



CORA TAYLOR

Ghost Voyages

STUDY GUIDE

Ghost Voyages

CORA TAYLOR

A NOVEL STUDY GUIDE
by DAVE GLAZE

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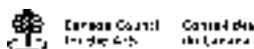
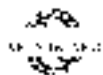
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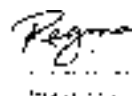


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ABOUT THE AUTHOR

Cora Taylor was born at Fort Qu'Appelle and grew up on a farm near Fort Carlton, Saskatchewan. She attended high school in Duck Lake then moved to Edmonton where she attended the University of Alberta. She currently lives in Edmonton, but spends time in Sauble Beach, Ontario, and St. Petersburg, Florida, where she does most of her writing.

Cora's short stories have been published in many magazines and aired on CBC Radio. She has been a speaker at conferences in Canada and the United States. Cora has taught numerous creative writing courses and served as a writer-in-residence in Canada and Australia.

Her interest in archaeology combined with her love of travel has led to writing books that are set around the world. To write *The Deadly Dance* she spent time in Crete studying Minoan civilization. *Adventure in Istanbul* took her to Greece and Turkey, while *Murder in Mexico* was the result of several trips to the Yucatan peninsula studying the Mayans. She has recently been to China to the site of the Terra Cotta Warriors for a book she is currently writing for Coteau. As well, her interest in Canadian history was invaluable in the writing of her *Ghost Voyages* series for Coteau Books and the *Angelique* books for Penguin's *Our Canadian Girl* series.

More information can be found at www.corataylor.com. Cora can (usually!) be contacted at waif@connect.ab.ca.

Cora's books published by Coteau Books

The Deadly Dance

Ghost Voyages I

Ghost Voyages II: The Matthew

Ghost Voyages III: Endeavour and Resolution

Adventure in Istanbul

Murder in Mexico

INTRODUCTION

PLOT SUMMARY

Nine-year-old Jeremy lives in Edmonton with his mother. One day several packing boxes arrive from the home of his great-grandmother in Prince Albert. Inside one box Jeremy finds a magnifying glass and a stamp collection that his grandfather once gave to his mother. Curious about several stamps with pictures of ships, he quickly discovers that by looking at a stamp through the magnifying glass he is transported back in time right onto the ship portrayed.

Through his time travel, Jeremy is able to learn about life first on the *Northcote* in 1885 and then on the *Nonsuch* in 1668. His mother, who was never interested in the stamps, is unaware of his travels. As the story develops it is revealed that Jeremy's grandfather also knew about the power of the magnifying glass and may have visited ships in other times as well.

This fast-paced story introduces us to the curious and adventurous Jeremy. Through his experiences a number of themes are explored: time travel, Canadian history, and the special relationship between a single parent and his or her child. The final pages provide hints about the possibilities for Jeremy's continued time travels.

A MESSAGE FROM THE AUTHOR

Originally I began writing time-travel stories because it was the only way to have historical settings in books for children. Twenty-five years ago, many Canadian publishers felt that children would not read historical books – I maintained that they didn't have the chance since nobody would publish them! Time travel was not only a good solution but it enabled me to show historical events through the eyes of a modern child. Now, of course, there are lots of historical books for children. I have had five published.

I have currently written six time-travel books:

- *The Doll*, Greystone Press – a young girl travels back a hundred years to take part in her great-grandparents' trip west by ox team and Red River cart
- *The Deadly Dance*, Coteau Books – a Canadian teen travels back 3000 years to be part of the bull-dancing games at the Palace of Knossos in Crete
- *Ghost Voyages I*, Coteau Books – Jeremy uses postage stamps which depict sailing ships to travel to Batoche in 1885 and to join Des Groseilliers sailing into Hudson's Bay in 1667;
- *Ghost Voyages II*, Coteau Books – Jeremy travels on ship stamps with John Cabot in 1497;
- *Ghost Voyages III*, Coteau Books – Jeremy uses ship stamps to join several of Captain Cook's many voyages around the world;
- *Ghost Voyages IV*, Coteau Books – using the stamps of their ships Jeremy travels Champlain and Cartier, due to be published in 2008.

ORGANIZATION OF THE GUIDE

Within this guide you will find a variety of activities intended to help readers appreciate and understand the novel, *Ghost Voyages*. Literary qualities are considered, comprehension is examined and connections to readers' real lives are pursued. Each teacher using this guide will be able to choose those exercises that best suit the needs of her or his students. We encourage you to add other activities as well.

In addition, many school division Web sites have useful lists of instructional strategies that can be incorporated into this guide. The Saskatoon Public School Division's Online Learning Centre can be found at: <http://olc.spsd.sk.ca/DE/PD/instr/index.html>

Four categories of responses are offered for each chapter: Preparing to Read, After the Reading, Extending the Reading and Thinking About the Writing.

PREPARING TO READ

The first part of the study of each chapter has activities that require class discussion and personal reflection. Students may be asked to make predictions. These activities are intended to help the students anticipate the coming chapter.

AFTER THE READING

Questions for each chapter target points essential to plot and character development. Add other questions of your own. Encourage students to develop questions about the reading that their classmates could answer.

EXTENDING THE READING

From the selection of activities in this section, choose some which will add to students' enjoyment of the reading and involve them actively in what they've read.

THINKING ABOUT THE WRITING

These activities will help students to develop their understanding of the various elements of writing a story. Choose from activities focusing on character development, role of setting, plot development, imagery and theme development.

OBJECTIVES AND ASSESSMENT

Children in Grades Three to Five will enjoy reading this novel or having it read to them. For the purposes of this guide, information is taken from the Grade Four section of the curriculum.

The Saskatchewan curriculum (*Language Arts: A Curriculum Guide for the Elementary Level*, 2002) has very detailed objectives for the six strands of Listening, Speaking, Reading, Writing, Viewing, and Representing for Grades One to Five. The complete objectives can be seen at: <http://www.sasked.gov.sk.ca/docs/ela/learnobj/g4-01.html>.

Information on Assessment, Evaluation and Reporting can be found at: <http://www.sasked.gov.sk.ca/docs/ela/assessment/assessment01.html#1>. The Saskatchewan Learning publication “Rubrics: When? Why? How?” can be found at: http://sasked.gov.sk.ca/branches/aar/afl/docs/assessment_support/rubrics.pdf. Rubrics provide one method for formative evaluation. The concluding activities that measure your students’ learning in this novel study also can be used for summative evaluation.

A connection to the *Social Studies: A Curriculum Guide for the Elementary Level* (1995) can be found in the Explorers, Fur Traders, The Metis Peoples, Early Immigrants and Treaties module of the Grade Four Heritage Unit. <http://www.sasked.gov.sk.ca/docs/elemsoc/g4u2ess.html>

COMMON ESSENTIAL LEARNINGS

The six categories of the Common Essential Learnings (Communication, Numeracy, Critical and Creative Thinking, Technological Literacy, Personal and Social Values and Skills, and Independent Learning) overlap and are interrelated. However, for the purposes of this study, the main CELS developed are Communication, Critical and Creative Thinking, Personal Social Values and Skills, and Independent Learning. The handbook on CELS can be accessed at: <http://www.sasked.gov.sk.ca/docs/policy/cels/index.html>

GRADE FOUR OBJECTIVES AT A GLANCE

LISTENING	SPEAKING
<ul style="list-style-type: none"> • Listen attentively to a range of texts from a variety of cultural traditions for pleasure and information • Connect new ideas, information, and experiences to construct meaning • Listen courteously and respond sensitively and thoughtfully to others • Listen to and follow three and four-step oral directions • Listen purposefully to determine the main ideas and important details • Activate and build upon prior knowledge and experiences • Set purposes for listening • Use oral cues to construct and confirm meaning • Identify strengths and areas for improvement 	<ul style="list-style-type: none"> • Participate in a variety of shared language experiences (e.g., read-alouds, reader's theatre) • Share ideas, observations, and experiences in structured small and large group talk • Prepare and present, to a familiar audience, narrative presentations that relate events and experiences in a logical sequence • Prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience • Explain personal opinion and support it with reasons • Experiment with language and non-verbal elements (e.g., gesture) to achieve an effect for a particular purpose and audience • Identify strengths and areas for improvement
READING	WRITING
<ul style="list-style-type: none"> • Read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy • Read a variety of texts for enjoyment and information • Experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors • Connect new information with prior knowledge to make sense of new ideas and experiences • Apply cueing systems to construct meaning • Monitor for meaning during oral and silent reading • Recognize the elements and organization of traditional stories • Distinguish between cause and effect • Recognize fact and opinion • Begin to interpret figurative language • Compare information within and among texts • Use reference materials effectively (e.g., glossary, dictionary, encyclopedia) • Adjust reading rate according to purpose(s) for reading • Ask critical questions • Explain own point of view and provide evidence from text and experience • Identify strengths and areas for improvement of reading habits, skills, and strategies 	<ul style="list-style-type: none"> • Write personal narratives, factual accounts, explanations, stories, summaries, and descriptions with increasing confidence, clarity, and fluency • Write focused beginnings, middles, and endings • Understand and practise paragraphing • Focus main idea in a topic sentence • Organize ideas in an appropriate sequence • Revise draft material by adding, deleting, and rearranging ideas • Develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> • indent paragraphs • use complete sentences with proper capitalization and end punctuation • combine short, related sentences • spell correctly common words and use a strategy to learn to spell new words • use the comma in direct quotations and apostrophes to show possession; use underlining, quotation marks, or italics to identify titles • Write legibly using correct letter formation and consistent size and spacing • Identify strengths and areas for improvement

VIEWING	REPRESENTING
<ul style="list-style-type: none"> • Participate in a variety of guided and independent viewing experiences from a variety of cultural traditions • Use visual cues to locate information and ideas, and to construct and confirm meaning • Identify intent and purpose of visual texts • Compare different perspectives and ideas presented in visual texts • Begin to identify (with assistance) the values underlying a visual text • Identify strengths and areas for improvement of viewing skills and strategies 	<ul style="list-style-type: none"> • Convey ideas using a variety of media • Recognize the advantages and disadvantages of using a particular medium • Use visual aids to enhance spoken and written communication • Use secondary sources to support the information they need to communicate • Experiment with different ways of representing and communicating ideas • Identify strengths and areas for improvement of representing skills and strategies

BEFORE YOU READ

TIME TRAVEL

Cora Taylor uses the literary technique of time travel in the *Ghost Voyages* series of novels. In this first book Jeremy travels back to the time of two ships that played a role in the history of western Canada. When he is transported to the *Northcote* in 1885 for the first time, neither he nor the readers know how it happened. Through his experiences we are able to figure out what allows the travel. Like Jeremy, readers may also want to answer questions like: What happens to a person's body in real time when he or she goes back in time? Can you be seen in the past? Can you communicate to real time when you are in the past? Can you be injured in the past? And, perhaps most importantly, why is Jeremy able to travel through time when others cannot? Either before you begin reading the novel or when you are reading an early chapter, you will want your students to begin considering these questions.

WESTERN CANADIAN HISTORY

The voyages of the *Northcote* and the *Nonsuch* played important roles in the history of western Canada. During his time on these ships, Jeremy learns about their operation and the jobs of the seamen who sailed on them. He also does some research in real time to learn more about their importance. You may choose to have your students do some research about these ships as well.

STAMP COLLECTING

Jeremy develops a strong interest in stamps, an interest he discovers his deceased grandfather had but his mother does not share. Some students in your classroom may already be stamp collectors or have collectors in their families. Through books or Web searches your students may be able to find out more. Canada Post is a good source. Students may be able to learn more about how stamp subjects are chosen and researched.

FAMILY RELATIONSHIPS

Jeremy and his mother are very close. He also has a strong connection to his mother's sister, his aunt Wendy. His parents are divorced and his father rarely communicates with him. Your students could think about Jeremy's relationship with his mother and how that compares to their relationship with their parents.

