



TERRY FOX LESSON PLAN

Sharing His Story With Your Students

Lesson: We Continue Terry's Dream
Curriculum Connection: Language Arts
Grade Level: Primary
Time: Approximately 2 x 30 minutes

Lesson Snapshot

Students will learn to relate their experiences to the character in a story.

Success Criteria

Students;

- are able to retell the character's experience in the story.
- share their own experiences to help them understand the character's experience.

Curriculum Expectations

Reading 1.6

- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Reading 1.7

- Identify the main idea

Reading 1.8

- Express personal thoughts and feelings about what has been read

Materials/Media

- BLM P-36: "Terry Fox: A Story of Hope" Pg. 21
- BLM P-37: "Terry Fox: A Story of Hope" Pg. 28
- BLM P-38: "My dream" (continued)
- BLM P-39: "Rubric for Extending Understanding"

Passages: "He didn't care about being famous. He wasn't keeping a penny of the money being raised. One dollar was all he asked from each Canadian. One dollar. Terry Fox was running all the way across Canada, and he was going to make it. He had never been happier."

"Hope is a quiet thing, but if a dream is strong enough, hope can grow and grow until it touches everyone."

"People are still running with his dream, people who believe in miracles, people who

share Terry's certainty that anything is possible if you try."

Lesson Delivery

Setting the Stage

- Put passages listed above (BLM P-36) and (BLM P-37) up on chart paper to use as anchor charts, one or all could be used.
- Ask students what the main idea or big idea is in each passage.
- Ask what the author's message might be? What do they want us to learn?

Core Learning

Application of Information

- Discuss each question/statement in pairs for 1 minute, then share with the whole group.
- We hear that Terry had never been happier while doing this run. What makes you really happy? If you could do something to make someone else happy would you feel good too? What might that be? What was Terry's dream? What did he hope to do? What is your dream? (BLM P-38)

Assessment

Do the students have an understanding that by working together we can reach our dreams? If we do something we love, something that will help others, we can be proud of ourselves and be happy. Use (BLM P-39) for assessment.

Extension Activity:

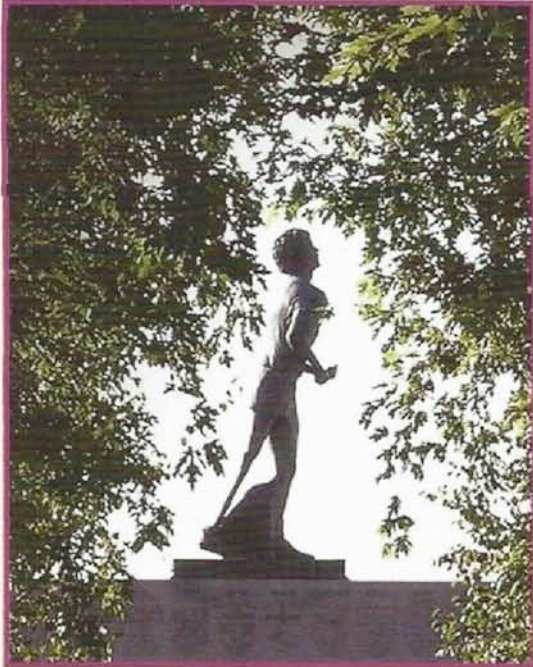
Read pages from book. Students complete a journal response or reading response activity. Students could also write a letter to Terry asking about this picture taken in Toronto.

Terry didn't just run. During his months on the road he gave dozens of speeches, made endless phone calls, attended receptions and gave interviews. It was exhausting, but it did help raise money. At Toronto's Nathan Phillips Square, Maple Leafs captain Darryl Sittler presented Terry with his 1980 NHL All-Star team sweater. On that day Terry raised 100,000 dollars. He ran on, through the muggy summer weather, south to London and then back north. On July 28, Terry ran into Gravenhurst where he was welcomed with a 22nd birthday celebration.



So did the enthusiasm and warmth of Canadians everywhere. People cheered, urging Terry on with banners and signs. Some wept when they saw him pass by, his face a mask of concentration, while others stood in silence, touched by his courage and his cause. The eyes of the country were on a young man whose every step said that cancer could be beaten, that there was hope. He didn't care about being famous. He wasn't keeping a penny of the money being raised. One dollar was all he asked from each Canadian. One dollar. Terry Fox was running all the way across Canada, and he was going to make it. He had never been happier.

“If you've given a dollar, you are part of the Marathon of Hope.”



Terry's funeral on July 2, 1981, brought the country together in mourning. He was laid to rest in the Port Coquitlam Cemetery, not far from his favourite lookout, a quiet place where he sometimes went to think. Monuments honouring Terry can be seen in St. John's, Newfoundland, in Port Coquitlam and Vancouver, B.C., and in Ottawa. This one stands in Thunder Bay, Ontario.

Hope is a quiet thing, but if a dream is strong enough, hope can grow and grow until it touches everyone. Terry Fox's Marathon of Hope did not end on that morning. People are still running with his dream, people who believe in miracles, people who share Terry's certainty that anything is possible if you try. And because Terry Fox tried his best, because he ran his marathon and gave us his precious gift of hope, someday a cure for cancer will be found.

Someday the hurting will stop.



On April 4, 2005, the Royal Canadian Mint released a one-dollar coin with Terry's image on it, in honour of the 25th anniversary of his Marathon of Hope.

My Dream



Rubric for Extending Understanding

Criteria	Level 4	Level 3	Level 2	Level 1
Extending Understanding of the Text by Making Connections	Extends understanding of the text by making a meaningful connection with a high degree of effectiveness (e.g., an insightful connection to own experience and knowledge, to other texts, or to the world).	Extends understanding of the text by making a meaningful connection with considerable effectiveness (e.g., a connection to own experience, to other texts, or to the world).	Extends understanding of the text by making a connection with some effectiveness (e.g., a simple connection to own experience, to other texts, or to the world).	Extends understanding of the text by making a connection with limited effectiveness.
Demonstrating Implicit Understanding of the Text	Uses stated and implied information and ideas in the text to make inferences with a high degree of effectiveness.	Uses stated and implied information and ideas in the text to make inferences with considerable effectiveness.	Uses stated and implied information and ideas in the text to make inferences with some effectiveness.	Uses stated and implied information and ideas in the text to make inferences with limited effectiveness.

Rubric for Extending Understanding

Criteria	Level 4	Level 3	Level 2	Level 1
Extending Understanding of the Text by Making Connections	Extends understanding of the text by making a meaningful connection with a high degree of effectiveness (e.g., an insightful connection to own experience and knowledge, to other texts, or to the world).	Extends understanding of the text by making a meaningful connection with considerable effectiveness (e.g., a connection to own experience, to other texts, or to the world).	Extends understanding of the text by making a connection with some effectiveness (e.g., a simple connection to own experience, to other texts, or to the world).	Extends understanding of the text by making a connection with limited effectiveness.
Demonstrating Implicit Understanding of the Text	Uses stated and implied information and ideas in the text to make inferences with a high degree of effectiveness.	Uses stated and implied information and ideas in the text to make inferences with considerable effectiveness.	Uses stated and implied information and ideas in the text to make inferences with some effectiveness.	Uses stated and implied information and ideas in the text to make inferences with limited effectiveness.