



Lost

John Wilson

Reading level: 5.0

978-1-4598-1195-9 PB

Book Summary

Sam and Annabel are pleased when they are selected to take a cruise to the Arctic. And they are thrilled when they learn that the cruise will take them past a site connected to the most famous mystery in Arctic history: The Franklin Expedition. But things on the cruise are not what they seem. When Sam and Annabel make a startling discovery on a small island close to where archaeologists are diving on the wreck of the *Erebus*, one of the Franklin's ships, they are confronted by an old enemy. Isolated and outnumbered, how can they possibly save the priceless artifact that may hold the answer to the Franklin mystery?

Students who enjoy the adventures of Sam and Annabel will also want to read *Stolen* and *Bones* from the Orca Currents series.

Author Biography

Born in Edinburgh, Scotland, **John Wilson** grew up on the Isle of Skye and outside Glasgow without the slightest idea that he would ever write books. After earning a degree in Geology from St. Andrews University, he worked in Zimbabwe and Alberta before moving to Vancouver Island and taking up writing full time.

John is addicted to history and firmly believes that the past must have been just as exciting, confusing and complex to those who lived through it as our world is to us. Most of his thirty-two novels and nine non-fiction books for kids, teens and adults deals with the past. John spends significant portions of his year traveling across the country telling stories from his books and their historical background and getting young readers energized and wanting to read and find out more about the past.

Connecting to the Text***Character Study***

To engage students with the main characters in *Lost*, use the following for group discussion topics, individual novel study or paragraph-writing exercises:

1. Describe the characters of Sam and Annabel. What are they like? For example, Sam is easygoing and often lets Annabel do work for him so he'll "look smart." He reads so he doesn't feel "totally stupid." Annabel enjoys research, reading, and cryptic puzzles. The two of them get along well although they are very different.
 - ◆ Which one would you more like to hang out with? What questions would you ask about their friendship and adventures?
 - ◆ Can you see how their differences complement each other? If they were both alike (both like Sam or both like Annabel), would they have had the same adventure? How might the story have been different?
 - ◆ You may wish to introduce Dr. Howard Gardner's concept of Multiple Intelligences or Thomas Armstrong's eight "Kid Smarts" (Word, Music, Logic, Picture, Body, People, Self and Nature Smart). Which "smart" is Sam? Annabel? How about Jim, Noah or Humphrey Battleford?
2. Annabel says she is naturally suspicious, which is demonstrated in the novel. Are her suspicions about people realized in the story? For example:
 - ◆ In chapters 3 and 4, Sam is excited about being chosen to go on the Northwest Passage cruise but Annabel thinks something's wrong.
 - ◆ In chapter 6, Annabel thinks there is something odd about Rob and Terry, the scientists on board the *Arctic Spray*.

Point of View, Novel Study

Sam and Annabel are good friends. They both love history and adventure, and welcome new opportunities to enjoy both. However, they each have a unique point of view and experience things differently. Ask students to express the feelings and points of view of the two characters, working chapter by chapter.

Using the template below, ask students to compose tweets describing Sam and Annabel's thoughts and perceptions after each chapter. You may wish to use the prompts below or let students work without them. Encourage students to connect with the characters. How would they tweet? For example, Sam likes to take the easy way, while Annabel likes figuring things out methodically, and she likes puzzles.

For each chapter, students should create a hashtag that captures the theme of the characters' experiences. For example, #adventure, #skeptical, #ArcticSpray, etc.

