



Aligned to Common Core State Standards

# THEODORE BOONE

Lesson Plans and Activities for the Theodore Boone Series

## JOHN GRISHAM



PenguinClassroom.com

## Dear Educator,

The Theodore Boone series, written by John Grisham, contains all the ingredients necessary to entice young readers. Cross-curricular subject matters are embedded in each story, making these books ideal for classroom book studies. They spark discussions about law, government, history, advocacy and morality. John Grisham carefully crafts these stories to create a hybrid genre of mystery, realistic fiction and informational text. Theodore Boone's character is relatable and inspiring, which encourages young readers to research, collect and analyze evidence themselves. In turn, they reflect on their own morals in decision-making and consider how, even as young adults, they have the ability to affect change in their world. We hope you'll use this comprehensive lesson plan as a way to present all that Theo has to offer your students!

**-Penguin School & Library Marketing**

## ABOUT THE SERIES

In the small city of Strattenburg, there are many lawyers, and though he's only thirteen years old, Theodore Boone thinks he's one of them. Theo knows every judge, policeman, court clerk—and a lot about the law. He dreams of being a great trial lawyer, of a life in the courtroom, but in the meantime, he uses what he's learned to help his friends navigate through their legal issues.

The Theodore Boone series is a thrilling and suspenseful read for anyone who enjoys mysteries, the law, and seeing justice served! With 5 books in the series, the titles stand on their own and can be read in any order. Theodore Boone is sure to keep readers guessing and pages turning. For more information visit, [www.TheodoreBoone.com](http://www.TheodoreBoone.com).

## ABOUT THE AUTHOR

John Grisham is a famous American lawyer and author. He is best known for his legal thrillers, some of which have been made into movies. Theodore Boone is his first book series for young readers.



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# BOOK 1: KID LAWYER



## PRE-READING DISCUSSION:

### Genre: Mystery

As a pre-reading activity, create a KWL chart for the mystery genre. Include what students know and want to know about the genre.

### Activity: Mystery Soup

On sentence strips, write the definition of the important ingredients in a mystery.

**Characters:** suspects, investigators, witnesses

**Setting:** crime scene

**Types of mystery plots:** a crime is committed, something is lost or stolen, someone is keeping a secret, something unusual happens

**Clues:** information that will help the reader solve the mystery

**Red Herrings:** “fake clues” that are used to mislead the detectives

- Put these sentence strips in a bowl to make “mystery soup.”
- Test student knowledge by pulling out the “ingredients” and asking for the definition.
- Extension: Ask students to provide examples of these ingredients from other mysteries they have read.

**\*\*Correlates to Common Core State Standards Reading Literature:** CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.5

**\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use:** CCSS.ELA-LITERACY.L.4.4.A; CCSS.ELA-LITERACY.L.4.4.C



## CHAPTERS 1 AND 2

### Discussion Questions:

1. Theo dreams of becoming a famous lawyer or a judge. What aspects of law are so appealing to Theo?
2. Describe the courthouse. What words or phrases in Grisham's description help create an image of this setting?
3. Why does Theo have such great admiration for Judge Gantry?
4. Theo's best friend, April, is facing a difficult decision. What advice does Theo give to his friend? Do you agree with his recommendation?
5. What character traits would you use to describe Theodore Boone? Which qualities are admirable? What are his flaws?

**\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.4.A; CCSS.ELA-LITERACY.L.4.4.C**

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.5**

### Activity: Character Cube

- In the first chapter, John Grisham introduces the reader to Theodore Boone, kid lawyer.
- Using the cube template available at <http://www.innovativeclassroom.com/Teaching-Toolbox/Reproducibles/index.php?id=102>, ask students to create a character cube for Theodore Boone.
- Provide students with a list of character traits. Students will choose five traits that describe Theodore Boone. List each trait on a side of the cube with a quote from the text that shows evidence of the trait.
- On the sixth side of the cube, students will draw a picture of his character.
- Technology Integration: Students can create and print character illustrations using Character Scrapbook at <http://teacher.scholastic.com/activities/scrapbook/index.htm> or students can create a bio cube for one of the characters in the book: [http://www.readwritethink.org/files/resources/interactives/cube\\_creator/](http://www.readwritethink.org/files/resources/interactives/cube_creator/)

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3**





## Journal Entry #1

In Chapter 2, Mr. Mount asks Theo to “set the stage” for the trial. During his discussion, Theo explains that Mr. Duffy is “presumed to be innocent so the state must prove him guilty, and it must do so beyond a reasonable doubt.”

- Do you believe that judges and jurors can actually begin a trial with no preconceived notions of innocence or guilt? Why or why not?

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; S.ELA-LITERACY.W.4.4

**Technology Integration:** Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student’s post.

Students can do this after every subsequent journal entry.

## CHAPTERS 3 AND 4

### Discussion Questions:

1. John Grisham describes the office of Boone and Boone, and the work done by Theo’s parents, in great detail. What do these descriptions reveal about what qualities Theo admires in his mother and father?
2. Sandy Coe, a classmate, comes to Theo’s office for advice. During their conversation, Theo explains the concepts of mortgages, foreclosures, interest and bankruptcy. Based on Theo’s explanations, summarize these concepts in your own words.
3. In Chapter 4, we are introduced to Theo’s uncle, Ike. What is your first impression of this character? Cite evidence from the book to support your opinion.

\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.4.A; CCSS.ELA-LITERACY.L.4.4.C

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.5

### Activity: Case File

- Each student will open a case file for the Peter Duffy murder mystery.
- Provide students with a file folder.
- On the tab, provide the child’s name: Detective \_\_\_\_\_.
- On the cover, provide the case number, book title, author and illustration.



- On the inside left, staple student detective notes, sticky notes etc. that will be recorded as the students read the book.
- On the right side, staple in maps, a list of suspects, quotes from witnesses and any other evidence that students will recreate as they read the story.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3**

## Journal Entry #2

Using the classroom mystery genre chart, write what you know so far about the mystery in this book. Include what you know about the characters, setting and plot.

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1**

## CHAPTERS 5 AND 6

### Discussion Questions:

1. After reading Chapters 5 and 6, students should work in pairs to add notes, create a map of the crime scene, and create a list of suspects for their case files.
2. What key arguments do the prosecution and defense make in their opening statements?
3. On page 77, Grisham writes, "There was something missing in this case, and based on what had already been said in court, Theo suspected the mystery might never be solved." What is he referring to? What kind of evidence would be helpful to the prosecution? What evidence would be helpful to the defense?
4. Who is Omar Cheepe? What text evidence suggests he is supporting Peter Duffy?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.5**

### Activities:

#### • Vocabulary Hunt

Chart a glossary of legal terms as a class and post it as a reference while students read the book. Each time students come across a term from the chart, add a sticker or check mark next to it. This will encourage students to be on the lookout for important vocabulary words while further solidifying the meaning of these terms.

**\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.4.A; CCSS.ELA-LITERACY.L.4.4.C**



- **Recreate the Courtroom**

Using a diagram of the courtroom, arrange classroom furniture to simulate the setting from the book. Assign students to the roles of judge, court reporter, witness, court clerk, jury, defendant, defense attorney, prosecution and audience. Conduct a reader's theater by having students read aloud the opening statements from Chapter 5.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5

### Journal Entry #3

Take on the role of a juror. Based on the opening statements and class discussion, do you believe Peter Duffy is guilty or innocent? Include text evidence to support your answer.

Students can post and share their entries on your classroom blog.

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1

## CHAPTERS 6 -8

### Discussion Questions:

1. Every Tuesday night, the Boone family volunteers at the local homeless shelter. Explain how each member of the Boone family uses his or her skills to give back to the community.
2. Theo's mother insists he learn a second language. Theo is learning Spanish in school and with a private tutor. What advantages will this provide Theo now and in the future?
3. Describe the job of a courtroom reporter. How has it changed over time?
4. Julio approaches Theo because he claims to have information that may be important to the trial. Theo wonders what he may know. What action does Julio take at the end of Chapter 8 that suggests he is probably telling the truth?
5. Ask students to reread the chapter in order to add new information to the case file. Notes should include information about access to Waverly Creek, and notes about Julio and Omar Cheepe.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

### Activities: News Report about the Trial

- A murder trial in Strattenburg is big news. In pairs, students write a newspaper article summarizing the events in the trial thus far.
- Students should create a newspaper title, headline, and article, complete with quotes from



spectators. Remind students that the judge has a gag order in place so there can be no quotes or opinions from anyone involved in the case.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; CCSS.ELA-LITERACY.W.4.4**

**Technology Integration:** Students can select a newspaper format using Google docs. <https://drive.google.com/templates?type=docs&q=newspaper&sort=user&view=public&urp=https://www.google.com/&pli=1&ddrp=1#>

## Journal Entry #4

The Boones volunteer at a local homeless shelter to put their skills to good use. Think of your own set of skills. How could you use these areas of expertise to give back to your community?

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1**

## CHAPTERS 9-11

### Discussion Questions:

1. Julio makes Theo promise not to tell anyone the information he plans to share about the case. Is Theo right to agree to keep it a secret?
2. What information does Julio reveal about the case and why is it important?
3. What documents does Theo prepare for his meeting with Julio's cousin? What do they prove?
4. Mrs. Boone tells Theo, "There is no such thing as a surprise witness . . . the prosecution cannot use a witness it has not disclosed to the court and the defense. The rules prohibit surprise witnesses." Mr. Boone argues, "A trial is all about finding the truth." Based on this discussion, what decision is Theo faced with at the end of Chapter 10?
5. Why does Theo turn to Ike in Chapter 11 to help him with his dilemma? How is Ike able to help him?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

### Activity: Opinion Line-Up

The characters in this story must make difficult decisions.

- Have students line up in the front of the room and post a sign on one side of the line that reads "agree" and post another sign on the opposite end of the line that reads "disagree."
- Ask students to line up according to their beliefs about the following statements:





- » It is possible to have no preconceived notions of innocence or guilt.
- » April should live with her mother.
- » Peter Duffy is guilty.
- » Julio was right to tell Theo about his eyewitness cousin.
- » Theo was right to promise not to tell anyone about Julio's cousin.
- » Theo should tell his parents about the eyewitness.
- » Theo should tell Judge Gantry about the eyewitness.
- » It is never OK to break a promise.

- Debrief with a discussion about student opinions regarding each statement.

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

## Journal Entry #5

Is it ever OK to break a promise? What are the consequences if Theo keeps his secret? What are the consequences if he tells the judge about Julio's cousin? Students should create a cause and effect map to coincide with their responses.

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1**

**Technology Integration:** Students can learn more about cause and effect by watching this video on Brain Pop, Jr.: <http://www.brainpop.com/educators/community/bp-jr-topic/cause-and-effect/>

They can recreate a cause and effect diagram based on this model: <http://www.slideshare.net/sglar226/cause-and-effect-graphic-organizer>

## CHAPTERS 11-13

### Discussion Questions:

1. Theo represents his friend Halle's dog, Rocky, in Animal Court. He argues that the boarding fee and fine should be waved. What convincing arguments does Theo make to support his case? Do you agree with the judge's decision?
2. What three options does Ike suggest to Theo with regard to Julio's cousin? What is Ike's warning to Theo?
3. Why are Julio and his cousin so nervous? What is the possible consequence if Julio's cousin's identity is revealed?



