



level 2

LITERATURE DISCOVERY GUIDE

Perloo the Bold

by Avi



blackbird & company

EDUCATIONAL PRESS

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Great stories are invaluable and can profoundly impact our lives. Reading them teaches us to observe and evaluate the real world, empowering us to make decisions regarding our own values and behavior. Reading affects us on a level that is not overtly instructive but experiential in nature. A great story may illustrate broad values and grand ideals, inspire us to embrace heroism, fight injustice, gain wisdom, love our neighbor, or simply encourage us to revel in nature's beauty.

Blackbird & Company literature discovery guides have been developed with the fundamental belief that the emotional, intellectual, and spiritual components of a story are inseparable. Stimulating the heart, mind, and soul is essential to a full literary experience. When we recognize and embrace the truth that a great multitude of language arts standards are met while digging into literature, basing the language arts program on books makes sense.

Transforming the language arts program by establishing a tradition of literary exploration has profound results. Blackbird & Company literature discovery guides enable students to independently analyze and respond to great stories while freeing up the teacher's schedule to read and discover alongside their students. Empowering teachers to become mentors releases them from the confines of a tedious, and often frustrating, language arts schedule and affords golden opportunities to nurture the child's heart and mind.

As students embark on the adventure of studying literature, our objective is threefold:

- Teach readers to observe and **evaluate** what they read
- Give readers the opportunity to **respond** with their own ideas through the process of writing
- Encourage readers to **apply** what they learn to their life and the world around them

Great stories—whether written in prose, crafted in verse, sculpted in stone, or painted in oil—from the classic to the modern, are waiting with open arms, to instruct, inspire and enlighten.

Take flight!

ASSIGNMENT	POINTS	TEACHER COMMENTS	GRADE
Section 1			
<input type="checkbox"/> Read: Chs. 1-9	___ /4		<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 20 </div>
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 2			
<input type="checkbox"/> Read: Chs. 10-18	___ /4		<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 20 </div>
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 3			
<input type="checkbox"/> Read: Chs. 19-26	___ /4		<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 20 </div>
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 4			
<input type="checkbox"/> Read: Chs. 27-34	___ /4		<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 20 </div>
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 5			
<input type="checkbox"/> Glean	___ /20		<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 20 </div>
			<div style="border: 1px dashed black; padding: 5px; width: 40px; height: 40px; margin: auto;"> 100 </div>

FINAL GRADE

Section 1

Read > Chapters 1-9

Vocabulary

Use a dictionary to define the following words.

abet

aromatic

brusque

deceit

decorum

pike

reproach

Choose five of your vocabulary words and use each in a complete sentence that illustrates your understanding of the word's meaning.

1.

2.

3.

4.

5.

Comprehension Questions

Answer the following questions using complete sentences. You may refer to both the book and your journal notes.

1. What message does Lucabara bring to Perloo?

2. Why does Perloo think that Jolaine does not want to talk to him anymore?

3. What does Berwig try to find out from Perloo?

4. What does Jolaine want for the future of Montmers?

5. What does Jolaine fear Berwig will do?

6. What promise does Jolaine ask Perloo to make regarding Montmers?

7. What is the last thing Jolaine does before she dies?

Comprehension Questions (continued)

8. What happens to the proclamation?

9. Why had Senyous been dismissed from Jolaine's service?

10. What lie had Senyous convinced Berwig of?

Discussion Questions

Think about and discuss the following questions.

1. Why do you think Perloo's opinion of himself was so much different than Jolaine's opinion of him? Do you think your opinion of yourself differs from the opinion that others have of you?
2. What qualities does Jolaine see in Perloo that makes her choose him to become Granter? What other qualities are important for leaders to have?
3. What changes do you see in Perloo toward the end of this section?
4. Explain the following sayings of Mogwat in your own words. Do you agree or disagree with the meaning of each?
 - A. *"Knowing the length of a Montmer's ear won't tell you if he can listen."* (Ch. 2)
 - B. *"Better to live with ten Montmers in uneasy peace than fight one in a war."* (Ch. 5)
 - C. *"Too often a Montmer will take one today over three yesterdays and two tomorrows."* (Ch. 5.)
 - D. *"The future begins in the Past."* (Ch.5)
 - E. *"When you take one backward hop ... it takes two hops to go forward."* (Ch.7)
 - F. *"Life is given. The rest one gives oneself."* (Ch. 9)
 - G. *"Lies fly then fall. Truth hops but keeps going."* (Ch. 9)