

The Gates of AURORA

EXTENDED LEARNING GUIDE:

SPIRITS OF THE
SILVER SCREEN



Welcome to the Learning Guide for Book 4 : Spirits of the Silver Screen!

Welcome to the Learning Guide for Book 4 of The Gates of Auróna! This guide extends the magical tale of Spirits of the Silver Screen with cross-curricular learning activities that are fun and informative.

THE LEARNING GUIDE CAN BE USED BY:

- Teachers and their students
- Parents/family members and their children
- Young readers for themselves

THE CHAPTERS OF THE LEARNING GUIDE CORRESPOND WITH THE CHAPTERS IN THE BOOK. EACH LEARNING ACTIVITY CONTAINS THE FOLLOWING:

- Target Subject(s)
- Objectives
- Materials List
- Standards
- Overview (framing)
- Activity Outline (step-by-step instructions)

NATIONAL STANDARDS PROVIDE THE FRAMEWORK FOR THE LESSONS, INCLUDING:

- Common Core State Standards (CCSS): <http://www.corestandards.org/>
- National Core Arts Standards (NCAS) for Visual Arts (VA): <http://www.nationalartsstandards.org/>
- International Society for Technology in Education (ISTE) Standards for Students 2016: <https://www.iste.org/standards/standards/standards-for-students>
- Next Generation Science Standards (NGSS): <http://www.nextgenscience.org/>

While the reading level of the books and the learning guide are geared toward ages 8–12, the learning activities can be adapted for younger or older age groups. Some of the activities provide specific scaffolding and optional/supplemental activities for different grade levels so that everyone can enjoy the adventure of The Gates.

THE LEARNING GUIDE ALSO COMES WITH SUPPLEMENTAL MATERIAL, SUCH AS:

- Graphic organizers
- Facilitation notes
- Answer keys
- Assessment aids (a rubric for scoring all activities is included at the end of the guide)

Let' the show begin!

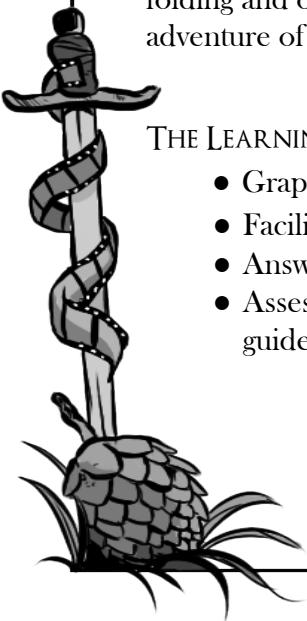




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Chapter One



THE SILENT WAR

ACTIVITY 1—4 REAL CHARACTERS

OBJECTIVE: Describe the exposition of Chapter One of Book 4.

MATERIALS:

- *Book 3: Spinwatch*
- *Book 4: Spirits of the Silver Screen*
- Writing materials
- [What Just Happened? Graphic Organizer](#)

OVERVIEW: Many questions were left unanswered at the end of Book 3. As Book 4 begins, it's going to be helpful to recall what just happened to the Troyers. *Exposition* provides background information about characters, settings, and events. Answering the following expositional questions can be helpful to understanding what we know at this point (and what we don't know).

- Who?
- What?
- Where?
- When?
- Why?
- How?

Let's find out what we know (and what we still need to know) about what has happened to the Troyer family.

ACTIVITY OUTLINE:

1. Review Chapter Seven of *Book 3: Spinwatch*, "Serpent of the Lake."
2. Read Chapter One of *Book 4: Spirits of the Silver Screen*, "The Silent War."
3. Complete the [What Just Happened? Graphic Organizer](#).
4. Discuss the answers to the prompts.



5. Write 1 paragraph for each expository element (6 paragraphs total).
6. Present your expository summary to a partner or the class.

FACILITATION NOTES—COLLABORATION:

- Pairing or small group work would work well for this activity. Students can work collectively to review, compose, and present.
- Students can be grouped by ability levels, interests, learning styles, or social dynamics. Group students in a way that makes the most sense to meet the objectives.
- Pairs and triads are good options; quads and larger groups may need more hands-on facilitation and time.

SUBJECT: Language Arts—Writing & Speaking & Listening

STANDARDS:

● **CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

● **CCSS.ELA-LITERACY.RL.4.1**

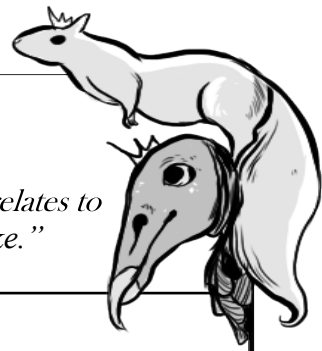
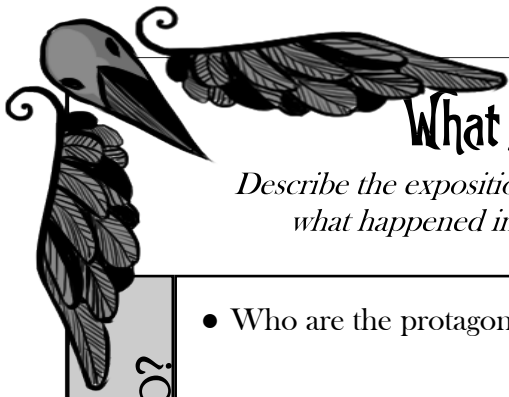
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

● **CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

● **CCSS.ELA-LITERACY.W.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.



What Just Happened? Graphic Organizer

Describe the exposition within Chapter One of Book 4, "The Silent War," as it relates to what happened in Chapter Seven of Book 3: Spinwatch, "Serpent of the Lake."

WHO?

- Who are the protagonists (the heroes or main characters) in the story?
- Who are the antagonists (the villains)?

WHAT?

- What happened in Chapter Seven of Book 3?
- What do you think needs to happen in Book 4?

WHERE?

- Where does the story take place—city, state, country?
- Where did the characters go in Chapter Seven of Book 3?
- Where are the characters now in Chapter One of Book 4?

WHEN?

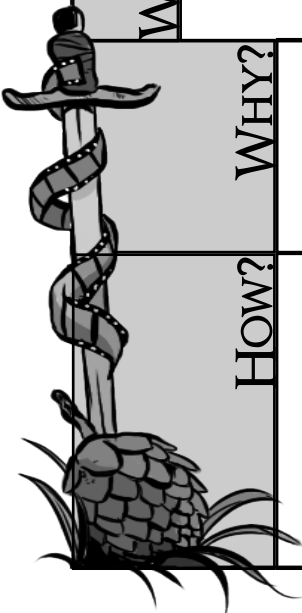
- When does the story take place in Chapter Seven of Book 3?
- When does the story take place in Chapter One of Book 4?

WHY?

- Why has the Troyer family had such an adventure so far?

HOW?

- How did the Troyer family survive the challenges at the end of Book 3?
- How do you think the Troyer family will survive their next adventure?



ACTIVITY 2—YOU ARE YOUR OWN SUPERHERO

OBJECTIVES: Define your own superhero characteristics.
Create a drawing or painting of yourself as a superhero.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- Art materials
- Writing materials
- [*You Are Your Own Superhero Graphic Organizer*](#)

OVERVIEW: In Chapter One, Hannah draws a sketch of herself (much like a comic book hero). She is still struck by the thought of being “Stan Lee-good,” as her friend Clark had remarked in *Book 3: Spinwatch*. Have you ever thought of having special powers or what it would be like to be a superhero? Let’s see what you would look like as a superhero.

ACTIVITY OUTLINE:

1. Read Chapter One of *Book 4: Spirits of the Silver Screen*, “The Silent War.”
2. Complete the [*You Are Your Own Superhero Graphic Organizer*](#).
3. Discuss the answers to the prompts.
4. Sketch or paint yourself as a superhero.
5. Write 1 paragraph summarizing your sketch and superhero-ness.
6. Present your superhero artwork to the class—maybe even dressed up in your superhero outfit!



SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- VA:Cr1.2.1a

Use observation and investigation in preparation for making a work of art.

- VA:Cr1.1.3a

Elaborate on an imaginative idea.

- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

- **CCSS.ELA-LITERACY.W.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

- **VA:Cr3.1.2a**

Discuss and reflect with peers about choices made in creating artwork.

- **CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.



You Are Your Own Superhero Graphic Organizer

Describe yourself as a superhero.



WHAT KIND OF
SUPERHERO
WOULD YOU BE?

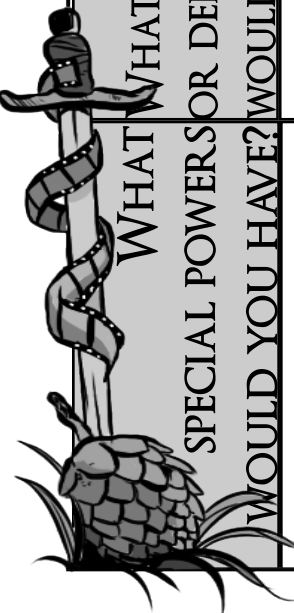
Blank space for drawing or writing the superhero type.

WHAT WOULD YOU WEAR?

- Modern stuff?
- Tribal stuff?
- Stuff from the gods and goddesses times?
- Stuff that probably never existed?

WHAT WEAPONS
SPECIAL POWERS OR DEFENSES
WOULD YOU HAVE?

Blank space for drawing or writing weapons, powers, or defenses.



Chapter Two

Monument Trees

ACTIVITY 1—WHAT DID THE MAYOR DO?

Objectives: Use reliable, fact-based research sources to describe the accomplishments of 2 mayors—Mayor Tom Hughes and the mayor of your city.

Materials:

- *Book 4: Spirits of the Silver Screen*
- Internet
- [What Did the Mayor Do? Graphic Organizer](#)
- Writing materials
- Drawing/art supplies

Overview: In Chapter Two, Hannah’s mom talks about the Mayor of Hillsboro, Tom Hughes. From what is said about him, he sounds like he did a great job for his city. In this activity, you will review the accomplishments of Mayor Tom Hughes and those of the mayor of your own city.

Activity Outline:

1. Read Chapter Two of *Book 4: Spirits of the Silver Screen*, “Monument Trees.”
2. Use the internet to research the mayor of your city.
3. Complete the [What Did the Mayor Do? Graphic Organizer](#).
4. Discuss the answers to the prompts.
5. Write 1 paragraph describing the accomplishments of Mayor Tom Hughes.
6. Write 1 paragraph summarizing the accomplishments of the mayor of your city.
7. Write 1 paragraph describing the resources you used and why they are reliable and trustworthy.
8. Present the summary of your mayor to the class.



Facilitation Notes:

- If a field trip to city hall is possible, take advantage of the opportunity to do research in person. Perhaps you can even meet the mayor!
- Librarians at the public library are also good resources to explore. They often know the history of the city itself, as well as where to find information about local history.

SUBJECTS: Social Studies, Technology Literacy, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

- **CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

What Did the Mayor Do? Graphic Organizer

Describe the accomplishments of Mayor Tom Hughes and the mayor of your city.

WHAT DID MAYOR TOM HUGHES DO FOR THE CITY OF HILLSBORO, OR?

WHAT IS YOUR CITY LIKE?

- Name?
- State?
- Location?
- Urban or rural?

WHO IS THE MAYOR OR YOUR CITY? WHAT IS S/HE LIKE?

WHAT HAS YOUR MAYOR DONE FOR YOUR CITY?

WHAT WERE YOUR SOURCES OF INFORMATION?

ACTIVITY 2—PAINTING PETROGLYPHS

Objectives: Use reliable, fact-based research sources to identify petroglyphs. Choose a petroglyph design and paint your own “petroglyphs.”

Materials:

- *Book 4: Spirits of the Silver Screen*
- Internet
- Art materials—rock(s), pencil, paint (e.g., oil-based paint markers, acrylic paints such as Liquitex, or a paint made for outdoor use such as Plaid paint), inexpensive acrylic paint brushes, newspaper or paper towels, & clear urethane finish (sealer)
- Cleaning supplies—warm water, soap, & a toothbrush
- Writing materials

Overview: In Chapter Two, Hannah, Cam, and their mother Bridget sit on the rock sculptures created by Lillian Pitt. The Native American artist carved *petroglyphs*. Petroglyphs are images carved into rocks. You might live in an area that has petroglyphs and be able to go see them. Your research on petroglyphs, whether in person or on the internet, will give you ideas to create your own rock art by painting petroglyphs. So let’s rock!



