



BJ BookLinks®

∴ JOURNEY INTO LITERATURE ∴

Medallion

▪ LESSONS AND REPRODUCIBLES ▪



Pages marked “Reproducible” may be copied by the educator as needed, but not for commercial resale. No part of this publication may be reproduced for storage in a retrieval system or transmitted in any form or by any means—electronic, mechanical, recording, etc.—without the prior written permission of the publisher. Reproduction of these materials for an entire school or school system is strictly prohibited.

NOTE:

The fact that materials produced by other publishers may be referred to in this volume does not constitute an endorsement of the content or theological position of materials produced by such publishers. Any references and ancillary materials are listed as an aid to the student or the teacher and in an attempt to maintain the accepted academic standards of the publishing industry.

BJ BookLinks®: Journey into Literature for *Medallion*

Written by Eileen M. Berry and Nellie Ashe Cooper

Illustrated by Patti Rishforth

Designed by Duane Nichols, Patricia Tirado, and Dan VanLeeuwen

Project editor: Debbie Parker

© 1999 BJU Press

Greenville, South Carolina 29609

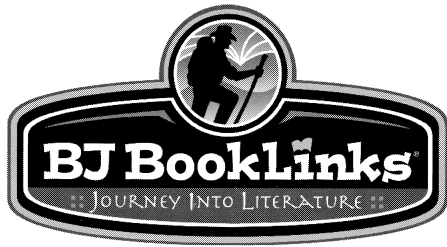
BJ BookLinks is a registered trademark of BJU Press

Printed in the United States of America

All rights reserved

ISBN 978-1-57924-258-9

15 14 13 12 11 10 9 8 7 6 5 4 3



Introduction

BJ BookLinks are individual units based on full-length, grade-level-appropriate books published by JourneyForth, a division of BJU Press. They are intended to enhance and enrich the basic reading curriculum, not to replace it.

Contents

- A pocket folder printed with complete directions for enrichment activities.
- A teacher's guide with carefully planned lessons, enrichment activities, and blackline reproducibles.

Goal

To provide reading instruction and experience that broaden and deepen the ability of students to know, comprehend, analyze, synthesize, and evaluate what they read.

Strategies

- Focus on scriptural applications that help build character and discernment.
- Directly instruct specific reading strategies and higher order thinking skills.
- Foster an appreciation for literature and the enjoyment of reading.
- Integrate reading with the other subject areas.
- Provide enrichment experiences such as games, songs, arts and crafts, cooking projects, science investigations, and creative writing.

As a part of group-reading instruction in the classroom, *BJ BookLinks* may be used with any of the following plans:

- The most able readers read two or three of the novels at appropriate points during the school year. The average readers read the one or two most suited to their abilities at appropriate points. The least able readers read only the least difficult of the novels toward the end of the school year.
- All groups read the same novel at different points in the school year with adjustments in pacing and teaching strategies for varying abilities.
- All groups read the least difficult novel at the end of the school year with appropriate adjustments.

As a part of home-reading instruction, *BJ BookLinks* may be used by the home educator in the following ways:

- To challenge the advanced reader.
- To enhance basic instruction for the average reader.
- To interest and motivate the struggling or reluctant reader.

Medallion

Fantasy

As a genre, fantasy is emblematic of life and a useful vehicle of truths. Although all forms of communication can be turned to ungodly purposes (starting in the Garden of Eden), fantasy is among the most often misused. Ironically, it is this misuse that most necessitates good teaching of good fantasy, so that students may learn to discern what is truly lovely and of good report.

And also ironically, fantasy is one of the best means of helping teach the literary skills that make wise readers. Literary elements, such as symbol and theme, stand out in bold relief when the story is set away from everyday life. Twice in the Bible (Judges 9:8-15 and II Kings 14:9) fanciful fiction presents without censure clear themes.

By studying fantasy, students gain understanding and skills that will enable them to properly interpret symbolic language in the more difficult writings they will encounter as they mature.

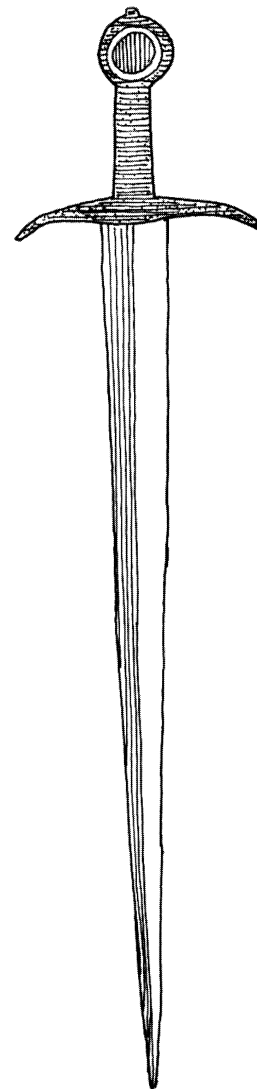
Behind the scenes in Medallion

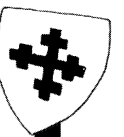
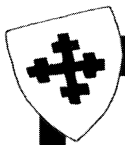
Medallion is a story of illusion. Like any fiction, it creates an imaginary world in which the characters, the settings, the events—despite any resemblances—are not actual people, places, and actions. Trave is not a real boy on a real adventure, and Gadalla is not to be found anywhere outside the covers of the book. Unlike some fiction, however, *Medallion* creates illusion to represent truth and to teach some useful lessons.

One of the truths represented in the story concerns illusion itself: there is often a discrepancy between appearance and reality and between what seems to be true and what is true. Trave is at first fooled by appearances, for Thag and Sard have smooth faces and smooth words and offer an apparently satisfactory solution for his problem. Gris, on the other hand, looks old, slow, and indecisive. But events later reveal to Trave that he has misjudged many things, and his new ability to discern truth is, essentially, what fits him to be king.

In gaining this discernment, Trave also discovers other truths: that character qualities are developed, not inherited; that rebellion does not prosper; that one learns to lead by following. His pride makes nearly every lesson painful—until he overcomes his greatest illusion, and he sees himself as he really is and not as he has always thought himself to be.

In the end, Trave sees almost everything more clearly. He has become a better judge of character; he understands the value of loyalty and authority; he knows the dangers of false pride. And perhaps more important, he has learned that to be a good king or a good soldier or even a good citizen, one first of all has to be good.



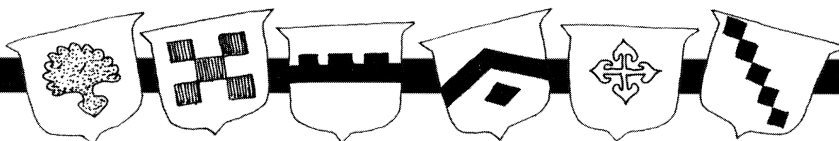


Lesson Plans

Lesson 1	1
Lesson 2	3
Lesson 3	5
Lesson 4	7
Lesson 5	9
Lesson 6	11
Lesson 7	13
Lesson 8	15
Lesson 9	17
Lesson 10	19
Lesson 11	21
Lesson 12	23
Lesson 13	25
Lesson 14	27
Lesson 15	29
Lesson 16	31
Lesson 17	33

Reproducibles

Answer Key



Chapter One, pages 1-16

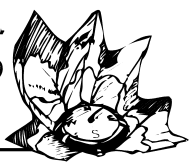
Lesson 1

Objectives

The student will

- Infer information about a book from its cover.
- Use contextual clues to comprehend the meaning of new words.
- Note and investigate elements of setting.
- Apply the scriptural principle of controlling anger.

Planning the Trip



Gather

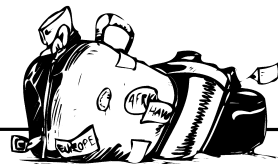
- ☐ A copy of *Medallion* for each student.
- ☐ A medal or a large round pendant.
- ☐ A Bible.

Prepare

- ☐ Word cards for each of the following words, using the shield pattern: (Reproducible—Lesson 4B)

buffet
current
thready
neutral
colonnade

Packing Up



Introducing the Story

Pass around the medal or pendant you have brought. Explain that a *medallion* is a large round ornament worn around the neck, usually on a chain. Direct attention to the cover of the novel and ask the following questions:

- What can you learn about the setting of the novel from looking at the cover? (*time period is medieval—revealed by the clothing of characters, castle in background; characters seem to be traveling in a desert place with mountains in the background*)
- Where do you think the characters are going? (*Accept any answer.*)

Developing Word Meaning

As you hold up each word card, read the sentence below that uses the word. After each sentence, invite a student to guess the meaning of the word from its context.

- Though the waves may buffet it during the storm, that ship will not spring a leak. (*to beat against, to batter*)
- The paper was lifted from my hand and carried away on a current of wind. (*a steady, smooth movement*)
- The old woman's voice was so thready I had to lean forward to hear. (*weak, thin*)
- I couldn't decide which team I wanted to win, so I said I was neutral. (*belonging to neither side in a contest or dispute*)
- As we walked the length of the colonnade, I noticed the rich designs on the bases of each column we passed. (*a series of columns placed at regular intervals*)

Traveling Along



Setting the Purpose

- Pay attention as you read this chapter to learn how Trave feels about his position in the kingdom of Gadalla.

Reading and Thinking

Direct the silent reading of pages 1-16. Then ask the following questions:

- *[interpretive]* What can you learn about Trave from the third paragraph on page 1? (*He is athletic, handsome, easily recognized as a Gadallan, and wealthier than the average boy.*)

[interpretive] What does Trave wish to do most? (*be king in Ganet*)

[critical] Why do you think so young a boy wants to assume a king's responsibilities? (*Accept any answer, but help to develop the understanding that Trave is unhappy with his uncle's rule.*)

Ask a student to read aloud the paragraph on page 2 in which Trave expresses his wish. Encourage him to read with the tone of voice Trave might have used.

- *[interpretive]* How does Trave react to Umbo's disobedience? (*His face turns red; he grows angry and refuses to give him meat.*)

[appreciative] Do you think you would enjoy having Trave for a friend? Why or why not?

Ask a student to read aloud sentences on pages 4 and 5 that show Trave's anger.

- *[critical]* Do you think Trave was correct in supposing King Panii did not allow him to have a horse because of fear? Why or why not? (*Accept any answer.*)

Ask a student to read aloud the sentences on page 8 that reveal how the wheelwright feels about his country's scenery.

- *[interpretive]* How do the wheelwright and the soldier feel about one another? (*They dislike each other; they are enemies.*)
[critical] Of the two, which one would most likely be the enemy of the prince? (*Accept any answer, but point out the suspicion that the Sardan soldier is Trave's enemy because of his questions and observations.*)

Ask two students to read aloud the conversation between the Sardan and the Kolonian, or allow one student to read aloud the two parts, speaking as the characters (page 9).

- *[interpretive]* Why is Trave so interested in the strange horse? (*The horse is finer than any he has ever seen.*)
[interpretive] What adjectives would you use to describe Gris? (*tall, neat, impressive, royal, commanding*)
[interpretive] What adjectives would you use to describe Panii? (*fat, lazy, weak, ineffective*)
[critical] Which of the two men is more kingly? (*Gris*) Why? (*Accept any answer, but elicit the conclusion that Gris's clothing and mannerisms are more kingly than Panii's.*)
- *[interpretive]* What does Panii mean by saying, "Gadalla is for Gadalla"? (*Gadallans are neutral; they care only about the interests of their own country.*)
[critical] Do you think this is a good policy for a country to have? Why or why not? (*Accept any answer.*)
[interpretive] Why does Trave feel he has to talk to Gris? (*He admires him; he feels as if Gris knows all about him.*)

Ask a student to read aloud the last warning Gris gave to Panii (page 16).

Scriptural Application

Read aloud Proverbs 14:17a and ask the following questions:

- What does this verse say about anger? (*that it is foolish to become angry easily*)
- How can we control our anger when something happens to upset us? (*Remember that God has allowed that thing to happen; ask Him to help us be peaceful. Proverbs 16:32 tells us what God says about those who are slow to anger.*)

Going Further



Journey into Information

Share the information on the folder about Dawn Watkins.

Journey into Heritage Studies

"Kapnos and the Under Countries"

(Reproducible—Lesson 1A) Background information for the teacher is provided on (Reproducible—Lesson 1B).

Journey into Arts and Crafts

"Make a Medallion"

See directions on the folder.

Chapter Two, pages 17-32

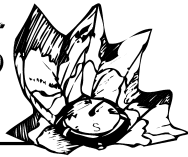
Lesson 2

Objectives

The student will

- Identify emotional responses of characters.
- Use contextual clues to comprehend the meaning of new words.
- Read and analyze factual information.
- Recognize the scriptural principle of goodness being more important than greatness.

Planning the Trip



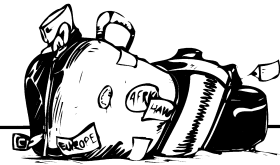
Gather

- ☐ A Bible.
- ☐ A book of names and their meanings.

Prepare

- ☐ A display of the following sentences:
 - The foreigner had trouble understanding the language of those around him.
 - The rain was almost inaudible, falling with only the slightest whisper of sound.
 - He smiled with gratitude when Dad handed him the present.
 - Realizing my mistake, I felt my face grow red with humiliation.
 - If that massive rock falls from the mountain, it will destroy the whole village.

Packing Up



Introducing the Story

- Warriors in medieval times often wore mail for protection. A coat of mail was made of small metal rings and weighed anywhere from twenty to thirty pounds.
- What physical characteristic would a man need to be able to wear a coat of mail? (*strength*)
- How would mail protect a warrior? (*The metal rings would keep a weapon from wounding him.*)

Developing Word Meaning

Read aloud each sentence from the display and lead a discussion about the meanings of the underlined words. Ask the following questions:

- Which word means “the state of being ashamed”? (*humiliation*)
- Which word means “impossible to be heard”? (*inaudible*)
- Which word means “large”? (*massive*)
- Which word means “the state of being grateful”? (*gratitude*)
- Which word means “someone from another country”? (*foreigner*)

Traveling Along



Setting the Purpose

- Trave and Gris have very different ways of thinking. Try to notice these differences as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 17-32. Ask the following questions:

- [*interpretive*] What does Gris do that is different from what Trave expects a king to do? (*He goes to the stable to take care of his horse himself.*)
[*interpretive*] How does the groom react to Gris’s action? (*He is embarrassed, thinking he has done something wrong.*)
[*appreciative*] Have you ever lifted a saddle? What did it feel like?
[*literal*] How heavy does Gris’s saddle seem when he picks it up? (*as heavy as a blanket*)
[*interpretive*] What does this tell you about Gris? (*He is very strong.*)
- Ask a student to read aloud the paragraph on page 17 that describes how Gris lifts the saddle down.
- [*interpretive*] What does the author mean by saying that Trave feels like he has fallen into a hot spring during a cold rain? (*that Trave is happy and excited to hear news of his father*)
[*interpretive*] Why does he show his excitement only by grasping Gris’s arm? (*He is trying to act as he thinks a prince should act—dignified and reserved.*)
[*critical*] Why do you think Panii has refused to let Trave’s father’s name be spoken? (*Accept any answer.*)

Ask a student to read aloud sentences from pages 18 and 19 that reveal how Trave feels about his father.

- *[literal]* What does Gris say made Trave's father great? (*He was good.*)
[critical] What do you think is the difference between being great and being good? (*Accept any answer, but elicit the conclusion that being great means to be strong and powerful, while being good means to do right.*)
[interpretive] How does Trave's idea of being a great king differ from his father's? (*Dokos cared for his people; Trave wishes for battle and honor.*)
[interpretive] What opinion do you think Gris has of Trave's ideas about kings? (*He doesn't agree, but he is patient and refuses to argue.*)

Ask a student to read aloud the conversation between Gris and Trave about a king's first duty (pages 21-22).

- *[interpretive]* What is the purpose of the medallion that Dokos left with one of his men? (*to identify the man who is to be the next king*)
[interpretive] Did Dokos mean for Trave to be king automatically? (*No, the man who was worthy to be king had to come by the medallion nobly.*)
- *[literal]* What was Trave's mother like? (*a beautiful, gracious lady who was always laughing*)
[interpretive] How do we know that she loved Trave's father? (*She showed her love by wanting to do things for him, such as cooking his meals.*)
- *[interpretive]* Why is Trave unable to answer when Gris asks him if he knows how to ride a horse? (*He is ashamed that he doesn't know how.*)
[interpretive] What do you think Gris means when he says it is no shame to be untaught but just to be unlearned? (*We have cause for shame only when we've had opportunity to learn a new skill but haven't learned because of laziness.*)

Ask a student to read aloud the paragraph on page 27 that shows Trave's attitude about learning to ride.

- *[interpretive]* Why do you think the soldier is hiding in the archway as Trave and Gris leave Ganet? (*He is spying on them.*)
[critical] What would you have done about the man if you were Gris? (*Accept any answer.*)

Ask a student to read aloud the paragraph on page 31 that tells how Trave feels about leaving Ganet.

Scriptural Application

Read Jeremiah 9:23-24 aloud.

- How does these verses teach the principle that Gris mentioned about greatness and goodness? (*Having wisdom, might, and riches [greatness] are not as important to the Lord as understanding and knowing Him [goodness].*)

Discuss the fact that it is only through understanding and knowing what God is like that we can be like Him.

Going Further



Journey into Higher Order Reading Skills—Reading for Information

“Training Feathered Hunters”
(Reproducible—Lesson 2)

Journey into Food Fun

“Owl Sandwiches”
See directions on the folder.

