

# THE OJIBWAY AND CREE CULTURAL CENTRE

## PRESENTS

FOR DISPLAY ONLY  
ENGLISH



# COPPER SUNRISE



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**OJIBWAY AND CREE CULTURAL CENTRE**  
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# **COPPER SUNRISE**

**SUMMARY:**

Bryan Buchan's Copper Sunrise is a story of friendship between two young boys from vastly different cultures during the time of early settlement of Canada's east coast. The tale depicts the efforts of Jamie and Tethani to overcome the predominant suspicions, fears, lies and legends which keep their two cultures on dangerously hostile terms. The story portrays the early white settlers as firm believers of the savagery and cannibalism of the natives. However, it also provides insight to the fact that these false beliefs are based upon the fear and ignorance of the majority of the settlers and the perverse deception and malice of a few.

The book gives an account of the conflict between the two cultures and explains the reasons, however absurd, for the settlers fear and hatred of the natives. While Buchan does not justify these, Copper Sunrise is not an outright condemnation of the early settlers and their beliefs. Rather it is a more subtle attempt to achieve the author's aim of producing a re-evaluation of their misconceptions.

The purpose of the book is to provide a medium through which the utter folly of the reasoning behind the settlers' beliefs and actions may be exposed. Buchan's attack is upon ignorance; the gullibility of the settlers, their easy acceptance of the lies that are spread about the natives, their reluctance to interpret the natives' actions as peaceful and harmless, their inability to doubt the superiority of their own culture and the righteousness of their cause, and finally their readiness to resort to murder in answer to the petty thieving of the natives.

In order to achieve his goal the author makes use of techniques such as repetition, parallelism, contrast and symbolism. Buchan repeats the theme of the killing of an innocent human being, throughout the story; first with the slaying of the lark by Jamie's brother, Robert, then with the shooting of his friendly seal and finally with the deaths of the natives and Tethani himself. At each episode, the senselessness of the act is stressed and the feeling of loss increases progressively. Parallelism is used to reduce the differences in the cultures and focus upon their similarities. Similarities between the two cultures are represented by the likeness in the boys themselves. The closeness between Jamie and his brother Davie help the main characters reach a greater understanding of each other. As a result, a stronger bond of friendship is allowed to grow between them, just as it could have done between their two cultures.

The use of contrast serves to heighten our awareness of the absurdity of the settlers' beliefs and actions. The outrageous tales of murderous, cannibalistic, giant savages contrasts greatly with the true nature of Tethani and his people. The settlers' expectations of what would happen to them at the hands of the natives contrasts greatly with the warm and touching friendship of the two boys. Through Jamie's eyes, we see the innocence and gentleness of Tethani's people along with the horror and barbarianism of their merciless slaughter.

Buchan's use of symbolism towards the end of the story, further serves to impress upon us, the terrible fate of the natives. the spilling of innocent blood, Tethani's vigil in the camp with the bodies of his family, his almost sacrificial death, its likeness to the crucifixion and the rolling of the stone at his grave is almost mockery of the Christianity that many of the early settlers professed.

Through the use of these techniques Buchan has created a means of achieving a re-evaluation of the beliefs of the early settlers and a criticism of their behavior. Without being a bitter condemnation of all Western civilization, Copper Sunrise allows us to see the injustice and horror of the natives' treatment. We come to our own conclusions about the tragedy and are left with mixed feelings of both a sense of loss and a hope for the future.

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Buchan, Bryan, Copper Sunrise, Scholastic-Tab Publications Ltd., 1972

**TEACHER:**

The comprehension questions are to be completed by the student with the teacher's guidance. Discussions may be held to help in the understanding of each section.

The activities which accompany each chapter are to be utilized with the teacher's assistance. Lessons specific to the language skill presented, may need to be taught prior to assigning the activities.

The amount of time spent on each chapter will depend on the students.

For the Teacher: Copper Sunrise

### ADDITIONAL ACTIVITIES FOR EACH CHAPTER

#### CHAPTER

- 1 - own sentences, antonyms, syllables
- 2 - alphabetical order, match meaning, plurals
- 3 - synonyms, vowels, verbs
- 4 - meanings-sentences, nouns, syllables
- 5 - alphabetical order, homonyms, own sentences
- 6 - matching meanings, adjectives
- 7 - dictionary exercise, plurals, contractions
- 8 - own sentences, adverbs, alphabetical order
- 9 - match meanings, adverbs, alphabetical order
- 10 - dictionary exercise, nouns and adjectives
- 11 - own sentences, verbs and adverbs, vowels
- 12 - match meanings, syllables, suffixes
- 13 - dictionary exercises, past tense of verbs, antonyms
- 14 - own sentences, plurals, contractions
- 15 - match meanings, syllables, synonyms
- 16 - dictionary exercises, punctuation, homonyms
- 17 - multiple choice-meaning, alphabetical order
- 18 - match meanings, syllables
- 19 - dictionary exercise, direct speech, punctuation and capitals
- 20 - multiple choice meanings, capitals and punctuation, adjectives

**TO THE STUDENT:**

In this booklet, you will find questions and activities to accompany each chapter of the novel.

**DO NOT WRITE IN THIS BOOKLET.**

**PUT ALL YOUR ANSWERS IN YOUR OWN WORKBOOK.**

**CHAPTER ONE**  
**(pages 7 - 10)**

1. Across what ocean are these people travelling?
2. What was the cause of the tension among the sailors?
3. Name some of the symptoms which Davie had.
4. Illustrate the ship as you imagine it to be. Write the name of the ship under it.

**ACTIVITIES:**

1. Write sentences using the following words.
  - a) mysterious
  - b) images
  - c) sullen
  - d) anxiety
  - e) plague
  - f) suspected
  - g) conscious
  - g) occasionally
2. Find the antonyms (opposites) for these words in your novel.
  - p. 7 - sad
  - p. 8 - security
  - p. 8 - approach
  - p. 9 - stop
  - p. 10 - huge
  - p. 10 - rougher
3. How many syllables do the following words have?
  - a) seasickness
  - b) suspect
  - c) began
  - d) shop
  - e) appear
  - g) raging
  - h) discarded
  - i) mouthful
  - j) happen
  - k) faintly
  - f) tension

**CHAPTER TWO**  
**(pages 11 - 16)**

1. How long had they been at Sea?
2. Describe the village of Cutwater.
3. What fascinated Jamie the most? Why?
4. What was the main way of making a living in this village?

**ACTIVITIES:**

1. Arrange these words in alphabetical order:

interrupted	savages
horizon	interior
village	racks
forest	dories
creek	night

2. Match the words with their correct meaning:

interrupted	- a landing place
horizon	- bad, evil
arranged	- cut in
jetty	- get ready
desire	- sometimes
sinister	- want
mounted	- to get on
occasionally	- the line where earth and sky seem to meet

3. Write the plural form of each word

**Example:** snake -- snakes

a) fisherman	e) giant
b) village	f) foot
c) rack	g) jetty
d) wife	h) night

**CHAPTER THREE**  
**(pages 17-20)**

1. Who is Jamie's new friend?
2. What are five things the seal did?
3. What gift did Jamie receive?
4. What information did the trader give the family?
5. What were the people of the settlements doing to the Indians?
6. How did Jamie feel when the seal died?
7. Why is Jamie looking for Robert?

**ACTIVITIES:**

1. Find the synonyms for the following words.

p. 17 - rowboats

p. 17 - small

p. 18 - goods

p. 18 - keep on doing

p. 19 - destroy

p. 20 - burped

p. 20 - faint

p. 20 - held

p. 20 - friendly

2. The vowels are **A, E, I, O, U, (Y)**  
Mark the short vowels like this - sit  
Make the long vowels like this - been

rocks

pool

who

deep

daily

killed

silent

cod

gulp

reach

gifts

attack

strange

muskets

find

**CHAPTER THREE (continued)**  
**(pages 17-20)**

3. A verb tells what action the subject is performing.  
Underline the verbs in the following sentences:
- a) The seal swam in the creek
  - b) He twisted and turned.
  - c) Papa worked hard in the store.
  - d) We ate our supper.
  - e) The people exterminated the thieves.
  - f) The trader swallowed the last gulps of tea.
  - g) I slipped on the rocks

**CHAPTER FOUR**  
**(pages 21-24)**

1. Why is Jamie looking for his brother?  
(from chapter 3)
2. Jamie meets an Indian boy. Describe the boy's appearance and/or draw a picture of their meeting as described on page 23.
3. What gifts did the boys exchange?

**ACTIVITIES:**

1. Challenge yourself and write sentences of a least 10 words. Use your dictionary if necessary.
  - a) sluggish
  - b) relieved
  - c) venture
  - d) conspicuous
  - e) nervous
  - f) revealing
  - g) refuse
2. A noun is the name of a person, place, thing or idea. Nouns may be singular or plural. Singular means one. Plural means more than one. Underline the nouns in these sentences.
  - a) The creek was wide and sluggish.
  - b) Dead branches were lying around.
  - c) The boy ran back to the village.
  - d) The copper necklace and the flute were exchanged.
  - e) My throat was dry.
  - f) A bow and several arrows hung on his back.
3. Find and write at least 5 words with 2 syllables each. Get the words from chapter 4.  
**Example:** branch/es

**CHAPTER FIVE**  
**(pages 25-29)**

1. Which sentence on p.25 best describes how Jamie felt about meeting the boy?
2. What had caught everyone's interest at the jetty?
3. Why did Jamie go to the pool every day?
4. What did Jamie leave as an exchange for the beads?
5. What did Jamie's father say about Indians which made Jamie shiver?

**ACTIVITIES:**

1. Arrange in alphabetical order:

fascinated	mysterious
most	danger
flute	fragile
friend	millions

2. **HOMONYMS** are words that sound the same, but they don't mean the same and they are spelled differently. Use the homonyms below in sentences to show their meaning:

a) week	b) meet	c) new	d) to	d) sail
weak	meat	knew	too	sale
			two	

3. Use these words in sentences:

- a) cannibal
- b) haunted
- c) occurred
- d) exist
- e) schooner

**CHAPTER SIX**  
**(pages 30 - 35)**

1. Jamie and Davie were expected to do two jobs. What were they?
2. What did Jamie and Tethani enjoy doing together?
3. What useful gift did Jamie give Tethani?
4. What had the Indians left at the town?

**ACTIVITIES:**

1. Match each word with its definition.
 

nuisance	- still
expert	- ornaments
scoundrel	- cheat
vultures	- professional
dejected	- rascal
motionless	- cast down
trinkets	- beggars
2. Adjectives are descriptive words. An adjective tells something about a noun or a pronoun. Circle the adjective and underline the noun it describes. **Example:** The old man walked to the calm lake.
  - a) He managed to catch small crabs.
  - b) Get your fishing line.
  - c) A light drizzle had begun to fall.
  - d) The village women stood nearby.
  - e) The fresh air was cool.
  - f) The Indian boy stood there with a broken stick.
  - g) He was holding his copper flute.
  - h) The young boy groped slowly along the dim tunnel.

**CHAPTER SEVEN**  
**(pages 36-40)**

1. Jamie was worried about Tethani at the beginning of this chapter. Why?
2. Describe a squid.
3. What was Robert's secret?
4. Describe the Indian woman Robert had seen.  
(Your description may be a drawing.)

**ACTIVITIES:**

1. Find and write the meaning ( synonym) of each word listed below.

- |              |              |
|--------------|--------------|
| a) guilty    | e) furious   |
| b) vile      | f) imitation |
| c) committed | g) incident  |
| d) rage      | h) reassure  |

2. Write the plural form of each word.  
**Example:** voice - voices

- |        |      |        |
|--------|------|--------|
| friend | cry  | *woman |
| secret | bush | *goose |
| day    | baby |        |

3. A **CONTRACTION** is the short form of two words.  
**Example:** is not - isn't  
Write the contractions for the following:

- |           |         |         |         |
|-----------|---------|---------|---------|
| I am      | what is | did not | you are |
| would not | cannot  | it is   | is not  |

**CHAPTER EIGHT**  
**(pages 41-45)**

1. Draw a picture of Tethani as he is described in this chapter.
2. How did Tethani explain the animal tracks to Jamie?
3. How did the Indians hunt caribou?
4. What destination did the boys reach at the end of this chapter?

**ACTIVITIES:**

1. Check the definition of the following words, then write sentences using each word:
  - a) constantly
  - b) communicated
  - c) imitations
  - d) confusing
  - e) invisible
  - f) details
  - g) seldom

2. **ADVERBS** describe action words (verbs) . Adverbs often end in "ly". They answer the questions *where?* *when?* or *how?*  
**Example:** The boy ran quickly to the cabin.

Underline the verbs and put a circle around the adverbs.

- a) He smiled widely.
  - b) Tethani continued through the bush.
  - c) He left early for the village.
  - d) The rain poured all day.
  - e) The boys ran quickly to the village.
  - f) His father spoke sternly.
3. Put the words in question #1 in alphabetical order.

**CHAPTER NINE**  
(pages 47 - 52)

1. How can you tell that Jamie is frightened about going to the Indian camp?
2. Give a description of each of Tethani's family members. You may choose to sketch:
  - a) his mother
  - b) his brother
  - c) his father
3. Tethani's home is described on page 50. Draw it.

**ACTIVITIES:**

1. Match these words to their correct meanings:
 

a) betrayed	- kill
b) delicate	- inside
c) slaughter	- be disloyal
d) interior	- strange
e) mysterious	- fragile
2. When you divide words into syllables, divide compound words between the 2 words (sun/shine) and between double consonants (hap/py).

Divide the following words into syllables:

- |             |              |
|-------------|--------------|
| a) sunset   | f) slippers  |
| b) nodded   | g) hillsides |
| c) describe | h) firepit   |
| d) escape   | i) slender   |
| e) campsite | j) entire    |
3. In the following sentences, underline all the nouns with a single line and circle all the verbs. **Example:** The people ran to the huge building.
    - a) I followed him down the hillside.
    - b) Her grey dress fell below her knees and she wore leather slippers.
    - c) My eyes adjusted to the darkness.
    - d) The deep voice said my name.
    - e) Bones littered the ground.
    - f) Tethani pulled the flute from his belt and handed it to his brother.

**CHAPTER TEN**  
**(pages 53 - 58)**

1. Why were Jamie's parents worried about him?
2. What was Jamie's excuse for being late?
3. Jamie received the latest news about the Indian from Robert. What was it?
4. What is something that Tethani and Jamie are constantly exchanging?
5. Why was Davie a mystery to Tethani?
6. What did Tethani boast about his little brother Shadothai?

**ACTIVITIES:**

1. Define the following words, by using the dictionary.

a) twilight	e) destined
b) arrange	f) roles
c) lecture	g) mournful
d) forbid	
  
2. An **ADJECTIVE** is a word which describe a noun (a person, place, thing or idea). Underline the nouns and put a circle around the adjectives in the following sentences.

**Example:** The little boy caught a big fish.

  - a) The bright sun shone in the blue sky.
  - b) I walked along the gurgling creek.
  - c) Tethani caught a huge fish.
  - d) His light hair remained a strange mystery.
  - e) The tiny boy was destined to become a great hunter.
  - f) He took out his copper flute and bone whistle.

**CHAPTER ELEVEN**  
**(pages 59 - 64)**

1. Draw a picture of Tethani and Jamie as they are described on page 59.
2. What had happened to some of Tethani's relatives?
3. What did Tethani's people believe about death?
4. What were the two messengers that appeared after a new spirit reached the West?
5. How can you tell that Jamie and Davie are very "close" brothers?

**ACTIVITIES:**

1. Check the meaning of the words below and use them in sentences:
 

a) memorized	d) neglected
b) orche	e) fascinated
c) sensation	f) swooped
  
2. An **ADVERB** describes a verb or action word. It answers the questions where? when? or how? Adverbs often end in "ly". Underline the verbs and circle the adverbs in the following sentences.  
**Example:** He ran slowly to the pool.
  - a) The boys quietly threw pebbles in the water.
  - b) Tethani cried silently.
  - c) The boy showed his copper flute that day.
  - d) His family lived in one hut.
  - e) Every day he ran along the trail.
  - f) They walked to the hilltop slowly.
  - g) We rowed carefully across the harbour.
  
3. The vowels are A, E, I, O, U, (Y). Write the correct vowels in the blank below.
 

p _ _ l	Sh _ d _ th _ _	l _ ng _ _ g _
w _ rr _ _ d	T _ th _ n _	l _ _ s _ n _ d
w _ m _ n	d _ _ th	
d _ ng _ r _ _ s	b _ _ _ t _ f _ l	

**CHAPTER TWELVE**  
**(pages 65 - 69)**

1. Why did the boys decide to make the expedition at night?
2. What fear did Jamie have?
3. What did Tethani do to the birds before he killed them?  
Why do you think he did this?
4. Write these sentences in the order in which they happened in this chapter.
  - \* They paddle to the island to get some birds.
  - \* They head home.
  - \* The boys plan to make the expedition to catch sea-birds.
  - \* The boys meet at the pool and walk to find the hidden canoe.
  - \* Jamie sneaks out of the house after everyone is asleep.

**ACTIVITIES:**

1. For each word in column I, match the meaning in column II.

(I)	(II)
a) intention	- a large cave
b) permission	- make sure
c) hesitate	- journey
d) reassure	- to stop for awhile
e) species	- kept in
f) cavern	- act of following
g) expedition	- purpose
h) confined	- a group

2. **SYLLABLES:** A prefix or a suffix is a syllable by itself. Divide the following words into syllables. **Example:** un/do/ing

fishing	dislike	largest
unseen	careful	speaking
darkness	arise	misuse
wooden	higher	unsure

**CHAPTER TWELVE (continued)**  
**(pages 65 - 69)**

3. Change these verbs by adding the suffixes S, ED, and ING to each.  
The first one is done for you.

slip -- slips, slipped, slipping

expect

worry

grin

pat

notice

detect

print

finish

bury

stop

shiver

**CHAPTER THIRTEEN**  
**(pages 70 - 75)**

1. Where did Jamie wake up?
2. How did the family know that Jamie was outside?
3. List the reasons Robert had for suspecting that Jamie was not walking in his sleep.
4. Make a comic strip of what happened the night of Jamie's accident. Recall the event on pages 74-75.

**ACTIVITIES:**

1. Find and write the definitions of the following words:

confusing                      episode                      furious

conscious                      crevices

2. Many verbs form the past tense by adding either "d" or "ed". Some verbs form the past tense in other ways. Write the past tense of these verbs.

**Example:** walk - walked; run - ran

haul                      stand                      see                      fall

carry                      slip                      drag                      realize

think                      collect                      wash                      close

3. Find the antonyms (opposites) for each word on the pages indicated.

p. 70 above                      p. 72 asleep                      p. 74 dry

p. 71 last                      p. 73 dressed                      p. 74 ease

p. 71 shut                      p. 73 sadly                      p. 75 fear

p. 72 forget

**CHAPTER FOURTEEN**  
**(pages 76 - 81)**

1. What are the signs of fall in this setting?  
How did Robert and Jamie feel at this time?
2. Why did it surprise Jamie to see the help?
3. Why was a village meeting called?
4. What are some bad words Mr. Craven used to describe the Indians?  
How do you think Jamie felt when he heard these words?
5. What had really happened to the fisherman?

**ACTIVITIES:**

1. Create your own sentences using the words listed below.

- |            |             |
|------------|-------------|
| a) abrupt  | d) tufts    |
| b) revenge | e) summoned |
| c) venture | f) heroic   |

2. Write the plurals  
**Example:** tuft - tufts; baby - babies

army	forest	fisherman
day	worry	rebel
colony	rock	chimney

3. Write contractions (short forms) for each pair of words.

we would	they have	we have
would not	I am	will not
did not		

**CHAPTER FIFTEEN**  
(pages 82 - 86)

1. What was Jamie "sick with anxiety"?
2. How were the Indians going to be killed?
3. Why did Tethani's family not want to move?
4. What did the two boys do to upset the plans of the villagers?
5. Illustrate one of the following passages:
  - a) With the weapons stacked before his table, Mr. Craven announced his battle plan .....
  - b) When we reached the hilltop, we saw the schooner sailing smoothly away .....
  - c) As the chunks of deadly meat were hung in the trees and the bits of metal looped on the branches, Tethani and I watched closely from the bushes .....

**ACTIVITIES:**

1. Match the meaning with the word by writing the letter on the line.
 

a) organize	_____	- boat
b) inform	_____	- a poisonous powder
c) strategy	_____	- a person who betrays
d) arsenic	_____	- get together and arrange
e) militia	_____	- tell about
f) schooner	_____	- people who volunteer to fight
g) traitor	_____	- plan

**CHAPTER FIFTEEN (continued)**  
**(pages 82 - 86)**

2. Divide these words into syllables. Remember the rules:

leaving

musket

inform

advice

convince

remaining

tightness

announce

insane

hilltop

hoping

follow

3. Find and write a synonym for each word listed below.  
Pages are indicated to help you select the best word.

p. 82 tell

p. 84 horrified

p. 83 commands

p. 84 begged

p. 83 important

p. 85 ship

p. 83 red

p. 86 ornaments

p. 84 talk

p. 86 carefully

**CHAPTER SIXTEEN**  
**(pages 87 - 91)**

1. What does the phrase "but our hearts were as overcast as the grey sky" mean?
2. Why did Jamie have to sneak past the sleeping men?
3. Who was Tethani worried about? Why?
4. When Jamie checked the Indian camp, what did he find?

**ACTIVITIES:**

1. Define these words.

cease	anxiety	pursuit
experience	sentries	adjust

2. Put the correct punctuation ( ? . ! ) after each sentence.

- a) I was shaking
- b) Are you still there
- c) My eyes adjusted to the darkness
- d) Help
- e) Are they okay
- f) Run for your life
- g) I am glad you are well
- h) Come quickly
- i) Will you help me

3. **HOMONYMS** are alike in sound, but are different in meaning and spelling. Use these pairs of homonyms in sentences:

our	hear	by	eye	know
hour	here	buy	I	no

**CHAPTER SEVENTEEN**  
(pages 92 - 95)

1. Why did Jamie have to go with Andrew?  
What feelings was Jamie experiencing?
2. How did Jamie try to stop Andrew from killing Shadothai?
3. How did they kill the eighty Indians at the end of the chapter?
4. Write True or False beside each sentence, then find the sentence in the chapter which proves your answer.
  - a) Jamie did not try to save Tethani's family.
  - b) Andrew handled Jamie roughly.
  - c) Tethani's parents were dead.
  - d) Robert got sick from all the killing.
  - e) Jamie did not try to stop Andrew from shooting Shadothai.

**ACTIVITIES:**

1. Circle the correct meaning for each underlined word:
  - a) I paused only long enough to search .....  
- ran                      - stopped                      - thought
  - b) The man was obviously hurt.  
- undoubtedly                      - slowly                      - fairly
  - c) I reeled around .....  
- spoke                      - kept                      - swung
  - d) The trees gradually thinned out .....  
- quickly                      - slowly                      - surely
  - e) Behind them was a sheer drop of about sixty feet.  
- steep                      - small                      - flat
  - f) I skirted the edge of the noisy ring.....  
- ran into                      - went around                      - fell
2. Arrange each group of words in alphabetical order:

several	caught	rifle	solemn	bruise
creek	cries	run	several	briefly
dead	certain	river	scalp	brush
leaves	circle	ran	soldier	brother
parents	companion	raise	severe	brave

**CHAPTER EIGHTEEN**  
**(pages 96 - 100)**

1. Where did Jamie find Tethani?
2. What did Tethani ask Jamie to do?
3. Why did Tethani place gifts with the bodies?  
What were the gifts?
4. Find three phrases (3-4 words) on page 100, which describe the atmosphere of sadness/grief.

**ACTIVITIES:**

1. Match each word to its definition.
 

a)	deserted	- keep away from
b)	rhythm	- seize
c)	avoid	- abandoned
d)	lustrous	- a ring of light
e)	halo	- shining
f)	grasp	- a regular beat
  
2. How many syllables does each word have?
 

campsite	beside	lanterns
appearance	disappear	caribou
avoiding	tears	night
secret	Tethani	silently
flute	uncover	journey

**CHAPTER NINETEEN**  
**(pages 101 - 105)**

1. In what condition was Robert ? Why?
2. What did Tethani say had gone wrong?
3. Who killed Tethani? How can you tell that it happened suddenly?

**ACTIVITIES:**

1. Write the meanings of these words.

previous	hesitate
vaguely	pause
treason	enthusiastic

2. The exact words of a speaker or writer are in quotation marks.  
This is a **DIRECT SPEECH**.  
**Example:** "My father is home," he said.  
Complete the sentences by adding quotation marks in the correct places.

- a) Robert, are you all right? I whispered.
- b) He simply said, He must live and find peace.
- c) That is good, he replied.
- d) Jamie, he paused, Come here.
- e) He said, Something has gone wrong.

3. Correct the following passage by putting in the punctuation, capitals etc, where needed:

i ran home and began filling a small basket with fish bread and some raisins  
i told mama i had a friend who was very hungry and she made no attempt  
to stop me or to keep me in the house out of the village i fled along the trail  
to the caribou run

(Check your work by referring to page 104 of your novel.)

**CHAPTER TWENTY**  
**(pages 107 - 111)**

1. Put yourself in Jamie's place. Write one entry in a diary telling how you felt and what you did after your friend, Tethani died.
2. What gifts did Jamie put beside Tethani's body?
3. At the end of the story, what did the copper sunrise mean? Draw a picture of it as you imagine it to be.

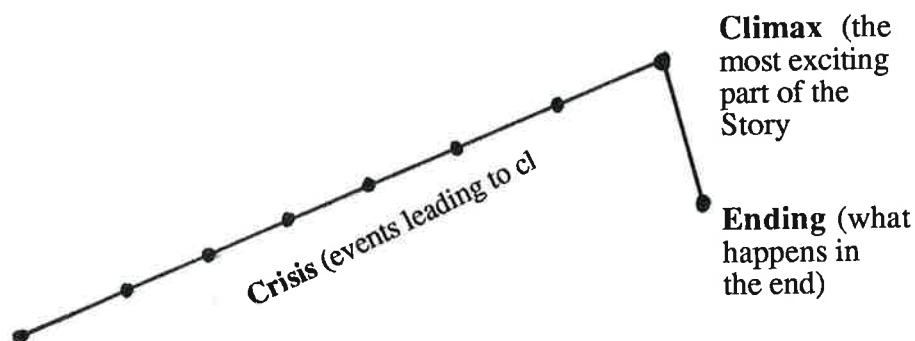
**ACTIVITIES:**

1. Choose the meaning for each underlined word:
  - a) His arms were still extended.  
- bruised                      - stretched out                      - bare
  - b) Gently I eased his light body from the tree.  
- lifted                      - caught                      - returned
  - c) The questions tormented me through the rest of the day.  
- answered                      - understood                      - worried
  - d) I sensed that Tethani's family had been waiting.  
- judged                      - recovered                      - regarded
  - e) I walked down the hillside to the grave with my still burden.  
- disaster                      - load                      - voice
2. Put the capital letters and punctuation where they're needed.
  - a) it was a copper sunrise
  - b) davie played games
  - c) again i heard the music of tethani's flute
  - d) robert groaned in his sleep
  - e) even papa placed a hand gently on my shoulder
3. On page 110, find the adjectives which modify the following nouns:
 

a) sunrise	d) flute
b) muscles	e) darkness
c) notes	f) air

## FOLLOW-UP ACTIVITIES

1. Write a book review of "Copper Sunrise"  
Would you recommend it to your friend?  
Why or why not? Share it with a friend or family member.
2. Use the activity cards prepared for novels.
3. Title each chapter. The illustrations (pictures) at the beginning of each chapter will help.
4. Create a hidden words puzzle using ten or more interesting words from the book. Exchange your puzzle with a friend.
5. Plot a novel graph on a large sheet of paper. Take the most important event from each chapter and place it on the graph.



**Setting** (where the story takes place)

**Characters** (people who are in the story)

Show your graph to a friend. Share the similarities or the differences.

**TEACHER:**

The following activities can be put on cards as follow-up activities to any novel studies by your students. They are divided into four areas:

1. Language
2. Characters
3. Story
4. Story and Pictures

**LANGUAGE**

1. Find 6 verbs and illustrate the action of each.
2. Find and write a sentence:
  - a) that ends with a period ( . )
  - b) that ends with a question mark ( ? )
  - c) that ends with an exclamation mark ( ! )
3. Find and write 6 words that begin with a capital letter. Tell why each word begins with a capital letter.
4. Make your own dictionary of interesting words from the story. Choose words new to you. You may use pictures.
5. Find:
  - a) 3 verbs (action words)
  - b) 3 adjectives (describing words)
  - c) 3 nouns (name words)
6. Find words that start with sh, ch, th, wh. Use each word in a sentence.
7. Look for antonyms (opposites) for four pairs of words in the story. Do it like this:  
hot - cold  
fast - slow
8. Find three words in which you can change the vowel to make a new word. Example: hit - hot  
Use each new word in a sentence.
9. Find 6 interesting words. Arrange them in alphabetical order.
10. Choose 4 words in the story. Write a rhyming word for each one. Like this: dog - log
11. Find and write:
  - a) 4 words that end with ing
  - b) 4 words that end with ed
  - c) 4 words that end with sUnderline the root words.
12. Find 3 compound words in your story. Use each word in an interesting sentence.

## CHARACTERS

1. Create a paper cut-out of the main character in the story.
2. Write a story about the main character.
3. Write a poem about the main character.
4. Use plasticine/modeling clay to make the characters in the story. Create a name plaque for each character.
5. Choose 2 characters in the story. Make a cartoon strip about a conversation they had.
6. Name the character you would like as a friend and tell why.
7. Make up "Guess Who Riddles" for characters in the story. Give 3 clues for each one.
8. Draw a large picture of a character in the story. Glue it on heavy paper and then cut it into puzzle pieces. Put the pieces in an envelope. On the front of the envelope, show what the puzzle should look like.
9. Make a mobile of the characters in the story.
10. Write a new adventure about the characters in the story. Make it into a book for your class or for younger students in another class.
11. Describe the personality of the main character?  
Do you like the main character? Why or why not?
12. Who was your favorite character? Draw a picture of him/her. Under the picture, tell why you like the character.
13. Choose a classmate with whom you can prepare a skit or play about one of the situations in the story. Perform it for the class.

## STORY

1.
  - a) Do you think this story could really happen?  
Why or why not?
  - b) If you were in this story, what would you do to change the things that happened?
2. Make a poster to advertise something that happened in the book.
3. Draw a picture to tell what happened in the most exciting part (climax) of the story.
4. Write a new story using the same title.
5. Write a new ending for the story. It may be sad or humorous.
6. Make up 5 questions about the story. Start with Who? What? Where? Why? How?
7. Create an interesting book cover for your story. Label it with the title and author's name.
8. Write a letter to a friend telling him/her about the story.
9. Finish these sentences about the story:
  - a) I felt happy when \_\_\_\_\_
  - b) The part I didn't like was \_\_\_\_\_
  - c) The ending made me feel \_\_\_\_\_
10. Make a model scene or diorama of an event that happened in the story.

## STORY AND PICTURES

1. With a friend make a filmstrip of the story. Draw an illustration and write a sentence for each main part of the story. Make sure that they are in correct order.
2. Choose 4 main parts of the story. On a strip of paper, draw a picture and write a sentence for each part.
3. Tell what happened in the story in your own words. Keep it in the order in which it happened. Tape it on a tape recorder.
4. Make a puppet play of the story. Get some friends to help you.
5. Make a booklet by writing the story in your own words. Illustrate your story.
6. Choose a character. Make a map to show all the places he visited.
7. Choose some friends to help you put on a play about your story.
8. Make stick puppets of the characters in your story. Ask some friends to help put on a play.
9. Use flannel board cut-outs to help re-tell your story in your own words.
10. Fold a strip of paper into 3 parts. Make a good picture of something that happened at the beginning, in the middle and at the end of the book. Write a sentence under each picture. Cut the pictures out and mix them up. See if a friend can put them in the right order.

## ENRICHMENT ACTIVITIES

**Crossword Puzzle:** Each student or a group of students creates a crossword puzzle using the people, events, things and places in a story. The rest of the class solves the puzzle.

Start a glossary on a large piece of poster paper and keep a felt pen nearby. As students discover new words and phrases in their reading, they add them to the glossary. To encourage participation, each entry should include the student's initials.

**Learning Centre:** Organize a centre with a variety of activities related to novels. Materials might include an envelope of story starters, pockets containing who, what, and where statements for creative writing, materials for illustrating stories and skills sheets.

**Oral Book Report:** To aid students in reviewing a book, have them think about the story in main parts—the introduction, the development of the plot, and the ending. Have them answer the question, What is this story about? Remember, only main events—with some details—should be used.

**Pairs of Characters:** Students can make two drawings (or cut-paper figures) of a favourite character: one drawing shows how the character looks in the story, and the other drawing shows how the character would look today where you live. Pictures are not to be copied.

**Art:** From a story set in a different time or country, draw a pair of pictures showing an event in the story and what the event would look like if it happened in this country today.

**Games and Activities:** Students can participate in a variety of creative activities as they present their interpretation of stories they have read. These may include dramatizations, displays, dioramas, picto-maps, murals, sharing circles and interviews. A deadline for the completion of activities should be set so boredom does not set in.

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**Reference:** TNT; activities of Literature and Language Arts by Eve Geiger/Fearon Teacher Aids, Illinois