

# THE LOST CHOICE

by

A N D Y  
A N D R E W S

## **Curriculum Guide for Teachers**

Middle School — High School

*Including Student Reproducible Pages*

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**About the Curriculum Guide Author**

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## Summary

A young family finds an ancient artifact in a creek behind their house, and their lives are forever changed as they investigate the origins of the intriguing relic. Where did it come from? What is its purpose? And what is the meaning of its centuries-old, mysterious encryptions?

In their quest to solve the mystery, the characters discover two other pieces of the artifact—with different but similar inscriptions—and realize that the three objects are linked to some of history’s most remarkable figures, including Joan of Arc, George Washington Carver, Oskar Schindler, and Alfred Vanderbilt.

Everyone, it seems, who has touched these relics has profoundly changed the course of history. But what is the connection between these objects? Is there another piece? And, if so, how might this final part complete the object and its message? Could it, indeed, change the world with its power and wisdom?

In *The Lost Choice*, Andy Andrews brilliantly weaves a suspenseful tale of intrigue, inspiration, and enlightenment to offer readers a stunning glimpse into the power of their own actions and lives. He provides clear, guiding principles for rediscovering our own “lost choices,” living with purpose, and taking action with the understanding that every thing we do—and don’t do—significantly affects not only our own lives, but those of generations to come.

## About the Author

Hailed by a *New York Times* reporter as “someone who has quietly become one of the most influential people in America,” Andy Andrews is the author of the *New York Times* bestsellers *How Do You Kill 11 Million People?*, *The Noticer*, and *The Traveler’s Gift*, and is also an in-demand speaker for the world’s largest organizations.

Zig Ziglar said, “Andy Andrews is the best speaker I have ever seen.”

*The Noticer* and *The Traveler’s Gift* were featured selections of ABC’s *Good Morning America* and continue to appear on bestseller lists around the world. His books have been translated into over 25 languages.

Andy has spoken at the request of four different United States presidents and toured military bases around the world, being called upon by the Department of Defense to speak about the principles contained in his books.

Arguably, there is no single person on the planet better at weaving subtle yet life-changing lessons into riveting tales of adventure and intrigue—both on paper and on stage. He lives in Orange Beach, Alabama, with his wife, Polly, and their two sons.

## Before Reading Activities

### Build Background Knowledge

Read your students the following George Washington Carver quote from the beginning of the book:

*“No individual has any right to come into this world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it.”*

Ask students the following questions:

- Who was George Washington Carver?
- What did he leave behind in this world?
- Were these contributions distinct and legitimate reasons for him passing through the world? Why?

Then, in small groups or with a partner, allow students to discuss what the quote means to them for about two minutes. Next, give students an additional minute or two to allow one student from each group to prepare a list of statements summarizing the group’s thoughts. Then, another student will read the summaries to the entire class. After all the groups have read their summaries aloud, ask the students what the significance of this quote is, and how it can be useful to them as they live each and every day.

### Set Purpose for Reading

Tell students that they will read a book titled *The Lost Choice*. This book will teach them about the significance of making the kinds of choices that will help them to live in such a way as to make distinct and legitimate contributions to this world. They should ponder the questions related to what might happen if they miss those opportunities for choices and instead do nothing, and also consider the far-reaching implications of the lost choices. Have them write this question at the top of a piece of paper: *Do you think that the choices you make could change the world?* As they read, they are to write down their thoughts (statements and questions) about this question, as it relates to what they are reading and how they are living.

## Introduce Vocabulary

The vocabulary should be introduced prior to reading. The words are listed by chapters. Determine how many chapters you will assign to your students and then introduce the corresponding vocabulary prior to their reading. You may choose all the words in each section or select the ones that best suit the ages, needs, and knowledge base of your students. Remember, when choosing vocabulary words, they should be high utility words that students will use frequently in their oral vocabulary and writing. While there may be words with which they are unfamiliar (and they will need to look up the meaning so they won't become an interference to their comprehension), they aren't necessarily high utility vocabulary words.

For older students, you may want to differentiate their learning and allow them to choose their own vocabulary words. They will select words that are new to them or words they already know, but are used in a new or different way in the book that is unfamiliar to them. If you choose to do this, your students may use the graphic organizer on p.14.

Vocabulary activities and graphic organizers are on the pages following the vocabulary lists.

### Prologue & Chapter 1

discerning (p. 3)	oracle (p. 3)	burnoose (p. 3)	score (p. 4)
indeterminate (p. 5)	avert (p. 5)	fleet (p. 5)	perplexed (p. 19)
excruciating (p. 19)			

### Chapter 2

incessantly (p. 22)	enunciated (p. 23)	razed (p. 25)	audacity (p. 25)
liquidated (p. 26)	fabrication (p. 26)	sadist (p. 26)	trepidation (p. 27)
feigned (p. 27)	missive (p. 28)	muddled (p. 30)	affinity (p. 31)

**Chapter 3**

repository (p. 36)

rife (p. 37)

curator (p. 37)

transfixed (p. 39)

presided (p. 43)

amalgamation (p. 44)

enigma (p. 45)

**Chapters 4 & 5**

perceptive (p. 48)

brutal (p. 58)

oblivious (p. 58)

decrepit (p. 58)

