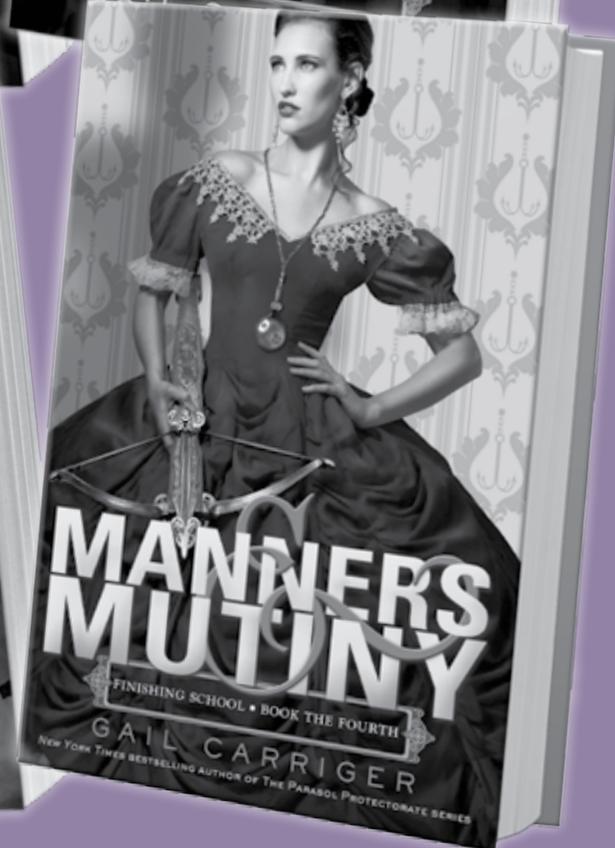
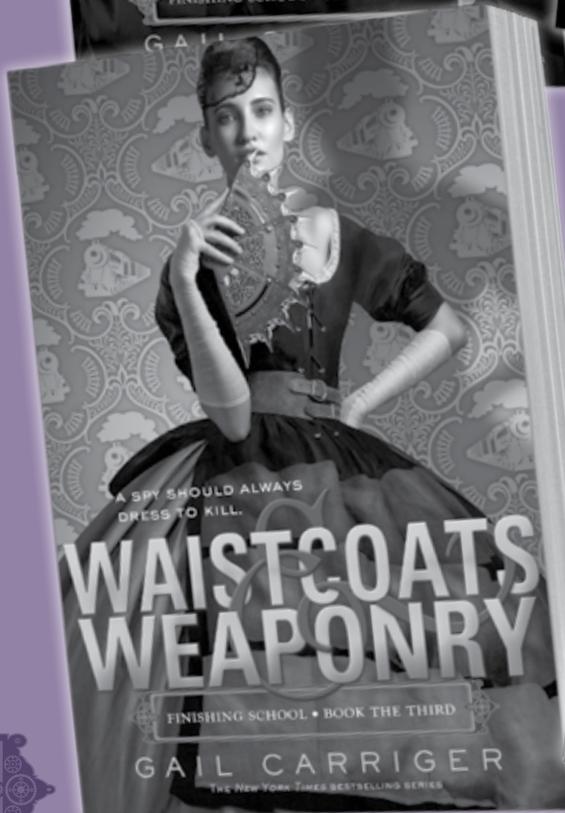
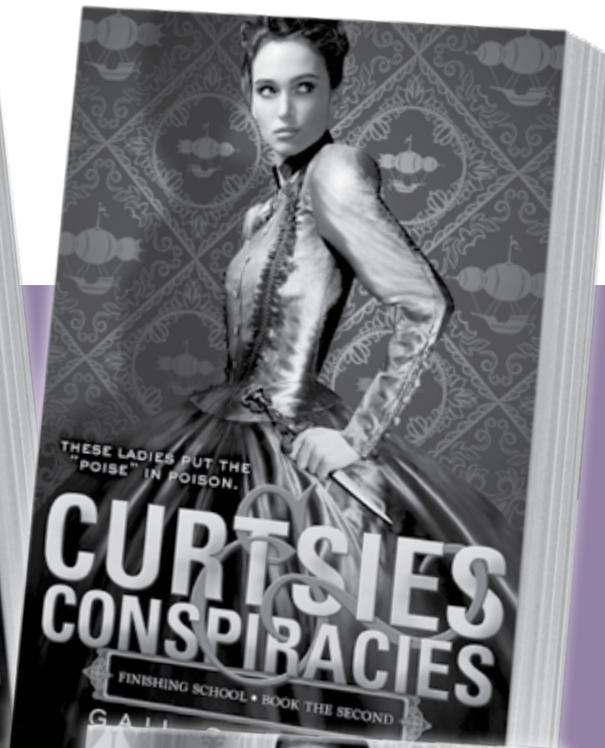
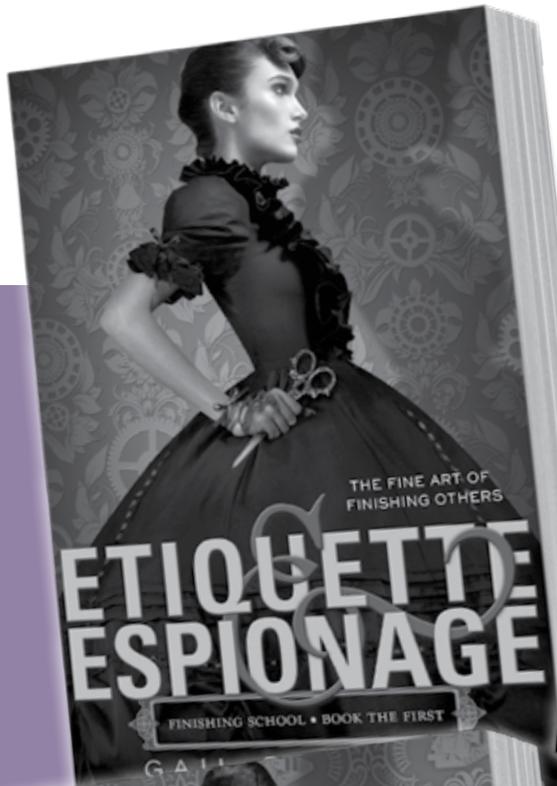


