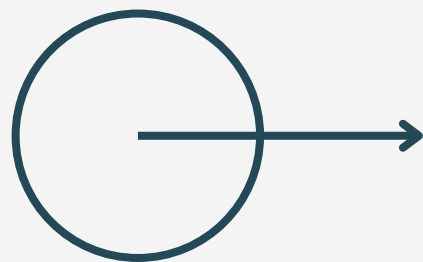




# SMUDGE EPISODE 4

## 4-7 GUIDE

Integrating SEL, ELA, and Creative Expression





# OVERVIEW



EP 4

In this episode, Smudge and the Inkompletes are trapped by Calumbra, a terrifying villain who drains characters of their "potential" (the ink inside them). Calumbra tries to manipulate Smudge with scary words and mean questions, but Smudge refuses to give in. With teamwork and bravery, the group escapes—but Iggy stays behind to save his friends. The Inkompletes journey through the magical Unfiniverse on a giant Tome Turtle, heading toward the Weaver (a giant spider) for help. Meanwhile, Calumbra reveals he let them escape on purpose—he's using them to find something important.

## Key Themes

- Being True to Yourself: Smudge refuses to let Calumbra define who they are
- Bravery When You're Scared: The Inkompletes are terrified but still act courageously
- Friendship and Sacrifice: Iggy gives himself up so his friends can escape
- Standing Up to Bullies: Calumbra tries to make Smudge feel bad, but Smudge resists





# LEARNING PATHS

With our comprehensive set of resources, teachers can focus on three key paths to maximize engagement with Smudge Episode 4:

1

## ELA

- Focus: Analyze villain motivations, identify manipulation tactics, practice claim and evidence writing, examine different types of conflict, and practice creative and analytical writing

2

## SEL

- Focus: Learn to recognize when someone is trying to manipulate you, understand the importance of staying true to yourself, explore personal identity, and learn the difference between understanding someone and excusing their bad behavior

3

## Creative Expression

- Focus: Create stories from different perspectives, build imaginary worlds, and practice different types of writing (stories, essays, articles).

# PRE-WATCH DISCUSSION

BEFORE

These questions encourage students to actively listen for key literary elements, identify story themes, and reflect on character motivations, sparking discussions on creativity, storytelling, and perseverance.

## Prompts:

- What **tactics** do villains use to control heroes with words and mind games instead of just physical fighting? Think of examples from movies or books.
- What is a "**false choice**"? Have you ever been asked a question that made you feel like you only had two options when really there were more?
- What makes **sacrifice** meaningful in a story? When does it work well vs. when does it feel forced?





# DURING-WATCH DISCUSSION

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DURING

## Prompts:

- Pause when Calumbra says "Puppet or puppeteer?" and ask: What's wrong with this question? Why does Calumbra make the tendrils tighten? Why is Smudge's answer important?
- When Iggy stays behind, ask: Why does Iggy make this choice? How do you think his friends feel?
- At the end, when we see Calumbra let them go, ask: Why would Calumbra let them escape? What does this tell us about how smart he is?



# POST-WATCH DISCUSSION

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AFTER

## Prompts:

- Calumbra was erased from the World Book. How does this backstory make him more complex? Does understanding his pain excuse what he does?
- Why does Calumbra use mind games before using his physical powers? Why is that more effective?
- The Inkompletes think they escaped, but Calumbra is using them. What does this show about his planning?
- Both Smudge and Calumbra are characters without a story. How are their experiences different?
- Predict: What is Calumbra trying to complete? Why does he need the Inkompletes' potential?





# CHARACTER PROFILES



- **Smudge:** A brave Inkcomplete who refuses to let Calumbra control him. Smudge is scared but stands up for who they are.
- **Calumbra:** A scary villain wrapped in shadowy feathers. He was once a complete character in the World Book, but the authors erased him. Now he's angry and drains other characters' potential to complete an ancient manuscript.
- **Fleck:** The confident leader who uses her magical scarf, Stitch, to help the group escape. She's protective and quick-thinking.
- **Dot:** A smart and kind Inkcomplete who knows a lot about the Unfiniverse. She can play music.
- **Spinks:** A funny friend who makes jokes even when he's scared. He calls Calumbra names like "shadow monger" and "Captain Creepshow."
- **Iggy:** A dramatic Inkcomplete who becomes a true hero when he sacrifices himself so his friends can escape.
- **Stitch:** Fleck's magical scarf that can move on its own and help in battles.

