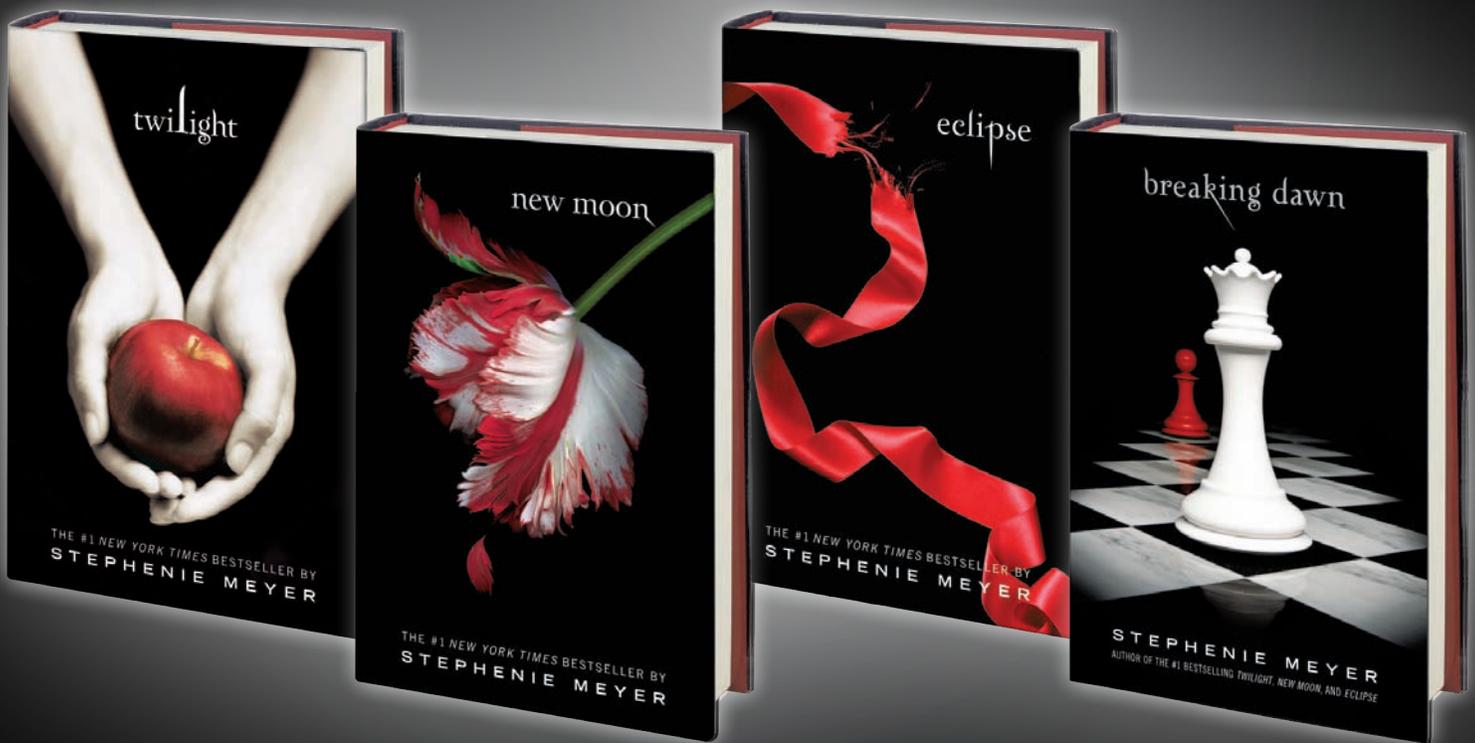


the twilight saga™

BY STEPHENIE MEYER



Thematic Connections:

Loyalty

Family

Community

Sacrifice

Courage

Ages 12 & up

Making Thematic Connections:

Have students consider the following themes: Family, Loyalty, Community, Sacrifice, and Courage. Place students in small groups and assign each group a theme to consider. Next, have them find examples from the books that support this theme. Create a sample Life Lesson Chart using the model at: http://www.readwritethink.org/lesson_images/lesson826/chart.pdf. After modeling this lesson, have each group create a Life Lesson Chart about their featured theme.

