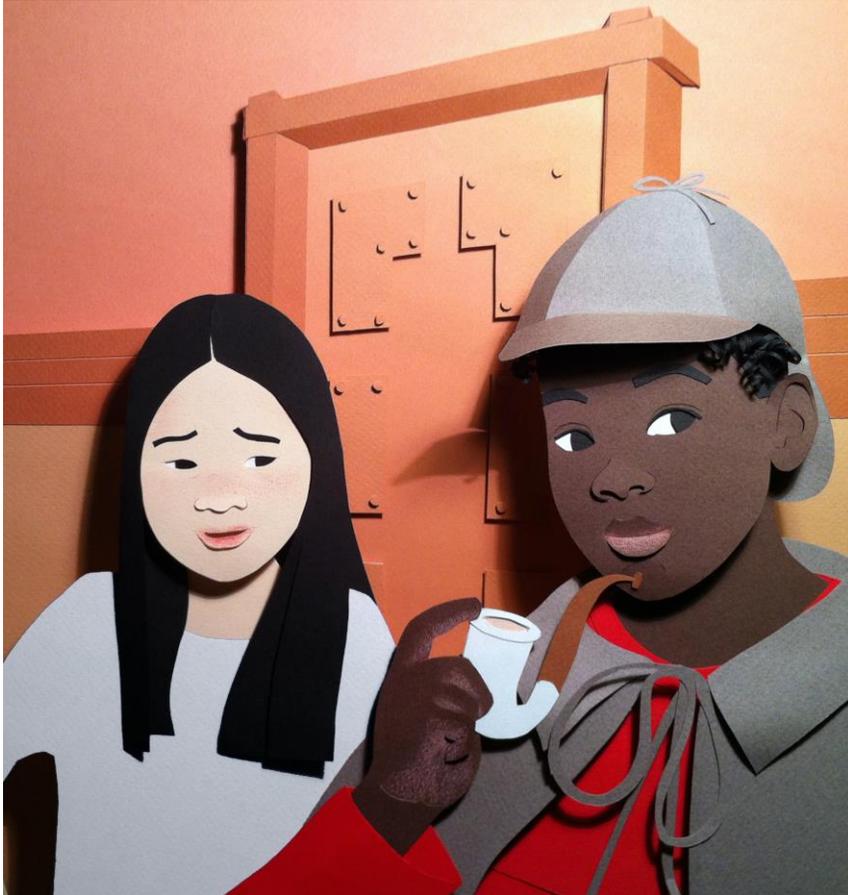


## Chapter 4 Curriculum Guide



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## Activity #1 Diving into Nonfiction: Holmes at Home

Common Core Connection

RI.4.1: *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*

RI.4.2 *Determine the main idea of a text and explain how it is supported by key details; summarize the text*

In Chapter 4, Thomas dresses up as his favorite detective, Sherlock Holmes, and if students don't already know, William Gillette was famous for his acting role as Holmes.

Using an article from [ConnecticutHistory.org](http://ConnecticutHistory.org), "Holmes at Home: The Life of William Gillette" (which has been modified for the elementary/early middle school level), ask students to identify the main idea of this nonfiction piece and three details that support the main idea. You might do this for the entire article, or break students into groups and the article into chunks, asking each group of students to identify main idea and details for their section of the article. Groups can share out to the class after reading and discussing.

Then, whether students do this work independently or in groups, each student can write his or her own summary of the article at the bottom of the graphic organizer.

**(Modified *Holmes at Home* article and Graphic Organizer can be found at the end of this Curriculum Guide)**

## Activity #2 Prehistoric Scavenger Hunt

### Common Core Connection

RI.4.7: *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*

RI.4.10: *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed.*

Li-Ming, Thomas, and Norm get some scary visitors during Chapter 4. The clattering velociraptor skeletons come chasing after our characters thanks to Iona's magic.

Because Thomas and Norm get stuck in Dinosaur Park, it may be a good idea for students to imagine and illustrate the new setting.

This [site](#) provides a nice image and good information on the velociraptor.

This [site](#) offers great information about the Jurassic Period, when many dinosaurs lived. It explains what lived then, what grew then, the types of fossils formed during that period, and what the Earth looked like at the time.

To help students learn some of this information, you might ask them to form small groups, and have them go on an online scavenger hunt. Using the sites provided, and any others you find helpful, ask students to search for the following information about prehistoric life.

- Which ocean was forming during the Jurassic period?
- When did the Jurassic period *begin*?
- Find and sketch a picture of the velociraptor dinosaur.
- Which name describes the study of fossils? Hint: it ends with "ology"
- Which common insect today lived during the Jurassic period?
- Name three reptiles that lived during the Jurassic period.
- Find and illustrate a setting where prehistoric dinosaurs might have lived. You can include a dinosaur in the picture, but it is not required.