**Chapter 6**

tangible (p. 67)

nickered (p. 67)

inconsolable (p. 70)

surrogate (p. 74)

indignantly (p. 75)

ambled (p. 75)

mentor (p. 77)

**Chapter 7**

prodigy (p. 81)

degradation (p. 81)

consternation (p. 82)

glowering (p. 85)

deluge (p. 92)

condolences (p. 98)

**Chapter 8**

audible (p. 102)

bewildered (p. 104)

perpetuated (p. 105)

aloft (p. 107)



## Chapter 9

torment (p. 111)  
gravitated (p. 114)  
metaphor (p. 120)

affirmative (p. 112)  
futile (p. 115)

declension (p. 112)  
plumbed (p. 116)

cursory (p. 113)  
hybrid (p. 117)

## Chapter 10

preclude (p. 122)  
relative (p. 131)

gilded (p. 127)

universal (p. 130)

designator (p. 130)

## Chapter 11

mortally (p. 134)  
plunder (p. 134)

inexorably (p. 134)  
levy (p. 135)  
impertinence (p. 141)

encumbered (p. 134)  
concur (p. 136)  
riposte (p. 141)

accrued (p. 134)  
unalienable (p. 136)

## Chapter 12

goaded (p. 153)  
regress (p. 163)

fervently (p. 154)

refraction (p. 161)

catalyst (p. 161)

## Chapter 13

prodigious (p. 165)

modest (p. 165)

lavishly (p. 168)

bludgeoned (p. 168)

galah (p. 171)

subterfuge (p. 172)

subtle (p. 174)

## Chapter 14

endeavor (p. 180)

squalor (p. 180)

impresario (p. 181)

scoffed (p. 183)

blatant (p. 183)

lamented (p. 183)

eschew (p. 183)

ilk (p. 191)

unmitigated (p. 192)

## Chapter 15

reckoning (p. 196)

conscript (p. 197)

canted (p. 197)

parlance (p. 199)

adages (p. 199)

peripheral (p. 203)

ruefully (p. 212)

## Chapter 16 &amp; 17

flayed (p. 220)

gallant (p. 225)

consolation (p. 225)

suffice (p. 226)

mused (p. 226)

## Vocabulary and Word Study Activities

Vocabulary instruction doesn't take a great deal of time, but it is time well spent. Students with a wide vocabulary have better comprehension skills and are better-equipped readers and writers. Research clearly shows that a student's vocabulary is directly related to their academic success. It is important for students to internalize their own concept of a word so that they will "own" the word and begin using it in their oral and written vocabulary. As they explore words on their own, they need to have an understanding of what the word is, what it is not, the origins of the word, what part of speech it is, if it has multiple meanings, antonyms and synonyms for the word, and even be able to visualize the word. As they explore words and use them in everyday situations, their vocabulary will increase.

Any of these activities may be used with students of various ages. Select the ones that you believe will best suit the needs and ability levels of your students. They may be used as small group activities or for individual students.

- 1 Use the Word Sort Graphic Organizer so students can identify the parts of speech for the vocabulary words you select. You may want to include the page numbers where the words are found if you use words from multiple chapters.
- 2 Have students define the selected vocabulary words using the graphic organizers on pages 12-15.
- 3 Using the Graphic Organizer on page 16, have students locate the base word in words that have prefixes, suffixes, and/or inflectional endings. Then, have them indicate the base word's language of origin and its meaning. Next, have them list all the words they could make with the same base word by using different prefixes, suffixes, and inflectional endings.
- 4 Assign the vocabulary words from one, two, or several chapters, and allow students to use them to write a poem, song, or newspaper article about those chapters.
- 5 Identify the Greek/Latin Roots from the following vocabulary words: affinity (fin), repository (pos), degradation (grad), and audible (aud). You may want to allow students to work with a partner on this activity. Students may use their own paper or the graphic organizer on page 17.
- 6 As students read this book and others throughout the week, they will do a Greek/Latin Root Word Search using the organizer on page 19. The guide words at the top of the chart are from their vocabulary words from *The Lost Choice*. They will find other words containing these same root words.

**Vocabulary Word Definitions** Using context clues

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Word: \_\_\_\_\_ Page # found in text: \_\_\_\_\_

Sentence used from text:

\_\_\_\_\_  
\_\_\_\_\_

Your definition based on context clues:

\_\_\_\_\_  
\_\_\_\_\_

Vocabulary Word Sort

Parts of speech

Noun	Verb	Adjective	Adverb	More than one**

\*\*Find the words that can be used as multiple parts of speech. Then, locate the word in the text and indicate which part of speech it is used as in the book.

Word	Page number in book	Part of speech as used in text

Vocabulary Word Graphic Organizer

Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Synonym: \_\_\_\_\_ Antonym: \_\_\_\_\_

Source of Definition: \_\_\_\_\_

Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Synonym: \_\_\_\_\_ Antonym: \_\_\_\_\_

Source of Definition: \_\_\_\_\_

Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Synonym: \_\_\_\_\_ Antonym: \_\_\_\_\_

Source of Definition: \_\_\_\_\_

Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Synonym: \_\_\_\_\_ Antonym: \_\_\_\_\_

Source of Definition: \_\_\_\_\_

Word: \_\_\_\_\_

**Short Definition (in your own words):**

Antonyms	Synonyms

**Visual representation of the word. How would you illustrate this word?**

Use the word in a sentence:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How Many Words Can You Create?**

Choose a vocabulary word that has a prefix and/or a suffix. Then, identify the base word in the word. How many new words can you create by adding different prefixes and/or suffixes to the base word?

