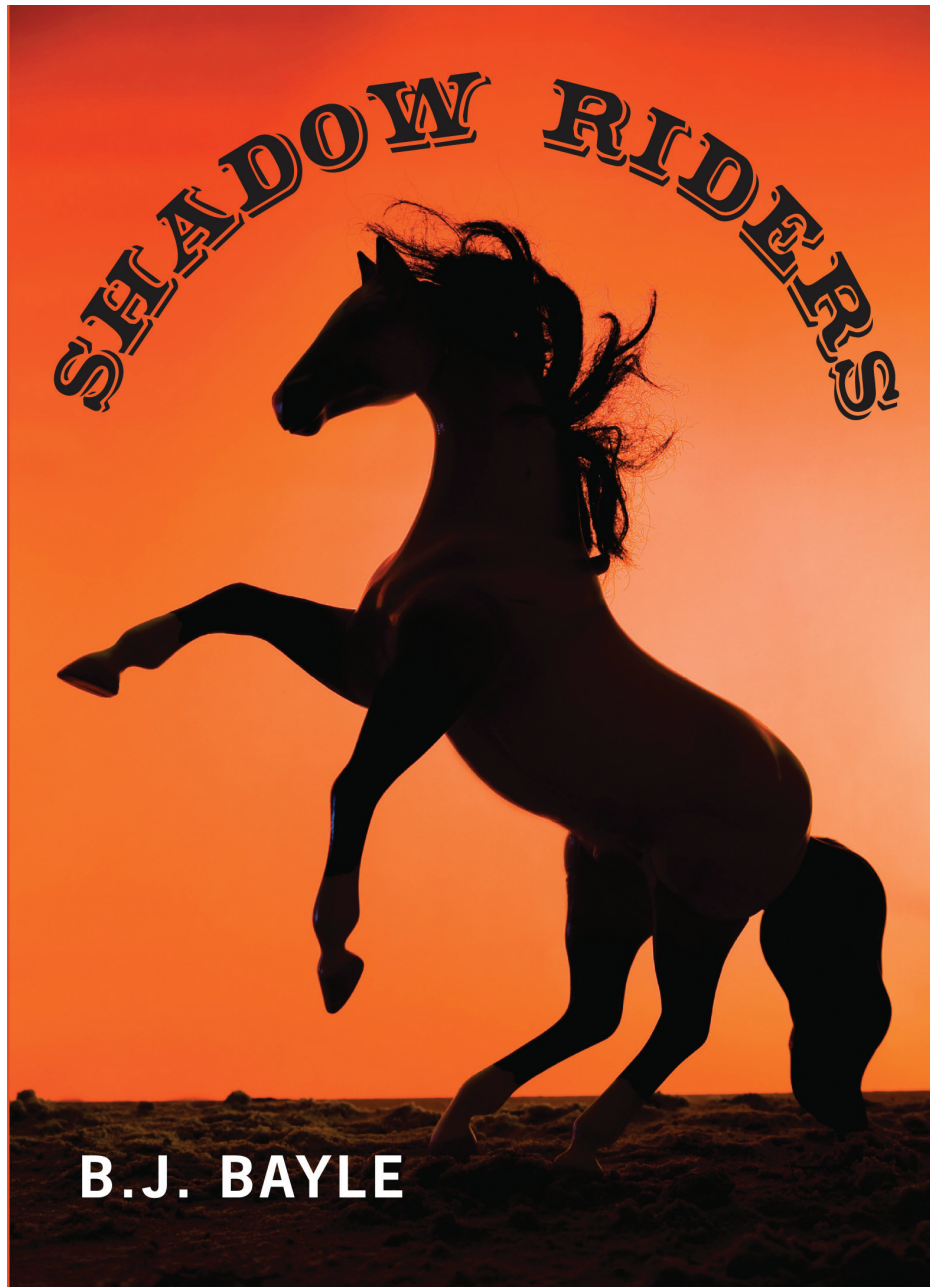


TEACHER'S GUIDE

Grade 8



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I INTRODUCTION

Shadow Riders focuses on two sixteen-year olds, Rob McCann and his adopted Native brother, Luke, on their journey to Fort Ellice, Manitoba, in search of their lost herd of horses. After discovering that their horses were stolen by thieves one evening on their ranch, the boys continue to search for answers and to try to bring home the horses. This journey strengthens the boys' bond and leads them towards manhood.

About the author

B.J. Bayle's first children's 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. *Perilous Passage*, her novel about explorer David Thompson, is also available from Dundurn. She lives in Cochrane, Alberta, near Calgary.

II CURRICULUM CONNECTIONS

After reading *Shadow Riders* you will come to realize that you can relate to the trials and tribulations of living and travelling on horseback across Canada in the late 1800s.

Through a variety of activities that focus on previewing the text, building on prior knowledge, and developing reading skills through practice, your program will connect to Ontario Curriculum Language expectations at the Intermediate Level.

This guide will lead your class through a differentiated novel study unit that will reach all levels of student intelligence. Use this guide to facilitate partnered/group symposiums, examine current issues to foster discussion, and provide a model for students on how they too can stand up and fight for their beliefs like Rob and Luke in *Shadow Riders*.

ONTARIO CURRICULUM, GRADE 8

Reading — students will:

- **1.3** - Activate prior knowledge and identify a variety of reading comprehension strategies
- **1.5** - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- **1.6** - Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
- **2.1** - Analyze a variety of text forms and explain how their particular characteristics help communicate meaning
- **2.3** - Identify a variety of text features and explain how they help communicate meaning
- **3.1, 3.2** - Read familiar and unfamiliar words

Writing — students will:

- **1.2** - Generate ideas about more challenging topics and identify those most appropriate to the purpose
- **1.3** - Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- **1.5** - Identify and order main ideas and supporting details and group them into units that could be used to develop a summary or a report of several paragraphs, using a variety of strategies
- **2.1** - Write complex texts of a variety of lengths using a wide range of forms
- **3.8** - Produce pieces of published work to meet identified criteria based on the expectations

Media literacy — students will:

- **1.3** - Evaluate the effectiveness of ideas, information, themes, opinions, issues, and/or experiences in media texts
- **3.4** - Produce a variety of media texts for specific purposes, using appropriate forms, conventions, and techniques

Oral — students will:

- **1.2** - Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- **1.3** - Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of the text
- **2.1** - Identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies
- **2.2** - Demonstrate an understanding of appropriate speaking behaviour to suit the purpose and audience

III LESSON FORMAT

This guide is divided into three key sections (Before, During, and After Reading) that can be used as lessons and for developing reading strategies for young readers.

Notes to the teacher

This guide will allow teachers and students to dig deeper and focus on building and activating their students' prior knowledge together, while asking questions that might prompt ideas about other texts that you've seen, read, or heard, your personal experiences, and your own ideas.

The activities will give your students a chance to explore and express their creativity as it reflects in the Ontario Ministry of Education expectations. The lessons will support all learners and will provide opportunities for differentiated instruction.

Included with this guide are charts, graphic organizers, teaching and assessment tools, and the guiding questions to integrate into your current program. Under the heading ALTERNATIVE ACTIVITIES you will find additional lesson ideas to use with your class.

Pre-teaching strategies would be to teach Story Plot Lines and Features of a Narrative Text.

**See Appendix for graphic organizers.*

Before reading

These pre-reading activities will help prepare students for learning by activating their prior knowledge about the topic and characters featured in the text. These are instructional approaches that give a high level of support to the students.

THINK

Questions and activities that will help activate students' prior knowledge.

LOOK

Vocabulary from each chapter that can be examined, used and defined.
All definitions can be found on **www.dictionary.com**.

During reading

The during reading strategies will teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use skilled reader strategies. These activities will provide additional information that will help build students' reading confidence, and give a gradual release of responsibility from high to low support as students develop the new skills.

READING PRACTICE & DO

Reading skills that will help with the comprehension of each chapter.

After reading

These after reading activities will help to connect the old and new knowledge and assist students in making associations with what they’ve read, experiences and the skills they’ve learned. Students will use the information from the text, and with low support from the teacher respond to the critical thinking tasks.

WRITE:

Writing activities and charts to complete that will have to organize and process each chapter.

SEARCH & ANSWER

Questions that pertain to each chapter.

EXTENSION ACTIVITIES

Differentiated Instruction is key to student success. Allow students to use the extension activity an alternative if they do not wish to complete the WRITE activity.

Teaching Suggestion: Create **Choice Cards** like the one below, to allow students to complete certain activities and not others.

EXAMPLE: Choose 4 out of the six cards to complete.

Discuss the THINK and LOOK activities with a partner.	Record your DO answers. Share with the teacher.	Complete 3 out of the 5 WRITE questions.
CHOICE CARD		
Complete the extension activity.	Record your answers to 3 out of the 5 SEARCH & ANSWER questions.	Create 4 new sentences using the LOOK vocabulary from the text for this chapter.

Programs for English language learners

Connect the first chapter of *Shadow Riders* to the orientation process of adjusting to a new country, a new school, and making new friends. Luke was found by a lake with his mother and Rob’s family brought Luke into their home. Luke has to adjust to a new life, chores, responsibilities, and a new family while still trying to hold onto his roots. Have students write about a welcoming place or a person that has welcomed them to their new home, just like Rob’s family.

Discuss vocabulary and make personal picture dictionaries to help students become familiar with new words and their meanings.

IV NOVEL STUDY UNIT

CHAPTERS ONE to THREE

Teacher will...

- show the front cover of the novel
- allow students to examine and discuss what they think the book will be about, based on the cover image
- conduct a lesson on the history of the North-West Mounted Police prior to beginning the novel
- have students make predictions about how the police will end up helping Rob and Luke
- visit <http://www.rcmp-grc.gc.ca/hist/index-eng.htm> for more information
- pose the **THINK** questions below, and allow students wait time to develop an answer
- Pair/Share = give students time to choose a partner that they will share their answers with, and then to share with the class if necessary

THINK

Have you ever woken up abruptly in the middle of night to a frightening sound? When you read about Rob and Luke's scary night of chasing shadows and shooting rifles aimlessly into the dark, you too will experience the thrill of what commences their adventure. Think about a time you've been scared by something unknown, how did you react to this puzzling feeling?

Teacher will...

- write the **LOOK** words on the board, and allow students time to record into a notebook
- model how to use the dictionary to search for definition and test to see if it makes sense with the sentence used in the story
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

everberated	to re-echo or resound
varmint	vermin or an undesirable animals like a coyote or bobcat
misbegotten	badly conceived, made, or carried out
dubiously	doubtful; or wavering in opinion
breeding	the producing of offspring
pemmican	dried meat pounded into a powder and mixed with dried fruits or berries

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Good readers are constantly stopping to ask themselves questions. By asking questions, you will confirm your comprehension of the text. When reading the text, ask yourself *who, what, where, when, and why?* These five “W’s” will help you to investigate the details within the story.

EXAMPLE

Through all of the confusion, wondering if his father was hurt, Rob reacted as he had been taught. Dropping to one knee, he fires blindly into the darkness just above the heads of the fleeing herd. He felt a moment of satisfaction. Above the thunder of the hoofs, he heard a shriek of pain and saw his mother rush over to the barn.

This section outlines a sequence of events between Rob's father, Rob's mother and Luke as they attempt to rescue their herd of horses from being stolen by Wolfers (hunters who seek wolf pelts). After reading you might ask yourself, “Who was injured during all the confusion in the dark?” “Did Rob shoot his own father or brother?” If you don't know the answer, one strategy that you could use would be to re-read the paragraph or surrounding text to find the answer. Model the use of this self-monitoring strategy and explain to students that re-reading will help them maintain their own understanding of the text.

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer (see example answer below)
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p. 21, paragraph 5. The paragraph discusses the character Kamoose Taylor, who will re-appear in a later chapter.

1. What question can you ask yourself to check your understanding of why Kamoose Taylor is a character we might need to know more about?

EXAMPLE answer:

The question that I could ask myself, is *WHAT* has Kamoose Taylor done that is illegal and makes him an outlaw within the story?

2. What strategy might you use if you had trouble answering your question?

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity into a notebook
- read the activity aloud and explain the difference between fiction and non-fiction to students
- give students time to pair/share

**see Appendix for chart comparing Fiction to Non-Fiction.*

WRITE

1. Brainstorm a list of fictional and nonfictional works with which you are familiar. Create a chart of your own that give the title/topic of the book and a short explanation of what you remember from the text.

EXAMPLE

Type	Title/Topic	Explanation
Fiction	<i>Jak's Story</i> by Aaron Bell	Jak is a young boy trying to save a ravine behind his house from being destroyed by a construction crew.
Non-Fiction	<i>National Geographic. China: Inside the Dragon</i> by National Geographic Society	Learning about the troubling times the Chinese have with a population bubbling over 1.3 billion.

Teacher will...

- self-evaluate the lesson: ask yourself if the reading skill you've taught was clear and supportive for the students in the class? If not, how might you improve upon this skill?
- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions into a notebook
- using high support, read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Explain the emotions and feelings Rob has when his family was chasing after the thieves in Chapter One. Use proof from the text to help support your answer.
2. How did Susan, Rob's mother react when her husband was shot? Recount the steps she took to aid her husband's health.
3. How did Rob try to convince his father and mother that he was ready to travel and search for the horses?
4. In Chapter Two, Rob describes Luke as being not nearly as big as he is. Why do you think Rob was making these comparisons?
5. In Chapter Three, the boys come across some Indians. How would you have reacted to this type of encounter if you didn't speak the same language?

Teacher will...

- Introduce the **EXTENSION ACTIVITY**
- pose the question to your students
- give each student a paragraph organizer
- review paragraph rubric with students

EXTENSION ACTIVITY

Many Native tribes were not nomadic and lived in permanent homes and often did not need horses. Tribes of the Western Plains, for instance, did not need many horses to do their daily activities. Why do you think some tribes needed horses in order to survive?

In paragraph form have the students come up with 3 reasons for why Native tribes might need horses to survive?

CHAPTERS FOUR to SIX

Teacher will...

- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Through Chapters Four to Six, while Rob and Luke are on their journey, they are exposed to a variety of weather elements. Think about the different seasons in Canada. What types of the clothing, tools and equipment would you need if you were to go on a road trip through Canada in each season? Compare what you would need today as opposed to what Rob and Luke brought with them for their adventure in the late 1800s?

Teacher will...

- write the **LOOK** words on the board, and allow students time to record into a notebook
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

reins	a leather strap fastened to a saddle, by which the rider or driver controls a horse
boundary	something that indicates bounds or limits
resplendent	shining brilliantly
skittish	shy and uncertain
concoction	to prepare by mixing ingredients

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Have you ever started reading a story and then guessed the ending before you had finished the book? You probably drew a conclusion based on the events in the story. Good readers draw conclusions. They combine information from several parts of a story with what they already know to find a bigger idea. Good readers use inference. When you draw a conclusion, it is important to support it with at least two clues from the text.

EXAMPLE

Rob was awed. The rain had slowed, and the storm was moving eastward. A departing flash of light revealed the resplendent uniforms of the two men in their entirety.

When reading this paragraph a good reader would draw the conclusion that the boys are tired, have suffered a night of wet weather, and are happy to have saved the horses that belong to the North-West Mounted Police. Another conclusion you might draw is that Rob is showing admiration because the uniforms the men are wearing are glistening in the flash of light from the lighting storm. Using the remainder of the chapter, what are two clues from the text that support this conclusion?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p47, paragraph 6. Pat, one of the mounted police, is complaining about the lack of adventure he has been having on his ten-day journey. He says, “But it was adventure I was hoping for; and I didn’t expect the fighting to be against locusts, and mosquitoes so big and plentiful that they chewed the hide from me and me horse.” One conclusion you might draw from the text is that Pat was expecting to battle Wolfers and Whiskey Traders.

