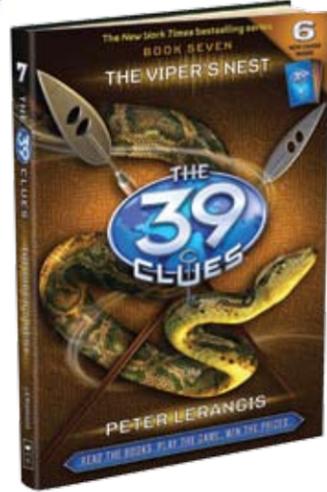


Book Seven: The Viper's Nest



By Peter Lerangis

Historical Figures: Winston Churchill, Shaka Zulu

Locations: Johannesburg, Pretoria, Madagascar

Foreshadowing and Flashback

Two literary elements that can be as elusive as a Madrigal are foreshadowing and flashback. While foreshadowing is used by the author to provide a hint to the reader about something that might happen later in the plot, flashback interrupts the plot by telling an event that happened before the time of the story. Both literary elements provide plot clues without giving away the ending. They help build interest and suspense as the reader speculates how the clue will affect the ending.

Detecting Foreshadowing and Flashback

Students will stay in front of the competition in the hunt for The 39 Clues by becoming experts in detecting the use of foreshadowing and flashbacks. In *The Viper's Nest*, Grace, Arthur, and Hope come alive to the reader through the author's use of flashbacks. Flashbacks are easy to spot because the text often reverts to past tense. Amy shares her memories of her parents through flashbacks frequently as she begins to remember how and why her parents died and who was responsible!

Foreshadowing in *The 39 Clues* is sort of like a clue hunt within a clue hunt. The author plants hints in the text for the reader to find. One signal of a foreshadowing clue is when the reader thinks, "I wonder why the author told me that...."

Identifying foreshadowing in a story can be tricky. Master this plot element by discussing foreshadowing clues from Books One through Six or reflect back upon them in Book Seven. Finding foreshadowing when the story is complete will help students to easily identify it when reading in the future.

Teaching students to analyze plot elements like foreshadowing and flashback opens literary doors by showing the student that there's more to the story than just what's obvious. Great stories are like puzzles waiting to be solved.

What does the following paragraph foreshadow? Why does Lerangis use foreshadowing and how does it support the plot?

"Well, yes, one of the family branches is rumored to have developed antidotes to Kabra poisons over the years. I always suspected Grace of being behind this. But oh, dear, I do suppose it's a bit too late for the children to run crying to her, isn't it?"

Promotional Material—Not For Sale

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Guides written by Laura Stockwell,
Fifth Grade Teacher, Orlando, Florida
ISBN: 978-0-545-25308-6



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Educator Guide For Books 1-7

Use this guide to bring the excitement of *The New York Times* bestselling series, *The 39 Clues*, into the classroom! Explore **geography**, **history**, **literature**, and **math** while motivating reluctant readers with this action-packed series.

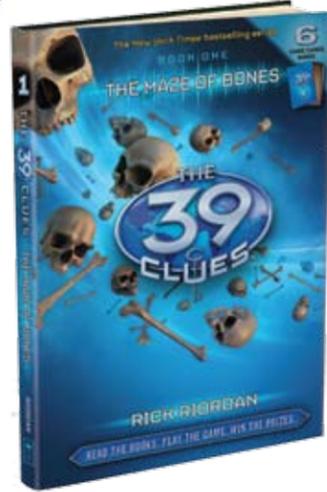
For more information about *The 39 Clues* including full teacher's guides, author bios, downloadable worksheets, and book information visit www.scholastic.com/teachthe39Clues

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Book One: The Maze of Bones



By Rick Riordan

Historical Figure: Benjamin Franklin

Locations: Boston, Philadelphia, Paris

Create an Investigation Journal

Your students will need a place to keep track of their ideas and clues. This will also be a place for them to write responses to discussion questions, ponder vocabulary words, and make connections to aid comprehension.

To create an investigation journal, use a composition notebook, binder, or even staple together notebook paper. Have students personalize a cover by decorating it with pictures or drawings of famous people they admire and places they would like to visit in the world.

Learning about Ben Franklin

Benjamin Franklin was naturally curious and liked to learn how things work. Introduce students to these fun facts about Franklin:

- He got tired of switching between two pairs of glasses — one for reading and one for distance. So he cut each pair in half to create the bifocal lens.
- He wanted to swim faster so he created swim fins.
- He wanted to reach a high shelf so he invented a long reach device.

Ask students what they wish was easier in their lives. Then have them create an idea for their own invention and sketch their design.

Multi-Author Stories — A Fun Writing Activity

Each book in The 39 Clues series is written by a different author. Have students explore this process through cooperative writing.

First, have a class discussion to outline an idea for a story. Then have each student write their opening paragraph, then pass their paper to the next person to write the second paragraph. Continue until the work is complete. For a more unpredictable experience, after each paragraph, papers can be shuffled and passed randomly to the next author. Finally, share/compare/discuss the stories. Are they similar or very different? Why?

Additional Book One information available at www.scholastic.com/teachthe39clues including:

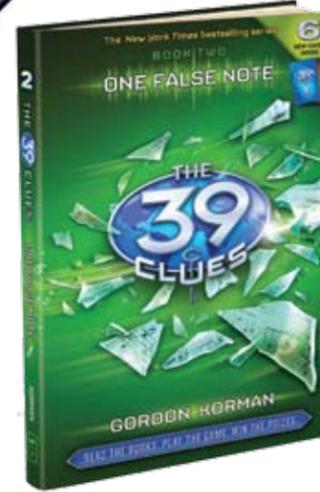
- Rick Riordan's bio and "agent dossier"
- Excerpt from *The Maze of Bones*
- Video interview with Rick Riordan
- Full Book One teacher's guide

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Book Two: One False Note



By Gordon Korman

Historical Figures: Wolfgang Amadeus Mozart, Nannerl Mozart

Locations: Venice, Salzburg, Vienna

Plot — The map of the journey

Like a sequence of musical notes, a plot is comprised of the events in a story — it is simply what the book is about. Use this guide to introduce your students to the various elements of plot and how they are integral to a story.

Conflict

Conflict is the clash of actions, ideas, desires, or wills. It may be physical, mental, emotional, or moral. After reading *One False Note*, invite students to discuss these questions:

1. What is the main conflict of The 39 Clues series that continues into Book Two?
2. What is Amy's mental conflict? How does it contribute to her character and the story?
3. The Holt family represents a physical conflict with Amy and Dan. How does the author's description of the Holts emphasize this conflict?
4. Amy and Dan face multiple moral conflicts in the series. What are these conflicts and what choice of action would you choose?

In their investigation journals, have students reflect upon which type of conflict adds the most to the story. Which type makes the story the most interesting?

Protagonist and Antagonist

These are the central characters in the conflict. The central character is referred to as the protagonist. The forces that oppose him, whether it is another person, thing, or the central character's own traits, are known as the antagonist.

Who are the protagonists and who are the antagonists in *One False Note*? What character traits are antagonists and to whom do they belong? In their investigation journals, have students draw a semantic map to show their thoughts.

Mystery

Readers crave an explanation for what they don't understand. A good mystery drives the reader to find out just what is going on! Just what is in the diary? What does the Clue mean?

In their investigation journals, students can reflect on some of the mysteries in *One False Note*. Then they can discuss whether they predicted the outcome correctly. What is the mysterious code on pages 83-95?

Dilemma

A dilemma is a difficult choice between two actions. For example, should the heirs take a million dollars or a Clue? Dan and Amy are constantly faced with dilemmas in their quest for the Clues.

Discuss with students: What dilemma have you faced in real life recently? How would the outcome be different if you picked the other course of action?

Ending or Resolution

Whether happy or sad, all plots must come to an end. In most mystery stories, conflicts are resolved, all answers to the mystery are revealed, and all is explained.

But not always! How is a series like The 39 Clues different? What parts of the plot ended and/or were fully resolved? What parts continue, or remain unresolved?

Additional Book Two information available at www.scholastic.com/teachthe39clues including:

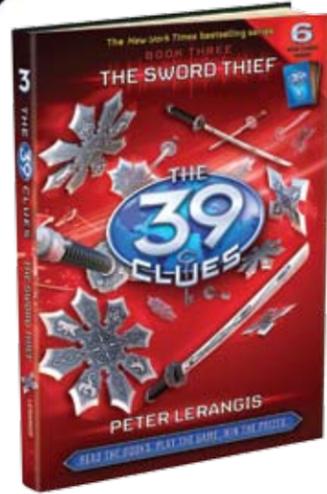
- Gordon Korman's author bio and "agent dossier"
- Interview with Gordon Korman
- *One False Note* webcast highlight video
- Full Book Two teacher's guide

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Book Three: The Sword Thief



By Peter Lerangis

Historical Figure: Toyotomi Hideyoshi

Locations: Tokyo, Seoul

Characterization — Powerful Literary Tool or Cahill Secret?

While plot is the road map of a story, characterization is the car that drives the story to its destination. Reading for character can be more difficult than reading for plot. However, helping your students learn this literary skill can transform their reading journey from a drab interstate road trip to a vibrant scenic Sunday drive!

Authors use a variety of techniques to introduce the reader to their characters. While artists can draw the details for all to see, authors must paint with words for the reader to uncover. In fact, many are like clues — some are easy to spot, like dialogue; while others require a deeper level of detective work, like examining a character's motivation through actions, dialogue, and background.

Physical Description

Authors use adjectives, similes, and metaphors to make the character realistic so the reader can clearly see them in their mind and be able to respond to them. This is the easiest type of character clue because authors tend to tell the reader the information.

It's in the Adjectives: In their investigation journal, have students sleuth for clues (and adjectives) about each of the characters. Based upon the descriptions they have uncovered, students will draw a detailed picture of their favorite character.

Dialogue and Thoughts

This type of character clue is easy to find but must be translated by the reader into information about the character. Dialogue breathes life into the character's personality. It is an opportunity to "hear" the character in the reader's mind. In *The Sword Thief*, the reader is able to "see" into Irina's mind when she thinks, "*They will betray you, Alistair, unless you betray them first.*" The author goes on to state, "Thoughts of human weakness always picked up her spirits...." Should anyone ever trust Irina? Why does she love human weakness? What do her thoughts reveal about Irina?

Dialogue Drama: Students can pair up and create a new character for the series. Using only dialogue, students must paint a picture of this new Cahill without the use of props or costumes.

Revelations about the Past

While Dan and Amy are trying to find The 39 Clues with very little luggage, the emotional baggage they carry is enormous! A character's psychological outlook provides the reader with clues about their actions based upon their history. In *The Sword Thief*, the reader learns more about Alistair Oh's past. How do his Uncle Bae's actions in the past get to The 39 Clues shape Alistair's actions in the present?

Revelation Round Up: Have students brainstorm revelations and clues about each character's past. As a group, put the revelations in a T-graph labeling one side revelation and the other side prediction. Discuss with students how certain events in a person's past history influence their actions. What predictions can they make about future books based upon this information?

Additional Book Three information available at www.scholastic.com/teachthe39clues including:

- Peter Lerangis's author bio and "agent dossier"
- Video clips of Peter Lerangis on the hunt for the Clues
- Extended book summary
- Full Book Three teacher's guide

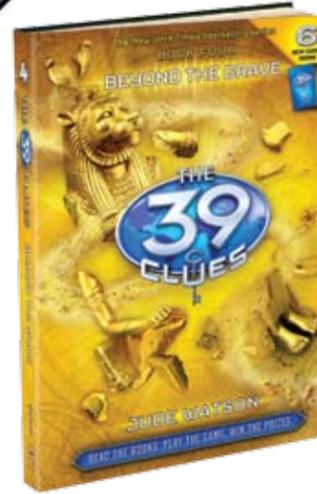
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Book Four: Beyond the Grave



By Jude Watson

Historical Figure: Howard Carter

Locations: Cairo, Luxor, Aswan

Symbolism — The Key to Cracking the Clues

In The 39 Clues series, Dan and Amy use symbols that exist in pictures and in words to crack the clues. In literature, symbolism is an element of plot that is used to discover the deeper meaning of a story. A literary symbol is something that means more than what is first presented. It can be an action, a person, an object, or an item that has a literal meaning in the story but also represents another meaning as well.

