# Michael Vey: The Prisoner of Cell 25

By Richard Paul Evans

## A Curriculum Guide for Teachers

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Michael Vey: The Prisoner of Cell 25
Lesson 1: Educational Purpose: Essay writing skills. Writing.

Using an intro sentence, list three topics about Tourette's Syndrome you would like to examine. In the 1st blank list one of your ideas and then give a supporting fact to prove what you have said to be true and factual. Do the same with the 2nd and 3rd blanks. At the conclusion blank write a summation of all you have learned about your three ideas and your intro in general. The intro and the conclusion should be no more than 1-3 sentences.

Title (if needed)

(intro) _________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

(1st) _________________________________________________________________________________
_____________________________________________________________________________________
________________________________________________________________________________________________________

(why) _________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

(2nd) ___________________________________________________________________________________________________
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(why) _________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

(3rd) _________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

(why) _________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

(conclusion) ___________________________________________________________________________________________
Lesson 2: Prereading Skills/Predicting

Have students hold the book in front of them, look at the cover, and answer these questions before starting the book.

1. Based on the book cover and the book title, what do you think this book will be about?

2. What do you think is so special about Michael Vey?

3. Who do you think the prisoner is going to be?

4. Based on the prologue, how do you think the book will end?
Lesson 3: Creative Writing

Comic Life Super Hero

Have each student pick a super hero with specific super powers. Their super hero can’t be one that is already known such as Batman or Superman, etc. Each student will write a 5-8 sentence paragraph about their super hero, the powers they have and what they do with them, and what they hope to accomplish with their super powers. This needs to be finished before going to the computer lab and using Comic Life.

Using Comic Life

Log in

Click on the icon for Comic Life

Choose a layout

Choose a heading by using the lettering box at the bottom left of the page

After placing the title, use the blue dots to stretch it out and make creative shapes

To get creative styles and colors, click on the style key

Next, go to the internet and click on Google to use images

Once there, go to super hero clip art, find an image you like and copy and paste

After you have placed your image, drag up a quote bubble and type information from your super hero paragraph in your quote bubble

To make your quote bubble bigger or smaller, click on the bigger or smaller “A” at the top of the page

Next drag up a text box with the ABCDE in it to add text to your comic strip

Finally, if you want to change colors, create backgrounds, fonts, etc., go to details and click on the page and then to the box to change your comic strip page

For additional help/info: www.comiclife.com
Optional Exercise: Note taking

Watch the movie “I Have Tourette's but Tourette's Doesn’t Have Me”

List anything new or surprising you learned about Tourette's Syndrome from the video. Tell why you found the new information interesting or surprising.
READING ACTIVITIES

LITERARY DEVICES

Simile—A comparison of two unlike objects using like or as.

Find two similes in your reading, put the page number next to them, and explain what they mean.

1. ____________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. ____________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

THEME

Theme—A dominate idea or topic carried throughout the book.

If you could list a theme for the book through Chapter 5, what would it be? What is one idea the author is trying to present to the reader? Give examples from the book to support your ideas. Your answer should be 5-8 sentences using paragraph format.

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Lesson 4: Journal writing—abridgement/summary skills. Creative unity.

Pick a character and keep a daily journal entry of your thoughts and emotions as that character.
Lesson 5: Learning Literary Devices

Give examples of each from the book:

Metaphor—A comparison between two unlike objects.
______________________________________________________________________________
______________________________________________________________________________

Explain what your metaphor is comparing and what the author is trying to get across to the reader.

Simile—A comparison between two unlike objects using the words like or as.
______________________________________________________________________________
______________________________________________________________________________

What two things are being compared in this simile?

Personification—An author will give life-like characteristics to nonliving objects.
______________________________________________________________________________
______________________________________________________________________________

What is being personified in your example? How does this help you visualize the scene better than without using personification?

Hyperbole—When an author uses extreme, intentional exaggeration.
______________________________________________________________________________
______________________________________________________________________________

Why did the author need to use hyperbole in this example?
______________________________________________________________________________
______________________________________________________________________________

Lesson 6: Group Skills, study skills/developing, sequential order

GROUP TIMELINE OF THE PLOT

Have the students, in groups of four, go through the book every ten chapters and make a timeline of the important events (good/bad) that have occurred up to that point. Use a large, thin piece of butcher paper and have the students continue as they read the book. They may draw a line graph or use what looks like a heart rate monitor. The students should have a small illustration to go with each event. When finished with every ten chapters have the groups present to the class their timeline and let the class evaluate whether or not they remembered every plot, twist and turn.
Lesson 7: Role playing/creative writing/oral communication skills

ROLE PLAYING SCRIPT

Take a scene from the book and with a partner, rewrite the scene, and escalate/deescalate a problem depending on how you and your partner decide to write your script. Be prepared to present your role play to the class while being in character as you role play your part in the script. Each character’s dialogue must be at least ten lines long.

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<tr>
<th>Character</th>
<th>Dialogue</th>
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Lesson 8: Character Sketches/Identifying describing character traits.

