

# **Jason and the Wonder Horn**

Linda Hutsell-Manning

**A Novel Study Guide**

by Linda Hutsell-Manning

**Coteau Books**

## About the Author

Linda Hutsell-Manning's writing career spans twenty-five years and includes an impressive variety of genres including poetry, plays, TV, short fiction and novels. Born in Winnipeg, Manitoba in 1940, she moved with her parents to southern Ontario, completing elementary and high school there. Dreaming of a stage career, she began Radio and TV Arts at Ryerson in Toronto but after one year switched to Toronto Teachers' College. She married and taught for two years in a one room school near Cobourg, Ontario then, after moving to Guelph with her husband and three young children, completed a BA in English. In 1975, with encouragement from her family and two University of Guelph professors, she began writing.

Relocating with her family in an old farm house outside Cobourg, Linda worked on short fiction and poetry while publishing a book review column and various magazine articles. A twist of creative fate produced her first children's book, *Wondrous Tales of Wicked Winston*, Annick Press, 1981. Five scripts for TVO's Polka Dot Door (1981-1993) and three juvenile musicals followed: *Freddykid and Seagull Sam*, 1982, *Merch the Invisible Wizard*, 1983 & *The Great Zanderthon Takeover*, 1984, all published by Playwrights Canada. Next came two picture books, *Animal Hours*, OUP 1990 & *Dinosaur Days*, Soddart 1993. In 2000, her juvenile play, *Marcie Saves the Circus* won the Maxim Mazumdar New Play Competition, Alleyway Theatre, Buffalo, NY. The first of her Wonder Horn time travel series with Coteau Books, *Jason and the Wonder Horn* 2002 was followed by *Jason and the Deadly Diamonds* 2004. She is currently working on the third, *Jason and the Portrait Pirates*.

As well, over the years, Linda has published short fiction and award-winning poetry in literary magazines and anthologies including *Quarry*, *lichen*, *Litwit*, *Prairie Journal Trust*, *Quarry*, *Great Canadian Murder and Mystery Stories* and *Going it Alone*, *Plays by Women for Solo Performers*. She gives lively readings and workshops to students from junior kindergarten to grade 12(OAC). She has taught a variety of creative writing courses at Loyalist College, Sheridan and through various public libraries. In 1998, she traveled to Coburg, Germany and Luxembourg to read and promote her work and, in 2004, toured Canada promoting her time-travel series. She has recently completed a novel, *That Summer in Franklin* and a children's musical, *Donuts in Four Four Time*.

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## **From Linda Hutsell-Manning to you**

The idea for **Jason and the Wonder Horn** began over twenty-five years ago when my son discovered an old bugle stashed away in one of his grandmother's cupboards. She told him that it had been a gift to her late husband, his grandfather, when he was a flight instructor in England during the first world war She gave the bugle to my son and I kept wondering...

What if a boy found a bugle in an old house and, somehow, this instrument gave him the power to time travel?

My first attempt at writing this novel was a ninety page manuscript and, when it was rejected, I put it away and went on to writing plays and picture books.

In 1996 I ,impulsively, attended a meeting for Cobourg, Ontario citizens who would travel to Coburg, Germany for a twinning ceremony. When someone mentioned that the Coburg, Germany band dated back to the early 1400's, I remembered the boy and his bugle story and knew I could ,now ,rewrite the novel.

I visited Coburg, Germany twice - in 1997 as a tourist and again, in 1998, to give readings mostly in high schools where English was fluent.

Home the second time with first hand research and photos, I began to write the story of **Jason and the Wonder Horn**.

## How this Teachers' Guide will help you

This study guide targets students from grades four to six, although it can be adapted for use with older students. The study of the chapters includes a *Chapter Synopsis* and *Vocabulary* list, followed by *Discuss and Question* which includes *Learn From Each Other*, *Learn New Writing Skills & For Student Writers*, *Learn From the Story* and *The Author Explains*. The content of each is explained below.

### 1) Chapter Synopsis and Vocabulary

- Each synopsis contains a summary of two chapters and can be used as a reference summary following reading. Teachers may also wish to augment the *Discuss and Question* section by formulating their own questions from the summary.
- The vocabulary list may or may not prove challenging to students. Some words can be understood in context while others may need to be introduced either prior to reading or, afterward, during discussion.
- Keeping a Chapter by Chapter vocabulary list is an excellent way for students to familiarize themselves with new words.
- Challenging students to use these words in their day-to-day journal work will also enhance vocabulary development.

### 2) Discuss and Question

The questions suggested under the five headings in this section, can be dealt with in a variety of ways: by general class discussion, students working with partners, in groups of three or four or, a combination of all three. If working with pairs or groups, students should take turns reporting findings to the class.

- *Learn From Each Other* serves as an emotional warm up so that students can better identify with the feelings of the main characters.
- *Learn New Writing Skills* introduces students to the language tools used by the author for writing. These tools, called *literary techniques*, are useful for better understanding how a story is written. This will, in turn, help students to improve their own story-writing skills.

## How this Teachers' Guide will help you (cont'd)

- *For Student Writers* gives a definition of the literary term just discussed.
- *Learn From the Story* contains questions for class or group discussion. You and your students may also wish to formulate other questions for discussion.
- *The Author Explains* gives insight into the author's creative process.

## Where this Novel Fits In

- **Jason and the Wonder Horn** belongs to the exciting *genre* of time travel novels.
  - o *Genre* is defined as a word used to describe a literary, musical or artistic work with certain defining characteristics.
- One of the most important of these characteristics is that the main characters are transported to another time through a portal that bridges the present and the past or future. - Often a sequence of events must occur for the portal to open

### Before you and the class begin to read, you may want to:

- Explain the term *genre* and have the class brainstorm a list of time travel novels they've read.
- Explain the term *portal* and why this particular word is used to describe time travel
  - o Ask students to recall the portal and sequence of events used in the time travel novels they have read.
- Create a class chart listing this information and ask students to add future time travel novels as they read them. This list can be used as an idea spring board when students are asked to write

## Character Building Elements Displayed in this Novel

**Respect** - Jason, Charlotte and Squid (J, C & S) treat others with courtesy, dignity, and positive regard.

**Responsibility** - J, C & S are accountable for their actions and follow through on their commitments.

**Honesty** - J, C & S behave in a sincere, trustworthy, and truthful manner.

**Empathy** - J, C & S strive to sense and appreciate the emotions of others, to “stand in their shoes”. They demonstrate appreciation of and concern for others’ feelings.

**Fairness** - J, C & S are sensitive to the needs of other individuals. They treat each other as they wish to be treated themselves.

**Initiative** - J, C & S act without being prompted by others. They are eager to do what needs to be done and take steps toward the achievement of a goal.

**Perseverance** - J, C & S stick to a goal and work hard even in the face of obstacles and challenges.

**Integrity** - J, C & S are truthful and sincere. They ensure consistency between what they say and what they do as well as what they believe and how they behave.

**Courage** - J, C & S face challenges directly. They seek help from others when necessary. They do the right thing even when it is unpopular.

**Optimism** - J, C & S maintain a positive attitude. They look on the brighter side of situations. They are able to see opportunities even in the face of adversity. They have hope for the future.



# SECTION ONE

## Exploring the Chapters

### Chapters 1 & 2

#### CHAPTER SYNOPSIS

Chapter 1 introduces us to Jason Carter whose family has recently moved from Toronto to a farm house near Cobourg, Ontario. Jason's father, a writer, is busy with a book deadline and his mother, a musician, is leaving to teach a course.

Jason's mom tells him that his great uncle Joseph lived in this house and that after the World War 1, he joined a circus. She suggests he might have hidden something in the house. After she leaves, Jason finds an old metal box in the attic.

Before he can open the box, the doorbell rings and we meet the other two main characters - Charlotte Cannington and her five year brother Squid. Charlotte invites Jason over to meet her grandma Cannington who lives in a big house across the field.

After they leave, Jason manages to open the metal box in the attic only to find a battered old bugle with a tattered piece of paper whose words don't make sense.

**Vocabulary:** gothic, eaves, perspective, banister, silhouetted, hyper, espionage, plague, hieroglyphics

#### DISCUSS AND QUESTION

**Learn from Each Other:** How does it feel to move to a new place, away from friends and everything that is familiar? Ask students who are willing to share, to talk about moving to a house in a new area. What did they do to make their new room seem familiar and friendly? How did they first meet new friends?

## DISCUSS AND QUESTION (cont'd)

**Learn new Writing Skills:** Introduce the concept of **point of view** to your students. Talk about Jason's point of view as being distinct from the other introduced characters. Ask students to describe how Jason feels about moving, how he reacts to what happens in these two chapters. Ask them to watch how Jason reveals information about himself as the story develops.

**For Student Writers:** *The author tells this story from Jason's **point of view**. You read what Jason thinks and how he feels about situations that happen in the story. We find out about other characters from what they say and how Jason reacts to them.*

### Learn from the Story:

1. The narrator of the story is the main character and the story is told from his point of view. Does Jason, who is the narrator in this story, tell the story in the first person, that is using "I" or is it the third person using "he" and "she"?
2. Jason's reaction to Squid is quite different than Charlotte's. Why?
3. Give two examples that show Jason is not used to smaller children.

**THE AUTHOR EXPLAINS:** *sometimes, when you are writing, a character unexpectedly arrives as you write. Squid so arrived with Charlotte (pg.8). I had planned for Charlotte to time travel with Jason and had no idea Squid would be with her.*

## Chapters 3 & 4

### CHAPTER SYNOPSIS

Jason climbs the hill behind his house and walks along its ridge to Cannington's. Charlotte and Squid invite him to meet their grandmother. Charlotte finds out about the bugle and gives Jason's secret away to Gran. Gran says the horn belonged to his great uncle Joseph Elmhurst and says she would like to see it. Later, at home, Jason learns that his great uncle faked his age to get into the first world war and, afterward, joined the circus. His mom mentions that Jason looks like Joseph.

Jason brings the bugle to Cannington's. Gran tells the children how Joseph first acquired the bugle, the circus act he was in and how he claimed the combination of fog and "the right notes" made the horn magic. Jason has his first horn lesson and Gran says, "You're a born bugler."

**Vocabulary:** settee, tapered, implications, consequences, reluctance, embouchure, French doors, shrapnel, armistice, vagabond, *kafluey*

### DISCUSS AND QUESTION

**Learn from Each Other:** New situations are always difficult. Ask students to talk about how they feel when meeting an important adult for the first time and/or going into a house quite different from their own. Have your students gather information about the bugle - when and where it was used. Is it still used for these purposes? If not, why not? In a band or orchestra, musical instruments are divided into sections. To what section would the bugle belong? What instrument in this group is it like? How is it different?

**Learn New Writing Skills:** introduce the term **idiom** to you students. Talk about the difference between being "ticked off" taken literally as compared to the meaning we give it. Often, idioms cannot be translated and those learning English find them difficult. Find some idioms in these two chapters and list the meaning we give them and the dictionary meaning

**For Student Writers:** An **idiom** is a phrase we use that does not mean what the words say. "Ticked off" means "being annoyed" while the dictionary defines it as "checked off"

**Learn from the Story**

1. Why doesn't Jason's dad go with him up to the top of the hill? How does this make Jason feel? Why?
2. How does Charlotte find out about the bugle? Why does Jason tell her?
3. Why is Gran interested in the bugle?
4. Tell Joseph's story about the bugle as if you were Joseph.

**THE AUTHOR EXPLAINS:** *When I was writing the first draft of Jason, the stone toad was not mentioned. Much later in the book, in one of Frau Wolfen's riddles, I needed a word to rhyme with "road" and so I went back and invented the stone "toad".*

## Chapters 5 & 6

### CHAPTER SYNOPSIS

Jason practices “The Bugle Call” with Gran on piano and Charlotte on flute. Squid joins in on his drum. The children play and march along a path beside the highway into Cobourg. Fog rolls in and they find themselves on a strange road, dressed in clothes from another time.

They continue along this road, stopping at a stream for a drink where Squid gets soaked. Once back on the road, a gruff man with a cart and oxen, yells foreign words at them and cracks his whip which hits the back of Charlotte’s hand. Jason intervenes to be shoved away with the whip handle. As the cart leaves, they realize they do understand this new language. They think they may have travelled back to medieval times. Squid is cold and wet and they look for someone to take them in. The first house they find has a cart in front of it and before they can leave, someone opens the door.

