



ISBN: 9781550509052

Ghosts in the Garden

Novel Study Guide

By Paula Jane Remlinger

Juvenile Fiction Grades 4 to 7

Curriculum Connections: English Language Arts, Social Studies (History)



Ghosts in the Garden
By Judith Silverthorne
Novel Study Guide
By Paula Jane Remlinger
Juvenile Fiction
www.coteaubooks.com

© Coteau Books, 2017

Teachers have permission from the authors and publisher to make copies of this guide for personal classroom use, personal reference, and student use.

2517 Victoria Avenue

Regina, Saskatchewan

Canada S4P 0T2

www.coteaubooks.com

Coteau Books gratefully acknowledges the financial support of its publishing program by: the Saskatchewan Arts Board, The Canada Council for the Arts, the Government of Canada through the Canada Book Fund, the City of Regina, and the Government of Saskatchewan through Creative Saskatchewan. We further acknowledge the [financial] support of the Government of Canada. Nous reconnaissons l'appui [financier] du gouvernement du Canada.

CONTENTS

<i>Contents</i>	4
<i>A Message from the Author</i>	5
<i>Introduction</i>	6
Plot Summary	6
Organization	6
Saskatchewan Curriculum Connections	7
<i>Chapter Synopses, Questions & Activities</i>	8
Chapter 1	8
Chapter 2	13
Chapter 3	17
Chapter 4	21
Chapter 5	25
Chapter 6	29
Chapter 7	33
Chapter 8	37
Chapter 9	41
Chapter 10	45
Chapter 11	51
Chapter 12	55
Chapter 13	59
<i>After Reading</i>	63
<i>Worksheets</i>	64
New Vocabulary	64
What Predictions Do You Have?	65
Know What Learn	66
<i>About the Author</i>	67
Judith Silverthorne	67
Paula Jane Remlinger	67

A MESSAGE FROM THE AUTHOR

Why I wrote the Government House Series

My love of history and of ghost stories, plus an affinity for Government House in Regina, inspired me to find a fun way to impart the context of the building's rich history to children. While I was researching the stories of people who had actually had ghostly encounters in the old residence, I met two young girls, Samantha (Sam) and Jensyn (J.J.), who were on the same quest. With permission, I used their names, as the main characters in the story, and their ghost detecting agency concept.

I added a few embellishments to span the main eras and incarnations of this significant historical building from its origins as a residence for the Lieutenant Governors of Saskatchewan to when it became a war veteran's hospital. I concentrated on having a wide array of ghostly characters that would appeal to young people, added a few adventures, and used the current museum as a backdrop to make the rich history come alive.

INTRODUCTION

Plot Summary

In the first book, *Ghosts of Government House*, Samantha and J.J.'s escapades bring them in contact with a Chinese cook, a young boy, a recovering war vet, and a capuchin monkey to name a few. They learn not only the history of the building, but discover no one else can see the ghosts, which fuels the heckling disbelief of Sam's older brother, Gabe. During their ghostly detecting encounters, the girls unravel the mystery of what has brought the ghosts and them all together on their converging paths.

In *Ghosts in the Garden*, Samantha and J.J. not only encounter ghosts, but travel in time to two different eras in the history of Government House while they try to sort out the mystery of what the ghost, Lily, wants them to do. With the help of a senior citizen and the staff at the house, the two girls slowly piece together the vibrant history of the house and its residents. By finding a significant artifact in the garden, the girls are able to help the ghost find peace with her true love.

Organization

Within this guide you will find a variety of activities intended to help readers appreciate and understand the novel, *Ghosts in the Garden*. We encourage teachers to choose those activities, questions, and exercises that are best suited for his or her particular classroom and students. Many activities can easily be adapted or modified, and teachers should feel free to adjust material as necessary. All material is reproducible for personal classroom use, personal reference, and student use. Please do not publish or post this material elsewhere without permission from the author.

As pre-reading material, this guide contains a short biography of the author, Judith Silverthorne, as well as a section on why she wrote the novel. This is followed by a brief summary of the novel (Introduction) and some guidelines for finding information within the guide (Organization).

Furthermore, expectations of the Saskatchewan Curriculum are reviewed so teachers can easily incorporate the necessary outcomes and indicators required for their grade levels. As always, the most up-to-date Saskatchewan Curriculum information is available at: <https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>

Each chapter is given its own section, complete with a short summary, pre-reading activities, questions for discussion, and general activities. Where worksheets are suggested, you will find the appropriate worksheet at the end of the guide.

Saskatchewan Curriculum Connections

ENGLISH LANGUAGE ARTS, AIMS AND GOALS

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

COMPREHEND AND RESPOND (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level appropriate texts in a variety of forms (oral, print, and other texts) from First Nations/Métis and other cultures for a variety of purposes including for learning, interest, and enjoyment.

COMPOSE AND CREATE (CC). Students will develop their abilities to speak, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

ASSESS AND REFLECT (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

— *Taken from the Saskatchewan Curriculum, English Language Arts, January 2016*

The variety of options included in this guide are designed to help teachers meet the outcomes and indicators. Detailed lists of Outcomes and Indicators for each grade level are available at the online Saskatchewan Curriculum website:

<https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>

CHAPTER SYNOPSSES AND QUESTIONS

Chapter 1

SUMMARY

Samantha ("Sam") and Jensyn ("J.J.") are visiting Government House in Regina, Saskatchewan, when their adventure begins. Separated from their classmates while getting a drink, J.J. sees a mysterious figure of a woman in a blue-flowered dress gliding up the stairs. By this time, Sam has started to wander off, curious about the old building they're in, and J.J. follows.

The reader learns that the girls have encountered ghosts at Government House before and have formed their own Ghost Detective Agency. J.J., however, seems reluctant to repeat their previous experiences, and only follows Sam because they are such good friends.

As the girls explore, Sam mentions the ghost of the old gardener, George Watt, and the girls are plunged into darkness. Unsure of what to do, they continue in darkness along the hall, looking for a light switch, when Mr. Watt startles them.

Sam notices that the hallway has changed in appearance. Mr. Watt assumes the girls are downstairs to view his crop of mushrooms, and takes them to where the fungi are growing in wooden crates warmed with steam heat. They learn a little about George Watt, head gardener at Government House since 1894, and admire his pocket watch. He reveals the year is 1903 and the girls realize they may have travelled in time.

Without warning, they're thrust back into their own time period. Searching for their classmates who are working on a poster project, the girls are startled when once again the lights go out.

BEFORE READING

- Use the form "What Predictions Can You Make?" to make predictions about the content of the book based on the title and cover.

- Share the information from the "About the Author" section. If possible, make arrangements to have the author visit your school upon completion of the novel.
 - Provide students with a "New Vocabulary" sheet to collect and define unfamiliar vocabulary words.
 - Explain or review the parts of a novel including rising action, climax, and falling action.
 - If students have read the first book in the series, see what they remember about it. Based on what happened in the first book, what do they predict will happen in this one?
-

4. Write a paragraph from Mr. Watt's point of view about the girls' strange appearance and disappearance.

5. How are Sam and J.J. different from one another?

6. The chapter ends with the lights going out. What do you think has happened?

CHAPTER 1 ACTIVITIES

1. Character Profiles – Ask students to create a page or poster for each character. As characteristics are learned, have students add to each character profile.
 2. Vocabulary Review – In groups, ask students to create a game to help remember vocabulary words for each chapter. Try out each game when reviewing chapter vocabulary. (i.e., word bingo, crosswords, acrostics, etc.).
 3. Start a Timeline – Have students create a timeline to keep track of each instance when the girls move through time, noting where they are and what year it is.
-

Chapter 2

SUMMARY

The girls' teacher, Mrs. Lindstrom, reprimands them for not working like the rest of the class on the poster assignment to mark Government House's special anniversary. Sam and J.J. ask several questions of Robin, the visitor experience host, to the dismay of the class. The "history nerds" are not overly popular.

Robin tells the class that part of the foundation of the former staff residence is still on the grounds. She also tells them about Mrs. Alice Goudy, a woman who worked at the building in the 1940s. Mrs. Goudy may be able to answer more of their questions about what life used to be like at Government House.

Sam and J.J. make plans to meet with Mrs. Goudy that evening. On the way to the seniors' complex they discuss J.J.'s family. When they decide to cut through the grounds of Government House, the girls hear laughter and voices, although they are certain they are alone. They run the rest of the way.

BEFORE READING

- Ask the students to review where chapter one ended. What do they think will happen next?
 - Know-Want-Learn – Find out how much students know about Government House, what they want to know, and at the end of the book, review what they have learned.
 - Discuss time travel with the students. Have they ever thought about what it would be like to travel in time? Where/when would they choose to go and why?
-

CHAPTER 2 QUESTIONS

1. Why is Mrs. Lindstrom unhappy with Sam and J.J.?

2. What project is the class working on?

3. What information does Robin provide to the class?

4. Why are the girls called "history nerds"?

5. Why are Sam and J.J. anxious to meet Mrs. Goudy?

6. What happens on the trip to Mrs. Goudy's?

CHAPTER 2 ACTIVITIES

1. Have students start Ghost Detective Agencies – Give it a name, a slogan, and advertise what kind of work you would do with a colourful poster or website design.
2. Be Prepared – Have students consider what they might take with them if they were travelling back in time. What would fit in a backpack?
3. Historical Research – Is there an interesting building or place in your town that has a rich history? Is there a place that's haunted? Have students research by interviewing someone who is able to give them first-hand experience about the site and compile a presentation for the class.
4. Family Tree – Have students interview their parents about their grandparents or great-grandparents, choose one relative who is particularly interesting to them, and write a paragraph. Be sure to include specific information about where and when they lived.

Chapter 3

SUMMARY

Sam and J.J. arrive at the seniors' complex and are taken to Mrs. Goudy by Amber. The girls see a woman in a blue-flowered dress in the hallway. When they realize Amber can't see the woman, they know the woman is a ghost.

The girls meet with Mrs. Goudy and ask her questions that will help with Sam's poster project about the grounds of Government House. She tells them about some of the important people who were visitors to the house and about the staff who worked there, including Mrs. Goudy's sister, Lily, but clearly doesn't want to discuss ghost stories or certain photographs. Sam asks if she can make copies of some of Mrs. Goudy's photographs, and she agrees. She also tells them more about George Watt and details about where certain buildings were when she worked there.

The girls learn about the relationship between Lily and Bert Timmons, the chauffeur.

One photo reveals that Lily is the woman they saw in the hallway. J.J. feels the touch of an icy hand upon her shoulder, but no one is there. When the girls leave the apartment, J.J. sees the ghostly woman again. She seems to be asking J.J. not to say anything about her. The two girls discuss what it all means on the way home. When they are moving through the grounds of Government House, they think they see a caragana bush with someone standing beside it. They snap a picture, hoping the flash will distract the person, and run to meet Sam's mother.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Have you ever had the sensation of goose bumps for no reason, or the feeling of someone watching you? How do you explain these things?
- Have you ever had the opportunity to speak with an older person about his or her life? What did you learn?
- Do you believe in ghosts? Why or why not?

As a class:

- Discuss the difference between fact and opinion.

CHAPTER 3 ACTIVITIES

1. Using a map of Regina, Saskatchewan, check out where the story takes place as a class. Can you identify the places mentioned in the story?
 2. As a class, Google the information Mrs. Goudy gives the girls to have a better understanding of what she's describing.
 3. Fact and Opinion – Mrs. Goudy provides a lot of information to the girls in this chapter. Divide a page into two sections and decide which information is fact and which is opinion.
 4. Seniors' Day – Arrange a class visit to a local seniors' home or invite a senior to speak to the class about his/her life. Have students prepare appropriate questions in advance. Follow up with a written or oral report.
-

Chapter 4

SUMMARY

After soccer practice, Sam and J.J. search for the remnants of the staff residence foundation at Government House. In the fading light, J.J. is unsettled because of their encounter the night before. The photograph revealed nothing significant.

J.J. finds the edge of the foundation, and the girls photograph the spot to ensure they'll be able to find it again. They decide to walk along the section of foundation together, and clutch at each other to keep their balance. Suddenly the landscape shimmers and there is a building where moments before there was just foundation. Sam and J.J. have travelled in time again.

Realizing they can't stand on the foundation to travel back, the girls decide to move towards the gate. J.J. comments on the trees and hedges and mentions George Watt. They shift in time again and find George Watt planting trees. The area around the grounds is open prairie. Mr. Watt seems suspicious of where the girls have come from and directs them back to the main house. On their way, Sam says his name, and they shift back to the previous time period. The girls deduce that saying "George Watt" shifts them in time.

Still in the past, but unsure how far back they've gone, Sam and J.J. watch as a young man emerges with a lantern. He seems to be signalling someone in the staff residence who returns his signal. A few moments later, a young woman joins him outside. The girls decide to follow the young couple around the staff residence, but when Sam touches the building (with J.J. touching her), the girls return to the present. They're frightened by their leaps in time and are uncertain how to control them. Something in the bushes startles them, and they run home.

BEFORE READING

- Ask students if they have ever visited Government House. If so, what was the experience like? If not, try to arrange a class trip there if possible.

4. Why does George Watt give the girls very specific directions?

5. What do the girls see when they return to the middle time period?

6. How do Sam and J.J. return to the present?

7. Why do the girls run home at the end of the chapter?

CHAPTER 4 ACTIVITIES

1. Have students draw a scene from this chapter. The couple signalling to one another would be a good choice, as would George Watt planting.
 2. Have the class write a story where they travel through time. Consider what they do that causes them to time travel and how they return to the present.
 3. Descriptive Paragraphs – Have students write three descriptive paragraphs, describing what the girls see in each time period: George Watt's time, the middle time period, and the present.
 4. Play charades or Pictionary based on scenes from the novel. Remind students about the importance of clear communication.
-

Chapter 5

SUMMARY

The girls review the photos they took of the foundation and discuss their previous adventures. J.J. wonders if there's something specific they have to do to stop travelling in time. Sam is eager to go back and learn more, while J.J. is reluctant. They work on their poster projects. Sam decides she needs more information and that they should visit Mrs. Goudy again the following day.

The girls encounter the ghost in the blue-flowered dress again in the hallway at Mrs. Goudy's. J.J. attempts to speak with her, and asks if the ghost is Lily, Mrs. Goudy's sister. The ghost confirms this without speaking. She mouths the word "watch" to them before she disappears, but Sam and J.J. don't understand what it means.

The girls deliver gingerbread cookies to Mrs. Goudy and hear about what Government House was like at Christmastime. Sam shares her poster with Mrs. Goudy and the woman is surprised at the level of detail Sam has achieved. She assists in naming some of the buildings for Sam.

When talking about Lily and Bert, the ghost of Lily appears. J.J. and Sam aren't sure what to do, so they pretend nothing unusual is happening. The girls inquire about what young couples would do for fun at that time. They learn more about Bert and Lily's relationship and how Lily died. J.J. mentions the blue-flowered dress, and Mrs. Goudy realizes the girls must have seen the ghost of Lily.

BEFORE READING

- Ask students what young couples do for fun today. How has this changed over time?
- Review predictions students made about the cover. Were they accurate?
- What information can they add about the cover now? (Consider whether the cover accurately reflects the content of the book).

4. What happens when they see the ghost again in the hallway?

5. Why is Mrs. Goudy surprised at the level of detail in Sam's poster?

6. What do you learn about Bert and Lily?

7. What happens at the end of the chapter?

CHAPTER 5 ACTIVITIES

1. Research Time Travel – Compare what used to be believed about time travel to what scientists now believe about the possibility.
2. Assign students the first book in the series, *Ghosts of Government House*, and prepare a written book report or review.
3. Ask students what they know about the late 1930s and early 1940s. What were major historical events of the time period? Construct a classroom timeline.
4. Have students write a journal entry explaining whether they would share their story if they thought they had time travelled. Why would they share their story? Why would they choose to keep it secret?

Chapter 6

SUMMARY

Mrs. Goudy confronts the girls about being able to see Lily, and they consider what the ghost might want them to do. The girls leave, but promise to return for another visit.

It's raining when the girls head for home, and Sam suggests they cut through the grounds of Government House. J.J. is reluctant to have more adventures in time. While running, Sam slips and twists her knee. She accidentally mentions George Watt, and the girls shift in time.

Sam figures they should take advantage of the shift and find out more from George Watt. J.J. is unhappy with the situation. George Watt becomes aware that he's lost or misplaced his pocket watch somewhere. He invites the girls back to check on the mushrooms, and this time the mushrooms are ready for picking and eating. The girls decide they'll take a look around. In trying to get Mr. Watt's attention, they say his name and shift into the middle time period.

While trying to figure out what's happening at Government House at that moment, the girls are startled by someone from behind. J.J. takes off running, but Sam doesn't follow.

BEFORE READING

Ask students the following questions before reading the next chapter:

- What do you think your reaction would be to finding that you had travelled in time? Would you be calm or would you panic? What would you try to do first?
 - Do you have any particular family traditions that you follow every year?
-

CHAPTER 6 QUESTIONS

1. Are you more like Sam or J.J.? Explain your answer.
2. How would you describe Sam and J.J.'s friendship?
3. How does Mrs. Goudy figure out the girls have seen Lily's ghost?
4. Why isn't Mrs. Goudy afraid?

5. What happens when the girls take a shortcut?

6. What does Mr. Watt teach the girls?

7. What does Sam see that stops the girls from continuing on?

8. What is a landau?

CHAPTER 6 ACTIVITIES

1. Have students do a podcast on the possibilities of time travel. Include as much scientific information about current theories as possible.
 2. Have students create a multimedia presentation on either the turn of the twentieth century or the 1930s-40s. Have them consider the kinds of things the girls have encountered and see if they can include images of them.
 3. Have students choose something they do well or have an interest in, and teach the class about that topic like George teaches the girls about mushrooms. Have them use PowerPoint or other media to help their presentation.
-

Chapter 7

SUMMARY

The girls are startled by Ernie Myles, the gardener. He is dressed as a butler because there are guests arriving for an evening at Government House. The girls meet Lily and see a young Alice (Mrs. Goudy). J.J. wants to go home, but Sam wants to see more.

Sam slips into the house and watches Kate and Ernie in the kitchen. She overhears a conversation between Alice and Lily about the birthday gift Lily has given to Bert: a pocket watch Lily found on the grounds and had refurbished.

J.J. is angry at being left outside alone and wants to go home. The girls head for the staff residence, but there are two young men standing nearby. Sam and J.J. try to get closer so they can listen. Then men are talking about the pocket watch given to Bert by Lily.

When the men move away, the girls decide to run for the staff residence and try touching it and each other to move through time. They succeed and end up back in the rainy present. They rescue Sam's poster tube and head home.

BEFORE READING

- Usually in books or movies, there is something particular that allows people to travel between the past and the present—a portal, an object, etc. As a class, think of examples of this.
 - Discuss what types of objects might work best for sending people back and forth.
 - Ask students if they have ever had a serious disagreement with a friend. What happened and how did it turn out?
-

4. Why is J.J. angry with Sam?

5. What do the girls learn from eavesdropping on the two young men?

6. What is the girls' plan to return to the present?

CHAPTER 7 ACTIVITIES

1. Have students write a story that uses time travel as a plot device. Decide what object will transport the characters backward and forward in time and what rules apply to the object.
2. Have students create an audio version of their story using Audacity or some other program.
3. Ask students to write a review of someone else's story in the class. Focus on the time travel element and how well it worked.
4. In groups, have the class work on creating a rubric for grading/analysing an audio story. Consider things such as tone of voice, speed of reading, background noise, presentation, etc. Have the students share their rubrics with the class and together work to make one standard form using the best of what has been suggested by each group.
5. Discuss Anger Management Strategies – Have students write about a time they were angry in a journal entry. Ask them to explain what they did and what they could have done differently.

Chapter 8

SUMMARY

Sam and J.J. discuss the events of the previous night and consider that the watch Lily gave to Bert might be the same watch lost by gardener George Watt. Sam wants to visit Mrs. Goudy once more to find out. The two girls are once again at odds because Sam wants to visit the past again and J.J., who had nightmares the previous night, wants to stay in the present. Not knowing for sure if they can return from the past scares her.

After school, the girls visit Mrs. Goudy and present their theory about the watch. The girls avoid saying Mr. Watt's name, not knowing if it will send them all back in time or if it only happens when they're at Government House. The girls also avoid telling Mrs. Goudy about their adventures in time, but are almost caught out when they provide too many details. The girls cover for each other. Mrs. Goudy concedes the two watches may be the same watch, and describes the pattern on the one Lily gave to Bert in 1941. Mrs. Goudy suggests they look at the archives to see if they can determine if the watches are the same, and the girls return to Government House.

Sam and J.J. look through the displays for information about the watch, but find nothing significant. They find a picture of Lily and Alice with the household staff, and upon saying their names are transported to the past where Alice and Lily are making up beds. It's Christmastime and the house is beautifully decorated. J.J. is anxious to return to the present, but Sam convinces her to at least take a look around. There is a party being held for the staff, and the girls watch the staff receiving their presents. Lily and Alice receive hair combs that are ivory and copper, respectively.

J.J. is starting to become unwell and the girls decide to return to the present. They say the names "Lily and Alice," but nothing happens.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Have you ever received a gift that meant a lot to you? Write a journal entry about what the gift was and why it was important.
- Consider the act of giving. How can we all be more giving?
- What do we do when something unexpected happens? Are there ways to prepare for the unexpected?

CHAPTER 8 ACTIVITIES

1. Random Acts of Kindness – Have students work on a project to do “Random Acts of Kindness” in the community.
 2. Giving Back – Have students volunteer time to help a younger grade with reading or writing activities.
 3. Have students draw a scene from the past that occurs in this chapter. Alternately, have them create a collage on the computer that represents the things Sam and J.J. encounter in the past.
 4. In partners, have students pretend to be Sam and J.J. – Sam wishes to time travel and J.J. wishes to remain in the present. Create a dialogue where the two girls discuss their reasons, or, alternately, have students practice persuasive writing techniques using Sam and J.J.'s perspectives.
-

Chapter 9

SUMMARY

Sam and J.J. try to figure out how to return to the present. They believe they need to have Alice and Lily nearby when they say their names, so the girls devise a plan to ask for them at the door. First, they must sneak down to the kitchen and outside without being seen. Then they go to the ceremonial entrance and knock, hoping someone will hear them. On their way, Sam twists her knee again.

The girls knock and are ushered into the house by Ernie. He recognizes them as “the two waifs” from the summer. Lily and Alice meet the girls and take them into their care, providing them with hot tea and blankets. The girls pretend that they were outside to look at the beautiful Christmas tree, and try to get away without having to answer too many incriminating questions. Alice and Lily are naturally curious about the two girls—who seem to know them—but Sam and J.J. convince the two sisters to let them go home without an RCMP escort. At the door, the girls call “Goodbye, Alice and Lily,” which returns them to the present.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Review all the ways the girls have moved through the past. What do you think Sam and J.J. should do next?
 - Sam and J.J. are very careful not to lie to anyone, even if they don't divulge the whole truth. Is there ever a good reason to lie? Be prepared to give examples.
-

CHAPTER 9 ACTIVITIES

1. Conflict is a large part of any good story. Have students write a story where their main character faces several obstacles before reaching his or her goal.
 2. Have students examine the fashions of various eras from the book. How are they representative of the values of the time?
 3. Send students on a scavenger hunt to find information on the Government House website: <http://www.governmenthouse.gov.sk.ca/>
 4. Take the virtual tour the website offers.
 5. Have students try to determine which characters in the book are based on real people and which characters are fictional. Have them support their reasoning with evidence from a credible source.
-

Chapter 10

SUMMARY

After school, Sam and J.J. go to the interpretive centre at Government House. They ask Robin, the visitor experience host, about George Watt's watch, and are plunged back into the past. They ask Mr. Watt if he's found his pocket watch and get him to describe it for them. It matches the description given to them of the watch that Lily gave to Bert. The girls return to the present and a startled Robin, who saw them disappear and reappear. The girls try to deflect attention away, and quickly leave.

Sam and J.J. decide to visit Mrs. Goudy to tell her what they've learned about the watch. When they arrive, the ghost of Lily is standing beside her. Mrs. Goudy can see her too. Lily mouths, "Find the watch." Mrs. Goudy tells them that the watch was returned to Lily with Bert's personal effects when he was killed in the war. Mrs. Goudy admits to having been in love with the young man she refused to identify in the photograph earlier. Both of them lost their true loves. Lily again asks the girls to find the watch and motions towards Government House, but the girls are uncertain where exactly they should look.

Mrs. Goudy has Lily's jewelry box, and so they search it for a clue. They find the ivory-coloured hair clip that was given to her by the McNabs during the Christmas of the past. Mrs. Goudy realizes the girls know more than they should, and surmises that the two girls that came to the McNab house and disappeared into the storm when she was a young housekeeper must have been the girls' grandmothers. It isn't clear if Mrs. Goudy fully believes her own explanation.

Sam finds a false bottom on the jewelry box. It contains a picture of Lily and Bert taken just after Lily gave Bert the watch. They are sitting at their favourite spot on the grounds. Sam and J.J. guess that Lily buried the watch in the smaller garden where Lily and Bert always visited. Sam believes they have to find the watch or they will continue to pop in and out of time.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Do you believe in true love? Explain your answer.

- Do you have a spot for hiding things that are important to you? Why do people hide things like diaries?

As a class:

- Have students ask their parents or grandparents if they had a special place where they went when they were dating. Find out as much about the place as possible and recreate it in a drawing.
-

4. Why do Sam and J.J. decide to visit Mrs. Goudy again?

5. What does Lily want the girls to do?

6. What is the significance of the jewelry box?

7. What happened to Bert?

8. How does Mrs. Goudy justify the girls knowing so much about the past?

9. When Mrs. Goudy first meets the girls, she says they seem familiar, although they've never met. Explain why this makes sense.

10. What decision does Sam make at the end of the chapter?

CHAPTER 10 ACTIVITIES

1. Have students create a Bingo game using vocabulary from the story. Play as a class.
 2. Have students write a poem, short paragraph, or song about love.
 3. Have students draw the pocket watch from the description given in the novel.
 4. Have students write a paragraph from Robin's point of view about what happens at the interpretive centre.
-

Chapter 11

SUMMARY

Mrs. Goudy tries to help Sam and J.J. by telling them what she remembers about the location of the small garden Lily and Bert frequented. She gives the girls detailed information about how the grounds looked back in the 1940s. She tells them about the pair of trees that look like a young couple reaching out to one another. Mrs. Goudy suggests that the watch is probably buried near where the bench sat in the past. They borrow a trowel from Mrs. Goudy.

Using the directions given to them, the girls pace out where they think the bench might have been, and locate the two trees that Mrs. Goudy described. Once they think they know where the bench sat, the girls dig a small hole behind it, but find nothing. They cover up where they were digging. They're about to head home when Sam accidentally mentions "Lily and Alice," and the girls return to the middle time period.

BEFORE READING

- Ask students whether they have ever imagined searching for buried treasure. Why is it something that captivates people's imagination?
 - Review map skills with students. As a class, see if you can make a map for this chapter based on the information given by Mrs. Goudy.
-

3. Where do they think the watch might be buried?

4. What do the girls find when they dig?

5. How do Sam and J.J. end up in the past again?

CHAPTER 11 ACTIVITIES

1. Have students take turns providing directions to one another for different locations in the school. Can their partner accurately find where they are supposed to go based on the directions given?
 2. Plan an activity where students have to do a task blindfolded. They are dependent on following instructions given by their partner or team members. Practice communication skills.
 3. Hide something small on the school grounds. Make a map to the buried treasure and have students go hunting for it.
-

Chapter 12

SUMMARY

Sam and J.J. return to the past and find themselves in the small rose garden. They decide to take some measurements while they are there to help them find the exact location of the bench in the present. It's evident that the watch hasn't been buried yet.

While measuring out distances, Sam gets to the corner of the staff residence first and touches the building without thinking. She returns to the present without J.J. Sam frantically tries everything she can think of to return to the past, but nothing seems to work.

Meanwhile, in the past, J.J. realizes she's stuck and tries everything she can think of to return to the present. She's yelling when a window opens above her, and she has to hide rather than explain her presence again. J.J. feels helpless and alone.

Sam thinks things through and believes that if J.J. says "George Watt" she'll go back to his time, and then she can repeat his name to return to the present. Sam sits down and tries to send her friend a psychic message telling her what to do. J.J. almost seems to hear Sam telling her what to do, and is quickly returned to the present. The girls have a joyous reunion.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Did you ever tell a true story and have someone not believe you? What happened?
 - Have you ever been separated from your family or lost somewhere? Describe that experience. How did it make you feel?
-

CHAPTER 12 QUESTIONS

1. Where and when do Sam and J.J. arrive in the past?

2. Why isn't J.J. initially worried about returning to the present?

3. What do the girls decide to do in the garden?

4. How do they end up separated?

5. How does J.J. get back to the present?

CHAPTER 12 ACTIVITIES

1. Have students imagine they are J.J. and write a diary entry for the day she gets stuck in the past.
 2. Using a medium students haven't used before, have them make a collage of scenes from the past or design a new cover for the book.
 3. Have students write a story where a character gets lost in time. How do they survive? How do they return to their own time?
-

Chapter 13

SUMMARY

Sam and J.J. return to Government House to make one final attempt to find the buried watch. Using the measurements gained from their last trip to the past, the girls attempt to pinpoint the watch's location. They find they were digging about a foot and a half off. This time the girls hit something metal: a cookie tin that contains the long-lost watch.

The girls momentarily consider returning it to George Watt but don't know what affect that would have on the timeline. They discover that they can't seem to return to his time anymore by saying his name.

Lily appears to them as a ghost and mouths "Thank you." They see the ghost of a young man join her and the two disappear into darkness. J.J. realizes that the very first ghost she saw must have been Lily, and that it was likely Lily who wanted them to find the watch all along. The girls make plans to tell Mrs. Goudy they've found the watch, and discuss that she'll likely donate it to Government House.

Crossing the Government House grounds, Sam thinks she hears soft laughter, but the two girls ignore it and hurry home.

BEFORE READING

Ask students the following questions before reading the next chapter:

- Can you predict what will happen in the last chapter? If you were writing the story, how would you end it? (Students could do this as a written exercise as well).
 - How have you enjoyed the story? Ask students to rate the book compared to other books they've read.
 - Review the class timeline. Have you missed anything?
-

4. Why doesn't travelling in time work anymore?

5. Why does Lily appear to the girls?

6. What happens to the ghosts?

CHAPTER 13 ACTIVITIES

1. Have students imagine how they would feel upon finding the hidden tin with the watch. Create an abstract painting that expresses those feelings. Have them use a new medium that they haven't tried before.
 2. Have students pretend they are a reporter covering the story of finding the watch. Write it up for the local newspaper, a news website, or prepare a podcast.
 3. Have students imagine Mrs. Goudy's reaction. Write a scene from her point of view – in which the girls fill her in on what happened.
-

AFTER READING

- Are there any parts of the story where the students are unclear about what happened?
- Review the construction of a novel and have students identify what chapters are the rising action, climax, and falling action.
- Review vocabulary for usage.
- Is there any additional information the students are still interested in learning about the book's topic? Review and complete the Know-Want-Learn sheet handed out at the beginning of the unit.
- Do students think the writer intends to write another book in the series? Have them write their own sequel.

WHAT PREDICTIONS DO YOU HAVE?

Picture Clues

Word Clues

Predictions

KNOW – WANT - LEARN

What I Know

What I Want to
Know

What I've Learned

ABOUT THE AUTHOR



JUDITH SILVERTHORNE is a multiple-award winning Canadian author of more than a dozen books. *Convictions*, her first Young Adult historical novel, is a Gold Moonbeam Award winner. She has many children's novels published, one of which has been translated into Japanese, plus two adult non-fiction biographies. Her first picture book, *Honouring the Buffalo*, published in English and Cree in 2015, is an international award winner, and in 2016 it was published in French and Cree.

The love of nature, people and history inspire Judith Silverthorne's writing and help shape many of her books. Saskatchewan-based, she travels the world acquiring knowledge of cultures and societies, exploring mysteries, experiencing significant events, and the everyday lives of people, which she weaves into her numerous stories.

Judith teaches writing classes, and has presented hundreds of readings and writing workshops at libraries, schools and other educational institutions, and given presentations at conferences and literary festivals. For more information about Judith, visit her website: www.judithsilverthorne.ca.

PAULA JANE REMLINGER, writer of the Teacher Resource Guide, is a writer and educator. She holds a B.A. Hons (English), B.Ed., M.A. (English), and M.F.A. (Creative Writing). She has experience working with youth, adults, and ESL/EAL students.