Example:

Ch.	Sam's Tweet	Annabel's Tweet
1	Excited about the possibility of passage on a tour in the Northwest Passage! #EnigmaTours #PleaseChooseMe #NotaScam	Don't trust every email you get. It could be they want you for medical experiments. #Sam #AlienTeenAbduction

Prompts:

Ch.	Prompts and Ideas	
1	Cryptic crossword, Arctic, Enigma Tours, adventure!	9 Island, anagram of Crype, cryptic clue in the brochure, pillars and ridge, abandoned!
2	Franklin Expedition, Inuit story about finding the ship, their suffering	10 Twisted ankle, exploring the island, snowfall and cold, finding a human skull
3	The path of the cruise, expectations for publicity after the cruise. Is this a scam?	11 The grave, triangle of cairns, rock with an arrow, oilskin package, Battleford arrives
4	They're accepted, company name is Crype, homework assignments on Arctic and Inuit	12 Battleford's plan, stolen antiquities, he'll get away with it
5	Travel time, flying on a Twin Otter, barren landscape, pingo, the <i>Arctic Spray</i>	13 Captain Fitzjames' final message, joy and relief, the answer to the Franklin mystery
6	Captain Phillips, KARP, suspicion about the scientists, krill, whales and the food chain	14 Saved by Jim, meeting Dave Whyte with Parks Canada, Underwater Archeology, diving to the <i>Erebus</i>
7	Jim and Noah, eating musk ox, stories of the Arctic, Kabloona, the sandy island with a ridge and three pillars (the <i>Erebus</i>)	15 Home again, A+ on assignment, Battleford's message to Sam and Annabel
8	Cruising along the coast, seeing wildlife, islands, dreaming of finding artifacts	

Building Vocabulary

The following words were used in *Lost*.

abandoned	curious	expedition	fascinating	relic	survivors
adventure	discovery	experience	history	rescue	suspicious
antiquity	excited	explorers	Kabloona	starving	valuable

Ask students to choose from the options below and incorporate at least five words in their responses.

- Imagine you are a newscaster summarizing what happened to Sam and Annabel. Use the 5-W's (who, what, when, where, why) to organize your news report.
- Imagine you are either Sam or Annabel, and you're a popular history blogger. Write a blog about the experience, starting when you landed at Sachs Harbour. What will your fans be most curious about?
- Since Sam and Annabel are away from school, they must write an assignment about their experience. Design an assignment you'd enjoy doing, and then complete it.

The Writer's Craft

Using Metaphor and Simile

Metaphors and similes connect ideas, giving us “pictures” that expand our understanding of situations and characters. Read two of the following examples from *Lost* aloud to the large group, or write them for the group to read. After each, discuss the connection that is being made and how it lends meaning to the text (for example, brain + Teflon = Sam's not retaining anything):

- ch. 1 *They sound cool and offer something you want to believe in. Then they bleed you for money.*
- ch. 4 *Anything MacKay says about calculus slides past me as if my brain is made of Teflon. When the bell goes, I head for the door like an Olympic sprinter.*
- ch. 5 *Lakes of all sizes and shapes are everywhere, like the marks of some horrible disease.*
- ch. 8 *The islands are dark silhouettes against the bright sky.*

Ask students to find three descriptive sentences in the novel that use metaphor or simile.

Connecting to the Curriculum

Language Arts

Invite students to use the following images from the novel to spark ideas for creative writing (short story, skit, “day in the life” diary entry, presentation, talk show).

- In chapter 1, Annabel says of the Enigma Tours brochure: *They're aliens. They might have a plan to abduct teens for a colony on one of Jupiter's moons.* What if this were true?
- Noah tells a story about Franklin's men: *They ate each other...Many of the bones from King William Island have marks that could only come from cutting up the bodies* (ch. 7). Imagine Noah's great-grandfather telling his family about seeing the Kabloona.
- When Sam discovered the skull in chapter 11, he wondered what the man had experienced in his last hours. *He watched his companions die one by one. As his own terrible end approached, did he think of the home and loved ones he would never see again?* Imagine you are that man. Write a letter home. Share your thoughts and feelings.

Art

Ask students to choose from the list of scenes below, or another from the novel. There are many powerful images in chapter 10. Invite students to illustrate the scene using a medium that represents the metaphor or tone of the scene. If students can't do an actual art project, ask them to imagine and describe one instead.

