



Ben Guyatt

TEACHER  
RESOURCE  
GUIDE

BILLY GREEN SAVES THE DAY



**BILLY GREEN  
SAVES  
THE DAY**

a novel

A Novel by Ben Guyatt | Dundurn Press  
Created by Cynthia Phillips, O.C.T.  
Grade 8

### Note to the Teacher

*Billy Green Saves the Day* is a historical novel appropriate for young adolescents. It connects with the British North America unit of the Ontario Curriculum's requirements for History studies, Grade 8.

Students living in Southern Ontario might connect this novel with their own experiences of the visiting the region's historical sites. Students in other regions can visit many of these sites "virtually" through the many Internet links provided in the back of the book.

The issues and ideas presented by *Billy Green Saves the Day* are by no means exclusive to the **Ontario Grade 8 History classroom**, however. The novel's larger themes include national and individual decisions to participate in war, conflict between fathers and adolescent sons, and the process of maturing into adulthood, especially through the personal challenges.

## Pre-Reading Activities

### *Historical Context*

The elements of this novel will make much more sense to your students if they are already familiar with the American Revolution, and the ways in which it continued to fuel conflicts between Britain and the United States, and between Loyalist and Patriot supporters. Consider, pre-teach this history to your students, including an exploration of Canada's role in attracting US expatriates of diverse political beliefs in the years following the Revolution. Also relevant to *Billy Green Saves the Day* are the needs and interests of Canada's Native people at the turn of the nineteenth century, and the alliances formed between Native groups and Europeans.

Many of these issues are alluded to in the Prologue of *Billy Green Saves the Day*. You might choose to read the Prologue out loud to the class in order to spark student interest in the topic, and discuss topics as they arise, ensuring that they are adequately understood before the students embark on an independent reading of the remainder of the book.

### *War and Armed Conflict*

Is anything so important that it is worth fighting a war to preserve or obtain? What wars are being fought in the world today? Which conflicts involve Canada? How would fighting in a war have been similar or different 200 years ago, when Billy Green was young? This is a huge topic with few definitive answers. One way to host a discussion while keeping the answers open-ended is to post a variety of viewpoints around the room, and ask students to stand near one that closely represents their own views. For example: "War is never the best solution to a problem," "Soldiers who die in wars should be honoured for sacrificing themselves for a greater cause," or "Wars today are worse than ever before in history." Students then have the opportunity to discuss their idea with like-minded peers (those standing at the same quote poster), and with those who think differently (whole-group sharing between poster groups).

### *Adolescent Conflict with Parents*

Have your students ever experienced a conflict with their parents or with other authority figures, in which they felt underestimated, or treated like a younger child? Perhaps your class could create a journal entry on this topic before reading about the similar experience of 17-year-old Billy Green. Alternatively, they could choose a place for themselves on this spectrum, and discuss:

Young people should always follow the advice of their elders, even if they strongly desire to act differently

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Young people need to experience and learn things for themselves, even if the result is painful or risks great personal loss.

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*Historical Novel as a Genre*

Historical novels are written with the combined purposes of entertaining, informing, and communicating views and values to the reader. Ask your students about their previous experiences with historical fiction, and discuss the ways historical fiction is similar to and different from non-fiction works such as textbooks and documentaries. As you read *Billy Green Saves the Day*, point out the ways in which the author accomplishes the aims of historical fiction through the craft of his writing. For example, many of the rude comments made by Winder are fictional, since we do not have a verbatim account of his every word. However, they serve not only to add dramatic tension to the story, but also to convey the known fact that Winder had an abrasive personality. Encourage your students to think critically about the perspective of this battle that they are being offered by the author. How might the story be different if it were told by an American author? A female author? A Native author? An author who actually lived in the 19th century?

### *Note on Alternative Approaches*

The traditional Novel Study does not work for every classroom. Consider these alternative approaches if you:

- Have a wide variety of reading levels in your class, including students with special needs, or students who are in the early stages of learning English as a Second Language.
- Desire to teach the history lessons associated with *Billy Green Saves the Day*, but do not have time for a complete novel study.
- Are looking to integrate *Billy Green Saves the Day* into an Independent/Guided Reading model of literacy instruction.
- Have already completed several novel studies, and desire to vary your approach to book study.

### *Guided Reading*

If you choose to use *Billy Green Saves the Day* for one particular guided reading group whose reading proficiency is appropriate to this text, choose a chapter or section of the novel as your focus for the group meeting. Copy out the vocabulary words for that section onto index cards, and teach these words to the group before reading the section. Have the students each read the novel silently as you ask each one in turn to read a portion out loud to you, providing a fluency assessment. Discuss the Chapter Response questions out loud as a group once everyone has finished reading the section.

### *Independent Reading*

Provide *Billy Green Saves the Day* as an Independent Reading option. Copy out selected personal response or post-reading response questions as suggested reading journal topics.

### *Novel in an Hour*

Looking to introduce the historical themes discussed in the novel in a motivating way, but don't have time for a complete novel study? The action-packed plot of *Billy Green Saves the Day* makes it an excellent choice for the Novel in an Hour activity designed by TRIBES: A Teaching and Learning Experience.

## *Prologue*

President Madison, Vice President Clinton, and the US Cabinet meet to discuss possible military action against Britain. The tense atmosphere erupts into outright conflict as the possibility of invading Canada is raised. Clinton, adamantly opposed to the idea, leaves the meeting in a state of outrage as the President's war proposal is supported by key members of Cabinet.

