

The Golden Compass



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Genre Steampunk

Synopsis Lyra Belacqua is content to run wild among the scholars of Jodan College, with her daemon familiar always by her side. But the arrival of her fearsome uncle, Lord Asriel, draws her to the heart of a terrible struggle—a struggle born of Gobblers and stolen children, witch clans and armored bears. And as she hurtles toward danger in the cold far North, Lyra never suspects the shocking truth: she alone is destined to win, or to lose, this more-than-mortal battle.

Themes Innocence, Morality and Ethics

Protagonist Female

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

The Golden Compass, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Is Oxford College a real place?

Who is Phillip Pullman?

Who are the Tartars?

What are catacombs?

What is a gypsy?

What is a zeppelin?

Word Wall Here are vocabulary words to add to the Word Wall.

daemon (3)	scholars (6)	contending (9)	apprehension (10)	patronize (12)
intrigued (16)	expedition (18)	particles (19)	celestial (22)	lodging (26)
college (30)	apparatus (31)	aloft (37)	gaunt (39)	partitioned (44)
canal (47)	grandeur (48)	instinctively (49)	precipitated (51)	ascent (55)
disdain (59)	exiled (62)	navigation (63)	relics (68)	surmounted (70)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 3-71

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears.

You might start your chart with:

Character	Daemon's Name	Daemon's Form	Character Traits
Lyra	Pantalaimon		
Lord Asriel		Snow leopard	Strong, adventurous...
The Master		Raven	

Lyra's World's Words

Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. For example, a chart might look like:

Lyra's Word	Our Word
Photogram	Photograph
Anbaric	Electric
Naphtha lamp	
Theologian	

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Complete an Open Mind Portrait of Lord Asriel. Do not forget to include his daemon.

What is he thinking as he discovers Lyra? What might he be planning next?

Story Sketch

Lord Asriel shares three images with the Scholars – two photograms and a box containing a significant item. Choose one of the three, and complete a sketch of the item. Replicate the photogram or box from the story, with as many details from the novel as possible.

Kids and Gobblers

Create a game based on Lyra's idea of Kids and Gobblers. This could be a board game, which you sketch a design for, or a physical game like football, with rules and referees. Write a short description of the rules. Be sure to include the criteria for earning points or winning the game. Also create at least one sketch or diagram showing either the board, or some plays a team might employ to win.

Create Your Daemon

As we have learned in the story, a person's daemon can take on many forms as it grows up. Assuming your daemon hasn't yet "settled," what form do you think it would take today? Draw a picture of your daemon, and write a sentence or two describing why that animal is the perfect one to represent your personality, mood, and character today.

Beginning-Middle-End

The Beginning of the novel effectively ends here. Fill in the "beginning" part of a BME chart. You might refer back to quarter 4, and use terms from the Heroic Journey as part of your descriptions.

Discussion

Key Questions, p. 3-15

1. What do you think a daemon is? Is this different from the dictionary definition?
2. What does each daemon tell about his comrade's personality?
3. Why do you think the Master wanted to poison Lord Asriel?
4. Should Lyra trust Lord Asriel? Why or why not?
5. What is Asriel preparing to do?
6. In your opinion, which character do you think demonstrates *leadership requires engagement*? Justify your answer.
7. How does the first paragraph of the novel, set the tone for the rest of the story?
8. What do you think Asriel will show the scholars?
9. From the descriptions of the setting, when do you think this story takes place? Today? In the past? In the future? What evidence do you have to support that theory?
10. If you had a daemon, what form might it take? Explain why?
11. Predict what you think Lord Asriel will say in his presentation.

Key Questions, p. 16-29

1. Describe the sequence of events from the meeting in the Retiring Room.

2. In your own words, describe Lord Asriel's occupation?
3. What does Asriel hope to discover in the North?
4. What happened to Grummen, at least, according to Asriel?
5. Does the Master approve of Asriel? Why or why not?
6. What does Lord Asriel gain from his presentation to the scholars?
7. Who or what do you think Lyra will betray?
8. If you were Lyra, what would be your next move?
9. What kind of government does Lyra's world have? How do you know?
10. Do you think you would like to live in Lyra's world? Why or why not?

Key Questions, p. 30-45

1. Does Lyra like school? Do you think Lyra a smart person?
2. In your own words, describe Lyra's life like at Oxford?
3. How are Kids and Gobblers related to a game you have played?
4. How does the beautiful lady entice the children of Britain to follow her?
5. Predict what is happening to the children who are being kidnapped?
6. Describe the sequence of events of Lyra and Roger's exploration of the undergrounds of Jordan College.
7. Why does the author include the story about the skulls and the daemon coins? What might this foreshadow?
8. If Lord Asriel is Lyra's only relative, why do you think he leaves her at Jordan College? Is it an appropriate place for a young girl?
9. Describe Lyra's character? Would you like to have her as a friend?
10. Compare and contrast Lyra's world with earth. How are the worlds similar and different?

Key Questions, p. 45-58

1. In your own words, describe Lyra's interaction with Father Heyst.
2. Elaborate on the reasons why Lyra might miss having the company of other girls.
3. Why does Father Heyst worry about Lyra being friends with Roger?
4. Do you think Jordan College is an appropriate place for a pre-teen girl to live?
5. How does Lyra respond when she finds out a gyptian child is missing?
6. Predict why the Gobblers are kidnapping children.
7. How do you think a typical child would respond when he or she found out a peer may have been kidnapped? Is Lyra typical?
8. Formulate a plan to help Lyra rescue Roger.
9. What does Lyra's determination to find Roger reveal about her personality?
10. Can you think of a similar period of history where a particular group of people were abducted?
11. What do you think a "severed child" is?
12. Who is Mrs. Coulter? Formulate a theory for Mrs. Coulter's role in the story?

Key Questions, p. 59-71

1. In your own words, describe Lyra's first impression of Mrs. Coulter.
2. What prejudice does Lyra have against female scholars?

