

Moonfleet



By

J. Meade Falkner

A Novel Study
by Nat Reed

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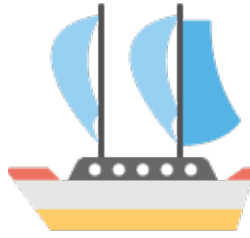


Table of Contents

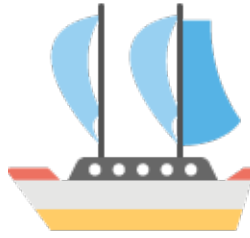
Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	75

About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of *Moonfleet* and is comprised of five of the following different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include England of the 1700s, loyalty and friendship, courage, heroism and sacrifice, friendship, personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

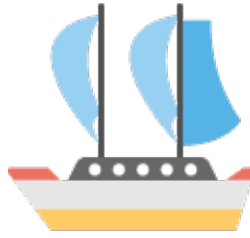
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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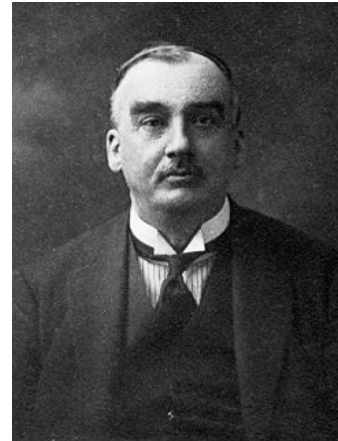
Synopsis

Orphaned John Trenchard grows up in the village of Moonfleet, England, with his aunt. He is entranced by the local legend of the ghostly Blackbeard, who rises each winter night to search for his lost diamond in the local graveyard. While conducting his own hunt for the treasure, John is trapped in the church crypt and discovers the true secret of the village: smuggling. Taken under the wing of the gruff innkeeper and chief smuggler, Elzevir Block, John begins a dangerous adventure which will see him in a hair-raising chase along a precarious cliff path and deciphering a hidden code in an ancient castle. **Moonfleet** is a thrilling story of revenge and betrayal, of loyalty and great sacrifice, but is above all a story about friendship. [Courtesy of the publisher]

Author Biography

J. Meade Falkner

John Meade Falkner (8 May 1858 – 22 July 1932) was an English novelist and poet, best known for his 1898 novel, **Moonfleet**. An extremely successful businessman as well, he became chairman of the arms manufacturer Armstrong Whitworth during World War I. Falkner was born in Manningford Bruce, Wiltshire. He was educated at Marlborough College and Hertford College, Oxford, graduating with a degree in history in 1882. In addition to his three novels and his poetry, he also wrote three topographical guides (Oxfordshire, Bath and Berkshire) and a *History of Oxfordshire*. [Biography courtesy of Wikipedia]



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Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

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Name: _____

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Chapter 1



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Moonfleet* is 15 year old John Trenchard who lives in the small English coastal village of Moonfleet, in the year 1757. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. Who would you say is your *most favorite* character ever? What made you select this character?



Vocabulary:

Choose a word from the list to complete each sentence.

brackish	apparition	prowess	cavalier
ketch	cognizance	contrabandier	lambent

1. You'll only see such a _____ carved on the manor of a rich and noble family.
2. We couldn't drink the _____ water from the creek.
3. The soldiers could see the magical, _____ light glowing in the distance.
4. The three sailors boarded the _____ and pushed off from shore.
5. The gymnast displayed her _____ at the Olympic Games.
6. A _____ was a supporter of King Charles I in the English Civil War.
7. The _____ was arrested with stolen goods in his home.
8. Many of the townspeople were terrified by the _____ which appeared last night in the church graveyard.

Questions



1. Describe the **setting** of the story at the beginning of Chapter One.

2. Do you think you would have enjoyed living with John's aunt? Why or why not?

3. At least two occupations are mentioned in the first chapter: a **sexton** and a **mason**. Using resources in your school library or on the Internet, Describe the responsibilities of each.

sexton	
mason	

4. What was Ratsey doing when John encountered him in this chapter?

5. Describe the circumstances of David Block's death.

6. Why did Ratsey propose that they go and visit Elzevir that evening?

7. How would you describe the personality of Elzevir?

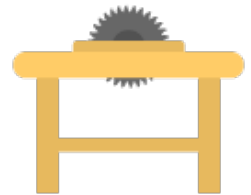
8. According to local legend, who was Blackbeard and why could he not rest?

Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in our novel.

Word	Anagram	Clue
spoke		Prods.
street		A breed of dog.
reward		A part of a dresser.
reason		A Spanish Mrs.
impress		Ingratiating smiles.
brush		A low bush.
stone		The beginning.

B. A Quatrain Poem by J. Meade Falkner.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain are four lines of the poem, *After Trinity* by the author, J. Meade Falkner.

*Spring with its burst is over,
Summer has had its day,
The scented grasses and clover
Are cut, and dried into hay.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - C - B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel (*like ghosts and buried treasures.*)

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

Check it Out.

The author's poem, *After Trinity*, can be found on the PoemHunter.com website.

C. Cliffhanger

Chapter One contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter One? Why do you think the author ended the chapter this way?



D. Alliteration.

Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: ...straggled sadly over half a mile...



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A buried treasure	
A shipwreck	
Your choice	

E. 5 Ws and an H.

Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

F. My 02¢ About This Section.

What I Liked Best:

I Didn't Like The Part:

I Didn't Like It Because:

G. Caviar Words

The author of this novel is noted for his use of elegant, tasteful words. Someone once stated that some words have the sound of **caviar** (rich and elegant) and others are more are common (**peanut butter** words). With a colleague come up with 6 examples of each type of word. You may use any chapter of the novel to find these words.



Caviar Words	Peanut Butter Words

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene - or the entire novel. Complete the story-board below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6