

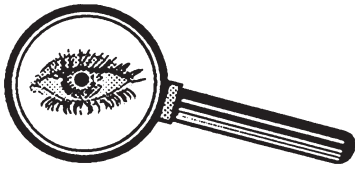
MISSING PERSONS

Using detective skills to analyze fictional characters

CHARLOTTE JAFFE, the author of MISSING PERSONS, teaches and coordinates gifted programs for gifted students in the Clementon, New Jersey, schools. For Interact she has also written ENCHANTED CASTLE and ODYSSEY, two simulations on fairy tales and mythology.

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PURPOSE

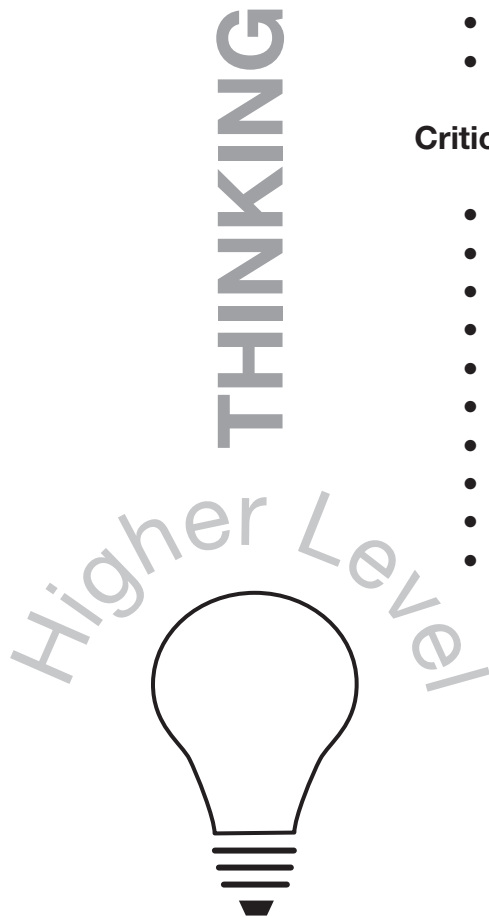
MISSING PERSONS presents an alternative and unique approach to the teaching of literary skills. In this program, students develop higher level creative and critical thinking skills, an appreciation and understanding of the elements of literature, and enjoy the challenge of creating and solving mysteries. As a result of participating in this unit, your students will have developed the following skills:

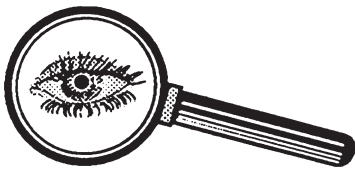
Literary skills

- characterization
- main idea
- parts of a plot
- story mood
- figurative language
- author's purpose
- point of view
- cause and effect
- summarizing
- vocabulary enrichment

Critical and creative thinking skills

- originating ideas
- hypothesizing
- analyzing
- synthesizing
- problem solving
- planning
- decision-making
- forecasting
- evaluating
- drawing conclusions





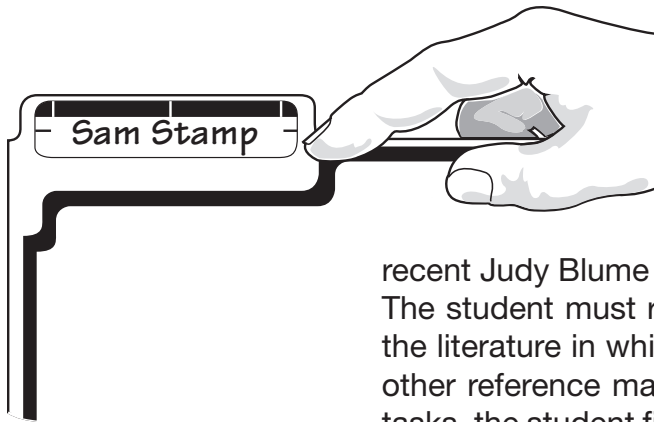
Introductory activity

Each student receives a Student Guide folder. You have organized this activity by duplicating handouts in this Teacher Guide and placing them – along with the Student Guide that came with the

teaching unit – inside a manila folder with the student's name upon it. Each student then secretly selects a literary figure to “bring to life.” This character may be famous (e.g., someone such as Huckleberry Finn in Twain's classic) or

popular (e.g., an interesting character in a

recent Judy Blume novel). This character is *the missing person*. The student must research the life of the character by reading the literature in which the character appears and by consulting other reference materials. After satisfactorily completing these tasks, the student fills out a MISSING PERSON'S REPORT. This activity tests the student's knowledge of literary skills such as author's purpose, point of view, cause and effect, story mood, summarizing, and character delineation. The MISSING PERSON'S REPORT is kept by you until the conclusion of the unit.



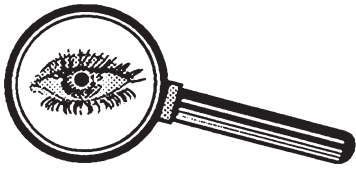
Completing Creative Activities

The student next must provide clues to the secret character by completing a series of creative activities:

- DEAR DIARY
- MYSTERY RIDDLE
- MOST WANTED LIST
- SECRET MESSAGE
- WHAT HAPPENS NEXT?
- EXTRA! EXTRA!
- HELPFUL ADVICE
- LIE DETECTOR
- CONDUCT AN INTERVIEW
- CROSSWORD CLUES
- FIGURATIVE FACTS

Organizing completed activities

When the student completes an activity, he/she makes certain the missing person's **secret identity number** is prominently displayed on the completed activity. (You will assign such secret identity numbers to the missing persons after the MISSING PERSON'S



OVERVIEW - 2

REPORTS have been completed.) Then you score the activity, awarding up to 25 points. The student then enters points earned on a personal SCORECARD.

Next you carefully place the activity with its secret identity number inside a separate folder for the missing person. Each missing person's folder is called the MISSING PERSON'S file. (Of course, prominently displayed on the MISSING PERSON'S file folder is the character's **secret identity number**.) Finally, you must have a sturdy file box or a metal file in which you keep the MISSING PERSON'S file folders.

Optional Activities

Students may choose to do extra work such as dioramas, mobiles, story parades, models, author biographies, morals, story maps, or advertising posters. You will award up to 25 additional points for each such activity.

Awards

Finally, following the Lineup Activity, you will give students their awards. Having totaled all points from all students' SCORECARDS, you will be ready to announce the winner and award SUPER SLEUTH AWARDS.

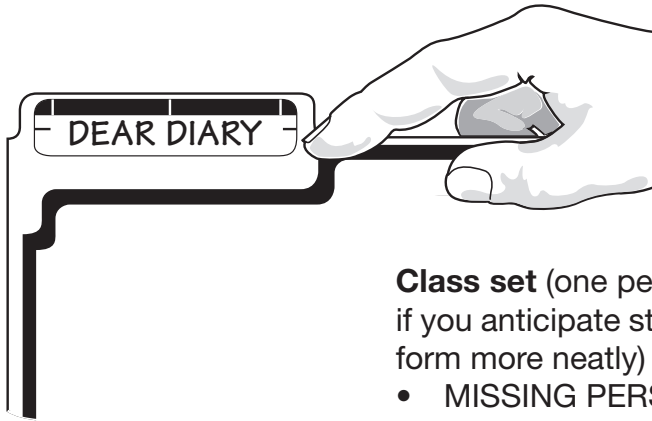




SETUP DIRECTIONS - 1

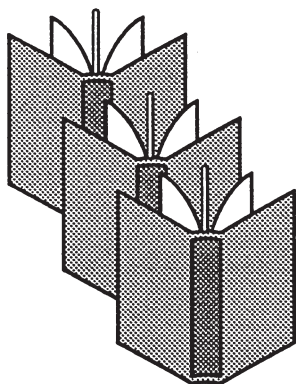
1. **Duplication** Carefully study all handouts contained in this Teacher Guide. Set up labeled folders for all the following forms. Duplicate the number of copies specified.

- CHARACTER SELECTION SHEET – one copy (Only you will use this sheet.)
- GUESS THE IDENTITY FORM – two class sets (or possibly more?)

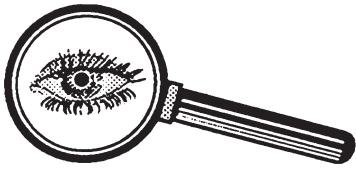


Class set (one per student – although you may need extras if you anticipate students making errors or wanting to redo a form more neatly)

- MISSING PERSON'S REPORT
- DEAR DIARY
- MYSTERY RIDDLE
- MOST WANTED LIST
- SECRET MESSAGE
- WHAT HAPPENS NEXT?
- EXTRA! EXTRA!
- HELPFUL ADVICE
- LIE DETECTOR
- CONDUCT AN INTERVIEW
- CROSSWORD CLUES
- FIGURATIVE FACTS
- SCORECARD
- INVITATION (to the MISSING PERSONS lineup)
- SUPER SLEUTH AWARD (possibly on heavier paper?)



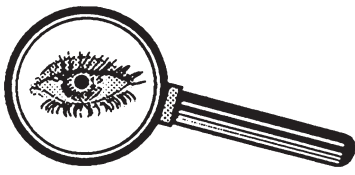
2. **Gathering books for students to read** Select a variety of fictional literature that is suited to the reading level needs of your students. Place the books or stories in a library corner or book nook in your classroom. Encourage your students to browse and explore the reading material before making a selection.



SETUP DIRECTIONS - 2



3. **Time frame** MISSING PERSONS can be used in a variety of time settings. You may choose to have students work on the various activities for a pre-determined amount of time daily. Or you may wish to have students work for longer periods once or twice a week (e.g., on a Monday – or on both Monday and Friday). Set the time length after reflecting upon your students' age/abilities and after considering other time constraints.
4. **Student Character Selection** Use the CHARACTER SELECTION SHEET to record names of the missing persons students will use during the unit. Make sure that two students do not choose the same character.



