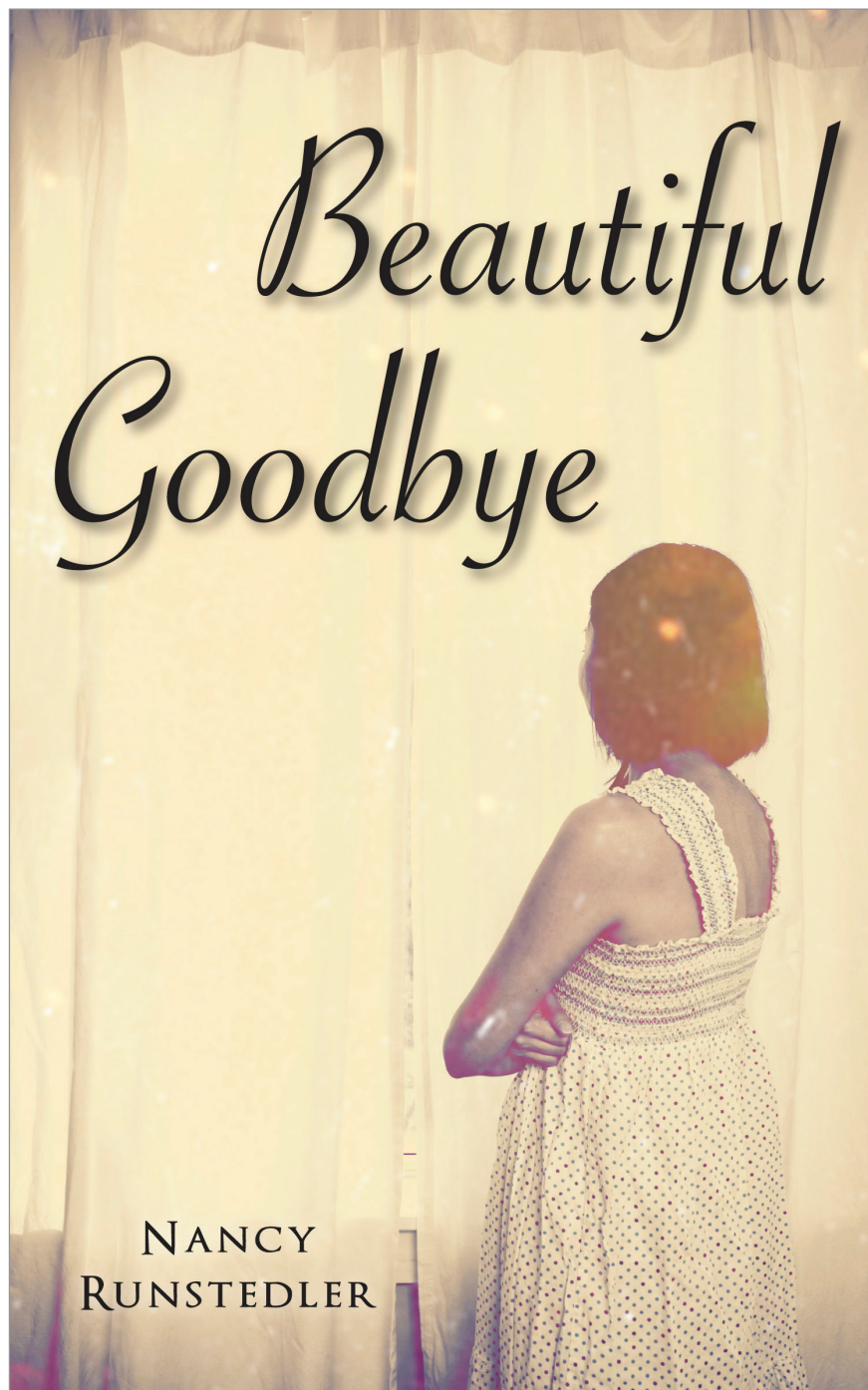


# TEACHER'S GUIDE

Grades 7 & 8



DUNDURN

Teacher Resource Guide developed by  
Kate Kostandoff  
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# I NOVEL SUMMARY

Maggie Kaufman is 14 and struggling with the death of her beloved father who was killed by a drunk driver. Maggie, her mum and her younger brother Cole have to move to less expensive accommodations after her father's death. Maggie and her best friend Gillian find an Ouija board as they are exploring the attic in the "new" house. Through the magic of the Ouija board, the three (Maggie, Cole and Gillian) connect with a spirit named Hope. They soon discover that Hope once lived in the same house, in the same small town of Harmony, 100 years earlier. They travel back in time to find themselves in the midst of Harmony in 1915. There's a war on and telegrams announcing the death of loved ones at the front are arriving daily. It turns out that Hope and Maggie have a great deal in common: both have lost a father without the opportunity to say goodbye and both are struggling with the weight of grief. Hope has the added burden that her fiancé and his family have been arrested simply because they are Germans; the reality of Canada's internment camps is woven into the story. Maggie, Gillian and Cole each have an opportunity to prove themselves in the past and come back to the present with a new appreciation for each other and a new awareness of self.

## II PRE-READING ACTIVITIES

1. Discover what the students know about WWI. Have the students complete a quick 5W diagram: who, when, what, why, and where. Have students share their work and build on student knowledge through informal discussion.
2. Engage students in a discussion of spirits and ghosts. Perhaps students have family stories around friendly spirits etc. The challenge here is to avoid discussion of negative spirits, vengeful ghosts, the occult and so on. Depending on the teacher's comfort level a discussion of "spiritualism" (Ouija boards, mystics, fortune tellers and séances) and its rise around the time of WWI could be explored from an historical point of view.
3. A teacher-led discussion could focus on the power of shared experience as a means of healing from challenging life experiences. This would have to be tailored to each class depending on experience and sensitivities. To parallel the topic of grief and loss, the discussion could focus on the benefits of finding comfort in shared experience and the health benefits of avoiding emotional isolation around any challenge, not loss exclusively.
4. A teacher-led discussion could focus on healthy activities to boost mental health and relieve stress. In the novel Maggie talks about her love of reading – an activity she shares with her Dad. In the novel there are also examples of family movie nights, visiting the elderly/volunteering, sharing meals etc. Students could share ways in which they spend "down time" and explore the benefits of finding a balance in life.
5. Confirm familiarity with key terms through discussion:
  - a) Pathetic fallacy
  - b) Image
  - c) Quotation
  - d) Italics
  - e) Theme
  - f) Opinion
  - g) Evidence

# III CHAPTER QUESTIONS

## Chapter 1

1. List three ways in which the author builds suspense and interest on the first page.
2. Describe the attic by providing specific details.
3. What specific details do we learn in this chapter about the Kaufman family such as:
  - a) What town does the family live in?
  - b) Who are the members of the family?
  - c) What changes have the family recently undergone?
  - d) What grade is Maggie in?
  - e) Who is Gillian?
4. What artifacts do the girls find in the attic?
5. Record the cliché which concludes chapter one. Sometimes clichés can have powerful effects on a story. What function does it perform in this case?

## Chapter 2

1. How does the author use italics in this chapter?
2. What is the specific risk noted on the Ouija game box. Would you continue playing if you read such a warning? Why or why not?
3. As they start to use the Ouija board the tone is very light-hearted – what changes?
4. As the tension mounts between page 15-17, the author uses language to increase the suspense.
  - a) Identify three verbs which create tension/suspense
  - b) Identify three adjectives which create tension/suspense

## Chapter 3

1. How would you describe the relationship between Cole and Maggie?
2. Maggie states that the board creates: “a mixture of trepidation and curiosity” which battles within her (p.21).
  - a) What does trepidation mean?
  - b) What words would you use to describe this feeling?
  - c) What do you think she would like to get from her interaction with the board?

3. “If only these walls could talk”... well, what if they could? What do you imagine happened in Maggie’s house in the past?
4. What is significant about the spirit’s name?

## Chapter 4

1. Maggie identifies a connection between her and the spirit – what is it?
2. Describe the way Maggie has been dealing with her father’s death.
3. Describe Maggie’s relationship with her mother.
4. List the things which the kids now know about the spirit named Hope.
5. How do Cole and Gillian react to the connection with the spirit as compared to the way Maggie connects with the spirit?

## Chapter 5

1. The library in town is called a “Carnegie” library. Google Carnegie Library to find out what that means.
2. What mean-spirited crack does Maggie make about Gillian? Why do you think she treats her friend this way?
3. Reading used to be a connection that Maggie had with her Dad, why do you think she “can’t read” since his death?
4. In the census data the kids find Hope’s family – who makes up Hope’s family according to the records?
5. Why do you think Maggie wants to go to the cemetery?

## Chapter 6

1. If you live in a small town, does the description that opens this chapter resonate with you or seem familiar? Why? If, on the other hand, you live in a busy urban area, how does this description compare to your neighbourhood?
2. While they are in the cemetery the kids have different reactions to the environment. How would you describe Cole’s reaction to the cemetery? How do the girls react? What accounts for the difference?
3. What roles did Hope play in life according to the gravestone?
4. There’s a connection between Hope and Maggie’s father; what is it?
5. How would you define the difference between coincidence and fate?
6. What reason do you think Hope has for contacting Maggie?

## Chapter 7

1. The first part of this chapter reveals the extent of Maggie's grief over her father's death.
  - a) How well is she coping with her grief?
  - b) Why won't she join her Mom and Cole?
  - c) Have you ever read *Charlotte's Web*? What is one of its main themes?
  - d) Do you think re-reading this book might help Maggie? Why or why not.
  - e) What nickname did Maggie's Dad call her?
  - f) There is a powerful image on page 41 that describes Maggie's grief. Identify the image and explain what it means.
2. How does Cole provide some comic relief after the examination of Maggie's grief in this chapter?
3. Sometimes Maggie underestimates her friend Gillian. What insights does Gillian talk about which surprise Maggie?
4. What is a planchette?
5. How does the author use the weather to create atmosphere and tension in this chapter? Be specific.
6. What role does Cole play as the two girls interact with the spirit through the Ouija board?
7. Do you think the author does a good job of describing the way the board and the players move? Explain your answer.
8. Almost immediately after the spirit asks for help, things begin to change. Describe what you think is happening at the conclusion of the chapter.

## Chapter 8

1. What is the overwhelming emotion that opens chapter 8 after the turmoil of the previous chapter?
2. Identify five ways in which the attic room is different now from the way it was prior to the frenzy of activity with the board.
3. What do the kids learn from reading the diary entry? List 4 specific and significant details from the diary.
4. What item connects the past and the present in the attic room?

## Chapter 9

1. Where does Cole find the clothing that will enable the kids to fit into 1915? How do you think it got there?
2. Identify 4 specific differences in the clothing from 1915 to today.
3. Maggie believes that "someone" is looking out for them. Who do you think that someone is?



4. What do the kids discover about their house in 1915 that they weren't aware of in the present?
5. What is Maggie and Cole's last name?

## Chapter 10

1. What is the greatest fear the kids have about the family they have left behind?
2. What other stories or movies are you familiar with that involve time travel? Do you think the kids' fears are correct? Use your previous knowledge to support your answer.
3. As the kids go outside, what do they hear and see?
4. What sad news does Gillian discover posted outside the post office?
5. Maggie empathizes with Hope's reaction. Quote the lines that prove the emotional connection between them.
6. On the way back to the hotel, Maggie rescues Hope. What exactly happens?
7. The kids are unsuccessful in their efforts to reach the spirit – why do they think the Ouija board won't connect them with Hope.
8. How do the kids manage to comfort each other that first night spent in 1915?