3. Mrs. Coulter obviously has a talent for making children like and trust her. What about her gives her this power?
4. Why do you think the Master allows Lyra to go with Mrs. Coulter?
5. What do you think would have happened if the Master didn't allow Lyra to go with Mrs. Coulter?
6. Predict what you think the alethiometer is for?
7. How does *Pan* assist Lyra in assessing each new situation?
8. How are attitudes in Lyra's world toward women different from attitudes in our world towards women?
9. How do you think Mrs. Coulter will reveal her true nature to Lyra?
10. What would you do next, in Lyra's situation?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 13

"She couldn't help herself. She tumbled out of the wardrobe and scrambled up to snatch the glass from his hand. The wine flew out, splashing on the edge of the table and the carpet, and then the glass fell and smashed. He seized her wrist and twisted hard.

'Lyra! What the hell are you doing?'" (p. 13).

Writing Prompt

In the paragraph above, the author describes Lyra knocking the glass of wine from Lord Asriel. Lord Asriel is dumfounded by her behavior and demands an explanation. As Lyra, **write an explanatory paragraph that informs Lord Asriel why you prevented him from drinking the wine. Explain why you were in the Retiring Room in the first place and why you felt obligated to stay.**

In a second informative paragraph, explain whether or not Lyra's actions demonstrate *Leadership requires engagement*. Provide 2-3 reasons to support your statement.

Key Passage, p. 28

"Ah, it's not our field, Charles. As I understand it, the Holy Church teaches that there are two worlds: the world of everything we can see and hear and touch, and another world, the spiritual world of heaven and hell. Barnard and Stokes were two – how shall I put it – renegade theologians who postulated the existence of numerous other worlds like this one, neither heaven nor hell, but material and sinful. They are there, close by, but invisible and unreachable. The Holy Church naturally disapproved of this abominable heresy, and Barnard and Stokes were silenced" (p. 28).

Writing Prompt

In the key passage, the Master describes the danger of believing differently than the government. Two men who put forth a theory were silenced by the governing body. Although the Master does not say how, he implies that the men were executed or imprisoned.

For centuries in our world, scientists and political thinkers have been “silenced” for proposing theories that disagreed with the prevailing school of thought. Those who fought for their beliefs often died for them.

If you were telling a story, what belief, real or imagined, would you be willing to fight for? Might it be a freedom you think people should have, a form of government, or a religious principle? **Using the Master's description of the Barnard-Stokes theory as a model, write an explanatory paragraph describing your theory or belief. Remember, this does not have to be a real-life theory; it could be something out of your imagination that is part of a story you might write. Explain why you would be willing to fight for your belief.**

Key Passage, p. 40

“And so the legend grew of a mysterious group of enchanters who spirited children away. Some said their leader was a beautiful lady, others said a tall man with red eyes, while a third story told of a youth who laughed and sang to his victims so that they followed him like sheep” (p. 40).

Writing Prompt

Most modern cultures have what are known as “urban legends” - stories that many people believe are true, even though they're based on little more than rumor. In Lyra's world, children start disappearing, and everyone has a story that explains what is happening.

Do you know any urban legends that are popular in your community? If not, create one. **Write an explanatory paragraph that retells an urban legend, or tells an urban legend you've created. Since urban legends are often believable because they include local detail, be sure to include places, people, and landmarks that your peers would recognize. It can be scary, creepy, sad, or funny; the important part is that it seems like a thing that really could – or will – happen!**

Key Passage, p. 28

“Ma Costa's daemon was wheeling in the bright air above her head, a hawk, fierce yellow eyes snapping this way and that, unblinking. Lyra was frightened. No one worried about a child gone missing for a few hours, certainly not a gyptian: in the tight-knit gyptian boat world, all children were precious and extravagantly loved, and a mother knew that if a child was out of sight, it wouldn't be far from someone else's who would protect it instinctively” (p. 28).

Writing Prompt

The above paragraph reveals a mother's love, but also the attitude toward children in the gyptian community. Outsiders might see them as uncaring criminals who let their kids do whatever they want, but they are a tight-knit group that look after their own very carefully. Had Billy Costa, a gyptian, not been taken, no one in Oxford may have noticed the missing children, because most of those taken were unloved and uncared for.

Write an informative paragraph describing how children are valued in your community, either real or imagined. Are they spoiled rotten? Are they raised to be

seen and not heard? Are parents happy to have many kids, or do they prefer only one or two? Are the children in your world strictly controlled, or allowed to do as they please?

Key Passage, p. 70

“There was no point in asking what that meant. It lay heavily in her hands, the crystal face gleaming, the golden body exquisitely machined. It was very like a clock, or a compass, for there were hands pointing to places around the dial, but instead of the hours or the points of the compass there were several little pictures, each of them painted with extraordinary precision, as if on ivory with the finest and slenderest sable brush. She turned the dial around to look at them all. There was an anchor, an hourglass surmounted by a skull, a chameleon, a bull, a beehive... Thirty-six altogether, and she couldn't even guess what they meant” (p. 70).

Writing Prompt

Most great adventure stories include an object infused with special meaning or magical powers. Lyra's alethiometer provides the title of the novel – *The Golden Compass* – and is very like Luke's light saber, Dorothy's slippers, or Harry's Nimbus 2000.

In your adventure story, real-life or imagined, what is your significant object? **Write an explanatory paragraph that describes what the object looks like, feels like, and what it does. How does it make you, or your hero or heroine, stronger and more able to face the task ahead?**

Character Based Literacy Program

Independent Study Lesson Plan

The Golden Compass, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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What are the levels of the British aristocracy?

What is the subway in London like?

What is symbology?

What is a Ministry?

What is a seer?

Word Wall Here are vocabulary words to add to the Word Wall.

fundamental (72)	perplexing (77)	barges (80)	discreetly (82)	distractedly (85)
embankment (87)	fragrance (88)	tainted (89)	lashing (91)	reckoned (95)
raids (98)	incessant (99)	captive (103)	steadfastness (112)	consult (114)
rejoiced (115)	muster (118)	gratification (122)	etiquette (126)	hoarse (128)
whirling (131)	despondency (132)	fretful (134)	exulted (135)	inverting (138)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 72-140

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words

Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Lyra's Suitcase Project

Pack a suitcase for Lyra's journey to the North. Choose at least ten things she will need, and don't forget the alethiometer! Also consider what the weather will be like as she travels north, and think about what she might have to face in helping Lord Asriel escape.

