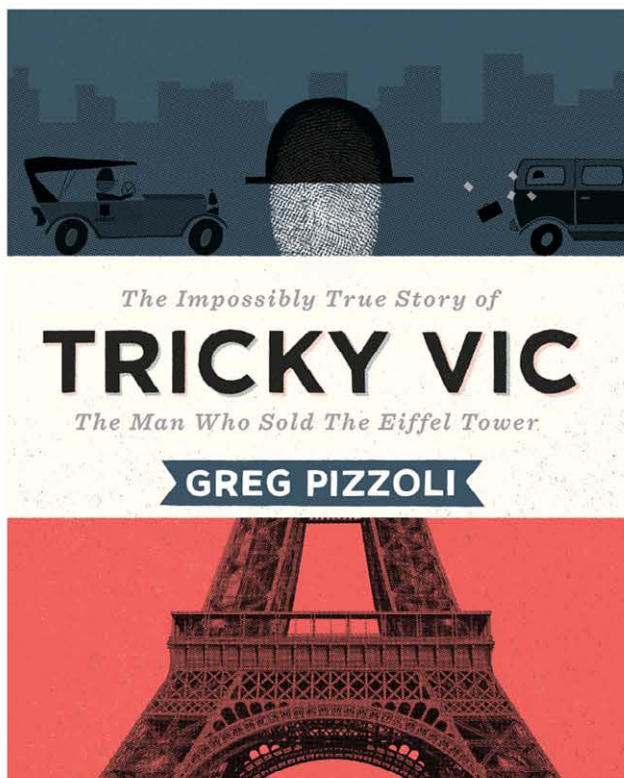




Grades 3-6

# Authors and Educators Resources



## Teacher's Guide by Pamela Brunskill

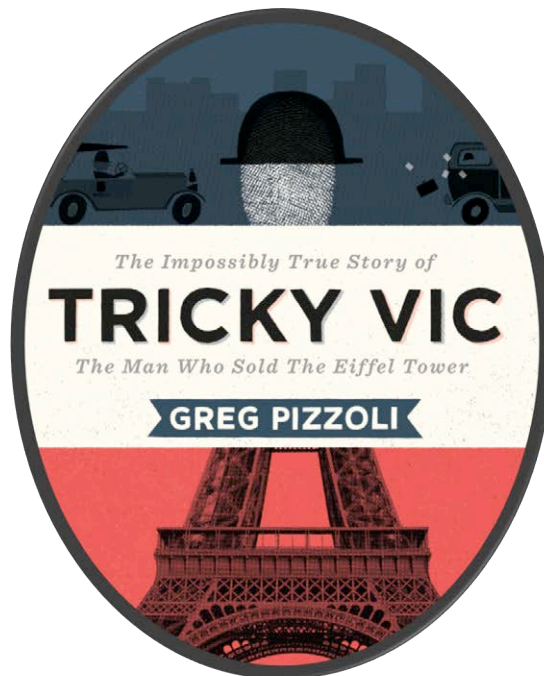
©2016

[www.AuthorsandEducators.com](http://www.AuthorsandEducators.com)

May be reproduced for educational use only.  
For all other inquiries, email [AuthorsandEducators@gmail.com](mailto:AuthorsandEducators@gmail.com).

This guide was created for the 2015 hardcover edition of *Tricky Vic* (ISBN: 978-0-670-01652-5) and all page references correlate to this version.

A special thanks to Greg Pizzoli for his participation and suggestions.



All images © Greg Pizzoli 2015

Guide created by Pamela Brunskill  
Intended for Grades 3-6

[www.authorsandeducators.com](http://www.authorsandeducators.com) ©2016

May be reproduced for educational purposes only.  
For all other uses, email [authorsandeducators@gmail.com](mailto:authorsandeducators@gmail.com) with your permission requests.

