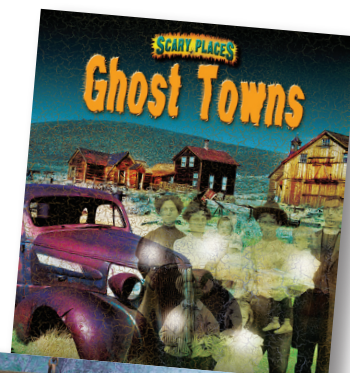
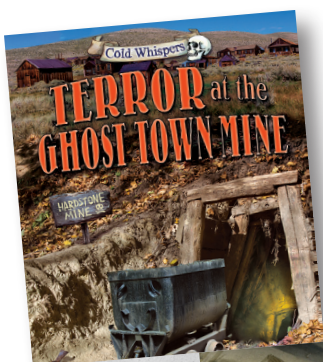


Terror at the Ghost Town Mine COMBO



Teacher's Guide



Cold Whispers:
Terror at the Ghost Town Mine



Scary Places:
Ghost Towns

Fiction and Nonfiction

Use this Teacher's Guide to help students learn about fiction and nonfiction texts. The first section of the guide provides a basic overview of the genres, while the second section can be used as a lesson plan for comparing two individual titles about similar spooky topics.

CCSS Language Arts Standards

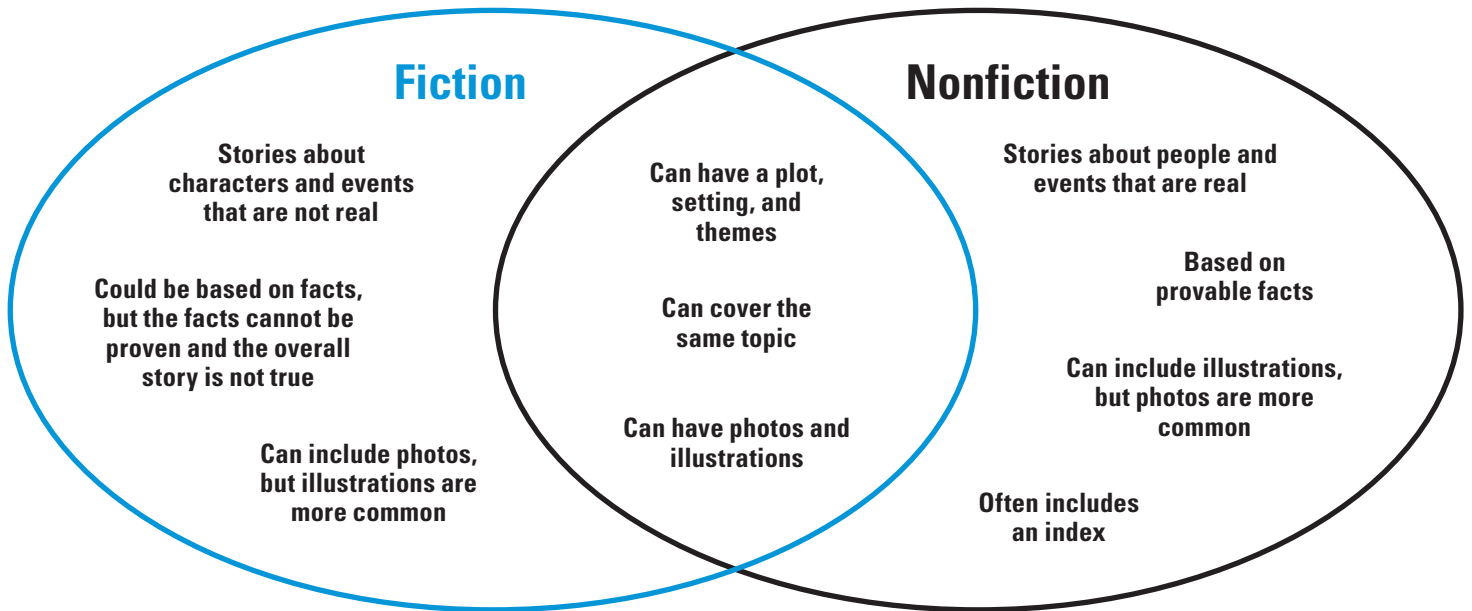
- RI3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Discuss Fiction and Nonfiction

Prompt students to describe the genres of fiction and nonfiction. Ask them to cite examples of each genre. For example, fiction includes short stories and novels, while nonfiction includes newspapers and textbooks.

