

When the

When the River Calls

A Novel Study

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Sequel to
*When Lightning
Strikes*

COMPLETE UNIT (NOTES & ACTIVITES)

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SECTION II: CULMINATING ACTIVITIES

Section I

ONGOING ACTIVITIES

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Note to the Teacher: If you would rather have students make a separate travel diary that that can be put together as a booklet, you can omit the travel diary pages from Section I, and print and photocopy the diary pages from Section II instead.



WHEN THE RIVER CALLS

Getting Started

Fill in the following organizer with information about the novel.

1. Title: _____
2. Author: _____
3. Publisher: _____
4. Publishing Date: _____
5. Number of Pages: _____
6. Number of Chapters: _____
7. This is the second novel in a series. The novel continues to follow the lives of the main characters from the first book; however, it is not necessary to read the first book to understand *When the River Calls*. What is the name of the novel series? _____
8. Name of Hugh Alan Smith's other novel in the series: _____

FRONT COVER

1. What does the front cover illustration show? _____

2. Does the front cover make you want to look further to see what the novel is about? _____
Why or why not? _____

BACK COVER

1. Read the back cover summary. What can you find in it that makes the book sound interesting?

2. Look at the back cover. To create interest, publishers will often include endorsements of praise for a writer's work. Copy the endorsements, or the most important parts of them on the lines below.

CHAPTERS 1 - 5

CHARACTERIZATION

Characters are who the story is about. We learn about them in two ways.

1. Dialogue (what they say)
2. Action (what they do)



ACTIVITY

As the novel progresses, you will meet the characters in the box below. As you do, fill in the character chart. Tell which chapter the character is introduced, and what the character is like. You may need to modify your chart later. Do not do CHARACTER TYPE yet. You will come back to it later.

Hannah Stahl	Checkela Stahl	Paul Wipf
Harry Orman	Sannah Basel	Captain Anders
Pearl Tate	Carson Tate	Buckskin Man

CHARACTER TRAITS

boastful	crude	generous	loyal	selfish
bossy	cruel	gentle	manipulative	sharp-witted
calm	daring	helpful	patient	shy
careless	dependable	honest	polite	stubborn
charming	determined	hot-headed	quarrelsome	tough
conflicted	dreamy	impulsive	quiet	understanding
confused	dull	intelligent	reasonable	unkind
contented	fearful	jolly	reckless	wise
courageous	forgiving	kind	relaxed	witty
cowardly	friendly	lazy	rude	unreliable

CHARACTER	CHAPTER INTRODUCED	CHOOSE CHARACTER TRAITS FROM THE LIST ABOVE TO TELL WHAT EACH CHARACTER IS LIKE (WRITE SMALL, SO YOU CAN ADD TO IT)	CHARACTER TYPE	
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic
			Flat	Static
			Round	Dynamic

CHAPTERS 6 - 10

FIGURATIVE LANGUAGE

Figurative language is when words are used in a way that is not literally accurate in order to create a special meaning or effect.

Study the figurative language chart below to learn the names of six kinds of figurative language.

FIGURE	DEFINITION	EXAMPLE
Simile	A simile is a comparison between two unlike things that have something in common. A simile always uses the words <i>like</i> or <i>as</i> to make the comparison.	P. 39. <i>Then it raised an arm, pointing at me like the specter of doom.</i> P. 52. <i>I'm hungry as a baby bird.</i>
Metaphor	A metaphor is a comparison of two unlike things that have something in common. The comparison does not use <i>like</i> or <i>as</i> . Instead, it says that one thing <i>is</i> something else.	p. 36. <i>...the rafters above me were pillars of black night.</i>
Personification	Personification is when the author speaks of an idea, object, or animal as if it were a person.	P. 36. <i>The sun hooked a tentative fingernail over the edge of the horizon.</i>
Irony	Irony is saying one thing, but meaning the opposite.	P. 42. <i>"I can see you'll be a lot of help," I said sarcastically. (She really means he'll be no help at all.)</i>
Hyperbole	Hyperbole is an exaggeration, usually to make a point.	P. 38. <i>What I saw stopped me dead in my tracks. (She wasn't really dead.)</i>
Litotes	Litotes is a deliberate understatement of something the reader knows could really be said in a stronger way.	P. 134. <i>We came to see how you're doing, Paul. (Actually, she loves him, and was afraid he was in trouble.)</i>

ACTIVITY



Now You Try. Go to the novel pages listed in the chart below and find sentences containing the figures of speech requested. Write the sentences in the space provided.

FIGURE	PAGE	SENTENCE
Simile	37	_____ _____
Simile	40	_____ _____

FIGURE	PAGE	SENTENCE
Simile	41	<hr/> <hr/>
Simile	42	<hr/> <hr/>
Metaphor	25	<hr/> <hr/>
Personification	36	<hr/> <hr/>
Personification	37	<hr/> <hr/>
Personification	38	<hr/> <hr/>
Personification	43	<hr/> <hr/>
Hyperbole	39	<hr/> <hr/>

POINT OF VIEW

Point of view refers to which character the author uses to tell the story.

First Person Point of View: This is when the author writes as if s/he is a character in the story. First person can be recognized because the narrator uses the word "I". For example, *"I walked into the room, and discovered a dead body. Yelling in fear, I jumped out the window and ran!"*

Second Person Point of View: This is when the narrator speaks directly to the reader. For example, *"You walk into the room, and discover a dead body. Yelling in fear, you jump out the window and run!"* This point of view is hardly ever used in fiction.

Third Person Point of View: This is when the narrator is not actually in the story, but tells it as if looking over the whole thing from the outside. *"George walked into the room, and discovered a dead body. Yelling in fear, he jumped out the window and ran!"*

ACTIVITY



1. Tell which point of view the author uses to tell the story in *When the River Calls*.

2. Which character is the one who tells the story? _____

3. **Retelling:** Sometimes a story will be different if it is told from a different character's point of view. For instance, the scene in Chapter 12 in which Harry Orman staggers down to apologize to Hannah and Checkela, and stops the steamboat for them, is both frightening and absurd when seen from Hannah's point of view. If Harry were to tell the story, there would be nothing frightening in it. Harry might be feeling ill from drinking too much, and he might be worrying about what kind of impression he is making on the pretty girl. He might also be wondering what the silly kid is doing putting his hands in the air.

