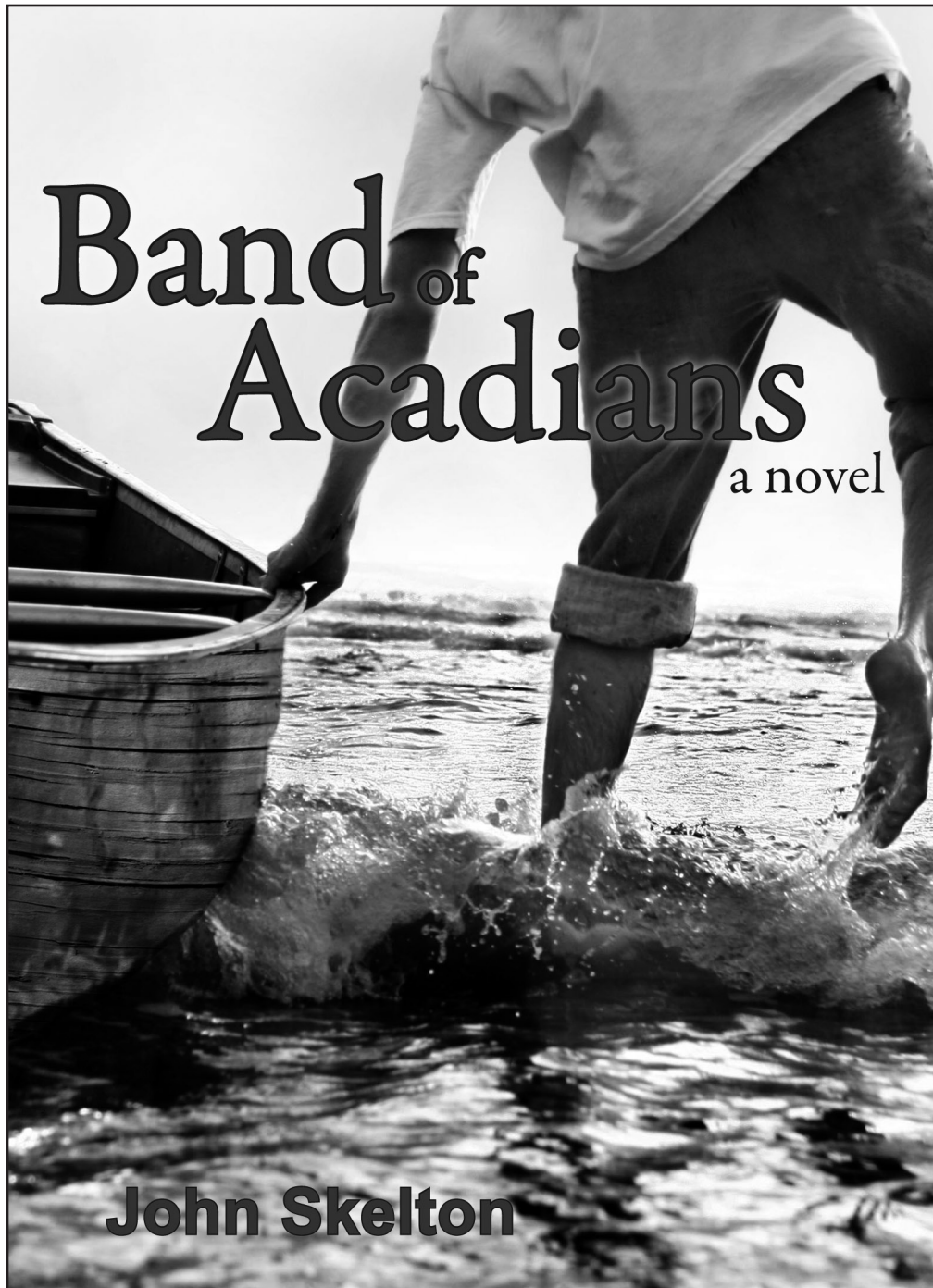


# TEACHER'S GUIDE

Grades 7 & 8



Kathleen Grainger, O.C.T, B.ES

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UTP Distribution (t: 1 800 565-9523)



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## **BOOK SUMMARY**

In 1755, on the eve of the Seven Years' War, fifteen-year-old Nola and her Acadian parents face expulsion from Grand Pre by the British. Nola, her friends Hector and Jocelyne, Nola's grandfather, and a band of bold youths manage to flee by boat only to encounter challenges tougher than their wildest imaginings. Their destination is French-occupied Fort Louisbourg, but along the way hostile soldiers, a harsh environment, a chance encounter with a resourceful English youth named Frank, enigmatic Mi'kmaq, and superpowers at war turn their journey into a series of hair-raising adventures.

As it turns out, the runaways' route to freedom may be rudimentary technology. Using raw gypsum, limestone, coal, and salt, they forge coal oil fire bombs that keep their attackers at bay for a short time, but not long enough to ensure their survival.

Will the resourceful teenagers finally discover what it takes to prevail in a continent poised on the edge of irrevocable change?

## **ABOUT THE AUTHOR**

John Skelton, a chemistry and economics graduate, worked for many years in the federal government fostering innovation in Canadian small businesses. The founding editor of Industry Canada's award winning *Small Business Quarterly*, he is currently an educator with the Canada Science and Technology Museum in Ottawa.



## **CURRICULUM CONNECTIONS: GRADE 7 & 8**

This novel makes a great introduction to Acadian history and the expulsion of the Acadians.

The activities linked to the Grade 7 and 8 Language and History Ontario Curriculums can be found in the Post Reading Strategies section.

### **LANGUAGE**

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

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

*Character sketch*

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

*Journal writing*

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 1.9, 2.1-2.7, 3.1, 3.2; Reading 1.3-1.6; Writing 1.5, 1.6, 2.2-2.5; Media 3.1-3.4, 4.1

*Interview a character*

### **HISTORY - NEW FRANCE**

Language: Oral 2.3, 2.4, 2.7; Reading 1.1-1.3; Writing 1.3-1.6, 3.3, 3.5; Media 3.1, 3.4, 4.2

*Small group project to look at the expulsion of the Acadians.*

Language: Oral 1.1, 1.2, 2.1-2.5; Reading 1.4, 1.6, 1.9; Writing 1.3-1.5, 2.5

*Class debate about the expulsion.*

## **GRADE 7 SCIENCE UNDERSTANDING MATTER AND ENERGY - PURE SUBSTANCE MIXTURES**

*Be able to explain the processes that Frank went through to get the coal oil, slates, fire pumps and bleach bombs.*

*Re-create/simulate Frank's experimentation with the local materials.*

## **GRADE 7 SCIENCE EARTH AND SPACE SYSTEMS - THE EARTH'S CRUST**

*Factors that determined where the Rameurs settled.*

## **GRADE 8 SCIENCE STRUCTURES AND MECHANISMS - MECHANICAL EFFICIENCY**

*Design and test (simulation) of fire pumps and catapults.*

*Compare and contrast fire pumps and catapults to items of today which use similar basic principals.*

# PRE READING

Review weaponry available in this era.

Trace the route that the Band took: [www.bandofacadians.ca](http://www.bandofacadians.ca)

After analyzing the book cover and reading the book summary, discuss the kinds of knowledge students think they might need to know (use a K/W/L chart). Activate/provide background knowledge through viewing images, videos, and/or reading about:

- Acadian history
- Maritime living
- Seven years war
- Louisbourg
- Mi'kmaq
- French/British relationships
- Weaponry of the era

Compare the features of fiction and non-fiction text.

- oral discussion

Discuss/review features of historical fiction. Point out the Historical Notes and Glossary at the back of the book.

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.

Chapter titles - predict what the chapter might be about

Chapter 1 - Grand Pre	Chapter 2 - Crossing the Isthmus	Chapter 3 - Tatamagouche
Chapter 4 - To St. Peter's	Chapter 5 - Whycocomagh	Chapter 6 - Westmount and Louisbourg
Chapter 7 - Amazing Excitement	Chapter 8 - War	

## **Chapter Chunks**

Chunk 1: pp 7-64, chapters 1-4

Chunk 2: pp 65-112, chapters 5-6

Chunk 3: pp 113-158, chapters 7-8

# VOCABULARY BUILDING

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

## **CHUNK 1: pp 7-64**

muster p7	shallops p8	stifle p9	distraught p9
surly p9	contemplated p9	implications p9	manoeuvre p12
muffle p12	chiding p12	scalawags p13	fugitives p13
clambered p15	skittered p16	sentinels p18	helmsmen p18
errant p19	spyglass p19	ablutions p20	doused p22
isthmus p26	brusquely p28	muskets p28	pummeling p29
feigned p29	staunch p30	intercede p30	belligerence p31
pugnacious p31	meted p31	sombre p33	excruciatingly p34
confiscate p35	dubious p35	convene p39	bayonets p40
despondency p45	gregarious p50		

## **CHUNK 2: pp 65-112**

clandestine p67	caulking p71	dexterity p78	gaunt p79
instilled p82	interlopers p95	belligerent p95	demeanor p100
cordially p105	barbarity p106	ferocious p110	parley p110
dereliction p111			

## **CHUNK 3: pp 113-158**

slurry p114	inexplicably p124	amorous p124	salvo p136
subservience p139	magnanimously p144	callousness p144	fusillade p146
tenacious p148	obstinate p149	phalanx p153	melee p153

# DURING READING QUESTIONS

The following questions are suggestions for reading comprehension and improving thinking skills. The questions reflect a range of Bloom's Taxonomy levels (<http://learningandteaching.dal.ca/bloom.html>). The questions can be answered in a variety of formats: written, oral, graphically, computer generated, etc.

## CHUNK 1

1. Who are the main characters? Start character maps and keep adding to it as you read further. (BLM 1).
2. What other characters have you been introduced to? Start a character relationship map, indicating main and secondary characters. (BLM 2)
3. What is the setting? (BLM 3)
4. Why are the children tunneling into the dikes? p12
5. Why are the soldiers looking for the children? p14
6. What language do the children speak if Hector is the only one who speaks English? p13
7. Why do the children know so much about sailing? p18
8. Why were the shallops taken away? p19
9. What use will a spyglass have to Hector? p19
10. Why was reaching the isthmus such an important goal to the band of children? p21
11. Why was it so important to transport the tools? p26
12. What happened at Tatamagouche? Who attacked and burned it? p41
13. What's a squall? p45
14. Why is the band heading to Louisbourg? p50
15. On p54 Adele comes to Nola with another complaint. How does Nola solve the problem? What does this tell you about Nola's character?
16. How did Nola know how to make soap? p54
17. Why hadn't the band heard of potatoes and tomatoes before? p58
18. Start a list (with book page number references) of anything that the *Rameurs* had to make from scratch. Keep adding to this list throughout the story.
19. Chapter chunk summary. Include the problem.

