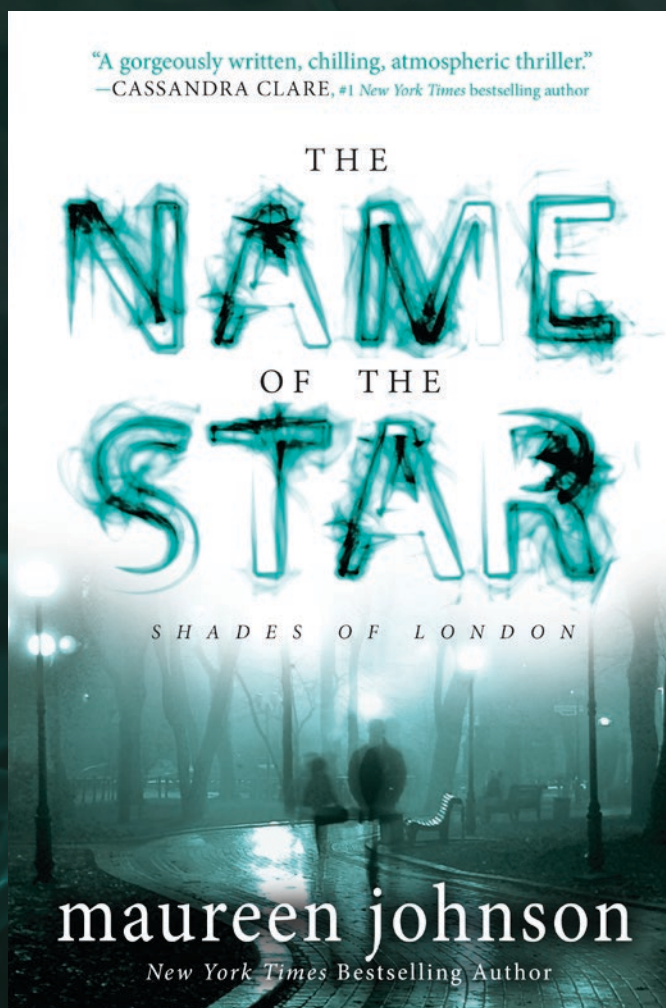


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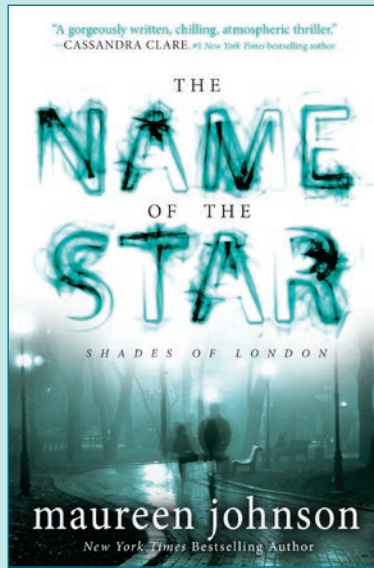
An Educator's Guide to



INSPIRE • ENGAGE • EDUCATE

The materials in this guide are aligned with Common Core Standards for Grades 9-10

Penguin.com



About the Book:

Louisiana teenager Rory Deveraux flies to London for the start of a new life at boarding school. But her arrival is overshadowed by a sudden outbreak of brutal murders, gruesome crimes mimicking the horrific work of Jack the Ripper.

'Rippermania' grabs hold of London and the police are stumped with few leads and no witnesses. Except one. Rory has seen their prime suspect on the school grounds. But her friend Jazza didn't see anyone. So why could only Rory see him? And what is he planning to do next?

In this edge-of-your-seat thriller, full of suspense and romance, Rory discovers the secrets of London and the truth about her own shocking abilities, as Jack the Ripper returns...



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About the Author:

Maureen Johnson is the *New York Times* bestselling author of eleven young adult novels (including *Suite Scarlett*, *Scarlett Fever*, *13 Little Blue Envelopes*, *The Name of the Star*, *The Madness Underneath*, and *The Shadow Cabinet*). She has also collaborated on works, such as *Let It Snow* (with John Green and Lauren Myracle), and *The Bane Chronicles* (with Cassandra Clare and Sarah Rees Brennan). Maureen has an MFA in Writing from Columbia University. She has been nominated for an Edgar Award and the Andre Norton Award, and her books appear frequently on YALSA and state awards lists. *Time Magazine* has named her one of the top 140 people to follow on Twitter (@maureenjohnson). Maureen lives in New York City and online (www.maureenjohnbooks.com).

Praise for THE NAME OF THE STAR:

"Johnson fearlessly takes readers from . . . a cool innocent-abroad-with-iPod story to supernatural thriller. The tension ramps up exquisitely among cups of tea, library visits and the London Underground. The explosive ending is genuinely terrifying but never loses the wit, verve and humor that Rory carries with her throughout."

—*Kirkus Reviews*

"Johnson uses a deft hand, applying the right amount of romance and teen snarkiness to relieve the story's building tension. Departing from her previous works, she turns paranormal on its head, mocking vampires and werewolves while creating ghosts that are both realistic and creepy. A real page-turner."

—*School Library Journal*

About the Guide:

This guide is aligned to the Common Core standards for the 9-10 English Language Arts Literature strand. To use it for a different grade, simply visit the Common Core website to find a similar standard in the same strand.

Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.



Pre-Reading:

Mark your response to the following statements. Then, discuss them within a literature circle or whole class discussion. (For whole class discussion place placecards that coordinate with each of the responses so students, even shy ones, can participate and state their opinion by moving to a designated area inside the classroom).

	Strongly disagree	Disagree	Agree	Strongly agree
The media glorifies violence and promotes it.				
Ghosts are real.				
London is the best place to set a mystery.				
I would sacrifice my own life for a friend's.				
Extensive video cameras aimed at public recordings could curb or stop most crimes.				

Discussion Questions:

1. Why is it almost absurd that no one saw the events that led to the discovery by Claire Jenkins? Do you think CCTV is an invasion of privacy or not? Why?
2. Why has Rory come to London? What has eclipsed her arrival at the school? According to Mr. Franks who was Jack the Ripper? What do you know of him before reading this novel?
3. Compare and contrast the differences Rory notices between Louisiana, and London. Which ones do you think would be most important or disconcerting for you personally?
4. Summarize Rory's impression of her new classmates at Wexford and London itself.
5. How would you characterize Rory's roommate, Jazza? Would you like to have her for a roommate or not? Why?
6. Explain how Rory feels after her brush with death. How do Jazza and Rory bond over "the mutual lies" they share about the year?
7. Describe Rory's first impressions of Alistair. Do you think he will be an important character? How do you recognize a key character from a minor one?
8. Why is school at Wexford more difficult than Rory even imagined? Who is Jerome?
9. Why do Rory, Jerome and Jazza go to the scene of the last murder—a pub? What does Rory notice?
10. Why do you think the media said that the CCTV cameras had failed instead of reporting the truth?
11. Explain the businesses' and the citizens' responses to the pending "Double Event" anniversary. Would it change your behavior or not? Why?
12. Jazza, Rory and Jerome sneak out onto the roof to witness the double murders. Why? Why does Jazza change her mind?
13. How is it possible that Rory sees the bald man but Jazza cannot? What does this indicate? Predict who the bald man is and explain what evidence makes you think so.
14. List efforts the media uses to cover the story. Star any that hinder police efforts.
15. Explain why Jazza is upset by the young policeman. Why can't Rory admit that she was the only current eye-witness?
16. Do you think Alistair is involved in the murders? Does Rory?
17. What does a television host receive from The Ripper? Do you think the press glorifies the violence it reports on or not? Do they encourage killers by giving them fame?



