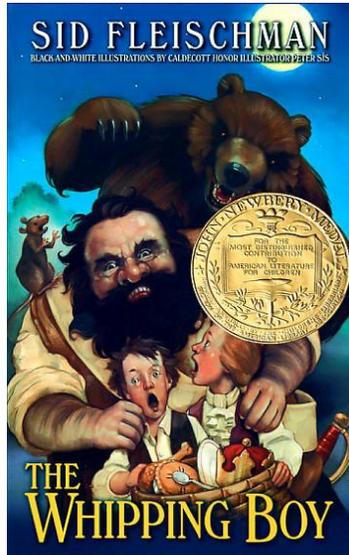


# The Whipping Boy



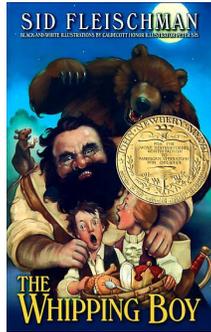
By

Sid Fleischman

A Novel Study  
by Nat Reed

# The Whipping Boy

By Sid Fleischman



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**About the author:** Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.novelstudies.org).

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# The Whipping Boy

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## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of *The Whipping Boy* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

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

Many of the activities included in this curriculum unit 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.**

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. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**Themes** which may be taught in conjunction with the novel include friendship, loyalty, personal growth, trust, heroism and courage, generosity and kindness.

# The Whipping Boy

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## 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 *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

### 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.
6. Complete a Story Pyramid

### Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

# The Whipping Boy

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## Synopsis

Jemmy, once a poor boy living on the streets, now lives in a castle. As the whipping boy, he bears the punishment when Prince Brat misbehaves, for it is forbidden to spank, thrash, or whack the heir to the throne. The two boys have nothing in common and even less reason to like one another. But when they find themselves taken hostage after running away, they are left with no choice but to trust each other. [The Publisher]

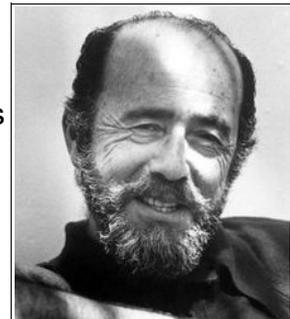
*A rollicking tale of adventure and mistaken identity, written in a style reminiscent of 19th-century melodrama – Kirkus Reviews*

*The Chipping Boy* is also a Newbery Medal Winner

## Author Biography

Sid Fleischman

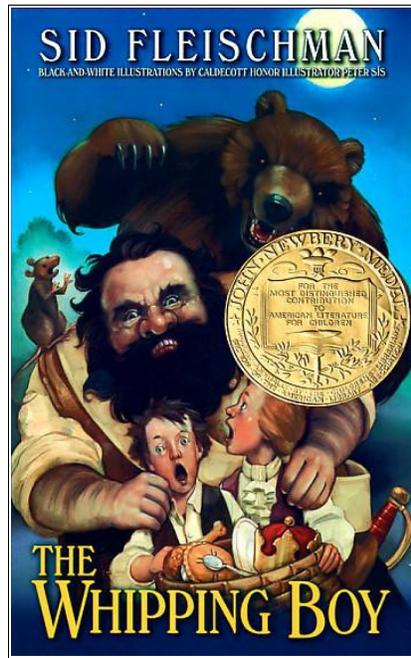
Before Sid Fleischman became a fiction writer, he worked as a professional magician and a newspaperman. In 1987 he was awarded the Newbery Medal for *The Whipping Boy*. His other books for young readers include *Bo & Mzzz Mad*, *Jim Ugly*, *The Midnight Horse*, and *The Scarebird*. The father of three children (one of whom is the writer Paul Fleischman), Mr. Fleischman lives in Santa Monica, California.



[Courtesy of the publisher]



# The Whipping Boy



*By Sid Fleischman*

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

# The Whipping Boy

By Sid Fleischman

## Chapters 1-2



### Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *The Whipping Boy* is Jemmy, once a poor street urchin loose on the city streets and sewers, now the prince's own *whipping boy*. Think back on some of your favorite characters from past novels you have read or movies you've seen. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

forbidden	defiantly	exasperation	humbled
contrite	obliged	contrary	smirk

1. Everyone thought that Rachel was being \_\_\_\_\_ because of her upset stomach.
2. When Jemmy realized how much he hurt his friend he was quite \_\_\_\_\_.
3. I could see by the \_\_\_\_\_ on her face that she happy to see Becky lose.
4. The queen was filled with \_\_\_\_\_ because of the actions of Bob, Kevin and Stuart.
5. Louise stamped her foot \_\_\_\_\_ when asked to pick up her toys.
6. “We are \_\_\_\_\_ to cross the street,” the child told his babysitter.
7. Priscilla was \_\_\_\_\_ by the show of support from her classmates.
8. We felt \_\_\_\_\_ to attend his birthday party because he had been so nice to us.

# Questions



1. What is the **setting** of the story for much of the first two chapters?


2. Describe the purpose of the whipping boy.


3. Investigate: The author mentions that there were **footmen** present at the king's banquet. Using resources in your school library or on the Internet, research the duties of a footman.


4. Jemmy was an orphan whose father had been a \_\_\_\_\_.

5. The prince was upset with the whipping boy because he never bawled when whipped. True or False

6. Why was Jemmy whipped first thing every morning?


7. How did the prince go back on his word to Jemmy?




## Language Activities

### A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first two chapters of *The Whipping Boy*.

Word	Anagram	Clue
shout		A direction.
sleep		Removes the outer covering.
small		The shopping's great here.
castle		Found on the bottom of an athlete's shoe.
tower		A homonym of <i>rote</i> .
sewers		When a seamstress redoes a previous job.
prince		The front claw of a lobster.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

### Good to Know ~ The Whipping Boys

As is mentioned by the author in his *Note* at the end of the novel, there were actual whipping boys in the English courts during the monarchies of the 16<sup>th</sup> and 17<sup>th</sup> centuries. Whipping boys were generally educated with the prince from birth and because the prince and whipping boy grew up together they often formed a strong friendship, especially since the prince usually did not have playmates as other children would have had. The bond that developed between a prince and his whipping boy increased the effectiveness of using a whipping boy as a form of punishment for a prince. The idea of the whipping boy was that seeing a friend being whipped or beaten for something that he had done wrong would be likely to ensure that the prince would not make the same mistake again.

## B. Even Shakespeare liked to write Quatrain Poems.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following famous quatrain was written by the great writer, William Shakespeare, and is taken from *Sonnet 18*.

*Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – A – B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first two chapters of our novel.

### The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

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


**C.** Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: ... a cackle of hah-hahs and haw-haws and hee-hee-hees.

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The croak of a bullfrog.	
The sound of a muscle car.	
Your choice.	

**D.** A **simile** is a comparison using the words “like” or “as”. An example from Chapter Two is: ... *and beat the whipping boy like a carpet*.  
~ What is being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) an incredible sword fight


b) the sound of a siren


c) your choice


## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in the first two chapters of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6