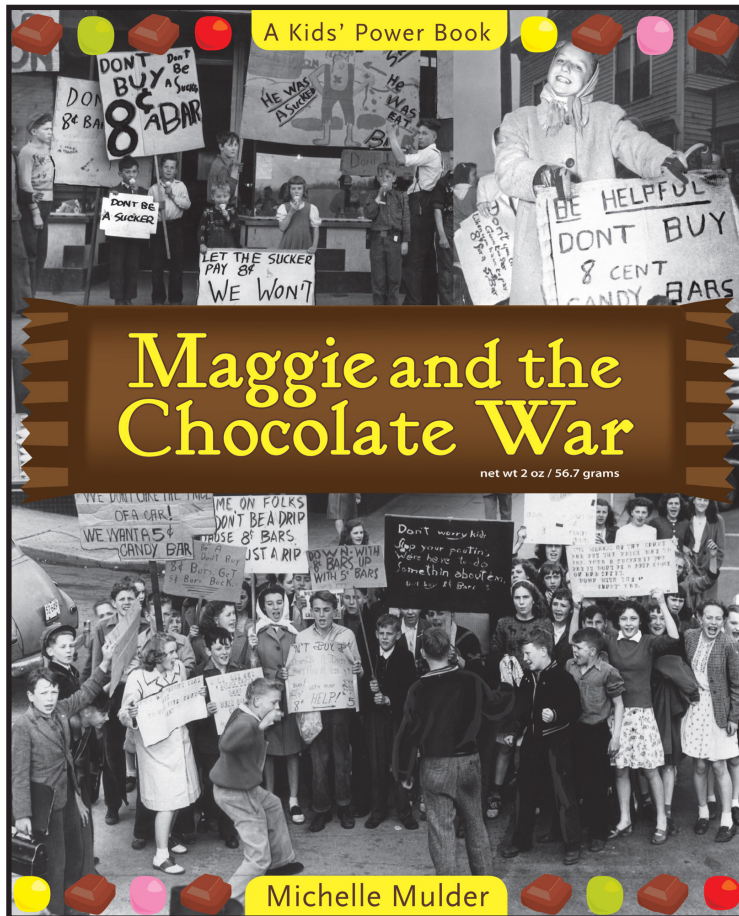


Second Story Press

Intermediate Level ESL

TEACHER RESOURCE GUIDE

WRITTEN BY HELEN WOLFE



Maggie and the Chocolate War

ISBN: 978-1-897187-27-2

Lexile: 800L Guided Reading: T

www.secondstorypress.ca/resources



Book Summary

Maggie and the Chocolate War is the story of nine-year-old Maggie, who lives with her family in Victoria, British Columbia. Set in 1947, the story deals with the inflated economy experienced by Canadians after World War II. Following the rationing and cheaper prices fixed by the government during the Second World War, the post-war period saw many Canadians struggling to pay for the basic necessities of life.

Many of Maggie's friends and neighbours can barely afford the food prices, which seem to rise daily. Maggie herself is a thoughtful, sensitive, and intelligent girl who works part time delivering groceries for her father's shop, just so she can afford to buy a five-cent chocolate bar as a birthday present for her best friend, Jo. But her plan hits a bump when, practically overnight, the price of chocolate is raised to a whopping eight cents a bar.

Spurred on by the peaceful rallies and marches by many adults to protest higher food prices, Maggie and hundreds of children in Victoria plan and stage their own protest and parade on the provincial legislature. *Maggie and the Chocolate War* is a chapter book that is a fictionalized account of actual historical events. The book uses the imagined characters of Maggie, her family, teacher, neighbours and friends to explore different responses to Canada's post-war economy. The conflicts experienced by both adults and children reflect the real-life concerns of people who are on opposite sides of a complex issue.

The story unfolds in several short chapters making it easily accessible to young readers from nine to thirteen years old who speak English as first and second language. The universal themes of family, social justice, free speech, and political action allow teachers to integrate the book into Language Arts and Social Studies curricula. The fictional text combined with archival photographs and actual newspaper articles of the era reinforce the historical context that is the setting of the story.

The activities that follow are specifically designed to help students who speak English as a second language to improve their overall communication skills. However, they also build the skills of all students, and encourage co-operation among first and second-language learners. *Maggie and the Chocolate War* is a Kids Power Book written by Michelle Mulder and published in 2007. It has ninety-three pages.

PART A

Listening and Speaking Activities

 ACTIVITY 1

Group Discussion: Political Action

This activity allows students to discuss political action and social justice issues and what they would do to speak out against any unjust situation. If your classroom includes both first- and second-language learners, ensure that they are integrated in this group discussion activity. One student in each group will need to be the recorder. If the technology is available, they can record answers on your class webpage or a Smart Board. If not, answers can be recorded manually. Hand out this worksheet.

 ACTIVITY 1

Group Discussion: What Can We Do?

Directions:

- a. Organize yourselves in groups of four to six students.
- b. Choose one person in your group to be the recorder of your answers.
- c. Make sure that all group members have the chance to express their opinions.
- d. The remaining group members will do a short presentation for the whole class.
- e. Finish each of the sentences below using your own ideas. Please do not use technology. Discuss everyone's opinion and agree on group answers.

Complete each sentence using your own ideas.

1. Democracy means _____

2. In a country which has democracy, everyone can _____

3. If you don't agree or don't like something that your government does, you can _____

4. A demonstration or a rally is _____

5. A protester is someone _____

6. A protester or demonstrator can _____

7. A protester or demonstrator cannot _____
8. If you disagree or protest in a peaceful way, _____

9. If you protest in a violent or rude way, _____

10. Having free speech means _____

 ACTIVITY 2

Mini-Oral Presentation

Since the book focuses on kids' love of chocolate, this is a fun way to introduce the story. Make sure that none of your students have allergies to chocolate, nuts, milk, or any other ingredients found in chocolate products. It might be advisable to send out letters or emails to parents to prepare them for this activity. This can be an informal activity or a formally evaluated class assignment.

 ACTIVITY 2

Class Talk: Why I (Or Many People I Know) Love Chocolate

Directions:

1. You are going to prepare and present to your class a two-minute talk on why you love chocolate.
2. Here is what you'll need for your presentation:
 - a. Bring in at least one of your favourite chocolate treats. It could be something that you buy in a store. It could also be a food made from chocolate that you bake or prepare at home.
 - b. If you can't bring in the treat itself, make a colourful poster so that everyone can see what it looks like.
 - c. Create a chart that gives 5 to 10 reasons why you love that particular chocolate. Your reasons should describe how it looks, tastes and makes you feel. Write your ideas in complete sentences using lots of describing words or ADJECTIVES.

 ACTIVITY 3

Photo Or Video Essay

To differentiate instruction, students who are photographers or videographers can create a video or photo essay about chocolate. This can be an entertaining introduction to the book, or a more formal assignment evaluated for language skills and media literacy.

Here is an activity that can be used as an evaluated assignment.

 ACTIVITY 3

Photo or Video Essay: My Chocolate Story

Directions:

1. Create a visual essay about chocolate.
2. You can make your essay using still photographs, PowerPoint, or you can make your own short movie. However, you must create everything by yourself. If you decide to get any pictures or other information from the Internet, make sure to cite where you found it. Write the web address where you got the information.
3. Your visuals can come from school, your home, or your community. **If you photograph or film other people, get their permission to appear in your presentation. If they do not want to be part of your essay, please respect their decision.**
4. Write a story to go along with your visual. Your story needs to include these important parts: a plot, characters, a theme (main idea), and a climax. Narrate or tell your story as you are presenting your essay.
5. You will have 10 minutes to present your essay.
6. Here are some topics.
 - a. My Whole Family Loves Chocolate
 - b. The 10 Best Foods Made from Chocolate
 - c. Our School's Chocolate Story
 - d. The Best Chocolate Shop Ever
 - e. My Favourite Chocolate Recipe

You can choose your own topic, but make sure to check it out with your teacher.

Your assignment will be evaluated for information and ideas, organization, language skills and interest.

PART B

Reading And Writing Activities



ACTIVITY 4

Chapter Questions

These questions ask students to recall important details of plot, setting, character, theme, climax, and conflict. They can be used for guided discussion as you read the book, reading comprehension practice, or evaluated work.

If your students are not familiar with the vocabulary of storytelling, introduce words such as PLOT, CHARACTER, PROTAGONIST, THEME, SETTING, and CLIMAX. There are many activities available in textbooks or online to help your students understand these concepts.

 ACTIVITY 4

Chapter Questions

Chapter 1: Maggie's Secret Plan (pages 1-4)

1. What is unusual or different about Maggie's part-time job?
2. How do we know that Maggie's family doesn't have a lot of money?
3. Why does Maggie work part-time for her father?
4. How do we know that the setting of the story was a long time ago?
5. Why is Maggie worried after her accident with the delivery package?

Chapter 2: The Chocolate Shelf (pages 5-13)

6. Why is Maggie's dad's shop so popular with adults and kids?
7. Why doesn't Maggie want her father to just give her the candy bar? What does her reaction to the bike accident show about her character?
8. Why does Maggie need to pay back her father?
9. The people in Victoria have had "rationing" (page 8) of their food? Why did the people in Victoria need to have ration tickets during World War II?
10. Why is Maggie's mother especially upset that the price of food has gone up?
11. What work does Maggie's mother do to earn extra money for the family?
12. How do we know that Maggie's friend Jo and her family don't have a lot of money?
13. What are "hand-me-downs" (page 12)? Make a list of items that can be hand-me-downs. Have you ever gotten hand-me-downs? If so, what were they? Who gave them to you? Why do people accept hand-me-downs?
14. What is Thomas' surprise announcement?

Chapter 3: Hey, Have You Heard? (pages 14-19)

15. The price of chocolate in 1947 is going up from 5 cents to 8 cents a bar. If you're good at math, calculate the percentage of the price raise. What is the price of a chocolate bar now? How would you feel if the price of your favourite chocolate bar went up so much and so quickly?

16. Why was the price of food lower during the war?
17. Why is the price of food higher after the war?
18. Why is Maggie upset that her best friend's cousin Annette is coming to stay with her? What words would you use to describe how Maggie feels about Annette? Why does Maggie feel this way about her?
19. What does "protest" mean (page 19)? Why are people who live in Canada, the United States, and many other countries allowed to protest?

Chapter 4: Kids Unite! (pages 20-26)

20. The adults are protesting the price of food such as bread and milk that people must have to survive. In your opinion, why would children want to protest the price of chocolate, which is not a food we need to survive?
21. Why would some kids want to go to Ottawa to protest? Who is in Ottawa?
22. Thomas' idea was to boycott chocolate? When people boycott something, what is their reason?
23. Why is Maggie worried about kids boycotting chocolate?
24. Explain why Maggie and Thomas disagree about the boycott? Whose opinion would you agree with? Explain your answer.
25. Why is Maggie's mother joining the housewives' collective?
26. Explain the disagreement between Maggie's parents.

Chapter 5: The Best Kind of Grown-Up (pages 27-31)

27. Why does Jo think that their classroom teacher, Mrs. Sampson, will help with the protest?
28. Why do you think Maggie has changed her mind about the protest?
29. Why does Mrs. Sampson have a great reputation as a teacher?
30. Why doesn't Mrs. Sampson want Maggie and the other children to work on the protest at school?
31. Why does Mrs. Sampson allow the children to make the protest signs in her backyard? What words would you use to describe Mrs. Sampson?

Chapter 6: Signs and Slogans (pages 32-43)

32. Look at the pictures on pages 39 and 40. The children are holding signs that have slogans? What is a slogan? Why do people write, use, and remember slogans?
33. Make a list of slogans that we see and hear all around us. When do people remember slogans all

around us?

34. What does Jennifer say that the people of New Brunswick are doing to protest the price of chocolate? Why does Maggie get angry at her?
35. Why is Maggie worried about her friendship with Jo?
36. Why does Maggie tell Jo that she'll be too busy to see her over the summer? Give two reasons.

Chapter 7: Protesting the Protest (pages 44-52)

37. Why did the slogans make Maggie “squirm”? (page 44) Why does Maggie have mixed feelings about the protest?
38. How is Jennifer making Maggie's situation harder?
39. What is a synonym or a word that means the same as “solidarity”?
40. What does Maggie notice about the adults who watched the children protest?
41. What is Charlie's idea? Why would Maggie think that he has a good idea?

Chapter 8: We Mean Business (pages 53-61)

42. Maggie's mother and her collective are thinking about starting a petition. When do people start petitions? What is their goal or reason?
43. Why is Maggie's father upset about the chocolate protest?
44. Why does Maggie understand her father's feelings?
45. How does Maggie's father make her and Thomas feel guilty?
46. The “Five and Dime” was a store that existed in the 1940s in Canada and the United States. What kinds of items were sold there? What were the prices of these items?
47. The boy in the cap suggests that the kids protest at the legislature? What is a legislature? Why would they want to protest there?
48. How does Maggie feel when she hears about the chocolate protest on the radio?
49. What does Maggie hide from her father?

Chapter 9: The Most Unusual Strike on Record (pages 62-67)

50. What advice does Mrs. Sampson give her students about the protest? What do you think of her advice? What are reasons for your opinion?
51. Why doesn't Jennifer want to go on the chocolate protest?

52. How many children from Victoria went on the chocolate protest?
53. How do we know that the protest would be in the news?

Chapter 10: Spoiled (pages 68-78)

54. Why is Maggie disappointed after the chocolate protest? Give two reasons.
55. Why does Jo get angry at Maggie? What doesn't she understand about Maggie's part-time job?
56. Why does Maggie get angry at Jo?
57. What does Mrs. Martin tell Maggie about Jo? How would Maggie feel?
58. What advice does Maggie's mother give about her father?
59. How do we know that Maggie's father understands why children are doing the chocolate protest?
60. Why does Maggie's father have new respect for his daughter? Give two reasons.
61. How does Maggie try to persuade her father to sell the chocolate for five cents?

Chapter 11: Best Friend Ever? (pages 79-81)

62. What is Maggie's father's decision about selling the chocolate?
63. What is she planning to say to Jo when she gives her the chocolate?
64. What did Jo think about Maggie and their friendship?
65. What invitation does Jennifer make to both girls? What new opinion could Maggie have about her?

Chapter 12: The Great Chocolate Parade (pages 82-85)

66. Why is the chocolate parade "enormous"?
67. Why do you think that the official price of chocolate didn't change?
68. Why do you think that some shopkeepers decided to go back to selling five-cent chocolate bars?



ACTIVITY 5

Vocabulary In Context

The book uses vocabulary that challenges both first- and second-language students, including English idioms, slang, and more difficult words and phrases. Have students do the exercise gradually, after they have read one or two chapters at a time.

Before assigning the work, you may want to explain or do other activities on slang and idioms that are available online or in textbooks.

Hand out this worksheet.

 ACTIVITY 5

Understanding New Words And Expressions

Directions:

- Each chapter of the book has words and phrases (groups of words) that may be new to you.
- After you read each chapter, find the meaning of the new vocabulary. Work with one or two partners. Do not use a dictionary or any technology. Guess the meaning of the words from the way they are used in the sentence.
- Write the meaning or a synonym of the new words on the line after the sentence.
- Many of the underlined words are **idioms**, which are phrases that have a meaning that is different from the words in the phrase, or **slang words**, which is informal language that we use when we speak.

Example of an idiom

It's raining cats and dogs outside. raining a lot

Example of slang

My little brother thinks it's cool to play with Lego. interesting and fun

Chapter 1 (pages 1-4)

1. “After all the time I spent convincing Mom to let me do this, I’m not going to mess it up now.”

2. She tore off down the street, pedalling as fast as she could. _____

3. The dog darted away just in time, but the brown paper package in Maggie’s basket went flying over her head and landed with a splat on the pavement.

Chapter 2 (pages 5-13)

4. Through the window, she saw a crowd of children huddled around the chocolate bar shelf.

5. Her mother had turned all of the rest of the yard into a vegetable garden, in her never-ending struggle to reduce the grocery bill. _____

6. Maggie had never seen Jeffrey in second-hand clothes, but he was one of the few who could buy as many candy bars as he wanted, but at least he shared.

7. “What’s the use of ending rationing if the prices rise higher than anyone can afford?”

8. Usually Jo’s clothes were hand-me-downs from her three older sisters, and they were faded and frayed. _____

Chapter 3 (pages 14-19)

9. Maggie smiled. Why couldn’t she have a sweet little brother like Will, instead of smelly, cranky old Thomas. _____

10. There was no point in being grumpy while Jo was still her best friend.

11. And in Social Studies class last week, Mrs. Sampson says it's our right as citizens to tell the government how we feel.

12. We'll make enormous signs—lots of them, all with different messages.

Chapter 4 (pages 20-26)

13. “Kids everywhere are fighting the price hike now,” said Thomas.

14. He'd been secretive about his plan, refusing to tell Maggie anything beyond the fact that it was brilliant.

15. Thomas said, “We have to start a boycott.”

16. If kids outside were protesting and driving customers away, Maggie's parents would worry even more about money.

17. “Don’t tell him you’re going to keep buying chocolate and ruin everything.”

18. “Maggie, this is very important. Sometimes you’ve got to sacrifice something.”

19. “Janet Martin and I are joining the housewives’ collective.”

20. For what seemed like hours, she tried to conjure up dreams in which her father was happy and Jo had her own five-cent candy bar.

Chapter 5 (pages 27-31)

21. “Yeah.” Maggie frowned just as their teacher had, and she wagged her finger at Jo and mimicked the teacher’s voice.

22. Get the picnic rescheduled.

23. “Oh. Well your mother’s pretty nifty anyway.” _____

24. “Are you thinking of a petition?” _____

25. He said it was better to be controlled than to fly off the handle. _____

Chapter 6 (pages 32-43)

26. Just spread the word, okay? _____

27. Jennifer was the snootiest girl in grade 4. _____

28. She had to pedal like crazy to get all the deliveries done, but she kept stopping to talk to kids on the way. _____

29. “Now you mind your manners, Maggie Jenkins,” _____

30. “Just relax and get your slogans ready,” _____

31. “Don’t be a sucker. Don’t buy eight-cent bars.” _____

32. She always had to be the centre of attention. _____

33. Mother says Jennifer’s family has more money than they know what to do with.

34. Time was running out. _____

Chapter 7: Protesting the Protest (pages 44-52)

35. She filled her basket with the groceries and took off on her bicycle like a shot.

36. A knot formed in her stomach. _____

37. “What do you know about it?” she demanded. “You get everything served to you on a silver platter.” _____

38. “Only a boycott can drive prices down.” _____

39. Maggie’s heart sank. _____

Chapter 8 : We Mean Business (pages 53-61)

40. “And the protesters aren’t doing any harm.” _____

41. “These kids are driving my customers away.” _____

42. “You show them what you’re made of.” _____

43. “Tomorrow, on the lawn in front of the Legislature, as soon as school’s out. We’ll show them we mean business.” _____

44. “Wait till we storm the Legislature.” _____

Chapter 9 :The Most Unusual Strike on Record (pages 62- 67)

45. Signs of revolt over rising prices are spearheaded by the Dominion’s small fry.

46. “How come yesterday you said mean things to me about being a traitor, and now you don’t want to protest in front of the Legislature.” _____

47. “Five cents is common sense!” Jo shouted toward the buildings. _____

48. Soon the whole crowd was retreating down the stairs, cheering as they poured out of the building.

Chapter 10: Spoiled (pages 68-77)

49. Her mother shook her head. “They haven’t budged.” _____

50. ... in the afternoon Maggie was so fed up with trying to think of another good present that she was mad right up until the three o'clock bell rang. _____

51. Pedaling was like medicine for anger. _____

52. "She's been terribly mopey, with you always too busy to play with her."

53. Jo was the one acting like a spoiled brat, and all because Maggie was earning money for a birthday gift. _____

54. "Children nowadays have no respect! My father would have had my hide if I'd carried on like that." _____

55. "No—I'll write, Kids need candy, five cents is dandy." _____

56. "If you ever get tired of doing deliveries, kiddo, you could make your fortune in marketing."

Chapter 11: Best Friend Ever? (pages 79-81)

57. ... and Maggie blurted out her apology as fast as she could, before Jennifer got there to interfere.

Chapter 12: The Great Chocolate Parade (pages 82-85)

58. The weather was perfect, and the parade was enormous! _____

59. Kids really could make a difference. _____



ACTIVITY 6

Idioms And Slang Word Walls

Create two separate Word Walls for all of the idioms and slang words in the story. Have your students print the idioms and slang words on strips of coloured paper and put them on the wall. Each day while you are reading the book, challenge students to write their own sentences using the new vocabulary and display them on the wall.

If technology is available, create Word Walls on your class website or use a Smart Board.



ACTIVITY 7

Group Activity: Describing Photographs

The book has several archival photographs, which help students to understand the real life historical setting of the story. This activity requires all students to work together to write descriptions of the pictures. The students can use their copies of the book to do the activity. However, you may wish to have photocopies of the photographs so that the photos and stories can be displayed in the classroom.

If technology is available, students can use computers to write their stories.

Give this assignment to students.

 ACTIVITY 7

The Story of a Photograph

Directions

- a. Work together with a small (3-4 students) group of classmates.
- b. Make sure that you all have your copy of *Maggie and the Chocolate War*.
- c. The photographs in the book are on pages 9, 10, 18, 39, 40, 46, 47, 50, 55, and 88.
- d. Take a few minutes to look at all of the photographs together and discuss them.
- e. As a group, choose one photograph to focus your discussion on. Together talk about and then write a story that would match and describe that photograph.

Here are questions to answer to help you to write the story:

1. Where was the picture taken?
 2. Who is in the picture?
 3. What are the people in the picture doing?
 4. In your opinion, what happened before the picture was taken?
 5. In your opinion, how do the people in the picture feel? Give some reasons.
 6. The picture was probably taken by a newspaper photographer and appeared in a newspaper along with an article. Why do you think the photographer chose to take this particular picture?
 7. What do you think happened after the picture was taken?
 8. What is the main idea of the photograph?
- f. Everyone in your group should participate. Choose students to print or write the story. Finally, make sure that your group checks the spelling, grammar, and vocabulary.

After you're finished, your group will be asked to present your picture story to the class. Also, your picture and story will be part of our bulletin board display of the book.

PART C

Extension/Enrichment Activities



ACTIVITY 8

Creating and Performing a Role Play

To differentiate instruction, students who are creative and have strong verbal skills write and present role plays to dramatize themes, conflicts, and characterizations in the story. This activity can be used as a formative assignment to enhance learning, or as a summative evaluation.

 ACTIVITY 8

Creating and Performing a Role Play

A Role Play:

A role play is a conversation where you imagine that you are a real person or a character in a story who has a problem or conflict with another person or character.

Each person in the role play has opinions and ideas about a situation or problem and needs to explain them to the other person.

Here are some possible role plays from *Maggie and the Chocolate War*:

1. Josephine is upset with Maggie, who is too busy to spend time with her. She doesn't know that Maggie is working to earn money to buy her a birthday present. Also, Maggie is upset with Jo, who seems to be more interested in being with her cousin than with Maggie.
2. Maggie has found out that her father is planning to sell his chocolate bars for the new price of 8 cents instead of 5 cents. She is angry, but her father has other problems to worry about.
3. Maggie's mother has joined the Housewives' Co-operative to protest the higher prices of food. Maggie's father is upset by her activities and wants to speak to her about them.
4. Maggie has decided to go on the chocolate protest, but she's also working at her father's store. Jennifer has decided to go on the protest. The girls are hiding important information from each other.
5. Thomas is one of the leaders of the demonstration and the parade on the Legislature. He has to work with Jeffrey to plan the parade. They have a planning meeting to make sure that the parade runs smoothly.

Directions:

- a. Find a partner. Choose the role play that you want to work on.
- b. Decide who will play each character in the role play.
- c. Discuss and make an outline of the role play. You have 5 minutes to act out the situation.
- d. Your role play should include the main parts of a story:
Plot (events or actions)
Characters (people and their personalities and opinions)

Theme (main idea)

Conflict (a problem)

Climax (a high point)

Resolution (a solution to the problem)

- e. Each person should write a script for their part of role play .
- f. Practise or rehearse the role play so that it runs smoothly and is realistic.
- g. Put together a costume and any props (objects) that you can use when you perform your role play

 ACTIVITY 9

Creating Graphic Text

To differentiate instruction, students can demonstrate their understanding of the story by creating a graphic text for one of the chapters. It would be an appropriate assignment for students who are talented in art or using computer graphics.

 ACTIVITY 9

Creating Graphic Text

Directions

1. Choose one of these shorter chapters in the book. (Chapters 1, 5, 11, or 12)
2. Create a graphic text for that chapter.
3. Create ten panels either freehand or using computer technology.
4. In each panel describe the panel or write a short conversation between characters in the chapter in your own words.
5. Your graphic text will be evaluated for ideas, creativity and appeal.

 ACTIVITY 10

Visit To A Chocolate Factory

If available, organize a tour of a chocolate factory for students. As a follow-up, have them create a photo essay, write a computer blog, and/or thank you letters to those who conducted the tour.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>