- Create a suitcase out of paper, cardboard, or a real box.
- Decorate the suitcase: what might Lyra like to carry?
- For the contents, sketch items yourself, create them out of construction paper, or cut pictures out of magazines.

Character Profile Chart

Complete a 4g6 Character Profile Chart for Lyra. You now know her well enough to write at least 4 character traits, as well as examples from the story that illustrates those traits.

Story Sketch

Sketch a version of the alethiometer that you would be able to interpret.

- What would it look like? It doesn't have to be a Golden Compass, but can look how you would want.
- Would it have "hands" like Lyra's, or something else?
- Include at least 12 symbols.
- For each symbol, write a one to three sentence description of its meaning.

Open Mind Portrait

Complete an Open Mind Portrait for Lyra. What is she thinking as she waits for the gyptians to head North? What do you think she is planning? Don't forget to include *Pan*.

6g6 Venn Diagram Chart

Lyra and her daemon, *Pan*, are very different characters in the novel. Create a Venn Diagram comparing the two. How are they similar? How are they different? On what points do they disagree?

Discussion

Key Questions, p. 72-86

1. What does Lyra learn about the General Oblation Board?
2. Where is Lord Asriel? Why do you think he is there?
3. What are the best adjectives to describe Mrs. Coulter's personality? What descriptive words does the author use to tell us who she really is?
4. How has Lyra been distracted from rescuing her friend Roger?
5. What do you think the General Oblation Board does to children? On what evidence do you base your theory?
6. The reporter asks Lyra why Mrs. Coulter chose her as an assistant: why do you think Mrs. Coulter has taken Lyra?
7. Why does the Golden Monkey hurt Pan?
8. How are people connected to their daemon's suffering? Why do you think this connection is important?
9. What do you think Lyra will discover about herself, now that she has escaped?
10. At what point is Lyra at now in her Heroic Journey?

Key Questions, p. 87-97

1. Based on elements of the story, when would you guess it takes place? Has Lyra thought her plan through when she runs from Mrs. Coulter's?
2. What is the result of Lyra's impulsiveness?
3. What is the significance of the man in the top hat?
4. Why does Lyra choose to lie to the man in the top hat about her father? What does this reveal about her?
5. Are the men with nets after Lyra specifically, or are they just catching random children?
6. What do you think would have happened if the gyptians didn't rescue Lyra?
7. How does Lyra feel about the gyptians? What hints does the author give you of this in the setting of the gyptian boat?

8. What action do you think the gyptians should take to retrieve their children?
9. Does Lyra remind you of anyone you know? Explain how Lyra is related to someone you know or a fictional character.
10. In your own words, what does Lyra learn about the armored bears?

Key Questions, p. 98-114

1. Why are the authorities so intent on finding Lyra?
2. Explain what John Faa propose the gyptians should do about the Gobblers?
3. How does John Faa protect Lyra's safety?
4. How is John Faa an example of *Leadership requires engagement*?
5. Do the gyptians intend to rescue only their children, or all the children? Why?
6. Who are Lyra's real parents? How do you think Lyra feels about this new information?
7. Were you surprised to find out the real history between Lyra, Lord Asriel, and Mrs. Coulter?
8. Who do you think cares more about Lyra: Mrs. Coulter or Ma Costa? What makes you believe that?
9. How do you think Lyra will learn to read the alethiometer?
10. What do you think Farder Coram's role in the story?
11. Which gyptian man or woman would you most like to be? Provide two reasons for your choice.

Key Questions, p. 115-130

1. How does Lyra react to the news about her parents?
2. Elaborate on what Lyra learns about her birth and the fight between Mr. Coulter and Lord Asriel.
3. What contribution does Lyra believe she can make to the rescue effort?
4. Do you think John Faa is right in his early decision not to take women on the expedition? Why or why not?
5. What is the role of women in Lyra's world? Is it different in the gyptian culture?
6. How does Lyra read the alethiometer? Do you think she is interpreting it correctly?
7. What do the spies discover? Do you think this information is helpful?
8. What are the tools and strategies required for a rescue operation?
9. If you were Lyra, and Lord Faa had forbidden you from traveling North, what would you do at this point? Explain.
10. Leaders develop and dedicate their talents to promote the common good. How are the gyptians using their time and talents to promote the common good?

Key Questions, p. 130-140

1. Why does John Faa decide to take Lyra on the journey?
2. At first, what is the journey like for Lyra? Does she enjoy it?
3. How does Lyra read the alethiometer? Have you ever had a similar talent or experience that you couldn't quite explain?

4. What will happen now that Lyra has been spotted by a flying spying device?
5. Where do you think the flying spying devices came from? Who do you think sent them? What information do you think they are trying to collect?
6. What will the benefits be of taking Lyra along? The disadvantages?
7. On a heroic journey, a heroine is usually separated from her friends... how do you think Lyra will be separated from the gyptians?
8. Do you believe Lyra is using her time and talent to promote the common good? Why or why not?
9. If you had an alethiometer, what would you use it for? Would you want to know something about the past or the future? Explain why?
10. Predict what will happen to Lyra during their journey North.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 81

"Mrs. Coulter seemed to be charged with some kind of anbaric force. She even smelled different: a hot smell, like heated metal, came off her body. Lyra had felt something of it earlier, but now she was seeing it directed at someone else, and poor Adèle Starminster had no force to resist. Her daemon fell limp on her shoulder and flapped his gorgeous wings once or twice before fainting, and the woman herself seemed to be unable to stand fully upright. Moving in a slight awkward crouch, she made her way through the press of loudly talking guests and out of the drawing room door. She had one hand clutched to her shoulder, holding the swooning daemon in place" (p. 81).

Writing Prompt

Every story has a villain. In many tales, such as *Snow White* and *101 Dalmatians*, the villain is a lovely yet evil woman. Villains take on all kinds of unique forms, and are not always who we expect.

Pretend you are journalist and write an explanatory article that describes the changes of Mrs. Coulter. Inform your reader of Lyra's first impression of Mrs. Coulter and how her character has changed. Provide two quotes from the novel to support your article's claim.

