



Alberta Teacher Resource Guide for Grade 7 – 9 Classrooms

The first book in the **Rings of Time** series sees teenager Emilie travel backwards in time to experience Canadian history firsthand. In book one, Emilie is transported from her family reunion in present-day Alberta to 1913, where she is thrust into the clutches of unsavoury men in a mail order bride convoy and married to a complete stranger. Day after day, Emilie faces tests of strength and character as she learns the harsh realities of early homesteading, not from a textbook, but as a way of life.

Historical fiction is a powerful genre that connects social studies and English language arts. **Rings of Time** adds time travel, a pinch of romance and a sinking ship to give you an engaging novel study that touches on immigration, the settlement of Western Canada, the impact of the Canadian Pacific Railway on Canada's growth and women's suffrage while providing your students with the opportunity to listen, speak, read, write, view and represent.

This educator's companion to **Rings of Time** contains Alberta curriculum-linked activity prompts and ideas, all inspired by the book and designed to engage your junior high students.

1. Moving to Canada

From the women in the mail order bride convoy to William and Kara to the large Yurev family, **Rings of Time** includes many different accounts of migrating to Canada. Adopt the point of view of any character in the book and describe your journey to Canada in the form of a diary entry.

Further Questions: Where is your family from? How and when did your ancestors travel to Canada? What motivated them to move to Canada? Have you ever visited another country? What modes of transportation did you use to get there?

General/Specific Outcomes: SS 7.2, SS 7.2.1, ELA 8.2.2, ELA 7.2.4, ELA 8.2.4, ELA 9.2.4, ELA 7.4.2, ELA 8.4.2, ELA 9.4.2

Skills and Processes: Historical thinking; Oral, written and visual literacy; Writing; Representing

Groupings: Individual

2. The Last Best West

In Chapter 15 (p. 180), Liam describes the reasons that he and Gabe decided to move from Scotland to Alberta. Using the Internet and books, research the strategies that were used by the Canadian government to encourage immigration from Europe. Design an advertisement or brochure that you think would have enticed people in the early 1900s to move to Western Canada.

Further Questions: Why do you think people want to live in Western Canada today? What strategies do the government use to entice people to immigrate to Canada today?

General/Specific Outcomes: SS 7.2, SS 7.2.5, ELA 7.1.1, ELA 8.2.2, ELA 9.2.2, ELA 7.2.3, ELA 8.2.3, ELA 9.2.3, ELA 7.3.1, ELA 7.3.2

Skills and Processes: Critical thinking and creative thinking, Historical thinking, Media literacy, Reading, Representing

Groupings: Individual, Whole class

3. Fact or Fiction

Historical fiction blends historical facts with invented characters, dialogue and other details. Identify three examples of fact and fiction in **Rings of Time**. Using the Internet and books, conduct further research about one fact and share your findings within your group.

Further Questions: How did the blend of facts and fiction in this book help you learn about another place or time? What differences exist between your life and the lives of the characters as described by the author? Any similarities?

General/Specific Outcomes: SS 7.2, ELA 7.1.1, ELA 8.1.2, ELA 9.2.2, ELA 7.3.2, ELA 7.4.3

Skills and Processes: Critical thinking and creative thinking, Listening, Speaking, Reading, Representing

Groupings: Individual, Small groups

4. Timeline of Events

Create a timeline for a section of the book. Use the top part of the timeline to record actual historical events and the bottom to record fictional events. What details has the author added to make the book interesting? How does the author's use of time travel impact the timeline of events?

Further Questions: What else was happening in Canada at the time that **Rings of Time** takes place? What was happening around the world?

General/Specific Outcomes: SS 7.2, ELA 7.2.2, ELA 9.2.2, ELA 7.2.3

Skills and Processes: Historical thinking, Writing, Representing

Groupings: Small groups

5. Rapid Change

At the beginning of the book, Emilie is thrust suddenly back in time to the year 1913. As a class, create a list of the challenges that she faces upon her arrival.

Further Questions: What would be the most challenging thing for you if you were transported suddenly to another time or place?

General/Specific Outcomes: SS 7.2, SS 7.2.3, ELA 7.2.2, ELA 9.2.2

Skills and Processes: Historical thinking; Oral, written and visual literacy; Speaking; Representing

Groupings: Whole class

6. All Aboard!

In Chapter 16 (p. 190), Liam and Emilie make a trip to Mountainview, a railway town in Southern Alberta, which springs into existence as the Canadian Pacific Railway lays track across Western Canada. Visit www.ringsoftimeseries.com/2017/11/14/all-aboard/ to view historical photographs of railway towns and railway workers. What details do you notice in the photographs? Imagine you are one of the people in one of the photographs. Write a letter home about what life is like in a fast-growing town.

Further Questions: Which towns in Western Canada were first established as railway towns? What is it like to live there today?

General/Specific Outcomes: SS 7.2.5, ELA 9.2.2, ELA 7.2.4, ELA 8.2.4, ELA 9.2.4, ELA 7.4.2, ELA 8.4.2, ELA 9.4.2

Skills and Processes: Historical thinking; Oral, written and visual literacy; Media literacy; Writing; Viewing

Groupings: Individual

7. Storyboard That

Visit www.storyboardthat.com or a different free storyboard creator tool to bring your favourite scene from **Rings of Time** to life. Be sure to include captions, speech bubbles and other comic elements. Print your storyboard and, as a class, assemble them in order to create a graphic version of **Rings of Time**.

Further Questions: What details have you added to make the story more interesting?

General/Specific Outcomes: ELA 8.2.1, ELA 9.2.1, ELA 7.2.3, ELA 8.4.3

Skills and Processes: Media literacy, Listening, Speaking, Representing

Groupings: Individual, Whole Class