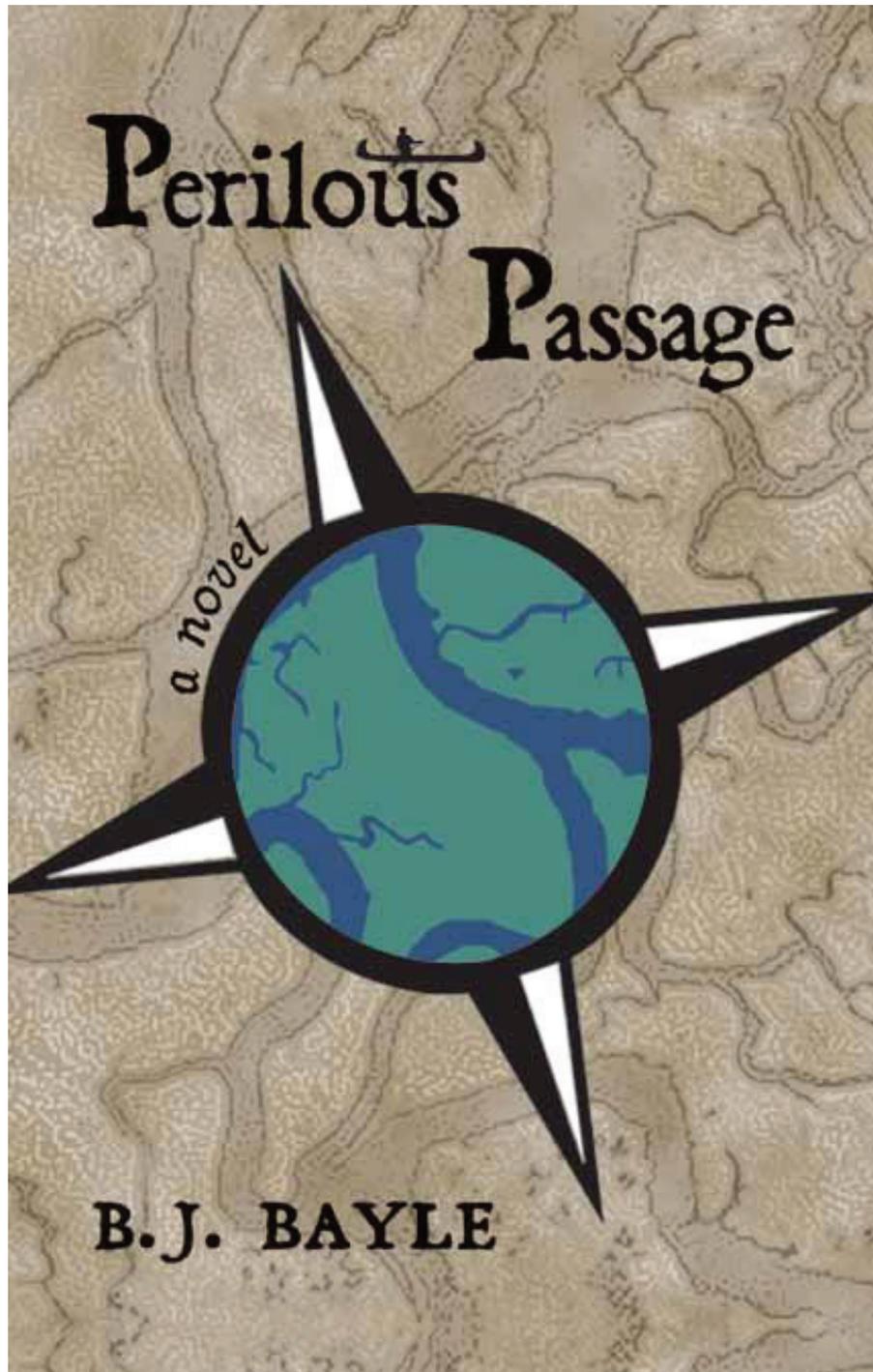


TEACHER'S GUIDE



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TABLE OF CONTENTS

Notes to the Teacher	4
Book Summary	6
Pre-reading Strategies	7
During Reading Strategies	10
Post-reading Strategies	15
Appendix	17
Assessment Tools	21
Related Resources	24

NOTES TO TEACHER

This novel could be used as the hook to lead into the grade 6 social studies unit Heritage and Citizenship: First Nation Peoples and European Explorers.

