**Curriculum Guide for Educators and Librarians: The Ghostlight Theater**

**The Haunted Chronicles**

**Age Level: 9-13**

**Subjects**: English Language Arts, Creative Writing, Drama, Visual Arts, and History

**Guide Overview**

This curriculum is designed to help educators and librarians engage students with *The Ghostlight Theater*. The guide emphasizes reading comprehension, creative expression, critical thinking, and group activities. It incorporates discussion questions, cross-curricular activities, and project ideas to bring the story to life.

**Curriculum Goals**

* Develop reading comprehension and analytical skills.
* Explore themes like courage, identity, and facing the unknown.
* Introduce literary elements such as foreshadowing, symbolism, and narrative structure.
* Foster creativity through writing, drama, and art projects.
* Encourage teamwork through collaborative group activities.

**Week-by-Week Breakdown**

**Week 1: Introduction to *The Ghostlight Theater***

**Focus**: Engaging with the setting, characters, and initial mystery.

1. **Activities**:
   * **Read-Aloud**: Read Chapter 1 (*The Forgotten Ticket*) as a group. Discuss the role of curiosity in Wesley’s actions.
   * **Discussion Questions**:
     + What does the ticket symbolize for Wesley?
     + How does the setting of the attic create a sense of mystery?
   * **Creative Writing**: Students write a short story about an object they found that led to an unexpected adventure.
2. **Cross-Curricular**:
   * **Art**: Draw *The Ghostlight Theater* based on its description in the book.

**Week 2: Themes of Fear and Identity**

**Focus**: Analyzing how Wesley reacts to the supernatural and explores his past.

1. **Activities**:
   * **Reading**: Chapters 2-4 (*Curtain Rises* to *The Ghostly Troupe*).
   * **Discussion Questions**:
     + How does the ghostly troupe reflect Wesley’s own fears?
     + What do the performances reveal about the theater’s curse?
   * **Drama Exercise**: Students act out a scene from *The Ghostlight Theater* to explore how emotions and body language enhance storytelling.
2. **Cross-Curricular**:
   * **Social Studies**: Research the history of ghost lights and superstitions in theaters.

**Week 3: Facing Challenges and Rewriting the Script**

**Focus**: Problem-solving and narrative structure.

1. **Activities**:
   * **Reading**: Chapters 5-7 (*The Ghostlight’s Curse* to *The Theater’s Trap*).
   * **Discussion Questions**:
     + How does Wesley’s attempt to rewrite the script change the theater’s power?
     + What does the theater symbolize in the story?
   * **Group Project**: Rewrite a scene from the book with a different ending. Present it to the class.
2. **Cross-Curricular**:
   * **Creative Writing**: Write a scene where a new character tries to escape the theater.

**Week 4: Resolution and Reflection**

**Focus**: Understanding the climax, resolution, and moral of the story.

1. **Activities**:
   * **Reading**: Chapters 8-10 (*Striking a Deal* to *The Escape*) and the Epilogue (*The Final Echo*).
   * **Discussion Questions**:
     + What sacrifices does Wesley make to escape?
     + What does the epilogue suggest about the nature of the theater’s curse?
   * **Creative Writing**: Students write an alternative epilogue or a “new play” for the Twilight Playhouse.
2. **Cross-Curricular**:
   * **Visual Arts**: Create a poster for *The Twilight Playhouse*.
   * **Technology**: Design a digital flyer or website page for the theater.

**Additional Resources and Activities**

**Comprehension and Analysis**

* **Literary Elements**:
  + Identify foreshadowing in Wesley’s discovery of the ticket.
  + Discuss the symbolism of the ghost light and its connection to the curse.
* **Vocabulary**:
  + Create a glossary of theater terms and supernatural vocabulary (e.g., “ghost light,” “marquee,” “troupe”).

**Group Activities**

1. **Escape Room Design**: Students create their own puzzles and riddles based on *The Ghostlight Theater*.
2. **Debate**: Split into teams to argue whether Wesley made the right choice in breaking the ghost light.

**Creative Projects**

1. **Playwriting**: Students write a one-act play inspired by the book’s themes.
2. **Character Diaries**: Students create journal entries as if they were Wesley or one of the ghostly actors.

**Assessment Tools**

1. **Quizzes**: Create multiple-choice and short-answer questions for each chapter.
2. **Creative Portfolio**: Assess students on their creative writing, art, or performance projects.
3. **Presentation Rubric**: Grade group presentations on rewritten scenes or debates.

**Fun Fact Guide**

Provide students with the following bonus content:

* The history of ghost lights in real theaters.
* Famous haunted theaters around the world.
* Superstitions and traditions in the performing arts.

**Extensions for Advanced Learners**

* **Comparative Literature**: Compare *The Ghostlight Theater* with other books or stories featuring haunted settings.
* **Historical Connection**: Research theater disasters (e.g., fires, tragedies) and connect them to the story’s themes.
* **Film Adaptation**: Storyboard a trailer for *The Ghostlight Theater*.