

EON'S DOOR



J.G. MCKENNEY

A Novel Study Unit

This novel study conforms to Common Core State Standards in English Language Arts and is designed to help students meet the following expectations in Reading:

1. Demonstrate an understanding of key ideas and details;
2. analyze and reflect on the craft and structure of a text;
3. integrate knowledge and ideas found in a work with that of other stories and personal experience;
4. demonstrate appropriate grade level reading proficiency.

Information For Teachers

About This Novel Study

As a teacher, I know it's hard to find the time to create new English Language Arts activities that motivate and inspire students while at the same time addressing curriculum expectations. It's also difficult to find reading material that interests a whole class and can be easily adapted to conform to common core learning strategies. That's why I've developed a study unit for my award winning novel, *Eon's Door*.

Eon's Door is a fantasy adventure suitable for grades 7, 8, and 9 students with average to strong reading skills. With themes, characters, and a plot that will keep young readers interested and engaged, the book and its accompanying unit of study will foster the imagination and creativity of your students, and enhance your English Language Arts curriculum.

In my opinion, any unit of study should be fun for students *and* easy for the teacher to evaluate. To facilitate this, the *Eon's Door* Novel Study addresses key expectations vital to the development of language skills and is set up in a very user friendly fashion. Students can easily follow the assignment routine, working at their own pace or as part of a whole class in a teacher-led effort. The following are the overall expectations addressed in each chapter assignment and the corresponding evaluation rubric(s):

Key Ideas and Details.

Students answer questions about the story content and explore the relationships among facts, ideas, concepts, and themes, reflecting on what they've read and making connections.

1 Ability to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree
2 Ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree
3 Ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree

Craft and Structure.

Students will respond to questions that relate to the style and organization of the text to assess purpose and meaning.

<p>4 Ability to analyze the structure of text, including how specific sentences, paragraphs, and larger portions (e.g., chapters) relate to each other and the whole.</p>	<p>R</p> <p>Not demonstrated</p>	<p>Level 1 (50% - 60%)</p> <p>Limited</p>	<p>Level 2 (60% - 70%)</p> <p>Satisfactory</p>	<p>Level 3 (70% - 80%)</p> <p>Considerable</p>	<p>Level 4 (80% - 100%)</p> <p>High Degree</p>
<p>5 Ability to assess how point of view or purpose shapes the content and style of a text.</p>	<p>R</p> <p>Not demonstrated</p>	<p>Level 1 (50% - 60%)</p> <p>Limited</p>	<p>Level 2 (60% - 70%)</p> <p>Satisfactory</p>	<p>Level 3 (70% - 80%)</p> <p>Considerable</p>	<p>Level 4 (80% - 100%)</p> <p>High Degree</p>

Integration of Knowledge and Ideas.

Students will use research and media to accentuate and extend their learning.

<p>6 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>R</p> <p>Not demonstrated</p>	<p>Level 1 (50% - 60%)</p> <p>Limited</p>	<p>Level 2 (60% - 70%)</p> <p>Satisfactory</p>	<p>Level 3 (70% - 80%)</p> <p>Considerable</p>	<p>Level 4 (80% - 100%)</p> <p>High Degree</p>
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Range of Reading and Level of Text Complexity.

Students will use grade appropriate literary language and forms to reflect upon and interpret the novel.

<p>7 Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts.</p>	<p>R</p> <p>Not demonstrated</p>	<p>Level 1 (50% - 60%)</p> <p>Limited</p>	<p>Level 2 (60% - 70%)</p> <p>Satisfactory</p>	<p>Level 3 (70% - 80%)</p> <p>Considerable</p>	<p>Level 4 (80% - 100%)</p> <p>High Degree</p>
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Overall Evaluation

The end result for any unit of study should be an accurate record of student achievement that can be easily communicated to and understood by teacher, student, and parent. With this in mind, evaluation of the *Eon's Door* Novel Study Unit is simple and efficient in its design. By following the steps set out below, the teacher will produce a concrete and reportable result:

1. Using the **“Chapter Assignment Rubric,”** mark the student’s work holistically for each of the chapter(s) assignments. Once the rubric is complete, transfer the level marks to the **“Eon’s Door Novel Study Unit-Evaluation Record.”**
2. When all assignment marks have been recorded on the **“Eon’s Door Novel Study Unit-Evaluation Record,”** establish the most consistent level of achievement for each column (“Key Ideas and Details 1,” “Key Ideas and Details 2,” etc.) and record it at the bottom beside **“Most Consistent Level Achieved.”**
3. Transfer the “Most Consistent Level Achieved” marks to the **“Overall Achievement ”** chart. Now you have an overall record of the student’s performance for the entire novel study. You can see the areas where the student is strong or weak, and you can easily communicate that information to student and parent.

