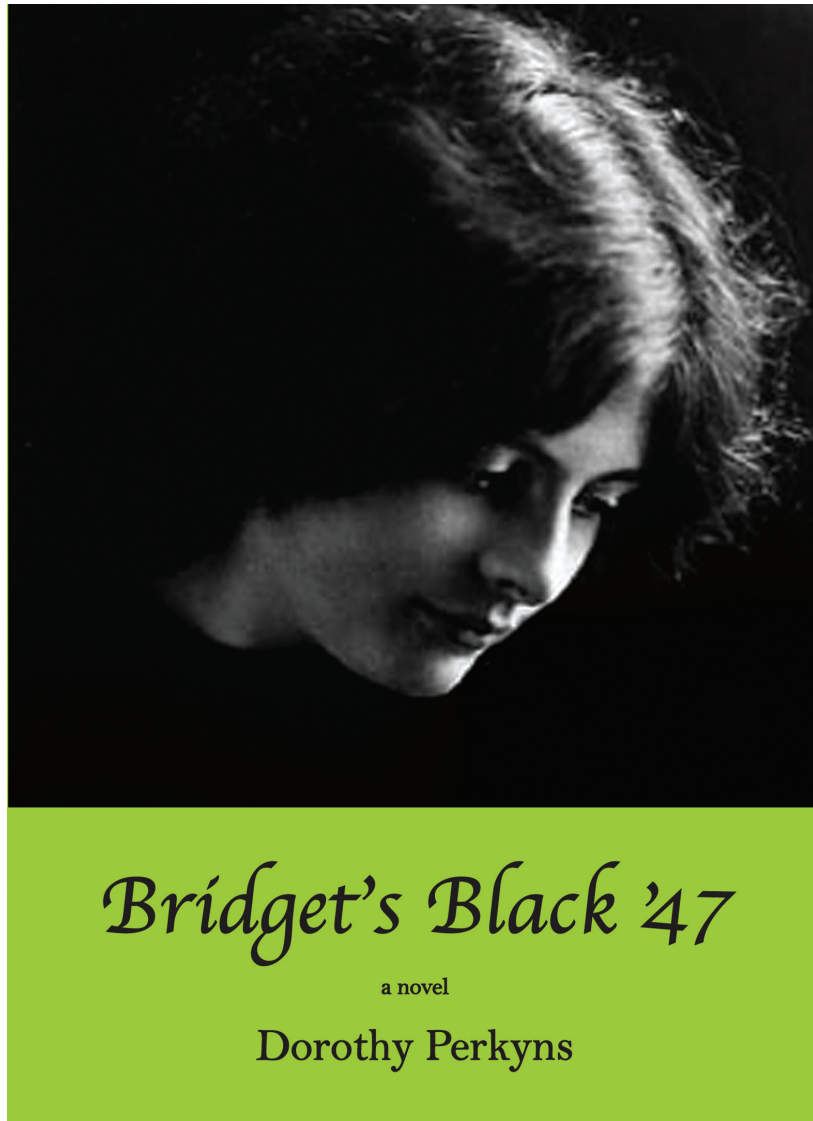


TEACHER'S GUIDE

Grades 7 & 8



Teacher Resource Guide developed by
Kathleen Grainger B.ES, O.C.T

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I BOOK SUMMARY

Bridget Quinlan is a spirited thirteen-year-old when the Irish potato blight of the 1840s shatters her life. Although her home is a vale with few possessions, her family survives as long as her father can grow a good crop of potatoes on his small piece of land. Tragedy strikes when crops fail and typhus spreads, killing one of the boys in her school and then her brother, Rory.

With soldiers evicting the ill and unemployed, the Quinlans are forced to accept the offer of a passage to Canada. Appalling conditions on board contribute to many deaths so that by the time they reach Gross Ile, Quebec, Bridget and her sister are alone in the world. The two are adopted by a kind farming family and gradually settle into their new life. After all the sadness and loss, a surprising turn of events brings them lasting joy.

Meet the Author

Dorothy Perkins is the author of *Last Days of Africville*, which was nominated for the Silver Birch Award, the Red cedar Award, the Diamond Willow Award, the Hackmatack Award, and the CLA Children's Book of the Year. She is also the author of *Rachel's Revolution*, which won the Geoffrey Bilson Award in 1989. She lives in Blandford, Nova Scotia.

