

ANNIE SULLIVAN

A
TOUCH
OF
GOLD

EDUCATOR'S GUIDE

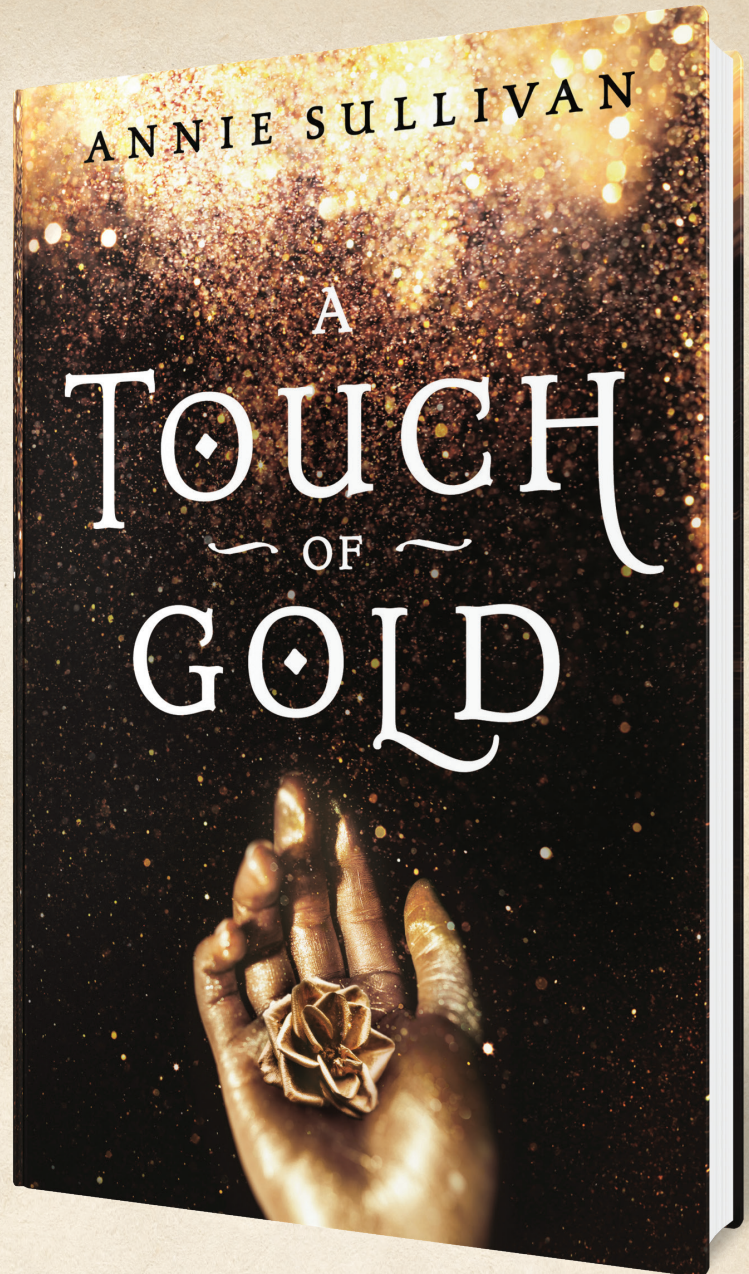


EDUCATOR'S GUIDE A TOUCH OF GOLD

BY ANNIE SULLIVAN



Annie Sullivan grew up in Indianapolis, Indiana. She received her Masters degree in Creative Writing from Butler University. She loves fairytales, everything Jane Austen, and traveling. Her wanderlust has taken her to every continent, where she's walked on the Great Wall of China, found four-leaf clovers in Ireland, waddled with penguins in Antarctica, and cage dived with great white sharks in South Africa. You can follow her adventures on Twitter ([@annsulliva](https://twitter.com/annsulliva)) or at www.anniesullivanauthor.com.



