

# ***The True Confessions of Charlotte Doyle* by Avi**

(Published by Harper Collins)

Approved for use in Communication Arts, Grade 7

## **Summary**

At the beginning of the novel, Charlotte Doyle is a docile, proper mid-nineteenth-century girl whose destiny, she states, is to be a lady. By the conclusion, she is a weather-cured sailor who agilely climbs masts and survives a hurricane. Thirteen-year-old Charlotte, sailing on the Seahawk to join her family in America, finds herself the lone female passenger among a mutinous crew and a conniving, cutthroat captain, Zachariah.

## **Connection to the Curriculum**

Through the use of creativity and vivid description of human emotion, Avi addresses some of the most basic virtues (perseverance, integrity, respect). Through this novel, students can examine the literary elements—particularly cause and effect—used by Avi to tell the story of a young lady’s unlikely destiny.

## **Standards**

### **Course Objectives (Benchmarks)**

**Reading:** 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

### **Possible Skills Taught (Indicators)**

#### **Reading:**

1.3.9- The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

1.4.10- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.13- The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.

1.4.14- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.15- The student uses information from the text to make inferences and draw conclusions.

1.4.21- The student explains the relationship between elements of an author’s style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.

1.4.26- The student distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author’s ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

2.2.9- The student recognizes connections between cultures and experiences through a variety of texts.

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*The main character is a single female among sailors with an evil captain. She is accused of murder and is to be hanged, but she is able to overcome this destiny.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities