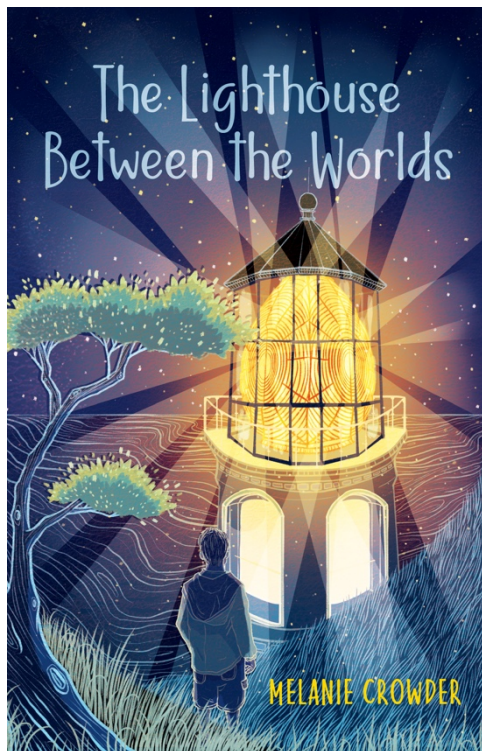


# The Lighthouse between the Worlds

## Educator's Guide

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### About the book:

**The Lighthouse between the Worlds**  
By Melanie Crowder  
Published by Atheneum Books for Young Readers, an imprint of Simon & Schuster  
ISBN-13: 978-1534405141  
Age Range: 8-12 years

**Griffin must traverse dangerous new worlds if he hopes to save his father from a peril that threatens all of humanity in this fantastical new novel.**

Griffin and his father tend to their lighthouse on the craggy coast of Oregon with the same careful routine each day. There are hardly ever any visitors, but they like it that way. Which is why, when a group of oddly dressed strangers suddenly appears, Griffin begins to see just how many secrets his father has been keeping. He never imagined that his lighthouse contains a portal to strange and dangerous worlds, or that a Society of Lighthouse Keepers exists to protect the Earth from a fearsome enemy invasion.

But then Griffin's dad is pulled through the lens of the lighthouse into one of those other worlds. With his father gone, nobody from the Society is giving Griffin any answers, so he's on his own. Armed only with a book of mysterious notes from his parents, Griffin is determined to find his dad, no matter what dangers lurk on the other side of the portal.



## About the author:

Melanie Crowder holds an MFA in writing from Vermont College of Fine Arts. She is the author of the young adult novels *Audacity* and *An Uninterrupted View of the Sky* and the middle grade novels *Parched*, *A Nearer Moon*, *Three Pennies*, *The Lighthouse between the Worlds*, and *A Way between Worlds*.

Though she now calls Colorado home, Melanie’s family has lived in Oregon for six generations. For that reason, it was an extra joy for her to write this book featuring that rugged coastline she loves so much. Visit her online at [www.melaniecrowder.com](http://www.melaniecrowder.com).

## Also by Melanie Crowder:



Common Core English Language Arts Standards supported in this guide:

- CCSS.ELA-LITERACY.RL.3-7.1
- CCSS.ELA-LITERACY.RL.3-7.4
- CCSS.ELA-LITERACY.RL.3-6.9
- CCSS.ELA-LITERACY.W.3-7.3
- CCSS.ELA-LITERACY.W.3.7

- CCSS.ELA-LITERACY.RL.3-7.3
- CCSS.ELA-LITERACY.RL.3-7.6
- CCSS.ELA-LITERACY.RL.3-7.10
- CCSS.ELA-LITERACY.W.3-7.4
- CCSS.ELA-LITERACY.SL.3.1

Prediction:

Look closely at the cover. What do you see? What does the art by Kailey Whitman suggest about the story you're about to begin? What can you infer about the title? What kind of first impression do you get of the main character?

## PART ONE

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### Chapter 1

Setting:

The Lighthouse between the Worlds begins on the Oregon coast. Make a list of details you have learned about the setting. What do these details reveal about the world Griffin grew up in? What do you wonder about the setting? Why do you think the author listed the details she did instead of others?

### Chapter 2

Writing Prompt:

There is a locked cupboard in the lighthouse keeper's cottage with something alarming inside. Think of something ordinary in your everyday surroundings (at home, at school, or in a nearby outdoor space) and imagine that it holds a secret purpose. Now, write about the moment when you uncover that secret.

