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NOVEL STUDY AND  
TEACHER'S GUIDE FOR

*Your Time, My Time*

BY ANN WALSH



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## CLASSROOM USES

Ann Walsh's novel deals with different aspects of the Cariboo Gold Rush of British Columbia, seen through the eyes of modern-day children. *Your Time, My Time* (1984) is largely set in historic Barkerville of 1870 and 1980. Teachers may wish to use the work as the basis for a novel study, depending on the needs of their class, and or to introduce more extensive units on 19th century history, BC geography, mining, the literature of time travel, and cultural and ethnic diversity.

## SOCIAL STUDIES/GEOGRAPHY

*Your Time, My Time* presents a vivid picture of the historic gold rush town of Barkerville, both in its heyday, and today as an interpreted historical site. The story provides background to the Cariboo gold rush, the migrations to, and formation of, various related communities, settlers' means of transportation (road and river) and the changing size and success of settlements. The geography, geology, and natural history of the Cariboo Interior might also be explored.

## LANGUAGE ARTS

### *Glossary*

This list includes words used in both books that may be unfamiliar to students or not immediately understood.

**Antibiotics** - medicine created from a natural source or from the body's own natural antibodies which is patented and administered by doctors to kill harmful virus and microorganisms. Penicillin and tetracycline are examples

**Assay Office** - a place where the amount of gold or metal in an ore sample is tested

**Boardwalk** - a wide sidewalk made from wooden planks and usually found near the water, similar to a long dock

**Brain Fever** - a term no longer used but once meaning delirium, a fever so high enough it was known to affect the mind in hysterical or delusional ways

**Buggy** - a light two-seater carriage pulled by a single horse

**Claim** - a piece of land for which a miner has claimed rights therefore owning the minerals the land contains, usually recognized by payment of a fee to the government

**Dresser** - a piece of furniture with drawers for clothes or linens, sometimes called a bureau

**Emporium** - a large store, like today's department stores, which sells a variety of different products from clothes and furniture to appliances and hardware

**Epitaph** - a brief summary of, or tribute to, a person's life written after they have died which appears on a tombstone or monument

**Ghost** - the spirit of someone who has died believed to exist after they have left their bodies to watch over their loved ones or “haunt” their previous home

**Ghost Town** - a deserted town, often one produced by a mining boom which has faded away and the population moved after the minerals were depleted

**Gold Rush** - a sudden movement of people to a place where gold is reported

**Gun-slingers** - American slang for a person who settles disputes with a gun, sometimes used interchangeably with gangster, cowboy or rebel

**Hallucination** - something seen or heard which seems to exist though it has no physical reality or cause

**Hanging Judge** - a judge who enforced the death penalty and sentenced a guilty party to death during the time capital punishment was allowed

**Mannequin** - a life-size model of a human figure, often used to display clothes

**Melodrama** - a sensational drama which appears overly emotional, exaggerated or unlikely

**Mother Lode** - the main source of a valuable mineral, or the largest site and concentration of the mineral

**Muleskinner** - a person who rides or drives mules

**Panning for Gold** - washing gravel in a metal pan with ore samples in order to separate the gold from debris

**Papier Mache** - wet paper applied in layers, dried and painted to fashion light but sturdy objects or art

**Picket Fence** - a fence made by aligning in a row several wooden boards pointed at one end

**Psychiatrist** - a medical doctor who treats psychological disorders, behavioural problems and mental illness

**Saloon** - a bar where alcoholic drinks may be purchased

**Sourdough Bread** - bread made with a natural yeast of flour and milk; prospectors were often nicknamed "sour-doughs" because they carried a supply of it with them for baking in the wild

**Subconscious Mind** - a part of the mind where thoughts and impulses are not apparent affect behaviour without being perceived or made deliberate by the thinker

**Therapeutic** - soothing, beneficial or helpful in the cure of a disease

**Time Warp** - a science fiction concept which involves a vehicle or place which allows someone to change time periods or go back or forward in time so that time is not a fixed concept with traversable boundaries

