

# **MOXIE AND THE ART OF RULE BREAKING (Dial, 2013)**

**Erin Dionne**

## **Classroom Writing Activities**

**(designed by educator Cindy Faughnan)**

### **First Lines**

First lines often make excellent prompts.

Before beginning the book *Moxie and the Art of Rule Breaking*, have students write to this prompt:

You know that line about being “saved by the bell”? Well, it's a lie.

Display the line to the students or have them write it at the top of their page. Give them 7 minutes to write a story that begins with that line. Let them read their stories to the class or to a small group. Students will be surprised by how different each of their stories will be and how different the book which starts with the same line will be.

### **Mine Chapters**

After reading the book or a good portion of the book, use this activity to review the story and create a piece of writing.

Plan ahead and divide the book into equal parts for the number of students involved. Use either number of pages or chapters. Moxie has 45 chapters plus an epilogue.

Assign each student a section. For example with 20 students I might assign each student 2 chapters and a few students a third based on either ability or some short chapters.

Give students 5 – 10 minutes to skim through their section and pick out one line that they think is important to their section. Have them copy this line onto a large sheet of paper with marker. Make sure they include the page number.

Hang the papers around the room in order. Read through each one and point out how reading these in order reminds readers of the entire story.

Have students choose one of the quotations (it doesn't have to be the one they found) and write a two- paragraph paper about it. The first paragraph should explain what is going on in the story and the second paragraph should show why it is important to the book and to the student.

### **Picture Prompts**

Download the images of the stolen art. Choose one of the pictures and write the story of that picture. Choose any character in the picture or the artist or someone looking on.

Here's the link to the images from the Gardner Museum. You can search and find larger images of individual pieces.

[http://www.gardnermuseum.org/resources/theft/images\\_of\\_stolen\\_works](http://www.gardnermuseum.org/resources/theft/images_of_stolen_works)

### **News Report**

Take a look at two reports about the art heist:

<http://newsfeed.time.com/2012/05/15/after-20-years-a-break-in-a-famous-art-heist/>

<http://stolenvermeer.blogspot.com/>

What might have been in the newspapers after this story took place? Write a news report or blog detailing the information presented in the book. Remember to include who, what, when, where, and why.

### **Write a Story**

In her author's note, Erin Dionne talks about taking the events of a real crime and creating a pair of teens who could solve the crime.

Look in recent editions of newspapers for a real crime. Then create teen characters who can solve this crime and write their story.

### **Readers' Theater**

Choose a scene that has dialogue and create a play. Try to incorporate narration into the dialogue as much as possible, but feel free to add a narrator. Practice reading the scene and present it.

### **Make a Map**

Ollie makes lots of maps—ones for things he hides around the school and ones for geocaching. Imagine you want to hide a geocache or hide an art treasure. Create a map and a set of clues. Think about Ollie's comment to notice things that are right in front of you in choosing your hiding place.

Try geocaching yourself. Look at the map of your area on [geocaching.com](http://geocaching.com) and try finding a local geocache. Describe your experience.