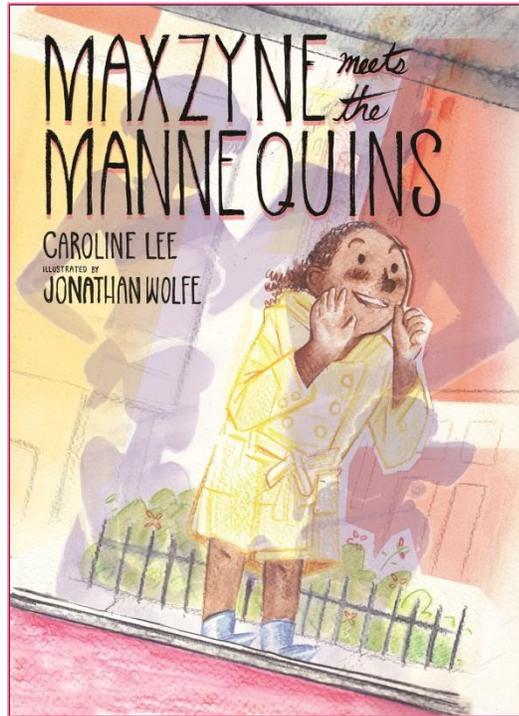


A Core Curriculum State Standards Aligned Discussion & Activity Guide for



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Discussion Questions

Immediately, Mother's nose begins to twitch. Her lips purse tightly in annoyance. She grabs her daughter by the coat collar and begins to back away. But before Mother can get far enough, the homeless woman pulls a small painting from her bag. She pushes it into Maxzyne's hand. Mother strides off, dragging her daughter along.

- Tell what the word 'annoyance' means to you?
- Tell why Mother might be annoyed by the homeless woman.
- What does the action of pulling Maxzyne away from the woman say about Mother's character?
- Explain why the homeless woman gave Maxzyne the small painting. Tell why she specifically chose to give it to Maxzyne.
- Who is Maxzyne? What kind of a girl is she?



Maxzyne tucks the doll, tiny easel, painting board, and paintbrush in her tote. Then she makes a final sweep of the room. She scoops a delicate necklace from the dresser, dropping it into a pocket inside the bag. At the last minute, she adds the homeless woman's painting. She carefully rolls it into the bag next to her doll.

- Maxzyne is packing her tote in preparation to go on an adventure. Explain why she packed the following items:
 - The doll – what is the significance of Faith, the Modern Heroine doll? Why is it important to Maxzyne?
 - The art supplies – why are they important to Maxzyne?
 - The necklace – tell the story behind the necklace.
 - Explain why she handles the homeless woman's painting with such care.
- If you were about to go on an adventure, much like Maxzyne's, which of your belongings would you take with you and why?

"It would be a game if it wasn't so real!" Elise nervously smooths her blonde ponytail and adjusts the daisy headband. "But I do like being a model more than being a mannequin. Even more, I love being a real girl. You're so lucky, Maxzyne!"

- Tell why Maxzyne is lucky in Elise's eyes.



- Is Maxzyne lucky in your eyes? How so?
- Explain the difference of being a model as compared to being a mannequin.
- Explain the consequences if Maxzyne and Elise are not successful in their quest. Tell what is at stake for Maxzyne if she is not able to help the mannequin family.

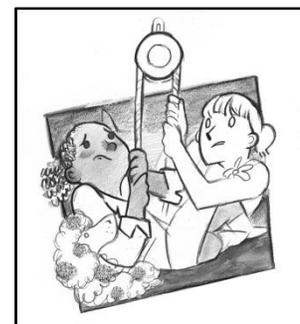
“Your goose is cooked, girls. Caught red-handed,” accuses a booming, male voice.

- Do you think that there were times when Maxzyne’s wild imagination caused her to lose focus regarding their quest? Explain your answer.
- Do you think that Maxzyne’s spontaneous love of fun and adventure served her well throughout the story? How so?
- Do you think that Maxzyne’s lively nature helped Elise in any way? If so, tell how and why.



Maxzyne’s heart pounds. Where are they going? This whole contraption, this so-called dumbwaiter, seems rickety and dangerous. But if she can focus on pulling as steadily as possible, maybe she can stay calm. Breathe.

- Elise is assuming the leadership role in this scene. Explain why.
- Explain why Maxzyne has trouble focusing.
- Describe the danger involved in using the dumbwaiter. Is their friendship worth the risk? How so?



Unable to stay silent, Maxzyne steps forward, waving her arms. “Hey! It’s wasn’t her fault, people! You can’t blame her. It was me!”

- Maxzyne’s nature is beginning to change. Tell how she is starting to assume responsibility for her actions.
- What events caused her to cease thinking of herself and to begin thinking of others?
- Describe Maxzyne’s relationship with Elise. Tell how it has changed over the course of the story.

Struggling for answers, she runs back to Aloin. His loose collar gives him a sloppy look that he would not want anyone to see. Gently, Maxzyne reaches to button it. But when her fingers touch his skin, she backs away in horror. She nearly topples him. Even as he wobbles, he still looks as though he's disappointed in her.



... Maxzyne runs to Elise. "Elise! How do I help Esmeralda and get you back again? Somebody? Tell me!"

- What does the act of gently buttoning Aloin's collar reveal about Maxzyne's changed character?
- Would the original Maxzyne even care or notice that Aloin desires to be dressed neatly at all times? How so?
- Tell why Aloin is disappointed in her.
- Explain how Maxzyne shares in the responsibility of the mannequins returning to their frozen state.
- Explain how Maxzyne is demonstrating compassion for Esmeralda.
- Tell of ways that her adventure with the mannequins has helped Maxzyne to develop a sense of compassion for others.

"You learned to share. Out here on the street, don't see so much sharing going on." Esmeralda rises, hands on hips, surveying the evening street. "Nope. Thing is, I didn't know I'd be needing people to share when I left home just a girl." She sits slowly down on the suitcase, her high forehead wrinkling as she remembers.



- Tell of ways that Maxzyne has learned to share throughout the course of the story.
- Explain why Esmeralda has chosen to share her story and artwork with Maxzyne. Could there be a special connection of some sort between the two? How so?
- Later in the story, Gigi mentions that she knows of Esmeralda's illnesses and also that Esmeralda has shared her artwork with her, as well. Could it be that there is a special quality within Gigi and Maxzyne that only Esmeralda is aware of? If so, explain what this special quality might be.
- Do you think Esmeralda was misunderstood as a child, much like Maxzyne is? Could it be their artistic nature that causes them to be misunderstood? How so?

“You know what, Elise?” Maxzyne smiles. She centers the clasp on the back of Elise’s neck. “I want you to have it. That way, you’ll always remember me, even if I’m not around to get us both into trouble.”



- Tell how the act of giving Elise the necklace shows Maxzyne’s growth as a character.
- Why was giving away Faith, the Modern Heroine doll important to Maxzyne?
- In what ways did Maxzyne learn about the true meaning of generosity and of friendship?
- Tell how her bravery was tested.
- Was Maxzyne’s loyalty tested in this story? How so?
- Explain how she came to better understand the values of kindness and compassion.
- How about you? As a result of reading this story, what have you learned regarding the acts of loyalty, bravery, generosity, and friendship?



Maxzyne's Chicago

Objective: To make a concrete, manipulative connection between the text and the physical location in which the story takes place.

Materials:

- Cardstock
- Scissors
- Maxzyne's Chicago – The Map (pg. 8)
- Map Labels (pg. 8)

Procedure:

- Print Maxzyne's Chicago – The Map, and Map Labels on cardstock.
- Using scissors, trim around the borders of the labels and the Map.
- After reading *Maxzyne and the Mannequins*, study the labeled locations on Maxzyne's Chicago – the Map. Recall the various scenes in which Maxzyne roamed around the city of Chicago in search of adventure.
- Using the Locations Key printed below the map as a guide, place the Map Labels in their correct numeric places.
- Check your work using the Locations Key as a reference.
- Attempt to place locations in the proper places without using the key as a guide. Check your work. How did you do?

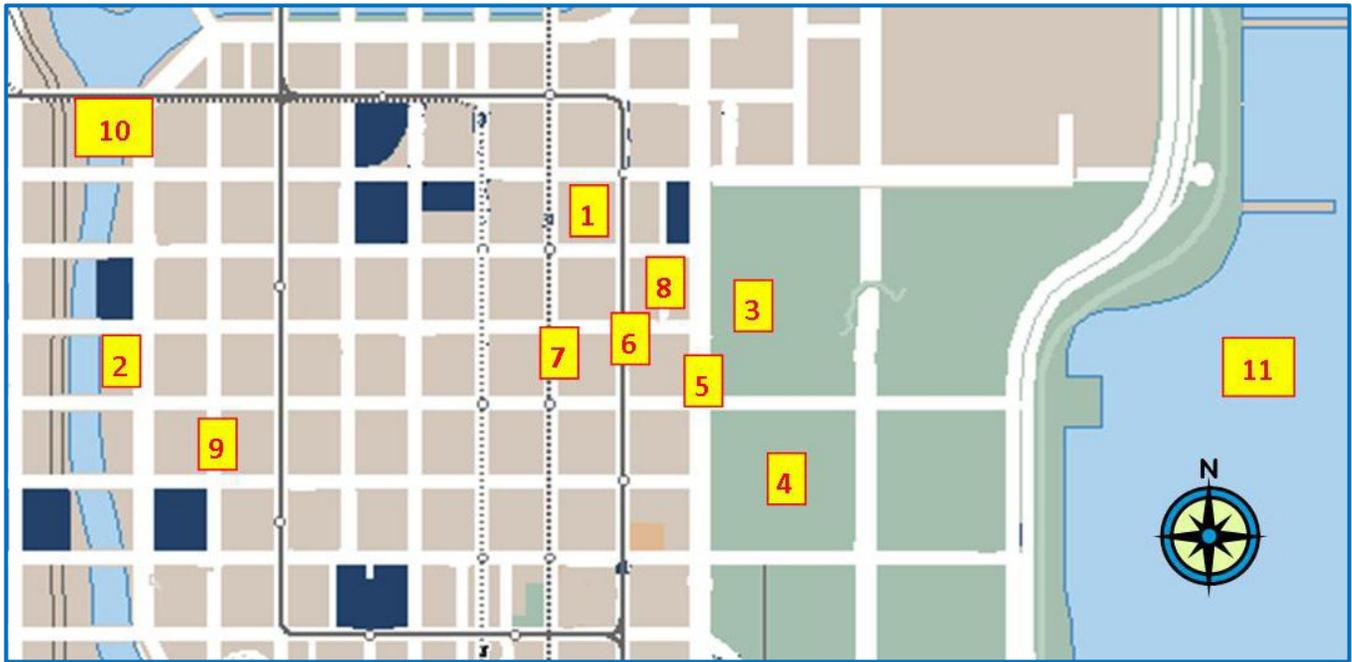
Writing Prompt:

Tell how the setting contributed to the story's plot. Consider the following topics:

- How does the history of the setting contribute to the story's plot?
- How does the location of Maxzyne's home contribute to the story's plot?
- Would it be possible for this story to be told in another setting? Why or why not?



Maxzyne's Chicago – The Map



Locations Key:

- 1 – Macy's
- 2 – The Mercantile
- 3 – Millennium Park
- 4 – The Art Institute
- 5 – Michigan Ave.
- 6 – Wabash
- 7 – State
- 8 – North Garland Ct.
- 9 – Randolph
- 10 – Chicago River
- 11 – Lake Michigan

Cut out these labels below. Place in the correct numeric spot on the map.

Macy's
The Mercantile
Millennium Park
Art Institute

Wabash
State
North Garland Ct.

Randolph St.
Michigan Ave.
Chicago River
Lake Michigan

Mannequin Impressions

Objective: To use descriptive details to draw inferences regarding characterization and purpose in story.

Materials:

- Pencil
- Graphic organizers found on pages 10 - 12
 - A Close Look at Elise
 - Consider the Head Case Display
 - Consider the Chromatones
- *Maxzyne Meets the Mannequins*

Procedure:

- Print out graphic organizers.
- Encourage students to look closely and consider the photos printed on each.
- Instruct students to answer the questions list on the graphic organizer by stating their personal impressions of the mannequins depicted in the photos.
- Instruct the students to choose one of the completed graphic organizers to either –
 - Write narrative from the mannequin(s)' point of view describing their role in *Maxzyne Meets the Mannequins*, or –
 - Write an informational essay describing their observations and telling how the mannequin(s) contributed to the overall theme of the story.



An example of what an historic window display might have looked like.

A Close Look at Elise



An example of what Elise might have looked like.

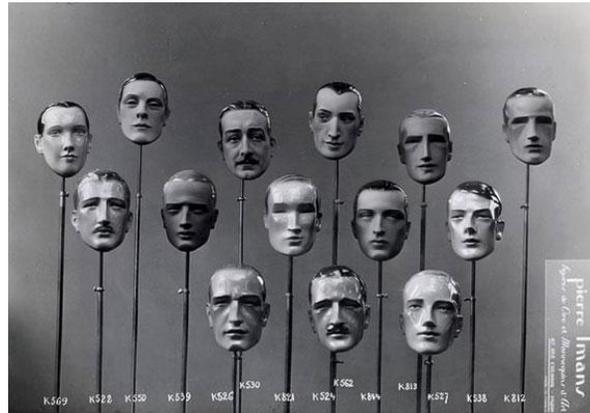
Describe what you see. Look closely and identify specific details such as size, shape, design, and other characteristics.

What is your impression of this photo? What do your observations suggest about the mannequin's purpose and function?

What does this mannequin suggest about people, places, or ways of life in the past?

How does this photo relate the overall theme of the story?

Consider the Head Case Display



An example of what the *Head Case* exhibit at the Art Institute might have looked like.

Describe what you see. Look closely and identify specific details such as size, shape, design, and other characteristics.

What is your impression of this photo? What do your observations suggest about the mannequins' purpose and function?

What does this display suggest about people, places, or ways of life in the past?

How does this photo relate the overall theme of the story?

Consider the Chromatones



An example of what the Chromatones might have looked like.

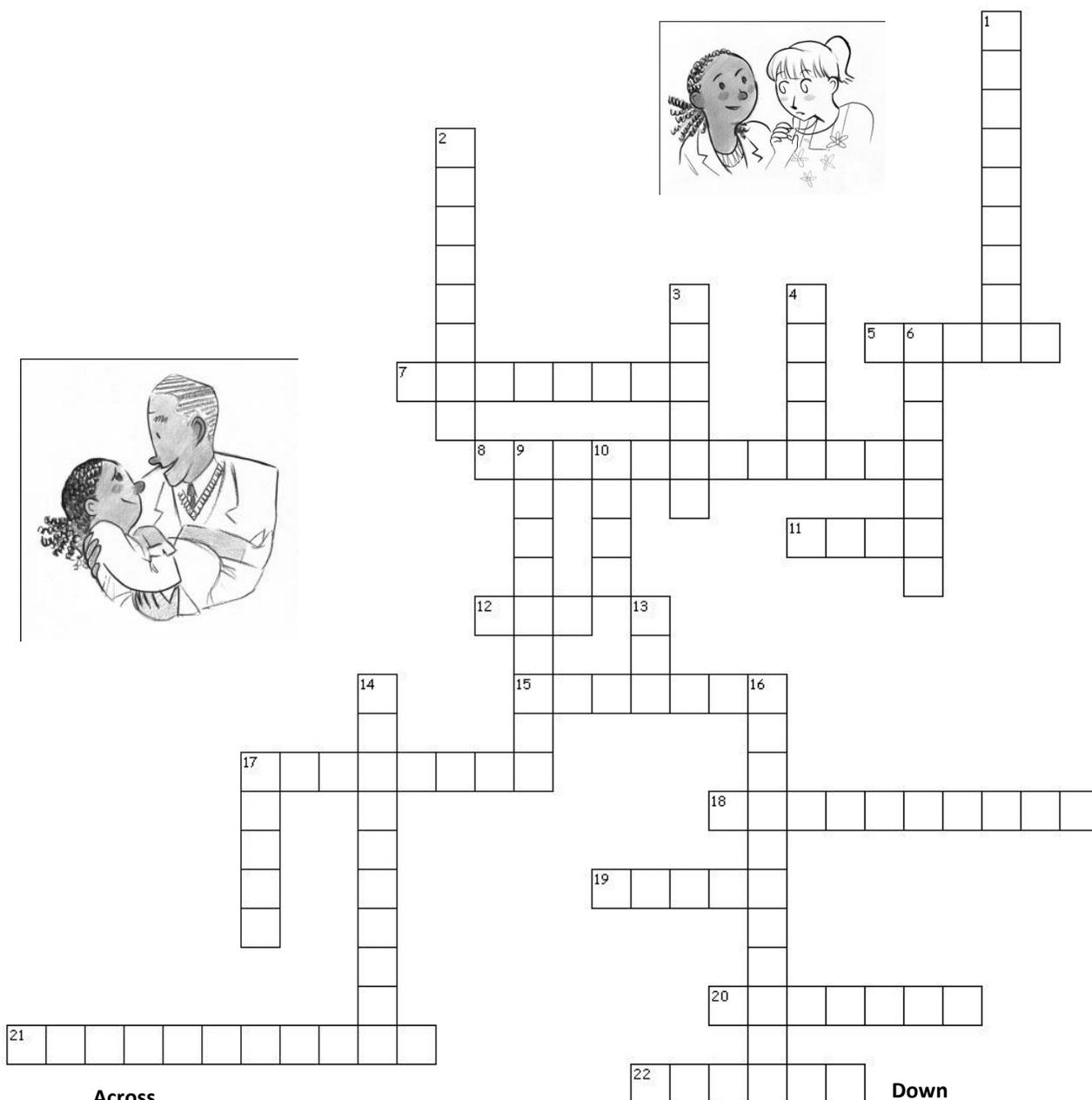
Describe what you see. Look closely and identify specific details such as size, shape, design, and other characteristics.

What is your impression of this photo? What do your observations suggest about the mannequins' purpose and function?

What do these mannequins suggest about people, places, or ways of life in the present?

How does this photo relate the overall theme of the story?

Sniglets & French Terms – A Crossword Puzzle



Across

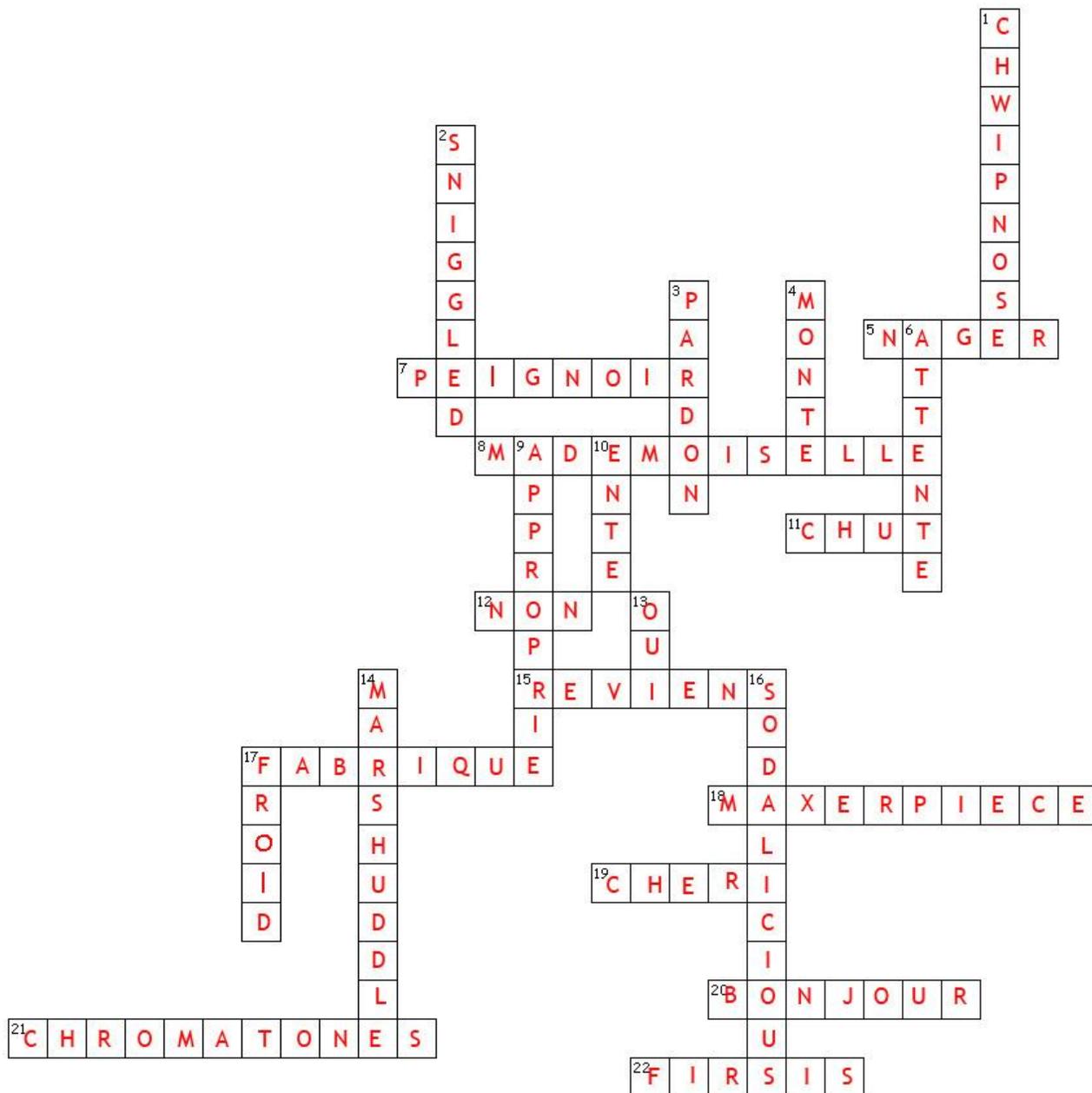
5. Swim
7. Robe
8. Miss
11. Quiet!
12. No
15. Come back!
17. Made
18. Masterpiece made by Maxzyne
19. Dear
20. Good day
21. Mannequins with no faces, no hair, no feelings
22. First sister-friend

Down

1. Cherry and whipped cream nose
2. Bad case of giggles
3. Pardon
4. Get in
6. Wait!
9. Appropriately
10. Come in
13. Yes
14. Puddle of marshmallows
16. So delicious
17. Cold



Sniglets and French Terms – A Crossword Puzzle Answer Guide



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Core Curriculum State Standards Alignment

English Language Arts Standards » Reading: Literature

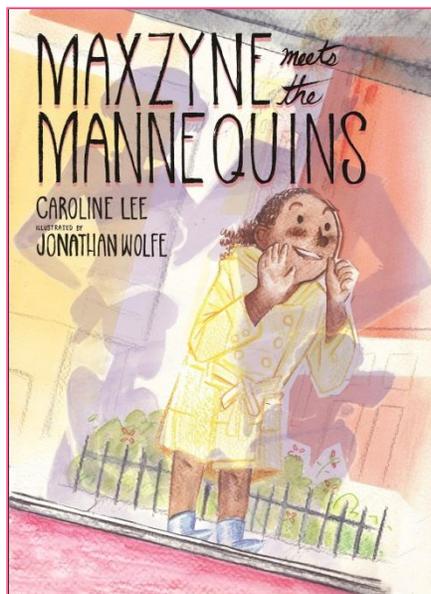
| | | Discussion Questions | Maxzyne's Chicago | Mannequin Impressions | Crossword Puzzle |
|--------|--|----------------------|-------------------|-----------------------|------------------|
| RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ✓ | | ✓ | |
| RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | ✓ | | ✓ | |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | | ✓ |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. | | | ✓ | |
| RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | ✓ | | |
| RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | ✓ | ✓ | ✓ | |
| RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | ✓ | ✓ | ✓ | |
| RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | ✓ | | |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | | | | ✓ |

English Language Arts Standards » Writing

| | | | | | |
|-------|--|--|---|---|--|
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | ✓ | ✓ | |
|-------|--|--|---|---|--|

| | | Discussion Questions | Maxzyne's Chicago | Mannequin Impressions | Crossword Puzzle |
|--------|---|----------------------|-------------------|-----------------------|------------------|
| W.3.2a | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | | ✓ | |
| W.3.2b | Develop the topic with facts, definitions, and details. | | | ✓ | |
| W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | ✓ | |
| W.3.3a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | | ✓ | |
| W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | ✓ | ✓ | |
| W.4.2b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | ✓ | |
| W.4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | ✓ | |
| W.4.3d | Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | ✓ | |
| W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | ✓ | ✓ | |
| W.5.2b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | ✓ | |
| W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | ✓ | |
| W.5.3d | Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | ✓ | |

Acknowledgements



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