

Chapter 2 Curriculum Guide



Illustration by: Paul Meisel

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Activity #1 Comprehension Check

The reader experiences multiple plot developments in Chapter 2, *The Sleeping Giant Detour*. Changes in characters, setting, and action all occur rather quickly. You might consider checking for student or reader comprehension using the following tools:

The [Character Map](#) from Chapter 1

- Li-Ming breaks out of her traditionally shy and quiet shell by volunteering first to enter Gillette Castle.
- Three new mystery characters emerge: Jasper, a “man with an angry Scottish brogue,” Iona, and Lady Hallow. While there aren’t many details about these characters yet, it may be worth the time to add them to the chart and prime readers’ thinking about further developments in the story.

The [Explore Map](#)

- This map places pins on the different settings of the novel, following Gillette Castle on its mysterious journey through Connecticut.
- By showing the map to students and readers, they can better envision the geography of the state and understand the context of the story.

A CT Caper [Story Organizer](#)

- This graphic organizer may be a nice way to track the story over time as the plot thickens and the mystery develops.
- [Here](#) is a link to some additional graphic organizer formats if you’d like to create your own.

Now Let’s Make A Prediction...

Because Chapter 2 ends rather mysteriously (as do many of the Caper chapters), you may want to teach students about predictions. Below is a fun activity you might use in your classroom.

Common Core Connection: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Split the class into groups of 3 or 4 and give each group a wrapped item. The item inside might make a noise when shaken, be very heavy, very light, or have a recognizable shape. Each student should have the opportunity to hold the item, shake it, and observe it.
- Based on what they notice about the wrapped item, students should try to guess, *or make a prediction*, about what the item is. Groups can either discuss guesses or jot them down and be specific about why they have made their guess.
- Students can then unwrap the items to see if their prediction was correct. The teacher might emphasize that being right is not the point; however, having good evidence for the prediction is.

** You will notice that the graphic organizer linked above has a space where students can write down their predictions after each chapter **

Activity #2 Figurative Language

Common Core Connection: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Chapter 2 offers an opportunity to discuss the use of figurative language in creative writing. The similes in Chapter 2 create a more vivid reading experience. First, we encounter “a whirlpool the size of a circus tent” in the Connecticut River. Later it’s “jagged stones that appeared to drip down the castle, like wax melting on a candle.”

There are a number of ways to expand on this idea of similes. Begin with this example. What is the author, Katie Carroll, trying to explain using this simile?

1. Have your students illustrate the whirlpool. How would they represent a whirlpool of this size? Collect the illustrations and showcase them in your classroom. Before drawing the whirlpool, you can also have your students illustrate a circus tent. This may help with the comparison.
2. Have your students illustrate the stones “dripping” down the castle. How would they represent this structure? Before drawing the stone castle, you can have them illustrate a candle dripping with wax to aid in the comparison.
3. Dive deeper into the comparison of two objects that might not seem related. Take a trip outside of the classroom, library or community space. Have the children record nouns in their surroundings (ex. Grass, road, cloud, flower, snow). Back at their workspace, begin working with comparisons. What other noun would you use to describe the nouns on your list?

Now do some detective work as a group or independently. Can you find other similes and metaphors in Chapter 2? Keep these elements of figurative language in mind as you continue on the journey of *The Great Connecticut Caper*.

Activity #3 Illustration

Common Core Connection: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Paul Meisel's illustration from Chapter 2 takes us into the moment when the group is sucked into the whirlpool in the Connecticut River. Explore the illustration more deeply with your students.

- What is the mood of the artwork?
- How does the illustration make you feel?
- What is the focal point?
- How does it connect to the story being told in Chapter 2?
- Did the illustration change the way you imagined the chapter?

Don't forget to take a look at the clouds in the illustration!

- What has Meisel included in the clouds?
- Why do you think he included those symbols?

Activity #4 Sleeping Giant

Chapter 2 takes the story of Gillette Castle to Sleeping Giant State Park in Hamden, Connecticut. This historical landmark has Native American historical roots, and the giant was named Hobbomock by the Native Americans many years ago. (Learn more about the Giant's history [here](#)). Local Connecticut author, Jason Marchi wrote *The Legend of Hobbomock: The Sleeping Giant*, inspired by the Giant's history. In this story, Hobbomock taught the local people to speak to the birds and animals of the park and to understand the plants and natural resources of the area. Hobbomock valued nature, as did the Native Americans—taking care of it, trusting it, and respecting it.

As readers learn about this CT state park, it may be a nice opportunity to study *The Great CT Caper* across disciplines. Below are some suggestions for various classroom activities and resources related to Chapter 2.

A Historical Study of Local Native American Tribes

- [CTHistory.org Native American Information and Resources](#)
- [The Algonquin Confederacy of the Quinnipiac Tribal Council](#)
- [Colonists from Massachusetts Meet the Quinnipiac Indians](#)
- [Institute for American Indian Studies](#)

Take a Hike!

- Use this poetic [scavenger hunt](#) to engage students in the outdoors and the natural beauty of the park. Pick a pretty spot for students to pause and sketch a scene or write a [free verse poem](#). Maybe both!
- Or, use this [Guide to the Geology the Sleeping Giant State Park](#) to study the different rocks and geological processes that make up the Sleeping Giant.

Study Conservation & Live like Hobbomock

- Learn the meaning of [conservation](#) and it's importance [worldwide](#)
- Use the [images on the next page](#) to get students thinking about pollution and waste reduction and how it affects our environment. Help students complete the graphic organizer and have them draft an article for the school newspaper about what pollution is, how it affects our wildlife, and “10 Simple Ways to Protect Our Environment.”
- Learn about the [DEEP](#)—what it is and how it works to protect the CT environment.
- Teach children how to get involved in protecting our environment—and everywhere with the [United States Environmental Protection Agency](#)

Involve Students

Encourage students to participate in waste reduction programs through classroom lessons and/or extra curricular activities. By actively contributing to the waste reduction program, students will gain a sense of program ownership. Additionally, students will bring this sense of ownership with them as they advance grades, helping to instill the waste reduction message throughout the entire district. To involve students, use some of the following activities or design your own tasks for your students.