PROCEDURE - 1

1. Getting started

- a. Distribute a Student Guide to each student.
- b. Depending upon your students' age/abilities, read to, or have your students read, the Student Guide introductory comments.
- c. Have students take out their individual copies of the MISSING PERSON'S REPORT, which they will find in their folders.
- d. Explain that this sheet must be completed before the simulation can proceed.
- e. Assign a **secret identity number** to each missing person a student has selected. *The student must record this secret number on each activity – beginning with this MISSING PERSON'S REPORT form.*

Your students will like the elements of secrecy during this unit.

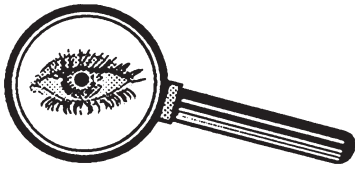


- f. When each student completes this MISSING PERSON'S REPORT, make certain that all items are correctly filled out on the report sheet.
- g. Place the separate MISSING PERSON'S REPORTS in separate MISSING PERSON'S file folders, each of which has a **secret identity number**.

2. Completing the Creative Activities

- a. Encourage students to stretch their imaginations while they work on the various creative tasks.
- b. They may select some or all of the Creative Activities included within their Student Guides.
- c. Remind your students they are to provide thoughtful and *imaginative* clues. But warn them **to be careful not to reveal the identity of the missing person** by being too obvious with a clue. You should have several examples of such appropriate and inappropriate clues on the tip of your tongue to give students whenever you sense that a particular student is about to give away too much.
- d. Insure that completed activities all have their secret identity numbers on them.

Place the Creative Activity folders in a file box so that your students have ready access to all the handouts.



Optional Activities

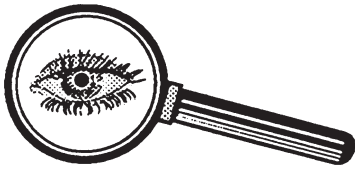
- e. When you evaluate each completed activity, award up to 25 points, using the following criteria while making your evaluation:
 - creativity
 - neatness
 - language mechanics
 - organization
- f. Once the student has received your evaluation, insure that each completed activity is carefully filed in the correct MISSING PERSON'S file folder.
- g. Stress to all students that they are not to write on activity sheets they examine while going through a MISSING PERSON'S file folder.

3. Completing Optional Activities

- a. If any of your students wish to earn extra points, encourage them to do so. You are to award up to 25 points for each such optional activity. Use the same criteria you use while evaluating Creative Activities.
- b. Here is a list of such optional activities. (*Encourage your particularly creative students to dream up other optional activities.*)
 - dioramas
 - mobiles
 - story parades
 - models
 - author biographies
 - story map
 - advertising poster
 - murals (Your students may draw or paint the murals as a group project presenting a story setting.)

4. Solving the Mystery

- a. When a student feels he/she has solved the mystery of who a certain missing person is, give that student a copy of the GUESS THE IDENTITY FORM.
- b. The student then fills out this form and gives it to you to verify.
- c. If the student is correct, award 10 points and tell the student to enter these points on his/her SCORECARD.

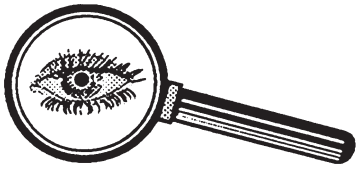


PROCEDURE - 3

5. Staging the Lineup and Awards Ceremony

- a. Hold this activity during the school day or during the evening hours as an Open House. (If you feel your students would enjoy it and you sense that their enthusiasm will make a good show, have students write and send out the INVITATION to the MISSING PERSONS lineup, a form contained in this Teacher Guide. Persons or groups to invite: parents and other relatives, the school principal, another class and its teacher.)
- b. Have students appear in costumes intended to reveal their secret identity.
- c. Each student selects a class partner to read to visitors the character profile from the MISSING PERSON'S REPORT.
- d. After an established time limit (approximately 10-15 minutes), partners change places. The second profile is then read.
- e. Finally, announce the winner and all students' scores from their SCORECARDS. End the unit by handing out awards – the SUPER SLEUTH AWARD certificates.



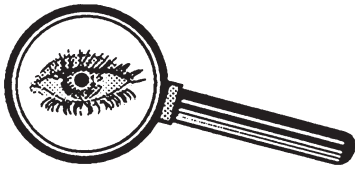


CHARACTER SELECTION SHEET - 1

Note to teacher:

Keep these two pages secret. No student in class is ever to see them.

Student name	Missing person and work of fiction
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____



CHARACTER SELECTION SHEET - 2

Student name

Missing person and work of fiction

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

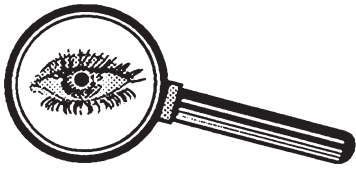
29. _____

30. _____

31. _____

32. _____

33. _____



GUESS THE IDENTITY FORM

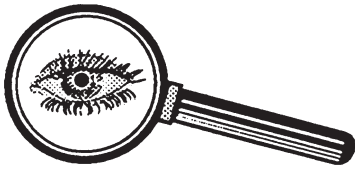


Secret Identity # _____

Name of student guessing: _____

Who is the **MISSING PERSON**? _____

List some **clues** that helped you solve the mystery:



MISSING PERSON'S REPORT - 1

Filed by _____

Character profile

1. Name of missing person:
2. Last known address (book title – setting of story)
3. Description (detail Missing Person's appearance, ideas, and behavior)

Detective's findings

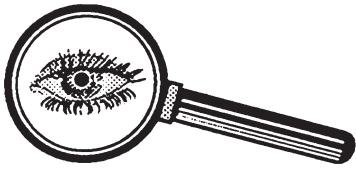
1. Write a summary of the Missing Person's experiences and adventures. (Use complete sentences to tell the main idea of the plot).

2. What problems has the Missing Person had to overcome?

The problems

Who or what caused them

Effect



MISSING PERSON'S REPORT - 2

Filed by _____

3. Accomplices (List and describe supporting characters. Tell how they may have influenced the Missing Person).

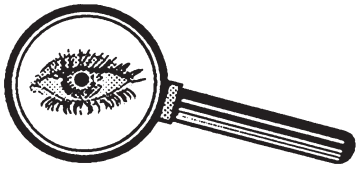
Witness account

1. Chief witness (author)
2. Describe the point of view of the witness. (first person, third person, omniscient)
3. How does the witness describe the mood of the story? What words are used to create this effect?
4. List examples of figurative language used by the witness in the telling of the story. (similes, metaphors, personification)
5. What is the reason for telling the story? (author's purpose)
6. Mug shot (Sketch a picture of the Missing Person ... Use a separate sheet of paper?)



On this page, create a diary entry that your Missing Person might have written to record a special experience or event. Do not use specific names or places in your account. (You want to avoid giving obvious clues.) Describe the person's **hopes, desires, and feelings**.

[illegible]



MYSTERY RIDDLE

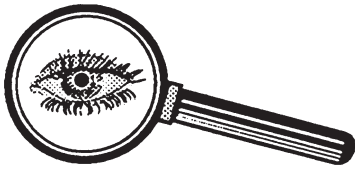


Secret Identity # _____

Create a set of clues that will lead to your Missing Person. Start with a **general clue** and end with a more **specific clue**. An example of a literary mystery riddle is given below. Try to solve it!

1. Liked adventure
2. Traveled by air
3. Taught a lesson to an evil pirate
4. Made friends with three darling children
5. Helped lost boys

Create a MYSTERY RIDDLE of your own in the space below!



MOST WANTED LIST

Secret Identity # _____

Try to paint a word picture of your Missing Person. Use words that describe your character's **appearance**, **personality**, **ideas**, or **moods**. Print the words neatly on the lines within the picture frame.

Examples of words:

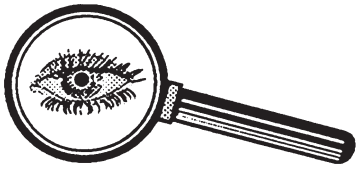
ambitious
brown-eyed
depressed
male

sloppy
open-minded
tall
anxious

talkative
lonely
practical
young

MOST WANTED LIST





SECRET MESSAGE

Secret Identity # _____

Provide an important clue to the identity of your Missing Person by sending a secret message in code form! You might choose a special quote such as, **“My Grandma, what big teeth you have.”** Perhaps you might provide a clue about the setting or theme of the story. Remember to disguise the clue with your creative code.

Try this example:

“SOO SA SU SYL”

Note: Here are some hints to get you started on the above, if you need hints.

$$S = F \dots O = E \dots A = I$$

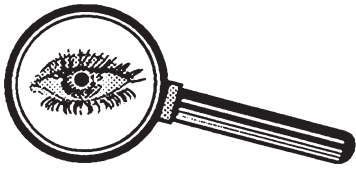
Write your secret message here!

[illegible]



You may change names to guard your secret character, but keep your story true to the original version in all other ways.

[illegible]



EXTRA! EXTRA!



Secret Identity # _____

Pretend that you are a reporter for a local newspaper. Write your version of a scene that occurred in the life of your Missing Person. Be sure to include **descriptive words** in your account. Create a **headline** and a **news photo**!

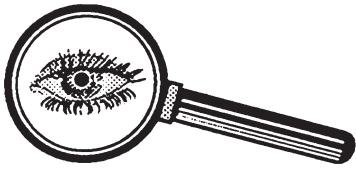




The advice column that appears in your local newspaper is a popular feature. Imagine that you are your Missing Person. Write a letter asking for answers to a problem. Then take the role of the advice columnist and create an answer to the problem. Use an alias (a secret name) for your Missing Person.

[illegible]

Missing Persons 20



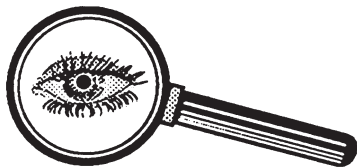
HELPFUL ADVICE - 2

Secret Identity # _____

Using the letter your Missing Person wrote asking for advice, take the role of the advice columnist and create an answer to the problem.

Dear _____,

Sincerely (adviser),



LIE DETECTOR - 1

Secret Identity # _____

Select five interesting words from your book. They may be nouns, verbs, or descriptive words. Look up the interesting word's *correct* definition and write it along with two *incorrect* definitions. Make your false definitions tricky!

Example: **gargoyle**

1. a rinse or medication to clean your mouth
2. a roof spout with a carved figure on it
3. a South American cowboy

Which is the true definition?

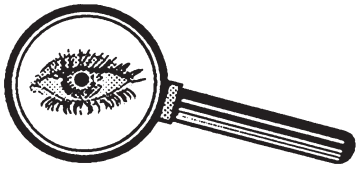
In the spaces below create **one correct definition** and **two incorrect definitions**. Do **five words** from your book.

DEFINITIONS

1. _____
2. _____
3. _____

DEFINITIONS

1. _____
2. _____
3. _____



LIE DETECTOR - 2

Secret Identity # _____

DEFINITIONS

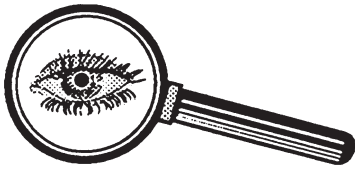
1. _____
2. _____
3. _____

DEFINITIONS

1. _____
2. _____
3. _____

DEFINITIONS

1. _____
2. _____
3. _____



CONDUCT AN INTERVIEW - 1

Secret Identity # _____

Pretend that you have the opportunity to interview the Missing Person. **What questions would you ask? How might the Missing Person reply?** In the boxes below, create nine questions (**Q**) that you would ask and provide answers (**A**) to each question.

Select a classmate to help you present the interview to the class. One of you will ask the questions; one of you will give the answers.

Q
A

1

Q _____ ?
A _____ .

Q
A

2

Q _____ ?
A _____ .

Q
A

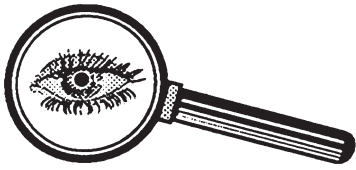
3

Q _____ ?
A _____ .

Q
A

4

Q _____ ?
A _____ .



CONDUCT AN INTERVIEW - 2

Secret Identity # _____

Q
A

5

Q _____ ?
A _____ .

Q
A

6

Q _____ ?
A _____ .

Q
A

7

Q _____ ?
A _____ .

Q
A

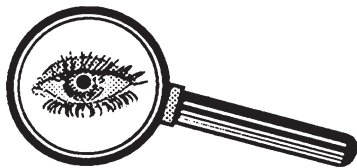
8

Q _____ ?
A _____ .

Q
A

9

Q _____ ?
A _____ .



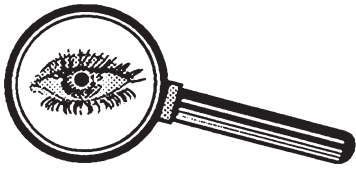
CROSSWORD CLUES

Secret Identity # _____

Create a crossword puzzle that will provide clues to your missing person. You may also offer some information about other characters in the story, the story setting, or the plot. For example, if your story takes place in the winter, you might say:

1 Down — the season to ski

Number the boxes and darken the ones you do not use. List your definitions below your puzzle.



FIGURATIVE FACTS

Secret Identity # _____

Figurative language can make your character descriptions more exacting, interesting, and colorful. Two examples of figurative language are the *simile* and the *metaphor*.

SIMILE

Like or **as** are used to compare the character to something else.

He looked **like** a menacing bear.

Her smile was **as** warm as a summer day.

METAPHOR

The imaginative comparisons below are made without the use of like or as.

He was the **king** of his domain.

The cold weather caused her fingers to become **icicles**.

Create two **similes** and two **metaphors** that describe your mystery person. These comparisons may provide important clues to your character's behavior, appearance, or ideas.

Simile 1

Simile 2

Metaphor 1

Metaphor 2



Your name:

Creative Activities

Points

Dear Diary	_____
Mystery Riddle	_____
Most Wanted List	_____
Secret Message	_____
What Happens Next?	_____
Extra! Extra!	_____
Helpful Advice	_____
Lie Detector	_____
Conduct an Interview	_____
Crossword Clues	_____
Figurative Facts	_____

Optional Activities

_____	_____
_____	_____
_____	_____

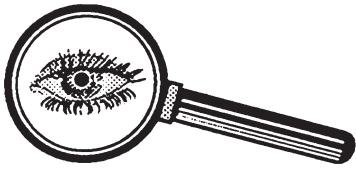
Identity Guesses

I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____

☐ **Note:** Your teacher may not want you to write on this page. If so, she/he will give you a SCORECARD handout page to fill out.