One of the activities during reading is to trace the route described in the story. Some of the places now have different names, but there is historical reference to the old names/places. If the students trace the routes, it may be beneficial to use historical maps of Canada/North America.

After Thompson reaches the Pacific Ocean, he re-traces his route back up the Columbia. The students should use different colours or line patterns to discern the varying routes.

WEBSITES TO EXPLORE

Pathfinders and Passageways from Library and Archives Canada

<http://epe.lac-bac.gc.ca/100/206/301/lac-bac/explorers/www.collectionscanada.gc.ca/explorers/index-e.html>

Voyageur Waterway Route

http://www.chrs.ca/Rivers/BoundaryWaters/BoundaryWaters_e.htm

Saskatchewan

<http://www.virtualsk.com/maps/index.html>

Alexander MacKenzie Voyageur Route

<http://www.amvr.org/>

Rocky Mountain House National Historic Site of Canada

http://www.pc.gc.ca/lhn-nhs/ab/rockymountain/natcul/natcul2_e.asp

The History of the Fur Trade Route -one page summaries

http://ca.geocities.com/voyageurs_2002/fur_trade.htm

Brief History of the Fur Trade and the Voyageurs

http://www.wildernessclassroom.com/www/schoolhouse/boreal_library/voyageurs/index.htm

Grand Portage

http://www.mhs.mb.ca/docs/mb_history/26/grandportagestory.shtml

David Thompson Timeline

<http://www.davidthompsonthings.com/Thomplsontime.htm>

Fur trading posts - Pacific Northwest

http://freepages.genealogy.rootsweb.ancestry.com/~goudied/fur_posts_of_the_pacific_northwest.htm

Spokane House

http://www.riversidestatepark.org/spokane_house.htm

Great Canadian Rivers

<http://www.greatcanadianrivers.com/rivers-home.html>

Info about Thompson staking claim at Snake River at Columbia River (p.139)

http://www.historylink.org/index.cfm?DisplayPage=pf_output.cfm&file_id=5096

<http://www.teachertube.com/index.php>

BOOK SUMMARY

After a shipwreck in 1809, Peter finds himself the victim of amnesia. The sea captain who rescues the teenager gives him the only name he knows, while others derisively dub him Peter No-Name. Eventually, Peter finds employment in a Montreal tavern where he meets a French voyageur called Boulard, a man who changes his life irrevocably.

Boulard works for the fur trader David Thompson, already one of the world's most famous explorers and mapmakers. Thompson is impressed with Peter and enlists him to draw the plant and animal life they would encounter during his obsessive quest to establish an overland "northwest" passage to the Pacific Ocean via the Columbia River.

With Thompson, Peter embarks on an amazing series of adventures that brings him face-to-face with hostile and friendly First Nation peoples and exposes him to the hardships and life-threatening challenges of formidable mountains and primeval forests as the intrepid outdoorsmen canoe, ride, and sled across a continent still largely untouched by the imprint of European civilization.

Throughout his journey, Peter enjoys the companionship of Dog who he rescued from the cruel beatings of DuNord, another voyageur who bears great animosity toward him for this act of kindness. However, the fatherly guidance, praise, and trust that Thompson bestows upon Peter provide him with the courage he needs to accomplish tasks that many men could not. The quest ends with Peter's memories of his former life returned, new friends, and an offer to help him become a schoolmaster, a position his father had wished for him.

MEET THE AUTHOR

B.J. Bayles's first junior fiction novel, *Mystery at Meander Lake*, made *Canadian Living's* Recommended Reading List. Her second book, *Trail Of Fire*, was shortlisted for the Alberta Writing for Children Competition. *Battle Cry at Batoche*, her bestselling Our Choice Children's novel about the North-West Rebellion in 1885, is also available from Dundurn Press. She lives in Cochrane, Alberta, near Calgary.

PRE-READING STRATEGIES

CHAPTER CHUNKS

Chapters 1-3
Chapters 4-8
Chapters 9-11
Chapters 12-16
Chapters 17-end

- 1) Compare the features of fiction and non-fiction text. Focus on graphic texts such as maps. As an extension at the end of the novel, students could compare history texts with historical fiction. **(Ontario Curriculum Grade 6: Reading 1.7, 2.1)**
- 2) Provide background knowledge through watching videos and reading and discussing non-fiction texts regarding Native peoples, European explorers, and first contacts. **(Ontario Curriculum Grade 6: Reading 1.1, 1.2, 1.3)**
- 3) Discuss the various languages spoken in Montreal in the 1800s.
- 4) Review or discuss the Voyageurs: who they were, what was their purpose, what they wore, and their lifestyle.
- 5) Discuss David Thompson's explorations (chronology at back of novel).
- 6) Discuss the Fur Trade: North West Company, Hudson's Bay Company, and the dispute between the two trading companies. It may be useful to have a brief discussion around the American fur trading company, John Jacob Astor's Pacific Fur Company that is mentioned in this story.

VOCABULARY BUILDING

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

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

CHAPTERS 1-3

Bluff (geography term) p.9
Patois p.10
Lout p.9
Longboat p.9
Imbecile p.9
Brigade p.15
Pantaloon p.15
Euphoria p.15
Whence p.16
Portage p.20
Pemmican p.21
Maize p.21
Sextant p.23
Peigans p.27
Formidable p.28
Enormity p.30
Musket p.30
Kippers p.33
Quandary p.33
Adversaries p.34

CHAPTERS 4-8

Nonchalant p.37
Fete p.37
Confluence p.38
Reverberating p.41
Impassively p.42
Tethered p.47
Fording p.47
Taciturn p.53
Fortnight p.56
Omitted p.56
Interspersed p.56
Stockade p.60
Contemptuous p.60
Tantalizing p.62
Disconsolately p.62
Ruse p.70
Expertise p.70
Deception p.70
Lackluster p.71

CHAPTERS 9-11

Precarious p.81
Uproariously p.83
Bedlam p.87
Insolently p.88
Disposition p.90
Chinook p.100
Doughty p.104
Predicament p.106

CHAPTERS 12-16

Auspicious p.118
Forgoing p.119
Engulfed p.119
Accursed p.119
Intrusion p.120
Clambered p.121
Ominous p.121
Raucous p.121
Cantered p.127
Zenith p.127
Enthroned p.128
Amiably p.130
Tedious p.139
Ague p.149
Entreaties p.143

CHAPTERS 17-END

Seining for salmon p.150
Surly p.151
Ragout p.161

DURING READING ACTIVITIES

* knowledge/understanding questions (Blooms taxonomy) — <http://learningandteaching.dal.ca/bloom.html>

Throughout the book there are geographical references to specific locations. Students can trace various routes that Peter and the Voyageurs took in the story on a map in each reading section.

CHAPTERS 1-3

- 1)* Who is the main character? Make a character sketch (BLM 1)
- 2)* Why does the main character not have a last name?
- 3)* Why doesn't Peter reprimand the two little boys when they spill his bucket?
- 4)* Why can't Peter remember anything about himself?
- 5) What is a clerk? (p.14) Look it up and write out the job description. Make sure you are referring to a job description for the 1800s.
- 6)* What is a pallet of robes? (p.15)
- 7) What was the North West Company? Who were they in competition with?
- 8)* What does "purchase on credit" mean? (p.15)
- 9) Why was Peter so anxious about getting into the canoe?
- 10) What do you think this is? Explain using information from the story.
A vision of a mist over a green hill dotted with white flowers appeared in Peter's head and vanished so quickly that he wondered if he had imagined it (p.18)
- 11)* Where is the Columbia River? What geographical reference is there on page 19 that helps locate it? Use a map to help locate and describe its location.
- 12)* What time of year do you think they are traveling in? What evidence can you find on page 19?
- 13) On your map, trace the route that Peter and the Voyageurs took, as described on page 19.
- 14) Sketch/draw what you imagine the canoe and voyageurs look like after they've donned their caps and sashes (p.21).
- 15) Mark Rainy River on your route map.

- 16) Who were Alexander Mackenzie and Simon Fraser? (p.23) What were their contributions to Canada? This can be answered as a mind map.
- 17)* What does Charlotte mean when she says: “then you will finish your map”? (p.23) What was David Thompson’s goal?
- 18) What is the author implying on page 27 “...they often try to collect the horse even while one is seated on it”?
- 19) Add Whitemud House, along the shores of the North Saskatchewan River, and Grand Portage to your map. This place may be now known as something different. (p.29)
- 20) Why do you think the company doesn’t want women to learn to read? (p.32)
- 21) How do you think Charlotte feels about her husband David going off in search of his great river? (p.32)

CHAPTERS 4-8

- 1)* “Peter was terrified he might snuffle.” Why might he snuffle or cry? How come he was afraid to cry? (p.35) Have you ever been in a situation like that?
- 2) Try to locate and mark the confluence of the Porcupine River and the North Saskatchewan on your map.
- 3) What do you think Thompson and Peter were thinking when they saw the rock with the blood spattered on it? (p.40)
- 4) Why was Thompson angry at Peter after he fired his musket? (p.42)
- 5) What did Thompson mean when he said “...fighting would only mean children without fathers for them and more trouble for us”? (p.46)
- 6) What do you think Thompson ate after he hurt his knee? (p.48) (hint: look in traditional Native medicines)
- 7) On page 56 and 57 Peter and Alexander sort out what happened to the brigade that Peter and Thompson were supposed to meet. Using your own words, retell what happened. Use a graphic organizer to aid in your explanation.
- 8) On pages 60 and 61 Peter wonders “If the snow is too deep for the horses, how will we get through it?” There is also mention of dogs and sleds. How come Peter doesn’t make the connection?
- 9) Start a character trait graphic organizer of DuNord.

- 10) Make some predictions about DuNord and his involvement in the remainder of the story. Do you think he might be an antagonist in the story? Explain using evidence from the story.
- 11) Why didn't Peter tell Boulard about the threat that DuNord gave about Dog? (pp.73-74)
- 12) Add more traits to Peter's Character Trait Map.

CHAPTERS 9-11

- 1) On page 77 the author indicates where Peter and the group are heading. Are they travelling on water or overland? Try to locate and mark that route on your map.
- 2) Locate and mark the Pembina River on your map (it's in Alberta).
- 3) Why did DuNord throw his sled down the hillside? (p.88) What else can you add to DuNord's character traits?
- 4) After Thompson sees what DuNord did with the sled, he says to DuNord, "It needs a man of courage to cross these mountains. Not all are capable..." (p.88) What is Thompson really saying? What does DuNord do?
- 5) Pages 100-104 describes the hard trekking Peter and the voyageurs were enduring. Have you ever had to endure a tough journey of some kind? Have you ever had to travel with someone you didn't like?
- 6) Although Peter doesn't like DuNord, why do you think he warned DuNord about the avalanche? (p.104)
- 7) Locate and mark the Kootenay River on your map. (p.106)
- 8) Was DuNord part of the group staying at camp until spring? Give evidence from the story to back up your answer. (p.108)
- 9) "Peter felt a glow of pride as he watched the weak men enter the trees." (p.109) Think of a time you have accomplished something that your peers weren't able to. Can you relate to how Peter feels?
- 10) Add to Peter's character trait map.

CHAPTERS 12-16

- 1) What do you think prompted DuNord's strange behaviour toward Peter? (p.110)

- 2) Add to DuNord's character trait map.
- 3) How would you cope with having to build a shelter like Peter had to do with the voyageurs? (p.112)
- 4) Sketch what you imagine their shelter looks like.
- 5) Try to locate and mark the approximate location of Salish House and Kullyspell House trading posts (p.127).
- 6) Locate and mark the approximate location of Spokane House. It is called by another name now.
- 7) Locate and mark Kettle Falls (it is in Washington State).
- 8) Why did the elders and Thompson smoke the pipe before they started talking? (p.135)
- 9) Boulard and DuNord are both Voyageurs but have different character traits. Compare/Contrast DuNord's and Boulard's traits using a venn diagram. (BLM 2)

CHAPTERS 17-END

- 1) Thompson wanted to head back upstream after reaching the Pacific Ocean. Why was Thompson in a rush? And what was the other reason for paddling back up the same river?
- 2) On page 154, just as Thompson and his crew were about to leave, three rows of warriors appeared across the river. Thompson said their arrows were notched. What does that mean? Why were the warriors behaving like that? Why did Thompson tell his men not to fire unless the warriors raised their arrows and pulled?
- 3) Sketch what this stand-off might have looked like.
- 4) "No matter a man's colour, he should not profit by evil and treachery" (p.157). Who said that and what is in reference to?
- 5) Follow Thompson's route back up the Columbia and where they travel to on pages 159 and 160. You may want to use a different colour or line pattern to show the return journey.
- 6) Throughout Thompson's journey whenever they stopped at a Native village, Thompson smoked with the headmen and relayed information from other villages. Why did he do this? There are two main reasons for this.
- 7) On page 169 Thompson and the voyageurs sight Boat Encampment. Thompson is overjoyed that his hypothesis is correct and he can complete his map. Recap what his hypothesis is and what he has now proven. Have you ever had a time when you've worked really hard and things finally came together like this? Explain.

- 8) On page 170 Peter begins to feel sad that the journey is nearing the end and he doesn't know what was in store for himself. Think of a time that you may have felt like that and write a brief synopsis.
- 9) Peter got a happy surprise when Cote and Pareil showed up at Boat Encampment. What was it? Have you had a similar experience?
- 10) Peter was very patient and caring towards Dog. It took a very long time for Dog to trust Peter. In the end Peter's patience was rewarded. Have you had an experience where extreme patience was eventually rewarded?
- 11) Is there anything else you can add to Peter's character trait map?
- 12) How do you feel about the ending? If you could change the ending, what would you change?

POST READING STRATEGIES

CURRICULUM CONNECTIONS

LANGUAGE

- 1) Through discussion of the story, consider big questions/ideas. For example: Should one culture impose their views and values on another? How might the conflicts between the First Nation peoples and the European explorers have been resolved or avoided altogether? In view of this story and what you know about First Nation peoples, why are relationships important? (**Ontario Curriculum Gr. 6: Reading 1.5; Ontario Curriculum Social Studies Grades 1-6: Heritage and Citizenship: Grade 6 First Nation Peoples; Geography Gr. 7: Themes of Geographic Inquiry**)
- 2) Using events that occurred in the story, create a travelogue in a blog written from Peter's point of view outlining Thompson's journey and discovery of an overland Northwest Passage to the Pacific Coast via the Columbia River. Include diagrams and illustrations that reflect the physical and human (First Nation Peoples) characteristics of the regions crossed. (**Ontario Curriculum Gr. 6: Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2**)
- 3) Develop questions to conduct an interview with David Thompson regarding his journey to find the overland Northwest Passage from Rocky Mountain House to the Pacific Coast. Create a radio, television broadcast, podcast or a news article based on this. (**Ontario Curriculum Gr. 6: Reading 1.7, 2.2; O.C. Gr. 6: Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2**)
- 4) Create a poster (paper or computer generated) or radio/TV advertisement encouraging qualified people to join Thompson's expedition to find the overland Northwest Passage to the Pacific Coast. (**Ontario Curriculum Gr. 6: Media Literacy 3.1 – 4.2**)

SOCIAL STUDIES

- 1) On a map of British Columbia, plot the overland route taken by David Thompson and his expedition beginning at Rocky Mountain House (52 22N, 114 55W) in Alberta just east of the Rocky Mountains and ending at the mouth of the Columbia River. Include place names, important physical features (ex. Rocky Mountains), bodies of water, etc. Consult an atlas, Thompson's chronology (pp. 181 182), and related events in the story. (**Ontario Curriculum Social Studies; Heritage and Citizenship: Grade 6 – First Nation Peoples**)
- 2) Compare and contrast the attitudes of the Native people and members of David Thompson's expedition toward the environment. (**Ontario Curriculum Social Studies; Heritage and Citizenship: Grade 6 – First Nation Peoples**)

- 4) Create a 3-D model that would reflect the west coast First Nation People's culture and lifestyle, how they are influenced by and interact with their environment. **(Ontario Curriculum Social Studies; Heritage and Citizenship: Grade 6 – First Nation Peoples)**
- 5) Identify and discuss the reasons why European explorers such as David Thompson came in search of an overland trade route to the Pacific Coast as presented in the narrative. Examine the various perspectives of those who would be affected (First Nation peoples, European peoples, The North West/Hudson Bay companies, the government in Canada and Europe).
- 6) According to the narrative, what were the results of contact for both the Europeans and the First Nation Peoples. Use a graphic organizer such as a T-chart (BLM 3) or Cause and Effect (BLM 4) diagram to present these. **(Ontario Curriculum Social Studies; Heritage and Citizenship: Grade 6 – First Nation peoples)**
- 7) Using the research process (*Imagine the Learning* (TDSB, 2007)), conduct an inquiry on a European Explorer. Include reasons, what was accomplished, results of contact with First Nation peoples, etc. A variety of presentation styles could be used: report, PowerPoint, model, etc.

CHARACTER EDUCATION

- 1) *Perilous Passage* may be used to illustrate character traits such as respect, responsibility, empathy, kindness and caring, integrity, cooperation, and teamwork.

ASSESSMENT TOOLS

NEWS ARTICLE CHECKLIST

- Title summarizes the theme/topic of the article.
- Lead sentence “hooks” the reader.
- Introduction presents most important information needed to understand the text.
- Body contains supporting details and additional information.
- Events are in chronological order using linking words to do with time to connect paragraphs.
- Usually written in simple past tense.
- Develops content to provide reader with relevant background information.
- Uses details and direct/indirect quotations to support the main idea.
- Conclusion summarizes the main idea or contains an evaluative statement.
- Answers the questions: Who, What , When, Where, Why, and How.
- Includes photographs/illustrations with captions to reinforce main idea.

REPORT WRITING CHECKLIST

- Report contains an introduction, a body containing supporting paragraphs, and a conclusion.
- Introduction has focus statement which explains topic and is factual, accurate, and clear.
- Introduction clearly identifies topic, names subtopics, and may answer the 5W questions.
- Each supporting paragraph has a heading/subheading, topic sentence, relevant/supporting facts or examples, and a concluding sentence.
- Conclusion presents a summary or recommendation.
- Style of writing is formal and free from bias.
- Consistent use of present tense (lives, feeds, hibernates) and linking verbs (belongs to, is a, comes from).
- Use of generic terms such as mankind, species, etc.
- Uses appropriate language to compare, contrast, define, or classify.
- Structure of the report is appropriate for the purpose for which it was written.
- Provides audience with factual, relevant, and accurate information to help them understand the topic/issue.

6+1 TRAIT WRITING MODEL ESSAY RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Focus on topic (content)	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear, but there is a need for more supporting information.	Main idea is clear, but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.
Accuracy of facts (content)	No facts are reported or most are inaccurately reported.	Most supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	All supportive facts are reported accurately.
Introduction (organization)	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.
Sequencing (organization)	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.
Flow & rhythm (sentence fluency)	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.
Word Choice	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.

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GROUP ORAL PRESENTATION RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Participation of group members	Only 1 or 2 group members participate	Some group members participate	All group members participate	All group members participate equally
Audibility	Only 1 or 2 group members can be understood	Some group members are difficult to understand	Most group members speak clearly and are easy to understand	All group members speak clearly and are easy to understand
Organization of presentation	Presentation is difficult to follow; information is lacking and/or unorganized	Presentation is somewhat easy to follow; information is somewhat organized	Presentation is easy to follow and information is organized	Presentation is highly organized and information is presented in an effective manner
Preparedness	Some of the group is ready when called; presentation materials not organized	Most of group is ready when they are called; some presentation materials are not organized	Most of group is ready when they are called; presentation set-up does not take long	Whole group is ready when they are called; presentation set-up is quick and efficient

MAP MAKING RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Content	Several labels are not included and many are not accurately or carefully placed	All but one or two labels are included, several are not accurately placed	All labels are included and most are accurately placed	All labels are included and are carefully and accurately placed; detail along coastlines is careful and accurate
Map Elements title, date, directional arrow, scale, key, source line, and latitude and longitude lines (if appropriate)	Missing most standard map elements	Missing several standard map elements	Includes most standard map elements	Includes all map elements
Visual Appeal	Limited or no use of colour; labels are very difficult to read	Limited use of colour; labels are somewhat difficult to read	Some color; a few labels are not easy to read	Very colorful and clean looking; labels are very easy to read

RELATED RESOURCES

Brownlie, Faye. *Grand conversations, thoughtful responses: a unique approach to literature circles*. Winnipeg: Portage and Main Press, 2005.

Beers, Kylene. *When Kids Can't Read, What Teachers Can Do: a guide for teachers 6 - 12*. Portsmouth: Heinemann, 2003.

Education Department of Western Australia. *First Steps Writing Resource Book*. Australia: Addison Wesley Longman, 1994.

Harvey, S. *Nonfiction Matters*. Markham: Pembroke Publishers, 1998.

Koehlin, C., and S. Zwaan. *Info Tasks for Successful Learning*. Markham: Pembroke Publishers, 2001.

Kuhlthau, C., L. K. Maniotes, and A. K. Caspari. *Guided inquiry: learning in the 21st century*. Westport: Libraries Unlimited, Inc., 2007.

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

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Social Studies*. Ministry of Education of Ontario, 2004.

Toronto District School Board. *Just the Facts*. Toronto District School Board, 2003.

Toronto District School Board. *Media Studies*, Toronto District School Board, 2006.

Toronto District School Board. *Imagine the Learning*. Toronto District School Board, 2007.

Videos: Origins series and Canada: a people's history.

