

# TEACHER'S GUIDE



By Christopher Buccella








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# I • OVERVIEW

## Summary

*Drone Chase* is the perfect fish-out-of-water story, combining action, suspense, and humour as we “fly” with our protagonist and his new life adventures in Bella Coola, British Columbia. Hailing from New York City, Ray McLellan isn’t the first person you’d peg as the outdoors type. His interests are similar to those of kids his age — growing up, relationships, school problems, and his special interest, drones. Designing, crafting, and flying drones are what define Ray as he navigates his new life with few friends in Bella Coola.

With his granddad dying of terminal cancer, Ray and his family moved to Bella Coola from New York City to take care of him and get some good time with him, as his dad put it. The McLellan gang are out on a camping trip led by Granddad, the family’s champion of the outdoors. The bickering between Ray’s parents has been on repeat since they arrived. The woods are not home to Ray. To him, camping “sucks” and flying drones is where his head is at.

As their first afternoon sets in, Ray wanders off to fly his drone “Bug” and get his mind off of all that’s going on. After Bug gets lost in the trees, it falls out of range and onto some mossy ground ahead. As Ray slowly approaches to find it, he notices a large grizzly bear and her two cubs. He freezes in disbelief. His granddad said bears were hibernating, but this one isn’t. She is big and only fifty feet away. She spots Ray straight away and comes right for him. He finds a pine tree, musters the courage, and barely gets up the trunk to safety. With the bear at the foot of the tree, ready to pounce, Ray spots his parents and granddad and screams down. Then he hears the bang of a gun, and the mother bear falls back onto one of her cubs while the other escapes into the forest.

With the mother bear dead, the McLellans get the injured orphan cub back to their home clinic to treat the cub’s injuries. Ray and the cub take a liking to each other. Ray is fond of animals, referring to himself as a dog whisper. The incident sparks a fight between his parents because his mother thinks living in Bella Coola is dangerous, and she wants to move back to New York City. Ray names the bear Hank, and Hank lives in their backyard as he recovers. Ray spends all his time outside with Hank.

Ray’s neighbour Min-jun overhears Ray in the yard and comes to see what the fuss is about. His father, Mr. Kim, owns a local café in town and is known to eavesdrop. He’s a friend of Ray’s granddad and regularly brings him over a special tea he makes. The next morning, while Ray scarfs down oatmeal, he hears a truck in the alley and realizes that Hank is gone. Rushing out he catches a glimpse of a red truck. Ray’s granddad and parents chalk it up to the bear wandering off at night, but Ray knows more is going on.

Ray has had a hard time fitting in at school, as his big city wardrobe is too strange for the locals, and he sticks out like a sore thumb. He’s bullied for his clothes, the beret he wears, and the chunk of his ear that’s missing. Seeing Min-jun in the hall, Ray asks if he noticed anything suspicious at home that morning. Ray shares with him that he believes Hank was kidnapped, and the others laugh at his wild story. Min-jun mentions to him that he knows someone in town who drives a red truck and will take him to see it on his ATV after school.

At home Ray has been a great help in his parents' vet clinic. They've been fighting now more than ever; his granddad is still mean to his mom, questioning why his dad married her. Min-jun shows up on his quad and takes Ray to see the red truck on the Logan property, owned by two roughneck brothers, Oakley and Orion, who have a reputation in town. Ray spots the truck and wants to get a closer look to find Hank, but Min-jun wants nothing to do with entering the property. After calling Hank's name, they're startled by a gunshot and the presence of Oakley with a shotgun. Ray's sweet talking gets them out of the situation and back to safe ground. He learns that Oakley was a friend of his father. Ray then remembers that he went camping with Oakley and his granddad when he was little. Ray feels there is something going on at the Logan property, so he calls the local authorities to have them investigate his suspicions.

Ray's drones are his babies. He built them himself, designing them for a number of scenarios. His three drones are called Bug, Butterfly, and Skyliner. Working on some modifications to help him use his drones for his investigation into Hank's disappearance, Ray realizes he is missing parts and remembers meeting Dorothy Dawson with Min-jun a few days earlier. She said she can help him find the parts he needs. He pays her a visit, they swap stories, and she sets him up with the right parts. For the first time since his arrival, he has met someone who likes the same things he does.

Ray is trying his best to fit in and decides to join the Outdoors Club to make friends and get more face time with Dorothy. On a club trip, Ray takes the brunt of the jokes from the group, especially from Cole, the group leader, as they pass the old cannery in the distance on their hike to camp. After a night of chili and bear talk by the fire, the group settles in for sleep. Late into the night, Ray wakes up chilled and uncomfortable from the hard ground. He moves his tent a few feet closer to the stream, where the ground is flatter. Hearing rustling in the bushes, he is startled and hopes it's Hank. Ray investigates and finds Min-jun sleepwalking in the woods. Ray follows him through the valley, down to a barbed-wire fence, where a UFO-like drone is seen in the sky. It swoops down to investigate the boys, startling Min-jun with its bright lights. Min-jun panics and runs into the woods where he falls into the stream, triggering a seizure in front of Ray. After rescuing his friend, Ray gets him back to camp and safely to his tent, swearing not to tell anyone about the episode.

Modern technology lets Ray connect with his friends Koa and Arlo back in NYC, and they share stories about their drones and the good old days. Ray hears his mom, who thinks he's doing homework, so he hangs up and takes his computer outside, where he looks up bear poaching online. Min-jun comes over and they discuss poaching and bear-bile farms. He's interrupted by Mom, who needs him for a patient whose owner he may know. Dorothy's pet poodle has been injured, and Ray steps in to help out where he can. The two get some more time together and set up a date to fly their drones the following day. They head back to the area where the Outdoors Club camped the week prior, passing the cannery in his granddad's canoe. Ray inquires about what was there and expresses an interest in exploring the grounds. Dorothy insists it's private property and will only hang with him if they fly in open space. Ray agrees and, as the two fly their drones, Ray spots an injured dog using his drone's camera. He rushes down to help the dog named Chief, based on his tags, and frees him. As Ray picks up the dog, a swarm of drones comes after him and Dorothy. He turns and sees her missing, so he rushes down and follows the path to where they left their canoe. Ray finds Dorothy hiding underneath it, and in the heat of the moment the two of them kiss. Ray shows her how vulnerable he can be and starts to reveal the story of his missing ear.

Ray gets the dog back home for Mom and Dad to mend, and he punches the phone number on the dog's tag, only to discover that Chief belongs to the Logans. Mom and Dad rush to help the dog. That night Ray finds out from a text that Dorothy was grounded after her father caught her lying about being out drone flying with him when she should have been at the library.

Ray speaks with Min-jun and tells him what he's feeling about the cannery and what he noticed while he was there with Dorothy. He wants to go back out to where he found the dog to discover what's going on. Min-jun agrees to head out with Ray as long as Cole can join them. The three boys set out in Cole's Chevrolet on what Cole believes to be just an ordinary hike and a camp-out.

The three boys head back to the campsite where the Outdoors Club stayed. Ray is determined to get answers to his questions. After they make it to camp, Ray convinces the boys to fly the drones, and they head up to a clearing where they have a great view of the cannery. He sets the drones up and lets them go, promising to let the others have a turn flying them. Using a headset, Ray flies a drone with his camera into one of the cannery warehouses. Through the drone's camera, Ray sees cages that might have bears in them, as well as medical equipment. Min-jun grabs Ray's goggles to see what the drone is filming and is startled by what he sees. He falls to the ground in a panic, inducing another seizure. Again, Ray knows exactly what to do and nurses Min-jun back, but during the seizure Min-jun smashes Butterfly. Cole is shocked by what he sees, and Ray tells him he can't tell anyone about Min-jun's condition.

The boys sleep through the night but are awoken in the early morning hours by sounds outside their tent. Peering out, they see two bears eating what appears to be food that they swore they secured in a tree. The boys wait patiently until the bears retreat, coming out of their tent to find the remains of salmon spread all over. They are clueless as to how the salmon got into their campsite, when they're far from any stream and the salmon aren't spawning. On the drive home, Ray's assumptions of what's going on in the cannery trigger an argument in the car, and Ray brings up Min-jun's condition and how his parents are treating it. Silence ensues, leaving an awkward chill in the air all the way home.

The fighting doesn't stop there. Things at home have gotten worse after a heated discussion at the dinner table. Ray's mom storms off to find refuge alone after Granddad says some nasty things to her. Ray heads in to console her, but it's clear that his mom has had enough and wants to head back to New York. The following day, his mom picks Ray up from school, something that is not routine. He sees Chief in the back of the car, and she lets Ray know she is going to take him back to the Logans'. His mom reveals that she has booked flights back to New York and that Ray will join her. Ray can't stomach the idea of going back to New York now that he's making friends and has a mission to carry out to find Hank at all costs. Ray takes off, using backroads to return to his house.