Character Analysis:

Throughout the course of *The Twilight Saga*™, certain characters show substantial personal growth while others remain more static. Have students select a character who they believe has shown a significant amount of personal growth. Have them consider how that character has developed and create one of the following:

 **Character T-shirt:** Once they have selected a character, have them create a character analysis T-shirt. Have them identify the literary elements used by the author to describe the character, and then create a visual representation of the character traits. The front of the shirt must include the book title, author's name, and the character's name, picture, and description. The right sleeve should list the character's strengths and the left sleeve should list the character's weaknesses. List internal and external conflicts, figurative language, and the story's climax on the back of the T-shirt.

 **Character quilt:** Using individual fabric squares, have students depict symbols that are significant to the character (favorite scenes may also be included to add ornamentation). Squares may be drawn with stitchery or marking pens. After completion,

assemble individual quilt squares and stitch them together to be placed on display.

 **Character trait silhouette:** In groups, have students trace one member of the group onto butcher paper to make a "life size" silhouette. The traced silhouette should reflect physical traits of the character, so students will need to modify as they draw. Next, have the groups create a list of the most important traits of your character. Then the groups will cut out their silhouette and include 10 values from their list. For each trait, a quote that supports the description needs to be included. Also, they need to include correct parenthetical documentation. Inside the silhouette, they should include symbols which represent the character's interests, personality, beliefs, skills, or profession. Use at least five symbols.

 In *The Twilight Saga*™, readers learn much about the characters of Charlie and Carlisle based on their chosen professions. Have students select another character and consider the following: Given what they understand about the options afforded to these characters, which career would they be most interested in pursuing? Writing in first-person (as the character), have them begin by listing ten skills the character possesses or qualities about them (example: "I am good at listening to others" or "I am quick to solve problems"). Next, have them consider the character's career options and then create a basic resume and letter of interest explaining their qualifications for the career for which they would be most interested.

 Many of the characters in *The Twilight Saga*™ (Bella, Jake, and Leah, for example) take steps toward independence. They slowly learn to trust themselves and their decisions. While each of them has to do things that they find frightening, these actions

ultimately lead them to greater independence. Have students answer the following writing prompt:

Think of a time in your life when you've had to do something new. Maybe the experience was a little frightening or maybe you had to try something on your own for the first time. Create a flip book with a panel for each of the characters and one for yourself. Write the character's names on the front of each flap and one for yourself. On the underside of each panel, write one full paragraph detailing what that character did in the book to gain independence and have more self-confidence. Go back into the novels and find a quote that supports your statements about each character. Parenthetically document your quotes. On the panel with your name, write one full paragraph about your experience. Include a quote from you, or someone you know, about your experience.

Exploring Literary Elements of Fiction:

In groups, have students imagine themselves as members of a literary rock band. When you present your band to the class, you will need to explain the following elements:

-  **Band's name**
-  **Tour theme**
-  **Tour stops** – 20 (real or fictional places)
-  **Design a T-shirt and poster** – can be real (an actual t-shirt you designed, an actual poster you designed)
-  **Design a CD cover** (detailing the title of the album, band's name, 10 songs (including the one you will play for the class)—songs can be real or fictional—obviously the one you play for the class will already exist)
-  **Crib** – show the inside of the house, cars, pets, etc. Be specific (focus on likes and dislikes)

You will need to connect everything from your band to the following elements of fiction:

-  **Theme**
-  **Setting**
-  **Characterization** (focusing on whether the main character(s) are static, dynamic, flat, or round)
-  **Point of View**
-  **Mood and/or Tone**
-  **At least one stylistic choice utilized by the author** (figurative language, syntax, diction, irony, allusion, foreshadowing, or symbolism)

For example, you may decide that your main character is dynamic, and you may convey this to the class by creating a band that has had to change members because of conflicts. As you present, this information should be displayed in your presentation so your audience is aware of your connections.

