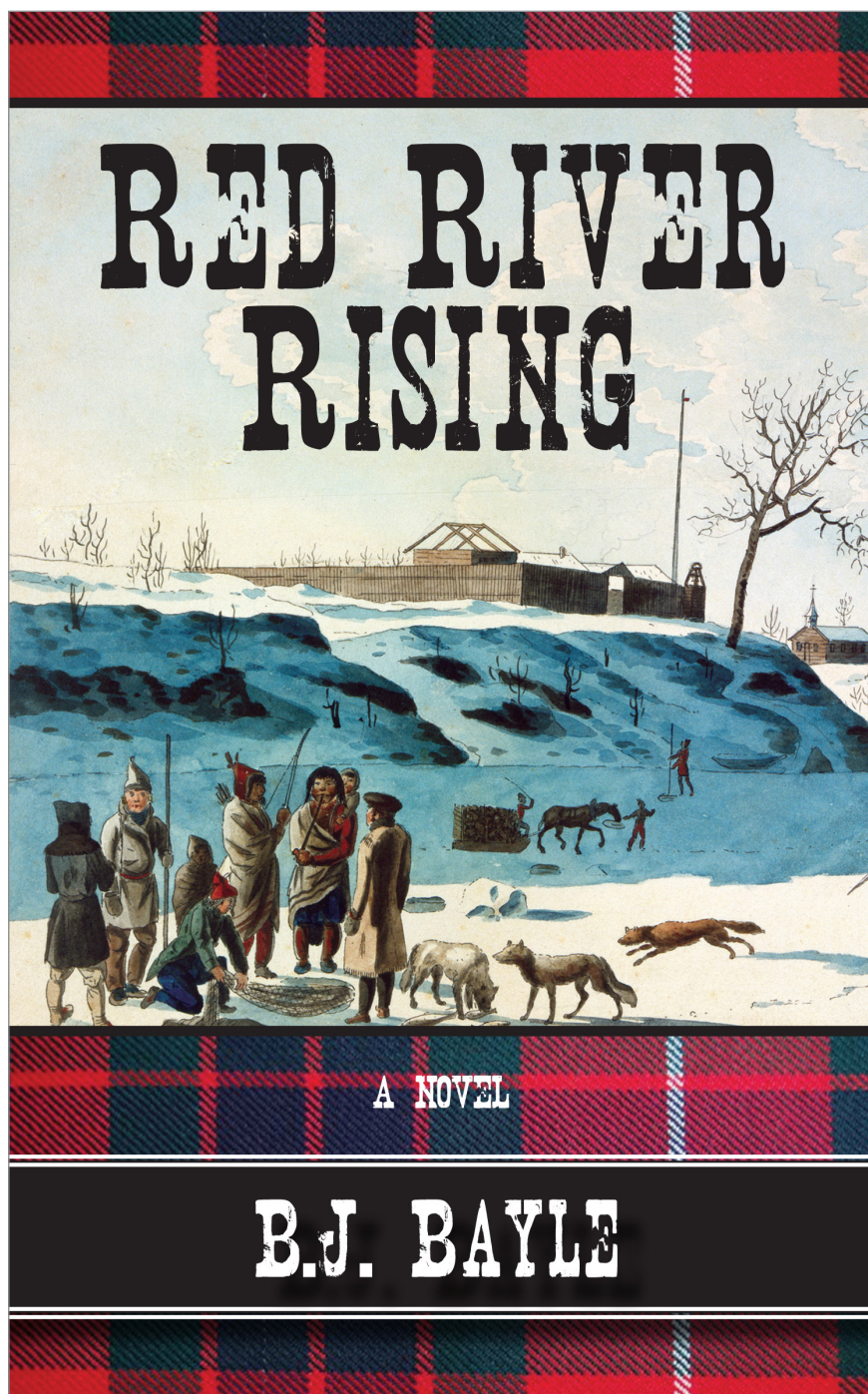


TEACHER'S GUIDE

Grades Six, Seven, Eight



DUNDURN
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I OVERVIEW

A Note to Teachers

Red River Rising by B.J. Bayle offers students and teachers an opportunity to focus on one part of Canadian history while engaging in the story of Angus Fraser, his family and friends. The story of the Red River settlement and the subsequent war over the territory is a complex one and it would be beneficial for teachers to acquaint themselves with the facts surrounding this time in history prior to introducing the novel to their students. This novel fits in well with the Ontario History curriculum in grades six and seven and could be used to enhance an interdisciplinary study focused upon history and the literary genre of historical fiction.

The story of the Red River settlement is juxtaposed with that of the main character, Angus Fraser, and his growth to adulthood during this tumultuous time. The development of his strength of character throughout the story is consistent with the harsh life faced by the early settlers in western Canada.

During the long and difficult sea voyage to the new land, Angus's younger brother, Rabbie, falls ill and passes away. The death of a character poses a challenge for discussion with students. The Frasers deal with their loss in terms of their religious faith, but Angus questions his faith when this happens. Awareness of the sensitive nature of the 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 to 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 used 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 learning abilities and these can be used as is or modified by the teacher to span the different levels of demonstrating learning as documented in Bloom's Taxonomy.

Book Summary

In 1813, cleared out from their beloved Scottish highlands, fifteen-year-old Angus, his mother, father, small brother Rabbie, and one hundred others sail for Canada to seek a better life with assistance from Lord Selkirk. Angus, his family, and their friends the O'Hares, with their aloof, unsmiling daughter Maggie, share the hardships and terror of the sea voyage only to be dumped onto the shore of a forbidding land. There they spend a brutal winter.

With bitter determination and help from the Native population, the settlers manage to reach the Red River. They are eager to finally begin their new life, but meet even more dangerous obstacles when they are caught up in a struggle between the Hudson's Bay Company and the North West Company, powerful fur-trading rivals. Despite this hard transition, Angus falls in love with this new land and takes his place beside the brave men who risk their lives to protect it.