# Table of Contents

## **BEFORE READING THE BOOK**

<b>Summary</b> .....	3
<b>Sample Lesson Procedures</b> .....	4
<b>Characters</b> .....	5
<b>Places</b> .....	5
<b>About the Author</b> .....	6
<b>Pre-Reading Activities</b> .....	7
<b>Common Core Standards Matrix</b> .....	8

## **EXPLORING THE BOOK**

<b>Pages 1-35</b> .....	12
• Journal Prompts/Discussion Questions	
• Activities	
• Vocabulary	

## **AFTER THE BOOK**

<b>Explore Greg Pizzoli’s Website</b> .....	15
<b>Biography Discussion</b> .....	15
<b>Research Project Overview</b> .....	15
<b>Evaluation Ideas</b> .....	16
• Formative Assessment: Response Journals, Literature Circle Discussion Observations, Differentiation Interest Exploration	
• Summative Assessment: Reading Comprehension Quiz, Student Research Projects	

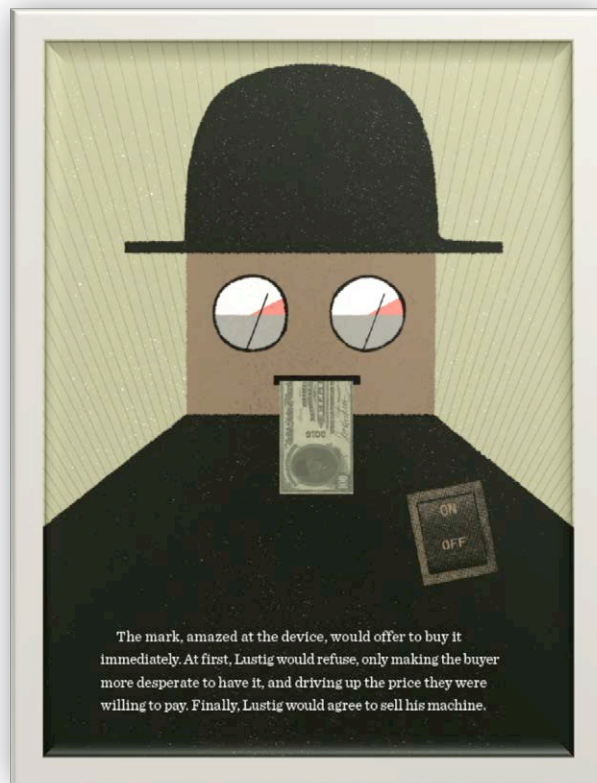
## **HANDOUTS, EVALUATION FORMS, and ANSWER KEYS**

• Character Note-taking Sheet.....	17
• Student Vocabulary Handout.....	18
• Literature Circle Observation Form .....	19
• Cross-curricular Worksheets.....	20
• Reading Comprehension Quiz.....	21
• Reading Comprehension Quiz Key.....	23
• <i>Tricky Vic</i> Writing Paper.....	24

## Summary

In the early 1900s, Robert Miller, aka “Tricky Vic,” conned his way through Europe to America and back again. He swindled unsuspecting marks into giving him thousands of dollars for a money-printing box that did not actually print counterfeit money, stole from wealthy passengers on transatlantic steamships, and conned scrap metal dealers into bidding for the rights to dismantle the Eiffel Tower before being arrested in New York for a real counterfeiting scheme. These thrilling and daring exploits provide insights into one of the world’s greatest con artists, and show readers how a con man lives and operates. Informational sidebars and back matter provide background for the time period and help kids understand this narrative picture book biography.

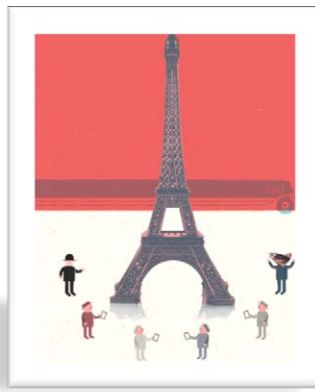
**Themes** of trickery, lawlessness, psychology, bravado, and cause-and-effect pervade this book.



## Sample Lesson Procedures

The following lessons can take between one and three days. Use your professional judgment to meet the needs of your students.

