

*The Unwritten Girl*  
*By: James Bow*

**GRADE 4-6  
LITERATURE  
UNIT**

**CREATED BY:  
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2006

# Table of Contents

## Table of Contents

PROLOGUE.....	4
INTERNET RESEARCH TASK: MARIE CELESTE.....	5
Under the heading Update #2:.....	6
CHAPTER ONE: THE GIRL WHO FOLDED HERSELF.....	7
What a Day!.....	7
CHAPTER TWO: BEHIND THE SHELF.....	8
CHAPTER THREE: A WINTER’S TALE.....	9
INTERNET RESEARCH TASK: PUCK SCAVENGER HUNT.....	11
CHAPTER FOUR: SEA OF INK.....	13
A CHARACTER IS BORN.....	14
CHAPTER FIVE: INTO THE WOODS.....	15
WRITE A REFLECTION.....	17
CHAPTER SIX: A DARK AND STORMY KNIGHT.....	18
EYEWITNESS ACCOUNT.....	19
CHAPTER SEVEN: A TIGHT SQUEEZE.....	20
INTERNET RESEARCH TASK: ZEPPELIN.....	22
CHAPTER EIGHT: MIRROR, MIRROR.....	23
DESIGN AND WRITE A POSTCARD.....	25
CHAPTER NINE: THE MAGICAL MYSTERY TOUR.....	26
IT’S A MYSTERY.....	27
CHAPTER TEN: FALLING ACTION.....	28
PAUSE FOR REFLECTION.....	29
CHAPTER ELEVEN: THE CITY OF MARBLE AND CHROME.....	30
CREATE A TIMELINE.....	31
CHAPTER TWELVE: HERO MATERIAL.....	32
HERO/HEROINE WRITING.....	33
CHAPTER THIRTEEN: THE THREE OUT OF THE FOUR.....	34
THAT WAS THEN, THIS IS NOW!.....	35
CHAPTER FOURTEEN: WELCOME TO THE MACHINE.....	36
PLAN A SEQUEL.....	37
And Then What Happened?.....	37
Sequel Planning Sheet.....	37
THE UNWRITTEN GIRL: THE UNWRITTEN CHAPTERS.....	39
Missing Chapter Planning Sheet.....	39
SPELLING AND VOCABULARY (PROLOGUE – CHAPTER TEN).....	40
Prologue.....	40
Chapter 1.....	40
Chapter 2.....	40
Chapter 3.....	40
Chapter 4.....	41
Chapter 5.....	41
Chapter 6.....	41

Chapter 7.....	41
Chapter 8.....	42
Chapter 9.....	42
Chapter 10.....	42
APPENDIX A: PRE-READING ACTIVITIES.....	43
APPENDIX B: POST-READING ACTIVITIES.....	44
ACKNOWLEDGEMENTS.....	45

## **PROLOGUE**

1. What is a prologue and what purpose does it serve? Why do you think the author, James Bow, started this story with a prologue instead of beginning the story with chapter one?
2. Using your knowledge of the characteristics of an effective introduction, evaluate the effectiveness of the prologue.
3. What is an epigram? What does the use of an epigram tell the reader about the story?
4. In your opinion, what does \*\*\* mean?

## INTERNET RESEARCH TASK: MARIE CELESTE

In this question, you will use your research skills to search for information about the “Marie Celeste” on the Internet. You will need a pencil and this sheet to complete this task.

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

With your teacher’s permission to use the Internet, go to the URL below.

URL: [http://www.mysteriesofcanada.com/Nova\\_Scotia/mary\\_celeste.htm](http://www.mysteriesofcanada.com/Nova_Scotia/mary_celeste.htm)

Once you are on the website, bookmark it and answer the following questions:

1. What was the Mary Celeste? Explain the reason for the mystery surrounding it.

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2. What was the original name given to the Mary Celeste?

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3. Name the captain of the Mary Celeste.

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4. Give the date of the ship’s departure and its destination.

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5. Briefly summarize the events that took place on the journey.

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6. There are a number of theories about what happened to the people aboard the Mary Celeste. List two of these theories.

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7. Even though the mystery isn’t solved, the ship continues to sail under a new owner. What ultimately happens to the ship?

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**Under the heading Update #2:**

8. Who is credited with changing the name from the Mary Celeste to the Marie Celeste?

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9. Name the work of fiction that contains this reference and the year that it was published.

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Click on the link: <http://www.siracd.com>.

At the top of the page, click on the tab, **DOYLE'S WORK**

On the tabs to the left, click on, **J. HABAKUK JEPHSON'S STATEMENT**

10. Briefly summarize the controversy surrounding this short work of fiction.

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11. Compare the events of the Mary Celeste and Marie Celeste. How are they different? How are they the same?

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12. In your opinion, why is the Marie Celeste mentioned in *The Unwritten Girl*? Explain your answer fully, looking for any similarities and differences.

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## CHAPTER ONE: THE GIRL WHO FOLDED HERSELF

1. Of all the people in her school, Rosemary knows Peter the least. What would convince her to walk home with him?
2. What is “*The Outsiders*?” Explain why Rosemary would not enjoy this book and compare her experience to any books that made you feel this way.
3. Read the following sentence:

She felt the stress of the day seeping out amongst the hushed tones and the facts and figures. (p. 12)

Explain the significance of the sentence and what it reveals about Rosemary’s character. Use information from the story to support your answer.

4. Using evidence from the story, describe the setting of this chapter.
5. This chapter introduces many characters to the story. Using an organizer of your choice, prepare family trees for both Rosemary and Peter using information from the story.

### **WHAT A DAY!**

Analyze the events that occur in the chapter that make Rosemary declare she has had a bad day. How do these events influence the relationship between Rosemary and Peter?

#### Things to Consider:

- Rosemary’s day at school
- Her experience in the library
- How family history plays a role

## CHAPTER TWO: BEHIND THE SHELF

1. How is Marjorie's epigram in chapter two different from chapter one?
2. In your opinion, what does tardive dyskinesia mean? You may need to research this question using the library or the Internet.
3. Describe Theo's strange behaviour in the chapter and explain the reactions of his family to it.
4. Authors use literary themes to structure their stories. One of the classic themes is family. Locate places in the story where the author has used this theme. Choose one scene and summarize it.
5. Read the following passage. Explain what the passage reveals in the story and the significance of the use of italics.

Rosemary stood in the living room, torn between Peter and her father preparing to leave, and her brother in the kitchen. After a moment, she settled on her brother, but froze at the kitchen door. Theo stood, facing the refrigerator, staring at the jumble of coloured-letter magnets as if he was expecting them to change and spell something. Her mother stood behind him, still in her winter coat.

*I'm not supposed to be here yet,* Rosemary thought, and she turned back to the living room. (pp. 29-30)

### HOW DID THEO KNOW?

Theo came into the library, pointed at the bookshelves and shouted: "Leave my sister alone!"

Explain your theory about how Theo knew about the events at the library and predict what you think will happen next in the story. Use information from the story and your own ideas to prove your theory.

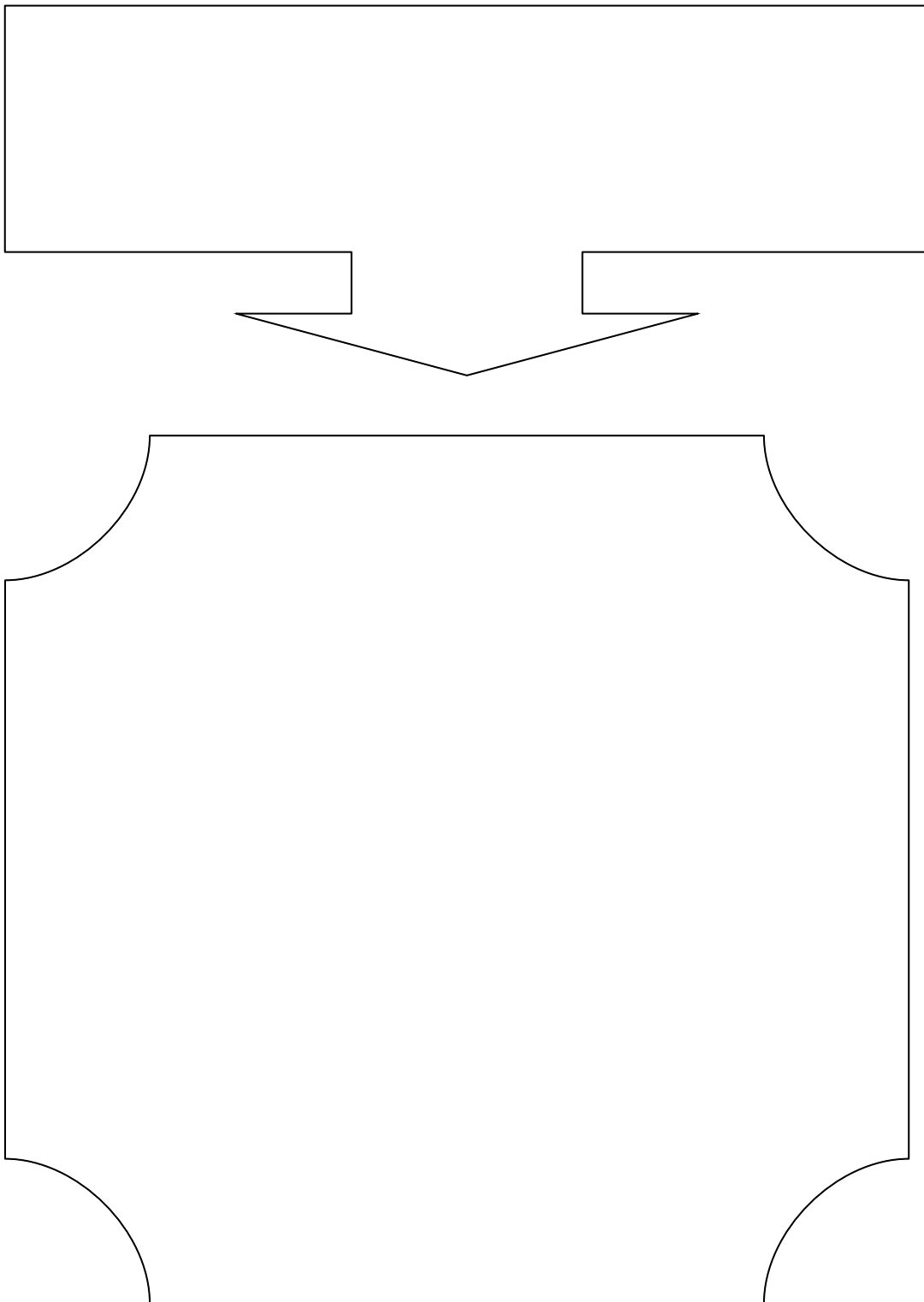
## CHAPTER THREE: A WINTER'S TALE

1. In this chapter, Rosemary and Peter are introduced to Puck. In your opinion, why does the author include Puck in the story? Use evidence from the story and your own ideas to explain your answer.
2. Puck uses unusual language in the story. Locate the following passages in the story. Read the sentences below and write what they mean in your own words.

Quote:	In Your Own Words:
a) "Wise one, I am not real. I am fiction." (p. 47)	
b) "Oh Lord what fools these mortals be." (p. 49)	
c) "I know your thoughts, young fellow, but be assured that I have naught to do with this." (p. 50)	
d) "You are not the fault, but you are the cause." (p. 54)	

3. Using information from the story, briefly explain the meaning of Theo's behaviour and the quest Rosemary must begin.
4. Compose a journal entry about Rosemary's encounter with Puck, writing in role from one of the following perspectives:
  - Rosemary
  - Peter
  - Puck

5. This chapter includes detailed description of Puck's personality and appearance. Draw and label a diagram of Puck using information from the text. You may brainstorm your ideas in the space provided.



## INTERNET RESEARCH TASK: PUCK SCAVENGER HUNT

In this task, you will use your research skills to learn about Puck. You will need to have a computer with access to the Internet, a pencil and this sheet.

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

With your teacher's permission to use the Internet, go to the following URL:  
<http://www.boldoutlaw.com/puckrobin/puck.html>

Once you are on the website, bookmark it and answer the following questions:

1. Many names are used for the character Puck. Name two of these names.

\_\_\_\_\_

2. Puck is featured in the play, *A Midsummer Night's Dream*. Who wrote this play?

\_\_\_\_\_

3. What topics does this website discuss?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Click on the link **PUCK THROUGH THE AGES**

4. Roughly how long has Puck has been one of the most popular characters in English folklore?

\_\_\_\_\_

5. What four words are used to describe Puck?

\_\_\_\_\_

\_\_\_\_\_

6. What special talent does Puck possess that allows him to change?

\_\_\_\_\_

7. Give three examples of Puck's ability to change.

\_\_\_\_\_

\_\_\_\_\_

8. Hob is a short form for which name?

\_\_\_\_\_

9. Being lost is often referenced to Puck. Can you explain why? Write an expression for being lost that is listed on this site.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Puck is often associated with the character Robin Hood. How are these two characters the same? How are they different?

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11. Puck appears in popular culture such as comics, cartoons, television shows, and movies. Give one example of each of these forms.

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Now, go to the following URL: <http://www.sparknotes.com/shakespeare/msnd/>

Here you will learn more about *A Midsummer Night's Dream*.

Click on the tab at the left, PLOT OVERVIEW. To learn more about the play, read the overview. Then, click on Puck to read about Puck's role in the play. Click on Puck: In-depth Analysis. You can use the BACK button to go back at anytime.

12. Briefly, describe Puck's role in *A Midsummer Night's Dream*.

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13. Using your new information, compare Puck's role in *A Midsummer Night's Dream* and compare it to his role in *The Unwritten Girl*. How are they same? How are they different?

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## CHAPTER FOUR: SEA OF INK

1. Read the following passage from the story: Using information from the story, explain Rosemary's reaction to the idea in bold.

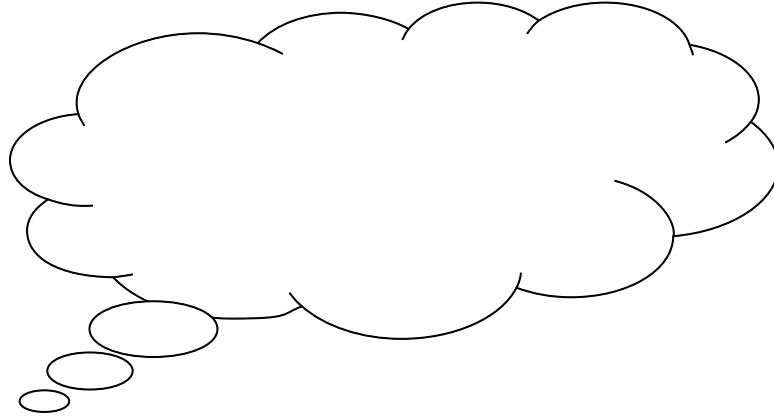
“Ideas fall from the trees and are blown across this beach,” said Puck, “and into the great black sea that surrounds the Land of Fiction. In time, they build the Land itself.” Peter reached for the ball. “Let me try!” Puck handed it to him. Peter bounced it. **“What if we could travel at the speed of thought?”** Rosemary stared at the swirling fruit. The words from a book echoed in her mind. She shivered. (p. 64)

2. Imagine you are attempting to cross the Sea of Ink and need to pay the toll with a verse of your own. Create a verse worthy of crossing.
3. Peter is introduced to the Ferryman as “the lady's champion.” In your opinion, explain what lady's champion means and how it will affect the rest of the story.
4. In this chapter, the Ferryman asks Rosemary, Peter and Puck to show they believe in six impossible things before crossing. Briefly describe an experience where you accomplished something that you once thought was impossible. Describe your feelings and method of accomplishing this task.
5. What do you predict will happen in the Land of Fiction? Prove your theory with information from the text and your own ideas.

## **A CHARACTER IS BORN...**

Now is your chance to add a character to the story.

Create a character that would fit into the story. Briefly describe your character and explain how this character would advance the plot. Be sure to include a labeled illustration of your character. You may use the organizer below to brainstorm ideas.



## CHAPTER FIVE: INTO THE WOODS

1. In your opinion, what does it mean to ‘tempt fate?’ Give your own example of tempting fate.
2. In this chapter, Rosemary and Peter complete the first challenge. Briefly summarize the first task and what was learned from it.
3. The author often injects humour into the dialogue between Rosemary, Peter and Puck. Locate two of these instances and explain what they reveal to the reader about the characters.

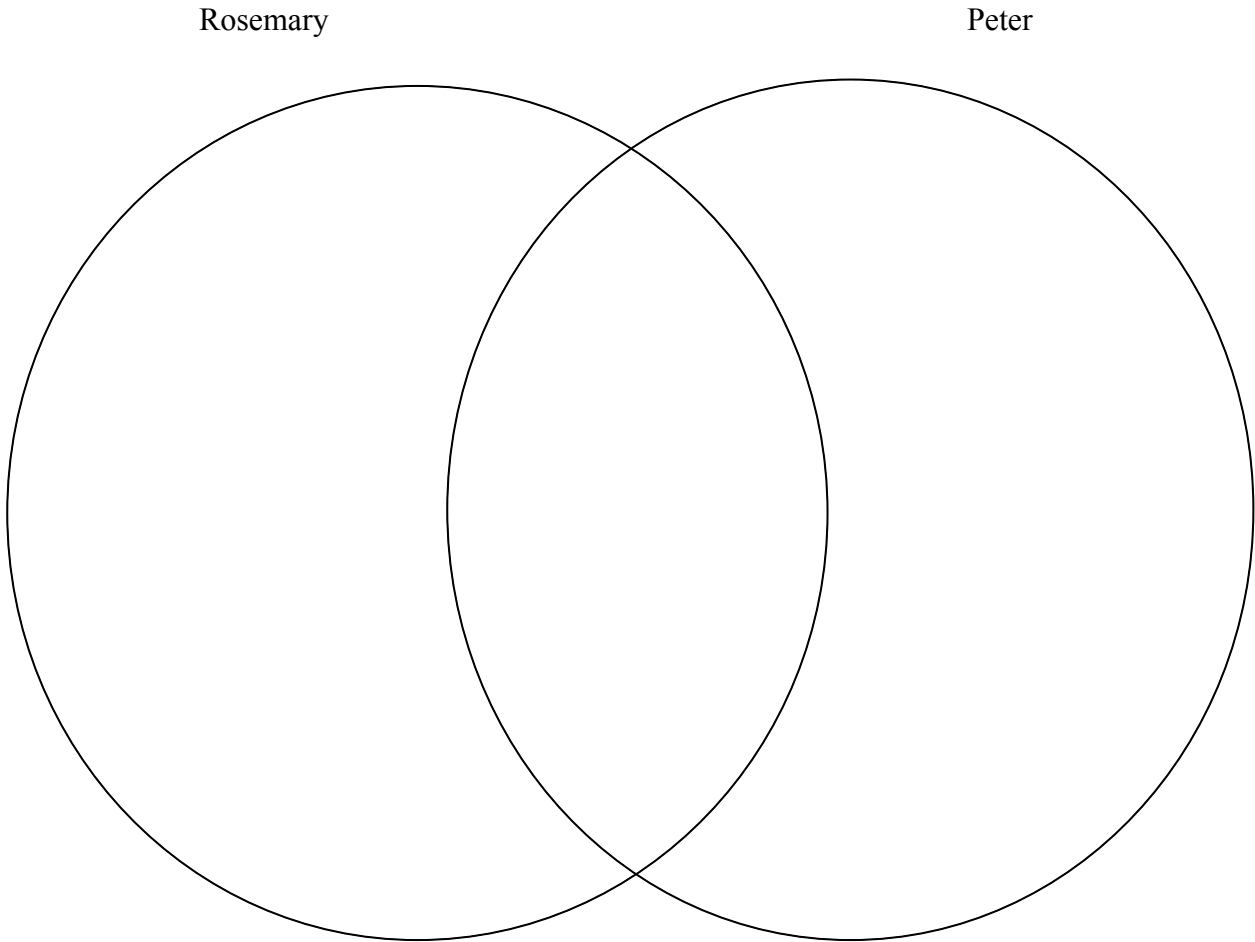
<b>Example of Humour</b>	<b>What Is Revealed About Character</b>
1. Page number _____ Example:	
2. Page number _____ Example:	

4. Consider the following passage.

Peter snorted. "And you said you had no imagination."  
"I was four!" said Rosemary. "Everyone has imagination when they're four!"  
"And no one loses it," said Puck. "If they show it not later in life, they have merely locked it away. And such tyranny can lead to rebellion." (p. 85)

Identify the literary technique used in the quotation. Use information from the text to explain your answer.

5. Using the Venn Diagram below, compare and contrast Rosemary and Peter. How are they alike? How are they different? Support your answers with quotations and page numbers from the text.



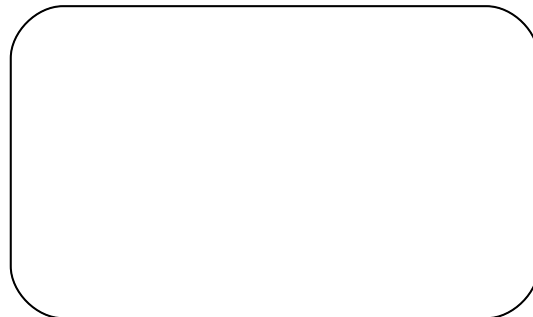
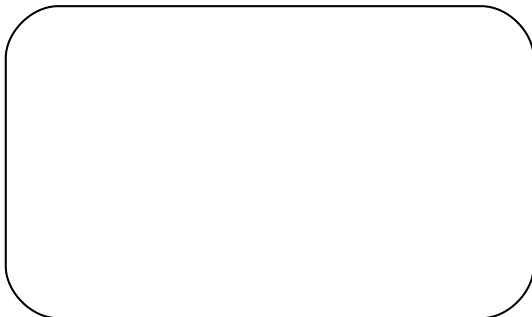
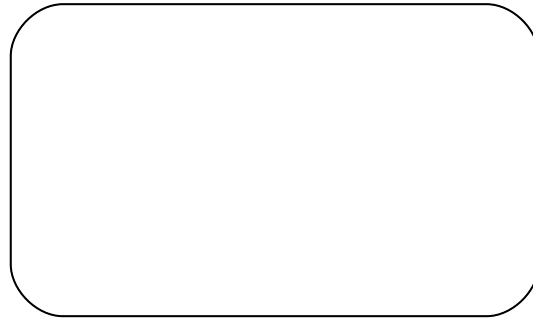
## WRITE A REFLECTION

### *A Penny For Your Thoughts...*

This is the place to discuss all of your thoughts, questions, and predictions about the story. You can write about the characters, the writing, or general things you wonder about. Your reflection should be at least a page and follow the rules of spelling, grammar, and punctuation. You may use the organizer below to brainstorm ideas.

#### Things to Consider:

- What you like/dislike
- Things you can relate to
- What you have noticed
- What you think will happen next and why?



## CHAPTER SIX: A DARK AND STORMY KNIGHT

1. According to Puck, what does the law of fiction state?
2. How do the aspects of costume and setting changes become a pattern in the story? Use information from the text to support your answer.
3. Look closely at the epigrams in the chapters and what is being discussed. How are the two related? Discuss at least one specifically.
4. Compare this story to other stories that have castles, knights, and princesses. How are the stories similar? How are they different?
5. A homonym is a word that sounds like another but often differs in meaning and spelling. In the title of the chapter, for example (note typo), the word 'knight' is an example of a homonym, i.e. night. Think of other examples of homonyms and complete the chart below.

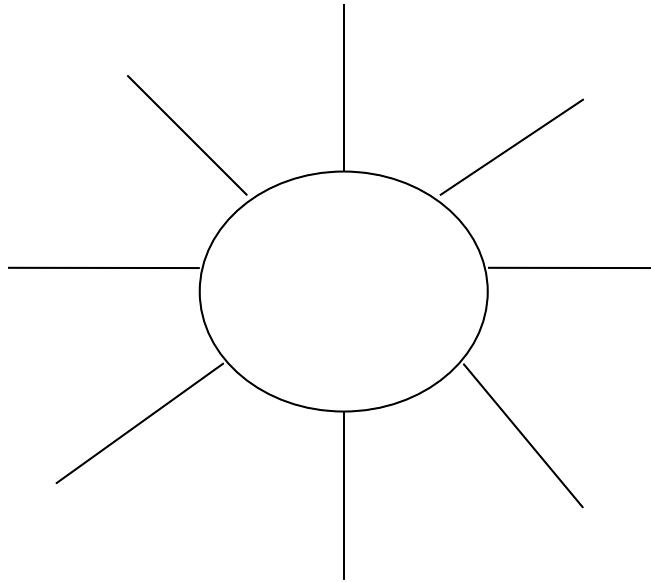
	<b>Homonym</b>	<b>Variation</b>	<b>Difference in meaning</b>
1.	knight	night	
2.			
3.			
4.			

## EYEWITNESS ACCOUNT

*You Had to Have Been There....*

Imagine you are visiting the Land of Fiction. Write an eyewitness account of the characters you encounter and the events that occur. Be sure to use descriptive language and your imagination to tell your tale. Your account should be at least a page and follow the rules of grammar, spelling, and punctuation.

Use the organizer below to brainstorm your ideas.



## CHAPTER SEVEN: A TIGHT SQUEEZE

1. Using the chart below, identify three ways in which the author uses descriptive language to create images throughout the chapter. Descriptive language devices may include simile, metaphor, and personification. Rewrite each example in your own words.

<b>Language Device</b>	<b>Passage/Page Number</b>	<b>In Your Own Words</b>
<i>Personification</i>		
<i>Simile</i>		
<i>Metaphor</i>		

2. Compare and contrast Rosemary and Peter's reactions to fear using evidence from the text. Use an organizer of your choice in the space provided below.

3. Write 4-5 sentences on Rosemary's personality. Prove your statements with evidence from the book.

4. Choose three words to complete the following chart:

Word from story	Use of word in story	Meaning in dictionary	Use the word in a sentence	Give a synonym of the word

5. What does "fair" mean? Recall an unfair situation that you have experienced.

# INTERNET RESEARCH TASK: ZEPPELIN

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

*The Unwritten Girl* features marvelous airships called Zeppelins. Perhaps the most famous airship of all time was called the Hindenburg.

