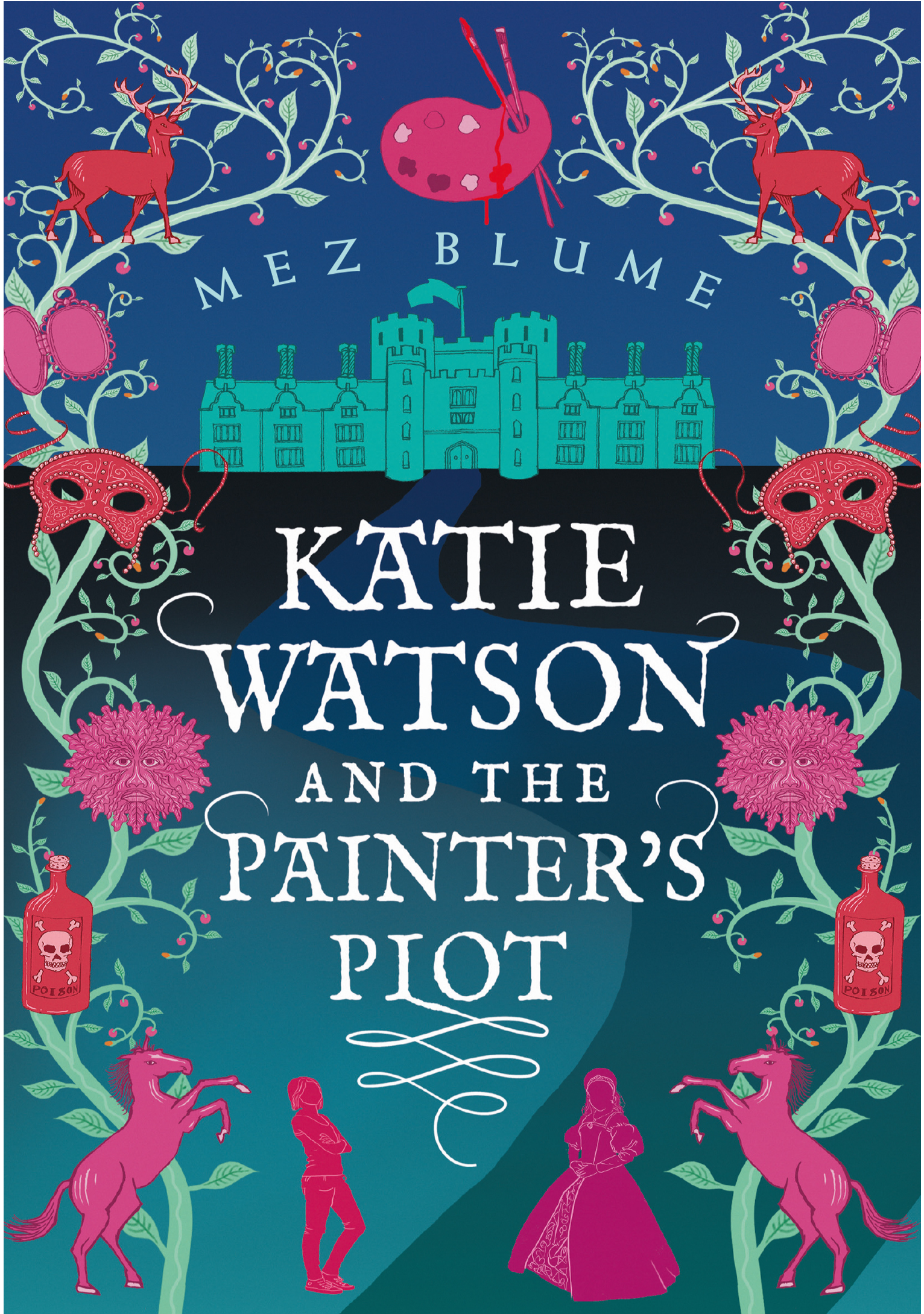


MEZBLUME

KATIE
WATSON
AND THE
PAINTER'S
PLOT



KATIE WATSON & THE PAINTER'S PLOT WORKBOOK

For 9-12 years

by Mez Blume, author & tutor

Contents

- Note to the Instructor
- Synopsis / About the Author
- **Pre-reading:** discuss the book's cover & blurb
- **Chapters 1-3**
 - Story Analysis: point of view & narrator's voice
 - Writing exercise: using first person & modifiers
- **Chapters 4-6**
 - Creative Exercise: draw your own magical portal
 - Writing Exercise: describe the moment of entering another world
- **Chapters 7-9**
 - Story Analysis: Setting
 - Research: life of a servant in 1606
 - Group Activity: preparing for the King's banquet
- **Chapters 10-12**
 - Reading Comprehension: matching characters with descriptions
 - Creative Exercise: create your own character
- **Chapters 13-15**
 - Research: learn about Shakespeare and the King's Players
 - Group Activity: act out a scene from one of Shakespeare's plays
- **Chapters 16-18**
 - Story Analysis: exploring themes
 - Writing Exercise: letter writing (as Katie Watson)
- **Chapters 19-21**
 - Research: learn about Sir Arthur Conan Doyle
 - Detective Exercise: putting events in sequence; deductive reasoning
 - Group Activity: play a detective game
- **Chapters 22-24**
 - Creative Writing: dynamic dialogue
 - Story Analysis: building suspense
 - Writing Exercise: point, evidence, explanation (PEE)
- **Chapter 25-26**
 - Reading Comprehension
 - Research: superstition in Tudor Stuart England
 - Group Activity: make a poster —*or*— learn about Shakespeare's *Macbeth*
- **Chapters 27-29**
 - Story Analysis: the climax; story mapping
 - Creative Exercise: paint your heart's desire —*or*— map your own story
- **Epilogue**
 - Story Analysis: character development chart
 - Group Discussion

Note to the Instructor

Breakdown of Scheme-of-Work:

Thank you for choosing this scheme-of-work to supplement your English and social studies curriculum in the classroom! I designed this resource to accompany my novel *Katie Watson and the Painter's Plot*, and it's my hope that the book and exercises will excite your students about the art of Story as well as the English language and the Tudor Stuart period.

The scheme is broken down into 12 sections: a primary pre-reading exercise to get children thinking about and anticipating the story, and 11 chapter sections. These cover 2-3 chapters which the children will have read *(or listened to) prior to the exercises.

The exercises cover a broad range of units and objectives, including Reading and Listening (skills & comprehension), Language Skills, Research Skills, Creative Writing, Report Writing, Story Analysis, Literary History, Historical Context and Group Discussion. You will find the topics vary from section to section to keep lesson time dynamic.

Tips for using this workbook:

I designed this resource for students of 9-12 years in mind; however, I'm aware that reading and writing levels may vary broadly among students within this bracket. Many of the writing exercises can be adapted into drawing exercises which the student can then describe to a peer of teacher verbally. I've also included a number of creative activities and group activities that can be exchanged for the individual writing exercises where needed.

My goal for this workbook is to encourage your students to see reading, not as an assignment to be completed, but as an explorative adventure, and therefore to approach every new book with confidence and excitement.

*The free, unabridged audiobook version of *Katie Watson and the Painter's Plot* can be downloaded at mezblume.com/audiobook/ or using the QR code here:



**Your feedback is extremely valuable to me! Please let me know what worked, what didn't, and how I can improve this resource for you and your young readers. You can email me directly at mez@riverotterbooks.com. I read and respond to every email. Thank you!

Story Synopsis

For the first time in nearly twelve years, Katie is *not* excited about spending her summer holidays in England. Sheltered because of her injuries from a horse riding accident, she longs to break free on an adventure like the ones in her favourite detective novels. Instead her parents leave her to spend the summer with Nan and Pop whose idea of an adventure is visiting a stuffy old National Trust property. But there is more to Otterly Manor than long halls and stuffy portraits.

When Katie discovers a secret chamber within Otterly Manor, she is pulled into a painting and falls headfirst into Shakespearean England. Thankfully, the first person she encounters in the year 1606 is Sophia, a twelve-year-old German princess whose family have sent her to live at Otterly Manor to prepare for life at the English Court. Sophia accepts Katie's odd story of origin almost immediately and suspects Tom Tippery the gypsy painter has something to do with the painting that's brought Katie back in time. But as the girls' friendship strengthens, neither is eager to undo the magic too soon.

Disguised as Sophia's chambermaid, Katie learns the ropes of life in the Seventeenth-Century and becomes acquainted with the likes of Jack the Second Groom and Digby the stable hand. She also learns to avoid the superstitious, hawk-eyed Nurse Joan, and the ominous visiting painter with the black, woolly beard, Master Van Hoebeek.

The adventure heightens when it's announced that King James and his Court are coming to Otterly Manor, which means a great banquet with dancing and a performance from Shakespeare's troupe to look forward to. But Sophia's older brother Frederick is less keen than the girls to take up his courtly duties of entertaining the King. He devises a swap with Digby, his look-alike, for the night of the banquet.

When the Earl is poisoned in front of the entire Court at the banquet, Master Van Hoebeek appears with Tom Tippery's daughter Bessy, accusing her of using witchcraft to help Frederick murder the Earl. Digby is arrested, and the real Frederick is forced to go into hiding or risk his own life as well as Digby's and Bessy's. The only hope is for Katie and Sophia to prove Frederick's innocence to the King. Their attempts are foiled when the dead Earl's greedy brother, Baron Buckville, takes charge of Otterly Manor and separates the two friends, making Katie a water maid and forcing Sophia into a betrothal in exchange for her brother's life.

Now Katie, with some unexpected help from Tom Tippery, must use her detective skills to discover the real murderer. To save her friends, Katie puts her own fears aside and races the infamous horse Vagabond to the rescue, breaking down the door in the middle of the wedding and exposing the Baron as the true murderer before the King.

King James orders the Baron's arrest and reinstates Frederick as Lord of Otterly Manor. All the household rejoice, but by now Katie is heartsick for home. Sophia and Tom Tippery scheme up a way to send her back through a painting of her family. Though sorry to say goodbye to her new friends, Katie chooses to return to the home and life she's come to value.

About the Author



Mez Blume was born in 1987 and grew up in the Southeast of the USA. Her favourite authors as a child include C.S. Lewis, J.R.R. Tolkien, Roald Dahl, Laura Ingalls Wilder and L.M. Montgomery. Later the works of Jane Austen and Charles Dickens became major literary influences on Mez's approach to writing.

After school, she attended the University of Georgia, finishing in 2010 with degrees in Romance Languages and History of Art. At age 21, Mez first moved to England to spend a year studying at Oxford University and then returned to the UK for a postgraduate degree in Gothic Cathedrals at the Courtauld Institute of Art in London.

Following study, Mez worked in London for many years as a children's and youth worker at an Anglican church as well as a private tutor in English, History and Writing Composition. In 2017, River Otter Books published the first book of Mez's *Katie Watson Mysteries in Time* series.

Currently, Mez lives with her husband and their Jack Russell Terrier at a boarding school in Berkshire where she stays ever busy with new writing adventures, school visits and long walks in the country.

1.

A. Pre-reading Detective Challenge



Katie Watson and the Painter's Plot is a Mystery novel, so my cover designer and I agreed that the cover should offer the reader some clues about the mystery in store. Using your best detective observation skills, list anything on the cover you see that might be a clue:

.....

