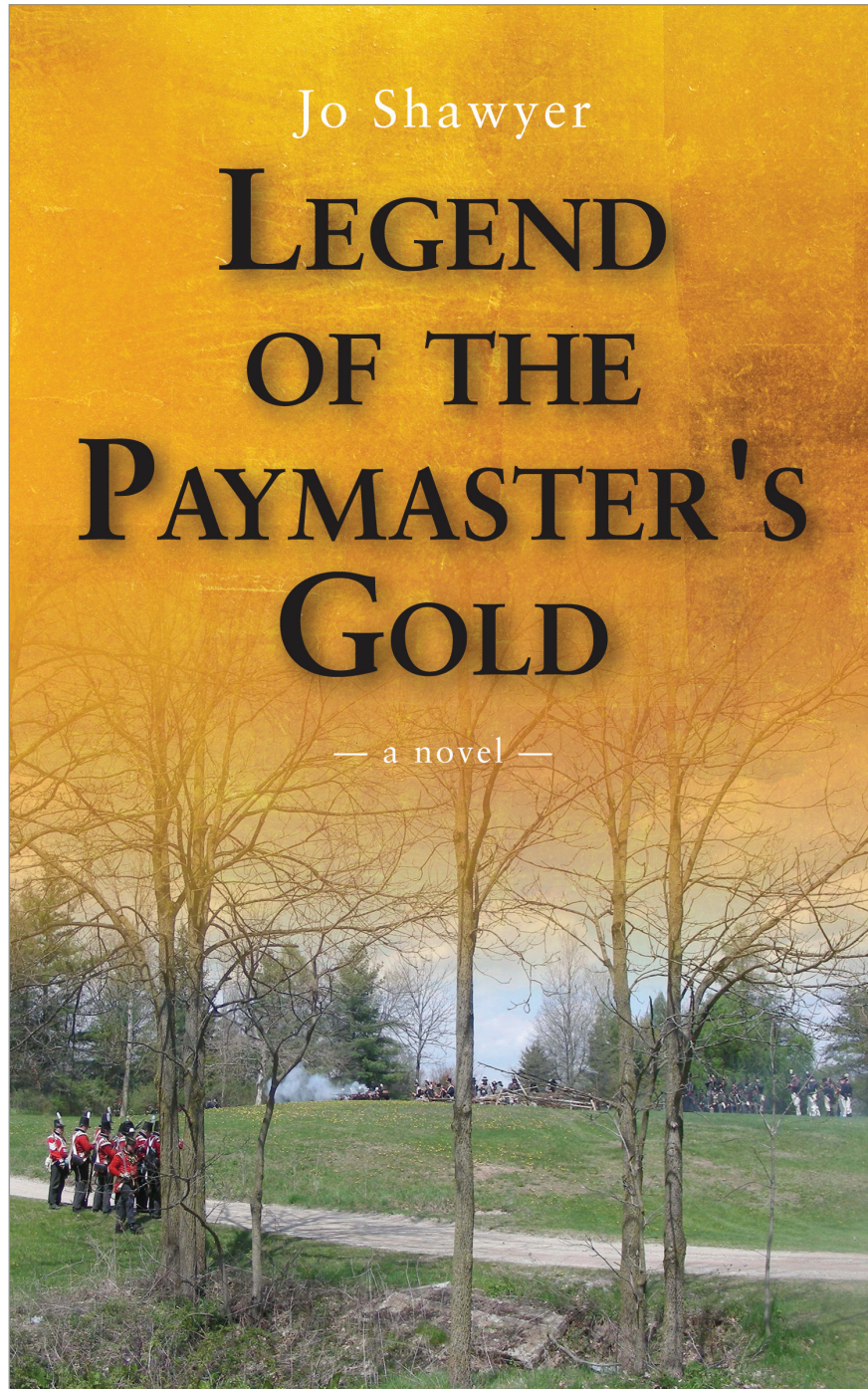


TEACHER'S GUIDE

Grade level: 6-10



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TABLE OF CONTENTS

I	CHAPTER SUMMARIES	4
II	CHAPTER QUESTIONS	7
III	VOCABULARY	11
IV	ACTIVITIES	16
	• JOURNAL RESPONSES	
	• HISTORICAL RE-ENACTMENT	
	• PERSPECTIVES AND MEDIA	
	• INTERNET RESEARCH - BIOGRAPHY	13
V	ADDITIONAL ACTIVITIES AND RESOURCES	19

I CHAPTER SUMMARIES

Chapter 1

14-year old twins Sam and Eadie, along with their parents, have been forced to move into an old house at the edge of London, Ontario, after their previous home had to be destroyed to make way for a road-widening project. They do not anticipate that they will enjoy living in this place, as they will have to switch schools, and the layout of the home is very strange, including a room only accessible from the outside. Also, the local park strikes them as being quite boring, offering only a “historical water reservoir” for entertainment. Sam’s interest is piqued, however, when a trip into a nearby wooded area reveals a historical plaque describing a military ambush that had taken place on that site, 200 years earlier.

Chapter 2

Sam and Eadie are provided with historical details of the ambush described on the plaque by Ben, a boy who lives nearby. Befriending Ben, the twins learn of a second possible skirmish on that site—one during which a military paymaster lost a large quantity of gold. The skirmish’s historicity has not been proven, Ben explains. However, evidence collected using Ben’s metal detector would suggest that it had in fact taken place. The three teens make plans to use the metal detector in an attempt to locate the lost gold.

Chapter 3

Sam and Eadie enjoy a picnic lunch with their parents, discussing with them what they have learned about the War of 1812. Tom, the twins’ father, draws on his skills as a city planner to sketch out a historical map of Upper Canada. He shows that, at the time, their very street (Commissioners Road) would have been the military “superhighway” linking Detroit to the rest of Upper Canada via the Thames River. Their mother, Liz, raises two issues with the teens’ plan to investigate the legendary skirmish: first, the difficulty of proving that the musket balls found by Ben date to precisely 1813, and second, the lack of documentation supporting the historicity of the skirmish. To Sam and Eadie, however, the best way to raise the story’s status from legend to historical fact would be to find the lost gold.

Chapter 4

Ben joins the twins and their family for regular outdoor lunches, in which the War of 1812 is frequently discussed. They explore the European causes of this North American conflict. Later, Sam and Eadie use the Internet to conduct further research on the legendary skirmish. To their confusion, some sites give detailed descriptions of the skirmish, while others say that no proof of its historicity actually exists. Eadie suggests that, even if the legend of the paymaster’s gold isn’t true in its entirety, there is more likely than not some kernel of truth to it: something involving gold being lost, smuggled, abandoned, or hidden at Reservoir Hill. Sam agrees, and reaffirms his desire to find it.

Chapter 5

Sam and Eadie’s hopes of spending the day in search of the missing gold are thwarted when their father asks them to clean out the old shed room instead. After they rip out the linoleum flooring, Sam discovers a trap

door leading down to a cellar. After a brief exploration of the cellar, the twins discuss amongst themselves the possibility that the “shed” is in fact an old log cabin. The cellar would have been a perfect hiding place for gold! They acknowledge that exploring it again will be difficult, given their father’s inevitable disapproval of such a plan. Sam worries that such a plan would be fruitless, anyway, since the house was constructed in 1865, but Eadie theorizes that the log-cabin-turned-shed-room might have been built much earlier.

Chapter 6

Sam, Eadie and Ben stage a re-enactment of the skirmish at the site where the skirmish purportedly happened. They consider how the steep hill might have contributed to the difficulty of the battle. Ben describes Captain Carroll’s court-martialing for his decision to abandon his troops during a retreat, in response to which Eadie expresses sympathy for Captain Carroll and Sam and Ben expresses criticism. The group muses about the skirmish over a picnic lunch. The twins then describe the mysterious cellar in their shed-room. Eadie chooses not to disclose her theory that the shed room might have been built as a log cabin, before 1813, making it a possible hiding place for the gold. The three friends continue their re-enactment, but they soon realize that they don’t know enough about the behaviour of paymasters to retrace the steps of the one described in the legend. Returning back home, Sam races ahead of the group, only to be accosted by four angry dogs. Ben explains that the dogs belong to their crochety neighbour, “Old Man Tucker”.