## Chapter 11

1. On what level do Maggie and Hope become friends? What is it that Maggie believes draws them together?
2. "Maybe sharing your grief could actually lessen the burden" is what Hope says on page 68. To what extent do you believe this is true?
3. Where does Maggie agree to go with Hope?
4. Identify some of the changes Maggie notices between the Harmony of 1915 and the Harmony of the present.
5. Neither Hope nor Maggie had a chance to "say goodbye". Why do you think it is so important to the girls that their fathers died without a chance for them to say goodbye?

## Chapter 12

1. Why is Hope willing to overcome her fear and try to contact her father's spirit via the Ouija board?
2. Consider why the kids have travelled through time to 1915 in the same town and even the same house.
  - a) Why do you think Hope "needs" Gillian, Maggie and Cole?
  - b) What role does Maggie think they are back in 1915 to perform?

3. Who is Max?
4. Maggie and Gillian are 14 and Hope is 17. Itemize the ways in which their lives as teenage girls living almost 100 years apart are similar, and the ways in which they are different. List as many as you can.
5. Finally, a spirit connects with the kids via the Ouija board.
  - a) Who does Maggie hope it will be?
  - b) Who do you believe the spirit is?

## Chapter 13

1. Why do you think the author has Maggie's father contact the kids rather than Hope's father?
2. How do Maggie and Cole react to the idea that their father seems to be sending them a message through the Ouija board?
3. Maggie seems to go through the first stages of grief again after her father speaks. How does she feel?
4. Despite the pain, Maggie is thrilled to speak with her Dad again – what does she call this chance?
5. What truth does Cole reveal about his need to talk about their father?
6. Maggie says she is now ready to: "let others in and escape her self-imposed solitude." (p. 81). Do you think Hope is at the same place? Explain your answer.
7. What image does Maggie use to describe her grief at the end of this chapter?
8. What has she learned about grief and her response to it?

## Chapter 14

1. What evidence is there that the kids are having fun on their time travel experience in this chapter?
2. Would you agree with Gillian that their presence in the past "hasn't really changed anything"? Explain.
3. How has Maggie's understanding of her friend Gillian developed in this chapter? Provide specific examples to support your answer.

## Chapter 15

1. What do the kids learn about Edward Lewis at the funeral service?

2. Have you ever heard the hymn “Amazing Grace”? Even if you aren’t Christian you may have heard this hymn played on the bag pipes each time a wounded soldier comes home, or on TV shows. What mood does it create? If it is not part of your tradition, can you think of a song that is? What is it called?
3. What extra trouble does Hope reveal after the funeral service for her father?

## Chapter 16

1. What specific facts lead Hope’s brother to believe that Franz has been taken away?
2. What is an “internment camp”?
3. Why would the Canadian government inter German Canadians in 1915?
4. On what attitude does Adam blame the entire concept of internment? Do you agree with his assessment or do you believe internment was justified for the safety of Canadians?
5. What details does Hope provide about the conditions in the camps?
6. Maggie ponders what the “exact” purpose of their being time travelers to 1915 is, but doesn’t seem to arrive at an answer. Why do you suspect they have come back in time?

## Chapter 17

1. How would you explain the “time continuum” which Maggie mentions on page 100?
2. How does Maggie vow to change once she returns back to her regular life? Provide a specific quotation to support your answer.
3. Describe the gifts which Maggie and Hope exchange. Why are they significant?
4. What does Maggie provide for Hope and vice versa?

## Chapter 18

1. Find a quotation which proves that Maggie truly values Gillian as a friend.
2. What (or who) will each of the kids miss from their time spent in 1915?

## Chapter 19

1. What does the letter from Luke reveal about the way in which his and Hope’s father died?
2. How do the kids learn that the train with the families headed for the camps is leaving that evening?
3. What do the kids decide they must do?

## Chapter 20

1. Describe the scene Maggie witnesses on the train station platform.

## Chapter 21

1. Maggie feels badly that she was unable to stop the train and find Franz.
2. Why are some people in the town trying to capture Maggie and Cole?

## Chapter 22

1. How does Gillian save the day when the kids are confronted by a locked door?
2. Why are the kids being pursued?
3. Maggie finds the idea that she is being prejudiced against “infuriating”. Can you relate to her experience on a personal level? Explain.
4. Why is it important that the kids change back into their regular clothing?
5. Why does Maggie have to be so cautious about the note she decides to leave for Hope?
6. In your opinion, how has Cole “earned” the right to join Maggie and Gillian at the Ouija board?
7. What would happen to the kids if they were caught by the mob in 1915?
8. Once the magic begins to work and time travel begins, what is the overwhelming feeling Maggie experiences?

## Chapter 23

1. What does Cole discover once the kids arrive home in the present?
2. Why is it so important that no time seems to have elapsed since they left their lives in the present?
3. Once they get back, Maggie was exhausted. Find a specific quotation which states precisely how she feels on page 129.
4. Once again the author uses the weather to create mood or to enhance to mood. What weather detail helps to create a positive feeling early in this chapter?
5. What plot purpose is served by the letter addressed to Maggie Lewis that arrives at Maggie Kaufman’s house?
6. What feature of the old woman Maggie Lewis draws her to Maggie and creates an inkling of familiarity for Maggie? Explain.

## Chapter 24

1. Just as Hope promised she names her daughter after her friend Maggie. What else did she do?
2. What adjectives does Hope use to describe Cole. Do they seem accurate to you?
3. How exactly does Franz become Frank Lewis?
4. Why do you think Franz/Frank felt “ashamed” that he was interned?
5. Why was Maggie unable to find Frank in the cemetery with Hope?
6. What does Ms Lewis reveal about the reasons behind the purchase of the Ouija board?
7. What purpose did the board fulfill?
8. What does Maggie look forward to seeing when she visits Ms Lewis again?

## Chapter 25

1. What has changed in Maggie’s relationship with her mother?
2. Maggie is unsure whether it was the journey to the past or her acceptance of her grief, but she now feels “reassured” by what she feels is her Dad’s presence. What, in your opinion, has brought this feeling of comfort to Maggie? Explain your answer.
3. Identify some signs that Maggie is on the path to positive healing. List some decisions she makes which show that she is moving forward and not “avoiding” anymore.
4. Hope’s gravestone now reads “A Life with no Regrets”. What do those words mean to you? Why were those words not on the gravestone when Maggie first visited the cemetery?

## IV WRITING ACTIVITIES

1. Create the front page for a newspaper (like the one found by Maggie) for *The Harmony Gazette* 1914
2. Identify 12 -16 key incidents in the story and plot them on a story arc
  - a) Fill in the story arc with point form detail and page references for each of the key incidents
  - b) Create a comic strip with a minimum of 12 panels to re-create the story.
3. Gillian and Maggie's relationship develops over the course of the novel. At the beginning of the novel, Maggie muses: "Was her friend a hopeless romantic or just hopeless?" (P.11)
  - a) Trace the development of their relationship by charting the ups and downs on a graph.
  - b) Write a 3 paragraph response to show the development in their relationship.
4. Maggie says *Charlotte's Web* is her favourite book (p.41). Children's books such as *Charlotte's Web* often deal with deep issues. Reflect on other books you read as a child that have deep themes. Write a reflection on one book you remember especially well that had an impact on you.

## V EXTENSION ACTIVITIES AND QUESTIONS

1. One of the central themes of *Beautiful Goodbye* is Grief and Grieving. Research grief at <http://www.kidshelpphone.ca/Teens/InfoBooth/Emotional-Health/Grief.aspx>. Using the specific information you have read about on the Kids Help Phone Website, explore the ways in which Maggie experience is both common to all who grieve and unique to her.
2. Central to the novel is the Ouija board itself. This game has had a colourful history since its invention by the American William Fuld. Explore the official website: <http://www.williamfuld.com/>. Create a pamphlet, which outlines some of the cool facts around the Ouija board.
3. Explore advertisements for the Ouija Board - see page 16 in this guide.
4. Canada's dark secret: Internment - see page 17 in this guide.
5. Time travel is something that always captures our imagination. Explore the concept of time travel.
  - a) Watch a classic time travel movie like *Back To The Future* as a class.
  - b) You might also encourage students to check out other time travel novels such as: *A Wrinkle in Time* by Madeleine L'Engle; *The Time Quake* (The Gideon Trilogy) by Linda Buckley-Archer; or *The Time Travellers* series by Caroline B. Cooney.
  - c) Show your students this great youtube clip "Kids Explaining Time Travel" <http://laughingsquid.com/kids-explaining-time-travel/>
  - d) Have students research the possibility of time travel online.
6. Read the author's "Acknowledgements" and discuss Ms Runstedler's reasons for writing the book.
  - a) Explore the idea behind the author's statement: "Through kindness to others we help to heal ourselves." (p. 146).
  - b) You could also explore the Pay It Forward. The official website may be found at: <http://www.pifexperience.org/>
  - c) Plan a Pay It Forward event at your school (tips available on the website)
7. Create a new cover design for the novel. Include: a creative visual for the cover, a summary on the back to capture readers, and critic blurbs (quotes from famous readers who endorse the book).

# Advertising the Ouija Board

1. Look closely at these advertisements and record all your observations. Some things to consider: gender, economics, social past times, fashion, and media.
2. Create your own advertisement for the Ouija Board for a media of your choice.

Dept 147. 4043 Drexel Blvd., Chicago, Ill.



**MYSTERIOUS**  
**OUIJA**

Let the mystic Ouija Board reveal to you past secrets—or stretch forward into the unknown future! On this Special Offer one \$1.00 bill will bring you the complete Ouija Board with full directions for use.

**Talking Board**

**Special Low Price Offer \$1**

You can make the Ouija Board perform. Make it solve your biggest problems—answer vital questions—disclose secrets you long to know. It will startle you too with the truth of its prophecies.

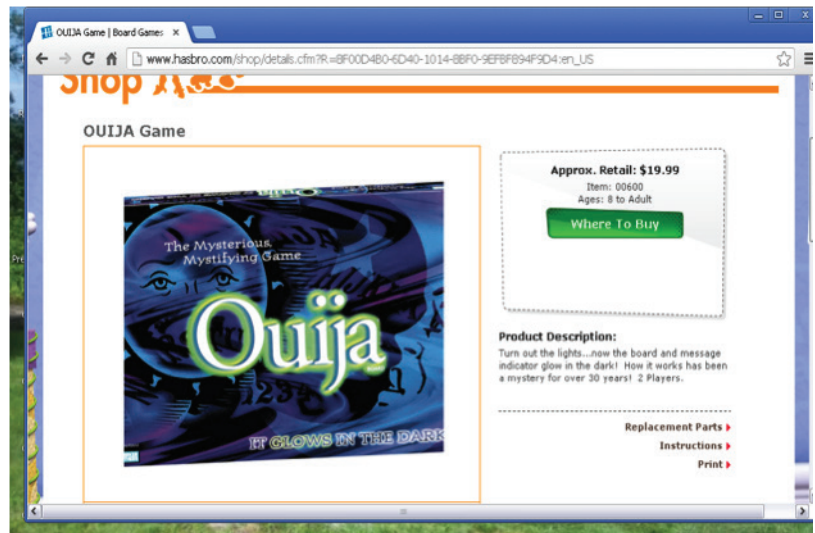
Send only \$1 with this coupon. The complete Ouija Board will be sent at once postpaid. Mall coupon today, NOW.

Enclosed find \$1.00 for which send me the complete Ouija Board with directions for use, postpaid.


**Baltimore Talking Board Company**

Dept. 2 36 S. Puca Street, Baltimore, Md.

Name .....  
Address ..... WilliamFuld.com



OUIJA Game



Approx. Retail: \$19.99  
Item: 00600  
Ages: 8 to Adult

Where To Buy

**Product Description:**  
Turn out the lights...now the board and message indicator glow in the dark! How it works has been a mystery for over 30 years! 2 Players.

