

*The Secret of the Puzzle Box*

|  |
| --- |
| **Introduction**  |
| We read The Secret of the Puzzle Box by Penny Warner. In this story The Code Busters go on a class trip to Angel Island, the Ellis Island of the West. One of the characters, Mika, had ancestors that passed through the immigration station in the early twentieth century, and Mika thinks he may have left behind secret messages in a special box. In previous lessons, students will have discussed what immigration means, and how immigration is central to the plot of the story.  |
| **Indiana Standards Connections:**   3.H.8 Define immigration and explain how immigration enriches a community.3.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly. 3.CC.7 Create oral presentations that maintain a clear focus, using various media when appropriate, to emphasize or enhance certain facts or details.  | **Compelling Question(s):**   How does diversity and different perspectives help The Code Busters in their task?How did Senjin use the secret box? How might you use a puzzle box?        |
| **Lesson Objectives:**  Students will:1. Make their own puzzle box.
2. Write directions for opening the box or the secret compartment.
3. Evaluate each other’s boxes.
4. Present their box and show how it works.

  |
| **Materials**  |
|  W2W Image and Resources for Karakuri PuzzleExample video for creating a simple puzzle box: <https://www.youtube.com/watch?v=frBBGR1s8ps>Items like shoeboxes, cardboard, tape, scissors, and any other crafting materials.   |
| **Learning Plan**  |
| **Activities**  Look at the image and resources for the Karakuri Puzzle on W2W site. Discuss the similarities to the puzzle box in the book. Show examples of different puzzle boxes from simple to complex and the video of making a simple puzzle box. Divide the class into small groups and provide them with materials to create their own puzzle boxes. Groups can work together on a single box or collaborate to create a box for each group member. Provide a variety of materials for use and give students time to brainstorm, discuss, and evaluate ideas. Help as needed. Once puzzle boxes are complete, have groups write opening directions.  |
| **Assessment Suggestions**   A rubric for the written opening directionsA design rubricAn exit ticket: “How did the diversity and different perspectives of your group help you with your task today?”Peer evaluation checklist   |
| **Extensions** Create a Puzzle Box Museum: Set up a ‘museum’ in the classroom or library to display the boxes for other students. Include labels and solutions.Design challenge: After students successfully pen each other’s puzzle boxes, challenge them to find a way to make their puzzle more challenging.Puzzle box scavenger hunt: hide the puzzle boxes around the school or classroom. Provide an initial clue to find the first puzzle box, with each additional clue hidden inside the box or secret compartment to find the next box. Partner with another classroom to exchange puzzle boxes.    |