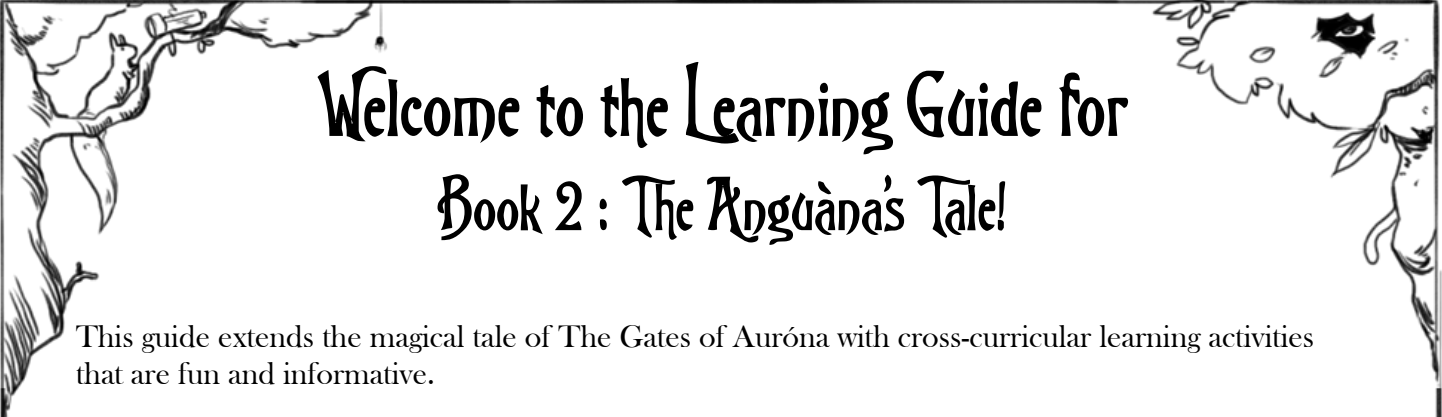


The Gates of AURONA

EXTENDED LEARNING GUIDE:
THE ANGUANA'S TALE



Welcome to the Learning Guide for Book 2 : The Anguàna's Tale!

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

REALITY IN RUINS

ACTIVITY 1—WHAT WE KNOW AND WHAT WE DON'T KNOW

OBJECTIVE: Compare what you know about the exposition (who, what, where, when, and why) with what you don't know.

MATERIALS:

- *Book 1: Into the Hare Wood*
- *Book 2: The Anguàna's Tale*
- Writing materials
- *What We Know Graphic Organizer*

OVERVIEW: The first chapter of a book sets up the story for the reader just like the first book in a series sets up the rest of the series. *Exposition* is a literary device that provides background information about characters, settings, and events. The exposition describes important content that you should know about the story—the who, what, where, when, why, and how.

It's very helpful to read the first book in a series before you read the second book. (Just like it's good to start with the first chapter in a book.) Let's take a look at what we do know in Chapter One of *The Anguàna's Tale* at this point and what we don't know.

ACTIVITY OUTLINE:

1. Review *Book 1: Into the Hare Wood*.
2. Read Chapter One of *Book 2: The Anguàna's Tale*, "Reality in Ruins."
3. Complete the *What We Know Graphic Organizer*.
4. Discuss the answers to the questions.
5. Write 1 paragraph summarizing the exposition of what you know about Chapter One, Book 2, and The Gates series so far.
6. Write 1 paragraph summarizing the exposition of what you *don't* know about Chapter One, Book 2, and The Gates series so far.



A SMALL PUFF OF WHITE FUR.

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.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 of Chapter One, "Reality in Ruins."

	WHAT DO WE KNOW?	WHAT DON'T WE KNOW?
WHO?	<ul style="list-style-type: none"> Who are the characters? What do you know about them so far? 	<ul style="list-style-type: none"> What characters are mentioned but not present? What characters are missing and haven't been mentioned?
WHAT?	<ul style="list-style-type: none"> What does the first chapter tell you about what has happened in the series so far? 	<ul style="list-style-type: none"> What does the first chapter leave out about what has happened in the series so far?
WHERE?	<ul style="list-style-type: none"> Where does the first chapter take place? How are the places similar to or different than the places in the first book? 	<ul style="list-style-type: none"> Where might the story take place next? How might the places be similar to or different than in the first book?
WHEN?	<ul style="list-style-type: none"> When does the second book in the series take place—time of day, season of year, point in history? How much time has passed since the end of the first book? 	<ul style="list-style-type: none"> When might the rest of the second book in the series take place—time of day, season of year, point in history? How much time do you think will pass in the second book?
WHY?	<ul style="list-style-type: none"> Why is the chapter called "Reality in Ruins"? 	<ul style="list-style-type: none"> Why might the book be called "<i>The Anguàna's Tale</i>"?
HOW?	<ul style="list-style-type: none"> How do you know what you know so far? 	<ul style="list-style-type: none"> How might you learn about what you don't know so far?

