

## Lesson Ideas for using The Jewel And The Key by Louise Spiegler

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### A.

The device for time travel in *The Jewel and the Key* is an antique mirror. Have students think about why the author chose this object? Have students research the symbolism of mirrors in other works of literature, visual art, folklore, mythology and pop culture. For example: in statues of the Hindu god Shiva, as the Lord of the Dance, he holds a mirror in one of his (many!) hands. Be aware that, in some cultures, clear water or other reflective surfaces may take the place of a mirror.

### B.

Have students take positions and debate this question, offering support from the text or from their own experiences: One of Addie's main goals in *Jewel* is preventing her best friend, Whaley, from going to war. Are her actions justified? How far would you go to stop your friend from making a decision you feel is wrong? How much is this an infringement of your friend's freedom to choose their own path?

### C.

In 1917, the U.S. entered World War I and the government imposed censorship on certain forms of expression through the Espionage and Sedition Acts, as we see in *The Jewel and the Key*. Have your students research this Act and its relationship to the Bill of Rights. They should also find out specific cases of people sentenced to jail time under this act. Was the act justified? Have them prepare their cases and debate.

### D.

Turn *The Jewel and the Key* in to a play: Choose a few scenes, depending on the size of the class. For example, try the scene where Reg argues with the professor who is about to destroy his copies of the college paper because of its content (pp.284 -289). Break into groups of three, assign roles (Reg/Hanson/Addie) and do a read through with only the lines of dialogue, omitting tags and descriptions. Finally, have students perform for each other. (Other scenes this might work for would include Addie directing *Peer Gynt* in 1917 or Peterson and Addie in the theater. Of course you would debrief differently.)

Debrief. If this is a Language Arts /Social Studies combination, ask them to define Hanson's point of view: Why does he insist on destroying the paper? What are the Espionage and Sedition Acts? Are they still on the books? Also examine Reg's point of view: Why would he insist on his right to print this story? After all he doesn't necessarily agree with the Wobblies.