

Ticket to Curlew

Novel Study

Grades 4-6

Written by Ruth Solski
Illustrated by S&S Learning Materials

ISBN 1-55035-388-8
Copyright 1995

All Rights Reserved * Printed in Canada

Permission to Reproduce

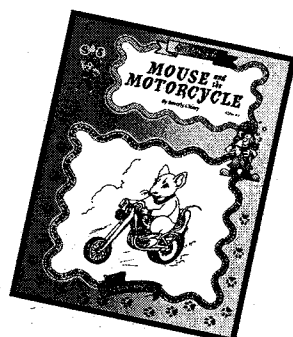
Permission is granted to the individual teacher who purchases one copy of this book to reproduce the student activity material for use in his/her classroom only. Reproduction of these materials for an entire school or for a school system, or for other colleagues or for commercial sale is strictly prohibited. No part of this publication may be transmitted in any form or by any means, electronic, mechanical, recording or otherwise without the prior written permission of the publisher. "We acknowledge the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for this project."

Published in the United States by:
On the Mark Press
3909 Witmer Road PMB 175
Niagara Falls, New York
14305
www.onthemarkpress.com

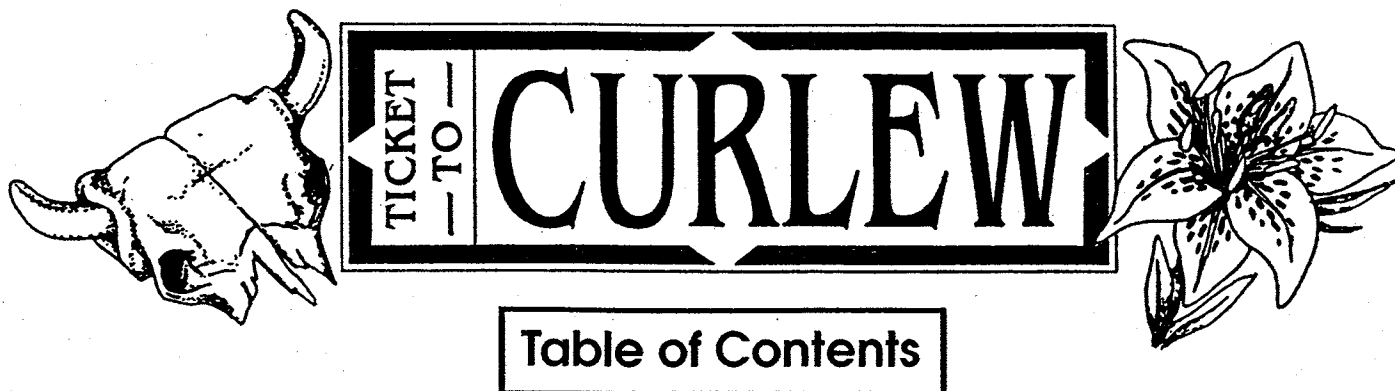
Published in Canada by:
S&S Learning Materials
15 Dairy Avenue
Napawee, Ontario
K7R 1M4
www.sslearning.com

Look For

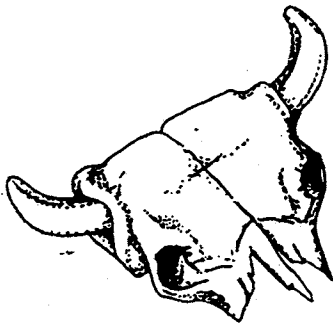
Other Junior - Novel Studies



Charlotte's Web	Gr 4-6
Little House in the Big Woods	4-6
Owls In The Family	4-6
Underground to Canada	4-6
The Lion, The Witch and The Wardrobe	4-6
Tales of a Fourth Grade Nothing	4-6
Trumpet of the Swan	4-6
On the Banks of Plum Creek	4-6
Pippi Longstocking	4-6
Bridge to Terabithia	4-6
The Secret Garden	4-6
James and the Giant Peach	4-6
Charlie and the Chocolate Factory	4-6
Chocolate Fever	4-6
Wayside School is Falling Down	4-6
There's a Boy in the Girl's Bathroom	4-6
Abel's Island	4-6
Mr. Popper's Penguins	4-6
Mouse and the Motorcycle	4-6
Pinballs	4-6
Indian in the Cupboard	4-6
Sadako and the 1000 Paper Cranes	4-6
Return of the Indian	4-6
Best Christmas Pageant Ever	4-6
Harriet the Spy	4-6
How to Eat Fried Worms	4-6
Stone Fox	4-6
Castle in the Attic	4-6
Shiloh	4-6
Summer of the Swans	4-6
Maniac Magee	4-6
The Great Gilly Hopkins	4-6
King of the Wind	4-6
The Incredible Journey	4-6
Dear Mr. Henshaw	4-6
Midnight Fox	4-6
The Door in the Wall	4-6
BFG	4-6
The Whipping Boy	4-6
A Taste of Blackberries	4-6
The Family Under the Bridge	4-6
Bunnicula	4-6
The War with Grandpa	4-6
Radio Fifth Grade	4-6
Little House on the Prairie	4-6
Chocolate Touch	4-6
Midwife's Apprentice	4-6
Number the Stars	4-6
Holes	4-6
Reading With Kenneth Oppel	4-6
The Egypt Game	4-6



Objectives	4
Summary of the Story	4
Author Biography	5
Teacher Input Suggestions	6
Discussion Questions	9
Reproducible Student Booklet	44
Student Booklet Answer Key	74
Creative Activities	78
Research Activities	82
Word Study Activities	84
Characters in the Novel Record Sheet	86
Remembering and Predicting Record Sheet	87
Blank Activity Sheet	88



TICKET TO CURLEW



Objectives

1. To introduce students to early settler life on the prairies.
2. To develop a better understanding of the hardships and difficulties endured while settling and establishing communities on the Canadian prairies.
3. To show how the prairies was developed by people from other lands.
4. To study literature written by a Canadian author.

Summary of the Story

In 1913, James Ferrier left Jericho, Iowa to investigate land found near a small town called Curlew in Alberta, Canada. He liked the land and bought it and then returned to Jericho to prepare his family for this big step. It took two years to arrange everything.

In 1915, Sam Ferrier and his father traveled by train to Curlew, Alberta. They had brought with them all the tools, supplies and food that they would need to build a house and a barn. When the house was built the rest of the family arrived by train with the furniture and the livestock.

Sam Ferrier experienced many exciting experiences while exploring the prairie land that surrounded his home. He collected buffalo skulls, found a buffalo wallow, got lost on the vast prairie with his younger brother Matt and developed a strong friendship with a young Ukrainian boy called Gregor.

The Ferrier family worked well together to establish their new home and learned to adapt their lifestyle to the vast prairie. They discovered and endured the severe winter winds and blizzards during the first winter and were very thankful that they were well prepared for them.



Sam's experiences with Prince, the family horse, provided him with the freedom that he needed during his first year. A strong bond developed between them. Prince was later called King after he had proven that he was a clever leader of the herd of horses that were set free for the winter to fend for themselves. Sam was very relieved and grateful when King returned on his own to their farm in the spring.

This story provides students with a good insight into how the prairies were settled and opened up during the early 1900's.

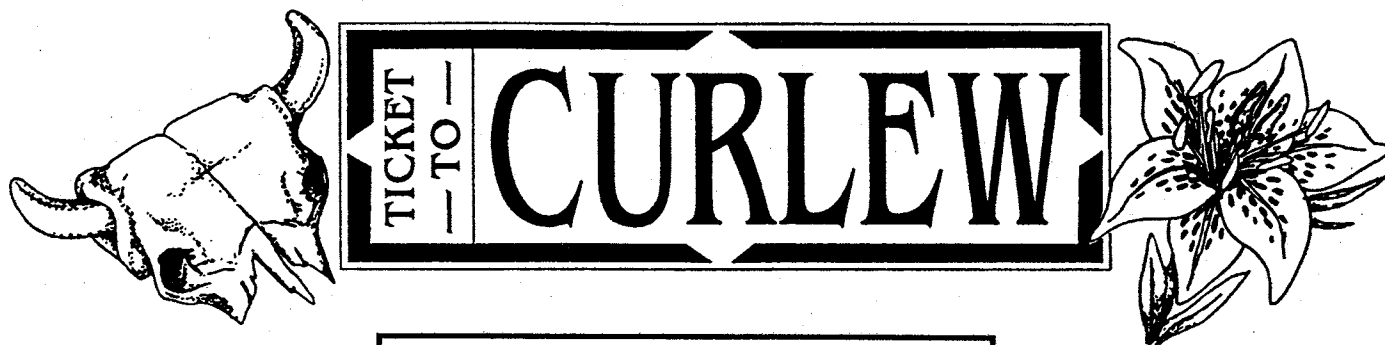
Author Biography

Celia Barker Lottridge

Celia Barker Lottridge has earned degrees from Stanford University, Columbia University and the University of Toronto. She is a founding member of the Storytellers School of Toronto and is director of the Parent-Child Mother Goose Program, a supportive program for parents, infants and toddlers dedicated to the pleasure of sharing rhymes and stories. She is the author of several books for children, including the award winning picture book, "The Name of the Tree", illustrated by Ian Wallace, published by Groundwood books. Her novel called "Ticket to Curlew", published by Groundwood Books, won the Canadian Library Association's Book of the Year award and the Geoffrey Bilson Historical Fiction Award. Celia makes her home in Toronto.

Other Books written by Celia are:

Something Might Be Hiding
Ten Small Tales
The Wind Wagon
One Watermelon Seed



Teacher Input Suggestions

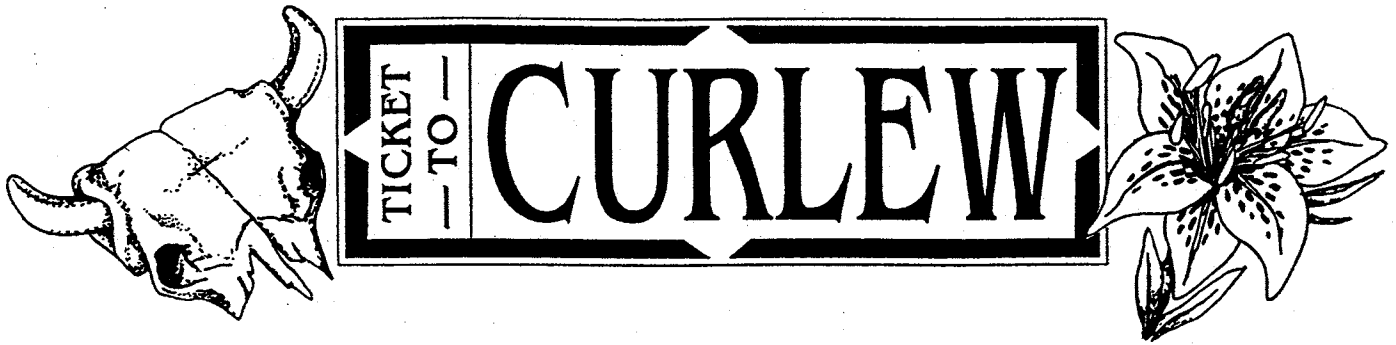
To the Teacher:

It is the teacher's responsibility to read the novel well in advance and to make up discussion questions that may be used in conjunction with the suggested ones in the unit. The questions should revolve around the plot, setting, turning point, characters and the climax of the novel. Your interest and knowledge of the story is essential in order to maintain the enthusiasm of the students.

Many of the ideas in this unit are suggestions and the teacher will have to evaluate and select those that will best suit the needs of his/her students.

Directed Reading Approach

1. Distribute the novels to the designated group of students or to the entire class. Allow the students time to examine the cover and to make predictions pertaining to the title, story and the cover. List the predictions on the chalkboard or chart paper.
2. Discuss the title and the author using the Author Biography information, relate interesting facts about the author to your students. This information will help your students relate to the author and the story.
3. Duplicate the sheet called "Characters in the Novel". Distribute the sheets to your students. Instruct them that they are to fill out the sheet each time that they meet a new character. On the sheet, in point form, the students will record information on the characters' appearance, personality and make their own personal comments.
4. Duplicate and distribute the sheet called "Remembering and Predicting" to each student. On this sheet, the student will summarize each chapter or section and predict what will happen next.



5. Have your students read the first chapter with you. Make sure that your students know how to complete both sheets. These sheets could be stored in a Journal or Record Keeping Notebook and will be a useful tool during discussions.
6. The study guide could be reproduced and given out to the students who will be reading the novel independently. Responses to the different activities could be recorded in a notebook or a Reading Log or Journal. They could also be recorded in the reproducible booklet. The students would illustrate a picture on the cover of the booklet.
7. Independent workers could read the novel and work on the study guide at their own pace independently.
8. If your students do not have independent work habits, you may want to use a more guided or directed reading approach. During this method the students would read the chapters designated by the teacher and then complete the activities for the chapters.

Informal Reading Approach

1. This approach to reading usually works well with students who have a good reading ability and independent work habits.
2. Each day the students spend time reading chapters and completing the sheets called "Characters in the Novel" and "Remembering and Predicting".
3. Daily discussions should take place in small or large groups. The discussion questions in the novel study will be helpful.
4. The activities on the sheets called "Creative Writing", "Word Study" and "Research" could be completed during the reading of the novel or when the novel has been completed. The number of activities completed should be designated by the teacher. The activities could be recorded on the chalkboard, chart paper or the pages could be duplicated and distributed.