Who ruins this feeling? What does Alex do that saves the day (again)?</p> <p>Chapter 55: Friends Comprehension Questions What does Alex suspect about Sebastian? How did Alex's parents meet? What can happen to medical students when they learn about new diseases? How does Alex feel at the end of this chapter? How do you know?</p> <p>Teaching Activities Chapters 51-55 Slides 46-48 in Workbook</p>	

	<p>Have students watch the video on the character arc of Ironman Tony Stark. Watch: The Marvel Tragedy: The Arc of Tony Stark Have students identify the character arc of Ironman. Anchor chart on Slide 48. Have students complete charts on Slides 52 and 53 and answer the questions.</p> <p>Think about: Is Alex the same person he is now as he was at the start of the book? Discuss the definition of character arc (the transformation or inner journey a character undergoes over the course of a story).</p> <p>Discuss and Answer: How have Alex’s motivations shifted from the start of the book to this point in the novel? What is Alex able to do now that he struggled with at the beginning of the novel? How does the author use plot to change Alex? Use this diagram to help track changes. Character Changes Diagram Remind students to revisit the Hero’s Journey Chart on Slide 35.</p>	
<p>Week Three Day Two Read Ch 56-60</p> <p>Learning Target: I can identify the different types of conflict in a text and how these conflicts reveal information about the characters dealing with them</p>	<p>Chapter 56: Medical Student Disease of the Week Diabetes: (Medical Journal Activity 17) Watch What is Diabetes? And Living With Diabetes - Molly and look at the picture on the slides. Complete the chart on the slide that follows.</p> <p>Comprehension Questions What does Alex do when he gets home? What does he think Sebastian has? What are Sebastian’s symptoms? How is he going to find out if Sebastian is sick? Do you think this plan will work? Explain.</p> <p>Chapter 57: The Red Handkerchief Comprehension Questions Describe the game that Alex and the twins play in the gym. What does Alex discover about Sebastian? What does he see in the locker room right after his vision clears? What do you think this means?</p> <p>Chapter 58: Back to the Cave Comprehension Questions What does Alex discover when he goes back to the cave? How could this be? What do you think will happen next?</p> <p>Chapter 59: Useful to be Dead Comprehension Questions</p>	

	<p>What do we learn about ILL in this chapter? What do you think it means when he said, “Sometimes it was useful to be dead?” What do you think he has planned for his “Final play”?</p> <p>Chapter 60: Still Time Comprehension Questions Why can't Penelope help Alex? Where do you think Alex is going? Where did all of this start? Why do you think the author keeps reminding the reader that Alex is the last Revelstoke?</p> <p>Teaching Activities Chapters 56-60 Slides 49-54 in Workbook Have students watch the video on conflict and why authors include conflict in their writing. Watch: Learning Conflict Through Film and TV Clips and Learn Different Types of Conflict Through Clips Have students identify the different types of conflict found in literature. Anchor chart on Slide 50. Have students complete charts on Slides 51-53 and answer the questions on Slide 54. Fill in conflict section on Plot Diagram started on Slide 7.</p>	
<p>Week Three Day Three Read Ch 61-65</p> <p>Learning Target: I can examine the ways authors develop characters and how characters' choices, actions and experiences reveal the theme of a text.</p>	<p>Chapter 61: Waiting Forever Comprehension Questions How long has ILL been planning to unleash this super disease? Do you think he is capable of releasing it? Explain your reasoning.</p> <p>Chapter 62: The Bus Stop Comprehension Questions What was ILL able to make Alex do? What is the result of Alex reacting to ILL the way he did? What happened to Alex? What happens to ILL? What do you think might happen next? Why?</p> <p>Chapter 63: Free Comprehension Questions Why did Alex use the antidote? What does this reveal about who he is? What do we learn about the two colored handkerchiefs ILL uses? What does each color do? How was ILL able to survive the incident in the cave?</p> <p>Chapter 64: The Trap Comprehension Questions Who comes to Alex's rescue? How is he saved?</p>	