### Chapter 3

Community Connection:

What does the Coast Guard do? What questions do you have about their work? For example, Why are the helicopters orange? What is the difference between a cutter, icebreaker, patrol boat, and boat? Conduct research, then participate in a mock interview with a classmate about their life and work in the Coast Guard. Bonus points for props and costumes!

### Chapter 4

Science Connection:

The lens in Griffin's lighthouse is a 1st order Fresnel lens. Research this lens, then trace or draw a replica, labeling the different parts of the lens. How does it work? Do we still use Fresnel lenses today? Where, and how? Discuss the evolution of inventions (i.e. handmade glass lenses → plastic headlights).

## Chapter 5

### Author's Purpose:

Listen again to this sentence: "Through the damp curtain of his eyelashes, Griffin watched the storm keen and thrash outside."

Do you normally look at the world through your eyelashes? What is the author trying to reveal about Griffin's emotional state through this detail? What does the word "keen" mean? Why do you think the author described the storm using that particular word in this moment?

## Chapter 6

### Writing Prompt:

A portal between worlds! What other books have you read with a portal leading someplace cool or scary? As a class, make a compare/contrast graphic organizer about portal stories. Then brainstorm and write individually: If you discovered a portal to another world, where would it lead? Write about the first time you step through (or are snatched through) that portal.

## Chapter 7

### Prediction:

The Keepers have taken Griffin in, fed him, and given him a place to stay. Still, he doesn't trust them, not after what he heard in the conference room. Discuss this secret society. Are they good? Are they evil? Are they a little of both? Why do you think so? Can you find evidence in the text to support this? What do you think will happen next? Will the Keepers help Griffin? Or will they try to stop him?

## Chapter 8

### Text-to-Self Connection:

We've heard a few times now that Griffin keeps his room messy, strewn with clothes, books, etc. Even though other parts of his life are very ordered, a messy room is comfortable for him. What does this character trait tell you about Griffin?

If someone were to walk into your personal space for the first time, what would they see? What would they learn about you? How do your habits reveal elements of your personality? What are some seeming contradictions about you?

## Chapter 9

### Research Prompt:

The author based this lighthouse on a real-life one on the Oregon Coast. Research Heceta Head Lighthouse, its past and present, its purpose and its lore. Draw a diagram of the lighthouse, labeling the parts you've read about in the story.

## Chapter 10

### Reflection:

Re-read the opening three paragraphs of Chapters 1 and 10. Compare and contrast the setting in each. How would you describe Griffin's abrupt transition from one world to the other? What does the environment on Somni make you think about that world?

## Chapter 11

### Metaphor:

When Griffin passes the soldier, the author describes the experience of swimming in the open ocean. Why does she do this, when there is no water in sight? Discuss the use of metaphor in fiction and invite students to search for similar opportunities to draw parallels between their emotions and the natural world around them.

## Chapter 12

### Prediction:

Griffin has failed. "Utterly and completely."

What just happened? Turn to a classmate and discuss this plot twist. Did you expect Griffin to fail? What do you think will happen next? Make three predictions. Can you find support for those predictions in the text?

### Before diving into Part 2 ...

As a class, make a chart for each of the 8 worlds in this story, including Earth. Decide together what elements you want to track. (Some ideas: magic, climate, people, animals, plants, etc.) Have fun with this! Incorporate drawings, popsicle stick models—whatever you think will bring the worlds to life! One thing that may help is to do a close reading of each passage in italics. There are lots of clues buried there...

Did you know? The author went through this exact same process while she was worldbuilding this story. Why do you think she did this?

# PART TWO

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## Chapter 13

### Point of View:

Hold on—did the author just introduce a new Point of View character? Can she do that? How does it feel to step inside the mind of someone who just dragged Griffin into a closet and knocked him to the floor? Do you trust Fi? Why or why not? Can you find evidence in the text to support this?

## Chapter 14

### Reflection:

Griffin thinks, “A person would need to be hard, living like this.” What does the word “empathy” mean? How has what Griffin experienced in the rectory changed how he views Fi? Has your first impression of her changed at all? Has this ever happened to you in real life—have you ever come to understand someone better after knowing them awhile and changed your opinion of them as a result?

## Chapter 15

### Social Science Connection:

Griffin’s mother Katherine was an anthropologist. Research that career, including why it is important, the level of education required, the kinds of work it produces, and the skills and temperament that might lead to success and fulfillment. Is that a job you might enjoy? Why or why not?

