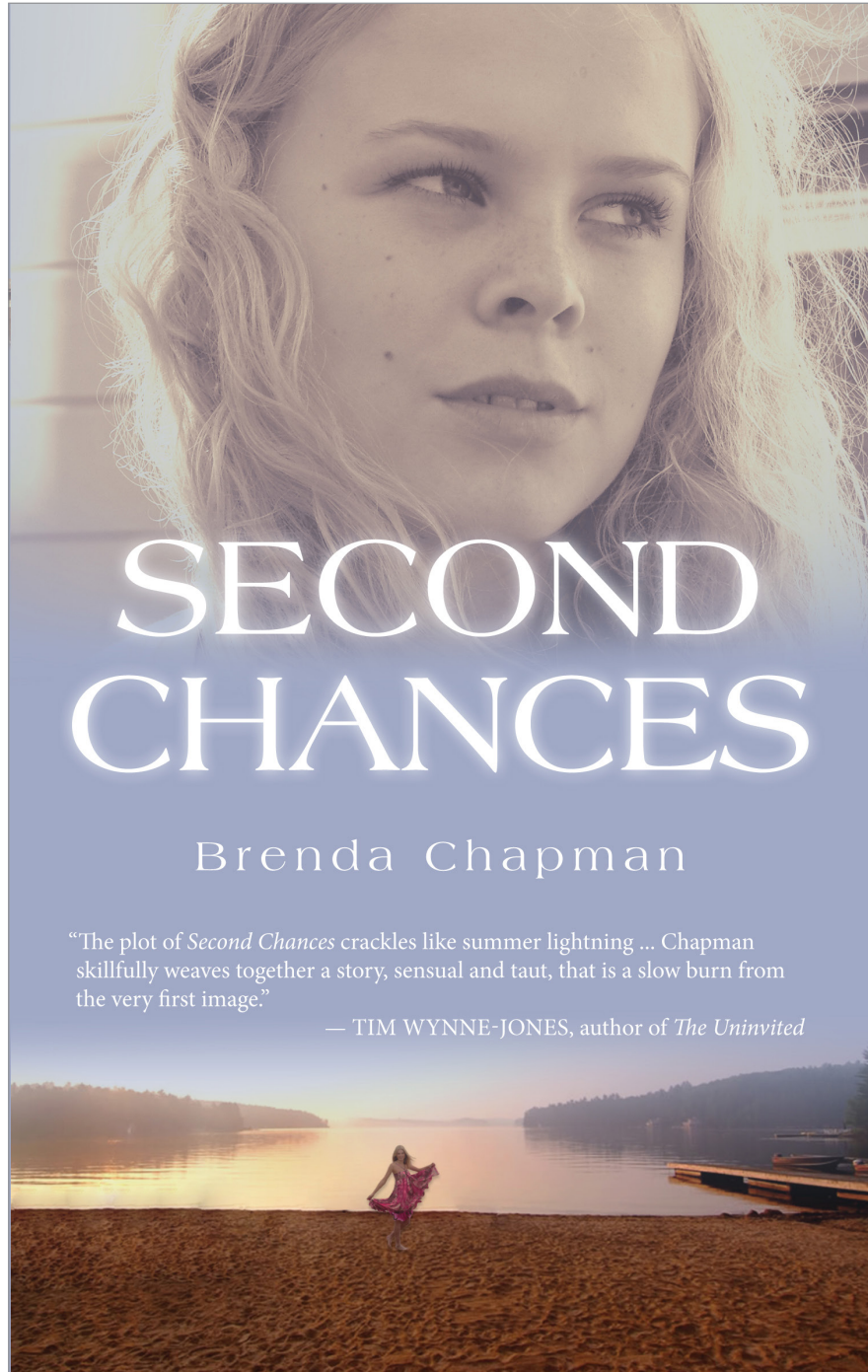


TEACHER'S GUIDE

Grade 9 or 10 English / Grade 10 History



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Teacher Resource Guide developed by
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ISBN 9781459709010

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INTRODUCTION

It is the summer of 1971. The counterculture movement is winding down. The Vietnam War is entering its final phase. As always, Darlene Findley accompanies her mother to Cedar Lake, Ontario, where Mrs. Findley runs the cottage community's convenience store. This summer Darlene is grappling with change. Her beloved elder brother is working in the city. Friends who have shared past lake summers with her are absent now they jobs. Her flirtatious and cynical cousin Elizabeth has been sent from Toronto. It is hoped that a quiet summer away from family troubles will calm her down, but Elizabeth seems set on tormenting Darlene, and manipulating every male she comes across.

Darlene is worried also about her own future. She wants to become a writer. Gideon, a local recluse and journalist encourages her, and involves her in his anti-war writing projects. However, she knows her authoritarian and traditionalist father will not approve of her ambitions.

Adding to this troubled mix, are the family of young strangers who rent a nearby cottage. Darlene is captivated by them, particularly by the free-spirited Candy, and her wild claims of traipsing across the United States with rock stars.

Before the end of the summer, the connections between the young strangers and the war will become clear, and Darlene's relationships with all elements of the microcosm of Cedar Lake will have been shaken.

Note to the teacher

Second Chances is a young adult historical fiction novel set in 1971. It has strong connections to curriculum requirements for both the academic and applied "Canadian History Since World War One" courses. *Second Chances* could easily be made the basis of a novel study by teachers of these courses. Some of the post reading activities have been written with a focus on the culture and events of the era for this reason.

Teachers of Grade 9 and 10 English classes who want to use *Second Chances*, will still want to have their students consider the historical context in which the novel is set, as the events of the time are relevant to the themes *Second Chances* explores.

Second Chances and the activities in this package are suited to students at the grade 9 and 10 level.

About the Author

Brenda Chapman lives in Ottawa with her family. She is a former teacher and current professional writer, with articles, short stories, and seven published books to her credit, so far. *Second Chances* is her most recent. Her other works include the Jennifer Bannon mystery series for young adults. (The second novel of which, *Hiding in Hawk's Creek* was shortlisted for the CLA Children's Book of the Year.) Her first mystery for adults, *In Winter's Grip* was published in 2010. Ms. Bannon is a self described avid reader, a member of various writing associations including the Writer's Union of Canada and Capital Crime Writers of Ottawa, where she has acted as president.

CURRICULUM EXPECTATIONS

Ontario Curriculum

English, Grade 9 and 10

Oral Communication

1.2 Uses Active Listening Strategies

2.2 Interpersonal Speaking Strategies

2.3 Clarity and Coherence

Reading

1.1 Variety of Texts

1.2 Using reading comprehension strategies

1.3 Demonstrating understanding of content

1.4 Making inferences

1.5 Extending understanding of texts

1.6 Analysing texts

1.8 Critical literacy

3.3 Developing vocabulary

Writing

1.3 Research

1.4 Organizing Ideas

2.4 Sentence Craft and Fluency

2.6 Revision

Media Studies

1.5 Critical Literacy

Canadian History Since World War 1, Grade 10, Academic

Communities: Local, National, and Global

- explain how local, national, and global influences have helped shape Canadian identity
- analyse the impact of external forces and events on Canada and its policies since 1914
- assess Canada's participation in war and contributions to peacekeeping and security

Citizenship and Heritage

- analyse the contributions of various social and political movements in Canada since 1914

Canadian History Since World War 1, Grade 10 Applied

Communities: Local, National, and Global

- describe some of the major local, national, and global forces and events that have influenced Canada's policies and Canadian identity since 1914
- evaluate Canada's participation in war and contributions to peacekeeping and security

Citizenship and Heritage

- describe the impact of significant social and political movements on Canadian society

CONTEXT

The Counterculture

The counterculture movement in America and Canada during the 60's and 70's was a social youth movement in which the social norms of the 1950s were widely rejected in respect to materialism, religion, racial segregation, sexual mores, environmentalism and support of the dominant wars of the time, the Vietnam War and the Cold War. The movement was deeply divisive, mostly along generational lines. For some, the movement was about free speech, peace and the pursuit of happiness. For others it was self-indulgent and destructive.

The peak of this social movement was the Summer of Love in 1967, and it had largely collapsed by 1973, in part because a number of the political goals of the movement had been accomplished (to some degree) and partly because leaders of the movement died or joined mainstream society. The counterculture left a legacy in art, music and society that has lasted.

