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ANDY ANDREWS

THE  
YOUNG  
TRAVELER'S  
GIFT

**CURRICULUM GUIDE**

*for* TEACHERS • MIDDLE *and* HIGH SCHOOL STUDENTS

*The*  
Y O U N G  
T R A V E L E R ' S  
G I F T

SEVEN DECISIONS THAT DETERMINE PERSONAL SUCCESS

by A N D Y A N D R E W S

A Curriculum Guide for Teachers  
Middle School — High School

*Including Student Reproducible Pages*

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## Table of Contents

**Summary**.....p. 5

**About the Author**.....p. 6

**Before Reading Activities**.....p. 7

*Build Background Knowledge*.....p. 7

*Set Purpose for Reading*.....p. 8

*Graphic Organizers for Pre-Reading Activities*.....p. 9-13

*Introduce Vocabulary*.....p. 14-23

*Vocabulary and Word Study Activities*.....p. 17-28

**During Reading**.....p. 29

*Questions for Discussion and Comprehension*.....p. 29-36

**After Reading Activities**.....p. 37

*Enrichment/Extend the Learning*.....p. 37-45

*Vocabulary Quiz*.....p. 45-49

*Book Test*.....p. 50-54

*Quiz and Test Answer Keys*.....p. 55-56

**Summary**

Michael Holder began his journey as the last young traveler to receive the unique gifts of wisdom offered by historical greats.

In his senior year of high school, Michael hit rock bottom. After being caught in the wrong place at the wrong time, he was suspended from the track team and lost his college scholarship. His coach was angry and his parents disappointed. He was diving headfirst into a downward spiral. Facing the bleak future ahead, he saw no way out and wondered if life was really worth living. But now, with some divine intervention, he's been given a second chance and offered a once-in-a-lifetime journey of discovery.

Rewritten to engage the minds of teens and tweens, *The Young Traveler's Gift* is sure to encourage and enlighten young men and women as they prepare to face the journeys that lie ahead.

**About the Author**

Hailed by a *New York Times* writer 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 *The Noticer* and *The Traveler’s Gift*, and is also an in-demand speaker for the world’s largest organizations. *The Noticer* and *The Traveler’s Gift* were featured selections of ABC’s *Good Morning America*, have been translated into nearly 20 languages, and continue to appear on bestseller lists around the world.

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

Select one of the following activities to build background knowledge:

- 1 Have students participate in a “quick write.” They will write down the person from history whom they would most like to talk to and then they will write down as many questions to ask their famous person as possible. Students must write as quickly as they can, because they will only have two minutes in which to write.

- Who would they choose to visit?
- Why did they select this person?
- What questions will they ask this person?
- List three guidelines for successful living or “rules to live by” that they think this person would tell them.

Give students a time limit (maybe 10-15 minutes) to compose their thoughts. Then, have the students meet with a partner or in a small group. Each person will give the person who is sharing feedback using the 3-2-1 graphic organizer on page 9.

- 2 Ask students the following question: If you could speak to one famous person from the past, whom would you choose? Give students 1-2 minutes of think time before they can speak and share any answers aloud. Then, have students share the names of the people they would choose. Teacher will list these names on the board. Next, divide students into small groups to narrow down the list on the board. They should, as a group, pick one person they would choose and list three questions they would ask this person. They must also explain why they would choose this person, what they can learn from this person, and why they would ask them these particular questions.

## Set Purpose for Reading

Choose one of the following to set the purpose for reading:

**1** Tell students that they will be reading a book about a boy who learns several valuable life lessons from famous historical figures. Ask them to make a list of each lesson as they read about them using the graphic organizer on p. 10 and 11.

**2** Fill a small suitcase with the following items:

- a copy of the Gettysburg address
- a diary
- a Bible
- a crown
- a world map
- a small globe
- a notecard with “The Buck Stops Here” written on it
- a picture of a Union Soldier
- a pink rose
- a Star of David
- a copy of the Presidential Seal

Have students list these items on their graphic organizer. Then, as they read the story, they should figure out with whom these items are associated. Some items might be readily identified with more than one character and some characters may be identified with more than one item. As they list the items, explain why they've chosen the item(s) to go with each character. They may use the graphic organizer on p. 12-13, and it may be copied front and back on one sheet of paper.

**3** Show students the front of the book and read the title to them. Ask students to make predictions about the traveler's identity and what the traveler's gift might be. They may also predict where they think the traveler might be going and what he/she will do when they get there.



**Graphic Organizers** for Before Reading Activities

**3 - 2 - 1**

**List 3** things you like or thought were interesting about the person your classmate chose and the questions they would ask them:

**List 2** suggestions that you have for your classmate about what they said:

**List 1** question that you have for your classmate:

**Graphic Organizers** for Before Reading Activities

**Seven Life Lessons Learned from Heroes of the Past**

**Directions:** Complete the Graphic Organizer as you read about each famous person that David Ponder encountered in his travels. Include the place and time period for the meeting (i.e. 1863, Gettysburg, PA). Then, in your own words, give a brief summary of the lesson that David learned.

