



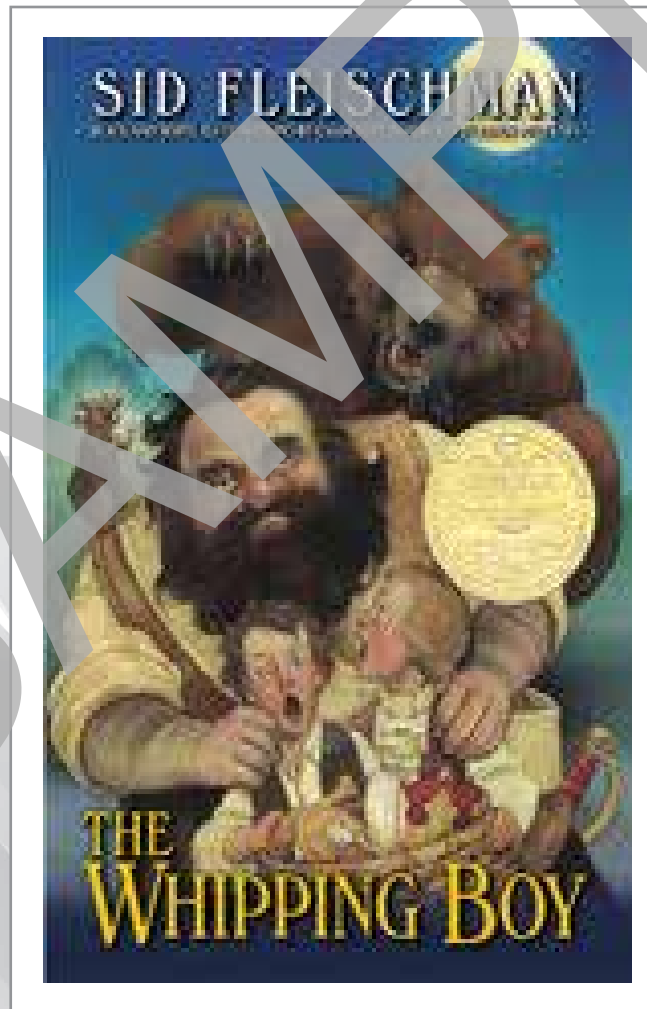
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Whipping Boy

Sid Fleischman



READ, WRITE, THINK, DISCUSS AND CONNECT

The Whipping Boy

Sid Fleischman

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

Thinking

Brainstorming, classifying and categorizing, evaluating, analyzing details, synthesizing ideas

Literary Elements

Character, setting, plot development, story map, figurative language

Vocabulary

Synonyms/antonyms

Comprehension

Predicting, sequencing, cause/effect, inference

Writing

Narrative, expository—report writing, descriptive, different types of poetry, persuasive

Listening/Speaking

Participation in discussion

Summary of *The Whipping Boy*

The story of *The Whipping Boy* follows the fortunes of Prince Horace (better known as Prince Brat throughout the kingdom) and his whipping boy, Jemmy. It is Jemmy who receives all of the punishments that the prince deserves for his mischief, for it is forbidden to punish the heir to the throne. When Prince Horace decides to run away from his boring palace life, he also decides that Jemmy's assistance is needed. After all, who will carry the lunch basket?

As they make their way through the fog, the runaways are kidnapped by greedy highwaymen. Because Jemmy is able to read and write, the highwaymen confuse the identities of the boys. This circumstance and the adventures that follow finally bond the two boys with a friendship that is based on mutual respect, loyalty, and trust. By the end of the journey, the friendship is firmly established, and Prince Horace, upon his return to the palace, requests that the king place Jemmy under his protection. As payment, the king exacts a promise that, should the boys decide to run away in the future, the king be included in their plans.

About the Author

Sid Fleischman was born March 16, 1920, in Brooklyn, New York. He grew up in San Diego, California, and attended San Diego State College, where he received a B.A. in 1949. Fleischman married Betty Taylor in 1942, and they became the parents of three children.

After graduating from high school, Fleischman traveled with vaudeville and night club acts, perfecting his sleight-of-hand tricks. Paul Fleischman describes his father's writing: "This style of magic [sleight-of-hand] is reflected in his writing. When he gave up being a professional magician, he became instead a prestidigitator of words, palming plot elements, making villains vanish, producing solutions out of thin air. He knows how to keep an audience guessing, how to create suspense, how to keep readers reading. My father is a master of misdirection, stealthily slipping in a clue, unnoticed by the reader, that will reappear in the book's climax."

Sid Fleischman has said of his own writing, "Language is a wondrous toy and I have great literary fun with it. Since I don't plot my stories in advance, the experience of writing a book is, for me, very much the same as reading a book. I rarely know what is going to happen next and have to sit at the typewriter to find out. My starting point is almost always a background."

Fleischman won the Newbery Medal* for *The Whipping Boy* in 1987. Of this story he has said, "I stumbled across the catapulting idea for it while researching historical materials for another project. I checked the dictionary, and it confirmed the definition of 'whipping boy': a boy educated with a prince and punished in his stead. After removing self-imposed restrictions, the story erupted."

Chapter 4
Containing hands in the fog
pages 9 through 11

Vocabulary

double-mounted 9
insolent 11

cobbled 9
cutthroat 11

sewers 9
cleaver 11

halter 9

Vocabulary Activity

Do some research. (a) Find out about the storm **sewers** in your area. Share the information that you acquire as to the capacity, size, location, pollution potential, etc., with other group members. If possible, learn about the history and development of the system in relation to that of the population in your area. (b) Find out about **cobbled** streets. What is a cobbled street? Where might you see one today? Are there any in your town? How would it feel to ride your bicycle on one?

Questions For Discussion

1. Why do the runaways become hopelessly lost by dawn? (p. 9–It is very foggy. They are no longer on the main road.) How do you feel when you are out in the fog? Does fog give you a “safe” feeling? (See post-reading activity #1.)
2. What is Jemmy planning as the prince tells him to get off of the horse? (p. 9–Jemmy is planning to slip away in the fog.) Where does Jemmy plan to go? (p. 9–Jemmy plans to hide in the sewers.)
3. What happens to change Jemmy’s plans? (p. 11–The runaways are accosted by two cutthroats.) What do you think a *cutthroat* would be called today? (Answers will vary. examples: mugger, murderer, criminal)
4. How do you think Jemmy and the prince are feeling as the chapter ends? (Opinion. Answers will vary.)

Post-reading Activities

1. Authors and poets have used fog as a tool in their works to help to express many feelings, such as fear, anticipation, bewilderment, etc. Use fog as a “tool” in prose or poetry of your own by having it enhance a mood or description that you wish to express. The quatrain on page 12 is an example.

*The fog silently crept in on cat-like paws,
Never heeding the waters' hungry jaws.
It settled atop the darkened mare*,
And, like whipped cream, was devoured there.*

[* mare: sea]

- Using tempera paint, water color paint, charcoal, chalk or something similar, make shades of gray to represent the fog in an original work of art. Mount the work on colored paper, give it a title, and place it on display for all to admire and enjoy.

Chapter 5

Hold-Your-Nose Billy and Cutwater

pages 12-15

Vocabulary

clod 12

rogues 14

ruffian 12

chortled 14

exploits 13

turf 14

snickered 13

awe 14

Vocabulary Activity

Put the vocabulary words into sets of two words each. Since there are eight vocabulary words, there will be four sets of two words each. Use each set of words in a sentence. Choose one sentence to illustrate.

Questions For Discussion

- How does Billy describe Jemmy and the prince? (p. 12—"...two sparrows...trimmed up in fancy rags") What words would you use to give the same description?
- What does Cutwater discover that causes him to tell Billy, "They ain't just common sparrows"? (p. 14—Cutwater discovers the crest of the king on the saddle of the horse.) What is a crest? (Crest: a heraldic device placed above the shield in a coat of arms, and used separately on seals, silverware, note paper, etc.) What do you think might be shown on the crest of the king? (See post-reading activity #1.)
- How does Jemmy try to explain the horse and saddle to the cutthroats? (p. 15—Jemmy tells the men that the horse and saddle are stolen.) Do Billy and Cutthroat believe Jemmy's explanation? (p. 15—no)