



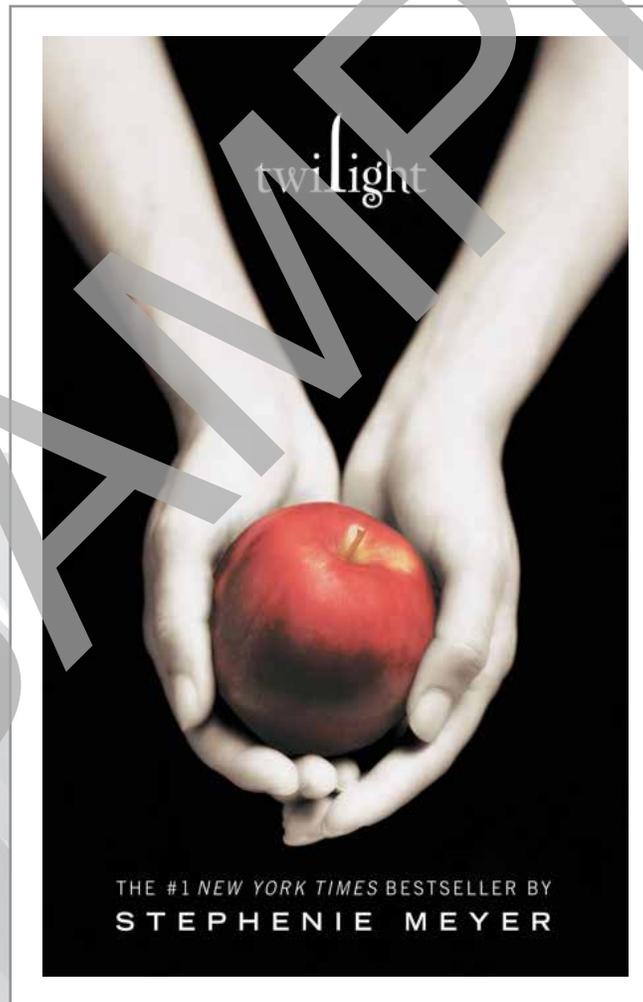
**TEACHER GUIDE**

**GRADES 9-12**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Twilight

Stephenie Meyer



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Twilight

Stephenie Meyer

## TEACHER GUIDE

**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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## Skills and Strategies

### Critical Thinking

Inferences, analyzing, research, opinions, drawing conclusions, analogies, predictions, brainstorming

### Comprehension

Pros/cons, compare/contrast, summarizing, cause/effect, supporting judgments

### Literary Elements

Character analysis, metaphors/similes, symbolism, archetypes, imagery, theme, setting, point of view, duality/contradictions, humor, genre, conflict, author's purpose

### Vocabulary

Definitions, application, context clues, parts of speech

### Listening/Speaking

Discussion, presentation, readers' theater, film version of *Twilight*

### Writing

Journal entry, alternate ending, acrostic, essay, synopsis, news article, research paper, script

### Across the Curriculum

Literature—vampires/gothic fiction; Geography—Forks, Washington and Phoenix, Arizona; Health—winter weather safety; History—legends as oral tradition, origin and popularity of names, 1918 influenza epidemic; Art—painting, collage, pencil sketch