## CHUNK 2

1. Why were books so rare in Acadia? p65
2. Speculate why Nola is so keen to learn to read and write. p66
3. Why was it so important that the *Rameurs* didn't look like a warrior group when they approached the Mi'kmaq? p67
4. Why is *Rameurs* in italics for the rest of the novel?
5. Nola observed that the Mi'kmaq did not have much of a garden. Why do you think this was? p69
6. Interpret the following statement made by the Mi'kmaq cook: "*You must learn to let the land take care of you*" p77
7. Why did the *Rameurs* need to learn how to make snowshoes? p77
8. The *Rameurs* felt a lot of frustration in learning the survival skills the Mi'kmaq were teaching them (p78). Can you relate to that feeling of frustration when learning a new skill?
9. Why was Hector so diligent to obey the no-big-game rule? What does this tell you about his character? p79
10. What is your theory about why the Mi'kmaq didn't adopt some of the *Rameurs'* ideas (e.g. chimneys)? p87
11. Why did everyone in the *Rameur* group want a slate of their own? p90
12. Speculate why Frank wants all that gypsum. What kinds of things can Frank do with gypsum? p90
13. Why was Hector upset at Frank's leadership? p96
14. Who were the Basques? p100
15. Why did Hector want a controlled greeting at Louisbourg? p103
16. What was Hector's purpose for going to Louisbourg? p103
17. Chapter chunk summary.

## CHUNK 3

1. Speculate how Frank knew so much about chemistry and making things from rocks?
2. Why was Frank so excited when one of his experiments blew up? p120
3. How did Frank and Nola get together as a couple? p120
4. Compare/contrast the pairing/relationships in the story to today.
5. How does the author show the passage of time? p128

6. How do the two married couples solve their house decorating competition?  
p131
7. When Hector concedes to Frank's leadership for Westmount's defenses what does this say about Hector's character? p138
8. What was the importance of the relay team? p141
9. Interpret Frank's advice on p151. Is the advice still applicable today?
10. If you were in Jocelyne's shoes, would you have thrown the bleach bombs? Why or why not? p153
11. Were your speculations about Frank's use of the gypsum correct?
12. Over how many years approximately do you think this story spanned?
13. Are you satisfied with how the author ended the novel? How would you change it?
14. Chapter chunk summary.
15. Using the information from your chapter chunk summaries, plot the main events on the Action Graph to show the development of the story. (BLM 4)

# AFTER READING ACTIVITIES/ ONTARIO CURRICULUM CONNECTIONS

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## GRADE 7 AND 8 LANGUAGE

Nola and the other main characters had so many hardships to overcome but they still seemed to find happiness in their lives. What does this tell you about their characters? Using your character map of Nola and the others, choose one character and write a character sketch about her/him. Be sure to provide supporting details from the text to back up your statements. (Character Development)

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

Imagine you are in Nola's shoes escaping the clutches of the British and starting a new life. Using your newly learned reading and writing skills, write a journal telling about your voyage and life in your new home.

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

Compare and contrast Nola or Frank's life to yours. Use a Venn Diagram as your planner (BLM 5).

*Reading 1.4, 1.6,*

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

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 Nola about her life in Grand Pre, her journey to Westmount and her new life. In pairs, develop questions and answers using the Q-Chart (BLM 6). Present the interview as a live talk show or as a video podcast.

*Oral 1.9, 2.1-2.7, 3.1, 3.2*

*Reading 1.3-1.6*

*Writing 1.5, 1.6, 2.2-2.5*

*Media 3.1-3.4, 4.1*

Using your chapter chunk summaries, create a comic strip of the main events in this book (BLM 7). Use an online program, Comic Life, Bitstrips, or other graphics software for the finished product.

Create a CD cover with song titles. The song titles can be the main idea in each chapter. (BLM 8)

## **GRADE 7 HISTORY: NEW FRANCE**

Small group project to look at the expulsion of the Acadians. Outline what led up to the expulsion, causes of key events. Present findings, with visual aids, to the class in a format suitable to the content (e.g., video, powerpoint).

*Grade 7 & 8 Language: Oral 2.3, 2.4, 2.7; Reading 1.1-1.3; Writing 1.3-1.6, 3.3, 3.5; Media 3.1, 3.4, 4.2*

Class debate about the expulsion. Divide into French and British. Each group needs to research information to provide support for their argument.

*Grade 7 & 8 Language: Oral 1.1, 1.2, 2.1-2.5; Reading 1.4, 1.6, 1.9; Writing 1.3-1.5, 2.5*

## **GRADE 7 SCIENCE UNDERSTANDING MATTER AND ENERGY : PURE SUBSTANCE AND MIXTURES**

Be able to explain the processes that Frank went through to get the coal oil, slates, fire pumps and bleach bombs. Small group assignment.

p97: heat coal without burning it

p107: making of the fire pumps

p115-120: making of the bleach bombs

Re-create/simulate Frank's experimentation with the local materials.

What safety measures did Frank use during his experiments?

Describe how Frank collected his raw materials and processed them to produce new materials. What methods of separation did Frank employ when making the coal oil? bleach bombs?

Compare Frank's methods to today's methods.

## **GRADE 7 SCIENCE EARTH AND SPACE SYSTEMS - THE EARTH'S CRUST**

Factors that determined where the *Rameurs* settled. The type of rock, landforms, and water availability around their location choice.

## **GRADE 8 SCIENCE STRUCTURES AND MECHANISMS - MECHANICAL EFFICIENCY**

Design and test (simulation) of fire pumps and catapults.

Compare and contrast fire pumps and catapults to items of today that use similar basic principals.

# APPENDIX

BLM 1

## CHARACTER TRAITS MAP

**APPEARANCE (LOOKS):**

**SAYS:**

**CHARACTER:**

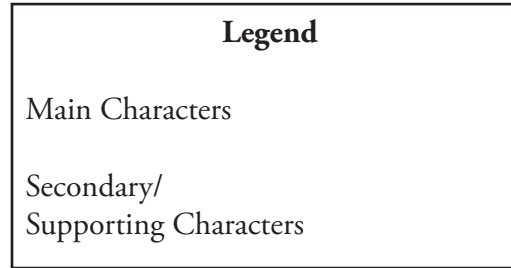
sketch

**FEELINGS:**

**ACTIONS:**

BLM 2

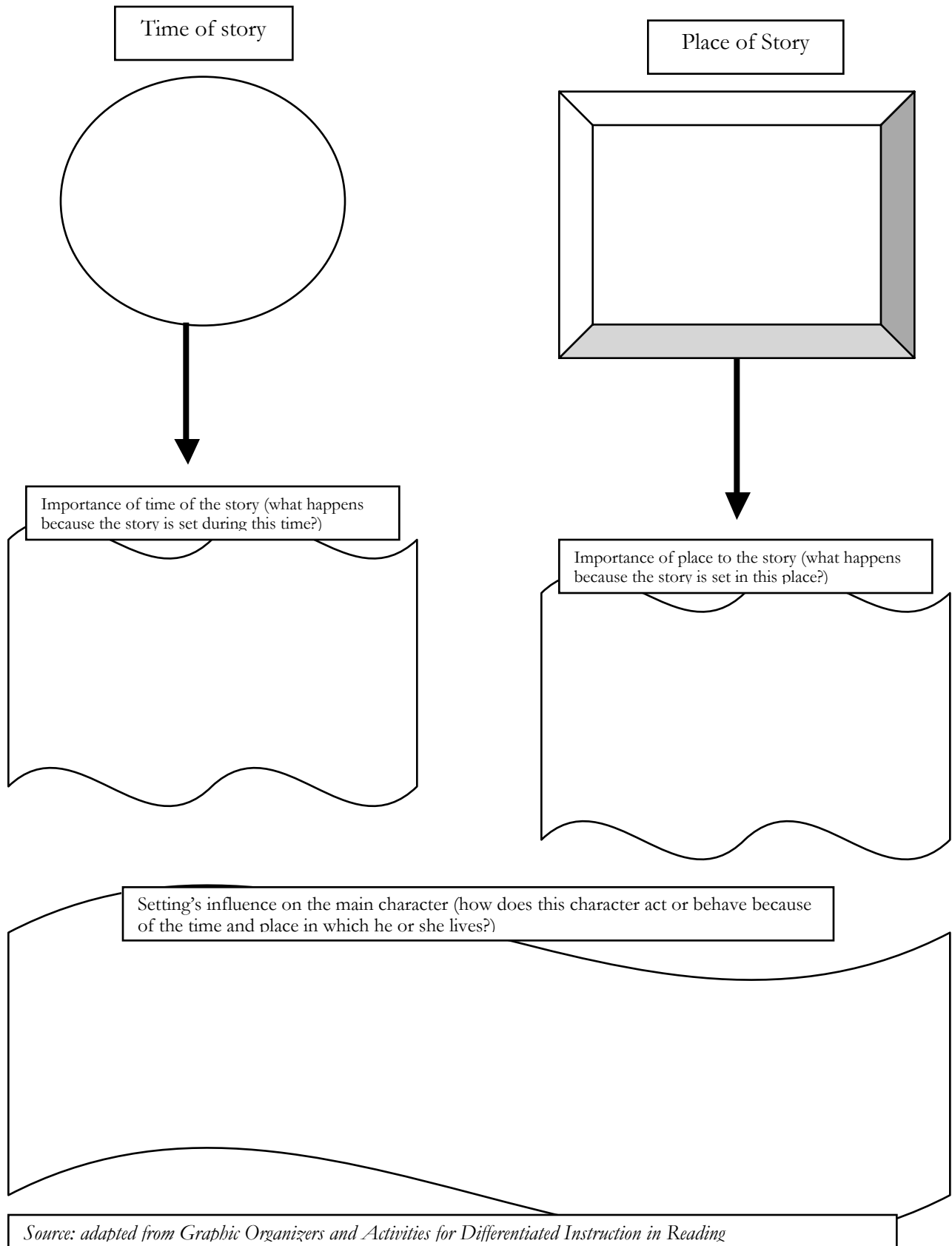
## CHARACTER RELATIONSHIP MAP



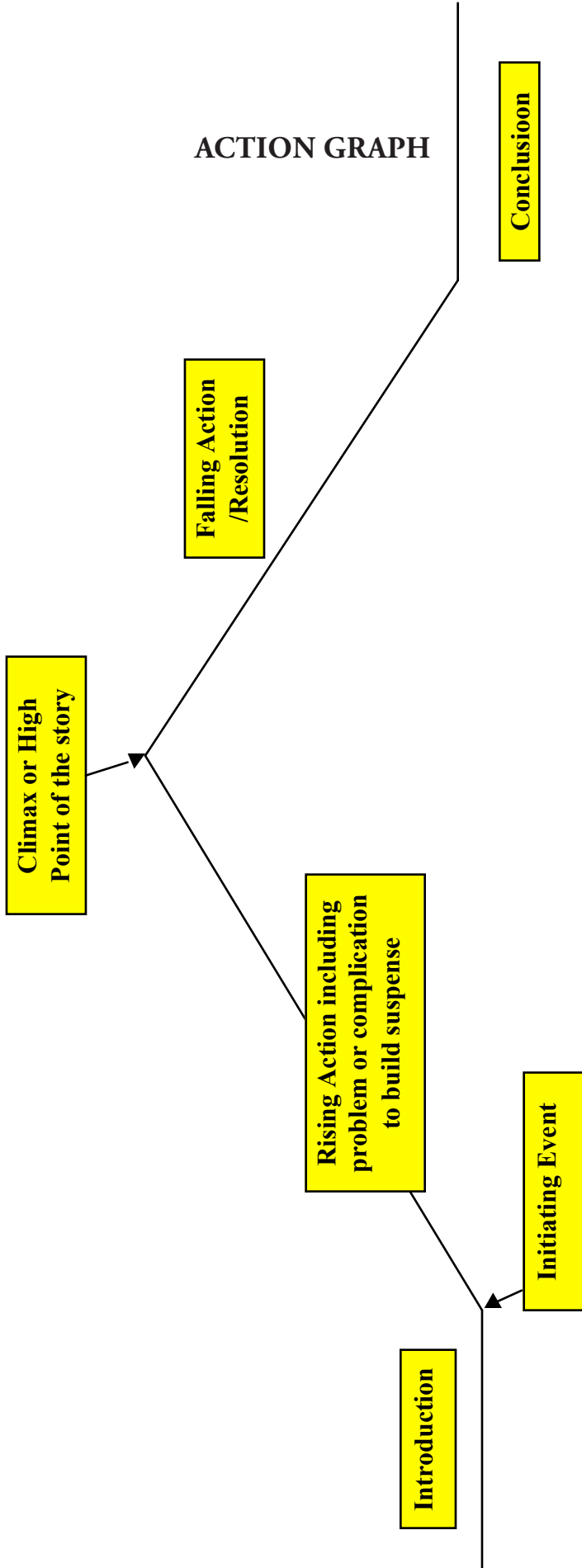
Nola

**BLM 3**

**SETTING WEB**



# ACTION GRAPH

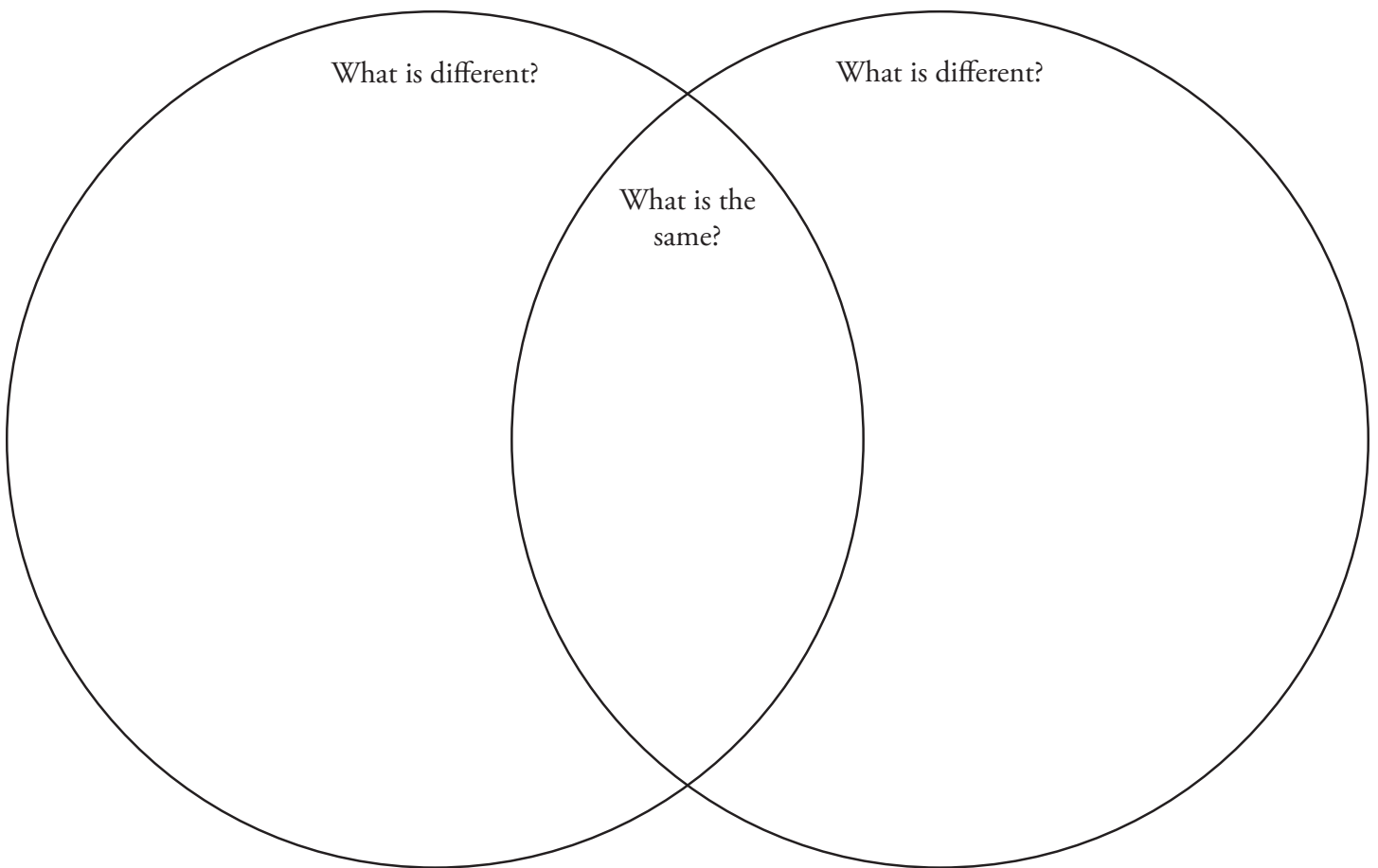


BLM 5

**COMPARE AND CONTRAST**

\_\_\_\_\_

\_\_\_\_\_



## BLM 6

### 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		<b>Factual</b>			<b>Predict</b>	
WHO						
WHY		<b>Analytical</b>		<b>Synthesis and Application</b>		
HOW						

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

BLM 7

**COMIC STRIP GRAPHIC ORGANIZER**

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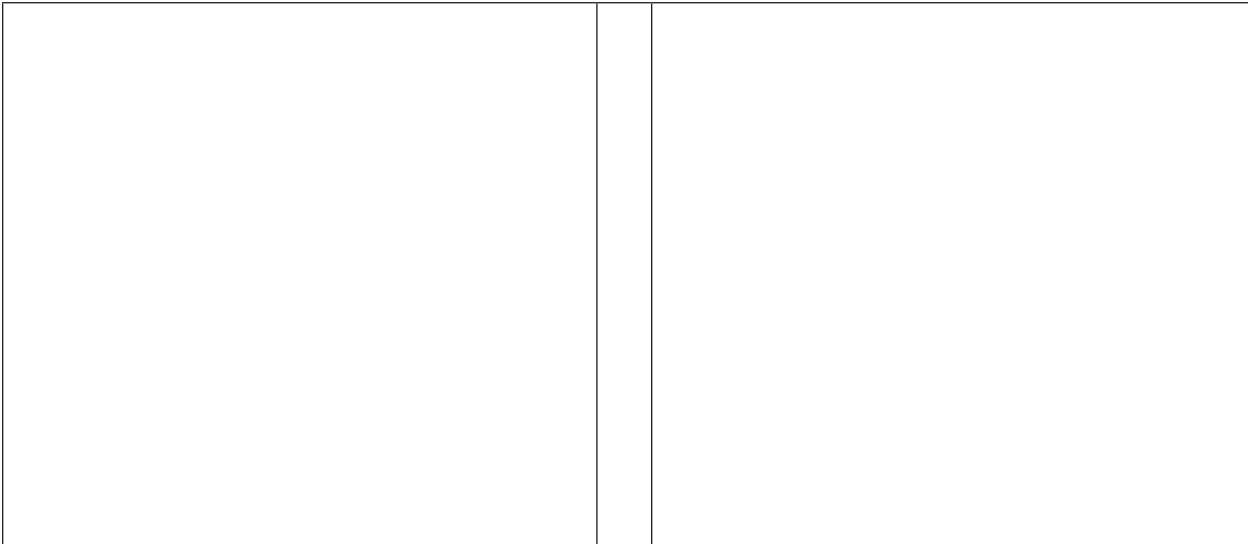
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CD JACKET OUTLINE (*NOT TO SCALE*)

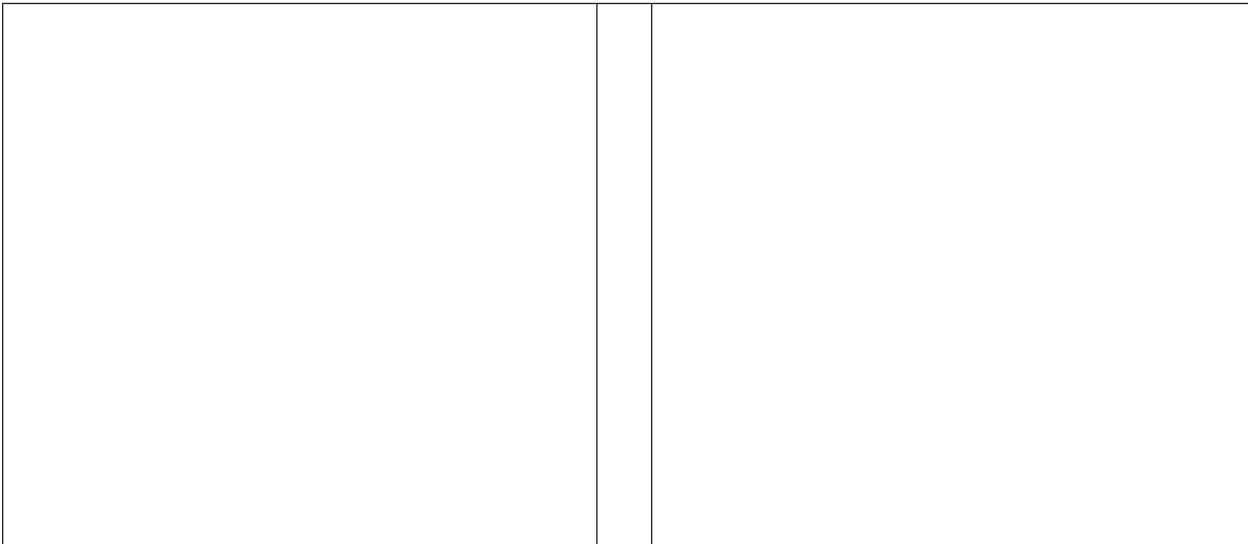
Back outside

Front outside



Front inside

Back inside



# ASSESSMENT TOOLS

## INTERVIEW QUESTIONS SIMPLE RUBRIC

To be completed by ONE CLASSMATE and your teacher.

Classmate Name \_\_\_\_\_

Date \_\_\_\_\_

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

*This section to be completed by teacher-----*

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

## PODCAST RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
<b>Introduction/ Lead</b>	<ul style="list-style-type: none"> <li>• no intro</li> <li>• intro gives no info about topic</li> <li>• doesn't engage listener</li> </ul>	<ul style="list-style-type: none"> <li>• trite or overdone</li> <li>• gives little info about topic</li> <li>• minimally engages listener</li> </ul>	<ul style="list-style-type: none"> <li>• somewhat catchy</li> <li>• gives some important info about topic</li> <li>• engages listener toward end</li> </ul>	<ul style="list-style-type: none"> <li>• catchy and clever</li> <li>• gives important information about topic</li> <li>• engages listener immediately</li> </ul>
<b>Topic/Depth of Podcast</b>	<ul style="list-style-type: none"> <li>• podcast has no topic</li> <li>• podcast doesn't engage listener</li> <li>• podcast is completely off-topic</li> </ul>	<ul style="list-style-type: none"> <li>• irrelevant or inappropriate topic</li> <li>• topic minimally engages listener (adds no new info or is off topic)</li> <li>• podcast minimally addresses topic, has only one perspective when more are available, or offers little information</li> </ul>	<ul style="list-style-type: none"> <li>• relevant topic but more frivolous</li> <li>• topic somewhat engages listener (covers well-known ground, adds little new info)</li> <li>• podcast addresses topic but doesn't delve into all angles or perspectives (surface-level information)</li> </ul>	<ul style="list-style-type: none"> <li>• important and relevant topic</li> <li>• topic engages listener (is important to or educates listener)</li> <li>• clear focus for topic</li> <li>• podcast addresses topic thoroughly, delves into all angles or perspectives of topic</li> </ul>
<b>Sources for Podcast</b>	<ul style="list-style-type: none"> <li>• podcast has no quotes at all</li> </ul>	<ul style="list-style-type: none"> <li>• podcast involves few or no appropriate and informative sources</li> <li>• podcast includes few or no stakeholders</li> <li>• podcast has no quotes from "expert" sources</li> </ul>	<ul style="list-style-type: none"> <li>• podcast involves some variety of appropriate and informative sources</li> <li>• podcast includes some, but not all, stakeholders from all angles</li> <li>• podcast has quotes from some "expert" sources, but quotes are not best choices</li> </ul>	<ul style="list-style-type: none"> <li>• podcast includes a wide variety of appropriate and informative sources</li> <li>• podcast includes stakeholders from all angles</li> <li>• podcast has appropriate quotes from all "expert" sources (best sources for podcast)</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• no final summary or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion is too abrupt or offers no summary information</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion somewhat wraps up podcast, but does not summarize key information</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion effectively wraps up podcast, summarizing key information</li> </ul>

<p><b>Professionalism</b></p>	<ul style="list-style-type: none"> <li>• podcaster is unprofessional or garbled</li> <li>• podcaster clearly has no script (is impromptu)</li> <li>• no source quotes</li> <li>• sections have no organization</li> </ul>	<ul style="list-style-type: none"> <li>• podcaster is not very clear and does not know topic or script</li> <li>• podcaster has not rehearsed pieces of podcast prior to recording</li> <li>• source quotes are not clear or are not part of podcast</li> <li>• sections show little organization</li> </ul>	<ul style="list-style-type: none"> <li>• podcaster is mostly clear but it is clear podcaster is merely reading off script</li> <li>• podcaster has rehearsed some pieces of podcast prior to recording</li> <li>• source quotes are mostly clear but need some editing</li> <li>• sections show some organization</li> </ul>	<ul style="list-style-type: none"> <li>• podcaster is clear and well-spoken (not reliant on script)</li> <li>• podcaster has clearly rehearsed podcast prior to recording</li> <li>• source quotes are clear and well-edited</li> <li>• sections are organized clearly and cohesively</li> </ul>
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Source: [my-ecoach.com/online/resources/3654/podcast\\_rubric.doc](http://my-ecoach.com/online/resources/3654/podcast_rubric.doc)

## 6+1 TRAIT WRITING MODEL ESSAY RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
<b>Focus on topic (content)</b>	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear, but there is a need for more supporting information.	Main idea is clear, but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.
<b>Accuracy of facts (content)</b>	No facts are reported or most are inaccurately reported.	Most supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	All supportive facts are reported accurately.
<b>Introduction (organization)</b>	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.
<b>Sequencing (organization)</b>	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.
<b>Flow &amp; rhythm (sentence fluency)</b>	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.	All sentences sound natural and are easy- on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.

<b>Word Choice</b>	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.
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## GROUP ORAL PRESENTATION RUBRIC

<b>Skill</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Participation of group members</b>	Only 1 or 2 group members participate	Some group members participate	All group members participate	All group members participate equally
<b>Audibility</b>	Only 1 or 2 group members can be understood	Some group members are difficult to understand	Most group members speak clearly and are easy to understand	All group members speak clearly and are easy to understand
<b>Organization of presentation</b>	Presentation is difficult to follow; Information is lacking and/or unorganized	Presentation is somewhat easy to follow; Information is somewhat organized	Presentation is easy to follow and information is organized	Presentation is highly organized and information is presented in an effective manner
<b>Preparedness</b>	Some of the group is ready when called; presentation materials not organized	Most of group is ready when they are called; some presentation materials are not organized	Most of group is ready when they are called; presentation set-up does not take long	Whole group is ready when they are called; presentation set-up is quick and efficient

## CLASS DEBATE RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
<b>Information</b>	Information had several inaccuracies or was usually unclear	Most information was accurate and clear, but not usually thorough	Most information was accurate and clear	All information was accurate and clear
<b>Rebuttal</b>	Counter-arguments were not accurate or relevant	Most counter-arguments were accurate and relevant, but several were weak	Most counter-arguments were accurate, relevant, and strong	All counter-arguments were accurate, relevant, and strong
<b>Organization</b>	Arguments were illogical and did not follow a premise	Arguments were logical, but did not always follow a premise	Most arguments were logical and clearly followed a premise	All arguments were logical and clearly followed a premise
<b>Understanding of Topic</b>	The team did not exhibit an adequate understanding of the topic	The team understood the main points of the topic and presented those well	The team clearly understood the topic and presented with ease	The team clearly understood the topic fully and presented convincingly
<b>Respect for Other Team</b>	Language, responses, and body language were consistently disrespectful	Showed moderate respect for other team in language, responses, and body language	Showed respect for other team in language, responses, and body language	Showed high respect for other team in language, responses, and body language

file:///Andromeda/Desktop%20Folder/favorites/Education/...tro\_project/content/html/information/debate\_rubric.html

## COMPARE AND CONTRAST RUBRIC

CATEGORY	4	3	2	1
<b>Purpose &amp; Supporting Details</b>	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
<b>Organization &amp; Structure</b>	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Transitions</b>	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

## **RELATED RESOURCES**

Bitstrips

<http://www.bitstrips.com/create/comic/>

Bloom's Taxonomy

<http://learningandteaching.dal.ca/bloom.html>

Links to Acadian information:

<http://www.pc.gc.ca/lhn-nhs/ns/grandpre/index.aspx>

<http://www.acadian-home.org/acadian-exile-2.html>

<http://www.blupete.com/Hist/NovaScotiaBk1/Part6/Ch01.htm>

<http://www.blupete.com/Hist/NovaScotiaBk1/Part1/Maps/MapNS1.gif>

This is a wiki, so facts may need to be validated:

[http://wapedia.mobi/en/Great\\_Upheaval](http://wapedia.mobi/en/Great_Upheaval)

Video showing how Greek Fire weapon worked:

<http://www.youtube.com/watch?v=aph-3zEacuw>

### **ONLINE LESSON IDEAS:**

American curriculum standards, but the content is useful for an activity about book covers

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=977](http://www.readwritethink.org/lessons/lesson_view.asp?id=977)

American curriculum standards, but the lesson idea is useful for combining music with reading strategies

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=861](http://www.readwritethink.org/lessons/lesson_view.asp?id=861)

Comic strip activity

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=195](http://www.readwritethink.org/lessons/lesson_view.asp?id=195)

Online graphic organizers for literary elements

<http://www.readwritethink.org/materials/lit-elements/>

## USEFUL ASSESSMENT TOOL SITES:

<http://school.discoveryeducation.com/schrockguide/assess.html>

<http://www.rubrics4teachers.com/>

[http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)

Bennett, Barrie, and Carol Rolheiser. *Beyond Monet. The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2006

Comic Life software for creating comic strips/graphic novels by computer.

Inspiration/Kidspiration graphic organizer software

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

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Science and Technology*. Ministry of Education of Ontario, 2007.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Social Studies*. Ministry of Education of Ontario, 2004.

Withererll, Nancy L. and Mary C. McMackin. *Graphic Organizers and Activities for Differentiated Instruction in Reading*. New York: Scholastic Inc., 2002.