

The
Beatryce
Prophecy

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The Beatryce Prophecy and Medieval Times

Story Elements:

- Story Map: begin with setting and characters, adding to it throughout the novel; noting action, conflict, climax, etc.
- Vocabulary: discuss definitions and word origins as they come up
- Character Studies: Answelica, Brother Edik, Beatryce, Jack
- Discuss character archetypes: protagonist and antagonist; hero, mentor/sage, apprentice, jester/fool common man, caregiver, innocent
- Text to Text connections: Compare main characters to others characters they know, similar books, etc.
- Extensions: Retell parts of the story using puppets, illustrations, dioramas, etc.

Themes:

Fate.

Looks can be deceiving.

Love Conquers: The goat cannot talk, but she can love, and her love for Beatryce propels the story.

The Power of Story

Symbols and Motifs:

The sword, the bee, the goat, the abyss, long hair, literacy

Literary Elements to look for:

Imagery: Brother Edik has visions, uses imagery to see beauty

Foreshadowing

Allusions: The story alludes to strange happenings powered by mysterious forces

Paradox: The main paradox is that Beatryce is not frightened of the hazard ahead of her

Science and Cooking:

Make hotcakes (medieval food) or Maple Candy as in the book

Alchemy experiment: <https://tinasdynamichomeschoolplus.com/?s=alchemy>



The Beatryce Prophecy

Story Map



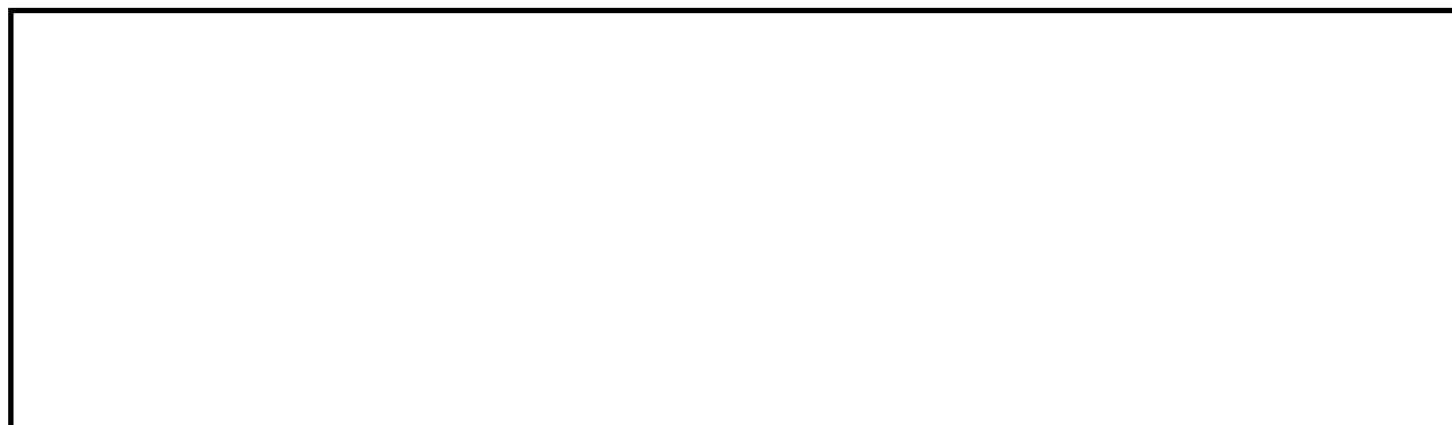
Characters



Setting



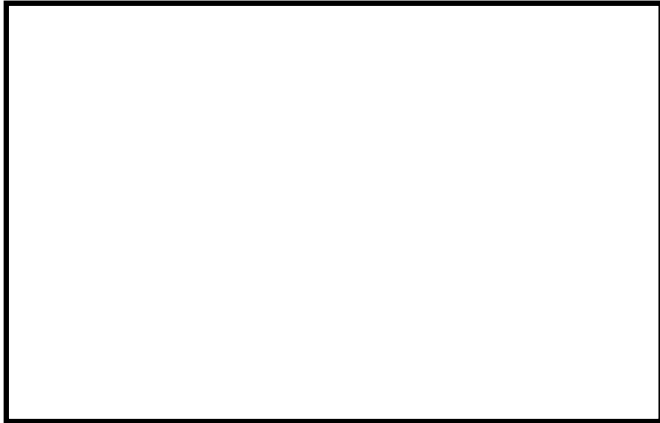
Problem: Rising action, conflict, climax.



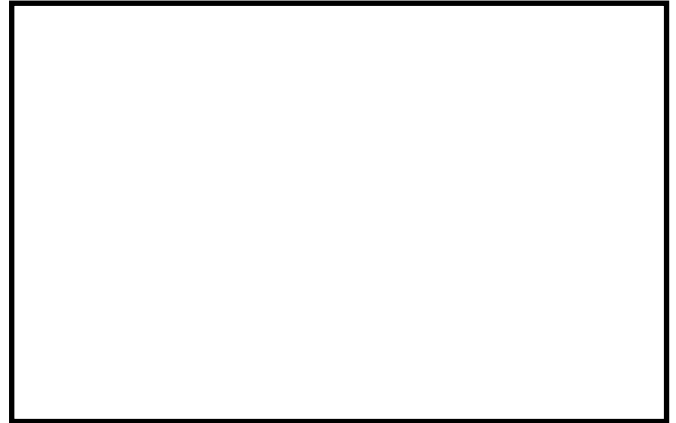
Solution: falling action, resolution.

The Beatryce Prophecy

Character Traits: What are their greatest strengths? What are their weaknesses?
What do they need to learn?



Answelica




Beatryce



Brother Edik



Jack Dory



Cannoc

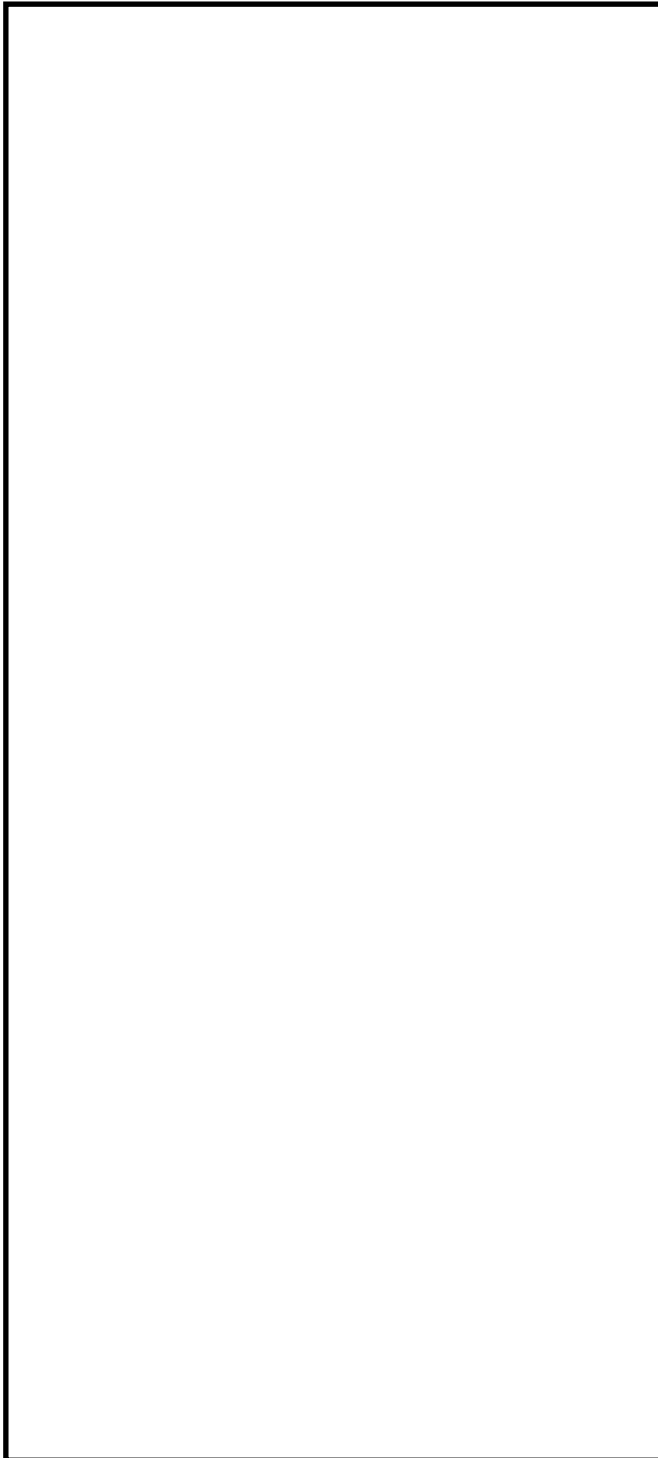


The Counselor

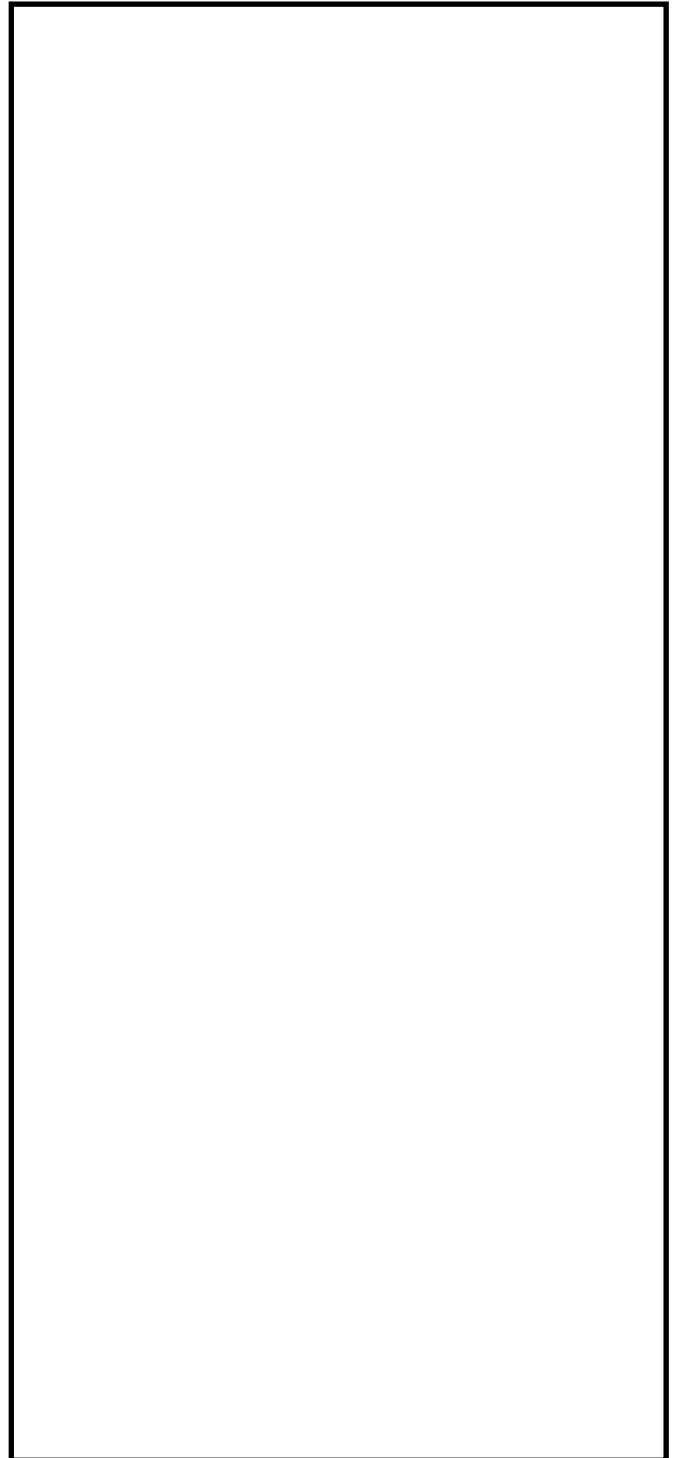
The Beatryce Prophecy

Now and Then

How were girls treated then?

