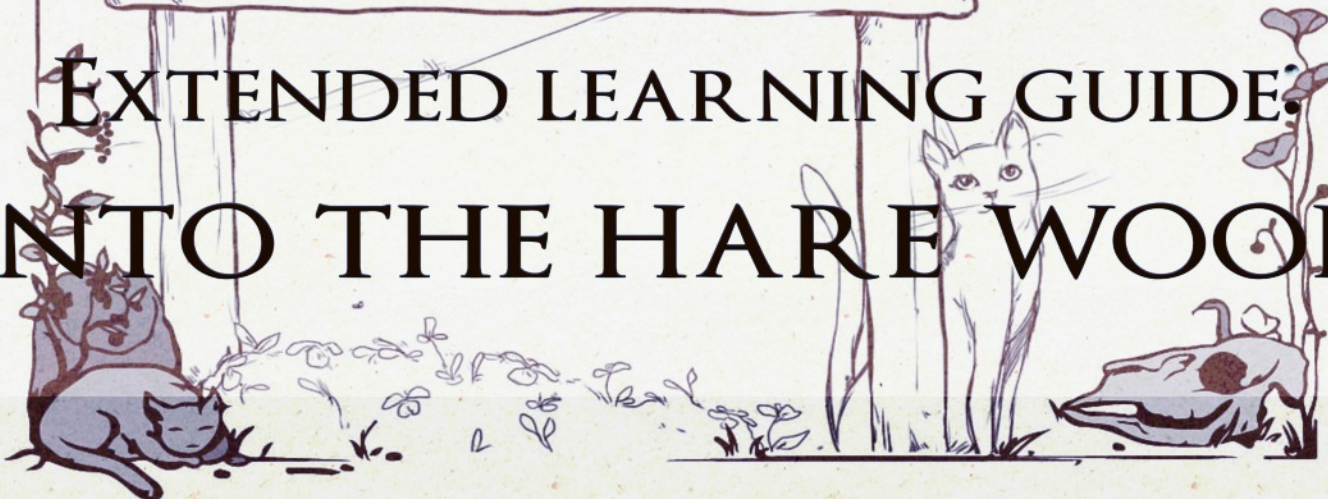




The Gates of AURORA

EXTENDED LEARNING GUIDE:
INTO THE HARE WOOD





Welcome to the Learning Guide for Book 1: Into the Hare Wood!

This guide extends the magical tale of The Gates of Auróna 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
- Worksheets
- Recommended reading (books and articles) and viewing (videos)
- Facilitation notes
- Answer keys
- Assessment aids (a rubric for scoring all activities is included at the end of the guide)

Let's start exploring!

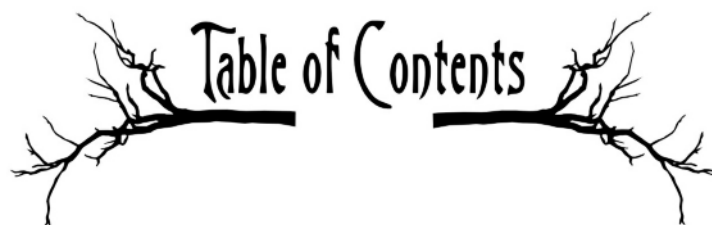


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Chapter
One

AN AUTUMN STORM IN SUMMER

ACTIVITY 1—THE FIVE W’S

OBJECTIVE: Describe the exposition (who, what, where, when, and why) in Chapter One of *Into the Hare Wood*.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- *The Five W’s Graphic Organizer*

OVERVIEW: The first chapter of a book sets up the story for the reader. *Exposition* is a literary device that provides background information on important content, such as characters, settings, and events. In Chapter One of *Into the Hare Wood*, the author uses exposition to introduce not just this first book, but the entire book series. The goal is to convey what the reader needs to know from the beginning and to connect the reader emotionally to the characters and the story.

When reading a story, answering the Five W’s can be helpful to understanding what is going on. They are:

1. Who?
2. What?
3. Where?
4. When?
5. Why?

The exposition should provide the answers to the Five W’s. Let’s look at whether Chapter One really does this.

ACTIVITY OUTLINE:

1. Read Chapter One, “An Autumn Storm in Summer.”
2. Use *The Five W’s Graphic Organizer* to describe the Five W’s.
3. Discuss the answers to the Five W’s.
4. Write a paragraph summarizing the exposition and Five W’s of Chapter One.

SUBJECT: Language Arts

STANDARD:

- **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.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



The Five W's Graphic Organizer

Describe the exposition and Five W's of Chapter One, "An Autumn Storm in Summer."

WHO?

- Who are the characters in the story?
- What do they look like?
- What do you know about them so far?

WHAT?

- What has happened in the story so far? Specifically, what has happened that is weird/not normal?
- What do the characters do?

WHERE?

- Where does the story take place—city, state, country?
- Where do the characters go in this chapter?
- How are the places similar to or different than where you live?

WHEN?

- When does the story take place—time of day, season of year, point in history?
- When was the actual Jackson Schoolhouse built?

WHY?

- Why is the chapter called "An Autumn Storm in Summer"?
- Why does the mother, Bridget, say the following?
"Old stories, powerful stories, have a way of leaving memories behind in newer stories. They remind us that where we came from is also part of where we are."

ACTIVITY 2—PIONEER HISTORY

OBJECTIVES: Research pioneer schoolhouse life. Compare and contrast pioneer school life and school life today.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- Internet
- *Optional: The Gates of Auróna Adventure Guide: Schoolhouse Safari*
<http://www.tonyamacalino.com/gates-adventure-guide.html>

OVERVIEW: Learning about people and places from the past can be fun. History shows us how differently people lived and how some things have stayed the same. In Chapter One of *Into the Hare Wood*, Hannah and Cam visit Jackson School House and learn that it’s not the actual Jackson Schoolhouse—it’s just a replica. Their mom Bridget shares a brief history, explaining that the replica is an important symbol that ties them to the memory of the pioneer school children who came before them. Let’s look at what pioneer school life was really like.

ACTIVITY OUTLINE:

1. Read Chapter One, “An Autumn Storm in Summer.”
2. Watch videos for pioneer schoolhouse reenactments.
<http://www.tonyamacalino.com/photos-videos--1-hare-wood.html>
 - Hale Farm One Room School Master
 - Tucker Mountain School House East Andover, NH
3. Use the internet to research pioneer schoolhouse life.
4. Write 2 paragraphs about pioneer school life and school life today.
 - Compare—How it is similar?
 - Contrast—How is it different?
5. Write 1 paragraph describing the schoolhouse experience you prefer—pioneer life or the one you have now.

SUPPLEMENTAL ACTIVITIES:

- Create your own pioneer schoolhouse reenactment.
- Use *The Gates of Auróna Adventure Guide: Schoolhouse Safari* to explore schoolhouses in your local area.

FACILITATION NOTES—RECOMMENDED READING FOR ADULTS:

- This Old School: Students Reenact History:
<https://www.edutopia.org/old-school>
- How to Breathe Life into History:
<https://www.edutopia.org/how-breathe-life-history>



SUBJECTS: Social Studies & Language Arts

STANDARDS:

- **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.W.4.1.B**
Provide reasons that are supported by facts and details.
- **CCSS.ELA-LITERACY.W.4.7**
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **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.

Chapter Two

A Secret in the Blackberry Brambles

ACTIVITY—MY OWN WISHING STONE

OBJECTIVES: Research rocks and minerals. Make and present a wishing stone display.

MATERIALS:

- *Book 1: Into the Harewood*
- Internet
- Drawing/art supplies
- Presentation materials

OVERVIEW: The wishing stone is yet another clue to the magical mystery of *Into the Harewood*. As Hannah heads out to her bower, she finds “a little chunk of quartz with green lace inside.” Rocks are made from different types of *minerals*. Minerals are formed by natural, geological processes. They are usually solid and have a crystal structure. They also have specific physical properties and a unique chemical composition. Minerals have long played an important part in human history. Hannah’s little wishing stone may turn out to be a significant piece of her story. Starting with the stone Hannah finds in the story, explore the world of rocks and minerals to discover and choose your own wishing stone.

ACTIVITY OUTLINE:

1. Read Chapter Two, “A Secret in the Blackberry Brambles.”
2. Use the *Wishing Stone Presentation Graphic Organizer* to:
 - Describe Hannah’s wishing stone.
 - Explore possibilities about the wishing stone.
 - Research rocks and minerals to select your own wishing stone.
3. Create a display of your own wishing stone:
 - Draw and illustrate your very own wishing stone. (Images can also be used.)
 - Describe your stone in text on the display.
 - Present your wishing stone display to the class.



THE QUARTZ GLOWED LIKE SOMETHING MAGICAL.

RECOMMENDED READING:

- *Let's Go Rock Collecting* (Let's-Read-And-Find-Out Science. Stage 2) by Roma Gans (Author), Holly Keller (Illustrator); April 11, 1997; 4-8 years; Grade Level: K-4; https://www.amazon.com/Collecting-LetS-Read-Find-Out-Science-Stage/dp/0064451704/ref=sr_1_1?ie=UTF8&qid=1485614488&sr=8-1&keywords=Let%E2%80%99s+Go+Rock+Collecting.
- *Everybody Needs a Rock* (An Aladdin Book) by Byrd Baylor (Author), Peter Parnall (Illustrator); September 1, 1985; 4-8 years; Grade Level: Preschool-3; https://www.amazon.com/Everybody-Needs-Rock-Aladdin-Book/dp/0689710518/ref=sr_1_1?ie=UTF8&qid=1485614771&sr=8-1&keywords=Everybody+Needs+a+Rock.

FACILITATION NOTES:

- Choose parts of the activity or do the entire activity.
- For grades 6–8 and higher, you can highlight the geological processes that create rocks and minerals—sedimentary, metamorphic, and igneous.

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

STANDARDS:

- **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.
- **VA:Cr1.1.3a**
Elaborate on an imaginative idea.
- **VA:Cr3.1.2a**
Discuss and reflect with peers about choices made in creating artwork.
- **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.

Wishing Stone Presentation Graphic Organizer

Starting with the stone Hannah finds in the story, explore the world of rocks and minerals to discover and choose your own wishing stone.

DESCRIBE HANNAH'S
WISHING STONE

- What type of rock is it?
- What is it made of?
- Where would this rock be found?
- What do you know about the rock so far?

EXPLORE POSSIBILITIES
(TAKE YOUR BEST GUESS)

- Why does Hannah call it a “wishing stone”?
- If you had a wishing stone, what could it do?

RESEARCH ROCKS AND MINERALS
TO SELECT YOUR OWN WISHING STONE

- What type of stone would you want?
- What does it look like?
- What is it made of?
- Where can it be found?
- Does it have any “special powers”? What can it do?
- What are some fun facts about your wishing stone?

Chapter Three



A MYSTERIOUS INVADER

ACTIVITY—WHAT'S UP WITH THE CATS?

OBJECTIVES: Use reliable, fact-based research sources to identify the fictional cat behaviors in the book and compare and contrast them with real-life cat behaviors.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- Internet

OVERVIEW: Very early in the book, we discover that cats are behaving strangely. The text gives many clues about how the cats seem to communicate with and protect the humans in the book, especially Hannah. *Into the Hare Wood* is a work of fiction and the cat characters are part of the story world. In real life, cats come in a variety of colors, shapes, and sizes depending on their *breed*. The term “breed” refers to a relatively similar group of animals within a species, often developed and maintained by humans. Your research on the behaviors of breeds of cats will help identify the fictional cat behaviors in the book and compare and contrast them with real-life cat behaviors.

ACTIVITY OUTLINE:

1. Review Chapters One and Two; read Chapter Three, “A Mysterious Invader.”
2. List the types of behaviors that the cats exhibit in the first three chapters.
3. Use the internet to research how cats behave in real life. Find reliable, fact-based research sources.
4. Write 2 paragraphs comparing and contrasting cat behavior in the book vs. real life.
 - Compare—How are the behaviors similar?
 - Contrast—How are the behaviors different?
5. Write 1 paragraph describing the resources you used and why they are reliable and trustworthy.



SUBJECTS: Biology, Technology Literacy, & Language Arts

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.



Chapter Four

THE SHRIEKING WOOD

ACTIVITY 1—DECIPHERING POETIC DEVICES

OBJECTIVES: Decipher the meaning of the Dolasilla poem, describe the different poetic devices used, and create an original poem.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- Internet
- *Deciphering the Dolasilla Poem Worksheet*
- *Poetic Devices Worksheet*
- *Poetic Devices Worksheet Answer Key*

OVERVIEW: Spina de Mül (the Blue Bathrobe Man) sees Hannah through the brambles. He calls her “Dolasilla” and then recites a poem. *Poetic devices* are tools that a poet uses to create rhythm, enhance a poem’s meaning, or intensify a mood or emotion. The Dolasilla poem (also known as the Auróna chant) is a key element to understanding the mystery of the Gates and intensifying the emotional impact of the story.

First let’s decipher (or determine the meaning) of each line of the poem. Then let’s find examples of each poetic device within the poem. Can you find them all? *Hint: Some lines use more than one poetic device.*

ACTIVITY OUTLINE: *Decipher the meaning of the Dolasilla poem and describe the different poetic devices used. Create an original poem.*

1. Read Chapter Four, “The Shrieking Wood.”
2. Use the *Deciphering the Dolasilla Poem Worksheet* to explain the meaning of the Dolasilla poem.
 - Do your best to guess what each line of the poem means.
 - Save this worksheet to use in the activity for Chapter Eight.
3. Use the *Poetic Devices Worksheet* to learn about and identify the different poetic devices used in the poem.
4. Create your own dramatic poem using the poetic devices you have learned about.
 - As an example, you can describe an adventure you would like to have:

- What kind of character are you?
- What is your quest?
- What or who do you have to overcome?
- You can write a single stanza (a group of lines) or multiple stanzas (multiple groups of lines).

RECOMMENDED READING—BOOKS THAT USE POETIC VERSE:

- *The Dark Is Rising* Sequence by Susan Cooper
- *The Chronicles of Prydain* by Lloyd Alexander
- The *Earthsea* Cycle by Ursula LeGuin
- The *Magic Tree House* Books by Mary Pope Osborne and Sal Murdocca

FACILITATION NOTES:

- Choose parts of the activity or do the entire activity.
- Use the [Poetic Devices Worksheet Answer Key](#) to assess reader/student work
- Dive deeper into poetic devices with ereadingworksheets: <http://www.ereadingworksheets.com/figurative-language/poetic-devices/>.
- Be sure students save this worksheet to use in the activity for Chapter Eight.
- For grades 7 and higher, you can explore the concepts of poetic meter and accenting.



SO THAT'S WHERE YOU'VE BEEN HIDING.

SUBJECT: Language Arts—Poetry

STANDARDS:

- **CCSS.ELA-LITERACY.RL.3.4**
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **CCSS.ELA-LITERACY.L.3.5**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-LITERACY.SL.4.1.A**
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-LITERACY.L.4.5.A**
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **CCSS.ELA-LITERACY.L.5.5.A**
Interpret figurative language, including similes and metaphors, in context.

Deciphering the Dolasilla Poem

Describe what each line of the poem means or is about.

POEM	MEANING
“Clang, clang, clang:	
The sword against the golden gate.	
The treasure waits within.	
One treasure brings one heart true love;	
One treasure brings the world to end.	
“Clang, clang, clang:	
The sword against the sword.	
The guide waits within.	
The mother brings the marmot peace;	
The father brings the eagle war.	
“Clang, clang, clang:	
The arrow against the shield.	
The hero waits within.	
The eye of night brings tired-heart peace;	
The warrior brings red poppy dreams.	
“Clang, clang, clang:	
The sword against the stone.	
The traitor waits within.	
The king brings greed’s final betrayal;	
The prince brings pride’s final blow.	
“Clang, clang, clang:	
The trumpet against the bone.	
The promise waits within.	
The queen brings one eternal hope;	
The Fanes will rise once more!”	

Poetic Devices Worksheet

Identify examples of the different poetic devices used in the *Dolasilla* poem. Note that each line can use more than one poetic device.

	DEVICE DEFINITIONS	EXAMPLES IN THE DOLASILLA POEM
CREATING RHYTHM	Alliteration —repetition of a word's first consonant sound	
	Repetition —repeating a word or group of words for dramatic effect	
	Rhyming —words that have the same, or very similar, end sound(s)	
ENHANCE MEANING	Imagery —words that create an image in the reader's mind involving our five senses—sight, smell, hearing, taste, and touch; visual imagery is the most often used	
	Symbol —an object that represents something else and has another meaning than itself by itself	
	Metaphor —a figure of speech that compares two unlike things without using the words “like” or “as”; often uses a common characteristic of the two things being compared	
INTENSIFY MOOD	Hyperbole —an exaggeration for dramatic effect	
	Personification —giving a non-living thing qualities of something that is living; can also appear to give human qualities to things or creatures that are not human	

Poetic Devices Answer Key

Identify examples of the different poetic devices used in the *Dolasilla* poem. Note that each line can use more than one poetic device.

	DEVICE DEFINITIONS	EXAMPLES IN THE DOLASILLA POEM
CREATING RHYTHM	Alliteration —repetition of a word's first consonant sound	<ul style="list-style-type: none"> • <i>Clang, clang, clang</i> • <i>sword against the stone</i> • <i>mother brings the marmot peace</i> • <i>prince brings pride's final blow</i> • <i>waits within</i>
	Repetition —repeating a word or group of words for dramatic effect	<ul style="list-style-type: none"> • <i>Clang, clang, clang</i> • <i>The sword against the stone</i> • Line 2 of each stanza (...<i>against...</i>) • Line 3 of each stanza (<i>waits within</i>) • Line 4 of stanzas 1 & 2 (<i>peace</i>) • Lines 4 & 5 of each stanza (<i>brings</i>) • The entire structure of each stanza
	Rhyming —words that have the same, or very similar, end sound(s)	<ul style="list-style-type: none"> • <i>The sword against the stone</i> (stanza 3, line 2) • <i>The trumpet against the bone</i> (stanza 4, line 2)
ENHANCE MEANING	Imagery —words that create an image in the reader's mind involving our five senses—sight, smell, hearing, taste, and touch; visual imagery is the most often used	<ul style="list-style-type: none"> • <i>Clang, clang, clang</i> • <i>red poppy dreams</i> • <i>tired-heart peace</i>
	Symbol —an object that represents something else and has another meaning than itself by itself	<ul style="list-style-type: none"> • <i>The sword against the sword</i> • <i>The arrow against the shield</i> • <i>The sword against the stone</i> • <i>The trumpet against the bone</i> • <i>The guide/hero/traitor/promise waits within</i>
	Metaphor —a figure of speech that compares two unlike things without using the words “like” or “as”; often uses a common characteristic of the two things being compared	<ul style="list-style-type: none"> • <i>marmot peace</i> • <i>eagle war</i> • <i>pride's final blow</i> • <i>tired-heart peace</i> • <i>red poppy dreams</i>
INTENSIFY MOOD	Hyperbole —an exaggeration for dramatic effect	<ul style="list-style-type: none"> • <i>The king brings greed's final betrayal</i>
	Personification —giving a non-living thing qualities of something that is living; can also appear to give human qualities to things or creatures that are not human	<ul style="list-style-type: none"> • <i>The eye of night</i> • <i>The king brings greed's final betrayal</i>

ACTIVITY 2—MOSAIC MAGIC

OBJECTIVES: Conduct research about mosaics, create an original mosaic pattern, and write about the artwork.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Internet
- Art supplies (e.g., paper/cardstock/cardboard, glue/tape, magazine photos/images, pencils/pens/paint, scissors)
- *Optional:* Natural materials (e.g., leaves, flowers, twigs, seeds, or plants)

OVERVIEW: Throughout history, Romans, Italians, Greeks, and Turks were famous for creating beautiful works of art called *mosaics*. A *mosaic* is a picture or artwork made from assembling small pieces of materials onto a surface. Common mosaic materials include glass, stone, or tile, but mosaics can also be made of paper or even natural things like flowers and leaves. Hannah made a mosaic on the dirt floor of her secret bower: “She had built it one stone at a time, trying to copy a picture she’d seen of a pebble mosaic in Greece with ocean waves on the edges and diamonds in the middle.” Mosaic patterns can be powerful symbols. Here is your chance to create your very own magical mosaic.