Find out more about Zeppelins in this Internet Task. You will need a computer with Internet access, a pencil, and this paper to complete the assignment. Once you are on the Internet, type in the URL: <http://spot.colorado.edu/~dziadeck/zeppelin.html>  
Bookmark this page. Use the side tabs to discover all about Zeppelins.

Once you have finished looking at this site, type in the URL:  
<http://www.reekielum.com/newschool.htm> Scan down this page until you see the word “*Hindenburg*.” There are three links that you can explore. Use the BACK key to return to the first webpage when necessary.

Once you have all of the links, answer the questions below:

1. Which website did you enjoy the most? Why?

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2. Which website was least enjoyable? Give your reasons.

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3. What new information do you have about Zeppelins?

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4. What did you learn about the Hindenburg?

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5. How did this task help you to better understand *The Unwritten Girl*?

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## CHAPTER EIGHT: MIRROR, MIRROR

1. Read the following sentences. Identify the word in bold as a noun, verb, adjective or adverb. Explain your answer.

“I am the **shadow** in the corner!” (p. 112)

In this sentence, the word “shadow” is a \_\_\_\_\_ because

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“I am the ghost that **lurks** in dark alcoves!” (p. 112)

In this sentence, the word “lurks” is a \_\_\_\_\_ because

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“I am the **twitching** doorknob on an unlocked door.” (p. 112)

In this sentence, the word “twitching” is a \_\_\_\_\_ because

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“Look at yourself, Miss Watson: your heart is still beating at twenty percent over its normal rate after your trip through the corridor and your skin is **delightfully** flushed.” (p. 113)

In this sentence, the word “delightfully” is a \_\_\_\_\_ because

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Her **reflection** smirked. (p. 117)

In this sentence, the word “reflection” is a \_\_\_\_\_ because

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“I said you would be sorry!” the Fearmonger shouted as he **frantically** stuffed his full-sized masks in to his pint-sized pockets.” (p. 118)

In this sentence, the word “frantically” is a \_\_\_\_\_ because

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2. Read the following sentence from the story.

“I am not a character,” the Fearmonger bubbled, “but I am in most works of fiction.” (p. 112)

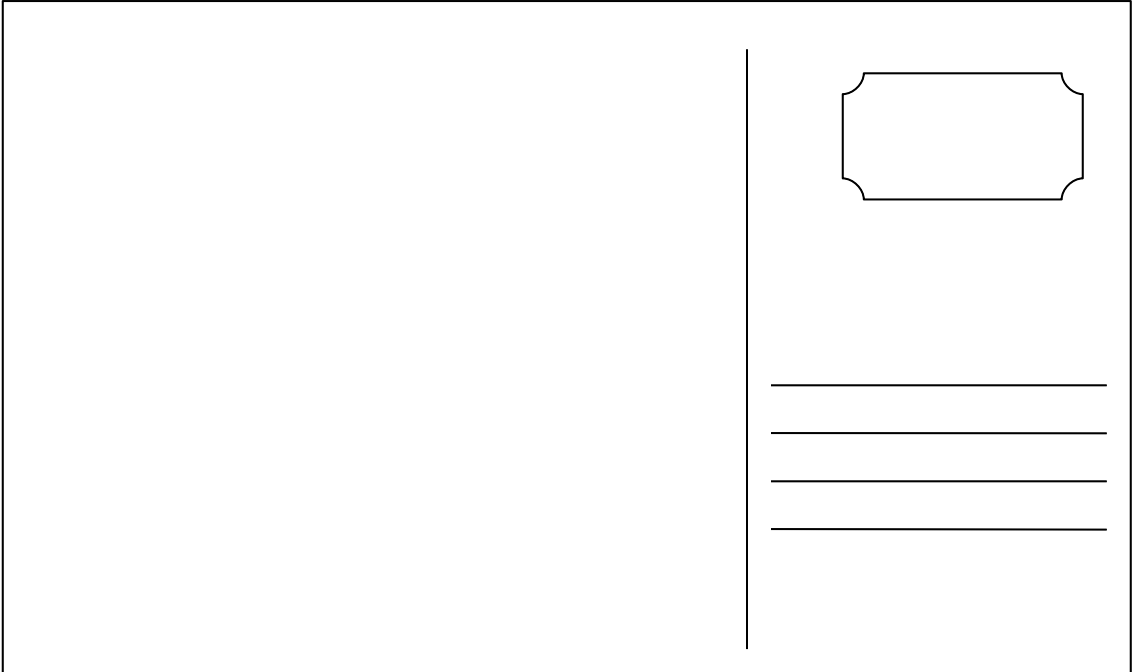
Using information from the text, interpret what this sentence means.

3. In your own words, describe the task Rosemary must complete to pass the Fearmonger.
4. In the story, the characters often use humour as a way of reducing fear. Select a scene that uses humour this way and explain why it is effective.
5. In chapter four, Peter was introduced to the Ferryman as ‘the lady’s champion.’ Do you agree or disagree with this statement? Use evidence from the story to explain your answer.

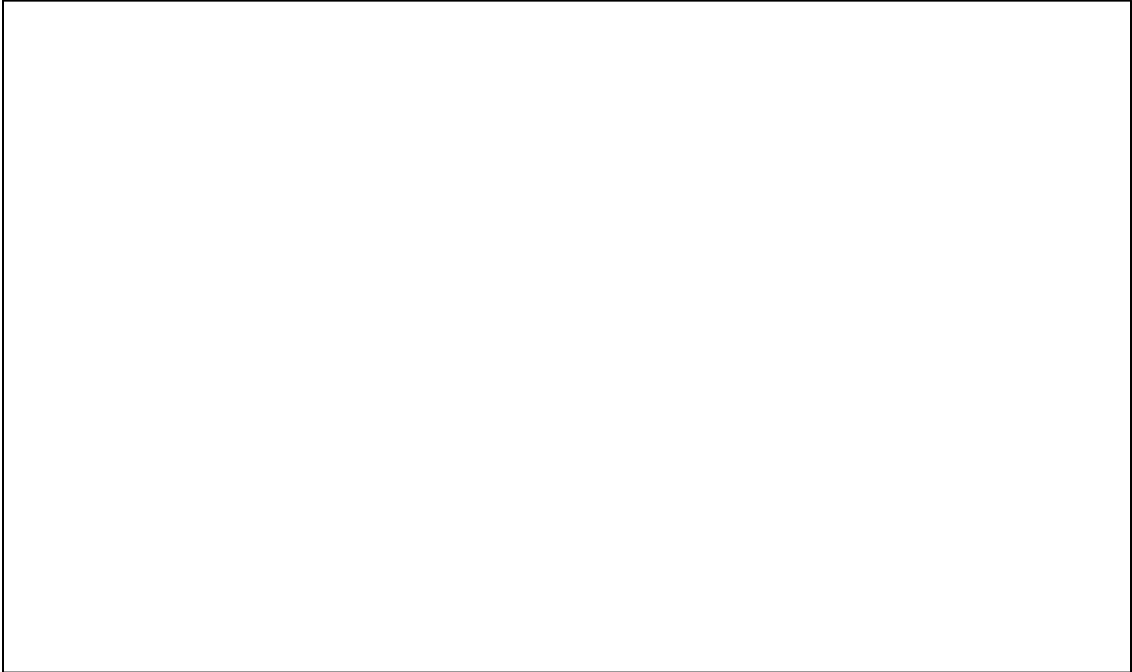
# DESIGN AND WRITE A POSTCARD

Imagine you are Rosemary or Peter. Design and write a postcard from the Land of Fiction from his or her perspective. Your designs should match the places or characters mentioned in the story. Use the organizer below to brainstorm your ideas.

BACK

A rectangular box representing the back of a postcard. A vertical line on the right side separates the address area from the rest of the card. In the top right corner of this area is a decorative rectangular frame with rounded corners. Below this frame are four horizontal lines for writing an address.

FRONT

A large, empty rectangular box representing the front of a postcard, intended for a drawing or design.

## CHAPTER NINE: THE MAGICAL MYSTERY TOUR

1. In this chapter, Rosemary and Peter learn at least two important lessons from the challenge. Identify and give proof of one of these lessons.

Lesson	Proof From The Story

2. Using evidence from the story, describe the setting of this chapter.
3. With as much detail as possible, explain why Rosemary has difficulty with finishing most of her books.
4. What happened to Rosemary's arm when it was caught by the grapple? Use evidence from the story to explain your answer.
5. Rosemary and Peter experience a number of costume changes in the story. Select one scene to illustrate and label the costumes of Rosemary and Peter. Write a brief explanation of your selection.

## IT'S A MYSTERY...

Every story begins with an idea. In a mystery, the main character is the most important part of the story. The plot involves the main character who has a problem and must solve it.

Using the organizer below to brainstorm, create a short mystery story about the man in the deerstalker hat. Your mystery should be at least a page and contain rich description and the element of suspense to keep the attention of the reader.

### Think About:

- The main character
- Who will get in the way of the solution
- Clues to include, especially 'red herrings'
- The setting should fit the mood of the story

The diagram is a large rectangle divided into five sections by lines that meet at a central point. The sections are labeled as follows:

- Plot:** Located at the top of the diagram.
- Events:** Located in the center of the diagram.
- Setting:** Located on the left side of the diagram.
- Characters:** Located on the right side of the diagram.
- Solution:** Located at the bottom of the diagram.

## CHAPTER TEN: FALLING ACTION

1. Explain the significance of the italicized text at the beginning of this chapter.
2. Use the information in the chapter to draw your own conclusions about what happened to Puck. Justify your answer with specific examples from the text.
3. Foreshadowing is used by an author to give clues about what will happen later in the story. In this chapter, the author includes foreshadowing. Explain the author's use of foreshadowing and what it reveals about the story.
4. In this chapter (or previous), find the references to and explain the symbolism of:

Symbol	Page number	Explanation
· <i>eagle</i>		
· <i>wolf</i>		
· <i>phoenix</i>		

5. Were you surprised by the events that occurred in this chapter? Why or why not?

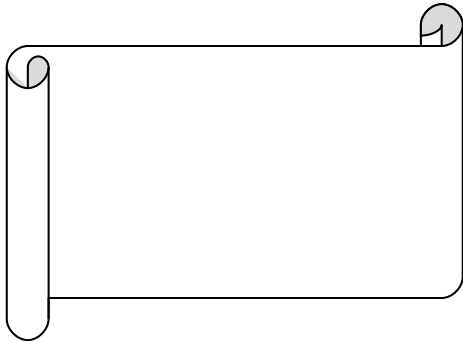
## PAUSE FOR REFLECTION

A lot has happened in the story since your last reflection in chapter five. Rosemary and Peter have had many adventures and now face continuing on the quest without their guide, Puck. Consider all of the characters and situations they have encountered. If it had been you, would you have done anything differently?

In this reflection, discuss all of the thoughts, questions, and predictions you might have about the story. Your reflection should be at least a page and follow the rules of spelling, grammar, and punctuation. Use the organizer below to brainstorm ideas.

### Things to Consider:

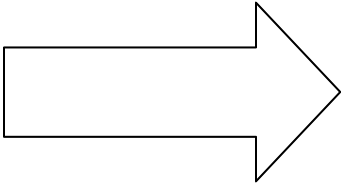

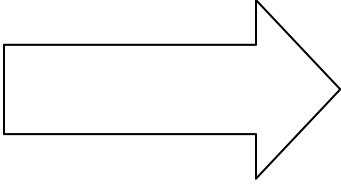

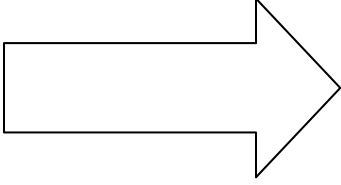

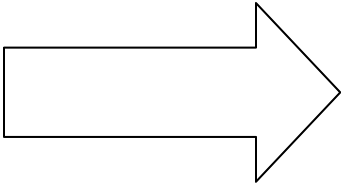

- Your feelings about the story and characters
- Things you notice or wonder about
- What you like or dislike about the story
- How you think the story will end



## CHAPTER ELEVEN: THE CITY OF MARBLE AND CHROME

1. Now that you know more about Marjorie's book, what do you think it was its title? Use information from the story to explain your answer.
2. In chapter ten, Rosemary must deal with her worst fear. In this chapter, Peter reveals his worst fear. Briefly summarize the fears that Rosemary and Peter have. Use information from the story and your own ideas to support your answer.
3. In this chapter, we get to know Peter even better. Using the organizer below, identify four characteristics of Peter that are revealed in the story. Prove your answer using the text.

### PETER

Characteristic	Proof from the story
	
	
	
	

4. Writers often use conflict in their writing. The conflict of character versus him/herself occurs when a character faces inner feelings of turmoil. Explain how the author uses this conflict in this chapter.
5. In your own words, account for the absence of people in the city.

## **CREATE A TIMELINE**

Represent the events of the story on a timeline organizer of your design. Be sure to include the major events of the story up to this point. Label one column “Chapter” and another column “Event.” Below your timeline, write a brief explanation of the events you selected.

## CHAPTER TWELVE: HERO MATERIAL

1. What is a hero? In your opinion, is Rosemary hero material? Why or why not?
2. How would you rate Marjorie as a villain? Justify your answer.
3. The conflict of character versus character has occurred several times in the story. Select one of these scenes and summarize it, showing how it reinforces this theme.
4. Read the following passage.

