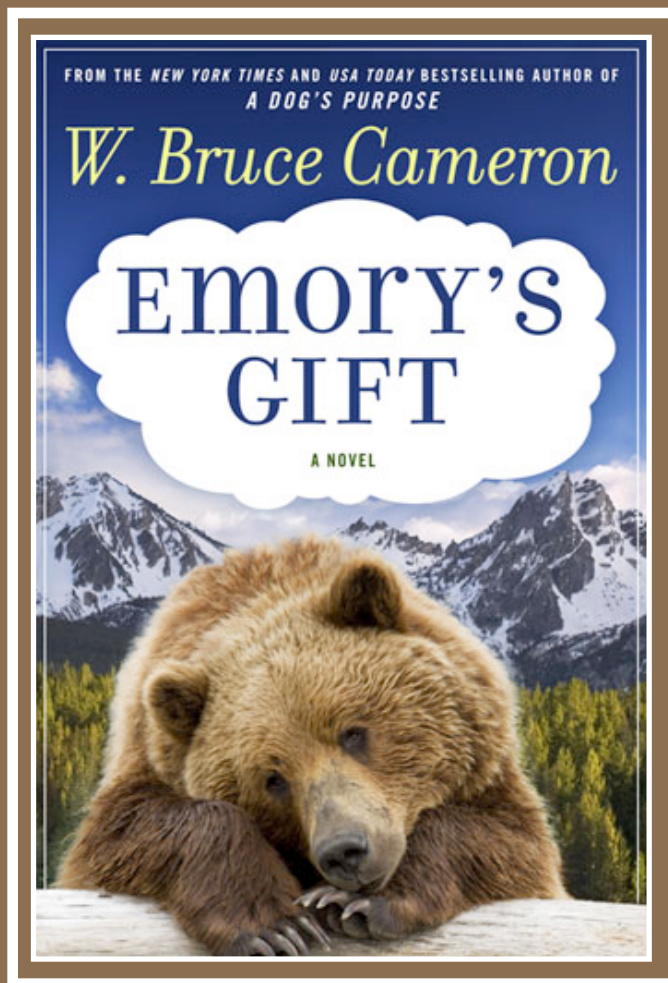


# EMORY'S GIFT

IN THE CLASSROOM



A STUDY GUIDE FOR INTERMEDIATE AND  
SECONDARY GRADES

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## How to Use this Study Guide

*Emory's Gift* is a superb "coming of age" novel and fits that genre perfectly; however, there is much more to this book than a boy's journey. Teachers may use this book in a thematic unit, covering ecology, biology, American history, and more. Cameron used author, bear ecologist and conservationist Chris Morgan, along with other nonfiction texts to attain the information necessarily to write about grizzly bears. Organizations such as The Nature Conservancy and Vital Ground are instrumental in disseminating information important.

In addition to the thematic units we propose in this guide, we have added vocabulary and essential questions that should guide instruction. The strategies have been used by both study guide authors in the classroom. Judy Robben is a Reading Specialist and recommends the "Word Wall" and non-linguistic representations as well. It is well worth your time to model the use of graphic organizers in the classroom. It is our intention that we give teachers all the tools needed to teach this book in any curriculum. A section on "Anticipatory Sets" can help you get started. We have set up this guide to take you through the book lesson by lesson if needed, accumulating in a research project. You may also just pick and choose lessons, vocabulary, and general information as you go. In any event, we would appreciate your feedback. We would love to know how you are using *Emory's Gift* in the classroom; we may use your ideas (with your permission, of course) in future study guides. Please send us your comments, ideas, suggestions, critiques, to [emorysgiftstudyguide@gmail.com](mailto:emorysgiftstudyguide@gmail.com).

### Author's note:

*English teacher Amy Cameron, along with AP English teacher Kristen Schaefer and Ecology teacher Jenna Rhodes, applied for and were granted an Excellence in Urban Education Grant through the University of Missouri, Kansas City Education Department. Benefactors of the grant are Joan and Bert Berkley of Kansas City. The grant gives urban students an opportunity to participate in an authentic learning project in bio-diversity and problem solving, using Emory's Gift as the inspiration for the project.*

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## Praise for Emory's Gift

### **Publishers Weekly**

Galley Talk: '*Emory's Gift*'

By Geoffrey Jennings, Rainy Day Books, Fairway, Kansas

Aug. 12, 2011

When a boy crosses paths with a grizzly bear in *Emory's Gift* (Forge, Aug.), the result is a parable for our time. W. Bruce Cameron, author of *A Dog's Purpose*, returns with a poignant new take on the human-animal connection. Charlie is a 13-year-old boy struggling with the loss of his mother, and Emory is a grizzly bear. What begins as a chance encounter soon becomes a deliberate and affecting message about the power of love and faith. Emory and Charlie develop a kinship that many may find hard to believe. Charlie's father, his friends, and the populace of their town all question the nature of the beast. Emory, however, has surprises in store for everyone — including the reader. Cameron's deft blend of humor and humanity is unusually uplifting. *Emory's Gift* is inspiring, an excellent pick for young readers, and an easy recommendation for book clubs.

### **Vine Voice**

5.0 out of 5 stars: Another extraordinary story from a gifted author!

By Peggy Tibbetts, Silt, Colorado

Aug. 30, 2011

*Emory's Gift* is an extraordinary story about a boy and a grizzly bear. At age thirteen, Charlie Hall's life is in shambles. He watched his mother die a long, slow death from cancer; his dad is depressed, and he dreads the eighth grade. Charlie finds refuge from the despair and embarrassment of his life in the natural world that surrounds their isolated property in northern Idaho. One day while trout fishing in the creek, Charlie is stalked by a hungry mountain lion when a grizzly bear comes to his rescue and changes his life forever. Much about the peculiar bear is mysterious. For instance, he has a name, Emory. Even so, the relationship between Charlie and him comes across as authentic. Emory allows Charlie to be near him as long as he respects his space and feeds him; otherwise, he ignores him. For the most part, he behaves like a bear. But Emory is a grizzly bear, which creates all the utter mayhem and anxious suspense of a loaded gun as the story unfolds. At any moment, everyone - including Charlie - expects him to act like a grizzly bear.

Cameron's witty and angst-ridden style reads easily and enticingly, like a memoir. Even though this is fiction, it contains a taste of magical realism so seductive it made me wish it was all true. The mystery of *Emory's Gift* endures beyond the last page, which makes this book destined to become a classic for all ages.



**Joe Dimino—writer, visual artist and broadcaster**

Mr. Dimino hosts a jazz show on KCXL (102.9 FM) in Kansas City, Missouri

*Emory's Gift* is a rich, multi-tiered tapestry of a young protagonist, Charlie Hall, in this searing coming-of-age story. It is a deeper, literary version of TV's *Wonder Years* about how difficult it can be to grow up with the pressures of early teen hood, along with the heartache of losing a parent and the ensuing grieving process. A special bond between boy and animal in Emory the Bear brings to life the triumph of the human spirit that shares much more with the animal world than humans may like to admit. Within this context, Charlie is a surprising hero, getting the ultimate prize at the end - his first love will come back to him - and he will have a story worth repeating to millions. His bond with Emory shows how in rare circumstances, the mingling of human and wild animal worlds can make for the greatest commentary on exactly why we are here. W. Bruce Cameron pens a novel that strikes a loud, victorious cord of relevance, intrigue, and how we all relate to the delicate early years of adolescence and the ascent to adulthood. *Emory's Gift* can easily be added to that list of great American novels.

**Michelle Perria-Advance Placement English Literature Teacher**

Grandview, Missouri

"*Emory's Gift* is a tale about growing up and finding out what family really means. The book surprises with its reflections about faith and love. Extremely well written and fun to read! I couldn't put it down. I also can't wait to have book discussions with my students!"

**Jane Brown—Director of Differentiated Services Rockwood School District**

St. Louis, Missouri

"*Emory's Gift* is an excellent read for any middle or high school student! Not only will students benefit from the reading and analysis of the novel as they dissect its literary elements and also by their examination of literal and interpretive elements of the story, but *Emory's Gift* is a perfect story to use as a springboard for the intentional development of core character values such as empathy, caring, and compassion. In today's society, not only is it critical that we as educators select text for its literary value, but that we select texts that we can use to develop the affective domain within our students. Books such as *Emory's Gift* help us build connections within our students and help us as educators transform our classrooms into ethical learning communities where our children learn how to develop the character skills necessary to succeed in the workplace and in their relationships. These skills include not only cognitive development, but character development so that our society continues to have not only a highly effective workforce, but a society that has the abilities to care and understand others."

**Charlie—Community Reviews**

Goodreads, August 2011

“As for this book, it was an unexpected treasure. It hooks you from word one, immediately interesting, keeping your interest throughout and leaves you yearning for more. It is the type of hook that you'll contemplate re-reading the moment you finish. Like his last one, this book is a joy to read, the characters are very real and easy to connect with, and by the end you'll feel the way you do alter a long vacation; it is refreshing and moving, you'll laugh and cry and you'll return to your life with a new and wonderful perspective. It reminds me of the books that first got me hooked on reading as a young man. Novels like "Ender's Game" and "Catcher in the Rye" come to mind. It takes a book of exceptionally high quality and readability to get someone reading at that time of life, and this one is of that caliber, without a doubt. I wish I had a young person to buy it for! Do yourself a favor and buy two copies of "*Emory's Gift*. " One to keep for yourself and one to give away, you won't regret it.”

**Isabelle—Community Reviews**

Goodreads, July, 2011

“I work in a bookstore and grabbed for this ARC like... well, a wild grizzly bear because I had so loved *A Dog's: Purpose*. Every time I sell that book to someone I tell them that it was, hands down, my favorite book of last year. Period. This book is another book about an animal, with spiritual themes, and is at once totally different from *A Dog's Purpose*, and yet completely what I would want to read as I wait for the sequel to that gem of a book. Once again, I was moved by a story that's seemingly about an animal, but in the end is so much about our own quest for love, faith and family. I was blown away that this author surprised me at every turn. I never saw where this book was going, which is saying a lot because, well, I read a lot. *Emory's Gift* is a complete delight. I think men may especially like it, because the narrative voice of the 13-year-old boy is so compelling. Also, it was surprisingly romantic, in a way that completely caught me off guard.”

## Young Reader Reactions

"[*Emory's Gift* is] a fantastic, heart-warming book that would put a smile on your face. When I started reading the book, I thought it was going to be boring until I continued reading. In the middle of the story, it started getting interesting and funny. At the end of the book, it got sad, happy, then weird. When I was done with the book, I wanted to keep it and not put it down. It is a sad and cool story."

Juaquin Olivas, age 14

"*Emory's Gift* is an amazing book. It is a heartwarming, charming story that everyone should read. I loved the book and I could not put it down."

Stephanie Duran, age 13

"This book is amazing. It made me laugh, smile, and cry. It was one of the first books I was interested in. It would be really cool if they do a movie of *Emory's Gift*!"

Elizabeth Pena, age 13

"[*Emory's Gift*] held me the whole time. I didn't put it down until I was finished. I haven't said that about a book in years."

Jonathan Moore, age 16

"*Emory's Gift* is a heart-warming story that will stay with you forever!"

Nancy Rocha, age 15

## An Author's Perspective

A few years ago I was hiking the hogback south of Golden, CO, a magnificent ridge of rock that thrusts up out of the ground like the spiny back of a subterranean dragon. The perspective from there is mind boggling—often when you're in the mountains your view is crowded out by even taller mountains, but there in the foothills, the great plains sweeping out west of you like an ocean, the view to the north, south, and east is virtually unimpeded.

The view is not all nature, of course: you see cars trundling along anonymously on C-470 and I-70, you see bicyclists laboring up the hills or flying down them free as the wind, and you see people like yourself, hikers, moving like insects all along the trails. All those people, plus all the houses and buildings in Denver in Golden, make for so many untold stories. From your perspective, you can see it all, and there rises up in you a great sense of profound knowledge, as if the view carries with it the wisdom to understand everything.

I realized, that day, as I took in all that I could see, that it was a great gift, this view.

And then I thought about what the rest of my day would bring. I would descend from my lofty throne and make my way to the parking lot. I'd start up my Ford and lumber over the dirt roads to the highway that would take me through the canyons. My view would not only be crowded by the rocky hills on either side of the road, but I'd be concentrating mainly on the small real estate directly out my windshield, looking for wayward bicyclists or scampering animals. I'd be focused, in other words, on what was right in front of me. The perspective from atop the hogback was temporary, fleeting.

And it struck me then that I wanted to write this as the theme of a novel. Something happens, something profound, giving someone a great gift... and then everyone just goes back to what they were doing, not because we're ignorant or apathetic, but because that's what you do, that's what all animals do. If you focus all of your attention on trying to understand the greater implications of everything, you'd probably starve. At some point, you need to break for lunch.

*Emory's Gift* tells the story of a boy on a hike through adolescence. There are, as with all journeys, ups and downs, misleading sidetracks, and parts he'd just as soon skip. But then something happens, something that gives him an amazing perspective. It changes everything, maybe, or maybe it changes very little. That's for you to decide.

Maybe what happens with Charlie and Emory is some sort of miracle. You could certainly argue that. You could also argue that a lost boy, receiving no help from his father to find his way, invented imaginary road signs to guide him, taking something that happened—he had a captive bear in his pole barn—and turning it into a tall tale about something much, much more.

Either way, it gave Charlie something he needed.

It's all up to you, the reader, to decide what happened, and what it all means. The word "God" appears in *Emory*, but in a deliciously elusive fashion. Perhaps this is an allegory about a historical event we all agree occurred, even if we cannot all agree on its significance. Perhaps this is a symbolic retelling of a story that forms the basis for the faith of a lot of people. or perhaps it's completely the opposite—the retelling of that story by a boy who had to filter it through the events in his life so that he could make sense of everything that had occurred around him.

The best books make us think, make us ask questions, form opinions, feel emotions, perhaps even argue or throw the novel across the room in fury. *Emory's Gilt* is my best effort yet to write that sort of book. Love it or hate it, I thank you for reading it.



W. Bruce Cameron  
Marina del Ray, California  
January 3, 2012

## Grizzly Expert: Chris Morgan

W. Bruce Cameron acknowledges ecologist and bear conservationist, Chris Morgan, as a major contributor for the background information necessary to write *Emory's Gift*. National Geographic features a three-part series with Chris Morgan as he journeys through North America to study the habitats of three different bear species and their ecosystems. This series, *Bear Nomad*, can be seen on National Geographic's Education Channel.



## Anticipatory Sets for Middle School

### **Discussion questions:**

Arrange students in a large circle and conduct a Socratic Seminar, asking essential questions and calling on students to respond. Students can also work in cooperative groups to discuss questions and share their responses.

1. What is bio-diversity?
2. What is an “endangered” species? How do endangered species affect life cycles of other living things, including humans?
3. Are humans responsible for insuring that certain species do not become extinct? Why or why not?
4. What can humans do to spare a species from possible extinction?
5. Are certain species more important than others in the balance of bio-diversity?

### **Building Schema:**

The student will research the habitats of grizzly bears in North America. Each student will be required to categorize each species by population, distinctive features, habitat, feeding needs, threats to survival, and future outlook.

### **Literature Focus:**

Students create a plot graph as they read the book and identify:

- Point of View
- Setting
- Protagonist
- Antagonist
- Rising Action
- Falling Action
- Conflicts
- Climax
- Falling Action
- Resolution



## Anticipatory Sets for Secondary Grades

### **Define:**

- biodiversity
- habitat
- life cycles
- endangered species
- extinction

### **Essential Question:**

What is the cause and effect of endangered species on our planet's balance of nature?

### **Conjecture:**

How does the encroachment of land mass affect the grizzly bear?

### **Research:**

What contributions does the grizzly bear offer in nature? Is mankind handicapped by an imbalance of species and predators? Provide examples.

### **Persuasion:**

Compile evidence to support either saving the grizzly bear or abandoning efforts to do so because of human needs and considerations.

### **Compare/Contrast:**

Compare and contrast information regarding the grizzly bear from the 1970s with more current information using a grid (*see pages 12-13 for worksheet*). Based on this research what can you predict about the future population of grizzly bears in North America?

Essential questions:

Does the comparison of the two sets of information give us pertinent information regarding species of animals on Earth? Are there other considerations not covered by a side-by-side comparison? Should we make legislative efforts on behalf of species based on these comparisons? Are organizations such as Vital Ground and Nature Conservancy important to the quality of life for all species? Why or why not?

NAME: \_\_\_\_\_

**GRIZZLY BEAR COMPARISON CHART**

DATE: \_\_\_\_\_

Compare and contrast information regarding North American grizzly bears from the 1970s with more current information.

1970s	Present Day
species	
habitat	
population	

1970s	Present Day
breeding habits	
dietary needs	
contribution to nature	
threats to survival	

## **Projects:**

### Conservation Foundation:

If you created your own foundation to preserve the grizzly bear's habitats and save the species, what would your foundation do to insure a harmonious balance between bear and mankind? What would it take to save the grizzly bear from extinction? Is this a valid pursuit of the foundation?

### Authentic Learning Design Project:

Research an endangered species in North America and persuade an audience on the benefits of conservation.

#### Tasks:

- Identify the problem.
- Create a timeline to graphically demonstrate the changes in the species' population and habitat.
- Offer solutions

### Gallery Walk:

Create a poster to disseminate the research you've discovered regarding your selected species. Have your peers, teachers, and parents view your poster and ask questions. Display your posters in a public space. Think about ways this activity could lead to fund raising or conscience awareness.

## Literary Study for Secondary Grades

How does the point of view of the protagonist affect the telling of the story?

How might this story differ if the father was the protagonist?

Identify internal and external conflicts of the protagonist and his father.

What transformation occurs in each of the main characters?

How does this change affect the plot?

How does the author use allusions to depict the setting? Provide examples.

Authors often ask their readers to take a “leap of faith” in their plot designs. How does the author demonstrate this in *Emory's Gift*? Does the belief or disbelief of reincarnation affect the story? Explain.

## Vocabulary by Chapter

*Teachers: Only you know your students. The vocabulary chosen for the three categories are based on frequency of use only. Some middle school students can understand and use vocabulary from the advanced list. Likewise, English language learners in a high school setting may be more comfortable with the middle school list. The more familiar you are with your students' lexile scores, the more confident you will be with assigning vocabulary words. Research asserts that students will retain more vocabulary words learned in context of a particular reading that they would as isolated lists of words.*

### Prologue

Middle School	High School	Advanced
Spry Antisocial Pristine Menacing Adrenaline Biologist Congregate Dwindle Reclusive	Proverbial Adroitly Supplication Tremulously Clamoring	Fecund Chuffed Ursus

### Chapter One

Middle School	High School	Advanced
Ritual Meager Ragged Resent Timid Instinctive Initiating Engaged Encounter Laboriously Shrill Desperation Illegible	Muster Sinew Obsessively Dismantling Gravity Contemplation Palpable Sentry	Tethered Plaintive Disassemble

## **Chapter Two**

Middle School	High School	Advanced
Ambition Coincided Transition Intently Despised Simulated Braced Boycott Capable Nimble Enveloped Resuscitation	Babbled Exotic Acutely Harbored Tremulously Flabbergasted Stealthily Swoon Creel Clarity Threshold Assumption	Alacrity Inoculated Implied Taut Surged Dank

## **Chapter Three**

Middle School	High School	Advanced
Peril Massive Imposing Serene Revealed Habitat Loathe Sneered Malice Euthanized Infamous Remote Momentum Intimidating	Devour Expectant Violating Pondered Delicacy Overtly Encompass Solicitous Jostling Ushered Incredulously Receded	Allusion Kinetic Implacable Supplication Ludicrously Ebullient Simian Cockeyed



### **Chapter Four**

Middle School	High School	Advanced
Wit Absurd Encounter Speculated Elaborated Lingered Compressing Betray Chronic Chemotherapy	Loitering Awash Rigor Mortis Languid Sheen Regurgitating Ravenous Mooning Leukemia Hypodermic	Shroud Myelogenous Gaggle Pallor Unmarred Lethargy

### **Chapter Five**

Middle School	High School	Advanced
Insanity Lurched Parse Infuriating Afflict Pronounced Enthrallment	Barrage Contemptuous Cavorting Stewing Cholesterol Tally Engulfing	Churlish Dole Inoculate

### **Chapter Six**

Middle School	High School	Advanced
Vast Immense Agility Corral Abruptly Gravely Enclosure Commentary Gaped	Laden Omnivores Dexterity Lumbered Toyed Expectantly Credentials Aerospace	Carrion

## **Chapter Seven**

Middle School	High School	Advanced
Intimate Rebellion Lingered Incarceration Solitary	Resignation Slighted Retorted Deflated Agitatedly	Default Succumbed

## **Chapter Eight**

Middle School	High School	Advanced
Despair Contempt Humiliation Jeering Strolled Chandeliers Reverent Astronomy Conscious Debase Constellation Wretched	Lavish Navajo Iroquois Sullenly Entwined Perplexity Escalated Contingent Refrained Opulent Wallowing Enraptured	Exaltation Ursa Major Ursine Idiocy Projectiles Ebullient

## **Chapter Nine**

Middle School	High School	Advanced
Confined Initiation Endearment Faltered Gallows Agonizing Clique Status	Premeditated Alliances Perched Sparsely Averted Bafflement Indigo Mulled	Blanched Rootless Consignment Taunted

## **Chapter Ten**

Middle School	High School	Advanced
Access Lament Obscured Devised Slope Recollections Rant	Wallow Glumly Wretched Carnivores Incarceration Blurled	Striations Centrifugal Outcropping

## **Chapter Eleven**

Middle School	High School	Advanced
Carcass Concussion Hibernation Decaying Devoured	Primordial Accentuate Frolicked Conjure Glumly	Hyperphagia Inexplicable

## **Chapter Twelve**

Middle School	High School	Advanced
Transpired Liberal Transplant Converse Lush Reassuring	Passively Industriously Inevitable Manicured Insulated Loathed	Inscrutable Citified Belied Meticulously

## **Chapter Thirteen**

Middle School	High School
Petite Priority Ambushed Fatigue Orbit	Ludicrous Retrospect Déjà vu Self-assured Sagged

