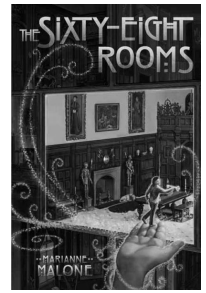




THE SIXTY EIGHT ROOMS

by Marianne Malone
Illustrations by Greg Call



ABOUT THE BOOK

Fans of magic, mystery, and adventure will love the first exciting *Sixty-Eight Rooms Adventure*—the perfect next step for kids who loved the *Magic Tree House* series, and readers who love *Chasing Vermeer*, *The Mixed-Up Files of Mrs. Basil E. Frankweiler*, and *Wonderstruck*! Almost everybody who has grown up in Chicago knows about the Thorne Rooms. Housed deep inside the Chicago Art Institute they are a collection of 68 exquisitely crafted miniature rooms. Each room is set in a different historic period, and every detail is perfect. Some might even say the rooms are magic. Imagine—what if on a field trip, you discovered a key that allowed you to shrink so that you could sneak inside and explore the rooms' secrets? What if you discovered that others had done so before you? And that someone had left something important behind?

This guide is aligned with the following Common Core Standards for 5th grade. If you teach another grade you will want to visit the Common Core website (<http://www.corestandards.org/>) and find the coordinating standards for your grade.

KEY IDEAS AND DETAILS

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CRAFT AND STRUCTURE

CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.



PRE READING ACTIVITY

Have students mark their opinion of the following statements below. Then, place posters around the four corners of your room that correspond with the rankings

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	WHY I think this:
Friends should be more alike than different from each other.					
Sometimes it is worth it to break the rules.					
Magic makes any story better.					
You have to make exciting things happen for yourself					
It would be awesome to visit another time period.					

Discussion guide:

1. List everything you learn about Ruthie in chapter one. Star the five most important facts.
2. Describe the Thorne Exhibit at the Art Institute of Chicago. Why do you think it is one of their most popular exhibits?
3. What did Jack find at the museum? Do you think it is an important item or not? How can you tell when something is an important detail in a story?
4. List the steps of how Ruthie comes to understand the power of the key. How does she act braver than usual?
5. Who does Lydia (Jack's mom) invite to dinner? What is his story? How will he help Jack and Ruthie with their plans to get their many questions answered.
6. What do they learn that is very important on their next visit to the museum? Why does this information matter. Create a list of what they learn and why it matters.
7. Describe how they plan to spend the night inside the museum? Why do they think this is an important quest?
8. Does their plan work? Which room does Ruthie decide to visit first? What are the rules that govern the use of the key?
9. How is Jack finally able to join Ruthie in the rooms? What problems does it present and how do they overcome them?
10. Where do the two decide to explore that goes beyond the actual Thorne rooms? What do they have to do in order to be safe? Why is this time and place particularly dangerous?
11. Who is Sophie? What do they learn from her about life in Paris? Why is Ruthie worried for Sophie and her family?
12. What happens upon their return from Paris? Do you think it is even more dangerous a situation or not? Why? How do they get out of the attack?
13. How is the magic like a one-way street? Why would this be important?



14. Who is Christina, Duchess of Milan? What does she reveal to the kids through her writing? What do they learn about her? What does she leave behind that gives power?
15. What things are they finding in the rooms that don't belong there? What can you infer about their presence in the rooms? In other words, what do you think it means without being told directly by the author?
16. Describe how duct tape comes to the rescue. Would you be willing to turn that small to have the same adventure or not?
17. Who is Thomas? Where does he live? What do they learn from him? Describe the house that Sarah Wilcox invites them in. What is going on that is frightening everyone? Why must they leave?
18. What do they decide to take with them after their night in the museum? Who helps them decipher it? Why do they decide to tell her everything?
19. Describe how the problem that Jack and his mother faced is finally solved. What is the connection between Jack and Ruthie and Mr. Bell's daughter? What do they give to him?
20. In the end, how did their adventure come to a close? How did it change Ruthie and Jack? Do you think they'll go back to the Thorne rooms again for new adventures? Would you?

READING

Good readers know that summarizing what happened in a chapter or section can help them understand and remember it. After you've read each chapter write a summary of what happened on a sticky note. Compare your summary with a reading buddy, and then revise together.

SUMMARIZE	RETELL the KEY parts of the chapter in just a sentence. (Hint: This is what you would TELL YOUR FRIEND if they forgot to read the chapter).
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Ch.	One sentence summary of the chapter
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After reading the entire book and summarizing each chapter provide teams with the following definition, then discuss as a class.

THEME	The meaning or truth about life shown in a story through character's choices rather than told directly to the reader.
-------	---

1. Highlight or circle three important choices that Ruthie and Jack make in the story.
2. What ideas or truths about life are hidden in those choices? (Ex: adventure, friendship, etc.)
3. What do you think the author is trying to show you through the character's choices? A year after reading this story what will stick with you about their story?
(Ex: Friendship faces challenges together)



14. Who is Christina, Duchess of Milan? What does she reveal to the kids through her writing? What do they learn about her? What does she leave behind that gives power?
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POINT OF VIEW

THE VIEW FROM WHICH A STORY IS TOLD

In reading partners, discuss how the story would be different if told through the eyes of each of the characters in the chart below.

Ruthie	Jack	Mr. Bell (guard)	Lydia (Jack's mom)

Discuss: How does point of view influence what a reader thinks or understands about events and other characters in the story?

--



VOCABULARY

Use the following words in the context in which they make sense.

variations maintenance envisioned landscapes enchanted

1. Ruthie couldn't get over how realistic they were—like _____ little worlds.
2. She could see all the color _____ in his giant eyes, which normally just looked greenish.
3. Ruthie _____ the day ahead of her, the field trip and what the chances were of something cool happening today.
4. The rooms don't require very much _____, just an occasional dusting or a new light bulb.
5. Through the edges she was able to see the edges of the painted _____ and city scenes.

Now, find five more words from the story that are new to you and fill out the following chart below:

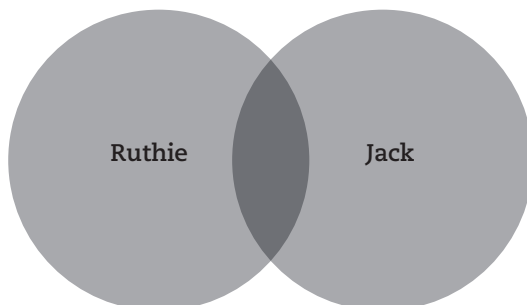
New word:	What I think it means:	Dictionary definition:	Use in a new sentence:

Character Study

Compare and contrast the two main characters. How, exactly are they alike? In what ways are they different? Think about specific incidents in the story which reveal information about their characters. Remember: readers learn about characters in four ways: what they say, what they do, how other characters treat them, and what other characters say about them.

After filling out the Venn diagram, discuss these questions in small groups or reading pairs:

1. Why do you think the author made the characters the same age but of different genders?
2. How are they alike in personality? How are they different? How does this affect the plot?
3. Who is your favorite character? Why?



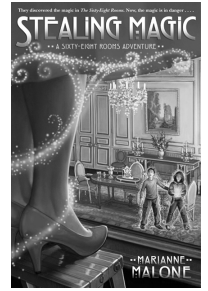


STEALING MAGIC

A SIXTY-EIGHT ROOMS ADVENTURE

by Marianne Malone

Authors reveal the most about their characters without telling the reader what to think about them. This is called **INDIRECT** characterization. There's a mnemonic device that can help you remember how an author uses it: **STEAL**: Speech, Thoughts, Effects on other characters, Actions, and Looks. Fill out the following chart based on the characters from the story. Each box may not be filled in on each character (especially a minor character who isn't in the story very long).



	Jack	Ruthie	Louisa	Phoebe
S peech (things a character says out loud to others)				
T houghts (things a character thinks to himself)				
E ffects (things a character does that hurts or helps another character)				
A ctions Choices and decisions the character makes				
L ooks What they wear, how they look				

After filling out this chart answer the following questions in reading partners:

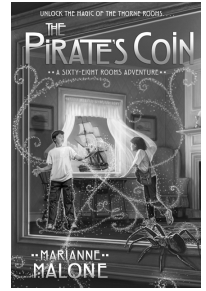
1. Why are some character's boxes more filled out than others?
What does this tell us about that character?
2. Which characters in this chart are your favorite? Why?
What did the author do to make them seem so real to you?
3. Which of the five character methods (speech, thoughts, effects, actions, looks) do you think is the most important? Why?
4. What can you learn from this that you could apply to your own writing?



THE PIRATE'S COIN

A SIXTY-EIGHT ROOMS ADVENTURE

by Marianne Malone



READING STRATEGY

Good readers can identify important passages from a text as they are reading it whether the work is fiction or nonfiction. Students who can learn to recognize these key moments are far more likely to remember them and comprehend what happened. Copy a key quote for each chapter in this chart (or mark with sticky notes inside the book). Compare your choice with a reading partner and decide whose is best after defending your choice.

Ch.	KEY QUOTE: Find the Most Important Moment of the chapter and copy that sentence here.	Defend WHY this is the best quote for the chapter.
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AFTER READING THE BOOK

Discussion:

Highlight the five of the quotes above that would best summarize the action of the entire novel. Discuss in groups which ones you chose and why.

How did looking for the key quote help your understanding of a chapter? Did this task become easier as you read the story? Why or why not?

Who was best at defending their key quote? Were they right or were they just good at defending their position? How do you know?



THE SECRET OF THE KEY

A THE SIXTY-EIGHT ROOMS ADVENTURE

by Marianne Malone

ABOUT THE BOOK

Ruthie and Jack have mastered the magic of the Art Institute's Thorne Rooms...or so they thought. Now it might be out of control. Objects are appearing out of place—and out of time—and portals that shouldn't be open somehow are. Determined to solve the mystery, Ruthie and Jack travel to more times and places than they ever could have imagined. They explore 1930's New York City, make dangerous enemies in turn-of-the-century China, and meet a governess in seventeenth-century England with a few secrets of her own.

But the ultimate key to Ruthie and Jack's quest may be the woman who started it all: the room's elusive creator, Narcissa Thorne. Will their search through time to find her bring Ruthie and Jack closer to the answers...or deeper into peril?

This guide is aligned with the following Common Core Standards for 5th grade. If you teach another grade you will want to visit the [Common Core website](http://www.corestandards.org) (www.corestandards.org) and find the coordinating standards for your students.

READING LITERATURE

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CRAFT AND STRUCTURE

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CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.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.



WRITING: TEXT TYPES AND PURPOSES

CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

PRE-READING:

To prepare for reading the next book in a series, it is often a good idea to try to remember as much as you can about the previous books (especially if it has been a while between reading them). So, before you begin reading the next adventure, take time to fill out the following chart to help remember the details. Work in reading pairs, if possible (two brains are better than one)!

Characters:	Settings:	Rules of magic:	Important details:

DISCUSSION GUIDE:

1. Describe Jack and Ruthie's summer job at Mrs. McVittie's Rare and Antique Bookshop. What fascinating discoveries are made on the first day? Which item would you want? Why?
2. What is the setting (remember that includes both place and time) of their first adventure? What object doesn't belong? How do they know?
3. Who is Freddy? How would you describe him? What trade does Ruthie make with him? Why?
4. After Freddy's visit which room do they decide to explore next? What makes this room so confusing? How is it different than other rooms they've visited? Would you want to explore?
5. Where are they when Jack changes the course of history? What happens? What could be the repercussions of such a choice through time? What historic event is happening and how does it compare to the truth of the future?
6. Explain why did they end up in New York City in 1939 rather than in New Hampshire in the 1700's as expected? What object has the magical properties?
7. What do they learn of the ring's owner? Why do they return to the museum once more even though it's dangerous? What is the reaction when a patron sees them?
8. List the process and challenges of preparing to go to 1867. Why was it so dangerous? Which part did you find the most thrilling or frightening? What's the difference?
9. Describe their visit to the Brownlow estate. What element was a clue to the dates they had landed in this time?
10. What do they learn from Rivy? How had she come to stay at the Brownlow's? Why had she not returned?
11. What do they discover from Rivy and the magic in the Thorne rooms? Who do they need to find? What connection does he have to the Thorne rooms?
12. How did they narrow down the search for the correct Oliver Brown? What did they learn from him once they met him in person?



13. What goes wrong when they visit China? What did they learn about that historical time period in China?
14. What happened to the letter opener? Why does it matter? What choice does it force Rivy to confront? Which did you think she would choose? Which would you?
15. Why do they get chased by a maintenance man? How do they solve the problems he created?
16. Describe the meeting between Rivy and Oliver. What choices were made? Why? Did you understand and agree with them?
17. What do they learn from Mrs. Thorne? Why do they all have to be careful of what they even say to each other?
18. Describe what happened when they tried to return after their visit with Mrs. Thorne. Why do they go to San Francisco?
19. How did Ruthie break the magic for good? Do you think this is a good idea or not? Why? What did she decide to keep?
20. After reading the author's note: What inspired the episodes and events in this fourth book in the series? What inspired the author?

READING SKILLS:

Good readers make predictions as they read but these are based on EVIDENCE (like the way they figure out how the magic in the room works). As you read the story, write a two-sentence summary of what happens (or what you learn) in each chapter. Then, make a prediction about what you think might happen next. By the way, it doesn't matter if your predictions end up being right or not....it still helps you really understand a story just to make them.

Chapter	1 to 2 sentence summary of the chapter:	Prediction of what you think will happen next:
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THEME:

The theme of a story is often a lesson for the reader. This is usually not stated directly in the text but something you can figure out with close study. Think about what the author is trying to say to the reader about the following topics and you have probably found a theme.