4. What damaging evidence falls into Theo's hands in Chapter 13? Explain how it was uncovered.
5. Students should add information to their case file. Provide students with an evidence bag and rubber/surgical gloves, or ask them to bring in golf gloves from home to keep in their case file as evidence.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

### Activity: Fingerprinting

Theo is in possession of the golf gloves that may have been used in Mrs. Duffy's murder. The killer wore gloves so that his fingerprints wouldn't be found at the crime scene. Use pictures to show students examples of whorl, loop and arch fingerprints and explain that each person is born with a unique set of prints. Create an extension activity about fingerprinting. Students can use pencils or a stamp pad on their fingertips. Provide students with scotch tape to capture their prints. Use page two of this lesson plan document so students can record and analyze their prints using magnifying glasses.

[https://www.teachervision.com/tv/printables/TCR/1576903443\\_80-81.pdf](https://www.teachervision.com/tv/printables/TCR/1576903443_80-81.pdf)

### Journal Entry #6

Theo defends his friend's dog, Rocky, at Animal Court. Write a scene in which Theo represents a pet you know. What has this pet done wrong and to whom? What are the possible consequences this pet is facing? What arguments can Theo make to defend this pet?

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

## CHAPTERS 14-16

### Discussion Questions:

1. In Chapter 15, Theo finally tells his parents what he knows about the witness and the evidence in his possession. At the end of the chapter, he says, "he didn't actually betray a confidence, and someone had to know the truth." What does he mean by this?
2. In Chapter 16, Theo sneaks away to view the Duffy trial from a secret hiding place in the courtroom. He suspects Omar Cheepe has followed him. Do you believe Omar played a role in Mrs. Duffy's murder? What text evidence supports your thinking?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**



## Activity: You Be the Lawyer

In pairs, students take turns playing the role of prosecutor and Peter Duffy, using the questions they develop in Journal Entry #7. Once students have each had a turn as the defendant and prosecutor, they should revisit their journal entry and revise their list of questions.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1**

## Journal Entry #7

In Chapter 17, Peter Duffy will testify in his trial. Take on the role of the prosecution. Create a list of questions you would ask Mr. Duffy based on what you know about the case and the evidence against him.

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

## CHAPTERS 17-20

### Discussion Questions:

1. On page 213, Grisham writes, "Jack Hogan did a masterful job of portraying Duffy as a cash-starved wheeler-dealer who barely managed to stay ahead of creditors." Cite evidence from the chapter to support that statement.
2. Look back at Journal Entry #7. Compare and contrast your questions with the ones asked by Jack Hogan.
3. In Chapter 18, the Boones come up with a plan to help the Pena family. In what ways are they trying to help, and how might this affect the case?
4. Theo and his dad play golf at Waverly Oaks. What important places do they investigate during their round.
5. How does Theo convince Julio's cousin to report to the police? What is immunity?
6. Students should add new information about the case to their case files. They should create pictures to represent photographs taken by Theo and his dad at the golf course, along with any notes about the information that was collected. They should also include notes from Peter Duffy's testimony.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**



### Activity: Theo's Diary

Theo is in the middle of a very stressful murder investigation. He has had to choose between keeping a promise and revealing the truth. He wants to do the right thing. Pretend you are Theo and you have just told your parents and Judge Gantry what you know. You have also convinced Bobby to talk to the police in exchange for immunity. Write a journal entry that expresses Theo's feelings of stress and/or relief, worry, excitement, doubt . . . whatever emotions you imagine he is feeling. Try to envision how Theo is coping with the trial. What fate does he wish for Peter Duffy? Students can share their responses in pairs.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; S.ELA-LITERACY.W.4.4**

### Journal Entry #8

Predict how this book will end. Will Peter Duffy get away with murder, or will the judge declare a mistrial? Explain your reasoning.

Students can post and share their entries on your classroom blog.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1**

## CHAPTERS 21 AND 22

### Discussion Questions:

1. Summarize the interaction between Paco and Omar Cheepe in the beginning of Chapter 21. What does this foreshadow?
2. What information and evidence does Theo provide to Judge Gantry?
3. What important questions does Judge Gantry ask the Boones about the evidence and timeline they have provided?
4. What is the clincher at the end of Chapter 21?
5. On page 6, Grisham writes, "One day [Theo] dreamed of being a famous trial lawyer, one who handled the biggest cases and never lost before juries. The next day he dreamed of being a great judge, noted for his wisdom and fairness." Now that you have learned about Theo, for which career do you think he is best suited?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

### Activity: Time Line

As a class, create an illustrated timeline of the events of the murder. Use maps of the golf course and pictures of important landmarks that coincide with each time marked on the timeline.

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5**





## Journal Entry #9

Were you satisfied with the book's conclusion? If so, explain why? If not, rewrite a new ending to the story.

Students can post and share their entries on your classroom blog.

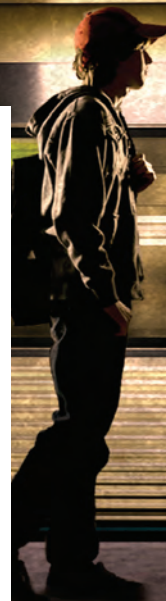
**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

## Culminating Activities:

- Complete the KWL chart for the mystery genre. Students can now record new things they learned about mysteries after reading this book.
- **Classroom Mystery Forensics**
  - » Spend time researching the role of crime scene investigators. What evidence do they collect? How are they able to use this evidence to solve a crime? Use <http://www.fbi.gov/fun-games/kids/kids> as a research resource.
  - » Create a fake crime that has been committed in the classroom. For example, books were stolen, the teacher's desk was ransacked, someone put graffiti on the walls etc. Choose one student to be the criminal and keep his or her identity a secret from the rest of the class. Collect evidence from that student—a strand of hair, a fingerprint, a clothing fiber and anything else related to the crime you've made up. Put it in an evidence bag. Ask students to analyze the evidence to try to discover who committed the crime. Students can use the fingerprints from the last activity as a fingerprint database.
- **Technology Integration:** Students can visit <http://www.cyberbee.com/whodunnit/crimescene.html> and use clues to solve the crime scene mystery.
- **Writing Extension:** Students can use the following graphic organizer to plan and develop a new mystery for Theo Boone. [http://www.readwritethink.org/files/resources/lesson\\_images/lesson865/organizer.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson865/organizer.pdf)
- Write a letter to John Grisham. Include your thoughts about the story as well as questions you have about being an author of legal thrillers.



