

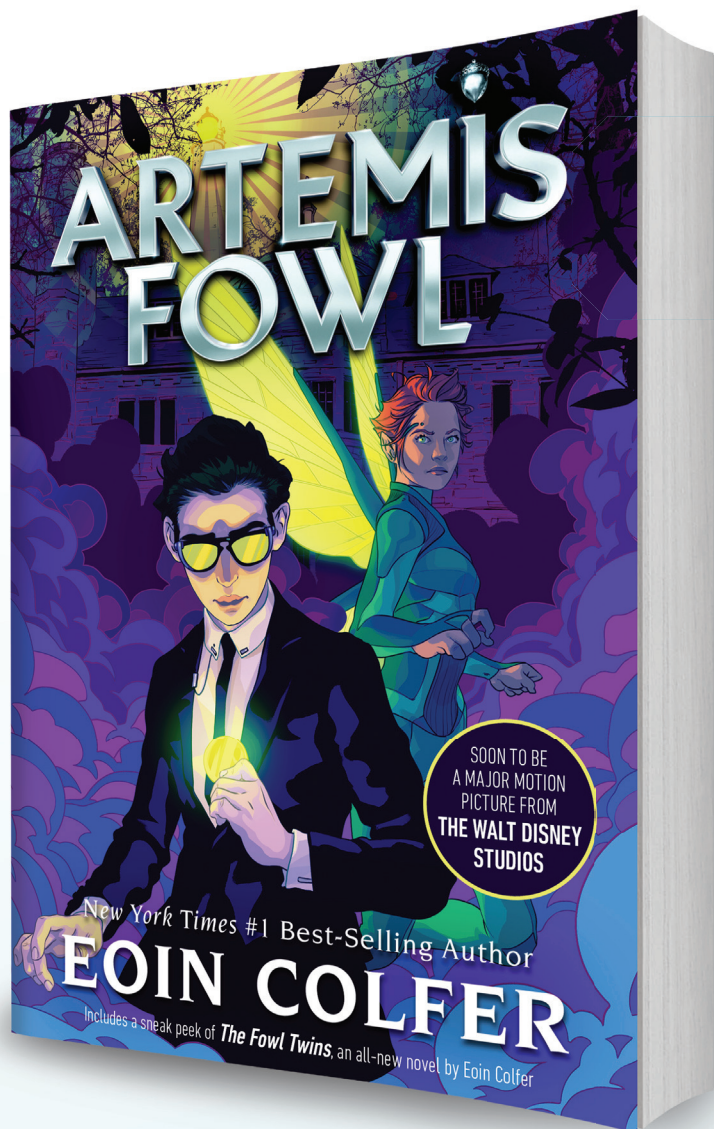
The book cover features a stylized illustration. In the foreground, a young man with dark hair and yellow-tinted sunglasses, wearing a black suit and tie, holds a glowing yellow orb. Behind him, a young woman with red hair and blue eyes, wearing a blue and green outfit, is shown in a dynamic pose. The background is a dark, moody scene with a large, ornate building and a bright, sun-like glow emanating from behind the title. The title 'ARTEMIS FOWL' is written in large, metallic, 3D letters. The author's name 'EOIN COLFER' is at the bottom in large white letters, with 'New York Times #1 Best-Selling Author' written above it in smaller text. The entire cover is framed by a yellow border at the bottom.

ARTEMIS FOWL

New York Times #1 Best-Selling Author

EOIN COLFER

EDUCATOR'S GUIDE



**NOW A MAJOR MOTION
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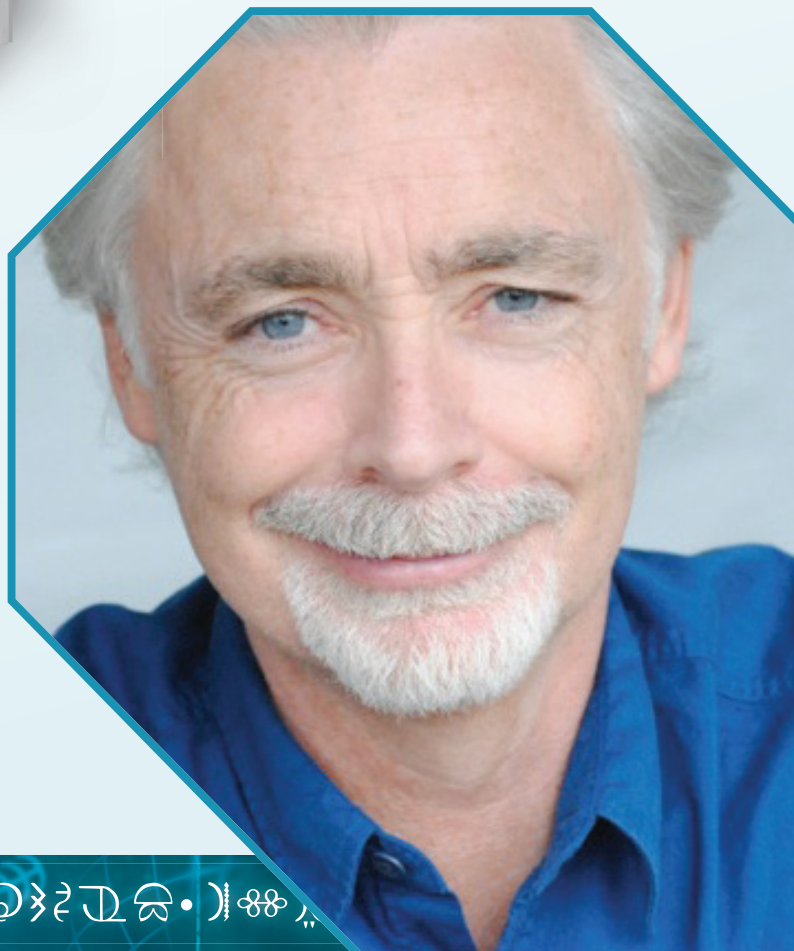
ABOUT THE BOOK

Twelve-year-old criminal mastermind Artemis Fowl has discovered a world belowground of armed and dangerous—and extremely high-tech—fairies. He kidnaps one of them, Holly Short, and holds her for ransom in an effort to restore his family's fortune. But he may have underestimated the fairies' powers. Is he about to trigger a cross-species war?

ABOUT THE AUTHOR

Eoin Colfer is the *New York Times* best-selling author of the *Artemis Fowl* series, *Airman*, *The Supernationalist*, *The Wish List*, *Half Moon Investigations*, *Benny and Omar*, *Benny and Babe*, and Eoin Colfer's *Legend of . . .* books. He lives in Ireland with his wife and two children.

To learn more about Eoin Colfer, visit his website at WWW.EOINCOLFER.COM.



CURRICULUM CONNECTIONS: READING, WRITING, AND RESEARCHING

PRE-READING ACTIVITY

As a pre-reading activity, have students complete an anticipation guide structured in the following manner:

BEFORE READING	AFTER READING	STATEMENTS
		Adults always know the right way to approach and solve a problem.
		It is best to always be completely honest with those you hold dear.
		When in danger, it is best to play it safe rather than take a risk.
		Breaking the rules is justified if it's done to help another.

Instruct students to complete the guide by placing a “+” sign in the box next to the statements for which they agree, and a “0” next to those for which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.

ARTEMIS FOWL THROUGH WRITING AND RESEARCH

The following questions may be utilized throughout the reading of *Artemis Fowl*. They can be used as targeted questions for discussion and reflection or, alternatively, as reflective writing prompts.

- Compare the traits of a hero and an antihero. How are they similar and how do they differ? Which term do you think best describes Artemis Fowl? Are there ways in which he fits into both categories? Using textual evidence, support your position.
- In the novel’s prologue, readers learn that Artemis is difficult to describe because “various psychiatrists have tried and failed” due to Artemis’s own intelligence and ability to “bamboozle” tests thrown at him. In your opinion, why does Colfer characterize Artemis Fowl as an extraordinary genius? Do you feel the story would have been plausible if he had been less intelligent?
- Consider the physical description of Artemis offered early in the novel and the book’s cover art. What can be inferred by learning of his complexion and the possible cause of it? In what ways does Artemis seem to embrace it?