## *Chapter 1*

Billy Green, a teenager who lives in rural Stoney Creek, argues with his father, Adam Green about Billy's desire to join the local British militia. Although Billy argues that the threat of American invasion is imminent, Adam cites his own losses in the American Revolution, and insists that his son have no part in the violence. Billy retorts that his father is treating him like a child.

Meanwhile, in a horrifying show of violence, the British are defeated at Fort George. British Brigadier-General John Vincent vows that this battle will not be the last.

We meet Billy once again, this time accompanied by Sarah Foote. Sarah's father, Samuel, is an American sympathizer. He voices stern opposition to his daughter's romantic relationship with Billy. Upon returning home from Sarah's house, Billy encounters a group of British soldiers returning from their defeat at Fort George. Disgusted by Billy's naive questions, they reject his request to join the armed forces.

## *Chapter 2*

US Generals Winder and Chandler assess the aftermath of the battle. Winder is drunk, and treats their prisoner roughly. Chandler encourages self-restraint and humane practices. General Dearborn announces his personal exhaustion, and puts Chandler in charge in his place.

Meanwhile, at the Green home, Billy once again argues with his family over his desire to join the fighting. Billy has an additional conflict with his father concerning his relationship with Sarah Foote, which Adam Green forbids. Adam puts Billy's older brother Levi in charge of monitoring Billy and preventing him from joining the battle.

At Burlington Heights, General Vincent surveys the grim condition of the British forces, including inadequate supplies, resentful hosts, and devastating losses on the battlefield. He is encouraged, however, by the commitment of Maritime and Native regiments, and renews his resolve.

Billy encounters John Norton, and learns that the Native Canadians are fighting the British in attempt to defend their own interests. There is a hostile encounter with Samuel Foote, which ends with Billy convincing a Native militiaman not to kill Samuel.

### *Chapter 3*

Billy and Sarah toy with the idea of marriage, but Sarah is offended by Billy's desire to join the war. There is another confrontation between the Foote and Green families, over the issue of Billy and Sarah's relationship. Later, privately, Adam Green insists once again that his son refrain from joining the army.

Levi meets his fugitive brother Billy in the brush near the escarpment. Their argument is cut short as they see the American Army breaking through the British barricades. Billy and Levi overhear the American plan to attack Burlington Heights, and they set off to warn everybody. The Americans are attacked by Native forces, but they manage to gather themselves together and march on.

### *Chapter 4*

Billy tries to warn Sarah about the Americans, only to discover that the US soldiers are already at the Foote farm. Billy narrowly avoids death as the troops fire at him.

Meanwhile, Keziah Corman vainly pleads with her husband Isaac not to join the British army. That very day, Isaac encounters a US Major on Isaac's own property. Isaac is taken as a prisoner of war.

Billy enters a tavern to warn the patrons about the American attack plans. Quick thinking on the part of the bartender saves both his own life and Billy's as US forces threaten the people in the pub.

Later, American forces question militia leader John Lottridge and the newly-captured prisoner Isaac Corman regarding the status of the British troops and their Native supporters. Tempers flare, and Major Thomas nearly shoots Isaac, refraining only when Isaac informs Thomas that the two of them are in fact cousins, and both related to General WH Harrison. Ashamed, Thomas apologizes and frees Isaac Corman, giving him the necessary US password.

Meanwhile, the American troops invade and take over Mary Gage's house, locking her in the fruit cellar, and setting up her home as their temporary headquarters.

### *Chapter 5*

Billy keeps Levi and his family safe, by distracting US soldiers as they try to attack. Samuel Foote departs to help the American forces, in spite of his daughter Sarah's protests. Billy warns his father of the American troops, and then continues to warn Isaac and Keziah as well. He arrives, to find Keziah berating a Native fighter for killing the 14-year-old American sentry who had been posted to guard her house. Billy vows to find Isaac.

After a disagreement over military strategy, General Vincent agrees to launch a pre-emptive strike on the Americans, provided that Harvey is able to provide evidence that such a strike would be worthwhile.

Billy meets with Isaac, and declares his plan to warn the British army about the American plans to attack at Burlington Heights. Isaac reluctantly gives Billy the American password, noting the risk that this action posed to both of their lives. Isaac is escorted back into US captivity.

### *Chapter 6*

Billy uses his wits and his brother's house to narrowly escape a small band of American soldiers. Meanwhile, at the Gage house encampment, where the rest of the unsuspecting American soldiers are eating supper and winding down for the night. Chandler and Winder agree that it is safe enough to relax, rather than ready the troops for a possible night attack. Major Smith disregards this declaration from his superiors, and undertakes a few readiness preparations anyway.

Back at the Green home, Adam expresses rage at Levi, for allowing Billy to join the fighting. However, Levi convinces his father to accept Billy's actions as a show of courage. Adam comforts the distraught Sarah Foote.

### *Chapter 7*

Billy arrives at the British camp. They take Billy to be a spy, but John Norton vouches for him. Colonel Harvey displays the battle plans to the reluctant General Vincent. Colonel Harvey tells Billy to go home, but General Vincent accepts him as a fighter and declares him to be the official scout. The British troops set off to attack the US encampment.

### *Chapter 8*

Billy and the militia head toward the American encampment. Billy's mood shifts from jubilation, to nervousness, and finally to abject horror and revulsion as he is obliged to kill an American sentry with his own musket. Many Americans surrender as they are surprised by the night raid, but heavy British casualties ensue as US troops charge from atop a hill. Adam Green and Sarah Foote look on.