Vocabulary Word	Base Word
<b>New Words:</b>	

Vocabulary Word	Base Word
<b>New Words:</b>	

Vocabulary Word	Base Word
<b>New Words:</b>	



## Building with Affixes and Roots

Define the vocabulary words below. Then, define the Greek or Latin root word of each word and the meaning of the root. Next, use the root words from each of the words to build as many new words as you can think of using various and different affixes.

**Vocabulary Words:** affinity, repository, degradation, audible

Word	Definition	Root	Root meaning
affinity		fin	
repository		pos	
degradation		grad	
audible		aud	

**fin**

**pos**

**grad**

**aud**

## Answer Key - Building with Affixes and Roots

There are so many new words that can be made with the roots on the previous page. Do not limit your students to the lists below. Accept any valid combinations of affixes and roots. Also, you may find the boxes are too limiting, so allow your students to make more words on the back of the sheet.

Word	Definition	Root	Root meaning
affinity	relationship, or an attraction to someone or something	fin	end, ended, finished
repository	a place where something is kept or stored	pos	place, put
degradation	reduction of dignity, a low state or level	grad	step
audible	something that is heard	aud	hear, listen

### fin

refine, final, finite, finish  
affinity, confine, fine  
infinite, define, definite  
definition, redefine

### pos

repository, oppose, riposte, pose  
position, compose, positive  
opposite, suppose, postpone  
expose, impose, composite

### grad

gradual, graduate, graduation  
graduated, degradation, grade  
gradient, centigrade, grateful  
gratitude, downgrade

### aud

audible, inaudible, audibly  
audience, auditorium, audition  
audiovisual, audio, audiology  
audiologist



## During Reading Activities

### Questions for Discussion and Comprehension

#### Prologue

- 1.** Why did others consider Alem to be very unique? *(He had a gift of clarity. People said he was able to see directly into a person's heart. People wanted to be with him. He was compassionate, discerning, and able to guide the future. He also had a possession, but no one knew what it was).* Explain why these things or characteristics made him unique. *(Accept any reasonable answers.)*
- 2.** Did Kasi exhibit evidence of growth in character? How? *(His father said that by accepting responsibility for the disobedient choice that he made, he had exhibited growth in character).* In your own words, explain how your character is determined. *(Answers will vary, but should include some of the following language: Character is what you are, it determines how you react in situations and the choices you make. It's what you do and say when no one is listening to or watching you. It isn't something you are born with, it's something that grows and develops daily. You will never be any greater than the level of your character, etc...)*
- 3.** List some of the facts about the possession. *(Object of fear, promise, ridicule, and power. It displays wealth, as well as poverty. It contains both death and birth and blindness and sight. One day it will belong to Kasi. It does nothing but represents the power to do everything. It's pursued and avoided, believed and doubted. Men will kill for it and Alem says he would die to protect it. It was a gift to Alem from his own father.)* What is the significance of the possession? What powers does it have? *(Alem explains that the object itself has no power. It can't DO anything. While it may inspire or encourage someone, it will never produce anything on its own. Only people can produce. People must be willing to produce the evidence of their beliefs and back up what they say they believe in with works that prove it...)* What happened to it at the end of the prologue and why do you think Alem did this? *(They were being attacked and he destroyed it by breaking it into four pieces. Reasons will vary amongst the students.)*

## Chapter 1

1. What is the setting for Chapter One? Use a T-Chart or Venn Diagram to Compare and Contrast it to the setting for the Prologue. (*Chapter One takes place in Denver, CO—Present Day—At the Chandler home.*)
2. What did Dorry find in Michael’s pocket? Describe the item. (*Dorry thought it might be a rock or perhaps a piece o metal. It was old, slightly smaller than her hand, rectangular in shape, and had some indentations on it. Later, she and Mark discovered that Michael found it in or near the creek. It was hard and reddish brown.*) What do you think it might be and why?
3. The bottom of page 18 reads, “The family had developed a habit of talking.” Do you think most families spend a lot of time without their TV, or some other electronic device on “just talking”? Do you think this is a good idea? Why or why not? (*Accept any reasonable answers.*)

## Chapter 2

1. Again, we change settings. Describe the setting for Chapter 2 and some of the characters we meet at the beginning. (*Setting: Poland, April, 1943, enameled goods factory courtyard. Characters: SS Officers wearing uniforms decorated with ribbons and medals and hats bearing a silver skull and crossbones—the tall, 34-year-old director of the factory dressed in an expensive navy blue business suit with a swastika on the lapel. He smokes incessantly. Male factory worker, wearing threadbare clothing—he is crying—blue and white band on his arm displaying a Star of David.*)
2. Who was the factory director, “Herr Direktor”? (*Oskar Schindler.*) Why do you think Schindler “created an oasis in hell” and what does this quote from page 27 mean? (*Answers will vary.*)
3. Several times in Chapter 2, there is talk about a paperweight that belongs to Schindler. Where did he get it and what do you think is its significance? (*He found it on the desk when he bought the enamelware factory in Krakow, and it was sitting on top of a piece of paper where someone had written “Do something!”.* Accept any reasonable answers about the significance.)

### Chapter 3

1. In Chapter 3, we find ourselves back in Denver. On page 38, a comment is made about the fact that Dorry is on time. Dylan made a remark about Dorry being the “last of a breed.” What does it mean to be punctual and why is it important? Do you think that people who are punctual are the last of a dying breed? Why? (*Punctual means to be on time. Remaining answers will vary.*)
2. Dylan translated the Aramaic script on the object that Michael found by the creek. What did it say? (“*By your hand, the people shall live.*”) What do you think this means? (*Answers will vary.*)

### Chapter 4

1. As Dorry was looking at the picture of the 104-year-old woman in the newspaper, she noticed something on the woman’s bookshelves. What was it? (*An object that looked exactly like the one Michael had found.*) Who was this woman and where did she live? Why do you think she has a relic just like the one the Chandlers have? (*Bonnie Mae Bounds in Fordyce, Arkansas. Accept any reasonable answers as to why she has it.*)
2. Why do you think Dorry wants to go to Arkansas? What do you think will actually happen when she gets there? (*Answers will vary.*)

### Chapter 5

1. Explain why Dorry was surprised by Mae Mae’s garden and by her physical appearance. (*It was the bleak of winter and Ms. Bounds’ vegetable garden was full, lush, bountiful, and free of weeds. Even the places where most folks would plant flowers, there were vegetables. Dorry was expecting a 104-year-old woman to be frail and decrepit, but Mae Mae looked vibrant and much younger. Her posture was good. There were no age spots on her hands; her hair was thick and healthy. Even though she moved slowly, she didn’t appear to have arthritis or other joint problems.*) To what do you think Mae Mae owes her lush garden and excellent physical condition? (*Answers will vary.*)

2. What did Mae Mae call her relic? (*Food stone.*) Where did Mae Mae get her stone and what was the story behind it? (*It belonged to her grandfather, who had it around his neck when they brought him over from Africa on a slave ship. He had given it to her Uncle Gee and he had passed it on to her. She said the plantation Gee lived on flourished like the Garden of Eden, and they attributed it to the stone.*)
3. Mae Mae told Mark and Dorry that her Uncle Gee was famous. Who do you think he might have been and why? (*Accept any reasonable answers.*)

## Chapter 6

1. Why do you think we are going back in time to Missouri in 1865? (*Students should remember Mae Mae saying her grandfather was killed in a logging accident in Missouri and should make the connection that perhaps we're going to find out who Uncle Gee might be.*)
2. Why was Moses a target for Quantrill's Raiders and why couldn't he go to the law for help when they terrorized him? (*He was a slave owner, but he bought them so that he could free them. Most of the slaves stayed with him because they knew they were safe there and they wouldn't be mistreated. The Raiders despised Union sympathizers and tried to take "justice" into their own hands to those who didn't believe as they did. He couldn't go to the law for help because many of the Raiders were ordinary men who were filled with hate, and his own sheriff might be one of them, too.*)
3. Who was this baby that Moses rescued? (*George Washington Carver.*) What was his connection to the food stone and to Mrs. Bounds? (*It belonged to his Daddy, who brought it from Africa. When he was killed in Missouri, Mr. Carver got it and gave it to George. He told him he was created to do something special and that the food stone was a gift from a father to his son. Mrs. Bounds was his niece; he was Uncle Gee—George.*)
4. Did the food stone give George his special ability and talent with plants? (*No, explanations should include how he used his abilities and talents to help others, and how he worked hard, studied, and had the support of his family and others who loved and encouraged him.*) What was his mission? (*He told Henry that his mission was "to do common things uncommonly well and to use those skills and knowledge to change the lives of those less fortunate." He felt he could do that with plants and his knowledge about them.*)

## Chapter 7

1. Why would George Washington Carver leave his esteemed position at Iowa State to accept Booker T. Washington's meager offer? *(Accept any reasonable answers.)*
2. In a conversation between Carver and Dr. Washington, Carver reminded Dr. Washington of a remark that he made earlier, "The world cares very little about what a person knows. It's what a person does with what he knows that counts." In your own words, explain what he meant by this. Do you agree with this statement? Why or why not? *(Accept any reasonable answers.)*
3. On pages 86 and 87, the two men are having a conversation about a derogatory comment made by an assemblyman and the subject of race. Re-read these two pages and this conversation. What do you think is the most significant or profound statement that is made during their exchange? Why? *(Answers will vary, but should include something about the human race in general, the value of challenges and adversity, prejudice, hate, and/or success.)*
4. Re-read pages 90 and 91, starting with the first full paragraph on p. 90 to the last paragraph on 91 before the next section begins (Jan.1943). Do you believe that **every** choice a person makes, and the actions they take or don't take, **significantly** affects the lives of others? Explain your answer using examples from George Washington Carver's life **and** something that you have seen in your own life or the lives of others around you. *(Accept any reasonable and well-thought-out answers.)*
5. When George Washington Carver died, there was a huge crowd that gathered to honor him. It contained folks from all walks of life and various ages, races, and countries. Why would so many different (rich, famous, poor, unknown, etc...) people come to his funeral? Explain and give examples to back up your explanations.
6. George Washington Carver was an extraordinary man who forever changed the world in which we live. How? Give examples using a Cause and Effect Chart to show some of the things he did and the changes they caused or the effect they had on others.

## Chapter 8

1. Why did reporters and newspapers criticize George Washington Carver? *(They said he wasn't really a scientist because he gave God all the credit for his work and discoveries.)* What do you think? Was he a scientist? Was he crazy? Were the newspapers wrong to criticize him? Explain your answer.



2. What was the translation of the script that was on the food stone? (*“By your hand, the people shall be fed.”*) How does this message relate to Mae Mae, Uncle Gee, and his father? (*Answers will vary, but should include something about their prosperous bounties and ability to grow plants, how they shared the plants and their knowledge of plants with others, all George’s discoveries about the peanut, etc...*)
3. Mae Mae explained how our choices determine the kind of differences we make in the world. What is a lost choice? Explain using the examples in the book, as well as some that you know about apart from the book. (*Answers will vary.*)

## Chapter 9

1. Who were Dr. Frederick Patterson and Henry Wallace? (*Patterson was president of Tuskegee Institute when GW Carver died, and Wallace was secretary of agriculture of the US and later vice president of the US, who as a child spent time with GW Carver.*) Carver had asked both of these men to do something special with their lives. What special things did they accomplish? (*Patterson was founder of the United Negro College Fund, earned the Presidential Medal of Freedom, first African-American member of the American Red Cross Central Committee, created research institutes, schools, public grants, etc... Wallace was secretary of agriculture, VP of US, developed some of the first hybrid corn varieties helping US farmers triple their yield, created station in Mexico to develop corn for that region, hired Norman Borlaug who eventually won Nobel Prize for his work at the station, etc...*)
2. What is the Butterfly Effect and what was George Washington Carver’s role in a human version of the Butterfly Effect? (*The Butterfly Effect is a scientific theory of Edward Lorenz that states that a butterfly can flap its wings on one side of the world, setting molecules of air in motion, which can eventually cause a hurricane on the other side of the world. George W Carver spent time with Henry Wallace, giving him the confidence and knowledge he needed to develop a love for learning about plants and helping others. Wallace was instrumental in getting Norman Borlaug to develop the hybrid corn that saved the lives of billions of people. If GWC had not spent the time with Wallace, none of this might have happened. So, he basically set the “molecules in motion” that saved the lives of all those people.*)
3. So far, we have two relics. One being the food stone, which states, “By your hand, the people shall be fed.” The other relic states, “By your hand, the people shall live.” Who do you think/know has handled these stones thus far all these years? (*Answers will vary.*)

## Chapter 10

1. What incredible discovery did Dylan make? *(He found a picture of Joan of Arc, who was clearly holding a relic that looked like the other two. Also, he had a picture of Oskar Schindler and on Schindler's desk they could see a relic just like the others. There was also a photograph of a relic by itself, clearly not one of theirs but a third one. On this third one, the script read, "By your hand, the people shall be free." This relic was located at the Smithsonian.)*
2. Where do you think this third relic might have come from and to whom do you think it belonged? Why? *(Accept any reasonable answers.)*

## Chapter 11

1. On page 142, what is it that Thomas Jefferson refers to as a "charm"? *(It was the relic that belonged to Joan of Arc, the one seen in the photo from the previous chapter.)* How did John Adams end up with it? *(It originally belonged to his great-great-grandfather, Henry Adams, who brought it from England in 1638. The Adams family claimed it originally belonged to Joan of Arc, and she gave it to a member of the Adams family, who was a king's guard, just before she was burned at the stake.)* Why would John Adams insist that Jefferson keep it in his desk as he drafted their Declaration? *(Answers will vary, but should include something about the following: Inscription on this relic was, by your hand, the people shall be free. These men were drafting the Declaration of Independence and Adams felt the object was one of inspiration that would inspire them to action. He thought it had inspired Joan and she had acted responsibly to do what she could to help set her people free and perhaps would inspire these men to make choices that lead to actions that will set their people free.)*
2. On page 146, Adams asked Jefferson if he truly believed that "all men are created equal." What was Jefferson's response and why did his words seem to contradict his actions? *(Jefferson said that he did believe his statement to be true, but he knew Adams asked because he was a slave owner. Although he owned slaves, Jefferson stated that he was against slavery. Adams questioned how Jefferson could truly understand freedom as long as he deprived other humans of theirs. In answering the "why" part of the question, accept any reasonable answers.)*

## Chapter 12

1. After reading chapter 12, we find out that a lot of famous people are connected to the “freedom” stone. List the ones who have been mentioned. (*William Wallace, Joan of Arc, Henry Adams, John Adams, Thomas Jefferson, John Quincy Adams, Frances Scott Key, Cinque.*) What did all these people have in common? (*They all did something to help others or encourage others to gain their freedom.*) Give some examples. (*Answers will vary.*)
2. On pages 162 and 163, Abby and friends made an interesting discovery about the stones. What was it? (*That the stones might have fit together at one time.*) Do you agree with them? Explain your answer. Do you think there are more pieces? Why?