1. Read on in the chapter and explain how other clues support this conclusion?
2. Choose another conclusion that can be drawn while reading this chapter. Provide two clues from the text to support your answer.

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity into a notebook
- read the activity and model how to fill in the chart with examples from the text
- give students time to pair/share

WRITE

Have students complete the chart detailing similarities and differences between what they typically eat for breakfast, lunch or dinner and Rob and Luke’s meals. Have students use clues from the text in their chart.

Your Typical Meal	Rob and Luke’s Meal
Example: eggs, bacon, toast with butter	Example: pemmican, rabbit
What is the same?	
Example: animal meat	

**See Appendix for blank chart.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions into a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Why might Rob and Luke want to ride their horses until it is too dark for the horses and the boys to see?
2. In Chapter Four when Luke and Rob find several horses and are overjoyed, why does this feeling become short-lived?
3. What clues can be found in the text to tell us that the boys know they have not stumbled across the Wolfers, but instead have found the Mounted Police?
4. In Chapter Five, how does Luke convince Colonel French to allow him and his brother Rob to stay on with the Mounted Police and search for their horses?
5. How do the Mounted Police hope to use the mowing machines?
6. Why do you think Inspector Denny had been out of the colonel's graces for quite some time?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- read the definition of an adventure story to the class
- pose the question and task to the students, and allow them time to write
- review rubric with students

EXTENSION ACTIVITY

Adventure stories focus on heroes or heroines who must battle villains and overcome dangers as they achieve a mission or an important goal. More often than not, the lead character reaches his or her goal.

Instruct students to concentrate on the lead male characters. Complete the questionnaire that focuses on the hero(es) of the story.

**See Appendix for questionnaire.*

CHAPTERS SEVEN to TEN

Teacher will...

- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Inspector Denny seems to find himself in many sticky situations. His character often adds comic relief to this adventure story. Can you think of other characters from other texts you have read that have similar qualities to Denny?

Teacher will...

- write the look words on the board, and allow students time to record into a notebook
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

habitual	doing something occasionally, becoming a habit
accustomed	to familiarize, as by constant practice, use, or habit
perplexed	bewildered, puzzled
straggling	to wander about in a scattered fashion
disobey	to refuse or fail to follow an order or rule
confidence	belief in oneself and one's powers or abilities

LOOK

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

In narrative stories, characters have problems for which they need to find solutions. When looking at the problem, you must look at what causes the character difficulty. The solution in the story is usually how the character is going to solve this problem. Noting the problems and the solutions within the narrative text as you read will help improve your understanding of the story.

EXAMPLE

*Instead of following the rutted paths made by the preceding wagons, Rob and Luke moved up the slope at a much longer diagonal, which made the high covered wagon lean precariously. The watching troopers were dead quiet. Clutching Sam's bridle, Rob walked beside her, matching her steps. As the climb grew steeper their progress slowed, but held steady; Rob's heart beat faster with pride. **Even when their hoofs slipped or they dislodged stones or found a patch of soaked earth, Chris and Sam only arched their necks and pulled harder.***

PROBLEM

Solution

The problem is that the horses that belonged to the Mounted Police were too skinny and could not pull up the wagons to the top of the hill without breaking their legs or giving up. The solution to this problem was that both Rob and Luke believed in their own strong horses and used their wits to try a different approach up the hill. How do you think Rob and Luke's solution will help them later on in the story while travelling with the Mounted Police?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read the question aloud and model how to write a proper answer have students record the question and answer in a notebook
- assist students that are having difficulty answering the question

DO

Look at p99 paragraph 5 and 6. In this chapter, a guide has come across the Mounted Police, telling stories of how he has seen the boys' herd and their missing stallion. Both Rob and Luke want to continue their journey with the Police to find these horses. However, the Colonel does not want the boys to continue on this long, dry journey, saying, "...it is a very rough place, and riding down to it alone would be very dangerous."

1. What will be the solution to the boys' problem? What decisions need to be made?

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity into a notebook
- model how to write a proper question
- give students time to pair/share

WRITE

In Chapter Seven the mounted police are attempting to climb a large hill with cannons, wagons, and all their goods. However, they are having a tough time because their horses are too weak. Re-read this section in the book, and think about several other problems that could occur while the troops are attempting the climb. What would you ask the Colonel if you had the chance to pose those problems as questions to him?

Remember to check over your work. Make sure that you have followed the following checklist for creating questions.

- You have followed the directions.
- Your questions start with a capital letter.
- Each question ends with a question mark.
- You have capitalized proper nouns.
- You have read aloud your work, to make sure it makes sense.
- You have used a dictionary to check spelling of words with which you were unfamiliar.

Teacher will...

- introduce the **SEARCH** and **ANSWER** questions to the students
- have students record the questions into a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. At the beginning of Chapter Seven, why does Colonel Macleod not seem surprised to see Inspector Denny's uniform covered in mud?
2. What do you think is meant by the saying, "They had no strength left, only heart" when Luke is referring to the Mounties' horses?
3. How do the troops try to save their horses' energy in Chapter Eight? What are they ordered to do by the colonel?
4. What happened at Fort Dufferin before the troops left on their journey? Describe the events that took place.
5. What type of animals were hunted and cooked up by D Troop in chapter Ten, near Souris River?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- model how to write a formal letter
- share letter writing rubric with students

**See Appendix for Letter Format and Rubric*

EXTENSION ACTIVITY

Rob and Luke have met many interesting men that belonged to the North-West Mounted Police. Once the journey finishes, both Rob and Luke will want to keep in touch with the Police. In order to show their appreciation for the help and nourishment they received, both Rob and Luke want to write letters.

1. Choose one of the characters, either Rob or Luke, and address a letter to one of the men that the boys met on their journey.
2. Remember to use events that happened in the text to help bring your letter to life.
3. Follow the Letter Outline to help structure your writing.

**See Appendix for Letter Format Outline.*

CHAPTER ELEVEN to FOURTEEN**Teacher will...**

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

In Chapter Eleven, Constable McDuff dies after suffering from drinking dirty water and eating bad meat for days. This is hard for the boys to adjust to as both Rob and Luke really looked up to McDuff. On a journey like this one, often the troops had to drink whatever murky water was available to them across Canada. Think about the many uses for water we have today. Make a word web using water as the centre word, and share it with the class.

Teacher will...

- write the **LOOK** words on the board, and allow students time to record into a notebook
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

comrade	a person who shares in one's activities; a companion, or friend.
peering	to look narrowly or searchingly
faltered	to hesitate or waver in action, purpose, intent
ruffians	a tough, lawless person
encompass	to form a circle about; encircle; surround

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Some authors share their conclusions with readers in their texts, making it easy for readers to draw conclusions on their own. However, often readers notice that authors do not always write what they mean to say. Sometimes, authors will provide readers with hints throughout the text that give readers clues. These clues help them to make meaning of what they are reading. Good readers will make inferences as they read and will use the author's clues to fill in the gaps with their own experiences to make meaning.

EXAMPLE

Sharply alert now, Rob tried to make out the outline of his brother. He had been only a dozen or so yards away. Rob's heart skipped a beat; Luke sure wasn't there now. He was reluctant to leave the place he had been assigned to watch the horses, but Luke was more important. Rob moved cautiously through the dry leaves covering the ground. For a moment his heart stopped when he spotted his brother stretched out on the ground, but then he smiled.

In this paragraph Rob awakes in the night to notice that his brother is missing from where he should be keeping watch. Up until now, each of the chapters have provided us with moments of excitement, so it is not unrealistic to think that something could have happened to Luke.

The author gives us a clue that Rob is protective about his brother and worries about his safety because Luke is younger than he is. Using the clues and what you already know about Rob, you can infer that Rob is protective of Luke. How does what you already know from the previous chapters support this inference?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p133 paragraph 2. Rob has become frustrated in the events from the last few days. Both Rob and Luke have not had any success in finding their herd, and are growing suspicious of the guide leading the men towards Fort Whoop-Up. Read the clues to find out how you can prove why Rob is frustrated.

1. What can you infer about Rob's feelings after he has spoken harshly about Colonel French?
2. What clues help you to make this inference?
3. How does what you already know about Rob, Rob's feelings and the colonel, help you to make this inference?

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity into a notebook
- read the activity aloud and give students a paragraph organizer to record their ideas
- give students time to pair/share

WRITE

The Plains Indians used to hunt and kill buffalo and would use every part of the animal to help them survive. Have your students research the many uses of the buffalo and write a persuasive paragraph giving three reasons for why you think the buffalo was the most useful animal to the Plains Indians.

**See Appendix for rubric and paragraph organizer.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions into a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Why do you think the officer who was being bitten by a mosquito at McDuff's funeral was not swatting the insect away?
2. In Chapter Twelve, Rob wakes up to notice his brother is not at his nightly post. Why was Luke not there? What happened to him?
3. What does Rob secure from Dr. Kittson for Luke to help make Luke's headache subside? How does Rob go about getting this treatment?
4. In Chapter Thirteen, what was the cause of the "rumble like distant thunder"?
5. What was Luke remembering when they stood at the river, watching over the buffalo? Why might this worry Rob?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- Share a personal story of disappointment
- review rubric with students

EXTENSION ACTIVITY

When Colonel French is led to the fort that he believed was Fort Whoop-Up, he expresses his disappointment in what he finds. Both Rob and Luke are also disappointed because there is no evidence of their missing herd. Think of a time in which you were looking forward to an event or an item and you were greeted with a feeling of disappointment. When writing your personal story, make connections to *Shadow Riders*.

**See Appendix for rubric.*

CHAPTERS FIFTEEN to EIGHTEEN

Teacher will...

- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Rob and Luke have been on this journey for weeks now and yet, Rob, is still very protective of his brother. Already, Luke has been hurt on the journey and this worries Rob that it could happen again. Think about a time when you have worried for someone else's well-being or safety. What were the reasons for why you felt this way?

Teacher will...

- write the **LOOK** words on the board, and allow students time to record into a notebook
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

reveille	a signal, as of a drum or bugle, sounded early in the morning to awaken military personnel
corralled	an enclosure or pen for horses or cattle
grazing	to feed on growing grass
sagebrush	a shrub that grows in North America
lopsided	leaning to one side or unbalanced in weight
apparitions	a supernatural appearance of a person or thing

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

When reading a lengthy novel it is helpful to recall and record important details. These details can help a reader summarize the story in case a friend asks you, “What’s it about?” Use the summary graphic organizer to help you record important information.

**See Appendix for summary graphic organizer titled, Summary Pyramid and summary rubric.*

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given section in the novel
- help students to complete organizer, by modeling a few lines on the board
- assist students that are having difficulty filling in the pyramid

DO

Re-read Chapter Seventeen. Rob has just returned from the small settlement to where the troops are camping out. Rob returns to hear bad news that Luke has gone missing with Inspector Denny. Knowing Denny’s past anything could have happened to both Luke and the inspector. Use the Summary Pyramid to organize the details from this chapter. Once you have finished, develop proper sentences out of your notes from the pyramid.

Remember to check over your work. Make sure that you have followed the following checklist for writing a summary.

- You have followed the directions.
- You have completed the graphic organizer with key details from the text.
- Your sentences start with a capital letter.
- Each sentence ends with proper punctuation.
- You have capitalized proper nouns.
- You have read aloud your work, to make sure it makes sense.
- You have used a dictionary to check spelling of words you were unfamiliar with.

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity into a notebook
- give students time to pair/share

WRITE

In Chapter Eighteen Rob and the new guide, Potts, are searching for Inspector Denny and Luke. While out on their expedition, Rob is growing anxious to know if Luke is safe. Write a short explanation about how you might feel if one of your family members has gone missing and you were out on a search to find them in the 1800s. Where might you look? What tools or equipment might you take to help protect yourself? How would you greet your relative once you found them safe?

**See Appendix for rubric.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions into a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. When Rob says, “I wish Mum and Dad were here to see this,” what is he talking about? Describe it.
2. Why did Luke choose to remain back with the larger troops, and not travel with the Métis and the Mounted Police to Fort Benton?
3. In Chapter Sixteen who did Rob talk to about his horses once he got to Fort Benton? What did Rob find out?

4. What did Colonel French choose for Rob knowing: “it would take a team of horses he couldn’t spare” to bring Rob back without his brother to Fort Ellice?
5. What does Rob think has happened to his brother Luke when he finds out he has gone missing with Inspector Denny?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- review rubric with students

EXTENSION ACTIVITY

After reading Chapters Fifteen and Sixteen and learning about a place like Fort Benton, you can see the similarities and difference between our towns and those of the 1800s. Using the information you’ve read, research some details from the Internet and other sources. Create a small three-dimensional diorama showing Fort Benton as it would have looked in the 1800s.

**See Appendix for rubric.*

CHAPTERS NINETEEN to TWENTY-TWO

Teacher will...

- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Both Rob and Luke had been out on their journey for several months and had only eaten what they could catch or make from the natural resources available. How do you think Rob felt when he could eat canned beans, canned peaches and sweet biscuits after they returned from Fort Benton?

Teacher will...

- write the **LOOK** words on the board and allow students time to record into a notebook
- give students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

beckoned	to signal, summon, or direct by a gesture of the head or hand
tattered	torn to tatters; ragged or in pieces
designated	to nominate or select for a duty or a purpose
raucous	rowdy and/or disorderly
dignified	to confer honour or dignity upon
murky	obscure or thick with mist or haze

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

When reading a new text there are often many words we do not understand. Authors use context clues to help us find the meaning of a word we might not understand. Often, we will search the sentence by re-reading it to look for clues that might help us make meaning.

EXAMPLE

*Rob was **stunned**. Had Luke found his Native family? He **tried to swallow**, but his throat **was too dry**. Instead **he croaked**, “Why’d he think that? You don’t even know if you’re Blackfoot.”*

NEW WORD

context clues

When reading this section on p205, if you didn’t know the word *stunned* you would be able to use the context clues to discover its meaning.

From the examples highlighted above, what do you think *stunned* means?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read the question aloud and model how to write a proper answer
- have students record the question and their answers in a notebook
- assist students that are having difficulty answering the questions

DO

Read p212, paragraph 5. If you did not know what the word rude meant, read the words around in the paragraph and list the context clues.

Teacher will...

- introduce the **WRITE** activity to the students
- give each student a copy of the organizer
- have students record the definitions and examples into the organizer
- give students time to search for text examples
- give students time to pair/share

WRITE

Shadow Riders is an example of a narrative text. Review the following features of a narrative text by defining the examples and providing proof for each one. Use a graphic organizer to help sort your ideas.

**See the Appendix for the graphic organizer titled, Features of a Narrative Text*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions into a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. After Luke and Denny were found why might Jerry Potts not want all the attention and thanks from the troops?
2. Why is Denny's troop not going onto Fort Whoop-Up?
3. Why do you think Luke accepted the bowl with liquid in it from the old Native woman and the young girl?
4. In Chapter Twenty Luke learns a bit about the Blackfoot Tribe. What is the story that the chief tells Luke?
5. What figurative language tool does the author use in the following sentence and why? "He claims they would've heard we're coming and lit outta there fast as their horses could gallop." (p209)

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- help students fold paper into 6 blocks
- tell students to use a ruler, to keep information neat and organized

EXTENSION ACTIVITY

Create a six-block storyboard using the CHRONOLOGY section the author provides, found on p. 245. Have each block on the folded paper represent two dates. In each block draw images of the events and below write a sentence that describes what is happening in that picture. Don't forget to label each block with the two represented dates.

Once students have completed their storyboard, have students form groups and create a short skit depicting the key events from *Shadow Riders* .

V APPENDIX

Fiction/Non-fiction Explantation Chart

Fiction	Non-fiction
<ul style="list-style-type: none"> • works produced by the imagination • included novels, novellas, short stories, plays, and screenplays • historical fiction may portray an actual event with people who experienced the event as the characters of the story; however, many of the actions and emotions of the characters may be the product of the author’s imagination 	<ul style="list-style-type: none"> • works that remain true to facts • includes books, articles, essays, histories, biographies, and autobiographies

Fiction/ Non-fiction Chart

Type	Title/Topic	Explanation
Fiction		
Non-Fiction		

Paragraph Organizer

Topic Sentence	
Supporting Sentences/Ideas	<ol style="list-style-type: none"> 1. 2. 3.
Concluding Sentence	

Paragraph Rubric

Application/Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context – draws conclusions, supports answer	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Use of conventions and vocabulary of the discipline in written form	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	uses conventions and vocabulary of the discipline with considerable effectiveness	with a high degree of effectiveness uses conventions and vocabulary of the discipline

Comparison Chart

Your Typical Meal	Rob and Luke's Meal
<i>Example: eggs, bacon, toast with butter</i>	<i>Example: pemmican, rabbit</i>
What is the same?	
<i>Example: animal meat</i>	

**See Appendix for blank chart.*

Questionnaire

Directions: Answer the questions below about the characters in the adventure story. You may want to revisit this questionnaire once you have finished reading the story, to update some of your answers.

1. Briefly describe the plot of the story.

2. Describe the male lead character's appearance.

3. Describe his personality.

4. What are the most appealing qualities of the lead characters?

Visit: for a list of character qualities to use for describing the main character.

<http://www.gurusoftware.com/gurunet/personal/factors.htm>

Letter Outline

Imagining that you are either Rob or Luke, the purpose of this letter is to express your gratitude to the North-West Mounted Police. You are to thank the police for assisting you with finding your horses, providing you with safety and food on your journey. Examine the parts that make a letter and make sure to include your personal recount of the events that took place on your adventure.

Heading Your Name Your Address
Day, Month, Year
Inside Address Their Name Their Address
Salutation (Dear _____):
Body Paragraphs (3 Main Paragraphs) Example:
I was writing to you...
I think...
I believe...
Closing (Yours truly),
Signature Line (sign above your printed name)
Your Name

Letter Rubric

Application/ Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context - draws conclusions, supports answer	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Use of conventions and vocabulary of the discipline in written form	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	uses conventions and vocabulary of the discipline with considerable effectiveness	with a high degree of effectiveness uses conventions and vocabulary of the discipline

Paragraph Organizer

Topic Sentence	
Supporting Sentences/Ideas	<ol style="list-style-type: none"> 1. 2. 3.
Concluding Sentence	

Paragraph Rubric

Application/Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context – draws conclusions, supports answer	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Use of conventions and vocabulary of the discipline in written form	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	uses conventions and vocabulary of the discipline	with a high degree of effectiveness uses conventions and vocabulary of the discipline

Story Rubric

Thinking	Level 1	Level 2	Level 3	Level 4
Use of planning skills - generating ideas, - organizing information	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness

Summary Pyramid

Step 1: Complete the pyramid below with information from the text.

(Character's name)

(Two words describing the character)

(Three words describing the setting)

(State the problem)

(Describe one event)

(Describe another event)

(Describe a third event)

(Describe the solution to the problem)

Step 2: Write your summary by using the key information from above. Use the order of the pyramid in your summary to ensure you have all completed components. The summary should be a condensed piece of written text.

Your summary:

Summary Rubric

- demonstrates understanding of a text by selecting and describing the important details (setting, events, and characters)
- provides supporting details

Knowledge/ Understanding	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding of content <ul style="list-style-type: none"> • strategies associated with reading • ideas and relationships among details 	<ul style="list-style-type: none"> • demonstrates a limited understanding of the text • selects and describes a few details that may not always be relevant 	<ul style="list-style-type: none"> • demonstrates some understanding of the text • selects and describes some simple, but relevant details 	<ul style="list-style-type: none"> • demonstrates considerable understanding of the text • selects and describes most relevant details 	<ul style="list-style-type: none"> • demonstrates a thorough understanding of the text • skillfully selects and describes almost all relevant details

Explanation Rubric

Thinking	Level 1	Level 2	Level 3	Level 4
Use of planning skills <ul style="list-style-type: none"> • generating ideas • organizing information 	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness

Diorama Rubric

Application and Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context • draws conclusions	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Expression and organization of ideas and information in a visual form • expresses and organizes ideas and information in a diorama	with limited effectiveness creates a diorama by expressing and organizing ideas and information	with some effectiveness creates a diorama by expressing and organizing ideas and information	with considerable effectiveness creates a diorama by expressing and organizing ideas and information	with a high degree of effectiveness creates a diorama by expressing and organizing ideas and information

Features of a Narrative Text Rubric

- identifies and describes a variety of text features and provides examples from the text

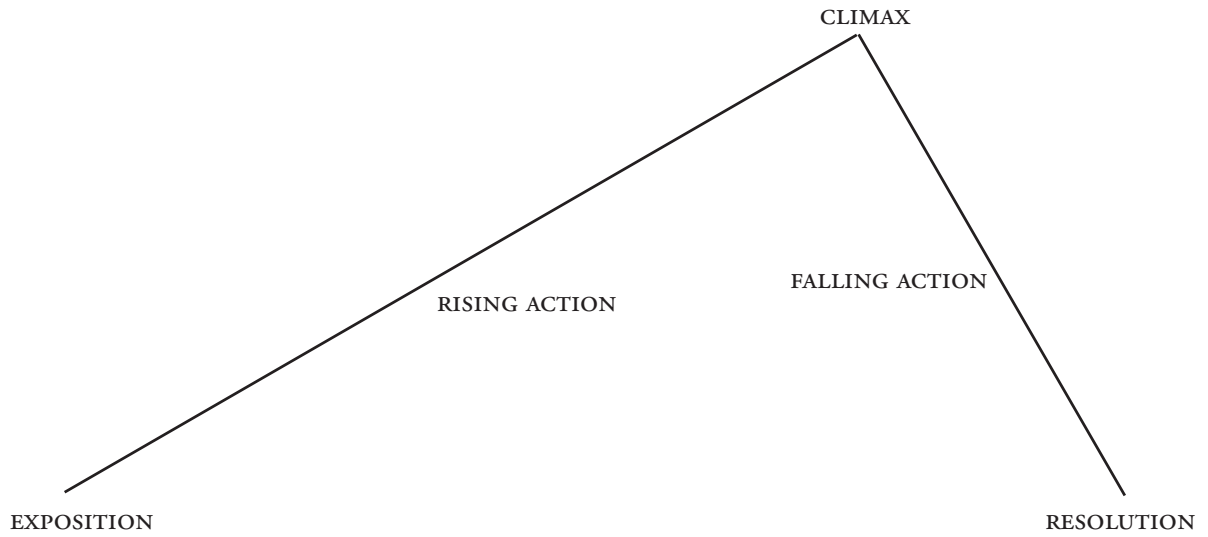
Knowledge/ Understanding	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> • identifies and describes a limited number of features from the text • demonstrates a limited understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and some features from the text • demonstrates some understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and a considerable number of features from the text • demonstrates a considerable understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and describes all/ or almost all features from the text • demonstrates a high degree of understanding of how to extract examples from the text

Features of a Narrative Text

Name: _____

Features	Example from the Text
Plot Structure	
Conflict	
Characterization	
Setting	
Theme	
Point of View	

Story Plot Line
STRUCTURE



VI ALTERNATIVE ACTIVITIES

Before reading strateies

- activate prior knowledge
- predict
- reviewing key vocabulary
- develop a Story Plot Line
- set reading goals (what do you want to learn from this text or topic?)
- create Anchor Charts for students to refer to through the reading stages

During reading strateies

- check-in with comprehension questions
- illustrate through words and pictures relationships amongst concepts and characters
- generate key questions using graphic organizers
- summarizing techniques
- character development tasks

After reading strateies

- make connections to own experiences
- being experts in one of key questions that you've asked throughout the text ("W" column of the KWL chart)
- complete the Story Plot Line
- Have students reflect on which reading strategies they found most helpful throughout the novel study unit

Anchor Charts

**Adapted from Gretchen Coe and Anne Fitzpatrick's Reading Strategies for the Social Studies Class.*

<http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf>)

What I do BEFORE I read fiction?

1. **READ** the title of the text.
2. **ASK** myself, "What do I know about this topic?"
(Record my knowledge into a KWL chart organizer under "K")
3. **PREDICT** what I am going to read about.
4. **LOOK** at the pictures or chapter titles.
5. **OBSERVE** how the chapters are laid out and the text format.
6. **SEE** how long the section or chapter is and ask myself what I want to find out.
(Record my knowledge into a KWL chart organizer under "W")

What I do WHILE reading fiction?

1. **VISUALIZE** what I'm reading about. Draw some images in a notebook.
2. **ASK** myself, "Do I understand this?"
3. **REREAD** to make sense.
4. **QUESTION** the text while I'm reading.
"I wonder why?"
"What would happen if?"
"I don't understand?"
5. **PREDICT** what might be coming up next in the story.
6. **STOP** often and put into my own words what I just read in a notebook.
7. **CONNECT** what I am reading to what I already know.
(Revisit and record my knowledge and my questions into a KWL chart organizer under "K" and "W")

KWL Chart

HOW ARE YOU GATHERING THIS INFORMATION?

By... collecting and identifying	By... analyzing and synthesizing the text	By... examining, summarizing, and comparing the text
K	W	L
What I already KNOW <ul style="list-style-type: none"> • activating prior knowledge • establishing key vocabulary 	What I WANT to Know <ul style="list-style-type: none"> • setting reading goals 	What I LEARNED <ul style="list-style-type: none"> • reflecting on what was read

VII RELATED RESOURCES

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