

Introduction

Eric Wilson novels excite the imagination of young readers in grades 4-6. Appealing to children's inherent keen interest in mystery, Eric Wilson has skillfully woven accurate Canadian geographic and historic information into his writing. He also touches on current Canadian social and political issues in many of his novels. As such, these novels lend themselves to the integrated study of the mystery genre with Canadian geography topics in social studies and investigation units in science.

Murder on the Canadian provides rich material for the study of setting, characterization and plot development. It can be used independently or as an introduction to the other novels in the series, thereby providing a national setting within which the regional stories come together to make a whole. The varying levels of difficulty in the novels provide opportunity to accommodate individual student ability, experience and interests.

Students can supplement the package with meaningful research which will strengthen the impact of their work. They will take great delight in finding information on the Internet that directly links to the places or events in the novels. Every province, territory, and most cities have up-to-date information available on an Internet website.

Teachers can trace the route of VIA Rail's Canadian on a laminated map of Canada and later mark the locations or settings of other novels used for classroom study. VIA Rail may also provide supplementary resource materials upon request. Check your telephone directory for their closest office.

An excellent audio-visual resource to accompany Murder on The Canadian is the video "Canada" from the series "World's Greatest Train Ride Videos" available from Publishers Choice Video.

Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.

Chapter Questions

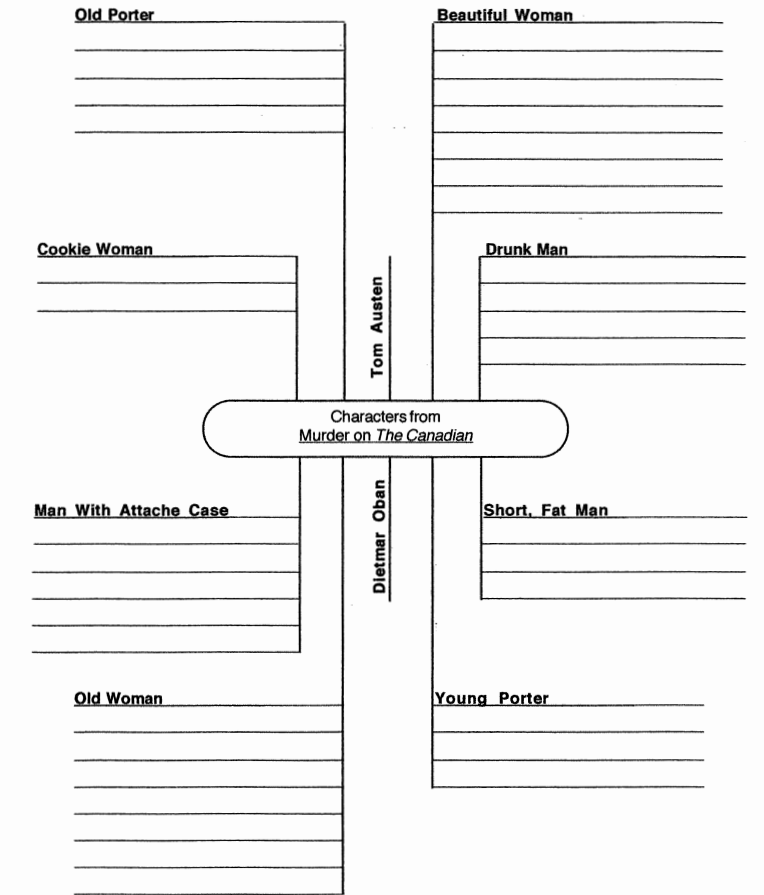
Answer in full sentences.



Chapter 1

1. What is *The Canadian* ?
2. Why was Tom on *The Canadian* ?
3. Why do you think the attaché case was chained to the

As you read the story, add information about the characters identified in the character web.



Final Project

1. Character

Use the information in the paragraph following to write a paragraph about the character. Write the paragraph on a separate sheet of paper.

- a) a brief description of the character
- b) five (5) interesting facts about the character
- c) a topic sentence

2. Summary

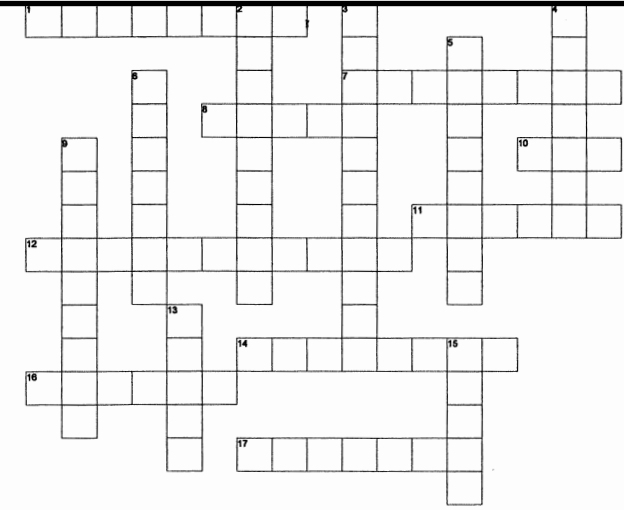
Pretend that you are Tom Austen; write a letter home to your parents telling them about your train trip out to Vancouver.

3. Connection

Readers identify with the characters in a story by connecting their own life experiences to the world of fiction. At first glance, Tom Austen appears removed from the lifestyle of the typical Canadian youth. His inquisitive mind leads him into some unusual predicaments. Tom was embarrassed when he mistakenly opened the curtains to the cookie woman's berth. (page 13) Tell about one of your most embarrassing moments.

NOTE: Page numbers are from the 1996 edition of this novel.

ISBN: 978-1-55319-044-8 18 ©rainbowhorizons.com RHPE01



ACROSS

1. Mrs. Ruggles used this weapon on Tom (p.78)
7. The #1 train from Toronto to Vancouver (p.3)
8. Seats by day, beds by night (p.13)
10. Part of Mrs. Ruggles' disguise (p.81)
11. The train employee who makes up the beds (p.10)
12. Was chained to Mr. Faith's wrist (p.7)
14. Stain on the cigarette butt (p.55)
16. The murder bedroom smelled of _____ (p.51)
17. _____ to hurry up and board the train

DOWN

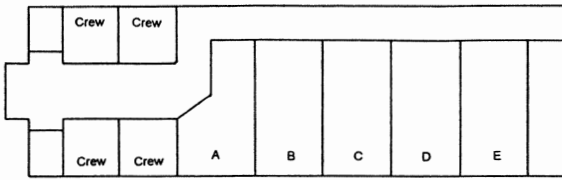
2. Money stolen by an employee (p.65-66)
3. Murder suspect (p.42)
4. Murder weapon (p.91)
5. Where Tom and Dietmar went to talk privately (p.57)
6. Tom's rival (p.2)
9. Area between the train cars (p.83)
13. Game played in the dome car (p.30)
15. Evidence left at the scene of a crime (p.53)

Murder on The Canadian

Eric Wilson

Setting

As you read the story identify the occupants of the various berths in the sleeping car.



The Sherwood Manor Sleeping Car

WC Washroom

Berths

- Berth Section 1 _____
- Berth Section 2 _____
- Bedroom A _____
- Bedroom B _____
- Bedroom C _____
- Bedroom D _____
- Bedroom E _____
- Bedroom F _____

Character Summary of Tom Austen

APPEARANCE

WORDS, THOUGHTS	CHARACTER TRAITS

Chapter 6



1. Why did Tom suspect that Catherine Saks was poisoned with cyanide?
2. Whom do you suspect was the murderer? Why?
3. When Tom checked over Bedroom C, what did he find?



Murder On The Canadian



Introduction

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Vancouver Nightmare provides rich material for the study of setting, characterization and plot development. It can be used independently or as an introduction to the other novels in the series, thereby providing a national setting within which the regional stories come together to make a whole. The varying levels of difficulty in the novels provide opportunity to accommodate individual student ability, experience and interests. Vancouver Nightmare is one of the shorter, easier to read novels in the series.

Students can supplement the package with meaningful research which will strengthen the impact of their work. They will take great delight in finding information on the Internet that directly links to the places or events in the novels. Every province, territory and most cities have up to date information available on an Internet website. An interesting research topic might be ancient Chinese medicine. This novel could be easily integrated into the health curriculum in the area of drug awareness.

Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.

Chapter Questions

Answer in full sentences.

Chapters 1 & 2



1. While dining in a restaurant Tom thought he spotted was the man?

2. Scratcher appeared to be a drug user. List the evidence this.

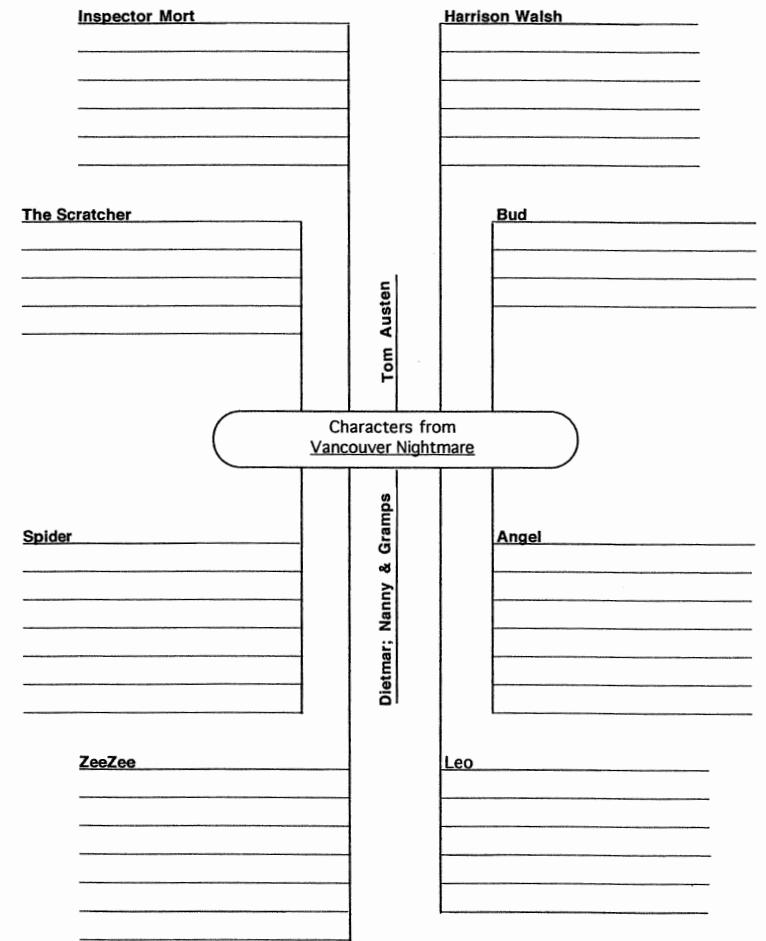
3. a) What was Harrison Walsh's former job?