## Chapter 13

1. What is a robber baron? Was Alfred Vanderbilt one? How do you know this? (*A robber baron is someone who uses their wealth as a weapon to take advantage of the poor. Unlike his siblings, Alfred was a kind, well-respected man and was not considered to be a robber baron.*) How did this influence his inheritance? (*Alfred insisted he start at “the bottom” of his father’s business and this earned him the respect of the public, as well as that of his father. When Mr. Vanderbilt divided his monies amongst his children, Alfred received \$76 million and his siblings each received \$7 million.*)
2. List some character traits that you think Alfred exhibited. (*Answers will vary, but should include some of the following: kindness, generosity, patience, fairness, compassion...*) What can you learn from Alfred’s example? (*Answers will vary, but should include something about his starting at the bottom and how it taught him what it’s like to be an average person, etc....*)
3. Why would Constantine have the medallion declaring, “By your hand, the people will be saved”? (*Constantine offered his life in exchange for the safety of his people.*)
4. Mr. Vanderbilt is about to depart on a trip. Where is he going? Why is he going? How will he get there? (*He is headed to Europe to direct a meeting of the International Horse Breeders Assoc. However, his main purpose for the trip is to deliver a fleet of wagons to the Red Cross to support the war efforts and offer his services as a driver. He is sailing from New York on the Lusitania.*) What do you know about the Lusitania? (*Allow students to share their knowledge about this ship in small groups, and then have them report to the larger group. If they don’t know anything about it, allow them some time to research it before reading on.*)

## Chapter 14

1. What connections did Captain Turner and Alfred Vanderbilt have to the Titanic? (*Turner had testified as an expert witness in the trial over the financial liability of the Titanic's shipping company. Mr. Vanderbilt had booked a room on the Titanic, but backed out at the last minute.*) What statement did Turner make about the lessons learned from the Titanic incident? What was its significance, based on your knowledge of the Lusitania? (*He said the shipping industry had learned nothing and it would happen again. Explanations of significance will vary.*)
2. Did the passengers on the Lusitania have any reason to suspect they were endangered? Should they have had concerns about their safety? (*No, most had no clue of the submarine warnings and later they were told they had nothing to fear because the Lusitania was merely a passenger ship. This was a lie, but no one knew they were actually carrying huge amounts of materials for bomb making, as well as thousands of cases of rifle cartridges for the war effort and the food onboard.*)
3. Why was Vanderbilt moved to the point of tears when he heard the translation on the medallion? (*Answers will vary, but should include something about how he felt as though the message was directed to him personally and his enormous sense of compassion and responsibility accepted the message as a mission for his purpose, perhaps in life or just for this trip. He spent a lot of time and effort thinking about this purpose as it related to this trip, as well as to his children and his tremendous wealth and what he had done with it.*)
4. Who were the "cowardly assassins"? Why were they called this? Would they still be referred to like this during warfare today? (*Submarines were called this because of their ability to sneak up behind a target without any notice and destroy it. They were fairly new weapons during that time period. Answers to the last question will vary, depending on students' background knowledge. You may want to allow them to discuss this in small groups.*)

## Chapter 15

1. What can you infer about the character of the young electrician, Charles Voegele? Why? (*He was a man of ethics and high morals. He refused a command, which was rarely done, and he did not fire upon the Lusitania. He didn't fire because it was a passenger ship and he had seen women and children aboard the ship. He knew this was wrong, morally and ethically.*)
2. On page 205, we find the quote, "Why fear death? It is the most beautiful adventure that life gives us." What is the source of this quote and what do you think it means? (*Peter Pan is the source and its meaning will vary amongst students.*)
3. Why is it especially unwise for Vanderbilt to give up his life jacket? (*He had never learned to swim.*) Why do you think he did this? (*Accept any reasonable answers.*)

## Chapter 16

1. Why was it risky for Mark to continue his search for the missing children? Why do you think he would take such a risk and was it worth it? *(For many reasons, Mark's police captain had told him to discontinue the search. He continued it anyway and risked being suspended from the force. In their quest to discover the meanings behind the medallions, he discovered the importance of doing something, regardless of the risks involved and he cited examples. His thinking had changed. Instead of just reacting to situations, sometimes we have to make things happen by doing something. This haunted him and he had to do something. Yes, it paid off. He found the children.)*
2. Do you think it was a coincidence that the Chandlers found the first medallion and discovered much more information than they were seeking? Why or why not? *(Answers will vary.)*

## Chapter 17

1. What is the meaning of heritage? *(Heritage is something that is inherited, or passed down, from previous generations to others.)* Why would it be important for the Vanderbilt children to know that they had a heritage of character and courage? *(Accept any reasonable answers.)*
2. In his letter to his sons, Vanderbilt talked about the power of words and imprinting them upon your heart in order to discover your purpose. Then, he shared some of those words as they were translated from the object. Of all the words that he shared with his sons, which do you think are the most powerful and why do you think so? Explain what makes words so powerful. *(Answers will vary.)*

## Epilogue

1. What did the young couples (Mark and Dorry, Abby and Dylan) learn as a result of discovering the relics, the meanings of the words on them, and the lives of those who had possessed them? Give some examples from their own lives, as well as the lives of those who had previously held the medals. *(They found proof that people can change the world. The examples will vary.)*
2. On the page following the epilogue, you will find a quote by Winston Churchill, "The farther backward you can look, the farther forward you are likely see." Read it aloud to your students. Then, have them re-read it several times. Tell them to do a "quick write" (write as many things as they can think of in a short amount of time, two to three minutes) about what the quote means. Then, have them discuss it in small groups for a few more minutes. Next, in a discussion with the whole group, have students explain the relevance of this quote to the book.

