

TEACHERS' GUIDE



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I. INTRODUCTION

A NOTE TO TEACHERS

This guide is meant to be for grade 9 and 10 students due to the mature content of the book, but activities can easily be modified for your students' specific needs. As a result, special care should be taken to attend to students' potential emotional reactions to the social issues in the novel, which include addiction, bullying, and sexual abuse. The activities in this guide are designed to be used in conjunction with your own lessons and activities. The Ontario curriculum expectations provided are taken directly from ENG1D; however, considering the similarity between all four ENG courses in The Ontario Curriculum Grades 9 and 10 English, the contents of this guide should apply to all four courses.

BOOK SUMMARY

Finding Hope is a story about a teenage girl named Hope who struggles with finding herself and her desire to both escape and save her meth-addicted brother, Eric. Each chapter alternates so as to tell the story from both her and Eric's perspective. Throughout the story Hope uses poetry as a way to cope with her pain and to sometimes communicate with her brother, therefore her writing is interspersed throughout the novel. Much of Hope's story takes place at Ravenhurst, a private school, where she struggles to fit in and experiences bullying. Much of Eric's story is an unveiling of the pain and abuse he has experienced that led to his meth addiction. *Finding Hope* is a story that opens our eyes to the struggle to find oneself and the necessity of human bonds to do so.

ABOUT THE AUTHOR

Colleen Nelson is a teacher and an award-winning YA author whose previous novels include *Blood Brothers* and *Finding Hope*. She lives in Winnipeg.

II. BEFORE READING: MINDS ON

PREDICTING, MAKING CONNECTIONS, AND INFERRING

To fully engage students prior to reading, they should be asked to make predictions. Consider trying a Think, Share, Pair activity by distributing the questions below on strips of paper to discuss in pairs and then report back to the larger group. Alternatively, post each question on a flipchart paper and hang the sheets around the room. Then ask two students to go to each question and talk and jot down their thoughts, and play music when you want them to rotate to the next question. Repeat with enough rounds that your students get to go back to their initial question to see the discussion that has continued after their initial response. You could also employ both of these strategies with some of the questions for one activity and the rest for the following on another day.

Students can be asked the following:

- What does *hope* mean to them? (Encouraging personal connections.)
- What might *hope* mean to the characters in the book?
- Why might the title be written in lowercase letters rather than a capitalized first letter of each word?
- What structure do stories of hope generally entail?
- There is a picture of a bird on the front cover. What might that have to do with the story?
- The picture of the bird is abstract: why might that type of bird have been chosen for the cover rather than a real representation of a bird?
- Birds will play a symbolic role in this book. What do birds represent to you?
- If you flip through the pages of the book you will notice that each chapter title alternates between “Hope” and “Eric.” Why might this be? What might it mean for the way the story gets told?

VOCABULARY

The vocabulary graphic organizer (**BLM #1**) will help students explore new vocabulary that they will discover while reading the novel. The graphic organizer requires students to identify parts of speech, provide a picture of what the word looks like or their visualization of the word (good readers see words in their head), provide a definition (in their own words, as this will be more meaningful to them), and finally, use the word in a sentence (to be able to use the word is to really learn the word). Teachers may choose to assign a different word (from the word list provided in **BLM #2**) to each student or give a group of words to a group of students. Completed graphic organizers should be posted in the room if possible, reviewed periodically, and practised in new contexts, as well.

III. DURING READING: ACTION

BOOK CLUB

Book clubs are a great way to get students talking about the book, practise their ability to be active listeners, and become better speakers. The following book club format also provides students with opportunities to work on metacognition, specifically in the area of using reading strategies.

Students should be asked to complete one worksheet (**BLM #3**) per “chunk” of the book (the chunks can be decided by the teacher). Students should be discouraged from reading ahead before they do their worksheet for that chunk. Students can use the Book Club Worksheet Guide (**BLM #4**) to help them complete the worksheet, along with your own lessons on reading strategies, formulating good questions, and identifying themes.

The worksheets first ask students to create Meaty and Skinny Questions as a way to help students differentiate between asking simple and complex questions. The meaty questions will be used to create discussion for book club. The During Reading column should feature a different reading strategy to practise for each chunk of the book (and therefore, each worksheet). Teachers should choose these based on reading strategies that students have been working on using, such as making connections, inference, making predictions, and summarizing. The After Reading column asks students to identify theme and make a connection. The book will have a variety of themes and textual evidence to support this, and students should be encouraged to think of that and write about it for each chunk of the book. Students should be encouraged to make different kinds of connections (text to text, text to self, text to world) throughout reading the novel. Students who make connections to a novel will be more invested in reading, and it can help deepen their understanding of the characters and issues in the book.

Classroom talk is extremely important for learning, and book club meetings allow students to clarify their ideas and think deeper about the book and their reading strategies. On a weekly basis students should meet to discuss the chunk for that week and use their Book Club Worksheet to guide their discussion, particularly their Meaty Questions. Teachers can use the success criteria for book club conversations in **BLM #5**. It is not always possible to evaluate each group for each book club meeting, therefore you could evaluate one group a week and have the other groups self-evaluate.

IV. AFTER READING: EXTENDING AND CONSOLIDATION

SHOW, DON'T TELL

This activity can be used to extend students' close reading of the book to better understand literary devices that the author employs. To get students ready for these lessons, ask them to engage in a Minds-On activity where you provide each student with a slip of paper that has a type of food written on it, and ask them to turn to the person next to them and describe what their food is with all their senses without giving it away. Have the pairs report back on what the activity was like and explain to them that what they did was what good authors do when writing — showing, not telling, aspects of their story.