Key Passage, p. 91

"But the fox daemon tore at the cat Pantalaimon, and Lyra felt the pain in her own flesh, and sobbed a great cry has he felt. One man was swiftly lashing cords around her, around her limbs, her throat, body, head, bundling her over and over on the wet ground. She was helpless, exactly like a fly being trussed by a spider. Poor hurt Pan was dragging himself toward her, with the fox daemon worrying his back, and he had no strength left to change, even; and the other man was lying in a puddle, with an arrow through his neck -

The whole world grew still as the man tying the net saw it too.

Pantalaimon sat up and blinked, and then there was a soft thud, and the net man fell choking and gasping right across Lyra, who cried out in horror: that was *blood*

gushing out of him!" (p. 91).

Writing Prompt

In today's key passage, the author describes a thrilling chase and rescue scene. Pretend you are a police officer. Write a report that explains the series of events. **In an informative paragraph, describe who is involved, what happened, and the end result. Provide as many details as possible to help prevent kidnappings in the future.**

Key Passage, p. 113

"And another concern of the Master is you, child. Bernie Johansen was always clear about that. The Master of Jordan and the other Scholars, they loved you like their own child. They'd do anything to keep you safe, not just because they'd promised to Lord Asriel that they would, but for your own sake. So if the Master gave you up to Mrs. Coulter when he'd promised Lord Asriel he wouldn't, he must have thought you'd be safer with her than in Jordan College, in spite of all appearances. And when he set out to poison Lord Asriel, he must have thought that what Lord Asriel was a doing would place all of them in danger, and maybe all of us, too; maybe all the world. I see the Master as a man having terrible choices to make; whatever he chooses will do harm, but maybe if he does the right thing, a little less harm will come about than if he chooses wrong. God preserve me from having to make that sort of choice" (p. 113).

Writing Prompt

In today's key passage, John Faa describes some of the terrible choices that the Master of Jordan had to make. He tried to kill Lord Asriel, a man he respects and cares about. He sent Lyra away with a woman he knew might be dangerous. He gave Lyra a valuable artifact that she doesn't know how to use, and could easily lose or misinterpret. Yet he made each of these choices because he believed they were necessary.

In an informative paragraph, describe the concept of "free will" and "fate." Explain whether or not you believe that life is an outcome of a person's fate or destiny or if life is a result of free will and choice. Describe an experience to support your answer.

Key Passage, p. 126

"Sophonax was as sleek and healthy and beautiful as Farder Coram was ravaged and weak. He might have been ill, or he might have suffered a crippling blow, but the result was that he could not walk without leaning on two sticks, and he trembled constantly like an aspen leaf. His mind was sharp and clear and powerful, though, and soon Lyra came to love him for his knowledge and for the firm way he directed her" (p. 126).

Writing Prompt

Farder Coram has become more than a scary old man to Lyra; he is now a friend and mentor. He listens to her, guides her, and shares information with her, even when others don't think it's appropriate for her to hear. Why does he make a great mentor?

Write two explanatory paragraphs describing a mentor in your life. How is

your mentor an example of leadership requires engagement? Describe the mentor's physical, emotional, and character traits. Explain the relationship between you or your character and the mentor. Give at least one example of how he or she provided guidance to the person being mentored.

Key Passage, p. 140

“Lyra being the only female on board (for John Faa had decided against taking women, after much thought), she had a cabin to herself. Not a grand cabin, to be sure; in fact, little more than a closet with a bunk and a scuttle, which was the proper name for a porthole. She stowed her few things in the drawer below the bunk and ran up excitedly to lean over the rail and watch England vanish behind, only to find that most of England had vanished in the midst before she got there” (p. 140).

Writing Prompt

Lyra has reached another turning point in her journey. Not only has she left the safe confines of Oxford, she is now leaving the country that she knows and loves. Pretend you are Lyra. Write a journal entry to describe your journey since you’ve left Oxford. **Include an informative paragraph that details why you are heading North. Ensure your journal entry includes your friends and foes of your journey.**

Character Based Literacy Program

Independent Study Lesson Plan

The Golden Compass, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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Where is Lapland?

What are the Northern Lights?

Where and how do polar bears live?

How does a balloon work?

Why is the nurse referred to as “sister?”

Word Wall Here are vocabulary words to add to the Word Wall.

neutrality (143)	consul (145)	queries (148)	inelegantly (151)	incomprehensible (153)
conceivable (161)	obligation (163)	rampaging (166)	indignant (175)	disembarked (177)
glimmer (183)	gesticulating (185)	severed (187)	revulsion (189)	cremate (192)
pardon (193)	tundra (194)	wielding (198)	disquieting (199)	initiation (201)
meticulous (202)	nourishment (206)	lacked (209)	resentment (210)	subdued (214)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 143-216

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words

Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Choose your Daemon

Although people in Lyra's world don't get to choose their daemons, you have a chance to choose yours now. Since you are either nearing or have already entered adolescence, it is time for your daemon to settle. Create a sketch of the animal that you feel represents your character. Write a short paragraph explaining why this animal best represents who you are.

5g6 Character Interaction Chart

Complete a 5g6 Character Interaction Chart for Lyra, Lee, and Iorek. These three are very different individuals, yet will become the closest of allies in the next portion of the novel.

Open Mind Portrait

Create an open mind portrait of Tony Makarios when Lyra finds him in the shed. Remember, he no longer has a daemon.

Eulogy

Pretend you are Lyra. If you had more time, and Tony were being properly buried, what would you say at his funeral? Write a short eulogy for Tony. Alternately, design a tombstone with a special quote or graphic representing Tony. Don't forget his daemon.

Open Mind Portrait

Choose one of the staff members at Bolvanger, and create an open mind portrait of that person as he or she greets Lyra and processes her into their community.

Discussion

Key Questions, p. 143-159

1. Why does John Faa feel it's necessary to gain the support of the people in Trollesund?
2. What obligation do the witches of Lapland owe to Farder Coram?
3. What does the consul reveal about the Gobblers? About Lyra? About the witches?
4. What does Lyra think about the witch consul?
5. How would you describe Iorek Byrnison and his character?
6. Does Iorek Byrnison remind you of any other creates or characters in film or literature? Why?
7. Why do you think Farder Coram and Lyra don't answer Iorek Byrnison right away, as Lyra could probably ask the alethiometer about the armor right them?
8. What is the advantage of finding the armor for Iorek? What would be the disadvantages?
9. If you were Lyra, what would you do right now?
10. If you were John Faa, would your decision be any different?