**Vocabulary:** eliminate, professional, frayed, mirage, bizarre, understatement, spanning, alibi, slumped, scuffing, burly

### DISCUSS AND QUESTION

**Learn from Each Other:** Getting lost can be a frightening experience. Ask students to recount a time when they were lost. How did they feel? What did they do to remedy the situation? Looking after an active younger family member is often a challenge. Ask students to give examples of this.

**Learn New Writing Skills:** In chapter 5, **similes** are used in two different passages. Introduce or review the **similie** and ask students to find them.

**For Student Writers:** *a similie is group of words that describe something. It always begins with like or as. Examples are “clear like a bell” or “fast as the wind”*

## **DISCUSS AND QUESTION (cont'd)**

### **Learn from the Story:**

1. Why does Jason look at his watch just before they set out from Gran's house? What time is it? Do you think mentioning the time, here, is important to the story? Why?
2. Why does the man in the cart yell at the children and crack his whip? What does this tell you about the time and country they have arrived in?
3. What makes Jason think they might be in medieval times?
4. Why, at the last minute, do the children decide not to seek help at the house?

**THE AUTHOR EXPLAINS:** *Again, during the first draft, I did not mention in Chapter 6 that the man's cart wheel wobbled noticeably. Later, when Jason is asked to describe the cart, I added this as something distinctive for him to remember about it.*

## Comparing Chapters

In these two chapters, the author uses time travel to leap back in time to a different country where everything is unfamiliar. Compare the two chapters under the following headings.

### CHAPTER 5

### CHAPTER 6

What is the setting?

What characters are in this chapter?

What is the main event in the chapter?

Describe Jason's clothes and the horn in this chapter.

How does he feel in this chapter?

Describe Charlotte's clothes and flute in this chapter.

How does she feel in this chapter?

Describe Squid's clothes and drum in this chapter.

How does he feel in this chapter?

## Chapters 7 & 8

### CHAPTER SYNOPSIS

Thankfully, the man at the door is not the one who was on the road. Jason and Charlotte realize they can speak German. The children are allowed to stay partly because Squid is cold and sick and partly because of Jason and the bugle. They meet each of the family members and are invited to eat with them. Jason learns that young Lord Frederick and his old uncle, Mayor Otto are close to war over which one is the rightful ruler of Coburg. They learn, also, that somewhere in the castle, on a Royal parchment, this proof can be found.

The father, Wolfgang, tells the children the Legend of the Shepherd Knight and why it is dangerous for Jason, who looks like him, to have the horn. Otto's men have already killed their son Hubie who also looked like the Shepherd Knight. Jason impulsively offers to find the parchment and end the controversy.

The children are given a place to sleep with the animals. Wolfgang offers to get word to Lord Frederick so the children can seek refuge in the castle.

**Vocabulary:** disbelief, brusquely, swaggered, demonstrated, midwife, parchment, legend, convenient, indignation, escort

### DISCUSS AND QUESTION

**Learn from Each Other:** Often, when you act impulsively, the result is usually excellent or disastrous. What makes a person act impulsively? Why is there excitement in acting impulsively? Ask students to talk about making impulsive choices and then facing the consequence this choice brings.

**Learn New Writing Skills:** Introduce the concept of **descriptive scene building**. Ask students to create a building and write a paragraph that describes entering it for the first time. The reader wants to imagine this room and so the writing must reflect this.

**For Student Writers:** *as you write your **descriptive scene**, write as though you are holding a movie camera, taking closeups of some items or people while pulling back for a long shot on others.*



## **DISCUSS AND QUESTION (cont'd)**

### **Learn from the Story:**

1. Draw a floor plan of the medieval house. Everything in this dwelling is designed to be useful. Why is the wall, separating the family from the animals, a half wall?
2. Legends are stories handed down from the past that, in part, explain parts of history. Do you think this is a true German legend or is it fiction? If fiction, give some reasons why you think the author wrote it as such.
3. Why does Jason offer to go to the castle to find the parchment?

## Learning a New Language

Beginning in Chapter 6, German words appear in the story. Almost always, it is easy to understand their meaning, either because they are similar to English or because the English word that means the same is used to explain them. Use this chart to list these words and their meanings. By the end of the novel, you will have begun to learn German.

Chapter found

German word or phrase

English word or phrase

## Chapters 9 & 10

### CHAPTER SYNOPSIS

Charlotte worries about how they will survive and Jason hides his horn in the straw for safe keeping. The next morning Jason remembers the horn and when he hunts for it, finds an old animal horn. As he holds it, it changes back to the bugle. Wolfgang returns and says the children will be safely escorted to the castle by Lord Frederick's men. He tells the children about Frau Wolfin who may know where in the castle the parchment might be hidden. The children play a concert for the family before the soldiers arrive to take them.

An hour's ride later, the soldiers stop to rest. They are rough and what they say doesn't make sense the children. After the men play a dice game and fall asleep, the children sneak away, convinced these are not Frederick's men. Jason tells Charlotte how the horn transformed but she doesn't believe him. As a test, he gives her the bugle to carry. When horses approach and they run to hide, Charlotte loses the bugle.

**Vocabulary**: huddled, drought, bonded, celebrity, systematic, midwife, interjected, apothecary, complication, goaded, interspersed, raucous, pathetic, skirted, terrain

### DISCUSS AND QUESTION

**Learn from Each Other:** Discovering that you don't trust someone can be a frightening experience, especially if that person is an adult. Ask students to talk about what makes one person trustworthy and another person untrustworthy. In fiction, whether a novel, a play, a TV show or a movie, there are always trustworthy and untrustworthy characters. What name is given to each of these types of character?

**Learn New Writing Skills:** The best writing **shows** much more than it **tells**. Talk about what this means in writing and ask students to give examples.

**For Student Writers:** *Make a list of words to describe a hero, another list for a villain. Now, write a short paragraph describing each one but do not **tell** using the words in your lists, rather **show** in your writing by the way the character acts and speaks.*

## **DISCUSS AND QUESTION (cont'd)**

### **Learn From the Story:**

1. On page 73, Charlotte says, "It's so different here, so hard." List the differences that make her feel uneasy.
2. Why does Charlotte suggest to Jason that he cut his hair?
3. What convinces Jason that the horn does have special powers?
4. Why does the family tell Jason and Charlotte about Frau Wolfen?