In groups, have students do a close reading of certain aspects of the novel where the author uses this method to paint a picture of what is happening in the story. There are several placemats in **BLM #6**, each providing four quotations for students in groups of four to analyze on their own (note that they will need to go to the page and reread the section to understand the context of the quotation). The box in the centre of the page is for the four students' consolidation of the close readings. Ask students to write a statement here about the significance of the quotations and report back to the larger group. The first two placemats in **BLM #6** refer to the motifs of weather and birds that contribute to the themes in the novel, the third placemat explores Hope's relationship with her poetry, and the fourth placemat explores Eric's relationship with meth.

POETRY

Finding Hope is a wonderful book to learn about and explore poetry. The main character, Hope, uses poetry to cope with life, and a closer reading of the poems she writes throughout the story will give students greater insight into her character, as well as the themes of the book. **BLM #7** lists a variety of different poetic devices to give students language to do a closer reading of the poetry in the novel. You can have students read this independently or as a class, or cut up the definitions and examples and have them match the example to the definition.

Once they have an understanding of the poetic devices, they can use **BLM #8**, a graphic organizer for analyzing poetry, to interpret the poetry from the novel. They can do this in groups or, if you are using this as a consolidation activity, individually. In **BLM #9** you will find a list of some of the poetry from the novel that you might want them to do a closer read of.

If you choose to use the list of poems from the book as a consolidation/evaluation activity, there is a success criteria **BLM (BLM #10)** for both writing and analyzing poetry. You may even consider differentiating this assignment by giving students the choice between analyzing a poem from the novel or writing a poem from the perspective of Eric. Alternatively, if you use the poems from the novel to practice analyzing poetry, you might ask students to find a poem online about meth addiction and analyze it using the success criteria.

ANALYSIS OF MYSELF AS A READER ASSIGNMENT

In addition to poetry analysis, if you are using the activities in this guide, have students complete an assignment that allows them to reflect on their reading strategies (to demonstrate their metacognition). The Book Club Worksheet required students to think deeply about how they make sense of what they read. In other words, it required them to practise the art of metacognition, and the assignment in **BLM #11** requires them to show you what they have learned about themselves as a reader. For this assignment they will need to choose a piece of writing they produced that resulted from or required reading. They will then write about what their strengths and areas for improvement are when reading using that writing assignment as an example.

CHARACTERIZATION ASSIGNMENT

Finding Hope is a novel that really lets the reader get inside both Hope's and Eric's heads. This assignment provides students with an opportunity to demonstrate their understanding of the characters by creating a dating profile for either Hope or Eric. The assignment and accompanying rubric in **BLM #12** outlines the specific components of the profile students should include to demonstrate their learning, and provides information about the S.T.E.A.L. strategy for characterization, which will further assist them with success for this project. S.T.E.A.L. stands for what the character **S**ays, their **T**houghts, **E**ffect on others, **A**ctions, and what they **L**ook like. This strategy could also be a lesson in itself for during reading, with opportunities to brainstorm about the characters long before having to complete this assignment. This assignment could be easily differentiated and provide students with a choice: they could create a week's worth of tweets as the character of their choice or a Facebook page for one of the characters.

SOCIAL ISSUES WRITING ASSIGNMENT

Finding Hope is a novel that touches on many difficult and controversial topics. Sometimes these are topics that people don't always agree on, and there may be more than one opinion about how best to address or view the issue. This writing assignment (**BLM #13**) requires students to find two articles or websites that explore a specific social issue they have chosen and use the information they learn to apply to the characters in the book. The assignment includes a choice of the following topics: resiliency, substance use, negative messages, and sexual abuse. This task allows students to produce a piece of writing of their choice, such as paragraph format, in the form of a letter to the character(s), a blog, a flyer, etc. **BLM #13** also includes a rubric for this assignment. You might also consider giving students an opportunity to discuss their social issue within groups who have chosen to write about the same topic after the writing assignment is complete.

V. BLACKLINE MASTERS

BLM #1: VOCABULARY

<p>Part of Speech</p>	<p>Picture (What does the word look like?)</p>
<p>Definition (In your own words if possible.)</p>	<p>Sentence (Put the word into a sentence of your own.)</p>



BLM #2: VOCABULARY LIST

Use the graphic organizer in **BLM #1** to learn the meanings of the following words that have been assigned to you or your group. First read the word in context (go to the page number and find the word in the novel), then complete the graphic organizer. The graphic organizer requires you to

- identify parts of speech;
- provide a picture of what the word looks like or your visualization of the word;
- provide a definition in your own words;
- and use the word in a sentence.

