

RESCUE *at* FORT
EDMONTON

Rita FEUTL

A NOVEL STUDY GUIDE
for ALBERTA EDUCATION

by RITA FEUTL
EDITED *by* DIANNE LINDEN

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ABOUT THE AUTHOR

Rita Feutl has a BA from the University of Toronto, an MA from the University of Western Ontario, and a post-graduate diploma from the University of Alberta's Faculty of Education in Teaching English as a Second Language.

She has worked as a freelance journalist and writer for twenty years, publishing in the *Globe and Mail*, *Toronto Star*, the *National Post*, *Edmonton Journal* and others. She has also had work published in numerous magazines and in the *Sightlines Language Arts* textbook. Several of her pieces have appeared on CBC Radio and she has contributed to *Alberta Anthology: The Best of CBC's Alberta Anthology for 2005*. *Rescue at Fort Edmonton* is her first novel.

ABOUT THE EDITOR

Dianne Linden is a writer and educator who has worked for many years as a teacher and education consultant. Her work has been published in many literary magazines and anthologized in Canada and Britain. Her novel for young readers, *Peacekeepers*, was published by Coteau Books in 2003.

FROM RITA FEUTL TO YOU

This is a book about searching for home. Dig back far enough, you'll find that Alberta is full of people who've come from somewhere else, looking for a place where they could safely put down roots. In *Rescue at Fort Edmonton*, I wanted to show how different people arrived in this prairie city, and the different homes they created. These were anything from a half-built cabin or a farm house to a two-room tent by a riverbank.

Janey Kane, the principal character in my novel, is also searching for home, though she doesn't realize it at first. As she learns that home isn't just about a building, but about the people in it, their stories and traditions, and their connections to each other, she matures a bit and stops using that boring word – “stupid!”

This is also a book about telling stories. Some of them are small, personal, and fictional, like Granny's tale of meeting her husband. (This is one of my favourite scenes in the book. The outside is dark and stormy, but Janey is safe, snuggled against Granny, who tells her a love story and revels in her granddaughter's closeness.) Other accounts are larger and based on historical fact, such as Anna's story of the mine fire, Martha's Fort Augustus ghost story of 1803, or Louisa's tale of Rowand's marriage. Sometimes family stories have to be told several times before they're absorbed and understood, as Granny does, when she tells about her father's death by diphtheria. Telling stories reveals where we've come from and can help guide us to where we're going.

Some stories are harder to tell than others. Aboriginal issues are huge and complex, and I only allude to a few, such as land claims (through the character of Black Bear) and the abandonment of country wives (through Louisa's mother).

Sometimes a writer creates a character that just runs away on her. Try as I might, Martin's character became meaner and meaner, even though he started out just like any teenage boy doing a man's job and not getting the credit for it from his peer (Janey). Personally, I think it's because he felt quite protective and fond of little Louisa, and didn't like Janey's character hanging around.

The seeds of *Rescue at Fort Edmonton* were sown on long, hot summer afternoons when my kids and I were volunteering as costumed interpreters at Fort Edmonton Park. Each time they complained about long stockings and layers of clothing, I filed away the information. Every time a young visitor tried to explain what a TV or an airplane was, I made a mental note. If Janey is believable as a character floundering in the past, it's because all those kids helped make her so.

A WORD ABOUT ORGANIZATION

This study guide targets students in grade four, although it can be adapted for use with older students. The study of each chapter is divided into three sections: *Preparing to Read*, *Exploring the Reading*, and *Extending the Reading*. The content of each is described below.

PREPARING TO READ:

- *Vocabulary development:* While the vocabulary in *Rescue at Fort Edmonton* is not overly challenging, some words may need to be introduced prior to reading. These are indicated in this section. Please add additional words as you see fit. (See Appendix 1: Instructional Strategies for suggested vocabulary development procedures.)
- *Reading for a purpose vs. reading to enjoy:* A purpose is generally indicated for reading the chapter. If you feel this interferes with students' enjoyment, have them read first, then skim for the information they need.
- *Using journals:* You probably already have a procedure for using journals in your classroom. Please continue to do that as you see fit. Some journal activities have been included that may augment what is normally done in your classroom.

EXPLORING THE READING:

- *Discussing the chapter:* The discussion questions target essential points in the book. Add others you consider appropriate. (Please check Appendix 1: Instructional Strategies for ways of discussing these questions with your students that promote individual accountability.)
- *Activities for further understanding:* Activities in this section develop an understanding of historical events of the eras Janey visits. Emphasis is placed on the challenges faced by people in each era, and on contrasts between our lifestyle now and that of our ancestors.

EXTENDING THE READING:

- Activities in this final section are optional, but add to students' enjoyment of the reading and their understanding of Alberta history. These activities also involve them actively in what they've read.

SKILLS DEVELOPED WITHIN THE STUDY GUIDE

SOCIAL STUDIES

The activities within the *Rescue at Fort Edmonton Study Guide* support Alberta Learning's Grade Four social studies curriculum, entitled *Alberta: The Land, Histories and Stories*. This guide will assist in developing General Outcomes 4.1, *Alberta: a Sense of the Land*; 4.2, *The Stories, Histories and People of Alberta* and 4.3, *Alberta: Celebrations and Challenges*.

Numbers following each outcome or skill indicate the chapters in which the outcome or skill is either introduced or reinforced. Activities related to Information and Communication Technology (ICT) are marked with a chevron within the guide. Further outcomes and skills are supported within the actual text of *Rescue at Fort Edmonton*.

SPECIFIC OUTCOMES:

4.1 ALBERTA: A SENSE OF THE LAND

4.1.1. valuing Alberta's physical geography and natural environment by:

- Appreciating the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (8)
- Appreciating the variety and abundance of natural resources in Alberta (2)
- Appreciating how land sustains communities and quality of life (2)

4.1.2 critically examining the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- What are the significant natural resources in Alberta and where are they located? (2, 4)

4.1.4 analyzing how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- How are natural resources used by Albertans? (2, 4)

4.2 THE STORIES, HISTORIES, AND PEOPLE OF ALBERTA

4.2.1 appreciating how an understanding of Alberta's history, peoples and stories contributes to their sense of belonging and identity by:

- Recognizing how stories of people and events provide multiple perspectives on past and present events (Introductory Activities, 2, 3, 4, 6, 7, 8, 9)

- Recognizing oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (Introductory Activities, 3, 4, 7, 8)
- Recognizing the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (2, 4, 6, 8)
- Recognizing British institutions and peoples as an integral part of Alberta's heritage (2, 6, 8)
- Recognizing how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (2, 8)
- Demonstrating respect for places and objects of historical significance. (Introductory Activities, 1)

4.2.2 critically assessing how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What movement or migration from within Canada contributed to the populating of Alberta? (2, 4, 5)
- How did the Métis Nation and Métis Settlements contribute to Alberta's identity? (4, 5, 6)
- How did British institutions provide the structure for the settlement of newcomers to Alberta? (2, 6)
- How did European immigration contribute to the establishment of communities in Alberta in late 19th and early 20th century? (2, 8)
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (2, 6, 8)

4.3 ALBERTA: CELEBRATIONS AND CHALLENGES

4.3.1 appreciating the factors contributing to the quality of life in Alberta by:

- valuing and respect for their own and other cultural identities (1, 2, 5, 6)
- demonstrating respect for the rights, opinions and perspectives of others (1, 2, 3, 4, 6, 8, 9)
- demonstrating respect for the cultural and linguistic diversity in Alberta (2, 4, 6)
- appreciating the influence of the natural environment and resources on the growth and development of Alberta (2,4)

4.3.2 critically assessing the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:

- In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta? (2, 4, 8)

4.3.3 critically examining Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways has Alberta changed demographically since 1905? (1, 2, 8)
- In what ways have Aboriginal peoples and communities changed over time? (6, 8)
- How has multiculturalism evolved over time? (2, 8)
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta? (Introductory Activities)

SKILLS AND PROCESSES:

DIMENSIONS OF THINKING

4.S.1 developing skills of critical thinking and creative thinking (Introductory Activities, 1, 2, 3, 4, 5, 6, 7, 8, 9)

4.S.2 developing skills of historical thinking (Introductory Activities, 1, 2, 3, 4, 6, 7, 8)

4.S.3 developing skills of geographic thinking (2, 8)

4.S.4 demonstrating skills of decision making and problem solving (2, 4, 6, 7, 8, 9)

RESEARCH FOR DELIBERATIVE INQUIRY

4.S.7 applying the research process (2, 3, 4, 6, 7, 8)

COMMUNICATION

4.S.8 demonstrating skills of oral, written and visual literacy (1, 2, 3, 4, 5, 6, 7, 8, 9)

4.S.9 developing skills of media literacy (Introductory Activities, 2, 3, 6, 8)

❖ Information and Communication Technology (ICT) skills are developed in: Introductory Activities, 2, 3, 6, 8)

LANGUAGE ARTS

Language arts skills are appropriate for students in grade four. They are generalized and taken from the Alberta Learning Curriculum.

READING

- Paraphrasing and drawing inferences
- Formulating questions
- Analysing character development
- Reading for a variety of purposes
- Identifying literary techniques
- Discussing genre
- Reading to predict and interpret
- Reading to teach or share information
- Comparing the real to the fictionalized
- Rereading for content information
- Searching literature for common themes

WRITING

Students write frequently, for a variety of purposes, and a variety of audiences. All writing is first draft. Some selections should be carried through the drafting process to a final product.

- Writing descriptive paragraphs
- Creating journal entries in role
- Creating personal journal entries

LISTENING/VIEWING

- Listening to appreciate
- Listening to learn from peers
- Listening for key words or phrases

SPEAKING AND REPRESENTING

- Sharing thoughts and interpretations orally
- Telling stories orally
- Paraphrasing and/or making comparisons orally
- Presenting tableaux
- Role-playing
- Making quick sketches for understanding

INTRODUCTORY ACTIVITIES

❖ FIELD TRIPS OR INTERNET VISITS TO FORT EDMONTON PARK

One way to introduce the novel is to take your class on a field trip to Fort Edmonton Park. Alternatively, Fort Edmonton Park maintains an excellent Web site with a map of each of the streets and pictures of each of the buildings, so a virtual field trip is also a possibility. For further information, contact www.fortedmontonpark.ca

STORYTELLING AS ONE RECORD OF HISTORY

Explain to students that the novel involves many stories about life in early Edmonton. Members of the immediate school community, including children's families, may have stories to tell of that time period. The Society of the Retired and Semi-Retired is also a good place to find senior citizens interested in telling students about their life experiences.