**Tonic** - A medicine given to a patient to strengthen and improve their health

## VISUAL ARTS, MUSIC, WRITING

Many episodes in the books lend themselves to student dramatization on stage, audio or video. *Your Time, My Time* uses the literary device of time travel, presenting contrasting views of previous and present time in the same location. Have the students explore the way points of view change over time. Writers for young people have made extensive use of this technique (Janet Lunn's *The Root Cellar*, Orson Well's *Time Machine*, Madelaine L'Engel's *A Wrinkle in Time*) have produced fascinating accounts. Historic landscapes are supported by contemporary photos, so that paintings and models could be created as a related activity.

## LIFE SKILLS/PERSONAL DEVELOPMENT

Elizabeth's relationship with a boy from the past is an intensely personal exploration, which can only end tragically, but it is balanced by (and partly triggers) the reuniting of her family. The novel also deals with the boundaries of "reality," in areas usually considered folklore, religion, spirituality and superstition and offer interesting opportunities to explore similarities and differences in our approach to individual and shared beliefs.

# SETTING THE SCENE

*Your Time, My Time* is set in an area of the interior of British Columbia known as the Cariboo, some 600 km from Vancouver. Here the middle segment of the Fraser River flows through the Interior Plateau, north of the Fraser Canyon. The largest communities in the area are (from South to North) Williams Lake, Quesnel, and Prince George. The area is dry (particularly in the south); hot in summer and cold with heavy snowfall in winter. The area is populated with cedars, aspens, douglas fir, spruce, birch and pine. Blacktail deer, moose, black bears and coyotes roam the mountain forests. The area is best known for forestry, mining, and tourism. It is home to many historical sites and ghost towns, some of which have been preserved and maintained to approximate their original state.

After the initial exploration by fur traders, commercial development of interior BC was stimulated by a series of gold rushes. Gold is found in two types of deposit, placer deposits where gold dust and nuggets have settled in the bottom of old river channels, and vein deposits where the gold was deposited in other rocks. The first great gold rush in North America was in California in 1849 and inspired many to leave their homes to find riches. Placer gold was discovered in the lower reaches of the Fraser River in 1858 (the year in which British Columbia was established as a separate province), and by then miners had begun to follow the rivers inland in hopes of tracing the gold to its source. Further deposits were found in the Cariboo in 1860, so miners explored all the surrounding creeks.

News of these finds brought tens of thousands of men—and some women—to the region. They came from Canada, the United States, and from Britain and other European countries. Most came up the Fraser, but some—including the well known "Overlanders"—travelled from the east. The presence of many American miners presented a problem to the British authorities, who instituted a permit system, and enforced mining and other laws strictly with the support of Judge Begbie.

The main route for the gold seekers travelling inland from the coast was the Fraser River. After the wide waters near the mouth, they had to bypass the dangerous

Fraser Canyon. In the 1860s, the Cariboo Highway took a wide swing away from the river north of Lytton, returning to it near the present community of Williams Lake. Forty kilometres north, the tiny community of Soda Creek (named for springs of fizzy water) was once an important stopping place for travellers on the gold trail. Here the river became navigable again, and early travellers often left the road to travel on by steamer. The modern highway continues north beside the river to Quesnel, site of the oldest gold camp in the Cariboo. Here a side road turns East to the small town of Wells. This town was not established until the 1930s, when it was base for a quartz mine. Elizabeth and her mother live here in *Your Time, My Time*. Elizabeth's mother works at the once prominent Jack 'o Clubs Hotel, which has burned down since the time of the story.

