

EDUCATOR'S GUIDE

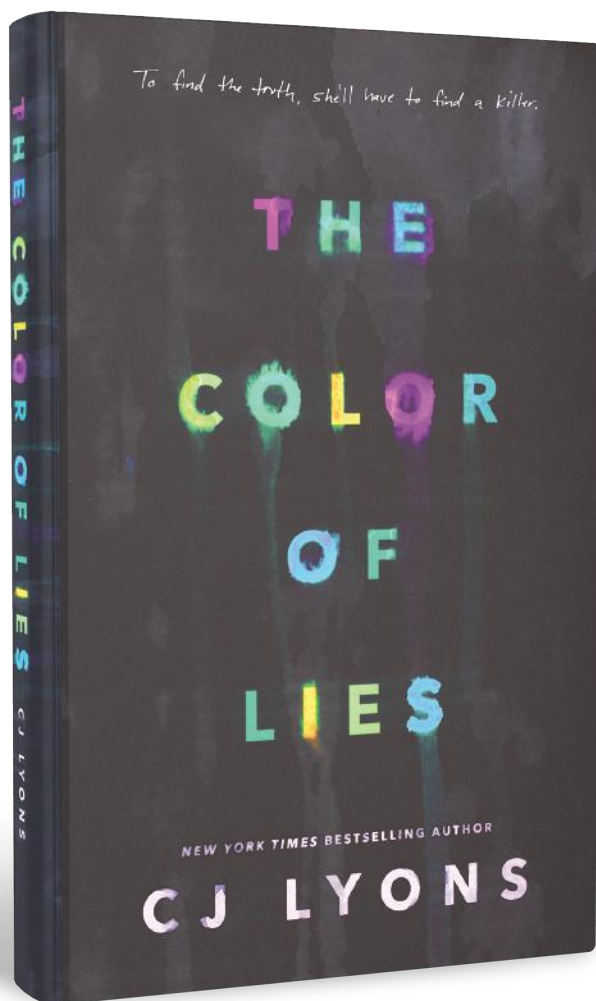
THE
COLOR
OF
LIES

NEW YORK TIMES BESTSELLING AUTHOR

CJ LYONS

THE COLOR OF LIES CJ LYONS

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CJ LYONS *New York Times* and *USA Today* bestselling author of over forty novels, former pediatric ER doctor CJ Lyons has lived the life she writes about in her cutting edge *Thrillers with Heart*.

CJ has been called a “master within the genre” (*Pittsburgh Magazine*) and her work has been praised as “breathtakingly fast-paced” and “riveting” (*Publishers Weekly*) with “characters with beating hearts and three dimensions” (*Newsday*).

Her novels have twice won the International Thriller Writers’ prestigious Thriller Award, the RT Reviewers’ Choice Award, the Readers’ Choice Award, the RT Seal of Excellence, and the Daphne du Maurier Award for Excellence in Mystery and Suspense.

Learn more about CJ’s *Thrillers with Heart* at www.CJLyons.net

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PRE-READING QUESTIONS

Before reading the novel, discuss these questions with your students. It may be helpful to have your students record their thoughts in order to allow them to reflect once they finish reading the novel.

1. Research the condition of synesthesia, and record the following information:
 - a. Define the condition
 - b. List possible symptoms
 - c. Write brief descriptions of possible forms of the condition
[CCSS.ELA-Literacy.W.9-10.2, W.9-10.7, W.9-10.8]
2. Discuss what family is to you. Think about what you think families should and should not do for each other.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4]
3. Discuss the symbolism typically associated with primary colors. Make a list of what each color normally represents.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.L.9-10.5]
2. Discuss the meaning of the title and how it is demonstrated over the course of the novel. Cite evidence from the text to support your conclusion.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.L.9-10.5; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4]
3. Explain how the flashbacks to the night Ella's parents died foreshadow the ending of the novel. Give evidence from the text to support your response.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5]
4. Describe how the differing points of view changed your perspective while you were reading. Consider whether the story would have been different if it was told solely from one perspective. Explain why, citing evidence from the text.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5, RL.9-10.6]
5. Discuss the symbolism associated with certain colors, such as black, which tends to represent death and sadness. Consider whether such associations are displayed in the novel. Explain why or why not using evidence from the text to support your argument.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.L.9-10.5; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4]

POST-READING QUESTIONS

After reading the novel, discuss these questions with your students. If you had your students record their responses to the pre-reading questions, have them review their responses and respond to the following post-reading questions on the same sheet of paper.

1. Ella is not able to "see" Alec through her synesthesia and must learn about him in other ways. Explain how the author foreshadows Alec's true character by not describing him through color. Cite evidence from the text to support your conclusion.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; RL.9-10.4]
6. Explain the turning point in the novel. When did you get the sinking feeling that Helen, Darrin, and Joe had malicious intentions?
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5]

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7. Consider the differences in the way Ella saw the world compared to the perceptions of the other characters. Discuss how those differences influenced her art. Specifically, consider the portrait of Rory, and Alec's reaction to it. Give evidence from the text to support your response.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3]

8. Discuss how the setting of the novel is part of the story. Consider whether certain events could have occurred if the setting had been different. Explain your conclusions using examples from the text.
[CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.4; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5]

ACTIVITIES

Students may complete the following activities after reading the novel.

1. Write a journal entry as though you are viewing your own life through Ella's condition. What do you see? How do you feel? How do you interact with the world around you differently? Use examples from the novel to guide your writing. (6–8 paragraphs)
[CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.L.9-10.5; CCSS.ELA-Literacy.RL.9-10.1]

2. Create a one-pager for the novel. A one-pager is a piece of blank paper on which you design a background image to represent the novel, with the title of the novel clearly displayed, including one quote to represent each of the major characters and a short synopsis of the novel.
[CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.5, RL.9-10.7]

3. Write a newspaper article resolving the questions surrounding the deaths of Ella's parents. (3–4 paragraphs)
[CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.RL.9-10.1]