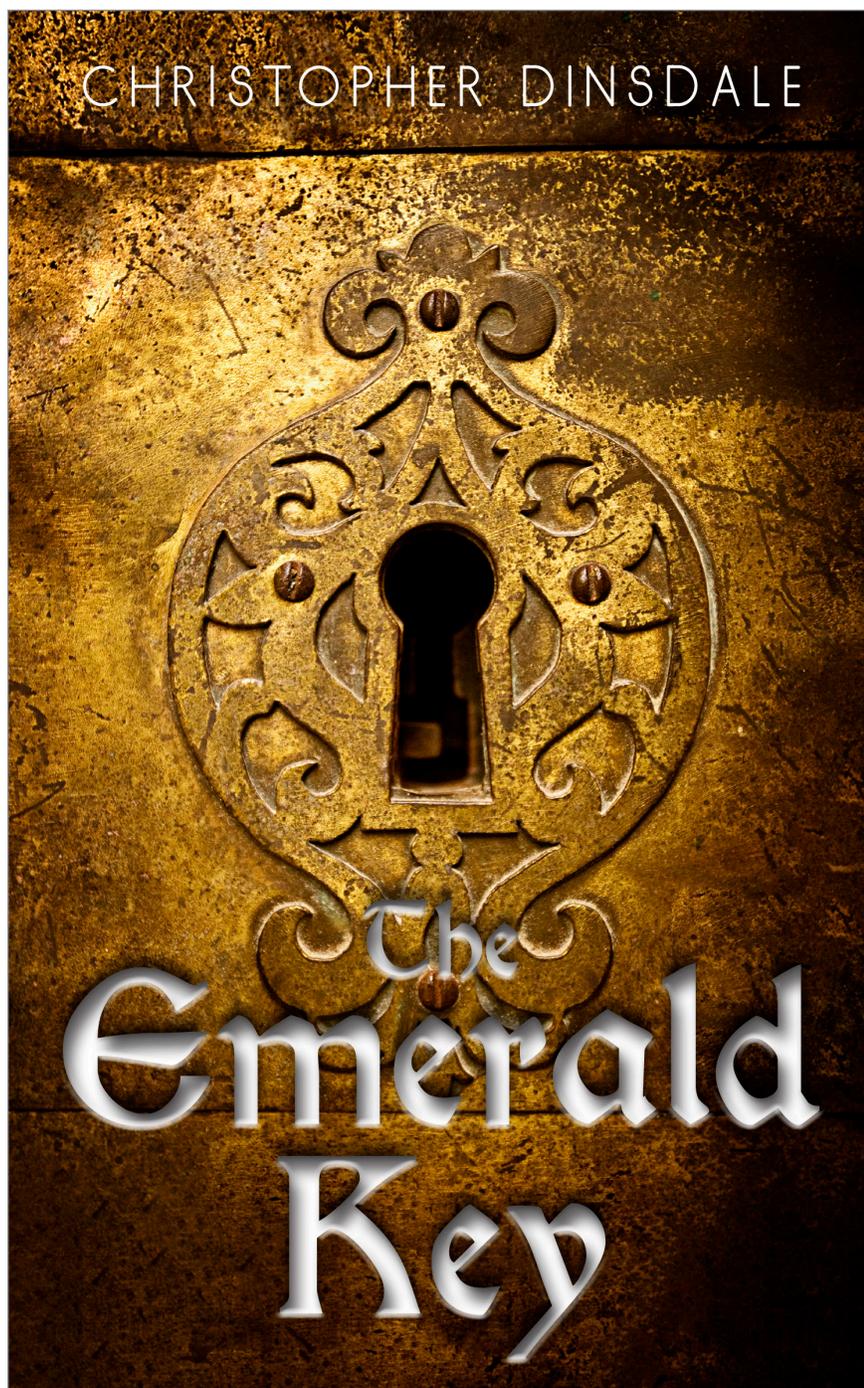


TEACHER'S GUIDE

CHRISTOPHER DINSDALE



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TABLE OF CONTENTS

SUMMARY	4
AUTHOR BIOGRAPHY	4
CURRICULUM CONNECTIONS	5
PRE-READING ACTIVITIES	7
PROLOGUE AND EPIGRAPH	7
QUESTIONS WHILE READING	8 - 17
DISCUSSION AFTER READING	18
EXTENDING LEARNING RESEARCH	19 - 22
EXTENDING LEARNING WRITING	23 - 24
EXTENDING LEARNING VOCABULARY DEVELOPMENT	25

SUMMARY

In 1847, after a confrontation with British soldiers, Jamie Galway awakens from a coma to find his brother, Ryan, and the ancient Irish text they are sworn to protect are missing. Jamie learns that his brother has been forced onto a ship bound for Canada. The ancient script, one of the keys to the secret location of a priceless treasure, has gone with him. On the advice of a secretive band of priests called the Brotherhood, Jamie crosses the Atlantic to find his brother and the lost key. Unaware that Jonathon Wilkes, a ruthless treasure hunter is also on the trail, Jamie must find Ryan first, before Wilkes, in his desperation to find the elusive treasure, resorts to murder. Jamie, followed by Wilkes, must race across an ocean and throughout Canada to see who will be the one to claim the Emerald Key.

AUTHOR BIOGRAPHY

Christopher Dinsdale is a teacher with the York Region District School Board who enjoys writing during his summer breaks. His novels for young readers include *Broken Circle*, *Betrayed*, and *Stolen Away*, which was shortlisted for the Red Maple Award. He lives in Newmarket, Ontario.

CURRICULUM CONNECTIONS

Ontario Curriculum Language Grade 7

Grade 7 Reading

Overall Expectations

2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them (e.g., by comparing their own perspective to those of the characters in a historical novel)

1.7 analyze a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction (e.g., narrative: having ordinary characters caught up in an exciting plot makes the story seem more real; debate: the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument)

Responding to and Evaluating Texts

1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts

Elements of Style

2.4 identify various elements of style - including foreshadowing, metaphor, and symbolism - and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., a metaphor creates vivid, striking pictures in the reader's mind by suggesting an unexpected analogy between one type of object or idea and a different object or idea: a budding poet)

Grade 7 Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Vocabulary

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate syllables, stress patterns, inflected forms, multiple meanings, and information about word origins in online and print dictionaries, including thematic dictionaries such as a medical dictionary, bilingual dictionary, or dictionary of idioms; use a thesaurus to explore alternative word choices)

There are many connections that may be drawn to the grades 7 and 8 History curriculum. Please see:

History: Grade 7 – Conflict and Change

History Grade 8 - Confederation

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies.html>

PRE-READING ACTIVITIES

1. Examine the front cover and the blurb on the back of the text. What sort of book do you think *The Emerald Key* will be? What genre?
2. Do you know why many Irish came to Canada in the 1840's – 1860's? What guesses can you make about why so many immigrated to Canada?
3. The secretive organization called "The Brotherhood" is mentioned on the back cover. Do you know of any other books or movies that deal with secretive organizations?
4. What does the word "priest" mean? Which religion has priests as part of its organization?
5. Take a look at The Book of Kells online at:
www.youtube.com/watch?v=HMvfMVBhUXI
 - Find one image that appeals to you.
 - Describe the image using as many adjectives as you can. Consider the colours, the details, the style etc.

PROLOGUE AND EPIGRAPH

1. Dinsdale (the author) includes a quotation from a 12th century writer:

"You will make out intricacies, so delicate and so subtle, so full of knots and links, with colours so fresh and vivid, that you might say that all this were the work of an angel, and not of a man."

- a. Define the following words:
 - i. Intricacies
 - ii. Subtle
 - iii. Vivid
 - b. In the 21st century it is sometimes a challenge to be awed by anything in the way that this 12th century writer was awed when he saw a beautifully illustrated book. What things inspire awe in you, a citizen of the 21st century? Try to identify at least 4 things.
 - c. How could this quotation be fitting for *any* book you enjoy reading?
2. What is a prologue? What purpose does it serve?
 3. Summarize the events of the prologue in point form. Provide as many details as you can.

4. Father Francis mentions “an unstoppable darkness”. You might have heard of the “Dark Ages”. What do you know about that period of history?
5. The prologue also talks about the origins of universities, which used to be centres of learning in a world that didn’t have easy access to knowledge. In what ways is the university described in the prologue different from what you know about universities today?
6. Who was attacking Ireland and why?
7. Father Francis calls the collection of books, art, sculpture, etc. “our country’s soul”. What do you think defines our country of Canada today? Is it books, art, sculpture? Are there other things which define our country or our soul? What are they?
8. What gift does Father Francis give Kiera and what does it represent?
9. The prologue ends with Father Francis being tortured and with the capture of Kiera. Although we don’t know exactly what happens, how do you think this terrible scene ends?
10. Who was St Patrick? If you don’t know research him on the Internet.

QUESTIONS WHILE READING

Chapters 1 & 2

1. The two brothers Jamie and Ryan have different temperaments as we see in their response to the family that has died fleeing the famine. How would you describe each of the boys?
2. Describe the rings worn by both brothers.
3. What association do both brothers belong to as evidenced by the rings?
4. Page 20 gives a brief overview of the infamous “Irish Potato Famine”. Summarize the information you’ve read on that page.
5. Why does Ryan attack the British soldiers?
6. The soldiers threaten to send Ryan off on a ship bound for the new land called *The Carpathia*. What is its nickname?
7. What is the “treasure” Ryan and Jamie are in charge of and where does it end up at the conclusion of the chapter?
8. On page 28 we get a short history of the Irish Brotherhood. How does the information revealed here connect to the prologue we have just read?

9. "Anger channeled in a proper way can also be a powerful ally and a source of strength", says the Cardinal on page 29. Do you believe in that statement? Can you think of a modern day hero who exemplifies (is an example of) that statement?
10. It seems from what the Cardinal says that the book the brothers were trying to save is, in fact "*The Emerald Key*" of the title. Why is it referred to as a "key" – look at page 30 for help to answer that riddle. Can you guess why it's called "emerald"?
11. Where did Jamie learn to speak French and why will that be important when he gets to Canada?

Chapter 3

1. The beginning of chapter 3 reveals Jamie's family's past. What do we learn about his childhood, his father and his mother?
2. What are the names of the members of the O'Connor family whom Jamie meets while on board ship? Where do they plan to live once they get to Canada?
3. Why is Ireland referred to as a "floating morgue"?
4. In chapter 3 we are introduced to Jonathan Wilkes.
 - a. How would you describe Wilkes?
 - b. What is his profession or job?
 - c. Describe his adventure in Tibet – what treasure was he seeking there?
 - d. What treasure does he seek now? Provide a direct quotation to prove your answer.
5. If you've seen Titanic, you're familiar with the various classes on board ship. Jamie goes to second class and the family goes to fourth class. Where do you think each section is located on the ship? Provide a direct quotation which describes the conditions of fourth class.
6. Describe, in your own words, how Jamie assists in repairing the ship.
7. Jamie says he uses Pythagoras's theorem to help him.
 - a. Have you ever heard of Pythagoras?
 - b. Research on the Internet his famous theorem to see what it is known as.
 - c. How would Jamie have learned about Pythagoras?

Chapter 4

1. Have you ever heard of “Davy Jones’s locker”? Where have you heard the expression? To what does it refer?
2. On page 56, Jamie muses that Canada’s political system is similar to the one he left behind in Ireland. Explain why he says that using evidence from the text.
3. On page 56 Jamie draws comparisons between Canada and Ireland and their relationships to the British. Explain the connections he makes.
4. What is typhoid? Find out what its symptoms are, what possible cures there are, and what its impact is on the patient.
5. What evidence can you find in the text that Jamie enjoyed working as a deckhand onboard the *Independence*? Use direct quotations to support your answer.
6. What unsettling sight does Jamie witness one night?
7. What inference (guess) can you make about Jamie’s character based on his desire to help Erin O’Connor and her son - especially since they are “strangers” to him and not related to Jamie in any way? What sort of young man would you describe Jamie as?

Chapter 5

1. What precautions does Jamie take to protect himself from typhoid?
2. What was the function of the town of Grosse Isle in 1847?
3. Why might the residents of Canada be wary (uneasy) of immigrants from Ireland?
4. The captain makes reference to “The Grim Reaper” – who is this fictional character and what does he represent?
5. How old is Colin? What emotions do you think he might be experiencing upon his arrival to the new land so soon after the death of his entire family? Do you think a 5-year-old is able to understand the enormous impact of these events? Explain.
6. What personal belongings does Jamie make sure are saved for Colin to connect him to his family? Do you have any items from your family that have become heirlooms passed down from one generation to another? What are they?
7. Explain the process of passing through Grosse Isle and what awaited those who were forced to stay.
8. Do you think the behaviour of the officials towards Jamie and Colin is cruel or is it necessary given the circumstances? Explain your answer.
9. The nurse, who is a Catholic nun, tells Jamie that the very difficult and dangerous work of tending the sick is “a calling”. What does that expression mean?

10. Jamie is heart-broken to learn just how many newcomers are buried in Grosse Isle (many of whom would have been Irish just like him, hoping for a better life in Canada). What is the gravedigger's estimate as to how many are buried at Grosse Isle?

Chapter 6

1. What unusual choice does Jamie make for the basis of his boat?
2. Why do you think Jamie goes to the trouble to name the boat (the *Good Erin*) and to make certain that Colin knows the name of the boat?
3. What is Jamie and Colin's destination?
4. On page 92 Jamie reflects on the *irony* of his present situation. He finds it ironic that in trying to save Colin's life by taking him away from Grosse Isle, he has put Colin's life in danger by putting him in a leaky boat. Define the concept of "irony". Create an imaginary scenario to define "irony" in your own words.
5. Explain how Jamie and Colin are rescued from a near death by drowning.

Chapter 7

1. Jamie wakes up in unfamiliar surroundings. The author uses both a metaphor and a simile on page 97 to describe Jamie's new environment. Quote both a *metaphor* (an implied or indirect comparison) and a *simile* (a comparison using like or as), from this section.
2. What is the name of the young woman who rescues Jamie and Colin? To what tribe does she belong?
3. The young Native woman diagnoses Colin with scurvy. What causes that disease and how can it be cured?
4. What do you think the sweet drink that the young Native woman offers Colin is made of?

Chapter 8

1. Jamie's Native guide has to ask permission from her elders to escort Jamie and Colin to Quebec City. Do you think it's fair she can't make this decision on her own? Do you think it's wise that she respects the opinions of her elders? Explain your position.
2. Where was the original Wendake located?
3. Why do the Wendat people seem to eye Jamie with suspicion? How does Jamie relate in a personal way to their suspicion? (see page 108).
4. What is the definition of Metis?
5. Despite not speaking the same language, what is it that the French Canadians and the Irish immigrants have in common?

6. In this chapter Jamie meets Bethany Fitzgerald.
 - a. What draws her to Jamie?
 - b. What defines her personality?
 - c. What does Bethany look like?
 - d. How does the Irish town of Longford connect Jamie and Bethany?
7. Bethany is an orphan like Colin. What evidence does she give Jamie to prove that she has been poorly treated?
8. What specific skill of Bethany's does Jamie decide will be very useful to him when he reaches Montreal?

Chapter 9 & 10

1. What observations does Tutuyak have about Jamie's character?
2. What words of advice does she have for Jamie as he faces the difficult challenges ahead?
3. What work does Monsignor Baillargeon do at the Cathedral that doesn't involve church work?
4. Captain Nadeau's ship is quite different from the one Jamie crossed the ocean on. What type of ship is it?
5. Explain, in your own words, what two methods of propulsion the ship uses.

Chapter 11

1. Identify (by quoting directly from the first paragraph) the metaphors Jamie uses to describe the men and women of Montreal.
2. Beth describes the goods being shipped into and out of Montreal, list three items she identifies.
3. Explain why the Canadians are so fearful of the sickness the Irish have brought with them to Canada. Exactly how many deaths have occurred from cholera and typhoid in Montreal and the rest of the colony?
4. Describe the "disturbing" details that the officer recounts to Jamie detailing the journey of the *Carpathia* from Ireland to the new world.
5. Who might the man (described as an "older man, an uncle") be who came asking about the whereabouts of Ryan Galloway?
6. Identify the two items which seem to prove Ryan's death.

Chapter 12

1. Jamie reveals to Beth for the first time that he is a priest – what does that mean in terms of rules that he must live by?
2. Despite perhaps wanting to punch the captain of the Carpathia (or to do worse), what is Jamie's real reason for confronting the captain?
3. Who else in the bar is able to overhear the conversation between Jamie and the ship's captain?
4. Jamie gives a thorough description of the book he's looking for to the bookseller. What are some of the details we now know about the book? List as many specifics as you can.
5. Explain the basis of the protest that is underway. What does Mr. Kessler mean when he says imagine, "Being paid for trying to overthrow a government..." (page 155).
6. Rounding up immigrants at a time of great discontent is, sadly, something that has happened several times in Canadian history. For example, which immigrant group was held captive during WWII even though they had been living in Canada for many years?
7. Do you think the author does a good job of weaving historical details into his novel? Explain your answer.

Chapter 13

1. During what years was Montreal the capital of Canada? When did the capitol change to its present location in Ottawa?
2. Explain the technique Jamie uses to disguise himself and Beth.
3. Using your own words, describe the rope method Jamie uses to get himself and Beth to the roof of the parliament building.
4. How does Jamie rationalize taking the book from the library? In your opinion, is it "stealing" or is it "borrowing"?
5. The mob actually sets fire to the library with Jamie inside the building; it wouldn't be the first time that a mob destroyed a library. Jamie links this blaze to the destruction of another famous library. What was the name of this library and approximately when was that library destroyed?
6. What would it take to destroy "the records of an entire nation" today? Could one event destroy the "history of knowledge" in the same way today as in 1847? Explain your answer.
7. Why do you think Jamie sends up an empty bag first rather than try to escape himself?

Chapter 14

1. What managed to break Beth's fall and allow her to survive?
2. As fire races through the building, it's the gas lines that threaten to explode. What would the gas have been used for in the parliament building?

3. How does Beth know about the sewers that run underneath Montreal's streets?
4. Jamie and Beth have both saved each other's lives; they share their knowledge in a way which benefits them both. Explain how each has saved the other's life at least once.
5. Explain the evidence found in the ancient Irish book, which suggests to Jamie that his brother Ryan might still be alive.

Chapter 15

1. Ryan's sketch is entitled "*How to Get a Ship over a Mountain*". Explain the connection that Mr. Kessler and Jamie draw between that expression and the building of the Welland canal. Be specific.
2. What was the secondary purpose of the locks at Niagara Falls (i.e. beyond allowing ships through)?
3. What is an "aqueduct" and how might knowledge of one help in the new world?
4. For the first time we learn the title of the book Jamie is in charge of safekeeping. What is its name?
5. What task does Jamie set for Beth that she must complete before nightfall?

Chapter 16

1. The author makes an allusion (reference) to the Pied Piper of Hamelin. If you are not familiar with this character research him using the Internet. Explain the connection between the Pied Piper and Jamie.
2. Describe the man John Rice.
3. Why does Jamie not want to tell John Rice all the details of his planned trip with the children?
4. Mr. Rice agrees to transport Jamie and the children. What is the name of their destination?
5. Why does Mr. Rice refuse payment?
6. Mr. Rice shares his plans for the future with Jamie. What sort of ship does he currently have and what sort does he hope to have in the future?
7. What is Mr. Rice's cultural background?
8. Who or what is following Jamie and how does it make him feel to know he is being followed?
9. Once they arrive in Prescott, explain exactly what transpires (happens) at the dock of the Prescott Shipbuilding Company.
10. One of the orphaned boys is shocked by Jamie's actions: "So far he's sprung a dozen orphans out of an orphanage, abducted a pair of night watchmen, and now we're going to steal a full-sized steamship?" (page 206) Do you believe the explanation Beth gives for Jamie's actions? Why or why not?
11. Do you believe there is any similarity between Jamie and the fabled Robin Hood? Explain your answer.

12. What prior knowledge does Jamie bank on that will help the orphans manage the *Carpathia II*?
13. What do the children re-name the ship?
14. Who helps Jamie and the children navigate the waters of the Thousand Islands?

Chapter 17

1. Mr. Wilkes has some harsh words for Canada and Canadians. Quote from the text to show exactly what he thinks of Canadians.
2. Mr. Wilkes was planning to head back to England. What prompts him to change his mind?

Chapter 18

1. Captain Chamberlain is not amused by the thought of young Irish children successfully stealing his ship. In fact, he says he wants to have them charged. What is the offense he plans to have them charged with once they are caught?
2. The reader is introduced to a new character named Shane Beckett. Describe Mr. Beckett's situation using details from the text.
3. Shane's wife Chloe calls their situation "madness". The family has been threatened by a mob saying they will be sent back to Ireland. Quote the direct line which shows Chloe Beckett's response to this threat.
4. The Becketts are being held in an "illegal detention centre". Why are the Toronto police unwilling to help them?
5. When Jamie hits the pier with the *Flying Irishman* he cracks a joke. Quote the joke.
6. Jamie concocts a story about why he docks at the pier loaded with illegally detained Irish. What's the story?

Chapter 19

1. Shane makes the following observation about the young priest: "It was obvious that Jamie had no regrets regarding his many unorthodox, perhaps criminal actions" (Page 231). Do you believe Jamie has acted lawfully or do you believe he has acted criminally? Explain your answer.
2. What city has the *Flying Irishman* now arrived at?
3. What facts does Shane use to educate Jamie about the dangers of trying to get home via the United States? Name three issues he raises.
4. Shane reveals that he wants to take his family to the United States having had enough of Canada's rough treatment. He asks Jamie if he can sail the ship to the U.S. What is his port of destination?

5. What does Jamie believe will happen to the *Flying Irishman* if it is abandoned in American waters?
6. What is the escape plan Shane has in mind for Jamie? For how long will he wait and where?
7. What will happen to the orphaned children?
8. How many days does it take them to locate Ryan?
9. What is the false name Ryan has been using?
10. Provide details of just how horrible Ryan's crossing was on the *Carpathia*.
11. Ryan explains how and why he takes the name Patrick Kell. What was his reasoning behind the false name?
12. Ryan also explains why he didn't head straight back to Ireland. What is his reason?
13. Why is Ryan inspired to stay on in Canada and not return to Ireland and the Brotherhood?

Chapter 20

1. Jamie struggles with Ryan's desire to join a band of Irish soldiers. What is the stated goal of this band of soldiers?
2. What does Ryan wish for the country of Ireland?
3. One brother claims the side of non-violence and the other claims the side of action.
 - a. Explain the beliefs of each of the brothers.
 - b. Which side would you take and why?
4. What does Wilkes plan to do with the *Book of Galloway* once he has it in his possession?
5. So much action takes place in this chapter. In your own words, try to explain what happens after Mr. Wilkes shoots Ryan in the shoulder. Exactly how do Ryan, Jamie, Colin and Beth escape?
6. Why do you think Jamie takes off his Brotherhood ring on page 270?
7. How does Mr. Wilkes finally meet his death?
8. The paragraph that details Wilkes' death (beginning at the bottom of page 271 and carrying over to the stop of page 212) is very descriptive.
 - a. Identify 4 adjectives from this paragraph that help make the action come alive.
 - b. Identify 4 verbs from this paragraph that help make the action come alive.
 - c. Identify a simile from this paragraph.
 - d. Identify 2 examples of onomatopoeia (words which describe a sound).