# PLOT BREAKDOWN



## **Introduction:**

The Inkompletes are surrounded by Calumbra and his shadow creatures (called the Unwritten) in the Wilds of the Unknown. Calumbra uses his shadow tendrils to trap everyone except Smudge.

## **Conflict:**

Calumbra tries to make Smudge feel bad by asking mean questions: "Did they laugh at you? Tell you that you were wrong?" He tells Smudge about how he was erased from the World Book and offers a choice: be a "puppet" (controlled by others) or a "puppeteer" (control others).

## **Climax:**

Smudge refuses both choices and says, "I'm an Inkomplete!" The group uses teamwork to escape—Stitch wraps around Calumbra's face like a blindfold. Iggy dives in to save Dot and stays behind so everyone else can run. Calumbra lets them go because he's using them to lead him somewhere important.

**(continued)**



# PLOT BREAKDOWN (CONT'D)



## **Falling Action:**

The Inkompletes run through the woods. They reach the River of Revisions (a river made of flowing pages). Dot plays music on magical reeds, and a giant Tome Turtle named Shelly surfaces to give them a ride.

## **Resolution:**

The group rides Shelly toward the Archive to find the Weaver. They see magical things along the way: floating sheep that crash into each other, a paper nymph who returns Smudge's dropped pen. Meanwhile, Calumbra's shadow panthers follow them in secret. At his dark workshop, Calumbra drains another Inkomplete's potential using a special pen to complete his ancient manuscript.

# GRADE 4-7 RESOURCES







# Activity 1. Calumbra's Tactics Analyzer

*Focus: SEL - Recognizing Manipulation*

Students identify three manipulation tactics Calumbra uses: flattery (making someone feel special to gain trust), shame (bringing up painful memories), and undermining trust (making someone doubt their friends). They explain how each tactic works and why it might work on Smudge.

## Teaching Tips:

- Define each tactic clearly with real-world examples (like ads or peer pressure)
- Explain that knowing these tactics helps protect against them
- Connect to media literacy: How do ads, social media, or peer pressure use these tricks?



Name: \_\_\_\_\_Date: \_\_\_\_\_

CALUMBRA'S TACTICS ANALYZER

Directions: Calumbra uses specific tactics to try to control Smudge. Identify each tactic and analyze how it's used.

Tactic #1: Flattery

• **What Calumbra says:** "Ah. A fellow visionary."

• **Definition:** Making someone feel special or important to gain their trust

What this tactic does: \_\_\_\_\_

Why it might work on Smudge: \_\_\_\_\_

\_\_\_\_\_

Tactic #2: Shame & Triggering Painful Memories

• **What Calumbra says:** "Did they laugh? Tell you it was wrong? That you're just a character?"

• **Definition:** Reminding someone of painful experiences to make them feel inadequate

What this tactic does: \_\_\_\_\_

Why it might work on Smudge: \_\_\_\_\_

\_\_\_\_\_



**ANSWER KEY**

**Activity 1: Calumbra's Tactics Analyzer**

**Tactic #1: Flattery**

**What this tactic does:** Makes Smudge feel special and understood, lowering their guard

**Why it might work on Smudge:** Smudge has felt misunderstood and rejected; being called a 'fellow visionary' makes them feel validated

**Tactic #2: Shame & Triggering Painful Memories**

**What this tactic does:** Brings up painful experiences to make Smudge feel inadequate and vulnerable

**Why it might work on Smudge:** Smudge has been laughed at and told they're 'just a character'; these are real wounds Calumbra is showing



**Tactic #3: Undermining Trust**

**What this tactic does:** Makes Smudge doubt their friends and feel alone

**Why it might work on Smudge:** When separated from friends and scared, it's easier to believe negative things about people you trust