Of all the small settlements that developed in the Cariboo at this time, the most noteworthy is a town that became known as Barkerville. Named for Cornish miner Billy Barker (whose mine produced \$600,000 in gold) and located a few kilometres southeast of Wells, Barkerville was established in the 1860s and quickly became headquarters of gold mining activity in the region. At one time it was reputed to have a population of more than 10,000, making it the biggest settlement in North America west of Chicago. The town—a straggling main street with wooden boardwalks and buildings—developed to serve this population. At its prime, it had banks and barbers, hotels and laundries. It had several churches and a library; its newspaper appeared twice a week, and its theatre brought in travelling players from San Francisco. After a major fire in 1868, causing more than \$1 million damage, Barkerville was rebuilt in less than a year.

As the easier gold deposits were worked out, Barkerville began to decline. The final blow came in 1896, when new discoveries in the Klondike shifted the centre of attention of gold seekers away from British Columbia almost entirely. With Barkerville's former importance all but forgotten, the remains of the town were left to be looted and vandalized. Through the efforts of many local citizens and members of the Quesnel Historical Society, the area was declared a provincial Historic Park in 1959 and was substantially restored as a heritage tourist attraction. Through Elizabeth's time travelling, we see the town both in the present, as a restored historic site, and in gold rush times.

## *First Nations Peoples*

The First Nations group indigenous to the region is the Carrier group though other nations also inhabit the area in smaller numbers. Most miners were whites of Canadian, British or American origin, though thousands of Chinese prospectors also came to the region in hopes of finding gold. The modern population as presented in the books is largely white, though IndoCanadians are also represented in significant numbers. (See *Shabash!* by Ann Walsh also published by Beach Holme).

## *Ghosts*

Ghosts, of course, have a long history, representing an ancient and widespread belief that some people do not leave the earth immediately upon death, particularly if there is something disturbing about their death, or they have left behind some unfinished business. Some see them as "real" entities, as evidence of psychological disturbance, as a misunderstanding of natural phenomena, as aliens coming from another dimension, or as folk beliefs that cannot be substantiated.

In *Your Time, My Time* Elizabeth's mother thinks her daughter's "time travel" experiences are signs of mental illness, and Elizabeth is taken to a psychiatrist. Both Steven and Elizabeth wonder at first if the other is a hallucination or ghost. In modern society, people of different views are often antagonistic, but as in the story, we must learn to be open-minded and tolerant of each other's rights and choices to pursue or believe in various forms of spirituality.

## MAIN CHARACTERS

- Elizabeth Connell (aged 15, and nicknamed Bess) is living with her mother Joan in a trailer in the tiny town of Wells, in the interior of British Columbia.
- Joan Connell is working in a restaurant while separated from Elizabeth's father, Mike, left behind in Vancouver with Elizabeth's brother Brian.
- Evan Ryerson, is an actor who plays the part of Judge Begbie.

- Steven Barker, is a teenager who lived in the original settlement of Barkerville, and (invisibly) encounters Steven's mother, the real Judge Begbie and other inhabitants of historic Barkerville.

- Dr. Fendell
- Steven's mother
- Judge Begbie

## PLOT OUTLINES

Chapter numbers follow each section.

Bored, Elizabeth starts a letter of complaint to her father then decides to cycle to the nearby historic town of Barkerville. (1)

She tours the site and attends a court held by an actor playing the historic Judge Begbie, and talks to him afterwards. (2)

In the Barkerville graveyard, Elizabeth has a special spot, under a pine tree, and next to an unreadable grave. Here, she writes to her father, feeling a bit better about her situation. She discovers a ring in the grass, dusts it off and puts it on her finger. Turning it, she becomes dizzy and when her head clears she finds the graveyard has changed: there are no tall trees and only a few unweathered wooden tombstones. Twisting it again, she finds things change back to normal. (3)

Elizabeth is puzzled by her experience and decides not to talk about it. Her mother complains that she is spending too much time at Barkerville and not enough time helping around the house, but they resolve their tensions. (4)

Back at Barkerville, Elizabeth tries to tell Evan about her strange experience, but he is unable to explain it. (5)

The summer is ending at Barkerville, and Elizabeth returns to the graveyard for the first time, wearing the ring. Absently twisting the ring, she meets a young man who tells her the year is 1870, and that the ring belonged to his sister. Trying to take it off, Elizabeth returns to the present. (6)

Elizabeth attends her first day of school but does not meet any new friends. She takes a last chance to visit the cemetery and confirms that the ring is taking her to the past. Steven is there again, and puzzled by her abrupt appearance. She tries to find a way to convince him that she is from the future, and tells him of the imminent death of Mrs. Allen, a woman in his community. They arrange to meet again the following Sunday. (7)

On Sunday, Barkerville is quieter. Elizabeth worries about not being able to get back to the present. Steven tells her that Mrs. Allen had died exactly as she had predicted, but still finds it hard to believe that Elizabeth is from the future. They imagine introducing each other to their families. (8)

Elizabeth and Steven continue to meet on Sundays, when Steven does not have to work and Elizabeth is not at school. She dresses as a miner and they try to walk into Barkerville unnoticed—but Elizabeth begins to turn invisible the farther she is from the graveyard. Their relationship is becoming closer. One day Steven's mother comes to the graveyard and calls him while they are together. (9)

Steven and his mother talk while Elizabeth hides in the snow. Steven's mother is concerned that he is spending so much time in the graveyard, thinking he is still mourning his dead sister, and asks him to stop coming. As she emerges from her hiding spot Elizabeth hears Steven say he loves her (10).

Elizabeth tries turning the ring in class, and becomes dizzy but is still in the present. Returning home early, she finds her mother reading her diary. She thinks Elizabeth is hallucinating, and arranges for her to see a psychiatrist. Elizabeth's anger fades when she and her mother are able to discuss her "hallucinations" with the Judge, and he suggests a way of partly verifying the truth of Elizabeth's experiences (11).

After school the next day, the Judge drives Elizabeth to the graveyard, and she shows him her special spot by an unreadable wooden gravemarker. She is unable to make the ring work (12).

Elizabeth and her mother go into Quesnel, so that Elizabeth can see the psychiatrist. He finds out that Steven is her father's middle name, and suggests to Elizabeth's "imaginary" friend is a substitute for her distant father. She storms out of his office and shouts at her mother in the waiting room (13).

Back home, her mother forbids her to go to Barkerville. But Elizabeth has made a promise to Steven, and means to keep it (14).

She skis to the graveyard on the appointed day (having lied to her mother about going out with a friend). Steven too has lied to his parents so that they can meet. He tells of her plans to become a doctor, and wishes that she was from his time so that they could marry. He is unwell, and Elizabeth knows that her time has medicines that could cure him (15).

A week later, Elizabeth returns to the graveyard with the medicine in her pocket. Steve is not there to meet her, so she settles down to wait. Worried that he might be too ill to meet her, she heads into Barkerville. She begins to turn invisible again, and finds the pills are invisible too. Perhaps they can't be used in the past.... (16).

In town, she recognizes some buildings, but realizes that some familiar to her in modern times are not yet built. She approaches some people, and realizes that one is the original Judge Begbie. By now she is totally invisible, but her ring isn't, and the judge is puzzled by it. She finds Steven's house, and slips inside, finding him sick in bed. He is able to hear her voice, and she sits with him while he sleeps (17).

Elizabeth sits beside Steven while his mother and the doctor visit. She eventually leaves with a promise to meet him the following Sunday (18).

Back in the graveyard, late at night, she removes the ring and finds Evan waiting for her. She has been missed, and her mother and friends have been searching. But Evan knew she would return to the graveyard, and saw her suddenly appear (19).

Elizabeth wakes the next morning to her father calling her. He and Brian have flown in, and will spend

Christmas at Wells. She is horrified to learn that her mother has decided to return to Vancouver after Christmas. Her father is understanding, and tells her of a ghost he had seen as a teenage boy (20).

During Christmas, she takes her brother skiing, and enjoys being with her family again, although she is still worried about Steven (21).