Chapter 21

1. How does Mr. Montgomery help the boys deal with (some might even say *cover up*), the death of Mr. Wilkes?
2. Do you think that would happen today? Why or why not?
3. Describe the meeting between Colin and his Aunt and Uncle.
4. How does Jamie persuade Beth that it would not be the best plan for her to return to Ireland?
5. What is the new plan for Beth?
6. What keepsake does Beth ask to keep that belonged to Jamie?
7. Who are “the good friends” who will help Jamie and Ryan on the next part of their journey? You might want to think back to the Irish immigrants aboard the *Flying Irishman* to help you with your answer.

Epilogue

1. How many years after the main action of the novel does the Epilogue take place?
2. What position does Jamie now hold?
3. What has happened to Ryan since we last saw him?
4. Describe Colin’s life since we last saw him.
5. What has happened to Beth’s husband?
6. Why has the Brotherhood not yet revealed the treasure?
7. Describe the secret Jamie reveals to Beth.
8. Do you think a visit to see the treasure is a fitting end to the novel? Explain your answer.

DISCUSSION AFTER READING – TEACHER LED

1. Consider what makes a book a great read. Gather responses from students. Does *The Emerald Key* meet these criteria? Create a discussion board with the students.
2. Is weaving history into an adventure novel a better way to learn about history than reading an expository text? Discuss the differences between *narrative writing* and *expository writing*. Have students take a position on the question.
3. Consider the character development in the novel. Is Jamie a believable character or is he too good to be true? Have students debate this topic.

EXTENDING LEARNING - RESEARCH

The History of Books

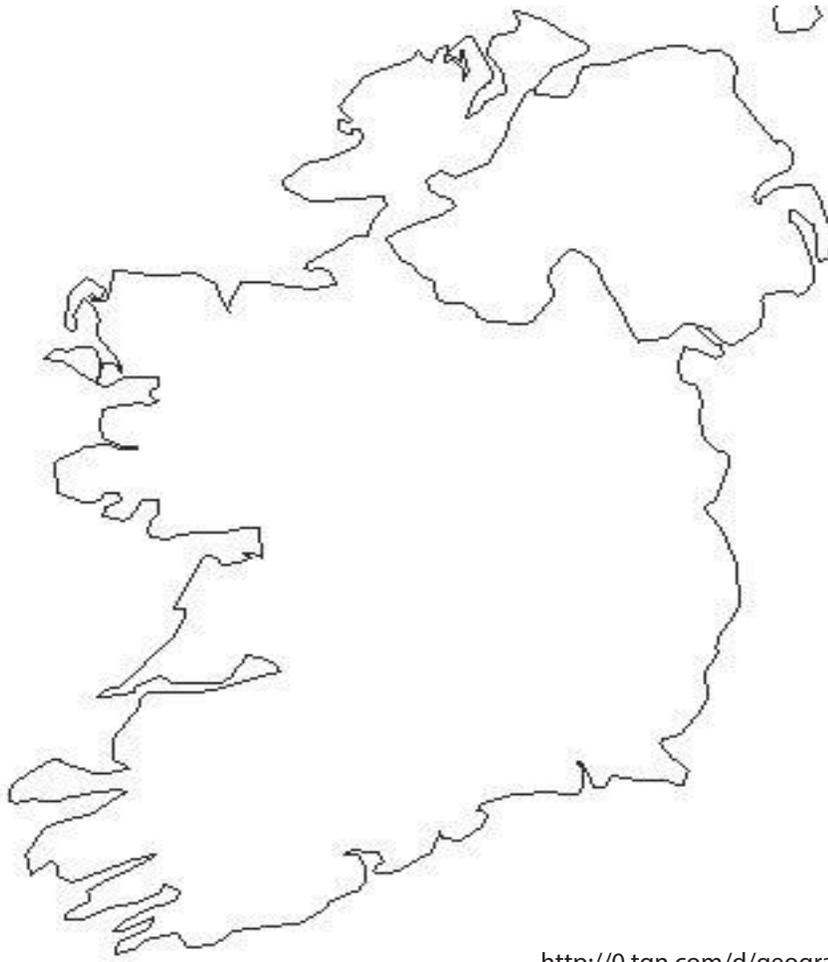
1. The Emerald Key revels in the idea of books as being central to our understanding of the world. In the Prologue, Father Francis is horrified by what he sees:

“Almost all of the books that had been painstakingly written out by hand by dedicated monks were unceremoniously thrown into massive bonfires.” (p. 9)

Research the following to give you a sense of the history of books:

- i. The Book of Kells
- ii. Illuminated Manuscripts
- iii. The scriptorium
- iv. Johannes Gutenberg
- v. The Gutenberg Bible
- vi. Watch this Encyclopedia Britannica Film “Making Books” from 1947.
<http://www.youtube.com/watch?v=hBztGX-2i1M>
- vii. The ebook
- viii. The Gutenberg Project by Google

Map of Ireland



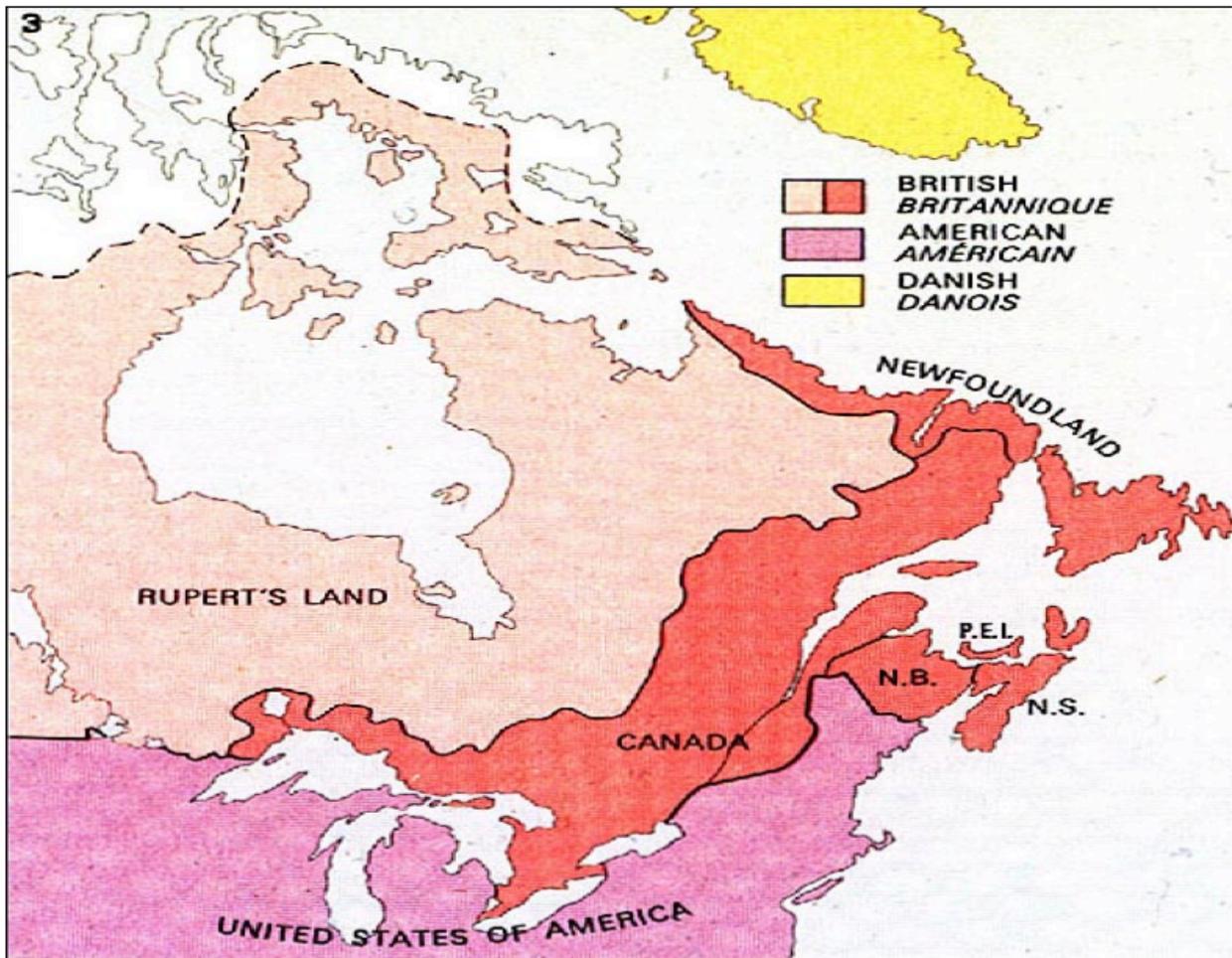
<http://0.tqn.com/d/geography/1/0/1/C/ireland2.jpg>

Locate the following places on the map:

- a) Cork
- b) Galloway
- c) Kilkenny
- d) Dublin
- e) Belfast
- f) Plot the border between today's Republic of Ireland (known as Eire) and Northern Ireland

he Gutenberg Project by Google

Map of Canada circa (about) 1840



<http://www.archives.gov.on.ca/english/on-line-exhibits/maps/textdocs/ontario-boundaries-1840.aspx>

Chart the journey taken by Jamie and his friends by situating these towns (in 1847 they were all towns!). Include the following:

- | | |
|----------------|------------------|
| a) Quebec City | g) 1,000 Islands |
| b) Montreal | h) Niagara Falls |
| c) Grosse Isle | i) Rochester |
| d) Dundas | j) Tonawanda |
| e) Toronto | k) New York |
| f) Prescott | |

Technology Research & Sketching

Jamie engages in many mini feats of engineering over the course of the novel. Draw or sketch the technology which was new at the time of the novel. You might choose from:

- The repair of the Independence
- The coffin boat
- The pulley system used to get in and out of the library
- Another choice?