**Genre:** fiction, with elements of fantasy and romance

**Setting:** primarily Forks, Washington and Phoenix, Arizona

**Point of View:** first person

**Themes:** acceptance, isolation, sacrifice, love, longing, devotion, loyalty, family, death

**Conflict:** person vs. society, person vs. self, person vs. person

**Style:** narrative told in flashback

**Tone:** mysterious, suspenseful, romantic, occasionally humorous

**Date of First Publication:** 2005

## Summary

Isabella (“Bella”) Swan experiences a drastic change in scenery when she goes from living in sunny Phoenix, Arizona with her mother to living in dreary Forks, Washington with her father, Charlie Swan. Charlie makes frequent well-meaning (if awkward) efforts to bond with his daughter, but life is simply not the same for Bella. At Forks High School, Bella is instantly accepted by most of her classmates, but she does not take a particular interest in anyone at Forks High School until she meets Edward Cullen, an imposing, strikingly handsome boy. After mustering the courage to speak to him, a tentative relationship begins between the two. However, Edward’s sporadic absences and inexplicable mood swings leave Bella confused. One day in the school parking lot, Edward performs an incredible feat as he ostensibly crushes the side of a van that nearly hits Bella. Her curiosity piqued, Bella gathers information about Edward Cullen and his unusual family from any source she can find. After pressing Edward for information, Bella finally learns Edward’s true nature. Bella and Edward’s relationship intensifies as they spend more time together, and Bella is formally introduced to the rest of the Cullens. One day during a Cullen family baseball game, a new vampire coven appears. One vampire, James, is a tracker—a vampire who excels at hunting down others. After he realizes Bella is human, he resolves to hunt and kill her. The Cullens do their best to protect Bella, but James deceives them all and lures Bella to a deserted location. Edward and several of the Cullens appear in time to save Bella, and Edward must deny his vampiric nature to extract James’ venom from Bella’s hand. After returning home, Edward and Bella attend Forks High School’s prom. The novel ends on an ominous note, with Bella professing her ultimate desire—to be changed by Edward into a vampire in order to spend eternity with him—and Edward staunchly refusing.

## About the Author

**Personal:** Stephenie Meyer was born on December 24, 1973, in Hartford, Connecticut to Stephen and Candy Morgan. (The unconventional spelling of “Stephenie” is a derivation of her father’s name.) Meyer grew up in Phoenix, Arizona as one of six children. She met her husband, Christian, while attending Chaparral High School in Scottsdale, Arizona, and the two married after Meyer graduated from Brigham Young University in 1997 with a B.A. in English. Meyer currently lives with her husband and three sons in Arizona.

**The Twilight Saga:** Meyer began writing *Twilight*, her first novel, in 2003. After finishing the novel within three months, she sent the manuscript to several publishers before it was accepted by Little, Brown and Company. In 2005 the novel was named one of the ALA Top Ten Books for

## Vocabulary

inexplicable  
 purgatory  
 mystified  
 disparaging  
 befuddled  
 convulsively  
 unfathomable  
 excessive  
 disjointedly  
 archly  
 inept

2. What does Edward's reaction to Bella's comment about "just letting that stupid van squish [her]" (p. 75) reveal about Edward? Why does Bella think he regrets his actions, and why do you think Edward's reaction is so vehement? *(Edward's reaction shows that he is angry and disbelieving that Bella would think he wishes her dead or regrets his heroic actions. Edward probably thinks Bella's assumptions are unfounded, but Bella is probably recalling the conversation the two had in the hospital's emergency room, when Bella asked Edward, "Why did you even bother?" and Edward replied, "I don't know" [p. 65]. Answers will vary, but Edward's reaction reveals that he genuinely cares about Bella. However, thus far, he is unable to express his feelings for unknown reasons.)*

3. Who asks Bella to the spring dance, and why does she turn down each invitation? *(Mike, Eric, and Tyler each ask Bella to the spring dance. Bella turns each boy down because she is not*

*romantically interested in any of them. And although Bella attributes her refusal to her terrible balance and lack of coordination, readers should note that, at this point, Bella regards Edward as far superior to any other boy at Forks High School.)*