ACTIVITY 2—BUILDING A FOREST AND THE FALLING OF BIG BEN

OBJECTIVES: Research forest ecosystems. Create a model of a forest ecosystem and simulate the falling of Big Ben. Write 1 paragraph about the consequences and changes to the ecosystem.

MATERIALS:

- *Book 2: The Anguàna’s Tale*
- Internet
- Writing materials
- *Falling of Big Ben Graphic Organizer*
- Art materials (e.g., large cardstock or paper surface, empty paper towel and tissue rolls, coloring/paint supplies, glue/tape, and natural elements such as moss, leaves, sticks, and plant material)

OVERVIEW: In Chapter One of *The Anguàna’s Tale*, the Troyer family watches the fall of Big Ben, the tallest tree in the Hare Wood. This change signals other changes to come.

An *ecosystem* is a community of living and nonliving things. Living things are dependent on the environmental interactions within their ecosystem. In this activity, we’ll explore the possible changes in a forest ecosystem.

ACTIVITY OUTLINE:

1. Read Chapter One of *Book 2: The Anguàna’s Tale*, “Reality in Ruins.”
2. Use the internet to research forest ecosystems.
3. Use the *Falling of Big Ben Graphic Organizer* to:
 - Research and describe a forest ecosystem like Big Ben’s.
 - Explore the possible consequences of the falling of a tree like Big Ben on the ecosystem.
4. Build a 3-dimensional (3D) model of a forest:
 - Create trees (e.g., use an empty paper towel for Big Ben and empty tissue rolls for the smaller trees with natural materials for branches).
 - Include a water feature (e.g., a river or lake).
 - Color the landscape according to the appropriate geographic features (e.g., rocks, water, and foliage).
5. Simulate the falling of Big Ben in the model.
6. Write 1 paragraph describing the effects that the falling of Big Ben would have on the forest ecosystem.
7. Present the model and report on the effects on the ecosystem to the class.



RECOMMENDED READING FOR ADULTS:

- Scientific and Engineering Practices—Developing and Using Models:
<https://www.nap.edu/read/13165/chapter/7#56> (Source: *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*)

FACILITATION NOTES:

- Creating the “trees”: If you use empty paper towel and tissue rolls, students can cut 4 slits into the bottom of the roll and then fold the flaps upward to form a base. Secure the “trees” to the paper landscape with glue or tape.
- This activity is great for small-group work. Have students collaborate to research, build their forest ecosystem model, and write and present their work.

SUBJECTS: Science & Engineering, Technology Literacy, Visual Arts, & 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.

- **ISTE 3b**

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- **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.

- **NGSS MS-LS2-1**

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- **NGSS MS-LS2-3**

Develop a model to describe phenomena.

- **NGSS MS-LS2-4**

Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- **NCAS Anchor Standard 1**

Generate and conceptualize artistic ideas and work.


- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.



Falling of Big Ben Graphic Organizer


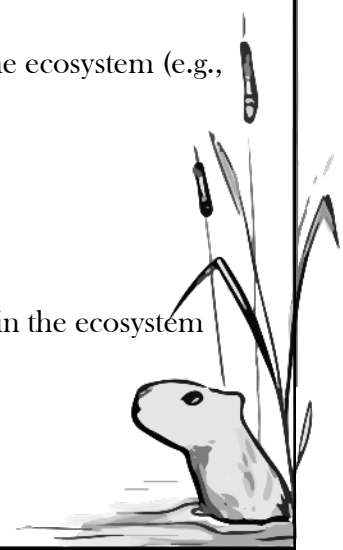
Outline the evidence from your research about forest ecosystems.



RESEARCH AND
DESCRIBE A FOREST
ECOSYSTEM LIKE
BIG BEN'S.