**Other tactics students might identify:**

**Creating false choices** (puppet or puppeteer)

**Shared victimhood** ("We're the same - both erased/incomplete")

**Physical intimidation** (extending neck, circling, shadow tendrils)

**Isolation** (silencing other Inkompletes so Smudge feels alone)





## Activity 2. Claim & Evidence

Focus: ELA - Using Evidence to Support Ideas

Students practice finding evidence from the episode to support three claims: (1) Calumbra is a tragic villain, (2) Iggy's sacrifice shows true friendship, (3) Smudge is brave by choosing to be himself. Then they create their own claim with evidence.

### Teaching Tips:

- Teacher students that good evidence is specific, not general ("When Calumbra said he was erased" not "Calumbra was sad")
- For the open-ended question, have students share ideas in pairs first



Name: \_\_\_\_\_Date: \_\_\_\_\_

CLAIM & EVIDENCE

Directions: Good analysts support their ideas with evidence. Practice finding evidence for each of the following claims.

• Claim: Calumbra is a tragic villain (a villain we can understand and even feel sympathy for, even though we don't agree with his actions).

• Evidence - Where do you see or hear evidence of this in the episode?

\_\_\_\_\_

\_\_\_\_\_

• Claim: Iggy's sacrifice demonstrates true friendship.

• Evidence - Where do you see or hear evidence of this in the episode?

\_\_\_\_\_

\_\_\_\_\_

• Claim: Smudge shows bravery by choosing to be himself rather than what others expect.

• Evidence - Where do you see or hear evidence of this in the episode?

\_\_\_\_\_

\_\_\_\_\_

What are some other claims you could make based on this episode? What evidence did you hear or see that supports this claim?

\_\_\_\_\_

\_\_\_\_\_



## ANSWER KEY

### Activity 2: Claim & Evidence

**Claim:** Calumbra is a tragic villain

**Evidence:** Calumbra says he was 'complete once' and had his 'name etched into their sacred book' but was 'erased' and 'banished,' showing he lost his identity against his will

**Claim:** Iggy's sacrifice demonstrates true friendship

**Evidence:** Iggy dives to save Dot from the panthers and stays behind to distract Calumbra, saying 'Let history remember my sacrifice,' allowing his friends to escape

**Claim:** Smudge shows bravery by choosing to be himself



**Evidence:** When Calumbra asks 'Puppet or puppeteer?' Smudge refuses both options and declares 'Neither. I'm an Inkomplete,' standing up for their identity despite being scared and trapped

**Other claims students might make:**

- The Inkompletes show teamwork (Stitch blindfolds Calumbra, Fleck steers, everyone works together)
- Calumbra is a strategic villain (He lets them escape on purpose to track them)
- The episode teaches that you don't have to accept false choices (Smudge creates a third option)

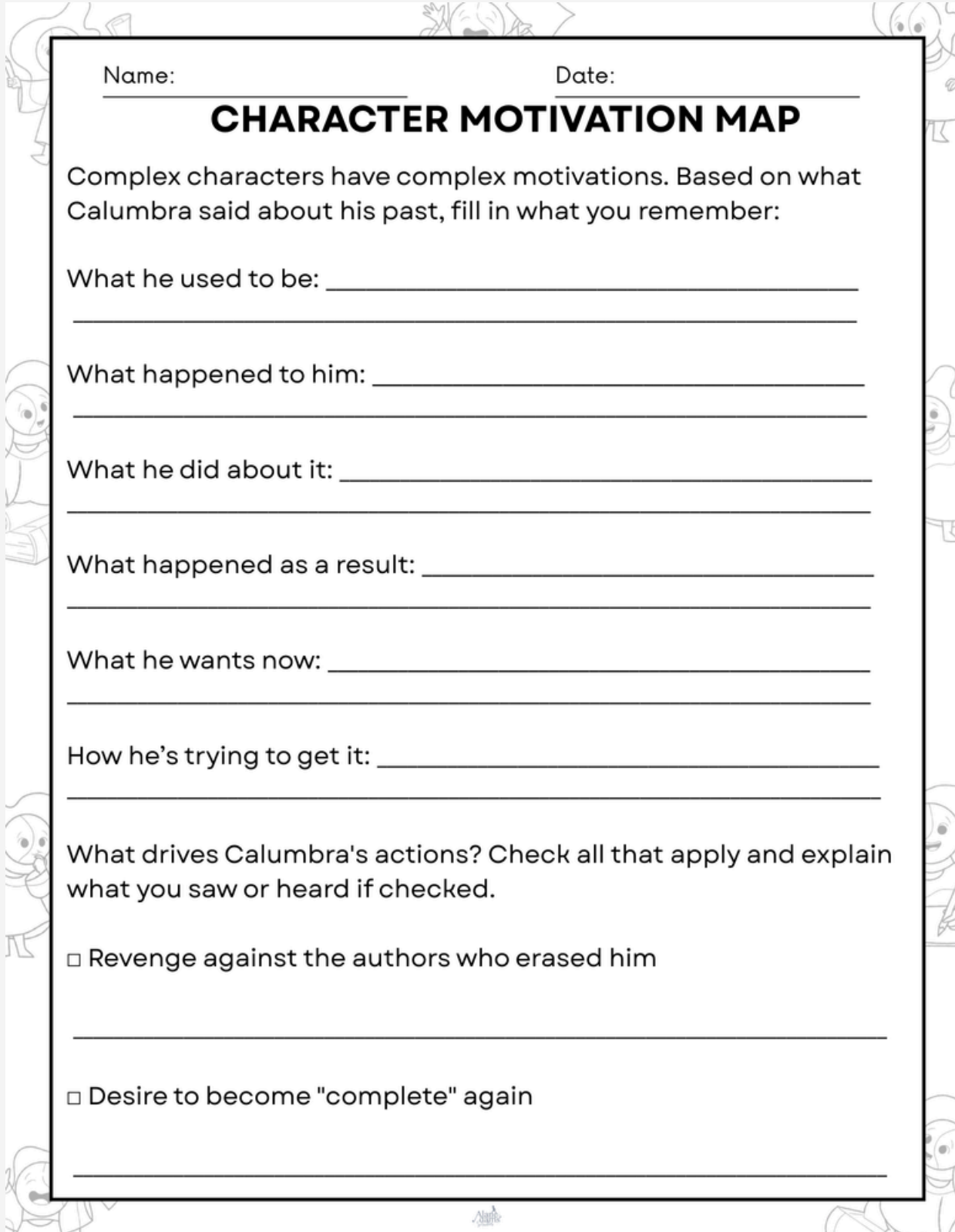
### Activity 3. Character Motivation Map

**Focus: ELA - Understanding Why Characters Act Certain Ways & SEL - Empathy vs. Excusing**

**Students trace Calumbra's backstory and identify what drives him (revenge, wanting to be complete again, needing control, wanting power, loneliness). Then they answer a big question: Can you understand why a villain does bad things without saying it's okay?**

#### Teaching Tips:

- **This is a complex discussion—take your time and let students think deeply**
- **Use examples from books or movies (not current events)**



The worksheet is titled "CHARACTER MOTIVATION MAP" and is designed for students to explore the motivations of a character named Calumbra. It includes fields for the student's name and date, followed by a series of questions about Calumbra's past, current desires, and actions. The questions are: "What he used to be:", "What happened to him:", "What he did about it:", "What happened as a result:", "What he wants now:", and "How he's trying to get it:". Each question is followed by two lines for the student's response. At the bottom, there are two checkboxes: "Revenge against the authors who erased him" and "Desire to become 'complete' again", each followed by a line for explanation. The worksheet is decorated with cartoon characters in the margins.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**CHARACTER MOTIVATION MAP**

Complex characters have complex motivations. Based on what Calumbra said about his past, fill in what you remember:

What he used to be: \_\_\_\_\_

What happened to him: \_\_\_\_\_

What he did about it: \_\_\_\_\_

What happened as a result: \_\_\_\_\_

What he wants now: \_\_\_\_\_

How he's trying to get it: \_\_\_\_\_

What drives Calumbra's actions? Check all that apply and explain what you saw or heard if checked.

