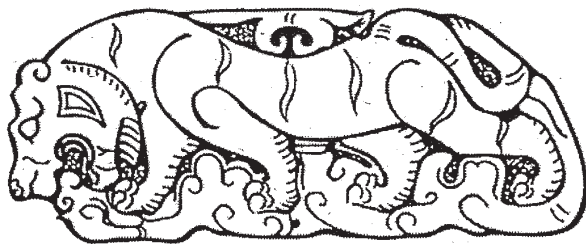

Novel Study
Activity Suggestions for



White Jade Tiger

by Julie Lawson

Classroom Uses

White Jade Tiger is a historically-based novel which refers to important events in Canada's past which may have direct relevance to many students of today.

Although *White Jade Tiger* could be used in isolation, I believe it is advantageous to teach it as part of an integrated unit involving history, geography, personal planning and language arts for students in grades 5 to 8.

1. The Novel and Personal Planning Goals:

I believe a study of *White Jade Tiger* can allow for the following:

- the time (1880s) and the setting (early British Columbia) make for discussions about the variety and differences of cultural traditions and histories in British Columbia (the multicultural section of the new Personal Planning Integrated Resource Package)
- the racial discrimination described in *White Jade Tiger* gives permission to students and their teacher to discuss this current and potentially explosive topic in a safe context; the topics lend themselves to a natural development of skills in critical thinking which could help students to recognise stereotyping, bias, discrimination and prejudice, and thus help to combat racism (the anti-racism section of the new Personal Planning I.R.P.)

- as many students may be direct descendants of Chinese families who were involved in the massive immigration to British Columbia from 1858 on, an opportunity to learn about the history of early immigration to British Columbia will help to provide some understanding of the hardships involved (the anti-racism and multicultural sections of the new Personal Planning I.R.P.)

- the difficulties experienced by Jasmine and her father in coping with a death in the family, and the resulting strained relationship between them, can help to build an understanding of family relationships, especially those of teens and their parents, by developing empathy with the characters and their problems (the family life section of the Personal Planning I.R.P.)

2. The Novel and Social Studies, Science and Art

As an extension of the topics covered in the novel the students could also:

- learn about early British Columbian settlement, transportation systems, and racial laws (Social Studies—history)
- make comparisons between early transportation systems and those of today



- look at population growth in British Columbia from early times to now by using maps

- develop mapping skills and knowledge using British Columbia and Pacific Rim maps (Social Studies—geography)

- use the Fraser River as a starting point, to study earth sciences (Science) focusing on formation of rivers, valleys, mountains and earthquakes

- for Grade 7s who study ancient cultures, Ancient China is a natural topic to accompany this novel. The time-travel section of this novel is rooted in Ancient Chinese history. (Social Studies—history)

- use terra-cotta red clay to do art projects. A difficult but quite rewarding project for more advanced students is to make a terra-cotta figure of one of the soldiers who seem to be guarding Emperor Qin Shi Huangdi's tomb. (Art)

- bring in someone who can talk about Chinese calligraphy and teach the students to write some Chinese characters

Field Trips

Field trips enhance what is learned in the classroom as well as give students common experiences on which discussions and critical thinking skills can be developed. Some of the field trips which I have used while teaching *White Jade Tiger* are:

- I would highly recommend a trip up the Fraser Canyon with a stop at Yale to walk along the river where the sternwheelers docked, Hell's Gate and the Hope Slide. This field trip not only would expand students' knowledge of British Columbian history, but also give them first-hand experiences with B.C.'s largest river and the province's geological history. The geological changes in the Earth's crust caused by the movements of tectonic plates, glaciation and river erosion can be seen as you drive the canyon. From Victoria, this is a full-day trip with lunch at Hell's Gate. Late spring or the early fall are the best times to take this trip, as Hell's Gate Tramway closes about the third week in October.

- A visit to Victoria's Chinatown is a must for students who live in the Greater Victoria region but any Chinatown will give similar experiences. Included in this guide is a scavenger hunt designed by Julie Lawson which she suggests be used on a trip to Victoria's

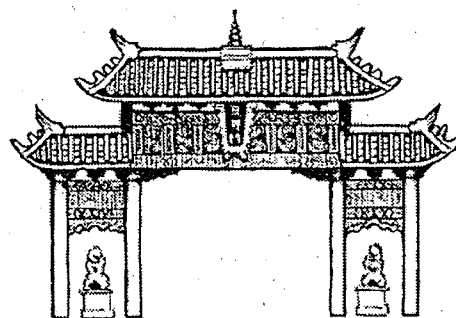
Chinatown. The Chinese Lionesses Society will arrange formal tours for a nominal donation.

- The Maritime Museum in Victoria gives students a historical view of Victoria's Inner Harbour. While on a walking tour, contrasts between the past and present can be pointed out to the students.

- Emily Carr House in Victoria gives school tours of a Victorian home.

- The Chinese Museum on Cormorant Street in Victoria gives tours in small groups to students; as well as learning about early Chinese inventions, students can see a miniature version of the terra-cotta soldiers of the Qin Dynasty mentioned in chapter one.

- The Royal British Columbian Museum has displays about early British Columbian life.



Synopsis of *White Jade Tiger*

Chapter One

The reader is introduced to Jasmine Steele, the main character of the story. Jasmine is an almost thirteen year old with all the usual interests and hobbies. When Jasmine's mother is suddenly killed in a car accident, we, the readers know that learning to cope with this terrible tragedy in Jasmine's life will be one of the main themes in the book.

Chapter Two

Through Jasmine's frequent dreams, the reader is taken back into the time of the Qin Dynasty (221—206 BC.). We are introduced to Bright Jade, Emperor Qin Shi Huangdi's favourite concubine.

As the Emperor knows he is about to die, he has prepared a monumental tomb for himself and his favourites. This tomb is guarded by thousands of life-size terra-cotta warriors and their horses. Bright Jade, who has been looking for a way to avoid this certain death, is given a jade amulet, in the shape of a tiger, by the gardener.

The gardener, known as the Old One, has magical powers because when Bright Jade is taken to the Emperor's tomb to be interred, she is carried away by a swirling mist.

The summer, which Jasmine so anticipated has now passed, with Jasmine hardly aware of it. Jasmine has not coped with her mother's death at all well. She didn't have a party for her thirteenth birthday in January.

Chapter Three

In the fall Jasmine's father had taken time off work to be there for Jasmine when she came home from school but, by January, he found he needed to be working again. A job came up teaching in China, which he accepted.

Before Martin Steele gets an opportunity to tell Jasmine, she discovers the airplane tickets to China. In Jasmine's mind it is bad enough that her mother is gone out of her life but that her father should plan to go away is more that she can understand.

Chapter Four

Through a storyteller in China, the story of Bright Jade is continued: Bright Jade is swept away by the powers of the white jade tiger to the south of China where she lives a happy life, married to a farmer.

When she died, the amulet was buried with her. Bright Jade's spirit continued to take care of her clan until her grave was disturbed by flood waters and the jade tiger was washed away. The storyteller explains that Bright Jade's spirit is searching for the jade tiger and will not rest until it is returned to her grave.

The reader is introduced to Chan Tai Keung, a fifteen-year old member of the clan of Bright Jade. We learn that the clan has suffered much misfortune over the years since the amulet was lost.

Keung's father has gone to Canada to try to improve the wealth of his family but has not been heard from for several years. Keung decides to also go to Canada. He will look for his father and earn money for his family.

Chapter Five

Jasmine goes to live with her Aunt Val in Victoria while her father is in China. Jasmine is not happy about this at all. Working on a memory quilt, which Jasmine and her mother had started together, has become Jasmine's main interest.

Her Aunt Val gives her a set of coolie clothes to wear for a class trip to Chinatown the next day.

That night Jasmine dreams of Keung's passage to Victoria.

Chapter Six

Keung travels to Victoria and finds his way to Chinatown. Keung gets himself a job working for a gambling merchant, Blue Scar Wong. Keung sought out the Dragon Maker for news of his father, Chan Sam, as the Dragon Maker had helped Chan Sam to write a letter home to China. The Dragon maker invites Keung to stay with him.

Chapter Seven

Jasmine visits Chinatown with her class. She is wearing her family's coolie clothes. Even though her friends tease her, Jasmine enjoys finding the items on the scavenger hunt list and eating lunch. In Fan Tan Alley Jasmine and her friends visit a store where they look at a display of a gambling den. As Jasmine wants to look at some dragons, her friends go on ahead.

Jasmine thinks perhaps the mannequin in the gambling den has come alive. The old man sells her a blue dragon and gives her some lucky money.

As she is in a hurry to catch up with her friends, Jasmine asks to take a short-cut through a locked door opening onto Fan Tan Alley. The man unlocks it and lets her out.

Chapter Eight

Jasmine enters the Fan Tan Alley of 1881 where she sees Chinese men gambling in the place where before, in her time, was the display.

Jasmine is surprised she is able to speak and understand the language. She is even more surprised to recognise the boy from her dreams working in the gambling den. When Keung notices her, he is also surprised because Jasmine looks just like the Bright Jade he saw in his dreams. Jasmine hides behind some crates and then falls asleep.

When Jasmine wakes up, Keung decides to test out whether or not she is a real person or just a spirit, so runs away. When Jasmine follows and is able to travel around corners (spirits only travel in straight lines) Keung realizes she is a real person. Keung goes to the Dragon Maker for advice as to who she is and Jasmine follows. After eating soup, Jasmine falls asleep again.

Once again Bright Jade visits Jasmine in her dreams. This time Jasmine is told about Bright Jade's search for the white jade tiger and the curse.

Chapter Nine

Jasmine wakes up with her school friends calling to her. They are concerned that she may have hurt herself. On the way home Jasmine talks with Aunt Val about her trip to Chinatown but she decides not to tell her about Keung or time travelling.

Later when she shows Val the dragon she bought, Val tells her more of the Dragon Maker and also that she herself had also browsed in Chinatown as a child.

The next day the two of them go to Chinatown to buy another dragon, only to find the shelf of dragons for sale doesn't exist. When Jasmine goes through the same door into Fan Tan Alley, she is disappointed to not find Keung. Jasmine vows to keep on trying to return to Keung's time.

Chapter Ten

Keung has continued working for Blue Scar Wong and is now learning the art of calligraphy from the Dragon Maker. Keung has not yet heard from his father or found anyone who knows of him. Keung discovers that it was his father who had taken the white jade tiger and unleashed the curse on his clan. He learns that Blue Scar Wong is also looking for the jade tiger.

It seems that the jade piece was taken from Chan Sam when the tax collector had taken all his belongings to pay for unpaid taxes. The tiger was sold to Blue Scar Wong. Sometime later Chan Sam took it back.

The Dragon Maker had advised Chan Sam to hide himself among the Chinese who were working to build the railroad in the Fraser Canyon.

Chapter Eleven

In a nightmare, Bright Jade tells Jasmine she is going to Hell's Gate. Jasmine screams when a tiger is roaring at her. Aunt Val comes to ask Jasmine what is the matter and tells Jasmine that many Chinese died while building the Canadian Pacific Railroad in the Fraser Canyon.

The next day Jasmine tries once more to go back to Keung's time. She made sure she was wearing exactly the same outfit as the first time she went back to 1881. She also went through the same door in Fan Tan Alley. Keung is waiting for her. Jasmine is surprised that eighteen months had passed and it was now the end of the summer of 1882. When Keung tells her that he is leaving the next day for the Fraser Canyon, Jasmine tells him she is going with him. Keung is not pleased with this idea but eventually accepts her company.

Jasmine leaves her modern backpack and watch with the Dragon Maker who reminds Jasmine and Keung to be careful of others searching for the white jade tiger.

Chapter Twelve

Jasmine and Keung take a sternwheeler, the *William Irving*, from Victoria to Yale. They experience the racial discrimination commonly handed out to all people from the Orient. Jasmine is, of course, outraged.

Chapter Thirteen

Keung and Jasmine set off up the Cariboo Road after buying supplies in Yale. They see many railroad crews everywhere but no signs of Chan Sam.

Jasmine finds the quest very satisfying as she is once again able to make decisions for herself. For the first time since her mother's death, Jasmine practices tai chi only to find Keung is able to match her moves in perfect harmony.

Chapter Fourteen and Fifteen

As Jasmine and Keung hike along the Cariboo Road north of Spuzzum, there is an accidental explosion in a tunnel near the road and Jasmine is hit by the flying rocks. Jasmine is picked up by the driver of the stage which came by just after the accident. Mr. Jenkins takes

an unconscious Jasmine home to his wife.

When Jasmine wakes, she finds that Mrs. Jenkins had taken her coolie clothes from her and that she knows nothing of Keung. Mr. and Mrs. Jenkins are very kind to Jasmine but they do not understand how a young woman could be travelling alone.

When Jasmine realizes they plan on sending her back to Victoria, she finds her own clothes and slips away. After walking many miles Jasmine finally reaches Hell's Gate and finds a Chinese tent camp.

Chapter Sixteen

Much to her horror, Jasmine finds Keung inside a tent using opium. Later when Keung recovers he explains that he too had been knocked unconscious and when he had come to, Jasmine was gone. He was told Jasmine had been buried by the rocks. Somehow Keung convinced himself he might find Jasmine again in an opium dream.

Jasmine and Keung go to work building the railroad. The work is very hard and the pay and living conditions are not good.

At one point, all the workers are brought to the canyon at Hell's Gate to pull the *Scuzzy*, a railroad work boat, through the rapids. The next morning Jasmine and Keung have to hurry away as they hear that Blue Scar Wong is looking for them.

Chapter Seventeen

All day Jasmine and Keung hurry north along the railroad tracks from the Chinese tent camp as they are worried that Blue Scar Wong will find them. They talk along the way about many things, including how important one's ancestors are to the Chinese people. When Jasmine mentions that she knows very little about her ancestors, Keung suggests that if she continues to time travel, she might even meet them one day.

At each camp or work site, they ask the Chinese coolies for news of Chan Sam, but to no avail.

At Scuzzy Creek Jasmine and Keung decide to leave the tracks and go down to the creek bed to rest, warm up and eat. While there, they discover a Chinese man who is ill with scurvy. It is Chan Sam.

Chapter Eighteen

As Chan Sam knows he is dying, he gives the white jade tiger to Keung with instructions to return it to Bright Jade's grave in China.

The next day Chan Sam is dead and Keung buries him before heading south with Jasmine. After walking

all day they stop just south of Hell's Gate to camp for the night. As they are finishing their meal, Blue Scar Wong bursts upon them, demanding the jade tiger.

Chapter Nineteen

After Blue Scar Wong threatens Jasmine and Keung with a knife, Keung hits him with the kettle full of boiling water and runs, urging Jasmine to run too. With Blue Scar Wong on their heels they head down the train track.

While running in the dark of a train tunnel, Jasmine falls and loses consciousness. When she awakes, Blue Scar Wong has Keung held against the wall of the tunnel with the knife at his throat. Keung has almost given Blue Scar Wong the jade tiger when a train comes down the tracks towards them. Somehow Jasmine knocks Blue Scar Wong in front of the train and he is killed. As they are both exhausted, they fall asleep soon after.

Later that night Jasmine awakes to see the light of the jade tiger shimmering in the tunnel. The tiger is lying next to Blue Scar Wong. Jasmine puts it into the sleeping Keung's hand.

Then Jasmine notices another light which draws her out of the tunnel and towards the river. The light is the spirit of her mother. When Jasmine tries to follow it, she slips on the river bank and tumbles down towards the river.

Chapter Twenty

Jasmine gets up from her fall to find herself back in Fan Tan Alley. She feels disoriented and longs to see Keung, but she does not go back through the door in Fan Tan Alley again. Instead, she goes home to Aunt Val's.

Jasmine ends up telling her aunt all about Keung and her adventures. It turns out Aunt Val knew about Bright Jade and the white jade tiger, as Jasmine's mother had had the same dreams.

Then Aunt Val tells Jasmine that her great-great grandfather had been Chinese. Although her mother had never told her this, Jasmine feels she already knew. She wants to share her news with Keung.

A few days after Jasmine's return, a parcel and letter arrive from Jasmine's father in China. He invites her to come and visit him in China that spring. They would also visit Guangdong province.

On the weekend before she is to leave, Jasmine decides to go back to visit Keung one last time. She sets off for Chinatown wearing the coolie clothes.

Chapter Twenty-One

When Jasmine steps into a Chinese New Year cele-

bration, she knows she has travelled back to Keung's time. When everyone ignores her, she realizes she has become invisible. She also realizes that many years have passed.

Jasmine is able to find Keung but he does not see her. Keung is now a family man with a baby and a white wife. Jasmine is very disappointed to not be able to contact Keung.

She is able to find the Dragon Maker who invites her in. Jasmine learns that twenty years have passed and the time is 1902.

She also learns that Keung had waited for a long time for her to return but eventually he had begun a new life. He had never returned the jade tiger to Bright Jade's grave and so the curse keeps following him and his ancestors.

The Dragon Maker gives Jasmine the pack she had left with him before setting off for Hell's Gate so long before. After thanking Jasmine for coming, the Dragon Maker leaves to join the New Year celebrations. Jasmine runs after him, slips on a brick and falls.

Chapter Twenty-Two

Jasmine gets up after falling to find herself back in her own time.

After returning to Aunt Val's, Jasmine decides to cut a piece from her coolie jacket to complete the memory quilt she and her mother had begun to sew so long ago.

On the inside of the jacket she discovers a lump which turns out to be the white jade tiger. Keung had sewn it in Jasmine's jacket the morning after Blue Scar Wong was killed.

When Jasmine finds the tiger, she understands the Dragon Maker's words, which were 'the dragon has the tiger, but not in the way you think.' Jasmine is the Dragon Girl and she will return the tiger to Bright Jade's grave while visiting China with her father.

Jasmine is finally able to make sense of her life. She feels whole again.

Introducing the Novel

Ask the students to look at the cover and then the map on page xiii to help you to make a list of what they think the novel will be about. You'll hopefully end up with a list of 'plot shapers' which could be:

- the building of the railroad in British Columbia
- the white jade tiger carving
- Chinese people in British Columbia
- an earlier time period in British Columbia—1882

Ask the students to compare the map on page xiii with a modern map for the Lower Mainland of B.C. Solicit a list of obvious changes which the area has undergone, such as:

- founding of Vancouver and its importance now. Talk about the former importance of New Westminster.
- the development of the road systems of today and the differences in the means of transportation.

First Reading

Students reading the novel for the first time should do so on their own, at their own pace. I suggest the best time for this activity is a 15—20 minute sustained silent reading period, perhaps after the lunch hour each day. Those students who have difficulty reading the novel could listen to a prepared tape and follow along in their books.

After each reading ensure some time for the student to keep a record of what they have read using reading logs such as the ones included in the black line master set provided.

Reading logs can take many forms but they should give students the opportunity to retell the important events in the narrative and reflect on how the novel makes them feel. You might also plan to give students opportunities to predict what will happen next in the story, make personal comments about events, pick favourite parts, ask questions about the author's reasons for certain events, suggest topics for further class discussion and relate how the experiences of the characters are like their own.

Second Reading

Under the guidance of the teacher the students will extend their knowledge and appreciation of the main themes, plot development and characterization while reading the novel for a second time.

The novel should be divided into sections for further study. Chopping the book up into sections is less intimidating for any students who are overwhelmed or threatened by the idea of reading a lengthy novel. The divisions should follow natural breaks in the plot. I suggest the following divisions:

Section #1: pages 14—37 (Chapters 1—4)

Section #2: pages 38—50 (Chapters 5—6)

Section #3: pages 51—72 (Chapters 7—9)

Section #4: pages 73—101 (Chapters 10—13)

Section #5: pages 102—134 (Chapters 14—17)

Section #6: pages 135—164 (Chapters 18—22)

Discussion questions, which can be found on the black line masters, will help to focus the class on plot development, themes in the novel and exploration of characters. These questions should be done as the sections of the novel are covered. I would suggest that as well as individual and partner responses, some of these questions be answered in small group discussion settings.

Activities, Questions and Vocabulary for the Novel Sections

For each section of the novel I have planned a set of vocabulary exercises, questions and an extension activity. These sets can be found on the black line masters included with this guide. Not all the activities will be appropriate for every student or class and may need to be adapted to suit the needs and interests of your students.

In this section I have categorised the questions following Bloom's Taxonomy in order to give you an idea as to the levels of thinking needed for the students to be successful.

The Classroom Uses section of this guide will help you to plan activities in the other subject areas which will enhance the themes and ideas of *White Jade Tiger*. These answers are meant to be used as guidelines, and are not definitive.

The dictionary definitions for the vocabulary sections came from *Gage's Canadian Intermediate Dictionary* and the *New Webster's Dictionary*.

Answer Key

Section One: Chapters 1-4

Part One (Vocabulary)

1. *recurring*—returning in thought or speech
2. *proportions*—the size, dimension or extent
3. *consciousness*—all the thoughts and feelings of a person
4. *abruptly*—suddenly
5. *elixir*—a substance supposed to have the power of lengthening life indefinitely
6. *luminous*—clear, of or relating to light
7. *amulet*—some object worn as a magic charm against evil
8. *vengeance*—with a great force or intensity
9. *looming*—appearing dimly or vaguely as a large, often threatening shape
10. *fragments*—broken pieces

Part Two (Questions and Activities)

1. *knowledge*—Jasmine lives in Sooke, B.C. with her parents, Heather and Martin Steele. She is 12 years old and proud of being an individualist. She has long black hair which she wears in a single braid. Her hobbies include gardening and tai chi. Jasmine's best friends are Becky and Krista. Jasmine is looking forward to summer

holidays when she hopes to go swimming, camping and to Victoria on the bus with friends as well as finish a quilt with her mother.

2. *evaluation*—varied responses

3. *comprehension*—On the afternoon of the first day in which this story takes place, Heather Steele is killed in a car accident. Her car skids off the slippery road into a tree and she dies from her injuries on the way to the hospital. When Jasmine's secure and organized life is ended so unexpectedly, she feels angry, helpless and unable to control her own life. Jasmine withdraws from her friends and family into deep mourning. She also starts to have dreams of Bright Jade. When Martin Steele realizes how badly Jasmine is coping with the loss of her mother, he takes a leave from his job at the University of Victoria to be at home for Jasmine while writing a book. Martin misses his wife very much and soon finds he needs to be busier. He accepts a job teaching in China as there are no openings for him in Victoria.

4. *comprehension*—Bright Jade, the Emperor Qin Shi Huangdi's favourite concubine receives an amulet (a white jade tiger) from the Old One, the Emperor's gardener, who was thought to be a sorcerer. The Old One tells Bright Jade to wear the jade close to her heart and never give it away, for in another's possession it will bring a curse to him and all his ancestors. He also tells Bright Jade that the jade will bring eternal life in some other time and place but for now it will protect her.

When the Emperor died, Bright Jade and all the other concubines were ordered into the tomb. Just before Bright Jade was to enter the tomb she was saved by the jade tiger and taken to the countryside far away. She married and lived the life of a farmer's wife. She lived a very long life full of good fortune brought by the jade tiger. It was said she had mysterious powers.

When Bright Jade died, she was buried with the amulet. As her spirit was at rest she continued to look after her clan. Sometime later the waters of the flooding river disturbed her grave and the tiger was washed away.

Because the tiger is still lost, Bright Jade's spirit continues to look for it. Her clan will have no peace until it is found.

5. *application*—**Book Jacket Activity** I have found this activity is best done with a sheet of plain letter-sized paper which the students fold to look like a book jacket. Make sure all draft work is done on rough copy paper first, so that only the final draft is put on the prefolded book jacket.

The students will need to be able to identify such comprehension ideas as main idea and plot in order to have success in this activity.

Section Two: Chapters 5&6

Part One (Vocabulary)

1. *nurturing*—to supply with nourishment, such as food
2. *sprawling*—spreading or developing in an awkward or irregular manner
3. *condominium*—a unit in a residential structure in which apartments or townhouses are individually owned while the land and common facilities are jointly owned
4. *auspicious*—fortunate, favourable
5. *turrets*—small towers, often on the corner of a building
6. *reclusive*—having or showing a tendency to withdraw from society
7. *coolies*—unskilled labourers in or from parts of Asia
8. *vulnerable*—capable of being wounded or injured
9. *boardwalks*—sidewalks made of boards
10. *warren*—a crowded district

Before assigning the sentence writing part, be sure to give your students clear directions as to the quality of writing you are expecting. I always want to see expanded (complex) sentences that explain the meanings of the vocabulary words being used. For example, "I feel vulnerable when I have to walk alone on a dark street." instead of "I feel vulnerable."

Part Two (Questions and Activities)

1. *analysis*—answers will be varied
2. *analysis*—Because Jasmine feels she is being "dumped" by her father, she is very angry with him and so refused to talk with him or eat on the drive into Victoria. With the unexpected death of her mother and now the departure of her father, Jasmine feels she isn't in control of any part of her life. She is also feeling alone and afraid.
3. *analysis*—Keung is feeling very vulnerable, afraid and alone in this new country.
4. *synthesis*—Both are feeling afraid and very alone.
5. *application*—**Diorama Activity** (If you do not have photographs of Victoria's harbour in the 1880s to help the students to visualize what Keung would have seen, page 63 of *Canada: Building Our Nation* [D. Conner, ed., Prentice-Hall Inc. 1985] will be of assistance. Look also for photos of sternwheelers and sailboats in the same book.) To create a diorama, the following items will be needed: a shoe box for each student, a selection of coloured construction paper, glue, stiff Bristol board (for backing), toothpicks and sewing thread.

Students need to first design the scene they plan to

create on scrap paper.

The shoe box should be placed on its side so the actual bottom of the box becomes the back of the diorama. The background scene is created by gluing on coloured pieces of construction paper to the box. A discussion of perspective will help students to understand how to give the impression of distance in the scene. Blue paper becomes the water in the harbour on which the canoes, sailboats and sternwheelers, made of folded paper, are set so they appear to be floating. (Toothpicks and the string glued to be masts and rigging can help to make the sailboats appear more realistic.) Around the harbour, folded paper creations of buildings and wharves should be placed. To complete this diorama students should add the figures of people who are busy with their jobs in the harbour. These figures can be made of white paper and coloured before they are backed with cardboard so they can be stood up where they are needed.

Section Three: Chapters 7-9

Part One (Vocabulary)

- | | |
|---------------|-----------------|
| 1. neon | 9. contempt |
| 2. emblazoned | 10. burnished |
| 3. exotic | 11. entreating |
| 4. phoenixes | 12. lore |
| 5. etched | 13. barbarian |
| 6. cowered | 14. dynamo |
| 7. scrutiny | 15. exasperated |
| 8. contorted | |

Part Two (Questions and Activities)

1. *comprehension*—chicken—happiness; fish—for abundance and prosperity; cricket—for good luck; tortoise—for long life; pear—departure; red, the dragon and tiger claws all bring good luck
2. *comprehension*—Keung thinks that Jasmine is Bright Jade. He has seen her in visions and his dreams.
3. *comprehension*—Jasmine was on a field trip to Chinatown with her class when she went into a store. She was wearing a coolie outfit of her mother's. One of the mannequins came alive and spoke to her about the decorative dragons which were for sale. He sold her a blue one and also gave her some lucky money.

Jasmine then went out the back door of the store into Fan Tan Alley. She found herself to be in the year 1881 where she could understand the Chinese being spoken around her. In a gambling den she saw Blue Scar Wong harassing almost everyone in his establishment including a boy who later she gets to know as Kueng. Jasmine hid in some crates and fell asleep.

When Jasmine awoke she saw the boy watching her. He ran down the alley and Jasmine followed him into a room which belonged to the Dragon Maker. After eating soup and drinking tea Jasmine fell asleep. She dreamed again of Bright Jade. Jasmine woke up when her school friends find her lying in Fan Tan Alley.

4. *evaluation*—Word Search Activity

A discussion about the personality differences of Blue Scar Wong and the Dragon Maker will help your students to begin to look for interesting descriptive words. Encourage the use of a thesaurus.

Section Four: Chapters 10-13

Part One Crossword Puzzle

ACROSS

- | | |
|------------------|--------------|
| 1. steward | 6. advised |
| 2. harmonious | 7. talisman |
| 3. longevity | 8. capacity |
| 4. emphatically | 9. debris |
| 5. inconspicuous | 10. retorted |

DOWN

- | | |
|------------------|----------------|
| 1. thronged | 6. indifferent |
| 2. heedless | 7. devoured |
| 3. mannequin | 8. calluses |
| 4. elusively | 9. bailiff |
| 5. inconvenience | 10. scurvy |

Part Two (Questions and Activities)

1. *comprehension*—Blue Scar Wong bought the jade tiger from the tax collector who was selling off Chan Sam's belongings to pay unpaid taxes.

2. *comprehension*—Chan Sam went up the Fraser River to get away from Victoria. Chan Sam had stolen back the jade tiger from Blue Scar Wong and Chan Sam knew that Blue Scar Wong, believing it to be very valuable, would do anything to get it back.

3. *comprehension*—Jasmine decided to go with Keung to the Fraser Canyon because Bright Jade visited her in a dream, telling her that the ghosts in her dream were going to Hell's Gate.

4.- 6. *analysis/evaluation*—answers will vary

7. *application*—Pop Up Card Activity Students will need to learn how to make a pop-up card before they begin this activity. Start by teaching a basic pop-up card using perhaps a seasonal theme. Resource books for teachers and students could include *How To Make Pop-Ups* by Joan Irvine. Directions for detailed, moving pop-up cards are in *How to Make Super Pop-Ups* by Irvine.

I encourage the students to think of an important part of the story where one or more of the characters is moving in some way. The character is pasted on to a cardboard backing and, with the help of a stiff piece of cardboard, can be moved along through the scene coloured onto the background of the card. Suggestions:

- Bright Jade travelling from ancient China to Keung or Jasmine's time
- Jasmine time-travelling in Fan Tan Alley
- Old One bringing the amulet to Bright Jade
- Dragon Maker bringing the dragon to Jasmine
- Keung making his way to Victoria's Chinatown after leaving the sailing ship
- Blue Scar Wong threatening customers in his den

Section Five: Chapters 14-17

Part One (Vocabulary)

1. *granite*—a hard igneous rock consisting chiefly of quartz and feldspar
2. *gorge*—a deep, narrow valley, steep and rocky
3. *acrid*—sharp, bitter, or harsh in taste or odour
4. *undeterred (deter)*—not discouraged
5. *exhilaration*—high spirits
6. *clammy*—unpleasantly cold and damp
7. *trestles*—frameworks used as bridges to support roads, railway tracks, etc.
8. *repugnance*—strong dislike, distaste or aversion
9. *euphoric*—the state of feeling very well or elated
10. *capstan*—a machine for lifting or pulling that revolves on an upright shaft or spindle

Part Two (Questions and Activities)

1. *comprehension*—Jasmine and Keung were looking for Chan Sam, who they believed was somewhere near Hell's Gate. The explosion occurred because the railroad crews were blasting a tunnel above the Fraser River.

2. *analysis*—Jasmine wasn't able to understand or speak Cantonese because she wasn't wearing her coolie clothes as Mrs. Jenkins had thrown them away.

3. *synthesis*—The students will need to have acquired the basics of mapping skills to be able to work on this project. Even with good mapping skills, I have found my students need to be 'walked' through such a map. I use an overhead and together we put on all the important place names and such. This activity also serves as a good general review of story events so students recall what had happened at each location.

A copy of the basic map is included with the Master sheets. A completed map is included here.

Section Six: Chapters 18 -22

Part One (Vocabulary)

1. *faltering*—moving unsteadily; stumbling
2. *racking*—a cause or condition of great suffering in body or mind
3. *raspy*—a harsh, grating sound or sensation
4. *unshed*—not to pour forth
5. *grotesque*—odd or unnatural in shape, appearance
6. *malicious*—showing ill will; wishing to hurt others
7. *pierced*—penetrated with the eye or mind
8. *tentatively*—hesitant, uncertain
9. *disorientation*—not being in the right relationship with one's surroundings
10. *acknowledge*—to admit to be true, to take notice of

Part Two (Questions and Activities)

1. *analysis*—Jasmine was crying. Besides for herself and all the troubles in her life she was very sad that Keung couldn't realize that Jasmine did understand the pain he was experiencing. She was also crying for Keung because he had finally found his father only to watch him die.

2. *comprehension*—Jasmine's Aunt Val told her that her great great grandfather was from China. He had married a white woman in Victoria. Aunt Val also said that her great great grandparents' lives had been very difficult as 'mixed marriages' were not acceptable at that time. As the family was ashamed of their Chinese ancestry, Jasmine had never been told.

3. *comprehension*—When Jasmine 'time travelled' for the last time she found that twenty years had passed. During that time, the Dragon Maker told her, Keung's mother had died and so he had decided to stay in Victoria and begin a new life. After waiting a long time for Jasmine to return he had married.

Jasmine did see Keung, his wife and his child watching the Lion Dance in Chinatown but they could not see her as she had become invisible in that time period.

The Dragon Maker gave Jasmine her backpack which included a bundle of clothes which Keung had brought back from the Fraser Canyon and the blue dragon which she had bought from the Dragon Maker the first time she had come to Chinatown.

4. *synthesis*—The Chinese man who Jasmine saw standing with the white woman and the child is very likely Jasmine's great great grandfather, whom she knew as Keung.

5. *analysis*—When Julie Lawson writes 'The Dragon Girl was taking the tiger home,' she was telling her readers that Jasmine, whom the Dragon Maker called The Dragon Girl, was preparing to take the white jade tiger back to Bright Jade's burial site in China. The curse on

her family would be lifted and Bright Jade's spirit would be able to rest in peace.

6. *evaluation*—Closing Activity

To reach Julie Lawson, please write or phone:

The Dundurn Group
Suite 500 - 3 Church Street
Toronto, ON
M5E 1M2
(416) 214-5544, ext. 234

Julie Lawson will, for a fee, come and speak with a group of children about what it is like to be an author and how she gets her ideas. My students really enjoyed having her come to visit.

Photographs

All the photographs found in this study guide can be found at the B.C. Archives & Records Service, Province of B.C., Victoria, B.C.

The following is the list of photographs and the catalogue numbers used at the B.C. Archives. I have also suggested where the photographs would be most useful while teaching *White Jade Tiger*.

1. *Victoria Harbour with S.S. Yosemite in foreground. Approx. 1890s. #HP000423*

- use with Section Two, the diorama activity. This photo will help students to imagine the scene which Keung would have seen when he came to Victoria.

2. *Victoria's Chinatown. #HP067634*

- use with Section Two to show Victoria's Chinatown in Keung's time

3. *S.S. William Irving at Victoria. #HP000325*

- use with Section Four, Chapter 12 when Jasmine and Keung left Victoria to look for Chan Sam

4. *S.S. William Irving at Yale. #HP038343*

- use with Section Four, Chapter 12 when Jasmine and Keung arrived in Yale to look for Chan Sam among railroad workers in the Fraser Canyon.

5. *Yale, B.C. 1886. #HP067618*

- refer to #4

6. *Barnard's Express Stage at Yale. 1868. #HP003670*

- refer to #4

7. *Barnard's Express Stage on the Cariboo Road #A-01836*

- use with Section Five; Jasmine was found unconscious near the Cariboo Road by a stagecoach driver

8. *Hell's Gate Canyon, showing CPR train climbing hill. #HP093539*

- use with Section Four, Chapter 11, when Jasmine dreamt about Bright Jade telling her to go to Hell's Gate and also with Section Five, Chapter 16, when Keung and Jasmine found work with the CPR near Hell's Gate and were part of the work gang that pulled the *S.S. Skuzzy* through the narrows at Hell's Gate.

9. *S.S. Skuzzy near Yale on the Fraser River. 1883. #HP000309*

- use with Section Five, Chapter 16; the *S.S. Skuzzy*

was a CPR work boat on the Fraser River. Jasmine and Keung were part of the work gang which pulled the *Skuzzy* through Hell's Gate.

10. *Spuzzum Creek, shows the CPR and the Cariboo Road bridges. 1882. #HP029720*

- use with Sections Five and Six, Chapters 16 & 17. (Although this is not a photograph of *Skuzzy* Creek, the scenery would have been much the same.) This photo will help the students to visualize what the scene would have been like where Keung found his dying father.

Useful Resource Books

For Sections 1, 4 & 6: Conner, D. *Canada: Building Our Nation*. (Prentice-Hall Inc., Scarborough. 1985) Unit 3, "Building the Canadian Pacific Railway" includes photographs and articles describing the life and times of those involved in this project, including the thousands of Chinese who worked on the B.C. section of the railroad.

For Section 1: Topping, Audrey. "China's Incredible Find," *National Geographic* (Washington, D.C., Apr. 1978, pp.440 - 459) This article features China's first emperor's burial mound, with the guardian army of terra-cotta soldiers and horses.

For Section 4: Irvine, Joan. *How To Make Pop - Ups* (Kids Can Press Ltd. Toronto. 1987) Directions for making a more involved pop-up card, in which the character can move, will be found in *How to Make Super Pop-Ups* by the same author.

About the Author of this Guide:

This activity guide was developed by Anne Nilsen, a teacher at George Jay Elementary School in Victoria, B.C. She has used these activities with her students for two years. Anne has taught school on and off since 1968 in the areas of learning assistance, special education, primary and now grade 6/7. Her love of B.C. history was sparked by the stories and experiences she remembers while growing up within a Cariboo pioneering family.





Multimedia Resources for
White Jade Tiger
by Julie Lawson

Web sites relevant to *White Jade Tiger* and Julie Lawson

www.dundurn.com

The Dundurn Group home page. Includes information on *White Jade Tiger* and Julie Lawson (how to contact the author, latest projects, tours, etc.)

www.abcbookworld.com

Includes biographical information and a list of other fascinating books by Julie Lawson.

www.kidscanpress.com

Here you will find a question and answer page with author Julie Lawson. Find out how she gets her ideas for such captivating stories.

Related to Victoria, BC:

www.ohwy.com/bc/v/victoria.htm

www.bcadventure.com/adventure/explore/island.html

www.bcadventure.com/adventure/explore/island/points_of_interest/index.html

Tourism web sites that describe the most scenic, historic, and unique locations in the city of Victoria, British Columbia.

Related to Chinatown, Victoria, BC:

www.ohwy.com/bc/c/chinatown.htm

www.seechinatown.com/index.htm

These sites specifically showcase Chinatown. Look for mentions of Fan Tan Alley and other “real life” places mentioned in *White Jade Tiger*.

Related to the Canadian Pacific Railway:

www.cpr.ca

The CP Rail home page

www.cpr.ca/cms/English/General+Public/Heritage/Photo+History.htm

Archival photos of the CPR.

WHITE JADE TIGER READING LOG

NAME _____

Date _____ **Section #** _____ **Chapter** _____

Date _____ **Section #** _____ **Chapter** _____

Optional You may ask any questions or make any comments about the story so far, suggest topics for class discussion or make comparisons, if there are any, between your own life and the lives of the characters you have so far met in this novel.

2. Does Jasmine seem like someone you would like to know? (Explain your reasons.)

3. Jasmine's family undergoes a terrible tragedy. Explain. Include in your answer how Jasmine and Martin Steel each cope with this loss.

4. Jasmine escapes from the pain of her mother's death by dreaming. Most of her dreams are about Bright Jade. Keung also knows of her through folk tales and dreams. Retell the story of Bright Jade. Conclude your answer with the reasons why Keung's clan seems to be cursed.

5. Activity: Design a book jacket

Design your own book jacket for this novel. Pick an important scene in the story to illustrate and colour on the front cover. On the back cover, introduce the novel to new readers in such a way that they will want to read more. Do not use the publisher's ideas, please.

WHITE JADE TIGER

Section #2 (p.38 - 50) Novel Study Activities

Date _____

Name _____

Part One (Vocabulary)

Copy the correct dictionary meaning and create a sentence for each of the following words:

1. nurturing (nurture) page 38 _____

sentence _____

2. sprawling (sprawl) page 38 _____

sentence _____

3. condominium page 39 _____

sentence _____

4. auspicious page 40 _____

sentence _____

5. turrets page 40 _____

sentence _____

6. reclusive page 42 _____

sentence _____

7. coolies page 43 _____

sentence _____

8. vulnerable page 47 _____

sentence _____

9. boardwalks page 47 _____

sentence _____

10. warren page 49 _____

sentence _____

Part Two (Comprehension Questions and Activities)

Answer all questions in complete sentences.

1. "For once, Jasmine didn't complain about his choice of stations." page 38 Jasmine has different musical tastes than her father. Describe the situation in your family.

2. Jasmine is very upset when her father announces she will live with Aunt Val while he goes to China. How do you think Jasmine feels about what has happened to her? Use examples from the story to prove your points.

3. Keung , at 15 years old, is on his own in a strange country. Describe his feelings.

4. What similarities of situation and emotion do you think Jasmine and Keung share?

5. Using a shoe box, make a 3-D diorama of the scene described in Chapter 6. Keung is viewing Victoria for the first time. The scene you recreate will be what Keung would have seen as he came into Victoria's Inner Harbour.

WHITE JADE TIGER

Section #3 (p.51 - 72) Novel Study Activities

Date _____

Name _____

Part One (Vocabulary)

Look on the page numbers listed and find the word that conforms to the clues given at the left and to the definition at the right.

1. _ e _ n p.51 an element that is a colourless, odourless gas
2. em _ _ _ zon _ _ p.51 elaborately decorated, inscribed or adorned
3. e _ _ tic p.53 foreign; not native to the place where it is found
4. ph _ e _ _ es p. 53 legendary birds which rose from ashes to live again
5. et _ _ ed p.57 engraved by using acid to eat a design into metal
6. _ ower _ _ p.59 shrink back from something that is threatening
7. sc _ _ _ iny p. 59 a close examination
8. con _ _ _ te _ p. 60 twisted or bent out of shape
9. con _ em _ _ p. 60 lack of respect for something or someone
10. burn _ _ _ e _ p. 62 polished or shone
11. e _ trea _ _ _ _ p. 66 asking earnestly
12. l _ _ e p. 68 the facts or stories about a certain subject
13. _ _ _ bar _ _ n p. 66 someone belonging to a people thought to be uncivilized
14. dy _ _ m _ p. 70 a very energetic and forceful person
15. ex _ _ per _ _ ed p.71 extremely annoyed, irritated or angry

Part Two (Comprehension Questions and Activities)

Answer all questions in complete sentences.

1. Jasmine has learned about many important Chinese symbols in preparation for the trip to Chinatown. Find out about at least eight symbols in Chinese culture and their importance or meaning. Tell why you chose them.

2. Who does Keung think Jasmine is? Where does he think he has seen her before?

3. Tell about Jasmine's "passage into 1881." Include how she time travelled, who she meets and how she feels about being back in Keung's time.

4. Word Search

In Victoria Keung has met Blue-Scar Wong and the Dragon Maker. With a partner discuss the personal qualities of these two very different men. List below at least six words that describe each of these two people. In your own words tell why the words fit the characters.

Blue-Scar Wong

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Dragon Maker

1. _____ — _____
2. _____ — _____
3. _____ — _____
4. _____ — _____
5. _____ — _____
6. _____ — _____
7. _____ — _____
8. _____ — _____

Once you have the best words for describing the two characters, put them and the characters' names into a word search.

Make a puzzle and a key. The pages you need follow this one.

WHITE JADE TIGER

Section #4 (p.73-101) Novel Study Activities

Date _____

Name _____

Part One (Vocabulary)

Put the following set of words into the crossword following, using the word meanings as clues. Note—there are more words than you need!

capacity—p.73

inconvenience—p.76

devoured—p. 76

bailiff—p.75

talisman—p.77

elusively—p.79

mannequin—p.81

retorted—p. 83

emphatically—p.83

guffawing —p. 89

steward—p.91

debris—p.99

longevity—p. 73

advised—p.76

thronged—p.74

barracks—p. 75

indifferent—p.98

heedless—p.79

inspiration—p.82

calluses—p.83

inconspicuous—p.83

convictions—p. 90

scurvy—p.97

harmonious—p. 101

Word Meanings (Across)

1. a man who looks after the needs of people in a club, ship , train , etc.
2. agreeing in feelings, ideas or actions
3. long life
4. strongly expressed
5. attracting little or no attention
6. gave an opinion about what should be done
7. anything that acts like a charm
8. ability to learn or do; power or aptitude
9. scattered fragments or rubbish
10. replied quickly or sharply

Word Meanings (Down)

1. came together in a crowd; gone or pressed in large numbers
2. careless; thoughtless
3. a model of a human figure used for display
4. tending to slip away from; avoid or escape by cleverness or quickness
5. a cause of trouble, difficulty or bother
6. a lack of interest, enthusiasm, or concern for something
7. of animals, eaten

8. hard, thickened places on the skin

9. an assistant to a sheriff

10. a disease characterized by swollen and bleeding gums, livid spots on the skin and prostration, due to lack of vitamin C in the diet

Part Two (Comprehension Questions and Activities)

Answer all questions in complete sentences.

1. How did Blue-Scar Wong end up with the jade tiger? (Include in your answer the problem Chan Sam was having with the tax collector.)

2. Why did Chan Sam leave Victoria and go to up the Fraser River? (Include in your answer who Chan Sam was running from, why he was running, and why this person would be looking for Chan Sam.)

3. Why did Jasmine decide to go to the Fraser Canyon with Keung?

4. Why are Jasmine and Keung called names such as 'John' or 'Celestial' by many of the people around them?

5. What do you think causes people to discriminate against others?

6. How do people who are discriminated against feel when this happens to them? You may describe your own feelings or those of someone you know.

7. Activity Choose one of the following characters to make a pop-up card about: Bright Jade, Jasmine, Keung, Blue-Scar Wong or Dragon Maker.

Your card must include:

1. a title for the front cover of the card done in fancy coloured lettering
2. a scene you draw and colour for the inside of the pop-up card
3. a coloured figure, at least 10 cm. high, of the character you are featuring, mounted on stiff cardboard. (The scene you drew for #2 will be the background for this figure.)
4. a paragraph about the character and a paragraph describing what the character is doing—both to be written on the back of the card. (The paragraphs must be proofread by someone you trust and carefully corrected, if necessary, before writing them on the card in your best handwriting.)

WHITE JADE TIGER

Section #5 (pgs. 102-134) Novel Study Activities

Date _____

Name _____

Part One (Vocabulary)

Write the correct dictionary meaning on the line below.

1. granite *p.105* _____
2. gorge *p. 106* _____
3. acrid *p. 106* _____
4. undeterred (deter) *p. 111* _____
5. exhilaration *p. 116* _____
6. clammy *p. 117* _____
7. trestles *p. 117* _____
8. repugnance *p. 120* _____
9. euphoric *p. 121* _____
10. capstan *p. 126* _____

Once you have completed looking up the meanings and recording them above, create a paragraph using the ten vocabulary words in a paragraph. The paragraph should be on a new topic or theme, not directly related to the novel. You may do this activity with a partner. Write the good copy of your paragraph on lined paper and give it a title.

Part Two (Comprehension Questions and Activities)

Answer all questions in complete sentences.

1. Jasmine and Keung were hiking along the Cariboo Road just north of Yale when she was knocked unconscious. Explain where Jasmine and Keung were going and why. Explain what was being built at that time.

2. Jasmine was not able to speak or understand Cantonese when she went to buy eggs for Mrs. Jenkins. Why was this?

3. Using the map provided, mark the places Jasmine and Keung travelled to on their journey to find Keung's father:

- Mark the ocean and river passage from Victoria to Yale.
- Mark on the map the towns of Sooke, Victoria, New Westminster, Hope, Yale, Spuzzum, Tunnel City, Hell's Gate, Boston Bar and Lytton. USE CAPITALS ONLY
- Mark on the map Vancouver Island, Georgia Strait, Fraser River, Skuzzy Creek, Fraser Canyon, and the Cariboo Road. USE CAPITALS ONLY
- Paste the sternwheeler William Irving in the Strait of Georgia. Draw an arrow from the sternwheeler to the place you want it to be on the map. Label it.
- Paste the explosion and the stagecoach along the Cariboo Road just north of Yale, near where Jasmine was knocked out. Draw an arrow to show where they should be on the road.
- Paste the sternwheeler Skuzzy near Hell's Gate. Draw an arrow to show where the Skuzzy should be on the Fraser River. Label it.
- Make a legend for this map: include railway route, Cariboo Road, Sooke Highway and the sternwheeler route. Use a different colour for each route on the map.
- Make a title for this map. Call the map TRIP TO HELL'S GATE.

WHITE JADE TIGER

Section #6 (pgs. 135—164) Novel Study Activities

Date _____

Name _____

Part One (Vocabulary)

Find the correct meaning from the list below and write it on the line.

1. faltering *p. 135* _____
2. racking *p. 136* _____
3. raspy *p. 137* _____
4. unshed *p. 140* _____
5. grotesque *p. 142* _____
6. malicious *p. 142* _____
7. pierced *p. 143* _____
8. tentatively *p. 148* _____
9. disorientation *p. 150* _____
10. acknowledge *p. 151* _____

Meanings

- admit to be true
- not being in the right relationship with one's surroundings
- moving unsteadily; stumbling
- odd or unnatural in shape, appearance
- showing ill will; wishing to hurt others
- make a way through with the eye or mind
- a cause or condition of great suffering in body or mind
- a hash , grating sound
- not to let fall
- experimentally

Part Two (Comprehension Questions and Activities)

Answer all questions in complete sentences.

1. Turn to page 138. At the top of the page it says, 'Long into the night she cried, for her loss and for his. And it seemed as though all the ghosts in the canyon cried with her.' Who is crying? For whom besides herself does she cry and why? Please explain.

2. What does Jasmine find out about her ancestors? How was it that her family had never told her about her great-great-grandfather?

3. What did Jasmine find when she 'time travelled' for the last time? Mention in your answer who she thought she saw and also her visit with the Dragon Maker.

4. How might the Chinese man standing with the white woman and child be related to Jasmine?

5. The book finishes with 'The Dragon Girl was taking the tiger home.' What do you think the author is talking about?

6. Closing Activity

Write a letter to Julie Lawson. Include in your letter a mention of your favourite part or the part you thought was most exciting or interesting. If you have a suggestion for a future novel which she might write, go ahead and add that idea to your letter.

EXPLORE VICTORIA'S CHINATOWN—A SCAVENGER HUNT

Check off these items as you see them:

1. In the window of the Chinese Canadian Cultural Association

- _____ poster of the Great Wall
- _____ artist's chop on a painting of flowers
- _____ poster showing the terra cotta warriors

2. Tiki Gallery (551 Fisgard)

- _____ blue and white ink dishes for artists' chops
- _____ ink sticks and Chinese brushes
- _____ a chop

4. Alley Antiques (536 Pandora)

- _____ Chinese lanterns
- _____ statue of Kuan Yin, Chinese Mother Goddess

Follow Fan Tan Alley back to Fisgard.

5. Chinese Herbs (614 Fisgard, across Government Street)

- _____ dried sea horses
- _____ dried lizards
- _____ find out the name of one strange item in this shop
- _____ find out what it's used for

6. Chinese Public School

_____ what shape is the roof?

7. Gate of Harmonious Interest (corner of Fisgard and Government)

_____ dragons

_____ phoenix

_____ figures on corners of the roof

_____ when was this gate built?

8. Eastern Interiors (corner of Government and Fisgard)

_____ laughing Buddha

_____ lion mask

_____ 100 Boys embroidered tapestry

_____ jade dragon

_____ Chinese "mud men"

9. Tommy's Market

_____ Lai see (lucky money) envelopes

_____ panda bears

10. Grocery store next to the Golden Horse Restaurant

_____ sack of Dragon King rice

_____ water chestnuts

_____ sugar cane

11. Wah Yuen Grocery

_____ incense sticks

_____ paper money for burning on ancestors' graves (in the far back corner)

_____ pickled jellyfish

_____ tins of shark fin soup

_____ black rice

_____ find out the name of an unusual type of food from China

12. On the street

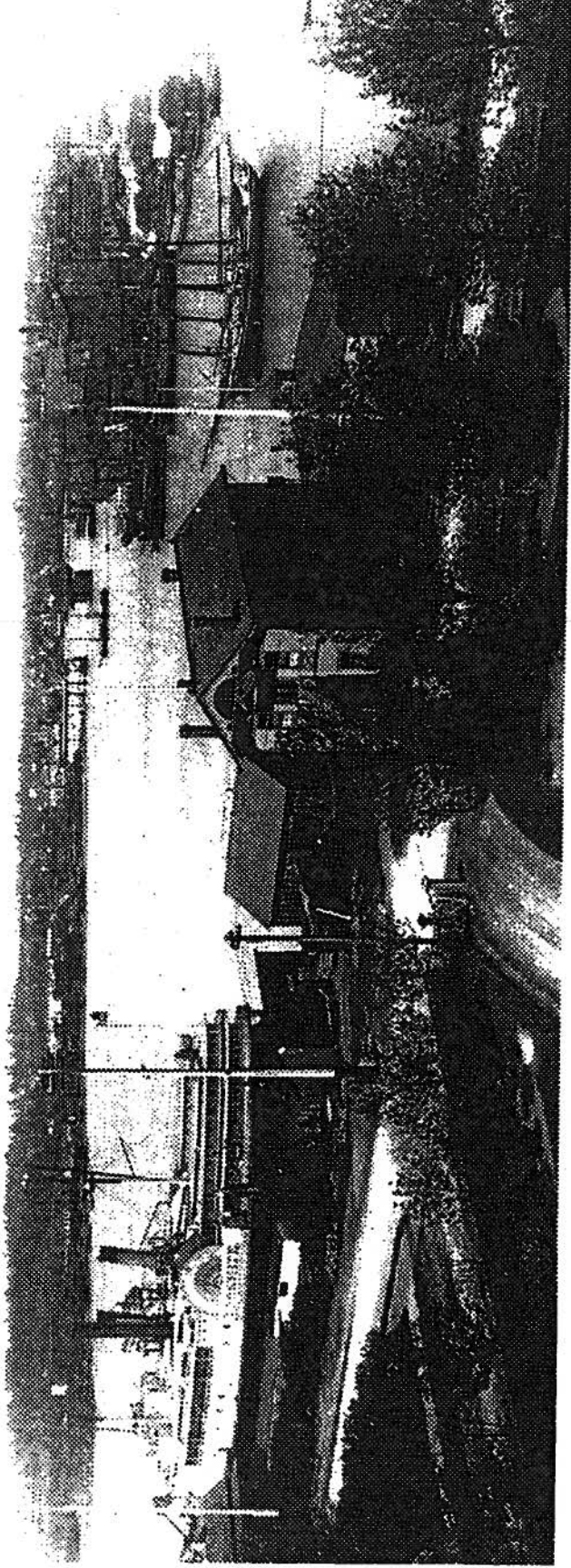
_____ brick symbols on the pavement that represent the Chinese character meaning "long life"

_____ phone booth with pagoda

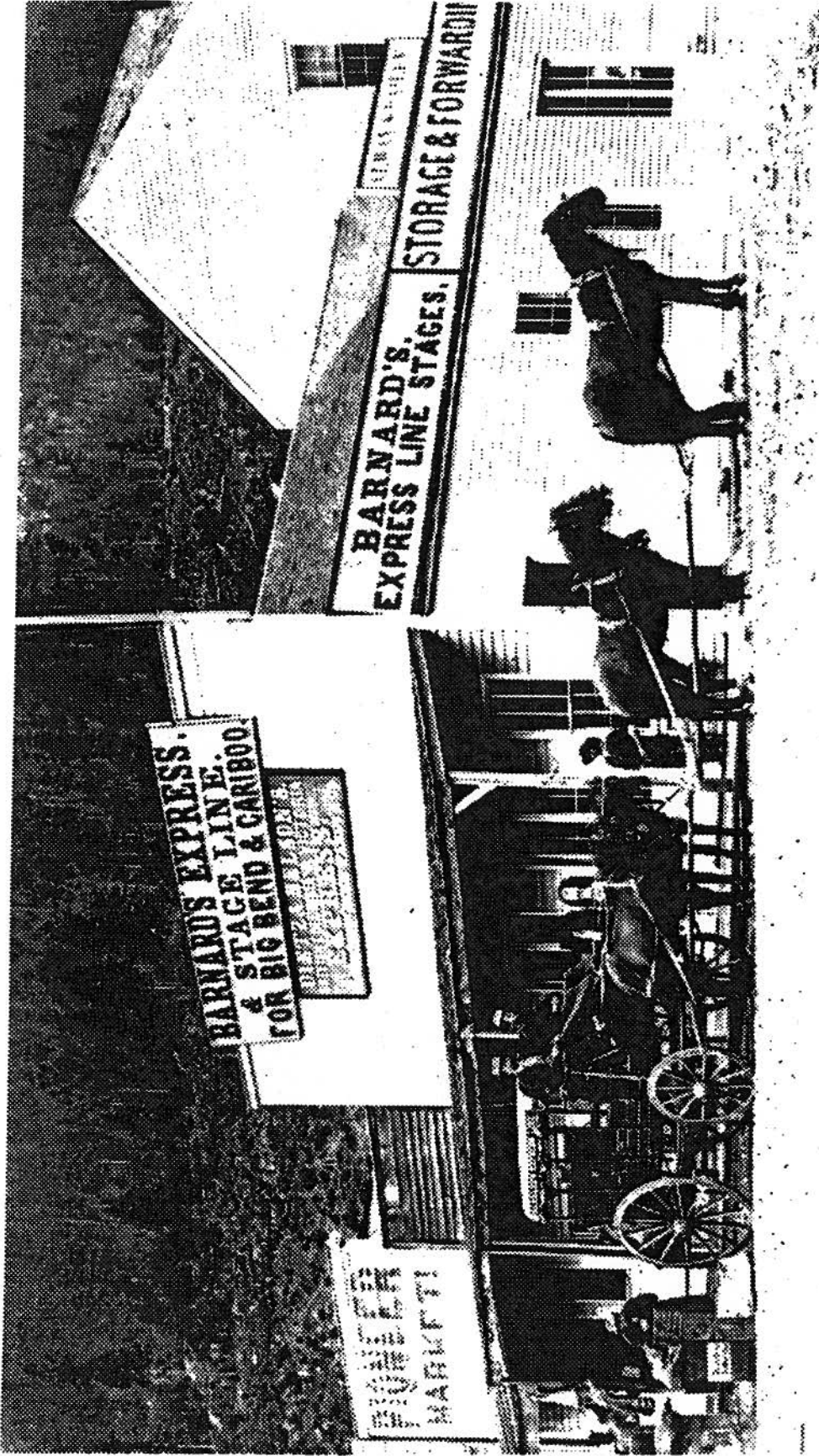
In consideration of the shopkeepers, please do not all go into the same store at the same time.

Limit to two groups at once, at the most.

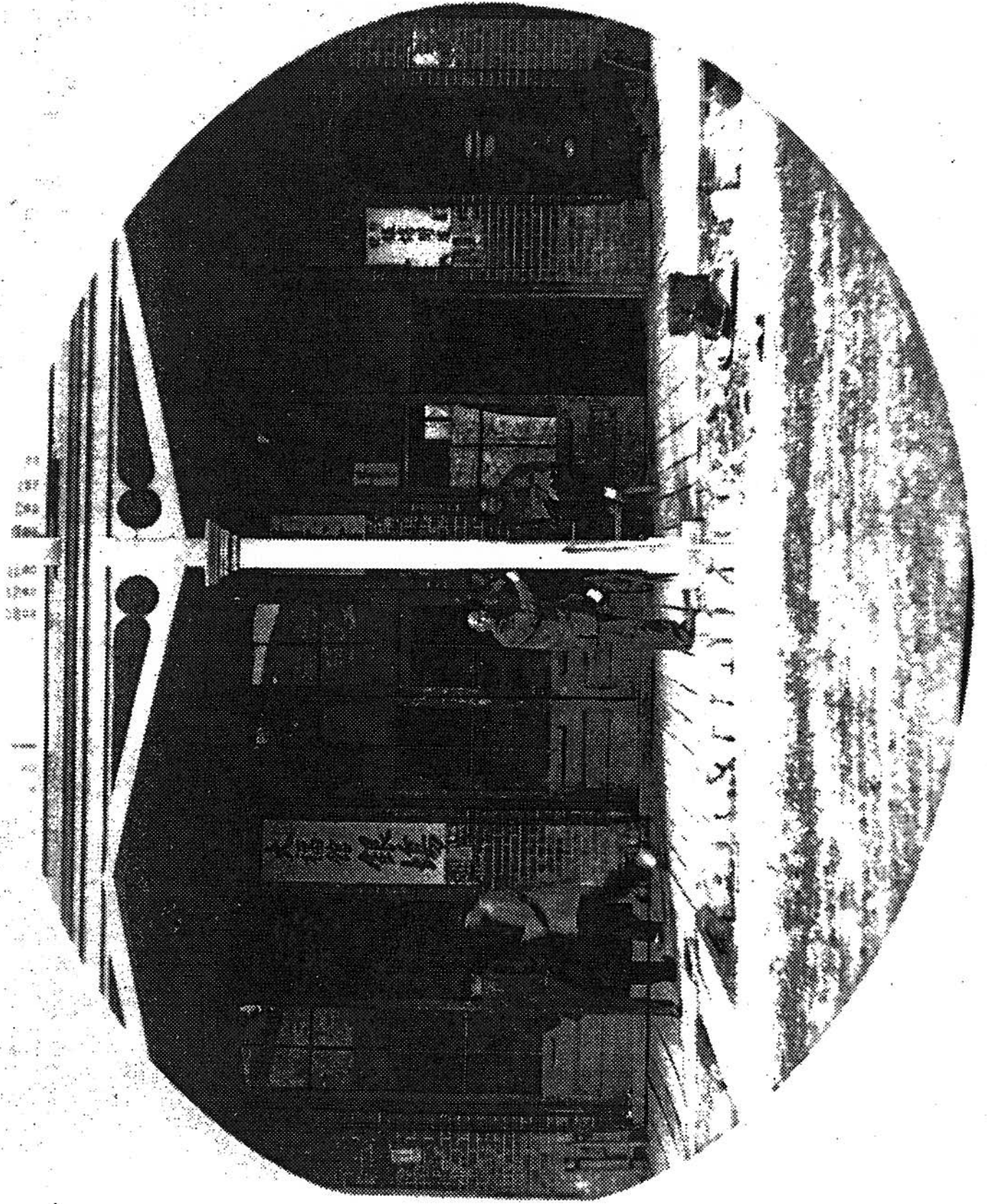
Victoria Harbour with S.S. Yosemite in foreground



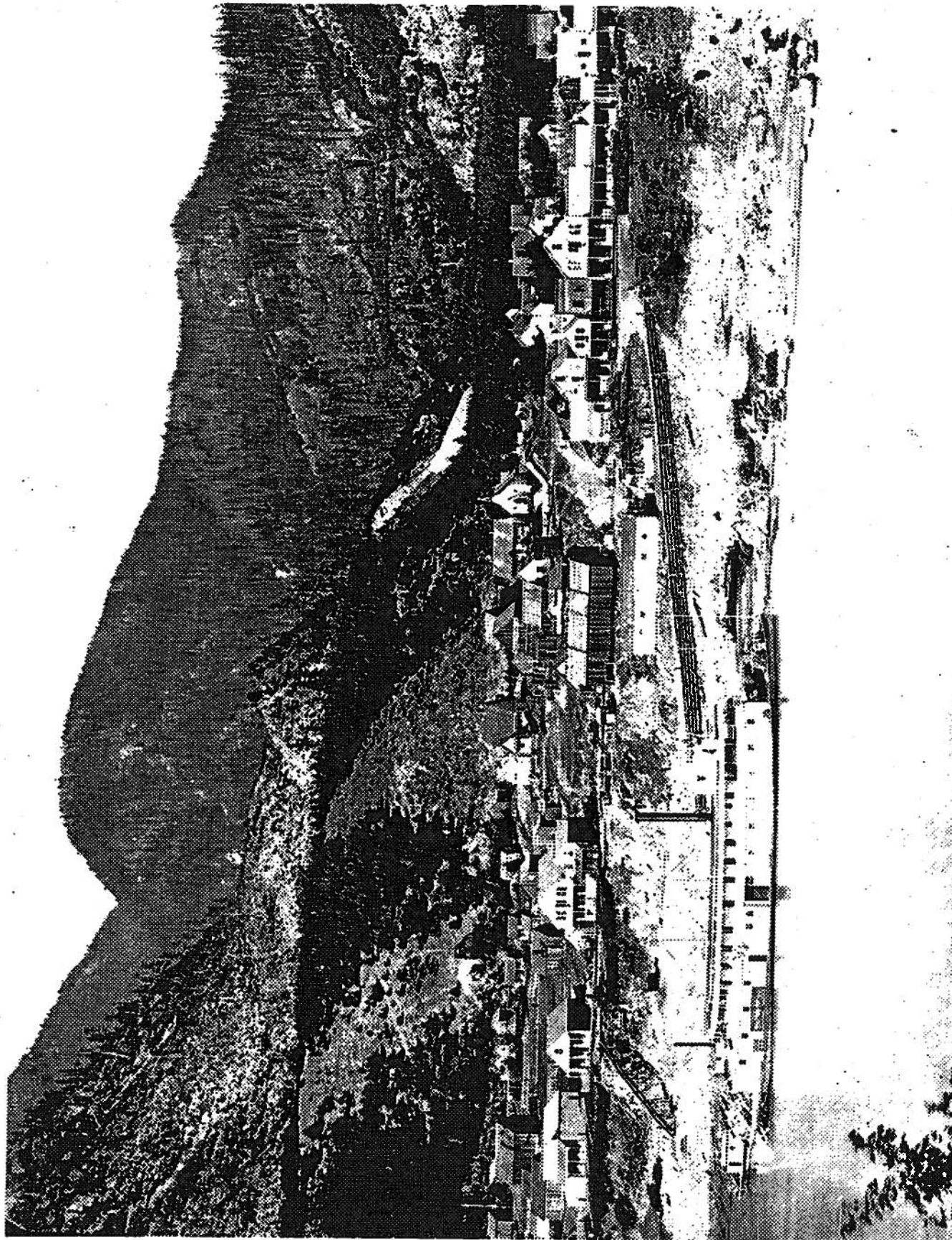
Barnard's Express Stage at Yale



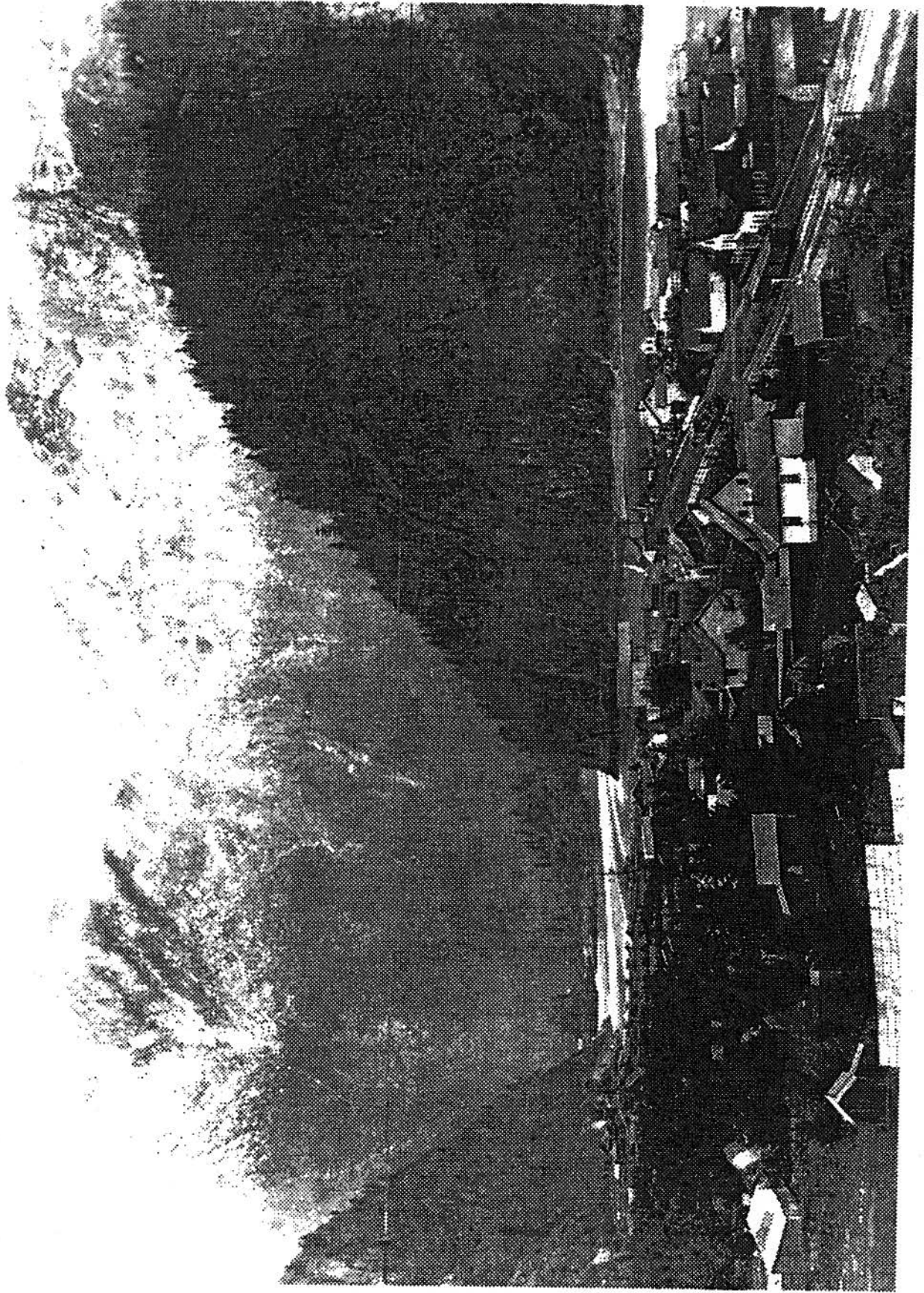
Victoria's Chinatown



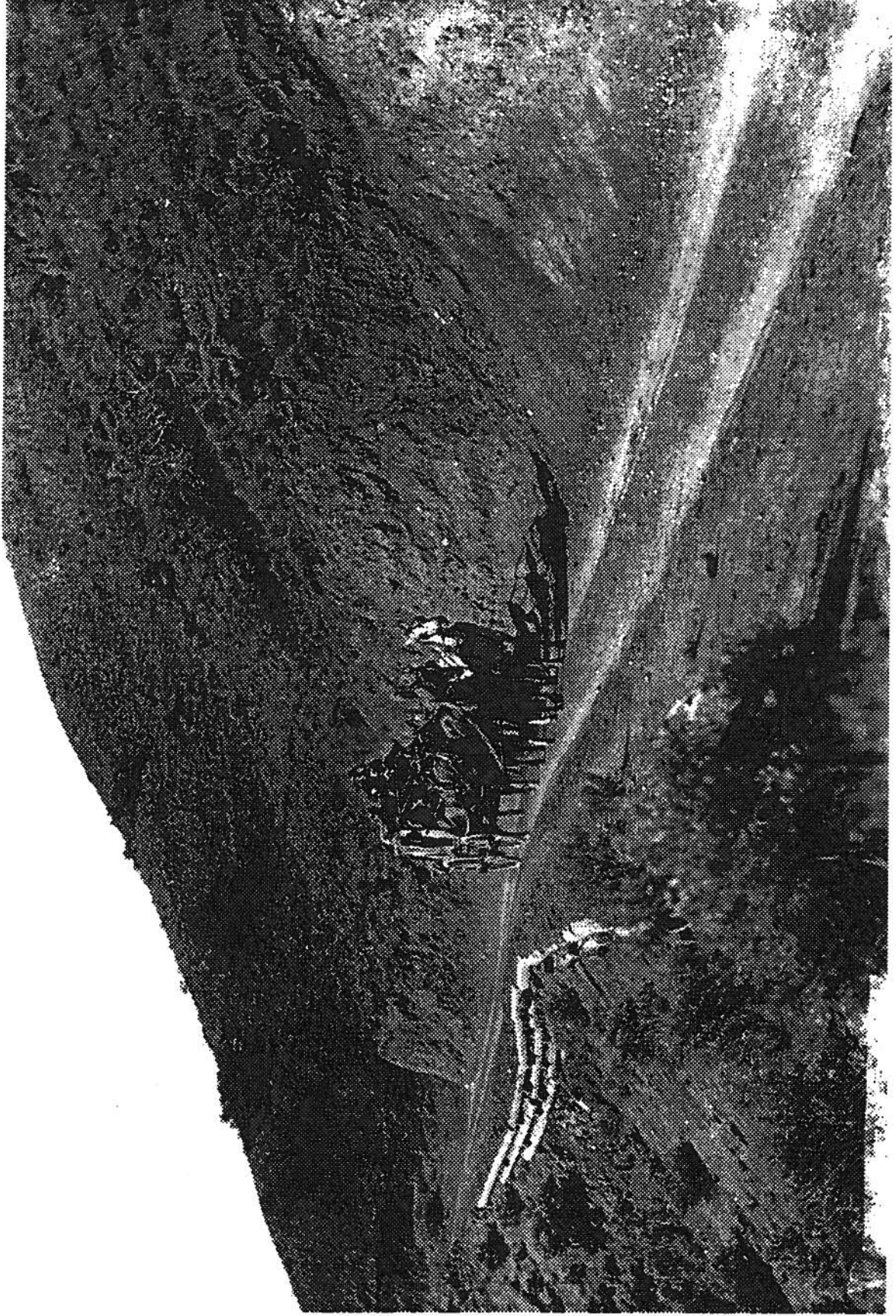
S.S. William Irving at Yale



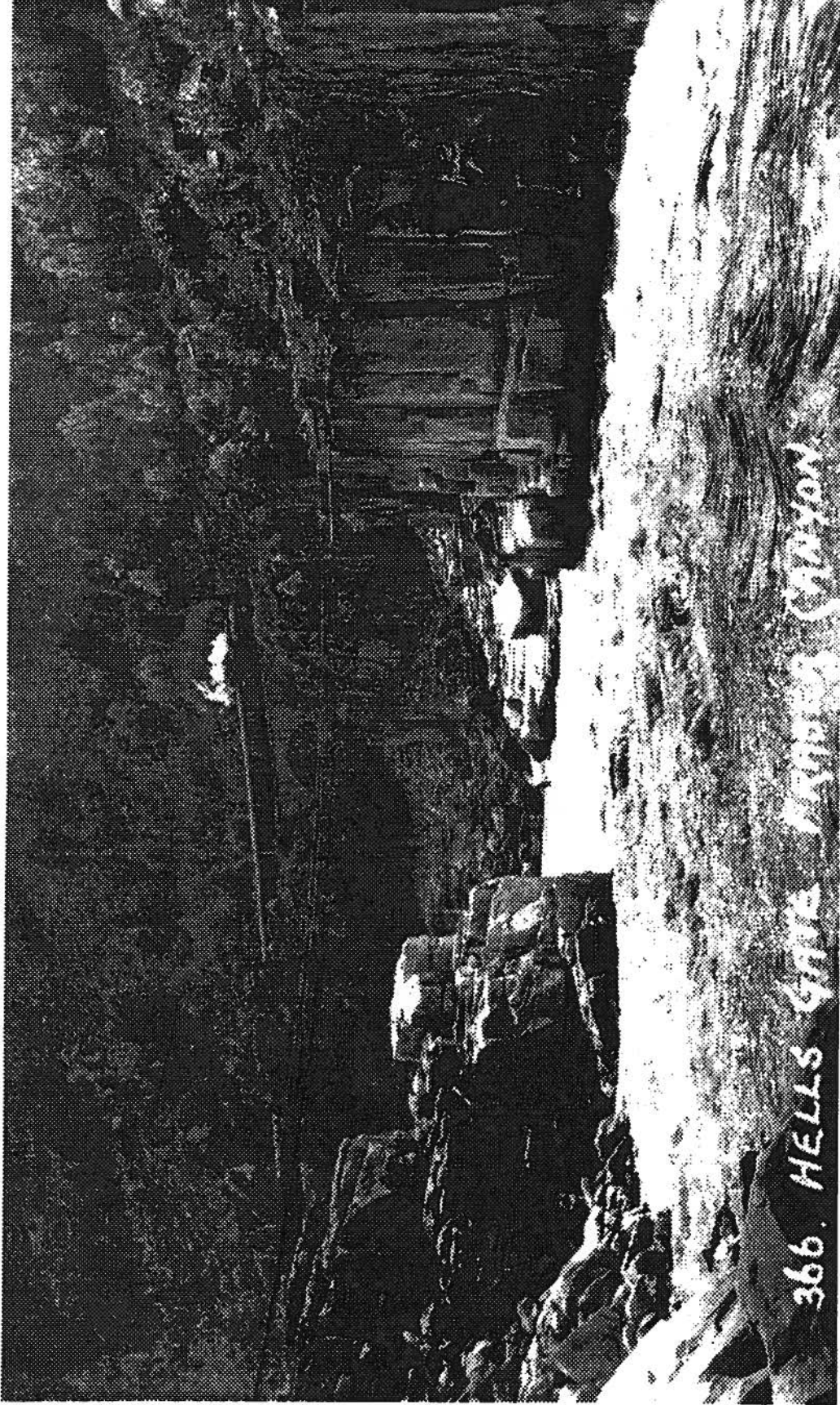
Yale, B.C. 1886



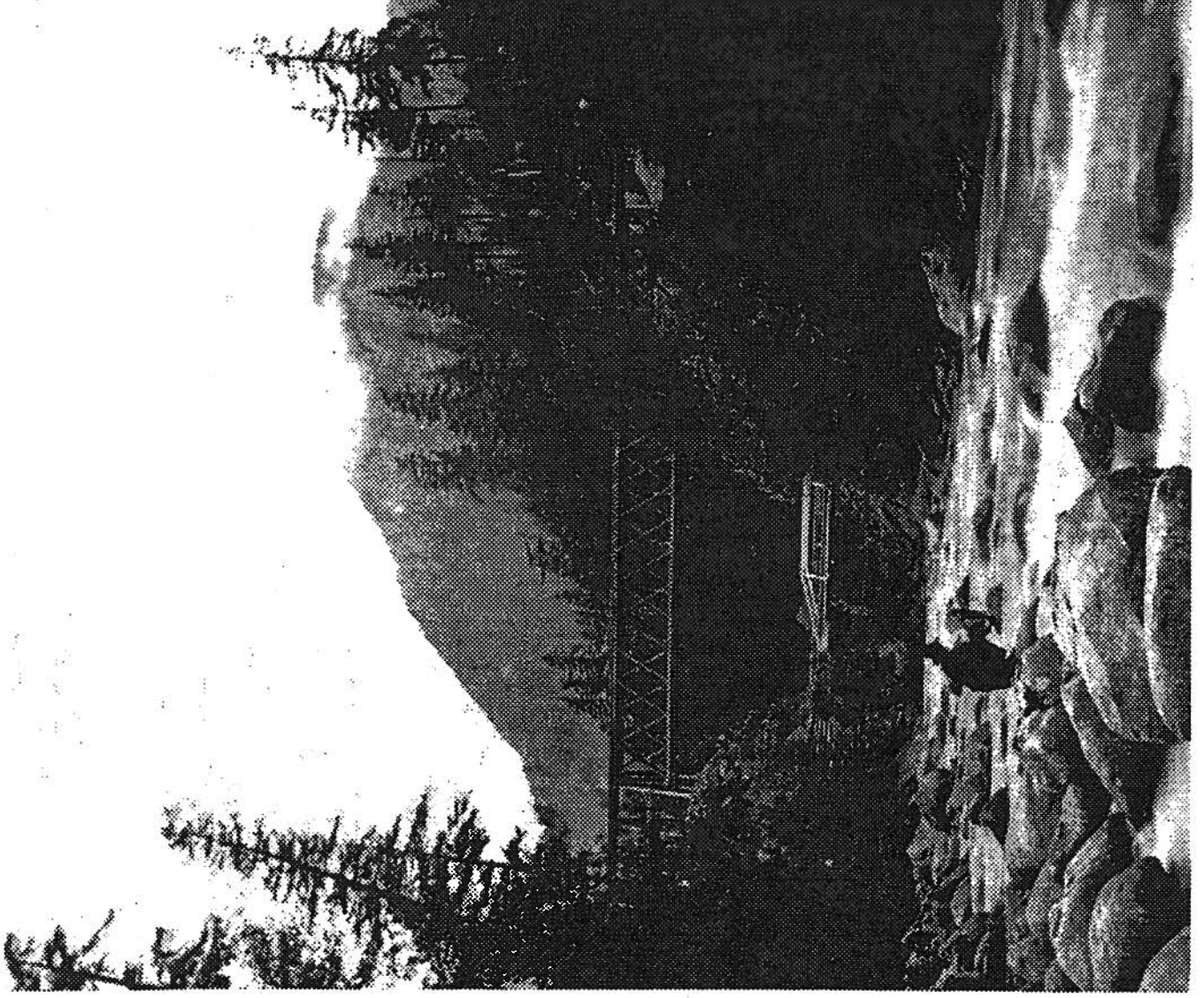
Barnard's Express Stage on the Cariboo Road

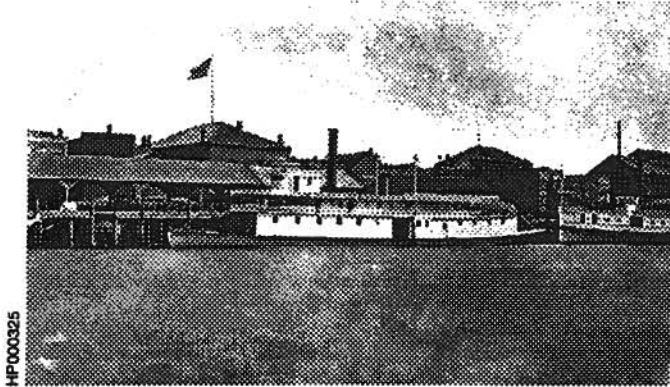


Hell's Gate Canyon, showing CPR train climbing hill



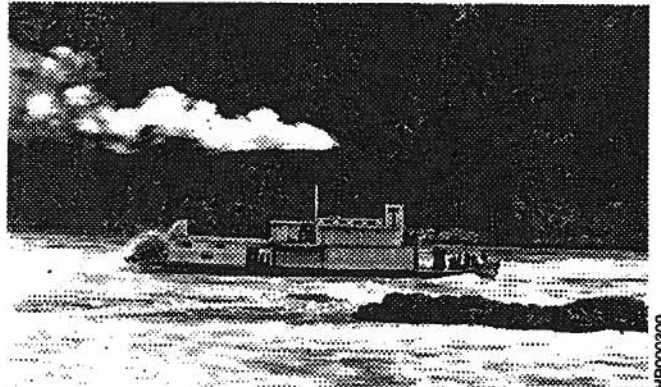
Spuzzum Creek, shows the CPR and the Cariboo Road bridges, 1882





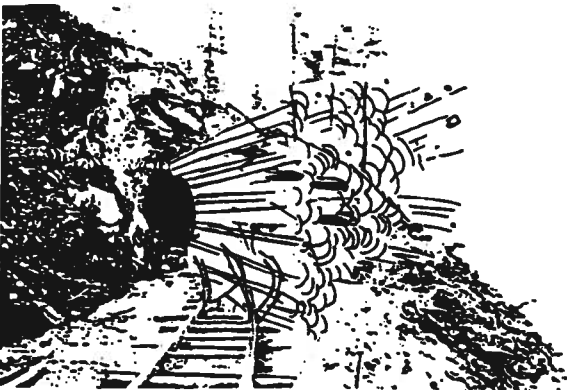
HP000325

S.S. William Irving



HP000309

S.S. Skuzzy



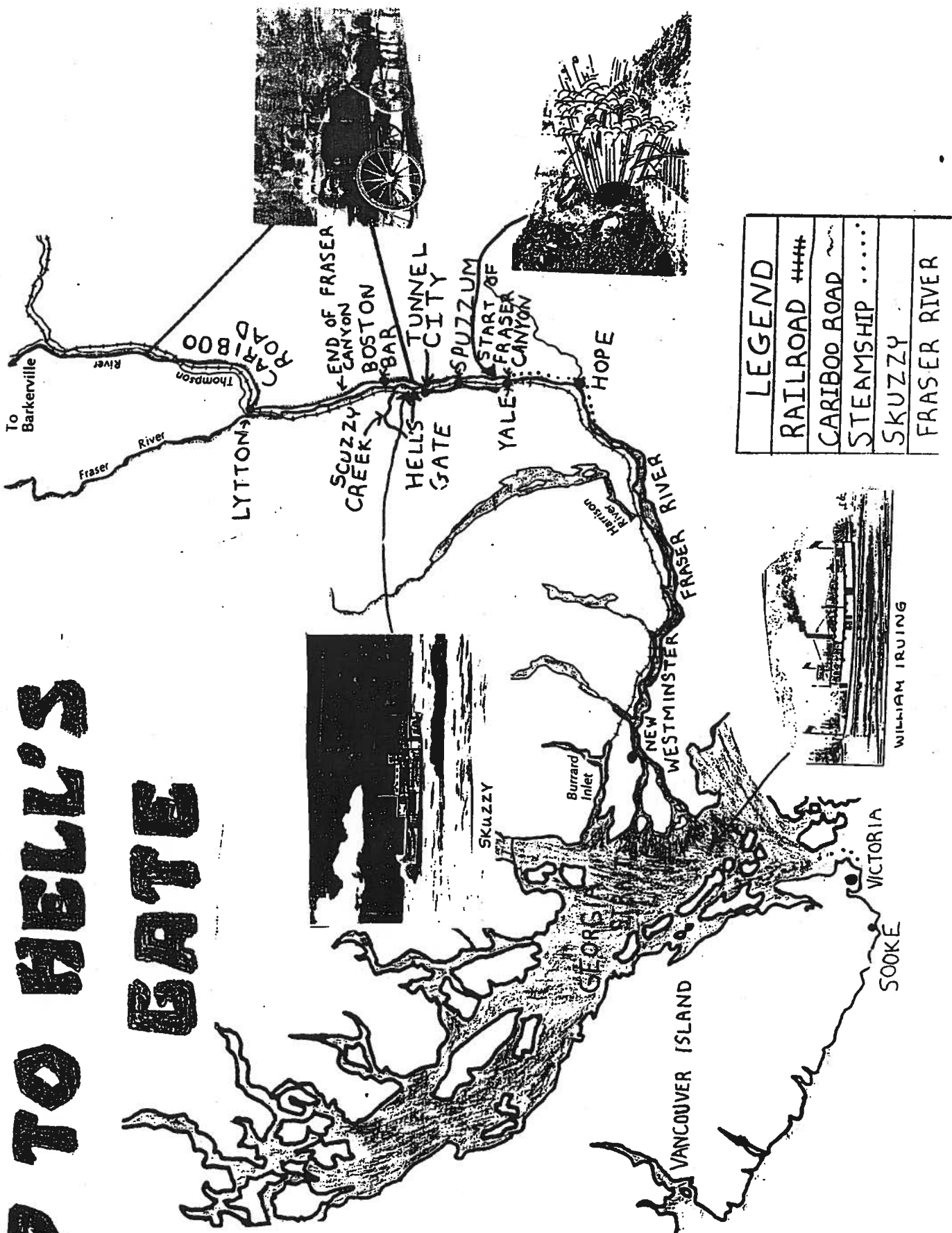
Explosion



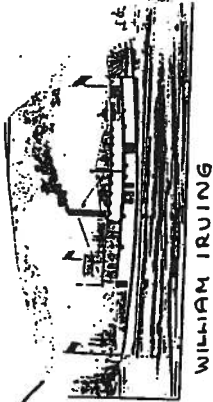
HP008788

Stagecoach

TRIP TO HELL'S GATE



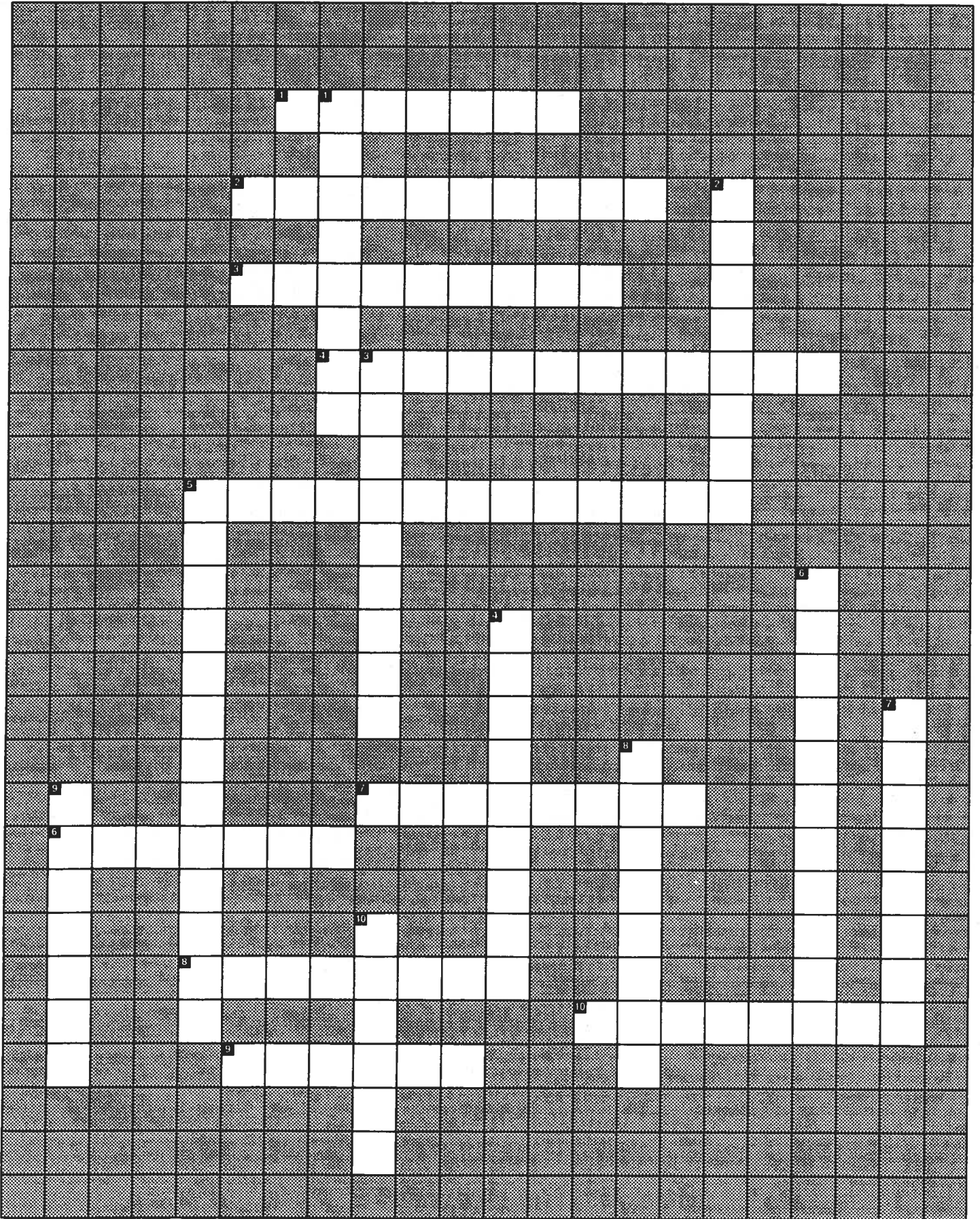
LEGEND	
RAILROAD	++++
CARIBOO ROAD	~
STEAMSHIP
SKUZZY
FRAZER RIVER



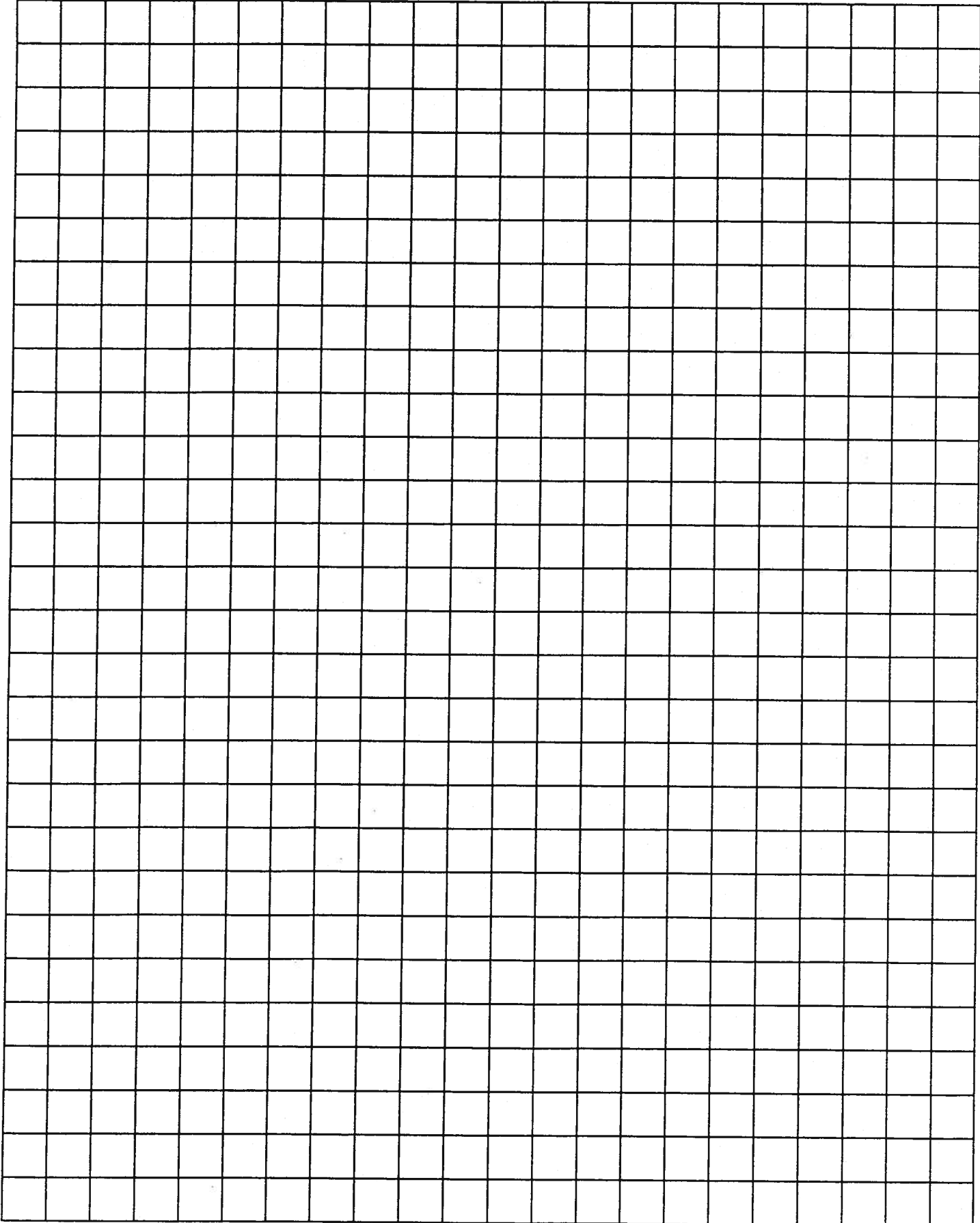
WILLIAM IRUING

SECTION 4 CROSSWORD PUZZLE

NAME: _____



WORD SEARCH for Section 3 of White Jade Tiger NAME: _____



KEY FOR WORD SEARCH

NAME: _____