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PRE-READING QUESTIONS

Before reading the novel, discuss these questions with your students. It may be helpful to have your students record their thoughts in order to allow them to reflect when they finish reading the novel.

1. Define the term *climax* in plot structure.

[CCSS.ELA-Literacy.L.9-10.4]

2. Define *trust* in your own words.

[CCSS.ELA-Literacy.L.9-10.4]

3. Define rumor in your own words.

[CCSS.ELA-Literacy.L.9-10.4]

- a. Give an example of a rumor you've heard recently.

[CCSS.ELA-Literacy.W.9-10.3]

- b. Consider how much of the rumor is true and explain.

[CCSS.ELA-Literacy.W.9-10.3]

PRE-READING ACTIVITY

Before reading the novel complete the task below as a class or have students work independently.

1. Research King Midas online. Read versions of his story and research the origin of the work.

[CCSS.ELA-Literacy.W.9-10.2, W.9-10.9, W.9-10.8, W.9-10.10]

DURING-READING ACTIVITY

While reading the novel, have your students record the following thoughts while reading.

1. After reading each chapter, record three questions you have regarding the story.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9]

2. After reading each chapter, write down your prediction for the trajectory of the story.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.5; CCSS.ELA-Literacy.W.9-10.3]

POST-READING QUESTIONS

After reading the novel, discuss these questions with your students. If you had your students record their responses to the pre-reading questions, then have them review their responses and respond to the following post-reading questions on the same sheet of paper.

1. Describe how the story would have been different if it were not told from Kora's perspective.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.4; CCSS.ELA-Literacy.W.9-10.9]

2. Describe your initial impression of Aris.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

3. Explain when you felt Aris' character shifted. If you did not feel a shift in his character, explain why you think that was.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

4. Depict the rumors that swirled about Kora. Describe how you would feel if you experienced rumors like that.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

5. Discuss Hettie's motivations throughout the story. Consider why she chose to go with Kora.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

6. Consider the prophesy that led to Kora's father becoming king. Describe how her life would have been different if her father had not become king. Do you think Kora would have the same personality traits if her father had not been king? Explain.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

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7. Describe what comment this story makes about placing trust in people.

[CCSS.ELA-Literacy.RL.9-10.1; CCSS.ELA-Literacy.W.9-10.9]

8. Discuss the transformation of Kora's character as she becomes comfortable in her own skin.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

9. Consider the quote, *Beauty is held in the eye of the beholder*. Explain how that quote applies to this story.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.6; CCSS.ELA-Literacy.W.9-10.9]

10. Discuss what point you feel is the climax of the story and explain why.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.5; CCSS.ELA-Literacy.W.9-10.9]

11. Describe the elements of foreshadowing leading to the climax of the story.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.5; CCSS.ELA-Literacy.W.9-10.9]

12. Explore the similarities and differences of this story to the actual tale of King Midas that you researched prior to reading the novel.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.7; CCSS.ELA-Literacy.W.9-10.9]

13. Explain whether you think Kora's abilities will strengthen in the future.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.W.9-10.9]

ACTIVITIES

Students may complete the following activities while reading or after reading the novel.

1. Choose a character from the novel to analyze. Create a layered foldable. Decorate each layer to represent part of your character's personality. To create a five-layer foldable, take three pieces of paper. Align the long edges of the paper, and stagger the short edges about one finger-width apart. Keeping the stack neat, fold the papers horizontally, so the staggered edges are on the same size. You should now have five flaps. To hold the foldable together, you may either staple or glue the edge.

[CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.3; CCSS.ELA-Literacy.W.9-10.10]

2. Continue the story by writing how you envision Kora's story continuing to unfold. Be sure to give explanations as to what Royce, Hettie, and Rhat are doing now.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.5; CCSS.ELA-Literacy.W.9-10.3]

3. Create your own adaptation of the King Midas story. Create a book out of craft supplies including images with your adaptation.

[CCSS.ELA-Literacy.W.9-10.3, W.9-10.6]