**THE AUTHOR EXPLAINS:** *Often small details are inserted for a specific purpose later on. Remember the yellow braid Petra gives Jason to put on the horn. Wait to see where it is mentioned again.*

## Chapters 11 & 12

### CHAPTER SYNOPSIS

Squid finds the animal horn and when he hands it to Jason, it turns back to the golden bugle. At dusk, as they hurry down the last hill, the castle at its bottom, horses are heard approaching. Thinking it must be Frederick's men, they run toward them. At the last minute, Jason realizes they are not and they run but it is too late. The last thing he remembers is "a sharp blow to the back of his neck."

Jason finds himself in a town square and the men escort him, hands tied, down steps. Mayor Otto questions him, the bugle in a wooden box on Otto's desk. Otto labels Jason a thief and he is taken to the prison and shackled. Other shackled prisoners talk briefly to him and sing a freedom song called "My Thoughts are Free". A boy, Hindel and his father arrive with ale and bread. Shortly after two soldiers open the dungeon door.

**Vocabulary:** shackled, simultaneously, intimidating, intensity, cluster, intensified, gagged, cobblestones, imposing, elaborate, incessantly, tyrant, plucky, confiscated, vulnerable, option, burly

### DISCUSS AND QUESTION

**Learn from Each Other:** If you find yourself in a difficult and possibly dangerous situation, you will likely react quickly with strong emotion. This will either help or hinder you. Ask students to talk about emotions that would help in a difficult situation and those that would make the situation worse.

**Learn New Writing Skills:** in any story, there are usually both **dynamic** and **static** characters. A **dynamic** character learns and changes as the story develops while the **static** character remains the same throughout. Compare Jason and Otto in these chapters and decide whether they are **static** or **dynamic** and why.

**For Student Writers:** *when you are writing a story, some characters are naturally more important than others. If all characters were **dynamic**, it could be confusing. If all characters were **static**, it would be boring.*

## DISCUSS AND QUESTION (cont'd)

### Learn from the Story:

1. What does Charlotte say that tells us she feels left out of things because she is a girl? How does Jason react to this? How does Squid?
2. Jason makes a big mistake in Chapter eleven. What is it?
3. Why does Otto say, "This horn is obviously stolen property."?
4. List the things the other prisoners do to keep their spirits up?
5. Hindel could be either a **dynamic** or a **static** character. Jason notices something about him that is a clue to which he will be. Find that clue and remember it.

## Chapters 13 & 14

### CHAPTER SYNOPSIS

The soldiers roughly escort Jason from the prison and he finds himself standing on a platform about to be hanged. Hermann and Otto arrive. The bugle has turned back into an animal horn and Otto is furious. Chancellor Reinhard and Lord Frederick's men arrive just in time. Jason manages to fling himself against Hermann who has the animal horn with the expected result taking place. The Chancellor and Frederick's men escort Jason and the bugle on horseback up the hill to the Veste Coburg.

Inside the castle, Jason meets Lord Frederick who assures Jason he is safe in the castle. Jason is shown to his room before he can ask questions about the parchment. Charlotte and Squid arrive, overjoyed that Jason is safe. After the medieval feast, Jason, Charlotte and Squid play for the assembled crowd.

**Vocabulary:** tolled, gallows, scaffold, incarceration, pummelled, apprehension, tapers

### DISCUSS AND QUESTION

**Learn From Each Other:** When Jason finds himself on the gallows scaffold. He is terrified. Expressions such as “she was scared stiff” and “he was scared out of his wits” describe this and are **idioms** as described in Chapters 3 & 4. Invite students to talk about situations that cause extreme fear and how they might react.

**Learn New Writing Skills: Idioms** are one way of creating interesting detail in stories. Watch for them as you read the novel. Work some **idioms** into your next story.

### Learn From the Story:

1. To be hung for supposedly stealing the horn seems unreasonable to us but in medieval times it was not. Why is Jason accused of stealing the horn?
2. When Reinhard questions Otto about the horn, Otto is ready to transfer the blame to Hermann. What does this tell us about Otto?
3. Lord Frederick is powerful yet he is also kind and understanding. Give examples of these qualities from Chapter 14.

## DISCUSS AND QUESTION (cont'd)

4. The **etiquette** at the banquet table is different from anything Jason has ever encountered. Give examples of how different it is. How does Jason manage to fit in?

**Note to students:** *Etiquette* is not a word we use much in our modern life. It means the rules we follow in our day-to-day lives, unwritten rules that are often taught to us by parents and teachers. There is an **etiquette** we follow at meal time such as "don't talk with your mouth full" and an **etiquette** we follow in the class room such as "raise your hand to ask a question".

**THE AUTHOR EXPLAINS:** *When talking to students and teachers in German schools, I had to try not to use English **idioms**. Once, when I mentioned the Cobourg, Ontario waterfront, they thought I meant wall of water was pouring from somewhere in the town.*



## Chapters 15 & 16

### CHAPTER SYNOPSIS

The next morning, Jason and Charlotte piece together what happened after they were separated. Otto may attack the castle. Bettina and the two royal children arrive to show the newcomers the castle and grounds. In the formal gardens Jason sees Sir Lothar playing chess. Squid gets wet in a fountain and they return to courtyard. Jason sees Lothar again and is suspicious of him.

Jason and Charlotte sneak off to check out the castle towers. On the way, Jason thinks he overhears Lothar mention an upcoming attack. The children climb the tower stairs and search one of the turrets. Charlotte goes ahead and, impulsively, Jason leans over the wall and sounds his horn. An arrow hits the metal signalling soldiers to their defence positions. Later, Frederick tells Jason that, in future, Lothar will escort him. Bettina says there is a tunnel from the castle to the apothecary's. They will help the children find Frau Wolfen but it could be dangerous.

**Vocabulary:** gingerly, intercepted, tunics, ransom, adjoining, pauper, courting, skirmishes, embroidery, abdicate, reprimand, apothecary

### DISCUSS AND QUESTION

**Learn from Each Other:** Jason wants to look for the parchment alone. His impulsiveness gets him in more serious trouble this time. Ask students to talk about learning from past mistakes and why it is, often, difficult to do. Ask them to predict whether Jason has learned his lesson this time or whether it will happen again.

#### **Learn From the Story:**

1. In medieval society, violence was always close at hand. Someone must have set up the attempted kidnapping of the three children. Who is a suspect and why?
2. Why do you think Jason asked if the prisoners ate regularly?
3. Jason takes an instant dislike to Lothar. What are the reasons for this? List your reasons under: good reasons and poor reasons
4. Why does Jason hesitate when Charlotte asks to explore the tower with him? How does she get around his excuse?

5. It seems unreasonable that Jason leans over the wall and sounds his horn. Why does he do this?

**THE AUTHOR EXPLAINS:** *One day when I was twelve, my impulsiveness had grave consequences. After reading *The Circus of Adventure*, I went to the barn and climbed ten or twelve metres to the top of a pile of feed sacks. It was like a circus platform. Above me, almost within reach, were metal rafters. I found a long piece of hose and throwing it over a rafter, held on to both ends, swinging back and forth like a trapeze artist, flying through the air, until I could hear crowds cheering. I let go with one hand to wave - fell and broke my arm. Jason's horn escapade on the walkway is based on this.*

## Chapters 17 & 18

### CHAPTER SYNOPSIS

Jason and Charlotte discuss the difficulties of finding Frau Wolfin. Bettina arrives and leads the three children down a hidden stair case and safely through castle wine cellar to the tunnel's secret entrance. She continues with them part way where they find Hindel waiting.

Hindel tells them that the tunnel is unstable and they must hurry. Bettina leaves to return and they continue on, making their way past two cave-ins. A final cave-in traps them and they try to dig themselves out. When they have almost lost hope, they are rescued by Hindel's father and another man.

**Vocabulary**: mercenaries, camouflage, apprehension, sarcastic, incline, brusquely, debris

### DISCUSS AND QUESTION

**Learn From Each Other:** The children see going into the tunnel as part of their adventure, that is, they are not afraid of being in a tunnel. Some people are so afraid of small, confined spaces such as tunnels or closets, that they will not go into them. Ask students to talk about their fears. What frightens one person, doesn't bother another. Do you think we learn to be afraid? How does this happen?

**Note to Students:** *when someone is unnaturally afraid of small, confined places, we say the person may have **claustrophobia**. Look this term up on the net and find out more about this condition*

**Learn New Writing Skills:** when you write an action scene such as the one in the tunnel, it is important to have the right amount of **tension**. Not enough and your reader will get bored. Too much and your reader won't believe it. How do you get the right amount? Think of **tension** as an elastic band. Pull it as tightly as you can without breaking it. Let go a bit and then pull it tight again. If you write this way, you will create a believable action scene. Create a sense of fear and then back off a little to let your characters and the reader breathe, then bring in another situation and increase the **tension** again. Repeat this as many times as seems reasonable to you.

**Learn From the Story:**

1. Why would the wine cellar be guarded?
2. What might happen if the three children were caught here? What might happen to Bettina?
3. How do they get from the wine cellar into the tunnel?
4. Why does the tunnel start to cave in?
5. Why do you think the lantern went out?

## Chapters 19 & 20

### CHAPTER SYNOPSIS

After the tunnel ordeal, the children are reassured by Gunthar and Hildred's kindness and hospitality. Jason is not happy with the proposed plan for finding Frau Wolfin in the forest. When Charlotte tells him they must dress as Mummers and sing he is even less impressed. However, there appears to be no alternative.

Hildred outfits the children with different clothes and masks. Hindel shows Jason the apothecary dispensary and they have a discussion about leeches. Gunthar, Hildred and the children leave with the ox cart filled with herbs and tonics. As they travel the road, the children have the opportunity of practising their singing to several passers by. When the soldiers stop them, they perform well and are allowed to go on. All of them discover they know *Die Gedanken Sind Frei* and they sing as they approach the forest.

**Vocabulary:** goblet, fazed, prominent, dispensary, puckered, toting

### DISCUSS AND QUESTION

**Learn From Each Other:** Jason and Charlotte find staying at the apothecary's less stressful than staying with the peasant family. There are, of course, a number of good reasons for this. Ask students to talk about the first time they stayed overnight at a friend or relative's house. What was good about it and what was difficult? If they have a friend stay overnight at their house, what things can they do and say to make this friend feel welcome and comfortable?

#### **Learn From the Story:**

1. What does Hildard put on Jason's cuts and bruises? What would we use today?
2. Charlotte and Jason talk about being homesick. Charlotte says they are both independent and "Lucky we're not always arguing." Is she being straightforward here or is she being a little **ironic**? In either case, explain why you think so.
3. How will pig's feet protect the children from wolves?
4. Why does Charlotte pick the pig mask? What is *Charlotte's Web*?
5. What were leeches used for in medieval times? What are they used for now?

6. Why is Jason uneasy when the stop at the inn?

**Note to Students:** *when someone is being **ironic**, they mean the opposite of what they say.*

## Chapters 21 & 22

### CHAPTER SYNOPSIS

The children follow a path in the forest to a cottage, Gunthar says, is “always open for travellers.” When they see smoke coming from its chimney, Jason goes ahead and overhears Lothar and someone leaving the cottage. Their conversation seems to indicate that Otto be there tomorrow to kidnap him again. In spite of Jason’s concerns, the children stay safely overnight in the cottage.

The next morning, when they are further along the trail, they are chased by a pack of wild boars. They manage to climb trees to safety although Jason’s leg is grazed by a boar’s tusk. Before they can decide what to do, a pack of wolves surround the trees. Frau Wolfin arrives and talks to the children. She beckons them to follow her but when they arrive at her log house on the edge of the swamp, she demands to see the horn before she will let them in. Reluctantly, Jason gives her the bugle.

**Vocabulary:** foreboding, thatched, trilled, ricocheted, predator, harassed, chortled, dank, camouflaged, standoff

### DISCUSS AND QUESTION

**Learn From Each Other:** Jason knows he has seen Lothar, in Chapter 21, and yet Charlotte questions what he says. Ask students to talk about how they would feel if they told the truth and the person questioning them did not believe what they said. How would they try to convince the questioner? What would they do if the questioner refused to be convinced?

#### Learn From the Story:

1. Why can Squid see the roof while Jason and Charlotte can’t?
2. Why does Jason think Lothar and his men are going to kidnap him again?
3. What does Jason say that proves he cares a great deal for Charlotte and Squid?
4. Why do the children run away from the animal shrieks that they hear?
5. Why does Jason end up being the last one to climb for safety?
6. Why, do you think, Frau Wolfin wants the horn?

