

READY-TO-TEACH EDUCATOR PACKET

The Pink House / La Maison Rose

Three-Lesson Sampler

An introduction to mystery, bilingual comparison, and words that guide action

EVERYTHING IN ONE PLACE

3 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.

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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 by comparing the two versions.

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.*

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. Students may want to keep a log.

PACKET A AT A GLANCE

#	LESSON	READ / USE	STUDENT PAGE	ASSESSMENT
1	A House That Speaks	Selected passages from Chapters 1–3	Mystery Evidence Log**	Reading Check 1
2	One Story, Two Languages	One matched French-English passage involving the house or Lily's voice	Une histoire, deux langues	Bilingual response
3	Words That Guide Action	One notebook saying and selected Good Game passage	Notebook Connection + Good Game Thoughts About What You Learned	Final Thoughts About What You Learned

**** 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 and explanations when they discover new information.

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 source of ideas 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, or a 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 helping Daphne understand what has happened, or do words and ideas themselves become forces that help make something happen?

NOTEBOOK LENS	POSSIBLE CONNECTION
Rilke — unresolved 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 short sampler, choose one saying and connect it to one scene or decision.

LESSON 1 OF 3

Lesson 1 — A House That Speaks

READ / USE	FOCUS	PRINT	ASSESS
Selected passages from Chapters 1–3	Close reading; fact, inference, an idea or conclusion based on clues, and uncertainty, what is still unknown	Mystery Evidence Log	Reading Check 1

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. Investigate: 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 an answer or observation connected to the question or activity, 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 3

Lesson 2 — One Story, Two Languages

READ / USE	FOCUS	PRINT	ASSESS
One matched French-English passage involving the house or Lily's voice	Comprehension; bilingual comparison; 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 an answer or observation connected to the question or activity.

, 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 what is still unknown, and notice how ideas are expressed differently.

LESSON 3 OF 3

Lesson 3 — Words That Guide Action

READ / USE	FOCUS	PRINT	ASSESS
One notebook saying and selected Good Game passage	Understanding; values; moral choice, deciding between right and wrong	Notebook Connection + Good Game Thoughts About What You Learned	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 thoughts about what you learned: one idea, one piece of evidence, one question to carry forward.

What success looks like

- Students make an answer or observation connected to the question or activity, 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 Log

Name: _____ Date: _____

Question or mystery:

WHAT THE TEXT SAYS	MY INFERENCE, 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

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 clarify?

Do the words support understanding of experience, influence action, or do both?
Explain.

What question remains?

STUDENT WORKSHEET

Gabarus Good Game --Thoughts About What You Learned

Name: _____ Date: _____

Which card or rule gives the clearest message about how people should treat one another? _____

Why can it be harder to decide what is right or wrong in real life than in a game? _____

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 Pathway A: Three-Lesson Sampler

Use these for marks, 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

Bilingual Comparison — Short Response

Name: _____ Date: _____

Choose a matched passage that your class studied.

What did the second language confirm or clarify?

Read the same sentence in English and French. Does one version give you a different picture or feeling? Explain why. _____

Did your comparison change an understanding? Explain with evidence.

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, 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

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 une expérience, influencent-ils l'action, ou font-ils les deux? Expliquez.

Quelle question
demeure? _____

FICHE DE L'ÉLÈVE • FRANÇAIS

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

Nom : _____ Date: _____

Quelle carte ou quelle règle transmet le message le plus clair sur la manière dont les gens devraient se traiter les uns les autres? _____

Pourquoi peut-il être plus difficile de décider ce qui est bien ou mal dans la vie réelle que dans un jeu? _____

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 du parcours A : échantillon de trois leçons

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

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

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?

Lisez la même phrase en anglais et en français. Une version évoque-t-elle une image ou une impression différente? Expliquez pourquoi.

Votre comparaison a-t-elle modifié votre compréhension? Expliquez à l'aide d'éléments de preuve.

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 and unanswered on purpose; assess thinking and evidence, not agreement with a preferred possible explanation.

Reading Check I — 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.

Bilingual Comparison — Suggested marking

- 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, 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 understanding.

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 what a student noticed and one inference, an idea or conclusion based on clues.
20 minutes	Use one worksheet in pairs; collect only the final answers.
One period	Follow the lesson as written and use the closing thoughts about what you 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	If students are eager to explore further, continue with the next teaching pathway or let them choose a final activity that reflects what they have learned.

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.