A large, empty rectangular box with a black border, intended for students to write their answers to the question 'How were girls treated then?'. The box is positioned on the left side of the page.

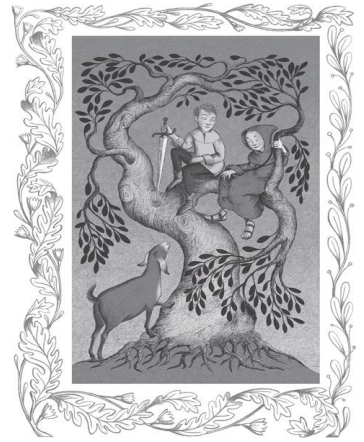
How are girls treated now?

A large, empty rectangular box with a black border, intended for students to write their answers to the question 'How are girls treated now?'. The box is positioned on the right side of the page.

The Beatryce Prophecy

Comprehension Questions

- Predict what you think the book is going to be about based on the cover and title.
- What is a prophecy? What is the prophecy in the story? What other stories do you know that have prophecies?



THE PROPHECY

What does unseat mean? Why has the prophecy long been ignored?

CHAPTER 1

Do you think Answelica would like you?

CHAPTER 6

Why are the counselor and the king afraid of the prophecy?

CHAPTER 11

What does Brother Edik do to disguise Beatryce? Why does he have to do this?

CHAPTER 16

Throughout the novel, the author repeats the phrase from Granny Bibspeak that "trouble has a very long tail" (p. 67) Ask students what they think the phrase means. How does trouble have a very long tail?

CHAPTER 18

Why do people send their children away? How do you think this made families feel? How would you feel?

CHAPTER 21

Why does Beatryce consider Answelica an "Anchor" Do you have a comfort item that makes you feel safe?

CHAPTER 22

Why does Jack think Granny will come back as a bee? If you were to be reincarnated as an animals, what would you choose and why?

The Beatryce Prophecy

Comprehension Questions



CHAPTER 25

Jack felt like this was a “situation for lying.” Do you think it is ever okay to lie?

CHAPTER 26

Beatryce trusts her companions. What are indications that you can trust someone?

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- Are any of the prophecies mentioned in the book coming true? What are examples?
- Discuss the idea of self-fulfilling prophecies. Is that what happened in this book?

### CHAPTER 35

Why did Beatryce's dream change?

### CHAPTER 47

How is the mermaid story similar to Beatryce's story.

Cannoc decides to leave his position as king. Some people strive to be famous and in power—but he chose to leave it all behind. Why did he make this choice? What are some negative aspects of being famous?

### AFTER THE BOOK:

- Do you think Beatryce's mom was a good choice for queen?
- What do you think is the theme of *The Beatryce Prophecy*?
- Beatryce believes love and stories can change the world. How can love change the world? How can stories change the world?
- Why did the book start from the perspective of Answelica? How does this show she is an important character? Who do you think is the most important character?
- What were some clues throughout the story that the counselor is evil?
- The story is not about a war, so why did the author use the phrase “a time of war” so often?

# Beatryce Prophecy

## Vocabulary



abide

abyss

accosted

atrocities

banish

baubles

beatific

benign

charlatan

chronicles

complacency

dire

emitted

exasperation

festers

foolhardy

gallivanting

hewn

idly

illuminate

inevitably

intricately

keening

loathed

lull

malignant

naught

outwitted

prodigious

profound

prophecy

pustules

quiver

relished

scheming

scuttling

sedate

snaggled

sorrowing

specimen

Stifled

temperament

triumphal

vengeance

### Vocabulary Extension:

As a family, create a word wall or poster of Intriguing Words found throughout the book: words you like, words you didn't know, words you can tell were specifically chosen by the author, etc. Discuss the importance of word choice in their own writing.

Another Option: Make Word maps for favorite words.