**THE AUTHOR EXPLAINS:** *When I realized Jason needed to signal the other two children, I considered a couple of options. I thought maybe he could make a whistle from a piece of wood but decided that would be too complicated. He wouldn't want to use the bugle and then I thought of whistling a bird song. I remembered that, once, at a lecture about birds and birdcalls, the instructor whistled different calls and told us that, for some people, this was easy and for others, impossible. I decided to give Jason this talent. Then I had to go back to the beginning of the story and have him demonstrate that he could do this. See if you can find the earlier passage where I put it.*



## Chapters 23 & 24

### CHAPTER SYNOPSIS

Everything, inside Frau Wolfin's cabin, is made of cedar logs. She puts the bugle on a high shelf and Herr Prinz, her large cat, jumps down. Frau Wolfin looks into the cat's eyes to see the children's past and future. Her riddle answers are difficult to understand. Jason asks where the parchment is hidden and tells Frau Wolfin why they want to help Lord Frederick. When she finds that the bugle has turned back to an animal horn, she returns it to Jason. When he asks again, she chants a riddle that tells where, in the castle, the parchment is hidden.

Frau Wolfin accompanies the children out of the forest, saying she has herbs to give Hildard. They cut through a different way and meet Hildard and Gunthar in a clearing. Once in the cart, again, Hildard reassures them they will soon be back at the castle. At the brow of a hill, they see the road blocked at a bridge by soldiers below. When a second group appears behind them, Jason feels he is trapped. These Veste soldiers gallop past the cart and chase away the first group. Lothar appears and tells Jason he will take the three children back to the castle. Once in the castle, Bettina arrives to tell them Otto will soon attack.

**Vocabulary:** poultice, askance, turmoil, panicky, beckoned, heir, rutted, decoy, trance, optimistic, siege, engine

### DISCUSS AND QUESTION

**Learn From Each Other:** Frau Wolfin is a difficult woman. She is not particularly friendly, never answers questions directly, and talks in **riddles**. Ask students to discuss helpful ways to deal with an adult or classmate who is difficult.

#### Learn From the Story

1. Why does Frau Wolfin put the bugle up on a shelf?
2. Frau Wolfin does not agree with Charlotte about washing the wound and , still, she lets her clean it with soap and water. Why?
3. Frau Wolfin spoils the cat. Give examples to prove this.
4. Initially, Frau Wolfin is not willing to tell the children anything about the parchment. What changes her mind?

5. Frau Wolfin sends the children off and then catches up with them saying she needs to give Hildard some herbs. The children could have taken the herbs to Hildred. What, do you think, is her real reason? What does this tell us about her character?
  
6. "When does Jason change his mind about Lothar being one of the villains?"

**Note to Students: Riddles** date back to medieval times. The Exeter book was written in the 1200's and contains more than 100 riddles, some easy to understand and some difficult. Each riddle is a poem describing someone or something and each ends with: "Tell me what I am called".

## Chapters 25 & 26

### CHAPTER SYNOPSIS

During the night, Frederick summons Jason who tells him of Fraus Wolfin and the riddle. Frederick says Otto will likely attack at dawn. He also says Jason is to alert waiting troops by sounding his horn from the wall. Frederick will send a messenger for Jason.

The three children with Bettina and her charges move to small inner room. Bettina worries about Hindel. She gives them information that helps solve the riddle. The battle rages and Jason is summoned to sound his horn on the wall. He sounds it twice, checking the turrets as he goes. He finds the parchment and climbs the front tower to play his horn. Below, the siege engine is overpowered and the battle ends.

**Vocabulary:** reverberating, dither, reciting, alcove, melancholy, sappers

### DISCUSS AND QUESTION

#### Learn From Each Other:

Bettina and Charlotte must stay with the young children. Jason and Hindel participate in the battle. Ask students to talk about roles of girls and boys in their day to day lives. Introduce **role stereotyping**. Are there things girls are not allowed to do? Are there things boys are not allowed to do? Give examples where girls and boys do have equal opportunity and examples where they don't.

#### Learn From the Story:

1. What event has forced Lord Frederick to tell Otto that a battle is, now, the only way to solve their differences?
2. Bettina says if Hindel is killed she will give herself to the church. What does this mean?
3. What does Bettina tell them that solves the riddle?
4. Why were the openings below the turrets being sealed up?
5. Why did soldiers pour hot tar down the castle wall?
6. Why does Jason decide to climb the tower?

**Note to Students:** “Role” is what a person is expected to do in life or in a given situation. Males and females have both different and similar roles during their life times. These roles also change as you grow from a child to an adult. “Stereotype” is a fixed mental picture of a person, like pasting a personality onto someone before you know anything about him or her.

**Role stereotyping** is having fixed ideas about people according to who they are, where they live and what they look like before you know anything about them.

## Chapter 27

### CHAPTER SYNOPSIS

Jason gives the parchment to Lord Frederick who proclaims a Festival Day to celebrate the victory for the castle and townspeople. Jason suggests that Gunthar for mayor. Townspeople gather up and down the hillside to build fire pits and roast meat. The royal party and the children arrive near the top and wait for the feast under canopies. Puppeteers, mummers, acrobats and jesters perform. Wolfgang and his family arrive to say hello and wish them well. Jason asks that they perform at the top of the hill and Frederick commands a platform be built.

After the meal, Frederick announces that Gunthar will be the people's new mayor. Before the fireworks, Jason, Charlotte and Squid perform their concert. When they begin *Die Gedankin Sind Frei*, everyone joins in and they march down the hillside. As the fire pits are doused with water, steam rises and Jason realizes this is the signal to get them home.

Once back on the Cobourg highway, they find they have only been gone thirty-five minutes. They promise to meet, again, the next day and head home.

**Vocabulary:** harrowing, gala, carcasses, boisterous, appropriate, tattered

### DISCUSS AND QUESTION

**Learn From Each Other:** Jason and Charlotte try to be **optimistic** about returning home. At times, throughout the novel, one or the other has been **pessimistic**. Ask students to talk about what makes a person **optimistic** or **pessimistic** - first in a given situation and, secondly, in life generally. Can a person change from one to the other and, if so, what sort of things cause this?

#### **Learn From the Story:**

1. What happens to make Jason realize they will get back home?
2. How long have they been gone in real time? In medieval time?