- b) What was his next job?

4. a) What happened at Pier A-3?

- b) What was believed to be the motive for his death?

As you read the story, add information about the characters identified in the character web.



Final Project

1. Character
Use the paragraph following:
a) a bridge
b) five dollars
c) a top

Letter

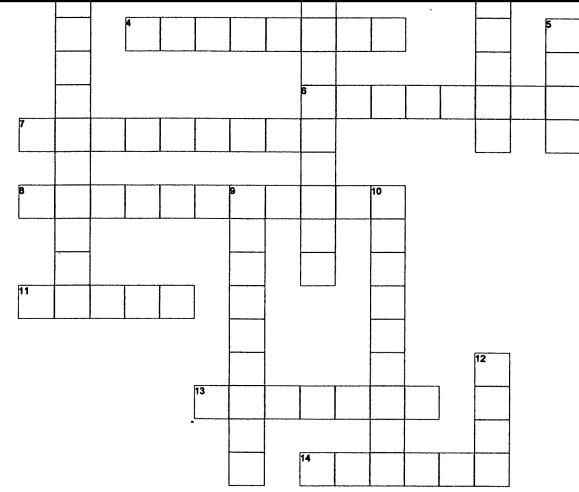
Inspector Mort had a poor opinion of young people because he regularly dealt with those in trouble with the law. He forgot that he dealt only with a minority. Write a letter to Inspector Mort, telling him about some positive things in which youth in your community have been involved.

Map Activity

On your classroom map of Canada, mark and label the main setting of this novel.

Illustration

On the front cover, illustrate your favourite scene from the story.



ACROSS

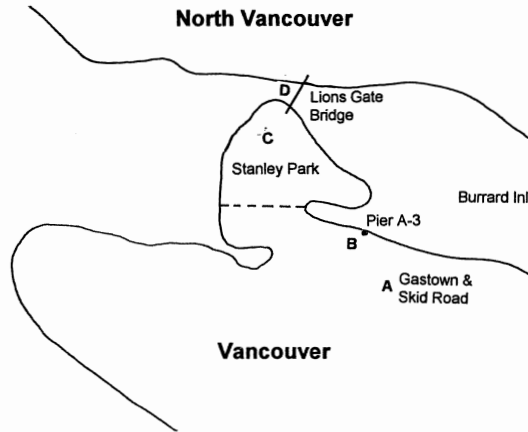
4. Poor part of town (2 words)(p.3)
6. Round, steel Oriental weapon (p.18)
7. Free meals for needy people (p.3)
8. Trick or fool someone (p.35)(2 words)
11. Needle mark on an addict (p.28)
13. Person who delivers packages (p.37)
14. Person who sells illegal drugs (p.16)

DOWN

1. In disguise (p.27)
2. Floating residence (p.32)
3. Undercover informer for the police (slang)(p.63)
5. Step on a ladder (p.86)
9. Area in city with many Chinese businesses (p.46)
10. People who bring goods into the country illegally (p.96)
12. _____ A-3, dock where Brian Atkinson was found (p.20)

Vancouver Nightmare

Eric Wilson



Referring to the map above, fill in the blanks as you read the story.

- A. Tom met _____ and began work _____ later encountered _____ and his boss _____ business.
- B. At Pier A-3, a _____ was found with _____
- C. In Stanley Park, Tom telephoned _____ for help.
- D. At Lions Gate Bridge, Tom discovered that _____ was the boss.

Character Summary of Tom Austen

APPEARANCE

FEELINGS, THOUGHTS	CHARACTER TRAITS

3. Why did Leo become anxious?

4. What was the result of Harrison and Leo's struggle on Lions Gate Bridge?

5. a) Whom did Tom now believe was Spider's boss?

b) What proof did he need to support his belief?



Vancouver Nightmare



Introduction

Eric Wilson novels excite the imagination of young readers in grades 4-6. Appealing to children's inherent keen interest in mystery, Eric Wilson has skillfully woven accurate Canadian geographic and historic information into his writing. He also touches on current Canadian social and political issues in many of his novels. As such, these novels lend themselves to the integrated study of the mystery genre with Canadian geography topics in social studies and investigation units in science.

The Case of the Golden Boy provides rich material for the study of setting, characterization and plot development. It can be used independently or as an introduction to the other novels in the series, thereby providing a national setting within which the regional stories come together to make a whole. The varying levels of difficulty in the novels provide opportunity to accommodate individual student ability, experience and interests. The Case of the Golden Boy is one of the shorter, easier-to-read novels in the series.

Students can supplement the package with meaningful research which will strengthen the impact of their work. They will take great delight in finding information on the Internet that directly links to the places or events in the novels. Every province, territory, and most cities have up-to-date information available on an Internet website. An interesting, related research topic would be the flood of 1997, which covered a large portion of Manitoba.

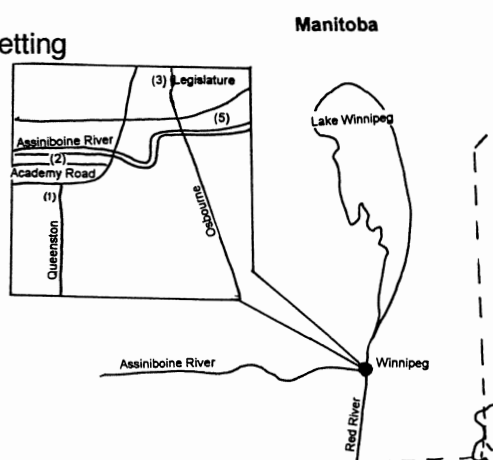
Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.

ISBN: 978-1-55319-046-2

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The Case of the Golden Boy Eric Wilson

Setting



Referring to the above map, fill in the blanks as you read the story.

- At _____ School, Tom and his friends _____.
- Dianne lived with her parents at their _____.
- Tom tried to disguise himself when he went to _____ at the _____.
- Tom was held captive by _____ and _____ on a small island on _____.
- _____ brought food each day to _____ while she was held captive in an _____.

ISBN: 978-1-

Chapter Questions

Answer in full sentences.

Chapters 1 & 2

- State the evidence that gave Tom the idea to explore the house.
- Why did Tom want to return to the mystery house?
- What was the consequence of Tom's exploration of the house?
- No one had ever seen Pete Tyler, the school custodian, disliked having his picture taken, since it brought back memories. Why do you think he acted this way?

ISBN: 978-1-55319-046-2

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Final Project

- Characterization
Use the paragraphs following the story to write a paragraph for each:
a) a brief description of the character
b) five adjectives to describe the character
c) a total of five adjectives to describe the character

2. Letter

A Montreal woman wrote a letter to Tom praising him for his good work in solving the case. Pretend that you are this woman and write the letter to Tom as you believe she wrote it.

3. Map Activity

On your classroom map of Canada, mark and label the main setting of this novel.

4. Illustration

On the front cover, illustrate your favourite scene from the story.

Character Summary of Tom Austen

APPEARANCE

FEELINGS, THOUGHTS

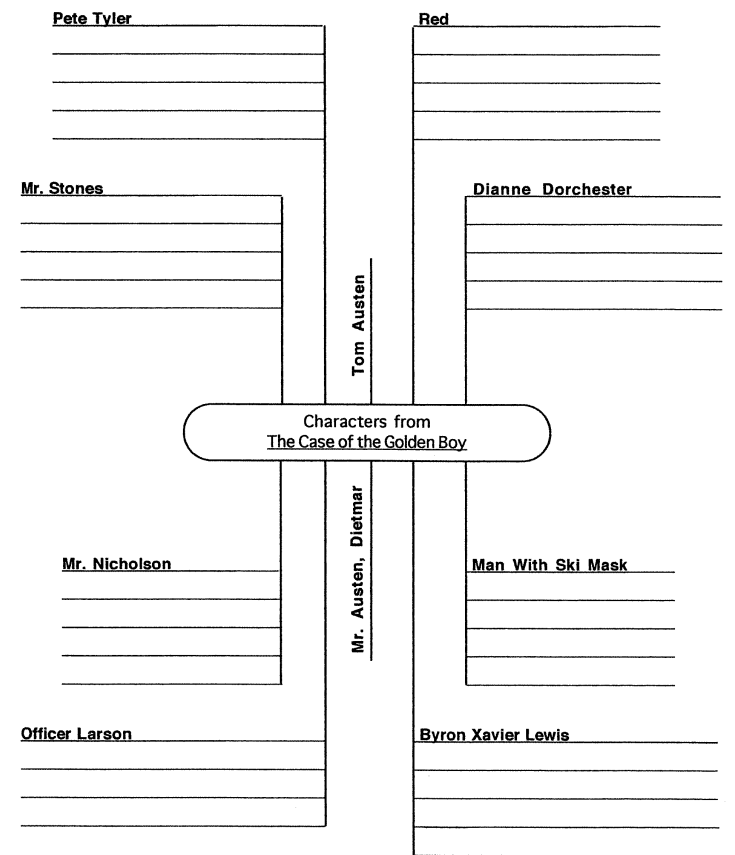
CHARACTER TRAITS

FEELINGS, THOUGHTS	CHARACTER TRAITS

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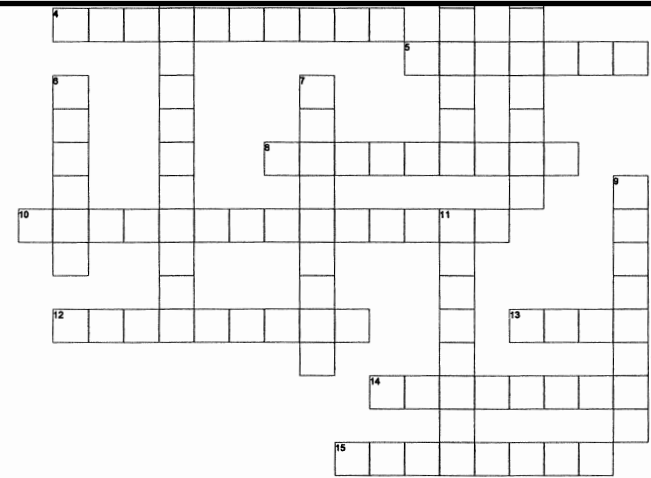
As you read the story, add information about the characters identified in the character web.



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ACROSS

- A plan to cheat (p.82)
- A large fire (p.77)
- When someone threatens to harm someone to get their desired outcome (p.82)
- Wilderness holiday spot in Ontario (4 words)(p.93)
- School attended by Tom (p.9)
- Someone people look up to or admire (p.86)
- Lamp fuel (p.73)
- A cheater (p.26)

DOWN

- A river flowing through Winnipeg (p.81)
- Money paid to a kidnapper (p.26)
- To drown someone (p.83)(2 words)
- Steal a person by force (p.19)
- Statue on top of the Manitoba Legislature (2 words)(p.29)
- A person held captive (p.70)
- Countess of _____, one of the first steam engines (p.49)

Chapters 7 & 8



- At the train station, Tom was unable to find an available pay phone to alert the police. What action did Tom take as a result?

- While on the train Tom, tried several ways to escape from Red and alert others to his danger. Describe his attempts.

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The Case of the Golden Boy



Introduction

Eric Wilson novels excite the imagination of young readers in grades 4-6. Appealing to children's inherent keen interest in mystery, Eric Wilson has skilfully woven accurate Canadian geographic and historic information into his writing. He also touches on current Canadian social and political issues in many of his novels. As such, these novels lend themselves to the integrated study of the mystery genre with Canadian geography topics in social studies and investigation units in science.

The *Kootenay Kidnapper* provides rich material for the study of setting, characterization and plot development. It can be used independently or as an introduction to the other novels in the series, thereby providing a national setting within which the regional stories come together to make a whole. The varying levels of difficulty in the novels provide opportunity to accommodate individual student ability, experience and interests.

Students can supplement the package with meaningful research which will strengthen the impact of their work. They will take great delight in finding information on the Internet that directly links to the places or events in the novels. Every province, territory, and most cities have up-to-date information available on an Internet website.

This novel could be easily integrated into the social studies program. Students could further explore the history of the mining era and its impact on the settlement of British Columbia and the Yukon Territory. The development of the transcontinental railway could also be explored.

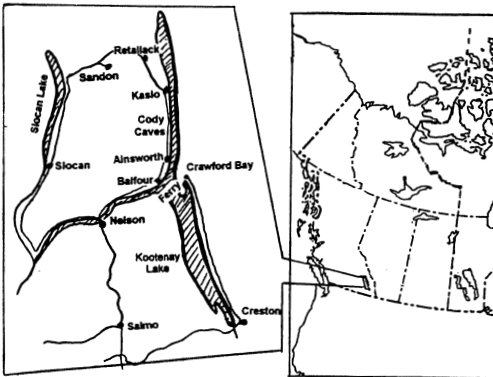
Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.

ISBN: 978-1-55319-047-9

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The Kootenay Kidnapper Eric Wilson

Setting



Referring to the above map, fill in the blanks as you

- Tom came to _____ for a hot _____ at _____.
- Tattoo took Tom on the ferry across _____ for a _____ logger sports competition at _____.
- All of the guests at Shirleen's Place went on a _____ to _____ ghost towns of _____ and _____.
- Kendall Steele invited Tom to go spelunking at _____.
- On the way home, they stopped and relaxed in the hot springs at _____.

ISBN: 978-1-

Character Summary of Tom Austen

APPEARANCE

FEELINGS, THOUGHTS

CHARACTER TRAITS

The Kootenay
Kidnapper



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Chapter 3



- Two different coaching styles were seen at the hockey game. Complete the following chart.

	Tumbler Ridge Team	Nelson Home Team
Coach's Name		
Coach's Dress		
Coach's Response to Play		
Coach's Reaction at end of Game		

- Why did Tom not ride with the two journalists to take a walk in City Hall?

Final Project

1. Character Analysis

Use the paragraph following to answer the questions. a) a brief description of the character b) five adjectives to describe the character c) a total of 50 words

ISBN: 978-1-55319-047-9

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2. Letter

Imagine you are Tom Austen. Write a letter to your sister, Liz, telling her about your adventure on this case. Remember to keep the events in chronological order. Use the friendly letter format.