**1st Hero:** \_\_\_\_\_

**Time Period and Location in History:** \_\_\_\_\_

**Life Lesson Learned:** \_\_\_\_\_

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

**2nd Hero:** \_\_\_\_\_

**Time Period and Location in History:** \_\_\_\_\_

**Life Lesson Learned:** \_\_\_\_\_

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

**3rd Hero:** \_\_\_\_\_

**Time Period and Location in History:** \_\_\_\_\_

**Life Lesson Learned:** \_\_\_\_\_

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

4th Hero: \_\_\_\_\_

Time Period and Location in History: \_\_\_\_\_

Life Lesson Learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5th Hero: \_\_\_\_\_

Time Period and Location in History: \_\_\_\_\_

Life Lesson Learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6th Hero: \_\_\_\_\_

Time Period and Location in History: \_\_\_\_\_

Life Lesson Learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7th Hero: \_\_\_\_\_

Time Period and Location in History: \_\_\_\_\_

Life Lesson Learned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What's in the Traveler's Suitcase?**

**Directions:** *In the box below, list the items that were found in your teacher's suitcase. As you read, list the character that the item(s) signify. Some items may be suitable for more than one character. Briefly explain why the item(s) might represent that particular character.*

**Contents of Suitcase:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1. Character:** \_\_\_\_\_

**Item(s):** \_\_\_\_\_

**What is the significance of the item(s) to that person?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Character:** \_\_\_\_\_

**Item(s):** \_\_\_\_\_

**What is the significance of the item(s) to that person?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Character:** \_\_\_\_\_

**Item(s):** \_\_\_\_\_

**What is the significance of the item(s) to that person?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Character: \_\_\_\_\_

Item(s): \_\_\_\_\_

What is the significance of the item(s) to that person? \_\_\_\_\_

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

5. Character: \_\_\_\_\_

Item(s): \_\_\_\_\_

What is the significance of the item(s) to that person? \_\_\_\_\_

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

6. Character: \_\_\_\_\_

Item(s): \_\_\_\_\_

What is the significance of the item(s) to that person? \_\_\_\_\_

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

7. Character: \_\_\_\_\_

Item(s): \_\_\_\_\_

What is the significance of the item(s) to that person? \_\_\_\_\_

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

**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. When choosing vocabulary words, look for high utility words that students will use frequently in their oral vocabulary and writing. While students may not know the definitions of some words, that doesn't mean they are high utility vocabulary words.

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

**Chapters 1 & 2**

<b>excruciating</b> (p. 1)	<b>terse</b> (p. 1)	<b>endangerment</b> (p. 2, 16)	<b>liability</b> (p. 7)	<b>optimistic</b> (p. 8)
<b>designated</b> (p. 9)	<b>delinquent</b> (p. 11)	<b>trauma</b> (p. 12)	<b>pending</b> (p. 16)	<b>embankment</b> (p. 18)

**Chapter 3**

<b>contrasted</b> (p. 19)	<b>vague</b> (p. 24)	<b>enunciated</b> (p. 24)
<b>apostle</b> (p. 25)	<b>ample</b> (p. 26)	

**Chapter 4**

<b>stunned</b> (p. 37)	<b>murmured</b> (p. 40)	<b>despair</b> (p. 41)	<b>fluently</b> (p. 43)
<b>astonishment</b> (p. 43)	<b>disarray</b> (p. 46)	<b>tolerate</b> (p. 47)	<b>bombard</b> (p. 50)

**Chapter 5**

**gruesome** (p. 54)

**civil** (p. 55, 56)

**prompted** (p. 58)

**forfeited** (p. 59)

**tactics** (p. 61)

**retreat** (p. 62)

**indecisive** (p. 69)

**idle** (p. 69)

**Chapter 6**

**stout** (p. 74)

**convictions** (p. 77)

**consensus** (p. 78)

**tentative** (p. 82)

**passionate** (p. 82)

**procrastinate** (p. 83)

**Chapter 7**

**muffled** (p. 85)

**annex** (p. 88)

**shrugged** (p. 91)

**censored** (p. 91)

**meager** (p. 93)

**unattainable** (p. 98)

**potent** (p. 99)

**Chapter 8**

**contemplating** (p. 103)

**stammer** (p. 105)

**pursued** (p. 107)

**bestow** (p. 122)

**hoarded** (p. 122)

**assurance** (p. 122)

**seethed** (p. 122)

**nurture** (p. 122)

**Chapter 9**

**renders** (p. 130)

**circumstances** (p. 131)

**dispensation** (p. 132)

**regenerate** (p. 133)

**calamity** (p. 136)

**dissolution** (p. 137)

**arrogance** (p. 139)

**persist** (p. 142)

**precursor** (p. 142)

**Chapters 10 & 11**

**literary** (p. 146)

**inaudible** (p. 151)

**concussion** (p. 152)

**regal** (p. 155)



**Vocabulary Activities****For Grades 6-8**

**1** Have students define the vocabulary words that you select using the graphic organizers on pages 19, 20, 21, or 22.

**2** Assign each student one of the vocabulary words. Give them a 4 x 6 note card. They will write the word on the back of the card. Have them fold the card in fourths. Then, in each square, they will write one of the following: a definition, synonym, antonym, and an illustration for the word. Instead of antonym and synonym, you might ask them to provide some examples and non-examples. Students will then swap their cards with a partner and try to guess the word. The cards are self-checking, so they could also be collected and placed in a center.

**3** Students could make semantic maps for some of the more difficult words. In the middle of their paper, they will draw a circle and write the vocabulary word in the circle. Extend lines out from the circle and, at the end of each line, write any words that are related to the word. (Students can design their own map or organizer.)

**4** Have one student sit with his or her back to the board. The teacher will write a vocabulary word on the board, and the other students will give clues, one at a time, until the student with his or her back to the board guesses the word correctly. The clues can be: antonyms, synonyms, part of speech, definition, etc...