<b>Lesson 1</b> <ol style="list-style-type: none"><li>1. Complete some of the pre-reading activities.</li><li>2. Read the “About the Author” page as a class.</li><li>3. Introduce vocabulary.</li></ol>	<b>Lesson 2</b> <ol style="list-style-type: none"><li>1. Read <i>Tricky Vic</i> as a class.</li><li>2. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>3. Take notes on main characters.</li><li>4. Suggested activity: examine parts of a nonfiction text</li><li>5. Hold a Grand Discussion on predictions and theme development.</li></ol>
<b>Lesson 3</b> <ol style="list-style-type: none"><li>1. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>2. Suggested activity: use <i>Tricky Vic</i> as a mentor text for writing narrative nonfiction.</li><li>3. Revisit theme discussion from the beginning of the unit and see if students can add anything.</li></ol>	<b>Lesson 4</b> <ol style="list-style-type: none"><li>1. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>2. Re-read <i>Tricky Vic</i> in small groups or literature circles.</li><li>3. Suggested activity: have students locate the main settings in <i>Tricky Vic</i> on a map or globe.</li></ol>
<b>Lesson 5</b> <ol style="list-style-type: none"><li>1. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>2. Suggested activity: differentiate exploration of <i>Tricky Vic</i> by content according to students’ interests. Allow students to focus on social studies timeline construction, creative writing perspective, or math related to the story. See student handouts at the end of this guide for further information.</li><li>3. Revisit prediction chart, if completed as one of the pre-reading activities.</li></ol>	<b>Lesson 6</b> <ol style="list-style-type: none"><li>1. Read <i>Tricky Vic</i> individually</li><li>2. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>3. Suggested activity: hold a debate about Vic’s moral fiber.</li></ol>
<b>Lesson 7</b> <ol style="list-style-type: none"><li>1. Compare and Contrast <i>Tricky Vic</i> with another picture book biography or thematically appropriate book.</li><li>2. Complete a Reader’s Response Journal/Answer Discussion Questions.</li><li>3. Have students illustrate 10 vocabulary words and use them to write a paragraph about one of the themes from this unit.</li><li>4. Hold a Grand Discussion to revisit themes and essential questions from this unit.</li><li>5. Begin After the Book activities.</li></ol>	<b>Lesson 8</b> <ol style="list-style-type: none"><li>1. Complete student research projects.</li><li>2. Present student projects.</li><li>3. Have students critique one another, providing helpful feedback on projects.</li><li>4. Evaluate student comprehension of unit.</li></ol>



### Main Characters

Character Name	Notes
Robert Miller	aka “Tricky Vic”; protagonist; born in Czech Republic in 1890; con artist
Al Capone	aka “Scarface.” Notorious Chicago mobster during Prohibition (mainly the 1920s)
André Poisson	scrap metal dealer who “won” the bid from Vic to claim possession of the Eiffel Tower
Robert Tourbillon	aka “Dapper Dan” Collins; helped Tricky Vic with the Eiffel Tower and counterfeiting scams

### Places

Place	Importance to Story
Czech Republic	where Robert Miller (Tricky Vic) was born
Paris	where steamships started their journey; where the Eiffel Tower is located. Aka “The City of Light”
New York	where steamships ended their journey; where Vic was caught and escaped from prison by tying bed sheets together
Vienna	where Vic and his friend went to hide after the Eiffel tower scam
Alcatraz	prison in California where Vic was sentenced to 20 years for counterfeiting (but only served 12 before transferred to the Medical Center for Federal Prisoners)
Medical Center for Federal Prisoners in Springfield, MO	where Vic died

## About the Author

### Greg Pizzoli

**Greg Pizzoli** is an author, illustrator and screen printer from Philadelphia. His books include *Good Night Owl*, *Templeton Gets His Wish*, *The Watermelon Seed*, winner of the Theodor Seuss Geisel Award, *Number One Sam*, the 2015 Pennsylvania One Book Every Young Child Selection, and *Tricky Vic*, a New York Times Best Illustrated Book of 2015.

Greg Pizzoli studied English Literature as an undergraduate student at Millersville University. After college, Greg spent two years as a full-time volunteer in AmeriCORPS from 2005-2006. In 2009, he received his Master of Fine Arts from the University of the Arts in Philadelphia, where he now teaches. He lives in Philadelphia with his wife, two unruly cats, and one very sweet puppy. Greg and his family live in the center of town in a house that is only twelve-feet wide, but three stories tall. His backyard has a mural. His studio is in an old warehouse building filled with artist studios, and it's about a ten minute walk from his house. Greg shares this studio with his wife, Kay - she is an artist, too. Their dog, Eleanor, comes to the studio during the day as well. The cats, Ralph and Sophia, stay home. When not working on picture books, Greg likes to screenprint, ride his bicycle, draw in his sketchbook, go to the movies, and play video games.

Find out more about Greg Pizzoli at his website: [www.gregpizzoli.com](http://www.gregpizzoli.com).





## Pre-Reading Activities

The following are suggested activities you can do with your students before you read *Tricky Vic* by Greg Pizzoli.

1. Complete a Book Walk—Ask students to look at the front cover and images throughout the book to predict what the story will be about. Record their responses on a prediction chart so that you can refer back to it after reading the book and reflect on its accuracy.
2. Explore themes of trickery, lawlessness, psychology, bravado, cause-and-effect, and biography through the use of essential questions. Ask students the following to guide their thinking, which can be part of a larger thematic study unit on biography:
  - What does a biography entail?
  - How can a person’s personality affect his/her life actions?
  - What makes a biography compelling/interesting?
  - When are tricksters funny, and when are their actions hurtful?
3. Complete a journal prompt—Describe a time when someone played a trick on you or when you played a trick on someone else. What happened as a result of that trick?
  - Hold a grand discussion that explores when playing a trick on someone is funny and when it crosses the line into being hurtful.





## BEFORE THE BOOK

### Common Core Matrix

Depending on which activities you choose to complete with your students in each lesson, the following Language Arts Common Core anchor standards can be met. You can always meet additional standards by focusing your lesson objectives. For standards in other subjects, see state guidelines.

(Matrix created in 2015 from <http://www.corestandards.org/ELA-Literacy/CCRA/R/>)

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
<b>READING</b> Key Ideas and Details								
<a href="#">CCRA.R.1</a> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		X	X	X	X	X	X	
<a href="#">CCRA.R.2</a> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	X	X	X				X	X
<a href="#">CCRA.R.3</a> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		X	X	X	X	X	X	X
<b>READING</b> Craft and Structure								
<a href="#">CCRA.R.4</a> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X						X	
<a href="#">CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		X	X				X	X
<a href="#">CCRA.R.6</a> Assess how point of view or purpose shapes the content and style of a text.	X	X	X					
<b>READING</b> Integration of Knowledge and Ideas								
<a href="#">CCRA.R.7</a> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	X	X	X	X	X	X	X	X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
<a href="#">CCRA.R.8</a> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			X	X	X	X	X	
<a href="#">CCRA.R.9</a> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							X	
<b>READING</b> Range of Reading and Level of Text Complexity								
<a href="#">CCRA.R.10</a> Read and comprehend complex literary and informational texts independently and proficiently.						X		
<b>WRITING</b> Text Types and Purposes								
<a href="#">CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence		X	X	X	X	X	X	X
<a href="#">CCRA.W.2</a> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		X	X	X	X	X	X	X
<a href="#">CCRA.W.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.					X			
<b>WRITING</b> Production and Distribution of Writing								
<a href="#">CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X	X	X	X	X	X
<a href="#">CCRA.W.5</a> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.								X
<a href="#">CCRA.W.6</a> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.								X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
<a href="#">CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.								X
<a href="#">CCRA.W.8</a> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.								X
<a href="#">CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	X	X	X	X	X
<b>WRITING</b> Range of Writing								
<a href="#">CCRA.W.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		X	X	X	X	X	X	X
<b>SPEAKING AND LISTENING</b> Comprehension and Collaboration								
<a href="#">CCRA.SL.1</a> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X	X	X	X	X
<a href="#">CCRA.SL.2</a> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.								X
<a href="#">CCRA.SL.3</a> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric								X
<b>SPEAKING AND LISTENING</b> Presentation of Knowledge and Ideas								
<a href="#">CCRA.SL.4</a> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						X		X
<a href="#">CCRA.SL.5</a> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.								X
<a href="#">CCRA.SL.6</a> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X	X	X	X	X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
<b>LANGUAGE</b> Conventions of Standard English								
<a href="#">CCRA.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X	X
<a href="#">CCRA.L.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								X
<b>LANGUAGE</b> Knowledge of Language								
<a href="#">CCRA.L.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X	X	X	X	X	X
<b>LANGUAGE</b> Vocabulary Acquisition and Use								
<a href="#">CCRA.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	X						X	
<a href="#">CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
<a href="#">CCRA.L.6</a> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	X						X	

### Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. Why do you think Robert wanted to become a con artist? (accept all reasonable answers)
2. What are some of the ramifications from Robert's actions? (acceptable answers include other people lost money and/or were humiliated, Robert grew bolder in his schemes, among others)
3. How was Robert able to swindle passengers on steamships in the early 1900s? (he pretended to be Count "Victor" and earned their trust over one week before beating them in a game of cards or stealing from their rooms)
4. Why do you think the title is *Tricky Vic* when the protagonist's real name is Robert? (Robert used the alias Victor Lustig when he became an adult, and this book is all about Robert's adventures as Victor Lustig)
5. How would you describe Tricky Vic's interactions with Al Capone? Why? (daring, stupid, smart—just back up with logical reasoning)
6. Explain two of Victor's cons (examples include putting Capone's \$50,000 in a safe-deposit box for a month to earn "Scarface's" trust, the Romanian money-printing box that "took six hours to print a replica of a \$100 bill" wherein he initially refused to sell but then sold for tens of thousands of dollars and left, conning the scrap metal dealers into bidding for the rights to the Eiffel Tower)
7. Why do you think Greg Pizzoli decided to use a thumbprint to represent Victor's face? (possibly because he wanted to allude to fingerprinting a criminal)
8. How was Victor able to pull off the Eiffel Tower con? (the tower was not in good shape and costing the city a fortune to upkeep, Victor pretended to be "Deputy Director General of the Ministry of Posts and Telegraphs," invited five scrap metal dealers to a secret meeting where he told them the tower was going to be torn down, the five scrap metal dealers had to submit bids to Victor for the rights to dismantle the tower...and it had to be done in secret to avoid a public outcry. Because André Poisson, the "winning bidder," was too embarrassed at having been swindled, he never contacted the police.)
9. Why do you think Greg Pizzoli gave André Poisson a fish for a head? (possibly because he was a newcomer to Paris, and thus a "fish out of water" or because Poisson is French for fish)
10. Do you think you would have fallen for Tricky Vic's proposal and bid for the right to dismantle the Eiffel Tower if you were a scrap metal dealer? Why or why not? Would you have put in a bid? (accept all reasonable responses)

## Suggested Activities

The following activities can help your students to get more out of *Tricky Vic*.

1. **Examine Parts of a Nonfiction Text**—Have the students study the information blurbs on side vs. the narrative nonfiction of the text. Ask the students to explain how this book an example of a genre blender? Can they think of any other books that do this (**Magic School Bus series**)?
2. **Use *Tricky Vic* as a mentor text for writing narrative nonfiction**—Examine how Pizzoli handled information he wasn't 100% sure of? (**He stated it using explicit language—"The story goes that..." (p. 8). Also, he changed the generally accepted order of chronological events to fit Vic's character development. (Author's note).**) Have students write their own narrative nonfiction paragraphs about their own lives using Pizzoli's text as a model.
3. **Differentiate by Content according to Interest:**
  - **Creative Writing**—Have students write one of the events in the story from a different character's perspective.
  - **Cross-curricular SS**—Have students locate the main settings in this book and state what happened in each place (see chart for places) OR construct a timeline of Robert Miller's life.
  - **Cross-curricular Math**—Have students solve and write math problems involving the events in the story. For example, if Vic's money-printing box actually printed one \$100 bill every six hours, how long would it take for it to print \$600. Or, students could compare the height of the Eiffel Tower with other buildings in the world.
4. **Hold a debate**—Have the class divide into two sides and argue whether Vic was a charming con artist or a hurtful criminal. Students should use details from the book and examples from other resources to back up their statements.





Suggested Vocabulary  
**Also Visit Greg Pizzoli's Glossary on page 36.**

<b>Word</b>	<b>Sentence</b>	<b>Page</b>	<b>Part of Speech</b>	<b>Definition</b>
aliases	In 1890, the man who would one day be known by forty-five different <u>aliases</u> was born to the Miller family, in what is now the Czech Republic.	1	Plural noun	false names; not the real identity of a person
aristocrats	He created the alias of "Count Victor Lustig" so he would fit in with the <u>aristocrats</u> and millionaires who took steamships from Paris to New York	4	Plural noun	very wealthy people; upper crust of society
luxurious	Living in <u>luxurious</u> hotels under his alias, Victor spent his mornings in the park, reading the newspaper	18	Adjective	very comfy, plush, expensive
insecurities	Someone with his <u>insecurities</u> about his social status would have had trouble admitting that he had been duped at a game of cards...	26	Plural noun	doubts, uncertainties



## AFTER THE BOOK

### Visit Greg Pizzoli's website

Have students visit Greg Pizzoli's website at [gregpizzoli.com](http://gregpizzoli.com) to compare and contrast *Tricky Vic* with his other work. Students can also connect with Mr. Pizzoli via social media to tell him how they enjoyed his book.

### Revisit biography discussion.

Students can convene in a grand discussion to revisit themes present in both biography and *Tricky Vic*.

- What are the elements of a biography—how does *Tricky Vic* meet these?
- What makes us respect certain characters, and when do tricksters hurt others and become criminals? Is it possible to admire a criminal? Why or why not?
- Do you admire or loathe Tricky Vic? Why or why not?
- What do you still wonder about in regards to *Tricky Vic*? What are some questions that are worthy of further consideration and study from this unit?

### Research Project Overview for *Tricky Vic*

Students should examine the different sources Greg Pizzoli utilized when writing this book (books, newspapers articles, and websites) on page 37 and read the Author's Note on page 38. Then in partners or individually, students can choose a person they are interested in researching, using at least three different sources (or however many you deem sufficient) to find information on that person's life and write a report on him/her. To go along with the essential questions discussed students should include information about how that person's personality affects his/her actions. Information bars can also be utilized.



## EVALUATION IDEAS

### Formative Assessment

- **Response Journals**  
At any point you can collect the students' response journals to assess their understanding of *Tricky Vic* or of the biography genre (whatever you decide to focus on).
- **Literature Circle Discussion**  
If you have students discuss *Tricky Vic* or any other literature related to the book in groups, you can use the literature circle observation form to keep track of what each student says. In the "Social" column, write down any social behaviors, such as looking at the speaker, taking turns talking, or interrupting others. In the "Interpretive" column, write down any noteworthy comment a student makes about the book, such as any predictions about what "Victor Lustig" is going to do and why. This way you have a general record of where students are in terms of socially discussing books and in comprehension.
- **Differentiation Interest Exploration**  
You can collect the student's work completed during the differentiation interest exploration lesson to assess student basic comprehension of *Tricky Vic*. Of course, if you would like to assess other areas of content knowledge or competency, just work them into your directions and evaluations.

### Summative Assessment

- **Comprehension Quiz**  
Use the following comprehension questions to test if students completed the reading and understood the basic information from *Tricky Vic* or develop your own. A shorter document with a handful of these questions can be found on Teachers Pay Teachers in the Authors and Educators store at [www.teacherspayteachers.com/Store/Authors-And-Educators](http://www.teacherspayteachers.com/Store/Authors-And-Educators). (Note: if used throughout, this could also be a formative assessment)
- **Rubric for Biography Project**  
Develop a rubric for the student research biography. Criteria could include, but are not limited to the following:
  - ✚ Writing details the main events of a person's life
  - ✚ Demonstrates understanding of themes
  - ✚ Utilizes nonfiction elements

## Characters from *Tricky Vic*

Name \_\_\_\_\_

Directions:

Draw a picture or write notes to describe the following characters from *Tricky Vic*.



<p>Robert Miller</p>	
<p>Al Capone</p>	<p>André Poisson</p>
<p>Robert Tourbillon</p>	<p>Other character(s)</p>

---

**Vocabulary Building Sheet for *Tricky Vic***

Word	Definition	Sentence taken from	Page #	Looked up in dictionary? (Y or N)

## Literature Circle Observation Form for *Tricky Vic* by Greg Pizzoli

Directions: Write down the names of all students in a group. Note both positive and negative social and interpretive skills for all students. Circle the content of book club discussion.

Name	Social	Interpretive

This group discussed:

Point of view

Author's Craft

Vocabulary

Main Idea

Visualizing\*\*

Connections\*\*

R, T-S, T-T, T-W, BK, PE\*

Other:

Characters

Spelling

Use of language

Sequencing

Supporting Details

Questioning\*\*

Predicting\*\*

Illustrations

Setting

Fact and Opinion

Cause-Effect

Inferring\*\*

Determining Importance\*\*

Synthesizing\*\*



\*R=reminds me of, T-S= Text to self connection, T-T= Text to text connection, T-W= Text to World connection, Bk= Background knowledge, PE= Prior Experience

\*\*Reading Strategies from Harvey, S., & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (2nd ed.). Portland, ME: Pearson Professional Growth.



### Interest Investigation into *Tricky Vic*



Directions:

1. Choose one activity from the list below.
2. Complete the task individually or with a partner.
3. Be prepared to share your final product with the class.

Activity	What You'll Do	The Specifics
<b>Creative Writing:</b> Alternate Story-Telling	Re-write one of the events in <i>Tricky Vic</i> from a different character's perspective.	<ul style="list-style-type: none"> <li>• Include at least three vocabulary words in your narrative.</li> <li>• Allow your character's personality to shine through either through dialogue or details.</li> </ul>
<b>Social Studies Connection:</b> Construct a Timeline	Write a biographical timeline that includes all of the major events of Robert Miller's life.	<ul style="list-style-type: none"> <li>• Use a ruler to make your line neat and also to measure distances between dates accurately.</li> <li>• Include a scale.</li> <li>• If time permits, illustrate at least two events.</li> </ul>
<b>Math Connection:</b> Write and Solve Math Problems	Write at least 10 math problems about events from <i>Tricky Vic</i> .  Solve the problems on an answer key.  Ask the class to solve three of your problems.	<ul style="list-style-type: none"> <li>• Create a variety of types of word problems—they should use multiplication, addition, etc.</li> <li>• One example could be— If Vic's money-printing box actually printed one \$100 bill every six hours, how long would it take to print \$600? (36 hours)</li> <li>• Another suggestion could be compare the height of the Eiffel Tower with other famous buildings.</li> </ul>
<b>Your Own Exploration</b>	Get approval from the teacher before you begin.	<ul style="list-style-type: none"> <li>• Stay focused!</li> </ul>

**Student Comprehension Quiz for *Tricky Vic* by Greg Pizzoli**

**Directions:**

For True/False questions, circle the correct answer.

For short answer questions, write your response on the lines provided.

1. True or False: Victor Ludwig was an alias for Robert Miller.
  
2. After leaving school, Miller first made money as a
  - a. Boxer
  - b. Gambler
  - c. Jockey
  - d. Police Officer
  
3. How did Miller receive a scar that went from his left ear down to his jaw?
  - a. He fell while rock climbing
  - b. He cut himself while shaving
  - c. He didn't double Al Capone's money
  - d. He flirted with the wife of a man he was beating at poker
  
4. What was Vic's goal in his interaction with Al Capone?
  - a. To gain the mobster's trust
  - b. To double the mobster's money
  - c. To work for the mobster
  - d. None of the above. Vic never met Al Capone.
  
5. How did Vic trick marks with his money-printing box?

---

---

---

---



Name \_\_\_\_\_

**Tricky Vic comprehension quiz, cont.**

6. Which of the following was **not** one of the reasons that Vic was able to trick a scrap metal man into buying the “rights” for the Eiffel Tower?
- a. The Eiffel Tower was in disrepair
  - b. Victor held his meeting with the scrap metal men in secret and swore them to secrecy
  - c. The man who “won” the rights was too embarrassed to contact the authorities
  - d. Victor convinced the French government to give him a title at the Ministry of Posts and Telegraphs

7. Secret Service agents found a key on Victor when they arrested him in 1935. What did it open?

---

---

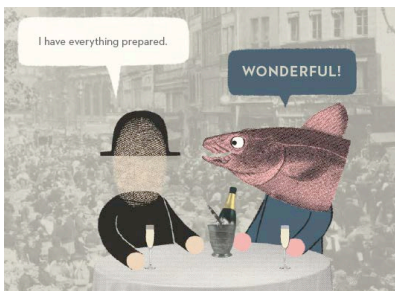
8. What was Vic’s last con?

---

---

9. True or False: Robert Miller died in prison.

10. Which of the following was **not** a setting in *Tricky Vic*?
- a. Paris
  - b. New York
  - c. Chicago
  - d. Mississippi



ANSWER KEY for *Tricky Vic* Comprehension Quiz

1. True or False: Victor Ludwig was an alias for Robert Miller. (True)
2. After leaving school, Miller first made money as a
  - a. Boxer
  - b. Gambler**
  - c. Jockey
  - d. Police Officer
3. How did Miller receive a scar that went from his left ear down to his jaw?
  - a. He fell while rock climbing
  - b. He cut himself while shaving
  - c. He didn't double Al Capone's money
  - d. He flirted with the wife of a man he was beating at poker**
4. What was Vic's goal in his interaction with Al Capone?
  - a. To gain the mobster's trust**
  - b. To double the mobster's money
  - c. To work for the mobster
  - d. None of the above. Vic never met Al Capone.
5. How did Vic trick marks with his money-printing box? (He would find a wealthy gentleman, engage him in conversation to gain his trust by telling him he was a count in name only and had lost all his money. "Reluctantly" he would tell his secret of the money box and show the mark how it "worked," explaining that it took six hours to print one \$100 bill. The mark would offer to buy the machine, and then after twelve hours no more bills would be "printed" because it wasn't really a counterfeiting machine. And by then Vic was far away.)
6. Which of the following was **not** one of the reasons that Vic was able to trick a scrap metal man into buying the "rights" for the Eiffel Tower?
  - a. The Eiffel Tower was in disrepair
  - b. Victor held his meeting with the scrap metal men in secret and swore them to secrecy
  - c. The man who "won" the rights was too embarrassed to contact the authorities
  - d. Victor convinced the French government to give him a title at the Ministry of Posts and Telegraphs**
7. Secret Service agents found a key on Victor when they arrested him in 1935. What did it open? (A locker at a subway station in Times Square where Victor kept the plates for engraving fake bills and over \$50,000 in counterfeit money.)
8. What was Vic's last con? (escaping from prison by posing as a window washer)
9. True or False: Robert Miller died in prison. (True)
10. Which of the following was **not** a setting in *Tricky Vic*?
  - a. Paris
  - b. New York
  - c. Chicago
  - d. Mississippi**

