

A Curriculum Guide to

**The Fablehaven Series**

By Brandon Mull

**Book One: *Fablehaven***

**About the Book**

For centuries, mystical creatures of all description were gathered into a hidden refuge called Fablehaven to prevent their extinction. The sanctuary survives today as one of the last strongholds of true magic. Enchanting? Absolutely. Exciting? You bet. Safe? Well, actually, quite the opposite.

Kendra and her brother, Seth, have no idea that their grandfather is the current caretaker of Fablehaven. Inside the gated woods, ancient laws keep relative order among greedy trolls, mischievous satyrs, plotting witches, spiteful imps, and jealous fairies. However, when the rules get broken—Seth is a bit too curious and reckless for his own good—powerful forces of evil are unleashed, and Kendra and her brother face the greatest challenge of their lives. To save their family, Fablehaven, and perhaps even the world, Kendra and Seth must find the courage to do what they fear most.

**Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. Describe Kendra and Seth’s relationship. How are they similar? How are the two different?
2. Why does Grandpa Sorenson give Kendra a puzzle to solve? How does solving the puzzle change the experience she and Seth will have during their two-week stay?
3. What is the fundamental premise of the laws in Fablehaven? How are the laws meant to protect both humans and the creatures who live in Fablehaven?
4. What is Lena’s history and what role does Patton Burgess play in her story? What are Lena’s feelings regarding the decision she makes?
5. What job does Maddox perform for Fablehaven and other preserves? How does he negotiate with those that run the preserves?
6. What is the purpose of the Society of the Evening Star (SES)? Why is the Society dangerous? What warning does Grandpa Sorenson receive about the SES?
7. How does Seth learn firsthand about the law of retribution? What happens to him as a result of his violation? Who was able to free Seth from the fairy magic?

8. What is Midsummer Eve? What happens when Seth disobeys his grandfather's instructions? How does the Midsummer Eve affect Dale, Lena, and Stan?
9. How do Kendra and Seth help free their grandmother from the curse of being a chicken? What does it cost them to free her?
10. How does Kendra and Seth's grandmother discover the location of their grandfather? How do Kendra and Seth help?
11. Why is Fablehaven an unmarked preserve? Why does the fact that it is a hidden preserve make it more dangerous?
12. What lesson does Seth learn about obedience? How does Seth's grandmother make him feel better about carelessly causing the capture of his grandfather and Lena?
13. How does Kendra save Fablehaven and her family from destruction and death? How is Kendra forever changed as a result of her heroic plan?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4–7.1, 3) (W.4–7.2) (L.4–7.1, 2)

1. Ask students to write a description of one of the Fablehaven creatures. Students should detail the creature's physical characteristics, emotional nature, likes and dislikes, and personality. They should also use imagery, along with ideas from the text, to bring their interpretation to life. Have students draw a picture of the creature they selected and share their descriptions and pictures in small groups.
2. Kendra and Seth move from one predicament to another. In small groups, ask students to create a time line of events that Kendra and Seth experience in the course of the novel. Students should each pick an experience on the time line to elaborate on: write a brief explanation of what occurred, the resultant consequences, and the resolution of the event. Then create a classroom time line where the students can add their explanations. Post the time line in the classroom.
3. Kendra is the ultimate hero, saving her family and Fablehaven. Ask students to select a character from the novel and then write a tribute to honor Kendra from that character's point of view. The tribute should highlight her courage, bravery, and ability to devise a successful plan. Have students practice and present their tributes in small groups.

## **Book Two: *Rise of the Evening Star***

### **About the Book**

At the end of the school year, Kendra and her brother, Seth, find themselves racing back to Fablehaven, a refuge for mythical and magical creatures. Grandpa Sorenson, the caretaker, invites three specialists—a potion master, a magical relics collector, and a mystical creature trapper—to help protect the property from the Society of the Evening Star, an ancient organization determined to infiltrate the preserve and steal a hidden artifact of great power. Time is running out. The Evening Star is storming the gates. If the artifact falls into the wrong hands, it could mean the downfall of other preserves and possibly the world. Will Kendra learn to use her fairy gifts in time? Will Seth stay out of trouble?

### **Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. Who is Errol and what is he after? How are Seth and Kendra tricked into helping him? How are they saved from Errol's trickery?
2. What is the real danger of the Society of the Evening Star taking the talisman hidden somewhere in Fablehaven?
3. Why are Vanessa, Tanu, and Coulter at Fablehaven? What special talents do they possess? How do their talents help them on their mission? What role do they play in helping Kendra and Seth?
4. What does Kendra learn about herself from the Sphinx? How does her newfound knowledge change her life?
5. What disturbing information does Seth learn from the Sphinx about his future? How does the Sphinx reassure Seth of his safety?
6. How does Dale's brother, Warren, respond to Kendra? What happened to Warren that has made him sick?
7. When Seth meets the satyrs, they refer to Seth as Solomon and Warren as Boo Radley. How do those names add meaning in the context of what is happening?
8. Why are most of the fairies unwilling to help Kendra? How does the silver fairy aid her in controlling Mendigo?
9. How do Kendra and Seth convince the satyrs to help them find the brownies' entrance to the house? How do Seth and Kendra convince Vroosh and Slaggo to take them to their grandparents?