ballistic (p. 96)	incessant (p. 190)	reprieve (p. 142)
beseeking (p. 158)	indiscernible (p. 84)	revulsion (p. 73)
cajoled (p. 75)	jubilant (p. 24)	ricocheted (p. 181)
cavernous (p. 8)	lucid (p. 23)	sinewy (p. 77)
chided (p. 61)	ludicrous (p. 73)	skittered (p. 50)
condescendingly (p. 55)	lustrous (p. 78)	sombre (p. 95)
conjuror (p. 11)	menacing (p. 26)	staccato (p. 142)
conspiratorial (p. 58)	morosely (p. 34)	stilted (p. 109)
crescendo (p. 22)	percolating (p. 19)	trepidation (p. 58)
discern (p. 61)	pilfered (p. 51)	triumphant (p. 60)
disdain (p. 55)	placate (p. 21)	unfurling (p. 60)
elation (p. 122)	pliable (p. 87)	utilitarian (p. 53)
embedding (p. 77)	prim (p. 54)	victorious (p. 55)
emblazoned (p. 123)	pungent (p. 51)	vindication (p. 162)
gargantuan (p. 18)	rancid (p. 174)	voluptuous (p. 15)
gratitude (p. 70)	ravenous (p. 104)	wincing (p. 21)

BLM #4: BOOK CLUB — READING STRATEGY WORKSHEET GUIDE

Skinny Question: Questions that seek basic information and start with: list, define, describe, outline, match, select, state, recall, what are examples of, explain, predict, summarize, give reasons, what other reasons, suppose that, etc.

Some examples are:

- List the reasons why the main character made the decisions they did.
- Define addiction.
- Describe the part of the book you liked the most.
- What are examples of personification in the novel?
- Predict what the characters will do in the next chunk.

Meaty Question: Include level 3 and 4 questions here. Meaty questions are ones that require analysis and opinion and start with: compare, contrast, can you develop a new way to, can you make up, what would you do if, justify the actions of, how might, compare and contrast, provide arguments to support, etc.

Some examples are:

- Compare the main character's motivations in this book to another character we have studied this year.
- Can you develop a new way to solve the main character's problems?
- Can you make up an alternative ending to this novel?
- Provide arguments to support the character's actions.

<p>During Reading Strategy: _____</p> <p>While you read make notes on your use of reading strategies.</p>	<p>After Reading:</p> <p>Identify a theme and make a connection (relate the text to yourself, the world, or another text). Include evidence that you can read the chunk and then connect the ideas to real life!</p>
<p><i>Below is a brief description of each reading strategy:</i></p> <p>Predicting: <i>determining what will happen next, making new predictions or revising predictions as you read on and find new information.</i></p> <p>Monitoring: <i>checking your understanding of what you are reading, asking yourself questions, revising your views as you read new information.</i></p> <p>Inference: <i>reading between the lines, figuring out things the author intended to say that are not directly stated (e.g., theme and characterization are often inferred).</i></p> <p>Summarizing (shorten it!), Synthesizing (get to the heart of it!): <i>deciding on the main idea or most important information and then adding ideas from personal knowledge to capture the spirit of the text.</i></p> <p>Analyzing: <i>how you make sense of what you have read; going beyond what you have read to give an opinion, identify a theme, make a connection, etc.</i></p> <p>Evaluation (what is your opinion?): <i>giving opinions about plot, characters, and critiquing the author's style of writing.</i></p>	<p>Theme: <i>The author's message — why is the author telling the story? What message do you think they want the reader to walk away with? For example, "It's never too late to change" or "Don't judge a book by its cover." Be sure to explain HOW the author demonstrates this theme.</i></p> <p>Connection: <i>Relate the text to yourself, the world, or another text. Write about how you connect to the characters, especially if you don't connect to them! Be specific and provide examples from your own life and/or experiences OR you can compare what you have read to characters from another book or movie you have seen OR you can compare what you have read to world or social issues.</i></p> <p><i>Make sure to explain HOW your connection helps you to better understand the novel, character motivation, etc.</i></p>