II CURRICULUM CONNECTIONS

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

Grade 8 History — Canada: A Changing Society

- Research migration into Canada in the late 1800s
- Migration poster
- Compare and contrast life in the 1800s to today

Grade 8 Language

****Note:** 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
Letter writing/point of view

Reading 1.4, 1.6,
Writing 1.2, 1.5, 2.1 – 2.4, 3.1 – 3.6, 4.1, 4.2
Compare/Contrast Bridget's life

Media 3.1 – 3.4, 4.1, 4.2
Create a new 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

III PRE-READING STRATEGIES

Review the features and elements of narrative text.

Review elements of historical 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.

Make some predictions based on the front cover and summary on the back.

Introduce the students to the Irish potato blight and famine of the 1800s. See website links in Related Resources for background information.

Activate/provide background knowledge through watching videos and reading and discussing non-fiction texts about Upper Canada in the 1800s.

Chapter Chunks

Chunk 1: pp5-56, chapters 1-5

Chunk 2: pp57-107, chapters 6-11

Chunk 3: pp109-157, chapters 12-17

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.

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

Chunk 1 (pp5-56)

praties p5	hearth p5	peat p5	jauntily p6	
intrigued p6	haven p6	sow p6	subdued p8	burnished p8
buffeted p11	enthralled p11	recitation p11	sullen p11	laden p13
carcass p13	famished p13	mottled p13	stentorious p14	precious p17
slouched p18	sulkily p18	conarce p19	hillock p19	quavering p21
negotiated p21	thicket p22	sculleries p23	craned p25	skivvies p27
flagstones p29	vigorously p29	sooty p29	scalding p30	cowered p32
scampered p32	flourish p33	mutton p33	bodice p33	burly p34
banish p37	copse p37	barter p39	haggling p39	persistent p39
aniseed p39	sidled p39	prose p44	benign p44	hovels p48

Chunk 2 (pp57-107)

shirk p58	vigorously p58	typhus p60	meagre p61	futile p61
obliged p61	tankards p63	skinflints p63	stirabout p63	morsel p63
stodgy p63	ravenously p63	doled p68	gaunt p72	implacable p72
chattels p74	keening p74	lament p74	intoning p75	affliction p75
distraught p75	byre p80	piteously p80	oblivion p82	poaching (context) p83
destitute p83	jostled p85	throng p85	quay p85	braziers p88
notorious p90	malicious p94	permeated p96	incessantly p96	succumbed p96
abated p96	caterwauling p98	eked p101	gunwales p101	bulwarks p101
querulous p104	reverie p104	dilapidated p105		

Chunk 3 (pp109-157)

gruel p109	waifs p111	pestilence p112	hawsers p113	tremulous p115
brogue p117	lilting (context) p117	grandeur p119	hessian p120	docilely p120
lye p120	consternation p121	pantaloon p124	prominent p135	strident p139
capotes p143	quagmire p148	incredulous p152		

IV DURING READING STRATEGIES

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 (pp5-56)

1. What is a peat fire? P5
2. What are Mary, Caitlin and Bridget doing with the basket and the pot full of praties? P6
3. What is being implied in this statement, "...even laces for anyone lucky enough to own a pair of shoes"? p6
4. Why did Mary take the dirty pots all the way to the stream at the end of the village to be washed? P9
5. Why was Sean hanging out with the gang of young men? P13.
6. Why did the gang hang around the food carts? P13
7. What is being implied in the sentence, "...things might be 'helped' off ..."? p13
8. What does "...banked up the fire..." mean? P14
9. Where does the family sleep? P14
10. What does "hilling up the praties" mean? P17
11. What does Sean mean by "thieving English"? p18
12. "...the likes of us..." - What is Mary implying?
13. Why don't the ladies and gentlemen want to see Bridget and Mary? P22
14. For what purpose did Mary go to the mansion? P24
15. Why is Fiona dressed so differently from Bridget? P28
16. Why was Bridget so angry when she saw the condition of her mother in the kitchen at the mansion? P30

