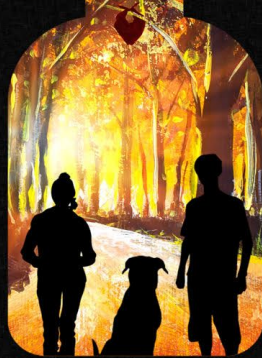


THE ANTIDOTE



Can a curse become a gift?

SUSAN MCCORMICK

Interactive Digital Student Workbook

*Created by Danielle Monock as an accompaniment to
The Antidote curriculum guide*



Week One



This week will begin with an introduction to the text, the characters, and how the author uses literary devices to craft a narrative.

(All [blue](#) text is hyperlinked to a resource or other slides.)

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

Day One Preview and Chapters 1-5	<p>Learning Target: I can build background knowledge about text by defining vocabulary and terms. I can identify the exposition of a novel by examining key facts and details the author provides to the reader.</p> <p>During this lesson, we will examine the title and cover of the novel as well as take notice of the introduction of the main characters and setting, and build background knowledge to increase our understanding of the novel.</p> <p>Begin using and looking through your Scientific Medical Journal. Click here to make a copy for yourself. Put your name in the title of the File and on the cover. (VIDEO DEMONSTRATION HERE)</p> <p>Complete slides 3-7 (Medical Journal Activities: Black Death & Cholera)</p>
Day Two Chapters 6-10	<p>Learning Target: I can identify and explain the reasons why authors use symbolism in their writing. I can identify symbols throughout a text as I read by examining key facts and details.</p> <p>During this lesson we will be learning about what symbolism is and why authors use it in their writing, as well as analyze symbols in the text.</p> <p>Complete Slides 8-12 (Medical Journal Activities: La Grippe/Spanish Flu, Heart Attack/Catheterizations, & Measles)</p>
Day Three Chapters 11-15	<p>Learning Target: I can utilize my background knowledge as well as evidence from a text to make inferences while I read.</p> <p>During this lesson, we will use the details in the text and what we already know about the world to make inferences about the characters and events in the story.</p> <p>Complete Slides 13 - 18 (Medical Journal Activities: Bee Sting Allergies)</p>
Day Four Chapters 16-20	<p>Learning Target: I can identify character traits and evaluate the relationship between characters in <i>The Antidote</i> by examining how the author utilizes characterization techniques.</p> <p>During this lesson we will explore how authors reveal aspects about characters throughout a text and how the reader gets to know the characters better.</p> <p>Complete Slides 17 - 20 (Medical Journal Activities: Polio, Healthy Diet & Leprosy)</p>
Day Five Chapters 21-25	<p>Learning Target: I can identify the literary term "theme" and examine how themes begin to develop in <i>The Antidote</i> by continuing to examine key facts and details from the text.</p> <p>During this lesson we will identify what a theme is and how it begins to develop throughout a text.</p> <p>Complete Slides 21 - 24 (Medical Journal Activities: Staph Infection/MRSA & Dangers of Smoking)</p>

Day One: Your Scientific Medical Journal

As we read *The Antidote*, you will be introduced to various diseases and medical terms that you may not have heard of before. You will use your Medical Journal to help you understand these diseases and medical terms. Click on the Copy below to make your own copy of the Medical Journal. Make sure you put your name in the title of the file and on the cover. There are several covers to choose from pick a cover and delete the rest.

This Medical Journal will also help you do your final project once we finish the novel.



Day One: What is an Antidote?

Watch the videos below, then answer the questions at the bottom of the slides.



1. What is an antidote? Define it in your own words.
2. Use the word antidote in 3 different sentences.
3. Find a picture that represents the word antidote and paste it below.

Day One: Preview the Book

Look at the cover of the novel and think about the title and the definition of the word antidote. What do you think this novel is going to be about and why?



Respond:

I think this book is going to be about _____
because _____

How does the cover of this book make you feel? Why?

Can a curse become a gift? Explain.

Day 1: Chapter 1

Building Background Knowledge

In your Medical Journal, watch the video about The Black Death and answer the questions you are asked about it. **Anytime you see the composition notebook picture, you will go to your Medical Journal and complete an activity there.**

Whenever you see
the cover of the
novel you will be
reading



Read Chapter 1 of the
novel, then answer the
question below.



Keep Calm
Read on

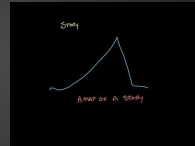
PREDICT: What are your thoughts about how this story begins? What do you want to know more about?

Day 1: Chapters 2-5 Exposition

The Elements of Plot:

Have you ever thought of how authors structure their stories? All well-written stories follow a certain pattern that is known as a plot.

Watch the videos below and pay attention to how the elements of plot come together to create a story. Since we are only in the first few chapters of the novel, you will only be able to fill out a few parts of your elements of plot chart



Read Chapters 2-5 and begin your elements of plot graphic organizer.

Keep Calm
Read on

Using what you know about the elements of plot and based on what you have read so far, begin filling out: [ELEMENTS OF PLOT GRAPHIC ORGANIZER](#)



You may also want to use this Elements of Plot Graphic Organizer, as there is more than one instance of rising action and falling action in the novel.

https://www.pathstoliteracy.org/sites/elearning.perkinsdev1.org/files/plot-chart-diagram-arc-blank-graphic-organizer_0.jpg

Day 2: Chapters 6 - 10

Symbolism

Many authors use symbols in their writing to show that something is important in a more indirect way. There are symbols all around us. One of the most famous symbols in the world is The Statue of Liberty. The Statue of Liberty symbolizes freedom, opportunity and a better way of life for those that seek it here.

What other symbols are you familiar with?



Read Chapters 6-10 and pay attention to what symbols you come across in your reading.