4. What does Edward mean when he tells Bella, "It would be more...prudent for you not to be my friend.... But I'm tired of trying to stay away from you..." (p. 84)? *(Answers will vary. At this point, readers could come to many different conclusions about Edward's statement. Perhaps Edward is not a trustworthy friend, or perhaps there is something about him that makes him dangerous. He could be worried about taking Bella away from her other "normal" friends and depriving her of a "normal" social life with his reputation for being an outcast. Perhaps he is concerned about how his family might react to their friendship. As the Cullens are a somewhat mysterious and secretive family, it may be that Edward is afraid that Bella will discover something about his family that he does not want known.)*
5. Why do you think Bella confesses to Edward that she is trying to figure out "what" he is instead of using more common phrasing, such as "figure him out" or "figure out who he is"? Upon what evidence do you think her deduction is based? *(By this time, Bella seems to have concluded that Edward is not exactly human. Her opinion is most likely based on the bizarre signs and events she has observed over the past few weeks. Edward's pale, cold skin, unearthly good looks, curiously color-changing eyes [and ability to effortlessly influence her with them], impossible strength and speed, and unpredictable moods are all clues leading Bella to conclude that Edward Cullen is different, special, and perhaps dangerous.)*
6. Why might Edward delight in Mike Newton's jealousy? Provide examples. *(Edward makes a snide comment about Bella's "boyfriend," meaning Mike, and he heartily enjoys knowing Bella has to turn down three invitations [including Mike's] to the spring dance. When Mike is toting Bella to the nurse's office after she faints, Edward intercepts them and picks up Bella before Mike realizes what is happening. When Mike sees the two talking in the nurse's office later, he is brooding and sullen. Edward cheerfully concludes that Mike loathes him. Answers will vary, but Edward seems to enjoy having the upper hand. He is obviously used to controlling most situations, and he seems to find high school jealousies petty and funny. Perhaps he considers Mike's affection for Bella as unsophisticated. In contrast to Mike's lukewarm interest, Edward might view his emotions toward Bella as stronger and more complicated.)*

7. What do Edward's actions during and after Bella's fainting incident convey about his feelings? Give examples to support your opinion. *(Answers will vary, but most students will conclude that Edward's actions show that he has grown increasingly protective of Bella. He seems to care about her more than he wants to admit to himself. Edward's protectiveness of Bella begins when he saves her from being hit by Tyler Crowley's van and intensifies as he carries her to the nurse's office after she faints, when he insists on driving her home after her fainting spell, and warns her "not to fall into the ocean or get run over" [p. 109] during her trip to La Push.)*
8. Why is Charlie excited about Bella's trip to La Push? *(Bella knows her father feels guilty about leaving her alone on weekends to go fishing, but he is also probably pleased that Bella seems to be making friends and fitting in. Charlie probably worries that the transition from Phoenix to Forks has been difficult for Bella and is glad to see her do something extracurricular. Also, Charlie thinks the friends going to the beach are "good kids" because he knows their families.)*
9. Who is Jacob Black, and why do he and Bella seem to get along well? What is Bella's plan to obtain information about the Cullens from Jacob? Does it work? *(Jacob is the son of Billy Black, Charlie's longtime friend of Quileute descent. Bella appreciates Jacob's good looks, though she acknowledges his young age. Jacob seems easygoing, affable, and open-minded. Bella is impressed that he builds and repairs cars. Jacob seems to know more about legends involving the Cullens than anyone Bella has met thus far. Bella plans to flirt with Jacob to extract information. Due to Jacob's inexperience with girls and obvious attraction to Bella, her plan works.)*
10. What important information does Bella learn from Jacob? How are Bella's and Jacob's perceptions of local legends different? *(Bella learns that legends portray beings like the Cullens as "cold ones," or vampires. Unlike other vampires, however, they hunt animals instead of people. She also learns that the Quileute people made a pact with the cold ones: The cold ones would stay off Quileute land, and the Quileutes would keep their secret. Legend has it that the Cullens are the very same cold ones that made the pact with Jacob's great-grandfather many years ago. It is obvious that while Jacob relishes telling a scary story, Bella is actually taking it seriously.)*
11. **Prediction:** How will Bella and Jacob's friendship progress?

### Supplementary Activities

1. Add to your Metaphors and Similes chart. Examples: **Similes**—"...[Mr. Banner] held up something that looked like a nearly toothless hair pick...." (p. 94); "...Edward...was standing against the cluttered counter, motionless as a sculpture...." (p. 101); **Metaphors**—Edward's voice: velvet (p. 81); Edward: a dream (p. 87)
2. Research legends as a form of oral tradition and history. What elements must a story include to be considered a legend? Evaluate whether Jacob's tale about the "cold ones" is a legend based on these characteristics.
3. Create a visual representation of Bella's dream in which she follows Edward in the darkness but is unable to reach him.

## The Five Senses

**Directions:** Choose either Edward or Bella. On the lines below, describe what the character experiences with each sense during the scene in the meadow.



Character: \_\_\_\_\_

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