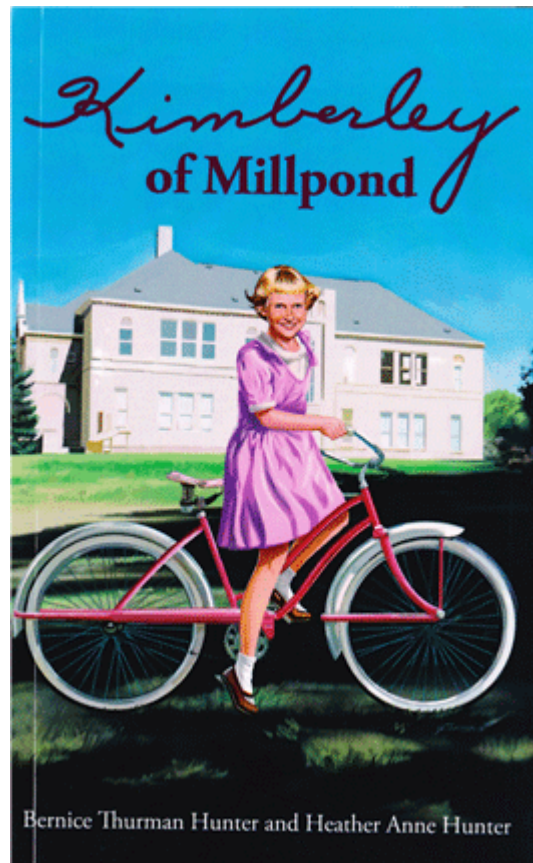


**A Student/Teacher Resource Guide for:**

***Kimberley of Millpond***

**by**

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## **NOTE TO THE TEACHER:**

The genre of this novel is "historical fiction". It could be used for cross-curricular study for core English and as enrichment for the history program. The characters, setting and events give an accurate depiction of life in the mid 1950's in a small, Ontario town.

The study guide questions and activities focus on the English curriculum strands: reading, writing, oral and group work with some drama and media components. The vocabulary or idiom in the lists at the beginning of each chapter could be discussed informally or found in the dictionary before reading. The teacher should choose the questions to be used for oral discussion and those to be answered in writing. Some, which require more thought, could be done for homework. Questions and activities should be selected or adapted to suit the grade and academic level of the class.

## **ABOUT THE AUTHORS:**

Bernice Thurman Hunter received much acclaim for her many novels including The Toronto Historical Society's commendations, The Vicky Metcalf Award, The Ontario Library Association "Forest" awards for children's literature, The Order of Canada and The Queen's Golden Jubilee Medal. Her best known work, *The Booky Trilogy*, about her life as a child during The Great Depression, has been made into 3 CBC movies. Her daughter, Heather Hunter, has carried on her work by finishing her last two books after her death in 2002. *Kimberley of Millpond* is based on Heather's childhood years in Millbrook, Ontario. Heather gives presentations on Bernice Thurman Hunter's life and works as well as writing workshops in schools and libraries.

**Chapter 1 (p.1)****"Kimberley"**

Vocabulary: converge, harbour, tousled, blotchy, hubbub, shun

1. In the introduction of a novel, the reader is shown the setting and the major characters before the plot begins.
  - a) Create a separate page where you record setting descriptions (with page numbers), especially those which are different from today. You will continue to add to this as you read through the book.
  - b) What have you learned about Kim and Edie so far?
  - c) Describe Mrs. Burns and any other characters mentioned.
2. How is Millpond School different from your school?
3. Describe Miss Belmont and compare her to your teacher. (A point-by-point comparison usually gives both similarities and differences.)
4. Explain the meaning of "war memorial" and "Armistice" (p.5).
5. Explain what is funny about the line:  
 "Boy, I'm lucky my dad didn't get killed... her mother would have married some other man, and he would be their father." (p. 5)

**Chapter 2 (p.6)****"Bobby Burns"**

Vocabulary: smoulder, swagger, snicker, corporal

1. What happened to Bobby in the principal's office?  
 How did Miss Belmont punish Bobby?  
 Have you ever been punished in these ways?  
 Do you approve of corporal punishment?  
 Answer in a paragraph with reasons and examples.
2. Pay close attention to details which show how things have changed since the 1950's. Record them on your "Setting Inventory" sheet.
3. Why are Kim and Edie happy that Bobby has a detention? Have you ever felt the way they do about a classmate? Explain with an example.

