

A Curriculum Guide to

The Five Kingdoms, Book Two: *Rogue Knight*

By Brandon Mull



About the Book

Cole Randolph never meant to come to The Outskirts, but when his friends were kidnapped on Halloween he had to try and save them. Now he's trapped in a world that lies between wakefulness and dreaming, reality and imagination, life and death. Cole's hunt for his lost friends has led him to the kingdom of Elloweer. Accompanied by new friends Mira, Twitch, and Jace, Cole teams up with the resistance movement and joins the search for Mira's sister Honor.

In the Kingdom of Elloweer, Cole and his companions face enemies and forge alliances. They seek the Rogue Knight—not knowing his true identity but knowing he's the key to finding Honor and perhaps to saving the kingdom.

Prereading Question

What does it mean to be loyal? How important is it to be loyal to friends, family, and country? Can loyalty conflict with doing what's best for yourself?

Characters

These discussion questions align with the following English Language Arts Common Core State Standards: (RL.4–7.1) (RL.4–5.3)

1. How does Skye get involved with Cole and his friends? Describe her character, her background and her abilities. Why is she willing to accompany them on their journey? Give details about her role in fighting Morgassa.
2. Cole and Dalton are united after being apart and worrying about each other. Describe their reunion. How different have their experiences been? What does each of them see in the other that has changed? How do they come through for each other in the course of the story?
3. Describe how the Rogue Knight got his power, what he does with it, and his relationship with the Enforcers.
4. Describe Trillian, where he's from, and what his powers are. Explain why he doesn't return to his own world and what he does in the Five Kingdoms. Assess how well or how poorly he treats Cole, Mira, Jace, and Honor.
5. Discuss the relationship between Trillian and Callista. Compare their characters. Why does Callista go with Cole and his friends to fight the Morgassa? Describe what happens to her on that journey.

Plot

These discussion questions align with the following English Language Arts Common Core State Standards: (RL.4.3) (RL.5–6.5)

6. The novel's first two pages include foreshadowing about the rest of the book. Find words and phrases that point to the danger Cole and his friends will encounter. Why does an author use foreshadowing?
7. The plot consists of several journeys that Cole takes. Identify those journeys and their destinations, and discuss what motivates Cole to take them. How does each journey add excitement to the plot?
8. Describe the role of champions in Elloweer government. How does a champion take over a town or city? What kind of power does it give him there? Describe what happened in Twitch's village and why he's looking for a champion.
9. The challenge from Trillian involves disturbing scenes from the pasts of Mira, Cole, and Jace. Compare these nightmare situations to each other, including the villains in each. Analyze how they relate to that character's past and why Trillian chose these three scenes as the challenge.

Setting

These discussion questions align with the following English Language Arts Common Core State Standards: (RL.4 – 7.1) (RL.4.3)

10. Describe the two Confidence Lounges that Cole visits. What is their purpose? How do they operate? What is Jill's role at the first one?
11. Carthage fascinates Cole, who hasn't spent time before in a city in the Five Kingdoms. Describe Carthage, giving details about the Elloweer and Sambria sides. What aspects of the city are new and interesting to Cole?
12. Cole and his companions are determined to reach Callista but Fog Lake makes it difficult. Give details about what they encounter there. How does the author create a sense of suspense and danger during their journey through Fog Lake?

Themes

These discussion questions align with the following English Language Arts Common Core State Standards: (RL.4 – 7.2) (RL.4.3)

13. Loyalty plays a central role in this story. Give examples of which characters are loyal to each other, to family, to a cause, or to their kingdom. Point to details and dialogue that show their loyalty.

14. “None of us start strong,” Minimus tells Jace. “And none of us have the exact same strengths.” Discuss Cole’s strengths and especially the inner power that he is starting to tap. What are the strengths of other characters and how are they revealed in the story?

Language

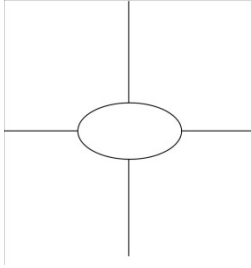
These discussion questions align with the following English Language Arts Common Core State Standards: (RL.4 – 7.4)

15. In the first chapter, Cole and his friends have a fight with enemies. The author makes the scene vivid by the words he chooses. Identify some of the words and phrases that convey action, analyzing whether they are verbs, nouns, adjectives, or adverbs. How does the author convey the fast pace of the fight?
16. Take a close look at the chapter titles. What do they have in common? What is their relationship to the content of the chapter? Describe what they convey, such as information, intrigue, foreshadowing, and so on.
17. The author uses figurative language sparingly but effectively. Below are some examples. Find others as well, and discuss how the images contribute to the impact of the writing.
- like brushing through spiderwebs
 - like guzzling vinegar
 - like a bug in a can
 - like a labyrinth
 - like flexing a muscle in your mind
 - for a home-run swing
 - like a veteran linebacker
 - a walking horror movie
 - like a giant scorpiped
 - like a medieval skyscraper

Activities

Vivid Vocabulary

Have students jot down interesting yet unfamiliar words as they read the novel and then create the graphic organizer called Vocabulary Square for several words. Find a template on the Internet or have students make their own. They draw an oblong for the vocabulary word in the middle of a sheet of paper and then draw lines from each side of the oblong to divide the rest of the page in quarters. Possibilities for the other boxes are the sentence from the book that contains the word; a sentence the student writes with it; the dictionary definition; a definition in the student’s words; an illustration the student creates; synonyms; antonyms; or the part of speech. Students can add a colorful border and post the squares on a bulletin board.



Masks of Strength

At Callista's, Cole and his companions each choose a mask that transforms them into that particular creature. Have each student choose an animal not used in the story and write a paragraph about what strengths it would give them for adventure and battle. Have each student create a mask of that animal by drawing it, coloring it, and cutting it out. Have them show the mask to the class and read aloud their paragraph about the animal's strengths.

Guide written by Kathleen Odean, a former school librarian and Chair of the 2002 Newbery Award Committee. She gives professional development workshops on books for young people and is the author of Great Books for Girls and Great Books about Things Kids Love.

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