☐ **Total Points Earned**





INVITATION

To: _____ From: _____

You are cordially invited to ...



on _____ at _____

To make this day complete, we would like you to attend.
Here are some of the exciting things we have planned:



We hereby give this award to

for outstanding work in the simulation

MISSING PERSONS

in which detective skills were used
to analyze fictional characters in literature.

Date _____

Teacher Signature _____



Teacher Feedback Form

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Interact Unit: _____

Comments: _____

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Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

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MISSING PERSONS

Using detective skills to analyze fictional characters

STUDENT GUIDE

Introduction

"Put on your Sherlock Holmes hat like mine. Get ready to take part in an exciting mystery reading game. You and all your classmates will soon each select a favorite fictional character to impersonate. Then all of you will do a series of perplexing activities that will puzzle one another. You will create clues for your classmates. They, in turn, will create clues for you. All of you will take these clues and try to figure out what fictional characters—missing persons—everyone is impersonating. You will have to use the energy and imagination of a detective!"

The MISSING PERSONS unit began when each of you received this Student Guide. Have you noticed the form inside? You will be filling it plus others out after you secretly select a

literary figure to 'bring to life.' This character will be an important person in a book you have read. He or she may be someone famous (for example, Huckleberry Finn in Mark Twain's Huckleberry Finn). Or the person may be someone popular (for example, a heroine in a recent Judy Blume novel). Since you will be working with this character for quite some time, select the individual very carefully. Whomever you select, this character becomes your missing person. Get ready to use your brain ...

Good Luck!"



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How to be a successful sleuth

1. Before you make your selection of a fictional character to impersonate, be sure you read a variety of fictional literature. Don't necessarily choose a character from the first book you pick up or think about.
2. When you do think you have found the character you want for your missing person, ask yourself these questions: "Am I certain this character is interesting enough that I will be willing to spend several hours doing activities on him/her? Will I enjoy making up all kinds of clues about this person as I try to bewilder my classmates?" If you can answer yes to both questions, choose that character.
3. Complete a copy of the MISSING PERSON'S REPORT form. A model is provided for you in this folder. It is important that you fill out this form fully and correctly.
4. Have your teacher assign a secret identity number to your MISSING PERSON. Use this number instead of a name on all activity sheets you complete on your character.

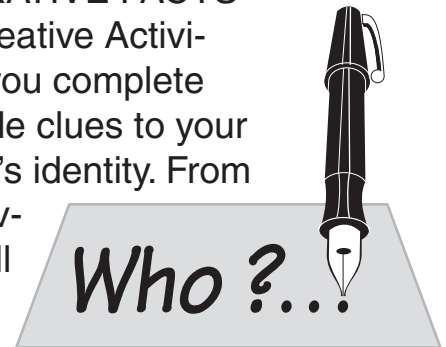


5. **Important:** You must not tell other students in your class who your missing person is. Of course, you will provide many clues by completing the assignments in the next column. That's what all the forms are for in this simulation.

6. There's great variety in all the Creative Activities. Their titles alone should interest you:

- DEAR DIARY
- MYSTERY RIDDLE
- MOST WANTED LIST
- SECRET MESSAGE
- WHAT HAPPENS NEXT?
- EXTRA! EXTRA!
- HELPFUL ADVICE
- LIE DETECTOR
- CONDUCT AN INTERVIEW
- CROSSWORD CLUES
- FIGURATIVE FACTS

7. All the Creative Activities that you complete will provide clues to your character's identity. From each activity you will also gain points



- toward winning the game. You may decide to complete all the activities or only some of them. However, you should finish a minimum of eight activities. After you have completed each activity, give it to your teacher to place in a folder with your missing person's secret identity number on it.
8. For each activity you complete, your teacher will award you up to 25 points. Your teacher will consider the following questions about your work while giving you points:
 - How organized is this piece of work?
 - How imaginative and creative is it?
 - How neatly did the student fill out the form?
 - Were the language mechanics acceptable?

9. In order to earn extra points, you may also work on Optional Activities. (**Note:** See a fuller description for each activity given on pages 6 and 7.) These will be worth up to 25 points each. Here are some possibilities:
- dioramas
 - mobiles
 - story parodies
 - models
 - author biographies
 - murals
 - story maps
 - advertising posters
10. To solve your classmates' MISSING PERSON puzzles, you must go to the MISSING PERSONS' FILE folders and look through the completed activities in each folder. If you think you know the character's identity, ask your teacher for a GUESS THE IDENTITY FORM. Then carefully fill it out. If your guess is correct, your teacher will tell you. Ten points will then be added to your score.
11. At the end of this MISSING PERSONS game, all of you will take part in an activity called Lineup Day. (You may even invite parents and other relatives, your school principal, and other students in your school to attend!)
12. Regardless, you will dress up as your MISSING PERSON at a scheduled time. A partner you have chosen will read about you from the Character Profile section of your MISSING PERSON'S REPORT while you pose in a lineup of characters. After 10–15 minutes, you two will change places, and you will read about your classmate's missing person. Finally, your teacher hands out SUPER SLEUTH AWARDS and then announces the winner—the student in your class who has earned the most points.
- Good luck in your adventures as you work to discover other students' missing persons. You are on your way to becoming a **SUPER SLEUTH!**