- Where would this ecosystem be found?
- What living things are in the ecosystem?
- What nonliving things are in the ecosystem?
- What are some of the ways that the living and nonliving things interact?

EXPLORE THE POSSIBLE
CONSEQUENCES OF THE
FALLING OF A TREE LIKE
BIG BEN ON THE ECOSYSTEM.

- What immediately happens to the living things within the ecosystem?
 - What immediately happens to the nonliving things within the ecosystem?
 - What could be the consequences to the living things within the ecosystem (e.g., plants and animals)?
 - What could be the consequences to the nonliving things within the ecosystem (e.g., water, soil, and weather)?
- 
- 

Chapter Two

Ghost Train

ACTIVITY—SING ALONG SONGS

Objectives: Decipher the meaning of one of the songs in Chapter Two and create an original song.

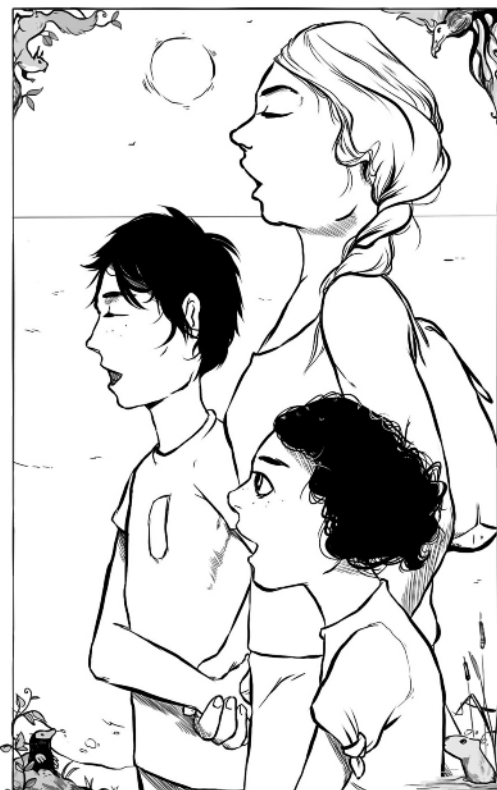
Materials:

- *Book 2: The Anguana's Tale*
- Internet
- Writing supplies
- *Sing Along Songs Graphic Organizer*
- *Optional:* Musical instruments

Overview: Hannah's mother, Bridget, sings at least three sea shanties. A sea shanty (or sea chanty) is a song originally sung by sailors while working together. According to the chapter, "the songs were supposed to occupy your mind and give a rhythm to your work, so the work would be easier." Let's examine the sea shanties that are sung and make one of your own.

Activity Outline:

1. Read Chapter Two, "Ghost Train."
2. Use the *Sing Along Songs Graphic Organizer* to:
 - Describe one of the sea shanties sung in Chapter Two. See Photos & Videos page for The Anguana's Tale <http://www.tonyamacalino.com/photos-videos--2-anguanas-tale.html> to hear tunes and listen to other songs.
 - Create a sea shanty of your own.
3. Present your sea shanty to the class and explain the meaning and purpose of the song.



WEIGH, HEIGH, AND UP SHE RISES!

Facilitation Notes:

- As an option, encourage the use of musical instruments.
- For grades 6–8 and higher, you can highlight the various formats of sea shanties (e.g., call and response) and types used by sailors (e.g., hauling vs. heaving shanties).

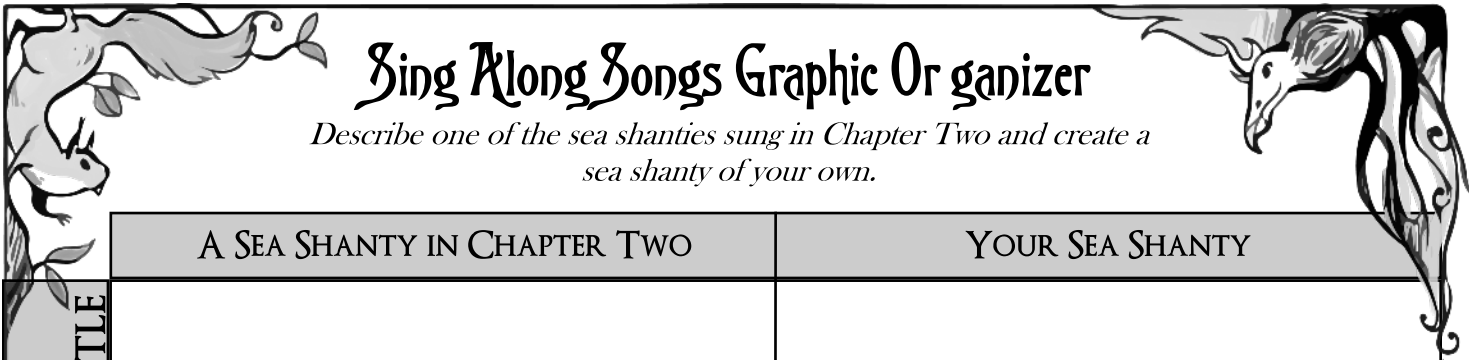
SUBJECTS: Music, Technology Literacy, & Language Arts—Writing & Speaking & Listening