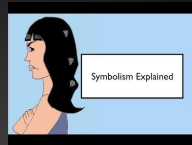
Keep Calm
Read on




Complete the activities on the following slides to help you understand symbolize better.



Statue of Liberty photo in public domain

Day 2: Chapters 6-10 Symbolism



Symbol	What Does It Symbolize (Mean)?
	
	
	

Photos/pictures in public domain

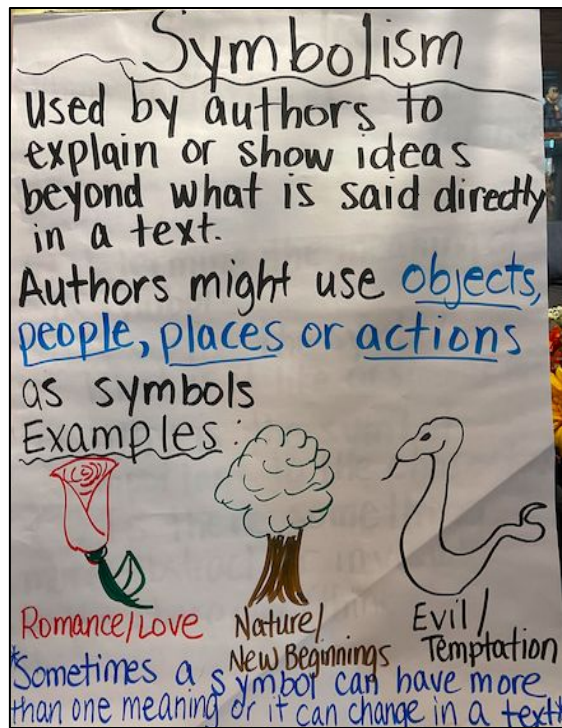


Chart created by Danielle Monock

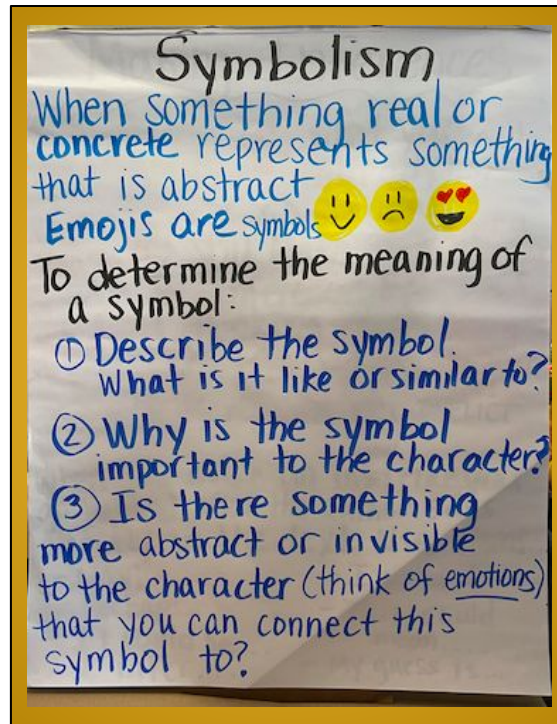


Chart created by Danielle Monock

Day 2: Chapters 6 - 10

Symbolism

Symbol	Quote from the Text Mentioning the Symbol	Deeper Meaning
What is the symbol mentioned in the text?	Cite a quote from the text that mentions the symbol	What does this symbol really represent for the reader?
Clogged pipe in the Science Classroom		

Day 3: Chapters 11 - 15
Making Inferences



As we watch the video, pay attention to what you see and combine it with your prior knowledge to make inferences. Be prepared to share when I pause the video for the questions.

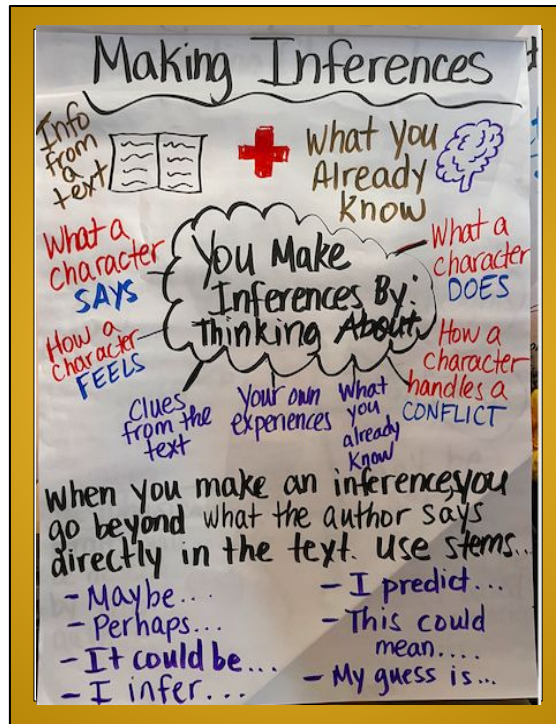


Chart created by Danielle Monock



Day 3: Chapters 11-15 Making Inferences

Make a list of all the things we have learned about the
Alex so far:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

In Chapter 12, something unexpected happens to Alex. Describe what happened and make an inference on how this might affect Alex later on. Cite evidence from the text to support your analysis.

Sentence Starters: In Chapter 12, the unexpected incident that happens is _____. This might affect Alex later on in the novel because _____. My evidence to support this is _____.



*check
this out*

Day 3: Chapters 11-15

CREATE

Draw a picture of what you think Alex sees when he looked at the man at the bus stop.

In Chapter 15, Alex's mom figures something out. What has she discovered? Make an inference on what might happen next based on what you know about the characters so far.

Day 4: Chapters 16-20

Characterization

Authors use different techniques to reveal who the characters in their stories are. Watch the video below and answer the questions below.



1. According to the video, what is characterization?
2. What are three words to describe Anna in this video? How does Anna show these character traits?
3. How do authors show characterization?



Read Chapters 16 - 20
Complete the work on the
following slides.

Keep Calm
Read on



Chart created by Danielle Monock

Inspired by <https://www.teachertrap.com/2014/10/understanding-characters.html/>

You can download a blank free version from there as well.

CHARACTER TRAITS

happy	funny	nice	brave	smart
content	humorous	kind	fearless	intelligent
joyful	comical	sweet	heroic	clever
excited	hysterical	pleasant	daring	bright
optimistic	amusing	agreeable	courageous	wise
cheerful	hilarious	courteous	adventurous	brilliant
pleased	silly	polite	determined	genius
delighted	zany	friendly	bold	brainy
satisfied	playful	helpful		skillful
excited		thoughtful		
thrilled		loving		
ecstatic				
sad	mad	mean	tricky	More...
unhappy	angry	unkind	secretive	patient
miserable	irritated	disloyal	sneaky	quirky
gloomy	outraged	unfriendly	untrustworthy	sympathetic
depressed	exasperated	cruel	dishonest	impulsive
sowerful	furious	heartless	sly	charismatic
discouraged	annoyed	rude	cunning	unconventional
mournful	frustrated	offensive	deceptive	emotional
forlorn	argumentative	hateful		opinionated
melancholy	grumpy	disrespectful		awkward
gloomy	quarrelsome	caustic		arrogant
serious		aggressive		ambitious
miserable		selfish		
		obnoxious		
		wicked		

Created by Susan McCormick

Day 4: Chapters 16-20

Characterization

Fill in the chart below:

Three Words to describe Alex	Three Words to describe Grandpa	Three Words to Describe L.L.

What similarities/relationships do you see between the words in your chart?

What differences do you see in the words in your chart?

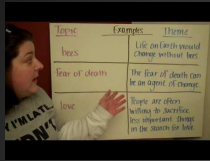
What is Alex's outlook on his situation? How do you know?

Based on what you learned from the reading, what do you think might happen next? Why?

Day 5: Chapters 21-25

Theme

Watch the videos below to help understand theme, then answer the questions below.



A theme is ...

A theme is not ...

You can find themes by ...



Read Chapters 21-25 and complete the activities in your Medical Journal

Keep Calm
Read on

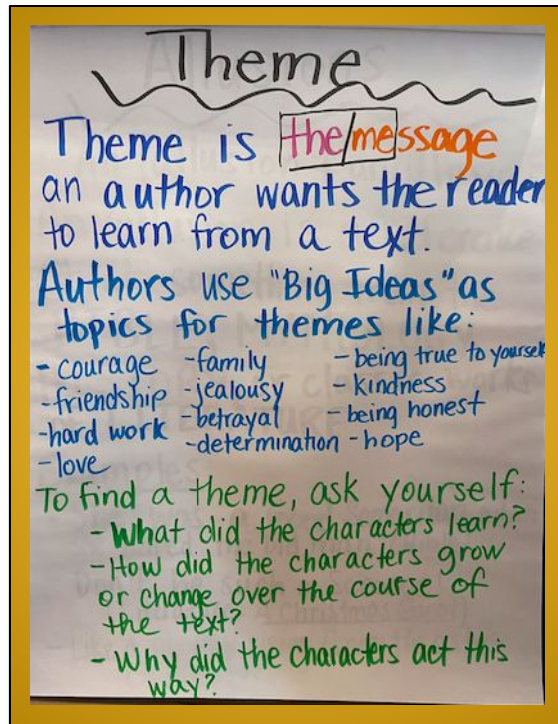


Chart created by Danielle Monock

Day 5: Chapters 21-25

Theme

Now that we know how to look for themes, think of some themes you see emerging in the novel. Even if they are not fully developed themes yet, you may be seeing the topics for these themes emerging.

THEME TOPICS: In the space below, start listing the different topics you see emerging in the text that could start to develop into themes.

- 1 -
- 2 -
- 3 -
- 4 -
- 5 -

As you continue to read pay close attention to how these topics continue to develop throughout the novel.



Week Two



This week we will continue reading and exploring the literary devices the author uses throughout the novel and we will see how these devices contribute to the development of the plot and the characters in the story.

(All [blue](#) text is hyperlinked to a resource or other slides.)

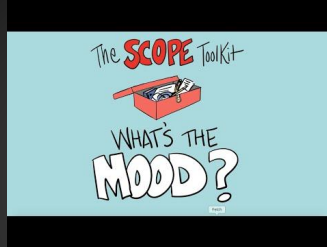
[Week Two Vocabulary List and Activities can be found here on Quizlet](#)

Day One Chapters 26 - 30	<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>During this lesson we will be learning about the literary device mood and the ways that authors convey mood in a text. Mood Words List</p> <p>Complete Slides 26 - 28 (Medical Journal Activities: Healthy Diet) </p>
Day Two Chapters 31-35	<p>Learning Target: I can identify and explain what an allusion is and why authors include allusions in their stories by examining key facts and details from the text and utilizing my own background knowledge. I can identify the elements of the hero's journey and utilize a graphic organizer to track Alex's journey.</p> <p>During this lesson we will be learning about the literary device allusions and how authors use them to engage the reader. We will also explore the hero's journey and how Alex's journey is taking shape.</p> <p>Complete Slides 29-35 (Medical Journal Activities: Hypertrophic Cardiomyopathy, Appendicitis) </p>
Day Three Chapters 36-40	<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>During this lesson, we will examine the setting of the novel and how it affects the characters in the story.</p> <p>Complete Slides 36 - 38 (Medical Journal Activities: Stomach Ulcers) </p>
Day Four Chapters 41-45	<p>Learning Target: I can examine how foreshadowing is used by an author and to impact my understanding of a text.</p> <p>During this lesson we will explore why and how authors utilize foreshadowing in their writing and how it helps the reader comprehend a text.</p> <p>Complete Slides 39 - 41 (Medical Journal Activities: Smallpox) </p>
Day Five Chapters 46-50	<p>Learning Target: I can analyze characters by examining their actions and how these actions drive the plot of a story.</p> <p>During this lesson we will explore what how authors reveal aspects about characters throughout a text and how the reader gets to know the characters better.</p> <p>Complete Slides 42-44 (Medical Journal Activities: Rabies) </p>

Week 2 Day 1 : Chapters 26-30

Mood

Watch the video below to help understand what mood is in literature, then answer the questions below.



What is mood?

How do authors create mood in their writing?



Read Chapters 26-30 and complete the activities in the slides that follow this one.

Keep Calm
Read on

MOOD

*THE ATMOSPHERE OR FEELINGS
THE AUTHOR EVOKES
WITH SETTING, WORD CHOICE,
TONE, THEME, IMAGERY*



Peaceful

Calm

Hopeful

Joyful

Lighthearted

Humorous

Romantic

Cheerful

Sentimental

Relaxed

Ominous

Suspenseful

Melancholy

Sad

Dark

Somber

Lonely

Gloomy

Mystical

Tense

Created by Susan McCormick, photos from public domain

Week 2 Day 1: Chapters 26-30

MOOD Practice

Read the passage and highlight or circle words that help you find the mood. Identify the mood and explain why.

Trey looked out the window. The rain was still pouring down. He threw his baseball glove on the couch with a sigh. The thunder cracked and his phone dinged. Trey picked up the phone. It was a message from his cousin: *The game is cancelled because of the weather.* Trey didn't reply to this message. He threw the phone back on his bed and rubbed his temples. The rain pattered on the roof.

What is the mood of this paragraph?

How do you know?

Katie cut the construction paper heart with great care. Her hand moved with precision. This was not going to be an ordinary Valentine's Day card. Katie was going to make it special. She went over the penciled letters with her nicest pen. Classical music played in the background. Katie made fancy cursive letters. Slowly, gently, she pasted the lace to the edges of the heart. Her mom was going to love this card as much as Katie loved her. It was almost complete. Just a few more special touches to go.

What is the mood of this paragraph?

How do you know?

Week 2 Day 1: Chapters 26-30

MOOD: On Your Own

Look back at what you read today in The Antidote. Pick a paragraph or section where you can clearly identify the mood of the scene. Pick out the keywords that helped you identify the mood and how you know you are correct. You may use [this mood words list](#) to help you.

Quote from the text	What is the mood of this section?	I know I am right because... (you can identify the key words and explain what else is going on in this section of the text to justify your response)

Week 2 Day 2: Chapters 31-35

Allusions

Watch the video below and answer the questions at the bottom of the slide.



In your own words, describe what an allusion is.

Why do authors include allusions in their writing?



Read Chapters 31-35
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

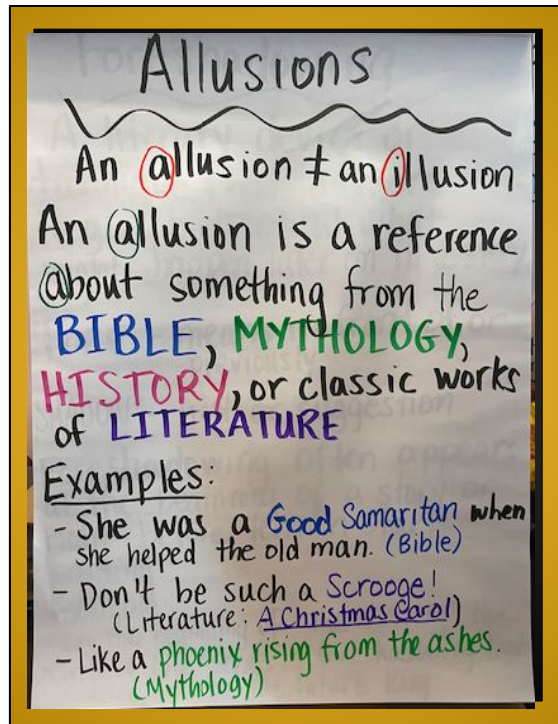


Chart created by Danielle Monock

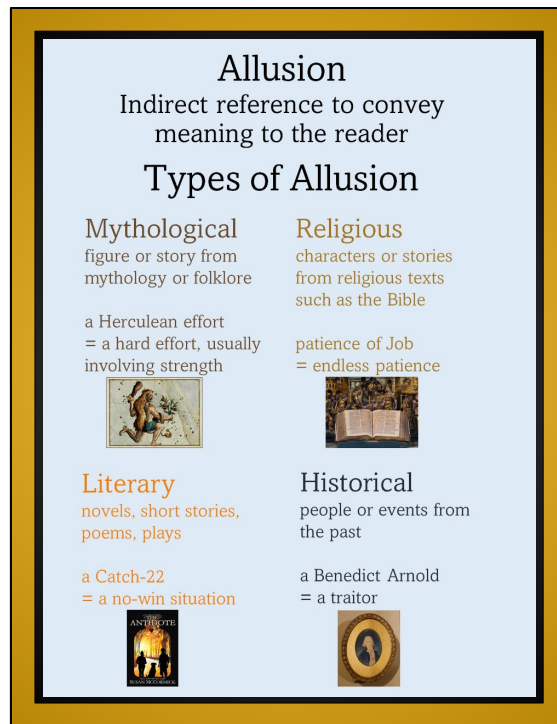
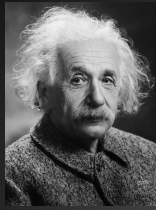


Chart by Susan McCormick

Pictures of Hercules, the Bible, and Benedict Arnold from public domain

Week 2 Day 2: Chapters 31-35

Allusions



If I said, "I have a bunch of Einsteins in this class," what would that mean? How do you know?



If I told you chocolate is my Achilles heel. What am I alluding to? What does this allusion mean? How do you know?



If I told you, it rained so hard I was expecting to see an ark soon. What am I alluding to? What does this allusion mean? How do you know?

Photos/pictures in public domain

Week 2 Day 2: Chapters 31-35

Allusions

Read the following allusion from Chapter 34:



"Penelope was Odysseus' wife. She waited for him for twenty years while he was away at war. People said he was dead. But she had faith."

If you are not familiar with the Homer's epic poem, "The Odyssey" learn more about it by clicking on these links:

- [The Odyssey Animation](#)
- [Everything You Need to Know About The Odyssey](#)
- [Video Sparknotes Homer's The Odyssey summary](#)

You can also check out [Troy Story: The Iliad](#) to learn more about *The Iliad* which is also mentioned in this chapter.

The allusion being made:	What does this allusion help us realize about Alex and Penelope?
The allusion being made is ...	This comparison helps us realize that ...

Learn more about Penelope and the artwork inspired by her by clicking on the painting "Penelope" by John Roddam Spencer Stanhope

Photo/picture in public domain

Week 2 Day 2: Chapters 31-35

The Hero's Journey

Watch the videos about the hero's journey below, then begin filling in the graphic organizer on the next slide for our hero in *The Antidote*

What is
The Hero's Journey?

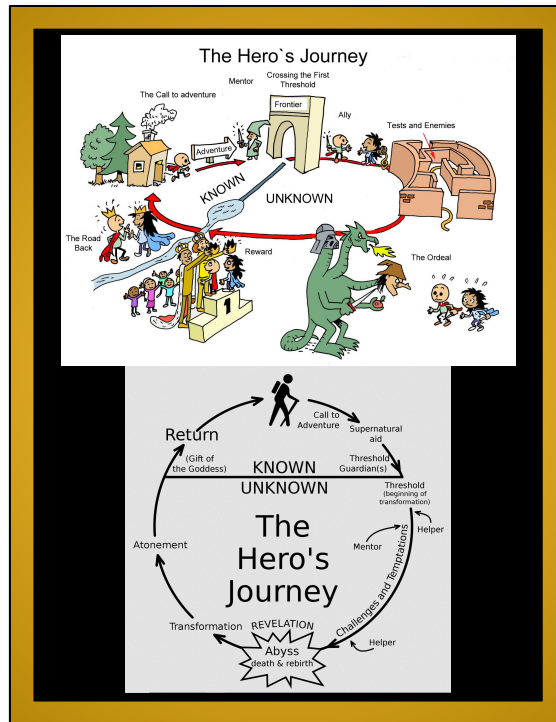


Hero's Journey
12 Stages



The Hero's Journey in
Five Disney Movies





Hero's Journey (top) by [Esbjorn](https://creativecommons.org/licenses/by-sa/4.0/deed.en), license <https://creativecommons.org/licenses/by-sa/4.0/deed.en>

Hero's Journey (bottom) in public domain.

An excellent worksheet can be downloaded for free from Your Dictionary [here](https://yourdictionary.com/hero-journey-worksheets/). There are also examples of the hero's journey on this website.

Students can revisit the worksheet slide as Alex progresses on his journey.

Week 2 Day 3: Chapters 36-40

Setting

Setting is one of the most important story elements that is often overlooked. Authors pick the settings in their stories very carefully and for reasons that help develop the plot. Watch the video below to understand just how important the setting of a story is.



Using examples from the video above, why is the setting of a story so important?





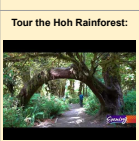

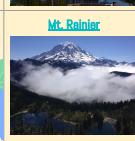
Read Chapters 36-40
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

Week 2 Day 3: Chapters 36-40

Setting

Let's go on a tour of where *The Antidote* is set!

<p>The Hoh Rainforest is in Olympic National Park in Washington State</p> <p>Click here to visit the National Park Service website</p>		<p>The Seattle skyline at sunset, Mt. Rainier in distance</p> 
<p>Tour the Hoh Rainforest:</p> 	<p>Click on the map below to go on a Google Earth tour of Washington State Park</p> 	<p>Mt. Rainier</p> 

List 3 things you learned about the area where *The Antidote* is set.

- 1.
- 2.
- 3.

If you could go to this area of the world, what would you want to see most? Why?

How is this region similar or different compared to where you live?

Olympic National Park, Hoh Rain Forest - Trail in Hall of Mosses by [Kqrr](#), licensed under [GNU Free Documentation License](#)

Seattle skyline photo in public domain

Mt. Rainier photo by Susan McCormick

Week 2 Day 3: Chapters 36-40

Setting

Fill in the chart below based on your reading of the text. Think about how the setting has an effect or an impact on the plot.

What is Happening to the Characters?	Setting (Where are the characters? It could be place, weather, time of day, etc.)	How does this Setting Contribute to the Plot? (Think about how this scene would be different if it were taking place somewhere else)



As you continue to read the novel, pay attention to any mention of the setting. This includes the weather, the surroundings and the places the characters visit.



Week 2 Day 4: Chapters 41-45

Foreshadowing

Foreshadowing is another literary device authors use to make their stories more interesting for their readers. Watch the video below and then answer the questions.



In your own words, define foreshadowing

What are the ways authors incorporate foreshadowing in their writing?

How did Ms. Schusterman (the woman in this video) foreshadow events in this video?



Read Chapters 41-45
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

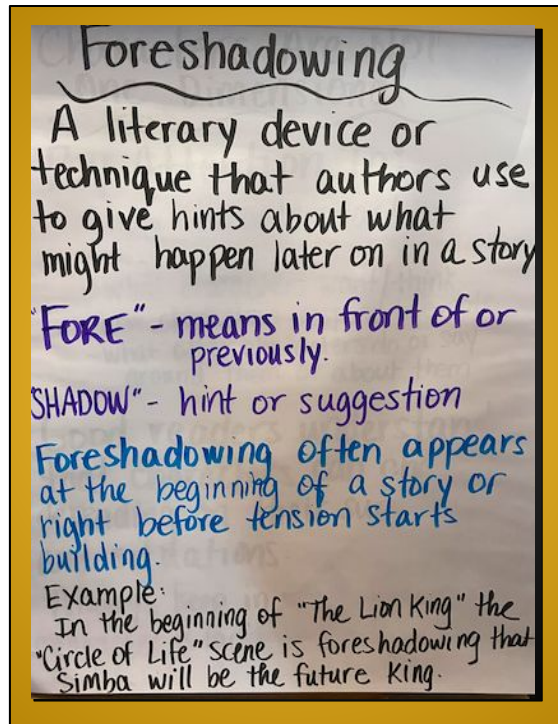


Chart created by Danielle Monock

Week 2 Day 4: Chapters 41-45

Foreshadowing

Quote from the text	Describe what is taking place	What is being foreshadowed? (You may not know yet, you can make a prediction if you don't know for sure)	How does the author show foreshadowing? (Narrator Statement, Symbolism, Figurative Language, Dialogue)
"You are the last Revelstoke."			

Week 2 Day 5: Chapters 46-50

Understanding Characters' Actions

Understanding the reasons why characters think and behave will help you understand a story better. Watch the video below to learn more about understanding why we need to pay close attention to characters' actions.



Why are characters' actions so important in a story?

What should we look for when examining characters' actions?



Read Chapters 46-50
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

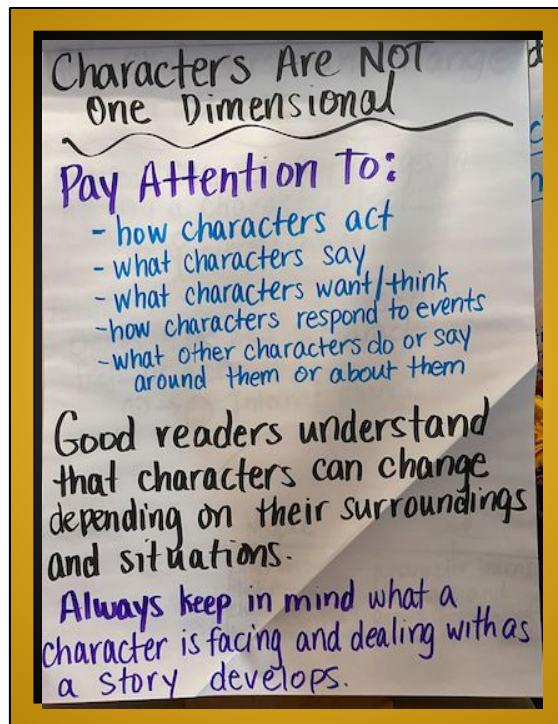


Chart created by Danielle Monock

Week 2 Day 5: Chapters 46-50

Understanding Characters' Actions

Example of Characters' Actions/Decisions (Quote from the text)	How This Drives the Plot (How does the quote help the story to continue?)
"Alex didn't believe it. He had to try. Just like the Revelstokes before him. There had to be some chance. And Valentine. He had to find his dog."	
"Alex called his grandfather that night. His father set him up without his mom even knowing." (Chapter 43)	
Add a quote of your own from any section of the text. (Look for a decision being made or an action being taken.)	
Add a quote of your own from any section of the text. (Look for a decision being made or an action being taken.)	

Go back to your plot diagram chart that you started on Slide 7. Continue filling in the graphic organizer.




Week Three



This week we will continue reading and exploring the literary devices the author uses throughout the novel and we will see how these devices contribute to the theme and resolution of the story.

(All [blue](#) text is hyperlinked to a resource or other slides.)

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

Day One Chapters 51-55	Learning Target: I can define and explain what a character arc is and how authors utilize plot to show growth and change their characters. During this lesson we will learn how characters change throughout a text and how this is driven by the plot. Complete Slides 48-49
Day Two Chapters 56-60	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. During this lesson we will learn about the story element of conflict and how conflict drives the plot of a story. Complete Slides 49-54 (Medical Journal Activities: Diabetes) 
Day Three Chapters 61-65	Learning Target: I can examine the ways authors develop characters and how characters' choices, actions, and experiences reveal the theme of a text. During this lesson, we will take a deeper look at our characters and how the information we find helps us figure out the themes of the novel. Complete Slides 55-59
Day Four Chapters 66-71	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. During this lesson we will make predictions about the resolution of this novel and how Alex's hero journey ends. We will then revisit the question, "Can a curse become a gift?" Complete Slides 61-64
Day Five Final Project	Learning Target: I can synthesize what I have learned from reading <i>The Actidae</i> and demonstrate my understanding by completing a final project. Final Project Choices Choice Board or Essay

Week 3 Day 1: Chapters 51-55

Character Arc

Just like we change over time, so do characters in stories. If characters did not change as a story progressed, it would probably be a very boring story to read. A character arc is a transformation or inner journey a character goes through. Watch the video below to see the character arc of Ironman, Tony Stark, then answer the questions below.



Describe Tony Stark's character arc. (How did he change from the beginning of the introduction to his character until the end of his story?)

How is Tony Stark similar to Alex?



Read Chapters 51-55
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

Week 3 Day 1: Chapters 51-55

Character Arc

Thinking back to Alex's journey and what his thoughts and actions were at the beginning of the novel, answer the questions below. Use [this Character Changes Graphic Organizer](#) to help you track how Alex has changed.

How have Alex's motivations shifted from the beginning of the novel until now?

What is Alex able to do now that he struggled with at the beginning of the novel?

How does the author use the plot to change Alex? (What story elements helped make Alex change?)

 REMINDER Don't forget to continue to fill in the hero's journey chart on slide 35  REMINDER

Use Kami to write on [Character Changes Graphic Organizer](#)

Week 3 Day 1: Chapters 51-55 Character Arc

How Characters Can Change Over Time

Physical Changes- any changes in
the way a character looks

♀ → ♂ External change

Attitude or Behavioral Changes- any
changes in the way a character thinks,
feels or acts

☹ → 😊 Internal change

Beginning

Middle

End

Reader learns
about the character's
strengths/weaknesses,
likes/dislikes, and who
they are.

Stuff happens
that makes the
character begin
to think/act/see
life differently
from before.

Character learns
changes and
grows from what
they have been
through.

Chart by Danielle Monock

Week 3 Day 2: Chapters 56-60

Conflict

Conflict is a plot element that creates tension in a story. There are often multiple conflicts that characters face at once. Without conflict there would be no story. Watch the videos below and then answer the questions.



What are the different types of conflict?

What types of conflict have you seen in *The Antidote*?



Read Chapters 56-60
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

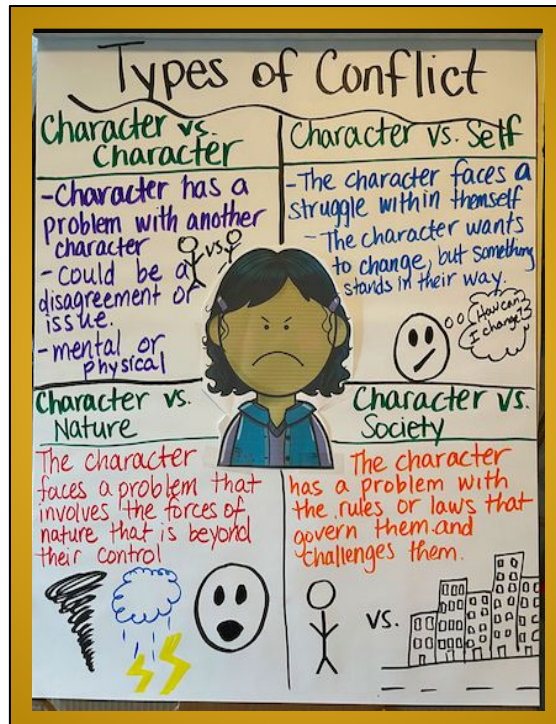


Chart created by Danielle Monock and inspired by crafting-connections.blogspot.com

Clipart from Chirp Graphics on Teachers Pay Teachers:

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Week 3 Day 2: Chapters 56-60

Conflict

In the table below, list the conflicts these characters are facing.

Character	Alex	Penelope	ILL
Describe the Conflict:			
Character vs _____			
Evidence from the Text			

Week 3 Day 2: Chapters 56-60

Conflict

In the table below, list the conflicts these characters are facing.

Character	Alex's Mom	Alex's Dad	Grandpa
Describe the Conflict:			
Character vs _____			
Evidence from the Text			

Week 3 Day 2: Chapters 56-60

Conflict

In the table below, list the conflicts these characters are facing.

Character	(Fill in a character)	(Fill in a character)	(Fill in a character)
Describe the Conflict:			
Character vs _____			
Evidence from the Text			

Week 3 Day 2: Chapters 56-60

Conflict

Choose one of the conflicts you identified in the previous slides. Answer the questions below

Describe the conflict: (Who is the conflict between?
How did it start? Why did it start? Has it been resolved?)

What does this conflict reveal about the character? (What does the
conflict show us about the character's personality and how they handle conflict?)

How does this conflict help the plot move forward? (What would happen
if this conflict did not exist? What happens as a result of this conflict?)



RE M I N D E R

Don't forget to fill in the conflict section on your plot
diagram from slide 7



RE M I N D E R

Week 3 Day 3 : Chapters 61-65

Character and Theme Development

Even though characters throughout literature are different, they all have aspects in common. Watch the video below to see what you should pay attention to when you are examining characters and trying to determine the theme of a piece of literature.



What should you be paying attention to when trying to figure out the theme of a text through the characters in the story?

What question should you ask yourself about the theme once you have analyzed the characters to help you develop the theme?



Read Chapters 61-65
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

Think about what you know about the characters and fill in the sections around their name based the video you watched
[Here's a list of character flaws to help you.](#)

Character Flaw
(a trait or quality this character has that is not good or holds him back, ex. greedy, impatient, afraid, lazy)

Type here

❤️ Loves Most ❤️
(What is something this character loves/cares for deeply?)

Type here

👤 Missing or Absent Character? 👤
(Is there someone missing in this character's life? Who? Why is this important?)

Type here

ALEX

What internal struggle(s) is the character facing?

Type here

🤔 Secrets? 🤔
(Is the character hiding something?)

Type here

Who is the Antagonist?
Why don't they and the main character get along?

Type here

Think about what you know about the characters and fill in the sections around their name based the video you watched.

Here's a list of character flaws to help you.

Character Flaw
(a trait or quality this character has that is not good or holds him back, ex. greedy, impatient, afraid, lazy)

Type here

❤️ Loves Most ❤️
(What is something this character loves/cares for deeply?)

Type here

👤 Missing or Absent Character? 👤
(Is there someone missing in this character's life? Who? Why is this important?)

Type here

😬 Secrets? 😬
(Is the character hiding something?)

Type here

What internal struggle(s) is the character facing?

Type here

Who is the Antagonist?
Why don't they and the main character get along?

Type here

ILL

Think about what you know about the characters and fill in the sections around their name based the video you watched
[Here's a list of character flaws to help you.](#)

Character Flaw
(a trait or quality this character has that is not good or holds her back, ex. greedy, impatient, afraid, lazy)

Type here

❤️ Loves Most ❤️
(What is something this character loves/cares for deeply?)

Type here

👤 Missing or Absent Character? 👤
(Is there someone missing in this character's life? Who? Why is this important?)

Type here

PENELOPE

What internal struggle(s) is the character facing?

Type here

🤔 Secrets? 🤔
(Is the character hiding something?)

Type here

Who is the Antagonist?
Why don't they and the main character get along?

Type here

Think about what you know about the characters and fill in the sections around their name based the video you watched

Here's a list of character flaws to help you.

Character Flaw
(a trait or quality this character has that is not good or holds him back, ex. greedy, impatient, afraid, lazy)

Type here

❤️ Loves Most ❤️
(What is something this character loves/cares for deeply?)

Type here

👤 Missing or Absent Character? 👤
(Is there someone missing in this character's life? Who? Why is this important?)

Type here

GRANDPA

What internal struggle(s) is the character facing?

Type here

🤔 Secrets? 🤔
(Is the character hiding something?)

Type here

Who is the Antagonist?
Why don't they and the main character get along?

Type here

Week 3 Day 3 : Chapters 61-65

Character and Theme Development

Pick one of the characters you focused on in the previous slides. What do you think the author is trying to say about life through the use of this character and his/her personality, choices and experiences? What do you think one of the themes of the novel is? Why?

I think the author is trying to say . . .

I think one of the themes of this text is . . . because . . .



Don't read ahead. We are going to guess what happens next.

Keep Calm
Read on

Week 3 Day 4 : Chapters 66-71

End of Novel Wrap Up

Pre-Reading: We have been on a long journey with Alex. How do you think the novel is going to end for our characters? Why?

	Alex	ILL	(Choose a character)
My Predictions			
Reasons for my Prediction (Give evidence from the text)			
Come back to this when we are done reading. Was your prediction right? Explain.			

Week 3 Day 4 : Chapters 66-71

End of Novel Wrap UP

In order to fully visualize what happens at the end of the novel, you need to understand what it's like to climb Mt. Rainier. Check out the videos below to go on your own tour.



Tour of
Mt. Rainier



Mt. Rainier
Summit



Inside a
Crevasse on Mt.
Rainier



Read Chapters 66-71
and complete the
activities in the slides
that follow this one.

Keep Calm
Read on

Week 3 Day 4 : Chapters 66-71

End of Novel Wrap Up

Now that we have finished the novel, think about how the story began and how the story ends. Answer the questions below so you can share out with your classmates.

What did you think about how the story ends?

What do you think is next for Alex? Why?



REMINDER

Don't forget to continue to finish filling out the Hero's Journey chart and your plot diagram!



REMINDER

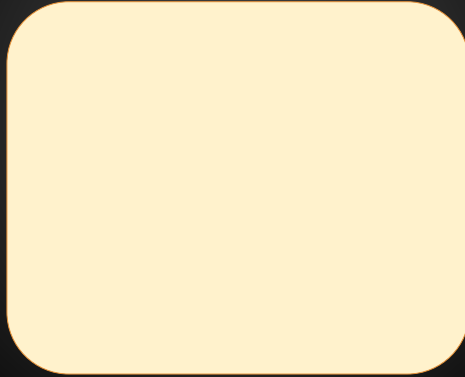
Week 3 Day 5 : Chapters 66-71

End of Novel Wrap Up

Let's circle back to the question that we began this novel with:

"Can a curse become a gift?"

Explain your reasoning below with examples from the book.



Using what you learned from the novel, you are going to complete a final project. Click on the images below to view each project and their rubrics.

FINAL ESSAY

<p>1 Choose a historical figure or event to write about. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>2 Create a plan of your writing. (10 minutes)</p> <p>Outline the main points of your writing. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>3 Write a story or poem about the figure or event. (10 minutes)</p> <p>Use your plan to write a story or poem. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>4 Choose a presentation style to use. (10 minutes)</p> <p>Choose a presentation style to use. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>5 Write a story or poem about the figure or event. (10 minutes)</p> <p>Use your plan to write a story or poem. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>6 Write a story or poem about the figure or event. (10 minutes)</p> <p>Use your plan to write a story or poem. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>7 Choose a presentation style to use. (10 minutes)</p> <p>Choose a presentation style to use. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>8 Write a story or poem about the figure or event. (10 minutes)</p> <p>Use your plan to write a story or poem. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>9 Choose a presentation style to use. (10 minutes)</p> <p>Choose a presentation style to use. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>	<p>10 Write a story or poem about the figure or event. (10 minutes)</p> <p>Use your plan to write a story or poem. Consider the historical context, the significance of the event, and the impact of the figure. (10 minutes)</p> <p>https://www.history.com/topics/ancient-history https://www.history.com/topics/modern-history https://www.history.com/topics/middle-history https://www.history.com/topics/contemporary-history</p>
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THANK YOU!

We hope you have thoroughly enjoyed reading *The Antidote* and using this resource as a framework for learning more about the novel.

Sincerely,
Susan and Danielle

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