

TRAPPER BOY



A NOVEL BY
HUGH R. MACDONALD

Teacher Resource

By Patrick Howard et al.
Cape Breton University

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Trapper Boy, by Hugh R. MacDonald

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Trapper Boy

by Hugh R. MacDonald

Teacher Resource

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P.H.

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About the Novel

Summary

Trapper Boy is set in a 1920s-era coal-mining town and tells the story of thirteen-year-old John Wallace Donaldson. JW is a good student with big plans and dreams of college and adventure. Looking forward to a typical summer of chores, fishing and enjoying the outdoor pleasures of a rural kid in 1926, JW is unaware of greater events that will change his life. Work is scarce at the coal mine and JW's parents are deeply worried by the looming inability to support the household solely on his father, Andrew Donaldson's, salary. JW must go the work in the mine to help support the family. Struggling with the weight of his new responsibilities, the dangerous work in the mine and the receding goal to go to college, JW is tested emotionally and physically. While set in rural Cape Breton in the last century, the story has direct relevance to contemporary issues and captures the complexities of a young adolescent forced to face adult concerns before his time. For ongoing access to reviews of the novel go to: <http://cbup.ca/books/macdonald-trapper-boy/>

About the Author

Hugh R. MacDonald is an award-winning writer of fiction. He is a graduate of Cape Breton University and a member of the Writers Federation of Nova Scotia. The author enjoys participating in writing sessions with other well-known Cape Breton and Canadian writers in workshops. Mr. MacDonald lived in Toronto, Canada, for a number of years before returning to his native Cape Breton Island. A songwriter and musician as well, the author enjoys performing and composing in his free time. *Trapper Boy* is his first published novel. He is currently working on an adult novel set in Cape Breton, and a follow-up novel to *Trapper Boy*. For more information or to contact the author contact: <http://cbup.ca/author/hmacdonalddbup-ca/>

Listen to a CBC interview with the author:

<http://www.cbc.ca/mainstreetcb/blog/2012/10/05/trapper-boy/>

Music video of the song that inspired the novel:

<http://www.youtube.com/watch?v=BuClEbaOiGM&feature=youtu.be>

Series of interviews about the writing of the novel:

<http://www.youtube.com/playlist?list=PLlGG52myLP6QkwjpwS3scNNzoS5jSoD9>

Social Context of the Story

The novel is set against the backdrop of historical events taking place in 1925-1926 in Cape Breton, Nova Scotia. Throughout the story, references are made to events that situate it during a time of labour instability, as destitute coal miners withdrew their labour in a series of strikes to demand the coal companies increase wages and improve dangerous working conditions. A series of tragic events led to the death of a protesting miner at the hands of police—an event observed annually in Cape Breton as Davis Day. The novel makes reference to key players in the momentous struggle including mine management Roy Wolvin and J. E. McClurg, as well as the much-heralded union organizer and defender of the miners, J. B. McLachlan. The Cape Breton confrontation is representative of labour unrest throughout much of industrialized North America during the early decades of the 20th century. Labour unions and human rights advocates fought for the rights of workers, the safety of child labourers and the institution of a living wage and other benefits considered to be commonplace in the developed world today.

Resource Philosophy

The *Trapper Boy Teacher Resource* is based upon principles of literacy learning that include an understanding of the following:

- Literacy learning is an active process of constructing meaning.
- There is an interrelationship among the strands of literacy learning (listening, speaking, reading, viewing, writing, representing).
- Exposure to a range of high quality accessible texts is important to student growth and development.
- Learning is social and occurs in many ways: whole class activities; collaboration; small groups and pairs. Students learn using various styles and possess multiple intelligences.

Teaching to Outcomes

The *Trapper Boy Teacher Resource* provides authentic learning experiences that support outcomes-based teaching and learning for a diverse Canadian student population. The learning outcomes from which the activities were created are based on the Atlantic Canada English Language Arts Curriculum and with direct relevance for the Western Canadian Protocol for Collaboration in Basic Education, English Language Arts, K-12 and English, and for the Ontario Curriculum, Language Grades 1-8.

Each activity is followed by the general and specific outcomes to be met with increasing competence and confidence by the student. The target level for the activities is Grade 8, however teachers may use the novel and teaching guide to meet the needs of students at both higher and lower levels. For a complete list of general outcomes see Appendix 5.

Differentiated Instruction

The *Trapper Boy Teacher Resource* is designed for the diverse classroom. In a differentiated classroom, the teacher assumes different learners have different needs. The activities are designed to be student centred and to be engaging and relevant. The teaching resource is predicated on the assumption that students must be active in making decisions and evaluating their learning. Instruction is designed to be a blend of whole class, group and individual inquiry: students coming together as a group to begin inquiry; moving out into smaller groups or individually to pursue learning; coming back together to share and build on their insights and learning. Teachers are encouraged to adapt the activities provided here to meet the needs of the individual learners unique to their classrooms.

Teaching for Authentic Learning

Authentic learning is real life learning. Authentic learning engages all the senses, a style of learning that encourages students to co-create tangible, useful outcomes to be shared with their world. They are real life tasks, or simulated tasks that provide the learner with opportunities to connect with the real world. *The Trapper Boy Teacher Resource* facilitates authentic learning and assessment by encouraging teachers to seek ways for students to demonstrate their learning in relevant and meaningful ways.

Education for Sustainability

Education for Sustainability (EfS) is an approach to learning that seeks to reorient education toward the knowledge, skills, perspectives and values that will guide and motivate people to pursue sustainable livelihoods, participate in a democratic society and live in a sustainable manner. Sustainable development encompasses environment, economics and society. Therefore, people need basic knowledge from the natural sciences, social sciences and humanities to understand the principles of living sustainably and how they can be implemented, the values involved and ramifications of their implementation. EfS focuses largely on the major social, economic and environmental issues that threaten the sustainability of the planet. Understanding and addressing these issues are at the heart of EfS, and locally relevant issues should be included in any program related to educating for sustainability.

EfS goes beyond teaching *about* global issues. EfS instills practical skills that will enable students to continue learning after they leave school, to have a sustainable livelihood and to live sustainable lives. These skills will differ according to community conditions but include critical thinking, systems thinking, communication skills, the ability to work collaboratively, scientific and ecological literacy and a sense of caring and stewardship for the local and global environment, among others. EfS carries with it perspectives that are important for understanding global issues as well as local issues in a global context. Every issue has a history and a future. Looking at the roots of an issue and forecasting possible futures based on different scenarios are part of EfS, as is an understanding that many global issues are linked.

Exploring the Readings

The novel has been sub-divided into a series of “Readings” centred on a key focus area or thematic link. Each focus area invites students to actively engage with that section of the book to more fully understand how the theme is developed. Key

Focus areas explore:

- The concepts of responsibility;
- The nature of labour, working conditions, the working life from a historical perspective;
- Dreams, goals and the advantages of education;
- Global issues and connections;
- Child labour, safe working;
- Coal mining, coal extraction and the burning of fossil fuels;
- Teachers and students are encouraged to make personal and local connections to these and other issues, themes and concepts.

Resource Overview

The Trapper Boy Teacher Resource is designed to meet the needs of a diversity of learners. Each reading is explored through learning tasks designed to meet a range of learning outcomes. Activities invite learners through whole class, small group and peer discussion to access prior learning and increase levels of competence and understanding through the facilitation of collaborative learning. Increasing the middle school learner’s capacity to understand the features of text, and how meaning is created through stylistic elements, is important in the creation of critical and sophisticated readers. At this stage of literacy development, learners require practice in utilizing reading strategies to read fluidly and with increased accuracy. The ESL activities are designed for second-language learners—less sophisticated readers will also benefit from the comprehension/recall questions and the vocabulary development opportunities. Creative extensions are also to be viewed as opportunities for authentic learning and a way to integrate the language arts strands for cross-curricular learning and enrichment purposes. The resource also provides a list of helpful web resources as a starting point for further student and teacher research. Appendices provide graphic organizers as reproducible black line masters to support the learning tasks

“The Learning Outcomes found throughout this resource are specific to the Atlantic Canada Language Arts Curriculum. However, the outcomes are applicable to provincial literacy curricula across Canada and internationally for elementary and middle school students.”

Reading One: New Responsibilities (Chapters 1-14)

Summary: JW Donaldson has an ordinary life for a boy of thirteen in the 1920s; he goes to school, does his chores and enjoys swimming, fishing, reading and spending time with his friend, Beth. He dreams about his future; he dreams of going to university and exploring the world like in the adventure stories he reads and loves so much. JW also likes listening to the stories his father tells him about working in a coal mine. As his father's stories become more frequent and detailed, JW learns that he must go to work in the mine to help support his family. Will he be able to balance his new responsibilities with his schoolwork, or will he be forced to give up on his dreams?

Teaching Focus/Thematic Links: Responsibilities

Whole Class Activity: As a pre-reading activity, have the students write in response to a question(s): What kinds of responsibilities do you have? What does the word *responsibility* mean to you? Should children and young people have responsibilities? Why or why not? What kinds of responsibilities are suitable for young people? How do you feel about children and young people working for income?

OUTCOMES

Students are able to:

Respond to questions to provide accuracy, relevancy and validity;

Assess the need for clarification or elaboration when responding to instructions or questions;

Demonstrate active listening and speaking skills;

Use writing, and other ways of representing, to extend, explore and reflect on ideas, values and attitudes.

Small-group Discussion: Have students form small groups to discuss the concept of responsibility. Students can build on their prior knowledge and the pre-reading activity above.

Examples:

What is JW responsible for? Do you have any similar responsibilities?

How does JW respond to his responsibilities? How does this compare with you or your friends? What are your first impressions of JW?

OUTCOMES

Students are able to:

Reflect upon the contribution of others' ideas during discussion;

Respond to questions to provide accuracy, relevancy and validity;

Use active listening skills to interpret main ideas and the relevancy of supporting ideas;

Assess the need for clarification or elaboration when responding to instructions or questions;

Demonstrate active listening and speaking skills;

Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others.

Individual Activity – Responsibilities: Ask students to interview someone they know who they believe has a lot of responsibilities. What are their lives like? What are they responsible for? Did they choose their responsibilities or were they taken on out of necessity? Did they always have these responsibilities? Have the kinds of responsibilities changed for them? How do these people describe themselves? Are they happy? Stressed? Fulfilled?

Integrating digital media technology: Students may wish to record audio and/video of the interview using digital technologies. Students can edit and share aspects of the interview they find to be most important in their discussion of responsibilities.

OUTCOMES

Students are able to:

Ask questions to probe for accuracy, relevancy and validity;

Use active listening skills to interpret main ideas and the relevancy of supporting ideas;

Demonstrate active listening and speaking skills;

Experiment with a range of writing and representing forms and styles to suit purpose(s) and intended audience(s);

Use the conventions of written language.

Whole Class Activity – Sharing: Students will share findings from their interviews in small groups. Then, as a whole class, they will consider common types of responsibilities that emerge from the interviews and any other key themes that are apparent to them from their discussions and the sharing of interview material.

OUTCOMES

Students are able to:

Reflect upon the contribution of others' ideas during discussion;

Demonstrate active listening and speaking skills.

Style: Have the students complete a Character Wheel for JW (see Appendix 2) based on their reading of this first section of the novel. Place JW's name in the centre and have students brainstorm character traits and qualities supported by evidence and examples from the novel.

OUTCOMES

Students are able to:

Identify features and elements writers use to contribute to meaning and effect.

ESL/Reading Comprehension Development

New Vocabulary: kindling, indignant, satchel, exotic, mammoth, indentured, crimson, relentless, despair.

Comprehension/Recall:

What is the job of a trapper boy?

Describe the fish JW caught in Chapter 4.

Why is the mine owner, Roy Wolvin, called Roy the Wolf?

Why is JW's father drawing detailed sketches of the mine and explaining how coal mining works?

Why is it necessary for JW to work in the mine?

When JW and his mother go to the Co-op store they meet two people with very different views on working in the coal mine. Describe what happens and explain the contrasting views.

OUTCOMES

Students are able to:

Read with greater fluency, confidence and comprehension.

Reading Two: The Working Life (Chapters 15-22)

Summary: JW begins his job at the mines. He learns about the workings of the mines, how to do his job, the men working there and the life of a coal miner. JW discovers that some of the men, like Smitty, are immigrants who came to Canada specifically to work in the mine and they have interesting life stories that led them to work in the coal mines.

Teaching Focus/Thematic Links: Challenging working conditions, survival, history of coal mining and working conditions in eastern Canada.

Group activity: Small group research or Web Quest to investigate origins of the story and history of coal mining from the past to present day. Websites may be provided as a guide (see Appendix 1). Students may choose to narrow their research to a specific topic (e.g., pit ponies or labour strikes, explosions, mining techniques, conditions, uses of coal). When the groups have found their information, they will decide on a strategy to report on their findings to the class.

OUTCOMES

Students are able to:

Reflect upon the contribution of others' ideas during discussion;

Respond to questions to provide accuracy, relevancy and validity;

Express a point of view and support it with personal examples and evidence from various sources;

Identify and select texts that meet their needs and interests;

Identify relevant or interesting topics and questions for further study;

Compare information from a variety of sources;

Use effective research approaches and strategies;

Create a range of texts;

Assess appropriate feedback to inform future work.

Small-group Questions: Students may respond to the following, using a Think-Pair-Share strategy. For a limited time each student works on a response, perhaps in writing or jotted notes. Then students are asked to work with another student to reformulate an answer in order to deepen their original thinking. Finally, the pairs present their insights to the class perhaps with a read-around with five or six pairs reporting to the class.

Examples:

How do you think JW felt about his first day in the mine? How would *you* have felt?

What does JW's treatment of the rat say about him?

"Well, you'll get to spend the next forty or fifty years together down here" (69). What effect do you think Red's words had on JW? Why?

Do you think JW was irresponsible for leaving the trap door? Why or why not?

OUTCOMES

Students are able to:

- Reflect upon the contribution of others' ideas during discussion;
- Respond to questions to provide accuracy, relevancy and validity;
- Use active listening skills to interpret main ideas and the relevancy of supporting ideas;
- Assess the need for clarification or elaboration when responding to instructions or questions;
- Demonstrate active listening and speaking skills;
- Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others.

Style

In Chapters 17 and 18 the author describes the conditions in which JW is working. The words chosen create a feeling or mood in the reader. Using the graphic organizer (see Appendix 3) have the students create a list of words and phrases that the author used to create an impression of the setting in the underground mine.

OUTCOMES

Students are able to:

Identify features and elements writers use to contribute to meaning and effect.

Group Activity – Character Wheel

Consider JW's personality traits, characteristics, beliefs, etc. demonstrated in this part of the novel and add any new evidence to your character wheel (Appendix 2).

OUTCOMES

Students are able to:

Identify features and elements writers use to contribute to meaning and effect.

Writing activity: From the evidence presented in the novel, and based on what students have learned from research, have students write a letter to the editor of the *Sydney Post* describing the working conditions in the mines and demanding a change.

ESL/ Reading Comprehension Development

OUTCOMES

Students are able to:

Experiment with a variety of strategies as a language learner;

Use writing and representing to extend, explore and reflect on ideas, values and attitudes;

Assess strategies that help them learn and describe their personal growth as language learners.

New Vocabulary: deftly, stature, array, lollygagging, dispel, chime.

1. What are breaker boys?

2. Why do the breaker boys make fun of JW?
3. What does Red Angus mean when he says bathroom facilities for the workers are known as cat sanitation?
4. What is JW's plan for attending school?
5. As JW meets more of the miners, he finds they are from different places around the world. Name some of the places the miners come from.

Reading Three: Dreams (Chapters 23-41)

Summary: Throughout this section of the novel, we learn that JW is finding it more and more difficult to keep up with his schoolwork. His friend, Beth, helps him by bringing him homework, but he is having trouble catching up and regularly attending school. Balancing work and school ends up being more than JW can handle.

Teaching Focus/Thematic Links: Dreams and goals, choice versus the “greater good,” the importance of education

Whole class discussion: JW has dreams. He is able to describe very definite ambitions he wants to accomplish someday. Have the students discuss the concept of dreams. What are their dreams? Are all dreams attainable? Is a dream different from a goal, an ambition? What is the importance of having dreams? Should we give up on our dreams? When? Under what circumstances? Did something ever stand in the way of your dreams? What was it? Were you able to get through it? How?

OUTCOMES

Students are able to:

Reflect upon the contribution of others’ ideas during discussion;

Respond to questions to provide accuracy, relevancy and validity;

Assess the need for clarification or elaboration when responding to instructions or questions;

Express a point of view and support it with personal examples and evidence from various sources;

Demonstrate active listening and speaking skills.

Paired or small group activity: Dreams in popular culture

Think about references to the importance of realizing dreams in music, movies, books (both fiction and non-fiction) and television programs. How do these works communicate the importance of dreams? What aspects of dreams are emphasized? How did the author/director/creator represent the experience of having a dream? What is the main message or theme in the work?

Students will bring suitable examples of other works that deal with the theme of dreams and share with the class.