STANDARDS:

- **ISTE 3a**
Plan and employ effective research strategies to locate information and other resources for intellectual or creative pursuits.
- **NCAS Anchor Standard 1a (MU:Cr1.1.4)**
Improvise rhythmic, melodic, and harmonic ideas, and explain the connection to a specific purpose and context (such as social and cultural).
- **NCAS Anchor Standard 1b (MU:Cr1.1.4)**
Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
- **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.

Sing Along Songs Graphic Organizer

Describe one of the sea shanties sung in Chapter Two and create a sea shanty of your own.



	A SEA SHANTY IN CHAPTER TWO	YOUR SEA SHANTY
TITLE		
LYRICS		
PURPOSE		
MEANING		

ACTIVITY 2—HOW THINGS HAVE CHANGED

Objectives: Research a method of transportation. Compare and contrast the transportation used in the past with that of today. Describe how the method of transportation has evolved and identify which you prefer—past or present.

Materials:

- *Book 2: The Anguàna’s Tale*
- Internet
- Writing materials
- *How Things Have Changed Graphic Organizer*

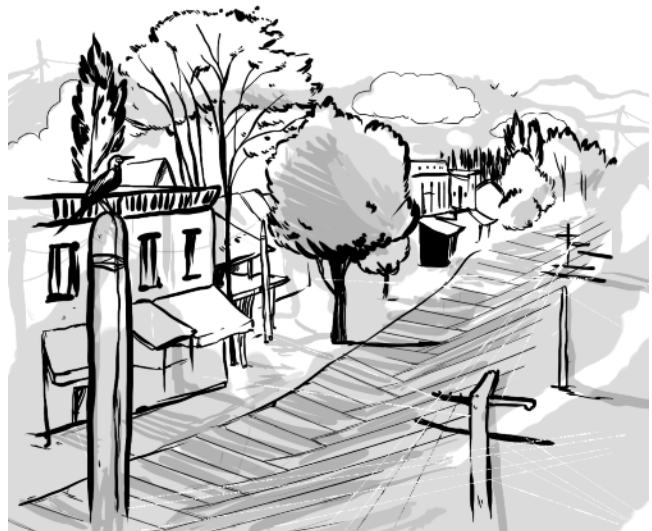
Overview: History shows us how differently people lived in the past and how some things have stayed the same. In Chapter Two of *The Anguàna’s Tale*, Bridget explains some of the history behind the Metropolitan Area Express (MAX) train. She also mentions the old Red Electric train and wooden streets. Let’s look at a method of transportation from the past, what it looks like today, and which type (past or present) you prefer.

Activity Outline:

1. Read Chapter Two, “Ghost Train.”
2. Select 1 method of transportation to research using the internet.
3. Use the *How Things Have Changed Graphic Organizer* to plan your writing.
4. Write 3 paragraphs about your selected method of transportation from the past and in the present.
 - Compare—How are they similar?
 - Contrast—How are they different?
 - Evolution—How and why did the method of transportation evolve?
5. Write 1 paragraph describing which method of transportation you prefer (past or present).
6. Present your research and transportation selection to the class.

Facilitation Notes:

- Choose parts of the activity (e.g., Compare, Contrast, or Evolution) or do the entire activity.
- For grades 6–8 and higher, you can compare the historical changes across multiple forms of transportation.



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

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.

- **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.



How Things Have Changed Graphic Organizer

Describe how a method of transportation has evolved and your transportation preference.

IDENTIFY ONE
METHOD OF
TRANSPORTATION.

PAST-
WHAT WAS IT
LIKE IN THE PAST?

