



## *A Hitch at the Fairmont*

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### **A Common Core Standards Curriculum Resource for *A Hitch at the Fairmont***

This guide is designed to help educators meet the goals set out in the Common Core standards. It provides a framework for teachers and parents to assist students to read the complex text independently and proficiently, to become more aware of the historical context in which the story is set, and to choose study and discussion questions at an intentional depth of knowledge to spark critical and creative thinking. Applicable standards were selected for grades 4, 5, and 6. The standards are similar, but grade 6 wording is slightly different.

As students read *A Hitch at the Fairmont*, lessons and assignment can focus on:

- Prior Knowledge—Students learn the relevance of the events of the mid 1950s time period in which the story is set, how the environment of the city of San Francisco interacts with the story, and the impact of director Alfred Hitchcock on films.
- Vocabulary—Students learn vocabulary beyond everyday speech/words, how common words are used differently because of culture, regional language or time period of the story, and words specific to filmmaking, crime detection, and other fields.
- Chapter Questions—Students expand awareness of how the chapter headings and storyboards support the content, plot, characters, setting, and feelings of the characters.
- Pulling It All Together—Students follow themes, patterns, feelings, and the impact on themselves as readers.



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Learning Activity	Standard <i>(Standards for grades 4 – 6 are similar)</i>	Key Vocabulary	Media
Introduction			
<p>Have students read and look at the cover (front, inside jacket flaps, and back).            “What does this information tell you about what to expect as the story unfolds?”</p> <p>Show pictures of key San Francisco landmarks from the 1950s</p> <ul style="list-style-type: none"> <li>• Include Fairmont Hotel</li> <li>• Golden Gate Bridge</li> <li>• Coit Tower</li> <li>• Mission Dolores</li> <li>• Union Square</li> </ul> <p>Discuss with students:            “Imagine yourself being brought to SF for the first time during the mid-1950s.”</p> <ul style="list-style-type: none"> <li>• What would excite you?</li> <li>• What would concern you?</li> <li>• What might you expect could happen to you?</li> </ul>	<p><i>Integration of knowledge and ideas</i>            4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		<p>- Media resources are given as a Google search and then current URLs of good examples.            - Generally photos are from the San Francisco Public Library collection (search <a href="#">here</a>)            - movie clips are generally at movieclips.com, a site that allows you to trim clips to the part you want.            NOTE: Underlined text links to image. Text was shortened to fit format here. FULL urls are listed at end of document  <b>VIDEO CLIP</b> – Google “Vertigo Scottie follows Madeleine”  <a href="#">Vertigo Clip 1</a>            ( Shows Brocklebank Apartments, Fairmont Hotel, Mark Hopkins Hotel, &amp; Bay Bridge)</p> <p><b>PHOTOS</b> – Google each heading below:            Golden Gate Bridge  <a href="#">Golden Gate Bridge</a>            Mission Dolores  <a href="#">Mission Dolores</a>            Fairmont Hotel  <a href="#">Fairmont Hotel 1</a>  <a href="#">Fairmont Hotel 2</a>  <a href="#">Fairmont Hotel 3</a>            Coit Tower  <a href="#">Coit Tower</a>            Union Square  <a href="#">Union Square</a></p>
Read Chapters 1 – 4 ( <i>note the summaries in the Index</i> )			
<p><i>Chapter 1 (Young and Innocent)</i>            Discuss with class:            “Have you ever lost a close relative?”            How did you feel?</p>	<p><i>Key Ideas and Details</i>            4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when</p>	<p><u>Chap 1</u>            headshot            chafed            condolences</p>	



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<p>Students discuss in small groups:            “What does the story say about how Jack felt about his loss? Find the dialogue and narrative that let you know how he felt.”            “How are you and your group members alike and different? How are Jack and his friend Schultzie alike and different?”            Discuss with class:            “When Jack was caving with Mr. Schultz, he described his feeling in the cave to his feelings now using the phrase ‘bottomless pit.’ The ‘bottomless pit’ is a metaphor for Jack’s feelings. What were Jack’s feelings?”            “Locate some other dialogue and narrative where figurative language is used.”</p> <p><i>Chapter 2 (Spellbound)</i>            Discuss with class:            “Before reading this chapter, look at the illustrations at the beginning of the chapter. What story does it tell?”            “Look back at the illustrations at the beginning of Chapter 1. Having already read that chapter, what meaning do the illustrations convey?”            “What do you call illustrations like these?”</p> <p><i>Chapter 3 (The Lodger)</i>            Students discuss in small groups:</p>	<p>drawing inferences from the text.            4, 5, &amp; 6.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.            4, 5, &amp; 6.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  <i>Craft and Structure</i>            4, 5, &amp; 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>spelunking            transcribe            acrid            formaldehyde            casserole</p> <p><u>Chap 2</u>            boardinghouse            careened            hypnotist            mermen            mermaid</p> <p><u>Chap 3</u>            UN Charter            artifact</p>	



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<p>“Jack sees a lot of people when he gets to the hotel. What are some of their names? What do they look like to Jack? Find dialogue and narrative that names and describes these characters.”</p> <p>“How did Jack and his friend Schultzie plan to keep in touch with each other? How do you keep in touch with your friends when there is some distance between you?”</p> <p>“In the room, Aunt Edith and Jack turn on the TV. What did you notice about their TV? How is it different from today? What did they watch?”</p> <p>“Jack expresses his feelings in a number of ways. Find and identify some of these ways. What are Jack’s feelings now? Have you had an experience where you felt lonely and alone?”</p> <p><i>Chapter 4 (The Lady Vanishes)</i> Students do research in small groups: “Who was Alfred Hitchcock? What is he best known for?” “Why would Jack be awestruck at meeting him?” Students discuss in small groups: “Who were some of the characters who show up in this chapter? How does Jack describe them? What do we learn about them?”</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Craft and Structure</i> 4, 5, &amp; 6.6 Describe how a narrator or speaker's point of view influences how events are described.</p> <p><i>Key Ideas and Details</i> 4, 5 &amp; 6.1 Quote accurately from a text when explaining what the</p>	<p>The 1906 San Francisco “Great Quake” porkpie hat orphan orphanage gruel</p> <p><u>Chap 4</u> shanghaiing awestruck back-of-the-house the “Barbary Coast”</p>	<p><b>VIDEO CLIP</b> – Google “Alfred Hitchcock Presents Intros” Alfred Hitchcock Presents <a href="#">AHP Clip 1</a> <a href="#">AHP Clip 2</a></p>



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	<p>text says explicitly and when drawing inferences from the text.</p> <p><i>Craft and Structure</i> 4, 5 &amp; 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>4, 5 &amp; 6.6 Describe how a narrator or speaker’s point of view influences how events are described.</p>		
<p>Read Chapters 5 – 8 (<i>note the summaries in the Index</i>)</p>			
<p><i>Chapter 5 (Torn Curtain)</i> Introduction: Explain that as we read this book, we will look for the “Hitchcockian” style, as described in the author’s note and inferred from the appendix, as well as what happens in this mystery story about young Jack Fair and the famous filmmaker.</p> <p>Give some highlights of who Alfred Hitchcock was as a film maker, show a brief action scene from a Hitchcock movie or TV show and discuss with class: “What happens in this film clip?” “How would you describe the style?” “Have you ever seen a Hitchcock film?” Students discuss in small groups: “Back to the book— when Jack finds his</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><u>Chapter 5</u> hi-fi stereo</p>	<p><b>VIDEO CLIP</b> – Google “North by Northwest Crop Duster Scene” <a href="#">North by Northwest Clip</a></p>



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<p>aunt missing upon returning to the room, what clues does he find?”</p> <p><i>Chapter 6 (The Trouble with Harry)</i> Students discuss in small groups: “How do Mr. Hitchcock’s past pranks cause him difficulty with the police?” “How does Jack’s situation as an orphan put him in difficulty with the authorities?” “Have you had any experiences that are similar to Jack’s?”</p> <p><i>Chapter 7 (The White Shadow)</i> Discussion with class: “Have you ever been chased or trapped in real life or in a dream? How did you resolve the situation or how did the dream end?” “Write a brief story about your real adventure or your dream.” Student projects in small groups: “Choose one of your stories to film as a short video.”</p> <p><i>Chapter 8 (Vertigo)</i> Students discuss in small groups: “When things go wrong for us, often others don’t understand our situation and they make it even more difficult. Find where this happens to Jack in the</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><i>Writing Standards</i> 4, 5, &amp; 6.3 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories)</p>	<p><u>Chapter 6</u> contrite cat burglars</p> <p><u>Chapter 7</u> rappelled ersatz</p> <p><u>Chapter 8</u> vertigo</p>	



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<p>chapters we have read so far.”            “Tell your group about an experience you have had in which you were in a difficult situation and others didn’t understand and made your situation more difficult?”</p>	<p>on their approaches to similar themes and topics.</p> <p><i>Key Ideas and Details</i>            4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.            4, 5, &amp; 6.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.            4, 5, &amp; 6.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>		
<p>Chapter 9 – 13 <i>(note the summaries in the Index)</i></p>			
<p><i>Chapter 9 (To Catch a Thief)</i>            Research in small groups:            “Research and describe some of the food that Mr. Hitchcock liked for breakfast. Have you ever eaten any of these dishes?”            Discuss with class:            “Upon further inspection of Aunt Edith’s room, what additional clues do they find? What do they think has happened? What</p>	<p><i>Key Ideas and Details</i>            4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Chapter 9            English fry-up            kippers            blood pudding            kidneys            bubble and squeak</p>	<p><b>PHOTOS &amp; ARTICLES</b> – Google each heading below:            Bubble and Squeak  <a href="#">Bubble and Squeak Article</a>  <a href="#">Bubble and Squeak Recipe</a>            Blood Pudding  <a href="#">Blood Pudding article</a>  <a href="#">Blood Pudding Recipe</a>            Kippers  <a href="#">Kippers Article</a></p>



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<p>plan do they put together?”</p> <p><i>Chapter 10 (The Ring)</i> Discuss with class: “What seems to be the meaning of the object Jack wears around his neck?” “When was World War II? What connection does Jack make between WWII and his father?”</p> <p><i>Chapter 11 (Rebecca)</i> Discuss with class: “What do we learn about Jack’s father and Jack’s feelings about his father?” “Is there a similar relationship and feelings between girls and their mothers?” “What other books have you read in which the boy character has lost his father? How did this affect the boy and play out in the story?”</p> <p><i>Chapter 12 (Secret Agent)</i> “What skill does Mr. Hitchcock draw from his movie knowledge to apply to solving the mystery he and Jack seem to be involved in?” “What skill does Mr. Hitchcock discover that Jack has and how does he react?”</p> <p><i>Chapter 13 (The Wrong Man)</i> Students discuss in small groups:</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Craft and Structure</i> 4, 5, &amp; 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><u>Chapter 10</u> memento memento mori</p> <p><u>Chapter 11</u> pitted greenback</p> <p><u>Chapter 12</u> storyboard utilitarian</p> <p><u>Chapter 13</u> basilica suave operator</p>	



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<p>“What surprises and dangers do Jack and Mr. Hitchcock run into? “It seems that they are both prone to using pranks. How do their pranks work out here?”</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
<p>Chapter 14 – 18 <i>(note the summaries in the Index)</i></p>			
<p><i>Chapter 14 (The Man Who Knew Too Much)</i> Discuss with Class: “Sometimes when people are in trouble, new threats seem to crop up very quickly and unexpectedly. How does this play out for Mr. Hitchcock and Jack?”</p> <p><i>Chapter 15 Woman to Woman)</i> Students discuss in small groups: “What are we led to think about Alice Trapp? How do we know?”</p> <p><i>Chapter 16 (The Birds)</i> Discuss with class: “The ransom note is from a newspaper article about birds terrorizing a coastal town. How does this relate to Mr. Hitchcock’s films?”</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Craft and Structure</i> 4, 5, &amp; 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast</p>	<p><u>Chapter 14</u> Buddha “creep” horn-rims</p> <p><u>Chapter 15</u> bureaucrat pendulum</p> <p><u>Chapter 16</u> ad-lib beatnik camera</p>	<p>Show movie clip— schoolhouse escape from <i>Birds</i> scene <b>VIDEO CLIP</b> – Google “<i>Birds</i> playground scene” <a href="#">Birds Playground Scene</a></p>



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<p>View clip from <i>The Birds</i> and author’s book trailer            “How does the author parody Hitchcockian style in his trailer?”</p> <p><i>Chapter 17 (Rear Window)</i>            Research in small groups:            “Look up the buildings and the locations they visit that are part of San Francisco history.”</p> <p><i>Chapter 18 (Shadow of a Doubt)</i>            Students discuss in small groups:            “What mystery about the mystery begins to emerge?”</p>	<p>stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><i>Integration of Knowledge and Ideas</i>            4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>obscura</p> <p><u>Chapter 17</u>            Sutro Baths            semaphore            mayday            natatorium</p> <p><u>Chapter 18</u>            revelatory            scene            monogram            uranium            above-the-banner            eucalyptus</p>	<p><i>Birds</i> school attack scene  <a href="#">Bird Attack Clip 1</a>  <a href="#">Bird Attack Clip 2</a></p> <p>Book Trailer  <a href="http://youtu.be/fwYNXYIOdk0">http://youtu.be/fwYNXYIOdk0</a></p> <p><b>PHOTOS</b> – Google each heading below:            Sutro Baths  <a href="#">Sutro bath 1</a>  <a href="#">Sutro bath 2</a>            Cliff House and Camera Obscura  <a href="#">Cliff House 1</a>  <a href="#">Cliff House 2</a></p>
Chapter 19 – 23 <i>(note the summaries in the Index)</i>			
<p><i>Chapter 19 (Saboteur)</i>            Students discuss in small groups:            “Before you begin to read this chapter, examine the storyboard. What do you think is going to happen in this chapter?”</p> <p>“After reading the chapter, compare your prediction with what actually happened.”</p> <p><i>Chapter 20 (Downhill)</i>            Students discuss in small groups:</p>	<p><i>Integration of Knowledge and Ideas</i>            4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><u>Chapter 19</u>            gripman</p> <p><u>Chapter 20</u>            Chinatown</p>	<p><b>PHOTOS</b> – Google “cable car San Francisco”            Cable car  <a href="#">Cable Car 1</a>  <a href="#">Cable Car 2</a>  <a href="#">Cable Car 3</a>  <a href="#">Cable Car 4</a></p>



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<p>“Before you begin to read this chapter, examine the storyboard. What do you think is going to happen in this chapter?”</p> <p>“After reading the chapter, compare your prediction with what actually happened.”</p> <p><i>Chapter 21 (Mr. and Mrs. Smith)</i> Discuss with class: “What new twists in plot occur?” “What impressions do you get of San Francisco’s Chinatown?” “As more information and evidence is disclosed, how do Jack and Mr. Hitchcock’s impression and feelings about Aunt Edith change?”</p> <p><i>Chapter 22 (Family Plot)</i> Students discuss in small groups: “Were there any clues in previous chapters that foreshadowed what we find out in this chapter?” “What are some possible meanings of the word <i>plot</i> as used in this chapter?”</p>	<p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 4, 5, &amp; 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 4, 5, &amp; 6.5 Explain how a series of chapters, scenes, or stanzas</p>	<p>pagoda briny</p> <p><u>Chapter 21</u> “tong” laudanum blackjack Farallons</p> <p><u>Chapter 22</u> reverberate aloft traffickers plot</p> <p><u>Chapter 23</u> seamstress</p>	<p><b>PHOTOS</b> – Google “San Francisco Chinatown 1950s” Chinatown <a href="#">Chinatown 1</a> <a href="#">Chinatown 2</a> <a href="#">Chinatown 3</a> <a href="#">Chinatown 4</a> <a href="#">Chinatown 5</a></p>



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<p><i>Chapter 23 (Rich and Strange)</i> Discuss with class: “The characters have been involved in a mystery with rising action and plot twists. What do you notice about how this chapter makes use of clues from earlier in the story?”</p> <p>Students discuss in small groups: “Look back in the story and find some examples of clues that now begin to make sense.”</p>	<p>fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>4, 5, &amp; 6.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>embroidered stipulate claimant</p>	
<b>Chapter 24 – 29 (note the summaries in the Index)</b>			
<p><i>Chapter 24 (Suspicion)</i> Students discuss in small groups: “What have we learned about the nature of the real crime and the real suspects?”</p> <p>“How have Jack’s allies shifted? How important is this?”</p>	<p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast</p>	<p><u>Chapter 24</u> susurration percussive silhouette</p>	



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<p><i>Chapter 25 (Always Tell Your Wife)</i> Discuss with class: “How have pranks played a big part in helping two amateur detectives avoid harm? What is their latest prank?”</p> <p><i>Chapter 26 (Stage Fright)</i> Students discuss in small groups: “What happy surprise lifts Jack’s spirits?”</p> <p>“New and old friends have influenced Jack’s fate. How have old and new friends been important in your life, especially when you have been in difficult situations?”</p> <p><i>Chapter 27 (The Call of Youth)</i> Discuss with class: “Which person always seems to show up at a bad time?” “Which person seems to regularly change character?”</p> <p><i>Chapter 28 (The Skin Game)</i> Discuss with class:</p>	<p>stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>4, 5, &amp; 6.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><u>Chapter 25</u> Morse code cordially staccato</p> <p><u>Chapter 26</u> stage fright troupe improvisation</p> <p><u>Chapter 27</u> skin game scratch (in context) buckskin calico Stetson</p> <p><u>Chapter 29</u> Tony Bennett</p>	<p><b>VIDEO CLIP</b> – Google “Vertigo Judy becomes Madeleine” <a href="#">Vertigo Clip 2</a></p>



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<p>“What are we learning about how movie viewers are fooled into seeing what the director and camera people want them to see?”            “How are differing points of view used, in this book and in movies you have seen, to deceive the reader or the viewer?”</p> <p><i>Chapter 29 (The 39 Steps)</i>            Discuss with class:            “What hard lessons do Jack and Mr. Hitchcock experience as amateur detectives?”</p>	<p><i>Key Ideas and Details</i>            4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i>            4, 5, &amp; 6.6 Describe how a narrator or speaker’s point of view influences how events are described.            4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Ella Fitzgerald            Formica            unobtrusive            ajar            pinup</p>	
<p><i>Chapter 30 – 35 (note the summaries in the Index)</i></p>			
<p>Discuss with class:            “What were you thinking and feeling as you read through these final chapters?”</p> <p>“After what has happened to Jack in the story, what do you think happens to him in the near future?”</p>	<p><i>Craft and Structure</i>            4, 5, &amp; 6.6 Describe how a narrator or speaker’s point of view influences how events are described.</p>		



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Learning Activity	Standard <i>(Standards for grades 4 – 6 are similar)</i>	Key Vocabulary	Media
<p>Students discuss in small groups: “How do the storyboards capture the series of fast paced events, climactic peaks, and resolution?”</p> <p>“In your group come up with an incident that involves a problem that needs to be solved, an event that cannot be explained, a secret, something that is lost or missing or a crime that has been committed. Draw a short storyboard to depict it.”</p> <p><i>Chapter 30 (Blackmail)</i> Students discuss in small groups: “Describe the dangerous situation Jack and Mr. Hitchcock get into and out of.”</p> <p><i>Chapter 31 (I Confess)</i> Students discuss in small groups: “Find the clues and leads Aunt Edith provides.”</p> <p><i>Chapter 32 (Bon Voyage)</i> Students discuss in small groups: “How does Jack find the meaning of the inscription on the charm he wears around his neck?”</p>	<p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><i>Key Ideas and Details</i> 4, 5, &amp; 6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Integration of Knowledge and Ideas</i> 4, 5, &amp; 6.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><u>Chapter 30</u> mud flap quid pro quo the real McCoy crevice blackmail</p> <p><u>Chapter 31</u> repulsive capital offense San Quentin</p> <p><u>Chapter 32</u> furled barnacle trawler gunwale boom</p> <p><u>Chapter 33</u></p>	<p>Show pictures of boats from the period <b>PHOTOS</b> – Google “San Francisco Fisherman’s Wharf 1950s”</p> <p>Fisherman's Wharf <a href="#">Fisherman's Wharf 1</a> <a href="#">Fisherman's Wharf 2</a> <a href="#">Fisherman's Wharf 3</a></p>



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Learning Activity	Standard <i>(Standards for grades 4 – 6 are similar)</i>	Key Vocabulary	Media
<p><i>Chapter 33 ( North by Northwest)</i> Students discuss in small groups: “What is Jack’s dilemma?”</p> <p><i>Chapter 34 (Rope)</i> Students discuss in small groups: “When Jack winds up with the key but loses the charm, what new dilemma does he face?”</p> <p><i>Chapter 35 (Lifeboat)</i> Students discuss in small groups: “As things resolve, what happens to each of the characters?”</p>		<p>kettledrum strobe pyrotechnics gaff hook hasp</p> <p><u>Chapter 34</u> monolith scaffold truss rigging jamb gondola</p> <p><u>Chapter 35</u> brutish shackles dubious</p>	
<b>Closure</b>			
<p>Discuss with class: “Read the informational text in the author’s note and the appendix at the end of the book. How does this deepen you knowledge of the relationship of Mr. Hitchcock’s personality and his films to the story?”</p>			

**FULL URLS FOR MEDIA IMAGES**

<p><i>The Birds</i> playground scene <a href="http://movieclips.com/voPZM-the-birds-movie-crows-on-the-playground/">http://movieclips.com/voPZM-the-birds-movie-crows-on-the-playground/</a></p>	<p>Cable car <a href="http://webbie1.sfpl.org/multimedia/sfphotos/AAC-7784.jpg">http://webbie1.sfpl.org/multimedia/sfphotos/AAC-7784.jpg</a> <a href="http://webbie1.sfpl.org/multimedia/sfphotos/AAC-7996.jpg">http://webbie1.sfpl.org/multimedia/sfphotos/AAC-7996.jpg</a></p>
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## *A Hitch at the Fairmont*

*The Birds* school attack scene

<https://www.youtube.com/watch?v=hplpQt424Ls>  
<http://movieclips.com/q5o7k-the-birds-movie-crows-attack-the-students/>

A Hitch at the Fairmont trailer

<http://youtu.be/fwYNXYIOdk0>

North by Northwest plane scene

<https://www.youtube.com/watch?v=GbpUcAI86MY>

Vertigo Bell Tower

<http://movieclips.com/Nwam-vertigo-movie-the-bell-tower/>

Vertigo Judy to Madeleine

<http://movieclips.com/EUoYf-vertigo-movie-judy-becomes-madeleine/>

Vertigo trailer

<http://movieclips.com/TePVa-vertigo-movie-trailer-1/>

Chinatown

<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-3836.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-3815.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-6790.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-6889.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-6786.jpg>

Golden Gate Bridge

<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-9043.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAP-0106.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAP-0100.jpg>

Mission Dolores

<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-0641.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-0371.jpg>

Fairmont Hotel

<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-1989.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-2003.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-2026.jpg>

<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-8034.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-7780.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-8028.jpg>

Union Square

<http://webbie1.sfpl.org/multimedia/sfphotos/AAA-7169.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAA-7253.jpg>

Fisherman's Wharf

<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-8671.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-8575.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAB-8576.jpg>

Camera obscura

<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0182.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0173.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0196.jpg>

Sutro Baths

<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0119.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0131.jpg>

Cliff House and Camera Obscura

<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0173.jpg>  
<http://webbie1.sfpl.org/multimedia/sfphotos/AAC-0176.jpg>

Alfred Hitchcock Presents Intros

<https://www.youtube.com/watch?v=k0UdfKXRFCg>  
[https://www.youtube.com/watch?v=\\_\\_MuNu6jD6U](https://www.youtube.com/watch?v=__MuNu6jD6U)

Bubble and Squeak

[http://en.wikipedia.org/wiki/Bubble\\_and\\_squeak](http://en.wikipedia.org/wiki/Bubble_and_squeak)  
<http://allrecipes.com/recipe/bubble-n-squeak/>

Blood Pudding

[http://en.wikipedia.org/wiki/Black\\_pudding](http://en.wikipedia.org/wiki/Black_pudding)  
<http://tinyurl.com/lsgd93l>

Kippers

<http://tinyurl.com/prq8qyy>



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<p>Coit Tower <a href="http://webbie1.sfpl.org/multimedia/sfphotos/AAC-1443.jpg">http://webbie1.sfpl.org/multimedia/sfphotos/AAC-1443.jpg</a> <a href="http://webbie1.sfpl.org/multimedia/sfphotos/AAC-1495.jpg">http://webbie1.sfpl.org/multimedia/sfphotos/AAC-1495.jpg</a></p>	
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Guide provided by the author.