

Chapter 7 Curriculum Guide



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Activity #1 The Classroom Charter

Common Core Connection: RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

The Connecticut Charter was a document created in 1662, which provided that basis for Connecticut government until 1818. For 156 years this charter gave the Connecticut colonists a clear legal basis for their colony's rules.

Hold a discussion about the CT Charter and why it was a vital part of Connecticut's success as a colony. Discuss problems that may have risen before the Charter was enacted.

Have students review the class rules and fill out a chart that applies those rules to Connecticut in the 18th century and their classroom today.

Example:

Class Rule	18th Century Connecticut	Our Classroom
Be responsible	Colonists were responsible for the upkeep of their own land and caring for their family.	Students are responsible for coming to class prepared with assignments and the appropriate materials.
Be respectful	Colonists must be respectful to their neighbor and to the land they live on.	Students are to be respectful to everyone, including one another, their teacher, staff, and those in their community.
Work hard	Colonists must harvest their crops in a timely manner and use the gifts the land have given respectfully.	
...
...

(The rules listed in the chart are for example purposes. Fill in your own class rules to the chart.)

Use this resource to show students what the Connecticut Charter looked like: [CT Charter](#)

Read more about the Connecticut Charter here: <http://connecticuthistory.org/the-charter-of-1662/>

Activity #2 Historical Detectives

Common Core Connection: RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Li-Ming was not prepared when Gillette asked her to share her knowledge about Connecticut's pre-revolutionary history. She needs your help to increase her knowledge on this important historical topic!

Begin with a class discussion to determine what students may already know about the American Revolution. Determine what the American Revolution was before breaking students up for their task.

Have students work together in detective groups to research different topics pertaining to revolutionary history. Each group of four can tackle one of the following topics using at least two different sources:

- Detective Group 1: Who were some important people during and leading up to the American Revolution and what was their role? Be sure to research Thomas Hooker to further explain his role.
- Detective Group 2: What are some significant dates during and leading up to the American Revolution and why were they significant? Begin with, when the American Revolution began and ended.
- Detective Group 3: Where are important sites that during and leading up to the American Revolution? Are these sites marked as landmarks today?
- Detective Group 4: What happened after the American Revolution and how does it impact our lives today?

Once students have collected their data have them organize their information on a large sheet of paper, so their findings can be displayed. After their information is organized, have each student pair up with one member from each of the other detective groups in a *Jigsaw* format. Each student is responsible for explaining what their group found with the students in the other detective groups. Hold a class discussion at the end of group work.

Use these resources to help students build their knowledge on pre-revolutionary and revolutionary Connecticut:

ConnecticutHistory.org

[CT Kids](#)

[Timeline](#)

[Important People](#)

[Landmarks](#)

Activity #3 Metaphor Creations

Common Core Connection: L.3.1.C Use abstract nouns. L.3.1.A Explain the function of nouns and adjectives and their functions in particular sentences. L.3.5 Demonstrate understanding of figurative language.

When Gillette saw that the parchment was gone he had a “mask of horror.” This is an example of a metaphor. In this exercise, each student will create one new metaphor from two nouns and an adjective offered up by other students. Many of the metaphors will be silly, but some will be surprisingly vivid and useful, and all of them will be entertainingly original.

Before this lesson, review the following terms with students: **metaphor**, **adjective**, **concrete noun**, and **abstract noun**. Once this is reviewed follow these directions to guide student to make their own metaphors.

1. Give each student three index cards, ideally each of a different color (let’s use blue, green, and yellow to guide this explanation.)
2. Ask each student to think of one adjective and write it on the blue index card. (Ex. Purple, Flawless, Gigantic)
 - a. Circulate the room to ensure each student’s response is correct and appropriate, and then make a pile of these cards.
3. Ask each student to write a concrete noun on the green index card. Circulate, check, and collect. (Ex. House, Grandma, Tree)
4. Ask each student to write an abstract noun on the yellow index card. Circulate, check, and collect. (Ex. Love, Fun, Beauty)
5. After shuffling each pile individually, have students come to the front of the room and pick one card of each color. Arrange the words picked appropriately into a metaphor. You may have to add “the” and “of” to complete the metaphor (Ex. The Flawless House of Beauty, The Gigantic Tree of Love, The Purple Grandma of Fun).
6. **Discuss which metaphors seem to work in surprising ways and which do not make sense and why.**

Adapted from Taylor Mali’s Lesson: Build a Better Metaphor [Mali's full lesson](#)

Activity #4 Secret Hollow of Values

Common Core Connection: W.3.1.C Provide reasons that support an opinion.

Gillette Castle is full of secret passageways and hidden hideaways, as we find another revealed at the end of Chapter 7! Now, here's a chance to draw your own secret hiding spot in Gillette's castle and put items that you value inside.

1. Draw the back of Gillette Castle where a hollow was designed to protect secret belongings. Use details from the text to support your drawing.
2. Leave space for writing in and/or around the hollow to list and **five** items you value and wish to keep safe. Be sure to include an explanation of each item you value and picked to keep safe in your hollow.

Use these questions to help guide each of your explanations for your valued item:

- What is your valued item?
- Why do you value this item and wish to keep it safe?
- Did someone give you this item? Perhaps, as a gift.
- When did you first get this item?

CHALLENGE- Rank your valued items in order of importance, #1 being the most valued item chosen for your hollow and #5 being the least valued item. Construct an explanation of why your values differ in rank.

Discussion Questions

1. As Thomas and Norm approached Li-Ming and Gillette, Gillette “held his fists up like a boxer.” Why does Gillette act in this way? How does his behavior compare to Li-Ming’s reaction?
2. Discuss the intentions of *Fundamental Orders* and *The Connecticut Charter*. What type of society do these orders promote? What would people in this society value?
3. Gillette reveals a hidden pathway behind the castle in a hollow that leads to an interdimensional portal. What other stories contain a magic gateway to another dimension? How might these stories relate to *The Caper*?

Vocabulary

Grief

Breed

Eliminate

Realm

Consent

Deduce

Descendant

Hollow

Interdimensional

Portal

Illuminate