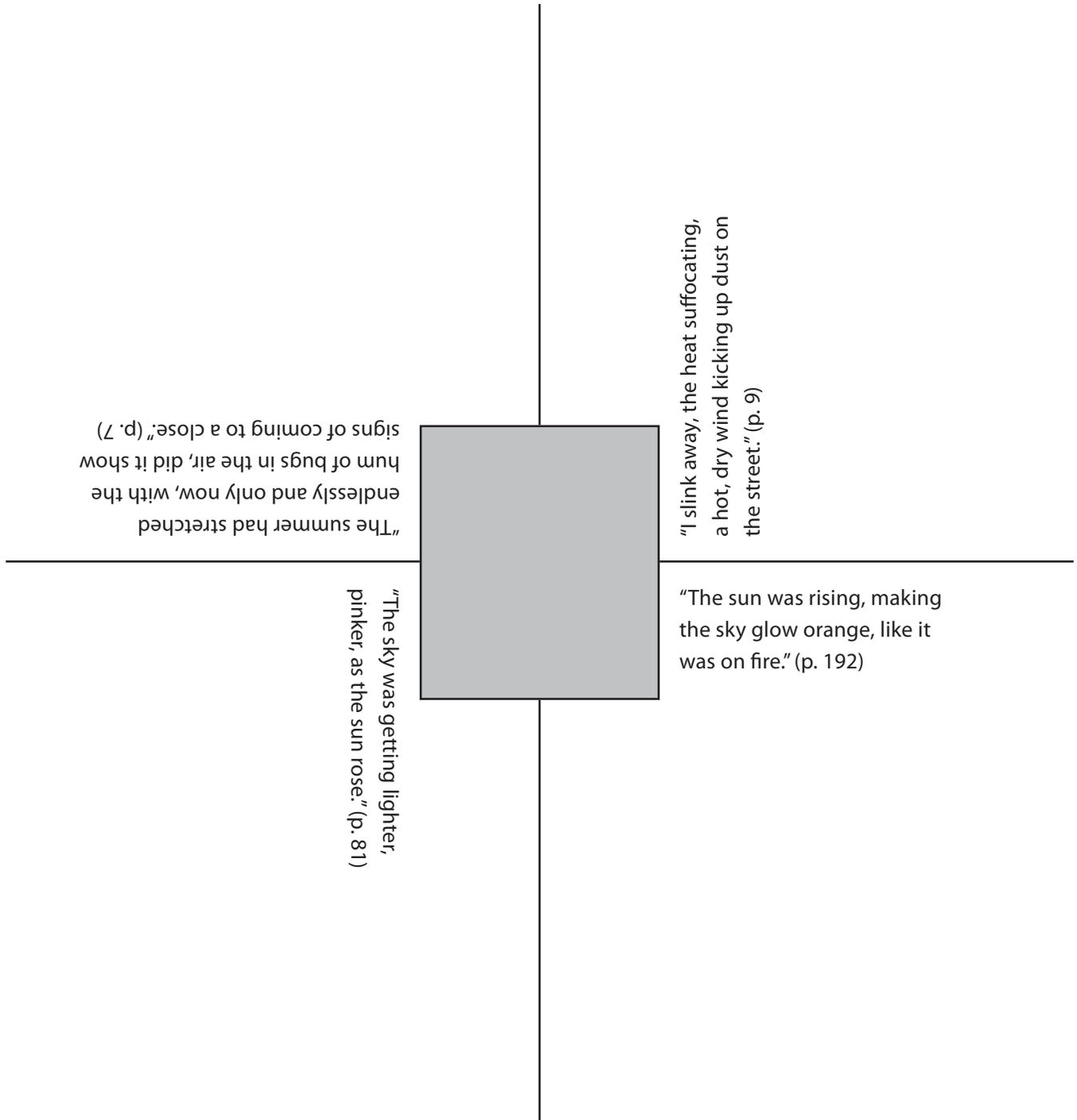
BLM #5: READING STRATEGY WORKSHEET SUCCESS CRITERIA

Name: _____

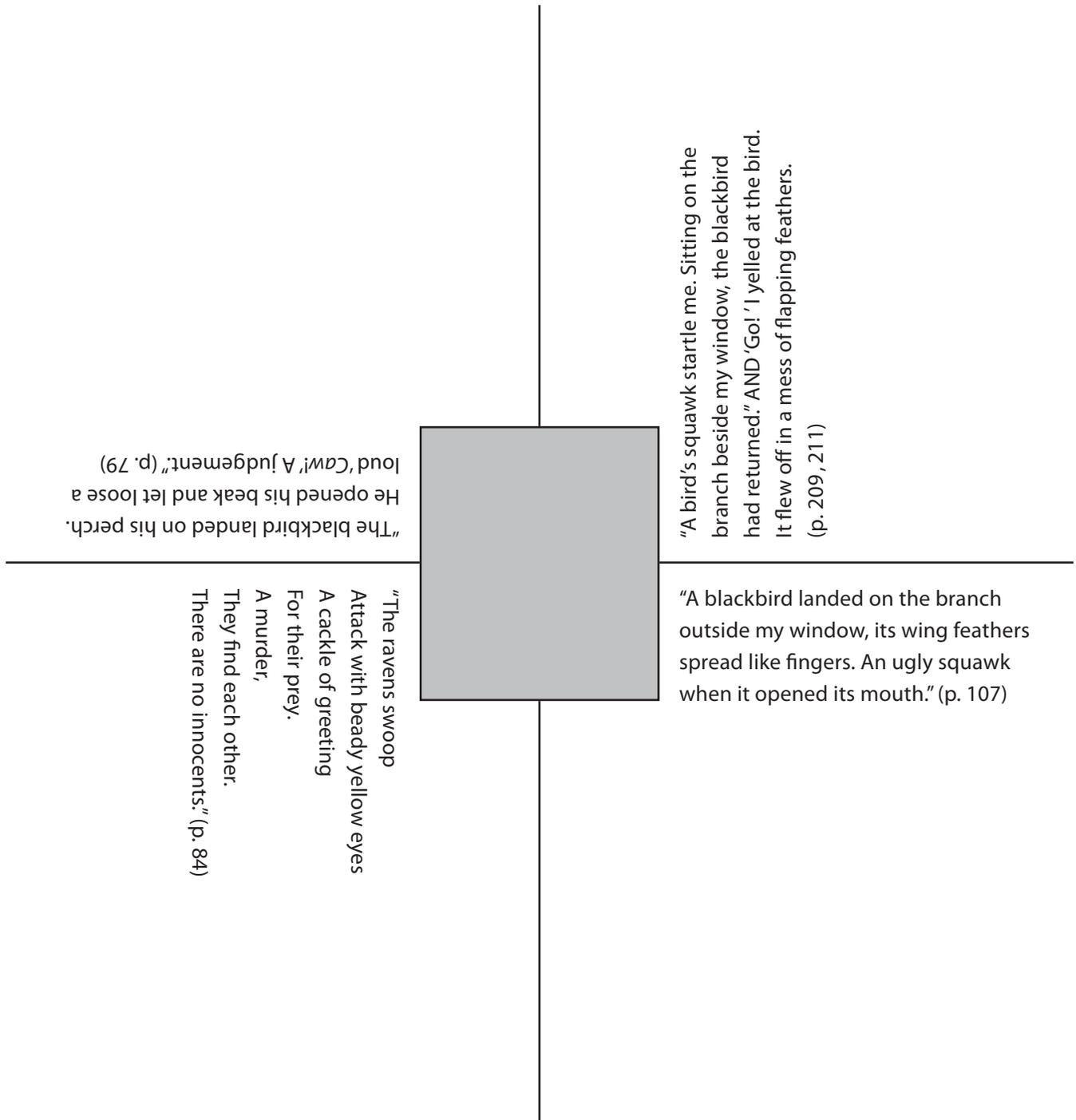
Novel: _____

	LEVEL 4 80-100%	LEVEL 3 70-79%	LEVEL 2 60-69%	LEVEL 1 50-59%	
Knowledge and Understanding	Demonstrates complete knowledge of novel, including plot and theme	Considerable knowledge of novel, including plot and theme	Some knowledge of novel, including plot and theme	Limited knowledge of novel, including plot and theme	/10
Thinking	Consistently uses relevant evidence to support ideas and makes connections with other members' ideas	Frequently uses relevant evidence to support ideas and makes connections with other members' ideas	Sometimes uses relevant evidence to support ideas and makes connections with other members' ideas	Rarely uses relevant evidence to support ideas and makes connections with other members' ideas	/10
Communication	Very effective ability to express ideas clearly and logically, and seeks clarification when needed	Considerable ability to express ideas clearly and logically, and seeks clarification when needed	Some ability to express ideas clearly and logically, and seeks clarification when needed	Limited ability to express ideas clearly and logically, and seeks clarification when needed	/10
Application	Always takes turns speaking and listening and frequently makes connections to text, self, and world	Frequently takes turns speaking and listening and regularly makes connections to text, self, and world	Somewhat takes turns speaking and listening and makes some connections to text, self, and world	Very rarely takes turns speaking and listening and makes limited connections to text, self, and world	/10

BLM #6: SHOW DON'T TELL — CLOSE READING PLACEMATS



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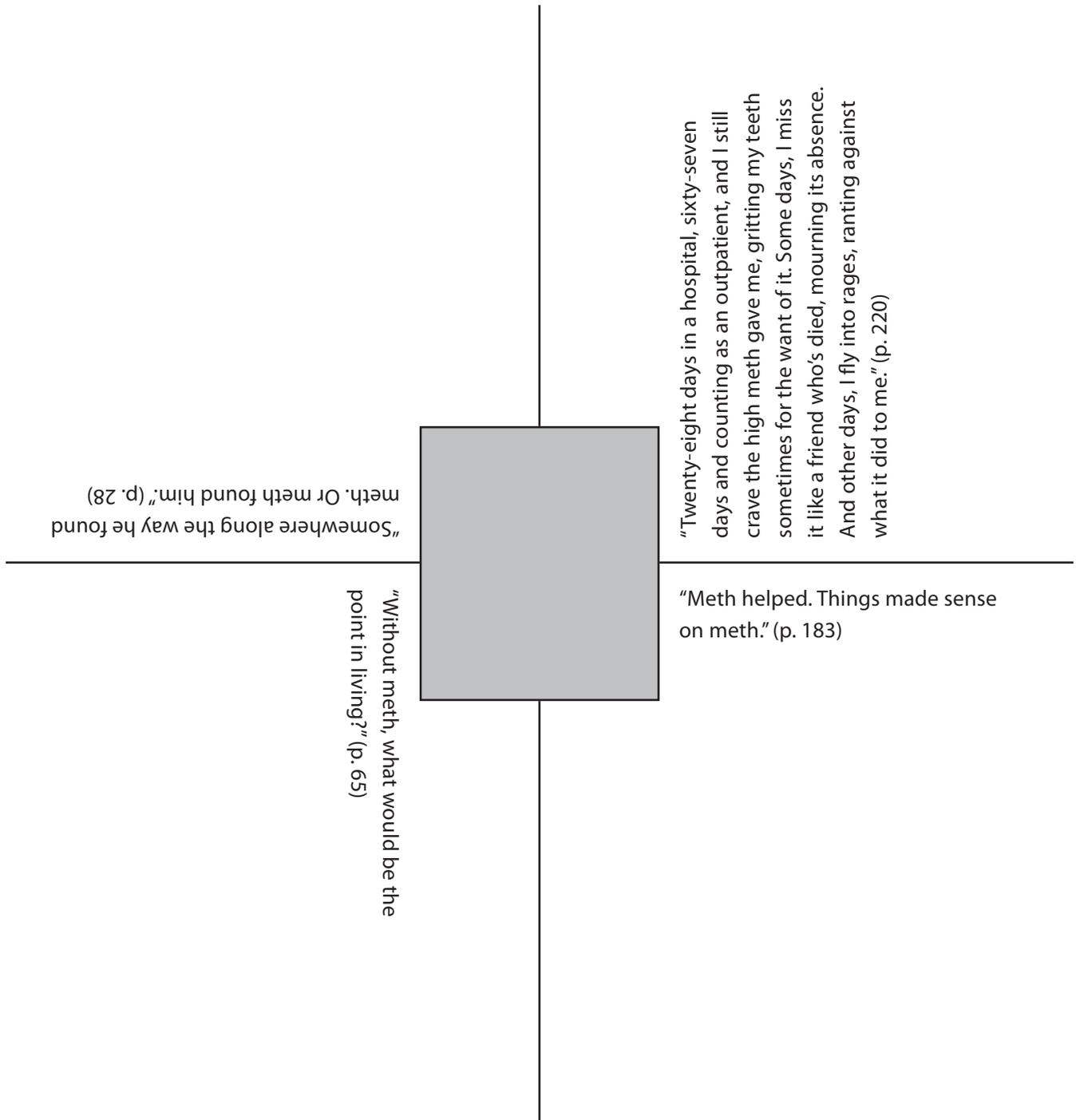
“Words floated around me like a mist. I grabbed some of them, lifting up the hem of my skirt, and inscribing them on my thigh, vandalizing my body. Thick shadows suffocate Pressing from all sides, Gasping, I struggle. Like a noose They get tighter.” (p. 119)

“I found a pen and jotted down the words, letting my mind roll over them, like they were a delicious bite I didn’t want to let go of. I created that. Before, there was nothing, shapeless ideas floating in the air. I brought them together. I had power over the words, they bent to my will.” (p. 22)

“Wicked lies
Burn bright
In the night sky.
Just writing the words felt better, some proof that the old me hadn’t completely disappeared.” (p. 79)

“The words scrolled across my arm before I realized what I’d done. I stared at them, loving the way they snaked down to my wrist, the sting on my skin from the pressure of the pen. A hurt that matched how I felt inside.” (p. 93)

BLM #6: SHOW DON'T TELL — CLOSE READING PLACEMATS



BLM #7: POETIC DEVICES

Alliteration: repetition of a sound at the beginning of two or more neighbouring words.

- The sun sizzled the swimmers' skin.
- The wild wind whistled and wailed.
- The rapidly rising river rushed rampantly.
- Little leaping lizards lay lazily on a log.

Onomatopoeia: words that sound like their meaning.

- The locomotive chugged down the rickety track.
- The arrow whistled in the still air.
- The soldiers snapped to attention.
- His voice droned on monotonously.

Simile: a comparison between two objects using "like" or "as."

- As good as gold.
- He is as cunning as a fox.
- An emerald is as green as grass.
- It smells like rotten eggs.

Metaphor: a comparison between two objects NOT using "like" or "as."

- Your eyes are stars!
- Life is a prison.
- Her mood was icy.
- She worked her fingers to the bone.

Personification: giving an inhuman thing human qualities.

- The tropical storm slept for days.

- Time stood still.
- The chocolate was calling out my name.
- The sun smiled down on me.

Foreshadowing: hints and clues that tip the reader off as to what is to come later in the work.

- a storm is coming (can foreshadow bad things to come)
- a black cat (can foreshadow bad luck)
- raven (can foreshadow secrets to be revealed or truths to be clarified)

BLM #8: POETRY GRAPHIC ORGANIZER

Form/Poetic Devices	Important Ideas with Textual Evidence
Key Words/Word Choice, Mood/Tone	Opinion/Thoughts About the Poem
Author's Message/Theme/Point of View	

BLM #9: POEMS FROM THE NOVEL

The daffodil curtains
Flutter in your wake
Sunlight beams penetrate
Fading fabric
Glowing with creature comfort
To announce your arrival.

p. 21–22

Remember the swings
Flying up
Never landing
Stomach floating and dropping
You'd push me
Higher.
I never wanted you to stop.
Now I say
Stop.

p. 24

Poems plucked
Like wildflowers from my wall.
A bouquet of fragrant words
My gift to you
Taken.

p. 34

Shreds of emotion
Laid bare on my wall,
Like mental graffiti

p. 38

A secret
Held close
spills,
dripping like blood into
your waiting hands.

p. 62

The ravens swoop
Attack with beady yellow eyes
A cackle of greeting
For their prey.
A murder,
They find each other.
There are no innocents.

p. 84

Coiling under my skin
A viper waits to strike
Poisoned fangs
Bared.
For now
I sit alone
Waiting
Hoping it won't
Bite me first.

p. 92–93

Thick shadows
Suffocate
Pressing from all sides,
Gasping, I struggle.
Like a noose
They get tighter.

p. 119

Serrated tentacles strangle
The life out of you.
Whipping across your future,
Cutting it to shreds,
Inescapable.
We struggle for you.
But we get sliced
Out of your life.

p. 137–38

You
On the other side

Separated by bars
From me.
You think you're free
To come and go
Hell and back
Up and down.
Me, protected by the bars
From you.
p. 150–51

Falling
Tumbling
Wind rushing past my ears
I plummet to your waiting arms.
But you are a
Figment.
And you disappear as I
Crash.
p. 186

Skull between my fingers,
I mash.
Beak cracks, splinters
A mass of feathers
Falls to the floor.
I press it flat,
Raven dust
Trailing under the door
Like smoke.
It disappears.
p. 210

There are no
Empty chairs
At the table.
We sit,
All of us,
Bursting with life.
Our presence a shout
For the joy of it.
p. 224

BLM #10: POETRY — READING AND WRITING SUCCESS CRITERIA

WRITING	SUCCESS CRITERIA
Form	I can write a variety of poems and use a variety of poetic devices
Voice	<p>I can express my feelings and thoughts using strong words.</p> <p>I tried to show passion about my topic. I can find my own personal voice and write about what I know and love.</p> <p>I can choose different voices for different purposes.</p>
Word Choice	<p>I use a variety of words to show how I feel.</p> <p>My describing words (adjectives) are excellent and thoughtful.</p> <p>I showed a mood or tone with my words.</p>
Point of View	I can get my message across in my writing.

READING	SUCCESS CRITERIA
Point of View	<p>I understand the author’s message (theme).</p> <p>I can give other possible points of view.</p>
Demonstrating Understanding	I can identify important ideas and give proof from the reading to support my ideas.
Form	I can identify the physical structure of the poem and the function of the poetic devices.
Word Choice	I can identify words that the poet chose to describe and to show mood or tone.

BLM #11: ANALYSIS OF MYSELF AS A READER ASSIGNMENT

Throughout book club you have learned about yourself as a reader. This assignment requires you to reflect on those skills and strategies you have learned while reading.

The assignment has three components:

1. First choose a piece of writing that you have produced this year that you feel proud of.
2. This piece of writing can be any form of writing you did as a result of reading. **You will need to submit this piece of writing in all of its drafts, including rough drafts, reading notes, and final draft.**
3. Next you will need to write **four paragraphs** on what your strengths are as a reader and what your areas for improvement are (be sure to include both). You must also include the strategies that you found most helpful at different stages of reading. Think about the strategies we have used in class to help with reading and writing (brainstorming, graphic organizers, write as you read, make a draft, proofread, get feedback, keep vocabulary lists, making connections, pay attention your environment while reading and writing, ask questions, read between the lines, etc.)

	LEVEL 4 80–100%	LEVEL 3 70–79%	LEVEL 2 60–69%	LEVEL 1 50–59%	
Knowledge and Understanding	High degree of understanding of reading strategies	Considerable understanding of reading strategies	Some understanding of reading strategies	Limited understanding of reading strategies	/10
Thinking	Consistently uses relevant evidence to support ideas and makes connections with other members' ideas	Frequently uses relevant evidence to support ideas and makes connections with other members' ideas	Sometimes uses relevant evidence to support ideas and makes connections with other members' ideas	Rarely uses relevant evidence to support ideas and makes connections with other members' ideas	/10
Communication	Very effective ability to express ideas clearly and logically, and seeks clarification when needed	Considerable ability to express ideas clearly and logically, and seeks clarification when needed	Some ability to express ideas clearly and logically, and seeks clarification when needed	Limited ability to express ideas clearly and logically, and seeks clarification when needed	/10
Application	Always takes turns speaking and listening and frequently makes connections to text, self, and world	Frequently takes turns speaking and listening and regularly makes connections to text, self, and world	Somewhat takes turns speaking and listening and makes some connections to text, self, and world	Very rarely takes turns speaking and listening and makes limited connections to text, self, and world	/10

BLM #12: CHARACTERIZATION ASSIGNMENT

For this assignment you will be required to practice the art of characterization by creating a dating profile for one of the characters in *Finding Hope*.

WHAT IS AN ONLINE DATING PROFILE?

A dating profile is a description of a single person, used by an online dating service, to advertise for a potential mate. Dating profiles are generally designed to find romance, and usually include a description of the person posting it, their interests, and an explanation of what the person is looking for in a mate.

You should include the following information in your character's profile and design it so that it fits on one typed page and includes several subheadings:

- Hook/Caption/Title
- Hobbies/Interests
- What they are looking for in a partner (should be several sentences long)
- What they have to offer a potential partner (should be several sentences long)
- Age, cultural background, religion, type of relationship they are looking for, etc.
- An expression or two they always say
- Anything else that you think reflects who they are

Remember that you should use what you learned about characterization to help you create your profile (e.g., S.T.E.A.L.: what the character **S**ays, their **T**houghts, **E**ffect on others, **A**ctions, and what they **L**ook like). Have fun with it!

The following is a list of pointers to help you create a successful profile:

1. Major strengths/appealing characteristics. Sell yourself as the character!
2. Deepest desires/goals/aspirations. What are you (as the character) searching for?
3. Use of language, tone, and pace.
4. Overall personality traits. How are you (as the character) unique?
5. You may want to mention some of your (as the character) fears and concerns.
6. Every sentence should be specific to the characters. This profile is not about you!

CHARACTERIZATION ASSIGNMENT: DATING PROFILE RUBRIC

CRITERIA	LEVEL 4 80–100%	LEVEL 3 70–79%	LEVEL 2 60–69%	LEVEL 1 50–59%
Knowledge/ Understanding of character’s role, includes several different subheading sections	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
Thinking/ Inquiry inferences, character’s “voice” is heard in the profile, details about character realistically reflect what character might be like	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
Communication clarity, dating profile format is easy to read and appealing, language, conventions	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
Application evidence of S.T.E.A.L. qualities of character	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability

BLM #13: SOCIAL ISSUES WRITING

Finding Hope is a novel that touches on many difficult and controversial topics. Sometimes these are topics that people don't always agree on and there may be more than one opinion about how best to address or view the issue. For this assignment you will be required to choose one of the topics below, find two articles that explore the issue from different perspectives, and then write about how it applies to the characters in the book. Your piece of writing can be in paragraph format, in the form of a letter to the character(s), a blog, a flyer, etc. Be sure to hand in all of your work (evidence of planning, annotated readings, reading notes, drafts, etc.). You will also have an opportunity to discuss your social issue within groups of peers who have chosen to write about the same topic.