.....

.....

Now using a detective's #1 tool, *deduction*, answer the following questions:

1) What do you expect might happen in the book based on the clues on the cover?

.....

.....

2) What kind of story might this be (besides a mystery)?

.....

.....

B. Now read the book description (from the back cover) and **circle or highlight the clue words and phrases** that tell you something about the story's plot:

Visiting an old manor house is hardly Katie's idea of an adventure. But then, Otterly Manor isn't just any old house...

When an enchanted painting whisks Katie back in time to Shakespeare's England, she lands in the middle of a perilous adventure beyond her wildest imagination.

With the help of Princess Sophia, Katie begins to find her feet in the world of superstitious maids and looming lords ... that is, until a mysterious murder sends Otterly Manor into mayhem.

With danger and mystery lurking around every corner, can Katie solve the mystery of Otterly Manor and find a way home before it's too late?

How does this description agree or disagree with your guesses from the front cover clues?

.....

.....

.....

.....

2.

Chapters 1-3

A. Spot the Narrator

Before writing any story, the author must decide who the narrator will be. It might be the author herself, or it might be a character inside of the story. This choice of who will tell the story is called *Point of View* (or as writers like to call it, the POV).

Task 1: Can you guess who is the narrator of *Katie Watson and the Painter's Plot* right from the first two paragraphs? **Read** through the passage and **discuss** what you think in pairs or as a group.

“Have a good trip,” I told Fergie and Francis as I pushed a bowl of pellets into their crate. “At least you’ll be going on an adventure this summer. Not like some of us.” Fergie squeaked, which might have been sympathy in guinea pig language. But judging by their blank expressions as they furiously nibbled their pellets, I wasn’t convinced they really understood how I was feeling.

There was a ding dong from the doorbell. “That’ll be your ride,” I informed the guinea pigs. I hoisted my duffel bag over one shoulder, then squatted to pick up the crate from its place below the hooks where all my riding ribbons hung. As I stood up, the ribbons brushed against my hair, as if to tease me. I gritted my teeth and turned away.

For this book, I wanted Katie to tell her story herself in **First-Person POV** so that you, the reader feel that Katie is telling her story directly *to you*, bringing you right into the thick of the adventure. She narrates in *past tense*, as if the story has already happened.

Task 2: Now go back to the first two paragraphs and **circle or highlight the clue words** that tell you Katie is the narrator, and that she is speaking in **First-Person Point of View**.

*(Hint: Look for first-person pronouns: *I, me, my, etc.*)

B. Touring an old house



Otterly Manor is based on a real place called Knole House. It is in Kent, England, and it is full of secret passages, long corridors and *so* many portraits. I just had to write a story about it!

Although Katie is not especially excited about visiting Otterly Manor, by Chapter 3, we can tell she is becoming interested in the building by the way she describes what she sees on her tour. She uses lots of modifiers (descriptor words, such as adjectives) to help us imagine everything she sees.

Task: Think of an interesting old building you've visited – maybe a castle or a cathedral, or an old house like Otterly Manor. (If you haven't visited an old building, you can use the photographs above or your imagination.) **Write 2-3 paragraphs describing the building as if you were on a tour:** what's it like from the outside? What's the first thing you notice as you enter? What sort of feeling does the building give you – is it creepy? Mysterious? Exquisite? **(Be sure to narrate in first-person and use lots of interesting modifiers!)**

3.

Chapters 4-6

A. Design a magical portal

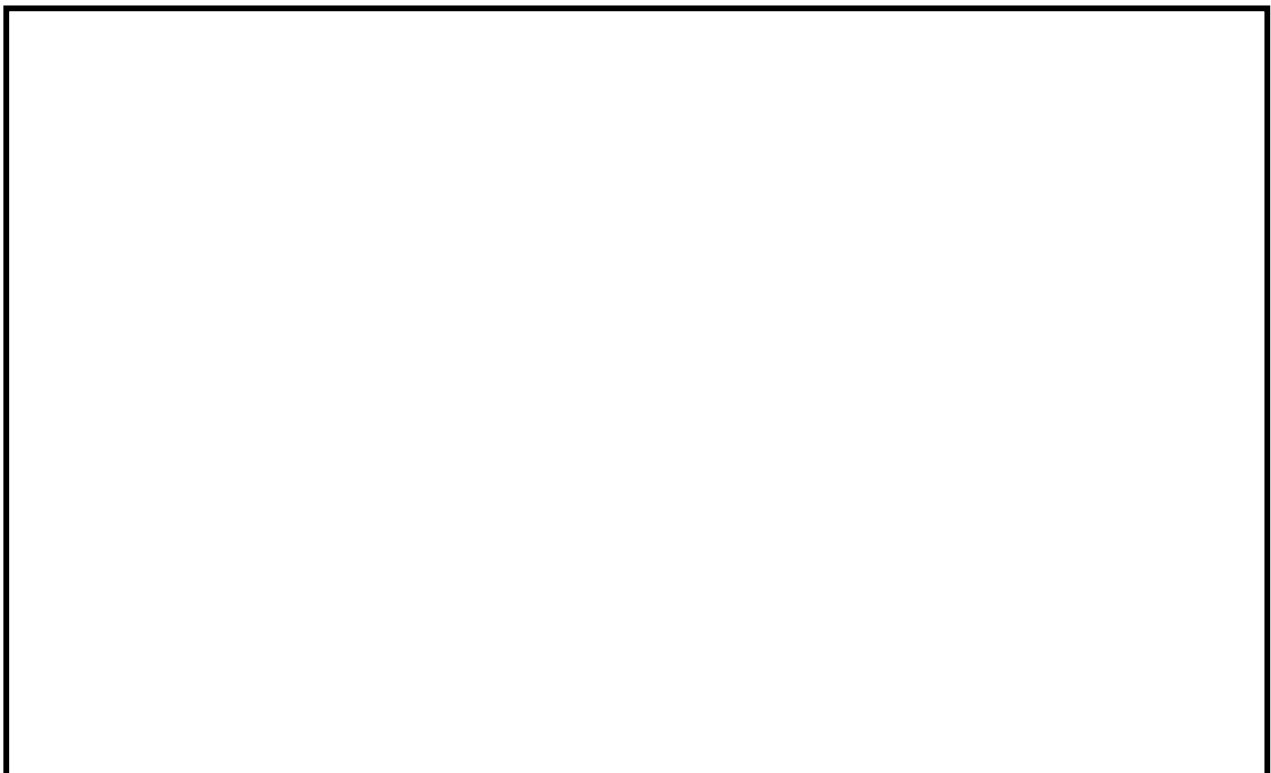
I had such fun writing the scene in which Katie discovers the secret chamber and falls through the painting. For Katie, a magical painting was her portal into another world, but it could be anything, from a wardrobe (*Chronicles of Narnia*) to a rabbit hole (*Alice's Adventures in Wonderland*)!