EVOLUTION-
HOW DID IT
EVOLVE?

PRESENT-
WHAT IS IT LIKE
TODAY?

WHICH METHOD OF
TRANSPORTATION
DO YOU PREFER
(PAST OR PRESENT)?



&



ACTIVITY—WHAT’S UP WITH THE VULTURES?

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

MATERIALS:

- *Book 2: The Anguàna’s Tale*
- Writing materials
- Internet

OVERVIEW: In Chapters Three and Four, we discover that vultures are behaving strangely. Remember that *The Anguàna’s Tale* is a work of fiction and the vulture characters are part of the story world. Just like the fictional cats behaved differently from real cats in Book 1, the vultures in Book 2 are not quite acting like real vultures. In real life, vultures 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. Your research on the behaviors of breeds of vultures will help identify the fictional vulture behaviors in the book and compare and contrast them with real-life vulture behaviors.

ACTIVITY OUTLINE:

1. Review Chapter Three “Lost Birds” and Chapter Four, “Blacking out the Sun.”
2. List the types of behaviors that the vultures exhibit in the two chapters.
3. Use the internet to research how vultures behave in real life. Find reliable, fact-based research sources.
4. Write 2 paragraphs comparing and contrasting vulture 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—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.

Chapter Five

POWER OF THE CROSSROADS

ACTIVITY—WHAT'S ON YOUR TOMBSTONE?

OBJECTIVES: Research cemeteries and tombstones. Compare and contrast cemeteries and tombstones of the past with those of today.

MATERIALS:

- *Book 2: The Anguàna's Tale*
- Internet
- Writing materials
- *What's on Your Tombstone Graphic Organizer*
- Art materials (paper, pencil, eraser, coloring/paint supplies, glue/tape)
- *Optional art materials:* FIMO® modelling clay or playdough

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 Five of *The Anguàna's Tale*, Bridget explains the history behind the tombstones in the cemetery she, Hannah, and Cameron drive past.

An *epitaph* is an inscription on the tombstone describing or praising the person buried at that site. An epitaph can be a brief poem or other type of writing. Let's look at some cemeteries and tombstones of the past, what cemeteries and tombstones look like today, and what your own tombstone and epitaph might be like.

ACTIVITY OUTLINE:

1. Read Chapter Five, "Power of the Crossroads"
2. Conduct research on the internet about cemeteries and tombstones.
3. Use the *What's on Your Tombstone Graphic Organizer* to plan your writing.



4. Write 2 paragraphs about cemeteries and tombstones in the past and today.
 - Compare—How are they similar?
 - Contrast—How are they different?
5. Create your own tombstone, either by drawing or sculpting.
6. Write an epitaph, either drawn on the tombstone itself or printed and pasted if using the sculpting method.
7. Write 1 paragraph describing your tombstone and epitaph.
8. *Optional:* If doing as a group, create a cemetery for the group’s tombstones.
9. Present your tombstone/cemetery to the class and explain your epitaph.

FACILITATION NOTES:

- This activity is great for small-group work. Have students collaborate to research, create their tombstones within the group’s cemetery, and write and present their work.
- Encourage students to draw/sculpt freely and “make mistakes.” No one is expected to become a professional tombstone maker during the course of this activity.
- For grades 7 or higher: For the drawing method, you can focus on pencil drawing techniques and shading. For the sculpting method, you can focus on sculpting techniques.

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

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.

- **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.

What's on Your Tombstone? Graphic Organizer

Describe how cemeteries and tombstones have evolved.

	CEMETERIES	TOMBSTONES
PAST— WHAT WERE THEY LIKE IN THE PAST?		
PRESENT— WHAT ARE THEY LIKE TODAY?		
YOUR PREFERENCE— WHICH DO YOU PREFER (PAST OR PRESENT)?		
YOUR OWN— WHAT DOES YOURS LOOK LIKE?	<ul style="list-style-type: none"> Your cemetery (if doing group work): 	<ul style="list-style-type: none"> Your epitaph: 

Chapter Six

NEVER SUSPECT THE LITTLE WOMEN

ACTIVITY 1—NOT A SHOT FIRED

OBJECTIVES: Describe the social justice methods of Fern Hobbs and a historical or contemporary peace-maker.

MATERIALS:

- *Book 2: The Anguana’s Tale*
- Writing materials
- Internet
- *Role Model Graphic Organizer*

OVERVIEW: In Chapter Six, Bridget tells her daughter Hannah a story about Fern Hobbs. *Social justice* means that everyone deserves equal rights and opportunities in life, including in economic, political, and social arenas. Social justice can be defined as the fair and just relationship between the individual and society. It means that all people should be treated equally and respectfully regardless of their race, sex, orientation, national origin, or physical or mental capabilities. Let’s explore the stories of two social justice role models—Fern Hobbs and a historical or contemporary person that you choose.

ACTIVITY OUTLINE:

1. Read Chapter Six, “Never Suspect the Little Women.”
2. Use the internet to conduct research on social justice role models.
3. Choose 1 historical or contemporary person who is a social justice role model.
4. Use the *Role Model Graphic Organizer* to plan your writing.
 - Outline the social justice methods of Fern Hobbs.
 - Outline the social justice methods of a historical or contemporary peace-maker.



NOT A SHOT FIRED.

5. Write 1 paragraph summarizing the actions of Fern Hobbs and the results of her actions.
6. Write 1 paragraph summarizing the actions of a social justice role model and the results of his or her actions.
7. Write 1 paragraph about why Fern Hobbs and the person you selected are social justice role models.
8. Share your social justice summaries with a partner or the class.

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

STANDARDS:

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

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

- **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.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**

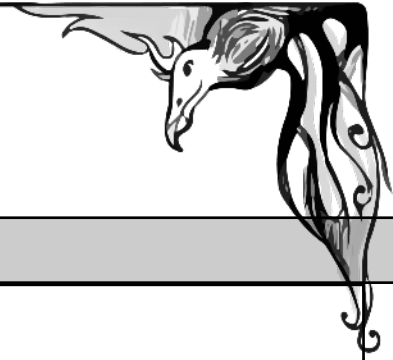
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **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.

Role Model Graphic Organizer

Describe how cemeteries and tombstones have evolved.



	FERN HOBBS	ROLE MODEL:
HISTORY- IN WHAT POINT IN HISTORY DID/DOES THIS PERSON LIVE?		
ACTIONS- WHAT DID/DOES THIS PERSON DO?		
RESULTS- WHAT WERE THE RESULTS OF THIS PERSON'S ACTIONS?		
ROLE MODEL- WHY IS THIS PERSON A ROLE MODEL FOR SOCIAL JUSTICE?		



ACTIVITY 2—GEE, WHAT A CATCH! GEOCACHING TREASURE HUNT

OBJECTIVES: Create a geocaching box and an original map for a scavenger/treasure hunt (as an option, include a scale).

MATERIALS:

- *Book 2: The Anguàna’s Tale*
- Art materials (waterproof container, logbook, and a pen/pencil)
- *Optional materials for trading:* Items to trade (e.g., toys, trinkets, or small sentimental items)
- *Optional materials for scaling:* Map-making supplies (e.g., large-size paper, colored pens/pencils, pencil, eraser, ruler, and calculator)
- Internet
- Writing materials

OVERVIEW: In Chapter Six, Cameron thinks that Hannah has found a geocaching box. A *geocache* is a container, usually waterproof, that holds a logbook and sometimes items to trade (such as toys or things of sentimental value). Geocaches are hidden in a specific location that a *geocacher* (someone who participates in geocaching) must find. Once a geocacher locates a geocache, he or she signs and dates the logbook and puts it back exactly where it was found. If the geocache has items for trading, the geocacher takes an item and then leaves an item before replacing the geocache.

Geocaches can have a Global Positioning System (GPS) receiver or can be found by other navigational ways, such as “treasure” maps. In this activity, you will become a *cartographer*—someone who draws or produces a map. Some maps are *to scale*, meaning that the distance on the map corresponds to a distance on the ground.

Geocaching can be set up like a scavenger hunt. Let’s make our own geocaching box and map and go on a scavenger treasure hunt adventure!

ACTIVITY OUTLINE:

1. Read Chapter Six, “Never Suspect the Little Women.”
2. Create your own geocache.
 - Decide whether you will include trading items.
3. Research types of maps on the internet and choose a format for your treasure map.
4. Create a map for your geocaching treasure hunt:
 - What is the central starting point for your map?
 - What are the important landmarks?
 - What is the environment like—streets, parks, buildings, farms?
 - Where will you bury the geocache?
5. *Optional:* Create a scale for your map.
 - Use the internet to research drawing a map to scale.