## Chapter 16

### History Connection:

Eb, Liv, and Fi are spies in the resistance. More than anything, they want Vinea to be free. Separate into groups to study different resistance efforts throughout history, looking especially for examples of kids like Fi who worked for freedom.

## Chapter 17

### Art Connection:

Vinea is a world where plants are sentient. If you had the powers of a greenwitch and could ask the green to create living architecture, what would you make? Draw an architectural sketch or create a 3D model of that structure.

## Chapter 18

### Journal Prompt:

When Fi gets the news that they're leaving, she gathers her possessions into a small bag. If you needed to leave abruptly, what would you take with you? What would you leave behind?

## Chapter 19

### Simile:

"Shock crested like a sneaker wave behind Griffin."

What is a simile? Why did the author use a wave to express Griffin's feelings? And what, exactly, is a sneaker wave? Try a few similes of your own, either in reference to your own life or to a character you've created. Take extra care to compare the person's state of mind or emotions to something meaningful in their natural surroundings, either past or present.

## Chapter 20

### Social Studies Connection:

Arvid says, "You must understand that the first world the priests colonized was their own."

What does he mean by that? What does the word "colonize" mean? How has colonization harmed the worlds in this novel?

How has colonization affected our own world, both from a historical and current perspective. What are some remnants of colonization we still live with today?

## Chapter 21

### Science Connection:

Griffin is an apprentice glassmaker. Conduct research to gather information on the states of matter involved, ingredients and conditions necessary, the difference between handmade artisan processes and modern industrial ones, etc. Schedule a virtual visit with a local glass artist to see this intersection of art and science in action.

## Chapter 22

### Writing Prompt:

Fi says, “On Vinea, the green is more than just the landscape. It is the beating heart of our world.”

All of the 8 worlds in this book are different. Each one has a unique beating heart. If you were to imagine a 9<sup>th</sup> world for Griffin and Fi to visit, what would it be like? Consult the chart you created as a class to track the different elements of each world. Consider how your world would be different. Imagine what would be its beating heart. And then, as Katherine did in so many bedside stories, tell Griffin all about it.

## Chapter 23

### Research Prompt:

Griffin figures out something important that has stumped all the adults. Think about a time when you made a discovery you were really proud of. Separate into groups to research kid entrepreneurs, inventors and innovators making our world a better place right now. Prepare a presentation as a group and share with the class.

## Chapter 24

### Reflection:

Revisit the three predictions you made at the end of Part 1. Which predictions came true and which never panned out? What do you think: Is it more fun to guess correctly? Or to be surprised by twists and turns as the story unfolds?

How do your expectations for how the book will end change with this latest twist?

## Chapter 25

### Discussion Prompt:

Dr. Hibbert says, “Don’t you see? I saved all of us.”

To the Fenn family, Dr. Hibbert is a villain. But in her eyes, she’s a hero. Which is it, from your perspective? Or is she a mixture of both? As a class, discuss your favorite villains, looking especially for the ones who have admirable or empathetic qualities that make us root for their redemption even while we suspect we’re going to hate what they do.



## Chapter 26

### Journal Prompt:

Fi had a chance to slip out the door when the priest and his soldiers had everyone cornered. But if she had, the other characters never would have made it out of the chapel, and they certainly never would have been able to open the locked door at the bottom of the stairs. Write about a time when you made the tough choice to stick your neck out and help someone else. Or, write about a time when you didn't help someone and wish you would have.

## Chapter 27

### Question:

“Fi gasped. She gripped the windowsill and leaned out as far as she could. There, so far out she had to squint to see it, a trail of dust curled into the sky. In the distance, a line of people scoured the ground, guards watching their every step.”

What does Fi see and why does it affect her so deeply?

## Chapter 28

### Discussion Prompt:

This book has ended, but the story clearly has not! How do you feel when stories end on a cliffhanger? Is it exciting, waiting for the next installment? Is it disappointing to have unresolved questions? Or both?

What do you think the Levitator meant by the phrase, “We have been waiting for you.” Do you think that welcome sounds hopeful or ominous?

Before diving into the next book, *A Way between Worlds*:

Sit back and consider the themes working under the surface of *The Lighthouse between the Worlds*. Discuss as a group and reflect on how adventures in fantastical settings can hold resonance for our very real lives right here and now.

Finally, revisit the chart you made to track each of the 8 worlds in this story. If you haven't already, add details from Part 2. You'll want to keep this chart handy as Griffin and Fi continue their adventures...