

1: The Mysteries of Harris Burdick

THE MYSTERIES OF HARRIS BURDICK. Introduction I first saw the drawings in this book a year ago, in the house of a fourteen stories and had drawn many pictures.

Burdick brought one drawing from each of fourteen stories he had written as a sample for Mr. Wenders. Fascinated by the drawings, Wenders told Burdick he wanted to see the rest of his work as soon as possible. The mysterious pictures, writes Van Allsburg, are reproduced for the first time in the hope that they will inspire many other children to write stories as well. Following the letter, fourteen mysterious and haunting images are reproduced, each with a title and a suggestive caption. Each picture-and-caption pair is more mysterious and suggestive than the last, and will provide children and adults alike with hours of entertainment. One cannot help but begin piecing together stories as one pores over the illustrations and their mysterious captions. Where are the stories he wrote? The drawings in *The Mysteries of Harris Burdick* are exquisite. We are left to determine the exact mood of each picture on our own, however. Is the pumpkin glowing with malevolence or with a gentler power? The great power in this book is that so many of these decisions are left up to the readers themselves. Fritz is the little dog accompanying the boy who finds a harp in the forest. The book is a wellspring of stimulating creative writing "starters. There are endless variations on this theme: Each child could choose a different picture to write about and then one could read to the others and ask the listeners to link the stories with the pictures that inspired them. Much younger children who are not yet experienced writers would have a wonderful time sitting in a circle and creating a story out loud about one of the pictures, with each child adding a detail to the one before. Teachers can record the stories that younger children invent about these pictures and read them out loud later. Children of all ages can act out the stories they invent to go along with the pictures. More experienced writers will enjoy a discussion about why exactly it is that these images and ideas are so stimulating to readers. What interests us about the scenarios Van Allsburg sets up? How can we as writers bring the same kind of intrigue into our own stories? We can discuss with our students how *The Mysteries of Harris Burdick* is like a list of exciting writing ideas. A fun way to bring older and younger students together might be for a class of older students to collaborate on creating a "mysteries" book of their own, and then to present it to a lower-grade class and ask for help inventing stories to go with the scenarios. How would our experience of reading the book be different if we skipped reading the letter? Each of the pages creates an evocative mood, but we might all interpret the moods differently because not everything is spelled out for us. Some of us might think, for example, that the picture of the man and the lump under the rug is frightening, and some of us might think it is funny. What do you think? Can you think of other books, either by Van Allsburg or by other authors, in which unusual things happen in everyday places? However, because the book presents so many opportunities for rich discussion, you may want to spend some time in conversation about it using the guiding questions above as a place to start, if you wish before presenting the lesson. While the lesson works best when presented in the context of a fiction-writing unit, it can be presented independently as well. Draw their attention to the fact that the book is meant to function almost as a sourcebook for writing ideas. Tell them that many writers create their own lists of ideas to help them begin stories. Sometimes writers carry notebooks around and write down ideas when they come to them, so that when they sit down to write, they have many ideas to choose from. Tell your students that in addition to using *The Mysteries of Harris Burdick* to inspire stories they write, they can use the concept the book presents to create lists of their own writing ideas. They will be using either the small notebooks you provide or loose-leaf paper. In *The Mysteries of Harris Burdick*, Chris Van Allsburg creates an exciting list of story ideas that make it almost impossible for us not to want to finish the stories on our own. He probably did not come up with all those ideas at once. He may have kept a list that grew gradually. Perhaps he even carried a notebook with him to write down ideas as they occurred to him. Tell your students that they will be beginning their own lists of ideas in the small notebooks you provide. Model for your students either on the overhead or on chart paper how you might go about beginning a list of story ideas. Tell them to write as many story ideas as they can during writing time. If they get stuck, they can always take a look at *The Mysteries of Harris Burdick* to inspire them. Explain to

them that a follow-up lesson will focus on how they can use their lists of ideas to start their own stories. During writing time, your students will be writing lists instead of stories, so they may appear to be less focused than usual. As they write, confer with students individually. Share the work of several students who have made headway in listing ideas they will use for stories later on. Instead of having each student use an individual notebook, create a class list of ideas on chart paper to which students can refer. Instead of asking them to write stories based on ideas the class comes up with, you may want to have very young children tell the stories out loud. Have the children use ideas they have written in their notebooks to write stories of their own. When they are finished, ask them to illustrate what they have written. Ask your students to carry their notebooks around for a week and write down ideas when they feel inspired. Have them share their ideas with one another. Or remembering more ideas? Sometimes dreams contain excellent story ideas. Invite your students to record ideas in their notebooks that come to them in dreams. A copy of The Mysteries of Harris Burdick Chart paper and markers A space where all of your students can sit comfortably in a circle A "talking stick" or some other object for students to hold when it is their turn to speak Background Knowledge: It is helpful if students have already read and discussed The Mysteries of Harris Burdick. It is also helpful if they have had experience telling stories as a class before, although this is not necessary. Sitting in a circle and telling stories in which each child builds on what the previous one says is an excellent way to develop sequencing skills as well as story sense. In addition to being an altogether enjoyable process, group storytelling is an invaluable way to encourage speaking in front of a group and develop listening skills. As a class, choose a page from The Mysteries of Harris Burdick to "story-tell. Arrange your students in a circle. Make certain that each student can see all the other students. Explain that you will be starting the story and that each child will be adding to it, one after another around the circle. Explain that only the person who is holding the magic "talking stick" this can be simply a small stick or any other object you choose to indicate the speaker is able to speak. The rest of the class should be listening hard so that when their turns come, they know what has happened so far in the story and will be able to add a piece that makes sense. This activity works best when the story is started in a clear, strong way, so it is usually a good idea for you to do this yourself. Sit in the circle with your students and hold your talking stick. You may begin with something like, "Once upon a time there was a boy named Archie Smith. He seemed like a regular boy on the outside, but after his seventh birthday, strange things started to happen to him. The tendency of small children is to make wild leaps; we want to encourage the wild leaps of imagination, but at the same time, it is important to teach students how to fit their thinking with the previous idea. This is to be expected. Simply remind students of what was said previously and encourage them to add only the next step. You may want to stop two or three times and recount what has happened so far; this not only models retelling but will strengthen their sense of the story as it builds and make it easier for them to add something that makes sense. What was hard for them? Reinforce the idea that they have created a brand-new story together as a community, starting with only a tiny seed of an idea presented by Chris Van Allsburg. Tell them that you will be practicing this activity again, using the same story idea. Have students write their own versions of the story you told as a class. After having practiced this activity as a class, divide your students into groups of four or five and have them choose a different idea from the book to tell as a small group. Have groups present their stories to one another. After having practiced the story several times, invite another class to come and listen. Write the words of the story into a book that the students can illustrate. Keep the book in a special place in your classroom library. Try the same process with another story idea from The Mysteries of Harris Burdick. Try the same process using an idea that comes from an experience your class shared together in real life. Try writing a story about one of the pictures, with the idea that you want to convey one particular emotion. Next, using the same picture, write the story with a completely different emotion in mind. Write new captions to go with the illustrations. How do the new captions change your interpretation of the pictures? Write an answer to the mystery of Harris Burdick himself.

2: Fourth grade Lesson Writing Mysteries - Harris Burdick Style!

The Mysteries of Harris Burdick is a picture book by the American author Chris Van www.enganchecubano.com consists of a series of images, ostensibly created by Harris Burdick, a man who has mysteriously disappeared.

Session One Introduce students to the idea of mystery and have a class discussion about mysteries that your students have read, written, or tried to solve. Begin reading the book aloud to your students, beginning with the Introduction. After finishing the Introduction, read page-by-page through the book, pausing to show the pictures on each page and reading the title and caption that go with each image. You may choose to display large, poster-size images from the book, which are available in the portfolio edition of *The Mysteries of Harris Burdick*. Allow students to comment about each picture and caption as you read the book aloud to help spark their imagination for the writing they will be doing.