Ray is determined now more than ever to solve the mystery of Hank and the cannery. He packs all the equipment he needs, including his drones, before dawn. He sneaks out with his granddad's canoe and drives his Jeep down to the landing. Spotting a boat there, he suspects it's the Logans', so he dismantles the outboard motor and hides it in the bush. Paddling over, Ray heads for land to find a place to fly his drones, and he trudges up the hill through the forest, being mindful of bears. Suddenly, Ray is startled by a sound and sees a bear in the distance. Once again, Ray finds refuge in a tree — the same tree the bear approaches to rub its back against, giving itself a playful massage.

In the tree, Ray realizes he's found a great place to fly his drone and climbs even higher for a lookout point. From almost fifteen storeys up, Ray can see the cannery and the barbed wire fence that surrounds it. Using his binoculars, he searches the area to see the bear he just spotted wandering toward a trap near the cannery fence. Ray uses his small drone, Bug, to distract the bear and lure him away from the trap. He is met by a group of mini drones that fly out from the cannery. Ray can't believe it and his only way out is to try to fly as far as he can to lead them away. Flying Bug to its maximum range, he leaves it to rest somewhere on a hill out of sight. Unfortunately, Ray is unable to save the bear, who stepped straight into the trap after spotting food in it. Oakley emerges from the cannery to free the bear, who bellows in pain. Ray knows what is going on in the cannery now and sees his chance to sneak in to find Hank while Oakley is tending to the bear.

Slipping down the tree, down the hill, and past the fence, Ray finds his way into the cannery, which is scattered with abandoned buildings. After searching a couple, he finds one he recognizes from the drone footage he shot with Min-jun and Cole. At the end of a dark hallway, he hears the cries of animals and, peering through the door, he finds several cubs caged and in bad shape. Ray realizes the Logans are bear poachers, and that they are using the cubs to collect bile and sell their body parts to the highest bidder. In the middle of the rows of cages, Ray spots Hank, who is barely lucid and looks right past Ray as he tries to comfort him.

Ray hears Oakley muttering on the phone down the hall. Ray needs to find a place to hide, so he stows one of his backpacks behind an old wall and hides himself and his small backpack under the desk in the room. Oakley appears, along with Chief, who follows Ray's scent and walks right over to the desk. Unable to keep the dog away, Ray knows it's only a matter of time before he is caught and tries to escape by jumping out from under the desk. Oakley is surprised, and Ray kicks him to make his escape.

Following his path out, Ray thinks he's almost made it when he feels something grab him around the neck, stopping him dead in his tracks. Oakley has a bear pole hook trap and has Ray trapped in it. Ray knows the jig is up and doesn't resist, allowing Oakley to take him back inside the building and lock him up in one of the cages.

Ray barely fits inside the cage, and he spends a good part of the day dozing and wondering what he'll do to try to escape. Then he realizes he can reach behind his cage for the backpack he hid before hiding under the desk. He removes his big drone with the idea of flying it to someone he knows to let them know he's in trouble. Using the remote to fly Butterfly, he sends it up through the roof and as far as he can with hopes of making it to Dorothy's house. Using its onboard camera, he takes it across the bay, but it is caught by another drone, the one he saw the night of the Outdoors Club camping trip. He tries all he can to lose the drone as they swoop into town, and Butterfly is saved when a pack of small drones meet it over town to stop the enemy drone. Ray lands his drone somewhere on Dorothy's street before it loses power and is surprised when one of the drones from the pack hovers protectively over Butterfly. He recognizes it as one of Dorothy's.

Ray is startled when he is met by Mr. Kim, thinking he's there to rescue him. He lets Ray know about their operation and that they are using the bile to help sick people, including Min-jun and Ray's granddad. He's tired of Ray getting in the way of their operation and wants to find a way to stop him. Mr. Kim knows that Ray is good with animals, and they plan to use him to help them extract the bile from the bears because Orion Logan's boat isn't working and he can't make it. Reluctantly, Ray plays along, helping Oakley with the bears, realizing that convincing his captors that he's on their side might help him escape.

While Ray sets up some sedatives for the animals, he slips some into Oakley's water and finishes the procedures. While they work, Oakley reminds Ray that he was once friends with his dad, and the two talk about a camping trip that Oakley went on with Ray and his granddad all those years ago. We learn how Ray lost part of his ear as a child: he was protecting Oakley and his granddad after a bear entered their camp late one night when the two men had passed out drunk with open food.

After returning Ray to the cage, Oakley puts his feet up to relax at the desk, and Ray slips another sedative into a sandwich from his bag and feeds it to Chief when he comes over to the cage. Once the two are sound asleep, Ray uses his third drone, Skyliner, and a hook he fashioned to get Oakley's keys out of the desk. With some finesse he is able to open the drawer and get a hold of the keys to let himself out. He takes Oakley's cellphone and sneaks out, using Skyliner to record all that he sees as he makes his escape. He knows he needs proof of what he saw. Oakley's phone receives a text from Mr. Kim that tells him the authorities are on their way and to destroy any evidence. Ray knows that Dorothy received his drone message and it is only a matter of time until he is rescued.

Ray switches on his head lamp and makes his way out of the cannery. He's flying Skyliner and using the night vision to help find his way when he catches Mr. Kim on the property gathering dozens of bear claws ready for sale from their hiding place. Ray decides to add this to his filmed inventory and proceeds to fly the drone overhead, not thinking Mr. Kim will see it. As he calls it back with the home button, he sees it tumbling to the ground and he loses control. Mr. Kim used his bear pole to swat the drone out of the sky.

In an attempt to save it, Ray heads out to the clearing and approaches Mr. Kim. A tussle ensues as each of them pin the other to the ground in a back-and-forth grudge match of punches and kicks. Ray is able to free himself from Mr. Kim's grasp and dash toward the drone, only to be hauled down by his ankles by Mr. Kim. With Mr. Kim's hands around his throat, Ray grabs the first thing he can reach and swats Mr. Kim's face and he releases Ray.

As Mr. Kim gets back to his feet, a voice calls out. Min-jun emerges from the trees, followed by Ray's parents, Dorothy, her father, and the police. Ray's message was received. Mr. Kim and Oakley are handcuffed, and Orion Logan is on the mainland in police custody. Their operation has been exposed, and it's revealed that the bear bile they were harvesting was an ingredient in the tea Mr. Kim used to treat Min-jun's seizures and Granddad's condition.

Ray finds himself caught in a place that is now home, and he is a local hero of sorts. His parents take in the cubs from the cannery, including Hank, and nurse them back to health to be released in the wild. Now a respected member of the Outdoors Club, Ray, along with Dorothy, takes the lead on showing the group how to fly drones. With Mr. Kim's co-operation, the Logans are serving a long prison term for their crimes, leaving Mr. Kim with only a short prison stay. Min-jun and his mother now run the café, and he finds it hard not having his dad around, though his dumplings are a hit with all his friends. In the weeks after the cannery adventure, Ray's granddad's health diminishes and he passes away. Despite his misgivings, and their arguments, Ray realizes that he truly loves his granddad.



# Themes

*Drone Chase*'s themes include

- the ups and downs of teenage friendships: navigating unknowns and being the odd one out; young love and first steps
- multicultural Canada — Canadian diversity; Korean Canadians and their rich culture
- languishing love and loss: a marriage's rocky roads and the loss of a family member
- obsolete language and older generations: learning about words that people of the past have grown up with; racial slurs
- taking risks and facing fears: feeling out of one's comfort zone; breaking away to be the hero
- personal growth and coming of age: life's challenges help us find new horizons
- contrasting animal cruelty with empathy: poaching and people's love of and desire to help animals
- youth and exploration: moving to a new place and meeting new people

*Drone Chase* explores topics that may be sensitive to your audience, including flirting, coarse/strong language, racial slurs, and parents arguing as they navigate their changing relationship and circumstances. Be mindful that these issues may be present in the lives of the students you teach, as these are children who are discovering their own growth and maturity in our complicated world, just as Ray and his friends do in the story.

A number of lessons, discussions, laughs, and learning opportunities are present in these pages and will grow organically as you navigate this novel. Your students will be able to relate, understand, question, and experience, at some juncture, one or more themes embedded in *Drone Chase*.

## II • READING STRATEGIES

### Student Reading Strategies

A number of reading strategies are used with this novel study. If your students have not previously completed a novel study, keep these student strategies in mind to help guide your own teaching, along with the subsequent activities and comprehension.

#### ■ **MONITORING COMPREHENSION**

Students who monitor their comprehension know when they understand what they read and when they do not. Comprehension monitoring includes

- being aware of what they understand
- identifying what they do not understand
- using appropriate strategies to resolve comprehension problems

#### ■ **THINKING ABOUT THINKING**

This is known as metacognition. Good readers use this to think about and have control over their reading.

- Before: clarify purpose and preview the text
- During: monitor understanding, adjusting to fit difficulty levels, and fix any comprehension problems
- After: check their understanding of what they read

#### ■ **GRAPHIC ORGANIZERS**

These tools have proven to be useful in many classroom activities and are valuable tools for many learning styles. They illustrate concepts and relationships between concepts in a text. Graphic organizers

- help focus on text structure, differences/similarities, themes, and meaning
- provide tools students can use to examine and show relationships
- help students write well-organized summaries

# Asking/Answering Questions

Questions give students a purpose for reading and help focus attention on what they learn. They help students think actively as they read and encourage monitoring of comprehension, assisting them with reviewing content and relating what they have learned to what they know. There are several types of questions in this guide:

## ■ **RIGHT THERE**

Students are asked to find the one right answer located in a specific place, such as a word or a sentence in the passage.

## ■ **THINK AND SEARCH**

Based on the recall of facts found directly in the text, answers are typically found in more than one place, requiring students to “think” and “search” through the passage to find the answer.

## ■ **AUTHOR AND YOU**

Questions require students to use what they already know, with what they have learned from reading the text. They must understand and relate to prior knowledge before answering.

## ■ **ON YOUR OWN**

Based on prior knowledge and experiences, these answers aren’t found in the text and serve as guides for reflection or journal writing.

## ■ **GENERATING QUESTIONS**

By generating questions, students build awareness and learn to ask themselves questions that require information from different parts of the text.

## ■ **SUMMARIZING**

Summarizing requires students to determine what is important and put it into their own words by identifying or generating main ideas, connecting the main or central ideas, and remembering what they read.

## ■ **VISUALIZING**

Some chapters in this guide include questions that allow students to open their visual and spatial senses and perspective of this novel and its setting. This may include filling in a graphic organizer or modelling something that’s present in the novel through a sketch.

## Before You Start

It's time to dive into *Drone Chase* with your students. There are a number of activities you can host in class to encourage your students. We will follow five steps for this procedure: Preview, Identify, Predict, Summarize, and Connect.

### ■ **PREVIEW**

- This gives students a chance to understand what is to come and helps to elicit ideas and themes from the story.

### ■ **IDENTIFY**

- Students focus on the author, title page, and publication date of the text.
- Examine the front and back covers of the book, noting the front and back cover illustrations and the title.
- Look at the book's cover and allow them to read the preview on the back. Starting with drones, draw students together and gather their prior knowledge — what are drones? Have they seen them, or flown them? Some students may have no idea what they are, allowing others to share their knowledge openly with the class.
- Have students open the book and skim and scan through the pages.

### ■ **PREDICT**

- Here, students analyze the genre and organization of the text to predict the book's subject matter and possible plot lines.
- Understanding text structure will help students with skills needed to generate original ideas about the novel before they start reading.

### ■ **SUMMARIZE**

- Have students take a moment to read the back cover blurb, or share a summary of your own with the class.
- Students can record answers using W5H (Who, What, When, Where, Why, and How), or a KWL chart (Know, Want to Know, Learned).

### ■ **CONNECT**

- Allows students to personally connect with the topic or subject matter. This is completed during the pre-reading, during-reading, and after-reading activities.

## As You Read

As you read the novel with your students, use some of these strategies to help your students understand the story themes, main events, character traits, and important vocabulary.

This can be done in a number of ways, including dedicating a wall in your classroom to record this information or using an online platform such as Padlet that allows you to visualize information for your students and update in real time, with students able to access the platform from home.

Keep in mind the following text elements to record as you read, as this will be important for the after-reading activities:

### ■ **PLOT/STORY SEQUENCE**

Outline the plot of the story as you go. This can be done with graphic organizers (story sequencing), timelines/fishbone style visuals, or cue cards. *Drone Chase* presents quite a few subplots that weave together to reveal some surprises.

### ■ **MAIN EVENTS/SEQUENCING**

Understanding the story arc/narrative is crucial for student understanding, sequencing events, and relating themes. Record these events using cue cards, fishbone diagrams, or an online timeline using Padlet or Miro.

Using a beginning/middle/end system helps to group major events together and see how the story follows its course.

### ■ **CHARACTERS/TRAITS**

A story's characters provide rich details, insights, and learning for students. As each new character is introduced, have students record their name, background information, descriptive words, and character traits. Have them add to these as the story progresses.

This will be connected to the after-reading activities, so keeping track of characters and examples will help your students succeed.

# Reading Comprehension Strategies

If your students are unfamiliar with a novel study, it is important to review reading comprehension strategies before you commence.

## ■ **BEFORE READING**

- Use prior knowledge to think about the topic
- Make predictions about the probable meaning of the text
- Preview the text by skimming and scanning to get a sense of the overall meaning

## ■ **DURING READING**

- Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text

## ■ **AFTER READING**

- Reflect on the text's ideas and information
- Relate what they have read to their own experiences and knowledge
- Clarify their understanding of the text
- Extend their understanding in critical and creative ways

# III • PRE-READING ACTIVITIES

## What Is Animal Poaching?

### ■ **PURPOSE:**

To help students explore the themes of animal cruelty and poaching and the effect they have on the environment. Raise awareness of this growing problem and the endangered species around the world.

### ■ **METHOD:**

Students will identify a range of animals around the world that are poached, why they are targeted, and what they're used for. They'll communicate the causes and devise strategies to try to mitigate them.

### ■ **MATERIALS:**

- Student journals/notebooks/typed notes
- Technology (for student research)

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## INSTRUCTIONS

Explain to the class that they're going to dive deeper into the theme of animal cruelty before reading the novel.

### ■ **ASK QUESTIONS LIKE:**

- What is animal poaching?
- What does endangered mean?

**Record** students' responses on the whiteboard/projector.

**Inform** students that *poaching* means illegally capturing or hunting animals. *Endangered* means a species of animal is at risk of becoming extinct.

**Compare** these definitions with those the students have generated.

### ■ **ASK QUESTIONS LIKE:**

- Why do we think people poach animals?
- What are they looking for?
- Do you know any animals that are poached?

Ask students to estimate as a class how many animal species they believe are currently being poached around the world.

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## GROUP WORK

Place your students into groups and divide the fifty-two facts found in the poaching statistics resource at Petpedia ([petpedia.co/poaching-statistics/](http://petpedia.co/poaching-statistics/)) between the groups.

- Ask each group to summarize their facts by listing the most important details.
- Allow the students to explore the links that are embedded in the Facts link.

**Move** around the room and ensure students understand the directions and provide feedback.

**Use** your discretion and give students the time they need.

**Collect** and collaborate with students in their groups.

**Present** the facts: have each group present their findings.

**Facilitate** the discussion and mark student responses on the overhead using the template chart provided below.

**Reflect** with students on what they learned and collected together.

### ■ **ASK QUESTIONS LIKE:**

- How have their feelings changed about poaching? Was it what they expected?
- What were they surprised about?
- How do they think they can help make a change?
- What does awareness of the issue help people do?
- Were there any facts specific to Canada?

**Note:** This activity connects well to data management in mathematics by having students interpret and understand different types of graphs/charts.

### ■ **EXTENSION:**

Have the students represent the statistics they explore and curate in a chart/graph using technology such as Google Sheets or Microsoft Excel.



## **Fifty-Two Statistics About Animal Poaching**

<b>FACT NUMBER:</b>	<b>KEYWORDS/STATISTICS:</b>	<b>KEYWORDS/STATISTICS:</b>

# Understanding Rotors and How Drones Fly

## ■ **PURPOSE:**

To allow students to explore the basics of how drones fly and their uses.

## ■ **METHOD:**

In pairs, students will explore helicopter/drone flight basics, and then design, create, and experiment with their plan using basic materials.

## ■ **MATERIALS:**

- Building materials, including scissors, paperclips, rulers, tape, paper, construction paper, cardboard, foam, markers, crayons, and pencils
- Examples of rotors, helicopter wings (Internet-generated search)
- Rotor Template Handout
- Computer/projector
- “Modern Rotor Blades” YouTube video ([youtu.be/ki-CxkRuAxY](https://youtu.be/ki-CxkRuAxY))

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## INSTRUCTIONS

- Introduce the lesson by asking students how they think helicopters/drones fly.
- Record student responses.
- Show the rotor blade YouTube video to your students using the computer/projector.
- Discuss how wing shape, length, centre of gravity, and weight can impact flight.
- Have students cut out the rotor template and follow the directions to assemble it.

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## GROUP WORK

- Divide the class into pairs.
- Explain that they are to design, build, and test a simple flying rotor that will drop as slowly as possible from a certain height (the slower the descent, the longer the flight and the more successful the design).
- Ask students to think about the rotor they constructed earlier from the template and use that to guide their design.
- Encourage students to try to improve their design by using different types of materials, adding weight, or changing the shape.
- Instruct students to decorate their helicopter and give it a name.
- Use discretion and allow groups the time they need to complete.
- Test the rotors from a height determined by the teacher. The teacher should drop each group’s rotor to ensure fairness of the activity.

**Reflect with the class using guiding questions, including:**

- Was your final product similar to your original design?
- How did you decide on the shape/parts of your rotor?
- What would you change to improve your design/final product?