Rosemary looked up. Suspended in midair opposite Theo was Peter.  
Rosemary sank to her knees.

Marjorie stood behind her, tapping her pencil against her lips. "You know, now that we have you, I don't know what to do with you. What should I do with you, Rosemary? Should we borrow a few pages from H.P. Lovecraft, perhaps? Or maybe Edgar Allen Poe? Or should I just leave you to the machine?" (pp. 181-182)

Explain the references to H.P. Lovecraft and Edgar Allen Poe. You may need to use the library or Internet to answer this question.

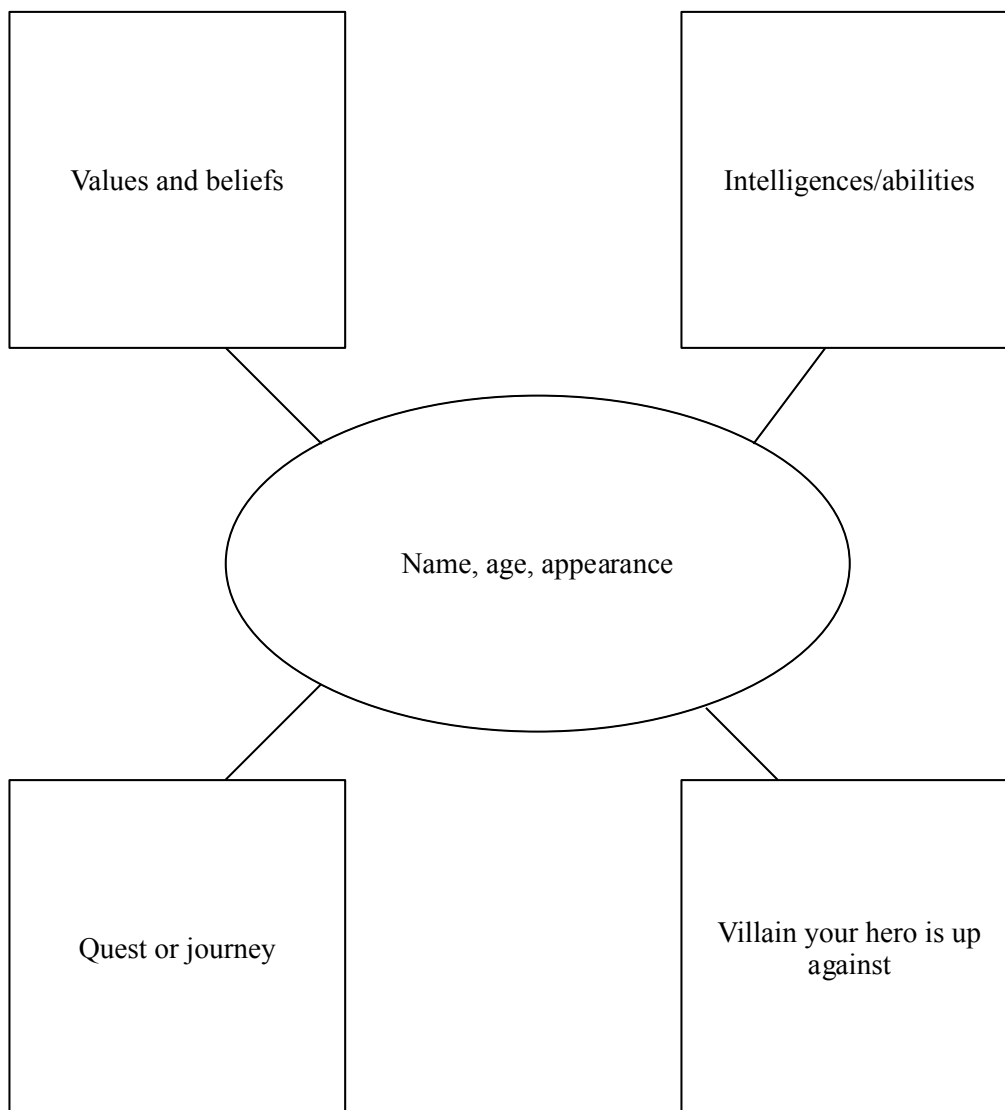
5. What characteristics does this chapter have that shows the reader it is the climax of the story? Prove your answer with information from the text and your own ideas.

## HERO/HEROINE WRITING

Heroes are complex individuals that must overcome challenges. They often have distinctive strengths or personality traits and serve as role models. According to the story, behind every great hero is a villain. The villain is used to advance the plot.

Write a fictional story about a hero/heroine that you imagine. Be sure to include an illustration. Use the organizer below to brainstorm your ideas.

Remember: Weak villain, weak story!



## CHAPTER THIRTEEN: THE THREE OUT OF THE FOUR

1. Using information from the story, explain the significance of the chapter's title, "The Three Out of the Four?"
2. In 4-5 sentences, summarize the dilemma Rosemary faces in this chapter. Be sure to only include the main ideas of the chapter.
3. Read the following sentences from the story.

Rosemary strained against the web. **"But I don't understand--"**  
Marjorie rounded on her. "You left me at my worst moment! I'd lost everything to the machine; my brother, my friend. And just when I was about to lose myself, you stopped reading!" (p.185)

- a. Explain the author's purpose in using -- in the bolded sentence above.

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"Trapped in the worst moment of your life, with release so close but coming no closer. Can you imagine that? Can you, dear reader? *Can you?*" (p.186)

- b. Explain the author's purpose of italics in the sentence above.

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4. Briefly explain Rosemary's reasons for going with Marjorie. Use information from the story to support your answer.
5. If it had been you, rather than Rosemary, would you have done anything differently? What would you have done differently, and why?

**THAT WAS THEN, THIS IS NOW!**

Rosemary and Peter have both been on a long journey of discovery in the novel. Using the organizer below, create a before and after list to compare and contrast the changes that have occurred in Rosemary and Peter throughout the story. Discuss your list giving reasons for each of your selections.

<b>ROSEMARY</b>		<b>PETER</b>	
<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>

## CHAPTER FOURTEEN: WELCOME TO THE MACHINE

1. Re-read the introductory paragraphs of the chapter. Is this an effective introduction to the chapter? Justify your answer.
2. What did Rosemary learn from her experience with the Machine?
3. Read the following passage.

Then Puck appeared before her, smiling broadly even as the columns collapsed.  
He then took her hand and together they ran through the Hall of Stability, leaping nimbly over the fallen stones. **Outside, a thousand *Hindenburgs* fell from the sky.** (p. 202)

What does the sentence in bold mean to you? Prove your response using information from the story and your own ideas.

4. The denouement or resolution is the part of the story that ties up the loose ends of the story. What happened in *The Unwritten Girl's* denouement? Did anything surprise you? If so, what?
5. If you could change the ending, what would you change? Write a different ending to the story.

## PLAN A SEQUEL

*And Then What Happened?*

If you were James Bow, what would you plan for a sequel to *The Unwritten Girl*?

Things to Consider:

- The characters you would bring back.
- Where you would set the story.
- The challenge or quest you would plan for Rosemary.
- New characters, settings, and discoveries you would introduce.

Using jot notes and the planning sheet below, draft a plan for the sequel to *The Unwritten Girl*. Make sure you consider Rosemary's personal history as you plan.

### **Sequel Planning Sheet**

Characters with Descriptions:	Protagonist(s):		Antagonist(s):
Setting:	Time:	Place:	Situation:
Introduction:			

Plot Summary:

Denouement  
(resolution):

# THE UNWRITTEN GIRL: THE UNWRITTEN CHAPTERS

*The Unwritten Girl* takes Peter and Rosemary through several story genres: haunted houses, mysteries, science fiction. What genres did Peter and Rosemary not experience? What adventures would they have if they experienced them? What characters would they face?

## Missing Chapter Planning Sheet

Setting:	Time:	Place:	Situation:
Introduction:			
Summary:			
Denouement (resolution):			

## SPELLING AND VOCABULARY (PROLOGUE – CHAPTER TEN)

### *Prologue*

chrome	<b>zeppelins</b>	cathedral	<b>abruptly</b>
jaguars	<b>sentinel</b>	<b>pinnacle</b>	teleport
disaster	civilization	<b>imperceptibly</b>	automated
wincing	deadpanned	rhythmic	<b>preserve</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Underline the words that are nouns.

### *Chapter 1*

depressing	<b>nixed</b>	<b>squall</b>	<b>blanched</b>
literature	stammered	ruefully	rasping
bookish	onslaught	<b>wistful</b>	<b>refuge</b>
cheeky	goggled	<b>benign</b>	recited

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Circle all of the verbs from the list.

### *Chapter 2*

residence	<b>toxicology</b>	<b>stagnant</b>	glazed
<b>vacant</b>	quirked	muttering	debated
<b>acknowledge</b>	spluttered	bristled	<b>faltered</b>
<b>blanched</b>	foyer	hesitated	breakdown

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Rewrite all of the adjectives from the list.

### *Chapter 3*

<b>dull</b>	<b>scowled</b>	ordeal	<b>nimbly</b>
responsive	<b>lanky</b>	hatchway	hallucination
edge	gable	<b>figment</b>	loped
gaped	tunic	fortune	<b>oblivious</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Using only five sentences, try to use all of the list words.

## Chapter 4

glimpse	dune	prow	champion
crater	<b>gnarled</b>	<b>indelible</b>	quirked
<b>void</b>	<b>laden</b>	glimpse	<b>shrouded</b>
spread-eagled	jetty	fortnight	<b>amends</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Circle the words that are nouns.

## Chapter 5

dense	<b>medieval</b>	<b>fate</b>	foliage
canopy	disentangled	clamoured	galoshes
patchwork	stammered	numerate	<b>tyranny</b>
<b>native</b>	<b>compassion</b>	promenade	<b>rebellion</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Use 10 words in a paragraph that makes sense. Underline the words from the list that you use.

## Chapter 6

brocade	<b>ludicrous</b>	<b>cur</b>	challenge
<b>billowy*</b>	clatter	<b>embedded*</b>	yield
armour	threshold	<b>disheveled*</b>	lout*
scabbard	pommel*	<b>quest</b>	yonder*

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Sort the words with a star (\*) in the categories below.

Prefix

Root

Suffix

## Chapter 7

pursuit*	vicious*	<b>intricate</b>	spectre
<b>roiling</b>	gazelle	<b>torrent</b>	<b>translucent</b>
crinolines	ridiculous*	agog	<b>precariously</b>
bolted*	crest*	undaunted	<b>alcove</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Give a synonym for the words with a star\*.

## Chapter 8

cherub	<b>invigorated</b>	thrumming	<b>grim</b>
proprietor	mettle	<b>guttural</b>	conscience
<b>worthy</b>	performance	<b>skirling</b>	<b>wrath</b>
scowled	gargoyle	lolloped	camouflaged

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Define mettle and metal using the dictionary.

## Chapter 9

reel	transparent	<b>intuition</b>	blackmail
<b>pandemonium</b>	evidence	<b>formidable</b>	<b>archeologists</b>
intruder	<b>theory</b>	astonishment	<b>grapple</b>
compartment	glamorous	innocence	desperately

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Underline the words that would normally be found in a mystery story.

## Chapter 10

whim	<b>hospitality</b>	flee	<b>phoenix</b>
sheer	<b>imminent</b>	<b>ballast</b>	remiss
wincing	fiancée	tentacles	villains
<b>barren</b>	appalled	ponderous	<b>plummet</b>

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Give both a synonym and antonym for the word villain.

## **APPENDIX A: PRE-READING ACTIVITIES**

1. Preview the book. By examining the cover and title of the story, predict what you think this story will be about. Where do you think it takes place?
2. How do you think you handle fear? Do you consider yourself to be brave in times of crisis? Recall a personal experience with fear and describe the characteristics you demonstrated.
3. Imagine you are the new kid at school. Describe your feelings and how you would go about making friends.
4. Review the elements of story (plot, characters, setting) that appear in fiction.
5. Discuss literary themes and conflicts that are common in works of fiction.

## **APPENDIX B: POST-READING ACTIVITIES**

1. Write an email to the author, James Bow (e-mail address available from the book's official website at <http://www.unwrittengirl.ca/>), and give your reactions to the book.
2. Write a letter to a character in the story, telling him/her about your reaction to that character in the book.
3. Design the front page of a newspaper with headings and stories about what happened in the book.
4. In groups, select and write a scene from the book in your own words. Perform this scene using props and costumes.
5. Create a book box and collect a number of items mentioned in the story. Write a brief explanation for each item included.
6. Create a map of the Land of Fiction. Label where each event occurred and include symbols, legend, and title.
7. Write a letter from Peter to his late parents telling them of his adventures and his life without them.
8. Write a biography of one of the characters that most interests you.
9. In groups, design board games based on the story. Play the games with the class.
10. Create a diorama to represent an important scene from the story.
11. Use the story as a basis for a court trial; students can role-play witnesses, experts, lawyers, judges, jurists, etc.
12. Write an epilogue to explain what happened to the characters after the end of the story.
13. Design a poster to advertise the book to students in your school.
14. Complete a plot profile of the novel using an organizer of your choice.

## ACKNOWLEDGEMENTS

The *PLAN A SEQUEL* activity was taken from Martha Martin's literature unit for Kenneth Oppel's *Skybreaker*, and is used with permission.

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