As the battle heats up, John Norton and his allies join the fighting. Chandler is injured, and Winder surrenders. The British are victorious, largely as a result of Pleanderleath's strategy of taking control of US cannons. Billy, however, appears to have been killed in battle.

### *Chapter 9*

The battle ends with heavy casualties on both sides. The Americans retreat, not realizing that they vastly outnumber the British. Billy is alive after all, and he comforts Samuel Foote, as Samuel dies on the battlefield. Chandler and Winder have been taken prisoner; they discuss the outcome of the war with their captors, Harvey and Vincent, who assure them of their eventual release. Billy experiences

deep regret as he watches the burial of the young sentry whom he killed. Colonel Harvey officially accepts Billy into the militia by offering him the role of regimental drummer.

### *Chapter 10*

Billy returns home, expecting anger from his father. He discovers instead that his father is proud of Billy's bravery. However, Billy cries uncontrollably as he tries to relate the details of the battle to his father.

Sarah Foote leaves Stoney Creek, in order to live with family near the border. She declares that she cannot stay and marry Billy; that she must move away in order to honour her father's memory.

### *Epilogue*

The epilogue details the historical outcome of the battle, told by a grandfather to his grandson in the year 1876. We meet the elderly Billy Green, who accepts his Veterans' Pension at a town hall meeting. Billy dismisses the military officer's laudatory comments by commenting negatively on his own memories of the battle. The final scene shows Billy, ironically bestowing his own father's wish—that of a life free of the horrors of battle—on an eager, young, aspiring soldier who solicits his attention outside the town hall.

Prologue*Comprehension*

List three detailed reasons why President Madison and his congress members want to invade Canada. For each one, describe Clinton's counterargument (why he disagrees with what Madison and the congress members are saying).

Madison's Reason for Invasion	Page References	Clinton's Counterargument	Page References

Chapter 1*Comprehension*

- 1) Where did the Green family live, before they moved to Canada?
  
- 2) How did the American Revolution, which took place in the United States 37 years earlier, involve and affect Adam Green and his family?

*Making Inferences*

- 3) Identify three character traits that describe the protagonist, Billy Green. Support these descriptors with evidence from the text

Character Trait	Reason (evidence from the text)	Page Reference

- 4) Identify an example of foreshadowing on page 25. What events are suggested to take place later in the story?
  
- 5) Why does Samuel Foote call Billy's father a traitor?
  
- 6) Why are the British soldiers rude to Billy, even though he offered to help in the fight?

## Chapter 2

### *Comprehension*

- 1) Who are John Chandler and William Winder? What were their occupations before the war?
- 2) General Vincent was feeling quite discouraged about the state of the British army in Canada. What causes his mood to change?
- 3) According to John Norton, why are the Native Canadians fighting on the British side?

### *Personal Response*

- 4) Did General Dearborn make a good choice, when he put Chandler in charge of the troops, instead of Winder? Use evidence from the text to show why or why not.
- 5) List three arguments used by Billy, in attempt to convince his father to let him fight. In your opinion, are these good reasons to join the militia? Why or why not?
- 6) In your opinion, are Adam Green's actions reasonably protective, or overly controlling of Billy? Support your opinion with evidence from the text.
- 7) Do you agree that Billy is acting "honourably" when he speaks up and spares Samuel Foote's life? Use evidence from the text, and your own ideas, to support your answer.

Chapter 3*Comprehension*

- 1) What is Sarah Foote's opinion of the war?
  
- 2) Why does General Winder command a group of his soldiers to confine the settlers to their homes?
  
- 3) What is the difference between the Natives' fighting style and that of the American troops?

*Making Inferences*

- 4) What does Billy eventually do with the straw ring that he had offered to Sarah? What might be the symbolic meaning of this action?
  
- 5) What does Levi's action on page 62 suggest about his character?
  
- 6) What is Billy's mood as he parts ways with Levi? Do you predict that this will change as Billy encounters more of the fighting? Why or why not?



## Chapter 5

### *Comprehension*

- 1) Describe two events in this chapter that show British supporters using the Americans' ignorance and fear of the Native people to their advantage.

### *Making Inferences*

- 2) How does the American boy, to whom Keziah gave a slice of pie, feel about the war? Why is he fighting as a soldier?
- 3) Describe the disagreement between General Vincent and Colonel Harvey on pages 96-98. Why does Harvey "smile and salute enthusiastically" as he exits Vincent's tent?
- 4) What secret signal do Isaac and Billy use, in order to communicate in the brush? Why might this be an effective strategy?

### *Personal Response*

- 5) Why doesn't Billy allow his father to accompany him to Keziah and Isaac's house? Do you think Billy is being brave or foolish? Explain.

Chapter 6*Comprehension*

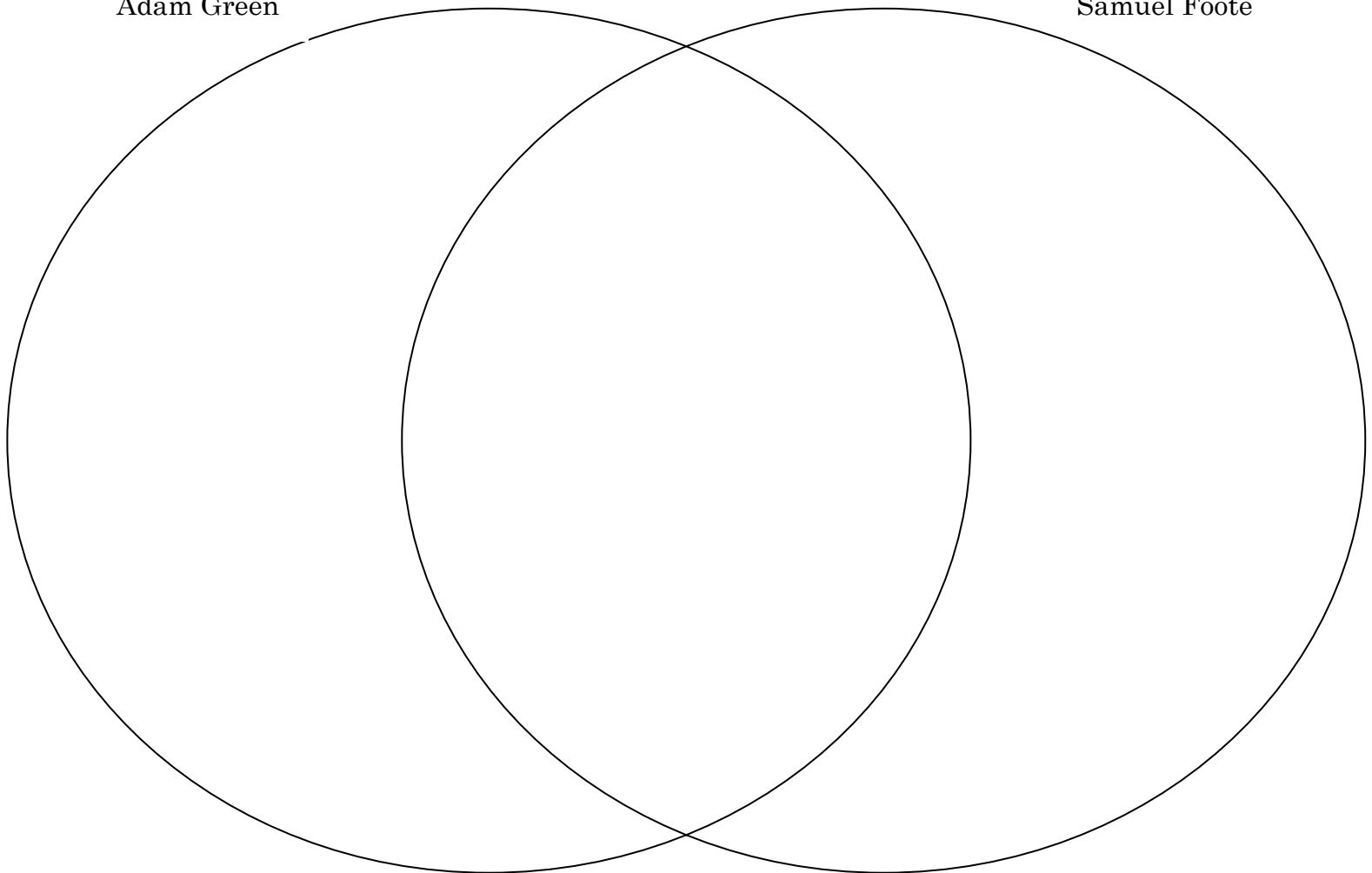
- 1) Describe how Billy escapes being killed by the small band of American soldiers.

*Making Inferences*

- 2) Compare the two fathers of this book, Adam Green and Samuel Foote:

Adam Green

Samuel Foote

*Personal Response*

- 3) We have seen General Chandler in a number of contexts throughout the book, which teaches us about his character. What are some of his strengths as a General? What are some of his weaknesses? Use the passage in this chapter (pages 104-108), as well as scenes from previous chapters, to support your ideas. Use the back of this sheet as additional space to record your answer.

Chapter 7*Comprehension*

- 1) How does General Vincent finally show his acceptance of Billy as a member of the militia?

*Personal Response*

- 2) How might you feel if you were a member of the British militia, hearing the words spoken by General Vincent on pages 117-118?

## Chapter 8

### *Comprehension*

- 1) How is Major Pleanderleath helpful to Billy as they approach the Gage property?
- 2) How do the American troops eventually gain the advantage in the battle?
- 3) What strategy does Pleanderleath use, eventually forcing the US troops to retreat?

### *Making Inferences*

- 4) Describe the tone of voice the British soldier might have used as he yelled, “Welcome to the war, boy” (page 124). What was he trying to express to Billy?

### *Personal Response*

- 5) Discuss whether or not you agree with this statement: “The British would never have won this battle, or the conflict of 1812 in general, had it not been for the help and support of John Norton and his platoon of Native Canadian soldiers.”

## Chapter 9

### *Comprehension*

- 1) Why do the Americans choose to surrender and retreat, instead of fighting back?

### *Making Inferences*

- 2) The graphic description on page 134 details many of the horrors of battle. What feelings might the author have been trying to evoke in the reader? Suggest 2 or 3 emotions, and support your choices with quotations from the text.
- 3) What emotion is Colonel Harvey expressing when he says, "Well, I'll be." (page 137). Why does he say this?
- 4) Now that the fighting is over, how does Billy feel about the war? Support your answer with evidence from the text.

### *Personal Response*

- 5) Comment on General Winder's statement: "War is war, General. One must do whatever one can, to win." (page 139). Do you agree with this idea? Why or why not?

Chapter 10 & Epilogue*Comprehension*

- 1) Was the final outcome of this conflict a good one for the Native People? Why or why not?
- 2) In what year did the story in the epilogue take place? In what year did the battle take place? If Billy was 17 years old at the time of the fighting, how old was he when he finally received his recognition at the town hall meeting?

