

READY-TO-TEACH EDUCATOR PACKET

The Pink House / La Maison Rose

Six-Lesson Mini-Unit

A short unit joining literary study, history, bilingual learning,
character, and values

EVERYTHING IN ONE PLACE

6 numbered lessons • student worksheets • assessments • matching answers
with student worksheets and assessments in French and English

English Language Arts

French-Language Learning

Canadian History and Social Studies

Personal and Social Learning

Story Circles

Interdisciplinary Study

About This Resource

FRENCH STUDENT MATERIALS | French versions of the student worksheets and assessments are included after the English student materials. Teachers may use the English version, the French version, or both, according to the language and learning goals of the class. After the updates from the pilot project are incorporated, the curriculum will be translated into French.

As the author of The Pink House / La Maison Rose, Claire E. Scheuren is intimately familiar with the novel, its characters, historical setting, themes, and intended meanings. She is not, however, a professional educator. These materials are therefore offered as flexible resources, not as required or fixed lesson plans or a substitute for teachers' professional judgment. Teachers are encouraged to select, adapt, expand, or omit activities and assessments according to their students' ages, language abilities, learning needs, interests, and curriculum requirements. The author's hope is that The Pink House will provide an engaging way for students to strengthen reading and comprehension, practice critical thinking about personal values, explore history and language, and develop curiosity about questions that do not always have simple answers. Above all, she hopes that students will remember the story, the questions it raises, and the conversations it inspires long after the coursework itself is complete. Please contact www.zeitgeistwest.com for additional information or copies of the book.

Table of Contents: The Pink House / La Maison Rose Study Guide

Begin Here.....	5
Packet B at a glance.....	6
Teacher background Notebook	7
Teacher background History.....	8
Guardrail Considerations.....	9
Lesson 1 Enter the Mystery	10
Lesson 2 Historical Doorway	11
Lesson 3 Same Story Two Languages.....	12
Lesson 4 Loss Listening and Courage	13
Lesson 5 A Possible Explanation	14
Lesson 6 Seedtime Harvest and the Good Game	15
<u>Student materials in English</u>	
Student Worksheets.....	16
Mystery Evidence and Information Log.....	17
Une histoire deux langues.....	18
History Fiction and What Remains Unknown	19
Character Pathway	20
Supported Possible Explanation.....	21
Good Game Reflection.....	23
Student Assessments.....	24
Reading Check 1.....	25
Reading Check 2.....	27
Bilingual Comparison.....	29
Mini Unit Final Reflection.....	30
<u>Matériel de l'élève en français</u>	
Fiches de l'élève	31
Journal des indices et des renseignements.....	32
Une histoire deux langues.....	33
Histoire fiction et ce qui demeure inconnu.....	34
Parcours du personnage.....	35
Explication possible étayée	36
Réflexion sur le Good Game	38
Évaluations de l'élève.....	39
Vérification de lecture 1	40
Vérification de lecture 2.....	42
Comparaison bilingue.....	44
Réflexion finale de la mini unité.....	45
<u>Teacher answers and quick reference</u>	
Correct and suggested responses	46
When time or energy is short	48

BEGIN HERE

A welcoming, low-preparation route

THE PROMISE TO TEACHERS

Open this packet, follow the numbered lessons, and print only the student pages named in each lesson. Every assigned assessment and answer appear in this same file.

Where this book can be used

This packet supports classroom novel studies and school library collections in Grades 5–8 (approximately ages 10–14). It may be used in English Language Arts and literacy, French Immersion and French-language learning, Social Studies and Canadian history, personal and social learning, interdisciplinary study across subjects, story circles, book clubs, or home learning. The complete English and French texts allow the novel to be taught in one language or explored comparatively in both.

A one-minute quiet opening routine

Use the quiet opening routine: One Minute for Good-- *Begin each class with one quiet minute. Invite students to think about, or privately write down, something good they have noticed, received, offered, learned, or hoped for. Students may want to keep a log.*

KEEP IT LIGHT

Use the same routine each day. It requires no special materials and is not assessed; its purpose is to help the class arrive together.

PACKET B SIX LESSON MINI UNIT AT A GLANCE

#	LESSON	READ / USE	STUDENT PAGE	ASSESSMENT
1	Enter the Mystery	Chapters 1–3	Mystery Evidence/Information Log	Reading Check 1
2	Historical Doorway	Chapters 4 and 6; short reliable sources on Gabarus/Louisbourg	History, Fiction, Unknown	Historical inquiry response
3	Same Story, Two Languages	One matched French-English passage	Une histoire, deux langues	Bilingual response
4	Loss, Listening, and Courage	Chapters 5, 6, and 10	Character Pathway	Reading Check 2
5	A Possible Explanation, Not a Final Answer	Chapters 7, 8, and 11	Evidence/Information-Supported Explanation	Brief Discussion of the Explanation and Evidence/Information
6	Seedtime, Harvest, and the Good Game	Chapters 9 and 12	Good Game Thoughts About What You Learned	Mini-Unit Final Thoughts About What You Learned

Before you begin

- Choose the principal language: English, French, or French with English comparison.
- Preview passages involving parental death, terrorism, war, grief, anger, and forgiveness.
- Prepare only the student pages named for that day; all are included later in this packet.
- When the goal is understanding, give students credit for their ideas even if their language is not yet fully accurate.

TEACHER BACKGROUND

The notebook as a source of ideas to explore

ABOUT THE NOTEBOOK QUOTATIONS

Daphne's father's notebook is a personal collection of scriptural passages, remembered quotations, and sayings he considered "words to live by." Gathered over time, it may include shortened wording, paraphrase (a way of expressing using different words), or a remembered source. The classroom emphasis is what the words illuminate within the novel, not scholarly analysis of their original sources.

The central question is: Are the sayings helping Daphne understand what has happened, or do words and ideas themselves become forces that help make something happen?

NOTEBOOK LENS	POSSIBLE CONNECTION
Rilke — unanswered questions	Learning to live with questions that may not have one clear answer.
Montaigne — memory and attempted forgetting	What we try hard not to think about may return even more strongly.
Hebrews — hospitality	Welcoming a person, story, voice, or perspective or point of view not yet understood.
Joshua — courage	Acting while afraid; courage as listening, speaking, helping, or continuing.
Proverbs — guarding the heart	We can protect our hearts without closing them to others.
Genesis — seedtime and harvest	What we do now can make a difference later and, in the imaginative world of the novel, perhaps even across time.

For this mini-unit, use one or two sayings at moments when they naturally clarify the reading.

TEACHER BACKGROUND

Historical doorway: Gabarus, Louisbourg, and 1758

Louisbourg was the fortified capital of the French colony of Île-Royale and an important fishing and commercial centre. Britain besieged it in 1745 and again in 1758. The region around Gabarus Bay formed part of the military landscape through which forces approached the fortress. The fictional story of Lily offers a child-centred doorway into this history; it should not be treated as evidence/information of what happened.

THE MI'KMAW AND LOUISBOURG

The struggle was not solely between Britain and France. Louisbourg stood in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. Mi'kmaw communities had longstanding diplomatic, trading, kinship, religious, and military relationships with the French while remaining a distinct people pursuing their own interests. Mi'kmaw scouts shared intelligence before the siege, and Mi'kmaw warriors supported French and Acadian forces in the wider conflict. Ask whose perspectives or points of view survive in written records and whose may be missing.

A way to organize the investigation

DOCUMENTED HISTORY SUPPORTED BY SOURCES	FICTION CREATED FOR THE STORY	WHAT MAY REMAIN UNKNOWN
Louisbourg, Île-Royale, and the 1758 siege	Lily, her family, and the across-time pink-house narrative	How a particular child understood distant military decisions
British land-and-sea campaign and regional geography	The locket and Good Game connections	Feelings or conversations never recorded
The site's location in Mi'kma'ki and Mi'kmaw connections	Daphne's encounter with Lily	Which perspectives or points of view were excluded from official archives

Guardrail Considerations

- Tell the difference among what the novel says, what an outside source documents, and what a student infers.
- Treat primary sources (a record created during the time being studied) as created perspectives or points of view, not unbiased accounts; ask who made each source, for whom, and why.
- Do not ask students to simulate a Mi'kmaw voice. Use authentic sources and community expertise where available.

LESSON 1 OF 6

Lesson 1 — Enter the Mystery

READ / USE	FOCUS	PRINT	ASSESS
Chapters 1–3	Evidence/information and inference, an idea or conclusion based on clues.	Mystery Evidence/Information Log	Reading Check 1

**** Evidence Log:** *Create a shared classroom chart where students record important clues, unanswered questions, possible explanations, and evidence that supports or challenges their ideas. Add to the board as the story unfolds, allowing students to revise their theories when they discover new information.*

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read: Use the opening cemetery and pink-house passages in the class's principal language.
3. Notice: List only what Daphne directly sees, hears, smells, or feels.
4. Research: Move ideas into four headings: Text says / Inference, an idea or conclusion based on clues. / Another explanation / Still unknown.
5. Close: One fact, one inference, an idea or conclusion based on clues, and one unanswered question.

What success looks like

Students make a relevant statement or observation, something a student noticed, connect it to a detail from the text or activity, and tell the difference between what is known from what remains possible.

LESSON 2 OF 6

Lesson 2 — Historical Doorway

READ / USE	FOCUS	PRINT	ASSESS
Chapters 4 and 6; short reliable sources on Gabarus/Louisbourg	History, fiction, perspective or point of view	History, Fiction, Unknown	Historical inquiry response

Teach It

1. Begin: Use the quiet opening routine, *One Minute for Good*.
2. Read: Identify details that show danger, hospitality/welcoming and caring for others, and conflict in Lily's world.
3. Sort: Place each statement under Documented History Supported by Sources, Created for the Story, or Still Unknown.
4. Research: Check one statement using two reliable sources. Note who created each source and why it was created.
5. Close: Name one fact, one thing that remains uncertain, and one perspective or point of view missing from the historical record.

What Success Looks Like

Students make a relevant observation about something the student noticed or draw a reasonable conclusion, connect it to a detail from the text or activity, and tell the difference between what is known from what is possible or still unknown.

LESSON 3 OF 6

Lesson 3 — Same Story, Two Languages

READ / USE	FOCUS	PRINT	ASSESS
One matched French-English passage	Bilingual comprehension and translation choices	Une histoire, deux langues	Bilingual response

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read: Students read the French first and record a provisional understanding that is open to change as we know more.
3. Compare: Consult the English version to confirm, revise, or complicate meaning.
4. Notice: Find one phrase that cannot move word for word and one translation choice worth discussing.
5. Close: Name one discovery made by comparing the versions.

What success looks like

Students make a relevant statement or observation about something the student noticed, connect it to a detail from the text or activity, and tell the difference between what is known from what remains possible.

LANGUAGE NOTE

The English version is a purposeful learning support. Students may consult it selectively to confirm meaning, resolve uncertainty, and notice how ideas are expressed differently.

LESSON 4 OF 6

Lesson 4 — Loss, Listening, and Courage

READ / USE	FOCUS	PRINT	ASSESS
Chapters 5, 6, and 10	Character analysis and personal/social learning	Character Pathway	Reading Check 2

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read: Compare how Daphne and Lily respond to danger and loss.
3. Trace: Mark movement from loss → isolation → listening → connection → a sense of purpose and the confidence to act → hope.
4. Discuss: How can listening help someone feel better even though it cannot change what happened?
5. Close: Cite one courageous choice made while fear remains.

What success looks like

Students make a relevant statement or observation, something the student noticed, connect it to a detail from the text or activity, and tell the difference between what is known from what remains possible.

CARE CONSIDERATION

Students may analyze a character, use an imagined situation, or choose a non-personal alternative. No student is required to disclose personal loss.

LESSON 5 OF 6

Lesson 5 — A Possible Explanation, Not an Answer

READ / USE	FOCUS	PRINT	ASSESS
Chapters 7, 8, and II	Unresolved mysteries; evidence/information that supports or challenges a possible explanation	Supported Explanation worksheet	Brief discussion of the student's possible explanation and evidence/information

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read: Revisit Leslie's visit, the private "D'accord!", the voices, and the FORGIVENESS card.
3. Build: State a possible explanation, cite two details, and name another possible explanation.
4. Confer: Present the possible explanation in sixty seconds; listeners name strongest evidence/information and one gap.
5. Close: Write what would need to be known before the possible explanation could be confirmed.

What success looks like

Students make a relevant statement or observation, something the student noticed, connect it to a detail from the text or activity, and tell the difference between what is known from what remains possible.

LESSON 6 OF 6

Lesson 6 — Seedtime, Harvest, and the Good Game

READ / USE	FOCUS	PRINT	ASSESS
Chapters 9 and 12	Values, a sense of purpose and the confidence to act, synthesis/bringing ideas together	Good Game Thoughts About What You Learned	Mini-Unit Final Thoughts About What You Learned

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read: Revisit the notebook saying and the Good Game passage.
3. Connect: Ask whether the saying explains experience, influences action, or does both.
4. Play or simulate: Sort good/bad cards or design one new bilingual card.
5. Close: Complete the final thought about what you learned with one idea, one piece of evidence/information, one question to carry forward.

What success looks like

Students make a relevant statement or observation, something the student noticed, connect it to a detail from the text or activity, and tell the difference between what is known from what remains possible.

PRINT WHAT YOU NEED

Student Worksheets

The following pages are placed in the same order in which they first appear in the lessons. Teachers may permit responses in French, English, or both according to the learning goal.

CLASSROOM PERMISSION

These pages may be reproduced for classroom use.

STUDENT WORKSHEET

Mystery Evidence/Information Log

Name: _____ Date: _____

Question or mystery:

WHAT THE TEXT SAYS	MY INFERENCE, AN IDEA OR CONCLUSION BASED ON CLUES

ANOTHER EXPLANATION	WHAT REMAINS UNKNOWN

My best-supported possible explanation now:

STUDENT WORKSHEET

Une histoire, deux langues

Name: _____ Date: _____

Chapter/passage: _____

Before consulting English, what do you understand from the French passage?

What did the English confirm?

What did it change or complicate?

Identify one phrase that could not be translated word for word.

What translation choice affects tone, feeling, rhythm, or meaning?

STUDENT WORKSHEET

History, Fiction, and What Remains Unknown

Name: _____ Date: _____

DOCUMENTED HISTORY SUPPORTED BY SOURCES	FICTION IN THE NOVEL	QUESTIONS / UNKNOWN

One source I consulted, who created it, and why:

One classification decision that I revised after research:

STUDENT WORKSHEET

Character Pathway: From Loss Toward a Sense of Purpose and the Confidence to Act

Name: _____ Date: _____

Character: _____

MOMENT	DETAIL FROM THE TEXT	WHAT CHANGES—or DOES NOT
Loss / disruption		
Isolation / withdrawal		
Listening / empathy, understanding how another feels		
Connection		
Choice / confidence and purpose		
Hope / uncertainty		

Recovery from loss is not always a straight line. Where does the character move backward, pause, or remain uncertain?

STUDENT WORKSHEET

Supported Possible Explanation

Name: _____ Date: _____

Open mystery or question:

My possible explanation:

Two details that support it:

Another plausible, possible and believable, explanation or counter-evidence that challenges the possible explanation:

What would need to be known before the possible explanation could be confirmed?

STUDENT WORKSHEET

Gabarus Good Game Thoughts About What You Learned

Name: _____ Date: _____

Which rule or card communicates a value most clearly?

Where are real-life choices about right and wrong more complicated than a scoring system?

Design one new bilingual card. Name / Nom:

What should the card do, and why?

How does it connect to a character or theme?

STUDENT ASSESSMENTS

Assessment pages for this pathway

Use these for grades, practice, partner review, or conversation. The answers immediately follow the final assessment page.

STUDENT ASSESSMENT

Reading Check I — Chapters 1–3: The house, Lily, and memory

Name: _____ Date: _____

1. Why does Aunt Eleanor bring Daphne back to Gabarus?

- A. To attend a new school
- B. To remember happy times and return to Daphne's birthplace
- C. To help Dr. D'Autremont with an experiment
- D. To meet the family buying the pink house

2. How does Daphne know that the tide is out?

- A. She sees a warning flag
- B. Leslie tells her
- C. She recognizes the salty smell in the air
- D. The raven guides her

3. Where does Daphne first hear the children's voices?

- A. At the graveyard
- B. Inside or near the empty pink house
- C. On the boat
- D. In Aunt Eleanor's car

4. Which statement describes Lily's family?

- A. Lily is an only child
- B. Lily is the youngest of five
- C. Lily is the oldest of five
- D. Lily lives only with her father

5. Why are the children sent to the root cellar?

- A. A storm approaches
- B. Their parents plan a surprise
- C. Unexpected men arrive at night
- D. They are playing a game

STUDENT ASSESSMENT • CONTINUED

Reading Check I — Chapters 1–3: The house, Lily, and memory

6. Put in order: Daphne sees the raven; lies on her parents' grave; hears Lily; is found near the house.

7. What does “gangly” mean?

8. Give one detail that makes the house seem almost like a character.

9. Why is the yellow notebook important to Daphne?

STUDENT ASSESSMENT

Reading Check 2 — Chapters 4–6: Hospitality, loss, and war

Name: _____ Date: _____

1. Why is Daphne uncomfortable when Sarah and Franny visit?

- A. They damaged her bicycle
- B. They largely avoided her after her parents died
- C. They refuse to speak French
- D. They want to enter the house

2. What unexplained action does Daphne observe?

- A. Leslie walks toward the pink house
- B. Aunt Eleanor hides the notebook
- C. Dr. D'Autremont follows the raven
- D. Mr. MacDonald moves the church

3. What happened to Daphne's parents?

- A. A boating accident
- B. They disappeared in a storm
- C. They were killed in a terrorist attack while at a meeting in New York
- D. They died during the siege

4. Why have British soldiers visited Lily's family?

- A. To buy bannock
- B. To order them away
- C. To warn them not to alert the French at Louisbourg
- D. To recruit Pierre

5. What does Pierre decide to do?

- A. Ride directly to Louisbourg
- B. Visit neighbours and learn their intentions
- C. Hide alone
- D. Sail away

STUDENT ASSESSMENT • CONTINUED

Reading Check 2 — Chapters 4–6: Hospitality, loss, and war

6. What does “numb” suggest about Daphne’s response to terrible news?

7. How does Mrs. MacDonald practise hospitality, welcoming and caring for others? Give two examples.

8. What does courage look like for Lily in the cellar?

9. Why is Lily’s family “caught in the middle”?

STUDENT ASSESSMENT

Bilingual Comparison — Short Response

Name: _____ Date: _____

Choose a matched passage that your class studied.

What did the second language confirm or clarify?

Identify one translation choice and explain its effect.

Did comparison change an interpretation or understanding of the meaning? Explain with evidence/information.

STUDENT ASSESSMENT

Mini-Unit Final Thoughts About What You Learned

Name: _____ Date: _____

What is one important idea the novel develops about memory, courage, hospitality, or hope?

Use two details from different chapters or activities.

Name one question the novel leaves open and explain why it matters.

Fiches de l'élève — français

Les pages suivantes sont présentées dans le même ordre que dans les leçons. Selon l'objectif d'apprentissage, les élèves peuvent répondre en français, en anglais ou dans les deux langues.

AUTORISATION DE REPRODUCTION EN CLASSE

Ces pages peuvent être reproduites pour une utilisation en classe.

FICHE DE L'ÉLÈVE • FRANÇAIS

Journal des indices et des renseignements sur le mystère

Nom : _____ Date: _____

Question ou mystère :

CE QUE DIT LE TEXTE	MON INFÉRENCE, UNE IDÉE OU UNE CONCLUSION FONDÉE SUR DES INDICES

UNE AUTRE EXPLICATION	CE QUI DEMEURE INCONNU

Mon explication possible la mieux étayée pour le moment :

FICHE DE L'ÉLÈVE • FRANÇAIS

Une histoire, deux langues

Nom : _____ Date: _____

Chapitre ou passage : _____

Avant de consulter la version anglaise, que comprenez-vous du passage français?

Qu'est-ce que la version anglaise a confirmé?

Qu'est-ce qu'elle a modifié ou rendu plus complexe?

Relevez une expression qui ne pouvait pas être traduite mot à mot.

Quel choix de traduction influence le ton, l'émotion, le rythme ou le sens?

FICHE DE L'ÉLÈVE • FRANÇAIS

Histoire, fiction et ce qui demeure inconnu

Nom : _____ Date: _____

FAITS HISTORIQUES APPUYÉS PAR DES SOURCES	FICTION DANS LE ROMAN	QUESTIONS / INCONNU

Une source que j'ai consultée, la personne ou l'organisme qui l'a créée et la raison de sa création :

Une décision de classement que j'ai révisée après mes recherches :

FICHE DE L'ÉLÈVE • FRANÇAIS

Parcours du personnage : de la perte vers un sentiment d'utilité et la confiance d'agir

Nom : _____ **Date:** _____

Personnage :

MOMENT	DÉTAIL TIRÉ DU TEXTE	CE QUI CHANGE — OU NE CHANGE PAS
Perte / bouleversement		
Isolement / repli sur soi		
Écoute / empathie, compréhension des sentiments d'une autre personne		
Lien		
Choix / confiance et raison d'agir		
Espoir / incertitude		

Se remettre d'une perte n'est pas toujours un parcours linéaire. À quel moment le personnage recule-t-il, s'arrête-t-il ou demeure-t-il incertain?

FICHE DE L'ÉLÈVE • FRANÇAIS

Explication possible étayée

Nom : _____ Date: _____

Mystère ou question non résolu :

Mon explication possible :

Deux détails qui l'appuient :

Une autre explication plausible ou un contre-indice qui remet en question l'explication possible :

Que faudrait-il savoir avant de pouvoir confirmer l'explication possible?

FICHE DE L'ÉLÈVE • FRANÇAIS

Réflexion sur le **Good Game** de Gabarus et sur vos apprentissages

Nom : _____ Date: _____

Quelle règle ou quelle carte communique une valeur le plus clairement?

Dans quelles situations les choix entre le bien et le mal sont-ils plus complexes, dans la vie réelle, qu'un système de points?

Créez une nouvelle carte bilingue. Nom / Name :

Quel devrait être l'effet de la carte, et pourquoi?

Quel lien a-t-elle avec un personnage ou un thème?

ÉVALUATIONS DE L'ÉLÈVE — FRANÇAIS

Pages d'évaluation pour ce parcours

Utilisez ces pages pour l'évaluation, la pratique, la révision avec un partenaire ou la discussion.
Le corrigé suit immédiatement la dernière page d'évaluation.

ÉVALUATION • FRANÇAIS

Vérification de lecture I — Chapitres I à 3 : la maison, Lily et la mémoire

Nom : _____ Date: _____

1. Pourquoi tante Eleanor ramène-t-elle Daphne à Gabarus?

- A. Pour fréquenter une nouvelle école
- B. Pour se rappeler de bons moments et retourner au lieu de naissance de Daphne
- C. Pour aider le Dr D'Autremont à réaliser une expérience
- D. Pour rencontrer la famille qui achète la maison rose

2. Comment Daphne sait-elle que la marée est basse?

- A. Elle voit un drapeau d'avertissement
- B. Leslie le lui dit
- C. Elle reconnaît l'odeur salée dans l'air
- D. Le corbeau la guide

3. Où Daphne entend-elle pour la première fois les voix des enfants?

- A. Au cimetière
- B. À l'intérieur ou près de la maison rose vide
- C. Sur le bateau
- D. Dans la voiture de tante Eleanor

4. Quel énoncé décrit la famille de Lily?

- A. Lily est enfant unique
- B. Lily est la plus jeune de cinq enfants
- C. Lily est l'aînée de cinq enfants
- D. Lily vit seulement avec son père

5. Pourquoi envoie-t-on les enfants dans la cave à légumes?

- A. Une tempête approche
- B. Leurs parents préparent une surprise
- C. Des hommes inattendus arrivent pendant la nuit
- D. Ils jouent à un jeu

ÉVALUATION • FRANÇAIS • SUITE

Vérification de lecture I — Chapitres I à 3 : la maison, Lily et la mémoire

6. Placez les événements en ordre : Daphne voit le corbeau; elle s'allonge sur la tombe de ses parents; elle entend Lily; on la retrouve près de la maison.

7. Que signifie le mot anglais « gangly »?

8. Donnez un détail qui fait paraître la maison presque comme un personnage.

9. Pourquoi le carnet jaune est-il important pour Daphne?

Vérification de lecture 2 — Chapitres 4 à 6 : l'hospitalité, la perte et la guerre

Nom : _____ **Date:** _____

1. Pourquoi Daphne est-elle mal à l'aise lorsque Sarah et Franny lui rendent visite?

- A. Elles ont endommagé son vélo
- B. Elles l'ont en grande partie évitée après la mort de ses parents
- C. Elles refusent de parler français
- D. Elles veulent entrer dans la maison

2. Quelle action inexpliquée Daphne observe-t-elle?

- A. Leslie marche vers la maison rose
- B. Tante Eleanor cache le carnet
- C. Le Dr D'Autremont suit le corbeau
- D. M. MacDonald déplace l'église

3. Qu'est-il arrivé aux parents de Daphne?

- A. Un accident de bateau
- B. Ils ont disparu pendant une tempête
- C. Ils ont été tués dans un attentat terroriste alors qu'ils assistaient à une réunion à New York
- D. Ils sont morts pendant le siège

4. Pourquoi des soldats britanniques ont-ils rendu visite à la famille de Lily?

- A. Pour acheter de la banique
- B. Pour leur ordonner de partir
- C. Pour les avertir de ne pas prévenir les Français à Louisbourg
- D. Pour recruter Pierre

5. Que décide Pierre?

- A. Se rendre directement à Louisbourg à cheval
- B. Rendre visite aux voisins et connaître leurs intentions
- C. Se cacher seul
- D. Partir en bateau

ÉVALUATION • FRANÇAIS • SUITE

Vérification de lecture 2 — Chapitres 4 à 6 : l'hospitalité, la perte et la guerre

6. Que laisse entendre le mot anglais « numb » au sujet de la réaction de Daphne à une terrible nouvelle?

7. Comment Mme MacDonald fait-elle preuve d'hospitalité, en accueillant les autres et en prenant soin d'eux? Donnez deux exemples.

8. Comment le courage de Lily se manifeste-t-il dans la cave?

9. Pourquoi la famille de Lily est-elle « prise entre deux feux »?

ÉVALUATION • FRANÇAIS

Comparaison bilingue — Réponse courte

Nom : _____ Date: _____

Choisissez un passage correspondant dans les deux langues que votre classe a étudié.

Qu'est-ce que la deuxième langue a confirmé ou clarifié?

Relevez un choix de traduction et expliquez son effet.

La comparaison a-t-elle modifié une interprétation ou votre compréhension du sens? Expliquez à l'aide d'éléments de preuve ou de renseignements.

ÉVALUATION • FRANÇAIS

Réflexion finale sur les apprentissages de la mini-unité

Nom : _____ Date: _____

Quelle idée importante le roman développe-t-il au sujet de la mémoire, du courage, de l'hospitalité ou de l'espoir?

Utilisez deux détails provenant de chapitres ou d'activités différents.

Nommez une question que le roman laisse sans réponse et expliquez pourquoi elle est importante.

TEACHER ANSWERS

Correct and suggested responses

HOW TO GRADE

A correct answer has one text-supported response. A suggested answer allows several supported responses. An open question remains deliberately unresolved or unanswered on purpose; assess thinking and evidence/information, not agreement with a preferred explanation.

Reading Check 1 — Chapters 1–3: The house, Lily, and memory

1. B — To remember happy times and return to Daphne’s birthplace
2. C — She recognizes the salty smell in the air
3. B — Inside or near the empty pink house
4. C — Lily is the oldest of five
5. C — Unexpected men arrive at night

6. Suggested answer

Raven → grave → Lily’s voice → adults find Daphne.

7. Suggested answer

Awkwardly tall and thin; long-limbed.

8. Suggested answer

Possible responses: the door seems to invite entry; the house “speaks” through voices; its atmosphere or temperature shifts; it holds memories.

9. Suggested answer

It preserves her father’s words, values, photograph, and guidance, allowing an inner conversation with him to continue.

Reading Check 2 — Chapters 4–6: Hospitality, loss, and war

1. B — They largely avoided her after her parents died
2. A — Leslie walks toward the pink house
3. C — They were killed in a terrorist attack while at a meeting in New York
4. C — To warn them not to alert the French at Louisbourg
5. B — Visit neighbours and learn their intentions

6. Suggested answer

Emotionally shocked or temporarily unable to feel, think, or respond normally.

7. Suggested answer

Any two: welcome, food/bannock, practical comfort, attention, companionship, inclusion.

8. Suggested answer

She manages fear, keeps the younger children quiet, listens, and helps protect them.

9. Suggested answer

British power and French relationships pull them in opposing directions; either action can bring danger.

Bilingual Comparison — Suggested grading

- Credit a reasonable provisional understanding of the French passage that is open to change as we know more.
- Ask students to identify one specific word, phrase, or detail that the English version helped them understand or confirm.
- Credit an accurate observation about something the student noticed about word choice, tone, rhythm, emphasis, or ambiguity where there is more than one possible meaning.
- A strong response explains how comparison changed—or did not change—an interpretation or understanding of the meaning.

Mini-Unit Final Thoughts About What You Learned — Suggested grading

- Clear idea about memory, courage, hospitality, grief, values, community, or hope.
- Two relevant details from different parts of the unit.
- Thinking that connects evidence/information to the idea.
- A genuine unresolved question and an explanation of its importance.

TEACHER QUICK REFERENCE

When time or energy is short

IF YOU HAVE...	DO THIS
1-2 minutes	Use the quiet opening routine: One Minute for Good
10 minutes	Read one short passage; ask for one observation about something the students noticed and one inference, an idea or conclusion based on clues.
20 minutes	Have students complete one worksheet with a partner. Collect only each pair's final answer.
One period	Follow the lesson as written and use the closing thoughts about what you learned.
No grading time	This activity need not be formally graded. Assess it through a brief conversation with the student, feedback between partners, or a simple check that the work was completed thoughtfully.
Students want more	Offer the next packet or a final choice.

Different supports, same central question

Adapt vocabulary, reading mode, grouping, response length, or response format while keeping the central intellectual question available to everyone. Students may speak, write, draw, use a graphic organizer, or create an audio response. Support changes; the important idea remains.

A FINAL ASSURANCE

You do not need to use every page. A successful study is one that fits your students, your curriculum, and the time and energy actually available.