SITES USED TO AID IN ASSESSMENT TOOLS:

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

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

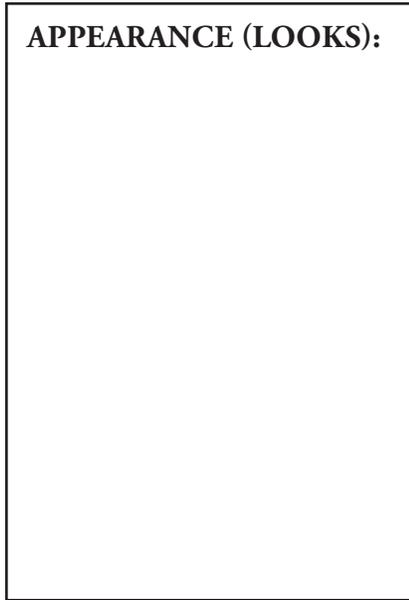
http://www.teach-nology.com/web_tools/rubrics/

APPENDIX

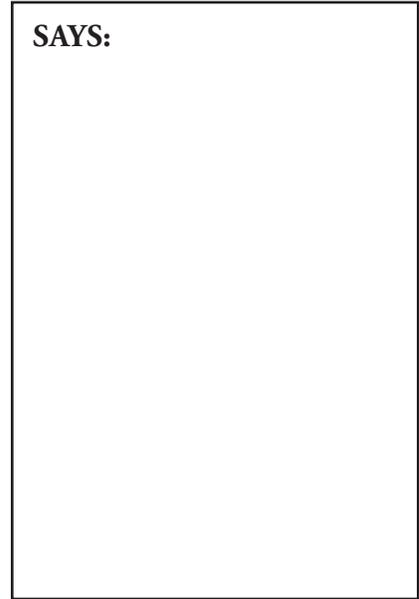
BLM #1 Character Traits graphic organizer for main characters

CHARACTER TRAITS MAP

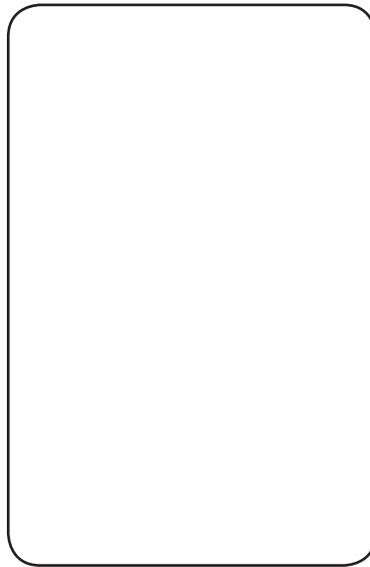
APPEARANCE (LOOKS):



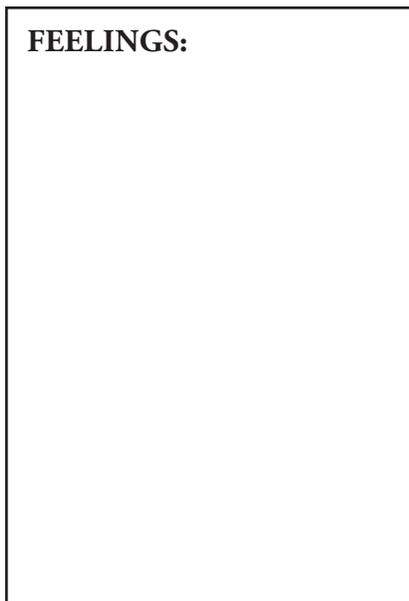
SAYS:



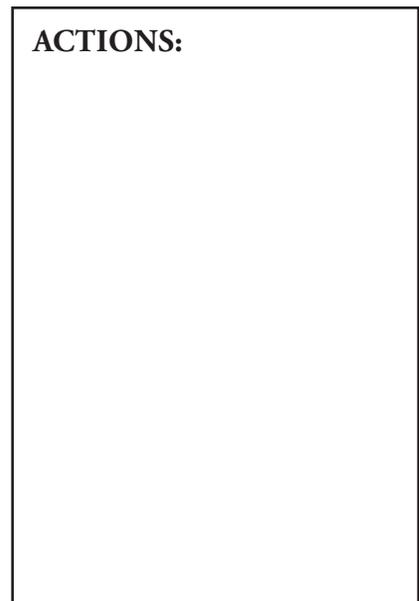
CHARACTER:



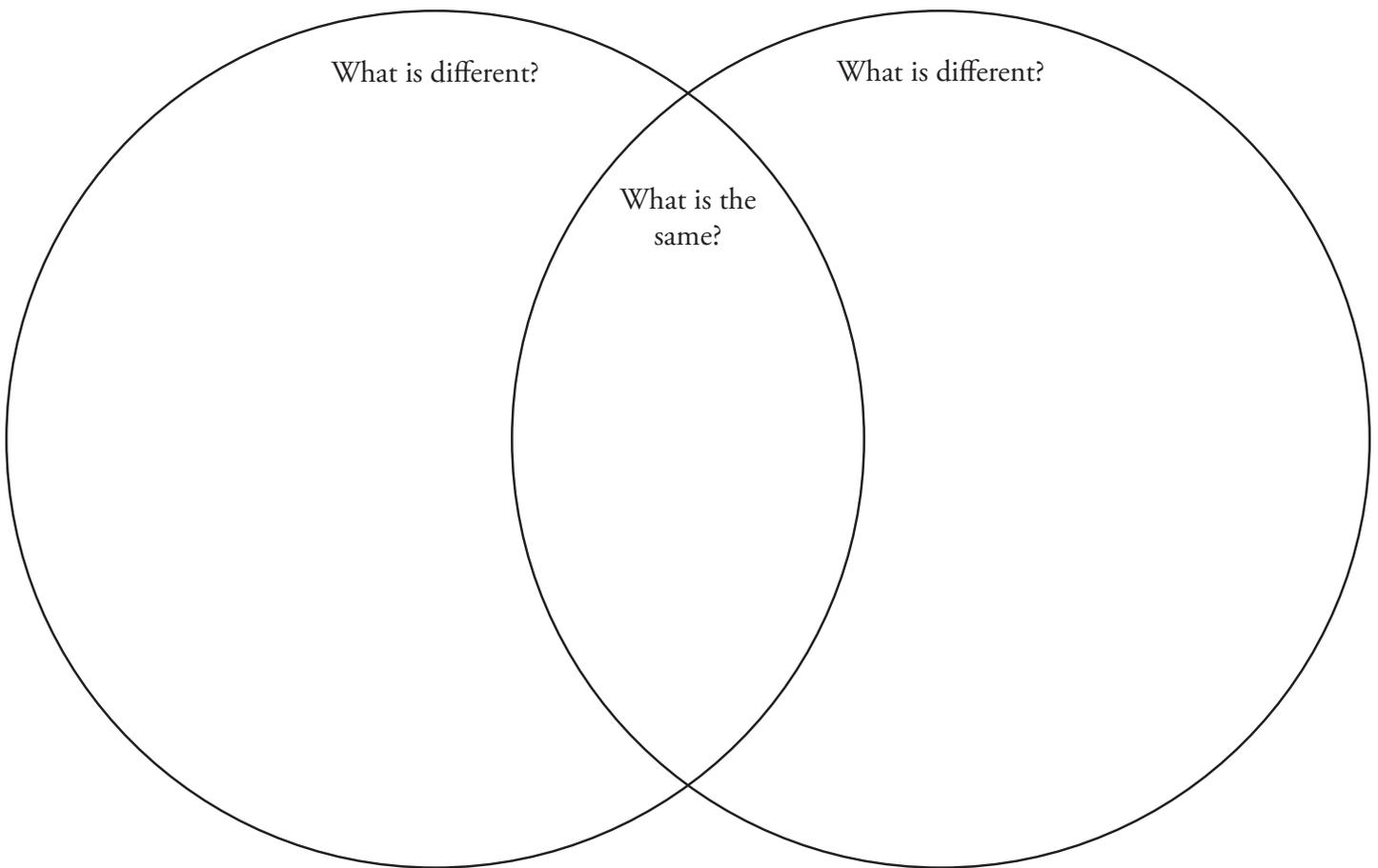
FEELINGS:



ACTIONS:



COMPARE AND CONTRAST



T-Chart

Cause and Effect: Events and Consequences

Event #

Happened because:

A diagram consisting of two horizontal rectangular boxes. To the left of the top box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the top box. To the left of the bottom box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the bottom box.

Consequence:

Event #

Happened because:

A diagram consisting of two horizontal rectangular boxes. To the left of the top box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the top box. To the left of the bottom box, a line descends from the top left, then turns right to form an arrow pointing into the left side of the bottom box.

Consequence: