

***True Colours* Novel Study Guide for Teachers**

True Colours Author: Lucy Lemay Cellucci

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Introduction to *True Colours* Novel Study Guide for Teachers:

True Colours is the first book in a fictitious series aimed at young adults 12 and up. This teacher's guide is intended for use by educators as a class novel study and may also be implemented within the classroom for other various literacy related activities.

True Colours Summary Overview:

True Colours is a young adult novel that blends a coming of age theme with the social issue of animal rights. The story illuminates the personal struggles and triumphs of fifteen-year-old Zoe Sanders, a socially awkward young woman who is passionate about animal welfare.

Various, amusing tales of teen angst are woven into the story's sub-plot, as readers explore the themes of social justice, conflict in personal relationships, and the value of standing up for one's beliefs.

Section 1:

This section is comprised of chapter summaries and guided reading questions. Students will explore diverse writing activities that will encourage them to analyze and extend their understanding of the novel as it relates to current global issues and curriculum expectations.

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Section 2:

In this section, teachers will be given the tools to implement the writing activities through the provided blackline masters for the underlined activities in Section 1.

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Pre-Novel Activities

Activity One:

Global News video: *“Revealed: No Country for Animals”* (44:09) (Thursday, July 29th, 2010)

The following documentary examines the deplorable treatment of farm animals and demonstrates how activists are working toward creating stronger laws and regulations in Canada’s legal system. These activists show live footage depicting the treating of various animals and their efforts towards better regulations for the humane and ethical treatment of animals.

Pre-video activity: [KWL - Animal Rights](#)

Video: <http://www.globalnews.ca/video/index.html>

Click on *“Special Reports”* and search for the article *“Revealed: No Country for Animals”*

After the Video:

- Complete the final column of the KWL chart with the class
- How do you define *cruelty*? With a partner discuss your definition of *cruelty* and how the video has defined your opinion about the treatment of farming animals.
- Reading the following three quotes from the video. In the form of a paragraph, use your prior knowledge and the information you obtained from the video to create a summary paragraph describing your views on **one** of the following quotes:

“We are where the environmental movement was 25 years ago.”

“Animal law is slowly gaining acceptance as a viable career.”

“I definitely think animal rights – animal advocacy – is the next big moral movement.”

Activity Two: Read...Think...Summary

Canadians for Ethical Treatment of Food Animals (CETFA)

CETFA is an organization that works toward providing the public with a better awareness of the treatment of farm animals by investigating farming practices and political and environmental issues surrounding them. The goal of this organization is to promote and advocate the safe and compassionate treatment of farmed animals while maintaining proper standards within the legal system.

The main character of *True Colours*, Zoe, is very passionate about the rights of animals. To obtain a better perspective of her advocacy for animals, view the following website and complete the Read...Think...Summary chart to begin the development of your perspective on the rights of animals.

Website: <http://www.cetfa.com/>

Activity: Under the heading "Food Facts", click on **one** of the links and read about the concerns surrounding the ethical treatment of a particular animal. As you read through the article, summarize or quote key information under the "What did I READ?" column and under the "What do I THINK?" column, make an inference about that topic.

True Colours – Chapter One:

Summary

The main character, fifteen-year-old Zoe Sanders, is breaking into a neighbor's woodshed to disable traps set for a family of squirrels nesting inside after she "overheard" her neighbour, Mr. Coombs, discuss his plan to exterminate the small creatures. The young heroine has enlisted the help of her best friend, Shanisa Davis, who has become somewhat disinterested in what was once a shared passion for animal welfare.

After making a successful entrance into the woodshed, Zoe discovers the mother squirrel dead in one of the traps. She gathers up the five babies and transports them to her tree house to care for them.

Before the Reading:

- Examine the drawing on the cover of the novel. What do you think it suggests about the novel? What does the title *True Colours* suggest about a possible theme within the storyline?
- After reading the back cover of the book, discuss some of the other major themes we might read throughout the story.

After the Reading:

- Who is the narrator of the story?
- Where does the opening scene take place?
- What "common goal" does Zoe share with Shanisa?
- What time of year does this chapter take place?

Beyond the Reading:

- With the information provided by the author, do you think Shanisa shares the same perspective on the *break-and-enter* as Zoe does? Would she have made the same choice as Zoe if their roles were reversed?
- Do you agree or disagree with Zoe's decision to illegally break into her neighbor's woodshed to prevent the squirrels from getting hurt or killed? Justify your answer.

Inside the Writing:

- Who's Who? - Begin to fill in the chart with the main characters introduced within the first chapter.
- According to the Canadian Criminal Code, breaking and entering, known as "forcible entry" is described as follows:

"A person commits forcible entry when that person enters real property that is in the actual and peaceable possession of another in a manner that is likely to cause a breach of the peace or reasonable apprehension of a breach of the peace" (Department of Justice Canada: Criminal Code). <http://laws.justice.gc.ca>

Do you believe that Mr. Coombs would view this event as a "breach of the peace"? Do you believe that Zoe was justified in breaking the law to save the animals? With a partner, discuss your opinions about Zoe's decision and summarize your opinion in the form of a paragraph.