☐ Revenge against the authors who erased him

\_\_\_\_\_

☐ Desire to become "complete" again

\_\_\_\_\_





**ANSWER KEY**

**Activity 3: Character Motivation Map**

**What he used to be:**  
**A complete character in the World Book**

**What happened to him:**  
**The authors erased him from the book; he was banished and became incomplete**

**What he did about it:**  
**He began draining other characters' potential to try to become complete again**

**What happened as a result:**  
**He created the Unwritten (mindless enforcers) and became a villain in the Unfiniverse**



**What he wants now:**  
**To complete an ancient manuscript using stolen potential, possibly to rewrite his own story or gain power**

**How he's trying to get it:**  
**Capturing Inkompletes and draining their potential with a special pen**

**Continued ==>**



### Activity 3: Character Motivation Map Answer Key (Cont'd)

Motivations (evidence will vary, but examples include):

- ☑ Revenge: 'They erased me' shows anger toward the authors
- ☑ Desire to be complete: Draining potential to finish the manuscript
- ☑ Need to control his own story: 'Puppet tethered to a fate I did not choose'
- ☑ Hunger for power: Building an army of Unwritten, manipulating others
- ☑ Loneliness and isolation: Lives alone in dark workshop, relates to Smudge's rejection



Reflection Questions (answers will vary):

1. Does understanding make him easier to sympathize with? Accept thoughtful answers on both sides
2. Does his backstory excuse his actions? NO - pain explains but doesn't justify hurting others
3. Difference between understanding and excusing? Understanding = knowing WHY; Excusing = saying it's OKAY. You can do the first without the second.



## Activity 4. Argumentative Writing

### Focus: ELA - Writing an Argument with Evidence

**Students build an argument answering: "Was Smudge's response to Calumbra effective?" They take a position (yes or no), write a claim, gather evidence, address what someone who disagrees might say, and write a conclusion.**

#### Teaching Tips:

- Do Steps 1-2 together (position and claim)
- For evidence, require at least 3 specific examples from the episode
- Teach counterclaim language: "Some might argue that... However, I believe..."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### CLAIM & EVIDENCE

Directions: Good analysts support their ideas with evidence.  
Practice finding evidence for each of the following claims.

- Claim: Calumbra is a tragic villain (a villain we can understand and even feel sympathy for, even though we don't agree with his actions).  
Evidence - Where do you see or hear evidence of this in the episode?  
\_\_\_\_\_  
\_\_\_\_\_
- Claim: Iggy's sacrifice demonstrates true friendship.  
Evidence - Where do you see or hear evidence of this in the episode?  
\_\_\_\_\_  
\_\_\_\_\_
- Claim: Smudge shows bravery by choosing to be himself rather than what others expect.  
Evidence - Where do you see or hear evidence of this in the episode?  
\_\_\_\_\_  
\_\_\_\_\_

What are some other claims you could make based on this episode? What evidence did you hear or see that supports this claim?  
\_\_\_\_\_  
\_\_\_\_\_



## ANSWER KEY

### Activity 4: Argumentative Writing

**Note:** Both YES and NO are valid positions if well-argued. Look for:

- Clear claim with reasoning
- At least 3 specific pieces of evidence
- Acknowledgment of counterclaim
- Response to counterclaim
- Conclusion that restates claim

**Sample YES argument:**

**Smudge's response was effective because:**

(1) Refused manipulation, (2) Maintained identity, (3) Inspired others, (4) Didn't give Calumbra what he wanted



**Sample NO argument:**

**Smudge's response was NOT effective because:**

(1) Friends still got captured, (2) Iggy was sacrificed, (3) Didn't change Calumbra's mind, (4) Calumbra is still pursuing them

## Focus: ELA - Story Structure

**Students identify characters, setting, problem, key events (in order), solution, and theme/message. This helps them understand how stories are built and prepares them for writing their own.**

## Teaching Tips:

- For theme, push beyond surface level—not just "be yourself" but why that matters
- Use this organizer for any story students read or watch
- Compare answers—there can be more than one right answer if it's well-supported

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## STORY ELEMENTS GRAPHIC ORGANIZER

Directions: Fill in each section to identify the important story elements from this episode. Use details and complete sentences!