Session Two Explain to students that their job as detectives is to unravel the mystery from one of the pictures in this story. They must write a creative mystery that goes with an image of their choosing from the book. Tell students that once their stories are written, they will be read aloud to the class and the other students will be responsible for figuring out which image from the book their story represents. To prepare for writing, introduce students to the Mystery Cube student interactive. This tool will be used to help students develop outlines for their own mystery stories. Complete a Mystery Cube as a class to familiarize students with the tool and what is expected of them. Allow the class to choose one of the images in the book and the caption that goes with it for which to create the class Mystery Cube. After students have decided on an image to write about, they should begin brainstorming ideas for their story and using the Mystery Cube Planning Sheet to flesh out their ideas. They will use this information to create their Mystery Cube in the next session. If the Mystery Cube Planning Sheet is not completed during the time allowed, it needs to be finished out of class in preparation for the next session.

Session Three Take students to the library or computer lab and allow time for them to create their own Mystery Cube based on one of the stories from the book. Make sure students have their Mystery Cube Planning Sheet from the previous session to help guide them. If computer access is not readily available, you could print out the cube prior to this session and provide each student with a paper copy on which to write. Remind students to print their Mystery Cube when they are finished. This interactive is not able to be saved on the computer. Allow time for students to assemble their Mystery Cube. These will be used in the next session to help guide students as they begin their story writing.

Session Four Before starting the writing process, share the Mystery Writing Rubric with students and discuss how it will be used to assess their writing. Using the class Mystery Cube as a guide, write a short mystery as a class. This can be done on a computer to be projected onto a screen, or written directly on an overhead projector. To show the how the students will be graded on their own mysteries, use the Mystery Writing Rubric to grade the rough draft that the class created together. Students should now understand what is expected of them for this writing assignment. They will begin writing their own mystery in the next session.

Session Five Students may begin writing their own mystery story. Once students are done with their first draft of their story, they may begin self-editing and peer-editing. They may use the Editing Checklist for Self- and Peer Editing to assist them and a partner when they are ready to edit.

Session Six Allow students to finish their self-editing and peer-editing from the previous session, using the Editing Checklist for Self- and Peer Editing. After their stories have been edited by themselves and a peer, students may begin writing their final draft of their mystery story. Their final draft should be completed prior to the next session. When students have completed their final draft, they should turn in their rough draft, completed Editing Checklist for Self- and Peer Editing, and their final draft for the teacher to check for completion of all of the steps.

Session Seven Display the images from *The Mysteries of Harris Burdick* in front of the class if you have poster-size images, or display one or more copies of the book. Students could then write stories to go with these images and captions, much as they did in the lesson. Around Halloween time, have a classroom spook-session! Try reading these stories in the dark with only a flashlight and decorating your classroom like a haunted house! New stories are posted each month, and periodically writers are selected at random to receive books autographed by Chris Van Allsburg and other Burdick-inspired items. Use the Mystery Writing Rubric to

THE MYSTERIES OF HARRIS BURDICK PICTURES pdf

assess their creative story and attention to detail.

THE MYSTERIES OF HARRIS BURDICK PICTURES pdf

3: The mysteries of Harris Burdick-Picture 2: Under the rug | KidPub Press

Each page of *The Mysteries of Harris Burdick* functions almost like a writing lesson in and of itself—the pictures are designed with the express purpose of sparking the imagination, and indeed they.

The mysteries of Harris Burdick-Picture 2: Under the rug Posted March 29th, by the doof by Berk The Mysteries of Harris Burdick Under the Rug I knew my last story was crazy with all the crazy, mutant birds eating everybody right? After some research I discovered Harris went there as a teenager. These pictures and my ideas were getting somewhere! That leads me to the next picture: Under the rug I was leaving for summer on my final day of 8th grade. Jed agreed with me for the actual first time. We boarded the flight to Maryland, and guess what? What a great vacation. After another hour drive we finally got to the destination we wanted. He greeted me, Jed, and my dad with a grunt but got off his chair to hug mom. A huge rug spread across the living room. I remembered it from school as an ancient Egyptian rug. Its maker was anonymous but it was said to be magic and have a legend of a monster under it. Of course nobody believed it, but I still asked grandpa about it. He says some nights he has seen some raccoons and possums under it but they either scurried away or he slaughtered them. I heard noises coming from the living room so I assumed it was a possum or raccoon like grandpa said. Everybody else was sound asleep so I tiptoed out to the sound. Just like grandpa said, a lump was squeaking under the rug. A little furry tail moved in front of my face, to see glowing red eyes. I fell backwards and screamed and screamed again noticing grandpa right behind me. Jed came in with a chair and smashed it on the bump under the rug. It wimped but ran out from under the rug. Everybody was awakened by it and mom was about to blow my eardrums out with her screaming. I picked up the revolver but dropped it at the sight of the strange animal chewing on the remains of Jed. The animal looked at me as if he was going to strike me next, so I swiped the revolver from the floor and evaded the animal as he jumped towards me. I still had the revolver in my hand so I tried to shoot it. But I was too late because it jumped off as I pulled the trigger.

