



VOLUME 2

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for *The Last Musketeer*

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The Last Musketeer

Must-Do List

To be used as seat work on book club meeting days or as an entry task.

1. Important Quotes

_____ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

_____ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

2. Vocabulary Practice

_____ Complete the vocabulary assignment for quadrant 1.

_____ Complete the vocabulary assignment for quadrants 2 and 3.

May-Do List

To be used when the above MUST-DO tasks are complete.

3. Fluency Practice

_____ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

_____ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

4. Outside Text

_____ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

_____ Visit the school or classroom library and select a book or magazine to read independently.

5. Write

_____ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

_____ Other:

Important Quotes

The Last Musketeer, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“What if saving his parents now set off a chain of events that would ultimately negate his own existence?” (p. viii).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“What bothered [Greg] was that with all the drastic changes in his life, he felt upended, rootless. As though the person he was before no longer existed or didn’t matter” (p. 9).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

“All of it had been replaced, except for Notre Dame, which now towered over everything else. The Seine was dark and untamed. Few of the buildings stood over two stories . . . the narrow streets were lit only by the weak glow of candles and oil lamps . . .” (p. 28).

In your own words/paraphrase:

Quote 4: Choose an important quote from Quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

The Last Musketeer, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“The thing that bothered him most about time travel was the constant lying. He wanted to be honest, to tell Athos—or anyone—about the future. About all the things that were different . . .” (p. 134).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“ . . . Greg couldn’t help but doubt himself. He’d been lucky to make allies—he couldn’t discount that—but of all the boys, he was by far the weakest link. Aramis had the brains. Athos had the skills. Porthos had guile and confidence. Greg brought nothing to the table . . . If anything, he was probably a *threat* to the mission of rescuing his parents” (p. 143).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“Now the two halves of the Devil’s Stone had been reunited, allowing Dominic to open a portal in time to the past. He’d since teamed up with his younger self. And they were plotting revenge on the Musketeers” (p. 176).

In your own words/paraphrase:

Quote 8: Choose an important quote from Quadrant 2 or 3.

Quote:

In your own words/paraphrase:

Vocabulary Practice

The Last Musketeer, Quadrant 1

Choose 1 noun from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Parapet (p. ix)
- Heirloom (pp. 3, 13, and 33)
- Ruse (p. 33)

Choose 1 verb from the list.

Use the verb definition stem: *To _____ means to _____ as when _____.*

- Negate (p. ix)
- Confront (p. ix)
- Squander (pp. 3 and 9)
- Infiltrate (p. 33)

Choose 2 adjectives from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Ornate (pp. 3 and 17)
- Intrigued (p. 14)
- Derelict (p. 33)
- Squalid (p. 35)
- Renowned (p. 47)
- Godforsaken (p. 47)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Vocabulary Practice

The Last Musketeer, Quadrants 2 and 3

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Labyrinth (p. 77)
- Entourage (p. 82)
- Diversion (p. 86)
- Cliché (p. 100)
- Bravado (p. 107)
- Ally (p. 143)
- Emissary (p. 185)

Choose 1 adjective from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Mutinous (p. 67)
- Indebted (p. 70)
- Condemned (pp. 106 and 129)
- Inconspicuous (p. 133)
- Putrid (p. 133)
- Immortal (p. 178)
- Clandestine (p. 186)

Choose 1 adverb from the list.

Use the adverb definition stem: *_____ means _____ such as _____.*

- Valiantly (p. 68)
- Pensively (p. 131)
- Furtively (p. 140)
- Dastardly (p. 163)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Word: 1.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 2.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 3.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 4.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 5.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 6.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 7.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 8.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 9.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: 10.				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Fluency Practice

The Last Musketeer, Quadrant 1

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Expert from pages 26–27:

One of the soldiers lunged for him. // Greg cast one look at his parents, / and then dashed for the closest doorway with the soldier on his heels. // He ran as far as he could, / retracing his steps through the museum— //

—but / it wasn't exactly the same place. // All the art was gone. // the rooms were dark / and cavernous, / lit only by oil lamps, / if they were even lit at all. // The grand staircase, / made of stone when Greg had climbed it before, / had been replaced by wood. // A huge chandelier, / thirty feet across, / hung suspended by a heavy chain above it, / a hundred candles flickering in its scones. //

Greg skidded to a stop at the top of the rickety stairs. // Five stringy-haired, / tunic wearing soldiers waited at the bottom. // The soldier behind Greg ordered them to stop him. // They charged up, / blocking his escape. //

If this is a dream, / I might as well risk it all, / Greg thought. // He leaped off the stairs / and grabbed the chandelier. //

It creaked ominously with his weight. // Half of the candles blew out as he swung above the stairwell. // Greg let go, / hit the wooden floor with a thud, / and somersaulted forward, / leaving the guards on the stairwell behind—// then started running again. //

Even in his delirious condition, / a part of him wanted to turn back for his parents. // They'd ordered him to go, / yes. // But now they'd been captured . . . // or worse. // And / if Greg had stayed, / he would have been captured or worse, / too. // As his father had said, / the only way to help them was to run. // But where? // Even if he escaped, / he had no idea where he was / or what had happened. // Everything was so unreal. // The crystal, / the picture . . . //

It has to be a dream. // Of course it's a dream. //

Fluency Practice

The Last Musketeer, Quadrants 2 and 3

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Expert from pages 26–27:

If [Greg] couldn't escape, / then everybody else would surely end up dead: // his parents, / for starters . . . / although Porthos and Athos might end up dead even sooner. // After all, / Porthos was easier to find than Aramis. // His family was well-known. // Had Dinicoeur and Richelieu already tracked him down at his country estate? // Porthos and Athos could have been under attack / right at the moment. // If Dinicoeur was here, / posing as Richelieu, / then the actual Richelieu could be there, / commanding a separate unit of soldiers at the same time . . . //