## After Reading Activities

### Enrichment/Extend the Learning

- 1 Have students use Photo Story to create a timeline of important events that happened in the present day with the Chandler family and the discovery of the medal. Photo Story is available as a free download from Microsoft. You can create a slideshow using your own pictures or pictures from the internet, and then add narration, music, and special effects. There are also some very good free tutorials available online.
- 2 The book is filled with so many historical people and events. Have students conduct further research on some of the people and/or events (Megele, Schindler, George Washington Carver, Booker T. Washington, Quantrill's Raiders, Henry Wallace, La Amistad, Stamp Act, Boston Massacre, etc...). Then, have them prepare some type of presentation to share with the class (Power Point, Photo Story, newspaper, poster, comic strip using the website: [www.makebeliefscomix.com/Comix/](http://www.makebeliefscomix.com/Comix/), mural, timelines, etc...). Encourage them to be creative with their mode of presentation.
- 3 Make a T-Chart or Venn Diagram to compare and contrast the sinking of the Titanic with that of the Lusitania, two historical figures from the book, two of the relics and the effects related to them, etc...
- 4 Students could research the Butterfly Effect. Then, create a chart to show a real example of a human butterfly effect to demonstrate the power of one's choices and how they affect others. They may use one from the book and/or one using people and events they have seen or read.
- 5 Assign small groups of students one of the medallions. They are to create an illustration or model of what they think the coin might have looked like. Then, create a television or internet ad to persuade people to buy the item. They must mention some of the famous people who have owned the original item and explain how it inspired them.
- 6 Write a newspaper article about the discovery of any of the relics using the following website for a great news template: <http://www.fodey.com/generators/newspaper/snippet.asp>

- 7 Use any of the History Frames or Story Mapping strategies found on:  
<http://www.readingquest.org/strat/storymaps.html>
- 8 Students work in small groups to create a mock Facebook page about *The Lost Choice*. It must contain reviews of the book, information about the main characters, information about the historical characters, information about Andy Andrews, as well as mention who should read the book, any artwork that complements the story, etc...

**The Lost Choice Book Test****Part I. Vocabulary**

- 1 A thing or person that is puzzling or inexplicable.
  - a) oblivious
  - b) nickered
  - c) enigma
  - d) unalienable
  
- 2 Someone who is very perceptive and uses good judgment is \_\_\_\_\_.
  - a) gallant
  - b) transfixed
  - c) inconsolable
  - d) discerning
  
- 3 Which of the following is the best antonym for decrepit?
  - a) beautiful
  - b) vigorous
  - c) sickly
  - d) enfeebled
  
- 4 In the word **affinity**, what is fin?
  - a) root word
  - b) base word
  - c) suffix
  - d) prefix



- 5 Moses and Susan were George's surrogate parents. As it is used in the previous sentence, how would **surrogate** be labeled in the dictionary?
- a) n.
  - b) v.
  - c) adv.
  - d) adj.
- 6 Choose the best definition for the word **hybrid** as it is used in the following sentence. Norman Borlaug developed a **hybrid** seed.
- a) powered by more than one source of energy
  - b) a word that is composed of elements from different languages
  - c) bred from two distinct varieties or species
  - d) made of heterogeneous elements
- 7 A written message or letter.
- a) deluge
  - b) missive
  - c) conscript
  - d) levy
- 8 What is the suffix in the word **indignantly**?
- a) in
  - b) ly
  - c) nant
  - d) dig
- 9 Which is the best synonym for **consternation**?
- a) alarm
  - b) strict
  - c) composure
  - d) stubborn

10 She gave her homework assignment a **cursory** overview. As it is used in the previous sentence, what does the word **cursory** mean?

- a) disgusted
- b) angry
- c) quick
- d) careful

11 To be **scraped off** or **shaved off**.

- a) rifed
- b) razed
- c) ambled
- d) muddled

12 **Openly objected** or **mocked**.

- a) scoffed
- b) goaded
- c) flayed
- d) mused

13 The word **plunder** means \_\_\_\_\_.

- a) to trip and fall
- b) to make loud noises
- c) to stutter or mumble quietly
- d) to rob or take something wrongfully

14 To **attempt** or **try to do something**.

- a) squalor
- b) concur
- c) endeavor
- d) galah

A synonym for lavishly is \_\_\_\_\_.

15

- a) lovingly
- b) shyly
- c) generously
- d) fecitiously

## Part II. Comprehension Multiple Choice

1

Which of the following was most likely not a reason the Chandler family thought it was important to “develop a habit of talking”?

- a) They didn’t like having the TV on constantly
- b) They wanted their family to stay connected and grow closer to one another
- c) They thought communication with one another was important
- d) They didn’t own a television

2

George Washington Carver was an exceptionally bright young man and a hard worker. Why would the president of Highland University slam the door in his face?

- a) George lied to him
- b) George was black
- c) George was poor
- d) George didn’t speak English very well

3

Why did so many dignitaries and important people most likely attend the funeral of George Washington Carver?