Task: Choose an object that could be your magical portal into another world. Describe the object then draw it in the box below.

Magical object:

Reason:

.....
.....
.....
.....



B. Create a Moment of Magic



Task 1: Read again how Katie describes the moment she falls through the magic painting. Underline any especially descriptive phrases.

You know that feeling you get when you're nearly asleep and you think you're falling? That's a bit what it felt like falling into the painting, only there was no jolt to wake me up. The dream just kept going. I kept falling through a swirling blur of colours spilling into each other. There was a loud whistling in my ears, like the sound of traffic whooshing past an open car window. At some point, the pull released me, and, for one instant, I was in free fall all on my own. The next second there was a flash of light. I felt wet, papery fingers whip across my face. Then, *thud!* Cold, hard ground came up to meet me.

Task 2: Now that you've chosen an object for your magic portal to another place or time, **write about the moment of going (stepping, falling, flying, etc.) into the magic world.** Think about all five senses (what might you see, hear, smell, feel or even taste?) and make it as dramatic as you wish!

4.

Chapters 7-9

A. Exploring Settings

A SETTING is the PLACE and TIME in which a story takes place. The setting can a real place and time, or it can be completely made-up! For example, a story’s setting might be the Wild West in the year 1830, or it could simply be Once upon a time, far far away.

What about the setting in Katie Watson and the Painter’s Plot?

Place: Most of the story happens in Otterly Manor, but...

Time: The book begins in present day and changes when Katie travels back in time to the year 1606. (That’s over four hundred years in the past!)

Task 1: Discuss in pairs or as a group how the setting changes after Katie travels back in time. Make a comparative list (modern day vs. the year 1606) of the changes you pick out.

*(Hint: Look at Chapter 7 to see what differences Katie notices about Otterly Manor in 1606.)

Task 2: Pick one of the stories below. Discuss the story’s setting in pairs or in a group, then answer the questions.

Robin Hood

Peter Pan

A Christmas Carol

Big Hero 6

The Hobbit

Goldilocks and the Three Bears

Frozen

The Three Little Pigs

Where does the story take place?

When does the story happen? (It’s ok if you don’t know the exact dates. Just past, present or future will do!)

Is this story’s setting real, fantasy (made-up) or both?

Choose a different setting for your story. On your own paper, write a short version of the story in the new setting. How would the story be different? Share your re-imagined story with the class.

*(some ideas: what if it was set in the Wild West, under the sea, or in Outer Space! What about the distant past or future?)

B. Explore the life of a servant at Otterly Manor



The announcement that **King James and his Royal Court are coming to Otterly Manor** excites everyone in the household. To have the King visit was a great honour, but it also meant *a lot* of extra work for the household servants. There might be hundreds of guests to prepare for: rooms to clean, ladies and lords to dress, and banquets to cook, all without electricity or running water! It's no wonder Digby feels a bit put out about all the extra horses he will have to look after! (pp. 58 – 62)

Task 1: Imagine you are a servant at Otterly Manor in 1606. Choose one of these possible jobs, and research what your duties and daily life would be like:

Girls:	Boys:
Head Housekeeper	Head Steward
Chambermaid	Butler
Dressing maid	Valet
Laundry maid	Coachman
Nurse maid	Footman
Governess	Groomsman
Head Cook	Cook
Kitchen Maid	Gardener
Scullery maid	Gamekeeper
Dairy maid	Hall Boy

Task 2: Write a one-page diary entry as the servant you chose to research. What tasks did you do? What did you like about the work? What didn't you like? How do you feel about the King's Court coming to visit your master's home? Be as imaginative as you like, but be sure to include real facts from your research!

Task 3: (Optional Class Activity) Present your diary entry to the class and answer questions about the servant's role you've chosen to research. After everyone presents, the class can act out all the different servants' roles at once, pretending you are all getting the Manor ready for the King's welcoming banquet!

5. Chapters 10-12

A. Get to know a character

As an author, it is important to 'get to know' your characters so that you can bring them to life for the reader. You can learn a lot about a character from the words the author uses to describe him or her, but also by the character's actions and desires. For example, Katie's desire to ride again, despite her fears, shows what a persistent, determined character she is.

Task 1: Match the descriptive phrase with the character it best describes.

A. KATIE	F. NURSE JOAN
B. SOPHIA	G. TOM TIPPERY
C. MASTER VAN HOEBOOK	
D. FREDERICK	H. DIGBY
E. VAGABOND	

- tall and sinewy _____
 - motherly _____
 - Van Hoebeek's apprentice _____
 - light on his feet _____
 - fascinated with horses _____
 - stubborn and headstrong _____
-
- an aspiring detective _____
 - notorious _____
 - an angelic smile _____
 - meddlesome and superstitious _____
 - as expressionless as one of his paintings _____
 - scraggly beard, salted with white _____

Now match the actions with the characters who did them:

- sneezed for the tenth time _____
- defended Katie valiantly _____
- performed a hilarious series of prances and poses _____
- gave the slyest wink _____
- thin mouth twisted in disgust _____
- carries *The Hound of the Baskervilles* _____

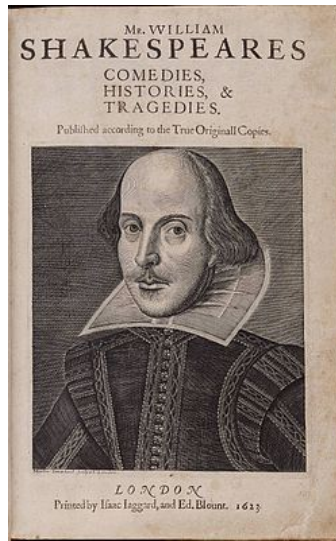
B. Create your own character

To create many of the characters in my book, I looked at 17th-century portraits for inspiration, then made up information to go along with the person in the portrait.

Create your own character using the prompts in the table below. You can use a photo or painting for inspiration, or draw your character's portrait yourself. After you have filled in the last prompt, name your character to suit his or her personality.

Is your character male or female?	
How old?	
Big or small?	
What colour eyes, hair and skin do they have?	
How do they move?	
What does their voice sound like?	
What does this character normally wear?	
If this character could carry one object with them, what would he/she carry?	
If this character could have one animal companion, what would it be?	
What is his/her favourite food?	
Who is his/her closest friend?	
Where does he/she live?	
What is his/her best talent?	
What does he/she wish for most?	
Sum this character up in one word	
Character's Name	

6.
Chapters 13-15
Exploring William Shakespeare



The famous English play writer, **William Shakespeare**, makes an appearance in the book at the King's Banquet. Katie is especially excited to see him as she has been learning about his plays at school, 400 years later!

Did you know: William Shakespeare *really did* belong to a theatre company called **the King's Men**, named for their patron **King James I**. Just like in the book, Shakespeare wrote the play *Macbeth* in 1606 especially for King James, and performed it for His Majesty on a royal tour! (*Hopefully nobody really dropped dead during one of his performances!*)

Task 1: Watch the video (<https://www.youtube.com/watch?v=c3RyQxEEdPmY>), listening closely for the answers to the questions below. Then write a one page biography about William Shakespeare.

- When was he born?
- Where did he live?
- Did he go to school?
- Did he have a family – wife and children?
- What sorts of literature did he write?
- Where were his plays performed?
- What types of plays did he write? (name 3 types)
- Have you ever seen one of Shakespeare's plays? If so, which one? What type of play was it?
.....
- When did he die?
- Why, in your opinion, are Shakespeare's plays still important today?
.....

EXPLORING SHAKESPEARE, Part 2

Task 2: Class Activity

You are the King's Players. Working as a company, divide the lines below among groups. Each group should discuss what they think their line means, then practice saying the line with emotion and physical actions. Once all the groups have rehearsed, come together as a company and perform!

To be or not to be

(Hamlet, Act 3, scene 1)

To be, or not to be: that is the question

Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune

Or to take arms against a sea of troubles

...

To die: to sleep; No more.

To die, to sleep; To sleep: perchance to dream

Ay, there's the rub.

For in that sleep of death what dreams may come

When we have shuffled off this mortal coil

7. Chapters 16-18

A. Exploring Themes

Themes are ‘the fundamental and often universal ideas explored in a book.’ We discover a book’s theme by asking 1) what topics does this story explore? and 2) What does the author say about this topic? Here’s an example:

Charlie and the Chocolate Factory by Roald Dahl explores these topics:

- Greed
- Thankfulness
- Chocolate

Now let’s think. What does the story tell us about Greed? All the greedy children who only care about what they can get for themselves come to bad ends. So, we might say a theme of *Charlie and the Chocolate Factory* is: Greedy people do not end up happy.

Task 1:

Below is a table of some topics you will find in *Katie Watson and the Painter’s Plot*. **Think:** What does the story tell me about this topic? Then **write** a sentence in the box beside the word. If you think of more themes, you can add them into the blank boxes.

FAMILY	
SUPERSTITION	
FRIENDSHIP	
CONTENTMENT	
COURAGE	

Task 2: Share and discuss some of the themes you discovered with the class. As a group, come up with examples from the book for each of the themes shared.

B. Letter Writing Activity

At the end of Chapter 16, Katie has the sinking thought that she might never get home to her family again.

Imagine you are Katie in that moment. Write a letter to your family as if you could post it to them in the future. What would you tell them about your adventures? What questions are you dying to ask them? What feelings would you wish to share with them? Fears? Hopes?

The Red Bedchamber

Otterly Manor

5 August 1606

Dear _____

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

8.

Chapters 19-21

A. Think like a detective

Detectives like Katie Watson (and her hero, Sherlock Holmes) have a special tool for solving mysteries: *deduction*. Deduction is putting all the evidence in order to discover what has happened, a bit like putting together all the pieces of a puzzle to see the picture they make.

