



When the

When the River Calls

A Novel Study

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Sequel to
*When Lightning
Strikes*

ANSWER KEYS & ASSESSMENT RUBRICS

SECTION I: ONGOING ACTIVITIES

SECTION II: CULMINATING ACTIVITIES

Section I

ONGOING ACTIVITIES

SECTION	CONCEPT/ACTIVITY	RUBRIC	ANSWER KEY	PAGE
Getting Started	Basic Novel Information		✓	3
Chapters 1-5	Characters and Character Traits		✓	4
Chapters 6-10	Figurative Language		✓	5
Chapters 11-15	Character Traits		✓	6
	Travel Diary	✓		6
	Point of View			7
Chapters 16-20	Character Traits		✓	8
	Travel Diary	✓		8
	Foreshadowing		✓	8
Chapters 21-25	Character Traits		✓	8
	Travel Diary	✓		8
	Cliffhanger Chapter Endings		✓	9
Chapters 26-30	Character Traits		✓	10
	Travel Diary	✓		10
	Flashback		✓	10
Chapters 31-35	Character Traits		✓	12
	Travel Diary	✓		12
	Figurative Language		✓	12
Chapters 36-40	Travel Diary	✓		13
	Setting		✓	13
Chapters 41-45	Character Traits		✓	15
	Travel Diary	✓		15
	Character Types		✓	15
Chapters 46-50	Character Traits		✓	15
	Travel Diary	✓		15
	Plot and Conflict		✓	16
Chapters 51-55	Character Traits		✓	16
	Travel Diary	✓		16
	Theme		✓	17

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

WHEN THE RIVER CALLS



Getting Started

Fill in the following organizer with information about the novel.

1. Title: ***When the River Calls***
2. Author: **Hugh Alan Smith**
3. Publisher: **Herald Press**
4. Publishing Date: **2004**
5. Number of Pages: **252 to end of narrative; 261 altogether**
6. Number of Chapters: **55**
7. This is the second novel in a series. The novel continues to follow the lives of the main characters from the first book; however, it is not necessary to read the first book to understand *When the River Calls*. What is the name of the novel series? ***Crossings of Promise***
8. Name of Hugh Alan Smith's other novel in the series: ***When Lightning Strikes***

FRONT COVER

1. What does the front cover illustration show? **Two characters, steamboat on river/sunset sky**
2. Does the front cover make you want to look further to see what the novel is about? **This is a matter of the student's opinion.**
3. Why or why not? **A matter of the student's opinion.**

BACK COVER

1. Read the back cover summary. What can you find in it that makes the book sound interesting? **A matter of opinion, but could include: Paul's disappearance up the Missouri River; a deathbed intuition; an unknown danger; farthest reaches of America; dangers of 1880 America; a gun-toting alcoholic; the hope of finding love.**
2. Look at the back cover. Publishers will often include endorsements of praise for a writer's work. Copy the endorsements, or the most important parts of them on the lines below. **"This story is a feast, a joy, an inspiration. When Lightning Strikes has high drama, vivid settings, and characters so brilliantly fashioned they echo in my head long after I've set the book down." T. Davis Bunn, author; "An awesome book. I highly recommend this story about the importance of trust, relationships, and crucial decisions." Natalie Gauthier, *The Lethbridge Herald*.**

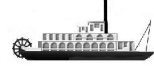
CHAPTERS 1 - 5

CHARACTERIZATION

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

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

ACTIVITY



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

CHARACTER	CHAPTER INTRODUCED	CHOOSE CHARACTER TRAITS FROM THE LIST ABOVE TO TELL WHAT EACH CHARACTER IS LIKE (WRITE SMALL, SO YOU CAN ADD TO IT)	CHARACTER TYPE	
Hannah Stahl	1	Could include: bossy, conflicted, confused, courageous, daring, dependable, determined, dreamy, forgiving, honest, intelligent, kind, manipulative, sharp-witted, stubborn, witty	Flat Round	Static Dynamic
Checkela	1	Could include: boastful, courageous, daring, helpful, hot-headed, impulsive, loyal, quarrelsome, reckless, stubborn	Flat Round	Static Dynamic
Sannah Basel	1 (1 st mentioned); 3 (in person)	Generous, helpful, understanding, wise	Flat Round	Static Dynamic
Paul Wipf	1 (1 st mentioned); 28 (in person)	Calm, courageous, friendly, forgiving, generous, helpful, honest, intelligent, kind, polite, patient, reasonable, understanding, wise	Flat Round	Static Dynamic
Harry Orman	9	Charming, conflicted, courageous, confused, daring, friendly, helpful, impulsive, reckless,	Flat Round	Static Dynamic
Buckskin Man	14	Boastful, cruel, quarrelsome, rude, selfish, tough, unkind, crude	Flat Round	Static Dynamic
Captain Anders	14 (1 st mentioned); 16 (in person)	Calm, charming, contented, dependable, friendly, generous, helpful, honest, intelligent, kind, patient, polite, quiet, reasonable, relaxed, understanding, wise	Flat Round	Static Dynamic
Pearl Tate	28	Determined, fearful, gentle, brave, courageous,	Flat Round	Static Dynamic
Carson Tate	30 (through Paul's story); 39 (in person)	Cowardly, cruel, manipulative, selfish, unkind	Flat Round	Static Dynamic

CHAPTERS 6 - 10

FIGURATIVE LANGUAGE

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

ACTIVITY



Now You Try. Go to the novel pages listed in the chart below and find sentences containing the figures of speech requested. Write the sentences in the space provided. Note to teacher: On some pages there may be more than one example.

FIGURE	PAGE	SENTENCE
Simile	37	<i>Then feeling like a robber....</i>
Simile	40	<i>...I stood, planted like a scarecrow.... ... as if the bones were out of joint. ...ran as if the road were paved with fire. ...sneaking around like a ghost? ...pointing at me like the angel of death. ...feeling like a silly fool.</i>
Simile	41	<i>You took off like a sinner with the devil on his tail.</i>
Simile	42	<i>...he crooked his arms like sticks....</i>
Metaphor	25	<i>...spitting their filthy brown tobacco juice....</i>
Personification	36	<i>It stirred my spirit, tugged at my heart.... ...light filtered in through the attic window, worrying the darkness.... ...a deep-throated steam whistle....</i>
Personification	37	<i>...the big clock from Russia clung to the wall. ...its swinging pendulum measured the night. Its hands were hidden in darkness.... Fresh, cool air bathed my face.... But the darkness was weakening....</i>
Personification	38	<i>A lonesome doubt crept into my heart.... ...to the voice of a steamboat whistle! ...had fear not choked me.</i>
Personification	43	<i>By now, the sun was clawing its way over the hills behind us.</i>
Hyperbole	39	<i>...I was sure it was about to deliver a message from the dead – but it remained as silent as the graves.... ...my insides turned cold.</i>

CHAPTERS 11 - 15



CHARACTER TRAITS: Return to the Character Traits chart to add or update characters and traits.
ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



Begin a Travel Diary: Imagine that you are Hannah. You have found a small travel diary among the supplies purchased from the grocer. In each section, you will have an opportunity to write in your diary summing up the main events of your travels and adventures. There is also room for a small drawing. You can use the space to do a sketch showing something from the chapters in question that would be meaningful to Hannah.

TRAVEL DIARY ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Accuracy & Detail	All details presented are accurate and logically organized.	Almost all details presented are accurate and logically presented.	Details lack some accuracy and lack logical presentation.	Little detail presented, and presentation is haphazard.	
Presentation	Presentation is creative & shows excellent understanding of character's personality.	Presentation is somewhat creative, & shows acceptable understanding of character's personality.	Presentation shows limited creativity and understanding of character's personality.	There is little evidence of creativity or understanding of character's personality.	
Neatness, Spelling & Grammar	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
TOTAL SCORE					

POINT OF VIEW

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

ACTIVITY



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

First Person Point of View

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

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

RETELLING: POINT OF VIEW ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Accuracy & Detail	All details presented are accurate and logically organized.	Almost all details presented are accurate and logically presented.	Details lack some accuracy and lack logical presentation.	Little detail presented, and presentation is haphazard.	
Creativity & Point of View	Presentation is creative. Narrator voice reflects excellent understanding of different character's point of view.	Presentation is somewhat creative. Narrator voice reflects acceptable understanding of different character's point of view.	Presentation shows limited creativity. Narrator voice reflects limited understanding of character's point of view.	There is little evidence of creativity or understanding of different character's point of view.	
Neatness, Spelling & Grammar	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
TOTAL SCORE					

CHAPTERS 16 - 20



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

FORESHADOWING

Foreshadowing is when the author gives the reader hints and clues about what will happen next, though the reader does not always notice them at first. These hints can make the things that happen later ring true, so the reader might think, "Of course, I should have known!" Here's an example: *The little boy was enjoying a sunshiny day on the farm -- until he noticed a big dog looking at him. Suddenly, the air felt cold.* This would be foreshadowing if the dog attacks the boy later on.

ACTIVITY



In Chapter 20, Hannah has a frightening encounter with the buckskin man. She learns how truly dangerous he can be. Look back to Chapter 13 to find a paragraph that hints at the coming danger from the buckskin man. Write out the paragraph, and underline the two-word sentence that gives the strongest sense of foreshadowing.

ANSWER, PAGE 61: I watched six rough-looking men playing poker around a crate they used for a table. I shuddered. Those men had to be more dangerous than the roosters we had been warned about. When I paid the clerk our fare of forty-five dollars each, he had looked me over and announced, "Ma'am, you are an attractive-looking young woman. I would advise you to keep a sharp eye out for the roosters, especially at night."

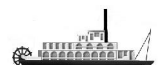
CHAPTERS 21 - 25



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

CLIFFHANGER CHAPTER ENDINGS

One technique for keeping the reader interested is to create suspense with *cliffhanger* chapter endings, which leave the reader wondering what will happen next.

ACTIVITY



Look back to the end of each chapter in this section and tell what question is left for the reader to wonder about.

Chapter 21: This makes the reader wonder how Hannah will react to Checkela, and what Harry will do about the insult.

Chapter 22: This makes the reader wonder if the boat is being attacked and, if so, who might be doing the shooting. Is Hannah in danger?

Chapter 23: This makes the reader wonder what has happened to Harry, and why he is tumbling down the stairs. Will he hit Hannah? What will happen because of it?

Chapter 24: This makes the reader wonder how Harry knows about Paul and where he is. It also may also make the reader wonder why Harry has not said anything before. What else might he be hiding?

Chapter 25: This makes the reader wonder exactly what Hannah was wondering: “What in the world was a house doing in the middle of the river?” What is it? Is it really a house? Does it suggest any kind of danger?

CHAPTERS 26 - 30



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

FLASHBACK

Flashback is a storytelling technique used to show events that have happened before. It can be done through narration or dialogue.

ACTIVITY



In the Flashback Type column, circle A, B, or C to show when the flashback took place. Then tell what the flashback is about.

A. This flashback is something remembered from an earlier novel.

B. This flashback relates only to this novel, but it happened before the beginning of the novel.

C. This flashback has the narrator telling something that has happened just a little while ago in this novel.

PAGE & CLUE WORDS	FLASH- BACK TYPE	WHAT THE FLASHBACK IS ABOUT
14 only six years	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	Hannah is remembering the funeral of Paul's parents, who were killed in Russia. She remembers that it was awful, and that Paul had blamed God for what had happened. Paul had also blamed himself. (This refers to events in <i>When Lightning Strikes</i> .)
15 adopted	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	Hannah is remembering how hard it had been for Paul when he'd had to move in with his Aunt Sannah. Sannah was bitter because of the loss of her own son, and she'd had no love left over for Paul. (This refers to events in <i>When Lightning Strikes</i> .)
20 five days	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	Hannah is remembering Sannah's last days, and how she had nursed her in her illness. Sannah had directed her to an envelope containing \$200.00 that belonged to Paul. Hannah describes Sannah's death.
22 Russia	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	Hannah is remembering how she and Paul had found the money in his deceased mother's treasure box in Russia, and how Paul had brought it with him to America, and finally turned it over to Sannah. (These events occur in <i>When Lightning Strikes</i> .)

33 ship	<p>Ⓐ</p> <p>B</p> <p>C</p>	Hannah is remembering how Paul had rescued Checkela from being washed overboard during transAtlantic crossing from Europe. (This event occurs in <i>When Lightning Strikes</i> .)
54 The run-in	<p>A</p> <p>B</p> <p>Ⓒ</p>	Hannah recalls events that had happened that morning. She is reflecting on Checkela's embarrassment over the encounter with Harry Orman. She recognizes that the encounter had turned out to be a good thing, leading to the meeting with Ben Crane who had provided some valuable information. Crane had also connected them with the grocer from whom they purchased second hand supplies.
96 had locked the cook	<p>A</p> <p>B</p> <p>Ⓒ</p>	Hannah is reflecting on the very recent passenger rebellion against the cook, which caused him to quit his job, leaving her the opportunity to step in and take over.
125 fifteen men	<p>A</p> <p>Ⓑ</p> <p>C</p>	Harry is telling Hannah about the Cypress Hills Massacre and the Canadian Mounties' unsuccessful attempt to bring the U.S. perpetrators to justice. (These events had taken place several years before the beginning of the present story.)
140 I was out	<p>A</p> <p>B</p> <p>Ⓒ</p>	Paul is telling Hannah about Carson's murder of the Indian boy. He tells her about how upsetting it was for Pearl, and how Carson had responded by knocking her down and dragging her to the house. (These events had occurred just the day before.)
141 A few years ago	<p>A</p> <p>Ⓑ</p> <p>C</p>	Paul is telling Hannah about the Cypress Hills Massacre, and the unpopular arrest of the perpetrators. Both Harry's and Paul's telling of these events serve to give a measure of the times in Fort Benton, and to show why Carson can get away with such racist cruelty.

CHAPTERS 31 – 35

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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY

ANSWER: Use Assessment Rubric provided with the first travel diary entry.

FIGURATIVE LANGUAGE

ACTIVITY



For a reminder about the different figures of speech, look back at the figurative language chart on page 6. Then fill in the following chart.

FIGURE	PAGE	SENTENCE
Simile	156	<ul style="list-style-type: none"> ...he went over <i>like a rotten tree</i> in a windstorm. ...swinging his fists <i>like a hammer</i>.
Metaphor	143	<ul style="list-style-type: none"> His eyes were dark steel....
Metaphor	151	<ul style="list-style-type: none"> Suddenly, my backside was alive with the blistering and burning of all the pokers and pitchforks of Hades. (The comparison suggests that the cactus spines are pokers and pitchforks.)
Personification	150	<ul style="list-style-type: none"> The horse, my skirt, and the ladder-steep Teton River valley conspired against me.
Irony	152	<ul style="list-style-type: none"> Yes, I was quite the rescuer! (Meaning she wasn't much of one at all.) I noticed the way you kept her from falling off the horse. (Meaning he hadn't done anything to keep her from falling.)
Irony	159	<ul style="list-style-type: none"> "Must have been some hit," I said. "Almost as hard as the hit you put on Harry that time." (Meaning Hannah doesn't think it was much of a hit at all.) I'll just bet you have. (Meaning Hannah thinks it more likely that Paul and Pearl were doing anything but Bible study.)
Hyperbole	151	<ul style="list-style-type: none"> I would rather take the infection and die.
Hyperbole	152	<ul style="list-style-type: none"> ...I don't care what the Bible says, I am going to kill somebody.
Litotes	144	<ul style="list-style-type: none">well, Sannah Basel is gone. (She is dead.)
Litotes	146	<ul style="list-style-type: none"> ...the news about Sannah, and...there's the Indian boy, and the girl – well, you know – her father and all -- <i>it's not the happiest of days</i>.

CHAPTERS 36 - 40

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

SETTING

Two categories of setting are geographical setting and chronological setting. Setting is important because it affects how the characters will act.



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

ANSWER: Discussions of this question will vary, but should include some of the following points.

- **Modern Communication:** telephone, fax, e-mail, internet.
- **Modern Transportation:** rail, bus, automobile, air travel.

It is much easier, and quicker, to travel and communicate over distance in the modern world. Paul and Hannah would have been able to keep in touch much more easily today than they were able to do in 1880. For the story to work and be believable in a modern setting, an author would have to come up with different reasons for Paul not to have let Hannah know where he was, and to give Hannah a reason to embark on her quest to find Paul. As a runaway from the colony, Hannah, today, might hitchhike or take a bus to Montana. Each method of transportation would present its own unique opportunity for the author to create adventure.

ACTIVITY



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

CHRONO- LOGICAL SETTING	CHRONOLOGICAL SETTING DESCRIPTION
	<p>The novel is set in 1880, late June and July.</p>
GEO- GRAPHICAL SETTINGS	GEOGRAPHICAL SETTING DESCRIPTIONS
 Split Rock Colony	<p>Split rock colony is near the town of Bon Homme in the South Dakota Territory. It built on a ranch that originally belonged to a man named Burleigh. The houses are built of chalk stone quarried from the Missouri River banks. The Hutterite colony is a communal setting.</p>
 On Board the Silver Mist	<p>The Silver Mist is a wood-burning steamboat under the charge of Captain Anders. It is a flat-bottomed boat with three decks. The wealthier passengers are accommodated in cabins on the boiler deck. Those less fortunate essentially fend for themselves among the cargo on the lower (main) deck.</p>
 Fort Benton	<p>Fort Benton, in the Montana Territory, is the most westerly point navigable by steamboats on the Missouri River. It is a rather rough town frequented by hide hunters, miners, and ranchers. It is on the verge of becoming civilized, but has a reputation for its saloons, shootings, whiskey traders and poor treatment of Natives. A supply point for the North West Mounted Police in Canada, Fort Benton sends bull trains along the Whoop-up trail to Canada.</p>
 The Tate Ranch	<p>This is a cattle ranch owned by Carson Tate. Set in the Teton River Valley near Fort Benton. Carson had lived there with his wife and daughter until he finally drove his wife to escape his abusive treatment of her.</p>

CHAPTERS 41 - 45



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

CHARACTER TYPES

There are different kinds of characters, and different ways of presenting them to the reader.

ACTIVITY



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

ANSWER: See the Character Traits chart on page 5.

CHAPTERS 46 - 50



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

PLOT AND CONFLICT

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

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

ACTIVITY



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

CHAPTERS 51 - 55



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

ANSWER: See the Character Traits chart on page 5.

TRAVEL DIARY



ANSWER: Use Assessment Rubric provided with the first travel diary entry.

THEME

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



ACTIVITY

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

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

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

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

Responses will be subjective, but may include some indignation, and comments about the false or selfish nature of what Carson calls love. Students should recognize the difference between real love and Carson simply taking what he considers his.

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

Judge Tatten means that love should be selfless. This kind of fatherly love contrasts sharply to Carson's. It is protective and nurturing rather than possessive. Students will, no doubt, express favourable opinions about this kind of love.

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

Like fatherly love, this kind of love is selfless, allowing her to set her jealousy and self-interest aside. Responses on how to show it will vary, but may include being helpful and accepting of others who may need the support of a close, sisterly relationship.

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

Pearl is telling Hannah that she is not interested in Paul romantically. Students may suggest that she loves Paul as a brother, or a mentor. She has found someone supportive in Paul, and her relationship with him has given her strength and hope. Through Bible study and Paul's Christian witness, she has discovered God's love – a fatherly love superior to that of her own father.

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

Answers may reflect on the Hutterites' openness and welcoming concern for others. It suggests that they are a compassionate and loving people.

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

One possible answer is that Hannah has accepted that God has a plan for her life, and to surrender to that plan, whether it includes a romance with Paul or not. This has allowed her to overcome her jealousy, and open her heart to Pearl, accepting her as a friend.

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

Hannah is talking about romantic love. Presumably it is a mature love, based not just on self-interest and physical attraction, but on shared values and deep convictions.

Section II

CULMINATING ACTIVITIES

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

CONCEPT/ ACTIVITY	RUBRIC	ANSWER KEY	PAGE
Plot Diagrams		✓	20
Mapping the Setting	✓		21
Fact or Fiction		✓	22
Letter to a Friend	✓		23
Hutterite Vocabulary Crossword Puzzle #1		✓	24
Hutterite Vocabulary Crossword Puzzle #2		✓	25
Further Research: Historical Newspaper Reports: Native Troubles <ul style="list-style-type: none">• Sitting Bull and the Sioux• Chief Joseph and the Nez Percé• Cypress Hills Massacre• Fort Whoop-up Whiskey Trade	✓		26
Art Connection 1: Steamboat Silhouette	✓		27
Art Connection 2: Steamboat Grid Art	✓		28
APPENDIX <ul style="list-style-type: none">• When the River Calls Fiction Quiz		✓	29

PLOT DIAGRAMS

Stories usually follow a pattern that can be shown in the diagram of a curve.

ACTIVITY



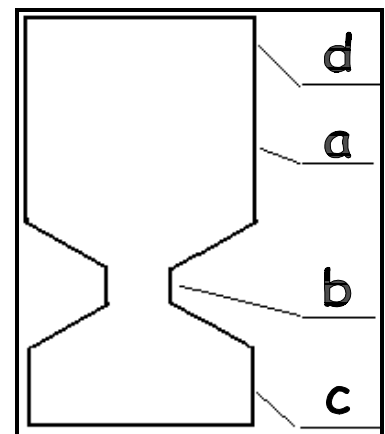
A. For each of the plot diagram questions below, find one scene from the story. Tell what happens, what page it is on, and why it fits the part of the plot diagram listed.

1. **INTRODUCTION** (Pages 13-19): **Essentially anything to the end of Chapter two, or possibly three.**
2. **RISING ACTION** (Pages -- about 23-242): **Essentially any example of events occurring in the body of the novel between about chapters four and fifty-three.**
3. **CLIMAX** (Page 249): **The events concerning the arrival of Carson Tate to Split Rock Colony, the peak moment being when Pearl puts herself between Checkela and her father's gun. Her life hangs in the balance as she faces Carson down. Note: One could say that there are two climaxes in the novel, the first being the climax of Paul and Hannah's love story. This occurs at the end of Chapter 49, and during Chapter 50. This, however, should not be considered the climax of the entire novel.**
4. **FALLING ACTION** (Pages 250, 251): **This is the part where Carson realizes that he is beaten. He lowers his gun, gets his horse and leaves the Split Rock Colony. Pearl is loved and accepted by the members of the community.**
5. **DENOUEMENT** (Pages 251, 252): **Paul and Hannah express their love for, and commitment to, one another and the life they will lead together on the colony.**

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

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

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





MAPPING THE SETTING

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

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

Compare student maps to the map in the novel. The assessment rubric below may serve as an aid to marking.

MAPPING THE SETTING -- ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Title	Title clearly gives purpose/content and is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map.	Title is acceptable for purpose/content and is printed at the top of the map.	Title tells the purpose/content of the map, but is not located at the top of the map or lacks neatness.	Purpose/content of the map is not clear from the title, and lacks neatness or placement.	
Labels - Accuracy	At least 14 of the 15 labels on the map are labeled and located correctly.	12 or 13 of the 15 labels on the map are labeled and located correctly.	10 or 11 of the 15 labels on the map are labeled and located correctly.	Fewer than 10 of the 15 labels on the map are labeled and located correctly.	
Labels - Spelling/ Capitalization	At least 14 of the 15 labels on the map are spelled and capitalized correctly.	12 or 13 of the 15 labels on the map are spelled and capitalized correctly.	10 or 11 of the 15 labels on the map are spelled and capitalized correctly.	Fewer than 10 of the 15 labels on the map are spelled and capitalized correctly.	
Labels - Neatness	At least 14 of the 15 labels are easy to read.	12 or 13 of the 15 labels are easy to read.	10 or 11 of the 15 labels are easy to read.	Fewer than 10 of the labels are easy to read.	
Coloured and Labeled Features	Whoop-up Trail, Reservation, river & border are all drawn & coloured correctly.	Three of Whoop-up Trail, Reservation, river & border are drawn & coloured correctly.	Two of Whoop-up Trail, Reservation, river & border are drawn & coloured correctly.	One or none of Whoop-up Trail, Reservation, river & border are drawn & coloured correctly.	
TOTAL SCORE					



FACT OR FICTION?

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

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

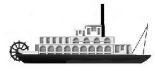


LETTER TO A FRIEND

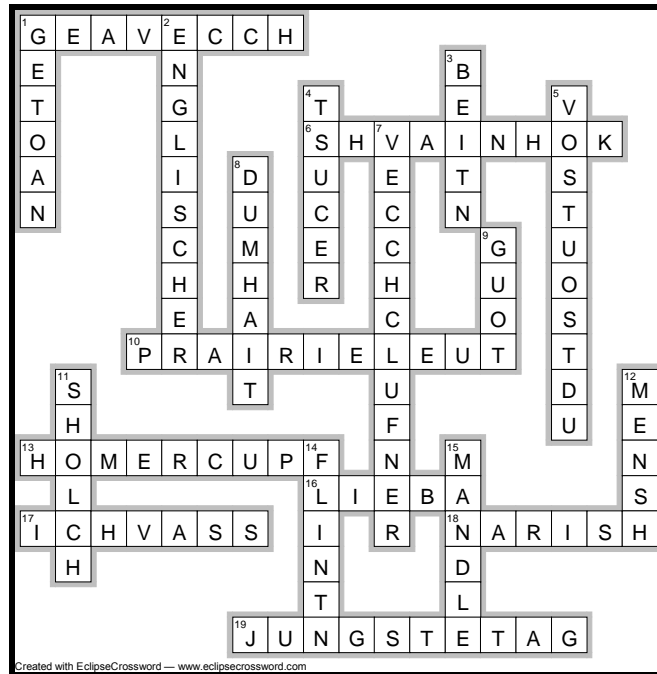
Imagine that you have just finished reading the novel. **Write a letter** about it to a friend. Check out proper envelope format, and address the envelope. Don't forget your return address. Draw a picture in the space for the stamp, and write in the proper amount for postage. In the box below the envelope,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

LETTER TO A FRIEND ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Envelope	Complete, accurate return address and recipient address. Addresses in correct positions. Stamp is accurate and creative.	Complete, accurate return address and recipient address. Position may be slightly off. Stamp is correctly priced and shows creativity.	1-2 errors in addresses or stamp price. Stamp drawing is acceptable.	Addresses are incomplete and/or inaccurate. Stamp may be poorly done.	
Novel Summary	Summary is clear and organized. It is easy to tell what the novel is about.	Summary is fairly clear, but organization could be better, but the novel's plot is understandable.	Summary is somewhat organized, but not very clear. It is difficult to tell what the novel is about.	Summary is poorly done, making it is very difficult to tell what the novel is about.	
Support for Recommendation	Recommendation is clear and supported.	Recommendation is clear, and somewhat supported.	Recommendation is unclear or poorly supported.	No recommendation is given, or recommendation is not supported.	
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.	
Neatness, Spelling & Grammar	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
Picture	Picture is carefully done and attractive with good use of colour. It shows that the author took pride in work.	Picture is and attractive, with good use of colour. Some lack of control is evident, but not distracting. It shows that the author took some pride in it.	Lack of control is evident and distracting. It shows that it may have been done in a hurry.	Poorly done. It shows an obvious lack of care or pride.	
TOTAL SCORE					

HUTTERITE VOCABULARY CROSSWORD ACTIVITY #1



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



Across

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

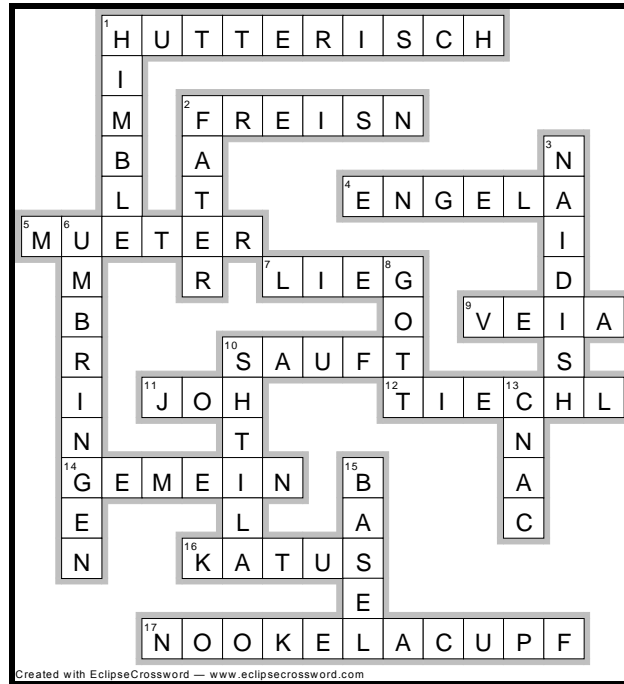
Down

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

HUTTERITE VOCABULARY CROSSWORD ACTIVITY #2



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



Across

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

Down

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

FURTHER RESEARCH



HISTORICAL NEWSPAPER REPORTS - NATIVE TROUBLES

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

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

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

HISTORICAL NEWSPAPER REPORT: NATIVE TROUBLES ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Headline	Article has a captivating headline that accurately describes content.	Article has a descriptive headline, but it is only moderately captivating.	Headline is awkward, uninteresting or inappropriate.	No headline is provided.	
Who, What, When, Where & How	Article adequately addresses the 5 W's (who, what, when, where and how).	Article addresses the 5 W's, but one or more are less than effectively covered.	Two of the five W's are not addresses.	Three or more of the 5 W's are not addressed.	
Articles - Interest	Article contains facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	Article contains facts, figures, and/or word choices that make the articles interesting to readers.	Article contains some facts or figures but is marginally interesting to read.	Article does not contain facts or figures that might make it interesting to read.	
Spelling and Proofreading	No more than minor spelling or grammatical errors in finished copy.	Mildly distracting spelling or grammatical errors in finished copy.	Spelling or grammatical errors in finished copy are intrusive, disrupting the flow and meaning of the article.	Article is replete with spelling and grammatical errors, which spoil the article.	
TOTAL SCORE					

ART CONNECTION 1



STEAMBOAT SILHOUETTE

Materials

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

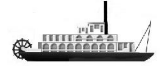
Directions: Do a watercolour wash in warm sunset colours. Paint different coloured bands *across* the entire paper. Experiment with blending the colours, but be careful not to mix them excessively. Set aside to dry.

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

MARKING THE EXERCISE: The following rubric can be used to assess the project.

ART CONNECTION 1: STEAMBOAT SILHOUETTE ASSESSMENT RUBRIC					STUDENT:
CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Colour Choices	Choice of colour enhances the idea being expressed.	Choice of colour is appropriate for the idea being expressed.	Choice of colour is not appropriate for the idea being expressed.	Choice of colour is in no way appropriate for the assignment.	
Painting Skill	Paint is applied in a logical and skillful manner to excellent effect.	A few drips or smudges. Some lack of control is evident, but not distracting.	Some drips or smudges. Lack of control is distracting.	Student needs to work on controlling paint and preplanning paint application. Muddy colors and poor control are evident throughout the painting.	
Silhouette Effect	Effective Silhouette. Riverboat shows attention to detail, and is cut out and glued with precision.	Acceptable Silhouette. Effective, but with minor flaws in detail, and a few errors in cutting and gluing.	Fair Silhouette. Details are poorly attempted. Cutting and gluing show obvious signs of haste and lack of care.	Poor Silhouette. It is obvious that little care was taken for silhouette. Detail is lacking, and cutting and gluing are carelessly done.	
Time/Effort	Class time was used wisely. Much effort went into the planning and design of the project.	Class time was used wisely, but could have been more consistent.	Class time was not always used wisely, but student still managed to complete the assignment.	Class time was not used wisely, to the detriment of the project, and possibly that of others.	
TOTAL SCORE					

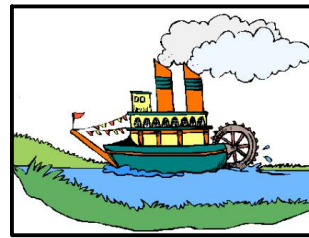
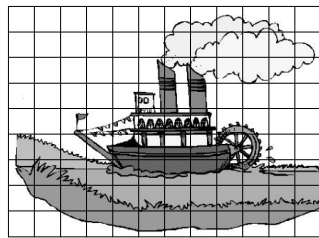
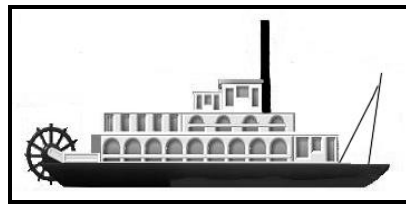
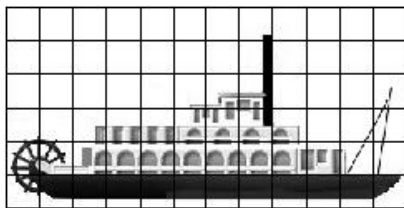
ART CONNECTION 2



STEAMBOAT GRID ART

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

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



ART CONNECTION 2: STEAMBOAT GRID ART ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
Detail	Riverboat shows excellent attention to detail. Lines are duplicated on grid with precision.	Effective, but with minor flaws in detail. Lines are duplicated on grid with a few errors.	Details are poorly attempted. Lines on grid contain errors that detract from the appearance of the drawing.	Poorly done. It is obvious that little care was taken. Line details are lacking and carelessly done.	
Colour	Rich colour, with well-defined edges, enhances the steamboat appearance.	Colour is appropriate. Only minor flaws are evident in edges and saturation.	Colour is not appropriate, but flaws in edges and saturation are distracting.	Colour may not be appropriate. Flaws in edges and saturation show an obvious lack of care.	
Time/Effort	Class time was used wisely. Much effort went into the planning and design of the project.	Class time was used wisely, but could have been more consistent.	Class time was not always used wisely, but student still managed to complete the assignment.	Class time was not used wisely, to the detriment of the project, and possibly that of others.	
TOTAL SCORE					

APPENDIX

WHEN THE RIVER CALLS FICTION QUIZ

Name _____

Date _____

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

1. When was this novel published?
 a. 1867 b. 1954
 c. 1999 **X d. 2004**
2. What is the geographical setting of this novel?
 a. Mostly in Canada at along the Red Deer River
X b. Mostly along the Missouri River, U.S.A.
 c. the eighteen hundreds
 d. the nineteen hundreds
3. What is the chronological setting of this novel?
 a. Mostly in Canada at along the Red Deer River
 b. Mostly along the Missouri River, U.S.A.
X c. the eighteen hundreds
 d. the nineteen hundreds
4. From whose point of view is the story told?
 a. Paul's b. Checkela's
 c. Pearl's **X d. Hannah's**
5. Who is the protagonist in the story?
 a. Paul b. Buckskin
 c. Harry **X d. Hannah**
6. Who is the main antagonist in the story.
 a. Paul **X b. Buckskin**
 c. Harry d. Hannah
7. Hannah is sometimes mixed up, and is unsure if she is doing the right thing by going after Paul. This is an example of which kind of conflict?
 a. man vs. man (person vs. person)
X b. man vs. himself (person vs. him/herself)
 c. man vs. the environment (person vs. the environment)
8. When the Buckskin man comes after Hannah, which kind of conflict is Hannah worried about?
X a. physical b. mental
 c. emotional d. moral
9. At the beginning of the novel, Hannah usually wants to do things her own way. At the end of the novel, she is more likely to relax and try to do things God's way. What kind of character is she?
 a. static **X b. dynamic**
 c. nice d. young

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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