True Colours – Chapter Two:

Summary

Zoe wakes up the next day in a foul mood due to a poor night's sleep and falling victim yet again to one of her younger brother's practical jokes (coffee grounds in the shower head, a.k.a...the slow-rinse roast). She must endure the ritualistic 'back to school' shopping trip with her mother who has been desperately trying to get her to dress in a more 'feminine' manner. She is distracted, filled with anxiety over the knowledge that the baby squirrels in her care are too young to feed themselves.

She sees her long-time crush, Josh McKinnon during the Walmart excursion with her Mom, and ends up embarrassing herself in a futile attempt to strike up a conversation with him.

Before the Reading:

- Authors sometimes use the element of *foreboding* to create a sense of impending doom. Discuss the definition of the term *foreboding* and describe some examples of how it is used in various novels or movies.

Example: In Shakespeare's *Romeo and Juliet*, the following quote within the prologue forebodes the inevitable tragic ending to the play:
"From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life".

After the Reading:

- Why is Zoe so reluctant to get out of bed in the morning?
- According to Zoe, what are Dylan's two passions in life? What must she do to prevent him from attaining his second passion?
- What fear was confirmed when Zoe went to the tree house to check on the squirrels?
- In Walmart, as Zoe was flipping through the magazine *Paws for Pets*, what did she read that helped her find a solution the predicament she was experiencing?

Beyond the Reading:

- Zoe's first interaction with her brother's antics suggests a sense of *foreboding*. In order, create a list of all the "terrible events" Zoe experienced throughout this chapter.
- How Do They Compare? - Compare and contrast the character traits of Zoe and her mother.

Inside the Writing:

- Conflict: A Necessary Evil in Literature – The element of conflict is used in literature for a variety of reasons: to provide information about a character or simply to add suspense to the story line. Choose three scenes from this chapter to complete the worksheet.
- Journaling My True Colours – Referencing quotes from the first two chapters, make predictions about what you think will happen next in the story.

True Colours – Chapters Three and Four:

Summary

Zoe enlists the help of Dr. Samuels, the resident vet at the animal shelter where she volunteers, to show her what she has to do to feed the orphaned baby squirrels. He promises not to tell her parents about her breaking into her neighbor's property. Readers are introduced to 'Bojangles, an orphaned baby chimp who is being rehabilitated at the shelter. He and Zoe share a special connection.

Zoe's brother discovers the baby squirrels in the tree house. He reluctantly agrees to help his sister feed the baby squirrels on the condition that she play a little game at a farewell-summer B.B.Q they are about to attend with their parents at Shanisa's house. Zoe is forced to play her brother's game, or risk being ratted out about breaking into the neighbor's wood shed to rescue the baby squirrels.

Before the Reading:

- Conflict: Mind Web – Using the worksheet outline, discuss the element of *conflict* (relating it to the previous worksheet, titled Conflict: A Necessary Evil in Literature) and identify the common examples of conflict used in literature.
- In these two chapters, we start to delve deeper into a form of conflict known as *sibling rivalry* that exists between Zoe and her brother, Dylan. Share some examples of sibling rivalry that you have experienced in your own lives. If you do not have any siblings, describe experiences you may have had with other relatives, such as cousins.

After the Reading:

- What task was Zoe able to complete that Kathy, the shelter's receptionist, was not able to do?
- Describe Zoe's perception of Dr. Samuels, the shelter's resident veterinarian. Who does she compare him to and why?
- What "important" and "confidential" information does Zoe require from Dr. Samuels?
- What is his reaction to her question?
- How does Zoe's perspective of Dr. Samuels' character differ from that of Saul's character?
- What is it about Shanisa's character that is beginning to irritate Zoe? Where do you predict their friendship is heading?

Beyond the Reading:

- Journaling My True Colours – Choose from one of the following topics to complete a journal entry:
 - Describe one specific example of sibling rivalry you have experienced. What was the final outcome? Do you think this type of conflict creates a stronger bond between siblings or does it harm the relationship? How does sibling rivalry differ from conflict between friends?

OR

- Dr. Samuels makes the following comment to Zoe after she has revealed her method of saving the squirrels: *"I can see that your heart was in the right place. You're a good kid,*

Zoe, you just have to take a look at some of the decisions you make.” What does Dr. Samuals mean by saying “*your heart was in the right place*”? Do you think he agrees or disagrees with the decision she made?

Inside the Writing:

- Conflict: Mind Web - Extend and complete the web by discussing specific examples of conflict witnessed in the first two chapters.
- Who’s Who? - Continue to fill in the chart with the main characters introduced in the last few chapters.

True Colours – Chapter Five:

Summary

Zoe begins her first day back to school at J.S Marshall as a tenth-grader. She is extremely disappointed when she realizes that she isn't in any of the same classes as the rest of her friends.

She reluctantly heads to her homeroom where she is bullied by the delinquent boy (Alex Fisher) who sits in front of her. She is too afraid to tell her uber-strict homeroom teacher that Alex has stolen her pencil case. When she is reprimanded in front of the whole class for not arriving prepared with school supplies, Alex offers to lend her a pen...from her own pencil case!

Before the Reading:

- The first day back to school is always a day filled with excitement and anxiety. With a partner, discuss some of the ways you prepare for your first day of school and the feelings you experience as you enter the doors to begin your day.

After the Reading:

- How did Zoe feel as she entered the school on her first day?
- When Zoe looked around at the other students in the school, what did she notice about them? How does this observation compare to herself?
- What realization made Zoe speechless as she and her friends searched their names on the homeroom list?
- Why did Zoe feel nervous as she entered her homeroom class?
- Describe Zoe's "nervous habit" and why she does this.
- What is Zoe's first interaction with Alex like? List some of the frustrations she experiences as a result of his "bullying".

Beyond the Reading:

- "I looked around and noticed that a lot of the kids had changed a little in one way or another over the course of the summer holiday. I, on the other hand, had remained exactly the same. I suddenly began to feel very self-conscious." Think of a time when you began to feel very self-conscious in a particular situation. How did it affect your actions, your thoughts, and your emotions?

Inside the Writing:

- How Do They Compare? - Compare and contrast the character traits of Zoe and Shanisa.
- Changing Perspective – Create a new introduction to this chapter from the perspective of Shanisa or another peer from J.S. Marshall Secondary School.

True Colours – Chapters Six and Seven:

Summary

Zoe continues to experience frustration during her first day at school. She doesn't like the classes in her schedule, she's lonely for her best friend who doesn't seem that bothered by their separate schedules, and she has another extremely embarrassing incident, this time involving the musical group, 'The Village People', while trying to get her crush to notice her.

Zoe's mood continues to deteriorate when she arrives home and complains about her problems to her unsympathetic mother.

Before the Reading:

- Play a recording of The Village People's "YMCA". Discuss with the class how they would describe this type of music. Continue the discussion by asking students the effect music has on their lives. Does it reflect who you are as a person? Would you judge someone on the type of music they listen to?

After the Reading:

- What events put Zoe in a foul mood at the beginning of this chapter?
- What was Shanisa's reaction to Zoe's description of her terrible morning experiences?
- What is the "student resource centre"? Describe the way the students are segregated in the room.
- What advice does Shanisa give to Zoe in order to get Josh's attention?
- What happens to Zoe as a result of taking this advice? How does Josh react?

Beyond the Reading:

- Descriptive Paragraph: Attention to Detail – In the last section of chapter seven we witness another one of Zoe's embarrassing moments. In the form of a paragraph, describe what it would be like to fall victim to a very embarrassing experience.

True Colours – Chapters Eight and Nine:

Summary

Zoe shows up for her shift at the animal shelter to discover a police officer questioning the staff about a break-in that occurred the night before. She is extremely nervous during the questioning, worried that perhaps the police may somehow be aware that she broke into her neighbor's woodshed. She is appalled to learn that her beloved Bojangles has been taken.

On the way to take out a bag of trash, Zoe overhears a conversation that Saul, the shelter's creepy janitor is having on his cellphone. She suspects he is involved in the break-in and disappearance of various shelter animals.

Zoe shows up to Shanisa's house for their monthly sleepover and is very disappointed to discover Carly Banning is there. Carly and Shanisa are preparing their routine for the upcoming cheerleader try-outs and spend the whole night doing choreography and ignoring Zoe. In an attempt to distract herself, Zoe searches a newspaper and stumbles across an article on a Toronto-based cosmetics company that is under siege from several animal rights activists for their practice of animal testing.

Before the Reading:

- Read through samples of news articles and discuss the main parts that make up an article.

After the Reading:

- What feature about her father does Zoe claim Dylan must have inherited?
- What is the "new territory" that Zoe feels her parents can't relate to?
- What did Zoe find "weird" as she approached the animal shelter?
- Although Zoe didn't have any reason to feel nervous as she was questioned by Dr. Harris, why did she feel anxious when she realized the police knew her address?
- What did Zoe make as her "personal mission"?
- As Zoe brought a bag of forgotten trash to the back door, what did she witness?
- List the two unpleasant situations Zoe had to deal with upon her return home from the shelter.
- As Zoe was describing the terrible day she experienced what was Shanisa trying to tell her?
- As Shanisa and Carly practiced their cheerleading routine, what did she discover in the newspaper?

Beyond the Reading:

- Journaling My True Colours - During breakfast with her father, Zoe begins to voice her opinion about how Shanisa is making her feel. What 'words of advice' does her father provide her with to help her cope with her "personal crisis"? What advice would you give Zoe to help her relationship with Shanisa?

Inside the Writing:

- Who's Who? - Continue to fill in the chart with the main characters introduced in the last few chapters.
- Extra! Extra! – Create a news article publicising the news about the shelter's break-in.

True Colours – Chapters Ten and Eleven:

Summary

Zoe has a new-found inspiration for her studies when she decides to do her social studies project on the protests being staged against the GlamGirl Cosmetics Company. The only problem is that her teacher has paired her up with Alex Fisher (the bully from homeroom) and he refuses to pull his weight in the project.

Zoe has become increasingly irritated by the lack of attention she receives from her best friend, Shanisa, who has become completely enthralled with cheerleading. She is exhausted from long nights spent researching her project, as Alex has proven to be no help whatsoever. Her findings on animal testing procedures are quite disturbing to her. She also has to deal with the crushing disappointment of learning her crush, Josh McKinnon, has begun dating the head cheerleader. She falls victim to another one of her brother's jokes...after teaching him how to sew, she wakes up to find her T-shirt has been stitched to her bed.

Before the Reading:

- People express their beliefs and feelings through a variety of different media: music, visual arts, protests, or the written word. Read various 'letters to the editor' from news papers to see examples of how people express their views.

After the Reading:

- Why did Zoe begin to feel very self-conscious as she walked toward her seat?
- What morning events allowed Zoe to experience a better morning compared to other days?
- What prevented Shanisa from meeting up with Zoe at lunch?
- Why did Mr. Carleton think partnering Zoe with Alex would be a good idea? What was Zoe's reaction to this partnership?
- At the end of the chapter, what does Zoe realize was the cause of the snickering behind her back earlier that morning?
- What was causing Zoe to feel jealous as she entered the gymnasium to watch Shanisa's audition?
- Describe the discovery Zoe made about Saul as she rummaged through his van in search of incriminating evidence.
- What was the result of Zoe assisting her brother with his home studies project?

Beyond the Reading:

- As Zoe was preparing for her "boycott" assignment against the Glam Girl Cosmetics Company, she listed the topics she needed to explore to prepare for her project. Describe the importance of these items and consider some other topics or issues she should also consider researching.
- Describe the Draize test Zoe read about. What is your opinion about this type of testing?

Inside the Writing:

- Journaling My True Colours – Create a response to the editor in response to the Glam Girl Cosmetics Company accusation.
- Extra! Extra! – Complete rough draft of news article and edit.

True Colours – Chapters Twelve and Thirteen:

Summary

Zoe's frustrations at school continue to grow. She and Shanisa have an argument one day over Zoe's bitterness at being pushed aside for cheerleading. Things are further perpetuated when Zoe discovers that Shanisa is using the brand of cosmetics that she has been desperately trying to get her peers to boycott. She feels like a failure for not attaining her goal and wishes she could do something bigger for her cause. She later learns that Alex has stolen Mr. Norton's copies of the upcoming math final. She uses the stolen copies to coerce Alex into helping her break into the GlamGirl laboratories.

Zoe and Alex head into the city. While on the subway, they have a chance to talk and Zoe discovers that Alex is very passionate about music and plays guitar. Unable yet to recognize that she is becoming more accepting of him, she continues to dwell on his negative characteristics.

Before the Reading:

- Review the Who's Who chart and discuss how the main characters and their relationships are evolving. Where do you see these characters ending up in the story? Predict some possible outcomes.

After the Reading:

- Summarize the top three reasons Zoe wanted to avoid school.
- What type of interaction did Zoe have with Shanisa in the washroom?
- Who is Colin Brimley and why did Zoe want to be like him?
- What did Zoe discover in Alex's bag?
- What does Zoe demand of Alex that will prevent him from getting in trouble?
- What does "Heat" refer to?
- Where did Zoe place the stolen exam papers Alex referred to?

Beyond the Reading:

- Describe how Zoe and Alex's relationship is changing, despite all of Zoe's frustrations with him.

Inside the Writing:

- Peer Editing – With a partner, examine your articles to ensure they meet the required expectations. Complete your final draft.

True Colours – Chapters Fourteen and Fifteen:

Summary

Zoe and Alex arrive at the cosmetics lab and navigate their way around various obstacles. While liberating the animals being used as testing specimens, a difficult call has to be made regarding the rapidly deteriorating condition of a rabbit that is dying a slow and painful death.

Zoe learns much about Alex through more conversation related to ‘the humanistic perspective of the food chain’ and by the gentle manner in which he handles the animals. She begins to realize that there may be more to him than she originally thought. Just as they are about to leave, Bojangles is discovered among the test subjects. Zoe fills Alex in on the break-in at the shelter and her suspicions about Saul.

Zoe and Alex are forced to make a mad dash after their botched exit strategy lands them seeking cover in a janitor’s closet. Alex pulls Zoe into an embrace, moments before they are discovered, trying to give the impression that their reason for being there is nothing more than two teenagers looking for a place to be alone. After several failed attempts to climb over a chain-link fence, Zoe is apprehended by the lab’s security guards and Alex flees the scene.

Before the Reading:

- Preparing for the Culminating Task – Review the Essay Outline with the class and begin to prepare students for this final activity.
- Make a list of the various themes witnessed throughout the novel.

After the Reading

- What items did Zoe empty from her bag in search for the papers Alex requested?
- What did the papers reveal?
- In order, make a list of “the plan”.
- Who does Zoe discover among the test subjects?
- Describe Alex’s “plan C”.
- At what point in the chapter did things begin to turn for the worst?
- How did Alex react to Zoe’s inability to jump over the fence with him?

Inside the Writing:

- T-Chart: Examining Theme - Chose a theme of interest and begin to fill in the T-chart to explore the specific events that show evidence of this theme.
- Arguing with Style: Organizing a Debate – Place students in groups and conduct a debate regarding the topic of animal testing. Use Debate: Rubric provided as a method of formal assessment.

True Colours – Chapters Sixteen and Seventeen:

Summary

Zoe is interrogated at the police station by Detective Harris (the detective who questioned her at the shelter's break in). Despite her anger towards Alex for abandoning her, she refuses to give up his name.

She endures an agonizing ride home as she bears her parents' anger and disappointment.

Zoe's parents have come down hard on her. She is grounded and has all her privileges removed. Upon returning to school Monday morning, Zoe arrives to find that the authorities (as well as Mr. Norton) have searched her locker. Although nothing linking her to Alex is found, the stolen math exam copies are discovered, adding a school suspension to Zoe's list of troubles. Once again, she remains silent about Alex's involvement.

Before the Reading:

- Zoe has been caught and Alex has escaped. Predict the first conversation Zoe will have with Alex when they meet again.

After the Reading

- How has Detective Harris' perspective changed about Zoe's character?
- Why do you think Zoe refused to give up Alex's name during the questioning?
- Describe Zoe's punishment for her inappropriate actions.
- What happened as a result of the authorities (and Mr. Norton's) locker search?

Inside the Writing:

- Begin to fill in the Essay Outline with details and evidence from the story. This activity will provide the framework for the final essay.

True Colours – Chapters Eighteen and Nineteen:

Summary

Alex shows up at the shelter during Zoe's volunteer shift. He has a copy of the shelter's phone records which show that communication between the shelter and the cosmetics lab have been taking place over the last three months. Zoe takes the phone records, but completely rejects his repeated offers to let him help her set up a plan to catch Saul in the act. Alex secretly sets up a webcam in the main exam room before leaving. Zoe contacts Dr. Samuels, who has just returned from an out-of-town veterinary convention. She tells him of the trouble she is in and of the proof she has implicating Saul. He persuades her not to go to the police, but to secretly meet with him instead to devise a plan.

Zoe arrives at the shelter feeling relieved to finally have someone on her side. She soon learns (through a drug-induced haze) that it was Dr. Samuels who had been selling shelter animals to testing facilities and staged the break-in to cover his tracks. Unable to get away, she is forced to endure his interrogation as he tries to coerce Alex's name from her. Alex arrives in the nick of time to save her from Dr. Samuels, and a showdown results in the Doctor being attacked by a disgruntled Rottweiler that Alex has let out of its cage. Zoe loses consciousness as the police arrive.

Before the Reading:

- Predict what you think will happen in the next section. Discuss possible outcomes and how it will affect the main characters.

After the Reading

- What incriminating evidence did Alex reveal to Zoe?
- How does Zoe react to Alex's attempt to help her with the evidence discovered?
- What does Alex secretly set up in the main exam room?
- What does Dr. Samuels persuade Zoe to not do? What is his alternative advice?
- Who does Zoe discover is responsible for the selling of the shelter animals for testing?
- How does Zoe escape the interrogation?

Inside the Writing:

- Essay: Culminating Task – Begin the rough draft of your essay. Remember: Use the T-chart as the framework for your essay and note any new details within the novel that may add to your discussion.

True Colours – Chapters Twenty and Twenty-one:

Summary

Zoe wakes up in a hospital room. Detective Harris comes to see her and lets her know that the charges against her have been dropped. He also cautions her father not to let her hang around Alex, as he is a well known, troubled youth. Zoe's mother receives a phone call from Zoe's principal, letting them know that her suspension has been lifted due to Alex coming forward and admitting to stealing the exam copies and hiding them in Zoe's locker. Zoe's parents present her with the idea of joining PETA as a legal and productive way to make a stand for animal rights.

Zoe is recovering at home from her ordeal. Though she and her family have been on much better terms than usual, she argues with her mother over her parents' decision that she not be allowed to hang around with Alex. She reluctantly agrees to keep the peace at home. Shanisa comes over to give Zoe some assignments to catch up on before returning back to school. She and Zoe apologize to each other and agree to be friends once again. Using Shanisa as cover, Zoe sneaks over to Alex's place to thank him in person for saving her life. Taken aback when she finds him sitting on a window ledge playing guitar, Zoe inevitably comes to the realization that she has fallen for him. Zoe and Alex decide that they will hang out together behind her parents' backs, thereby beginning a secret relationship that serve as the momentum for the sequel.

Before the Reading:

- Inform students of the group PETA and what they stand for. Have student view the following website to develop a better understanding of the organization and what they stand for:
<http://www.peta.org/>

After the Reading

- Where did Zoe wake up?
- Why did Detective Harris come to visit Zoe?
- What advice did he also provide her with?
- Why did Zoe's principal remove her suspension?
- What idea did Zoe's parents present her with as an alternative to illegal means of standing up for animal rights?
- How does Zoe react to Shanisa's visit to her house?
- What plan does Zoe have to meet with Alex to thank him?
- Why is Zoe taken aback when she arrives at Alex's house?

Inside the Writing:

- Essay: Culminating Task – Edit the rough draft of your essay and begin the final draft.

K-W-L

A great way to learn something new about a topic is to connect what you don't know to what you DO know about that topic! Before you watch the video, fill in the first two columns. Once the video is done, fill in the last column.

TOPIC: The Rights and Treatment of Farming Animals

| What do you already K now? | What do you W ant to know? | What did you L earn? |
|--------------------------------------|--------------------------------------|--------------------------------|
| | | |

~ Read.....Think.....Summary ~

| What did I READ? | What do I THINK? |
|------------------|------------------|
| | |
| | |
| | |
| | |
| | |

In Summary...

Who's Who?

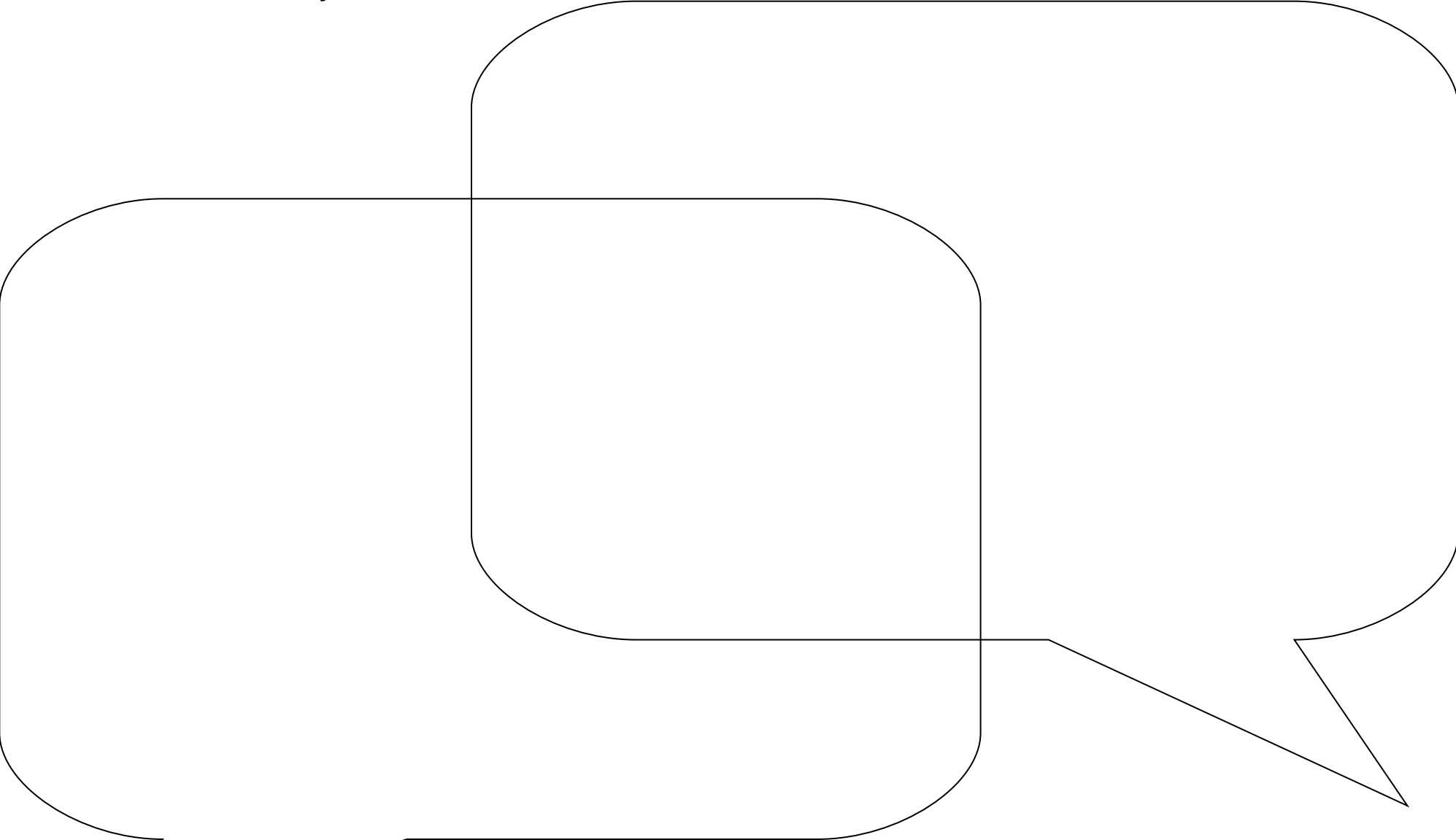
We may learn about characters **directly** from the author, but more often we identify characters **indirectly** based on how they act and what others say about them. Fill in the summary chart below, using the last column to make judgements and predictions about each character.

| Character | Character's <i>True Colour</i> Traits | How others see it... (quotes & character trait descriptions) | How I see it... (judgements & predictions) |
|-----------|--|---|---|
| | | | |

How do they **Compare**?

How do they **Contrast**?

Character: _____



Character: _____

Conflict: A Necessary Evil in Literature

Use this chart to analyze the text as characters face obstacles and make decisions to achieve an end goal.

| Somebody The Character | Wanted What do they want? | But What's stopping them? | So What are they going to do about it? |
|----------------------------------|-------------------------------------|-------------------------------------|--|
| | | | |

Journaling My True Colours – Sample Journal Entry Outline

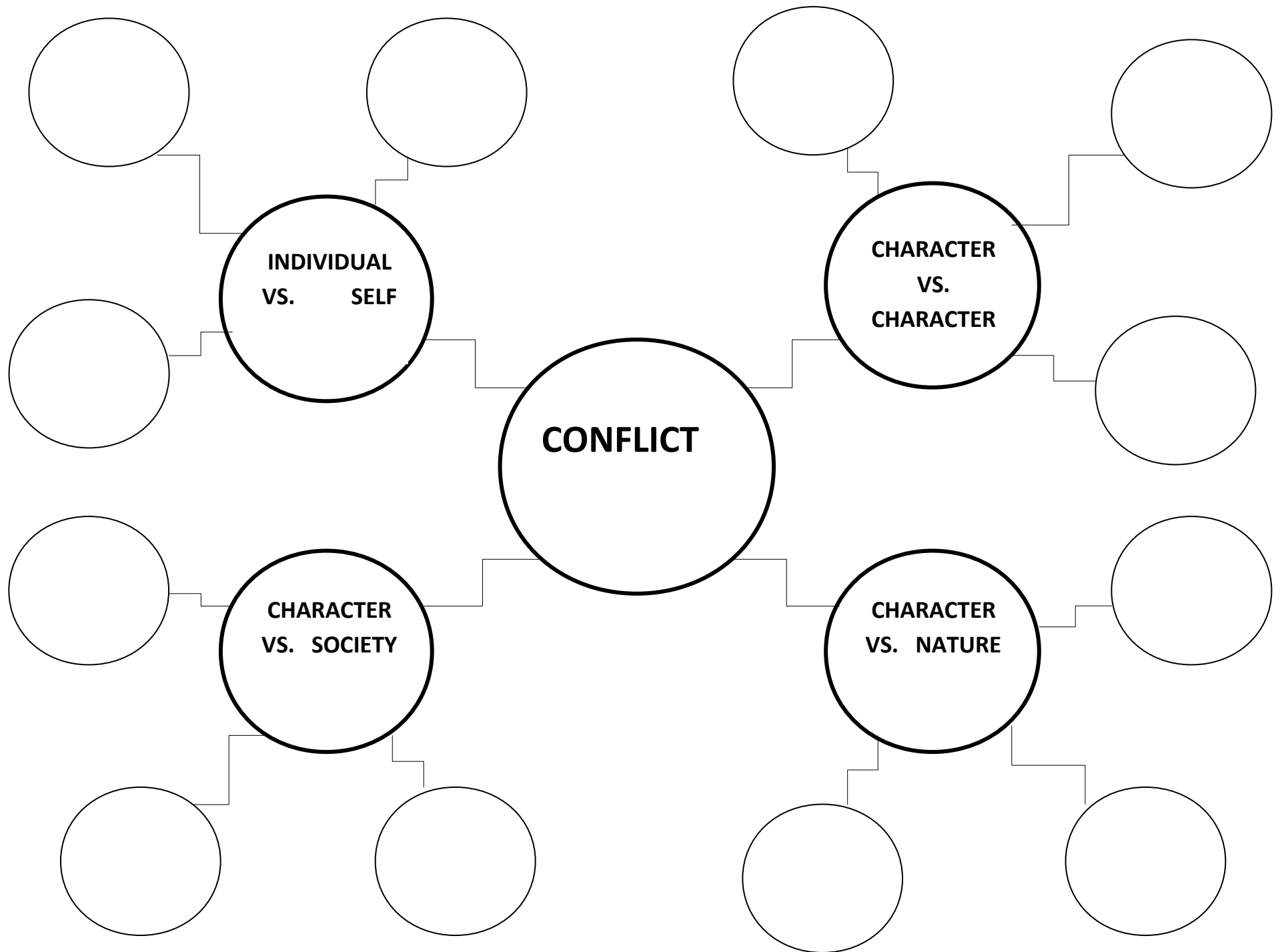
Date: _____

Journal Entry # _____

| Questions, Quotes, Answers | My Thoughts... |
|---------------------------------------|----------------|
| Chapter # : - point form - - | - - - |

Response:

- ⇒ Page is dated
- ⇒ Journal entry is numbered
- ⇒ A split page provides room for point-form notes, including questions, quotes and personal thoughts, to help organize students' writing
- ⇒ The bottom half of the page provides room for a structured response, in the form of a paragraph, that can be continued onto the next page. This response is based on the point-form notes created on the split page above.



Descriptive Paragraph Writing: Attention to Detail

Descriptive writing is used to provide the reader with such detail that they can almost see, smell, taste, touch, or hear the subject being described. Complete the following exercise to help you get started:

- ✓ Describe a scenario where at least two of your senses were being used (Examples: The smell and taste of freshly baked bread, the sight and sound of the ocean, etc.)

- ✓ Make a list of as many descriptive words as you can think of that would apply to your example and begin to add them into your example

- ✓ Add descriptions into your scenario based on the other senses (Examples: The sight of the steam rising from the freshly baked bread, the feeling and smell of the ocean waves, etc.)

- ✓ Include various literary devices, such as similes, metaphors, onomatopoeia, or personification, to add attention to the detail of your subject

- ✓ Ensure that your paragraph is long enough to provide enough detail to the subject matter. Use the peer editing process to allow others to review the structure and consistency of your paragraph.

T –Chart: Examining Theme

Theme: _____

Provide quotes from the story that illustrate this theme

Explain how this quote reveals theme

Reference #1: Narrator’s direct comments

Reference #2: Words/actions/feelings of character(s) in story

Reference #3: Events

Arguing with Style: Organizing a Debate

Before the Debate:

- # 1: Brainstorm possible reasons for Zoe’s strong feelings against animal testing;
- # 2: With the class, develop three general statements to debate surrounding the issue of animal testing;
- # 3: Divide the class into six groups. Three “Pro” groups will agree with one of the statements, while the other three “Con” groups will disagree with one of the statements (i.e., one group will “Agree” and one group will “Disagree” with each statement, totalling six groups);
- # 4: Discuss the procedures and timeframe set up for the debate;
- # 5: Provide students with time to review issues surrounding topic, referring to the information discussed within the pre-novel activities and the content within the story.

During the Debate: Procedures

Debate Topic #1:

- Step 1: Pro-side:** State argument and provide reasons that support your point of view.....3 – 4 min.
- Step 2: Con-side:** State argument and provide reasons that support your point of view.....3 – 4 min.
- Step 3: Conference:** Each group discusses opposing argument and reasoning and prepares counter-argument.....2 – 3 min.
- Step 4: Con-side:** State counter-argument and provide reasons that support your point of view.....3 – 4 min.
- Step 5: Pro-side:** State counter-argument and provide reasons that support your point of view.....3 – 4 min.

TIPS:

- Repeat Steps 4 and 5 if debate requires more discussion
- If groups do not require the full time provided for their argument, they must say “TIME” to signal that they have completed their discussion
- Opposing group must **listen** to discussion with no interruptions or talk-time with group members
- Allow students to take notes during the debate
- Repeat Steps 1 through 5 with the remaining groups
- Ensure that **each** member provides input into the debate

After the Debate

Question Period:

- Allow members of the audience to ask questions at the end of the debate

Debate: Rubric

Name: _____

| Category | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|---|
| Understanding - of issues surrounding animal rights and the topics discussed within story | demonstrates limited understanding of issues and topics | demonstrates some understanding of issues and topics | demonstrates considerable understanding of issues and topics | demonstrates thorough understanding of issues and topics |
| Communication - for different audiences (<i>e.g., peers, adults</i>) and purposes (<i>e.g., to inform, to persuade</i>) in oral form | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| Communication - Expression and organization of ideas and information (<i>e.g., clear expression, logical organization</i>) in oral form | expresses and organizes argument and information with limited effectiveness | expresses and organizes argument and information with some effectiveness | expresses and organizes argument and information with considerable effectiveness | expresses and organizes argument and information with a high degree of effectiveness |
| Application - Making connections within and between various contexts | makes connections within and between various contexts with limited effectiveness | makes connections within and between various contexts with some effectiveness | makes connections within and between various contexts with considerable effectiveness | makes connections within and between various contexts with a high degree of effectiveness |

Essay Outline

Use the following template to plan your essay. Include the quotes/evidence you intend to use in your essay.

| | | |
|---|---|---|
| Introduction Thesis: Proof #1: Proof #2: Proof #3: | | |
| Proof #1 <u>Point</u> <u>Proof</u> <u>Comment</u> | Proof #2 <u>Point</u> <u>Proof</u> <u>Comment</u> | Proof #3 <u>Point</u> <u>Proof</u> <u>Comment</u> |
| Conclusion <u>Restate Thesis</u> <u>Restate Points</u> <u>Summary Statement</u> | | |