Chapter 7

Ben helps Sam and Eadie to explore their new community. They are on their own, now that Liz has returned to work. They continue to covertly explore ideas related to the legend of the lost gold. They enlist the help of the local librarian, and the use of the library’s computers, to research more about the paymasters of the War of 1812. They learn that a “Save the Reservoir Hill” group has been arguing against the development of condos on Reservoir Hill, on the grounds that the skirmish makes it a historic site. The group’s claims had been thrown out by the Ontario Municipal Board, however, on the grounds that they lacked historical evidence. Eadie learns the names of some of Commissioner Road’s early settlers, as well as the layout of their settlements, while Ben and Sam gain confidence that they might find gold, whether or not there ever was a skirmish, given the storied history of military paymasters in Canada. They calculate that a cache of lost money might contain \$10,000.

Chapter 8

The trio searches on Reservoir Hill using the metal detector, and finds five musket balls, but no gold. The group regrets their inability to search for gold on Old Man Tucker’s property. Eadie proposes that they look for evidence of pioneer log cabins, searching along a line set 100 feet back from the road, where the regulations of the time stipulated that the cabins must be built. Eadie shares her hunch that their shed room must have been an old long cabin, and her hypothesis is supported by the fact that it measures 16 x 20 feet. Failing to find gold in their own home, the teens begin searching their neighbours’ properties for evidence of demolished log cabins, under the guise of completing a school project. Unfortunately, the most promising site continues to be the forbidden Tucker property

Chapter 9

Eadie overhears her family’s contracted builders commenting that the floorboards of the shed-room probably date prior to 1865. Excitement builds as the contractors slice through the wall leading to the kitchen, revealing that the hidden wall is made of logs. The elder contractor, sensing the teens’ interest in their home’s

history, asks if they have ever heard the legend of the paymaster's gold. Hoping to learn something new by hearing the contractor's perspective, Sam, Ben and Eadie pretend to be ignorant of the story. John narrates the details of the legend. He offers the teens a scrap of paper with writing on it, that had been found stuck in the wall plaster. The writing alludes to the battle at Queenston from the War of 1812, and it contains the phrase "hide on the cellar". The group muses about how to search the cellar without getting caught by the twins' father.

Chapter 10

While Sam and Ben conduct other research, Eadie sets out to learn more about Phoebe McNames. She finds Phoebe's tombstone at the Brick Street Cemetary. She feels regret that Phoebe McNames has not become more famous for her contributions to the war effort. She muses about the nature of historical legends, and the frustration of not being able to pin down the truth. Later, she joins the boys, who have succeeded in building an abatis.

Chapter 11

Discovering that they have the house to themselves for the day the trio decides to search through the cellar. Despite the aid of shovels, flashlights, and the metal detector, they find nothing. They are disheartened, but suddenly realize what their next search location should be: Old Tucker's place.

Chapter 12

Ben suggests accessing Old Tucker's property from the neighbouring gravel company. The old log cabin, according to Ben's calculations, would be right along the gravel company's fence. A search of the site results in a number of treasures: a horseshoe, a spike, some broken pottery, and an ornamental spoon. All of a sudden, however, they are caught and stopped by an angry Old Tucker, along with his snarling dogs. He scolds them harshly, but softens when they tell him what they are searching for. In the end, Old Tucker agrees to let them search for the gold provided that they split the loot with him upon its discovery.

Chapter 13

The teens' search session on Old Tucker's property yields, among other treasures, pieces of a rotten wooden box and scattered, buried coins. They were gold! They take photographs of the discovery and of the site, before taking the coins with them. Unsure of where to hide them, they finally choose the abatis that the boys built. They camp out at the abatis that night, in order to guard the coins.

Chapter 14

Determining the value of the coins proves to be difficult because they are of widely differing dates, metals, types, and nationalities. As they examine the coins at their kitchen table, the teens are accosted one again by an angry Mr. Tucker. The latter calms down, however, when he sees that they really did find coins, with the intention of splitting them with him. The teens' parents are stunned by the discovery of the coins. Soon, everyone – Sam, Eadie, Ben, both sets of parents, Dave, and Mr. Tucker – are gathered around the Jacksons' kitchen table, marvelling at the coins. Their hearts sink, however, when some late-dated coins found in the collection indicate that the currency is not from the War of 1812. Still, the silver spoon proves to be worth \$2000, and Eadie decides to write a story about the pioneer girl who once owned it. All feel proud and satisfied with the discovery that has connected them as neighbours.

II CHAPTER QUESTIONS

Legend of the Paymaster's Gold: Chapter 1

1. Why do the twins feel negatively about their move to this new home?
2. Provide evidence from the text to show that Sam has an interest in history.
3. Compare Sam's reaction to the discovery that a battle had taken place in that wooded area, with Eadie's reaction. Which of the twins more closely mirrors your own feelings about Canada's military history, or about wars in general?

Legend of the Paymaster's Gold: Chapter 2

1. Why is there no plaque commemorating the skirmish fought by General Proctor?
2. What evidence gives the teens confidence that the skirmish led by General Proctor had indeed taken place?
3. The three teens agree that, should they find the lost gold, they will split it three ways. Do you feel that this is an appropriate plan? Why or why not?

Legend of the Paymaster's Gold: Chapter 3

1. Why does Tom call Commissioners Road "the super highway of the War of 1812"?
2. Why does Liz ask, "How long did muskets with musket balls last before another kind of rifle was invented"? (Page 26)
3. Are you aware of any other historical legends, either ancient or modern? How are your examples different from historical facts? How are they different from outright falsehoods? How might historians go about determining whether these legends are historically true?

Legend of the Paymaster's Gold: Chapter 4

1. Why are Sam and Eadie still not sure whether the skirmish is a legend or whether it really happened, even after researching it? Why does Sam later say, "There's got to be somebody's gold on Reservoir Hill." (page 37)
2. What, according to Tom, was the cause of the War of 1812? (page 30-31) Use the Internet, or other resources, to identify more reasons why Canada and the United States went to war, or continued to engage in fighting. In your view, might either Canada or the United States have been able to resolve their problems differently, other than going to war? What alternative solutions might they have pursued?

Legend of the Paymaster's Gold: Chapter 5

1. Why, according to Sam and Eadie’s theory, is the shed-room only accessible from the outside?
2. How does Tom feel about Sam and Eadie’s desire to explore the cellar? In your experience, is the interaction between Tom and his son and daughter typical of the way adults respond to their teenagers? Explain, using examples from your own experience or from other books you have read.

Legend of the Paymaster’s Gold: Chapter 6

1. How does re-enacting the scene of the skirmish help Sam, Eadie and Ben to better understand the events of the battle? In spite of their efforts, however, why do the three friends fail to learn more about the location of the “lost gold” following their re-enactment?
2. Why might Eadie have chosen to keep her idea about the pre-1813 construction of the shed-room portion of their home a secret?
3. Eadie and the boys have two different responses to Captain Carroll’s decision to abandon his troops during the retreat. Briefly compare Eadie’s assessment of Captain Carroll with the boys’ judgement of him. (page 47-48). Which opinion more closely mirrors your own? Explain.

Legend of the Paymaster’s Gold: Chapter 7

1. Why did the “Save the Reservoir Hill” group fail to convince the Ontario Municipal Board to preserve this area as a historic site?
2. Eadie sketches the layout of an early settlement, and remarks “I’m going to have to check this out”. What might she be thinking of doing?
3. What resources do the three teens consult at their library, in order to gain insight into their questions surrounding the War of 1812? Visit the library in your community, at your school , or at a local university. Do they have similar resources available for study? See if you can use each resource to discover more about the War of 1812 for yourself.

Legend of the Paymaster’s Gold: Chapter 8

1. What is the significance of the pile of stones that Sam bumps into, in their neighbour’s yard?
2. Predict whether or not the teens’ search will eventually lead them onto the Tucker property. What events, statements, and stylistic elements lead you to form your belief?
3. Each of the three teens brings their own strengths to the search for the legendary gold. Discuss the following statement: “Had Sam, Ben and Eadie each been working individually, they would never have made much progress in researching the legend of the paymaster’s gold. Together, they stand a good chance of finding it”. Use evidence from this, and previous chapters in your discussion.

Legend of the Paymaster’s Gold: Chapter 9

1. Why is John surprised that the shed-room has such wide floorboards?
2. Eadie asks of the scrap of writing, “Who do you think wrote this?” Based on the excerpts of writing, try to answer her question. Explain your guess.

3. If you were working with Sam, Ben and Eadie, how might you go about searching the cellar without getting caught?

Legend of the Paymaster's Gold: Chapter 10

1. Why is an abatis difficult to penetrate?
2. According to Eadie, why is Phoebe McNames not more famous?
3. Ask an older family member to recount a story about one of your ancestors. How certain are you that the story is true? Why? If you were a historian motivated to confirm or deny the event, how might you go about researching more details?

Legend of the Paymaster's Gold: Chapter 11

1. How do the teens manage to explore the cellar without anyone noticing?
2. Why are the teens disheartened as they pack their equipment away and eat breakfast?
3. Ben says that he has an idea for accessing Old Tucker's farm. What do you think his idea might be?

Legend of the Paymaster's Gold: Chapter 12

1. How does Ben know the best location for the group to search, in seeking the remains of the log cabin on Old Tucker's property?
2. Annie Wareham has discussed the bowl and the spoon in her journals. How might they have both ended up in the same place, broken?
3. How did the discovery of the silver spoon help to change Old Tucker's mind about allowing the teens to search his property?

Legend of the Paymaster's Gold: Chapter 13

1. Why do the teens decide to sleep in the abatis that night?
2. Why does Eadie pull out her camera and take pictures of the group digging up the coins and laying them out?
3. Sam, Ben and Eadie credit each other for the eventual discovery of the coins. (page 109) What personal qualities do each of these teens have, either individually, or as a group, that led to their successful discovery of buried coins? Consider events and conversations from previous chapters in your response.

Legend of the Paymaster's Gold: Chapter 14

1. Why does Dave first suspect that the coins are not the "paymaster's gold" of legendary fame?
2. How might Ben and Eadie's parents have felt, upon realizing that their children had discovered the coins? Consider conversations and descriptions that occur in previous chapters, as well as this one.

3. The day ends in a joyous feast, uniting individuals who had never before sat down to share a meal together. Discuss how each person sitting at the table has benefitted personally from the series of events that has taken place.

III VOCABULARY

Word (page # in parentheses)	Here is what I think this word means:	Dictionary definition of this word:	How does this word relate to an event, action or object from Legend of the Paymaster's Gold?	My own sentence containing this word:
Chapter 1				
Expropriated (10)				
Reservoir (12)				
Chapter 2				
Skirmish (16)				
Harass (17)				
Militia (17)				
Musket (19)				
Chapter 3				
Frontier (24)				
Ammunition (24)				
Chapter 4				
Blockaded (31)				

Re-enactment (32)				
Replica (32)				
Repulse (35)				
Chapter 5				
Lingered (40)				
Gloomy (40)				
Umpteen (41)				
Linoleum (41)				
Cellar (42)				
Chapter 6				
Fending (46)				
Knoll (46)				
Notorious (50)				
Chapter 7				
Victorian (54)				

Parasols (55)				
Capsized (55)				
Sufficient (55)				
Municipal (57)				
Documentary (57)				
Archaeological (57)				
Transcripts (57)				
Squatted (59)				
Guineas (62)				
Shilling (62)				
Chapter 8				
Reckoned (66)				
Chapter 9				
Primeval (74)				
Hairpin bend (76)				

Scuffle (76)				
Adze (77)				
Chapter 10				
Brushwood (82)				
Jotted (84)				
Gristmill (85)				
Chapter 11				
Archaeologists (92)				
Chapter 12				
Trespassing (95)				
Methodical (98)				
Frenzy (100)				
Glowered (100)				
Unison (103)				
Chapter 13				
Strode (106)				

Rubbish (107)				
Gloat (109)				
Commodities (110)				
Chapter 14				
Colony (112)				
Terrific (112)				
Tattered (113)				
Cantankerous (114)				
Astonished (115)				
"in spades" (116)				
Commemorate (116)				
Lacking (118)				

IV ACTIVITIES

Journal Response

The author tells Annie Wareham’s story using her journal entries. Apart from being written in a distinct typeface, how are the journal sections stylistically different from the rest of the book? How do the journal entries help to make the novel more interesting?

Eadie likes to journal. Choose an event from the novel, *The Legend of the Paymaster’s Gold*, and create a journal entry from Eadie’s perspective.

Historical Re-enactment

Have students re-enact scenes from the War of 1812, and discuss how participating in a re-enactment leads to a different perspective or understanding of the events than is obtained from simply studying them.

Curricular connection: Grade 7 History, British North America Unit, Page 56 (1994):

Illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page)

Perspectives and Media

Have students re-enact scenes from the War of 1812 (filming them if possible), and also watch clips of battle scenes (preferably scenes from the War of 1812) obtained from documentaries or fictional movies. What considerations do cinematographers have to make when filming such scenes? How might the movements and group interactions in filmed battles be different than those from actual battles? How can you change some of the decisions you make as a cinematographer to create a different mood or to communicate a different message in your film? (e.g. the events on which you focus, the angle at which you hold the camera, etc.)

Curricular Connections:

Film analysis: Grade 7 Media Literacy, Expectations 1.1, 1.3, 1.6 & 2.2

Film production: Grade 7 Media Literacy, Expectations 3.3, 3.4, & 4.1

Internet Research - Biography

Use Internet resources to write a brief biography of the following individuals, emphasizing their roles in the War of 1812:

Captain John Carroll
General Henry Procter

Additional Activities and Resources:

1. Use Google Maps to find the locations mentioned in the book. Print out an aerial view of what they look like today. Using a highlighter, show how the land was demarcated at the time of the War of 1812.

Resource: maps.google.ca

2. Field trip to brick street cemetery, or other local heritage cemetery.

Resource: <http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=15190&pid=0>

Resource: <http://www.dusitbook.com/information-for-take-an-educational-field-trip-to-your-local-cemetery>

3. Take a Field trip to Springbank Park/Reservoir Hill, in London Ontario.

Resource: http://www.london.ca/d.aspx?s=/Parks_and_Natural_Areas/Parks_guide.htm

4. Attend a commemoration of the 200th anniversary of the War of 1812, or visit a special bicentennial exhibit at a local historical museum. If this is not possible, plan a commemorative ceremony or create an exhibit at your school.

Resource: <http://www.visit1812.com/> (this site include a calendar of events for various locations in Canada and in the United States).

5. Another story about the War of 1812, aimed at young people and written from a Canadian perspectives is Billy Green Saves the Day. However, the two novels each have a distinct purpose: Billy Green Saves the Day is a story about history, immersing the reader in the lives and stories of people who lived through the War of 1812. On the other hand, Legend of the Paymaster's Gold is a novel about "being a historian", tracking the issues that historians (and curious teenagers) face in an effort to accurately piece together the past. It may be helpful to read both novels as a class. What issues do Sam and Eadie confront in attempting to reconstruct the past, and to understand the significance of each event? What decisions did the author of Billy Green Saves the Day make in creating the particular version of history presented in his novel, which might have been made differently by another author?

Resource: Billy Green Saves the Day (Dundurn Press)

6. Arrange a visit by a local historian, or, if possible, by a historical geographer to relate what they do as part of their work.

Resource: Consider contacting one of these historical sites or museums to ask about the availability of speakers. <http://www.visit1812.com/historic-sites/> If you live in the St. Johns, NF area, you might consider arranging for author Jo Shawyer to speak at your school.

7. Arrange a visit to a local historical museum, including a walking tour of local historical sites of interest. Why is it important to preserve local history? On your walking tour, how were the historical buildings you saw identified? How are they used today? Discuss as a group, or invite a guest local historian to discuss:

what considerations to towns and cities make, to balance preservation of history with allowing these spaces to change and continue to be used for living and business?

Resource: <http://www.visit1812.com/historic-sites/>

8. The group “Save Reservoir Hill” is a real group. At this time of writing, it is actively involved in campaigning for the protection of this area. Students may wish to explore their Facebook page, and with permission, join the group. Discuss as a class: How do groups such as this one apply historical research to current-day political issues? Explore other decisions made by the Ontario Municipal Board, some in favour of preserving historic sites, and some against. What considerations go into a decision to protect a historic site?

Resource: <http://www.facebook.com/pages/Save-Reservoir-Hill-in-London-Ontario/262929507080483>

Resource: <http://www.omb.gov.on.ca/english/home.html>

V ADDITIONAL ACTIVITIES AND RESOURCES

Rubric: Eadie’s Journal

Expectation/ Level:	1	2	3	4
Establishing “Voice” (Grade 7 writing, Expectations 2.2 & 2.5)	With limited effectiveness, the student establishes a distinctive voice in their writing appropriate to Eadie’s point of view.	With some effectiveness, the student establishes a distinctive voice in their writing appropriate to Eadie’s point of view.	With considerable effectiveness, the student establishes a distinctive voice in their writing appropriate to Eadie’s point of view.	With a high degree of effectiveness, the student establishes a distinctive voice in their writing appropriate to Eadie’s point of view.
Organization (Grade 7 writing, Expectations 1.5 & 2.4)	Little organization of ideas is apparent within sentences and within the journal entry as a whole.	With some consistency, ideas are organized within sentences and within the journal entry as a whole.	Ideas are appropriately organized within sentences and within the journal entry as a whole.	Organization of ideas, within sentences and within the journal entry as a whole, enhances stylistic effect.
Mechanics Mechanics (Grade 7 Writing, expectations 3.1, 3.2, 3.3., 3.4, & 3.5)	Errors in word choice, spelling, grammar, and punctuation interfere significantly with tone, style and communication of ideas.	Errors in word choice, spelling, grammar, and punctuation interfere slightly with tone, style and communication of ideas.	Word choice, spelling, grammar, and punctuation are appropriate for grade level.	Word choice, spelling, grammar and punctuation are used in a manner that enhances tone, style, and communication of ideas.

Rubric: Biography of a Military Leader

Expectation/ Level:	1	2	3	4
<p>Knowledge & Understanding</p> <p>Grade 7 History: - Describe the major causes and personalities of the War of 1812</p> <p>- Identify the achievements and contributions of significant people</p>	<p>Limited biographical information about chosen military leader is provided. Details may be irrelevant or weakly connected to the causes and events of the War of 1812.</p>	<p>Some biographical information about chosen military leader is provided. Details may be vague or connected in a general way to the causes and events of the War of 1812.</p>	<p>Considerable biographical information about chosen military leader is provided. Details are connected to specific causes and events of the War of 1812.</p>	<p>A thorough degree of biographical information about chosen military leader is provided. Insightful connections are made to specific causes and events of the War of 1812.</p>
<p>Organization</p> <p>(Grade 7 writing, Expectations 1.5 & 2.4)</p>	<p>Little organization of ideas is apparent within sentences and within the biographical description as a whole.</p>	<p>With some consistency, ideas are organized within sentences and within the biographical description as a whole.</p>	<p>Ideas are appropriately organized within sentences and within the biographical description as a whole.</p>	<p>Organization of ideas, within sentences and within the biographical description as a whole, enhances stylistic effect.</p>
<p>Mechanics</p> <p>(Grade 7 Writing, expectations 3.1, 3.2, 3.3., 3.4, & 3.5)</p>	<p>Errors in word choice, spelling, grammar, and punctuation interfere significantly with tone, style and communication of ideas.</p>	<p>Errors in word choice, spelling, grammar, and punctuation interfere slightly with tone, style and communication of ideas.</p>	<p>Word choice, spelling, grammar, and punctuation are appropriate for grade level.</p>	<p>Word choice, spelling, grammar and punctuation are used in a manner that enhances tone, style, and communication of ideas.</p>