About the Author

B.J. Bayle has written a number of historical fiction novels focused on significant events in Canadian history. *Battle Cry at Batoche* was a Canadian Children’s Centre Our Choice, and *Perilous Passage* (about explorer and mapmaker David Thompson) was nominated for a Red Maple Award. She is also the author of *Shadow Riders*, about the R.C.M.P.’s early history. B.J. Bayle lives in Cochrane, Alberta.

II SETTING THE PURPOSE: PRE-READING ACTIVITIES

Prior to reading, it is of benefit to predict what might be learned or discovered in the story. The process of prediction can engage the reader throughout the reading of a 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 *Red River Rising*, 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. To set the historical context for the story, look up Red River Colony on the internet and read the Wikipedia article.
2. This novel is an example of the literary genre of historical fiction. It is said that historical fiction combines non-fiction and fiction in one book. What do you think this means?
3. Consider the title. What do you think the word “rising” means? What do you think the book will be about based on the title *Red River Rising*?
4. Look at the front cover. What do you see there? What does the illustration tell you that might help you to know what the book will be about? What activities do you see in the illustration? What places do you see? What animals do you see? What are the people doing? What season of the year is it and how do you know this? What is the design at the bottom of the page and what significance do you think this might have for the story?
5. Read the back cover. Based on this, what themes do you think will be explored in the story?
6. Read Chapter One. Based on what you have learned from the Wikipedia article, from the front and back covers, and from reading Chapter One, start a KWL chart to document your expectations, predictions, and questions about *Red River Rising*.

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 students know they will be returning to the chart at the end of the 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 in small groups, there should be plans for sharing in some way with the larger group.

Students might want to learn, for example, why the book is titled *Red River Rising*. They might wonder about the North West Company and the Hudson's Bay Company and how the animosity between the two might play into the story. They might wonder about how the Natives living in the area might have a role. They might discuss how the anticipation of the long sea voyage and life in a far away country might impact differently on the different family members. How does Mary, Angus's mother, look at it and how does Angus look at it, for example? They might wonder about the feeling of excitement about a new land and a new life and compare and contrast it with the feelings of sadness in leaving the life they have always known and loved in Scotland. They might wonder how the family will make out on the long sea voyage. They might wonder what the family will find in the new land and how they will adapt.

III EXPLORING THE TEXT

1. Chapter Summaries

Chapter One

We meet Hamish and Angus, father and son, who are on their way to a presentation by Lord Selkirk regarding becoming settlers in Canada. Hamish signs up following the presentation. Other family members, Angus's mother Mary and his younger brother, Rabbie, are introduced.

Chapter Two

The family begins their journey travelling by cart to Thurso, where they sell the cows they have brought from home. By ferry and by cart they proceed to the ship, the Prince of Wales, that will take them to Canada.

Chapter Three

The family learns that the O'Hare family, friends from their home village, is joining them on the journey. This makes them happy. The boat trip begins. Angus ends up on the deck during a squall. They see an iceberg and begin to understand that the journey will be a long one.

Chapter Four

Illness strikes the ship and some die. Mary helps to nurse the sick. Rabbie gets the illness and dies. The family is devastated.

Chapter Five

The ship finally stops and the captain orders everyone off, but they are not at their destination. They are let off at Fort Churchill so the ship can be cleared of disease. Once this is complete, a few families, including the Frasers, are allowed back onboard. However, the ship moves only a short distance before it gets stuck on a shoal and people are ordered off once again.

Chapter Six

Temporary houses are built in Colony Creek as the settlers prepare to spend the winter there. Some Cree people show the settler women where to find wild berries, onions and herbs. Maggie hunts for and traps rabbits. During the first winter storm, wild animals get into the food stores and take or ruin most of the settlers' meat, causing a shortage, and the settlers ask for more rations. They learn that there is little meat to share and that they will have to rely on their own hunting and trading to get them through the winter.

Chapter Seven

Chief Grey Moose arrives at the settlement with a number of deer carcasses and pemmican and indicates he would like to trade with the settlers. Though at first they claim they have nothing to trade, eventually they realize that Chief Grey Moose is interested in small items he has seen in the camp- jewellery, hats, etc.- and the settlers find some things to trade. Angus is upset when his father trades a family heirloom but he realizes that feeding the family is more important. A suggestion is made that the settlers should leave for York Factory by snowshoe before the ice melts on the rivers, and the settlers work with the Cree to make the snowshoes and get guides for the journey.

Once ready, the group sets out in frigid weather. Along the way they encounter three polar bears but they follow the instructions of their Cree guide to keep quiet and they are able to pass the bears without incident. Eventually the group comes to within a mile of York Factory to a place where tents are being set up. Angus and Archie look for Miles Macdonell who is to be waiting for them and who is supposed to take them to the Red River.

Chapter Eight

On arrival at the fort, they learn that Miles Macdonell is not there. They are offered some supplies. They wait a month for the ice to melt on the Hayes River. The journey onward is very difficult but they are ably led by Wolf Child, the leader of the Hudson's Bay crew. After many challenges and portages they finally reach Jack River House.

Chapter Nine

Once they reach Jack River House, Wolf Child turns back and the group sails on until they reach the land that Lord Selkirk has purchased for them: Assiniboia. At Assiniboia there is a small fort called Colony Creek headquarters. They meet the governor, Miles Macdonell and he welcomes them. The parcels of land are assigned and Angus and his family are given temporary quarters with the Wren family.

Chapter Ten

The Fraser family finds their own plot of land, lot nineteen, and learns with pleasure that the O'Hares will be their neighbours. Maggie tells Angus that there are problems between the North West Company and the Hudson's Bay Company, and that the settlers have had their crops trampled by the NWC. Angus overhears Mr. Wren tell his dad that Miles Macdonell has sent someone to take pemmican in spite of a law against removing it from the county. Macdonell has given some of it back and the settlers hope this will settle things.

Chapter Eleven

Angus and his family move to their newly-furnished cabin. During an effort to get rid of the crows that may eat their crops, Angus realizes that Maggie is pretty and he tells her so. Angus learns that Mrs. Wren is half English and half Native. Angus saves a young boy on a runaway horse. A stranger tries to take the horse but Angus fights back, and the boy is saved.

Chapter Twelve

Maggie saves Angus from the stranger and they meet Peguis, father of Little Buffalo, who was on the runaway horse. Archie McDonald informs the family that the governor has outlawed the hunting of buffalo on horseback, something that will upset the Natives. Peguis gives Maggie and Angus each a horse in thanks for saving his son.

Chapter Thirteen

Peguis informs O'Hare, Wren and Hamish Fraser that the NWC does not want the settlers to be there, even though they are on land bought and paid for by Lord Selkirk. Archie asks Maggie to become the school teacher at Colony Creek and she accepts.

Chapter Fourteen

Angus rides River, his horse, to the Wrens' cottage and visits Maggie's school. While he is at the school, six men with guns appear in town and demand to see Miles Macdonell. They are led by Duncan Cameron and have an arrest warrant for John Spencer for stealing pemmican. Spencer surrenders. Mr. Wren tells Angus of his concern that there may be trouble as Macdonell does not like having his orders disobeyed. Angus and Maggie ride their horses together and notice the North West Company's stockade with a sign stating that Duncan Cameron has been made captain of the Voyageur Corps. They ride into the area and are welcomed by Duncan Cameron.

Chapter Fifteen

Maggie tells Angus that she has noticed Duncan Cameron in the headquarters almost every day, visiting with the people. The settlers prepare for winter. After dinner one night, the O'Hares and Frasers hear gunfire and see a fire near Colony headquarters. Hamish and Michael leave immediately and go in the direction of the fire. On their return, the group comes to the conclusion that whoever has set fire to the smithy roof has done so to frighten them. During many rainy days, Hamish works on finishing the inside of the cabin and building furniture. During a social gathering, Maggie and Angus learn that Duncan Cameron has been frightening some of the settlers with the possibility of Indian attack and he has been bribing them to move to Upper Canada.

Chapter Sixteen

From Mr. Wren, the Frasers and O'Hares learn that Duncan Cameron has been trying to get the Natives to go against the settlers. The group concludes that this is part of the competition between the NWC and the HBC over the fur trade with the Indian people. Some settlers leave as they hope for a more peaceful existence elsewhere. On April 3 Archie McDonald is arrested by a group led by Duncan Cameron. The group ties Archie up and steals bags of provisions. Hamish decides it is time to arm himself.

Chapter Seventeen

Troubles continue, and the settlers learn that Duncan Cameron's men have been sent north to bring back Cree warriors to drive out the settlers. The warriors do not engage with the settlers and offer a peace pipe instead, but incidents continue. The settlers are ordered inside the stockade for their own protection. Once settled there, and when intimidation continues, they receive a message from Cameron ordering them to leave their homes and go north. They refuse. Two days later Cameron comes to the stockade and arrests Macdonell "for stealing pemmican". Macdonell surrenders in hopes that Cameron will keep his promise of leaving the settlers alone, but this does not happen and soon the newly built mill and storehouse at the colony are burned.

Chapter Eighteen

The settlers learn that there is to be an attack at the stockade. They fend it off but are left with very little ammunition. Mary Fraser stands up to two riders who try to attack her home. After five days of continued harassment, the remaining settlers are offered safe passage to Lake Winnipeg with Peguis as their guide.

Chapter Nineteen

The settlers leave but Angus stays behind to help protect the fort. The small group saves the fort but marauders burn the homes and trample the crops along the river. A small group of men, including Angus, restores the fields and gardens and rebuilds the cabins. The name of the colony is changed to Fort Douglas. Eventually the settlers, including Angus's family, return. Colin Robertson, who had helped the settlers who had been driven from their land, enlists the help of a group including Angus, and they develop a plan to retrieve their own weapons and ammunition from the Northwesters.

Chapter Twenty

Robertson arrests the Northwesters, including Duncan Cameron. Angus overhears a conversation between Robertson and Cameron wherein Robertson agrees to give Cameron parole on the condition that he stops harassing the settlers. After a time of relative peace, Robertson asks Angus to meet him at the fort. Angus learns that Cameron has returned and is turning the Métis people against the settlers. The group decides to attack Cameron in the night and he is taken captive to be returned to England to stand trial for what he has done to the settlers.

Chapter Twenty One

Things continue to be unsettled as Robertson clashes with Semple, the new governor. Angus hopes that Lord Selkirk will send soldiers to protect the settlers. Maggie lets Angus know she thinks highly of him. The settlers learn of more confrontations and realize that they are caught in the middle between the NWC and the HBC. An incident at Seven Oaks Creek results in the death of Governor Semple. A group of native warriors led by Peguis brings an end to the fighting, but Hamish cannot be found.

Chapter Twenty Two

Angus and his mother go to Seven Oaks Creek where they find several bodies. Hamish comes to them there so they know he is alive. The settlers agree to leave their homes with protection and they will be paid by the NWC for what they leave behind. Although despondent, the settlers still hope Lord Selkirk will come to their aid.

Chapter Twenty Three

When they reach Lake Winnipeg and their warrior escorts leave them, the group is stopped by Archibald Norman McLeod, chief factor of Fort William, a North West Company fort on Lake Superior. He demands to examine their baggage. Some North Westers take what they want before allowing the group to move on. Maggie and Angus try to keep their hopes up in spite of these bad circumstances but Angus believes his parents' dream of owning their own land may be over. Angus leaves with a group of Métis to find Macdonell who agrees to help them intercept Lord Selkirk. Angus learns that, in spite of many efforts, Lord Selkirk has been unable to negotiate successfully with the North West Company to allow for a settlement anywhere.

Chapter Twenty Four

The group finds Lord Selkirk at the eastern edge of Lake Superior and it is decided on a surprise attack of Fort William. Having disarmed the fort, Selkirk arrests William McGillivray. Angus returns to the Red River settlement at Fort Douglas with Macdonell. As Angus helps to secure the fort in the darkness, he finds his old friend Wren, who has been tied at the hands and feet. He frees Wren and Macdonell gathers together a small group to tell the settlers that Fort Douglas is theirs again.

Chapter Twenty Five

Angus stays in the colony and works on rebuilding the cabin before his parents return from Jack River House. His parents are pleased with the results when they arrive back at the colony. When Lord Selkirk arrives, Peguis and the Salteaux people announce him. The settlers learn of Lord Selkirk's respect for the Native people. Angus indicates his interest in Maggie. Lord Selkirk renames the settlement Kildonan and the settlers are pleased. Lord Selkirk gives Hamish three hundred pounds and this makes it possible for the family to do many things to improve their situation. Angus learns that Lord Selkirk is very ill.

1824 (seven years later)

Angus and his son Rabbie are in Scotland to keep the vow and will then return home.

2. Chapter Questions

Many incidents occur throughout the story of *Red River Rising*. These chapter questions have been developed to assist the reader in situating and organizing these happenings. The questions are intended for this purpose only and not to elicit higher order thinking or responses. Other activities in this guide focus on the possibilities of higher order thinking and responses.

Chapters One through Five

1. Angus Fraser is identified as the main character in the story. Name his family members.
2. The family decides to leave Scotland to head to what country?
3. What is the name of the man from whom the family gets information about becoming settlers?
4. What is the name of their ship?
5. What happens to Angus's brother Rabbie on the voyage?

Chapters Six through Ten

1. When the settlers arrive in North America, they are forced off the boat at Fort Churchill. Why?
2. Where do the settlers build temporary houses?
3. What valuable information do some Cree women share with the settlers?
4. Chief Grey Moose arrives at the settlement with deer carcasses and pemmican. What does he do with them? What happens to the Fraser family sword that had been used at the Battle of Cullodon?
5. Who leads the settlers to their final destination at Jack River House?
6. What is the name given to the land Lord Selkirk has purchased for the settlers? What is the name of the fort and who is the governor?
7. The Frasers are delighted to learn who their new neighbours are. Who are their new neighbours?
8. How does Angus first learn that there are problems between the North West Company and the Hudson's Bay Company?

Chapters Eleven through Fifteen

1. Angus performs a heroic feat. What does he do?
2. Whose father do Maggie and Angus meet? What does he give them and why?
3. What information does Peguis give to Hamish Fraser, Mr. Wren and Mr. O'Hare?
4. What role is Maggie asked to assume for the colony?
5. When Maggie and Angus ride their horses to the North West Company's stockade, what sign do they see?
6. While having tea after dinner one night, what do the Frasers and O'Hares see and hear? What is unusual about the discovery Hamish and Michael make when they investigate the situation?
7. What has Duncan Cameron been doing to get the settlers to leave the colony?

Chapters Sixteen through Twenty

1. What do the Frasers and O'Hares learn from Mr. Wren about Duncan Cameron's activities? This is seen to be part of a larger issue. What is the larger issue?
2. What difficult decision do Hamish and Archie reach?
3. When danger continues, the settlers are ordered to move to what location?
4. What happens when the settlers refuse to leave their homes and go north?
5. What does Mary Fraser do when the two riders try to attack her home?
6. After continued harassment, what is offered to the settlers and what do they decide to do? What does Angus decide to do?
7. What is the new name of the colony?
8. After the settlers return, Colin Robertson assembles a small group, including Angus. What is the purpose of this group?
9. What happens to Cameron following his arrest?
10. To what does Cameron agree in order to be given parole?
11. When Cameron does not live up to his promise, what happens?

Chapters Twenty One through Twenty Five

1. What does Angus hope will happen to help the settlers?
2. What does Maggie let Angus know?
3. To what realization do the settlers come?
4. What happens at Seven Oaks Creek?
5. What agreement is reached between the settlers and the North West Company?
6. What happens when the settlers reach Lake Winnipeg?
7. What happens when the group locates Lord Selkirk? What name does Lord Selkirk give the settlement?
8. What does Angus do before his parents return from Jack River House?
9. What hint does the reader get of the future of Maggie and Angus?

1824 (seven years later)

1. Who are the characters in this chapter?
2. What is the vow fulfilled in this chapter?

CLUES

Across

1. inconspicuously, in a reticent fashion (p.149)
2. neighed or whinnied (p.129)
3. conduct, behavior (p.244)
4. heroic courage, bravery (p.208)
5. not readily handled in use or action (p.198)
6. unbothered, untroubled (p.253)
7. cooled or refreshed (p.20)
8. little of (p.148)
9. companions or associates (p.161)
10. contrary, perverse (p.205)
11. wrinkled, especially with age (p.11)
12. filled or overcome with horror or fear (p.204)
13. used in exclamatory phrases to express anger or disappointment (p.249)
14. to draw or bring out or forth (p.197)
15. to discipline (p.164)
16. full or deep consideration (p.204)

Down

1. cool, calm, collected, composed (p.112)
2. child (p.119)
3. feeling, showing or expressing sorrow (p.144)
4. emotionless, indifferent (p.144)
5. to make exception, especially on the grounds of scruples (p.126)
6. joyousness (p.85)
7. secret or clandestine procedure (p.208)
8. agreement (p.207)
9. careful, cautious (p.22)
10. decreased in strength or intensity (p.204)
11. a small dam in a river or stream (p.9)
12. invaders, attackers (p.183)
13. bandit or robber (p.164)
14. unlucky, unfortunate (p.199)
15. pretensions to superior importance or rights (p.160)
16. criticize or correct (p.147)
17. to put to use (p.196)
18. reluctant or unwilling (p.14)
19. run or move along with a bounding stride (p.130)

Context Clues

Being able to decide on the definition of a word from its context (the examination of the parts of the sentence or sentences surrounding the word) is one way to find meaning. In *Red River Rising*, the author uses a number of expressions that are characteristically used by Scottish people. Below are ten sentences from *Red River Rising*, each containing one of these words or expressions. Read each sentence and then, using the context of the underlined word, make an educated guess about the meaning of the word. Following completion, discuss as a class.

1. When they were mounted Hamish said, "Like as two peas in a pod, ye are, though you're six years his elder." (p.10)

ye means _____

2. "See the ship, Dad," Angus said, pointing. Do ye think it belongs to himself? Ye think Lord Selkirk is here?"

"Mayhap," his father replied. (p. 10)

mayhap means _____

3. A wizened old man stepped out of the crowd to stand beside the speaker. "Haud yer whist!" he shouted in a booming voice. "Keep the heid. Hear what Lord Selkirk has to say." (p.11)

haud yer whist means _____

4. "Do as I bid, lad," Hamish said. "Time for questions later."

"Aye," Angus said. (p.12)

aye means _____

5. "Come, lad. Time to search for summat to eat." (p.12)

summat means _____

6. "A braw voyage we'll have, Rabbie. Naught to do but read and play games and watch for fish." (p.25)

braw means _____

7. Finally, Hamish glanced at his son and said, "Ye ken 'tis done now, Angus?" (p.15)

ken means _____

8. "This will be a dreich day for Mam. She's that joyful here, loving the land and her chickens and all that we have. The two of us must keep our heads high and make this leaving of our cottage as easy as we can for her, and for Rabbie as well." (p.15)

dreich means _____

9. "Mind dinna say a word to Mam. I want it to be a surprise." (p.16)

dinna means _____

10. "Don't be daft, lad," Mary Fraser said and laughed delightedly as though he had told her a joke. (p.22)

daft means _____

Matching Definitions

In the left hand column are ten words from the story. In the right hand column are ten definitions, one for each of the words in the left hand column, but they are not in the correct order. Find the word from the left hand column that matches the definition in the right hand column and place the number of that word in the blank beside the definition. Use a dictionary as required.

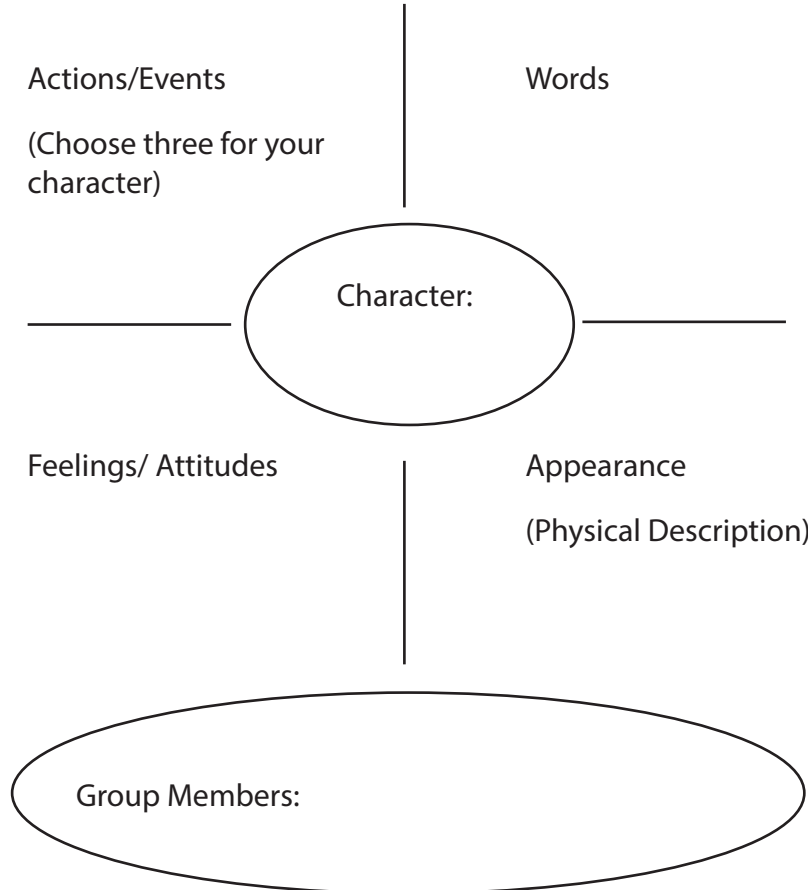
- | | |
|---------------------------|--|
| 1. wracked (p.9) | ___softened in feeling or temper |
| 2. prospectus (p.11) | ___something that completes |
| 3. dominie (p.21) | ___move with a long easy stride |
| 4. complement (p.40) | ___to have earnest or strong desire |
| 5. mollified (p.67) | ___a document describing the main features of a proposed project |
| 6. exultation (p.88) | ___confirmed as to accuracy or truth |
| 7. yearned (p.95) | ___incomprehensibly |
| 8. lope (p.109) | ___schoolmaster |
| 9. verified (p.87) | ___consumed |
| 10. unintelligibly (p.89) | ___lively or triumphant joy |

4. Character Study

Character Web

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 larger group when requested. All members are responsible for the research and participation in the discussions in addition to their specific role.

As Angus is the most fully developed character in this novel, each group will study Angus. The assignment is to discuss this 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.



Character Sketch

Write a character sketch about Angus. In several paragraphs discuss the following:

- Who is Angus and what is his role in the story?
- What are his goals?
- Why is he important in the story?
- Is he a protagonist or antagonist?
- Summarize the outcome of the story as it relates to Angus. Did he achieve his goals?

Remember to use evidence from the story to support your character sketch.

Interview Development

Each group of two chooses a character from the story: Mary Fraser, Angus Fraser, Hamish Fraser, or Maggie O'Hare. Each group develops ten questions they would like to ask their character. They then write the answer they think their character would give to these questions. All of this is to be based on what they know of the character and how he/she 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 interview is presented to the class and the written portion submitted to the teacher. Teachers may choose to assess students on the process of working in a group, the quality of questions and answers, and the oral presentation.

Character Poetry

Following instruction, students use different kinds 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 their 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, place, animal, etc., the acrostic poem has the poet write the names of the person's/ animal's name vertically. A word or phrase or sentence (depending on the level of complexity desired) beginning with each letter is written next to the letter.

For example:

Mother of Angus and Rabbie

Always worked hard to help others

Reticent about life in the new world

Youthful and energetic

Cinquain

This is a five line poem that does not rhyme. The first line contains a subject, the second line contains two descriptive words (adjectives), the third line contains three action words (verbs), the fourth line contains a phrase or sentence describing the subject, and the fifth line contains a word that means something similar to the subject.

For example:

Lord Selkirk
powerful, trustworthy
exploring, providing, supporting
He saved the settlers
Silver Chief

5. Setting

B. J. Bayle describes a number of locations in the story. She uses strong and evocative descriptions 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 sentences or paragraph from the story. 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.

1. "The ferry was not more than a large boat that could be rowed if there were not enough wind for the sails, but it was both the largest and only one Angus had ever been on. It was not crowded, making it possible for all of his family to sit in a row on a bench and watch Thurso disappear. Rabbie wriggled with delight. "Look, Angus," he crowed, pointing ahead into the mist, "twill be like we're lost in the clouds of Heaven above." (p.24)
2. "The iceberg had been far to the north when the fog first shrouded the ship in a grey mist. When it lifted a woman passenger had screamed shrilly. The jagged wall of ice was ablaze with colours- shades of blue and glints of pink and gold reflected from the rising sun. Even as Angus watched it seemed to grow larger, and towered over the water like a castle in a Nordic fairy tale." (p.35)
3. "It was the first time Angus had seen the fort. He was surprised to find it made of wood and much smaller than the stone one crouched above the bay. There was one large building inside the stockade, and a scattering of smaller log cabins around the perimeter. Only a pack of yelping dogs were there to greet Archie and him." (p.63)
4. "After the first day, trees and brush appeared on the riverbanks and sharp eyes began to spot an occasional moose or deer. Once Maggie cried out when she saw a huge black bear stand on two legs and stretch its neck to watch the boats pass by. When a pair of majestic bald eagles swooped low overhead, eyeing the boats curiously, his mother's eyes smiled her delight." (p.82)
5. "Angus followed his parents into a long, wide room lit only by sunlight filtered through

windows covered with thinly stretched deerskin. The two narrow tables paralleled each other and stretched the length of the room, with a third table sitting at right angles to them. At the opposite end was a huge fireplace that appeared to be made with round rocks. Backless benches that lined the tables served as seats." (p.98)

6. "By the time the O'Hares returned to the roadside, the riders were in full sight, though not the tired and shabbily clothed ones they had expected. These were dressed in bright colours and led by Peguis. Wren rode beside the chief, who wore two long strings of red and blue beads that swung through the gap in the bright red blanket hanging from his shoulders. Behind them were four young boys- none appeared to be over the age of ten- dressed in deerskin tunics and breeches decorated with row after row of coloured beads. Two of the boys each led a second horse. One of the boys was Little Buffalo." (. 126)
7. "Two days later, in the early morning, a flotilla of large canoes passed the line of settler houses. In the first of the line sat Duncan Cameron and Miles Macdonell. It was followed by more than thirty canoes filled with men, women and children. They all stared straight ahead as they passed by their former neighbours and friends."(p.182)
8. "Lanterns were lit, and with guns pointed at them the sullen Northwesters loaded the cannons, the guns, and the ammunition on eight horse-drawn sleighs. Duncan Cameron was dumped onto a horse and the convoy headed back to the fort." (p.201)
9. "Selkirk's piper waded ashore, continuing to play while the lead boat swung about to land at the wooden dock in front of the headquarters, and the tall blond leader leaped out. Astride his horse, Peguis raised his hand in a dignified salute. Both men and women of his village surged forward to touch the earl and retreat quickly, all the time crying out, "Silver Chief! Silver Chief!" (p.255)

IV 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 events in the story and to demonstrate higher levels of thinking about what they have read. Some of these responses could take place during the 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 answers 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 further questions and offering possible answers.

Following each question, a suggestion is made as to when it might be appropriate to pose a particular question. Several questions may be addressed during the reading and several might be asked once the book in its entirety has been read.

1. On page seventeen, Hamish makes the following comment to Angus:

"Angus, do ye no ken hating does naught but harm to ye and might forever leave a black mark in your heart?"

What has Angus done to elicit this response from his father? What do you think Hamish means and what do you think about his comment? Do you agree or disagree and why or why not?

(after chapter one)

2. As the family leaves the place they have always known as home, they face the future with a combination of excitement and trepidation. How would you feel if you, like Angus and his family, left everything you knew and moved to a new home? What would you be excited about? What fears would you have? What questions would you have?
(after chapter two)

3. On Page 57, even though the situation is not humorous, Angus and the Highlanders begin to laugh:

"Angus hooted with laughter. He couldn't stop. He continued to laugh, rolling on the ground and holding his stomach. First there were faint twitters among the rest, and laughter followed, rippling among the people and growing louder. It was as though the Highlanders, swept from their homes and filled with worry, had stored up their laughter and now had released it."

Has it ever happened to you that, in a very serious situation, you begin to laugh and cannot stop? Tell about your experience. What do you think this kind of laughter accomplishes? How do you think it made the Highlanders feel?

(after chapter five)

4. In a number of places, including one example on page 81 and others on pages 85 and 86, Angus appears to be speaking to Rabbie, his dead brother. What kinds of things does he try to discuss with Rabbie? Why do you think the author included this type of conversation? How do you think it helps Angus to talk with Rabbie in this way?

(after chapter 8)

5. On page 97, there is a detailed description of Miles Macdonell, governor of Assiniboia. Use this description to draw your vision of this man.

(after chapter 9)

6. In chapter ten, we start to get the idea that there are problems that the settlers had not previously known about. What are some of these problems? Predict what you think will happen in the story as these problems develop.

(after chapter ten)

7. When Angus gets injured in a fight with a stranger his mother says

"I'm sorry for your being hurt, laddie, but 'tis pleased I am it happened because you were aiding the bairn." (p.124)

Why was his mother sad? Why was she happy at the same time? Has it ever happened to you that something bad happens but it leads to something good?

If yes, describe the situation, If no, try to imagine such a situation and write about it.

(after chapter 12)

8. Maggie and Angus receive gifts from Peguis. What were the gifts and why were they given? Why do you think Hamish at first started to refuse to accept the gifts but then changed his mind? Have you ever been in a situation where you did not want to accept a gift but felt you must? Describe your situation.

(after chapter 12)

9. When marauders come to vandalize their property, Mary throws a rock at them and they gallop away. Hamish wonders why she would do this when she might end up being hurt. Her answer:

"Aye, 'twas daft, but, Hamish, this land is our own- our very own and I canna bear to think of leaving it." She hung her head and whispered, "Though 'tis sin to hate, I canna help it. I hate enough to kill the besoms who'd drive us away."

Do you think Mary had the capacity to hate before the family left Scotland? If not, what do you think has happened to change her way of feeling since arriving in the new land? How do you think you might react in a similar situation? Would you come to hate others or would you deal with your anger in a different way? Explain.

(after chapter 18)

10. Angus joins Colin Robertson and his group without asking his parents for permission. When 'speaking' to Rabbie about this, he says "What I dread the most is having Mam and Dad look sad and disappointed. It's that hard to bear and can last awhile." (p.211)

Have you ever experienced a situation where you thought your parents would be sad and disappointed about your choice of action? What was that experience? Discuss how you felt and how you resolved your feeling with your conscience.

(after chapter 20)

11. The settlers come to the realization that they and the Métis are caught in the middle between the Hudson's Bay Company and the North West Company.

Have you ever felt caught in the middle as a situation becomes more confusing and perhaps dangerous? Write about your situation and what you did. If you have not experienced this directly, perhaps you have seen it happen to a friend or to someone in a movie and could write about their experience.

(after chapter 21)

12. Angus grows increasingly close to Maggie throughout the story. Find and write about three events that help this relationship to develop. In the end, what do you think will happen between Angus and Maggie?

(after chapter 25)

13. Why do you think the author chose the title *Red River Rising* for this novel?

(after reading the entire novel)

14. In the chapter titled '1824', reference is made to a vow that has been kept.

What vow is this? Who made it and how was the vow kept? Who do you think is the boy with carrot-colored hair? What does this chapter mean in terms of rest of the story? Is this how you would have liked to see the story end?

Why or why not?

(after reading the entire novel)

15. Compare yourself to Angus. How do you see yourself as similar and how do you see yourself as different? Use a Venn diagram to organize your thoughts.

(after reading the entire novel)

16. *Red River Rising* is an example of the literary genre of historical fiction. As such, it is partly non-fiction (based on historical fact) and partly fiction. Discuss your thoughts and feelings about historical fiction. Do you enjoy reading this genre? What do you like about it? Does it help you to understand historical events? Do you feel a personal connection with these events through imaginary characters?

(after reading the entire novel)

2. Completion of KWL Chart

Return to the KWL Chart that was partially completed at the beginning of reading 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 students articulate their new learning and what they have gained from reading the book. The “L” part of the chart may contain new learning not previously wondered about in addition to questions answered.

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

V EXTENDING THE TEXT

This novel presents a number of possibilities for developing and extending the curriculum. Here are some potential ideas.

1. Research

Each of the following people, animals, places, or events is mentioned in the novel. Choose one. Research using the internet or other sources. Share your research results through a traditional report, dramatic presentation, presentation software, or poster.

- Lord Selkirk
- Assiniboia
- The Red River War
- Governor Robert Semple
- Battle of Seven Oaks
- Peguis
- Colin Robertson
- Cuthbert Grant
- Duncan Cameron
- Polar Bears
- Bald Eagles

2. Postcards

Pretend that you are Angus Fraser. Write a series of postcards to an imaginary friend back in Scotland. Write a postcard for each of the following events: the boat trip across the ocean, Colony Creek, the Battle of Seven Oaks, the arrival of Lord Selkirk. Make sure to illustrate each postcard in detail in addition to writing about the event.

3. News Article

Use the internet to research the Battle of Seven Oaks and use the results of this research to write a news article about this historical event.

The following guidelines for a news article should be shared with students and followed by them:

- **Headline:** a short, attention-getting statement about the event
- **Byline:** tells who wrote the story
- **Lead Paragraph:** contains the 5 W's—who, what, when, where, why- and the one H-how. The writer finds the answers to these questions and includes them in the opening paragraph.
- **Explanation:** up to two further paragraphs containing other information the reader might want to know

Students should be told to visualize a triangle, with the most important information in the lead paragraph and information that is of lesser importance later on in the article.

4. Diary

The life and adventures of Angus Fraser could be used as a stepping stone for diary writing. The class or small groups could start by writing some entries as Angus and could then go on to write their own diary entries. Here are some guidelines to share with students:

- Write in chronological order.
- Write entries in the first person.
- Make entries detailed, but avoid over-describing.
- Talk about events that involve yourself or your familiar close friends. Avoid talking about strangers or events in which you were not involved.
- Include your emotions in your diary. Write down why you are sad or happy.

