"Mobley has constructed a world where one determined teenager with brains for business, the bravery to stand up for herself and the ability to find love helps make dreams come true. Top notch."--Kirkus Reviews, *STARRED REVIEW

"The importance of ingenuity, faith, confidence, and the willingness to dream shine through in a rich story threaded with traditional folk tales, which offers realistic dilemmas and a vibrant setting and cast. As Trina rises above the forces conspiring to quash her dream, readers will appreciate her success as she learns the rewards of persistence."--Publishers Weekly, *STARRED REVIEW

"Solid historical fiction with a touch of whimsy and romance."--School Library Journal
About *Katerina’s Wish*

Katerina has a dream. Her family came to America to buy a farm in a beautiful valley. But a year has passed, and Papa is still working in the dangerous coal mine. Mama and the girls take in laundry to make extra money. Each day the farm seems further away.

Then Katerina sees a fish that reminds her of the carp that granted wishes in an old folktale. When her younger sisters hear the tale, they immediately make wishes. Trina doesn’t believe in such silliness – wishing can’t make your dreams come true. But what is she to think when her sisters’ wishes come true?

Trina knows that a farm is too big to just wish for. But maybe a piece of her dream is within her grasp. With the help of their neighbor’s handsome son, Trina starts building her dream with hard work and good sense. Then tragedy strikes, at the mine and at home, and it seems that nothing Trina wishes for will ever come true again.

With warmth and gentle humor, Jeannie Mobley tells the story of a girl whose determination is as inspiring as her dreams.

About Jeannie Mobley

Jeannie Mobley is a Colorado native, whose interest in colorful local history was forged through many summers hiking, camping, and exploring the state while growing up. She holds degrees in history and anthropology, and currently teaches anthropology in northern Colorado. *Katerina’s Wish* is her first novel.

Jeannie has not lost any of her enthusiasm for outdoor activities and has passed her love of nature on to her own children Leah and Greg.

Visit her website: [www.jeanniemobley.com](http://www.jeanniemobley.com).
Table of Contents

1. **Before We Begin**: This section includes activates and discussion topics that introduce students to *Katerina’s Wish*, help determine their current level of background knowledge, and provide them with historical and cultural background information. Page 4

2. **Pronunciation Guide**: This section was written by Jeannie Mobley to ensure historical and cultural accuracy. It provides insights into the Czech language and helps explain how some names and words are intended to be pronounced throughout the novel. Page 5

3. **Section Guides**: Each section guide is intended to provide teachers with easy to use recommendations on activities, discussions, and questions that go with particular sections of the novel. These sections are not intended to be assigned to students as a whole, but rather to provide teachers with a variety of discussion topics and activities. Each section guide is further divided into the following categories: Pages 6 - 30
   a. **Historical Overview**: In writing *Katerina’s Wish* Jeannie Mobley was careful to be historically accurate in even the smallest details. For this reason she also wrote the information in this category. This information provides students with relevant historical facts before reading. This is designed to enhance students understanding while they read as well as provide them with some insight as to why the author made the choices she did while writing.
   b. **Word Discussion**: In this category teachers will find a list of words their students may not be familiar with. These words can be used for vocabulary, spelling, or general discussion.
   c. **Questions and Activities**: In this category teacher’s will find activities, questions, worksheets, and other material that can be used to enhance students’ knowledge and understanding as a class, in a group, or on an individual basis. Each number in this category is labeled in bold by topic. Topics include:
      - reader analysis = R
      - writing skills = W
      - social studies = SS
      - computer skills = C
      - science = S
      - math = M
   d. **What the Future Holds**: This category encourages students to think beyond what they have read and consider what the future holds for Katerina and the other characters in the story. This is also a good opportunity to develop an ongoing class discussion and clear up any questions the students still have.

4. **Printable Worksheets**: The “Questions and Activities” category sometimes refers to worksheets that are included here. Each worksheet is clearly labeled and can be printed for copying. Pages 31 - 44
Before We Begin

1. **SS:** Pass out the book and ask student to take a close look at the art on the front and back cover.
   a. Create a list of important elements seen in the picture.
   b. What do these images say about the story and the time period that the story takes place in?

2. **R:** Read the quote on the back cover of the book.
   a. Based on this quote and the art discussed previously what do you think this story will be about?
   b. If you could wish for one thing, what would that one thing be?
   c. What does this quote show about the character Katerina?

3. **R:** Read the short paragraph about the author on the inside of the back cover.
   a. How do you think Jeannie Mobley’s background influenced her to write this story?
   b. Based on this knowledge of the author what are some of the characteristics you expect this story to have?

4. **R:** Read the story description on the inside of the front cover.
   a. What kind of things do you think Katerina’s sisters wished for?
   b. What do you predict will be the moral of this story?

5. **C:** To give students an idea of what mines and mine camps looked like in the late 1800s to early 1900s explore some of the many pictures provided at [http://www.miningartifacts.org/Colorado-Mines.html](http://www.miningartifacts.org/Colorado-Mines.html).

6. **W:** Have students pay attention to the bold lettering at the beginning of each chapter. How do these bold words tend to foreshadow the chapter ahead?
   a. At the end of each section students can write a paragraph or two per chapter about how the bold words reflected what happened next.
Pronunciation Guide

Overview

Czech is a Slovic language, related to Slovak and Polish. Some of the letters, and letter combinations, make different sounds than they do in English. In addition, Czech uses many diacritical marks to change the pronunciation of letters. These marks are left off when it is translated to English, making the pronunciation unclear.

General Guides to Czech Pronunciation

• Cz and often C are pronounced ch, as in "chat"
• Ch is pronounced as a k
• J is pronounced like a y, as in "yack"
• A is pronounced aw, as in "saw"
• Z is pronounced somewhere between a j and sh sound, like the j in "Beijing"

Using these guidelines, here is a pronunciation guide to some of the names in this book:

• Katerina: the first syllable is pronounced like "Cot" rather than "Cat"
• Jan: Yawn
• Karel is pronounced just like the English name Carl
• Prochazkova: Prokajkova
• Kolaces: Kolachays
• Kocekova: Kochekova

Got it? Ready for a challenge? Plum dumplings in Czech are called Svestkove Knedliky.

To hear some examples of spoken Czech, visit http://www.myczechrepublic.com/czech_language/czech_phrases.html
Section 1: Chapters 1 & 2

Historical Overview

In 1900, Bohemia was part of the Austria-Hungary Empire; today it is part of the Czech Republic. Even in 1900, Trina and her family would have referred to themselves and their language as Czechy. However to most Americans and Western Europeans, the area and its people would have been called Bohemian, so this is how they would have been identified in the coal camp where the story is set.

