

## TEACHING GUIDE

# *The Elementia Chronicles: Book One: Quest for Justice*



## BookTalk

You could probably play Minecraft for hours and lose yourself in the character you create, the battles you fight, and the assets you gather to help you reach higher levels. But what if you had the power to change the rules of the game and every player's life? That is exactly what Stan2012 sets out to achieve. Join the adventure as Stan2012 sets out with the Nether Boys, the Apothecary, DZ, Kat, and Charlie to overthrow the Elementia government and to kill King Kev. Then experience the battles and horrors of the Zombies, Skeletons, Endermans, and other evil creatures as they do their best to kill the rebels. Finally, witness the countless battles as the rebels defy death and destruction to achieve their goal—a new government in Elementia.



## Discussion Questions

1. What is the conflict set up in Part I, and who are the major players? Who is fighting whom and for what are they fighting? What motivates King Kev to make the proclamation to exile or to kill all members under Level 15?
2. As more and more people join Kat, Stan, and Charlie, their power increases. What do the Apothecary, the Nether Boys, the Blackstone miners, and DZ bring to the rebellion forces? How does their help contribute to the rebellion forces' success in bringing down King Kev and the Elementia government?
3. Why are the rebels so intent on killing their foes only if there is no other option? What are the rebels trying to guard against? How does their commitment to avoid senseless murder hurt their effort to overthrow King Kev? How does it ultimately help their cause?
4. How does the title, *Quest for Justice*, convey the reason for the rebellion? How do all the players receive justice, including both the innocent victims and the government officials?

*The above questions correlate to Common Core State Standards for Speaking & Listening: SL.4.1, SL.5.1, SL.6.1, SL.7.1; Reading Literature: RL.4.1, RL.5.1, RL.6.1, RL.7.1; Language: L.4.1, L.5.1, L.6.1, L.7.1 and L.4.3, L.5.3, L.6.3, L.7.3.*

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# The Elementia Chronicles: Book One: Quest for Justice

## Extension Activities

### Griefers, Zombies, and Spiders - Oh My!

The evil monsters who live in Elementia serve to destroy the players who attempt to gain access to higher levels and powers. Ask students to find a partner and make a list of the monsters, write brief descriptions of them, explain their method of killing, and describe the weapons and the moves that can destroy each of them. Also, ask students to draw a picture of each monster from the written description. Then have each pair of students make an illustrated book of the monsters to display in the classroom.

*Correlates to Common Core State Standards for Writing: Text Type and Purposes: W.4.2, W.5.2, W.6.2, W.7.2; Production and Distribution of Writing: W.4.4, W.5.4 and W.6.4, W.7.4; Language: Conventions of Standard English: L.4.1, L.5.1, L.6.1, L.7.1; Knowledge of Language: L.4.3, L.5.3, L.6.3, L.7.3.*

### The Laws of Physics

Stan is continually surprised by the law of physics that do not apply to Elementia. Ask students to investigate the laws of physics to determine those that are not adhered to in Minecraft. Ask students to state the law, identify examples from the real world of the law in action, and then identify an example from the text to illustrate how the law is broken. Have students create a poster that includes the definition as well as examples of the law at work in the real world and examples from Minecraft where the law is disregarded. Display the posters in the classroom.

*Correlates to Common Core State Standards for Writing: Text Type and Purposes: W.4.2, W.5.2, W.6.1, W.7.1; Production and Distribution of Writing: W.4.4, W.5.4, W.6.4, W.7.4; Research to Build and present Knowledge: W.4.7, W.5.7, W.6.7, W.7.7; Language: Conventions of Standard English: L.4.1, L.5.1, L.6.1, L.7.1; Knowledge of Language: L.4.3, L.5.3, L.6.3, L.7.3.*

### The Elements of Minecraft

A variety of metals, rocks, and diamonds help to create the imaginary world of Minecraft. Ask students to make a list of the different types of materials used for blocks and weapons and to

identify the common characteristics of the materials. Have students research the following for example: How are these materials formed in nature? What stages of development do these materials go through? How are they processed from the Earth? Then, have students consider the following: How is the way the materials are used in Minecraft true to the formation and destruction of the material in the natural world? After students have conducted their research, ask them to write their observations and comparisons and share them in small groups.

*Correlates to Common Core State Standards for Writing: Text Type and Purposes: W.4.2, W.5.2, W.6.1, W.7.1; Production and Distribution of Writing: W.4.4, W.5.4, W.6.4, W.7.4; Research to Build and present Knowledge: W.4.7, W.5.7, W.6.7, W.7.7; Language: Conventions of Standard English: L.4.1, L.5.1, L.6.1, L.7.1; Knowledge of Language: L.4.3, L.5.3, L.6.3, L.7.3.*

### Your Brain on Video Games

The characters and backgrounds used in video games in the twenty-first century are becoming increasingly more life like. As students read *The Elementia Chronicles*, have students notice that the players in the video game assume human qualities and emotions; in addition, the settings possess the same characteristics as the natural world. Ask students to research the effects that playing video games has on brain development and, using the information gathered, to write a paper to convey their findings. Then, conduct a panel discussion with students representing both sides of the issue on the impact on brain development and the need, if any, to limit children's access to video games.

*Correlates to Common Core State Standards for Writing: Text Type and Purposes: W.4.2, W.5.2, W.6.1, W.7.1; Production and Distribution of Writing: W.4.4, W.5.4, W.6.4, W.7.4; Research to Build and present Knowledge: W.4.7, W.5.7, W.6.7, W.7.7; Language: Conventions of Standard English: L.4.1, L.5.1, L.6.1, L.7.1; Knowledge of Language: L.4.3, L.5.3, L.6.3, L.7.3. Speaking & Listening: Presentation of Knowledge and Ideas: SL.4.4, SL.5.4, SL.6.4, SL.7.4.*

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