OUTCOMES

Students are able to:

Reflect upon the contributions of others’ ideas during discussion;

Respond to questions to provide accuracy, relevancy and validity;

Use active listening skills to interpret main ideas and the relevancy of supporting ideas;

Assess the need for clarification or elaboration when responding to instructions or questions;

Demonstrate active listening and speaking skills;

Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others.

Style: In this section of the novel, JW struggles to fulfill his commitment to his family and also realize his dream of completing his education and going to college. However, the choices are difficult. The author depicts the internal conflict with which JW struggles, both mentally and physically.

Have the students review the chapters in this section to illustrate the conflicts JW is experiencing and decide whether they are internal (struggling with his own doubts, fears, anxieties and emotions) or external (struggling with forces outside of himself—other people, the environment)

OUTCOMES

Students are able to:

Identify features and elements writers use to contribute to meaning and effect.

ESL/ Reading Comprehension Development

New Vocabulary: shrill, timid, taunt, linger, vigilant.

1. Why do Patty and JW fight?
2. Who is Lord Tennyson and how did he get his name?
3. What new “surprising” information does JW learn about Smitty?
4. What does JW do with Lord Tennyson? Why?
5. JW misses a math test that he studied for but he is unable to take. What happened to cause him to miss the test?

OUTCOMES

Students are able to:

Read with greater fluency, confidence and comprehension.

Reading Four: New Futures (Chapters 42-46)

Summary: The novel ends dramatically with news of a cave-in, JW's heroic efforts and the fact that his father has been offered Red's old position as a manager. JW can finally return to school.

Teaching Focus/Thematic Links: Global issues and local connections—sustainability, child labour, access to education.

Prompts for small-group or whole-class discussion:

1. JW was lucky enough to go back to school. Do you think that this was the case for many children in the novel or historically? Why or why not? Consider Patty and Mickey.
2. JW and his friends work in the mine, yet they are only thirteen years old, and some of the “breaker boys” appear to be even younger. What do you think about people working at such a young age? Would *you* want to have a job? Why or why not?

OUTCOMES

Students are able to:

Reflect upon the contributions of others' ideas during discussion;

Respond to questions to provide accuracy, relevancy and validity;

Use active listening skills to interpret main ideas and the relevancy of supporting ideas;

Assess the need for clarification or elaboration when responding to instructions or questions;

Demonstrate active listening and speaking skills;

Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others.

Group activity – Presentation

The novel *Trapper Boy* invites students to take the ideas presented and relate them to their daily lives and the world they live in. The novel provides a jumping off point to involve students in social, political, economic, environmental and cultural explorations that are relevant to them.

Brainstorm with students about local and global issues that are present in the book that are very relevant today. Assist students to see the connections with the larger global community and places that are struggling with some of the same issues as presented in the book. Look at the local challenges of the economy today and compare them to those in the novel.

Research: In groups, students will choose a topic of interest to research. This could include: environmental, economic or cultural sustainability; child labour; access to education; working condition; poverty; the debate over coal extraction methods and climate change; or anything else that interests them. The topic must fall under the broad category of global issues, and students are encouraged to make connections to their own communities and to their lives. Based on their research, each group will present their findings to the class in a 5-10 minute presentation. Websites and other resources can be provided to keep students on task and to help them focus their research. Examples of questions that students may consider answering are:

1. How does the issue affect the world?
2. Are there areas that are particularly affected?

3. Does the issue in some way have an impact on Canada? In other words, is your community affected by the issue?
4. What are some things we can do to reduce the prevalence of the issue? Can they be done individually, or does the global community need to come together to find a resolution?

Consider incorporating digital media and forms of graphic representation. Students may present their projects to another class, to parents and community members. Guest speakers from the community, local NGOs working with similar issues could be invited as part of the presentations.

OUTCOMES

Students are able to:

Apply a range of strategies that contribute to effective talk;

Use strategies and behaviours associated with effective speaking;

Demonstrate active speaking and listening skills;

Demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others;

Examine how spoken language can be used to influence and manipulate;

Identify relevant or interesting topics and questions for further study;

Evaluate the reliability of information from various sources;

Compare information from a variety of sources;

Use effective research approaches and strategies.

Advertising and Marketing: Based on their research projects, another group's presentation, or another global issue, ask students to create an advertisement or public service announcement. The ad should focus on educating the public about their topic of choice. Students have the option of choosing the medium for this project; they may choose to create a poster, radio advertisement, TV commercial/YouTube video, billboard, magazine ad, newspaper feature, a digital media piece, or whatever they find most interesting.