Create a Chart or Diagram

Help students establish what the differences and similarities are between fiction and nonfiction by using a Venn diagram or a chart. Place fiction attributes on one side of the chart and nonfiction attributes on the other side, with a space in the middle for shared attributes.



Define Important Terms and Concepts

Assist students in defining the following literary terms and concepts in order to help compare fiction and nonfiction texts.

- **Character** (a person portrayed in a novel, short story, or play)
- **Characterization** (the way the author describes a character)
- **Chronological order** (the order in which events actually happened)
- **Facts** (information that can be proven true)
- **Mood** (the way the reader feels when reading a text)
- **Plot** (sequence of events in a story where each event causes the next event to happen)
- **Setting** (where a story takes place)
- **Theme** (the main idea of a story)

As students further explore works of fiction and nonfiction, they can apply the terms and concepts they have learned to individual books and add new words to this list.

Remind Students

Fiction

Explain that some works of fiction can be based on fact. For example, a historical novel may use factual details about a particular time to create a realistic setting. Also, fiction can sound like the truth, even though the author has invented the information in the book.

Nonfiction

A nonfiction story, such as a ghost story, can include elements of fiction. For example, many visitors to the White House have claimed they saw the ghost of President Abraham Lincoln. While it's true that Lincoln lived at the White House and the visitors are real people who are certain about what they saw, there is no concrete evidence to suggest that the ghost actually exists.

A Closer Look

Cold Whispers: *Terror at the Ghost Town Mine* and Scary Places: *Ghost Towns*

Objective: To have students compare fiction and nonfiction texts about mining towns in the American West

1. Read

Have students read the Cold Whispers title, *Terror at the Ghost Town Mine*. Then ask them to read the Scary Places title, *Ghost Towns*—especially “The Gold Rush Ghost” (pages 6–7) and “A Spooky Sheriff” (pages 10–11). Ask students to take notes about the setting, characters, and any important themes as they read.

- Which of the stories is fiction? Which is nonfiction? How can you tell? Ask students what clues helped them figure out what genre each book falls into.

2. Discuss the Gold Rush

Use the questions below to begin a class discussion. Ask students to use examples from the texts to help them answer the questions and contribute to the discussion.

- Why did so many people move to the western part of the United States in the mid-1800s? What were they hoping to find?
(On pages 4–5 of *Terror at the Ghost Town Mine* and page 6 of “The Gold Rush Ghost” in *Ghost Towns*, the concept of the Gold Rush is introduced. Explain that the Gold Rush was a period of time when many people moved west to look for gold and get rich.)

- The town of Hardstone in *Terror at the Ghost Town Mine* is fictional, yet it is based on real gold-mining towns, such as Bodie, California, and Bannack, Montana, mentioned in *Ghost Towns*. What do these three towns—Hardstone, Bodie, and Bannack—have in common?
- In the mid-1800s, gold mining towns were often called boomtowns. Why do you think this is? By the early to mid-1900s, however, many of the towns were deserted and became known as ghost towns. What caused this change?

(This question should reinforce the concept that the population of western mining towns was usually tied to the amount of gold found in the mines.)

3. Challenge Students: More Than Miners

Many of the people who lived in boomtowns were miners in search of gold. However, other people also lived in the towns at this time. Who were they? What did they do? How were their lives impacted by the gold rush?

In small groups, ask students to use the Internet or library books to research the lesser-known inhabitants of Gold Rush towns. Use the texts as a starting point. For example, in *Ghost Towns*, “The Gold Rush Ghost” mentions Chinese immigrants; “A Spooky Sheriff” discusses law enforcement; and *Terror at the Ghost Town Mine* mentions a general store and a saloon, where workers would have been employed. How did these individuals influence boomtowns?

Categories:

- Immigrants
- Shopkeepers
- Law Enforcement

4. Extend Knowledge: Gear Up!

During the Gold Rush, miners needed special clothes and tools. Have students write down a “Gold Mining Supplies List.” Then have them create a drawing to go with each item on the list. Use the pictures in *Terror at the Ghost Town Mine* as a guide. (And if anyone in the class is wearing denim jeans, they already have one part of a gold miner’s outfit!)