A Final Note

It is my most sincere hope that your students enjoy reading *Eon’s Door* and that their learning is enhanced by studying the novel. Reading is one of the truly great pleasures in life and it often begins with a teacher opening a door to a world a child never knew existed. It’s like Eon says:

“Hmmm...You will feel a strange sensation, but do not fear it. You’ll be passing between the worlds. The other awaits you.”

J.G. McKenney

Chapter Assignment Rubric

Chapter(s): _____ Name: _____

Key Ideas and Details					
1 Ability to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree
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Craft and Structure					
4 Ability to analyze the structure of text, including how specific sentences, paragraphs, and larger portions (e.g., chapters) relate to each other and the whole.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree
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Integration of Knowledge and Ideas					
6 Ability to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree
Range of Reading and Level of Text Complexity					
7 Ability to respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts.	R Not demonstrated	Level 1 (50% - 60%) Limited	Level 2 (60% - 70%) Satisfactory	Level 3 (70% - 80%) Considerable	Level 4 (80% - 100%) High Degree

Eon's Door Novel Study Unit – Evaluation Record

Name: _____

Assignments	Key Ideas and Details			Craft and Structure		Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
	1 <small>(Level R-4)</small>	2 <small>(Level R-4)</small>	3 <small>(Level R-4)</small>	4 <small>(Level R-4)</small>	5 <small>(Level R-4)</small>	6 <small>(Level R-4)</small>	7 <small>(Level R-4)</small>
Prologue & Chapter 1							
Chapters 2 & 3							
Chapter 4							
Chapters 5 & 6							
Chapter 7							
Chapter 8							
Chapters 9 & 10							
Chapter 11							
Chapters 12 & 13							
Chapter 14							
Chapter 15							
Chapter 16							
Chapters 17 & 18							
Chapter 19							
Chapters 20 & 21							
Chapters 22 & 23							
Chapter 24							
Chapters 25 & 26							
Chapters 27 & 28							
Chapters 29 & 30							
Chapters 31 & 32							
Most Consistent Level Achieved <small>(Transfer to “Overall Achievement Chart”)</small>							

Overall Achievement

Name: _____

Key Ideas and Details	R	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
1 Ability to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Not able to make logical inferences and support conclusions	Seldom able to make logical inferences and support conclusions	Sometimes able to make logical inferences and support conclusions	Most often able to make logical inferences and support conclusions	Almost always able to make logical inferences and support conclusions
2 Ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Not able to determine and summarize central ideas	Seldom able to determine and summarize central ideas	Sometimes able to determine and summarize central ideas	Most often able to determine and summarize central ideas	Almost always able to determine and summarize central ideas
3 Ability to analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Not able to analyze how individuals and events develop and interact over the course of the text	Seldom able to analyze how individuals and events develop and interact over the course of the text	Sometimes able to analyze how individuals and events develop and interact over the course of the text	Most often able to analyze how individuals and events develop and interact over the course of the text	Almost always able to analyze how individuals and events develop and interact over the course of the text
Craft and Structure	R	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
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5 Ability to assess how point of view or purpose shapes the content and style of a text.	Not able to assess how point of view or purpose shapes content and style of the text	Seldom able to assess how point of view or purpose shapes content and style of the text	Sometimes able to assess how point of view or purpose shapes content and style of the text	Most often able to assess how point of view or purpose shapes content and style of the text	Almost always able to assess how point of view or purpose shapes content and style of the text
Integration of Knowledge and Ideas	R	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
6 Ability to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Not able to integrate and evaluate content presented in diverse formats	Seldom able to integrate and evaluate content presented in diverse formats	Sometimes able to integrate and evaluate content presented in diverse formats	Most often able to integrate and evaluate content presented in diverse formats	Almost always able to integrate and evaluate content presented in diverse formats
Range of Reading and Level of Text Complexity	R	Level 1 (50% - 60%)	Level 2 (60% - 70%)	Level 3 (70% - 80%)	Level 4 (80% - 100%)
7 Ability to respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts.	Not able to respond to literature by employing literary language	Seldom able to respond to literature by employing literary language	Sometimes able to respond to literature by employing literary language	Most often able to respond to literature by employing literary language	Almost always able to respond to literature by employing literary language