# BOOK 2: THE ABDUCTION



## PRE-READING DISCUSSION:

In John Grisham's first book of this series, we are introduced to Theo's best friend, April. What do you remember about April? What do you remember about April's family?

## CHAPTERS 1-3

### Discussion Questions:

1. April has been abducted from her home. Based on Theo's discussion with the police and the information provided in Chapter 1, create an illustrated timeline of the abduction.
2. Why have the police identified a criminal, Jack Leeper, as their prime suspect?
3. What secret does Theo reveal to his parents at the diner?
4. Make a list of five character traits that best describe April Finnemore. Use text evidence to support your choices.
5. Theo has organized a search party in an effort to help the police find April. Explain how the search party will operate.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- Design a Wanted Poster of Jack Leeper.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5

- Using the resources from the first book, create a character cube for April Finnemore.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5

- Write and present a news segment reporting April's abduction.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.4



## CHAPTERS 4-7

### Discussion Questions:

1. Theo and his search party decide to concentrate their efforts in a section of town called Delmont. Why do they make this decision?
2. The police interrupt Theo's search party efforts and accuse him of breaking the law. Were the police right to try to stop the search party? Do you think Theo handled the situation well? How would you have handled it differently?
3. Based on what we know about April's family life, do you think it is possible she ran away? Explain.
4. Summarize the events that led to Jack Leeper's arrest.
5. What is April's connection to Jack Leeper? What evidence do the police have to show their connection?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3;**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- Create a Missing Poster for April Finnemore.

**\*\*Correlates to Common Core Standard Reading Literature: CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core Standard Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5**

- Class Vote:

Based on evidence so far, do you believe that:

- a) Jack Leeper abducted April
- b) April ran away
- or c) something else happened

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

- Jack Leeper waives his Miranda rights. Ask students to look up Miranda rights and discuss what they mean. Show students a clip from a television show in which Miranda rights are read to a suspect.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7**

**\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.4**



## CHAPTERS 8-11

### Discussion Questions:

1. Theo's search team has been reduced to four people. What are the advantages and disadvantages of this new search party?
2. In Chapter 8, the police discover something in the river, which could possibly be the body of April Finnemore. What descriptive language does the author use at the end of this chapter to show us Theo's response to the events of the day?
3. Police conduct an inventory of April's closet. They discover that two items given to her by Theo are missing. Describe these items. Why do the police need this information?
4. What reassuring news does Ike present to Theo? How did he obtain this information?
5. Ike suggests a new suspect in the disappearance of April Finnemore. Who does he suspect and why?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- **Show, Don't Tell:** John Grisham uses descriptive language to show the reader how the characters are feeling. On Popsicle sticks, write down different human emotions: disappointed, angry, frustrated, embarrassed, jubilant etc. Ask students to select a Popsicle stick and write down words, phrases and sentences that "show" this emotion.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.5

- Based on the description Theo gave to the police, illustrate the jacket and hat that April was most likely wearing when she was abducted.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5

## CHAPTERS 12-15

### Discussion Questions:

1. Do you think that Mrs. Gladwell made the right decision to hold an assembly so students could watch the announcement about the body found in the river?





2. On page 110, Grisham writes, "... Theo reminded himself he should be more cautious next time. He had just barely avoided being the biggest laughingstock in school." How should Theo have acted differently in this situation?
3. Summarize the case against Pete the Parrot.
4. Theo negotiates probation for Pete. What are the terms of his probation? Do you side with Kate Spangler and Judy Cross or with Pete the Parrot? Explain.
5. What does Ike learn about April's father? How might Theo be able to use Ike's information to locate him?
6. The detectives refuse to make a deal with Jack Leeper. Do you think they made the right decision? Why or why not?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activity: You Be The Lawyer

As a class or in small groups, students write a new Animal Court case for Theo to defend. What are the charges against the animal? Who are the accusers? What fair consequence does Theo negotiate?

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

## CHAPTERS 16-19

### Discussion Questions:

1. How do Theo and Chase discover April's whereabouts? Should they tell the police what they've found?
2. Ike advises the boys not to tell the police that they've located April. Why? Do you agree with him?
3. What problems do Ike, Theo and Chase face as they begin their adventure to track down April?
4. Theo is feeling torn about being dishonest to so many people in his quest to find April. In this case, is it okay for him to lie? Is it ever okay to lie for a greater good?
5. Where does Theo finally find April? How does she react when she sees him?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**



## Activity: You Be The Judge

Visit <http://www.goodcharacter.com/dilemma/dilemma3.html>. Present students with the day's moral dilemma. Have a class discussion, using the questions provided, to debate the dilemma.

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

## CHAPTERS 20-24

### Discussion Questions:

1. Even though April's father lied to her, she wishes she had left him a note before leaving. Why, despite everything that has happened, do you think she feels this way?
2. Summarize April's account of the night she disappeared. What lies did her father tell her?
3. Detective Slater asks April a series of questions to determine if she was kidnapped (or taken against her will) by her father. Based on April's responses to those questions, do you think her father should be charged with kidnapping?
4. The police decide to treat the case as a civil matter, not a criminal one. What is the difference? Based on your answer to question 3, do you think they made the right decision?
5. Tom and May Finnemore promise the judge they will be better parents and agree to go to marriage counseling so that April can stay in their home. Do you believe they will change? Why or why not?
6. Was the ending satisfying to you as a reader? Why or why not?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

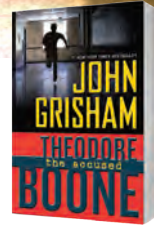
### Activities:

- Tom Finnemore is handed a court summons upon returning home to Strattenburg. Visit <http://www.theodoreboone.com/summons.html> and have students create a summons of their own.
- Write a journal entry from April's point of view. She has just returned to Strattenburg, having endured a week on the road with her father. How is she feeling about the ordeal? What might she be thinking about Theo, her mother and her father? What are her hopes moving forward?