BEGINNING THE NOVEL STUDY

FOR YOUR INFORMATION:

Genre is a word used to describe a literary, musical or artistic work with certain defining characteristics. *Rescue at Fort Edmonton* belongs to the genre called time travel. In time travel books the main character or characters are transported to another time through a portal that bridges the present and the past or future.

PREPARING TO READ:

- Create with the class a brainstormed list of time travel books they've read.
- Explain that all time travel books have a passageway from this world to another one. Introduce the term *portal* as a way of identifying that passageway.
- Ask students to recall the specific portal used in the time travel books they've read.
- Put this information in the form of a T-Chart and post it in the classroom.

CHAPTER ONE

(PAGES 1 – 15)

SUMMARY:

Twelve-year-old Janey Kane doesn't want to spend her whole summer vacation away from her friends in Toronto. But her parents have made her come to Edmonton by herself, to spend some time with her grandmother, a person Janey hardly knows. The day after her arrival, Janey and Granny visit Fort Edmonton Park. Janey jumps into an open construction pit to retrieve a locket and falls into a tunnel. When she crawls out, some nasty young boys pelt her with rocks, and an First Nations man rescues her.

PREPARING TO READ:

- Direct students to read the chapter, looking for the portal Janey Kane will use for her time travels.

EXPLORING THE READING:

- Discuss:
 - Janey admits that she rushes into things without thinking of the consequences. What are some of her other characteristics?
 - What is Janey's portal into the past? What year does she visit?
 - What is Janey's grandmother like?
 - Janey describes the boys who chase her as wearing "odd-looking shorts that seemed to gather below the knee." What is the name for clothes like that? (Knickers or plus-fours. Explain that in olden times, long pants were only worn by adult males, and were therefore an important part of the passage from boy to man.)

TWO KINDS OF TIME TRAVEL

FOR YOUR INFORMATION:

Flashbacks present events that are out of chronological order, i.e., have happened before the time dealt with in the novel. They take us out of the present and into the past, and allow us to learn about events that took place before the narrative begins. While Janey travels into the past through the use of a portal, the author takes us, as readers into the past through the use of flashbacks.

- Ask:
 - What do we learn about Janey’s resistance to leaving Toronto and coming to Edmonton through the author’s use of flashback?

USING THE CHARACTER TREE ORGANIZER

The *Character Tree* helps students think about, and organize, qualities of different characters. Have them work alone or in pairs, and place Janey and her grandmother on the tree by adding defining characteristics for each.

Note: As new characters enter the story, revisit the character tree and add them to it. Also, encourage students to look at what they’ve written and revise it as they see changes. Janey, for instance, becomes less abrasive as the story progresses.

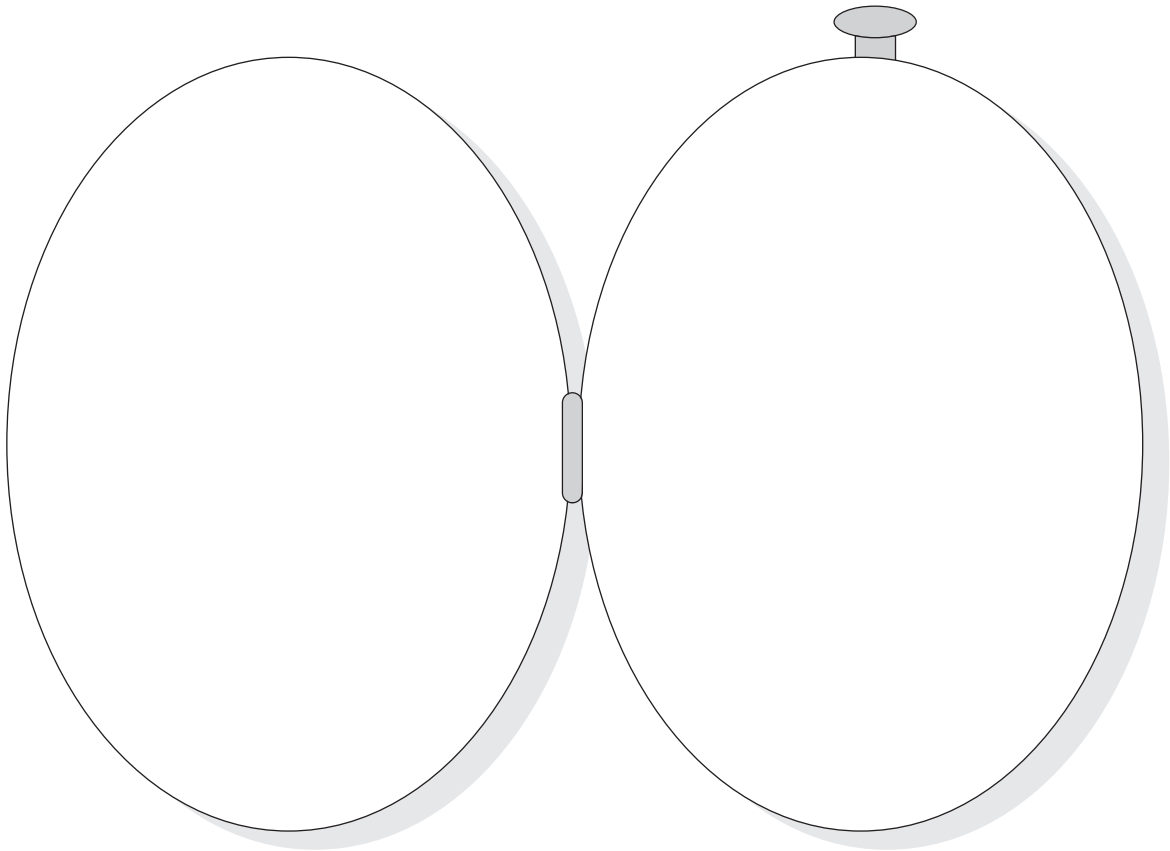
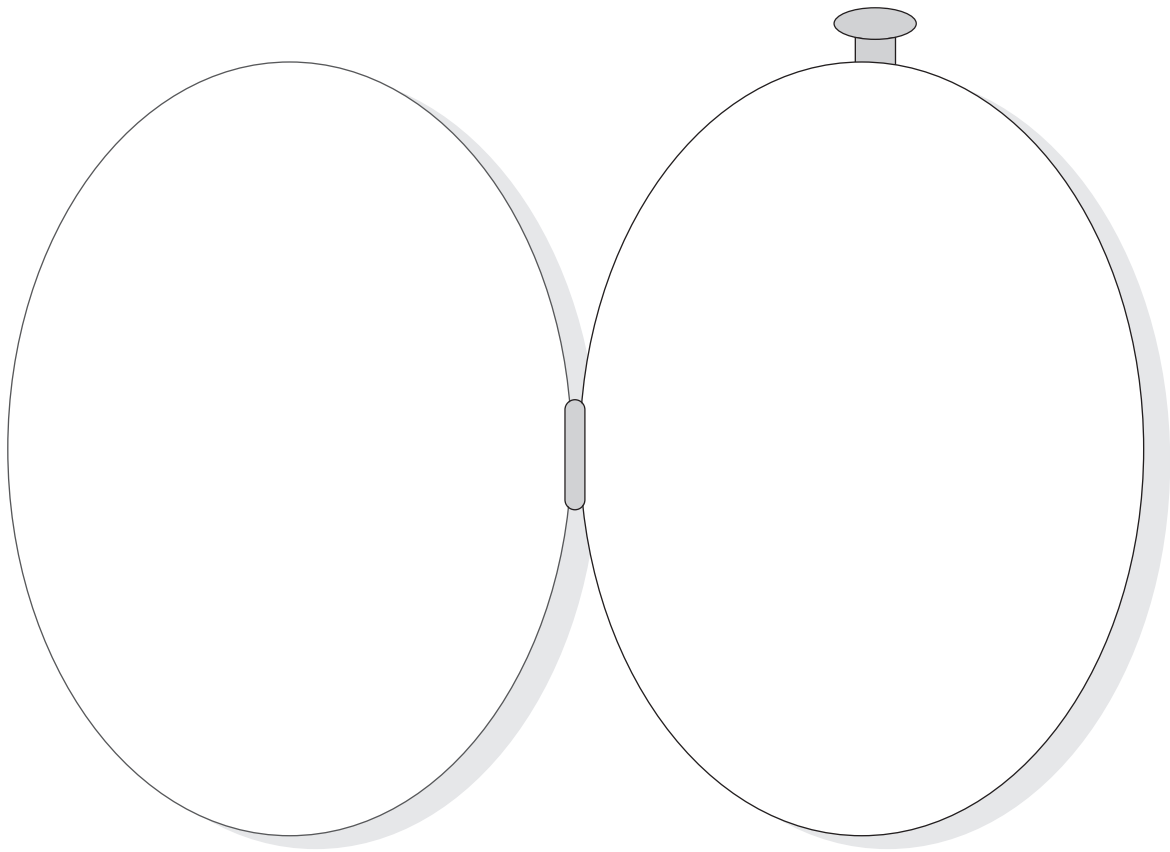
EXTENDING THE READING:

LOCKET ACTIVITY

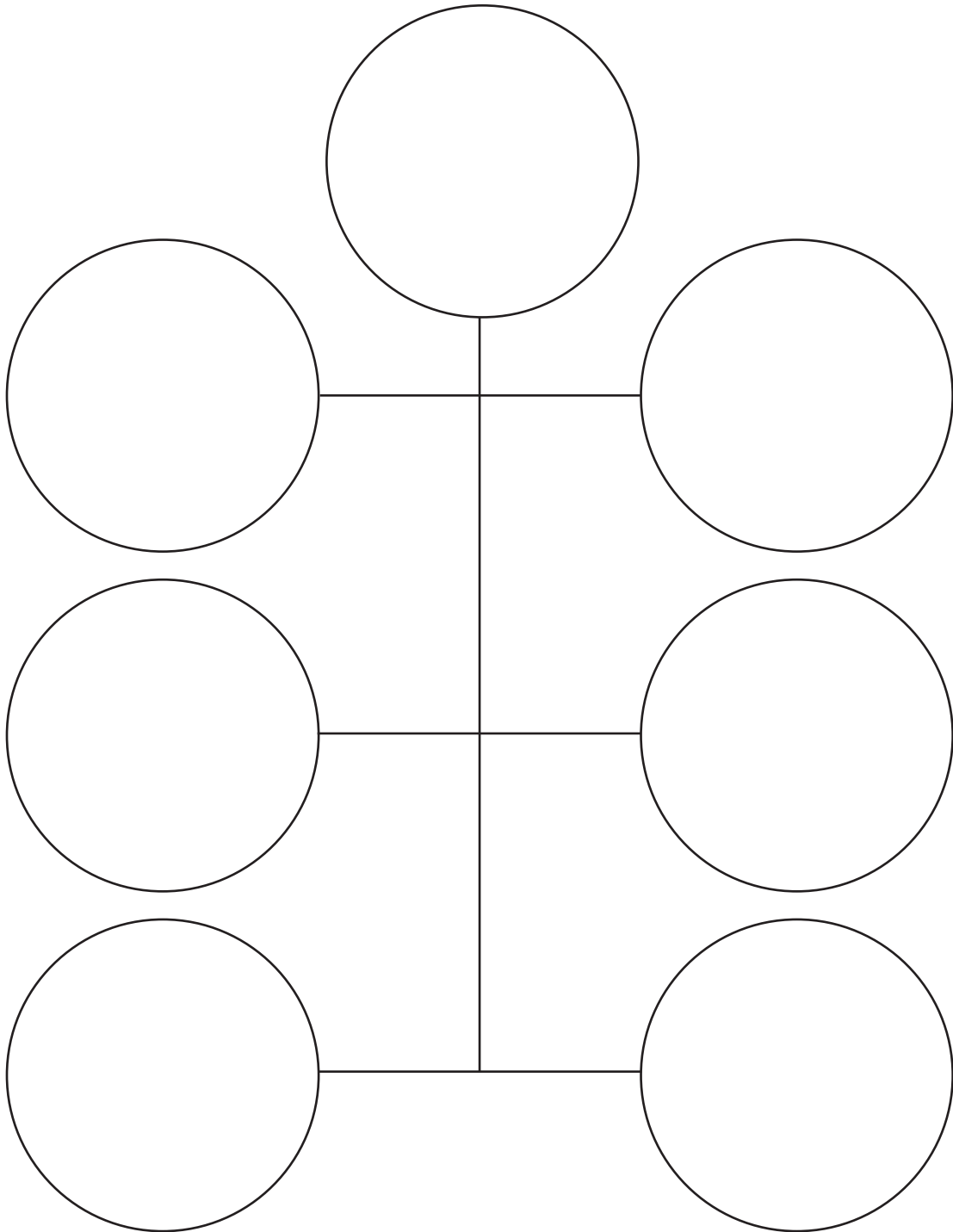
- You may want to ask students to bring in “old-fashioned” pictures of family members to place inside their own locket. Alternatively, they can draw pictures and paste them in. (p. 8)
- Discuss what is special or precious about keeping images of our ancestors. Why is it important to know the stories from the past?

STARTING A CLASS MUSEUM

Students may have other pictures or artifacts that link to their family’s past. These can be displayed in a class museum along with books and pictures of the past of their communities.



CHARACTER TREE



1. Add words that describe each of the characters in the space provided.
2. Look at your tree from time to time, adding information about new characters, or revising the information you've already added.

CHAPTER TWO

(PAGES 16 – 40)

SUMMARY

Janey is brought to the home of Mrs. Henderson, who insists on dressing Janey in “proper clothes.” Mrs. Henderson introduces Janey to Anna, 11, who will give Janey a wagon ride “back into town.” Janey assumes the ride will bring her to Granny and the park gate, until she realizes she’s somehow travelled back in time to 1907. When she accompanies Anna to the Farmers’ Market, an old woman tells her that she must prevent something terrible from happening. Janey and Anna return to Anna’s home, a tent, where Janey meets up with a temperance march and accidentally sets Anna’s tent on fire. Janey runs away blindly, and tumbles down the side of the river valley.

FOR YOUR INFORMATION:

Fort Edmonton Park is a living history museum nestled in Edmonton’s North Saskatchewan River Valley. It traces the city’s past, beginning with the aboriginal camps, followed by a replica of the Hudson’s Bay Company’s Fort Edmonton trading post. Three more eras are also portrayed by costumed interpreters in real or replica buildings: life in a small community around 1885, the boom times of 1905, and finally, Edmonton between the First and Second World War.

PREPARING TO READ:

- Share information with students about the way Fort Edmonton is organized. Ask them to predict which of these eras Janey has landed in.
- Direct them to read to discover whether or not their prediction is accurate. Also, ask them to be on the lookout for words from other languages.
- Introduce the words *camisole* and *petticoat*. Ask students to predict their meaning, then read to find out.

EXPLORING THE READING:

- Discuss:
 - Why does Mrs. Henderson give Janey some of her daughter’s old clothes? Why does she think there’s a flourmill in Ontario called GAP?
 - Discuss the items Janey sees in a farm kitchen of almost a century ago. How are they different from today? How are they different from your grandparents’ days?

- What clues can you find to indicate that Janey is really in the past? What makes Janey finally realize and believe she's in Edmonton in 1907?
 - Imagine working in a coal mine when you are ten years old. Imagine taking a cart out of town and into the countryside by yourself at eleven. Would your parents allow you to do this? Have things changed for children in the past century?
 - What word did you find that seems to be from another language? (Omâcîw. Omâcîw is the name of a First Nations man.) Ask students to predict what the language is that the name comes from. (It's a Cree word meaning moose hunter.)
 - Why do you think Mrs. Black Bear was able to understand that Janey was from a different time? Do you think we'll meet her again?
 - Janey is harsh and abrupt with people in the first two chapters. Can you find two examples? Is she representative of children in the 21st Century?
- ❖ Visit Calgary's Glenbow Museum photography archives at <http://www.glenbow.org/search/archivesPhotosSearch.aspx>. Type in "Emily Murphy" in the keyword box. You'll find four photographs of Mrs. Murphy. How can you tell that these photographs were taken almost a century ago?

FOR YOUR INFORMATION:

The first train to reach the Edmonton area chugged up to the south side of the North Saskatchewan River in 1891. The train station formed the beginning of the town, and then the city, of Strathcona. In 1902, the Edmonton, Yukon & Pacific Railway first travelled along Mill Creek Ravine and over the Low Level Bridge into Edmonton, bringing a wave of settlers from Germany, Scandinavia, and Eastern Europe. This was in marked contrast to the British or French settlers that came before. The influx of new immigrants brought a demand for real estate, construction supplies, and household goods.

Edmonton was declared a city in 1904, and became the capital of the newly established province of Alberta in 1905. By 1907, local businesses had prospered from the Klondike Gold Rush, and the city's economy was booming.

CREATING A THEN AND NOW CHART

- Draw a T-Chart on the board, labeling the column on the left, *1907* and the column on the right, *Today*.
- Enlist students' help in creating categories for the chart by asking them to brainstorm ways that life was different when Janey went back in time. They may say clothes were different, for instance. From that specific observation, help them generate categories

such as Clothing, Work, Food Preparation, Food Storage, and Recreation. Write these categories on the left side of the chart.

- After working through the first category with them, direct them to make their own T-Charts individually or with partners, giving examples of specific activities that fit both past and present.(p. 13)
- Ask students to share results of their individual charts with the class.

WHAT DO YOU KNOW? – A CROSSWORD ACTIVITY

- Put students in groups of three. These are their Home Base groups.
- Distribute the following handouts on Mining in Edmonton, Emily Murphy, and Tent Cities/The Temperance Movement to alternate students. Allow adequate time for students to read their articles.
- Arrange for students to meet with people who have read the same article as they have. As they discuss what they think is important, direct them to jot down notes.
- When students return to their Home Base groups, each shares with the others the important information s/he has learned.
- Together, students complete the Edmonton 1907 Crossword. Solution shown on page 25.

THEN AND NOW

HOW THINGS WERE IN 1907	HOW THEY ARE NOW
Clothing:	Clothing:
Food Preparation:	Food Preparation:
Food Storage:	Food Storage:
Work:	Work:
Leisure Time:	Leisure Time:

MINING IN EDMONTON

A web of old coal mines lies under Edmonton, from the Whitemud Creek in the west end to the Beverly neighbourhood in the east. As early as 1881, William Humberstone opened a mine to sell coal, just east of where the Hotel Macdonald now stands. At one time, there were 158 commercial mines in Edmonton, and many more small seams of coal along the cliffs by the river. People burrowed into these “gopher-hole mines” and followed the coal seam.

The early settlers needed coal to heat their tents and houses. Until natural gas became popular in the 1950s, Edmontonians used coal for heating fuel. More than 13 million tonnes of coal came out of Edmonton riverbanks. That meant lots of digging and lots of jobs for people who couldn't speak English. Even children could find work there, cleaning the coal once it was brought up from underground.

Coal mining was dangerous, however. Carbon monoxide, a poisonous gas, could kill miners underground. They could also be trapped by cave-ins or fires. That's what happened to the six men who died in the Walter's Mine Fire of June 10, 1907, near the south end of High Level Bridge. Inspectors said a fire started when a burning candle set fire to the wood that shored up the mine-shaft. Foreman George Lamb rang the alarm to alert others about the fire, then climbed into the mineshaft to rescue the workers. He battled through smoke and fallen wood to find the five men huddled at the bottom of the 30-metre shaft. Lamb finally convinced the men to climb up the ladder behind him, but the second man slipped and knocked the others back down. Lamb managed to climb out, but he was so badly burned that he died. His sister, who lived in England, received Lamb's medal for bravery from the king in 1908.

Even after the mineshafts were closed, they were still dangerous. In the 1920s, workers had to tear down College Avenue School on Jasper Avenue, because old underground mines made the building too wobbly. And the Edmonton Convention Centre next to Hotel Macdonald cost millions of extra dollars to build, because so many old mines made the ground unstable.

Not all of the mining accidents were dangerous, though. On a May night in 1910, a block of houses gently slid nine metres down Grierson Hill while the people inside slept on, without noticing a thing. It is said that not one dish slid off the shelves while the houses descended to their new location!

Edmonton's last coal mine closed in 1970.

EMILY MURPHY

Emily Gowan Ferguson Murphy was a woman who knew her mind and wasn't afraid to let other people know what she was thinking. She was a writer, judge, political activist and, together with Irene Parlby, Louise McKinney, Nellie McClung and Henrietta Muir Edwards, one of the "Famous Five" who took the Persons Case to the highest courts in England and won.

Murphy was born in Cookstown, Ontario, in 1868, the third of six children. Her three brothers became lawyers and Murphy always had a keen interest in the law. At 19, she married Arthur Murphy, an Anglican minister. They travelled to England and to Manitoba, where Murphy wrote about books for the Winnipeg Telegram.

In 1907 the Murphys moved to Edmonton. She wrote many books and articles about life on the Prairies, and used different pen names, including Earlie York, Emily Chetwood, and Emily Ferguson. But her favourite pen name, or pseudonym, was Janey Canuck. In 1910 she wrote a book called *Janey Canuck in the West*.

Murphy saw that women worked just as hard as their husbands to build homesteads and settle the west, but if a husband decided to sell the farm, take the money, and move away by himself, the wives were left with nothing. She pressured the Alberta government to pass the Dower Act in 1911, which protected a wife's right to one-third of her husband's property.

Murphy tried to make things better for women in other ways too. She helped women who lived on farms far from doctors, lawyers, and even friends. She worked with Nellie McClung to win women the right to vote. She studied the law, and looked at how drug and alcohol abuse hurt the lives of women and children.

While Murphy did work hard for women's rights, some of her beliefs were prejudiced, similar to the thinking of many people in the early 1900s. She believed that some of the problems in the west, like alcoholism and drug abuse, happened because so many immigrants of different backgrounds were coming to Alberta.

Still, when officials were looking for someone to become the first woman magistrate in the British Empire in 1916, Emily Murphy was their first choice. However, on her first day in court, a lawyer said that Murphy couldn't be a judge, because judges had to be "persons." Up to that time, British law had only accepted men as "persons." Murphy ignored the lawyer's comments, but decided she needed to have the law changed. The Famous Five went to work and on October 18, 1929, the Privy Council in England declared that women were persons.

Emily Murphy died in 1933.

EDMONTON TENT CITIES

With the arrival of trains, the population of Alberta's new capital mushroomed from 7,000 in 1905, to 70,000 in 1914. That caused a shortage in houses and the materials to build them, so the first Edmonton home for many immigrants was a canvas tent. If they were lucky, they could scrounge together enough lumber to make a raised floor for their tent.

At the time of Janey's visit in 1907, tent cities had sprouted up along the river flats, while others were pitched at the top of the bluffs overlooking the valley. Some perched on the cliff below what is now the Hotel Macdonald, making easy access to coal seams for heating supplies. Over 3,000 people were living in 1,098 tents in different parts of the river valley that summer.

Though the outside of these tents could look drab and dirty, inside there were often colourful carpets on the floor and fancy dressers against a wall covered with framed picture of the family left behind in the Old Country. In the winter, residents insulated their tents with hay bales, and cut a hole in the roof for the pipe of the coal stove.

THE TEMPERANCE MOVEMENT

The first temperance societies appeared in eastern Canada about 1827 to control how much beer, wine, and liquor people drank. In 1874, the Woman's Christian Temperance Movement (WCTU) was born in Ontario, and gradually spread out west.

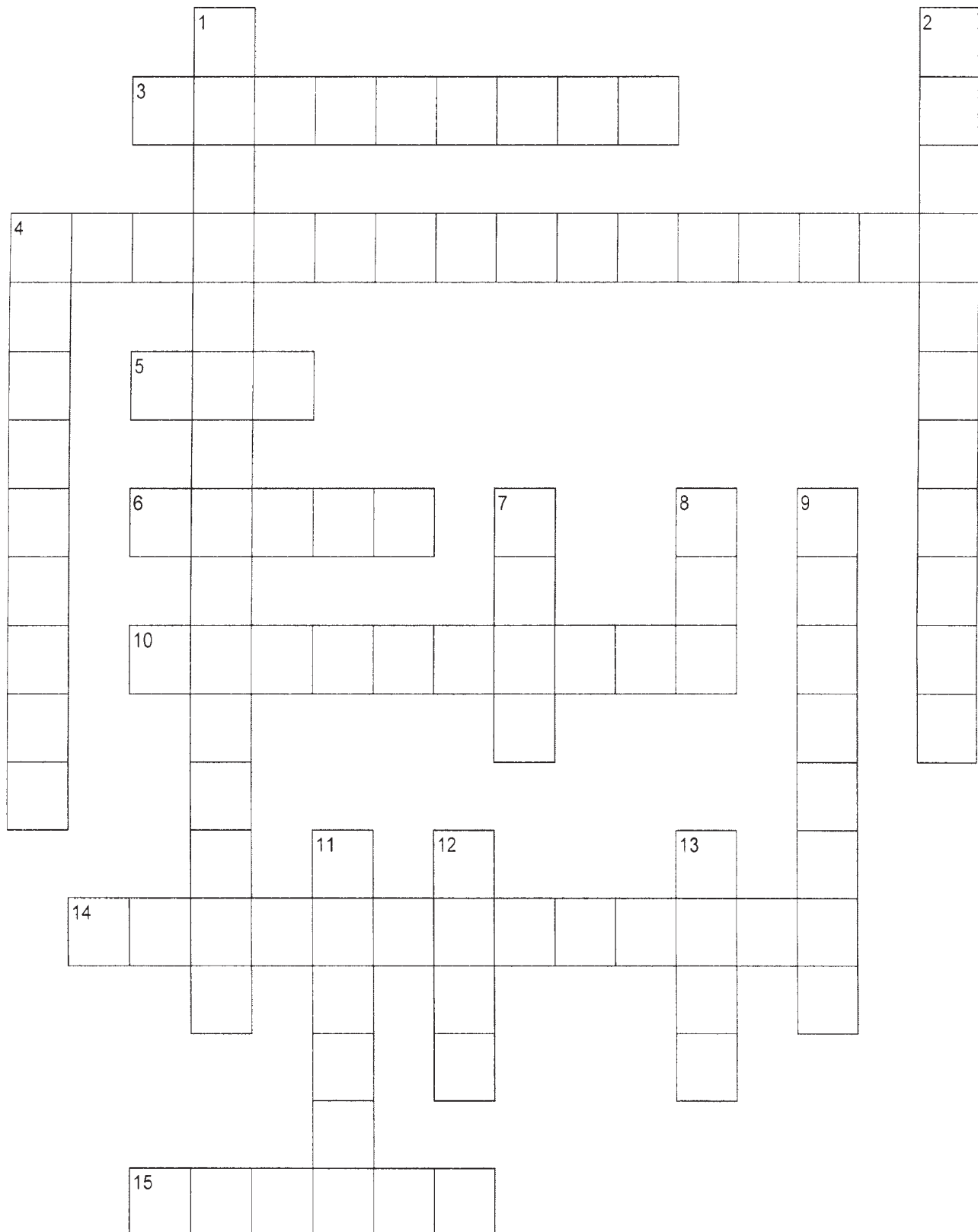
Nellie McClung, Louise McKinney, and Emily Murphy, all members of the Famous Five, tried to prevent alcohol from being sold. At the time, it was uncommon for women to drink alcohol, but when a man drank too much alcohol, they said, he lost his job. That affected his wife and children, who could then not afford shelter, food, or medicine. WCTU members also argued that if European immigrants couldn't buy alcohol, they would behave more like "normal", or British, Canadians.

The WCTU worked hard to have the government give women a "mothers' allowance" so they could buy their children basic food and clothing. The WCTU also campaigned to allow women to vote. They felt that if women could vote, there would be better laws for women and children.

But the WCTU's strongest focus was on stopping alcohol sales, and on July 1, 1916, they succeeded because it became illegal to buy or sell alcohol in Alberta. (This was referred to as being "dry.") This was the start of Prohibition in Alberta, which did not end until 1924.

EDMONTON 1907 CROSSWORD

Created with EclipseCrossword -- www.eclipsecrossword.com



EDMONTON 1907 CROSSWORD – CLUES

Across

3. There were 158 of these in Edmonton at one time.
4. This helped women buy food for their children.
5. In 1916 Edmonton became this kind of city.
6. This Act protected a woman's right to inherit one third of her deceased husband's property.
10. Many immigrants to Edmonton lived in these in 1907.
14. A name for a group of women that includes Nellie McClung and Emily Murphy.
15. Emily Murphy was told she couldn't become a judge because she wasn't one of these.

Down

1. A name for small coal mines in river banks.
2. One of Emily Murphy's pen names.
4. One tent city was located below this Edmonton hotel.
7. An organization that tried to prevent alcohol from being sold or consumed.
8. This can kill miners underground.
9. These were used to keep heat in tents on cold days.
11. Material for tents.
12. Sometimes the inside of a tent could be like this.
13. A tragedy that occurred in the Walter's Mine in June, 1907.

EDMONTON 1907 CROSSWORD – CLUES

Across

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6. This Act protected a woman's right to inherit one third of her deceased husband's property.
10. Many immigrants to Edmonton lived in these in 1907.
14. A name for a group of women that includes Nellie McClung and Emily Murphy.
15. Emily Murphy was told she couldn't become a judge because she wasn't one of these.

Down

1. A name for small coal mines in river banks.
2. One of Emily Murphy's pen names.
4. One tent city was located below this Edmonton hotel.
7. An organization that tried to prevent alcohol from being sold or consumed.
8. This can kill miners underground.
9. These were used to keep heat in tents on cold days.
11. Material for tents.
12. Sometimes the inside of a tent could be like this.
13. A tragedy that occurred in the Walter's Mine in June, 1907.

CHAPTER THREE

(PAGES 41 – 60)

SUMMARY:

When Janey opens her eyes after her fall, she realizes she's returned to the present time. Back at her grandmother's house, she mulls over whether she really did travel in time. A phone call from her dad reveals that Granny is being treated for cancer, and that Janey has been sent to Edmonton to keep her company. Furious at not being told, Janey lashes out, then runs away. Michael, a neighbourhood kid, brings her home and invites her to come swimming the next day. But Janey finds a stash of her Grampa's old clothes and is determined to return to the past to help replace Anna's favourite doll, which was in the tent during the fire.

PREPARING TO READ:

- Ask students to predict whether or not Janey will time travel again in this chapter, jotting predictions down in the journals. Direct them to read to verify their predictions.

AFTER READING:

- Discuss:
 - When Janey talks to her father on the phone, she learns that her grandmother has cancer. Were there earlier clues to this?
 - What does Janey learn about her grandmother's past in this chapter?
 - What does Janey learn that connects her to her grandfather?
 - Janey discovers something that makes her certain she has actually traveled in time. What is it?
 - Why does she want to time travel again? What does that tell us about her character?

EXTENDING THE READING

FOR YOUR INFORMATION:

Granny refers briefly to the Edmonton Grads, and finds an “ancient, scratchy, black-and-gold basketball uniform” in her closet. Rita Feutl made Granny a farm-team member of the Grads, one of the most famous basketball teams in Canada.

John Percy Page, a gym teacher at McDougall Commercial High School, formed a girls’ basketball team and entered it in a high school basketball league in 1914. The team won the league championship that year. In 1915, the team beat the Normal School in Camrose to win the first provincial women’s basketball title. When the girls on the team graduated that year, they still wanted to play basketball and they wanted Page to coach them. That’s how the Edmonton Grads were born. Girls who were waiting to get onto the team, like Janey’s granny, played for the Gradettes.

The Grads played for 25 years, winning 502 games and losing only 20. Long before women’s basketball was considered an Olympic sport, the Grads went to Europe and the United States and trounced their opponents, winning 27 consecutive Olympic exhibition games from 1924–1936. When the Grads returned to Edmonton, the city held parades and dinners to honour them. With the start of World War II, the team disbanded. James A. Naismith, the Canadian who invented basketball in 1891, called the Grads “the finest basketball team that ever stepped on a floor.”

- ❖ After sharing this information with students, ask them to visit Calgary’s Glenbow Museum photography archives at <http://www.glenbow.org/search/archivesPhotosSearch.aspx>. Type in “Edmonton Grads” in the keyword box. Ask them to find the photograph of the team which went to the Olympics in Paris, France. This is the uniform the author based her description on.
- Encourage the students to collect memories from their grandparents, then write about them in their journals or share recollections orally.

CHAPTER FOUR

(PAGES 61 – 82)

SUMMARY:

Janey makes it back into Edmonton's past, but in the wrong time – 1846. She meets Louisa, Martin, and Louisa's mother, Mrs. Fisher, during a deer hunt. Janey, disguised as a boy, is asked to help haul in a deer carcass with Martin, but she runs away. Louisa brings her into the fort, but when the York boats arrive, the two hurry to the riverside to help unload. Janey accidentally drops a bag of precious letters, and must escape Martin's wrath by crossing the river. As she slips into a tunnel to hide, she notices that one of her pursuing figures was the same First Nations boy she and Louisa met earlier that day.

PREPARING TO READ:

- Ask students to predict the time period that Janey will travel to, jotting down their predictions for later verification.
- Introduce the words *intermittently* and *menacing*. (See Dealing with Vocabulary in Appendix I for suggested strategies.)
- Direct students to read for details of the lifestyles of people Janey visits.

EXPLORING THE READING:

- Discuss:
 - This time Janey travels to Edmonton in 1846. Ask students to check this against their predictions.
 - Do you think that Janey wore her grandfather's clothes because she knew how rare women would be in the time of her destination? Or was it just luck that she did so?
 - Janey's face "crumpled" when she learned she had gone back to the wrong time. What does that mean about how she was feeling?
 - Louisa says her mother is magic. Why? What character have we already met who also seems to have special powers?
 - Why do you think Black Bear is pursuing Janey as she leaves the past?
 - What are some of the interesting stories in this chapter? (The story about the rotten meat in the ice house, for example.)

AN “I-SEARCH” FOR SENSORY DETAILS

FROM THE AUTHOR:

Rita Feutl says that one of the things Janey learns from her time travel to Fort Edmonton is how small she is in comparison to the vastness of the landscape and the sky. Rita tried to add sensory detail to help readers share Janey’s feelings.

- Challenge your students to reread the chapter, looking for details based on input from each of the five senses. (For instance, Janey touches the deer’s legs and they are still warm.)
- Construct a large T-chart and ask students to contribute their research to it. Post it in the room, for help with the next activity.

A DAY AT FORT EDMONTON

FOR YOUR INFORMATION:

In 1846, Edmonton was little more than the Hudson’s Bay Company fort surrounded by cultivated fields of grains and vegetables, as well as a few aboriginal encampments. While the fort was full of First Nations and Métis people as well as European men and boys, European women and girls did not arrive until decades later.

In this activity, students will learn more about life at Fort Edmonton in 1846 by reading stories Rita Feutl has researched and written. Then they will write a journal entry describing what a day at Fort Edmonton would be like.

- Direct students to read the “Fort Edmonton stories” which follow.
- Discuss what their favourite story is and what they like about it.
- Ask them to recall stories, such as the ghost story, within the chapter itself.
- ❖ Direct the students to visit Calgary’s Glenbow Museum photography archives at <http://www.glenbow.org/search/archivesPhotosSearch.aspx>. Type in “John Rowand” in the keyword box. Ask the students if Rowand’s clothes were suitable for a man who was overseeing a fort. Rowand had another nickname: Big Mountain. Why?
- ❖ Direct them to www.fortedmontonpark.ca for photos and a map of Fort Edmonton’s reconstructed fort buildings to give them an idea of how the fort was laid out.
- Then ask them to rewrite one of the stories from the article or the novel in first-person, as if they had observed it taking place.
- Remind them to consult the class chart for descriptions of sensory detail that make writing come alive.

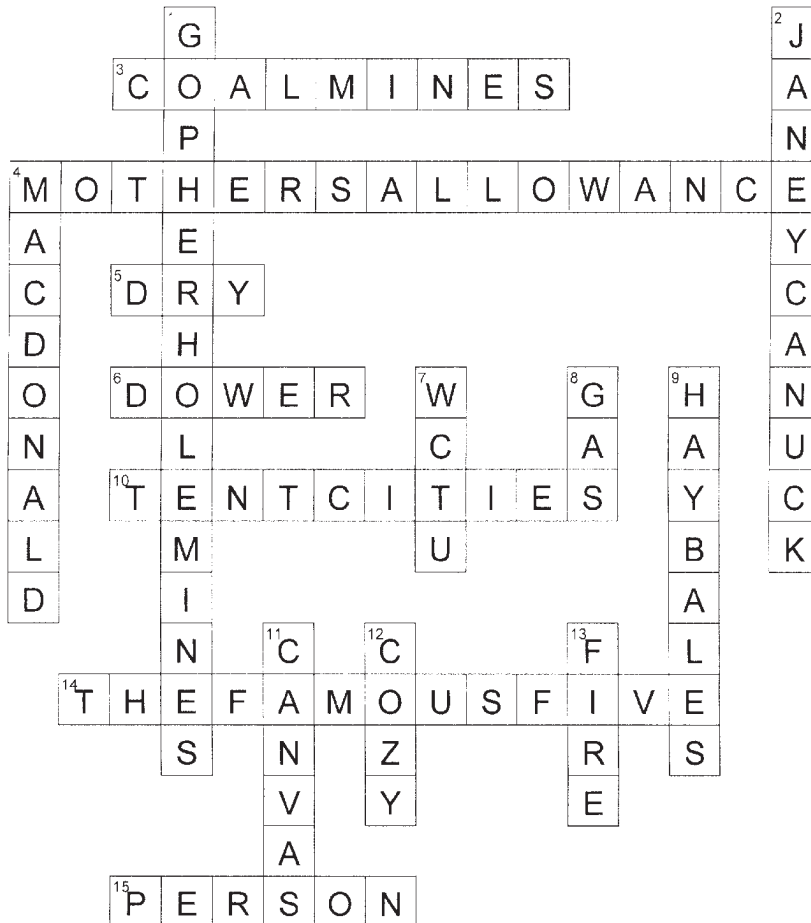
Note: Review first-person narrative with students if appropriate.

EXTENDING THE READING:

If you haven't already visited Fort Edmonton Park with your class in person or on the internet, this is an excellent time to do so. Take pictures of the Fort while you're there and add the pictures and journal entries to the class museum.

EDMONTON 1907 CROSSWORD – ANSWERS

Created with EclipseCrossword — www.eclipsecrossword.com



Across

3. Coal Mines
4. Mothers Allowance
5. Dry
6. Dower
10. Tent Cities
14. The Famous Five
15. Person

Down

1. Gopher hole mines
2. Janey Canuck
4. MacDonald
7. WCTU
8. Gas
9. Hay Bales
11. Canvas
12. Cozy
13. Fire

FORT EDMONTON STORIES

CHIEF FACTOR JOHN ROWAND

While many young teenage boys go to junior high school these days, John Rowand's life was a little different. Back in 1803, when he was 14, he left his home in Montreal for a job as an apprentice fur trader for the North West Company. In 1826, Rowand became chief factor of Fort Edmonton, trading blankets, rifles, and other goods for the furs the First Nations people brought in. He ran the fort efficiently and with a firm hand. One of the steps he took was convincing the Hudson's Bay Company directors to use the North Saskatchewan River as a trade route, instead of the more dangerous Athabasca River route.

Rowand had many adventures during his life. Because of one accident, he had a lifelong limp and was given the nickname, "One-Pound-One." Rowand died of a heart attack at Fort Pitt (just north of Lloydminster) when he was 67, while trying to stop two boatmen from fighting. He was buried there, but the Hudson's Bay Company director remembered that Rowand wanted to be buried with his family in Montreal.

So they dug Rowand up and boiled the flesh off his bones, a common practice in those times. They put the bones in a casket of rum and sent it by canoe to York Factory. There the casket was put on a ship to London, where it disappeared for a while. When it was finally found in a Liverpool warehouse nearly four years later, the rum had disappeared, but the bones were still there. They were put on another ship to Montreal, and Rowand's bones were buried with his family in 1858.

THE ROWAND MARRIAGE

When John Rowand was twenty-one, he rode out from the fort one day to go hunting and did not return that evening. A Métis woman named Louise Unfrieville (her nickname was Lisette), grew worried and went after him. She found him, injured from a fall from his horse. Legend has it that when Lisette finally found John Rowand, she refused to help him back on his horse until he had agreed to be married to her. She brought him back to the fort and nursed him back to health. They married, and as the Chief Factor's wife, she became the most powerful woman in Fort Edmonton at that time.

They had a long and happy marriage, and Rowand stayed with his wife. But some traders retired and moved back East, forgetting about the Métis and Indian wives who had shared their lives and helped them immensely in the western wilderness.

FOOD AT FORT EDMONTON

Fort Edmonton was a food storage centre for the Hudson's Bay Company employees in the whole region. Traders travelling to the Rocky Mountains or to York Factory in Ontario could stop and load up on supplies.

Hunting and gathering food for the long winters and the hard trips in the York boats was an important job. In 1846, for example, this district made 1,100 bags of pemmican, weighting 41 kg each – about the weight of an average twelve-year-old child. They also produced 10,827 kg of dried meat and 6,225 buffalo tongues that year. The tongues were shipped to England, where people thought they were a special treat.

Before refrigeration, early settlers used big chunks of ice that they cut from the river in the winter and stored in cellars and ice houses like the one at Fort Edmonton to store food. After two or three years the ice house pit had to be moved because the smell of rotting meat made even the strongest, bravest man feel sick.

RUBRIC FOR FORT EDMONTON STORY

Name of Writer: _____

CLARITY _____ 1 2 3 4

Your writing is clear, and well organized.
You've provided the reader with an understanding of this person's life.

SENSORY DETAIL _____ 1 2 3 4

You've included many interesting sensory details about life in Ft. Edmonton in 1846. Your language is alive!

VOICE _____ 1 2 3 4

You write as though you live in 1843.
You maintain your personal "I" voice throughout.

CONVENTIONS _____ 1 2 3 4

You've used appropriate writing conventions.
Proofreading is evident, as is an effort to write smoothly.