*Making Inferences*

- 3) Why might the audience at the town hall meeting have “stared at Billy in confusion”(page 156)?
- 4) How might the eager young aspiring soldier be feeling as he watches Billy ride away in his carriage? Why?

*Personal Response*

- 5) How do you feel about Sarah’s decision to leave? Are you surprised that she made this choice? Support your ideas with evidence from scenes throughout the book.

Prologue

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Sentry	7				
Silhouette	9				
Insatiable	11				
Insubordination	13				
Conscription	13				
Constitution	14				

Chapter 1

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Militia	20				
Smouldering	22				
Grapeshot	23				
Oblivious	24				
Resolve	24				
Beleaguered	28				
Humiliated	29				

Chapter 2

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Decimated	30				
Inebriated	30				
Libation	31				
Bayonet	36				
Beacon	44				

Chapter 3

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Elope	50				
Mortified	54				
Escarpment	57				
Ensign	59				

Chapter 4

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Ricocheting	66				
Sympathetic	70				
Smirked	74				
Hastily	76				
Recoiled	79				
Chivalry	80				
Late	81				
Barricaded	82				

Chapter 5

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Conscripted	94				
Pessimistic	96				
Pre-emptive	96				
Valour	97				
Insolent	97				
Implication	99				

Chapter 6

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Bruin	102				
Phantom	103				
Adequately	106				
Sauntered	108				
Patriotic	109				
Accustomed	110				

Chapter 7

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Incandescent	112				
Ambushed	113				
Candour	115				
Indelibly	117				
Despondent	118				
Jubilation	118				

Chapter 8

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Eerily	120				
Reprimanded	121				
Warily	122				
Imminent	126				
Maelstrom	126				
Indiscriminately	130				
Valiantly	132				
Ordnance	132				
Fusillade	132				
Colossal	133				

**Chapter 9**

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Casualties	134				
Contorted	138				
Parched	138				
Barbaric	139				
Counterparts	140				
Vainglorious	142				

Chapter 10 & Epilogue

*For each word in the table below, copy out the sentence in which it is found, and underline the vocabulary word. Based on the word's context, what do you think it might mean? Record your own ideas before searching for the definition in the dictionary. Reflect on whether or not your guess was close to the actual meaning of the word.*

Vocabulary word	Page	Sentence from novel	I think it means...	Dictionary definition	Was I close?
Vocation	146				
Chastised	146				
Blunder	153				
Burgeoning	153				
Attaché	156				
Hastily	157				

### Letter to the President

The members of Congress in the Prologue overwhelmingly supported President Madison's decision to invade Canada. Clinton, on the other hand, suggested that not all US citizens would agree.

Imagine that you are a citizen of the United States during Madison's Presidency. Choose a role from the following list: parent, teenage boy, teenage girl, shopkeeper, merchant (trader), farmer, soldier who fought in the American Revolution. Decide whether you might be in favour of the invasion, or against it.

Write a letter to President Madison, identifying who you are, and either convincing him not to invade Canada, or encouraging him to continue with his plans. Be persuasive! The characters we meet in Billy Green Saves the Day can be a source of ideas for what the war looks like from various points of view.

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### Letter to the President Planning Sheet:

I am a \_\_\_\_\_.

I approve of/am opposed to the invasion (circle one). Here are my reasons:

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Ideas from the book: (include page references)

Other ideas:



### Adverb Study

Author Ben Guyatt uses many adverbs to make his writing more descriptive and interesting. Adverbs describe verbs and adjectives; they make the meaning of a sentence more colourful and precise.

Underline the adverb in this sentence, which is drawn from the prologue. Draw an arrow from the adverb to the verb it describes:

**“They’re waiting for you sir, he said nervously”**

Scan the prologue, and find at least 28 more adverbs, creating your own word bank below. Use a dictionary to find the meaning of any words that might be new to you. Remember that adverbs often end in “ly” (e.g. ‘smoothly’). Be careful not to confuse them with adjectives (e.g. ‘smooth’).

Use the adverbs you found to rewrite these sentences in a more interesting way. You will not use all of the adverbs in your bank.

- 1) “What did you find?” she asked.
- 2) He stepped onto the platform.
- 3) “That’s it”, Clara announced. “We’re done.” She left the laboratory.
- 4) “Oh really?” Jason asked. “That’s not what I was told.
- 5) The doctor spoke with the patient, looking at his watch.
- 6) She added the ingredients to the bowl and stirred.
- 7) He ate the stew and thanked the old woman.
- 8) The door opened and closed again.
- 9) LeeAnn looked at Charles. “Your father was right”, she said.
- 10) The lion moved to the other side of its enclosure.



**War and Conflict Opinion Piece**

Choose one quote from the selection below, and discuss how it relates to your own opinions about war. You might agree, disagree, or have mixed feelings about the character’s point of view. Use information from the novel, as well as other ideas and knowledge you may have about war and conflict, to support your views.

*One day there will be no more wars... Sooner or later, humanity will realize it solves nothing.”*

- Colonel Harvey, pages 141-142

*A victory will indelibly write your name in history. Your efforts will be as great as those of the warriors before you... Some of you won’t return, but your noble sacrifice won’t be forgotten for generations to come.”*

- General Vincent, pages 117-118

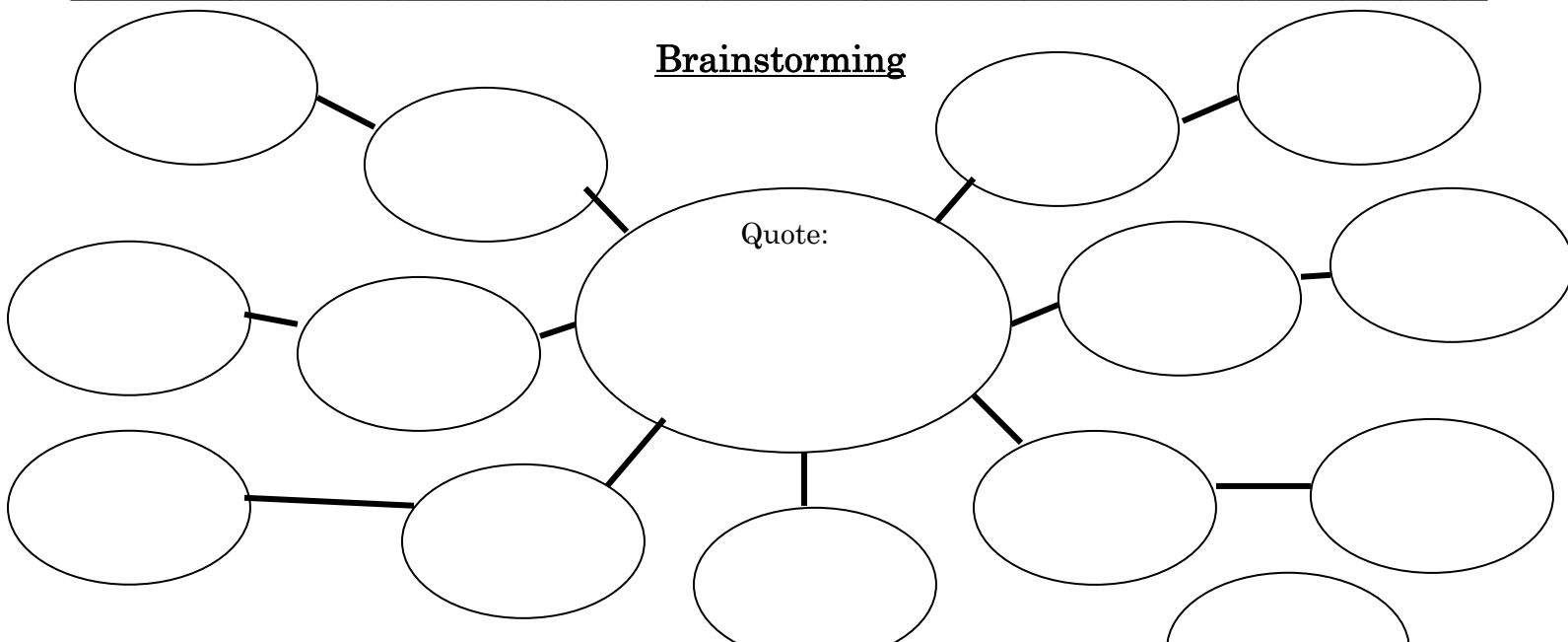
*I’ve seen war... It’s not glamorous. It’s not exciting. It’s bloody, and it’s something you want to forget, but never can.*

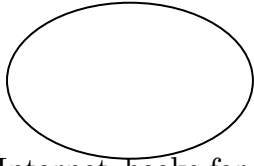
- Adam Green, page 21

*We fight to keep what we have... Put yourself in our position. What if we took your home and lands, and then someone else came along and tried to take what you still had left...*

