

## TEACHING GUIDE

# *The Elementia Chronicles: Book Two: The New Order*



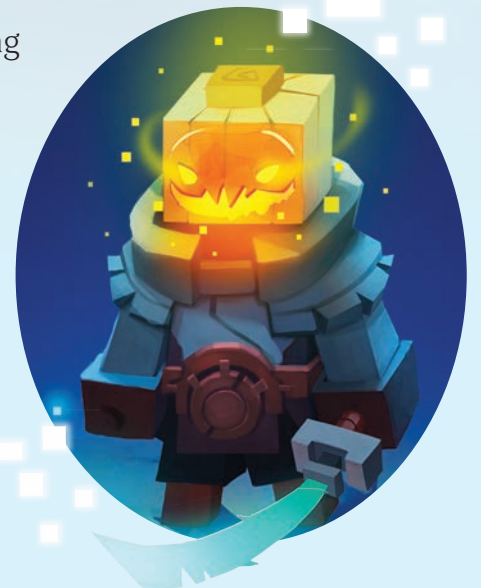
## BookTalk

After successfully overthrowing King Kev and the Elementia government, Stan 2012 and his team leaders set up a Republic in Elementia, a country in which all players have equal rights. Finally, peace prevails on the game server, and life appears to be smooth sailing. However, in the tundra players formerly aligned with the deceased King Kev are banding together to create a new order called the Noctem Alliance, to assassinate the leaders of the Republic and to assume the reign of the government. The former followers of King Kev in the Noctem Alliance fight with no regard to the rules of war, using psychological warfare, terrorists' tactics, and killing civilians. They also have a mole on the Elementia leadership council reporting every move and plan the council makes to them and virtually ensuring the defeat of the Republic. With death and betrayal at every turn, will the Republic succumb or succeed?

## Discussion Questions

1. Why are the members of the Noctem Alliance willing to die before they are captured? What or who are they trying to protect by dying?
2. How are the Noctem Alliance and their battle tactics affecting the minds of the members of the Council?
3. Why do the members on the council of the Republic begin to argue and disagree? Who is the voice of reason on the council? Who creates the dissention?
4. How do Blackraven and Leonidas justify their betrayal? Why does Lord Tenebris kill Blackraven? Why does Leonidas kill Caesar?

*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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## Extension Activities

**The End Justifies the Means**

In groups of three, ask students to write belief statements for both the Noctem Alliance and the Republic of Elementia. Then, ask students to compare the belief statements of each to their battle tactics and to justify their actions based on their beliefs. Have each group use visuals, graphics, media, or other tools and present their report to the class. After all the group presentations, have members of the class determine if “the end justifies the means” for each side. Create a classroom display of the belief statements.

*Correlates to Common Core State Standards for Writing: W.4.1, W.5.1, W.6.1, W.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; Reading Literature: RL.4.1, RL.5.1, RL.6.1, and RL.7.1; Speaking and Listening: SL.4.3, SL.5.3, SL.6.3, and SL.7.3.*

**Potions of Minecraft**

Both the Republic and the Noctem Alliance use potions during their battles: some to help them win and others to hinder the other side. Ask students to make a list of the potions used by both sides and include their benefits and how each group use them to their advantage during battle. Have students present the information in any creative, logical format of their choosing. For example, students may create a prescription label for each potion with “directions for use”, “benefits”, and “possible side effects”.

*Correlates to Common Core State Standards for Writing: W.4.2, W.5.2, W.6.1, and W.7.1; W.4.4, W.5.4, W.6.4, and W.7.4; Language: L.4.1, L.5.1, L.6.1, and L.7.1; L.4.3, L.5.3, L.6.3, and L.7.3; Reading Literature: RL.4.1, RL.5.1, RL.6.1, and RL.7.1.*

**Emotional Scars of War**

Some of the characters on each side are affected emotionally by the battles and how they are being fought. Ask students to select a character and to use a storyboard to chronologically list events that occur throughout the book that take a toll on the emotions of the character. Students should

include, where appropriate, how those emotions impact the decisions and actions of the character. Students should use at least one statement from the character in their storyboards. Have students share in small groups and post storyboards around the classroom.

*Correlates to Common Core State Standards for Writing: W.4.3, W.5.3, W.6.3, and W.7.3; W.4.4, W.5.4, W.6.4, and W.7.4; Language: L.4.1, L.5.1, L.6.1, and L.7.1; L.4.3, L.5.3, L.6.3, and L.7.3; Reading Literature: RL.4.1, RL.5.1, RL.6.1, and RL.7.1.*

**Beware the Wither Skeletons**

Blackraven set up the Wither Skeletons as guards for the Brimstone Prison, an action for which Stan and the council praised him. Stan eventually learns that Blackraven used the Wither Skeletons for the Noctem Alliance’s advantage. This situation illustrates the devious mind of Blackraven and the gullibility of Stan and the council. With a partner, ask students to create a flow chart of Blackraven’s plan for Brimstone Prison and the Wither Skeletons, adding details and explanation as needed. Then have students create a flow chart of their own original plan to combat the Noctem Alliance using characters, situations, tactics, potions, or other appropriate devices. Have students share the plans in small groups.

*Correlates to Common Core State Standards for Writing: W.4.2, W.5.2, W.6.2, and W.7.2; W.4.4, W.5.4, W.6.4, and W.7.4; Language: L.4.1, L.5.1, L.6.1, and L.7.1; L.4.3, L.5.3, L.6.3, and L.7.3; Reading Literature: RL.4.1, RL.5.1, RL.6.1, and RL.7.1.*



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