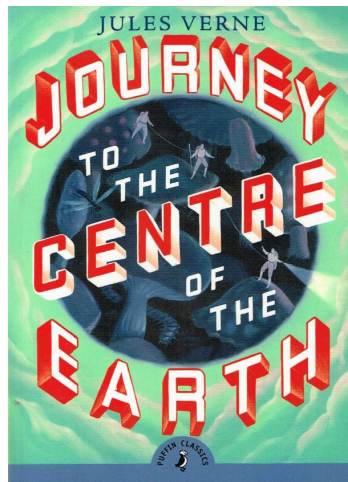


# Journey To The Centre of The Earth



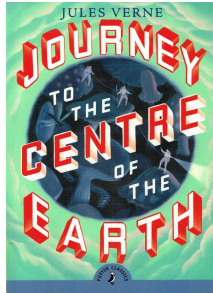
By

Jules Verne

A Novel Study  
by Joel Michel Reed

# Journey To The Centre of The Earth

*By Jules Verne*



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**About the author:** Joel Reed has over 70 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites [www.novelstudies.org](http://www.novelstudies.org) and [www.reedpublications.org](http://www.reedpublications.org).

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# Journey To The Centre of The Earth

*By Jules Verne*

## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three or four chapters of *Journey To The Centre of The Earth* and is comprised of five of the following activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language Activities
5. Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the units activities are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

- Students can work on the activities at their own pace.
- Every activity need not be completed by all students.
- A **portfolio cover** is included (Page Seven) as well as a **Checklist** (Page Six) to keep a record of completed work.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Select different activities from each section. Every activity need not be completed by all students.

# Journey To The Centre of The Earth

By Jules Verne

## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *personification*
12. Identify/create *similes*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.

### Character Activities

1. Determine character traits
2. Complete a character comparison
3. Relating personal experiences

### Creative and Critical Thinking

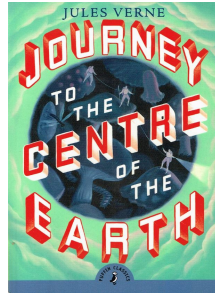
1. Research assignment
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write an author biography
6. Write a description of personal feelings
7. Write a book review
8. Complete an observation sheet
9. Write a short story
10. Decipher a series of cryptograms

### Art Activities

1. Create a storyboard
2. Create a collage
3. Create a mural
4. Design a cover for the novel
5. Create a comic strip
6. Tell (and Draw) it Like it Is

# Journey To The Centre of The Earth

By Jules Verne



## Synopsis

Once an ancient book is opened by the eccentric Professor Lidenbrock, his life – and the life of his nephew Axel – is changed forever. An old piece of paper has tumbled from the book: a priceless parchment that will lead them on an incredible adventure. So begins a voyage thousands of feet under the sea as the pair embark on a terrifying journey to find what lies at the centre of the earth. (Courtesy of Puffin Classics)

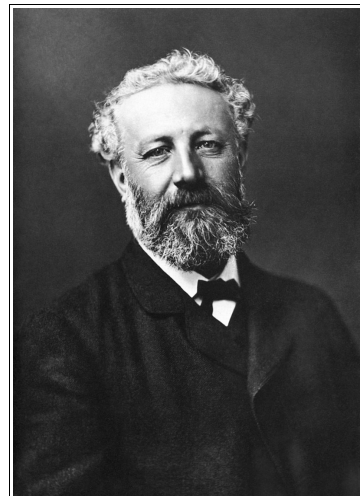
A complete synopsis and other helpful reviews can be found on the following website:  
[https://en.wikipedia.org/wiki/Journey\\_to\\_the\\_Center\\_of\\_the\\_Earth](https://en.wikipedia.org/wiki/Journey_to_the_Center_of_the_Earth)