Retell the scene from Harry's point of view, as if he is the narrator. Notice how this changes the feel of the scene. Be sure to include some of what Harry is thinking and feeling.

FLASHBACK

Flashback is a storytelling technique used to show events that have happened before. It can be done through narration or dialogue. Below are four uses of flashback:

1. In a sequel it can remind the reader of something that happened in an earlier novel.
2. It can let one character bring another character up to speed on what has happened somewhere else in the story, or before the story has begun.
3. It can let the narrator tell the reader what has just happened when the author does not want to make it into its own scene. This helps keep the story moving forward quickly.
4. It can give information or background that helps the reader understand a setting (like the town of Fort Benton), a character (like Carson Tate) or a situation.

ACTIVITY



In the Flashback Type column, circle A, B, or C to show when the flashback took place. Then tell what the flashback is about.		
PAGE & CLUE WORDS	FLASHBACK TYPE	WHAT THE FLASHBACK IS ABOUT
14 only six years	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	Hannah is remembering the funeral of Paul's parents, who were killed in Russia. She remembers that it was awful, and that Paul had blamed God for what had happened. Paul had also blamed himself.
15 adopted	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	<hr/> <hr/> <hr/>
20 five days	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	<hr/> <hr/> <hr/>

<p>22 Russia</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>33 ship</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>54 The run- in</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>96 had locked the cook</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>125 fifteen men</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>140 I was out</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>
<p>141 A few years ago</p>	<p>A B C</p>	<hr/> <hr/> <hr/> <hr/>

FIGURE	PAGE	SENTENCE
Metaphor	143	<hr/> <hr/>
Metaphor	151	<hr/> <hr/>
Personification	150	<hr/> <hr/>
Irony	152	<hr/> <hr/>
Irony	159	<hr/> <hr/>
Hyperbole	151	<hr/> <hr/>
Hyperbole	152	<hr/> <hr/>
Litotes	144	<hr/> <hr/>
Litotes	146	<hr/> <hr/>

CHAPTERS 36 - 40

TRAVEL DIARY



6.



Dear Diary,

Horizontal lines for writing a diary entry.

SETTING

Two categories of setting are:

- 1. **Geographical Setting:** This is where the story takes place. Depending on how specific the author makes it, it can be identified by such places as country, city, rural area, or even a particular building or a room in a house.
- 2. **Chronological Setting:** This is when the story takes place. Depending on how specific the author makes it, it can be identified by such time periods as a century, decade, year, month, day, or even a few hours within a day.

Setting is important because it affects how the characters will act. For instance, a story about a person trying to survive in a storm on a mountain cannot be the same story in the middle of a city. Because setting affects how people act, stories that take place on a Hutterite colony, or in a university, or in a drug den, or on a western ranch, or in the middle of a city, will have to be different from one another. Also, a story that takes place in modern times will have to be different, in some ways, than one that takes place long ago.



CHRONOLOGICAL SETTING: As a class, **DISCUSS** how a modern setting, with modern methods of communication and travel, would change *When the River Calls*. What are the modern differences? What plot changes would be needed so the story would still work?



ACTIVITY

In the chart, describe each of the settings found in *When the River Calls*.

CHRONO- LOGICAL SETTING	CHRONOLOGICAL SETTING DESCRIPTION
	<hr/> <hr/> <hr/>
GEO- GRAPHICAL SETTINGS	GEOGRAPHICAL SETTING DESCRIPTIONS
 <p data-bbox="207 1035 406 1062">Split Rock Colony</p>	<hr/> <hr/> <hr/>
 <p data-bbox="199 1278 414 1333">On Board the Silver Mist</p>	<hr/> <hr/> <hr/>
 <p data-bbox="240 1518 373 1545">Fort Benton</p>	<hr/> <hr/> <hr/>
 <p data-bbox="220 1770 393 1797">The Tate Ranch</p>	<hr/> <hr/> <hr/>

3. Static: Static characters can be **either flat or round**, but what makes them static is that they do not change in the story. The way they are at the beginning is how they are at the end. They have not learned lessons that change the way they act or think.

4. Dynamic: Dynamic characters are characters who change during the story. By the end, they are different than they were at the beginning. They may have learned something that changes the way they think or behave. The change can be good or bad. For instance a character who is prejudiced against a certain race of people might learn to value them as fellow human beings. Or maybe a person who has lots of fun and loves life could be turned into a sadder, quieter person because of some bad things that happen.

ACTIVITY



Consider the characters you have placed in the Character Traits chart on page 5. Go back, and for each character circle either flat or round, as well as either static or dynamic. Your teacher may suggest that you do this as a class activity with discussion. Hint: check your character trait column for clues.

CHAPTERS 46 - 50

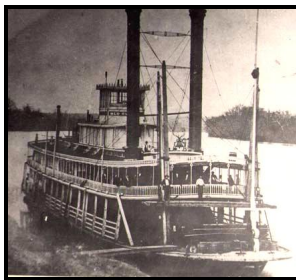


CHARACTER TRAITS: Return to the Character Traits chart to add or update characters and traits.

TRAVEL DIARY



7.



Dear Diary,

Handwriting practice lines consisting of ten horizontal lines for writing.

PLOT AND CONFLICT

Plot is the events that happen in a story. Plot is more about *what* happens than *why*.

One way to study plot is to look at **conflict**, because without conflict there cannot be much story. Conflict puts the **protagonist** against an **antagonist**.

Protagonist: This is the main character. This is the character who the story follows as he/she tries to accomplish a goal. The protagonist can be either good or evil.

Antagonist: This is the force that goes against the protagonist. An antagonist can be a person, society, or even something in the protagonist him/herself (like alcoholism or uncontrolled anger).

Three ways to name **Conflict**:

- **Person vs Person** (sometimes called *man against man*)
 - This is when another person is against the protagonist.
- **Person vs the Environment** (sometimes called man vs environment)
 - This is when nature (like storms), or society, or even fate is against the protagonist.
- **Person vs Him or Herself** (sometimes called man vs himself)
 - This is when the character is fighting something within him/herself, such as jealousy, alcoholism or anger. It could even be about someone who struggles to make decisions, and never gets anything done.

Four types of **Conflict**:

- **Physical** (as in a fight)
- **Mental** (to do with thinking, as in a game of chess, or trying to solve a mysterious crime)
- **Emotional** (Wrestling with feelings)
- **Moral** (As in trying to decide what is right or wrong, and whether to do right or wrong)

ACTIVITY



IN THE COLUMNS AT RIGHT, PRINT THE CORRECT LETTERS TO MATCH THE CONFLICT DESCRIBED. THE FIRST ONE IS DONE.	A. Person vs Person B. Person vs Environment C. Person vs Him/Her-Self	A. Physical B. Mental C. Emotional D. Moral
In Chapter 10 Checkela fights with Harry Orman.	A	A
In Chapter 48 Pearl is pinned underwater and fighting for her life.		
In Chapter 50 (p. 227/228) Hannah explains about lying to Paul about Lorenz Hofer. The lying conflict is...		
In Chapter 50 (p.226) Hannah blurts out her struggle over wanting Paul & being willing to let him go.		
In chapters 29 & 33 Hannah has trouble with cactus spines.		
In chapter 2 Hannah and her father disagree about whether or not someone should search for Paul. They each give reasons for their opinions.		

THEME

Theme is an **insight or idea about life** that the author examines in the story. Stories in which the themes are important are called **interpretive fiction**.

As an example, let's say an author writes a story about someone who is friendly and clever, but who lies all the time. The character might be very bright and successful; however, people eventually get fed up with the lying. Maybe the character ends up with no friends, and no job. The theme of such a story might be that even though lying can help a person get what she/he wants for a while, it leads to unhappiness and ruin.

Some themes running through *When the River Calls* deal with the treatment of Native people in early America, the harmful effects of abusing drugs and alcohol, the importance of faith to the Hutterites, Hutterite pacifism, and whether God can be trusted for guidance in life.

Not all stories have a **theme**. Some are written strictly for entertainment, and do not examine the concerns of real life. For example, some horror stories might be written just to give the reader a scare. An adventure story might be full of adventure and nothing more. Some mysteries are written only for the entertainment of catching a crook. Stories with no theme are called **escape fiction**. All interpretive fiction has a theme; only some escape fiction has a theme.

ACTIVITY



People use the word *love* in many ways, and there are different kinds of love. Some of them are:

- **Romantic love** (between two people who might eventually wish to marry)
- **Brotherly or Sisterly love** (between family members or friends)
- **Parental love** (how a mother or father loves a son or daughter)
- **Community love** (how people in a community may love and help one another)
- **God's love** (how God loves people)

All of these kinds of love appear in the novel, and the characters often struggle with feelings about them. In the novel, look up the examples of love given below and give your opinions in the spaces provided.

1. In chapter 54 (p. 245) Carson Tate says to Pearl, "You know how I love you. You'll be happier at home." What do you think of Carson Tate's kind of fatherly love?

2. **In chapter 43** (p. 199) Judge Tattan assures Pearl he will not let Carson hurt her. He tells her about his own daughter, and says, “A man's daughter should be as precious a thing as his heart can hold. If she isn't, he doesn't deserve her.” What does Judge Tattan mean? What is your opinion about this kind of fatherly love?

3. **In chapter 45** (p. 208) Hannah finally lets love defeat her jealousy, and says to Pearl, "I will love you, Pearl... always, as a friend, I will love you." If Hannah is expressing sisterly love, what does it mean? How does a person show it?

4. **In chapter 46** (p. 210) Pearl tells Hannah, "I love Paul, but not that way." What does Pearl mean. What kind of love does she have for Paul?

5. **In chapter 55** (p. 251), Hannah tells about the colony people “ [e]nveloping [Pearl] with love, the love of family and of home.” What does this demonstration of love say about the Hutterite people?

6. **As you may have noticed**, one theme in the novel is whether love -- real love -- is *selfish* (putting oneself first) or *selfless* (putting the other person first). In chapter 27 (p. 128) Hannah wonders, “Did I know anything about real love myself? [...] Maybe I was too stubborn and proud to know God's true love.” Explain what happens that shows Hannah has learned not to be selfish about love.

7. **In Chapter 55** (p. 252) Hannah comments on looking into Paul's eyes. She says, “I saw peace, and the reflection of my love.” What kind of love is Hannah talking about here?

Section II

CULMINATING ACTIVITIES

This section provides activities that can be used either in addition to, or instead of, the ongoing activities in Section I.

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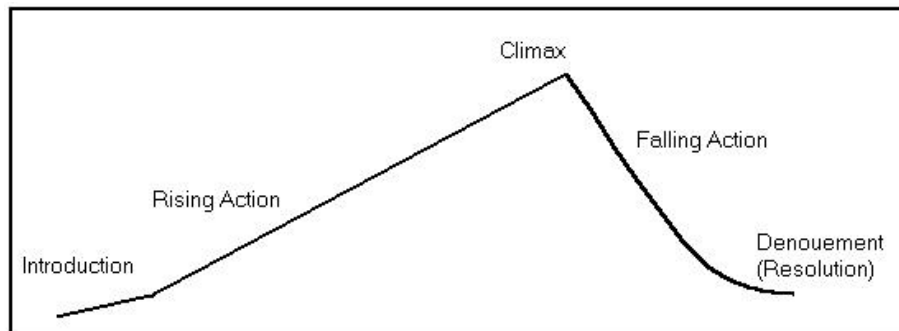
PLOT DIAGRAMS

Stories usually follow a pattern that can be shown in a diagram. The three parts of the plot diagram are

- **Exposition:** This is the introduction to the story. The reader finds out what is going on, and who the characters are.
- **Rising Action:** This is where the problems develop. The action gets more interesting and the problems get bigger.
- **Climax:** This is the point of the story where the emotional feelings are highest, or where the conflict peaks.
- **Falling Action:** When the action slows down, and events lead to the outcome of the conflict. Often this is not needed if the story ends right after the climax.
- **Denouement** (or Outcome): This is the closing off of the story, when everything is explained. All the loose ends are wrapped up and the reader finds out whether the protagonist wins or loses the conflict.

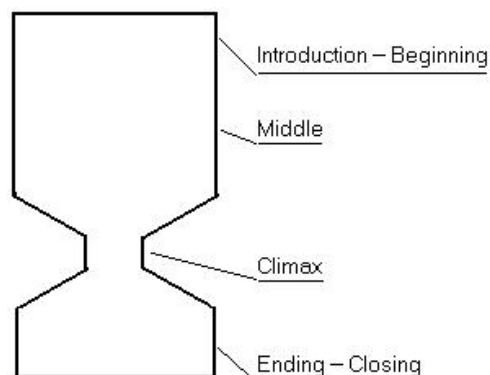
PLOT DIAGRAM 1: CLIMBING THE MOUNTAIN

The plot diagram is like a mountain climber. The exposition is the climber getting ready. For the rising action, the climber is going up the hill. The top of the hill is the climax. Then the climber falls off a cliff. This is the falling action. The denouement is when the climber hits the bottom, and it is all over.



PLOT DIAGRAM 2: THE BOTTLENECK SHAPE

This is a simpler diagram. Every story must have three parts: a **beginning**, **middle** and **end**. It also has a climax, the point of highest interest, when the problems come to a head. This is usually just before the ending.





ACTIVITY

A. For each of the plot diagram questions below, find one scene from the story. Tell what happens, what page it is on, and why it fits the part of the plot diagram listed.

1. **INTRODUCTION** (Page _____): _____

2. **RISING ACTION** (Page _____): _____

3. **CLIMAX** (Page _____): _____

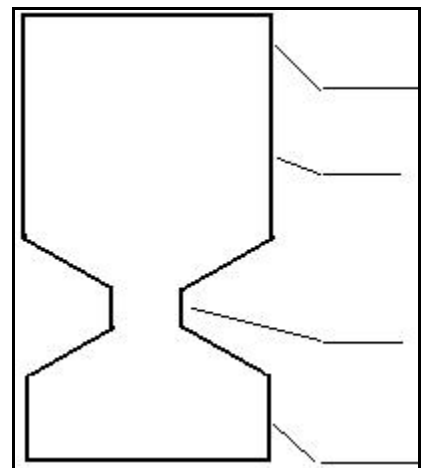
4. **FALLING ACTION** (Page _____): _____

5. **DENOUEMENT** (Page _____): _____

B. Fill in the blanks on the bottleneck plot diagram.

Place each of the following events on the bottleneck diagram, by letter.

- a. Hannah sits in a cactus patch.
- b. Carson Tate's gun points at his own daughter's chest.
- c. Paul and Hannah are together and in love at Split Rock colony.
- d. Checkela talks to Hannah, right after the funeral, about Paul being gone.

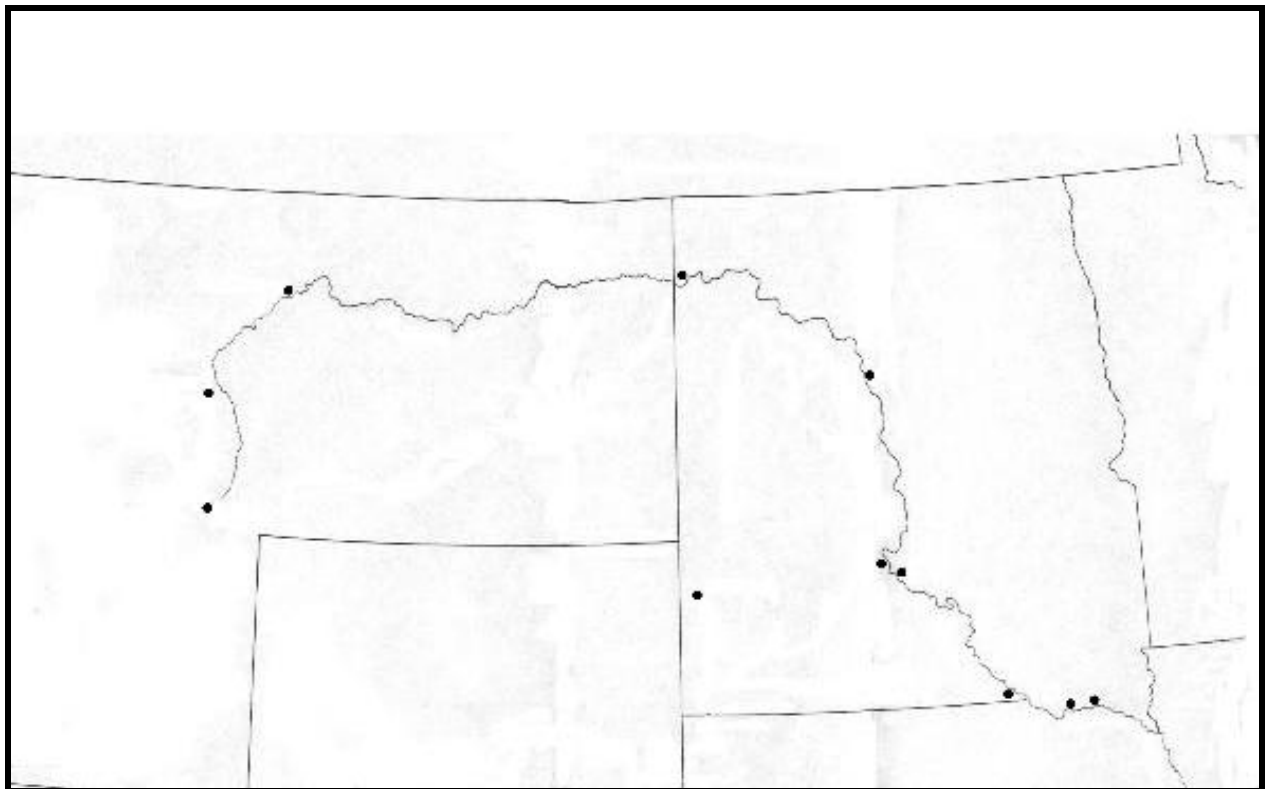


MAPPING THE SETTING



Compare the map below to the map inside the cover of *When the River Calls*. Complete as follows:

- Label the map with an appropriate title.
- Trace the Missouri River with a blue crayon. Label the Missouri River.
- With small, neat lettering, print the names of the forts and cities beside the dots on the map. Be sure to include Split Rock Colony.
- Make a dot for Fort Whoop-up, in Canada, and label it.
- With a brown crayon, draw the Whoop-up trail.
- With a purple crayon, draw the borders of the Blackfoot Reservation. Label the reservation.
- With a black crayon, draw the border between the Montana and Idaho Territories.
- This map looks kind of plain compared to the one in the novel. Try to find other ways to dress it up a bit so that it looks more professional.





FACT OR FICTION?

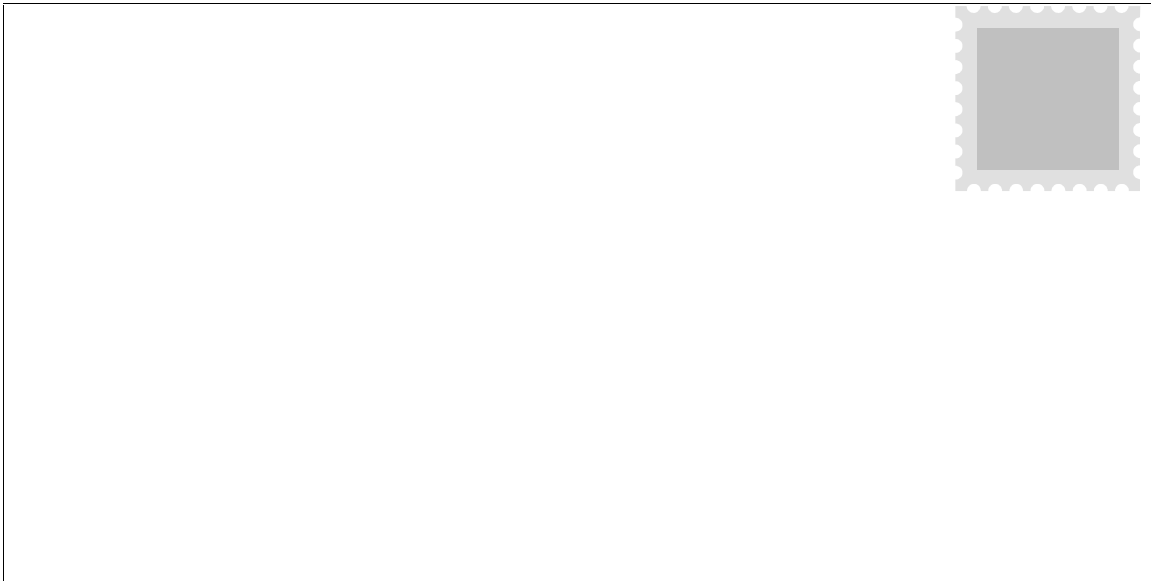
When the River Calls is an historical novel. Historical fiction is a blend of real people and events *researched* by the author, and fictional people and events *invented* by the author. Sometimes it is difficult to know which parts are true, and which are made up. The afterword in *When the River Calls* contains a section called *Fact or Fiction*. Refer to this section to answer the questions below. On the lines below, write either *fact* or *fiction*.

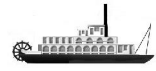
1. _____ **Michael Waldner, the minister at the Hutterite colony.**
2. _____ **A place named Split Rock Colony.**
3. _____ **The *Far West* steamboat (mentioned on page 174.).**
4. _____ **The sinking of the steamboat *Sundown*.**
5. _____ **Sheriff John Healy.**
6. _____ **The story about Judge John Tattan's dented belt buckle.**
7. _____ **Frank, the barman at the *Break of Day* saloon.**
8. _____ **The *Break of Day* saloon.**
9. _____ **The Cypress Hills Massacre.**
10. _____ **Hannah Stahl.**
11. _____ **The shooting of the Indian boy at the Tate ranch.**
12. _____ **The part where it says that many Native people did get shot around Fort Benton.**
13. _____ **The steamboat *Key West* (mentioned on page 161).**
14. _____ **The Teton River in Montana.**
15. _____ **Ben Crane, the tavern owner in the town of Bon Homme.**



LETTER TO A FRIEND

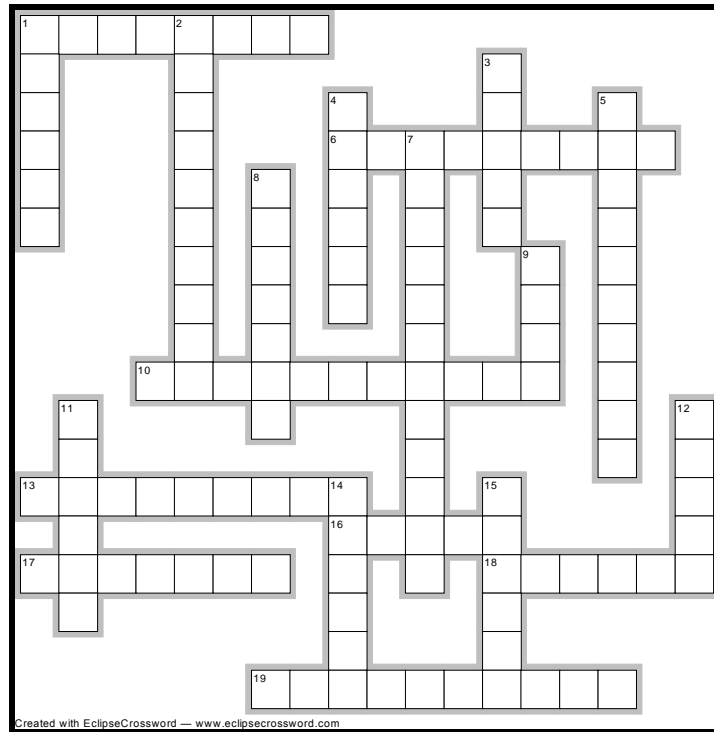
Imagine that you have just finished reading the novel. **Write a letter** about it to a friend. Check out proper envelope format, and address the envelope. Don't forget your return address. Draw a picture in the space for the stamp, and write in the proper amount for postage. In the box below the envelope, **draw a picture** for your friend of your favourite character doing something from the novel. Then write your letter on the next page. In your letter, include the following: **1.** A brief story summary. **2.** Your favourite part of the book. **3.** Whether or not you recommend it as good reading.

A large, empty rectangular box with a thin black border, intended for drawing a picture of a favorite character from the novel.



HUTTERITE VOCABULARY CROSSWORD ACTIVITY #1

Use the *Glossary of Hutterisch Words and Phrases* at the back of the novel to solve the puzzle. Where chapter numbers are given, you may have to find the words in the novel text first.



Created with EclipseCrossword — www.eclipsecrossword.com

Across

1. Angry and embarrassed, Hannah shouts this at Paul. (2 words, chpt. 45)
6. Hannah says filthy language belongs here. (chpt. 15)
10. Hutterites who live on their own instead of joining a colony.
13. The name of the colony horse.
16. Both Hannah's mother and Paul call Hannah this name to show affection.
17. "I know." (2 words)
18. "Bist du _____?" (crazy)
19. Doomsday (2 words)

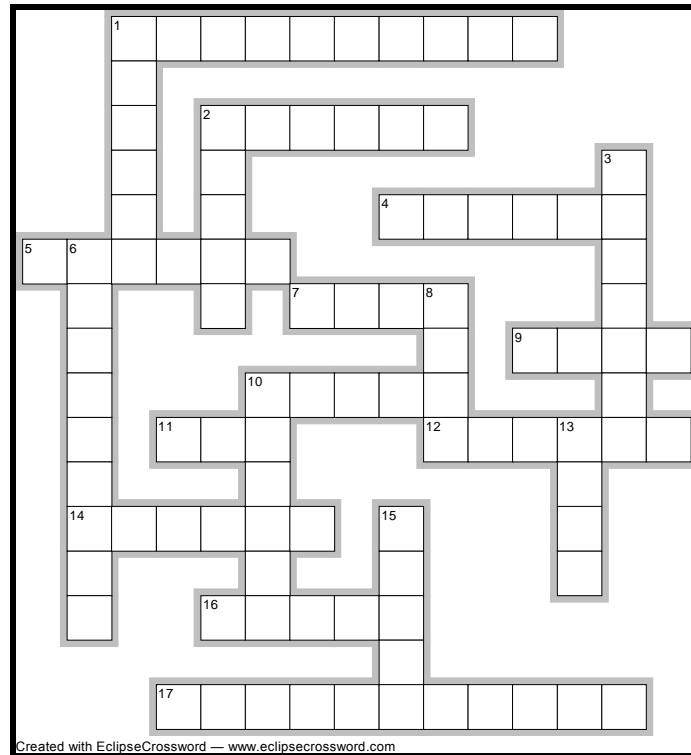
Down

1. "Vos host du _____?" (chpt. 29)
2. Someone who is not Hutterite.
3. What Pearl says when she asks the Hutterites to pray.
4. Use it to make something sweet.
5. Both Paul and Checkela ask Hannah this question. (3 words, chpt's. 21, 48)
7. Someone who takes off and leaves the colony. (chpt's. 11.15.19)
8. Checkela's opinion of Paul's arrest. (chpt. 41)
9. Paul says the Hutterite language is this. (chpt. 32)
11. A word Checkela uses to refer to the buckskin man. (chpt. 14)
12. A grown up male.
14. This item causes a panic in chpt. 55.
15. What Checkela insist he is NOT in chpt. 29.

HUTTERITE VOCABULARY CROSSWORD ACTIVITY #2



Use the *Glossary of Hutterisch Words and Phrases* at the back of the novel to solve the puzzle. Where chapter numbers are given, you may have to find the words in the novel text first.



Created with EclipseCrossword — www.eclipsecrossword.com

Across

1. A name meaning the Hutterite language.
2. Hannah tells Checkela to shut his big fat _____. (chpt. 28)
4. Messenger from heaven (with wings).
5. What Hannah calls the woman married to her Fater.
7. "Er _____." (He's lying.)
9. What Hannah says when the cactus "hurts" and when the kiss "hurts."
10. What Paul says Harry does all the time. (chpt. 37)
11. A word of agreement.
12. Hannah should not go outside without wearing this.
14. A word for the Hutterite community.
16. What Checkela wears on his head. (chpt. 8)
17. Dumpling head (2 words)

Down

1. Where the characters hope to go when they die..
2. What Hannah calls the man married to her Mueter.
3. Checkela accuses Hannah of being this. (chpt. 6)
6. "Er _____!" What someone shouts about Carson Tate in chpt. 55.
8. Who the Hutterites pray to.
10. Checkela says this to Hannah when he doesn't want her telling about his "fight" with Harry. (chpt 34)
13. "He is a pain in the _____."
15. Aunt

FURTHER RESEARCH



HISTORICAL NEWSPAPER REPORTS - NATIVE TROUBLES

The novel mentions several historical incidents involving Native people, all of which occurred close to the time of the story. Choose one topic from the list below and find out more information about it.

Write a newspaper report to let your readers know what the story is about. Places to find information might include the encyclopedia, textbooks, and the internet.

Note to the Teacher: If your students do not have access to the internet, the sites below contain good information that you can quickly and easily print for them.

CUSTER DIES AT LITTLE BIG HORN. CHIEF SITTING BULL ESCAPES TO CANADA



Sitting Bull

The photo at left is from the PBS website. Click on the link to find a good article on this topic.

http://www.pbs.org/weta/thewest/people/s_z/sittingbull.htm

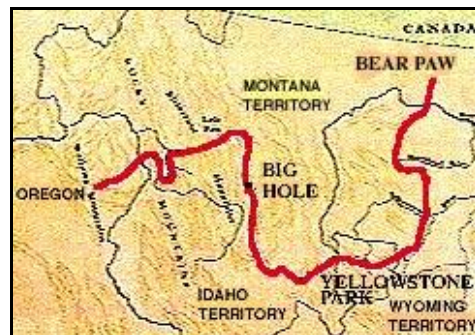
CHIEF JOSEPH'S RETREAT: ARMY FIGHTS NEZ PERCÉ ACROSS U.S.



Chief Joseph

The photo at left, and map, is from the PBS website. Click on the link to find a good article on this topic.

http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm



Map of Chief Joseph's Retreat

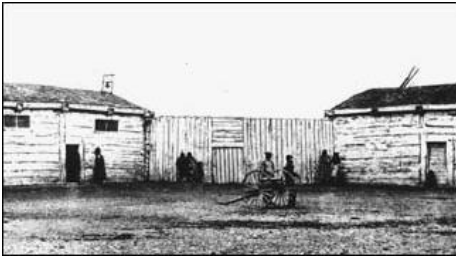
AMERICANS MURDER CANADIAN NATIVES: NWMP COME WEST

NWMP at Fort Walsh

The photo at left is from the Mysteries of Canada website below. Click on the links for more information on this topic.

http://www.mysteriesofcanada.com/Saskatchewan/cypress_hills_massacre.htm

http://en.wikipedia.org/wiki/Cypress_Hills_Massacre

AMERICAN WHISKEY TRADERS WHOOP IT UP IN CANADA

Fort Whoop-up

The photo at left is from the March West website about the NWMP. Click on the link for more information on this topic.

<http://www.rcmpmarchwest.com/eng/history/places/Whoop-up/>

ART CONNECTION 1



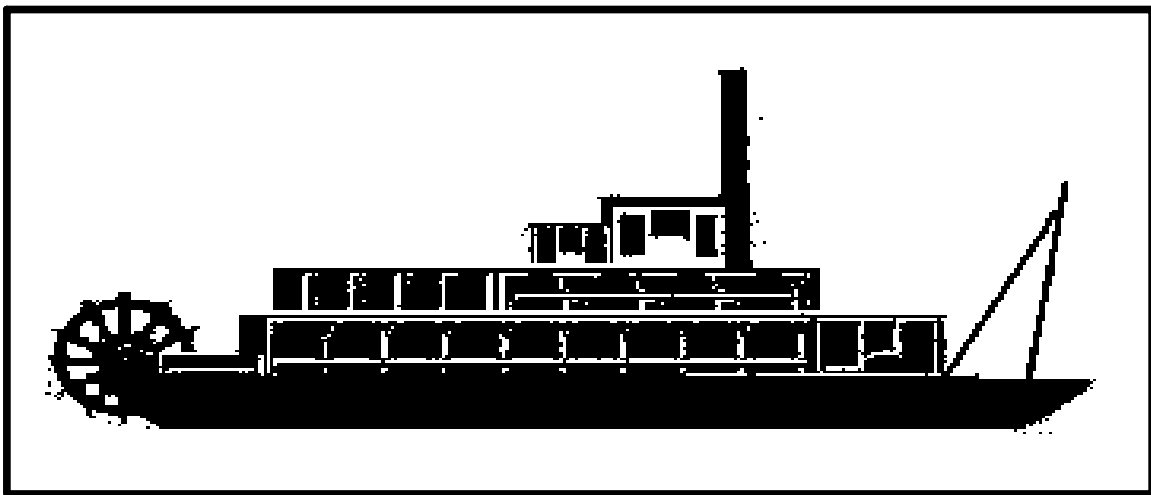
STEAMBOAT SILHOUETTE

Materials

- White art paper (8.5 x 11 or larger)
- Watercolour paint, brushes, etc.
- Black construction paper
- School glue or glue sticks

Directions: Do a watercolour wash in warm sunset colours. Paint different coloured bands *across* the entire paper. Experiment with blending the colours, but be careful not to mix them excessively. Set aside to dry.

Cut out black paper to represent the river. Glue this along the bottom of the sunset wash. Do not go too high on the page. Draw a steamboat silhouette on black construction paper. Glue it just at the top of the river. Use white paint or crayon for contrast as shown on the illustration and student examples. For extra interest, add smoke from the stack, and a few birds in the sky.



See appendix for student examples of Art Connections One and Two.

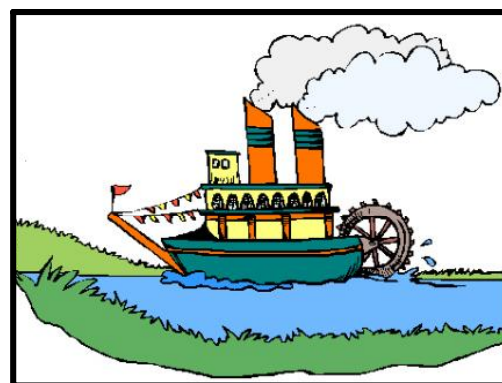
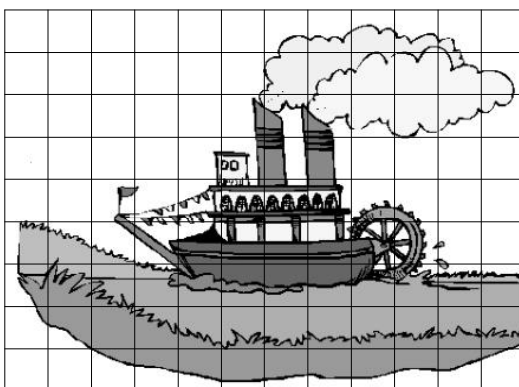
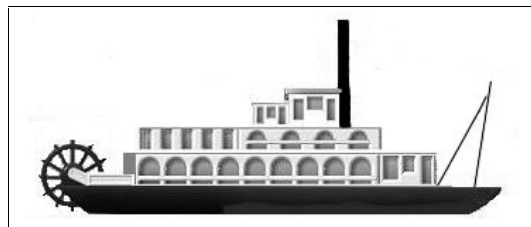
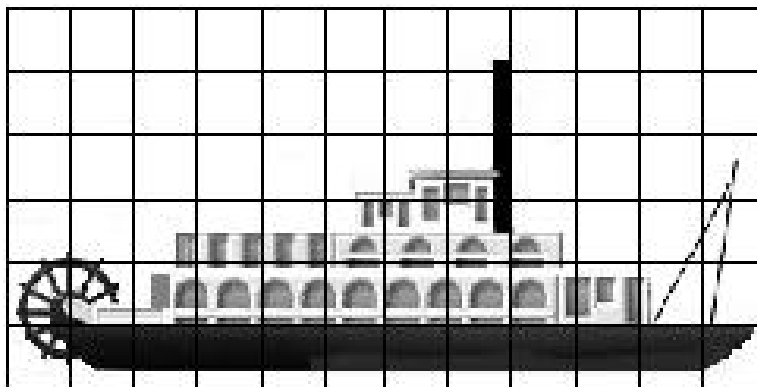
ART CONNECTION 2



STEAMBOAT GRID ART

Below are two steamboats drawn onto a grid. In the unit **Appendix** you will find a larger grid. Use it to draw your own copy of a steamboat. If you pay careful attention to how the drawing corresponds to the grid squares, you should be able to draw a very close copy. Colour your drawing to make it look better. Sometimes the grid makes it hard to see the lines on the drawing. To make it easier to see, a drawing without a grid has also been included.

