

Night at the Capitol



Companion Teaching Activities to the Newspaper Serialized Story

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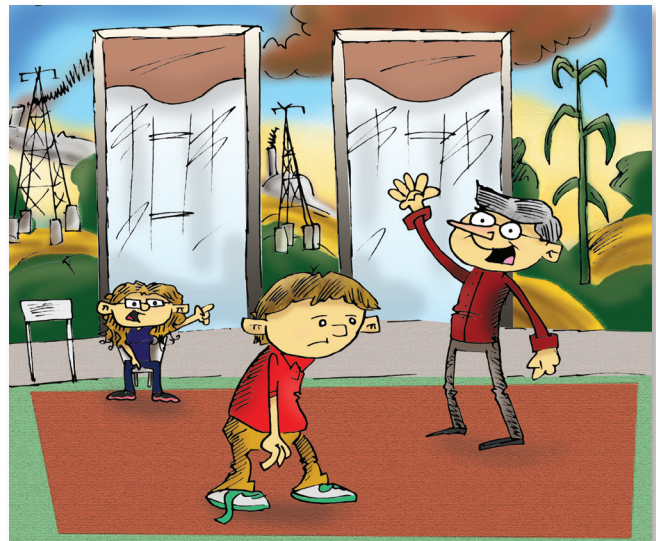
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Chapter One: Night at the Capitol

Vocabulary

Write the definitions for the following words.

Rotunda:

Depictions:

Miniscule:

Replica:

*Impression:

*Star:

Multiple Meaning Words *These vocabulary words are multiple meaning words

Impression- a.) My first impression is that she was shy. b.) Her boots left an impression in the leaves. Which definition of impression is used in the first paragraph of chapter one? A or B

Start- a.) The small twigs were used to start the fire. b.) He woke from his nightmare with a start. Which definition of start is used in this passage from chapter one, "Charlie gave a start." A or B

Comprehension

1. Why is Charlie disinterested in the field trip to the Missouri State Capitol? What words does he use to describe the field trip?

2. Charlie does not feel like a Missourian. Find two quotes from the text that support this belief.

3. Mr. Priddy is described as having a twinkle in his eye. What does that expression mean?

4. How did Mr. Priddy try to get Charlie interested in the field trip?

5. Make a prediction: Will Charlie enjoy his field trip? Support your prediction with text evidence.

Research Extension

To see Thomas Hart Benton's mural, visit: benton.truman.edu. Think about the following questions as you view the mural: What words would describe the painting? Which objects seem closer to you and further away? What color is used the most in this painting? What interests you the most about this work of art? What questions would you ask the artist if they were here? Describe the tone and the mood of the painting. Write a one paragraph reflection that describes your reaction to the mural.

To learn about the Missouri State Capitol, visit: <https://mostateparks.com/page/55186/missouri-state-capitol>

Learning Standards: I can understand vocabulary in context. I can analyze and draw conclusions. I can use text evidence to support my answer.

Chapter Two: Night at the Capitol

Vocabulary

Write the definition of the following words.

Outlaw:

Depict:

Contributions:

Whimsy:

Inundated:

Word Choice

“Charlie shuffled over to a bust near the staircase.” The author uses the word “shuffled” to help the reader visualize how Charlie moved. Shuffled shows Charlie’s attitude, as well. For example, if Charlie “skipped” over to the bust, it would show an eagerness and enthusiasm. Rewrite the original sentence using a different verb for shuffled. How does this new verb change the sentence?

“Very good, Ben!” Charlie’s teacher gushed. What does gushed mean? How does it portray Charlie’s teacher’s attitude?

Comprehension

1. Charlie states that Mr. Priddy’s enthusiasm was contagious. Find text evidence that supports this statement.

2. Make a prediction. Do you think Charlie will break away from the group and explore on his own? Why?

3. What did the students see in the Hall of Famous Missourians?

Research Extension

In the Hall of Famous Missourians, the students saw Laura Ingalls Wilder, Mark Twain, Walt Disney and Stan Musial. Choose one of those individuals to research. Find 5-10 facts about their life and their contributions. Why do you think they were chosen to be honored at the Missouri State Capital building?

