

TEACHER'S GUIDE

Grades 7 - 8



FEVER SEASON

ERIC ZWEIG



Teacher Resource Guide developed by
Kathleen Grainger



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BOOK SUMMARY

It is early 1919 in Montreal and a deadly outbreak of Spanish Influenza has killed thousands in Canada. David Saifert, a thirteen-year-old English Canadian, is alone: his father died fighting in the First World War and his mother and sister were recent victims of the flu epidemic. But he does have a childhood photo of his mother's long-lost brother, who he thinks lives in Seattle. David is certain his Uncle Danny can save him from the orphanage he ends up in, but he has no idea how to locate the man.

Then luck strikes when David gets a job with the Montreal Canadiens, who earn the right to play the Seattle Metropolitans in the Stanley Cup playoff, allowing David to travel across the country with the hockey club.

What fate awaits the mighty Canadiens on the West Coast? Will David find his uncle? Will he survive the deadly flu?

ABOUT THE AUTHOR

Eric Zweig is a managing editor with Dan Diamond & Associates, consulting publishers to the National Hockey League. He has written about sports and sports history for many major publications, including the *Toronto Star* and the *Globe and Mail*. His non-fiction sports books for young people include *Star Power: The Legend and Lore of Cyclone Taylor* and *Crazy Canucks*. He lives in Owen Sound, Ontario.

ONTARIO CURRICULUM CONNECTIONS: GRADE 7 & 8

The activities linked to the Grade 7 and 8 Language and Grade 8 History Ontario Curriculums can be found in the Post Reading Strategies section.

Many of the During Reading comprehension questions address expectations in the Reading Curriculum.

LANGUAGE

Reading 1.2, 2.1, 2.3; Writing 1.3 – 1.6, 2.1, 2.6 – 2.8, 3.1 – 3.8, 4.1; Media Literacy 1.1 – 1.5, 2.2, 4.1, 4.2

- *Compare/contrast the Spanish Flu to the H1N1 Flu pandemic of 2009*

Reading 1.2, 2.1, 2.3; Writing 1.3 – 1.6, 2.1, 2.6 – 2.8, 3.1 – 3.8, 4.1

- *Compare/contrast ice making in — then and today*
- *Research how the NHL was formed and how it has evolved over the years*

Writing 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1 – 3.6

- *Overcoming hardships*

Reading 1.4, 1.6; Writing 1.2, 1.5, 2.1 – 2.4, 3.1 – 3.6, 4.1, 4.2

- *Compare and contrast David's life to yours.*

Media Literacy 3.1 – 3.4, 4.1, 4.2

- *Re-design the book cover*

Language: Oral 1.9, 2.1 – 2.7, 3.1, 3.2; Reading 1.3 – 1.6; Writing 1.5, 1.6, 2.2 – 2.5; Media Literacy 3.1 – 3.4, 4.1

- *Interview the main character; podcast*

Reading 4.1, 4.2

- *Assess your own reading*

Writing 1.1 – 1.6, 2.1 – 2.4, 2.6 – 2.8, 3.1 – 3.8; Media Literacy: 2.1, 2.2, 3.1 – 3.4

- *Create a newspaper*

ONTARIO CURRICULUM CONNECTIONS: GRADE 8

HISTORY — CANADA: A CHANGLING SOCIETY

Research social and economic situation at that time

Also addresses Grade 8 Language: Oral 2.1 – 2.5, 2.7; Reading 1.1, 1.3, 1.4, 1.9; Writing 1.2 – 1.6, 3.3, 3.5

Expert group research on specific topics

[can you fit this into the same page as above]

Family/gender roles

PRE READING STRATEGIES

Compare the features of fiction and non-fiction text.

- oral discussion

Discuss/review features of historical fiction. Point out the Acknowledgements and Websites at the back of the book. Discuss implications about some of the content of the book.

Discuss the book cover. What might it tell the reader about the content? Discuss how this cover might encourage people to read the book or discourage them from reading it.

After analyzing the book cover and reading book summary discuss what kinds of knowledge students think they might need to know. Activate/provide background knowledge through viewing images, videos, and/or reading about:

- society at the beginning of World War I
- Montreal in the early 1900's
- modes of travel
- beginnings of the NHL
- Spanish Flu in Canada

Set the stage for the time frame of setting in the book through discussion, photographs and student research of Montreal and Western Canada in the early 1900's. Look at economic, social and immigrant factors.

VOCABULARY BUILDING

The following word lists are suggestions for vocabulary building. There are other words in the book that might be more appropriate to meet the needs of the various reading levels in the classroom.

Chapter Chunks

One way of breaking up the novel to make it more manageable is to create chapter chunks. This is especially helpful for students who find reading a challenge.

Chunk 1: chapters 1-4, pp.7-61

Chunk 2: chapters 5-10, pp.62-115

Chunk 3: chapters 11-14, pp. 116-160

Chunk 4: chapters 15-20, pp.161-206

Chunk 5: chapters 21-25, pp. 207-246

There are many different ways to use the following vocabulary lists. Some suggestions include:

- student or teacher created word searches
<http://puzzlemaker.discoveryeducation.com>
- find the meaning and use in a sentence to show understanding of meaning
- find the meaning, and find another word with same or similar meaning
- make a chart showing prefix, root and suffix
- multiple meaning words

CHUNK 1: pp 7-61

treadles p11	bassinet p12	satchel p12	diversions p12	icebox p19
wielding p20	pudgy p31	spurred (on) p40	unrighteous p51	somber p51
mustered p55	decoy p58			

CHUNK 2: pp 62-115

pogrom p68	permanganate of potash p94	armistice p106	brisket p110	kosher p110
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CHUNK 3

CHUNK 4: pp 161-206

stave p170	rickety p186
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CHUNK 5

DURING READING STRATEGIES

The following questions are suggestions for reading comprehension and improving thinking skills. The questions reflect a range of Bloom's Taxonomy levels (<http://learningandteaching.dal.ca/bloom.html>). The questions can be answered in a variety of formats — written, oral, graphically, computer generated, etc.

CHUNK 1 (pp.7-61)

1. Could you imagine having to go to your parent's place of work everyday and having to be quiet all day? p8
2. Start a character map of David (BLM 1). Add to it as you read the novel.
3. Start a list of the secondary characters and add to it throughout the novel.
4. Sketch David's father from the physical description on p9.
5. Sketch David's mother from the physical description on p10.
6. How do you feel about sewing being "women's work"? p14
7. On p18 the author writes about it being a novelty for the man to stay at home. Has that changed much since 1919?
8. List the thing that David saw on his way home from school. How does this help you understand the setting of the story? p22
9. Do you consider a chunk of ice a treat? p23
10. David got satisfaction from mending things that otherwise would have been thrown out. Can you relate to that feeling with something that you do? p25
11. Why does the name Kevin Bull fit that character perfectly? p26
12. How come the author uses racist comments in the dialogue? p27
13. How does the author evoke empathy for David? p27
14. What made David rush Kevin and start hitting him? p28
15. What is your opinion about the strap as a form of punishment? p30
16. Do you agree/disagree with the principal's statement, "...if you're going to act like an animal, you're going to be treated like one..."? p30 Explain your answer.
17. Why did the author use italics for the dialogue between David's dad and the scalper? p35
18. How does the author convey the French Canadian accent when Henri is speaking English? p35

19. How did going to a hockey game help David solve his problems with Kevin? p46
20. On p54 Aaron says in a letter why he now know why his father didn't want him to go fight. Why was that?
21. How did 'no man's land' get its name? p56
22. Summarize the main events in this chunk.

CHUNK 2 (pp.62-115)

1. What is different about the way Chapter 5 started? Why do you think the author formatted it this way? p62
2. Why did David's father want to fight in the war? p69
3. Was David still ashamed to mend and sew? Explain. p73
4. On pages 74-79 you learn about how David's mother and father came to Canada. Are there any similarities/differences to how people come to Canada today? Explain. Use a Venn Diagram to organize your ideas. (BLM 2)
5. Why did Sammy have to move? p82
6. How did the NHL get started? p83
7. Was the fire at the Westmount Arena fact or fiction? How do you know? p87
8. How did the Spanish Flu get its name? p91 Where did it originate? How did it get to Canada? Montreal?
9. Why did the author use the term "negroes"? p91
10. Why was the flu so deadly? p95
11. Throughout the book the author changes the visual layout to newspaper column. What is the purpose of doing that? p98
12. What did Mrs. Feedman mean when she said their orphanage wasn't like Oliver Twist? p108
13. How could David tell that J-P was French? p110
14. How does the author relay J-P's accent to the reader? p110
15. Why couldn't David have milk with his sandwich? What does kosher mean? p110
16. Speculate why the folder with Uncle Danny's information was lying out? Why was the handwriting faint and sloppy? p115
17. Summarize the main events in this chunk.

CHUNK 3 (pp.116-160)

1. Why was Mrs. Freedman doubtful about finding David's uncle? p117
2. What did David and J-P have in common? p121
3. What were the new rules for the game of hockey? p124
4. What did J-P mean when he said, "...if I like what I see, I think we should go to that game..."? p129
5. What were the rules for goalies? When did they change? What were the rules after the change? p141
6. Why was Vezina called l'Habitant silencieux? p141
7. What was J-P dreaming about on p144?
8. Why did David want to fix J-P's jacket? p147
9. Do you have a skill or talent like David that you don't tell too many people about? Why do you keep it private? p148
10. Once David started helping Mrs. Wolfe with the sewing, was David picked on? Why/why not? p152
11. What are the similarities and differences between the regular NHL season in David's time to now? p152 Use a Venn Diagram to help organize your ideas. (BLM 2)
12. What was Mr. Kennedy implying when he said they weren't going to take any more people than they could afford? p160
13. Summarize the main events in this chunk.

CHUNK 4 (pp.161-206)

1. Have you experienced a language barrier like David did on his first day of work for the Canadiens? p162
2. What was the author implying when he wrote, "...still, it was Joe Hall who had lead the NHL in penalty minutes 2 years in a row..."? p166
3. Use a Venn Diagram to sketch the differences/similarities of the kind of hockey equipment used in this novel and today? (BLM 2) p166-167
4. On p170, the author gave a brief synopsis of the next several hockey games in the playoff series. Why did the author NOT go into detail for every game?
5. What was the final thing that happened that secured David's passage to Seattle with the team? p176
6. Why did David go to his old apartment? What purpose did it serve? Who was David talking to? p178

7. Why didn't Joe Malone go on the trip? p180
8. Compare/contrast hockey players from the time in the story to today's players. Why did the players in the novel have other jobs? Do today's players have other jobs? p180
9. Why were the airplanes a novelty idea? p186
10. Who was Billy Bishop? p186
11. Why were the players only paid for the first three game sin the Stanley Cup best-of-5 series? p188
12. Describe, using a Character Trait map, Mr. Embree the lawyer. (BLM 1) p206
13. Make a character map for Joe Hall. (BLM 1) p210
14. Why did the author give play-by-play descriptions for only some of the hockey games throughout the novel? p219
15. Summarize the main events in this chunk.

CHUNK 5 (pp.207-246)

1. "...there is nothing in life as important as family..." p237. In your own words, what does this mean?
2. How many adjectives can you think of/find to describe how David felt after finding his Uncle Danny? p238
3. Can you relate to David's feelings about finding his uncle? Explain.
4. No Stanley Cup in 1919. Fact or fiction? Make sure you reference your sources. p 241
5. Is the information about Joe Hall fact or fiction? How do you know this?
6. How do you feel about how this story ended?
7. Summarize the main events in this chunk.

POST READING ACTIVITIES/ CURRICULUM CONNECTIONS

GRADE 7 AND 8 LANGUAGE

Compare/contrast the Spanish Flu (p90) to the H1N1 Flu pandemic of 2009. Explore the facts and opinions expressed in the media surrounding these events. Use a graphic organizer such as a Venn Diagram to help organize your thoughts. (BLM 2)

Reading — 1.2, 2.1, 2.3

Writing — 1.3 – 1.6, 2.1, 2.6-2.8, 3.1 – 3.8, 4.1

Media Literacy — 1.1 – 1.5, 2.2, 4.1, 4.2

Investigate how they used to keep ice in Arenas in David's time (p137). Compare to today.

Reading — 1.2, 2.1, 2.3

Writing — 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1 – 3.8, 4.1

Research how the NHL was formed and how it has evolved over the years. Some topics to investigate could include: which teams involved, how cities got a team and how the team could become part of the league, rules, equipment, popularity of the sport.

Reading — 1.2, 2.1, 2.3

Writing — 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1 – 3.8, 4.1

David had so many hardships to overcome but he still seemed to find happiness in his life. What does this tell you about his character? Using your character map of David write a character sketch about her/him. Be sure to provide supporting details from the text to back up your statements. (Character Development)

Writing 1.5, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1 – 3.6

Compare and contrast David's life to yours. Use a Venn Diagram as your planner (BLM 2).

Reading 1.4, 1.6,

Writing 1.2, 1.5, 2.1 – 2.4, 3.1 – 3.6, 4.1, 4.2

Look at the book cover again. How do you feel about it? Do you like it? Re-design the book cover to make it more appealing using a graphics program, PowerPoint or other visual media. Present the finished work as a Gallery Walk in the classroom.

Media 3.1 – 3.4, 4.1, 4.2

Interview David about his life in Montreal –before and after his mother and sister died, his journey to Seattle and what he expects his new life with his uncle will be like. In pairs, develop questions and answers using the Q-Chart (BLM 3). Present the interview as a live talk show or as a video podcast.

Oral 1.9, 2.1 – 2.7, 3.1, 3.2

Reading 1.3 – 1.6

Writing 1.5, 1.6, 2.2-2.5
Media 3.1 – 3.4, 4.1

Assess your own reading of this novel. Did you find it easy or hard to read? What activities/strategies and/or discussions helped you to better understand the story? (i.e. pre-reading, during reading, post-reading). What might have made it easier/harder to get through? Jot down your thoughts to be ready for an oral discussion with the teacher.

Gr. 7 and 8 Language: Reading 4.1, 4.2

Create a newspaper as one might find in 1914-1919 (time frame of the story) that involves the whole class. Assign students to various sections of the paper, have them research and write articles for the paper. Some topics/sections could include:

- Sports — including hockey
- Current Events
- Health
- Fashion
- Politics
- Gender Roles

Writing: 1.1 – 1.6, 2.1 – 2.4, 2.6 – 2.8, 3.1 – 3.8; Media: 2.1, 2.2, 3.1 – 3.4

Podcast/radio play-by-play of the hockey games

Oral 2.2 – 2.5; Media: 3.1 – 3.4

Using your chapter chunk summaries, create a comic strip of the main events in this book (BLM 4). Use an online program, Comic Life or other graphics software for the finished product.

Write the first chapter to a sequel novel. What happens to David next? What happens to the Montreal Canadiens next?

What did you like best about the novel? Make sure you include examples from the text in your answer.

Create a CD cover with song titles. The song titles can be the main idea in each chapter. (BLM 5)

GRADE 8 HISTORY — CANADA: A CHANGLING SOCIETY

Social and economic situation at that time

- research what the conditions were like, choose a city in Canada to research; group project — oral presentation

Grade 8 Language: Oral 2.1 – 2.5, 2.7; Reading 1.1, 1.3, 1.4, 1.9; Writing 1.2 – 1.6, 3.3, 3.5

Assign small ‘expert’ groups to research specific topics such as population, job and immigration statistics. Then have the expert groups reform into new groups, each with a different topic expert. Each expert then shares their research with the other members. Expert groups can make up test questions to submit to teacher to formulate a quiz to ensure the students have listened and taken notes during the sharing of research activity.

Look at the family roles — use the characters in the story as examples; David’s mother stayed home (after his father got a pay increase), father went to work. Compare to today’s family roles. Compare the family roles in the 1900s to today.

APPENDIX

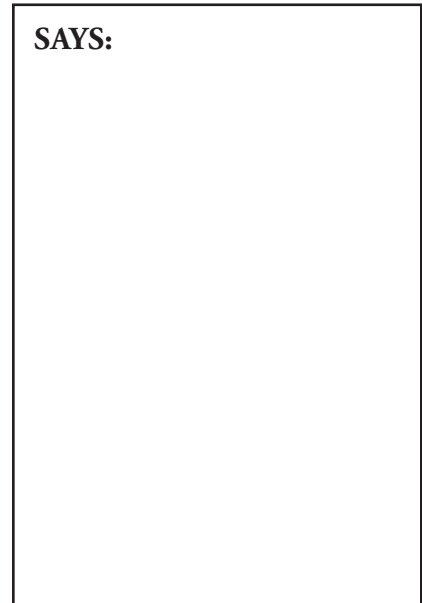
BLM 1

CHARACTER TRAITS MAP

APPEARANCE (LOOKS):

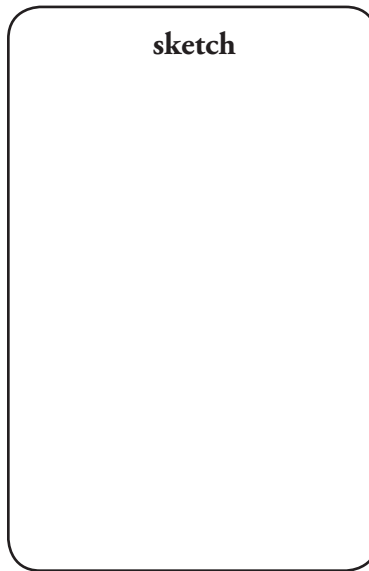


SAYS:



CHARACTER:

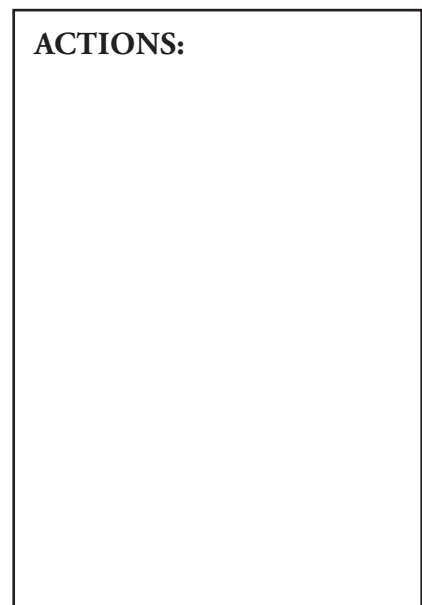
sketch



FEELINGS:



ACTIONS:



[C] BLM 2

[Insert Venn Diagram]

BLM 3

THE “Q” CHART

The Q-chart below gives a framework for creating questions. Start your question with a word from the first column and add a verb from the top row. The combination you choose will drive your questions.

Discussion questions should lie within the “Predict” and the “Synthesis and Application” boxes. For example, “*When would...?*” or “*Why might...?*” are good beginnings for discussion questions. Avoid starting discussion questions with starters such as “*What did...?*” or “*How can...?*”

	IS	DID	CAN	WOULD	WILL	MIGHT
WHAT						
WHERE						
WHEN		Factual			Predict	
WHO						
WHY		Analytical			Synthesis and Application	
HOW						

Source: Jan, McLellan. *ReadIt...Understand It...Communicate It*. Ontario: JEMCON Publishing, 2000.

BLM 4

COMIC STRIP GRAPHIC ORGANIZER

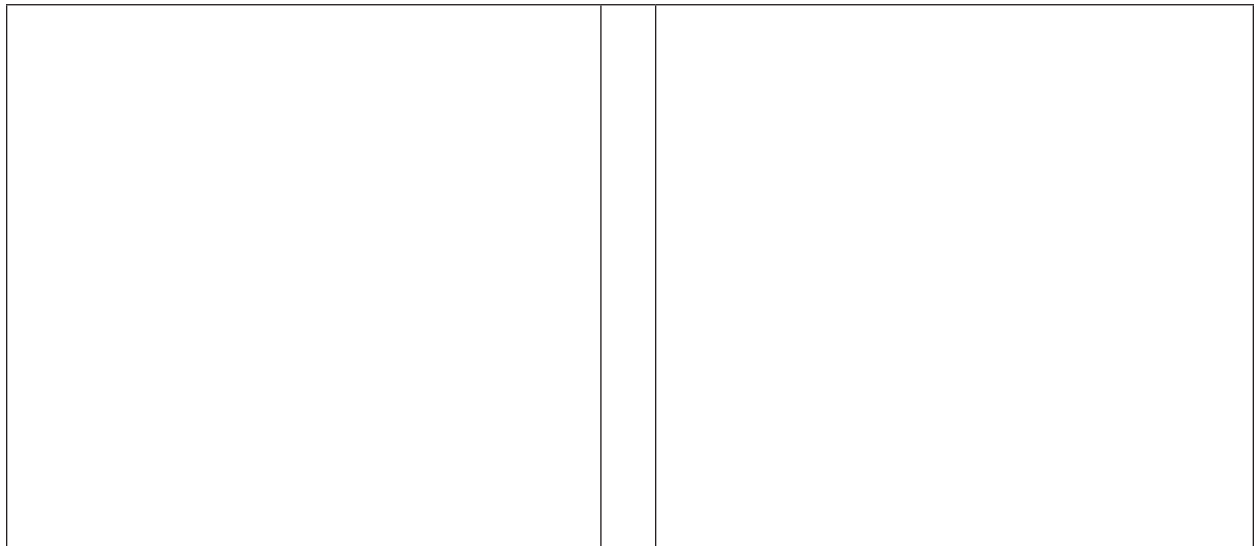
A graphic organizer consisting of nine rounded rectangular boxes arranged in a 3x3 grid. Each box is empty and intended for drawing or writing a panel of a comic strip.

BLM 5

CD JACKET OUTLINE (*NOT TO SCALE*)

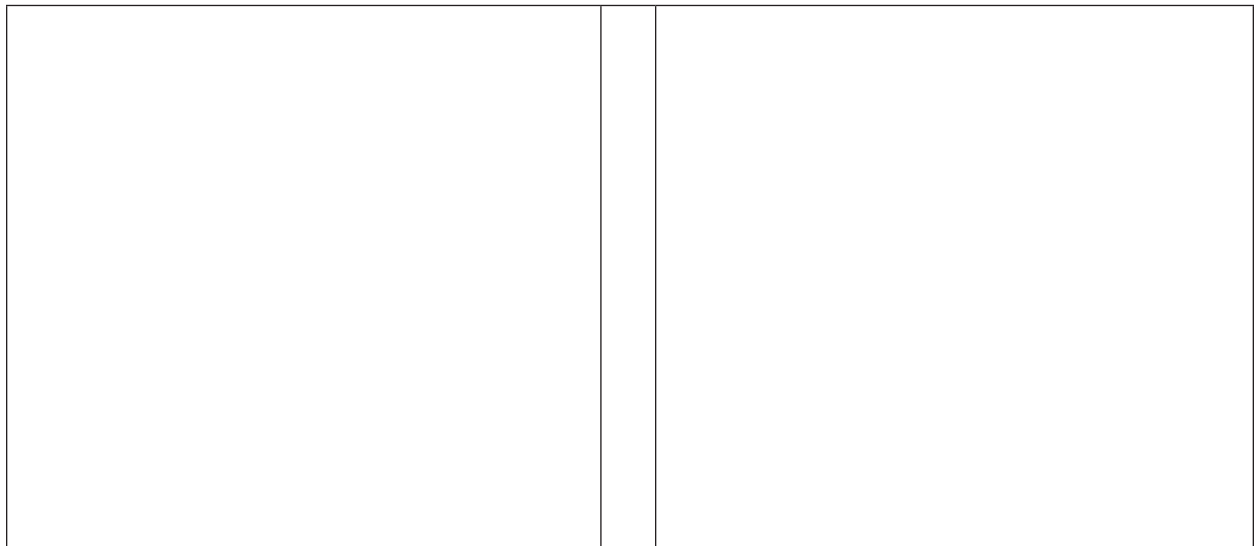
Back outside

Front outside



Front inside

Back inside



[Insert CD Jacket Outline B]

ASSESSMENT TOOLS

INTERVIEW QUESTIONS SIMPLE RUBRIC

To be completed by ONE CLASSMATE and your teacher.

Classmate Name _____

Date _____

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

This section to be completed by teacher-----

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

Source: chnm.gmu.edu/fairfaxtah/lessons/documents/questionsrubric.pdf

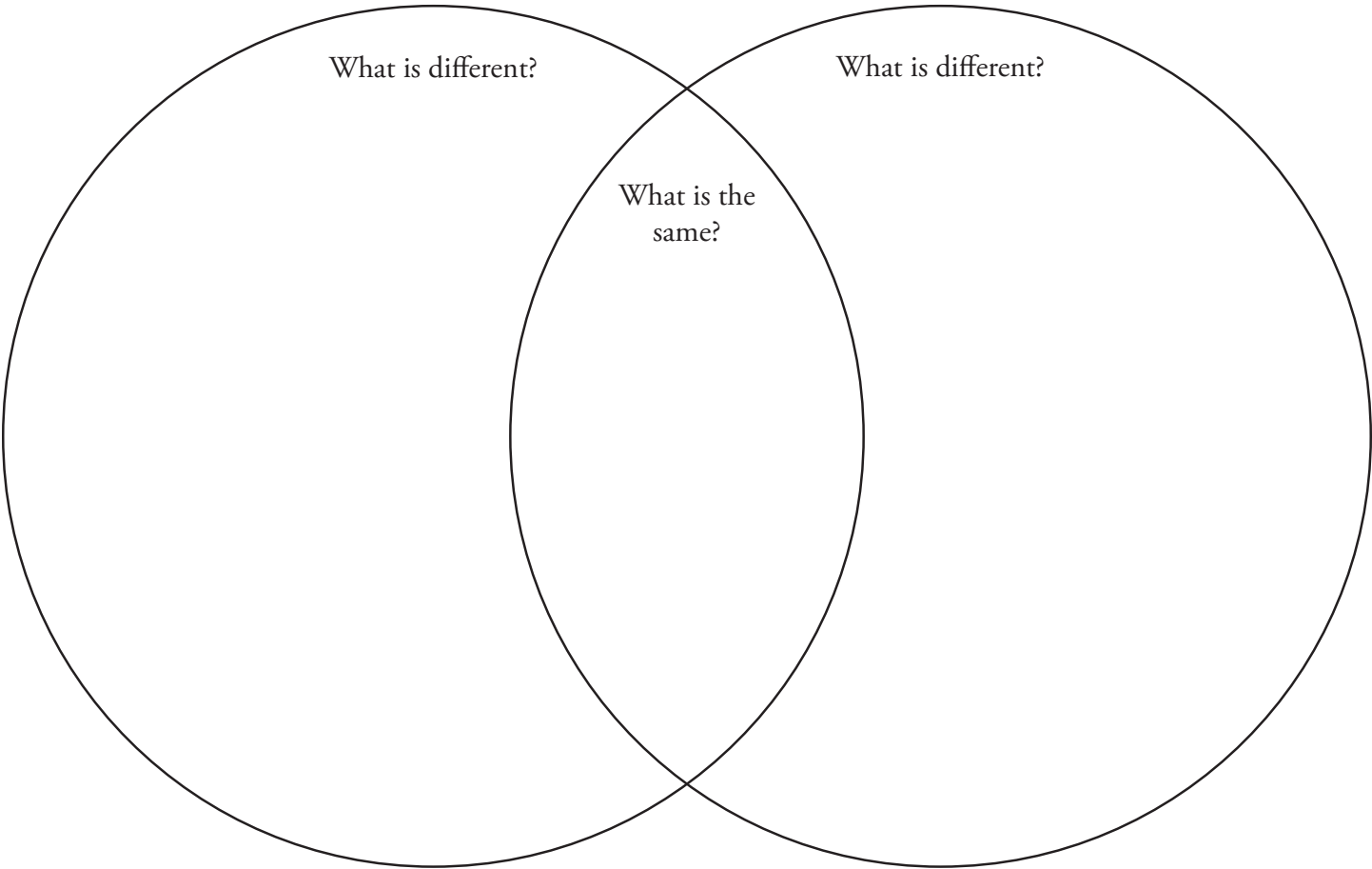
PODCAST RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Introduction/ Lead	<ul style="list-style-type: none"> • no intro • intro gives no info about topic • doesn't engage listener 	<ul style="list-style-type: none"> • trite or overdone • gives little info about topic • minimally engages listener 	<ul style="list-style-type: none"> • somewhat catchy • gives some important info about topic • engages listener toward end 	<ul style="list-style-type: none"> • catchy and clever • gives important information about topic • engages listener immediately
Topic/Depth of Podcast	<ul style="list-style-type: none"> • podcast has no topic • podcast doesn't engage listener • podcast is completely off-topic 	<ul style="list-style-type: none"> • irrelevant or inappropriate topic • topic minimally engages listener (adds no new info or is off topic) • podcast minimally addresses topic, has only one perspective when more are available, or offers little information 	<ul style="list-style-type: none"> • relevant topic but more frivolous • topic somewhat engages listener (covers well-known ground, adds little new info) • podcast addresses topic but doesn't delve into all angles or perspectives (surface-level information) 	<ul style="list-style-type: none"> • important and relevant topic • topic engages listener (is important to or educates listener) • clear focus for topic • podcast addresses topic thoroughly, delves into all angles or perspectives of topic
Sources for Podcast	<ul style="list-style-type: none"> • podcast has no quotes at all 	<ul style="list-style-type: none"> • podcast involves few or no appropriate and informative sources • podcast includes few or no stakeholders • podcast has no quotes from "expert" sources 	<ul style="list-style-type: none"> • podcast involves some variety of appropriate and informative sources • podcast includes some, but not all, stakeholders from all angles • podcast has quotes from some "expert" sources, but quotes are not best choices 	<ul style="list-style-type: none"> • podcast includes a wide variety of appropriate and informative sources • podcast includes stakeholders from all angles • podcast has appropriate quotes from all "expert" sources (best sources for podcast)
Conclusion	<ul style="list-style-type: none"> • no final summary or conclusion 	<ul style="list-style-type: none"> • conclusion is too abrupt or offers no summary information 	<ul style="list-style-type: none"> • conclusion somewhat wraps up podcast, but does not summarize key information 	<ul style="list-style-type: none"> • conclusion effectively wraps up podcast, summarizing key information

<p>Professionalism</p>	<ul style="list-style-type: none"> • podcaster is unprofessional or garbled • podcaster clearly has no script (is impromptu) • no source quotes • sections have no organization 	<ul style="list-style-type: none"> • podcaster is not very clear and does not know topic or script • podcaster has not rehearsed pieces of podcast prior to recording • source quotes are not clear or are not part of podcast • sections show little organization 	<ul style="list-style-type: none"> • podcaster is mostly clear but it is clear podcaster is merely reading off script • podcaster has rehearsed some pieces of podcast prior to recording • source quotes are mostly clear but need some editing • sections show some organization 	<ul style="list-style-type: none"> • podcaster is clear and well-spoken (not reliant on script) • podcaster has clearly rehearsed podcast prior to recording • source quotes are clear and well-edited • sections are organized clearly and cohesively
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Source: my-ecoach.com/online/resources/3654/podcast_rubric.doc

COMPARE AND CONTRAST



RELATED RESOURCES

BOOK REVIEWS

Winnipeg Free Press, children's title holiday roundup, Dec 12, 2009

This novel is particularly relevant in this year of the H1N1 scare...Ontario-based Zweig is most comfortable giving commentary on hockey games, but the story comes alive when he describes hockey legends Joe Hall and Newsy Lalonde. Good for hockey fans.

<http://www.winnipegfreepress.com/entertainment/books/from-youngsters--to-young-adults-something-for-everyone-79118592.html>

· Calgary Herald, children's title holiday roundup, Dec 12, 2009

Sports section, Toronto Star (circ: 436, 694 daily), October 26, 2009

"Zweig, who lives in Owen Sound, Ont., and has publishing ties to the NHL, has written an informative soft-covered read that moves along at a quick pace. Younger readers, especially early teens, might find it the perfect company while recovering from the flu bug."

To read the full article, visit <http://www.thestar.com/sports/hockey/nhl/article/715852--rest-drink-plenty-of-fluids-and-read-this>

Flamingnet.com Sep 2009

"Fever Season was a nice peak into the past of hockey and what life was like during World War I ... With it's lightness and memoir like style, I would definitely recommend to any hockey fan or history buff. 8 of 10."

<http://www.flamingnet.com/bookreviews/newreviews/newbookreview.cfm?title=Fever%20Season>

XM Radio, Channel 204, NHL Home Ice with Eric Model, radio interview, 2:20 pm, Jan 5, 2010

Hockey54.com, hockey blog, review, Jan 2, 2010

Technically, Fever Season falls under the young adult category. But older readers outside this target market can still read this novel without feeling embarrassed. Zweig's writing is straightforward and respectful to the reader.

<http://www.hockey54.com/editorial/item/what-the-hek-is-goin-on/book-review-fever-season>

SPANISH FLU

<http://www.cbc.ca/news/background/sars/flu epidemic.html>

http://www.ninthday.com/spanish_flu.htm

HOCKEY

<http://www.sportsecyclopedia.com/nhl/monwan/wanderers.html>

HISTORY

www.linktolearning.com/grade8history.htm

<http://www.edselect.com/canadachange.htm>

ONLINE LESSON IDEAS

American curriculum standards, but the content is useful for an activity about book covers

http://www.readwritethink.org/lessons/lesson_view.asp?id=977

American curriculum standards, but the lesson idea is useful for combining music with reading strategies

http://www.readwritethink.org/lessons/lesson_view.asp?id=861

Comic strip activity

http://www.readwritethink.org/lessons/lesson_view.asp?id=195

Online graphic organizers for literary elements

<http://www.readwritethink.org/materials/lit-elements/>

USEFUL ASSESSMENT TOOL SITES:

<http://school.discoveryeducation.com/schrockguide/assess.html>

<http://www.rubrics4teachers.com/>

http://www.teach-nology.com/web_tools/rubrics/

Bennett, Barrie and Carol Rolheiser. *Beyond Monet. The Artful Science of Instructional Integration*. Toronto: Bookation Inc., 2006

Comic Life software for creating comic strips/graphic novels

Inspiration/Kidspiration graphic organizer software

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language*. Ministry of Education of Ontario, 2006.

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