

The Next GREAT JANE



CURRICULUM PACKET

K. L. GOING

Michael L. Printz Honor Winner



Greetings teachers, parents, and educators!

Welcome to *The Next Great Jane*'s curriculum packet!

This twelve-week program is designed as a unit that pairs the reading of *The Next Great Jane* with short lessons about science and writing. Each week you'll be provided with a vocabulary page, questions for discussion, science questions, and a writing prompt.

In addition to my job as an author, I also teach Language Arts to middle school students, so I understand first-hand how helpful it is to have pre-made materials ready to go. I hope this packet will make your jobs easier, while allowing the kids to explore and have fun with both writing and science.

Although it is not a required element, there are also action-oriented suggestions for how you and your class might end this unit by raising money to protect our oceans. Teaching our children that they have the power to make a difference is one of the most important lessons we can ever impart.

I hope you enjoy reading *The Next Great Jane*.

Let's learn and have fun together!

Best wishes,

K. L. Going



ABOUT THE AUTHOR

K. L. GOING is a contemporary author who has published books for children of all ages. She was born in Rhinebeck, NY, on August 21, 1973.



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Her father was a biologist (so yes, she has first-hand experience with mysterious sample jars in the refrigerator!) and her mother was a children's librarian. She grew up on the Borden estate in Wallkill, NY, where she lived in a rented apartment that had once been Mr. Borden's dance hall. There was a mansion on the hill nearby that inspired the Penmore Estate.

K. L. stands for Kelly Louise. She is married to Dustin Adams and they have a son, Ashton Adams. In addition to writing, K. L. teaches Language Arts at the Homestead Montessori School in Glen Spey, NY. She teaches seventh and eighth graders. Like Jane's school, the Homestead School is very small and combines three grade levels into one classroom.

K. L.'s first published book was *Fat Kid Rules the World*, which is for high school age readers. It was named a Michael Printz Honor Book by the American Library Association and has gone on to become an independent film. *Fat Kid* was included on YALSA's Best Books for Young Adults list and their list of Best Books for the Past Decade. Currently, it is also being workshopped for Broadway! She has two other books for this older age group, one of which has been optioned for television.

When it comes to middle grade novels, K. L. has two others that are for kids eight to twelve years old—*The Liberation of Gabriel King* and *The Garden of Eve*. She also has one book that is for tweens (approximately eleven to fifteen years old) that is called *Pieces of Why*. In addition, she has published several picture books.

Her books have been Booksense picks, Scholastic Book Club choices, Junior Library Guild selections, NY Public Library Best Books, and winners of state book awards. She's been published in Korea, Italy, Japan, Germany, Spain, China, and the UK.

"I love creating stories that ask compelling questions and encourage kids to explore worlds that are different from their own. One of my favorite things about books is the way they help us to empathize with others. As an author, I'm always learning new things and then I get to pass that knowledge on to the kids who read my books!"

—K. L. Going

To visit K. L. online, go to www.klgoing.com or www.facebook.com/klgoing.

QUESTIONS FOR STUDENTS:

1. Do you think an author's life experiences influence the books they write? Why or why not?
2. K. L. Going has written lots of very different books for all different age groups. Some authors choose to write for just one age group. If YOU were an author, would you write books that were alike or books that were different?

VOCABULARY/CHAPTERS 1 & 2

Vocabulary?! Oh no! Nothing ruins the fun of reading a book more than vocabulary worksheets. On the other hand, nothing improves the experience of reading more than understanding the words on the page. So, how can we solve this problem? Find a partner. Each person will only have to look up five words, and then you can share your definitions. That's all the knowledge for half the work!

saga

obstinate

memoir

talisman

burnished

wistful

silhouette

amplified

indulge

palpitations

ACTIVITIES

- 1) Find the following locations on a globe:

Bar Harbor, Maine

Hollywood, California

Wales

- 2) Research Jane Austen. What were the titles of her books? What else can you discover about her?
- 3) What is oceanography? What can you learn about this field?

DISCUSSION QUESTIONS

- 1) In chapter two, the library decides that no children are allowed at the author event. How does Jane feel about this choice?
- 2) Have you ever been excluded because of your age? If so, how did that feel and what did you do?
- 3) Do you think the library made the right choice? Why or why not?
- 4) Why do you think Devon might say mean things to Jane about Whickett Harbor?
- 5) How does Jane react to Devon's negative comments? How would you react if you were in Jane's shoes?
- 6) Is the setting important to this novel? Why or why not?

VOCABULARY/CHAPTERS 3 & 4

It's time for a **Dictionary Battle!** You'll need two dictionaries and ten volunteers. Take the words by twos. Volunteers will go head-to-head to see who can look up the words faster once your teacher says GO!

kelp

transfixed

whither

metropolis

profound

hypothermia

taunt

vandal

breech

faux

ACTIVITIES

- 1) What does *voice* mean in writing? Invent three different “authors” and write something using each of their imaginary voices. (Make them as silly and extreme as possible!)
- 2) Research hurricanes. What causes them? What can you learn about them?

DISCUSSION QUESTIONS

- 1) In this chapter we get more information about Devon. Does this change your feelings about why he complains about Whickett Harbor?
- 2) J. E. Fairfax tells her audience to “write what you know.” What does this mean?
- 3) Why does Jane think this is terrible advice? What do you think?
- 4) What’s the most dangerous storm you’ve ever experienced? How did you feel, and what safety measures did you need to take?



VOCABULARY/CHAPTERS 5 & 6

Computers vs. Dictionaries! You'll need two groups. One group looks up the definitions online, and the other group looks them up in printed dictionaries. Compare your results. Do you get the same definitions? Who gets done faster?

veil

tome

somber

sincere

consequence

relevant

irrelevant

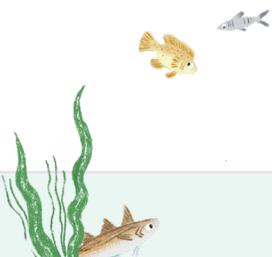


ACTIVITIES

- 1) Schedule a clean up day! Whether it's your school classroom, the playground, or a local park...find someplace where the kids can help clean up their environment.

DISCUSSION QUESTIONS:

- 1) Why does Jane's father get angry when he sees people dumping their garbage on the beach?
- 2) Jane tells her father the truth even when she could have lied. Would you have told the truth? Why or why not?
- 3) Jane says that her father's disappointment was "consequence enough" for her bad decisions. Do you agree or disagree?
- 4) What is Jane's first impression of her mother's fiancé, Erik? Do you think she is fair or unfair in her judgment of him?
- 5) Jane hopes to get her short story published in a magazine. Instead, she gets a rejection letter. Have you ever been really disappointed about something that didn't turn out the way you hoped?



VOCABULARY/CHAPTERS 7 & 8

Work in groups of three to define the following words. Be sure to share your results!

populace

dismay

culinary

perpetual

scrutinize

condescend

pompous

haughty

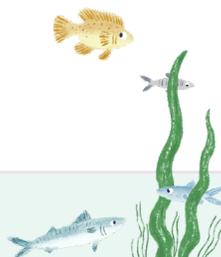
frittata

ACTIVITIES

- 1) What the heck are “harmful cyanobacterial blooms”?! Jane’s father stumps his dinner companions, but will he stump your students? I dare them to discover what he was talking about!
- 2) Find and share more ocean-related jokes. Have a contest to see who can come up with the best one!
- 3) Practice using all five senses:
 - a. Set up five tables, one for each of the senses. Allow students time at each table. Give them pen and paper (or use writing journals if the kids have them) and have them write down how they’d describe the items on display.
 - b. Collect lots of fun items. Give each student a random item from the collection. Then assign the students one of the five senses that must get linked to the object. Choose a sense that does NOT match the item. For example, if the student is given a shell, you might tell them to write about smell. Even though the shell doesn’t actually smell like anything, they’ll need to be creative to come up with a story that uses both the item and the sense.

DISCUSSION QUESTIONS:

- 1) In these chapters, the plot thickens when we learn that Jane and Devon will have to see each other at school. What is a plot? What makes a good plot?
- 2) Define the words *protagonist* and *antagonist*. So far in the novel, who is the antagonist?
- 3) Imagine you are Devon. What do you think he’s feeling on his first day at his new school?



VOCABULARY/CHAPTERS 9 & 10

Hey kids! I think the teachers should do the work this time, don't you? You've been working hard and you've earned a break. So, teachers...look up all of these words! Read out the definitions and ask students to guess which definition belongs to each word.

fiasco

infamous

ultimatum

collude

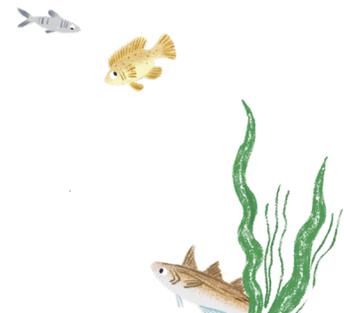
proportion

acidification

poise

taxonomy

mortification



ACTIVITIES

- 1) Bring in a stack of classic novels to familiarize kids with their titles and authors. Discuss when each book was written.
- 2) Have students draw their vision of the Penmore mansion. As an alternative, they could draw their own dream house.
- 3) What is a food chain? Draw one together as a class.
- 4) Jane's dad gives out way too much information about his favorite field of study. No one in that scene understands all of what he's saying, but maybe your class can figure out some of those big words. I dare them to learn all about plankton!

DISCUSSION QUESTIONS:

- 1) Mom and Erik say they want to spend "quality time" with Jane. What do you consider quality time? If someone wants to spend quality time with you, what would you like to do with them?
- 2) Ana doesn't think she's smart because she didn't get good grades in school. Are there different ways to be smart? In what ways is Ana intelligent?
- 3) J. E. Fairfax's second piece of advice to Jane is that "Nothing prepares a writer better than reading." Is this good advice? Why might reading help someone become a better writer?



VOCABULARY/CHAPTERS 11 & 12

Define each of the following scientific terms using pictures. Can it be done?

red tide

puffer fish

jellyfish bloom

comb jelly

erosion

milkweed

Appalachian Trail

pollination

ecology

ACTIVITIES

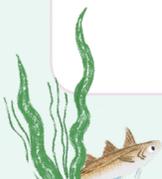
Conduct a mini science fair in your classroom. Have students work in pairs to identify the environmental issues that are confronting the state you live in. Students can share their research with the class and community.

DISCUSSION QUESTIONS:

- 1) What are some environmental issues that you care about? How did you find out about these problems and why do you care about solving them?
- 2) What can kids do to help the environment? As a class, can you come up with ONE concrete step you can take today that will make a difference?
- 3) Whose responsibility is it to take care of our planet?
- 4) When people talk about climate change, how do you feel?
- 5) Look at the list of environmental issues that are facing your state. Are they the same or different from the ones that are affecting Maine?

TAKE ONE MORE STEP:

If your class sends me their list of environmental problems confronting their state, I'll include the lists on my website to make a student-generated, state-by-state collection. I'd also love to hear what ONE thing they came up with to make a difference!



VOCABULARY/CHAPTERS 13 & 14

Define each of the following words:

franchise

expectation

adaptation

idle

Breaking down a big word: reconceptualize

What does the prefix *re* mean?

What is the base/root word?

What does the suffix *ize* mean?

Can you think of any other words that include either the same prefix or suffix?

Based on these hints, can you figure out the meaning of this word?

ACTIVITIES

- 1) Trace the Labrador Current and the Gulf Stream on a globe or world map.
- 2) Study the timeline of the various species that have led up to *Homo sapiens*.
- 3) Take a trip on a boat! It doesn't matter if you go out on a river, lake, or ocean. The tie-in will be experiencing time on the water and learning about the different aspects of the vessel you're traveling on.
- 4) If you choose to do the state science fair project, you may want to devote several weeks for research and presentations.

DISCUSSION QUESTIONS:

- 1) Jane suggests that instead of using the slogan **Save the Animals**, we should use the slogan **Save the Humans**. What do you think?
- 2) Get out your pens and paper, and design a bumper sticker about an environmental cause you care about! What will it look like? How could you capture people's attention?



VOCABULARY/CHAPTERS 15 & 16

It's **Dictionary Battle** time! You'll need eight dictionaries and eight volunteers. When the teacher says GO, everyone look up their assigned word. Who gets first, second, and third place?

animated _____

mortal _____

extinction _____

thrive _____

bilge _____

briny _____

adrenaline _____

hypothermia _____

ACTIVITIES

- 1) Do some field research. What could your class study and chart over time? Make sure to take excellent field notes and measurements. Chart and repeat.
- 2) Jane's father talks about the Right Whale. At the time of this book's publication, there are only four hundred left. By the time your students are reading *The Next Great Jane*, they might be extinct. Research species that are on the verge of extinction. What can be done to help them?
- 3) Study the carbon cycle. Make a chart that illustrates the cycle from start to finish.

