

## STUDENT ACTIVITY PAGES

for classroom and home-schooling use

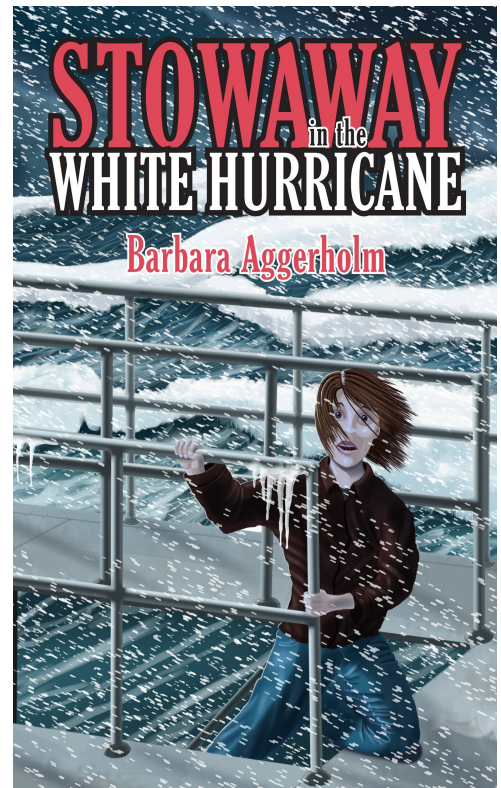
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# STOWAWAY in the WHITE HURRICANE

A novel for tween and teen readers,  
set during the Great Storm  
of November 1913.

book by **Barbara Aggerholm**  
activity pages created by **Dave Neil**

Cover art created by Phil McDonald



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Think about the characters in the novel: Lucy, Mary (mother), Tom (father), Danny, Captain Jamieson, Frank Mann, etc.

- |   |             |              |             |             |            |             |
|---|-------------|--------------|-------------|-------------|------------|-------------|
| · | adventurous | creative     | friendly    | a leader    | proud      | studious    |
| · | awesome     | courageous   | fun-loving  | lazy        | pretty     | selfish     |
| · | artistic    | considerate  | gentle      | messy       | protective | simple      |
| · | athletic    | cunning      | generous    | mischievous | quiet      | silly       |
| · | active      | daring       | grumpy      | mean        | rich       | timid       |
| · | beautiful   | a dreamer    | happy       | neat        | respectful | trustworthy |
| · | brave       | dangerous    | hideous     | nervous     | sad        | thoughtful  |
| · | bold        | exciting     | humble      | nasty       | sloppy     | unselfish   |
| · | bossy       | entertaining | hostile     | nice        | serious    | wary        |
| · | caring      | energetic    | honest      | nosy        | successful | witty       |
| · | charming    | ferocious    | intelligent | open        | shy        | wild        |
| · | cheerful    | funny        | independent | persistent  | sneaky     | wise        |
| · | curious     | a fighter    | inventive   | poor        | smart      | wonderful   |
| · | kind        | helpful      | cooperative | helpful     | cruel      | ambitious   |

[illegible]

## Part 2: Making Connections

When you read you can make a **connection** between what you have read and:

- ☐ **yourself** - *your own life; things that happen at school or in your neighbourhood*
- ☐ **another text** - *something you have read at home or at school*
- ☐ **the world** - *similar events at other times or in other places; other people or problems that you are reminded of*

You could use one or more of these sentence starters to write about your connections.

1. This reminds me of...
2. I remember when...
3. It makes me think of...
4. The same thing happened to me, too, when...
5. A similar situation happened when...

You also need to **explain** or **describe** the connection you make so that the connection is **easy to understand**.

- ☐ Describe 1 connection you can make to the selection that was read.
- ☐ Remember to **state the connection**, then **explain or describe the connection**.

Connection #1:

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## Part 3: Conflict:

A conflict can be between

- ☐ one character and another character: they could have different opinions about something; they could be competing for the same thing;
- ☐ one character and her/himself: the person may be having trouble deciding between two choices
- ☐ one character and "nature": "nature" represents the environment the main character is living in

When you write about a conflict,

1. State what **type** of conflict it is, then tell **who** the conflict is between.
2. Tell **how** the conflict affected the character(s) that were having the conflict.

Conflict #1:

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**Part 4: Discussion Director**

- ✓ Make up a list of questions that we could talk about for this part of the book.
- ✓ Don't worry about **small details**.
- ✓ The best questions come from your own ideas and feelings as you read.
- ✓ The best questions need more than a **yes** or **no** answer.
- ✓ The best questions might require you to "**read between the lines**".

#1. \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#2. \_\_\_\_\_  
\_\_\_\_\_

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 5: Vocabulary Enricher**

Be on the lookout for a few important words in today's reading. If you find words that are puzzling or unfamiliar, write them down during the reading, then later jot down their definitions from a dictionary. You may also run across familiar words that stand out somehow in the reading: words that are repeated a lot or used in an unusual way. Write down these special words too, and be ready to talk about them.

Word	Page	Definition	Page

**Part 6: Illustrator**

Your job is to draw a picture related to the book. It can be a sketch, cartoon, or stick figure scene.

You can draw a picture of something that was mentioned in the book, or some feeling or idea that you were reminded of. Any kind of drawing is okay. Give a caption for your sketch.