To see an interactive map of the Hall of Famous Missourians, visit:

<http://www.house.mo.gov/famous.aspx>

Learning Standards: I can understand vocabulary in context. I can use word choice to set a tone. I can analyze and draw conclusions. I can use text evidence to support my answer.

Chapter Three: Night at the Capitol

Vocabulary

Write the definitions of the following words.

Flanked:

Pillars:

Proceedings:

Relevance:

Multiple Meaning Words

The author states the Charlie was stirred by the sudden sensation of quiet. Stirred can have more than one meaning. Write a sentence that uses the verb stirred in a different way.

Word Choice

“... and his stomach rumbled with hunger.” The use of the word “rumbled” creates a more dramatic picture than simply saying “growled.” Rewrite the sentence with a different verb that portrays Charlie’s hunger.

“...they wouldn’t notice the curious 11-year-old boy trailing them.” The use of the word trailing explains how Charlie was following the group. What other verbs could you use instead of trailing?

Comprehension

1. Why does Charlie leave his field trip to explore on his own?

2. Why does he choose to follow a particular group of people? What was he expecting to see?

3. What caused Charlie to fall asleep in the Senate Chamber?

4. Find text evidence that supports the fact that Charlie is panicked when he wakes up.

5. What voices does Charlie hear at the end of this chapter?

Literary Techniques: Imagery

Imagery is the use of very descriptive writing (usually involving the five senses) that helps the reader have a clear image in their mind. The author uses a lot of imagery in this chapter. Find an example and write it below.

Research Extension

Use a search engine to locate images of the Missouri Senate Chamber. How would you describe this room to someone who couldn't see it? Remember to be very descriptive.

For more information about the Missouri Senate, visit: <http://www.senate.mo.gov/>

Learning Standards: I can understand vocabulary in context. I can use word choice to set a tone. I can analyze and draw conclusions. I can use text evidence to support my answer. I can identify and utilize literary techniques.

Chapter Four: Night at the Capitol

Vocabulary

Write the definitions of the following words.

Secession:

Preserve:

Dignity:

Fitful:

Mannequins:

Multiple Meaning Words

Charlie surveyed the scene. In this sentence, *surveyed* is used as a verb. Survey can also be used as a noun. Write a sentence that uses “survey” as a noun.

Word Choice

The author states the “miners heaved and hauled their coal.” Heave and haul are strong verbs that paint a vivid image, instead of simply saying the miners “moved” their coal. Find another example of a strong verb in this chapter.

Literary Technique: Onomatopoeia

Onomatopoeia is the use of “sound” words, such as buzz, bang, pop. In this chapter, the author uses onomatopoeia, such as the word, “Whack!” What other examples of onomatopoeia can you list? Why do authors use onomatopoeia?

Comprehension

1. What were the voices that Charlie heard?
2. Why did Charlie ask the soldier to pinch him?
3. Do you think Charlie is dreaming? Why or why not? Use specific details.

Research extension

Charlie encounters soldiers from the Civil War, World War I and World War II. Create a KWL (know, want to know, learned) chart for one of these wars. List at least five facts for the W column. Find a reliable source and complete the L column.

Learning Standards: I can understand vocabulary in context. I can use word choice to create an image. I can locate reliable sources for research. I can use text evidence to support my answer. I can identify and utilize literary techniques.

Chapter Five: Night at the Capitol

Vocabulary

Write the definition for each vocabulary word.

Sheathed:

Shroud:

Confound:

Abolish:

Rations:

Traitorous:

Commiserated:

Grit:

Reverie:

Multiple Meaning Words

The author uses the phrase “grave danger.” In this example, grave is used as an adjective. It can also be used as a noun. Write a sentence that uses grave as a noun.

Word Choice

The author uses strong verbs, such as “trudging” and “devoured” in this chapter. Devoured shows how hungry Charlie was. List synonyms and antonyms for devoured.

Comprehension

1. What allows the paintings and dioramas to come alive at night?
2. What does Jeb mean when he says, "I don't think you quite got all your biscuits in the fryer?" How do you know?
3. What is the purpose of Morse Code?
4. Why did Charlie begin to think that Missourians were tougher than he thought?

Research Extension

To learn more about Morse code, visit: <http://nrich.maths.org/2198>

Summarize the five most important facts in the article.

Next, create a message for a classmate using Morse code. Did they decipher your message correctly?

For a Morse code game, visit: <https://www.nsa.gov/kids/games/gameMorse.htm>.

Learning Standards: I can understand vocabulary in context. I can use synonyms and antonyms. I can summarize key details in research. I can use text evidence to support my answer. I can identify and utilize literary techniques.

Chapter Six: Night at the Capitol

Vocabulary

Write the definition of each vocabulary word.

Bartering:

Hefty:

Transcribing:

Word Choice

Adverbs: The author states the ironsmith “dutifully” swung. *Dutifully* describes *how* he swung. What other adverbs could be used? How would they change the meaning of the sentence?

Comprehension

1. How did Charlie feel about seeing the mural come to life? How do you know?
2. How did Charlie compare the woman at the typewriter to the woman baking bread?
3. Why do you think the soldiers were looking for Jesse James?

4. If you were Charlie, what would you ask the soldiers? Why?

Research Extension:

As Charlie is touring with Jeb (a Confederate soldier) and Will (a Union soldier), he experiences some arguing and tension as they discuss the Civil War. In the Civil War, which states were Union and which were Confederate? What were the goals for the Union and the Confederate armies?

To learn more about the Civil War, visit: <https://kidskonnnect.com/history/civil-war/>

Learning Standards: I can understand vocabulary in context. I can use adverbs in my writing. I can research for main ideas and supporting details. I can use text evidence to support my answer. I can make text-to-self connections.

Chapter Seven: Night at the Capitol

Vocabulary

Write the definition for each vocabulary word below.

Resides:

Depicts:

Jabber:

Manifested:

Collectively:

Literary Technique: Imagery

Imagery is the use of descriptive writing that creates an image in the reader's mind. It usually involves the five senses. The phrase, "dim buzz of exit lights" is an example of imagery in this chapter. Write another example of imagery used in this chapter.

Comprehension

1. Describe Missouri's State Seal.

2. What do the bears and crescent moon symbolize?

3. What is the motto of the state of Missouri?

4. How did the seal become cursed?

5. What do you think happened to the seal in this story? Why is it missing?

Research Extension

The Missouri Seal is very important and symbolic. If you were going to create an official seal for your class, what symbols would you choose? What motto would you choose? Why? How does your seal and motto compare to your classmates' and your teacher's ideas? Draw your seal below.

To view the Missouri seal, visit: <http://www.sos.mo.gov/symbol/seal>

Learning Standards: I can understand vocabulary in context. I can identify imagery. I can understand and use symbols. I can use text evidence to support my answer. I can make text-to-self connections.

Chapter Eight: Night at the Capitol

Vocabulary

Write the definition of each vocabulary word below.

Remnants:

Banter:

Tentatively:

Literary Technique: Idioms

Idioms are expressions that don't translate literally word for word, such as "raining cats and dogs." List three idioms below.

In this chapter, the idiom "up a creek" is used. What does it mean?

Comprehension

1. What clue does Charlie have about who stole the seal? Where did he find it?
2. Charlie is supposed to meet the soldiers at 0300. They are using military time. What time is 0300?

3. Who did Charlie meet while looking for the thief?

4. How is Charlie's opinion of Missouri beginning to change?

5. List two facts you have learned about Missouri history while reading this story.

Research Extension

To learn more about Jack Buck, visit: <http://shs.umsystem.edu/historicmissourians/name/b/buck/index.html> If you were Mr. Priddy, how would you describe Buck and his accomplishments to a tour group? Write your script below.

Learning Standards: I can understand vocabulary in context. I can identify and decipher idioms. I can write for a specific purpose and audience.

Chapter Nine: Night at the Capitol

Vocabulary

Write the definition of each vocabulary word below.

Uproariously:

Frontier:

Incredulously:

Trackers:

Comprehension

1. What was Scott Joplin busy doing when Charlie tried to question him?
2. What clues did Walt Disney give?
3. Why was Laura Ingalls Wilder used to being observant? What details did she observe that helped Charlie?
4. What advice did Wilder give Charlie?