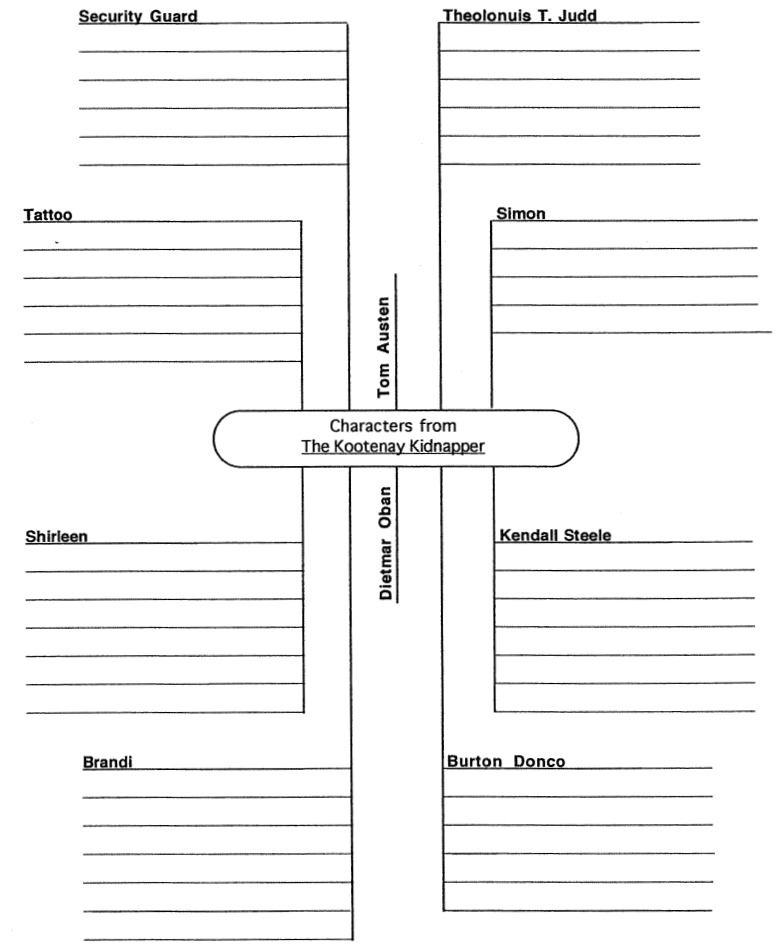
3. Map Activity

On your classroom map of Canada, mark and label the main setting of this novel.

4. Illustration

On the front cover, illustrate your favourite scene from the story.

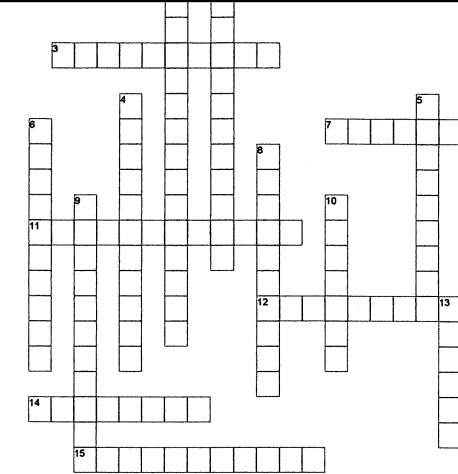
As you read the story, add information about the characters identified in the character web.



ISBN: 978-1-55319-047-9

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ACROSS

- Substitute bathroom (2 words)(p.48)
- A chunk of solid gold (p.13)
- Root beer drink (p.49)
- Person who takes kids (p.85)
- Indian word meaning water people (p.12)
- Crystal growth coming down from the ceiling (p.63)

DOWN

- Papers stating who a person is (p.2)
- Body temperature too low (p.61)
- Newspaper writers (p.25)
- Something easily remembered (p.53)
- Unusual tourist attraction made from embalming fluid bottles (2 words)(p.10)
- Cave exploring (p.38)
- Men who searched for valuable minerals (p.40)
- Type of salmon (p.12)
- Money demanded by a kidnapper (p.50)

Page numbers are from the 1996 edition of this novel.

Chapter 8



- As they talked together, Tom and Tattoo believed they knew the whereabouts of the missing children. Explain their theory.

- a) The drink offered by Kendall Steele tasted odd to Tom. What effect did this drink have on Tom?

- b) Kendall Steele offered Tom some green pills to help him feel better. Why did Tom not swallow these pills?

- Who did Tom meet in the mine shaft?

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Introduction

Eric Wilson novels excite the imagination of young readers in grades 4-6. Appealing to children's inherent keen interest in mystery, Eric Wilson has skillfully woven accurate Canadian geographic and historic information into his writing. He also touches on current Canadian social and political issues in many of his novels. As such, these novels lend themselves to the integrated study of the mystery genre with Canadian geography topics in social studies and investigation units in science.

Vampires of Ottawa provides rich material for the study of setting, characterization and plot development. It can be used independently or in combination with the other Eric Wilson novels. The varying levels of difficulty within the series provide opportunity to accommodate individual student ability, experience and interests. Vampires of Ottawa is a high interest novel that will motivate students to seek out information about the nation's capital city.

With the vast amount of information available about Ottawa, students can supplement the novel study package with meaningful research which will strengthen the impact of their work. In addition to readily available travel information, they will take great delight in finding information on the Internet that directly links to the places or events in the novels. Members of Parliament or lawyers from the local community who have appeared before the Supreme Court of Canada would be possible guest speakers knowledgeable about Ottawa.

Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.



Chapter Questions

Answer in full sentences.

Chapters 1 and 2

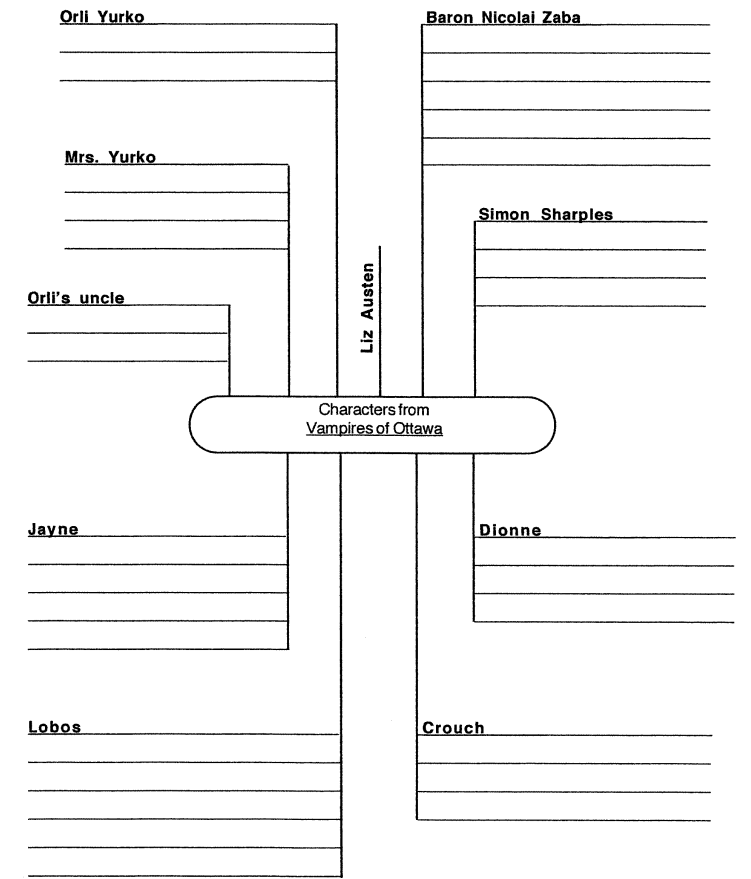
1. Why was Liz Austen in a cell in the Nicholas Street Y Ottawa?

2. Why was Liz interested in Orli's birthplace?

3. How did Orli trick Liz and the other guests during the party?

4. What do you think might happen the next day on the boat?

As you read the story, add information about the characters identified in the character web.



Final Project

1. **Character**
Use the paragraphs following:
a) a brief description
b) five adjectives
c) a top five list

2. **Letter**
Write a letter to a friend recommending that he/she read this novel by Eric Wilson. Be sure to tell your friend about your favourite part of the book. Also include your thoughts about some of the specific elements of good story writing that you have observed in this novel, such as setting, characterization, plot development, etc.

3. **Map Activity**
On your classroom map of Canada, mark and label the main setting of this novel.

4. **Illustration**
On the front cover, illustrate your favourite scene from the story.

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ISBN: 978-1-55319-048-6

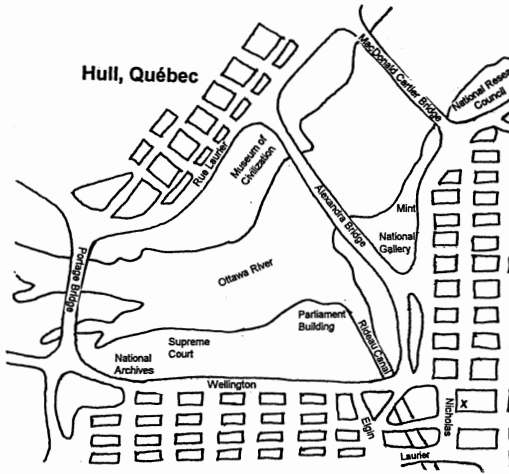
18

ISBN: 978-1-55319-048-6

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Vampires of Ottawa Eric Wilson Setting



Using the above map, complete the questions.

1. The Governor-General's residence is _____
2. The youth hostel, (Auberge Internationale d'Ottawa) is located on _____ Street.
3. Canada's federal government is located in the _____ Buildings.
4. The Prime Minister lives at #24 _____
5. Canada's capital city is _____, Ontario located _____ across the river from _____, Québec.
6. Branching off of the Ottawa River is the _____

ISBN: 978-1-55319-048-6

Character Summary of Liz Austen

APPEARANCE

BEHAVIORS, THOUGHTS	CHARACTER TRAITS

Chapter 10



1. How did Liz know that the vampire in the Baron's bedroom was not real?

2. When Liz returned to the crypt, she saw 2 vampires and a woman. She knew the identity of the woman and was shown one of the vampires. Who do you think was the second vampire? Give reasons for your answer.



Vampires of Ottawa



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Introduction

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Spirit in the Rainforest provides rich material for the study of setting, characterization and plot development. It can be used independently or as an introduction to the other novels in the series, thereby providing a national setting within which the regional stories come together to make a whole. The varying levels of difficulty in the novels provide opportunity to accommodate individual student ability, experience and interests.

Students can supplement the package with meaningful research which will strengthen the impact of their work. They will take great delight in finding information on the Internet that directly links to the places or events in the novels. Every province, territory, and most cities have up-to-date information available on an Internet website.

This novel could be easily integrated into the science program. The environmental issues of saving the rainforest, cutting of old-growth forest, clear-cut logging and taking whales into captivity are involved in this novel. These topics could be explored at length and debated in the classroom.

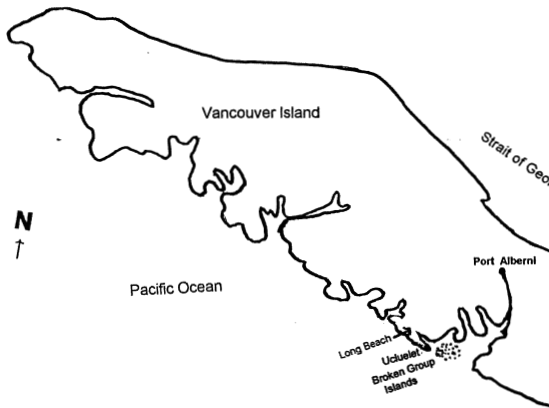
Through the internet, students can be introduced to the author, Eric Wilson. His website address is www.ericwilson.com.

ISBN: 978-1-55319-049-3

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Spirit in the Rainforest Eric Wilson

Setting



Referring to the above map, fill in the blanks as you

1. Tom became part of a Greenpeace demonstration one of the _____ Island Group.
2. Tom was visiting the Vangelis family at Ucluelet Island.
3. Tom went down to _____ harbour to find out what Mac knew about the secret of Nea.
4. Tom and Bunni spent a day at _____ where they met up with the Toscas and learned of the injustice.
5. Tom, Nikki and Bunni boarded the *Lady Rose* so that they could keep an eye on the Toscas.

ISBN: 978-1-

Chapter Questions

Chapters 1 & 2

1. Tom was on Nearby Island to join a Greenpeace protest against clearcutting of the island rainforest.

a) How did the protesters attempt to stop the logging?

b) Do you think Tom made a wise choice in joining?

c) Why did the protest come to a sudden halt?

ISBN: 978-1-55319-049-3

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Final Project

1. Character

Use the paragraph following:
a) a bird
b) five (5)
c) a top

2. Letter

Imagine you are Tom Austen. Write a letter to a school friend, telling of your experiences as a participant in this Greenpeace demonstration. Be sure to use friendly letter format.

3. Map Activity

On your classroom map of Canada, mark and label the main setting of this novel.

4. Illustration

On the front cover, illustrate your favourite scene from the story.

ISBN: 978-1-

Character Summary of Tom Austen

APPEARANCE

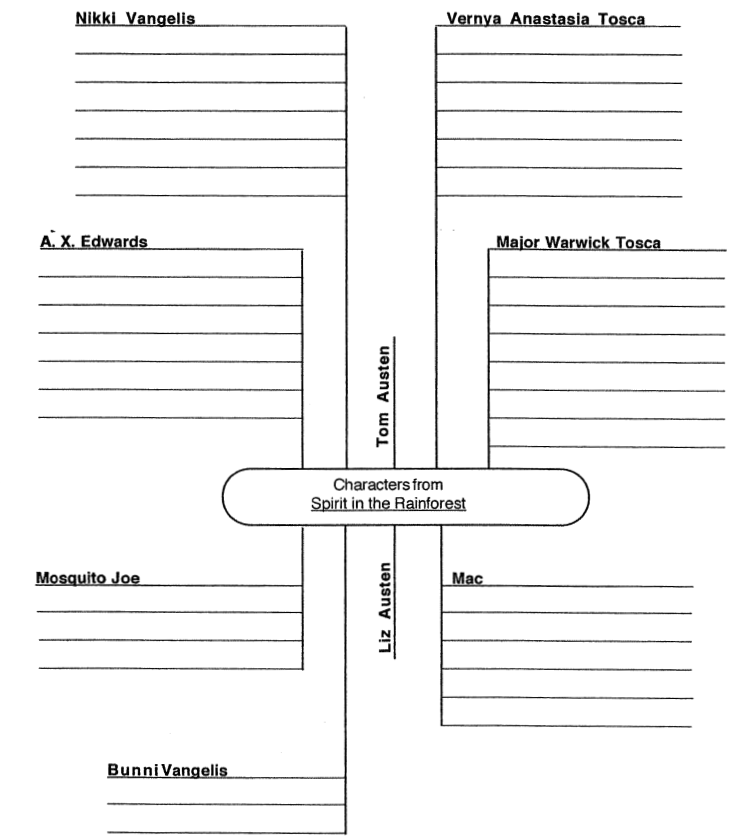
FEELINGS, THOUGHTS

CHARACTER TRAITS

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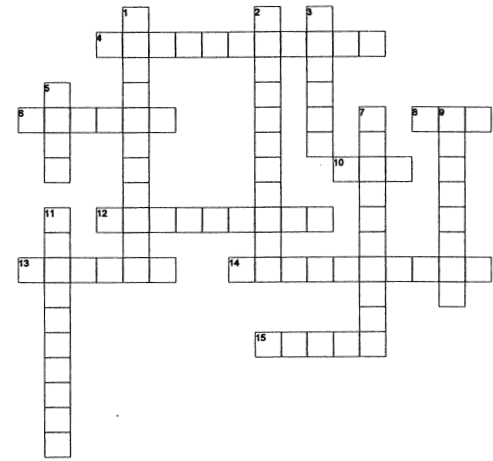
As you read the story, add information about the characters identified in the character web.



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ACROSS

4. Phoney (p.114)
6. Rubber craft suitable to be equipped with a motor (p.58)
8. Lord of the Night (p.15)
10. Travelling group of whales (p.138)
12. Whale bursting at speed from the water (p.138)
13. Mosquito Joe was a _____ (p.10)
14. Court imposed work stoppage (p.51-52)
15. Trees to be logged on Nearby Island (p.66)

DOWN

1. The ship took Tom to _____ (2 words)(p.77)
2. Time when nobody was allowed to sell any kind of alcohol (p.33)
3. The watery voice cried _____ (p.12)
5. Storage area on a ship (p.62)
7. Bird that drills holes in trees (p.98)
9. The head on a ship (p.76)
11. Environment protection group (p.3)

Page numbers are from the 1996 edition of this novel.

Chapter 8



1. Any of the following people could have murdered Vernya. State the evidence against each one of them.

Person	Evidence
Axe	
Nikki	
Bunni	
Mac	
Major Tosca	

2. RCMP investigators visited Mac. What were they investigating?

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Spirit In The Rainforest