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; CCSS.ELA-LITERACY.W.4.3; CCSS.ELA-LITERACY.W.4.4**



# BOOK 3: THE ACCUSED



## PRE-READING DISCUSSION:

Theo is anxiously awaiting the Peter Duffy trial when he suddenly finds himself in the middle of a Strattenburg scandal as the prime suspect in a robbery. In this story, Theo must uncover the mystery of who is framing him to prove his innocence and save his reputation.

## CHAPTERS 1-4

### Discussion Questions:

1. This story opens with a recap of the Peter Duffy trial. Mr. Mount asks his class to take a preliminary vote declaring him guilty or not guilty. Theo refuses to vote and explains the presumption of innocence to his class. Based on what we know now about the trial, do you believe Theo can still presume Peter Duffy guilty before his second trial?
2. What will happen in the trial if Peter Duffy is found trying to escape? What will happen if he is found in Strattenburg with a legitimate excuse for missing his court date?
3. The sheriff explains four findings related to Peter Duffy's disappearance. Based on this information, make a prediction about where he may be.
4. What is an accomplice? Do you agree with Theo's theory that Peter Duffy escaped with the help of an accomplice? If so, who might that person be? Use text evidence to explain your thinking.
5. What two problems does Theo experience in Chapter 3? Do you believe the same person is involved with both?
6. Make a list of theories about Peter Duffy's whereabouts so far.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

### Activities:

- **News Report:** Based on the sheriff's information, create a live news segment from the courtroom, reporting on Peter Duffy's disappearance and theories about his whereabouts.

\*\*Correlates to Common Core State Standards Writing CCSS.ELA-LITERACY.W.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.4

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7



- Add notes about the developments in Peter Duffy's trial to students' Peter Duffy case files. Include theories about his disappearance.
- Open a case file for Theodore Boone. Include notes about the locker theft, his slashed tire and any possible suspects.

## CHAPTERS 5-8

### Discussion Questions:

1. The school board prohibits Boy Scouts from wearing a full uniform to school. What is their reasoning? Do you agree?
2. Should Theo and Elsa have called the police on Mr. Treen? Do you think the situation was handled properly?
3. Theo wants to organize a Big Brothers Big Sisters program for his Eagle Scout project. If you could design a project, what would it be?
4. What unfortunate events led to Theo being considered a suspect in the Big Mac Systems robbery?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activity:

Write a persuasive speech to present to the Strattenburg school board that argues for the Boy Scouts' and other student organizations' right to wear uniforms.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; CCSS.ELA-LITERACY.W.4.4**

## CHAPTERS 9-12

### Discussion Questions:

1. When Mrs. Boone learns about Theo's slashed tires and the locker theft, she is irritated and shocked. Should Theo have told her sooner? Why or why not?
2. What is the difference between a felony and a misdemeanor?
3. The sheriff explains four findings related to Peter Duffy's disappearance. Based on this information, make a prediction about where he may be.
4. Why do the Boones believe the plot against Theo is an "inside job"?





5. In Chapter 11, Theo describes a dream to his mother. Why does the author include this dream in the story? How does it help us understand Theo's character better?
6. In Chapter 11, Theo gets into a fight at school. Do you think Theo should have joined the fight or resisted? What other options did he have?
7. When the principal questions the boys about the fight, they stick together instead of pointing fingers. How does this strategy work for them?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- Add notes to Theo's case file based on the information the detectives have collected. Include a list of possible suspects.
- A photo sent from an anonymous email account shows Theo in front of the Strattenburg Police Station, and the caption claims he has been arrested. Illustrate this photo using the description in the text.

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5**

## CHAPTERS 13-16

### Discussion Questions:

1. What lesson did Theo learn after getting into a fight at school?
2. At the end of Chapter 13, what damaging evidence do the police find? How can it be explained?
3. Summarize the Animal Court case. What purpose does this case serve the rest of the book? In other words, why did the author include it as part of the story?
4. Do you agree with the judge's decision in Animal Court? Explain.
5. Who does Ike suspect is framing Theo and why?
6. Ike has unconventional methods for solving mysteries. Do think he is resourceful or unethical? Explain using text evidence to support your thinking.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**



### Activities:

- **Animal Court:** Use the text descriptions to reenact the trial at Animal Court in the form of a reader's theater.
- Based on new information revealed in these chapters, add notes and suspects to the Theodore Boone case file.

## CHAPTERS 17-20

### Discussion Questions:

1. Theo is wrestling with the concepts of right and wrong as he decides whether or not to "borrow" a password from his parent's law firm computers. He questions, "Could doing something wrong lead to the right result?" What is your conclusion to this question? Do you believe he should "borrow" the password?
2. What important information does Griff share with Theo that could lead to the real thief?
3. Who is the Major and how does he offer to help Theo?
4. Based on the evidence you've collected in your case file, put yourself in the detectives' shoes. Are they justified in suspecting Theo as the burglar?
5. Who are the Finn brothers? What is Ike's plan for catching Jessie Finn red-handed? What could go wrong with his idea?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- Continue adding notes to Theo's case file.
- Theo and detectives are gathering clues in order to find the burglar of Big Mac Systems. Simulate this experience for students by visiting <http://www.edteck.com/rigor/lessons/detective/clues2.pdf>. Students can practice discussion skills by trying to solve a bank robbery mystery based on clues provided by the teacher.

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**



## CHAPTERS 20-25

### Discussion Questions:

1. Who does Theo enlist to help him carry out Ike's plan?
2. When Theo finally discovers that Jessie Finn is the person who has been framing him, why doesn't he tell the police?
3. What motives do the Finn brothers have for framing Theo and burglarizing Big Mac Systems?
4. How do Jonah and Jessie finally get caught? Where were all the stolen items hidden?
5. Were Jonah and Jessie justified in what they did? What is a fair punishment?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- Write a journal entry from the perspective of Jessie or Jonah Finn. Explain how you are feeling about committing the theft and framing Theodore Boone. What do you hope for your future?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3**

- Include the remaining information surrounding Theo's case in the file. Include a case summary and conclusion. Stamp the file as: Case Closed.



# BOOK 4: THE ACTIVIST



## PRE-READING DISCUSSION:

In this fourth novel of the series, Theodore Boone once again finds himself a key player in the latest mystery in Strattenburg. This time it is centered on a political debate that is muddled by corruption involving some of Strattenburg's most powerful leaders. Theodore Boone once again takes big risks to stand up for what is right.

Create a class glossary of important terms and concepts: i.e. activist, eminent domain, property taxes, bypass, pork scam, corruption.

Character list: There are many new characters in *The Activist*. In order to help students identify these characters as they read, create an illustrated character profile wall in the classroom as a reference. Add an illustration and caption about each new character as they appear in the story.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3**

## CHAPTERS 1-4

### Discussion Questions:

1. Book 4 opens with Theo's rebuttal in a mock trial case. What arguments help Theo win the debate?
2. Why has Theo's music class been cut?
3. What are property taxes and how are they used? Add it to the class glossary.
4. On page 36, Theo acknowledges that his father tends to be more conservative and his mother is more liberal. What does this mean? Add these terms to the class glossary.
5. Mr. and Mrs. Boone have differing opinions about the bypass. Based on their debate, whom do you side with and why?
6. What is an activist?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**





### Activities:

- **Mock Trial:** Make a case for saving music in schools.

**\*\*Correlates to Common Core State Standards Writing:** CCSS.ELA-LITERACY.W.4.1; CCSS.ELA-LITERACY.W.4.4

**\*\*Correlates to Common Core State Standards Speaking and Listening:** CCSS.ELA-LITERACY.SL.4.1

- Create a class chart that lists the pros and cons of the bypass project.

## CHAPTERS 5-8

### Discussion Questions:

1. What is eminent domain? Add it to the class glossary. How does eminent domain affect Hardie and his family?
2. What is the “pork scam”? Add it to the class glossary. Do you believe the bypass is a pork scam? Why or why not?
3. What is the process for approving the bypass in Strattenburg?
4. Why is being a Boy Scout so important to Theo? Based on the description in Chapter 7, what does Theo enjoy about his camping experience?
5. What does the Major suggest the boys do about the bypass? Should he have done more to help?
6. Theo and his friends get into trouble with a Copperhead snake. Have you ever been tempted to do something even though you knew it was dangerous?

**\*\*Correlates to Common Core State Standards Reading Literature:** CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

**\*\*Correlates to Common Core State Standards Speaking and Listening:** CCSS.ELA-LITERACY.SL.4.1

### Activities:

- Sketch a map of the bypass in the town of Strattenburg based on the descriptions in the text.

**\*\*Correlates to Common Core State Standards Speaking and Listening:** CCSS.ELA-LITERACY.SL.4.5

- Research Copperhead snakes. Write a nonfiction article that includes facts about Copperhead snakes.

**\*\*Correlates to Common Core State Standards Writing:** CCSS.ELA-LITERACY.W.4.2



## CHAPTERS 9-12

### Discussion Questions:

1. Is Theo's suspension a fair punishment? If not, what consequence should he face, if any?
2. On page 100, Mrs. Boone says, "Life is not fair, and you can't quit every time something unfair happens to you." Explain a time when you persevered even when the situation was unfair.
3. Despite the suspension, what actions does Theo take to demonstrate he has great respect for the Major?
4. Why is the governor supporting the bypass?
5. What are developers and why are they in support of the bypass?
6. Who is Joe Ford and why is he a controversial character?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activity:

Rewrite the scene with Percy and the Copperhead snake so that there is a different outcome. In your version, do the boys avoid danger?

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

## CHAPTERS 13-16

### Discussion Questions:

1. What is trespassing? Add it to the class glossary. Who is trespassing on Hardie's property and why?
2. What terrible thing has happened to Judge in Chapter 13?
3. Why do the Boones agree to let Theo stay with Judge at the vet? Do you agree with their decision? Why or why not?
4. On page 156, Theo recounts his father's view of living in a small town, "... it can be irritating because everyone knows your business, but at the same time it can be easier and safer because you know the right people." Do you agree with this view? Could this also be true in a bigger town or city?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.4**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**



## Activity:

**Author's Craft Activity:** John Grisham concludes Chapter 16 with a short, powerful sentence. Look back through this story and find other examples of short, impactful sentences. Share these examples aloud in a round robin manner.

**\*\*Correlates to Common Core State Standards Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.4.5**

## CHAPTERS 17-29

### Discussion Questions:

1. What is perjury? Add it to the class glossary.
2. What dilemma is Mr. Gordon facing when he takes the stand in his case against Theo, Hardie and Judge?
3. What is Judge Yeck's decision in Judge's case? Do you agree with him? Why or why not?
4. When interviewed about Judge's trial and the bypass, Theo calls all people involved "thugs." Why do his parents warn him about using this term?
5. Mrs. Boone explains to Theo, "a lawyer is not supposed to judge his or her client. We are supposed to help them." Do you believe this is possible? In what instances might this be difficult?
6. Why does Joe Ford fire Theo's father as his attorney? Is Theo to blame?
7. What two problems does the bypass present for Jackson Elementary School? What are Theo's reasons for getting involved in stopping the bypass?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3; CCSS.ELA-LITERACY.RL.4.4**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- **News Report:** Write a news article reporting on Judge's case. Include information about the assault, as well as the trial.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7**

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.4**

- Think of a cause for which you could become an activist. Why is this cause important to you? List three ways you can help support your cause.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; S.ELA-LITERACY.W.4.4**



## CHAPTERS 20-25

### Discussion Questions:

1. How do Theo and Hardie plan to get the families of Jackson Elementary School involved with their campaign against the bypass?
2. Why does Theo lie to Norris Flay about knowing Joe Ford?
3. Why does Theo believe the owners of the cars at the soccer complex would be strong opponents to the bypass? Who does Theo recruit at the soccer complex to help spread the word about the potential hazards of the bypass?
4. What document does Theo find in Joe Ford's legal file? What does it reveal about his involvement with the bypass?
5. Why does Hardie order yellow surgical masks for the debate?
6. What are Theo and his friends doing at the soccer field and the playground?
7. How does Norris Flay's article prove that the video was effective?
8. Do you think Theo should mail his letter to Joe Ford? What are the risks?
9. Before reading Chapter 28, make a prediction. Will the bypass pass?
10. What is abstention? Add it to the class glossary. Why do you think Mr. Klasko abstains from voting?
11. Are you satisfied with the end of the story? Why or why not?

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3**

**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1**

### Activities:

- **Reader's Theater:** Act out the mock trial debate that Hardie and Theo host to spread the word about the potential hazards of the bypass.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7**

- Illustrate a story map that includes the three scenes from Theo, Chase and Hardie's video.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7**

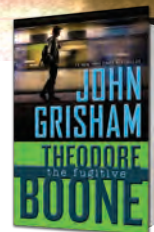
**\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5**

- Before reading Chapter 28, write a speech for Theo to address the commissioners before their vote. Include reasons that are supported with details and examples.

**\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.1; S.ELA-LITERACY.W.4**



# BOOK 5: THE FUGITIVE



## PRE-READING DISCUSSION:

In John Grisham's fifth novel, Theodore Boone finds himself once again in the middle of a Strattenburg scandal. In his previous adventures, Theo's quick wit, strong conscience, and knowledge of the law led to the safe return of a missing friend, the true identity of computer store thief and the rejection of a town bypass plan. However, there is still one mystery that hasn't been solved. Will Theo be able to find out the truth once and for all?

## CHAPTERS 1-3

### Discussion Questions:

1. What is a fugitive? Based on what you've read in the first books in the series, who might be the fugitive in this story?
2. Theo and his class are taking a field trip to Washington, D.C. Why is Washington, D.C. hard for the kids to absorb at first?
3. What is Ford's Theater and how is it significant to American history? Who is John Wilkes Booth?
4. Why doesn't Theo think he could live in a big city when he grows up? Do you agree or disagree with his reasoning?
5. Who does Theo spot on the Metro and how has this person disguised his appearance?
6. Do you think Theo has made the right decision to stay on the train to follow the fugitive? What are possible consequences of his choice?
7. What evidence does Theo collect so that he can prove he has seen the fugitive?
8. Who does Theo contact about his discovery? Why do you think he chose this person?
9. What do the children learn from the two lectures they hear at the Lincoln Memorial?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:



PenguinClassroom.com



@PenguinClass



PenguinClassroom



- Take students on a virtual tour of Ford's Theater.

<http://www.fords.org/sites/default/files/virtualTour/index.html>

**\*\*Correlates to Common Core State Standards Reading Informational Text: CCSS.ELA-LITERACY.RI.4.3**

- Washington, D.C. Landmark Challenge!
  - » Provide each student with a PDF of <http://www.nps.gov/nama/planyourvisit/upload/NAMAWayfindingMap.jpg>
  - » Spend time as a class discussing important landmarks on this map and specifically highlight the places that Theo and his class visit on their trip to Washington, D.C. In a follow-up lesson, provide small groups of students with the same map, but this time white out the labels. Challenge groups to locate and label as many monuments as possible. Groups will earn a point for each landmark they have correctly identified.

- **Accommodation:** Provide students with a list of monuments to locate.

**\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RI.4.7**

## CHAPTERS 4-7

### Discussion Questions:

1. Describe the Smithsonian. Invite students who have visited any of the museums to share their experiences.
2. Why does Ike believe that Peter Duffy is hiding in Washington, D.C.?
3. What is FuzziFace technology and how does Ike plan to use it?
4. Why is Theo nervous about being associated with locating Peter Duffy?
5. List important facts about the Washington Monument?
6. On page 43, Mrs. Boone asks, "Are you suggesting there might be a mole inside our police department?" What does she mean by mole? Use context clues to help you.
7. What is Ike's plan for reporting Peter Duffy's whereabouts? Why does he suggest this plan?
8. What does the FBI do with Theo's video?
9. What do Theo and Ike stand to gain from their discovery?
10. Why is Theo devastated at the end of Chapter 6?



11. Why does the FBI set up an urgent meeting with the Boone family? Why do they believe Theo and Ike can help the investigation?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3;

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- **Smithsonian Brochure:** Organize students into pairs or small groups. Assign each group a Smithsonian museum to research. Using the information provided at <http://washington.org/smithsonian-museums-dc>, instruct each group to design a brochure that highlights the exhibits, fun facts, and special activities featured at the museum.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.7

\*\*Correlates to Common Core State Standards Informational Text: CCSS.ELA-LITERACY.RI.4.3

- **FBI:** Provide students with an overview of a day in the life of an FBI agent by visiting <http://www.fbi.gov/fun-games/kids/kids-day>.

Visit <http://www.fbi.gov/fun-games/kids/kids-games> to play Special Agent Under Cover.

