



Teacher's Guide

The electronic version or PDF file of this curriculum guide may be reproduced, in part or in whole, by teachers and other educators for use in their classrooms and for non-commercial, educational purposes only. In addition, teachers and other educators may distribute the electronic version or PDF file to other teachers and educators for non-commercial, educational purposes without having to obtain written permission from the publisher Pop Culture Classroom. No other use of the electronic version or PDF file of this book is granted by Pop Culture Classroom without the written permission of the publisher Pop Culture Classroom.

Written by Illya Kowalchuk, M. Ed.

Edited by Adam Kullberg

Layout by Eileen Hall

Published by Pop Culture Classroom

www.legendsoforkney.com

www.popcultureclassroom.org

First edition, October 2015

Table of Contents

Map of Orkney.....	4
Synopsis of <i>The Red Sun</i>	5
Introduction & Rationale.....	6
Norse Mythology	7
Project Ideas	9
Pre-reading Activities.....	11
Lessons	
Lesson One	14
Lesson Two	16
Lesson Three.....	18
Lesson Four.....	20
Lesson Five.....	22
Lesson Six	24
Lesson Seven	26
Lesson Eight.....	29
Lesson Nine	32
Lesson Ten	34
About the Author	36
About the Artist	37
About PCC.....	38
Contact.....	39

Name _____





Synopsis of The Red Sun

Sam Baron is about to get the shock of his life. His substitute English teacher claims to have turned his old teacher into a lizard. But that's not the weirdest thing to happen: Sam's life turns upside down when a strange dwarf named Rego arrives and claims Sam is from a magical realm called Orkney.

When his friends are taken prisoner, Sam embarks on a journey to Orkney through a stonefire to rescue them. But when he arrives, he discovers an ancient curse has turned the sun a poisonous red and threatens to destroy the land. With only a young witch girl to guide him, Sam must choose between saving his friends or stopping the red sun from consuming the land.

Drawing on Norse mythology, *The Red Sun* follows Sam's journey to uncover the truth about his past. To save his friends and Orkney, Sam will have to overcome the simmering anger inside of him; channel his growing magical powers; and find a way to forgive the father who left him behind.

View the trailer for the book [here](#) and listen to author Alane Adams discuss the book [here](#)!

Learn more at <http://legendsoforkney.com>

You can purchase *The Red Sun* [here](#) at Alane's site, or [here](#) on Amazon.

Introduction & Rationale

Welcome to the fantastic world of Orkney, where magical portals, gods, and witches run wild! In this Teacher's Guide, you'll have resources aplenty to guide your students on their journey through *The Red Sun* by Alane Adams.

Written for teachers by teachers, this curriculum is intended to provide you with everything you'll need to deepen the reading experience of this powerful book. In this guide, you'll find the following resources:

- a. Rationale for using *The Red Sun* and Teacher's Guide
- b. A Synopsis of *The Red Sun*
- c. An Overview of Norse Mythology
- d. Pre-reading Activities
- e. 10 lesson Plans that are Common Core aligned
- f. Post-reading Project Suggestions
- g. Information about *The Red Sun's* Author and Artist

We know that today's educators have incredible demands on their time. With that in mind, we have created this Teacher's Guide to be as useful as possible and highly adaptable to any learning environment. As educators ourselves, we are aware that each educational setting is different. Therefore, we have included in this guide a solid foundation of in-depth lessons that any teacher can use verbatim or tweak for their own situation.

We have many goals when choosing a book to use for instructional purposes. The teaching ideas in this guide are designed to develop literary interpretation skills and personal awareness. Several of the lessons focus on powerful reading comprehension strategies, such as making connections, questioning, visualizing, inferring,

and synthesizing. Additionally, we have chosen to focus on some of the main themes present in *The Red Sun*, such as discovering who you are and emotional awareness/management. Finally, *The Red Sun* will also provide opportunities for students to learn about Norse mythology and its relation to contemporary culture.

The Red Sun and this Teacher's Guide will also help you achieve the following with your students:

- Ignite a love of reading
- Develop reading comprehension through targeted exercises
- Create a community of readers
- Improve vocabulary
- Increase fluency
- Inspire conversation regarding literature and associated themes
- Help students explore new worlds

Author Alane Adams says that, "my passion for literacy and children came together when my 12-year-old son Alex challenged me to write a book he could read. I began writing the *Legends of Orkney™* book series and haven't stopped writing since that day." You'll find that *The Red Sun* provides you with a unique opportunity to engage all of your readers, including those struggling and/or resistant to other texts. The story, while focused on personal discovery and friendship, is a fast-paced fantasy story that promises to hook readers from the first page to the last.

We are excited to invite you into this wonderfully immersive story. It's a trip worth taking for you and your students!

A Fun Introduction to Norse Mythology

Here is a brief overview of Norse mythology for you. Keep in mind, *The Red Sun*'s author, Alane Adams, did not include all of these gods and myths in her story. This means that only some of the content present in this overview will be referenced in *The Red Sun*. One of the wonderful things about telling your own story is that you can choose what bits and pieces of other tales you want to include in your own version. Alane Adams has done this masterfully in *The Red Sun*.

Typically, all mythologies start with an explanation for how the world began. Norse Mythology is no exception to this rule. According to Norse Mythology, in the beginning there were two worlds (or Realms): Muspelheim (The fiery fire-ridden realm of fire) and Niflheim (the icily icy realm of ice).

When the blazing hot air of Muspelheim smashed into the frigid ice of Niflheim, a giant named Ymir and an icy cow named Audhumla were magically created. These two are responsible for some pretty amazing offspring.

Super-interestingly, Ymir's foot gave birth to a son. Even more unique, two more offspring popped out of his armpits, making Ymir the creator of the Jötun (Gods). Ymir also gave birth to a giant of fire named Surtr, whom Ymir sweated out (shocker!) when sleeping one day beside the intense heat from Muspelheim (remember the fiery realm of blazing fire?).

Later, Ymir woke and drank Audhumbla's milk (because she was a godly cow). While

he drank, the cow Audhumbla licked on a salt stone. On the first day after this, a man's hair appeared on the stone; on the second day, a head came out; and on the third day, the entire man finally emerged from the stone. His name was Búri and, with an unknown jötunn female, (who just happened to be around, apparently), they fathered Bor, the father of three new gods: Odin, Vili and Ve.



A Fun Introduction to Norse Mythology

When these three god-brothers felt strong enough, they killed Ymir despite the fact that he was responsible for creating pretty much everything. Ymir's blood flooded the world they lived on, called Asgard. This flood drowned all of the gods, except two. Sad face.

But gods being gods, they grew again in numbers. Soon, there were as many as before Ymir's death. And, well, because they were gods, they went ahead and created seven more worlds using Ymir's flesh for dirt; his blood for the oceans, rivers and lakes; his bones for stone; his brain for the clouds; and his skull for the heavens. Sparks from Muspelheim (fiery realm of...you get it) flew up and became stars.

In an effort to create minions (because gods need their minions), one day while the gods were walking around, they found two tree trunks. They transformed the trunks into the shape of humans. Odin gave these humans life, Vili gave them mind, and Ve gave them the ability to hear, see, and speak.

The gods named them Ask and Embla and built the kingdom of Middle-earth (Midgard) for them. Probably because they knew how vicious their fellow gods were, the gods placed a gigantic fence made of Ymir's eyelashes around Middle-earth. That's called recycling, isn't it? Ask and Embla became the first humans who then went on to populate Midgard (aka Earth.) And of course, hijinks ensue.

Important notes

- Middle Earth, also referred to as Midgard, is Earth.
- Thor is Odin's son.
- Loki is not Odin's son, but is welcomed, for a time, in Asgard as Thor's brother.
- Then Loki makes mischief and gets booted out.

About Ragnarök

Ragnarök refers to a series of pretty much the scariest set of events you could imagine. We're talking "end-of-the-world" type stuff. This includes, but is not limited to:

- Huge battle that ends with Odin, Thor, Freya, Heimdall and Loki's deaths
- Earthquakes
- Holes in the ground opening up
- Hurricanes
- Volcanoes
- Drought
- Massive flood (pretty much covers the entire world)

On the flip side, however, all is not lost. The good news is that afterwards, the world resurfaces anew and fertile, the surviving gods meet, and the world is repopulated by two human survivors. Wahoo!