Prologue and Chapter 1

1. Who/what is Eon? What makes him special? How do you think he might help the clans? Explain.
2. Every story begins with a crisis or problem that gets the story moving. What terrible event happens in Chapter 1?
3. Find and record three facts about oak trees. Record the source of your information.
4. Read the Ralph Waldo Emerson quotation that begins Part 1 of the novel.
 - A. What do you think it means? Provide evidence from the quotation to support your ideas.
 - B. Choose one line or phrase from the Emerson quotation and explain how you think it suggests what might happen in the story.
5. A prologue is an introduction to a story. It usually reveals something important to the reader so the story can be better understood. Why do you think the author of *Eon's Door* included a prologue? What information does it communicate to you?
6. Draw a picture of Eon, using the description of him in the prologue to guide you.

Chapters 2 & 3

1. Describe Amor's dream.
2. What does the dream tell us about his state of mind, or how he is feeling?
3. How does Amor share events from the past with Miann?
4. How does Miann feel when he's asked to find the "child of doubt" Amor believes can help them? Provide evidence from the novel to support your answer.
5. Choose one of the ancient civilizations (circle your choice) from the list below and answer the questions.
 - The Ancient Egyptians
 - The Ancient Greeks
 - The Hittites
 - The Mayans
 - The Aztecs
 - The Roman Empire
 - The Mesopotamians
 - A. When did the civilization exist?
 - B. In what part of the world was the civilization found?
 - C. Write down three things about the civilization that you found interesting.
 - D. Record the source of your information.
6. What do you think will happen next in the story? Back up your prediction with evidence from what you've read so far.

7. Write your own prophecy and give it a title by filling in the blanks. Try to make your prophecy rhyme. Your prophecy doesn't have to be about the novel; it can be about anything you want.

The Prophecy of _____

" _____ it will be,
Once to _____, once to _____.

Found _____ by one _____,
_____ will be the _____ of _____.

No thing of _____ can _____ the _____,
Where _____ and _____ dwell.

_____ if you fail to _____,
The _____ through the
_____."

Chapter 4

1. Where is Miann going in this chapter, and whose help does he need to get there?
2. Why is Miann's escort reluctant to take him all the way to his destination?
3. Who is Oris? What does he look like? How does he behave?
4. Using the internet, research a real mountain and complete the table below. Record the source of your information.

Name of the mountain	
Location (country)	
Height (in feet or meters)	
Date it was first climbed	
First person to climb it	

5. How would you describe Miann's **physical** (body) and **emotional** (mind) state as he approaches Mount Molon?
6. If Miann kept a diary, what do you think he would write on the last night he was alone in the mountains?
7. Pretend you are Miann meeting Oris for the first time. Prepare a short speech that will convince the eagle king to help you on your quest.

Chapters 5 & 6

1. What clan does Zeleth belong to? What special traits or abilities do his people possess?
2. Who summons Zeleth after his sleep is interrupted by the frightened trees? Describe her.
3. What ominous presence does Era see and feel beyond the borders of her forest?
4. What clan does Trest belong to? What special traits or abilities do his people possess?
5. Describe the creatures that chase Trest. How does he escape from them?
6. After his escape, who does Trest encounter in the forest? What's special about them?
7. Who do Real and Roul meet at the site where Trest was threatened by the ogren? Are they friend or foe?
8. What does Berin show Trest that shocks him? Who does Berin think is responsible?
9. Research the largest single stem tree (by volume) in the world and answer the following questions. Record the source of your information:
 - A. What kind of tree is it?
 - B. Where is it located?
 - C. How old is it?
 - D. What is the tree's nickname?
10. What do you think is Shorran's reason for creating such monsters like the ogren and coproth? What do you think the sage wants to accomplish?
11. The ogren are part giant wild ox, part cat. Create your own monster by blending two or more animals into one. You can draw your monster or find pictures on the internet and use them to create it. Give your monster a name and explain what makes it dangerous.