Replacement Parts  
Instructions  
Print

For Occult Phenomena Consult the

**MYSTERIOUS OUIJA TALKING BOARD**

Affords Astonishing Results. Unexplainable. Thought-Compelling Deeply Interesting Truly Wonderful

AMUSING SCIENTIFIC INSTRUCTIVE

The Mystifying Oracle



**THE HINDOO LUCK BOARD**

From the earliest manifestations of so-called spiritualist phenomena the Ouija

ACCURATE... 15 Cents... Link price... \$1.00 for 750 people.



Oh, OUIJA, can we take the car?

Shall I become a model or fashion designer?

What college will accept me?

Who's Debbie's date for the Prom?

Are flying saucers for real?

Should we go steady?

Funny how a boy seems to make the best partner!

Especially if he's open-minded and willing to give the OUIJA® Talking Board a fair try. You can ask it absolutely anything... questions about love, school, money, travel, work, other people, or the future. Makes a great Christmas present for anyone who likes the fascinating experience of exploring the unknown.

FAMOUS PARKER GAMES

From Upper Left: 1920 Popular Science Magazine Ad [www.williamfuld.com](http://www.williamfuld.com); 2013 Ad from [www.hasbro.com](http://www.hasbro.com); Parker Brothers Ad from a 1960's magazine <http://www.museumofplay.org/blog/play-stuff/2009/08/ouija-board-yes-yes-and-oh-no/> ; 1910 Newspaper Ad <http://onemixedbag.com/tag/ouija-board/> .



## Canada's Policy of Internment During WWI

Carefully examine the photos below and read the information which accompanies each photo.

The first photo is a picture of “alien enemies” arriving at the Petawawa Internment Camp during WWI. During the war more than 8,500 immigrants from “enemy” countries (e.g., Ukrainians, Poles, Hungarians, Germans, Croats, Serbs, Slovaks, Turks, and Bulgarians) were placed in internment camps across Canada. Many immigrants were interned for attempting to leave Canada, posing a security threat to the war effort. Others were interned for acting suspiciously, showing resistance to authority, being deemed unreliable or undesirable, or for being found in a state of hiding.



*Petawawa Internment Camp: Arrival of Alien Enemies.*  
Source: A. A. Chesterfield Fonds, Queen's University Archives



*Petawawa Internment Camp. Aliens sawing wood.*  
Source: A. A. Chesterfield Fonds, Queen's University Archives

The second photo is a picture of immigrants being forced to do work at the Petawawa Internment Camp during WWI. Many labor bosses in Canada laid off immigrant workers and hired Canadian born workers in an attempt to be patriotic. For this reason, unemployment was very high among the immigrant population of Canada during WWI. Internees were paid only 25 cents for a full day of work (e.g., building roads, building and repairing buildings, and clearing the rugged land of the northern Canadian frontier).



*Petawawa Internment Camp: Going to dinner under guard.*

Source: A. A. Chesterfield Fonds, Queen's University Archives

The third photo is a picture of internees being marched off to dinner at the Petawawa Internment Camp during WWI. German internees received the best meals and living conditions. Ukrainians were among those treated the poorest at internment camps in Canada. At one point “enemy aliens” in Canada were required to register at their local registrar’s office. They were also required to report monthly and carry special identification cards and travel documents.

The fourth photo is a picture of internees carrying their beds into the crowded barracks where they slept at the Petawawa Internment Camp during WWI. As the war dragged on into its third year, Canada’s labor force became desperate for workers. In response to this, many of the internees or “enemy aliens” were released to work in factories and on farms. Many times they were forced to work in places that were far away from their families.