Sources

1. <http://www.cliffsnotes.com/literature/m/mythology/about-norse-mythology>
2. <http://thenorsegods.com/norse-mythology-a-brief-synopsis/>
3. <http://www.godchecker.com/pantheon/norse-mythology.php>

The Red Sun

Project Ideas

These ideas are intended for your use while reading *The Red Sun* with your students. These ideas can be used before, during and/or after reading the book. We leave it up to you to decide how you would best like to make use of them

• Writing •

Students can write letters to Alane Adams. Alane loves hearing from her readers. She especially appreciates challenging and/or thought-provoking questions about her writing. Visit her YouTube Channel for lots of great videos about *The Red Sun* and more [here!](#)

Students can create entries in their journals about whether or not they would like to be one character over another. Some might be drawn to the politicians, while others want to step into Rego's boots. Why would they like to be each character, and why are they opposed to others?

Students can write an exposé about a character, setting, or event that takes place in the book. Using models from the internet, students can be encouraged to use sensationalist headlines and passages to excite their reader.

Students can write an alternative ending to the book. Were they happy with what happened? Either way, give them a chance to create their own ending. Be sure to ask them to explain their thinking regarding their decision and how this might impact the next book in the series.

• Visual Arts •

Using the copy of the map in this Teacher's Guide, print out a copy for each student. During the book, assign a color to each character and have students trace their paths through Orkney. This will increase the students' comprehension and build a relationship between the students and characters.

Create a timeline for the book's main events. This can be done in reading journals, on a long sheet of butcher paper with sticky notes, a white board, or



chart paper. The students can illustrate the timeline with their own art, cuttings from magazines, pictures from the internet, etc. This project can support the students in their ability to determine what is of importance in the text.

Students can keep track of characters by creating character cards – akin to the character cards featured throughout the Teacher's Guide. They can illustrate the cards and list character attributes, such as size, description, allegiance, powers, and weakness.

The Red Sun

Project Ideas

Students can create a comic about what it must have been like for Robert and the witches to be in the stones. Sounds boring, but what must they have thought about? Did they get hungry? What happened if they had an itch?

For that matter, students can write a comic interpretation of lots of parts of the book. They may want to write about one of the following:

- When Endera pops the lizard out of thin air
- When the Shun Kara first appeared
- The battle at Pilot Rock
- What Sam would do with Gungnir if he got bored
- The secret life of the rathos
- Grooming tips, brought to you by the Fabulous Rego!

• Musical Arts •

Students can write lyrics for a theme song that reference events and characters in the book. Backing tracks can easily be found on YouTube for the genre of song they'd like to write. Maybe a blues rag from Leo's perspective? Or a punk rock jam from Mavery?

• Gaming •

The class can create their own version of BattleKasters, the convention-based game that deepens immersion into *The Red Sun* storyline. Check out <http://battlekasters.com> and this [overview](#) to learn more about the game. You and your students can create a school-based version of the game.

Students can create a roll-and-move board game that reflects the journey that Sam underwent in *The Red Sun*. Have fun with dice, reward/punishment cards, and cool game pieces!

During the reading of *The Red Sun*, have students note down which parts of the book would be fun to play as a video game. Students can write down what the gameplay would look like, map out controller functions for the characters, script/storyboard the events in the game, create game art, design level maps, and so on. The possibilities are endless!

• Performance Arts •

Small groups of students can hold mock interviews between each other. One can pretend to be a reporter from the Orkney Sun newspaper and another student can play a character from the book. Questions might include: "So, tell me, Ms. Endera, is there a special he-witch that our viewers are dying to know about?"

Students can host a [vlog](#), (video blogging), with several episodes posted over the course of the book's study. Kids have amazing things to say, and this provides them with a powerful outlet. Respecting family privacy requests is also of primary importance here.

Students can adapt a portion of the book into a script and perform a brief skit of their favorite part in the book, an imagined conversation related to the story, an event in Orkney that hasn't even happened yet, or an event that preceded the book.

Before the Sunrise: Pre-reading Activities

Objectives:

- Students will develop an interest in *The Red Sun* through pre-reading observation, consideration, and conversation.
- Students will brainstorm prior knowledge regarding Norse Mythology.
- Students will develop predictions for *The Red Sun* based on pre-reading questions.

Big Ideas:

- Good readers ask questions before they begin a text.
- Good readers are aware of their schema (prior knowledge) before they begin a text.

Procedure:

0-15 MINUTES

1. Begin by asking about situations when it would be important to prepare. Brainstorm a list on the board. Then discuss the following question: Why is preparation important? Possible answers could include:
 - a. Situations – a test, a weather emergency, first-aid emergency, getting dressed for a cold/hot day, going on a trip, camping, playing a sport against a difficult opponent, giving a speech, interviewing for a job, acting, singing, performing, etc.
 - b. Reasons for preparation – to feel comfortable with an unknown situation, to save money, energy, and time, to identify weakness, to have a successful/enjoyable experience, to remain healthy, etc.
2. Point out that reading a book is another situation where preparation is important. Ask students: How can you be prepared to read a book? Possible answers include:
 - a. Understand context – explore what the book is about, find book topics that interest you, read about the author, learn more about where and when the book takes place, etc.
 - b. Look ahead– know the length of the book, know that you can read most or all the words in the book, generate excitement by making predictions about the book before you begin, etc.



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.4-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- c. Make a plan – decide how many pages or chapters you can read per day/week, plan a consistent time/place to read the book, form a book club to share questions, observations, and excitement, etc.

15-45 MINUTES

1. Continue by jumping into pre-reading activities. Consider pre-reading activities as something that could be done without reading any of the book, only looking at the cover, or reading the front, back, and/or dust jacket. Students can complete one of several activities:
 - a. Write a letter to a friend about their observations, predictions, and/or what they look forward to in the book.
 - b. Write a series of tweets about their feelings regarding *The Red Sun*. Tweet @LegendsofOrkney and/or @AlaneAdamsBooks

Before the Sunrise: Pre-reading Activities

- c. In groups, choose TV personalities/interviewees and put on a short segment promoting the book from what they've learned.
 - d. Create a vlog (video blog) post about how and why they are excited to read *The Red Sun*.
 - e. Compose and perform a theme song/jingle for *The Red Sun*.
 - f. As a whole class, create a list of predictions for the book. Revisit and compare throughout reading.
 - g. Create a mind map around the setting, plot, characters, etc. Visit <http://www.mindmapping.com> for more information.
2. Use the following as a questioning/observation guide.
- a. The Cover
 - i. **Art** – Cover art is the first thing readers see when approaching a book. What can we learn from *The Red Sun*'s cover art? We see a character standing on a precipice. Why is he standing there, on the edge? How is color used on the cover? What do we notice about the background, the sky, the sun? How are they similar/different to what we know about in our world? What does the art style remind us of? Why is the image framed in what looks to be an archway? Why does it look like there is a Celtic knot art style used here?
 - ii. **Design** – Cover designers choose fonts and arrange text for particular reasons. What does this font type look like? How does the size, style, and placement of the cover text make you feel? How might that be related to the book/story style?
 - iii. **Text** – Cover text helps further introduce a text to readers. When we read that this book is "Percy Jackson Meets Norse Mythology In This Captivating Adventure," what does that tell us? Does anyone know about Percy Jackson? Does anyone know about Norse Mythology? How could the two be related? How might they tell us about what the book will be like? Finally, What might the "Legends of Orkney" tell us? What is a legend? What do we know about Orkney? How could that be related to the story?
 - b. The Spine
 - i. **Symbols** – On the spine, we see a "1" inside a diamond and a small red circle. What do these symbols mean?
 - ii. **Layout** – How does the spine layout/design differ from the front and back covers?
 - c. The Back Cover
 - i. **Context** – Do we see any answers to questions from the cover or spine on the back? Which ones? How does the description on the back cover change the way we see the cover art, text, and/or design?
 - ii. **Characters** – What do we learn about the book's characters on the back cover?
 - iii. **Setting** – How is Orkney portrayed in the synopsis? Does that differ from the Orkney that we know about? How so?
 - iv. **Plot** – What seems to be the main problem/conflict in the book? What are some struggles/choices that Sam will face in *The Red Sun*?
 - v. **Genre** – What genre do we think *The Red Sun* fits into? What do we know about this genre? How might *The Red Sun* fit into this and other genres?
 - vi. **Author** – Where can we learn more about the book/series, author, and artist?
 - vii. **Quality** – Has the book won any awards? What do we think that might mean for us as readers?