**5** Use the Word Sort graphic organizer on page 23 so that students can identify the parts of speech for the vocabulary words that you select. You may want to include the page numbers where the words are found if you use words from multiple chapters.

**6** Some students continue to become confused when asked to spell words with inflectional endings. If you have students who are having trouble with this skill, have them sort the vocabulary words and other words from the book with inflectional endings using the sorting activity on page 25.

- 7 Have students write the vocabulary words that have prefixes and/or suffixes. Then, have them write the base word for each of these words. Next, they will write as many other forms of the word as possible by adding different prefixes and/or suffixes. They can use their own paper, or the grid on page 27. You may want to provide the students with a prefix and suffix word bank. If so, there is one on the page following the graphic organizer, but, unless absolutely necessary, don't limit them to the word banks.
- 8 Have students write a short story or a poem using all the vocabulary words from one or two chapters.
- 9 Have students go to the following website: **[www.makebeliefscomix.com](http://www.makebeliefscomix.com)** and select a character for each vocabulary word and a speech bubble. Then, have them write a sentence in each speech bubble using a vocabulary word. When they are finished, they must print their work, as this site will not save the students' comics.

<b>Word:</b>	
<b>Antonyms:</b>	<b>Synonyms:</b>
<b>Illustrate:</b>	
<b>Use in a sentence:</b>	

<b>Word:</b>	
<b>Antonyms:</b>	<b>Synonyms:</b>
<b>Illustrate:</b>	
<b>Use in a sentence:</b>	

<b>Word:</b>	
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<b>Illustrate:</b>	
<b>Use in a sentence:</b>	

<b>Word:</b>	
<b>Antonyms:</b>	<b>Synonyms:</b>
<b>Illustrate:</b>	
<b>Use in a sentence:</b>	

Name \_\_\_\_\_

### Vocabulary Words

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

Short Definition (in your own words):

Synonyms	
1.	
2.	

Antonyms	
1.	
2.	

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

Use the word in a sentence.

---

---

---

**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 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: \_\_\_\_\_

Name \_\_\_\_\_

**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

Name \_\_\_\_\_

**Inflectional Endings Word Sort**

<b>devastating</b>	<b>flayed</b>	<b>immersed</b>	<b>jostling</b>
<b>awe-inspiring</b>	<b>maneuvered</b>	<b>pronounced</b>	<b>enthralled</b>
<b>disheveled</b>	<b>enlightening</b>	<b>honing</b>	<b>transfixed</b>
<b>vilified</b>	<b>diverted</b>	<b>agonized</b>	

**A note to teachers and directions for use:**

Cut out the above words. Write the base word for each word in that first column of their blank grid (following page). Then, sort and glue them into the appropriate column on the blank grid. If you have students who are struggling readers and spellers, manipulating the words will be most helpful for them. When they finish sorting and gluing them in the correct column, you may also want to have them follow up by making their own grid and writing the words on another sheet of paper, exactly as they have them sorted. You may also want them to conduct a word search in other reading materials for words with inflectional endings, and add them where they would belong in the sort. For students who don't need as much practice, or to conserve paper, teachers might choose to post the vocabulary words, and have students do a writing sort with the words and simply write them in the appropriate column on their sheet. Students could even make their own grid if the teacher provides them with a model.

When students have completed the sorting, ask them if there are any generalizations they can make about when to drop e, make no changes, etc...This helps them form their own rules about when to make these changes and helps them remember the rules.



**Inflectional Endings Word Sort**

<b>Base Word</b>	<b>e drop</b>	<b>Change y to i</b>	<b>No change</b>	<b>Double</b>

Vocabulary Word Sort

Answer Key

for Inflectional Word Endings  
Sort Vocabulary Word Graphic Organizer

Base Word	e drop	Change y to i	No change	Double
excruciate	excruciating			
designate	designated			
pending			pending	
contrast			contrasted	
enunciate	enunciated			
stun				stunning
murmur			murmured	
prompt			prompted	
reply		replied		
forfeit			forfeited	
muffle	muffled			
shrug				shrugged
cancel			canceled	
pursue	pursued			
contemplate	contemplating			
seethe	seethed			
hoard			hoarded	
nod				nodded

### 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>	

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

## Word Banks

Common Prefixes	
Prefix	Meaning
anti-	against
dis-	not, opposite
in-, im-	in
mis-	not, wrongly
non-	not
pre-	before
re-	again
un-	not

Common Suffixes	
Suffix	Meaning
-able, -ible	can be done
-en	made of
-er	compare two things
-est	compare more than two things
-ful	full of
-ly	like (adverb)
-ment	action of process
-ness	condition of
-y	like (adjective)

## During Reading Activities

*Questions for Discussion and Comprehension*

### Chapter One

1. Michael had so many questions and thoughts going through his mind as the police officer called his parents. How do you think your parents would feel if they got a phone call saying that you were in jail? What do you think they would say? How do you think they would treat you? *(Answers to these questions will vary.)*
2. Do you think it was fair for Michael's dad to expect Michael to get a part-time job to pay for his attorney? Why or why not? *(Answers will vary.)*
3. Michael had not been drinking, but his friends had. He certainly couldn't let them drive, so he became the designated driver. He hadn't done anything wrong; he was just helping out. But now, Michael was in as much trouble as his under-age drinking friends were. What should Michael have done? Is there a better choice that he could have made before getting behind the wheel of that car? What would you have done? *(Answers will vary.)*

### Chapter Two

1. Michael's friends and teachers treated him badly at school the next day. Do you think they treated him fairly? How would you have treated him? Explain your answer. *(Answers will vary.)*
2. What did the coach tell Michael? *(No practice, no playing, and that if he didn't play, he wouldn't have any chance for a college scholarship.)* Do you think this was fair? Why? *(Accept any reasonable answers.)*
3. The sign at the restaurant said they were hiring servers. At first, the manager seemed very eager to hire Michael. Why do you think the manager suddenly became disinterested in hiring Michael? Did he have a valid reason? *(Answers will vary, but should include that Michael had been arrested.)*

4. Michael left the restaurant feeling frustrated and hopeless. Why did he feel this way? What did he do next? *(He knew the manager was never going to call him because he had been arrested and had a criminal record. He realized this would be asked on all the applications and no one would ever hire him. How would he pay his attorney and how would he pay for college? He was also discouraged because he had disappointed his parents. He began to cry and drive way too fast. He lost control of the car and went over an embankment.)*

### Chapter Three

1. Where is Michael when he wakes up? Describe the setting in great detail. *(He is sitting on an expensive looking rug in a fancy room with high ceilings. There is a very large hand-carved desk, an un-lit fireplace, and a globe on a pedestal. It is very warm and the windows are open. He is in Potsdam, Germany, and it is Tuesday, July 24, 1945.)*
2. Michael thinks he might be in the hospital. Do you think he is dreaming? Do you think he is alive? Explain your answer. *(Answers will vary.)*
3. Whom does Michael meet here? *(President Harry Truman)* This person tells Michael that the choices he has made will affect him for the rest of his life. Do you believe this is true? Explain your answer and give an example. *(Accept any reasonable answers.)*
4. Michael is given a piece of paper by this person. What does he learn when he opens it and reads it? *(He learns the first decision for success, the buck stops here.)* In your own words, explain what this means. *(Answers will vary.)*

### Chapter Four

1. What happened when Michael read the final words on the note? *(Everything around him began to change and shift. He felt dizzy. Suddenly he was in another place, as though he had fallen through the floor.)* Where is he now? *(He is in a very large, ornate room with a lot of other people.)*

2. What is going on? *(A gong has sounded and people are falling to their knees. The gong sounds again and a very large, richly clothed man appears. He is wearing a crown and he sits upon the throne in the room. An argument begins to ensue.)* Why are the two women here and what are they arguing about? *(They are here to get the king to settle their dispute. They are arguing over a baby. One woman says the other woman's baby died and then she brought it to her room and swapped the dead baby for her living baby. Then, she pretended it was her own child. The other woman says this is not true.)* How does the King settle their dilemma? *(He says he will cut the child in half and they can each have a part of him. One of the women falls to her knees and pleads with the king not to kill him and just give him to the other woman. The other woman hatefully says that he can go ahead and cut him in half so that neither of them has a child. The king puts his sword down and gives the child to the woman who is weeping, as he feels she is surely the mother.)*
3. Does Michael recognize the king? *(Yes, he knows this is King Solomon.)* How does he know his identity? *(He remembers this Bible story from his childhood.)*
4. Do you think that your friends influence what you do and the decisions that you make? Why or why not? Give an example to support your thinking. *(Answers will vary.)*
5. The king left Michael with the second decision for success. What was it? *(I will seek wisdom.)* In your own words, explain what it means. *(Accept all reasonable answers.)*

## Chapter Five

1. At the beginning of chapter five, we learn that Michael hears the loudest noise that he has ever heard in his life. What is it? *(He thinks it is thunder, but it's actually a cannon firing.)* Where is he and what is going on there? *(He is in Gettysburg, PA, during the Civil War.)*
2. Who is Chamberlain? *(Colonel Joshua Lawrence Chamberlain is an officer in the Union Army. Before this war, he was a school teacher in Maine.)* Why did Chamberlain join the Army? *(It was the patriotic thing to do, he was bored, he was ashamed not to join, he thought it would be over quickly and it would be fun, but mostly he joined because it was the right thing to do, it was his duty.)*

3. Chamberlain explains to Michael what his greatest advantage is in this fight. What is it? *(He says he is a stubborn man and that he has the inability to stand by and do nothing.)* What does he mean by this? *(Answers will vary.)*
4. Here, we learn about the third decision—I am a person of action. After reading the note Chamberlain gave to Michael, how would you describe a person of action? *(Answers will vary, but should include something about being active, energetic, and the kind of person who inspires others to follow them. They are doers, leaders, consistent, and decisive. They are courageous and encouragers. They don't quit, etc...)*

## Chapter Six

1. Why is Michael feeling nauseous again? *(This time it's more than just the time travel that has made him queasy; he is on a large boat, so he may be feeling a bit seasick.)* Describe the setting where he finds himself now. *(It is nighttime and there is the smell of salt water, reminding Michael of his summer trips to the ocean. He is sitting on a large pile of rope. The boat is moving across the Atlantic Ocean and it has a huge broadcloth sail. He is on the Santa Maria with Christopher Columbus in 1492.)*
2. Why did people think Christopher Columbus was crazy? *(He believed he could establish a new trade route by sailing west. He believed that the world was a sphere while others thought it was flat.)* Did it bother him that people thought this? Why or why not? *(No, it did not bother him. He explained that you can't worry what others think; that would mean that you valued their opinion more than you valued your own. He said you don't need the permission of others to believe what you want to believe.)*
3. What does it mean to have a decided heart? *(Answers will vary, but should include some of the following: Always searching for a solution, not for a way out of something. You have a vision and you are passionate about pursuing that vision. You won't let anything get in the way as you pursue it. You don't wait; you seize every opportunity to move forward. Your belief is so strong and you are so committed to your belief that others will want to follow you. You are not a procrastinator.)*



**Chapter Seven**

1. Next, Michael finds himself in a small room with seven people. Why aren't the people moving and talking? Explain what is going on at this very moment. *(They are still and quiet because they are hiding. At this very moment, the home in which they are hiding is being searched by German soldiers. If they are found, they will be killed or taken to the concentration camps, and those who are hiding them will be punished.)*
2. Soon, a young girl takes Michael upstairs to the attic. Who is this girl, where are they, and what is the date? *(Anne Frank—they are in Amsterdam in the annex behind a warehouse. It is Thursday, October 28, 1943.)*
3. Michael is surprised by Anne's response when he asks her what she complains about. In your own words, explain her response. *(Answers will vary, but should sound something like the following: Anne says she does not complain about anything. She says complaining is an activity, just like other activities, such as jumping rope. You can choose to do that activity or choose not to do it. So, she chooses NOT to complain.)* Do you agree with her view on making choices? Why? *(Accept any reasonable explanation.)*
4. What is the fourth decision for success? *(Today, I will choose to be happy.)* Re-read pages 98 and 99 and then explain how it is possible to be happy even when things aren't going well for you. *(Answers will vary.)*

**Chapter Eight**

1. Michael returns to a place that he's visited in an earlier chapter, but this time the setting is very different. Where is he? *(He has returned to Gettysburg, PA.)* Compare and contrast the events and the setting of this place as Michael sees it now to how it was the last time he visited. *(Students could create a graphic organizer, or use a Venn diagram, T-chart, or any other type of diagram to compare and contrast Gettysburg during the battle Michael witnessed earlier to the cemetery dedication that is happening now.)*
2. President Lincoln tells Michael that his wife did not want him to be where he is today. Why did she think her husband should stay at home? *(Their son, Willie, died a few months ago and now their other son, Tad, is very ill. Mrs. Lincoln felt he should stay at home today.)* Why did he choose to go anyway? *(He explained it was his duty to be at Gettysburg. He also knew there wasn't much he could do for Tad, other than pray. He explained that God would hear his prayers at Gettysburg, just as well as he could at the White House.)*

3. How did Lincoln say that people could avoid being criticized? (*He said the only way to avoid criticism was to do nothing and be nothing.*) Do you think this is a good idea? Explain your answer. (*Answers will vary.*)
4. What is the most important action that President Lincoln takes on a regular basis? (*Forgiveness.*) Why do you think this is so important? (*Answers will vary.*)
5. What is the sixth decision for success? (*I will greet this day with a forgiving spirit.*) Do you think forgiveness is something that needs to happen on a daily basis? What might be the consequences of not forgiving yourself? (*Answers will vary to these last two questions.*)

## Chapter Nine

1. Michael finds himself in a very unusual place this time. Describe this place. (He's in a building that seems to have no definite structure and aisles that seem to have no end. He is surrounded by lots and lots of photographs of children. Then, he sees thousands of coats. There are heaters, diplomas, marriage licenses, and even bicycle tires.) Where do you think he might be this time? (*Answers will vary.*)
2. Why does Michael think he is in heaven now? (*Answers may vary, but should mention that he sees an angel, Gabriel.*) What is this place and why is he here? (*He is in "the place that never was" in order to gain wisdom and understanding.*)
3. Gabriel tries to explain to Michael why people give up. What did he say? (*Gabriel says that we give up because we lack understanding and we lack faith. He says that we give up and slow down when things become too difficult.*) Have you ever given up? Why? (*Answers will vary.*)
4. Michael has been given a great honor, that of being the last traveler. With this honor comes a task and responsibilities. What must he do? (*Gabriel explains that Michael has been given a gift that has the power to change civilization and that it all depends on Michael and what he does with the gift. He is to study each decision, one at a time, for 21 days. It is to be the first thing he does every morning when he awakens and then again each night before he goes to bed. He cannot skip a day. The goal is for each decision to become a part of his soul, and to be engraved upon his heart. Then, he is to share the decisions with others. Those who take these decisions to heart, and begin to live what they say, will rise to great power and influence others along the way.*)

5. What does it mean to persist without exception? *(Answers will vary, but should include some of the language from pages 142-143, along with the student's own interpretations.)*

## Chapter Ten

1. When Michael opens his eyes this time, he is no longer traveling in the past. He is somewhere in the future. Where is he now? *(He starts out in a parking lot and recognizes it as his hometown. He heads inside a building that is labeled "Auditorium for Literary Sciences." He thinks he is a college student.)*
2. Michael takes a seat in an auditorium filled with people. What does he see and hear? What is going on? *(A young man is speaking to a crowd in the auditorium. He is crying and sharing how Michael Holder shared the decisions with him, and how it helped him to straighten out his life. Michael also saw that many people in the audience had a copy of a book with a picture of a much older Michael Holder on the back of it.)*
3. Michael suddenly runs out of the building. Why do you think he is running, where is he going, what is he going to do? *(Answers will vary.)*

## Chapter Eleven

1. Where is Michael now? *(In the hospital.)* To whom is he talking? *(His mom and a doctor.)* How is his attitude different from the way it was toward the end of chapter two? *(At the end of chapter two, Michael was discouraged and felt hopeless, as though he no longer had a reason to live. Now, he is encouraged, filled with hope and possibilities. He has a vision and a hope for the future.)*
2. Why did his attitude change? *(He was inspired and encouraged by the lives and words of all the people he met along his journey.)*
3. As Michael is searching his backpack for paper and a pen, what does he find? *(The small canvas pouch that Chamberlain had given to him.)* Why do you think it brought tears to his eyes? *(It was proof to Michael that he hadn't been dreaming, that he really had been on a journey. He really had traveled back in time and met all those heroes of the past.)*

4. Predict what you think will happen next. What will Michael do with his new knowledge and experience? (*Accept any reasonable answers.*)
  
5. Look back over each of the seven decisions for success. List them, in order, on a piece of paper. Do you think any of these could make a difference in your life? How? (*Answers will vary.*)
  
6. What do you think was the author's purpose in writing this book? Do you think Andy Andrews accomplished that purpose? (*Answers will vary, but should include something along the lines that the author was trying to inform us about the seven decisions for success, and show us how they can change our perspective and even our lives.*)

## After Reading Activities

### Enrichment/Extend the Learning

- 1 Ask students to think of and write about another famous person from the past that they think should have been included in this story. Would they use this person to share one of the decisions for success, instead of the person that Andy Andrews chose? Would they introduce this person in addition to the other characters? What role would they play? Would they deliver another decision for success? Why would you choose this person and why would you introduce them in the role that you have chosen?
- 2 Place students in small groups. They will choose one of the heroes from the book and write a biography to share with younger children about this person. The book should be written at the appropriate age-level as assigned by the teacher. The book should tell important information about this person, as well as teach the younger students a life lesson related to the decision that this character taught Michael in *The Young Traveler's Gift*. Include important events in this person's life. Tell about their family, their education, where they grew up, what they did to make them so famous, etc. Explain what type of person they were and what character traits they possessed (i.e. determination, perseverance, honesty, courage). Think of a catchy title that would appeal to young children and include illustrations. The following website is an excellent tool for creating and publishing books: <http://www.tikatok.com/> The site is free to use, but teachers have to register and create a class list in order for students to use it. The books can be purchased in hardback, softcover, or digital download.
- 3 You are a newspaper reporter. You have been assigned to interview Michael after he returns from his time travel. Make a list of the questions that you would ask him. Then, after students have compiled their questions (you may want to limit the number of questions they are to ask), they will swap lists with another student. Each student will now take on the role of Michael and answer the questions as they think Michael would have answered them. You could also follow up this assignment by assigning the students the roles of reporter and Michael and conducting their interviews live for the other students, using their papers as the script.

- 4 Using the graphic organizer on pages 40, 41, and 42, students will think of five adjectives that describe each character. They must also explain why they have chosen each adjective.
- 5 Write a summary of the book in the format of *CliffsNotes*. You may assign different students to work on each chapter. Then, they can all be put together for the final product.
- 6 Write a book review of *The Young Traveler's Gift* for your local newspaper or student newspaper and actually submit it.
- 7 Have students hold a "mock trial" of Michael's reckless endangerment charge. Assign students the roles of Michael, his friends that were in the wreck with him, dad, mom, judge, attorney for Michael, attorney for the state, any witnesses, jury, etc.
- 8 Have students choose one of the characters from the book or another famous person from history to research. If they choose someone that is not in the book, they must think of a life lesson they could learn from this person. If they choose a person from the book, they will use the same lesson that this person shared with Michael in their decision for success. Then, host an event for the school, PTO, a Parent's Night, or another class where the students dress as their famous person and come in character to portray this person to the audience assembled. They will share about their life (in the first person) and their background and then teach the audience their life lesson.
- 9 Write a persuasive letter to a fictitious movie producer explaining why this book should be made into a movie. In the letter, provide suggestions for actors and actresses that should play the role of some of the main characters and tell why they are the best choice for that particular role.
- 10 Students should work in small groups to develop a script for one of the scenes from the book that could be used as a movie trailer. Be sure it is a scene that would spark interest in the movie. Then, students should act out their script and record it to share with the rest of the class. They should add music to their video that will complement the scene they have chosen to act out.

- 11 Create a newspaper article about Michael's arrest and accident, or about one of the famous characters in the story from Michael's point of view. Describe his encounter with them and the lesson he learned using the newspaper clipping generator at [www.foday.com](http://www.foday.com).
- 12 Have each student write a letter to the author of the book, Andy Andrews, explaining the impact that this book had on them.
- 13 Students could work in small groups to write a song about the book. They need to include information about the setting, theme, characters, and plot of the book in their song. They may write original lyrics using a tune from another song, or they may write their own original tune.
- 14 Use the Compare/Contrast Chart on page 43 to compare the two presidents from the story. Students may need to do further research on these men in order to complete the chart. They should compare educational background, family life growing up, public opinion about them as president, age when president, what they are most noted for during their presidency, time period they served, and anything else the teacher determines as important.

Use Author's Craft—Figurative Language Graphic Organizer on page 44 to locate examples in the text.

### Awesome Adjectives

Use five adjectives to describe each of the characters listed below from the story. Explain why you have chosen each adjective next to it.