A SMALL SILVER BOX CAKED IN DIRT.

- Include the scale in a corner of your map.
- 6. Go on a geocaching adventure:
 - Bury your geocache.
 - Go to the starting point and use your map to find the geocache.
- 7. Present your geocache and map to the class. Describe what was challenging about the process.

RECOMMENDED READING FOR STUDENTS AND ADULTS:

- Geocaching (National Geographic):
<http://www.nationalgeographic.org/encyclopedia/geocaching/>

FACILITATION NOTES:

- Establish upfront whether you are creating geocaches with or without trading items.
- Encourage map makers to use rulers.
- No one is expected to become a professional cartographer. Keep the activity fun while still a learning experience.
- This activity is great for small-group work. Have students collaborate to create their geocache and geocaching map and engage in the scavenging treasure hunt in groups.

SUBJECT: Visual Arts, Earth Science—Geography, Engineering (Cartography), & 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.

- ISTE 3a

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

- *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 Seven

THE DWARVES' TREASURE

ACTIVITY—WRITING THE NEXT CHAPTER

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

MATERIALS:

- *Book 2: The Anguàna's Tale*
- Writing materials
- *Writing the Next Chapter Graphic Organizer*

OVERVIEW: As we come to the final chapter of *The Anguàna's Tale*, the ending of Chapter Six is a huge cliff-hanger! Cameron has just been taken away in a black cloud of feathers. 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. Once you read Chapter Seven, it'll be your turn to extrapolate and use your knowledge of the story and the series so far to write the next chapter—that is, the first chapter of the next book.

ACTIVITY OUTLINE:

1. Read Chapter Seven, "The Dwarves' Treasure."
2. Review Chapters One through Six.
3. Use the *Writing the Next Chapter Graphic Organizer* to extrapolate and outline what might happen in the first chapter of the next book.
4. Use your outline to write the first chapter of the next book (800–1,500 words) as if you were the author.
 - If you haven't already, **DO NOT READ THE PREVIEW OF CHAPTER ONE OF *SPIN-WATCH* AT THE BACK OF THE BOOK!**
 - 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.



- Explain what has been resolved and what has not.
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.

Writing the Next Chapter Graphic Organizer

Extrapolate and outline what might happen in the first chapter of the next book.

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?
- What gets resolved?
- What doesn't get resolved?

WHERE?

- Where will the characters go?
- What locations will be used?

WHEN?

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

HOW? WHY?

- Why is your chapter important to the story?
- Why did you write what you did?
- How will what you write fit into the book series?

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.

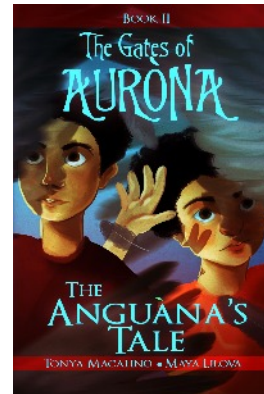
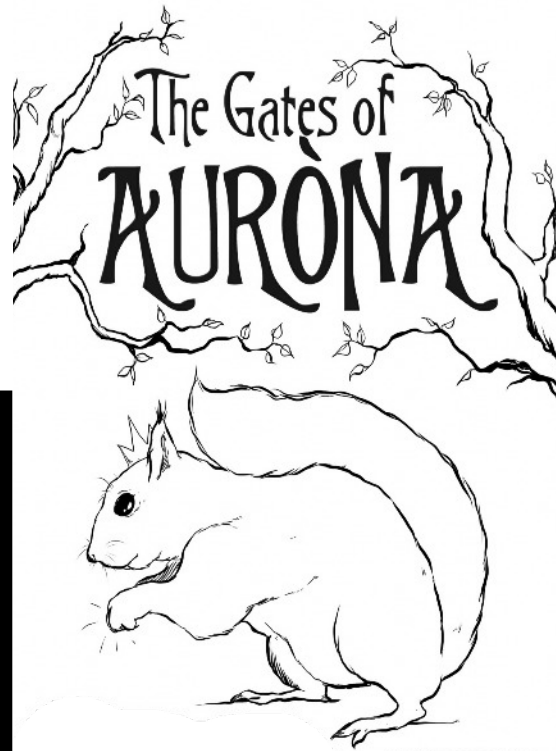
ACTIVITY	0	1	2	3
CHAPTER ONE ACTIVITY 1—WHAT WE KNOW AND WHAT WE DON'T KNOW	Student's response does not clearly identify the answers to each expository element.	Student's response clearly identifies some of the expository elements.	Student's verbal response identifies all of the expository elements. 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— BUILDING A FOREST AND THE FALLING OF BIG BEN	Student's response does not include a model of an ecosystem; student's response does not include a written description of his/her ecosystem and the consequences.	Student's response includes a model of an ecosystem; student's response includes a poorly written description of his/her ecosystem and the consequences.	Student's response includes a model of an ecosystem; student's response includes a somewhat clearly written description of his/her ecosystem and the consequences.	Student's response includes a model of an ecosystem; student's response includes a clearly written description of his/her ecosystem and the consequences.