Task 1: Using your detective skills, put the pieces of evidence in the order they happen by numbering them 1-7. **(Hint: you may need to flick back through chapters 9, 13 & 15 as well!)**

_____ The Earl is poisoned. Master Van Hoebeek accuses Frederick and Bessy Tippery of cursing him.

_____ Katie discovers the Baron's portrait hanging in the Great Hall at breakfast.

_____ Sophia learns that Master Van Hoebeek has left Otterly Manor.

_____ Katie discovers Master Van Hoebeek's canvas is blank. Tom Tippery is the true artist!

_____ Baron Buckville arrives at Otterly Manor and separates Katie and Sophia.

_____ The King and his Royal Court come to Otterly Manor.

Task 2: Now try your hand at deduction. Answer the following questions.

What clues lead Katie to believe that Master Van Hoebeek is *not* a real painter?

.....

What clues make her believe that he *is* guilty of murdering the Earl?

.....

How does Katie deduce that Master Van Hoebeek was really Baron Black Sheep in disguise?

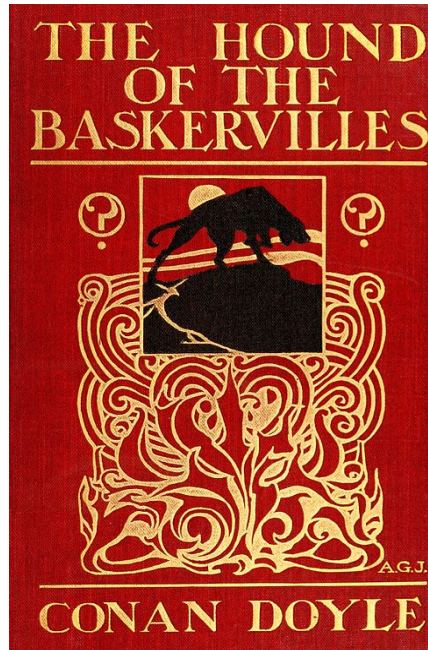
.....

Guess what will happen next? If you were Katie, what would plan to tell Sophia at your secret meeting?

.....

.....

B. Discover Sir Arthur Conan Doyle



Sir Arthur Conan Doyle wrote the Sherlock Holmes mysteries and is known as one of the greatest detective writers of all time. His famous mystery novel *The Hound of the Baskervilles* helps Katie to solve the mystery of the Earl's murder in Chapter 19. The book also inspired me as I was coming up with the plot for the book!

Task 1: Create a fact file on Sir Arthur Conan Doyle. Get your detective cap on! Watch the video (<https://www.youtube.com/watch?v=7toqzP16H4c>) and collect facts about his life and work to fill in below:

AUTHOR NAME:

DATE OF BIRTH & DEATH:

PLACE OF BIRTH:

TWO INTERESTING FACTS ABOUT HIM:

- 1.
- 2.

MOST FAMOUS BOOKS PUBLISHED:

Task 2: (Group Activity) Play a Detective Game. Don't forget to work as a team (like Sherlock Holmes & Dr. Watson), and use deduction!

**Note to instructors: You can play a number of detective games, depending on age and group size. Try the links below for good explanations of several methods:*

- <https://www.fatherly.com/play/how-to-play-detective-game-with-kids/>
- <http://www.coolest-kid-birthday-parties.com/games-for-kids/>

9. Chapters 22-24

A. Write dynamic dialogue

In Chapter 22, Frederick and Katie have a pretty heated conversation. I used dialogue (characters speaking to one another) to raise the intensity and emotion in the scene. Also, the way Katie speaks to Frederick shows that her courage and confidence are growing in the face of rising danger.

Task: Write your own dialogue. Choose one of your favourite characters from a book or film, and imagine a conversation between Katie and that character. They are making a plan together of how to stop the Baron and rescue his prisoners. Write out the dialogue on your own paper.

Characters in this scene:

What emotions will you convey in their speech?

.....

A few tips about writing dialogue to remember:

- A new speaker means a new line. Example:

“No...” I hesitated.

“Tell me, Katie.” Frederick looked almost dangerous. “How is my sister?”

- Use a lowercase letter after the speech ends. Example:

“Yes,” he said, again through gritted teeth.

- * unless it is a new sentence. Example:

“I won’t be seen.” He stood up and rummaged among the costumes.

- Use punctuation *inside* the speech marks. Example:

“The Baron shall wed Sophia over my dead body!” he growled.

“Would you like syrup on your pancakes?” her mother asked.

- Add description to show action as well as speech. Example:

“It is my house!” He beat himself on the chest just like a male gorilla.

B. Building suspense

The scene in Chapter 24 in which Katie sneaks into the secret chamber is one of the most edge-of-your-seat parts of the whole book. I tried to use strong, suspenseful verbs to create the tense atmosphere.

Task: Look for action verbs in the paragraph. **Underline** the phrases that make you feel suspense. Then **circle or highlight** the suspenseful verbs.

I pressed my ear against the door. Not a sound. All the waiting servants must be at dinner by now, I thought. So I turned the doorknob and pushed the door open just a crack. Still nothing stirred. I stepped into the Billiard Room and inched along the wall, trying with difficulty to walk silently on the wooden floorboards. I only needed to turn a sharp right and I would be in the Green Man's corner, in the very spot where I'd been whisked away into the past ... the very spot where the Baron, dressed as Van Hoebeek, had sneaked up on me and nearly scared me to death... Why was it things always happened in that spot?

I stretched out my neck and peered down the whole length of the Billiard Gallery. Nothing moved but dust motes drifting on evening sunbeams. I had the clear. I turned the corner, came face-to-face with the old Green Man, reached up my hand, laid it on his leafy face and...

Creeeak. Like déjà vu, the panel crept open. I glanced around one last time and stepped inside.

C. Write a persuasive paragraph

Up to Chapter 21, Tom Tippetery remains a mysterious character. Katie does not know if he is trustworthy, and neither do we. But then she meets Tom, and hearing his story changes her view of him.