- “There are many clues...Cryptic notes, abandoned supplies, weathered bones, stories and now a complete ship. But how does it all fit together?” (ch. 7)
What media would best illustrate this? Could collage work?
- “We explore using the Zodiac or kayaks. We’ve seen seals, walrus, countless birds and occasional caribou...the landscape is so vast and empty...you feel like the only people in the world”. (ch. 8)
Palette is important. Try using cool colors to illustrate the chilly coastal ocean, and warm colors for the wildlife.
- “We sit in silence, watching the rising sun paint a bank of clouds to the north vivid shades of pink and orange.” (ch. 8)
What medium would you choose to illustrate this image: gentle watercolor, heavy strokes of paint, pencil crayon, or another?

Social Studies

1. In chapter 2, Sam receives the brochure from Enigma Tours. Ask students to create a brochure for one of the locations advertised, such as the *Tour of Colonel Fawcett* in the Amazon or *The Mummies of Turim* in remote Asia, or another location that interests them. Include three interesting facts and a map with the nearest airport. What local food will tourists try? What should they bring to wear? What interesting sites will they enjoy? What is the “back story” that makes the site exciting.
2. When Sam and Annabel listen to Jim and Noah’s stories of life in and around Sachs Harbour, they realize that they may be “hearing stories that have never been written down” (ch. 7). They are referring to an oral tradition, where wisdom and knowledge are passed from generation to generation verbally rather than through text. This can be done through poem, song and story, and often incorporates devices to help people remember, such as mnemonic. Research the oral tradition and Inuit stories.

Consider what Annabelle said about the British explorers in chapter 2. What assumptions did the explorers make of the Inuit people?

History, Geography

Sir John Franklin, a Royal Navy Officer and explorer, left England in 1845 with 129 men aboard the HMS *Erebus* in search of the Northwest Passage. The Northwest Passage is the water route between the northern Atlantic Ocean and the Pacific Ocean, along the Canadian Arctic. Choose one of the following for a research project.

- Why were European explorers keen to find the Northwest Passage, the sea route from Europe to Asia? Why not take an over-land route, or a southern water route?
- Some scientists and anthropologists believe that Franklin and his men died from pneumonia or tuberculosis, while others believe lead poisoning may have been a factor. What caused the lead poisoning, and how could it have been avoided?
- Some people in the 19th century believed that sea water could not freeze, and that Arctic ice was made of fresh water. What role could these beliefs have played in explorers’ plans to find the Northwest Passage? What would they learn about sea water and Arctic ice once they reached the Canadian Arctic?

- The heart of the Enigma Tour runs from Sachs Harbour to Pond Inlet. Create a map that takes you from your school or home to Sachs Harbour. Indicate where you would need to take an airplane, train, ferry, etc. How long would it take you to make this trip? (For tips, see Sam and Annabel's route in chapter 5.)

Connecting to the Wider World

Topics for Discussion and Discovery

1. In chapter 1, Sam is contacted through his email by Enigma Tours, who offer him the chance to win a “unique travel adventure.” Sam and Annabel determine it's not a spam but are curious as to how Enigma Tours got his contact information (email, mailing address and phone). Annabel says, “I guess we're not as private as we like to think.”

Discuss privacy and the internet. With social media like Facebook, Twitter and Instagram, why is it important to keep identifying information secure? How do we accomplish this?

2. In chapter 12, Humphrey Battleford tells Annabel about his collection. He admits that many items were stolen but also says it's not his responsibility “to halt the worldwide trade in stolen antiquities.” Consider his arguments. Are they valid? Why, or why not? Are some more convincing than others?
 - ◆ Other well-known and important people have stolen artifacts and antiques too.
 - ◆ He takes care of his collection and keeps them in controlled conditions—the best ways possible to preserve them.
 - ◆ There are villages in some parts of the world whose economies rely on selling stolen artifacts to tourists.
 - ◆ He never married and doesn't have children. His antiquities are like his children.

Web Resources

Parks Canada's discovery of the HMS *Erebus* is mentioned in the novel. Photos, video and other resources can be found at: www.pc.gc.ca/eng/culture/franklin/index.aspx