

A Curriculum Guide to

***Michael Vey 5: Storm of Lightning***

By Richard Paul Evans

**About the Book**

Michael and the rest of the Electroclan are facing their greatest crisis yet. The resistance movement has been compromised. The safe house has been destroyed. The Voice is in hiding, and they have no idea if their families are alive . . . or dead. What they do know is that the Elgen won't stop until they've destroyed the Electroclan.

And the Elgen are on the move. They've launched a new assault on the small island nation of Tuvalu. If they are successful, it will be the first domino to fall as part of Admiral-General Hatch's master plan to take over the rest of the world. But cracks are beginning to appear in the ranks of the Elgen elite, and while Hatch still rules with an iron fist, there are signs of dissent. Could he find himself facing enemies within and without? Or will he strike first?

If the Elgen are beginning to turn on one another, can Michael and the rest of the Electroclan use it to their advantage? Or is it just a trap to destroy the Electroclan once and for all? The stakes have never been higher, and Michael and his friends are about to be tested in ways they never imagined.

**Vocabulary**

The below activity aligns with the following English Language Arts Common Core State Standards: (L.6–8.4)

Some terms cited in the story will likely be unfamiliar to most readers. Ask readers to use reference books or electronic research sources to find as much information as they can about the following: animosity, bureaucratic, covert, delegation, diffusion, disparaging, exacerbate, haggard, hierarchy, inconsolable, indignation, marquee, myopic, napalm, protocol, rustic, stoic, surmount, truncheon.

You may also consider a brief study of some morphemes present in these words: *dis-*, *in-*, *proto-*, and *-ic*.

**Prereading Activity**

Review and summarize the key events in the previous Michael Vey novels.

**Discussion Questions**

The below discussion questions align with the following English Language Arts Common Core State Standards: (RL.7–12.1, 2)

1. What can you infer the story will be about from the prologue?

2. Why do the Elgen destroy the Timepiece Ranch?
3. What does Hatch hope to do with Operation Home Base?
4. Why does Hatch order EGG Welch arrested?
5. Where were the Electroclan when the Timepiece Ranch was attacked? Who among the group is personally affected by the attack?
6. Why didn't the U.S. military intervene in the attack?
7. Why does Ostin find the Apache Airlines logo at the airport ironic?
8. What does the Electroclan learn about the weapons used in the attack on the Timepiece Ranch?
9. Who is the survivor they find near the remains of the ranch?
10. Why does Michael return from the ranch with more questions than answers?
11. What does Michael learn about his mother?
12. What information does Gervaso reveal to the Electroclan?
13. What is Quentin making reference to when he says, "I sold you and you sold me"?
14. Hatch reads a quote Quentin has on his wall from Adolf Hitler: "Mankind will only perish through eternal peace." Discuss the meaning of this quote. What does Quentin's admiration of the quote and its author reveal about his character?
15. What is the "critical error in judgement" the chairman refers to?
16. What is Tuvalu's peculiar source of income?
17. Why is it so easy for the Elgen to take over Tuvalu?
18. What does Hatch threaten to do to Tuvalu's Prime Minister?
19. What options does Hatch offer the Tuvalu delegation?
20. What advice does Hatch give to Quentin about ruling his "kingdom"?
21. What new names does Hatch give to the Tuvalu islands? What is their significance?
22. What is the purpose of the Elgen's newest initiative, the Nova Starxource Pod?

23. Why does Hatch have Quentin locked up in Cell 25?
24. What makes the *Joule* the most unique vessel in the Elgen fleet?
25. Who do you think it is Cassy and Schema meet in Turin, Italy?

### **Postreading Activities**

The below activities align with the following English Language Arts Common Core State Standards: (L.6–8.4) (W.3–5.1) (W.6–12.4) (W.6–8.3) (RL.7–8.2)

1. There are historical figures and place names cited in the story that will likely be unfamiliar to most readers. Ask readers to use reference books or electronic research sources to find out as much information as they can about the following: Aztecs, Cleopatra, Hernan Cortés, Elagabalus, Bobby Fischer, Fort Knox, Georg Christoph Lichtenberg, Montezuma, George Orwell, Ptolemy XIII, and Joseph Stalin.
2. Have students locate in an atlas or on a world map the following countries and other geographic areas identified in the novel: Dresden, the Gulf of California, Jakarta, Papua New Guinea, Switzerland, Taiwan, and Tuvalu. Using electronic and print resources, have students work in pairs to compile ten facts on each of these locations and share their findings with the rest of the class.
3. Write a review of the novel critiquing the following literary elements: plot, setting, character(s), point of view, conflict(s), and theme(s). Cite specific examples from the story to support your critiques.
4. Identify three conflicts in the story and explain how they are resolved.
5. Illustrate what you think is the climax of this story.
6. Create a chronology of events from the story.
7. Retell a favorite episode from the novel in your own words.
8. Write an additional chapter to this story in which you tie up loose ends any way you want.
9. To learn more about the Michael Vey series, visit <http://www.michaelvey.com>.

*This guide was written by Edward T. Sullivan, a librarian and writer.*

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