Chapter 7

1. Who challenges Oris for the eagle crown? What is the challenger's relationship to Oris?
2. What is a "Flaring?"
3. Who wins the Flaring? How does he do it?
4. We find out in this chapter that Shorran has been changed by the key's power. How is he different than he was before?
5. Where did Shorran first find Sailias?
6. Based on the author's description of Oris and his aerie, which of the following do you think the Chrysos most resemble. You'll have to research each kind of eagle to find out what they look like, and then explain your choice. Record the source of your information.
 - Harpy eagles
 - Golden eagles
 - Bald eagles
7. What do you think Shorran sees when he looks through the eye of Sailias? Provide at least one reason to back up your theory.
8. Choose one of the following options:
 - A. Draw a picture of what you think Shorran sees when he looks through the eye of Sailias.
 - B. Pretend you are Shorran and, in a paragraph, describe what you feel when you look through Sailias. Be as descriptive as possible.

Chapter 8

1. Who does Oris put in charge of the Tower while he's away? What advice does Oris offer him?
2. How do the Nuruth wolves trick Oris and Miann?
3. Is the first meeting between Oris and Kamatz friendly? Explain.
4. What incredible news does Real and Roul share with their clan when they return from tracking the ogren?
5. The grey wolf is the largest member of the wolf family (although nowhere near as large as the Nuruth in the story). Find three interesting facts about grey wolves and record them along with the source of your information.
6. Pretend you are Kamatz and explain the presence of Miann and Oris to your scout, Mijor.
7. From the moment they first meet, there appears to be a rivalry (a competition for dominance) between Oris and Kamatz. Why do you think this is so?
8. Choose one character from the book that you find interesting. Come up with five questions you would ask that character to learn more about him/her.

Chapters 9 & 10

1. How are the Hydrans different from the other clans?
2. What special ability does Galad possess?
3. What miracle does Aurora perform (with the help of Nayad, the water spirit)?
4. Miann is almost killed by an ogren. Who saves his life?
5. Describe the High Bridge and the view from atop it.
6. Who offers her best wishes to Miann and his quest? (Hint: she sees him from far away)
7. You will need to do some research to answer the following questions. Record the source of your information.
 - A. What is the highest bridge in the world? Draw a small sketch of the bridge.
 - B. How high is it?
 - C. Where is it located?
8. How would you describe the relationship between Aurora and her father? Provide evidence from the story to support your answer.
9. Why do you think Hawni remains silent when Kamatz departs with Miann and Oris?
10. Which would you rather be: a Faunaran who can communicate with animals, a Floran who can communicate with plants, or a Hydran who can communicate with the water spirit? Give at least one reason for your choice.

Chapter 11

1. Why does Galad pretend to be ill?
2. What threat do the Faunarans face? How do they know it is coming?
3. Berin has a plan that he hopes will save his people from the oncoming threat. What is the plan? Who will the trackers ask for help?
4. When Aurora agrees to stay behind and take care of Galad, how does her father react?
5. Like the Faunarans, many animals use deception or trickery to fool predators and escape from peril. Choose one of the animals listed below and describe how it tries to fool predators or threats. Record the source of your information.
 - Hog-nosed snake
 - The Piping Plover
 - The Chameleon
6. Think of a different plan lord Berin could use to save his people from the ogren horde. Write your idea below.
7. In this chapter Amor tells Vinel and Zeleth about Sallias and the prophecy left to them by the Ancients. How would you describe their reaction? Do you think it was right for Amor to keep the secret of the key to Eon's Door from them for so long? Explain.
8. Create a logo or symbol that represents each of the clans in *Eon's Door*. Do a rough sketch of your logos/symbols first.

Chapters 12 & 13

1. Where is Elan flying, and why?
2. Amor is going to send Bolan and others to help Berin and the Faunarans at the High Bridge. Why won't he go himself?
3. When Amor says, "Bolan will know what must be done to prevent the ogren from crossing," what do you think he means?
4. When Miann realizes he will step through Eon's Door alone, how does he feel?
5. What kinds of magical powers does Eon possess?
6. What does Miann find strange and unsettling about the world he steps into?
7. Miann sees something across the lake that gives him hope his mission will be over quickly. What does he see?
8. Eon's Door is a portal between worlds. Portals have been used in other fantasy stories as a way to transport characters to new and interesting places. Below is a list of popular stories that include portals of some kind. Choose one (circle it) and answer the questions, making sure to record the source of your information.

The Lion, the Witch, and the Wardrobe

Alice's Adventures in Wonderland

Harry Potter

The Secret Garden

- A. What is the portal or door that transports the character(s)? Describe it.
 - B. Where does the portal take the character(s)? Describe the place.
 - C. Who wrote the story?
 - D. When was it written?
9. The world that Miann steps into looks the same as his own but is very different (as you explained in question 6 of "Reader Response"). Why do you think the author made it so different? What message might he be trying to convey to the reader?
 10. Do you think you would have the courage to do what Miann has done? Explain.
 11. Pretend you are Miann about to step through Eon's Door. You wish to send a message to your father about what's happened to you so far, and your concerns about what might be ahead. Write the message below.

Chapter 14

1. Describe the relationship between Bobby and Scotty.
2. What does Scotty do that Bobby doesn't agree with? What does Bobby's objection to the act reveal about his character?
3. What does Bobby discover at the peninsula that cuts his expedition short?
4. Who is Appi? What important information does he share with Miann and Eon?
5. Bobby asks his grandfather about the peninsula. How would you describe Gramps's reaction?
6. Answer the following questions and record any sources of information that you use.
 - A. What is the title of your favorite book?
 - B. Who is the book's author?
 - C. What year was the book first published?
 - D. Find three facts about the book or author that you think would interest others in your class.
7. There is a suggestion that Frank Addison knows more about the peninsula than he lets Bobby believe. What do you think Gramps is keeping from his grandson?
8. Draw the face of the old man as described in Bobby's dream.

Chapter 15

1. Name the three characters Bobby meets when he goes back to the peninsula?
2. How would you describe Bobby's reaction to meeting them?
3. Miann needs Bobby's help. What does he and Eon ask Bobby to do?
4. Why do you think Bobby decides to help?
5. Gramps shares a secret he's kept for sixty years. What does he tell Bobby?
6. Like Hinton Hawlins, the hero in *The Amulet Master*, Bobby is asked to go on a dangerous quest. Choose one of the fictional/mythical characters from the list below (circle your choice) and answer the questions about the quest he/she undertakes.

Record any sources you may use to answer the questions.

Frodo Baggins

Odysseus

Dorothy Gale

Arthur Pendragon

- A. What is the name of the story or quest that features this character?
 - B. What task(s) does the hero set out to accomplish?
 - C. Name one problem the character faces in completing the quest.
 - D. Name a character that helps the hero.
7. Pretend you are Bobby and you have to decide if you should or shouldn't risk your life to help Miann. Make a list of all the reasons you **should go** on the quest *and* all the reasons you **should not go**. Put a check at the bottom of the list that you feel has the best reasons. That would be your decision.
 8. Why do you think humans have such short lives compared to Miann and his people?
Hint: Amor suggested the reason way back in chapter 3.
 9. Bobby promises Miann and Eon that his mission will be kept a secret. Write a poem in which you express your feelings about keeping secrets. Your poem doesn't have to rhyme, and should be between 8 and 20 lines long. Call your poem **Secrets**.

Chapter 16

1. What items does Bobby pack for his quest?
2. What two items does Gramps give Bobby (one on purpose, and one by accident)?
3. We get a tidbit of information about the death of Bobby's father in this chapter. What do we learn and how does talk of it affect Bobby's mother?
4. Gramps asks Bobby to do something for him once Bobby meets up with Miann. What does he ask?
5. Why do Miann and Eon not want Appi to come on the quest? Does Appi accept their decision?
6. Describe Bobby's reaction to Oris, Kamatz, and the sensations he feels in the Erlan World.
7. Conduct a survey of at least 10 people in which you ask the following question:
“Would you risk your life to save a stranger?”
 - A. Record the total number of people in my survey.
 - B. Record how many people answered “yes” to the question.
 - C. Record how many people answered “no” to the question.
 - D. Record how many people said they weren't sure.
 - E. What conclusions, if any, can you draw from the results of your survey?
8. If you were going on a quest into a strange world, what 10 items would you take with you in *your* knapsack? Remember that they must be light enough to carry. For each item, list the reason you would take it.
9. Bobby shows great courage by stepping through Eon's Door. Find the lyrics to a song that talks about what it means to be brave, or that would inspire courage in someone. Underline the words or phrases that you think are most meaningful.

Chapters 17 & 18

1. Describe what Epoch and his Dark Forest are doing to the living things they encounter.
2. Bobby's senses a change when he enters the Erlan World? What is different?
3. What does Eon do for Miann to show his appreciation for the young Erlan's sixty year vigil?
4. Who followed Bobby and Miann through the Door? How does the person's presence complicate matters?
5. How does Aurora react when she finds out Galad saw her bring the fish back to life?
6. Aurora is a Healer. Why do you think she is reluctant to embrace her powers?
7. Who does Bobby wish Scotty was more like, and why?
8. Canada and the U.S. share five Great Lakes. Conduct research to help you answer the following questions and record the source(s) of your information.
 - A. What are the names of the five Great Lakes?
 - B. Pretend you are planning a boat trip that will take you through all five Great Lakes. You must stop at one town or city on the shore of each lake. Beside the name of each Great Lake, write the name of the town or city you would stop at.
 - C. Calculate the total distance of your trip.
9. Join up with two or three other students for this activity. Together, you must come up with a plan to stop Epoch and his Dark Forest. You cannot use any tools or technologies that don't already exist in the Erlan World but you can ask for help from its inhabitants. Your strategy needs to be summarized in one paragraph, and each member of the group needs to have the plan written down.
10. You have to convince Scotty to help Bobby and Miann on their quest, and not hinder them. In the space below, write down what you would say to Scotty, and be sure to include three good reasons why his cooperation is vital.

Chapter 19

1. How successful is Berin's plan to lead the ogren to The Scar? Explain.
2. What evidence is there that Rulan, the ogren leader, is a cunning adversary?
3. The trees won't speak to Aurora. What does Galad think might be the reason? Is he right? Explain.
4. Describe the Oasis of Plenty.
5. Oases (plural for oasis) really do exist. They are isolated areas of vegetation surrounding natural sources of water like springs or wells, and are found in dry, arid regions. Many oases are well known and have names. Find the name of a real oasis and answer the questions, making sure to record the source of your information.
 - A. What is the name of the oasis?
 - B. In what country is it found?
 - C. State one interesting fact about this oasis.
6. Is Bordan responsible for Evant's death? Provide at least two reasons to back up your opinion.
7. Is Scotty's antagonism (anger and resentment) toward Bobby justified? Explain.
8. Draw a picture of The Scar based on its description in the chapter. You must include at least three of its geographic features.

Chapters 20 & 21

1. What is the question Vinel asks Era when he and Zeleth return to RienLos? What is Era's answer?
2. What incredible thing does Era and the trees of her Wall do in order to face Epoch and the Dark Forest?
3. What strange experience does Bobby have while in the Hall of Clans? What conclusions do Amor and Miann draw from it?
4. Where are the Faunarans when the ogren catch up to them?
5. How are the Faunarans saved, and at what cost?
6. Why is Miann upset when Bobby explains the concept of books to him?
7. Describe what happens the night Bobby and the others cross the Low Bridge.
8. Despite Scotty's poor treatment of him, Bobby stays loyal to his friend and insists he be allowed to accompany him on the quest to find the key. Below are some famous fictional friendships. Choose one (circle it) and answer the questions, making sure to record the source of your information.

Frodo Baggins and Sam Gamgee

Bambi and Thumper

Batman and Robin

Sherlock Holmes and Dr. Watson

Starsky and Hutch

- A. Who/what were the characters? Describe them.
 - B. Who created the characters?
 - C. What was the title of the first story/movie in which the friends appeared together?
 - D. Record one other interesting fact about the pair of friends.
9. Why do you think Miann agrees when Bobby asks that Scotty be allowed to accompany them on the quest for Sailias?

10. Pretend you are Berin looking back across the chasm just after the High Bridge falls. Write down exactly what you're thinking.

11. Choose one of the following options:

A. The battle at the High Bridge is full of action and heroics. Create a short comic strip (between five and ten frames) that reveals the most important parts of the battle. If you include dialogue in your comic strip, use only short quotations from the book.

B. Hawni died to save the Faunarans. You have been asked to design a memorial for her that will be placed next to the ledge where she fell. Your memorial should include a short passage that describes her courage.

Chapters 22 & 23

1. Aurora and Galad are awakened in the night by noises coming from the Low Bridge. What is it they're hearing?
2. What does Aurora see in the water?
3. What does Galad ask Aurora to do, with Nayad's help? Is she successful?
4. What threatens Bobby and the others south of the Low Bridge? How do they escape from it?
5. Until this point in the story, Scotty has been unable to understand the languages of the Erlen World. Why do you think he can speak to Aurora and Galad?
6. Thalean clearly states the three battles that are yet to come. What are they? Which one is most important? Explain.
7. Who do you think Galad is seeing in his dream? Explain.
8. What is Miann's theory about what happens when Bobby thinks of the key? What evidence does he give to back it up?
9. Ask ten people the following questions regarding their dreams. Once you have all the responses, summarize the responses for each question as a percentage. E.g. If 8 people out of 10 respond "Yes" to question 1:

$$8/10 \times 100 = 80\%$$

Therefore 80% of people surveyed said they remember some of their dreams.

- A. Do you remember some of your dreams?
 - B. Have you ever dreamt about something that, later, came true?
 - C. Have you ever had a recurring (the same) dream?
10. *Symbolism* is a device used by authors to give meaning to objects or events that occur in stories. Why do you think the author decided to have Scotty killed and reborn as a changed person? Do you think it's symbolic or meaningful? Explain.
 11. Both Bobby and Miann feel guilty for Scotty's death. Pretend you are one of those characters writing a diary entry in which you express why you feel it's your fault.

Chapter 24

1. Who talks to Bobby in his dream? What information does he give him?
2. Where is Sailias hidden?
3. How does Bobby figure out which is the real Sailias?
4. Who is the stone sentry? What does he say that reveals his identity to Oris?
5. What happens to Oris?
6. This chapter has a number of references to stone and rock. Do some research to answer the following questions and record the source of your information.
 - A. What are the three basic types of rock?
 - B. This mineral is the hardest substance on earth.
 - C. The Taj Mahal, one of the most photographed buildings in the world, is a mausoleum (tomb) that was built in India between 1632-1653. What is it made of?
 - D. How did Stone Age people use obsidian?
7. When Oris fought Sarro at the Tower, he released him before they hit the ground. Why do you think Oris refuses to let go of his son this time?
8. This chapter reveals to Bobby what Deekon meant when he said, "The eye of Sailias sees the truth." What do you think that "truth" is?
9. A eulogy is a speech made about someone when they die. Kamatz and Oris were rivals, but also friends. Even though they argued, it is clear the Pack leader had great respect for the eagle king. He even calls him "Oris the Great" at the end of the chapter.

If Kamatz gave Oris's eulogy, what would he say? Write his speech.

Chapters 25 & 26

1. Describe the reunion of Bobby and Scotty.
2. Bobby notices two changes in Scotty. What are they?
3. What is the new plan for getting the key to Eon's Door?
4. How is the call for help sent to the Chrysos? Who receives the message?
5. Describe the mood at the Rock as Amor, Berin, and the others await the impending ogren attack.
6. How does Galad evade Rulan and his ogren horde?
7. Who do Real, Roul, and the Nuruth meet on their way to the Rock?
8. The defenders of the Rock are armed with arrows dipped in a natural plant poison. The real plants listed below are poisonous. Choose one (circle your choice) and answer the questions. Record the source of your information. **Warning: never touch or ingest a plant or plant part unless you are sure it is safe.**

Doll's eyes (White Baneberry)

Monkshood (Wolfsbane)

Poison Ivy

Oleander

Questions:

- A. What is the scientific name for the plant?
 - B. What does the plant look like? Describe or draw the plant.
 - C. Where is the plant found?
 - D. What parts of the plant are dangerous?
 - E. What health risks could result from touching or ingesting the plant?
9. Bobby senses a "connection" between Miann and Aurora the first time they meet. What do you think is the source of that connection?

10. Do you think the decision to have Aurora act as guide was a good one? Explain.

11. If you were the author, how would you end the story for:

- A. Real, Roul, the Nuruth, and the Hydrans?
- B. Amor and the Faunarans at the Rock?
- C. Era and the Florans?
- D. Bobby and the others on their way to the Door?