# The Beatryce Prophecy

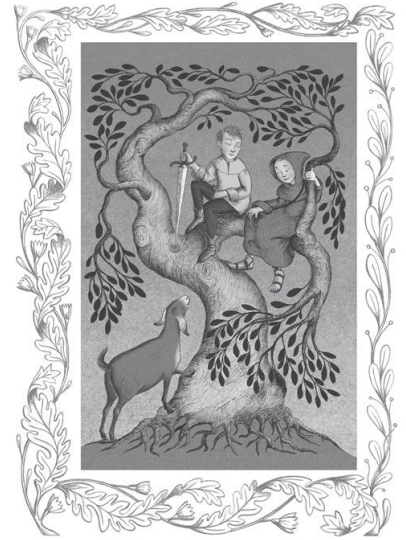
## Book Extensions

### Reflection Writing

At the end the book states, *"All this happened long ago. Or perhaps it has yet to happen. It could be that this book, the book of Beatryce, is the story of a world yet to come. Who can say?"*

Reflect on this passage by answering the question: Do you believe this story took place a long time ago or in a world yet to come?

Elaborate with evidence from the book.



### Object Writing

Beatryce believes objects hold stories. Have students choose a personal object and write the story it holds.

### Write a Prophecy

Discuss prophecies in Beatryce and other stories: Harry Potter, Revenge of the Sith, Greek Mythology, etc. Imagine you're an oracle and write a prophecy. It can be for yourself or a mysterious person in the future, whatever you want.

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Folk Tales

Discuss the five types of folk tales: Fairy Tales, Fables, Myths, Legends and Tall Tales.

What type of Folk Tale does The Beatryce Prophecy most resemble? What about the stories within the book?

The Beatryce Prophecy and Medieval Times

Medieval History:

Black Plague game: <http://homeschoolden.com/2012/04/12/black-plague-activity/>

Illuminated Manuscripts YouTube: <https://youtu.be/pewasA24hPs>

Crafts:

Stained glass craft —many are found online

Build a catapult and paint with it:

<https://fun-a-day.com/catapult-painting-art-activity-for-kids/>



Field Trips:

Visit a farm with Goats

Tour a local Monastery

Relishing Beauty: “Brother Edik saw beauty everywhere. He painted that beauty into his letters; he listened for the words of truth” (p. 23). Throughout the novel, Brother Edik sees the beauty –in the natural world, in everyday objects. He does not always understand the good feeling he has inside of him when something strikes him as beautiful. Often, he feels called to write about it, or pour that emotion into his manuscripts, given that “The Chronicles of Sorrowing” are so full of sadness and war. While reading *The Beatryce Prophecy*, read aloud several picture books that share characters who find beauty everywhere: [Most Days](#), [Last Stop on Market Street](#), [Maybe Something Beautiful](#), and [Here and Now](#). Invite students to notice the beauty they see in everyday life, at school and beyond: an orange on the table, a beautiful sunset, a bird on a wire out the window. Provide students with the opportunity to brainstorm ways they can document these moments, and how to share them with one another.

Girls and Reading. The prophecy was ignored because it was about a girl. Consider the role of the gender construct while reading this book. The king decreed that girl’s are not permitted to learn how to read (p. 35). Beatryce was taught in secret, at the insistence of her mother. From this, readers might make the mistake that all women in the past did not know how to read—this is not true. Readers might also think that all women in the medieval world of Western Europe, were illiterate and forbidden to read. This is also not true. Wealthy women and women of the church did know how to read. However, few people could read *and* write the way Beatryce can. They were considered separate skills at the time, reserved for a few **men** of the church. In many cultures of the past, and some cultures of the present, girls were not and in some cases still not educated. Why have so many girls been denied the opportunity to read? What changes in communities when girls and women are educated and literate? Support your students to analyze some of the statistics from the [“Education and Gender Equality” website of UNESCO](#) and the [“Literacy Rates, Adult Females Graph,” from The World Bank](#). Finally, have students explore the [United Nations Girls’ Education Initiative](#) website, particularly the voices of youth advocates for girls’ literacy as well as the [U.N.’s International Day of the Girl Child](#). Support students in brainstorming ways that they can support literacy efforts for girls and women close to home and around the world.