10. How does Vanessa manipulate others to help her with her evil plans? Who is Vanessa working with to help her destroy Fablehaven? What do they need in order to bring destruction?
11. Why do Seth and Kendra disagree about the best way to handle saving themselves, their grandparents, and Fablehaven? How are their choices reflective of their personalities?
12. How does Seth defeat the revenant? What is the result of the revenant's death?
13. Why is Warren hesitant to allow Kendra to accompany him into the tower to retrieve the artifact? How does Kendra convince Warren to let her come with him? What does Seth do while Warren and Kendra enter the tower?
14. Vanessa and Errol follow Warren and Kendra into the tower. Why do Warren and Kendra agree to join Vanessa in retrieving the artifact? What is the result of their alliance?
15. Who else follows Warren and Kendra into the tower? How do those people help bring the situation to a close?
16. What is Vanessa's final message to Kendra?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4–7.2, 3) (W.4–7.1, 2, 3) (L.4–7.1, 2)

1. Ask students to select a partner and to make a list of the abilities Kendra gained when she was fairy-kissed. Then have students write a short story highlighting Kendra's powers. Stories should include a conflict that only Kendra can resolve, interesting characters, and a believable setting and story line. Have students practice and share their stories in front of the class.
2. Students should work with a partner to devise a plan for how to bring destruction to Fablehaven, including the role Vanessa and her helpers would play. Students should also include which magical creatures can help with the destruction. Then have partners discuss a plan for the protection of Fablehaven and which creatures can help protect Fablehaven. Have one partner storyboard the destruction of Fablehaven, and one partner storyboard the protection. Have partners share their storyboards with the class.
3. Students should write a poem in two voices with a partner. Each pair should choose two characters that have a relationship, and write the poem from those characters' point of view. Poems should include some unison lines and other lines alternating between the two characters and two voices. Have students practice and perform their poems for the class.

## **Book Three: *Grip of the Shadow Plague***

### **About the Book**

Danger lurks everywhere at Fablehaven, where someone has released a plague that transforms beings of light into creatures of darkness. In dire need of help, the Sorensens question where to turn, now that long trusted allies have been revealed as potential foes. Kendra embarks on a special mission that only she can attempt because of her new abilities as fairykind, while Seth stays behind and discovers an incredible new talent of his own. The siblings are put to the test as the threat grows both abroad and at home at the Fablehaven preserve.

### **Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. How does Seth discover that the nipsies are at war with one another? Why is he afraid to tell his grandfather?
2. How do Stan and Ruth react to the message that Vanessa left for Kendra? What plan do they put in place to protect Fablehaven and their family?
3. Why does the Captain want Kendra to join the Knights of Dawn? How does Kendra feel about joining the order? What role does Warren play in helping Kendra make her decision about joining and accepting her assignment?
4. Why do Stan and Ruth let Vanessa out of the Quiet Box? What does Vanessa tell them, and how do Stan and Ruth use the information?
5. How is the plague transmitted from one person or creature to another? Why can Seth see the shadows, but no one else can?
6. Why does Kendra try to keep her powers a secret? What is the danger if she divulges that she is fairykind?
7. With Kendra's help, the group reaches the top of the mesa. What celebration does the group interrupt? How do they survive the attack? What do they discover when they reach the artifact's location?
8. Why does Seth disobey his grandfather and risk following the dark shadows of Tanu and Coulter? Where do they lead him? What does Seth learn as a result?
9. Why does the house become unsafe for the humans? Who is responsible for the destruction of the house? What have the brownies stolen that proves to be disastrous for Fablehaven?
10. How does Patton arrive in Fablehaven? What is his purpose in being there? How does Patton help restore Lena to humankind?

11. Why does the pond become the only safe place in Fablehaven? Why does the Fairy Queen willingly dissolve her shrine?

12. How does Lena join the light to the dark to stop the plague? What does she willingly sacrifice?

13. Why are Patton and Kendra grieving? How does Patton cheer Kendra up?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4–7.1) (W.4–7.1, 2, 3) (L.4–7.1, 2)

1. As the Society closes in on the preserves with their evil intent, multiple groups of people band together to stop them. Ask students to select a partner and to chart the multiple plans that are in play, how they are executed, and the resolution of each plan.

