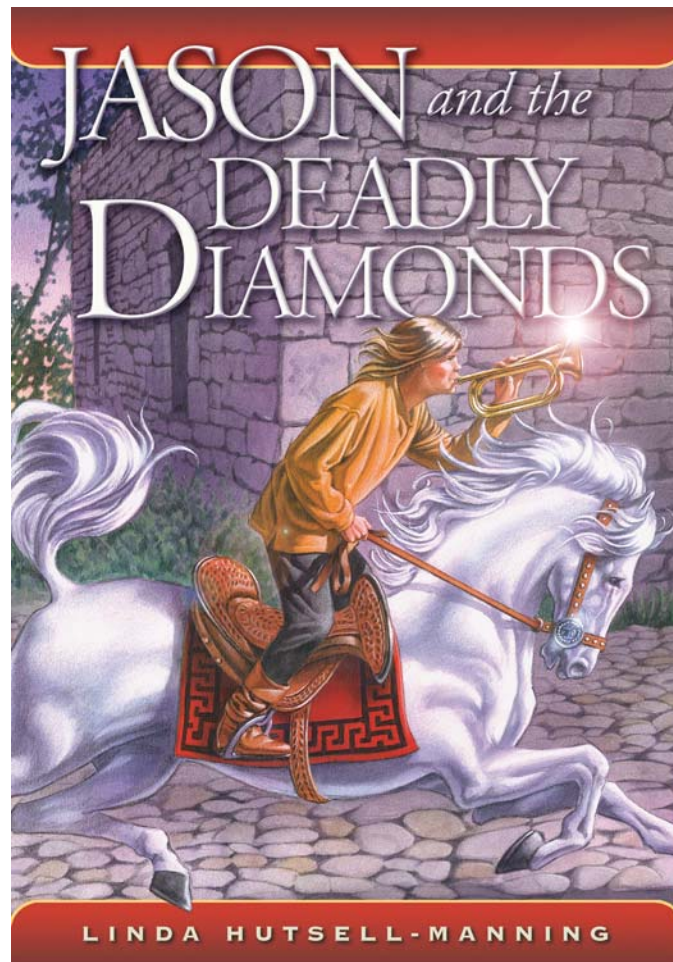


Jason and the Deadly Diamonds

Linda Hutsell-Manning



A Novel Study Guide
by Linda Hutsell-Manning

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About the Author

Linda Hutsell-Manning's writing career spans twenty-five years and includes an impressive variety of genres including poetry, plays, TV, short fiction, and novels. Born in Winnipeg, Manitoba, in 1940, she moved with her parents to southern Ontario, completing elementary and high school there. Dreaming of a stage career, she began Radio and TV Arts at Ryerson in Toronto but after one year switched to Toronto Teachers' College. She married and taught for two years in a one-room school near Cobourg, Ontario, then, after moving to Guelph with her husband and three young children, completed a BA in English. In 1975, with encouragement from her family and two University of Guelph professors, she began writing.

Relocating with her family in an old farmhouse outside Cobourg, Linda worked on short fiction and poetry while publishing a book review column and various magazine articles. A twist of creative fate produced her first children's book, *Wondrous Tales of Wicked Winston*, Annick Press, 1981. Five scripts for TVO's Polka Dot Door (1981-1993) and three juvenile musicals followed: *Freddykid and Seagull Sam*, 1982, *Merch the Invisible Wizard*, 1983, and *The Great Zanderthon Takeover*, 1984, all published by Playwrights Canada. Next came two picture books, *Animal Hours*, OUP, 1990 and *Dinosaur Days*, Stoddart, 1993. In 2000, her juvenile play, *Marcie Saves the Circus*, won the Maxim Mazumdar New Play Competition, Alleyway Theatre, Buffalo, NY. The first of her *Wonder Horn* time travel series with Coteau Books, *Jason and the Wonder Horn*, 2002, was followed by *Jason and the Deadly Diamonds*, 2004. She is currently working on the third Jason novel.

As well, over the years Linda has published short fiction and award-winning poetry in literary magazines and anthologies including *Quarry*, *lichen*, *Litwit*, *Prairie Journal Trust*, *Quarry*, *Great Canadian Murder and Mystery Stories*, *Going it Alone*, and *Plays by Women for Solo Performers*. She gives lively readings and workshops to students from junior kindergarten to grade 12 (OAC). She has taught a variety of creative writing courses at Loyalist College, Sheridan, and through various public libraries. In 1998, she traveled to Coburg, Germany, and Luxembourg to read and promote her work and, in 2004, toured Canada promoting her time-travel series. She has recently completed a novel, *That Summer in Franklin* and a children's musical, *Donuts in Four Four Time*.

From Linda Hutsell-Manning To You

Inspiration for the *Wonder Horn* Series and its second book, *Jason and the Deadly Diamonds* began even before the publication of *Jason and the Wonder Horn*.

After visiting Coburg, Germany, schools in 1998, I travelled to Luxembourg to give readings to students at the Luxembourg International School. I was introduced briefly to Luxembourg's history and heard about the tunnels beneath this ancient and interesting city.

Initially, I considered a trilogy, each book 200 years apart and so set the second novel in the 1690s.

Before beginning my research, I happened to read Marian Fowler's book, *Adventures of a Diamond – Hope*, a fascinating history of the world-famous blue diamond. When I researched the 1690s in Luxembourg, I discovered that Louis XIV, the diamond king, had taken possession of Luxembourg. Thus the plot of diamond smuggling began.

During my initial research, I contacted the Luxembourg Chamber of Commerce and was sent an excellent interactive CD-ROM describing the history of Luxembourg. From this, I discovered the legend of Siegfried and the mermaid, Melusina. This inspired me to use her as one of the main characters in this novel.

In this second novel as in the first, I incorporated fast-paced adventure with history, using time travel and fantasy for transport and excitement.

How This Teachers' Guide Will Help You

This study guide targets students from grades four to six, although it can be adapted for use with older students. The study of the chapters includes a *Chapter Synopsis* and *Vocabulary* list, followed by *Discuss and Question* which includes *Learn From Each Other*, *Learn New Writing Skills*, *For Student Writers*, *Learn From the Story* and *The Author Explains*. The content of each is explained below.

1) Chapter Synopsis and Vocabulary

- Each synopsis contains a summary of two chapters and can be used as a reference summary following reading. Teachers may also wish to augment the *Discuss and Question* section by formulating their own questions from the summary.
- The vocabulary list may or may not prove challenging to students. Some words can be understood in context while others may need to be introduced either prior to reading or, afterward, during discussion.
- Keeping a chapter by chapter vocabulary list is an excellent way for students to familiarize themselves with new words.

- Challenging students to use these words in their day-to-day journal work will also enhance vocabulary development.

2) Discuss and Question

The questions suggested under the five headings in this section, can be dealt with in a variety of ways: by general class discussion, students working with partners, in groups of three or four or, a combination of all three. If working with pairs or groups, students should take turns reporting findings to the class.

- *Learn From Each Other* serves as an emotional warm-up so that students can better identify with the feelings of the main characters.
- *Learn New Writing Skills* introduces students to the language tools used by the author for writing. These tools, called *literary techniques*, are useful for better understanding how a story is written. This will, in turn, help students to improve their own story-writing skills.
- *For Student Writers* gives a definition of the literary term just discussed.
- *Learn From the Story* contains questions for class or group discussion. You and your students may also wish to formulate other questions for discussion.
- *The Author Explains* gives insight into the author's creative process.