Greg was so caught up in his thoughts, / he didn't notice he'd almost made it to the bottom of the bell tower / until he saw the floor just below him. // He dropped the last few feet, / almost kissed the cold stone in relief . . . //

But froze / at the sound of steel being unsheathed. //

Dinicoeur was waiting for him. //

Greg knew it was Dinicoeur, / not Richelieu. // The fake hand was gloved, / but Greg could see how the madman favored the real one. // He held his sword in his left as he sprang from the doorway. // Greg scrambled away as the blade clanged against the stone / but found himself backed against the wall. // There was nowhere else to go. // Dinicoeur blocked the only exit. //

So this is it, / Great thought with a strange detachment. //

In the movies, / the bad guy always said something dastardly before killing someone. // Not Dinicoeur. // He simply looked annoyed, / as though Greg were keeping him from a dinner date. // He lunged forward, / slashing with his sword— //

Aramis dropped right in front of him. // The two tumbled in a heap on the floor. //

Greg noticed the bell rope suddenly go slack. //

He dashed into the corner of the room, / grabbing Aramis and yanking him toward the door. // Greg spun to see Dinicoeur stand up, / his freakish eyes blazing in the shadows. // He lifted his sword— //

And the thick, / massive bell rope, / cut free by Valois above, / flattened him. //

Outside Text/Culminating Project

If you could go back in time to meet an important person from history, who would you want to meet?

This question will be the focus of a culminating research project. To help you start thinking about who you might choose for this project, here is a list of **twenty-five important and diverse people** from history who have changed the world in different ways—through **courage, creativity, science, leadership, and kindness**. Read about several of these people and add some of your own to the list.

Leaders Who Changed the World

1. **Nelson Mandela (1918–2013)**—Spent twenty-seven years in prison fighting for equality in South Africa. Later became president and helped unite his country.
2. **Harriet Tubman (ca.1822–1913)**—Escaped from slavery and led hundreds of others to freedom through the Underground Railroad.
3. **Abraham Lincoln (1809–1865)**—U.S. president who ended slavery and kept the country together during the Civil War.
4. **Mahatma Gandhi (1869–1948)**—Used peaceful protest to help India gain independence from Britain.
5. **Rosa Parks (1913–2005)**—Refused to give up her seat on a bus, inspiring the Montgomery bus boycott and the civil rights movement.
6. **Queen Elizabeth I (1533–1603)**—One of England’s most powerful rulers, she encouraged exploration and the arts during the Renaissance.
7. **Malala Yousafzai (born 1997)**—Spoke out for girls’ right to go to school in Pakistan and became the youngest person ever to win the Nobel Peace Prize.

Scientists and Inventors

8. **Marie Curie (1867–1934)**—The first woman to win a Nobel Prize, she discovered the elements radium and polonium and helped develop X-rays.
9. **Katherine Johnson (1918–2020)**—Her math skills helped NASA send astronauts into space and return them safely to Earth.
10. **Leonardo da Vinci (1452–1519)**—A true “Renaissance man,” he was an artist, scientist, and inventor who dreamed up flying machines long before airplanes existed.
11. **Albert Einstein (1879–1955)**—A brilliant physicist whose ideas about space and time changed science forever.
12. **Galileo Galilei (1564–1642)**—Used a telescope to prove that Earth moves around the Sun—an idea that shocked people in his time.

Writers and Thinkers

13. **William Shakespeare (1564–1616)**—Wrote famous plays such as *Romeo and Juliet* and *Hamlet* that are still performed today.
14. **Maya Angelou (1928–2014)**—Poet and author whose books and poems inspire people to be strong and proud of who they are.
15. **Frederick Douglass (1818–1895)**—Escaped slavery and became a powerful speaker and writer fighting for freedom and equality.
16. **Jane Austen (1775–1817)**—Wrote clever stories about young women learning to think for themselves, such as *Pride and Prejudice*.
17. **Confucius (551–479 BCE)**—A Chinese teacher and philosopher who taught that respect, kindness, and honesty make a strong society.

Artists and Musicians

18. **Frida Kahlo (1907–1954)**—Mexican artist known for her colorful and emotional paintings that show strength and identity.
19. **Ludwig van Beethoven (1770–1827)**—Created some of the world’s most famous music—even after he lost his hearing.
20. **Michelangelo (1475–1564)**—Painted the Sistine Chapel ceiling and sculpted *David*, works that still amaze people today.
21. **Aretha Franklin (1942–2018)**—The “Queen of Soul,” whose powerful music inspired hope and pride during the civil rights movement.

Explorers and Adventurers

22. **Amelia Earhart (1897–disappeared 1937)**—The first woman to fly solo across the Atlantic Ocean; a brave pioneer for women in aviation.
23. **Neil Armstrong (1930–2012)**—The first person to walk on the Moon, he said these famous words: “That’s one small step for man, one giant leap for mankind.”
24. **Cleopatra (69–30 BCE)**—The last pharaoh of ancient Egypt, known for her intelligence, leadership, and ability to speak several languages.
25. **Sally Ride (1951–2012)**—The first American woman to travel to space, showing that women could be astronauts, too.**Add a few more important people to the list.**26.

Notes:

Important Quotes

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
Total:	/16

0 = no attempt
1 = incomplete
2 = complete

Vocabulary

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
9	/2
10	/2
Total:	/20

0 = no attempt
1 = incomplete
2 = complete

Quadrant 1 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 2 and 3 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

Quadrant 4 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

0 = no attempt

1 = incomplete

2 = complete