Key Questions, p. 160-178

1. Why is Lyra afraid of Serafina Pekkala's daemon?
2. Elaborate on how Farder Coram that Lord Asriel will use Dust.
3. What is the witch queen's motive for helping the gyptians and Lyra?
4. What are the dangers the gyptians face if they free Iorek Byrnison?
5. How did the gyptian leaders demonstrate *leadership requires engagement*?
6. Why does Lyra choose to tell the bear where the armor is?
7. Who do you think was in the right, Iorek or the townspeople?
8. Why does Lee Scoresby help Iorek?
9. What does the acquisition of Scoresby and Byrnison mean for the success of the expedition?
10. What obstacles do you think Lyra will face next?

Key Questions, p. 179-192

1. How is Bolvanger being guarded; are they expecting an attack?
2. What does their attitude toward security reflect about the people in Bolvanger?

3. Why does Lyra insist on traveling to the village to find the child or the ghost the alethiometer tells her about?
4. Do you think Lyra is demonstrating the theme *leadership requires engagement*? Why or why not?
5. What did you think Lyra would find in the shed?
6. Why are the villagers so frightened of the child in the shed?
7. What is a severed child?
8. What do you think is the benefit to the Gobblers of intercision?
9. How is intercision related to the separation of the soul from the body?
10. Do you think intercision is wrong? Why or why not?
11. What is the closest thing in our world to a severed child that you can think of?

Key Questions, p. 192-201

1. Why is Lyra so angry that Tony's fish was taken from him?
2. What happens to daemons when people die?
3. How does Lyra try to honor Tony's death? What does this say about her character.
4. Why do you think Lyra has lorek put the mechanical spy into a metal box the same size as the alethiometer?
5. Why was lorek banned from his home at Svalbard?
6. Describe lorek's leadership style. Do you think he is an example of *leadership requires engagement*? Why or why not?
7. Was lorek's punishment just?
8. How is a soul related to a bear's armor?
9. Explain why bears cannot be tricked.
10. What does Lee tell Lyra about Grumman and the Tartars?
11. What do you think Lyra is planning to do next?

Key Questions, p. 202-216

1. Who attacks the gyptian expedition?
2. Why do the men kidnap Lyra? What is their motivation for kidnapping Lyra?
3. In your own words, describe what happens to Lyra after she is kidnapped?
4. Why does Lyra choose to lie? Do you think this was a good choice? Why or why not?
5. What would you have done if you were Lyra?
6. Why does the daemon of the nurse, Sister Clara, frighten Lyra?
7. What does Lyra learn from the other children?
8. Why do you think can be learned from Dust?
9. What is the importance of listening to rumor when you are trying to learn fact?
10. Who is Lyra most afraid of? Why?
11. Predict what will happen when Mrs. Coulter returns.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 159

“I know the people you are seeking, the child cutters,” the bear said. “They left town the day before yesterday to go north with more children. No one will tell you about them; they pretend not to see, because the child cutters bring money and business. Now, I don’t like the child cutters, so I shall answer you politely. I stay here and drink spirits because the men here took my armor away, and without that, I can hunt seals but I can’t go to war; and I am an armored bear; ware is the sea I swim in and the air I breathe. The men of this town gave me spirits and let me drink till I was asleep, and then they took my armor away from me. If I knew where they keep it, I would tear down the town to get it back. If you want my service, the price is this: get me back my armor. Do that, and I shall serve you in your campaign, either until I am dead or until you have a victory. The price is my armor. I want it back, and then I shall never need spirits again” (p. 159).

Writing Prompt

Some allies join the hero for ethical reasons; others have motives of their own for joining a cause. lorek clearly falls into the latter category. Although he does not like the Gobblers, who he refers to as the “child cutters,” he will not fight them without payment.

Ethically, is this the right thing to do? Do you think that this might be because he doesn’t have a daemons?

Pretend you are Lyra, and explain to lorek that he should join the fight whether or not he has his armor. **In an informative paragraph explain that *leadership ensures that the communities I am part of are better because I am in them*. Explain how lorek should use his time and talent to promote the common good. How might lorek be recognized for not taking payment up front?**

Key Passage, p. 174-5

“Without even thinking, she darted forward and put her hand on the one vulnerable spot in the bear’s armor, the gap that appeared between the helmet and the great plate over his shoulders when he bent his head, where she could see the yellow-white fur dimly between the rusty edges of metal. She dug her fingers in, and Pantalaimon instantly flew to the same spot and became a wildcat, crouched to defend her; but lorek Byrnison was still, and the riflemen held their fire.

‘Lorek!’ she said in a fierce undertone. ‘Listen! You owe me a debt, right. Well now you can repay it. Do as I ask. Don’t fight these men. Just turn around and walk away with me. We want you, lorek, you can’t stay here. Just come down to the harbor with me and don’t even look back. Fader Coram and Lord Faa, let them do the talking, they’ll make it all right. Leave go this man and come away with me....’” (p. 174-175).

Writing Prompt

Lyra is not a coward, nor is lorek Byrnison. Both are experienced fighters. However, in this situation, Lyra realizes that the smart thing to do is walk away, as a fight will not solve the problem, or allow them to complete their journey.

Sometimes it is hard to fight, but harder not to. **Write an informative paragraph detailing a situation when it was best for you to walk away from a fight. What created the conflict? What would be the result of a fight? What would be the best outcome? Why did you choose to walk away? Why is that so difficult?**

Key Passage, p. 106

"The little boy was huddled against the wood drying rack where hung row upon row of gutted fish, all as stiff as boards. He was clutching a piece of fish to him as Lyra was clutching Pantalaimon, with her left hand, hard, against her heart; but that was all he had, a piece of dried fish; because he had no daemon at all. The Gobblers had cut it away. That was *intercision*, and this was a severed child" (p. 106).

Writing Prompt

In today's key passage, the author describes the horror Lyra and others feel when they see their first severed child. To them, there is no more frightening image or creature they can imagine.

Pretend you are a reporter from Bolvanger. Write an article that explains Lyra's journey to the near by village. **In an informative paragraph, explain the village's thoughts on the little boy. Why did village people want Lyra to take the boy away? Describe what Lyra finds when she enters the shed. Who is the boy and what becomes of him?**

Key Passage, p. 201

"'It might not have been Grumman's head,' said Lee Scoresby. 'Your father might have been misleading the Scholars.'

'I suppose he might,' said Lyra thoughtfully. 'He was asking them for money.'

'And when they saw the head, they gave him the money.'

'Yeah.'

'Good trick to play. People are shocked when they see a thing like that; they don't like to look too close.'

'Especially Scholars,' said Lyra" (p. 201).

Writing Prompt

Lyra learns about lorek's home in Svalbard. Pretend you are Lyra. Write a journal entry that details what you have learned about lorek. **In an informative paragraph, explain why lorek was exiled, why his armor taken away, and why his armor so important to him. Explain what lorek has done since he has been exiled. Conclude with some advice you would give lorek.**

Key Passage, p. 209

"She was half expecting questions about where she had come from and how she had arrived, and she was preparing answers; but it wasn't only imagination the nurse lacked, it was curiosity as well. Bolvanger might have been on the outskirts of London, and children might have been arriving all the time, for all the interest Sister Clara seemed to show. Her pert neat little daemon trotted along at her heels just as brisk and bland as she was" (p. 209).

Writing Prompt

Lyra is surprised by the lack of interest the adults at Bolvanger show in her and her background. They don't ask too many questions, and seem to accept whatever she

says. Though we see Sister Clara briefly, the author paints a convincing picture of someone who is not quite “right.” Pretend you are Lyra and write a letter to the gyptians. Let them know that you are safe and unharmed. **Write an explanatory paragraph that describes where the kidnappers have taken you. Inform the gyptians of the Dust experiments taking place. Lastly, explain the character and behavior of the adults at Bolvanger. Explain how they acted so differently from the curious children she grew up with in Oxford.**

Character Based Literacy Program

Independent Study Lesson Plan

The Golden Compass, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the history of orphaned children in literature?

What is the history of the guillotine?

How do people survive in the Arctic?

What are witches?

What historically happens to heretic scholars?

Word Wall Here are vocabulary words to add to the Word Wall.

clustered (220)	languidly (224)	maelstrom (225)	sanctuary (227)	nudged (229)
guillotine (232)	instantaneously (234)	rectified (237)	malice (238)	heretical (239)
plausible (246)	vivid (251)	hurtled (255)	surge (258)	absurd (264)
inflammable (269)	notion (271)	immense (272)	subtle (277)	abominable (281)
lethargically (288)	perceptive (289)	qualifications (290)	conferred (293)	intoxicating (300)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 217-301

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words

Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch

Create a story sketch for the scene in which Lyra, *Pan*, and *Kaisa* release the trapped daemons from their cages.

Open Mind Portrait

Yes, another OMP. This one is for Lyra and *Pan* as they prepare to be separated forever by, and then are rescued from, the silver guillotine.

Beginning-Middle-End Chart

Now is the time to add to the "Middle" portion of your BME Chart. Now that Lyra has rescued Roger and the other children from Bolvanger, her journey is beginning its end.

Open Mind Portrait

Today's subject is the witch, Serafina Pekkala. Sketch her as she flies through the night on her branch, and decide what she is thinking during her conversations with Lee and Lyra.

Story Sketch

Create a sketch of Iofur's palace at Svalbard. Be sure to include both the majesty and the disgustingness of the bear king's fortress.

Discussion

Key Questions, p. 217-231

1. What, exactly, do the doctors and nurses do to Lyra?
2. Why do they not sever Lyra and *Pan* right away?
3. How did the other children find out about *intercision*?
4. How do the staff explain *intercision* to children who are about to undergo the procedure?
5. How do the staff at Bolvanger keep the children calm and orderly? Do you think this would work for you and your friends?
6. Explain what Lyra learns about Toney.
7. What do Lyra and *Kaisa* find in the forbidden room, and what do they do about it?
8. What is Lyra's plan for getting the children out of danger? Do you think it will work?
9. Select a quote from the text that supports Lyra is a *leader* that uses her talent to promote the common good.
10. What would happen if *Kaisa* didn't come to help Lyra?
11. Predict what will happen next.

Key Questions, p. 232-244

1. Why does Lyra care whether Mrs. Coulter sees her or not?
2. Select a quote from today's reading that demonstrates Lyra's leadership skills.
3. What does Lyra learn when she eavesdrops on the men and Mrs. Coulter's conversation.
4. One thing she discovers is that *intercision* is an ancient process; how was it originally done, according to the doctors?
5. Why do the doctors decide to sever Lyra and *Pan* right away?
6. Why does Mrs. Coulter rescue Lyra and *Pan*?
7. What do you think would have happened if Mrs. Coulter did not rescue Lyra?
8. Does Mrs. Coulter love Lyra as a mother? Why do you think that?
9. How has Mrs. Coulter's character changed? Why do you think it changes?
10. What do you think Lyra will do now that she is safe from *intercision*?

Key Questions, 245-265

1. How does Lyra initially react after her rescue by Mrs. Coulter?
2. What does Mrs. Coulter tell Lyra that almost immediately makes her hate her again?
3. How does Lyra demonstrate *leadership requires engagement* as she helps the kidnapped children escape? Select two quotes from today's reading that prove Lyra demonstrates *leadership requires engagement*.

4. What does Lyra choose to do after her rescue?
5. How did Lyra cause chaos at Bolvanger?
6. How did Lyra and the children escape?
7. What will happen to the children next?
8. What do you think will happen now that Lyra and friends are flying toward Lord Asriel?
9. Why do you think Lyra is so desperate to reach Lord Asriel?
10. Predict what will happen when Lyra is faced to face with Lord Asriel?

Key Questions, p. 269-284

1. Elaborate on what Lyra learns about her new companions?
2. How do think their life events shape their character?
3. Why is curiosity important for a leader? How does this improve their engagement?
4. What do the witches believe Lyra represents?
5. Why is Serafina Pekkala devoted to the gyptians and Lyra's cause?
6. Mrs. Coulter has disappeared; where do you think she may be heading next?
7. Why is it dangerous for lorek to return to Svalbard?
8. Why do Lee, lorek, Serafina, and the others choose to face the dangers ahead?
9. What role does Serafina play in Lyra's Heroic Journey?
10. What will happen to Lyra now that she is alone without her protectors?