**Chapter 3 (p. 9)****"Edie's Dilemma"**

Vocabulary: dilemma, immerse, shudder, torrent, grave, conspicuous, exceptional, unfurl, adieu, unravel, rabid

1. What has upset Edie? Have you ever been in her situation? What did you do?

**Chapter 4 (p.12)****"The Study Campaign"**

Vocabulary: inventory, anecdote, interpret, symbol

1. Remember to continue to jot down descriptive details about life in 1956 on your "Setting Inventory" page. (You will be surprised at how many you find.)
2. How does Kim support Edie? Have you ever needed the help of a friend or been able to give support to a friend? Explain your answer in an anecdote. (*anecdote: a short story contained in one paragraph*)
3. How does Edie show fearlessness?
4. Miss Belmont reads everyone's final mark to the class. Does your teacher do this? Is it a good idea? Why or why not?
5. Give two reasons that you might feel sorry for Bobby.
6. If you won an award, which newspaper would be most likely to report it? Have you or a classmate ever been mentioned in the newspaper? Why?
7. Interpret Kim's dream. Have you had a dream about being chased? Describe a vivid dream and explain why you think you had it. Were there symbols in your dream? Explain what you think they meant. (*symbol: something small that stands for something larger*)

**Chapter 5 (p.19)****"Runaways"**

Vocabulary: hamlet, cruiser, clamour, gawk, motley, counter, dubious, mirth

1. Why do Kim and Edie get into trouble? Describe a time when you did something without your parents' permission. What were the consequences?
2. Why does Kim decide not to be Edie's best friend anymore? Have you ever had a falling-out with a friend? Explain what happened and describe how you felt. Did you patch things up?
3. Describe Kim's new neighbours. Why does Kim want to meet the new girl? Would you?

**Chapter 6 (p. 24)****"Betrayal"**

Vocabulary: brazen, stuck-up, soothe, indignation

1. Why does Bobby threaten Kim?
2. Billy-Joe Porter and Josh Palmer like to tease Kimberley. Have you been teased by adults? Do you understand how Kim feels? What did you do?
3. *A simile is a phrase which makes a comparison using "like" or "as". It creates an image (picture) in the reader's mind. Find a good simile in this chapter and explain why it is a good comparison.*

**Chapter 7 (p.27)****"Edie's New Best Friend"**

Vocabulary: uncouth, swagger, conspirator, superior, Siamese twins, wheedle, lard, ladle, pork hock, free-for-all, rickety, picket, trounce, brash, mortification, foe

1. Do you feel good about Edie's new friendship? Why or why not?

**Chapter 8 (p.32)****"Trapped"**

Vocabulary: concede, confrontation, proprietor

1. How is Edie feeling when they meet Kim and Carol?
2. How does Jenny get Edie into big trouble? How would you react if you were Edie? Have you ever been betrayed by a friend? What did you do?

**Chapter 9 (p.35)****"Edie's Disgrace"**

Vocabulary: party line, red-handed, crotchety, livid

1. Compare Kim and Carol's reaction to the news about Edie.
2. How are Edie and her mother behaving?
3. What is Kim's plan? Do you think it will work?

**Chapter 10 (p.39)****"Kim's Plan"**

Vocabulary: culprit, intercede, shoo, pummel, option, confront, confess, plaintive, brazen, quaver, straddle, deflate, rueful, jeer

*Some Literary Devices:*

*simile: a figurative (unusual) comparison using "like" or "as" which creates an image in the reader's mind*

*metphor: a figurative comparison not using "like" or "as" which creates an image in the reader's mind*

*personification: a figurative comparison of an object (inanimate or non-living) to a person*

1. Identify the devices listed below and explain why the following phrases are effective comparisons:
  - a) "he barked" (p.39)

- b) "shooing both girls towards the door like a couple of flies" (p.39)
- c) "singing bull rushes" (p. 40)

Find another example of a simile and a metaphor in this chapter.

2. How does Mr. Snyder act in response to Kim and Edie?
3. What is surprising about the scene at the pond?
4. How is the misunderstanding about the necklace resolved?

## **Chapter 11 (p.43)**

## **"The Prisoner"**

Vocabulary: wan, scavenge, sallow, grime, rummage, empathy

1. How is Jenny feeling? Do you feel sorry for her? Why or why not?

**Diary Writing:** Begin a diary for one of the main characters for whom you have a lot of empathy (Kim, Edie, Jenny or Bobby). Write in the first person, "I", employing the voice of that character, not your own. Continue to make entries as you continue to read. Have at least 10 entries by the end of the novel study.

## **Chapter 12 (p.45)**

## **"Jenny's Atonement"**

Vocabulary: atonement, waft, froth, flail, succumb, wean, rueful, appraise, self-conscious, echo

1. Describe Jenny's daydreams and explain their meanings.
2. Why don't the Grubbs go to church like the Harris family?
3. Are Mr. and Mrs. Grubb good parents? Prove your answer with reasons and examples.
4. What does Mrs. Grubb mean by, "I'll have to have a talk with her (Jenny) soon about the birds and the bees (p.48)"?

5. What is the "best present" (p.50) Kim ever had? What makes it so special? How would you feel about getting this gift?  
How would your parents react if a friend gave you this gift?

### **Chapter 13 (p.51)**

### **"A Girl's Best Friend"**

Vocabulary: disdain, mongrel, admonish, concede, ingratiate, obstinate, cajole, reluctant, truce

1. Give several reasons that Kim called her puppy "Goldie".
2. Why was Carol's birthday party "the easiest that Mrs. Bates had ever given" (p.51)?
3. Compare their television to the ones we have today.
4. How does Edie feel about Goldie? Why?
5. Explain the expression, "Two's company; three's a crowd!" (p.53).

### **Chapter 14 (p.54)**

### **"Mrs. Burns's Surprise"**

Vocabulary: flinty, dingy, murky, skittish, hostage, cow

1. Explain the allusion to the book (and movie) "The Wizard of Oz". If you haven't read it, then guess. (*allusion: a quick aside reference to another work to add additional meaning, enrichment*)
2. Why does Kim feel like a hostage?
3. What is a "shrunken head" (p.56)?
4. Explain why Mrs. Burns is "not quite right in the head" (p.57).
5. How does the reader gain new sympathy and respect for Bobby in this chapter?



**Chapter 15 (p.59)****"An Emergency"**

Vocabulary: unconscious, plunge, laboured, wheeze, delirious, bevy, simultaneous

1. What is the monster that frightened Valerie?
2. Why does Valerie suddenly start howling?
3. Describe and explain what happens to Valerie? Do you or anyone you know have an allergy to something? What reaction could occur?
4. What is surprising about Jenny's and Edie's reaction to the situation?
5. Remember to record the things which are different from today on your "Setting Inventory" sheet.

**p.64****"Town Gossip"**

Vocabulary: bender, wicket, feign, double-cross, commiserate

1. Compare your first day of school to the first day in grade 6 for Edie and Kim.
2. What gossip do they overhear at the post office?
3. Give an example of the author's humour. (Hint: Does a descriptive phrase make you chuckle?)
4. Do you share Kim's feelings for Mrs. Grubb? Explain.

p.68

**"A Death"**

Vocabulary: eddy, allure, peeve, derisive, corpse, spokesman, ashen, pious, blemish, waxen, gnarled, claustrophobia, croon, consumption

1. Explain Edie's response: "He couldn't help it that he drank"(p.68). Do you agree?
2. Who has the best story about seeing a corpse? Do you believe it?
3. Have you seen a dead body? How did you feel?
4. Describe the funeral home. Have you visited one? How did you feel?
5. What story does Jenny tell? Do you believe her? Why?
6. Why is Kim so upset? Have you had similar thoughts? What thoughts run through your mind when you think about death?
7. What are Helen Harris's beliefs about death and the afterlife? What do you believe? What does your religion teach?
8. *Comic Relief is used to lighten the mood and give the reader a break from tension.*  
How does Valerie help to serve this purpose? What other times has she added humour to the story?

**Writing Assignments**

- a) Write an **article** about Hector Westlake's life and death for *The Millbrook Reporter*. Write a short death notice for *The Peterborough Examiner*. (Look in the "Obituaries" in the newspaper for examples.)
- b) **Opinion Paragraph:** Topic: Is it good or bad for children to go to the funeral home to see someone who has passed away? How should children be taught about death? Answer in a good paragraph with a topic sentence and an ending sentence. Give at least 3 different points with proofs (examples, reasons, facts etc.) from the book and your own personal experience.

p.75

**"Jenny! Jenny!"**

Vocabulary: subdue, squaw, lurch, lumber

1. Read over the descriptions of "Christmas card scenery" (p.75) in Millpond. Choose your favourite to use in the following way:

Make an original holiday greeting card by drawing and colouring one scene. (Fold a piece of paper in four and either colour the front square or glue your drawing onto the front.) Sign it on the bottom as the artist. Then write a greeting inside and give it to someone special for the holidays.

2. How do Kim and Jenny react to the fact that Jenny has to move? Have you ever moved? How did you feel about it and how did you adjust?

p.78

**"Shadows"**

Vocabulary: ghoulish, craggy, mope, lethargic, sulk, spew, vault, magpie, implore, sentinel, guttural, phantom, stealthy, ferocious, lumber, ward off, meticulous

1. What does Kim see that excites her? How do her parents react?
2. List all the clues that something is going on in Jenny's old house.
3. Explain the old expressions: "as thick as thieves" (p.82)  
"sold like hotcakes" (p.89).  
Now, write a simile of your own to describe a person or an action.
4. How is the mystery solved and the situation resolved?
5. Have you or anyone you know been written about in the newspaper? Why? Bring the article to read to the class tomorrow.

## Writing a Newspaper Article

In pairs, take the roles of Kim and the reporter conducting an interview. Make point form notes. Be sure to ask and answer the 5 "w's" and "h" of good reporting (who? what? where? when? why? and how?). Together compose the newspaper article entitled: "Millpond Heroine Aids in The Arrest of Peterborough Bank Robbers". Use descriptive details, but be concise. Give only the facts, not your opinions. Read it to the class and see if others reported the same story differently (more sensationally perhaps?).

**p.90**

### "An Early Christmas"

Vocabulary: space heater, percolator, strangulation, console

1. How do the Christmas presents arrive at the Harris's home?
2. Explain the expressions:  
     "looking like the cat that swallowed the canary" (p.91)  
     "tolen her thunder" (93).
3. How do Kim and Edie get the same amazing Christmas present?
4. Compare the Harris family's typical Saturday night to yours.

**p.95**

### "Winter"

Vocabulary: evict, ritual, transfix, sanctuary, pry, kin, forearm, stricken

1. Explain why Jenny hadn't written before and describe her new situation.
2. How do you imagine the tragedy in this chapter will affect Kim and the rest of her family? How do you think you would cope with such heartbreak?

**p.100****"Harsh Times"**

Vocabulary: inconsolable, zombie, sullen, fateful, gory, furtive, crocus, forebode, grudge, armour, quizzical, eternity, rally, rail, intervene, adamant, syringe, usher, avert, pry, trance, flinch, acknowledge, beseech, defensive, aghast, commiserate

1. Describe Kim's reaction to her loss. How are her friends behaving?
2. What other misfortune occurs?
3. Explain how Bobby is feeling at school when "he squirmed under their sympathetic gaze" (p.103).
4. Compare Bobby's mother and her twin sister, Aunt Maudy. Explain the differences.
5. Where is Dr. Wright taking Mrs. Burns and why?
6. Explain how Kim's mother is feeling and why? How does Kim feel at the end of the chapter?

**p. 107****"Acceptance"**

Vocabulary: lament, outlandish, feign, evaporate, gingham, dubious, wistful, contort, resourceful, trellis, hoe, reassure

1. How is Edie feeling about Mrs. Burns? Have you felt this way? Why?
2. What is good about the situation nevertheless? How is Bobby feeling? What would you do in his place?
3. How does Aunt Maudy persuade Bobby?
4. What is reassuring about Bobby's future?

p.111

**"Goodbye Bobby"**

Vocabulary: melancholy, chagrin, festoon, crinoline, organdy, chiffon, pungent

1. What helps Kim to cheer up?
2. Look up "The Howdy-Doody Show" on the internet. Compare it to your favourite show.
3. What signs are there that the children are growing up or becoming pre-teens?
4. Have you ever played "I Spy" or "Musical Chairs"? What games do you play at a party?
5. Describe the mood at the party. Have you ever felt this way?
6. Would the boys be asked to walk the girls home at night nowadays? What would happen after a party at your house? Why?
7. How does Valerie add to this chapter? Is she realistic for a younger sister? Does she remind you of a younger sibling or cousin? How?
8. Do you like the way the chapter ends? Why or why not?

p.118

**"An Invitation"**

Vocabulary: bred, sheaf, cascade, fret, pester, quell, restrain, satchel, gallant, din, ruddy, magnanimous, floral, dexterity, famish, nostalgic, dollop, hoist

1. What are the signs that Kim is suffering from depression? Has there ever been a time when you were *depressed*, not just in a bad mood or feeling down? What is the difference?

2. What was "the perfect solution" (p.118)?
3. What new information is given about Helen Harris?
4. Do you think Kim's parents are over-protective? Are yours? Prove your answer.
5. Why is Edie feeling irritated? Do you sympathize with her?
6. Have you ever taken a trip without your family? How did you feel the first time you stayed overnight away from home?
7. What is meant by: "She would have seen the pain in Kim's face, but would never understand why."(p.122)?
8. Describe Kim's "new old friend". Do you have a friend or someone you talk to who is much older than you? How is it different from talking to someone your age? (Guess if you don't.)
9. Find information on Princess Anne (p.123) in books or the internet. Add this to your "Setting Inventory" sheet on the 1950's era.
10. How is the seating arrangement on the way home in the Grubb's car different from the way it would be today? (Add this detail to your setting sheet.)
11. Compare the Grubb's new lifestyle to the way they lived in Millpond. Give reasons for the change.
12. What does Mrs. Grubb mean by, "The Lord works in mysterious ways" (p.123)?
13. What is your opinion of the rules in Jenny's house? Would your parents approve of them? Explain.

(Reminder: Have you continued to make diary entries for the character you chose to follow through the novel? If not, go back to critical points in the plot for this person and write what he or she is feeling and thinking.)

p. 128

**"Easter"**

Vocabulary: unsanitary, cathedral, spire, warily, taut, outskirts, crane, maneuver, banter, perpendicular, jubilant, contestant, curtsy, ecstatic, upstage, contestant, seethe, envy, momentous

1. Compare Jenny's church and school in Oshawa to the ones in Millpond.
2. Describe Jenny and Kim's "five minutes of fame" (p.136). It is said that everyone has five minutes of fame in their lives. Have you had yours yet? What would you like to be famous for and what would you do during your five minutes?
3. What makes Kim's vacation so "momentous" (p.136)?
4. Have you ever been a contestant in a game or contest? Which radio or television game show would you like to be on and why?

p.137

**"June Again"**

Vocabulary: metallic, accessories, nonchalant

1. How do the other kids react to Kim's new bicycle? Have you ever received something new and had a similar response from your friends? How did (would) you handle it?
2. Describe the scene where Kim and Edie say goodbye to Miss Belmont. Have you ever felt this way about a teacher? Why are some teachers or mentors so special to their students?
3. How do Kim and Edie feel about moving from one level of school to the next? How did you? (example: kindergarten to grade 1)
4. Do you share Kim and Edie's feelings at the start of the summer? What do you do in July and August? What was the most interesting event of the past few summers for you? Describe it relating your emotions at the time.



**p.141****"Good News or Bad?"**

Vocabulary: chamois, preoccupied, fidget, transform, grimace, plunk, rivet, promotion, beseech, brace, incredulous, defiant, crouch, traitorous, refuge, concede, tentative, baleful, tranquil, animation, giddy, elated

1. How is Jack Harris's news both good and bad?
2. Why are Kim's parents incredulous at her response?
3. What does Kim's dad mean by "broader horizons"(p.144)?
4. How does Valerie react to the news compared to Kim? Explain the difference.

**p.147****"The New House"**

Vocabulary: devastate, resentment, dissolve, harmonize, pristine

1. Continue to add details about Scarborough in 1957 to your "Setting Inventory" sheet.
2. Describe the new house in detail. Have you ever moved to a brand new subdivision? Did it feel like this? Did you have mixed emotions about moving? Explain.
3. Describe each family member's reaction to the new house.

Reminder: Will your diary be ready to hand in soon? Make the last entry for your character when you have finished reading the book to show his or her perspective on the ending. You may wish to add to it in spots as you re-read it, but you do not need to re-write it as long as it is legible.

p.151

**"Goodbye Millpond"**

Vocabulary: tote, deserted, forlorn, bid, wistful, stately, rove, saucy, bicker, stark, panoramic, nestle, evaluate, sequel

1. Describe Edie and Kim's goodbye. Have you ever had to leave a good friend behind? How did you say goodbye? Did you keep in touch?
2. Add "Barbara Ann Scott" (p.151) to your 1950's setting page.
3. A good ending will "come full circle" or refer to the beginning. How does this happen in the last chapter of this book?
4. Evaluate the conclusion of the novel. Do you find the last chapter a satisfying ending? Give several reasons with examples and quotes to support your answer. Is there something you would like to add to the ending?

**FOLLOW-UP ACTIVITIES****Writing Assignment****"A Sequel"**

*sequel: a book that follows or continues from the first*

Do a point form outline of the first chapter of a sequel to *Kimberley of Millpond*. You may decide to focus on another character's life making him or her the protagonist of the next book. (For example: You could continue with the Harris family with Valerie as the heroine.)

Write the chapter in good form. You may decide to work with a group pooling your ideas and writing the chapter cooperatively.

Read it to the class.

**Book Cover**

Design the cover layout for the sequel book. Give it a title.

**or**

Do a new cover for the second edition of *Kimberley of Millpond*.

## Letter Writing in Pairs

Do one of the following:

- a) Write Kim's goodbye letter to Miss Belmont and Miss Belmont's response to her.
- b) Write Kim's letter to Jenny and Jenny's response.
- c) Write Kim's letter to Bobby and Bobby's response.
- d) Write Edie's first letter to Kim and Kim's response.

Note: Remember to use the character's own voice; they all have different ways of expressing themselves (different tones and diction). (Note: people find it easier to express their feelings for each other in writing than in person.)

## Role-playing and Improvising in Pairs

Read the letters aloud, in-role as the characters, sitting on either end of the classroom. Then, improvise a telephone call. Use each character's individual tone and mannerisms. Use facial expressions and body language to act it out.

## Writing a Character Sketch

Do a character sketch of your favourite character. Begin with a physical description (what he/she looks like), but spend most of your time on personality traits. Give an example or quote from the story to support each point. Now draw a picture of what the character looks like in your mind. (It doesn't matter if you are a good artist; just try!)

## Writing and Presenting a Monologue

Write a monologue for that character as if he or she were thinking aloud. What would your character be feeling at a particular point in the story? Would he or she want to express something to another character? You will be "stream-of-consciousness" writing, putting down whatever comes into your mind. You can switch thoughts or break off in mid-sentence the way you do when you are thinking. Present your monologue dramatically to the class, script-in-hand, looking up at the class as much as possible.