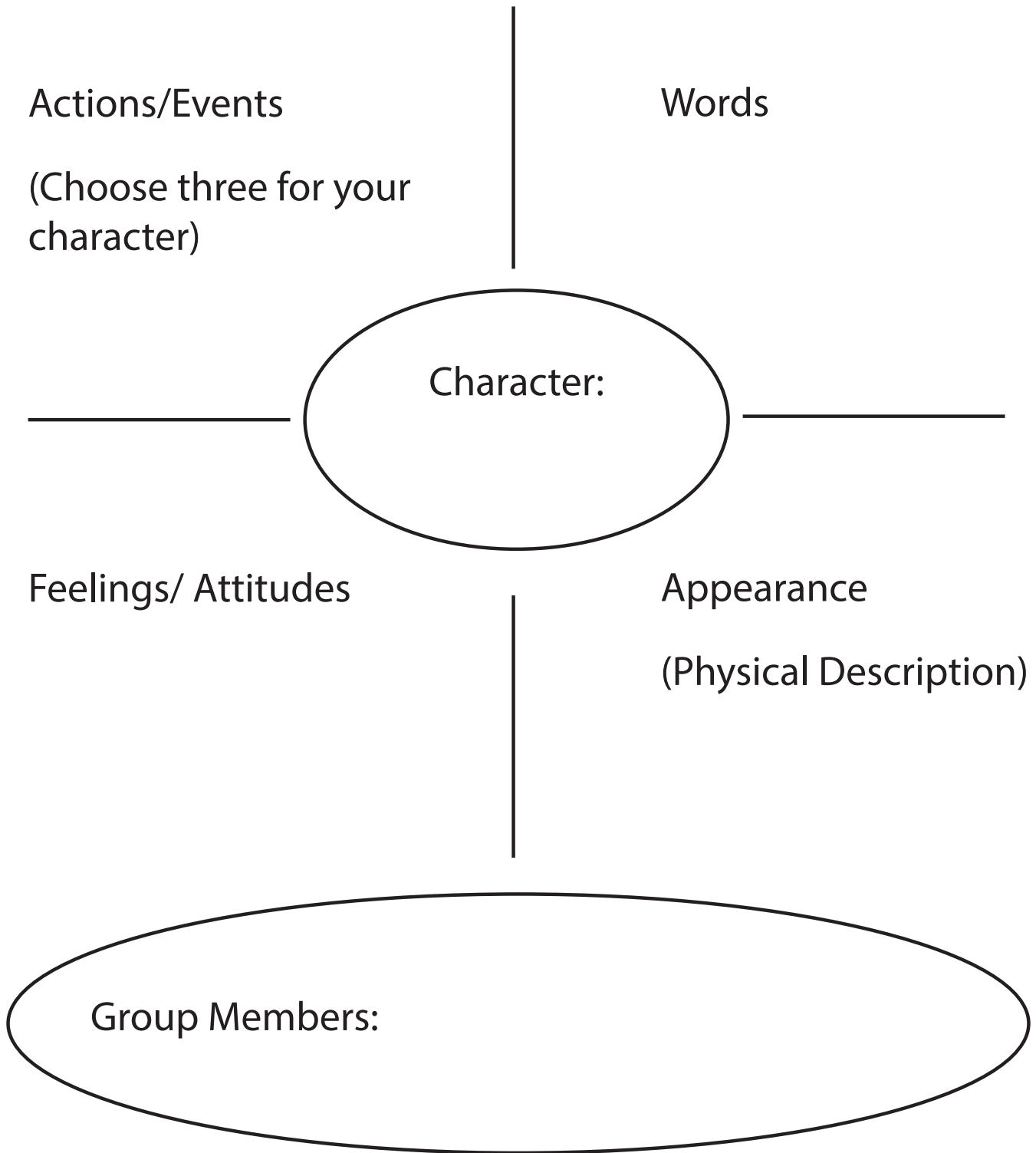
BLM 1: First KWL Chart

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

BLM 2: CROSSWORD PUZZLE.

1 U	1 N		2 B		3 R		4 I		5 L				2 W						6 D
									3 D			6 E							
														4 V	15 A				
									5 U									10 W	
													6 C						
			7 S																
8 A													9 C						12 M
							13 B												
						10 W													
									14 H						11 W				
							12 A												
13 T		16 R											17 U			18 L			
														14 E					
				15 C															
										16 C									

BLM 3: Character Web



BLM 4: CONTEXT CLUES

1. When they were mounted Hamish said, "Like as two peas in a pod, ye are, though you're six years his elder." (p.10)
ye means _____
2. "See the ship, Dad," Angus said, pointing. Do ye think it belongs to himself? Ye think Lord Selkirk is here?"
"Mayhap," his father replied. (p. 10)
mayhap means _____
3. A wizened old man stepped out of the crowd to stand beside the speaker. "Haud yer whist!" he shouted in a booming voice. "Keep the heid. Hear what Lord Selkirk has to say." (p.11)
haud yer whist means _____
4. "Do as I bid, lad," Hamish said. "Time for questions later."
"Aye," Angus said. (p.12)
aye means _____
5. "Come, lad. Time to search for summat to eat." (p.12)
summat means _____
6. "A braw voyage we'll have, Rabbie. Naught to do but read and play games and watch for fish." (p.25)
braw means _____
7. Finally, Hamish glanced at his son and said, "Ye ken 'tis done now, Angus?" (p.15)
ken means _____
8. "This will be a dreich day for Mam. She's that joyful here, loving the land and her chickens and all that we have. The two of us must keep our heads high and make this leaving of our cottage as easy as we can for her, and for Rabbie as well." (p.15)
dreich means _____
9. "Mind dinna say a word to Mam. I want it to be a surprise." (p.16)
dinna means _____
10. "Don't be daft, lad," Mary Fraser said and laughed delightedly as though he had told her a joke. (p.22)
daft means _____

BLM 5: MATCHING DEFINITIONS

In the left hand column are ten words from the story. In the right hand column are ten definitions, one for each of the word in the left hand column, but they are not in the correct order. Find the word from the left hand column that matches the definition in the right hand column and place the number of that word in the blank beside the definition. Use a dictionary as required.

1. wracked (p.9)	___ softened in feeling or temper
2. prospectus (p.11)	___ something that completes
3. dominie (p.21)	___ move with a long easy stride
4. complement (p.40)	___ had an earnest or strong desire
5. mollified (p.67)	___ a document describing the main features of a proposed project
6. exultation (p.88)	___ confirmed as to accuracy or truth
7. yearned (p.95)	___ incomprehensibly
8. lope (p.109)	___ schoolmaster
9. verified (p.87)	___ consumed
10. unintelligibly (p.89)	___ lively or triumphant joy

BLM 7: KWL Chart #2

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