Using Inferences to Consider the Past:

Childhood often shapes our personalities and what's important to us. It is valuable, when questioning someone's behavior, to think about his/her previous life experiences (or lack of them). Based on the actions, words, and descriptions of a character, have students provide an in-depth look into the character's childhood (they will need to *infer* based on facts from the book). Students can choose to:

- a. submit journal/diary entries the character wrote, detailing various events as he was growing up
- b. design a mini-photo album, including pictures and descriptions of various times in his life
- c. create a time capsule, including items from his childhood
- d. Provide an original idea (with teacher approval)

They should also include a written analysis, describing what they have created and supporting their decisions with details from the novel.

Character Karaoke

(AKA: Character Theme Songs)

In small groups, have students select any significant character from the novel. Based on what they know about them from the chapters they've read, write original song lyrics expressing the character's individual personality, actions, goals, etc. Choose one of the well-known tunes from the *Twilight* movie soundtrack list ("Supermassive Black Hole," "I Caught Myself," or "Flightless Bird, American Mouth," for example), or have them speak to you if they want to select a different tune. Be sure to carefully compose the song, following the beat and rhythm of the original song. Once songs have been completed, have students create a document for the lyrics and add an appealing layout (borders and visuals) before printing.

Have students distribute a copy of their original character theme song (or alternatively, use a data projector or overhead to project the image) and then, it's performance time!

Essential Quotes Analysis

Students will reflect on some of the book's salient ideas—points the author seems to be making that might get at the heart of the book's intended meaning for readers. Select four quotes from throughout one of the novels from *The Twilight Saga*™ that seem to signify main ideas or "life lessons" the author is trying to express to readers. The quotes might be spoken by characters or could be part of the narration (remember to include page numbers). Next, explain why each quote seems to be so significant. How does it contribute to the book's message or deeper meaning? Be sure to consider how the quotes have meaning

BEYOND the characters and situations of the book. They have universal application to readers' lives as well. When selecting your top four "Essential Quotes", look for examples that have relevance to your own and others' lives, as though the author is speaking directly to you through the experiences and situations in the novel.

Essential Quotes from *The Twilight Saga*™

Quote	Pg. #	Relevance in Novel	"Message" to Readers (Universal Application)

Figurative Language Scavenger Hunt

In order to take figurative language to the analytical level, students must be given the opportunity to determine the reason for an author's choice of figurative language and its effect on the audience. Begin by having students practice discovering and identifying figurative language. Model the following lesson.

-  Give students a variety of magazines from which to choose so that they may explore advertisements and cut them out.
-  Explain to students that figurative language is not just used in fictional text. In fact, it is used frequently in the copy of advertisements. Have students find a pre-determined number of examples of figurative language in the copy of advertising text.

- ✍ In order to fully analyze the figurative language, students must **LIST** them.

L - Label (What type of figurative language did you find?)

I - Identify (Quote the actual figurative language written in the text.)

S - So what? (So what's the big deal with this language?)

- What makes this language effective in this ad?
- Why not choose a different type of figurative language? Why wouldn't something else work better?
- Who is the intended audience?
- What effect would this figurative language have on the audience?
- Is this an appropriate effect?
- What is the author's overall purpose of this ad?
- How does using the device help or hurt the author's overall purpose?

T - Talk (Share your analysis with the others in the class in order to model analytical thinking.)

Finally, place students in small groups and assign each group a specific chapter from one of the novels to analyze for examples of figurative language (similes, metaphors, hyperbole, and personification). Allow them to creatively display their findings.

Host a Literary Banquet

Begin by having students write a poem from one of The Twilight Saga™ character's perspective. The poem may focus on the character's personality and role in the story, a major theme, or a major conflict experienced. It must demonstrate the changes the character made throughout the story. While composing the poem, consider:

- ✍ Poetic device, form, and diction
- ✍ Textual accuracy

- ✍ Clearly defined voice
- ✍ Spelling and grammatical accuracy
- ✍ Most, if not all, of the poem must be memorized

After students have crafted their poems, plan a literary banquet where each dresses in a costume that enhances his/her poem. At the banquet each student will provide/perform his/her poem. Also, provide food and drink with a strong connection to The Twilight Saga™.

