

Study Guide



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R E B E L *so* G L O R Y

Introduction

This workbook is designed to support an integrated language arts unit using Sigmund Brouwer's novel, *Rebel Glory*. The activities are to be used as you, the teacher, see fit for your unique students. This collection of activities may be used in a sequential or linear manner, or selectively, in order to make the reader's experience richer.

There are four collections of activities: **Before Reading**, **Reading**, **After Reading** and **To Use Anytime**. Whether you read the novel as a class, as an independent study, as a community of readers, or a read aloud, there should be plenty of reading, writing, drama, and art activities for every type of reader in your class. Because the activities use writing to connect with the reading experience, we suggest that grading emphasize content and process. As your students read the novel, they should be encouraged to explain why they responded to the activities the way they did.

Lastly, we included two generic evaluation checklists. Naturally, all the activities could be evaluated to fit whatever format your district is currently using.

Have fun with the novel and connecting beyond to our website! •

Please feel free to photocopy any of these activity sheets for students studying *Rebel Glory*. However, we would appreciate it if you apply all other copyright considerations to the Study Guide.





BEFORE READING



Building a common background for a not so common reading experience!



Always Judge A Book By... Its Cover!

.....

Books should invite you to pick them. Pick up a copy of *Rebel Glory* and record your observations:

The Front Cover

1. _____
2. _____
3. _____
4. _____

The Back Cover

1. The main character is _____
2. The story's problem is _____
3. Comments _____
4. Sigmund's hockey experiences _____
5. _____

Just Inside

1. Copyrighted _____
2. Published by _____
3. Dedicated to _____
4. Diagram of _____
5. Terms for _____

Your Predictions

Of course you want to start reading, but before you do...

Where will the story take place? _____

When will the story take place? _____

Who will be in the story? _____

What might happen in this story? _____





Building Some Hockey Background

.....

Form small research groups. Think about great sources for hockey research...books, encyclopedias, hockey cards, newspapers, sports magazines, etc.

Make a plan as to who will search where, and find information for the following categories:

By whom and where was hockey invented?

How has the game changed from then to now?

What kind of equipment is needed to play the game?





Building Some Hockey Background, *continued*

.....

Who plays hockey?
(Think girls, boys, amateurs, etc.)

Where in the world is hockey played?

Your Own Category?





Our Hockey Experiences



Using the students from your class, find out how many have...

Question	No.
1. Watched hockey on television	_____
2. Listened to hockey on the radio	_____
3. Played ice hockey	_____
4. Played road hockey	_____
5. Played roller hockey	_____
6. Collected hockey cards	_____
7. Read/follow hockey statistics	_____
8. Know an amateur hockey player	_____
9. Know a professional hockey player	_____
10. Own a hockey cap	_____
11. Own a hockey jersey	_____
12. Own a hockey T-shirt	_____
13. Own a hockey poster	_____
14. Have been to an amateur hockey game	_____
15. Have been to a professional hockey game	_____



Now, summarize your statistics into a bar graph!





Hockey Map of North America

.....

I. Using a recent newspaper with current hockey statistics, complete the following chart:

NHL Teams

Team Name	City	Province/State	Country	Division
1. Red Wings				
2. Maple Leafs				
3. Stars				
4. Blues				
5. Black Hawks				
6. Coyotes				
7. Avalanche				
8. Oilers				
9. Flames				
10. Canucks				
11. Sharks				
12. Mighty Ducks				
13. Kings				
14. Penguins				
15. Bruins				
16. Canadiens				
17. Sabres				
18. Hurricanes				
19. Senators				
20. Rangers				
21. Devils				
22. Capitals				
23. Islanders				
24. Panthers				
25. Flyers				
26. Lightning				





Hockey Map of North America, *continued*

.....





Hockey Map of North America, *continued*

.....

2. Using the map, use color and words to label the following:

- Canada
- United States
- Pacific Ocean
- Atlantic Ocean
- NHL cities
- NHL provinces/states

3. Still using a current newspaper, complete the following:

- the total distance for the traveling team of three games (to the game from their home city)
- select one team and identify...
 - its closest NHL city (record distance)
 - its furthest NHL city (record distance)
- select one team and identify the distance to:
 - Canada's capital city
 - the United States' capital city
- select one team from the Northeastern Division and estimate the nearest distance to the Pacific Ocean
- select one team from the Central Division and estimate the nearest distance to the Atlantic Ocean
- select one team from the Atlantic Division and estimate the nearest distance to Red Deer, Alberta
- select one team and estimate its traveling distance for one week

4. Name five cities that Lord Stanley's Cup has visited:

	City	Team Name	Year of Visit
a	_____	_____	_____
b	_____	_____	_____
c	_____	_____	_____
d	_____	_____	_____
e	_____	_____	_____

5. What kind of trivia can you find about Lord Stanley or the Stanley Cup?





Hockey Biographies

.....

What is a biography?

Who writes biographies?

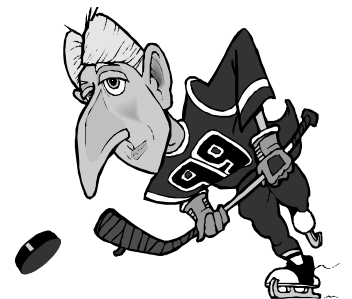
Where do you find biographies in the library?

Who reads biographies?

Why do people read biographies?

Make a list of five people who have been written about in a biography:

Make a list of hockey people you could research for your own biography:





Hockey Biographies

.....

From the list, select three hockey personalities that interest you:

1. _____
2. _____
3. _____

Where might you be able to find information about these personalities?

Make a list of five things you'd like to know (and that you would be able to find the answers to from your research) about your hockey personality:

1. _____
2. _____
3. _____
4. _____
5. _____



The hockey personality for your biography is...



_____.



Your Biography Research

.....

Using headings or research categories of your choice, complete each section of the research quad with:

1. a heading
2. notes from your research sources





Your Biography Research

.....

Your research sources were:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now, you biographer you, summarize your findings in one or more of the following ways:

- ✓ a short written biography
- ✓ a poster
- ✓ a video
- ✓ a taped audio version
- ✓ a talk show performance
- ✓ a dialogue or skit from an unusual location



Other Teaching Suggestions



Did You Know Board

Set up a chart on one of your bulletin boards. Encourage students to record hockey trivia.

Class Hockey Pool

Interested students can organize their own hockey draft. Once the group is formed, have each draw a number to form the draft rotation. Each student, in the rotation order, selects players for their team. Each week, using the newspaper, students calculate each player's points and each team's total score. The winner is declared at the end of an identified period of time.

High Scorers

Using current newspapers, chart the NHL's top ten scorers.

Sports Day

On a pre-determined day, encourage students to wear sports related clothing to display their favorite sport.

NHL Flags

Have students select a team of their choice. Once they've identified the team's province or state, have the students draw the team's corresponding flags.

Hockey's Relatives

Now that the game of hockey is relatively understood, have students generate a list of other sports that share some or many of hockey's characteristics.

Staff's Picks

Have students survey your school's teaching staff to determine favorite teams. Make a top ten list or compare the list with a similar survey completed with your students.



Other Teaching Suggestions, *continued*

Other Hockey Leagues

There are numerous other hockey leagues, both professional and amateur, besides the National Hockey League. Have your students find out what they are, where they're located, and who plays within these leagues.

Favorite Jerseys

Make an art display of your students' renditions of current jerseys. It would be interesting to see how these looked using pencil crayons, paint, pastels, collage, or any other medium.

Invite A Pro

Have students create an invitation (birthday, holiday, etc.) for their favorite hockey player.

Hockey Board Game

Have the students design a board game related to the game of hockey.

Hockey Legends

Have the students design posters to display hockey legends of the past, present or future.

Design a Jersey

Have the students pick a jersey from a current NHL team. Allow them to design a new jersey.

Hockey Jeopardy!

Have the students write **Jeopardy!** styled questions/answers related to the game of hockey.

If Hockey Were Played In...

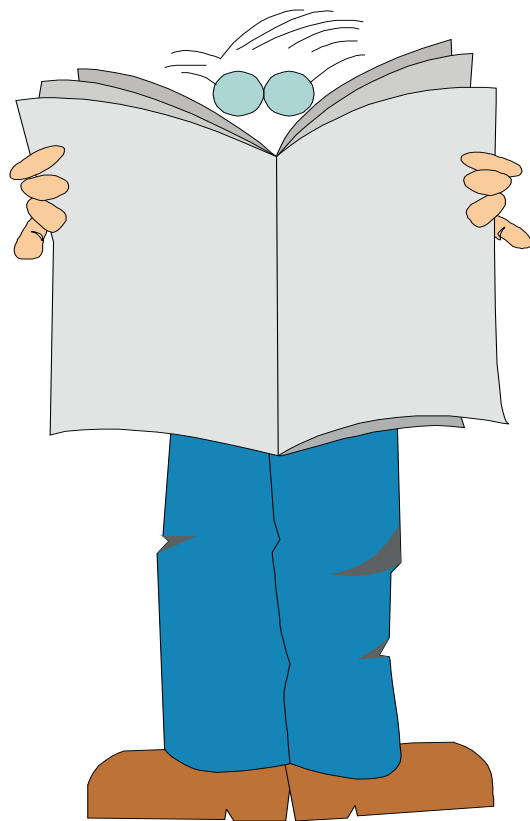
Using geographical NHL information on professional hockey cities, have students propose future expansion teams. Imagine if Hawaii had a team! What would their arena look like? Their jerseys? Their mascot? These same "what if's" could be applied to any place in the world!

**Any other motivational idea,
generated by you or your students!**





READING



Building relationships with the characters!



Lights, Camera, Action!



Sometimes, the best story lead is filled with action. In **chapter one** of *Rebel Glory*, Sigmund not only takes you right into a hockey game, he describes Jason Mulridge’s bizarre actions immediately.

Reread the action descriptions in **chapter one** and list them below:

1. “Jason threw his gloves and stick high into the air.”
2. “ _____ ”
3. “ _____ ”
4. “ _____ ”
5. “ _____ ”
6. “ _____ ”
7. “ _____ ”
8. “ _____ ”
9. “ _____ ”
10. “ _____ ”
11. “ _____ ”
12. “ _____ ”
13. “ _____ ”
14. “ _____ ”
15. “ _____ ”

Question: Why do we place quotation marks around the author’s words?





Welcome to Hockey Night in...Lethbridge?

.....

Hockey is an exciting sport. Many local games may be broadcast live from a town or city's radio station.

What if you were asked by the radio station to cover this game between the Red Deer Rebels and the Lethbridge Hurricanes? Would you:

- have a radio “jock” nick-name or a catchy name for your show?
- have any advertisements from local merchants?
- have a pre-game show to discuss two or three players, the current statistics, or other local news?
- have any other hockey trivia to keep your listeners tuned in?
- give a play by play description of the action (like you read it in chapter one) giving your personal opinions or comments about Jason or the team's play in the first period?
- arrange an interview with a player or coach from the Rebels?



With a partner, write a radio script for **chapter one's** action.

After a few rehearsals, tape your program, then present your audio masterpiece to the class.



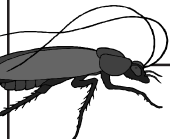
The Art of Showing



The type of details that keep a reader interested are those that **show** what is happening.

While there is plenty of action in **chapter one**, a lot of the other interesting details are *shown*.

Reread **chapter one** to find Sigmund’s words that **show** the following:

THE TELLING	SIGMUND’S WORDS OF SHOWING
Jason Mulridge is a good hockey player.	
B.T. is a new player for the Rebels.	
Lethbridge fans don’t like the Rebels.	
Jason took off most of his hockey equipment at the blue line.	
Cockroaches were in Jason’s equipment.	
 Jason stepped on a few cockroaches.	



Before Chapter Two

.....

Any good writer will end a chapter by giving you a reason to read on. Before you do, take a few moments to complete the following chart:

What I know after reading Chapter One:
What I think will happen in Chapter Two:
What I want to find out by reading Chapter Two:



Reading is Seeing, Seeing is Believing

.....



Three characters are described in **chapter two**. After reading the chapter, fill out the following chart:

Character	Physical Traits	Personality Traits
Coach Blair		
Hog Burnell		
B.T. McPhee		



Coach Blair's Corner

.....

Coaching can be stressful, especially if winning games is the only way to keep your job!

Coach Blair is in a tough spot. Given the play of his team in **chapter two**, make a list of things he could do or say to get his team back on the winning track!

Coach's Clipboard
.....

Date _____

Opponent _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Wanted...



Good coaches are considered, in some locker rooms, to be the most important member of the team.

If Coach Blair didn't win the game (in **chapter two**) and the owners of the Rebels decided to place a want ad in several major newspapers, what would they include? Write out a possible ad in the space below.

Hint #1

Weekend newspapers have numerous examples of large and small employment ads.

Hint #2

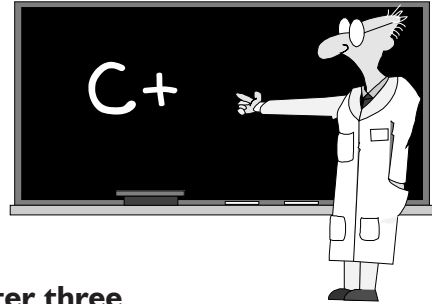
Think of famous coaches, past or present, or great coaches you have already had. What characteristics made them great?

W A N T E D





My Kind Of Teacher?



Mr. Palmer isn't likely to win the next Teacher Excellence Award. Take a few moments to think about what you know about his personality after reading **chapter three**.

Your Personal Rating Scale

Using numbers or symbols, make a rating system to match the following descriptors:

- ___ excellent
- ___ good
- ___ satisfactory
- ___ unsatisfactory
- ___ unacceptable

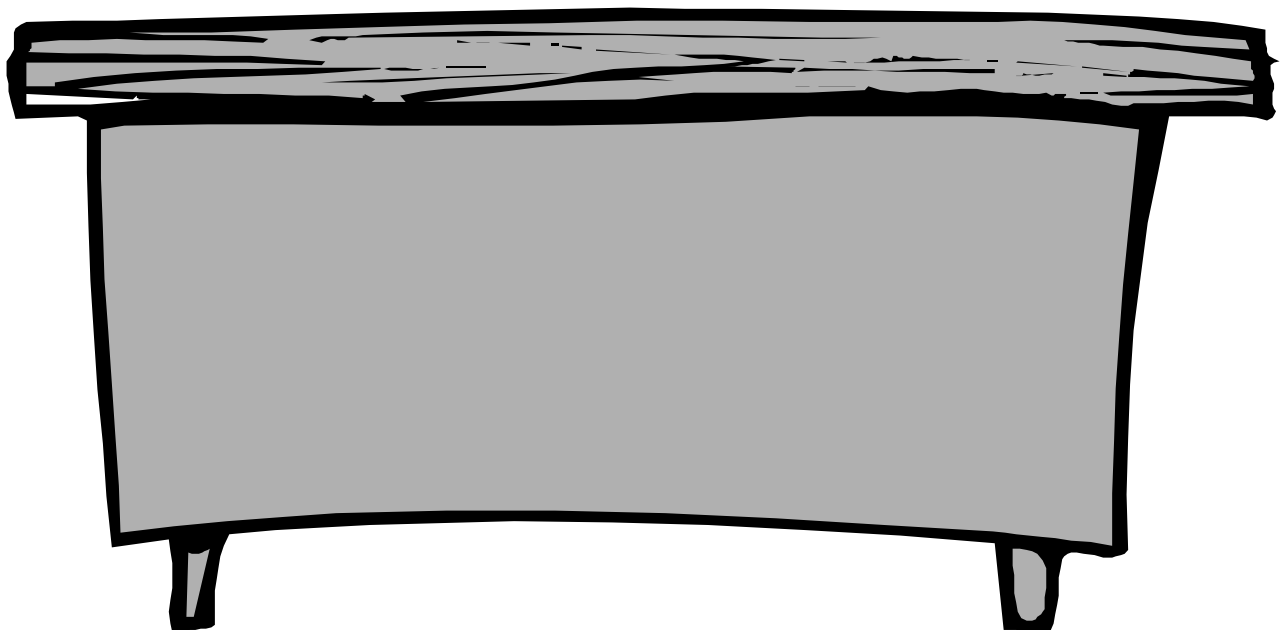
Palmer's Personality Trait	Story Detail Showing This Trait	Personal Rating of this Trait



Mr. Palmer's Desk

By simply observing people at home or at work, we can learn so much about their personalities, likes, dislikes or habits.

If you were to walk into Mr. Palmer's classroom, you would probably find his desk at the front of the room. Now, after reading **chapter three**, you know quite a bit about him. Using that information, draw what you think the top of his desk would look like below (i.e., the kinds of things that would be on it):





Scout's Report

.....

You are the Boston Bruins scout attending this game between the Red Deer Rebels and the Portland Winter Hawks. Pick any member from the Red Deer team and, using the game details from **chapter four** (or any other character detail you've learned from the previous chapters), complete the following scout report:



Bruins' Scouting Report

Date _____

Player _____

Age _____ Team _____

Position _____

Observations _____

Possible Acquisition for our team? Yes No



The Anatomy of a Skate

.....

In **chapter four**, B.T.'s skate problems couldn't have happened at a worse time. But to really understand the rivet problem, you really need to understand skates.

In the box below, draw and label a typical skate. Be sure to include even the smallest of details.

Now that you understand the basic construction of any hockey skate, make a prediction as to who would have removed B.T.'s rivet:

Extra: For an additional activity, construct a survey to determine the most common brand of hockey skates. Once you have the information, construct a bar graph to compare your results.





Fact or Fabrication?

.....

B.T. is suspicious, and with good reason. In **chapter five**, he goes to Teddy with his concerns. Teddy tells him to stop reading so many books, but B.T. knows there's more to the story.

Time to begin your detective work... Review the previous five chapters and record some of the unusual events that have occurred, all suspiciously leading to a Rebel loss or tie.

Unusual Event	B.T.'s Opinion	Teddy's Opinion	Your Opinion

If you were B.T., what would you do next?



Fact or Opinion?

.....

Newspapers and other related news magazines blend facts from real events and blend them with the writers' personal opinions.

Reread the article on pages 27 and 28 of your novel before completing the following chart:

“Folding Act Begins Again?”

Facts From the Article	The Writer's Opinion	Your Opinion

Bonus: Take any interesting article, related to sports or anything else that interests you, and complete a similar chart. Share the article and your findings with the class.

Double Bonus: Now that you see how the language of writing current events works, take any scene from *Rebel Glory* and summarize it into your own news article.





Coach's Corner

.....

Don Cherry (colour commentator for *Hockey Night in Canada*) has used colorful ties, unusual suits, years of hockey experiences and strong opinions to make each installment of *Coach's Corner* entertaining.

Great sports writers and sports commentators use different techniques to summarize a sporting event while adding personal opinions throughout.

After reading **chapter seven**, assume one of the following imaginary media roles:



Front Page News Story

You are a veteran sports journalist for a famous newspaper and you happen to be in Medicine Hat visiting your favorite aunt, who happens to be a Tigers fan. Naturally, you find yourself in the stands with her. Write an article describing the hockey action and your opinions about the game, the team, a player, or any other detail you notice.

Television News Coverage

You are an up and coming sports anchor at a large television studio. As a last assignment as a TV news reporter, you find yourself at this game. Using colorful language and strong opinions, tell your viewers what happened. (After you've written your script and rehearsed, video tape your coverage.)

TSN

To feature up and coming hockey stars, your boss at TSN has sent you out to find future NHL stars. Select one player from the Rebels to observe during this game. Write your commentary or interview then video tape your news feature.

Something Of Your Own

Think of your own news personality or a different form of media (magazines, radio, sports specials) to cover the action from this chapter.





The Kimball Case

Chapter eight sees the Rebels win a game against the Raiders, but the game was anything but easy. Based on the location of the fiberglass insulation in the washing machine and the insulation in the back of Kimball's truck, the verdict seems obvious...But remember, a person is innocent until proven guilty.



In the chart below, take facts and opinions from the side of the prosecution and the defendant to determine Kimball's guilt. (Feel free to use any evidence from the previous chapters.)

The Prosecution	The Defense



The Verdict

.....

Based on your fact and opinion finding, is Kimball guilty of sabotaging the Rebel's game? State your verdict below, and don't forget to state clear reasons to support your guilty or innocent verdict:



If Kimball is guilty, what type of punishment or consequence would suit his crime?

Bonus: Local crime is of great interest to local people. If you were a reporter for the *Red Deer Advocate*, how would you report on these imaginary court proceedings? (Remember to summarize the main issues, emotions shown by key people connected to the case, or any other detail that would keep your readers interested.)



Building Team Spirit

.....

You live in Red Deer, and you love your Rebels! But the team is lacking something; of course you have no idea about the string of incidents happening behind the scenes, so you and a group of your friends hold a meeting. Your objective: keep the Rebels winning!

DAZZLING BANNERS

The team needs to see your support from the ice. Design colorful, inspirational banners to get the team on a steady winning streak.

A NEW MASCOT

Nothing gets the home team's crowd going like an entertaining mascot. Draw the costume, think of the mascot's name, give the mascot an object to go with the image. Now, draw a poster of your creation!

REBEL T-SHIRTS

For the next home game, design a colorful T-shirt for the fans to wear. It must have a motivational logo, a motivational Rebel message, and a snazzy neon color for maximum impact in the crowd.



From Bad to Worse



B.T. thought things were already going in an undesirable direction, but, by the time you read **chapter nine** and **chapter ten**, B.T. has a new definition of “having a bad day”!

Reread the following pages and predict how B.T. was feeling during those moments. Then, create an emotion symbol to show, with a simple picture, how he felt.

Page	Story Detail	B.T.’s Emotional Response	Symbol
42	Living with a billet family	comfortably loved	♥
43	Unusual lunch silence		
45	The accusation		
46	The news of the Henrys calling his mother		
47	B.T.’s final offer to the Henrys: their belief in his innocence or he will leave		
50	Coach Blair’s encouragement for B.T. to use his natural leadership skills		
51	The team’s response to his joke		





B.T.'s Daily Diary

.....

A surprisingly high number of people keep journals or diaries to record usual or unusual daily events.

B.T. has experienced a great deal of stress in **chapters nine** and **ten**. If he did keep a diary, how would he describe these events? Remember, journals or diaries include not only what happened, they also include emotions or inner thoughts the writer had during each event.

Before you start, here is a list of details B.T. might choose to write about:

- living with the Henrys
- the accusation of beating up his “girlfriend”
- hearing the Henry’s tried calling his mother
- feelings towards his mother
- feelings about Coach Blair’s encouraging words about his leadership skills
- being accused of stealing his teammates’ wallets
- being alone most of the time, does he enjoy it or does he wish he were less shy
- feelings towards hockey, why is the game so important to him
- feelings about his father, who is no longer living
- feelings about being set-up, not only with the girlfriend issue, but also the wallets, the rivets, or any other recent strange occurrence
- any other issue you have noticed about B.T. and his experiences thus far in this novel



B.T.'s Release

.....

Coach Blair has little choice but to let B.T. go. He wants to believe B.T.'s innocence, but the evidence against him is quite convincing.

Think about what you know about Coach Blair, then select one of the following methods to predict how he would tell others of B.T.'s departure:

TV News Release

Write a script for Coach Blair showing how he would tell the local network why one of his star defenseman isn't in the current Rebels line-up.

Rehearse the release before video taping. Present the video to your class.

Local Newspaper Interview

Write an interview between Coach Blair and a local reporter. The interview could include questions and responses related to the Rebels fight for the playoffs plus the reason for B.T.'s absence.

Publish this interview on an imaginary sports page from the *Red Deer Advocate*.

Team Meeting

Write a script showing how Coach Blair would tell the team about B.T. and how the team would respond.

Rehearse the script then present this live dramatization to your class.

Coaches' Meeting

Write a script showing how Coach Blair would tell Kimball and Teddy about B.T. Be sure to show how these two would respond.

Rehearse this script, then present this live dramatization to your class.



Where in the World Is...?

.....



The final straw is Coach Blair's request that B.T. not play until the wallet issue is resolved. Naturally, B.T.'s first instinct is to return to his home, Winnipeg.

On the map of North America which appears on the next page, label the following locations:

- Red Deer
- Lethbridge
- Medicine Hat
 - Portland
- Prince Albert
 - Regina
- Saskatoon
 - Brandon
 - Hanna
- Kindersley
 - Alberta
- Saskatchewan
 - Manitoba
- Washington

After reading **chapter twelve**, calculate the distance B.T. drove before realizing someone was trying to make the Rebels lose.

Bonus: You know B.T. is headed back to Red Deer. Make a prediction as to how he will go about solving this mystery and who he'll ask to help him:



Where in the World Is...?, *continued*

.....





Who Are You Going To Call?

.....

Read **chapter thirteen**, page 63 only. Make a list of people in B.T.'s life and check their level of importance to him.

Character	Very Important	Important	Not Important





The Phone Call



Now that you made a list of who B.T. is most likely to call, you are going to write a hypothetical dialogue between these two characters.

Think about how B.T. would start the conversation, how would he explain his current situation, and how would he ask for assistance in solving the mystery behind the Rebels' bad luck.

Use the following format to write your dialogue:

CHARACTERS: _____

SETTING:

B.T. is standing inside a telephone booth.

_____ is _____.

SCENE ONE: B.T. lifts the phone book, flips through the pages, and finds a telephone number. He hesitates before dialing. Finally, he pushes the seven digits.

SCENE TWO: The phone RINGS at (here you fill in the setting details of where the character's phone is, how they answer the phone, or any other important detail).

CHARACTER: _____

B.T.: _____

(Continue to write the conversation as you think it would happen)

Bonus: After writing this imaginary conversation, rehearse then present your dialogue to the class. This could be a live version or you could tape the conversation and present the audio version to your class.

Double Bonus: Read the rest of **chapter thirteen**, write the real dialogue in script format to see similarities and differences between your version and Sigmund's version.





Why Cheryl?

.....

Reread **chapter three** and make a list of things you know about Cheryl Holbrook:

Reread **chapter fourteen** and make a list of more things you know about her:

Take a moment to respond to these three questions:

1. Why would B.T. call Cheryl?

2. Why would Cheryl agree to help B.T.?

3. Is Cheryl a good choice? _____



Motive?

.....

After reading **chapter fifteen**, you realize what a great choice Cheryl was. After a discussion with her father, she learned the name of a man trying to buy the Red Deer Rebels.

Reread the chapter to find Sullivan facts and summarize them in one of the following formats:

Celebrity Article

Create a series of interview questions and imaginary answers for Sullivan. Summarize your findings in an article called “Rich Albertans.”

Lifestyles of the Rich and Famous

Create a video special featuring Sullivan. You could stage your feature at his home, his vacation home, his office, or any other interesting place.



Sullivan Biography

Using the information from this chapter and your imagination, write a biography of this man showing how he became so successful.

Sullivan Board Meeting

Write a script showing a private meeting between Sullivan and his chief advisors. The focus of the meeting is for Sullivan to convince his advisors that purchasing the Rebels is a good investment for Fort McMurray.



Before and After

.....

Obviously, B.T. can't show up at the Rebels game when he's supposed to be in Winnipeg.

Using the details from **chapter sixteen**, recreate B.T.'s new image:

B.T.'s New Image

Bonus: There are many other ways for B.T. to disguise himself. Use the additional page to create your own disguise for B.T.!



Before and After, *continued*

.....

B.T.'S OTHER DISGUISE!





Detective Work



It doesn't take long for Cheryl and B.T. to make a list of possible candidates. Work with them by rereading **chapter sixteen** (or any other preceding chapter) and complete the following chart:

Character	Evidence	Suspect	Non-Suspect

Now, read **chapter seventeen**. Based on your preceding clue gathering and the new evidence from *Calgary Biology Importers*, make your prediction...**Who is Sam Jones?**



Dear B.T.

.....

After reading **chapter twenty**, B.T. receives some unexpected advice from Cheryl. If Cheryl decided to summarize her advice to B.T. in a “Dear Ann Landers” type format, how would she tell him what she thought he needed to know?

Dear B.T.,

Cheryl



The “Perfect” Date

After reading **chapter twenty**, you don’t know who will make the final playoff spot, but you do know B.T. and Cheryl are destined to have an official first date. Soon!

You know B.T. is a nice guy and all, but he does need some help getting over that shy thing!

☞ Plan a perfect date for him. Pick the time, place, activity, and any other detail he’d surely miss.

Or...

☞ If B.T. is slow on the date thing, have Cheryl do the planning. Pick the time, place, activity, and any other detail she’d surely think of.

Or...

☞ Plan two dates, one by B.T., one by Cheryl. Make sure both happen on the same weekend, preferably before playoffs!





The Winners' Circle

.....



The final three chapters are action packed, ending with the Rebels winning that precious final playoff spot.

To prepare for the future, select one of the following activities:

Rebels Bumper Sticker

Design a motivational bumper sticker to encourage the team to go all the way!

Rebels Banner

Design a motivational banner to display at the first game of the playoffs.

B.T.'s Future

Design a hockey card, set some time in B.T.'s future, showing what team he'll be playing for when he makes the NHL.

Rebels New Uniform

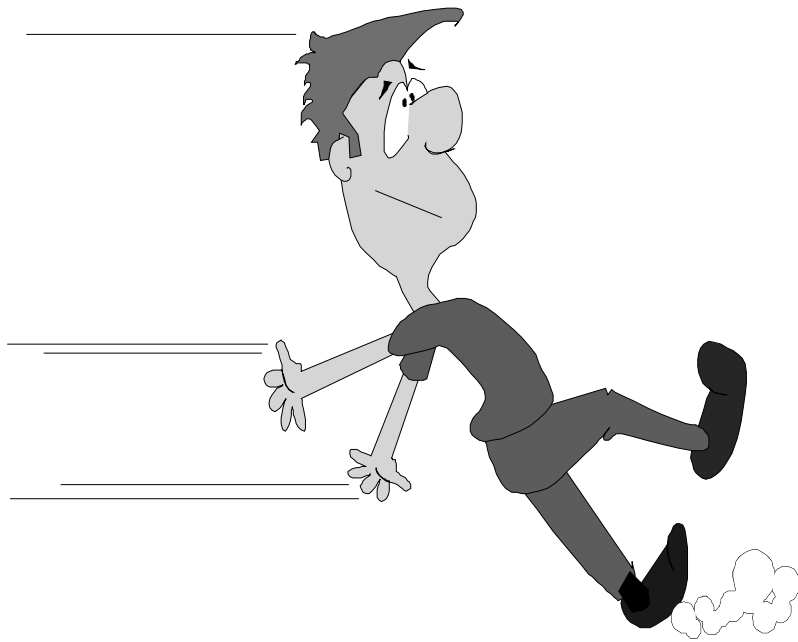
The team's had a year of bad luck so the owners have decided to issue a new uniform. Design the team's new jersey for their next season.

MVP

The Rebels have a happy ending to their journey to the playoffs. Select the team's most valuable player, state why you feel this way, then place the player's name on a trophy of your own design.



AFTER READING



Leaving the author's world

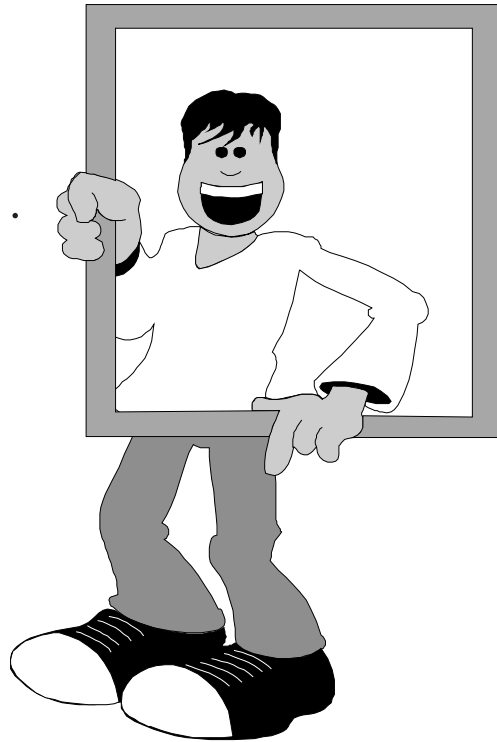


Reflection

.....

The book is finished. Select one of the following formats to summarize your thoughts:

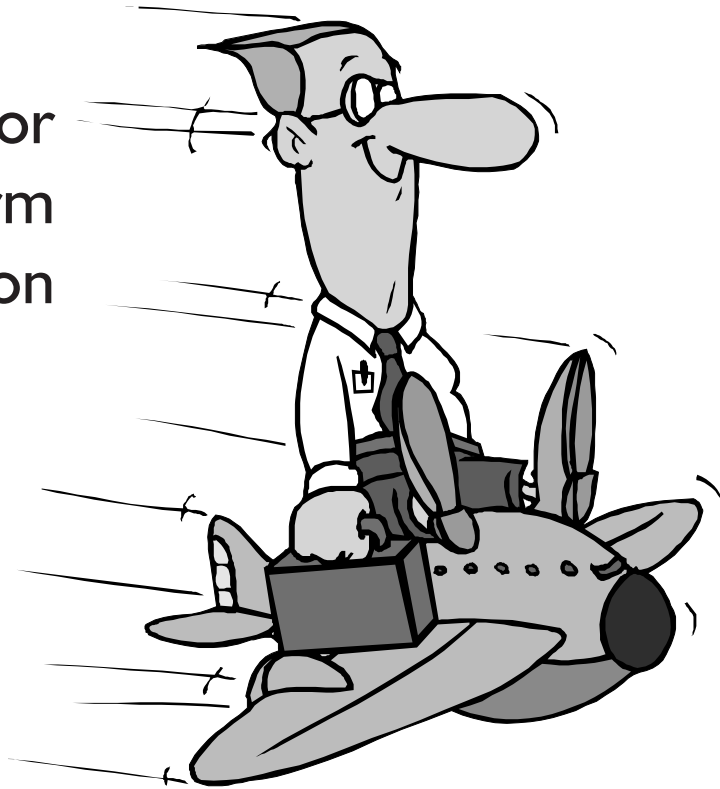
- ★ write a letter to Sigmund, telling him what you thought of the novel or one of the characters
- ★ write a letter to any character from the novel, telling him/her what you thought of his/her actions
- ★ write the next chapter, showing how the Rebels did in the playoffs or what happens to the characters
- ★ using pre-cut manilla paper (the size of regular hockey cards) create a futuristic card for any five players from this Rebels team, showing current statistics, background or any other typical trivia found on any sports cards
- ★ select any chapter or scene from the novel and recreate it as a script; write it, rehearse it, tape it, then show it
- ★ prepare a live dramatization of an imaginary date with B.T. and Cheryl
- ★ write a prediction sheet for any of the characters from the novel, predicting what they'll be doing, where they'll be living ten years from the end of the novel
- ★ compare this novel with any other sports novel or sports movie you've read or seen
- ★ design a poster to advertise the novel *Rebel Glory*





TO USE ANYTIME

To monitor
or confirm
comprehension





Chapter Reading Log

Character: _____

Possible Title: _____

Chapter Detail	My Opinion / Feelings/ Thoughts

Next Chapter I predict... _____



Character Journal

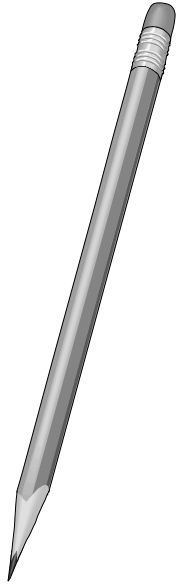
.....

Character: _____

Possible Title: _____

Dear Journal

Today





Comprehension, *Jeopardy!* Style

.....



To measure how well your reading partner or classmate understood the chapter, create your own *Jeopardy!*-style game of comprehension answers and questions below:

***Jeopardy!* for Chapter _____**

Answer	Question

(Answers to the questions must be found in the chapter; opinion-type answers should not be included.)



Who, What, Where, When?

.....

Summarize the main ideas in the following chart:

Chapter _____	
WHO was in the chapter?	
WHERE did the chapter take place?	
WHEN did the chapter take place?	
WHAT happened in this chapter?	



Chapter Summary Using the Elements

.....

Use the following chart to recall the main details from chapter _____.

Story Element	The Details
Setting (where/when?)	
Characters (who?)	
Plot (what happened?)	
Problem (what went wrong?)	
Resolution (was the problem fixed?)	
Predictions (what will happen next?)	





Vocabulary Review



Building a strong reading and writing vocabulary comes from noticing words. To notice some of Sigmund's words, reread a chapter and select new or useful vocabulary words. Record the word, check whether this is a new or useful word, find the definition of that word, then use it in a sentence of your own.

Chapter _____

Vocabulary	New Word	Useful Word	Definition
			A Sentence of Your Own
			----- -----
			----- -----
			----- -----
			----- -----
			----- -----
			----- -----



CHECKING UP



Checklists to monitor
student learning



Reading Assessment



Student: _____

Project: _____

Evident ~ 1	Good ~ 2	Excellent ~ 3
--------------------	-----------------	----------------------

<i>Checking for how you:</i>	1	2	3
Understand literal details			
Summarize main idea			
Support ideas with details from and beyond the text			
Use a variety of reading strategies			
Add detail and polish when presenting the project			

I really liked the way you _____

Your overall mark is:





Writing Assessment



Student: _____

Project: _____

Evident ~ 1	Good ~ 2	Excellent ~ 3
--------------------	-----------------	----------------------

<i>Checking for how you:</i>	1	2	3
Use a plan before writing			
Complete a first draft			
Edit a first draft			
Revise a first draft			
Publish writing			
Use a variety of sentence structures			
Use a variety of vocabulary			
Apply accurate spelling			
Apply accurate mechanics			

I really liked the way you _____

Your overall mark is:





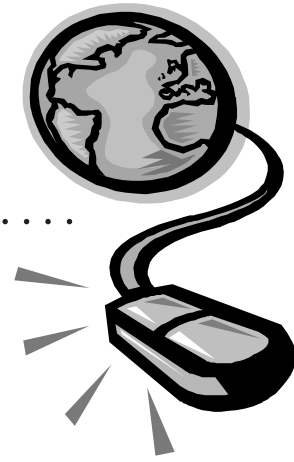
GET INTERACTIVE!



Go on-line for a
real study bonus.



Interactive Study Guide



Ready for the interactive study guide?

We suggest that you wait until your readers have finished the first six chapters of *Rebel Glory*. Then, depending on your computer availability, go as a class or send your students individually to:

www.coolreading.com

On the homepage, you will see a content list on the left hand side. Click on “Writing Studio.” When that opens, click on “Contests.” Finally, click on “*Rebel Glory*, part 1.” The screen will prompt you for this access code:

cockroaches

Enter the code and hit return on your keyboard. Then explore!

At the end of chapter 12, go to www.coolreading.com and access “*Rebel Glory*, part 2.” Use the words:

fiberglass insulation

At the end of chapter 18, go to www.coolreading.com and access “*Rebel Glory*, part 3.” Use the words:

cheryl holbrook

At the end of chapter 23, go to www.coolreading.com and access “*Rebel Glory*, part 4.” Use the word:

milkshakes

(By withholding these access codes from your students until the appropriate intervals during class study, you should build their anticipation and motivate them to continue!)

When your students have finished the study guide, they are welcome to send a class letter to author Sigmund Brouwer. Go to www.coolreading.com and click on “Feedback” on the homepage to send the letter via e-mail.

Also, if you send us your e-mail address, we can let you know when Sigmund Brouwer is scheduled for an on-line chat. During these chats, your students can “talk” to him over the Internet and comment on the book or ask him questions.

If you have any questions or comments about the study guide, you can also contact us through that e-mail address, or fax or phone Cygnet Publishing Group Inc. at (403) 309-4580 (phone) or (403) 309-4590 (fax).