2. Ask students to brainstorm a list of reasons why the Sphinx betrayed the preserves he had been honor bound to protect. Then ask students to write a letter from the Sphinx’s point of view to the members of the Knights of the Dawn and the caretakers of the remaining preserves. The letter should include his reasons for the betrayal and his plan for moving forward with the Society of the Evening Star.

3. When the creatures change from light to dark, Kendra asks her grandfather, “Why do the creatures change so completely?” Ask students to summarize the grandfather’s reply, and to state their thoughts about whether good or evil is inherently a part of people. Have students share their thoughts in small groups and develop a group consensus.

## **Book Four: *Secrets of the Dragon Sanctuary***

### **About the Book**

As the fight for control of the artifacts intensifies and jeopardizes more lives, the humans from Fablehaven know they must retrieve a key from the dragon sanctuary at Wyrmoost. But first the humans must recover a key from the centaurs, rescue Kendra from an evil lectoblix, and decipher secret messages left by Patton Burgess. Once at the gates of Wyrmoost, they encounter several creatures who all warn the group of certain death should they continue their journey to the dragon sanctuary. However, the group is not deterred, and with some unexpected help and Kendra's powers, the group fights their way to the temple through dragons, perytons, basilisks, griffins, and even a hydra. Lives are lost and betrayal comes at a high cost, but Fablehaven is worth fighting for.

### **Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. Why does Torina kidnap Kendra? What type of creature is Torina? How does she remain alive?
2. How is Vanessa released from the Quiet Box? Why does Stan allow Vanessa to work with him and the others? How does Vanessa help Kendra escape?
3. Why is the Oculus dangerous to use? How could the Society use it to help bring destruction to the creatures and the way of life in the preserves?
4. Why does Kendra ask Hayden and Cody to escape with her? What becomes of them as a result of their decision? What does Kendra's kindness toward them say about her character?
5. What is Zzyzx? If opened, how would the world be changed? Why do the Knights want to open Zzyzx?
6. Why do Stan and the others enter the Hall of Dread? Why does Coulter usher Seth out of the hall?
7. How does Kendra's stringbulb arrive at Fablehaven? What news does she share?
8. How will Fablehaven benefit from Seth's power as a Shadow Charmer? Why doesn't the power Graulus stabilizes in Seth make Seth evil? How does Seth use his power to help Fablehaven?
9. Why does Warren encourage Seth to stowaway for the mission to Wyrmoost? Who does Seth meet in the knapsack, and what do they do?

10. What power does Kendra use to get the party through the gates at Wyrmoost? What skill does Gavin use to get the group into the High Hall past the dragon?

11. How does Seth meet Agad? What warning does Agad give Seth?

12. What is the giant Thronis's plan for the invaders of his turf? What deal does the group make so that their lives will be spared?

13. Who is Raxtus? Where does his magic come from? How does Raxtus help Kendra?

14. Why has the Fairy Queen taken power and magic away from the astrids? Why is the queen willing to let the astrids help Kendra? How will they assist her?

15. How does Gavin betray the Knights? How does his betrayal affect Kendra?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4-7.1) (W.4-7.2) (L.4-7.1, 2)

1. Secrecy is vital in the fight between the Society and the Knights, and both sides hold valuable secrets. As a class, brainstorm a list of secrets each side possesses. Then ask students to select a partner and to write a brief narrative about one of the secrets falling into the wrong hands. Have students illustrate their narrative and share their stories and drawings in small groups.

2. Students should make a list of the characters that were on the mission to Wyrmoost. After each name, students should write a brief summary of the special skills and talents each character possesses, and how that skill and/or talent is used to retrieve the key Patton Burgess hid in Wyrmoost. Then have each student write a letter of commendation from the citizens of Fablehaven for one of the character's heroic actions. Post the commendations letters in the classroom.

3. Dragons are popular in many cultures, and dragon tales exist for a reason. Ask students to research dragons, including the origins of dragon legends, types of dragons thought to exist in history, and any factual evidence about whether dragons existed at one time. Each student should select a dragon legend, and write what they have learned about the legend. Students should include an illustration along with their findings.



## **Book Five: *Keys to the Demon Prison***

### **About the Book**

In the final book of the series, the Sphinx races to seize possession of the last artifacts so that the demon prison, Zzyzx, can be opened. At the same time, Kendra, Seth, and the Knights of Dawn speed to preserves around the globe to locate the artifacts first, and thwart the Sphinx's plan. Meanwhile, Seth frees the demon Graulas and joins with Nagi Luna to overthrow the Sphinx. Betrayal abounds in both the Society and the Knights, as artifacts are used and stolen, and lives are lost and found. In the end, the Fairy Queen joins the fight and her involvement completely alters the outcome, restoring the preserves, and forever changing the lives of all involved.

### **Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. After the Sphinx captures Seth, why does Seth agree to join the Sphinx's cause to open Zzyzx? How does the Sphinx respond?
2. Why do Stan and the others go see Patton? What does Patton tell them? What work does the group need to accomplish?
3. As the Sphinx moves closer to his goal of opening Zzyzx, what unlikely characters come together to stop him?
4. Who is Nagi Luna? Why does she want to speak to Seth? What is her role in opening Zzyzx?
5. What is Vanessa's secret? How does the news affect Kendra and others in her group?
6. What is the group's plan to retrieve the artifacts and rescue their families?
7. How does the Sphinx capture Kendra and the rest of her family? What does Kendra discuss with the Sphinx?
8. How is Seth manipulated into healing Graulas? How does Graulas plan to use the artifacts? How does Seth react to Graulas's betrayal?
9. Who is Bracken? What powers does he possess? Why is Bracken in the Sphinx's dungeon? How did he lose his horns?
10. How does the Fairy Queen help Kendra and Bracken? Where is the Fairy Queen's final shrine? Who will help her build it?
11. How do Graulas and Nagi Luna change the plans the Sphinx has for opening Zzyzx? Why does the Sphinx fight against them instead of with them?

12. What role do the Eternals play in the opening of Zzyzx? Who does the Sphinx send to protect them?

13. Who does Seth ask to help him execute the plan Patton gave him? What is Seth's mission? How does Cormac help him with the first step of the plan? What does Seth still owe the Singing Sisters?

14. Why is the Sphinx willing to be an Eternal? What are the responsibilities of an Eternal? Why does Agad think that the Sphinx will be an ideal Eternal?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4–7.1) (W.4–7.2, 3) (L.4–7.1, 2)

1. Trust is fleeting among the group at Fablehaven because so many trusted associates have betrayed the Knights of Dawn and their supporters. Ask students to make a list of those who betrayed the cause to keep Zzyzx closed. Students should relate how the betrayal hurt the Knights' cause, and what happened to the betrayer as a result of their decision. Students should write a poem from the viewpoint of one of the betrayers, and share it with the class.

2. There are multiple plans in action at the same time: Patton offers a plan to Seth, Nagi Luna and Graulas have a plan to overtake the Sphinx, Kendra and Warren have a mission to save the Eternals, and the Sphinx is working on his own plan to resume control. In groups of three, ask students to create a time line for each of the plans, highlighting how each one is being put into action simultaneously.

3. Seth and Kendra have changed a lot over the course of the series, and as a result, their relationship has also changed. Ask students to write a brief character analysis of each character. Students should make sure to identify the changes in their relationship, and to discuss the reasons for the changes.

## The Fablehaven Series

### **Discussion Questions**

The questions below have been written in alignment with the Common Core State Standards: (L.4–7.1, 3) (SL.4–7.1)

1. What are the five artifacts, and how do they function?
2. What other worldly characters has Seth befriended? How have those friends helped him? How have they hurt Seth?
3. What are the names of the five preserves, and where are they located?
4. Why does the Sphinx betray the Knights to lead the Society? Why does the Sphinx think he is the only person who should open Zzyzx?
5. How do Stan and Ruth help Kendra and Seth reach their full potential as members of the Knights of Dawn?
6. What is the job of the caretakers on the preserves? How are they appointed?
7. What characters in the books have their roots in Greek mythology? Are any of the characters associated with a particular myth?
8. What characters can take human form? What do the creatures say about their preference—their human form or their natural form?
9. What role do Kendra and Seth’s grandparents play in teaching them how to be safe? How do others help them?
10. Even though Patton Burgess is dead, how does he continue to help the Knights of Dawn succeed?
11. How does the series conclude? Are you satisfied as a reader? Why or why not?

### **Extension Activities**

The activities below have been written in alignment with the Common Core State Standards: (RL.4–7.1) (W.4–7.2, 3) (L.4–7.1, 2)

1. As a class, ask students to list the mythical and magical creatures that reside in the preserves. Each student should then select one creature and list its characteristics, with each student in the class selecting a different creature. Next, students should write a description of their creature including specific characteristics, and draw an illustration. Then, as a class, create a book filled with the descriptions/illustrations for each of the creatures that reside in the preserves.

2. Ask students to write an essay about one of the themes in the series. Students can select from one of the ideas below, or come up with their own. They should make sure to provide examples from one or more of the books in the series as supporting evidence.

- Everyone needs the help of friends.
- Courage is exhibited in the face of danger.
- Commitment to one's personal beliefs requires sacrifice.

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