ACTIVITY	0	1	2	3
CHAPTER TWO ACTIVITY 1—SING ALONG SONGS	Student's response does not include an original song; student's response does not include a presentation.	Student's response includes part of an original song; student's response does not include a presentation.	Student's response includes an original song; student's response includes a somewhat clear presentation.	Student's response includes an original song; student's response includes a clear presentation.
CHAPTER TWO ACTIVITY 2—HOW THINGS HAVE CHANGED	Student's response does not clearly compare and contrast a past and a present method of transportation; student's response does not include a personal preference.	Student's response clearly compares and contrasts either the past OR the present method of transportation; student's response includes a poorly written/presented personal preference.	Student's response somewhat clearly compares and contrasts a past AND a present method of transportation; student's response includes a somewhat clearly written/presented personal preference.	Student's response clearly compares and contrasts a past and a present method of transportation; student's response includes a clearly written/presented personal preference.
CHAPTERS THREE AND FOUR ACTIVITY— WHAT'S UP WITH THE VULTURES?	Student's response does not clearly compare or contrast fictional and real culture 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 culture 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 culture 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 culture behavior; student's response includes a clear description of the resources used and why they are reliable and trustworthy.

ACTIVITY	0	1	2	3
CHAPTER FIVE ACTIVITY—WHAT'S ON YOUR TOMBSTONE?	Student's response does not include a drawing or sculpture of an original tombstone; student's response does not include a description/presentation of his/her tombstone.	Student's response includes a drawing or sculpture of an original tombstone; student's response includes a poor description/presentation of his/her tombstone.	Student's response includes a drawing or sculpture of an original tombstone; student's response includes a somewhat clear description/presentation of his/her tombstone.	Student's response includes a drawing or sculpture of an original tombstone; student's response includes a clear description/presentation of his/her tombstone.
CHAPTER SIX ACTIVITY 1—NOT A SHOT FIRED	Student's response does not include any social justice summaries or justification.	Student's response includes 1 poorly written social justice summaries and 1 poorly written justification.	Student's response includes 2 somewhat clearly written social justice summaries and 1 somewhat clearly written justification.	Student's response includes 2 clearly written social justice summaries and 1 clearly written justification.
CHAPTER SIX ACTIVITY 2—GEE, WHAT A CATCH! GEOCACHING TREASURE HUNT	Student's response does not include a geocache; student's response does not include an original map or a presentation of his/her map.	Student's response includes a geocache; student's response includes an original map and a poor presentation of his/her map.	Student's response includes a geocache; student's response includes an original map and a somewhat clear presentation of his/her map.	Student's response includes a geocache; student's response includes an original map and a clear presentation of his/her map.

ACTIVITY	0	1	2	3
CHAPTER SEVEN ACTIVITY—WRITING THE NEXT CHAPTER	Student's response does not include an original chapter of 800–1,500 words.	Student's response includes an original chapter of less than 800 words.	Student's response includes a somewhat clearly written original chapter of 800–1,500 words.	Student's response includes a clearly written original chapter of 800–1,500 words.

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#3
Spinwatch

#4
Spirits
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Silver Screen

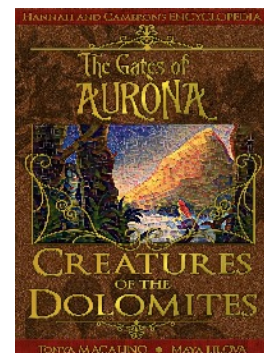
#5
The
Curse of the
Children

#6
The
Gates of
Aurona

#7
The
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THE GATES OF AURÓNA EXTENDED LEARNING GUIDE:
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