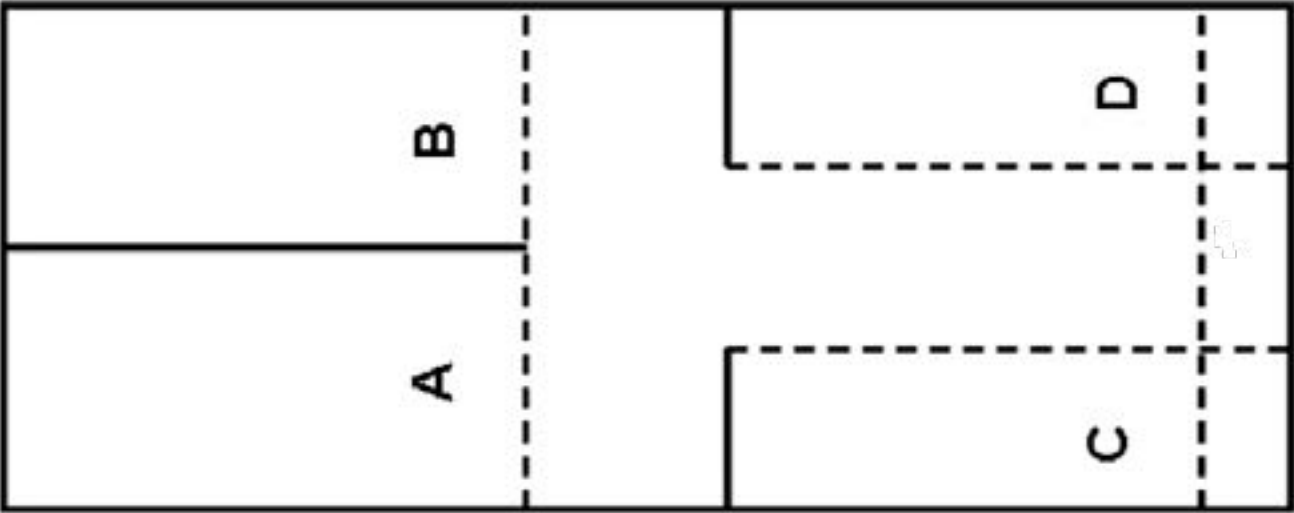
■ **EXTENSION:**

After the results, allow your students to redesign their rotors and try the experiment again.

# Create a Simple Rotor

Follow these steps to create a rotor using the provided template:

1. Cut out the template along the solid lines.
2. Fold along the dotted lines.
3. Fold A and B in opposite directions to create the rotor blades.
4. Fold C and D over one another so that they overlap.
5. Secure C and D with a paperclip.



# British Columbia's Great Bear Rainforest

## ■ **PURPOSE:**

To help students understand the setting of *Drone Chase* and explore a rich and dynamic part of Canada's natural landscape.

## ■ **METHOD:**

Students will work independently to explore and read the Great Bear Rainforest website and record information that they find important.

## ■ **MATERIALS:**

- Concept Web (Appendix)
- Student notebooks/journals
- Technology/computers (student research)
- “Enter the Great Bear Rainforest” YouTube video ([youtu.be/js1rnKPAE0](https://youtu.be/js1rnKPAE0))
- Great Bear Rainforest website ([gov.bc.ca/gov/content/environment/natural-resource-stewardship/great-bear-rainforest](http://gov.bc.ca/gov/content/environment/natural-resource-stewardship/great-bear-rainforest))

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## INSTRUCTIONS

- Open the lesson by sharing the “Enter the Great Bear Rainforest” YouTube video.
- Have students note any important information from the video in their notebooks.
- Discuss what the students saw in the video, answer any questions and ask questions you think are relevant to your students.
- Explain that students will conduct independent research about the Great Bear Rainforest.
- Explain that each student will use the same website to research, and they must gather information only from this site.
- Share the Great Bear Rainforest website. Encourage students to click through the different features and pages on the website.
- Give students time to navigate and explore the website.
- Distribute the Concept Web from the Appendix to the students.
- Explain that they will use the Concept Web to mark down eight different pieces of information that they found on the website.
- Collaborate with students on their concept webs.
- Allow students to communicate their finds to one another in pairs.
- Direct students to save these webs in their binders/notebooks, as they will explore more about the communities of the Great Bear Rainforest in the after-reading activities.

## IV • DURING-READING ACTIVITIES

### Character Files/Story Sequencing

There are a number of activities from the after-reading activities that can be started while students are reading the novel. These include

- Character Profile Organizer
- Three-Act Structure
- Word Map, which can be used on an ad hoc basis (Appendix)

When completed, these activities will provide students with a map of the story and an outline of the main characters. Character analysis can also be completed, and an example is provided on the following page. This can be used as a guide for each of the main characters in the story. Main characters to use with this chart include Ray, Ray's granddad, Dorothy, Min-jun, and Oakley Logan.

# Character Analysis

<b>CHARACTER'S NAME:</b>
<b>What does the character say and do?</b> <i>(Use examples from the text.)</i>
<b>How does the character change?</b> <i>(Use examples from the text.)</i>
<b>List positive and negative character traits.</b> <i>(Use examples from the text.)</i>
<b>How do others feel about this character?</b> <i>(Use examples from the text.)</i>

# Making Connections

While reading, make connections between the text and your own experiences, experiences of someone you know, or other texts/media that are related to *Drone Chase*.

<b>TEXT-TO-SELF:</b>	<b>TEXT-TO-TEXT/MEDIA:</b>	<b>TEXT-TO-WORLD:</b>



## **Collaborative Word Wall**

The Collaborative Word Wall activity continues in the after-reading activities. Give students/groups sticky notes and have them write information, keywords, character information, plot, or setting on them. Choose a wall in your classroom and divide it into categories as you please (see example in the After-Reading Activities section). Have students post their sticky notes under the appropriate category on the wall.

Alternately, you can use a web-based tool like Padlet or Miro to virtually display this information for students to collaborate.

## **Comprehension Questions**

The following questions can be used as guiding questions as you read, or they can be assigned to students at the end of each chapter to check for understanding.

Each chapter includes one or more vocabulary words to explore, as well as an extension activity for either individual or group instruction. Students can complete these in notebooks/journals, as per the teacher's discretion.

## CHAPTER 1 (p. 1–9)

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### Vocabulary

**Bicker** (verb): to argue about petty and trivial matters

---

### Questions

1. How does the story start? What is the immediate setting?
2. Where is the narrator from? How does he feel about camping?
3. What does Ray’s granddad think about the main character’s hobby?
4. Describe the drone that Ray has with him.
5. What do you know about drone flying? Have you flown one before?
6. What does terminal illness mean? How does Ray feel about his granddad's terminal illness?
7. Describe Ray’s feelings when he flies his drone.
8. What advice does Ray get from his granddad about seeing a bear?
9. How does Ray’s granddad rescue him?

### ■ EXTENSION

In this chapter, we learn that Ray loves flying drones. On your own, use the Internet to research drones and how they’re used. Do you think they’re a benefit to society or just a toy used for amusement?

## CHAPTER 2 (p. 10–17)

---

### Vocabulary

**Gloat** (verb): to dwell on one’s own success or another’s misfortune with pleasure

**Begorrah** (exclamation): an exclamation of surprise, often used in Irish English

---

### Questions

1. What do Ray’s parents use to bring the cub home? Why do they decide to take it home?
2. Who is Evan Anderson, and what does Ray’s granddad mean by him “giving me a head to mount”?
3. What is Ray’s perception about the way he thinks his granddad sees him?
4. How long has Ray lived in Bella Coola? Describe the town.
5. Does Ray like living in Bella Coola?
6. What do we learn about Ray’s dad?
7. Why does Ray’s granddad stop the car on the road? What does he see?
8. What are poachers? How does Ray’s granddad describe a “naked bear”?

### ■ **EXTENSION**

Imagine you had to move from your hometown, leaving all your friends, hobbies, and comforts behind. Where would you not want to go? Where would you love to move? What would you miss most about home?

## CHAPTER 3 (p. 18–25)

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### Vocabulary

**Instinctively** (adverb): without conscious thought and with natural instinct

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### Questions

1. What points does Ray use to defend drones?
2. Ray’s granddad reports about the bear he shot. What was taken from the bear and where did it go?
3. What does Ray’s mom share about the gallbladder and what it does?
4. What does “TMI” mean?
5. What does Ray do when he can’t sleep? Why do you think he feels guilty?
6. Ray shares his feelings with the bear. What do the two of them have in common?
7. What name does Ray give to the bear?
8. Why is Ray fond of animals?
9. Who do we meet in the backyard when Ray is with the bear?
10. Who is Mr. Kim?

### ■ **EXTENSION**

Research why good sleep is important for your health. Have you been in a situation where you couldn’t sleep? What have you done to help yourself get to sleep?

## CHAPTER 4 (p. 26–37)

---

### Vocabulary

**Commandeer** (verb): to take possession or control of something

---

### Questions

1. What does Ray see and hear while he’s eating breakfast?
2. What is the name of Ray’s school? How does he describe the town and what does he miss about home?
3. The kids at school notice something about Ray. What is it?