	<p>What does Alex realize he did? How does he feel about it? What do you think he will do next?</p> <p>Chapter 65: Disease Comprehension Questions Why does ILL want to release this super disease on Mt. Rainier? How will this disease spread? Would you be scared of contracting this disease? Explain.</p> <p>Teaching Activities: Chapters 61-65 Slides 55-60 in Workbook Have students watch the video on how characters help reveal the theme of a text. Watch: Characters and Theme Development Have students complete charts on Slides 56-59 and answer the questions. List of character flaws for students</p> <p>Figure out the theme of the text by focusing on one of the characters and asking yourself: What is the author trying to say about life through the use of this character and his/her personality, choices and experiences? (This could be through race, status, place in society, their actions and thoughts.)</p>	
<p>Week Three Day Four Read Ch 66-71</p> <p>Learning Target: I can make predictions about how the novel will end by making inferences and citing evidence from the text. I can identify the themes of the novel.</p>	<p>Chapter 66: The Mountain Comprehension Questions What is the meaning of Alex’s name? Why do you think Penelope reveals this information to Alex? Where are Alex and Penelope headed and why?</p> <p>Chapter 67: Up Watch Videos: Tour of Mt. Rainier Mt. Rainier Summit Inside a Crevasse on Mt. Rainier What are you surprised by? Comprehension Questions Describe what Alex and Penelope are doing during this chapter. What does it appear ILL is planning to do in this chapter? Do you think they will be able to stop him?</p> <p>Chapter 68: The Crevasse Comprehension Questions What is a crevasse? What happens to Penelope? What happens to the super disease? What does Alex try to do but fail? What is Alex’s dilemma?</p> <p>Chapter 69: The Train Comprehension Questions</p>	

	<p>What happens to the super disease? What happens to Penelope? What happens to ILL and Alex?</p> <p>Chapter 70: Black and Red Comprehension Questions What happens with the handkerchief in this chapter? What is a fumarole? What happened when Alex touched ILL? Describe what happens to ILL. How do Penelope and Alex react?</p> <p>Chapter 71: A Flip Comprehension Questions How is Alex able to cure people? Who does he cure once he realizes this information? What is the significance of the avocado advertisement at the bus stop? How does it signal a change in the novel? How does the last line in the novel, "They promised they'd show me how to do a flip," show how Alex has changed from when we first met him?</p> <p>End of novel Reflection: What did you think about how the story ends? What do you think is next for Alex? Why? Revisit the question: Can a curse become a gift? Explain.</p>	
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<p>Week Three Day Five Final Project</p> <p>Learning Standards: SEE BELOW</p> <p>Learning Target: I can synthesize what I have learned from reading <u>The Antidote</u> by Susan McCormick and demonstrate my understanding by completing a final project.</p>	<p>As a culmination of the novel, you may give your students the option to do a choice board project and/or an essay.</p> <p>Choice Board Project: This project has nine activities for students to choose from to showcase their take-aways and understandings of the novel. Within each box, there is an activity and supporting links to help students complete the activities. The second page of the project is success criteria in the form of a rubric to help students understand how to monitor their own fulfillment of the requirements of the task. You may choose to have students complete as many or as little of these activities as you wish. For nine box choice boards, I like to encourage students to try to do three assignments in a row, and get Tic-Tac-Toe.</p> <p>Written Essay: The cover of the novel features the question “Can a curse become a gift?” This assignment asks students to explain how this question reveals the development of Alex’s character as well as develops the plot of the story. There is a graphic organizer for students and a rubric included with this assignment.</p> <p>Educator Videos for Writing Instruction How to Write an Introductory Paragraph How to Embed Quotes to Improve Writing Flow and Voice 11 Words to Strike from Student Writing How to Write a Concluding Paragraph</p>	
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The Antidote - FINAL Project Objectives

The goal of these projects are to challenge students to synthesize the information they have learned about the novel, the literary devices the author used and how all of these skills come together to develop a plot and theme. Students may have the option of doing one or both of these projects at the discretion of their teacher.

LEARNING OBJECTIVES

- SWBAT write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SWBAT use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- SWBAT conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- SWBAT determine the meaning of words and phrases as they are used in a text, including vocabulary describing scientific/medical terms and diseases.
- SWBAT analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- SWBAT determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.