Total: _____ /16

Score Values:

- 1 Minimal evidence of mastery
- 2 Acceptable evidence of mastery
- 3 Strong evidence of mastery
- 4 Exceptional evidence of mastery

CHAPTER FIVE

(PAGES 83 – 102)

SUMMARY:

Back in present time, Janey does a quick exploration of Fort Edmonton Park, and learns that four different time periods are depicted at this living museum. Michael, his twin sister Nicky, and their mum drive Janey home, and, after a rocky start, their friendship slowly develops. In a telephone conversation with her mum in Turkey, Janey learns that her dad is finally coming to visit. But when he arrives, he has bad news. He's been laid off from his job and is considering moving the family to Edmonton. Aghast, Janey sees this as the disaster she must stop in her time travels, and returns to the past.

PREPARING TO READ:

- The author has established a pattern in the chapters of the book so far. Ask students to summarize what that pattern has been. (Alternate chapters are time-travel chapters.) Ask them to predict what kind of chapter this will be, then read to verify their predictions.

EXPLORING THE READING:

- Discuss:
 - How does what Janey learns about the organization of the fort help her begin to understand her time travelling? Explain her theory.
 - When Janey meets Michael and Nicky's mum, she has to answer a lot of questions about herself. Are they the same type of questions adults ask you? How do you react when that happens? What would you prefer?
 - Why do you think Nicky is so unfriendly to Janey? How does this change?
 - How does Janey feel about the idea that her family might move to Edmonton? Explain why she decides that her time-travelling might be linked to that move.
 - If Janey has gone into the past to stop a terrible thing from happening, has she succeeded? Or has she made things worse?
 - When Janey talks to her mum, they discuss Granny's garden. How has Janey's attitude toward the garden changed?
 - Why doesn't Janey's dad give Granny a wild bear hug?

EXTENDING THE READING:

- Ask students to reflect on the idea of moving to a new community. What do they think would be the hardest thing about it? After some discussion, ask them to write a journal entry on the topic.

CHAPTER SIX

(PAGES 103 – 124)

SUMMARY:

Janey emerges from the tunnel only to witness, from a distance, a confrontation between Mr. George, who is attempting to build a cabin for himself and his son Lucas, and several men who accuse Mr. George of claim jumping. When the men return to town, Lucas is sent to watch them, and Janey follows. The children meet, and are overtaken by a woman on a horse, who is Louisa as a middle-aged woman. Louisa delivers medicine in town, then takes Janey to her own home, where she meets Louisa's family. Early the next morning, Lucas collects Janey, confident that the bad thing Janey is meant to stop is the destruction of the George home. But Janey can't help. The house goes over the riverbank, followed by Janey, who is thrown over by her old enemy, Martin, now a middle-aged man.

PREPARING TO READ:

- Introduce the following words: Claim jumping, Lord's Day, all-over orphan, country wives, breaches, pemmican. Ask students to predict their meaning, then read to find out.
- Ask students to predict what year Janey will travel to this time. Then read for verification.

FOR YOUR INFORMATION:

In 1882, Edmonton was just beginning to develop past the walls of the fort. Ex-Hudson's Bay Company men and their families, as well as tradespeople and professionals, were settling in the small agricultural hamlet of about 400. Many thought they might make their fortune buying and selling land, especially after rumours suggested that the Canadian Pacific Railway would reach Edmonton in 1882.

Because the land outside the Hudson's Bay Reserve was Crown land that had not yet been surveyed by the government, no settler could hold title to the land they lived on. Through a series of "gentlemen's agreements", settlers had worked out their boundaries with their neighbours, but they were really just squatters. Because unoccupied land could be taken over by claim jumpers, long-time settlers, including Edmonton's first mayor, Matt McCauley, formed vigilante groups to eject the interlopers. By the summer of 1882, the Dominion government sent out surveyors to properly define Edmonton land.

For further information: Read the document at Fort Edmonton Park, "Proposal for Historical Reenactment: The Vigilantes go to Trial."

EXPLORING THE READING:

- Discuss the contextual meaning of words identified for vocabulary study.
- What year has Janey visited this time?
- What words of Mrs. Black Bear's does Janey recall?
- Describe the connection between Louisa and Mrs. Black Bear. How has Louisa changed since their last meeting?
- Why does Louisa ask Janey to call her Mrs. Black Bear in public? How is her marriage different from her mother's?
- Why did Mr. George and Lucas move here? Where did they move from?
- Why are the men so upset with them?
- What evidence is there in this chapter that Janey has influenced the past?
- Why doesn't Black Bear want Louisa to get involved with helping Janey and Mr. George?
- Louisa says, "This is your people's fight. Not mine." Who is she talking about?

COMPARING FACT WITH FICTION

Note: If you have not already introduced this topic to your students, a short lesson on the difference between the two would be appropriate.

- Read aloud the following actual description of the destruction of Mr. George's cabin taken from the *Edmonton Bulletin*, Feb. 11, 1882. Discuss ways in which the language sounds different. (You may need to define the term Messrs.)
- Ask students to reread the section of the novel describing that event.
- In partners, ask students to fill in the following Venn Diagram, comparing the two selections and listing ways they are different in the labeled circles; ways they are the same in the space where the two circles overlap. What are the differences between the factual and fictional account?
- Read the disclaimer at the front of the book to students. Why is this always included in a book of fiction?

As a class, create a list of rules that writers of historical fiction need to follow. You may want to include:

- Doing careful research.
- Making sure that events are accurate as written.
- Taking care that the fictional part of the story fits with the facts.

EXTENDING THE READING:

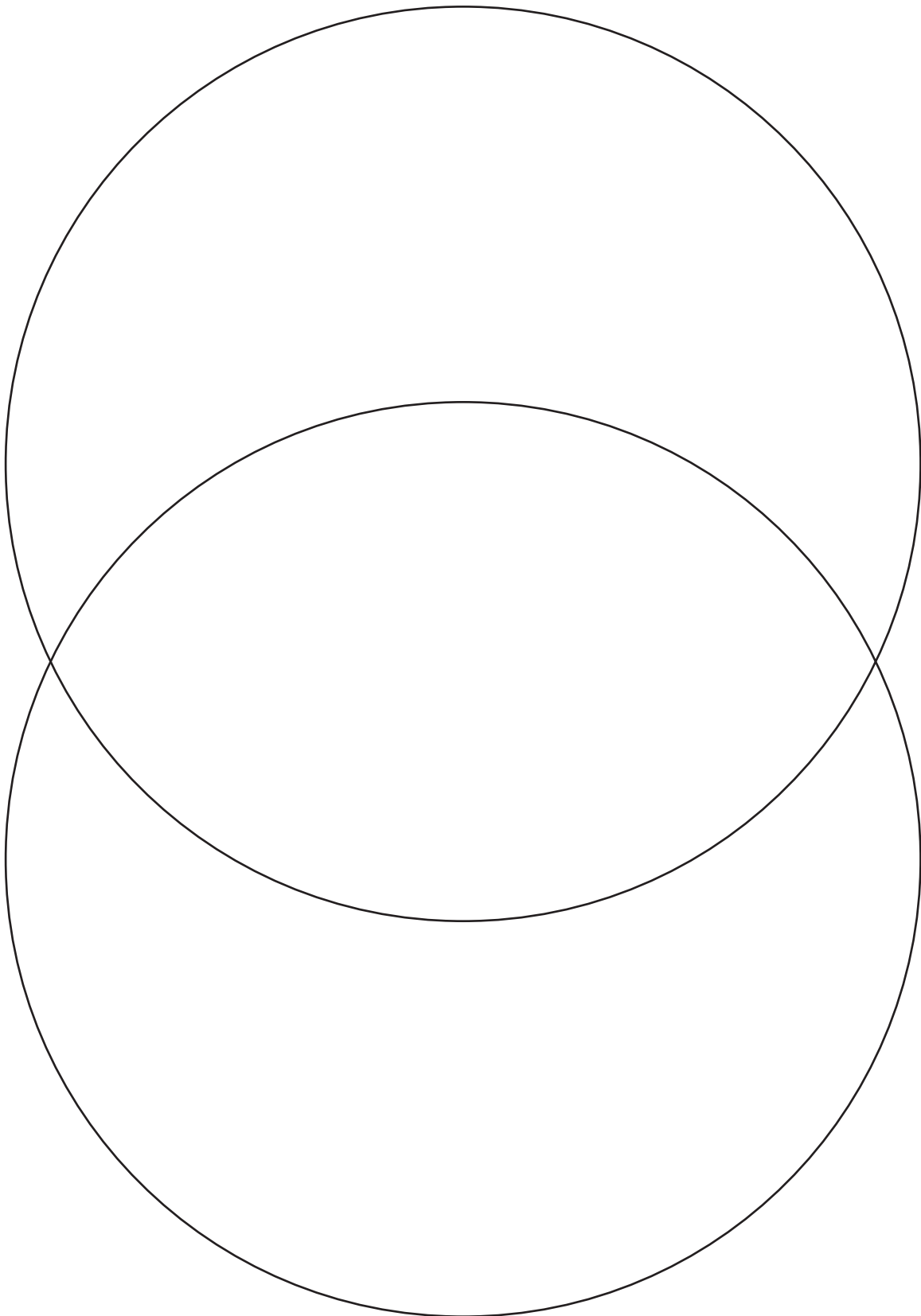
The conflict in this chapter lends itself to dramatization. The simplest way to do this in the classroom is through the creation of frozen pictures or tableaux. See the Appendix 1: Instructional Strategies for suggestions regarding how to do simple tableaux with young students.

EXCERPT FROM THE BULLETIN, FEBRUARY II, 1882

Only the frame of the house was finished on Saturday, but Mr. George erected a tent in it ... and slept there that night. Nothing was done on Sunday, but the air was full of rumours of other jumps to be made should this attempt succeed. The day, however, passed quietly and Mr. George again occupied the tent on Sunday night. Monday morning came and work was recommenced on the building, while the proprietors of the place began to cast about for some means of ejecting the intruder. Finding that the law gave them no means of doing so they determined to use force. By this time the excitement had become intense, and there was no difficulty in getting men willing to make this a test case and carry matters with as high a hand as might be necessary.

About four o'clock the crowd began to gather, and in a few minutes 150 men were on the ground. There seemed to be no recognized leader; each man taking what part he thought fit. The proprietors then told Mr. George the object of their coming and asked him to remove the building from the premises within half an hour, adding that if he was unable to do so, they were willing to render him all the assistance in their power. He replied that he did not want the building removed and did not intend to remove it and would shoot the first man who attempted to remove it; at the same time producing a revolver and pointed [sic] it at those nearest him. The house had not been boarded up and he was standing just inside the building, while the crowd were close around him outside. Mr. C. R. Fraser slipped between the studding [sic] and seized George by the hands and Mr. W. Henderson reached through and took the revolver from him. Some of the crowd also reached through and seized George, trying to pull him out of the building, but as they were attempting to pull him through between different studs at the same time they were not successful, so he was allowed to remain. No further resistance was attempted and the carpenters who were at work were requested to pick up their tools and leave, which they did. While they were waiting for ropes with which to draw the building away, an animated discussion was carried on between Messrs. Kippen, Fraser and others and Mr. George, but neither party seemed to convince the other, and as the discussion got rather tame, and the rope was long in coming, some of the crowd began to build a fire by which to warm themselves, while others began to tear the building down. At last the ropes came and the building was dragged straight ahead to the edge of the high bank overlooking the river, and about 200 feet above it. Mr. George remained on the building all the time until it came to the edge of the bank, when he politely stepped out at the back end. The crowd then turned and dragged it along the edge of the bank until it came on Colin Fraser's property, and after the tent and bedding were lifted out the house was tumbled over, wrecking it completely. The balance of the building material, which was lying where the house stood, was thrown over the bank after it. The revolver was then handed back to Mr. George.

VENN DIAGRAM



CHAPTER SEVEN

(PAGES 125 – 135)

SUMMARY:

When Janey returns, she finds that her grandmother has been waiting anxiously, while her father has taken Marilyn (Granny's car) to look for her. Granny tells Janey that she's about to have a serious, life-threatening operation. If she survives and Janey and her dad move back, they may have an invalid on their hands. Janey learns more about her grandfather, and how he and Granny met. On the day of the operation, Janey decides to return to the past, convinced that the disaster she is meant to prevent has something to do with Granny.

PREPARING TO READ:

- Discuss the contextual meaning of words identified for vocabulary study.
- Introduce the following words or phrases: *false pretenses*, *sweeping you off your feet*, *resourceful*. Ask students to predict their meaning, then read to find out.
- Direct students to read this chapter to see ways in which Janey is changing.

EXPLORING THE READING:

- Discuss:
 - Do you agree that when you're growing up you should be told all the facts when you're making a decision? Or are there some things kids shouldn't know?
 - When Granny tells Janey that she needs to have a serious operation, Janey suddenly realizes she doesn't have much time to ask Granny about her life. What question does Janey ask to learn more? Is it a good question? Why or why not?
 - What other questions could you ask if you wanted to find out about someone's history?
 - How do you think Janey feels when she hears that her visit has made her grandmother feel stronger?
 - Why do you think people in Granny's youth did things differently from the way we do things now?
 - Why does Janey's dad get annoyed with Janey in the garden after the rainstorm?

EXTENDING THE READING: STUDENTS' TIME TRAVEL ADVENTURES

- Ask students to imagine a time they'd like to travel to, then make a journal entry about a journey they've made there. Review the importance of sensory details and reporting events as if they are really happening.

CHAPTER EIGHT

(PAGES 136 – 163)

SUMMARY:

Almost as soon as Janey emerges on a freezing, snow-covered field, she meets a boy her age called Oleksiy. He's run away from home to see Wop May and Vic Horner leave on their Mercy Flight to Fort Vermillion with antitoxin to fight a diphtheria outbreak. While trying to get closer to the airplane, they meet Daniel, Louisa's son, who works at the airport. He takes them to the front of the crowds, and Janey impulsively hands May her silk scarf as extra protection on the flight. After takeoff, Janey and Oleksiy hitch a ride in the back of a truck and spend the night in a barn. They're discovered the next morning by Anna, now a middle-aged farm woman. When the pair goes back to the airport for the return of the pilots, Janey learns that her silk scarf had a role to play in the expedition's success. She returns to the future, knowing that Oleksiy is her grandfather, and that the Mercy Flight saved her grandmother from diphtheria.

PREPARING TO READ:

- Introduce the following words or phrases: *amicably, diphtheria, whippersnappers, Red Baron, hangar, bravado, chocks, newshounds*. Ask students to predict their meaning, then read to find out.
- ❖ Have students visit <http://atlas.gc.ca/site/english/maps/reference/provinceterritories> and click on "Alberta Map". Ask them to find Fort Vermilion. Have them use the scale to estimate the distance from Edmonton to Fort Vermilion. (780 km)
- Ask students to quickdraw the shape of the Avro Avian as they read. (See Appendix 1: Instructional Strategies for information on the technique of quickdraw.)

EXPLORING THE READING:

- Discuss:
 - Discuss the contextual meaning of words identified for vocabulary study.
 - ❖ Have them visit Calgary's Glenbow Museum photography archives at <http://www.glenbow.org/search/archivesPhotosSearch.aspx>. Type "Wop May" in the keyword box to find a photograph of the Avro Avian from the Mercy Flight. Ask students to compare their drawings of the Avro Avian with the actual photograph.
 - Janey runs into a relative of an old enemy. Who is he? Is he the same type of person? What happens to him and Daniel after the plane takes off?
 - Why does Daniel work with airplanes? What other events in Daniel's life are influenced by Janey's visit?

- Janey feels that her purpose for visiting the past may be over after she's given Wop May the silk scarf, but she can't understand why. How did that help her family?
- Who is Oleksiy Kanasevich? Why do his hazel eyes look so much like Janey's? Why does Janey tell Oleksiy that he will one day meet a woman in a red-and-white striped dress?
- Why is Wop May's flight to Fort Vermillion called the Mercy Flight? Why do Oleksiy and the rest of Edmonton see Wop May and Vic Horner as heroes?
- Does Janey help Granny? What is the disaster Janey is supposed to prevent?

TELL ME A STORY: A TEACHER-IN-ROLE INTERVIEW ACTIVITY

Reporters from the *Journal* were very interested in covering Wop May's Mercy Flight. An important way for reporters to do research is through interviews. In this activity, the teacher will play the role of Wop May and students will interview him/her to learn more about the actual event. Gender is not an important issue. Part of teacher-in-role is the willingness of teacher and student to believe they are who they say they are. (See Appendix I: Instructional Strategies for information on Teacher-in-Role.)

- Teacher Preparation:
 - Read the following information about Wop May and his Mercy Flight. Try to make yourself an expert on the topic.
- Student Preparation:
 - Have the class brainstorm questions they can ask. Remind them that the reason for the activity is learning more about Wop May.
 - Record brainstormed questions on the blackboard.
 - From this list, have each student pick three or four questions, then add some of their own if they wish to. Check off questions as they are chosen, to avoid duplication.
 - Appoint one student to facilitate the discussion.
- Doing the Interview:
 - The teacher needs to signal students that s/he is in role and ready to be interviewed. This may be signaled by a prop such as a white scarf, or simply by stating that s/he will turn away and will be in role when turning back again.
 - As students ask questions, they record "Wop May's" answers.
 - When the interview is completed, students gather in partners or groups to consolidate information.

- Each student is then responsible for a paragraph about Wop May and his Mercy Flight. A marking rubric is included.

Note: It's also important to establish a signal that concludes the interview. This can be used whenever the teacher feels the discussion is over, or when s/he feels a need to review the rules for interviews.

EXTENDING THE READING:

PHOTOGRAPHIC RECORDS

- ❖ Direct the students to visit Calgary's Glenbow Museum photography archives at: <http://www.glenbow.org/search/archivesPhotosSearch.aspx>. Type in "Wop May" in the keyword box. Can they find the photo of Wop May dropping a baseball from his airplane? (Image No. NC-6-4725.) Can they discover what leisure activity Mrs. May enjoyed? (Ride and jump horses.) Did May fly in an open-cockpit airplane when he was hunting the Mad Trapper? (No.) Why are old photographs useful for social studies? Are they reliable?

HEROES

- Discuss with the students people they think of as heroes today. How are their heroes and Oleksi's heroes the same? How are they different?
- Based on this discussion, ask students to write in their journals on the topic, "People Are (Are Not) Different Today."

WHAT'S IN A NAME?

Some students will have unusual nicknames, or know someone who does. Others will have experienced a name change, like Janey's family's or Daniel Black Bear's.

- Discuss why people change their names.
- Direct students to write a story in their journals about name changes or about nicknames in their family or circle of acquaintances.

WOP MAY

Wilfrid Reid May was born April 20, 1896, in Carberry, Manitoba. He was given his first name in honour of Canada's eighth prime minister, Wilfrid Laurier. The family moved to Edmonton in 1902, and the little boy was introduced to his two-year-old cousin, Mary Lumsden. When she tried to say Wilfrid, the name came out as "Woppie," and the shortened form, "Wop," became May's lifelong nickname.

In 1916, May joined the Canadian Army and trained in Calgary. His battalion was shipped to England, and in 1917 he joined the Royal Flying Corps. He flew the Avro 504, the Sopwith "Pup," and the Sopwith "Camel." On April 9, 1918, May was transferred to the Royal Air Force. Twelve days later, in a dogfight over France, he lured a red triplane flown by Baron Manfred von Richthofen (hence, the Red Baron) to an area controlled by the Allies, who shot him down.

May is credited with bringing down thirteen enemy aircraft and was awarded the Distinguished Flying Cross. The fighting ace returned to Edmonton and opened Canada's first registered aircraft company, May Airplanes Ltd., with his brother, Court May. He performed many airshow stunts, including helping then-mayor "Fighting" Joe Clark open the 1919 baseball season by dropping the first ball from an airplane over the diamond next to Edmonton's power plant. That same season, May flew a plane under the High Level Bridge.

May and other flyers like Cy Becker, Vic Horner, and George Gorman hoped to explore Canada's north, and while their "bush pilot" label referred to where they would frequently land, it also might have had something to do with the branches often caught in the undercarriage of their planes as they took off from tiny, axe-hewn runways.

When May flew Edmonton Detective James Campbell to Edson in September, 1919, searching for a murder suspect, it was the first recorded airplane chase in Canada. And it was a foreshadowing of May's work in 1932, when he flew up to Aklavik in the Northwest Territories to help track a man known as Albert Johnson, the Mad Trapper of Rat River.

Johnson had shot and killed an RCMP police constable who had come to ask him about theft from area trap lines. After a 48-day manhunt, Johnson was killed in a spray of bullets (May got one

later as a souvenir), and police discovered that the Mad Trapper had cash, pearls, and dental gold on him when he died.

Not only did May bring much-needed supplies to the police party pursuing Johnson (including dog food for the sled dogs), but he helped track the fugitive from the air and was able to fly another officer wounded in the final gun battle to a hospital in record time.

One of May's most famous exploits, however, was the Mercy Flight he made with Vic Horner on January 2, 1929. In mid-December, 1928, Albert Logan, the factor of the Hudson's Bay post at Little Red River, eighty-five kilometres east of Fort Vermillion, was diagnosed with diphtheria by his wife, a former nurse. She sent a messenger by dogsled to Fort Vermillion for help and medicine.