4. What does the Outdoors Club do?
5. Where does Min-jun offer to take Ray after school?
6. Ray meets someone after the group parts ways. Describe her. What is her name?
7. What explanation does Ray give this girl about his ear?
8. What does a taxidermist do?
9. What subject do Ray and Min-jun prefer? What choice would you make?
10. Besides the one he first gives Dorothy, what three other explanations does Ray give in this chapter about how he lost part of his ear?
11. What does Ray do when he gets home? Describe what he sees in the room.
12. What does Mr. Kim bring over for Ray's granddad? How does Ray describe it?

### ■ **EXTENSION**

While Ray is in math class, he presents a word problem that he wrote. Write a problem-solving question involving bears or drones and connect it to what you are learning in math right now. Your teacher will point you in the right direction.

## CHAPTER 5 (p. 38–47)

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### Vocabulary

**Optimistic** (adjective): hopeful and confident about the future

---

### Questions

1. What does Ray see when he walks into the clinic?
2. How does Ray help his mom and dad in this crisis situation?
3. Why do you think his mom is mad that Ray is friends with Min-jun?
4. How does Ray describe Min-jun's four-wheeler?
5. What is Ray's granddad known as to the locals?
6. Ray recognizes the farm where Min-jun takes him. What was he doing there before?
7. What does Ray do to take control of the situation and calm the dogs? What is Min-jun's impression of this?
8. Describe the man who sees Ray.
9. Who does Min-jun tell Ray the man is?

### ■ **EXTENSION**

Are you optimistic about Ray's chances of finding Hank? Do you think that Ray's stubbornness and optimism will get him in trouble? Make a prediction and come back at the end of the story to see if you were correct.

## CHAPTER 6 (p. 48–62)

---

### Vocabulary

**Icily** (adjective): very cold, hostile, unfriendly

**Feigned** (adjective): insincere

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### Questions

1. What do you think “having a chip on his shoulder” means?
2. What did Ray’s dad give him on his thirteenth birthday? Where did they go, and what did they do?
3. Describe the bears that Ray saw as a kid with his dad.
4. What came in the mail for Ray? What is he going to do with it?
5. What does UAV stand for?
6. Describe Skyliner and Butterfly.
7. What sounds does Ray miss from the big city, and what reminds him of them?
8. What does Ray need to fix Butterfly? Where does he go to get it?
9. Describe Dorothy’s father. What is her dog’s name?
10. How long has Dorothy been flying drones?
11. What got Ray interested in drones?
12. What does Dorothy’s dad do with his money? What does he hope?
13. What does Ray’s total bill come to for the drone parts?

### ■ EXTENSION

In this chapter, Ray mentions a few things about New York City. Complete a quick online search about New York City and list five things that it’s known for, including destinations, neighbourhoods, foods, and events.

## CHAPTER 7 (p. 63–75)

---

### Vocabulary

**Traipse** (verb): to walk or move wearily or reluctantly

---

### Questions

1. What does Ray’s mom make for him to take on the trip?
2. What makes Ray want to try harder to like Bella Coola?
3. Why does the group poke fun at Ray when he arrives to wait for the bus?

4. How does Ray feel during the bus ride? What New York City references does he share with us to describe his feelings?
5. Is Ray an outdoors person or do you think he is in over his head? Why?
6. What advice did his granddad give him before his trip?
7. What does the group have for dinner? What is Ray’s job after the meal?
8. What instructions does Mr. Mussett give the group when hanging food away from bears?
9. How do you tell a grizzly’s tracks from a black bear’s?
10. What happens when Ray is about to return to his tent? What does he do, and what is he wearing?

■ **EXTENSION**

Make a list of all the trees that Mr. Mussett describes to the group on the camping trip. Pick one and research some information about it. Find out where it grows, what it looks like, and what makes this tree unique.

## CHAPTER 8 (p. 76–84)

---

### Vocabulary

**Array** (noun): an impressive display or arrangement of a particular type of thing

---

### Questions

1. What does Ray hear and see after Min-jun points to the sky?
2. What does Ray do to help Min-jun? What is wrong with him?
3. What does Min-jun tell Ray as they’re heading back to camp?
4. What does Ray do to Min-jun after he puts him in his tent? Why do you think he does this?
5. What point does Cole make about Ray’s tent?
6. What do you think it means at the end of the chapter when Ray says, “I lie awake contemplating night-vision drones — and dreaming of completing my own”?

■ **EXTENSION**

What constellations does Ray see in the sky as he’s following the sound in the woods? What is a constellation, and can you name any? Research some of the famous constellations that we can see in the skies in Canada.

## CHAPTER 9 (p. 85–92)

---

### Vocabulary

**Skivvies** (noun/British slang): underwear/undergarments

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### Questions

1. What information does Ray’s mom give him about epilepsy?
2. What stigma does his mom describe that is associated with epilepsy? Where does this stigma come from?
3. What does Ray learn from his dad about his great-grandfather?
4. What does Ray remember about his camping trip as a child?
5. What do you think makes Ray’s ear burn at the diner?
6. Why do Ray and his mom have different definitions of home? What’s your definition of home? Start with: “Home is a place where ...”

### ■ EXTENSION

What does “living hand to mouth” mean? Do you think there are people living like this in your community, city, or province? Write down ways in which you think you can help those in need and compare and share with your classmates.

## CHAPTER 10 (p. 93–103)

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### Vocabulary

**Quizzically** (adverb): indicating amusement or being puzzled/confused

**Proprietary** (adjective): things owned by individuals/businesses that only they can make and sell

---

### Questions

1. Why does Arlo think Ray’s house is “cool”? What nickname do they have for Ray?
2. What does Ray learn when he googles, “Why poach a bear”? What price does a gallbladder fetch in some parts of Asia?
3. What is Min-jun doing at Ray’s house?
4. What is bile, as described by Ray?
5. What does Ray say Plott hounds are used for? What evidence does Ray share to support his suspicion of the Logans being poachers?
6. What does Ray do that makes Min-jun think he’s like his granddad?
7. What do the boys learn about milking caged bears?

8. What happened to Dorothy's dog? What is the dog's name?
9. What do you think BDL (big dog/little dog) means?
10. What plans do Dorothy and Ray make?
11. After he makes plans with Dorothy, what does Ray find has happened to his workshop?

### ■ **EXTENSION**

What happens when Ray googles, "Where's Hank?"? Try googling it yourself and see what you come up with. Note down the first three search results.

## CHAPTER 11 (p. 104–14)

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### Vocabulary

**Vandalize** (verb): to deliberately destroy/damage

**Totter** (verb): to move around in an unsteady way

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### Questions

1. Why is Ray mad at his granddad as he leaves for dinner with Mr. Kim?
2. What are the stern and bow of a canoe?
3. Where does Dorothy's dad think she is?
4. Describe the cannery from Ray's perspective.
5. What sandwiches do Dorothy and Ray pack for their picnic? What else is for lunch?
6. What birds had Ray never seen in New York City? What birds was he used to seeing?
7. What does Ray find when he flies his drone over the barbed-wire fence? What does he do?
8. What breed of dog does Ray find injured? What is the dog's name?
9. After Ray's diagnosis, what does he say is wrong with the dog? How much does the dog weigh?
10. Where had Ray seen the drone that he spots before?
11. What do you think happened to Dorothy? Do you think she left Ray there alone?

### ■ **EXTENSION**

Visit the Birds Canada website: [birdscanada.org/apps/checklist/index.jsp](https://birdscanada.org/apps/checklist/index.jsp). Using the map, choose your region of Canada to discover what local birds are native to your hometown. Search the map for other places in Canada that you're curious about to see the birds that live there.



## CHAPTER 12 (p. 115–23)

---

### Vocabulary

**Exhilaration** (noun): a feeling of excitement or happiness

**Sidle** (verb): to walk or move in a timid or scared manner

---

### Questions

1. Where did Ray’s canoe go? What does he find underneath?
2. Why do you think Dorothy says Ray is “so Ray”?
3. What happens to Ray that sparks him to open up to living in Bella Coola?
4. What does Ray admit to Dorothy?
5. How old was Ray when the accident with his ear happened?
6. Do you think Dorothy is brainwashing Ray into believing his accident was his granddad’s fault? How do you know?
7. Why do you think Ray tells Dorothy to check out a book when going to the library after their date?
8. According to Ray, who are the best two canoe instructors in the world?
9. When Ray dials the number on Chief’s tags, who does he learn the owners are?
10. Ray puts together his suspicions after learning about Chief’s owners. What does Ray believe is going on in Bella Coola?
11. What does it mean for Ray if he has to go on a mission to discover what’s happening at the cannery?

### ■ EXTENSION

In this chapter, Ray is vulnerable with Dorothy and opens up about things he has never shared with anyone before. Are there things that you’re scared of? Have you ever faced a fear that you’ve had? How did you do that? How did it feel? Would you encourage others to face their fears, too?

## CHAPTER 13 (p. 124–30)

---

### Vocabulary

**Duff** (adjective/British slang): of very poor quality

---

### Questions

1. What does Ray’s granddad learn from Evan Anderson, and how does he feel about poachers?
2. What do you think “your ass is grass” means?
3. Granddad tells Ray’s parents about what Ray did. What does he tell them?
4. What event does Ray remember, pushing him to stand up to his granddad? What does he say to him?