IMPORTANT TOPICS:	Possible THEME:
Friendship	A friend is someone who helps you solve problems in your adventures and everyday life.
Choices	
Memories	

Remember these tips as you think about theme:

*It is NOT just a single word (like friendship or love)

*It is a statement about some part of real life

*The choices a main character makes is a good place to look for themes

Character: As you read the novel, fill out the following chart (RL 5.1):

Character name:	Most important thing to know about this character:	A key quote or part of the text that best shows this:
Ruthie		
Jack		
Mrs. McVittie		
Freddy		
Rivy		
Oliver		
Mrs. Thorne		

After filling out the chart discuss the following questions:

1. How did Ruthie &/or Jack change over the course of the novel? What makes a character change? Is it the same thing that makes people change in real life?
2. Which minor character do you think was most important to this story and its plot? Why? How did they shape the events in the story?
3. Which character taught Ruthie and Jack the most? What did you learn by reading the novel?
4. Which character did you have the most empathy for? Why? Do you think all the characters are better at the end of the story than how they felt in the beginning? How?



SETTING:

A setting is the TIME & PLACE that a story (or part of a story) takes place. Take notes on what Ruthie and Jack discover while they visit these interesting settings in *The Secret of the Key*. Think about the MOST IMPORTANT aspects (or parts) of each of these places.

Mrs. McVittie's store	New York, NY 1939	England 1726	China (Boxer Rebellion)	California 1935-1940

VOCABULARY:

Fill out the following chart based on vocabulary words from the book. Try to use the context (the clues from the sentence) to help you figure out the meaning of the words that are underlined. Then, you choose three words that you don't recognize at first from the rest of the book and fill in the chart, too.

New word in context:	What I think it means:	Dictionary check:	A new sentence which shows my understanding of it:
"Ruthie's fingers traced the tarnished surface, where the scientific markings were punctuated by decorative <u>flourishes</u> , like flowers and vines." (ch.1)			
"The road <u>meandered</u> past a few houses, made of stone with thatched roofs, and some other structures clustered near them, and then on into the quiet countryside." (ch.2)			
"The vehicle rounded a bend and <u>careened</u> toward them." (ch.3)			
"I work in the stables. Sometimes I help in the <u>scullery</u> ." (ch.3)			



New word in context:	What I think it means:	Dictionary check:	A new sentence which shows my understanding of it:
"Holding his swollen left arm against his torso , he led the horse away from them." (ch.3)			
"The smell of hay and manure was pungent but oddly fresh." (ch.3)			
"The horse and rider came into view, traveling at a leisurely pace. Get on with it, she thought."(ch.4)			
"One pavilion was devoted to railroads and another to aviation." (ch.5)			
"Taking a quick inventory , she decided there just weren't many items in this sparsely decorated room that might work." (ch.6)			
" Adrenaline propelled her through the suffocating dark" (ch. 6)			



WRITING:

A foundation of good writing is being able to make the reader feel as if they are inside the story. One of the best techniques for doing this is becoming a master at description. A writer may have to describe a person, a place, or an event using specific details and their senses to make it feel real. Look back into the novel to find mentor text (fantastic examples) of Marianne Malone doing just that in the following categories:

	Person	Place	Event
A key quote from the text that is an excellent mentor text example of description: (Give page #'s)			
Why it is a good example:			

YOU try it. Write at least five sentences that describe a person, place, or event. Remember to use specific details and your senses (anything you might hear, smell, taste, touch, or see)

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THE SIXTY-EIGHT ROOMS SERIES

by Marianne Malone

As you read the series fill out the following chart below with your reading partner or as an independent review.

	68 Rooms	Stealing Magic	Pirate's Coin
Thorne Rooms Visited			
Setting: Location of Thorne Room (Place)			
Setting: Time Period of Thorne Room			
Characters met:			
Details: Clothing, conflicts, etc.			

Series discussion questions:

1. Which adventure is your favorite? Why?
2. If you could visit one of the Thorne Rooms like Ruthie and Jack which would you pick? What would you want to learn?
3. What museums have you visited? What qualities do you think make the best museums?



Projects:

Art:

Create a diorama of your favorite time period in history, inspired by the Thorne Rooms at the Chicago Institute of Art.

-or-

Draw your favorite scene from the series.

-or-

Try to imagine and draw what the room you are in would look like if you were five inches tall. You might want to sit on the floor for this.

Music:

Find music that is from that time period as well and listen to it. Discuss these questions with your partner:

What instruments are featured?

Do you think people danced to this music or just listened to it? What makes you think so or not?

How would you describe the rhythm of the music?

Would anyone you know enjoy listening to this today?

History:

Write a pamphlet or create a multi-media presentation (tumblr, prezi, etc.) that reveals what you learned about a time period featured in one of the books. Try to answer the five W's in your research (who, what, when, where, and why it's important).

Students may refer to the Art Institute website to find beautiful photographs of all of the Thorne Rooms:

<http://www.artic.edu/aic/collections/thorne>

Tracie Vaughn Zimmer, reading specialist and author, created this guide.