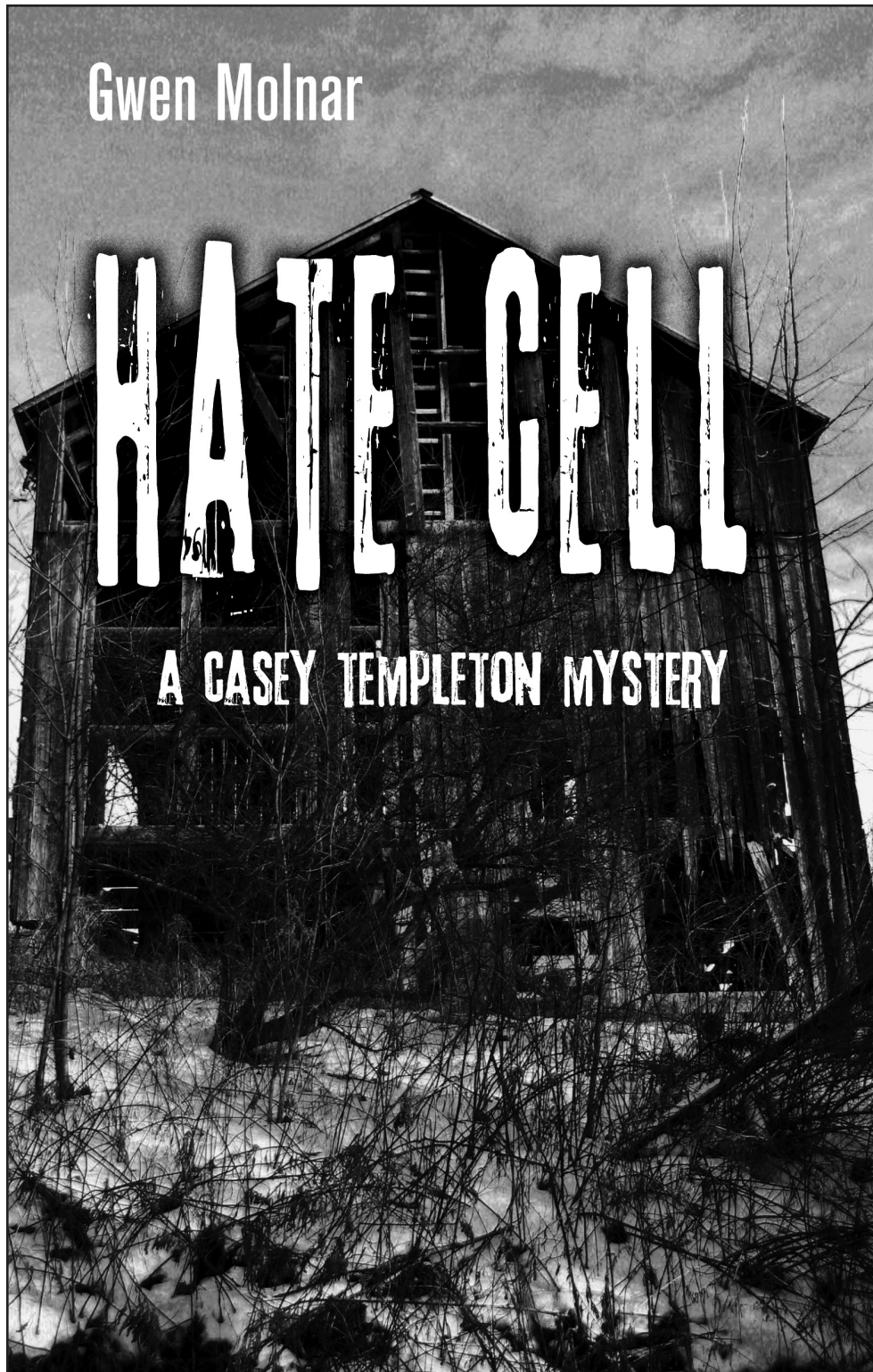


TEACHER'S GUIDE

Grades 7 & 8



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Books are available from your favourite bookseller, wholesaler and
UTP Distribution (t: 1 800 565-9523)



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BOOK SUMMARY

Fourteen-year-old Casey Templeton is the youngest son of a retired RCMP chief superintendent who has recently moved his family to the southeastern Alberta town of Richford. One night Casey seeks refuge from a snowstorm in an abandoned farmhouse and discovers his nearly frozen, unconscious science teacher, Mr. Deverell. Casey attempts to revive his teacher and searches the house for something to make a fire with. In the attic he makes a frightening discovery - a sophisticated office filled with computer equipment and racist posters and flyers!

Richford is harbouring a vicious cell of white racists who are targeting everyone they deem “alien.” Somehow Mr. Deverell is connected to the dangerous organization, and so, too, are other residents, young and old, in Casey’s new town.

Soon the RCMP and Casey’s hacker brother, Hank, get involved in the mystery, but it’s Casey who leads the investigation into a warped world where hate is marketed on the Internet and innocent people are preyed on by bigots and bullies blinkered by their own prejudices.

ABOUT THE AUTHOR

Gwen Molnar is the author of more than a half-dozen children’s books, including the poetry collection *Animal Rap and Far-Out Fables* (available from Dundurn). Her children’s poetry has been broadcast on CBC Television and Radio and on PBS. *Animal Rap* was nominated for an Alberta Writers Guild Award for Children’s Literature in 1997. She lives in Edmonton, Alberta.

CURRICULUM CONNECTIONS: ONTARIO GRADES 7&8

Activities/strategies linked to the Ontario Curriculum (grade 7 & 8) can be found in the Post Reading Strategies section.

LANGUAGE

Reading 4.1, 4.2

- *Assess your own reading*

Oral Communication 1.1 – 1.8 and 2.2 – 2.4; Reading 1.1 – 1.9

- *Literature or information circle*

Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

News or magazine article

Oral Communication 1.1 – 3.2; Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

- *Interview a character*

Oral Communication 2.1-2.7, 3.1, 3.2; Reading 1.4 - 1.6, 1.8, 1.9; Writing 1.1 – 4.2; Media Literacy 3.1 - 4.2

- *Re-write a scene*

Writing 1.1, 1.4-1.6, 2.1, 2.7, 2.8, 3.1-3.7

- *How to... Procedural writing*

CHARACTER EDUCATION

Hate Cell may be used to illustrate character traits such as empathy, respect, responsibility, kindness and caring, and honesty.

PRE-READING STRATEGIES

****Note to Teacher:**

This story contains subject matter related to racism and white supremacy. Prior to reading the book, a class discussion about racism and other “isms” would be pertinent to make sure the students are aware of the subject matter and they feel safe discussing racism in the classroom.

Review the features and elements of narrative text.

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

CHAPTER CHUNKS

- Chunk 1 - pp9-58; Chapters 1-4
- Chunk 2 - pp59-112; Chapters 5-9
- Chunk 3 - pp113-147; Chapters 10-12
- Chunk 4 - pp148-176; Chapters 13-15

VOCABULARY BUILDING

The following words 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.

Ways to use the following vocabulary lists 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

ideology p72	prejudices p72	subtle p72	overt p72	inherited p73
propaganda p76	sophisticated p79	affluent p79	marginalized p80	alientated p80
vulnerable p80	sarcastically p82	embossed p90	formica p94	linoleum p94
bigots	blinkerred			

DURING READING QUESTIONS

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

CHUNK 1 (pp9-58)

1. Do you think Richford is a real town in Alberta? How can you find out? p10
2. Can you identify with Casey in being the new kid in school or in town? p11
3. What is a type-setter at a newspaper? p13
4. How old is Casey? p14
5. Can you relate to being the youngest in your family? p14
6. Do you have a nickname that has morphed like Casey's? p15
7. Have you ever snuck out of the house? p15/16
8. Casey feels like he doesn't really know his dad and feels like he's always letting him down. Can you relate to Casey's feelings? p18
9. Why is phone "phreaks" spelled this way? p26
10. On p26 Casey discovers the posters in the old Willson place. What do you think these slogans mean?
11. Why was Casey getting so sleepy when he was trying to go for help? p33
12. Why does Mr. Templeton like reports and explanations given to him in point form? p35
13. In your own words, explain what kind of punishment Mr. Templeton liked to give? p38
14. What does the author mean by this, "... Casey said with wisdom beyond his fourteen years..."? p41
15. Why did Casey write out questions and possible answers about the investigation? pp42-44
16. Casey got Hank to tell him about what else was found at the Willson house. Do you think that information is pertinent to the investigation? p45
17. Why is *The Turner Diaries* the worst thing that they found in the attic of the Hate Cell? p45

18. Mr. Templeton commented to Casey that he needed to find something to do now that he's retired from the RCMP. Make some predictions about what he might do. p53
19. In your own words, explain the importance of the drapes to Casey. p58
20. Who is the main character? Start a Character Trait map for the main character. (BLM 1)
21. Who are the secondary characters? Start a character relationship map. (BLM 2)
22. What is the setting? (BLM 3)
23. Has the problem in the story been identified yet? If so, explain in point form.
24. Does the author make reference to things that you can identify with? Does that make you more or less interested in the story? Why or why not? Use the Connections and Reflections graphic organizer (BLM 5).
25. Summarize Chunk 1 in point form.

CHUNK 2 (*pp59-112*)

1. What does Devil's Advocate mean? Use your own words. p66
2. On pp 67-68 Casey's parents and friends have an interesting debate regarding religion and customs in Canada. What are your opinions on this topic?
3. What is the Klu Klux Klan? p70
4. Explain the difference between white supremacy and racism. Use examples from the book and your own knowledge to back up your statements. p72
5. What does Bryan mean when he said he bought some of the CDs but didn't 'buy' into them? p75
6. Bryan spoke with Casey's dad about what he did. What can you say about Bryan's character based on his actions and telling Mr. Templeton? p76
7. Why is distributing hate literature such a serious issue? p78
8. What's a quartet of farmers? p94
9. Sketch what C.W. Willson's portrait looks like. p100
10. On p106 Casey is cooking for the first time. How did Casey do at his first cooking efforts? Was it easy for him? Can you relate to Casey?
11. Summarize Chunk 2 in point form.
12. Anymore character traits for Casey?
13. Anymore characters to add to the character relationship map?

CHUNK 3 (pp113-147)

1. Why was Casey measuring the window at the Willson place? p123
2. Why are “*my*” and “*I*” in italics in the first paragraph? p127
3. Why did Casey allow himself to be seen by those hate cell members? What does this tell you about his character? p127
4. “That left-wing rag...” what does that mean? p128
5. Why didn’t Casey initially tell Hank everything and why did he hesitate when he finally did share? p137
6. What was the purpose of Sarah’s phone call? p140 Why was the timing of that phone call so important? What were the possible consequences? Use BLM 4.
7. Who is Casey thanking when he says, “thanks up there”? p146
8. Does the author make reference to things that you can identify with? Does that make you more or less interested in the story? Why or why not? Use the Connections and Reflections graphic organizer (BLM 5).
9. Summarize Chunk 3 in point form.

CHUNK 4 (pp148-176)

1. Who is the man who came into Mr. Deverell’s room and started to choke Casey? p150
2. Why was that man there? Why was he so upset seeing Casey there?
3. What is the anteroom? p151
4. In your own words, explain how the mystery got solved.
5. Have you ever been grounded and/or missed an important social event like Casey? Can you relate to how Casey felt? What did you do? pp168-169
6. Have you ever done something you were told not to do? p170
7. At the Halloween dance Casey invited Greta to eat with him and Maria. Why did he do that? p175
8. What’s so ironic about Mr. Templeton being in a bunny costume? p176
9. Did Casey’s plan of getting Hank and Sarah together work? Explain your answer using examples from the text.
10. Why did Casey get himself so involved in this criminal investigation? Why did he hide the information he had learned from his dad?
11. What kind of relationship did Casey have with his dad at the end of the novel?

Did he achieve the kind of relationship he was looking for (he mentions that at beginning of novel)?

12. Does the book title, *Hate Cell* seem appropriate? Does it have more meaning to you now? Can you suggest some other titles?
13. Using the information from your chapter chunk summaries, plot the main events on the Action Graph to show the development of the story. (BLM 6)

POST READING ACTIVITIES

CURRICULUM CONNECTIONS

Throughout the story the author engages our sympathy for Casey. How does she do this? Use evidence from the text to prove your point.

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

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

Drama: Develop skits that deal with what/how racism looks like and how to go about stopping it in your school and home community.

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

Gr. 7 and 8 Language: Reading 4.1, 4.2

Conduct a literature or information circle to discuss the questions, issues, and perspectives, that this book addresses as well as issues that exist in our community, city, and the world at large.

Gr. 7 and 8 Language: Oral Communication 1.1 – 1.8 and 2.2 – 2.4; Reading 1.1 – 1.9

On p26 there are several slogans on the hate posters/literature. Have a class discussion about this kind of hate literature. Why it is offensive and illegal. Why some people believe in it.

On p45 Hank mentions a list of white supremacist, holocaust-denial groups. Have a discussion about what these groups represent and what they believe their purpose to be.

Casey's parents have their friends over one night and they are having a debate about immigration, Canada's national identity and a host of other topics related to the "hate" theme in the novel (pp67-72). Should one culture impose their views and values on another?

On p70 the Social Studies teacher in Alberta, Jim Keegstra, who had brainwashed his students about the holocaust is discussed briefly. Research and discuss the topic of holocaust deniers. Discuss how important it is to research and gather facts before making a decision about events that have happened.

Discussions/debates about the "isms".

Write a news or magazine article related to the hate cell in Richford and in other communities or as a more national or global issue.

Gr. 7 and 8 Language: Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

Develop questions and script for conducting an interview with Casey, Mr. Templeton or Jason Calvin, and/or another character in the story (BLM 7). Videotape the interview(s) to create a media work. This could also be a forum for a televised debate relating to racism issues.

Gr. 7 and 8 Language: Oral Communication 1.1 – 3.2; Reading 1.7, 2.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

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

Gr. 7 and 8 Language: Oral Communication 2.1-2.7, 3.1, 3.2; Reading 1.4 - 1.6, 1.8, 1.9; Writing 1.1 – 4.2; Media Literacy 3.1 - 4.2

Procedural Writing: Casey made omelettes for his family. Write out how to make an omelette or favourite dish.

Gr. 7 and 8 Language: Writing 1.1, 1.4-1.6, 2.1, 2.7, 2.8, 3.1-3.7

APPENDIX

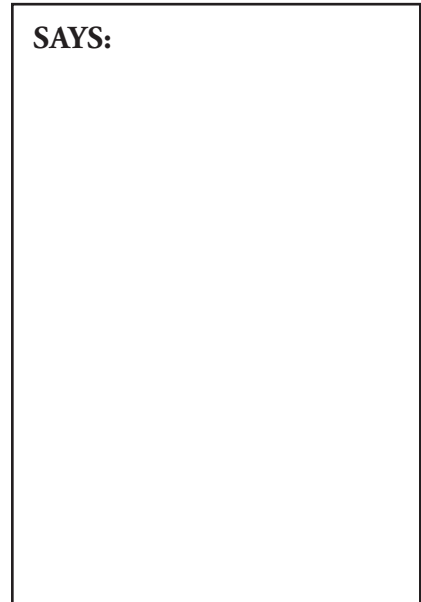
BLM 1

CHARACTER TRAITS MAP

APPEARANCE (LOOKS):

