

## CHAPTER THREE:

1. Fearful Words: (Use words with feeling and/or action to bring your characters and scenes alive)  
Example: Stephen had many feelings that day but the strongest was 'fear'.

\* Choose five of these words or groups of words to use in sentences to show times when you have felt as Stephen did: gulping breaths; catch his breath; slow his heart; stared dumbly; words failed him; began to babble; trembling.

Example: I began to babble when the teacher asked me why my assignment was five days late.

2. A Stranger's Prophecy: (Research a topic for the design of a web page) A prophet can speak or write by divine intervention. There have been many prophets. Identify prophets from different world religions. Do some religions have prophets in common?

\* What prophecy did the stranger make to Stephen?

### Creating a Web Page:

- In groups of four or five - choose one of these topics- Prophets; Crusades; World Religions; The Children's Crusade; Visiting Jerusalem Today.
- Brainstorm a list of questions to which visitors to your site would want to know the answers.
- Do some pre-research to find out if there is enough available information; decide what subtopic titles or questions to use to organize your information; choose a different topic if necessary.
- As a group decide how to best use your members' skills.

You will need:

A researcher to find appropriate information.

A writer to skim the information and rewrite it in a lively way that others your age would enjoy.  
(And so you do not plagiarize)

A web creator/master: one or two techno whizzes who can create the site in an informative, easy to access, entertaining way.

A coordinator who keeps the others on task and on time; who heads a progress meeting where each member reports on their progress; who consults on any problems or help needed; who makes sure the members know what to do next.

(Teacher tips - all this, of course, depends on the accessibility of computers; if this seems too difficult for your whole class perhaps a librarian or volunteer could work with one or two groups of students who want and need high level challenges.)

3. Predicting the Future: (Developing questions) The reality of what he was being asked to do filled Stephen's mind with questions. Find four of them.

\* Pretend that he goes off in secret to see a soothsayer? In full sentences and using the kind of language a soothsayer might, predict the answers.

(If some of your students have done this well you might invite them to act out this mystical visit)

4. Adding a New Character: (Diversive thinking)

\* Develop a new or changing character that might change the mood of the plot or the outcome of Stephen's story. Use these four sub-headings - appearance; personality; history; first meeting. A few possibilities: Stephen's Mother; a pet; a twin; a talking sheep; a female shepherd; a blind harper; or your own idea.