MISSING PERSON'S REPORT - page 1

(Model)

• Filed by Devon Winthrop

Character Profile

1. Name of missing person:

Gilly Hopkins

2. Last known address (book title – setting of story)

The Great Gilly Hopkins – Thompson Park, Maryland

3. Description (detail missing person's appearance, ideas, and behavior)

Gilly is an intelligent eleven-year old girl with blue eyes and straw-colored hair. She delights in speaking and acting in a tough manner and enjoys being unmanageable. Although independent, Gilly can also be quite sensitive and in need of loving companionship.

Detective's Findings

1. Write a **summary of the Missing Person's experiences and adventures.** (Use complete sentences to tell the main idea of the plot).

A foster child is sent to live in the run-down home of Maime Trotter. At first, Gilly is antagonistic and hopes to reunite with her mother in California. Gilly writes a letter to her mother describing bad living conditions. However, Gilly soon grows to love Mrs. Trotter, Mr. Randolph, a blind neighbor, and W.E., another foster child. Unfortunately, her letter reaches a grandmother she has never known, and Gilly is forced to leave her foster home.

2. What **problems** has the Missing Person had to overcome?

The problems	Who or what caused them	Effect
<i>Gilly is placed in foster homes.</i>	<i>She is abandoned by her mother.</i>	<i>Anger ... loneliness</i>
<i>Gilly tries to steal money and run away.</i>	<i>She is unhappy and wants to see her mother.</i>	<i>Gilly returns to Trotter and is forgiven. She realizes she is not loved by her mother.</i>
<i>Gilly's grandmother appears to take her away.</i>	<i>Gilly writes a letter complaining about her life with Trotter</i>	<i>Gilly is forced to leave.</i>



MISSING PERSON'S REPORT - page 2

(Model)

3. **Accomplices:** (List and describe supporting characters. Tell how they may have influenced the Missing Person).

- Mrs. Trotter (Gilly's foster parent): Understanding, compassionate. She teaches Gilly the meaning of love.
- Mr. Randolph (Black, blind neighbor): Intelligent, kind, appreciative, supportive of Gilly.
- Miss Ellis (Gilly's social worker): Well-meaning, interested in Gilly's welfare. She encourages Gilly to stay at Trotter's house.

Witness Account

1. **Chief witness** (author)

Katherine Paterson

2. Describe the **point of view** of the witness. (First person, third person, omniscient)

The story is told from a third person omniscient point of view.

3. How does the witness describe the **mood of the story**? What words are used to create this effect?

- The mood is gloomy as Gilly views her new surroundings—"dark, crammed with junk, needed dusting."
- The mood is sad as Gilly realizes that her letter was a terrible mistake. "Dread lay on Gilly's stomach like a dead fish on a beach."
- The mood is one of apprehension as Gilly awaits a meeting with her mother. "Her stomach was pretzeled with eagerness and anxiety."

4. List examples of **figurative language** used by the witness in the telling of the story. (similes, metaphors, personification)

- Gilly's mouth went dry as a soda cracker.
- A huge hippopotamus of a woman was filling the doorway.
- Her voice glittered like a fake Christmas tree.

5. What is the **reason for telling the story**? (author's purpose)

The purpose is to present a thought-provoking and entertaining fictional story.

6. **Mug shot:** (Sketch a picture of the Missing Person)

On another page Devon would have drawn a picture of her missing person. (The picture would be attached to this sheet.)

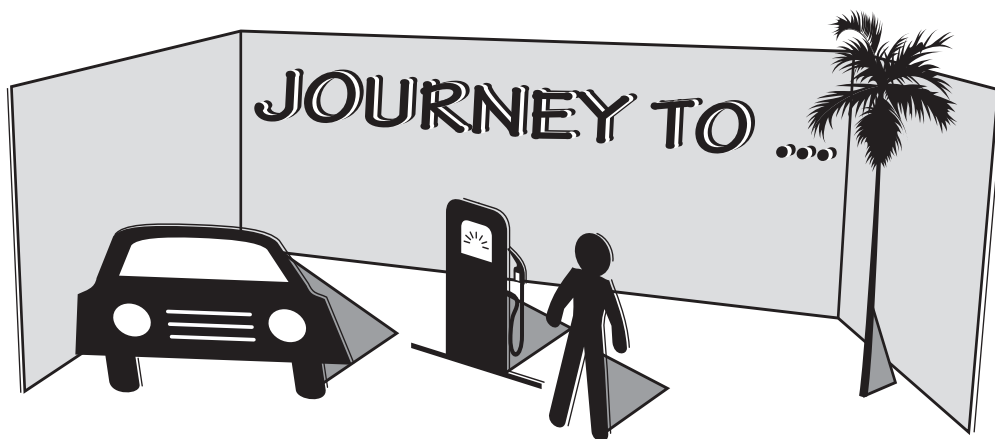
Optional

Directions:

Your teacher will likely encourage you to do one or more of the following Optional Activities. You may wish to work together with one or two classmates.

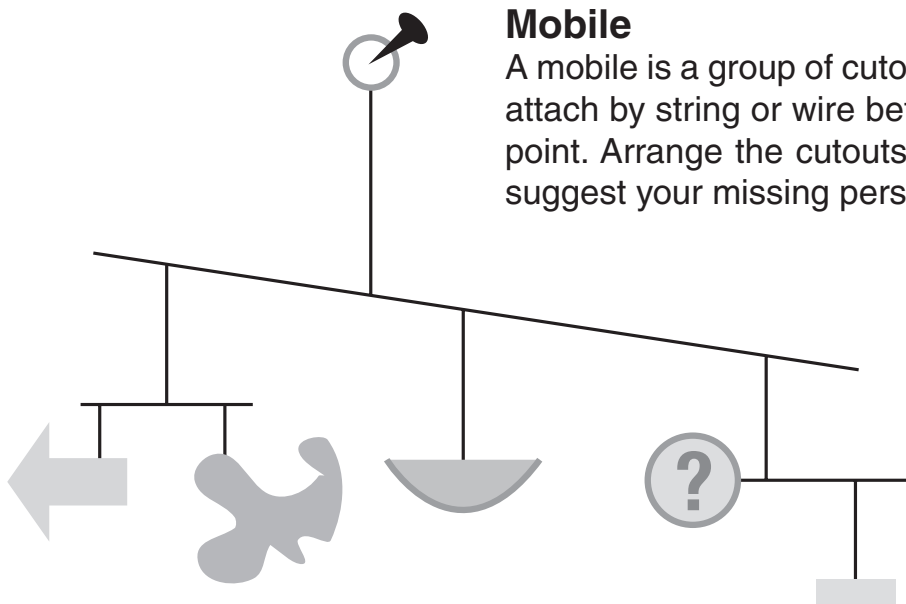
Diorama

In a diorama you construct a three-dimensional scene showing your character acting in some way. Perhaps the easiest way to do this activity is to use cardboard cutouts which you paste on a cardboard base. Using a cardboard box with one side cut out to display the diorama also provides you with an opportunity to use “scenery” by painting the three remaining sides.



Mobile

A mobile is a group of cutouts (usually cardboard) that you attach by string or wire before you hang them from a high point. Arrange the cutouts you make in a logical order to suggest your missing person's character.



Parody

In this activity you rewrite a scene or incident from the story that pokes fun at the character and/or situation that the character is in.

"... And then our hero silently sailed through the clouds on a blood-red carpet as sunlight reflected from his bald head ..."

Activities

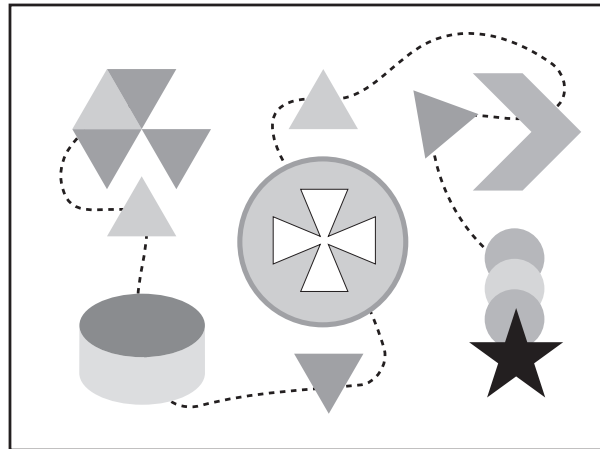
Mural

In this activity you use your artistic talent to “paint” the story of the missing person’s character in a series of pictures. The pictures are usually placed on a sheet of butcher paper, which you then hang on a classroom wall.



Story Map

Here a “map” is made by using elements of the plot as places on the map. A person reading the map should be able to use the elements while making a “journey” throughout the story.



Posters

Students interested in art will also enjoy this activity. “Clues” to the character of the missing person are given in illustrations or words that unify into an artistic whole. The title of each poster should also be a hint about the missing person’s identity.



Biography

Here you plan and write three to five paragraphs describing your author’s life. You deliberately pick details from your author’s life that will provide clues to your character’s identity (your missing person).

A 5-Paragraph Life of Astral Wombat	



Your name: _____

Creative Activities

Points

Dear Diary

Mystery Riddle

Most Wanted List

Secret Message

What Happens Next?

Extra! Extra!

Helpful Advice

Lie Detector

Conduct an Interview

Crossword Clues

Figurative Facts

Optional Activities

Identity Guesses

I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____
I.D.# _____	Guess _____	Points _____



Note: Your teacher may not want you to write on this page.
If so, she/he will give you a SCORECARD handout page to fill out.



Total Points Earned