While other younger people in *Second Chances* are affected by the counterculture, particularly in their fashion and entertainment choices, Johnny Lewis and Candy are the dominant representatives of the counterculture in the novel. Their arrival in Cedar Lake causes change in those around them. Sometimes, but not exclusively, for the better. As a direct result of their presence, Darlene's family is forced to confront their own status quo; a policy of silence regarding the loss of Annie and Mr. Findley's subsequent breakdown. While painful, this proves healing for Darlene, she is able to discuss these issues with her mother and brother for the first time, and her relationship with her parents improves through the course of the novel.

Women's Rights

In 1971 many of the advances made by feminists in North America had not yet occurred. Birth control and equal opportunity employment were particularly contentious issues in the sixties and seventies.

The birth control debate related to the right of women to control their own sexuality and reproductive health. Women in 1971 were also still making gains in terms of employment equality. In Ontario the Female Employees Fair Remuneration Act, had passed in 1951, and the Government of Canada passed legislation providing pay equity for women working in the federal civil service in 1956. But, as the 1970 Royal Commission on the Status of Women made clear, actual equity lagged behind the legislation.

In *Second Chances* the protagonist Darlene is a teenage girl who is not sexually active, so there isn't a strong connection with sexual liberation here. Nonetheless, the issue is on her mind. She spends considerable internal time judging her own body against those of others. She is attracted by the frank presentation of some of the women around her of their own sexual agency. This is presented by the frequent observations she makes regarding vivid colours in the dress of Elizabeth, Candy or her mother.

Equal opportunity employment as a theme. Darlene has two father figures who represent opposite options in her life. Her own father, a social conservative, wants her to become a secretary. Her friend Gideon, clearly liberal in his outlook, wants her to follow in his footsteps, and go to university to become a professional journalist. As *Second Chances* begins this second possibility seems very remote to Darlene and is one of the causes of her anxiety regarding change. Growing up seems to her to mean this dream will inevitably be quashed. As the novel progresses Gideon's encouragement and sponsorship will make the second option feasible, leaving Darlene at the end of the novel with a much more optimistic outlook. This would qualify as one of the *second chances* that the novel takes its name from.

The Vietnam War

The Vietnam War was a proxy war fought in Vietnam as part of the larger Cold War situation. The goal of US involvement was to contain communism from spreading out of North Vietnam and into South Vietnam. American involvement began initially as a support of France, with American Military advisors arriving in (then) French Indochina in the 1950's. By 1960, The U.S. and its allies had a considerable troop presence in Vietnam, Laos and Cambodia. U.S. Combat troops were deployed in 1965, and US involvement peaked in 1968. After the Tet Offensive that year US troops were gradually pulled out, and by 1973 the U.S. had pulled out entirely. Despite the Paris Peace Accords, signed by all parties in January 1973, fighting continued. The capture of Saigon City in 1975 marked the end of the Vietnam war, when North and South Vietnam were reunited into the Socialist Republic of Vietnam.

Like the Counterculture, and following roughly the same social dividing lines, the Vietnam War was deeply divisive in the US and Canada. Some people thought it was the only way to stop the spread of communism. Others feared it would only spark additional bloodshed and conflict.

All through this period high profile protests against the war occurred in the United States, especially following the My Lai Massacre of 1968. The protests only stopped when the US withdrew in 1973.

My Lai

In 1968, Charlie Company of the 1st Battalion, 20th Infantry regiment, 11th Brigade, massacred somewhere between 347 and 504 unarmed civilians at My Lai, and My Khe, in the village of Son My. Most of the victims were women, children and the elderly. To cover up the massacre the three US servicemen who tried to stop the massacre were denounced as traitors. The cover up attempt failed, and later the three men received recognition for their valorous actions. However, while twenty six US soldiers were charged with criminal offenses for the massacre, only one second lieutenant was actually convicted. He served a three and a half year sentence under house arrest. When the incident became public knowledge it provoked global outrage, and US domestic opposition to the war skyrocketed.

The Kent State Shootings

On May 4th, 1970, at Kent State University, the Ohio National Guard shot at a group of students protesting against the American invasion of Cambodia. Four students were killed, and nine others injured, including one case of permanent paralysis. Several of the shooting victims had been completely uninvolved in the protest.

The nation's response to this incident included four million students striking across university and college campuses throughout the US. Public opinion about the United States' role in the Vietnam War already, polarized against any further involvement.

Draft Dodgers

In order to supply enough troops for their commitments during the Vietnam War the US used forced conscription, a "draft". Many of the young men conscripted at the end of high school or college had objections to being forced into the military. These men chose to seek refuge in Canada, because Canada was officially neutral in the war. There is no exact figure for the number of men who did this. Somewhere between 20,000 and 60,000, with most estimates approaching 30,000. Total US immigrants to Canada during this period, who arrived due to their opposition to the war, may have been as high as 125,000. Initially the Canadian government refused to admit those who couldn't prove they had been discharged from service. But, after May 22, 1969, (about a year after My Lai) Ottawa officials decided to admit anybody who came to the border from the US and sought permanent resident status. In 1977 an amnesty was declared by the US government, but something like half of all draft dodgers remained in Canada.

Deserters

As opposed to draft dodgers, deserters were those men who left active military service. They faced much stiffer penalties than dodgers, for a much longer time. One high profile Vietnam deserter was arrested and incarcerated in 2000.

In *Second Chances* Johnny Lewis is such a deserter. William and his mother, as part of a Toronto-centered student-led organization to help and hide men like Johnny, are also an example of historical fidelity. And, while Canada remained neutral in this conflict, many Canadian youths did join the American military in order to take part. So, Tyson's musings about joining up and serving Canadian are also accurate to the period.

THEMES

Second Chances

The title of this young adult novel is also its dominant theme. In *Second Chances*, various characters are haunted by past actions, their own or others. Darlene, the protagonist, believes she is at fault for her sister Annie's death as a child. She feels trapped by her family situation. She expects to be denied the opportunity for a university education and her preferred choice of career. She has feelings for a young man, Tyler, who has already chosen someone else. She resents the impositions of family on her, especially the unwelcome presence of her cousin Elizabeth.

Her father also feels a burden of guilt for Annie's death, and this has left him bitter, inflexible, and estranged from Darlene. Her mother, for whom the situation is also difficult, if not beyond her strength to endure, finds the new arrival Johnny Lewis tempting, perhaps because he is unburdened by the same baggage.

Johnny Lewis has baggage of his own. He has been a Vietnam War pilot, and the incident at My Lai has caused him to desert, fleeing to Canada to look for a second chance. He brings his son, Sean, who represents that second chance to him. But he also brings Candy, Sean's mother, for whom Sean is a reminder of chances squandered.

And Elizabeth, Darlene's cousin, has been sent to Cedar Lake to escape her parents' broken marriage, and to get her away from her wild life in Toronto.

Being at Cedar Lake provides most of these characters with opportunities to move past their mistakes and make better choices, although not all the characters are able to do so.

Leaving Childhood

The second theme in *Second Chances* is the idea of growing up. Darlene and most of her friends are on the cusp of adulthood. This is most often reflected in the changing relationship they have with Cedar Lake itself, which has epitomized summer and childhood for them as their families returned annually to this location. Now, some of the younger people have jobs and are often absent. The young people remaining are "putting in time" before the next thing. They have metaphorically outgrown Cedar Lake.

For Darlene, Elizabeth and Tyler, this theme is also explored in the critical and uncertain relationships these characters have with their parents, or other parents in the novel. Establishing the more nuanced relationships adults have with our parents, is one of the most uncomfortable parts of growing up. Darlene's character arc is largely centred on how her relationship with her parents develops as she transitions from child to young adult, in their eyes and her own.

Finally this story is set at a cusp point in another sense. While Cedar Lake is only a small Canadian cottage community, 1971 is a time when the larger outside world is “growing up” in a number of ways. The counterculture movement will shortly be ending, as will the Vietnam War. The end of both will involve the reintegration into North American mainstream society of large populations of young people, changing North American society in various ways.

