

TEACHER'S GUIDE

Grades 7 & 8



ARCTIC a novel THUNDER

ROBERT FEAGAN

Teacher Resource Guide developed by
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I BOOK SUMMARY

Mike Watson's team has just won the Alberta Bantam Provincial box lacrosse championships. The euphoria of victory and plans for next season are short-lived when Mike's father, a member of the Royal Canadian Mounted Police, is transferred to Inuvik, Northwest Territories.

The transition to life inside the Arctic Circle is a tough one for Mike, who is now fourteen. With temperatures as low as minus fifty degrees Celsius, a hulking monster named Joseph Kiktorak threatening him at every turn, and not a lacrosse ball in sight, Mike's resentment at moving north escalates.

As his friendships with local youth develop, Mike is introduced to the amazing spectacle and athleticism of traditional "Arctic Sports." When his father witnesses the natural talent of Mike's new friends, the idea of an Inuvik lacrosse team is born! With hearts full of desire, the motley group of athletes heads south to Alberta to participate in the Baggateway Lacrosse Tournament, and to face Mike's former team, the St. Albert Rams.

About the Author

Robert Feagan is the author of two previous novels for young people: *Napachee* and *Mystery at Shildii Rock*, which was nominated for a Golden Eagle Book Award. He was born in Fort McPherson, Northwest Territories, and often accompanied his RCMP father on patrols of the Mackenzie Delta by dog team. Feagan has lived in Yellowknife, Cambridge Bay, and Inuvik, but currently resides in St. Albert, Alberta.

II CURRICULUM CONNECTIONS

*Activities linked to the Grade 7 and 8 Language Ontario Curriculums can be found in the Post Reading Activities section.

**Many of the During Reading comprehension questions address expectations in the Reading Curriculum.

Grade 7 and 8 Language

Writing 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1-3.6
Character sketch

Reading 1.4, 1.6
Writing 1.2, 1.5, 2.1-2.4, 3.1-3.6, 4.1, 4.2
Compare and contrast

Media 3.1-3.4, 4.1, 4.2
Re-design the book cover

Oral 1.1-3.2
Reading 1.3-1.7, 2.2
Writing 1.1-4.1
Media 3.1-4.2
Interview a character

Reading 4.1, 4.2
Assess your own reading

Oral 2.1-2.7, 3.1, 3.2
Reading 1.4 - 1.6, 1.8, 1.9
Writing 1.1 - 4.2
Media Literacy 3.1 - 4.2
Select a Scene (perspective)

Reading 1.3, 1.6
Three types of conflict

Reading 1.5, 1.9
Writing 2.3-2.5
Alter an Event

Reading 1.4, 1.5
Media 3.1-3.4, 4.1, 4.2
Comic strip/graphic novel of main events
CD cover

III PRE-READING ACTIVITIES

Discuss elements of narrative fiction.

Discuss the book cover. What might it tell the reader about the content? Discuss how this cover might encourage people to read the book or discourage them from reading it.

After analyzing the book cover and reading the book summary, discuss with students the kind of information they might like to have. Activate/provide background knowledge through viewing images, videos, and/or reading about:

- lacrosse
- living in northern Canada (climate, housing, etc.)
- First Nations in northern Canada
- Arctic sports <http://www.awg2008.org/sports/arctic-sports.asp>

The Vocabulary and During Reading questions have been divided into Chapter Chunks to make the reading and writing more manageable for differentiated learners.

Chapter Chunks

- Chunk 1 – Chapters 1-6; pp.10-76
- Chunk 2 – Chapters 7-13; pp.77-160
- Chunk 3 – Chapters 14-21; pp. 161-227
- Chunk 4 – Chapters 22-end; pp.228-283

Vocabulary Building

The following word lists are suggestions for vocabulary building. There are other words in the book that might be appropriate to meet the needs of the various reading levels in the classroom.

There are many different ways to use the following vocabulary lists. Some suggestions include:

- student or teacher created word searches
- <http://puzzlemaker.discoveryeducation.com>
- find the meaning and use in a sentence to show understanding of meaning
- find the meaning, and find another word with same or similar meaning
- make a chart showing prefix, root and suffix
- multiple meaning words
- www.spellingcity.com
- www.wordle.net

Chunk 1 (pp.10 – 76)

squandered p11	jostled p12	poised p12	feigned p13	deke p13
tenacious p15	deftly p17	spiel p32	despondently p33	badgered p34
intermittent p36	contingent p44	assailed p56	conspicuous p67	scrutiny p69
imperceptible p70				

Chunk 2 (pp.77 – 160)

sinews p93	blatant p99	camaraderie p99	luminous p133	confluence p155
acolades p82	countenance p87			

Chunk 3 (pp.161 – 227)

ricocheted p269	
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IV DURING READING QUESTIONS

Chunk 1

1. What is box lacrosse? p9
2. Start a list of character names and add to it when you meet new ones. Beside each character, indicate their relationship to the main characters in the story.
3. Have you ever had to move? Can you relate to how Mike is feeling about having to move? pp23-26
4. On a map look up where Inuvik is. Try to trace the route that Ben says they have to take to get there. pp27-28
5. Mike's mother "never failed to spot the small thread of positive in a whole blanket of negative." (p34) Explain in your own words what this means.
6. How does the author describe what the land north of Yellowknife looks like as Mike flies over it? (p37) Draw a picture to depict what you visualize from this description.
7. What does "losing the sun" mean? pp38-39
8. On pp 48-49, Fitz gives Mike's family a tour and tells them about Inuvik. Google Inuvik to find out which facts are real and which are fictional.
9. What is a barge order? p57
10. "It was pretty much a sea of brown faces." (p67) What does this mean?
11. Why was Mike embarrassed when his teacher mentioned who his father was? p66

Chunk 2

1. Who do think this Victor Allen guy is? (p80) So far he seems to show up just out of the blue.
2. What would you do if you were in Mike's shoes with "...no friends, no lacrosse, no TV, no computer, no texting"? p83
3. Do you have any experience with shortwave radios? p86
4. Create a character map showing the relationships between the main and primary characters you've met so far.
5. Make point form notes of the main events in this chapter chunk.
6. Do you play any sports? Do you agree with Mike's parents about making friends through sports? p90
7. "keying on his chest..." what does this mean? p97
8. You learn who Victor Allen is on p101. What is an Elder? Why does this seem important? Make some predictions about what role Victor might play in the story.
9. Look up what Kamiks/mukluks look like and what they are made of. p107
10. Google/look up on a map the Mackenzie River and find Aklavik and Tuktoyaktuk. Try to find out about the ice road around there. p111

11. Why does the barge only bring fuel in the fall? Why can't they get fuel year round? p112
12. On p125 Victor says to Mike when Mike starts to feel down about moving, "...you have to look for what isn't obvious. Look around you. Take your time. Something's waiting for you in Inuvik. Something you'll take with you for the rest of your life." Make some predictions about what this might be.
13. On p125 Victor makes a comment about about Gwen and Joseph, "...sometimes people aren't what they seem." What do you think Victor means by this and what might be going on with Gwen and Joseph.
14. Why did Donnie set up the lacrosse net and sticks for Mike? p146
15. Why do you think Joseph backed down when Mike talked back to him? p159

Chunk 3

1. Mike is teased about his crush on Gwen. How does he handle it? Do you think he handles it well? p171
2. Why is Donnie so surprised when Tommy called him a friend? p177
3. On p181, when David shouted, "holy crap! Donnie farted!"; what do you think David was really trying to do?
4. On p192, Donnie volunteers to be the manager for the lacrosse team. Re-read his pitch to Mike and his dad. What does this say about Donnie's character?
5. Why did the author set up the information on pp 196-199 in the format that he did? How does this help you as a reader?

Chunk 4

1. Why did it seem like Donnie was crying when he received his team jersey? p234
2. Why did bobby call Mike "Shak"? p237
3. On pp235-236, Joseph speaks to the whole team and apologizes for his behavior. Why did he do that? What does this say about his character? How might this help with team cohesiveness?
4. What are your thoughts about the author's decision not to have the Arctic Thunder team win in the last match? Why do you think the author chose for the Thunder not to win? p279
5. Why did the winning team share their trophy job around the rink with the Thunder? p280
6. Why did Mike feel like this was more of a victory than the year before when he won with the Rams? p281
7. Reflect on the role Victor Allen played in Mike's character growth.

V POST READING/CURRICULUM CONNECTIONS ACTIVITIES

Grade 7 and 8 Language

Character Sketch — Mike managed to make friends, befriend two of the ‘bullies’ in town and form a Lacrosse team, all in his first year in Inuvik. What does this tell you about his character? Write a character sketch about him. Be sure to provide supporting details from the text to back up your statements.

Writing 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1-3.6

Compare and Contrast — Compare and contrast Mike’s life to yours. Use a Venn Diagram as your planner (BLM 1).

Reading 1.4, 1.6,

Writing 1.2, 1.5, 2.1-2.4, 3.1-3.6, 4.1, 4.2

Redesign the Book Cover — Look at the book cover again. How do you feel about it? Do you like it? Re-design the book cover to make it more appealing using a graphics program, PowerPoint or other visual media. Present the finished work as a Gallery Walk in the classroom.

Media 3.1-3.4, 4.1, 4.2

Interview a Character — Interview Mike or another character about his/her life in Inuvik. In pairs, develop questions and answers using the Q-Chart (BLM 2). Present the interview as a live talk show or as a video podcast.

Oral 1.1-3.2

Reading 1.3-1.7, 2.2

Writing 1.1-4.1

Media 3.1-4.2

Assess Your Own Reading — Assess your own reading of this novel. Did you find it easy or hard to read? What activities/strategies and/or discussions helped you to better understand the story? (i.e. pre-reading, during reading, post-reading). What might have made it easier/harder to get through? Jot down your thoughts to be ready for an oral discussion with the teacher.

Reading 4.1, 4.2

Select a Scene (perspective) — Select a scene from the story and rewrite it from the perspective of that character (first-person perspective). Tell (written, and/or media form/drama) the story in the role of that character.

Oral 2.1-2.7, 3.1, 3.2

Reading 1.4 - 1.6, 1.8, 1.9

Writing 1.1 – 4.2

Media Literacy 3.1 - 4.2

There are three types of conflict:

- human against human
- human against nature
- human against him/herself

Find and list 1-2 examples of each of these forms of conflict in the story. Use a mind map or other graphic organizer to show your work.

Reading 1.3, 1.6

Alter an Event — change one event and make a written, point form outline showing how the storyline would change with your alteration.

Reading 1.5, 1.9

Writing 2.3-2.5

Comic strip/graphic novel of main events — Using your chapter chunk summaries, create a comic strip or short graphic novel of the main events in this book (BLM 3). Use an online program (bitstrips.com), Comic Life or other graphics software for the finished product.

Reading 1.4, 1.5

Media 3.1-3.4, 4.1, 4.2

CD Cover — Create a CD cover with song titles. The song titles can be the main idea in each chapter. (BLM 4)

Reading 1.4, 1.5

Media 3.1-3.4, 4.1, 4.2

Compare an event from the story to an event in your life. Use a Venn Diagram to organize your thoughts/ideas. (BLM 1)

What did you like best about the novel? Make sure you include examples from the text in your answer.

Does the book title, *Arctic Thunder* seem appropriate? Does it have more meaning to you now? Can you suggest some other titles? What about the image on the front cover? How would you redesign it?

Retell your favourite scene in a comic strip. (BLM 3)

Gwen played on a boy's team. It didn't seem to be an issue with anyone. Have a class discussion about the evolution of girls in sports.

Use Edmodo.com as a medium for some of the discussion topics in the During and/or After Reading sections.

Character Education

Mike's feelings about friends: "as long as someone is fun to be with, it didn't matter...if they were a science nerd, book geek, artsy weirdo or goth. If they had a sense of humour and didn't hurt anybody, he didn't care." p90. What are your thoughts about Mike's view of friends? Do you agree or disagree? Why?

On p232 Gwen commented to Mike about how she appreciated him continuing to be nice to her even though she was mean to him. Have a discussion about the value of treating every nicely no matter how they treat you.

Racism

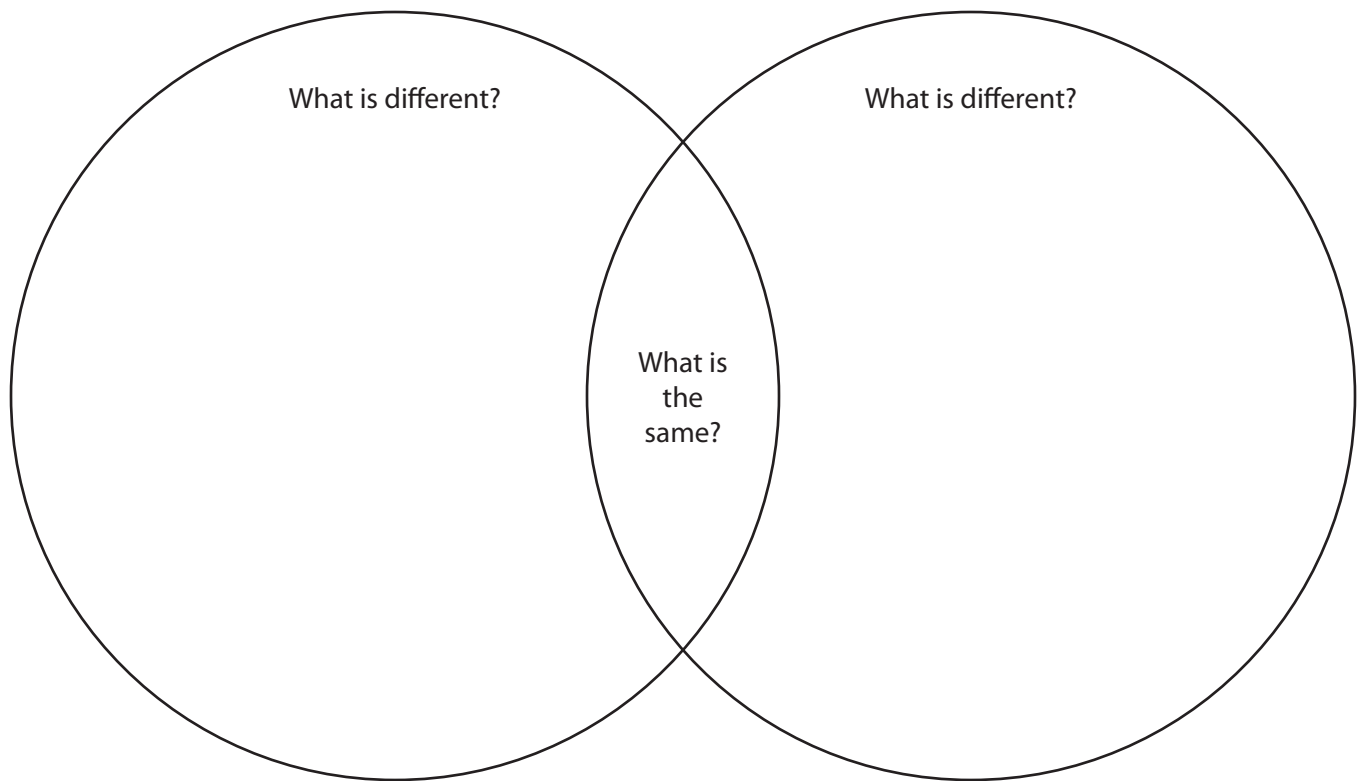
On p261, during the game against Leduc, one of the Leduc players got a penalty for making a racist comment to an Arctic Thunder player. Do other sports have consequences for players who are inappropriate?

On p283, Mike, “knew where he belonged now and what made him happy.” What do you think this is? How about you? What makes you truly happy? Take stock of your life – what’s important in your life? How does that affect your happiness?

VI APPENDIX

BLM 1

Compare and Contrast



BLM 2

The “Q” Chart

The Q-chart below gives a framework for creating questions. Start your question with a word from the first column and add a verb from the top row. The combination you choose will drive your questions.

Discussion questions should lie within the “Predict” and the “Synthesis and Application” boxes. For example, “When would...?” or “Why might...?” are good beginnings for discussion questions. Avoid starting discussion questions with starters such as “What did...?” or “How can...?”

	Is	Did	Can	Would	Will	Might
What						
Where						
When						
Who						
Why						
How						

Source: Jan, McLellan. *ReadIt...Understand It...Communicate It*. Ontario: JEMCON Publishing, 2000.

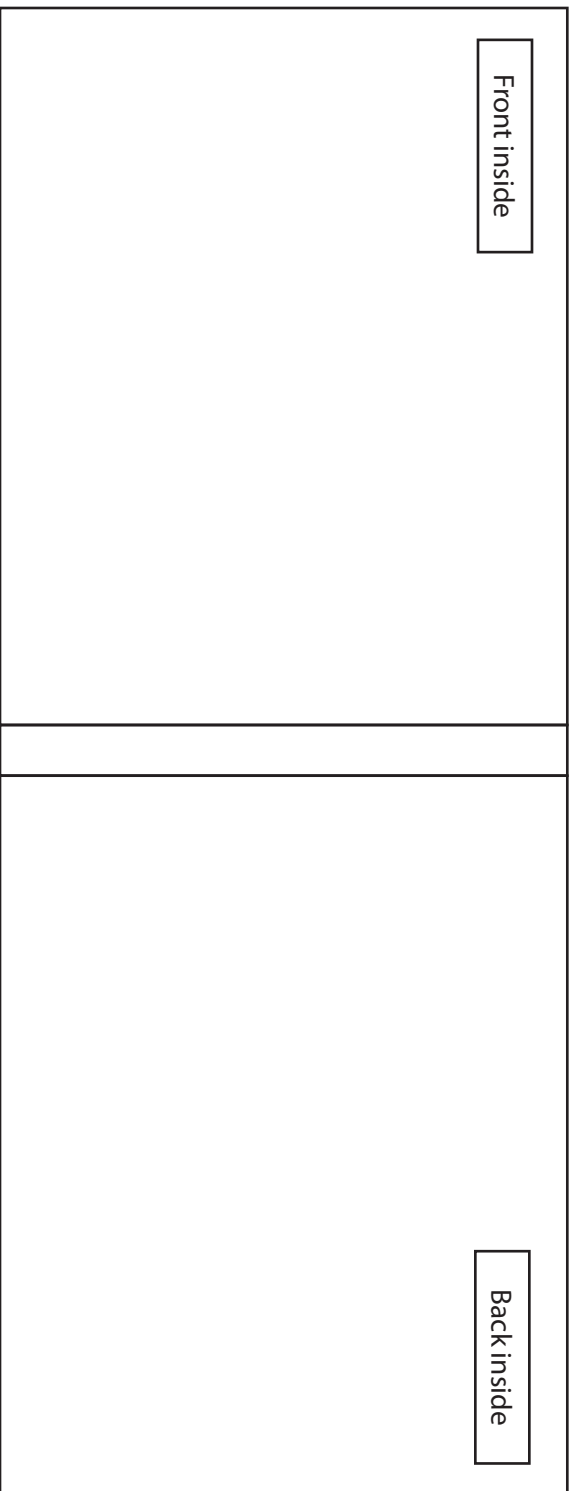
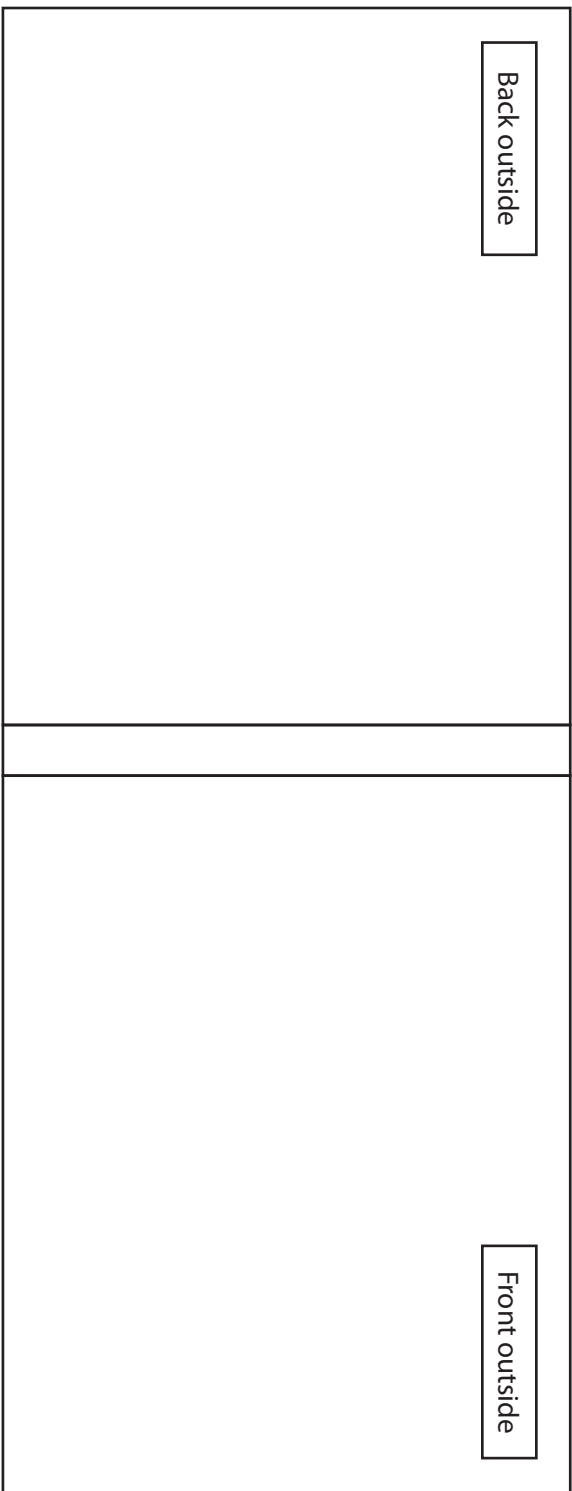
BLM 3

Comic Strip Graphic Organizer

A graphic organizer consisting of nine empty, rounded rectangular boxes arranged in a 3x3 grid. Each box is intended for a panel of a comic strip.

BLM 4

CD Jacket Outline (not to scale)



VII RELATED RESOURCES

<http://www.robertfeagan.com/>

<http://www.goodreads.com/book/show/7473896-arctic-thunder>

http://wn.com/Arctic_Thunder_Book_Trailer

Ice Roads

<http://www.spectacularnwt.com/whattodo/outdooradventure/iceroads>

<http://www.thedieselgypsy.com/Ice%20Roads-3B-Denison.htm>

<http://www.popularmechanics.com/technology/engineering/infrastructure/4212314>

http://en.wikipedia.org/wiki/Ice_road

http://video.mining.com/videos/279c0/nwt_ice_road.aspx

Journey on the Ice Roads: <http://bit.ly/exls2y>

<http://freight.about.com/od/Ground-Transportation/a/Northwest-Territories-Ice-Roads.htm>

<http://www.history.com/shows/ice-road-truckers/articles/ice-road-history>

Youtube video showing a bit of building an ice road: <http://www.youtube.com/watch?v=N8wiQnptjHc>

<http://www.photosnorth.ca/IceRoad%20to%20Tuk/IceRoadTuk-MainPage.html>

Life in Inuvik photographs/blog

<http://inuvikphotos.ca/>

<http://inuvik.ca/>

Some Technology Integration Ideas

www.edmodo.com

- provides a medium for teacher-controlled web-based group discussion
- school/classroom-friendly Facebook-type of website
- teacher can post assignments to teacher-made groups or individual students
- students can read and reply to assignments or posts from other students within the group
- students cannot post to each other privately

www.docs.google.com www.sync.in

- real-time document collaboration/discussion
- can be teacher-managed

www.twiducate.com

- twitter for the classroom
- teacher-managed

www.spellingcity.com

- online spelling/vocabulary games based on teacher-made lists
- teacher needs to register (part of the site is free) to create word lists, geared more for grades 2-6

<http://staff.harrisonburg.k12.va.us/~cfoster/reading/ReadingTemplates.html>

- Reading Comprehension Templates

Kathy Schrock's - Google Blooms Taxonomy

www.wordle.net

www.ideastoinspire.co.uk

Curriculum Documents

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language*. Ministry of Education of Ontario, 2006