5. What text does Dorothy send to Ray? Do you think she took his advice from the last chapter?
6. What items do the Kims make that Ray has grown to like?
7. How did Min-jun hear about Ray and Dorothy?
8. Ray asks Min-jun if he is free on the weekend. Where does he ask him to go? What do you think Ray has planned?
9. Why does Min-jun suggest that Cole should come on the trip?

### ■ **EXTENSION**

Do you know what kimchee mandu is? Look online to learn more about the dish. Where is this dish from? What is it eaten with? Would you try it yourself?

## CHAPTER 14 (p. 131–42)

---

### Vocabulary

**Osprey** (noun): a large fish-eating bird of prey that is also known as a fish hawk

---

### Questions

1. Why will all three boys share one tent?
2. What promise did Min-jun make with his father before going on the camping trip?
3. What does Cole say parents in Bella Coola worry about?
4. Where did Ray get car sick before?
5. What lecture topics is Ray subject to as the boys hike into the forest?
6. What items did the students have to survive on during their trip with Mr. Mussett?
7. What does Cole's dad have on his office wall? Who made it for him?
8. What does Ray say FPV stands for?
9. What items does Butterfly see in the room when Ray flies it into the cannery?

### ■ **EXTENSION**

What do you think Min-jun saw that startled him? Describe what you think he might have seen and come back at the end of the novel to see if your predictions were correct.

## CHAPTER 15 (p. 143–51)

---

### Vocabulary

**Suspicion** (noun): a feeling or thought that something is possible or true

---

### Questions

1. Why do you think Cole asks Ray if he has toothpaste in his bag?
2. What does Ray dream about that night at camp?
3. When the boys wake up, what do they find at their camp? How long do the boys wait until it's safe to leave the tent?
4. Do you think someone could have dumped the salmon at the campsite?
5. What reasons does Cole give for Ray being “whack”?
6. What does “pre-statis” mean in Ray’s eyes?
7. Why does Min-jun not use Western medicine?
8. What reasons does Ray give for not arguing with Min-jun?

### ■ EXTENSION

Have you ever had an argument with a friend? What did you fight about? How did you resolve your dispute? What advice would you give someone who may find themselves in a similar situation?

## CHAPTER 16 (p. 152–65)

---

### Vocabulary

**Harangue** (noun): a lengthy and aggressive critical speech or lecture

**Banjaxed** (adjective): broken or ruined

---

### Questions

1. What do you think “don’t fan the flames” means? Can you give an example?
2. What do you think “earning his spurs” means?
3. Does Ray’s granddad think salmon can get up to campsite 78?
4. How does Ray usually get home from school?
5. Why has Ray’s mom come to pick him up and how does he feel about it? What is his reaction?
6. What is going through Ray’s head as they pull up to the Logans’ property?
7. What does Ray finally decide to do after he breaks away from his mom?
8. What does Ray compare the Great Bear Rainforest to?
9. What does Ray do to the boat he sees?

## ■ EXTENSION

Sketch a timeline of Ray’s preparation as he heads to the cannery. List the events in order, starting with the times that Ray provides in the story, all the way to the boat launch.

## CHAPTER 17 (p. 166–75)

---

### Vocabulary

**Ricochet** (verb): to rebound off of a surface

**Arouse** (verb): to evoke or awaken

**Valiantly** (adverb): with courage or determination

---

### Questions

1. What does Ray remember about his first canoe paddle? What reminds him of that moment?
2. What combo does Ray inherit?
3. What do porcupines look like from a distance?
4. What do you think Ray means when he compares ants to “streams like Grand Central Station commuters”?
5. Create a checklist of all the things Ray looks for before he continues his ascent to find a good lookout spot.
6. What is Ray on high alert for? Describe what he sees and what he does.
7. Is Ray scared of the bear? What causes his feelings to change about the bear?
8. What does Ray name the bear? Why does he give it this name?
9. What is a 747?
10. What does Ray see in his binoculars?
11. How many drones does Ray see?
12. What does Ray try to do in order to save the bear? Is he successful?

## ■ EXTENSION

According to Ray, what have drones been known to do? Can you list all the uses he gives and find others that might be missing?

## CHAPTER 18 (p. 176–86)

---

### Vocabulary

**Liberated** (adjective): free from social conventions or traditional ideas

**Precipice** (noun): very steep rock or cliff, especially a tall one

**Excrement** (noun): waste matter discharged from the bowels

---

### Questions

1. Describe some of the smells that Ray comes across in the cannery building.
2. What does Ray find in the room that he enters?
3. How many cages does he see? Who does he find?
4. Describe how Hank looks when Ray finds him.
5. What does Ray find around the cages of the bears? What do you think is going on here?
6. Ray has to think fast. What does he do in order to hide from the person he hears?
7. How do you picture Ray trying to make his escape under the desk? What does he do to Oakley to get away?
8. What does Oakley use to catch Ray?
9. How is Ray able to get a hold of the backpack he stored?
10. What does Ray hope to do with Butterfly? What is his drone met with along the way?

### ■ EXTENSION

Using Ray’s description of the cannery and its layout, draw a “drone’s-eye view” of what you think the cannery looks like, as well as the building that Ray walks through using Butterfly.

## CHAPTER 19 (p. 187–95)

---

### Vocabulary

**Curmudgeon** (noun): a bad-tempered person

---

### Questions

1. Who bursts into the room at the beginning of the chapter? What does Ray think they’re going to do?
2. What do we learn about what is being done to the bears?
3. Who dropped the salmon on the boys’ campsite?
4. What do we learn about the operation taking place at the cannery?
5. What does Mr. Kim believe he is doing with the bear bile?
6. What job does Ray get assigned? What are his duties?

7. How many square miles and kilometres is the Great Bear Rainforest?
8. We learn about the real story behind Ray's ear. What do we learn?
9. Whose fault do you think it is that Ray's ear was injured? Was Ray a hero here in your eyes?

■ **EXTENSION**

Do you think that Min-jun might have seen his dad in Ray's drone headset the night the boys were camping? Could that have set off his seizure? Explain.

## CHAPTER 20 (p. 196–203)

---

### Vocabulary

**Catheter** (noun): flexible tube inserted through a narrow opening in the body to remove fluid.

---

### Questions

1. How often does Oakley collect bile from the bears?
2. What does Oakley believe is the hardest part of taking bile from the bears?
3. Who taught Oakley how to fly drones?
4. What does Ray do with the sedative he has with him?
5. How does Ray escape from the cage? What can Oakley's keys be no heavier than?
6. What does Ray learn by snatching Oakley's phone from him?
7. What does Ray use Skyliner for and what directions does he give the drone?

■ **EXTENSION**

List all of the footage that Ray collected using Skyliner in this chapter.

## CHAPTER 21 (p. 204–9)

---

### Vocabulary

**Course** (verb): to move without obstruction; flowing

---

### Questions

1. What does Ray do when he sees Mr. Kim?
2. What does Ray use to engage the bear trap?
3. Where does Ray go through Skyliner?
4. Ray swats Mr. Kim with a bear claw. Where did something similar happen to Ray?

5. Who comes out of the bushes as Mr. Kim and Ray are fighting?
6. Why was Ray not able to get a hold of Officer Anderson over the past several days?
7. How did everyone find out where Ray is?
8. What did Mr. Dawson use to find everyone in the forest?

### ■ **EXTENSION**

Now that we're starting to see the resolution of the story unfold, who do you think might have tipped off the Logans about Hank living in Ray's yard?

## CHAPTER 22 (p. 210–15)

---

### Vocabulary

**Benediction** (noun): utterance of a blessing, especially at the end of a religious service

**Gruel** (noun): thin liquid food of oatmeal or other meal boiled in water or milk

---

### Questions

1. Describe the steps the club takes in their search mission. What they are looking for?
2. What does Min-jun reveal about life at home?
3. Does Ray finally reveal the true reason behind losing part of his ear?
4. Ray seems much more confident now in Bella Coola. What do you think could have caused this change?
5. What are Ray and Dorothy going to teach the Outdoors Club?
6. How did Mr. Kim's arrest affect Ray's granddad?
7. What do you think "time to meet me Maker" means?
8. What did Ray's mom bring his granddad in the hospital? What gesture shows that his granddad accepts his mom?

### ■ **EXTENSION**

Did Min-jun's dream of being top chef at his family restaurant come true? What dreams do you have for yourself? What would you like to learn how to do this year? In the next five years? In your lifetime?

## V • AFTER-READING ACTIVITIES

### Plot: Three-Act Structure

The three-act structure works as a straightforward linear (left to right) visualization of the story, where events appear chronologically, as they do in the text, in three acts. Students record the sub-elements of plot — such as exposition, rising action, conflict, and resolution — as they occur within the three main phases of the story (beginning, middle, end).

On the horizontal axis are the various plot events. The vertical axis represents space where events are listed from top down as you move chronologically from left to right.