ACTIVITY OUTLINE:

1. Read Chapter Four, “The Shrieking Wood.”
2. Use the internet to research the creation and use of mosaics.
3. Create your own mosaic pattern using art supplies.
4. Write 1 paragraph describing your mosaic:
 - How did you come up with your idea?
 - Why did you use the colors/materials/patterns that you did?
 - What does your mosaic represent?
5. Present your artwork and describe it to the class.

FACILITATION NOTES:

- Use materials that you have on hand. Paper mosaics can be just as magical as ceramic tile mosaics, and they’re much easier to deal with.
- Another presentation option is to have the class display and present their work in a “mini museum” setting.



SUBJECTS: Visual Arts, Technology Literacy, & Language Arts

STANDARDS:

- **ISTE 3b**
Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- **NCAS Anchor Standard 1**
Generate and conceptualize artistic ideas and work.
- **NCAS Anchor Standard 5**
Develop and refine artistic techniques and work for presentation.
- **VA:Cr1.1.3a**
Elaborate on an imaginative idea.
- **VA:Cr3.1.2a**
Discuss and reflect with peers about choices made in creating artwork.
- **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.

Chapter Five

WHO REALLY WANTS TO BE ORDINARY?

ACTIVITY 1—SKETCH ARTIST

OBJECTIVES: Compare and contrast a sketched drawing vs. an illustration. Practice speaking and listening skills by playing the roles of a police sketch artist and a witness. Create a sketch based on the witness's description and present it to the class.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Internet
- Writing materials
- Drawing materials (pencil, eraser, blank/sketch paper)

OVERVIEW: A picture is easier to remember than 1,000 words. When police officers are looking for a someone (like a suspect in a crime), a sketch artist is sometimes called in to provide a drawing of the person's face. As Bridget calls the police, Hannah sketches a picture of Blue Bathrobe Man in her drawing notebook. Her sketch is pretty good, but some details are different or even missing. A firsthand, eyewitness account is not always accurate. The skill of the sketch artist also affects the quality of the end result. Here's your chance to try your hand at both roles.

ACTIVITY OUTLINE:

1. Read Chapter Five, "Who Really Wants to Be Ordinary?"
2. Write 1 paragraph comparing and contrasting Hannah's drawing of Blue Bathrobe Man in Chapter Five with his illustration in Chapter Four.
 - What did she draw relatively accurately?
 - What are the differences?



SO THAT'S WHERE YOU'VE BEEN HIDING.



MY DAUGHTER HAS A PRETTY GOOD SKETCH.

3. Pair up with a partner—one of you is the police sketch artist and the other is a witness.
 - **Witness:** Provide an “eyewitness” physical description for the sketch artist to draw.
 - Think of a person to describe (choose someone in your classroom or from your life, or pick a character from the book).
 - Describe the person’s physical appearance in detail: height, weight, hair/eye/skin color, facial features (e.g., nose, lips, cheekbones, beard), clothing, etc.
 - If you have one, refer to a photo/image of your person. (But don’t let your sketch artist see it yet!)
 - **Sketch artist:** Create a sketch based on the witness’s description.
 - Do your best to draw the physical details given to you by the witness.
 - Show the sketch to the witness as you are drawing.
 - Ask clarifying questions so that you know what you should be drawing.
 - Be willing to draw, erase, and draw again (that’s what pencils are good for).
4. Switch roles with your partner so that both of you have a sketch.
5. Share your sketches with each other to see how closely the description matches. (Refer to the original photos/images if you have them.)
6. Present your sketch to the class. Describe what was challenging about the process.

FACILITATION NOTES:

- Choose parts of the activity or do the entire activity.
- Encourage sketch artists to draw freely and “make mistakes.” No one is expected to become a professional sketch artist during the course of this activity. It’s just a fun way to explore the relationships among memory, verbal description, and visual representation.
- For grades 7 or higher, you can focus on pencil drawing techniques and shading.

Subjects: Visual Arts & Language Arts—Writing & Speaking & Listening

Standards:

- **NCAS Anchor Standard 1**
Generate and conceptualize artistic ideas and work.
- **NCAS Anchor Standard 5**
Develop and refine artistic techniques and work for presentation.
- **ISTE 4c**
Develop, test and refine prototypes as part of a cyclical design process.
- **VA:Cr3.1.2a**
Discuss and reflect with peers about choices made in creating artwork.
- **CCSS.ELA-LITERACY.RL.3.7**
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **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.

ACTIVITY 2—MAP MAKING

OBJECTIVES: Identify and write about the locations mentioned so far in the story. Draw an original map (as an option, include a scale).

MATERIALS:

- *Book 1: Into the Hare Wood*
- Drawing materials (blank paper or grid paper, pencil, eraser, ruler)
- *Optional:* Internet, calculator

OVERVIEW: Maps can help you find the location of a place or tell you how far or close it is. The Map of Hillsboro in the front of the book shows all of the important places and landmarks in the entire Gates of Auróna series. In this activity, you will become a *cartographer*—someone who draws or produces a map. You will be drawing a map of your own neighborhood or an area of your favorite places. Some maps are *to scale*, meaning that the distance on the map corresponds to a distance on the ground. The Map of Hillsboro is not to scale, but you can include a rough or estimated scale in your map as an option.

ACTIVITY OUTLINE:

1. Review Chapters One through Five.
2. Use the map at the front of the book to identify the locations mentioned so far in the story.
3. Write 1 paragraph describing where the story has taken place:
 - Which locations have been mentioned?
 - What did the characters do in those locations?
4. Create a simple map of your own neighborhood or a place you like to go:
 - What is the central starting point for your map?
 - What are the important landmarks?
 - What is the environment like—streets, parks, buildings, farms?
5. *Optional:* Create a scale for your map.
 - Use the internet to research drawing a map to scale.
 - Include the scale in a corner of your map.
6. Present your map to the class. Describe what was challenging about the process.

FACILITATION NOTES:

- Encourage map makers to use rulers.
- No one is expected to become a professional cartographer. Keep the activity fun while still a learning experience.



Subjects: Engineering (Cartography), Visual Arts, & Language Arts—Writing & Speaking & Listening

Standards:

- **VA:Cr2.3.3a**

Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

- **VA:Cr2.2.3a**

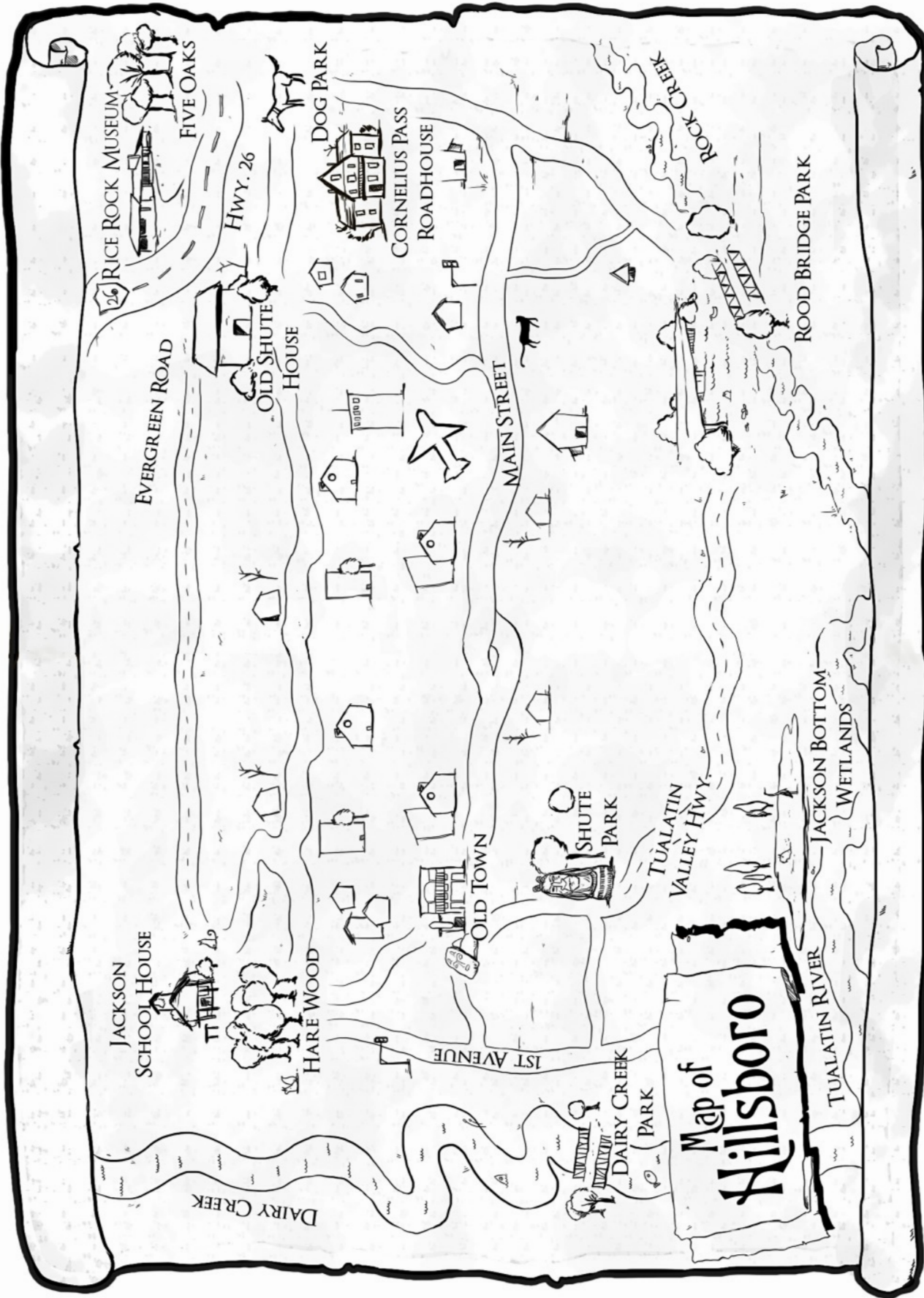
Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

- ***Optional:* NGSS 3.MD.B.4 (3-LS3-1),(3-LS3-2)**

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

- **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.



Chapter Six

OTHER USES FOR A SCHOOL BELL

ACTIVITY—WHAT HAPPENS NEXT?

OBJECTIVES: Extrapolate and outline what might happen in the next chapter. Write the next chapter as if you were the author.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- *What Happens Next? Graphic Organizer*

OVERVIEW: As we come to the final chapters of *Into the Hare Wood*, a lot of exciting, strange, and wonderful things have happened. The ending of Chapter Six can be considered a cliff-hanger. Lightning is flashing all around, the Blue Bathrobe Man just transformed into...Spina de Mùl, and Lion Kitty has suddenly appeared. “PERROW!” What will happen next? That’s going to be up to you as you *extrapolate*, or form an opinion (make an informed decision) about something based on the facts that you currently know. Extrapolating can also mean making a conclusion about what will happen in the future based on what has happened in the past. Now it’s your turn to extrapolate and use your knowledge of the story so far to write the next chapter.

ACTIVITY OUTLINE:

1. Read Chapter Six, “Other Uses for a School Bell.”
2. Review Chapters One through Six.
3. Use the *What Happens Next? Graphic Organizer* and the Five W’s as a framework to extrapolate and outline what might happen in the next chapter.
 - Review Chapter One Activity 1—The Five W’s, as necessary.



4. Use your outline to write the next chapter (800–1,500 words) as if you were the author.
 - If you haven't already, **DO NOT READ THE NEXT CHAPTER!**
 - You are the author now. Let your imagination go wild!
 - Include the exposition of your chapter—who, what, when, where, and why.
 - Describe any new characters, places, or actions.
 - If applicable: Explain what is resolved.
5. Share your original chapter with a partner or the class.

FACILITATION NOTES—GROUPING:

- Pairing or small group work would work well for this activity. Students can use collective storytelling to create a jointly authored chapter.
- 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.2.3**
Describe how characters in a story respond to major events and challenges.
- **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.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.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 Happens Next? Graphic Organizer

Use the Five W's to extrapolate and outline what might happen in the next chapter.

WHO?

- Which characters will be in the next chapter?
- Will any new characters be introduced? If so, who might they be?

WHAT?

- What is your title for the next chapter?
- What might happen in the next chapter?
- What might the characters do?
- What might the characters say?
- If applicable: What gets resolved?

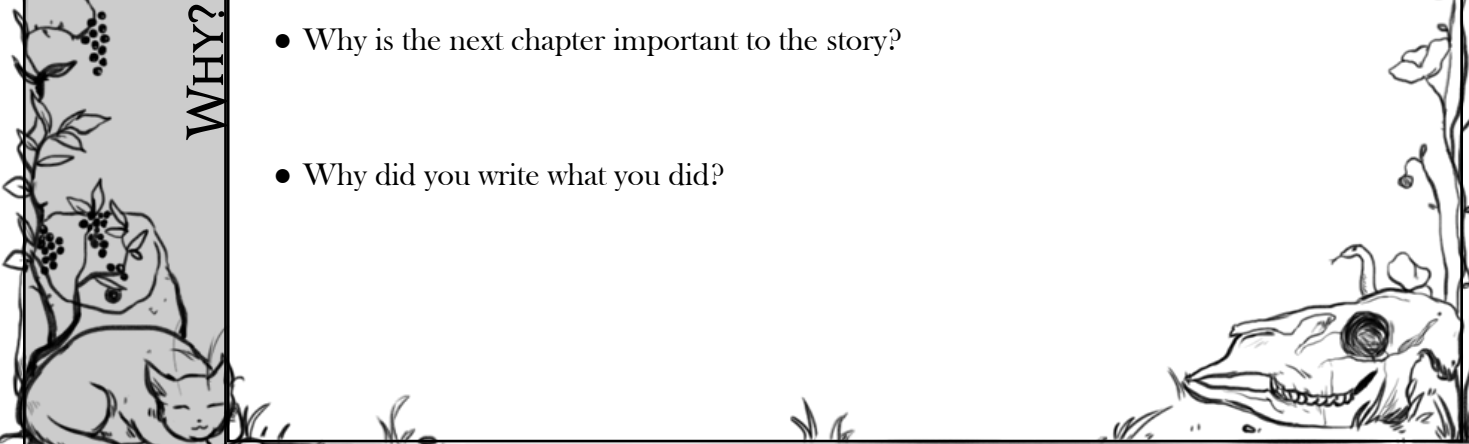
WHERE?

- Where will the characters go?
- What locations will be used?
- Where do the characters go in this chapter?

WHEN?

- When does the next chapter take place—immediately after the previous chapter, or does some time pass?

WHY?

- Why is the next chapter important to the story?
 - Why did you write what you did?
- 

Chapter Seven

A TRAIL OF MUDDY PAW PRINTS

ACTIVITY—THE GATES AWAIT

OBJECTIVES: Compare and contrast the Gates of Auróna with real gates. Design/draw a gate that can function in the real world and write a descriptive paragraph.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- *The Gates Await Graphic Organizer*
- Internet
- Drawing materials

OVERVIEW: All of the books in the Gates of Auróna series have a magical Gate that takes the characters and you (the reader) into a fantastical world. In *Book 1: Into the Hare Wood*, a golden gate takes us to The Congress of Marmots. In other books, we'll encounter different Gates of Auróna.

Gates can be protective barriers as well as works of art. Let's look at how the golden gate in Chapter Seven compares with real gates. Then you get to "build" your own—that is, create and draw your own—Gates of Auróna. The Gates are waiting for you—let's go!

ACTIVITY OUTLINE:

1. Read Chapter Seven, "A Trail of Muddy Paw Prints."
2. Use *The Gates Await Graphic Organizer* to:
 - Describe the characteristics of the Gates of Auróna in Chapter Seven.
 - Research real gates on the internet.
 - Compare and contrast the Gates of Auróna with real gates.
 - Take notes about how a gate that you create can function in the real world.
3. Create your own Gates of Auróna by designing and drawing a gate that can function in the real world.
4. Write 1 descriptive paragraph about your Gates of Auróna.



THE GOLDEN GATE SWUNG OPEN.

SUBJECTS: Engineering, Visual Arts, & Language Arts—Writing

STANDARDS:

● **K-2-ETS1-2**

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

● **CCSS.MATH.PRACTICE.MP5**

Use appropriate tools strategically.

● **CCSS.MATH.PRACTICE.MP7**

Look for and make use of structure.

● **NGSS 3.MD.B.4 (3-LS3-1),(3-LS3-2)**

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

● **NGSS K-2-ETS1-2**

The shape and stability of structures of natural and designed objects are related to their function(s).

● **VA:Cr1.2.1a**

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

● **CCSS.ELA-LITERACY.W.4.7**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

The Gates Await Graphic Organizer

Research the Gates of Auróna in Chapter Seven and real gates on the internet to help create your own Gates of Auróna that can function in the real world.

DESCRIBE THE TRAITS
OF THE GATES OF AURÓN
IN CHAPTER SEVEN

- What does it look like?
- What is it made of?
- What size is it?
- How does it work?
- When does it open and close?

RESEARCH REAL
GATES ON THE
INTERNET

- What parts are needed?
- What can gates be made of?
- What sizes can they be?
- How do they open and close?

COMPARE AND
CONTRAST THE
GATES OF AURÓN
WITH REAL GATES

- How are they similar?
- How are they different?

DESIGN YOUR OWN
GATES OF AURÓN
THAT CAN FUNCTION
IN THE REAL WORLD

- What is the name of your gate?
- What does it look like?
- What is it made of?
- What size is it?
- How does it work?
- When does it open and close?

Chapter Eight

THE CONGRESS OF MARMOTS

ACTIVITY—THE LEGEND COMES TO LIGHT

OBJECTIVE: Make a literary comparison of the legend of the Fànes to the poem of Dolasilla.

MATERIALS:

- *Book 1: Into the Hare Wood*
- Writing materials
- *The Legend Comes to Light Worksheet*
- The *Deciphering the Dolasilla Poem Worksheet* you complete in Chapter Four Activity 1
- A clean version of the *Deciphering the Dolasilla Poem Worksheet*

OVERVIEW: In the Between, Hannah and her family follow Lion Kitty and Snowy to the semi-circle of trees holding the Congress of Marmots—the assembly of squirrels. In the little time they have, Hannah and Cameron hear the legend of their father’s people, The Kingdom of the Fànes.

In Chapter Four, you wrote about the possible meaning of the poem of Dolasilla. Now that you know the meaning of the lines of the poem, take a closer look at how the poem compares to the legend of the Fànes presented in Chapter Eight.

ACTIVITY OUTLINE:

1. Read Chapter Eight, “The Congress of Marmots.”
2. Review Chapter Four, “The Shrieking Wood.”
3. Review your completed Chapter Four Activity 1—Deciphering Poetic Devices.
4. Use *The Legend Comes to Light Worksheet* to compare the legend of the Fànes to the poem of Dolasilla.
 - Use a clean copy of the *Deciphering the Dolasilla Poem Worksheet* to describe the meaning of each line of the poem now that you know about the legend.



