

Chapter 3 Curriculum Guide



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Activity #1 Fun With Language

This chapter's vocabulary words are quite vivid and as you look at them listed below, you can almost outline the chapter's story with the words.

Quaked
Unison
Scurried
Urged
Panoramic
Stately
Uttered
Alcove
Throbbled
Dome
Mammoth

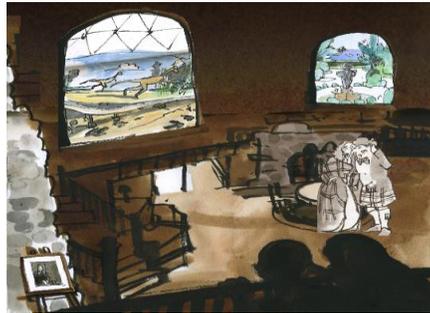
Last chapter, Activity #2 asked students to look at some figurative language in the story. To refresh their memory, ask students to brainstorm a list of as many literary devices as they can on the board or in groups. (A complete list of literary devices, definitions, and examples can be found [here](#)).

Then, challenge students to write a five-line poem that uses rich language, at least two literary devices discussed as a class, and three vocabulary words.

**Caution students that they will have to select diction very carefully in order to convey a meaningful message in only five lines.

Activity #2 Art Analysis

Ask students to take a look at the illustration for this chapter created by Beth Lovell.



You might prompt them with some of the following questions:

- What do you observe in this illustration? Which words would you use to describe this illustration to someone who could not see it?
- How would you describe the people in this illustration? Do they look like you or different?
- What do you feel is the point of emphasis in this illustration? How does that relate to chapter three?
- How do you think the artist made this work?
- Do you like this illustration? Why or why not? Be specific.
- If you don't like the illustration, what would you change?
- Is there a scene you wish had been illustrated instead?



Kearen Enright



Paul Meisel

You might also ask students to compare Chapter 3's illustration with the illustrations from Chapters 1 and 2.

- How is Chapter 3's illustration similar to or different from Chapters 1 and 2?
- Is the style different? Use of colors? Use of lines and shapes?
- Which illustration is your favorite thus far? Why?

Activity #3 Creative Connector

One of the best ways to learn from reading is to connect what you read to other information. Ask students to practice this skill with *The Great Connecticut Caper*.

The Three Kinds of Connections Include:

Text → Self...connections to your own experiences

Text → Text...connections to another novel or book

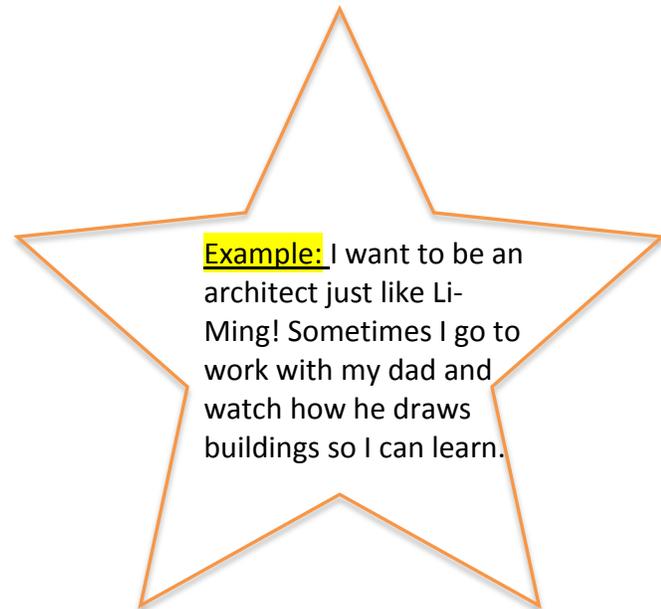
Text → World...connections to something happening in our world

After discussing these three kinds of connections, you might ask students to make at least three connection to *The Great Connecticut Caper*. Depending on your students, you may specify which kinds of connections to make.

Connection 1:

Connection 2:

Connection 3:



Activity #4 Learning about Story Elements

If students didn't know already, you might tell them that each chapter of *The Great Connecticut Caper* is written and illustrated by a different author and illustrator.

When writing *The Caper*, each author picks up where the other left off, continuing the story in a plausible, yet creative way. In each chapter, you might ask students to analyze the ways in which each author moves the story forward.

- *Plot changes
- *Character development
- *Setting changes
- *Tone/Mood

After discussing these elements for each chapter, ask students to author their own short story! You might ask each student in the class to write a paragraph and pass it on. Before doing this, ask students to vote on a topic, conflict, protagonist, and antagonist. Remember that the introduction and conclusion can be tricky. After setting parameters, let students do their most creative work!

Discussion Questions

1. What can you interpret about Jasper and Iona's relationship from this chapter? What can you interpret about Jasper and Iona's relationship with Lady Hallow?
2. It seems that Li-Ming, Thomas, and Norm are, quite literally, along for the magical ride with Jasper and Iona. Thinking back to what we have already learned about Li-Ming, Thomas, and Norm, why are they the perfect people to solve this strange mystery and save Gillette Castle?
3. What kinds of predictions can you make about how Li-Ming, Thomas, and Norm will save Gillette Castle?

Vocabulary Words

Quaked

Unison

Scurried

Urged

Panoramic

Stately

Uttered

Alcove

Throbbled

Dome

Mammoth

CONTEST!

Enter to win a writing workshop with one of the authors of *The Great Connecticut Caper!*

Calling all schools, libraries and youth organizations! The work your class or group shares could earn you a visit from one of our Caper authors.

At the end of Chapter 3, we discover there is a plan to steal Gillette Castle! Jasper hears something upstairs after Thomas blurts out, “we have to stop them!” a little too loudly. Work together using foreshadowing to continue the story. *

Submit a story written by your students following these guidelines:

1. Stories should be no longer than 300 words
2. Stories must be written by students ages 9-12
3. The story must pick up where Chapter 3 leaves off
4. Teachers, librarians, youth group leaders must submit the story and complete all required fields. Access forms using the EDUCATION tab on ctcaper.cthumanities.org
5. One entry per classroom, library, or youth organization
6. Contest entries must be submitted by February 12, 2015

*Contest winners will be notified via e-mail and announced on the Connecticut Humanities website. All entries will become the property of Connecticut Humanities and may be published on cthumanities.org