When I first decided to write this story, I wanted to write about the common experience of immigrating and surviving in America, but I wanted the story to be unique, too. Many stories have been written about the gold and silver miners of Colorado's high country, but many people came to America to work in the coal mines on the plains, a history that is less well known. In researching coal mine history in southeastern Colorado, I learned that many Eastern and Southern Europeans were recruited to come and work in the mines. I had recently read the book *My Antonía*, by Willa Cather, a classic American novel about an immigrant Bohemian family, and I loved the book. So, I chose to honor the tradition of *My Antonía* and fit with the history of southern Colorado by making my characters Bohemian (Czech).

a. Show the class the following map and point out the Czech Republic on the class globe.
Word Discussion:

- Bohemian
- Drudgery
- Haunch

- Hoist
- Larder
- Ledger

Questions and Activities

1. R: In the first paragraph of the book it says, “My papa's dream brought us to America. Momma said only a fool believed in dreams, but she knew Papa, so she packed our trunks.”
   a. What does this quote tell you about Papa’s character? What does it tell you about Mama’s character?
   b. What does this quote tell you about the central conflict in the story? What do you think that conflict will be?

2. R: Trina gets distracted from her work by the dream she had the night before. What are some of the methods you use to help yourself pay attention in class or concentrate on your homework?

3. W: The folk tale, “The Magic Carp,” affects the way Katerina thinks about the fish she saw. What stories do you remember hearing when you were younger? Can you think of a time when one of these stories affected the way you thought about something in real life? Write a story about your experience.

4. W: Trina and Holena pick flowers on the way home from buying plums in an effort to make their mother happy. Write a story about a time you or one of your siblings did something to make an adult in your family happy.

5. SS: Katerina is expected to do a number of chores around the house. What chores are you expected to do at home? Are any of these similar to Katerina’s? Worksheet 1A can be used as a chart through this section or the whole novel.

6. SS: Identify one chore both you and Katerina are expected to do at home. Explain the difference between how this chore is done today and how it was done in a 1900’s mining town. Worksheet 1B provides a good layout for this activity.
7. **SS/C:** In the book, the air of the coal mine is referred to as “unwholesome.” What were some of the health concerns related to working in a coal mine in the 1900s? Using the internet compare mining safety then to how it is now. These two websites are a good place to start:

http://www.coloradomining.org/pl_minesafety.php &

8. **C:** The folk tale in this story is from Katerina’s land of Bohemia in Eastern Europe. Use the internet to find a folk tale from the culture or country your ancestors come from. This activity can also be done with a culture that class has recently studied.

9. **C/S:** Do you know what a carp looks like? Would the carp in the story, from what is now the Czech Republic, look the same as the carp Trina saw in Colorado? Go to your school’s preferred search engine for images and search “Colorado carp.” Then search “Czech Republic carp.” Write down the similarities and differences you see; then draw your own picture of a carp.

10. **M:** What are the advantages and disadvantages of Trina putting items “on credit”? Make a list of the positives and negatives of putting things on credit. The following math questions help you explore credit both in Katerina’s time and today.

   a. If you can spare 10¢ a week to pay off debt and you have a debt of $2.40 how long will it take you to pay your debt?
   b. If you put $100 on credit and you have an interest rate of 15% a month, how long will it take you to pay off your credit if you pay $30 a month?

**What the Future Holds**

A. Will Trina make a wish?
B. What will her wish be?
C. Will Trina’s wish come true? Why or why not?
Section 2: Chapters 3-5

Historical Overview

In 1901, when this story is set, mining was one of America's biggest industries. Mining companies regularly recruited labor from overseas. The Colorado coal companies recruited extensively from eastern and southern Europe in the early 1900s, bringing many Czechs, Poles, Greeks, and Italians to America. The companies controlled the lives of their workers once they arrived in America, and had many ways of saving themselves money, at the expense of the workers. Workers often had to pay the company for the tools and equipment they used in the mine and the timbers to shore up the tunnels. They rented their houses from the mining company, and had to shop at the company store. Often a miner had little money left over once his basic needs were met, while most of the money he made went back into the mine company's pocket.

Mine owners were afraid of their workers organizing into unions and demanding better treatment. One way to avoid this, was to hire new immigrants from many different countries who spoke little English. Mixing them together on crews kept the workers from organizing, since they couldn't communicate with each other. Unfortunately, it also made it more dangerous for the workers. In 1901, half of all worker fatalities in the United States occurred in two industries: coal mining and railroading.

Word Discussion

- Adobe
- Appreciated
- Dwindled
- Foreigners
- Hesitated
- Pondering
- Prompting
- Unionize
- Ushered
Questions and Activities

1. **R:** Why do you think it was Old Jan that Trina wanted to ask what he thought of dreams coming true? What did Trina’s family think of the trade she made for seeds? How do Trina’s parents differ from each other in the way they see and react to things? How do they differ from Old Jan?

2. **R:** Why did Trina wish for a farm in American instead of wishing to go back to Bohemia? Which would you have wished for? Be sure to defend your answer.

3. **R:** How did Trina feel when she found Mark at her “secret place”? How do you think Mark felt when Trina arrived? Why was it so hard for Trina to talk to Mark? How would it make you feel if you had to change your name to fit in the way Mark did?

4. **R:** What are Trina’s three strong feelings at the end of chapter 4?

5. **R:** Was it stealing for Trina to keep the change after going to the store? Was Aneshka stealing when she spent the change on candy? What is the difference between Trina’s action and Aneshka’s action?

6. **W:** What are the similarities and differences between the old Bohemian folk tale about Marushka and today’s well known fairy tale about Cinderella? Write a comparative essay relating the two stories.

7. **W:** Have you ever had a “secret place” like Trina’s? If you have describe that place in a short paragraph. If you have not describe what that place would be like.

8. **W:** The phrase “anything worth having is worth working for” appears a couple of times in the beginning of chapter 5. Write a short essay that explains what this phrase means to you.

9. **SS:** “The school teacher called them Mexican, but I knew some of them had grown up on farms in the area.” What does this quote show about the way Mexican’s were treated differently than other nationalities? Is this treatment still going on today?

10. **SS:** After watching the following videos answer the question.
    a. [http://www.youtube.com/watch?v=32I3sTFRFX8](http://www.youtube.com/watch?v=32I3sTFRFX8)
    b. [http://www.c-spanvideo.org/program/292400-26](http://www.c-spanvideo.org/program/292400-26)
c. How might immigration to mine camps helped to contribute to the melting pot of modern day American culture?

11. **C:** Trina says that the Welsh “children where especially wild.” The Welsh live on the other side of the train tracks in the same mining town. Using the internet find some of the cultural differences between the Welsh and the Czechy? These two websites will help students compare the culture of Wales and Czech easily [http://www.everyculture.com/Cr-Ga/Czech-Republic.html#b](http://www.everyculture.com/Cr-Ga/Czech-Republic.html#b) and [http://www.everyculture.com/To-Z/Wales.html#b](http://www.everyculture.com/To-Z/Wales.html#b).

12. **C/S:** Use **Worksheet 2A** to take students on an online scavenger hunt about chicken facts. At the top of the worksheet it lists a few websites that are good places to start looking.

