

EDUCATOR'S GUIDE

OLIVIA TWIST

by LORIE LANGDON

Olivia Twist is an innovative reimagining of Charles Dickens' classic tale *Oliver Twist*, in which Olivia was forced to live as a boy for her own safety until she was rescued from the streets. Now eighteen, Olivia finds herself at a crossroads: revealed secrets threaten to destroy the "proper" life she has built for herself, while newfound feelings for an arrogant young man she shouldn't like could derail her carefully laid plans for the future.

Olivia Brownlow is no damsel in distress. Born in a workhouse and raised as a boy among thieving London street gangs, she is as tough and cunning as they come. When she is taken in by her uncle after a caper gone wrong, her life goes from fighting and stealing on the streets to lavish dinners and soirees as a debutante in high society. But she can't seem to escape her past ... or forget the teeming slums where children just like her still scabble to survive.

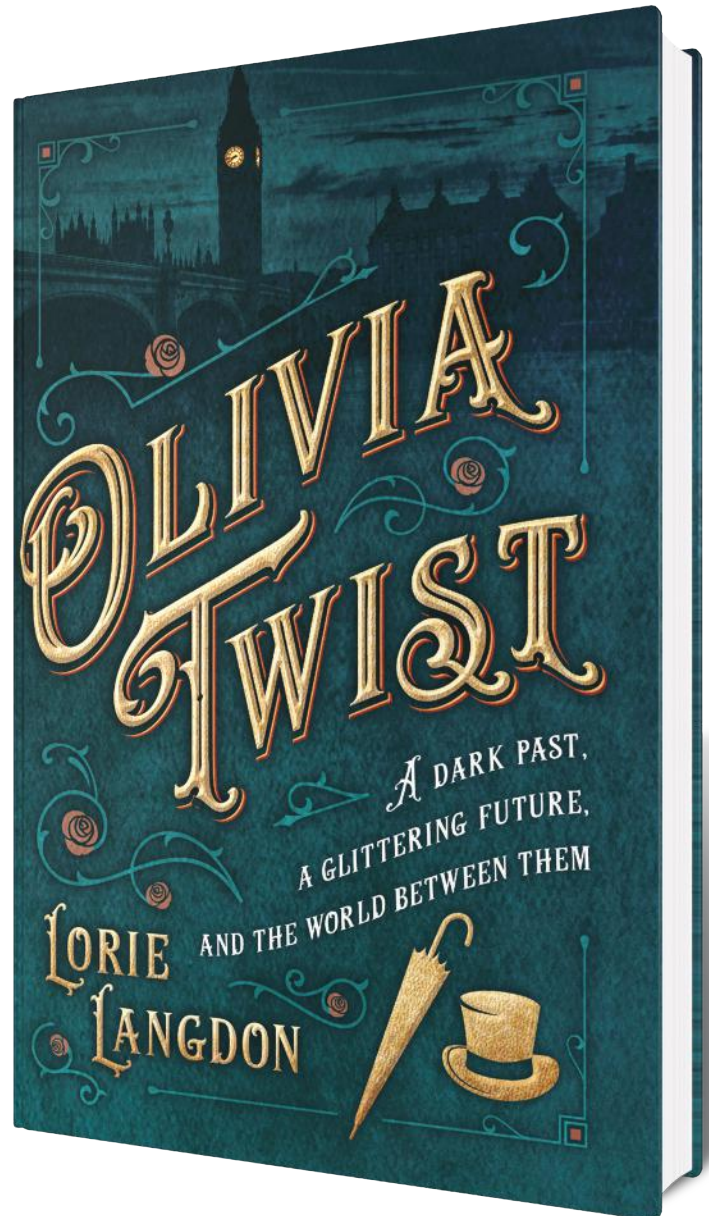
Jack MacCarron rose from his place in London's East End to become the adopted "nephew" of a society matron. Little does society know that MacCarron is a false name for a boy once known among London gangs as the Artful Dodger, and that he and his "aunt" are robbing them blind every chance they get. When Jack encounters Olivia Brownlow in places he least expects, his curiosity is piqued. Why is a society girl helping a bunch of homeless orphan thieves? Even more intriguing, why does she remind him so much of someone he once knew? Jack finds himself wondering if going legit and risking it all might be worth it for love.

Olivia Twist is a jacketed hardcover with decorative embossing.