The day Elizabeth and her mother are due to leave, she visits the judge. She asks to visit the graveyard, and they go together. She stands in the snow and turns the ring—but nothing happens (22).

Next August, Elizabeth is once again at her special spot in the graveyard. She finds it hard to believe her experiences of the previous year, and has a Vancouver boyfriend, but is still wearing the ring. She turns it again, and again nothing happens. She is ready to dismiss everything as a figment of her imagination, when she finds someone has cleaned up the unreadable grave beside her, and it records the death of Steven the day after she last saw him (23).

## ACTIVITIES

The following suggestions for classroom activities illustrate some of the major areas explored in the book, such as gold rush history, the idea of time travel, and tolerance. They can be addressed separately or as part of an integrated approach to the curriculum. Suggestions include classroom discussions, research in the library and at home, hands-on and creative activities, and use of outside resources through field trips and visiting specialists. The appropriate books are listed in the bibliography at the end of this guide.

## LANGUAGE ARTS

In *Your Time, My Time* (p. 61 and 62) Elizabeth uses "nuts" to mean crazy, but Steven does not recognize that use of the word. She also talks about movies (p. 62), but Steven has of course never seen one. How do words change over time? How do we invent new words for things that did not previously exist? Make a list of words used in the book from Steven's time that are not used today (except when talking about historical things) and

from Elizabeth's time which would not have been understood in Steven's time.

Look for other stories in which time barriers are crossed. Many novels and movies find ways for modern people to confront the historic or prehistoric past: a modern person may go back and live in the past; a person from earlier time may travel forward into the future; or ancient life forms may be recreated in the present. Have students write a story in which they travel into past or future, or meet someone from another time. Remember that fictional time travel presents problems, for things cannot be changed in the past without affecting the future.

Elizabeth refers to *The Diary of Ann Frank* while writing her own diary. One of the ways in which fictional characters are made more real is to show them as people aware of the world of books. Have students write a story about a fictional character who refers to a situation or character in something they have read. *Your Time, My Time* refers to Dicken's *Christmas Carol* and *Oliver Twist* (p. 62), as well as Jules Verne and other science fiction.

## SOCIAL STUDIES

Many communities in Western Canada have been directly affected by one or more gold rushes. Sometimes the community was a jumping-off point for different routes (e.g. Victoria or Edmonton), or a station along the way. Sometimes people, mainly younger and fitter men, not yet established in the community, left their town to go to a gold rush. Many other communities have acquired their character from successful or unsuccessful gold seekers, who stayed to live their lives in a new place, such as Twelve-Foot Davis (who made a fortune out of a 12 foot wide gap between two other claims) in Peace River.

As a class project, study your community through the period of the major gold rushes. Split the class into teams to explore different areas. You might find information in museums, libraries, archives, and family stories. Look at newspapers of appropriate dates to find out how news of the gold strikes was reported. Archival photographs may show people outfitting for a gold rush, and histories and biographies may tell stories of people who spent time on the gold trail. Have the class ask at home for goldrush stories in their families.

A local museum staff member or rock hound might be able to demonstrate gold panning in the classroom.

*Your Time, My Time* features a number of real people who lived in historic Barkerville. The town is named after Billy Barker, Judge Begbie appears in the story, and other real people are referred to in the graveyard. Set a class project to find out about real miners (and perhaps other people) who went to the Cariboo. Where did they come from, how did they get to the gold rush area, what did they do there, did they become rich, and how and where did they die?

Create a map of the Cariboo region as a class project. Have the class members research and mark locations from the novels, real towns and routes, and the main gold areas. If doing the gold rush character activity (above), students can mark the routes of individual miners.

In *Your Time, My Time* Steven dies when the modern medicines that Elizabeth had could easily have saved him. Have students talk to their parents, and (if possible) talk or write to their grandparents and ask about life when they were children. Have them look at health issues (what were common diseases and cures?); education (how long did they go to school and what did they study?); food (what did they eat, where did it come from, who prepared it, and how was it preserved?); and leisure (how much spare time was there, what toys were available, what outside entertainment was available, what games were played?).