Historical Research

Read the Author's Notes at the end of the book. Research one or more of the historical events he uses in his novel. Prepare 10 power point slides to share your findings. Remember to use text sparingly on your slides. Wherever possible use diagrams, maps, pictures etc. with a few words to jog your memory. When you present your power point, fill in the details on the spot. The repair of the Independence

a) Grosse Isle

<http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/natcul/natcul3/a.aspx>

<http://www.pc.gc.ca/eng/lhn-nhs/qc/grosseile/natcul/natcul1/b.aspx>

b) The burning of the parliament buildings in Montreal

<http://www.vehiculepress.com/montreal/oldmontreal.html>

c) The construction of the Welland canal

<http://www.wellandcanals.com/History.html>

d) Racism against the Irish newcomers in Toronto

http://www.irelandparkfoundation.com/index.php?p=1_12

e) Ireland's role in preserving knowledge in the Dark Ages

<http://www.ricksteves.com/plan/destinations/ireland/irehist2.htm>

f) Viking history and raids

<http://www.bbc.co.uk/schools/primaryhistory/vikings/>

g) History of the Wendat Nation

http://canadachannel.ca/HCOJR/index.php/B._The_Wendat_People

h) The Irish Independence movement

http://www.irishhistorylinks.net/More_Links/Childrens_History_20C.html

EXTENDING LEARNING - WRITING

Personal History

The Emerald Key explores personal histories of many different Canadians including immigrants, Native peoples, and governing peoples. Unless your background is First Nations, you, like all Canadians can trace your ancestry to somewhere outside of Canada.

- What do you know of your family's story whether it is recent or several generations in the past?
- How did your family arrive in Canada and when?
- What do you know about the details of your family's arrival to Canada?

Share some of your family's story in 2-3 paragraphs.

Character Study

There are many who help Jamie on his journey. Throughout the novel we meet the following supporting characters:

- Tutuyak
- Monsignor Baillargeon
- Mr. Kessler
- John Rice a.k.a. Big John
- Thomas Montgomery

For each of the characters define a character trait and an action each did to aid Jamie's quest. Provide a page reference for each example. You should have 3-4 sentences for each character.

Themes

Many of the themes in *The Emerald Key* are relevant today. Some of the themes include the following:

- The impact of history on individuals
- The tension between pacifism and violent action
- The power of relationships such as friends and brothers
- The impact of racism
- Decision-making around difficult topics/Doing the right thing
-

Use the following chart to explore one of these themes. Complete it in point form.

Theme – explain it in your own words	Example #1 explore an example of this theme as it is discussed in the novel	Example #2 explore an example of this theme as it is discussed in the novel	In what ways is this theme relevant today?	Give one contemporary example to prove your point

Select one of the themes for which you completed a point form chart. Write one paragraph of 5 -6 sentences to examine the theme from the point of view of the novel. Use at least one quotation within your answer.

EXTENDING LEARNING - VOCABULARY DEVELOPMENT

For each of the words listed below, read the sentence in which it is used. Define each word using a dictionary as well as your understanding from the context of the novel.

Then, choose **10** words you would like to “know better”; words you might try to use in your own writing or speech. Write the words you select in a separate/new sentence, which precisely reflects meaning of the word.

1. Audacious (p. 7)	20. Ragamuffin (p.133)
2. Voraciously (p.7)	21. Placate (p. 136)
3. Pillage (p. 9)	22. Queried (p. 136)
4. Pagan (p. 12)	23. Ravenous (p. 145)
5. Skirmish (p. 55)	24. Raucous (p. 146))
6. Mischievous (p. 57)	25. Unsavoury (p. 147)
7. Quarantine (p. 60)	26. Mockery (p. 159)
8. Horrendous (p. 69)	27. Ominous (p. 170))
9. Proximity (p. 74)	28. Permeated (p. 198)
10. Queue (p. 77)	29. Dilapidated (p. 198)
11. Abrupt (p. 84)	30. Heist (p. 207)
12. Meandered (p. 87)	31. Sombre (p. 215)
13. Purgatory (p. 89)	32. Irate (p. 215)
14. Meager (p. 89)	33. Immaculate (p. 215)
15. Festering (p. 89)	34. Dilemma (p. 227)
16. Pristine (p. 109)	35. Unorthodox (p.231)
17. Presumptuous (p. 112)	36. Destitute (p. 244)
18. Precociousness (p. 113)	37. Pacifist (p.258)
19. Gawking (p.133)	