## Group Research Project and Presentation (Media Culminating Activity)

Topic: Canada In The 1950's

In groups of 3 or 4 classmates, prepare a report on one of the topics from the list below. Use information from *Kimberley of Millpond*, which you collected on your "Setting Inventory" sheet, as well as library or internet research. Visuals are always a great addition to oral presentations. Can you find photos of your neighbourhood back then, familiar areas of Toronto or **Millbrook**, Ontario, the real life town of the book?

Group Topics: housing & home decor, hair & clothing styles, movies & TV shows, cars & trucks, radio shows & music, school life, religion & Sunday school, toys, games, hobbies, family (roles), meals & snacks, sports etc.

Present your findings to the class using specific examples with photos and drawings if possible. (Note: All group members should share the work equally with everyone taking part in the oral presentation.)

### Group Debate

In your groups, using your research and the same headings, do a point-by-point comparison with our culture today.

Divide the class into two teams. Plan to debate the topic:

*"Life was better in the 1950's than it is today."*

*versus*

*"Life is better today than it was in the 1950's."*

**Presentation:** Arrange the two teams as panels seated facing each other. In debate, each person gets to state one point and someone from the other team has the opportunity to rebut it before moving on to the next person with a new idea. Your teacher or a student will keep score on the board. Only new points with proofs count; repetition causes your team to lose a point. If your team starts yelling out or talking over the person who has the floor, a point will be lost. It is important to keep debates organized and fairly calm. Reason, not emotion, should prevail in order to win an argument!

## Test Question

### Story Structure

The reader is introduced to the main characters and the setting in the *introduction* of a story or novel. The *trigger incident* starts the conflict and the *rising action* of the plot builds to a *climax*. This is the highest point or turning point for the protagonist or hero (life will never be the same again). The *resolution* begins and the story draws to a close in the *ending*.

*Question:* What do you believe to be a) the trigger incident and b) the climax of *Kimberley of Millpond*? Use the above definition and refer to specific points in the plot to prove your answer.

Answer in a good, persuasive paragraph.

### Script Writing

### "Time Travel"

Imagine that you can go back in time and join Kim and her friends in Millpond in 1956. When would you choose to enter the story? Write a dialogue between you and another character expressing your feelings. What would you like to say to her or him about the situation? Now, sit with a partner. Taking the roles of the characters, read both scripts aloud. Choose one to present to the class.

#### Sample Script

Sally (your name): (*approaching Kim in the school yard*) Hi Kim.

Kim: Oh hi.

Sally: (*in a very serious, low voice*) I heard what happened to Goldie. I just wanted to say I'm really sorry.

Kim: (*eyes welling up with tears, putting her head down*) Oh, thanks, but I really don't want to talk about it.

Sally: Okay. I just wanted to tell you how I felt.

Do you want to go to the dairy bar for an ice cream cone after school?

**Small Group Drama**

(Oral Culminating Activity)

**"Kimberley Vignettes"**

(This dramatic presentation may be presented to the class to review the novel or to the school as a play at an assembly.)

The class divides into 5 small groups. Each group is assigned approximately 30 pages. The groups must re-read their sections and decide which parts are most important for character, plot or theme (*author's message*) development. These parts will be made into scripts using dialogue and narration (action) from the story. (Don't try to do the whole thing or it will be too long.)

<i>Group 1: p. 1 – 31</i>	<i>"Kimberley" to "Edie's New Best Friend"</i>
<i>Group 2: p. 32 – 63</i>	<i>"Trapped" to "An Emergency"</i>
<i>Group 3: p. 64 – 94</i>	<i>"Town Gossip" to "An Early Christmas"</i>
<i>Group 4: p. 95 – 127</i>	<i>"Winter" to "An Invitation"</i>
<i>Group 5: p. 128 – 153</i>	<i>"Easter" to "Goodbye Millpond"</i>

The scripts must be written cooperatively and photocopied for each group member; then parts assigned evenly. The action should be blocked or planned out on the playing area (remembering to face the audience). A student may have one large part or several small parts, changing roles. Rehearse the lines and actions so everyone knows what to do when 'on stage'. Token costumes and props may be used to enhance the effect. Lines need not be fully memorized, but should be on cue cards. Whole scripts should not be visible. Remember to act or move about and look up at the audience, so you are not just reading your part.

## **Letter to the Author**

Authors love to hear from their readers and often write them back. When she was a girl, Bernice Thurman Hunter wrote to L. M. Montgomery, author of *Anne of Green Gables*, and the Hunter family cherishes the reply from the world famous author written in 1937. Bernice Thurman Hunter faithfully answered her fan mail. Readers from as far away as Sweden treasure those letters today.

Write a letter to the co-author, Heather Hunter, giving her feedback on the book. You can ask her questions about the characters, setting or events of the story, which are based on her childhood in the actual town of Millbrook. You may ask about the life and work of an author. Be sure to include your name and address so she can reply.

**or**

## **Author's Visit**

Ask your teacher to arrange an author's visit to your school. The co-author, Heather Hunter, the daughter of Bernice Thurman Hunter, gives a presentation on her mother's life and works. As well, she conducts a writer's workshop, so be prepared to do a short writing assignment on that day.

Sit with a partner and prepare a list of questions to ask her about the characters, setting or events of the book, or about the life of an author. Choose the best 5 questions. Try to think of ones that other students will not have. Don't show your questions to others, so they will be different.

**Writing a Book Review**

(Culminating Activity)

*A review is a report which gives the reader's personal (or professional) opinion of a work (a book, movie, play, performance). It is usually obvious from the start if the reviewer did or did not enjoy the work overall. A review must be brief, so the reviewer uses concise, definite, forceful language commenting only on the most noteworthy aspects of the work or its greatest strengths and weaknesses.*

Write a one page review of *Kimberley of Millpond*.

Have an introduction which clearly states your general opinion of the book.

State your main ideas and provide examples or quotes from the book to support them. Conclude with a strong overall statement recommending the book (or not). You may introduce the book's main characters and setting and comment on the writing style, but do NOT do a summary of the plot or give away anything important which would spoil the suspense for future readers.

After carefully proof-reading and revising your work, submit your review to your school or community newspaper. It may get published and you will be on your way to becoming a writer or journalist!



## GRAND FINALE

### The "How Do You Spell?" Spelling Bee

Pretend that you are preparing to be on Rex Horner's show, "How Do You Spell?" (*Kimberley of Millpond* p.131-136).

Divide the class into 5 small groups (of 4 or 5 students) with each assigned to one segment of the book. Each group will study the vocabulary lists from its segment. (You may want to use the same 30 page sections as the "Kimberley Vignettes" drama groups.) Be sure everyone in your group knows the spelling (and the meaning) of all of the words on those lists. (This may take more than one English class.)

Then next day, form jigsaw groups. Half of your group moves to the group next to you. You will teach the new members the vocabulary lists from your section and you will learn theirs. Be sure everyone in the group can spell all of the words before dividing again, exchanging group members. Continue jig-sawing until you have moved from group to group covering all of the vocabulary lists in the book. (This may take a week of English classes.)

Now you are ready to compete.

The class divides into 2 large groups or teams.

Each team lines up on either side of the room. The first person in the line is given a word to spell. If he or she spells it correctly, he/she stays standing. If she makes a mistake, then she must sit down. If everyone has to sit down, then the teams reform until all of the words from all of the chapters have been spelled. If someone is stuck, he may consult with one remaining teammate. If you want to make it really difficult in the deciding round between the last two contestants, require them to give the meanings of the words they spell. Keep going until the last person is standing alone. He or she will be declared the winner, *The Grand Speller!*

You may want to have prizes for the last person on each team.

Have someone in the class design a certificate, the "*How do you spell?*" Award, for "The Grand Speller". (You may want to present it at a school assembly!)

**However, everyone is a winner because everyone now has an expanded vocabulary! Congratulations to all contestants!**