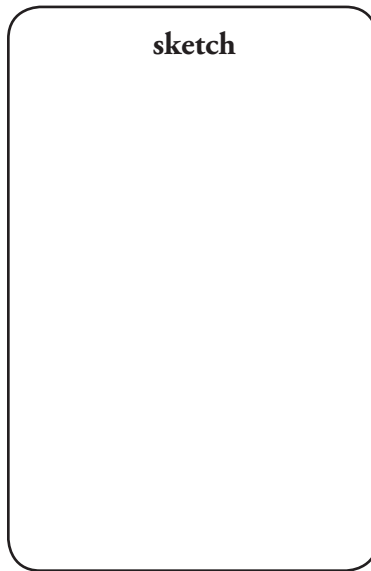


SAYS:



CHARACTER:

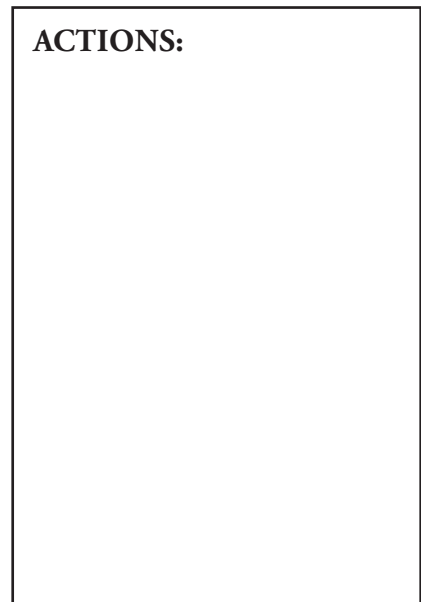
sketch



FEELINGS:

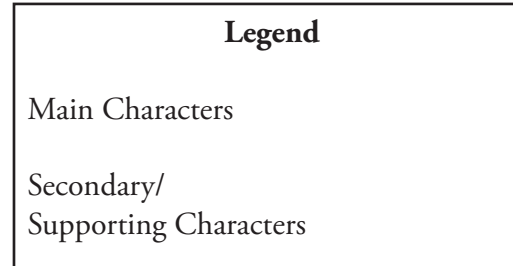


ACTIONS:



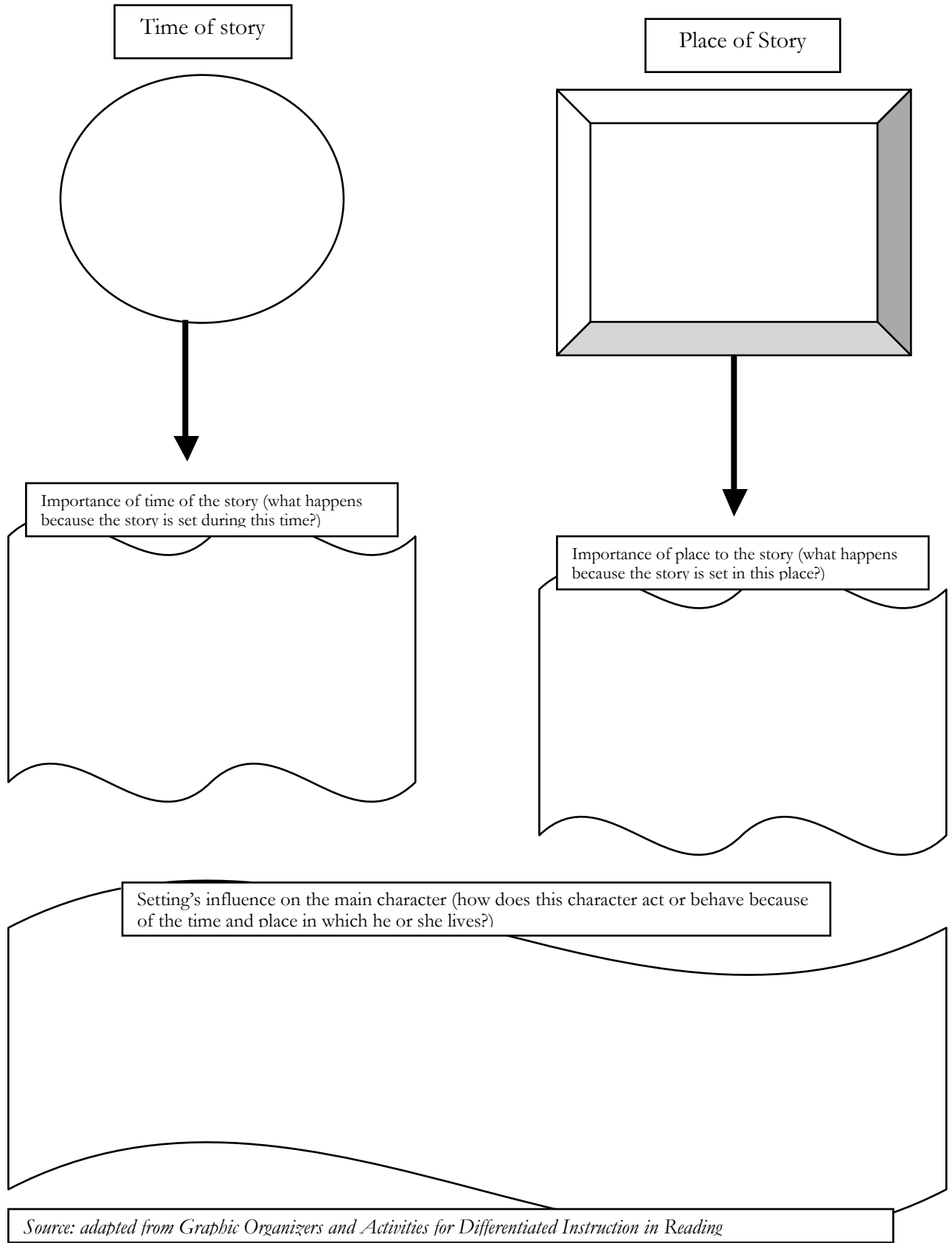
BLM 2

CHARACTER RELATIONSHIP MAP



BLM 3

SETTING WEB



BLM 4

CAUSE AND EFFECT: EVENTS AND CONSEQUENCES

Event #

Happened because:

Consequence:

Event #

Happened because:

Consequence:

BLM 5

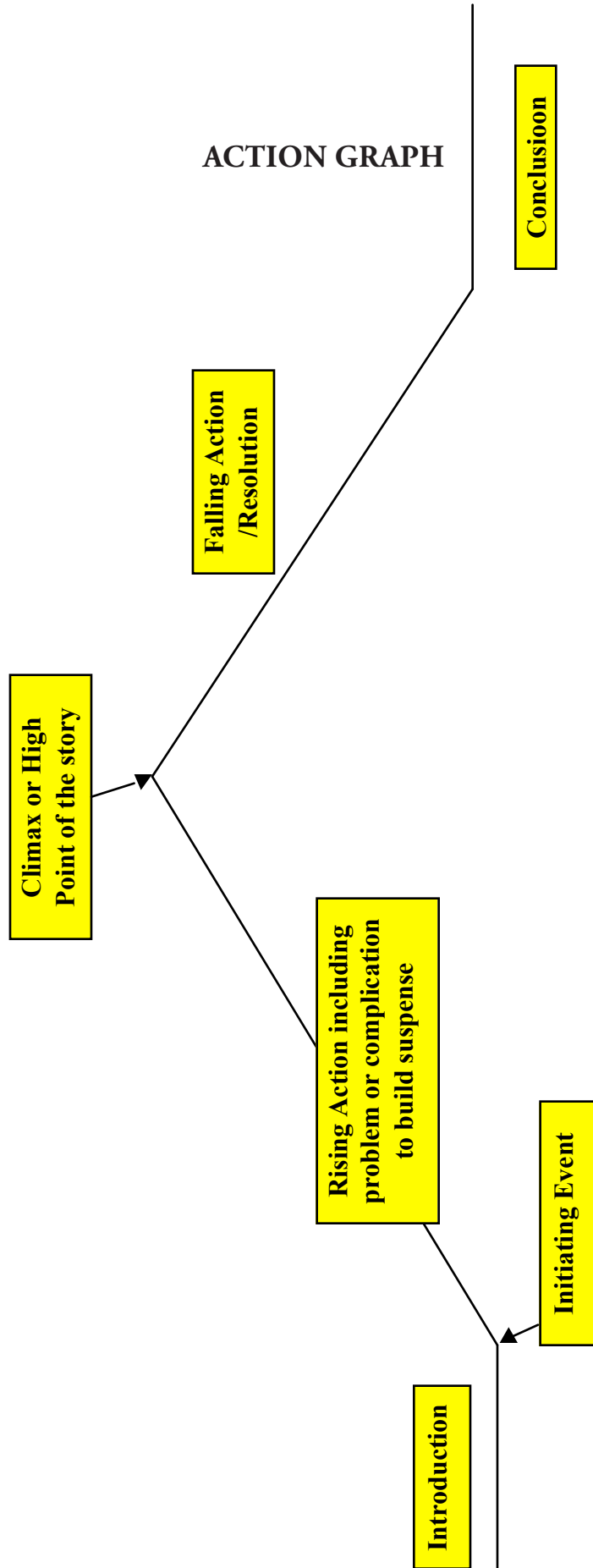
CONNECTIONS AND REFLECTIONS

Page number/section _____

What's being explained or described in this part?

List meaningful links you are making to this passage. Check the appropriate box to show whether each connection is based on your own experiences or based on what you learned from other sources.	Own Experiences ✓	Other Experiences ✓	How do these connections help you understand this passage more fully?

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



BLM 7

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		Factual			Predict	
WHO						
WHY		Analytical		Synthesis and Application		
HOW						

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

ASSESSMENT TOOLS

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

DIFFERENT PERSPECTIVE RUBRIC

Adapted from the Achievement Chart in the Ontario Language Curriculum gr.1-8

Skill	Level 1	Level 2	Level 3	Level 4
Understanding of Content	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Use of planning skills	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
Use of critical/creative thinking process	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
Expression and organization of ideas/information	Expresses and organizes ideas/information with limited effectiveness	Expresses and organizes ideas/information with some effectiveness	Expresses and organizes ideas/information with considerable effectiveness	Expresses and organizes ideas/information with a high degree of effectiveness
Communication for different purposes in oral and written forms	Communicates for different purposes with limited effectiveness	Communicates for different purposes with some effectiveness	Communicates for different purposes with considerable effectiveness	Communicates for different purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology	Uses conventions, vocabulary and terminology with limited effectiveness	Uses conventions, vocabulary and terminology with some effectiveness	Uses conventions, vocabulary and terminology with considerable effectiveness	Uses conventions, vocabulary and terminology with a high degree of effectiveness

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/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 toward 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 information) 	<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

<p>Professionalism</p>	<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
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Source: my-ecoach.com/online/resources/3654/podcast_rubric.doc

RELATED RESOURCES

Blooms Taxonomy

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

Information related to Jim Keegstra

http://archives.cbc.ca/war_conflict/second_world_war/topics/1579-10645/

<http://www.chrc-ccdp.ca/en/timePortals/milestones/128mile.asp>

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