- a) Booker T. Washington invited them and they wanted to please him
- b) They wanted to be a part of history
- c) He had touched the lives of so many people, and they wanted to honor him and pay their respects
- d) He was such a famous inventor and they wanted to honor him

- 4** Why were the people who had the stones in their possession most likely able to accomplish such extraordinary things?
- a) The words on each stone served as a reminder that challenged each person who held it to do something to make a difference
  - b) Each stone possessed within it a special power that transferred to the person who held it in their hand
  - c) Alem was a sorcerer and had cast a spell giving the stones magical powers that made these people extraordinary
  - d) The stones released chemicals that gave those who possessed them energy
- 5** Which of the following is not true about Henry Wallace?
- a) He was secretary of agriculture
  - b) He was vice president of the United States
  - c) He helped increase the corn production in the US
  - d) He was one of George Washington Carver's college professors
- 6** Read the following sentence from the book and choose which type of figurative language is used. "When Carver flapped his wings and created the uses for the peanut, how many billions have been affected by that?"
- a) metaphor
  - b) simile
  - c) personification
  - d) alliteration
- 7** What document were John Adams and Benjamin Franklin writing?
- a) Declaration of Independence
  - b) U. S. Constitution
  - c) Emancipation Proclamation
  - d) Bill of Rights

- 8 The Lusitania was in danger because \_\_\_\_\_.
- a) It was dangerously close to icebergs
  - b) It was sailing in enemy territory
  - c) There were spies aboard the ship
  - d) The ship was carrying food, guns, and supplies for bomb making
- 9 Why was Alfred Vanderbilt giving up his life jacket such a selfless act?
- a) He gave it to a stranger
  - b) He could get another one
  - c) He wanted to be remembered as a hero
  - d) He had never learned to swim
- 10 What can you conclude about Alfred Vanderbilt?
- a) He was a kind, thoughtful, and generous man
  - b) His business would suffer greatly after his death
  - c) He was concerned about the character of his children
  - d) A and C
  - e) B and C
  - f) A and B
- 11 Which words best describe Dorry and Mark?
- a) Humorous and Lazy
  - b) Honest and Fair
  - c) Persistent and Responsible
  - d) Lucky and Punctual

- 12 Based on the events in the story, which of the following generalizations is not true?
- a) The choices you make do have an effect on others
  - b) Objects can bring you good luck
  - c) Words can be very powerful
  - d) Character is more powerful than circumstances
- 13 Abby, Dylan, Mark, and Dorry all learned valuable lessons in their quest to uncover the story behind the relics. They learned that one person, by their own hand, can change the world. What was their best evidence of this lesson?
- a) The incredible stories that they read about the people who originally possessed the stones
  - b) The people who held the stones became so famous
  - c) The changes in their own lives, their missions, and their purposes
  - d) The amazing stories that Mae Mae told them and all the things that happened to her and her community
- 14 Which of the following would you choose as the best alternative title for this story?
- a) *You Can Make a Difference*
  - b) *The Lost Relic*
  - c) *Significant Choices*
  - d) *Rewarding Research*
- 15 What do you think is Andy Andrews' main purpose for writing this story?
- a) To explain how famous people have made a difference and impacted the lives of others
  - b) To entertain us with an interesting mystery
  - c) To convince the readers that every choice they make matters and they can make a difference in this world
  - d) To teach us some historical facts by using an entertaining story

## Part III. Comprehension Open-Ended

- 1 What is Edward Lorenz' theory known as "The Butterfly Effect"? Explain how The Butterfly Effect works in terms of humans. Use examples from the book.
  
- 2 Using a T-Chart or Venn Diagram, compare and contrast the sinking of the Titanic with the Lusitania.
  
- 3 On page 89, it says, "Every man and woman on the planet contains within them the power to change the world, but this power is only manifested when one makes a conscious choice to use it." Do you agree with this quote? Use examples from the book to support your answer.

**Book Test Answer Key****Part I. Vocabulary**

1. c) enigma
2. d) discerning
3. b) vigorous
4. a) rootword
5. d) adj.
6. c) bred from two distinctive varieties or species
7. b) missive
8. b) ly
9. a) alarm
10. c) quick
11. b) razed
12. a) scoffed
13. d) to rob or take something wrongfully
14. c) endeavor
15. c) generously

**Part II. Comprehension Multiple Choice**

1. d) They didn't own a television
2. b) George was black
3. c) He had touched the lives of so many people, and they wanted to honor him and pay their respects
4. a) The words on each stone served as a reminder that challenged each person who held it to do something to make a difference
5. d) He was one of George Washington Carver's college professors
6. a) metaphor
7. a) Declaration of Independence
8. d) The ship was carrying food, guns, and supplies for bomb making
9. d) He had never learned to swim
10. d) A and C



11. c) Persistent and Responsible
12. b) Objects can bring you luck
13. c) The changes in their own lives, their missions, and their purposes
14. a) *You Can Make a Difference*
15. c) To convince the readers that every choice they make matters and they can make a difference in this world

### Part III. Comprehension Open-Ended

1. Edward Lorenz' theory "The Butterfly Effect" simply states that when a butterfly on one side of the world starts to flap its wings, it sets molecules of air in motion, which set other molecules of air in motion that can eventually lead to creating a hurricane on the other side of the world. Student examples in human terms might vary, but an excellent one from the book: Moses Carver saved George Washington and adopted him > George taught Henry Wallace about plants and how he could make a difference > Henry Wallace became secretary of agriculture and later VP of the U.S. > Wallace commissioned Norman Borlaug to create the hybrid seeds > The seeds saved the lives of over two billion people.
2. Answers will vary.
3. Answers will vary.