- John Norton, page 47

**Brainstorming**



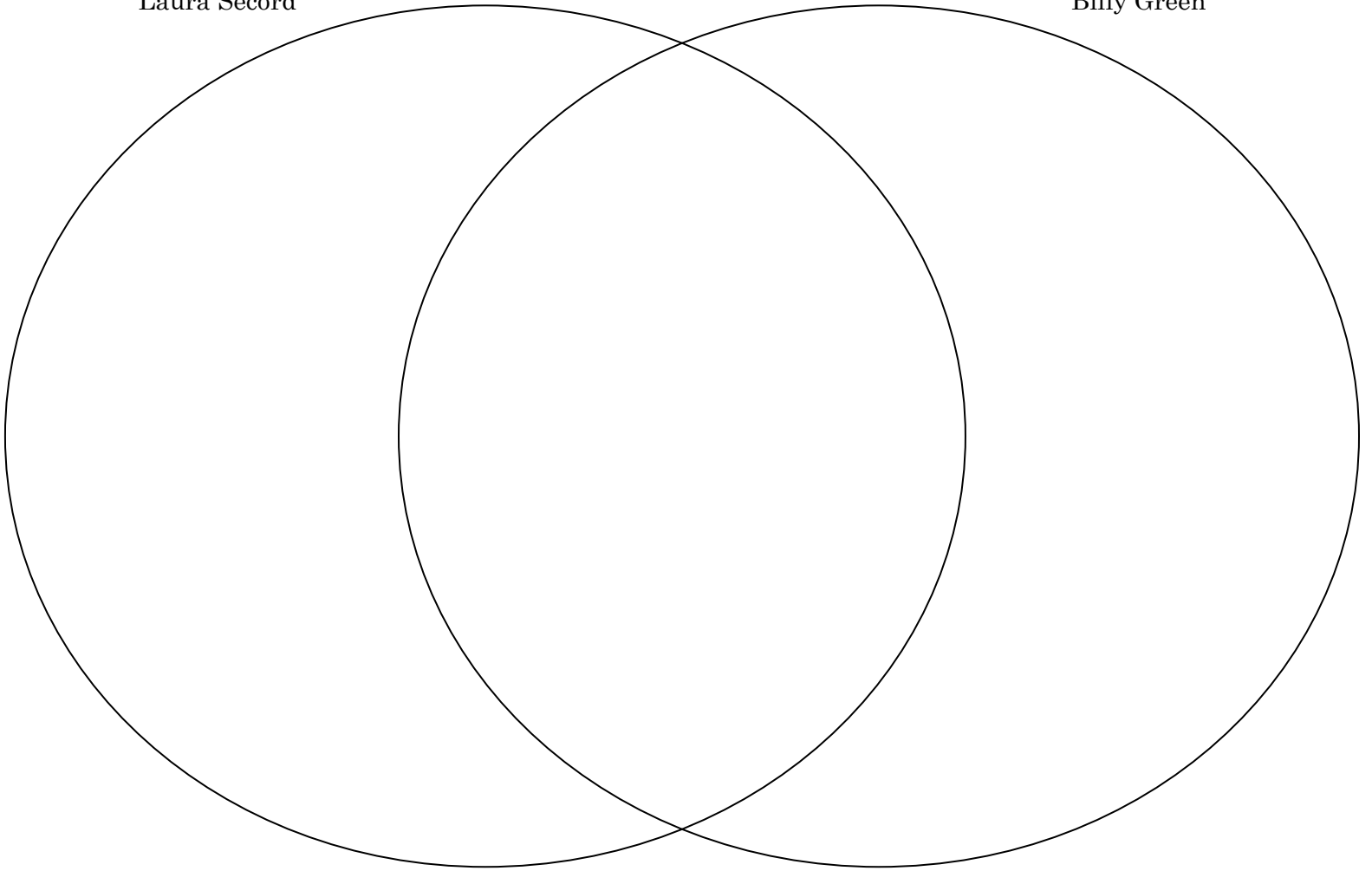


Women & the Battle of 1812 (Part 1)

Use the Internet, books for the library, and other resources to research the life of Laura Secord. (The person, not the chocolate company!) Compare her personality, her actions, and her experiences with those of Billy Green.

Laura Secord

Billy Green



Women & the Battle of 1812 (Part 2)

Compare Laura Secord's ideas and actions with those of the women we meet in Billy Green Saves the Day.

	Opinion of the War	Actions taken during the War or in the story
Sarah Foote		
Keziah Corman		
Mary Gage		
Laura Secord		

Do you think author Ben Guyatt should have included details of Laura Secord's story in Billy Green Saves the Day? Why or why not? Use ideas from this exercise, as well as other ideas to support your opinion.

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*Assessing the Chapter Response Questions*

If you are using the Chapter Response questions as a formal assessment tool, or to measure progress in a particular learning area over the course of a unit then you may wish to use the rubrics provided. The questions are grouped into three categories: Comprehension, Making Inferences, and Personal Reflection. Each should be assessed separately in order to identify and communicate areas of strength and areas of need.

These question categories relate to the following areas of the Ontario Language Curriculum , Grade 8:

Skill Area	Curriculum Connection
Comprehension	<b>Reading 1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
Making Inferences	<b>Reading 1.5</b> develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
Personal Reflection	<b>Reading 1.6</b> extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Additionally, individual questions relate to the following areas of the OLC, Grade 8:

**Reading 1.4** demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

**Reading 2.4** identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts

Completing the chapter comprehension questions will also assist in preparing students to meet the following learning outcomes for *Grade 8 History: British North America*:

**Knowledge and Understanding**

- Outline the reasons for the early settlement of English Canada (e.g., as an outcome of the American Revolution);
- Describe the major causes and personalities of the War of 1812;
- Identify the achievements and contributions of significant people (e.g., Sir John Graves Simcoe, Lady Elizabeth Simcoe, Joseph Brant / Thayendanegea).

**Inquiry/Research/Communication Skills:**

- analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?)

*Prologue*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Comprehension	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content

*Chapter 1*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Comprehension	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Making Inferences	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness

*Chapter 2*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Comprehension	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Personal Reflection	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 3*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness

*Chapter 4*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content

*Chapter 5*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 6*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 7*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 8*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 9*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Chapter 10 & Epilogue*

Question Category:	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
<b>Comprehension</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Making Inferences</b>	Explains interpretations of stated and implied information with limited effectiveness	Explains interpretations of stated and implied information with some effectiveness	Explains interpretations of stated and implied information with considerable effectiveness	Explains interpretations of stated and implied information with a high degree of effectiveness
<b>Personal Reflection</b>	Makes connections between text and personal knowledge or experience with limited effectiveness	Makes connections between text and personal knowledge or experience with some effectiveness	Makes connections between text and personal knowledge or experience with considerable effectiveness	Makes connections between text and personal knowledge or experience with a high degree of effectiveness

*Vocabulary*

<b>Making Inferences</b>	Uses semantic, syntactic, and graphophonic cues to deduce the meaning of unfamiliar words with limited effectiveness.	Uses semantic, syntactic, and graphophonic cues to deduce the meaning of unfamiliar words with some effectiveness	Uses semantic, syntactic, and graphophonic cues to deduce the meaning of unfamiliar words with considerable effectiveness	Uses semantic, syntactic, and graphophonic cues to deduce the meaning of unfamiliar words with a high degree of effectiveness
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*Curriculum Connections*