Where This Novel Fits In

- *Jason and the Deadly Diamonds* belongs to the exciting *genre* of time travel novels.
- *Genre* is a French word used to describe a literary, musical, or artistic work with certain defining characteristics.
- One of the most important of these characteristics is that the main characters are transported to another time through a portal that bridges the present and the past or future. Often a sequence of events must occur for the portal to open.

Before you and the class begin to read, you may want to:

- Explain the term *genre* and have the class brainstorm a list of time travel novels they've read.
- Explain the term *portal*. Ask students to recall the portal and sequence of events used in the time travel novels they have read.
- Create a class chart listing this information and ask students to add future time travel novels as they read them. This list can be used as an idea springboard when students are asked to write.

Character-Building Elements Displayed in this Novel

Respect: Jason, Charlotte, and Squid (J, C, & S) treat others with courtesy, dignity, and positive regard.

Responsibility: J, C, & S are accountable for their actions and follow through on their commitments.

Honesty: J, C, & S behave in a sincere, trustworthy, and truthful manner.

Empathy: J, C, & S strive to sense and appreciate the emotions of others, to “stand in their shoes.” They demonstrate appreciation of and concern for others’ feelings.

Fairness: J, C, & S are sensitive to the needs of other individuals. They treat each other as they wish to be treated themselves.

Initiative: J, C, & S act without being prompted by others. They are eager to do what needs to be done and take steps toward the achievement of a goal.

Perseverance: J, C, & S stick to a goal and work hard even in the face of obstacles and challenges.

Integrity: J, C, & S are truthful and sincere. They ensure consistency between what they say and what they do.

Courage: J, C, & S face challenges directly. They seek help from others when necessary. They do the right thing even when it is unpopular.

Optimism: J, C, & S maintain a positive attitude. They are able to see opportunities even in the face of adversity. They have hope for the future.

SECTION ONE
Exploring the Chapters

CHAPTERS 1 and 2

CHAPTER SYNOPSIS

The day after Jason's exciting time-travel adventure to medieval Germany, he and his friends, Charlotte and her five-year-old brother Squid, retrace their steps along the highway toward Cobourg, Ontario, and back, trying to make sense of what happened. They know their adventure had something to do with Jason's great-uncle's World War I bugle and something to do with fog.

Charlotte and Squid leave their Grandma Cannington's, across the field from Jason, and return home to Ottawa. Jason vows to keep their secret, especially from his thriller writer dad and music teacher mom.

He finds an old diary behind the radiator in their bathroom and discovers it is his great-uncle's from the Second World War. In it, he finds a postcard of the city of Luxembourg. Because his dad is too busy writing to take him to the local library to research it, Jason decides to explore the woods behind his house. Here, he discovers a hidden valley with a twisting, steep-banked creek and gnarled old trees. He wants to bring Charlotte and Squid to see this valley.

Vocabulary: espionage thriller, parchment, ruthless, iron radiator, armouries, cornet, British Broadcasting Corporation, declassified, stunted

DISCUSS AND QUESTION

Learn from Each Other: Ask students if anyone in their family has an old diary or book that would tell something about their ancestors. Have the students share an interesting story about a grandparent or great-grandparent. Ask students if any can bring one of these books or diaries to school to share with the class. Talk about the similarities and differences between old diaries and books and those of today. Talk about why they are different.

Learn New Writing Skills: Introduce the concept of **series summarizing** to your students. Talk about the necessity, in a novel series, of recapping enough of the previous story to let readers in on what happened before. Ask students to list the points that seem to be taken from the previous novel. Ask students if there is enough information given or not, with examples to support each.

For Student Writers: *The author uses **series summarizing** in the first two chapters. Even though this novel begins only a day after the first, an entire time travel adventure has taken place. It is necessary for the author to summarize and tell the reader some, but not too much, information from the previous adventure.*

Learn from the Story:

1. Jason and Charlotte have quite different ways of remembering their first adventure. Describe each.
2. Jason finds his great-uncle's diary behind the radiator in the upstairs bathroom. How does Jason think the diary ended up being here?
3. Why does Jason want to go to the town library?
4. Why has Jason not explored the woods before? What makes him decide to do it this time?
5. What does he find that he was not expecting?

The Author Explains: *My children discovered and named Hidden Valley. We often had summer picnics there. It is a magical place unlike any other valley I have ever visited.*

Chapters 3 and 4

CHAPTER SYNOPSIS

Jason reads the diary and finds two more places where Luxembourg is mentioned.

When Charlotte and Squid return on the August first weekend, they hike down to Hidden Valley with their instruments and a picnic lunch. Following a downpour, fog rolls in and, in spite of reservations, they feel compelled to play and find themselves transported a second time.

They land beside a river and follow it to a road, across a bridge, and up a hill. At the top, they look down into a valley where gypsy-like people are setting up tables beside caravans. The children decide to approach, hoping they might play for their supper.

Vocabulary: cicada, cornet, Nazi, submerged, overhang, compelled, optimism, rummaging, orphan

DISCUSS AND QUESTION

Learn from Each Other: Because Hidden Valley is so unusual, Jason wants to share it with Charlotte and Squid. Have students talk about wanting to share something special with family members or a close friend. Ask how this sharing makes them feel and why. Have students find Luxembourg on a map and point out where it is in relation to Germany.

Learn New Writing Skills: Introduce the concept of **foreshadowing** to your students. In theatre writing there is a saying: "Don't put a gun on the wall in act one if you don't intend to use it in act two." This is another way to describe foreshadowing. This device is used in chapter three. Ask students to look for words or phrases that might be "setting up" something to happen later on.

Learn from the Story

1. Why do you think Luxembourg is mentioned again in this chapter?
2. How do you think Jason's great-uncle felt fighting against Germany when his own mother was German?
3. Why does Jason suggest the three of them go to Hidden Valley?
4. Squid has his own way of looking at things. Why do you think he says the dragonfly goes into a cocoon first?
5. How is it that Jason knows there is a cave in the creek bank?
6. Why does Jason think they may have landed in Luxembourg?
7. Why do they hide their instruments?

The Author Explains: *There is no cave in the creek bank in the real Hidden Valley, only a few places where rushing spring waters have made small holes but not one large enough to accommodate three children. I needed fog and decided a sudden downpour on a hot, muggy day would do the trick. How would I keep my travellers dry? There had to be a small cave in the creek bank.*

Chapters 5 and 6

CHAPTER SYNOPSIS

A few minutes after starting down the hill, the children are taken hostage by two people – a man, and a woman dressed like a man. Both Jason and Charlotte recognize that these two are speaking French. They march the children into the camp and argue about whether or not they are spies. When Bertha protests that they are only children, Sander suggests taking them to their leader, Captain Arned.

After the children play and sing for the Captain and the assembled crowd, they are allowed to stay with Bertha and her husband Viktor, in their caravan. The children learn that the French now rule Luxembourg and that these artisans, who have all been banished from the town, are allowed to sell their wares on a weekly basis. They are setting up for tomorrow's sale and, after a meal, the children fall asleep in one end of the caravan.

