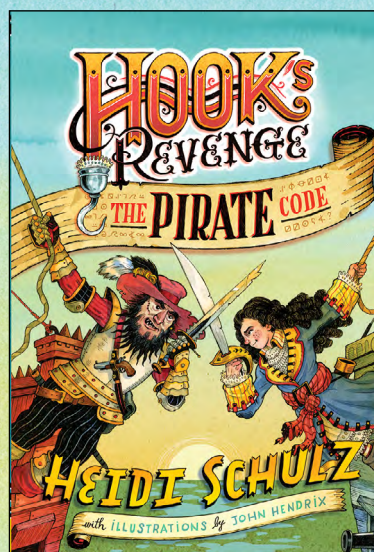


HOOK'S REVENGE



SERIES



This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Literature, Writing, Language, and Speaking and Listening. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards.

DISCUSSION GUIDE

Disney • HYPERION BOOKS

Common Core Alignment

Note: The standards used in this guide are examples from the fifth grade. If you teach another grade, you may want to visit the Common Core State Standards website (www.corestandards.org) to locate the equivalent standards for your grade.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • *CCSS.ELA-LITERACY.RL.5.2:* Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • *CCSS.ELA-LITERACY.RL.5.3:* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

CCSS.ELA-LITERACY.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • *CCSS.ELA-LITERACY.RL.5.5:* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • *CCSS.ELA-LITERACY.RL.5.6:* Describe how a narrator's or speaker's point of view influences how events are described.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • *CCSS.ELA-LITERACY.SL.5.1.C:* Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Hook's Revenge

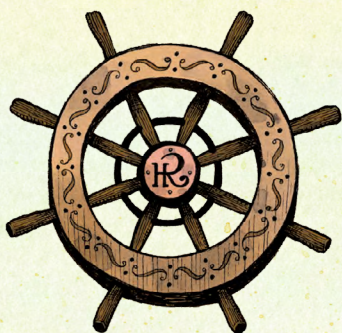
About the Book

Twelve-year-old Jocelyn dreams of becoming every bit as daring as her infamous father, Captain James Hook. Her grandfather, on the other hand, intends to see her starched and pressed into a fine society lady. When she's sent to Miss Eliza Crumb-Biddlecomb's Finishing School for Young Ladies, Jocelyn's hopes of following in her father's fearsome footsteps are lost in a heap of dance lessons, white gloves, and way too much pink.



So when Jocelyn receives a letter from her father, challenging her to avenge his untimely demise at the jaws of the Neverland crocodile, she doesn't hesitate—here at last is the adventure she has been waiting for. But Jocelyn finds that being a pirate is a bit more difficult than she bargained for. As if attempting to defeat the Neverland's most fearsome beast isn't enough to deal with, she's tasked with captaining a crew of woefully untrained pirates, outwitting cannibals wild for English cuisine, and rescuing her best friend from a certain pack of lost children, not to mention that pesky Peter Pan, who keeps barging in uninvited.

The crocodile's clock is always ticking in Heidi Schulz's debut novel, a story told by an irascible narrator who is both dazzlingly witty and sharp as a sword. Will Jocelyn find the courage to beat the incessant monster before time runs out?



Pre-reading Activity: What Do YOU Think?

Place posters around the four corners of your room, one for each of the rankings below. Give students some time to fill out the chart, and then discuss the answers as a class, allowing kids to move to the corner of the classroom that best matches their opinion. Prepare for lively discussion!

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	WHY I think this
Adventure stories are the best type of genre.					
I would rather be a pirate than go to school each day.					
Adventures can lead to more trouble than you ever imagined.					
Believing in yourself is half the battle of winning.					
Never underestimate friendship or fairies.					

Discussion Questions

- 1 Does the reader know who is telling the story? What do we know about the narrator? Whose story is he going to tell? How would you describe him?
- 2 Make a list of all the reasons that Jocelyn's grandfather decided to send her off to finishing school. Do you blame him? What is finishing school?
- 3 Describe Jocelyn's new room at Miss Eliza Crumb-Biddlecomb's Finishing School for Young Ladies. How would you feel about it?
- 4 Why does Jocelyn run away, and what does she discover? Why does she decide to return to school after all?
- 5 Why does Miss Eliza get a maidservant for Jocelyn? How does this create war among the girls? How is it not as nice (at all) as it sounds?
- 6 Compare and contrast Roger and Jocelyn. Why have they become friends?
- 7 What advice does Roger give to Jocelyn about surviving finishing school? How does she decide to participate in her learning but "with her own steps"?
- 8 What assumptions does Miss Eliza draw about the relationship between Jocelyn and Roger? Why could this be a difficult situation for the headmistress as well? How does she plan to remedy the "scandal"?
- 9 What does Jocelyn learn, at long last, about the fate of her father? Rank the information she learns from his letter, from most important to least.
- 10 Describe Jocelyn's journey to Neverland and how she is questioned by the harbormaster once she arrives. What is odd about his line of questioning?
- 11 How is she welcomed in Neverland by Mr. Smee? List everything she inherits from her father and put a star next to the items that you think will be most important on her adventure.

- 12 How does Jocelyn get her men to listen to her despite the fact that they see her as only a young girl? What's their plan? Why?
- 13 Who is Dirty Bob? Why are the other crew members impressed by him? What does Jocelyn learn about her father from this character?
- 14 What does Jocelyn learn about her mother that she never knew before? Why did her mother decide to leave Captain Hook after all?



- 15 How does Roger react to his old friend Jocelyn when they meet again in Neverland? Why? How does she try to jog his memory?
- 16 What's the story of the *Flying Dutchman*? Who, instead, sails toward them on a storm?
- 17 Describe Jocelyn's first true attack as a captain. What does Krueger want from her? Why? What happens to her and why doesn't anyone know?
- 18 Detail the events that happen after Jocelyn goes overboard. Who comes to see her? How do they feel about each other? How does she console herself, and how does that end up getting her empathy and aid?
- 19 How do the lessons on manners and comportment from Miss Eliza end up serving (get it?) Jocelyn with the Karnapinae tribe? In the end, what happens to the Karnapinae people and their children?
- 20 What wish is granted by the fairies? What advice does Jocelyn get from the person she meets? Do you agree with this advice? How are children powerful?
- 21 What does Jocelyn learn about her crew from Roger? Does he remember anything yet? What happens to him?
- 22 Analyze the steps Jocelyn uses to defeat the monster once and for all. Who does she see in a dark shadow? Is this person pleased with her or not? Cite evidence to prove your opinion.
- 23 How does Peter react to the news of the crocodile's demise? What happens at last with Roger? Did you expect this outcome? Why or why not?
- 24 In the end, what does Jocelyn discover about her father? More importantly, what does she learn about herself?
- 25 Predict the setting, characters, and conflict in the next adventure that Jocelyn Hook will have!

CLASSROOM CONNECTIONS

READING, WRITING, AND RESEARCHING

Point of View: The View from Which a Story Is Told

CCSS.ELA-LITERACY.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

In pairs of reading partners, have students discuss how the story would be different if told through the eyes of each of the characters in the chart below.

Roger	Miss Eliza	the Crocodile	Peter Pan

Discuss How does the point of view of a story change what a reader knows and believes about events and other characters in a story? How do you think authors choose their point-of-view character?

Inferences: Be a Reading Detective!

CCSS.ELA-LITERACY.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Sometimes readers have to look for evidence and figure out things without the author telling them something directly. These are called *inferences*: when you know something without being told. Sometimes it takes close reading (or rereading of passages) to figure things out. Look closely at the following scenes/chapters in the book and see if you can make an inference from the text.

Chapter/Scene	An inference that can be made	Evidence from the text that supports this inference (How do you know your inference is true?)
Chapter One	Many of the adults in Jocelyn's life are fed up with her behavior.	"Her grandfather glowered at her and muttered something under his breath about interviewing for yet another governess as soon as possible."
Chapter Two	When Jocelyn sees her new bedroom at the finishing school for the first time, what can we infer about the girls who live there?	
Chapter Six	When Prissy's father tries to get his daughter a personal servant, what can we infer about Prissy?	
Chapter Eight	When Jocelyn starts to act different at school, what does this tell us about Jocelyn?	
Chapter Ten	When Roger gets in trouble for seeing Jocelyn in the middle of the night, what can we assume people believe about their relationship?	

Summarizing: A Key to Unlock Comprehension!

CCSS.ELA.LITERACY.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

When readers practice summarizing what happened in a chapter or section, it really helps them to understand and remember it longer. So, after you read a chapter, STOP. Then summarize it (even though you'll want to find out what happens next with Jocelyn!).

You can do this with a chart (see the columns below) or with sticky notes at the end of a chapter. Remember to mark the middle column if Jocelyn makes a big decision or changes in that chapter. Then make a quick guess as to what might happen next. It's a simple way to improve your comprehension.

Summarize Think and tell the KEY MOMENTS of a chapter in one sentence (or two). This is the answer to the question "What is this chapter ABOUT?"

Chapter	One-sentence summary	✓ for change	Prediction of what might happen next
Intro	An old pirate, an expert on Captain Hook, agrees to tell Hook's daughter's story to children (though he doesn't like them).		

Theme: The Lessons in Literature

Provide reading pairs with the following definition of theme, and then have them complete the activity together. Discuss answers as a class.

Theme: A truth about life shown through a character's actions and choices rather than told to the reader directly.

Themes are written as a statement (or sentence) about life. They are not a single word. If it is based on choices, can be proven by the text, and makes sense in the world of the story, it's theme.

- 1 Look for the chapters where you marked a ✓ and then think about the topics or big ideas Jocelyn had to use to make that choice.
- 2 List three topics or big ideas shown by these choices.

Example: Adventure.

- 3 Discuss and figure out what the author is trying to tell us about that topic.

Example: Adventures come with disappointments as well as excitement.

Vocabulary

Build your vocabulary with the delightful words found in *Hook's Revenge*. First place a checkmark in the column that best shows how well you know the word. Then choose some of the words to explore further.

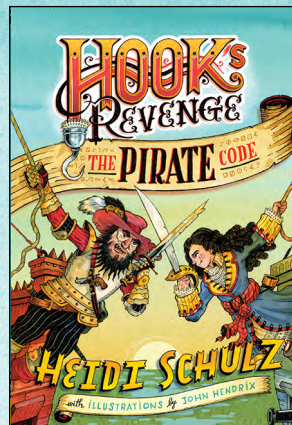
New words from <i>Hook's Revenge</i>	Never even heard this word before	I've heard it but could not define it myself	I could tell you a definition if you needed one	I could use it correctly in a sentence of my own
Impertinent (intro)				
Resignation (1)				
Peculiarities (2)				
Monstrosity (2)				
Pillage (3)				
Attired (3)				
Deranged (3)				
Anomaly (3)				
Compliant (3)				
Formidable (3)				
Languished (4)				
Petticoats (5)				
Confrontation (5)				
Occupants (6)				
Smattering (6)				

Next Choose at least six of these words to learn and make your own by writing the following on an index card: a definition, a synonym, an antonym, a picture that will help you remember it, and a sentence that shows you understand it. Look for other great new words in the book to learn more!

The Pirate Code

About the Book

Jocelyn holds a map to what may well be the greatest treasure ever amassed, left to her, in a way, by her father, Captain Hook. However, the map is useless unless she can crack the code it is written in. The girl is joined in her efforts by her enthusiastic yet horribly inept pirate crew and her best friend, Roger. Unfortunately for them, it seems that the key to breaking the code may be with that irritating Peter Pan. And, as might be expected, Pan doesn't prove all that helpful.



To get what she needs, Jocelyn takes the only reasonable course of action: she steals Peter Pan's new "mother." Evie, though, is an all-too-willing captive, and Jocelyn's daring ploy doesn't have quite the effect she planned. Worse, the more she learns about her prisoner and new friend, the more complicated Jocelyn's life on Neverland becomes.

Pre-reading Activity

In pairs, brainstorm a list of the most important things to know about the following topics from all things Neverland:

- Captain Hook
- Jocelyn Hook
- Roger
- Meriwether
- Captain Krueger
- Peter Pan
- The *Jolly Roger*

Discussion Questions

- 1 Why doesn't Jocelyn immediately start the pursuit of Hook's treasure now that she has the map? What does she need to get started?
- 2 Describe the Black Spot and the tumultuous occurrences inside it. How does what happens there make matters worse for Jocelyn?
- 3 How does Krueger learn that Jocelyn has a map? What does she do to escape?
- 4 What is the Pirate Code? Why is Jocelyn opposed to much of it? Why is it important for her to find her father's gold? Why must she see Peter Pan?
- 5 Describe Jocelyn's captive. Who is she? How is she odd for a captive?
- 6 Describe the performance given by Evie and Jocelyn. What miraculous discovery comes after it?
- 7 Explain how the magic of time works in Neverland. Why is this really important information for Jocelyn's future?
- 8 Explain how table linens inspire an epic food fight.
- 9 List everything Jocelyn has lost so far. What is her plan to get it all back and more?
- 10 Compare and contrast Jocelyn and Evie. How are they alike and different? What are the most important aspects of their individual personalities?
- 11 Why must Jocelyn begin a campaign to get Evie to go home? Do you think it will work or not? Why?
- 12 What deal does Jocelyn strike with Peter Pan to find the location of the *Jolly Roger*? Why is it important?
- 13 Describe the enchanted forest. What does it feed on? How? Why do Jocelyn and her friends find their lives in danger?

- 14 Evie tells Jocelyn, “Adults are wrong all the time.” Is this true? In what ways? Why do adults often act like they know something when they clearly do not?
- 15 What happens when Jocelyn almost reveals the truth of the connection between her and Evie? Where is the code?
- 16 What is the true story of the connection between Dirty Bob and Captain Hook? Why is it important?
- 17 Do Jocelyn and her friends find the portrait and the code where they should be? What danger forces them to react again?
- 18 Is Starkey a good guy or not? Why? Defend your opinion.
- 19 How does Evie take the news of her relationship to Jocelyn and the truth about her future?
- 20 Describe why Evie must try to rescue her grandfather. Why did she have to disobey him to win?
- 21 After Jocelyn returns to the carriage house, she is surprised that “the room, once her favorite place on earth, could look both comfortingly familiar and absolutely foreign at the same time.” What does she mean? Have you ever felt like this before?
- 22 How does the hook change into a letter *J* to unlock the treasure chamber? Do you think Captain Hook designed it this way, or was it a coincidence?
- 23 Describe the treasure and how it is so precariously protected. How does this end up being Krueger’s downfall? What terrible choice is Jocelyn forced to make? Why?
- 24 Explain how Jocelyn can lose the treasure (or most of it, anyway) but still feel rich after all.
- 25 Summarize the two letters that Jocelyn receives from her mother. What does she learn about her?

CLASSROOM CONNECTIONS

READING, WRITING, AND RESEARCHING

Vocabulary

CCSS.ELA-LITERACY.L.5.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

It is important for a pirate to have an excellent vocabulary to express herself!

Through this awesome adventure, author Heidi Schulz helps young readers expand their vocabulary. Here are some of the words you may consider introducing to your students before tackling a chapter. Alternately, have students make vocabulary cards before reading each chapter. These index cards could include a definition in their own words, a synonym and antonym, a picture to remember the meaning, and a new sentence using the word so it reveals its meaning.

Vocabulary Words by Chapter:

Intro affliction, throngs, insipid

- 1 cache, mundane, diversions, ruthless, insatiable, veritable
- 2 parchments, haphazardly, miscreants, discreet, wheedle, extricating
- 3 unperturbed, tempestuous, absentmindedly, procured, melee
- 4 appendage, illumination, oblivious
- 5 vastness, helm, surliness, goading
- 6 banished, preoccupation, summoned
- 7 rapsallion, burnished, alliances, apprehend
- 8 shanghaied, optimism
- 9 prodding, begrudgingly, scruples, antics
- 10 gesticulated, enraptured, unintelligible, retaliate, staccato
- 11 irrefutable, disagreeable, precisely
- 12 reconcile, amiably, incomprehensible, melancholy, illicit, rhetoric

- 13 scullery, refinement, baroque, abject
- 14 jettison, valiant, makeshift
- 15 ferocity, abandon
- 16 supplication, contention, castigation, despondencies, predicament, frigate
- 17 companionable, livid, ruffians
- 18 renewed, skeleton crew
- 19 sentiment, disembarking, prevailed, irksome
- 20 moored, mutiny, reprieve, feigning, tedious, arduous
- 21 reverence, pristine, foreboding, propensity, repellent, viscous
- 22 incendiary, devious, jangled, forage, coercion
- 23 relinquished, vexing, marveling
- 24 eliciting, crevasse, namesake
- 25 behold, malevolence, emanate, bilge, stagnant, habitation, merely, carnivorous
- 26 groggily, hysterics
- 27 betrayal, treacherous, perfidy
- 28 marred, arduous, pickpocketing
- 29 demise, fastidious, detritus, devoid, appalling
- 30 insignificant, encumbered, affable, inebriated, conciliatory
- 31 circumstances, scandalized, whims, pilfered
- 32 extortionist, consternation, mewling
- 33 proximity, predictable, notoriety
- 34 pantomime, dignitary
- 35 void, abyss, tarnished, ambush
- 36 amiable, desolate, intricate, miniature
- 37 palatial, subterranean, colossal, intercepted, stupor
- 38 precision, painstaking, inelegant, subdue, amassed
- 39 corpse, unconventional, progeny, bemused
- 40 verminous, menacingly, aficionados, indecent

Vocabulary II

See if you can decipher (it's a word code!) the meaning of the following bolded and underlined words by the context in which they appear.