TOPICS

Resiliency: A word we use to describe individuals' ability to bounce back from difficult events. Both Hope and Eric might be considered resilient. Find two articles that address what resiliency factors are and then write about how they apply to both Hope and Eric.

Substance Use: When it comes to substance use or addictions there are differing opinions about what causes substance use and therefore how to approach addressing it. There are abstinence-based approaches and harm reduction-based approaches. Find two articles or websites that describe each approach and write about which one you think is most helpful and how it would apply to Eric.

Negative Messages: Meth convinces Eric that it "helped me get through the dark nights" (p. 133). Oftentimes when people struggle with an addiction, depression, anxiety, or any other mental health issue the messages that they tell themselves are self-deprecating or negative behaviours are suddenly viewed as positive. The illness causes the person to see themselves as helpless and worthless. Find two articles that talk about self-deprecation, self-loathing, or negative thoughts and how they have power over people, then write about how these things apply to the characters, or yourself, if you wish.

Sexual Abuse: We discover that Eric's emotional pain is the result of sexual abuse that he suffers at the hands of his coach. Sexual abuse is a horrific event that can negatively impact every aspect of a person's life. Find two articles that address what is helpful for sexual abuse survivors and how this might apply to Eric.

SOCIAL ISSUES WRITING RUBRIC

CRITERIA	LEVEL 4 80–100%	LEVEL 3 70–79%	LEVEL 2 60–69%	LEVEL 1 50–59%
<p>Knowledge/ Understanding Shows understanding of chosen topic, knowledge of chosen form of writing (includes appropriate features)</p>	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
<p>Thinking/ Inquiry Applies external readings to the character(s) and chooses relevant readings, evidence of thinking and planning (notes, annotated readings, drafts, etc.)</p>	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
<p>Communication Clarity, conventions, use of proper sentence and paragraph structure</p>	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability
<p>Application Makes connections between readings and the book, ability to apply concepts from readings to the book</p>	Thorough Understanding/ Ability	Considerable Understanding/ Ability	Some Understanding/ Ability	Limited Understanding/ Ability

VI. ONTARIO CURRICULUM CONNECTIONS

The following curriculum expectations have been taken from *The Ontario Curriculum Grades 9 and 10 English*, and more specifically the Grade 9 English academic course. However, these expectations appear in Grades 9 and 10 applied and academic curriculums, with just slight variations.

ACTIVITY/TASK	SPECIFIC EXPECTATION
Predicting, Making Connections, and Inferring	<p>Reading and Literature Studies</p> <p><i>Using Reading Comprehension Strategies</i></p> <p>1.2 Use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts.</p> <p><i>Making Inferences</i></p> <p>1.4 Make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts</p>
Vocabulary	<p>Writing</p> <p><i>Developing Vocabulary</i></p> <p>3.3 Identify and use several different strategies to expand vocabulary</p>
Book Club Meetings	<p>Oral Communication</p> <p><i>Use Active Listening Strategies</i></p> <p>1.2 Identify and use several different active listening strategies when participating in a variety of classroom interactions.</p> <p><i>Interpersonal Speaking Strategies</i></p> <p>2.2 Demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences.</p>
Book Club Worksheet	<p>Reading and Literature Studies</p> <p><i>Using Reading Comprehension Strategies</i></p> <p>1.2 Use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts.</p> <p><i>Metacognition</i></p> <p>4.1 Describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers.</p>

ACTIVITY/TASK	SPECIFIC EXPECTATION
<p>Show, Don't Tell (Extending the Text)</p>	<p>Reading and Literature Studies</p> <p><i>Extending Understanding of Texts</i></p> <p>1.5 Extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>1.6 Analyze texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p>
<p>Poetry</p>	<p>Reading and Literature Studies</p> <p><i>Extending Understanding of Texts</i></p> <p>1.6 Analyze texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p><i>Understanding Form and Style</i></p> <p>2.2 Identify several different text features and explain how they help communicate meaning</p> <p>Writing</p> <p><i>Using Knowledge of Form and Style</i></p> <p>2.1 Write for different purposes and audiences using several different literary, informational, and graphic forms</p>
<p>Analysis of Myself as a Reader</p>	<p>Reading</p> <p><i>Metacognition</i></p> <p>4.1 Describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers.</p> <p>Writing</p> <p><i>Applying Knowledge of Conventions</i></p> <p>3.7 Produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>

ACTIVITY/TASK	SPECIFIC EXPECTATION
Characterization Assignment	<p>Media</p> <p><i>Creating Media Texts</i></p> <p>3.2 Select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice</p> <p>3.4 Produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>Writing</p> <p><i>Using Knowledge of Form and Style</i></p> <p>2.1 Write for different purposes and audiences using several different literary, informational, and graphic forms</p> <p><i>Applying Knowledge of Conventions</i></p> <p>3.7 Produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p> <p>Reading</p> <p><i>Making Inferences</i></p> <p>1.4 Make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts</p>
Social Issues Writing	<p>Media</p> <p><i>Creating Media Texts</i></p> <p>3.2 Select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice</p> <p>3.4 Produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>Writing</p> <p><i>Developing and Organizing Content</i></p> <p>1.3 Locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate</p> <p>1.5 Determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task</p> <p>2.4 Write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas</p> <p>Writing</p> <p><i>Using Knowledge of Form and Style</i></p> <p>3.7 Produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>