4: The Mysteries of Harris Burdick: Using Illustrations to Guide Writing - ReadWriteThink

The Mysteries of Harris Burdick is a fascinating and unusual book. It opens with an introductory letter from Chris Van Allsburg himself, explaining the book's origins. "I first saw the drawings in this book a year ago, in the home of a man named Peter Wenders," Van Allsburg begins.

5: The Mysteries of Harris Burdick by Chris Van Allsburg on Apple Books

Mysteries are a great way to hook students into writing about fictional happenings. In this lesson, students engage themselves in *The Mysteries of Harris Burdick* by examining the illustrations in the book and choosing one for which to create a Mystery Cube and then a creative writing piece.

6: The Mysteries of Harris Burdick by Chris Van Allsburg

"*The Mysteries of Harris Burdick*" is no exception. Here are 14 unrelated pictures with 14 unrelated titles and attention grabbing sentences. One shows a pirate ship, another a house rocketing off into space, and still another a woman falling asleep reading a book that has suddenly become alive.

7: ALEX | Alabama Learning Exchange

the mysteries of harris burdick _____ chris van allsburg 3. INTRODUCTION I first saw the drawings in this book a year ago, in the house of a man named Peter Wenders.

8: The Mysteries of Harris Burdick - Wikipedia

Submit your Burdick-inspired stories Just because the contest has ended does not mean the story writing should stop! The illustrations in The Mysteries of Harris Burdick have long inspired young people to write their own stories -- try your own hand at completing the tale behind one of these mysterious drawings.

9: The Mysteries of Harris Burdick Book Review

The Mysteries of Harris Burdick by Chris Van Allsburg is a truly unique book. The preface to the story is that the drawings that followed were a part of a book that was lost. Unfortunately, no one Each year at my school we host a visiting author.

THE MYSTERIES OF HARRIS BURDICK PICTURES pdf

Waiting for Hitler The Music of Alexander Goehr Mta networking fundamentals study guide U00a7 18. The Synods of Constantinople, A.D. 1672 and 1691 Are the Hindu Scriptures reliable? A Russian schoolboy Map 3: Migration direction of Anatolian farmers. 49 Mary, Did You Know? The Physics of Thin Film Optical Spectra Rise and fall of the nuestra familia Macmillan mcgraw hill math kindergarten Changing Families, Changing Responsibilities Project planning monitoring and evaluation lecture notes Conversations with Lukcs The Law of the Jungle Medical taping concept handbook Researching the minimum wage : a moral economy for the classroom Vara Neverow-Turk Performance of distributed and parallel systems English Legal System LawCard 4ED (Lawcards) Mechanical engineering conversion factors Kambi kathakal malayalam files The lamentable tragedie of Titus Andronicus Present and past tense verbs worksheet 2./tDefinite and indefinite terminology/t/t154 Voyage of Huyghen Van Linschoten to the East Indies New society book by ferdinand marcos Assessing reading comprehension Teaching Shakespeare Today 5th grade interactive math notebook fractions I go potty Emily Bolam, illustrator. 23 Sawai Madhopur Representations of gender, democracy, and identity politics in relation to South Asia Some forgotten, some remembered Make your home among strangers Business Ethics: A European Perspective Families (Our Global Community) Mama bear Alice Lynd Science fiction on film and television by Neil Barron Promoting economic cooperation in South Asia Voices Of American Muslims