Task: Write a persuasive paragraph answering the question: is Tom Tippetery a hero or a villain? Fill in the chart below with examples. *(Hint: List at least one example of something Tom says and at least one example of something he does).* Then use your examples as evidence in a PEE (Point, Evidence, Explanation) paragraph.

POINT: (my opinion)
EXAMPLE 1: Explain: (how does this prove my point about Tom?)
EXAMPLE 2: Explain:
EXAMPLE 3: Explain:
CONCLUSION: (Why is the truth about Tom's character important in the story?)

10.

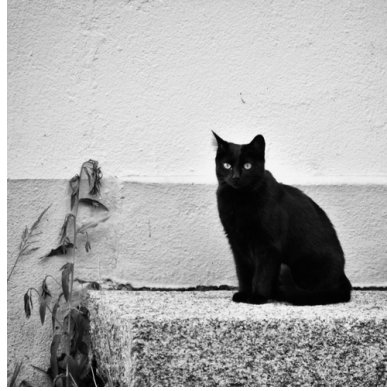
Chapters 25-26

A. Reading Comprehension

Answer the following questions about the reading from Chapters 25 and 26.

1. What items does Katie find in the Baron’s trunk? (p. 166).....
.....
2. How does she plan to use these items as evidence to prove he murdered the Earl? (p. 166)
.....
.....
3. What are Nurse Joan’s reasons for believing Katie is a witch? (p. 167)
.....
.....
4. What does Nurse Joan mean when she tells Katie “You’ll end up like all your kind. Mark my words.”? (p. 168).....
.....
5. Why does Katie believe she is too late to rescue Sophia? (p.170).....
.....
6. Although the Queen believes that Frederick is innocent, why isn’t she able to persuade the King, her husband? What reason does she give? (p.175).....
.....
7. What causes the everyone in the room to gasp in shock? What do you think they make of Katie? (p.175).....
.....
8. Why does King James believe he can trust the Baron? (p.175).....
.....
9. When faced with the opportunity to get Nurse Joan into trouble, what does Katie do? (p. 176)
.....
10. Which piece of evidence seems to convince the Queen that the Baron is guilty? (p. 176-77)
.....
.....

B. Research Project: Tudor Stuart Superstition



Have you ever heard it's bad luck to cross paths with a black cat, walk under a ladder, or step on a crack? These are just a few of the superstitious beliefs people had in Shakespeare's day. When a cow got sick, a storm broke out, or the milk went sour, some people who didn't know better even believed it was the devil's work! You can imagine why Nurse Joan – a very superstitious character in the book – is so fearful and suspicious of Katie, a stranger with devil-kissed red hair!

Of course, not everyone in the 1600s was so superstitious. Sophia represents a more sensible outlook when she refuses to have a witch's mark placed on her hearth and says, "I prefer to pray for protection." But for many, fear of witches and their curses was a part of daily life in the 1600s.

Task: Research superstition in Shakespeare's England and make a poster. You might wish to explore some of the topics listed below:

- James I, the *very* superstitious king
- Shakespeare's *Macbeth* and superstition
- What people thought about red hair in the 1600s
- Back luck and ill omens in the 1600s
- Witches' marks (You can still see these at Shakespeare's home in Stratford-Upon-Avon, the Tower of London, and at Knole House, the building that inspired Otterly Manor!)

Note to the instructors:

The resources linked below will give students a good starting point for their research, though you may want to select relevant, age-appropriate portions from the longer articles to discuss together in class.

<https://www.bbc.co.uk/education/guides/zmjnb9q/revision/3>

<https://classroom.synonym.com/superstitions-1600s-10874.html>

https://en.wikipedia.org/wiki/Witches%27_mark

<http://www.themythsandhistoryofredhair.co.uk/heresy.html>

***Alternative Group Activity** (for all age groups): Take a closer look at Shakespeare's *Macbeth* using this classroom resource: <https://www.teachingenglish.org.uk/article/macbeth-kids>

11.

Chapters 27- 29

A. Climbing to the Climax

The Climax of a story is the part of the plot when things get really exciting. Think of a mountain, and the story's action is rising up and up the side of the mountain until it gets to the very highest point! That's the climax.

The climax is also the moment when everything changes. It could be the moment when the hero beats the villain. Or it could be an internal change, like the moment a selfish character becomes kind-hearted. After the climax, the story's action goes down the mountain towards the resolution (and *the end*).

Task 1: Exploring the Climax

Re-read Chapter 27 and answer the questions about the story's climax.

1. Describe the climax of *Katie Watson and the Painter's Plot*.

.....

.....

.....

2. What changes do the climactic moment bring about in the story? (**Hint: Who was in control before, and who is in control after? Who was in trouble and has now been rescued?*)

.....

.....

.....

3. Did the climax bring about a change for Katie? If so, what changed about her character? (**Hint: What did she have to do to save her friends that she couldn't do before?*)

.....

.....

.....

B. Mapping the Story

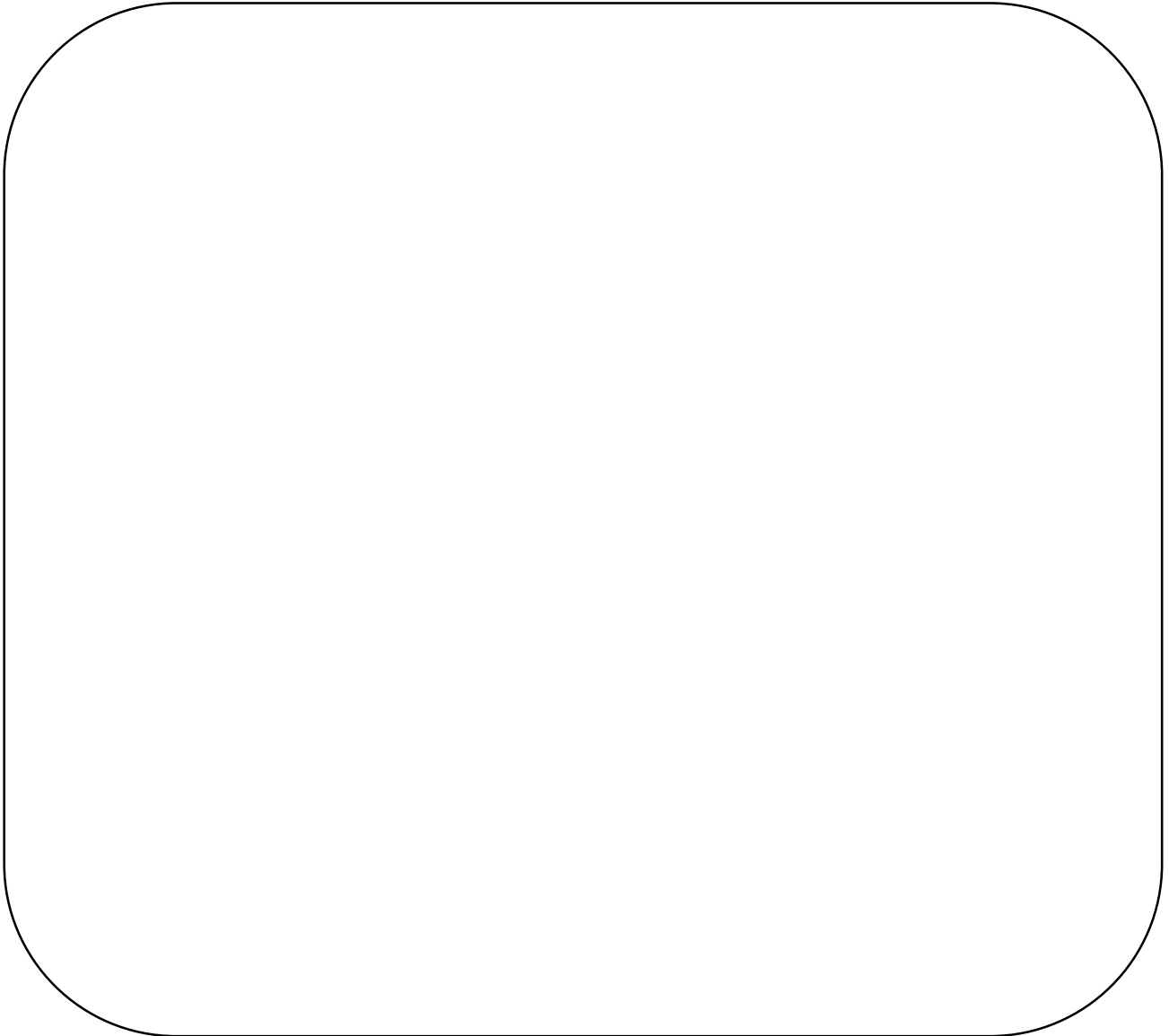
Now that you've read almost all of *Katie Watson and the Painter's Plot* and thought about all the different pieces of the story, create a story map by filling in the boxes.

The story map consists of several rounded rectangular boxes and a central triangle. At the top left is a box labeled **WHO** containing the prompts **MAIN CHARCTERS:** and **OTHER CHARACTERS:**. At the top right is a box labeled **SETTING** containing the prompts **PLACE(S):** and **TIME(S):**. Below these are two boxes: **BEGINNING** on the left and **MIDDLE** on the right. A triangle is formed by the bottom edges of the **BEGINNING** and **MIDDLE** boxes, with the word **CLIMAX** centered inside it. Below the triangle is a large box labeled **END**. A grey arrow points from the right side of the **CLIMAX** triangle down into the **END** box.

C. Get Creative

Choose one of the creative projects to complete and share with the class.

Project 1 – Paint your heart’s desire. Imagine you have a box of magical paints like Tom Tippery’s. If you could paint one wish and have it come true simply by looking at the finished picture, what would you paint? For Katie, her greatest wish was to be with her family again. What’s yours? Sketch your ideas in below. You can then paint your picture on a blank paper or canvas.



Project 2 – Map your own story

Now that you’ve mapped out *Katie Watson and the Painter’s Plot*, it’s time to map a story of your own! Will it be a mystery? A time-travel adventure? The choice is yours. Use the story map from the part B. to help you draw and fill in all of your story’s elements. Don’t forget to give your story a great title!

12.

Epilogue

Analyze Character Change

Task 1: Fill in the chart about Katie's character, thinking carefully about how she changes from the beginning of the book to the end and why.

<p>Describe Katie at the beginning of the book:</p> <p>.....</p> <p>What are her feelings about:</p> <ul style="list-style-type: none">• Herself• Her life• Her family <p>What does Katie care about most?</p> <p>.....</p>
<p>Describe Katie at the end of the book:</p> <p>.....</p> <p>What are her feelings about:</p> <ul style="list-style-type: none">• Herself• Her life• Her family <p>What does Katie care about most?</p> <p>.....</p>
<p>What, in your opinion, is the main change in Katie at the end of the book?</p> <p>.....</p> <p>.....</p>
<p>What events in the book caused the change?</p> <p>.....</p> <p>.....</p>

Task 2: (Group Activity) Discuss the ways Katie changes over the course of the book and what you think causes her to change. Do you have a story of a time you changed, perhaps from a challenge you faced, or because a someone influenced you? If you would like to, share your own story of with the class!