Chapter Three, pages 33-48

Lesson 3

Objectives

The student will

- Use a map to clarify details about the setting.
- Comprehend the meaning of new words and invent a context for the words.
- Recognize contrasts between characters.
- Create an imaginary setting.
- Apply the scriptural principle of God's personal concern for His children.

Planning the Trip



Gather

- ❑ A Bible.

Prepare

- ❑ Word cards for each of the following words, using the shield pattern: (Reproducible—Lesson 4B)
 - quandary
 - honing
 - pavilion
 - outrider

Packing Up



Introducing the Story

Call attention to the map in the front pages of *Medallion* and locate Gadalla and Ganet; then direct attention to the land of Kapnos, which is Gris's homeland. Discuss the following questions:

- How long do you think it would take Gris and Trave to travel to Kapnos by horseback? (*Accept any answer.*)
- What geographical features might cause some difficulties for them as they travel? (*Mahogany Mountains, Saum River, Blee Bog, Rudus Desert, Brass Mountains, Valor River*)

Developing Word Meaning

Display the word cards while reading aloud the definitions given below. After you have read each definition, ask a student to use the word in a sentence.

- quandary—a state of uncertainty
- honing—sharpening
- pavilion—an ornate tent
- outrider—one who goes in advance; a forerunner

Traveling Along



Setting the Purpose

- Try to discover more about Trave's character by watching how he treats the others he meets in this chapter.

Reading and Thinking

Direct the silent reading of pages 33-48. Then ask the following questions:

- *[interpretive]* Why do you think Gris takes care of his horse before tending to his own needs? (*The horse cannot care for itself, and Gris unselfishly puts its needs before his own.*)
[interpretive] What is the difference between Gris's and Trave's attitudes toward caring for Cene? (*Trave thinks that his own needs should be met first.*)
[interpretive] What do you think the author means by saying that Cene "fell to immediately"? (*He began to eat the grain.*)
[interpretive] Why doesn't Trave light the fire? (*He doesn't know how.*)
[interpretive] How does Gris respond to Trave's inexperience? (*He is kind and patient; he shows Trave how to light the fire.*)

Ask a student to read aloud the paragraph on page 35 that tells how Gris builds the fire.

- *[interpretive]* When the fire is out, why does Gris cover the place with a mound of dirt? (*to prevent a wildfire*)
[critical] Why do you think Cene responds so well to Gris's directions? (*Accept any answer, but elicit the conclusion that Gris has obviously trained him well.*)
[interpretive] Why do you think all the traders speak Gadallan when they come to Gadalla from other countries? (*because*

Gadalla does not speak the languages of other countries)
[critical] What does this tell you about Gadalla? (Accept any answer, but explain that Gadalla is a proud country because it does not have the courtesy to learn the languages of its neighboring countries.)

Ask a student to read aloud sentences on page 39 that describe Tanarad's special abilities.

- [interpretive] What seems to be Gris's relationship with his men? (He is friendly, courteous, and respectful to them.)
[interpretive] What clue does the author use to tell you the king cares for his men? (He calls many by name.)
[interpretive] Why is Trave upset when the cook mentions that a ring of barray meat is missing? (He knows Umbo has taken it.)
[critical] Do you think Trave is right to withhold the information that the thieving bird is his? (Accept any answer, but guide discussion to the conclusion that not speaking up when you know the truth is a form of dishonesty.)

Ask a student to read aloud the sentences on page 42 that describe how the cook finds out the bird belongs to Trave.

- [interpretive] What action of Trave's on page 43 shows how he feels about people of lower rank? (He stiffens when Tanarad, only a captain, speaks to him, a prince, without being spoken to first.)
[interpretive] Why does Gris want Trave to learn horseback riding from Tanarad? (Tanarad is an excellent horseman.)
[interpretive] Why does Trave wish that Gris would teach him instead? (He feels it beneath him to be taught by a person of lower rank.)
[appreciative] Have you ever learned to ride a horse?

Ask a student to read aloud on page 46 the conversation between Gris and Trave about the riding lesson.

- [literal] Where has Trave seen the spy before? (in the archway in Ganet)
[interpretive] What details concerning his appearance make him sinister and scary? (His helmet is encircled by an open-mouthed iron snake.)
[critical] Why do you think the author ends the chapter where she does? (Accept any answer.)

Scriptural Application

- One of the things that makes Gris a good king is that he calls his men by their names. How would it make you feel if a king knew your name? (Accept any answer.)

Read Isaiah 43:1 aloud and explain that this verse is a promise from the King of kings. Encourage each student to give some thought to the idea that the God of the universe cares about every individual and that He sent His Son to redeem each one.

Going Further

Journey into Higher Order Reading Skills—Comparing and Contrasting

“A Royal Contrast”

(Reproducible—Lesson 3)

Journey into Thinking Skills—Creative Thinking

“Get Set to Travel”

See directions on the folder.

Chapter Four, pages 49-63

Lesson 4

Objectives

The student will

- Contrast two different characters.
- Use contextual clues to comprehend the meaning of new words.
- Record events in a visual personal history.
- Analyze and write logical syllogisms.
- Apply the scriptural principle of accepting correction with the right spirit.

Planning the Trip



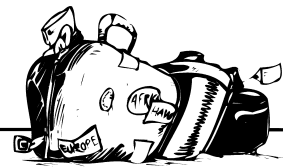
Gather

- ☐ Two balls that are unlike, such as a football and a baseball.
- ☐ A Bible.

Prepare

- ☐ A display of the following sentences:
After the fire drill, we resumed working in our math books.
The soldier had been mortally wounded, and his friend leaned close to hear his last words.
The carpenter had chiseled a mountain scene on the wooden cabinet.
“I will not brook disrespect in this classroom,” the teacher said.

Packing Up



Introducing the Story

Use the two balls to illustrate the principle of contrast. Ask the following questions:

- How are these two balls different in appearance?
- How are they used differently?
- What type of clothing would you wear when using each of these balls?
- During what type of weather would you be most likely to use each ball?
- People can be as different from one another as these two balls are. Sometimes we refer to two very different things or people as “a study in contrast.” Today you will read about two such people.

Developing Word Meaning

Read aloud the sentences you have displayed. Ask the following questions:

- Which word means “to put up with”? (*brook*)
- Which word means “fatally” or “to the point of death”? (*mortally*)
- Which word means “carved with a sharp metal tool”? (*chiseled*)
- Which word means “took up again after an interruption”? (*resumed*)

Traveling Along



Setting the Purpose

- Note the contrasts between Gris and the stranger from Sarda as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 49-63. Then ask the following questions:

- [*interpretive*] Which words in the description of the stranger make you think perhaps he cannot be trusted? (*eyes like pebbles under the water*)
- [*literal*] What words did the author use to describe Gris’s eyes in Chapter One? (*blue and keen*)
- [*critical*] How might the eyes of these two men reflect their characters? (*Accept any answer.*)
- [*critical*] What is the difference between Tanarad’s opinion and Gris’s opinion of Thag’s actions? (*Accept any answer, but guide discussion to conclude that Tanarad thinks Thag is foolish to risk coming so near the camp, whereas Gris recognizes his daring spirit.*)

Ask two students to read aloud the conversation between Gris and Tanarad, or allow one student to read aloud the two parts by speaking as the characters (pages 49-50).

- [*interpretive*] Why is Trave sore the next morning? (*He is not used to riding.*)
- [*appreciative*] Have you ever participated in an activity that made

you sore the next day?

[literal] Why does Thag react to the owl with so much fear? (*He and his countrymen fear owls because of an incident in their history.*)

[critical] How does the incident with the owl affect your opinion of Thag? (*Accept any answer.*)

Ask a student to read aloud the part of Gris's story that tells why Sardans especially fear owls (page 53).

- [interpretive] What do you think is the purpose of the writing on the wall? (*to preserve stories of long ago and to encourage others*)
- [interpretive] Why do you think Gris's eyes become brighter when he speaks of Enna? (*He admires her; he likes to talk about her.*)
- [literal] Why is Enna safe from the skreels? (*She once took care of a wounded skreel.*)
- [interpretive] What made Enna's act of kindness so unselfish? (*She knew the bird would have killed her if it could have, but she treated it anyway.*)

Ask a student to read aloud Trave's opinion of Enna and Gris's response (pages 54-55).

- [interpretive] Why does Trave refuse at first to obey the king's order to get into the boat? (*He is proud; he wants to be treated as though he were as grown-up as the other men.*)
- [interpretive] What makes Trave finally obey? (*the look of authority in Gris's eyes*)
- [critical] What do you think Thag is trying to do by flattering the prince? (*possible answer: cause trouble between Trave and Gris*)
- [interpretive] What does Trave do on page 59 that shows he is still eager to learn new things? (*He asks to help pole across the river.*)
- [interpretive] Why are archers guarding the pass and the soldiers as they cross the river? (*to protect them from the Sardans that they know are nearby*)
- [critical] How has Trave's attitude toward Gris changed at the end of this chapter? (*Accept any answer, but point out that Trave has become pouty and resentful toward Gris.*)
- [interpretive] What has caused the change? (*his being disciplined by Gris in front of the troops*)

Ask a student to read aloud the paragraph (on page 63) that tells what a good leader must know how to do.

Scriptural Application

Read aloud Proverbs 15:32. Ask the following questions:

- Do you think Trave's response to correction in this chapter is right? Why or why not? (*Accept any answer, but guide the discussion to conclude that even though Trave obeyed outwardly, he is wrong to continue harboring resentment.*)
- What happens to us when we obey outwardly but not with our hearts? (*We grow bitter and unhappy; we destroy our relationships with others.*)
- What does Proverbs 15:32 say will happen when we respond the right way to correction? (*We will get understanding.*)

Going Further

Journey into Thinking Skills—Critical Thinking

Use "Logical Links" (Reproducible—Lesson 4A) to provide practice in handling logical syllogisms.

Journey into Heritage Studies

"Build a Story Wall" Use the stone pattern on Reproducible—Lesson 4B and the directions on the folder to help students record a visual personal history.

Chapter Five, pages 65-82

Lesson 5

Objectives

The student will

- Relate story content to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Demonstrate conduction of vibrations along the earth's crust.
- Make predictions based on a major plot event.
- Apply the scriptural principle of sincerity in speech.

Planning the Trip



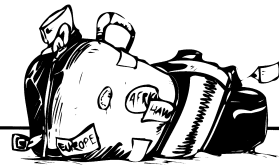
Gather

- ☐ A Bible.

Prepare

- ☐ A display of the following words:
 - liege
 - martingales
 - subtle
 - erie

Packing Up



Introducing the Story

Direct a discussion, using the following question:

- Have you ever been in or felt the effects of an earthquake? Describe your experience.

Developing Word Meaning

Read aloud the displayed words. After each word, read the corresponding sentence below.

- "I'm here to serve you, my *liege*," said the king's servant.
- Make sure that the *martingale* holds so that the horse won't toss his head.
- We didn't notice the *subtle* change in the color of the clouds until the rain began.
- The thunderstorm was followed by an *erie* silence. Now read aloud the following questions, asking a student to point out the word on the display that best answers each question:
- Which word means "almost unnoticeable"? (*subtle*)
- Which word means "lord or sovereign"? (*liege*)
- Which word means "strange or unusual"? (*erie*)
- Which word means "a harness strap connecting the girth to the noseband"? (*martingale*)

Traveling Along



Setting the Purpose

- You will meet a new ruler in this chapter. See how many contrasts you can notice between this new ruler and Gris.

Reading and Thinking

Direct the silent reading of pages 65-81. Then ask the following questions:

- [*interpretive*] Why are the troops now speaking Kolonian rather than Gadallan? (*They have passed into Kolonia; they were only speaking the language of the country out of courtesy.*)
- [*interpretive*] When the earthquake begins, why does Gris order the release of the spy? (*He wants to give him an opportunity to escape death.*)

[*critical*] Do you think Gris is right or wrong to release the enemy? (*Accept any answer, but explain that he is right.*)

Ask a student to read aloud the paragraph on page 69 that tells what command Gris gives his men just after the earthquake.

- [*critical*] Why do you think Trave is willing to obey Gris by helping him after the earthquake? (*Accept any answer, but suggest that he is frightened and concerned for the wounded.*)

[*interpretive*] Why is the camp so quiet that night? (*The men are in shock over the earthquake and the comrades they have lost.*)

[*appreciative*] How do you think you would feel if you were one of these soldiers?

[*critical*] Why do you think Trave wants to ask why Gris has let

Thag go? (Accept any answer, but elicit the conclusion that Trave does not understand the concept of mercy.)

Ask a student to read aloud the paragraphs that tell how the king honors the men who have died (page 71).

- [interpretive] Why does the cook take over Trave's language lessons? (Gris is too busy with the injured to take the time.)
[interpretive] What does Trave do that indicates his desire to learn? (He applies himself and learns the words the cook teaches.)
- [interpretive] How does Thag try to gain Trave's confidence? (He flatters him and tries to make him doubt Gris.)
[critical] How does Thag's idea of what a king should be differ from Gris's? (Accept any answer, but elicit the conclusion that Thag thinks a king should take power by force, while Gris believes a king should come to power honestly and should lead responsibly.)
[interpretive] Which idea do you think Trave tends more to agree with? (Thag's)

Ask a student to read aloud the sentences on page 75 that tell how Thag acts as he rides away.

- [interpretive] How is Sard's attitude toward his subjects different from Gris's attitude toward his soldiers? (Sard is harsh, threatening, and forceful; Gris is kind, firm, and respectful toward his soldiers.)
[interpretive] Why does Sard want the medallion? (to be accepted as king by the Gadallans)
- Ask a student to read aloud Sard's speech at the top of page 78, using the appropriate expression.
- [interpretive] Why is Trave angry when he sees Gris riding toward him? (He doesn't want supervision.)
[interpretive] How does the king show Tanarad that he highly values his faithful service? (He tells Tanarad it took six men to replace him.)
[interpretive] Why does Trave throw his plate down after his conversation with the cook? (He is impatient about the delays in getting to Kapnos.)

Ask a student to read aloud the paragraph on page 81 that tells Trave's thoughts about the slowness of the journey.

Scriptural Application

Read aloud Proverbs 29:5.

- Who in this story could be described as a flatterer? (Thag)
Explain that flattery is not just saying nice things to another person, but saying them insincerely or only to win that person's favor. Read aloud Ephesians 4:29.
- How is the type of speech this verse describes different from flattery? (It is unselfish; it is meant to encourage others, not to gain an advantage over them.)

Going Further



Journey into Higher Order Reading Skills—Predicting Outcomes

"Earthquake and Aftermath"
(Reproducible—Lesson 5)

Journey into Science—Earthquakes

"All Fall Down"

See directions on the folder.

Background information:

Forces inside the earth constantly exert pressure in all directions causing rock layers to bend and fold. When the pressure becomes great enough, the rocks break. This motion relieves the pressure and sends vibrations outward from the source, an occurrence called an *earthquake*.

Earthquakes happen in various places many times a day, but most of them are too slight to be detected without proper equipment. It is possible, however, to demonstrate how shocks occurring at one location cause upheaval at another location some distance away.

Chapter Six, pages 83-90

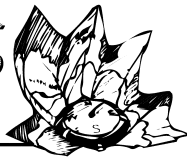
Lesson 6

Objectives

The student will

- Identify with emotional responses of characters.
- Use contextual clues to comprehend the meaning of new words.
- Match character speech with characters.
- Apply the scriptural principle of God's sovereign power over us.

Planning the Trip



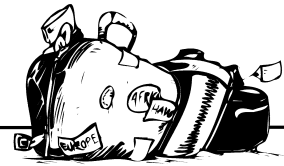
Gather

- ☐ A Bible.

Prepare

- ☐ A display of the following sentences:
The car's headlights cannot penetrate this thick fog.
He's such a good hiker; he must be an uplander.

Packing Up



Introducing the Story

Direct a discussion, using the following questions:

- Have you ever wanted something so badly that you did something frightening or dangerous to get it? Tell us about your experience.
- Were you happier once you got the thing you wanted? Did that happiness last?
- Do you think it would be good for us to get everything that we want? Why or why not?

Developing Word Meaning

Read the sentences you have displayed. Invite a student to suggest the meaning of each word from its context.

penetrate: "to enter into"

uplander: "a person from an area of high elevation"

Traveling Along



Setting the Purpose

- See whether you can determine what Sard wants most as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 83-90. Then ask the following questions:

- *[literal]* What words does the author use to describe Rubrum, Sarda's capital? (*hot, orange sun, sandy ground, heat rays wavering upward like smoke*)
[appreciative] Can you think of any part of our country that might look like that? (*some parts of the desert*)
[interpretive] How is the atmosphere of Sard's castle different from that of the country outside? (*It is hot and dry outside but cold and damp inside.*)
[critical] Why do you think Sard is studying his weapons? (*Accept any answer, but explain that Sard is planning to attack Gadalla and take it by force.*)

Ask a student to read aloud the sentence on page 83 that tells where Sard has obtained these weapons.

- *[interpretive]* Compare the second paragraph on page 84 with the sixth paragraph on page 46. How does the Sardans' response to their leader differ from that of Gris's soldiers to their leader? (*The Sardans duck their heads, glance at each other, and do not meet Sard's eyes as openly as Gris's soldiers meet his.*)
[critical] What does this comparison tell you about the two leaders, Gris and Sard? (*Possible answer: Gris is known for his goodness and is therefore more respected by his soldiers than Sard is.*)
[interpretive] Why is Sard displeased when the council members express admiration for Thag? (*He is jealous; he wants all the admiration for himself.*)
[critical] What fear do you think Sard has that makes him react so

strongly against Thag? (*Accept any answer, but suggest that Sard is afraid the Sardans will want to follow Thag instead of him.*)

Ask a student to read aloud the sentences on pages 84 and 85 that reveal Sard's jealousy of Thag.

- *[interpretive]* Why does Sard not want to attack Gadalla? (*He wants to take Gadalla by wits; in other words, he wants to trick the Gadallans into thinking he is their rightful king so that he can take advantage of their loyalty before crushing them.*)

[literal] Who expresses doubt or disagreement with Sard's plan? (*Thag and some of the other warriors*)

[critical] If Sard were out of the way, who do you think would rule Sarda? (*Accept any answer, but elicit the conclusion that Thag would.*)

[interpretive] Why does Sard choose Skreel Forest for the meeting place? (*He knows only Gris would have the courage to follow them there, and he wants to trap Gris and fight with him.*)

[literal] What three things does Sard want to accomplish? (*capture the prince, get the medallion, and deal with Gris*)

Ask a student to read the paragraph on page 88 in which Sard reveals he has had an unfavorable experience with Gris in the past.

- *[critical]* What do you think is Thag's best argument for taking Gadalla right away? (*Accept any answer.*)
- [critical]* How do you think Sard knows so much about Gadalla? (*Accept any answer.*)

Ask three students to read aloud page 90, with two students reading the dialogue between Sard and Thag and the other reading the narration; or allow one student to read the passage, speaking as the different characters.

Scriptural Application

- What do you think Sard wants more than anything else in the world? (*power, greatness*)
- Whom is Sard depending on for power and greatness? (*himself; his wits*)

Read aloud I Chronicles 29:12.

- According to this verse, from whose hand does power come? (*God's*)
- What is wrong with seeking power and greatness for ourselves? (*Accept any answer, but explain that we are not to seek to be great, but to seek to know God and His greatness. If God wants to give us positions of power or greatness, that is His responsibility, not ours.*)

Going Further



Journey into Game Fun

"Character Conversation"

(Reproducibles—Lesson 6A-G)

Point out how a person's speech can reveal his character.

Chapter Seven, pages 91-101

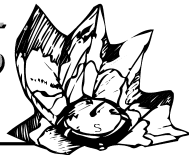
Lesson 7

Objectives

The student will

- Relate story content to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Think and write imaginatively.
- Apply the scriptural principle of showing friendliness to others.

Planning the Trip



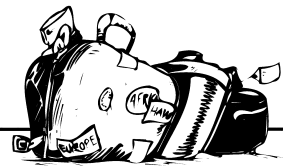
Gather

- ❑ A Bible.

Prepare

- ❑ Word cards for the following words, using the shield pattern:
(Reproducible—Lesson 4B)
roust
circumference
meander
potential

Packing Up



Introducing the Story

Discuss the following questions with the students:

- Have you ever dreamed that you received something you wanted very much? How did you feel about the dream after you woke up?
- Have you ever dreamed that something bad was about to happen and you didn't know what to do about it? How did you feel about that dream when you awoke?

Tell the students that Trave has a dream in this chapter that fits both of these categories.

Developing Word Meaning

Hold up each word card and read the word on it. Then read the following sentences, inviting a student to guess the meaning of each word after hearing it in context:

- Dad's call to breakfast *rousted* me out of my warm sleeping bag. (*to get someone out of bed*)
- If you walk the entire *circumference* of the circle, you will end up back where you started. (*the boundary line of a circle*)
- Instead of taking the road, we *meandered* through the woods. (*follow a winding course*)
- That little boy has the *potential* to be a very good basketball player someday. (*capable of being, but not yet so*)

Traveling Along



Setting the Purpose

- Changes in a story character don't always happen all at once. Watch for small changes that take place in Trave as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 91-101. Then ask the following questions:

- *[interpretive]* What time is it when Trave wakes up? (*sometime between late night and early morning*)
[interpretive] Why does Trave not want to sleep with the common soldiers? (*He is too proud; he thinks a prince deserves a better place to sleep.*)
[critical] Can you remember other ways Trave's pride has caused him problems before? (*Accept any answer.*)
[critical] Why do you think Trave dreams of riches and a huge medallion? (*Accept any answer, but elicit the idea that wealth and honor are the things Trave wants most.*)

Ask a student to read aloud the sentences on pages 91-92 that describe the frightening part of Trave's dream.

- *[literal]* What awakens Trave the second time? (*the signal horns*)
[interpretive] Why does Gris send Trave to the center fires? (*so he will be safe*)
[literal] What are the Ashenlanders like? (*terrible raiders who*

take meat and grain and burn people's property; they are also afraid of water)

[interpretive] Why does Gris feel it is necessary to keep watch all night? (They know Ashenlanders are in the area, and the Ashenlanders are more likely to attack at night.)

[appreciative] What decision would you have made if you were Gris?

Ask a student to read the paragraph on page 94 that illustrates the listening attitude of the camp during the watch.

- [literal] How do Trave and Volar become friends? (Volar approaches Trave and offers his friendship first.)

[interpretive] How does Trave respond at first to Volar's friendliness? (He stiffens and acts as if Volar is out of line in speaking first to royalty.)

[interpretive] What does Volar do to establish the friendship? (He keeps answering Trave with friendliness and courtesy.)

Ask a student to read aloud sentences that illustrate Volar's politeness (pages 95-97).

- [critical] Why does Trave want Gris to go after the Ashenlanders? (Accept any answer, but develop the understanding that Trave wants Gris to punish the Ashenlanders for raiding the border farms.)

[critical] What do you think about Gris's answer? (Accept any answer.)

[appreciative] What would you have done in Gris's place?

- [interpretive] What does Trave do that makes him feel as if he opened a window before the rain stopped? (He mentions Volar's desire to learn harness-making, not realizing that the issue hasn't been completely settled.)

[interpretive] How does Trave show kindness in this awkward situation? (He quickly changes the subject, asking Volar if he would like to see his owl.)

[literal] When he's around Volar, Trave finds himself doing something that he considers "common." What is it? (grinning)

[literal] What happens to make everyone laugh, even Volar's mother? (Umbo perches on the cook's head.)

Ask a student to read aloud the cook's threat and Umbo's response to it (page 101).

Scriptural Application

- What quality does Volar have that allows him to make friends with Trave? (friendliness)

Read aloud Proverbs 18:24 and discuss specific ways we can show friendliness to others.

Going Further



Journey into Thinking Skills—Creative Thinking

Guide students in creating fanciful animals such as the dervins, skreels, and weelans in *Medallion*.

- Create your own imaginary animal by cutting up magazine pictures of animals and combining the parts.
- Now make a fact book about your animal. Give it a name and tell where it lives, what it eats, and what its habits are.

Display the animal books with a caption such as "Animal Anomalies."

Chapter Eight, pages 103-18

Lesson 8

Objectives

The student will

- Relate musical knowledge to story content.
- Use contextual clues to comprehend the meanings of new words.
- Enjoy music typical of the medieval period.
- Apply the scriptural principle of self-control.

Planning the Trip



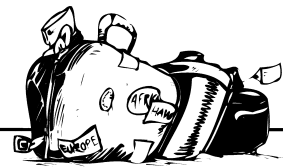
Gather

- ☐ A compact disc or cassette recording of music played on the flute.
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the shield pattern: (Reproducible—Lesson 4B)
federation
heritage
tack
portico

Packing Up



Introducing the Story

Play one piece from the recording. Then ask the following question:

- What words would you use to describe the sound of the flute?
(*Elicit such answers as quiet, high-pitched, light, and airy.*)

Explain that sounds that are very high-pitched are often harder to hear than lower sounds and that this next chapter of *Medallion* will reveal a sound so high that the normal ear cannot hear it at all.

Developing Word Meaning

Show each word card as you read the corresponding sentence below.

- After the civil war, the states formed a *federation*.
- My grandparents have passed down a *heritage* of faith in Christ.
- Go get the pony's *tack* from the stable while I brush him.
- We stood in the front yard until the rain began; then we ran to the *portico*.

Now display all four word cards and ask the following questions:

- Which word means "a group of states or cities joined together in an association"? (*federation*)
- Which word means "equipment on horses"? (*tack*)
- Which word means "a porch or covered walkway leading to an entrance"? (*portico*)
- Which word means "something passed down from preceding generations"? (*heritage*)

Traveling Along



Setting the Purpose

- As you read this chapter, look for differences that Trave notices between Kolonia and his home country of Gadalla.

Reading and Thinking

Direct the silent reading of pages 103-18. Then ask the following questions:

- [*interpretive*] What details give you the quiet, solemn mood at the beginning of this chapter? (*gray clouds and mist; quiet steadiness of the men*)
[*interpretive*] How does pride influence Trave's attitude even during these solemn moments? (*He wishes he could ride with the kings; he thinks himself better than Tanarad.*)

Ask a student to read aloud the paragraph on page 105 that gives Trave's thoughts about riding with Tanarad.

- [*interpretive*] Why does Trave think of the girl with the golden braids in Ganet? (*The governor's wife reminds him of her.*)

Ask a student to read aloud the description on page 106 of the Kolonian governor's wife.

- [*interpretive*] Why does Tanarad watch the musicians sadly? (*He cannot hear as he used to.*)

[interpretive] Why could no one hear the flute Tanarad used to play? *(Its notes were too high; only a Dideran's sensitive ears could hear it.)*

Ask a student to read aloud the sentence on page 107 that reveals Trave is ashamed to answer the question about music in Gadalla.

- *[interpretive]* Why does Trave speak to the governor about Volar? *(He wants to make sure Volar gets to learn the trade he is interested in.)*

[interpretive] Why does the lady look pleased at Trave's request? *(She is pleased to see Trave's concern for his friend; Volar's desire to be a craftsman pleases her.)*

[critical] What does this incident tell you about Trave? *(Accept any answer, but help to develop the understanding that Trave is learning to think of the needs of others, not just his own needs.)*

Ask a student to read aloud the governor's response to Trave's request (page 108).

- *[interpretive]* How is the lady's song appropriate for a war council? *(She sings about a king going off to war and doing battle with a wicked king.)*

[literal] Why is Gadalla's banner not displayed with the other flags at the council? *(Gadalla is neutral, not allied with the other countries.)*

Ask a student to read the sentence that shows how much of a burden a king can feel in caring for other people (page 111).

- *[interpretive]* Why is Gris still unsure about Trave's worthiness to be king? *(Trave has not learned to control himself; therefore, he is not yet ready to rule others.)*

[literal] What suspicion comes to Trave's mind later, as he broods on Gris's words? *(that the king might be using the medallion to get what he wants out of Trave)*

[critical] Do you think Trave is right about Gris? *(Accept any answer.)*

[interpretive] Why does Trave decide to go to Rock Tower? *(to meet with the Sardans; he liked Thag's flattery better than Gris's reproof)*

[critical] Why do you think Gris tells the soldier not to interfere unless Trave calls for help? *(Accept any answer.)*

Scriptural Application

Read aloud both the statement from *Medallion*, "You cannot rule a country until you can rule yourself," and Proverbs 16:32. Discuss what it means for a person to "rule his spirit" in the following situations:

- When he has been wronged. *(to forgive instead of getting angry)*
- When he is afraid. *(to trust the Lord and act with courage)*
- When he is disappointed. *(to accept the disappointment without complaining)*

Going Further



Journey into Music

"Frozen Winter"

(Reproducible—Lesson 8)

Journey into Arts and Crafts

"Pennons and Banners"

See directions on the folder.

Chapter Nine, pages 119-27

Lesson 9

Objectives

The student will

- Interpret the meaning of light and dark imagery in the story.
- Use contextual clues to comprehend the meaning of new words.
- Examine examples of leadership in God's Word.
- Apply the scriptural principle of walking in the light.

Planning the Trip



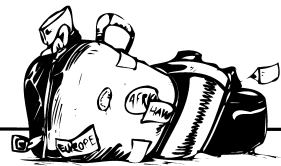
Gather

- ☐ A flashlight.
- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the shield pattern:
(Reproducible—Lesson 4B)
musty
underling
torrent

Packing Up



Introducing the Story

Turn off the lights in the room. Allow a moment for everyone's eyes to adjust to the darkness. Then select a volunteer to describe objects in the dark room, telling what features of each object (shape, color, parts, etc.) he can see or can't see. After each description is finished, turn on the flashlight and shine it on the item just described. Discuss what sorts of problems or mistakes might occur if the room had no light. Point out how much of a difference light makes to our sight.

Developing Word Meaning

Show the word cards and read each word aloud, followed by its definition below.

- *musty*: damp, moldy
- *underling*: one who is under the command of another
- *torrent*: pouring rain; rushing water

Now select a volunteer to use each word in a sentence.

Setting the Purpose

Traveling Along



- Notice the many references to light and darkness as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 119-27. Ask the following questions:

- *[literal]* Why does Trave shoo Umbo into the trees? (*He doesn't want to scare the Sardans by having an owl with him.*)
[interpretive] How does the author create an eerie atmosphere and the feeling that something bad is going to happen? (*musty chamber, pelting rain, dimness, cloaked figure*)
[interpretive] How do you know Trave is afraid? (*He jumps and shivers when the figure speaks.*)
[appreciative] How do you think you would have reacted if you were Trave? (*Accept any answer.*)
- Ask a student to read aloud the description of Rock Tower (pages 119-120).
- *[interpretive]* How does Sard win Trave to his side at the start of the conversation? (*He flatters him by calling him a king.*)
[interpretive] Read the description of Sard. What in the description makes it clear that he is not someone to be trusted? (*His eyes under his heavy brow look like an animal that does not want to come out of its cave.*)
[literal] What does Trave want from Sard? (*an army*)
[literal] What unusual reaction does Sard have to Gris's name? (*He flinches as if in pain.*)
[critical] Why do you think he reacts in this way? (*Accept any answer.*)

Ask a student to read aloud examples from pages 120 and 121 of

Sard's flattery of Trave.

- *[literal]* What does Sard tell Trave about the medallion? (*that it doesn't exist*)
[interpretive] What makes you think he is lying? (*He hesitates before answering "no."*)
[critical] Why do you think Sard turns away from the light of the fire? (*Accept any answer, but elicit that Sard is hiding his true character from Trave.*)
[critical] Do you think Trave only imagines Sard's sneer during the lightning flash? Why or why not? (*Accept any answer.*)

Ask a student to read aloud Sard's final question and Trave's response (page 123).

- *[interpretive]* Why does Gris's soldier reach for his sword when he sees Trave and Sard come out? (*He recognizes Sard as an enemy and thinks Trave might be in danger.*)
[literal] What makes the soldier decide to ride back to Wrycan? (*He sees that Trave is going to travel on with Sard willingly.*)
[critical] Why do you think Sard wants his army to ride grelds? (*Accept any answer.*)
[critical] Why do you think Sard does not come back for Trave when he gets lost? (*Accept any answer.*)
[appreciative] If Trave had asked your advice about going with Sard, what would you have told him?

Ask a student to read aloud the paragraphs that tell what happens to Trave after he loses his horse.

Scriptural Application

Read aloud John 3:19 and I John 1:5, 2:11.

- Who is associated with light in the Bible? (*God*)
- What kind of actions are associated with darkness in these verses? (*evil deeds, hatred*)
- How do these verses help you understand Sard's love of darkness? (*Accept any answer, but explain that Sard loves darkness because he is evil.*)
- How can a person walk in the light (I John 1:7)? (*by trusting Jesus Christ as his Savior and having his sins forgiven*)



Journey into Scripture

"Measuring Rulers"
(Reproducible—Lesson 9)

Chapter Ten, pages 129-37

Lesson 10

Objectives

The student will

- Relate story content to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Find and read story passages to support a premise.
- Create rhymed couplets.
- Apply the scriptural principle of loyalty in friendship.

Planning the Trip



Gather

- ❑ A Bible.

Prepare

- ❑ A display of the following sentences:
The knight wore a bright red tunic over black leggings.
In the game of croquet, players use a mallet to hit a ball through wickets.

Packing Up



Introducing the Story

Ask the following questions:

- Have you ever been inside a cave? What was it like?
- Do you think you would like to live in a cave?
- What reasons might someone have for wanting to live in a cave?

Explain that today's reading from *Medallion* will tell of someone who has chosen an underground cave as his home.

Developing Word Meaning

Read the sentences from the display. Invite a student to suggest the meaning of each underlined word from its context.

tunic: a short, loose-fitting coat, often worn over armor

mallet: a type of hammer with a wooden head

Traveling Along



Setting the Purpose

- This chapter will introduce you to a new character. As you read, notice what this character is like on both the outside and the inside.

Reading and Thinking

Direct the silent reading of pages 129-37. Ask the following questions:

- *[appreciative]* How would you feel if you were falling through the thick, sluggish water, as Trave is at the beginning of this chapter?
- [critical]* How do you think he feels when he comes out into the candlelit cave? (*Accept any answer.*)
- [literal]* What is Nog like on the outside? (*rumpled, bowlegged, has bright green eyes and untidy yellow hair, seems very old*)
- [interpretive]* What is the most unusual thing about Nog? (*He speaks entirely in rhyme.*)

Ask two students to read aloud the dialogue between Nog and Trave on page 130, or allow one student to read aloud the two parts, speaking as the characters.

- *[interpretive]* How does Nog show surprise when Trave tells him he has left Gris to travel with Sard? (*He jumps back.*)
- [literal]* What warning does he offer Trave? (*Travel with Sard will be very hard.*)
- [critical]* What do you think he means by this comment? (*Accept any answer.*)
- [interpretive]* How does Nog respond when Trave tells him he is a prince? (*He is not impressed.*)

Ask a student to read speeches from Nog that show he is not impressed with Trave's royalty (page 132).

- *[literal]* How can Nog identify the Gadallans? (*by their straight noses*)

[literal] How can he identify Sardans? (*Sardans cannot be truly identified until their faces are seen in dark places.*)

[critical] What do you think Nog means by this remark? (*Accept any answer, but help to develop the understanding that the Sardans are not what they appear to be; they are hiding something.*)

[critical] What do you think Nog means by his final speech about good? (*Accept any answer, but explain that our first impressions about others are often unreliable.*)

[critical] When you read the description of Nog for the first time, did you think he was going to be a wise or foolish character? Why? (*Accept any answer.*)

[interpretive] Is Nog wise or foolish? (*wise*)

Ask a student to read aloud the paragraph on pages 136-37 that tells how Trave gets out of the bog.

Scriptural Application

Read aloud Proverbs 17:17. Ask the following questions:

- ▶ How does this verse go along with the idea that “good at last should be held fast”? (*A true friend loves at all times, until the end.*)
- ▶ Have you ever known someone who was a loyal, loving friend?
- ▶ Name some ways you could show loyal friendship to another person.



Journey into Language—Poetry

“Rhyme Time”

(Reproducible—Lesson 10)

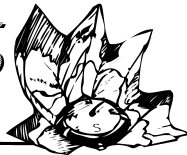
Lesson 11

Objectives

The student will

- Identify with a story character.
- Use contextual clues to comprehend the meaning of new words.
- Note how setting helps create mood.
- Recreate one of the settings described in the book.
- Apply the scriptural principle of speaking with grace.

Planning the Trip



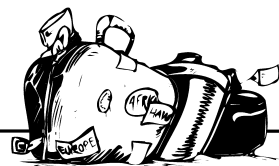
Gather

- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the shield pattern:
(Reproducible—Lesson 4B)
allied
remount

Packing Up



Introducing the Story

Ask the following questions:

- Has one of your parents ever gone away and left you in charge? How did that make you feel?
- What instructions did your parent give you before leaving? How well did you carry out the instructions?
- Whom do you think Gris would choose to take charge of the men if he had to leave? (*Accept any answer.*) Today's reading will tell us the answer.

Developing Word Meaning

Show each word card and read the corresponding sentence below.

- The girls were hoping Cindy would win the election, but the boys had *allied* themselves with her rival, John.
- After a fall from a horse, the best thing to do is *remount*.

Now ask a student to suggest the meaning of each word from its context. (allied: "joined sides with"; remount: "to get on again" [as on a horse])

Traveling Along



Setting the Purpose

- As you read, notice details about Skreel Forest that make it a frightening place.

Reading and Thinking

Direct the silent reading of pages 139-48. Then ask the following questions:

- [critical] Why do you think Gris decides to go after Trave? (*Accept any answer.*)
[interpretive] Why does Gris choose Tanarad to be the leader until he returns? (*He trusts Tanarad because he has served him faithfully.*)
[critical] What do you think Gris is thinking as he looks at Tanarad's sling and bruised face? (*Accept any answer.*)
[interpretive] What does Tanarad mean when he says, "I am but a shadow"? (*He is speaking humbly, expressing his feeling of unworthiness to take Gris's place.*)
[critical] How do you think Trave would have responded if he had been asked to lead? (*Accept any answer, but point out the contrast between Trave's pride and Tanarad's humility.*)

Ask a student to read aloud the sentence on page 140 that Gris says for only Tanarad to hear.

- [interpretive] How far do you think Skreel Forest is from Blee Bog? (*very close*)

Locate the position of each place on the map in the front of the book.

- [interpretive] Once inside the forest, why doesn't Trave turn back? (*He doesn't know which way is out.*)

[interpretive] How does he overcome his fear? (*He remembers he is a son of a king and decides that he must not show fear.*)

[interpretive] What kind of place is Skreel Forest? (*frightening, gloomy*)

[literal] Which details about the forest give you this impression? (*trees like grim jailers; black, matted leaves; floor like a field of boulders; no birds or small animals; silence*)

[appreciative] Would you like to visit Skreel Forest?

Ask a student to read aloud the description of the forest on page 143.

- *[critical]* Why do you think the Sardans stand far back from their fires? (*Accept any answer.*)

[interpretive] How is their language unique? (*It sounds like snarls.*)

[interpretive] Why is Thag whining? (*He is unhappy because he wants to take Gadalla by force, and Sard does not.*)

[interpretive] Why does one soldier warn the others to beware? (*They have been speaking of having Thag as their leader instead of Sard, but such talk is dangerous while Sard still rules.*)

[critical] How does Thag's attitude differ from Tanarad's? (*Accept any answer.*)

Ask a student to read aloud sentences from the forest scene in which Thag mentions Sard's name (page 144).

- *[literal]* How does Trave find his way to the Sardan camp? (*He hears Sard shouting to his greld and follows the sound; Sard takes him to camp.*)

[interpretive] Why has Sard not come back to look for Trave in the storm? (*He does not really care about Trave; he is concerned only for his own safety.*)

[interpretive] How is Gris's behavior in this chapter different from Sard's? (*He is concerned about Trave; he goes out to look for him when he thinks Trave is in danger.*)

- *[literal]* What clues does Gris find that let him know he is on Trave's trail? (*Umbo, Lenap, the cloak caught at the edge of the bog*)

[critical] How does Nog treat Gris differently than he treated Trave? (*Accept any answer, but elicit the fact that he is more respectful to Gris.*)

[critical] Why do you think Nog comes to the surface for Gris and no other? (*Accept any answer; if necessary, explain that Gris has obviously won Nog's loyal friendship in the past.*)

Ask a student to read aloud the paragraph on page 148 that tells where Trave is while Gris is searching for him.

Scriptural Application

Read aloud Colossians 4:6. Ask the following questions:

- What do you think it means to "speak with grace"? (*speak kindly and wisely*)
- Give some examples from this chapter of people who spoke with grace (*Gris, Tanarad*) and of people who did not (*Sard, Thag*).
- What would help you to speak more kindly to others? (*Accept any answer, but emphasize that asking God's help and thinking before speaking will help.*)

Going Further



Journey into Story Elements— Setting

"Pop-Up Scenes"

Recreate one of the settings from *Medallion*. See directions on the folder.

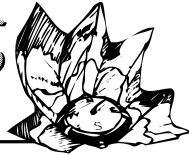
Lesson 12

Objectives

The student will

- Recognize changes in a character's perception.
- Use contextual clues to comprehend the meaning of new words.
- Consider depictions of villains in literature.
- Apply the scriptural principle of the true nature of man's heart.

Planning the Trip



Gather

- A Bible.

Prepare

- An enlargement of "Optical Illusions" from Reproducible—Lesson 12B for display.
- Word cards for the following words, using the shield pattern: (Reproducible—Lesson 4B)
treason
traitor

Packing Up



Introducing the Story

Display the optical illusions (Reproducible—Lesson 12B) pointing out that things are not always what they seem to be at first glance. Discuss the following question:

- Have you ever thought you knew someone well but then saw that person act in a way that surprised you? (*Accept any answer.*)
- In the reading today, Trave discovers some surprising things about the Sardans.

Developing Word Meaning

Hold up the two word cards and ask the following question:

- One of these words is a thing and one is a person. Which do you think is which? (*Accept any answer, but elicit that words ending in "er" or "or" often describe people.*)

Read aloud the following sentences. After each sentence, allow a student to guess the meaning of the italicized word.

- The *traitor* gave away valuable information about our battleships to the enemy. (*one who betrays his ruler or country*)
- At his trial, the judge declared him guilty of *treason*. (*disloyalty to one's ruler or country*)

Traveling Along



Setting the Purpose

- As you read this chapter, look for clues that show Trave is beginning to undergo a change of heart.

Reading and Thinking

Direct the silent reading of pages 149-57. Then ask the following questions:

- [*literal*] How does Sard flatter Trave upon their arrival at the camp? (*He corrects Thag, calling Trave "king" rather than "prince."*)
[*interpretive*] How does Thag respond to Sard's orders? (*gives him only brief nods*)
[*critical*] Why do you think the Sardans like to eat their meat raw? (*Accept any answer.*)
[*interpretive*] How does Trave feel about eating raw meat? (*He doesn't want it; he puts his plate down.*)
[*literal*] How does Sard respond to Trave when he asks a question? (*harshly, as if Trave is stupid*)
[*critical*] How do you think Gris would have responded? (*Accept any answer.*)

Ask a student to read the sentences on page 150 that tell how Sard rouses his men to ride.

- [*interpretive*] How do the men show their resistance to Sard's plan to take Gadalla without a battle? (*dropping their salute, murmuring, shuffling their feet, looking at one another*)
[*interpretive*] Why does Trave move away from the group to the

edge of camp? (*The chant disturbs him.*)

[interpretive] How can you tell that Trave's attitude toward the Sardans is changing? (*He thinks their faces are darker and coarser; he thinks their voices are harsh and their fires dismal.*)

Ask a student to read aloud the paragraph on pages 152-53 that tells what Trave does after looking for something to eat.

- [interpretive] Why is Sard disturbed to find Trave missing? (*He needs Trave to accomplish his plan.*)
- [critical] Do you think the warlord who comes to Sard has actually meant to give incriminating information about Thag? (*Accept any answer, but suggest that he has probably been waiting only for Sard's encouragement.*)
- [interpretive] How does Sard encourage the warlord to tell what he knows? (*He hints that there will be greater punishment for him than for the traitor himself if he refuses to tell.*)

Ask a student to read Sard's threatening question to the warlord on page 154.

- [literal] What punishment does Sard give Thag? (*He melts his face with the flame.*)
- [interpretive] What makes the punishment especially horrible? (*Thag has a horrible face beneath the one on the outside, and the fire reveals it.*)
- [interpretive] How does Trave feel about the scene he has witnessed? (*terrified, sickened*)
- [literal] What is his reaction? (*He tries to run away.*)
- [interpretive] Why does Sard call Trave a traitor? (*By running away he is showing his disloyalty to Sard.*)
- [literal] What does Sard do with Thag and Trave? (*chains them to trees*)

Ask a student to read aloud the paragraph on page 157 that tells what Trave wishes for.

Scriptural Application

- Trave is finally beginning to see what Sard and Thag are really like on the inside. In the process, he is beginning to see into his own heart too.

Read aloud Jeremiah 17:9.

- What does this verse say about the heart? (*It is deceitful and desperately wicked.*)
- Who can change a heart? (*Jesus Christ can change the heart of a person who accepts Him as Savior.*)

Going Further

Journey into Story Elements—Characterization

"The Villain" (Reproducible—Lesson 12A)

Journey into Arts and Crafts

Direct the students to examine the illustrations in *Medallion* and to use them as references for creating masks of the characters.

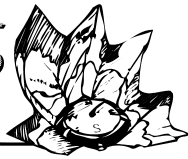
Lesson 13

Objectives

The student will

- Relate story content to personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Contrast character actions.
- Apply the scriptural principle of confession and forgiveness of sin.

Planning the Trip



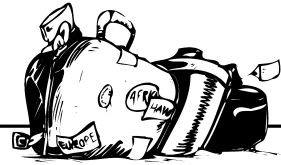
Gather

- A Bible.

Prepare

- A display of the following sentences:
The enraged lion snarled and leaped at the trainer.
When he opened the back of the camera, he exposed the film.
Since I didn't sleep well last night, I feel sluggish today.

Packing Up



Introducing the Story

Pose the following questions, but do not require an oral response:

- When was the last time you had to ask forgiveness of someone? How did you feel when you went to that person?
- When was the last time someone asked you for forgiveness? How did you respond?

Explain that today's reading will unfold a truth about forgiveness.

Developing Word Meaning

Read aloud each sentence from the display. Then ask the following questions:

- Which word means "furious"? (*enraged*)
- Which word means "made visible"? (*exposed*)
- Which word means "lacking alertness or energy"? (*sluggish*)

Traveling Along



Setting the Purpose

- Notice what happens to Trave when he is at his lowest point.

Reading and Thinking

Direct the silent reading of pages 159-63. Then ask the following questions:

- [*literal*] Why does Sard continue to stay in the forest? (*He wants to grind all resistance to his authority under his heel.*)
[*critical*] Do you think this is a wise decision? (*Accept any answer, but help develop the understanding that Sard should have left before the skreels were to return.*)
[*literal*] Where have the skreels been? (*hunting all night in the Rudus Desert*)
[*literal*] To what does the author compare the sound of their coming? (*sheets flapping in the wind*)
[*interpretive*] Why do the skreels attack the men? (*The men are intruding in their forest; the light and smoke of the men's fires anger the skreels.*)
[*appreciative*] Do you imagine that a skreel looks like any type of bird you know? Which one?

Ask a student to read aloud sentences on page 160 that describe what skreels look like.

- [*interpretive*] How do you know that Trave finally realizes he has been wrong? (*He says that he has been a fool and that he knows what is true; he calls for Gris.*)
[*critical*] What do you think has made Trave realize what is true? (*Accept any answer, but elicit the idea that being with Sard has made him realize how truly good Gris was to him.*)
[*critical*] Do you think Gris will be willing to forgive Trave for joining forces with his enemy? Why or why not? (*Accept any answer.*)

Ask a student to read aloud the sentence on page 161 that proves Trave has been humbled.

- *[literal]* What has Sard done during the battle? (*hid under some roots*)

[critical] How do you think Gris would have behaved in the same circumstances? (*Accept any answer, but suggest that Gris would have thought about the safety of his men and not only about his own.*)

[interpretive] How is Sard's treatment of his wounded soldiers different from the treatment Gris gave his men after the earthquake (chapter 5)? (*Sard makes no effort to help the wounded; he leaves them where they are. Gris cares for the wounded, encourages and praises them, and stays where he is until all are well enough to ride.*)

[critical] Why do you think Sard leaves behind both the warlord and Thag? (*Accept any answer, but help to develop the understanding that Sard gives no reward or special consideration for good acts.*)

Ask a student to read aloud the paragraph on page 162 that tells how Trave feels about the men who are too wounded to ride.

- *[interpretive]* How does Trave feel when the Sardans finally stop to eat? (*sick with hunger and exhaustion, in pain because of the chains on his wrists*)
- [interpretive]* Why do the men not post a guard over Trave? (*He is too weak to even stand by himself.*)
- [literal]* To whom does Trave call out in despair? (*Gris*) Who answers? (*Gris*)

Ask a student to read aloud Trave's cry and Gris's answer on page 163, thinking about how each voice might have sounded and using appropriate expression.

Scriptural Application

Read aloud I John 1:9. Ask the following questions:

- In what way are Christians often like Trave? (*We go our own way, forgetting about God who has protected and loved us.*)
- What does the Bible tell us to do when we have sinned against God? (*confess to Him that we are wrong*)
- What does God promise to do when we confess? (*forgive us our sin, cleanse us from all unrighteousness*)

Going Further



Journey into Language—Writing

“Rescued!”

(Reproducible—Lesson 13)

Journey into Arts and Crafts

Instruct the students to create a painting or drawing of a skreel, based on the details given in *Medallion* (page 160).

Lesson 14

Objectives

The student will

- Identify emotional responses of characters.
- Use contextual clues to comprehend the meaning of new words.
- Note plot turns, based on character decisions.
- Contrast the moods created by different settings.
- Apply the scriptural principle of humility.

Planning the Trip

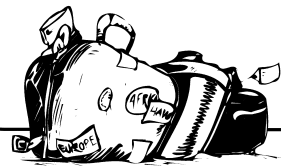
Gather

- ☐ An herbal tea bag for each student.
- ☐ A cup for each student.
- ☐ Hot water.
- ☐ A Bible.

Prepare

- ☐ A cup of hot water for each student.
- ☐ Word cards for the following words, using the shield pattern:
(Reproducible—Lesson 4B)
crevice
turf
ravine

Packing Up



Introducing the Story

Give each student a cup of hot water and distribute the tea bags. Demonstrate how to place the bag in the water and let it steep for two or three minutes. While the students are drinking their tea, explain that the tea is made from the leaves of various plants called herbs. Herbs are used by cooks to flavor foods, and they may often be used as medicines. Some have special healing effects. Emphasize the wisdom of God in creating plants that can help to heal us. Explain that such plants play an important part in today's chapter in *Medallion*.

Developing Word Meaning

Display the word cards while reading the definitions given below. After giving each definition, ask a student to use the word in a sentence.

- *crevice*—a narrow crack in a wall of rock
- *turf*—a covering of thick grass
- *ravine*—a small, steep valley or deep opening in the land

Traveling Along

Setting the Purpose

- Notice the changes that have taken place in Trave's attitude as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 165-74. Then ask the following questions:

- *[interpretive]* Why do you think Gris releases the gredls before escaping with Trave? (*so the gredls can go free; so the Sardans cannot use them to follow Gris and Trave*)
 - [interpretive]* How would you describe Gris's attitude toward Trave that evening? (*caring, gentle, wanting to ease Trave's pain, refusing to talk about his failure*)
- Ask a student to read aloud the statement on page 166 that tells what Trave has learned and Gris's reply.
- *[interpretive]* How does Trave get from the camp to Dider? (*riding asleep in front of Gris on Cene*)
 - [literal]* What is the second duty of a king? (*to believe the truth*)
 - [interpretive]* How has Trave reached the point of believing in the truth? (*He has believed lies and suffered for believing them.*)
 - [critical]* How could he have come to the truth in an easier way? (*Accept any answer, but help to develop the understanding that it would have been easier for Trave to learn by trusting the wise people who were caring for him.*)
 - [interpretive]* How has Trave's view of Tanarad changed? (*He has a new compassion for Tanarad's pain because of the pain he himself has suffered.*)

Ask a student to read aloud what Gris decides to do now that Sard's plans have changed (page 167).

- *[interpretive]* Why does Gris turn east toward the Brass Mountains? (*He sees Trave is still in pain and wants to get help for him from Enna.*)

[interpretive] Why doesn't Trave question Gris's decision to change directions? (*Possible answers: he was too sick to be very concerned; he had learned to trust Gris now.*)

[literal] What are some words and phrases the author uses to describe Enna? (*calm, walks with authority, gentle, young and old at once*)

[interpretive] What action of Enna's expresses her gentleness? (*She holds the deer's head in her hands, then motions it away.*)

[interpretive] Why do Trave and Gris stand up when Enna approaches? (*to show their respect for her*)

[interpretive] Although obviously an important lady, Enna curtsies to Gris; and Gris, a king, bows to her. What does this tell you about Enna and Gris? (*They have a great deal of respect for each other.*)

Ask a student to read aloud the paragraph on page 169 that tells how Enna's manner of greeting makes Trave feel.

- *[interpretive]* What is unusual about Enna's cave? (*It is warm and full of light; it seems to be made of glass.*)

[literal] What happens when Enna pours the liquid on Trave's wrists? (*He begins to heal immediately, then becomes sleepy.*)

[literal] When Trave awakes, what is the only evidence that he has been hurt? (*scars*)

[interpretive] Why does Trave want to be rid of his scars? (*They are a reminder to him of his foolish behavior.*)

[critical] How much of the medicine from the pinnell blossom do you think Enna owns? (*Accept any answer, but guide to the conclusion that she owns very little, since the flower only blooms once every seventy years.*)

[interpretive] Why does Enna want Trave to think before he uses the medicine? (*She wants him to realize that pride has been the cause of his scars.*)

[critical] Do you think it is more important that Trave be cured of the scars or of the pride that caused them? (*Accept any answer, but elicit the idea that he needs to be cured of the pride.*)

Ask a student to read aloud the sentence on page 174 that tells what the third duty of a king is.

Scriptural Application

Read aloud Proverbs 11:2. Discuss the following questions:

- How was the first part of this verse true of Trave in the last few chapters of Medallion? (*His pride led him to follow Sard; now he is ashamed of the scars he received for his foolishness.*)
- What kind of person possesses wisdom, according to this verse? (*the lowly, or humble, person*)



Journey into Story Elements—Plot

“Choices”

(Reproducible—Lesson 14)

Chapter Fifteen, pages 175-85

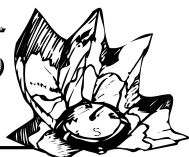
Lesson 15

Objectives

The student will

- Draw inferences based on personal experience.
- Use contextual clues to comprehend the meaning of new words.
- Become aware of the roots of the English language.
- Apply the scriptural principle of resisting temptation.

Planning the Trip



Gather

- ☐ A Bible.

Prepare

- ☐ Word cards for the following words, using the shield pattern:
(Reproducible—Lesson 4B)
sidle
usurper

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ Have you ever played a game with someone stronger or more skillful than you? How did the game turn out?
- ▶ Today you will read about a contest between Gris and Sard. Who do you think is the stronger of the two?

Developing Word Meaning

Display the word card for *sidle*. Read the following sentence:

- ▶ I realized I could escape by *sidling* along the back wall to the door.
- ▶ What do you think *sidle* means? (*move sideways*)

Display the word card for *usurper*. Explain that a usurper is one who takes a position wrongfully by force or deception. Ask a volunteer to use the word in a sentence.

Traveling Along



Setting the Purpose

- ▶ Read this chapter to discover the whereabouts of the medallion.

Reading and Thinking

Direct the silent reading of pages 175-85. Then ask the following questions:

- ▶ *[interpretive]* How do you know Trave's father was a good leader of his army? (*He knew the name of each soldier.*)
[literal] What other abilities did he have? (*languages, music*)
[critical] What qualities do you think it takes for a person to master these two things? (*Possible answers might include determination, patience, and diligence in practice.*)
[literal] What effect did being a king have on Trave's father? (*It humbled him.*)
[critical] Why do you think Trave is fearful when he hears of his father's humility? (*Accept any answer.*)
[literal] What is Gris's advice to him? (*Leave the past behind.*)
[interpretive] In what ways does Gris imply that Trave's mother was like Enna? (*She was gentle and wise; her eyes were like Enna's.*)

Ask a student to read aloud the paragraph on page 176 that shows Trave is still considering what to do with the bottle from Enna.

- ▶ *[interpretive]* Why does Trave sleep so lightly? (*He has rested already when Enna attended him.*)
[interpretive] How is the dream he has this time different from the one he had in Chapter 7? (*The vine around the throne has been chopped down; the people are calling "War! War!"*)
[interpretive] What mood do both of these dreams convey? (*a sense of danger*)
[interpretive] When Trave reaches to awaken Gris, the king is

already up, sword half-drawn. What does this tell you about the king? (*He is alert, always on guard against danger.*)

Ask a student to read aloud the paragraph on page 177 that reveals who is hiding in the trees.

- *[interpretive]* How does Sard plan to get the medallion? (*by fighting with Gris for it*)

[interpretive] How has Sard's manner of talking about Trave changed? (*He referred to him as a king before; now he calls him "the boy."*)

[critical] What does this tell you about Sard's earlier treatment of Trave? (*Accept any answer, but help to develop the understanding that Sard had only flattered Trave and used him for his purposes.*)

Ask a student to read aloud the paragraph on page 178 that tells what characteristic Trave notices about Sard.

- *[interpretive]* How has Umbo's training been useful for what Trave orders him to do now? (*He has been trained to attack snakes, and Sard has a snake on his helmet.*)

[interpretive] How does Umbo's attack help win the battle? (*It throws Sard off balance, makes him lose his sword, and gives Gris the advantage.*)

[interpretive] Who is the stronger fighter, Gris or Sard? (*Gris*)

- *[interpretive]* What past event is Sard bitter about? (*He had been second in command in Gadalla, but had been stripped of his authority because of his lust for power.*)

[literal] How does the argument between Gris and Sard end? (*Someone shoots Sard in the back of the neck with an arrow.*)

[literal] Who does Trave think has shot the arrow? (*Thag*)

[critical] Do you think Trave is right? (*Accept any answer.*)

Ask a student to read aloud the paragraph on page 182 that tells how Gris knows the archer is not one of his own men.

- *[interpretive]* Why is Gadalla now in danger? (*Thag is ready to attack it as he wished to do before.*)

[interpretive] How does the author show that Trave has given up his proud desire to rule? (*When Gris volunteers to return and be Gadalla's leader, Trave agrees immediately.*)

[interpretive] How does Gris surprise Trave? (*by giving Trave the medallion he has worn under his shirt all the time*)

[interpretive] Why does he give Trave the medallion? (*Trave has grown and learned the duties of a king.*)

[appreciative] How do you think Trave feels as he rides away from Gris?

Ask a student to read aloud the sentence on page 183 that shows that Gris has confidence in Trave to be King of Gadalla.

Scriptural Application

Read aloud I John 4:4 and James 4:7.

- How can these verses help you when you battle a temptation to do something wrong? (*Remember that God, who lives in us, is greater than Satan. If we resist the devil, he will flee.*)



Journey into Information— Word Origins

“Language Roots”

(Reproducible—Lesson 15)

Lesson 16

Objectives

The student will

- Identify leadership qualities.
- Use contextual clues to comprehend the meaning of new words.
- Discern the motives of characters.
- Read for information.
- Translate paragraph information to labeling.
- Apply the scriptural principle of having a clear conscience.

Planning the Trip



Gather

- A Bible.

Prepare

- An enlargement of the armored horse on Reproducible—Lesson 16 for display.
- A display of the following sentences:
The soldier fastened the bards on the horse's neck.
Then he clamped the chamfron on the horse's head.

Packing Up



Introducing the Story

Discuss the following questions:

- What qualities do you think a good leader should have? (*Accept any answer, but elicit such answers as courage, dependability, compassion, humility, etc.*)
- How does a person become a good leader? (*Accept any answer, but help to develop the understanding that good leaders must first know how to follow a good leader and learn from him.*)

Developing Word Meaning

Read the sentences from the display. Explain that both words name parts of a horse's armor. Display the picture of the armored horse and choose volunteers to find and point out the chamfron and the bard. (*The chamfron is the piece that protects the front of the horse's head; the bards are the metal plates that protect a horse's neck.*)

Traveling Along



Setting the Purpose

- Notice ways Trave is demonstrating leadership skills as you read this chapter.

Reading and Thinking

Direct the silent reading of pages 187-200. Then ask the following questions:

- *[interpretive]* Read the second paragraph on page 187. How has Trave's attitude toward others changed? (*He has become less critical of others; his own experiences have humbled him.*)
- [interpretive]* How much time does it take Trave to get from Dider to the border of Torus Point? (*all day and all night*)
- [interpretive]* Why does he walk part of the way? (*to save his horse's strength*)

Ask a student to read the paragraph on page 188 that shows Trave is both tired and hungry.

- *[literal]* What gives Trave the courage to go on when he is so weary? (*He reminds himself that he is the king.*)
- [critical]* Do you think Trave is motivated more by pride or by his duty as the king? (*Accept any answer, but help to develop the understanding that Trave's attitude has changed, that he is motivated more by duty than pride.*)
- [interpretive]* Why does Trave eat the bread and cheese in the hut? (*If he hadn't eaten, he would have died.*)
- [interpretive]* What does Trave do that shows he has learned the value of honesty? (*He leaves on the table a ring worth much more than the meal he has eaten.*)

Ask a student to read aloud the sentence on page 189 that tells whom Trave thinks about when he eats in the hut.

- *[critical]* Why do you think the governor was astonished to hear

that Sard was dead? (*Accept any answer.*)

[*literal*] Where is Tanarad? (*on the Kolonian border with an army*)

[*interpretive*] Why does Trave request a horse from the governor when he already has Lenap? (*Lenap is tired from his long journey; Trave needs a well-rested horse that can travel quickly.*)

[*interpretive*] Why does Trave leave a message for the Kolonians at Ogham Pass? (*He knows Tanarad will be entering Gadalla through the pass. Direct attention to these features on the map in the front of the book.*)

Ask a student to read the paragraph on page 191 that reveals something Trave is determined to do in the future.

- [*interpretive*] Why do the men light the bonfire when Trave arrives? (*to signal to the other groups of soldiers that the King of Gadalla has come*)

[*interpretive*] In what ways does Trave demonstrate that he has learned good leadership from Gris as he speaks to his men? (*He is decisive, but he asks their opinion and listens to them.*)

Ask a student to read aloud the sentence on page 193 that describes the people of Gadalla who are waiting for their king.

- [*interpretive*] Why does the Gadallan army wait on the plain? (*The flat land gives them a good view of approaching armies and provides a good place for a battle.*)

[*interpretive*] What two things does Trave do that show his heart has changed with regard to his attitude toward Tanarad? (*He seeks Tanarad's counsel about his plans; he gives Tanarad the bottle of healing medicine from Enna.*)

[*critical*] What do you think Trave means when he says, "Now, all is cleared"? (*Possible answers: He has righted his past wrongs to Tanarad; he has decided to keep his scars as a reminder to be humble; his conscience is now clear.*)

Ask a student to read aloud Tanarad's response to Trave's gift (page 196).

- [*interpretive*] How has Thag's tone toward Trave changed? (*Before, he flattered him; now he speaks scornfully, calling him a "little boy."*)

[*interpretive*] How do Trave's soldiers show their support for him? (*They begin a war cry, "Save Gadalla."*)

[*appreciative*] How would you feel if you were Trave?

Ask a student to read aloud Trave's response to the chanting of his soldiers (page 199).

Scriptural Application

Read aloud Acts 24:16. Ask the following questions:

- Why do you think having a "conscience void of offence" was so important to Paul? (*Accept any answer, but elicit that having a clear conscience enables us to be at peace because we know we are pleasing God.*)
- How does Trave clear his conscience toward Tanarad? (*He is careful to treat him respectfully; he gives him the healing medicine from Enna.*)



Journey into Information— Medieval Armor

"Dressed for Battle"

(Reproducible—Lesson 16)

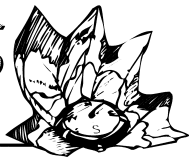
Lesson 17

Objectives

The student will

- Note the author's use of suspense in the story.
- Use contextual clues to comprehend the meaning of new words.
- Apply the scriptural principle of servanthood.

Planning the Trip



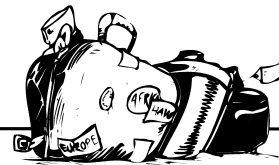
Gather

- A Bible.

Prepare

- A display of the following sentences:
The horse was frothing with sweat after its work in the fields.
The farmer wiped down the lathered horse with a cloth.
He walked the horse between the two parallel walls of its stall.

Packing Up



Introducing the Story

Discuss the following questions:

- ▶ What might happen to Gadalla if the Sardans win the battle? (*Accept any answer.*)
- ▶ What might happen to Sarda if the Gadallans and their allies win? (*Accept any answer.*)
- ▶ Who do you think is going to win? Explain that when an author brings up questions like these in a reader's mind, she is using a device called *suspense*. Point out that the further into the book or chapter the reader has to go to find the answers, the greater the amount of suspense that he feels. Note how skillfully Dawn Watkins uses suspense in this final chapter of *Medallion*.

Developing Word Meaning

Read the sentences on the display and ask the following questions:

- ▶ Which two words have the same meaning, "covered with foam"? (*frothing, lathered*)
- ▶ Which word means "being an equal distance apart"? (*parallel*)

Traveling Along



Setting the Purpose

- ▶ Notice the strengths and weaknesses of each side as the battle moves forward.

Reading and Thinking

Direct the silent reading of pages 201-213. Then ask the following questions:

- ▶ *[interpretive]* Why does Tanarad tell Trave that he should not fight unless the battle is sore? (*because Trave is their king now, and he needs to be protected so he can command the armies*)
[interpretive] What are the strengths of the Gadallan warriors? (*They have a strong captain in Tanarad; they are skilled in war; their horses are lighter and quicker than the greds.*)
[interpretive] What main strength do the Sardans have? (*Their greds can force their way through the enemy by their sheer bulk.*)
- Ask a student to read aloud the paragraphs on pages 202-3 that tell why the Gadallans did not advance immediately.
- ▶ *[interpretive]* How does Thag react to the soldier who hesitates at his order? (*He strikes him with a riding stick.*)
[appreciative] Do you think you would like to fight for Thag?
[interpretive] Why does Thag want to win before nightfall? (*The Diderans will be there by then, and they have such fine hearing that they can do battle in the dark.*)

Ask a student to read aloud the paragraphs on page 205 that tell how first Trave, and then the Torridians, respond to the arrival of Gris.

- ▶ *[interpretive]* Why does Trave leave the old soldier in charge and ride to direct the arriving Diderans himself? (*The old man cannot ride fast, but he is wise enough to make battle decisions.*)

[critical] How does this decision of Trave's show the change in him? (Accept any answer, but point out that Trave has grown to appreciate the wisdom and experience of those older than he.)

Ask a student to read aloud the paragraph on page 207 that tells how the Diderans respond to Trave's orders.

- [literal] What tactic does Thag use to try to make the Diderans back off? (He threatens to kill Gadallan prisoners.)

[literal] What fatal mistake does he make? (He draws his sword with a swish, revealing his location to the Diderans.)

Ask a student to read aloud the paragraph on page 208 that tells what happens among the Sardan army after Thag's death.

- [interpretive] Why do the armies of Kolonia, Gadalla, and Kapnos keep silent during the fighting? (They want the Diderans to be able to hear the enemy clearly and not be confused by sounds from the other army.)

[literal] How do Gris and Trave greet each other after the battle is won? (by grasping arms in the manner of kings)

[critical] Do you think Trave has demonstrated good leadership ability during this battle? (Accept any answer, but elicit the conclusion that he has.)

Ask a student to read aloud the paragraph on page 209 that describes the army's response to their victory.

- [literal] What promise to the gatekeeper does Trave remember and keep? (He makes him the king's groom. See Chapter 1, page 6.)

[literal] Who becomes gatekeeper in his place? (the old gray-bearded soldier)

[interpretive] How does Trave treat Panii? (He allows him to remain in the palace as a kitchen servant and makes him learn to sweep out the stables.)

[critical] Why does Trave ask the girl with the braids to sing at the palace? (Accept any answer, but help to develop the understanding that Trave is probably remembering the talents of the Kolonian governor's wife and wishes to bring such music and art into Ganet.)

[critical] How has Trave shown himself worthy to wear the medallion and be king of Gadalla? (Accept any answer, but lead the discussion to the conclusion that Trave has learned what is true, believed the truth, and acted on that belief.)

Ask a student to read aloud the concluding paragraph on page 213 that tells of Trave's reign.

Scriptural Application

Read aloud Matthew 20:26-28.

- What did Jesus teach as the main quality of a leader? (being a servant)
- How did Trave learn this lesson in the early part of the book? (He had to learn to stay under Gris's leadership, receive training, and care for others before he was fit to become a leader.)
- What are some ways you can be a servant at home and at school? (Accept any answer.)

Going Further



Journey into the Story

Extend the enjoyment of reading *Medallion* with a "Medieval Faire." See suggestions on the folder.

Name _____

Kapnos and the Under Countries

- Turn to the map in the front of your copy of *Medallion* and answer the following questions.

The boundary where two countries meet is called an international boundary. Sometimes this boundary follows a natural boundary such as a river or a range of mountains between the two countries.

1. What are the names of the two natural boundaries that separate Gadalla from Torrida?

2. What is the name of the natural boundary that separates Kapnos from Dider and Litoris? _____

The outline of land that borders an ocean or sea is the coastline.

3. Which three countries have coastlines? _____

4. Which country has the shortest coastline? _____

- Lay a ruler or other straightedge between the cities of *Ganet* and *Cordus*.

5. Through which two countries does this route not go?

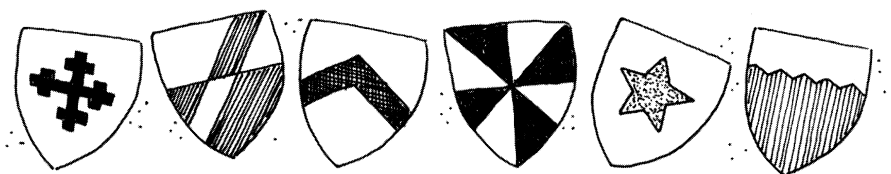
The point where a river empties into another body of water is its mouth.

6. Fill in the blanks with the name of the country in which the mouth of each of these rivers is located:

The Saz River _____

The Regner River _____





Background Information: Kapnos and the Lower Countries

For years before the beginning of the story, Gris had reigned in Kapnos, befriending any country that defended the good. Dokos of Gadalla, as a young king, traveled to Kapnos to ally himself with Gris and to ask the older king for help. At that time, Gadalla was not only a wealthy country but also an industrious country; its riches tempted the more barbaric kingdoms of Sarda and Torridia.

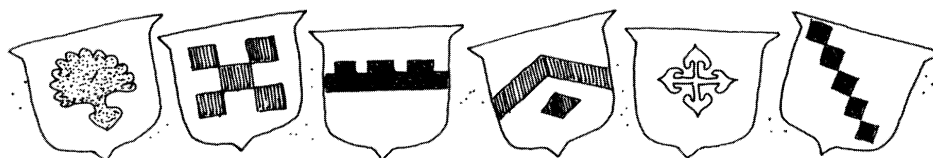
The Dark Alliance was the group of marauding kingdoms whose ultimate goal was the overthrow of the wealthier, more organized countries. To this end, the Dark Alliance caused the great Gadallan War in which Sarda was driven to its knees—the same war in which Dokos, father of Trave, was killed.

Since Trave was but four years old at that time, Panii, the late queen's brother, became King of Gadalla. Under his rule, culture and industry gave way to materialism. And Trave, forbidden to learn any kingly arts or speak of his father, languished while nursing a growing bitterness and pridefulness.

Kolonia was then—and is still when the story begins—a land filled with craftsmen and culture. It had always been allied with Kapnos and had always hosted councils.

Dider, a federation, was long independent but allied with Kapnos and Kolonia in the Gadallan War. The Diderans were fearsome warriors and superior horsemen, but their love of music, learning, and beauty preserved them from becoming a merely militaristic state. They aligned themselves with Kapnos.

Sarda also gained a new ruler at the end of the war—an ambitious and ruthless man who knew military strategy and politics but who ruled by treachery and fear. Under him, Sarda developed an army of some size and force and began to eye once more the treasures of Gadalla and Kolonia.

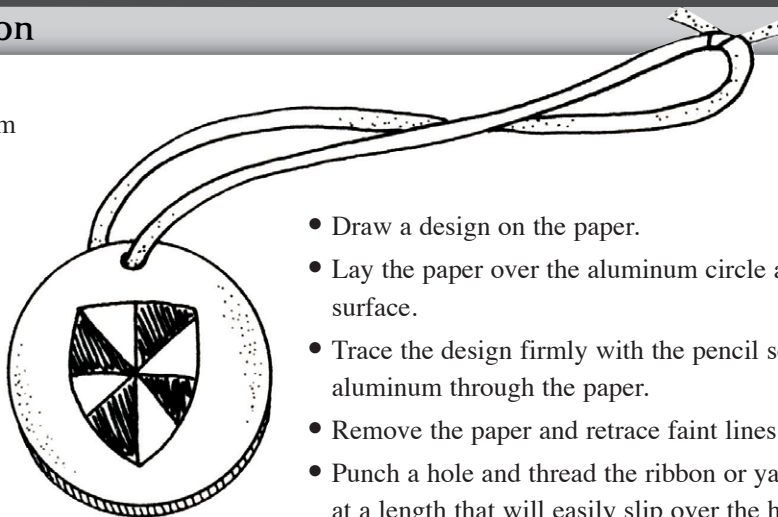


1) Journey into Arts Crafts

Make a Medallion

Materials for each student:

- a 4" circle cut from an aluminum pie plate
- a 4" circle of thin paper
- a pencil
- tape
- a 12" length of ribbon or yarn
- a hole puncher



- Draw a design on the paper.
- Lay the paper over the aluminum circle and tape it to a flat surface.
- Trace the design firmly with the pencil so that it scores the aluminum through the paper.
- Remove the paper and retrace faint lines.
- Punch a hole and thread the ribbon or yarn through it. Tie it at a length that will easily slip over the head.

Training Feathered Hunters

► Read the paragraphs.

Falconry, the art of training birds to hunt game, was practiced by the ancient Chinese and Persians more than 3,000 years ago. It became popular in Europe during the Middle Ages. Each social class was assigned a certain species of bird to fly as a symbol of the owner's rank.

Falconry grew less popular as guns became widely used in the 1700s. It is now regaining popularity as a sport and has followers in North America, Europe, and the Middle East.

The trainer, called a falconer, must have patience and persistence. First, the bird is tamed and manned (taught to return to the falconer's wrist or to a

lure). A heavy glove protects the trainer's wrist from the sharp talons of the bird. Leg straps called jesses restrict the bird's movements, and a hood covers its eyes to keep it calm when it is on the wrist or perch. The bird is taught to bring down a lump of meat (the decoy) that the falconer swings above his head on a long cord. The bird is rewarded with a small lump of meat each time it returns and each time it brings down the decoy.

When the bird is fully trained, it is released to hunt and return to the trainer. Small bells or radio transmitters are placed on the bird to help locate it if it should become lost.

► List some of the equipment used by a falconer.

► List two character traits necessary to be a successful falconer.

► Put an X beside each piece of information that is not included in the paragraphs you read.

- _____ How a falconer trains a bird
- _____ When falconry began
- _____ What animals the birds hunt
- _____ Where falconry is popular today



2

Journey into Food Fun

Owl Sandwiches

Materials for each student:

- 1 slice of white bread
- 1 slice of brown bread
- 1 slice of cheese
- 1 black olive
- cream cheese as “glue”
- cookie cutters (a heart and a circle)

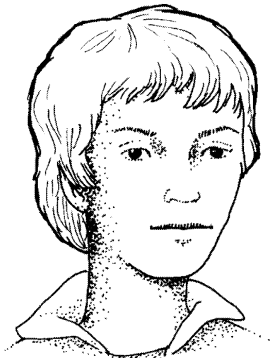


1. Using a heart-shaped cookie cutter, cut a heart out of the white bread.
2. Cut a circle that is slightly larger than the heart out of the brown bread.
3. “Glue” the heart to the circle, using cream cheese.
4. Slice the olive into two equal pieces and “glue” them to the heart as eyes.
5. Cut a small triangle from the cheese; “glue” it below the eyes as the beak.

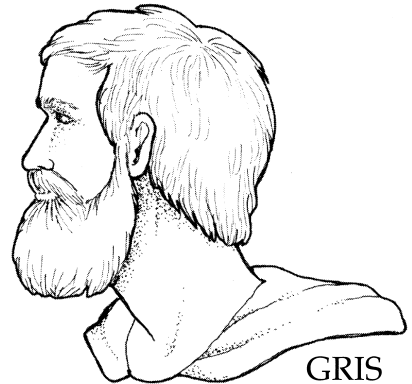
Name _____

A Royal Contrast

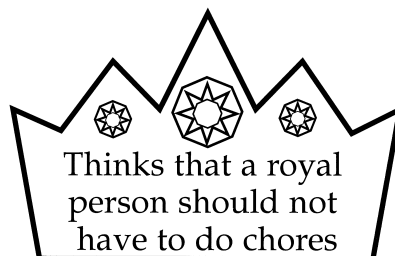
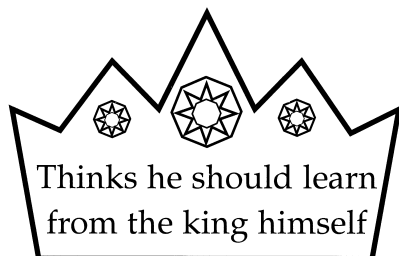
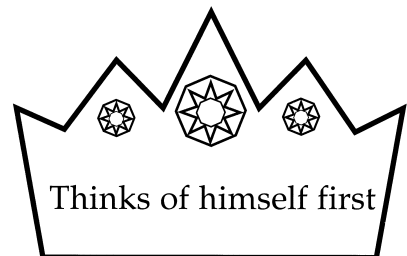
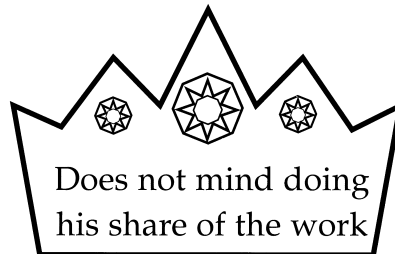
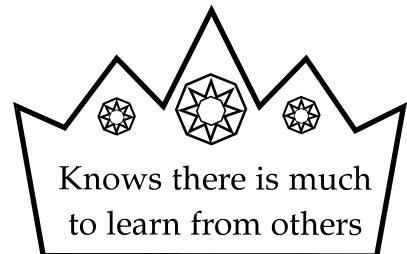
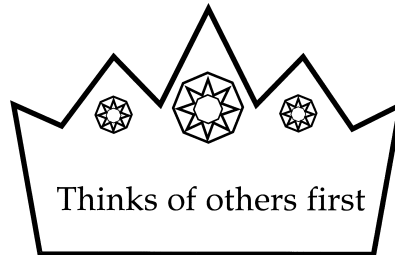
► Draw a line from each crown to the character it describes.



TRAVE



GRIS



► Write your answers.

1. What do you think Trave needs to learn? _____

2. Do you think Gris is a good teacher? Why or why not? _____

3) Journey into Thinking Skills

Get Set to Travel

Explain that *Medallion* is a fanciful story; the places described do not really exist. Encourage each student to think up his own fanciful setting and then design a travel brochure that would encourage others to visit it. Provide travel brochures (available from travel agencies or welcome centers) as examples.

To make an original travel brochure, fold a piece of heavy paper into three parts and attractively arrange the following information on it:

- The name of the place
- Where it is located; draw a map.
- The transportation that is available to and from the place
- The inhabitants (people and animals); draw pictures of them.
- The interesting things that a visitor could do and see; draw pictures to illustrate.



Logical Links

*Logic can be a good way to solve a problem or come to a conclusion. If you can make two true statements about the subject, you may logically be able to make a third true statement that combines the information of the first two. This statement is a **logical syllogism**.*

- Check YES or NO to show whether each of the following sets of statements is a logical syllogism.

1. Trave likes fruit that tastes rich and sweet.

Jalalays taste rich and sweet.

Trave likes jalalays.

☐ YES ☐ NO

2. Thag fears owls.

Umbo is an owl.

Thag fears Umbo.

☐ YES ☐ NO

3. Gris is old.

Gris is a king.

All kings are old.

☐ YES ☐ NO

4. Randans float.

Barges float.

Randans are the same as barges.

☐ YES ☐ NO

5. A good leader must learn to follow.

Trave wants to be a good leader.

Trave must learn to follow.

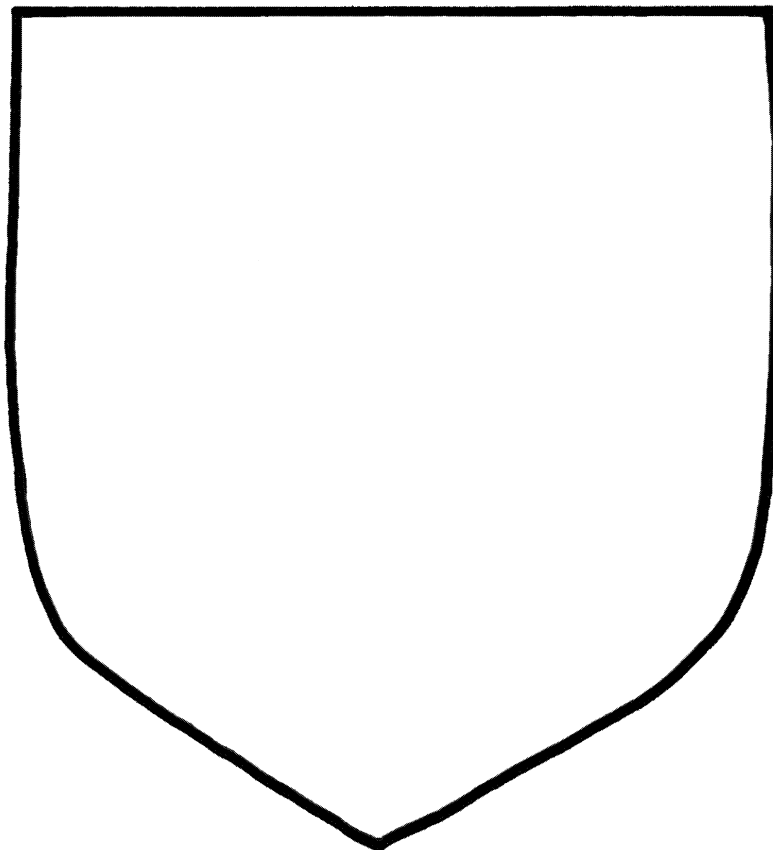
☐ YES ☐ NO

Is it
logical?

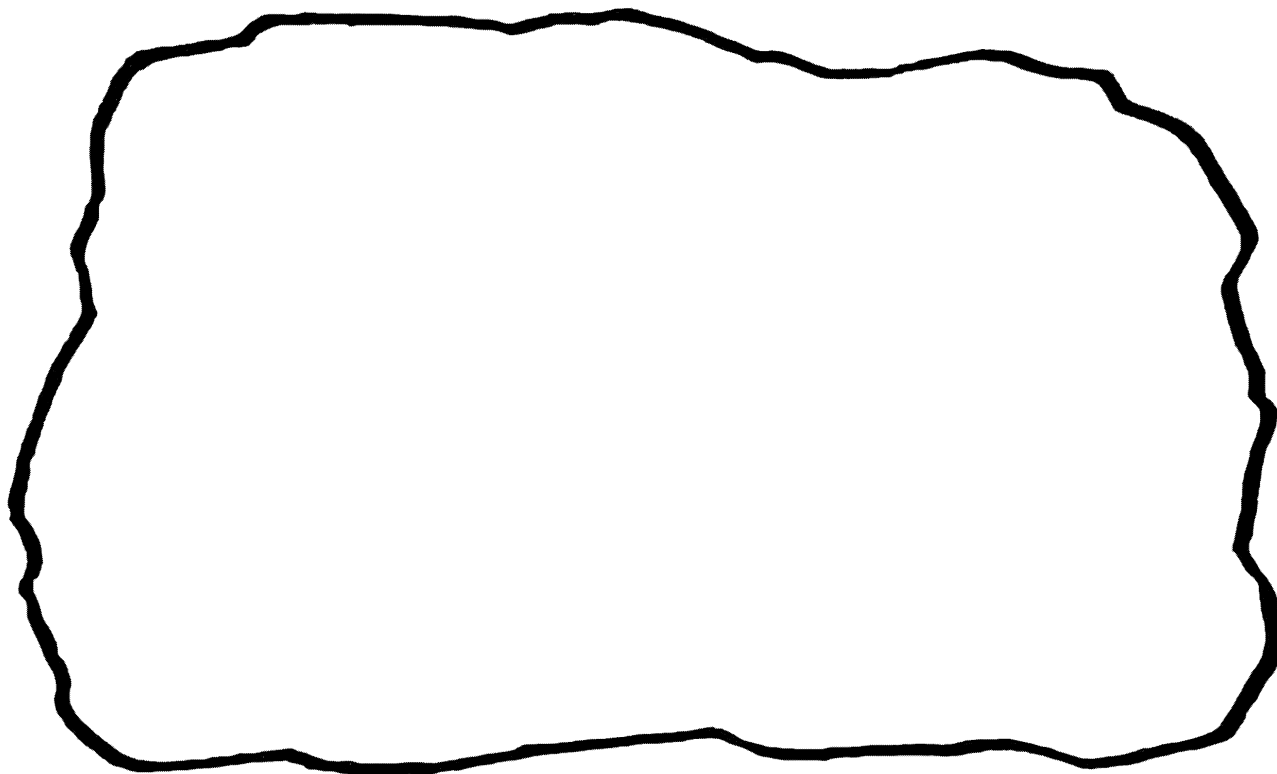


Write a **logical syllogism**.

► Use for word cards.



► Use with Lesson 4.



4

Journey into Heritage Studies

Build a Story Wall

On the journey to Kapnos, Trave questioned Gris about the thick stone wall built by the Kolonians to welcome travelers. The stories on the wall were important to Kolonian history.

Encourage students to think of two or three important events in their own family history. Copy and hand out “stones” (enlarged from Reproducible—Lesson 4B) on

which they may draw and color notable family events. Then mount the “stones” on butcher paper, uncut newsprint, or other long sheets of paper to form a story wall. This activity is effective as either a group or individual project.



Earthquake and Aftermath?

An earthquake produces vibrations that move outward from a central occurrence. When an author constructs a plot (story line), the action can move outward in several directions from an event.

- ▶ Note how an event—the earthquake—causes the action in *Medallion* to move outward in certain directions.
- ▶ Write your predictions of how the action will continue.



Thag is allowed to escape to safety.
Trave meets Thag.

What do you think will happen because of this meeting?

Tanarad loses his hearing.

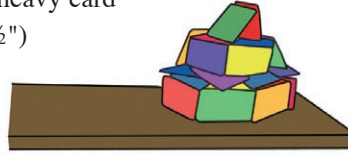
What do you think will happen to Tanarad?

The journey is delayed while Gris's men and horses recover.

How will the delay affect the impatient Trave?

Materials:

- a sturdy piece of wood, approximately 2" x 4" x 24"
- a dozen or more rectangles of heavy card stock (approximately 2½" x 3½") with straight edges.
- a hammer or other blunt tool



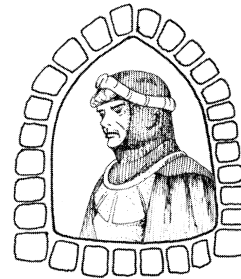
- ☐ Position the wood on a table or other flat surface.
- ☐ Stack the card stock rectangles several layers high (as shown) at one end of the wood.
- ☐ Tap once firmly on the end of the wood opposite from the structure.
- ☐ Ask students to describe what happened.

Elicit the conclusion that the wood conducted the vibrations caused by the hammer to another location on the surface. Point out that in much the same way, the surface layer of the earth conducts the vibrations caused by the shifting of rock layers (earthquakes) to locations at some distance from the source.

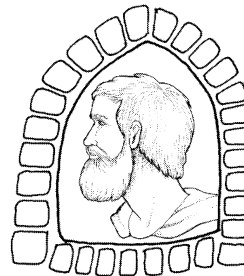
Character Conversation

Game Rules for 2 to 4 Players

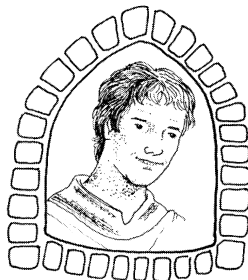
- ▶ Shuffle the cards and stack them with the quotation side up on the space provided.
- ▶ As each player takes his turn, he picks up the top card and tells which character said the quotation. Another player checks the back of the card for the correct answer.
- ▶ A correct answer enables the player to move up one castle step. The player may not move if he gives an incorrect answer.
- ▶ The first player to climb the steps is the winner. He may ENTER the castle.



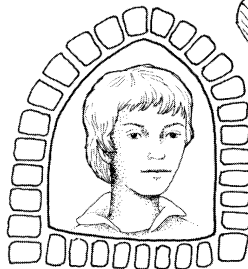
Thag



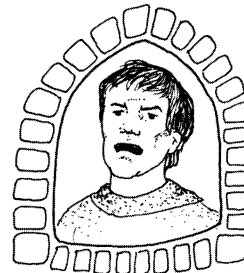
Gris



Tanarad

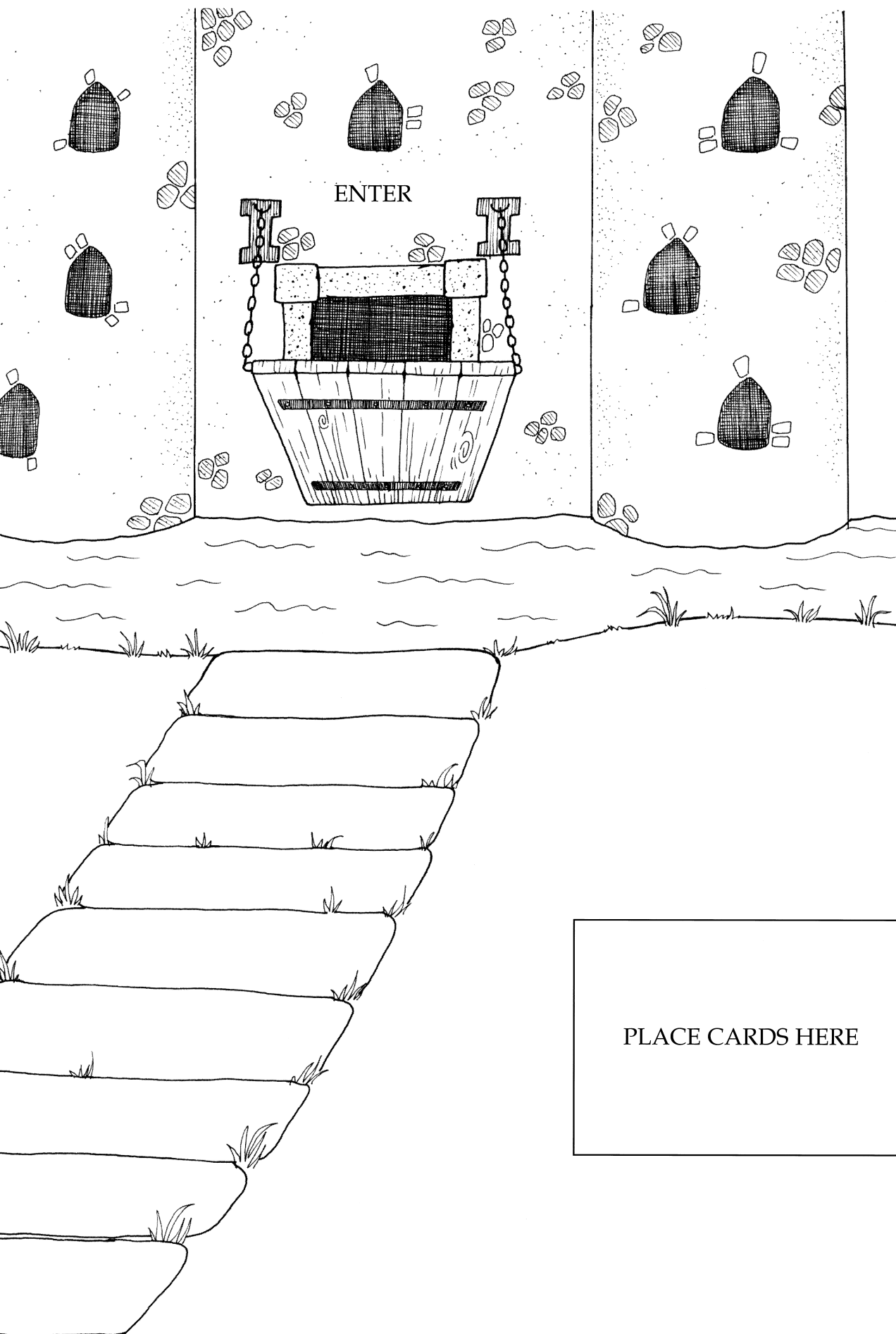


Trave



Sard

START

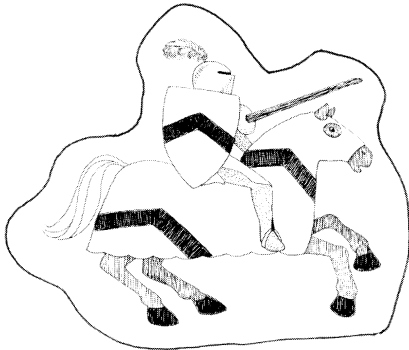
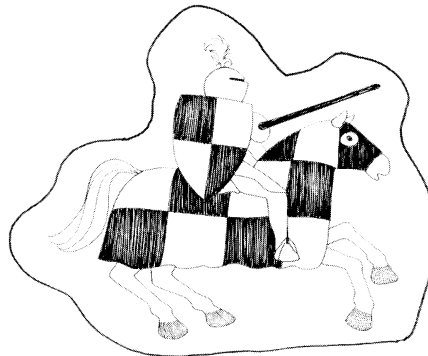
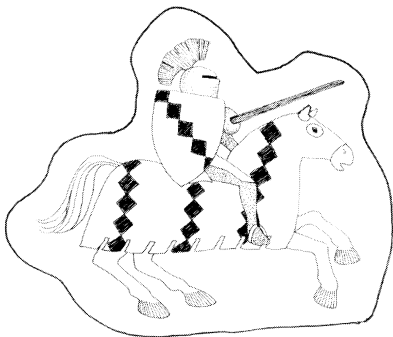


PLACE CARDS HERE

Game Markers

To prepare the *Character Conversation Game*

1. Duplicate Reproducible—Lessons 6A and 6B.
2. Color, cut out, and laminate them to a file folder.
3. Duplicate, laminate, and cut out the game cards on Reproducibles—Lesson 6D to 6G, and the game markers on this page.
4. Store the folder, cards with quotations, and game pieces in a plastic one gallon bag with zipper closure. Add other cards with quotations as the story progresses.



Game Cards

<p>We will convince the boy to join us. To get him, we will treat him like a king.</p>	<p>I am the son of a king and the rightful king of Gadalla!</p>	<p>The horse first, then eat.</p>	<p>We meet again, Prince of Gadalla. Or perhaps you are more than a prince?</p>
<p>I have seen the King of Kapnos for what he is.</p>	<p>Your father had his reasons for sending away the medallion.</p>	<p>The question is what you want. You want to be ruler of Gadalla, do you not?</p>	<p>The old king is a fool! Old ways are for old men.</p>
<p>We'll never get there.</p>	<p>My liege! I hear a storm—or a breaking under the ground.</p>	<p>I have met the boy. I think he may join us.</p>	<p>He is trying to keep you from your throne with all this useless travel.</p>
<p>If the boy is with us, we rule Gadalla and pay nothing for it.</p>	<p>He must not be allowed to side with Kapnos. I mean to rule Gadalla.</p>	<p>Do as I command, or I will get officers who do. Now get out!</p>	<p>I had thought you were a mighty man, but perhaps you are just another Panii.</p>

Answers

SARD

THAG

TRAVE

SARD

TRAVE

GRIS

TANARAD

SARD

GRIS

THAG

THAG

SARD

THAG

THAG

THAG

THAG

Game Cards

There is more to being a king than swinging swords and executing prisoners.	Girls are such cowards.	I can hear everything, but I don't listen to everything.	Your pardon, Ruler, but the King of Kapnos travels with only his royal guard—not an army.
Have you ever seen my father's medallion?	It is no shame to be untaught, just to be unlearned.	Good. Now I suggest you follow my orders. Disobedience is costly.	Kings must be many things.
A little. If you are close enough. If I can see your face.	I will not be treated like some girl. I am a prince!	I have lived in Kapnos since I was a small boy. It is my country. Gris is my king.	My uncle is not a king. He is a cheat, a fake; I am the king!
The king can hardly control his horse, much less his men.	Too bad that the king of Kapnos is getting old and stupid.	I will lead you. But you must be willing to follow.	Like a whisper in a dream.

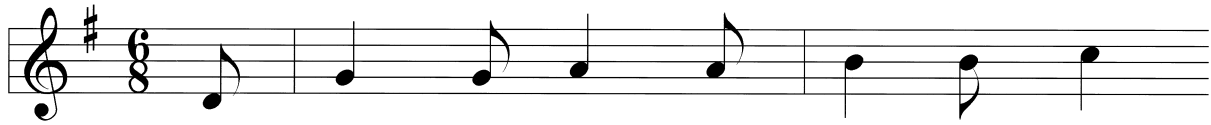
Answers

THAG	TANARAD	TRAVE	GRIS
GRIS	SARD	GRIS	TRAVE
TRAVE	TANARAD	TRAVE	TANARAD
TANARAD	GRIS	THAG	THAG

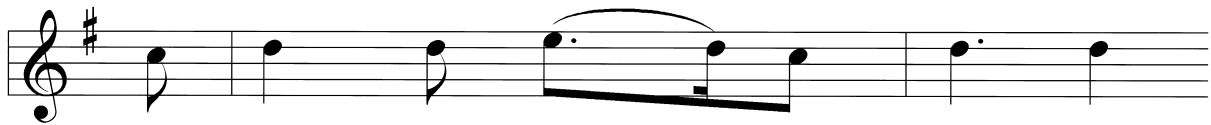
Frozen Winter

D. L. Watkins

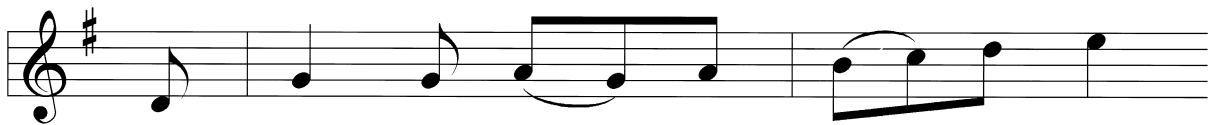
R. A. Bonam



1. A good - ly king went out to war
 2. To serve his land was all his mind
 3. He left his kins - men, left his wife
 4. A - lone he faced the wick - ed king



In win - ter, fro - zen win - ter.
 In win - ter, fro - zen win - ter.
 In win - ter, fro - zen win - ter,
 In win - ter, fro - zen win - ter.



He stood a - lone on the king - dom shore
 He sailed a - way on the heav - ing brine
 To guard his king - dom with his life
 And home he came a - gain in spring



In win - ter, fro - zen win - ter.
 In win - ter, fro - zen win - ter.
 In win - ter, fro - zen win - ter.
 After win - ter, fro - zen win - ter.

8

Journey into Arts and Crafts

Pennons and Banners

Knights in the Middle Ages carried three-cornered flags called *pennons* (*pennants*) with symbols and colors representing their family history and deeds. A knight's promotion to a higher rank was symbolized by cutting off the end of the pennon. It was then called a *banner*, and the knight was called a *knight-banneret*.



Encourage students to design their own pennons or banners using markers or fabric paints on heavy paper or fabric.

Name _____

Measuring Rulers

Trave met two rulers who were very different.

► Put an *X* under the ruler to whom each statement applies.

	Gris	Sard
1. He is feared by his people.		
2. He is loved by his people.		
3. He wants to live in peace with neighboring countries.		
4. He wants to control neighboring countries.		
5. He tells the truth.		
6. He tells lies.		

The Bible records the deeds of many rulers.

► Read the scripture verse(s) that tell about some of them.

► If the ruler was good and true, write a *G* in the space.

► If the ruler was evil, write an *E* in the space.

____ 1. Othniel (Judges 3:9-11)

____ 2. Abijam (I Kings 15:1-3)

____ 3. Jehoahaz (II Kings 13:1-2)

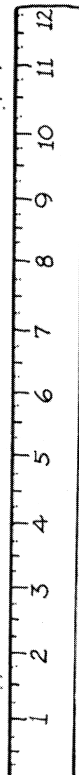
____ 4. Pekahiah (II Kings 15:23-24)

____ 5. Hezekiah (II Kings 18:1-3)

____ 6. Asa (II Chronicles 14:2-4)

____ 7. Ahaziah (II Chronicles 22:2-4)

____ 8. Josiah (II Chronicles 34:1-2)



Name _____

Rhyme Time

Introduce yourself in the manner of the Old Bogger.

- Complete the first two *couplets* (two-line verse units),
then write some more couplets of your own.

**My name is Nog,
I live in this bog.**



My name is _____,

_____.

My home is _____,

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

11) Journey into Story Elements—Setting

Pop-Up Scenes

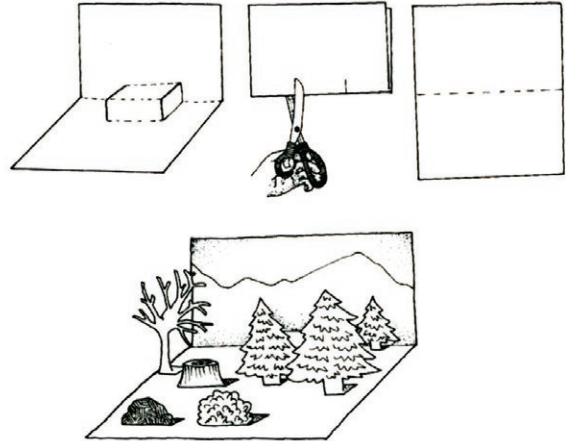
Mention the following settings from Medallion and discuss how the author used each one to create a particular mood. Guide each student to choose and make a pop-up scene of one of these settings:

- Gris's camp
- the Saum River crossing
- the earthquake site on the Kolonian plains
- Sard's castle at Rubrum
- the castle at Wrycan
- the Rock Tower
- Blee Bog
- Skreel Forest

- Fold the white paper in half crosswise.
- Cut two slits no more than halfway down the fold.
- Push the cut area through one side of the fold; crease it to make the pop-up area.
- Draw and cut out scenery to portray the chosen setting.

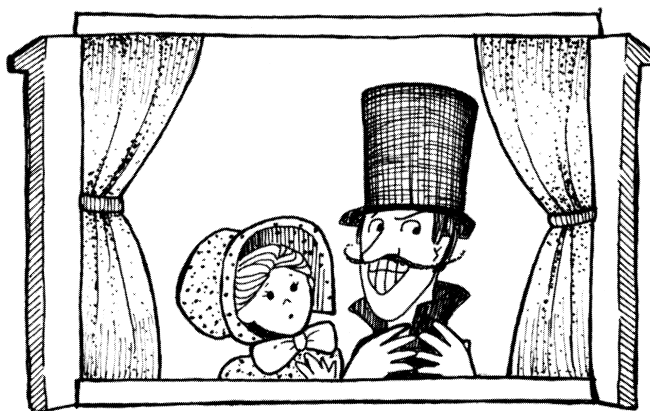
Materials:

- heavy unlined white paper
- various colors of construction paper
- scissors, glue, colored markers




Name _____

The Villain—Boo! Hiss!



- Draw and describe some villains found in stories you have read.
- Tell what evil scheme each one tried.