### **Chapter Fourteen**

Middle School	High School	Advanced
Speculated Pursued Expanse Marathon Peered Meticulous Resentment	Pretext Foreman Groped Churned Compulsion Distressing	Heedless Bout Petered

### **Chapter Fifteen**

Middle School	High School
Resort Dismayed Ornate Tacky Primer Submit	Consorting Stilted Cryptic Rendezvous Exasperated Countered

### **Chapter Sixteen**

Middle School	High School
Frail Grimace Merged Liberating Crude	Perimeter Lured Trepidation Contemplative Nuanced

### **Chapter Seventeen**

Middle School	High School	Advanced
Aggression Deliberation Darted Ritual Plagued Insomnia Contempt	Acute Discounted Entourage Flanked Intractable Admonish Meandering	Pugilism Cessation Profound Prosaic Dissertation Prowess Fathom

## **Chapter Eighteen**

Middle School	High School	Advanced
Bewilderment Resentment Infantry Anguished Expanse Vast	Poaching Aura Illumination Implications Reincarnation Perplexity	Supplication Plausible Irrefutable Estrangement

## **Chapter Nineteen**

Middle School	High School	Advanced
Misgivings Ecstatic Compelled Evaded Plummet Avian Cascading Ally	Nemesis Bemusement Cadence Inane Impromptu Atrophied Inundated Ironically	Alacrity Platitudes Belied Profligate Anachronistic

## **Chapter Twenty**

Middle School	High School	Advanced
Refuge Probed Docile Garland Assessment Phenomenon	Oppressed Bureaucratic Naïve Obstinate Speculative Treacherous	Ebullient Tangential Feint

## **Chapter Twenty-One**

Middle School	High School	Advanced
Denial Earnest Burrow Illuminated	Foraging Demoralizing Blearily Reincarnated Converged	Petulant Abject Petrified

### **Chapter Twenty-Two**

Middle School	High School	Advanced
Sullen Contentment Accusation Sullenly Confide Fondness	Interrogation Novelty Surly Intent Confound	Tantalized Dysfunction Intimations Vigilantly

### **Chapter Twenty-Three**

Middle School	High School	Advanced
Premises Harboring Escalate Subpoena	Confrontation Mystified Levy	Dourly Deluge Riveted

### **Chapter Twenty- Four**

Middle School	High School	Advanced
Fugitive Dawdle Penetrating Stenographer Exasperation Declaration	Oppressive Countenances Contraindicated Intoned Vehemently Absurdity Impassive	Surreal Sodden Giddy

### **Chapter Twenty-Five**

Middle School	High School
Despised Enraged Rampage Wrath Tenor	Oblivious Pondering Surged Berserk Unrestrained Threshold

### **Chapter Twenty-Six**

Middle School	High School	Advanced
Lunatics Retreated Amputate Serene Animatedly Pact Antibiotic Anesthetic	Contemplative Infused Demonic Coherent Demeanor Baffled Compatriots Haggard	Docilely Onerous Intransigent

### **Chapter Twenty-Seven**

Middle School	High School	Advanced
Mute Relevant Transpired Articulate Proximity Exposure Inflation	Acutely Preamble Prominence Deterrent Averting Cobbled Shrewd	Harangue Prescient

### **Chapter Twenty-Eight**

Middle School	High School	Advanced
Pallbearers Execute Fixated Vigil Disperse Rendition Consensus	Compunction Foreboding Sparse Lamented Imposing Vulnerability Premeditated	Pummeled Tandem Consternation Pensively



### **Chapter Twenty-Nine**

Middle School	High School	Advanced
Sneer Residence Defy Congregation Amusement Ensure Scorn	Negotiation Potency Epiphany Implies Wary Reconciling	Waned Inveterate

### **Chapter Thirty**

Middle School	High School	Advanced
Meekly Curry Curtly Sentry Cowed Serene Trivial	Mystified Injunction Contemptuously Verify Impeached Dwindled Posse Precedent	Unimpeded Inflectionless Plaintively Volition

### **Chapter Thirty-One**

Middle School	High School
Vacate Conviction Exclusive Clustered Insistent Persuasion	Deteriorating Appraising Communes Vigorously Manipulate

### **Chapter Thirty-Two**

Middle School	High School	Advanced
Animated Genuine Trespass Imprinted Controversy	Paramount Agitation Legitimize Subtle Accusatory Speculatively	Mulled Default Tenuous Vied Fortuitous

### **Chapter Thirty-Three**

Middle School	High School	Advanced
Wishful Pelted Labored Smitten Reclaim Misgivings Escort Emerging Processing	Arbitrary Fabricate Delusion Disintegrated Irrepressible Tinny Somberly Deferred	Extricate Privy Seeped Ensue Disgorging Precariously Onslaught

### **Chapter Thirty-Four**

Middle School	High School	Advanced
Bitterly Normalcy Swoon Gargoyle	Fortified Transfixed Seethed Contemplating	Sanctum

### **Chapter Thirty-Five**

Middle School	High School	Advanced
Outflanked Proclaimed Condemn Allies Spectacle	Ascertain Hoarding Covertly Combatants Tentative Imply	Ominous Laconically Ambient Constituents Incumbent

### **Chapter Thirty-Six**

Middle School	High School	Advanced
Retreated Astonished	Unwieldy	Exultantly Intransigent Laconically

### **Chapter Thirty-Seven**

Middle School	High School	Advanced
Confide Turmoil Bewildered Irrelevant	Implored Affixed Ostracism Unreserved	Ebullient Tenebrous Befret

### **Chapter Thirty-Eight**

Middle School	High School	Advanced
Curtly Passionate Transformation	Paranoid Hastily Loped Summons	Heedlessly Inadvertently Chuffing

## Chapter Summaries

### **Chapters One - Seven**

Charlie Hall is a thirteen year-old boy who has moved with his mom and dad to the Selkirk Mountains of Idaho. When the story begins, Charlie is earnestly trying to enlist his father in a conversation about wild animals. His father glances at an empty chair where his wife once sat. Charlie asks his dad what to do if he runs into a grizzly bear. George Hall, his father, responds that he doesn't believe there are many grizzlies in the "lower 48."