## Author Biography

Jules Verne

**Jules Gabriel Verne** - 8 February 1828 – 24 March 1905) was a French novelist, poet, and playwright.

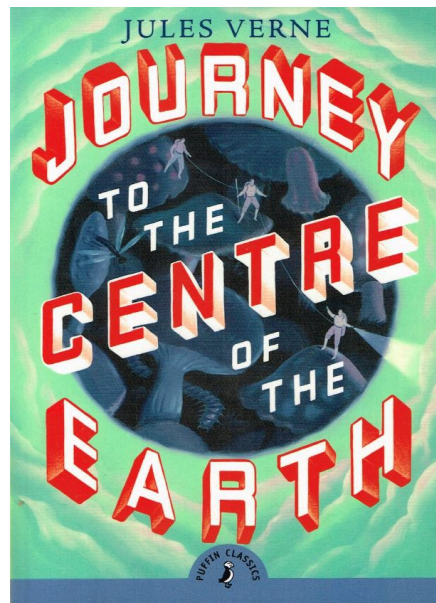
Verne was born to bourgeois parents in the seaport of Nantes, where he was trained to follow in his father's footsteps as a lawyer, but quit the profession early in life to write for magazines and the stage. His collaboration with the publisher Pierre-Jules Hetzel led to the creation of the **Voyages extraordinaires**, a widely popular series of scrupulously researched adventure novels including **Journey to The Center of The Earth** (1864), **Twenty Thousand Leagues Under The Sea** (1870), and **Around The World In Eighty Days** (1873).



Biography courtesy of Wikipedia: [https://en.wikipedia.org/wiki/Jules\\_Verne](https://en.wikipedia.org/wiki/Jules_Verne)



# Journey To The Centre of The Earth

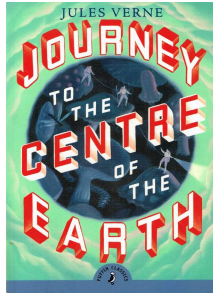


*By Jules Verne*

Name: \_\_\_\_\_

# Journey To The Centre of The Earth

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## Chapters 1-4



### Before you read the chapter:

The **antagonist** in most novels features a character who is recognized as the “bad guy”. What do you think makes for an especially interesting **antagonist**?




### Vocabulary:

The reader is introduced to a number of unique words and phrases in our novel. Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge.

- |                 |   |
|-----------------|---|
| 1. Impatient    | A. Having an uncooperative attitude towards authority or discipline.                          |
| 2. Empathetic   | B. Showing a lack of respect for people, or religious traditions.                             |
| 3. Formidable   | C. Showing an ability to understand and share the feelings of another.                        |
| 4. Recalcitrant | D. The natural colour, texture, and appearance of a person's skin                             |
| 5. Infirmary    | E. A text written in code.  |
| 6. Complexion   | F. Having a tendency to be quickly irritated or provoked.                                     |
| 7. Meticulous   | G. A stiff, flat, thin material made from the skin of an animal.                              |
| 8. Irreverent   | H. Physical or mental weakness.   |
| 9. Parchment    | I. Showing great attention to detail; very careful and precise.                               |
| 10. Cryptogram  | J. Inspiring fear or respect through being impressively large, powerful, intense, or capable. |



# Questions

1. Briefly describe the setting of our story as Chapter One begins.


2. Circle the correct narrative that our novel follows, and the reason for your choice.

First Person      Second Person      Third Person


3. What was Otto Lidenbrock's job at the Johannaecum?


4. In your own words, how would you describe Otto's personality?


5. According to Otto, who was Arne Saknussemm?


6. Why was Axel hesitant to share the secrets of the document with his uncle?




## Language Activity

**A.** Chapter Four contained a literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter Four? Why do you think the author ended the chapter this way?


**B. PERSONIFICATION** is giving human qualities to something that is not human. The following is an example of personification taken from Chapter Two of our novel: *"Faced with this difficulty, he was obviously going to lose his temper, and I was steeling myself for a violent scene when the little clock on the mantelpiece struck two."*

Why do you think personification is a popular literary device used by many authors?


Create your own example of personification.


## C. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

<b>Interjections</b>	
<b>Nouns</b>	
<b>Pronouns</b>	
<b>Conjunctions</b>	
<b>Prepositions</b>	
<b>Adjectives</b>	
<b>Adverbs</b>	
<b>Verbs</b>	

