

## Chapter 6 Curriculum Guide



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## Activity #1 Student Read-Aloud

Common Core Connection

RF.5.4.B: *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*

Chapter 6 of *The Great Connecticut Caper* is exciting and fast-paced, particularly because much of the chapter is character dialogue. To engage students in this chapter differently, it might be fun to assign each student a reading role in small groups (or in a whole-class setting) and read chapter 6 theatrically aloud.

In arranging this activity, assign the following roles:

- A narrator role
- An Iona
- A Jasper
- A Li-Ming
- A William Gillette

You may also want to ask students to read the chapter silently to themselves before performing. Or, at the very least, you might point to certain lines of dialogue that require particular intonation, such as Jasper's sarcastic line: "Why don't you use your magic to catch her... You're so *good* at it."

## Activity #2 Art Analysis

### Common Core Connection

RL.5.7: *Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.*

Just as written descriptions in a story can help readers understand a character, so can illustrations.

In chapter 6, we are introduced to a new character—Mr. William Gillette! You might ask students to consider what the chapter 6 illustration tells readers about Mr. Gillette. Students might consider the following aspects of the illustration:

- What are Mr. Gillette's clothes like?
- What is he holding as he speaks to Li-Ming?
- What is his hair like?
- How do his facial features make you feel about him?
- What is in the background of the illustration?



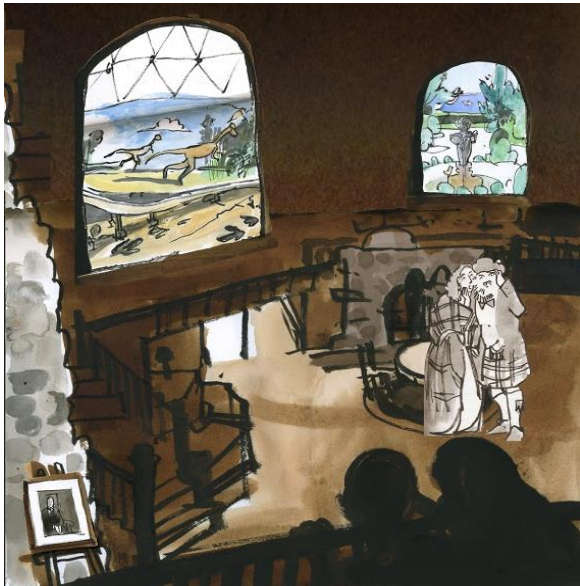
## Activity #3 Reader As Illustrator

### 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.*

Readers of *The Great Connecticut Caper* have read about the two evil characters, Iona and Jasper, in nearly every chapter. However, these characters are never illustrated up close. After analyzing the illustration of Mr. Gillette, you might ask students to illustrate either Iona or Jasper—or both—in more detail.

Below is the illustration from chapter 3 that might give students an idea of what Iona and Jasper would be wearing, but the rest of the close-up illustration is up to them!



Whichever character readers choose to illustrate, they may want to consider the following in their artistic representation:

- How will this character be posed? Will they be alone in the illustration? Or with someone else?
- Do you picture Jasper and Iona wearing something different than what is pictured above? Why?
- What facial expression will this character be wearing? Why?
  - [This](#) site can guide students in their drawing
- Will this character be holding a prop? What will it be?
- What kind of scenery should be in the background of this illustration that might make sense for chapter 6?

## Activity #4 Writing Workshop

### Common Core Connection

*W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

In Chapter 6, readers discover that, this time, Iona has changed the castle's location *and* traveled back in time! William Gillette is alive!

Li-Ming looks out the window and the scenery around the castle is briefly described:

“She hurried to a window and pushed it open. Now the castle was surrounded by meadows dotted with trees. In the distance, a ribbon of blue marked a river. Beside the water was a road, but there were no cars on it, only two horse-drawn carriages going in opposite directions. Where was she?”

You might ask students to revisit this passage and use their descriptive narrative skills to add to this paragraph, creating a more specific setting for readers.

## Discussion Questions

1. After Li-Ming cleverly escapes Iona and Jasper, what does she discover about the new location of the castle? Where do you think it is? What specific clues from the chapter make you believe this?
2. What does Mr. Gillette mean when he says, “And you will be my Watson!” to Li-Ming? What do you predict they will do together?
3. If you were a character in *The Great Connecticut Caper*, would you be afraid of Iona and Jasper? Why or why not?

## **Vocabulary Words**

Gestured

Abrupt

Staggered

Rapid

Balconies

Meadows

High-Jinx

Surge

## CONTEST!

**Enter to win an illustration workshop with one of the illustrators 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 illustrators.

In Chapter 6 we are introduced to Mr. William Gillette! You can learn more about William Gillette in the Curriculum Guide for Chapter 6. Illustrator Jon Buller created an illustration of Li-Ming meeting Mr. Gillette. Send us your illustration of the man who built Gillette Castle.

The Prize: An illustrating **workshop** with one of the illustrators of *The Great Connecticut Caper!*

Submit illustrations created by your students following these guidelines

1. Illustrations must be created by students ages 9-12.
2. The illustration should be of William Gillette.
3. One entry per classroom, library, youth organization.
4. Contest entries must be submitted by March 26, 2015.

**To submit your artwork, please send an e-mail 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!