The next day the children stand waiting for a signal to play as crowds from the city come to buy goods from the camp people. Klaus tells the children that Luxembourg is on a diamond smuggling route between France and England. Their ongoing concerts are applauded and they meet the great French General Vauban, Gregor, a city official, and the unpleasant Lieutenant François Fabian. After the crowds leave, Bertha gives money belts to Jason and Charlotte for storing their share of the profits. Viktor hides some coins in the tops of Squid's boots.

Vocabulary: confiscated, pocked face, loitering, harassed, breeches, paunch, imposing figure, swaggered, sneer, valet, raucous

DISCUSS AND QUESTION

Learn from Each Other: Most adults in our society work hard at keeping children safe. Have the students talk about methods and rules designed to keep children safe. If a child is kidnapped or missing in our society, what happens? What kind of help is available? Talk about "streetproofing" and why this is important.

Learn New Writing Skills: Introduce the concept of **research** when writing a novel. Ask students to discuss which types of novels would benefit most from research and why. Ask students to think about a grandparent or family homestead or business. List ways to research a story involving one of these.

For Student Writers: *Newspaper and magazine writers and non-fiction writers use **research** all the time. Many fiction writers do as well. By having an historically accurate setting and by using actual situations from history, the fiction writer makes the story seem more believable. This is true even if the story is set in the present.*

Learn from the Story:

1. Why do two of the camp people capture the children?
2. Who is Captain Arned and why are the children taken to him?
3. Why do Bertha and Viktor offer to have the children stay with them?

4. Name the people in the camp, their original nationality and what each makes. Why does making these items help these people to survive?
5. Name the two important officials who arrive to buy goods?
6. Who is the Sun King and how is he connected to Luxembourg?
7. Why does Fabian seem so interested in the Octavian trio?
8. What is a money belt and why does Bertha give one to Jason and Charlotte? How does Squid keep his money?

The Author Explains: *Viktor shows Squid where he can hide his money. This situation wrote itself, that is, I didn't plan it. As soon as I wrote it, however, I knew it was something important, that later on in the story, there would be some reason money was hidden in Squid's boots.*

Comparing Chapters

In chapters 4 and 5, the author uses time travel to leap back in time to a different country where everything is unfamiliar. Compare the two chapters under the following headings.

	CHAPTER 4 (to pg 24)	CHAPTER 4/5
What is the setting?		
What characters are in this chapter?		
What is the main event in the chapter?		
Describe Jason's clothes and the horn in this chapter.		
How does he feel in this chapter?		
Describe Charlotte's clothes and flute in this chapter.		
How does she feel in this chapter?		
Describe Squid's clothes and drum in this chapter.		
How does he feel in this chapter?		

Chapters 7 and 8

CHAPTER SYNOPSIS

Bertha gives Jason a cart and two wooden pails and sends him down to the river to get water. A woman appears on a rock out in the river and asks him to play his horn. Upon returning, Viktor says there is a legend about a baker boy and the mermaid Melusina. That evening, Captain Arned and some of the camp people tell the legend to Charlotte and Jason. Afterward, Jason confides to Charlotte that he thinks he saw Melusina.

The next morning, Gregor returns and says the children must return to Luxembourg with him to play for his recently widowed niece, Madame Almonde. Once they arrive, Amilie takes them to their rooms and tells them she is Carina's daughter. Squid explores the rooms and finds a handkerchief on which there is a coded map. An unfriendly servant, Marius, brings them food. When Amilie arrives to take them to play for Madame Almonde, Jason puts the map away.

Vocabulary: metallic, concentrated, minstrel, maim, succumbed, duchy, esteemed, Bastion, melancholy, harpsichord, croissants, manoeuvring

DISCUSS AND QUESTION

Learn from Each Other: There are times when we are asked to go places we don't want to go, talk to people we don't know. Ask students if any have had this experience and, if they are willing, to share it and how it made them feel. Talk about coping strategies – effective ways and not so effective ways of dealing with strange places and people.

Learn New Writing Skills: Introduce the **ballad** as a storytelling verse form. Ask students what modern-day singers use the ballad form. Ask students to list some of today's momentous news events that could be written into a ballad. Pick one and, using the verse pattern in the ballad of Luxembourg's Fall, create a modern-day ballad together. Interested students may want to write their own ballad.

For Student Writers: A **ballad** is a story told in verse, sung or recited, often about an important historical event.

Learn from the Story:

1. Why does Melusina say, "You do look a lot like the boy with the horn"?
2. Why do you think Jason finds no trace of Melusina? Why is the second pail of water so much heavier?
3. In the legend, how does the horn get from Germany to Luxembourg?
4. How does it end up in the household of the baker's boy?
5. In the legend, why does the mermaid sing this particular ballad to the baker's boy?
6. In the legend, how does the boy try to save the city?
7. Why does this legend make Jason feel uneasy?

Chapters 9 and 10

CHAPTER SYNOPSIS

The children play for Madame Almonde in the grand drawing room. Jason asks Gregor if they can visit the town. When Amilie escorts them back upstairs, they find someone has ransacked their rooms. After Amilie leaves, Jason retrieves the map from the curtain hem. They decide the intruder was looking for it. Jason wonders what their task is and tells Charlotte what Melusina said to him by the river.

The next day Marius escorts Jason and Squid to the market in the town square. He leaves them, supposedly for only a few minutes, then does not return. The boys barely escape being kidnapped by two men. Luckily, Gregor and his bodyguards see the children and take them to Gregor's business chambers. Jason overhears information about a diamond smuggling ring with transfer points near Luxembourg.

Vocabulary: flanked, harpsichord, fragile, mourning dress, pianoforte, coverlet, mimicking, vendors, spanning out, goatee, vaguely, foyer, ultimatum

DISCUSS AND QUESTION

Learn from Each Other: Discovering that you don't trust someone can be a frightening experience, especially if that person is an adult. Ask students to talk about what makes one person trustworthy and another person untrustworthy. In fiction, whether a novel, a play, a TV show, or a movie, there are always trustworthy and untrustworthy characters. What name is given to each of these types of character?

Learn New Writing Skills: The best writing **shows** much more than it **tells**. Talk about what this means in writing and ask students to give examples.

For Student Writers: *Make a list of words to describe a hero, another list for a villain. Now, write a short paragraph describing each one but do not **tell** using the words in your lists, rather **show** in your writing by the way the character acts and speaks.*

Learn From the Story:

1. Why have the children been summoned to play for Madame Almonde?
2. How does Jason know that their concert has been a success?
3. What do the children and Amilie find when they return to their rooms?
4. Whom does Jason suspect? Why?
5. Why does Jason want to talk to Melusina again?
6. Where does Marius leave Jason and Squid? Why?
7. Jason is sure they are being followed. How does he get Squid to help him find out for sure?
8. Who rescues the children from being kidnapped?
9. Where does Gregor take Jason and Squid? Why?
10. What important information does Jason overhear?