\*\*Correlates to Common Core State Standards Informational Text: CCSS.ELA-LITERACY.RI.4.3

## CHAPTERS 8-11

### Discussion Questions:

1. Summarize the FBI's plan for catching Peter Duffy.
2. What does Theo wear to go undercover? How will he and Ike communicate when they are undercover?
3. Theo seems to think riding the Metro in search of Peter Duffy is a waste of time. Do you agree with him? Why or why not?
4. Where does Theo finally spot Peter Duffy?
5. What steps do the FBI agents take that lead to Peter Duffy's arrest?
6. Why does Theo pay a visit to Julio in Chapter 10? Who is he trying to contact and why?
7. What is "extradition" and how does it relate to the Peter Duffy case?
8. What is a "bond/bail" and how does it relate to the Peter Duffy Case?
9. Why does Theo feel guilty in Chapter 11? Do you think he should feel this way? Why or why not?



10. Discuss Bobby's predicament.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- **D.C. Metro Map:** In order to give students a concrete reference for the undercover D.C. Metro search for Peter Duffy, provide students with an enlarged map of the D.C. Metro system: <http://wamu.org/sites/wamu.org/files/images/attach/metromap-silverline.png>. Using text evidence, ask students to find and highlight Peter Duffy's train route.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RI.4.7

- **Newspaper Article:** Ask students to write a news report about the capture of Peter Duffy. The article should include where, when, and how he was found, in addition to who was involved.

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.3

## CHAPTERS 12-16

### Discussion Questions:

1. What is Theo's brilliant idea in Chapter 12?
2. What can the prosecution do to protect the identity of Bobby Escobar? Why is Theo worried about him?
3. Omar is suspicious of Theo and plans to follow him around town. Predict what might happen next.
4. Why are Mr. Tweel's goats called fainting goats?
5. Do you think the Lambert brothers should be punished for making the goats faint? Why or why not?
6. What arguments does Theo make in Animal Court to support his clients' position? Do you think the compromise was fair?
7. How does Theo convince his parents to let him skip school and attend the trial?
8. Summarize the prosecution's opening statement. What important piece of information does Jack Hogan reveal?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1



## Activity:

**Fainting Goats:** The Animal Court case in this book is about fainting goats. Show students a clip of the goats on YouTube: [https://www.youtube.com/watch?v=we9\\_CdNPuJg](https://www.youtube.com/watch?v=we9_CdNPuJg).

Ask students to research fainting goats and write a short nonfiction article along with an illustration.

\*\*Correlates to Common Core State Standards Informational Text: CCSS.ELA-LITERACY.RI.4.3

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.3

## CHAPTERS 17-21

### Discussion Questions:

1. When did Judge Gantry reveal the identity of Bobby Escobar to the defense and why?
2. Describe Bobby's feelings about the case. What regrets does he have? Why is he worried?
3. Based on Clifford Nance's opening statement, what strategy is the defense using in the case against Peter Duffy?
4. What holes does Clifford Nance poke in Detective Krone's testimony?
5. What important information does Omar Cheepe gain from spying on Theo's office? How does Paco use this information to threaten Bobby?
6. What will happen if Bobby Escobar doesn't testify against Peter Duffy?
7. What does Theo do to try to convince Bobby to testify?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- Meet young immigrants by visiting [http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm).

Allow time for students to reflect on the difficulties that immigrant children face. Where appropriate, give students an opportunity to share their family's immigration history.

\*\*Correlates to Common Core State Standards Informational Text: CCSS.ELA-LITERACY.RI.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

- Based on text evidence, ask students to create a map of the crime scene.

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.5



## CHAPTERS 22-26

### Discussion Questions:

1. Look up the word “sarcasm.” Find an example of sarcasm in Chapter 22.
2. Why can’t Bobby’s recorded testimony be read to the jury to prevent a mistrial?
3. Who are Will and Clark and what impact could they have on the outcome of the trial?
4. During this trial, Theo has wrestled back and forth with the idea of becoming a judge. What events have left him so torn, and how does he feel at the end of the trial?
5. Are you satisfied with the outcome of the trial? Why or why not?
6. Do you think the reward money was divided fairly?
7. How does the ending of this story leave you, the reader, feeling?

\*\*Correlates to Common Core State Standards Reading Literature: CCSS.ELA-LITERACY.RL.4.1; CCSS.ELA-LITERACY.RL.4.3

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

### Activities:

- **Class Debate:** Ask students to take a stand. Should Peter Duffy be offered a plea bargain or face the death penalty? Give each side an opportunity to make an argument and then plan and deliver a rebuttal.

\*\*Correlates to Common Core State Standards Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1

- What if Bobby Escobar never returned to testify? Rewrite the ending of the story. What happens to Peter Duffy and Theo in this new conclusion?
- Considering the threat at the end of this story, write the first chapter in the next Theodore Boone mystery.

\*\*Correlates to Common Core State Standards Writing: CCSS.ELA-LITERACY.W.4.3; CCSS.ELA-LITERACY.W.4.4





## CULMINATING SERIES ACTIVITIES

### Theodore Boone Class Mural:

Using an oversized length of butcher paper, create a class mural depicting important scenes from the four Theodore Boone books. Include quotes, illustrations and characters.

### Book Review:

Students can visit <http://teacher.scholastic.com/activities/swyar/write.asp> to create a book review for any or all of the books in this series.

### Book Box:

Students choose their favorite book from the series and create a book box.

- » Ask students to bring in a cereal or cracker box from home.
- » Students write a summary of events to attach to the back of the box.
- » On the front of the box, students create a new cover for the book, including the title, author, an illustration, and some acclaim for the story.
- » On one side of the box, students write an opinion statement to attach, either recommending or not recommending the story, providing reasons for their opinion.
- » On the other side of the box, students draw an illustration of their favorite scene from the book.

### Journal Entry and Bar Graph:

Which book did you find most captivating? Explain why this book was your favorite. Create a bar graph based on students' answers to this journal entry, which illustrates which book students enjoyed reading most.





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