13. **S:** What did each of the seasons do in the story about Marushka? Explain why each action goes with that particular season. **Worksheet 2B** can assist with this activity.

14. **S:** Use **Worksheet 2C** to have students make a list of what they think it takes to grow a garden before reading chapter 5. During chapter 5 and throughout the book have them create a second list of each step Trina takes to grow her garden and compare the two lists. This YouTube video explains the life cycle of a plant and could be fun to view as a class before they begin their first list [http://www.youtube.com/watch?v=eGUt6PYxDiE](http://www.youtube.com/watch?v=eGUt6PYxDiE).

15. **S:** The following website details a bean growing experiment that could go well with this section. [http://www.brighthubeducation.com/science-fair-projects/45956-bean-plant-experiments/](http://www.brighthubeducation.com/science-fair-projects/45956-bean-plant-experiments/)

16. **M:** If Mark makes $1.50 a week from fishing how long will it take him to save $500 and not “a penny less”? How much would Mark be making a day?

**What the Future Holds**

A. Is Trina any closer to getting her farm?
B. Will Trina’s mother’s feelings about the garden change? Will Trina’s or her father’s feelings change?
C. How will Trina’s parents react to the chicks Trina bought and the money she took?
D. What will Trina think of next to improve her family’s condition?
Section 3: Chapters 6-9

Historical Overview

Scrip payments. Another means that mine companies used to keep control of their profits, was to pay workers in scrip. Scrip consisted of vouchers or fake money that could only be spent in the company owned store or to pay rent to the company. Occasionally other merchants would take scrip, but it was usually only worth half its face value outside the company store. This prevented workers from taking their money elsewhere.

Scrip came into use in American coal mining around 1870. In Colorado, scrip payments were made illegal by state law in 1899, but mine companies ignored the law, or side-stepped it by paying in cash some of the time, and scrip the rest of the time. During times when mining profits were low, such as the summer, when coal wasn't needed to heat houses, scrip was used more extensively. Some examples of historic scrip, can be seen at this website: http://miningartifactsii.homestead.com/scriptokens.html

Word Discussion

- “scrip payments”
- Biddies
- Saving money vs. making money

Questions and Activities

1. R: How did Old Jan and his son’s help Trina break the news about the chicks to her parents? Do you think it affected their reaction? Why or why not?
2. R: What was the moral of Old Jan’s story about the brothers and the rope?
3. R: Do you think Trina is getting the things she is because of her wish? Why else would she be getting them?
4. R: Did Trina expect her mother’s reaction to the community dance? How do you think her mother’s reaction changed the way she felt about it?
5. R: At the end of chapter 8 what does Trina mean when she says, “And with that, I knew I had done the right thing to”?  
6. W: What’s the difference in the way Mark thinks of a farm and the way Trina does? In a short essay explain why they see things so differently? In a separate
essay write about a time you and one of your friends saw something differently and how you resolved the problem.

7. **W:** Does Trina have more in common with Aneshka or Holena? What about with her mother or father? In what ways does she show traits of both? In a short essay answer the above questions. After these questions have been answered write about who you think your most like in your family and why you think that.

8. **SS:** Have students take home **Worksheet 3A** and have their family help them fill out as much of it as they can. If the class has time, go around the room and have each student say the most interesting thing they learned about someone in their family.

9. **C:** We already know that the Czechy name Karel translates into the English name Carl. Use this website to find the English equivalent of other character’s names, such as Katerina and Jan. Choose three or four other names that you find interesting and share them with the class. [http://www.myczechrepublic.com/czech_culture/czech_name_days/engf.html](http://www.myczechrepublic.com/czech_culture/czech_name_days/engf.html)

10. **S:** Before reading chapter 7, make a list about what it takes to take care of chickens. As with gardening keep a list alongside it of the steps Trina goes through. **Worksheet 3B** will assist students with this task.

11. **S:** Using the information in **Worksheet 3A** and further information gathered from family, have students draw a family tree. They can include any family members they know by name (example: cousins, aunts/uncles, great aunts/uncles exc.).

12. **M:** If Trina has two chickens and they each lay three eggs every four days how many eggs would she have after 2 weeks? What about after one month?

**What the Future Holds**

A. Do you think Trina’s garden will grow enough to sell? Do you think it will grow at all?

B. What do you think will happen with the chickens?

C. How do you think Trina’s relationship with Mark will evolve through the next section?

D. How will Trina’s mother continue to change through the next section?
Section 4: Chapters 10 & 11

Historical Overview:

In the early 1900s, about 3 deaths occurred for every 1,000 men working in coal mines annually in the United States. In Colorado, the rate was more than double the national average, with about 7 deaths per 1,000 workers. Coal mining was dangerous for a number of reasons. Unlike the hard rock gold and silver mines of the Colorado Rockies, coal mines were located on the plains in softer, less stable deposits that were more likely to collapse. In addition, coal miners were paid by the ton of coal they produced, not by the hour. "Dead time," time spent doing anything other than removing coal, was not paid, including time spent shoring up walls and ceilings of the tunnels. In addition, miners often had to pay for any timbers or nails they used to do so from their own pocket, so they often took short cuts in safety.

The leading cause of accidents in coal mines was explosions cause by coal dust and gasses igniting from lamps, lanterns, or electric devices used by miners in the tunnels. Even small explosions could cause major tunnel collapses. The accident that occurs in this book was based loosely on an accident that occurred at the Leonard Mine in Butte Montana in 1913, which is described here: http://www.usmra.com/saxsewell/leonard_mine.htm. While this was not the most common type of accident to occur, I chose it because I wanted specific activities on the surface that Trina's family could witness, which was more difficult with an underground explosion scenario.

For a summary of Colorado coal mining accidents, explore this website:
http://www.usmra.com/barrick/colorado.htm

Word Discussion

- “ova” (Added to the end of the last name of a married Czech woman)
- “universal expression”
- Anticipation
- Coaxed
- Composed/ composure
- Convulsing
- Dispel
• Erratic
• Fervent/fervor
• Margins
• Meager
• Obscured
• Operator
• Oppressive
• Ordeal
• Overwhelmed
• Recognition
• Scene
• Sincere
• Telegraph
• Vigil
• Vanity

Questions and Activities

1. **R:** What was the moral of “Kuratko the Terrible”? Why did Trina’s mother decide to tell the story when she did?

2. **R:** Based on Trina’s short description of the mine owner, on page 101, how do you think she feels about them?

   a. Read the introduction at the top of the page, and then read through the specific mine accidents. Choose two accidents you think are interesting and copy them into a word document.
   b. Use your school’s preferred search engine and see if you can find more information on these two specific accidents. Take note of what you do find. If there is not a lot of information on the accident take note of the context and kind of sights it is mentioned on.
   c. Now read the paragraph under the list of specific accidents and then read the list of reasons for underground and surface accidents. Take note of one type of accident from each list that surprises or interests you. Do some research on this type of accident in coal mines and take notes.
   d. Use the information you found and write a research paper. This paper should include a paragraph or more about each specific mining accident you chose. If you could not find a lot of information about the accident discuss why it is mentioned in specific websites. Your paper should then go into detail about the type of underground and
surface accident you chose. Be sure to explain each kind of accident and how the two are related.

4. **C/SS:** What is the reason Trina’s mom gives her for the women staying at the mine rather than going home?
   a. Do you agree that this is a good method?
   b. Reflect on how this relates to the later American practice of sit ins. The following websites provide videos that help explain how important sit ins and other forms of peaceful protest became in the United States:
      iii. This site provides a photo essay about the first major sit in during the civil rights movement:
          [http://www.time.com/time/photogallery/0,29307,1957689,00.html](http://www.time.com/time/photogallery/0,29307,1957689,00.html)
   c. **W:** After considering the information in the above sites write an argumentative essay in which you convince the reader that peaceful protest is or is not effective. Make sure that you define “effective” for the context of your essay. Use the information you learned to defend your answer and do not forget to cite your sources.

5. **S:** Go to [http://www.usmra.com/saxsewell/leonard_mine.htm](http://www.usmra.com/saxsewell/leonard_mine.htm). Read the description of a mine accident that actually happened. The crisis in *Katerina’s Wish* is loosely based on this account. Using this information and details from the book, describe in your own words as best you can what happened in the mine Katerina’s father worked in. Student’s answers can be discussed as a class to enhance understanding.

6. **M:** In the early 1900s about 3 of every 1,000 coal miners in the US died each year. In Colorado about 7 of every 1,000 died.
   a. What percent of coal miners died in the US every year?
   b. What percent of coal miners died in Colorado every year?
   c. Does this number seem high to you? Discuss your answer with the class.
What the Future Holds

1. How badly is Mark hurt? How do you think this will effect his relationship with Trina? How will it effect Old Jan’s family?
2. How has this whole “ordeal” impacted Trina’s plans for the chickens and the garden?
3. Do you think this dramatic experience will change the way Trina’s mother or father see the world and react to things around them? Will it change the way that Trina sees the world around her?
4. Will Mark, Karel, or Trina’s father go back to work at the mine? What will they do if they do not?
Section 5: Chapters 12-14

Historical Overview

Medicine was hard to come by in much of rural America in 1901. Many country doctors had no formal training, having learned their skills through apprenticeships with other country doctors, reading medical texts on their own, or taking correspondence courses. A medical degree was not required, and many states did not require any kind of license to practice medicine. In the event of a major disaster, there were often not enough doctors in an area to help everyone who needed them. They also cost money, and so were called upon only for the most dire needs. Many immigrants brought folk remedies with them from the old country, but ingredients used in them might not be available in America.

If one could access a doctor or pharmacy, a variety of medicines were available, some of which worked and some of which didn't. Opium (which contains the drug morphine), cocaine, heroin (derived from opium) and other drugs which are illegal today, were common ingredients in many medicines available over the counter or through mail order companies. Laudanum was the best known pain medicine of the era, but many other syrups made from opium were also available, which is what Mark receives from the doctor. Opium and cocaine were later removed from over-the-counter medications when they were found to be highly addictive. Laudanum is still available today as a prescription drug, sometimes used to ease withdrawal symptoms in infants born to heroin-addicted mothers.

To see some medicine bottles and advertisements from this era, go to: http://thesocietypages.org/socimages/2010/02/22/vintage-ads-for-cocaine-and-opium-as-medicines/

Word Discussion

- Converged
- Darning
- Delirium
- Desolate
- Docking
- Evicting
- Exasperated
- Exerted
Teacher’s Guide: Katerina’s Wish by Jeannie Mobley

- Furrowed
- Lancing
- Lye soap
- Mongrels
- Parched
- Salve
- Scrutinizing
- Stanch
- Stoutly
- Surly
- Tentatively
- Trance
- Wakes

Questions and Activities

1. **R:** Were you as surprised as Trina when she woke up to find that her father was already back at the mine working? Why or why not?
2. **R:** What made Trina feel ashamed as she tried to salvage anything she could from her garden?
3. **R:** Toward the end of Chapter 12 Trina believes that “Survival was the most we could expect in this world … survival itself was a blessing.” How is this different than what she thought in the beginning of the last section? What are some of the factors that contributed to this thinking? Is it a good thing that her thinking has changed so drastically?
4. **R:** What is Trina most worried about at the end of chapter 13?
5. **R:** What are some of the personal sacrifices Trina has made helping others? Were these sacrifices worth it? Why is Aneshka so upset with Trina?
6. **R:** Why was Trina surprised when she saw Mark wince? Why do you think Trina felt guilty before that? The last line of Chapter 14 states, “The wish had not failed because I was with Mark … I was with Mark because the wish had failed.” Do you think that this is a true statement?
7. **W:** Why is Trina’s mother so proud of her? How does this make Trina feel? Write about a time you did something that made an adult proud and how it made you feel.
8. **W:** What does it mean to succeed? How could this word have different meanings for different people? Write a short essay that addresses these two questions.
9. **W:** Trina’s mother tells her that “dreams only crush the things you love.” She also says that “to want more than what you need is vanity.” In a short
essay explain how one of these quotes could be both wise advice and poor advice.

10. W/SS/S: Go to http://thesocietypages.org/socimages/2010/02/22/vintage-ads-for-cocaine-and-opium-as-medicines/ and http://www.squidoo.com/heroin-cocaine-remedies, then review the information on each site. Choose opium, cocaine, or heroin as a topic for your research paper. Using the information on these sites and your own research, write a paper that explains all of the following.
   a. How the drug first came into use.
   b. What it was used for in the last 1800s and early 1900s.
   c. How it is used today illegally and legally (if at all).
   d. How public opinion of the drug has changed over time and contributing factors to that change.

What the Future Holds

A. Do you think that Mark is going to get better? If he does, will he go back to work in the mine?
B. If Mark gets better, how will his relationship with Trina be different than it was before he got trapped in the mine?
C. Do you think Trina has given up dreaming forever? If Trina does start dreaming again what will her dreams be?
D. Has Trina given up on owning a farm?
E. How will Trina’s relationship with Aneshka and Holena change over the next section?
F. What do you think Martina will do now with no family and no husband?
Section 6: Chapters 15-17

Historical Overview

Courtship in the coal camps was often brief, since men needed women at home to cook and clean for them, and women needed the income of an employed husband. Remaining single was much more difficult and less common than it is today, especially for women. In an earlier version of Katerina's Wish, the couple Martina and Karel married immediately after Charlie's funeral, because the priest was in town to marry them and wouldn't be back for weeks, by which time Martina would be out of her home. My editor asked me to change the scene, because it was too hard to believe that she would marry so soon. Ironically, that scene was based on something that actually did happen and was recorded in an oral history I encountered during my research. Sometimes, fact is stranger than fiction.

