

HEATHER TERRELL

RELIC



THE BOOKS OF EVA

EDUCATORS' GUIDE



TEACHING THE BOOK

Part mystery, part fantasy, part dystopia, part historical fiction—a Young Adult *The Handmaid's Tale* meets *Game of Thrones*—Heather Terrell's novel is an action-packed coming-of-age thriller. Yet through the eyes of its 18-year-old protagonist, Eva, RELIC also explores the way trusted rulers mold history through the manipulation of legend, mythology, and lore. RELIC dares its readers to examine how founding “truths” shape the civilizations in which we live.

Through the suggestions made in this Educators' Guide, RELIC will challenge students in English, History, and Social Studies classrooms. The journey takes them far beyond the pages of RELIC, and will be useful in constructing a Common Core-aligned curriculum at the same time. We hope you and your students accept RELIC's invitation.

THE BOOK OVERVIEW

On the frigid island of New North, there is an order to things: Gallants train for The Testing, Maidens train to run households. Eva and Eamon, scions of a powerful Triad family, are no different. Eva learns to dance, sew, and be a Lady, while her twin brother learns to drive dog teams, traverse ice caverns, and lead the New North people.

The yearly Testing is vital to the preservation of New North's way of life, a means of reminding the people that the past was an awful time, consumed with sacrifice to false gods. The Testors brave the perils of the icy wastelands that ring their isolated civilization and excavate artifacts from New North's Frozen Shores—objects locked in ice in the last days of the early 21st Century, when The Healing flooded the Earth. After their journey, the Testors write Chronicles of these Relics according to the principles of the *Lex*, their guiding text, that warn people about the past. The Testing reminds the people of the Aerie that only by living according to the *Lex* can they make a new future.

When Eamon falls to his death from the Arctic Ring just months before he is scheduled to Test, Eva scandalously volunteers to take his place. In the end,

the Triad is powerless to stop her. The *Lex* doesn't forbid her Testing, and it's not as if she's the first Maiden to do so. Just the first in 150 years.

Out in the dangerous taiga and tundra, Eva relies on the training she received from Lukas—her servant and forbidden confidante—to survive the arduous journey to the Frozen Shores. She even finds herself having to use her newfound skills to help Jasper, another Testor and her Betrothed. As Lukas's and Jasper's competing motives (known and unknown) come to light, Eva unearths a Relic unlike anything ever recovered from a Testing. But it is the Chronicle she writes, defying tradition and the laws of the *Lex*, that may doom her—especially when Lukas is able to revive the outlawed Technology that still burns within the strange tablet. And it magically tells the story of an ancient girl much like Eva, a story that capsizes everything she was raised to believe.

Eva will be forced to choose between the world she knows and the truth about a buried history. Indeed, Eva unearths painful realities about the foundations upon which cultures establish themselves and flourish, as well as the fluidity—and downright duplicity—on which history is sometimes built.

RELIC AND THE COMMON CORE

Grade Level Equivalent: 9–12

Ages: 14+

Pages: 280

*Using this Guide, RELIC can be taught in English, History, and Social Studies classrooms in alignment with the Common Core.

COMMON CORE STANDARDS	READING	WRITING	LISTENING & SPEAKING	HISTORY/ SOCIAL STUDIES
GRADE 9	RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.9	W.9-10.1; W.9-10.2; W.9-10.3; W.9-10.7; W.9-10.8; W.9-10.9	SL.9-10.1; SL.9-10.2; SL.9-10.3; SL.9-10.4; SL.9-10.5	RH.9-10.1; RH.9-10.2; RH.9-10.6; RH.9-10.8; RH.9-10.9
GRADE 10	RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.9	W.9-10.1; W.9-10.2; W.9-10.3; W.9-10.7; W.9-10.8; W.9-10.9	SL.9-10.1; SL.9-10.2; SL.9-10.3; SL.9-10.4; SL.9-10.5	RH.9-10.1; RH.9-10.2; RH.9-10.6; RH.9-10.8; RH.9-10.9
GRADE 11	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.7; RL.11-12.9	W.11-12.1; W.11-12.2; W.11-12.3; W.11-12.7; W.11-12.8; W.11-12.9	SL.11-12.1; SL.11-12.2; SL.11-12.3; SL.11-12.4; SL.11-12.5	RH.11-12.1; RH.11-12.2; RH.11-12.6; RH.11-12.8; RH.11-12.9
GRADE 12	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.7; RL.11-12.9	W.11-12.1; W.11-12.2; W.11-12.3; W.11-12.7; W.11-12.8; W.11-12.9	SL.11-12.1; SL.11-12.2; SL.11-12.3; SL.11-12.4; SL.11-12.5	RH.11-12.1; RH.11-12.2; RH.11-12.6; RH.11-12.8; RH.11-12.9

ABOUT THE AUTHOR



Heather Terrell is a lawyer with more than ten years' experience as a litigator at two of the country's premier law firms and for Fortune 500 companies. She is a magna cum laude graduate of Boston College with a focus in History and Art History, and a cum laude graduate of the Boston University School of Law. While practicing as a lawyer, Heather dreamed of a fantastical job unraveling the larger mysteries of time and uncovering the truths lurking in legend and myth—and found it when she tried her hand at writing. She first wrote the historical novels *The Chrysalis* and *The Map Thief*, which have appeared in more than ten countries, as well as *Brigid of Kildare*. She made the transition to young adult fiction with the series *Fallen Angel*—and continues it now with *The Books of Eva*.

TEACHING THE BOOK:

EXPLORING RELIC THROUGH DISCUSSION, RESEARCH, WRITING, AND PRESENTATION

1. THE CHARACTERS OF RELIC each serve very specific roles within the rigid structure of New North's society.

Educators, please discuss with your students:

- How would you describe Eva's character? What is her role in the structure of the novel and the structure of her society? How do the events of the novel affect her character? What does she mean when she describes herself as "the lone fraud"?
- What roles do the other characters play in RELIC? Lukas? Jasper? Eva's parents? Who best fits the role assigned to him or her by the New North Triad?

Educators, please ask your students to:

- Make an argument—either verbally or visually—as to whether you believe Eva changes during the novel and whether her evolution is positive or negative. Pay attention to the role of women in the New North culture and the impact of Eva's growth on the other characters.
- Present a prediction—either verbally, visually, or in writing—of how Eva's character might evolve further in the future BOOKS OF EVA, and how that evolution could affect the characters, society, and future of New North.

2. THE SETTING OF RELIC is unique on many levels, and plays a critical role in the story.

Educators, please discuss with your students:

- How would you describe the world of New North? What unique elements does it possess? What is the significance of the setting to the overall story structure? What do the citizens of New North believe about their world?
- New North purports to model itself on a medieval community. What elements are similar to a medieval community, and what elements are different? Why did the Triad choose to fashion New North into a medieval society, among all the alternatives?
- New North superimposes its medieval society on an indigenous culture that already existed on the Arctic islands that ultimately form New North—the Inuit culture. How does the existence of this Inuit culture affect the physical world and social community of New North?

Educators, please ask your students to:

- Review one of the non-fiction textbooks on medieval history listed in the recommended reading—as well as other original sources you may research—and present an argument as to whether the people of New North have created an accurate medieval society. What similarities and differences can be found? What might be the underlying reasons for the elements chosen? Or ignored? Present visually the differences between New North's medieval world and our Middle Ages, to the extent you find them—through charts, maps, or drawings. The jigsaw method may be used to turn this into a group project.
- Research some elements of the Inuit culture. How does this knowledge impact your view of New North? What do you think of New North's treatment of the Boundary people? What does it mean that the Boundary people are free to act outside the requirements of the *Lex*? Present your findings to the class.

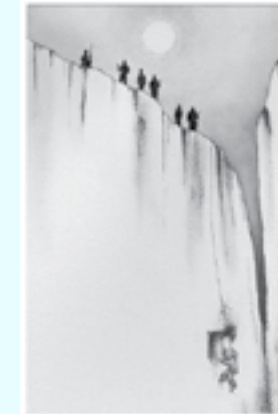
3. RELIC CONTAINS ELEMENTS OF SEVERAL GENRES. The genre is arguably dystopian, in part.

Educators, please discuss with your students:

- What are the elements of a dystopian society? How does it compare with that of a utopian society?
- What sort of society is described in RELIC? Does it contain elements of a dystopia? What, if anything, would you change about the society in RELIC? Do our world and the RELIC world have anything in common?

Educators, please ask your students to:

- Read Sir Thomas More's *Utopia* and compare with RELIC. Consider whether New North is a utopia or dystopia and present your findings—either verbally or visually—to the class. Open your findings up for classroom debate.
- Read one or more of the Classic or Contemporary Dystopian Fictions on the recommended reading list and compare with RELIC. How are their worlds like—or unlike—the world of RELIC? Does the exercise of comparing these books with RELIC change your view of whether New North is a dystopia or utopia? Can a society be both? Present your viewpoint to the class—either verbally, in writing, or visually. The jigsaw method may be used to turn this into a group project.



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4. THE GENRE OF RELIC is also arguably fantasy, in part.

Educators, please discuss with your students:

- What are the elements of a fantasy novel? In what way does RELIC fall within the fantasy genre? What could be considered the element of magic?