Character: ________________________
Appearance:
Personality:
Role in book:
Good or Evil/Explain:

Character: ________________________
Appearance:
Personality:
Role in book:
Good or Evil/Explain:

Character: ________________________
Appearance:
Personality:
Role in book:
Good or Evil/Explain:
Character: ________________________
Appearance: ________________________
Personality: ________________________
Role in book: ________________________
Good or Evil/Explain: ________________________

Character: ________________________
Appearance: ________________________
Personality: ________________________
Role in book: ________________________
Good or Evil/Explain: ________________________

Character: ________________________
Appearance: ________________________
Personality: ________________________
Role in book: ________________________
Good or Evil/Explain: ________________________
Lesson 9: Skill: Summarizing and synthesizing information from the book/oral communication using poetic form

INSTRUCTIONS FOR TWO-VOICE POEM

Have two students work together to compare and contrast two ideas from the book. Many ideas could come from characters, settings, plot scenarios, themes, etc. One student can be responsible for the other side of the poem, and both will write the middle line of the verse. Assign as many verses as you would like. The students read the part he/she has written, then have both read the middle line in unison. I have included several examples of various forms of two-voice poems.
Examples for Lesson 9

TWO-VOICE POEM

MICHAEL
HAS SUPER POWERS WITH ELECTRICITY
BOTH HAVE POWERS OF LOGIC OVER THE OTHER GLOWS
SHORT, SMALL AND COMPACT
THINKS TAYLOR IS CUTE AND SMART
MRS. VEY IS A PROTECTOR
MICHAEL IS STRONG, BRAVE AND COURAGEOUS
MRS. VEY IS A PROTECTOR
MICHAEL IS AN AVERAGE STUDENT
MRS. VEY IS A PROTECTOR
MICHAEL AND OSTIN NEED EACH OTHER

OSTIN
HAS SUPER POWERS WITH HIS INTELLECT
LARGE, BULKY AND ALWAYS HUNGRY
ALWAYS WILLING TO EAT WHIPPED CREAM
THINKS EVERY GIRL IS HOT
BOTH LIKE HAVING TAYLOR IN THE ELECTROCLAN CLUB
MRS. LISS IS A NURTURER
MICHAEL AND OSTIN NEED EACH OTHER

OSTIN
OSTIN SUPPORTS MICHAEL & IS HIS FRIEND
OSTIN IS AN EXCELLENT STUDENT
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
MICHAEL IS STRONG, BRAVE AND COURAGEOUS
MICHAEL AND OSTIN NEED EACH OTHER

OSTIN
OSTIN SUPPORTS MICHAEL & IS HIS FRIEND
OSTIN IS AN EXCELLENT STUDENT
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
OSTIN IS USED TO BEING IGNORED
MICHAEL IS STRONG, BRAVE AND COURAGEOUS
MICHAEL AND OSTIN NEED EACH OTHER
Lesson 10: News writing skills

Write a newspaper article based on the events in the Michael Vey book. Write it as if you were the reporter for your local newspaper. Don’t forget to title your article.

TITLE ____________________________________________________________

First, get the facts:

Who:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

When:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Where:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Why:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Lesson 11: Recognizing Literary Elements

**SETTING**

SETTING: Pick a setting from the book and give the sensory details of the location. Give examples from the book for each of the five senses. Follow up with a paragraph about why the setting was important to the book.

**Sight:** What did the setting you have chosen from *Michael Vey* look like? Be specific.

**Sound:** What did the setting sound like? What kinds of natural /created sounds did you hear or infer?

**Touch:** What did the setting feel like? Textures; sensations.

**Smell:** Smells were in the air or around the characters, what were they?

**Taste:** Could you imagine tasting something because of the setting? What? Explain.
Lesson 12: Skill: Identifying the story climax; predicting storylines

Pretend you are a photographer and you were able to stop time at the climax in the book. Illustrate the climax, as if it was a photograph, and explain below why it was the critical point in the story for the character(s) you have captured in your photo. Next, predict the resolution of the book and what you think will happen to Michael and Taylor.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Lesson 13: Skill: Media skills publishing/publishing technology

VERY GENERAL INSTRUCTIONS ON HOW TO USE MICROSOFT® PUBLISHER

First, have students access Microsoft® Publisher on their computers. Once there, have the students select NEWSLETTER from the choices and have them pick a newsletter they would like to work with. At this point, they will delete what is in the text boxes on the newsletter format and start typing in their information in the space provided. If the student does not like the shape of the box, he/she can delete the box and insert another text box by clicking on Insert and then clicking on Text Box. After the articles are finished the student will make sure they have put a title for the newsletter, articles, their name, date, etc.

Next, to insert a picture, the students may go to Google images and pick something from the site that is used for public domain so a citation is not needed in the newsletter. The students will save the picture and place it in the newsletter or use the watermark format in the Page Layout tab, if they wish. Students may also use clip-art which is also in the insert tab.

Students may wish to change the color of the newsletter by going to font color, page color, page borders, text highlight color, or change styles to make their newsletter look its best for the final draft/presentation.