17. Why hadn't Bridget seen so much food before? P31
18. Can you answer Bridget's question about why all that food was being sent to England? P35
19. Why is the Fair so important to Bridget's family? Do you think Fairs still hold similar importance in today's society? P38
20. What's an alehouse? P43
21. Bridget earned a bunch of coins for playing her pipe at the Fair. She then gave the money to her mother. P44 Why didn't she keep it for herself? What would you have done?
22. What suspicions does Bridget have about Sean's whereabouts? P47
23. Compare Bridget's school experience to yours (comparison chart). P48
24. How did you feel after you read about Bridget's family losing their potato crop and her school being cancelled because of disease? P52
25. List all the events that have happened to Bridget in this one day. What adjectives could you use to describe her situation and how she probably feels? P55
26. Think about your own life. Do you have any experiences to compare to hers? Can you relate?
27. Summarize Chunk 1 on a time line.
28. Start a character trait map of Bridget (BLM 1).
29. Start a character relationship map of the main and secondary characters. Add to it as you meet new characters in the story (BLM 2).
30. What is the setting? (BLM 3)

Chunk 2 (pp57-107)

1. On pp 58-59 Daniel and Mary are discussing who's going to help the poor Irish. Who do you think should be helping them?
2. Why were criminals sent to Australia? P70
3. What was your reaction when you read about the soldiers forcing the people to leave their homes? P79

4. What does ...”oblivion of sleep...” mean? P82
5. Predict what Paddy Coady’s plan might be. P91-92
6. What is “...ship’s biscuit...”? p95
7. What’s the quarantine station? Why is it needed? P105
8. Add to your Character Trait and Character relationship maps.
9. Start another Setting Web organizer.
10. How do you feel about all that has happened to Bridget so far? Could you cope with what Bridget has had to deal with so far in her life?
11. What events have caused Bridget and Caitlin to end up in Canada? Use the Cause and Effect graphic organizer (BLM 4).
12. Summarize Chunk 2 on the time line.
13. Map the crossing of the ship Bridget and her family were on - where did it enter Canada? Locate on the map where the ship started from, and where it stopped in Canada. (*In the Related Resources section there are some website links to the Grosse Ile quarantine stopover.*)

Chunk 3 (pp109-157)

1. On p121 the children are all subjected to a bath. Why was Caitlin and the other little girl so horrified at the whole bathing event?
2. Why were the boys so upset about wearing shoes? P124
3. What time of year do you think this is?
4. What does “Je suis ta mere nouvelle” mean? P130
5. Why did Annette use the warming pan on Bridget and Caitlin’s bed? P137
6. What is being implied in this sentence, “for the first time in their lives Bridge and Caitlin struggled to finish all the food offered them”? p140
7. Why is Bridget so surprised that her new family gets to keep all the meat? P141
8. Why was it a big change for Bridget and Caitlin to get used to the heavy outdoor winter wear? P143

9. Why were the dresses being made by hand? P150
10. Was your prediction about Paddy Coady's plan right or nearly right? P153
11. What is the significance of the last line in the book, "...in no time at all, the butter was made"? p157
12. Summarize Chunk 3 on the time line.
13. How does Bridget's flute playing help her survive?
14. What role does Paddy Coady play in this story?

V POST-READING/ CURRICULUM CONNECTIONS STRATEGIES

Grade 8 Language

Bridget had so many bad things happen to her. How can she be happy? What does this tell you about her strength of character? Using your character map of Bridget, write a character sketch about her. 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 Bridget's shoes crossing the ocean and starting a new life. In your case you still have family and friends back in Ireland. Write to tell them 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 Bridget's life to yours. Use a Venn Diagram as your planner (BLM 7).

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 Bridget about her life in Ireland, her journey to Canada, and her new life as a French Canadian. In pairs, develop questions and answers using the Q-Chart (BLM 8). 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 6). Use an online program (see Related Resources), Comic Life 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 5)

Grade 8 History: A Changing Society

In small groups, research migration into Canada in the late 1800s. How did migration contribute to Canada's changing society in that time period. Present projects to the class in an oral format that includes some form of digital media (ie. PowerPoint, podcast, video).

Create a poster selling Canada to the Irish. Imagine that it would be posted in the towns/villages in the story.

Compare and contrast life in the 1800s to today. Research, in small groups, the challenges that farmers and workers in the 1800s had versus the challenges today's farmers and workers have.

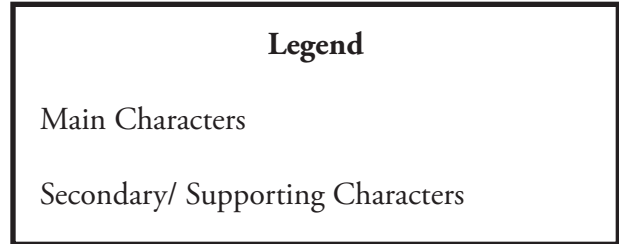
VI APPENDIX

BLM 1

Character Traits Map

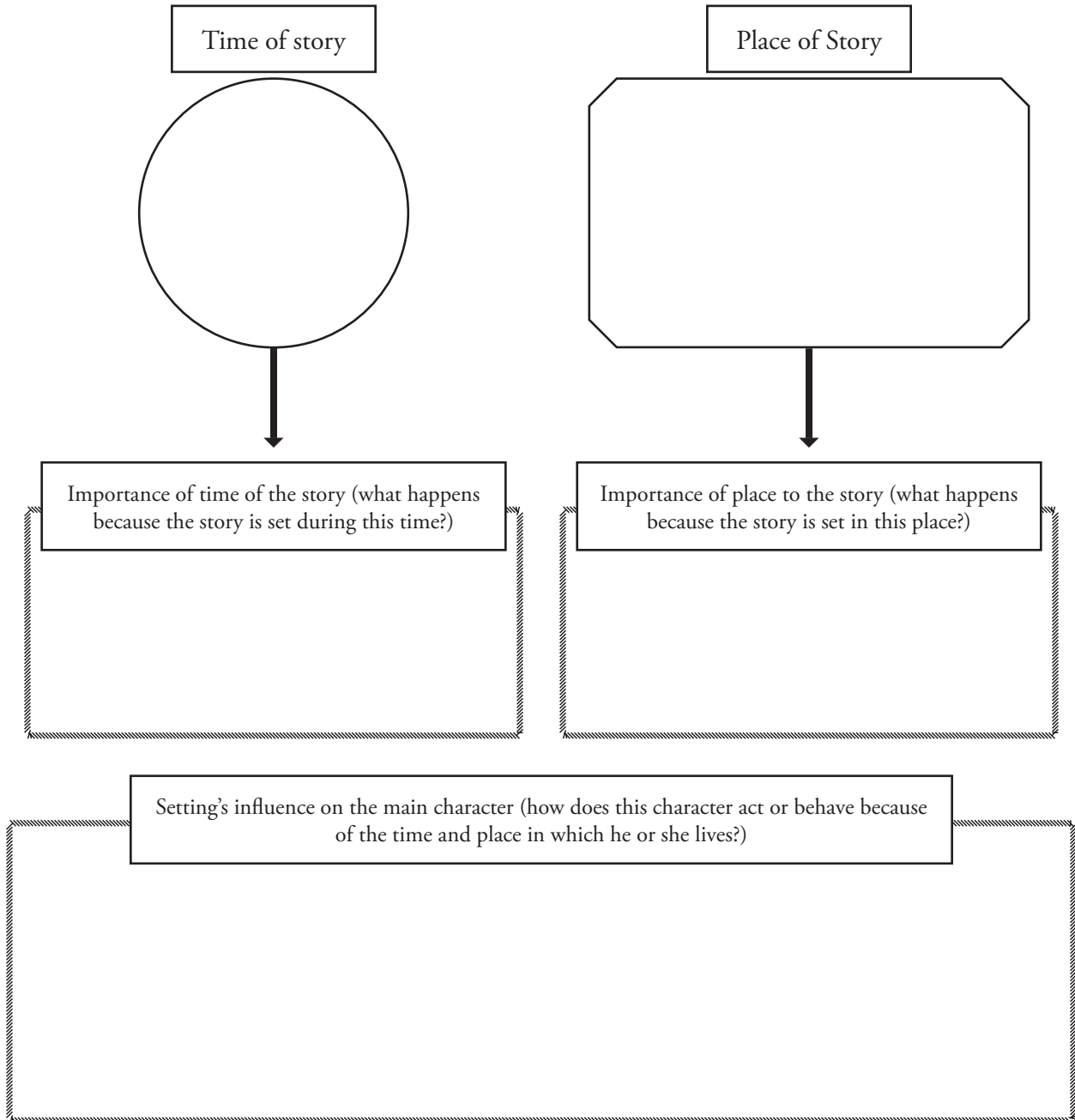
The form is a 'Character Traits Map' for BLM 1. It features a central vertical column with a rounded rectangular box labeled 'sketch' at the top. Above this sketch box is a smaller rectangular box labeled 'Character:'. To the left of the sketch box is a large vertical rectangular box labeled 'Appearance (Looks):'. To the right of the sketch box is another large vertical rectangular box labeled 'Says:'. Below the sketch box is a large vertical rectangular box labeled 'Feelings:'. To the right of the 'Feelings:' box is a large vertical rectangular box labeled 'Actions:'. All boxes are empty for user input.

Character Relationship Map



BRIDGET

Setting Web

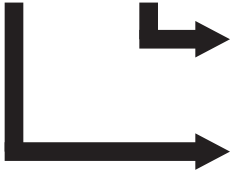


Source: adapted from Graphic Organizers and Activities for Differentiated Instruction in Reading

Cause and Effect: Events and Consequences

Event #

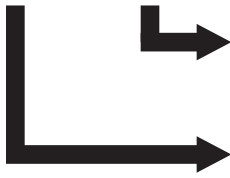
Happened because:



Consequence:

Event #

Happened because:



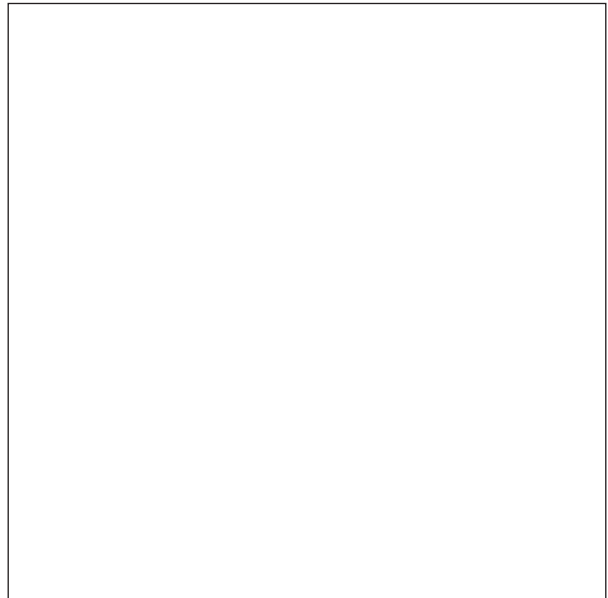
Consequence:

CD Jacket Outline

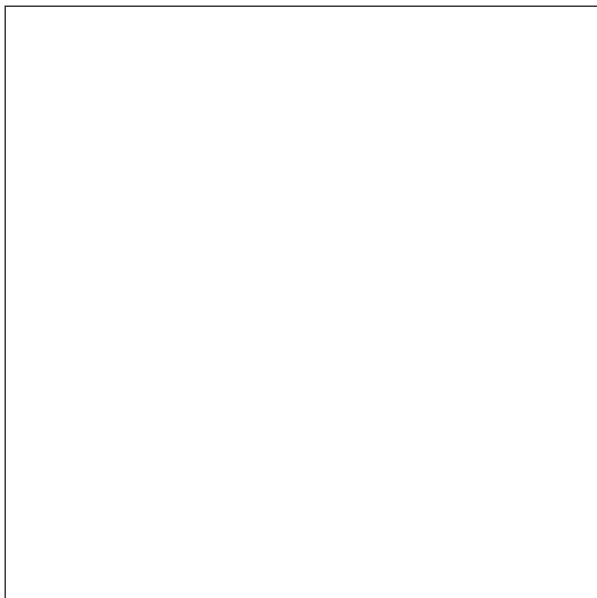
Back outside



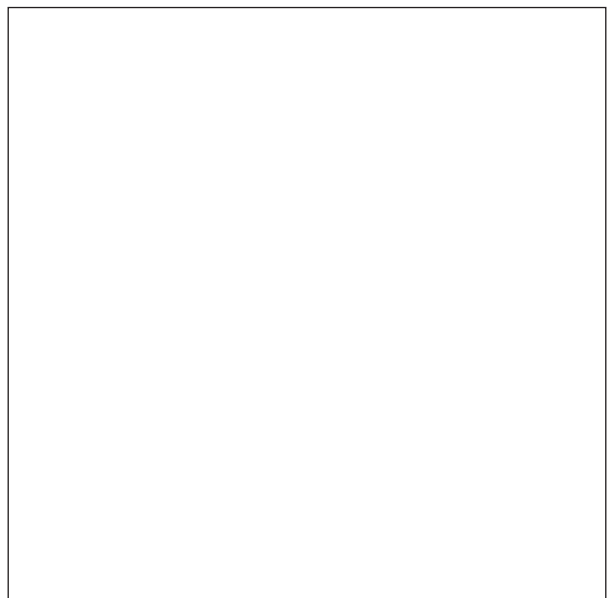
Front outside



Front inside



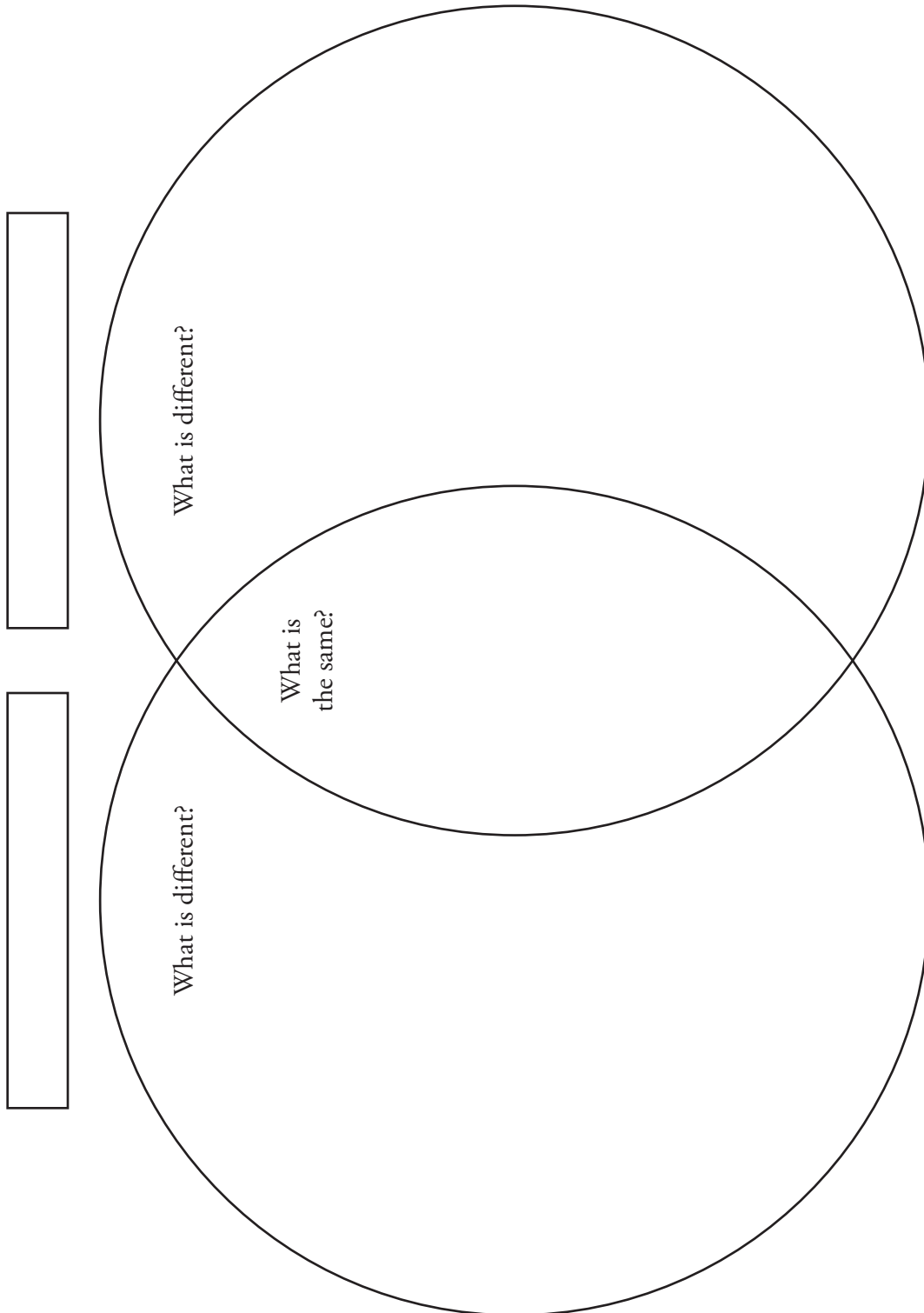
Back inside



Comic Strip Graphic Organizer

A graphic organizer consisting of nine empty, rounded rectangular boxes arranged in a 3x3 grid. Each box is defined by a double-line border and is intended for drawing or writing a panel of a comic strip.

Compare and Contrast



BLM 8

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.

VII ASSESSMENT TOOLS

Interview Questions Simple Rubric

	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				

Source: chnm.gmu.edu/fairfaxtah/lessons/documents/questionsrubric.pdf

Podcast Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Introduction/Lead	<ul style="list-style-type: none"> no intro intro gives no info about topic doesn't engage listener 	<ul style="list-style-type: none"> trite or overdone gives little info about topic minimally engages listener 	<ul style="list-style-type: none"> somewhat catchy gives some important info about topic engages listener towards the end 	<ul style="list-style-type: none"> catchy and clever gives important information about topic engages listener immediately
Topic/Depth of Podcast	<ul style="list-style-type: none"> podcast has no topic podcast doesn't engage listener podcast is completely off-topic 	<ul style="list-style-type: none"> irrelevant or inappropriate topic topic minimally engages listener (adds no new info or is off topic) podcast minimally addresses topic, has only one perspective when more are available, or offers little information 	<ul style="list-style-type: none"> relevant topic but more frivolous topic somewhat engages listener (covers well-known ground, adds little new info) podcast addresses topic but doesn't delve into all angles or perspectives (surface-level) 	<ul style="list-style-type: none"> important and relevant topic topic engages listener (is important to or educates listener) clear focus for topic podcast addresses topic thoroughly, delves into all angles or perspectives of topic
Sources for Podcast	<ul style="list-style-type: none"> podcast has no quotes at all 	<ul style="list-style-type: none"> podcast involves few or no appropriate and informative sources podcast includes few or no stakeholders podcast has no quotes from "expert" sources 	<ul style="list-style-type: none"> podcast involves some variety of appropriate and informative sources podcast includes some, but not all, stakeholders from all angles podcast has quotes from some "expert" sources, but quotes are not best choices 	<ul style="list-style-type: none"> podcast includes a wide variety of appropriate and informative sources podcast includes stakeholders from all angles podcast has appropriate quotes from all "expert" sources (best sources for podcast)
Conclusion	<ul style="list-style-type: none"> no final summary or conclusion 	<ul style="list-style-type: none"> conclusion is too abrupt or offers no summary information 	<ul style="list-style-type: none"> conclusion somewhat wraps up podcast, but does not summarize key information 	<ul style="list-style-type: none"> conclusion effectively wraps up podcast, summarizing key information
Professionalism	<ul style="list-style-type: none"> podcaster is unprofessional or garbled podcaster clearly has no script (is impromptu) no source quotes sections have no organization 	<ul style="list-style-type: none"> podcaster is not very clear and does not know topic or script podcaster has not rehearsed pieces of podcast prior to recording source quotes are not clear or are not part of podcast sections show little organization 	<ul style="list-style-type: none"> podcaster is mostly clear but it is clear podcaster is merely reading off script podcaster has rehearsed some pieces of podcast prior to recording source quotes are mostly clear but need some editing sections show some organization 	<ul style="list-style-type: none"> podcaster is clear and well-spoken (not reliant on script) podcaster has clearly rehearsed podcast prior to recording source quotes are clear and well-edited sections are organized clearly and cohesively

Source: 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
Focus on topic (content)	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.
Accuracy of facts (content)	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.
Introduction (organization)	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.
Sequencing (organization)	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.
Flow & rhythm (sentence fluency)	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.
Word Choice	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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Persuasive Poster Rubric

	1	2	3	4
Position Statement	Statement of position cannot be determined	Position is stated, but is not maintained consistently throughout work	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated
Supporting Information	Evidence is unrelated to argument	Argument is supported by limited evidence	Evidence clearly supports the position; but there is not enough evidence	Evidence clearly supports the position; evidence is sufficient
Aesthetic Qualities	There is a total lack of structure	Page layout contains most necessary elements. Elements are not neatly spaced on page or not well organized	Page layout is attractive and neat. Material could be presented in a more organized manner	Page layout is attractive, neat and well organized
Sentence Structure	Work pays little attention to proper sentence structure	Work contains structural weaknesses and grammatical errors	Sentence structure is generally correct. Some awkward sentences do appear	Sentence structure is correct
Punctuation & Capitalization	There are four or more errors in punctuation and/or capitalization	There are two or three errors in punctuation and/or capitalization	There is one error in punctuation and/or capitalization	Punctuation and capitalization are correct

Source: www.district2.nbed.nb.ca/mentors/Lessons%20k5/SBPersuasive%20Poster%20Rubric.doc

Group Oral Presentation Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Participation of group members	Only 1 or 2 group members participate	Some group members participate	All group members participate	All group members participate equally
Audibility	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
Organization of presentation	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
Preparedness	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

Rubric for Concept Map

Performance Indicators	Level 1	Level 2	Level 3	Level 4
Concepts	<ul style="list-style-type: none"> insufficient number of concepts selected relating to topic arrangement of concepts illustrates no understanding of conceptual relationships 	<ul style="list-style-type: none"> minimal but acceptable number of concepts selected, with some relationships to the topic arrangement of concepts demonstrates simple understanding of subordinate conceptual relationships 	<ul style="list-style-type: none"> most concepts relating to topic were selected arrangement of concepts demonstrates an understanding of subordinate conceptual relationships 	<ul style="list-style-type: none"> most concepts and all significant concepts selected and they clearly relate to the topic arrangement of concepts demonstrates an understanding of subordinate conceptual relationships
Hierarchical Structure	<ul style="list-style-type: none"> concepts are displayed in a linear sequence. Little or no sense of hierarchical structure 	<ul style="list-style-type: none"> limited hierarchical structure used 	<ul style="list-style-type: none"> concepts connected in a hierarchical structure 	<ul style="list-style-type: none"> concepts connected in a hierarchical structure leading to more specific concepts
Linkages	<ul style="list-style-type: none"> some basic relationships indicated by connected lines linking words are simple and repetitive 	<ul style="list-style-type: none"> straightforward relationships connected with linking words linking words show variety 	<ul style="list-style-type: none"> most relationships indicated with a connecting line and labeled with linking words linking words are accurate and varied 	<ul style="list-style-type: none"> all relationships indicated by a connecting line and accurately labeled with appropriate linking words linking words are expressive and purposeful
Cross Links	<ul style="list-style-type: none"> cross links not used 	<ul style="list-style-type: none"> few cross links are used to illustrate minimal connections 	<ul style="list-style-type: none"> cross links used to reflect straightforward connections 	<ul style="list-style-type: none"> cross links show complex relationships between two or more distinct segments of the concept map

Source: Bennett, Barry and Carol Rolheiser, *Beyond Monet, The Artful Science of Instructional Integration* (Toronto: Bookation Inc, 2006)

VIII RELATED RESOURCES

Bloom's Taxonomy

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

Irish Potato Famine

<http://www.wesleyjohnston.com/users/ireland/past/famine/index.htm>

<http://ist.uwaterloo.ca/~marj/genealogy/thevoyage.html>

<http://ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html>

<http://ist.uwaterloo.ca/~marj/genealogy/papers/children1847.html>

<http://www.whitepinepictures.com/seeds/i/2/>

<http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/natcul/natcul1/b.aspx>

Grosse Ile:

This is a promotional video, however it does give students an idea of what Grosse Ile looked like historically as well as today; useful for giving students a visual of what Bridget might have seen.

<http://www.youtube.com/watch?v=CD57R97FDTk>

Slideshow of a trip to Grosse Ile; visual idea of the place

<http://www.youtube.com/watch?v=mcZLV8dKKiA&feature=related>

<http://felix.cyberscol.qc.ca/LQ/auteurO/ogallagher/eyewitness.html>

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

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

Comic strip activity

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/

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: Social Studies*. Ministry of Education of Ontario, 2004.

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