45 – 60 MINUTES

1. Have students share their work in whatever fashion suits your situation, be it pair share, whole group, or triads.
2. Keep pre-reading activities for reflection after reading *The Red Sun*.

Extensions

Visit Alane Adams YouTube Channel [here](#) for her personal insights around many aspects of *The Red Sun*!

LESSONS



Lesson One

How Does the Red Sun Rise?

Objective:

- Through questioning, students will have a clear understanding of the introduction to *The Red Sun*'s characters, plot, and setting.

Reading Comprehension Strategy:

Questioning

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, and chart paper titled "Our Questions" split into two columns: "Prologue" and "Chapter 1."

Procedure:

0-5 MINUTES

- Review the pre-reading activities lesson by focusing on the questions and predictions that the students came up with. Remember all the work we did during the pre-reading lesson? That was largely based around asking questions.
- Remind the students that proficient readers continuously ask questions before, during, and after reading. Continue this process by having students listen as you read aloud. Keep in mind that you're going to stop to think aloud often, so giving the students their books will prevent them from listening as you think aloud. Most students will want to read on as you pause.

5-30 MINUTES

- Begin by reading the prologue. Brainstorm with students relevant and authentic places for you to stop with genuine questions that you have as a reader, then try to address these questions as a group. Don't overdo it, as this will turn off the listeners. Ask the students to note any thoughts/questions that come up for them on the sticky notes, which will be added later to the chart paper. Encourage students to ask and consider questions on the following topics:
 - Vocabulary** – Do all students know what the word 'prologue' means? It might be good to make sure they understand what it is and how it differs from an Introduction, as well as the unique purpose for each form. As students encounter these and many other terms throughout the prologue, such as "homesteaders," have them write these vocabulary words down, then discuss. You want to make sure they know what they are and why they're important.



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- b. **Setting** – ‘Skara Brae’ sounds like a Scottish word. Students might remember from pre-reading activities that Norse Mythology is related to Scotland. You could ask students to describe what Scotland looks like in their opinion (green, rolling hills, lots of rain), as well as what a character from Scotland might look like (Does Robert have a beard?). What does the farm look like? The house?
 - c. **Context** – Students can explore and discuss the initial context clues in the book. What do they think made the winter so difficult (weather, crops, food, politics, wars)? What do they want to know more about initially?
 - d. **Characters** – Students can discuss the parent characters. Why did some “naysayers” doubt Abby would be a good mother? What did she do before this? How about Robert? What do students think these characters look like?
 - e. **Details** – The odd details in the prologue provide important clues to the story. What do students think “jookberries” or “gally melons” look, taste, smell, or feel like? What new questions might we have now about the overall setting and context?
 - f. **Conflict** – Students can discuss the main conflict in the story. What did the footprints in the dirt mean? Why did the Deathstalker’s sting not kill Samuel? What is special about him? And does it relate to this sense of tension that shows up in this chapter?
 - g. **Ending** – What does the end of the prologue tell us about how the book will play out? What do we think we will happen to the characters next? Where are they going? What do we know about the characters, setting, and other important details now at the end of this chapter? And why does Alane Adams end the chapter with an italicized statement about Robert’s qualities as a father? Sometimes, authors will point something like this out and then turn the tables later on in the book. Is this what Adams is doing?
4. After you finish the Prologue, stop and give students a chance to jot down final thoughts/questions, then ask them to share what they came up with and post the questions on the chart paper. After this modeling and participation, move onto Chapter 1 with the same process.

30-50 MINUTES

5. While reading and modeling your questioning process for Chapter 1, focus on the same general topics as above. Consider some of these as possible questions to supplement your discussion:
 - a. Is Sam Baron the same Samuel from the Prologue?
 - b. Where is Pilot Rock, and why is the chapter set here? You might have students learn about Pilot Rock online using articles, google maps/earth, and other resources in order to answer the questions: Why did the characters decide to settle there? And what does Pilot Rock look like? How does it differ from the setting in the prologue?
 - c. Does Alane Adams choose words and details on purpose? For example, The phrase ‘spindly black high heels’ recalls the footprints by the tree in the prologue. Is this intentional, and if so why?
 - d. Why does this sub, Ms. Endera, act so strange for a teacher? Does she seem like a “normal teacher” to you? Why or why not? What questions do you have about her?
 - e. Is Sam’s father’s disappearance related to the comment at the end of the prologue? Why do you think he left? Is it related to something that happened in the prologue?
 - f. What is Ms. Endera’s true reason for being in Sam’s class? Do you think that she is, in fact, the same witch from the prologue that has come to find him? Is it related to his father’s disappearance? If so, how? And why has she come to seek him out now?
 - g. What’s ‘Umatilla’ mean? And why would this boy have recognized Sam?
 - h. What do you think we can expect in the next chapter? The rest of the story?
6. After finishing the first chapter, have students share what questions they came up with. Comment on the questions v. comments. Give time for students to think deeper than what comes up at the surface level.
7. Have students post questions on the chart paper and encourage spontaneous questions to be recorded and posted as the book study moves on.



Lesson Two

The Path to the Red Sun

Objectives:

- Students will access prior knowledge in order to gain an understanding of and personal connection with a character's emotions.
- Through an artistic representation of Sam's actions, students will understand the consequences of impulsivity.
- Students will understand the basic biology that relates to anger and rational decision-making.

Reading Comprehension Strategy:

Using Schema (Background Knowledge)

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, 11x14 pieces of paper (enough for entire class), access to computer with internet.

Procedure:

0-20 MINUTES

Introduce the lesson by telling the students that today we are going to focus on a main part of the book: Sam's ability to make choices based on his emotions versus his thoughts. Sam confronts lots of situations in the book when he needs to fight for his life, where he's expected to make rational decisions, and where he's expected to decide between both. All of these decisions lead Sam on his journey of finding himself and discovering the person that he's going to become.

1. Begin by showing the 10 minute video, "How anger goes out of control." Use this link: <https://www.youtube.com/watch?v=bvteZbqonk> (Important Note: From 6:00 – 6:30 there is a story and computerized visuals about someone who had a spike through their brain. This person lived and educated doctors about diminished brain function). Ask the students to note the to parts of the brain that regulate anger and rational thought/planning.
2. After the video, make notes on the board regarding the purpose and behaviors controlled by the Amygdala and Prefrontal Cortex. Refer to these in the next step.



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

20-40 MINUTES

3. Read pages 19-20 in *The Red Sun*. See if the students can notice when Sam shifts into his Amygdala. Write the causes and outcomes of Sam's time in his Amygdala. What caused this? In the book, we are lead to believe that this reaction is quickened for Sam. Why do we think that might be the case?

4. Ask students to reflect on their own experiences with anger and stress: What sets you off? What stresses causes you to get angry, frustrated, and to lapse into your Amygdala? Some examples could include:

- a. Not knowing the answer
- b. Homework/assignments
- c. Friend issues/loneliness
- d. Poor relationships
- e. Lack of ability
- f. Tests
- g. Divorce
- h. Death
- i. Moving
- j. Loss
- k. Being overscheduled/overwhelmed
- l. Peer pressure
- m. Being different/embarrassed

5. Ask students about strategies to help deal with stress and anger. What helped Sam shift into his Prefrontal cortex? Who or what did he do that allowed him to slow his breathing, heart rate, and brain function? How can you do this on your own? Are there strategies that you as students can come up with? Some of what they might come up with could include:

- a. Taking 5 deep breaths
- b. Tapping their fingers together

- c. Reading a magazine
- d. Leaving for a quiet space
- e. Doing a body check in
- f. Lying down
- g. Going outside for a break
- h. Getting a drink of water.
- i. Watching an hourglass/lava lamp/etc

The purpose of this exercise is to become aware of how Sam behaves, so that over the course of the book, students can notice how Sam moves from his amygdala to his prefrontal cortex and vice versa.