THE FINISHING SCHOOL SERIES

by GAIL CARRIGER



Ages:
12 & up

COMMON CORE CONNECTIONS

This guide is aligned with the 9-10 standards for literature. If you teach another grade, you may want to visit the common core website and find a similar standard in the same strand.

Reading Literature:

Key Ideas and Details

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.

Speaking and Listening:

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas, actively incorporate others into the discussion. Remember to clarify, verify, or challenge ideas and conclusions.





ETIQUETTE & ESPIONAGE
FINISHING SCHOOL • BOOK 1

*It's one thing to learn to curtsy properly.
It's quite another to learn to curtsy
and throw a knife at the same time.
Welcome to Finishing School.*

PRE-READING

Because this series is an example of steampunk literature your students may not have a great deal of experience with the genre and its unique elements. Consider letting them explore the topic through internet research

(student-friendly, of course) and then use those detective researching skills to write a paragraph about what they learned before commencing the study of the novel. This will help prepare them for the unique setting and give them a chance to hone their writing of exposition, a key component of the CCCS. Use the graphic organizer below to help guide their research and drafting.

Read the entire first chapter aloud and then brainstorm all the facts that the reader learns about Sophronia. Discuss which three facts you think will be most important to the story and write three predictions about what the conflict and plot might entail.

TOPIC: Research Steampunk Literature

Home page of research site:	Topics explored within that site:	Why is this a reliable source?

STEAMPUNK ELEMENTS:	Notes:
TIME PERIOD:	
GENRE:	
SOCIETY:	
TECHNOLOGY:	
PLACE:	
DETAILS:	

List other titles that are steampunk related:

DISCUSSION GUIDE

1. Describe Sophronia and her relationship with the members of her family.
2. Where is Sophronia being sent to? Why is she being sent there? What do you think her mother's hopes are for her daughter?
3. Describe what happens when the carriage is overtaken by flywaymen on the journey to Mademoiselle Geraldine's School. Who are Sophronia's traveling companions? Discuss whose company you would most enjoy (or abhor).
4. Who is Miss Monique? How does she react to Sophronia's bravery? Why? What is confusing to Sophronia as she makes the journey?
5. Discuss the most important things a new student of Mademoiselle Geraldine's School must know for survival (and to avoid trouble). What is the most interesting detail so far? The most humorous aspect?
6. What object is everyone after and why? Who has it? What are the first lessons that Sophronia learns at the Academy? How would you do with the expectations of the school?
7. Why do you think Sophronia was recruited for the Academy? How does that make her different from her contemporaries there? How does she prove herself in Professor Braithwrope's class?
8. How does Sophronia take it upon herself to explore the ship? How would you describe her? What does she learn and who does she meet while out and about?
9. Describe the external appearance, internal classrooms, and a typical day at the Academy. Would you like to attend? What does Captain Niall teach the girls? What important information does Sophronia ferret out about Monique and the prototype?
10. Explain why Sophronia is able to develop a friendship and understanding with Sidheag. Who else has she made friends with? Has she developed any enemies?
11. Why does Sophronia land in trouble with Lady Linette? How is the conversation with Lady Linette (and her resulting punishment) ironic? Find a key quote that shows how Sophronia is changing for the better or worse and be prepared to defend your position.
12. Describe Vieve and what is most surprising and interesting about her character. Why did Sophronia and Vieve break into Bunson's Academy? How did they manage to do it?
13. List the most exciting parts of their explorations and discoveries at Bunson's. What was the most dangerous on their return home?
14. Explain how the girls were trained to protect themselves from werewolf attacks. What clues and theories has Sophronia developed about the prototype and Monique's involvement?
15. How does Monique humiliate Sophronia? What allies has she made? Which would you consider most useful? Why?
16. Why did they decide to hack into the records room? What did they discover of import? What would you most want to know that's probably hidden in your own records?
17. Why is Sophronia going home? Who is going with her? What is the plan at the estate?
18. How do things get interesting and exciting during the journey home? Would you like to capture an airdinghy?
19. In the end, describe the zany events that left Monique partially clothed and the prototype recovered.
20. What was your favorite literary element from the story? Was it the characters? Which character was your favorite? Or, was it the imaginative steampunk setting? Did you enjoy the playfulness of the Victorian vocabulary? Did you like the zany irony of the school teaching both traditional female roles and subterfuge?

CHARACTER DEVELOPMENT

Fill out the following chart on the characters from the novel. Use key quotes (actual descriptions and details found directly in the story) that prove your opinion.



Character:	Description:	Ally or enemy of Sophronia:	Motivation:	Key quote that best represents that character:
Sophronia Temminnick				
Dimity Ann Plumleigh-Teignmott				
Monique de Pelouse				
Bumbersnoot				
Sidheag Maccon, Lady Kingair				
Agatha Woosmoss				
Phineas B. Crow "Soap"				
Captain Niall				
Vieve				
Mrs. Barnaclegoose				

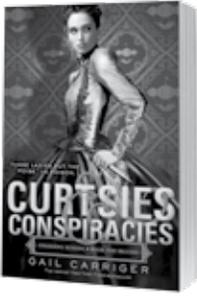
VOCABULARY

The author, Gail Carriger, uses complex and historic vocabulary to give the novel a sense of time and place. As you read, take note of the vocabulary, and fill out the chart below. You only need to find ONE of the vocabulary words to focus on in each chapter (do be discerning in your choices, dear). Select one that will expand your vocabulary exponentially (for a lady of quality has an alarming number of words with which to express herself).

DISCUSSION ON VOCABULARY AND TONE

1. Why do you think the author chose to use such elevated vocabulary to tell the story? What did it add?
2. How does it evoke both a time period and a location? Discuss which words are no longer in common use because they are representative of a time period.
3. How would you describe the overall tone of this novel? How do you think writers develop a tone for a particular story?

Chapter:	Discerning vocabulary options:	Define one word from the context in which it appears:	Note its denotation:	Does it have a negative (-) or positive (+) connotation:
1	Dirigible, whist, décolletage, aberration			
2	Portmanteau, prattled, countenance, salacious			
3	Valiant, improvisational, cravat, coppice			
4	Swarthy, antimacassar, chartreuse, comestibles			
5	Quadrilles, elocution, gallivanting, imperious			
6	Cavorting, reticule, imperious, prevaricate			
7	Portmanteau, prosaic, umbrage, nascent			
8	Comestibles, macabre, provocateur, deference			
9	Intimated, pinafore, incongruous, intervening			
10	Dodecahedron, guileless, dissemination, garrotes			
11	Denizens, fulcrums, jodhpurs, autocratically			
12	Querulous, haughty, pestilence, dearth			
13	Disheveled, quelling, magnanimously, pustule			
14	Recalcitrant, gaffe, quadrille, patently			
15	Doffed, petticoats, ballistics, infiltrate			
16	Machinations, infiltrator, ostentatiously, inimitable			
17	Quandary, sycophants, comestibles, kerfuffle			



CURTSESIES & CONSPIRACIES
FINISHING SCHOOL • BOOK 2

Does one need four fully grown foxgloves for decorating a dinner table for six guests? Or is it six foxgloves to kill four fully grown guests?

PRE-READING

If it has been a spell since you read the first book you may need to refresh your ailing memory about the important characters in the series. Fill out the chart below and then use it as a bookmark as you read the novel.

Character:	Important info:
Sophronia Temminnick	
Dimity Ann Plumleigh-Teignmott	
Monique de Pelouse	
Bumbersnoot	
Sidheag Maccon, Lady Kingair	
Agatha Woosmoss	
Phineas B. Crow "Soap"	
Captain Niall	
Vieve	

DISCUSSION GUIDE

- Describe Sophronia’s six month evaluation at the Academy. What skills were being assessed? Why? How would you do on a test of proper etiquette? Why is Sophronia suddenly ignored by her friends?
- Explain how Dimity may get in trouble and besmirch her reputation in one fell swoop. List the important elements in the rendezvous and Sophronia’s part in it.
- What surprises did the girls learn? Where will they go? Why? What visitors will accompany them?
- What information does Sophronia learn about vampires? Who is pursuing Sophronia and how does she feel about him? What is his background?
- Create a list of what the girls see, hear, and learn when Sophronia and Vieve go exploring. What questions remain unanswered for them? Why do they care?
- Why does Sophronia push past propriety in her questioning of Professor Braithwope about vampire details? What does she learn from him and her friends? Have you ever questioned someone past the acceptable expectations? Did it work?
- What does Sophronia discover about Monique’s relationship with Professor Braithwope? Who is Monique’s benefactor on staff? Why? Describe the attack in the woods. How was it amusing?