GHOSTS

Ghost Voyages is a story about a boy who becomes ghostlike during his time travel adventures. Many children are fascinated by the idea of ghosts. You may want to develop a light-hearted study of these beings.

HEROES

In separate incidents, Jeremy saves the crews of the *Northcote* and the *Nonsuch* from disaster. If you have Grade Five students, you may want to read this novel as part of the Grade Five English Language Arts Sample Unit on Heroes.

RESOURCES

Print material can be found on each of these themes through a library catalogue search. As well, these online resources will be useful.

THE NONSUCH

- http://www.manitobamuseum.mb.ca/mu_nonsuch.html#
- [http://en.wikipedia.org/wiki/Nonsuch_\(ship\)](http://en.wikipedia.org/wiki/Nonsuch_(ship))
- http://www.canadiana.org/hbc/hist/hist5_e.html#

THE NORTHCOTE

- http://www.virtualmuseum.ca/~batoche/docs/proof_en_the_northcote.pdf
- <http://www.sask2005.ca/facts/skfactsresults.asp?ID=734>
- <http://www.metismuseum.ca/browse/index.php?id=527>
- http://www.virtualsk.com/current_issue/batoche.html

CANADIAN STAMPS

- http://www.collectionscanada.ca/postal-archives/o8o6o8_e.html

GHOSTS

- By entering the term <ghosts> on a search engine, you will find a great number of Web sites that include “pictures” of ghosts. It is recommended that you preview sites and include only those you find appropriate.

HEROES

- http://www.sasked.gov.sk.ca/docs/ela/gr5_samp/index.html

CHAPTERS ONE AND TWO

PAGES 1–8

SUMMARY

Jeremy's Great-Granny Stark has moved into a nursing home and boxes of her possessions have arrived at Jeremy's house in Edmonton. Nine-year-old Jeremy finds a stamp collection which had been passed on from his grandfather to his mother. Stamps that show different ships form one part of the collection. Jeremy finds a note his great-grandmother must have written to his grandfather and with it a stamp of the *Northcote* steamship. When he takes a close look at this stamp with a magnifying glass, Jeremy is transported to an olden days riverboat. Almost immediately he returns to his home. Jeremy quizzes his mother about the note and the stamp but she can't remember what she'd been told about it. Jeremy looks at the stamp again with the magnifying glass and sees that things in the picture are moving.

PREPARING TO READ

- Have the students examine the book cover. What predictions about the book can they make from the illustrations? Flip through the pages to notice the inside illustrations. What do they tell us? Read the information on the back cover. What is the purpose of this writing? What more does it tell you about the book?
- Jeremy is a nine-year-old boy who lives with his mother in Edmonton. When reading this first chapter, pay careful attention to his other family members. Four generations of Jeremy's family are mentioned in this chapter. They each play important roles in the story. (Later in the story a member of another generation is mentioned.) Jeremy discovers a stamp collection. Notice each relative's connection to the collection.

AFTER THE READING

- Who are the four generations of Jeremy's family? What is the connection of each one to the stamp collection? Describe Jeremy's first reaction to the collection.
- At the beginning of Chapter Two, Jeremy has a very brief time-travel experience. Can you explain what happened? What does he do at the end of the chapter? What happens?
- What does this tell you about Jeremy?
- How does Jeremy's interest in the stamps change from the first chapter?

EXTENDING THE READING

- Reading Response Journals. See the material on using and assessing Reading Response Journals at end of this section on Chapters One and Two. Instruct the students to respond to the following question or give them the opportunity to select "starters" they want to use. You have just met Jeremy and his mother. What are your first impressions?

- Historical research. Using a *KWL* chart, record what students already know and would like to learn about the *Northcote*. Information on the *KWL* strategy can be found on the following pages. Assign students to begin searching for information.
- Family tree. With the students, create a simple family tree that shows the four individuals mentioned so far. Additions will be made to this tree throughout the novel. Instruct them to use a similar format to create a family tree for four generations of their own family. This could entail creating more than one tree.

THINKING ABOUT THE WRITING

- Time travel. Introduce the concept of time travel. Jeremy discovers he can travel through time. In order for a character to accomplish this, he needs both a way to leave and a way to return. Have you figured out what allows Jeremy to travel both ways? Predict how it works and explain how you made your prediction.

READING RESPONSE JOURNALS

Response Journals require the students to write about their responses to reading a book or listening to a story. This strategy encourages students to think deeply about the materials they read and to relate this information to their prior knowledge and experiences. This interaction between reader and text extends the reading experience into the “real life” application of information.

Response Journals also allow students to reflect on and raise questions about a text. These journals are especially valuable for promoting opinion making, value judgments, and critical thinking. You may want the students to have a separate notebook for this activity. If the students have not used a Reading Response Journal before, you may want to demonstrate its use. You also may want to explain how a rubric will be used to assess the journal.

The Online Learning Centre of the Saskatoon Public School Division has many suggestions and templates for using and assessing response journals. These can be accessed from: <http://olc.spsd.sk.ca/DE/PD/instr/strats/responsejournal/index.html>

Have students begin Response Journals that can be added to at the end of each reading. Below are some suggestions for initiating Reading Response Journal entries. As well, you may give response stems that are specific to what has been read.

READING RESPONSE JOURNAL STARTERS

I think...	The part about _____ reminds me of...
I wonder...	In this chapter, the main event (action) is...
I know...	In this chapter, the main character is...
I predict...	My favourite part is when...
I suspect...	The most exciting part is _____ because...
I admire...	A part I find confusing is...
I like...	I would change...
I don't like...	I am most like the character _____ because...
I feel...	An interesting word is...
I was surprised...	I thought it was funny when...
I noticed that...	The part that makes a real picture in my mind is...
It's hard to believe...	
If I had been there, I would have...	
I don't understand...	
My question is...	
This is similar to ...	