Lorie Langdon is an Amazon bestselling author of six YA novels, including the Doon series, *Gilt Hollow*, and *Olivia Twist*, which received a starred review from *Booklist Magazine* and is being sold in Target Stores across the nation. She is an international speaker who has been featured

on media outlets such as *USAToday.com*, *NPR Radio*, *EntertainmentWeekly.com*, *RedbookMagazine.com*, *Girl's Life Magazine*, and *BroadwayWorld.com*. Her first novel has been optioned for film by *Dreamstreet* and *Lonetree Entertainment*. She is a self-professed Wonder Woman Wannabe who lives in Ohio with her husband and two superhero-obsessed teenage sons.



www.lorielangdon.com/

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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 when they finish reading the novel.

1. Define the term valuable in your own words. Then generate a list of five things you think are valuable. Express why you consider the components of your list to be valuable.

[CCSS.ELA-Literacy.RL.9-10.4; CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.6]

2. Describe the role of children in today's society. Explain how you think that role differs from that of children in the 1800s.

[CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.6]

3. Describe what would happen in today's society if a child were caught stealing. Explain what you think the punishment should be.

[CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.6]

4. Describe the role of women in today's society. Explain how you think that role differs from that of women in the 1800s.

[CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.6]

5. Explain whether you would rather be male or female in the 1800s.

[CCSS.ELA-Literacy.W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.6]

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, then have them review their responses and respond to the following post-reading questions on the same sheet of paper.

1. Explain how your definition of valuable changed or how it was reaffirmed from reading the novel. Describe what specific characters think is valuable.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6]

2. Compare what you thought the role of children in the 1800s was to the depiction of the role of children in the book. Give examples from the novel.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6]

3. Contrast the punishment facing Ollie for stealing to the punishment a child of Ollie's age would face for the same crime today. Explain which punishment you think is more appropriate.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6]

4. Compare the role you thought women were expected to play in the 1800s to the roles of women in the novel. Give examples from the novel.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6]

5. After reading the novel, explain whether you agree with your initial response to the following question: Explain whether you would rather be male or female in the 1800s.

[CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6]

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Discussion Questions

Discuss these questions with your students while reading and after completing the novel.

1. Consider at which moments in the story irreversible changes occur. Describe those moments and discuss how the story would be different if those changes did not occur.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.5]

2. Describe how the flashbacks to Olivia's childhood as "Ollie" help to show her growth as a character and build her character arc.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3]

3. Describes the facades that are apparent in the novel.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.5]

4. Describe how Olivia breaks the variety of expectations held for young women in her society.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3]

5. Describe how Olivia's actions may have been different if Maxwell Grimwig had not expected Olivia to conform to the social norms placed upon young women in the novel.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3]

6. Explain how the descriptions of the London streets build suspense in the novel.

[CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.5]

Think-Pair-Share: Comparing and Contrasting *Oliver Twist* to *Olivia Twist*

Have students write their responses to each question before sharing with a partner. If students have not read *Oliver Twist*, have them read a synopsis online.

1. Compare the two stories. Describe similarities and differences.

[CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.9]

2. Explain whether Olivia or Oliver struggled more due to his/her gender.

[CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3; RL.9-10.9]

3. In *Olivia Twist*, the Artful Dodger gets a new life. Imagine how his other life continues in *Oliver Twist*.

[CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3; RL.9-10.9]

4. In *Oliver Twist*, Monks inherits half of his father's fortune, which he squanders, and he ultimately dies in jail. Explain which ending you think is more appropriate given the crimes he commits.

[CCSS.ELA-Literacy.W.9-10.9; W.9-10.10; CCSS.ELA-Literacy.SL.9-10.1; SL.9-10.4; SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3; RL.9-10.9]

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Activities

Students may complete the following activities while reading or after reading the novel.

1. Write journal entries as though you are Olivia upon first moving in with Uncle Brownlow. Describe what she thinks of her new surroundings. Express how she feels upon being saved and learning of her origins.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.3; W.9-10.10]

2. Create a layered foldable. Decorate each layer to represent part of Jack's personality. To create a five-layer foldable, take three pieces of paper. Align the long edges of the paper, and stagger the short edges about one finger-width apart. Keeping the stack neat, fold the papers horizontally, so the staggered edges are on the same size. You should now have five flaps. To hold the foldable together, you may either staple or glue the edge.

[CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3; CCSS.ELA-Literacy.W.9-10.10]

3. Create a one-minute hype video for the novel. A novel hype video gives a quick summary of the book without giving away the ending. Utilize engaging designs, music that matches the tone of the novel, and your own voice and ideas to generate excitement for the novel in one minute.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.SL.9-10.5]