40-50 MINUTES

6. Have students create the outline of a sun on one 11x14 piece of paper. They should not fill it in aside from a light yellow. Make sure they put their names on this, as they will be using it throughout the unit.

7. Over the course of the book, use this sun as a way of visually charting Sam's anger and how it affects the sun. Have students draw, with red colored pencils/crayons, each new vein that shows up in the book. Also, be sure to have students label each vein, and where they have come from, so they can see just how Sam's actions and time in his Amygdala affects the sun and, consequently, Orkney's health.

This continual discussion can also be related to how all this anger is directly effecting Sam's health as well. Refer to the YouTube [clip](#) to remind students of how excess time spent in the Amygdala permanently alters brain function.



Lesson Three

Visualizing the Portal

Objectives:

- Students will develop their reading comprehension skills by visualizing the events in Chapter 7.
- Students will understand that sensory connections take place while reading.
- Students will understand that images can shift and look differently throughout the book.

Reading Comprehension Strategy:

Visualization

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-30 MINUTES

Introduce the lesson by telling the students that today you'll be spending time reading and thinking aloud about the sensory experiences you undergo while reading the book.

1. Have the students sit comfortably with paper and pencil (colored pencils/crayons could get in the way here). As a class, read aloud Chapter 7 (pgs. 51-58). As you read, it is important to stop and think aloud about the different sensory experiences you have while moving through the chapter. Be sure to pause and think aloud about your experiences with the many images, smells, tastes, textures, sounds, and emotional sensations that you might experience as the chapter continues.
2. Invite the students to write or sketch their sensory experiences as you read aloud. Here are some possible suggestions for students to explore:
 - a. The slippery feeling of Rego licking his lips.
 - b. The woozy feeling of being dizzy, when things just don't make sense, and our brains are trying to understand what's going on around us.
 - c. The emotional sensation Sam feels when he learns that his mother is a witch. What expression would he have? What about his body language?



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

- d. The sight of the leather pouch and string.
- e. The sight of the Shreeks. How big are they? What do they sound like?
- f. The sight of the Shreeks attacking. What do they look and sound like when attacking? Where do all the feathers and pieces go?
- g. The sight of the blue glow coming from Abigail. What emotional sensation do readers feel upon imagining this scene?
- h. The sight of the pickup truck. What color is the truck? Is it old or new? How deep are the ruts in the lawn?
- i. The sound of when the pickup drives over the gravel road.
- j. The feeling of drawing an X across a chest covered in leather. What does this look like?
- k. The feeling of holding the serrated knife's handle. What emotional sensation does this create for the character? The reader?
- l. The emotional sensation Sam feels upon finding the red shoe. What expression would he have? What about his body language? What does the shoe look like?
- m. The sight of Shun Kara? What color are their coats? Their eyes?
- n. The emotional and physical sensations Sam feels when he plunges the knife and kills one of the Shun Kara.

Be sure to pause and think aloud about your experiences with the many images, smells, tastes, textures, sounds, and emotional sensations that you might experience as the chapter continues.”

30-50 MINUTES

- 3. Have the students share their experiences in the first activity. Structure the sharing in a way that feels best for your class, whether it be whole class, fishbowl, small group, or pair share.
- 4. Opportunities for expansion can include hanging posters up around the room – one for each sense and a sixth for emotion. Encourage students to create sticky notes and hang them on the appropriate poster when they experience/notice that sensation as they read on through the book.
- 5. Another follow up lesson to this could include the shifting images and sensory experiences that take place over the course of the book. Instead of just adding to the number of observations on the posters, have students pay attention to how the sensory experiences change over the course of the book. Do the students see Mavery differently? Does Gungnir change for them in some way? How does the image of the sun shift in their minds?



Lesson Four

Who Are All These People?

Objectives:

- Students will enhance their reading comprehension by monitoring their understanding of *The Red Sun*.
- Students will enhance their metacognition by monitoring comprehension.

Reading Comprehension Strategy:

Monitoring Comprehension

Materials:

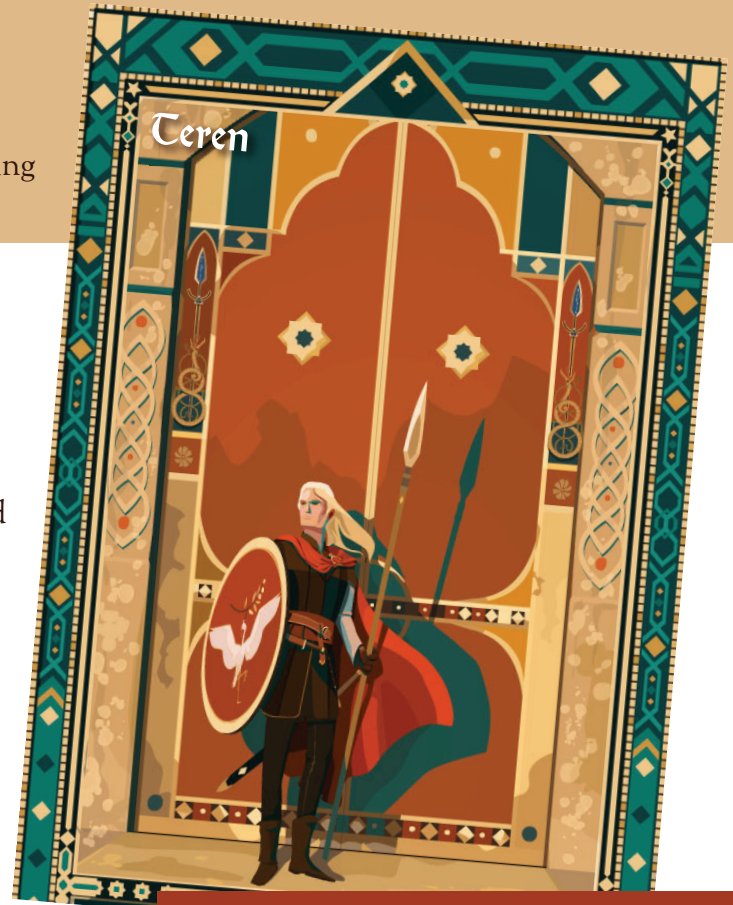
Copies of Chapter 12 of *The Red Sun*, with lines pre-marked in the margins, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-50 MINUTES

Begin by reminding students that good readers don't understand everything they read. Rather, good readers understand when they don't understand. Today's lesson is about helping students see how and when this happens, in addition to utilizing fix-up strategies to repair gaps in reading comprehension.

1. Distribute the pre-marked copies of Chapter 12. Make sure students have pencils/pens ready.
2. Begin reading the chapter aloud, stopping at the first pre-marked line to think aloud. Have students describe their comprehension of the book with regards to plot, characters, visualizations, and anything else that comes to mind. Encourage them to think aloud about the parts that they don't quite understand. Then, have them rate their overall comprehension of the previous section (from the beginning of the chapter to the first pre-marked line) on a scale from 1-5, with 1 being 'minimal' and 5 being 'completely get it.'
3. Begin reading aloud again and instruct the students to follow along. As you read, they should rate their comprehension of the new section from 1-5 on each of the pre-marked lines that show up during the reading. The goal here is to have them accurately monitoring their comprehension as the book progresses.



Common Core Standard(s) Addressed:

- **CCSS.ELA-LITERACY.RL.X.1**
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.X.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- **CCSS.ELA-LITERACY.RL.X.5**
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **CCSS.ELA-LITERACY.RL.X.6**
Explain how an author develops the point of view of the narrator or speaker in a text.