READING RESPONSE JOURNAL ASSESSMENT

Student _____

Date _____

Key

- 1 = weak, undeveloped
- 2 = fair, partly developed
- 3 = acceptable, adequately developed
- 4 = good, well developed
- 5 = strong, fully developed

	5	4	3	2	1
Full responses are given (evidence, reasons, examples)					
Responses show an understanding of the story (comprehension, details)					
Responses show personal connections to the story (like, dislike, question)					
Responses show literary awareness (characters, setting, plot)					
Responses show an understanding of critical thinking (use of humour, what would happen if...)					

Comments:

KWL (KNOW, WANT TO KNOW, LEARNED)

kwl (taken from *Language Arts: A Curriculum Guide for the Elementary Level*, 2002) helps students take an active role before, during, and after reading nonfiction. The teacher introduces the kwl strategy in conjunction with a new topic or text selection by explaining to students why it is important to “first find out what we think we know about this topic” and to “anticipate how an author is likely to present and organize the information.” Students brainstorm what they know and categorize the information. They predict how the information may be presented and list questions they want answered. During and after reading students record what they are learning and what else they want to know. This is taken from: <http://www.sasked.gov.sk.ca/docs/ela/readingo2.html>.

A sample kwl chart is provided below.

K WHAT DO I KNOW?	W WHAT DO I WANT TO KNOW?	L WHAT DID I LEARN?

CHAPTER THREE

PAGES 9–13

SUMMARY

Jeremy finds himself on the ship. He recognizes it as the *Northcote* but it looks different from its picture on the stamp. He discovers he is invisible and can walk unseen wherever he pleases. After exploring the ship for awhile he decides he would like to return home – but he doesn't know how.

PREPARING TO READ

- Jeremy again is transported back in time to the *Northcote*. Can you think of a problem he will have?
- Watch for clues in this chapter that tell us when and where the *Northcote* is sailing.

AFTER THE READING

- What is happening on the deck of the *Northcote*? What do you know about any of the men mentioned?

EXTENDING THE READING

- Reading Response Journals. I predict Jeremy will return by...
- KWL chart. Update the information and add new questions.
- Mapping. Provide an outline map of Canada or western Canada. Instruct the students to use atlases or highway maps to add names of rivers and communities that you choose. Include Prince Albert, Edmonton and Batoche. One source of a Canada outline map is: <http://atlas.nrcan.gc.ca/site/english/maps/reference/outlinecanada>.

THINKING ABOUT THE WRITING

- Character Development. Begin a character development chart for Jeremy. These charts help students visualize the characters in a story and understand how they change. It is also useful for comparing characters or comparing yourself to a character. And it helps readers understand how authors use physical description, dialogue and action to develop characters and show growth.

Possible formats for charts are provided on the following pages. Inform students they will be adding character traits, the evidence for the trait and the appropriate page number as they read the novel. You may wish to model this process the first time.

- Setting. We will learn about the *Northcote* as Jeremy explores the ship. Write about what you have learned so far about the different parts of the ship.

Character's Name _____	Look for words that tell about your character. Hints: How does the character look? How does s/he act? How do others react to him/her? Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____
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Character's Name _____	Look for words that tell about your character. Hints: How does the character look? How does s/he act? How do others react to him/her? Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____
---------------------------	--

Character's Name _____	Look for words that tell about your character. Hints: How does the character look? How does s/he act? How do others react to him/her? Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____ Page: _____ Evidence: _____
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CHAPTERS FOUR AND FIVE

PAGES 14–21

SUMMARY

Jeremy figures out how to return to the present from the ship. His mother can't remember the family connection to the *Northcote*. His mother's sister Wendy phones to say Great-Granny Stark is sick. Jeremy's mother has to travel to Prince Albert to see Great-Granny. Jeremy convinces her to take him along.

PREPARING TO READ

- How do you think Jeremy will get off the ship and return to the present?
- How would you describe Jeremy's relationship with his mother? Think of evidence in the first three chapters that supports your opinion. In the part of the story we read next, Jeremy's mother tells him she has to go away for a few days. Watch for Jeremy's reaction to his mother's announcement.

AFTER THE READING

- What is the secret for Jeremy being able to time travel back from the *Northcote*? How does he discover this? Does the same method work for travel both ways?
- Who was the relative who sailed on the *Northcote*? Why does Jeremy want to know this information?
- How does Jeremy convince his mother that he should go with her? Does he say or do anything dishonest? Have you had a similar experience with your parents? How do you decide what is fair to say or do?

EXTENDING THE READING

- Reading Response Journal. The part where Jeremy convinces his mother he should go with her reminds me of...
- Family Tree. Fit Aunt Wendy and the person who sailed on the *Northcote* onto the family tree.
- Historical research. The research students do on the *Northcote* doesn't have to be formalized. They can share information as they find it. You could insist that anyone giving information has to be able to tell his or her source. For example, the title, author, publisher and date published for a book used. Or the URL, creator and date accessed for a Web page. Have the students update the KWL chart. By what route did the *Northcote* arrive on the South Saskatchewan River? Would it be possible for a similar ship to sail on the same river today?

THINKING ABOUT THE WRITING

- Time travel. Recall the discussion above about how a character is able to time travel. Ask students to think about some other things that make time travel complicated. What do you think happens in real time when a person travels back to another time? Does his or her body disappear? What form does the person take in past time? What other questions do you have about time travel?
- Character development. Add to Jeremy's chart.

CHAPTERS SIX AND SEVEN

PAGES 22–31

SUMMARY

While riding in the back seat of the car with his mother, Jeremy examines the stamp and is transported back to the *Northcote*. Soon he finds himself in the middle of a dangerous gun battle between men on the shore and soldiers on the boat. The captain is unable to steer the ship and it veers toward the shore. While bullets hit the ship around him, Jeremy grabs the wheel and steers the *Northcote* to safety. He watches as the ship's smokestack is toppled by a cable stretched across the river. The leader of the men on the shore is referred to as Dumont.

The men on the shore follow the boat down the river. They keep shooting at the men on the ship. Jeremy falls. He hurts his leg and cuts his hand. He decides to return to the car. Slowly he wakes up. His mother tells him he has been sleeping very soundly.

PREPARING TO READ

- From what we have read and from our research, where is the *Northcote* and what is it doing?
- Do you think that if someone travels back in time it is possible for him to take part in what is happening around him? Can he or she change what is happening in another time?

AFTER THE READING

- How does Jeremy take part in the action on the *Northcote*?
- Jeremy cuts his hand when he slips on deck. If his mother sees the fresh cut, how do you think he will explain it? If his mother had looked in the back seat while Jeremy was time travelling, what would she have seen?

EXTENDING THE READING

- Reading Response Journal. If I had been there...
- Heroes. Discuss the attributes of a hero. Was Jeremy a hero when he steered the *Northcote* away from the shore? Why?
- Historical research. Depending on what your students have been able to learn about the *Northcote*, you may want to ask questions like the following. Why are there soldiers on the boat? Why are the men on the shore shooting at them? Who are the men on horseback?

THINKING ABOUT THE WRITING

- Character Development. Add to Jeremy's chart. Begin a chart for Jeremy's mother.
- Setting. Add to your description of the *Northcote* from what is included in Chapters Six and Seven.
- Descriptive writing. Instruct the students to write a description of the *Northcote* using information gleaned from the novel and from historical photographs.

CHAPTERS EIGHT AND NINE

PAGES 32–39

SUMMARY

When they arrive at the hospital, Great-Granny Stark is well enough that she can visit with Jeremy. She thinks Jeremy looks like her son, Jeremy's grandfather. He asks her what the family story is about the *Northcote*. Who in their family was on board the ship? Jeremy's mother is angered. She thinks his question isn't important. But Aunt Wendy insists he be allowed to explain. Great-Granny says her great-uncle was the captain and pilot. She reveals that her great-uncle said that a ghost on the ship had saved his life by steering the ship away from the shore.

When they leave the hospital, Aunt Wendy offers to take Jeremy out for supper.

PREPARING TO READ

- Jeremy probably saved the men on the *Northcote* by grabbing the wheel and steering the ship to safety. What would the men in the wheelhouse have seen? How do you think they explained what happened?

AFTER THE READING

- Why does Aunt Wendy support Jeremy in his desire to quiz Great-Granny Stark?
- What mystery is solved by Great-Granny Stark?
- If Jeremy had had the chance, what else do you think he would have asked his great-grandmother?

EXTENDING THE READING

- Reading Response Journals. The things I like (or don't like) about Aunt Wendy are...
- Family tree. Fit Great-Uncle John into the family tree.
- Families. How would you describe Aunt Wendy? How is she different from Sandra, Jeremy's mother? In what ways are you different from your siblings? How are your parents and your aunts and uncles different? What sort of relationship do Aunt Wendy and Jeremy have? Do you have a relative like Aunt Wendy? How do you get along?

THINKING ABOUT THE WRITING

- Suspense. Jeremy has an important question to ask Great-Granny Stark. How does the author build up suspense to make us wonder if Jeremy will get his chance?

CHAPTERS TEN AND ELEVEN

PAGES 40–48

SUMMARY

The next day Great-Granny Stark is confused and not aware of her family. She talks quietly and seems to be speaking to her son about spending too much time with the stamps. Jeremy slips up and refers to the *Northcote* captain by name. Everyone else had called him Great-Uncle. When he and his mother start the drive back to Edmonton he is disappointed to learn that his mother lent the *Northcote* stamp and magnifying glass to Aunt Wendy.

Jeremy and his mother realize that he had been using his grandfather's magnifying glass. When he tries his mother's glass on a stamp, it doesn't work. He phones Aunt Wendy, who reassures him that she put the glass in his mother's suitcase. Sitting in school that day, he thinks about using his grandfather's glass to study a new stamp, one that displays the *Nonsuch*.

PREPARING TO READ

- Jeremy knows more about the men on the *Northcote* than anyone else in his family does. How might that be a problem?
- If you were Jeremy, what would you want to do with the stamps now?

AFTER THE READING

- What is Jeremy learning about the stamp collection? Why do you think his grandfather spent so much time looking at the stamps? Why do you think his mother has never been that interested in the collection? What parts of the collection did she find attractive?
- What is Jeremy learning about time travel?

EXTENDING THE READING

- Reading Response Journal. When Great-Granny Stark thought Jeremy was his father, I felt...
- Stamp collecting. Collecting stamps is a popular hobby for people of all ages. Invite anyone who has a stamp collection, or who has access to one, to bring it to show the other students. Invite an experienced stamp collector to visit your classroom. Prepare the students for the visit (e.g. questions to ask; respect for property). Canada Post displays all of its present and past stamps on its Web site. See the Resources section of this Guide. Challenge the students to see if they can find pictures of the *Northcote* and *Nonsuch* stamps.

THINKING ABOUT THE WRITING

- Character Development. Great-Granny Stark is very old and not well. Reread Chapters Eight, Nine and Ten and record the words that the author uses to help describe how the old woman looks and acts. Have the students come up with good words to describe a different character, e.g. a sad child, a frightened person, a happy puppy. Write a story to describe such a character.

CHAPTER TWELVE

PAGES 48–51

SUMMARY

Jeremy figures out how to board the *Nonsuch* with the use of the magnifying glass. The ship is being tossed about in a stormy sea and Jeremy has to hang on to stop from being washed overboard. He finds his way back to a doorway.

PREPARING TO READ

- If you were Jeremy, would you try to get on board the *Nonsuch*?

AFTER THE READING

- Why are the sailors risking their lives being outside in the middle of a storm? Jeremy is afraid of being blown off the deck. Why doesn't that happen to the seamen?

EXTENDING THE READING

- Reading Response Journal. The most exciting part about this chapter was when...
- Ghosts. Many children are fascinated by the idea of ghosts. You may want to develop a light-hearted study of these beings without delving into the spiritual realm. The author is using “ghosts” as a device in time travel to place the character in a setting where students can learn about an historical time. What is a ghost? How does a ghost come to be? What powers do ghosts have? Do you believe in ghosts? Does your family have any ghost stories? Students could write ghost stories.

THINKING ABOUT THE WRITING

- Setting. Jeremy finds himself in the middle of a storm on the *Nonsuch*. Make a list of the words that the author uses to describe the storm and its effect on the ship. Write your own paragraph to describe the ship in the storm. Use descriptive words, including some of the same words the author used.

CHAPTERS THIRTEEN AND FOURTEEN

PAGES 52–59

SUMMARY

Jeremy is back in his house and feels sick to his stomach. He feels better the next morning but is happy to stay home from school. He returns to the *Nonsuch* which is riding on a calmer sea. He doesn't understand much of what he hears the crew talking about. He decides to go down into the hold underneath the deck.

PREPARING TO READ

- What part of the ship do you think Jeremy will want to explore the next time he time travels?

AFTER THE READING

- What are some of the jobs for the ship's crew in good weather? What makes good weather for a sailing ship?
- How did Jeremy use his seasickness to his advantage?

EXTENDING THE READING

- Reading Response Journal. If I was on board the *Nonsuch*, my favourite weather would be...
- If you haven't already done this, you may want to use the Reading Response Journal rubric to show the students how they will be evaluated.
- Historical research. Begin a KWL chart for the *Nonsuch*.

THINKING ABOUT THE WRITING

- Similes. Similes are a form of imagery that make a comparison by using the words as or like. Near the end of Chapter Thirteen, Jeremy thinks his mouth feels terrible, as if some furry creature had crawled in there and died. Reread the chapter (or skim previous chapters) and try to find other examples of similes. Instruct the students to watch for more similes in the remainder of the book. Create your own similes for a certain theme. E.g. the stormy weather; a description of the parts of the *Nonsuch*; how Jeremy feels.

CHAPTERS FIFTEEN AND SIXTEEN

PAGES 60–67

SUMMARY

Jeremy explores the quarters for the ship's crew. He spots a rat. Back in his house, he tries to look sick when his mother comes home at lunch to check on him.

While he is eating lunch, Jeremy wonders what the crew ate. He returns to the *Nonsuch*. He is able to identify the captain. He eavesdrops on others and hears two men speak French to each other. One of the French-speaking men talks about furs. The captain refers to one of the French-speakers as M'sieu Gooseberries.

PREPARING TO READ

- Jeremy's mother comes home at lunch time to check on him. What do you think he will want to do about school?
- What do you think Jeremy will find when he goes into the ship's hold?

AFTER THE READING

- How did Jeremy get to keep staying home from school? What does that tell you about his relationship with his mother?
- How did ships in 1668 keep track of the distance they had travelled? Where is the Fair Isle? Gravesend? How long is a league?
- If all the men on the ship dress the same, how was Jeremy able to tell the captain?

EXTENDING THE READING

- Reading Response Journal. It's hard to believe...
- Details. In Chapters Fifteen and Sixteen, Jeremy explores the *Nonsuch*. Make a list of things that you learned about the ship. Visualize the ship. Create a labelled picture of the *Nonsuch*. Students could use other pictures as a reference.
- Mapping. Give the students an outline map of the western hemisphere. Instruct them to add the names of countries, continents, oceans, seas, bays and rivers you choose. One source of world outline maps is: www.eduplace.com/ss/maps. Use the historical pages of an atlas to add the route of the *Nonsuch*.

THINKING ABOUT THE WRITING

- Setting. What was it like under the deck? Make a list of the words the author used to describe what it looked and smelled like. How would you feel about staying in a place where you had so little privacy? Explain.
- Writing. Have the students write how they would feel about living for a long time in the crew's quarters. How would it be different from your bedroom?
- Writing. Write a story about a time when you were trapped in a very cramped space. Be sure to describe the space. Describe how you felt about being there. For example, you had to ride in the back seat of your car on a long family trip. You were trapped in the tent on a rainy day while camping.

CHAPTERS SEVENTEEN AND EIGHTEEN

PAGES 68–76

SUMMARY

The seamen receive some dry biscuits and dried meat for a meal but before they can finish these someone spots codfish nearby and they quickly cast their nets. The easily-caught fish are made into a chowder. Jeremy is disgusted by the men's appearance. He leaves the ship through his portal.

For a treat, Jeremy's mother brings him pizza and a book about Canadian stamps. He learns about the voyage of the *Nonsuch* and the men he saw aboard.

PREPARING TO READ

- In the next chapter, the sailors see some fish. What fish do you think they would find and how would they be caught?
- Who is Gooseberries and why is he on the *Nonsuch*?

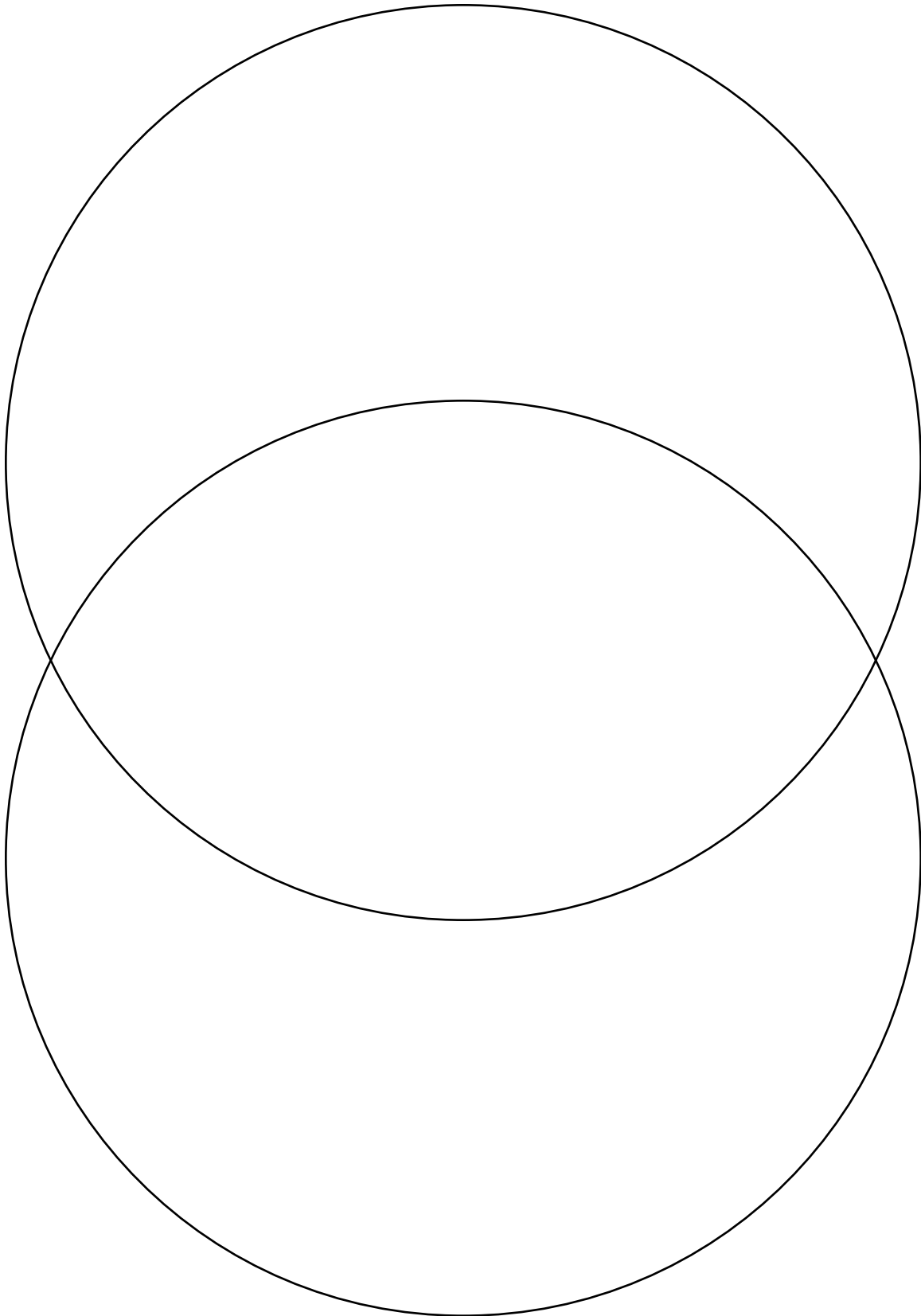
AFTER THE READING

- Why were the seamen so excited about a dark line on the horizon?
- Jeremy's mother was never very interested in the stamp collection as a child. How do you think she feels about Jeremy's interest?

EXTENDING THE READING

- Reading Response Journal. If I was a sailor on the *Nonsuch*, I would be excited because...
- Comparison. For the past few chapters, Jeremy has been living in two different times and places. Use a Venn diagram to compare his house to the *Nonsuch* and to compare what he is doing in each location. A sample Venn diagram is provided.
- Historical information. Jeremy's mother finds a stamp book with information about the *Nonsuch's* crew and passenger. Have the students already found similar information? Add new information to the KWL chart.
- Diet. Jeremy has a good appetite and often thinks about food. Make a list of the food the seamen eat. What other foods might have been taken on a sea voyage in 1668? Because the ships didn't have fridges or freezers, how were perishable foods preserved? Compare their foods to what your family takes when they go camping or on a car trip. Find out how healthy their foods are by comparing them to the Canada Food Guide. http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html
- Sea shanties. "Shanties were used for the hard work aboard ships and sentiments in them were universal. They were not originally in the musical form we find them today, but chanted – with the chanter calling out words and the men calling out the chorus in rhythm to their work." This is taken from <http://www.contemplator.com/sea/>. You and your students can explore this site to read lyrics to many sea shanties and listen to their music.

VENN DIAGRAM



CHAPTER NINETEEN

PAGES 77–82

SUMMARY

Jeremy has to admit to his mother that he isn't sick enough to keep staying home from school. They agree he will go back to school after lunch the next day. She tells Jeremy that her father tried to interest her in his stamps and in learning about the *Nonsuch*. He told her that somebody in their family had been on the ship's voyage. When she showed no interest, he said that perhaps she didn't need the stamps. Jeremy wants to think about what that meant. When his mother looks through the magnifying glass he wonders what it would be like if she was transported to the ship, but nothing happens.

PREPARING TO READ

- Is Jeremy really sick enough to stay home? What do you think will convince him to go back to school? Is he being honest with his mother?
- What can you predict about Jeremy's grandfather and the *Nonsuch*?

AFTER THE READING

- What is odd about Jeremy's cut hand?
- What do you think Jeremy's grandfather might have meant by saying someone in his family had been on the ship? Or by saying that Jeremy's mother didn't need the stamps. Why wasn't Jeremy's mother ever transported to the *Nonsuch* when she looked at the stamp through her father's magnifying glass?

EXTENDING THE READING

- Reading Response Journal. I don't understand... Or, Jeremy's mother is not transported through time because...
- Time travel. After a careful reading or rereading of this chapter, explain what you now know about the time travel to the *Nonsuch*.

THINKING ABOUT THE WRITING

- News story. Jeremy imagined a funny newspaper story reporting that he had been suffocated by a pile of Math homework. Write a news story about something else that might have happened to Jeremy. Include a quotation from some other person.

CHAPTERS TWENTY AND TWENTY-ONE

PAGES 83–91

SUMMARY

After finishing his homework, Jeremy time travels back to the *Nonsuch*. He climbs to the crow's nest to see the view and finds the sailor on lookout has fallen asleep. He is shocked to see that the ship is sailing toward icebergs. He wakes the lookout in time for him to shout a warning. The captain and crew quickly turn the ship away from danger.

Jeremy overhears the lookout tell another sailor he's been woken by a ghost. Jeremy is amused. He has to leave the ship suddenly because he hears his mother calling. He rushes back to present time, wondering what would happen if his mother had discovered he wasn't in his bedroom. At school his friend Charlie tells him they have a Social project to show how an historic event affected they way we live in Canada today.

PREPARING TO READ

- The next time Jeremy returns to the *Nonsuch* he climbs the mast to be a lookout. He spots something that could be a danger to the ship. What do you think he sees?

AFTER THE READING

- What was the purpose of the crow's nest on a sailing ship? How would it feel to be that high? Would you be able to climb the mast as well as the sailor and Jeremy?
- How does Jeremy feel about being back at school? Why does he feel that way?
- Jeremy often worries about what would happen if his mother discovered he'd gone (time travelling) when he was supposed to be at home. What prevents him from getting caught this time?

EXTENDING THE READING

- Reading Response Journal. If I were Jeremy and I heard the sailor talking about a ghost, I would...
- Time travel. How did Jeremy know he had to get back home? What other ways could someone who had travelled to another time still be aware of what's happening in real time?
- Heroes. This is the second time that Jeremy acts heroically. Are there any additional characteristics of a hero that he displays?

THINKING ABOUT THE WRITING

- Writing a time-travel story. Have the students write a time-travel story. You may want to work with them to create a story map of the different aspects of a time-travel story. For example: character(s) who time travel; time and place travelled to; how the character leaves real time; how the character returns; whether the character is visible or invisible in the other time and place.

CHAPTERS TWENTY-TWO AND TWENTY-THREE

PAGES 92–101

SUMMARY

Jeremy starts researching the *Nonsuch* and the people it was carrying. He returns to the ship to see the men drinking lemon juice to prevent scurvy and rum for a treat. The old sailor on lookout complains he can't sleep.

Jeremy follows the captain into his quarters and listens while the captain and others discuss the purpose of their trip. Back in the present time, he tells his mother about his project. He accepts Charlie's invitation to visit because Charlie's father teaches high school history and can probably help him with his project.

PREPARING TO READ

- Remember what you learned about the ship's food. What is scurvy? How could sailors at that time try to prevent scurvy? Is scurvy still a problem for sailors today? Explain.
- How do you think the old sailor is feeling about being the lookout in the crow's nest? Why?

AFTER THE READING

- Why was the *Nonsuch* on its way to Canada?
- How will Jeremy find information for his project? What advantages does he have compared to your search for information? What more does he need to find out? What other sources might he use to find information?

EXTENDING THE READING

- Reading Response Journal. I would have liked (or, would not have liked) to be on the *Nonsuch* because...
- Skits. Divide the students into groups of two or three and instruct them to choose a short scene from the novel to act out. Tell them that as part of their presentation they will have to tell why they chose the scene, what they liked about it and what they learned by performing it.

THINKING ABOUT THE WRITING

- Setting. What words does the author use to describe what it is like inside the captain's room? How is it different from the crew's quarters? Write a description of the cabin using some of the words the author used.

CHAPTERS TWENTY-FOUR AND TWENTY-FIVE

PAGES 102–113

SUMMARY

Jeremy talks to Charlie's father about the voyage of the *Nonsuch*. He is careful not to mention what he heard the men on the ship say. He borrows a book from Charlie's father. Jeremy's oral report goes well. He gets ready to celebrate his tenth birthday.

When he wakes up on his birthday, Jeremy is excited but confused, because for some reason he also feels sad and empty. After the celebrations, his mother tells him about her tenth birthday. Her father had brought out the stamps but when he realized she wasn't interested in the stamps, he said it was okay, that she didn't need them anyway. Jeremy is shocked. When he tries to use the magnifying glass again, he discovers that it no longer allows him to go back in time. Jeremy's mother gives him a letter her father wrote before he died, to be given to Jeremy on his tenth birthday. The letter helps Jeremy understand that the stamps have helped him as they helped his grandfather. It is not clear whether the magnifying glass and the stamps will work for him again.

PREPARING TO READ

- In what way will Jeremy have to be careful when he is asking for information about the *Nonsuch*?
- How do you think Jeremy will do on his report and presentation? Why?

AFTER THE READING

- What was special about Jeremy's tenth birthday? What was special about your tenth birthday? How did you change when you became ten? How might Jeremy change? What part of his birthday made him sad? Why? Will he still be able to time travel?

EXTENDING THE READING

- Reading Response Journal. Now that I have finished this story, I think...
- Compare. Use a Venn diagram to compare yourself to Jeremy at the end of the story.
- Compare. Use the Venn diagram to compare Jeremy's mother to one of your parents.

THINKING ABOUT THE WRITING

- Write a letter to a grandparent (real or not) asking about details from a past experience. Or, write a letter from a grandparent (real or not) to you describing a childhood experience.

CONCLUDING ACTIVITIES

- Time travel for Jeremy and his grandfather. What do you now know about Jeremy's grandfather's time travels? What ship might he have visited? How do you think his travels were similar to Jeremy's? Why was the grandfather disappointed with Jeremy's mother?
- Character development for Jeremy. Reread your first impressions of Jeremy after the first two chapters and his character development chart. Think about how Jeremy changed. What are some words that would describe him at the beginning of the story? What are some other words for the end? Why has he changed? Would you like him as a friend?
- Character development for Jeremy's mother. Repeat the above activity for Jeremy's mother.
- Illustration. Create an illustration of at least one scene in the book. Write a paragraph explaining why you chose this scene and how it is important to the story. Attach this paragraph to the illustration.
- Dramatic reading. Instruct the students to work alone or in small groups to create a dramatic reading of a scene in the story. Practice reading the passage aloud many times. Try to find some recorded music to add background to your scene. For instance, play a sea shantie while you are reading about life on the *Nonsuch* or fiddle music while reading about the *Northcote*.
- This is the first book in a *Ghost Voyages* series. Make some predictions about the next books. Why are the books called *Ghost Voyages*? How will the other books be similar to *Ghost Voyages 1*? How will they be different? Who will the main character be? Will Jeremy be able to time travel? Will his grandfather's magnifying glass work again? How will he find other ships to visit? How will Jeremy be able to enter the ships? Will he tell anyone about his time travels? Will he get caught away time traveling when he should be at home? What more will we learn about Jeremy's grandfather?
- Comparison. Look at the Venn diagram you created to compare yourself to Jeremy. Turn these notes into two paragraphs: one to tell about similarities and the other to tell about differences.

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