

Second Chances

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Teacher's Guide

Table of Contents

Introduction.....	1
Curriculum Connections.....	2
Manitoba Education Documents to support Indigenous Education.....	3
Chapter Summaries.....	4
Inquiry Questions.....	19
Essay Topics.....	20
Debates.....	20
Teacher's Resource.....	21
Drama Activities.....	22
Crosswords - Blank, with Word Banks and Answer Keys.....	27
Who's Who.....	33
Word Searches and Answer Keys.....	35

Introduction

The teacher's guide for *Second Chances* is designed for use in upper middle years and junior high classrooms, keeping in mind curricular needs and the diversity of skills and abilities in the student population. Teachers are invited to adapt and extend these activities to suit their students' needs.

- Inquiry and writing activities are included to develop a foundation of skills that can be applied as students advance in their educational lives.
- Vocabulary activities support the themes and are intended to promote discussion on ideas or words that may be new to the students.

- Drama activities are included to give students the opportunity to express their identification of the issues facing the characters through kinaesthetic activities, which will deepen their understanding of the novel as a piece of literature and of the issues related to people at the time.
- Pictures of polio patients, polio wards and Rooster Town are included to provide the students with a visual understanding of the events

Curriculum Connections

Second Chances relates directly to Science, Indigenous Education and Language Arts curriculum requirements for the Province of Manitoba:

Social Studies:

Grade 7 - Science Safety: Chapter 7b - Infectious Agents - Micro-organisms and Diseases They Cause

Grade 8 - Cells and Systems: 8-1-17 - Identify medical advances that enhance the human body's defence mechanisms and describe their effects on society.

Grade 9 - Diversity and Pluralism in Canada 9.1.1, Human Rights 9.1.2, Living Together in Canada 9.1.3, Pluralism and Integration 9.1.4

Grade 12 - Current topics in First Nations, Metis and Inuit Studies Cluster 3: Toward a Just Society

Language Arts:

Grade 5-9 - General Outcomes

The activities proposed herein can be used to teach skills and competencies as outlined in the Grade 7 and 8 Science documents, at any point in the K-12 Indigenous Education documents and in relation to the expectations of the General Outcomes of the Language Arts curriculum:

- critical thinking
- evidence based research
 - accessing, selecting, organizing and recording information using a variety of resources, tools and technologies
- distinguishing fact from fiction, in relation to events then and in our current situation
- evaluation of information
- identifying perspectives and bias
- “rights” vs responsibility
- the consequences of personal decisions and actions on others
- the consequences of personal decisions and actions on society
- issues related to social justice - racism and treatment of First Nations and Metis
 - impact of social inequalities
 - racism and stereotyping in history and in relation to society today
- communications skills using information collected

- organization of information and materials to demonstrate acquisition of inquiry skills, evidence based research and evaluation of information
- effective expression of information
- development of print, oral, visual and media skills and use of information and communication technologies for the exchange of information and ideas

Manitoba Education Documents to support Indigenous Education:

- Creating Racism-Free Schools through Critical/Courageous Conversations on Race
- Native Studies Middle Years (Grades 5 - 8) A Teacher's Resource Book Framework

Second Chances - Chapter Summaries

Chapter 1

Dale awakes. He is paralyzed in an iron lung, with a tracheotomy in his neck. He is in great pain when he moves even slightly. Air is being sucked in through the tracheotomy, pulled by the bellows in the iron lung, then expelled. He can't control anything. The tube fills with mucus. He tries to avoid choking so he will die, but someone in a mask appears and siphons it clear so the air continues to flow in. He despairs at not being able to die. He calls for his mother, but the tracheotomy prevents him from speaking.

1. What's a tracheotomy?
2. Where is Dale? How is he being kept alive?
3. Why does Dale have thoughts of suicide?

4. Why don't the people working with him acknowledge him?

Chapter 2

Dale Melnyk and his friend Paul Alexander are playing street hockey after school in Winnipeg in mid-April 1955. They're best friends and both goalies on the Perth Community Centre Team, but Dale is the starter, an NHL prospect. He's so devoted to hockey he even showed up to play when his mother died in January. Dale isn't feeling well, but chalks it up to exhaustion after a vigorous hockey championship. As they play, Paul reveals he's thinking of moving to another team. Dale is shocked, but realizes he simply assumed Paul accepted he was second fiddle. Now he realizes Paul's NHL ambitions are just as serious as his. Paul also says he won't be at Dale's that evening to listen to the final game of the NHL playoffs on the radio, but will be watching it on his grandparents' new acquisition - a television. They head home and Dale confides his father has been pressuring him to do chores around the house without regard to his hockey practice requirements. It's supposedly to help take care of his little brother, Brent. Dale reaches his house, worried about his rift with Paul, worried about homework and chores at home, and feeling sick at the same time.

1. The two friends are also rivals. Why didn't Dale realize it?
2. Who were the stars on the Montreal Canadiens and the Detroit Red Wings in the 1950s. What was the controversy about Maurice Richard? Who was Terry Sawchuk?
3. What's the difference between the stand up and butterfly styles of goal keeping?
4. What's happened to Dale's family in the wake of his mom's death?

Chapter 3

Dale, his 6-year-old brother Brent and their father are listening to Game 7 of the NHL hockey playoffs on the radio. Dale feels very sick, but his father doesn't notice. Dale has heard his father crying at night over the loss of his wife, but never admits it to his sons. While the play-by-play goes on, Dale's father tells him he's needed at home to help and

can't play hockey anymore. Dale tells his dad that Paul is leaving their team so he is needed as the goalie, but his dad is unmoved. Brent gives Dad a permission slip for a polio vaccination, but Dad says he doesn't believe in them and that doctors simply want to get rich. Dale argues it's important because polio season is coming. The vaccine had been pronounced safe only a few days before and vaccination programs are in high gear for younger children. Dad believes in a claim by gossip columnist Walter Winchell that children are dying en masse from the vaccine. Dale is enraged that his father, who is normally sensible, falls for unproven nonsense. He says his mother would have signed it to protect Brent. The dad says that mom isn't here, and he won't sign it. They get up to go to bed, but Dale screams in pain as the polio virus rips through his body.

1. Describe the symptoms of polio. Are they consistent for each person afflicted?
2. Was there any evidence to support Walter Winchell's claim that the vaccine was killing children and the government was covering the news up?
3. When was the polio vaccine declared safe? What happened immediately after?
4. Why is Dale's father talking about the cost of going to the doctor?

