

READY-TO-TEACH EDUCATOR PACKET

The Pink House / La Maison Rose

Full Novel Study

A complete twelve-lesson pathway with flexible assessment and extension choices

EVERYTHING IN ONE PLACE

12 numbered lessons • student worksheets • assessments • matching answers
with 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.*

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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.

FULL NOVEL STUDY 12 LESSONS AT A GLANCE

#	LESSON	READ / USE	STUDENT PAGE	ASSESSMENT
1	Return and Place	Chapter 1	Mystery Evidence Log	Reading Check 1 after Lesson 3
2	Lily's World	Chapter 2	History, Fiction, Unknown	Evidence, information log
3	Places Hold Memories	Chapter 3	Notebook Connection	Reading Check 1
4	The Heart of Hospitality	Chapter 4	Character Pathway + Bilingual Comparison	Quick reflection, thoughts on what you have learned
5	The Day My Parents Died	Chapter 5	Character Pathway	Reading Check 2 after Lesson 6
6	War Comes to Gabarus	Chapter 6	History, Fiction, Unknown	Reading Check 2
7	Mystery Comes on Board	Chapter 7	Present and Past Inquiry	Quick reflection, thoughts on what you have learned
8	Setting the Table	Chapter 8	Supported Explanation	Reading Check 3 after Lesson 9
9	Thoughts Can Make It So	Chapter 9	Good Game Reflection, thoughts on what you have learned	Reading Check 3
10	Soul Sisters	Chapter 10	Character Pathway + reuse Bilingual Comparison	Quick reflection, thoughts on what you have learned
11	Word from a Dream	Chapter 11	Supported Explanation	Discuss Explanation (s)
12	Seedtime and Harvest	Chapter 12	Final Synthesis, Bringing Ideas Together	Reading Check 4 + Final Assessment

CONSIDERATIONS 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 recurring idea to explore

ABOUT THE NOTEBOOK QUOTATIONS

Daphne's clergyman 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/ same idea expressed in different words, or remembered source. The classroom emphasis is what the words clarify within the novel, not scholarly analysis of their original sources.

The central question is: Are the sayings simply helping Daphne interpret and understand the meaning of 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 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.

Across the full novel, students may keep a brief quotation-and-connection record; it need not become a task for every chapter.

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 documentary evidence.

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 and points of view survive in written records and whose may be missing.

A reliable inquiry frame

DOCUMENTED HISTORY	IMAGINED FOR THE STORY	WHAT MAY REMAIN UNKNOWN
Louisbourg, Île-Royale, and the 1758 siege	Lily, her family, and the cross-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/points of view were excluded from official archives

Guardrail Considerations

- Distinguish, tell the difference between, what the novel says, what an external source documents, and what a student infers or guesses.
- Treat primary (a record created during the time being studied) sources as created perspectives, points of view, not neutral or 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.

TEACHER BACKGROUND

Going deeper: time, healing, and agency/sense of purpose and confidence to act

BRIEF DEFINITION

Retrocausality is the idea that an event in the present or future might somehow influence an event in the past. It has been considered speculatively in some interpretations of quantum physics, but no experiment has shown that people can send information to, or change events in, the past.

In the novel, treat backward influence as an imaginative and philosophical possibility, not established science. Students can explore several meanings of “change”: altering an event; changing what is remembered; giving an event new meaning; changing present or future action; and the story’s imaginative possibility of influence across time.

Different supports, same central question

Younger or less experienced readers may discuss one meaning with a partner or graphic organizer. Other students may move from informal discussion to a structured essay presenting an answer, evidence, counter-evidence, and uncertainty, what is still unknown. The response format changes; the essential question remains.

Reliable sources

- Parks Canada — Fortress of Louisbourg: History and school programs
- Nova Scotia Archives — Historical Maps
- Nova Scotia Public School Program — French Second Language
- ACPI — Association canadienne des professionnels de l’immersion
- CASLT — Canadian Association of Second Language Teachers

LESSON 1 OF 12

Lesson 1 — Return and Place

READ / USE	FOCUS	PRINT	ASSESS
Chapter 1	Setting, sensory evidence, grief	Mystery Evidence Log**	Reading Check 1 after Lesson 3

**** 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 for sensory details and Daphne's return.
3. Begin the evidence board**: fact / inference, an idea or conclusion based on clues / competing explanation / unknown.
4. Close: One detail that makes the house active.

What success looks like

Students make a relevant answer 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 2 OF 12

Lesson 2 — Lily's World

READ / USE	FOCUS	PRINT	ASSESS
Chapter 2	Historical setting and approaching danger	History, Fiction, Unknown	Evidence log

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for daily-life details and warning signs.
3. Classify details as plausible, possible and believable, history, fiction, or requiring verification.
4. Close: One historical question worth researching.

What success looks like

Students make a relevant answer 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 3 OF 12

Lesson 3 — Places Hold Memories

READ / USE	FOCUS	PRINT	ASSESS
Chapter 3	Memory, notebook, Leslie mystery	Notebook Connection	Reading Check I

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for memory, the notebook, and Leslie's movement near the house.
3. Connect the saying to Daphne; add Leslie to the evidence board.
4. Close: A supported explanation and what remains unknown.

What success looks like

Students make a relevant answer 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 4 OF 12

Lesson 4 — The Heart of Hospitality, Welcoming and Caring for Others

READ / USE	FOCUS	PRINT	ASSESS
Chapter 4	Welcome, friendship, repair	Character Pathway + Bilingual Comparison	Quick reflection

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for who welcomes, who withdraws, and what food/community do.
3. Bilingual checkpoint: Compare a matched hospitality passage in French and English; note one choice affecting warmth or tone.
4. Compare hospitality toward familiar and unknown people.
5. Close: One act of welcome and its effect.

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 5 OF 12

Lesson 5 — The Day My Parents Died

READ / USE	FOCUS	PRINT	ASSESS
Chapter 5	Narration, grief, anger, memory	Character Pathway	Reading Check 2 after Lesson 6

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read without requiring personal disclosure.
3. Trace how story gives shape to experience.
4. Close: One difference between grief and anger.

What success looks like

Students make a relevant answer 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 12

Lesson 6 — War Comes to Gabarus

READ / USE	FOCUS	PRINT	ASSESS
Chapter 6	Courage, conflict, historical perspective	History, Fiction, Unknown	Reading Check 2

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for Lily's choices and the family's dilemma.
3. Research one historical claim and identify source perspective.
4. Close: Why is the family caught in the middle?

What success looks like

Students make a relevant answer 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 7 OF 12

Lesson 7 — Mystery Comes on Board

READ / USE	FOCUS	PRINT	ASSESS
Chapter 7	Time, cause, interpretation, understanding of the meaning	Present and Past Inquiry	Quick reflection, thoughts about what you learned

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for suggestions of connection across time.
3. Sort meanings of change: alter event / memory / meaning / present action / imaginative backward influence.
4. Close: Which meaning is best supported so far?

What success looks like

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

LESSON 8 OF 12

Lesson 8 — Setting the Table

READ / USE	FOCUS	PRINT	ASSESS
Chapter 8	Adult knowledge, goodness, private talk	Supported Explanation	Reading Check 3 after Lesson 9

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for the private conversation and answers about goodness.
3. Build an explanation about what adults know; include counter-evidence, evidence that challenges the explanation.
4. Close: What does “D’accord!” prove—and not prove?

What success looks like

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

LESSON 9 OF 12

Lesson 9 — Thoughts Can Make It So

READ / USE	FOCUS	PRINT	ASSESS
Chapter 9	Game rules, values, action	Good Game Reflection, thoughts about what you learned	Reading Check 3

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read and map how game rules reward or discourage choices.
3. Play/simulate a round; design a bilingual card.
4. Close: Where are real-life choices about right and wrong more complex than scoring?

What success looks like

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

LESSON 10 OF 12

Lesson 10 — Soul Sisters

READ / USE	FOCUS	PRINT	ASSESS
Chapter 10	Similarity, difference, listening	Character Pathway + reuse Bilingual Comparison	Quick reflection, thoughts about what you learned

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for similarities and differences between Daphne and Lily.
3. Bilingual checkpoint: Compare one emotionally important exchange; identify what the second language confirms or complicates.
4. Trace how listening changes the listener.
5. Close: One similarity and one important difference.

What success looks like

Students make a relevant answer or observation, something the student noticed, connect it to a detail from the text or activity, and distinguish 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 ever required to disclose personal loss.

LESSON 11 OF 12

Lesson 11 — Word from a Dream

READ / USE	FOCUS	PRINT	ASSESS
Chapter 11	Dream, forgiveness, ambiguity, more than one possible meaning	Supported Explanation	Discussion of Explanation (s)

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for dream, card, and possible explanations.
3. Test supernatural, psychological, symbolic, and literary readings.
4. Close: Best evidence, counter-reading, remaining uncertainty, recognition of what is still unknown.

What success looks like

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

LESSON 12 OF 12

Lesson 12 — Seedtime and Harvest

READ / USE	FOCUS	PRINT	ASSESS
Chapter 12	Change, hope, unresolved ending with unanswered questions	Final Synthesis, Bringing Ideas Together	Reading Check 4 + Final Assessment

Teach it

1. Use the quiet opening routine: One Minute for Good
2. Read for what changes and what remains unanswered.
3. Return to evidence board and notebook record; revise one early explanation.
4. Choose final product or extended response.
5. Close: One idea from the novel worth carrying forward.

What success looks like

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

PRINT ONLY 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 Log

Name: _____ Date: _____

Question or mystery:

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

ANOTHER EXPLANATION	WHAT REMAINS UNKNOWN

My best-supported 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

Notebook Quotation Connection

Name: _____ Date: _____

Quotation or saying: _____

Before reading: What might these words lead you to expect?

After reading: Which event or decision do they explain?

Do the words understand the meaning of experience, influence action, or do both? Explain.

What question remains?

STUDENT WORKSHEET

History, Fiction, and What Remains Unknown

Name: _____ Date: _____

DOCUMENTED HISTORY	FICTION IN THE NOVEL	QUESTIONS / UNKNOWN

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

One understanding I revised after research:

STUDENT WORKSHEET

Character Pathway: From Loss Toward Agency/Sense of Purpose and 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 person feels		
Connection		
Choice / confidence and sense of purpose		
Hope / uncertainty, what is still unknown		

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

STUDENT WORKSHEET

Supported Explanation

Name: _____ Date: _____

Open mystery or question:

My explanation:

Two details that support it:

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

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

STUDENT WORKSHEET

Gabarus Good Game Reflection, Thoughts on What You Have 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, the main idea of the story?

STUDENT WORKSHEET

Can the Present Change the Past?

Name: _____ Date: _____

MEANING OF “CHANGE”	NOVEL EVIDENCE	COUNTER-EVIDENCE / LIMIT
Alter an event		
Change what is remembered		
Give new meaning		
Change present/future action		
Imaginative backward influence		

My current answer:

STUDENT WORKSHEET

Final Synthesis, Bringing Ideas Together

Name: _____ Date: _____

One important change in Daphne:

One mystery that remains open:

One notebook saying or value that clarifies the ending:

One idea from the novel worth carrying forward and why:

STUDENT ASSESSMENTS

Assessment pages for this route

Use these for student 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

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

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? 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

Reading Check 3 — Chapters 7–9: The boat and the Good Game

Name: _____ Date: _____

1. Why does Aunt Eleanor insist Daphne join the boat outing?

- A. To learn navigation
- B. The MacDonalds made a special effort for her
- C. The house is unsafe
- D. She promised to cook

2. Who is the sixth guest?

- A. Miss Sherwood
- B. Sarah
- C. Dr. Jacques D'Autremont
- D. The new owner

3. What does Dr. D'Autremont say he studies?

- A. Old buildings
- B. Storms
- C. How goodness grows in the human heart
- D. Proof Lily existed

4. What does Leslie say can change the world?

- A. A larger laboratory
- B. A positive change of heart in one person
- C. A perfect record
- D. A navigation system

5. What is the Good Game's basic object?

- A. Collect bad cards
- B. Keep every card
- C. Discard bad words and pair good words
- D. Guess who invented each word

STUDENT ASSESSMENT • CONTINUED

Reading Check 3 — Chapters 7–9: The boat and the Good Game

6. What does “trivial” mean?

7. What does the private “D’accord!” establish—and not establish?

8. How do the rules turn values into actions?

9. What suggests the adults may know more than Daphne realizes?

STUDENT ASSESSMENT

Reading Check 4 — Chapters 10–12: Loss, forgiveness, and hope

Name: _____ Date: _____

1. Why does Lily say she speaks with Daphne?

- A. Daphne can translate
- B. Daphne understands the loss of parents
- C. Daphne owns the house
- D. Daphne can warn the fortress

2. How does Aunt Eleanor interpret the voice?

- A. Scientific proof
- B. Another side of Daphne—a possible soul sister
- C. Leslie's trick
- D. The new neighbour

3. What happens in Daphne's dream?

- A. She returns to Boston
- B. A D'Autremont-like man shows the cards to men in 1758
- C. She stops the fleet
- D. She finds the locket

4. What falls from the notebook?

- A. A photograph
- B. A map
- C. A FORGIVENESS card
- D. A letter

5. What does Lily reveal about the locket?

- A. It belonged to her mother
- B. It belonged to Dr. D'Autremont
- C. Leslie made it
- D. It came from soldiers

6. Is Daphne ready to forgive?

- A. Yes, completely
- B. Never
- C. Not yet; she needs time
- D. The novel does not say

STUDENT ASSESSMENT • CONTINUED

Reading Check 4 — Chapters 10–12: Loss, forgiveness, and hope

7. What does “bide my time” mean?

8. Give two ways Daphne changes by the end.

9. Name one unanswered mystery and explain why it matters.

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 meaning? Explain with evidence.

STUDENT ASSESSMENT

Final Assessment — Part A: Comprehension

Name: _____ Date: _____

1. What first draws Daphne into the mystery?

- A. A map
- B. Voices in the empty house
- C. A newspaper
- D. A storm

2. What central experience connects Daphne and Lily?

- A. They attend the same school
- B. Both lose parents through violence
- C. Both own a boat
- D. Both write notebooks

3. What object links the two time periods?

- A. A compass
- B. A photograph
- C. The locket
- D. A key

4. Who studies goodness in the human heart?

- A. Leslie
- B. Aunt Eleanor
- C. Dr. D'Autremont
- D. Mr. MacDonald

5. What does Daphne receive near the end?

- A. A new journal
- B. A telescope
- C. A ticket
- D. A uniform

STUDENT ASSESSMENT

Final Assessment — Part B: Evidence and Meaning

Name: _____ Date: _____

Classify: “Daphne hears a voice.” FACT / INFERENCE, AN IDEA OR CONCLUSION BASED ON CLUES / INTERPRETATION, UNDERSTANDING OF MEANING / UNANSWERED

Classify: “Leslie goes to the house because he hears Lily.” Explain.

How does the notebook carry Daphne’s father’s influence forward?

Explain the difference between fact, inference (an idea or conclusion based on clues), interpretation, understanding of meaning, and an unanswered question.

STUDENT ASSESSMENT

Final Choice

Name: _____ Date: _____

CHOOSE ONE	REQUIRED EVIDENCE
Understanding of reading	An answer, two or more details, reasoning, thinking and explanation.
Bilingual close reading	Paired passage, two translation choices, and their effects.
Historical inquiry	Reliable sources; documented/fictional/unknown distinctions.
Creative notebook page	A bilingual “word to live by,” scene links, and explanation.
Mystery case file	Explanation (s), clues, counter-evidence, and remaining uncertainty, what is still unknown.
Good Game redesign	Bilingual card, justified rule/value, and novel connection.

Common 16-point rubric

CRITERION	4	3	2	1
Understanding	Accurate, insightful, nuanced	Accurate and clear	Partial or uneven	Limited/inaccurate
Evidence	Precise and integrated	Relevant and sufficient	General or thin	Little support
Reasoning, Thinking and Explanation	Explains how/why; complexity	Connects evidence and idea	Partly explained	Mostly assertion
Communication	Purposeful and easy to follow	Clear and organized	Understandable but uneven	Difficult to follow

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 sur le mystère

Nom : _____ Date: _____

Question ou mystère :

CE QUE DIT LE TEXTE	MON INFÉRENCE : MON IDÉE OU MA CONCLUSION FONDÉE SUR DES INDICES

UNE AUTRE EXPLICATION	CE QUI DEMEURE INCONNU

Mon explication 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

Lien avec une citation du carnet

Nom : _____ Date: _____

Citation ou maxime :

Avant la lecture : à quoi ces mots pourraient-ils vous amener à vous attendre?

Après la lecture : quel événement ou quelle décision éclairent-ils?

Ces mots aident-ils à comprendre le sens d'une expérience, influencent-ils l'action, ou font-ils les deux? Expliquez.

Quelle question demeure?

FICHE DE L'ÉLÈVE • FRANÇAIS

Histoire, fiction et ce qui demeure inconnu

Nom : _____ Date: _____

FAITS HISTORIQUES DOCUMENTÉS	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 compréhension que j'ai révisée après mes recherches :

FICHE DE L'ÉLÈVE • FRANÇAIS

Parcours du personnage : de la perte vers la capacité d'agir, 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 : comprendre les sentiments d'une autre personne		
Lien		
Choix / confiance et sentiment d'utilité		
Espoir / incertitude, ce qui demeure inconnu		

La guérison 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 étayée

Nom : _____ Date: _____

Mystère ou question non résolus :

Mon explication :

Deux détails qui l'appuient :

Une autre explication plausible ou un contre-indice, c'est-à-dire un élément de preuve qui remet l'explication en question :

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

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, c'est-à-dire une idée principale du récit?

FICHE DE L'ÉLÈVE • FRANÇAIS

Le présent peut-il changer le passé?

Nom : _____ Date: _____

SENS DU MOT « CHANGER »	ÉLÉMENTS DE PREUVE TIRÉS DU ROMAN	CONTRE-INDICE / LIMITE
Modifier un événement		
Changer ce dont on se souvient		
Donner un nouveau sens		
Changer les actions présentes ou futures		
Influence imaginaire sur le passé		

Ma réponse actuelle :

FICHE DE L'ÉLÈVE • FRANÇAIS

Synthèse finale

Nom : _____ Date: _____

Un changement important chez Daphne :

Un mystère qui demeure non résolu :

Une maxime du carnet ou une valeur qui éclaire la fin :

Une idée du roman qu'il vaut la peine de retenir, et pourquoi :

ÉVALUATIONS DE L'ÉLÈVE — FRANÇAIS

Pages d'évaluation pour ce parcours

Utilisez ces pages pour l'évaluation des élèves, 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

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?

ÉVALUATION • FRANÇAIS

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

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? 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

Vérification de lecture 3 — Chapitres 7 à 9 : le bateau et le Good Game

Nom : _____ Date: _____

1. Pourquoi tante Eleanor insiste-t-elle pour que Daphne participe à la sortie en bateau?

- A. Pour apprendre la navigation
- B. Les MacDonald ont fait un effort particulier pour elle
- C. La maison n'est pas sécuritaire
- D. Elle a promis de cuisiner

2. Qui est le sixième invité?

- A. Mlle Sherwood
- B. Sarah
- C. Le Dr Jacques D'Autremont
- D. Le nouveau propriétaire

3. Qu'est-ce que le Dr D'Autremont dit étudier?

- A. Les vieux bâtiments
- B. Les tempêtes
- C. La manière dont la bonté grandit dans le cœur humain
- D. La preuve que Lily a existé

4. Selon Leslie, qu'est-ce qui peut changer le monde?

- A. Un laboratoire plus grand
- B. Un changement de cœur positif chez une seule personne
- C. Un dossier parfait
- D. Un système de navigation

5. Quel est le but principal du Good Game?

- A. Recueillir les mauvaises cartes
- B. Garder toutes les cartes
- C. Écarter les mots négatifs et jumeler les mots positifs
- D. Deviner qui a inventé chaque mot

Vérification de lecture 3 — Chapitres 7 à 9 : le bateau et le Good Game

6. Que signifie le mot anglais « trivial »?

7. Qu'est-ce que le « D'accord! » prononcé en privé permet d'établir — et ne permet pas d'établir?

8. Comment les règles transforment-elles les valeurs en actions?

9. Qu'est-ce qui laisse croire que les adultes en savent peut-être plus que Daphne ne le pense?

ÉVALUATION • FRANÇAIS

Vérification de lecture 4 — Chapitres 10 à 12 : la perte, le pardon et l'espoir

Nom : _____ Date: _____

1. Pourquoi Lily dit-elle qu'elle parle avec Daphne?

- A. Daphne sait traduire
- B. Daphne comprend ce que signifie perdre ses parents
- C. Daphne est propriétaire de la maison
- D. Daphne peut avertir la forteresse

2. Comment tante Eleanor interprète-t-elle la voix?

- A. Une preuve scientifique
- B. Une autre facette de Daphne — peut-être une âme sœur
- C. Une ruse de Leslie
- D. Le nouveau voisin

3. Que se passe-t-il dans le rêve de Daphne?

- A. Elle retourne à Boston
- B. Un homme ressemblant à D'Autremont montre les cartes à des hommes en 1758
- C. Elle arrête la flotte
- D. Elle trouve le médaillon

4. Qu'est-ce qui tombe du carnet?

- A. Une photographie
- B. Une carte
- C. Une carte PARDON
- D. Une lettre

5. Que révèle Lily au sujet du médaillon?

- A. Il appartenait à sa mère
- B. Il appartenait au Dr D'Autremont
- C. Leslie l'a fabriqué
- D. Il venait des soldats

6. Daphne est-elle prête à pardonner?

- A. Oui, complètement
- B. Jamais
- C. Pas encore; elle a besoin de temps
- D. Le roman ne le dit pas

ÉVALUATION • FRANÇAIS • SUITE

Vérification de lecture 4 — Chapitres 10 à 12 : la perte, le pardon et l'espoir

7. Que signifie l'expression anglaise « bide my time »?

8. Donnez deux façons dont Daphne change d'ici la fin du roman.

9. Nommez un mystère non résolu et expliquez pourquoi il est important.

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.

Évaluation finale — Partie A : compréhension

Nom : _____ **Date:** _____

1. Qu'est-ce qui attire d'abord Daphne dans le mystère?

- A. Une carte
- B. Des voix dans la maison vide
- C. Un journal
- D. Une tempête

2. Quelle expérience centrale relie Daphne et Lily?

- A. Elles fréquentent la même école
- B. Toutes deux perdent leurs parents à cause de la violence
- C. Toutes deux possèdent un bateau
- D. Toutes deux écrivent dans des carnets

3. Quel objet relie les deux époques?

- A. Une boussole
- B. Une photographie
- C. Le médaillon
- D. Une clé

4. Qui étudie la bonté dans le cœur humain?

- A. Leslie
- B. Tante Eleanor
- C. Le Dr D'Autremont
- D. M. MacDonald

5. Que reçoit Daphne vers la fin?

- A. Un nouveau journal personnel
- B. Un télescope
- C. Un billet
- D. Un uniforme

Évaluation finale — Partie B : éléments de preuve et sens

Nom : _____ **Date:** _____

Classez l'énoncé : « Daphne entend une voix. » FAIT / INFÉRENCE, UNE IDÉE OU UNE CONCLUSION FONDÉE SUR DES INDICES / INTERPRÉTATION, COMPRÉHENSION DU SENS / SANS RÉPONSE

Classez l'énoncé : « Leslie se rend à la maison parce qu'il entend Lily. » Expliquez.

Comment le carnet prolonge-t-il l'influence du père de Daphne?

Expliquez la différence entre un fait, une inférence (une idée ou une conclusion fondée sur des indices), une interprétation, une compréhension du sens et une question sans réponse.

Évaluation finale — Partie C : réponse développée

Nom : _____ **Date:** _____

Choisissez **UNE** question. Formulez une affirmation claire, utilisez au moins deux détails précis, expliquez votre raisonnement et reconnaissez l'incertitude — ce qui demeure inconnu — lorsque cela convient.

- A. La maison rose préserve-t-elle la mémoire, ou est-ce Daphne qui lui apporte la mémoire?
- B. Les mots du carnet nous aident-ils simplement à comprendre les événements, ou les mots et les idées peuvent-ils contribuer à faire arriver quelque chose?
- C. Le présent peut-il changer le passé — ou seulement le souvenir qu'on en garde, son sens et ses conséquences?
- D. Le Good Game provoque-t-il le changement, symbolise-t-il le changement ou donne-t-il aux gens une façon de s'y exercer?

ÉVALUATION • FRANÇAIS

Choix final

Nom : _____ Date: _____

CHOISISSEZ UNE OPTION	ÉLÉMENTS REQUIS
Argumentation littéraire	Une réponse, au moins deux détails, un raisonnement et une autre interprétation possible.
Analyse approfondie bilingue	Un passage dans les deux langues, deux choix de traduction et leurs effets.
Enquête historique	Des sources fiables; la distinction entre ce qui est documenté, fictif et inconnu.
Page créative de carnet	Une « maxime pour guider sa vie » bilingue, des liens avec des scènes et une explication.
Dossier d'enquête sur le mystère	Une ou plusieurs explications, des indices, des contre-indices et l'incertitude qui demeure.
Nouvelle version du Good Game	Une carte bilingue, une règle ou une valeur justifiée et un lien avec le roman.

Grille commune sur 16 points

CRITÈRE	4	3	2	1
Compréhension	Exacte, perspicace et nuancée	Exacte et claire	Partielle ou inégale	Limitée ou inexacte
Éléments de preuve	Précis et bien intégrés	Pertinents et suffisants	Généraux ou peu développés	Peu d'appui
Raisonnement et explication	Explique comment et pourquoi; tient compte de la complexité	Relie les éléments de preuve à l'idée	Partiellement expliqué	Surtout des affirmations
Communication	Pertinente et facile à suivre	Claire et organisée	Compréhensible, mais inégale	Difficile à suivre

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 unanswered; assess reasoning, thinking and explanation, and evidence, 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.

Reading Check 3 — Chapters 7–9: The boat and the Good Game

1. B — The MacDonalds made a special effort for her

2. C — Dr. Jacques D’Autremont

3. C — How goodness grows in the human heart

4. B — A positive change of heart in one person

5. C — Discard bad words and pair good words

6. Suggested answer

Unimportant, ordinary, or lacking serious meaning.

7. Suggested answer

It establishes agreement but not what Leslie and Dr. D’Autremont agreed about.

8. Suggested answer

Players repeatedly identify, reject, collect, pair, and discuss values; choices have consequences.

9. Suggested answer

Possible evidence: Leslie’s visit, remarks about the past, the private conversation, Dr. D’Autremont’s question about voices, or redirection by adults.

Reading Check 4 — Chapters 10–12: Loss, forgiveness, and hope

1. B — Daphne understands the loss of parents

2. B — Another side of Daphne—a possible soul sister

3. B — A D’Autremont-like man shows the cards to men in 1758

4. C — A FORGIVENESS card

5. A — It belonged to her mother

6. C — Not yet; she needs time

7. Suggested answer

Wait patiently for the right opportunity or until she is ready.

8. Suggested answer

Any two, explained: hope, acceptance of community/new family, reconnection, writing the story, movement toward agency/a sense of purpose and confidence to act, imagining future forgiveness as a possibility without being an obligation.

9. Suggested answer

Examples: Leslie's visit; private talk; adults' knowledge; the card; voices; backward influence. Credit evidence and the value of uncertainty, what is still unknown.

Bilingual Comparison — Suggested marking

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

TEACHER ANSWERS • FINAL

Final Assessment guidance

Part A

1. B 2. B 3. C 4. C 5. A

Part B

- “Daphne hears a voice” is a **FACT** within the narrated events.
- Leslie’s reason is **UNANSWERED**. Students may infer, but the text does not confirm that he hears Lily.
- The notebook preserves her father’s words and values, shapes Daphne’s attention, and influences her choices.
- Fact is stated or observed; inference is concluded from evidence, an idea or conclusion based on clues; interpretation explains meaning; unresolved and unanswered identifies what the text does not settle.

Part C — Possible pathways

PROMPT	POSSIBLE DIRECTION
House and memory	The house holds layered memories and becomes a meeting place where pain can be heard and transformed.
Words as forces	Words clearly influence attention and action; literal causal power remains an imaginative possibility.
Present and past	Events may remain fixed while memory, meaning, response, and future consequences change.
Good Game	The game turns language about values into repeated choice and community practice; it may also symbolize goodness spreading across time.

Open questions the key must not close

Why Leslie visits; what he and Dr. D’Autremont discuss; how much the adults know; how the **FORGIVENESS** card appears; whether the voices are objectively real; whether the game effects 1758. Credit plausible, possible and believable, theories, evidence from the text, counter-evidence, and honest uncertainty, recognition of what is still unknown.

TEACHER QUICK REFERENCE

When time or energy is short

IF YOU HAVE...	DO THIS
1 minutes	Use the quiet opening routine: One Minute for Good
10 minutes	Read one short passage; ask for one observation of something the student noticed and one inference, an idea or conclusion based on clues.
20 minutes	Use one worksheet in pairs; collect only the final answer.
One period	Follow the lesson as written and use the closing reflection, thoughts on what you have learned.
No marking 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.

*** 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.*

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 CONSIDERATION

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.

Additional lesson plan resources: www.zeitgeistwest.com