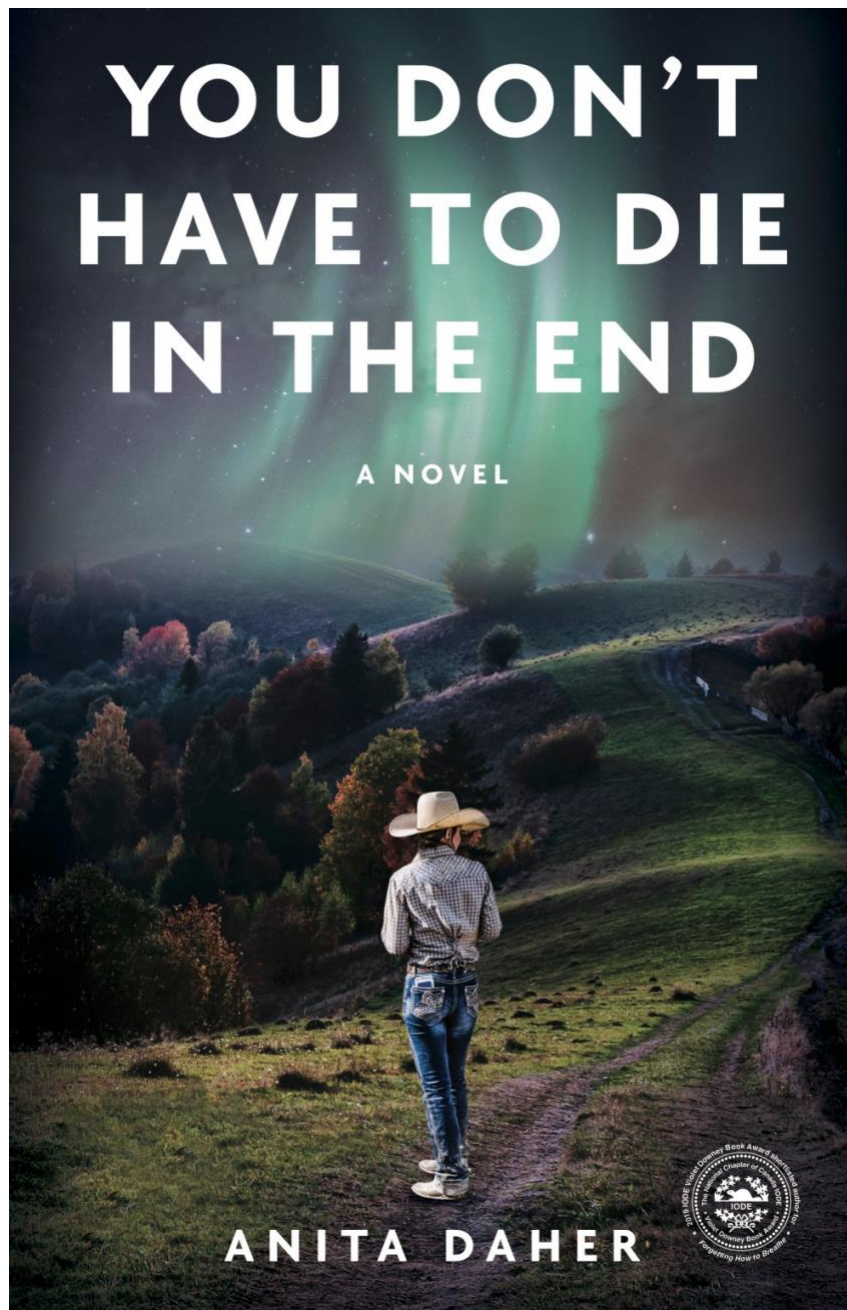


**You Don't Have to Die in the End**  
**By Anita Daher**  
**Novel Study in Ten Units**



# Introduction

## About the Novel

Eugenia Grimm is a tough girl living in a tough town at the foothills of the Rocky Mountains. She drinks and fights and pushes against expectations. She is also hurting: after her father died by suicide, her older brothers drifted away and her mother up and left.

After a last-straw violent incident and faced with the possibility of incarceration, she is sentenced to time at an Intensive Support and Supervision Program located at a remote mountain ranch. There, she begins to make connections, explore difficult truths, and might even turn things around—until a series of events pull her into a dark spiral she may not have the strength to resist.

**Setting:** Canada’s North Rocky Mountains

**Primary Themes:** Getting into trouble, dealing with loss, aftermath of suicide, substance abuse, mental health, building relationships, family conflict, self-identity, redemption

## Praise for *You Don’t Have to Die in the End*

“The characters – therapists and troubled youth alike – have an inviting combination of snarkiness and depth” — **Quill & Quire**

“...many serious themes are woven into the story, but there is also the wonderful appreciation of what can be achieved if only people are given the time, encouragement and incentive to work out their problems and improve their lives.” — **Highly Recommended by CM Magazine**

“Daher paints a vivid and convincing picture here of a young person with a complicated and tragic history attempting to straighten out her life.” — **Winnipeg Free Press**

“A provocative and compelling story that will leave you both emotionally raw, and satisfied.” — **Eric Walters, author of *Walking Home*, *The Rule of Three***

# Curriculum Connections

## Arts Education

- Visual Arts
- Film
- Theatre

## Career Development

- Resume writing
- Interview skills
- Aviation

## Diversity Education

- Gender terminology
- Stereotype

## Indigenous Education

- Nisga'a history and culture

## Information and Communication

### Technology

- Internet history, use, and evolution

## Language Arts

- Comprehension
- Vocabulary
- Communication
- Research

## Mathematics

- Budget/recordkeeping
- Applied mathematics
- Probability

## Health Education

- Addiction
- Healthy relationships

## Psychology

- Emotion
- Who am I?

## Geography

- Map making

## Social Studies

- History
- Youth Criminal Justice

## **INCLUDES:**

- About the author
- Pre-novel activities
- Ten units featuring:
  - True/False
  - Multiple Choice
  - Short Answer
  - Vocabulary
  - Comprehension
  - Figurative Language
  - Discussion and exercises
- Post-novel activities
- Exam

This novel study unit guide was created by the author with resources cited where appropriate.

The exam at the end is drawn from “Workbook for any Novel: Unit Study Grades 7-12” which can be purchased along with many other resources through: [www.teacherspayteachers.com](http://www.teacherspayteachers.com)

Use and adapt this guide per your educational needs. It is a “living document” and will continue to change and evolve. If you create an activity or exercise for this novel you would like to share with the author, she would love to hear from you. Email Anita at [anita.daher@shaw.ca](mailto:anita.daher@shaw.ca)

***Thank you to Alberta, CA educator Merry Franz whose “wish list” helped shape this resource.***

**Last revised September 2020**

## About the Author

**Anita Daher** is an author, screenwriter, producer, show host and actor based in Winnipeg, MB. She has been entrenched in the book publishing industry since 1995 and has been published in print, audio and e-book format in Canada, the United States, and Europe. ***You Don't Have to Die in the End*** is her fourteenth novel, and fifteenth book. Anita presents at conferences and schools across Canada and is current Chair of the Writers Union of Canada (TWUC). When not word-wrangling she enjoys inhabiting characters on stage and screen.

### Author's Note:



**As I age and grow**, I am drawn to deeper and more difficult questions with a hope to be courageous enough to truly “bleed” on the page. In, *You Don't Have to Die in the End*, I wanted to allow my character opportunity to show how even though she understands that depression is an illness and that her father is not to be blamed for his suicide, it is okay to feel angry. Our emotions are honest. We can't hate ourselves for what we feel. It is in acknowledging and addressing our truths that we can begin to process and move forward.

This novel took ten years to write. Correction: to *get right*. In 2009, inspired in part by a program in the US where convicts are sent to work with wild mustangs, I set out to write about a young offender accepted into an Intensive Support and Supervision program, which is an alternative to incarceration under Canada's Youth Criminal Justice Act offered under specific conditions. I used elements from existing programs to create my fictional one.

### Anita Daher Bibliography

- ***You Don't Have to Die in the End***, Great Plains Publications, Winnipeg, MB, 2019
- ***Forgetting How to Breathe***, Great Plains Publications, Winnipeg, MB, 2018
- ***Wonder Horse***, Rebelight Publishing, Winnipeg, MB, 2015
- ***The Hustle***, (audio book) Stabenfeldt International, Norway, 2014
- ***Billeh the Kid***, Stabenfeldt International, Norway, 2014
- ***Itty Bitty Bits***, Peanut Butter Press, Winnipeg, MB, 2013
- ***Wonder Horse***, Stabenfeldt International, Norway, 2013
- ***The Wilderness Cure***, (audio book) Stabenfeldt International, Norway, 2012
- ***On the Trail of the Bushman***, Orca Book Publishers, Victoria, BC, 2009.
- ***Poachers in the Pingos***, Orca Book Publishers, Victoria, BC, 2008
- ***Two Foot Punch***, Orca Book Publishers, Victoria, BC, Nov. 2007
- ***Spider's Song***, Penguin Canada, Toronto, ON, 2007
- ***Racing for Diamonds***, Orca Book Publishers, Victoria, BC, 2007
- ***Flight from Bear Canyon***, Orca Book Publishers, Victoria, BC, 2004,
- ***Flight from Big Tangle***, Orca Book Publishers, Victoria, BC, 2002

**You Don't Have to Die in the End is available in the following formats:**

- Paperback
- Mobi
- Epub

**Epub by licence:**

- Individual
- Classroom
- School

Contact the publisher for more information: [info@greatplains.mb.ca](mailto:info@greatplains.mb.ca)

**BONUS:** A complimentary virtual visit with the author is available on successful completion of this unit study. Contact the author directly at: [anita.daher@shaw.ca](mailto:anita.daher@shaw.ca)

# PRE-NOVEL ACTIVITIES

## Curriculum Connections: Language Arts

1. A. Discuss the plot structure of a novel and name elements:

- Exposition
- Conflict
- rising action
- climax
- resolution

B. Have students identify where in the novel they would expect to find these elements.

Beginning \_\_\_\_\_

Middle \_\_\_\_\_

End \_\_\_\_\_

2. A. Have students research the author and write down three to five facts about her that they find interesting.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

B. Have students write a short explanation about any facts that offer hints about the author's interest in writing this novel.

3. Have students choose one of the following characters and using descriptive writing techniques write a one paragraph biography. This is their opportunity to be inventive and have fun. They shouldn't worry about whether what they come up with will match what they learn about the character later. Elements to consider:

- Where was the character born?
- What activities do they enjoy?
- What was their first job?
- If they had three wishes, what would they be?

**Eugenia Grimm.** Age 16. Main character. Her father died by suicide when she was 8, and she's not made great choices since then.

**Noah Danby:** Face like a bulldog, heart of gold. Took over the remote outfitter's camp from his deceased uncle and turned it into an Intensive Support and Supervision program. He has a connection to the Grimm siblings.

**Darcy Grimm:** Age 24. Eugenia's older brother took on guardianship of 12-year-old Eugenia after their mother disappeared.

**Jackson Grimm:** Age 28. In and out of jail, the eldest Grimm brother has a troubling secret.

**Tammy:** Age 63. Cantankerous but fair, though the "fair" is tough to see until you get to know her.

**Hayden:** Age 64. Nisga'a heritage. An armed forces veteran turned youth worker, deeply affected by the 2003 invasion of Iraq. Easy-going, loves gardening.

**Heather Gobbett.** Good humoured and open. Staff psychologist

**Merry Franz.** Firm but caring. Staff educational supervisor

**Melvin.** Looks younger than his years, prefers accounting to ranch chores.

**Ole.** Reason's Wait pilot. Tall with a healthy appetite. Originally from Oslo, Norway,

**Frankie.** Young offender. Sunny attitude, hidden pain. Former runaway. Violent crime.

**Nathan.** Young offender, joker, raised by his father on Cape Breton Island. Thief.

4. As they read the novel, have students collect character quotes and save in a separate file or section of their notebook. This will be used for an exercise at the end of this guide.



# Unit One

## Chapters One to Three

**Curriculum connections:** Language Arts, Mathematics, Diversity Education, Arts Education

### True/False

1. Statement: Eugenia has two brothers.  
Answer: True. Darcy and Jackson
2. Statement: Luda drives a Honda Civic.  
Answer: False. It is a '74 Nova
3. Statement: Kaz works at a library  
Answer: True

### Multiple Choice

1. Eugenia identifies as:
  - a) Agender
  - b) Genderqueer
  - c) Cisgender
2. Luda identifies as:
  - a) Transgender
  - b) Non-binary
  - c) Genderfluid

### Short Answer

1. Q: What is special about Ma's china cup?  
A: Pops glued it together after it shattered. Restored, but for one chip.
2. Q: What is the name of the roadhouse the cowboy stumbles out of?  
A: The Round Up
3. Q: Where does Eugenia hope to find work?  
A: On a fire crew

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Abomination

**Definition:** *n* 1. A thing that causes disgust or hatred. 2. Loathing.

**Text example:** Pg. 26 "Chris Kazinski was an abomination of nature, a giant from the moment he was sprung from the womb."

**Term:** Penchant

**Definition:** *n* A strong or habitual liking.

**Text example:** Pg. 24 "Maybe my penchant for punching was why Darcy thought I was gay and that Luda and I were together."

**Term:** Diversion

**Definition:** *n* 1. The action of turning something aside from its course. 2. Something intended to distract someone's attention. 3. An activity that is done for pleasure. 4. An artificial watercourse that diverts water.

**Text example:** Pg. 9 "When you couldn't go anywhere, you looked for diversion."

## Comprehension:

1. Discussion: What have we learned in these first three chapters of the novel's primary conflict? What is Eugenia's primary need?
2. Group exercise: Have students list important events thus far. **Save this list for future exercises.**
3. Written answer: Have students write a short summary of important events that have taken place so far.
4. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

Have students complete three of the following

1. A: Define "simile."  
B: Find one example of a simile in chapters one to three.  
C: Explain how it strengthens the writing.
2. A: Define "metaphor."  
B: Find one example of a metaphor in chapters one to three.  
C: Explain how it strengthens the writing.
3. A: Define, "personification."  
B: Find one example of personification in chapters one to three.  
C: Explain how it strengthens the writing.
4. A: Define, "symbolism."  
B: Find one example of symbolism in chapters one to three.  
C: Explain how it strengthens the writing.
5. A: Define, "imagery."  
B: Find one example of imagery in chapters one to three.  
C: Explain how it strengthens the writing.
6. A: Define, "irony."  
B: Find one example of irony in chapters one to three.  
C: Explain how it strengthens the writing.
7. A: Define, "personification."  
B: Using at least two examples of onomatopoeia, describe your favourite character in three sentences.
8. A: Define, "alliteration."  
B: Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Stereotype

**Discussion:** Eugenia fights against stereotype and expectation. Have students discuss stereotype. What is it? Why does it happen?

**Definition of Stereotype from the Oxford Canadian Dictionary of Current English:** *n* 1. A widely held but oversimplified image of a particular type of person or thing. 2. A person or thing appearing to conform to such an image.

The following is provided by Penn State University (<https://extension.psu.edu/more-diversity-activities-for-youth-and-adults> )

Ask students to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

- kids in band
- kids who live in the trailer park
- kids of a certain religion
- kids in the gifted class
- kids in special education classes
- kids from a certain racial or ethnic group
- kids who live in rural settings
- kids who live in the city
- all of the girls
- all of the boys

Use groups that are relevant and meaningful for the school/community you are addressing.

Discuss answers to the following questions:

1. When we lump everyone from the same group together and assume that they all have the same characteristics, what are we doing? What is this called?
2. Do you know a lot of people from the groups we tend to lump together? Do they all fit the stereotype?
3. Why are stereotypes dangerous?

## 2. Gender Terminology

**Discussion:** Is Darcy’s brother homophobic, or is it true that he simply doesn’t understand? Do students have people in their own lives who similarly do not understand? How do they feel about this, and what do they feel might facilitate change?

### Exercise

1. List each of the terms and have students discuss what they believe each means.
2. Later, offer the definitions provided

### NOTES:

1. Language continues to evolve.
2. The definitions below are from Manitoba Education: <https://www.edu.gov.mb.ca>. For the complete list from MB EDU visit <https://www.edu.gov.mb.ca/k12/docs/support/transgender/glossary.pdf>
3. For additional information, refer to the Terms and Concepts section of the document at [www.edu.gov.mb.ca/k12/safe\\_schools/mygsa/terms\\_concepts.pdf](http://www.edu.gov.mb.ca/k12/safe_schools/mygsa/terms_concepts.pdf).
4. Resources may differ in your region.

**Term: Agender** (Author’s note: sometimes referred to as non-binary)

**Student Definition:** through discussion

**Provided definition:** “Without gender. Often used for self-identification by persons who do not identify with or conform to any gender.”

**Term: binary gender system**

**Student definition:** through discussion.

**Provided definition:** “A system that forces all people into only two categories—either men or women, boys or girls. In this system, men and women are expected to look and behave in particular ways that are different from one another.”

**Term: cisgender/cisgendered**

**Student Definition:** through discussion

**Provided definition:** “Refers to someone whose gender identity and gender expression correspond with their assigned birth sex. (Egale Canada)”

**Term: gender**

**Student Definition:** through discussion

**Provided definition:** “The social classification of people as masculine and/or feminine. Whereas sex is an externally assigned classification, gender is something that becomes evident in a social context. (Egale Canada)”

**Term: gender diverse/creative**

**Student definition:** through discussion

**Provided definition:** “Refers to a person whose gender identity and/or gender expression differs from stereotypical, cultural, or societal expectations based on assigned sex and gender. (Egale Canada)”

**Term: gender expression**

**Student definition:** through discussion

**Provided definition:** “The way a person presents and communicates gender identity to society, through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours and traits used publicly to express one’s gender as masculine or feminine or something else. The traits and behaviours associated with masculinity and femininity are culturally specific and change over time. Gender expression is not an indication of sexual orientation. (Also called gender presentation.) (Egale Canada)”

**Term: gender identity**

**Student definition:** through discussion

**Provided definition:** “A person’s deeply felt internal and individual experience of gender— one’s internal sense of being male, female, or another gendered being entirely. A person’s gender may or may not correspond with the sex assigned at birth. Since gender identity is internal, one’s gender identity is not necessarily visible to others. (Egale Canada)”

**Term: genderqueer (ambigender)**

**Student definition:** through discussion

**Provided definition:** “Refers to a person whose gender identity may not correspond with social and societal gender expectations. Individuals who identify as genderqueer may identify with both male and female genders, may move between genders, or may reject the gender binary or gender altogether. Those who identify as genderqueer may or may not also identify as trans. (Egale Canada)”

**Term: trans**

**Student definition:** through discussion

**Provided definition:** “A term commonly used to refer to transgender, transsexual, and/or gender diverse identities and experiences. While it is often used as an umbrella term, some people identify just as trans. (Egale Canada)”

**Term: transgender****Student definition:** through discussion**Provided definition:** “A person who does not identify either fully or in part with the gender associated with their birth-assigned sex (the antonym for cisgender)— often used as an umbrella term to represent a wide range of gender identities and expressions, including those who may self-identify as male, female, two-spirit, genderqueer, bigender, gender fluid, transsexual, gender creative, pangender, transmen, transwomen, gender independent, agender, male- to-female (MTF), female-to-male (FTM), and others. Transgender people (like cisgender people) may identify as straight, gay, etc. (Egale Canada)”**Term: transsexual****Student definition:** through discussion**Provided definition:** “A person whose sex assigned at birth does not correspond with their gender identity. A transsexual woman needs to live and experience life as a woman, and a transsexual man needs to live and experience life as a man. Some transsexual people may physically alter their body (e.g., sex reassignment surgery and/or hormone therapy) and gender expression to correspond with their gender identity. Many identify as transgender, rather than transsexual, because they are uncomfortable with the psychiatric origins of the term transsexual. (Egale Canada)”**Term: two-spirit/two-spirited****Student definition:** through discussion**Provided definition:** “The term Two Spirit emerged in 1990 at the third annual Intertribal First Nations/Native American gay and lesbian conference in Winnipeg. Two-Spirit is an Aboriginal spirit-name shared at that 1990 gathering of Aboriginal people who identified as gay, lesbian, bisexual, and trans at the time. Two-spirit is a name now embraced by many LGBTTTQ Indigenous people of Turtle Island. It is unique to North American Aboriginal LGBTTTQ people because First Nations peoples’ connections to this land and ecology are cultural, historical, and familial. (Albert McLeod, cited in Egale Canada)”

## Unit Two

### Chapters Four to Six

**Curriculum connections:** Language Arts, Diversity Education, Social Studies

#### True/False

1. Statement: Eugenia is put in the “drunk tank.”  
Answer: False
2. Statement: Darcy shows up for Eugenia’s court appearance.  
Answer: False
3. Statement: Eugenia’s court appointed psychologist looks like a goat.  
Answer: False

#### Multiple Choice

1. Intensive Support and Supervision is \_\_\_\_
  - a) An alt-country band
  - b) A pain in the neck
  - c) A sentencing option under Youth Criminal Justice
2. Who does Eugenia run into in the hall outside the courtroom?
  - a) Luda
  - b) Jackson
  - c) Her gym teacher

#### Short Answer

1. Q: Dr. Mogeldev is what kind of psychiatrist?  
A: Forensic
2. Q: What does Boyer give Eugenia for her court appearance?  
A: A new blue shirt
3. Q: For how long after her father’s death did Eugenia remain silent?  
A: One month.



## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Endorphins

**Definition:** (endorphin) *n* Any group of peptide neurotransmitters occurring in the brain and having pain-relieving properties.

**Text example:** Pg. 32 "The surge of endorphins from doing right by Luda had me floating in a pink haze, somewhat aided by the beer."

**Term:** Escalation

**Definition:** (escalate) *v* To become or make something greater, more serious. *n* Escalation

**Text example:** Pg. 38 "Damn fine example of what we in the business of restitution and rehabilitation refer to as escalation."

**Term:** Remorse

**Definition:** *n* A deep regret for a wrong committed.

**Text example:** Pg. 40 "Remorse came in waves, hit so hard my knees were knocked out from under me as I entered the court."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
1. Written answer: Have students write a short summary of important events in the section they've just read.
2. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercise

### 1. Youth Criminal Justice.

A: Research:

What sentencing options are available to young offenders in Canada?

- Judicial reprimand
- Absolute discharge
- Conditional discharge
- Fine
- Restitution
- Compensation
- Community service
- Probation
- Attendance at a program
- Intensive Support and Supervision Program
- Intermittent custody
- Deferred custody and supervision order
- Custody and supervision
- Concurrent sentences
- Consecutive sentences
- Intensive rehabilitation custody and supervision

B: Discuss:

What must the judge consider before sentencing?

- Holding youth accountable with a fair sentence that has meaningful consequences
- Rehabilitation
- Ensuring reintegration of the young offender into society
- If the young offender has a previous record
- The lifestyle, attitude, and history of the youth
- The impact of the crime on the victim
- The seriousness of the crime
- The circumstances of the crime

C: Written response:

Do you feel Intensive Support and Supervision programs are an effective sentencing option for young offenders in Canada? Why, why not, and under what circumstances?

2. Yolanda Bird tells Eugenia that being sexually active does not necessarily mean someone is in a relationship. Taking sexual activity out of the equation, have students:

A: Brainstorm as a group a list of elements that contribute to a healthy relationship.

Possibilities:

- Trust
- Communication
- Humour
- Teamwork
- Honesty
- Openness
- Respect
- Sharing
- Cooperation
- Acceptance
- Loyalty
- Love
- Patience

B: Copy that list and individually number those elements from most important (#1) to least. Write a short paragraph to explain.

# Unit Three

## Chapters Seven to Nine

**Curriculum connections:** Arts Education, Career Development, Language Arts, Psychology

### True/False

1. Statement: Before taking over the ranch, Noah was a police officer.  
Answer: False
2. Statement: Ole is from Iceland.  
Answer: False
3. Statement: Besides lunch, what does Heather deliver to Noah at the river?  
Answer: Eugenia's hat

### Multiple Choice

1. Eugenia spends her first night at Reason's Wait \_\_\_\_
  - a) In the wrong bunkhouse
  - b) Beside the hot tub
  - c) On a couch in the main lodge
2. On Eugenia's second day at the ranch she \_\_\_\_
  - a) Digs a well
  - b) Goes for a trail ride
  - c) Shovels horse manure

### Short Answer

1. Q: What is the name of the river at Reason's Wait?  
A: The Rubicon
2. Q: What favourite toy did Frankie play with as a child?  
A: Lemon Twist
3. Q: What author's book does Eugenia pull from the shelf in the library?  
A: Louis L'Amour

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Remnant

**Definition:** *n* 1. A small remaining quantity 2. A piece of cloth etc. left when the greater part has been used or sold. 3. A surviving trace.

**Text example:** Pg. 68 “The wood-fired hot-tub offered up remnants of steam though the logs had burned down.”

**Term:** Prophetic

**Definition:** *adj* 1. Accurately predicting the future. 2. Of or concerning a prophet.

**Text example:** Pg. 78 “Sounds prophetic.”

**Term:** Veer

**Definition:** *v* 1. Change direction or course, esp. suddenly 2 (of the wind) change direction clockwise. *n* A change of course or direction.

**Text example:** Pg. 88. “We veered off onto a path lined with big-headed plumes of purple flowers that resembled starbursts, honeybees touched from one to the next, and juvenile pines reached for the sun filtering through a canopy of poplar.”

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Toilet Paper Exercise (Pg. 86 in novel)

A “this is me” exercise. Have students take a length of toilet paper as long as their arm. For each square either share a fact about themselves or tell something they like.

### 2. Job Interview: Part 1

To prepare for this activity, first discuss effective resume writing technique. Option: provide a template/example. Have them brainstorm power verbs. Examples can be found here:

<https://canadianimmigrant.ca/careers-and-education/top-power-verbs-to-use-in-your-resume>

Students choose or are assigned a character from the novel, then imagine themselves that character. Prior to writing a resume, create lists of strengths, accomplishments, and skills. Using the template, have them write their character resumes.

### 3. Job Interview: Part 2

Have students brainstorm a list of career choices. Make sure there are enough choices for each student, and randomly assign choices to each.

Assign or have students randomly choose a character from the novel. Assuming the role of this character, students will then answer the following interview questions.

Sample questions:

- What personal qualities make you the best person for this job?
- Why are you interested in the role?
- What is your favourite movie or book character?
- What are some examples of your strengths?
- Can you name a weakness—something you would like to improve?
- Give an example of a problem that might come up in this job and explain how you will handle it.
- What do you like to do in your spare time?
- Why did you leave your last job?
- Tell me about a challenge you faced in your last job, and how you handled it.
- Where do you see yourself in five years?



ALTERNATE GROUP EXERCISE:

Assign or have students choose a character from the novel. Students must keep this character to themselves. Divide students into pairs. One person will be the job seeker as their character, and the other will be the interviewer. The interviewer will ask questions and record answers. After ten questions, they will try and guess the identity of the interviewee. Students will then switch roles and repeat the exercise. It's okay if they discover they have the same character. Their responses should differ.

4. Job Interview: Part 3

Students will refer to their interview notes and an write argument piece on whether they would hire that character for the job.

# Unit Four

## Chapters Ten to Twelve

**Curriculum connections:** Arts Education, Career Development, Mathematics, Geography

### True/False

1. Statement: The “punch game” is about mixing fruit juices.  
Answer: False
2. Statement: The horses are sent to another ranch for the winter.  
Answer: False
3. Statement: Eugenia has been in counselling before.  
Answer: True

### Multiple Choice

1. How many horses are in the pen?  
a) 161  
b) 167  
c) 163
2. Which of the following is an identified “Tammyism”?  
a) Pickawhiffle  
b) Snifferdoodle  
c) Wakapomping

### Short Answer

1. Q: How does Noah reward horses during training?  
A: He changes his body angle to “take the pressure off.”
2. Q: What does Eugenia have a surprising talent for?  
A: Numbers. Pg. 96 “It’s like they jump out at me or something.”
3. Q: What does Ole do when flying in for a landing and sees elk in the clearing?  
A: He buzzes low overhead to scare them away, then circles to land.

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Canopy

**Definition:** *n* 1. A covering hung over a throne, bed, etc. 2. *Architecture* A roof-like shelter or projection. 3. The uppermost layers of foliage. 4a) The expanding part of a parachute b) the cover of an aircraft's cockpit.

**Text example:** Pg. 95 "One by one the youngsters buckled their legs and sank to rest beneath the canopy of the family herd."

**Term:** Diminish

**Definition:** *v* Make or become less.

**Text example:** Pg. 110. "That's what we'd like to diminish."

**Term:** Nemesis

**Definition:** *n* 1. A long-standing enemy. 2. Deserved and not avoidable punishment or defeat.

**Text example:** Pg. 112. "The red horse, my nemesis from the day before, jogged along the far side of the pen, nostrils flared, tail high."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Cookie or Salt Dough Relief Map (Science, Mathematics)

Ask students to use cookie or salt dough to create a relief map depicting how they visualize Reasons Wait Ranch and surrounding areas. Use food colouring (with or without icing) or paint to indicate elevation:

- blue is water
- green is the lowest land,
- yellow is climbing in elevation
- brown is mountainous.
- The highest peaks of the mountains are red, purple, or white. Make sure to include important rivers and other bodies of water. Have students include a colour key.

#### **Sugar Cookie Recipe** (Preheat Oven to 350)

6 cups flour

3 tsp. baking powder

2 cups butter or margarine

2 cups sugar

2 eggs

2 tsp. vanilla or almond extract (or other flavoring) 1 tsp. salt

Cream butter and sugar until light and fluffy. Add eggs and vanilla. Mix well. Mix dry ingredients gradually adding to butter mixture until all flour is mixed in and dough packs together.

Chill dough thirty minutes, then place between two sheets of waxed paper and roll to desired thickness. Peel off top layer of waxed paper, and place ungreased cookie sheet over top. Hold the edges of the pan and paper tightly and flip so the pan is on bottom. Trim so that it fits neatly inside of pan and doesn't reach all the way to the edge. Shape your map by pinching and adding dough.

Bake until edges are browning. Approximately 10 minutes.

Use coloured icing to indicate elevation and features. Sprinkles optional.

#### **Salt Dough Recipe**

4 cups of flour

2 cups of salt

2 cups of water

2 tablespoons of cream of tartar

Mix with your hands until the consistency of playdough. Add more water or flour as necessary.

Allow a few days to dry, then paint to indicate elevation and features.

## 2. Counting Horses

How difficult would it be to count horses in a large herd? For Eugenia, not at all, though she doesn't understand why. Neither does the author. Sometimes things just work out that way.

A close relative of Eugenia's innate ability may be *probability*, which the Oxford Canadian Dictionary describes as 1. The likelihood of something happening, and 2. A probably or most probable event. Brown University (Rhode Island) described probability theory as "the mathematical framework that allows us to analyze chance events in a logically sound manner." Also, it's fun.

### Exercise: Probability Riddle

1. (Adapted from Study.com): **MITTEN BOX**

**RIDDLE:** You have an early morning field trip and are running late. You need to grab a pair of mittens from the mitten box in the front hall, but the overhead light isn't working, and it is still dark out. You know that there are 10 red mittens and 10 blue mittens in the box, but they are all mixed up. All the mittens are identical except for colour. How many mittens do you have to pick to ensure you have a matching pair?

**SOLUTION: Three.**

**Explanation:** As long as your cat doesn't make off with a mitten when your back is turned, because there are only two colours you will definitely have a pair if you pull out three mittens.

2. (From Briddles.com). **LIFE OR DEATH**

**RIDDLE:** You are a prisoner sentenced to death. The Emperor offers you a chance to live by playing a simple game. He gives you 50 black marbles, 50 white marbles and 2 empty bowls. He then says, 'Divide these 100 marbles into these 2 bowls. You can divide them any way you like as long as you use all the marbles. Then I will blindfold you and mix the bowls around. You then can choose one bowl and remove ONE marble. If the marble is WHITE you will live, but if the marble is BLACK... you will die.'

How do you divide the marbles up so that you have the greatest probability of choosing a WHITE marble?

**SOLUTION:** Place 1 white marble in one bowl and place the rest of the marbles in the other bowl (49 whites, and 50 blacks).

This way you begin with a 50/50 chance of choosing the bowl with just one white marble, therefore life! BUT even if you choose the other bowl, you still have ALMOST a 50/50 chance at picking one of the 49 white marbles.

# Unit Five

## Chapters Thirteen to Fifteen

**Curriculum connections:** Arts Education, Career Development, Language Arts, Mathematics

### True/False

1. Statement: While cleaning a trail, Eugenia spots cougar tracks.  
Answer: True
2. Statement: Tammy thinks Eugenia has had a tough life.  
Answer: False
3. Statement: Three summers ago, Darcy worked at Reason's Wait Ranch.  
Answer: False

### Multiple Choice

1. Eugenia must dig an outhouse pit\_\_
  - a) Three feet wide by four feet deep.
  - b) Three feet wide by three feet deep.
  - c) Two feet wide by three feet deep.
2. Jimmy has noticed that sometimes when he's talking, his brother Rick\_\_
  - a) Cracks a joke
  - b) Punches his arm
  - c) Shuts up

### Short Answer

1. Q: How does Eugenia feel about expectations?  
A: Like she has been "stuck in a box with the lid taped shut" and has no opportunity to make her own choices. Pg. 128 "Maybe you like the box and maybe you don't, but you can't know if it's not your own choice to stay in or get out."
2. Q: What surprise upcoming event do we learn about during a group session in this unit?  
A: 24-hour solo camping trip
3. Q: How does Noah differentiate between being mean, and being tough?  
A: Mean is shallow. Have students write what they think he means by that.

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Feigned

**Definition:** (feign) *v* Pretend to be affected by.

**Text example:** Pg. 120 "Nathan feigned the pack being heavy and fell backward, except he must have forgot the creek was there."

**Term:** Privy

**Definition:** *adj* Sharing in the knowledge of a secret. *n* An outhouse.

**Text example:** Pg. 125 "She motioned for me to follow, which I did, keeping the quad at a crawl as she walked behind the bunkhouses, past the new privy, and finally arrived at a pile of neatly stacked logs."

**Term:** Undulating

**Definition:** *v* (undulate) 1. Have a wavy or rippling outline. 2. Have a wavelike motion.

**Text example:** Pg. 134 "More climbing, then the path widened into another broad clearing, circled by grassy slopes rising like undulating velvet into mountains."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.



## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

1. Create a diorama of an outhouse. It can be as plain or luxurious as you wish.
2. List parts of the text in this unit that appeal to each of the five senses.
3. Exercise: **Dictionary Game\***
  - Divide students into groups of four to seven.
  - One student is chosen to keep the point tally.
  - Students take turns being the “dictionary master.”
  - The dictionary master randomly flips open a dictionary, chooses a word, and reads it out loud. If no one knows the meaning, that becomes the word choice. HONESTY IS KEY
  - That student will write down a correct definition (just one, paraphrased is fine) while the others will make up a definition they think sounds believable.
  - The dictionary master will gather all the written definitions, including the true one, mix up the order and read then aloud.
  - One point is awarded to each person who guesses the correct answer. The dictionary master is awarded a point for every incorrect guess.
  - The dictionary is passed to the next student who becomes new dictionary master.
  - After every person has a turn being dictionary master, points are tallied, and a Word Champion is proclaimed.

**\*Some may find elements of this game similar to another available commercially, however as far as the author knows The Dictionary Game was created sometime in the 1970s by her grandfather, Clifford Stampe, and played during every family gathering.**

# Unit Six

## Chapters Sixteen to Eighteen

**Curriculum connections:** Arts Education, Language Arts, Psychology

### True/False

1. Statement: Eugenia meets a bear at Crooked Camp  
Answer: False
2. Statement: Nathan was born in Maine  
Answer: True
3. Statement: Eugenia learns that Jackson has been parolled.  
Answer: True

### Multiple Choice

1. What illness does Nathan's mother suffer from?
  - a) Multiple Sclerosis
  - b) Bipolar disease
  - c) Schizophrenia
2. Where is the planned camp out?
  - a) Clear Lake
  - b) Turtle Lake
  - c) Hidden Lake

### Short Answer

1. Q: What is the name of the horse Nathan rides to Crooked Camp?  
A: Buttercup
2. Q: What gossip does Melvin spill about Eugenia?  
A: That former ranch hand "Jack" is her brother.
3. Q: Why does Frankie get angry with Eugenia  
A: She thinks Eugenia is making things up in a game of "one-upmanship."

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Acquiescence

**Definition:** *v* Accept reluctantly but without protest.

**Text example:** Pg. 137 “My hard work and general acquiescence had earned me a day trip to Crooked Camp to paint a pen.”

**Term:** Disparaged

**Definition:** (*disparage*) *v* Regard or represent as being of little worth.

**Text example:** Pg. 148. “Last night I was in the hot tub, something my brothers would have disparaged.”

**Term:** Inconsolable

**Definition:** *adj* That cannot be consoled or comforted.

**Text example:** Pg. 158 “She got the boot, and John was inconsolable.”

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Discussion: how reliable are internet sources?

Eugenia identifies the source of a quote Nathan's mother always said—"There are two things children should get from their parents, roots and wings"—as philosopher Johann Wolfgang von Goethe (1749-1842), but then admits she read it on a meme, so it may or may not be based in fact.

Discuss the reliability of Internet sources—which sources may be more reliable than others?

#### Exercise: Short essay

have students investigate the source of the above quote and draw a conclusion. Ask students to include citations.

### 2. Exercise: Personality Poster

Can be done collaboratively in small groups, or individually.

- Create lists of characters, symbols, settings from the novel.
- Have students, or student groups choose one from each list, and create a poster using photos cut from magazines, paint, pencil, pastel, or ink—or a multi-medium combination. Include character quotes.

# Unit Seven

## Chapters Nineteen to Twenty-One

**Curriculum connections:** Arts Education, Language Arts, Indigenous Education, Social Studies

### True/False

1. Statement: Tammy encountered Jackson during her trip to Fort St. Luke.  
Answer: False
2. Statement: Eugenia is knocked unconscious after her fall from Red.  
Answer: True
3. Statement: Eugenia can't wait to tell Noah about her training adventure.  
Answer: False

### Multiple Choice

1. What does the doctor prescribe Eugenia for her cracked ribs?
  - a) Ibuprofen
  - b) Atorvastatin
  - c) Gabapentin
2. What does Eugenia compare her anger to?
  - a) Hot sauce
  - b) Grilled cheese sandwiches and macaroni
  - c) Two ravens on a bagel

### Short Answer

1. Q: Which war is Hayden a veteran of?  
A: The Iraq war (2003-2011)
2. Q: What mistake did Eugenia make with Red that caused him to bolt?  
A: She brushed his rump with her boot. This likely frightened him.
3. Q: What happened to Noah's younger sister?  
A: She died by drug overdose.

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Misguided

**Definition:** *adj* Mistaken in thought or action.

**Text example:** Pg. 166 "Under the misguided assumption that I would have him saddle-trained by breakfast, I'd started with the sun barely risen, Frankie still asleep."

**Term:** Scenario

**Definition:** *n* 1. An outline of the plot of a play *etc* 2. A postulated sequence of future events 3. *informal* A situation

**Text example:** Pg. 179 "I'm not saying this will happen, but let's go to that worst-case scenario."

**Term:** Psychobabble

**Definition:** *n informal derogatory* Writing or talk filled with psychiatric jargon.

**Text example:** Pg. 185 "Some psychobabble your resident psychologist planted in my mind."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.



## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Discussion: character back story

The author doesn't say why Hayden doesn't know his mother's relations very well. Have students share thoughts on what Hayden's back story might be, and why the author didn't go into more detail.

#### HELPFUL FACTS:

- Hayden has an impressive mustache
- Hayden's parents met at horticultural school in a botany class in Vancouver, BC
- Hayden grew up in Vancouver, BC
- Hayden's parents are both still in Vancouver, BC
- Hayden has a t-shirt that says, "Kiss me I'm Nisga'a"
- Hayden's mother grew up near Terrace, BC
- Before he died, Hayden's cousin Parrot lived with his family in Terrace, BC
- We don't know where Hayden's father was born

### 2. Exercise: research

Using the website <https://www.nisgaanation.ca/> students will research Nisga'a history and culture, and write down five interesting facts to share with fellow students.

### 3. Exercise:

Have students create a work of visual art depicting the Nisga'a creation story.

# Unit Eight

## Chapters Twenty-Two to Twenty-Four

**Curriculum connections:** Arts Education, Career Development, Language Arts, Mathematics

### True/False

1. Statement: Tammy used to work as a teacher.  
Answer: False
2. Statement: Frankie has been at the ranch for a year and a half.  
Answer: False
3. Statement: Rick and Jimmy's father runs a successful ranch in the Yukon.  
Answer: False

### Multiple Choice

1. Frankie got fired from her job as a \_\_\_\_
  - a) Bartender
  - b) Childcare worker
  - c) Lunch truck driver
2. How old were Rick and Jimmy when their parents split?
  - a) Six and eight.
  - b) Eight and twelve
  - c) Five and seven

### Short Answer

1. Q: Why did Tammy leave her previous job.  
A: She planned to retire after her husband died.
2. Q: Why Does Tammy make Eugenia walk and roll her shoulders?  
A: To avoid lung complications
3. Q: Who does Nathan write about?  
A: His friend Ronnie James from Glace Bay

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Manna

**Definition:** *n* 1. *Bible* The substance miraculously supplied as food to the Israelites in the wilderness. 2. An unexpected benefit.

**Text example:** Pg. 186 "For ten minutes I shovelled in hot and smoky bacon, runny eggs and mouthfuls of cakey manna, washed it down with scalding coffee and pulpy juice."

**Term:** Preoccupied

**Definition:** *adj* Mentally distracted.

**Text example:** Pg. 187 "She seemed preoccupied, but still barked at me at regular intervals."

**Term:** Fastidious

**Definition:** *adj* 1. Overly scrupulous in matters of cleanliness etc. 2. Squeamish

**Text example:** Pg. 206 "Darcy, who was always fastidious about his own paperwork, would be appalled."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Exercise: Recordkeeping (Choose one)

A: Help Melvin set up basic recordkeeping. Research tax categories for small business in Canada and set up a spreadsheet.

B: Have students set up a personal budget.

Additional budgeting activities with worksheets can be found here:

<https://www.moneyprodigy.com/fun-budgeting-activities-pdfs/>

### 2. Exercise: From novel to film

A: Discussion:

Consider the elements of adapting a novel to film. \*

- Resist the urge to follow the novel scene step by step.
- Who are the main characters in this scene?
- Think about the core elements of the scene. What must be communicated?
- Consider how the scene would best work visually. Will it change from the prose version?
- Research film formatting:
  - Scene Heading: (Int/Ext) (Location) (Day/Night)
  - Slug Line (to draw attention to something with camera)
  - Description
  - Dialogue

B: Dialogue

As described by Heather in the novel, have students write a conversation between themselves and another person they know—ONLY dialogue.

C: Adaptation

- Choose a scene from the novel so far and write it as a film scene.
- (optional) Film, or have actors perform as rehearsal. Consider how many different takes will be required to get different perspectives and close-ups.

\*After October 15, 2020 view an adapted scene on the authors website.

# Unit Nine

## Chapters Twenty-Five to Twenty-Seven

**Curriculum connections:** Arts Education, Career Development Language Arts, Social Studies

### True/False

1. Statement: Eugenia lies about what she was doing on the computer.  
Answer: False
2. Statement: Hayden accompanies Eugenia to Fort St. John.  
Answer: False
3. Statement: There is a problem with the aircraft indicator light.  
Answer: False

### Multiple Choice

1. What is Eugenia's punishment for using the computer without permission?
  - a) Scrubbing toilets.
  - b) Note on file.
  - c) Confined to her room for the evening.
2. What did Tammy find hidden in Eugenia's personal space?
  - a) Notebook
  - b) Vodka
  - c) Peanut butter cookies

### Short Answer

1. Q: What was Eugenia setting up on the office computer before she pulled the plug?  
A: A spreadsheet
2. Q: What is Melvin's network password?  
A: 1-2-3-4
3. Q: What is missing from Eugenia's imaginary conversation with Luda?  
A: Luda doesn't say they missed Eugenia

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**Term:** Disposition

**Definition:** *n* 1. a) Temperament or character. b) A natural tendency. 2. The arrangement or placement of something. 3. a) The transfer of property, esp. in a will. b) The power to deal with something.

**Text example:** Pg. 216 "I know you know that, but maybe because we're sitting here where I've been talking with Heather, there's a bit of spillover calm and feeling like it's okay to talk."

**Term:** Protocol

**Definition:** *n* 1. Official formality and etiquette. 2. The original draft of a diplomatic document. 3. *Computing* A set of rules governing data communication between devices.

**Text example:** Pg. 220 "'Protocol is to move quick.'"

**Term:** Infinitely

**Definition:** (infinite) *adj* 1. Boundless, endless. 2. Very great. 3. Innumerable. (infinitely *adv*)

**Text example:** Pg. 227 "Catching my breath would have been infinitely nicer almost anywhere else, but I needed to stay hidden, and I needed to keep moving."

## Comprehension:

1. Group exercise: Have students add important events from this unit to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.



## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. The Interwebs

Discussion:

- What is the Internet?
- How does use of the Internet affect our lives a) positively, and b) negatively.
- How do students determine reliable Internet sources for research?
- How do students imagine Internet use will look ten years from now?

Exercise:

A: The ranch's computer system and network has aged to the point of being confusing, if not obsolete. From its military origin in the 1960s until now, the Internet and how we use it has changed radically. Ask students to create a timeline of important events in the development of the Internet and its adaptations to home use. Cite sources.

B: Have students create a comic strip depicting an imagined moment expanding on one of these developments.

### 2. Aviation

Ole's communications with the lodge are less formal than when he speaks with air traffic control. Just like with police/fire/emergency radio systems, there are rules that govern what you say on a formal aviation channel, and when to say it.

Exercise: Have students research the international aviation radiotelephony alphabet. Have them "translate" the first verse of a nursery rhyme using the phonetic alphabet and see how quickly their classmates can figure out what it is.

# Unit Ten

## Chapters Twenty-Eight to Thirty-one

**Curriculum connections:** Arts Education, Language Arts, Social Studies

### True/False

1. Statement: Eugenia leaves her hat outside Luda's apartment.  
Answer: True
2. Statement: A vision stops Jackson from doing something terrible.  
Answer: True
3. Statement: Eugenia asks Noah to give Darcy a job.  
Answer: False

### Multiple Choice

1. Jackson admits to Eugenia that he \_\_\_\_
  - a) Has been in rehab
  - b) Stole from their parents
  - c) Secretly got married
2. After the campout, Tammy tells Eugenia she looks like \_\_\_\_
  - a) A rotten potato
  - b) A horse's ass
  - c) Twelve miles of bad highway

### Short Answer

1. Q: What is Jackson's nickname for Eugenia?  
A: Genie-cake
2. Q: What poet's words did Jimmy put to music during the campout?  
A: William Blake
3. Q: Who walks with Jackson into the station?  
A: No one. He walks in alone.

## Vocabulary:

Exercise: Have students define and give a text example for each term. Definitions provided are from Canadian Oxford Dictionary of Current English.

**1. Term:** Preceded

**Definition:** (precede) *v* Come or go before in time, order, importance, etc.

**Text example:** Pg. 235. "Outside, in the late morning calm that always preceded what passed for lunch rush traffic in this cowboy town—a stream of pickups and motorcycles headed to Rosie's, known for its beef soup—I hunched my shoulders, shoved hands in pockets, and strode down the sidewalk."

**2. Term:** Hoity-toity

**Definition:** *adj* Haughty, pretentious.

**Text example:** Pg. 237 "Eyebrows higher and a head wobble, implying I was suddenly hoity-toity."

**3. Term:** Reprobates

**Definition:** (reprobate) *n* A person of highly immoral character. *Adj* Immoral

**Text example:** Pg. 240 "He changed it into a supervised program for reprobates."

## Comprehension:

1. Group exercise: Have students add important events from this section to the previous list.
2. Written answer: Have students write a short summary of important events in the section they've just read.
3. Written answer: Have students describe a conflict in the section they've just read, then write a solution.

## Figurative Language Exercise

### Have students complete three of the following

1. A: Find one example of a simile in chapters three to six.  
B: Explain how it strengthens the writing
2. A: Find one example of a metaphor in chapters three to six.  
B: Explain how it strengthens the writing.
3. A: Find one example of personification in chapters three to six.  
B: Explain how it strengthens the writing.
4. A: Find one example of symbolism in chapters three to six.  
B: Explain how it strengthens the writing.
5. A: Find one example of imagery in chapters three to six.  
B: Explain how it strengthens the writing.
6. A: Find one example of irony in chapters three to six.  
B: Explain how it strengthens the writing.
7. Using at least two examples of onomatopoeia, in three sentences describe your favourite character 's actions in chapter 3 to six.
8. Using alliteration, create the longest sentence you can to summarize Eugenia's journey in these chapters.

## Unit Discussion and Exercises

### 1. Ghosts

Discussion: Ask students what they think Eugenia really saw during the camp out. Was it the ghosts of her father and ancestors, a vision, or something she imagined? Why do they think the author left this ambiguous?

Exercise: Family Tree

A: Have students imagine and chart a family tree for Eugenia going back five generations: Eugenia, parents, grandparents, great grandparents, great-great grandparents. Most of the names they will make up.

B: Have students choose one of Eugenia's past relations and go into more depth.

- Birth and death date and locations
- Occupation
- Interesting life facts

### 2. Poetry from art

Have students research and choose a Canadian work of visual art to inspire a poem. Cite the artist and name of the work.

# POST-NOVEL ACTIVITIES

**Curriculum connections:** Arts Education, Language Arts

1. From the character quotes students collected while reading, have them select three, find an appropriate visual, and create an Internet meme or postcard. Ensure they attribute the quote to the character.
2. Have students read the character descriptions they wrote prior to reading the novel. Have students reflect on what they've learned about the character they chose and write a new descriptive paragraph based on these reflections.

**EXAM**

**NOVEL ANALYSIS: YOU DON'T HAVE TO DIE IN THE END**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class : \_\_\_\_\_

**REMEMBER**

1. List three (3) interesting facts about the author.

---

---

---

2. What was the protagonist like? Describe her personality (mental, emotional, and intellectual components).

3. Describe the society in which the characters lived.



4. List two instances of conflict that took place in the novel. What type of conflict were they (person vs. person, person vs. nature, person vs. society, person vs. self, or person vs. technology)?

---

---

5. Define symbolism. Then, provide one example of a symbol from the novel.

**UNDERSTAND**

6. Draw and label the plot structure of the novel below.

7. Using your novel, List and two key themes from the novel. When explaining the themes, be sure to include how they impacted the plot.

- 1.

- 2.

#### **APPLY**

8. Do you think it would have been possible for the main conflict of the novel to be prevented? If so, how? If not, why?

9. Compare and contrast the protagonist of the novel from the beginning of the novel to the end of the novel. Provide multiple examples from the text to support your explanations. What drastic changes occurred?

#### ANALYZE

10. Using examples from the novel, explain how the author uses imagery to create a visual for her audience.

11. Examine the atmosphere created by the author throughout the novel. How did the author create this atmosphere? Describe the atmosphere and use examples from the text to support your claims.

12. Develop two questions you would ask the antagonist about his life in the novel if given the opportunity. Your questions must require an open ended response (they cannot be yes or no questions).

1.

2.

## **EVALUATE**

13. Write a letter to one of the main characters of the novel that you find most interesting. In your letter, ask the character questions, explain why you selected him/her as your favorite character, and describe what you learned from this character.

## CREATE

14. Create an alternative climax to the story. Keep the same style and language that author used as you write. How did your alternative climax change the plot?

15. Opinions MATTER: What is your opinion of the writing style used in the novel? Defend your response with evidence from the text.