8. How have things become complicated for Sophronia with gentlemen? How has she unwittingly gotten the attention of two different young men? Should she be flirting with Soap or not? Defend your answer.
9. What did Sophronia discover in the storage shed? What is Vieve's theory about the mini prototype (or the crystalline guidance valve, to be more accurate)? How would that change the power structure in Sophronia's world?
10. What is the purpose of the fortune teller's scene? Which is the most compelling prediction that she makes? Why?
11. Do you agree with Sophronia's take on the fortune teller's craft: "It seemed a matter of making statements vague enough to be possibly true or predictions far enough in the future to be irrelevant (p.182)."
12. Why does Sophronia receive lovely gowns from her parents? How is it ironic? What surprise opportunity has presented itself for use? Why are the girls willing to go?
13. Why does Sophronia hand over Bumbersnoot? What's the plan for his retrieval? Who visits and what questions does it inspire? Would you describe Sophronia as curious by nature or has the Academy brought it out in her?
14. Describe what happened when Professor Braithwope was used as a guinea pig in the experiment with aether and supernaturals.
15. Why does Sophronia feel to blame for the effects of Professor Braithwope's results in the experiment? In your opinion, should she be held accountable or not? Why? What was her motivation for getting involved?
16. Discuss Monique's ball and how it unraveled. Does it sound like a visual feast or over the top to you? Why does Sophronia leave Felix on the dance floor once more?
17. Why have Dimity and Pillover been kidnapped according to Sophronia's theories? Do you think they are in mortal danger or not? Why?
18. Explain why the vampires want control of the new aether technology when it's obvious from Professor Braithwope's results that they cannot use it themselves.
19. List and discuss the steps Sophronia and her team use to recover Dimity and Pillover from the hive. Which part did you find the most exciting? Zany? Why? What skills did they get to practice from their recent training? Who else became a part of the rescue team?
20. Summarize the conclusion (or denouement) for each of the following characters: Sophronia, Vieve, Monique, Sidheag, Soap, and Agatha. Predict the next conflict from the clues laced into the final chapter.



VOCABULARY

Word Bank:

It's important to practice the skill of understanding new vocabulary words in the context in which they appear. This builds your vocabulary rather effortlessly and it also helps with comprehending more difficult text. Of course, refined young women know that an excellent vocabulary is a sign of 'Quality.' Insert the words below in the context where they make sense!

1. "Lady Linette stood at the front of the class wearing an _____ expression that clashed with her _____ yellow curls and a bonnet covered with drooping silk lilacs." (p.1)
2. "Sister Mattie was _____ by the interruption, sitting placidly in her mock religious attire." (p.2)
3. "The girls saw her as a nice sort of mystery and one of the more _____ teachers, so they mostly respected her eccentric choice of dress." (p.3)
4. "Most of the hallways were laid down with a single track upon which the school's many servants trundled, performing the _____ of menial tasks needed to keep a ladies' seminary running smoothly." (p.4)
5. "If one thought of those siblings as hostile and _____." [describing Bunson's Academy] (p.9)
6. "Genevieve Lefoux was a dear friend, a _____ ten-year-old with a propensity for dressing like a boy and a habit of inventing gadgetry." (p.10)
7. "If you must draw attention to the lips, a small lick is superior. It is too academic to nibble" was Lady Linette's customary _____." (p.14)
8. "It has a pleasing military feel. I read recently that the _____ and power of masculine elements can inspire confidence in the wearer, and the accompanying aura of authority is never a bad thing," Sophronia paraphrased." (p.15)
9. "Lady Linette interrupted her _____." (p.16)
10. "Sophronia was in ever-greater fear that her _____ at Mademoiselle Gerladine's might come to a pre-mature end." (p.17)

Juxtaposition
Admonishment

Unperturbed
Myriad

Estranged
Copious

Austere
Benign

Reverie
Sojourn

Mercurial

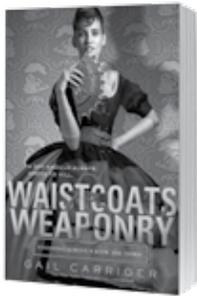
SUMMARIZATION AND TONE

Gail Carriger has a delightful and distinctive tone in the Finishing School series. It is a combination of proper Victorian expectations laced with hilarious insights and commentary on all things feminine. So, it's your turn to try your hand at maintaining that tone and developing a key skill for any scholar: summarizing text. After reading each chapter, write a brief summary of the key developments in the plot, but do so in the tone of the novel. An example of 'quality' has been provided for the first chapter.

Hints: Use elevated vocabulary whenever possible (a thesaurus or synonym finder is an invaluable asset)! Pretend you're telling a friend about the chapter they forgot to read before a pop quiz. It will force you to think about the most important elements from that chapter only.

Revision may be necessary for your summary to be convincingly written in Carriger's tone.

Chapter:	Exceptional summary mimicking the author's tone:
The 1st Test: Dangerous Puddings	In which the fair protagonist of the tale, Sophronia Temminnick, faces the oddgob device that evaluates her developing proficiencies of etiquette and espionage simultaneously.



WAISTCOATS & WEAPONRY

FINISHING SCHOOL • BOOK 3

Class is back in session...

DISCUSSION GUIDE

- Describe the pilot's bubble that Sophronia got herself into with Professor Baithwrope. What does this reveal about her character?
- Describe the interactions (both verbal and physical) between Preshea and Sophronia and her friends.
- What is Sophronia worried about after her schooling is complete at Madame Geraldine's? What are her options? Which do you think is most desirable? Why?
- Explain the three purposes of holding a man's gaze and what shocking information it may imply to him. How are they trained in these important matters and how do they practice?
- Why is Sidheag's reputation at stake? What fear do her friends have for her?
- What does Sophronia learn about Soap's dreams for himself? What do you think motivates him? Why would he pursue the option of becoming a claviger? What are the risks and benefits? How does Sophronia react?
- What are the rumors surrounding Sidheag's disappearance with Captain Niall?
- How do things between Soap and Sophronia become awkward and entangled? Is it a possibility for them to be together in this historical setting? Why or why not?
- What becomes of Sophronia practicing her skills of seduction on Felix Mersey? What does this reveal about his feelings for her? How does Sophronia feel about the Count's son? Why?
- Explain how Sophronia manages to get herself secretly engaged to someone and to whom. How could it actually end up a decent match for her? Who would object?
- Who is Lord Akeldama? How does he offer an alternative for Sophronia's future? How is he quite fabulous?
- Why is Mrs. Temminnick upset by Sidheag's appearance at the masquerade? Why would she later be disappointed in her reaction to Sidheag's companions? Describe the strange event that occurs at midnight at the party.
- What do they learn of Sidheag's travails with Captain Niall and the dewan? Why are they travelling with Sidheag and what has happened to her family structure?
- Explain why and who are on a journey to Scotland. What do they hope to accomplish? What do they have to do to get transportation?
- Compare and contrast the characters of Soap and Felix Mersey. What qualities do they share? How do they act as foils for each other? As a reader, who are you hoping will win Sophronia's affections? Why?
- List the discoveries that Sophronia makes on the train. How do they use Soap's servant-status anonymity to their advantage? What does he find out and from whom?
- Why did they commandeer the train away from Monique? What do they believe is on the train and for what purpose is it being used?
- How are they obstructed by flywaymen? What information does Sophronia extract from them? Why does the interaction become so intense? What is the aftermath of this encounter?
- Who was accompanying the flywaymen? What happened to Felix and how did Sophronia feel about it? Sophronia came to realize that the mechanicals malfunction at her family's masque was a purposeful event. Why? Who did it serve?
- How did they manage to get out of the flywayman's clutches? What has Sophronia concluded about a future with the Duke's son, Felix? Why?
- Monique says to Sophronia, "You are going to have to choose sides. We all do, in the end." (Chapter 13) Do you agree with her assessment? In Sophronia's case why is this an exceedingly difficult thing to figure out whom to serve?
- Who attacks the train next? Has Sophronia been betrayed? What does she realize about Felix and her feelings for Soap?
- What terrible choice did Sophronia have to make? Why? How has she, in effect, chosen sides for her future? Do you think she made the correct one? How did she tempt the Alpha to do her bidding?
- Explain what will happen to the following: the train's cargo, Soap, Captain Niall, Sidheag, Sophronia, Dimity, and Bumbersnoot.
- Which character in this third installment was your favorite? Why? What did you learn about their world that you didn't know before?

VOCABULARY

Build your vocabulary with the delicious words found in *Waistcoats & Weaponry*. First, place a checkmark in the column that best represents your current understanding of these refined vocabulary options.

Next, choose at least five words about which to become a word-expert. Create an index card supplying the following information: a definition, any relevant connotations, a synonym, an antonym, a picture that will help you remember it, and a sentence that reveals its meaning in context.

Delightful words:	I've never even heard it before:	I've heard it but could not define it convincingly:	I could give a decent definition if pressed to do so:	I could use it in a sentence convincingly:
Indelicate				
Mollified				
Coiffure				
Mercurial				
Ballast				
Gallivanting				
Predicament				
Desultory				
Confidantes				
Stoic				
Guileless				
Reticule				
Perturbed				
Décolletage				
Visage				
Austere				
Decapitate				
Queue				
Pirouette				
Detriment				
Solicitous				
Indenture				
Umbrage				
Elusive				
Hauteur				
Façade				
Uncouth				
Viscount				
Cavorting				

THEME DISCUSSION

The theme of a book is often revealed in the transformation of the main character. Make notes in the chart below about how Sophronia changed during each of the novels. List what skills she acquired both technical and emotional. Then, discuss the questions beneath it.

Theme discussion:

1. What was Sophronia's most important lesson that she learned?
2. How did she change the most over the course of the novels?
3. What did she learn about herself and her society?
4. How does she want to be perceived?
5. What can you learn from Sophronia's actions and choices that would still have merit today?
6. What do you think the author is trying to say about what it means to be a young woman of quality in any time period?

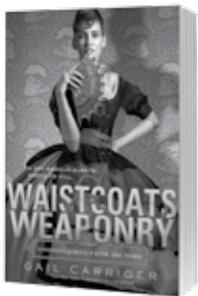
Etiquette & Espionage:	Curtsies & Conspiracies:	Waistcoats & Weaponry:	Manners & Mutiny:

STRUCTURE

Authors manipulate time within their novels (with devices such as flashbacks or pacing) to offer the readers a glimpse at a character's motivation or to create mystery, tension, or surprise. Fill out the following chart based on your reading of *Waistcoats & Weaponry* and use it as a springboard for discussion of this writing

technique. (There is no one right answer here; it is an exploration of your opinion.) Which of these scenes do you think was most effective in its purpose? Which element of pacing is most important to you: motivation (character), mystery, tension, or surprise? Why?

Scene:	Motivation	Mystery	Tension	Surprise
Sidheag leaves with Captain Niall unexpectedly (ch.3)				
Sophronia's conversation with Soap about his future plans (ch.4)				
Sophronia practices her skills of seduction on Felix (ch.5)				
Sophronia ends up "engaged" to Pillover for her walk in the garden (ch.6)				
The dewan and Captain Niall show up at the Temminnick party (ch.7)				
The mechanicals erupt in singing at midnight at the party unexpectedly (Ch.8)				



MANNERS & MUTINY

FINISHING SCHOOL • BOOK 4

If one must flirt...flirt with danger.

DISCUSSION GUIDE

- Describe the dance and the girls' task at Bunson's School for Evil Geniuses. Who arrives unexpectedly at the ball?
- How did the girls manage with their task at Bunson's? Who was the best at their task? Why? From Preshea, what was Sophronia surprised to consider about herself?
- Describe what Sophronia attempted to intercept on the dirigible. What is her theory? How is her intelligence received by the administration of the school?
- Assess Sophronia's technique with target practice and the vampire, Professor Braithwope. How have her skills and confidence improved? What more must she learn?
- What alterations did Vieve make on Bumbersnoot? Why? What else did Vieve create for her aunt as a gift? What would you have Vieve create for you?
- As the girls shop their way through London with Sophronia's sister, Petunia, what does Agatha suggest about Sophronia's personality being damaged by their training?
- Summarize what happened to Soap at the end of the last book and why it is suddenly awkward between he and Sophronia.
- Analyze the dinner at Lord Akeldama's house. What does it reveal about him as a vampire? How does it give clues to the way he feels about Sophronia? What theory does she develop because of this social engagement?
- Summarize the explosive nature of the party and its effects. How does Soap act when Sophronia sees him after the party? What is the Dewan's plan to thwart the Picklemen? What do they predict is the Picklemen plan?
- Prioritize a list of information learned in the file room, then discuss the consequences for obtaining the information.
- Why is it particularly dangerous when Soap makes an appearance at the New Year's Eve tea? How does Vieve help? Why is Sophronia forced to babysit? How do she and Dimity get around the obligation?
- Summarize the catastrophe after Sophronia and Dimity arrive at the tea party. Why would Lady Geraldine be proud of her young ladies?
- What surprise did Agatha reveal to her friends on the moor after the evacuation? What does Sophronia realize about the attack after she returned to the dirigible? Why does she insist on going back to it?
- Write out all the obstacles Sophronia faces aboard the stolen dirigible. Number them from most important to least and be prepared to defend your position. What is the evil plan of the Picklemen on board?
- Evaluate how Sophronia handles the Pickleman who had taken compromising notes on the staff and students of Mademoiselle Geraldine's. How did she use his good manners against him?
- Summarize Sophronia's first finishing of the Pickleman called Deep Voice, with supporting aid from Mademoiselle Geraldine and Professor Braithwope. What does she learn about Mademoiselle Geraldine that she never even suspected as a student?

PRE-READING

To prepare to read the final installment of the series, make a list of everything and everyone an intelligencer from Mademoiselle Geraldine's should know to be successful. In addition, write a three-sentence summary of the ending of the last book in the series, *Waistcoats & Weaponry*.

17. Discuss Madame Spetuna’s choices in the dining hall. Why did she make this sacrifice? How did it affect Sophronia?
18. Analyze Sophronia’s options for stopping the Picklemen. What is their ultimate target? Why? How is Professor Braithwope a particularly good asset despite his questionable sanity?
19. Defend Sophronia’s decision to ground/destroy Mademoiselle Geraldine’s school. Do you agree with her that there was no alternative? How does she accomplish this mission?
20. Summarize the events that led to all the girls becoming “finished.” What becomes of these young ladies and their instructors? Despite society’s expectations, what did Sophronia and Soap decide about their relationship? Why?
21. The official motto of Mademoiselle Geraldine’s is *ut acerbus terminus*, which translates to “to the bitter end.” But the unofficial motto is “deadly as well as decorative.” Which do you think best represents the school? Why?

VOCABULARY

Expanding one’s vocabulary is an essential task for any girl of “*quali-tay*.” Inspired by the website visualthesaurus.com, create visual word maps for at least 20 of the words that appear in the novel. After creating the map, write 20 new sentences that show

your understanding of the word in context. Or sort the words into categories: (1) Important to a spy or mundane words for anyone; (2) Object, action or description; (3) Familiar or First experience with the word; (4) Historical or Modern.

Chapter One:	Reticent, paralytic, sepulchral, gesticulating, farinaceous, maudlin, emulated, veritable, stoat, compatriots, loquacious, dissolute
Chapter Two:	Indiscretions, incontestable, proffered, impeccable, progeny, sabotaging, rectify, euphoric, indisputably
Chapter Three:	Rake, indescribable, dirigible, contemplation, subversive, chatelaine, schematics, infiltrations, imperiously, nefarious
Chapter Four:	Scullery, unperturbed, fragility, missives, tentative, seductive, dastardly, portmanteaus, palate, estranged
Chapter Five:	Subterfuge, concoct, magnanimous, incommodious, obsequious, progeny, nascent, artifice, infinitesimally
Chapter Six:	Addlepat, paroxysms, faux pas, coercion, baroque, repartee, tittered, ebullient, aperitifs, potentate, erstwhile
Chapter Seven:	Hauteur, expectorate, guise, morose, reticent, discredit, pawns, notoriously, petty, privy, possessive
Chapter Eight:	Provincial, landau, bestir, banalities, acerbic, infiltrating, deserter, indentured, propensity, wheedle, elocution
Chapter Nine:	Chivvied, bodice, reprimanding, ire, revolting, discrete, disgruntled, opportunist, fraternizing, dandy, grandeur

Chapter Ten:	Affronted, affably, recriminations, disenfranchised, viscount, proximity, nascent, console, undignified, peril
Chapter Eleven:	Profiterole, sneer, jaunt, juncture, finagle, reticence, infiltrate, dour, revelation, clandestine
Chapter Twelve:	Countermand, dumbwaiters, nicking, protocols, gargoyles, suffused, livid, filched, footmen, corpulent, liaised, imbecile
Chapter Thirteen:	Peons, prosaic, tremulous, austere, solicitous, befuddlement, incapacitated, maniacal, nascent, oafish, indifference
Chapter Fourteen:	Gluttony, indubitably, lucidity, malicious, petulantly, primitive, desultory, averse, absurdities, mercurial, maligned, predicated
Chapter Fifteen:	Provocateur, traversed, poultice, demise, ignominy, fortifying, infrastructure, mollified, compatriots, illuminator
Chapter Sixteen:	Mercurial, sabotage, pronounce, disabuse, disassemble, innocuous, redolent, gondola, gangly, inkling, lurched, carnage
Chapter Seventeen:	Lingered, remnant, repossession, extracted, realign, plaintively, bristle, impeccably, perforce, complicit

READING INFORMATIONAL TEXT: BIAS

In Chapter Four, Sophronia explains that the students, as part of their training, had to read newspapers on several levels. They must “read between the lines not only to understand the way society worked but to puzzle out aristocratic machinations, determine the bias in the press, and look for encoded missives.” Discuss with your students the definition of bias (the unfair prejudice for one argument/view/opinion over another without proper consideration) and how we can recognize it.

Have students pair up and do the following:

1. Obtain a local newspaper.
2. Cut 10 articles from various sections of the paper.
3. Discern if the article reveals any bias toward its topic or people within it by either looking for words that have a strongly negative or positive connotation where a neutral one would be more appropriate OR by determining whether the writer has shown both sides of an issue with equal (or nearly equal) reporting of evidence, examples, or explanations.

4. Create two piles of articles: those that show an obvious bias and those that do not.

After all groups are finished evaluating the articles, discuss as a classroom bias within the newspaper with these guiding questions:

1. Why are some articles more biased than others?
2. Are there any parts of a newspaper that should be biased? Why? Should a newspaper be required to state whether the reporter is biased or not?
3. How important is it to receive news from an unbiased source?
4. How do we reveal our bias on a topic without realizing we’re doing so?

SERIES DISCUSSION GUIDE

1. Which of the characters are you most like? How so? Also, who would you most want to have as your best friend? What could you learn from them?
2. What would you want to study at Mademoiselle Geraldine's?
3. Who do you think is the best professor? Why? Whose classroom décor would you find most satisfying as a young woman of quali-tay?
4. Sophronia's family sees her characteristics as decidedly bad behavior. How do those very same skills serve her and make her exceptional at Mademoiselle Geraldine's? Have you ever had a similar experience within your own family?
5. Which book in the series was your favorite so far? Why? Which scenes do you remember the best?
6. What does the addition of the steampunk details add to the setting? Have you read any other steampunk novels?
7. How does Carriger interpret supernatural beings in a fresh way? Which supernatural is your favorite? Why? If you had to be a supernatural which would you choose?
8. Carriger uses humor to amuse readers with delicious details and commentary on all things female. Which part (or line) made you laugh aloud?
9. While the girls learn all things proper and refined they also learn how to rid themselves of enemies. What do you think Carriger is trying to say to young modern women?
10. Would you be a covert recruit option for Mademoiselle Geraldine's? What skills would you bring to the espionage table?
11. Besides external enemies, Sophronia and friends face plenty of nastiness from other girls (Monique and Preshea, for example). Do people still act like this today? Why?
12. Which weapons would you try to master? The bladed fan? Poison? The letter opener?
13. What would be the disadvantages of the clothing expectations of that time period? What, if any, would be the advantages?
14. Do you see Sophronia as a heroic character? Do any other characters in the novel seem heroic to you?
15. Make a list of friends (and even adults) who you think would enjoy this series. Share it with them and host a party to discuss the novels!

SERIES PROJECTS

Art:

Design your own gown with spectacular stylish details and secret pockets, compartments, and accoutrements that quality young lady of Mademoiselle Geraldine's should have at all times.

Or-

Design the set for your favorite scene in the novels. You could do this as a miniature (think dollhouse diorama) or perhaps a sketch or even a painting. Share on social media!

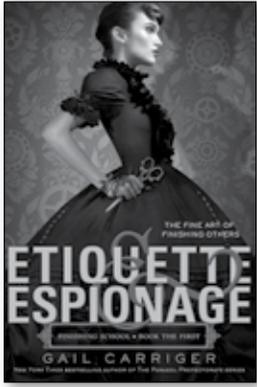
Music:

Create a soundtrack for one of the novels. Write a brief explanation of why a particular song goes with a chapter or book.

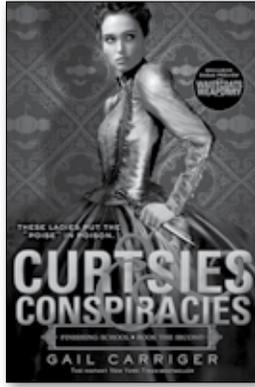
Casting:

Pretend you're the casting director for the film adaptation of the novels. Who would you have play Sophronia and her friends? Use photographs and explain why these actors would get top billing from you.

ABOUT THE FINISHING SCHOOL SERIES

**ETIQUETTE
& ESPIONAGE**

HC: 978-0-316-19008-4
PB: 978-0-316-19010-7

**CURTSIES
& CONSPIRACIES**

HC: 978-0-316-19011-4
PB: 978-0-316-19020-6

**WAISTCOATS
& WEAPONRY**

HC: 978-0-316-19027-5
PB: 978-0-316-19025-1

**MANNERS &
MUTINY**

HC: 978-0-316-19028-2

PRAISE FOR THE SERIES

- ★ “Carriger’s YA debut brings her mix of Victorian paranormal steampunk and winning heroines to a whole new audience...with cleverly Victorian methods of espionage, wittybanter, lighthearted silliness, and a ship full of intriguingly quirky people.” —*Booklist*
- ★ “[A] delightfully madcap espionage adventure.” —*Kirkus Reviews*
- ★ “Carriger deploys laugh-out-loud bon mots on nearly every page.... Amid all the fun, the author works in commentary on race and class in a sparkling start to the Finishing School series.” —*Publishers Weekly*
- ★ “Carriger’s leading lady is a strong, independent role model for female readers.... Ladies and gentlemen of propriety are combined with dirigibles, robots, werewolves, and vampires, making this story a steampunk mystery and an adventure mash-up that is sure to intrigue readers.” —*School Library Journal*
- ★ “[A] world of manners, steampunk, and the supernatural. [Carriger] again manages to blend the rules of etiquette with inventions and creatures effortlessly, creating a diverse world of wonder.”
—*Voices of Youth Advocates*

Photo © Vanessa Applegate



ABOUT THE AUTHOR

New York Times bestselling author Gail Carriger writes to cope with being raised in obscurity by an expatriate Brit and an incurable curmudgeon. She survived her early years by reading most of her local library and memorizing Greek battles. Eventually, she escaped small town life and inadvertently acquired several degrees in Higher Learning. In pursuit of further finishing, Ms. Carriger traveled the historic cities of Europe, subsisting entirely on biscuits secreted in her handbag. She now resides in the Colonies, surrounded by fantastic shoes, where she insists on tea imported from London. Visit The Academy at FinishingSchoolBooks.com