

The Whipping Boy



By

Sid Fleischman

A Novel Study
by Nat Reed

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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 two chapters of *The Whipping Boy* and is comprised of five of the following 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 friendship, loyalty, personal growth, trust, heroism and courage, generosity and kindness.

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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/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Create a poem
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Chart
8. Complete a KWS Chart

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

Jemmy, once a poor boy living on the streets, now lives in a castle. As the whipping boy, he bears the punishment when Prince Brat misbehaves, for it is forbidden to spank, thrash, or whack the heir to the throne. The two boys have nothing in common and even less reason to like one another. But when they find themselves taken hostage after running away, they are left with no choice but to trust each other. [The Publisher]

A rollicking tale of adventure and mistaken identity, written in a style reminiscent of 19th-century melodrama – Kirkus Reviews

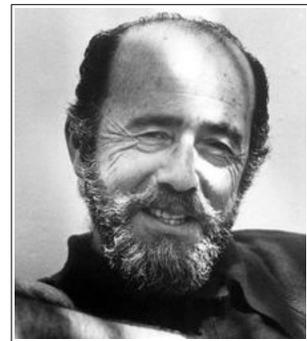
The Chipping Boy is also a Newbery Medal Winner

Author Biography

Sid Fleischman

Before Sid Fleischman became a fiction writer, he worked as a professional magician and a newspaperman. In 1987 he was awarded the Newbery Medal for *The Whipping Boy*. His other books for young readers include *Bo & Mzzz Mad*, *Jim Ugly*, *The Midnight Horse*, and *The Scarebird*. The father of three children (one of whom is the writer Paul Fleischman), Mr. Fleischman lives in Santa Monica, California.

[Biography courtesy of the publisher]



The Whipping Boy



By Sid Fleischman

Name: _____

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Chapters 1-2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *The Whipping Boy* is Jemmy, once a poor street urchin loose on the city streets and sewers, now the prince's own *whipping boy*. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?

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Vocabulary:

Choose a word from the list to complete each sentence.

| | | | |
|-----------|-----------|--------------|---------|
| forbidden | defiantly | exasperation | humbled |
| contrite | obliged | contrary | smirk |

1. Everyone thought that Rachel was being _____ because of her upset stomach.
2. When Jemmy realized how much he hurt his friend he was quite _____.
3. I could see by the _____ on her face that she happy to see Becky lose.
4. The queen was filled with _____ because of the actions of Bob, Kevin and Stuart.
5. Louise stamped her foot _____ when asked to pick up her toys.
6. “We are _____ to cross the street,” the child told his babysitter.
7. Priscilla was _____ by the show of support from her classmates.
8. We felt _____ to attend his birthday party because he had been so nice to us.

Questions



1. What is the **setting** of the story for much of the first two chapters?

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| |

2. Describe the purpose of the whipping boy.

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| |

3. Investigate: The author mentions that there were **footmen** present at the king's banquet. Using resources in your school library or on the Internet, research the duties of a footman.

| |
|--|
| |
| |
| |

4. Jemmy was an orphan whose father had been a _____.

5. The prince was upset with the whipping boy because he never bawled when whipped. True or False

6. Why was Jemmy whipped first thing every morning?

| |
|--|
| |
| |

7. How did the prince go back on his word to Jemmy?

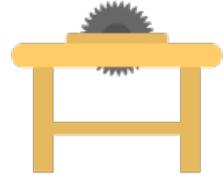
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Language Activities



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 the first two chapters of *The Whipping Boy*.

| Word | Anagram | Clue |
|--------|---------|---|
| shout | | A direction. |
| sleep | | Removes the outer covering. |
| small | | The shopping's great here. |
| castle | | Found on the bottom of an athlete's shoe. |
| tower | | A homophoone of <i>rote</i> . |
| sewers | | When a seamstress redoes a previous job. |
| prince | | The front claw of a lobster. |

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

| Word | Anagram | Clue |
|------|---------|------|
| | | |
| | | |

Good to Know ~ The Whipping Boys

As is mentioned by the author in his *Note* at the end of the novel, there were actual whipping boys in the English courts during the monarchies of the 16th and 17th centuries. Whipping boys were generally educated with the prince from birth and because the prince and whipping boy grew up together they often formed a strong friendship, especially since the prince usually did not have playmates as other children would have had. The bond that developed between a prince and his whipping boy increased the effectiveness of using a whipping boy as a form of punishment for a prince. The idea of the whipping boy was that seeing a friend being whipped or beaten for something that he had done wrong would be likely to ensure that the prince would not make the same mistake again.

B. Even Shakespeare liked to write Quatrain Poems.

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 famous quatrain was written by the great writer, William Shakespeare, and is taken from *Sonnet 18*.

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - A - B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBA, 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 two chapters of our novel.

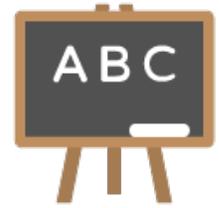
The Quatrain Poem

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

Title: _____

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C. 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: ... a cackle of hah-hahs and haw-haws and hee-hee-hees.



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

| | |
|----------------------------|--|
| The croak of a bullfrog. | |
| | |
| The sound of a muscle car. | |
| | |
| Your choice. | |
| | |

D. A **simile** is a comparison using the words “like” or “as”. An example from Chapter Two is: ... and beat the whipping boy like a carpet.

What is being compared in this example?

| | |
|--|--|
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|--|--|

Invent your own **similes** comparing the following items with something from your own imagination:

a) an incredible sword fight

| |
|--|
| |
| |

b) the sound of a siren

| |
|--|
| |
| |

c) 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?



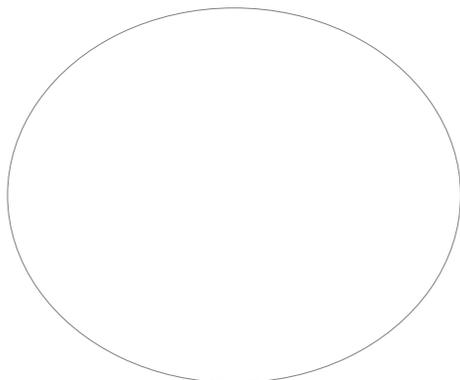
WHAT?



WHEN?



WHERE?



WHY?



HOW?

F. 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 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 |
|--------------|---------------------|
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G. My 02¢ About Chapters 1-2.

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|---------------------------|
| What I Liked Best: |
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|--------------------------------|
| I Didn't Like The Part: |
| |
| |
| |

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|----------------------------------|
| I Didn't Like It Because: |
| |
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| |

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 two chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |