

Teacher Guide

Grades 5–6

# The True Confessions of Charlotte Doyle

Avi

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# THE TRUE CONFESSIONS OF CHARLOTTE DOYLE

by  
Avi

## Teacher Guide

Written by  
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### Note

The Avon Flare paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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## Skills and Strategies

### Thinking

Brainstorming, classifying and categorizing, comparing and contrasting, evaluating, analyzing details, problem solving, synthesizing, making judgments, decision making, making generalizations

### Listening/Speaking

Participation in discussion, participation in dramatic activities

### Writing

Chapter titles, narrative, journal

### Vocabulary

Synonyms/antonyms, using context, multiple meaning words, root words, prefixes/suffixes

### Comprehension

Predicting, sequencing, cause/effect, inference, fact vs. opinion, reality/fantasy, story mapping

### Literary Elements

Character, setting, plot development, irony, conflict, figurative language, suspense, foreshadowing

characters and sometimes the writer shifts the point of view from one person to another. Who tells most of the story of *The True Confessions of Charlotte Doyle*?

**Prediction:**

What troubles will there be for Charlotte?

**Supplementary Activities:**

1. Writing: This novel does not have chapter titles. After students complete a chapter, they will write a suggestion for a title. In cooperative groups or with the whole class, these titles will be shared. The group may vote on the best title. These chapter titles may become part of the bulletin board.
2. A story map is an outline that helps you to understand and remember the story better. What do you know about the story after reading only the first chapter?
  - What is the setting?
  - Who is the main character?
  - What is the problem?As the story is read, more characters may be added and the setting and the problem may change, so additions may be made. Fill in the story map that follows on page 14.

**Chapter 2—Pages 16–26**

**Vocabulary**

ferretlike 16	succumbing 18	permeated 18	decrepit 19
compliance 20	deputized 20	venom 21	vexation 21
manespike 22	chaotic 25	epitaph 23	dirk 25
scrimshaw 25	rasping 25	incomprehensible 26	

**Vocabulary Activity**

Students will make predictions about how the author will use the vocabulary, such as setting, characters, problem, action, and sailing vocabulary.

**Discussion Questions and Activities:**

1. Why was Mr. Keetch an unattractive hothead on the ship? (*page 16, small and shabbily dressed; unsmiling, nervous dancing, unfocused eyes, ferretlike face*)
2. Why did Mr. Keetch say that Charlotte should take another ship? Do you think he was sincere? Why do you think that Keetch spoke in an unnecessarily loud voice"? (*Page 16-17, Keetch wanted the other shipmates to know what he was saying. He may have been sincere about the fact that she should not travel by herself, or, perhaps because of what he knew was going to happen, he did not believe a young girl should be aboard.*)
3. Why do you think the sailors might have overheard the conversations of Keetch, Grummage, and Charlotte? Why do you think they were looking at her with hostility? Charlotte had done nothing to them. (*Page 17, Charlotte's appearance on board may cause them trouble.*)



# Story Map

Setting

Characters \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem

Time and Place \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Goal

\_\_\_\_\_

\_\_\_\_\_

Episodes

Beginning      Development      Outcome

\_\_\_\_\_

\_\_\_\_\_

Resolution

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Decision-making Grid

The decision-making grid below is supposed to make it easier to find the best solution to a problem. Give examples of other questions you should ask yourself when you are trying to “weigh” different solutions. Then fill in the grid for the following problem: My best friend has been telling lies about me. See if classmates agree with the solution you decide is best.

Problem	Criterion #1	Criterion #2	Criterion #3
State the problem	Will the solution hurt someone?	Will someone feel better?	
Solution #1			
Solution #2			
Solution #3			
Solution #4			