### CHARACTERS

Who are the main characters?

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### SETTING

Where and when does it take place?

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### CONFLICT

What is the main problem or conflict?

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### THEME

What is the lesson or message?

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## Activity 5: Story Elements Graphic Organizer

**Smudge, Calumbra, Iggy, Fleck, Dot, Spinks,  
Stitch, the Unwritten, Shadow Panthers, Shelly  
(Tome Turtle)**

# The Wilds of the Unknown and the River of Revisions in the Unfiniverse; Calumbra's dark workshop

**Calumbra traps the Inkompletes and tries to manipulate Smudge into joining him so he can drain their potential**

1. Calumbra and his forces surround the Inkompletes; shadow tendrils trap them
2. Calumbra interrogates Smudge using flattery, shame, and false choices
3. Smudge refuses both options and declares 'I'm an Inkomplete'
4. The group escapes using teamwork (Stitch blindfolds Calumbra); Iggy sacrifices himself
5. The Inkompletes travel on Shelly toward the Archive while Calumbra tracks them

**Continued ==>**



## ANSWER KEY (Cont'd)

### Activity 5: Story Elements Graphic Organizer

Coordinated teamwork (Stitch, Fleck, Dot working together) and Iggy's sacrifice allow the group to escape, though Calumbra deliberately lets them go to use them

Theme/Message (accept well-supported answers):

- Stay true to yourself even under pressure
- True friendship sometimes requires sacrifice
- Understanding someone's pain doesn't excuse their harmful actions
- You don't have to accept false choices - you can create your own path
- Being incomplete doesn't mean being less valuable





# Activity 6. Conflict Analysis

## Focus: ELA - Types of Conflict

Students identify three types of conflict: Character vs. Character (Smudge vs. Calumbra), Character vs. Self (Smudge's identity struggle), and Character vs. Society (Inkompletes vs. the World Book system). Then they decide which is the main conflict.

### Teaching Tips:

- Review conflict types before starting (use examples from other books or movies)
- Help students see that stories often have several conflicts happening at once



Name: \_\_\_\_\_Date: \_\_\_\_\_

CONFLICT ANALYSIS

Identify the different types of conflict in this episode.

CHARACTER vs. CHARACTER

Who is in conflict? \_\_\_\_\_

What are they fighting about? \_\_\_\_\_

\_\_\_\_\_

CHARACTER vs. SELF

Which character has an internal conflict? \_\_\_\_\_

What is their internal struggle? \_\_\_\_\_

\_\_\_\_\_

CHARACTER vs. SOCIETY

How do the Inkompletes conflict with the society/system of the Inking Society? \_\_\_\_\_

\_\_\_\_\_

Which conflict is the main conflict of the episode?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ANSWER KEY**

**Activity 6. Conflict Analysis**

**Character vs. Character:**

**Who:** Smudge/Inkompletes vs. Calumbra

**What they're fighting about:** Calumbra wants to drain their potential; Inkompletes want to be free and find the Storyteller

**Character vs. Self:**

**Who:** Smudge

**Internal struggle:** Should I accept being incomplete or try to be 'complete' like Calumbra suggests? Am I valuable as I am?



**Character vs. Society:**

**How they conflict:** The Inkompletes are rejected by the World Book system that values 'completeness.' They're fighting against a society that says incomplete = worthless

**Main conflict (accept any with good reasoning):**

**Character vs. Self** (Smudge's identity crisis drives everything)

**Character vs. Character** (The physical battle with Calumbra is most visible)

**Character vs. Society** (The system created both the Inkompletes' and Calumbra's problems)





# Activity 7. What Makes You "You"?

Focus: SEL - Self-Awareness & Identity

Students reflect on their own identity by thinking about their core values, interests, personality traits, important relationships, and parts of themselves others might not understand. This connects Smudge's journey to their own lives.

