




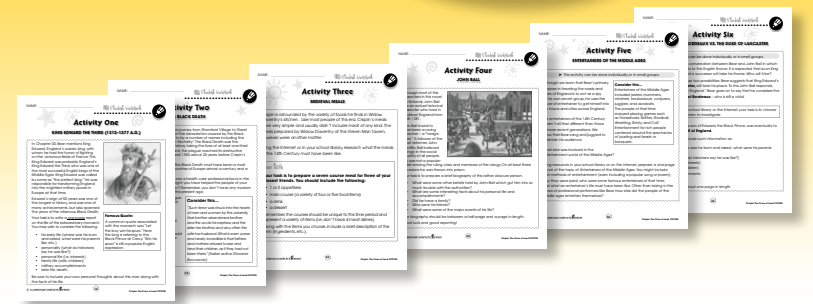
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Avi

Avi was born in Brooklyn, New York in 1937.

Although his real name is Edward Irving Wortis, he was given the nickname Avi by his twin sister when they were only a year old. As a boy he was shy and didn't take part in many of the sports and activities of the other children of his neighborhood. Instead, he liked to read all kinds of books and listen to kids' programs on the radio. He had such a problem learning to read and write that he failed in the first high school he attended. As a result, his parents transferred him to another school, where he worked with a tutor to improve his reading and writing skills. It was through his tutor that he learned that he had *dysgraphia*, a condition causing him to reverse or misspell words. Learning to read and write was especially important to the family, partly because Avi's two grandfathers were writers, and one of his grandmothers was a playwright.



Avi spent a number of years working as a librarian but eventually turned his attention to fulltime writing of children's books and novels for young readers. To date, Avi has penned more than 70 books. Among these have been the Newbery award winners, *The True Confessions of Charlotte Doyle* (1990), *Nothing But The Truth* (1991) and *Poppy* (1995). Historical novels, comedies, animal adventures and ghost stories are among the genres of books he enjoys writing. His fiftieth book, *Crispin: The Cross of Lead*, was awarded the Newbery Medal in 2003.

Did You Know...?

- Avi and the famous Academy Award winning actor, Alan Arkin, are first cousins.
- In elementary school, Avi was a poor writer. He was put into a special school that emphasized reading and writing.
- Avi started as a playwright. It wasn't until he had kids of his own that he started to write books for young readers.



Chapters Seven to Twelve

Answer the questions in complete sentences.

1. Describe the personality of a person that you would entrust with your life.

2. Think of two reasons which might make someone do something that he or she knows is wrong, but the person decides to do it anyway.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	forage	banish; deport	A
2	bailliff	very upset	B
3	tyrant	make known	C
4	alb	safe place of refuge	D
5	wizened	bully; oppressor	E
6	tonsured	examine closely	F
7	sanctuary	scrounge	G
8	precise	exact	H
9	distraught	robe; gown	I
10	scrutinize	magistrate; sheriff	J
11	exile	shriveled	K
12	proclaim	shaved	L



Chapters Seven to Twelve

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) The searchers came so close to Crispin that once or twice he could have touched their garments.
- T F b) The steward, Aycliffe, was Lord Furnival's younger brother.
- T F c) Goodwife Peregrine was the oldest person in Crispin's village.
- T F d) Richard du Brey had told Aycliffe, the steward, that he must act immediately, that they were all in great danger.
- T F e) Although Crispin's mother could read and write, she had never taught her son these skills.
- T F f) The steward was offering a reward of ten shillings and a year without taxes for the capture of Crispin.

2. Number the events from **1** to **6** in the order they occurred in these chapters.

- a) Crispin meets Father Quinel behind the stone church.
- b) Peregrine places a small leather pouch around Crispin's neck and sends him off.
- c) Matthew and Luke pass Crispin in the forest and Crispin hears their conversation.
- d) Cerdic leads Crispin into a trap.
- e) The priest tells Crispin that he has been declared a *wolf's head*.
- f) Crispin meets Cerdic in the forest.



Chapters Seven to Twelve

Answer each question with a complete sentence.

1. Why did Luke think it unlikely that Crispin broke into the steward's home, broke into the money chest, and ran off into the forest?

2. What news had Sir Richard du Brey brought to the steward about Lord Furnival?

3. What were the consequences to the person declared a *wolf's head*?

4. What advice did Father Quinel give to Crispin?

5. What news does Cerdic bring to Crispin? What was Crispin's first thoughts regarding this news?

6. What unlikely coincidence happens in Chapter 11 which leads Crispin to believe that God had abandoned him?



Journaling Prompt

After his betrayal of Crispin, and then Crispin's escape, Cerdic's mind must have been filled with disappointment and dread. Imagine you are Cerdic and write a journal entry at the conclusion of this very eventful day. Describe your innermost feelings about what you did - and why - and what the consequences of your actions might be.



Chapters 37 to 41

Crispin: The Cross of Lead features a cast of fascinating characters. By the end of Chapter 41, you have met all of the major and secondary characters featured in the plot. Imagine now that you are a casting director of a major motion picture studio about to shoot a feature-length film of this novel.

Your task is to cast each of the following characters using only people (students, teachers, etc.) from your school. For each character, write down who you have chosen to play the role and briefly explain why you selected that individual.

- Crispin
- Bear
- Cerdic
- Crispin's mother
- Father Quinel
- John Aycliffe
- Widow Daventry
- John Ball



Chapters 42 to 58

Do either A or B below.

A. The author certainly does an excellent job of tying up all the loose ends in this novel and providing a very satisfying conclusion. What, though, if things hadn't gone so well for Crispin and Bear in their final battle with John Aycliffe? Use your imagination and write an alternative ending to the novel – perhaps one that does not end on such a happy note. Your imaginary conclusion should be approximately one page in length.

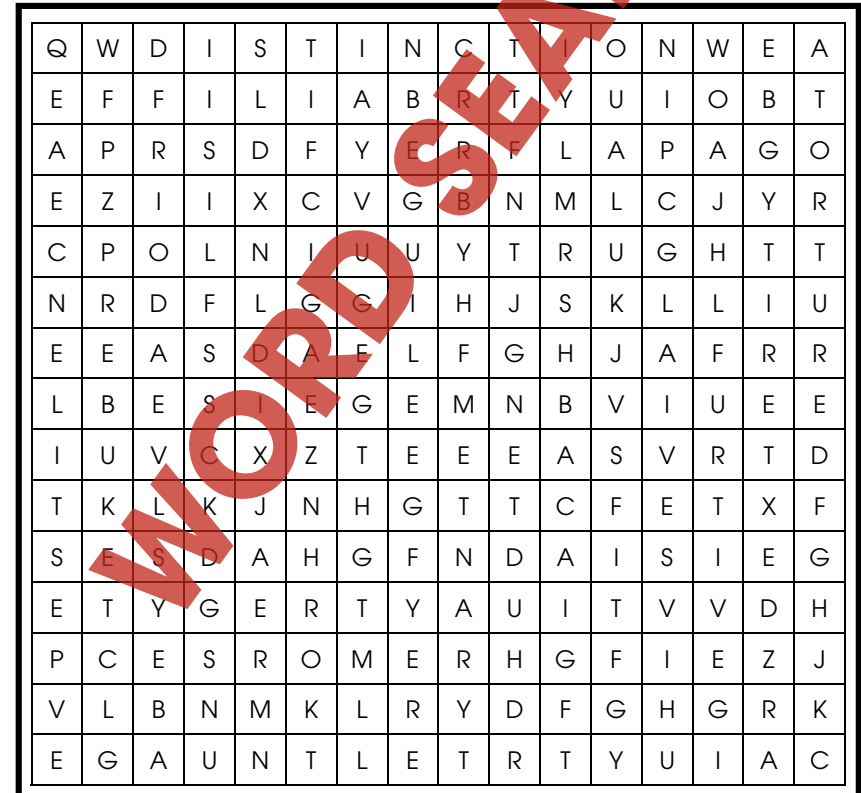
B. The conclusion of *Crispin: The Cross of Lead* also invites the writing of a sequel, doesn't it? Did you know that a sequel to the novel has already been written by Avi? It is called, *Crispin: At the Edge of the World*. Imagine that you are Avi and are writing a sequel to the novel we have just read. Write a brief synopsis describing the adventures that Crispin and Bear find themselves in. Your synopsis of this imaginary sequel should be about a page in length.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

- | | | | | |
|---------|-------------|----------|------------|---------|
| abacus | besiege | elegant | glaves | rebuke |
| agitate | crevice | fringe | palfrey | remorse |
| bailiff | dexterity | furtive | pestilence | torture |
| beguile | distinction | gauntlet | pillage | tyrant |



Comprehension Quiz

Answer each question in a complete sentence.

- Describe how Asta and her son were treated by the other villagers. 28
- Describe Crispin's unfortunate circumstances in Chapter 2 – even before he was declared a wolf's head. 2
- Describe one character attribute of John Aycliffe and give proof to support your answer. 2
- Before Crispin flees Stromford village he is befriended by one man. Who was this man and what kindness did he show Crispin? 2
- What shocking sight did Crispin see at the crossroads just before he met Bear? 2
- Describe Bear's attitude toward Crispin when they first met. 2
- How did Bear make his living? What dangerous occupation did he also engage in? 2

SUBTOTAL: /14

Different Perspectives

Choose an important incident from the novel that involved at least two characters (i.e. the battle between Bear and John Aycliffe at the end of the novel). Now, consider the same incident from different perspectives and complete the chart below.

Incident: _____

View Points	Thoughts/Feelings	Impact	Reflections

NAME: _____

After You Read 



Chapters One to Six

Answer each question with a complete sentence or short paragraph.

1. How was Asta regarded by the villagers? Other than her son, who was the one exception to this?

2. What responsibility did John Aycliffe have in the village, and how did he treat Asta's son?

3. Describe how John Aycliffe reacted when Asta's son saw him talking with the other man in the forest. Why do you think he reacted this way?

4. According to his mother, what had happened to Asta's son's father?

5. The villagers' obedience and loyalty to Lord Furnival meant two things to these people. What were they?

6. Who was the one villager that Asta's son believed he could trust? What two reasons does he give for believing this?

Journaling Prompt

Write a journal entry giving your impression so far of Asta's son and the dire straits in which we find him in these opening chapters. Predict what you think might happen next.

1. She was despised – an outcast. Father Quinel.

2. He was the steward or bailiff. He treated Asta's son badly.

3. He immediately tried to capture him. Answers will vary.

4. He had died before Asta's son's birth in the Great Mortality (Black Death).

5. Hope of heaven after death; and protection from the Scots.

6. Father Quinel. His mother trusted him; he treated Asta's son kindly.

1. Answers will vary.

2. Answers will vary.

Vocabulary

- 1. G
- 2. J
- 3. E
- 4. I
- 5. K
- 6. L
- 7. D
- 8. H
- 9. B
- 10. F
- 11. A
- 12. C

1. a) T

b) F
c) T
d) T

e) T
f) F

2. a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

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1. Crispin had always been very skittish.

2. He was ill and expected to die.

3. He was a non-person and could be killed without consequence.

4. Go to another town or city and stay for a year and a day and you'll gain your freedom.

5. Father Quinel could not meet him, and he was to follow Cerdic. He wasn't sure that he could trust Cerdic.

6. He stumbles upon the murdered body of Father Quinel.

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EASY MARKING ANSWER KEY



14

Crispin: The Cross of Lead

- **RSL.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.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.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.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.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. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.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. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.