

THE GREAT **CT** CAPER

Get ready for your
NEXT ADVENTURE

Chapter 10 Curriculum Guide



[Activity #1 Researching the Gilded Age](#)

[Activity #2 Sequential Story Strips](#)

[Activity #3 Exercising Adverbs](#)

[Activity #4 Connecting to the Caper](#)

[Discussion Questions](#)

[Vocabulary](#)

[CONTEST!](#)

Activity #1 Researching the Gilded Age

Common Core Connection: W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

After Thomas and Li-Ming transport to the mansion, Li-Ming recognizes the time period as the Gilded Age, by the distinct marble décor. Have students, in groups of four, research characteristics of this time period, and then teach each other about the information they researched.

Architects- direct a group of students to gather information about the wealthy mansion owners' property during the Gilded Age. The Caper mentions the use of marble, but what other features contribute to architectural trends during this time period? Use the information described in Chapter 10 as well as some further research to draw and label a design of a mansion during the Gilded Age.

Railroad researchers- railroads were a major industry during this time period. Have students research **when** they were built, **why** they were so important, **who** contributed in building them, **where** and **how** they were built.

Important figures- direct a group of students to research figures like Andrew Carnegie and John D. Rockefeller and their roles during this time period

Timeline Recorders- direct a group of students to create a timeline of important events during this time period. If students are unsure what an event is, briefly research that topic and include a description of it so it is described clearly.

After the groups gather their information, have each student become an expert in their group by taking notes and preparing to teach students in the other group their findings. Set this discussion up using a *Jigsaw* format.

Activity #2 Sequential Story Strips

Common Core Connection: Use a variety of transitional words and phrases to manage the sequence of events.

Challenge students to put the events of Chapter 10 in sequential order. This can be done in pairs or in small groups, just be sure to have enough copies of the events for the amount of groups you create. Each group should have one of each event listed below.

Lady Hallow spots Norm, Li-Ming, and Thomas holding the blue feather.

Lady Hallow casts a spell, turning Norm into a stone cat.

Thomas and Li-Ming escape through a secret slide in the bedroom

Thomas casts a spell transporting himself and Li-Ming to a mansion in the Gilded Age.

Thomas suspects that Li-Ming may have hit her head.

Thomas fights off the statues with an umbrella.

Li-Ming touches a secret lever opening a compartment that hides the Fundamental Orders.

Lady Hallow steals the Blue Feather.

These events are listed in order, but once you print them out, cut them into strips and mix them up, so the students' have to reorganize them according to the story!

Have students explain the sequence of events using transition words such as: First, then, afterwards, lastly.

Activity #3 Exercising Adverbs

Common Core Connection: L.3.1.A Explain the function of... adverbs and their functions in particular sentences.

Review with students what the definition of an adverb is and how it is used properly in a sentence. Use [THESE](#) lessons and worksheets to deepen your students' familiarity with adverbs. Once they feel comfortable, have students brainstorm a list of adverbs, and write this list on the board for all students to see.

Some adverbs you may wish to include are:

Suddenly Actually Unfortunately Hastily Promptly Safely
Rudely Speedily Unexpectedly Totally Silently

Using the adverbs brainstormed by the class and any adverbs students may think-up themselves, direct each student to write a summary of what happened in during Chapter 10. Students must use 3-5 adverbs correctly in their summary. As students write, be sure to check their writing to ensure that the adverbs are being used properly.

Activity #4 Connection to the Caper

Common Core Connection: W.3.8 Recall information from experiences.

It's important for students to connect what they read to their own lives. Explain to students that events in a story may sometimes remind them of experiences in their own lives. Have students use identify parts of Chapter 10 that remind them of an outside connection.

Guide students thinking by with...

When I read this part: *Have students directly quote the story to identify the part they are referring to.*

I was reminded of: *Have students write their personal connection.*

Adapted from [Scholastic](#)

Use their graphic organizer to help guide students' writing.

Discussion Questions

- 1.** How does Norm save Thomas? Why do you think Norm does this? What happens to Norm as a result of this?
- 2.** Why does Thomas believe that Li-Ming is acting so strangely? How is her behavior different than normal?
- 3.** How does Thomas use his knowledge of Sherlock Holmes to protect himself against the statues that are attacking him?

Vocabulary

Vile

Monstrosity

Narrow

Tremendous

Void

Plaque

Concussion

Gawking

Paralyzed

Horror

CONTEST!

You're the artist! Turn Chapter 10 into a **graphic chapter**, which is like a comic strip, just with no words. Draw significant events into panels in order to show what happened in the story. Be clear with your drawings in order to show the viewer what happened in this chapter without any words to guide them.