**Note to Students:** *Optimism* means to be hopeful and have confidence that things will work for the best while *pessimism* means tending to expect the worst outcome in all things.

**THE AUTHOR EXPLAINS:** *In any piece of writing, endings are always difficult. With this novel, I knew there would be a second one to follow so my characters didn't have to say goodbye, permanently, but I did need find a place to stop. I wanted the adventure to be over but the memory of it to remain, most of it to be complete with a few things still uncertain. I wanted some questions left to make the reader think after the last page was turned.*

## SECTION TWO

### Networking Through the Curriculum

#### 1) EXPLORING MEDIEVAL LIFE

A. In a short paragraph or in point form, **compare** and **contrast**:

- life of Bettina in the castle and her younger sister, Elsa at home
- life of Charlotte and Bettina
- life of Jason and Hindel
- life of Wolfgang and Jason's dad
- life of Petra and Jason's mom
- any other two of your choice

B. List each **decision** made and what **result** followed:

- Jason's decision to tell Charlotte about Bugle
- Grandma Cannington's decision to tell the children about Joseph Medhurst
- Wolfgang's decision to let the children stay in their cottage overnight
- Jason's decision to bury the bugle in the straw at night
- Wolfgang's decision to get Coburg Veste soldiers to protect the children on their way to the castle
- Jason's decision to go up on the castle wall to look for the parchment
- Charlotte's decision to go with Jason on this expedition
- Bettina's decision to take the children through the tunnel
- Gunthar and Hildard's decision to take the children with them to the forest

## 1) EXPLORING MEDIEVAL LIFE (cont'd)

- Lothar's decision to meet spy at cottage in forest
- Frau Wölfin's decision to take the bugle from Jason before allowing the children to enter the cottage
- Frau Wölfin's decision to accompany children out of the forest
- Otto's decision to attack the castle
- Lord Friedrich's decision to have Jason sound the bugle on the wall
- Jason's decision to climb up the tower and play during the battle
- Friedrich's decision to make Gunthar mayor
- Wolfgang and his family's decision to speak to Jason at the festival
- Friedrich's decision to have the children march down through the crowd as they play for them
- any other decisions of your choice

### C. After reading the novel you can **make predictions**:

1. How will Gunthar and Hildard's lives change once he is mayor? Will he face trouble from Otto's followers? Will he pass new laws or ban old ones? If so, tell about each. How will Hildard help him in his tasks?
2. Will Otto become a man of peace in the monastery or will he secretly try to rally an army again?
3. Where and when will Hindel and Bettina marry? Will Bettina, as the apothecary's wife, be able to help her peasant family and how?
4. How will the presence and actions of Jason, Bettina and Squid change life in: the castle, the town, for Wolfgang's family, for Gunthar and Hildard, any others?



## 1) EXPLORING MEDIEVAL LIFE (cont'd)

1. Will Hindel run the apothecary business as his father did or will he change it? If he changes it, what will some of these changes be? Will Bettina make friends with Frau Wölfen and, if so, what could each learn from the other?
2. Any other predictions of your choice

### D. Understanding **point of view**:

You will remember that the narrator of the story is the main character and the story is told from his or her point of view. Name the narrator in this story and remember whether he or she tells the story in the first person, that is using "I" or is it the third person using "he" and "she".

**Challenge:** Take a short section of the story and write it from a different point of view. Some things will change for the narrator. Discuss these changes in class.

## **2) ROLES IN MEDIEVAL TIMES**

Each medieval character in the book has a role to play. The roles of men, women and children are clearly structured, partly the harsh necessity of life and partly by society's traditions. Think about - the peasant man, the peasant woman, the elderly, the Lord, the Mayor, the soldier, the servant, the towns person. List more if you can. For each medieval character, discuss and/or write about the following:

1. How is this character treated by others in the community? Why?
2. How do you think this character feels about himself/herself?
3. What are this character's goals?
4. Is this character an individualist or a follower and why?

## **3) ROLES IN MODERN TIMES**

People in our modern day society also have roles. We are not necessarily aware of our own roles but, often, others see us as "the athlete", "the book worm", "the clown". We live in families, in neighbourhoods. We attend schools and do activities after school, on weekends and holidays. All these things define our roles. List people in positions similar to their medieval counterparts above. For each person, discuss and/or write about the following:

1. How is this person treated by others in the community? Why? How does he/she differ from his/her medieval counterpart?
2. How do you think this person feels about himself/herself? How does he/she differ from his/her medieval counterpart?
3. What, do you think, are this person's goals? How does he/she differ from his/her medieval counterpart?
4. Is this person an individualist or a follower and why? How does he/she differ from his/her medieval counterpart?

#### 4) RISKS AND CONSEQUENCES

1. Both Jason and Charlotte take risks and face consequences. Find a risk each takes and give the consequence. Who takes more risks and why?
2. Find medieval characters who face risks and describe their consequences.
3. Does Squid face any risks on his own? If not, why not?

#### 5) PERSONAL JOURNEYS

Jason, Charlotte and Squid are thrown together into a fantastical adventure. They barely know each other to begin with. Each of them react to situations differently.

Pick *one or two situations* that interest you and tell how each character reacts to the given situation. You may have to imagine some of the reactions as they are not all in the novel.

With each character and situation, think how he or she would likely react.

1. Being dressed in medieval clothes
2. Understanding and speaking another language
3. Being caught in the middle of a conflict between Mayor and Lord
4. Jason seeing the horn change
5. Charlotte and Squid seeing the horn change
6. The legend of the Wunderhorn
7. Jason being questioned and imprisoned
8. Jason on the gallows
9. Charlotte and Squid waiting in the castle after rescue
10. The banquet
11. New clothes and a place to stay
12. Jason overhearing the conversation about Otto and the attack
13. Charlotte and Jason sneaking onto the wall to look for the parchment
14. Later, Jason being questioned by Lord Friedrich
15. Going through the cellar and tunnel
16. The Mummings masks
17. Jason and the leeches
18. The wagon ride and entertaining the soldiers

## **5) PERSONAL JOURNEYS (cont'd)**

19. The forest path and Jason's eavesdropping on Lothar and the soldier
20. The wild boars
21. Meeting Frau Wölfin
22. Herr Prinz
23. The riddle
24. Getting out of the forest
25. The battle at the bridge
26. Sounding signal for Friedrich
27. Finding the parchment
28. Attack on the castle
29. The use of the siege engine
30. Friedrich's victory
31. Jason riding to the Festival
32. The fires on the hillside and the banquet
33. Playing for the people
34. Arriving home again

## **6) TURNING POINTS IN THE NOVEL**

- There are a number of turning points in the novel.
- Pick one of them and describe how this moves the story in a new direction.
- Imagine this event does not happen or another does.
- Tell what would happen in the story if this were the case.

## 7) LINKING WITH OTHER CURRICULUM ACTIVITIES

### A. LANGUAGE

Most of the German words used in the story are similar to the same English ones.

If you study French or Italian or Spanish or Cree or Innu, make a list with three columns - English, German, other language - list the same word for each language and look at the differences and similarities. It will, of course, depend on your third language as languages fall into groups or families. If your language is similar, find out why. If it is not, find out why.

ENGLISH

GERMAN

OTHER LANGUAGE

### B. SOCIAL STUDIES

Research the period when this novel is set. Draw pictures to help describe each topic.

#### i) Homes

- Describe Wolfgang and Petra's home - also who built it and how?
- Describe Hildard and Gunthar's home - also who built it and how?
- Describe Lord Friedrich's castle - also who built it and how?

#### ii) Food

- What did the peasants eat? What bowls and utensils did they have?
- What did noble persons eat? What bowls and utensils did they have?
- What did prisoners eat?
- How was food preserved?
- Describe a medieval feast.

#### iii) Recreation and Entertainment

- What did peasants do for entertainment?
- What did Lords and Ladies do for recreation?
- What types of games did they play?
- How did minstrels entertain?

## **B. SOCIAL STUDIES (cont'd)**

### **v) Dress**

- What did a peasant man/woman/child wear?
- What did a nobleman/woman/child wear?
- Look for information on cloth weaving, wool spinning - anything connected to the making of clothes, jewellery etc.

## **C. SCIENCE -MEDICINE, HEALTH AND POLLUTION**

- What medicine and treatment was there for peasants?
- What medicine and treatment was there for noble people?
- How was garbage disposed of?
- What kind of washing and toilet facilities were there for peasants, for towns people, for noble people?
- How was sewage disposed of?
- What were the causes of disease and infestations?
- How was sewage disposed of?

## **D. MATH**

- How does a peasant make payment to his Lord for protection and other services?
- How do Wolfgang's family, Hildard and Gunthar, Lord Friedrich, even Frau Wölfin pay for the items they receive from each other - herbs, lotions, leeches etc. Make a picture chart showing the value of one thing to another ie 3 leeches = a bag of potatoes and 2 turnips. What is this kind of trading called?

## **E. MUSIC**

- Music is of great importance in this novel. Name the different instruments and the characters who use them.
- Research the history of the bugle, the flute and the drum. In what country did each first appear? What was the instrument used for? Who would be most likely to play it?
- Find out more about Mummers. Who were they and how did they live in medieval society? Are there modern day Mummers? If so, where and what do they do?

## 8) OTHER MEDIEVAL TIME TRAVEL NOVELS

Barron, T. A.	<b>The Ancient One</b>
Cameron, Eleanor	<b>Beyond Silence</b>
Conrad, Pam	<b>Stonewords</b>
Curry, Jane L.	<b>Me, Myself and I</b>
Cushman, Karen	<b>The Midwife's Apprentice</b>
Dexter, Catherine	<b>Mazemaker</b>
Forward, Toby	<b>Travelling Backwards</b>
Gormley, Beatrice	<b>Back to the Titanic</b>
Green, John	<b>The House that Max Built</b>
Greer, Gery	<b>Max and Me and the Time Machine</b>
Griffin, Peri	<b>A Dig in Time</b>
Hutchins, Hazel	<b>Within a Painted Past</b>
Kehret, Peg	<b>Sisters Long Ago</b>
Levin, Betty	<b>Mercy's Mill</b>
Lindbergh, Anne	<b>Nick of Time</b>
Lindbergh, Anne	<b>Three Lives to Live</b>
Lindbergh, Anne	<b>Travel Far, Pay no Fare</b>
Lyon, George Ella	<b>Here and Then</b>
Park, Ruth	<b>Playing Beatie Bow</b>
Pascal, Francine	<b>Hangin' out with Cici</b>
Pearson, Kit	<b>A handful of Time</b>
Peel, John	<b>Uptime, Downtime</b>
Richemont, Enid	<b>The Time Tree</b>
Senn, Steve	<b>The Double Disappearance of Walter Fozbek</b>
Service, Pamela	<b>Storm at the Edge of Time</b>
Sleator, William	<b>Strange Attractors</b>
Slepian, Jan	<b>Back to Before</b>
Thomas, Jane Resh	<b>The Princess in the Pigpen</b>
Vande Velde, Vivian	<b>A Well-timed Enchantment</b>
Walsh, Ann	<b>Your Time, My Time</b>
Weiss, Ellen	<b>The Poof Point</b>

## 9) CHALLENGE QUESTIONS

1. In Chapter 3, Charlotte mentions that the stone toad's name is Chaucer. What Walt Disney character is called Chaucer? Who was the first famous Chaucer and what did he do?
2. In chapter 4, the children's musical instruments have changed in appearance. Look up medieval instruments in library books and/or on the internet. See if you can find ones similar to the three the children find themselves with.
3. In Chapter 7, Jason recognizes part of the lullaby but Charlotte says it can't be Brahms' lullaby as Brahms hasn't been born yet. Can you explain why this melody might seem similar? (Clue: look up Brahms in library books and/or on the internet to find out about his life and his composing)
4. The song "Die Gedanken sind Frei" (my thoughts are free) from Chapter 12 is a song that was used by the German people twice in later periods in history. Search in library books and/or the internet to find when and why it was used.
5. Mummers are introduced in Chapter 20. Research mummers in library books and/or on the internet. Write a story about how and why a boy or girl becomes a mummer. Put your character in a dangerous situation and follow through to an outcome.
6. When I researched leeches for this novel, I found out some surprising things about them and their uses. Research leeches in library books and/or on the internet to discover more about how they were used in medieval times and how they are used now.
7. The siege engine is introduced in chapters 24 & 25. Research this medieval war machine in library books and/or on the internet. Draw a detailed picture of a siege engine putting an object or person beside it so we can tell how large the engine is or, make a model of a siege engine.