Hunting the Symbols

Hunting symbols in a series like The 39 Clues may help you to unlock many of its mysteries. To uncover symbols, the story must furnish a clue that a detail is to be taken symbolically. There are several ways to discover symbols in a story. Think about if an object is mentioned frequently in a book, like Grace's necklace. If it appears in the text often and is described in detail, it is probably important.

What do you think Grace's guidebook symbolizes? How is it described? How often does the author mention it in the book? What does it represent to Dan and Amy? Remember that symbols can have more than one meaning. Dan and Amy also visited Nefertari's tomb. What kind of rebirth did they experience in Book Four?

Celebrate Your Life

Nefertari's tomb was filled with beautiful art on the walls celebrating her life. In this activity, students will create their own three-dimensional paper pyramid that will reveal their life and the people they love. First, have students bring in photographs and magazine pictures that represent their lives. Then cut four triangular shapes and a base to create a 3D pyramid. Students will glue the pictures to one side of each of the triangles. The other side of the paper can be painted to look like a pyramid. Pyramids are then assembled leaving one side that opens like a door to reveal each student's life.

Pictograph Scavenger Hunt

Pictographs transcend language barriers and can be understood in any language. In this activity, students will use pictography to create clues to represent locations around their school. First discuss with the class how pictographs are a form of writing and are understood no matter what language a person speaks. Then discuss pictographs that could be used for objects and locations in your class. When they get the idea, divide students into groups and have them design pictographs to represent various locations around the school. Finally, hide each group's clues in the various locations so that one pictograph clue leads to the next clue. Were the groups able to find the treasure at the end?

Personal Symbols

Have students think about a symbol that represents them. Start by having them do a mapping web about themselves: include activities, personal passions, people they admire, things they love to do, family and friends. Once they have a complete picture of themselves, have them think about symbols that represent each of those ideas. Finally, have them decide on one symbol that best represents them as a person. Students can then draw a picture of the symbol and describe how it represents them. An additional activity could include having them analyze their name. Does it symbolize them or do they think there is another name that fits them better? What about their own life? What actions in their life could have symbolic meaning?

Additional Book Four information available at www.scholastic.com/teachthe39clues including:

- Jude Watson's author bio and "agent dossier"
- Video clip of Jude Watson reading from Book Four
- Extended book summary
- Full Book Four teacher's guide

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Book Five: The Black Circle



By Patrick Carman

Historical Figures: Grigori Rasputin, Anastasia Romanov

Locations: Volgograd, St. Petersburg, Moscow, Yekaterinburg

Setting

The 39 Clues series takes readers on an adventure around the world so it is the perfect series to use to learn one of the most important and fundamental elements of literature: setting.

In *The Black Circle*, Dan and Amy jet from Cairo, Egypt, to the largest country in the world, Russia. Dan and Amy encounter countless elements of setting as they explore Russia's culture, history, and geography in *The Black Circle*. The story's intriguing backdrop sets the mood as Dan and Amy hunt for the mysterious NRR and the next Clue!

Setting Comparison

How would the plot change if Dan and Amy followed the Clues to your hometown? Students can compare and contrast where they live to the setting in *The Black Circle*. Using their investigation journals, students will reflect upon how the story would be different if it was set in their own hometown. Where would they find the next Clue? What locations would you have the dramatic events occur in? How does changing the setting of the story change the entire plot?

In Your Mind's Eye

Is the setting better in your mind's eye or in real life? In this activity, students will compare and contrast how the setting appears in their mind vs. what it looks like in real life.

First read a passage that describes a setting in the book such as Dan, Amy, and Hamilton's adventure climbing The Motherland Calls. In their investigation journal have the students reflect how they think the scene reflects the setting. What does it look like? What does it sound like? What do the characters smell, taste, or feel? What is the mood?

Next, show them the picture of the real setting. How does their version of the setting compare to the real thing? Which version did they like best, their own creation in their mind or the real thing?

A World of Adventure

Track where Dan and Amy have traveled using a map of the world. Have students put pushpins in each of the cities the hunt has taken the Cahill siblings to. Make predictions about where the settings will be for the next five books. Which setting has been the most adventurous so far? After polling the class, create a graph of the results.

Student Travel Agent

Turn your students into travel agents! Using guidebooks, encyclopedias, books, online resources, maps, and other resources, have students plan a trip to one of the cities Dan and Amy visited. Students should create a budget to include cost of transportation, accommodations, food, and admissions. Have them create a marketing brochure to explain their trip, show the costs, and sell their tour!

Additional Book Five information available at www.scholastic.com/teachthe39clues including:

- Patrick Carman's author bio and "agent dossier"
- Video interviews with codes for free digital cards
- Extended book summary
- Full Book Five teacher's guide

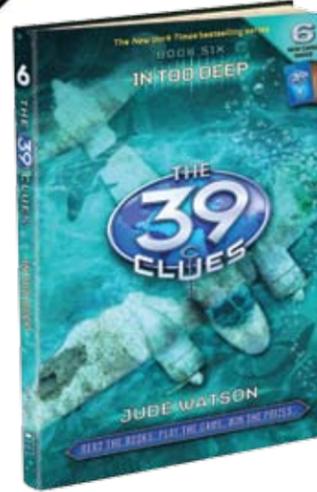
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Book Six: In Too Deep



By Jude Watson

Historical Figure: Amelia Earhart

Locations: Sydney, Coober Pedy, Darwin, Jakarta

Reference and Research Skills - A Clue Hunter's Secret Weapon

Amy's exceptional ability to find facts and information about history, people, and geography help her and Dan stay ahead of the Cahill pack in their search for Clues! Reference and research skills are also an essential component to any reading and language arts curriculum. The 39 Clues series takes kids to interesting new places and introduces them to fascinating people in history. Help develop their curiosity by teaching them to find out additional facts about the settings and people in the story.

The Internet

Good Clue seekers can get lost on the infinite possibilities of the Internet. A simple search on Amelia Earhart can bring up over 1.6 million possible sites. Teach your students how to distinguish good sites that are filled with factual information from less credible sites that are filled with opinions and unchecked facts.

First, look at the page's content and source. A web page from a library, museum, educational institution, or government source will most likely contain credible information. A site that contains many commercials or whose author is unknown may not contain the most factual information. Ask the following questions when evaluating a site:

- Who wrote the information? Is the author listed? Is the author an expert - if so, on what basis?
- Is the purpose of the site to convey information objectively? Is the information accurate, and based upon facts? Or does the site exist to promote an agenda or viewpoint - is it propaganda?
- Is the site up to date? Is the research recent? Do the hyperlinks to related information work?
- Is the information corroborated by information on other sites? It's always a good idea to check several sites, not rely on just one.
- Is the information well-organized, well written, and easy to navigate?

Make the Journey an Adventure

Would Dan and Amy search for Clues if the journey ended in a boring, written report? No Way! Develop your students' love of research by making the final product as much of an adventure as the fact finding.

For instance, after researching their favorite famous Cahill, have them report the information in an **acrostic poem**. Students sometimes have a difficult time relaying research without plagiarizing. By writing the facts through a poem that begins with the letters of the person's name, students learn to put the information in their own words.

Students can develop their **public speaking skills** by presenting their research dressed as their famous Cahill. From Benjamin Franklin to Amelia Earhart, your students will love to teach others about "themselves."

Create a **living museum** where students can report on settings like Australia from *In Too Deep*. Imagine your room filled with displays of information about Sydney, models of Coober Pedy's unique underground lifestyle, or interactive lessons that teach students how to speak Australian slang, all created by the students.

By leading your students on a reference and research adventure, you will be giving them the most powerful thing in the world: the ability to gain knowledge, and evaluate it thoughtfully!

Additional Book Six information available at www.scholastic.com/teachthe39clues including:

- Advanced Agent Training research tips highlight reel featuring The 39 Clues authors
- Advanced Agent Training classroom challenge questions video
- Jude Watson's author bio and "agent dossier"
- Extended book summary
- Full Book Six teacher's guide

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