

Response Journal Topic:

Set a goal for yourself that you would like to accomplish this school year. List the steps that you will take to accomplish it.

CHAPTER NINETEEN:

1. After running 5373km in 143 days (13,432 laps around a track!), Terry is forced to quit running. Why does he have to stop?
2. Terry calls himself a dreamer. Do you believe that his dream came true? Explain.

Response Journal Topic:

What lesson(s) did you learn from Terry and his dream?

CHAPTER TWENTY:

1. Terry says to Winston, "I need you to know that I had to stop running right now, but I haven't quit. And I need you not to quit either." What does Terry not want Winston to quit doing?
2. Create a Venn diagram comparing Terry and Winston at the end of the story. How are they alike and how are they different?
3. Why do you think that the author wrote a book for kids about Terry Fox?

Response Journal Topic:

In what ways are you similar to Terry Fox? In what ways would you like to be more like him?

Resources:

Dates, times, places, and other registration information on the annual Terry Fox Run, as well as information on organizing a Terry Fox Run at your school can be found at the website www.terryfoxrun.org.

Free promotional materials, including audiotapes, videotapes and posters, are available.

Bibliography:

Scrivener, Leslie. *Terry Fox: His Story*. Toronto: McClelland and Stewart Ltd., 2000.

CURRICULUM CONNECTIONS

A very important aspect of this book, which is not curriculum related, is the potential to use *Run* to examine, teach, or strengthen values and ideas such as heroism, strength, perseverance, determination, courage, potential, abilities and disabilities, prejudices, stereotypes, preconceptions, equality, empathy, dreams, faith, hope, friendship, loyalty, helping others, overcoming adversity, facing problems, goal setting and achieving goals, integrity, working towards becoming a better person, and the gift of life.

Below are specific curriculum connections.