OUTCOMES

Students are able to:

Use writing and representing to extend, explore and reflect on ideas, values and attitudes;

Integrate stylistic effects in writing and representing to create interest;

Experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s);

Demonstrate a commitment to creating pieces of writing and representing.

Style: Minor characters are important to a story. They serve different purposes. The reader learns some things about the characters but often they are never fully developed like the major characters.

Students will choose three minor characters they find interesting and would like to know more about. Using the Minor Characters Graphic organizer (see Appendix 4), students get to know that character more by looking closely at their contribution to the story.

ESL/ Reading Comprehension Development

New Vocabulary: adrenaline, converge, ordeal, accolades, mimick(ed)

1. After JW decides to leave school, to what does he turn his attention?
2. Describe what happens between JW and Shawn MacGuire?
3. How did JW know where to dig to help the trapped miners?
4. Why was Andrew was chosen to be a manager?

OUTCOMES

Students are able to:

Read with greater fluency, confidence and comprehension.

Creative Extensions:

Group activity – Creative Drama: Role Playing

Students choose a scene in the novel that interests them. After writing a short script, students create a short (5 minute) skit based on the scene they have chosen. The skit may be a dramatic representation of a scene, or students can create an original scene. Students are encouraged to include simple props or costumes. The skit will be presented to the class. The dramatic piece may be video recorded, presented digitally, or students may choose to podcast the scene.

Storyboard/Comic

Students choose a scene in the novel and create a comic or storyboard with based on the scene. The comic may be a representation of the scene as is, or students could extend and create a scene of their own. The comic will be presented in class.

Minor characters: Students will choose a minor character and write a backstory for the character to develop the character more fully. They can create a new scene for the novel in which the character plays a greater role. Some students can create a social media page for the character, begin a fan fiction page for the novel and invite others to create their own stories based on the novel, develop other characters and create alternate endings and new scenes.

Below is a list of resources teachers may find useful in helping students explore issues and themes associated with the novel study.

Child Labour

Hugh MacDonald – Trapper Boy music video

<http://www.youtube.com/watch?v=BuCJeBaOiGM&feature=youtu.be>

Speak Up for Change: <http://www.speakupforchange.ca/child-labour-resources/>

Teach UNICEF: <http://teachunicef.org/teaching-materials/topic/child-labor>

BC Teacher’s Federation on Child Labour: <http://www.bctf.ca/SocialJustice.aspx?id=6170>

Free the Children: <http://www.freethechildren.com>

The United Nations on Child Labour: <http://www.un.org/en/globalissues/briefingpapers/childlabour/>

Labour and Unions

Teacher’s Guide to Labour Studies:

<http://www.bctf.ca/uploadedFiles/public/TeachingResources/YouthUnionsYou/index.html>

Canadian Museum of Civilization’s online exhibit *Canadian Labour History*:

<http://www.civilization.ca/cmc/exhibitions/hist/labour/lab01e.shtml>

- see the section about child workers (go to “Workers Unite” and then “Voices” next to “Working Children”)

For an image of a 14 -year-old coal miner in 1912:

<http://www.civilization.ca/cmc/exhibitions/hist/labour/la16j4.shtml>

Coal and Coal Mining

Alberta Energy: <http://www.energy.alberta.ca/coal/920.asp>

Coal mining in India

<http://news.nationalpost.com/2012/03/08/life-as-tough-as-coal-photographs-from-indias-rat-hole-coal-mines-in-the-jaintia-hills/>

NS Archives Men in the Mines: <https://novascotia.ca/archives/search/?q=mining>

CBC Archives lesson plan on collapse of industries in general:

<http://www.cbc.ca/archives/lesson-plan/for-teachers-comparing-industry-collapses>

World Coal Association About Coal: <http://www.worldcoal.org/coal/what-is-coal/>

Natural Resources Defense Council on the dangers of coal:

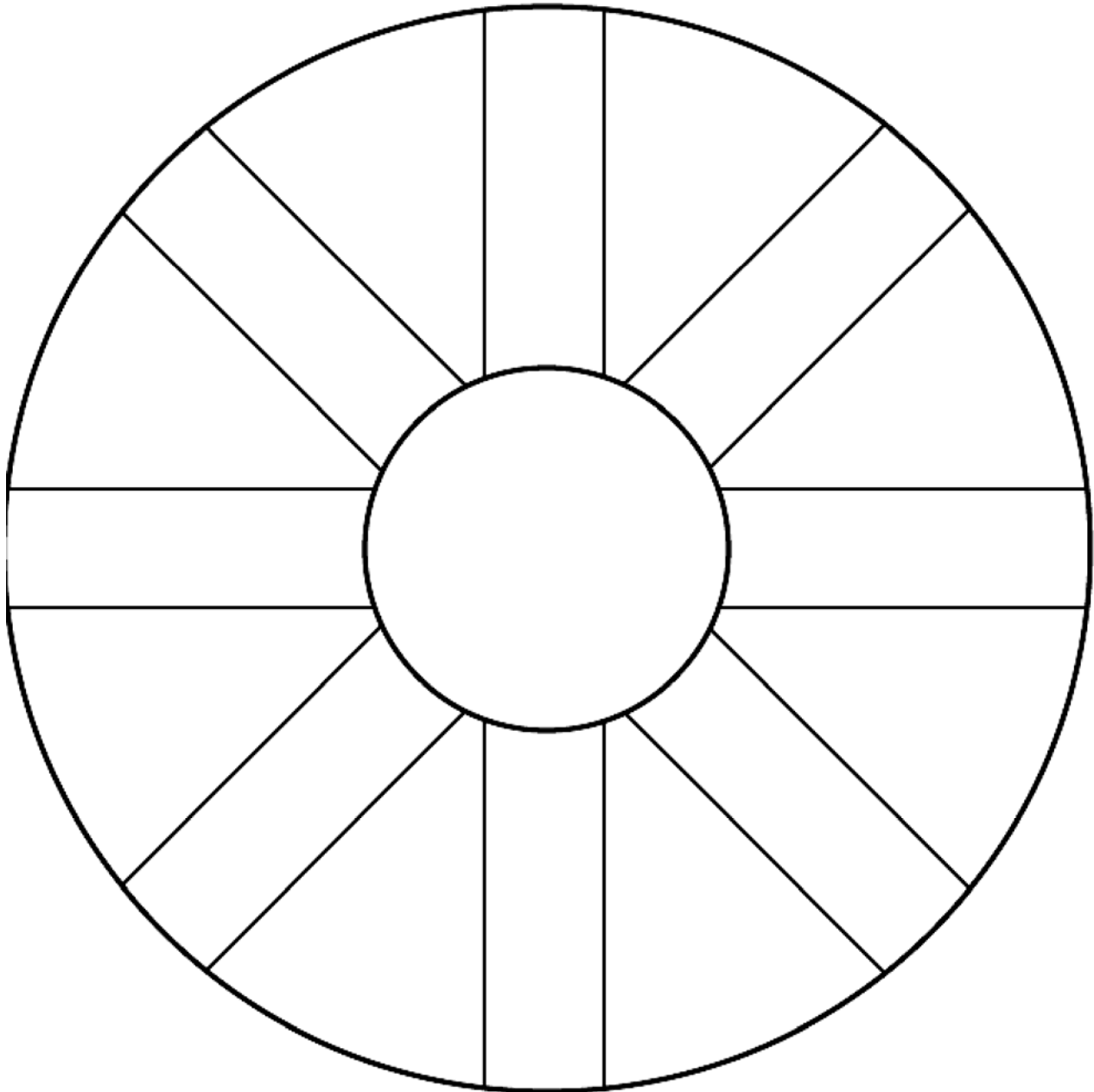
<http://www.nrdc.org/energy/coalnotclean.asp>

also includes information about other energy sources (for instance, under the “Energy” section there is a “Guide to Renewable Energy for America”)

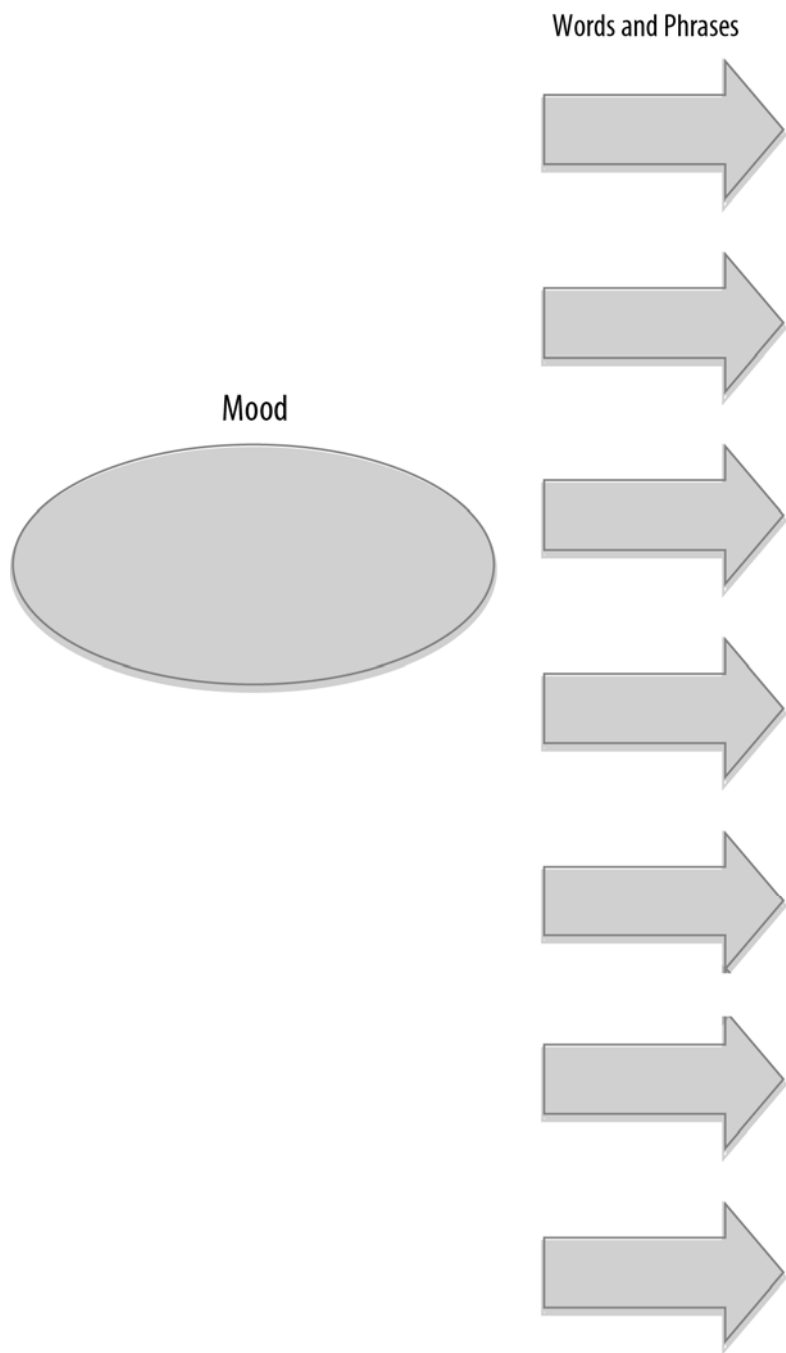
Environment Canada on coal and pollution:

<https://www.ec.gc.ca/energie-energy/default.asp?lang=En&n=21FAF93C-1> also includes information about other fossil fuels

CHARACTER WHEEL



Words and Phrases that Create Mood



Appendix 4

Minor Characters

| Character's Name | How they look | How they act | How they interact with others | How you feel about the character | Other |
|------------------|---------------|--------------|-------------------------------|----------------------------------|-------|
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Appendix 5

| Strand | GCO <i>Students will be expected to:</i> | | What this Means <i>Students will:</i> |
|--|---|--|---|
| Listening and Speaking | #1 | Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. | Learn about themselves and the world through listening and speaking. |
| | #2 | Communicate information and ideas effectively and clearly, and to respond personally and critically. | Clearly communicate their ideas. |
| | #3 | Interact with sensitivity and respect, considering the situation, audience and purpose. | Be courteous and respectful toward others and be accepting of their ideas. |
| Reading and Viewing | #4 | Select, read and view a range of literature with understanding. | Read with understanding a variety of texts (books, magazines, poetry, visuals, charts, etc.). |
| | #5 | Interpret, select and combine information using a variety of strategies, resources and technologies. | Gather information from multiple texts; conduct research. |
| | #6 | Respond personally to a range of texts. | Give personal opinions, connections and reactions. |
| | #7 | Respond critically to a range of texts, applying their understanding of language, form. | Recognize what texts say and how they are created. |
| | #8 | Use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. | Write for a variety of reasons. |
| Writing and other ways of Representing | #9 | Create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes. | Create a wide range of texts. |
| | #10 | Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness. | Create texts that are clear and accurate; apply proper conventions (spelling, grammar usage). |