Optional Experiment: Try making the drawing on a grid made of rectangles instead of squares. This will change the look of the steamboat.



APPENDIX

STUDENT SAMPLES: ART CONNECTION 1

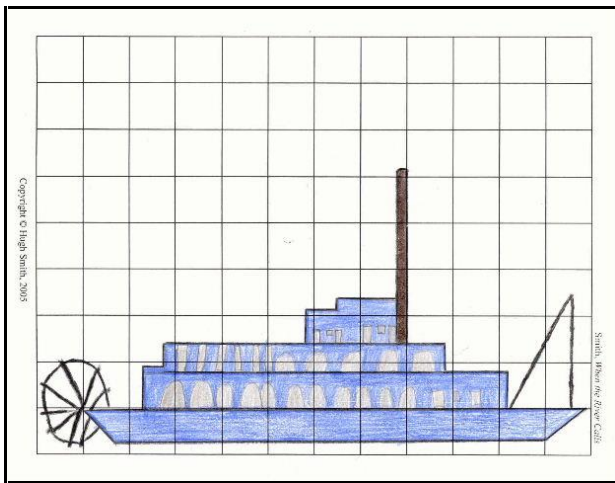


By A.P.M., Grade 4

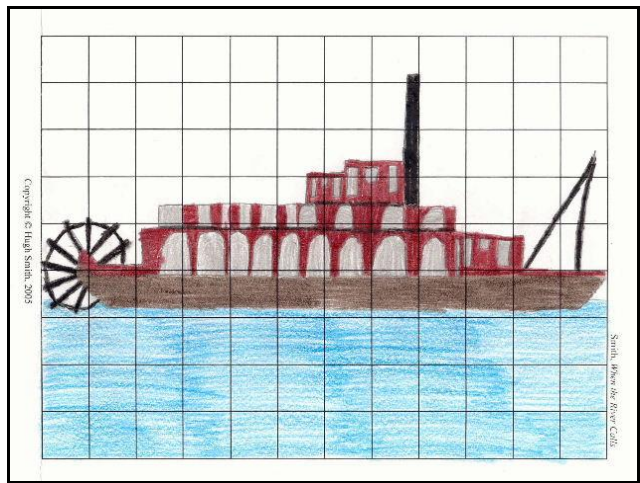


By J.B.W., Grade 6

STUDENT SAMPLES: ART CONNECTION 2



By J.B.W., Grade 3



By L.B.W., Grade 5

WHEN THE RIVER CALLS FICTION QUIZ

Name _____

Date _____

For the multiple choice questions, circle only the *letter* of the correct answer.

1. When was this novel published?
 - a. 1867
 - b. 1954
 - c. 1999
 - d. 2004

2. What is the geographical setting of this novel?
 - a. Mostly in Canada at along the Red Deer River
 - b. Mostly along the Missouri River, U.S.A.
 - c. the eighteen hundreds
 - d. the nineteen hundreds

3. What is the chronological setting of this novel?
 - a. Mostly in Canada at along the Red Deer River
 - b. Mostly along the Missouri River, U.S.A.
 - c. the eighteen hundreds
 - d. the nineteen hundreds

4. From whose point of view is the story told?
 - a. Paul's
 - b. Checkela's
 - c. Pearl's
 - d. Hannah's

5. Who is the protagonist in the story?
 - a. Paul
 - b. Buckskin
 - c. Harry
 - d. Hannah

6. Who is the main antagonist in the story.
 - a. Paul
 - b. Buckskin
 - c. Harry
 - d. Hannah

7. Hannah is sometimes mixed up, and is unsure if she is doing the right thing by going after Paul. This is an example of which kind of conflict?
 - a. man vs. man (person vs. person)
 - b. man vs. himself (person vs. him/herself)
 - c. man vs. the environment (person vs. the environment)

8. When the Buckskin man comes after Hannah, which kind of conflict is Hannah worried about?
 - a. physical
 - b. mental
 - c. emotional
 - d. moral

9. At the beginning of the novel, Hannah usually wants to do things her own way. At the end of the novel, she is more likely to relax and try to do things God's way. What kind of character is she?
 - a. static
 - b. dynamic
 - c. nice
 - d. young

10. Captain Anders pretty much always acts in the same way. He is kind and calm, and does not seem to have good and bad moments the way most real people do. He doesn't act in surprising ways, the way a real person would. What kind of character is he?

- a. flat
- b. round
- c. kind
- d. handsome

11. This story is told by one of the characters in the novel. This means the story is told in the

- a. first person point of view
- b. second person point of view
- c. third person point of view
- d. needlepoint of view

TELL WHICH PART OF THE PLOT DIAGRAM THE FOLLOWING SITUATIONS IN THE NOVEL REPRESENT

1. When Carson Tate shows up at the colony, threatening to shoot someone, and demanding that Pearl goes with him:

- a. introduction (or exposition)
- b. rising action
- c. climax
- d. denouement (or resolution)

2. When we find out there is a funeral for Sannah, and Paul is missing:

- a. introduction (or exposition)
- b. rising action
- c. climax
- d. denouement (or resolution)

3. When we find out how things work out at the end between Hannah and Paul:

- a. introduction (or exposition)
- b. rising action
- c. climax
- d. denouement (or resolution)

4. When Paul gets taken to jail in Fort Benton:

- a. introduction (or exposition)
- b. rising action
- c. climax
- d. denouement (or resolution)

5. When stinky Harry flies out of the tavern in Bon Homme, and lands on Hannah:

- a. introduction (or exposition)
- b. rising action
- c. climax
- d. denouement (or resolution)