

THE GREAT **CT** CAPER

Get ready for your
NEXT ADVENTURE

Chapter 8 Curriculum Guide



[Activity #1 Many Different Settings](#)

[Activity #2 Dear Mr. Espinoza](#)

[Activity #3 Limerick Spell](#)

[Activity #4 Chapter Chronology](#)

[Discussion Questions](#)

[Vocabulary](#)

[CONTEST!](#)

Activity #1 Many Different Settings

Common Core Connection: W.5.2.A Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Li-Ming and Thomas have travelled to so many different locations, it's hard to keep track! To help students understand each location and its role in the story, create a Setting Chart organized in chronological order. Have students revisit the text to draw from specific details within.

Title	Location/Description	Chapter appeared	What happened there?
Riverboat Becky Thatcher			
Sleeping Giant State Park			
Harkness Memorial State Park			
Dinosaur State Park			
Gillette's Land Back in Time			
Elm Park/Lockwood-Mathews Mansion			
Castle in the Future			

As the story goes on, continue to add more locations to the chart as well as an indication of its connection to the story.

Activity #2 Dear Mr. Espinoza

Common Core Connection: W5.3.B Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. W.5.10 Write routinely... for a range of discipline-specific tasks, purposes, and audiences

Letter writing is a good way to inform others, while reflecting on a personal experience. Write a letter *to Mr. Espinoza* about what has occurred so far in the story from a main character's perspective.

Choose to write from the perspective of **Li-Ming, Thomas**, or even **Norm!**

In your letter be sure to include:

- Proper letter **format** (teachers, you may need to review this with your class.)
 - Date in top right corner
 - Begins with: *Dear Mr. Espinoza*,
 - Ends with: *Sincerely*, _____ (*character name*)
- A detailed description of at least one **event** experienced on the adventure so far.
- How the character is **feeling**, drawing back to specific examples as to why s/he is feeling this way.
- A **prediction** of what might happen in future chapters and ultimately how that character thinks the story will end.

Ideas to get students' gears turning...

Li-Ming may write about her encounter facing Jasper and Iona all by herself.

Thomas may write about his experience meeting his idol, William Gillette.

Norm may write about his panic concerning the children's safety.

After students write their letters have them share it with a partner including why they chose to write from that particular character's perspective.

Activity #3 Limerick Spell

Common Core Connection: RF.K.2 Recognize and produce rhyming words

Students in K-5 apply the Reading standards to the following range of text types (in poetry): nursery rhymes, limerick, and free verse poems.

Norm, Thomas, and Li-Ming found the parchment paper with the magic spell and recited it aloud, hoping to return the castle to its proper location and time period. In this lesson, students will create a parchment spell, using the rules of Limerick poetry, that Norm, Thomas, and Li-Ming may have used to move the castle.

- a) First, have a mini-lesson on Limerick poetry and create a Limerick spell as a class.

Rules of Limericks:

- They have five lines
- They are funny
- They have an aabba rhyme scheme
 - lines 1,2, and 5 rhyme
 - lines 3 and 4 rhyme
- They follow a particular rhythm
 - da DUM da da DUM da da DUM
 - da DUM da da DUM da da DUM
 - da DUM da da DUM
 - da DUM da da DUM
 - da DUM da da DUM da da DUM

Have students read some [Limerick Examples](#) and share what they observe and hear when reading the examples.

- b) Have students independently brainstorm words that rhyme and could be used to as a magic spell to bring the castle back to the present-day Gillette grounds. Share the words students came up with by writing them on the board for all to see.
- c) Challenge students to create complete sentences out of the words brainstormed by the class.
- d) Have students compile the sentences into a spell, following the conventions of Limerick poetry.
- e) Read the spells aloud!

Activity #4 Chapter Chronology

Common Core Connection: RL3.5 Refer to parts of stories... when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

It's important for students to understand order of events in a story. Have students arrange the events of this chapter in chronological order using a blank flow chart. A completed example is found below. Use this [Flow Chart Template](#) to distribute to each student. Review with students what chronological order is and even practice arranging another chapter as a whole class to model for students before they do it on their own. Have extra flow chart templates ready for students who finish early and feel confident enough to tackle another chapter's order of events.

Remembering a story from his ancestors, Gillette reached into the hollow, and the parchment rematerialized.



Gillette departs from the group to bring the parchment to a safer place in Elm Park.



Norm, Li-Ming, and Thomas go to Gillette's office to cast a spell, they hoped would bring them home.



Castle shook, shuttered, and transported to another location.



They see robots and people in strange clothes and hairstyles, and realize: they're in the future!

Discussion Questions

1. Why did the parchment seemingly disappear? How did Gillette figure out where the parchment went?
2. What is Norm most concerned about? How does this compare with what Thomas and Li-Ming are thinking about?
3. What context clues did Thomas use to figure out what time period they were in? What else about that time period may also be different from 2015?

Vocabulary

Ancestors

Parchment

Legendary

Entrusted

Honor

Trio

Boast

Automated

Intricate

Milled

CONTEST!

Schools and libraries! Enter to win an illustration workshop with one of the artists from *The Great Connecticut Caper!*

At the end of Chapter 8, we are transported to the future! Robots are giving tours of Gillette Castle to visitors. What would your Robot Tour Guide look like? Draw a **Gillette Castle Robot Tour Guide** to enter this week's contest.

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

Submit artwork created by your students following these guidelines

1. Artwork must follow the prompt provided above
2. Artwork must be created by students ages 9-12
3. Teachers, librarians, youth group leaders must submit the story to
CTCaper@cthumanities.org
4. One entry per classroom, library, or youth organization
5. Contest entries must be submitted by April 23, 2015

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