After Dr. Harold Hamman arrived and confirmed the diagnosis, he too sent a dogsled message for help back to Fort Vermillion. But the note had an eleven-day horse and wagon trip to the closest telegraph office in Peace River, so Dr. M.R. Bow, Deputy Minister of Health, didn't get the warning of an impending public health crisis until December 31, 1928. Quick action had to be taken, and Wop May and Vic Horner stepped up to do the job.

May and Horner took off from Edmonton in weather that quickly worsened. They were heading into territory where the availability of airplane fuel was questionable. The engine sometimes cut out. At one point, the charcoal heater caught fire. Northern trappers, listening to the Edmonton Journal's radio station, CJCA, were urged to light beacons, make sure landing strips were created, and watch for the plane.

The pilots delivered the crucial serum, the 200 residents of Little Red River were inoculated and an epidemic was averted. With telegrams, telephones and radio services, the news travelled fast and the exploits of the pair were broadcast around the world. When they returned to Edmonton on January 6, ten thousand people came out to cheer them.

The Mercy Flight had a long-lasting effect on Edmonton. It convinced the city that Edmonton needed a real airport, something that May had long been arguing for. Blatchford Field was Canada's first municipal airport and established Edmonton as the gateway to the north.

RUBRIC FOR WOP MAY ASSIGNMENT

Name of Writer: _____

CLARITY 1 2 3 4

Your writing is clear, and well organized.
It flows and is easy to understand.

ACCURACY OF CONTENT 1 2 3 4

You've included accurate information
about this historical event. Details are
interesting and appropriate.

STRUCTURE 1 2 3 4

You observed appropriate paragraph
structure, including topic sentences
and supportive material.

CONVENTIONS 1 2 3 4

You've used appropriate writing conventions.
Proofreading is evident, as is an effort to
write smoothly.

Total: _____ /16

Score Values:

- 1 Minimal evidence of mastery
- 2 Acceptable evidence of mastery
- 3 Strong evidence of mastery
- 4 Exceptional evidence of mastery

CHAPTER NINE

(PAGES 164 – 166)

SUMMARY:

Janey and her grandmother have a talk after the operation. Janey wants to know how her great-grandfather – depicted in her locket – died. Granny explains that he died of diphtheria. She credits Wop May’s Mercy Flight with keeping her and her mother alive. Janey expresses her fears about the future. Her grandmother reassures her that “...things will work out just fine.”

PREPARING TO READ:

- Discuss the word diphtheria. Ask if any students have had it, and why they may not have.
- Ask students to predict what they will learn in this final chapter of the novel. Then read to verify their prediction.

EXPLORING THE READING:

- Questions:
 - In what way does Janey’s gift of the white silk scarf help secure her own future?
 - Give reasons Janey knows her time travel at Fort Edmonton is over.
 - How do you think Janey has changed from the beginning of the novel?
 - Do you think she will find a way to visit the other time periods again? How?

EXPLORING MOOD

- Ask students to pick a colour that fits the mood of this last chapter.
- Play several selections of music. Ask students to pick one that fits this chapter. Discuss reasons for their selections.

EXTENDING THE READING:

PREPARING A JOURNAL ENTRY FOR PUBLICATION

- Ask students to select one of the journal entries they’ve made during the novel study and prepare it for publication, i.e., for reading by teacher or classmates. The following checklist will assist them in preparation.

GUIDELINES FOR PREPARING A JOURNAL ENTRY FOR OTHERS TO READ

Here are some questions to consider when preparing to share one of your journal entries with others. Check each off as you consider it:

Done

I've taken out any information that is too private to share.

I've added additional details or provided more examples of what I'm trying to say.

I've tried to make my writing flow from one sentence to the next.

I've written in consistent voice and tense throughout.

I've tried to make my vocabulary interesting and varied.

I've done a spelling and punctuation check.

I've checked this with my teacher or with a peer editor.

Overall, I would rate my work on this assignment as (good, average, excellent, not as good as it should be.) _____

Student Signature _____

I agree/ do not agree with your assessment.

Comment:

Teacher Signature:

CONCLUDING ACTIVITIES:

- Using tableaux of important scenes in the novel, create a living museum for students from other classes or parents to visit. Take quotations from the text for each tableau that explains the content.
- Create a newspaper of historical events based on the Edmonton *Bulletin*.
- Invite parents or students from other classes to visit the class museum.
- Sponsor a storytelling festival. Invite students from other classes to join in telling stories of their family's historical adventures.
- Create a mural of the events in the four time periods covered in the novel. (These may be begun as each period is visited, making them cumulative, rather than concluding activities.)
- Students may write a biographical sketch of their favourite Canadian in the novel. Or they may make a portrait of one of their favourite historical figures in the book.

APPENDIX I: INSTRUCTIONAL STRATEGIES

ORGANIZING FOR DISCUSSION

The questions that begin the study of each chapter can be handled as general class discussion. However, there are several other formats that will create wider participation.

- Students might work on a given question with partners. As partners share their responses with the whole class, all the material will be covered. (If more than one partnership covers the same question, they may alternate being primary presenters from day to day.)
- Students may work in groups of four to cover all the discussion questions. Students should take turns being responsible for sharing what the group has discussed about a given question with the whole class.

DEALING WITH VOCABULARY

- You as teacher may introduce words you think will be difficult in a Preparing to Read activity. Ask students to predict the meaning of these words. After reading, give them an opportunity to verify or correct their predictions.
- Students may volunteer words they've had difficulty with at the end of each chapter. These can then be discussed in class.

IMAGING

Imaging or *guided imagery* requires that students relax, close their eyes, and follow your voice as you prepare them to take on the role of someone else. It's a technique that can be used to produce calm, increase on-task focus and performance, and develop confidence. It should never be used to place students in frightening situations, even if only imaginary.

QUICKDRAW:

This strategy asks students to draw or write briefly (3 to 5 minutes) about something they are reading or have recently read. It's meant to integrate information they've learned and is not an art activity *per se*. It may form the basis for more serious work, however.

TABLEAUX:

Tableaux are “frozen” pictures created by students with their bodies. They require no materials or time to prepare, and help to develop interpretive and social skills. You can ease students into tableaux work by:

- Creating Partner Tableaux – two students freeze (i.e., become totally still and silent) in a shape that represents a passage in the book.
- Creating Group Tableaux – students work in groups of four; all students must be involved in some way in the resulting tableau. Book covers, passages of literature, picture books, etc. are all suitable material for group tableaux.

TEACHER-IN-ROLE:

Teachers may take on a role in the classroom to further students’ ability to understand what life was like in a different time. This may be a defined role such as Wop May, or simply a generic role such as One-Who-Knows. (See Dorothy Heathcote’s description of teacher registers in *Dorothy Heathcote: Drama as a Learning Medium*.) The goal is to be somebody who knows all about the time in question and can answer any fair question that’s asked.

APPENDIX II: REFERENCES & SUGGESTED FOR FURTHER READING

(All citations to Web sites were verified before going to press in September, 2004. We hope the information will be available, but given the fluid nature of the Web, some urls may no longer be valid.)

ABOUT EDMONTON'S COAL MINES:

Cashman, Tony. *Edmonton: Stories from River City*. Edmonton: University of Alberta Press, 2002.
Gilpin, John F. *Edmonton: Gateway to the North*. Burlington, ON: Windsor Publications, Inc., 1984.
Godfrey, John D., ed. *Edmonton Beneath Our Feet*. Edmonton: Edmonton Geological Society, 1993.
Houghton, Richard. *The Edmonton Journal*, August 16, 1992, "City rests on a graveyard of coal mines."
_____. *Alberta in the 20th Century*, v. 2, *The Birth of a Province, 1900 – 1910*. Edmonton: United Western Communications Ltd., 1992.

ABOUT EMILY MURPHY:

<http://www.collectionscanada.ca/2/12/h12-305-e.html>
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_____. *Alberta in the 20th Century*, v. 3, *The Boom and the Bust, 1910 – 1914*. Edmonton: United Western Communications Ltd., 1992.
Mander, Christine. *Emily Murphy: Rebel*. Toronto: Simon and Pierre, Ltd., 1985.

ABOUT EDMONTON'S TENT CITY:

Cashman, Tony. *The Edmonton Story*. Edmonton: Edmonton Institute of Applied Art Ltd., 1956.
Person, D. and C. Routledge. *Edmonton: Portrait of a City*. Edmonton: Reidmore Books, 1981.
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<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008675>
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ABOUT THE EDMONTON GRADS:

Gilpin, John F. *Edmonton: Gateway to the North*. Burlington, ON: Windsor Publications, 1984.
Collum, Peter, ed. *Voice of a City: The Edmonton Journal's First Century*, Edmonton: Edmonton Journal Group Inc., 2003.

_____. *Alberta in the 20th Century*; v. 5, *Brownlee and the Triumph of Populism*. Edmonton: United Western Communications Ltd. 1996, pp. 264-83.

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Cashman, Tony. *The Edmonton Story*. Edmonton: Edmonton Institute of Applied Art Ltd., 1956.

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_____. *Alberta in the 20th Century*, v. 1, *The Great West Before 1900*. Edmonton: United Western Communications Ltd., 1991.

_____. *An Illustrated Guide to Fort Edmonton Park*. Edmonton: Fort Edmonton Historical Foundation, Havelock House, 1996.

ABOUT WOP MAY:

<http://www.wopmay.com>

http://www.nwtandy.rcsigs.ca/rat_river.htm

<http://www.nwtandy.rcsigs.ca/may.htm>

<http://www.calverley.ca/Parto3-Transportation/3-001.html>

Collum, Peter, ed. *Voice of a City: The Edmonton Journal's First Century*, Edmonton: Edmonton Journal Group Inc., 2003.

Gilpin, John F. *Edmonton: Gateway to the North*. Burlington, ON: Windsor Publications, 1984.

_____. *Alberta in the 20th Century*, v. 3. Edmonton: United Western Communications Ltd., 1996, pp. 316-27.

INSTRUCTIONAL REFERENCES:

Clark, Judy and Ron Wideman and Susan Eadie. *Together We Learn*. Scarborough, ON: Prentice-Hall, 1995. (*For information on co-operative learning strategies such as Jigsaw.*)

Ogle, Donna. "K-W-L: A Teaching Model that Develops Active Reading of Expository Text." From *The Reading Teacher*, 39, 1986, p. 565.

Tarlington, Carol and Patrick Verriour. *Role Drama*. Markham, ON: Pembroke Publishers, 1991. (*Basic information on use of tableaux and role play.*)

Wagner, Betty Jane. *Dorothy Heathcote: Drama as A Learning Medium*. Washington, D.C.: National Education Association of the United States, 1976. (*For a discussion of what she calls Teacher Registers or roles teachers play in the classroom.*)