SHE WHO WATCHES.

Activity Outline:

1. Read Chapter Two, “The True Heart.”
2. Use the internet to conduct research about petroglyphs.
3. Use the [Painting Petroglyphs Graphic Organizer](#) to plan how you will paint your rock.
4. Paint your “petroglyphs”:
 - Clean the rock(s) you are going to paint with warm, soapy water, and a toothbrush.
 - Dry the rock. (Be sure to let it dry completely before you paint it.)
 - Prepare a flat surface with newspaper or paper towels.
 - Choose your petroglyph design.
 - Use a pencil to sketch your design on the rock. Sketch lightly if you are using light-colored paint.
 - Paint your rock. If you are layering colors on top of each other, be sure to let each layer dry completely for at least a few hours (one day is best) before adding the next color.
 - Let your rock dry completely (one day is best).
5. Spray the rock with a sealer in a well-ventilated area. (An adult should help with this.)
6. Let the rock dry completely.
7. Write 1 paragraph describing your painted petroglyph.
8. Present your painted petroglyphs to a partner or the class.

Facilitation Notes:

- If possible, take a field trip to a rock museum or a petroglyph site.
- WikiHow.com is a great resource for rock painting, or you can do your own internet research to find alternate rock painting methods.
- Encourage students to create freely and “make mistakes.” No one is expected to become a professional rock painter during the course of this activity.
- For the sealer step, assist or actually apply the sealer due to the nature of the sealer and the fumes.
- For grades 7 or higher: Have students create a petroglyph rock garden.

SUBJECTS: Geology, Technology Literacy, Visual Arts, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **VA:Cr1.2.1a**

Use observation and investigation in preparation for making a work of art.

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **NCAS Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

- **CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- **VA:Cr3.1.2a**

Discuss and reflect with peers about choices made in creating artwork.

Painting Petroglyphs Graphic Organizer

Describe the types of petroglyphs that you might use to create your own rock art.



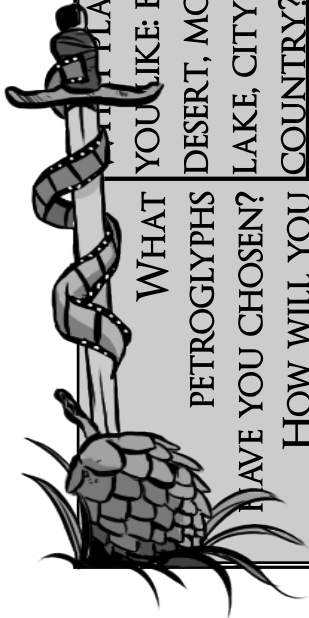
WHAT ARE YOUR
FAVORITE COLORS?

WHAT SYMBOLS DO
YOU LIKE? WHICH
ONES REFLECT
WHO YOU ARE?

WHAT ARE YOUR
FAVORITE ANIMALS?
WOULD YOU BE IF
YOU COULD BE ONE?

WHAT PLACES DO
YOU LIKE: BEACH,
DESERT, MOUNTAIN,
LAKE, CITY,
COUNTRY?

WHAT
PETROGLYPHS
HAVE YOU CHOSEN?
HOW WILL YOU
PAINT THEM?



ACTIVITY 2—MONUMENT TO A TREE

Objectives: Use reliable, fact-based research sources to identify a “monumental” tree that lives in your area. Describe the impact of humans on the environment and the trees that live there. Create a “Monument to a Tree” display.

Materials:

- *Book 4: Spirits of the Silver Screen*
- Internet
- Writing materials
- [Monument to a Tree Graphic Organizer](#)
- [Human Impact on Trees Graphic Organizer](#)
- Art/drawing/sculpting materials

Overview: In Chapter Two, trees play an important role. They could almost even be considered to be characters that help the Troyer family! Hannah’s mom describes the spectacular Porter Sequoias, and Hannah eventually finds a very special pine cone.

You might live in an area that has a special kind of tree. If you live in the United States, you can learn about your state tree. Your research on how trees are impacted by humans will help identify what we as humans can do to preserve both land and trees.

Activity Outline:

1. Read Chapter Two, “The True Heart.”
2. Use the internet to conduct research about a special tree in your area or your state tree.
3. Use the [Monument to a Tree Graphic Organizer](#) to plan your summary paragraph.
4. Write 1 paragraph summarizing a special tree in your area or your state tree.
5. Use the [Human Impact on Trees Graphic Organizer](#) to plan your descriptive paragraphs.
6. Write 1 paragraph describing the results of human actions on trees.
7. Write 1 paragraph explaining how humans can make positive changes to save trees.
8. Create a “Monument to a Tree” display. This can be a drawing, collage, painting, sculpture, or model.
9. Share your work with a partner or the class.



HER SKIN HUMMED LIKE STARSHINE.

Facilitation Notes:

- If possible, take a field trip to the actual tree.
- The “Monument to a Tree” step is great for small-group work. Have students collaborate to create their own vision of their chosen tree and present their work.
- Consider using a variety of art materials:
 - Pencil
 - Collage supplies (paper, tile, etc.)
 - Watercolors
 - Oil paints
 - Modeling clay
 - Wire
 - Natural elements
- Encourage students to create freely and “make mistakes.” No one is expected to become a professional illustrator, sculptor, or modeler during the course of this activity.
- For grades 7 or higher: Have students create a tree-scape diorama.

SUBJECTS: Biology, Technology Literacy, Visual Arts, & Language Arts—Writing & Speaking & Listening

STANDARDS:

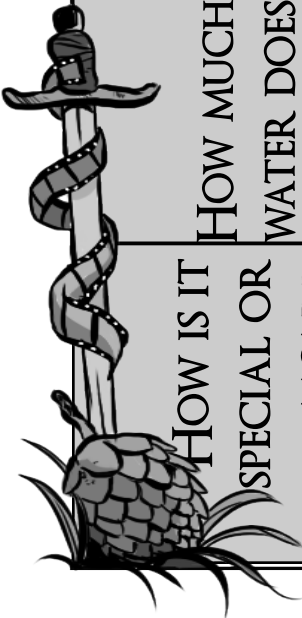
- **NGSS 1-LS3-1**
Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
- **NGSS 3-LS4-2**
Use evidence (e.g., observations, patterns) to construct an explanation.
- **ISTE 3a**
Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- **ISTE 3b**
Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- **CCSS.ELA-LITERACY.W.4.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.RH.6-8.8**
Distinguish among fact, opinion, and reasoned judgment in a text.
- **VA:Cr1.2.1a**
Use observation and investigation in preparation for making a work of art.
- **VA:Cr2.3.4a**
Document, describe, and represent regional constructed environments.



Monument to a Tree Graphic Organizer

Describe a special tree in your area or your state tree.

WHAT IS THE NAME OF THE TREE (COMMON & SCIENTIFIC)?	
WHAT DOES IT LOOK LIKE?	
WHERE DOES IT GROW?	
HOW MUCH SUNLIGHT DOES IT LIKE?	
HOW MUCH WATER DOES IT NEED?	
HOW IS IT SPECIAL OR MONUMENTAL?	





Rhodochrosite Is Real Graphic Organizer

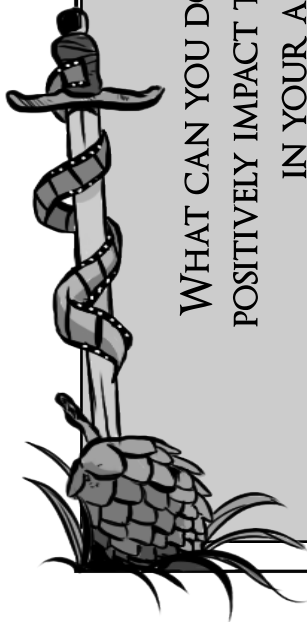
Explore the world of rhodochrosite to discover and choose your own.



HOW HAVE HUMANS
AFFECTED TREES? (THIS COULD
BE FOR YOUR AREA OR THE
WORLD IN GENERAL.)

WHAT CHANGES CAN
HUMANS MAKE TO
POSITIVELY IMPACT TREES?

WHAT CAN YOU DO TO
POSITIVELY IMPACT TREES
IN YOUR AREA?



Chapter Three

LIFE WAS DIFFERENT BACK THEN

ACTIVITY—IT'S MOVIE TIME

OBJECTIVES: Compare and contrast how movies were made in the past to how movies are made today.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- Internet
- Writing materials
- *It's Movie Time Graphic Organizer*

OVERVIEW: In Chapter Three, movie-making history takes the spotlight. The way movies are created has changed a lot over the years. Let's take a close-up look at how movies were made in the past and how they are created today.

ACTIVITY OUTLINE:

1. Read Chapter Three, "Life Was Different Back Then."
2. Use the internet to conduct research about movie making.
3. Use the *It's Movie Time Graphic Organizer* to organize your thoughts.
4. Write 1 paragraph about how movies were made in the past.
5. Write 1 paragraph about how movies are made today.
6. Write 2 paragraphs comparing and contrasting how movies have been created in the past and how they are created today.



- Compare—How are the methods similar?
- Contrast—How are the methods different?

Optional: Present your work to the class either in person or as a documentary movie with you as the star.

FACILITATION NOTES

- *Optional:* Help your student to create an original documentary movie as he or she reports on movie making.

SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

- **CCSS.ELA-LITERACY.RI.3.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **CCSS.ELA-LITERACY.SL.3.4**

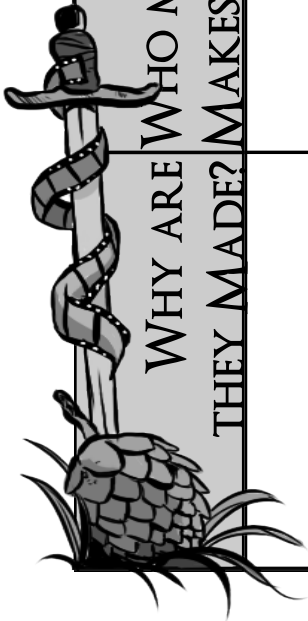
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



It's Movie Time Graphic Organizer

Compare and contrast how movies were made in the past to how movies are made today

	MOVIES MADE IN THE PAST	MOVIES MADE TODAY
TYPES OF MOVIES?		
HOW MADE?		
WHY ARE WHO MADE OR THEY MADE? MAKES THEM?		



Chapter Four

OF STAGE AND SCREEN

ACTIVITY 1—FROM STAGE TO SCRIPT AND BACK AGAIN

OBJECTIVES: Write a script based on Chapter Four. *Optional:* Perform the script.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- Internet
- *Script Writing Graphic Organizer*
- *Script Writing Template*

OVERVIEW: Chapter Four is packed with all the excitement of an action movie. Script writing is another form of writing that is absolutely necessary for creating a movie or a play. It's the first step in getting from the page to the stage. Let's explore the world of script writing using Chapter Four.

As an additional bit of fun, you can recruit other actors and put on a performance of your script.

ACTIVITY OUTLINE:

1. Read Chapter Four, "Of Stage and Screen."
2. Use the *Script Writing Graphic Organizer* and the internet or other information sources to define script writing terms.
3. Follow the *Script Writing Template* and begin writing the script for a play based on Chapter Four.
4. Perform your script for Chapter Four, either as a solo performer or with a group of actors.

Optional: Compare and contrast the performance with the script, orally or in writing:



- Compare—How were they similar?
- Contrast—How were they different?

FACILITATION NOTES:

- Choose parts of the activity or do the entire activity.
- You can also confine the script writing to specific pages based on grade level and ability.
- This is an excellent activity for small group or the entire class.
- For grades 6–8 and higher, you can video the performance and present a theater-like showing.

SUBJECTS: Technology Literacy; Language Arts—Writing & Speaking & Listening; & Performing Arts—Theater

STANDARDS:

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **CCSS.ELA-LITERACY.W.3.3.B**

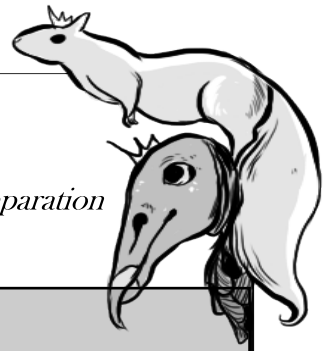
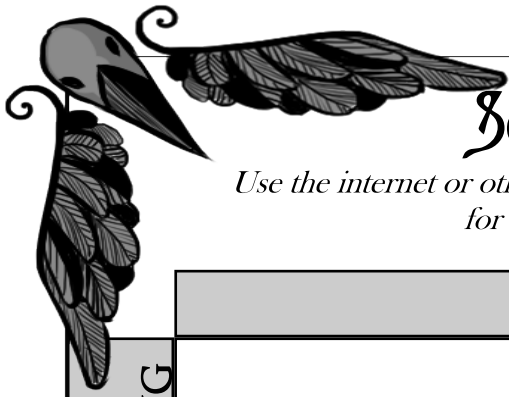
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- **CCSS.ELA-LITERACY.W.3.6**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

- *Optional:* **CCSS.ELA-LITERACY.RL.8.7**

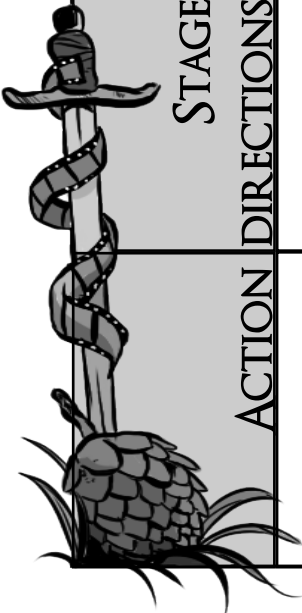
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.



Script Writing Graphic Organizer

Use the internet or other information sources to define script writing terms in preparation for writing a script for a play based on Chapter Four.

	DEFINITION	
SCENE HEADING		
CHARACTER SETTING		
CHARACTER SETTING		
DIALOGUE		
STAGE DIRECTIONS		
ACTION DIRECTIONS		





Script Writing Template

Use the formatted example below to write a script for a play based on Chapter Four.

ACT FOUR

INT. - THE STAGE OF THE VENETIAN THEATER

(HANNAH rises from Pintail Pond against the backdrop of a heavy red movie screen.)

HANNAH *(bellowing)*: Rarr! I'm going to chomp your dad and smash the town treasure into a million pieces! *(Dangles her backpack as the rhodochrosite in one hand and clenches a pretend leg between her teeth.)*

CAM: Never, you foul fiend! I shall smite you with my rocks! *(Scoops up a handful of air rocks from the stage and flings them at HANNAH playing a cranky lake dragon.)*

CAM *(shouts)*: Take that!

HANNAH: Ah, my eye! *(Drops the stone and the leg and staggers backward, clutching her eye.)*
You are evil! Your lake is full of duck poop! I'm going back home!

(HANNAH flops to the stage and wiggles through "the gate.")

NARROW OLD MAN *(clapping offstage)*: "Bravo! Bravo!"

(HANNAH's eyes pop open wide and she jumps to her feet. CAM runs to where HANNAH stands, clutching the backpack full of keys. CAM and HANNAH stare down at a narrow, old man with a suit jacket and a thin black tie sitting square in the middle of the front row. CAM and HANNAH cautiously approach the edge of the stage.)

(The theater lights flicker and the projector beyond the old man comes to life.)

(The curtain behind HANNAH rustles. HANNAH spins around. The curtain opens to frame a huge movie screen.)

NARROW OLD MAN: Ah, power was always a bit of a problem.... [Now you write the rest!]

ACTIVITY 2—SCRIPT WHAT HAPPENS NEXT

OBJECTIVES: Write an original script based on what you think will happen in Chapter Five. *Optional:* Perform your original script.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- *Your Own Script Graphic Organizer*
- *Script Writing Template*

OVERVIEW: Now you have the opportunity to write a script of your own. The drama of Chapter Four could easily continue in Chapter Five. It's all up to you! First, let's get your thoughts together and outline what might happen in the next chapter. Then, write an original script. Finally, you can become the lead actor or even the director to perform your script. Lights! Camera! Action!

ACTIVITY OUTLINE:

- Read Chapter Four, "Of Stage and Screen."
- Review Activity 1 for Chapter Four.
- Use the *Your Own Script Graphic Organizer* to organize your thoughts for what you think will happen in Chapter Five.
- Refer to the *Script Writing Template* from Activity 1 for Chapter Four.
- Write an original script for what you think will happen in Chapter Five.
- Perform your script for Chapter Five, either as a solo performer or with a group of actors.

FACILITATION NOTES:

- This is an excellent activity for small groups or even the entire class.
- For grades 6–8 and higher, you can video the theatrical performance.



SUBJECTS: Language Arts—Writing & Speaking & Listening; & Performing Arts—Theater

STANDARDS:

- **CCSS.ELA-LITERACY.RL.5.2**

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- **CCSS.ELA-LITERACY.W.3.3.B**

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- **CCSS.ELA-LITERACY.W.3.6**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

- *Optional:* **CCSS.ELA-LITERACY.RL.8.7**

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.



Your Own Script Graphic Organizer

Describe what might happen in Chapter Five. Be original! This is your chapter script to write.

WHO?

- Who are the characters?

WHAT?

- What happens?

WHERE?

- Where does the action take place?

WHEN?

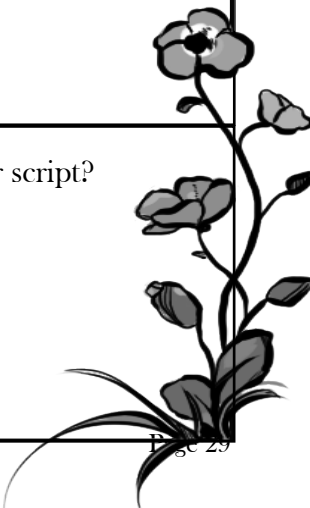
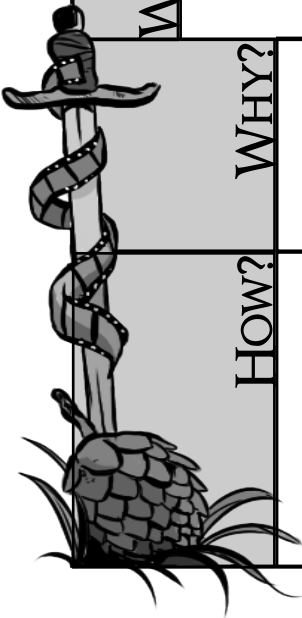
- When does the action take place?

WHY?

- Why is your chapter script interesting or important?

HOW?

- How did you choose the elements, characters, and action for your chapter script?



Chapter Five



WHISPERING GIANTS

ACTIVITY—CAN'T EVERYBODY JUST GET ALONG?

OBJECTIVES: Identify the emotional responses of the characters. Present evidence from the text that provides the reason(s) for the characters' emotional responses.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- *Emotional Response Graphic Organizer*
- Writing materials

OVERVIEW: Emotions run high in this chapter. Bridget, Hannah, Cam, and even Apsara—someone outside of the Troyer family—display different feelings throughout this chapter, and most of them are not happy feelings. Have you ever felt similar emotions? Let's explore what the text says about the characters, how they are feeling toward each other, and why they feel the way that they do.

ACTIVITY OUTLINE:

- Read Chapter Five, "Whispering Giants"
- Use the *Emotional Response Graphic Organizer* to identify 2 emotional responses of the characters and the supporting evidence from the text.
- Write 2 paragraphs summarizing the emotions and evidence from the text—1 paragraph for each emotion.
- Present your summaries to a partner or the class.



FACILITATION NOTES

- Social and emotional learning is “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2018).
- This activity is great for small-group work. Have students collaborate to examine the text, discuss the evidence, and present their work.
- Students can be grouped by ability levels, interests, learning styles, or social dynamics. Group students in a way that makes the most sense to meet the objectives.
- Pairs and triads are good options; quads and larger groups may need more hands-on facilitation and time.

SUBJECT: Social Studies, Social and Emotional Learning, & Language Arts—Writing & Speaking, & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.2.3**

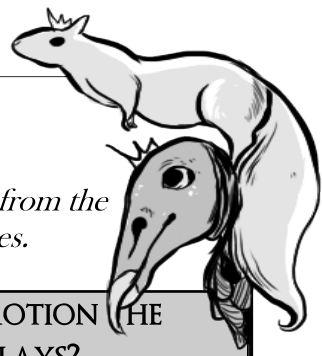
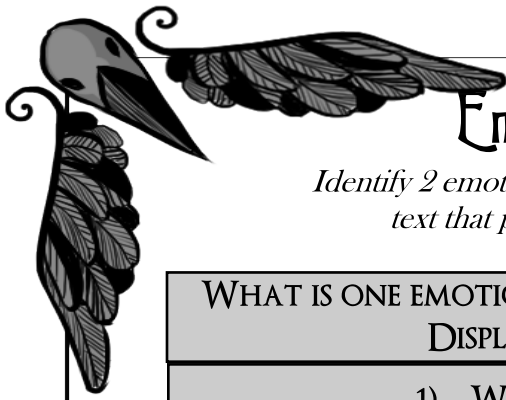
Describe how characters in a story respond to major events and challenges.

- **CCSS.ELA-LITERACY.W.4.1.B**

Provide reasons that are supported by facts and details.

- **CCSS.ELA-LITERACY.SL.3.4**

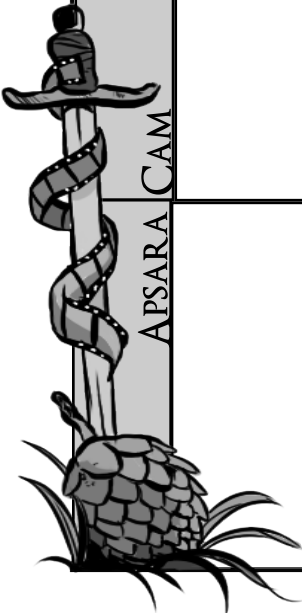
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



Emotional Response Graphic Organizer

Identify 2 emotional responses of each of the characters. Present evidence from the text that provides the reason(s) for the characters' emotional responses.

	WHAT IS ONE EMOTION THE CHARACTER DISPLAYS?	WHAT IS ANOTHER EMOTION THE CHARACTER DISPLAYS?
	1) WHY DOES THE CHARACTER DISPLAY THAT EMOTION? 2) WHAT EVIDENCE FROM THE TEXT SUPPORTS YOUR REASONS?	
BRIDGET (MOM)		
HANNAH		
APSARA CAM		



Chapter Six

THE TRUE HEART

ACTIVITY 1—THE SONG OF THE STONE

OBJECTIVES: Use research sources to define musical terms. Choose or create the song sung by the Rayéta Stone.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- Internet
- Sources of music
- *Elements of Music Graphic Organizer*
- Writing materials

OVERVIEW: When Hannah uses the magic of the Rayéta Stone, it awakens and sings a beautiful song. We can't really hear a song when reading a book—or can we? Think of how a movie's music soundtrack adds life to a dramatic scene or action sequence. Music has many elements that can contribute to setting a mood or heightening emotional impact.



Let's see if we can discover a song that would match the power and mystery of the stone to make the chapter come alive through music. If you play an instrument or are musically inclined, you can even write your own song for the Rayéta Stone to sing!

ACTIVITY OUTLINE:

1. Read Chapter Six, "The True Heart."
2. Use the internet to define the elements of music in preparation.
3. Use the internet or sources of music to research a song or piece of music that would be appropriate for the Rayéta Stone to sing. You can focus your research on the type of music that you like to listen to or you can branch out and discover new songs.
4. Write 1 paragraph describing the elements of music within the song you choose or created for the Rayéta Stone to sing.
5. Play the song while reading aloud pages 126-127, or perform your original song.

FACILITATION NOTES

- If you play an instrument or are musically inclined, you can help the student(s) write and perform their song.