Chapter 4

Dale is off the isolation ward, still in an iron lung, but Dr. Barsky tells him they are going to try and open it for a few minutes to see if he can breathe on his own. A nurse passes by. Dale asks her for help blowing his nose, but she brushes him off. A girl in a wheelchair, Charlene Arcand, helps him and says she's been in the hospital for nearly a year. Dale is frightened by that prospect, thinking desperately about getting better to play hockey in November. Dr. Barsky returns and Charlene leaves, telling him she'll return tomorrow with another teenager, George, who also played hockey. Dr. Barsky opens the iron lung and Dale is able to breathe for a minute. The iron lung is closed again. The doctor predicts he'll get better.

1. How did an iron lung work?

2. Why is Dale upset to learn that Charlene has only progressed to being in a wheelchair after eight months in the hospital?
3. Why do Dr. Barsky and the orderlies keep their eyes on Dale's fingernails and lips when they open up the iron lung?

Chapter 5

Dale feels some movement coming back to his toes and fingers. He's excited and wants to show his father when he visits later. He meets George, who is in a wheelchair, has a limp arm in a sling and whose leg muscles have been twisted by polio. The doctors propose an operation on his leg, with the possibility he might walk, but with no guarantees. He is angry because he won't be able to play hockey or take over his father's farm, which was his goal. He comments that Charlene won't have to work for a living because she's a girl. Charlene tells him she wants to be a nurse, then tells Dale to ignore George, who is bitter at his fate. Dale's father comes during visiting hours but is stiff, uncomfortable at the sight of children in iron lungs. Dale wants to know why he hasn't visited. Dad says he's been checking in by telephone, but he's busy working and taking care of Brent. Grandma is afraid of coming to the polio hospital. They argue and Dad leaves, without having told Dale if Brent was vaccinated and without Dale showing off his ability to move.

1. Why is George so angry at his situation?
2. Why does he tell Charlene her goals don't matter?
3. Why is Dale's father stiff and afraid to engage with Dale?

Chapter 6

In the physiotherapy room, Dale struggles with the hot foment (wraps) wrapped around his legs. Charlene is there, too. Dale likes her. The physiotherapist, Mrs. Stewart, is tough, telling them that they have to work hard to get better. Charlene tells Dale she is being pushed to move into a foster home because her home in Rooster Town doesn't have running water, sewage and there are no paved roads. Dale has never heard of that within a city, asks why they don't move. She says they have trouble moving anywhere because they're Metis and are discriminated against. At school, other kids won't touch her because her skin is dark and some hospital staff treat her as if she is contaminated, too. Mrs. Stewart takes the hot wraps off Dale's legs and massages his muscles, then takes him to the parallel bars to take a few steps. He's nervous, but manages a few steps. He's disturbed by what Charlene told him; he'd never thought of it before.

1. Describe the treatment of muscle cramps with hot foment. What did it do?
2. Why is Charlene upset about not making good progress in her recovery?
3. Do Charlene's perceptions of how she and her family are treated ring true?

Chapter 7

Dale is getting better, is out of the iron lung but put on a rocking bed for a few hours still to help his lungs. He's beside Lindsay, who has been in the hospital for two years. He tells Dale he can't go home. He needs the rocking bed and the iron lung and his family lives on a remote farm. They're poor, visit rarely and he's never met his baby brother. Then he taunts Dale for liking Charlene, calling her a halfbreed. Dale is startled by this and can't reply. Mrs. Morris, a teacher, arrives to help Dale with his schoolwork. She suggests he write an essay about the smallpox vaccine. Dale says he can ask his father to go to the library for books as a way of getting him to visit, but Lindsay tells him that people are afraid of polio patients, even though they're only infectious for a week or two after falling ill. Even his parents are afraid, changing their clothes when they leave after

their visits. Lindsay tells him the hospital burns everything you have when you leave. Dale is repulsed by Lindsay.

1. Where did Lindsay learn his attitudes toward the Metis?
2. Why were people afraid of polio victims and anything they touched? Was this fear valid?

Chapter 8

Dale is distracted, thinking about his mother and comments he remembers she made. She objected to people of different religions going out or getting married. He worries about what she would think about him liking someone who was a different colour. Another girl, Karen, wobbles up and teases him about liking Charlene, who arrives soon after in her wheelchair. The two girls start to giggle and begin planning a fashion show. George arrives and the girls go off, teasing him that he needs to get a brushcut to be part of it. George tells Dale his story, that his doctor thought he was faking illness. His parents had better sense. They put him in the car and drove him to the city, and he's been there for eight months. He can likely go home. His father is refitting the house, but he feels useless - he'll never be able to fulfill his dream of taking over the family farm with his brother. He confides that he knows Karen likes him and he likes her as well, but doesn't want to encourage her because of his condition. Dale asks him what he thinks of Lindsay. George says his father has also made remarks about her, that he shouldn't get any ideas about liking her. An orderly comes by with ice cream cups but doesn't help the boys open them. They ask Miss Clements, the rude nurse, who gruffly opens them. A supervisor sees this and calls her out of the ward.

1. Describe Dale's mother's attitudes about relationships?
2. Why does this bother Dale?
3. Describe the psychological effects of polio on its victims?

Chapter 9

The kids organize an illegal after-hours wheelchair race in the boys' ward. They run heats and the final is a nail biter, with Albert winning. Lindsay taunts Dale about Charlene from his iron lung, making kissing faces at him. The kids are all excited and start planning a talent show. George collapses just as an orderly arrives in the room and is whisked away.

1. Why did the kids organize activities after the official lights out?
2. Why is Lindsay taunting Dale?

Chapter 10

Dale is despondent, unsure of how to deal with Lindsay. He is intimidated by his sneering, so begins to shun Charlene to protect himself. The nursing staff are silent today as they work, which the kids think is because of their illegal race the night before. It turns out it's because the staff are upset about the news that the polio vaccine may have failed in California, where eleven vaccinated children have died. Charlene figures out why Dale is ignoring her and leaves.

1. What happened to children in California? Did any deaths occur in Canada?
2. What's going on in Dale's mind about Charlene?
3. How does Charlene react?

Chapter 11

It's a hot afternoon on the wards, even with the windows open. Dale is visited by thoughts of his mother at this time of day, but then a real visitor shows up: his

grandmother, for the very first time. She doesn't admit that she was afraid to come but she's reluctant to make physical contact; they make small talk, then she breaks down, telling Dale that his little brother, Brent, has been in the children's ward on an iron lung for several days. Dale is stunned. All the boys on the ward have been listening.

1. Describe the leisure-time activities of children on the wards in the hospital.
2. Why has Grandma not visited Dale?
3. Why does Grandma say that Dale wasn't informed about Brent being in the hospital?

Chapter 12

Dale is getting stronger - he can now walk with braces. He visits Brent in the children's ward in the basement, where he is shocked to see the little boy in an iron lung. Brent is excited to see him. Dale learns that their father did not allow Brent to have a vaccination, that their dad has visited Brent, but not him. The Canadian government has decided their vaccine supply is safe and will restart their program of inoculation of young children. Charlene is there, walking with braces, but not well. She has been reading to Brent, which pricks at Dale's conscience, since he had not been reading to his little brother. Dale apologizes to Charlene, but she rebuffs him.

1. Why is Dale upset at what he learns from Brent?
2. Why does he feel guilty when he sees Charlene engaging with Brent and the other kids?
3. Why does Charlene refuse to have anything more to do with Dale?

Chapter 13

Dale has made enough progress that he can be discharged on Saturday. He goes to visit Brent and reads some stories to him. They talk about missing their mom and how

dad is suffering, crying in the night but not admitting his grief. He goes to tell George, who is not doing well in his iron lung. Karen stays by his side. Lindsay mocks him again, and Dale finally tells him off. His father arrives to an awkward reception. They leave together, but Dale assures his friends he'll be back to visit on Monday when he has physiotherapy.

1. What are Brent's fears?
2. Describe the relationship between Dale and his father?
3. Is going home exciting for Dale or a scary step?

Chapter 14

Dale has been home for two days, but he and his father have had only conversations about trivial things. His father hasn't asked him any questions about how he feels, nor said a word about Brent's predicament. Dad goes to work and Dale takes his porridge out to the front steps. It's the last week of June, a sunny day and little children are skipping up the sidewalk to school. Suddenly, Paul appears with other friends on the way to junior high. Dale and Paul greet each other uncomfortably. Paul tells Dale he hasn't informed their coach that he might leave the team. Dale is incensed, says Paul isn't thinking about the welfare of the team. Paul says he has to think of himself, and his ambitions. They part unhappily.

1. Why has Dad not asked Dale about his experience with polio?
2. Why doesn't Paul want to go up the sidewalk to greet Dale?
3. What are the considerations both Dale and Paul are thinking about with regard to their hockey team?

Chapter 15

Dale gets a ride back to the hospital with his neighbour, Mrs. Winocur, who has promised to give him a cooking lesson later. He goes up to his old ward where he is greeted warmly, but everyone is busy with their schooling or care and they don't have time to talk. He realizes he doesn't belong there anymore. He goes down to see Brent, who is under the impression he'll be getting out of the iron lung soon, but a glance from a nurse tells Dale differently. Brent tells Dale that Dr. Barsky has taught him to play chess. Dr. Barsky hasn't been to the hospital for a few days and Brent doesn't know when he'll be back. The two boys play and Brent wins easily. After their visit, Dale goes to visit George, who is getting worse and understands he is dying. Dale is depressed and heads up to the sunporch to await his ride home, but Charlene is there, alone, upset at her own prospects. She isn't happy to see him, but reveals she is being pressured to live in a foster home so she can do better in life than living with her parents in Rooster Town. Mrs. Morris finds Dale there. He gives her his essay and he expresses his shock that people rejected smallpox vaccines based on superstition, when it was proven safe and the disease killed millions. He also confesses to her that Lindsay intimidated him and he allowed that influence to damage his relationship with Charlene. He also says he's embarrassed about his mother's discriminatory views. Mrs. Morris tells him it may not be possible to repair it, but he's learned an important lesson about taking a stand against racism and bullying.

1. Why will leaving Charlene's family supposedly give her better opportunities in life?
2. Why did people reject the smallpox vaccine despite the danger of the disease, which killed millions?
3. What advice does Mrs. Morris give Dale about relationships?

Chapter 16

Dale takes transit to Rooster Town. He wants to see how Charlene lives. He arrives, noticing that on one side of the thoroughfare is a cookie cutter suburb of small neat homes and even, paved streets. But Rooster Town has no roads, the houses are spaced unevenly on large plots of land and are all different - some family-sized, some shacks, all with outhouses. He wanders in the heat and is offered directions to Charlene's house by a man carrying water to his house. He gives Dale some water. Dale is embarrassed and feels he's intruded on Charlene's life, but has a better understanding of the pressures she's feeling. He admits to himself that she and her family are being discriminated against because of their colour and their status, that they have no chance against the developers who want their land.

1. Describe Rooster Town and the difference between houses on the other side of the road.
2. Why does Dale think Charlene's family will have to move?

Chapter 17

Dale and his father have an argument. His dad accuses him of malingering, using polio as an excuse not to work. Dale flees the house, riding his bike to the community center where Mr. Leah is sorting sports equipment. Mr. Leah greets him warmly. Dale tries to show him that he's fully recovered, running around the inside of the rink. The discussion turns to the coming hockey season. Mr. Leah assures Dale he'll be invited to try out, but reminds him that he has to compete - against Paul, if he stays, but also against the new players moving up. Dale is devastated and disheartened. He gets on his bike, unhappy with his home and what was his home away from home.

1. Why does Dale's dad ignore his son's polio? Why does he accuse him of being lazy?

2. What challenges does Dale now face on the hockey team?

Chapter 18

Dale and his father go back to the hospital to see the talent show. Peter is collecting signatures on a telegram of thanks to send to Jonas Salk that will be 70 yards long. Brent is there, still in an iron lung. Dale speaks with Karen briefly, but she seems distracted. She's the announcer for the talent show and introduces the performances. Charlene is involved with one act with little kids. All the acts are warmly received. Karen introduces Dr. Barsky who had been absent, having contracted polio himself. He is warmly applauded. Dr. Barsky plays a game of speed chess with Brent, who beats him. Dale's dad is deeply moved. The final act is a fashion show, with Charlene coming out at the end and Karen announcing that Charlene is being discharged that day. After the show, Dale tries to speak with her. She sees him, but doesn't stop on her way out. Karen stops Dale and tells her how hurt Charlene felt. He asks her about George, but she becomes flushed and runs away. Miss Nelson tells Dale that George died. Peter tells Dale that Karen has been devastated by George's death, and that Lindsay was also upset, to everyone's surprise.

1. Why did the kids put on the talent show?
2. How did the acts the kids performed show off their polio experience? Why are the parents emotional at seeing the performances?
3. Why is Brent's chess win an important accomplishment for other kids to see?

Chapter 19

Dale and his dad return home on the streetcar. The father is silent, as usual, but when they get off the streetcar starts to talk freely about how he enjoys working as a mechanic at the local garage. Dale is silent. The neighbours they see on the way home

wave, but don't extend an invitation to talk. When they get home, Dale's father says "That was a good day." Dale explodes in anger, reminding his father that because he refused to allow Brent to be vaccinated, every day is the same for the little boy. He also blames his father for his mother's death, accusing him of belittling her when she complained of feeling weak, afraid to spend money on a doctor. The father fights back, recounting stories of his childhood when a doctor's attention didn't help. Dale shouts at him and his lack of logic, tells him that he cares more about saving money than safeguarding his family's health. The father says the doctors weren't sure she could have been saved; Dale counters that they would have tried, that doctors educate themselves in science for that purpose, whereas Dad knows nothing, but makes up logic to suit his position. Dale leaves and walks the street for hours, cursing. He finally comes home, knowing he needs his father and his father needs him, and that his mother would have wanted them to reconcile. Dad is still sitting in the steaming hot porch. Dale pulls him up and they go into the house together.

1. Why is Dale angry about his father's chatter about his work?
2. What's his father's logic for the decisions he has made in life about doctors?
3. What is Dale's response to his father's stories?
4. Why does Dale come back to his dad?

Chapter 20

Mrs. Stewart tells Dale she considers him fully recovered. She tells him that Miss Clements, the nasty nurse, is no longer employed at the hospital. He and his father work around the house every evening and Dad opens up about how he and his mother met - at a dance during World War II. Dad says he misses her a great deal. Dale confides the mess he made with Charlene and asks about Mom's negative statements about people marrying out of their religion. He's surprised that Dad tells him to reject his mother's ideas about that. He advises Dale that if he likes someone enough, he should

stand with her, but acknowledges some people will try to discriminate against them. Dad and Dale are remodeling the house for Brent's return, with help from Mr. Winocur. Brent cannot breathe on his own and will be in an iron lung at least until his muscles are strong enough for him to learn how to frog breathe. The father is upset at this news, obviously feels guilty. The hospital will send aides, Grandma has offered to help and plans to surprise him with a gift of goldfish he can watch. Mrs. Morris has been hired to educate him. Dad tells Brent he will buy a television so they can watch hockey together, and he's buying a budgie to keep him company, Dr. Barsky asks if he can come over to play chess with Brent and says he'll sign him up to a postal league. Brent is looking forward to going home and says he'll teach his dad how to play chess. Dale tells Brent he's taken over the cooking and they're eating better meals now.

School began, and after initial discomfort, the other kids are now at ease with Dale. In November, Dale helps hose down the rink at the community center to make the ice. He learns that Paul won the starter position at Northwood. He's facing the tryouts at Perth.

1. What does Dale learn while he and dad are fixing up the house on summer evenings.
2. How will Brent be able to live safely at home?

Chapter 21

Dale is suited up with the rest of the team for the first game of the season - against Northwood. Dale suddenly feels nauseated and dizzy, fearful that polio may have returned. The sensations subside and he skates out onto the rink and over to the bench. He's the backup goalie. Paul sees him and they exchange a brief greeting. Dale's dad is watching from outside the boards, chatting with Paul's dad. Grandma is staying with Brent, who is teaching her to play chess. The game is fast and fun, and Perth wins with the new starting goalie. Paul skates over when it's done and apologizes for his words.

The boys make arrangements to get together. The team is excited about their win. Dale dresses and goes to see Mr. Leah in his office. Dale tells Mr. Leah he's decided not to play in the league. He'll play scrub hockey only so he can help out with Brent. Mr. Leah tells Dale not to give up, that he can still achieve his goals to play in the NHL. He tells Dale he also had polio as a child, so is hopeful for his recovery and success. Dale offers instead to help coach and shows him his diary with sketches and commentary on games. Mr. Leah studies the entries and offers Dale the chance to write short articles for the Winnipeg Free Press, where he is the sports editor. He will pay him. Dale is thrilled at the chance to write about his passion and thrilled about earning money so he can help pay for the television they're saving for.

1. What is Dale's fear as he waits for the game to begin?
2. What are Dale's plans for the coming season?
3. How does Mr. Leah advance Dale's hopes to be involved in hockey?
4. What does Mr. Leah tell Dale about his own life?

Chapter 22

Dale walks up the steps to the St. John's Library and returns books to the children's department. He checks the card catalogue for books on chess for Brent and goes over to the stacks, where he sees Charlene looking at books on the shelves. She is wearing braces and using a crutch. She tells Dale her family moved into the neighbourhood and she goes to St. John's across the street. She's made some new friends but also experiences discrimination because she's disabled and because she's Metis. Her three little sisters interrupt as often as possible. She playfully banishes them to a table. She and Dale exchange further information about Karen and Lindsay. Charlene concludes Karen will recover from losing George as she goes forward in life, that Lindsay has indicated he doesn't want to be the person he was. Dale wonders what other negative

lessons Lindsay will have to unlearn. Charlene says they all have second chances at life and says when she was at her lowest moments, Morley provided her with inspiration to pursue her goal of being a nurse by bringing his disabled aunt to visit her. The woman also walks with crutches, the result of malnutrition during World War II, but she was determined to be a nurse and works in Winnipeg now. Charlene says she's determined not to let her handicap stop her and does whatever she can to earn money, saving for the future. Mrs. Stewart said she would help her study. Dale tells her that Brent is still in an iron lung, but will have a second chance through chess. He tells her about his new activities. The conversation ends and Dale prepares to leave, but comes back to tell Charlene that he will be back at the library the following Saturday, proposing they see each other. Charlene doesn't reply so he turns to go when she calls him back and, without looking at him, says she will be there, without her younger sisters to bother them. Dale's heart skips as his books are stamped and he heads up the stairs.

1. Why is Dale at the library?
2. Describe Charlene's level of recovery.
3. According to Dale, what lessons does Lindsay have to unlearn from his parents?
4. What are the second chances each of the characters have an opportunity for?

Inquiry Questions

Investigate one of the following topics and relate the information you find to the text of *Second Chances* AND the situation in Canada and the world today

1. Research the way a vaccine works in the body.
2. Research the history of immunology and the development of vaccines for various diseases.

3. Research the history of disease incidence over the centuries in different countries as vaccines were developed.
4. Research the history of vaccine resistance in different eras, including scientific evidence and other motives.
5. Research the history of polio and how it developed into epidemics.
6. Research the Spanish flu epidemic of 1918, its origins, spread and consequences.
7. Research the history of polio vaccine development from the 1930s to the 1960s.
8. Research the effect of polio vaccination programs worldwide over the decades.
9. Research the history of vaccination development and disease incidence for other diseases - rabies, smallpox, pertussis, diphtheria, tetanus, scarlet fever, measles, mumps, influenza, meningitis and others.
10. What is the basis for and history of the current anti-vaxx movement? Discuss its scientific basis or other motivations.
11. What has been the effect of vaccine hesitancy on disease incidence around the world?
12. Research the history of the Metis in their role in the founding of the province of Manitoba.
13. Research the history of how the Metis were treated after the founding of the province of Manitoba.
14. Why did Metis communities like Rooster Town exist?
15. What forces were used to eliminate Rooster Town and what were the consequences.

Essay topics

How does journal writing help Dale work his way through his personal problems?

Dale's mom tells Dale to only play with Brent as she does not want him to catch polio from others. Given our recent situations with isolation during the Covid-19 pandemic, how do you relate?

Debates

1. Vaccines should be mandatory to save lives

Vs

Vaccines should be an individual choice

2. People should only have romantic relationships or marry within their own religious or ethnic group

Vs

Love is love is love, and that makes for a better world.

3. A sports phenom should have the support from family and coaches needed to reach the top in their chosen activity

Vs

Athletes should recognize their families' needs and their education may prevent them from becoming sports stars, and they need to realize they can make the best out of any situation.

Second Chances Teachers' Resource

Second Chances offers many opportunities to understand a variety of social issues relevant to today. To support this, we have prepared vocabulary and drama activities. You know your

students best so please use these supplemental activities as you see fit. Following are suggestions.

To develop vocabulary and understanding, included are Word Searches, Crosswords and a Who's Who. The Word Searches are titled according to the chapters in which the words are found and can be done in advance or while reading the chapters. We suggest doing them in small groups or with a partner. The vocabulary includes words students may not recognize. Additionally, words that are important to the development of the story and its characters' words have been carefully selected. Please encourage students to discuss the words as they work together.

The Crosswords are also titled by chapters and designed to be completed after reading. Again, please encourage students to work together and engage in the words' meanings and why they are important to *Second Chances*. The crossword worksheets are available with or without a word bank.

The Who's Who, must be done when the novel is completed. It is a fun activity which explores students' understanding of the characters and how they move the story forward.

Please foster class discussion in all these exercises. Hopefully, they will help springboard other writing/class activities. Be creative! Also, each can be used again for assessment purposes.

Second Chances Drama Activities

Drama activities are a great way for students to engage with a novel and its message beyond the printed word. We have included 3 simple activities that can be easily done in a classroom. They promote understanding of text and plot, predicting what happens next, and imagining oneself in the situation.

Activity 1 I Am

Each student is assigned a character from chapters 2 - 4. Students go around the circle and introduce themselves as the character and give one or two pieces of information about themselves based on these chapters. A small, soft ball is tossed to a student to indicate it's their turn. Examples follow.

Student 1 Hi. My name is Dal. I am 13 years old. I like to play hockey. Today I'm not feeling well *(passes the ball to a student across the circle)*

Student 2 Hello, I am Paul, Dale's friend. I play hockey too. I might move which means I would no longer play with Dale. My grandparents have a T.V.. *(passes the ball to a student across the circle)*

Student 3 Good evening. I'm Foster Hewitt and I'm a sports broadcaster. It is April 14, 1955 and I'm reporting on the Stanley Cup. *(passes the ball to a student across the circle)*

Student 4 Hello. I am Brent. I am Dale's 6-year-old brother. I like listening to the game on the radio. *(passes the ball to a student across the circle)*

This continues until all students have had a turn. A brief group discussion follows to summarize, talk about new insights, or clear up any misunderstandings. Please note, it's okay if there are duplicate characters. For example, if there are 2 Dales, encourage each to give new information.

Activity 2 I Predict

Passing the ball continues but this time, each student while still in character, gives a quick predication of what they think might happen next.

Student 1 I'm Dale. My journal has great hockey tips. I'm going to keep writing down hockey moves in the journal my mom gave me.

Student 2 I'm Dale's dad. There is so much work in this home. Dale and Brent will have to help more.

Student 3 I'm Paul. My butterfly goalie move is getting me in net first.

Continue until all have had a turn and follow with a discussion or a quick written reflection.

Activities 1 and 2 can be revisited every few chapters and can lead to writing or research assignments.

Activity 3 Tableau

If you are unfamiliar with tableau, there are many resources on the internet. The ThoughtCo. is one of many.

In tableau students create a still image of an event or situation in *Second Chances*. They pose and freeze until everyone has joined the whole group picture.

3a. WARM UP - Whole group Tableau

Determine a "performance space" (an open space in the classroom).

Students are asked to recreate a scene of a chapter. One at a time, they quickly *go into* the performance space, *state* **who** or **what** they represent, *pose* and *freeze* until everyone is part of the whole group tableau. This works well with 5-8 students per group. Create the entire tableau, take a quick peak around. Then break. An example follows.

Student 1 "I am Dr. Barsky at the hospital." (*poses as if holding medicine in his hands and freezes in the pose*)

Student 2 "I am a patient in the iron lung." (*poses as if in a machine and freezes in the pose*)

Student 3 "I am the iron lung machine." (*poses as a circle shape around the "patient" and freezes in the pose*)

Student 4 “I am a nurse helping Dale. I think the white mask I’m wearing scares him a bit. He can’t see my face.” (*poses near the head of the “patient” and freezes in the pose*)

Student 5 “I am an orderly. The linen cart I’m wheeling in makes a lot of noise.” (*poses as if pushing a trolley cart and freezes in the pose*)

Once everyone is part of the whole image the students take a quick peak around. As a group, decide if you are pleased with the tableau. Are any characters missing? Is the mood represented accurately? Are any important features missing? Ask student for their observations. You may decide to recreate the same scene with students playing different roles, or move on to another chapter and create another tableau. You may use this tableau to initiate a writing assignment or discuss possible misinterpretations.

The whole group tableau is meant to be very engaging, fun and can be noisy. Generally, students have a great time working as a group and exploring the text.

3b. SMALL GROUP TABLEAU

Students are divided into smaller groups. Each group decides on or is assigned a significant event in a chapter. Groups are given a few minutes to decide on and rehearse the essential details. One group at a time performs their tableau. The process is different than the Warm Up.

Step 1 – The first group creates their tableau in silence and holds for a few seconds.

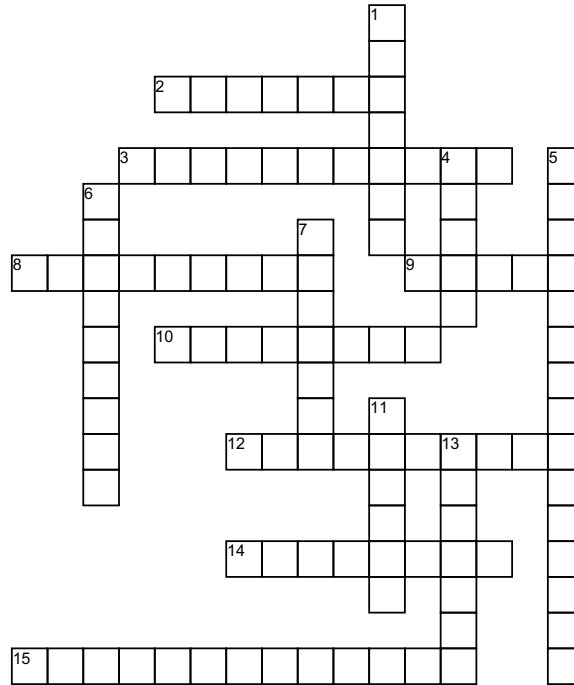
Step 2 - One at a time, each character steps out of the tableau, faces the audience. He or she explains who or what they are (in the scene), and what they are doing or why they are important to the scene. Be sure to give information about character, or plot development. Students need to demonstrate the emotions of the character as well. The student then returns to the tableau in position. Continue until each character has performed.

PLEASE NOTE This works very well when students are cued to step out of the tableau with an unobtrusive, gentle tap on the shoulder from the teacher. Also, this tableau is more focused and thoughtful than the whole group warmup. Encourage students to look beyond the printed word to better appreciate the characters and what's happening.

Name: _____

Date: _____

Second Chances: Chapters 1-6



Across

- 2. treatment to prevent getting sick
- 3. procedure needed for intubation
- 8. sports game or drill
- 9. the organ often affected by Polio
- 10. machine that helps you breath
- 12. pain
- 14. widespread illness for which there is no cure
- 15. lungs exchange this for oxygen

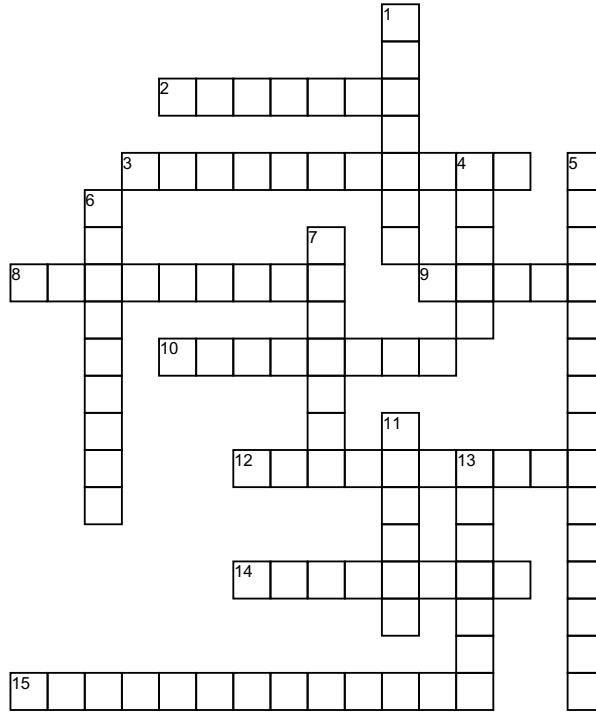
Down

- 1. lungs exchange air
- 4. collects in throats of many polio patients
- 5. exercises to help you move better
- 6. unable to move
- 7. device to blow air
- 11. "Canada's" sport
- 13. feeling very tired

Name: _____

Date: _____

Second Chances: Chapters 1-6



Across

- 2. treatment to prevent getting sick
- 3. procedure needed for intubation
- 8. sports game or drill
- 9. the organ often affected by Polio
- 10. machine that helps you breath
- 12. pain
- 14. widespread illness for which there is no cure
- 15. lungs exchange this for oxygen

Word Bank

carbon dioxide
epidemic
lungs
bellows

paralyzed
tracheotomy
mucus
fatigue

Down

- 1. lungs exchange air
- 4. collects in throats of many polio patients
- 5. exercises to help you move better
- 6. unable to move
- 7. device to blow air
- 11. "Canada's" sport
- 13. feeling very tired

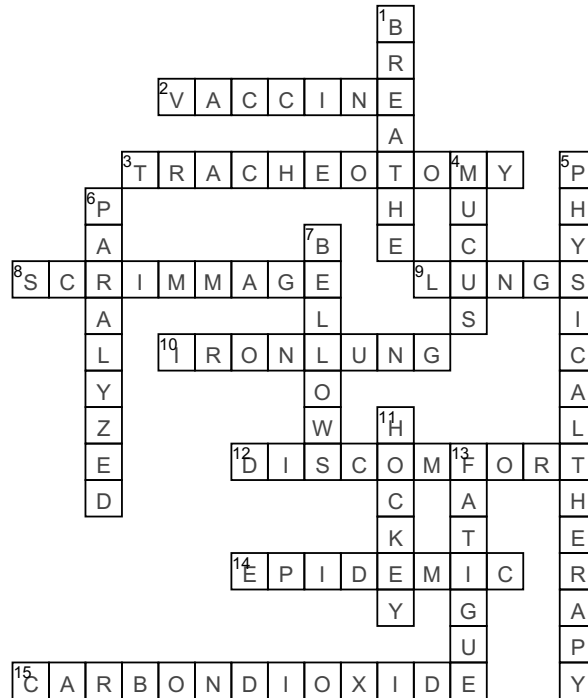
discomfort
hockey
vaccine
iron lung

physical therapy
scrimmage
breathe

Name: _____

Date: _____

Second Chances: Chapters 1-6



Across

2. treatment to prevent getting sick
3. procedure needed for intubation
8. sports game or drill
9. the organ often affected by Polio
10. machine that helps you breath
12. pain
14. widespread illness for which there is no cure
15. lungs exchange this for oxygen

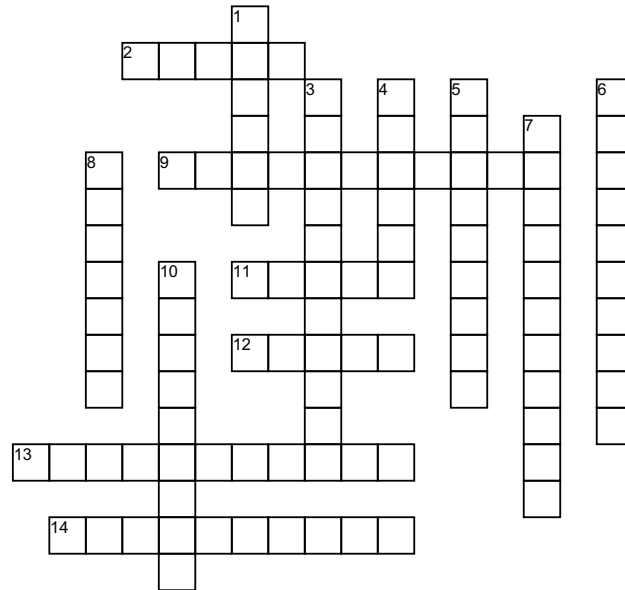
Down

1. lungs exchange air
4. collects in throats of many polio patients
5. exercises to help you move better
6. unable to move
7. device to blow air
11. "Canada's" sport
13. feeling very tired

Name: _____

Date: _____

SECOND CHANCES: CHAPTERS 7- 21



Across

- 2. where Dale wrote his thoughts
- 9. procession celebrating the patients
- 11. strategy game
- 12. mixed ancestry of Indigenous and European
- 13. game that builds finger skills
- 14. disease easily caught

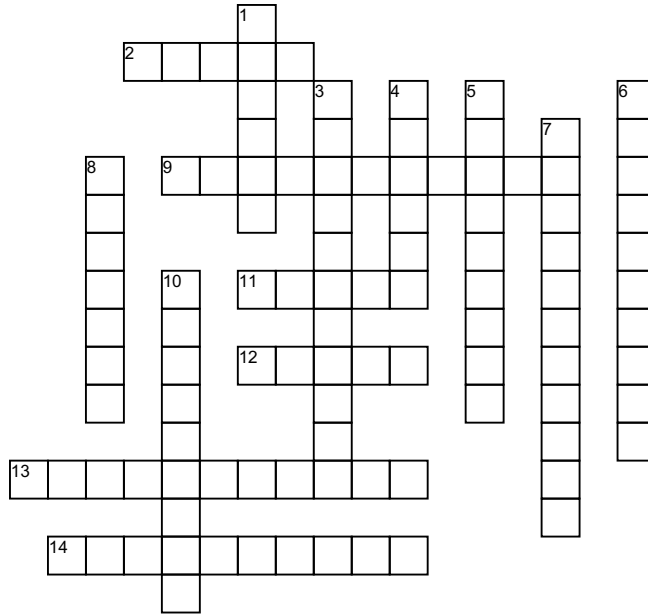
Down

- 1. physician who treated the polio patients
- 3. former Metis community
- 4. supports legs
- 5. muscle that helps us breathe
- 6. bed that moves
- 7. another term for quadriplegic
- 8. small round object to build finger skills
- 10. treatment using a vaccine

Name: _____

Date: _____

SECOND CHANCES: CHAPTERS 7- 21



Across

- 2. where Dale wrote his thoughts
- 9. procession celebrating the patients
- 11. strategy game
- 12. mixed ancestry of Indigenous and European
- 13. game that builds finger skills
- 14. disease easily caught

Down

- 1. physician who treated the polio patients
- 3. former Metis community
- 4. supports legs
- 5. muscle that helps us breathe
- 6. bed that moves
- 7. another term for quadriplegic
- 8. small round object to build finger skills
- 10. treatment using a vaccine

Word Bank

tetraplegic
diary
metis
rocking bed

inoculate
marbles
diaphragm
polio parade

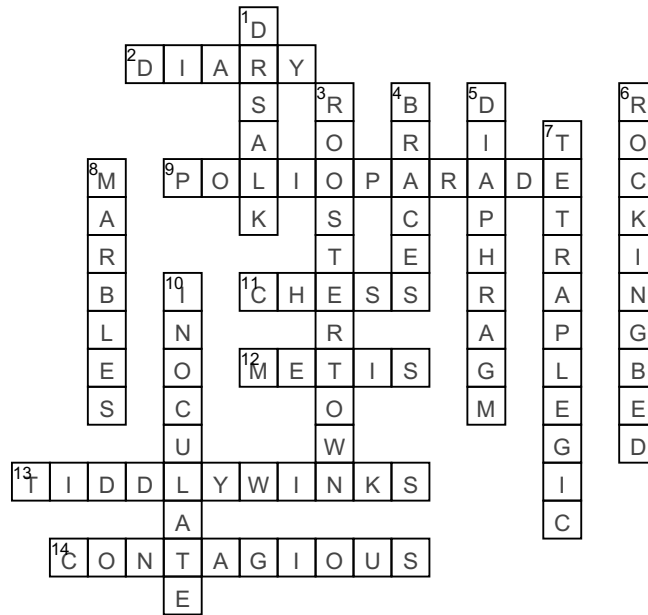
chess
tiddlywinks
Rooster Town

contagious
braces
Dr. Salk

Name: _____

Date: _____

SECOND CHANCES: CHAPTERS 7- 21



Across

2. where Dale wrote his thoughts
9. procession celebrating the patients
11. strategy game
12. mixed ancestry of Indigenous and European
13. game that builds finger skills
14. disease easily caught

Down

1. physician who treated the polio patients
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7. another term for quadriplegic
8. small round object to build finger skills
10. treatment using a vaccine

Name: _____

Date: _____

Who's Who?

1. TRWEAL WECHLNIL Walter Winchell
2. .RD SKLA Dr. Salk
3. AERHELNC Charlene
4. R.M AEHL Mr. Leah
5. .DR AKYBSR Dr. Barsky
6. RMS. COWUNIR Mrs. Wincour
7. R.SM ATESTWR Mrs. Stewart
8. MSIS SLCENMTE Miss Clements
9. EALD Dale
10. RNTBE Brent
11. GEGROE George

Name: _____

Date: _____

Who's Who?

Unscramble these characters. In the space provided, explain who they are and why this character is important to *Second Chances*.

1. TRWEAL WECHLNIL _____

2. .RD SKLA _____

Name: _____

Date: _____

Second Chances: Chapters 1-6A

G P H Y S I C A L T H E R A P Y E
L B Z H Y M O T O E H C A R T P N
T O A M Q C U P A N D Z I M L A I
R P G H J A I B O S V L T M K R C
O F F B V C F M V V M U P C S A C
F C N B E P I I E Q R N R J I L A
M N S J K O K V E D Y S P R N Y V
O C Y S U C U M H Y I U X Z O Z I
C K Y G M K F E Z J B P T Y J E T
S V K N T T Y X E C K C E N K D M
I E G A M M I R C S F A T I G U E
D L E D I X O I D N O B R A C U Y
X K U U Z G N U L N O R I I W E B
Y N U N N D B O O C W D N W K Y C
C O O A G T K A O P H R P C C D L
T K T A T S I B X Y M N O N L D D
J Y H M T M I O O N P H P D P Z E

carbon dioxide discomfort epidemic

fatigue hockey iron lung lungs

mucus paralyzed physical therapy

scrimmage tracheotomy vaccine

Name: _____

Date: _____

Second Chances: Chapters 1-6A

G P H Y S I C A L T H E R A P Y E
L B Z H Y M O T O E H C A R T P N
T O A M Q C U P A N D Z I M L A I
R P G H J A I B O S V L T M K R C
O F F B V C F M V V M U P C S A C
F C N B E P I I E Q R N R J I L A
M N S J K O K V E D Y S P R N Y V
O C Y S U C U M H Y I U X Z O Z I
C K Y G M K F E Z J B P T Y J E T
S V K N T T Y X E C K C E N K D M
I E G A M M I R C S F A T I G U E
D L E D I X O I D N O B R A C U Y
X K U U Z G N U L N O R I I W E B
Y N U N N D B O O C W D N W K Y C
C O O A G T K A O P H R P C C D L
T K T A T S I B X Y M N O N L D D
J Y H M T M I O O N P H P D P Z E

carbon dioxide discomfort epidemic fatigue hockey iron lung
lungs mucus paralyzed physical therapy scrimmage tracheotomy
vaccine