Chapters 27 & 28

1. While on the North River, Bobby and the others hear a succession of loud noises coming from the east. What is it they're hearing?
2. Real and Roul inform Lewelen about all that's been happening, including his daughter's involvement. What is the Hydran leader's initial reaction to their request for help? What makes him change his mind?
3. Era looks as if she will be beaten by Epoch. What happens that gives her the strength to defeat the White Pine?
4. Era's victory over Epoch is made possible by the love, support, and power she draws from others. Think of another story (it can also be a movie) where a character overcomes great odds and wins victory because of the support he/she draws from others.
 - A. What was the name of the story/movie?
 - B. Who is the victorious main character, and who/what does he/she defeat?
 - C. What kind of help does the main character get from others that makes victory possible?
 - D. Is there a lesson to be learned as a result of how the main character overcomes the odds? Explain.
5. Epoch thanks Era. Why do you think he does this?
6. Bobby is struggling with his ability to perceive the feelings of others and the power he experiences when he looks through the key. What is it about these experiences that he's uncomfortable with? Do you think you'd feel the same? Explain.
7. Pretend you are Bobby expressing the inner conflict you feel when drawn to the key. You can express your feelings in writing or you can create an image that symbolizes your inner conflict.

Chapters 29 & 30

1. How do the other horses feel about accompanying Legna to the mountains? How many are willing to stay with the mare?
2. How do the Faunarans react to the arrival of the twins, the Hydrans, and the Nuruth?
3. Who does Bobby talk to in his dream? What is he told?
4. Who attacks Legna and the other Tarpan? Who comes to their rescue?
5. What is the message Legna delivers?
6. What is Kamatz's plan? (Hint: it involves the caverns in the Rock). Is the plan successful? Explain.
7. How does Kamatz defeat Rulan?
8. Who is credited with saving those at the Rock?
9. Conduct a survey of at least 10 of your peers who have read to chapter 30. Ask them who they think the hero of the story is (they must pick only one). Record how many votes each character receives.
10. "Evil reigns if you fail to see the soul's window weeping through the key."

Bobby's father repeats the last line of the prophecy to him in his dream, and it is clear that success or failure depends on him deciphering its meaning. Now that you're almost to the end of the book, what do you think it means, and what do you think Bobby will have to do to defeat Shorran? Provide evidence from the story to support your answer.

11. Using the "inverse pyramid" model and short paragraphs, write a newspaper article about the battle at the Rock. Remember that your first two or three sentences must contain the "who," "what," "where," "when," and "why" information. The rest of your report should include other details and may also include quotations from witnesses. Give your article a suitable headline.

Chapters 31 & 32

Now that you're done the book, it's time to think about the whole story. Read the "ELEMENTS OF THE STORY" information below and comment on each element for *Eon's Door*.

ELEMENTS OF THE STORY

Plot

What has happened in the story? Summarize the main events in order.

Setting

Where and when did events in the story take place? Describe the location(s) in detail for someone who hasn't read the story.

Characters

What are the characters in the story like? Describe their **physical appearance** (what they look like), their **personalities** (what they think and feel), and their **behavior** (how they act).

Conflict

What kinds of problems do the characters face? Describe them and, if you can, try to categorize them (e.g. Character vs. Character, Character vs. Self, Character vs. Society, Character vs. Nature, etc.).

Point of View

Who is telling the story? The most common points of view are **First Person Limited**, and **Third Person Omniscient**.

- The **First Person Narrator** is actually a character in the story and uses such pronouns as "I," "we," "my," and "our," in the narrative. (Don't be fooled by dialogue, as this does not indicate the narrator's point of view).
- The **Third Person Limited Narrator** tells the story and knows most things about the protagonist (main character).
- The **Third Person Omniscient Narrator** knows what all characters—protagonists and antagonists—think, feel, and do.

Theme

What is the main message or lesson in the story? You should be able to summarize the theme in a single statement (e.g. I think the lesson of the story is to believe in yourself.).

Other Questions:

1. Appi's true role in the story is a revelation for Bobby. It may also have surprised you. Conduct a survey of your peers to find out how many of them were surprised to find out that Appi was the Finder. Record your results.
2. This is your chance to give your opinion of the story. Answer the following questions in paragraph form:
 - A. Overall, did you like the book? Why/why not?
 - B. Who was your favorite character? Why?
 - C. What was your favorite scene from the book?
 - D. Is there anything in the book you would change if you were the author? Explain.
3. Create an alternate cover for the book. Remember that a good cover should make someone want to read the book, but it must also give the reader an idea of what the book is about. Don't forget to include the book's title and the author's name.