Students should plot at least eight points in the three-act structure, with each marked with a number or letter. This gives the teacher the opportunity to judge how students have understood the main story events and their sequence, as well as the student’s perspective on the events they considered important.

Once students have outlined the plot, have them move around the room and compare with peers.

Example events include: the McLellan’s camping trip and meeting Hank, trials and tribulations at school/home for Ray, meeting Min-jun and the Outdoors Club, ups and downs with his granddad, Ray’s encounters with Dorothy and their day in the woods, the boys’ camping trip and their drone discoveries, Ray’s mom leaving and his desire to silence his suspicions, the resolution at the cannery, and the characters’ final outcomes.

### Describing the Setting

A story’s setting refers not only to the physical location, but to the time when the action takes place. It is the *where* and *when* of the story.

The Setting Graphic Organizer allows students to note numerous elements from this story in northern British Columbia and Bella Coola. This activity should be completed during or after reading, and students can note this information as they read.

Students can add information as they see fit from the pre-reading activity British Columbia’s Great Bear Rainforest.



## Setting Graphic Organizer

<b>LOCATION:</b>	<b>SIGHTS:</b>	<b>PLACES IN THE STORY:</b>	<b>COLOURS:</b>
<b>LOCATION MAP:</b>		<b>YEAR:</b>	<b>TIME/WEATHER:</b>
		<b>ADDITIONAL INFORMATION:</b>	

## Character Profile

The novel follows Ray and his perspective of the events in the story as a first-person narrative. It follows him and his diverse group of friends, as well as his family and those he encounters from Bella Coola.

Looking at Ray, students can complete a character profile during or after reading. This is a great opportunity for students to provide character descriptions using direct examples from the story. This can also be completed during reading.

Characters who can be used for this profile are Ray, Min-jun, Ray's granddad, Dorothy, or Oakley Logan.

# Character Profile Organizer

<b>CHARACTER NAME:</b>	
<b>Appearance:</b>	<b>Character traits:</b>
<b>Personality:</b>	<b>Actions:</b>
<b>What are some things that this character does in the story?</b>	
<b>How do they change/grow?</b>	

# Matching Themes

## ■ **PURPOSE:**

The novel explores a number of themes that are listed in the first section of this guide. In this activity, students are looking for examples of where these themes are present in the novel.

## ■ **METHOD:**

The teacher can choose any number of the themes below to explore. As you're reading, take note of these and have students mark examples in their books.

## ■ **MATERIALS:**

- Cue cards
- Adhesive (tape/sticky tack)

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## INSTRUCTIONS

List any or all of the themes below and place them around the classroom using adhesive.

- Love and loss
- Teenage friendships
- Multicultural Canada
- Taking risks and facing fears
- Personal growth and coming of age
- Contrasting animal cruelty with empathy
- Youth and exploration

Provide students with blank cue cards. Have them work individually or in pairs to list examples of the themes taken from their notations during reading.

Ask students to try to find one example of each to start. They should include page numbers to back up their evidence.

Students then place their cards under each theme displayed around the room.

Gather the class to complete a gallery walk. Move around the room and have students discuss the collective findings under each theme.

### Collaborate with questions as a group, including

1. What similarities do we see in the examples we've presented?
2. Why did we choose these themes?
3. Why are these themes important to our class? The characters in the story? The world around us?
4. Is there anything missing? Are there any themes we missed?

Communicate and allow students to share themes that they feel are evident to them in the story and what they have taken away from the narrative.

## Symbols/Meanings

There are examples in the story of objects/items that play an important role in the story. Think about the following items and find examples to answer the questions in each column.

WHERE DO WE SEE THIS?	WHAT DOES IT MEAN?	WHAT LESSON CAN IT TEACH US?
DRONES		
BILE		
RAY'S EAR		
GRANDDAD		
DOGS		

# Collaborative Gallery Wall

As referenced in the During-Reading activities, giving students the opportunity to actively note important details, vocabulary, and themes will help consolidate the information in the book, as well as provide building blocks for assessment and building activities outside this guide that fit your students' learning profiles.

Your gallery wall could include details such as:

<b>VOCABULARY:</b>	<b>CHARACTER INFORMATION:</b>	<b>WHAT WE DIDN'T LIKE:</b>
<b>WORDS WE LEARNED:</b>	<b>IMPORTANT THEMES:</b>	<b>WHAT WE WANT TO EXPLORE FURTHER:</b>

# Tweet Summaries

## ■ **PURPOSE:**

Students will summarize the chapters of *Drone Chase* within the bounds of a Twitter Tweet.

## ■ **METHOD:**

Students focus on the most important information in the chapter to then Tweet out to their audience.

## ■ **MATERIALS:**

- Student notebooks/journals

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## INSTRUCTIONS

Ask students if any of them know what Twitter is, or if they've used it before.

Explain to students that Twitter is a social media platform where users share ideas/information and interact using Tweets, which have a limited number of characters (280 characters).

Explain to students that a character is represented by a single letter, space, or punctuation mark. They must be aware that they are looking for the most important information to share for this chapter summary.

Provide an example to the class using chapter one. This could include "The McLellan family are out camping in the Great Bear Rainforest. While Mom and Dad fight, Ray wanders off to fly his drone and meets a bear and her cubs. Ray panics. Granddad saves him and kills the mother, injuring her cub."

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## GROUP WORK

Divide students into pairs/groups and have them choose a character from the story, including Ray, Min-jun, Dorothy, Ray's parents, Cole, Oakley Logan, or Ray's granddad. Students can also use the character profiles and collaborate with each other to share this information.

Provide students with their notebooks/journals and have each group summarize a particular chapter of the book. They are to write their Tweets on the sheet.

Display all of the Tweets in chronological order by chapter on the board.

Round the room and have students read out their group's Tweets, and allow others to provide constructive feedback to their peers.

Use this as a tool to gauge students' understanding of each chapter, if they've highlighted the main ideas/themes/events present in the novel, as well as adding a flair of their own creativity.

# Communities of the Great Bear Rainforest

## ■ **PURPOSE:**

To identify communities within the Great Bear Rainforest and write inquiry questions to guide their research on a First Nations community, then present their research to the class.

## ■ **METHOD:**

Students will identify the economic livelihoods of Great Bear Rainforest inhabitants by researching a First Nation community in the Great Bear Rainforest.

## ■ **MATERIALS:**

- Student notebooks/journals
- Computer/projector
- Student Internet access
- Interactive Map of the Great Bear Rainforest ([bcgov03.maps.arcgis.com/apps/webappviewer/index.html?id=6fcc0a171c024bd793032ed140d7bac4](https://bcgov03.maps.arcgis.com/apps/webappviewer/index.html?id=6fcc0a171c024bd793032ed140d7bac4))

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## INSTRUCTIONS

Review the Great Bear Rainforest by reading the author's note starting on page 217.

Review the geography of the Great Bear Rainforest by sharing a map on the computer/projector.

Create discussion using some of the following guiding questions:

- Considering what we learned about the rainforest in the story, how much does the physical environment of the rainforest influence how people live?
- What natural resources might be found in the Great Bear Rainforest?
- Why do you think communities developed where they did?
- What means of transportation do people use?

Provide students with the link for the Interactive Map of the Great Bear Rainforest and project it in the classroom.

Ask the students if they have any questions about the map/geography.

Navigate students through using the map.



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## GROUP WORK

Divide the students into groups according to the seven communities in the Great Bear Rainforest: Kitimat, Bella Bella, Bella Coola, Prince Rupert, Klemtu, Ocean Falls, and Hartley Bay.

Groups will research the following topics about their community using the Internet:

- Location
- Population
- Local industries
- Three historical facts
- What people do for work in this community
- Interesting facts

Students can prepare any means to present their research and information to their peers including a slide show, infographics, or graphic organizers. Encourage groups to be as creative as they want.

Communicate and present ideas, allowing each group to share what they've learned about their community.

Assess during the activity how students contributed collaboratively, and how they engaged and participated in the presentation.

# Design a Drone

## ■ **PURPOSE:**

To identify the main features of the drones that are featured in *Drone Chase* and design their own drone.

## ■ **METHOD:**

Students will explore online CAD software to design a simple drone based on what they learned in the novel. This is an explorative activity where students get to challenge themselves to learn a new online tool, as well as culminate their learning and communicate their design plans.