5. Specifically, why did Wilder believe the Native Americans could help Charlie find the seal?

Research Extension

Scott Joplin was a famous musician known for ragtime music. You can listen to his music here:

<http://www.last.fm/music/Scott+Joplin> For more information about Scott Joplin, visit:

<http://www.classicsforkids.com/activitysheets/February2013.pdf>

What types of music are currently popular? How do they compare and contrast with ragtime music?

Learning Standards: I can understand vocabulary in context. I can identify main idea and supporting details. I can compare and contrast. I can make text-to-world connections.

Chapter Ten: Night at the Capitol

Vocabulary

Write the definition of each vocabulary word below.

Placard:

Rudimentary:

Miniscule:

Convened:

Literary Techniques

Find an example of onomatopoeia and imagery used in this chapter. Write them below.

Comprehension

1. Why were the Native Americans fighting?

2. How does Charlie convince the Native Americans to help him catch the thief?

3. How does Machk decide which way the thief went?

4. Do you think Charlie and Machk will find the thief? Why or why not?

Research Extension

In this chapter, the Native Americans are reenacting the Indian Attack on the Village of St. Louis in 1780. To read more about this battle, visit: <http://stlouis.cbslocal.com/2013/03/25/revolutionary-war-battlefield-lies-beneath-future-ballpark-village-site/>

After you read the article, summarize the events of the battle. How is this battle connected to Ballpark Village?

Learning Standards: I can identify vocabulary in context. I can identify imagery and onomatopoeia. I can use text evidence and summarize key details. I can make text-to-text connections.

Chapter Eleven: Night at the Capitol

Vocabulary

Write the definition of the vocabulary words listed below.

Muffled:

Ambush:

Bravado:

Proceeds:

*Which of these vocabulary words is a multiple meaning word?

Comprehension

1. What signs of a struggle did Charlie notice?
2. What is the #1 rule of tracking? Why?
3. Who was the thief? How did the author foreshadow this result?
4. Describe Jesse James' attitude. Use specific text evidence.

5. Make a prediction: Do you think Jesse James will surrender the seal? Why?

Research Extension:

Visit the following site to learn about the requirements for Missouri's governor:

<http://www.mo.gov/government/guide-to-missouris-government/office-of-the-governor/> What are the responsibilities of a governor? Who is the current governor of Missouri? How can you contact them?

Learning Standards: I can identify vocabulary in context. I can identify multiple meaning words. I can use text evidence and summarize key details. I can make text-to-text and text-to-world connections.

Chapter Twelve: Night at the Capitol

Vocabulary

Write the definitions of the vocabulary words listed below.

Infamous:

Standstill:

Guerilla:

Ricocheted:

Stockade:

Commend:

Literary Technique: Homophones

Homophones are words that sound the same, but are spelled differently. "Guerilla" is a homophone for "gorilla." List three additional homonyms:

Comprehension

1. Explain how Thomas Jefferson saved the seal.

2. What compliment did Jefferson give Charlie?

3. Why did Charlie feel lucky to be a Missourian?

4. Why was Mr. Priddy not surprised to see the soldiers alive? How did the author foreshadow this would happen?

Research Extension

Thomas Jefferson is one of the most quoted presidents. Visit the following site to read more quotes:
http://www.notable-quotes.com/j/jefferson_thomas.html Which quote do you like the best? Why?

Learning Standards: I can identify vocabulary in context. I can identify homophones. I can use text evidence and summarize key details. I can make text-to-self connections.

Chapter Thirteen: Night at the Capitol

Vocabulary

Write the definition for each word listed below.

Authenticate

Fortitude

Utmost

Comprehension

1. Why is the state seal so important? What purpose does it serve?
2. Charlie returned the seal gently to its home. What does this action reveal about Charlie? How does Charlie feel about the seal?
3. What compliments did Charlie receive from Machk and the soldiers?

4. Find a quote that supports the fact that Charlie has changed his attitude about Missouri.

5. After spending a night in the Capitol, do you think Charlie would make a good tour guide? Why or why not?

Research Extension:

Create an agenda for a class field trip to the Missouri Capitol building. Write a script for one of the exhibits in the building, explaining its history and importance to Missouri. How would you make the field trip exciting for reluctant students, like Charlie? What other field trips could you take to learn about Missouri history?

Learning Standards: I can identify vocabulary words. I can use text evidence. I can write for a specific purpose and audience. I can make text-to-world and text-to-self connections.