## LIFE SKILLS

Psychologist

First Romance

Separation - Joan and Mike Connell

Rebelling against parents

## VISUAL ART/MUSIC

Assign a chapter to individuals and put up a storyboard (a sequence of illustrations) on the wall. Tell the class that this technique is used in planning a movie.

If you have visited the real or virtual Barkerville, have each student make a drawing or model of one of the

historic buildings. Drawings can be placed on a mock up of Barkerville's main street, or models on a table reconstruction. Have students use the same scale for each picture or model.

Have students make drawings or clay sculptures of the characters in the novel and place them in their natural setting.

## OUTSIDE RESOURCES

If your school is within reach of Barkerville, you could make a class visit to the community and take advantage of performances and school programs. If distance or funding is a problem, look into the possibility of a virtual visit. Barkerville has its own site on the web (see resources), and offers a variety of information.

## ILLUSTRATIONS

(All courtesy of the BC Archives and Record Service)

1. Barkerville main street
2. Barkerville cemetery
3. Neversweat Mine, Barkerville
4. Colonial Hotel

## RESOURCES

### ADDRESSES

Barkerville Historic Town,  
P.O. Box 19, Barkerville, BC, V0K 1B0  
(250) 994-3302, Fax 994-3435  
Email: can-bht@immedia.ca

### BOOKS

Elliott, Gordon R. *Barkerville, Quesnel, and the Cariboo Gold Rush*. Vancouver: Douglas & McIntyre, 1978.

Downs, Art. *Wagon Road North: Historic Photographs from 1863 of the Cariboo Gold Rush*. Nanoose Bay: Heritage House, 1993.

Langston, Laura. *Pay Dirt. The Search for Gold in British Columbia*. Victoria: Orca, 1995.

Ramsey, Bruce. *Barkerville: A Guide to the fabulous Cariboo Gold Camp*, 1961.

Taylor, G.W. *Mining. The History of Mining in British Columbia*. Surrey: Hancock House, 1978.

Thomas, Philip J. *Songs of the Pacific Northwest*. Surrey: Hancock House, 1979.

Woodward, Meredith Bain & Ron Woodward. *British Columbia Interior*. Canmore: Altitude, 1993.

Several resources specifically designed for teachers are listed by the BCTF Lesson Aids Catalogue 1996-1997. Check #8058, 8230, 9220, 9255, 9281.

## AUDIO

Thomas, P. *Where the Fraser River Flows*. Skookumchuck Records. SR 7001. 1980.

## VIDEOS

For abstracts, visit the National Film Board web site at: [http://www.NFB.CA/FMT/E/cate/N/Northern\\_Canada.html](http://www.NFB.CA/FMT/E/cate/N/Northern_Canada.html)

National Film Board. 1967. Echoes of Gold. 14 mins.

## WEB SITES

<http://www.beachholme.bc.ca>

The Beach Holme page. Includes information on Ann Walsh, author of *Your Time, My Time*.

[http://www.fortress.net/users/dgutosky/GoldRush\\_lang.html](http://www.fortress.net/users/dgutosky/GoldRush_lang.html)

The web site for "Barkerville Bound" (listed below). It contains on-line quizzes about Gold Rush trivia that are checked over by the computer. Also has activities and charts pertaining to the Gold Rush era and its citizens. This site is an excellent resource for teachers to visit with students who wish to test their knowledge of the gold rush in the Cariboo Interior.

<http://cariboo-net.com/barkerville.htm>

Barkerville's web page, provides information about the site, and is planning access to historic newspapers, a who's who, and a virtual tour.

<http://www.tbc.gov.bc.ca/tourism/regions/Cariboo/gold.html>

A site that describes the gold fields of Barkerville.

<http://www.imagehouse.com/wellshotel/map.htm>

A colourful site that includes a map of BC indicating the location of Wells, Quesnel and Barkerville.

<http://www.imagehouse.com/wellshotel/index.html>

The website of the Wells Hotel, mentioned in the novel.

<http://cariboo-net.com/sentinel/denmark.htm>

An excellent site with still photographs of Barkerville taken by a tourist from Denmark, complete with a brief historical background.

[www.freenet.victoria.bc.ca/bchistory.html](http://www.freenet.victoria.bc.ca/bchistory.html)

A BC history home page, with cross links to many other historical resources.

## CD-ROM

*History Alive Series: Klondike Gold Rush*, IDON East Corporation Interactive Multimedia, \$34.95.

"Wealth-laden gravel in new El Dorado. Gold for the digging! No piece of news the wires can flash will set more hopes to work than this; for gold means money, ease, comfort, freedom from thousands of cares..."

Gold was discovered in 1896 in the Yukon. By 1898 thousands of adventure hungry, gold crazed migrants swarmed into the Klondike Goldfields; a grueling trek through hundreds of kilometers of wilderness in the desolate arctic. For three years Dawson City was a thriving metropolis where gold dust was the primary form of currency and fortunes could be gained or lost by a lucky claim or an unlucky round of cards. By 1899 almost all had departed, most no richer than when they arrived.

The legacy of gold in the land of the midnight sun, however, is still apparent to this day in Dawson City, and

the tales of grizzled prospectors remain strange, horrifying and entertaining.

To order online: <http://www.idon.com/klondike.html>

Tel: (604) 222-3753 Fax: (604) 222-3742

E-mail: [sbown@istar.ca](mailto:sbown@istar.ca)

## OTHER RESOURCES

### **Barkerville Bound: The Story Of The Gold Rush**

For Grades 3 - 5

(\$16.95 /109pp / 8.5x11 / Reusable plastic package )

The search for gold and all the riches it brings has intrigued men for many years. These gold seekers from the past helped to shape our province and country. Live life as it once was during the glory days. Come on a search for gold and rediscover gold rush fever.

Each kit includes:

- Info Cards containing factual information about the California, Klondike and Cariboo Gold Rushes.
- Activities that provide skill practise in computers, language arts, reading, creative writing, research, math, science and arts & crafts.
- Science experiments that may be performed by individual students, in small groups or as whole class instruction.
- Fun activities consisting of crossword puzzles, word searches and word and math puzzles.
- A play to perform
- Reproducible writing paper
- List of vocabulary words defined in easy terms
- A Theme Test

## ABOUT ANN WALSH

Ann Walsh lives near Williams Lake in central British Columbia. She was a teacher for 28 years, in schools and colleges, and (with her teacher husband) has raised two children. For the last few years she has been a full time writer. She has had a number of books for young people published. As well as *Your Time, My Time* and *The Ghost of Soda Creek*, Beach Holme has also published her novel about a Sikh boy, *Shabash!* and a collection of poetry, *Across the Stillness*. Another novel, *Moses, Me and Murder* has been published by Pacific Educational

Press, and her short story about Alzheimer's Disease, "All is Calm," has been reprinted in several anthologies used in schools. Ann has also written plays, short stories, and articles, for print and CBC radio, and has recently finished a mystery novel for adults. All her novels have been nominated for awards, and some of her adult stories have also been published in England, Germany, Italy and Sweden.

## CONTACTING THE AUTHOR

Ann Walsh visits many schools and libraries, and may be contacted through Beach Holme Publishing.

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## BUYING THE NOVEL

Copies of these novels may be ordered from bookstores and the Teacher's Guide can be ordered from Beach Holme Publishing. A free Teacher's Guide is provided with each class set.

## THE AUTHOR OF THIS GUIDE

David Spalding has also written the Novel Study and Teacher's Guide for Andrea Spalding's *Finders Keepers*, and Ann Walsh's *Shabash!*. He is an award-winning writer of radio programs for children, and writes extensively for adults on natural sciences, history and food, and regional guides on British Columbia.

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