The wedding tradition of tying together spoons with which the newlyweds eat soup is an old Czech custom. In addition, it was customary for female friends and family to sweep out all the old dirt in the house right before the couple arrives, so that the newlyweds enter a house ready for a new, fresh start. Other Czech customs surrounding marriage include breaking a plate at the feet of the bride and groom, which they then have to sweep up together to prove their ability to work together. As my families were all poor, I thought they might not have a plate to spare, so I omitted this tradition.

More information on Czech wedding customs can be found here:

http://www.beau-coup.com/czech-wedding-traditions.htm

Word Discussion

- Alterations
- Alum
- Burgomaster
- Foal
- Gait
- Heifer
- Humble
- Intrigued
- Mare
- Obediently
- Sophisticated
- Verge
Questions and Activities

1. R: Karel and Martina get married out of “practical necessity,” what does this mean?
2. R: What does the family think of Karel and Martina’s marriage? In what ways did they show support for both Karel and Martina? Do you think that all families would react this way? How was Martina treated by her previous husband’s family?
3. R: What was the moral of Old Jan’s story? What are the three things a marriage needs according to the story?
4. R: Why do you think Mark asked about the chickens when he did? Why was Trina so surprised?
5. R: What did Trina’s little sisters show her? Did Trina’s reaction remind you more of her mother or father? How is this different than earlier in the book?
6. R: What made Trina worry about the deal she made with Mr. Torentino? Trina did not tell her mother about this deal. Why?
7. W: In Old Jan’s story what is the difference between the answers the poor man gives and the ones the rich man gives? Write an essay about why you think these two men answer differently.
8. W: Aneshka says to Trina “You can’t give up on your wish … I’ll work extra hard for yours.” What does this tell you about how Aneshka sees magic and wishes? What does it tell you about the magic in the story? Write a short essay that answers all of the above questions.
9. W: Write a folk tale that teaches a lesson about how you should treat those you love.
10. W/SS: What modern wedding tradition is similar to the way Karel and Martina share the soup? What other traditions did they practice that are similar or different than those practiced today?
   a. Interview a friend or family member about the traditions they practiced at their wedding. Be creative in coming up with your own questions, but be sure to include a question about what countries or cultures influenced these traditions.
11. SS: Why does Mark feel he is trapped in the mine camp? Do you think the owners do this on purpose?
12. **C/S: Worksheet 6A** guides students through the basic process of making pickles. At the top of the sheet are some websites that will help students answer questions.

13. **C/W:** How does food play a role throughout *Katerina’s wish*? How does food play a role in the life of you and your family? To answer these questions complete **Worksheet 6B**.

14. **M:** Mr. Johnson wanted to charge Trina $4 per dozen jars. The paper lists the price at 85¢, which is also what Mr. Torentino charges.
   a. How much has Mr. Johnson added to the price?
   b. Trina buys two dozen jars from Mr. Torentino how much money does she spend? How much did she save not buying them from Mr. Johnson?
   c. How much more per jar is $4 a dozen than 85¢ a dozen?
   d. If Mr. Johnson sells a jar of pickles for 25¢ and Trina sells a jar for 15¢ how much money is Mr. Johnson loosing if Trina sells 12 jars of pickles that would have been purchased from Mr. Johnson? How much would Trina make?

**What the Future Holds**

A. What will Mr. Johnson do next to stop Trina from cutting into his profits?
B. What do you think Mark will end up doing while he cannot work at the mine?
C. Will Mark look for work in town and leave the mine camp? If he does what do you think will happen?
D. Do you think that Aneshka’s feelings towards Mark will change?
E. What will Trina’s next scheme be?
Section 7: Chapters 18-21

Historical Overview

Ethnic tension and concerns about immigration have been a part of American history since our early days. With every wave of new migration from various different countries, new concerns about immigrants and the changes they brought with them arose. For example, in the early 1900s, the large numbers of immigrants from southern Europe, and eastern Europe brought with them traditions of wine and beer making (Budweiser is a Bohemian name), and spurred the prohibition movement. At the same time that mine companies recruited and imported workers from overseas, they also exploited anti-immigration sentiments to justify the poor conditions in which workers were kept, and accidents were often blamed on the laziness, stupidity or carelessness of immigrants, who were characterized by racist stereotypes. As the twentieth century progressed, the mining companies began programs to "Americanize" their workers' children, but the first generation immigrants were often seen as too stuck in their foreign ways to be "reformed."

Suspicions of other ethnic communities wasn't just an attitude American citizens had toward new immigrants, however. Immigrant groups were suspicious of each other, and had their own stereotypes of other groups, and tended to keep to their own kind. It was often up to the children of immigrants, who did not have so many preconceived notions, to start to interact and break down ethnic mistrust.

Word Discussion

- “robber baron”
- Ambition
- Calculated
- Circumstances
- Decrepit
- Dowry
- Enthusiasm
- Envy
- Exceptional
- Fruition
- Gout
- Hawkers
- Hoarded
- Inspired
Questions and Activities

1. **R:** Old Jan says to Mark “You’re too poor to get a job.” What kind of irony is shown by Old Jan’s statement? Do you think this could still ring true today? Despite what Old Jan says, what are the three reasons Mark believes he cannot find work in town?

2. **R:** In groups of two discuss the following questions and write down the answers your group comes up with. To make this activity more fun one person should think like Mr. Torentino and the other person should think like Trina. What is Mr. Torentino risking by taking Trina on as a business partner? What is Trina risking? How is the partnership mutually beneficial?

3. **R:** At the end of chapter 18 Trina refers to her wish as a responsibility. Earlier in the novel she called the things happening luck. How does this show her changing view since the beginning of the novel?

4. **R:** Why does Trina feel that her business plan is not sustainable? How is fishing a similar situation for Mark?
   a. This website contains an educational video about sustainability [http://www.janegoodall.org/cc-livelihoods](http://www.janegoodall.org/cc-livelihoods)
   b. This website provides fun games that help teach children how to conserve energy [http://www.energyhog.org/childrens.htm](http://www.energyhog.org/childrens.htm)
   c. How does this relate to current issues about sustainable energy and other resources?

5. **R:** Why does Trina continue to hide Mr. Johnson’s dislike of her from her parents? How could his dislike of her affect her family?

6. **R:** What are some of the similarities and differences between the community of Welsh and Scottish “across the tracks” and the community that Trina lives in? Worksheet 7A can assists students with this question.

7. **R:** When Trina’s mother sees the money they have saved she is amazed. How is Trina’s external reaction to her mother different than her internal reaction?

8. **R:** What is the lesson of Old Jan’s story about the toad?
a. What do you learn about the youngest brother in Old Jan’s story based on his actions?
b. How does this story compare to modern day fairy tales about toads?
c. How did Trina use the toad story to teach Aneshka a lesson? Did Aneshka learn that lesson?
d. How does Aneshka’s attitude reflect Trina’s attitude at the beginning of the novel?