DISCUSSION QUESTIONS:

- 1) Erik thinks movies need a lot of explosions! Jane doesn't agree. What do you think?
- 2) Jane learns something about why her father does his job. What do your parents or guardians do for their job? Do you think they like the work they do?
- 3) Why does Jane's mom react the way she does after Jane's accident?
- 4) What's your favorite place on Earth?



VOCABULARY/CHAPTERS 17, 18 & 19

Find a partner. Use each of the following words in a sentence. (Make sure you know what they mean!) See if your team can combine more than one word in a sentence. Whoever includes the most vocabulary words into a single (grammatically correct) sentence wins a prize!

ardent

ominous

interminable

ensemble

meticulous

magnanimous

intimidate

ACTIVITIES

- 1) Find the scene from *Pride and Prejudice* where Lizzy goes to Pemberley to visit her ill sister. She arrives after having walked in the mud and Mrs. Hurst and Mrs. Bingley are not kind about her appearance. Read aloud to students, then **compare and contrast** this scene with the scene where Jane walks to Kitty's house. How are the scenes alike and how are they different? What does this suggest about the way one author's work might influence another's?
- 2) Discuss the difference between plagiarism vs. inspiration.
- 3) Find a book of Jane Austen quotes. Pick your favorites and write them out. Decorate your room with wonderful quotes!

DISCUSSION QUESTIONS:

- 1) Who are some of your favorite villains from books and movies? Why do you like them? What qualities make up a villain?
- 2) Is it more interesting when a villain has something that also makes them sympathetic to the reader? Why or why not?
- 3) Do you think Jane's mother is a villain?
- 4) What is foreshadowing? Was Jane's mom's decision to fight for custody foreshadowed earlier in the story?
- 5) Granny V tells Jane to: "Let your courage rise with every attempt to intimidate it." This quote is adapted from a Jane Austen quote. In *Pride and Prejudice*, the character of Lizzy Bennett says, "My courage always rises with every attempt to intimidate me." What does this quote mean?

VOCABULARY/CHAPTERS 20, 21 & 22

Divide into teams of four. Each team must use all of the following vocabulary words in a one-paragraph story. In order to do this, your team will need to define the words and then decide how to use them. Classes can vote on the best story!

perimeter

hieroglyphics

wry

sashay

preen

correspondence

obstinate

ACTIVITIES

- 1) Although this book plays with the idea that there is one secret to successful writing, in fact, there are many! Come up with your own class list of “secrets” to great writing.
- 2) Write about science! Now that you know the secret to making something interesting, try it out. Have each student choose something scientific that they can “fall in love with.” Leave the field wide open, so students can choose anything they’re passionate about. Topics might range from global warming to dolphins to outer space. Now challenge them to write about their topic in a way that lets their audience know how much they care about what they’ve chosen.

DISCUSSION QUESTIONS:

- 1) Why do you think Devon wrote the fake note?
- 2) Have you ever had an enemy who turned into a friend?
- 3) Jane struggles to make plankton feel important. Do you think science is important? Why or why not?
- 4) Jane is really nervous when she calls Devon’s mom to ask for help. Do you find it difficult to ask for help when you need it? Name one situation where you asked for assistance. How did the person respond?
- 5) At the end of chapter twenty-one, when Ana calls Jane an “obstinate, headstrong girl” she means it as a compliment. This is a quote from Jane Austen, who also meant it as a compliment. What do these words mean and why might words that seem negative actually represent something positive?
- 6) What’s the difference between lying and storytelling?



NO VOCABULARY THIS WEEK! JUST ENJOY THE END OF THE BOOK!

ACTIVITIES

- 1) Talk about your community. What are some things/people/places that might get taken for granted? Make a bulletin board or poster celebrating the things you love about your school, town, etc.
- 2) Have your own Butterfly Ball! Invite students to make signs for science and throw a dance party in your classroom to celebrate finishing the book.
- 3) In the author's note, K. L. Going mentions Bigelow Laboratories in Boothbay, Maine, as a source of information and inspiration for this book. Visit their website at www.bigelow.org to see what this place looks like and read about them. Do a loose change drive and make a donation to scientific research.

DISCUSSION QUESTIONS:

- 1) What did *you* think of the ending? If you were the author, would you have done anything differently?
- 2) Compare how you felt about the characters at the start of the story versus how you feel about them at the end. Did your feelings about Devon or Jane's mom change?
- 3) Do you think Jane's article will get published?
- 4) If the author wrote a sequel to this book, what would you want to see happen next?