## Teaching Tips:

- Share your own example first (something personal but appropriate)
- There are no wrong answers—this is about self-discovery
- Give students time to really think—this isn't a quick activity



Name: \_\_\_\_\_Date: \_\_\_\_\_

WHAT MAKES YOU “YOU”

Smudge chose to stay an inkcomplete. What makes you YOU? What parts of yourself would you never want to change, even under pressure.

Complete these statements.

My cores values (what I believe is important):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interests/passions I care about:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personality traits that make me unique:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Relationships that matter most to me:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Something about me others might not get, but is important to who I am:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## ANSWER KEY

### Activity 7. What Makes You "You"?

These are personal reflection activities - there are no right or wrong answers. Look for:

- Thoughtful, genuine responses
- Specific examples rather than vague generalities
- Evidence of self-reflection
- Understanding of the difference between healthy and unhealthy change



## Focus: SEL - Self-Affirmation

**Students create their own "I Am" statement (like Smudge's "I'm an Inkomplete"), consider when they might need to remember it, and reflect on the difference between healthy change (growing and improving) and unhealthy change (pretending to be someone you're not).**

## Teaching Tips:

- Read the examples, then brainstorm more as a class
- Encourage students to be real—not just write what sounds good
- Healthy change: Learning from mistakes, getting better at things, becoming kinder
- Unhealthy change: Giving up your values to fit in, pretending to like things you don't, hiding who you are

Name: \_\_\_\_\_Date: \_\_\_\_\_

## YOUR “I AM” STATEMENT

Smudge’s powerful statement was: “Neither. I’m an Inkomplete.”

**Create your own “I am” statement that declares who you are.**

Examples:

- “I am creative, even if my art looks different.”
- “I am both strong and sensitive.”
- “I am still figuring out who I am, and that’s okay.”

My “I Am” Statement:

\_\_\_\_\_

\_\_\_\_\_

Who might you need to remember this statement?

\_\_\_\_\_

\_\_\_\_\_

### REFLECTION

What’s the difference between: Healthy change (growing and improving) vs. Unhealthy change (becoming someone you’re not to please others):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is one thing you can learn from Smudge about being yourself?

\_\_\_\_\_

\_\_\_\_\_



## ANSWER KEY

### Activity 8. Your “I am” Statement

These are personal reflection activities - there are no right or wrong answers. Look for:

- Thoughtful, genuine responses
- Specific examples rather than vague generalities
- Evidence of self-reflection
- Understanding of the difference between healthy and unhealthy change



## Activity 9. Comprehension Questions

### Focus: ELA - Understanding What Happened

Students answer detailed questions about the plot, character actions, and important moments. The bonus question asks them to figure out Calumbra's ultimate goal based on what they saw.

#### Teaching Tips:

- Let students rewatch the episode or specific scenes if they need to
- Questions go from simple (what happened) to harder (why it matters)
- Use think-pair-share for tough questions before students write alone

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### COMPREHENSION QUESTIONS

ANSWER THESE QUESTIONS BASED ON THE EPISODE:

1. What does Calumbra reveal about his past when he talks to Smudge?  
Write at least 3 things Calumbra says happened to him:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. When Calumbra asks Smudge "Puppet or puppeteer?", what does Smudge answer? Why is this answer important?

Smudge's answer: \_\_\_\_\_

Why this answer matters: \_\_\_\_\_

\_\_\_\_\_

3. How does Iggy help the other Inkompletes escape? What happens to him as a result?

What Iggy does: \_\_\_\_\_

What happens to Iggy: \_\_\_\_\_

4. According to the other Inkompletes, what does Calumbra want from them? What does he do to get it?

What Calumbra wants: \_\_\_\_\_

How he gets it (what we see in his workshop): \_\_\_\_\_

\_\_\_\_\_



**ANSWER KEY**

**Activity 9. Comprehension Questions**

- 1. What does Calumbra reveal about his past?**  
a) He was complete once  
b) His name was in the World Book / He was a character in the book  
c) The authors erased him / He was banished
- 2. What does Smudge answer? Why is it important?**  
Answer: 'Neither. I'm an Inkomplete.'  
Why: Smudge refuses the false choice, maintains their identity, shows bravery, and doesn't let Calumbra define them
- 3. How does Iggy help? What happens to him?**  
What Iggy does: Dives to save Dot from shadow panthers, stays behind to distract Calumbra so others can escape  
What happens: Calumbra captures him



- 4. What does Calumbra want? How does he get it?**  
What he wants: Their potential / the ink inside them that represents what they could become  
How: Uses a special pen to drain it and transfers it into manuscript fragments
- 5. The Weaver:**  
a) A giant spider who lives in/guards the Archive  
b) The Inkompletes need her help to find the Storyteller  
c) A spider

- BONUS: What is Calumbra trying to do?**  
He's completing an ancient manuscript using stolen potential from Inkompletes. His ultimate goal might be to:
- Rewrite his own story so he's no longer erased
  - Gain power over the World Book itself
  - Become fully complete again
  - Control all stories/characters



# Activity 10. Writing Choice Board

## Focus: Creative & Analytical Writing

Students choose from 9 writing options including stories (from different perspectives, missing scenes, backstories, sequels), essays (character analysis, theme analysis), and informational writing (world-building article). Each piece should be 2-3 pages (500+ words).

### Teaching Tips:

- Let students choose their own prompt—choice increases motivation
- Set clear expectations: Length, due date, writing process (draft, edit, final)
- Celebrate finished work through readings, displays, or class publication

Name: \_\_\_\_\_Date: \_\_\_\_\_

WRITING CHOICE BOARD

Directions: Choose ONE writing activity from the board below. Complete your writing on a separate piece of paper or digitally. Use strong narrative techniques including dialogue, sensory details, and vivid descriptions.

<b>Alternate Perspective</b> Retell the episode from Calumbra's point of view. What are his motivations? What does he think about the Inkompletes? How does he justify his actions?	<b>Missing Scene</b> Write the scene that happened AFTER Iggy was captured. What does Calumbra do with him? How does Iggy feel? Does he try to escape? Include dialogue and action.	<b>Character Analysis Essay</b> Write an analytical essay examining Smudge's character development. How does Smudge change throughout the episode? Support your analysis with specific evidence from the text.
<b>Psychological Thriller</b> Expand Calumbra's manipulation scene. Write a suspenseful, psychological version showing how he uses fear, shame, and false choices to control others. Build tension through pacing and word choice.	<b>World-Building Article</b> Write an informational article for new visitors to the Unfiniverse. Describe its geography, inhabitants, rules, dangers, and magical properties. Use descriptive language and organize with headers.	<b>Dialogue-Driven Scene</b> Write a conversation between two <u>Inkompletes</u> after they escape. Reveal their emotions, personalities, and relationships through dialogue alone. Use proper formatting and dialogue tags.
<b>Backstory Narrative</b> Write Calumbra's origin story. How did he become complete? What was his life like in the World Book? Why was he erased? Show his transformation from character to villain.	<b>Sequel Episode</b> Write Episode 5. The Inkompletes meet the Weaver. Create conflict, character development, and advance the plot. Include a cliffhanger ending. Maintain consistency with established characters and world.	<b>Thematic Essay</b> Analyze one theme from the episode (identity, manipulation, sacrifice, or bravery). How is it developed? What message does it convey? Support with examples and explain its relevance.



**ANSWER KEY**

**Activity 10. Writing Choice Board**

**This is a creative/analytical writing assignment - use rubrics to assess:**

**For Narrative Prompts:**

- **Clear beginning, middle, end**
- **Character voice and development**
- **Dialogue and descriptive details**
- **Consistent with established characters/world**

**For Informational Prompts:**

- **Clear organization with headers**
- **Descriptive, specific details**
- **Accurate information based on the episode**

**For Essay Prompts:**

- **Clear claim**
- **Evidence from the episode**
- **Analysis (not just summary)**
- **Organized structure with introduction, body, conclusion**