WELCOME, HANNAH, CAMERON, AND BRIDGET.

5. Write 3 paragraphs about which parts of your first interpretation were correct, what parts were different, and how your understanding of the poem has changed.

FACILITATION NOTES:

- Students should complete Chapter Four Activity 1—Deciphering Poetic Devices prior to this activity.
- Encourage students to use a clean copy of the *Deciphering the Dolasilla Poem Worksheet* on their second pass of the poem.

SUBJECTS: Language Arts—Writing

STANDARDS:

- **CCSS.ELA-LITERACY.RL.3.2**
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **CCSS.ELA-LITERACY.RL.6.9**
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

The Legend Comes to Light Worksheet

Compare the legend of the Fànes to the poem of Dolasilla.

“Clang, clang, clang:

The sword against the golden gate.
The treasure waits within.
One treasure brings one heart true love;
One treasure brings the world to end.

“Clang, clang, clang:

The sword against the sword.
The guide waits within.
The mother brings the marmot peace;
The father brings the eagle war.

“Clang, clang, clang:

The arrow against the shield.
The hero waits within.
The eye of night brings tired-heart peace;
The warrior brings red poppy dreams.

“Clang, clang, clang:

The sword against the stone.
The traitor waits within.
The king brings greed's final betrayal;
The prince brings pride's final blow.

“Clang, clang, clang:

The trumpet against the bone.
The promise waits within.
The queen brings one eternal hope;
The Fànes will rise once more!”

“One queen made a terrible mistake. She married a prince who was proud, greedy, and foolish. They had two daughters, Dolasilla and Luyànta. Luyànta went to live with the marmots to learn their peaceful ways, but Dolasilla stayed with her greedy father who chose instead to ally himself with the King of the Fire Eagles. Through dwarf magic, she became an archer, the leader of his army, conquering kingdom after kingdom.

“Spina de Mùl had little difficulty gathering the king's enemies against the Fànes; he had even less trouble wooing that greedy king's heart with tales of the treasures of the Auróna—beyond the lost golden gate to that underground kingdom.

“Dolasilla could not hold off such a great force, not when betrayed by her father, the king, in exchange for the location of the golden gate. She fell in battle. Spina de Mùl reclaimed the Rayéta Stone from her gleaming crown, and her people were forced to hide in the caves and warrens of their former protectors, the marmots.” ...

“There were so few of us left, but we negotiated peace. We would have been done with war. But then the traitor king's son, the Eagle Prince, returned, and his pride and his greed were as great as his father's. We were destroyed,”...

... “The silver trumpets sounded year after year; the King of the Fire Eagles lit the bonfires in remembrance of the Fànes' great kingdom. On the appointed night each year, the queen and the marmot princess sailed the lake, waiting for the son of the Eagle Prince to return with Dolasilla's unfailing arrows and restore their people.

“He never came.

“And now the queen lies in rest at the bottom of the lake. She lies waiting until the promised time shall come when she shall lead her people into a time of peace once more.”

IN CHAPTER 4,
ACTIVITY 1
YOU WROTE ABOUT
THE POSSIBLE MEANING
OF THE POEM.

- What did you get right?
- What parts were different?
- How has your understanding of the poem changed.

Use the *Deciphering the Dolasilla Poem Worksheet* to identify the true meaning of each line.

Deciphering the Dolasilla Poem

Describe what each line of the poem means or is about.

POEM	MEANING
“Clang, clang, clang:	
The sword against the golden gate.	
The treasure waits within.	
One treasure brings one heart true love;	
One treasure brings the world to end.	
“Clang, clang, clang:	
The sword against the sword.	
The guide waits within.	
The mother brings the marmot peace;	
The father brings the eagle war.	
“Clang, clang, clang:	
The arrow against the shield.	
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The prince brings pride’s final blow.	
“Clang, clang, clang:	
The trumpet against the bone.	
The promise waits within.	
The queen brings one eternal hope;	
The Fanes will rise once more!”	

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.

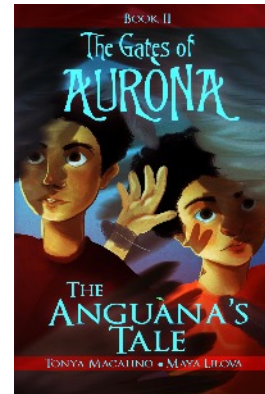
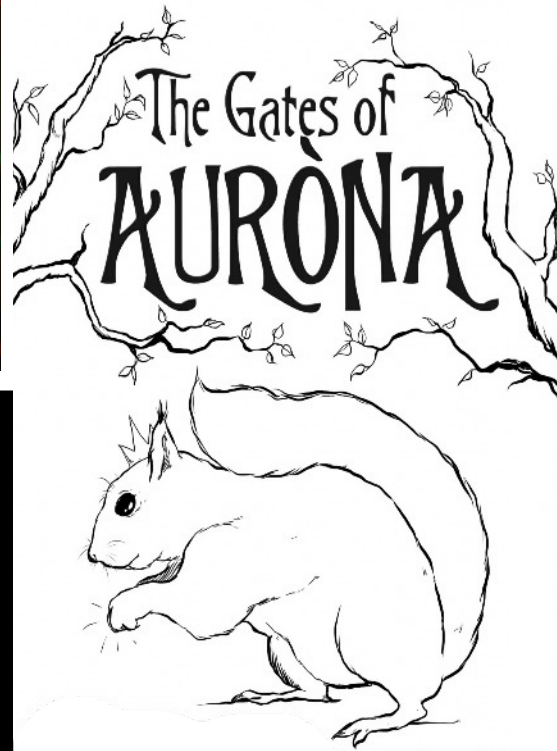
ACTIVITY	0	1	2	3
CHAPTER ONE ACTIVITY 1—THE FIVE W'S	Student's response does not clearly identify the answers to each question of the Five W's.	Student's response clearly identifies some of the elements of the Five W's.	Student's verbal response identifies all of the elements of the Five W's. OR Student's written response identifies all of the elements of the Five W's.	Student's verbal and written responses clearly identify all of the elements of the Five W's.
CHAPTER ONE ACTIVITY 2—PIONEER HISTORY	Student's response does not clearly compare or contrast pioneer life and school life today; student's response does not include a personal preference for the type of schooling.	Student's response clearly compares and contrasts some of the elements of pioneer life and school life today; student's response includes a poorly written personal preference for the type of schooling.	Student's response clearly compares and contrasts most of the elements of pioneer life and school life today; student's response includes a somewhat clearly written personal preference for the type of schooling.	Student's response clearly compares and contrasts elements of pioneer life and school life today; student's response includes a clearly written personal preference for the type of schooling.

