

***BC Reads: Adult Literacy Fundamental English - Course  
Pack 4***

# **BC Reads: Adult Literacy Fundamental English - Course Pack 4**

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Shantel Ivits

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# Contents

About the Book	v
Acknowledgments	vi
Notes to the Instructor	1
The Story of Our Human Rights	3
The Story of Viola Desmond	21
The Story of Nellie McClung	43
The Story of Tommy Douglas	57
The Story of Joy Kogawa	71
The Story of Jim Egan	89
The Story of Elijah Harper	106
The Story of Gabor Maté	124
Standing Up For Your Human Rights	141
Appendix 1: Graphic Organizers	164
Appendix 2: Writing Assessment Checklists	171
Appendix 3: Level 4 Scope and Sequence	179
Appendix 4: Recommended Films	181
Bibliography	182
About the Author	184

# About the Book

*BC Reads: Adult Literacy Fundamental English – Course Pack 4* was created by Shantel Ivits. This creation is a part of the [B.C. Open Textbook project](#).

The B.C. Open Textbook project began in 2012 with the goal of making post-secondary education in British Columbia more accessible by reducing student cost through the use of openly licensed textbooks. The B.C. Open Textbook project is administered by BCcampus and funded by the British Columbia Ministry of Advanced Education.

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For more information about this project, please contact [opentext@bccampus.ca](mailto:opentext@bccampus.ca).

If you are an instructor who is using this book for a course, [please let us know](#).

## Acknowledgments

These books were developed on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. Huy tseep q'u! Chen kw'enmántumiyap! Kw'as hoy!

I feel very fortunate to have had the opportunity to work on this project alongside a dedicated team of basic education instructors from across British Columbia. This series was shepherded by Leanne Caillier-Smith (College of the Rockies) and benefited enormously from the insight and encouragement of Julia Dodge (University of the Fraser Valley), Chandra McCann (Okanagan College), Jan Weiten (Vancouver Community College), and Melinda Worfolk (College of New Caledonia). The above five mentioned are representatives of the BC Adult Literacy Articulation Committee and were the advisory committee members for this project. It has been a pleasure to scaffold my own learning among such brilliant and passionate educators.

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A special thank you to my partner, Marria, for always lending my words an eager ear, and for keeping the world around me turning even though my head was perpetually stuck in these books.

# Notes to the Instructor

As a basic education instructor, I find that my students crave reading materials that lead to deeper understandings of, and connections to, the world that we live in. My students tend to have plenty of knowledge of human rights issues from lived experience. These issues are often closely linked to the reasons they find themselves in my classroom.

My goal with this course pack is to provide examples of everyday people who took a stand in everyday ways: refusing to go along with an unfair situation, writing letters, sharing their story, voting, using humour, and starting conversations in the name of social change. These are things we can all do to restore hope, advocate for ourselves, and build the kind of world we want to live in.

This theme-based, integrated skills course pack is designed to meet the learning outcomes for Adult Literacy Fundamental English Level 4, as outlined in the [ABE in BC 2014/2015 Articulation Handbook](#). This is roughly equivalent to grades 4.5 to 6 in the K-12 system.

The curriculum in this course pack is based around the readings found in [BC Reads: Adult Literacy Fundamental English – Reader 4](#). The reader includes nine level-appropriate, high-interest readings of 400-500 words. Convenient links to the readings are embedded in each chapter of this course pack.

Each chapter of the course pack contains:

- Pre-reading questions that can be used for individual reflection, journaling, or class discussion
- Vocabulary-building exercises
- Word Attack Strategies

- Comprehension questions
- Grammar lessons and practice exercises
- Writing tasks

For detailed information, please refer to the [Level 4 Scope and Sequence](#).

This course pack makes use of a number of graphic organizers to help students organize their thoughts in a visual way. You can download the complete set of graphic organizers from [Appendix 1](#). Students can also download and print them as needed, through the links embedded throughout the course pack.

In [Appendix 2](#), you will find checklists to score the writing tasks assigned at the end of each chapter.

You may wish to use this program online, or you may wish to print it for your students by downloading it as a PDF. This program was designed to suit both options. Font size and line spacing can be adjusted in the online view, and have been enhanced for the print and PDF versions for easier reading. (In addition, both epub and mobi files are offered for students with e-readers and Kindles.) This course pack has been reviewed by subject experts from colleges and universities.

I hope these pages help learners to reach their individual literacy goals, while building capacity to create positive social change in our communities.

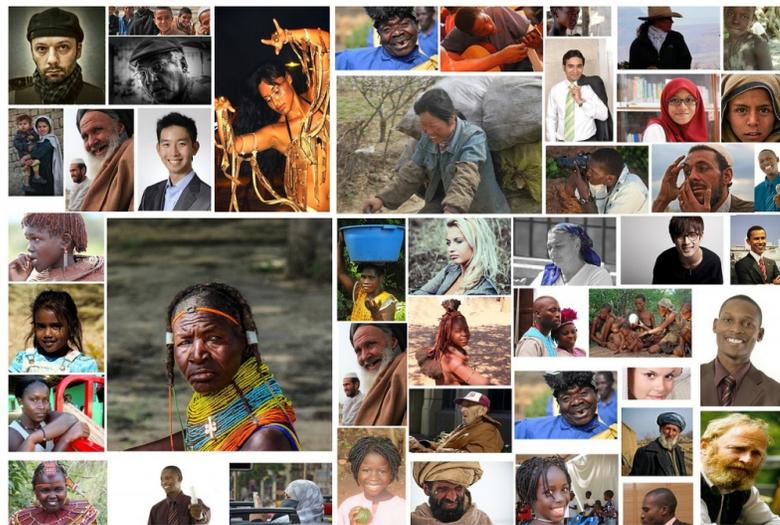
-Shantel Ivits

# The Story of Our Human Rights

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Explain what uni- and pro- mean at the beginning of a word
- Find the topic and main idea of a text
- Find the subject and verb in a sentence
- Correctly use some common homonyms
- Summarize a paragraph
- Discuss your long-term goals



*People from around the world*

## Get Ready to Read

- What rights do you think everyone should have?
- Is everyone in Canada always treated like they have the same rights?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. The United Nations made a list of human rights that all people need to live with freedom and <b>respect</b> .	a. Being unable to agree
2. Our government did not always believe in <b>equal</b> rights. In the history of Canada, people have often been treated as less than human.	b. The same for each person
3. The world has big cities, powerful governments, and <b>rapid</b> trade.	c. Treating someone in a way that shows they are important
4. History has shown that people's differences can lead to <b>conflict</b> and war.	d. Fast

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question. Use the word in bold and write in complete sentences.

1. How do you deal with **conflict**?
2. Have you ever stood up for someone who was not being treated with **respect**? What happened?

3. Do you know anyone who has stood up for **equal** rights? What did he or she do?

*Ask your instructor to check your work.*

## Word Attack Strategy

### *Word Patterns*

A **prefix** is a beginning part of a word.

- The prefix **uni-** means one or all together.
- The prefix **pro-** means to put forward.

Here are some words with the prefix **uni-**.

united	Made of people who share one goal
unique	One of a kind
universe	All of space and everything in it, like the planets and the stars
universal	Done by or available to everyone
unit	One part of something larger
uniform	Clothing worn by all members of a group
union	A group of workers that come together to protect their rights

Use the words above to fill in each blank.

1. Do you think there is life somewhere in the \_\_\_\_\_ besides planet Earth?

2. Our class is starting a \_\_\_\_\_ on human rights.
3. The \_\_\_\_\_ decided to go on strike.
4. Every snowflake has a \_\_\_\_\_ shape.
5. The \_\_\_\_\_ Nations is made of countries that share the goal of world peace.
6. A man once said, “Live your life as though every act were to become a \_\_\_\_\_ law.”
7. Should children have to wear a school \_\_\_\_\_?

Check your work with the Answer Key at the end of this chapter.

Here are some words with the prefix **pro-**.

progress	To make something better over time
project	A task with a goal
protest	To argue against something
propose	To put forward an idea for a plan
process	A way of making something happen
provide	To give something
protect	To keep something safe
promote	To go up in rank, make more of something, or make something well known

Use the words above to fill in each blank.

8. She helped her kids with their science \_\_\_\_\_.
9. What is the \_\_\_\_\_ for passing a law?
10. Libraries \_\_\_\_\_ many programs for families.
11. He is going to \_\_\_\_\_ marriage to his partner tomorrow.
12. My boss might \_\_\_\_\_ me next week.
13. I am not done yet, but I am making \_\_\_\_\_.
14. The mother bear will do anything to \_\_\_\_\_ her cubs.
15. Lots of students came out to \_\_\_\_\_ the new fees.

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Our Human Rights* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

The **topic** of a text is the person or thing that the text is written about. To find the topic, start by looking at the title of the text. The title *The Story of Our Human Rights* tells us that the topic of this text is human rights.

The **main idea** is the point the writer is making about the topic. A text is usually written for one main purpose:

<b>Purpose</b>	<b>Example</b>
To describe something	What is the town of Fernie, BC, like?
To explain how to do something	How do you bake salmon?
To tell a story about something	What's the story of how Raven stole the sun?
To compare different things	Do you prefer biking or taking the bus? Why?
To explain the advantages or disadvantages of something	What are the advantages of waking up early?
To summarize something	What was the movie <i>Smoke Signals</i> about?

We can figure out the main idea by looking for the point of each paragraph.

**1. Re-read the first paragraph of *The Story of Our Human Rights*. Choose the best summary of the paragraph.**

- a. This paragraph describes the ways human beings are different.
- b. This paragraph is about the disadvantages of being a human being.
- c. This paragraph compares human beings to other animals.

2. Re-read the second paragraph of *The Story of Our Human Rights*. Choose the best summary of the paragraph.

- a. This paragraph is about the disadvantages of the United Nations.
- b. This paragraph compares the United Nations to Canada.
- c. This paragraph explains that the United Nations created a list of human rights to help everyone get along, even though we are all different.

3. Re-read the list in the third paragraph. Choose the best summary of the paragraph.

- a. This list is about the advantages of voting.
- b. This list compares human rights in different countries.
- c. This list summarizes the Universal Declaration of Human Rights.

4. Re-read the fourth paragraph. Choose the best summary of the paragraph.

- a. This paragraph explains how to stand up for your rights in Canada.
- b. This paragraph explains that Canadians have the rights in the Universal Declaration of Human Rights, but we didn't always.
- c. This paragraph tells the story of a Canadian who stood up for human rights.

Check your work with the Answer Key at the end of this chapter.

### **Summarize**

The best way to make sure you understand a text is to summarize it. A summary:

- is written in your own words
- does not give your opinion

- begins with a topic sentence that shows what you are summarizing and who wrote it
- includes the main idea of each paragraph
- does not include the details that explain the main ideas



*Flags*

Here is an example of a summary. Fill in the blanks with words that makes sense.

*The Story of Our Human Rights* was written by Shantel Ivits. It describes the many ways (1)\_\_\_\_\_ beings are different. These differences have led to (2)\_\_\_\_\_, so the United (3)\_\_\_\_\_ created a list of human rights to help everyone get along. The writer summarizes this list, which is known as the Universal Declaration of Human Rights. Today, (4) \_\_\_\_\_ have the rights in the Universal Declaration of Human Rights, but we didn't always.

Check your work with the Answer Key at the end of this chapter.

### *Read for the Details*

Complete the sentences. Write your answer on the lines.

1. Human beings like us have been around for 7,000 years, right?

No, they haven't. Human beings \_\_\_\_\_.

2. The United Nations was started after World War I, right?

No, it wasn't. It \_\_\_\_\_.

3. The UN wrote something called the Universal Declaration of Freedom, right?

No, it didn't. It \_\_\_\_\_.

4. The Universal Declaration of Human Rights says that we should have to pay fees for basic education, right?

No, it doesn't. It says we have the right to \_\_\_\_\_.

5. In this book, you'll read about the United Nations, right?

No, I won't. I will read the stories of \_\_\_\_\_.

**Check your work with the Answer Key at the end of this chapter.**

## Grammar

### *Subjects and Verbs*

Read this text about Lester Pearson. Lester Pearson was Prime Minister of Canada from 1963 to 1968.

### **Lester Pearson and the Peacekeepers**

Lester Pearson fought in World War I as a pilot. He was deeply upset by what he saw. He wanted to help prevent future wars. So after World War II, he helped create the United Nations. Pearson came up with the idea of a UN peacekeeping force. Peacekeepers go into areas that are in conflict. They keep the peace while the two sides work toward a solution. For his idea, Pearson won the Nobel Peace

Prize in 1957. To this day, thousands of Canadians serve as peacekeepers around the world.

### *Grammar Rule*

Every sentence needs to have a subject and a verb.

- The **subject** is the part that tells who or what the sentence is about.
- The **verb** shows what the subject is or does.

In this sentence, the subject is underlined. The verb is in **bold**.

- Lester Pearson **fought** in World War I as a pilot.
- He **was** deeply affected by what he saw.
- He **wanted** to help prevent future wars.
- So after World War II, he **helped** create the United Nations.

For each sentence, underline the subject and circle the verb.

1. Pearson came up with the idea of a UN peacekeeping force.
2. Peacekeepers go into areas that are in conflict.
3. They keep the peace while the two sides work toward a non-violent solution.
4. For his idea, Pearson won the Nobel Peace Prize in 1957.
5. To this day, thousands of Canadians serve as peacekeepers around the world.

Check your work with the Answer Key at the end of this chapter.

## Homonyms

**Homonyms** are two words that sound the same but mean different things. The box below has some words from *The Story of Our Human Rights*, along with their homonym.

right	peace	clothes	would
write	piece	close	wood

Choose the best homonym to complete each sentence.

1. The United Nations works for world \_\_\_\_\_.
2. Do you want a \_\_\_\_\_ of cake?
3. I chopped some \_\_\_\_\_ for the fireplace.
4. \_\_\_\_\_ you pass me the butter?
5. Basic education is a basic \_\_\_\_\_.
6. He likes to \_\_\_\_\_ short stories.
7. I'm cold. Can you \_\_\_\_\_ the window?
8. Some people say, "The \_\_\_\_\_ make the man."

Check your work with the Answer Key at the end of this chapter.

## Writing

At the end of each chapter, you will have one or two writing assignments to complete. Talk to your instructor about setting due dates for each assignment.

Keep track of these due dates using the [My Writing Assignments](#) sheet or an agenda.

### *Write a Summary*

#### *Writing Task*

Write a summary of the paragraph about Lester Pearson. Keep it short, with no more than three sentences.

Use this checklist to edit your work:

- Did I write it in my own words?
- Did I avoid giving my opinion?
- Did I begin with a topic sentence that says what I am summarizing and who wrote it?
- Did I include the main ideas?
- Did I leave out the less important details?
- Do all of my sentences have a subject and a verb?
- Is my summary the right length?

Ask your instructor to check your work.

### *Write about Long-Term Goals*

A **long-term goal** is something you want to do in the future. It takes a lot of time and planning. It is something that you cannot do this week, this month, or even this year. For example, the long-term goal of the United Nations is world peace.

Let's make some long-term goals using a medicine wheel. The medicine wheel is found in many First Nations cultures. It teaches us many things. One teaching is that we are all equal within the circle. Another teaching is that we are all spiritual, emotional, mental, and physical beings. Here are some of the needs we have:

spiritual	We need to connect with the world and serve the greater good through friendship, love, volunteering, and celebrating.
emotional	We need to connect with our feelings, respect ourselves, feel joy, and have time for play.
physical	We need to take care of our bodies. We need clean air, food, exercise, rest, safety, and shelter.
mental	We need to learn and understand through listening, speaking, reading, remembering, reflecting, and reasoning.

### *Writing Task*

Think of at least one long-term goal for each part of the medicine wheel. Write it down.



*Answer Key*

**Vocabulary****QUESTION    ANSWER**

1                    c

2                    b

3                    d

4                    a

**Word Attack Strategy****QUESTION    ANSWER**

1                    universe

2                    unit

3                    union

4                    unique

5                    United

6                    universal

7                    uniform

8                    project

9                    process

10	provide
11	propose
12	promote
13	progress
14	protect
15	protest

### **Check Your Understanding**

#### **Find the Topic and Main Idea**

<b>QUESTION</b>	<b>ANSWER</b>
1	a
2	c
3	c
4	b

#### **Summarize**

<b>QUESTION</b>	<b>ANSWER</b>
1	human
2	conflicts or wars

3	Nations	
4	Canadians	
<b>Read for the Details</b>		
<b>QUESTION</b>	<b>ANSWER</b>	
1	have been around for 100,000 years.	
2	was started after World War II.	
3	wrote something called the Universal Declaration of Human Rights.	
4	free basic education.	
5	Canadians who dared to stand up for our human rights.	
<b>Grammar</b>		
<b>Subjects and Verbs</b>		
<b>QUESTION</b>	<b>SUBJECT</b>	<b>VERB</b>
1	Pearson	came or came up with
2	Peacekeepers	go
3	They	keep

4	Pearson	won
5	thousands of Canadians	serve
<b>Homonyms</b>		
<b>QUESTION</b>	<b>ANSWER</b>	
1	peace	
2	piece	
3	wood	
4	would	
5	right	
6	write	
7	close	
8	clothes	

### *Attributions*

#### **Different people**

Photo Montage by [geralt](#) is in the [public domain](#).

#### **Flags**

Flags by [wbwolfgang](#) is in the [public domain](#).

# The Story of Viola Desmond

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Read words ending in -le
- Summarize a text
- Change two simple sentences into a compound sentence
- Use irregular verbs
- Discuss your short-term goals



*Different water coolers for people of colour*

## Get Ready to Read

- What is racism?
- Have you seen or experienced an example of racism?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. Viola had her own line of beauty <b>products</b> .	a. Responsible for carrying out a crime or doing something wrong
2. The police had to drag her. "I just sort of went <b>limp</b> ," Viola said. "I didn't want to make it easy for them."	b. A person who helps people with the law
3. She was found <b>guilty</b> of paying for a balcony ticket and sitting on the main floor.	c. Something that is sold in stores
4. Nobody had told her she could call a <b>lawyer</b> , so she had to argue for herself in court.	d. Not firm or stiff

Check your work with the Answer Key at the end of this chapter.

Answer each question with a complete sentence. Use the word in bold.

1. What are your favourite **products** from the grocery store?
2. Some people think that the prison system does not help people who are **guilty** of crimes to act differently in the future. What do you think?

3. Would you want to be a **lawyer**? Why or why not?

Ask your instructor to check your work.

## Word Attack Strategy

A **syllable** is a beat in a word. Each syllable has one vowel sound. For example, cat has one syllable. Catnip has two syllables: **cat** + **nip**. Syllables follow different patterns. In this chapter, you will study the consonant **-le** pattern.

### Word Patterns

Look at these words:

- table
- little
- able
- single

They all end with a consonant followed by the letters **-le**. These three letters make one syllable:

- ta-ble
- lit-tle
- a-ble
- sin-ble

Every syllable needs a vowel. The **e** is just there to be a vowel. The **e** is silent.

Break these words into syllables.

1. cuddle = \_\_\_\_\_ + \_\_\_\_\_

2. giggle = \_\_\_\_\_ + \_\_\_\_\_

3. staple = \_\_\_\_\_ + \_\_\_\_\_

4. ankle = \_\_\_\_\_ + \_\_\_\_\_

5. puddle = \_\_\_\_\_ + \_\_\_\_\_

6. candle = \_\_\_\_\_ + \_\_\_\_\_

7. handle = \_\_\_\_\_ + \_\_\_\_\_

8. sprinkle = \_\_\_\_\_ + \_\_\_\_\_

9. paddle = \_\_\_\_\_ + \_\_\_\_\_

10. sample = \_\_\_\_\_ + \_\_\_\_\_

11. middle = \_\_\_\_\_ + \_\_\_\_\_

12. battle = \_\_\_\_\_ + \_\_\_\_\_

13. bottle = \_\_\_\_\_ + \_\_\_\_\_

14. title = \_\_\_\_\_ + \_\_\_\_\_

15. example = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**Join two syllables to make a word.**

16.

fid	ple
cat	dle
ap	tle

17.

sim	cle
un	dle
cra	ple

18.

strug	ble
puz	gle
ca	zle

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Viola Desmond* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Sum Up the Main Idea*

**1. What is the topic of this text?**

- a. Viola Desmond
- b. Beauty products
- c. Movie theatres

**2. What is the main idea of this text?**

- a. This text explains what to do if you get arrested.
- b. This text is about the history of movie theatres in Nova Scotia.
- c. This text tells the story of how Viola Desmond stood up for the rights of black people in Nova Scotia.

Check your work with the Answer Key at the end of this chapter.

**3. Open and print this [Sum It Up](#) sheet. Fill it in with the main idea.**

Writers support their main ideas with details. A detail could be a fact or an example. What details support the main idea? In other words, what did Viola do to stand up for the rights of black people in Nova Scotia?

**4. Add supporting details to your [Sum It Up](#) sheet. You do not need to fill all the boxes.**

Ask your instructor to check your work.

## *Understanding Cause and Effect*

Read the words in 1, 2, 3, and 4. Choose the best ending to complete each sentence: a, b, c, or d.

1. Viola went to see a movie at the Roseland Theatre \_\_\_\_\_
2. Viola was taken from the theatre by police \_\_\_\_\_
3. Viola had to defend herself in court \_\_\_\_\_
4. The province got rid of its racist laws \_\_\_\_\_
  - a. because her car broke down and she was waiting for it to get fixed.
  - b. because Viola's case brought people together to fight for equality.
  - c. because she refused to sit where the black people were supposed to sit.
  - d. because nobody told her she could call a lawyer.

## Grammar

### *Compound Sentences*

We can make our writing more interesting by using a variety of sentence types. So far, you have learned about simple sentences. A **simple sentence** has one subject and one verb. In this lesson, you will study compound sentences.

A **compound sentence** joins two simple sentences together with a comma and one of these words:

and	used to add information
but	used to show contrast
or	used to show options
so	used to show the effect of something

These words are called conjunctions. **Conjunctions** are joining words.

Turn each pair of simple sentences into one compound sentence. Remember to add a comma and a conjunction. The first one is done for you as an example.

1. Viola had some free time. She decided to go to a movie.

Viola had some free time, **so** she decided to go to a movie.

2. Viola wanted to sit on the main floor. The staff told her she could not.

---



---

3. Viola went back to the ticket booth. She asked for a ticket for the main floor.

---



---

4. She was told that the main floor was for white people. The balcony was for black people.

---

5. Viola could not see from the balcony. She sat on the main floor.

6. The police said, “You must move now. We will arrest you.”

7. Nobody had told her she could call a lawyer. She had to defend herself.

8. She did not know how courtrooms worked. She was found guilty.

Check your work with the Answer Key at the end of this chapter.

### *Irregular Verbs*

#### *Grammar Rule*

To make the past tense form of most verbs, add an **-ed** ending:

- Viola **dreamed** of having her own beauty product business.
- She **decided** to go see a movie while she waited for her car to be fixed.
- She **asked** for a ticket for the main floor.
- The police **grabbed** her by the arms and took her from the theatre.
- Her husband **begged** her to forget about what had happened and move on.

Some verbs break this rule. These verbs are called **irregular verbs**. You have to memorize the past tense form of irregular verbs.

**Match each present form verb to its irregular past tense form.**

<b>Present Tense Form</b>	<b>Past Tense Form</b>
1. say	did
2. make	left
3. go	told
4. take	began
5. come	brought
6. see	wrote
7. know	thought
8. get	kept
9. fight	became
10. find	felt
11. do	said
12. think	saw
13. tell	made
14. become	got
15. leave	found
16. feel	fought
17. bring	took

18. begin	went
19. keep	knew
20. write	came

**Fill in the blanks. Use the past tense form of the verb in brackets.**

Oscar Peterson was one of the most famous jazz musicians in the world. But as an African Canadian, he faced a lot of racism. He (begin) \_\_\_\_\_(21) his career as a musician at age 14. People (call) \_\_\_\_\_(22) him “boy” even after he grew up. His fame (take) \_\_\_\_\_(23) him many places, so he often stayed in hotels. Some hotels (tell) \_\_\_\_\_(24) him to leave because of the colour of his skin. There were restaurants where he (play) \_\_\_\_\_(25) for white crowds but then had to go eat in his car. White people (do) \_\_\_\_\_(26) not eat with black people. He (say) \_\_\_\_\_(27) that sometimes he lost his temper over these things. But later on, he just (feel) \_\_\_\_\_(28) sorry for racist people. He (keep) \_\_\_\_\_(29) on making music. He (write) \_\_\_\_\_(30) a song called *Hymn to Freedom*. The song was inspired by the people who (fight) \_\_\_\_\_(31) for equal rights. *Hymn to Freedom* was played during the ceremony in which Barack Obama (become) \_\_\_\_\_(32) America’s first black president.

**Check your work with the Answer Key at the end of this chapter.**



*Oscar Peterson*

## Writing

### *Write a Summary*

#### *Writing Task*

Look back at the Sum It Up sheet you wrote about Viola Desmond. Write a summary of the text. It should be between 5 and 10 sentences.

Use this checklist to edit your work:

- Did I write it in my own words?
- Did I avoid giving my opinion?
- Did I begin with a topic sentence that says what I am summarizing and who wrote it?
- Did I include the main ideas?
- Did I leave out less important details?
- Do all of my sentences have a subject and a verb?

- Did I use regular and irregular verbs correctly?
- Is my summary the right length?

Ask your instructor to check your work.

### *Write a Postcard to Your Future Self*

Look back at your Long-Term Goals Medicine Wheel. Choose one long-term goal. Make a list of small steps you could take this week to move toward that goal. These are called short-term goals. For example:

<b>Long-Term Goal</b>	<b>Short-Term Goals</b>
Get a job as a carpenter.	<ul style="list-style-type: none"> <li>• Attend all my classes.</li> <li>• Get to school on time.</li> <li>• Do all my homework.</li> <li>• Ask questions when I don't understand something.</li> <li>• Eat and sleep well so I can focus.</li> </ul>
Have a stronger body.	<ul style="list-style-type: none"> <li>• Ask a friend to be my workout buddy.</li> <li>• Get a gym pass.</li> <li>• Work out at the gym four times a week.</li> <li>• Eat healthy food.</li> </ul>

### *Writing Task*

Imagine yourself 10 years from now. You have reached your long-term goal. On the [A Postcard from My Future Self](#) sheet (also shown below):

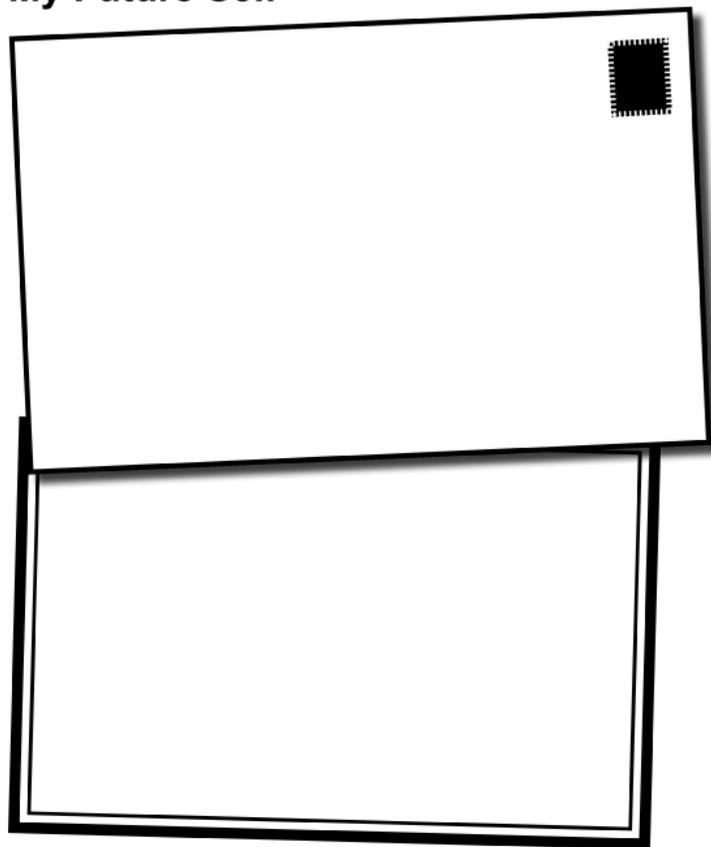
1. Write a message to yourself about what you did to reach your goal. Use your list of short-term goals to help you.

2. Describe what you like about your life.

3. Choose a picture for the front of your postcard. You can draw one or find one to glue on.

Ask your instructor to check your work.

### **A Postcard from My Future Self**



### *Attributions*

**Different water coolers for people of colour**

*Answer Key*

**Vocabulary**

<b>QUESTION</b>	<b>ANSWER</b>
1	c
2	d
3	a
4	b

**Word Attack Strategy**

<b>QUESTION</b>	<b>ANSWER</b>
1	cuddle = cud + dle
2	giggle = gig + gle
3	staple = sta + ple
4	ankle = an + kle
5	puddle = pud + dle
6	candle = can + dle
7	handle = han + dle
8	sprinkle = sprin + kle
9	paddle = pad + dle

10	sample = sam + ple
11	middle = mid + dle
12	battle = bat + tle
13	bottle = bot + tle
14	title = ti + tle
15	example = ex + am + ple
16	fid-dle, cat-tle, ap-ple
17	sim-ple, un-cle, cra-dle
18	strug-gle, puz-zle, ca-ble
<b>Check Your Understanding</b>	
<b>Sum Up the Main Idea</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	a
2	c
<b>Understanding Cause and Effect</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	a

2	c
3	d
4	b
<b>Grammar</b>	
<b>Compound Sentences</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	so (answer given)
2	but
3	and
4	and
5	so
6	or
7	so
8	so
<b>Irregular Verbs</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1 say	said

2 make	made
3 go	went
4 take	took
5 come	came
6 see	saw
7 know	knew
8 get	got
9 fight	fought
10 find	found
11 do	did
12 think	thought
13 tell	told
14 become	became
15 leave	left
16 feel	felt
17 bring	brought
18 begin	began

19 keep	kept
20 write	wrote
21	began
22	called
23	took
24	told
25	played
26	did
27	said
28	felt
29	kept
30	wrote
31	fought
32	became

“Colored” drinking fountain from mid-20th century with african-american drinking by Ilmari Karonen is in the public domain.

### **Oscar Peterson**

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# The Story of Nellie McClung

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Read words ending in -able
- Decide if a statement is fact or opinion
- Use capital letters for proper nouns
- Organize a paragraph
- Fill out a Voter Registration form



*Symbol for women*

## Get Ready to Read

- What is sexism?
- Have you seen or experienced an example of sexism?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. She starred in a play where she <b>debated</b> men's right to vote.	a. Expressed different viewpoints about something
2. They talked about how unfair it was that women were not allowed to sit in the <b>Senate</b> .	b. Became worse
3. Even as she grew older and her health <b>declined</b> , she kept writing and speaking for equal rights.	c. One of the groups that helps make laws in Canada
4. "Because I've got a bad heart my doctor has told me not to write. I assume he meant books so I keep busy writing letters, <b>editorials</b> and messages."	d. An article in a newspaper or magazine that shares the opinion of the editors

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question. Write in complete sentences and use the word in bold.

1. Do you watch the **debates** around election time?
2. Why do you think Ottawa's hockey team in the NHL is called the **Senators**?
3. Do you ever read the **editorials** in the newspaper?

Ask your instructor to check your work.

## Word Attack Strategy

### Word Patterns

A **suffix** is an end part of a word. The suffix **-able** means “can be.”

For example: Reading is enjoyable.

**Enjoyable** describes something that can be enjoyed.

Match the word to the correct definition.

Word	Meaning
1. reasonable	Describes something that can bring comfort
2. fashionable	Describes something you can notice
3. comfortable	Describes something you can love
4. affordable	Describes something that is in fashion
5. loveable	Describes someone who can use reason
6. noticeable	Describes something you can afford

Break these words into syllables. Remember that every syllable has a vowel and -ble is a separate syllable.

7. comfortable = com + \_\_\_\_\_ + ta + \_\_\_\_\_

8. affordable = \_\_\_\_\_ + for + \_\_\_\_\_ + ble

9. loveable = \_\_\_\_\_ + a + \_\_\_\_\_

10. noticeable = \_\_\_\_\_ + \_\_tice\_\_ + \_\_\_\_\_ + \_\_\_\_\_

11. reasonable = \_\_rea\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Nellie McClung* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

#### 1. What is the topic of this text?

- a. Picnics
- b. Women's rights
- c. Nelly McClung

#### 2. What is the main idea of this text?

- a. This text tells the story of how Nellie McClung helped change Canadians' views about the role of women.
- b. This text is about the disadvantages of allowing men to vote.
- c. This text compares Nellie McClung to other women who fought for women's rights.

Check your work with the Answer Key at the end of this chapter.

Open and print a [Sum It Up](#) sheet. Write down the main idea. Add one supporting detail for each box (Think: What did Nellie do to help change Canadians' views about the role of women?)

Ask your instructor to check your work.

### *Identify Sequence*

Readers need to understand the different ways that writers organize texts. In texts about history, writers often explain the events in the same order that they happened in real life.

Match the events and the dates. Copy the sentences in the correct order.

1. 1882 \_\_\_\_\_
  2. 1918 \_\_\_\_\_
  3. 1921 \_\_\_\_\_
  4. 1929 \_\_\_\_\_
  5. 1951 \_\_\_\_\_
- a. White women got the right to vote.
  - b. Women were allowed to sit in the Senate.
  - c. Nellie died.
  - d. Nellie was told girls should not run in races.
  - e. Nellie became an MLA.

Check your work with the Answer Key at the end of this chapter.

### *Understanding the Difference Between Fact and Opinion*

A **fact** is something that can be proven. People can usually agree on the truth of facts. An **opinion** is a judgment about what is right and wrong, or what is better or worse. Different people have different opinions.

Look at each statement. Which one is a fact? Which one is an opinion?

1. Girls should not run in races.
2. Nellie McClung was not allowed to run in races when she was a child.
3. Men are more reasonable than women.
4. Before 1918, women were not allowed to vote or be in government.
5. It is wrong to use violence to fight for your rights.
6. Nelly used humour instead of violence to fight for women's rights.

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Compound Sentences*

Turn each pair of simple sentences into one compound sentence. Remember to add a comma and a conjunction (and, but, or, so).

1. Some activists used violence to get their point across. Nellie used humour.
2. Men were seen as reasonable. Women were seen as emotional.
3. Nellie pointed out that most of the people in prison were men. Men made up only a small number of the people who went to church.
4. Women of colour were treated even worse than white women. Nellie called for an end to racism.
5. Nellie's health declined. She kept fighting for women's rights.

Check your work with the Answer Key at the end of this chapter.

## Capital Letters

### Grammar Rule

To understand the rules about capital letters, it helps to know that there are two kinds of nouns — common nouns and proper nouns.

A **common noun** is a general person, place, thing, or idea. Common nouns do not need capitals.

A **proper noun** is a specific person, place, thing, or idea. Proper nouns need capitals.

Examples:

Common Nouns	Proper Nouns
woman	Mary
school	Douglas College
country	Canada
city	Kamloops
ocean	Pacific Ocean
book	Anne of Green Gables
month	June
event	New Year's Eve

Edit these sentences by adding capital letters where needed.

1. Nellie was born in chatsworth, ontario.
2. Her first book was called sowing seeds in danny.
3. Nellie married a man named wes. They had five children together.
4. She started the women's political equality league, which fought to give women the right to vote.
5. She went on speaking tours in canada and the united states. She even crossed the atlantic ocean to give speeches in england.
6. She died on september 1, 1951, near victoria, british columbia.

Check your work with the Answer Key at the end of this chapter.

Answer these questions in complete sentences. Use capitals where needed.

7. What is your favourite restaurant?
8. What is the title of the last movie you saw?
9. What month were you born in?
10. What country would you most like to visit?
11. What is the name of your favourite singer?

Ask your instructor to check your work.

## Writing

### *Organize a Paragraph*

A **paragraph** is a group of sentences about one topic. A paragraph should include:

- A topic sentence that explains the main idea or point you want to make
- Supporting details that back up your point
- A concluding sentence that reminds the reader of your main idea

Decide what order these sentences should go in.

- a. Second, our government may not make decisions that are good for us if we do not vote. We could lose important rights and freedoms.
- b. In conclusion, Canadians should always take time to mark a ballot on election day.
- c. Everyone in Canada over the age of 18 should vote.
- d. First, our country will not be healthy if people do not vote. Voting is how we make decisions together.
- e. Third, voting does not take a lot of time or effort. It will likely take less than an hour of your day once every few years.

Check your work with the Answer Key at the end of this chapter.

### Writing Task

Rewrite the sentences above in the correct order and in paragraph form. Do not start a new line for each new sentence. Each sentence should follow the one before it.

### Fill Out a Voter Registration Form

In order to vote, you must fill out a form to get on the government's voters list. This is called registering to vote.

1. Look at [Nellie McClung's Voter Registration](#) form.
2. Open and print your own [Voter Registration](#) form. Follow Nellie's example but use your own information.

Ask your instructor to check your work.

3. If you are not registered to vote and you would like to be, mail your form to the address at the bottom of the sheet.

*Answer Key*

**Vocabulary****QUESTION      ANSWER**

1                      a

2                      c

3                      b

4                      d

**Word Attack Strategy****QUESTION      ANSWER**

1                      reasonable – describes someone who can use reason

2                      fashionable – describes something that is in fashion

3                      comfortable – describes something that can bring comfort

4                      affordable – describes something you can afford

5                      loveable – describes something you can love.

6                      noticeable – describes something you can notice

7                      com + for + ta + ble

8                      af + for + da + ble

9                      love + a + ble

10	no + tice + a + ble
11	rea + son + a + ble
<b>Check Your Understanding</b>	
<b>Find the Topic and Main Idea</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	c
2	a
<b>Identify Sequence</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	1882 – d
2	1918 – a
3	1921 – e
4	1929 – b
5	1951 – c
<b>Understanding the Difference Between Fact and Opinion</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	opinion

2	fact
3	opinion
4	fact
5	opinion
6	fact
<b>Grammar</b>	
<b>Compound Sentences</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	but
2	and
3	and
4	so
5	but
<b>Capital Letters</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	Chatsworth, Ontario
2	Sowing Seeds in Danny

3	Wes
4	Political Equality League
5	Canada, United States, Atlantic Ocean, England
6	September, Victoria, British Columbia
<b>Writing</b>	
<b>Organize a Paragraph</b>	
c, d, a, e, b	

### *Attribution*

### **Symbol for women**

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# The Story of Tommy Douglas

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Read words ending in -ism and -ist
- Use commas to separate items in a list
- Write a paragraph that tells a story



*Hospital*

## Get Ready to Read

- Is free health care important to you? Why or why not?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. Tommy joined a <b>socialist</b> party called the CCF because he believed that really important things should be run by government, not business.	a. Someone who believes the government should own everything. People and companies should not own property, like houses or cars.
2. People tried to scare voters by saying Tommy was a <b>communist</b> .	b. The leader of a province
3. Tommy became <b>premier</b> of Saskatchewan in 1944.	c. Someone who believes the government should run health care, schools, and other major services
4. In 1961, Tommy was voted into the <b>federal</b> government. The <b>federal</b> government put many of Tommy's ideas in place for the rest of Canada.	d. The level of government responsible for things that affect the whole country

Check your work with the Answer Key at the end of this chapter.

Write a complete sentence to answer each question. Use the word in bold.

1. Do you like the **premier** of your province?
2. Would you ever vote for a **socialist** party?
3. Would you ever vote for a **communist** party?

Ask your instructor to check your work.

## Word Attack Strategy

### Word Patterns

A **suffix** is an end part of a word.

- A word that ends with **-ism** is a name given to a set of ideas.
- A word that ends with **-ist** means “a person who.”

Fill in the blanks with the best words from the box.

racism	ageism	classist	sexism
classism	sexist	racist	ageist

- \_\_\_\_\_ is the set of ideas that one gender is better than another.
- \_\_\_\_\_ is someone who believes in sexism.
- \_\_\_\_\_ is the set of ideas that rich people are better than poor people.
- \_\_\_\_\_ is someone who believes in classism.
- \_\_\_\_\_ is the set of ideas that some races are better than others.
- \_\_\_\_\_ is someone who believes in racism.
- \_\_\_\_\_ is the set of ideas that young people are better than old people.

8. \_\_\_\_\_ is someone who believes in ageism.

Note: Not all words ending in **-ism** and **-ist** are negative. An **artist** is someone who makes art. A **pianist** is someone who plays piano. A **scientist** is someone who works in the sciences.

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Tommy Douglas* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

1. What is the topic of this text?

- a. Health care
- b. Saskatchewan
- c. Tommy Douglas

2. What is the main point of this text?

- a. This text explains why it is wrong that people who fight for their rights are sometimes beaten and killed.
- b. This text explains the disadvantages of letting cats be in politics.
- c. This text tells the story of how Tommy Douglas stood up for the rights of working class people.

Check your work with the Answer Key at the end of this chapter.

3. Open and print a **Sum It Up** sheet. Fill in the main idea and supporting details.

Ask your instructor to check your work.

### *Understanding Sequence*

1. Put these events in the correct order.

- a. Tommy became a minister to help people.
- b. Tommy made lots of changes in Saskatchewan to help working families, such as free health care.
- c. Many of Tommy's ideas were put in place for all of Canada.
- d. Some striking miners in Tommy's town were killed.
- e. Tommy Douglas saw some workers on strike get shot by the police.
- f. Tommy became premier of Saskatchewan.
- g. Tommy joined the CCF.

Check your work with the Answer Key at the end of this chapter.

### *Understanding the Difference Between Fact and Opinion*

A **fact** is something that can be proven. People can usually agree on the facts. An **opinion** is a judgment. People can disagree on whether an opinion is right or wrong.

Look at each statement. Which one is a fact? Which one is an opinion?

1. Socialism is evil.
2. Tommy Douglas was a socialist.
3. Tommy Douglas was premier of Saskatchewan.
4. Tommy Douglas was the best premier that Saskatchewan ever had.
5. The police shot two protesting workers in Winnipeg in 1919.
6. Guns should be banned.
7. Tommy made a law that bosses must give workers two weeks of paid vacation.
8. Workers should have at least four weeks of paid vacation.

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *More Capital Letters*

Edit these sentences by adding capital letters where needed.

1. tommy was born in falkirk, scotland.
2. he moved to canada in 1910.
3. he studied at brandon college to become a minister.
4. he married a woman named irma in 1930.

5. tommy began working in politics in saskatchewan.

6. tommy told a famous story about a place called mouseland.

Check your work with the Answer Key at the end of this chapter.



*Tommy Douglas*

### *Commas in a Series*

#### *Grammar Rule*

Use commas to separate items in a list.

Examples:

- Tommy Douglas enjoyed public speaking, acting, and boxing.
- Tommy worked as a paperboy, factory worker, minister, and premier.

**Add commas to these sentences.**

1. In a boxing match, Tommy broke his nose lost some teeth and hurt his hand.
2. Tommy could speak English Spanish and Portuguese.
3. Tommy lived in Winnipeg Regina Burnaby and Nanaimo.
4. Tommy beat Terry Fox Pierre Trudeau and Frederick Banting to be named Greatest Canadian in 2004.
5. Tommy has three grandchildren named Keifer Thomas and Rachel.
6. As premier of Saskatchewan, Tommy made a bill of rights gave everyone two weeks of paid vacation and made health care free for everyone.

Check your work with the Answer Key at the end of this chapter.

## Writing

### *Writing Task*

Have you ever been to a hospital or visited a doctor? If it had cost money, would you have been able to pay? Write about a time you were really glad Canada has free health care for everyone.

1. First, use the [Tell a Story](#) sheet to think about the details of the story.
2. Then, write your story in paragraph form.
3. Next, edit your paragraph with the checklist below.
4. Finally, hand in your paragraph to your instructor.

### Checklist:

- Does my story have a beginning, middle, and end?
- Did I use linking words: first, then, next, finally?
- Are the events in the story clear?
- Is the story in a logical order?
- Have I used complete sentences, starting with capital letters and ending with a period (.), a question mark (?), or an exclamation mark (!)?
- Have I used irregular verbs correctly?
- Are words spelled correctly?

### *Attributions*

#### **Hospital**

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#### **Tommy Douglas**

[Tommy cropped](#) by [Samuell](#) is in the [public domain](#).

*Answer Key*

**Vocabulary****QUESTION      ANSWER**

1                      c

2                      a

3                      b

4                      d

**Word Attack Strategy****QUESTION      ANSWER**

1                      sexism

2                      sexist

3                      classism

4                      classist

5                      racism

6                      racist

7                      ageism

8                      ageist

**Check Your Understanding**

**Find the Topic and Main Idea****QUESTION      ANSWER**

1                      c

2                      c

**Understanding Sequence****QUESTION      ANSWER**

1                      e, a, d, g, f, b, c

**Understanding the Difference Between Fact and Opinion****QUESTION      ANSWER**

1                      opinion

2                      fact

3                      fact

4                      opinion

5                      fact

6                      opinion

7                      fact

8                      opinion

## Grammar

### More Capital Letters

QUESTION	ANSWER
1	Tommy, Falkirk, Scotland
2	He, Canada
3	He, Brandon College
4	He, Irma
5	Tommy, Saskatchewan
6	Tommy, Mouseland

### Commas in a Series

QUESTION	ANSWER
1	In a boxing match, Tommy broke his nose, lost some teeth, and hurt his hand.
2	Tommy could speak English, Spanish, and Portuguese.
3	Tommy lived in Winnipeg, Regina, Burnaby, and Nanaimo.
4	Tommy beat Terry Fox, Pierre Trudeau, and Frederick Banting to be named Greatest Canadian in 2004.

5	Tommy has three grandchildren named Keifer, Thomas, and Rachel.
6	As premier of Saskatchewan, Tommy made a bill of rights, gave everyone two weeks of paid vacation, and made health care free for everyone.

# The Story of Joy Kogawa

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Know what an antonym is
- Read words beginning with im- and in-
- Think about how some characters in a story might learn and grow
- Spell the plural form of many words
- Write a descriptive paragraph



*A soldier*

## Get Ready to Read

- Have you or someone you loved lived through a war? Did they survive? How did they get by?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. Joy Kogawa remembers her childhood home <b>fondly</b> .	a. The army, navy and air force
2. The <b>RCMP</b> said the decision to put all Japanese people in work camps did not make sense.	b. The Royal Canadian Mounted Police, also known as Mounties
3. The <b>military</b> said the decision to put all Japanese people in work camps did not make sense.	c. In a loving way
4. Joy Kogawa's house stands as a reminder of the <b>injustice</b> of racism and war.	d. Unfair treatment

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question using the word in bold. Write complete sentences.

1. Do you have an old friend you think of **fondly**? Who is she or he?
2. If you were going to be in the **military**, would you rather be a soldier, sailor, or pilot?
3. Have you seen any **injustices** in the news lately?

Ask your instructor to check your work.

## Word Attack Strategy

### *Word Patterns*

The prefixes **in-** and **im-** mean not.

For example, **incomplete** means not complete.

Complete and incomplete are antonyms, or opposites. Match the word to its antonym.

Word	Antonym
1. patient	incorrect
2. moral	impolite
3. possible	impossible
4. correct	imperfect
5. perfect	impatient
6. polite	immoral

Fill in the blanks with an im- or in- word from above.

7. Only two of my answers on the test were \_\_\_\_\_.

8. It is \_\_\_\_\_ not to say thank you.

9. Some people find beauty in things that are \_\_\_\_\_ . These things are more interesting.

10. Nelson Mandela said, “It always seems \_\_\_\_\_ until it is done.”

11. I sat in the waiting room of the doctor’s office, feeling \_\_\_\_\_ .

12. Ernest Hemingway said, “I know only that what is moral is what you feel good after and what is \_\_\_\_\_ is what you feel bad after.”

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Joy Kogawa* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

1. What is the topic of this text?

a. Japanese Canadians

b. Joy Kogawa

c. A book called *Obasan*

## 2. What is the main idea of this text?

- a. This text tells the story of how Joy Kogawa worked for justice for Japanese Canadians who were forced to live in camps during World War II.
- b. This text is about the advantages of Joy Kogawa's house.
- c. This text is about why *Obasan* is a great book.

Check your work with the Answer Key at the end of this chapter.

3. Open and print a **Sum It Up** sheet. Use the sheet to plan a summary of this text. In the details boxes, list two things that Joy did to stand up for the Japanese Canadians who were put in camps.

4. Using your answers above, write a short summary of this text. Include the topic, main idea, and one or two supporting details.

Ask your instructor to check your work.

## *Understanding Characters*

**Characters** are the people in a story. Events in the story often cause characters to learn and grow.

Answer these questions with a sentence.

1. At first, Joy thought of herself as a white person. What event caused Joy to accept herself as Japanese Canadian?

---

2. At first, the Government of Canada thought Japanese Canadians could be spies. What events helped the Government of Canada realize this was wrong?

---

3. At first, most white Canadians stood by while Japanese Canadians were forced into work camps. What helped white Canadians to realize this was wrong?

Check your work with the Answer Key at the end of this chapter.



*Waiting to be sent to a camp*

## Grammar

### *Review Commas in a Series*

Add commas to these sentences, as needed. (Not all of these sentences need commas.)

1. The walls were covered with paintings photos and bookcases.
2. The sounds of music storytelling and laughter sailed through the air.
3. Her bedroom had toy boxes filled with cars dolls and games.

4. Joy's mother father and brother were forced to move to a work camp in Slocan.
5. Joy missed her friends her books and the cherry tree in her yard.
6. When Joy grew up she wrote books poems and letters.
7. She helped Canadians understand the injustice of racism and war.

Check your work with the Answer Key at the end of this chapter.

### *Plural Nouns*

#### *Grammar Rule*

A **singular noun** refers to just one person, place, or thing.

A **plural noun** refers to many people, places, or things.

Here are some rules for making nouns plural:

<b>Singular</b>	<b>Plural</b>	<b>Rule</b>
One dog	Two dogs	To make most nouns plural, add <b>-s</b> .
One cup	Two cups	
One ear	Two ears	
One dish	Two dishes	For nouns ending in <b>-sh</b> , <b>-ch</b> , <b>-s</b> , or <b>-x</b> , add <b>-es</b> .
One branch	Two branches	
One bus	Two buses	
One fox	Two foxes	
One baby	Two babies	For nouns ending in a consonant + <b>y</b> , change the <b>y</b> to an <b>i</b> and add <b>-es</b> .
One cherry	Two cherries	

Make these words plural.

1. toy	6. shack	10. kiss
2. match	7. farm	11. story
3. book	8. field	12. bush
4. spy	9. letter	13. boy
5. box		

Choose a word from the list to complete each sentence. The word might be singular or plural.

14. The Canadian government thought that Japanese Canadians could be \_\_\_\_\_.

15. Joy's belongings were packed into \_\_\_\_\_ and sold.

16. Joy had to go live in a \_\_\_\_\_.

17. She missed her \_\_\_\_\_.

18. Her family had to work in a beet \_\_\_\_\_.

Check your work with the Answer Key at the end of this chapter.

## Adjectives

**Adjectives** are words that describe nouns. Adjectives make our sentences clear and creative.

**Compare the sentences with and without adjectives. Which is better?**

1. Viola spent a night in a jail cell.
2. Viola spent a lonely night in a dirty, grey jail cell.
1. Nellie McClung gave speeches.
2. Nellie McClung gave bold, lively speeches.

**Rewrite the sentences with adjectives to make them more clear and creative.**

1. My sister bought a truck.
2. We could see the cabin up ahead.
3. Our holiday was cut short by a snowstorm.
4. A crowd gathered to watch the fireworks.
5. The children took swimming lessons at a pool.
6. My son showed off his wedding ring to the family.

Ask your instructor to check your work.

## Writing

### *Describing Home*

**1. Re-read the first paragraph of the reading.**

The topic of this paragraph is Joy's childhood home. To bring the description to life, the writer described how it looked, sounded, and smelled.

**2. Describe some things you might see in Joy's childhood home.**

---

3. Describe something you might smell in Joy's childhood home.

---

4. Describe some things you might hear in Joy's childhood home.

---

Now think about the places you have called home — even if it was only for one night. What place did you like the best? Try to use your senses to describe it.

5. What did it look like?

---

6. How did it smell?

---

7. Describe the sounds you often heard there.

---

8. Was there any furniture you really liked? What did it feel like?

---

### *Writing Task*

Use your answers above to write a paragraph describing your favourite home. Use adjectives in your paragraph. For an added challenge, try using commas as well.

When you are done, use this checklist to edit your paragraph:

- Did I begin with a topic sentence that says what I am writing about?

- Did I include supporting details about how the home looks, smells, sounds, and made me feel?
- Did I end with a concluding sentence?
- Are all of my sentences complete?
- Did I use commas correctly?
- Did I use adjectives correctly?
- Did I spell plural words correctly?

Hand in your paragraph to your instructor.

### *Attributions*

#### **A soldier**

*Soldier* by [babtisteh](#) is in the [public domain](#).

#### **Waiting to be sent to a camp**

*A young evacuee of Japanese ancestry waits with the family baggage* by US National Archives [bot](#) is in the [public domain](#).

*Answer Key*

**Vocabulary**

<b>QUESTION</b>	<b>ANSWER</b>
1	c
2	b
3	a
4	d

**Word Attack Strategy**

<b>QUESTION</b>	<b>ANSWER</b>
1	patient – impatient
2	moral – immoral
3	possible – impossible
4	correct – incorrect
5	perfect – imperfect
6	polite – impolite
7	incorrect
8	impolite
9	imperfect

10	impossible
11	impatient
12	immoral
<b>Check Your Understanding</b>	
<b>Find the Topic and Main Idea</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	b
2	a
<b>Understanding Characters</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	Writing her book, <i>Obasan</i>
2	The Government of Canada changed its mind because Canadians held meetings, wrote letters, and organized rallies.
3	Joy's book, <i>Obasan</i> , helped white Canadians realize that what had happened to Japanese Canadians was wrong.
<b>Grammar</b>	
<b>Review Commas in a Series</b>	

QUESTION	ANSWER
1	The walls were covered with paintings, photos, and bookcases.
2	The sounds of music, storytelling, and laughter sailed through the air.
3	Her bedroom had toy boxes filled with cars, dolls, and games.
4	Joy's mother, father, and brother were forced to move to a work camp in Slocan.
5	Joy missed her friends, her books, and the cherry tree in her yard.
6	When Joy grew up, she wrote books, poems, and letters.
7	no commas required
<b>Plural Nouns</b>	
QUESTION	ANSWER
1	toys
2	matches
3	books
4	spies

5	boxes
6	shacks
7	farms
8	fields
9	letters
10	kisses
11	stories
12	bushes
13	boys
14	spies
15	boxes
16	shack
17	toys
18	field
<b>Writing</b>	
<b>QUESTION</b>	<b>ANSWER</b> (answers may vary)

2	The house had walls covered with paintings, photos, and bookcases. The bedroom had lots of toys. The yard had a cherry tree.
3	The house smelled like the wood burning in the fireplace.
4	The sounds of music, storytelling, and laughter filled the house.

# The Story of Jim Egan

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Read words that end with -tion and -sion
- Think about how to describe characters in a text
- Spell the plural form of more words
- Use an apostrophe to show who owns what
- Write another paragraph that tells a story



*Rainbow flag*

## Get Ready to Read

- What is homophobia?
- Have you seen or experienced homophobia?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. At one time, the word <b>queer</b> was an insult. Today, it is a word many people proudly use to describe themselves.	a. To unfairly treat a person differently from other people
2. “The <b>state</b> has no place in the bedrooms of the nation.”	b. The government
3. Jim returned to queer <b>activism</b> — and this time, Jack was right by his side. They helped run an AIDS organization. They also ran a drop-in group for queer people out of their home.	c. Someone whose gender or romantic relationships are outside of what is traditional
4. The courts made it illegal to <b>discriminate</b> based on who people are attracted to.	d. Doing things that support change in the world

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question using the word in bold. Write in complete sentences.

1. Can you think of any TV or movie characters you like who are **queer**?
2. Do you know anyone who is involved in **activism**? Who?

Ask your instructor to check your work.

## Word Attack Strategy

### *Word Patterns*

The suffixes **-tion** and **-sion** are pronounced /**shun**/.

Sound out the word. Match it to the best picture.

1	lo - tion
2	va - ca - tion
3	gas sta - tion
4	ac - tion
5	lo - ca - tion
6	vi - sion
7	de - ci - sion
8	di - vi - sion
9	na - tion
10	re - la - tion - ship

a.



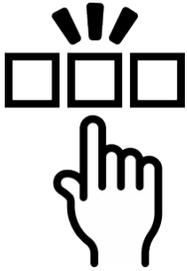
b.



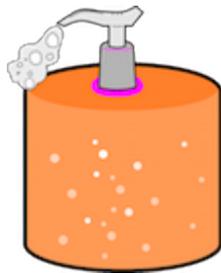
c.



d.



e.



f.



g.



h.



i.



j. 		
-----------------------------------------------------------------------------------------	--	--

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Jim Egan* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

1. What is the topic of this text?

- a. AIDS
- b. Queer people
- c. Jim Egan

2. What is the main idea of this text?

- a. This text tells the story of how Jim Egan stood up for the rights of queer people in Canada.
- b. This text describes how the media used to talk about queer people.

c. This text is about how to take the government to court.

Check your work with the Answer Key at the end of this chapter.

3. Fill in a **Sum It Up** sheet for this text. In the details boxes, write down three ways Jim Egan stood up for the rights of queer people in Canada.

4. Using your answers above, write a short summary of this text. Include the topic, main idea, and your supporting details.

Ask your instructor to check your work.

### *Understanding Characters*

A person's actions can tell us something about their personality.

Think about the characters' actions below. Match the character with an adjective from the box below. Use a dictionary for any words you do not know.

open-minded	brave	active
determined	careful	

Character's Actions	Adjective
1. Jim spoke up about gay rights at a time when no one else would.	
2. Prime Minister Pierre Trudeau got rid of the law that made queer relationships illegal.	
3. Jack and Jim helped run an AIDS organization and a drop-in group.	
4. Jack and Jim spent eight years fighting the government in court for equal rights.	
5. Jack thought Jim should give up his activism in case he got arrested.	

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Plural Nouns*

In the [last chapter](#), you learned some rules for making words plural. Here are some more rules for making words plural.

Singular	Plural	Rule
One hero	Two heroes	If a word ends in a consonant + <b>o</b> , add <b>-es</b> .
One potato	Two potatoes	
One life One knife One wife One wolf	Two lives Two knives Two wives Two wolves	For most words ending in <b>f</b> , change the <b>f</b> to <b>v</b> and add <b>-es</b> .
One child One woman One person One foot	Two children Two women Two people Two feet	Some plurals are irregular. They do not follow a pattern.

Make these words plural.

1. man
2. loaf
3. half
4. scarf
5. radio
6. leaf
7. tooth
8. tomato
9. goose
10. elf

Check your work with the Answer Key at the end of this chapter.

### *Using an Apostrophe to Show Who Owns What*

Look at these phrases:

- Joy's house in Vancouver was going to be torn down.
- Gay men's names were printed in newspapers.
- Tommy stood up for workers' rights.

Why is there an apostrophe (') in each phrase? The apostrophe shows who owns what.

- The house belongs to Joy.

- The names belong to the men.
- The rights belong to the workers.

### *Grammar Rule*

Here are the rules for adding an apostrophe:

<b>If...</b>	<b>Example</b>	<b>Add</b>
The owner is singular	Joy's house	's
The owner is plural and does not end in <b>s</b>	men's names	's
The owner is plural and ends in <b>s</b>	workers' rights	'

#### **Add apostrophes as needed.**

1. A large number of First Nations cultures traditionally believed in many genders. Some peoples spirits were seen as a mix of male and female. Today, these people refer to themselves as Two-Spirit.
2. In the past, Two-Spirit people wore a mix of mens clothing and womens clothing.
3. Two-Spirit people also had special roles. If a childs parents were not raising him or her well, a Two-Spirit person was often asked to raise the child. Two-Spirit people were also teachers, artists, and healers.
4. Two-Spirit people challenged Europeans belief in only two genders: male and female. For this, Europeans killed many Two-Spirit people.
5. Canadas laws were written to make First Nations people more like white people. As a result, the tradition of Two-Spirit people was almost lost.

6. In 1990, there was a large gathering of Two-Spirit people in Manitobas capital, the city of Winnipeg. They began a movement to relearn their traditional roles.

7. Two-Spirit people have shown great strength as they work to find acceptance in todays world.

Check your work with the Answer Key at the end of this chapter.

## Writing

### Writing Task

All of the people whose stories you have read have at least one thing in common — they were all brave. Think of a time when you were brave and write a paragraph to tell your story. Follow these steps:

1. Use the [Tell a Story](#) sheet to plan your paragraph.
2. Then, write a first draft. For an extra challenge, try using at least one possessive apostrophe and some adjectives.
3. Next, edit your paragraph using the checklist below.
4. Finally, give your paragraph to your instructor.

Checklist:

- Does my story have a beginning, middle, and end?
- Did I use linking words: first, then, next, finally?
- Are the events told in an order that makes sense?
- Did I use complete sentences, starting with capital letters and ending with a period (.), a question mark (?), or an exclamation mark (!)?
- Did I use irregular verbs correctly?
- Did I use apostrophes correctly?

- Are words spelled correctly?

## *Attributions*

### **Rainbow flag**

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Photo h by Nemo is in the public domain.

Photo i by Nemo is in the public domain.

Photo j by Nemo is in the public domain.

*Answer Key*

**Vocabulary**

<b>QUESTION</b>	<b>ANSWER</b>
1	c
2	b
3	d
4	a

**Word Attack Strategy**

<b>QUESTION</b>	<b>ANSWER</b>
1	e
2	g
3	i
4	a
5	f
6	b
7	d
8	h
9	c

10	j
<b>Check Your Understanding</b>	
<b>Find the Topic and Main Idea</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	c
2	a
<b>Understanding Characters</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	brave
2	open-minded
3	active
4	determined
5	careful
<b>Grammar</b>	
<b>Plural Nouns</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	men

2	loaves
3	halves
4	scarves
5	radios
6	leaves
7	teeth
8	tomatoes
9	geese
10	elves
<b>Using an Apostrophe – Possession</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	people's spirits
2	men's clothing, women's clothing
3	child's parents
4	Europeans' belief
5	Canada's laws
6	Manitoba's capital

7

today's world

# The Story of Elijah Harper

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Use synonym clues to understand a text
- Make inferences about a text
- Write contractions
- Use some common homonyms
- Write a paragraph that describes your strengths



*Totem pole*

## Get Ready to Read

- Do you know whose traditional land you are on?
- What do you know about the history and culture of the First Nations people where you live?

## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. They lived on a <b>reserve</b> in Manitoba called Red Sucker Lake.	a. First Nations, Inuit, and Métis
2. Elijah Harper was the first <b>Aboriginal</b> MLA in the history of Manitoba.	b. A small piece of land the government forced First Nations people to live on
3. Elijah Harper <b>inspired</b> a new wave of First Nations people to take part in politics.	c. Organized actions taken by people working together to achieve something
4. He paved the way for <b>movements</b> like Idle No More, which was just getting started when he passed away.	d. Affected someone in a good way

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question using the word in bold. Write in complete sentences.

1. Who **inspires** you to be your best self?
2. Do you know of any **Aboriginal** people in government?

3. Have you ever been part of a **movement**?

Ask your instructor to check your work.

## Word Attack Strategy

### *Word Patterns*

When you see a word that you do not understand, look in the sentences around it for clues. Sometimes a writer will give you a definition or synonym. A **synonym** is a word with almost the same meaning.

Find the synonyms for the words in bold.

1. Raven tried to **calculate**, or figure out, how much of a tip to leave the server.

The synonym for **calculate** is \_\_\_\_\_.

2. The music was too loud for Ted to **concentrate**, or focus, on his homework.

The synonym for **concentrate** is \_\_\_\_\_.

3. I like TV shows that **mock**, or make fun of, people in government.

The synonym for **mock** is \_\_\_\_\_.

4. The Gum Chewing Club had an **annual**, or yearly, contest to see who could blow the biggest bubble.

The synonym for **annual** is \_\_\_\_\_.

5. I was **furious**, or angry, when the Canucks lost their tenth game in a row.

The synonym for **furious** is \_\_\_\_\_.

Now look at the reading for this lesson. Find the words in bold.

6. The synonym for **residential school** is \_\_\_\_\_.

7. The synonym for **heathen** is \_\_\_\_\_.

8. The synonym for **MLA** is \_\_\_\_\_.

9. The synonym for **bill** is \_\_\_\_\_.

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Elijah Harper* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

1. What is the topic of this text?

- a. Elijah Harper
- b. First Nations people
- c. The Manitoba government

**2. What is the main idea of this text?**

- a. This text is about the disadvantages of residential schools.
- b. This text tells the story of how Elijah Harper stood up for First Nations people's rights.
- c. This text is about how to become an MLA.

**3. What did Elijah do to stand up for the rights of First Nations people?**

Check your work with the Answer Key at the end of this chapter.

**4. Using your answers above, write a short summary of this text. Include the topic, main idea, and one supporting detail.**

Ask your instructor to check your work.

***Making Inferences***

Readers make educated guesses, based on what they know and what they have experienced. This is called making **inferences**.

We make inferences all the time. For example, when you go to a friend's house and there are no lights on, you might infer that they are not home.

When a classmate comes into the classroom with wet hair and clothes, you might infer that it is raining outside.

Think about the situations below. Make an inference.

Situation	Inference
1. The next time you see your friend, she has a sunburn.	Why do you think she has a sunburn?
2. You brought salad to a potluck. It got eaten quickly.	Why do you think the salad was eaten so quickly?

Think about these parts of the text. Make an inference.

Situation	Inference
3. Many of Elijah’s classmates tried to run away from the residential school.	Why do you think many of his classmates tried to run away?
4. Elijah was holding an eagle feather when he voted against the prime minister’s bill.	Why do you think Elijah held an eagle feather?
5. The reading says that Elijah paved the way for movements like Idle No More, which was just getting started when he passed away in 2013.	What do you think Idle No More is?

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Review Possessive Apostrophes*

Idle No More is a movement that started in Saskatchewan. This movement protests many things.

**There are six possessive apostrophes missing below. Can you find them?**

1. People in government are not protecting the Earths wellbeing.
2. Companies get rich from fishing, logging, and mining on First Nations land. The companies profits are not shared with First Nations people.
3. The reserves schools do not have enough money to provide a good education.
4. Many reserves do not have a nearby doctors office or hospital. People cannot get health care.
5. First Nations peoples daughters, sisters, and mothers go missing in large numbers. The government has not acted to stop violence against Aboriginal women.

Check your work with the Answer Key at the end of this chapter.

### *Contractions*

In the [last chapter](#), you used an apostrophe to show who owns what. You can also use an apostrophe to write a **contraction**, a short form of a word. Here are some examples from the reading:

<b>With a Contraction</b>	<b>Without a Contraction</b>
First Nations people <b>weren't</b> allowed to vote or be in government.	First Nations people were not allowed to vote or be in government.
First Nations rights <b>couldn't</b> be ignored any longer.	First Nations rights could not be ignored any longer.
It <b>didn't</b> mention the role of First Nations people in building Canada.	It did not mention the role of First Nations people in building Canada.

### *Grammar Rule*

This chart shows some common contractions:

**Meaning**

**Contraction**

**Meaning**

**Contraction**

I am	I'm	cannot	can't
they are	they're	she is	she's
I will	I'll	could not	couldn't
they will	they'll	she will	she'll
I would	I'd	did not	didn't
they have	they've	she would/had	she'd
I have	I've	does not	doesn't
there is	there's	we are	we're
you are	you're	do not	don't
are not	aren't	we will	we'll
you will	you'll	had not	hadn't
was not	wasn't	we would/had	we'd
you have	you've	has not	hasn't
were not	weren't	we have	we've
he is/he has	he's	is not	isn't
will not	won't	it is/has	it's
he will	he'll	should not	shouldn't

would not	wouldn't		
he would/had	he'd		

Read this paragraph. Change the words in brackets to contractions.

The Indian Act is a law that decides who counts as an Aboriginal person. (It has) \_\_\_\_\_(1) existed since 1876. At first, the Indian Act said that any Aboriginal woman who married a man who (was not) \_\_\_\_\_(2) Aboriginal would lose her Indian status. This meant that she (could not) \_\_\_\_\_(3) live on reserve anymore. She (could not) \_\_\_\_\_(4) be a member of her band, so she (was not) \_\_\_\_\_(5) allowed to vote on reserve. Her kids would also lose these rights. They (were not) \_\_\_\_\_(6) allowed to go to school on reserve, either. If an Aboriginal man married a non-Aboriginal woman, he (did not) \_\_\_\_\_(7) lose these rights. Many Aboriginal women tried to fix this injustice through the courts. This (did not) \_\_\_\_\_(8) work. So they turned to the United Nations. The UN did a study and said Canada was guilty of ignoring many rights of Aboriginal people. The government said (they would) \_\_\_\_\_(9) fix the Indian Act, but they (did not) \_\_\_\_\_(10). Aboriginal women fought for change by forming groups, giving speeches, and writing letters. In 1985, the government finally changed the Indian Act. The change gave status back to all the women who were born with status and had lost it.

Check your work with the Answer Key at the end of this chapter.

### *Homonyms*

These contractions are homonyms. Remember, homonyms are words that sound the same but have different meanings.

you're	he'll	we'll	it's
your	heal	wheel	its

Use the best word to complete each sentence.

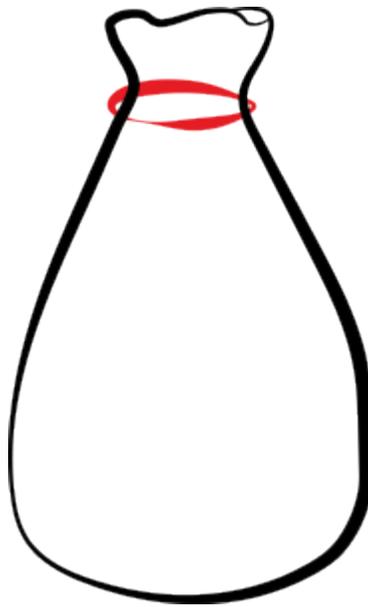
1. Keep both hands on the steering \_\_\_\_\_.
2. At this time next week, \_\_\_\_\_ be in Cuba!
3. Is this \_\_\_\_\_ coat?
4. I think \_\_\_\_\_ going to be a great dad.
5. Mike is coming, but \_\_\_\_\_ be late.
6. I hope my burn will \_\_\_\_\_ quickly.

## Writing

### *Describe your Strengths*

A sacred bundle is something carried by some Aboriginal people that holds spiritual items, medicines, and tools for helping themselves and others.

In the image of the bundle below, add words that describe some of your skills, special gifts, or talents. Think about how these help you as a learner. Think about how these allow you to help others.



### *Writing Task*

Use your words from above to write a paragraph describing your strengths. Try to include some contractions in your writing.

When you are done, use this checklist to edit your paragraph:

- Did I begin with a topic sentence that says what I am writing about?
- Did I include details about what my strengths are?
- Did I end with a concluding sentence?
- Do all of my sentences have a subject and a verb?
- Did I use contractions correctly?
- Did I check my spelling with a dictionary?

Ask your instructor to check your work.

*Answer Key*

**Vocabulary**

<b>QUESTION</b>	<b>ANSWER</b>
1	b
2	a
3	d
4	c

**Word Attack Strategy**

<b>QUESTION</b>	<b>ANSWER</b>
1	figure out
2	focus
3	make fun of
4	yearly
5	angry
6	boarding school
7	godless people
8	member of the government
9	idea for a new law

## Check Your Understanding

### Find the Topic and Main Idea

QUESTION	ANSWER
1	a
2	b
3	He voted against a bill that did not respect the role of First Nations people in making Canada. It didn't protect First Nations languages and cultures.

### Making Inferences

QUESTION	ANSWER
1	Maybe she just came back from a holiday somewhere warm.
2	Maybe the salad was really delicious.
3	They probably strongly disliked being at residential school and missed their families.
4	The eagle feather may have reminded him of his culture and given him strength.
5	Idle No More is a movement to get fair treatment for Aboriginal people.

## Grammar

### Review Possessive Apostrophes

QUESTION	ANSWER
1	Earth's
2	First Nations' land, companies' profits
3	reserves' schools
4	doctor's office
5	people's daughters

### Contractions

QUESTION	ANSWER
1	It's
2	wasn't
3	couldn't
4	couldn't
5	wasn't
6	weren't
7	didn't

8	didn't
9	they'd
10	didn't
<b>Homonyms</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	wheel
2	we'll
3	your
4	you're
5	he'll
6	heal

***Attribution*****Totem pole**

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## Vocabulary

Figure out what the bold word means by looking at how it is used in the sentence. Match it to the best meaning.

1. The <b>Nazis</b> took over Hungary in World War II.	a. A feeling of wanting to help someone in trouble
2. People with addictions have lived through <b>trauma</b> , such as violence and loss.	b. A very difficult experience that causes someone to have mental and emotional problems for a long time
3. Gabor believes that the cure for addiction is <b>compassion</b> .	c. Disapproval
4. People with drug addictions face a lot of <b>judgment</b> .	d. A member of a German political party controlled by Adolf Hitler

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question using the word in bold. Write in complete sentences.

1. What are some things that can help people heal from **trauma**?
2. Describe a time when someone treated you with **compassion**.

Ask your instructor to check your work.

## Word Attack Strategy

### Word Patterns

Some letters can make more than one sound.

For example, **g** can say /g/ or /j/

You can hear /g/ in these words	You can hear /j/ in these words
grab	age
flag	huge
gum	gentle

And **c** can say /k/ or /s/.

You can hear /k/ in these words	You can hear /s/ in these words
locate	decide
protect	spice
fact	place

Here is the pattern:

- The **g** says /j/ when it is followed by **e**, **i**, or **y**.
- The **c** says /s/ when it is followed by **e**, **i**, or **y**.

Read the pair of letters below. Write the sound the letters make.

<b>c = /k/ or /s/</b>	<b>g = /g/ or /j/</b>
1. cy – c says / ___ / 2. ci – c says / ___ / 3. cu – c says / ___ / 4. cr– c says / ___ / 5. ca – c says / ___ / 6. ce – c says / ___ / 7. co – c says / ___ / 8. cl – c says / ___ / 9. ct – c says / ___ /	10. gr – g says / ___ / 11. go – g says / ___ / 12. gl – g says / ___ / 13. ge – g says / ___ / 14. ga – g says / ___ / 15. gy – g says / ___ / 16. gu – g says / ___ / 17. gi – g says / ___ /

18. Circle the words that have the /s/ sound of c.

protect	cave	violence
decide	fact	difficult
crib	place	continue
cent	force	addiction
space	peace	cry

## 19. Circle the words that have the /j/ sound of g.

suggest	Gabor	wrong
long	Hungary	stage
judge	drug	page

Fill in each blank with a word from the box.

violence	Hungary	peace	difficult	suggest
----------	---------	-------	-----------	---------

20. My schoolwork is \_\_\_\_\_, but I won't give up!
21. When I drink a cup of tea with my cat in my lap, I feel at \_\_\_\_\_.
22. \_\_\_\_\_ is the name of a country in Europe.
23. I don't think \_\_\_\_\_ should be used to solve a problem, because it will just lead to more problems.
24. I asked the vet to \_\_\_\_\_ a kind of food to feed my dog.

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *The Story of Gabor Maté* in your reader. Return to this page when you are done.

## Check Your Understanding

### *Find the Topic and Main Idea*

1. What is the topic of this text?

- a. Addiction
- b. Insite
- c. Gabor Maté

2. What is the main point of this text?

- a. This text tells the story of a doctor who says we should treat people with addictions with compassion.
- b. This text is about the disadvantages of drug addiction.
- c. This text tells the story of Insite, the place where people can safely use drugs.

Check your work with the Answer Key at the end of this chapter.

3. Using your answers above, write a short summary of this text. Include the topic, main idea, and two or three supporting details.

Ask your instructor to check your work.

### *Making Inferences*

In the [last chapter](#), you learned that readers make educated guesses, based on what they know and what they have experienced. This is called making **inferences**.



*Gabor Maté*

Look at these statements from the text. Make an inference.

The text says...	Make an inference
1. Gabor's aunt was missing.	What do you think happened to his aunt?
2. Gabor still struggles to feel at peace.	Why do you think he still struggles to feel at peace?
3. Drug users can get clean needles at Insite.	Why would Insite give out free needles?

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Review Contractions*

Read these famous quotes. Change each underlined word into a contraction.

1. “What is right is not always popular. What is popular is not always right.”  
— Albert Einstein
2. “Be who you are and say what you feel, because those who mind do not matter, and those who matter do not mind.” — Bernard M. Baruch
3. “If you do not stand for something you will fall for anything.” — Gordon A. Eadie
4. “I have not failed. I have just found 10,000 ways that will not work.” — Thomas A. Edison
5. “You may say I am a dreamer, but I am not the only one. I hope someday you will join us. And the world will live as one.” — John Lennon
6. “What you are supposed to do when you do not like a thing is change it. If you cannot change it, change the way you think about it. Do not complain.” — Maya Angelou
7. “Nothing is impossible, the word itself says I am possible!” — Audrey Hepburn

Check your work with the Answer Key at the end of this chapter.

### *Consistent Verb Tense*

Look at these sentences. Can you figure out what is wrong?

*A man was walking down the street. He heard a car honk. He looks up to see what is happening.*

The writer changed from past tense to present tense for no reason.

### *Grammar Rule*

When you are telling a story or describing something, be sure to use the same tense — unless you have a good reason not to. This is called using a **consistent verb tense**.

**Fix these sentences so that they have a consistent verb tense.**

1. The air was filled with the smell of popcorn with extra butter. The crowd went quiet as the room went dark. Suddenly, lights splash across the silver screen.
2. The sailboat floats slowly over the still blue sea. It creaks and groans. Seagulls cry from above. Then, a clap of thunder rang out from above.
3. She was now so deep in the cave that she could not see any daylight. She turned on her flashlight. That's when she sees there is a great big grizzly bear right in front of her. He is fast asleep, but for how long?
4. The bank robber smiled as he walked into the bank safe. Inside, it had a million dollars — at least. He didn't see the bank teller behind him. The bank teller slammed the door of the safe shut, locks the robber inside, and called the police.

**Check your work with the Answer Key at the end of this chapter.**

## Compound Nouns

A **compound noun** is a noun that is made up of two or more words. Compound nouns can be written:

As one word	As two words	As two words with a hyphen
<ul style="list-style-type: none"> <li>• rainbow</li> <li>• newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• prime minister</li> <li>• human rights</li> </ul>	<ul style="list-style-type: none"> <li>• co-worker</li> <li>• left-handed</li> </ul>

Here are some compound nouns from *The Story of Gabor Maté*. Should they be written as one word, two words, or three words?

1. drug/users	= _____
2. world/wide	= _____
3. North/America	= _____
4. British/Columbia	= _____
5. over/dose	= _____
6. spoke/out	= _____
7. talk/shows	= _____
8. World/War/II	= _____
9. grand/parents	= _____

## Writing

### Writing Task

Gabor works to create a world filled with compassion. What were the kindest words ever said to you? How did they affect you? Once you remember some kind words that stand out, get ready to write a paragraph that tells your story.

1. First, fill out the [Tell a Story](#) sheet with the details.
2. Then, write a first draft of your paragraph.
3. Next, edit your paragraph with the checklist below.
4. Finally, hand in your paragraph to your instructor.

Checklist:

- Does my story have a beginning, middle, and end?
- Did I use linking words: first, then, next, finally?
- Are the events in an order that makes sense?
- Have I used complete sentences, starting with capital letters and ending with . ? or !
- Did I use irregular verbs correctly?
- Did I use verb tenses consistently?
- Are words spelled correctly?

### Attributions

#### Helping hands

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#### Gabor Maté

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*Answer Key*

**Vocabulary**

<b>QUESTION</b>	<b>ANSWER</b>
1	d
2	b
3	a
4	c

**Word Attack Strategy**

<b>QUESTION</b>	<b>ANSWER</b>
1	cy – c says /s/
2	ci – c says /s/
3	cu – c says /k/
4	cr – c says /k/
5	ca – c says /k/
6	ce – c says /s/
7	co – c says /k/
8	cl – c says /k/
9	ct – c says /k/

10	gr – g says /g/
11	go – g says /g/
12	gl – g says /g/
13	ge – g says /g/
14	ga – g says /g/
15	gy – g says /g/
16	gu – g says /g/
17	gi – g says /j/
18	decide, cent, space, place, force, peace, violence
19	suggest, judge, stage, page
20	difficult
21	peace
22	Hungary
23	violence
24	suggest
<b>Check Your Understanding</b>	
<b>Find the Topic and Main Idea</b>	

QUESTION	ANSWER
1	c
2	a
<b>Making Inferences</b>	
QUESTION	ANSWER
1	Maybe she was killed by the Nazis.
2	He grew up during a war and it still affects him.
3	To prevent people from sharing needles and spreading diseases.
<b>Grammar</b>	
<b>Review Contractions</b>	
QUESTION	ANSWER
1	what's, isn't, what's, isn't
2	don't, don't
3	don't, you'll
4	haven't, I've, won't
5	I'm, I'm, you'll

6	you're, don't, can't, don't
7	I'm
<b>Consistent Verb Tense</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	change <i>splash</i> to <i>splashed</i>
2	change <i>rang</i> to <i>rings</i>
3	change <i>sees</i> to <i>saw</i> , change <i>is</i> to <i>was</i>
4	change <i>locks</i> to <i>locked</i>
<b>Compound Nouns</b>	
<b>QUESTION</b>	<b>ANSWER</b>
1	drug users
2	worldwide
3	North America
4	British Columbia
5	overdose
6	spoke out
7	talk shows

8	World War II
9	grandparents

# Standing Up For Your Human Rights

## *Learning Goals*

At the end of this lesson, you will be able to:

- Understand and use new vocabulary words
- Read words with double vowels ou, ow, and oo
- Apply the grammar rules you've learned in this book
- Create and write a plan to stand up for a human rights issue



*Human rights*

## Get Ready to Read

- Think of a time you stood up for yourself. What happened? How did you feel?

## Vocabulary

1. The government will give more money to people on <b>income assistance</b> .	a. A company, business, club, or group that was put together for a special purpose
2. Always try to speak to the person who has <b>responsibility</b> for the problem you face.	b. Having the job of taking care of something or someone
3. What might get in your way? Be creative to find ways to deal with these <b>challenges</b> .	c. A feeling that good things will happen in the future
4. Find an <b>organization</b> that tries to solve problems like yours. See if they have someone who can help you learn more.	d. Money that the government gives people who are out of work, sick, disabled, or old
5. Jack Layton called for more hope and <b>optimism</b> .	e. Something difficult
6. Jack Layton called for less fear and <b>despair</b> .	f. A feeling of no hope

Check your work with the Answer Key at the end of this chapter.

Write an answer for each question using the word in bold. Write in complete sentences.

1. What is the biggest **responsibility** you have ever had?
2. What sport do you think is the most **challenging**?
3. If you had one million dollars to give to one **organization**, which one would you give it to?

Ask your instructor to check your work.

## Word Attack Strategy

### *Word Patterns*

Some words have double vowels — two vowels side by side. The double vowels **ow**, **oo**, and **ou** are tricky because they each have two different sounds.

- **ow** can make a long /**o**/ sound like in **snow**
- **ow** can also make an /**ou**/ sound like in **plow**
- **ou** can make the sound /**ou**/ like in **trout**
- **ou** can also make a long /**u**/ sound like in **soup**
- **oo** can make a long /**u**/ sound like in **school**
- **oo** can also make the vowel sound in **book**

Notice that both **ow** and **ou** can make the /**ou**/ sound.

Notice that both **ou** and **oo** can make the long /**u**/ sound.

Fill in the blanks with the double vowels that will make a real word.

1.

<b>ou</b> <b>ow</b>
d___n
t___el
l___d

2.

<b>ou</b> <b>ow</b>
cl___d
s___th
f___nd

3.

<b>ou</b> <b>ow</b>
v___el
t___n
disc___nt

4.

<b>ou</b> <b>ow</b>
sh___t
fl___er
all___

5. Write the words above in the boxes below. Read the words.

<b>ou</b>	<b>ow</b>

6. Read these words. Do the letters ow make a long /o/ sound or an /ou/ sound? Circle the correct choice.

a. follow	long /o/	/ou/
b. shower	long /o/	/ou/
c. flower	long /o/	/ou/
d. snow	long /o/	/ou/
e. window	long /o/	/ou/
f. arrow	long /o/	/ou/
g. rainbow	long /o/	/ou/
h. below	long /o/	/ou/
i. power	long /o/	/ou/
j. grow	long /o/	/ou/
k. tomorrow	long /o/	/ou/

7. Fill in the blanks to make a sentence using the words below.

mushroom	balloon	shampoo
afternoon	cartoon	rooster

a. Do you go to school in the \_\_\_\_\_ or at night?

b. I love this \_\_\_\_\_ soup!

c. I got this chicken so I could have eggs, but it turns out it is a  
\_\_\_\_\_.

d. Do you have a favourite \_\_\_\_\_ character?

e. I wash my hair with \_\_\_\_\_ three times a week.

f. There is a \_\_\_\_\_ at my desk because it is my birthday.

8. Read the words. Does the oo make a long /u/ sound, or does it make the same sound you hear in book? Circle the correct choice.

a. fool	long /u/	same vowel sound as book
b. room	long /u/	same vowel sound as book
c. pool	long /u/	same vowel sound as book
d. took	long /u/	same vowel sound as book
e. moon	long /u/	same vowel sound as book
f. good	long /u/	same vowel sound as book
g. shook	long /u/	same vowel sound as book
h. stood	long /u/	same vowel sound as book
i. broom	long /u/	same vowel sound as book
j. raccoon	long /u/	same vowel sound as book
k. football	long /u/	same vowel sound as book
l. looking	long /u/	same vowel sound as book
m. understood	long /u/	same vowel sound as book
n. mushroom	long /u/	same vowel sound as book

9. Read the words below and sort them into the boxes below.

around	rainbow	know	our
powerful	grow	stood	how
food	shown	you	cloud
houses	about	group	arrow

a. What says /ou/ like trout?	b. What says long /o/ like snow?
c. What says long /u/ like soup?	d. What has the same vowel sound as book?

Check your work with the Answer Key at the end of this chapter.

## Use Your Reading Skills

Read *Standing Up for Your Human Rights* in your reader. Return to this page when you are done.

## Check Your Understanding

### 1. What is the main point of this text?

- a. To explain how to send an email
- b. To describe Martin Luther King Jr.
- c. To explain how to stand up for your rights

### 2. The steps for standing up for your rights are written below. They are in the wrong order. Put them in the right order. Look back at the text to help you.

- a. Know who you can turn to for support.
- b. Figure out the right person to talk to.
- c. Make a back-up plan.
- d. Decide what things you can use to make your point.
- e. Set a goal.
- f. Predict what challenges might get in your way. Come up with ways to deal with them.
- g. Write down the problem.
- h. Choose how to speak up — in an email, on the phone, in person, or by letter.

3. Think about these human rights problems. Write down a goal that would solve the problem.

Human Rights Problem	Goal
a. The women in my workplace get paid less than the men, even though they do the same job.	
b. My landlord just raised my rent by an extra \$200 a month. This is illegal — and I can't afford to pay that much.	
c. My kid's school will not let the queer students start a club to fight homophobia.	

4. Name three ways you can speak up for your human rights.

---

5. Name one thing you could do if your plan does not work the first time.

---

Check your work with the Answer Key at the end of this chapter.

## Grammar

1. Are these complete sentences?

a. Women's rights.

- b. She made people laugh.
- c. In all of Canada.
- d. The first Aboriginal person in government.
- e. He told a story about Mouseland.
- f. Writing a book about what her family went through.
- g. Jim loves Jack.

**2. Put the two sentences together to make a compound sentence.**

- a. There are a lot of homeless people in my town. I wrote a letter to the government to ask them to help.
- b. I learned about the people running to be in government. I voted for the person I liked best.
- c. It's always important to stand up for what's right. It's not always easy.

**3. Add capitals to these sentences.**

- a. joy kogawa wrote a book called *obasan*.
- b. nellie mcclung used to live on vancouver island.
- c. did you know that december 10 is human rights day?
- d. did you know that canada was the fourth country in the world to make same gender marriage legal?
- e. tommy douglas went to brandon college.

**4. Add commas to these sentences.**

- a. To stand up for your human rights, you can write a letter send an email make a phone call or speak to someone in person.
- b. There are lots of people who can help you stand up for your rights, including friends family your MLA your MP or an organization.
- c. Let us be loving hopeful and optimistic.

**5. Make these words plural.**

- a. right
- b. life
- c. man
- d. baby
- e. dish

**6. Rewrite the underlined words as contractions.**

- a. Dr. Seuss said, “Unless someone like you cares a whole awful lot, nothing is going to get better. It is not.”
- b. What does not kill us makes us stronger.
- c. Theodore Roosevelt said, “Believe you can and you are half way there.”
- d. In three words, I can sum up everything I have learned about life: it goes on.

7. Below is a summary of a story you have read. Add an apostrophe or an apostrophe and an s to the words in brackets.

(Viola Desmond) hero was Madam CJ Walker. Madam CJ Walker was (America) first self-made millionaire. Viola started a business like (Madam CJ) beauty business. (Viola) business was doing very well, too. One day, (Viola) car broke down when she was delivering her beauty products. She went to see a movie at the Roseland Theatre while she waited for her car to get fixed. She sat on the main floor of the theatre. The (theatre) main floor was for white people only. Viola was black. The (theatre) manager told her to move to the balcony. (Viola) eyesight was poor and she could not see from the balcony. She did not move. For that, the police took her to prison. Viola stood up for herself in court. She lost, but she helped start the fight for (African Canadians) rights.

Check your work with the Answer Key at the end of this chapter.

## Writing

### Writing Task

Think of a human rights problem in your life, or choose one from the list below. Make a plan to take a stand. Use the tips from the text and fill in this [Make a Plan](#) sheet. Edit your work with the checklist below. Hand in a final copy of your plan to your instructor.

Human rights problems:

- homelessness
- hunger
- low minimum wage
- bullying in schools
- missing and murdered Aboriginal women

### Checklist:

- Did I explain the problem clearly?
- Did I make a goal that would solve the problem?
- Did I figure out what decision-maker I should talk to?
- Did I think of at least one challenge and a way to deal with it?
- Did I decide on a way to talk to the decision-maker?
- Did I make a list of people who could help me?

### *Attribution*

### **Human rights**

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*Answer Key*

### Vocabulary

QUESTION	ANSWER
1	d
2	b
3	e
4	a
5	c
6	f

### Word Attack Strategy

QUESTION	ANSWER
1	down, towel, loud
2	cloud, south, found
3	vowel, town, discount
4	shout, flower, allow
5	<b>ou:</b> loud, cloud, south, found, discount, shout
	<b>ow:</b> down, towel, vowel, town, flower, allow
6a	long /o/

6b	/ou/
6c	/ou/
6d	long /o/
6e	long /o/
6f	long /o/
6g	long /o/
6h	long /o/
6i	/ou/
6j	long /o/
6k	long /o/
7a	afternoon
7b	mushroom
7c	rooster
7d	cartoon
7e	shampoo
7f	balloon
8a	long /u/

8b	long /u/
8c	long /u/
8d	same vowel sound as book
8e	long /u/
8f	same vowel sound as book
8g	same vowel sound as book
8h	same vowel sound as book
8i	long /u/
8j	long /u/
8k	same vowel sound as book
8l	same vowel sound as book
8m	same vowel sound as book
8n	long /u/
9a	around, powerful, houses, about, how, cloud, our
9b	rainbow, grow, shown, know, arrow
9c	food, you, group
9d	stood

### Check Your Understanding

QUESTION	ANSWER
1	c
2	g, e, b, f, d, h, a, c
3a	Women in my workplace will get equal pay for equal work.
3b	My landlord will raise my rent by the amount allowed by law.
3c	My kid's school will allow a club to fight homophobia.
4	Answers will vary: write a letter, send an email, make a phone call, book an appointment, join an organization, vote
5	Answers will vary: I could change my goals, speak out in a different way, talk to different people, or get help from different people.

### Grammar

QUESTION	ANSWER
1a	no
1b	yes
1c	no
1d	no

1e	yes
1f	no
1g	yes
2a	There are a lot of homeless people in my town, so I wrote a letter to the government to ask them to help.
2b	I learned about the people running to be in government, and I voted for the person I liked best.
2c	It's always important to stand up for what's right, but it's not always easy.
3a	Joy Kogawa wrote a book called <i>Obasan</i> .
3b	Nellie McClung used to live on Vancouver Island.
3c	Did you know that December 10 is Human Rights Day?
3d	Did you know that Canada was the fourth country in the world to make same gender marriage legal?
3e	Tommy Douglas went to Brandon College.
4a	To stand up for your human rights, you can write a letter, send an email, make a phone call, or speak to someone in person.

4b	There are lots of people who can help you stand up for your rights, including friends, family, your MLA, your MP, or an organization.
4c	Let us be loving, hopeful, and optimistic.
5a	rights
5b	lives
5c	men
5d	babies
5e	dishes
6a	Dr. Seuss said, “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”
6b	What doesn’t kill us makes us stronger.
6c	Theodore Roosevelt said, “Believe you can and you’re half way there.”
6d	In three words, I can sum up everything I’ve learned about life: it goes on.

7

Viola Desmond's hero was Madam CJ Walker. Madam CJ Walker was America's first self-made millionaire. Viola started a business like Madam CJ's beauty business. Viola's business was doing very well, too. One day, Viola's car broke down when she was delivering her beauty products. She went to see a movie at the Roseland Theatre while she waited for her car to get fixed. She sat on the main floor of the theatre. The theatre's main floor was for white people only. Viola was black. The theatre's manager told her to move to the balcony. Viola's eyesight was poor and she could not see from the balcony. She did not move. For that, the police took her to prison. Viola stood up for herself in court. She lost, but she helped start the fight for African Canadians' rights.

# Appendix 1: Graphic Organizers

Here is a list of all the graphic organizers and forms used in this book:

1. [My Writing Assignments](#)
2. [A Postcard from My Future Self](#)
3. [Sum It Up](#)
4. [Tell a Story](#)
5. [Register to Vote](#)
6. [Make a Plan](#)

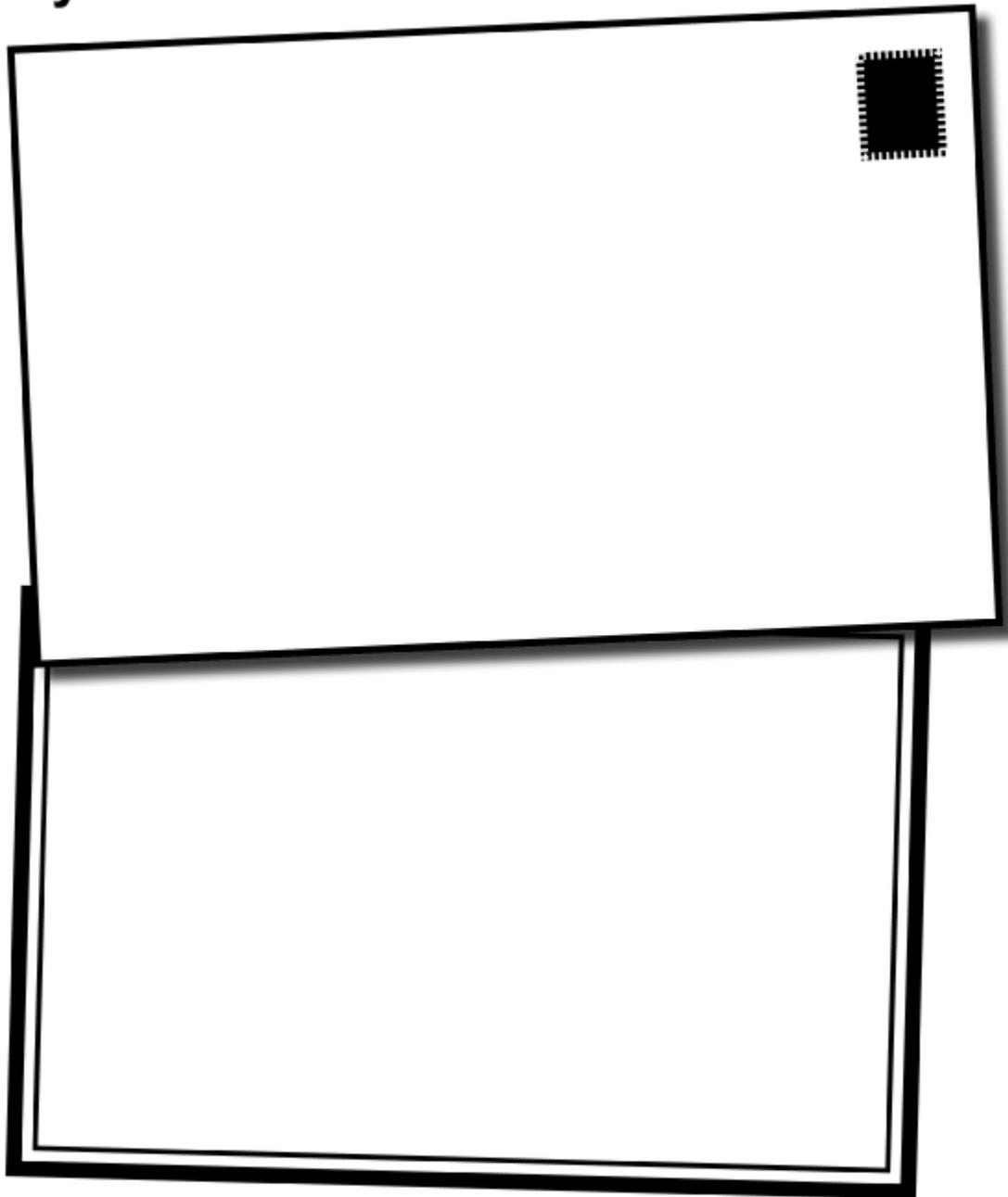
Print-friendly versions of these same graphic organizers are also provided on the following pages.

# My Writing Assignments

Chapter	Writing Assignment	Due Date	✓
<b>The Story of Our Human Rights</b>	1) Summary: Lester Pearson 2) Long Term Goals		
<b>The Story of Viola Desmond</b>	1) Summary Paragraph 2) Postcard to My Future Self		
<b>The Story of Nellie McClung</b>	Voter Registration Form		
<b>The Story of Tommy Douglas</b>	A Story About Health Care		
<b>The Story of Joy Kogawa</b>	Describing Home		
<b>The Story of Jim Egan</b>	A Story of Bravery		
<b>The Story of Elijah Harper</b>	Describe Your Strengths		
<b>The Story of Gabor Mate</b>	The Kindest Words		
<b>Standing Up for Your Human Rights</b>	Make a Plan		



## A Postcard from My Future Self



# Sum It Up

Title: \_\_\_\_\_  
Author: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Detail #1	Detail #2	Detail #3
-----------	-----------	-----------

## Tell a Story

Who

Where

When

Title: \_\_\_\_\_

What Happened?

First,

Then,

Next,

Finally,



Designed by Shantel Ivits. Feel free to reproduce!



## APPLICATION TO REGISTER OR UPDATE A PROVINCIAL VOTER REGISTRATION

**200A**  
(12/09)

Personal information collected on this form will be used to register voters or to update voter information as authorized under the *Election Act* and the *Freedom of Information and Protection of Privacy Act*. Any unauthorized use of this information is a violation of Section 275 of the *Election Act* and is punishable by a fine of up to \$20,000, or imprisonment for up to two years, or both.

**By submitting this form, you are confirming that you meet the following requirements:**

- You are a Canadian citizen
- You have been a resident of B.C. for the past six months
- You are 18 years of age or older or, if an election is currently in progress in your electoral district, you will be turning 18 years of age on or before General Voting Day
- You are not disqualified from voting

**You may only apply for yourself - you may not apply for someone else**

**WARNING: It is an offence to make a false statement under the *Election Act*.**

**PLEASE PRINT IN BLOCK LETTERS**

OFFICE USE ONLY

VOTER INFORMATION (Fields marked * are mandatory)					
LAST NAME *		FIRST NAME *		MIDDLE NAME(S) *	
BIRTH DATE * (YYYY/MM/DD) YYYY   MM   DD		GENDER F <input type="checkbox"/> M <input type="checkbox"/>	LAST 6 DIGITS OF SIN XXX	BC DRIVER'S LICENCE	TELEPHONE NUMBER
HOME ADDRESS * Is your mail delivered to this address? <input type="checkbox"/> YES <input type="checkbox"/> NO					
APT NUMBER	BUILDING NUMBER	STREET NAME		CITY/TOWN	POSTAL CODE
MAILING ADDRESS * (If your mail is <b>not</b> delivered to your home address)					
				CITY/TOWN	POSTAL CODE
IF YOU ARE CHANGING YOUR VOTER RECORD (Please complete all fields above)					
PREVIOUS NAME (If you are changing your name on your voter record)					
LAST NAME *		FIRST NAME *		MIDDLE NAME(S)	
PREVIOUS HOME ADDRESS (If you have moved from the address on your voter record)					
APT NUMBER	BUILDING NUMBER	STREET NAME		CITY/TOWN	POSTAL CODE

**Please submit your registration application to Elections BC:**  
 Mailing Address: PO Box 9275 Stn Prov Govt, Victoria, BC V8W 9J6  
 Fax: 250-387-3578 / Toll-free Fax: 1-866-466-0665  
 Email: electionsbc@elections.bc.ca  
 Website: www.elections.bc.ca

If you have questions about registering to vote or about privacy and protection of voter information, please call Elections BC Voter Services at 250-387-5305 or toll-free at 1-800-661-8683.

**Access to the voters list is restricted under the *Election Act* to protect the privacy rights of individuals.**

# Make a Plan

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

## To Stand Up for Human Rights

**Problem:**

**Goal:**

**Who has the power to make these decisions?**

**What I find hard about standing up for human rights:**

**How I'll make my point:**

- Take notes about the problem
- Gather paperwork
- Get support letters from family, friends, doctors, etc.
- Take pictures
- Stay calm, be clear, and be respectful

**Ways to make it easier to stand up for human rights:**



## Appendix 2: Writing Assessment Checklists

Click on the links below for print-friendly checklists for assessing learners' writing progress:

Checklist: [The Story of Our Human Rights](#)

Checklist: [The Story of Viola Desmond](#)

Checklist: [The Story of Tommy Douglas](#)

Checklist: [The Story of Joy Kogawa](#)

Checklist: [The Story of Jim Egan](#)

Checklist: [The Story of Elijah Harper](#)

Checklist: [The Story of Gabor Maté](#)

Note: No checklist is necessary for *The Story of Nellie McClung* or *Standing Up For Your Human Rights*. Simply check to make sure the learner has filled in their documents legibly and correctly.

Print-friendly versions of these same writing assessment checklists are also provided on the following pages.

# Checklist

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

## Summary: The Story of Our Human Rights

	No	Sometimes	Yes
The summary is written in the learner's own words.			
The summary does not give the learner's opinion.			
The summary has a suitable topic sentence.			
The summary includes the main ideas.			
The summary does not include the unimportant details.			
All of the sentences are complete - they include a subject and a verb.			
The summary is an appropriate length.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist

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

## Summary: The Story of Viola Desmond

	No	Sometimes	Yes
The summary is written in the learner's own words.			
The summary does not give the learner's opinion.			
The summary has a suitable topic sentence.			
The summary includes the main ideas.			
The summary does not include the unimportant details.			
All of the sentences are complete - they include a subject and a verb.			
The summary is an appropriate length.			
Irregular verbs are used correctly.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist

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

## Narrative: A Story about Health Care

	No	Sometimes	Yes
The story has a beginning, middle, and end.			
The writer uses linking words: First, then, next, finally.			
The events in the story are clear.			
The story is told in a logical order.			
All of the sentences are complete, start with a capital letter and end with . ! or ?			
Irregular verbs are used correctly.			
The spelling is mostly correct.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist

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

## Description: Describing Home

	No	Sometimes	Yes
The paragraph begins with a suitable topic sentence.			
The paragraph includes details that appeal to the senses.			
The paragraph ends with a suitable concluding sentence.			
All of the sentences are complete, start with a capital letter, and end with . ! or ?			
Commas are used correctly.			
Adjectives are used correctly.			
Plural words are spelled correctly.			

Comments: \_\_\_\_\_

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# Checklist

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

## Narrative: A Story of Bravery

	No	Sometimes	Yes
The story has a beginning, middle and end.			
The paragraph includes linking words: First, then, next, finally.			
The events are in a logical order.			
All of the sentences are complete, start with a capital letter, and end with . ! or ?			
Apostrophes are used correctly.			
Irregular verbs are used correctly.			
Adjectives are used correctly.			
Most words are spelled correctly.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist

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

## Description: My Strengths

	No	Sometimes	Yes
The paragraph begins with a suitable topic sentence.			
The paragraph includes supporting details.			
The paragraph ends with a suitable concluding sentence.			
All of the sentences are complete, start with a capital letter, and end with . ! or ?			
Contractions are used correctly.			
Most words are spelled correctly.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Checklist

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

## Narrative: A Story of Compassion

	No	Sometimes	Yes
The story has a beginning, middle and end.			
The paragraph includes linking words: First, then, next, finally.			
The events are in a logical order.			
All of the sentences are complete, start with a capital letter, and end with . ! or ?			
Verb tenses are used consistently.			
Irregular verbs are used correctly.			
Most words are spelled correctly.			

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Appendix 3: Level 4 Scope and Sequence

For detailed information on the contents of each chapter in this course pack, please refer to the [Level 4 Scope and Sequence](#) document. A print-friendly version is also provided on the following page.

# ALFE Level 4 Scope & Sequence

Reading Skills		Writing Skills		Skills for Learning
<b>The Story of Our Human Rights</b>	Prefixes uni- and pro- Identify topic & main idea; summarize a paragraph	Identify subjects and verbs; homonyms; write simple sentences	Identify long term goals; keep track of deadlines	
<b>The Story of Viola Desmond</b>	Le syllables Identify topic & main idea	Compound sentences; irregular verbs; write a summary	Identify short term goals	
<b>The Story of Nellie McClung</b>	Suffix: -able; identify sequence; identify fact vs opinion; summarize	Compound sentences; capital letters; paragraph format; register to vote	Use graphic organizers for learning	
<b>The Story of Tommy Douglas</b>	Suffix: -ist and -ism; identify sequence; identify fact vs opinion; summarize	Capitals; commas in a series; narrative paragraph	*Participate in group discussions	
<b>The Story of Joy Kogawa</b>	Prefixes: in- and im-; antonyms; summarize; analyze characters in a text	Plurals; commas in a series; adjectives; descriptive paragraph	*Give and receive help from classmates cooperatively	
<b>The Story of Jim Egan</b>	Prefix: dis-; suffix: -tion; summarize; analyze characters in a text	Possessive apostrophes; plurals; narrative paragraph	*Communicate respectfully	
<b>The Story of Elijah Harper</b>	Using context clues: synonyms; summarize; make inferences	Contractions; possessive apostrophes; homonyms; descriptive paragraph	Develop awareness of learning strengths	
<b>The Story of Gabor Mate</b>	Hard and soft c and g; summarize; make inferences	Contractions; consistent verb tense; compound words; narrative paragraph	*Move on to other tasks while waiting for help	
<b>Standing Up for Your Human Rights</b>	Double vowels: ou, ow, oo; identify sequence; answer comprehension questions	Review grammar rules; fill in a document	*Work independently	

\*Indicates a skill that is best taught through clear expectations and feedback. These skills are not explicitly covered in the course pack, but the activities do present opportunities for the skills to be practised.

## Appendix 4: Recommended Films

If you would like to learn more about the people in this book, check out these great online films and clips:

1. [Long Road to Justice: The Viola Desmond Story](#)
2. [Rebel With a Cause: Tommy Douglas](#)
3. [Historica Minutes: Nellie McClung](#)
4. [The Power of Addiction and the Addiction to Power](#)

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## About the Author



Shantel Ivits is an instructor in the Basic Education Department at Vancouver Community College, on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Shantel has designed curriculum for the National Film Board of Canada, the British Columbia Teachers' Federation, and many community-based projects.

Over the past decade, they have taught in literacy programs, university bridging programs, an ESL academy, and K-12 public schools.

They hold a Bachelor of Arts in English Literature from Trent University, as well as a Bachelor of Education and a Master of Arts in Educational Studies from the University of British Columbia.

Shantel identifies as a queer and trans person with white settler privilege. Their goal as an educator is to help people build their capacity to reach their goals and create more socially just communities.

Shantel also enjoys raising awareness that 'they' can be used as a singular pronoun!