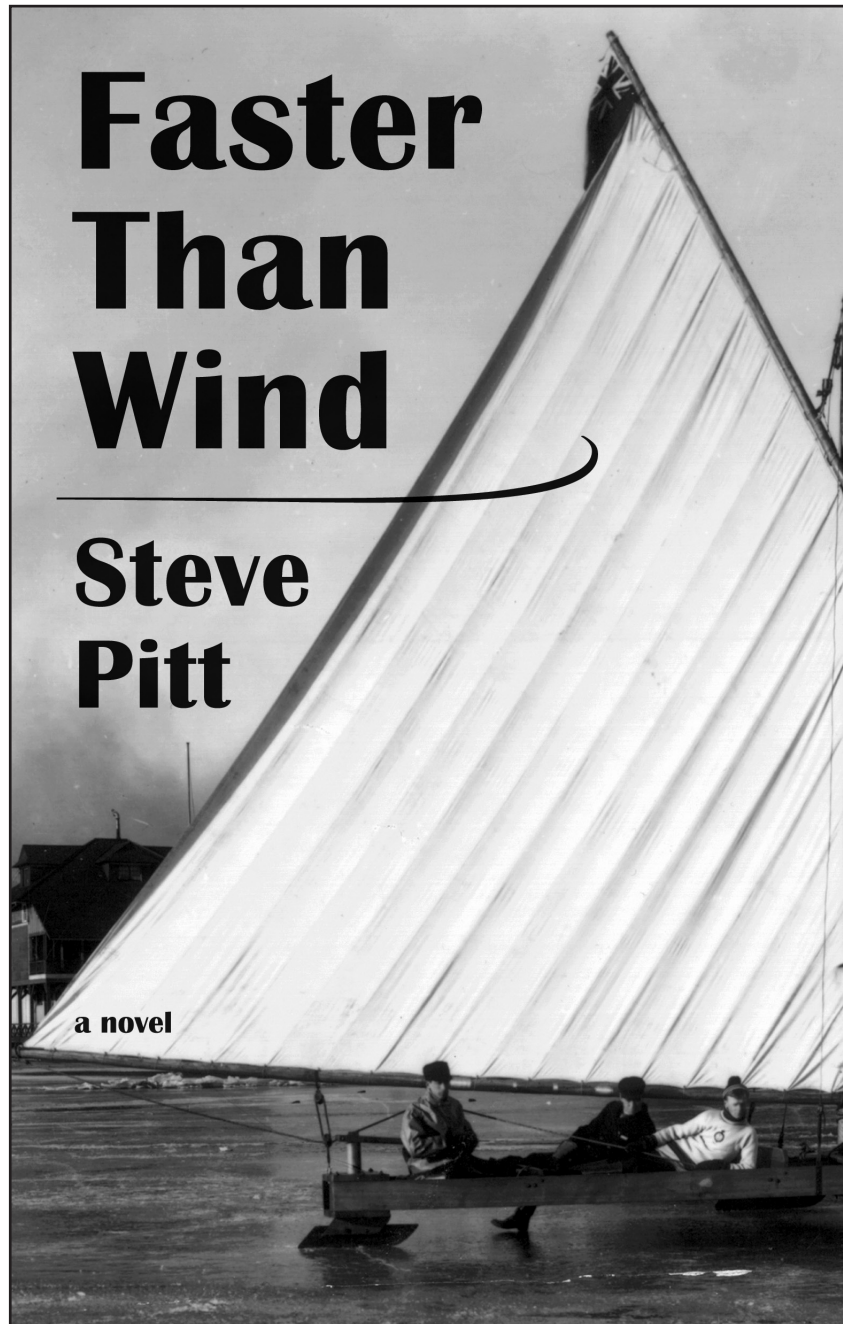


# TEACHER'S GUIDE

Grade 8



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UTP Distribution (t: 1 800 565-9523)



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## BOOK SUMMARY

It's just before Christmas 1906, and fifteen-year-old Bertie McCross is a newspaper boy in downtown Toronto. Bertie's family has fallen on hard times and can use every penny he brings home from hawking newspapers on the frigid streets of the winter-bound city. However, in order to do that Bertie has to keep out of the clutches of the Kelly Gang, a family of slightly older, carrot-topped Cork Town toughs who are shaking down "newsies" as part of a protection racket.

On Christmas Eve, Bertie is almost cornered by the Kellys in the St. Lawrence Market but is saved by Tommy McDonell and Milwaukee Ed, who introduce Bertie to the thrills of iceboat racing on Lake Ontario. Soon Bertie is swept up in the fast and dangerous sport and meets a whole crew of new friends, including Isobel, a girl from a wealthy family with a mansion on Jarvis Street. The continued pursuit by the Kelly Gang, a plunge into freezing harbour water, and the clash of classes all lead up to a spine-tingling race to end all races.

## ABOUT THE AUTHOR

Steve Pitt's first children's book, *Raining Tonight: A Tale of Hurricane Hazel*, was nominated for the Silver Birch, Red Cedar, and Rocky Mountain Awards. Recently, he published two non-fiction books for young people: *To Stand and Fight Together* and *Day of the Flying Fox*. He lives in Toronto.



# CURRICULUM CONNECTIONS

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

## **GRADE 8 HISTORY — CANADA: A CHANGING SOCIETY**

*Social and economic situation in the early 1900's*  
*Compare/contrast Bertie's life*  
*Expert group research*  
*Research and scrapbook inventions/achievements*  
*Family roles*  
*Research iceboats*  
*Compare class differences*  
*Immigration — attitudes, treatment*  
*Teen life in the early 1900's*  
*Internet Scavenger Hunt*  
*Child labour class debate*  
*Women's roles, social position and treatment*

## **GRADE 8 LANGUAGE**

Oral 2.1-2.5, 2.7; Reading 1.1, 1.3, 1.4, 1.9; Writing 1.2 - 1.6, 3.3, 3.5

*Social and economic situation in the early 1900's*

Reading 1.6; Writing 2.1, 2.4, 2.5-2.8, 3.1 - 3.7

*Compare/contrast Bertie's life*

Oral: 2.1-2.7

*Child labour class debate*

Writing: 1.1-1.6, 2.1-2.4, 2.6-2.8, 3.1-3.8; Media: 2.1, 2.2, 3.1-3.4

*Class newspaper*

Oral 2.2 - 2.5; Media: 3.1 - 3.4

*Play-by-play of the boat races*

Oral: 1.9, 2.1-2.7; Writing: 2.3-2.5, 3.3, 3.5

*Interview the characters*

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

# PRE- READING STRATEGIES

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

Discussion about fiction books using historical facts in the plot. Look at the Acknowledgement page what might this imply about some of the content of the book?

Set the stage for the time frame of the setting in the book through discussion, photographs and student research of Toronto in the early 1900's. Look at economic, social, and immigrant factors.

Sailing/boating terms that may need to be discussed: (some terms explained on p43-44)

|        |          |                |         |
|--------|----------|----------------|---------|
| lee    | port     | starboard      | rigging |
| tiller | mast     | hiking         | shrouds |
| stays  | ratlines | halyard        | sheet   |
| bow    | stern    | tacking/gybing | boom    |

## CHAPTER CHUNKS:

- Chunk 1: pp. 9-58; Chapters 1-4
- Chunk 2: pp. 59-117; Chapters 5-7
- Chunk 3: pp. 118-189; Chapters 8-11

## 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

|                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| swivelled p9    | hawking p9    | intimidate p10  | surging p10     |
| lunged p12      | keened p12    | annihilated p13 | hobnailed p13   |
| din p13         | cussing p15   | burly p16       | weaselly p16    |
| dire p17        | festooned p17 | ominous p17     | metronome p18   |
| formidable p20  | pikeys p24    | posse p24       | contraption p28 |
| dilapidated p32 | hubbub p40    | scudded p40     |                 |

## CHUNK 2

|             |          |               |
|-------------|----------|---------------|
| brogues p60 | rank p68 | albatross p79 |
|-------------|----------|---------------|

## CHUNK 3

|                 |                |                 |                |              |
|-----------------|----------------|-----------------|----------------|--------------|
| yardarm p131    | mutinied p142  | cudgel p143     | daunting p152  | moniker p153 |
| euphenism p154  | malice p156    | audacity p157   | banjanxed p157 | harlots p159 |
| magistrate p158 | fusillade p171 | mucksavage p158 |                |              |

# DURING READING

## CHUNK 1

1. Who are the main characters? Secondary characters?
2. Start a character map for Bertie (BLM 1)
3. Start a character relationship map (BLM 2)
4. Start a list of similes and metaphors (BLM 3). Continue to add to the list as you complete each chapter chunk.
5. “If you knew how to hustle...” (p10) What does that mean?
6. Who are the bulls? (p12)
7. On page 15 the origin of the Canadian tradition of the Christmas tree is mentioned. Did you know about that? What other traditions do you know of which have come from other cultures?
8. Why does Bertie think the Christmas tree tradition will never catch on? (p15) Was he right? Explain your answer.
9. What does “Guten morgen” mean? (p16)
10. What’s the purpose of putting the words on pp16-17 in italics?
11. Why did Bertie almost tip his hat to the girl? (p17)
12. Tommy is described as having a prizefighter’s build (p20). What image has the author created without explicitly describing Tommy’s physical characteristics?
13. Who is Royal George? What are they talking about? (p23)
14. What does “scared spitless” mean? (p26)
15. On pp 27-31 the author describes Bertie’s first ride on the iceboat. Thinking of the first time you experienced something new, how did it make you feel? Write about it.
16. Using Bertie’s description of the iceboat on p26 and 29, sketch what the iceboat looked like.
17. What’s the parlour? (p33)
18. Why do you think Bertie’s father started crying at work? (p35)
19. Why doesn’t Bertie’s mother go out to work so they could have stayed in their home in Parkdale? (p35)
20. “...young lasses...lots of ankle...” (p47) What do these phrases mean? Do we say things like that anymore?
21. Why did the ice men sell ice? What was the purpose of ice in the summer? Is this still part of today’s society? (p52)

22. Why did Ed and Tommy call Bertie Lord Simcoe? (p53)
23. Summarize the story so far.

## CHUNK TWO

1. On page 59 the author mentions CCM. Google the information to verify the facts: [http://canadianhistory.suite101.com/article.cfm/the\\_russell\\_motor\\_car\\_a\\_canadian\\_automobile](http://canadianhistory.suite101.com/article.cfm/the_russell_motor_car_a_canadian_automobile)
2. What's a horseless carriage? (p64)
3. What does *rank* mean in this context? (p68)
4. What is the implied meaning of albatross in this context? (p79)
5. What does "...veins with soda bubbles..." mean? (p80)
6. Why was Tommy against having Isobel on the crew? (p90)
7. What was so funny about Isobel's joke at the Army man and his kilt? (p95)
8. Who is Fräuleine von Tirpitz? Why is she so appalled at Isobel's behaviour? (p99)
9. Why was Hwei treated so horribly when he first arrived at Bertie's school? (p106)
10. How do you feel about how the Chinese were treated in Canada at that time? (p108) Have attitudes changed?
11. Summarize the plot in Chunk 2. What major events happened in this chunk?

## CHUNK 3

1. Why were phone calls rare? (p118)
2. Speculate why women didn't mention going to the washroom in those days? (p120)
3. Why didn't the boys know about high tea, crustless sandwiches, and watercress? (p127-129)
4. What kind of accent do you think the Kellys have? (p151) (clue: they all have red hair)
5. Why doesn't Mrs. Kelly know about porcupines? (p158)
6. Why do you think Bertie's dad stopped crying? (p167)
7. What does Isobel mean when she says, "you all seem like family now, too"? (p183)
8. Why did the boys name their new boat Isobel? (p187)
9. Summarize Chunk 3.

# POST READING ACTIVITIES

## GRADE 8 HISTORY — CANADA: A CHANGING SOCIETY

Social and economic situations of the 1900s

- research what the conditions were like, choose a city in Canada to research
- group project — oral presentation (Grade 8 Language: Oral 2.1-2.5, 2.7; Reading 1.1, 1.3, 1.4, 1.9; Writing 1.2 - 1.6, 3.3, 3.5)

Compare/contrast Bertie's life to yours. This can be done as a concept map or in written form. (Reading 1.6; Writing 2.1, 2.4, 2.5-2.8, 3.1 - 3.7)

Assign small “expert” groups to research specific topics such as population, job, and immigration statistics. Then have the expert groups reform into new groups, each with a different topic expert. Each expert then shares their research with the other members. Expert groups can make up test questions to submit to teacher to formulate a quiz to ensure the students have listened and taken notes during the sharing of research activity.

Research the introduction of the Russell Model cars and other inventions/achievements. Look at the factors that contributed to the changes. Scrapbook (or Powerpoint slideshow) achievement/events in early 1900s. Include maps showing where these events/achievements took place.

Compare the family roles in the 1900s to today. Using the characters in the story as examples, Bertie's mother stayed home while his father went to work, compare to family roles in today's society.

Research the iceboats: What happened to them? Were they anywhere else in Canada? Are they still used anywhere? Make models of different kinds of iceboats.

Look at and compare the class differences between Bertie, Tommy, Ed, Kelly family and Isobel.

Investigate immigration into Canada at that time (e.g. Chinese, Irish). Look at the attitudes, treatment, rules, etc. that seem to be imposed on certain cultures. For example, the Chinese discrimination in the Toronto Yacht club on page 125 in the story.

Look at teen life in the early 1900s. What was life like? Compare that to your life today.

Internet Scavenger Hunt (student created) each student submit one question/answer to teacher and teacher compiles a master list of questions for student partners to find on the internet (encourages online research skills)

Child labour — class debate  
Language Oral: 2.1-2.7

Investigate women's roles, social position, and treatment in Canada in the 1900s and the changes that took place. Presentation of the findings could be in written format, comparison chart, short oral presentation, or drama..

- On page 131 there is a reference to Isobel being on the crew and Ed says, "it's 1907... you gotta move with the times."
- On page 132 von Tirpiz says, "Women will want to vote next." Why do you think she says this with a grimace?

## GRADE 8 LANGUAGE CURRICULUM

Create a newspaper as one might find in 1907 that involves the whole class. Assign students to various sections of the paper, have them research and write articles for the paper. Some topics/ sections include: (Writing: 1.1-1.6, 2.1-2.4, 2.6-2.8, 3.1-3.8; Media: 2.1, 2.2, 3.1-3.4)

- Sports -covering the iceboat races
- Current Events
- Fashion
- Entertainment
- Inventions
- Politics
- Gender Roles

Podcast/radio play-by-play of the races (Oral 2.2 - 2.5; Media: 3.1 - 3.4)

Interview the characters about one of the events that took place in the book. In pairs, create interview questions/answers pretending to be Isobel and about what she saw when Bertie climbed up the Christmas tree. Then create interview questions/answers pretending to be one of the vendors, Kelly boys, or shoppers. Present the finished product in oral format to the class. (BLM 4 - Q chart for making questions)

Oral: 1.9, 2.1-2.7; Writing: 2.3-2.5, 3.3, 3.5

# APPENDIX

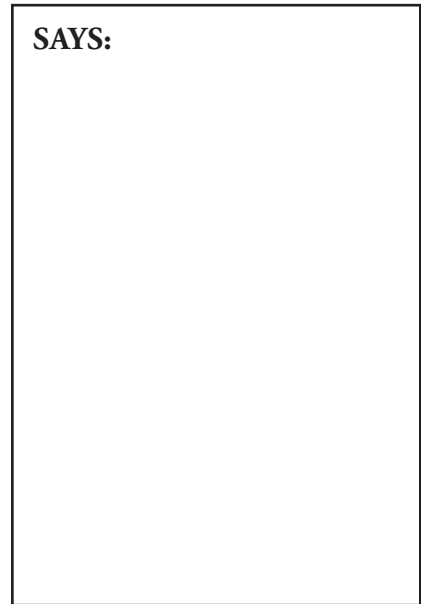
## BLM 1

### CHARACTER TRAITS MAP

**APPEARANCE (LOOKS):**

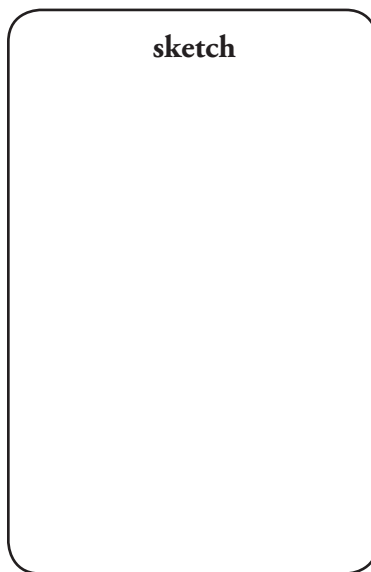


**SAYS:**



**CHARACTER:**

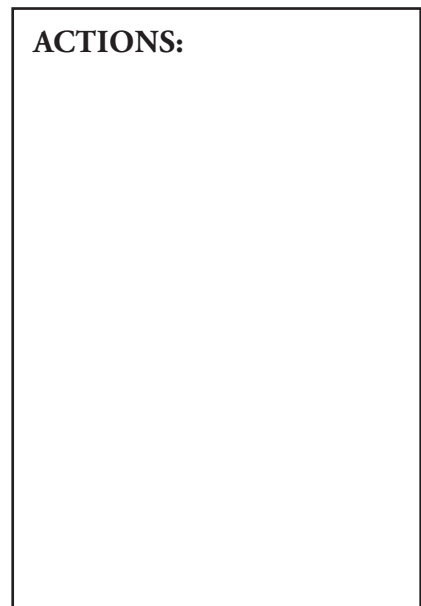
**sketch**



**FEELINGS:**

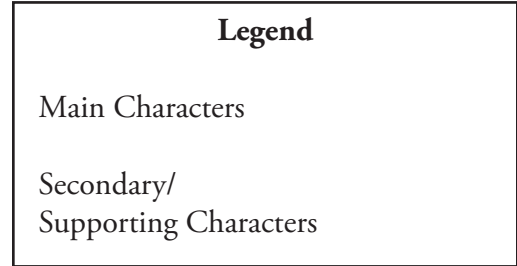


**ACTIONS:**



## BLM 2

### CHARACTER RELATIONSHIP MAP





## BLM 4

### 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.

# ASSESSMENT TOOLS

## RUBRIC FOR CONCEPT MAP

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

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

# 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.  |   |   |   |   |

Source: [chnm.gmu.edu/fairfaxtab/lessons/documents/questionsrubric.pdf](http://chnm.gmu.edu/fairfaxtab/lessons/documents/questionsrubric.pdf)

## 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 | <p>Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest.</p> <p>Jargon or clichés may be present and detract from the meaning.</p> | <p>Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.</p> | <p>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.</p> | <p>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.</p> |
|-------------|--|--|--|--|

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## CLASS DEBATE RUBRIC

| Skill                  | Level 1  | Level 2  | Level 3   | Level 4  |
|------------------------|--|--|---|--|
| Information            | 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                                       |
| Rebuttal               | 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                    |
| Organization           | 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                    |
| Understanding of Topic | 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       |
| Respect for Other Team | 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*

## 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 |

## RELATED RESOURCES

[www.linktolearning.com/8history/labour.htm](http://www.linktolearning.com/8history/labour.htm)

[www.linktolearning.com/8history/women.htm](http://www.linktolearning.com/8history/women.htm)

[www.linktolearning.com/grade8history.htm](http://www.linktolearning.com/grade8history.htm)

<http://history.cbc.ca/histicons>

<http://www.edselect.com/canadachange.htm>

Ontario History Quest

<http://ohq.tpl.toronto.on.ca/gr8-intro.jsp>

(contains introductory activities, webquest and a teacher package that is downloadable)

Bloom's Taxonomy:

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

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

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.