Word in context from the book	What I think it means by the way it's used	A check from a source (online or book format)	A new sentence using that word correctly
"Behind it a <u>myriad</u> of jars and bottles, containing inks of all colors, were arrayed haphazardly on floor-to-ceiling shelving." (Chapter 2)			
"The boy simply shrugged, <u>unperturbed</u> by the fairy's antics." (Chapter 3)			
"She expected to see [the lost boys] scattering to avoid such a <u>formidable</u> army, but such was not the case." (Chapter 7)			
"Jim McCraig jumped to his feet and said something <u>unintelligible</u> . His parrot translated . . ." (Chapter 10)			
"Jocelyn was used to him being disappointed in her own lack of <u>refinement</u> , but he had always spoken of Evelina with reverence." (Chapter 13)			

Writing: Research

CCSS.ELA-LITERACY.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Research one of the following topics, inspired by the novel:

- Heidi Schulz
- John Hendrix
- J. M. Barrie
- Famous pirates
- Walt Disney
- Hidden treasure
- Peter Pan
- Pirate ships

Look for online resources that are **RELIABLE** and **ACCURATE**. Before you begin filling out the research graphic organizer, be able to check off the qualities of a good website.

Insert a ✓ if you can locate and identify these things on a website:

	Part of the website is completely devoted to my topic.
	An author is listed on the website.
	I can find the date when the website was last updated.
	The person writing about the topic is an expert (studied it in college) on the topic or shows how they learned about it.
	I can tell who owns the website.

Once you've found a good source, fill out this information about it:

Home page address:	
Author of the article:	
Last update to the site:	

Research: Note Taking

Take notes on the information. Be sure to PARAPHRASE all the information (put it in your own words) so you don't get in trouble for copying. The best way to do this? Use as few as words as possible, and use synonyms whenever you can. Here's an example:

Original text from Biography.com: "Walt Disney was an American motion-picture and television producer and showman, famous as a pioneer of cartoon films and as the creator of Disneyland."

Paraphrase: Walt Disney: American, produced TV shows and movies, key creator of first cartoons and animated movies, imagined and opened Disneyland.

Try to answer the W questions as you research your topic:

WHO is important to know about this topic?
WHAT is most important to know?
WHEN did this occur?
WHERE did it take place?
WHY was it important?
HOW?

Or use this outline instead:

KEY FACTS about the topic	KEY DEFINITIONS a reader should know to understand this topic	KEY QUOTE by an important person on this topic

CCSS.ELA-LITERACY.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • *CCSS.ELA-LITERACY.W.5.2.A:* Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • *CCSS.ELA-LITERACY.W.5.2.B:* Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Writing

Now create a pamphlet, poster, or web page that synthesizes the most important things you learned about your topic. Use your research graphic organizer to help plan your writing. You may not need to use every fact that you found, but use the most interesting and important ones.

Reading

Character It's important to understand characters and their motivations (what they want) as you read any fiction book. Fill out the following chart below as you read the novels:

Character name	A short description	Character motivations (what he or she wants)	A key quote or selection (small part) that best shows this
Jocelyn			
Roger			
Evie			
Starkey			
Captain Krueger			
Meriwether			

For Fun

Create your own riddle and code! Then have fun sending secret messages to your classmates.

About the Author

Heidi Schulz is a writer, reader, and giraffe suspitioner. She lives in Salem, Oregon, with her husband, co-captaining a crew made of their teen daughter, a terrible little dog, and five irascible chickens. *Hook's Revenge* was her debut novel. Visit her website at **HeidiSchulzBooks.com** or follow her on Twitter **@HeidiSchulz**.



Stefani Chabot

About the Illustrator

John Hendrix loves to draw. In fact, he's drawing right now in St. Louis, Missouri. He lives there with his wife and two children, and teaches at Washington University. His drawings have been featured in numerous publications, and he is the illustrator of many acclaimed children's books. Visit John online at **johnhendrix.com** and follow him on Twitter **@hendrixart**.



Tracie Vaughn, English teacher and co-author of Disney's *The Second Guard*, created this guide.

Many more teacher's guides can be found on the Disney • Hyperion website at disneybooks.com



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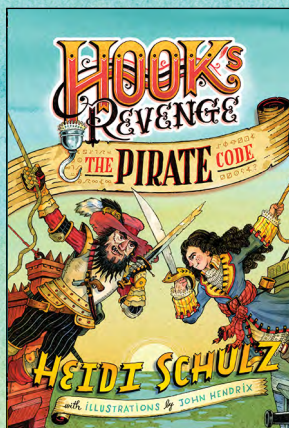
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