Innocence and Cynicism

Darlene’s article, “Forever Summer” describes Cedar Lake as a place where time stood still, an ideal place. Cedar Lake is also repeatedly described, especially by Tyler and Darlene, as having been a kind of innocent, childhood utopia. This is repeatedly demonstrated to be metaphorical, and understood as metaphorical by the characters. Nonetheless, in *Second Chances* the value of innocence is repeatedly affirmed by characters who mourn its loss or strive to recapture it in some sense, as Candy, the “real flower child” does. Other characters, particularly Elizabeth, reject the idea that innocence is anything other than an unfortunate handicap, to be put aside as quickly as possible. This tension between reverence, and possible overvaluation, of innocence on the one hand, and the corrosive nature of cynicism on the other is the third important theme explored in *Second Chances*.

PRE-READING ACTIVITIES

Response Journal

Before beginning *Second Chances*, ask students to create a response journal to keep notes in while they read the novel. These journals can serve several purposes;

A place to store notes and create rough copies for specific written assignments during the period that students read *Second Chances*.

A place to record chapter summaries as students read *Second Chances*.

Potentially, a private place students can record their own thoughts and feelings about elements in the novel.

Title Discussion

1. Ask students to work in small groups to discuss the title, *Second Chances*. Ask students to see if they can create a definition for what a second chance is. Have students share their definitions. As a class, synthesize student answers into one definition.

2. Ask students to agree or disagree with the following statements.

Second chances **are never as good as things could have been.**

Second chances **are not worth trying for.**

What's done is done.

3. Have students discuss their reasons for agreeing or disagreeing with these statements.

4. Have students write a response to these statements as the first entry in their *Second Chances* response journal.

Historical Fiction

Historical fiction is a literary genre. Historical fiction stories take place at a specific point in history. Often at a point that is significant for some reason, or that complements the narrative. In this genre, real events are presented from the point of view of fictional people. Characters may sometimes be based upon real historical figures. As this is fiction there can be significant deviations from actual historical events.

Hold a class discussion about the similarities and differences between history, fiction and historical fiction.

Have students complete a Venn Diagram to demonstrate their understanding of the distinctions between these three categories.

Name: _____

Date: _____

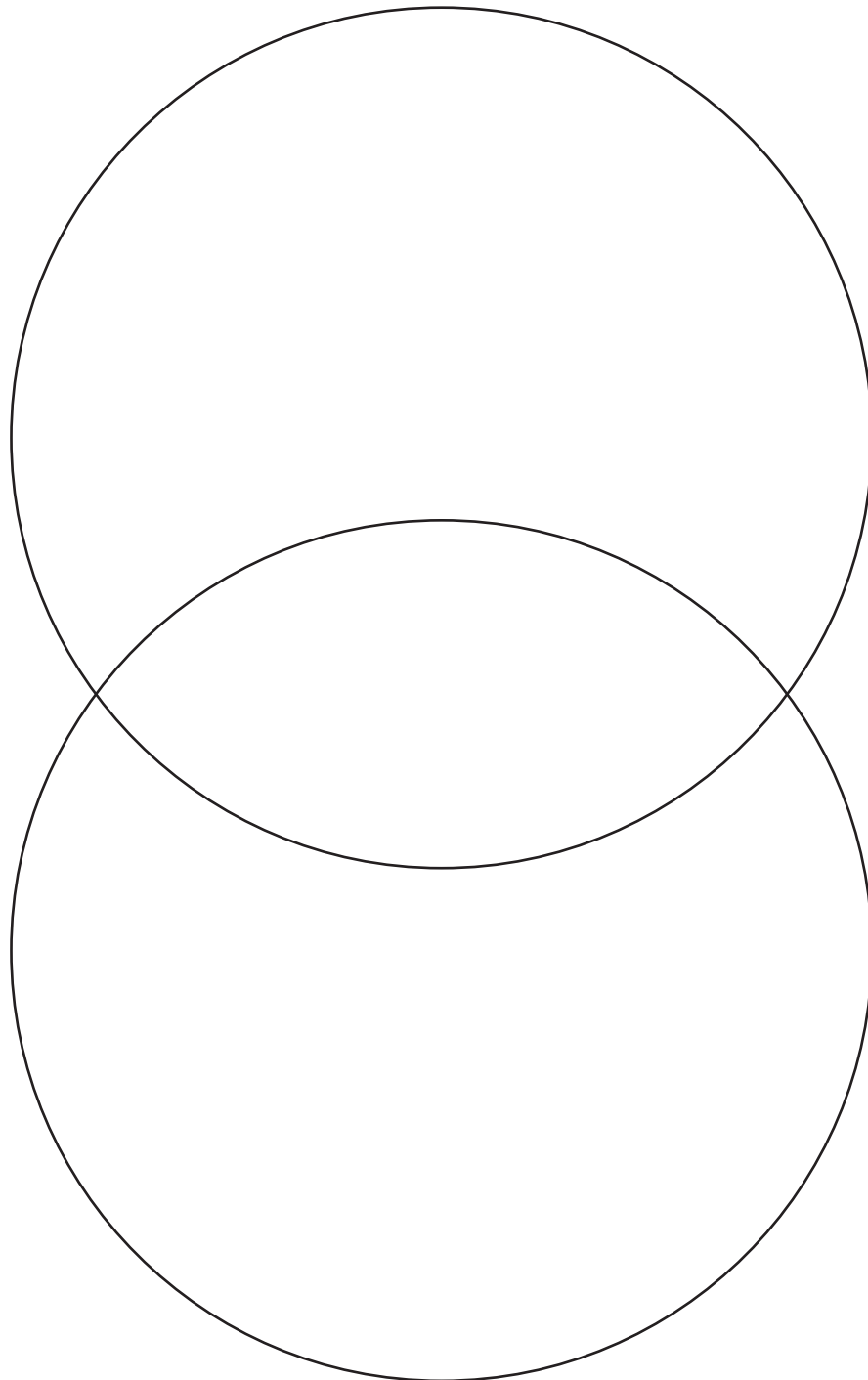
Class: _____

Compare the characteristics of these three literary forms

Fiction

Historical
Fiction

History



Cover Deconstruction

1. Ask students to analyze elements of the cover and to make predictions about the book based on the elements they can see or read.

Elements to prompt students attention to include:

- the title
 - the book jacket synopsis
 - the picture of the lake. (Setting?)
 - the time of day in the picture. (Sunrise or sunset?)
 - the woman on the beach, (what is she doing? What is she wearing?)
 - the expression on the girl's face. (Looking to the side, as if considering something. Why?)
 - the phrase "One summer can change everything". (What might that mean?)
 - the quote by Tim Wynne-Jones. (What does he mean by "crackles like summer lightning," or "slow burn"? What do the words sensual and taut mean?)
 - the fact that the quote is by Tim Wynne-Jones. (a Canadian author whose young adult novels often focus on interior character development.)
2. Have students share and justify their predictions in class discussion
 3. Have students record their predictions.

The summer of 1971

Ask students to prepare a one page report on current events in 1971.

Sub-categories could include:

- Music and musicians
- Youth culture
- The Cold War
- The Vietnam War, including My Lai
- Draft Dodgers and the Canadian Government
- Anti-War Protests, including Kent State
- The Civil Rights Movement
- The Women's Rights Movement

The report can be researched in a number of ways. One research tool to consider is The Toronto Star's online archive of older newspapers. Subscriptions to the archive can be purchased for a period of days or weeks. The archive may be found at <http://pagesofthepast.ca/>.

Have students present their reports in class.

Name: _____

Date: _____

Class: _____

The Summer of 1971

To prepare for your reading of *Second Chances*, you are challenged to learn about the time period in which it is set.

Research and prepare a one page report about significant events that would have been in the news at the time.

You are invited to concentrate on ONE of the following subtopics

- Music and Musicians
- Youth culture
- The Cold War
- The Vietnam War, including My Lai
- Draft Dodgers and the Canadian Government
- Anti-War Protests, including Kent State
- The Civil Rights Movement
- The Women's Rights Movement

For each event that you include in your report, justify why it is, in your opinion, a significant event.

Please remember to include a bibliography of all your sources.

Your report will be assessed for:

- Understanding of your chosen topics
- Evidence of thorough research
- Clarity of organization in your final product
- Clear reasoning why the events you choose are significant

Your report is due in class on _____

CHAPTER SUMMARIES

Chapter 1

Darlene Findley is at her family's cottage, in Cedar Lake, a summer cottaging community in Ontario. She has arrived a few days previously with her mother, to help set up the local convenience store, which her mother runs annually. Her Torontonion cousin Elizabeth, who Darlene views with dislike, has also arrived to spend the summer with them.

Darlene and Elizabeth see the arrival of an unfamiliar family, dressed as hippies, and learn they are renting a local cottage for the summer. Despite the impression that her father would deeply disapprove of the new arrivals Darlene finds the new arrivals interesting, especially the woman, Candy.

We learn that Darlene has aspirations as a writers, in which she is encouraged by Gideon, a local mailman and journalist. Darlene meets Tyler, a teenage boy and former friend from whom she now feels estranged, since his involvement with another girl the previous summer.

Chapter 2

Darlene's father arrives for the weekend. Darlene meets her friends, Danny and Michelle, a teenage couple. They gossip about the new arrivals. Danny and Michelle will be weekend visitors this summer, as they have got jobs working during the week in Ottawa. Darlene watches her father and Elizabeth interact and makes some self-conscious comparisons between herself and Elizabeth.

Chapter 3

Darlene and Elizabeth go to Campbellford. The two discuss their families. We learn that Darlene's mother inherited the store from their shared grandfather based on the financial need of Darlene's parents. Elizabeth's father is wealthy. There is a family tragedy in Darlene's family, associated with a person named Annie. Elizabeth implies that Darlene's father has mental problems of some kind. Tyler arrives and Elizabeth engineers an introduction from Darlene.

Darlene visits her friend Gideon and his dog Ruby. Darlene visits Candy, who she finds herself critical of as a parent, (she seems to neglect her child Sean,) but fascinated by, especially her stories. Candy invites Darlene to go swimming with her the next day. We learn that Johnny and Candy come from the States, but that Johnny does not want this information widely known.

Chapter 4

Darlene and Elizabeth are trapped by wet weather in the cottage, causing Darlene to break the date with Candy. Darlene watches the store while her mother goes shopping, which is an unusual break in the family routine. Tyler reminisces with Darlene and discusses Elizabeth. Elizabeth goes with Michelle to fetch Danny for the weekend, while Darlene prepares to babysit a neighbour's child.

Chapter 5

Darlene visits Gideon. She reads his most recent story about the Vietnam war, and learns that Gideon has seen Darlene's mother stopping for coffee with a young man. Darlene's father arrives. Darlene, who is still trying to understand Gideon's revelation about her mother's coffee date, asks her mother about it, which almost provokes a crisis.

Candy visits the store and invites Darlene to come swimming again, provoking mixed feelings within Darlene. Darlene spends some time with her father. Elizabeth receives a troubling phone call from her mother. Darlene meets her mother returning from a "walk." Darlene goes to a beach party where Danny defends Elizabeth to Darlene, and Elizabeth flirts with Danny in front of Michelle.

Chapter 6

Darlene visits Candy. Candy shares more stories. The two go swimming, leaving Sean alone in the house. When Darlene returns home her father is angry over her absence and scolds her. That evening Johnny Lewis visits the store. Darlene suspects he has been romancing her mother, and questions him about his background in Toronto and the US, which seems to spook Johnny.

Chapter 7

Darlene works on a poem about her father and reflects about her relationship with him. We learn that Annie was Darlene's sister, and that she drowned at Cedar Lake when Darlene was six. Darlene also recollects her father's breakdown and hospitalization when she was eight, from which he has never completely recovered, and from which the family policy of protective silence about some topics dates. Tyler interrupts Darlene's writing, and they talk. Neither feels as content at Cedar Lake as they once did, and both have anxiety about the future. Tyler is worried about his parents' intentions regarding his mentally disabled elder brother, Andrew.

Darlene visits Gideon and is asked to write an article about Cedar Lake, so he can focus on other projects. Darlene agrees. Darlene's mother goes for a neighbourhood walk again, worrying Darlene.

Chapter 8

Darlene interviews Tyler for the article. They discuss the importance of Cedar Lake to them as children. Tyler reveals that he is thinking of enlisting, and they discuss whether that is a good thing to do. Darlene privately compares their coming of age to the growing international "coming of age" represented by the antiwar movement.

Darlene visits Candy, and witnesses tension between Johnny and Candy before interviewing Candy for the article. During this discussion Candy reveals that Johnny had been in Vietnam, and that he had come back "damaged." Candy also claimed to actually be Sean's aunt rather than his mother.

Chapter 9

Darlene's brother William arrives. Darlene's time spent with Candy causes her parents concern. Her father sounds off about his disapproval of youth culture, including William. Darlene's mother and William go for separate walks and William meets up with Johnny Lewis. When William tells Darlene this, she expresses concern about Johnny, but William dismisses her concerns. William and Darlene discuss their father, Elizabeth's parents, Elizabeth and Darlene's feelings of guilt over Annie's death.

Chapter 10

Elizabeth, William and Darlene go to the weekly beach party. Tension between Danny and Michelle are high, due to Elizabeth. Candy comes to the party, causes a stir and kisses William. Darlene drinks to excess and is taken home by Elizabeth.

The next day Darlene discusses William, Candy and Johnny with her mother. Her mother reveals that William had known Johnny in Toronto, but is surprised that he seemed to know Candy. Darlene asks her mother about her relationship with Johnny and is told that they are merely friends, which Darlene doubts.

Darlene visits Gideon and they discuss the Vietnam War and My Lai. Gideon reveals that Candy has previously promised to act as a source for Gideon in an article about the Vietnam War but she seems now to be reluctant. He asks Darlene to get Candy to talk to her. Darlene agrees. However, when she visits Candy she cannot find her.

Darlene overhears her parents discussing her father's health. He is feeling strained as the anniversary of Annie's death approaches. Darlene recollects what she can of the incident. We learn that she feels guilt over the incident because she had been misbehaving that day, causing her father's attention to stray while Annie drowned.

Chapter 11

Darlene tries to see Candy again and learns she has returned to Toronto. Gideon asks Darlene to interview Johnny instead. She visits Johnny and talks with him about Candy, learning that much of what Candy had previously told her was untrue. Darlene discusses Cedar Lake with Johnny, and tries to discuss Vietnam, but is unsuccessful. She tries to snoop for papers, and is unsuccessful at this also, but does realize that he is packing.

Darlene learns her mother will be traveling with a friend to Toronto the next day, who she assumes will be Johnny. She and Elizabeth plan to get Elizabeth up early so that Elizabeth can travel to Toronto with Darlene's mother.

Chapter 12

Elizabeth fails to catch a ride to Toronto. Darlene spends some time with Tyler, who recollects seeing Candy leave by bus, in tears. They discuss their differing impressions of Candy. Tyler will be leaving for Calgary. Tyler compliments Darlene's writing, and the two kiss.

Darlene talks to her mother. They discuss Darlene's feelings of guilt about Annie, and Darlene's belief that her father blames Darlene. This comes as a surprise to Mrs. Findley. She explains that Mr. Findley blames himself, not Darlene.

Chapter 13

Darlene visits Gideon. He reads and compliments her finished article, but also makes considerable revisions. Gideon reveals that he was the passenger Darlene's mother took to Toronto. Gideon and Darlene talk about the loss of Annie and the loss of Gideon's older brother, who died when he was sixteen. Darlene and Elizabeth have a fight over the possibility that Darlene's mother intends to

leave her father for Johnny Lewis. Darlene overhears a private conversation between Johnny and her mother in which her mother exhorts Johnny to leave and Johnny asks her to come with him, confirming Darlene's fears.

Chapter 14

Darlene and Elizabeth go to the beach with Danny and Michelle, to say goodbye to Danny, who is leaving with Tyler. William returns and asks Darlene to trust their mother. He reveals that he and their mother are both involved with Johnny and Candy because they are both part of a network helping American draft dodgers escape to Canada. Johnny is a deserter from the US military, and they are hiding him. Candy had had to leave as she was becoming dangerous to their network, threatening to talk to Gideon, and so had been returned to Toronto. Johnny will be leaving as well, and hidden somewhere else.

Chapter 15

Darlene visits Gideon and agrees to check in on his dog Ruby the next day. Darlene visits Johnny and discusses both Candy and Vietnam. Johnny gives Darlene a ring of Candy's as a memento.

Chapter 16

William sees the ring, and is troubled by it. William reveals to Darlene that Elizabeth had made her crush on Tyler public, probably prompting the kiss they had shared. Darlene realizes that this means Elizabeth has been reading her diary.