Reading	Writing
<p>3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> <li>• <b>semantic (meaning) cues</b> (<i>e.g., base words, prefixes, suffixes, phrases, sentences, and visuals that activate existing knowledge of oral and written language</i>);</li> <li>• <b>syntactic (language structure) cues</b> (<i>e.g., word order and the relationship between words, language patterns, punctuation</i>);</li> </ul>	<p>(cont.)</p> <ul style="list-style-type: none"> <li>• <b>graphophonic (phonological and graphic) cues</b> (<i>e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words</i>)</li> </ul> <p><b>Word Choice</b></p> <p>2.3 regularly use vivid and/or figurative language and innovative expressions in their writing</p>

*Letter to the President*

Level:	1(D)	2(C)	3(B)	4(A)
<b>Knowledge and Understanding</b>	Demonstrates limited understanding of factors contributing to a perspective on the invasion of Canada	Demonstrates some understanding of factors contributing to a perspective on the invasion of Canada	Demonstrates considerable understanding of factors contributing to a perspective on the invasion of Canada	Demonstrates thorough understanding of factors contributing to a perspective on the invasion of Canada
<b>Thinking</b>	Develops appropriate ideas with limited effectiveness	Develops appropriate ideas with some effectiveness	Develops appropriate ideas with considerable effectiveness	Develops appropriate ideas with a high degree of effectiveness
<b>Communication</b>	Uses a voice appropriate to the character chosen, and to the medium of a formal letter with limited effectiveness	Uses a voice appropriate to the character chosen, and to the medium of a formal letter with some effectiveness	Uses a voice appropriate to the character chosen, and to the medium of a formal letter with considerable effectiveness	Uses a voice appropriate to the character chosen, and to the medium of a formal letter with a high degree of effectiveness

*Curriculum Connections*

Reading	Writing
<p><b>Extending Understanding</b>                      1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p>	<p><b>Purpose and Audience</b>                      1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p><b>Developing Ideas</b>                      1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p> <p><b>Form</b>                      2.1 write complex texts of a variety of lengths using a wide range of forms</p> <p><b>Voice</b>                      2.2 establish a distinctive voice in their writing appropriate to the subject and audience</p> <p><b>Point of View</b>                      2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate</p>

*Adverb Study*

Checklist for completeness and appropriateness of revised sentences

*Curriculum Connections*

## Reading

**Elements of Style**

**2.4** identify a range of elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts

## Writing

**Word Choice**

**2.3** regularly use vivid and/or figurative language and innovative expressions in their writing

*Historical Characters*

	1(D)	2(C)	3(B)	4(A)
<b>Knowledge and Understanding</b>	Demonstrates limited knowledge of biographical details for chosen individual	Demonstrates some knowledge of biographical details for chosen individual	Demonstrates considerable knowledge of biographical details for chosen individual	Demonstrates a high degree of knowledge of biographical details for chosen individual
<b>Thinking (Connecting research with character in novel)</b>	uses critical thinking processes with limited effectiveness	uses critical thinking processes with some effectiveness	uses critical thinking processes with considerable effectiveness	uses critical thinking processes with a high degree of effectiveness
<b>Communication</b>	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
<b>Application</b>	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

*Curriculum Connections*

Reading	Writing
<p><b>Extending Understanding</b></p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p> <p>1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader’s reaction</p> <p><b>Responding to and Evaluating Texts</b></p> <p>1.8 evaluate the effectiveness of a text based on evidence taken from that text</p>	<p><b>Developing Ideas</b></p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p> <p><b>Research</b></p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources</p>

*War and Conflict Opinion Piece*

	1(D)	2(C)	3(B)	4(A)
Knowledge and Understanding	Demonstrates limited understanding of ideas related to war and conflict	Demonstrates some understanding of ideas related to war and conflict	Demonstrates considerable understanding of ideas related to war and conflict	Demonstrates thorough understanding of ideas related to war and conflict
Thinking	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Communication	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Application	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

*Curriculum Connections*

## Reading

**Extending Understanding**

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

## Writing

**Developing Ideas**

1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

*Women and the Battle of 1812*

	1(D)	2(C)	3(B)	4(A)
Knowledge and Understanding	Demonstrates limited knowledge of the actions of Laura Secord and of female characters from the novel	Demonstrates some knowledge of the actions of Laura Secord and of female characters from the novel	Demonstrates considerable knowledge of the actions of Laura Secord and of female characters from the novel	Demonstrates thorough knowledge of the actions of Laura Secord and of female characters from the novel
Thinking	Critically analyses character choice and presentation with limited effectiveness	Critically analyses character choice and presentation with some effectiveness	Critically analyses character choice and presentation with considerable effectiveness	Critically analyses character choice and presentation with a high degree of effectiveness
Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness	Expresses and organizes ideas and information with limited effectiveness
Application	Makes connections between historical fact and historical novel with limited effectiveness	Makes connections between historical fact and historical novel with some effectiveness	Makes connections between historical fact and historical novel with considerable effectiveness	Makes connections between historical fact and historical novel with a high degree of effectiveness

*Curriculum Connections*

Reading	Writing
<p><b>Extending Understanding</b></p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p> <p>1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader’s reaction</p> <p><b>Responding to and Evaluating Texts</b></p> <p>1.8 evaluate the effectiveness of a text based on evidence taken from that text</p>	<p><b>Developing Ideas</b></p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p> <p><b>Research</b></p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources</p>