## Activity #3 Writing Workshop

Common Core Connection

L.4.3: *Use knowledge of language and its conventions when writing*

L.4.3a: *Choose words and phrases to convey ideas precisely*

Chapter 4 ends with a “CRACK and a BOOM.” This chapter may be a nice opportunity to talk to students about the power of using onomatopoeias.

You might discuss how onomatopoeias can set the tone or foreshadow, like in *The Great Connecticut Caper*, or how they can enhance a description.

Ask students to generate a list of vivid onomatopoeias on the board. Then, you might ask students to write a short poem that begins and ends with an electric onomatopoeia.

Example:

### *Sunday Mornings*

Sizzle! Pop!  
The bacon hisses  
as it hits the frying pan.  
In the background  
flames lick the bricks  
of our fireplace.  
Eggs are scooped onto  
big yellow plates and  
salt and pepper swim in  
the yokes.  
Orange juice is poured.  
Slurp!

## Activity #4 It's About Time

Common Core Connection

Math.4.MD: *Solve problems involving measurement and conversions of measurement from a larger unit to a smaller unit.*

The Earth was formed *4.6 billion years ago*. Dinosaurs became extinct *65 million years ago*. The oldest rocks in Connecticut (located in the northwest corner) are *1.3 billion years old*. Lava flowed in Connecticut *200 million years ago*.

It is hard for young children to make sense of such enormous numbers. Here are a few activities that will help your students to put geologic time in perspective.

1. Use things that are small (pennies, paper clips or marbles) to represent periods of time (such as 100 years, 1,000 years or 10,000 years) and have children figure out how many “pennies ago” dinosaurs lived or how many paper clips ago the first flowering plants appeared.
2. Construct a “Big Timeline” (adapted from *Geology crafts for Kids* By Alan Anderson, Gwen Diehn & Terry Krautwurst p. 98-99) to represent the billions of years that represent the age of the Earth. You will need 5 different colors of construction paper, tape, markers and crayons, a paper towel holder and a length of ribbon. Cut each sheet of paper in half lengthwise and then tape 2 pieces together lengthwise. When you have done this for each color of paper, tape the colors together to form one very long piece of paper. Each color will represent 1 billion years. Label important geologic events when they occurred on the timeline. Have your students draw pictures of animals and plants in the time when they first appeared, map out major extinction events, label the eras and periods, etc.
3. Make Human Body Timeline. You will need large sheets of butcher paper, markers, crayons and scissors. Have the children lie down on the butcher paper and draw an outline of their bodies. Divide the body into 5 equal segments and then label when important geologic events would have occurred ending at the top of the head when humans would finally appear. To make sure that things do not get too crowded and you don't have a huge amount of empty space, you may want to illustrate only the last billion years of the earth's history. You might start with the Cambrian explosion of multicellular life at the beginning of the Paleozoic.

## Discussion Questions

1. Ask students to think critically about Chapter 4. What is one thing they really liked about the chapter? What is one aspect of the chapter they might have changed? Would they have added anything?
2. The phrase, “a roll of thunder” appears in almost every chapter of *The Great Connecticut Caper* thus far. Ask students what they have noticed this phrase symbolizes or foreshadows. How have students noticed that weather, in general, plays a role in setting the tone of a story?
3. In Chapter 4, Jasper and Iona create vicious dinosaur skeletons to chase Li-Ming, Thomas, and Norm. Do you think Jasper and Iona are bad people? Or are they just trying to help Lady Hallow? Would you characterize them as true antagonists?

## **Vocabulary Words**

Bolt

Forested

Paced

Fantastic

Rooting

Disturbed

Bellowed

Stampede

Velociraptor

Vicious

## **CONTEST!**

**Schools, libraries and youth organizations:** Marcela Staudenmaier created the illustration of Chapter 4 using a 3D paper collage technique. She layered colored paper in order to create the image of Thomas and Li-Ming. Get out your paper and scissors! Pick out your favorite part in Chapter 4 of *The Great Connecticut Caper* and create your own paper collage illustration. Share the artwork with us!

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

### **Guidelines:**

1. Artwork must interpret the text of Chapter 4 using a paper collage
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 February 26, 2015
5. Scroll down for instructions on how to enter the contest.

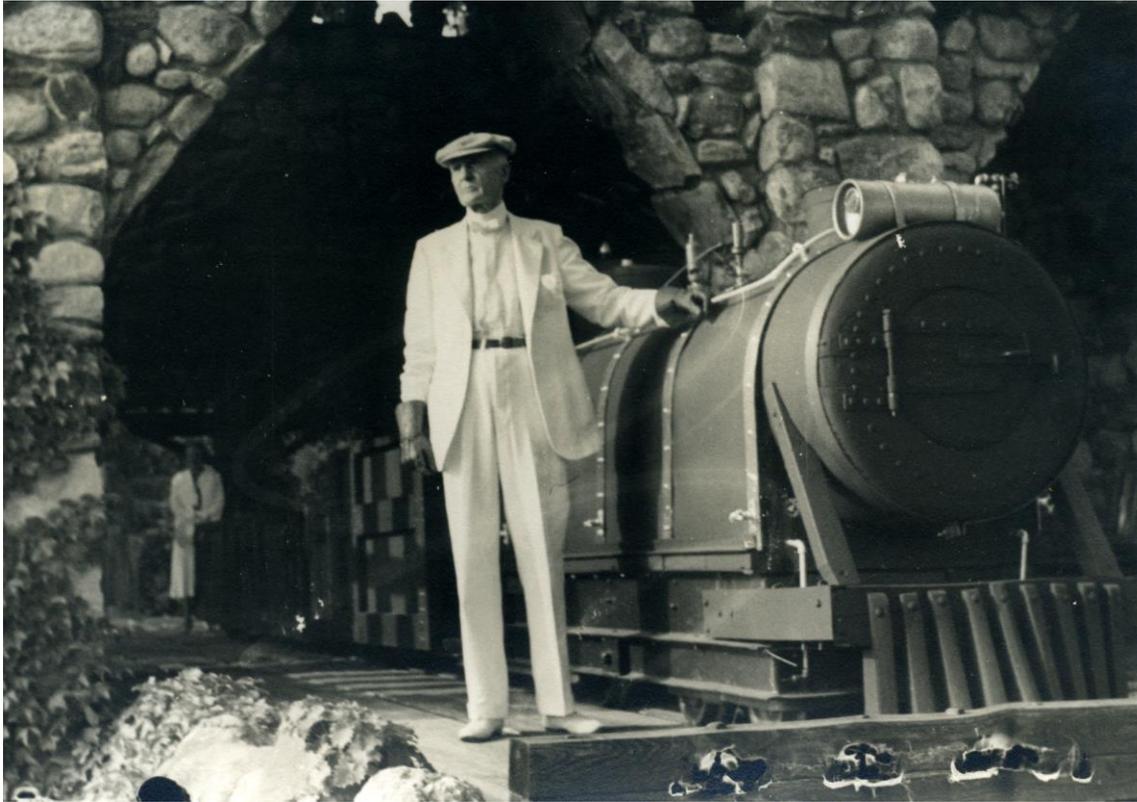
**To submit artwork for Chapter 4, by attaching an image of your collage to an email. Send the email to [CTCaper@cthumanities.org](mailto:CTCaper@cthumanities.org).**

Please include:

1. Name of adult submitting the entry
2. Name of school, library, or organization (if applicable)
3. Name of child
4. Email address
5. Phone number for adult submitting entry
6. Don't forget to attach the artwork!

Good luck!

## Holmes at Home: The Life of William Gillette



*Gillette with his train on his 184-acre property, the Seventh Sister-Harriet Beecher Stowe Center and Connecticut State Library.*

*By Emily E. Gifford*

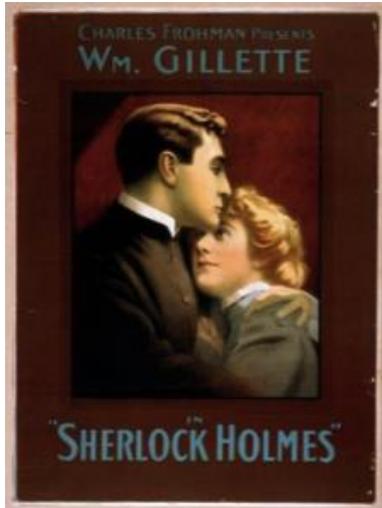
*Modified by Kara C. Wojick (UCONN Neag School of Education)*

William Gillette was an American actor, playwright (someone who writes plays), and stage director who was most famous for his acting role as Sherlock Holmes and for the amazing stone castle he built near the Connecticut River. William Gillette was born in Hartford, CT grew up in an educated and open-minded family. The Gillette's neighbors were Harriet Beecher Stowe and Mark Twain (two famous authors).

As a young boy, William Gillette built a tiny puppet theater and put on puppet shows for friends and family. He also made a magazine with friends that included writing, stories, puzzles, and jokes.

## Early Life and Acting

William Gillette really wanted to act even though his father, Francis Gillette, did not want him to. William's first acting role in 1874 was a small part in his neighbor (Mark Twain's) play, *The Gilded Age*. After a few years, in 1881, William Gillette was hired to be an actor, play director, and a playwright. The first play he wrote was called *The Professor* and it was very successful.



In 1882, William married Helen Nicols and was very happy with her until she died in 1888. The couple had no children and William never married again.

## Gillette Brings Sherlock Holmes to Life on Stage

After about 15 years, William Gillette met with the author of the Sherlock Holmes detective stories, Arthur Conan Doyle. After William Gillette read Arthur's detective stories, he quickly began working on adapting (changing) the stories into a play. William Gillette and Arthur Conan Doyle became great friends.

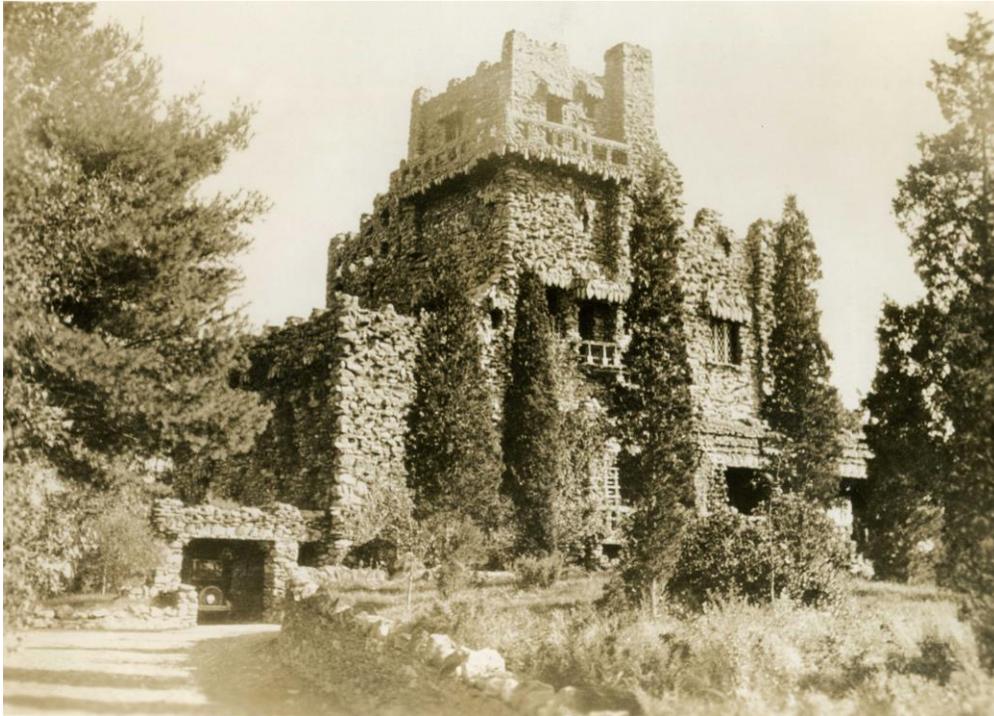
When William Gillette created Sherlock Holmes as a character for the stage, he gave Sherlock a distinct look with three costume items: Sherlock's deerstalker cap, long cloak, and curved pipe. Because of William Gillette, Sherlock Holmes is known for this outfit around the world. William also made Sherlock Holmes a very smart, impatient, and arrogant (snobby) character. The play, *Sherlock Holmes*, premiered (showed for the first time) at the Star Theater in Buffalo, New York, on October 23, 1899. Even though play critics (people who comment on and rate plays) did not like the play *Sherlock Holmes*, the public audience loved William Gillette's play. Gillette played Sherlock Holmes on stage for almost 33 years, approximately (about) 1,300 times!



## **Gillette Builds a Castle**

Gillette made a fortune (a lot of money) playing Sherlock Holmes on stage, and he used part of that money to build a castle—Gillette Castle! The castle was built from Connecticut stone, has 24 rooms with puzzle locks, secret doors, and even hidden mirrors so that William Gillette could spy on his guests. The castle was originally called the Seventh Sister and is located in East Haddam Connecticut.

Today, Gillette Castle is a state park and is owned by the State of the Connecticut. It has approximately (about) 100,000 visitors every year.



The Seventh Sister, now known as Gillette Castle—Harriet Beecher Stowe Center and Connecticut State Library.

Millions of mystery lovers around the world who have never even heard of William Gillette can recognize Sherlock Holmes because of his distinct (unique) wardrobe (clothing) and behavior. William Gillette died on April 29, 1937 in Hartford, Connecticut and was buried in Farmington, Connecticut next to his wife.

## **“Holmes at Home: The Life of William Gillette”**

**Main Idea:**

**Detail 1:**

**Detail 2:**

**Detail 3:**

**Article Summary:**