Navigator
A novel study guide for
The Whipping Boy
by Sid Fleischman

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The College of William and Mary
Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this *Navigator* series.
Introduction

This Navigator is a collection of questions and activities intended to support group or independent study of the Newbery Medal book The Whipping Boy by Sid Fleischman. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?
The Navigator addresses the following learning goals:
- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?
This Navigator is intended for readers of The Whipping Boy, a novel appropriate for strong readers in the middle elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including rich, complex language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.

How should the Navigator be used?
The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions on pages 13-23 of the Navigator may be used for writing and/or discussion.
Additional activities beyond the discussion and reflection questions appear on pages 24-34 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

**What are the prerequisites for students using the Navigator?**

Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the Literature Web, the Hamburger Model for Persuasive Writing, and the Vocabulary Web. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.
Teaching Models

The Literature Web
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

- **Key Words**: interesting, unfamiliar, striking, or particularly important words and phrases contained within the text

- **Feelings**: the reader’s feelings, with discussion of specific text details inspiring them; the characters’ feelings; and the feelings the reader infers the author intended to evoke

- **Ideas**: major themes and main ideas of the text; key concepts

- **Images and Symbols**: notable sensory images in the text; “pictures” in the reader’s mind and the text that inspired them; symbols for abstract ideas

- **Structure**: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).

Introduciton
(State a point of view.)

Elaboration

Reason

Elaboration

Reason

Elaboration

Reason

Elaboration

Conclusion
The Vocabulary Web
The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify "word families," or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.
In addition to the models discussed here, Navigator developers also used Paul’s (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.
Implementing the Navigator

How long does the Navigator take?
Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?
The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

<table>
<thead>
<tr>
<th>Standards Emphases</th>
<th>Navigator</th>
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<tbody>
<tr>
<td>- Use of strategies to understand, interpret and evaluate text</td>
<td>- Provides the student with an organizer for interpreting text (the</td>
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<td></td>
<td>Literature Web) and guiding questions to support understanding and</td>
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<td></td>
<td>critical analysis</td>
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<tr>
<td>- Use of writing strategies and writing process elements</td>
<td>- Provides writing prompts, a writing model, and emphasis on</td>
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<td>steps of the writing process</td>
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<td>- Use of spoken and written language for particular audiences and to accomplish</td>
<td>- Incorporates activities for writing and speaking that emphasize</td>
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<td>particular purposes</td>
<td>persuasive, reflective, informative, and narrative communication</td>
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<td>- Knowledge of vocabulary, language structure, and language conventions and</td>
<td>- Encourages in-depth word study of advanced vocabulary,</td>
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<td>analysis of how they are demonstrated in text</td>
<td>including emphasis on etymology and usage of words</td>
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<td>- Research on issues and areas of interest, with emphasis on utilizing a variety</td>
<td>- Provides several issue-based research assignments for students,</td>
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<td>of technological and informational resources to gather data, interpret results,</td>
<td>emphasizing data collection from print, non-print, and human</td>
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<tr>
<td>and communicate findings</td>
<td>resources; analysis and synthesis of data; and written and oral</td>
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<td></td>
<td>communication of findings</td>
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<td>- Participation as members of literacy communities</td>
<td>- Encourages discussion within and beyond the classroom about the</td>
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<td>specified text and invites similar exploration of other texts</td>
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<td>- Emphasis on reading a wide range of literature selections to build understanding</td>
<td>- Encourages in-depth study of the specified text as well as</td>
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<td>of the human experience</td>
<td>comparisons to other selected works; suggests specific titles for</td>
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<td>further reading</td>
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How should the Navigator activities be assigned?
Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):

Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response

Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment

Choice assignments: student choice of THREE remaining activities

Oral presentation of one completed piece

Sample 2 (Small-group emphasis):

Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review

Group assignments: Concept map, two Vocabulary Webs, one research assignment with group presentation

Individual assignments: Literature Web, persuasive paragraph/essay OR book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):

Written responses to student choice of 2 to 3 discussion questions per category

Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment
**How should the Navigator activities be assessed?**
Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

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<tr>
<th><strong>Alignment of Assignments and Activities to Navigator Goals</strong></th>
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<td><strong>Discussion/Writing Questions</strong></td>
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<td><strong>Literature Web</strong></td>
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<td><strong>Book Review</strong></td>
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<td><strong>Concept Map</strong></td>
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<td><strong>Vocabulary Web</strong></td>
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<td><strong>Historical Accuracy Essay</strong></td>
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<td><strong>Movie Comparison</strong></td>
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<td><strong>Autobiography Comparison</strong></td>
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**What additional resources are required to use the Navigator?**

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

- Access to the Internet for research projects. Key websites are listed in the resources section.
- Use of word processing and/or publishing software for writing assignments.
- Use of presentation software for presenting research findings and completed activities.
- Use of Inspiration or similar software for creation of concept maps.
Synopsis

*The Whipping Boy*, a Newbery Medal Winner, is a novel about a child who lives in a castle and serves as a whipping boy to the prince. As the whipping boy, Jemmy is punished whenever Prince Brat misbehaves. But when the two boys run away together, they develop an unlikely friendship. Jemmy and Prince Brat learn to trust and admire each other while narrowly escaping danger in the outside world.
**Higher-Level Questions for Discussion and Writing**

**While You Read...**

In this novel each chapter has a descriptive title. The first chapter includes the heading, “In which we observe a hair-raising event.” (p. 1) What is the purpose of the headings? How do the headings impact your interest in the story?

The first line of the book reads, “The young prince was known here and there (and just about everywhere) as Prince Brat.” (p. 1) Is this a good beginning? Do you want to read more of this story? Why or why not?

What is the purpose of a whipping boy? Why do you think the whipping boy, Jemmy, becomes a central character in this story?
Why doesn’t Prince Brat know how to read and write? What does this tell you about the prince as a character?

On page 33, Prince Brat says, “I’ll deliver nothing! I won’t go back to the castle!” Why do you think Prince Brat refuses to go home? What does Jemmy think about the prince’s resistance?

How does the prince feel when he realizes his subjects call him Prince Brat? Does this change the way he feels about himself? Why or why not?
Exploring the Story

On page 13, Prince Brat immediately reveals his royal identity to Hold-Your-Nose Billy and Cutwater. Do the thieves believe the prince? Why or why not?

How does the author use humor in this story? Does the author use humor effectively to drive the story forward and to maintain reader interest? Why or why not?

How does this adventure change Jemmy's life? How do you think it changes Prince Brat's life? How does it change their relationship?
How does Jemmy feel when he is mistaken for a prince? How does Prince Brat feel when the villains believe he is a servant boy?

How are the physical settings (the castle, the sewer, the forest, etc.) important in this story? Could the story take place anywhere? Why or why not?

Throughout the novel, the author uses chapter titles to foreshadow some events. Which events were foreshadowed? What purpose was served by the author’s use of foreshadowing?
Meeting the Characters

At one point the prince says, "You’re the worst whipping boy I ever had! How come you never bawl?" (p. 4) Why do you think Jemmy maintains his composure at all times? What does this tell you about Jemmy as a person?

Why is running away from home so important to Prince Brat? What does he learn during his time away from the castle?

How does Prince Brat treat Jemmy? How does their relationship change during the story? Cite specific examples from the novel.
Describe Prince Brat at the end of the story. What character traits do you notice? What adjectives would you use to describe him? Has he grown and changed since the beginning of the novel? Provide textual evidence to support your response.

Jemmy undergoes many changes in this novel. Describe how he grows and changes during the course of the story.

How would you describe Hold-Your-Nose Billy’s role in this story? Is he an essential character? Why or why not?
Describe the character of Jemmy, the whipping boy. What can you tell about this character from how he acts? What can you tell from the way other people in the novel react to him?

How would the story be different if it were told from Prince Brat's point of view? From Hold-Your-Nose Billy's point of view? From the King's point of view? Use textual evidence to support your answer.
Understanding the Ideas

Are kings, queens, and other royalty important? Why or why not? What significance does our society place upon people who are born with royal titles? What importance is placed upon achieving success through one’s abilities?

Why does the prince have a whipping boy? Do you think Prince Brat should be punished for his own wrongdoings? Why or why not?

How is the concept of adventure important in this novel?
How does the king change his view of the whipping boy? Why does the king respect Jemmy by the end of the story?

*The Whipping Boy* contains many black-and-white illustrations. How do these pictures help tell the story? Would the book be different without any illustrations?

How is the concept of change important in the novel?
Connecting to You

What do you think will happen to Jemmy and Prince Brat after this story ends? Do you think they will become friends? Before answering this question, think carefully about what your friends mean to you, and what it means to be a friend to another person. Use textual evidence to provide a response to these questions.

Have you ever imagined what it would be like to live in a castle? Based on your experiences reading this novel, would you prefer to be a prince or a whipping boy? Include examples of the limitations or constraints of each role in your response.

When he returns to the sewers, Jemmy feels different than his friend. Jemmy has lived in the castle, and he knows how to read and write. Describe a time when you felt different. How did you handle it? What did it feel like? Compare your response with Jemmy’s experience.
Prince Brat has several important possessions that he carries with him as reminders of his home. What are some things that you have that remind you of home? Do you carry these things with you or keep them in a special place? Describe some of your special possessions and why they are important to you.

If you could spend one day from the story with Jemmy and Prince Brat, which day would it be? Explain why using specific details from the story.
Differentiated Activities for Gifted Learners

Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

**Key Words:** What were some words and phrases in the novel that were especially interesting or important?

**Feelings:** What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

**Ideas:** What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

**Images/Symbols:** How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

**Structure:** What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?
Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING

Introduction
(State a point of view.)

Reason

Elaboration

Reason

Elaboration

Reason

Elaboration

Conclusion
Write a book review about *The Whipping Boy*. In your review, state and explain your point of view about the quality of the story and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.
Choose one of the following quotations from the novel. Write a persuasive essay in which you discuss whether or not you agree with the ideas expressed using examples from the novel, other books you have read, or your experience. Use the Hamburger Model as a guide for your writing, and follow the steps of the writing process to review and revise.

- "I’ll return to the castle when I’m ready and when I choose. And not a moment before!" (p. 34)
- "Was it clothes that made a prince, Jemmy wondered, just as rags made a street boy?" (p. 69)
- "As they edged along the wet wall, Jemmy gave his reply a second thought. He’d wronged the prince. This wasn’t the same Prince Brat who’d run away the night before, bored with his own meanness and haughtiness and cruelty." (p. 77)
Create a concept map about how one of these ideas is explored in the novel: fear, loss, adventure, caring, change, hiding. Use specific characters and events from the novel to demonstrate how the concept is developed. Then write at least two generalizations you can make about the concept. A sample concept map has been started for you.
Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, word stems, and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

cackle (p. 1)           bedrock (p. 21)
bawl (p. 4)             paltry (p. 25)
mischief (p. 7)         rogue (p. 25)
saddle (p. 7)           herring (p. 26)
gallows (p. 8)          embankment (p. 61)
cutthroat (p. 11)       spectacle (p. 62)
genuine (p. 15)        vague (p. 68)
trifle (p. 18)          sewer (p. 80)
arrogantly (p. 21)     convict (p. 89)

VOCABULARY WEB
Interdisciplinary and Research Connections

After reading *The Whipping Boy*, write a poem in either Jemmy or Prince Brat’s voice. Carefully study how this character acts and speaks in the novel before writing the poem; make sure you use textual evidence to support your creative work.

Research medieval life in Europe. Then reread *The Whipping Boy* to see if Sid Fleischman accurately represents this historical era. Use the Hamburger Model to write a persuasive essay in support of the historical accuracy of this novel or against it. Cite your research to support your views.
Read Mark Twain's *The Prince and the Pauper*. It is the story of Edward, Prince of Wales, who inadvertently switches places with Tom Canty, a pauper. Compare Twain’s plot to the plot of *The Whipping Boy*. Are there similarities? Do you think Twain's novel inspired Fleischman? Why or why not? Provide evidence from the novels to support your response.

Pretend that you are asked to help design a few ride for The Disneyworld Magic Kingdom Park; the ride will be based upon this novel. First, go online and study a map of The Magic Kingdom (http://disneyworld.disney.go.com/parks/magic-kingdom/) and think about how your ride will fit into the overall layout of the park. Then, think about designing the ride and what parts of the novel it will highlight. Finally, create a poster advertisement describing this new ride to Disneyworld visitors. Use textual information and your imagination to create "The Whipping Boy."
Imagine you are the author of this novel, and your publishing house has asked you to write a sequel to The Whipping Boy. First, write a brief plot outline to this sequel and a title. Then write the first chapter to the sequel, using characters and textual information from the original novel as well as your own imagination.

Watch the movie, Prince Brat and the Whipping Boy. Did the director remain true to the novel? Was the movie different than you expected? Why or why not? Using textual evidence and your observation abilities, compare the movie to the original novel.
Read Sid Fleischman's autobiography, *The Abracadabra Kid*. Based on this story, what interesting facts did you learn about the author's life? How did events in his life impact the stories he wrote, including *The Whipping Boy*? Do you think every writer brings personal experience to what he writes, whether it is fictional or nonfictional? Why or why not?
Resources

Teacher resources

Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.

For further reading - some other books by Sid Fleischman

*The 13th Floor: A Ghost Story*
*The Abracadabra Kid: A Writer’s Life*
*Bandit’s Moon*
*The Bloodhound Gang in the Case of the Cackling Ghost*
*Bo and the Mzzz Mad*
*By the Great Horn Spoon!*
*Chancy and the Grand Rascal*
*The Entertainer and the Dybbuk*
*Escape: The Story of the Great Houdini*
*The Ghost in the Noonday Sun*
*Giant Rat of Sumatra or Pirates Galore*
*Jim Ugly*
*McBroom Tells the Truth*
*McBroom’s Wonderful One Acre Farm: Four Tall Tales*
*The Midnight Horse*
*Mr. Mysterious & Company*
*The Scarebird*
*Trouble Begins at 8: A Life of Mark Twain and the Wild, Wild West*
*The White Elephant*
For further reading – some other books you might read

Crispin: The Cross of Lead by Avi
Crispin: At the Edge of the World by Avi
Shakespeare Stealer by Gary Blackwood
Catherine, Called Birdy by Karen Cushman
The Midwife’s Apprentice by Karen Cushman
The Door in the Wall by Marguerite De Angeli
Medieval Life by Andrew Langley
Knights and Castles: A Nonfiction Companion to The Knight at Dawn
   by Mary Pope Osborne
Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Ann Schlitz
A Connecticut Yankee in King Arthur’s Court by Mark Twain
The Prince and the Pauper by Mark Twain

Useful websites

http://www.olswanger.com/fleischman.shtml (An interview with Sid Fleischman)

http://www.powells.com/kidsqa/fleischman.html (An interview with Sid Fleischman in which
   he discusses his life and work)

http://www.sidfleischman.com/ (Official website of Sid Fleischman)

   1995 movie, Prince Brat and the Whipping Boy, which was based on this novel)

http://www.tntech.edu/history/medieval.html (Medieval history site with links to many
   university and library resources)

http://www.trytel.com/~tristan/towns/towns.html (Site includes information about Medieval
   English towns and villages)

http://medievalhistory.stormthecastle.com/ (Information about a variety of Medieval topics)

http://www.medieval-life.net/history_main.htm (Website about Medieval life)

http://www.marktwainmuseum.org/ (Official website of The Mark Twain House)