9. **R:** When Trina started taking larger orders what could she have done to be better prepared?

10. **W:** Trina is “scared to hope – but scared not to.” Write a short essay explaining what this means.

11. **W:** How did seeing the poor Welsh family affect Trina?
    a. Write a story about a time you helped someone in your community. What are some of the other ways you can help people in your community?
    b. To teach your students the value of helping others encourage them to participate in a class food drive.
    c. The following website provides more fun ideas about how children can help their community 

12. **W:** Write a story about a time you have done a good deed and how it was a reward in itself.

13. **W:** Trina’s good deed was rewarded in several ways. In a short essay explain at least two.

14. **M:** Mark made $3.75 fishing in one day. If he could make that same amount every day for a week and not spend any of it how much would he save? What about in a month?

15. **M:** Trina’s first order is twenty items for $18. What is the average cost of an item? Trina makes 10% of her sales. How much did she make from this order? How much would she make from a $29 order? What about a $37 order?

16. **M:** Trina saved $14 in a month of working with Mr. Torentino. How much will she save if she makes money at this same rate for one year?
17. **M:** After gaining business from across the tracks Trina takes $121.27 worth of orders in one day. Trina gets 10% of that. How much did Trina make that day? If she made the same amount every day how much would she make in a week? How much would her order for the week be worth?

**What the Future Holds**

A. Do you think that Trina and Mark will make up? If they do what do you think will happen? If they do not what do you think will happen?

B. What will Trina’s mother say when she hears about the fight she had with Mark?

C. Will Trina’s plan to have everyone carry their own goods home work out?

D. Will Trina get to buy her family a farm as she plans or will her money become a dowry?
Section 8: Chapters 22 & 23

**Historical Overview**

The Pinkerton National Detective Agency played a major role in the labor movement in the United States during the late 1800s and early 1900s. The agency provided detectives and armed guards for hire to railroad companies, mining companies, and any other company that needed them. They were notorious for their brutal and sometimes lawless use of force to break up union meetings, and strikes. They were accused by labor unions of inciting riots that could be blamed on strikers and justify police crackdowns.

In my story, the Pinkertons don't take Trina as a serious threat because she is just a young girl. Women, however, were active in the labor union movement of the times. One such woman, mentioned by one of the Pinkertons in this story, was Mary Harris Jones, better known as Mother Jones in the labor movement. She was a charismatic and passionate speaker and traveled the country, helping to organize labor and offering encouragement to strikers. Mother Jones traveled to the Colorado coal fields in 1913 and 1914 during the strike that ultimately changed conditions in the Colorado coal mines, and in Coal mining across the country. This was the Ludlow Coal Field War, that culminated in the Ludlow Massacre. While I did not address this event in my story, it is an interesting story of its own.

To explore more about labor unions in the coal mines, and the events at Ludlow, Colorado, visit: [http://www.du.edu/ludlow/](http://www.du.edu/ludlow/)

**Word Discussion**

- Accusation
- Adequate
- Concoct
- Diverted
- Foreboding
- Lease
- Mingle
- Network
- Pinkerton
- Smuggle
- Subversive
- Superintendent
- Tolerate
Questions and Activities

1. **R:** Who was it that told the detective they were in a sewing circle? Why do you think she did this? Did it surprise you? Did it surprise Trina?
2. **R:** When Trina says she’s lost everything what are the three things she names specifically?
3. **R:** What is the difference in the way Trina’s mother explained dreams and the way her father did? How is this connected with the way each sees and handles disappointment?
4. **R:** Why did Mr. Torentino not show up?
5. **R:** What was the real driving force behind Trina and her father’s wish?
6. **W:** Why did Trina choose not to tell the Pinkerton detectives what she was really doing? What do you think would have happened if she had? Write a persuasive essay that answers these questions and persuades the reader that Trina did the right or wrong thing. Then explain what you would do.
7. **W:** When Trina’s mother says they should just pack and go where do you think she is planning to go? Write a short story about Trina and her family that begins with them packing and leaving.
8. **SS/ C:** Use Worksheet 8A to guide students through an online scavenger hunt that will help them learn about the Pinkerton detectives and labor movement.
9. **M:** Trina has saved $180. Earlier in the novel we found out that she needed “not a penny less” than $500 to buy and begin a farm. How much more money does she need? If she makes $15 a week how much longer would she need to work to have enough? What about $10 a week? What about $20?

What the Future Holds

A. Will Trina and her father be caught by the Pinkerton detectives bringing goods back into town? What do you think will happen if they do?
B. How will Trina’s mother react to leasing a farm?
C. What will happen with Trina and Mark?
D. Do you think this story will have a happy ending? What will the ending be?
Section 9: Chapter 24

Word Discussion

- Refunding
- Haloed
- Indignantly
- Kolache
- Finicky

Questions and Activities

1. **R:** What was your first thought when Old Jan said that Mark was at the superintendent’s office? Why did he go and why did Trina think he went?

2. **R:** How did Mr. Johnson’s anger towards Trina lead her to do good?

3. **R:** What do you think Old Jan whispered to himself at the end of the story?

4. **R:** What does this book teach you about the balance between hope and hard work?

5. **W:** What is the difference between having good lucky and keeping yourself open to good opportunities? Is there a difference? Write a short essay explaining your answer.

6. **W:** In what way do the different folk tales in this story foreshadow what happens next? Do you think the author did this on purpose? Consider one of the folk tales told in this story and write a short essay explaining how it reflected what happened next in the novel.

7. **W/SS:** Go to [http://www.spld.org/oral-history-collection/oral-history-interviews](http://www.spld.org/oral-history-collection/oral-history-interviews), read one of the real life oral histories from mines in southern Colorado. Write about how their experiences were similar or different than those in the book.

8. **C:** Think of one well known fairy tale. Using the internet see how many different versions of the same story you can find. In a short essay describe some of the similarities and differences between the different versions of this story. If the class has time everyone can share their favorite it version.

What the Future Holds

1. Though the book ends here it can still be fun to think about what happens next. What do you think happened to Trina, her family, Mark and Old Jan after the story ends?
Worksheet 1A: Trina’s Chores

Instructions: Please read all instructions carefully!

Column A: As you read Katerina’s Wish keep track of the chores she does here:

Column B: Write down the steps Trina goes through to complete her task. The example in the first row can be used as a guide.

Column C: If Trina’s chore is similar to one you or one of your family members does at home write down what the chore is and who does it in your own home.

Column D: Write down the steps you or your family member goes through to complete your task. When you run out of room on the chart below continue the chart on a new piece of paper.

<table>
<thead>
<tr>
<th>Column A: Trina’s Chores</th>
<th>Column B: How Trina Does It</th>
<th>Column C: At Home</th>
<th>Column D: How We Do It At Home</th>
</tr>
</thead>
</table>
| Example: Dishes          | 1. Gathers dishes off the table  
2. Washes dishes by hand in the sink  
3. Rinses them in the sink  
4. Dries them with a towel  
5. Puts them away | Dishes  
Mom, me, my sister | 1. Gather dishes off the table  
2. Rinse the dishes into the garbage disposal  
3. Put them in the dish washer  
4. Put soap in the dish washer and turn it on |
Worksheet 1B: Trina’s Chores 2

Instructions: Please read all instructions carefully!
Choose one chore from the chart you created previously that is also a chore you do at home. Use the chart below to compare each step in your chore and Trina’s. It is alright to have more or fewer steps than what there is room for on the chart, however be as detailed as possible.

The chore I share with Trina is ________________________________.

<table>
<thead>
<tr>
<th>Each step Trina takes to complete this task</th>
<th>Each step I take to complete this task</th>
<th>How these steps are the same</th>
<th>How these steps are different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Gets water from the stream.</td>
<td>Turn on the kitchen sink.</td>
<td>Both are ways of getting water.</td>
<td>It is much easier to turn on the sink than haul water from a stream.</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: ________________________________

Worksheet 2A: Chickens

Instructions: Please read all instructions carefully!
Use the websites listed and your school’s preferred search engine to find the answers to these questions.

http://a-z-animals.com/animals/chicken/ (When you visit this site take a minute to view the pictures.)

http://www.historyforkids.org/learn/economy/chicken.htm (Watch the video on this site to see how chickens act and sound.)

http://www.countrycoopchickens.com/chickenfacts

1. What do you call male, female, and baby chickens?

2. About how long do we think chickens have been domesticated?

3. What two countries were the first to domesticate chickens?

4. About how many kinds of domesticated chickens are there?

5. What are the three resources chickens are bred for?

6. What are some of the reasons breeding chickens is so widespread?

7. How well can chickens fly?

8. About how tall do chickens get?

9. About how much do they weigh?

10. How long do chickens live?

11. What do chickens eat?

12. What kinds of animals eat chickens?

13. About how fast can a chicken move?

14. How long does it take an egg to hatch into a chick?

15. Chickens are the closest living relative to what surprising animal?
Name: ________________________________  

Worksheet 2B: The Seasons

**Part A Instructions: Please read all instructions carefully!**
Using the folk tale Old Jan tells about Marushka (found in chapter 3) and your general knowledge of the seasons answer the following questions.

<table>
<thead>
<tr>
<th>Season</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>What did spring provide for Marushka?</td>
<td>What are some general characteristics of spring?</td>
<td>What are some of the gifts spring brings where you live?</td>
</tr>
<tr>
<td>Summer</td>
<td>What did summer provide for Marushka?</td>
<td>What are some general characteristics of summer?</td>
<td>What are some of the gifts summer brings where you live?</td>
</tr>
<tr>
<td>Autumn</td>
<td>What did fall provide for Marushka? What did autumn tell Maruskh about this gift?</td>
<td>What are some general characteristics of autumn?</td>
<td>What are some of the gifts fall brings where you live?</td>
</tr>
<tr>
<td>Winter</td>
<td>What did winter do to Marushka’s step mother and sister? Why did winter do this?</td>
<td>What are some general characteristics of winter?</td>
<td>Why do you think winter was chosen to be depicted differently than the other seasons?</td>
</tr>
</tbody>
</table>

**Part B Instructions: Please read all instructions carefully.**
On the back of this sheet draw a picture for each season that shows your favorite thing about that season.
Name: ______________________________

Worksheet 2C: Growing a Garden

Part A Instructions: Please read all instructions carefully!
In “Column A” create a list of what you think it takes to grow a garden before you read chapter 5. In “Column B” create a list as you read of each step Trina goes through to grow her garden. Be as detailed as possible in both lists and try to write similar steps next to each other in the columns. If you have more steps than there is room for below continue onto the back. If you have fewer steps that is ok too.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
</tbody>
</table>

Part B Instructions: Please read all instructions carefully!
In a short essay explain the difference between the steps you wrote before you read chapter 5 and the steps Trina went through to make her garden. Did Trina go through more or less work than you expected?
Name:__________________________

Worksheet 3A: Family Tree

Instructions: Please read all instructions carefully!
Talking about your ancestors is a great way to learn about your heritage. Take this sheet home and have your family help you fill it out as much of it as you can. If you do not have all the information needed, leave the space blank. If you have more than one answer for a space, write in both.

Here are the names of me and my siblings …
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

These are our parents …
1. Mom’s name is _______________________.
   a. She was born in (city, state, country)____________________________________.
   b. She spent her childhood living in (city, state, country) _____________________.
   c. Her occupation is/was _______________________________________________.
   d. One of her favorite things to do is/ was __________________________________

2. Dad’s name is _______________________.
   a. He was born in (city, state, country) ____________________________________.
   b. He spent his childhood living in (city, state, country) _____________________.
   c. His occupation is/was _______________________________________________.
   d. One of his favorite things to do is/ was __________________________________

These are my mother’s parents …
3. Grandma’s name is _______________________.
   a. She was born in (city, state, country)____________________________________.
   b. She spent her childhood living in (city, state, country) _____________________.
   c. Her occupation is/was _______________________________________________.
   d. One of her favorite things to do is/ was __________________________________

4. Grandpa’s name is _______________________.
   a. He was born in (city, state, country)____________________________________.
   b. He spent his childhood living in (city, state, country) _____________________.
   c. His occupation is/was _______________________________________________.
   d. One of his favorite things to do is/ was __________________________________

These are my father’s parents …
5. Grandma’s name is _______________________.
   a. She was born in (city, state, country)____________________________________.
   b. She spent her childhood living in (city, state, country) _____________________.
   c. Her occupation is/was _______________________________________________.
d. One of her favorite things to do is/was ____________________________________________
____________________________________________________________________________.

6. Grandpa’s name is ________________________________________.
   a. He was born in (city, state, country)__________________________________________.
   b. He spent his childhood living in (city, state, country) _________________________.
   c. His occupation is/was ______________________________________________________.
   d. One of his favorite things to do is/was ________________________________________
____________________________________________________________________________.

These are my mother’s grandparents on her mother’s side …

7. My great grandma’s name is ________________________________.
   a. She was born in (city, state, country)__________________________________________.
   b. She spent her childhood living in (city, state, country) _________________________.
   c. Her occupation is/was ______________________________________________________.
   d. One of her favorite things to do is/was ________________________________________
____________________________________________________________________________.

8. My great grandpa’s name is ________________________________________.
   a. He was born in (city, state, country)__________________________________________.
   b. He spent his childhood living in (city, state, country) _________________________.
   c. His occupation is/was ______________________________________________________.
   d. One of his favorite things to do is/was ________________________________________
____________________________________________________________________________.

These are my mother’s grandparents on her father’s side …

9. My great grandma’s name is ________________________________.
   a. She was born in (city, state, country)__________________________________________.
   b. She spent her childhood living in (city, state, country) _________________________.
   c. Her occupation is/was ______________________________________________________.
   d. One of her favorite things to do is/was ________________________________________
____________________________________________________________________________.

10. My great grandpa’s name is ________________________________________.
    a. He was born in (city, state, country)__________________________________________.
    b. He spent his childhood living in (city, state, country) _________________________.
    c. His occupation is/was ______________________________________________________.
    d. One of his favorite things to do is/was ________________________________________
____________________________________________________________________________.

These are my father’s grandparents on his mother’s side …

11. My great grandma’s name is ________________________________.
    a. She was born in (city, state, country)__________________________________________.
    b. She spent her childhood living in (city, state, country) _________________________.
    c. Her occupation is/was ______________________________________________________.
    d. One of her favorite things to do is/was ________________________________________
____________________________________________________________________________.

12. My great grandpa’s name is ________________________________________.
    a. He was born in (city, state, country)__________________________________________.
b. He spent his childhood living in (city, state, country) _____________________.
c. His occupation is/was _________________________________________________.
d. One of his favorite things to do is/was ___________________________________
________________________________________________________________________

These are my father’s grandparents on his father’s side …
13. My great grandma’s name is _____________________________________________.  
   a. She was born in (city, state, country)_________________________________________.
   b. She spent her childhood living in (city, state, country) _________________________.
   c. Her occupation is/was _____________________________________________________.
   d. One of her favorite things to do is/was ________________________________________
____________________________________________________________________________

14. My great grandpa’s name is _________________________________________________.
   a. He was born in (city, state, country)___________________________________________.
   b. He spent his childhood living in (city, state, country) _____________________________.
   c. His occupation is/was _______________________________________________________.
   d. One of his favorite things to do is/was ________________________________________
____________________________________________________________________________.
Name:____________________________________

Worksheet 3B: Chickens

Part A Instructions: Please read all instructions carefully!
In “Column A” use the knowledge you gained with the last worksheet to create a list of what you think it takes to raise chickens. In “Column B” create a second list as you read of each step Trina goes through to provide the chicken with everything they need. Be as detailed as possible in both lists and try to write similar steps next to each other in the columns. If you have more steps than there is room for below continue onto the back. If you have fewer steps that is ok too.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

Part B Instructions: Please read all instructions carefully!
In a short essay explain the difference between the steps you wrote before you read chapter 7 and the steps Trina went through to raise her chickens. Did Trina go through more or less work than you expected?
Name: __________________________________________

Worksheet 6A: Pickles

Instructions: Please read all instructions carefully!
Using the websites listed below and your school preferred search engine answer the questions below about how to make pickles.

http://www.pickyourown.org/makingpickles.htm


1. What does pickle mean?

2. What are some of the vegetables that people pickle other than cucumbers? Does your family eat any of these other pickled vegetables? If you can, bring a sample of the pickled vegetables your family likes for the class to try.

3. What are fresh pack pickles?

4. What are fermented pickles?

5. What are some of the common ingredients in pickles?

6. Based on the recipe at http://www.instructables.com/id/Making-Dill-Pickles/?ALLSTEPS list the steps in making pickles or, if your class has time, try making them together.

   a. __________________________________________________________

   b. __________________________________________________________

   c. __________________________________________________________

   d. __________________________________________________________

   e. __________________________________________________________

   f. __________________________________________________________
Name: ______________________________

Worksheet 6B: Food for Thought

Instructions: Please read all instructions carefully!

Use the author’s website, at http://www.jeanniemobley.com, to answer the following questions. Go to the tab labeled “Writing” and click on “Good Food.” Answer questions 2-4 on a separate sheet of paper.

1. Read the introduction at the top of the page. List some of the events your family has, how food plays a role, and what kind of food you eat at them.

<table>
<thead>
<tr>
<th>Type of Event</th>
<th>How Food Plays a Role in This Event</th>
<th>The Kinds of Food We Eat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Next, read the recipe for plum dumplings. Does this sound like something that would be good to you? Name at least one common food today that is similar to plum dumplings.

3. Read the next paragraph and the recipe for pickles. Compare this recipe to the recipe detailed in Worksheet6A. What do these recipes have in common? How do they differ?

4. Now read the section at the bottom titled “Thoughts on Food and Writing.” Read through it and choose one of the writing activities suggested by the author.
Worksheet 7A: Common Ground

Part A Instructions: Please read all instructions carefully!
Fill out the Venn diagram below. The left side should list things that are unique to the Bohemian community that Trina lives in. The right side should list things that are unique to the Welsh and Scottish community “across the tracks” from Trina. The center of the diagram should list similarities between the two communities. When you feel this diagram is complete continue to Part B. Use details from the book as well as your own cultural research.

Bohemian Community

Both

Welsh and Scottish Community

Part B Instructions: Please read all instructions carefully!
Using the information you have written in the Venn diagram write a short essay answering the following three questions.

1. What are some of the similarities between the two communities?
2. What are some of the differences between the two communities?
3. Overall how similar do you think these communities are?
Worksheet 8A: The Labor Movement

Instructions: Please read all instructions carefully!
Use the websites listed and your school’s preferred search engine to find the answers to these questions.

National Pinkerton Detective Agency: [http://www.legendsofamerica.com/we-pinkertons.html](http://www.legendsofamerica.com/we-pinkertons.html)

1. How did the National Pinkerton Detective Agency (NPDA) begin?
2. What was the purpose of the NPDA when it was first founded?
3. What connection did NPDA have with US President Abraham Lincoln?
4. What did the NPDA logo look like? What was their famous saying?
5. What happened at the Homestead Strike of 1892?
6. What are some of the reasons public opinion of NPDA changed over time to be more negative?
7. Is this company still around in some form today?


8. What was Mother Jones real name?
9. What were some of the unique protest methods used by Mother Jones?
10. What country was Mother Jones from?
11. What happened to Mother Jones husband and children?
12. How did she get the nickname Mother Jones?
13. Mother Jones was banished from more _____________ and held in more _____________ in more _____________ than any other union organizer of her time.
14. How was Mother Jones effected by the Ludlow Massacre?
The Ludlow Massacre: http://www.pbs.org/wgbh/amex/rockefellers/sfeature/sf_8.html

http://www.umwa.org/?q=content/ludlow-massacre

http://libcom.org/history/1914-the-ludlow-massacre

15. Where and on what day did the Ludlow Massacre occur?

16. How long did the Ludlow Massacre last?

17. How many people died in the Ludlow Massacre? What kind of people were they?

18. What happened at the Ludlow Massacre?

19. What legal actions were taken against those responsible for firing into the tents and setting the colony on fire? What does that tell you about the way strikes were seen at the time?

20. About how many workers were living in the tent colony that was attacked in the Ludlow Massacre?

21. What were some of the reasons workers were striking?