Lastly, have students turn in the completed assignment to their teacher.

Scoring for Newsletter Activity

100 POINTS

______ 30 POINTS Complete the Newsletter (1 page front/back only) with at least three articles.

______ 30 POINTS Articles should be about Michael Vey and should have correct conventions: spelling, punctuation, paragraph format, and grammar should be correct.

______ 10 POINTS Newsletter should have at least one picture that would coincide with one of your articles.

______ 10 POINTS Title of newsletter, date, bylines, class period, and titles for each article are required.

______ 10 POINTS Newsletter should be creative, interesting, and fun to read.

______ 10 POINTS Presentation should be appealing to the audience (reader).

______ TOTAL POINTS
50 POINTS

______ 15 POINTS Complete only one side of the Newsletter (front only) with at least two articles.

______ 15 POINTS Correct conventions are required: spelling, punctuation, paragraph format, and grammar should be correct.

______ 5 POINTS Newsletter should have at least one picture that would compliment your article(s).

______ 5 POINTS Title of newsletter, date, bylines, class period, and titles for each article are required.

______ 5 POINTS Newsletter should be creative, interesting, and fun to read.

______ 5 POINTS Presentation should be appealing to the audience (reader).

______ TOTAL POINTS

15 POINTS

______ 5 POINTS Complete one article.

______ 5 POINTS Correct conventions are required.

______ 5 POINTS Title of article, name, class period, and date should be on the assignment.

______ TOTAL POINTS
Discussion Questions

1. Do you think Michael is capable of abusing his special powers? Why? Explain.

2. Realistically, other than moving, what other alternatives does Michael have to keep his powers a secret?


4. Why do you think the evil man called his co-hort Zeus?

5. Why do you think the evil gang took Michael's mom and Taylor?

6. Based on the book cover and the book title, what do you think this book will be about?

7. What do you think is so special about Michael Vey?

8. Who do you think the prisoner is going to be?

9. Based on the prologue, how do you think the book will end?

10. Do you think Michael is capable of abusing his special powers? Why? Explain.

11. Realistically, other than moving, what other alternatives does Michael have to keep his powers a secret?


13. Why do you think the evil man called his co-hort Zeus?

14. Why do you think the evil gang took Michael's mom and Taylor?

15. What has happened to Taylor at the beginning of Chapter 18?

16. What is Nichelle's role in the book? Why does the author have someone like Nichelle in the book?

17. What does Michael that reminds him of his mom and brings back memories that are painful to remember?

18. What is Nichelle's role in the book? Why does the author have someone like Nichelle in the book?
19. What does Michael have that reminds him of his mom and brings back memories that are painful to remember?

20. If you had a special power, what would that power be? How would you use it? Do you think you would be tempted to use it for the wrong reasons?

21. Michael is bullied by some bigger boys. If a friend confided in you that he was being bullied, what would you advise him to do?

22. What do you think motivates someone to bully someone else? Do you think fear might be part of it? Why do you think the boys bullied Michael?

23. Michael and his mom have a very close relationship. She’s very protective of him, but in what ways is Michael protective of her? How do you think Michael feels about all the things his mother has to do keep him safe?
POST READING ACTIVITIES

Lesson 14

Educational Purpose: To teach interview and research skills and to use them to present results in an organized manner.

INSTRUCTIONS FOR THE TOURETTE’S SURVEY

Have the students interview five people of different ages. (Note: no more than 3 of the five people being interviewed should be the same age as the students doing the interviewing). Students will ask these people what they know about Tourette's Syndrome and will write down their response as a direct quote along with their full name and age. When they have finished the survey, students will then research Tourette's Syndrome on the Internet using the Mayo Clinic’s site (mayoclinic.com) and the Tourette Syndrome Association’s site (tsa-usa.org/) to find the symptoms and the causes of Tourette's Syndrome. After writing at least five symptoms and three causes, students will be ready to start the Venn Diagram.

Under Survey Results the students will record the different responses they received from the five people they interviewed. Under info list the symptoms and causes for Tourette’s Syndrome. After comparing both columns, any information that is the same will go in the Facts section. Once the Venn Diagram is completed have the students answer the questions at the bottom of the page and prepare to complete the written portion of the assignment. Take some time and discuss what they found out about how much information people knew about Tourette's and whether or not they were surprised by the information in the survey.

Lastly, have the students write two paragraphs: one about three things they learned about Tourette's and why what they learned is important to understanding Tourette's Syndrome. The second paragraph is going to be about what kind of super hero they would like to be, what kind of super powers they would like to have, how they would use these super powers (for good or evil), and what they want to accomplish and their super powers.

Once they have these two paragraphs written, they will go to the library and create a comic strip, using the program COMIC LIFE, about their super hero, his/her super powers, and what they will accomplish with their powers.
Lesson 14

About Tourette's Syndrome

What do you know about Tourette's Syndrome?

<table>
<thead>
<tr>
<th>Name of Person Interviewed</th>
<th>Age</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Age 50 or older</td>
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<td>Age 30 or older</td>
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<td>Age 12 or older</td>
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Lesson 14 (cont.)

Symptoms of Tourette's Syndrome

1.

2.

3.

4.

5.

Causes of Tourette's Syndrome

1.

2.

3.

4.

5.
Lesson 15

Educational Purpose: Using a Venn Diagram to sort research results and using results to answer questions in depth.

Questions:

1. What surprised you most about what you learned through your research about T.S.?

2. How will you react now to someone you meet with T.S.?
Lesson 16: Creative writing

INSTRUCTIONS FOR WRITING CHAPTER 49 FOR MICHAEL VEY, BOOK 1

Now is your chance to have the book end the way you want it to. Tie up the loose ends any way you want. Your chapter must be at least one page typed, double spaced, with a 12-14 font. Pretend you are the author and you want the last chapter to capture the minds of all the students who have read the book to make this a book the students will never forget. What can you do with the characters? How about the plot? What will the climax and the resolution be like? It’s all up to you. Will you accept the challenge?
Lesson 17: Book Review—Synthesizing parenthetical references (citations)

*Michael Vey* Book Review

Title____________________________  Author_______________________  Pages_______

**PLOT**  Be sure to include a parenthetical quote with each element. ““(p.).

The main conflict in the story was when _____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

It was an external/internal conflict because __________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The conflict began ______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The climax (high point just before solving the problem) of the conflict was when _____________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The conflict was resolved (ended) when ______________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I thought this ending was/was not satisfactory because __________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
SETTING

The story mostly took place (where) ____________________________________________________
during (when) ________________________________________________________________
because ________________________________________________________________

The story could/could not take place in another time period because ________________________

The setting in the story created a feeling of __________________________________________
because ________________________________________________________________

CHARACTER

The main character in the book was _________________________________________________

He/she was influenced by (whom/what) _____________________________________________

He/she changes in the course of the story because (identify the change) OR he/she never changes throughout the story because ________________________________
**POINT OF VIEW**

The story is told in the first/third person. (If it is first person)> The narrator is ____________________________ .

Something I learned about him/her from the way he/she told the story is ________________________________

________________________________________________________________________________________

because  _______________________________________________________________________

________________________________________________________________________________________

(If it is third person)> Something I inferred about the author from the way he creates the characters and tells the story is ________________________________

because  _______________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

The story would be affected if it were told from the viewpoint of another character because

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**THEME**

The main theme (idea or lesson) was ________________________________

because  _______________________________________________________________________

________________________________________________________________________________________

I connected with this theme because (relate a personal experience) ________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Name________________________________________      Period_________

Lesson 18  Vocabulary Chapters 1-5

Match the vocabulary word to the correct definition. Put the correct number next to the letter of the correct definition.

1. Treacherous  _____ a. involuntary muscular contraction
2. Steadfast  _____ b. capable of being hurt physically or emotionally
3. Plight  _____ c. firm in purpose
4. Infamous  _____ d. path or course
5. Allegedly  _____ e. dangerous, hazardous
6. Trajectory  _____ f. conducting medium in which the flow of current is accompanied by the movement of ions.
7. Tics  _____ g. distressing condition or situation
8. Electrolytes  _____ h. doubtful; suspect
9. Bioelectrogenesis  _____ i. Soviet forced labor camp
10. Infuriated  _____ j. extremely bad reputation
11. Frothing  _____ k. to cause to foam
12. Gulags  _____ l. enraged
13. Vulnerable  _____ m. the human body generates an electrical current through a chemical concentration in the nerves.
### Lesson 18
#### Vocabulary Chapters 1-5

<table>
<thead>
<tr>
<th>Term</th>
<th>Number</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treacherous</td>
<td>1</td>
<td>a. involuntary muscular contraction</td>
</tr>
<tr>
<td>Steadfast</td>
<td>3</td>
<td>b. capable of being hurt physically or emotionally</td>
</tr>
<tr>
<td>Plight</td>
<td>5</td>
<td>c. firm in purpose</td>
</tr>
<tr>
<td>Infamous</td>
<td>7</td>
<td>d. path or course</td>
</tr>
<tr>
<td>Allegedly</td>
<td>1</td>
<td>e. dangerous, hazardous</td>
</tr>
<tr>
<td>Trajectory</td>
<td>9</td>
<td>f. conducting medium in which the flow of current is accompanied by the movement of ions.</td>
</tr>
<tr>
<td>Tics</td>
<td>11</td>
<td>g. distressing condition or situation</td>
</tr>
<tr>
<td>Electrolytes</td>
<td>13</td>
<td>h. doubtful; suspect</td>
</tr>
<tr>
<td>Bioelectrogenesis</td>
<td>12</td>
<td>i. Soviet forced labor camp</td>
</tr>
<tr>
<td>Infuriated</td>
<td>6</td>
<td>j. extremely bad reputation</td>
</tr>
<tr>
<td>Frothing</td>
<td>4</td>
<td>k. to cause to foam</td>
</tr>
<tr>
<td>Gulags</td>
<td>10</td>
<td>l. enraged</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>9</td>
<td>m. the human body generates an electrical current through a chemical concentration in the nerves.</td>
</tr>
</tbody>
</table>
Lesson 19: Vocabulary Chapters 6-10