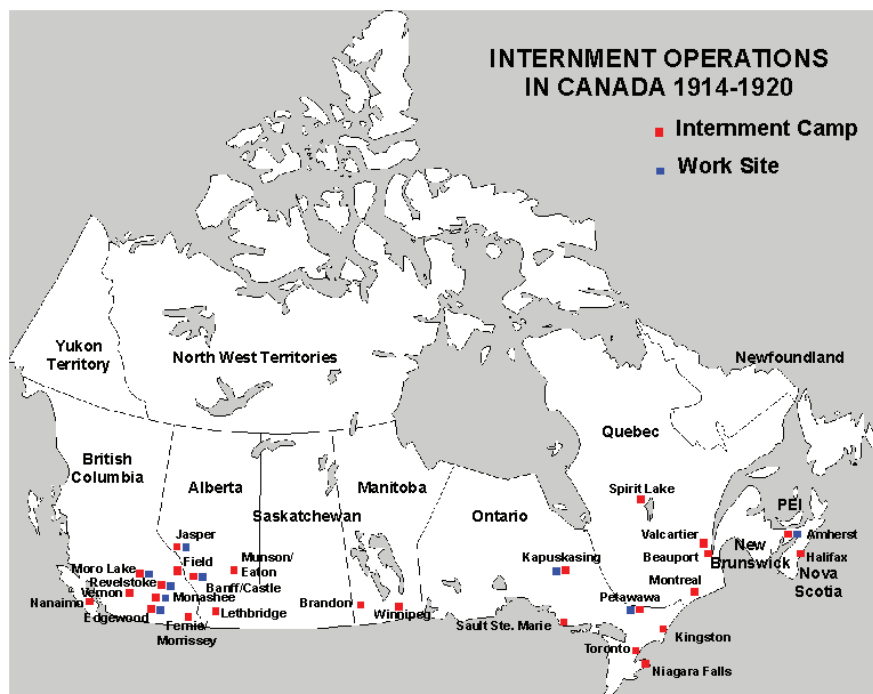
*Petawawa Internment Camp: Men airing their bedding.*

Source: A. A. Chesterfield Fonds, Queen's University Archives

“Queen’s University - Utility Bar.” Queen’s University Archives. Queen’s University, n.d. Web. 06 Mar. 2013. <<http://archives.queensu.ca/Exhibits/archres/wwi-intro/canada.html>>.

## Activities for Students:

1. Write a diary entry from the point of view of an internee.
2. Create a poster demanding all Canadians of German, Polish, and Italian descent report to the authorities.
3. Write a letter to the editor of a newspaper defending the practice of internment in 1915 OR denouncing the practice of internment in 1915.
4. Write a letter from a detainee to a family member outside the camp.
5. Write a paragraph explaining why internment could not happen in Canada today.
6. Research the topic further online in either images or text. Students could find one image and explain what they learn from it. An image example follows:



<http://paulinescookbook.files.wordpress.com/2011/02/map-of-internment-camps-in-canada.gif>

# VI VOCABULARY BUILDING

With the vocabulary lists teachers could have students:

- a) Create a word wall
- b) Create word searches
- c) Define words and use in a sentence
- d) Use 10 words in a creative writing paragraph

## Chunk 1 Chapters 1-12

Stagnant p.7	Gnawed p.15	Concede p.19	Trepidation p.21
Piqued p.25	Eluded p.40	Albeit p.41	Interminable p.44
Pall p.44	Hyperventilate p.48	Hairbrained p.50	Predicament p.50
Corset p.55	Cinch p.55	Decorously p.58	Wrath p.61
Condolences p.70	Exasperated p.71	Adamant p.75	Orbiting p.76

## Chunk 2 – Chapters 13-25

Composure p.77	Inkling p.77	Siblings p.80	Thwacked p.84
Implications p.87	Tethered p.89	Platitudes p.90	Solemn p.90
Plummet p.92	Escalating p.94	Engulfed p.95	Ransacked p.95
Eliminated p.98	Continuum p.100	Ethereal p.100	Fondly p.107
Guffawed p.108	Insatiable p.110	Equine p.119	Ventilation p.121
Infuriating p.123	Awry p.123	Incriminate p.125	Dissipated p.128
Menacing p.129	Pallid p.132	Inscription p.144	