**Curriculum Guide for Educators and Librarians: Voicemails From the Grave**

**The Haunted Chronicles**

**Age Range: 9–13 years**

**Themes:**

* Technology and supernatural influence
* Courage and overcoming fear
* Friendship and trust
* Consequences of unresolved emotions

**Learning Objectives**

1. Develop critical thinking and comprehension skills through thematic exploration.
2. Analyze literary elements such as plot, character development, and foreshadowing.
3. Engage in creative activities to enhance understanding of the text.
4. Apply problem-solving and collaborative skills through group discussions and projects.
5. Reflect on the implications of technology, fear, and personal responsibility.

**Curriculum Overview**

**Week 1: Introduction to the Novel**

* **Objective:** Familiarize students with the plot, characters, and themes.
* **Activities:**
  + **Pre-reading discussion:** What do you think would happen if technology could connect with the supernatural?
  + **Chapter 1 reading & discussion:** Explore Chloe's introduction and the eerie voicemail.
  + **Writing prompt:** Imagine receiving a mysterious voicemail—what would it say, and how would you react?

**Week 2: Analyzing Key Themes**

* **Objective:** Delve into the themes of fear and technology.
* **Activities:**
  + **Discussion questions:**
    - How does Chloe's fear give the entity power over her?
    - What role does technology play in making the entity’s presence more realistic?
  + **Art project:** Design a voicemail screen showing a haunting message.
  + **Research task:** Investigate the history of folklore about technology and the supernatural (e.g., ghost calls).

**Week 3: Character Development**

* **Objective:** Examine Chloe’s character arc and the relationships in the story.
* **Activities:**
  + **Character mapping:** Track Chloe’s growth from fear to courage.
  + **Roleplay activity:** Act out scenes where Chloe confronts her fears, analyzing her emotions and decisions.
  + **Friendship analysis:** How do Maddie and Lainey support Chloe? Why is their role essential in the story?

**Week 4: Literary Devices**

* **Objective:** Identify and understand the use of foreshadowing, suspense, and symbolism.
* **Activities:**
  + **Foreshadowing hunt:** Identify instances where the author hints at future events.
  + **Suspense tracker:** Rate each chapter’s suspense level and analyze how it’s built.
  + **Symbolism analysis:** Discuss the significance of the entity’s “unknown number” and the shadowy dimension.

**Week 5: Creative Expression**

* **Objective:** Encourage students to create their own narratives and connect personally to the story.
* **Activities:**
  + **Write your sequel:** What happens next after Chloe’s final voicemail?
  + **Illustration challenge:** Depict a scene from the book that captured your imagination.
  + **Interactive project:** Create a flowchart showing the connections between Chloe, the entity, and her fears.

**Week 6: Real-Life Applications**

* **Objective:** Reflect on the story's real-world parallels, like facing fears and the ethical use of technology.
* **Activities:**
  + **Debate:** Should we be cautious about how much power we give technology in our lives?
  + **Life lesson discussion:** What does Chloe’s story teach us about overcoming fears?
  + **Classroom escape room:** Solve clues to break Chloe’s connection to the entity, based on the book's events.

**Discussion Questions**

1. How does Chloe's fear influence the entity's power over her?
2. What do you think the entity represents in Chloe's life?
3. How does Maddie’s and Lainey’s support change Chloe’s ability to face the entity?
4. How do the voicemails blur the lines between the natural and supernatural?

**Projects and Assignments**

* **Group Project:** Design a multimedia presentation analyzing how *Voicemails From the Grave* addresses fear and courage.
* **Individual Essay:** Discuss the role of technology as a conduit for supernatural events in the story.
* **Artistic Challenge:** Create a “missing person” poster for Chloe if the entity had erased her existence.

**Assessment**

1. Participation in group discussions and activities.
2. Completion of individual projects and creative assignments.
3. A final reflective essay or presentation on what students learned from the novel.

**Companion Website Activities**

* Fun facts about the story’s creation.
* Brain teasers related to plot clues.
* Printable activities like crossword puzzles and word searches featuring book themes.