FLASHCARDS

The following twenty words are found in chapters 6-10 in the novel. However, the word is not matched with the correct definition. Look up the words in the novel or in the dictionary and match the definition to the word; then create your flashcards. You will have one week to learn the new words before you will be tested on the vocabulary. Be sure you not only know the word and its meaning, but be able to use it in a sentence. Good Luck!
# VOCABULARY: CHAPTERS 6-10

<table>
<thead>
<tr>
<th>EXCRUCIATING</th>
<th>Any product sold without a brand name; not protected by a trademark</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYPOCRITE</td>
<td>Chance occurrence of two or more events</td>
</tr>
<tr>
<td>PROVERBIAL</td>
<td>Dealing with the nervous system</td>
</tr>
<tr>
<td>GENERIC</td>
<td>Nasty; insinuating manner</td>
</tr>
<tr>
<td>COINCIDENCE</td>
<td>Characteristic of a useful thought or truth</td>
</tr>
</tbody>
</table>
### VOCABULARY: CHAPTERS 6-10

<table>
<thead>
<tr>
<th>BARRAGE</th>
<th>To include, contain or consist of</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUROLOGICAL</td>
<td>Bewildered, puzzled; complicated</td>
</tr>
<tr>
<td>CLOGGING</td>
<td>Wonder or surprise; amazement</td>
</tr>
<tr>
<td>ALGORITHMS</td>
<td>Enraged, furious; angry</td>
</tr>
<tr>
<td>ENTOURAGE</td>
<td>To make wrinkles in the face</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Definition</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>INCREDULOUSLY</td>
<td>An overwhelming quantity of words, criticisms, questions, etc.</td>
</tr>
<tr>
<td>ASTONISHMENT</td>
<td>A person who acts against what he/she says they believe</td>
</tr>
<tr>
<td>AXON</td>
<td>A set of rules for solving problem</td>
</tr>
<tr>
<td>RECIPROCATED</td>
<td>Appendage of a neuron that transmits impulses away from the cell body</td>
</tr>
<tr>
<td>NEGLIGIBLE</td>
<td>To make a return for something given</td>
</tr>
<tr>
<td>VOCABULARY: CHAPTERS 6-10</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>COMPRIS</strong>ES</td>
<td>Severe pain; intense suffering</td>
</tr>
<tr>
<td><strong>SNIDELY</strong></td>
<td>To dance with tap shoes</td>
</tr>
<tr>
<td><strong>LIVID</strong></td>
<td>So small or unimportant as to be safely disregarded</td>
</tr>
<tr>
<td><strong>PERPLEXED</strong></td>
<td>A group of attendants or associates</td>
</tr>
<tr>
<td><strong>FURROWED</strong></td>
<td>Disbelief; skeptical</td>
</tr>
</tbody>
</table>
MICHAEL VEY: PRISONER OF CELL 25

ACROSS
3 An overwhelming quantity of words, criticisms, questions, etc.
4 Soviet forced labor camps
6 A conducting medium in which the flow of current is accompanied by the movement of ions

DOWN
1 To cause to foam
2 To make wrinkles in the face
5 Chance occurrence of two or more events
7 To make a return for something given
9 Bewildered, puzzled, complicated
MICHAEL VEY: PRISONER OF CELL 25
Crossword continued

8 Path or course
10 Severe pain; intense suffering
11 Appendage of a neuron that transmits impulses away from the cell body
12 So small or unimportant to be safely disregarded
13 To include, contain or consist of
16 A group of attendants or associates
22 The human body generates an electric current through a chemical concentration in the nerves
26 Involuntary muscular contraction
27 Enraged
28 Enraged, furious; angry
30 Extremely bad reputation
31 Dangerous; hazardous
32 A person who acts against what he/she says they believe

14 Characteristic of a useful thought or truth
15 Firm in purpose
17 A set of rules for solving a problem
18 Wonder or surprise; amazement
19 Distressing condition or situation
20 To dance with tap shoes
21 Dealing with the nervous system
23 Disbelief; skeptical
24 Capable of being hurt physically and emotionally
25 Any product sold without a brand name; not protected by a trademark
29 Nasty; insinuating manner
Lesson 20: Vocabulary Chapters 11-17

WORD BANK

unison  fallacy  vital
electron  liable  arcs
prestigious  monologue  incapacitated
unkempt  expulsing  excruciating

Fill in the blanks with the words from the word bank. Check the dictionary or the text to get the definitions for the words.