Student Activities

- Start or encourage students to join an environmental club.
- Distribute recycling collection containers.

- Collect and sort materials by type.
- Monitor recycling bins to reduce **contamination**.
- Participate in schoolwide assemblies to increase enthusiasm for the waste reduction program.
- Enter schoolwide or districtwide contests to name the program or design a poster or other educational materials.
- Write articles for the school, school district, or community newspaper about the program or the importance of waste reduction.
- Manage parts of the school's waste reduction program.

Don't forget to ask for volunteers and reward students for their participation if not already part of a classroom lesson. See Step 9 on page 24 for reward ideas.

Setting Goals

Check out these waste reduction ideas!

Waste Prevention Goals

- Duplex print and copy
- Use the Internet for research assignments
- Make memo pads out of scrap paper
- View information electronically instead of printing hard copies
- Reduce handouts distributed
- Have a **waste-free lunch** day

Reuse/Donation Goals

- Reuse school supplies, such as folders and binders
- **Donate** furniture or electronics to a local charity
- Collect unclaimed items from lockers at the end of the year to donate or reuse
- Use old magazines for art projects

- Use compostable trays, utensils, and dishware in the cafeteria

Recycling Collection Goals

- Hold a recycling competition among classes
- Recycle a new material
- Place recycling bins in convenient locations

Other Goals

- Start an environmental club
- Educate students about waste reduction
- Reduce the amount of waste disposed to reduce tipping fees
- Join WasteWise, other EPA programs, or Keep America Beautiful for recognition of your efforts

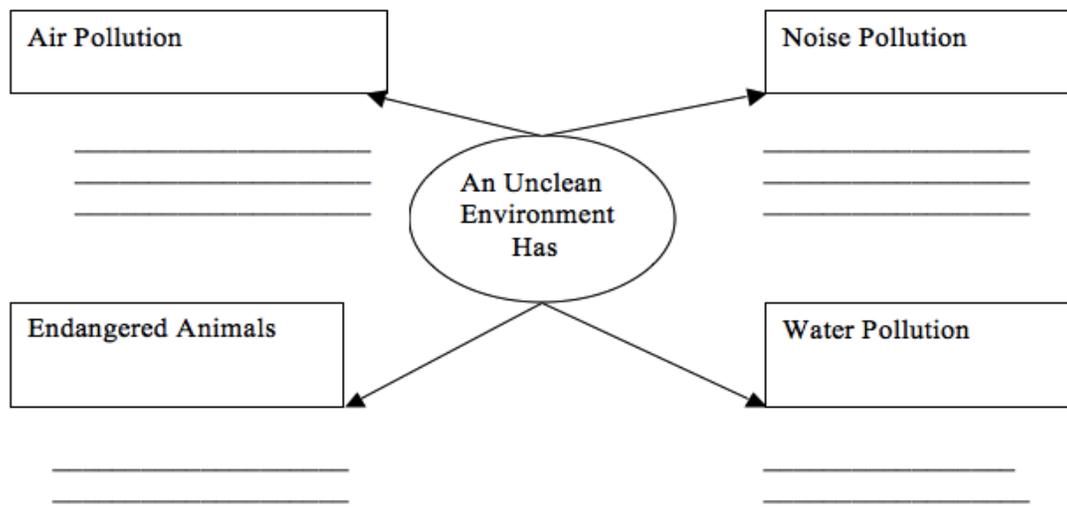
Additional ideas can be found in the *Program Options* (on page 27).

Hold a Recycling Competition

Form student teams—by class, grade, cafeteria period, lunch table, or other logical grouping—and compete over a 10-week period to collect the largest amount of recyclables and/or to decrease the amount of waste generated. This activity increases student awareness of school recycling and waste prevention.

<http://www.epa.gov/epawaste/education/pdfs/toolkit/tools.pdf>

HOW CAN WE HELP?



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Discussion Questions

1. What were you feeling when the boat began to swirl into the Connecticut River whirlpool?
2. Thomas and Li-Ming volunteered to investigate the castle when it landed in Sleeping Giant State Park without knowing what would happen once they got inside. Have you ever volunteered to do something when you didn't know what would happen next?
3. At the end of the chapter, we are introduced to a character with "an angry Scottish brogue." What do you think a Scottish brogue is? Where might someone with a Scottish brogue be from?

Vocabulary Words

Ridgeline

Fieldstone

Whirlpool

Lurched

Clearing (noun)

Aspiring

Erupted

Intricately

Brogue

Imprecise

Chant

Eavesdropper

Ponder

CONTEST!

Schools, libraries and youth organizations: Paul Meisel created a beautiful illustration of Chapter 2, but choosing that scene wasn't an easy decision to make. There are many exciting parts of Chapter 2 that can be illustrated and we'd love to see what your students can come up with. Read the story and create a visual interpretation of the text. Share the artwork with us!

The Prize: An **illustration workshop** with one of the artists of The Great Connecticut Caper!

Submit artwork created by your students following these guidelines:

1. Artwork must interpret the text of Chapter 2
2. Artwork must be created by students ages 9-12
3. Submit a title to go along with the artwork
4. Contest entries must be submitted by January 29, 2015
5. Use the form found at <http://ctcaper.cthumanities.org/education-2/> to submit your entry.
Upload and attach an image of the artwork.