Villain	Appearance	Evil Scheme
 <p>Sard</p>		

Do villains always have an evil appearance?

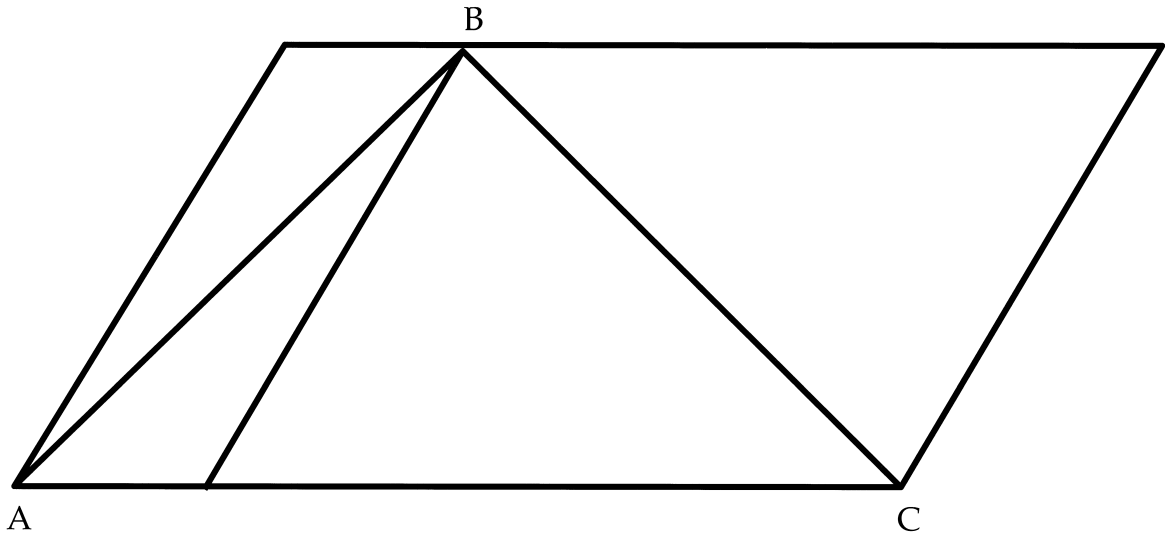
☐ YES

☐ NO

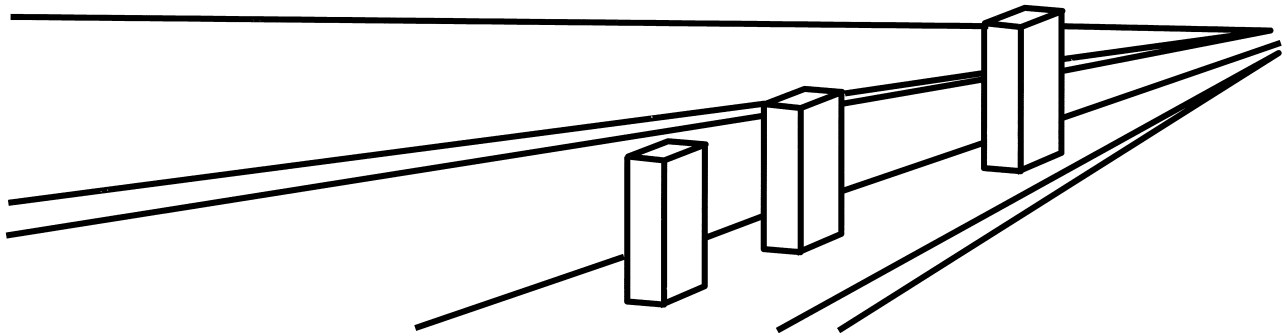
- On another piece of paper, describe a villain you have read about who did not look evil.

Optical Illusions

Lines A-B and B-C are equal in length. However, line B-C appears to be longer because of the angles of the other lines.



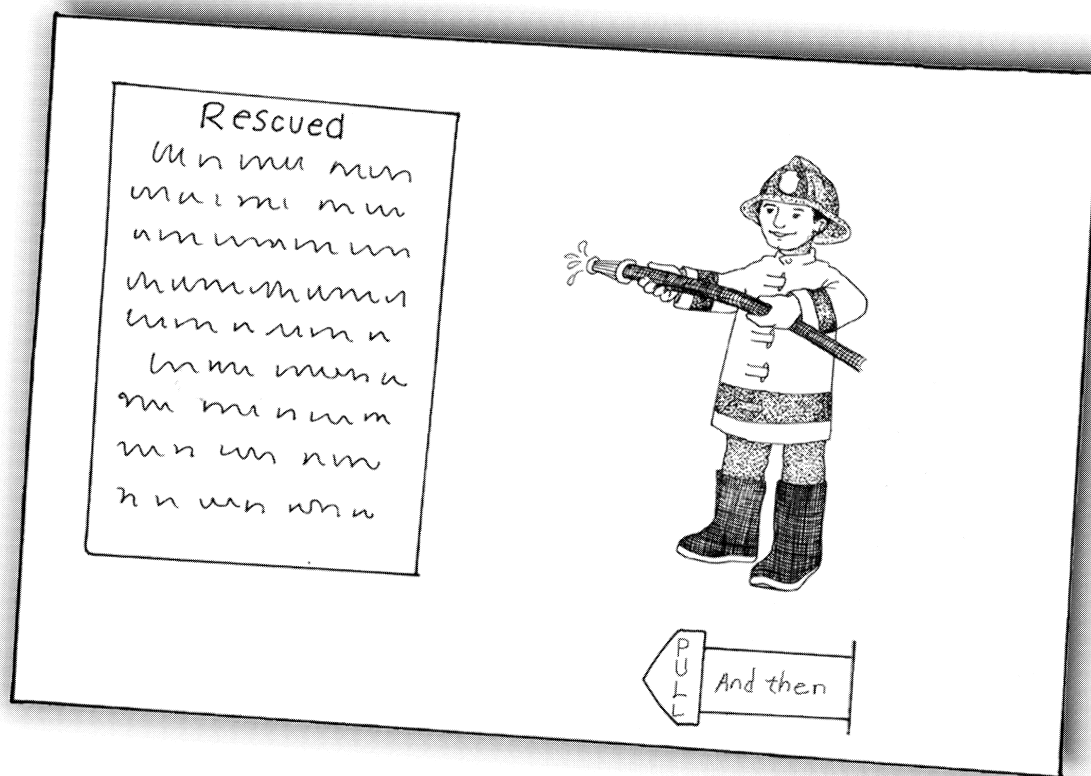
These blocks are all the same size, but the ones drawn to appear farther from the viewer seem larger because the blocks are not drawn in perspective.



Rescued!

► Create a pull-out picture to tell about a time when you were rescued from an unpleasant situation you got yourself into.

1. On a medium-sized piece of paper, write what happened and how you felt. Do not tell how you got out of the situation.
2. Fasten what you wrote to a large piece of thick drawing paper.
3. On the drawing paper, illustrate what you wrote.
4. Cut a strip of paper approximately 1" x 12". On one side of it write how you were rescued and by whom. Begin by writing: **And then—**
5. Cut a slit at the bottom of the drawing paper that is slightly wider than the strip of paper. Thread the strip through the slit as shown.
6. Attach a tab that says "Pull" to the end of the strip.



Name _____


Choices

- ▶ Many of the things that happened to Trave were based on his choices.
- ▶ Color the tip of the arrow that tells what he chose to do in each situation.
- ▶ Write what resulted from each choice.

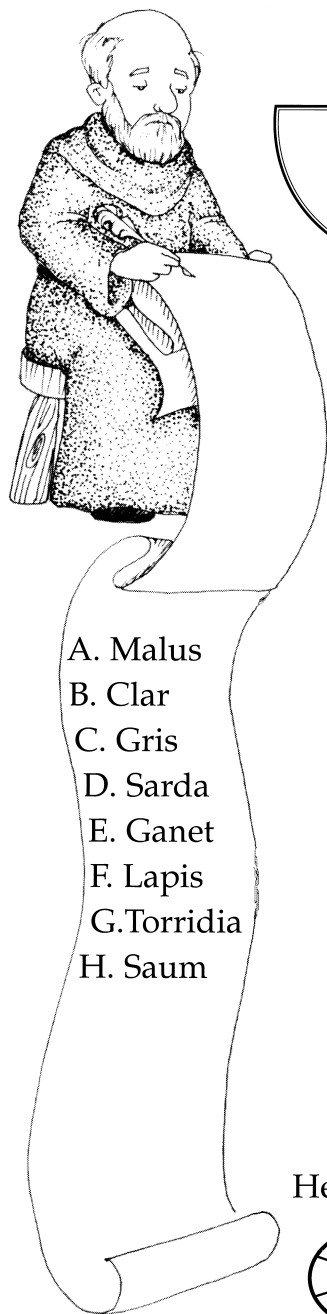
1.(Chapter 2)	Leave Gadalla with Gris.	Stay in Gadalla.
Result: _____		
2. (Chapter 8)	Go to the Rock Tower.	Stay with Gris.
Result: _____		
3. (Chapter 11)	Return to Gris.	Go with Sard.
Result: _____		
4. (Chapter 14)	Blame someone else for his troubles.	Admit he was wrong.
Result: _____		

Trave is faced with another choice.

- ▶ Color the tip of the arrow that tells what you think he will do.
- ▶ On another piece of paper, write what you think will result.

Use Enna's medicine to erase his scars.		Keep the scars to remind him of what he learned.
--	---	---

Language Roots



Most of the names of characters and places in Medallion come from Anglo-Saxon and Latin roots. For example, **Trave** comes from the Latin word **trabs** meaning "a crossbeam." In some cases, there is an English word that is very much like the word the author chose.

- Match the word from the story with an English word that has the same root.
- Write the correct letter in each space.

- ___1. A gannet is a large sea bird.
- ___2. If something is not dim or dark, it is clear.
- ___3. Lapis lazuli is a semi-precious blue gemstone.
- ___4. A seam joins two pieces of material together.
- ___5. Malice is a desire to do something bad to another.
- ___6. A sardonyx is a semi-precious brown and white gemstone.
- ___7. A torrid region is parched dry by the sun.
- ___8. Gray hair or beard is said to be grizzled.

Here are some other words from the story with their meanings.

Wrycan: make	Kapnos: safe place
Fidere: faithful	Litoris: seaside
Cordus: heart	Panii: fur lining
Brankus: loud	Tanara: Tancred, a Norman leader
Regner: rain	Thag: cheat
Ogham: 5th-century writing	Cene: brave
Rubrum: worm	Enna: innermost
Kolonia: wheelwright	Gelu: frost
Dider: archer	Volar: palm of the hand

Name _____

Dressed for Battle

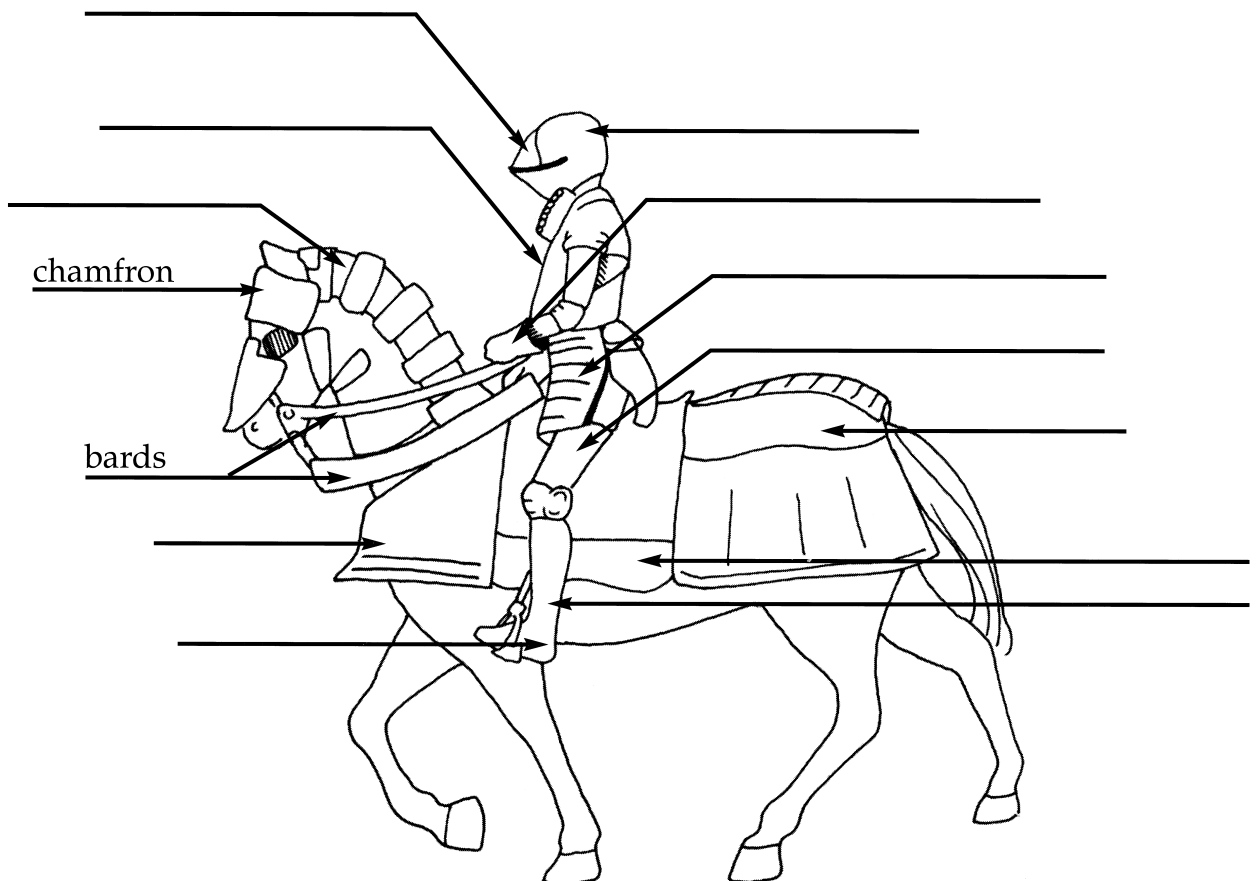
► Read the paragraphs.

For protection against the weapons of the enemy, medieval knights and their horses wore metal armor covering most of their bodies. The knight's *helmet* protected his head, and a *visor* covered his face. A *breastplate* covered the knight's chest, and his neck and back were also covered by flat plates. Below the breastplate and backplates was a series of short, skirt-like pieces called *tasses*. On his hands, the knight wore *gauntlets*. Each thigh was guarded

by a *cuisse*, and each shin was guarded by a *greave*. On his feet the knight wore rigid shoes called *sallerets*.

The head of his war horse was protected by a *chamfron* which meshed with a neckpiece called the *crinet*. Metal plates, called *bards*, covered the horse's neck. It also wore a breastplate called a *peytral* and a hindpiece called a *crupper*. Between the two large pieces of armor were the smaller *flank plates*.

► Label the pieces of armor. Use the information above.



17 Journey into the Story

Medieval Faire

Hold a Medieval Faire to conclude the reading of *Medallion*. Encourage students to research costumes of the Middle Ages and dress appropriately for the period.

Recordings of hymn chants or instrumental lute or harp music will help to establish the mood. Puppet shows were popular, so you might like to allow students to practice and stage their own. If outdoor entertainment is possible, lawn bowling and tug-of-war are recommended.

Display the projects completed as a part of the study of the novel and decorate with pennons or banners.

Serve lentil or vegetable soup, grilled sausages, whole-grain bread with honey and butter, and grape or apple juice. (It is not necessary to imitate the manners of the period which were sometimes rather untidy.)



Answer Key

Lesson 1A

1. Dag River, Mahogany Mountains
2. Valor River
3. Sarda, Kolonia, Litoris
4. Kolonia
5. Sarda, Litoris
6. Litoris
Dider

Lesson 2

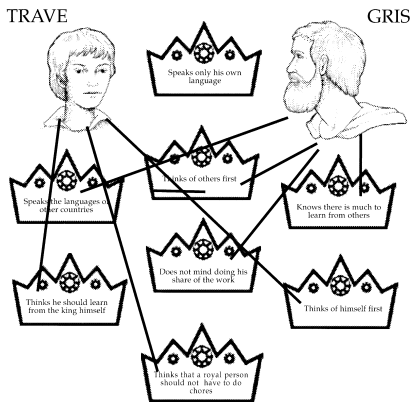
Possible answers: glove, hood, jesses, bells, radio, cord, meat, decoy, perch, lure

patience

persistence

X What animals the birds hunt

Lesson 3



Lesson 4A

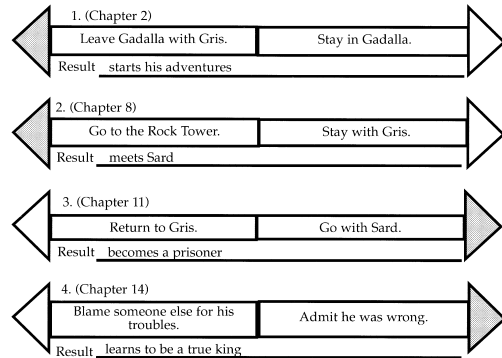
1. yes
2. yes
3. no
4. no
5. yes

Lesson 9

1. Sard
2. Gris
3. Gris
4. Sard
5. Gris
6. Sard

- | | |
|------|------|
| 1. G | 5. G |
| 2. E | 6. G |
| 3. E | 7. E |
| 4. E | 8. G |

Lesson 14



Lesson 15

- | | |
|------|------|
| 1. E | 5. A |
| 2. B | 6. D |
| 3. F | 7. G |
| 4. H | 8. C |

Lesson 16