ACTIVITY	0	1	2	3
CHAPTER TWO ACTIVITY—MY OWN WISHING STONE	Student's display does not clearly compare or contrast pioneer life and school life today; student's response does not include a personal preference for the type of schooling.	Student's display depicts a drawing/illustration of his/her wishing stone and a poorly written description; student did not present.	Student's display clearly depicts a drawing/illustration of his/her wishing stone and a clearly written description; student's presentation is somewhat clear and thoughtful.	Student's display clearly depicts a drawing/illustration of his/her wishing stone and a clearly written description; student's presentation is clear and thoughtful.
CHAPTER THREE ACTIVITY—WHAT'S UP WITH THE CATS?	Student's response does not clearly compare or contrast fictional and real cat behavior; student's response does not include a description of the resources used and why they are reliable and trustworthy.	Student's response poorly or incorrectly compares and contrasts fictional and real cat behavior; student's response includes a poorly or incorrect description of the resources used and why they are reliable and trustworthy.	Student's response somewhat clearly compares and contrasts fictional and real cat behavior; student's response includes a somewhat clear description of the resources used and why they are reliable and trustworthy.	Student's response clearly compares and contrasts fictional and real cat behavior; student's response includes a clear description of the resources used and why they are reliable and trustworthy.
CHAPTER FOUR ACTIVITY 1— DECIPHERING POETIC DEVICES	Student's worksheet responses do not clearly convey an understanding of poetic devices; student's response does not include an original poem.	Student's worksheet responses convey a partial understanding of poetic devices; student's response includes an original poem that does not use any poetic devices.	Student's worksheet responses convey a good understanding of poetic devices; student's response includes an original poem that uses some poetic devices from the worksheet.	Student's worksheet responses convey a clear understanding of poetic devices; student's response includes an original poem that uses all of the poetic devices from the worksheet.

ACTIVITY	0	1	2	3
CHAPTER FOUR ACTIVITY 2—MOSAIC MAGIC	Student's response does not include an original mosaic; student's response does not include a descriptive paragraph or a presentation.	Student's response includes an original mosaic; student's response does not include a descriptive paragraph or a presentation.	Student's response includes an original mosaic; student's response includes a somewhat clearly written descriptive paragraph and a somewhat clear presentation.	Student's response includes an original mosaic; student's response includes a clearly written descriptive paragraph and a clear presentation.
CHAPTER FIVE ACTIVITY 1—SKETCH ARTIST	Student's response does not include a written comparison/contrast of Hannah's sketch and the illustration; student's response does not include a sketch or a presentation of his/her sketch and the process.	Student's response includes a poorly written comparison/contrast of Hannah's sketch and the illustration; student's response includes a sketch and a poor presentation of his/her sketch and the challenges of the process.	Student's response includes a somewhat clearly written comparison/contrast of Hannah's sketch and the illustration; student's response includes a sketch and a somewhat clear presentation of his/her sketch and the challenges of the process.	Student's response includes a written comparison / contrast of Hannah's sketch and the illustration; student's response includes a sketch and a clear presentation of his/her sketch and the challenges of the process.
CHAPTER FIVE ACTIVITY 2—MAP MAKING	Student's response does not include a written description of the story's setting; student's response does not include an original map or a presentation of his/her map.	Student's response includes a poorly written description of the story's setting; student's response includes an original map without a scale and a poor presentation of his/her map.	Student's response includes a somewhat clearly written description of the story's setting; student's response includes an original map without a scale and a somewhat clear presentation of his/her map.	Student's response includes a clearly written description of the story's setting; student's response includes an original map with a scale and a clear presentation of his/her map.

ACTIVITY	0	1	2	3
<p>CHAPTER SIX ACTIVITY—WHAT HAPPENS NEXT?</p>	<p>Student's response does not include an original chapter of 800–1,500 words.</p>	<p>Student's response includes an original chapter of less than 800 words.</p>	<p>Student's response includes a somewhat clearly written original chapter of 800–1,500 words.</p>	<p>Student's response includes a clearly written original chapter of 800–1,500 words.</p>
<p>CHAPTER SEVEN ACTIVITY—THE GATES AWAIT</p>	<p>Student's response does not include a drawing of an original gate; student's response does not include a written description of his/her original gate.</p>	<p>Student's response includes a drawing of an original gate that could not function in the real world; student's response includes a poorly written description of his/her original gate.</p>	<p>Student's response includes a drawing of an original gate that could possibly function in the real world; student's response includes a somewhat clearly written description of his/her original gate.</p>	<p>Student's response includes a drawing of an original gate that could function in the real world; student's response includes a clearly written description of his/her original gate.</p>
<p>CHAPTER EIGHT ACTIVITY—THE LEGEND COMES TO LIGHT</p>	<p>Student's worksheet responses do not clearly convey an understanding of the poem or the legend; student's response does not include 3 written paragraphs.</p>	<p>Student's worksheet responses somewhat clearly convey an understanding of the poem and the legend; student's response includes 1 or 2 somewhat clearly written paragraphs.</p>	<p>Student's worksheet responses somewhat clearly convey an understanding of the poem and the legend; student's response includes 2–3 somewhat clearly written paragraphs.</p>	<p>Student's worksheet responses clearly convey an understanding of the poem and the legend; student's response includes 3 clearly written paragraphs.</p>

Collect all 10 Books!



#3
Spinwatch

#4
Spirits
of the
Silver Screen

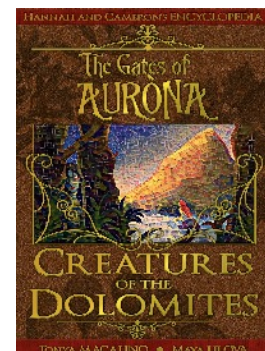
#5
The
Curse of the
Children

#6
The
Gates of
Aurona

#7
The
Battle at
Five Oaks

#8
Heroes and
Legends of
Hillsboro

#9
The
Kingdom of
The Fanes



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WANT TO ENHANCE THE LEARNING EXPERIENCE BY HAVING THE AUTHOR
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Send me an email!

tonya@tonyamacalino.com

If your school or meeting space is within an hour drive of Hillsboro, Oregon,
I may be able to meet face-to-face. Otherwise, I am happy to meet with you
via Google Hangout and answer your questions.

If you are interested in a more formal presentation,
please see the [Contact Me](#) page of my web site
for my full Speaker Flyer!



THE GATES OF AURÓNA EXTENDED LEARNING GUIDE:
INTO THE HARE WOOD

Text:

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