## ■ **MATERIALS:**

- Computer/Internet access
- Online CAD software: Tinkercad ([tinkercad.com](http://tinkercad.com))\*
- Computer/projector
- Student notebook/journals

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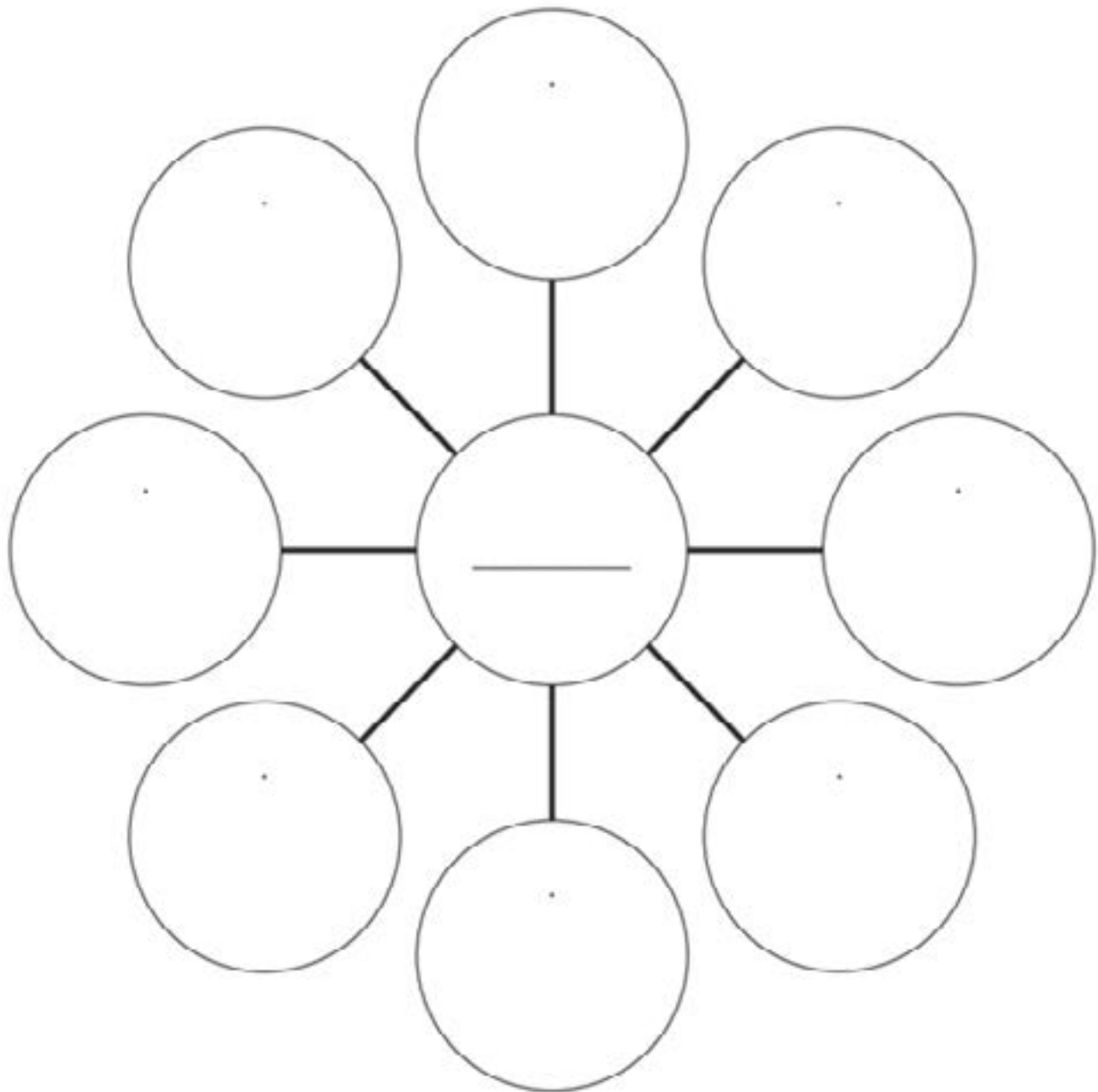
## INSTRUCTIONS

- Introduce the topic to your class by outlining what they've learned about the drones featured in the novel: Butterfly, Skyliner, and Bug, as well as the Logans' and Dorothy's drones.
- Compile a list on the board for students so that everyone is aware of what their drones can include.
- Allow students some time to explore online and look at other drones and their functions.
- Demonstrate Tinkercad software to your class by projecting the web-based software and showing them the basics of the program.
- Allow the students some time to set up their accounts, as well as to dive into how the software works.
- Direct students and let them know they will use Tinkercad to create a model of their drone.
- Instruct students that they can use any number of items on their drone and should be as creative as they can.
- Support students by rounding the room, answering any questions or directing what they need as they design using the software.
- Once completed, students will summarize their designs by listing the features that they've included in their notebooks/journals.
- Create a gallery of all the finished products by either printing the final designs or creating an online space (Padlet) to host links to where students can view each other's works.

*\*TinkerCad is a web-based program that is free to sign up for using a Google account. As an educator, you can sign up, create a class, and then share logins with your students, as well as monitor their work/progress.*

# VI • APPENDIX: Activity Graphic Organizers

## Concept Web



## Text to Self, Text to World, Text to Text Organizer

TEXT TO SELF:	TEXT TO WORLD:	TEXT TO TEXT:
NOW I KNOW:	NOW I KNOW:	NOW I KNOW:

# Word Map

<b>DEFINITION AND SYNONYM:</b>	<b>ANTONYM:</b>
<b>USE IT:</b>	<b>SKETCH IT:</b>

**WORD:**

# VII • ONTARIO CURRICULUM CONNECTIONS

## English: Grade 8 Curriculum Expectations

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### Reading

#### ■ **OVERALL EXPECTATIONS**

1. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
2. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

**Applies to:** What Is Animal Poaching?; British Columbia’s Great Bear Rainforest; Character Analysis; Comprehension Questions; Making Connections; Collaborative Word Wall; Three-Act Structure; Describe the Setting; Character Profile; Matching Themes; Symbols/Meanings; Tweet Summaries; Communities of the Great Bear Rainforest

#### ■ **SPECIFIC EXPECTATIONS**

1. Analyze a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies.
2. Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes.
3. Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts.
4. Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea.
5. Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.

**Applies to:** What Is Animal Poaching?; British Columbia’s Great Bear Rainforest; Character Analysis; Comprehension Questions; Making Connections; Collaborative Word Wall; Three-Act Structure; Describe the Setting; Character Profile; Matching Themes; Symbols/Meanings; Tweet Summaries; Communities of the Great Bear Rainforest

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## Writing

### ■ OVERALL EXPECTATIONS

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

**Applies to:** What Is Animal Poaching?; British Columbia’s Great Bear Rainforest; Character Analysis; Comprehension Questions; Making Connections; Collaborative Word Wall; Three-Act Structure; Describe the Setting; Character Profile; Matching Themes; Symbols/Meanings; Tweet Summaries; Communities of the Great Bear Rainforest

### ■ SPECIFIC EXPECTATIONS

1. Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.
2. Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies.
3. Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.
4. Write complex texts of a variety of lengths using a wide range of forms.
5. Identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate.

**Applies to:** What Is Animal Poaching?; British Columbia’s Great Bear Rainforest; Character Analysis; Comprehension Questions; Making Connections; Collaborative Word Wall; Three-Act Structure; Describe the Setting; Character Profile; Matching Themes; Symbols/Meanings; Tweet Summaries; Communities of the Great Bear Rainforest

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## Oral Communication

### ■ OVERALL EXPECTATIONS

1. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Applies to:** What is Animal Poaching?; British Columbia’s Great Bear Rainforest; Collaborative Word Wall; Three-Act Structure; Tweet Summaries; Communities of the Great Bear Rainforest

### ■ SPECIFIC EXPECTATIONS

1. Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways.
2. Develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.
3. Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts.

**Applies to:** What is Animal Poaching?; British Columbia’s Great Bear Rainforest; Collaborative Word Wall; Three-Act Structure; Tweet Summaries; Communities of the Great Bear Rainforest

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## Media Literacy

### ■ *SPECIFIC EXPECTATIONS*

1. Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view.

**Applies to:** What Is Animal Poaching?; British Columbia’s Great Bear Rainforest; Communities of the Great Bear Rainforest

## Mathematics: Grade 8 Curriculum Expectations

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### Data Literacy

#### ■ *OVERALL EXPECTATIONS*

1. Manage, analyze, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life.

**Applies to:** What Is Animal Poaching?

## Science: Grade 8 Curriculum Expectations

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### Understanding Structures and Mechanisms: Systems in Action

#### ■ *OVERALL EXPECTATIONS*

1. Investigate a working system and the ways in which components of the system contribute to its desired function.
2. Demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.

**Applies to:** Understanding Rotors and How Drones Fly

#### ■ *SPECIFIC EXPECTATIONS*

1. Assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into consideration.

**Applies to:** British Columbia’s Great Bear Rainforest; Communities of the Great Bear Rainforest



# Geography: Grade 8 Curriculum Expectations

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## Global Settlement: Patterns and Sustainability

### ■ **OVERALL EXPECTATIONS**

1. Analyze some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future.

**Applies to:** British Columbia's Great Bear Rainforest; Communities of the Great Bear Rainforest

### ■ **SPECIFIC EXPECTATIONS**

1. Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies.
2. Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements.

**Applies to:** British Columbia's Great Bear Rainforest; Communities of the Great Bear Rainforest

# Visual Art: Grade 8 Curriculum Expectations

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## Creating and Presenting

### ■ **SPECIFIC EXPECTATIONS**

1. Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view.
2. Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges.

**Applies to:** Design a Drone