Key Questions, p. 285-301

1. What is the difference between Iofur's palace and a human king's palace?
2. Why do you think Iofur chooses to act like a human?
3. What happens when one pretends to be something one is not?
4. What does Lyra learn from the professor imprisoned at Svalbard?
5. Who was the first creature that Iofur ever killed, and what does this represent about his character?
6. Describe Iofur's leadership character. Do you think he is an example of leadership requires engagement?
7. Why is Iofur so desperate to have his own daemon?
8. Compare and contrast bears to humans of Lyra's world? How are they similar and different?
9. How does Lyra trick Iofur? Will her plan work, do you think?
10. What would happen if lorek loses to Iofur in the battle?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 229

"Now, quick," said the goose. "Lyra, you must run back and mingle with the other children. Be brave, child. The gyptians are coming as fast as they can. I must help these poor daemons to find their people...." He came closer and said quietly, "But they'll never be one again. They're sundered forever. This is the most wicked thing I have ever

seen...' (p. 229).

Writing Prompt

Outside of Bolvanger, the reaction to a severed child is universally one of horror. It is an accepted social norm that people and daemons are one unit, and can only be separated by death (if then.) **In an informative paragraph describe how a daemons is related to the soul of a human. Explain at least one similarity and at least one difference.**

Key Passage, p. 243

"Above the panting of the men, above her own sobs, above the high wild howl of her daemon, Lyra heard a humming sound, and saw one man (bleeding from the nose) operate a bank of switches. The other two looked up, and her eyes followed theirs. The great pale silver blade was rising slowly, catching the brilliant light. The last moment in her complete life was going to be the worst by far" (p. 243).

Writing Prompt

In terms of a Heroic Journey, in this chapter, Lyra had to Approach the Inmost Cave, and face her greatest fear of being separated from *Pan*. As they live through the final moments, many thoughts and emotions go through their minds, but they emerge truly understanding themselves better as individuals and as a team. **In an explanatory paragraph describe the sequence of events that led Lyra to be severed from *Pan*. Describe what happened first, second, and third. Include at least one quote in your paragraph.**

Key Passage, p. 262

"Directly above them the balloon swelled out in a huge curve. Above and ahead of them the Aurora was blazing, with more brilliance and grandeur than she had ever seen. It was all around, or nearly, and they were nearly part of it. Great swathes of incandescence trembled and parted like angels' wings, beating; cascades of luminescent glory tumbled down invisible crags to lie in swirling pools or hang like vast waterfalls" (p. 262).

Writing Prompt

In today's key paragraph, the author describes the beauty and magnificence of the Aurora. In every story, the setting is a character unto itself, and the ability to tell a great story often depends on the authors' ability to convey the importance of the setting to the reader. **In your own words, write an explanatory paragraph that describes the setting of Aurora. Use all five senses: how does this place look, smell, feel, sound, and taste? What emotion is evoked? What is the significance of Aurora?**

Key Passage, p. 278

"'When bears act like people, perhaps they can be tricked,' said Serafina Pekkala. 'When bears act like bears, perhaps they can't. No bear would normally drink spirits. Iorek Byrnison drank to forget the shame of exile, and it was only that which let the Trollesund people trick him'" (p. 278).

Writing Prompt

Although Lyra and Serafina are talking about bears, they are really discussing human nature. Why do human beings abuse themselves with drugs or alcohol? How does this change their ability to function in society?

Write a letter to friend or an imaginary character to explain the negative impacts of drugs or alcohol. **In an informative paragraph explain why using drugs or alcohol changes her or him in a negative way. How is your friend different now from when he or she was not using? How has the abuse affected your friend's integrity? How would changing her or his habits make her or him a better friend/?**

Key Passage, p. 299-300

“She promised you that she'd get the Magisterium in Geneva to agree that you could be baptized as a Christian, even though you hadn't got a daemon then. Well, I'm afraid that she hasn't done that, Iofur Raknison, and quite honestly I don't think they'd ever agree to that if you didn't have a daemon. I think she knew that, and she wasn't telling you the truth. But in any case when you've got me as your daemon, you *could* be baptized if you wanted to, because no one could argue then. You could demand it and they wouldn't be able to turn you down” (p. 299-300).

Writing Prompt

Mrs. Coulter has not kept her promise to Iofur, any more than she kept her promises to Lyra. Lyra chooses to use this situation to her advantage, offering to help Iofur meet his goals. Of course, Lyra has no more intention than her mother of helping Iofur. Describe the sequence of events that leads to the battle between Iofur and Lyra. **In an explanatory paragraph describe how Lyra set up the battle. Describe Iofur's desires. How was Lyra able to manipulate Iofur?**

Character Based Literacy Program

Independent Study Lesson Plan

The Golden Compass, Week 5



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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Why do rulers re-name their cities?

What was the Inquisition?

How is Lord Asriel's work similar to nuclear science?

What is the story of Eve?

Word Wall Here are vocabulary words to add to the Word Wall.

burnished (302)	inlaid (304)	ritual (307)	feebler (309)	inferiority (311)
entitled (318)	distress (320)	precedent (328)	obscurity (329)	bewildered (332)
delirium (333)	extremity (334)	imperious (334)	intangible (336)	abyss (340)
nuzzled (342)	agitation (344)	undulating (344)	wrenched (349)	fathomless (351)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 302-351

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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- Then, decide on the most important events and begin your timeline with these.

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Daemon Chart

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Lyra's World's Words

Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

Complete a Venn Diagram comparing Iofur and Iorek. How are they similar, and how are they different? Which qualities make them leaders? Which qualities stand out to make one a better leader than the other?

Cartoon Strip

Create a four to eight panel cartoon strip depicting scenes from today's story. You could use Asriel's story of Adam and Eve, Asriel's reaction to seeing Lyra, or his explanation of the history of Dust.

Beginning-Middle-End

You can now complete all but the last entry on a BME chart. What has happened throughout the novel that has led to the end?

Character Interaction Chart

Chart the interaction between Lyra and her parents on a character interaction chart. She finds that their relationship, far from being strictly hostile, is more complicated than she ever imagined.

Discussion

Key Questions, p. 302-316

1. Why does Lyra fear that Iorek will lose his battle against Iofur?
2. What is Lyra's new name, and how does she receive it?
3. In the end, is it skill or strength that wins the battle for Iorek?
4. After the battle, how does Iorek exhibit leadership?
5. Which bear had more integrity – Iofur or Iorek – how do you know?
6. Once he is king, what is Iorek's priority?
7. Why did Mrs. Coulter manipulate the bears to make Iofur king?
8. Why is Lyra so desperate to reach Lord Asriel?
9. Predict what Lord Asriel will need from Lyra.
10. What does Lyra hope to prevent if she's able to reach Lord Asriel before Mrs. Coulter?

Key Questions, p. 317-332

1. What is Lord Asriel's prison like?
2. How does Lord Asriel react when he first sees Lyra?
3. What changes his attitude toward Lyra's appearance?
4. How does Roger feel about being at Lord Asriel's?
5. What is Asriel's theory about Dust?
6. How does this theory about Dust relate to the story of Adam and Eve?
7. What do you think would have happened if Adam and Eve didn't eat the forbidden fruit?
8. How does it differ from Mrs. Coulter's theory?
9. How is Lord Asriel's theory similar to what the witches believe about Lyra?
10. How did the Church justify *intercision*?
11. Predict Lord Asriel's motives to end original sin. Do you think Lord Asriel's mission is a noble undertaking? Is this an example of taking action for the common good?
12. Why doesn't Lord Asriel need the alethiometer? What *does* he need?

Key Questions, p. 333-341

1. Why does Lord Asriel's servant think he's insane?
2. The chapter is titled "Betrayal:" who is the betrayed, and who is the betrayer?
3. How does Lyra feel when she realizes where Lord Asriel has gone?
4. Do you think Lyra will see Iorek or Lee again? What evidence supports this?
5. Why does Iorek not complete the journey with Lyra?
6. Why is Mrs. Coulter determined to stop Lord Asriel? How do her reasons differ from Lyra's?
7. In your own words, what do you think Dust is?
8. Why do you think Dust only shows up on adults and not children?
9. How does the author relate the transition of adulthood with the story of Adam and Eve?
10. If you were Lyra, what would you do in her place?

Key Questions, p. 342-351

1. Lyra asks "Why do they *do* these things to children, Pan?" (p. 342). Why do you think they do it?

2. What does Lyra discover when she arrives at the peak of the mountain?
3. What does Lyra witness happening to Roger?
4. How do Lord Asriel and Coulter feel about each other?
5. What does their conversation reveal about the characters of Lyra's parents?
6. Elaborate on how new worlds are created.
7. When left alone, how does Lyra feel?
8. What does Lyra choose to do, in the end?
9. How does Lyra's curiosity and search for knowledge similar to Eve?
10. Would you have made the same choice? Why or why not?
11. What would happen if sin were eliminated from the world?
12. How does eliminating sin impose on free will?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 311

"The bears knew what they must do. Every single badge and sash and coronet was thrown off at once and trampled contemptuously underfoot, to be forgotten in a moment. They were lorek's bears now, and true bears, not uncertain semi-humans conscious only of a torturing inferiority. They swarmed tot he palace and began to hurl great blocks of marble form the topmost towers, rocking the battlemented walls with their mighty fists until the stones came loose, and then hurling them over the cliffs to crash on the jetty hundreds of feet below" (p. 311).

Writing Prompt

lorek has won his battle, as a hero in a good story must. **In an explanatory paragraph describe the battle between lorek and lofur. Describe the ups and downs of the battle and how lorek emerges as the better bear. Provide 2-3 quotes from the novel to support your explanation.**

Key Passage, p. 331

"'And I'm going to that world beyond the Aurora,' he said, 'because I think that's where all the Dust in this universe comes from. You saw those slides I showed the Scholars in the Retiring Room. You saw Dust pouring into this world form the Aurora. You've seen that city yourself. If light can cross the barrier between the universe, if Dust can, if we can see that city, then we can build a bridge and cross. It needs a phenomenal burst of energy. But I can do it. Somewhere out there is the origin of all the Dust, all the death, the sin, the misery, the destructiveness in the world. human beings can't see anything without wanting to destroy it, Lyra. *That's* original sin. And I'm going to destroy it. Death is going to die'" (p. 331).

Writing Prompt

Asriel tells Lyra about his theory of Dust. He believes it is the source of all evil, and must be destroyed. However, Lyra isn't sure if he is correct, and doesn't quite know how to respond.

Pretend you are Lyra. Write an impassioned plea to Asriel *not* to follow through in

his plan to destroy Dust. **In an explanatory paragraph highlight the flaws in his theory? Explain what might happen if he is wrong? Include what you learned on your journey that might contradict his ideas? Lastly, explain what might be good about Dust?**

Key Passage, p. 334

"She had just realized what she'd done.

She had struggled all this way to bring something to Lord Asriel, thinking she knew what he wanted; and it wasn't the alethiometer at all. What he wanted was a child.

She had brought him Roger.

...Oh, the bitter anguish! She had thought she was *saving Roger*, and all the time she'd been diligently working to betray him..." (p. 334).

Writing Prompt

As the witches foretold, Lyra betrayed someone close to her. In this case, she didn't even realize what she was doing. Although she had the best of intentions, her actions have led straight to Roger's probable destruction. **In an explanatory paragraph, describe how the story of Lyra and Dust is related to the story of Adam and Eve. Describe does the author relate fixed daemons to the transition into adulthood. How does Lyra's thirst for knowledge related to that of Eve?**

Key Passage, p. 350-351

"She turned away. Behind them lay pain and death and fear; ahead of them lay doubt, and danger, and fathomless mysteries. But they weren't alone" (p. 350-351).

Writing Prompt

Lord Asriel heads into the other world he has created with a mission to destroy Dust or original sin. **In an explanatory paragraph, describe a world without sin. How do you think the absence of sin will affect free will? Provide three ideas to support your theory.**