SUBJECT: Technology Literacy, Performing Arts—Music, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **MU:Cr1.1.2a**

Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

- **MU:Cr1.1.2b**

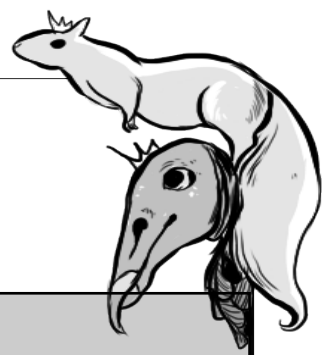
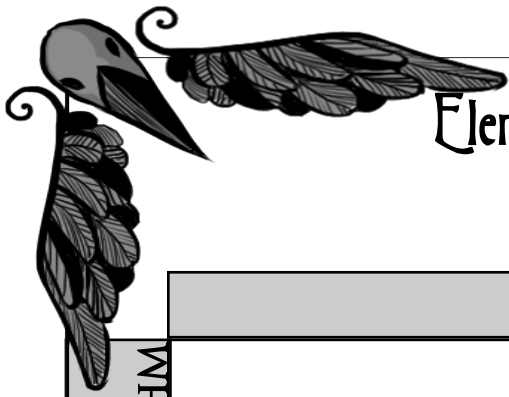
Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

- **MU:Cr1.1.3a**

Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

- **CCSS.ELA-LITERACY.W.4.9**

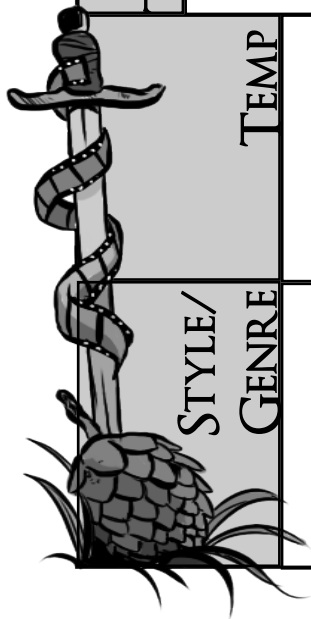
Draw evidence from literary or informational texts to support analysis, reflection, and research.



Elements of Music Graphic Organizer

Define the elements of music.

DEFINITION	
RHYTHM	
PITCH	
MELODY	
DYNAMICS	
TIMBRE	
TEMP	
STYLE/ GENRE	



Chapter Seven



FAMILY WORK

ACTIVITY 1—WHAT WOULD YOU SAY HAPPENED?

OBJECTIVES: Outline the events of the story as you would tell it to your family. Write a summary of the events.

MATERIALS:

- *Book 4: Spirits of the Silver Screen*
- Writing materials
- [*What Would You Say Happened? Graphic Organizer*](#)
- *Optional: Book 1: Into the Harewood, Book 2: The Anguana's Tale, Book 3: Spinwatch*

OVERVIEW: In Chapter Six, three friends of the Troyer family—Apsara, Diana, and Clark—witness fantastical events. In Chapter Seven, these friends must return to the real world and come to terms with what they have just experienced. Apsara says it best: “Oh, but now what do I tell Ravi? He will never believe me....”

If you were in their shoes, would you tell your family what really happened, or would you give an alternate version that might be more believable? You decide whether to tell the truth or to spin a story about the Spirits of the Silver Screen!



ACTIVITY OUTLINE:

- Read Chapter Seven, “Family Work.”
- Use the [*What Would You Say Happened? Graphic Organizer*](#) to outline events of the story.

- Use your outline to write a summary of what you would tell your family happened in *Book 4: Spirits of the Silver Screen* (300–500 words).
 - You are the writer now. Let your imagination go wild—or not! Be as truthful and factual as you want to be—or not.
 - Describe the main events in the story—either what really happened or what you would tell your family happened that might be more believable.
 - Include exposition—who, what, when, where, and why—for each event.
 - Focus on summarizing (remember, you’re not retelling the whole story).
- *Optional:* Outline the first 4 books of The Gates of Auróna series and write a summary of what you would tell your family happened (1,500–200 words).
- Present your summary to a partner or the class.

FACILITATION NOTES:

- For grades 8 or higher—encourage the 4-book summary.

SUBJECT: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.W.4.3**

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

- **CCSS.ELA-LITERACY.W.5.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

- **CCSS.ELA-LITERACY.W.5.1.B**

Provide logically ordered reasons that are supported by facts and details.

- **CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- **CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

What Would You Say Happened? Graphic Organizer

Outline the events of the story as you would tell it to your family.

- 
- 
- Which characters will be included?

WHO?

- What were the main events of the story?
- What did the characters do?
- What happened?

WHAT?

- Where did the main events take place?

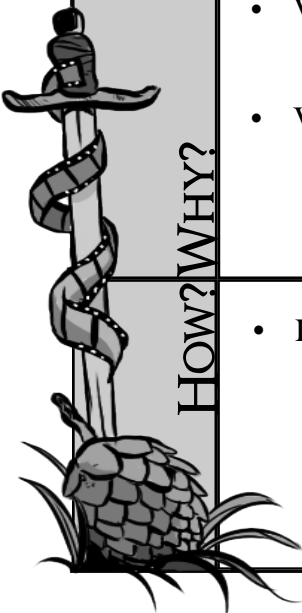

WHERE?

- When did the main events take place?

WHEN?

- Why did the main events occur?
- Why did you write about these events and not others?

HOW? WHY?

- How persuasive is your writing? (Do you think your audience will believe you?)
- 
- 

ASSESSMENT RUBRIC

Assign a point value for each activity to score student work. This rubric is constructed to score all parts of the activity, including the optional portions.

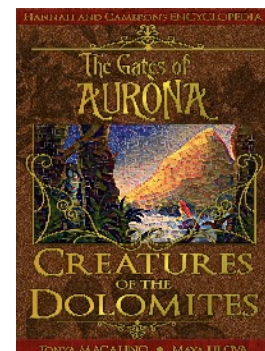
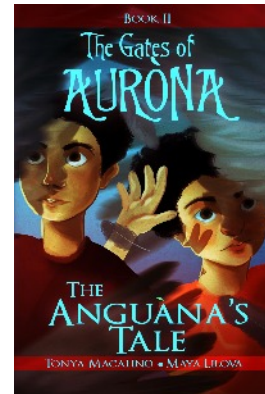
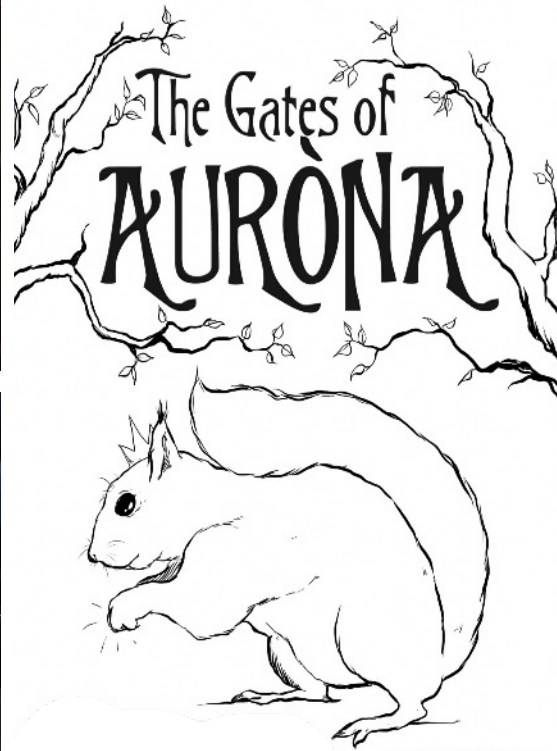
ACTIVITY	0	1	2	3
CHAPTER ONE ACTIVITY 1—WHAT JUST HAPPENED?	Student's response does not clearly identify the answers to each expository element.	Student's response clearly identifies some of the expository elements. OR Student's response clearly identifies all of the expository elements.	Student's verbal response identifies all of the expository elements. OR Student's written response identifies all of the expository elements.	Student's verbal and written responses clearly identify all of the expository elements.
CHAPTER ONE ACTIVITY 2—YOU ARE YOUR OWN SUPERHERO	Student's response does not include an original sketch; student's response does not include a written description or presentation of himself/herself as a superhero.	Student's response includes an original sketch; student's response includes a poorly written and presented description of himself/herself as a superhero.	Student's response includes an original sketch; student's response includes a somewhat clearly written and presented description of himself/herself as a superhero.	Student's response includes an original sketch and includes a clearly written and presented description of himself/herself as a superhero.

ACTIVITY	0	1	2	3
CHAPTER TWO ACTIVITY 1—WHAT DID THE MAYOR DO?	Student's response does not include a summary of accomplishments; student's response does not include a description of the resources used and why they are reliable and trustworthy.	Student's response includes a poorly written or incorrect summary of accomplishments; student's response includes a poorly written or incorrect description of the resources used and why they are reliable and trustworthy.	Student's response includes a somewhat clearly written summary of accomplishments; student's response includes a somewhat clear description of the resources used and why they are reliable and trustworthy.	Student's response includes a clearly written summary of accomplishments; student's response includes a clear description of the resources used and why they are reliable and trustworthy.
CHAPTER TWO ACTIVITY 2— PAINTING PETROGLYPHS	Student's response does not include a painted rock; student's response does not include a description and presentation of his/her artwork.	Student's response includes a painted rock; student's response includes a poor description and presentation of his/her artwork.	Student's response includes a painted rock; student's response includes a somewhat clear description and presentation of his/her artwork.	Student's response includes a painted rock; student's response includes a clear description and presentation of his/her artwork.
CHAPTER TWO ACTIVITY 3— MONUMENT TO A TREE	Student's response does not include a representation of a tree; student's response does not include a written description of the tree and the consequences of human activity.	Student's response includes a representation of a tree; student's response includes a poorly written description of the tree and the consequences of human activity.	Student's response includes a representation of a tree; student's response includes a somewhat clearly written description of the tree and the consequences of human activity.	Student's response includes a representation of a tree; student's response includes a clearly written description of the tree and the consequences of human activity.

ACTIVITY	0	1	2	3
CHAPTER THREE ACTIVITY—IT'S MOVIE TIME	Student's response does not clearly compare or contrast how movies were made in the past and how movies are made today.	Student's response poorly or incorrectly compares and contrasts how movies were made in the past and how movies are made today.	Student's response somewhat clearly compares and contrasts how movies were made in the past and how movies are made today.	Student's response clearly compares and contrasts how movies were made in the past and how movies are made today.
CHAPTER FOUR ACTIVITY 1—FROM STAGE TO SCRIPT AND BACK AGAIN	Student's response does not include a script or documentary.	Student's response includes a poorly written and/or inaccurate script or documentary.	Student's response includes a somewhat clearly written and/or somewhat accurate script or documentary.	Student's response includes clearly written and accurate script or documentary.
CHAPTER FOUR ACTIVITY 2—SCRIPT WHAT HAPPENS NEXT	Student's response does not include an original script or performance.	Student's response includes a poorly written and performed original script.	Student's response includes a somewhat clearly written and performed original script.	Student's response includes a clearly written and performed original script.

ACTIVITY	0	1	2	3
CHAPTER FIVE ACTIVITY—CAN'T EVERYBODY JUST GET ALONG?	Student's response does not include a summary.	Student's response includes a poorly written summary; student's response includes an inaccurate interpretation of the supporting evidence from the text.	Student's response includes a somewhat clearly written summary; student's response includes a somewhat accurate interpretation of the supporting evidence from the text.	Student's response includes a clearly written summary; student's response includes an accurate interpretation of the supporting evidence from the text.
CHAPTER SIX ACTIVITY—THE SONG OF THE STONE	Student's response does not include a song; student's response does not include a presentation.	Student's response includes a song; student's response includes a poorly written description; student's response does not include a presentation.	Student's response includes a song; student's response includes a somewhat clearly written description; student's response includes a presentation.	Student's response includes a song; student's response includes a clearly written description; student's response includes a presentation.
CHAPTER SEVEN ACTIVITY—WHAT WOULD YOU SAY HAPPENED?	Student's response does not include an summary; student's response does not include a presentation.	Student's response includes a summary of less than the minimum number words; student's response does not include a presentation.	Student's response includes a somewhat clearly written summary within the correct range of words; student's response includes a presentation.	Student's response includes a clearly written summary within the correct range of words; student's response includes a presentation.

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