The Author Explains: *Often small foreshadowing details are inserted for a specific purpose later on. Marius says he must go to the boulangerie, the bakery. Wait to see where this is mentioned again.*

Chapters 11 and 12

CHAPTER SYNOPSIS

On the way back to Madame Almonde's, Gregor asks Jason to keep him informed of any suspicious talk or activity. Charlotte is excited that Madame Almonde has invited her to play the harpsichord. Jason finally manages to tell her what happened to him and Squid. Amilie arrives to move them to the nursery where it will be safer. That evening, the children have dinner with Madame Almonde and her uncle, General Vauban. They learn that two of Madame's aunts will travel a day's journey by carriage to attend the soirée. Back in the nursery, Jason notices Marius sneaking away outside. Amilie arrives to look at the map and suggests they take it to Klaus the following evening. She will take them across the river in a boat.

Guests keep arriving for the soirée as the children eat and dress for their performance. Jason is not pleased that he and Squid must wear Louis the Fourteenth military jackets.

Vocabulary: implicated, intervened, musical genius, sympathetic, scapegoats, ecstatic, hobby horse, candelabra, interjected, stealth, sceptical, teeming, brocade, barrette

DISCUSS AND QUESTION

Learn from Each Other: While visiting at Madame Almonde's, the children must go where they are told to go and wear what they are given. Ask the students to talk about situations where they were obliged to go places they would rather avoid, even wear clothes they didn't feel comfortable in. Ask students to talk about these two opposite ideas: When should a child be allowed to make his or her own decisions? When should he or she not?

Learn New Writing Skills: Again in these chapters, **foreshadowing** plays a large role. There are four instances of **foreshadowing** here. See if you can identify them.

For Student Writers: *An author can "set up" an important scene or situation ahead of time by dropping hints in an earlier chapter. This set up is called **foreshadowing**.*

Learn from the Story:

1. When Gregor tells Jason about the smuggling ring, why does Jason decide not to mention finding the map?
2. What has Charlotte been doing while Jason and Squid were away?
3. Why are they being moved to the nursery?
4. Why was Marius sent to work in the stable?
5. What confirms Jason's suspicion that Marius is up to something?
6. To whom does Amilie suggest they show the map? How will they get to see him?

Chapters 13 and 14

CHAPTER SYNOPSIS

Amilie arrives and escorts the children to the banquet hall to perform. Fabian again tries to endear himself to the children. Madame Almonde says her two aunts have not yet arrived. A beautiful young woman arrives and Fabian rushes to greet her. Jason sees Fabian talk to Marius who then leaves. The children perform and are wildly applauded. The two aunts arrive. They have been robbed near Arned's camp and are in distress. Amilie takes the children back to her room, worried her people will be blamed.

In darkness, the children follow Amilie to a shed where they hide in Helmut's cart and are taken past guards, down close to the river. Amilie leads them to her boat, hidden in the reeds. Halfway across the river, something hits the boat from beneath, spinning it so Jason almost falls out. Once they are close to shore, Melusina appears, asking for Jason. He realizes his horn is gone. Melusina has it but finally gives it back. While in the water, she tells them she has heard the robbery take place. She then disappears, to return walking toward them on shore, saying soldiers attacked the camp and everyone has left. Melusina summons her white horses, Arion and Zarya, to take them to the forest to find the camp people.

Vocabulary: hunching down, slimy, breeches, oar sockets, veered, erratically, sensation, muffled, interlocked, hoisting

DISCUSS AND QUESTION

Learn From Each Other: In these two chapters, we begin to see how brave and resourceful Amilie is. Ask students to talk about being brave and its opposite, being a coward. Ask students for examples of each. Ask students to list qualities of a brave person versus a coward. Ask whether it is always wise to always be brave. When would it be foolish and why? Ask students to think of dangerous situations they might face and how they would react.

Learn New Writing Skills: When you write an action scene such as the one on the river, it is important to have the right amount of **tension**. Not enough and your reader will get bored. Too much and your reader won't believe it. How do you get the right amount? Think of **tension** as an elastic band. Pull it as tightly as you can without breaking it. Let go a bit and then pull it tight again. If you write this way, you will create a believable action scene. Create a sense of fear and then back off a little to let your characters and the reader breathe, then bring in another situation and increase the **tension** again. Repeat this as many times as seems reasonable to you.

For Student Writers: *In these two chapters, **tension** keeps the plot moving and the reader interested. Action verbs, shorter sentences, and small disasters increase **tension**.*

Learn From the Story:

1. Why does Fabian not react to Squid kicking him? What does this tell us about this man?
2. What situation tells the reader that Fabian and Marius likely know each other?
3. Why is Amilie so worried when it is discovered that the aunts have been robbed?
4. Why does Amilie give each of the children a square of black cloth to cover their heads?
5. Why does Jason take his horn?
6. Why does Amilie keep her boat hidden?
7. When do the children first discover that Melusina can take on human form?
8. Give examples of Amilie's bravery.
9. Why do Jason and Charlotte say they will stay with Amilie? What does this tell us about them?

The Author Explains: *I knew that Jason and Charlotte and Squid would go with Amilie to find her people but, initially, I had no idea how they would get there. I thought of magic horses and felt that since Melusina was already a magical character, it would be logical for her to have these horses. They solved my transportation problem here and in later scenes.*

Chapters 15 and 16

CHAPTER SYNOPSIS

When they reach the forest, Amilie leads them to a secret path. They follow it and find the caravans. Melusina says she will wait for them. Rolf, his head bandaged, takes Jason to see the Captain. Bertha keeps Charlotte and Squid at a distance. The Captain speaks with difficulty and Jason knows he is dying. Carina and Friede say that soldiers shot the Captain, then arrested Viktor and Klaus. Viktor was taken to the Bastion while Klaus, told to bring his tool belt, was taken to an unknown destination, perhaps the Luxembourg tunnels. Impulsively, Jason says they will find the prisoners and recover the diamonds. Amilie says she will arrange for Jason to have a tour of the tunnels with Gregor. Jason asks about taking Klaus's dog, Bruno, to help find Klaus. Sander says the prisoners will hang after three days if the diamonds are not found. Bertha offers to bring Bruno to the river the following evening.

Once back at the river, Melusina says she will take them to the tunnels the following evening. She tells Jason to look for the Spanish gate with noughts and crosses, that it will help unravel the map's code. On the boat ride back, Charlotte mentions that nought and crosses are X's and O's. Helmut and his cart arrive and the three older children climb into sacks that are stowed with the vegetables. Squid, asleep, is put inside Helmut's wooden box seat. They arrive back at 6 a.m. and hurry up to their quarters. Jason falls asleep and is awakened just before he must meet Gregor for a tour of the tunnels.

Vocabulary: skimming, marvelled, shaft, haggard, periodically, ransacked, visualized, clambered

DISCUSS AND QUESTION

Learn from Each Other: Jason has great respect for the Captain and is horrified that he is dying. What has happened is unfair and unjust. Ask the students to talk about unfair and unjust events in our world and communities today. Most children do not have the opportunity to help directly but, in small ways, they can help. Talk about ways of righting wrong, the things children can do in their homes and communities to make the world a better place.

Learn From the Story:

1. Why does Melusina tell Amilie to go ahead once they are in the forest?
2. Why do you think Melusina does not come into the camp with the children?
3. What makes Jason think the Captain is dying?
4. Why did a soldier shoot the Captain?
5. Which of the soldiers described does Jason recognize? Why?
6. Where were the soldiers taking Klaus and Viktor?
7. Why did the soldiers take one of Bertha's loaves of bread?
8. Why might Fabian be involved in the diamond smuggling?
9. How will the children be able to take Bruno to the tunnels?
10. What does Melusina tell Jason to look for on the Spanish gate?

The Author Explains: *I didn't, originally, have the dog Bruno in the story. When I realized that the children would have to look for Klaus in the tunnels, I thought a dog could help them. I went back and added the dog to the first camp scene and to several later scenes leading up to this one.*

Chapters 17 and 18

CHAPTER SYNOPSIS

Deputy Gregor and his two assistants take Jason to the Luxembourg tunnels, entering from the lower level of the same building he and Squid had visited. In a stone chamber, they talk to General Vauban and Lieutenant Fabian. When Vauban says they need handkerchiefs to cover their faces near the rock chipping, Fabian reluctantly gives Jason his silk handkerchief. Once in the tunnels, Gregor explains how men chip by hand and donkeys, pulling carts, carry out the rock pieces. On the way back, they pass by rooms, one of them a repair shed for carts. They stop at the locked Spanish gate and Jason sees the X's and O's, and the letters B,D,F,H. They climb up to *les Dents*, the openings at the top where the rock chips are dumped out. Once back in the stone chamber, they are given a feast including braided loaves of bread. When Jason asks, he is told the loaves are baked inside the tunnels.

Once back at Gregor's, Jason sleeps, to be wakened by Squid for a late lunch. He learns that Marius hasn't been seen since he moved to the stable. Using Charlotte's cotton handkerchief and a cinder Squid found, Jason draws the gate. As they try to decipher the code, Squid says, "If the second letter is B, the first letter has to be A." From this they are able to match the map markings with the gate letters to create words. They hope that if they find Klaus, he will know what the words mean. This time, Squid asks to stay behind. As they are in the nursery, Jason thinks it will be safe.

Vocabulary: camouflage, grid pattern, dramatically, excavating, allotment, welded, vertical, horizontal, conquistador, efficient, ushered, fortification, coal cinder, obvious, diagonally

DISCUSS AND QUESTION

Learn From Each Other: Have students talk about how they remember things, i.e., a necessary phone number, how to get to a friend's house, where an important key is kept, someone's name. Talk about linking something you know to something you don't know, thus creating a code. Talk about where, in history, codes have been used and why.

Learn New Writing Skills: in any novel, there are a number of dramatic turning points, places where the reader gains important information, not known before. Each one of these points is called a **dramatic climax**, a high point in the story. After this happens, the tension and action slow a little and then build up to the next high point. The final **climax**, the highest emotional point in the story, usually takes place near the end of the story. Ask students to name the **dramatic climax** in this section.

For Student Writers: *The science of cryptology (codes) is the science of secure communications, formed from the Greek words kryptos, "hidden", and logos "word." As far back as 400 BC, Spartan commanders used codes to send messages to each other. Ever since, whenever someone needs to send secure information from one place to another, secret codes are created for communication.*

Learn From the Story:

1. Deputy Gregor calls the two men with him “his assistants.” Jason thinks they are really his bodyguards. Why does Jason think this?
2. Fabian pretends he does not have a handkerchief to give Jason. Why would he not want to give Jason his handkerchief?
3. Why is Gregor surprised when Jason asks about air in the tunnels?
4. Why does Jason ask questions about the braided loaves?
5. When he wakes up, Jason waits to tell Charlotte about the Spanish gate. Why? What does this tell you about his personality?
6. How is it that Squid has a coal cinder? What do they use it for?
7. Who cracks the code?
8. Now they have words instead of strange markings on the map. Who will they ask to help them understand why these words are used?

The Author Explains: *During my research for this novel, my son, who is studying to be a doctor, called to tell me one of his professors had given them an X's and O's graph as a way to explain one way to remember important facts, that is how to link something you know with something you want to remember for an exam. I then took this graph and created the Spanish gate and the name, Bernardo de Fernando Hernan so that the first letters of the name would fit into the graph pattern.*

Chapters 19 and 20

CHAPTER SYNOPSIS

Before they leave, Jason puts his bugle under Squid's pillow. Helmut's cart takes a detour and they are forced to creep on foot down a steep cliff to the river and Amilie's boat. When they arrive on the other side, they find Bertha with the dog, Bruno, and Klaus's jacket. She tells them the Captain has died. Melusina appears and has her horse, Arion, to take Amilie and Bertha back to the camp. Amilie says she will not return to Luxembourg.

A few minutes later, Arion is back. Jason shows Melusina the map and she gives the names actual locations. Jason, with Bruno in a bag, rides Arion; Melusina and Charlotte take Zarya. They cross the river by ferry and quickly arrive at a secret entrance into the tunnels. Bruno finds an animal horn. Jason's touch transforms it back into his bugle. They find Squid kidnapped and brought here by Marius. Bruno runs ahead and disappears. Melusina says Klaus may be in one of the rooms ahead.

Vocabulary: muted, detour, intermittently, crab-walking, clammy, trekked, capable, abandoned, accessible, ambushed

DISCUSS AND QUESTION

Learn From Each Other: Jason has never trusted Marius, but both he and Charlotte are surprised that Vauban's cook is untrustworthy. Have students talk about trust and how they decide whether or not a person is trustworthy. People often say they have a "gut feeling" about someone. What does this mean? Make a list of *Trustworthy* and *Untrustworthy* character traits.

Learn New Writing Skills: Two more **dramatic climaxes** appear in these chapters. What are they? Which one is unexpected and why?

Learn From the Story:

1. Why does Jason leave the bugle under Squid's pillow?
2. Why do you think Helmut took a detour?
3. Why did Bertha travel by herself to the river with Bruno?
4. Why does Amilie decide not to return to Luxembourg?
5. Why did Bertha bring Klaus's jacket?
6. How do they transport Bruno?
7. Why would High Ace Inn make a good transfer point?
8. How do they get across the river?
9. How do they get into the Spanish tunnels?
10. How did Squid and the bugle end up in the tunnels?
11. What do you think Melusina whispers to Bruno?

Chapters 21 and 22

CHAPTER SYNOPSIS

As soldiers approach, Melusina, Jason, and Charlotte hide in one of the darkened rooms until they pass by. Bruno rushes out from the room where Klaus is chained. Melusina unlocks the manacle around Klaus's leg. They all follow Klaus to a hidden door opening into donkey pens. Here Melusina says goodbye and leaves for the casements above. When miners enter for the first shift, Klaus and the children hide in the donkey pens. Once outside, Klaus tells them of Melusina's ability to fly. Klaus says they will go to Helmut's farm and he will take them to the city to link up with the others.

After breakfast at the farm, Klaus, Jason, and Charlotte hide in coffin-like boxes stacked on the cart while Squid climbs inside the seat below Helmut. Helmut piles bags full of vegetables on top of the boxes. Partway to the city, soldiers stop Helmut and stab their swords into the bags to check their contents. Once inside a warehouse somewhere in Luxembourg, the children say goodbye to Helmut, who quickly leaves.

Vocabulary: hesitantly, ventured, confess, maze, flint, assaulted, swarming, banished, periodically, clambered, scythe, carcass,

DISCUSS AND QUESTION

Learn From Each Other: Helmut and Jason react to danger in quite different ways. Ask students to talk about how they think they would react to extreme danger. Ask them to tell of someone, perhaps from a newspaper article, who survived great danger. Ask them to talk about why one person stays calm in the face of danger while another becomes angry or openly terrified or frozen on the spot.