4. The tricky part of this chapter can come starting at the top of page 88, when the Falcory are introduced. From there, the names and affiliations become numerous and can confuse students. Either at this point, or after the reading, mention that good readers listen to their minds when they don't understand a word, term, or passage. To help with this, readers use "fix-up strategies" to help them understand. These fix-up strategies can include:

- a. Going back and rereading
- b. Underlining/highlighting important passages
- c. Looking up a term in the dictionary/online
- d. Asking a friend/mentor/teacher for explanation
- e. Create a diagram/picture/note sheet to sort out information

5. When appropriate (either during or after the passage), see if any students noticed when their comprehension dipped below a 3. At this point, a fix-up strategy is necessary. Discuss what the passage was about and what questions students had regarding their comprehension, then choose and model an effective fix-up.
6. If time allows, ask students to write in the margins what fix-up they used when their comprehension dipped below 3.

It's important to remember that this lesson will not teach your students to monitor their comprehension. Rather, it will give them a window into how their comprehension waivers over the course of the passage/article/book. Be sure to remind them at the end of the lesson that regular practice is required to develop and maintain quality comprehension monitoring.



Lesson Five

Why Are We In This Predicament?

Objectives:

- Students will deepen their comprehension by generating questions about their reading in *The Red Sun*.
- Students will develop critical thinking skills by asking higher-order questions of a text.

Reading Comprehension Strategy:

Questioning

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-10 MINUTES

Begin by asking students what role they feel questions have in life. Discuss what different kinds of questions exist, and what the purpose/goals of these questions could be. Be sure to chart or make notes of their responses. The goal of today's lesson is to guide students towards an awareness of questions that go well beyond 'yes' or 'no' answers, thus making them better readers.

1. Introduce the lesson to the students by explaining to them that today's practice will be about asking questions that come up while reading a passage.
2. Remind students that good readers are constantly asking questions of their texts. The right questions can challenge or transform a story's plot, characters, and context; can help us better understand an author; and can amplify the impact a piece of writing has on our lives. Refer to some of the questions they provided at the beginning of the class.

10-30 MINUTES

3. Students should be prepared with their copies of *The Red Sun*, pencils, and reading notebooks/journals.



Common Core Standard(s) Addressed:

- **CCSS.ELA-LITERACY.RL.X.1**
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.X.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- **CCSS.ELA-LITERACY.RL.X.5**
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **CCSS.ELA-LITERACY.RL.X.6**
Explain how an author develops the point of view of the narrator or speaker in a text.

4. Read Chapter 13 and 14 aloud, stopping to think aloud about the questions that you have about the chapter. Some questions could include:

a. Questions that demonstrate a gap in comprehension.

i. Why are Howie and Keely in cells?

ii. Who is Endera?

iii. What happened with Ronnie Polk?

iv. Who is Lord Orrin?

v. What faction is Gael a part of?

b. Questions that demonstrate higher order thinking.

i. Can you imagine how painful that bite must have been?

ii. Why do you think that Endera wants to scare these captive children so much? What could they possibly do to her?

iii. Do you think Endera is scared about what might come to pass, now that Sam is in Orkney?

iv. How might Howie and Keely save themselves from this predicament?

v. What does Lord Orrin have to gain by supporting Sam?

vi. Is Sam's aura clouded because of adolescence, the events that have taken place, magic, or something else? What is causing his confusion?

5. If time permits, pause in the read-aloud to discuss the questions. An inspired conversation is a powerful modeling tool that can reveal the value and enjoyment that comes from questioning a text.

6. After completing the chapter, chart some of the questions you asked in the two categories: Comprehension Gap and Higher Order Thinking.

The goal here is two fold:

a. To show the students what questions can look like.

b. To establish that both question types are necessary and encouraged.

30-45 MINUTES

7. Tell the students that they can use many different methods to better understand a text and create a more enjoyable reading experience. One easy way is to use questions starters. Encourage students to write these basic question starters down in their notebooks for future questioning entries:

a. What are some other ways...

b. What if you...

c. Can you imagine...

d. If..., then...

e. How might...

For wrap up, assign a section of *The Red Sun* and ask students to journal about questions they have during reading that qualify as either Gap in Comprehension or Higher-Order Thinking. Avoid a question quota, if at all possible. This can create an inauthentic experience, and the goal of teaching reading strategies is to develop authentic mental practices to deepen the reading experience.



Lesson Six

Could I Grow Like Sam?

Objectives:

- Students will connect prior knowledge and experiences with *The Red Sun*.
- Students will analyze Sam's character development and introspection.
- Students will begin to see Sam's path toward self-realization.

Reading Comprehension Strategy:

Using Schema

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Advance Work:

For the purpose of this lesson, have students pre-read Chapter 17-20. That way, when you work on the lesson, the goal won't be event comprehension, but a deeper understanding via accessing prior knowledge and experiences.

Procedure:

0-25 MINUTES

Begin by reminding the class that good readers make connections with their prior knowledge and experiences to make sense of the book and connect with the characters. Today, students will do just that with Sam's experiences.

1. Introduce the lesson by turning to the second page of Chapter 17 and providing some context for the students. Essentially, this is the part where Orrin wakes Sam up in the middle of the night and helps Sam escape, so he can go to Balfour Island.
2. Begin reading out loud at the part that begins with "Emenor looked at Sam impatiently. 'Open it,' he demanded." Continue on until the passage that ends with, "...tucked the stone back inside his shirt and ran across the courtyard to the stables."



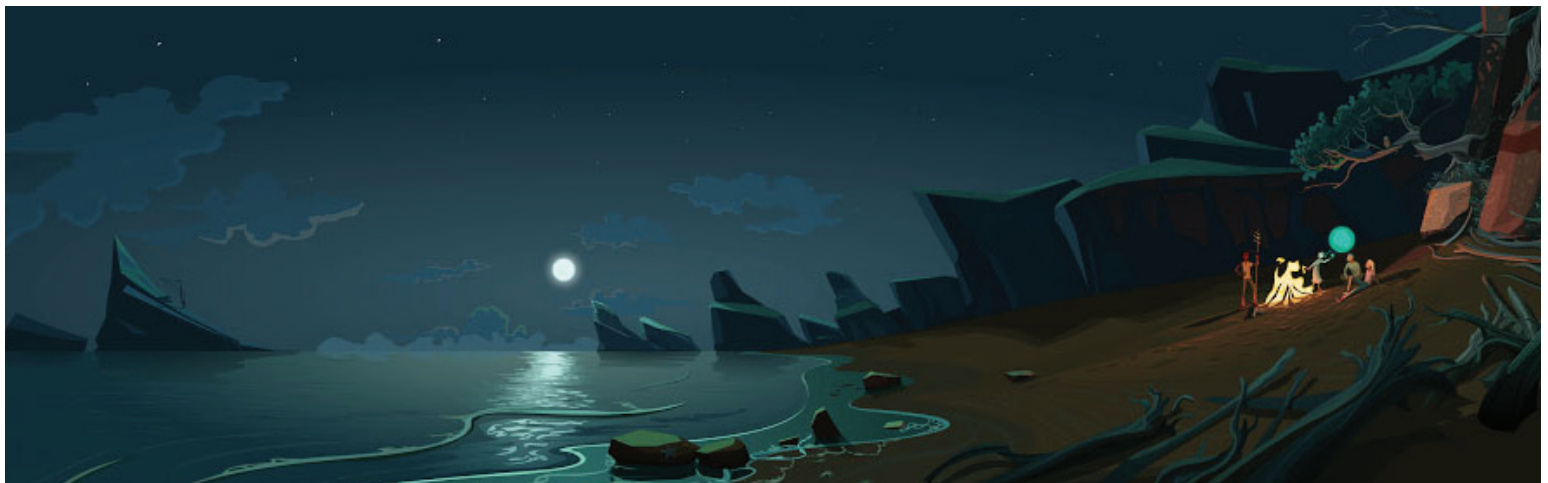
Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

3. After reading through this section, think aloud with students about a time when you doubted yourself and then overcame those doubts. These doubts could have been related to physical, mental, social, family, or other challenges. Have students describe a situation in which they doubted themselves and speak about how they managed to overcome these doubts. What was the obstacle that prevented them from moving forward and, ultimately, what caused them to push through that self doubt, just like Sam?

