



#### PRE-READING QUESTIONS & DISCUSSION:

CCSS.ELA-Literacy.W.6.2  
CCSS.ELA-Literacy.W.7.2  
CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.SL.6.1  
CCSS.ELA-Literacy.SL.7.1  
CCSS.ELA-Literacy.SL.8.1

1. What is a secret society/organization? Do you know of any?
2. Do you have any special survival skills? How about combat skills?
3. If you could have a special power what would it be?
4. What would it be like to live for 200 years?
5. If you were in trouble who would you seek for advice and why?
6. What is adversity?
7. Is there good and evil in the world?
8. What is an autobiography?
9. What is a secret society?
10. What is a conspiracy theory? Do you believe in them?

The questions above will set the stage for reading *The Blood Guard* and introduce your students to some of the concepts in the book. Have your students answer these questions, and then discuss them as a group.

#### AUTOBIOGRAPHY WRITING LESSON:

CCSS.ELA-Literacy.W.6.3  
CCSS.ELA-Literacy.W.7.3  
CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.WHST.6-8.4  
CCSS.ELA-Literacy.WHST.6-8.4  
CCSS.ELA-Literacy.WHST.6-8.4

An autobiography is a history of a person's life written by the person himself. In *The Blood Guard* Jack Dawkins is almost 200 years old. Contemporary literature is filled with stories of magic and vampires. In many of these stories characters live unnaturally long lives. What would it be like to not only live 200 years ago but to live from then until now, untouched by time? Your students will write a creative autobiography of either themselves or a fictional person who has lived 200 years. Have your students answer the following questions and include them in the autobiography:

1. What skills do you have from 200 years ago that most people don't have now?
2. What jobs did you do over the last 200 years?
3. What historic events did you witness or participate in?
4. Who are some famous people from history you interacted with?
5. What are the biggest technological changes over the last 200 years?

Students can use these sites, and others, to research the last 200 years:

[Searchable timeline database](#)

[Timeline of US History in the 19<sup>th</sup> Century](#)

[10 most influential people of the 19<sup>th</sup> Century](#)

[A variety of top 100s from the 20<sup>th</sup> Century](#)

#### CLASSROOM GUIDE

At thirteen, Ronan Truelove thinks he has a pretty normal family. His dad is an accountant and his mom is an ordinary overbearing mom who keeps him busy with extracurricular activities. When his dad is kidnapped and the kidnappers chase him and his mom, he realizes his mom is more than she appears. After she takes on gun-wielding kidnappers with a sword, he finds out she is a member of a secret society called the Blood Guard. The Blood Guard's mission is to protect thirty-six people around the world, known as the Pure. The Pure are noble souls whose safety is crucial to the survival of humanity. When Ronan is separated from his mother, he finds himself using the skills he learned from his seemingly random after-school activities, from judo to fencing. Ronan teams up with two unlikely companions: Greta, an opinionated former classmate he never got along with; and Jack, an nonaging 200-year-old teenage pickpocket. As they are pursued by an evil organization known as the Bend Sinister, Ronan finds himself using strange powers and realizes he may be far from an ordinary teenager.

*The Blood Guard* is a fast-paced, excitement-filled book that will engage students from 5<sup>th</sup> to 9<sup>th</sup> grades. Students will engage in creative writing exercises to see what skill sets they believe would help them if they were thrown into a similar situation. Conspiracy theorists believe there are secret societies, like the Bend Sinister, around the world today. Students will work on research and writing skills by examining some of these theories. *The Blood Guard* is an excellent book which will help students to become excited about reading and will teach a variety of English language lessons.

## SECRET SOCIETY RESEARCH PROJECT:

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.W.6.2

CCSS.ELA-Literacy.RST.6-8.8

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.W.8.2

CCSS.ELA-Literacy.RST.6-8.8

CCSS.ELA-Literacy.RH.6-8.7

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.RST.6-8.8

## ESCAPE, CREATIVE WRITING LESSON:

CCSS.ELA-Literacy.W.6.3

CCSS.ELA-Literacy.W.7.3

CCSS.ELA-Literacy.W.8.3

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.WHST.6-8.4

CCSS.ELA-Literacy.WHST.6-8.4

What would you do in the event of an emergency? Who could you trust and where would you go if you were pursued by the Bend Sinister or a similar group of evil doers? In this lesson students will write an account of their escape, and describe their emotions and their plan. They can be as creative as they want: zombie attacks, alien invasions, adoring fans, anyone can be chasing them for any reason. Prior to writing, the students should answer the following questions:

1. **Title Page** – The student will create an original title with a visual aid.
2. **Introduction of the Secret Society** – The student will create a one-to-two paragraph summary of the group.
3. **Fact Sheet** – The student will create a data fact sheet that includes the following:
  - a. Name and aliases the group goes by.
  - b. Characteristics of the group.
  - c. If a current group, known or estimated membership population.
  - d. Pictures of the group, or symbols relating to the group.
  - e. Brief description of the group.
  - f. Brief history of the group.
  - g. Facts: 3-4 interesting facts about the group (these can be proven facts or theories).
4. **Case Study** – The student will write a one-to-two page study on the history of the group, famous members, goals, historic events they took part in, conspiracy theories, etc.
5. **Works Cited Page** – Following the guidelines for your area, have the student create a works cited page.

Students should choose from the following secret societies:

Illuminati

Freemasons

Bilderberg Group

Skull and Bones

The Knights Templar

Bohemian Grove

Round Table Group

Rosicrucians

## CHARACTERIZATION IN LITERATURE LESSON:

CCSS.ELA-Literacy.RL.6.1

CCSS.ELA-Literacy.RL.7.1

CCSS.ELA-Literacy.RL.8.1

CCSS.ELA-Literacy.W.6.2

CCSS.ELA-Literacy.W.7.2

CCSS.ELA-Literacy.W.8.2

Great authors spend a lot of time developing specific traits in their characters. This is a literary device known as characterization. Your students will complete the chart (located on page 3) of characters and come up with descriptive terms for each of them including both positive and negative skills and traits.

Once they have completed the chart, they will pick one of the characters and write a paragraph description of the character.

**CHARACTERIZATION IN LITERATURE LESSON:**

| <b>CHARACTER</b>       | <b>DESCRIPTIVE TERMS</b> | <b>POSITIVE SKILLS/<br/>TRAITS</b> | <b>NEGATIVE SKILLS/<br/>TRAITS</b> |
|------------------------|--------------------------|------------------------------------|------------------------------------|
| Ronan Truelove         |                          |                                    |                                    |
| Jack Dawkins           |                          |                                    |                                    |
| Greta Sustermann       |                          |                                    |                                    |
| Sammy                  |                          |                                    |                                    |
| Ms. Hand               |                          |                                    |                                    |
| Bree Truelove<br>(Mom) |                          |                                    |                                    |

## **COMMON CORE STATE STANDARDS CONNECTIONS FOR THE BLOOD GUARD AND CLASSROOM GUIDE:**

### **GRADE 6 STANDARDS:**

**CCSS.ELA-Literacy.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CSS.ELA-Literacy.W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

### **GRADE 7 STANDARDS:**

**CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

### **GRADE 8 STANDARDS:**

**CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

*This guide was created by Chris Valcarcel, Educational Consultant, and Jennifer Messinger, Graphic Designer.*

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