

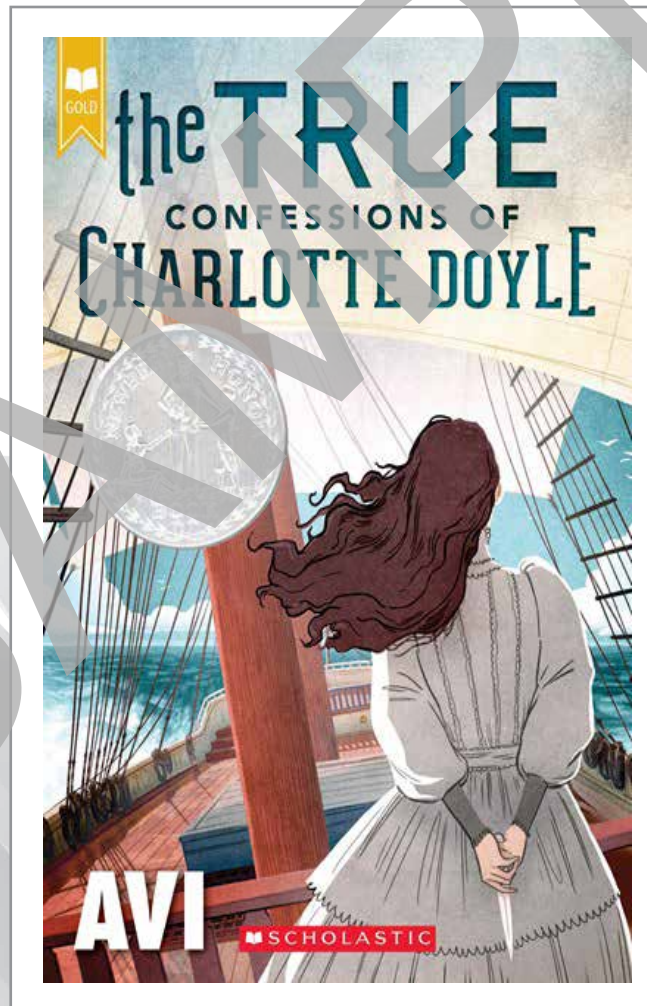


STUDENT PACKET

GRADES 6-8

The True Confessions of Charlotte Doyle

Avi



READ, WRITE, THINK, DISCUSS AND CONNECT

The True Confessions of Charlotte Doyle

Avi

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

What Do You Know About Ship's Time?

Directions: After reading each of the following statements, write "True" or "False" in the space provided. Compare your answers with three group members. Read pages 230-232 of *The True Confessions of Charlotte Doyle* to determine the correct answers.

1. On sailing ships, crews were divided into groups called watches. _____
2. The day was broken into time periods called bells. _____
3. A typical day would have a sailor working alternate watches. _____
4. The system of work for the sailor was called "watch and no-watch." _____
5. Each watch was four hours long. _____
6. A sailor never had more than four hours of sleep at a time. _____
7. To keep track of time on board ship, the mates rang the ship's bell every hour. _____
8. Eight bells meant the eighth hour and the end of a watch. _____
9. The first dog watch ran from 4:00 PM to 6:00 PM. _____
10. Midwatch ran from mid-day, noon, until 4:00 PM. _____

Study Questions

Directions: Write a brief answer to each study question as you read the book at home or in class. Use the questions for review before group discussions and before your final test.

“An Important Warning” and Part One: Chapters 1–5 (Pages 1–51)

1. Who is Mr. Grummage?
2. Who is Miss Doyle?
3. What is the name of the ship Miss Doyle is to sail on?
4. Who is the captain of that ship?
5. How does the ship captain's name affect Miss Doyle's baggage handlers?
6. What does Charlotte Doyle notice about one of the mooring ropes on the ship's stern?
7. What has happened to Charlotte's traveling companions?
8. What is your opinion of the decision Mr. Grummage makes?
9. Do you agree or disagree with Mr. Grummage that Mr. Doyle would approve of his decision?
10. What is your opinion of Mr. Grummage? How would you describe him?
11. What is Mr. Keetch's advice to Charlotte?
12. Why do the sailors give Charlotte hostile glances?
13. What is Charlotte's cabin like? What is your opinion of it?
14. What does Zachariah offer Charlotte?
15. What conversation does Charlotte overhear after she visits Zachariah?
16. What is the story about Mr. Cranick?
17. What conclusion does Charlotte make about the crew of the *Seahawk*?
18. How do Captain Jaggery's quarters differ from the rest of the ship?
19. How does the captain try to win over Charlotte?
20. How does Captain Jaggery describe his job as the leader of the ship's crew to Charlotte?
21. Why do you think Charlotte lies about the dirk?

Part One: Chapters 6–12 (Pages 52–113)

22. Why does the *Seahawk* have a jail?
23. What happens while Charlotte unpacks her trunk?
24. Why does Charlotte decide not to tell Captain Jaggery about the head?
25. What does Charlotte mean when she thinks that both Zachariah and Captain Jaggery are courting her for friendship?

Name _____

The True Confessions of Charlotte Doyle

Activity #7: Vocabulary Review

Chapters 7-10

Vocabulary Review

grotesque 61	fathom 63	tranquility 66	disembarkation 67
prattled 68	condone 70	prone 71	surveillance 72
perceptible 75	festooned 79	accosted 79	stowaway 82
surmise 83	pinioned 84	scrutiny 84	mutiny 87
putrid 91	stupendous 92	tableau 93	despicable 95

Directions: Write the vocabulary word that matches each definition or synonym. Use two of the vocabulary words in the same sentence.

1. _____ understand, discern
2. _____ liable, likely
3. _____ adorned, decorated
4. _____ assume, guess, conclude
5. _____ go ashore, debark
6. _____ noticeable, obvious
7. _____ close examination
8. _____ peace, quiet
9. _____ hateful, beyond contempt
10. _____ gigantic, amazing

Sentence:

Name _____

The True Confessions of Charlotte Doyle

Activity #18: Quatrain Poetry

Use At Any Time

(Write to Entertain)

Quatrain Poetry

A quatrain is a poem written in four lines. It may be rhymed or unrhymed. When the poem rhymes, it may have a variety of rhyming patterns. It is up to the author to decide on the rhyme pattern.

Directions: Write a quatrain poem about one of the characters or situations in the story *The True Confessions of Charlotte Doyle*. After the poem is written, think of a good title for your quatrain. Make an illustration for your poem.