Name: _____

Date: _____

Word Search Ch 1-6B

I Q W S H R I S Y R I N G E D B B
C S O B C J N D J A U C Q C P E C
O M L I D J E O C J W E D H D L I
N U L K T W G D L J E H B H I L A
U Q A Q E W Y N R M Z U H S R O X
N V W P L R X R S Y P N K M B W Y
D B S U E H O J N I T L U J S S P
R A O S V Y T A Z V D Q V E L S A
U N Z V I D R E S P I R A T O R P
M T K R S T M G M L N W E Q T N O
C A V T I G E A A I O F N L D B L
U M M O O G C M J O W Y G Q R L I
J E D O N H U R L X P F E E C K O
O R V U I M W O G A S D A X Z K H
G U I N U U T X S U A T N C C Y Q
E T E W C Y Q P C F H K S S H V I
J Q T S Z L Z B M E G E P N M H L

syringe Metis swallow wool Bantam

breathe bellows machine oxygen

respirator polio conundrum television

Name: _____

Date: _____

Word Search Ch 1-6B

I Q W S H R I S Y R I N G E D B B
C S O B C J N D J A U C Q C P E C
O M L I D J E O C J W E D H D L I
N U L K T W G D L J E H B H I L A
U Q A Q E W Y N R M Z U H S R O X
N V W P L R X R S Y P N K M B W Y
D B S U E H O J N I T L U J S S P
R A O S V Y T A Z V D Q V E L S A
U N Z V I D R E S P I R A T O R P
M T K R S T M G M L N W E Q T N O
C A V T I G E A A I O F N L D B L
U M M O O G C M J O W Y G Q R L I
J E D O N H U R L X P F E E C K O
O R V U I M W O G A S D A X Z K H
G U I N U U T X S U A T N C C Y Q
E T E W C Y Q P C F H K S S H V I
J Q T S Z L Z B M E G E P N M H L

syringe Metis swallow wool Bantam breathe bellows machine
oxygen respirator polio conundrum television

Name: _____

Date: _____

Word Search Chapters 7- 21A

O Y B R X U D S U O I G A T N O C
V D K B B P T E U A L M Q F A X D
E S Q L T J K F B H J E P Y J T K
E O K L U L U A G G O S C B S Z I
Q E N N A F K T H Y N B Y I L F M
C N H H I N E J G C S I T S R J V
L W I X I W C D Y W K E K G Y T H
C Z T D N K Y J A D M Y S C K I I
D D V Q O J E L A R X N J H O L B
I U D G C V K M D I A E P A K R F
A J L N U C B L J D L P Q K J I W
P G T W L A W U T S I Z O U A F Z
H K N N A R D I C S C T L I A C O
R X M D T Q O Y J E O K G X L M C
A R S T E B P T X H R T U G I O K
G M S E C A R B O C J L F C Z C P
M B R J I L H A M Z V R G R Q Y G

chess inoculate tiddlywinks polio parade
 braces contagious
 diaphragm metis rocking bed

Name: _____

Date: _____

Word Search Chapters 7- 21A

O Y B R X U D S U O I G A T N O C
V D K B B P T E U A L M Q F A X D
E S Q L T J K F B H J E P Y J T K
E O K L U L U A G G O S C B S Z I
Q E N N A F K T H Y N B Y I L F M
C N H H I N E J G C S I T S R J V
L W I X I W C D Y W K E K G Y T H
C Z T D N K Y J A D M Y S C K I I
D D V Q O J E L A R X N J H O L B
I U D G C V K M D I A E P A K R F
A J L N U C B L J D L P Q K J I W
P G T W L A W U T S I Z O U A F Z
H K N N A R D I C S C T L I A C O
R X M D T Q O Y J E O K G X L M C
A R S T E B P T X H R T U G I O K
G M S E C A R B O C J L F C Z C P
M B R J I L H A M Z V R G R Q Y G

chess inoculate tiddlywinks polio parade braces contagious
diaphragm metis rocking bed

Name: _____

Date: _____

Word Search Chapters 7-21B

M Z J G W H E E L C H A I R S S E
A V H B Q D M R V R Z P D C Z H D
R J T R R K R I W S K E E M B E I
B F Y U G K A S X H F N Y P E N S
L Y R A I D P N A I I G H I H A Q
E N V F O H I J I L Q E N K E N P
S W Y S F G M H A M K S G G M I R
Z O L G E A M N E S A Q U Y O G E
R T L M K H E V T C R T U H T A E
G R U H N R C N P V N U S C H N N
G E N C D C E T V T Z A R O X S E
I T K A Y M K W U O I N R I O E D
A S W G T B B B T R L O E O A J L
W O I A Z B Y O X M C H T X N Q V
C O E M I S L F E R M A D K R G P
Q R D A C H I E V E M E N T S W I
T M Y D D F C I G E L P A R T E T

preened ignorance achievements adrenaline
stamina behemoth shenanigans wheelchairs
 crutches treatments Rooster Town
 diary Dr. Salk marbles tetraplegic

Name: _____

Date: _____

Word Search Chapters 7-21B

M Z J G W H E E L C H A I R S S E
A V H B Q D M R V R Z P D C Z H D
R J T R R K R I W S K E E M B E I
B F Y U G K A S X H F N Y P E N S
L Y R A I D P N A I I G H I H A Q
E N V F O H I J I L Q E N K E N P
S W Y S F G M H A M K S G G M I R
Z O L G E A M N E S A Q U Y O G E
R T L M K H E V T C R T U H T A E
G R U H N R C N P V N U S C H N N
G E N C D C E T V T Z A R O X S E
I T K A Y M K W U O I N R I O E D
A S W G T B B B T R L O E O A J L
W O I A Z B Y O X M C H T X N Q V
C O E M I S L F E R M A D K R G P
Q R D A C H I E V E M E N T S W I
T M Y D D F C I G E L P A R T E T

preened ignorance achievements adrenaline stamina behemoth
shenanigans wheelchairs crutches treatments Rooster Town diary
Dr. Salk marbles tetraplegic