25-50 MINUTES

4. For the next part of the lesson, students will be given the chance to connect with Sam on a different level. Read the section of Chapter 20 that begins with, “Dropping down on a mat, Sam tried to catch his breath,” until the end of the chapter.
5. Following this section, hold another think aloud session. Discuss with students how Jasper spends a good deal of time pointing out that Sam is largely connected to and responsible for the problems that Orkney faces right now. Sam’s rage is directly connected to the reddening of the sun and failing ecosystem in the Realm.
6. Ask students to brainstorm either a time in their or another person’s life when they didn’t want a high level of responsibility, or a significant event in the news/history, that echoes what Sam is feeling in this chapter. Some ideas might include the following:
- a. Peter Parker/Spider-man – As he developed great power, he also gained great responsibility.
 - b. Barack Obama – As the first black president, he is responsible for being a powerful role model for the US and all those that look up to him.
 - c. Ruby Bridges – The first African American girl to attend an all-white school.
 - d. Dylan Siegel – An 8 year old who wrote a book and raised over 1 million dollars to raise money for his friend’s health care costs
7. See if any students want to share about similar experiences they have had. After 2-3 students talk about their ability to conquer self-doubt or a burden of responsibility, ask the class to journal or quick write about a time in their lives that they connect to Sam’s experience of pushing himself through his fear, dealing with his burden, and learning about his power.
8. If any students are stuck, perhaps write seed lists with some/all lists of the following headings:
- a. Real Things I Don’t Think I Can Do
 - b. Real Things I Am Afraid Of
 - c. Top Ten Times I’ve Surprised Myself
 - d. My Top Ten Achievements
9. If time allows, have students share some of their writing after a 5-10 minute journaling session.



Lesson Seven

Is the Realm More Important Than My Friends, Than My Father?

Objectives:

- Students will understand the complexity of choices that Sam is faced with.
- Students will develop their ability to connect emotionally to a text.
- Students will continue to explore Sam's personal journey towards self-realization.

Reading Comprehension Strategy:

Emotional Imagery

Materials:

Copies of Lesson 7 Handout, class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-20 MINUTES

Introduce the lesson by discussing with students how Chapters 26 and 27 pose a very complicated and emotional situation for Sam. He is presented with three very difficult choices: Does he work to save the realm, his friends, or his father? Using an emotional connection, students will have the opportunity in this lesson to connect with Sam's plight resulting from the choices he's been given.

1. Begin by reading as much of Chapters 26 and 27 aloud as you have time for. Stop occasionally to talk about how students feel regarding Sam's plight, naming the emotions that they experience. This will help give the students vocabulary for the later exercise.



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

Lesson Seven: Is the Realm More Important Than My Friends, Than My Father?

27

20-50 MINUTES

2. Next, have the students split into small groups of 3-4. Pass out the handout for Lesson 7. Students can use this to create a chart of emotions, as well as pros and cons of the decisions that confront Sam. Students are also expected to make a decision about which path they would follow.
3. After students have been given enough time to complete the handout, give each group the opportunity to share their thinking, what decision they have made, and why. Sharing in front of the entire group can broaden thinking regarding concepts and ideas not present in other groups.



The Choices of Samuel Barconian

Save Orkney	Save Friends	Save Father
Emotions	Emotions	Emotions
Pros	Pros	Pros
Cons	Cons	Cons

Lesson Eight

29

Oh, me, Oh, my, Omera!

Objectives:

- Students will understand the relationship between Sam and the Omera.
- Students will strengthen their ability to monitor reading comprehension.

Reading Comprehension Strategy:

Monitoring Comprehension

Materials:

Copies of Lesson 8 Handout, class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-25 MINUTES

In this lesson, students will have the opportunity to monitor their understanding of a complex part of *The Red Sun*: Chapter 38, when Sam lives, for a time, in concert with the Omera. Remind students that good readers always are aware of how much they understand the story. When their comprehension strategies break down, it's time for some fix-up strategies. This lesson will show them one more idea for a fix up strategy.

1. Begin by drawing a Venn diagram on the board, similar to the one on the handout for Lesson 8. While you are doing this, have a student distribute the copies of the Lesson 8 Handout. Tell the students that it's their job to use this as a monitoring tool for their comprehension.
2. Start reading Chapter 38 aloud. Have students monitor when Sam is himself, when he shares his mindset with the Omera, and when he becomes only the Omera. Have them jot down notes in the parts of the Venn Diagram when these shifts happen during the read aloud.

The shifts happen at the following times:

- a. Beginning of Chapter – Shared consciousness
- b. He forgets his own name – Only the Omera exists
- c. Fetch pets his nose – Shared consciousness or Omera
- d. Sam is expelled from the Omera – Only Sam



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

Lesson Eight: Oh, me, Oh, my, Omera!

3. Keep in mind, these shifts are blurry, to a certain extent. The author allows us to see how the two creatures, Sam and Omera, share a body and mind in different capacities over time. Discuss this a continuum of presence with the students. The Venn diagram can reinforce this.

25-50 MINUTES

4. After reading, turn to the board, and ask the class to help you fill out the Venn diagram on the board, using their observations and notes as a jumping off point. As you place these events on the diagram on the board, ask the students:
- Where can the observations be placed in the circles?
 - What would it mean if we placed them closer to or farther from the middle (shared consciousness) section?

- Can we do anything with size and color of text to indicate some aspect of mental state?
- Do we think that Sam “wanted to kill” his mother? What was influencing his decisions? How was being inside “the beast” affecting his mental state?

Extensions

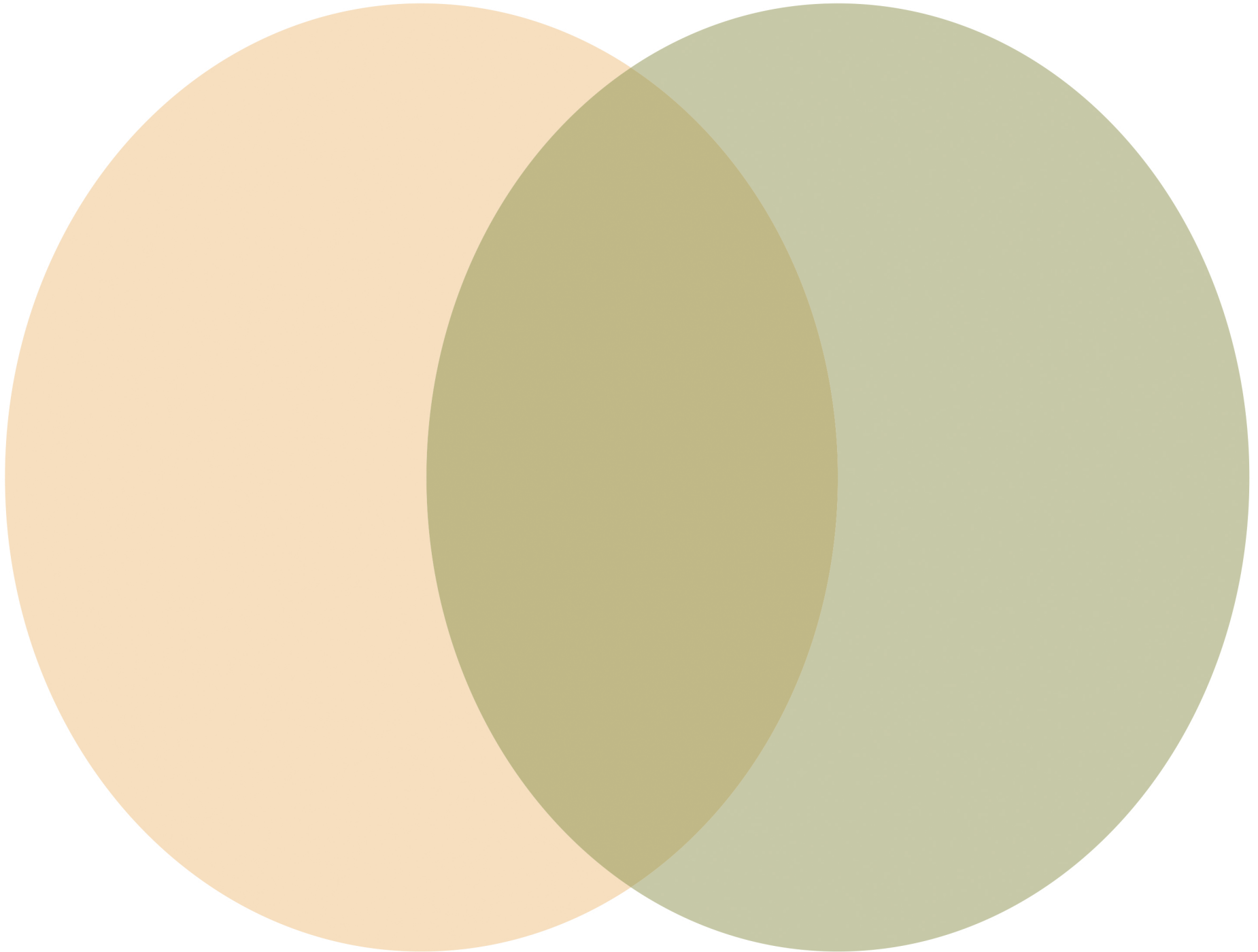
- What does Abigail mean when she says, “You’ve only conjured my spirit.”? Why would the baby Omera come after her if she wasn’t really there? Does the author state that the chicks want/intend to eat her, or does our mind make it seem like that’s what they are doing?



Name _____

Sam

Omera



Lesson Nine

Will the Real Samuel Barconian Please Stand Up?

Objectives:

- Students will develop their ability to question a text.
- Students will critically analyze the choices that Sam makes at the Ring of Brogar.

Reading Comprehension Strategy:

Questioning Text

Materials:

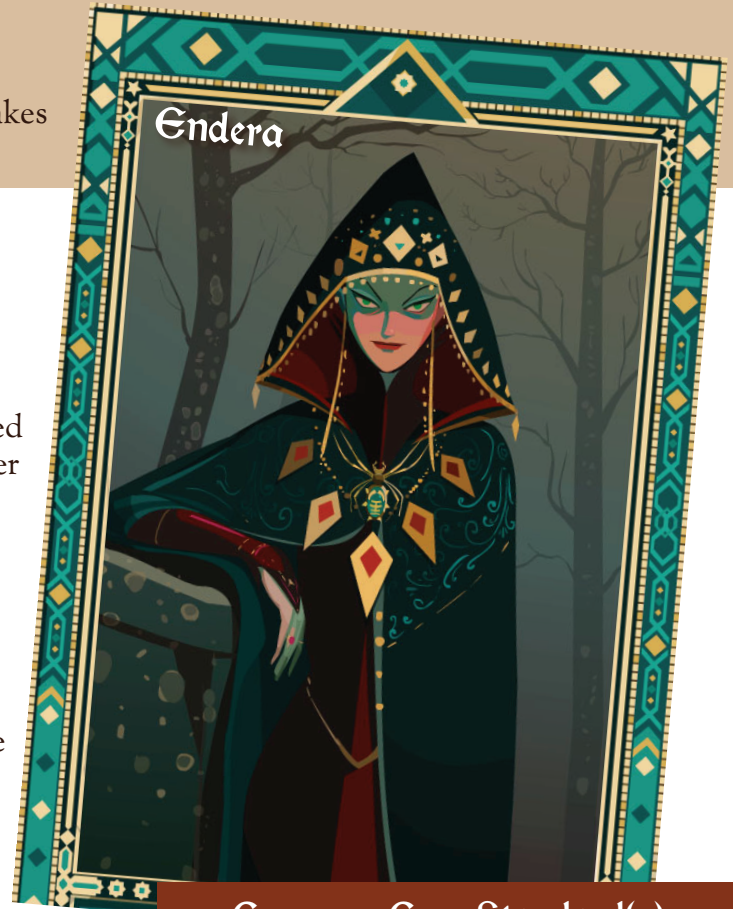
Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-20 MINUTES

This lesson is a great opportunity to analyze how Sam makes choices that help him realize who he is and what he is capable of. Once again, remind the students that good readers don't accept what is on the page at face value. Rather, good readers ask questions about what's going on in the texts they are reading. They ponder, doubt, and attempt to look deeper than what the author has provided. This chapter provides a powerful chance to do just that.

1. Before reading Chapter 48 aloud to the students, have them prepare reading journals, ready to write questions of their own down during the reading. Also, it's important to note that one of the best things about Chapter 48 is that it gives a clear window into Sam's priorities, which, in turn, reveals who he is becoming as a person.
2. While reading, be sure to think aloud with students about the questions that you have as a reader. At this point in the book, the reader is naturally guided towards wondering about what will happen up to and after the climax of the book. Some questions might include the following:
 - a. Now that Sam is free of the curse, what is he going to do about the many directions he's being pulled?
 - b. Will Sam save Howie?
 - c. Why doesn't Sam choose to save Howie after all the work that he's done?



Common Core Standard(s) Addressed:

- CCSS.ELA-LITERACY.RL.X.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.X.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- CCSS.ELA-LITERACY.RL.X.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- CCSS.ELA-LITERACY.RL.X.6
Explain how an author develops the point of view of the narrator or speaker in a text.

Lesson Nine: Will the Real Samuel Barconian Please Stand Up?

- d. How come Sam feels it's right to be faithful to Odin and his father, but not his best friend?
 - e. Does Sam feel helpless?
 - f. Why are the witches so cruel? How come they resort to violence and fear to get what they want? Wouldn't it be easier to talk with others and explain their perspectives/problems?
 - g. Do you think Sam will hold onto his father's disappointment, and if this will affect his actions in the next two books?
 - h. Will Sam's statement, "When I release my father, we're going to destroy you," actually come to pass, in some way? Will his father stay with him in Orkney?
 - i. Can Sam use his witch power to summon some form of his father in the afterlife?
 - j. What part of this chapter shows Sam in his amygdala? When is he in his prefrontal cortex?
 - k. The author shows Sam at a moment of great intensity and expresses that he's awash with various emotions. Is it possible to experience so many of these emotions while being so focused/panicked?
 - l. Will the witches still try to destroy Sam? Will Catronia harbor resentment that is rooted in her experiences from long ago? Does she, as a much older witch, hold onto old ideas about the realm and what she thinks it should look like?
3. After reading, have the students share some of their questions. Point out the differences between questions that reveal a gap in comprehension and those that show higher-order thinking.

4. If time allows, explore some of the students' questions as a whole group.

20-50 MINUTES

5. For the next part of the lesson, students will have a chance to write a poem for two voices. This poetic form gives the author a chance to write a poem from two different perspectives, attempting to understand/give voice to both. It's also fun to write the poem in pairs, where one author takes each perspective. Information and student samples of this form can be found here¹.
6. It may be helpful to model, with the whole class, how to create one of these poems first. Some potential voices might include:
- a. Sam and Robert
 - b. Sam and Howie
 - c. Sam and Endera
 - d. Endera and Catronia
 - e. Mavery and Sam
 - f. Sam and Keely
7. Remind the students that when there is text in both columns on the same line the words are to be read together, by both voices. Therefore, the spacing of their poems is essential.
8. If time allows, have some pairs of students share their poems, commenting on their process. If not, ask students to complete the poem for homework and be prepared to share the next class.

¹ www.ideasbyjivey.com/2014/01/sparking-student-motivation-two-voice.html



Lesson Ten

The Battle for Orkney Is Not Over

Objectives:

- Students will understand the ending of *The Red Sun*.
- Students will explore different possibilities by questioning Sam's final decision.
- Students will make inferences about what will come to pass in *The Moon Pearl*.

Reading Comprehension Strategy:

Making Inferences

Materials:

Class set of *The Red Sun*, pens/pencils, sticky notes, colored pencils, writing paper/reading journals, access to computer with internet.

Procedure:

0-20 MINUTES

The goal for this lesson is to help students have a clear understanding of how the book ends.

1. Begin by reading Chapter 50 aloud. Take time to think aloud about your predictions for the end of the chapter. Questions to consider might include:

- a. Is Howie dead? Why would the author choose to do that?
- b. Do you think Sam is going to go home with Howie and Keely?
- c. Rego convinces Gael and Beo that Sam can help defeat the witches. Is this what Sam wants to do?
- d. How does Odin's Fury help him create a portal?
- e. What did Keely mean when she said, "Sam, wait – don't do this. We need you too."

20-50 MINUTES

2. At this point, the lesson can take a few paths:
 - a. **Option 1:** Split the class up into two teams. One team of people will argue Sam should have stayed in Orkney, and a second team should argue he should have returned to Pilot Rock. Then, hold a debate about the benefits/consequences of each decision. Some guiding questions for the debate can include:
 - i. What would have happened if he chose to go? Could he have just forgotten about Orkney?



Common Core Standard(s) Addressed:

- **CCSS.ELA-LITERACY.RL.X.1**
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.X.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- **CCSS.ELA-LITERACY.RL.X.5**
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **CCSS.ELA-LITERACY.RL.X.6**
Explain how an author develops the point of view of the narrator or speaker in a text.

- ii. Would Orkney have just fallen apart? Would that have mattered to Sam? Was he really that important when it came to defeating the Stone Witches?
 - iii. Why didn't Sam give Howie and Keely a choice to stay with him, despite their initial desire to go home? Would his thinking have swayed their minds?
- b. **Option 2:** Spend time considering Sam's character growth. A major theme in this book centers around Sam's ability to realize his own path, or realizing who he truly is. We have seen Sam grow into a very different person from the beginning of the book.
- c. **Option 3:** Have the class create a T chart that indicates what the major events were and how these events influenced Sam's character's growth. These can include the following:
- i. Seeing Endera in the Locker Room
 - ii. Arriving in Orkney and killing the Shun Kara
 - iii. Fighting to save his friends
 - iv. Meeting and befriending Mavery
 - v. Having to make sense of all the factions pulling at him
 - vi. Sharing a body with the Omera
 - vii. Meeting Odin
 - viii. Sam's realization that he possessed strong character
 - ix. Freeing and losing his father
 - x. Fighting off the witches, including Catronia
 - xi. Choosing to stay in Orkney
- d. **Option 4:** Explore the major death in the book. Storytellers will allow a character to die for specific reasons. Why do students think that Alane Adams killed off Robert Barconian? How would his death affect the surviving characters and their resulting story? Use this as a jumping off point to make inferences regarding what will happen in the next book in the series, *The Moon Pearl*.
3. Discuss inferences, also called predictions, with students. Give students an opportunity to consider the author's meaning and implications beyond the clues that she's directly given the reader. As you proceed through this path, model how you and the students can move from the obvious...
- i. Sam will lead the Orkadian armies to a great battle against the witches.
 - ii. Perrin, Endera's daughter, will have a valuable role in influencing the witches' actions.
 - iii. The witches will rally and cause great death and suffering in Orkney.
- ...to the broader inferences:
- iv. Does Sam deal with questions of self-worth? Is he afraid that he made the wrong choice, and will this influence his ability to be an effective leader?
 - v. Perrin tells Howie that her mother is not a monster. So far, Endera has been a flat character. What complexities will we learn about her motivating factors? Perhaps she's fighting because of an ancient hurt that will cause us to have some empathy? Maybe we'll learn more about her in future books that will allow us to understand her better.
 - vi. What connections can we make between the politics of Orkney and America/Earth?
4. Chart these inferences and celebrate the questions that might not have answers.



About the Author

Alane Adams

I grew up in an old Quaker town called Whittier in Southern California. For college, I attended the University of Southern California where I wanted to be an English major, but my family convinced me to become an accountant so I could help run a family business.

I spent the next few decades trying to get back to writing instead of balancing budgets. After leaving the family business behind in 2008, I started a foundation focusing on global poverty issues particularly their effect on children. I pursued a Masters Degree in Diplomacy and took several field visits with UNICEF, visiting schools around the world. After seeing the importance of education and literacy in the battle to end extreme poverty, I began to shift the focus of my foundation to improving and supporting literacy efforts. In 2009, I was invited to teach a course on social entrepreneurship at Chapman University and joined the full-time faculty for the next five years. Along the way, my passion for literacy and children came together when my 12-year-old son Alex challenged me to write a book he could read. I began writing the Legends of Orkney™ book series and haven't stopped writing since that day. In addition, I have a new picture book coming out, *The Coal Thief*, based on stories from my father's life growing up in Pennsylvania at the turn of the century.



Having been an avid reader my entire life, books based on mythology have always fascinated me the most. I think it's the idea of magic and the unlimited potential behind the surreal. Building an entirely new world like the fantastical realm of Orkney in my series has been a wonderful challenge. When I think of stories that don't involve some element of magic it feels dry and boring. I love characters that are deeply flawed and full of emotions like anger and frustration and a burning desire to understand why it is they are so flawed. There are so many wonderful writers out there that entertain children and adults alike, but my all-time favorite book is *River God* by Wilbur Smith because it tells such a powerful story of life in ancient Egypt and you can't help but be swept back to that time and place.

When I'm not writing or teaching, I'm out hiking somewhere in the world or hanging out with my three boys who are my greatest joy. Thank you for visiting my page. I hope you enjoy reading these books as much as I enjoyed writing them for you.

To learn more about my foundation visit: www.riseupfoundation.org.

– Alane Adams

Alane is proud to be a member of the Society of Children's Book Writers and Illustrators, the International Reading Association, The Literacy Research Association, and the California Reading Association.

Learn more about Alane and her works at her website <http://alaneadams.com>

About the Artist

Jonathan Stroh

Seattle's Jonathan Stroh is the creative genius bringing the characters and stories from Legends of Orkney™ to life in the mobile game BattleKasters. When he's not illustrating, Jonathan enjoys woodworking, horticulture, mycology and observing mallards in the wild. Jonathan is the senior artist at Artifact Technologies in Ballard, WA.





About Pop Culture Classroom

Our “Classroom” program delivers high quality, all-inclusive educational resources to school districts, teachers, and community organizations using comics, graphic novels and related pop culture media. We strive to create educational engagement with students and provide them the creative and critical thinking skills that put them on the path to lifelong learning.

For educators, PCC’s Classroom program provides resources and professional development training to help increase students’ academic, literacy and art skills, as well as enhance their personal awareness in the classroom. Administrators will benefit from better-engaged students, which may increase attendance and improve test scores.

Students will also enjoy our exciting and diverse programming, which harnesses their existing interests in comics, movies, television, video games, and other pop culture topics in order to create one-of-a-kind learning experiences. Parents are also provided the opportunity to actively participate in their child’s education.

To maintain the quality and effectiveness of our educational tools, we regularly collaborate with award-winning comic book artists, publishers, and accomplished educators from various fields.

In addition, we engage entire communities through our signature event: Denver Comic Con. The proceeds from this annual, education-centered, family-friendly, pop culture fan event benefits PCC’s overall educational endeavors.

Through our work in The Classroom and Denver Comic Con, we envision individuals transformed by the educational power of popular culture who create diverse, inclusive and engaged communities.

Come visit us at www.popcultureclassroom.org

Contact

Alane loves questions and comments from readers. You can write to her at:

[Alane Adams](#)

PO Box 1475

Orange, CA 92856

author@alaneadams.com

[Publicity](#)

Crystal Patriarche

480-650-1688

crystal@booksparkspr.com

[School Visits](#)

If you would like Alane to visit your school and speak to your students about the importance of reading and why she is so passionate about literacy, please contact lauri@riseupfoundation.org

[Pop Culture Classroom](#)

Visit our website at popcultureclassroom.org and feel free to contact us regarding curriculum development, events, and educational materials at info@popcultureclassroom.org.