18. Describe Rory's and Jazza's responses to the fact that they'll be getting a new roommate.
19. Compare Bhuvana "Boo" to her roommates. Will she be a good addition to the room or not? What makes you say so?
20. Why does Rory feel that, "There was something very weird about Boo Chodhari, something more than the fact that she wasn't doing any work for school." (ch. 18)
21. Why does Rory think she's crazy? What weird events did she witness? What would you do?
22. What are the key requirements for being able to see ghosts? How does Rory qualify? Who else has this skill?
23. "A lot of them [ghosts] love antics, basements, underground areas. People scare them." (Ch. 21) What is ironic about this statement? How does Alistair come to Rory's rescue? What is the price of his help? Is any help ever really free?
24. Compare the original Jack the Ripper to the new one devastating London. How important are the differences?
25. How are things developing between Jerome and Rory? Do situations fraught with fear and intensity make things happen more quickly? Why?
26. Why do Rory, Callum, Stephen and Boo go to the tube? How are ghosts different from their physically alive counterparts?
27. Describe what happened to Boo and how exactly it came about. How does this intensify things for Rory? Does Boo survive?
28. Explain what "The Name of the Star" means. How does it relate specifically to the case?
29. What does this quote mean to Rory: "I look forward to visiting the one with the sight to know me and plucking out her eyes." (Ch. 25) List everything the team knows now about the murderer.
30. Who is Jo? What is her story? How does she encourage Rory with the words of Prime Minister Churchill? Do you agree with his advice or not? Why? Do you agree with Jo's?
31. List the steps involved with destroying a ghost with a modified cell phone called a terminus. How do the characters plan to use it?
32. At this point in the novel which characters would be aligned with the Latin phrase "*Audaces fortuna invat*" and which ones would not? What does the phrase mean?
33. Why would Rory risk herself to meet the Ripper when he sends her a message? Why wouldn't she just stay in her room? Would you go or not? Why?
34. Who is Sergeant William Maybrick of the London Police, Wood Street? Why is it important they talk with him?
35. Rory decides that bravery is when, "You forget you're in trouble when you see someone else in danger." Who does she have this reaction for? Do you agree with this definition or not?
36. How does Jo insert herself into the crowd during the vigil? What is she trying to do? Who else can see her? Do you think people always dismiss things that are difficult or unbelievable to understand? If so, why?
37. What is Stephen's story? How does Rory react to it? Why does he share it with her? Explain what the Ripper wants in exchange for the insulin.
38. Where must Rory take the Ripper by herself? Why? Would you be willing to do this? Analyze Newman's story. What is consistent with the Ripper speculation? What is not?
39. What happens to Rory in the bathroom? Who comes to her rescue? How?
40. Summarize what happens in the end to each of the key characters. Will they be able to operate without the use of a terminus or not? How has Rory changed fundamentally? Should she be able to leave or not? Why?



CCSS Projects:

Vocabulary:

CCSS.ELA-Literacy.L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

1. Good readers can often discern the meaning of unknown words by looking closely at the clues embedded into the paragraph. As you read, find at least five new words and fill out the following chart below.

New word in the sentence it appears:	What I think it means:	Denotation check (dictionary or online source)	New sentence revealing my understanding of the word:
Ex: "Her hand was covered in blood. A lot of blood, with a faintly jelly-like consistency that suggested congealing."	Not runny but a thickening	Solidify or coagulate especially by cooling	As the Jello cooled in the refrigerator it quickly congealed.

CCSS.ELA-Literacy.RL.9-10.2

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



Summary:

Being able to summarize a text down to its most cogent elements is a key reading comprehension skill and an excellent preparation for college. Hone these skills by filling out the following graphic organizer as you read the text. Alternately, you could summarize each chapter on a sticky note, and then compare it to a reading partner's before revising and completing the chart. Either way, you will be improving in an important skill.

Chapter:	A summary of the key elements:
Durward St. 8/31	Ex: Despite the fact that CCTV cameras practically overlap footage, Claire Jenkins, a nurse, discovers a decapitated body in the street with no evidence of the attacker.



After you're done reading and summarizing the novel, in the margins denote the following: exposition, inciting incident, rising action, climax, falling action, resolution.



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Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use at least three credible sources (think primary documents) to explore and research what is currently known about the historical figure of Jack the Ripper. Summarize your findings that can be verified by more than one of these sources. Be sure to site information in MLA format. Use the graphic organizer below to help guide your research.

	Source One:	Source Two:	Source Three:
KEY QUOTE <ul style="list-style-type: none"> • Direct quotation of key information • MLA format • Compelling and revelatory information 			
PARAPHRASE <ul style="list-style-type: none"> • Take bullet pointed/outline notes about an important topic • No more than 3 words in a row from original • Like class notes during a lecture (not complete sentences) 			
SUMMARY <ul style="list-style-type: none"> • Concluding remark about the key topic under study • What is the gist of the selection? 			
MLA Citation details: <ul style="list-style-type: none"> • Be certain to get all information needed to do a complete bibliographic reference 			

Tracie Vaughn Zimmer, author and teacher, created this guide.



Theme Discussion:

A theme is a statement about life or humanity but often goes unstated in a text. Follow these steps to determine a possible theme:

1. Review the key elements in the story: plot arc, protagonist (especially how they change) and the impact of the setting.
2. Create a list of TOPICS that the author grapples with during the story. For example: bravery, justice, friendship, sacrifice, etc. Add yours here:

3. Then, decide what the author is trying to say to the reader about one of those topics and create a thematic statement.
*Thematic statements are often poetically stated and may need quite a bit of revision before they are complete.

Ex: True bravery is stepping outside of your own needs and acting selflessly, despite the danger.

Thematic Statement:

