

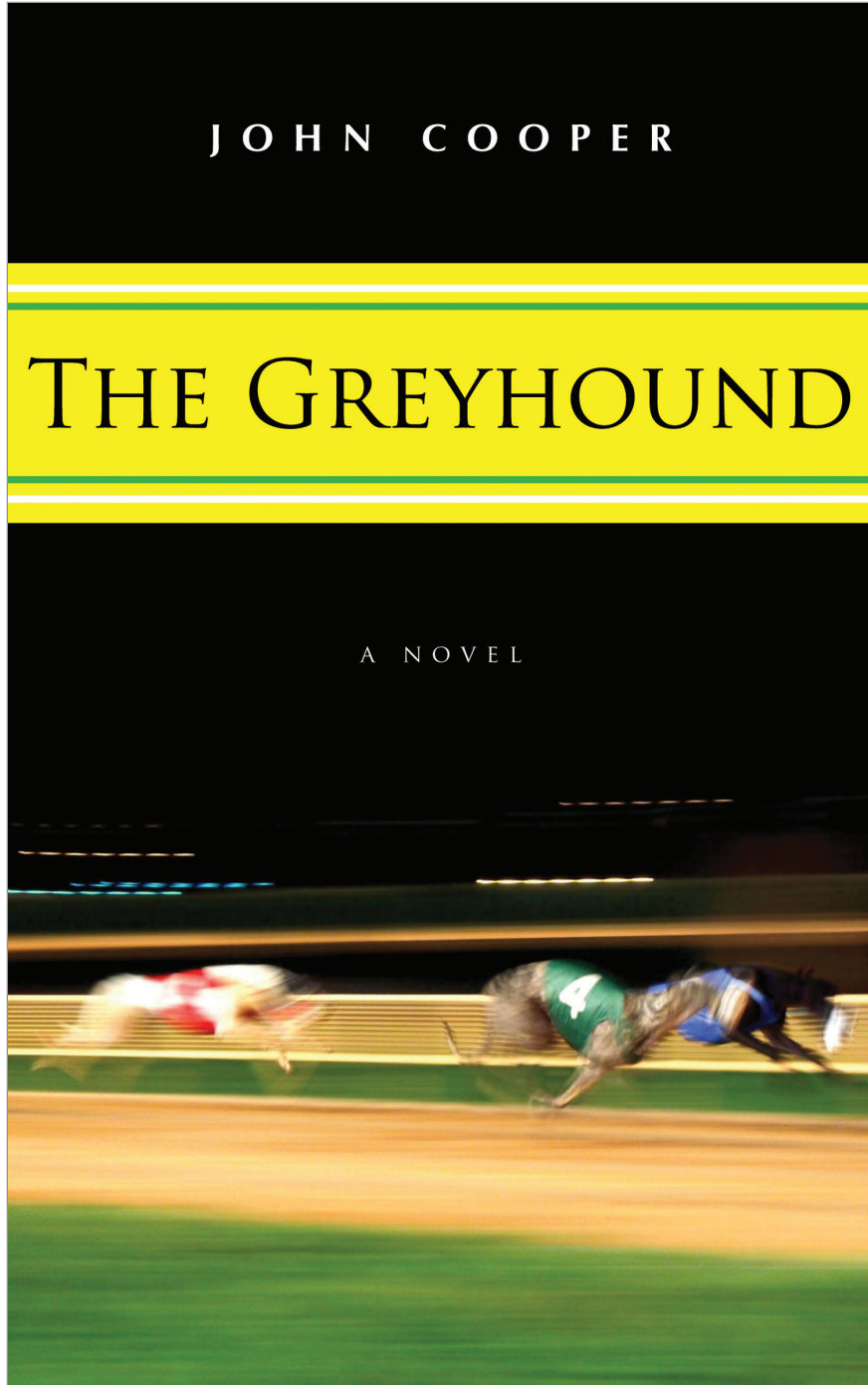
TEACHER'S GUIDE

Grades 7 & 8

JOHN COOPER

THE GREYHOUND

A NOVEL



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Teacher Resource Guide developed by
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I OVERVIEW

A Note to Teachers

The Greyhound by John Cooper offers teachers and students an opportunity to work with curriculum while engaging in Danny's story and the story of Long Shot, a racing greyhound. A story that focuses on a teenage boy's search for his own identity and his quest to understand and forgive his father, this book is replete with possibilities to enhance the study of reading and writing for grades seven and eight students.

Part of this novel involves the death of a parent. This could raise questions and possibly concerns with students. The death of Danny's father is not dealt with in a religious context. Awareness of the sensitivity of this topic, the nature of student comprehension at this developmental level, and of your school district's guidelines with regard to working with students on issues of this nature will help teachers proceed in the best possible way.

The ideas presented in this Teacher Resource Guide are intended for the consideration of teachers who may use this novel in their practice with students. It is not intended that this guide be followed in a step-by-step manner, but rather, that teachers choose the assignments that best support their particular approach and the learning needs of their students. Included are a variety of ideas that are appropriate for students with diverse abilities and that can be used as presented or modified by the teacher to span the different levels of demonstrating learning as documented in Bloom's Taxonomy.

Book Summary

Fifteen-year-old Danny is a troubled kid, and trouble always seems to follow him. Things are changing just too fast – his family has moved to a new town, his father is battling alcoholism, and Danny has a hair-trigger temper that caused him problems with the teachers and the other kids at his old school. But as they say, everybody can do at least one thing well, and for Danny, it's judo and writing. As Danny tries to adjust to his new school and new friends, he discovers that through the dojo he can get a handle on his aggression.

As he gets ready for an upcoming judo tournament, things just might be on the upswing in Danny's life. It's all thanks to the arrival of a four-legged wonder, a remarkable greyhound named Long Shot that may hold the key to Danny both finding balance in his life and, especially, a greater understanding of his father.

About the Author

John Cooper has published a number of non-fiction books for young people, including *Season of Rage: Hugh Burnett and the Struggle for Civil Rights* (nominated for a Red Maple Award and a Stellar Book Award) and *Rapid Ray: The Story of Ray Lewis* (nominated for a Golden Oak Award). He has written for many publications, including *Maclean's* and the *Toronto Star*. Cooper lives in Whitby, Ontario.

II CHAPTER SUMMARIES

April

We meet Danny, the main character in the story. Danny is fifteen years old and adjusting to his new life following his family's move to a new town.

We learn that Danny thinks a lot about his dad and his dad's actions that have led the family to move to a new town, the town where his dad had grown up.

We also meet Jack, Danny's dad, an alcoholic who had driven drunk and hit someone, leading Jack into disgrace and both Jack and his family into financial ruin. Rosemary, Danny's mother, and Susan, Danny's sister, the other members of Danny's family, are introduced. Mention is made of Ben, Danny's only friend in the new town. Ben is a refugee from the Darfur region of Sudan. Father Rivera, the parish priest of the church where Danny's dad now serves as caretaker, makes a brief appearance.

Some of Danny's interests are mentioned in this chapter: the Darfur region of southern Sudan, Danny's interest in his own "Victory Garden," and World War I.

From what Danny thinks about his family and the situation they are in, we learn that Danny is troubled about his life.

May

In May, Jack brings home the tall, brindle colored retired racing dog named Long Shot, or "Long" as Danny prefers to call her. Danny does not initially warm to the dog, but Long Shot seems to like Danny.

We learn that Danny likes to write and writes often in his diary. He uses the diary to help sort out his feelings.

We learn that judo is very important in Danny's life and that he is preparing for a number of judo tournaments.

Danny's four goals for his life are presented in this chapter: to become better at judo, to learn to garden like his great grandfather, to get control of his temper, and to forgive his father.

Adults and places of importance to Danny are described. Among the adults are: Mr. Jackson, Danny's respected history teacher at school; Sensei Bob, Danny's mentor at the dojo; and Father Rivera, the priest who helps Danny with his garden. Danny's deep feelings about his mother are described as she helps him plan and work in his garden.

Danny and his mother have a conversation about Jack's drinking.

Long Shot's background is brought into the story. She had been well-trained and cared for, and had had great success as a racing dog.

Danny makes one of his regular visits to Dr. Feinman, a psychiatrist.

June

While walking Long Shot one day, Danny and Ben learn that she still has the instinct to race when she breaks away and races around the school's abandoned track.

Danny learns more about Ben's background and Sudan.

Dave Langley discovers Long Shot's location and continues with his plans to hold a greyhound race. He makes plans to include Long Shot in the race.

Danny recalls a conversation with his dad about alcoholism. Danny visits his dad's study in the basement and

talks to his dad about Jack's time at the Tampa Greyhound Track. When Danny says he doesn't know what to be proud of, his dad talks to him about helping others and bravery. Jack shares a letter from Danny's great grandfather Martin who had been a private in World War One in Ypres, Belgium. The letter was written to Martin's wife and described a battle in which many friends were killed, and his own PTSD as a result.

In the psychiatrist's office, Danny recalls a situation where goading by another student about his dad's alcoholism had led him to a violent response.

We learn that Danny does not like English class, but he does like Nicole, one of the other students in the class. When Danny tells his story in English class, the teacher sends him to the guidance counselor, who tells Danny that he seems to be troubled. Danny is heartened by Nicole's note when she says that he is troubled, but "different, deep, and wonderful." The counselor suggests community service for Danny and Danny, accompanied by Long Shot, goes to Father Rivera and offers to put together a playground.

When Ben tells his story of his life in and escape from Darfur, the class responds in tears.

July

Dave Langley comes to visit Jack. Following his visit, Jack tells the family of Dave's offer to set up a match race including Long Shot, who Dave says was one of the best racing greyhounds ever. Dave offers Jack \$10,000 to allow Long Shot to participate. Jack agrees.

In his diary, Danny reflects on his own strengths and weaknesses, his thoughts about girls, Ben and his "old soul," Long Shot, Sensei Bob, his new home, the girl he has seen at Tim Horton's, and his feelings about his dad: "I hate my dad, but I love him at the same time, and this confuses me."

Danny's mom gives him a copy of the book *The Man in the Tin Can Van*, a book that Danny had loved as a seven- or eight-year-old.

Danny and Jack begin to train Long Shot by having her swim in one of the two high school pools late at night.

In his visit to Dr. Feinman, Danny discusses his first date with Nicole.

At the dojo, Danny continues to prepare for the big tournament. We learn some history and vocabulary of judo.

Danny wins his practice match by focusing on the mantra "Some are bigger. Some are stronger. Some are faster. But no one is tougher."

Danny fondly recalls a previous trip to the beach, during which his dad had been sober.

Danny meets Mahoney, the kennel owner who had owned Long Shot. Mahoney introduces Danny to Bev, who places Long Shot in a practice race against two other dogs. We learn some history of greyhound racing.

Long Shot sustains an injury, a cut to her pad. She will need to heal for 1½ - 2 weeks, taking it very close to the race date. Mahoney doctors Long Shot and training continues.

August

The race is held and Long Shot wins.

September

School starts.

Danny's dad gets ill and goes to the hospital. After some time there and some good conversations with Danny, Jack passes away.

Father Rivera shares with Danny a story from long ago where Jack was a hero who had saved Father Rivera's life.

November

Danny finds a metal tin container in the backyard and inside are a number of news articles about his dad, all showing a side of Jack that Danny had never seen, when Jack had been a hero.

Danny wins the big judo tournament.

March

The story ends with Danny's reflections six months after his father's death.

Through his writing in his diary, we see that even though Danny continues to work through his emotions around his father's passing, he is starting to come to terms with the many changes in his life.

III SETTING THE PURPOSE: PRE-READING ACTIVITIES

Prior to reading, it is of benefit to predict what might be found in the story. The process of prediction can engage the reader throughout the reading of the text, but especially at the beginning it can help to capture the interest of the reader in proceeding with the story. In the case of *The Greyhound*, the following are some possibilities for prediction and helping the reader to set a purpose for reading. The questions may be addressed as whole class discussions, small group or individual work.

1. Consider the title. What do you think the book will be about based on the title? What do you know about greyhound dogs?
2. Look at the front cover. What do you see? What does the picture tell you that would help you to know what the book might be about?
3. Briefly leaf through the book and notice that the chapters are named for months of the year. What could this tell you about the story?
4. Read the back cover. What themes do you think may be explored in this novel?
5. Read Chapter One (April). Complete a KWL chart to discuss your expectations and questions about the book.

K What I Know	W What I Would Like To Know	L What I Learned

At this time, students complete only the first two columns of the chart. Let the students know they will be returning to the chart at the end of their study to see if their questions were answered, their expectations were met or their predictions were correct. Students should have an opportunity to share their information orally once it is collected. This particular activity can be worked on by the class as a whole, by small groups, or by individuals. If worked on individually or as small groups, there should be plans for sharing in some way with the larger group. Students might want to learn, for an example, why the book is titled *The Greyhound* when there is no mention of a greyhound in the first chapter. They might also wonder about the topics (Darfur, the changes in Danny’s dad, the family’s move to a new town, Jack’s alcoholism, Danny’s “Victory Garden,” for examples), that are introduced in the first chapter and how they will play out in the book.

IV EXPLORING THE TEXT

1. Chapter Questions

A myriad activities, in a variety of settings, occur in each chapter of *The Greyhound*. These chapter questions have been developed to assist the reader to situate and organize these activities. They are intended for this purpose only and not to elicit higher order thinking or responses. Other activities in the guide focus on the possibility of higher order thinking and responses.

April

- Why had Danny's family moved to a new town?
- What is the name of the one friend Danny has made in the new town? What is his background?
- What are the names of Danny's family members?
- What were some of his dad's accomplishments in his younger years? Where is his dad working when this story takes place?

May

- What breed of dog is Long Shot and what does she look like?
- What does Danny think about Long Shot when he first sees her?
- What are Danny's goals?
- What is the "dojo" and why does Danny seem to like it there?
- When Jack's mother talks about Jack's alcoholism, what does she give as the reason for it?
- What do we learn about Long Shot's early life in this chapter?
- Who does Danny begin to visit in this chapter?

June

- What happens one day when Danny and Ben take Long Shot to the high school grounds for her walk?
- What plans for Long Shot were made from a distance?
- In discussing the letter written by Danny's great grandfather Martin, Jack says "That's what life's like, isn't it? We can go through some difficult things, some personal battles, experience awful things, and yet we try to find something normal, something ordinary, that we can attach our lives to." What are the difficult things for Danny's dad, and what are the normal things he attaches his life to?
- When Danny tells his story in English class, why might it be thought that he is troubled?
- What does the class learn when Ben tells his story?

July

- To what suggestion of Dave Langley's does Jack agree?
- What are Danny's strengths and weaknesses?
- Why does The Man in the Tin Can Van make Danny feel good?
- Where does Long Shot's training begin?
- Danny has started a relationship with Nicole. To whom does he describe their first date?
- The author describes the monthly judo tournaments in this chapter. Who wins the matches in which Danny was involved?
- Who shows up to help with Long Shot's training?
- State three facts given in this chapter about the racing history of greyhounds.
- What happens to Long Shot in this chapter that has the result of slowing down her training?

August

- Where was the race held and how long did it take to get there?
- What number was on Long Shot's coat?
- Who won the race?

September

- What happens to Jack in September?
- What does Father Rivera reveal to Danny about Jack?

November

- What does Danny learn about dogs and death in his conversation with his mom?
- Danny finds a medal and a metal box in the yard. What is the significance of these finds?
- What happens in the judo tournament described in this chapter?

December

- What does Danny tell his diary about the following: his dad, Nicole, money, and Ben?
- When he reflects on his life at this point, at the end of the story, what does Danny think?

2. Vocabulary

Crossword Puzzle

This crossword puzzle highlights a number of words used in the novel. The puzzle provides an opportunity to study the context and the meaning of some of these words.

Each clue is followed by a page number in parentheses. This is the page where the word is found in the novel. Students should be instructed to find the word in its context in the story and then to add it to the puzzle.

CLUES

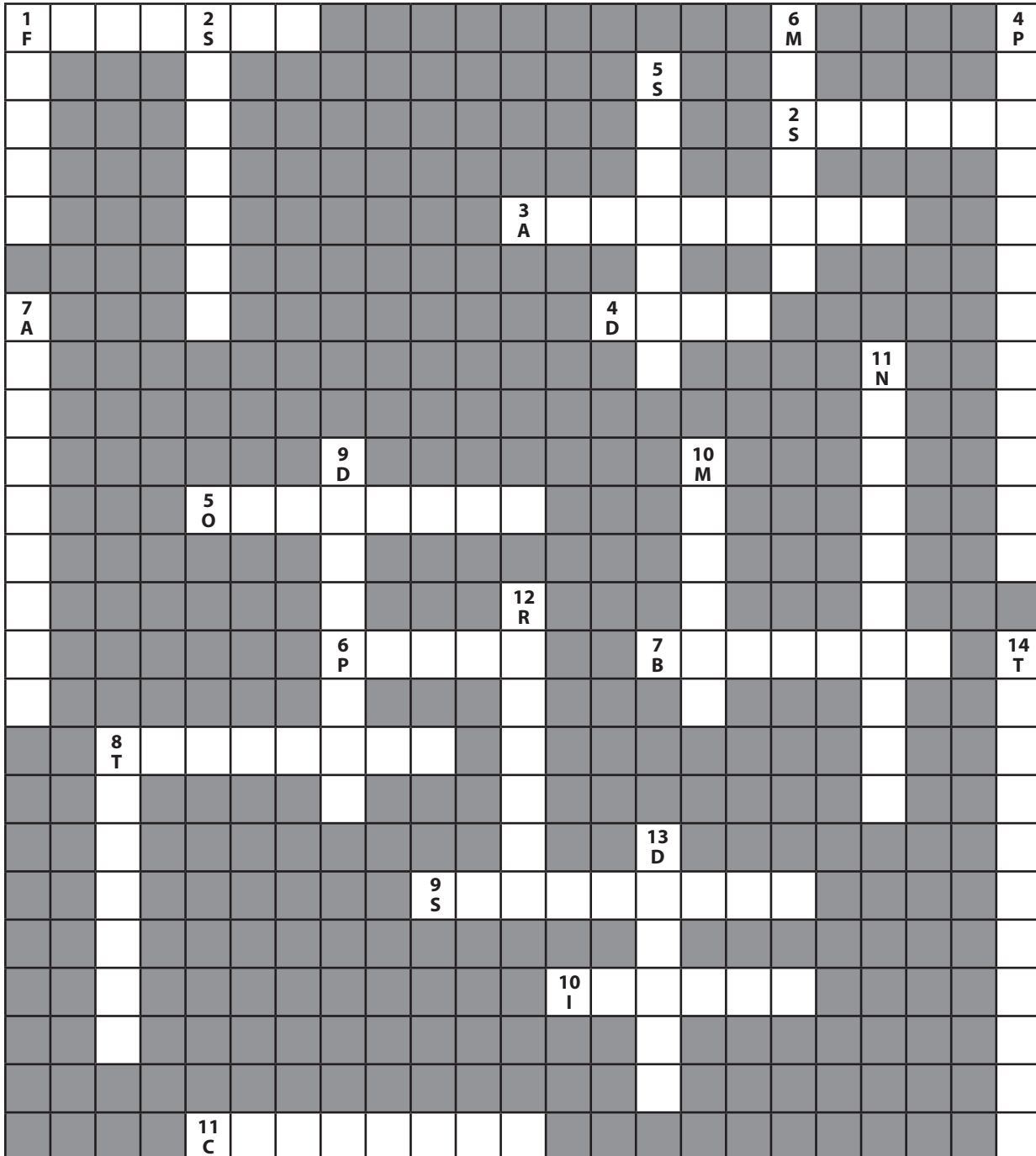
Across

1. skill (p. 38)
2. not thick or dense; thin (p. 10)
3. flattery or admiration (p. 128)
4. damp and often chilly (p.9)
5. a person who expects and sees the best in all things (p.15)
6. father; used especially in referring to or addressing a priest or member of the clergy (p. 28)
7. gray or tawny with darker streaks or spots (p. 18)
8. made less intense or violent (p. 125)
9. having or showing doubt (p. 49)
10. influence; effect (p. 72)
11. a cross with a figure of Jesus Christ upon it (p. 10)

Down

1. talent, aptitude or ability (p. 49)
2. to move back and forth (p.11)
3. certain in attitude or opinion regardless of attempts to change one's mind (p. 49)

4. insecurely (p.9)
5. outstanding (p.30)
6. a picture or decoration made of small, usually colored pieces of inlaid stone, glass, etc. (p. 10)
7. conceit; overbearing pride (p. 25)
8. mocked; reproached in a sarcastic, insulting or jeering manner (p. 22)
9. any group migration or flight from a country or region (p. 153)
10. a word or formula chanted or sung repetitively as in a prayer (p. 101)
11. coolly unconcerned, indifferent or unexcited (p. 96)
12. daydream (p. 14)
13. to cause to vanish (p. 65)
14. capable of being seen through (p. 24)



Judo Terms

In *The Greyhound*, judo is well-documented as one of Danny's strengths.

1. Below are several judo terms. Students use the page numbers given in parentheses following the word to locate the word in the story and then record the meaning, using the internet to verify word meanings if they are not clear from exploration of the text.

• judoku (p. 25) _____

• gi (p. 25) _____

• dojo (p. 26) _____

• Jigoro Kano (p. 27) _____

• tatami (p. 27) _____

• osoto-gari (p. 28) _____

• hajime (p. 102) _____

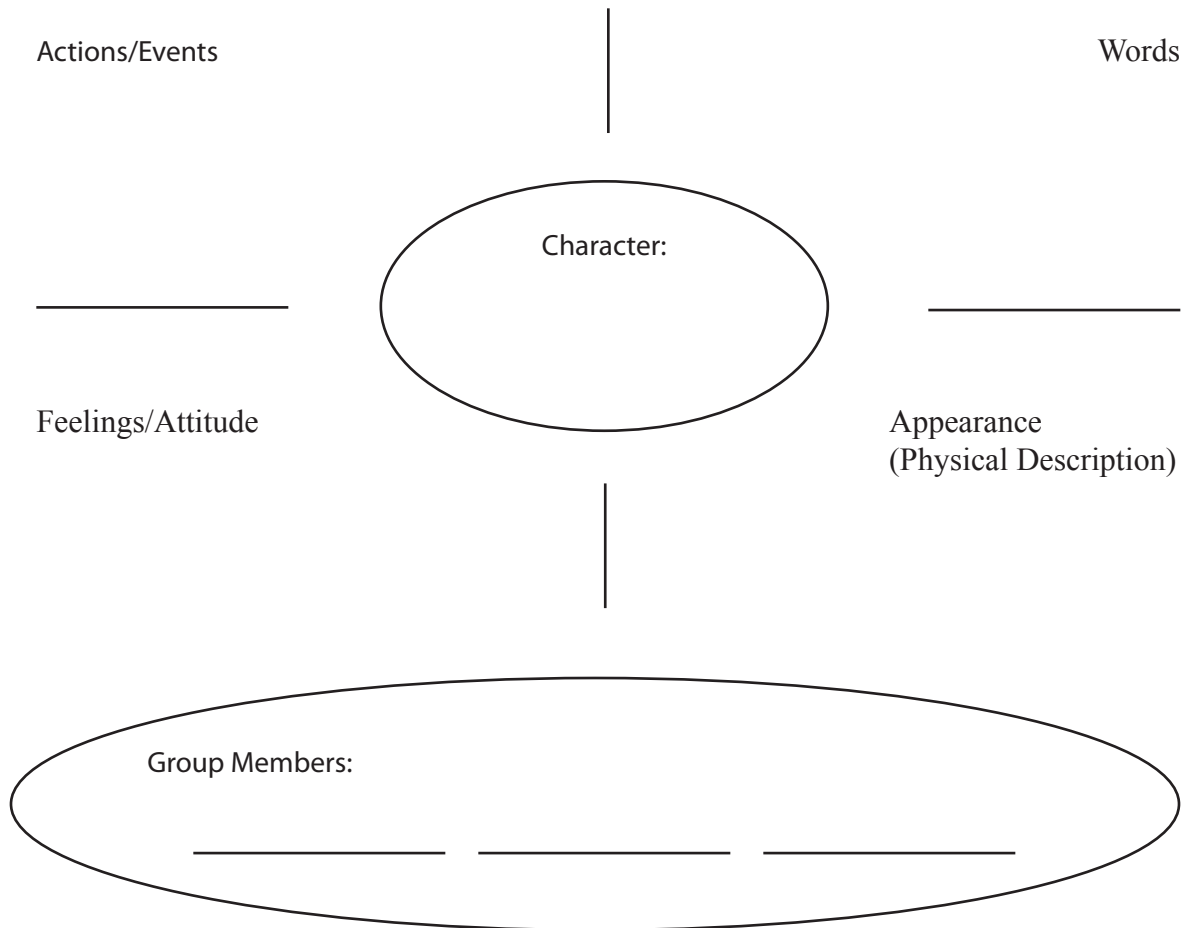
• ippon (p. 102) _____

2. Including the judo terms above, students write a paragraph demonstrating their understanding of these terms.

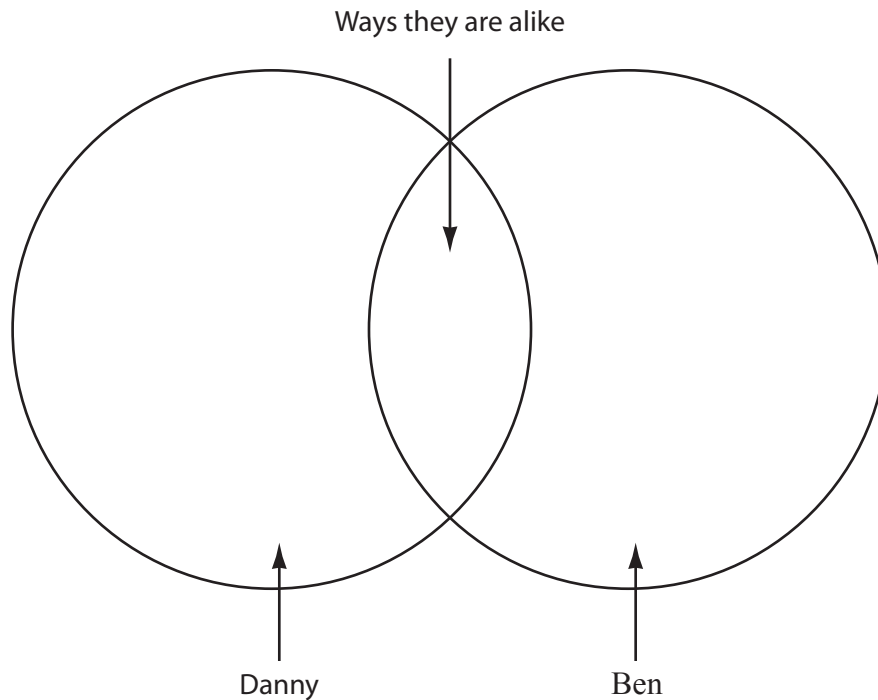
3. Character Study

- In this assignment, students are divided into groups of three. For each group, a facilitator, a recorder and a reporter are assigned. The facilitator’s job is to make sure the group stays on topic and to keep the discussion going; the recorder’s job is to document the discussion as it is occurring; the reporter’s job is to report back orally to the large group when requested. All members are responsible for the research and participation in the discussions in addition to their specific role.

Each group is assigned a character from the story: Danny, Ben, Jack, or Rosemary. There will be more than one group studying a particular character. The assignment is to discuss their character, record information on the following template, including page numbers to support the documentation, and then to present the information orally to the large group.



- Compare and contrast the characters of Danny and Ben. Initially, students collect and organize their information by using a Venn diagram (as below). Then, using the information from the Venn diagram, they write a paragraph that shows the ways Danny and Ben are similar to and different from each other.



- In groups of two, each group chooses one of the following characters: Jack, Danny, Rosemary, Sensei Bob, Father Rivera, Ben. The group works together to develop and write ten questions they would like to ask this person. The group also writes the answers they think the person would give. All of this is to be based on what they know of the character and the way the character acts in the story.
- When the questions and answers have been developed, the group turns them into an interview. One group member is the interviewer and the other is the character. The completed interview is presented to the class and the written portion is submitted to the teacher. Teachers may choose to assess students on the process of working in a group, the questions and answers, and the oral presentation.
- Following instruction, students use different forms of poetry to demonstrate their understanding of the characters, and they choose good descriptive words and phrases to aid in this demonstration. Students can be asked to present this poetry in an artistically pleasing fashion, and may illustrate by drawing, shading, bordering, or computer enhancing.

Some possible types of poetry include:

Acrostic

A poem about a particular person, the acrostic form has the poet write the letters of the person's/ animal's name vertically. A word or a phrase or a sentence (depending on the level of difficulty desired) beginning with each letter is written next to the letter.

e.g. Born in Darfur
Emotional about losing his family in war
Needed his classmates to understand his experience

Cinquain

This is a five line poem that does not rhyme. It begins with a subject followed by two descriptive words (adjectives), three action words (verbs), a phrase or sentence describing the subject, and a word that means the same (synonym) as the subject.

e.g. Here is an example of how the pattern works:

Long Shot
brindle, loyal
training, running, racing
She won the race
Greyhound

4. Setting

John Cooper describes a number of locations in the story. He uses strong and evocative terms and phrases to paint a picture in the reader's mind. In this activity, students are asked to choose one of the following settings from the story. They find the description and write the two or three sentences in the book that they feel best describe this location. The student then draws a pencil sketch of their vision of this part of the setting.

This assignment offers the opportunity of integrating art with literature. Teachers might provide suggestions and instructions on pencil sketching.

Some possibilities:

- p. 13/14 – backyard/ side yard of the new house
- p. 9/10 – church
- p.22/23 – Danny's new school
- p. 49/50 – the basement
- p.98/99 – the dojo
- p. 119/120/121– the ravine

5. Figurative Language

In the novel *The Greyhound*, John Cooper frequently uses figurative language to help the reader visualize what he is saying, and to add interest to his descriptions. Cooper makes extensive use of the figure of speech called simile and he also uses metaphor.

When using figurative language, the writer describes something through the use of unusual or unexpected comparisons, for effect, interest, and to make things clearer. In figurative language there is always a comparison between different things. It is not intended that the reader interpret these comparisons in a literal sense. Figurative language appeals to the imagination and can provide new ways of looking at and thinking about what is being considered.

A figure of speech that indirectly compares two different nouns by using the words “like,” “as,” or “than” is called a **simile**. Similes indirectly compare two nouns (persons, places or things) by allowing them to remain distinct. A figure of speech that compares two things directly is called a **metaphor**.

For example:

simile: Chris was as fast as a speeding bullet (indirectly compares Chris and speeding bullet).

metaphor: When Chris ran, he was a speeding bullet (directly compares Chris and speeding bullet).

Simile Exercises

- Below are five similes from the novel. Look at each and write the comparison used by the author. ** You may need to read the sentence, or two sentences before the sentence written here to determine the comparison.
 - p. 27 – “The other walls were built of solid blocks of concrete and painted with several coats of white and orange – the kind of paint that dries to a shiny, polished sheen, like the glazed icing on a cookie.”
Compares _____ and _____
 - p. 31 – “Being with him was like...it was like the first time you see fireflies on a spring night, you know?”
Compares _____ and _____
 - p. 39 – “There were modern prints on the walls, and the furniture was shiny, like a race car.”
Compares _____ and _____
 - p. 40 – “It made him look a bit like a lost pirate, lost in an air-conditioned office with nice furniture, his pirate ship miles away on the open ocean.”
Compares _____ and _____
 - p. 65 – “The English teacher was ancient: a sonorous old bag of bones who looked (okay, maybe it’s because we had to study both Hemingway and Herman Melville this semester) like a whale on legs, a great blue whale with its wrinkled throat waiting to swallow a class of students reduced as krill, and

who boomed out to the classroom: "Take The Old Man and the Sea and create a new story that touches on the sentiments expressed by Hemingway."

Compares _____ and _____

2. Find an example of a simile on each of the following pages. Write the sentence with the simile in it. Name the items being compared.

- p. 24

Sentence _____

Compares _____ and _____

- p. 30

Sentence _____

Compares _____ and _____

- p. 37

Sentence _____

Compares _____ and _____

- p. 50/51

Sentence: _____

Compares _____ and _____

- p. 60

Sentence: _____

Compares _____ and _____

- p. 63

Sentence: _____

Compares _____ and _____

- p.83

Sentence: _____

Compares _____ and _____

- p. 103

Sentence: _____

Compares _____ and _____

- p. 119

Sentence: _____

Compares _____ and _____

- p. 143

Sentence: _____

Compares _____ and _____

3. Using the comparative words "like," "as," or "than," create and write five similes. Remember that similes aid description and help to paint a picture in the reader's mind.

- _____
- _____

- _____
- _____
- _____

Metaphor Exercises

Like similes, metaphors are used to enhance descriptions and the picture the author is painting in the reader's mind. They are also comparisons but more directly compare the two objects. Here is an example: "Her eyes were glistening jewels." If this comparison was written as a simile, it would be: "Her eyes were like glistening jewels." Sometimes we say that a metaphor is a simile without "like," "as," or "than".

The following metaphors are used in *The Greyhound*. For each, write down which two objects are being compared, and then use "like," "as," or "than" to turn the metaphor into a simile.

1. "The event had haunted Danny's nightmares, chasing him down, a cold, lean savage beast that wouldn't let him go."

Compares _____ and _____

Sentence as a simile: _____

2. "But you can be the rock that moves."

Compares _____ and _____

Sentence as a simile: _____

3. "It was late afternoon and the sun was a wash of crimson."

Compares _____ and _____

Sentence as a simile: _____

V RESPONDING TO AND REFLECTING ON THE TEXT

1. Response Journaling; Dialogue Journaling

Students respond to different parts of the book, either on their own or as a dialogue journal with a classmate. The ideas for these responses are posed as questions for the students to consider. The questions encourage students to go beyond recalling the happenings in the story and to demonstrate higher levels of thinking about what they have read. Some of these responses could take place during reading of the book, and some might best take place following the reading. For each, the teacher might consider a class discussion prior to the writing activity so that students would have some ideas as to where to begin their responses. Students should be asked to write about their answer to the questions. In the case of dialogue journaling, they would write back and forth to a partner as in a conversation and base their writing on the particular question assigned by the teacher, commenting on the other student's ideas and posing questions and offering possible answers.

- Why do you think the author chose the title *The Greyhound* for this book?
- Why do you think the author gave each chapter title the name of a month? What effect do you think he achieved by doing this? If you could re-name the chapters, what would you call them and why?
- Compare yourself to Danny. How do you see yourself as similar and how do you see yourself as different? Use a Venn diagram to begin your response.
- Danny's mother and father seem to have very different characteristics. Write about five ways they are different and one way they are the same. Start by writing in point form or jot notes and then expand into a paragraph.
- How many goals did Danny have? What were they? Did Danny achieve his goals by the end of the book? What are your goals and how do you work toward them?
- Why do you think the dog was named Long Shot?
- What did the journey with Long Shot teach Danny? Was Long Shot helpful to Danny in his search to come to terms with his relationship with his father? In what ways?
- Why do you think people considered Danny "troubled" after hearing his story (p.65-71)?
- Why do you think the author used the story of The Man in the Tin Can Van? Discuss the two places in the novel that this story was used and what you think was significant about each use.
- Mention is made of Rosemary, Danny's mother, and her use of the word "nice." What do you think about her use of the word "nice" and what do you think it tells us about Rosemary?
- What did you learn about Darfur by reading Ben's story? How do you think Danny felt about his own life after hearing Ben's story?

- Danny was very good at judo. How do you think this strength helped him to deal with his problems?
- Choose Danny or Ben or Jack. Focus on the personal challenges that faced this character. What were the challenges faced by your character? What is one challenge you face and how are you trying to overcome or deal with this challenge?
- Danny’s dad Jack was revealed as a hero after he died. In what ways was Jack a hero? Name someone who is a hero to you and discuss how this person is a hero.

2. Partner Discussion and Individual Written Response

Another possibility for eliciting responses to this novel is included here. A number of quotes from the story are documented below. The process would have the teacher read the quote aloud and ask students to find the quote in the book and to read the quote in context. Then, with a partner, students should discuss what they think this quote means in the story and what it might mean to them in their own lives. Following this discussion with a partner, each student would write his/her own six to eight sentence response to the quote. After completion, these responses could be read aloud to the class. It is intended that this assignment would take place during the reading of the novel, and that the work would be done on an ongoing basis.

- “Everything had changed and the last few months felt like falling down a hill and landing on concrete.” (p. 11)
- “You have to work with the current to get anywhere.” (p. 11)
- “Every dog has a tail to wag and a tale to tell.” (p. 20)
- “You are creating your own personal history.” (p. 24)
- But one of my teachers, Mr. Ogbuwe, says we have to realize that our strength is something that is always in us. It never really leaves. We have to listen to it, to know when to find it, when we are faced with danger or trouble.” (p. 47)
- “It’s good to have a home,” said Ben, and his voice was full of emotion. “Good to have family. It’s good to be home.” (p. 47)
- “That’s what life is like, isn’t it? We can go through some very difficult things, some personal battles, experience awful things, and yet we try to find something normal, something ordinary, that we can attach our lives to.” (p. 59)
- “You stood up for your old man, even if it meant doing something wrong.” (p. 63)
- “Man, I wish I could go back in time,” he thought. “It was so much easier then. Everything just seemed better.” (p. 64)
- “Life is full of maybes.” (p. 98)
- “We have to take away the expectations we have of other people, and let them be themselves.” (p. 98)

- “Back then it was different. I didn’t know what to expect in life, and so I didn’t know that anything bad might happen. It seemed that things just happened the way they should. Now, things seem to happen the way they shouldn’t.” (p. 120)

3. Sketch Journaling

Another way students can be asked to respond to the novel is by sketching their response, rather than by writing their response. Here are some ideas for sketch journal responses:

- Sketch a web showing the life events of Danny as presented in *The Greyhound*. Put his name in the centre of your web and sketch some of his life events in the areas surrounding the web.
- Sketch a web showing the life events of Long Shot. Put her name in the centre of the web and sketch some of her life events on the other parts of the web. As part of this, sketch Long Shot as you visualize her.
- Sketch Danny’s garden in its different phases. Read about the garden on pages 14, 28 and 113. Divide your page in three and sketch the development of the garden.
- Find the description of the dojo on pp. 25-28. Sketch it, and add labels to the different parts of your sketch.
- Choose a scene from the race at Belle River (pp. 123-129) and sketch it.

4. Completion of KWL Chart

Return to the KWL Chart that was partially completed at the beginning of the reading of the book. Ask students to complete the “What I Learned” or “L” part of the chart. This can be done individually, in small groups, or by the class as a whole. Regardless, the information should be shared by the larger group and can form an effective conclusion to the study. Completing this chart helps the students to articulate their new learning and what they have gained from reading the book.

K What I Know	W What I Would Like To Know	L What I Learned

VI EXTENDING THE TEXT

This novel presents a number of potential student interests, and teachers might use these topics to extend the work in some of the following curriculum-related ways.

Research Possibilities

Each of the following topics or activities is mentioned in the novel. Choose one. Research this topic or activity on the internet. Share your research results through a collage, traditional report, presentation software, or poster.

1. Judo
2. Darfur
3. Gardening
4. Greyhounds
5. World War One –Ypres
6. Alcoholism
7. Heroes
8. Your personal hero

Analysis of Strengths and Areas for Growth

In his diary, on page 84 of the novel, Danny outlines his perception of his own strengths and weaknesses. Write a diary entry for yourself at this stage of your life. In this entry, discuss your own strengths, weaknesses and areas for development as you see them at this time.

Family History Oral Presentation

In *The Greyhound*, both Danny and Ben were given an assignment to speak to their class about their lives. They were to include something about their family history, and they were asked to tell the story in such a way that those listening might be able to identify with their experience (p. 77). Research your family history by talking to parents, grandparents or other family members. Prepare an eight minute oral presentation telling your story. Present this to your class.

Writing Another Chapter

Sometimes we read a book that so engages us that we wish the book would never end. Take this opportunity to pretend that *The Greyhound* did not end as in the book. Write another chapter and have it end as you would like it. Here are some questions to consider as you prepare to write your own final chapter of the book:

1. What would you call your new chapter?
2. Would Danny make new friends now that Ben has moved? Who would they be?

3. What would Danny do with his talent in judo?
4. Would Danny's romance with Nicole continue or...?
5. Would Long Shot race again or be involved with Mr. Mahoney and the race track?
6. Would Danny find out more about his father's heroic actions and from whom?
7. Based on his experiences, what would Danny decide to do when he finished high school?

These are only some possibilities you might consider. You may well have several ideas of your own to pursue. In this assignment, you are the author!

VII BLACKLINE MASTERS

BLM 1: First KWL Chart

K What I Know	W What I Would Like To Know	L What I Learned						

BLM 2: Second KWL Chart

K What I Know	W What I Would Like To Know	L What I Learned

BLM 3: Crossword Puzzle

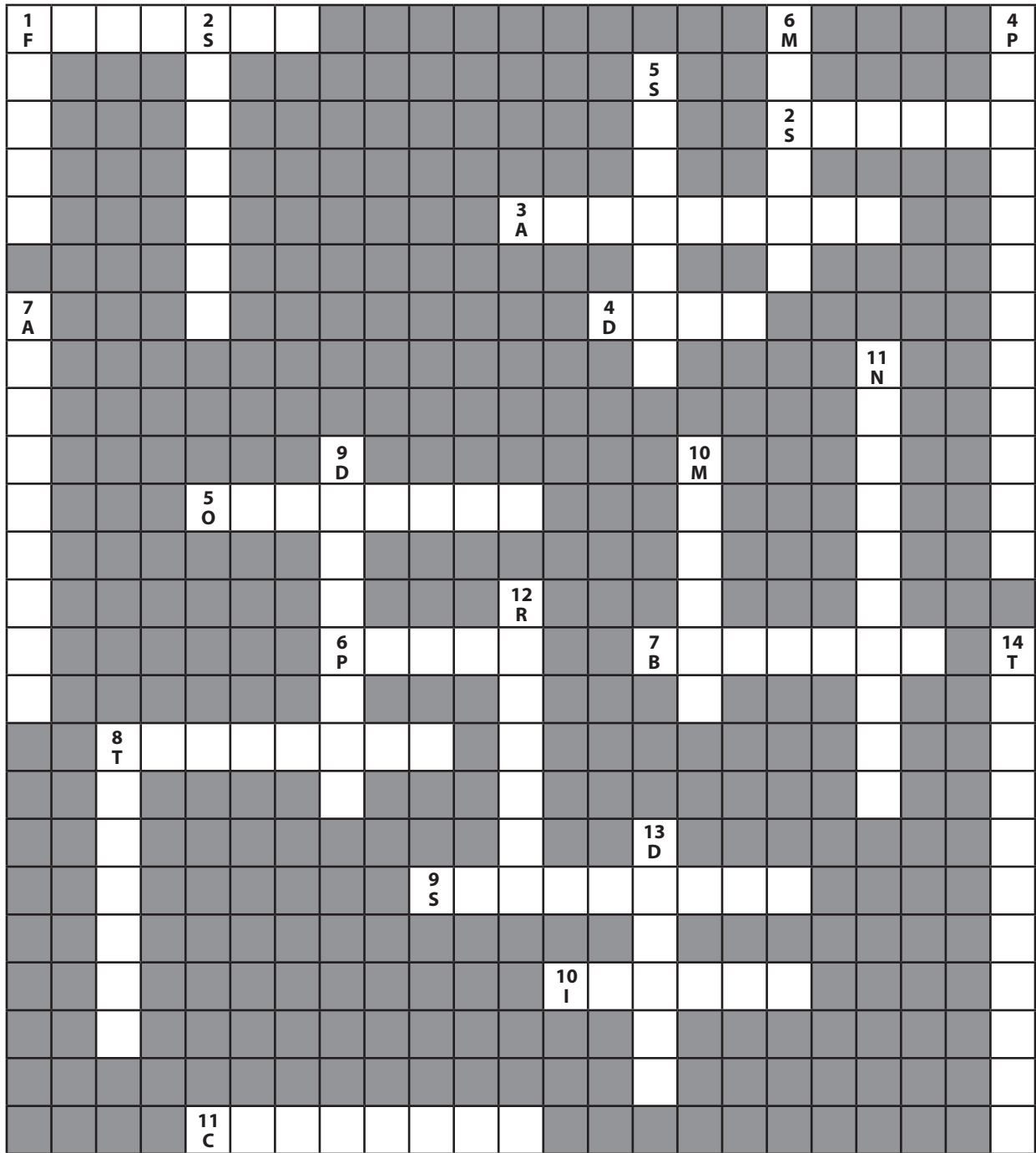
CLUES

Across

1. skill (p. 38)
2. not thick or dense; thin (p. 10)
3. flattery or admiration (p. 128)
4. damp and often chilly (p.9)
5. a person who expects and sees the best in all things (p.15)
6. father; used especially in referring to or addressing a priest or member of the clergy (p. 28)
7. gray or tawny with darker streaks or spots (p. 18)
8. made less intense or violent (p. 125)
9. having or showing doubt (p. 49)
10. influence; effect (p. 72)
11. a cross with a figure of Jesus Christ upon it (p. 10)

Down

1. talent, aptitude or ability (p. 49)
2. to move back and forth (p.11)
3. certain in attitude or opinion regardless of attempts to change one's mind (p. 49)
4. insecurely (p.9)
5. outstanding (p.30)
6. a picture or decoration made of small, usually colored pieces of inlaid stone, glass, etc. (p. 10)
7. conceit; overbearing pride (p. 25)
8. mocked; reproached in a sarcastic, insulting or jeering manner (p. 22)
9. any group migration or flight from a country or region (p. 153)
10. a word or formula chanted or sung repetitively as in a prayer (p. 101)
11. coolly unconcerned, indifferent or unexcited (p. 96)
12. daydream (p. 14)
13. to cause to vanish (p. 65)
14. capable of being seen through (p. 24)



BLM 4: Judo Terms

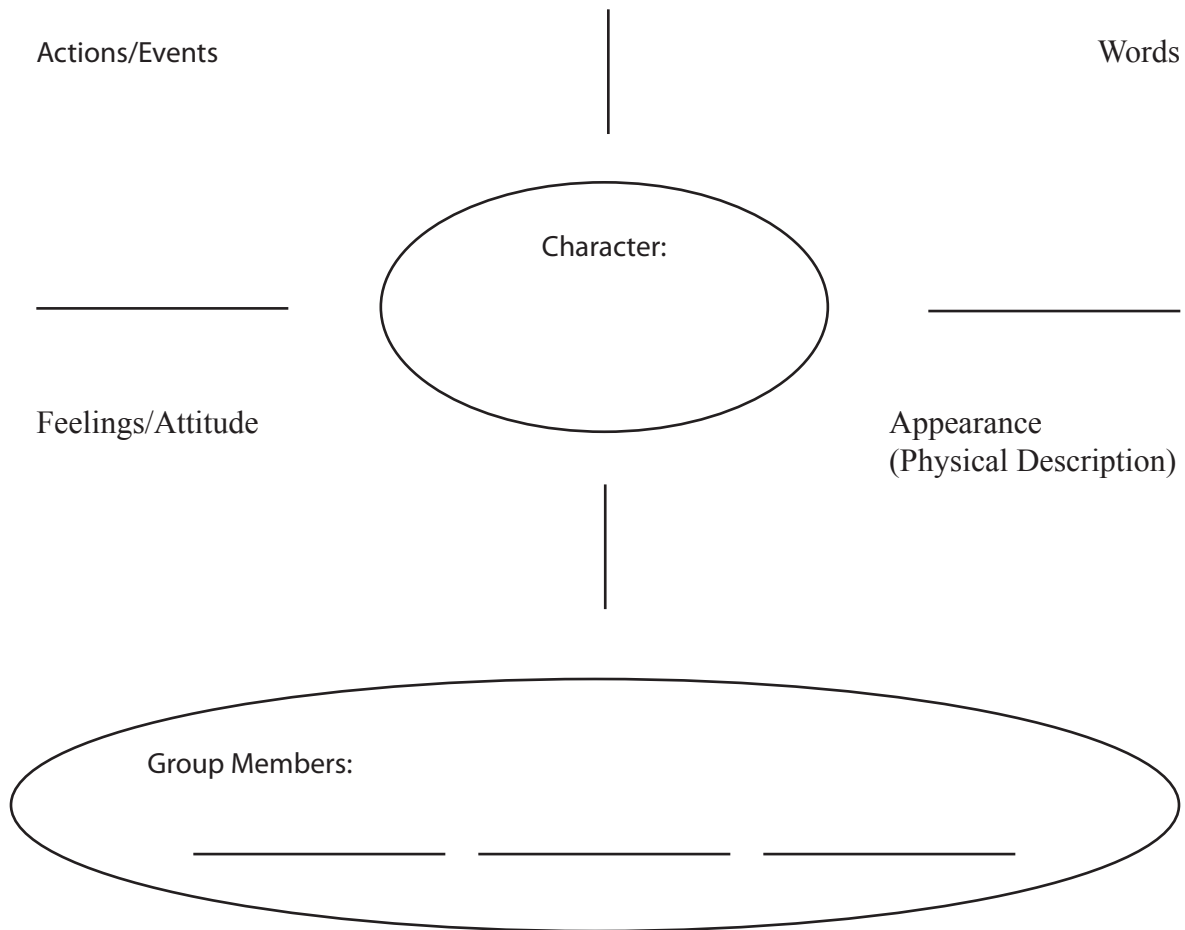
In *The Greyhound*, judo is well-documented as one of Danny's strengths.

1. Below are several judo terms. Students use the page numbers given in parentheses following the word to locate the word in the story and then record the meaning, using the internet to verify word meanings if they are not clear from exploration of the text.

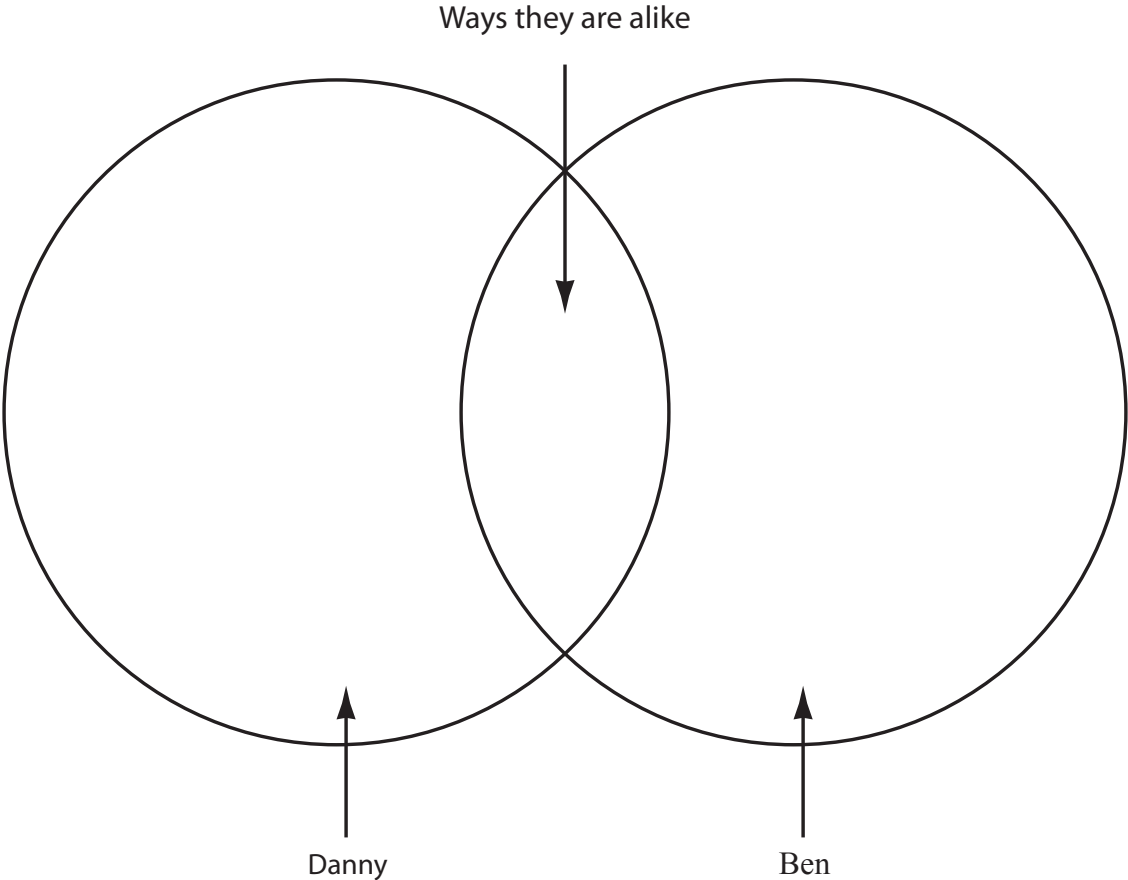
- judoku (p. 25) _____
- gi (p. 25) _____
- dojo (p. 26) _____
- Jigoro Kano (p. 27) _____
- tatami (p. 27) _____
- osoto-gari (p. 28) _____
- hajime (p. 102) _____
- ippon (p. 102) _____

2. Including the judo terms above, students write a paragraph demonstrating their understanding of these terms.

BLM 5: Character



BLM 6: Venn Diagram



BLM 7: Figurative Language Exercises

Simile Exercises

- Below are five similes from the novel. Look at each and write the comparison used by the author. ** You may need to read the sentence, or two sentences before the sentence written here to determine the comparison.
 - p. 27 – “The other walls were built of solid blocks of concrete and painted with several coats of white and orange – the kind of paint that dries to a shiny, polished sheen, like the glazed icing on a cookie.”
Compares _____ and _____
 - p. 31 – “Being with him was like...it was like the first time you see fireflies on a spring night, you know?”
Compares _____ and _____
 - p. 39 – “There were modern prints on the walls, and the furniture was shiny, like a race car.”
Compares _____ and _____
 - p. 40 – “It made him look a bit like a lost pirate, lost in an air-conditioned office with nice furniture, his pirate ship miles away on the open ocean.”
Compares _____ and _____
 - p. 65 – “The English teacher was ancient: a sonorous old bag of bones who looked (okay, maybe it’s because we had to study both Hemingway and Herman Melville this semester) like a whale on legs, a great blue whale with its wrinkled throat waiting to swallow a class of students reduced as krill, and who boomed out to the classroom: ‘Take *The Old Man and the Sea* and create a new story that touches on the sentiments expressed by Hemingway.’”
Compares _____ and _____
- Find an example of a simile on each of the following pages. Write the sentence with the simile in it. Name the items being compared.
 - p. 24
Sentence _____

Compares _____ and _____
 - p. 30
Sentence _____

Compares _____ and _____

- p. 37

Sentence _____

Compares _____ and _____

- p. 50/51

Sentence: _____

Compares _____ and _____

- p. 60

Sentence: _____

Compares _____ and _____

- p. 63

Sentence: _____

Compares _____ and _____

- p.83

Sentence: _____

Compares _____ and _____

- p. 103

Sentence: _____

Compares _____ and _____

- p. 119

Sentence: _____

Compares _____ and _____

- p. 143

Sentence: _____

Compares _____ and _____

3. Using the comparative words "like," "as," or "than," create and write five similes. Remember that similes aid description and help to paint a picture in the reader's mind.

- _____
- _____
- _____
- _____
- _____

Metaphor Exercises

Like similes, metaphors are used to enhance descriptions and the picture the author is painting in the reader's mind. They are also comparisons but more directly compare the two objects. Here is an example: "Her eyes were glistening jewels." If this comparison was written as a simile, it would be: "Her eyes were like glistening jewels." Sometimes we say that a metaphor is a simile without "like," "as," or "than".

The following metaphors are used in *The Greyhound*. For each, write down which two objects are being compared, and then use "like," "as," or "than" to turn the metaphor into a simile.

1. "The event had haunted Danny's nightmares, chasing him down, a cold, lean savage beast that wouldn't let him go."

Compares _____ and _____

Sentence as a simile: _____

2. "But you can be the rock that moves."

Compares _____ and _____

Sentence as a simile: _____

3. "It was late afternoon and the sun was a wash of crimson."

Compares _____ and _____

Sentence as a simile: _____