- While addressing Nguyen Xuan, Artemis states, “Spare me the theatrics, and sit down. . . . You are not a waiter. You are our contact Nguyen Xuan, and you adopted this pathetic disguise to discreetly check for weaponry.” The fact that Artemis notices Nguyen Xuan’s manicured nails, fine clothing, and Oxford accent is evidence for Artemis’s attention to detail. Predict how this will serve him well throughout the course of the novel.
- Besides noting his intelligence, what were your other first impressions of Artemis Fowl? What five words would you use to describe him? Did your impression or opinion of him change as you read the novel? If so, in what ways?
- Artemis tells the hag, “What I want from you is your Book.” What does knowing he has tricked the fairy by offering her Irish whiskey laced with holy water so he can gain access to her copy of the Book of the People suggest about his character?
- In what ways is the illness of Angeline Fowl and disappearance of the Artemis’s father (Artemis Fowl the First) essential to the development of the story line? How does learning more about the fate of his father impact Artemis?
- Why is the acquisition of gold from the fairies so particularly important to Artemis? How is this motivated by his father and mother’s circumstance?
- How is the fairy world different from the human world? What are the obvious benefits of each of them? What are Artemis’s weaknesses? How does he overcome his vulnerabilities and outsmart his foes?
- What is your favorite technological invention from the fairy world?
- Compare and contrast the Artemis and Root. Are their leadership styles different? Why or why not? What rules control Artemis and Captain Holly Short and their respective allies? How do they work around these restrictions?
- Consider how Colfer depicts the magical creatures versus the Mud People. Why do you think he chooses to portray each group the way he does? What do you believe he hopes readers will better understand by his representations of each group?
- What is the importance of the sleeping pills in regard to the time-stops? How do they enable Artemis to execute his plan and once again get the better of the LEP?
- Artemis tells Butler, “Keep the faith, old friend. The end is in sight.” Why does Artemis feel the need to reassure Butler after discovering Butler’s frustration with Artemis’s plan to hold Holly to her ransom even after receiving her assistance?
- Often, Artemis seem older than his age and wiser than the adults around him. In your opinion, what’s the biggest drawback of that reality? Are there any ways in which Artemis shows his youthfulness or lack of experience?
- In your opinion, what does Artemis’s willingness to buy a wish from Holly for half of her ransom gold mean?

- Given what you learned about her throughout the novel, why do you think Holly grants Artemis's wish after he has held her hostage? What does this tell us about her character? Do you think she's made a smart decision to do so? Why or why not? Do you believe Artemis will feel indebted to her in the future? Why or why not?
- In discussing Artemis, Captain Kelp states, "That's one mean human. I think he has magic of his own." Why does this seem a possibility to the fairies? Do you think he's right to suspect such a thing? If so, in what ways?
- As the novel closes, readers are left with some indication that Artemis's future will be filled with adventure. Predict what's in store for him in the next book in the Artemis Fowl series.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.2.; Speaking and Listening: Comprehension and Collaboration S.L. 6.1., 6.2., 6.3. Key Ideas and Details R.L. 7.2.; Speaking and Listening: Comprehension and Collaboration S.L. 7.1., 7.2., 7.3.

USING ARTEMIS FOWL FOR EXTENDED WRITING AND RESEARCH CONNECTIONS

Many of the characters in *Artemis Fowl* are not as they appear. Consider the importance of appearances and the need for disguising one's self or pretending to be someone different than you are—what might be a rationale to do so? What are the ramifications and consequences of such a choice? Select one character from *Artemis Fowl* and write a short analysis of his/her choice to use a disguise.

- Have students work in pairs to understand and identify the elements of plot: exposition, rising action, climax, falling action, and resolution. Have student partners create a plot pyramid diagramming example incidents from *Artemis Fowl* for each of the elements to show their understanding of the elements of plot.
- Consider the relationship between Butler and Artemis. Why is it particularly complex, given the history between the Butlers and Fowls over centuries? Why does Butler choose to serve Artemis, and in what ways is Butler a surrogate father to the young mastermind? Compose a personal letter to either Artemis or Butler addressing your thoughts of the relationship, making sure to discuss the ways in which you feel like this relationship is beneficial or detrimental.
- Magic is an essential element in *Artemis Fowl*, and throughout the novel, author Eoin Colfer shows readers the power of nature and ancient traditions by mentioning the importance of rivers, trees, and the moon in preserving magic. Consider what might be some reasons this is particularly important to Colfer. Though the Book of the People is fiction (as far as we know), magic and fairy lore are incredible important to the culture tradition of Ireland. After doing some basic research to gain a better understanding of the riches of Irish storytelling tradition, draft a persuasive essay examining the role that Irish lore plays in the story.

- Butler thinks, “Always two steps ahead, that was Master Artemis. People said he was a chip off the old block. They were wrong. Master Artemis was a brand-new block, the likes of which had never been seen before.” In what ways is Artemis like the Fowls that have come before him? Why does Butler think he’s different and unique? Based on what you discovered in the novel, would you agree with Butler’s assessment? In a journal or diary entry, reflect on a personal moment in your life where forging a new path (one different from those of your parents or ancestors) proved to be an important lesson to you. Be sure to focus on the ways you’ve already overcome obstacles in doing so and listing the strategies you plan to use to deal with those you are still facing.
- In *Artemis Fowl*, readers learn that Artemis is a prodigy (and criminal mastermind) who uses his genius to pull off an incredible heist. Using the library’s resources, learn more about what makes someone labeled as a “prodigy” and answer the following questions:
 - How is “prodigy” defined?
 - Are there specific areas that prodigies tend to be gifted?
 - What are the advantages to having such gifts?
 - Are there any obvious disadvantages?
 - Are there any notable prodigies in our country?
- Create a one-page sketch note summary of what you’ve learned from this data gathering. Share your new knowledge (and sketch note) with your classmates.
- Working in small groups of 3 to 4, act out a scene from *Artemis Fowl*. First, construct a storyboard to aid the process that includes parts and dialogue for each character, limited props and resources, and changes you may need to make to the script in order to perform it realistically for others. Ask yourself, how does watching the staged scene affect the drama versus reading the written scene in a book? Analyze how other students perform, their choice of character’s dialogue and dialect, and how they alternate the diction for each character. How do other students know to emphasize certain words or change their tone of voice? Participate in constructive discussion to understand the changes that it may be necessary to make to the novel to translate it into another medium like a film.

Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.2.; Speaking and Listening: Comprehension and Collaboration S.L. 6.1., 6.2., 6.3. Key Ideas and Details and Common Core Standard Writing: Research to Build and Present Knowledge W. 6.4 and Writing: Research to Build and Present Knowledge W. 7.4.

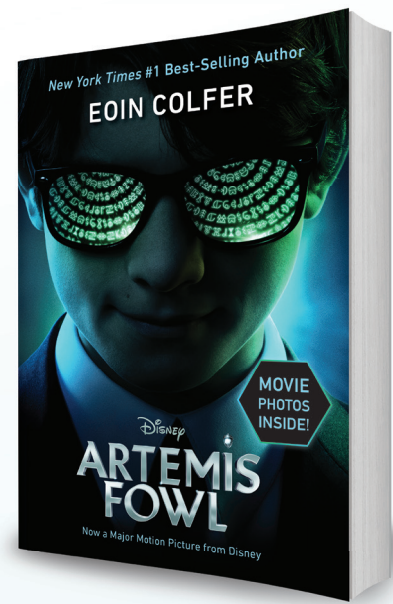


MOVIE ACTIVITIES

USING THE ARTEMIS FOWL FILM TO TEACH VISUAL LITERACY

A common definition describes visual literacy as a staple of twenty-first-century skills and proposes the idea that learners today must “demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects, and symbols, natural or man-made.”

When the film adaptation of *Artemis Fowl* is being shown, the following questions can be used as an extension activity to the reading of *Artemis Fowl* or a stand-alone lesson for watching the movie.



DISCUSSION FOR BEFORE WATCHING ARTEMIS FOWL

- What do you think your favorite part of the movie *Artemis Fowl* will be, and why?
- What do you think the main characters will look like/act like?
- What do you think the main setting will look like?
- What parts of the book *Artemis Fowl* do you think will be cut out of the movie?
- What was your favorite scene in the novel *Artemis Fowl*? If you were directing a movie based on the book, how would you capture this scene on film?
- Think of other movies you have seen that were based on books. What did you like most about seeing the book turned into a movie? How did the movies portray key details from the book? For example, how did the movie visually capture what a character is thinking?
- What did you enjoy most about reading the book? What do you think you will enjoy most about watching the movie?

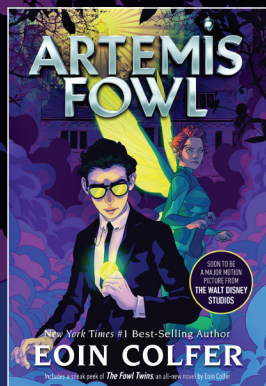
DISCUSSION FOR AFTER WATCHING ARTEMIS FOWL

- Did the main characters in *Artemis Fowl* look and act like you expected? Why or why not?
- What was your favorite scene from the movie and how was it similar or different to the corresponding scene in the book?
- Did the settings look like you expected? Why or why not?
- Think about the scenes that the movie changed so that they were different from the book. What scenes do you wish hadn't been changed? What scenes were better because of the change?
- What are some other differences between the novel *Artemis Fowl* and the movie adaption?
- How did Eoin Colfer's point of view and director Kenneth Branagh's point of view overlap, and how did they differ?

Common Core State Standards for Visual Literacy: CCSS.ELA-Literacy.RH.6-8.7: "Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts." CCSS.ELA-Literacy.CCRA.R.7: "Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words." CCSS.ELA-Literacy.CCRA.R.6: "Assess how point of view or purpose shapes the content and style of a text." CCSS.ELA-Literacy.CCRA.SL.1: "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."

This guide was created by Dr. Rose Brock, an assistant professor at Sam Houston State University. Dr. Brock holds a PhD in library science, specializing in children's and young adult literature. Many more guides can be found on the Disney • Hyperion website at www.disneybooks.com.

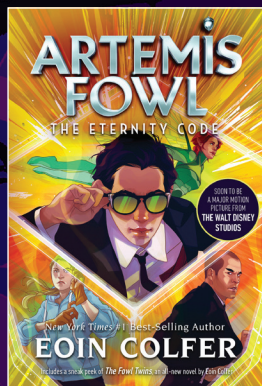
BOOKS AVAILABLE IN THE ARTEMIS FOWL SERIES:



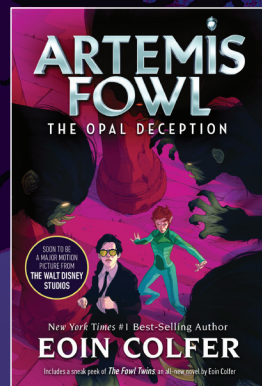
ARTEMIS FOWL
HC • 9780786808014 • \$17.99
PB • 9781368036986 • \$8.99



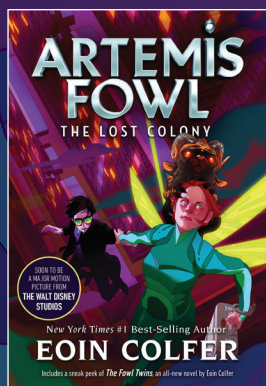
THE ARCTIC INCIDENT
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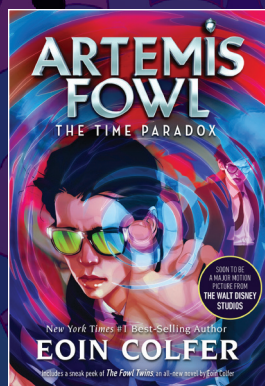
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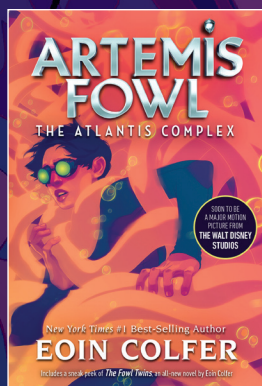
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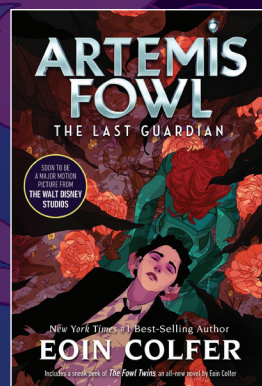
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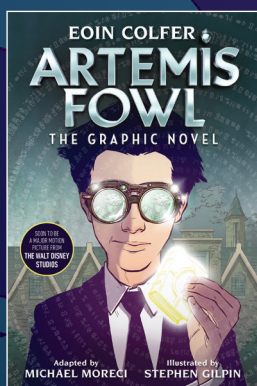
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