Darlene meets up with Michelle, and discusses Elizabeth, Danny and Tyler. Michelle believes that she and Danny will likely be breaking up. Darlene realizes that her cousin may inadvertently have done her a service and is hopeful about the possibility of establishing a relationship with Tyler.

Darlene remembers her promise to go check on Ruby, She discovers that Gideon has died. Her parents help her deal with Gideon's body.

Chapter 17

Gideon's sister Phyllis reveals that Gideon has left funds for Darlene to attend university, and promises to convince Darlene's parents to allow her to do so. William and Darlene discuss Johnny, Candy and the impact they have made on the Findley family.

Chapter 18

Elizabeth's mother comes to fetch her daughter. Darlene and Elizabeth part on relatively amicable terms. Darlene helps her mother pack up the cottage and store. Darlene receives a copy of "Country Life" in which Darlene's article has been published, at Gideon's arrangement.

CHAPTER RESPONSE ACTIVITIES

Chapter 1

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Vocabulary Chart

Use Vocabulary Chart 1 to investigate specific vocabulary words.

Comprehension

Who is Elizabeth? Why is she in Cedar Lake?

Who is Tyler? What is Darlene's relationship to him?

What is the significance of the way Candy and Johnny Lewis are dressed?

Making Inferences

How does Darlene feel about her cousin? Are these feelings justified?

Critical Literacy

Why do you think the author chooses to begin the book with this interaction between Darlene and Elizabeth?

Chapter 2

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

Who are Michelle and Danny?

Making Inferences

Why does Darlene find it upsetting that Michelle and Danny have summer jobs?

What can be inferred about Darlene relationship with her father from Darlene's descriptions of Mr. Findley on pages 27 and 28?

What are the implications of Darlene's thought on page 35 "*Good God, you're playing my father.*"

Personal Response

Have you ever experienced difficulty getting along with a person your own, or near your own age, like Darlene has with Elizabeth? How did you handle the situation? Would you do it differently if you had to do it again?

Chapter 3

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Vocabulary Chart

Use Vocabulary Chart 2 to investigate specific vocabulary words.

Comprehension

Who is William? Why isn't he at Cedar Lake?

Who is Annie?

Who is Gideon? Name three characteristics of Gideon as a character?

Extending Understanding

What are the implications of the use of italics when Candy repeats the word husband on page 54? Why would this be significant in 1971?

Personal Response

DO you agree or disagree with Gideon that people can't change (page 49)?

What is your opinion of Candy's claims to have known Mary Hopkins, Janis Joplin and Jimi Hendrix (pages 55, 56)?

Chapter 4

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What does the discussion about lunch foods demonstrate about Darlene's and Elizabeth's families?

Why is Darlene not accompanying Elizabeth and Michelle?

Making Inferences

How do you think Tyler feels about Darlene? What is your evidence?

Chapter 5

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Vocabulary Chart

Use Vocabulary Chart 3 to investigate specific vocabulary words.

Comprehension

Who has Darlene's mother had coffee with? Why does Darlene think that this is not a good thing?

Why is Darlene's question on page 80 significant? Why do you think she asked it?

Critical Literacy

Create a T-Chart. Compare and contrast Gideon and Mr. Findley. Do you think the author intend for these characters to be contrasted? How do you know?

Why do you think the author includes references to songs, like the reference to Rod Stewart on page 92? Should we pay attention to which songs are chosen?

Chapter 6

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What does Darlene think of Candy's parenting skills?

Why is Darlene's father angry?

Critical Literacy

Review the several scenes when Darlene interacts with Candy. The author consistently focuses on bright colours in association with this character. Why do you believe the author does this?

Do you think the name "Candy" is significant? What might it signify?

Making Inferences

Why do you think Darlene is drawn to Candy?

Why do you think Johnny Lewis is "spooked" by Darlene's questions?

Chapter 7

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What happened to Darlene's father? Why? How does it affect Darlene?

Explain what Darlene's writing assignment is about.

How are Darlene and Tyler's home lives comparable

Making Inferences

On page 111 Darlene says, "No stopping change." What changes are happening for Darlene and Tyler at this time? How do you think she and Tyler each feel about things changing.

Extending Understanding

Why has Darlene's father warned her not to plan on going to university? What does this say about Canada in 1971.

Critical Literacy

What does the author want us to think about Elizabeth at this point? Why?

Chapter 8

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

Why is Tyler considering enlisting and going to Vietnam?

What does Darlene learn from Candy about herself and Johnny?

Extending Understanding

How is Cedar Lake like childhood?

How is the Vietnam War like the end of childhood?

Personal Response

Do you believe Tyler is right or wrong to want to join the war effort? Why? If you lived in 1971 would you enlist? Why or why not?

Investigate the Summer of Love, the 1967 Pentagon Protest, or Woodstock. Would you like to participate in one of these events, if you could? Why or why not?

Chapter 9

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Vocabulary Chart

Use Vocabulary Chart 4 to investigate specific vocabulary words.

Comprehension

What is Mr. Findley's opinion of "hippies"? What does this tell us about Mr. Findley?

What does Darlene think Mr. Findley blames her for?

What new information about Elizabeth does William share? Does this explain anything about Elizabeth? If so, what?

Critical Literacy

On page 142, Mr. Findley says, "We can't just turn a blind eye." This echoes the chapter 8 discussion between Tyler and Darlene when Darlene quotes Edmund Burke. Why might the author be inviting us to compare Mr. Findley's suspicion of hippies to Darlene's suspicion of American involvement in Vietnam?

Personal Response

In your opinion, has Darlene been strictly fair in the judgments she has made about her father and Elizabeth?

Chapter 10

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What important events happen at the beach party?

Why does Darlene feel guilty about Annie's death?

Making Inferences

What can we infer from Candy and William's kiss?

Critical Literacy

The author references several songs being played at this party. What might the significance of the chosen songs be?

Chapter 11

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What does Darlene learn from Bobby?

What does Gideon ask Darlene to do?

Is Elizabeth's and Darlene's relationship different now than it was at the start of *Second Chances*? Justify your answer.

Personal Response

On page 184 Darlene believes that her mother has left with Johnny and will not be returning. Do you think Darlene's suspicions about her mother are warranted? Why or why not?

Critical Literacy

Why do you think the author includes the death of Jim Morrison of The Doors in this chapter?

Chapter 12

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What has happened to Candy?

What important event happens on the rocks?

Making Inferences

Why do you think that Darlene defends Candy to Elizabeth and then Tyler?

Why is the discussion between Darlene and her mother significant?

Personal Response

Darlene’s mother says that her father wants Darlene to be safe and happy. Do you think safe *and* happy are possible for adults? Which is more important? Why?

Chapter 13

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Vocabulary Chart

Use Vocabulary Chart 5 to investigate specific vocabulary words.

Comprehension

Why does Gideon call Candy a “real flower child”? Do you think that being a real flower child is a good or a bad thing to be?

What is the point of Gideon’s story about his brother?

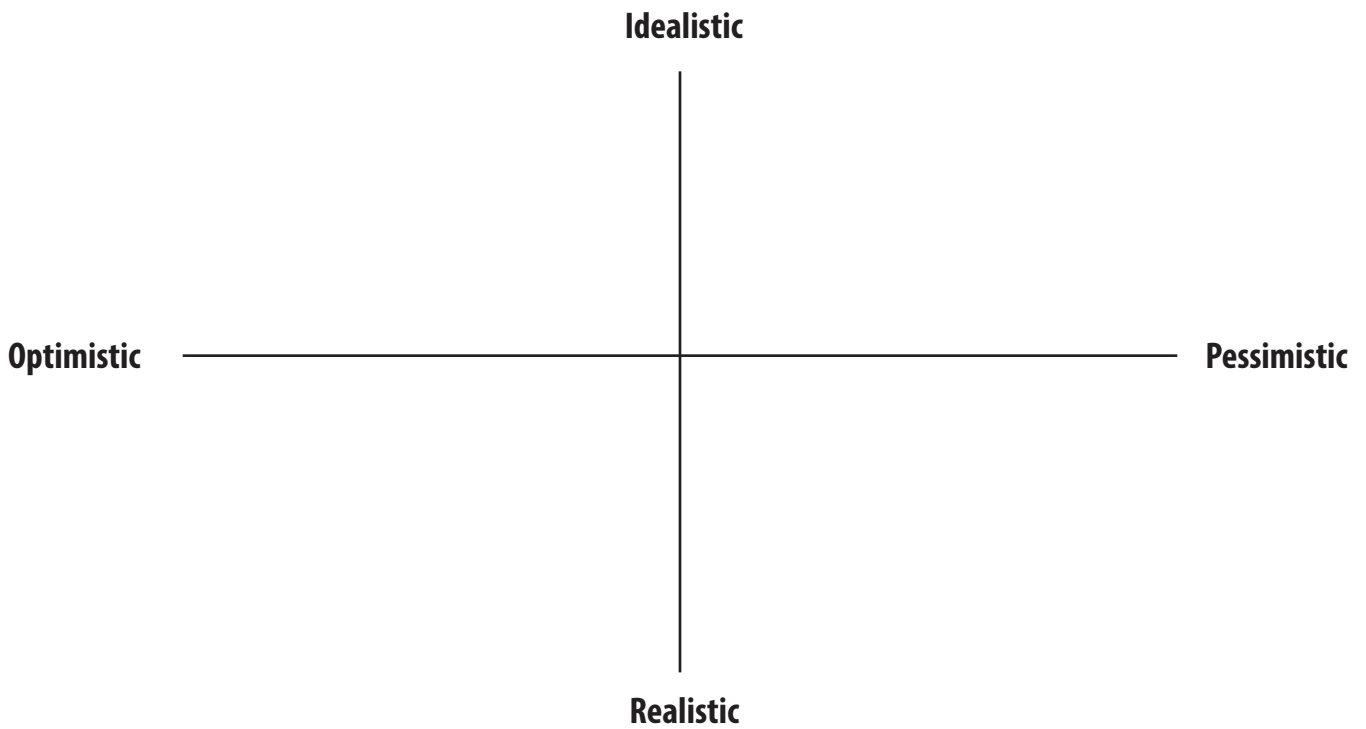
Why does Elizabeth call Darlene naive? Is Darlene naive?

Extending Understanding

Place Darlene, Elizabeth and Candy on the graph on the next page. Then write a paragraph to compare and contrast these three characters

Critical Literacy

Why might the author have included a scene where Darlene has a biking accident in this chapter?



Place a "C" on this graph for Candy

Place a "D" on this graph for Darlene

Place an "E" on this graph for Elizabeth

Write a paragraph to compare and contrast these three characters. Remember to provide evidence from the text to justify your answers.

Chapter 14

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

Why is Johnny Lewis in Cedar Lake?

How does Johnny Lewis know William and Mrs. Findley?

Making Inferences

Why do you think Elizabeth is attempting to antagonize Darlene in this chapter?

Why do you think Elizabeth does not succeed in antagonizing Darlene in this chapter?

Personal Response

Do you think William is right to say that only people inside a relationship can judge that relationship, (page 218)?

Do you think it is right or wrong for William and Mrs. Findley to assist Johnny?

Do you think Johnny is right or wrong to have deserted? Why?

Chapter 15

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

Why does Darlene feel uncomfortable talking to Gideon in this chapter?

Johnny asserts that Candy is not like other people, (page 230). What does he mean?

Making Inferences

How do you think Johnny feels about Darlene?

How do you think Darlene feels about Johnny?

Chapter 16

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What has Elizabeth done? What were the consequences of these actions?

What does Darlene discover at Gideon's?

Extending Understanding

How has Darlene's relationship with her father changed since the beginning of the novel?

Critical Literacy

Do you think it is important that the author has named the dog Ruby?

Chapter Response Activities: Chapter 17

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Comprehension

What has Gideon done for Darlene?

According to William, why did Johnny give Darlene the ring?

Making Inferences

Why do you think that Darlene's mother cries?

Critical Literacy

Phyllis claims that Gideon had “no regrets” (pg 250.) Why might this be significant in a book titled *Second Chances*.

Chapter 18

Chapter Summary

Record a 1 to 2 paragraph summary of the significant events and information from this chapter.

Extending Understanding

How has Elizabeth’s character developed over the length of the novel?

How has Darlene’s character developed over the length of the novel?

How has Darlene and Elizabeth’s relationship changed over the length of the novel?

Critical Literacy

What is the significance of the title “Forever Summer” for Darlene’s article? How is this title both true and false?

Why do you think the author ends the novel with the arrival of the article, and then with a scene where Darlene with Ruby runs towards Darlene’s mother?

Name: _____

Date: _____

Class: _____

Vocabulary Sheet 1

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

| Vocabulary Word | Page | Sentence from novel | I Think It Means | Dictionary definition | Was I Close? Y/N |
|------------------------|--------------|----------------------------|-------------------------|------------------------------|-------------------------|
| taut | Cover | | | | |
| sensual | Cover | | | | |
| hick | 10 | | | | |
| commuted | 14 | | | | |
| madras | 16 | | | | |
| commune | 19 | | | | |

Name: _____

Date: _____

Class: _____

Vocabulary Sheet 2

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

| Vocabulary Word | Page | Sentence from novel | I Think It Means | Dictionary definition | Was I Close? Y/N |
|--------------------|------|---------------------|------------------|-----------------------|------------------|
| squint | 26 | | | | |
| auburn | 27 | | | | |
| hip | 40 | | | | |
| chafed | 46 | | | | |
| veered | 46 | | | | |
| psychedelic | 55 | | | | |

Name: _____

Date: _____

Class: _____

Vocabulary Sheet 3

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

| Vocabulary Word | Page | Sentence from novel | I Think It Means | Dictionary definition | Was I Close? Y/N |
|------------------------|-------------|----------------------------|-------------------------|------------------------------|-------------------------|
| apparition | 68 | | | | |
| nape | 72 | | | | |
| choker | 72 | | | | |
| draft | 73 | | | | |
| dilated | 82 | | | | |
| hitchhike | 91 | | | | |

Name: _____

Date: _____

Class: _____

Vocabulary Sheet 4

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

| Vocabulary Word | Page | Sentence from novel | I Think It Means | Dictionary definition | Was I Close? Y/N |
|------------------------|-------------|----------------------------|-------------------------|------------------------------|-------------------------|
| aviator | 97 | | | | |
| pulsed | 102 | | | | |
| thicket | 120 | | | | |
| caftan | 129 | | | | |
| premonition | 136 | | | | |
| aqua | 140 | | | | |

Name: _____

Date: _____

Class: _____

Vocabulary Sheet 5

For each word in the table below copy out the sentence where it was found. Underline the vocabulary word. State what you think it might mean based on context. Record your ideas. Check and record the dictionary definition. Was your guess close to the actual meaning of the word?

| Vocabulary Word | Page | Sentence from novel | I Think It Means | Dictionary definition | Was I Close? Y/N |
|------------------------|-------------|----------------------------|-------------------------|------------------------------|-------------------------|
| fused | 155 | | | | |
| groovy | 163 | | | | |
| silhouette | 182 | | | | |
| stifling | 196 | | | | |
| dysfunctional | 198 | | | | |
| flower child | 199 | | | | |
| naive | 205 | | | | |

POST-READING ACTIVITIES

Comparing 1971 to today

Ms. Chapman sets *Second Chances* in 1971, forty-one years before her story was published. Ms. Chapman uses a number of strategies to bring her setting to life for modern readers, referring to current events of the time, including food, products and fashions, music and movies, and of course the Vietnam War.

The following activities are intended to help students use these references to compare and contrast their own time with the setting of the novel, as well as to speculate on the reasons why this novel is set in 1971.

Movie Screening

1. Hold an in class screening of, in whole or in part, one of the several movies or TV shows mentioned in *Second Chances*.
2. Have the class discuss what can be inferred from the movie, show or clip about cultural differences between then and now. Possible areas to focus on in this discussion could be:
 - fashion in clothes, cars or furniture
 - technology
 - depictions of women
 - depictions of ethnic minorities or African Americans
 - attitudes towards drug use, (including alcohol and cigarettes)

1971 Playlist, 2012 Playlist

1. Have students to choose one of the musicians mentioned in *Second Chances*.
2. Have students prepare and present a short report explaining why that musician exemplifies the late sixties or very early seventies.
3. As an extension, have students create a playlist of 5-10 songs that exemplify 2012.

Then and Now

1. Have students work in partnerships to use the provided T-Chart to compare and contrast 1971 and 2012.
2. Create a master comparison chart in the classroom.
3. Hold a class discussion about why Ms. Chapman may have specifically situated *Second Chances* in 1971.

Music references in *Second Chances*

| Page | Song | Artist |
|------|-------------------------------|--------------------------|
| 19 | Black Magic Woman | Santana |
| 44 | Hard Headed Woman | Cat Stevens |
| 51 | Me and Bobby McGee | Janis Joplin |
| 55 | Those Were the Days My Friend | Mary Hopkins |
| 60 | | Joe Cocker |
| 65 | These Eyes | The Guess Who |
| 68 | Magic Carpet Ride | Steppenwolf |
| 73 | You've Got a Friend | Carole King |
| 92 | Maggie May | Rod Stewart |
| 97 | | Jimi Hendrix |
| 152 | Whole Lot of Love | Led Zeppelin |
| | Purple Haze | Jimi Hendrix |
| | Evil Woman | Black Sabbath |
| | Ruby Tuesday | The Rolling Stones |
| | American Woman | The Guess Who |
| | Paint it Black | The Rolling Stones |
| | A Whiter Shade of Pale | Procol Haram |
| 173 | | Janis Joplin |
| | | Jim Morrison (the Doors) |
| | | Jimi Hendrix |

Movie/Television References in *Second Chances*

| Page | Movie/Show | | Actor (if mentioned) |
|------|----------------------|------|----------------------|
| 11 | Planet of the Apes | | |
| 19 | Love Story | | Ryan O’Neill |
| 29 | Hawaii 5-0 | (TV) | |
| | Gunsmoke | (TV) | |
| 38 | Klute | | Jane Fonda |
| 94 | Cactus Flower | | Goldie Hawn |
| 144 | Laugh In | (TV) | Ruth Buzzi |
| 173 | The Ed Sullivan Show | (TV) | Ed Sullivan |

Name: _____

Date: _____

Class: _____

1971 Versus 2012

Work with a partner to compare and contrast 1971 with the year 2013. Point form is fine, but DO justify your answers and DO list your sources of information.

| 1971 | 2013 |
|----------------------------------|---|
| The Ed Sullivan Show | Much Music |
| Youth culture then | Youth culture now |
| Women's rights in Canada then | Women's rights in Canada now |
| Minority rights in Canada then | Minority rights in Canada now |
| Canada and the Vietnam War | Canada and the Iraq War Canada and the Afghanistan War |
| the Kent State protest | the Occupy Toronto protest |
| Draft Dodgers and Deserters then | Draft Dodgers and Deserters now |

Sources of information:

The following post-reading activities are intended to provide opportunities for practice of or evaluation of text analysis skills

Second Chances

1. Have students work in small groups to list all the second chances that people in the novel *Second Chances* get, or want.
2. Collect student work OR
3. As a class, discuss student's answers and make a master list

Leaving Childhood

1. Ask students to define childhood versus adulthood. Record definitions on class blackboard
2. Have students work in small groups to list all the examples of children or childhood in the novel *Second Chances*.
3. Have students work in small groups to list all the examples of adulthood in the novel *Second Chances*
4. Collect student work OR
5. As a class, discuss student's answers and make a master list.
6. Hold a class discussions about Cedar Lake as a metaphor for childhood, and the Vietnam war as a metaphor for adulthood
7. Ask students to write a personal response to the following question. *If you could stay a child forever, would you? Why or why not?*

Innocence and Cynicism

1. Ask students to debate whether it is better to be a cynic or an innocent? Student's should prove their points by referring to evidence from *Second Chances*. (For example using Elizabeth as an example of cynical behaviour, or Candy as an example of innocent behaviour.)
2. Depending on your time limits and needs, you might organize formal debating teams, or choose an informal style, (like a "musical chair" debate,) in which students get repeated opportunities to pair off.

Cover reanalysis

Ask students to re-examine the cover. As a class discuss who the woman dancing in the lake scene. Who is she? Why has this character been presented on the front?

CULMINATING TASK

Essay

Have students write a 2-3 page essay on one of the following topics

1. Why is the novel *Second Chances* titled *Second Chances*?
2. On page 128, Darlene says of her article that it “could be a coming of age story.” Explain how *Second Chances* is, itself, a coming of age story.
3. In *Second Chances* how does Darlene’s relationship with her parents grow and change?
4. What does the author of *Second Chances* believe is better, cynicism or innocence? Use evidence from the text.
5. How was My Lai a “coming of age” moment? Use evidence from research and from the text of *Second Chances*.
6. How was Kent State a “coming of age” moment? Use evidence from research and from the text of *Second Chances*.
7. How were the deaths of Jim Morrison, Jimi Hendrix and Janis Joplin “coming of age” moments? Use evidence from research and from the text of *Second Chances*.
8. Why did Ms. Chapman situate her novel *Second Chances* in 1971?

Name: _____

Date: _____

Class: _____

Essay Assignment

Write an essay on one of the following topics.

1. Why is the novel *Second Chances* titled *Second Chances*?
2. On page 128, Darlene says her article will be a “coming of age story.” Explain how *Second Chances* is, itself, a coming of age story.
3. In *Second Chances* how does Darlene’s relationship with her parents grow and change?
4. What does the author of *Second Chances* believe is better, cynicism or innocence? Use evidence from the text.
5. How was My Lai a “coming of age” moment? Use evidence from research and from the text of *Second Chances*.
6. How was Kent State a “coming of age” moment? Use evidence from research and from the text of *Second Chances*.
7. How were the deaths of Jim Morrison, Jimi Hendrix and Janis Joplin “coming of age moments?” Use evidence from research and from the text of *Second Chances*.
8. Why did Ms. Chapman situate her novel *Second Chances* in 1971?

Please remember to include a bibliography of all your sources.

Your essay will be assessed for:

- Knowledge and understanding of the text
- Analyse of the text
- Critical thinking
- Clarity of organization in your final product
- Sentence fluency
- Revision

Your essay is due in class on _____

ASSESSMENT TOOLS

Contextual Understanding in Written Work

| Category | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
|--|--|--|--|--|
| English, Reading 1.3: Knowledge and Understanding | -demonstrates limited knowledge of events in 1971 and their significance | -demonstrates some knowledge of events in 1971 and their significance | -demonstrates considerable knowledge of events in 1971 and their significance | -demonstrates a high degree of knowledge of events in 1971 and their significance |
| English, Writing 1.3: Research | -locates and selects minimal or inaccurate information to support ideas for writing, using limited strategies and resources, | -locates and selects some information to support ideas for writing, using a couple of strategies and resources, | -locates and selects information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate | -with precision, locates and selects information to support ideas for writing, shows expertise using different strategies and print, electronic, and other resources |
| 1.4 Organizing Ideas | -with considerable errors, identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -with some errors, identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -identifies, sorts, and orders main ideas and supporting details with clarity, using an exemplary organizational pattern suited to the content and purpose for writing |
| Canadian History Since World War 1, Academic analyse the impact of external forces and events on Canada | -with difficulty, analyses the impact of external forces and events on Canada in 1971 | -with some limited insight, analyses the impact of external forces and events on Canada in 1971 | -accurately analyses the impact of external forces and events on Canada in 1971 | -with significant insight, analyses the impact of external forces and events on Canada in 1971 |
| analyse the contributions of various social and political movements in Canada | -with difficulty, analyses the contributions of various social and political movements in Canada in 1971 | -with some limited insight, analyses the contributions of various social and political movements in Canada in 1971 | -accurately analyses the contributions of various social and political movements in Canada in 1971 | -with significant insight, analyses the contributions of various social and political movements in Canada in 1971 |
| Canadian History Since World War 1, Applied describe some of the major local, national, and global forces and events that have influenced Canada's policies and Canadian identity | -with difficulty, describes some of the major forces and events that have influenced Canada's policies and Canadian identity in 1971 | -with some limited insight, describes some of the major forces and events that have influenced Canada's policies and Canadian identity in 1971 | -accurately describes some of the major forces and events that have influenced Canada's policies and Canadian identity in 1971 | describe some of the major forces and events that have influenced Canada's policies and Canadian identity in 1971 |
| describe the impact of significant social and political movements on Canadian society; | -with difficulty, describes the impact of social and political movements on Canadian society in 1971 | -with some limited insight, describes the impact of social and political movements on Canadian society in 1971 | -accurately describes the impact of social and political movements on Canadian society in 1971 | -with significant insight, describes the impact of social and political movements on Canadian society in 1971 |

Demonstration of Reading Strategies and Comprehension of the Text

| Category | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
|---|---|---|---|---|
| English, Reading | | | | |
| 1.2: Use of Reading Strategies | -demonstrates limited use of comprehension strategies before, during, or after reading to understand the text | -demonstrates satisfactory use of comprehension strategies before, during, or after reading to understand the text | -demonstrates consistent use of comprehension strategies before, during, or after reading to understand the text | -demonstrates in an exemplary manner the use of comprehension strategies before, during, or after reading to understand the text |
| 1.3: Knowledge and Understanding | -demonstrates limited knowledge and understanding of the text | -demonstrates some knowledge and understanding of the text | -demonstrates considerable knowledge and understanding of the text | -demonstrates a high degree of knowledge and understanding of the text |
| 1.4 Making Inferences | -makes and explains a few simple inferences about the text -provides little or no support of their explanations from stated and implied ideas in the text | -makes and explains some inferences about the text -provides some support of their explanations from stated and implied ideas in the text | -makes and explains inferences about the text -provides support for their explanations from stated and implied ideas in the text | -makes and explains insightful inferences about the text -provides exact supports for their explanations from stated and implied ideas in the text |
| 1.5 Extending Understanding | -makes a few, tenuous connections between the ideas in the text and personal knowledge, experience, and insights; other texts; or the world around them, providing limited understanding of the text | -makes some connections between the ideas in the text and personal knowledge, experience, and insights; other texts; or the world around them, providing some additional understanding of the text | -makes connections between the ideas in the text and personal knowledge, experience, and insights; other texts; or the world around them, and extending their understanding of the text | -makes astute connections between the ideas in the text and personal knowledge, experience, and insights; other texts; or the world around them, considerably extending their understanding of the text |
| 1.6 Analyzing Text | -with considerable difficulty, analyses the text in terms of information, ideas, issues, or themes, identifying a few aspects of the text contributing to the presentation or development of these elements | -with some error, analyses the text in terms of information, ideas, issues, or themes, identifying various aspects of the text that contribute to the presentation or development of these elements | -analyses the text in terms of information, ideas, issues, or themes, examining how various aspects of the text contributes to the presentation or development of these elements | -expertly analyses the text in terms of information, ideas, issues, or themes, examining how various aspects of the text contributes to the presentation or development of these elements |
| 1.8 Critical Literacy | -identifies a few obvious perspectives and/or biases evident in the text, often without comment | -identifies and comments on some of the perspectives and/or biases evident in the text | -identifies and comments on the perspectives and/or biases evident in the text | -with a high degree of insight, identifies and comments on the perspectives and/or biases evident in the text |

Vocabulary Development

| Category | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
|---|---|--|--|---|
| English, Reading 3.2 Developing Vocabulary | -makes limited use of strategies to expand vocabulary | -makes some use of strategies to expand vocabulary | -makes successful or consistent use of strategies to expand vocabulary | -makes exemplary use of strategies to expand vocabulary |

Evaluation of Oral and Media Literacy in Class Discussions

| Category | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
|--|--|---|--|---|
| English, Oral Communication | | | | |
| 1.2 Uses Active Listening Strategies | -inconsistently attempts the use of active listening strategies when participating in classroom interactions | -makes inconsistent use of active listening strategies when participating in classroom interactions | -makes consistent use of active listening strategies when participating in a variety of classroom interactions | -always makes successful, consistent use of active listening strategies when participating in a variety of classroom interactions |
| 2.2 Interpersonal Speaking Strategies | -demonstrates limited understanding of interpersonal speaking strategies, sometimes adapting them to suit the situation, | -demonstrates some understanding of interpersonal speaking strategies, usually adapting them to suit the situation, | -demonstrates understanding of interpersonal speaking strategies, adapting them to suit the situation, | -demonstrates expert understanding of interpersonal speaking strategies, adapting them to suit the situation, |
| 2.3 Clarity and Coherence | -with considerable difficulty, communicates in a clear, coherent manner appropriate to the purpose, | -with some difficulty, communicates in a clear, coherent manner appropriate to the purpose, | -communicates in a clear, coherent manner appropriate to the purpose, | -consistently communicates in a clear, coherent manner appropriate to the purpose, |
| English, Media Literacy | | | | |
| 1.5 Critical Literacy | -identifies a few obvious perspectives or biases evident in media texts, often without comment | -identifies and comments on some of the perspectives and/or biases evident in media texts | -identifies and comments on the perspectives and/or biases evident in media texts | -with a high degree of insight, identifies and comments on the perspectives and/or biases evident in media texts |

Evaluation of Literary Essay Work

| Category | Level 1 (D) | Level 2 (C) | Level 3 (B) | Level 4 (A) |
|--|---|--|--|--|
| English, Reading 1.3: Knowledge and Understanding | -demonstrates limited knowledge and understanding of the text | -demonstrates some knowledge and understanding of the text | -demonstrates considerable knowledge and understanding of the text | -demonstrates a high degree of knowledge and understanding of the text |

| | | | | |
|---------------------------------------|---|---|--|---|
| 1.4 Making Inferences | -makes and explains a few simple inferences about the text -provides little or no support of their explanations from stated and implied ideas in the text | -makes and explains some inferences about the text -provides some support of their explanations from stated and implied ideas in the text | -makes and explains inferences about the text -provides support for their explanations from stated and implied ideas in the text | -makes and explains insightful inferences about the text -provides exact supports for their explanations from stated and implied ideas in the text |
| 1.6 Analyzing Text | -with considerable difficulty, analyses the text in terms of information, ideas, issues, or themes, identifying a few aspects of the text contributing to the presentation or development of these elements | -with some error, analyses the text in terms of information, ideas, issues, or themes, identifying various aspects of the text that contribute to the presentation or development of these elements | -analyses the text in terms of information, ideas, issues, or themes, examining how various aspects of the text contributes to the presentation or development of these elements | -expertly analyses the text in terms of information, ideas, issues, or themes, examining how various aspects of the text contributes to the presentation or development of these elements |
| 1.8 Critical Literacy | -identifies a few obvious perspectives or biases evident in the text, often without comment | -identifies and comments on some of the perspectives and/or biases evident in the text | -identifies and comments on the perspectives and/or biases evident in the text | -with a high degree of insight, identifies and comments on the perspectives and/or biases evident in the text |
| English, Writing | | | | |
| 1.3: Research | -locates and selects minimal or inaccurate information to support ideas for writing, using limited strategies and resources, | -locates and selects some information to support ideas for writing, using a couple of strategies and resources, | -locates and selects information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate | -with precision, locates and selects information to support ideas for writing, showing expertise while using different strategies and print, electronic, and other resources |
| 1.4 Organizing Ideas | -with considerable errors, identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -with some errors, identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -identifies, sorts, and orders main ideas and supporting details using an organizational pattern suited to the content and purpose for writing | -identifies, sorts, and orders main ideas and supporting details with clarity, using an exemplary organizational pattern suited to the content and purpose for writing |
| 2.4 Sentence Craft and Fluency | -sometimes writes complete sentences that communicate their meaning clearly and accurately, -provides little variance of sentence type, structure, and length or logical transitions between ideas | -usually writes complete sentences that communicate their meaning clearly and accurately, -usually varies sentence type, structure, and length and makes logical transitions between ideas | -writes complete sentences that communicate their meaning clearly and accurately, -varies sentence type, structure, and length and makes logical transitions between ideas | -expertly writes complete sentences that communicate their meaning clearly and accurately, -provides a high degree of variety of sentence types, structures, and lengths and makes logical transitions between ideas |

2.6 Revision

-with considerable errors and gaps, revises drafts to improve the content, organization, clarity, and style of their written work,

-with some errors or gaps, revises drafts to improve the content, organization, clarity, and style of their written work

-revises drafts to improve the content, organization, clarity, and style of their written work

-thoroughly revises drafts to improve the content, organization, clarity, and style of their written work