1. The wind made the man's hair look__________________.
2. The liver is one of our ____________________ organs.
3. At the surprise party everyone yelled Happy Birthday in ____________.
4. It is a common _______________ that the sun is closer to the earth during the summer months.
5. Aspirin was the only thing that helped her _______________ headaches.
6. The juveniles were held ______________ for the stolen car.
7. In theatrical plays, the main character often speaks a ____________________.
8. Harvard, Yale and Princeton are known as ___________________ universities.
9. An _________is a luminous bridge formed in a gap between two electrodes.
10. While waiting for her broken leg to heal, she was ________________.
11. It is the season when snakes are found ______________ the skins.
12. There are many negatively charged atomic particles called ____________.
**TEST: CHAPTERS 11-17**

1. **FALLACY:**
   - a. misunderstanding
   - b. fault
   - c. season
   - d. disease

2. **EXCRUCIATING:**
   - a. shedding skin
   - b. painful
   - c. exercising
   - d. removing

3. **LIABLE:**
   - a. lazy
   - b. responsible
   - c. able to lie
   - d. easily

4. **UNISON:**
   - a. together
   - b. apart
   - c. unicorn
   - d. medicine

5. **MONOLOGUE:**
   - a. marriage
   - b. one person
   - c. speech
   - d. actor

6. **EXPULSING:**
   - a. to shed
   - b. pulsing
   - c. surge
   - d. expel

7. **VITAL:**
   - a. necessary
   - b. vitamin
   - c. healthy
   - d. lifelong

8. **ARCS:**
   - a. gap
   - b. electrodes
   - c. electrons
   - d. luminous bridge

9. **PRESTIGIOUS:**
   - a. esteemed
   - b. religious
   - c. priest
   - d. lowly

10. **UNKEMPT:**
    - a. uncombed
    - b. undressed
    - c. not kept
    - d. immaculate

11. **ELECTRON:**
    - a. positive charged atoms
    - b. neutrons
    - c. protons
    - d. negative atoms

12. **INCAPACITATED:**
    - a. capacity
    - b. bored
    - c. can’t move
    - d. packed

**THEME**

**THEME**—A dominant idea or topic carried throughout the book.

If you could list an ongoing theme through chapters 17, what would it be? What is one idea the author is trying to present to the reader? Give a parenthetical reference to support your ideas. Answer should be 5-8 sentences long using paragraph format.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
TEST: Chapters 11-17 ANSWER KEY

1. FALLACY:  a. misunderstanding  b. fault  c. season  d. disease
2. EXCRUCIATING:  a. shedding skin  b. painful  c. exercising  d. removing
3. LIABLE:  a. lazy  b. responsible  c. able to lie  d. easily
4. UNISON:  a. together  b. apart  c. unicorn  d. medicine
5. MONOLOGUE:  a. marriage  b. one person  c. speech  d. actor
6. EXPULSING:  a. to shed  b. pulsing  c. surge  d. expel
7. VITAL:  a. necessary  b. vitamin  c. healthy  d. lifelong
8. ARCS:  a. gap  b. electrodes  c. electrons  d. luminous bridge
9. PRESTIGIOUS:  a. esteemed  b. religious  c. priest  d. lowly
10. UNKEMPT:  a. uncombed  b. undressed  c. not kept  d. immaculate
11. ELECTRON:  a. positive charged atoms  b. neutrons  c. protons  d. negative atoms
12. INCAPACITATED:  a. capacity  b. bored  c. can't move  d. packed
Lesson 21: Skills, Vocabulary:

Vocabulary Test Chapters 18-26 Multiple Choice

Choose only one definition for the vocabulary word. Circle the correct answer.

1. **Draconian**
   a. happy  
   b. cruel  
   c. Dracula  
   d. drake

2. **bureaucrats**
   a. officials  
   b. owners  
   c. furniture  
   d. police

3. **serotonin**
   a. drugs  
   b. alcohol  
   c. neurotransmitter  
   d. brain

4. **potassium**
   a. metallic element  
   b. vitamin  
   c. mineral  
   d. drug

5. **karat**
   a. unit to measure gold  
   b. foreign exchange  
   c. vegetable  
   d. fruit

6. **apparatus**
   a. machinery  
   b. apparel  
   c. parrot  
   d. rate us

7. **infirmary**
   a. sick  
   b. firm  
   c. hospital  
   d. marriage

8. **prototype**
   a. photo  
   b. protein  
   c. model  
   d. typewriter

9. **pyracantha**
   a. python  
   b. pyromaniac  
   c. shrub  
   d. valley

10. **apprehensive**
    a. fearful  
    b. adhesive  
    c. appreciate  
    d. pretend

11. **concierge**
    a. concentrate  
    b. surge  
    c. doorman  
    d. urge

12. **expendable**
    a. bendable  
    b. spend  
    c. unnecessary  
    d. extend

13. **electrocardiogram**
    a. graphic record  
    b. cardiac  
    c. electricity  
    d. electrogram

14. **prodigal**
    a. digit  
    b. prod  
    c. produce  
    d. wayward
Lesson 21: Skills, Vocabulary:

KEY Vocabulary Test Chapters 18-26 Multiple Choice

Choose only one definition for the vocabulary word. Circle the correct answer.

1. Draconian
   a. happy   b. cruel   c. Dracula   d. drake

2. bureaucrats
   a. officials   b. owners   c. furniture   d. police

3. serotonin
   a. drugs   b. alcohol   c. neurotransmitter   d. brain

4. potassium
   a. metallic element   b. vitamin   c. mineral element   d. drug

5. karat
   a. unit to measure gold   b. foreign exchange   c. vegetable   d. fruit

6. apparatus
   a. machinery   b. apparel   c. parrot   d. rate us

7. infirmary
   a. sick   b. firm   c. hospital   d. marriage

8. prototype
   a. photo   b. protein   c. model   d. typewriter

9. pyracantha
   a. python   b. pyromaniac   c. shrub   d. valley

10. apprehensive
    a. fearful   b. adhesive   c. appreciate   d. pretend

11. concierge
    a. concentrate   b. surge   c. doorman   d. urge

12. expendable
    a. bendable   b. spend   c. unnecessary   d. extend

13. electrocardiogram
    a. graphic record   b. cardiac   c. electricity   d. electrogram

14. prodigal
    a. digit   b. prod   c. produce   d. wayward
LITERARY DEVICES: Give an example of each of the following literary devices and give the definition for each:

SIMILE________________________________________________________________________ PAGE# _______

METAPHOR_______________________________________________________________________ PAGE# _______

PERSONIFICATION_________________________________________________________________ PAGE# _______

HYPERBOLE______________________________________________________________________ PAGE# _______

TRUE OR FALSE

1. _____ The electric children have a secondary pulse, more like an EKG.
2. _____ Taylor's cell 25 was a very inviting room with all the luxuries of a fancy hotel.
3. _____ Another term for the electric children was *glowworms*.
4. _____ Zeus shocked Michael's mother.
5. _____ Hatch is the founder of the Legend Academy.
6. _____ Tara is Taylor's twin sister separated from birth.
7. _____ Tara's powers are better and stronger than Taylor's powers.
8. _____ Tara and Taylor spent $16,000.00 on clothes.
9. _____ Dr. Hatch sees himself as an early pioneer similar to Christopher Columbus.
10. _____ Jack drove a restored 1980 Chevy Camaro.
KEY Test Chapters 18-26 True or False

1. T The electric children have a secondary pulse, more like an EKG.
2. F Taylor’s cell 25 was a very inviting room with all the luxuries of a fancy hotel.
3. F Another term for the electric children was glowworms.
4. T Zeus shocked Michael’s mother.
5. F Hatch is the founder of the Legend Academy.
6. T Tara is Taylor's twin sister separated from birth.
7. F Tara's powers are better and stronger than Taylor’s powers.
8. F Tara and Taylor spent $16,000.00 on clothes.
9. T Dr. Hatch sees himself as an early pioneer similar to Christopher Columbus.
MATCHING

1. Draconian  a. ______ wayward
2. Prodigal    b. ______ cruel
3. Serotonin   c. ______ mineral element
4. Electrocardiogram d. ______ machinery
5. Bureaucrats e. ______ unnecessary
6. Expendable f. ______ hospital
7. Potassium   g. ______ neurotransmitter
8. Concierge  h. ______ officials
9. Karat      i. ______ unit to measure gold
10. Apparatus j. ______ model
11. Apprehensive k. ______ shrub
12. Pyracantha l. ______ graphic record
13. Prototype m. ______ fearful
14. Infirmary  n. ______ doorman

PARENTHETICAL REFERENCE

Using a quote from the book, support this statement: Dr. Hatch does not care about the electric children. Your answer should be 5-8 sentences long.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
<table>
<thead>
<tr>
<th>Key Test Chapters 18-26 Matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Draconian</td>
</tr>
<tr>
<td>2. Prodigal</td>
</tr>
<tr>
<td>3. Serotonin</td>
</tr>
<tr>
<td>4. Electrocardiogram</td>
</tr>
<tr>
<td>5. Bureaucrats</td>
</tr>
<tr>
<td>6. Expendable</td>
</tr>
<tr>
<td>7. Potassium</td>
</tr>
<tr>
<td>8. Concierge</td>
</tr>
<tr>
<td>9. Karat</td>
</tr>
<tr>
<td>10. Apparatus</td>
</tr>
<tr>
<td>11. Apprehensive</td>
</tr>
<tr>
<td>12. Pyracantha</td>
</tr>
<tr>
<td>13. Prototype</td>
</tr>
<tr>
<td>14. Infirmary</td>
</tr>
</tbody>
</table>
Lesson 22: Vocabulary Game

MICHAEL VEY VOCABULARY GAME CHAPTERS 27-44
Game Instructions

Players: 4
Components: game board, die, a token for each player

Make the Game Board
Tape the pages of the board together so that it looks like the complete game board shown below. (see pages 31-34)

List of Words Used on the Board

<table>
<thead>
<tr>
<th>ante</th>
<th>electrolocation</th>
<th>giddy</th>
<th>penitently</th>
</tr>
</thead>
<tbody>
<tr>
<td>truncheon</td>
<td>purgatory</td>
<td>collateral</td>
<td>trifle</td>
</tr>
<tr>
<td>diodes</td>
<td>lethality</td>
<td>integrity</td>
<td>intrigued</td>
</tr>
<tr>
<td>distain</td>
<td>lanyard</td>
<td>furtively</td>
<td>pneumatically</td>
</tr>
<tr>
<td>consolation</td>
<td>contingency</td>
<td>armoire</td>
<td>seditious</td>
</tr>
</tbody>
</table>

Game Play
1. Determine the order of play by giving out the word search puzzles. The student to find all the words used in the puzzles goes first.
2. Each player rolls the die and then moves that number of spaces.
3. When a player lands on a space with a word, the player must give the definition of the word in order to remain on that space. If the player is unable to give the definition, the player must return to the space they were on before rolling the die.

4. If a player lands on a “move back” or “move ahead” space, the player does so and then has to give the definition of the word on that space.

5. If a player lands on “lose your next turn,” the player must stay at this spot and do nothing for the current turn. He/She is skipped on his/her next turn.

6. When the player gets to the Finish line a special rule applies! The player who is currently in last place can pick any word on the board. If the player on finish can give the definition of the word correctly, he/she wins. If the player cannot complete the word then he/she must go ALL the way back to START.
Lesson 23: Vocabulary Search Word Search

Name ___________________________ Period ________________________

Michael Vey: The Prisoner of Cell 25

Find each of the following words.

<table>
<thead>
<tr>
<th>CONCIERGE</th>
<th>BUREAUCRATS</th>
<th>EKG</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTROCARDIOGRAM</td>
<td>INFIRIMARY</td>
<td>PRODIGAL</td>
</tr>
<tr>
<td>KARATS</td>
<td>APPARATUS</td>
<td>DRACONIAN</td>
</tr>
<tr>
<td>PROTOTYPE</td>
<td>PYRACANTHA</td>
<td>SEROTONIN</td>
</tr>
<tr>
<td>POTASSIUM</td>
<td>APPREHENSIVE</td>
<td>EXPENDABLE</td>
</tr>
</tbody>
</table>

LUAPYBEEXPENDABLELEVXSNRR
KPRODIGALNAAGTRAERRSLER
NANYODRUEVISNEHEPAPPACLA
ERGMUSBVDNPOTASSIUMC
APPOTASSIARCADSDRACONI
NAOOADPUGINFIRMARYIRT
OAHTNACARYPOSITPAIORARR
TOEVENCIGOLTARUYROCVT
OSEAPSCUEAIOTEDEKESCASAN
RVEORISNEHERPPAGNNPAMET
EDEDLRPVTUSSEAMRIFNIALEA
SAEICNOCRASBAPCRGKEO
NERNPEISOMIPSHKRGUMPAS
AERRROELETROCARD IOGRAMD
SNAINICURDELAACIITAEDPN
ACAPROTOTYPEPCDOOPTROP
NACCEARAKSNAPRNPNTYRESAU
IMTAPPARATRPAUXAPKDNEAA
NCOOEXPEN DACRRIKEPAERRL
OAANUNLAAEOOADNEYRVRONM
ONUDTCEYRRRIITPRRAIAESE
THAGPHCGTAIRUCEASMLXTE
OCIBEOACRCTASMTCBNATES
RRSMRREENEDURGENAOORMRMO
ECTYCLSSRRISHRDACNAGRE
SGARENACYLFCENAUCAINIP
AIREDNUPANGRNEOAEUAIAFB
NDAIPAAIIIPAPOENCNARRNE
AOKEMDTNPTXSRCCTHTIRYIU
MRAARNOMAIEXPURNPSVAEIPL
APUARDASOIBCONCEIRGEOK
MBCPAPTIKTHCRPRTPIPROHRFR

Extra Credit: Optional. Write the definition to each of the above words.
Michael Vey: The Prisoner of Cell 25

Find each of the following words.

- CONCIERGE
- ELECTROCARDIOGRAM
- KARATS
- PROTOTYPE
- POTASSIUM
- BUREAUCRATS
- APPARATUS
- PYRACANTHA
- APPREHENSIVE
- EKG
- PRODIGAL
- DRACONIAN
- SEROTONIN
- EXPENDABLE

LUAPYRF EE PRODIGAL VXSNNR
KAPOTASSPIMAINAGTRAERL
EDDLRPUSAMRIFNLA
SAINICURDELACITAEDPN
PERCROTPRODAPC
NACCEARAKSNAPPNTYRESA
IMTAPPARATRPXUAPKDN
NCOOEPEXPERAIREPAERR
OANUNLAEANOPEYRONMN
ONUDTCPRIPRBIAS
THAGPHCOTAIRUCEASMLX
OCIBEOACRCTAMCNBRATES
RRMMEEUCREAORMRMO
ECEYCSSRRILSRRDHACAGREE
SGRENACYLECEANAICAIP
AIDEDNUAPANGEOAEUAIFEB
NDPAPAIITLPAPENCNARRE
AOEMEMDTNPSTTHIRYIUM
MRARNYMEIEPURNPSPACEIPL
APUARSEASOIBCONCEIRGEOK
MBCPAPTTHCRRPTIPROHRFR