Searching for Symbolism

Throughout the series, Meyer utilizes symbols as a way to underscore the importance of themes or to help readers further understand the characters.

Have students consider one of the following:

- ✍ Cover art images including the role of color (offered apple, wilting flower, fraying ribbon, chess pieces)
- ✍ Animals (both used to describe characters as well as those preferred by the vampires for hunting)
- ✍ Cars driven by the characters (how are these vehicles similar to the personality traits of the characters who drive them)

Next, have them complete one of the following:

- ✍ Design an original piece of art that synthesizes several of the symbols meaningfully (for instance, an abstract version of Bella's truck that utilizes colors and exterior design on the truck to reflect her internal conflict).
- ✍ Select a symbol and imagine how its meaning(s) in the book could be incorporated into an advertisement for the symbol as a product. For example: Bella's truck could be advertised with slogans that reflect what it represents about her, such as—"Built for the rugged terrain and heart-stopping twists of life."

- Just as some poems use extended metaphor to express a conflict or emotion, write an original poem using one of the identified symbols as a metaphor. For instance, Bella's truck could be a metaphor for the reckless lure of Edward vs. the stability of a "normal life." Driving/truck metaphors could be used to express this idea in the poem, such as: *Shifting gears and climbing hard/ I hear the rumble in my head/ warning me to turn around/ decelerate to safer ground.*
- Select several of the analyzed symbols. Design a line of greeting cards that captures the symbol's meaning(s) in the novel while still serving the purpose of a greeting card. For example: If Bella's truck is seen as a symbol of her individuality and scrappiness, the truck could be the key visual element in a card designed to encourage someone to be themselves (sample greeting: You've chosen your own ride in life, and that's what makes you special. Keep driving your own destiny).



Literary References and Allusions

Meyer has a passion for classical literature, and *The Twilight Saga™* references many other literary works. The author shares that *Twilight* is inspired by *Pride and Prejudice*; *New Moon* by *Romeo and Juliet*; *Eclipse* by *Wuthering Heights*, and *Breaking Dawn* by *A Midsummer Night's Dream* and *The Merchant of Venice*. Have students consider how these literary allusions affect their understanding or enjoyment of the *Twilight Saga™*. Have them select one from one of these works and complete ONE of the following:

- Read a substantial portion of a original selection from one of these literary works **OR**
- Watch a film based on one of these classics **OR**
- Attend a performance of one of these inspirational plays

After completing the first part of the assignment, have students prepare a literary analysis paper considering the ways the classic is both similar to and different from Meyer's work.

Natural Sciences

- ✎ Forks, Washington, is described as one of the wettest places in the United States. Located in the region known as the Olympic Peninsula, it's one of the few temperate rainforests in the continental United States. Have students research temperate rainforests. What are the characteristics needed for such an area to be given this classification? Research the location of another temperate rainforest (located on a different continent). Using a Venn diagram, have students detail the similarities and differences between these two regions. Next, have students compare the measurements of rainfall averages in each of these areas and graph the calculations. Finally, have them create a PowerPoint presentation offering key points about the similarity and differences between each of these regions and share with their classmates.
- ✎ While the rainforest and the towns provide the setting for most of *The Twilight Saga*[™], its characteristics are in large part established by the Pacific Ocean. Consider these research items for students or student groups:

 - ✎ Northern Pacific currents, their determinants and characteristics, and their impact on the climate and human activity in the region.
 - ✎ Fishing grounds off the coast of the Pacific Northwest, and the oceanographic conditions that characterize them today. This is an important aspect of the history of tribes like the Quileute, whose livelihood depended wholly on fishing, whaling, and the like. It may also emphasize current issues such as migration patterns of marine life, commercial fishing, and so on.
- Student products might include maps of ocean currents, marine life populations, dietary patterns of Native American tribes in the region, data analysis on climate patterns or marine migration, presentations on current events in the fishing industry, etc.
- ✎ In *The Twilight Saga*[™], venom is used widely as an instrument of attack by the vampires. In the wild, it also serves as both a predatory and a defense mechanism for some organisms. Select five creatures and consider the following: What are the differences between the terms “poisonous” and “venomous?” What other types of creatures secrete venom? How is the venom passed to the victim? What are the chemical properties of venom? How does it interact with the victim’s body? How long does it take to work? How does it affect the body system it attacks? Have students prepare a PowerPoint slideshow to present their findings.
- ✎ *Twilight*, *Eclipse*, *New Moon*, and *Breaking Dawn* are also references to astronomical phenomena. Have students or student groups investigate the astronomical causes for these events, and their physical effects on our planet. Develop some sort of presentation (PowerPoint, podcast, video, etc.), making connections between their research and the relationship to the scientific phenomena and their relationship to the themes of the books.
- ✎ The Quileute wolf pack serves as a natural counter to the vampires. Research the habitats and behavioral patterns of wolves and wolf packs, and develop a chart comparing them to the behavior of the shape-shifters in the texts while they are in animal form. Draw conclusions as to the benefits or hindrances that result from exhibiting behavior that is more animalistic or more human.

History

✎ Carlisle Cullen’s human life ended in the midst of the social, cultural, economic, political, intellectual, and religious tensions of the 16th-17th Centuries in the Western world: the religious reformations, the Scientific Revolution, the exploration of the oceans and new realizations about the natural world, the Commercial Revolution, the rise of absolute monarchies, and the social tensions that accompanied these changes are examples. Have student groups investigate the features of 16th-17th Century Western civilization (one group for each category listed above), focusing primarily on how the characteristics of that day are either reflected by or stand in opposition to the Carlisle patriarch and his vampire family. Have groups present their research to the class.

✎ To some degree, each of the Cullens is a product of the time period in which he or she lived. Allow students to select one of the following characters (Edward, Rosalie, or Jasper), and investigate American society and culture during the period in which they were turned. Write a short comparative essay analyzing the degree to which the characterization of their selected character reflects the day and time in which he/she was human.

✎ *“The Volturi aren’t supposed to be the villains, the way they seem to you. They are the foundation of our peace and civilization.”*

—Edward to Bella and Jacob,
Breaking Dawn, Chapter 30, pg. 580

Consider the quote above, and the old adage that “all roads lead to Rome.” Have student groups

investigate systems of authority that can be historically linked to Italy (examples would be republican government, constitutional systems, religious authority, legal codes and structures, civic humanism, etc.). Conduct a class discussion over each group’s findings, focusing on how our own authority structures are rooted in Italy, and how these might have influenced Meyer to base the vampire authority structure in the same place. This can be done as a sort of seminar, or as a panel discussion with “experts” representing each group handling the discussion.

Ethics

✎ The *Twilight Saga*™ presents some interesting ethical standards for the vampires. For example, Edward’s coven has established a “vegetarian” ethic, refraining from feeding on humans. We can assume they are perfectly within their rights to do this, but we also are aware that other vampires freely feed on human blood. Have individual students or student groups develop a “Vampire Code of Ethics,” referencing examples from the *Saga* to support the standards they develop. Encourage them to keep in mind that their codes should reflect philosophical positions on behavior as opposed to physical or legal limitations. As an extension activity, conduct a class discussion on “vampire ethics”—what are the philosophical problems they must tackle when it comes to feeding on humans, existing as undead/unnatural creatures in a natural world, co-habiting with humans (or even posing as humans) despite being vampires, etc. Ideally this activity could be used as a springboard for a discussion of our own ethical problems.

Folklore

✎ The folklore of the Quileute Nation teaches that the Quileute people were originally wolves who were changed into humans by a great being they know as the Transformer (<http://www.quileutenation.org/index.cfm?page=history.html>). Have student groups research the legends of other ancient peoples who taught that they had a similar relationship with animals, or have them investigate civilizations whose folklore holds some kind of vampire myth. Each group must develop a skit that dramatizes its assigned legend, which may be presented in front of the class or played as a video. The presentation should clearly illustrate to the audience the role that such myths—be they a human connection with animals or with vampiric creatures—played in helping these cultures to define themselves. There are scores of subjects from all over the world, but

some examples include: the Greek witch Circe or the myth of Arachne, Ovid's *Metamorphoses*, the naga in India (snakes taking human form), Japan's kitsune (werefoxes), Norse berserkers (shape-shift into bears and wolves) and the legend of Sigmund and Sinfjotli (werewolf legend), Scottish selkies or other mer-people legends, Navajo skinwalkers, Mexican nahuales, Algonquin wendigo legends. Vampire myths have developed in much of Europe and North America, Egypt, Mesopotamia, India, China, Malaysia, the Philippines, Brazil, the West Indies, and West Africa.



Graphic Design

- One of Meyer's greatest strengths as a writer is her ability to offer richly descriptive scenes. In small groups, have students select a favorite scene from one of the novels and create either a digitally or manually illustrated graphic novel for that scene. Using a digital comic strip creator (<http://makebeliefscomix.com/Comix/> or <http://infinitecomic.com> for example), have students begin by using the strips to create story boards for their scene. Have students select original art, images, and graphics (not an image from the *Twilight* movie). Alternatively, students could assume the roles of two of the characters with each one's personality and voice and have them interact with one another by creating an extension of a scene from one of the novels. As part of the evaluation component, consider panel size and number of panels, transitions and layouts, artwork, writing, and lettering.

Design and Film

- At the conclusion of *Breaking Dawn*, the author provides a vampire index by coven. In small groups, have students select one of the covens listed and illustrate a family tree for this group. In addition, have them create an original story for the family. Have them write a script, select costumes and props to create a digital book trailer using the royalty free music library, Soundzabound (www.soundzabound.com) and presentation software programs. Post the finished trailers to Youtube.com or Teachertube.com. Also, consider hosting a "Night at the Movies" and invite students to bring their families to watch their trailers.

Music

- The role of music is significant in the *Twilight Saga*[™]. Edward composes original music for Bella, and the two share an appreciation for the piece *Claire de Lune*, by composer Claude Debussy. Have students research Debussy's life. While highly successful professionally, Debussy's turbulent personal life was filled with drama and tragedy. In what ways are Debussy's struggles similar to the challenges faced by Edward and Bella? After creating a graphic organizer detailing similarities and differences between Debussy's life and Edward and Bella's relationship, have students complete the following: Select another piece composed by Debussy. Use that musical composition to frame a PowerPoint presentation which details the information included in their graphic organizer. To enhance the project, use imagery which fits the information they have learned.

twilight

Discussion Questions

1. Meyer opens the novel with the following verse:

*But of the tree of the knowledge
of good and evil,
thou shalt not eat of it:
for in the day that thou eatest thereof
thou shalt surely die.*

(Genesis 2:17, KJV)

What's the significance of this selection? In what way is Edward and Bella's relationship indicative of the problem or tension established in this passage from the Bible?

2. One of Edward's talents is his ability to "read" other people's thoughts. For some reason, he is unable to tune in to Bella's mind. Why do you think Bella is impervious to his mind-reading ability? Do you think this will serve Bella well later in the story?
3. Describe Bella and Edward's relationship. Do you think it is an ideal one? Why or why not?
4. How would *Twilight* be different if the roles of the hero and heroine were reversed (Bella was the vampire and Edward was the human)?
5. What are some of the implications of the predator-and-prey side of Edward and Bella's relationship?

Extension Activities

1. In *Twilight*, Edward has several opportunities to turn Bella into a vampire but chooses not to do so. Do you agree with this decision? Why or why not? Write a letter to Edward explaining your position and offer him at least four reasons why you think he made the right (or wrong) decision.
2. Because of her clumsiness, Bella is prone to accidents. She must often be saved by others, and when she takes the initiative to save someone, it frequently turns out horribly wrong. Toward the end of the story, she mentions that she is tired of playing Lois Lane to Edward's Superman. Do you see her as a damsel in distress? What makes her (or keeps her from being) a strong female character? Create an "I AM" poem from her perspective. Use the internet to research for examples and format instructions.
3. Why doesn't Edward want Bella to become a vampire? What would she lose? Does the potential loss balance out what she'd gain? Create a T-chart listing the positives and negatives of this change.
4. Temptation is a major theme in the Twilight Saga™. Beyond Edward, who else struggles with temptation? How does the character handle it? Using the voice of that character (in first person), write a diary entry about something that is tempting you and how you are dealing with that desire.

new moon

Discussion Questions

1. Was Edward's decision to leave the right one? Do you believe he handled the situation appropriately? Do you believe he could have done things differently? If so, explain.
2. Though she has deep feelings for both, who do you think is better for Bella: Edward or Jacob? Defend your answer.
3. Despite his pack's disapproval, Jacob still finds ways to help Bella. How will this affect his relationship and status in the pack? Will he ever be able to convince them of the reasons why he needs to be around her?
4. Throughout the novel, Bella often puts herself and those around her in danger. Would you characterize her actions as selfish? What impact is she having on Charlie? Jacob? Her friends?
2. Consider the variety of settings for *New Moon*; why are each of these places important? Using the descriptions provided in the book, illustrate the four places you believe to be most important to the story. In addition to the illustrations, include a short explanation of the significance of each, and why you believe it is important.
3. Though they both have supernatural qualities, there are a number of characteristics that are unique to the wolves and the vampires. Compare and contrast the traits of Jacob's pack versus those of the Cullens and even the nomadic vampires. Create a Venn diagram detailing the similarities and differences between the two groups.
4. Part of the reason Edward is so hesitant to change Bella is that he believes that there is no afterlife for vampires because their souls have been lost. On the other hand, Carlisle believes that a vampire's life can have purpose, and he has faith that a well-lived life (even as a vampire) can be rewarded. With whom do you agree? Write a detailed paragraph explaining your position.

Extension Activities

1. Bella and Jacob become fast and close friends and while Bella needs him emotionally, she also discovers that doing dangerous things with Jacob helps her hear Edward's voice again. Do you think she's taking advantage of Jacob? Write a letter to Bella stating your position and offer her at least four reasons you think she is making the right (or wrong) decision in developing her relationship with Jacob.
5. Alice's visions are often used as a guide for the decisions that other characters make. Though all of the Cullen family members depend on her insight, Edward seems particularly quick to utilize her predictions. Do you think she should be relied upon so frequently? Complete a T-chart explaining the advantages and disadvantages of doing so.

eclipse

Discussion Questions

1. Compare Bella's relationship with Edward to her relationship with Jacob. How do the ways in which they treat Bella differ? How does Bella's behavior change when she's with one or the other? Do you find you prefer one relationship over the other?
2. Though Bella desperately wants to be with Edward forever, she balks at the idea of marriage. Why do you think she is so opposed to it?
3. Consider the idea that Edward represents the moon, while Jacob represents the sun. Do you agree with this assessment? If so, why?
4. None of the Quileute legends mention women in their stories of members of the tribe shape shifting to wolves. Why do you think Leah turned into a werewolf when none of the stories have ever mentioned a woman wolf before? How will her presence be significant to the pack?
5. Consider what readers learn about Rosalie's past. Did this change how you feel about her? Why or why not?

your family special. Create a drawing, poem, sculpture, or other piece of unique artwork reflecting your feelings about family.

2. The Cullens and the Quileutes have come together over a common goal—to kill the attacking vampires. How will this newfound camaraderie affect the original treaty between these two groups? Create an updated treaty document detailing the new guidelines you propose. Be sure to explain what each point will accomplish.
3. The violence that has been unleashed on Seattle because of the newly created vampires is terrifying. As a journalist assigned to research the events of the case, create a report of the events. To prepare, create an outline using “the reporter's questions”: who, what, when, where, why, and how.
4. Bella seems adamant that she will become a vampire, even though she knows her family and friends would be very much opposed to the idea. As Bella, write a letter to her parents explaining her intentions and all the reasons she believes her decision is sound.
5. Victoria's character represents a real danger to Edward and Bella. While trying to consider her motivation, take the opportunity to “interview” Victoria. Write five questions for her, and in her voice, also write her response to each question.

Extension Activities

1. For the Cullens, devotion to family is an integral part of their existence. Consider your own family. What do they mean to you? Prepare a short essay explain what makes

breaking dawn

Discussion Questions

1. Considering only *Breaking Dawn*, which character proved to be your favorite? Why?
2. Explain how the shift to Jacob's voice for part of the novel affected the storytelling. Did you enjoy his perspective? Why or why not?
3. How did you feel about Bella's pregnancy? Could you understand Rosalie's position or did you identify with Edward and Carlisle?
4. Though each group was dynamic, which vampire clan did you find most interesting? Explain your position.
5. Using the phrase, "This is a story about" supply five words to describe *Breaking Dawn*. Explain each of your choices.

Extension Activities

1. Think back to your opinion on Bella's impending transformation into a vampire as it developed over the course of the series. Once Bella became immortal, did your opinion change at all? Would you say that you are happy with Bella's transformation, or not? Why? Write a letter to Bella explaining how you feel about the "life" she's chosen.
2. When Bella fears the worst for the outcome of the battle against the Volturi, she goes to extreme measures to protect Renesmee and Jacob. Using Bella's voice, write a note to Jacob and Renesmee detailing your hopes and dreams for their future together.
3. During the final conflict with the Volturi, Bella exhibits incredible supernatural ability. What is so unusual about these abilities? Why is Bella's control so impressive? Write an "I AM" poem in the voice of Bella, making sure to consider ALL you know about her character.
4. Though Bella has undergone some unusual and significant physical changes as she's transformed into a vampire, her essence has remained the same. Using textual evidence, consider her character at the conclusion of the story, and complete a T-chart examining the evolution (or lack of change) of her character.
5. Though each of the Cullens show great courage throughout the standoff with the Volturi, who do you feel is the bravest? Write a letter to that character explaining why you believe he/she is so courageous.
6. Invite characters to appear on a talk show. After assigning parts, have students script questions to ask each of the characters, and to enrich the activity, allow students to prepare costumes and props.

about the author

Stephenie Meyer is the author of the #1 international bestselling *Twilight Saga*™. She graduated from Brigham Young University with a degree in English literature, and she lives with her husband and three young sons in Arizona. After the publication of her debut novel, *Twilight*, booksellers chose her as one of the “most promising new authors of 2005” (*Publishers Weekly*). Her website is www.stepheniemeyer.com.

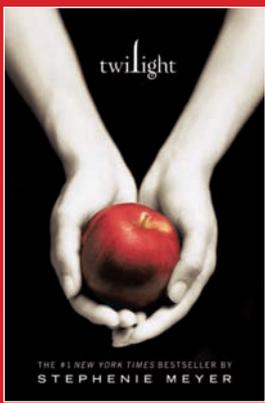
Winner of Numerous State Awards Including:

- Florida Teen Book Award
- Arizona Young Reader Award
- Georgia Peach Book Award
- Garden State Book Award
- Pennsylvania Young Readers Award

about the twilight saga™

Deeply romantic and extraordinarily suspenseful, *Twilight*, *New Moon*, *Eclipse*, and *Breaking Dawn* capture the struggle between defying our instincts and satisfying our desires.





Twilight

Bella Swan's move to Forks could have been the most boring move she ever made. But when she meets the mysterious and alluring Edward Cullen, her life takes a thrilling and terrifying turn. Up until now, Edward has managed to keep his vampire identity a secret in the small community he lives in, but now nobody is safe, especially Bella.

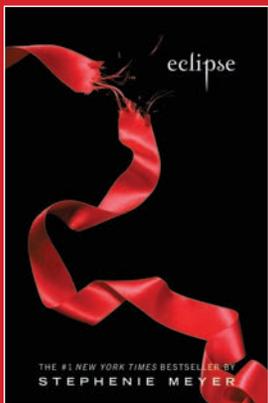
978-0-316-16017-9 HC • 978-0-316-01584-4 TP • 978-0-316-03837-9 MM
AR 4.9 F&P Z+



New Moon

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