Learn New Writing Skills: In any story, there are usually both **dynamic** and **static** characters. A **dynamic** character learns and changes as the story develops while the **static** character remains the same throughout. Compare Jason and Helmut in these chapters and decide whether they are **static** or **dynamic** and why. Make a list of other characters from previous chapters, labelling them in the same way.

For Student Writers: *When you are writing a story, some characters are naturally more important than others. If all characters were **dynamic**, it could be confusing. If all characters were **static**, it would be boring.*

Learn From the Story:

1. What makes Jason think they must be close to finding Klaus?
2. Why does Charlotte suggest that Jason follow behind with Squid?
3. Why couldn't Jason tell Klaus that the Captain was dead?
4. How did Klaus keep Bruno from barking when the soldiers appeared?
5. How does Klaus know about the secret door?
6. What do Klaus and the children do when they hear miners approaching?
7. How do they manage to get past the guards at the door?

8. How does Klaus think Melusina escaped?
9. How much time is left to rescue Viktor?
10. How will they get back to the city? Who will they meet there?
11. Why does Helmut put himself in danger by secretly transporting people in his cart?
12. Where does Helmut drop them off?

The Author Explains: *The idea for the scene where the soldiers stab the vegetables is based, in part, on a true story. In the 1970s many refugees from Vietnam tried to escape their wartorn country on rafts and in small boats. Some paid large sums of money to be hidden in boats carrying goods. The man I met was hidden in a huge pile of melons. Soldiers boarded the boat to search and spent some time stabbing their long swords into the melon pile. None of the blades hit him and, eventually, he made his way safely to Canada.*

Chapters 23 and 24

CHAPTER SYNOPSIS

Klaus takes Jason, Charlotte, and Squid from the old stone building, through alleys to an abandoned warehouse. Inside, they follow a hall and, once through a hidden door, find Friede, Sander, and Rolf. Klaus tells how he sabotaged the fancy carriage he was forced to repair. Jason shows them the map and together they piece together that the diamond necklaces were likely baked into braided loaves and given to Fabian, who would take them by carriage to the transfer point at High Ace Inn. When Friede, Sander, and Rolf set out to catch Fabian, Klaus insists the children be included.

They travel by horseback through the day, waiting in a secluded forest until dark before travelling to Dead Head Road and High Ace Inn. Sander goes ahead of the others to scout.

Vocabulary: wedged, ushered, huddled, spectacular, sidetracked, culprit, apparent, fidgeting, determination, sheath, sauntered, gutted, confiscated, silhouettes

DISCUSS AND QUESTION

Learn From Each Other: It is obvious that Friede, Rolf, and Sander don't want the children to come along. Have students talk about what it's like not being welcome at an event or gathering. Talk about ways to deal with such situations.

Learn From the Story:

1. Where does Klaus hide the key to the warehouse?
2. How do they gain entry to the room where Friede, Rolf, and Sander are talking?
3. Why did Klaus purposely put the wrong bolts on the carriage? What did he think would happen when he was found out?
4. How did High Ace Inn get its name? Why would it make a good transfer point now?
5. How do Friede, Rolf, and Sander react when the others talk about Melusina? Why?
6. Why does Jason feel he is being pushed around?
7. Why are they waiting until dark before travelling along Dead Head Road?
8. How is it that Charlotte has a flint?
9. Why has Fabian chosen to take a carriage instead of riding horseback?
10. List two reasons why Sander goes ahead on his own.

Chapters 25 and 26

CHAPTER SYNOPSIS

When Rolf asks Klaus if he can repair the stolen carriage, he hesitates until Charlotte reminds him he has a wrench hidden in his boot. They find the carriage on the road with Mademoiselle de la Roche inside. When Jason offers her the silk handkerchief, she says, because it belongs to Fabian, that they all must be part of his evil plan. They tell her they are looking for stolen diamonds. She says Fabian offered to fix her carriage the previous evening. When he delivered it that morning, he said he needed it to deliver a package. Sander and Friede ride ahead toward the inn.

With Jason and Squid's help, Klaus fixes the carriage and they drive it to the top of the hill, looking down to High Ace Inn. Two shots ring out in the darkness and a horse with no rider approaches.

The horse belongs to Sander. The others arrive – Rolf with Fabian bound, Sander wounded, and Friede with a basket. Klaus, with Jason holding the basket, gallops quickly off. Near the river, the horse collapses from fatigue. When Jason goes for water, Melusina appears and gives them Arion to ride. Moments later, they have crossed the river and are beside the Bastion walls. Jason blasts his horn and guards open the gates. Ahead, Viktor is on the scaffold, rope around his neck. Jason plays and is led to the platform. Jason shouts to Gregor that Klaus and Viktor are innocent and that his friends will soon arrive with the culprit, Lieutenant Fabian, and Mademoiselle de la Roche. Then Jason breaks open a loaf from the basket, revealing a diamond necklace.

Vocabulary: nuzzled, pranced, whittle, embers, road patrols, doused, dismissed, influential, lever, concentrate, muzzle, evidence, scaffold, rowdiness

DISCUSS AND QUESTION

Learn From Each Other: Jason knows if they don't arrive soon enough with the evidence, Viktor will be hung on the scaffold. Ask students to talk about what it feels like when you are almost late for something extremely important – an exam, a meeting, catching a train or bus, or when you are trying to win in a competition. Talk about *adrenalin* that spurs the body on and *endorphins* that numb feeling so a person can push harder. Ask students to describe situations where this happens.

Learn From the Story:

1. Where do they find the carriage and who is in it?
2. Why does Mademoiselle de la Roche throw the silk handkerchief to the ground?
3. What was the reason Fabian gave to Mademoiselle for delivering the two loaves of bread?
4. Why do Friede and Rolf go on ahead?
5. How does Klaus fix the carriage?
6. When the shots ring out, what does Jason think has happened?
7. What do Friede and Rolf bring back from High Ace Inn?
8. Why do Klaus and Jason ride ahead of the others back to Luxembourg?

9. What happens to Klaus's horse?
10. What important piece of information convinces Gregor that Jason's explanation of events is true?
11. What does Jason do to give final proof to Gregor?

The Author Explains: *In my research of diamond smuggling between France and England, I learned that jewels were smuggled in small fancy cakes called petit fours. It seemed reasonable, to me, that they might also be transported in loaves of bread.*

Chapter 27

CHAPTER SYNOPSIS

Charlotte tells Jason that because the others were on horseback, she drove the carriage back from Dead Head Road. They ride, again, in Gregor's carriage down the Bock to the camp. Gregor tells them how Fabian masterminded the robbery. As they cross the river, everyone in the camp is waiting for them. Once there, Gregor reads from a scroll telling them that Mademoiselle's father, the Comte de la Roche is giving them legal right to the land they are on. Gregor leaves and Jason finds that Viktor is now in charge. As well, Friede and Sander will marry and Klaus will teach Amilie his trade. After a meal around the campfire, Rolf plays his fiddle. Everyone sings, the children joining in on their instruments. When mist rises from the river, Jason leads Charlotte and Squid toward it. Melusina appears briefly and, moments later, they are back in Hidden Valley and happily running up the hill toward their homes.

Vocabulary: homespun shirt, gracious, escapade, adjacent, uprooted

DISCUSS AND QUESTION

Learn From Each Other: Jason and Charlotte try to be **optimistic** about returning home. At times, throughout the novel, one or the other has been **pessimistic**. Ask students to talk about what makes a person **optimistic** or **pessimistic** – first, in a given situation and, secondly, in life generally. Can a person change from one to the other and, if so, what sort of things cause this?

Learn From the Story:

1. How was Lieutenant Fabian transported back to Luxembourg?
2. Who gives the camp people the land as their permanent home? Why?
3. Why does Bertha think the rest of the camp has forgotten Melusina?
4. Why does Melusina say, "You kept your promise"?

For Student Writers: *Optimism means to be hopeful and have confidence that things will work for the best while pessimism means tending to expect the worst outcome in all things.*

The Author Explains: *In any piece of writing, endings are always difficult. With this novel, I knew there would be a third one to follow, so my characters didn't have to say goodbye permanently, but I did need to find a place to stop. I wanted the adventure to be over but the memory of it to remain, most of it to be complete with a few things still uncertain. I wanted some questions left to make the reader think after the last page was turned.*

SECTION TWO

Networking Through the Curriculum

1) EXPLORING LIFE IN THE LATE 1600s

- A. In a short paragraph or in point form, **compare** and **contrast**:
- the life of Amilie in the castle and her mother, Carina, at the camp
 - the life of Charlotte and Amilie
 - the life of Jason and a page serving at Gregor's
 - the life of Gregor and Jason's dad
 - the life of Madame Almonde and Jason's mom
 - any other two characters of your choice
- B. List each **decision** made and what **result** followed:
- Jason's decision to tell Charlotte and Squid about Hidden Valley
 - the children's decision to play their instruments in Hidden Valley
 - Sander and Friede's decision to kidnap the children and take them to the camp
 - Bertha's decision to come and see whom Sander and Friede had brought to the camp
 - Squid's decision to look around the two rooms they were first taken to in Gregor's house
 - Marius's decision to abandon the children at the market
 - Captain Arned's decision to stand up to the soldiers who invaded their camp
 - Melusina's decision to take the children to the Spanish tunnels
 - Klaus's decision to improperly repair the carriage brought to him in the tunnels
 - Helmut's decision to hide Klaus and the children in wooden boxes on the wagon taking them back into Luxembourg
 - Sander's decision to ride ahead to High Ace Inn without the others
 - Jason's decision to play the bugle as he rides into the Bastion
- C. After reading the novel you can **make predictions**:
1. Will Klaus make a good and just leader for the camp people? What problems might he face in the future?
 2. Will Lieutenant Fabian be put in prison for his part in the diamond theft or will General Vauban use his influence to have him set free? Tell why.
 3. If Fabian is set free, will he stay in Luxembourg or will he leave? If he leaves, where might he go?
 4. What will General Vauban do once the work on the Luxembourg tunnels is finished?
 5. How will the presence and actions of Jason, Charlotte, and Squid change life in: the camp, the city of Luxembourg, for Madame Almonde, for Melusina, for any others?
 6. Any other predictions of your choice
- D. Understanding **point of view**:
- You will remember that the narrator of the story is the main character and the story is told from his or her point of view. Name the narrator in this story and say whether he or she tells the story in the first person, that is, using "I" or the third person using "he" and "she."

2) ROLES IN THE LATE 1600s

Each character in the book has a role to play. The roles of men, women, and children are still clearly structured at the end of the 1600s, partly by the harsh necessities of life and partly by society's traditions. Think about a miner in the tunnels, a shopkeeper in Luxembourg, a farmer, a soldier, a manservant in Gregor's house, a maidservant in Gregor's house, a merchant in Luxembourg, a camp person. List more if you can. For each character, discuss and/or write about the following:

1. How is this character treated by others in the community? Why?
2. How do you think this character feels about himself/herself?
3. What are this character's goals?
4. Is this character an individualist or a follower and why?

3) ROLES IN MODERN TIMES

People in our modern-day society also have roles. We are not necessarily aware of our own roles but often others see us as "the athlete," "the bookworm," "the clown." We live in families, in neighbourhoods. We attend schools and do activities after school, on weekends and holidays. All these things define our roles. List people in positions similar to their late 1600s counterparts above. For each person, discuss and/or write about the following:

1. How is this person treated by others in the community? Why? How does he/she differ from his/her late 1600s counterpart?
2. How do you think this person feels about himself/herself? How does he/she differ from his/her late 1600s counterpart?
3. What do you think are this person's goals? How does he/she differ from his/her late 1600s counterpart?
4. Is this person an individualist or a follower and why? How does he/she differ from his/her late 1600s counterpart?

4) RISKS AND CONSEQUENCES

1. Both Jason and Charlotte take risks and face consequences. Find a risk each takes and give the consequence. Who takes more risks and why?
2. Find characters in the novel who face risks and describe their consequences.
3. Does Squid face any risks on his own? If so, what are they?

5) PERSONAL JOURNEYS

Jason, Charlotte, and Squid are thrown together into a fantastical adventure. They still don't know each other very well.

Pick *one or two situations* that interest you and tell how each character reacts to the given situation. You may have to imagine some of the reactions as they are not all in the novel.

With each character and situation, think how he or she would likely react.

1. Being dressed in clothing of the late 1600s
2. Understanding and speaking another language
3. Being kidnapped and taken to the camp
4. Jason seeing Melusina for the first time
5. Each child hearing the legend of the Baker Boy
6. Finding the handkerchief with a coded map on it
7. Each child seeing Melusina change from mermaid to human
8. The children and Amilie discovering the room has been searched
9. Jason, on the boat, finding out that Melusina has his horn
10. Amilie finding out that the camp has been attacked
11. Each of the children when they are told Captain Arned has been shot
12. News that Klaus and Viktor have been taken prisoner
13. Squid and Charlotte while Jason is taken to see Captain Arned
14. The children when they discover Bertha is exhausted, having brought Bruno to the river
15. The clue Melusina gives them as they leave in the boat
16. Klaus's explanation for Melusina leaving the tunnels through *les dents*.
17. The soldiers jabbing their swords into the vegetables on the cart
18. The way Sander and Friede treat the children after Klaus takes them to the hiding place in Luxembourg
19. Riding with a camp person on one of the horses
20. Watching while Friede and Rolf approach the carriage on the road
21. Mademoiselle de la Roche's attitude
22. Fixing the broken axle
23. Waiting on the road overlooking the inn
24. Seeing the horse without a rider approaching
25. The capture of Fabian
26. Jason and Klaus riding ahead with the basket
27. Squid riding back in the carriage
28. Charlotte driving the carriage back
29. Seeing Viktor on the scaffold
30. Arriving back at Gregor's after the capture
31. Waking the next morning
32. Seeing the camp people again
33. Playing after the supper feast
34. Seeing Melusina one last time
35. Arriving home again

6) TURNING POINTS IN THE NOVEL

- There are a number of turning points in the novel.
- Pick one of them and describe how this moves the story in a new direction.
- Imagine this event does not happen or another does.
- Tell what would happen in the story if this were the case.

7) LINKING WITH OTHER CURRICULUM ACTIVITIES

A. LANGUAGE

You may be familiar with some of the French words used in the story. If you study French or Italian or Spanish or Cree or Innu, make a list with three columns – English, French, other language. List the same word for each language and look at the differences and similarities. It will, of course, depend on your third language, as languages fall into groups or families. If your language is similar, find out why. If it is not, find out why.

ENGLISH

FRENCH

OTHER LANGUAGE

B. SOCIAL STUDIES

Research the period when this novel is set. Draw pictures to help describe each topic.

1. Homes

- Describe a camp person's home. Who might have built it and how?
- Describe General Vauban's home. Who would have built it and how?
- Describe a labourer or servant's home. Who would have built it and how?

2. Food

- What did the working class eat? What bowls and utensils did they have?
- What did the wealthy eat? What bowls and utensils did they have?
- What did soldiers eat?
- How was food preserved?
- Describe a dinner in General Vauban's home.

3. Recreation and Entertainment

- What did labourers do for entertainment?
- What did the upper classes do for recreation?
- What did soldiers do for entertainment?

4. Dress

- What did a working class man/woman/child wear?
- What did a nobleman/woman/child wear?
- Look for information on cloth weaving, wool spinning – anything connected to the making of clothes, jewellery, etc.

C. SCIENCE, MEDICINE, HEALTH, AND POLLUTION

- What medicine and treatment was there for working class people?
- What medicine and treatment was there for noble people?
- How was garbage disposed of?
- What kind of washing and toilet facilities were there for working class people, for soldiers in the tunnels, for noble people?
- How was sewage disposed of?
- What were the causes of disease and infestations?

D. MATH

- How do the people from Luxembourg pay for goods bought at the camp?
- How much does Jason pay for the tin soldiers at the town market?
- How much do they pay to get across the river on the ferry?

In each case, does the amount they have to pay tell you it is a low cost or a high cost? Explain your answers.

E. MUSIC

- Music is of great importance in this novel. Name the different instruments and the characters that use them.
- A harpsichord, a pianoforte and a modern-day piano are somewhat the same. If possible, find pictures of each to show in class.

8) OTHER TIME TRAVEL NOVELS

Barron, T. A.	<i>The Ancient One</i>
Cameron, Eleanor	<i>Beyond Silence</i>
Conrad, Pam	<i>Stonewords</i>
Curry, Jane L.	<i>Me, Myself and I</i>
Dexter, Catherine	<i>Mazemaker</i>
Forward, Toby	<i>Travelling Backwards</i>
Gormley, Beatrice	<i>Back to the Titanic</i>
Green, John	<i>The House that Max Built</i>
Greer, Gery	<i>Max and Me and the Time Machine</i>
Griffin, Peri	<i>A Dig in Time</i>
Harelkin Bishop, Mary	<i>Tunnels of Time: A Moose Jaw Adventure</i>
Harelkin Bishop, Mary	<i>Tunnels of Terror: Another Moose Jaw Adventure</i>
Harelkin Bishop, Mary	<i>Tunnels of Treachery: A Third Moose Jaw Adventure</i>
Harelkin Bishop, Mary	<i>Tunnels of Tyranny: A Fourth Moose Jaw Adventure</i>
Hutchins, Hazel	<i>Within a Painted Past</i>
Hutsell-Manning, Linda	<i>Jason and the Wonder Horn</i>
Kehret, Peg	<i>Sisters Long Ago</i>
Levin, Betty	<i>Mercy's Mill</i>

Lindbergh, Anne	<i>Nick of Time</i>
Lindbergh, Anne	<i>Three Lives to Live</i>
Lindbergh, Anne	<i>Travel Far, Pay no Fare</i>
Lyon, George Ella	<i>Here and Then</i>
Park, Ruth	<i>Playing Beatie Bow</i>
Pascal, Francine	<i>Hangin' out with Cici</i>
Pearson, Kit	<i>A Handful of Time</i>
Peel, John	<i>Uptime, Downtime</i>
Richemont, Enid	<i>The Time Tree</i>
Senn, Steve	<i>The Double Disappearance of Walter Fozbek</i>
Service, Pamela	<i>Storm at the Edge of Time</i>
Sleator, William	<i>Strange Attractors</i>
Slepian, Jan	<i>Back to Before</i>
Taylor, Cora	<i>Ghost Voyages</i>
Taylor, Cora	<i>Ghost Voyages II: The Matthew</i>
Taylor, Cora	<i>Ghost Voyages III: Endeavour & Resolution</i>
Thomas, Jane Resh	<i>The Princess in the Pigpen</i>
Vande Velde, Vivian	<i>A Well-timed Enchantment</i>
Walsh, Ann	<i>Your Time, My Time</i>
Weiss, Ellen	<i>The Poof Point</i>

9) CHALLENGE QUESTIONS

1. In Chapter 3, Jason says he knows that Germans as well as the Allied forces participated in Resistance Groups against the Nazi regime. Research Resistance Groups from WWII. Describe the dangers facing someone working in one of these groups. What type of person would want to do this work and why?
2. The song “Die Gedanken sind Frei” (my thoughts are free) from Chapter 5 is a song that was used by the German people twice in later periods in history. Search in library books and/or the Internet to find when and why it was used.
3. In Chapter 6, we meet the military engineer, General Vauban, who is in Luxembourg following the orders of Louis XIV, the Sun King. Research both these men and write a paragraph (or more) describing the lives of each and why they depend on each other.
4. In Chapter 6, the smuggling trade between France and England is introduced. Why are goods smuggled instead of being sold legally? Why would a person smuggle goods or help those who are? Research and write a short report on a smuggling trade, one from history or one happening in modern day Canada. Include the risks and consequences for those involved.
5. The legend of the mermaid Melusina (outlined in the ballad I wrote in Chapter 7) is part of Luxembourg’s history. What is a legend? Research the history of Luxembourg and, in your own words, tell why you think Melusina is included in this history. Look for and list any legends that are part of Canadian history.

6. In Chapter 9, Madame Almonde talks about her harpsichord and mentions a pianoforte. Research the harpsichord, pianoforte and modern-day piano. Which one came first in history? How does each one work? Why has the modern day piano become most popular? Are the other two played now? If so, where and why?
7. In Chapter 13, a *soirée* takes place. Research a *soirée*. Who came to one and why? How long did one last? What kind of clothes did one wear and why? Was it important to be seen with certain people at this party and why? Do we have anything similar to a *soirée* in our lives today? If so, are the same things important (who to invite, clothes to wear, who to talk to) as were important then?
8. Research French money in the late 1600s and, if you can, find out what items in a market or shop would cost. Find out what a soldier, a butcher, a baker, a toy maker might earn in a year in order to see how expensive these items were for people to buy. Compare this to the same items we would buy today. Were things more or less expensive than compared to now?
9. Point of view is always important in any story. The character who tells the story is the narrator. Which character in *Jason and the Deadly Diamonds* is the narrator? Take a short section of the story and write it from another character's point of view. This could be one of the other two main characters or one of the other characters. A different narrator may see things differently. Share these new versions in class.
10. Research the history of the bugle, the flute, and the drum. In what country did each first appear? What was the instrument first used for? List the ways each is used now. Who would be most likely to play it then? Now?