#### Michael Holder

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### President Harry Truman

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### King Solomon

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Colonel Joshua Lawrence Chamberlain

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Christopher Columbus

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Anne Frank

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**President Abraham Lincoln**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Archangel Gabriel**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Compare, Contrast, and Draw Conclusions**

**Two Presidents**

<b>Harry Truman</b>		<b>Abraham Lincoln</b>
<b>Different</b>	<b>Same</b>	<b>Different</b>

Based on these comparisons, what conclusions can you draw about these two men and their popularity amongst the US citizens and their leadership of the United States? *(Continue your answer on back, if necessary.)*

**Author's Craft**

**Track the Usage of Figurative Language in the Text**

*Locate examples of the author's use of figurative language within the book, such as: Alliteration, Cliché, Hyperbole, Idiom, Metaphor, Onomatopoeia, Personification, and Simile*

<b>Examples</b>	<b>Type of Figurative Language</b>	<b>Page Number Where Found in Book</b>

**Vocabulary Quiz***Circle the best answer.*

- 1 If something is extremely painful or agonizing, we might say it is
  - a.) enunciated
  - b.) contemplating
  - c.) excruciating
  - d.) pending
  
- 2 Which of the following is a synonym for **contrasted**?
  - a.) stunned
  - b.) prompted
  - c.) differentiated
  - d.) censored
  
- 3 He gave a **gruesome** description of the battlefield. Which word best describes **gruesome** as it is used in this sentence?
  - a.) horrific
  - b.) detailed
  - c.) meaningful
  - d.) vivid
  
- 4 A synonym for **convictions** is:
  - a.) prosperity
  - b.) disastrous
  - c.) hardship
  - d.) distress

5 Not clear, indefinite

- a.) meager
- b.) vague
- c.) liability
- d.) inaudible

6 Michael was the **designated** driver that evening. What does **designated** mean?

- a.) late
- b.) sober
- c.) licensed
- d.) selected

7 What is the suffix in dissolution?

- a.) dis
- b.) tion
- c.) solu
- d.) diss

8 **Regenerate** means:

- a.) to restore
- b.) to remodel
- c.) to resign
- d.) to reassure

9 The best antonym for ample is:

- a.) loud
- b.) generous
- c.) meager
- d.) sufficient

- 10 What does the prefix *in-* mean in the word **indecisive**?
- a.) less
  - b.) more
  - c.) very
  - d.) not
- 11 Read the following sentence from the book. “The rest of his clothes, except for a **stout** canvas jacket, were in tatters.” What is the best definition for **stout** as it is used in that sentence?
- a.) heavily built
  - b.) bold, brave
  - c.) sturdy
  - d.) stubborn
- 12 The general **consensus** was to eat dinner at 5:00. What part of speech is consensus in that sentence?
- a.) verb
  - b.) noun
  - c.) adjective
  - d.) adverb
- 13 The prefix *pre-* in **precursor** means:
- a.) again
  - b.) before
  - c.) first
  - d.) opposite
- 14 Michael will **persist** without exception. What does **persist** mean in this sentence?
- a.) continue
  - b.) purchase
  - c.) annoy
  - d.) support

- 15 Noisy is to quiet as:
- a.) arrogance is to haughtiness
  - b.) arrogance is to offensive
  - c.) arrogance is to superior
  - d.) arrogance is to humility
- 16 To delay
- a.) retreat
  - b.) despair
  - c.) procrastinate
  - d.) renders
- 17 **Unattainable** means:
- a.) to remain
  - b.) having trouble
  - c.) not able to achieve
  - d.) able to apply
- 18 The prefix re- in the word **regenerate** means:
- a.) again
  - b.) before
  - c.) with
  - d.) more
- 19 Which word best completes this sentence? His mom quickly gave a \_\_\_\_\_ explanation so they could exit immediately.
- a.) terse
  - b.) regal
  - c.) annex
  - d.) literary



- 20 Which word is an antonym for **hoarded**?
- a.) accumulated
  - b.) spent
  - c.) deposited
  - d.) praised
- 21 Agitated or excited
- a.) shrugged
  - b.) forfeited
  - c.) pursued
  - d.) seethed
- 22 Which word doesn't belong?
- a.) differentiated
  - b.) contrasted
  - c.) copied
  - d.) discriminated
- 23 Great misfortune or disaster
- a.) calamity
  - b.) circumstances
  - c.) bombard
  - d.) idle
- 24 Which of the following is a person?
- a.) ample
  - b.) apostle
  - c.) idle
  - d.) regal
- 25 Which word does not belong?
- a.) nurture
  - b.) encourage
  - c.) tentative
  - d.) training

**The Young Traveler's Gift Test***Circle the best answer.*

- 1** Why did Michael feel like a failure?
  - a.) He had disappointed his parents
  - b.) He had let his friends down
  - c.) He had disappointed himself
  - d.) All of the above
  
- 2** Why did Michael's dad choose to tell Michael that he had cancer now?
  - a.) He wanted to make Michael feel even guiltier about his actions
  - b.) His mom and dad needed Michael's help
  - c.) He wanted Michael to feel sad
  - d.) He wanted Michael to feel sorry for his parents
  
- 3** Michael is going to have a difficult time finding a job. Why?
  - a.) He doesn't have any specialized skills
  - b.) He is only able to work part-time
  - c.) He has been arrested and charged with reckless endangerment
  - d.) He is rude during his interviews
  
- 4** For a second time, Michael wrecks the car he is driving. Where is he when he wakes up?
  - a.) Potsdam, Germany
  - b.) Munich, Germany
  - c.) Frankfurt, Germany
  - d.) Amsterdam
  
- 5** Based on his conversation with Michael, how did President Truman feel about deploying the atomic bomb?
  - a.) He hated it and was scared of it
  - b.) He was excited about using it
  - c.) He was certain it was the right thing to do
  - d.) He was worried about what the history books would say

- 6 Which of the following is not true when explaining what “the buck stops here” means?
- a.) I must accept responsibility for my past
  - b.) I will think constructive thoughts
  - c.) I will blame others for my mistakes
  - d.) I control my thoughts and emotions
- 7 When Michael meets King Solomon, he discovers that he has been given a special gift during his travels. What is it?
- a.) The ability to tell amazing stories
  - b.) The ability to read people’s minds
  - c.) The ability to see through walls
  - d.) The ability to speak and understand many languages
- 8 What advice does King Solomon give to Michael?
- a.) To stay calm
  - b.) To seek wisdom
  - c.) To listen to his father
  - d.) To read his Bible
- 9 Which of the following is not true about Joshua Chamberlain?
- a.) He was a schoolteacher from Maine
  - b.) He was a stubborn man
  - c.) He was a colonel in the Confederate Army
  - d.) He had no real knowledge of warfare
- 10 After reading about Joshua Chamberlain and the actions he took on the battlefield, one can *best* describe him as:
- a.) persistent
  - b.) angry
  - c.) tolerant
  - d.) foolish

- 11 Where does Michael meet Christopher Columbus?
- a.) on a ship in the Pacific Ocean
  - b.) on a ship in the Indian Ocean
  - c.) on a ship in the Arctic Ocean
  - d.) on a ship in the Atlantic Ocean
- 12 Which of the following is not true of a person who has a decided heart?
- a.) They are committed
  - b.) They wait until conditions are exactly right
  - c.) They are passionate about their vision for the future
  - d.) They are dreamers
- 13 Which words best describe Anne Frank?
- a.) angry and afraid
  - b.) smart and talented
  - c.) frustrated and worried
  - d.) optimistic and grateful
- 14 Anne shares the fifth decision with Michael—I will choose to be happy. What does he learn about happiness?
- a.) He should laugh often, every day
  - b.) He should smile at everyone
  - c.) A smile is a potent weapon
  - d.) Both a and b
  - e.) a, b, and c
- 15 What most surprised Michael about President Lincoln?
- a.) He looked different from the pictures he'd seen in history books
  - b.) He seemed over-sized
  - c.) He had a high-pitched voice
  - d.) His face appeared too long

- 16 Why did President Lincoln make this trip to Gettysburg?
- a.) To dedicate a cemetery
  - b.) To visit sick and wounded soldiers
  - c.) To survey the war damage
  - d.) To meet with General Grant
- 17 President Lincoln told Michael that forgiveness was the key to everything his future held and that he still had one person that he must forgive. Whom did Michael need to forgive?
- a.) His friend
  - b.) Himself
  - c.) His mom
  - d.) His dad
- 18 What was the setting for Michael's visit with the archangel Gabriel?
- a.) The land of lost dreams
  - b.) Never Never Land
  - c.) The land that time forgot
  - d.) The place that never was
- 19 The seventh decision given to Michael was to persist without exception. Which of the following best describes a person who persists without exception?
- a.) They keep trying until they become exhausted
  - b.) They are a person of great faith
  - c.) They are an average person
  - d.) Their focus is on the here and now
- 20 At the end, when Michael is rummaging through his backpack, what proof does he find that his time travel really did happen?
- a.) A feather
  - b.) A bullet from Gettysburg
  - c.) A small, blue, canvas pouch
  - d.) A travel log

**Answer the following questions on the back of this page.**

- 21 Michael was given a gift to share with others. What was this gift? What do you think he will do with this gift? Why do you think this?
  
- 22 Michael met seven different people in his time travel. If you could meet with one of these people, who would you choose? Why?
  
- 23 Think about the Seven Decisions. Which one do you think is the most important? Why?

**Answer Keys****Vocabulary Quiz**

- |                      |                            |
|----------------------|----------------------------|
| 1. c) excruciating   | 14. a) continue            |
| 2. c) differentiated | 15. d) humility            |
| 3. a) horrific       | 16. c) procrastinate       |
| 4. d) beliefs        | 17. c) not able to achieve |
| 5. b) vague          | 18. a) again               |
| 6. d) selected       | 19. a) terse               |
| 7. b) tion           | 20. b) spent               |
| 8. a) restore        | 21. d) seethed             |
| 9. c) meager         | 22. c) copied              |
| 10. d) not           | 23. a) calamity            |
| 11. c) sturdy        | 24. b) apostle             |
| 12. b) noun          | 25. c) tentative           |
| 13. b) before        |                            |

**Book Test**

1. d) all of the above
2. b) His mom and dad needed Michael's help
3. c) He has been arrested and charged with reckless endangerment
4. a) Potsdam, Germany
5. a) He hated it and was scared of it
6. c) I will blame others for my mistakes
7. d) The ability to speak and understand many languages
8. b) To seek wisdom
9. c) He was colonel in the Confederate Army
10. a) persistent

**Answer Keys****Book Test Continued**

11. d) on a ship in the Atlantic Ocean
12. b) they wait until conditions are exactly right
13. d) optimistic and grateful
14. e) a, b, and c
15. c) He had a high-pitched voice
16. a) To dedicate a cemetery
17. b) himself
18. d) The place that never was
19. b) They are a person of great faith
20. c) a small, blue, canvas pouch
21. The gift that Michael received was the Seven Decisions.  
The rest of the answers will vary. Accept any reasonable answers.
22. c) Answers will vary
23. c) Answers will vary