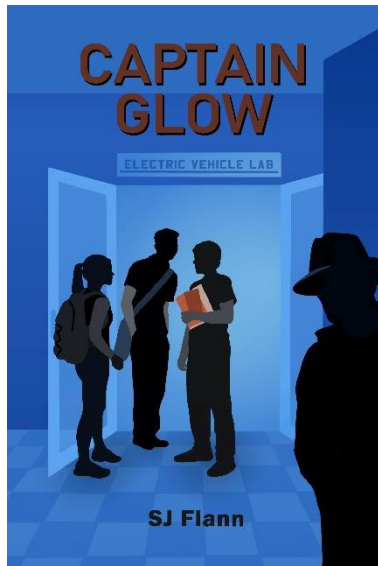


# Captain Glow

## Supplemental Activities for Educators & Readers



Aligned to the Common Core Standards,  
Grades 7–12

Discussion points, activities, and writing prompts to help educators use *Captain Glow* for classroom study or as a selection for independent reading. Great for book clubs, too!

### About the Author

Susan Flann is a screenwriter and novelist. Her publication prior to CAPTAIN GLOW is a children’s picture book, SOLAR POWER COMES TO MY HOME. She worked previously for IBM repairing complex test systems and writing engineering presentations. Prior to this she worked for affiliates of PBS, CBS and ABC television networks. She lives with her family in the northwestern United States, writing and taking in the beauty of Utah and Idaho’s four seasons.

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## About the Book

**#1 International Bestseller in EIGHT Categories: Teen & Young Adult Experiments & Projects, Teen & Young Adult Earth Sciences and more. This young adult fiction combines danger with realism and science.**

Students at Aberdeen High are pulled into a battle to help a mysterious, resourceful man protect a clean energy system from a vicious saboteur's attacks. Will, Audrey, Darius, Margaret, and TR channel their interest in science and protecting the planet into detective work as they face off against explosions, a kidnapping, and even murder. The clock is ticking as the mystery leads them from a zoo to their high school, and from a university's electric vehicle lab to a wind farm, where Will and his friends—and the mysterious Captain Glow—scramble to protect the newly engineered systems from destruction.

## Common Core Aligned for Grades 7-12

7 <sup>th</sup> grade:	ELA. RI.7.1,2,3,4,5,6,9; W.7.3a-e,4; SL.7.4,5; L.7.1,2,3
8 <sup>th</sup> grade:	ELA. RI.8.1,2,3,4,6,9; W.8.3a-e,4; SL.8.1a,3,5; L.8.1,2,3,4a,c,d
9–10 <sup>th</sup> grade:	ELA. RL.9–10.1,2,3,4,5,6,7,8,9; W.9–10.3a–e,4; SL.9–10.1,4,5; L.9–10.1,2,4a,c,d
11–12 <sup>th</sup> grade:	ELA. RL.11–12.1,2,3,4,5,6,7,8,9; W.11–12.3a–e,4; SL.11–12.1,4,5; L.11–12.1,2,4a,c,d,e

## Before You Read

1. Examine the front cover of *Captain Glow*. Describe what you see on the cover, paying attention to the smallest detail.
  - a. Can you predict what this book might be about?
  - b. What from the illustration and title of the book supports your prediction?
2. Read the text in the box on the back cover. What do you learn about the book from this blurb? What words or phrases stand out to you?
3. Read the two quotes on the back cover. Who are these quotes from?

- a. Look up the person and company on the internet. Why do you think the opinion of these two people might be relevant to the book's content?
4. Who do you think is the intended audience of this book? If you saw this book on a shelf, would you want to read it? Why or why not?
5. Write one paragraph describing your thoughts about the book, and include one question you have that you hope to learn the answer to when you read. Share your paragraph with the class.

## Part 1

1. The novel opens with Will awake in the middle of the night. What does Will see when he looks out the window?
  - a. What is Will's reaction?
  - b. What would you do if you saw this out your window at 3:02am?
2. Why is Will disappointed when he checks the mail? What is he waiting for?
  - a. What does this say about Will and his interests?
3. Describe in your own words the first anonymous phone call Will picks up at his house.
  - a. What connection does Will and his family have to the zoo?
  - b. What is Dr. Lloyd Chambers' reaction to the phone call and what actions does he take?
4. What additional information does Will gather from the second anonymous call?
5. Describe, in your own words, what a solar-PV system is, using evidence from the chapter when necessary.

### Who is Will Chambers?

Draw an outline of a human figure, which will represent Will, on a large piece of paper.

Using Part One as evidence, document any known details about Will inside the outline.

Outside the outline, write any questions about Will you might have.

### Who is Audrey?

Draw an outline of a human figure, which will represent Audrey, on a large piece of paper.

Using Part One as evidence, document any known details about Audrey inside the outline.

Outside the outline, write any questions about Audrey you might have.

6. Why do the three teens decide to go to the zoo hospital instead of calling the police?
7. Imagine that you are Will and you are to give specific details to the police about what happened and what you saw when you arrived at the zoo.
  - a. First, write the report including all the details about what happened.
  - b. Now write the report leaving out information that Captain Glow would not want the police to know.
8. What does Will tell his mother about what happened? Why doesn't he mention the second phone call?

#### Who is Darius?

Draw an outline of a human figure, which will represent Darius, on a large piece of paper.

Using Part One as evidence, document any known details about Darius inside the outline.

Outside the outline, write any questions about Darius you might have.

## Part 2

1. What history do Will and Darius have with Fletcher Stiles? How does Fletcher cause the two boys to become friends? Describe, using your own words.
2. On what topic does Will want to do his science project?
  - a. Using all the information Will and his family discuss about e-vehicles and natural gas share in chapter three, create a pamphlet highlighting the pros and cons of e-vehicles.
  - b. Why do the teens go to the university?
3. Why does the donation to the university remind Will of Captain Glow?
4. What do Dr. Sheffield and Dr. Zubner plan to do with the unexpected funds?
5. Describe the STEM picnic in your own words.
  - a. What is demonstrated at the picnic?
  - b. Look up places where in-motion-charging bus systems are in use.
6. What text message does Will receive while making a delivery to the food bank?
7. What is Will's response?

8. Who did the police find in Dr. Zubner's office when responding to Will's call?
9. Who did Captain Glow want the police to find?
10. What new information does Will learn from Captain Glow?

## Part 3

1. Why do the kids have an interest in joining Dr. Chambers and Janet at lunch?
2. Why did the restaurant get the new PV system?
3. Why does Will believe Captain Glow is connected to the new PV system at the restaurant and hair salon?
4. The next time Captain Glow calls Will what does he want Will to do?
5. What information about himself does Captain Glow reveal to Will?
  - a. What information about Sainos does Captain Glow reveal to Will?
  - b. Explain the following quote from Captain Glow in your own words: "He ruined part of my life, but he thinks I ruined his."
6. Will remembers the quote "evil succeeds when good men do nothing." How does Will's response to not being able to get ahold of Detective Clayberry reflect this quote?
7. While the teens are waiting to get a photo of Sainos, who shows up and prevents them from getting a photo?
8. How do Fletcher and Delbert inadvertently save Café Salsa and the hair salon?
9. What evidence do the teens find at the scene after the truck flees the scene?
10. Why does Will feel comfortable telling Detective Clayberry all that has happened?
11. Who is Marylou Hansen?
12. How is Marylou connected to Sainos?
13. What do the teens learn about Captain Glow from Detective Clayberry?

## Making Connections

Visit [www.captainlow.com/footnotes](http://www.captainlow.com/footnotes). Here you will find the videos referenced in the footnotes of the book.

Watch the videos and read through the articles from chapters 3-6. Choose one to further research and then create a poster to illustrate the information. Be sure your poster includes information to clearly explain the topic to others.

Present your poster to the rest of the class and hang it in a place where everyone can see it!

## Part 4

1. Why does Detective Clayberry ask Stoney Korbek if he knew Delbert?
  - a. Do you think Delbert and Fletcher had anything to do with the missing plates from the donut truck?
  - b. Support your opinion using evidence from the book.
2. Explain, in your own words, why TR wears the forest green armband.
  - a. What does the choice to wear this armband say about who TR is?
  - b. Is TR allowed to keep wearing the armband?
3. What is The Great Alien Debate?
  - a. Which of the five propositions would you have chosen and why?
  - b. Everyone finally agrees on the Celestial Library proposition. Which position would you take? For or against? Explain your reasoning.
4. What is the reason for the drilling happening near the football field?
  - a. Why are the teens in support of this drilling, when not in support of drilling for other resources?

- b. Would your class be willing to do a Cosplay-themed debate modeled after The Great Alien Debate?
5. How did Comox get injured? Do you think Sainos was the man who hurt him?
6. How did Sainos find out where the Chambers's live?
7. How does Will know that Sainos knows where he lives?
8. What new information does Will get from Principal Parker?
  - a. Why does this new information upset Will?
  - b. What is Detective Clayberry's reaction to finding out that Will was asking questions and investigating?
9. Imagine that you are Will. Write a diary entry about how your Christmas break was, summarizing what is written in the book.

### Making Connections

Visit [www.captainglow.com/footnotes](http://www.captainglow.com/footnotes). Here you will find the videos referenced in the footnotes of the book.

Watch the videos and read through the articles from chapters 7-11. Choose one to further research and then create a poster to illustrate the information. Be sure your poster includes information to clearly explain the topic to others.

Present your poster to the rest of the class and hang it in a place where everyone can see it!

## Part 5

1. Why are the teens heading to Little Brush Creek Cave? What do they hope to gain from this trip?
2. Imagine that you are one of the teens and write about what you witnessed upon entering the Western Grille.

3. How does Will say about fracking's effect on the economy and employment in small towns?
4. The teens pick up the injured Dallin Karcher and take him to the doctor. They decide to wait until the police arrive before they leave. Why?
  - a. What would you do if you were flagged down by a stranded motorist who had clearly been assaulted?
  - b. If you took them to safety, would you wait until the police or family arrived to help them? Explain your answer.
5. What information about the Bargis's do the teens learn from Dr. Ouray-Smith?
6. What do the teens learn later from the news about Tom Karcher?
7. Why do you think the teens wanted to go to Tom Karcher's funeral?

### Making Connections

Dr. Ouray-Smith says "some corporations are too predatory."

He goes on to say that Big Tobacco is predatory. "They make money, and people get cancer from what they sell."

What other corporations can you think of that are predatory, according to the doctor's simple definition?

Use evidence from the book to support your answer.

Then, choose one of these corporations to create a video Public Service Announcement about in which you warn about these predatory corporations and provide examples on how people can stand up to their practices.

## Part 6

1. What happened to Stoney Korbela?
2. Why does Delbert think Fletcher had something to do with what happened to Stoney Korbela?



3. Why does Will think that what happened to Stony Korbelaak connects to Sainos?
4. What does Delbert think Fletcher plans to do with the dynamite?
  - a. Why did the kids decide to take matters into their own hands instead of getting adults involved?
  - b. How do the kids thwart Fletcher's plan?
5. Darius retrieves a box of explosives and papers. What do the kids learn from this information?
  - a. The box is eventually stolen from the house. Can you recall the contents?
  - b. Imagine that you have to tell Detective Clayberry what was in the box and list what you remember.
6. Bette is kidnapped. Explain in your own word what happened.
  - a. Why do you think kidnapping Bette was part of Sainos' plan?
  - b. How did Bette leave a trail for those looking for her?
7. Why do Darius and Will decide to go to Melford?
  - a. Why do they think that Sainos is targeting the wind farm there?
  - b. What does the acronym SPAW stand for?
8. What is the plan once Darius and Will get to Melford?
  - a. What goes wrong with the plan?
9. Imagine that you are Will and you are telling TR and Audrey what happened at the wind farm. Don't leave out any details.
10. Based on the information in the Google Hangout call, who is Captain Glow?

## Part 7

1. Why was Vahriman in the Wild West Town?
  - a. How did the kids help capture him?
  - b. Who was he really and what was his plan?

- c. Describe how the technology of concentrated solar thermal could be used to make cement and steel at the necessary ultra-high temperatures.

## After You Read

Below are a few final project ideas for the conclusion of *Captain Glow*.

1. Read the "Praise" quotes on the back cover of the book. Choose one and write a 500-word essay supporting what they said about *Captain Glow* using textual evidence as support.
2. Several themes run through *Captain Glow*.

Natural resources	Environmental activism
Curiosity	Mystery
Technology	The future
Friendship	Earth

Choose one of these themes on which to base a 500-word essay.

- a. How is this theme evident in the characters and events of the novel?
  - b. What can readers take away from *Captain Glow* in relation to this theme?
3. Create a book trailer for *Captain Glow*. Carefully choose music, visuals, and words to create an overall feel for the book.