Educators, please ask your students to:

- Decide whether you believe RELIC fits within the fantasy genre and present your findings—either verbally or visually—to the class. Open your position up to classroom debate. This question may be done in conjunction with question 3; for example, the class may debate whether the genre is dystopian, fantasy, or something else.
- Read one or more of the Classic or Contemporary Fantasy novels on the recommended reading list and compare with RELIC. How does this comparison affect your view as to whether RELIC is fantasy? Present your viewpoint to the class—either verbally, in writing, or visually.

5.

THE VOCABULARY OF RELIC is unique. The Aerie people of New North use their own vocabulary, a blend of English and Latin, as well as re-purposed English words. Eva also utilizes Inuit words that she learned from Lukas.

Educators, please discuss with your students:

- What are some of the unusual word usages found in RELIC? How do the words' current meanings compare with the meanings utilized in RELIC?
- Does the Triad use vocabulary as a means of controlling the Aerie and Boundary citizens? If yes, how does the Triad do so?

Educators, please ask your students to:

- Create a Glossary of the Aerie's more unusual vocabulary words. Include other currently used words that might be utilized in an interesting way in New North, or create new words that could become part of New North's vocabulary.



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6.

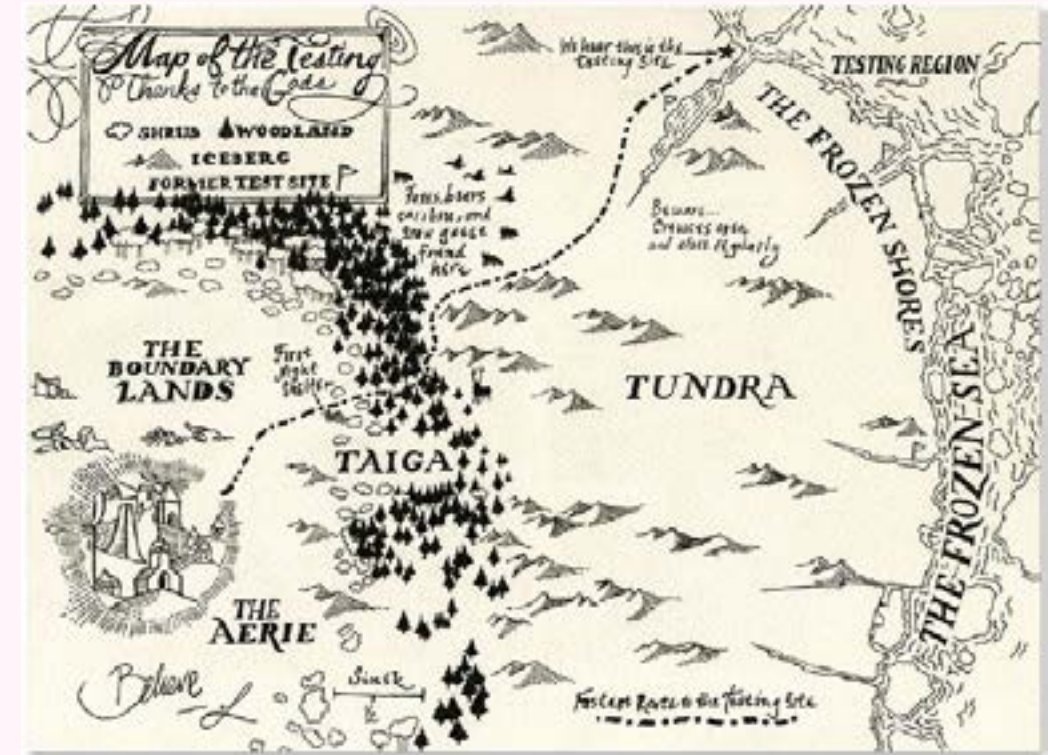
HISTORY AND ARTIFACTS IN RELIC play an enormous role in the rituals of New North and the binding together of its community. A major theme of RELIC is how trusted leaders shape people's understanding of the past using artifacts—and why leaders do so.

Educators, please discuss with your students:

- What does Eva believe about the past—namely, our modern culture? In what ways is she right or wrong?
- Does Eva learn that history is not exactly what she's been taught? How does she learn this lesson? Why does the Triad want the people of New North to hold those particular beliefs?

Educators, please ask your students to:

- Select other "relics" of our world and how they might be viewed by the people of New North. Please make a presentation—including a visual element—of those relics and how the New North people might perceive them. Would a Boundary person perceive the same "relic" you've chosen differently than an Aerie person?
- Consider other "relics" of past civilizations and how we as a society have interpreted those "relics." Please take a "relic" from the past—for example, a sarcophagus from an ancient Egyptian tomb—and examine how we might have misunderstood that "relic" in light of our own perceptions and agendas about the past. Can you fashion a different history for that "relic"? In so doing, please review David Macaulay's *Motel of the Mysteries*, in the recommended reading.
- Create a time capsule of objects that you believe best reflect our modern culture and explain why. Present this time capsule to the class.



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7.

THE CREATION MYTH IN RELIC is used by the New North Triad to unify their new society. To deepen the impact of the creation myth—a narrative reflecting a culture's belief in how the world began, or how the world was rebirthed after a divine flood—the Triad creates the *Praebulum* and the *Lex*, to memorialize that story among other things.

Educators, please discuss with your students:

- What is a creation story? How is the creation story used in New North, and how does it unify the people of New North? Or not?

Educators, please ask your students to:

- Review the classical flood legends listed in the recommended reading and compare those myths, either visually, verbally, or in writing. Eva learns that New North's creation story is eerily similar to other, earlier flood myths. Why might so many cultures have flood myths? Does this exercise change your perception of Eva's world, or our own? Is it possible that these myths are repeated because they speak to some core truth within people—or because societies build upon the traditions of past societies, as Lukas believes?
- Research flood myths of other cultures and compare those to The Healing story described in RELIC. Please present this analysis either verbally or visually to the class, or in writing.
- Write an excerpt of how you think the *Lex* might read. Consider how it might differ from the *Praebulum* in topic and purpose, and present your findings to the class verbally or visually.
- Review the *Preamble to the Constitution of the United States of America*, listed in the recommended reading. Compare the *Preamble* with the *Praebulum*, charting out differences and similarities. Present your findings to the class—visually or verbally—keeping in mind the varying subjects and purposes of the two documents.

8. SHAKESPEARE AND RELIC. Shakespeare's *Romeo and Juliet* is referenced several times in RELIC.

Educators, please discuss with your students:

- Consider any parallels between RELIC and *Romeo and Juliet*. In what ways do you see the themes and relationships of *Romeo and Juliet* in the story of RELIC? Are there any parallels between the characters of both stories? Between specific scenes? What differences do you see?

Educators, please ask your students to:

- Consider the fate of the characters and world of New North, which will not be revealed until the future BOOKS OF EVA. If the allusion to *Romeo and Juliet* holds, how would you envision the ending to RELIC's sequels? Please write your own ending to the series, with Shakespeare's classic play in mind.



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9. THE CHRONICLE. Eva writes a unique Chronicle in RELIC, in which she presents her view of the past based on the Relics she finds.

Educators, please ask your students to:

- Write your own first-person narrative Chronicle, an exercise in viewing some segment of the past through the eyes of person living in a different time period. For example, you might write a Chronicle of an event in the Revolutionary War through the eyes of a teenaged Southern girl in the Civil War era, who has a relic from the Revolutionary War because her ancestor fought in it. Use your imagination! You may choose any two periods of history—one for the owner of the relic and one for the author—as long as you research or have studied those time periods in class.
- Review the non-fiction books by either David Grann or John M. Adams listed in the recommended reading. Compare the narrative style used by the authors of these books with that used in Eva's chronicle to describe Elizabet. Do you see the prism through which the narrators, or the main characters, view the past more clearly in the non-fiction books or in Eva's Chronicle?

RELATED, RECOMMENDED READING

FICTION books

Classic Dystopian Fiction

1. Ray Bradbury, *Fahrenheit 451*
2. George Orwell, *1984*
3. Stephen Vincent Benét, *By the Waters of Babylon*
4. Isaac Asimov, *Foundation and Empire*

Contemporary Dystopian Fiction

1. Margaret Atwood, *The Handmaid's Tale*
2. P. D. James, *The Children of Men*
3. Lois Lowry, *The Giver*
4. Suzanne Collins, *The Hunger Games*

Classic Fantasy Fiction

1. C. S. Lewis, *The Chronicles of Narnia*
2. J. R. R. Tolkien, *The Lord of the Rings: The Fellowship of the Ring, The Two Towers, and The Return of the King.*

Contemporary Fantasy Fiction

1. George R. R. Martin, *A Song of Ice and Fire* series: *A Game of Thrones, A Clash of Kings, A Storm of Swords, A Feast for Crows, A Dance with Dragons, The Winds of Winter, and A Dream of Spring*

Graphic Novel

1. David Macaulay, *Motel of the Mysteries*

Classical Literature

1. William Shakespeare, *Romeo and Juliet*

NON-FICTION BOOKS

1. David Grann, *The Lost City of Z*
2. John M. Adams, *The Millionaire and the Mummies*
3. Sir Thomas More, *Utopia*
4. *The Preamble to the United States Constitution*
5. Medieval Histories (among many)
 - Barbara Hanawalt, *The Middle Ages: An Illustrated History*
 - C. Warren Hollister, *Medieval Europe, A Short History*

OTHER

Classical flood myths from around the world

1. The ancient Biblical flood story of Noah, Genesis 6–9
2. The Eskimo flood myth
3. The ancient Mesopotamian flood myth, in the Epic of Gilgamesh
4. The ancient Greek flood myth, in the Deucalian legend in the Bibliotheca



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