

# Ideas and Activities for Teachers

by Cynthia Rankin  
for

**Meyers' Rebellion**  
*Connie Brummel Crook*

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Written by Cynthia Rankin

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### ABOUT THE ACTIVITIES

**All page references are based on Fitzhenry & Whiteside hardcover edition, 2006.**

These activities, designed for students in grades 7- 10, focus on major topics related to the Loyalist settlers in Ontario: Rebellions of 1837-38 in Upper Canada, Toronto in the 19th century, city versus rural life in the first half of the 19th century, courage, family history, famous personalities in Canadian history, roles of women/girls and men/boys, community of neighbours, and difficult decision making.

**There are many activities at a variety of levels. Read through the guide carefully and select those suited to the needs of your students. It is not expected that all students will complete all the activities in this guide.**

#### **Before Reading the Novel (Pre-teaching)**

Pre-teaching suggestions encourage students to reflect on situations in their own lives that relate to incidents and themes in the novel. These suggestions are directed to the teacher.

1. *Meyers' Rebellion* is the third novel in the continuation of the Meyers family saga that began with the author's first novel, *Flight*. List the references to *Flight* and *Meyers' Creek*. Refer to the study guides by Cynthia Rankin. They can be found on-line: [www.conniebrummelcreek.ca](http://www.conniebrummelcreek.ca)

2. Read the ACKNOWLEDGEMENTS. Note Ms. Crook gives credit to a variety of people with whom she consulted while writing this novel. Note the specific role each person has played in assisting Ms. Crook. What would Ms. Crook need to research in order to write novels with historical settings? How is historical fiction different from other forms of fiction?

3. (a) Have students look at the cover on the novel. Ask students to work in groups to describe the cover using specific descriptive words. (Have students make lists of words that fit into parts of speech categories: nouns, verbs, adjectives, and adverbs.) (b) In the title the apostrophe follows the "s" on Meyers, as in *Meyers' Rebellion*. Why?

4. Consider the title of the novel: *Meyers' Rebellion*. Have students look up the meaning of the word "rebellion" and define it. Brainstorm other related words (e.g., rebel, rebellious). (a) Have students write about a time they rebelled in their own lives. Since these stories might be private, it is best to have only volunteers read aloud. (There are many forms of rebelling: individual, group, spontaneous, organized, personal or political. Many kinds will be important in this novel.) (b) Are all teenagers rebellious by nature? Do you think this has been the case over time and in every culture? Think of examples to prove your argument. (Note: Mythologies from every culture contain myths with impetuous and rebellious youths in them.) (c) Have students brainstorm characteristics of "rebellion". They might need to do some research. (d) Brainstorm other rebellions with which they are familiar.

5. Direct the students' attention to the way the author has divided the novel into *three* main parts. Have students look at the titles of the divisions and suggest why there are three divisions and what each title might represent. Post the students' predictions and allow them to adjust their responses once they have finished reading each section.

6. Find objects that remind you of various aspects of the novel and distribute them to each member of the class (e.g., jar of mud, piece of cloth, native beads, silver jewellery, old photocopies from a book, red wig, piece of plaid wool or a kilt, potato, silver rock, old skate, carpet bag, gavel, picture of Sir John A. Macdonald). (a) Place the objects on a shelf and have students reveal the significance of each artifact as each is mentioned in the novel. (b) A specific student could be assigned to write a short description of one object illustrating its significance in the novel. These "info cards" can be displayed with the objects, similar to a real museum. (c) Have the students use these objects as story starters.

### **During the Reading**

1. As a class, make a map to locate all the places mentioned in the novel and indicate the importance of each location in the story. You will need a detailed map of Ontario, past and present (e.g., Toronto, Kingston, Belleville, Napanee, Midland District, Navy Island, Niagara River, Chippawa, Fort Schlosser, New York, Prince Edward County, Moira River, Gananoque, Wellesley Island, Thousand Islands, Original Road, Adolphustown, Bath, Gladstone Island, Lake of Isles, Hills Island, Abel's Island, Appeneau River, Kaladar, Mazinaw Lake). A computer will also be useful: Mapquest and Google Earth.

2. (a) Keep track of specific places mentioned in Toronto. Make a map of Toronto based on the information given in the story. Include such landmarks as: St Lawrence Market, Osgoode Hall, Montgomery's Tavern, Hogg's Hollow, City Hall, Gibson's House, Mackenzie's House, Shepard's Mills, Don River, Kingston Road, Yonge Street, Gallows Hill, George Street at City Hall, Maitland Street and so on. (b) Find a map of Toronto from 1837 to compare to yours. The Internet will be a good tool for this task.

3. Have students keep track of new vocabulary as they read the novel. Have students define the following terms in their own words and use these words in sentences to show their meaning. This vocabulary could be used later in Novel Extension Projects and should be worked into daily activities to build vocabulary. Display the vocabulary with definitions and/or diagrams in the classroom.

### **Farming**

roan horses (p.1)

barter (p. 17)

halter (p. 43)

cudgel (p. 66)

cutter (p. 108)

sleigh (p. 145)

{What's the difference between a cutter and a sleigh? (p. 145)}

### **Food**

parboiled (p. 18)

hot toddy (p. 40)

cornmeal griddle cakes (p. 106)

### **Fashion**

short coat (p. 27)

frock coat and top hat (p. 28)

homespun shirt (p. 30)

trousers (p. 32)

homespun vest (p. 37)

mobcap (p. 43)

linen bodice (p. 105)

petticoat (p. 105)

toque (p. 145)

### **Politics/Military Terms**

Executive Council (p. 21)

Tories (p. 21)

Legislative Assembly (p. 21)

Executive Legislative Council (p. 21)

Reformer/Reform Party (pp. 21- 22)

election fraud (p. 21)

self-appointed government (p. 21)

denominations (p. 22)  
Family Compact (p. 22)  
The Colonial Advocate (p. 23)  
Yankees (p. 23)  
American democracy (p. 23)  
oppression (p. 24)  
soupet (p. 24)  
highwayman (p. 31)  
scufflaw (p. 34)  
pence (p. 40)  
skirmish (p. 53)  
Government House (p. 58)  
Lower Canada (p. 58)  
vanguard (p. 77)  
parleying (p. 79)  
militia (p. 110)  
international incident (p.131)  
patriots (p. 131)  
aristocrat (p. 132)  
clemency (p. 138)  
lieutenant-governor (p. 138)  
exile (p. 199)  
fugitive (p. 213)  
cross-examine (p. 253)  
exonerated (p. 269)

3. Keep track of "old fashioned" expressions. Based on context clues what does each mean? List other expressions that have gone out of fashion. Try asking parents and grandparents for help defining these. Look these terms up in an idiom dictionary or a dictionary of etymology.

rip-snorter (p. 38)  
gift of the gab (p. 38)  
shiner (p. 38)  
by hook or by crook (p. 51)  
Godspeed (p. 68)  
post-haste (p. 72)  
old crony (p. 97)  
hare-brained (p. 99)  
skedaddle (p. 106)  
no-accounts (p. 110)  
"I do believe . . ." (p. 117)  
moised (p. 121)  
battle-axe (p. 266)

4. Who's who in Canadian history? Keep a running list of the characters mentioned in the story and research each briefly as you read the novel, then chose one that interests you to

research in detail? (Characters are listed in the order they are mentioned in the novel: Bishop Strachen, Sir Francis Bond Head, William Lyon Mackenzie, Samuel Lount, Peter Matthews, Clancy, David Gibson, FitzGibbon, Dr. Rolph, Linfoot, Papineau, Colonel Moodie (1st victim of the Rebellion), Dr. Horne, Sheriff Jarvis, John A. Macdonald, Anthony Van Egmond, Doctor Bleeker Meyers, Col. Allan MacNab, Andrew Drew, Van Rensselaer, President Van Buren, Pirate Bill, Nan Burditt, Miss and Mrs. Hildreth, John S. Cartwright, Anthony Post, and Mr. Justice McLean.)

## **Guided Reading and Discussion Questions**

### **Prologue:**

1. It is clear that John Meyers is on the side of the British, and his son Jacob sides with the Rebels. What arguments are put forth by both sides? Which argument is stronger at this point.
2. Do you believe the tale of old Meyers walking back home after his canoe capsizes? The search for Meyers' Cave is mentioned in a few books by others and also in *The Perilous Year* by this author. Watch for references to the silver cave even from the first of this story as this plot line is interwoven into the rebellion theme.

### **Part One: Accidental Rebel, Chapters 1-11**

1. The prologue takes place in 1821 and the story in the novel takes place in 1837. Even in the first few pages there is a connection to the prologue. What is it? (p. 20)
2. Why do the reformers call Sir Francis Bond Head and his followers "The Family Compact"? (p. 22) Also, what do they nickname Sir Francis Bond Head?
3. Re-read the passionate speech beginning, "Brave Canadians! . . . Do you love freedom? I know you do. Do you hate oppression? Then put down these villains who are taking over our country!" (pp. 23-24) What techniques does Mackenzie use in his speech to convince people to join the Reformers? How effective is this speech?
4. Without the means of modern communication devices that you have enjoyed your whole life, what means of communication does Mackenzie have at his disposal to get his word out (e.g., pamphlets, newspapers, public speeches, word of mouth)? How have methods of communication changed in the last century and a half? Explain.
5. Is John a hero for saving Mackenzie from crashing into the lake? Why or why not? (p. 27)
6. Note the attention to the weather in the first few chapters. Later in the first part of the novel, *mud* is described in its many forms. Why is weather so important to the story? (See pages 35, 50, 52, 63.)

7. Note the number of references to the condition of the road and the mention of mud on the roads. John lies to Montgomery, suggesting George is held up because, "maybe he got stuck in the mud," (p. 37) and Mr. Montgomery believes him, and adds, "There's no help from the government on that one. Too busy lining their own pockets to make sure the common man can get from one place to the next." (p. 37) How important are the roads in 1837? Have times changed much when it comes to complaining about roads in and around Toronto? How have the complaints changed in modern times?
8. John is unsure about whether or not Gibson and Clancy are Tories or Reformers. What might lead John to think they are Tories?
9. Do you think the Silver Cave mentioned is real? Support your opinion. (p. 50)
10. John says, "He'd be a war courier--like Grandpa Meyers." (p. 51) What's a war courier? What did John's grandfather do in the Revolutionary War? (See the novel *Flight*.)
11. "[Samuel] Lount's a Quaker, you know. He's not for violence." (p. 54) What is a Quaker and what does the line mean? Do you think it is naive to think it is possible to create change without some sort of violence? Support your opinion with specific examples.
12. What does the expression, ". . . politics makes strange bedfellows" mean? (p. 55)
13. What do they mean when they say Mackenzie is more "sound and fury" than anything else"? (p. 55)
14. John wonders why he gets into the Montgomery Tavern meeting so easily. Do you also think it unlikely? Explain.
15. *Meyers' Rebellion* is told from the third person omniscient point of view. (a) What are the characteristics of third person omniscient point of view? (b) Why is this the best point of view from which to narrate this particular novel?
16. What is ironic about Mackenzie's line, "Though not too many Meyerses are with us--they're staunch Loyalists, and Church of England"? (p. 61) What does this line tell you about how families participated in politics in the early days of this country. Is this true today? Can one really judge the politics and religion of all members of a family so easily? Explain.
17. (a) Can you answer John's thoughts? "What kind of a leader would ride a white pony?" (p. 61) List all the details you have learned about Mackenzie up to this point. How has Mackenzie "cast some sort of spell over John"? (p. 67) (b) Gibson shows kindness and class that some of the others lack. Give specific examples from the novel to illustrate these traits.

18. What is the purpose of wearing a white armband? (p. 68)
19. What does Mackenzie mean when he says, "'An army marches on its stomach. That's what Napoleon said, and he was right!'" (p. 69)
20. (a) Answer John's question, "Was feeding the rebels an illegal act?" (p. 70) (b) John "didn't help himself" to any of the food he collected. (p. 71) What does that say about him?
21. Papineau and the rebels were defeated in Lower Canada. What does this mean for the rebels in Upper Canada? What circumstances lead up to the crisis in Upper Canada?
22. Is John accurate at the end of Chapter 6, when he refers to himself as a "prisoner"? (p. 74) Explain.
23. (a) What impression do you get from the description of the rebels *marching* down Yonge Street? (p. 77) (b) Compare and contrast the Tories to the Rebels. Consider size of the army, uniforms, ammunition, ideals, and leadership. (Refer to page 83.)
24. Hotheads in all protests and demonstrations cause problems. Who are the hotheads here and what problems do they cause? (p. 80)
25. There is a distinct contrast between the characters of Lount and Mackenzie. For whom do you have more respect and why? Use specific examples from the story to support your opinion. (p. 82)
26. John's opinions about Mackenzie have changed greatly since John first saw him speaking. Do you agree that Mackenzie is "a lunatic perched on a pony?" (p. 90) Or do you still see him as the hero John first rescued from the lake? (p. 25) Support your opinion with specific examples and quotations from the novel.
27. John has many jobs as an "accidental rebel". List the important people he meets and the roles he plays in the rebellion. Is he an accidental hero? Support your opinion with specific examples and quotations from the novel. (p. 90)
28. (a) Finish Jane's thought when she says: "'For that hare-brained rebellion. If people would just obey the authorities and sit and talk things out when they need to....'" (p. 99) (b) Do you agree with Jane? Why or why not? Be specific.
29. John wonders if George will be tried for treason at the end of the uprising. (a) What is treason and what is the punishment if George is found guilty? (p. 103) (b) What is the punishment for treason in Ontario today? Who was the last person to be found guilty of treason in Ontario. When? What were the circumstances of the case and what was the outcome?
30. Chapter 10 is set in the month of December. Notice the descriptions of weather in

December. How would the story be different if this chapter were written in the summer?

31. Mackenzie is referred to as the "Little Reformer". List all the names used to describe Mackenzie to this point.

32. What are the specific jobs and roles of males and females in the novel?

33. Why does John's mother go to such lengths to feed the soldiers well? (pp. 112-113)

34. What's the plan that John whispers into Nan's ear? What does Nan mean when she says, "I'll do my worst!" (p. 113)

35. What do you think is on the piece of paper that John delivers at the end of Part I?

## **Part Two: Rebels in the Family, Chapters 12-15**

1. What's the *Caroline*? What is the controversy that surrounds it? (pp. 130-32)

2. Why does Jacob Meyers say, "So we are not going to be at war with the States."?(p. 132) What is the family history with the States?

3. The expression: "silly-seeming skirmishes" (p. 132) is an example of effective alliteration; however, are the skirmishes silly? Support your opinion.

4. Tobias says, "Sometimes, you have to move fast or go backwards. And Upper Canada has reached that point!" (p. 133) What does Tobias mean? Do you agree? Support your opinion.

5. (a) Why does Father allow his sons to say their piece although he does not agree with their politics? (pp. 133-134) (b) What is Father Meyers referring to when he says, "I want my children and grandchildren to grow up around me--not banished to some foreign land."? (p. 134) To what foreign land might he be referring?

6. After hearing the political debate in Chapter 12, explain why it is so difficult to be on one side or the other. (p. 136)

7. (a) What is a "petition for clemency"? Do you think it will have any weight in court? Explain. (b) What are the facts of the case for and against Lount? Which side is stronger? Explain.

8. Can you ever imagine a time in Canadian history when people were not allowed to speak their opinions freely without risk of being arrested for treason as Tobias, and possibly George have been at the end of Chapter 12? Is this a reason in itself to join the rebellion? What injustices are worth fighting for?

9. John's Aunt Mary started the ferry business at Belleville. What does this say about

Aunt Mary in a day when few woman would have been entrepreneurs? (p. 149) (Note: Aunt Mary is the heroine in *Meyers' Creek* and George's sister in *Flight*.)

10. The walls of the jail in Belleville are "bare grey limestone". (p. 150) Kingston and the area is called the limestone city/district. Why? What is limestone and why is it so prevalent in the Kingston area?

11. What do you think of Jacob Meyers's claim: "But it's actions that get a man caught for treason. Words aren't anything."? (p. 150) Does *plotting* count for anything? Think of modern day world events.

12. What does the jailer say or do that shows he is sympathetic to Jacob's campaign to save his son and has respect for Jacob?

13. Why is it bad news at the end of Chapter 13 that Tobias is being tranferred to the *Toronto jail* to be tried for treason?

14. The skating party at the Burditt's pond marks a shift in the tension. What dynamics are introduced in this scene?

15. The school teacher, Miss Hildreth is only seventeen, and John is sixteen. Why does he refer to her as if she is so much his senior? Does he actually like her or is he just using her to make Nan jealous? How do you know?

16. "It seemed unfair that women like Mrs. Gibson and now Elizabeth had to suffer the consequences of their husband's actions." (p. 165) Do you agree? Give reason.

17. There is a misprint on page 166. Sometimes these errors are missed even by the proofreaders who check the galleys several times. Find the error.

18. Describe the plan to take the *Sir Robert Peel*. How does this support the rebel cause and how does this help Tobias?

19. How does John's personal rebellion mirror the political upheaval in Upper Canada?

### **Part Three: Rebel's Reward, Chapters 16-24**

1. Research the two ships: the *Sir Robert Peel* and the *Caroline*. What is the function of each ship? Who owns them and of what value are these ship to their owners and to the enemy?

2. Note the quantity and variety of work required to run a farm. Has farming changed much? Are farmers still able to leave a farm for days or weeks? What would happen? Explain.

3. Is it true: "There sure weren't too many like Nan Burditt."? (p. 178) Give specific

examples from the novel to show how Nan is not characteristic of most young women at this time.

4. (a) Why is it significant that Samuel Lount and Peter Matthews were hanged April 12, 1838 outside the Toronto jail? Of what were they convicted? (b) Describe a gallows. (c) When was capital punishment abolished in Ontario/Canada? Why?

5. (a) "[Nan] did not look at all upset that her adventure was coming to an end. In fact, she looked downright happy." (p. 187) What do you think George said to Nan that convinced her to give up her chance at adventure so willingly? (b) Why does John leave without saying goodbye to Nan? (p. 188)

6. Explain why John thinks: "Tonight, they would really be striking a blow for reform!" (p. 192)

7. What role is played by each of the brothers, George, Bleeker, and John in the raid on the *Sir Robert Peel*? (pp.196-99)

8. How does George try to make it a non-violent attack? (p. 197) Is it possible to execute a "non-violent" raid? Explain.

9. How does George demonstrate compassion for the passengers from the ship? (pp. 199-200)

10. (a) Why chant "Revenge for the Caroline!" (p. 200) (b) Why did the rebels set the ship on fire and cut it adrift? (p. 203)

11. Explain what is meant by the reference to "Sir William". (p. 204)

12. (a) What is ironic about the fact that Jacob Meyers is *Captain Meyers*, part of the militia from Belleville rounding up the rebel troops? (b) What would Jacob Meyers do if he captured his own sons?

13. Describe a corduroy road. (p. 213)

14. (a) What would happen if any of the rebels were recognized from the raid on the *Sir Robert Peel*? (b) What is an *assize*? (p. 214)

15. What does John mean when he tells Nan, "[The raid] was frightening, but more than that, the raid was ... demeaning." (p. 215) What does this whole conversation say about John?

16. (a) How does Nan come in handy with the wagoner? (p. 218) (b) What do you think of James' attitude towards courting and his motive for finding a wife? (pp. 219-20) (c) Do you think it wise of Nan to give her real name and address to James? Why would she do this? (p. 221)

17. What dangers could have been lurking in the cave in which John and Nan sought refuge?

18. (a) How would you describe John's enthusiasm for the silver in the mine: greedy, smart, irresponsible? Explain and support your opinion. (b) Why doesn't Nan share the same enthusiasm for the silver? (pp. 233-35)

19. As Jane scolds John for his escapade, she uses a series of idioms: "like the cat who ate the robin', 'the bad penny wold show up', and 'it's been no picnic around here.'" (p. 238) What does each idiom mean? Use an idiom dictionary or a dictionary of etymology to do this.

20. John tells his father, "It had been hard work taking the silver out with only a jackknife." (p. 242) What would a jackknife look like in 1838? Is it actually possible to extract silver with only a jackknife?

21. What is ironic about Miss Hildreth and her mother happening along as John and his father are approaching their own laneway? (p. 245)

22. Once it is revealed Nan is in love with George, several other loose ends are tied up. Explain. (pp. 247-48)

23. (a) What is the role of each character at the trial? List all the roles in the trial first. (b) What is cross-examination? (c) How does John A. Macdonald blow holes in the testimonies of the sailor, Mr. Post? (p. 254) (d) How does John A. Macdonald discredit Mrs. Hildreth's testimony, in which she distinctly hears someone use George's name?

24. Are the Meyerses cowards? Did they commit crimes and get away scott free? Does each deserve to pay for his role in the rebellions of 1837-38? Support your opinions with specific examples from the novel.

25. Is there a real record of this trial in the *Kingston Chronicle and Gazette*? Research. (Microfiche at your public library will help.)

26. Do you think John will become friends with Louise Hildreth, the school teacher? Support your opinion.

### **HISTORICAL NOTE**

1. People are often not what they might seem at first. Choose two characters that turn out differently than you might have expected from the outset. Write a paragraph about each and show how they changed and why.

2. Whom do the real life characters, George and John marry? Why would Ms.Crook keep this a secret from her readers?

3. Although many see the rebellions as failures, what purpose did they serve? Did anything change as a result of the rebellions?

4. Do you believe the Silver Cave really exists? Research Bon Echo Provincial Park and Meyers' Cave.

### **Novel Extension Ideas**

Novel Extension Ideas encourage students to explore historical events and controversial issues, as well as to engage in related activities. Projects are intended for individuals, pairs, small groups, and large groups. Activities are directed to the students.

Students may express themselves through creative writing, costume design, research, reports, essays, oral presentations, drama, newspaper articles, research projects, cooking, and more. *The activities reflect a vast range in levels of difficulty.*

Students will need access to reference materials to do research. Ask your teacher librarian and history teacher for support. Check the Internet for information websites.

1. (a) Construct a comprehensive family tree of the Meyers family. Where possible, include: age, occupation, residence. Complete the family tree as it exists by the end of the novel. (b) Construct a family tree of your own family. Are there any parallels to the Meyers' family tree? Explain.

2. *Meyers' Rebellion* is the third novel in the series of the Meyers family. Read *Flight* and *Meyers' Creek* and choose one of the suggestions below to bring the three books together in a project.

a) Choose two or three exciting life threatening scenes from each book and show how each reveals the strength of character needed to survive over the last 200 years.

b) Use specific examples from the novels to illustrate the role of women in the three books.

c) Show how the Meyers family's political allegiance developed and/or changed from one generation to the next.

d) Show how the Meyers and their neighbours illustrate that survival depended on mutual respect and support among the early homesteaders. Use specific examples from the novels.

e) Illustrate the relationship between the settlers and the native peoples in all three novels. Give specific examples.

f) A time span of over 200 years separates the first Meyers story and today; however, show how some issues faced by teens are still the same. Give specific examples from all three books.

3. Connie Brummel Crook is a true champion of Canadian historical fiction for young adults. Prove this statement is true in a short essay. Write an introduction and conclusion. Write three paragraphs in the body of the essay to show how Ms. Crook has brought Canadian history to life for young readers. Give specific examples from her works to

prove your points. Talk to your teacher about correct essay style before you begin this project.

4. Research the author Connie Brummel Crook. She has written many novels and picture books. Refer to her website: [www.conniebrummelcrook.ca](http://www.conniebrummelcrook.ca) Write a biography of the author. Be sure to give specific details. Be creative and write an introduction, body and conclusion. Write at least three paragraphs.

5. Choose one of the real historical people mentioned in the novel that interests you. Research this person extensively and write a report outlining this person's contribution to the development of Canada (e.g., Bishop Strachan, Sir Francis Bond Head, William Lyon Mackenzie, Sir John A. Macdonald).

6. Refer to Mackenzie's speech that begins, "Brave Canadians . . ." (p. 76) Finish the speech and deliver it in role as if you are Mackenzie.

7. Throughout the novel, particularly during the skirmishes, specific characters plead for non-violence and other characters act as bullies. Is it possible to believe: "Weapons are only for self-defence"? (p. 58) Write a supported opinion essay on the necessity of violence to effect change.

8. (a) Research the history of Capital Punishment in Canada. When was it abolished? Why? Who was the last to be executed in Canada and Ontario? Write a research report. (b) Some people believe capital punishment should be reinstated in Canada. Write a supported opinion essay for or against capital punishment in Canada and/or hold a class debate.

9. Write an historical fiction short story in which a character is forced to rebel against an oppressive government. Choose a real setting in a real country and period in history.

10. Write the obituary that might have appeared in the local newspaper at the time John's grandfather died of pneumonia as recounted in the Prologue. Begin by reading obituaries in the current newspapers, then use the Internet to research historical obituaries from newspapers in Upper Canada 200 years ago. Try to make your obituary sound authentic. You might even go so far as to put it in the context of a 200 year old newspaper. You can age the paper by soaking it in tea to yellow it. When the paper is thoroughly dry it is ready for print.

11. Create a newspaper and write newspaper stories that might have appeared in 1837-38 based on major events from the novel. (This could be a whole class/small group activity, in which each student writes one article. Remember political cartoons were popular at this time too.)

12. (a) Research political cartoons of the past and present. (Begin your research in current local and national newspapers.) (b) What are the common elements of political cartoons of the past and present? (c) Draw a series of political cartoons featuring William

Lyon Mackenzie. Refer back to the colourful descriptions of him and his antics.

13. (a) Research and prepare a power point presentation, or create a poster to display in the classroom illustrating through images the key personalities and major events of the Rebellions of 1837-38. (b) Research the monuments that still exist today commemorating the burial sites of figures involved in the rebellion and significant places. (Refer to *Volunteers and Redcoats - Rebels and Raiders: A Military History of the Rebellions in Upper Canada* by Mary Beacock Fryer.)

14. John and George have no trouble selling their wagon of goods, especially their mother's homemade cakes and pies at the St. Lawrence market. Create a class cookbook of very old recipes, for example Mrs. Burditt's cornmeal griddle cakes (p. 106) or Tobias's birthday cake (p. 135). Students could ask elderly relatives for submissions or research on the Internet. See *Hearth and Home: 1784-2000*. It is a cookbook written by U.E.L. Kawartha Branch (April 2000) with an introduction by Connie Brummel Crook. Try out some of the recipes. *Note: Be sure to inquire about food allergies in the class and school before embarking on this project.*

15. John notices the fashion of the day on his first visit to the St. Lawrence Market: "A woman in a full green skirt and a rose-coloured shawl stepped down from her carriage, helped by her driver. The brim of her stiff bonnet was loaded with silk flowers and her sleeves were so big they would never fit into a coat. But her waist was so tiny it seemed almost to disappear." (p. 18) Choose two different characters from the novel (perhaps one male and one female or one city dweller and one who lives on a farm) and make two period costumes. Present the costumes to the class using correct terminology and showing the function of each aspect of the outfits.

16. Dramatize the final trial scene. Use the novel as the basis for the dialogue. There are enough roles for all the members of the class.

17. The history of the name "George" is outlined by John A. Macdonald at the trial (pp. 260-61). What other names have become popular as a result of their association with monarchs throughout history. You will need to research names for this activity.

18. Research the United Empire Loyalists in Ontario. Create a report (written or oral). Begin by writing at least fifteen good research questions that need to be answered about the Loyalists. Your questions must require responses that cannot be simply answered with one word. (Sample questions: Where did the Loyalists originate and why did they leave their homelands? Why did the Loyalists choose to come to Upper Canada? What was life like for them when they arrived in Upper Canada? What are some of the major contributions made by Loyalists in the development of this province and country? What evidence still exists of the Loyalists in Ontario today?)

19. Now that your class is aware of the history of the United Empire Loyalists (U.E.L.), inquire to see if there is a local branch. Perhaps your class can be involved in celebrations on Loyalist Day, June 19, if events have been organized by them in your community.