Charlie informs the reader that it has been a year since his mother has died. The year is 1974. He thinks about his mother and her tomato cages that he once gave her for her last Mother's Day. His father wants Charlie to put them away. but they remind Charlie of his mom. Saturday is the day for his YMCA Junior Lifesaving training. On the way, Charlie's dad tells him he is going into business with Rod Shelburton.

Charlie describes the pretty instructor, Kay, whom he has a mad crush on. We find out that Charlie is in eighth grade and he talks about the social hierarchy of junior high school. At the bottom of the social ladder are the "sebies;" then the eighth graders and then the ninth graders, who seem like real high school kids.

When Charlie gets home from his training, he heads to the river to go fishing. While fishing, a young cougar spies him from a nearby rock. Just as the cougar looks like it is going to pounce on him, it sprints away. Charlie turns to see a massive grizzly bear behind him. Instead of running away, Charlie senses that the bear is hungry and feeds him all the fish he has caught. The bear is happy to eat it and seems almost tame. Charlie is excited about the bear, but doesn't think anyone will believe him. He runs into a neighbor friend named Danny Alderton, who has started hanging out with a ninth grader with a bad reputation. Danny treats Charlie with open hostility which is confusing for Charlie. He feels isolated from friends where he lives.

Neighbors often take pity on the Hall family and Charlie and his dad are invited to a dinner where the woman from the grocery story named Yvonne is obviously there on a set-up date for George. Charlie takes an immediate disliking to her. At dinner, he actually gets so upset that he throws up. When his father drives him home, there is an awkward silence that seems to penetrate their lives. He remembers his mother and how tired she was. He wishes he had been more patient with her.

### **Chapters Eight - Eleven**

Charlie's father is going into business to raise American Bison for food. While Charlie's dad tries to inoculate the bison, all hell breaks loose. His dad laughs for the first time in a long time. In the meantime, Charlie is preoccupied with feeding the bear and leaves several casseroles for the bear to eat. When Yvonne comes by with yet

another casserole, Charlie gives it to the bear. When Mr. Hall discovers the empty pan, he tells Charlie that he is seeing Yvonne by "default," because there are no other alternatives in the town. Charlie is grounded for disposing of Yvonne's casserole. When George goes on a date with Yvonne, Charlie expresses his disapproval by sneaking out to go to town. When Charlie goes to town, he sees Kay, who make his heart beat a little harder. When he goes into the movie theater, she is there with a date, which makes him heartsick. He spots Dan Alderton and tries to sit with him and his friends. They push him off and humiliated, he sits in the front of the theater. When he realizes that all the kids from school have seen the awkward scene, he is even more embarrassed. Suddenly, popcorn and hard candies are thrown at the back of his head. Charlie almost cries from embarrassment when Kay sits next to him and stares down the other boys in the theater. To make it even better, she lays her head on his shoulder. Charlie understands the gesture and feels vindication.

As Charlie goes home that evening, he stares at the sky at Ursa Major, the Great Bear in the sky and thinks of the bear. When he arrives home, his father is waiting for him. Charlie is grounded for the first month of school.

Normally excited for his first day of school, Charlie has a miserable day. He doesn't feel like he fits in. Dan announces that he wants to "fight" Charlie and Charlie doesn't see any sense in it. Meanwhile, George continues to date Yvonne and Charlie feels anger at his mother for dying; then he feels ashamed for his feelings.

Charlie talks about another character, Jules McHenry, a rich "oil guy" who has purchased many acres for his ovum hunting. Charlie goes looking for the bear and wanders into the "old cabin," a place where hunters used to gather. The bear looms large in the doorway. When they leave the cabin together, the bear follows Charlie. When they go down to the river, Charlie carves his name in the sand. To his astonishment, the bear writes the name "Emory" in the sand.

### **Chapters Twelve - Fifteen**

Emory follows Charlie home and Charlie locks him in their pole barn. Mr. Alderton comes to get him and tells him that his father has been in an accident. George fell off a fence that was hit by a bison. He has a skull fracture and a dislocated shoulder. Charlie is clearly uncomfortable in the hospital; he hates it. He associates the hospital with his mother's death. His father confirms that Charlie is to stay with the Aldertons for the weekend. Thinking of Emory in his barn, Charlie is anxious until he meets Beth Alderton. Beth is beautiful and petite and Charlie is taken back by her frankness and lovely eyes. It is instant love.

After a weekend with the Alderton family, Charlie tells Beth he has a secret, something he has to do. He goes home to discover red all over the barn. His fears are that something awful has happened to the bear, but he discovers paint cans and realizes it is just red paint. The unthinkable happens when he discovers writing on the barn wall. It starts with, "I, Emory Bain," and goes on to say that Emory is a soldier from

an infantry in 1862. Instead of reacting to the message, Charlie can only think that he will get in trouble for the mess. He paints over the writing with gray paint.

### **Chapters Sixteen - Twenty**

Charlie discovers in P.E. class that he has a propensity for running and is included in a group of only two other boys, the best athletes and most popular boys in school, when he runs two miles at a fast pace. He is congratulated by the boys and is feeling great, but has to turn down an invitation to join them at lunch. This could be considered social suicide, to sit with Beth and her friends, Dan Alderton again tells him to meet him after school and fight. Resigned, Charlie accepts the challenge. Afraid and weak, Charlie believes he will get beaten. When Dan insults Charlie's dead mother during his posturing before the fight, Charlie leaves. The crowd, which has gathered, is contemptuous of Dan's disrespectful behavior. To make matters worse, when Charlie heads home, he sees Jules McHenry unpacking bear-hunting dogs.

Fearful of McHenry, Charlie finds Emory and takes him back to his pole barn. As he puts the bear in the barn, he notices that Dan Alderton is staring at him in disbelief. Knowing the worse is about to happen, Charlie comes clean with his father. George sees with his own eyes that the bear is tame with his son.

George has a meeting with McHenry, who is tracking Emory with his hound dogs. George orders him off his property. In the meantime, Charlie has more conflicts at school when Beth hears rumors of a fight and is angry with him for fighting. Charlie realizes that he will not be able to appease her. At home, Charlie plays "ball" with Emory, much to his delight.

Herman Hessler, a Fish and Game agent for Idaho, comes out to the Hall residence to ask about a bear in the barn. George holds his ground and will not let Hessler go into the barn.

Beth goes to Charlie with an apology when she finds out what Dan had said. They have their first kiss. He feels truly happy; however, when he wakes up, there are two lights flashing in his window.

### **Chapters Twenty-One - Twenty-Five**

Dan and his two friends are sneaking to the pole ham in the middle of a storm with flashlights. As it thunders and lightning lights up the sky. Emory appears in the window of the barn door and snarls ferociously at the boys and they take off, terrified. Even though Charlie laughs at the boys, his father shows concern.

A trip to the store for dog food to feed the bear has Charlie and his father in line when Yvonne rings them up. She asks if they have gotten a dog and George covers by saying that he is "thinking about it."

The Fish and Game Agent comes back with the Sheriff from town and a representative of the Idaho Guild of Animal Rights. They serve a warrant to search the property. When they discover Emory, they aim their rifles at him and Charlie places himself between the men and the bear. Baffled, they retreat, saying they will see George and Charlie in court.

As Charlie and his father drive to court, Charlie breaks down and shares his "secret" with his father that he left his mom alone for a few minutes when she slipped into her coma. He cries bitterly at the thought that she died alone. In a heartbreaking scene, George hugs Charlie and tells him that it is not his fault.

In the courthouse, Charlie is surprised to see that the Judge is a woman. When Charlie tries to convince her that the bear is not a threat, he confesses to the writing on the wall. When the judge questions George about it, he firmly admits that his son would not lie to him. During a recess for her to consider what can be done, Hessler tells the two to get Emory out of the barn if they want him to live. When Charlie makes Emory run away, he feels empathy for the bear, knowing what it is like to feel all alone. In the distance, he can hear McHenry's hounds.

### **Chapters Twenty-Six - Twenty-Nine**

As the hounds close in on Emory, Charlie runs out of his house with a rifle in his hand. He is astonished to find that Emory tricks the dogs into entering the old cabin and that he closes the door on them. McHenry runs up and fires a shot, hitting Emory. Enraged, Charlie holds his rifle on McHenry and threatens to shoot him. Emory pushes the rifle away with his paw, saving McHenry's life. Charlie and Emory flee back to the barn; McHenry is paralyzed with fear and cannot move.

When Charlie tells his father the story, George admonishes him for doing things on his own and risking his own life. He calls a vet, which ends up being Jim Humphrey, Tim Humphrey's father (Tim is one of the popular ninth grade boys). The grizzly bear is frightened and anxious and George talks to the bear like he is a man. He assures him that it is not like the Civil War, where amputations are common. It is then that Charlie realizes that his father believes him about the writing on the wall.

McHenry shows up, haggard and in shock, asking to see the bear.

Charlie has an anxious weekend. Beth is at a gymnastics meet and cannot be reached. He thinks of McHenry as the nemesis, although McHenry has had a transformation.

When Charlie goes back to school, he is suddenly the center of attention, as more kids know about the bear. Out of frustration and anger, Dan turns on Charlie in science class and they fight. Even though Charlie fights in self-defense, they are both suspended for fighting. In the meantime, a crowd has started to gather at the Hall home. Yvonne, the vet, even Kay and her boyfriend are among others in the crowd.



Two Sheriffs arrive with more Fish and Game agents and Sheriff Nunick says they have come to euthanize the bear. The crowd gathers and starts shouting, "Save the bear!" Sensing an impetus for rebellion, the men leave. A delivery truck pulls up and men unload boxes of frozen salmon, berries, and nuts. McHenry has sent it to aide Emory before hibernation. The bear eats heartily. There is a carnival atmosphere with people on the property.

Charlie discovers a tomato cage with red paint on it and figures out how Emory painted the words on the barn.

The town minister and youth minister have come to the house, troubled over the rumors in town. Charlie admits to his father that the writing on the barn wall is not the first time he has seen Emory's writing.

### **Chapters Thirty - Thirty-Five**

McHenry apologizes to Charlie for everything. He tells Charlie that Emory saved his life and "forgave" him for trying to kill him. The police come back to carry out an order to euthanize Emory, but McHenry has filed injunctions against each sheriff and agent to prevent them from killing the bear. He confesses to George and Charlie that it will not save the bear, but that it might give them time.

People from out of town are coming in droves. Nicole Singleton, a pretty new reporter from Spokane, arrives to tell the story. She takes a liking to George and Charlie fears that his dad's feelings will be hurt. He thinks that Nicole is manipulating his father for a story. In the center of the media blitz, Charlie realizes that he is in love with Beth.

McHenry warns Charlie not to talk to the reporters. He fears that people won't believe his story and may take it out on the bear. Charlie has more than a bear on his mind. He is suspended from school and the principal tells him that it includes the weekend, which is the school dance. Charlie is very disappointed that he cannot take Beth to his first dance. When Nicole tries to interview Charlie, she can sense his pain and takes him aside to talk about his mother. She asks him what she was like and Charlie breaks down and tells Nicole that he left his mother when she was dying. She hugs him and tells him that no one is really alone.

Nicole interferes on Charlie's behalf and talks the school principal into allowing Charlie to attend the dance. Nicole and George start a romance and over a candlelight dinner, as they talk to each other, Yvonne pulls into the driveway. Charlie intercedes and allows Yvonne to see them together, but he gets no pleasure from her pain when she rages at Charlie, calling him a "hateful boy" and drives away.

At the dance, Charlie is nervous when a beautiful, popular girl named Joy asks him to dance. As he dances with her, he catches Beth's eyes and she leaves. Miserable, he tells Nicole what happened and she tells him to apologize to Beth.

The story of the bear is spinning out of control. Strange and eccentric people show up, including a fortune teller and a man dressed in a bear costume. When the producers try to decide if they have a real story, Charlie reminds them all that Emory has written that he has a message for them. He is urged to get Emory to tell them the message. A bear expert, Mr. Thorpe, has been called in to witness the bear writing on the wall. The sheriff comes out to tell them he will have to execute the judge's orders to euthanize the bear the next day.

### **Chapters Thirty-Six - Thirty-Eight**

Charlie helps Emory place the tomato cage over his paw so he can paint the remainder of his message. At first, Emory writes "God loves," but the videographer fails to get it on tape. The expert also does not see everything and goes back to the hotel to "think about it." Charlie discovers that Emory has not finished his message. When he returns to the barn, he sees the words "God loves all" on the wall. Beneath it is written that the bear will return to being a bear. Sensing the end is in sight, Charlie is anxious to get Emory to the hills, but does not want to say goodbye.

When the bear expert returns the next morning, he announces that he believes Emory is a trained bear. The news reporters leave and Nicole leaves George. Charlie is now heartbroken for his dad. George admits that he has not been a good dad to Charlie, because he had been lost in his own grieving

Nicole reappears the next morning with suitcases, laughing and crying at the same time. When Charlie goes into the barn to say goodbye to Emory, he finds an angry grizzly bear, lunging at him. Emory has turned into a regular bear. When they let the bear out of the bam it flees to the woods and hills. Charlie, devastated at not being able to say goodbye, chases after the bear. George runs to get his gun, knowing that he will have to shoot the bear to save his son. When Charlie finally closes in on the bear, it turns furiously and snarls at him. George lines up a shot and tries to shoot. The rifle does not work. The bear suddenly changes back into Emory one last time, and he wraps his paws around the boy and hugs him. Crying, Charlie holds him tightly saying the goodbyes he never got to say to his mother, and to the bear.

## Suggested Chapter Questions

### **Chapters One - Seven**

Compare/Contrast: In what way is a bear compared to a grizzly in the text. Use a Venn diagram to organize your facts before writing a response?

Inference: Why do you think Charlie ignored Dad's request to pull out the tomato cages?

Context Clues: "I decided to put Kay away to savor later, like a dessert brought home after dinner." What words are clues to the meaning of 'savor'?

As Charlie describes himself wanting to grow into manhood on pg. 58, what does the author mean by "temporary insanity?"

Charlie then contemplates his father's love on pg. 61. He describes himself as "an artful dodger of integrity." What does Charlie mean by this phrase?

Summarizing: Summarize Chapter Six by explaining Charlie's problem and his solution to the problem.

Right-in-Text Question: Why did Charlie feel he had to stay honest when being grounded?

### **Chapter Eight**

Cause /Effect: Why did Charlie decide to leave, even though he was grounded? Use details in the text to support your answer.

### **Chapter Nine**

Inference: Why was Dan baffled by Charlie's response not to fight? Use details in the text to support your answer.

### **Chapter Ten**

Text Features: How does the format of the text indicate that Charlie's comment on the phone was not really spoken?

### **Chapter Eleven**

Context Clues: What does the author mean by, "The elements were working on this place and would soon pull it down." What are the elements? What clue words help you know what elements are?

## **Chapters Twelve - Fifteen**

Element of Suspense: The author uses the element of suspense at the end of the chapter to lure the reader to want to read more. What line is used at the end of Chapter Twelve to stir up suspense?

Compare/Contrast: Use a T-chart or Venn Diagram to compare Charlie to Beth. Be sure to compare their personalities.

Element of Humor: Cite an example of how the author uses humor in Chapter Fifteen.

## **Chapter Sixteen**

Cause/Effect: Why does Charlie's social status begin to change in Chapter Sixteen? What specific event not only changes his status, but also grants him self-confidence?

## **Chapter Seventeen**

Context Clues: "No one sat near me. They didn't mean any harm by their ostracism; they just didn't know what to say." What clue words in this sentence tell you the meaning of 'ostracism'?

## **Chapter Eighteen**

Context Clues: What clue words tell you what "illuminated" means in "...my father and I would be illuminated in the doorway by the spill of light from overhead doors?"

## **Chapter Nineteen**

Summarize: Summarize the important events in chapter nineteen using a graphic organizer that contains a plot graph.

## **Chapter Twenty**

Irony: There is irony in Dad's comment, "We need to talk: soon." How does Charlie feel about talking? Why are his feelings about talking ironic?

## **Chapter Twenty-One**

Inference: Why do you think Charlie decides not to mention anything about Emory writing his name in the riverbank?

### **Chapter Twenty-Two**

Problem/Solution: Charlie encounters a problem in Chapter Twenty Two when he sees Emory outside the kitchen window. How does Charlie solve this problem with quick thinking?

### **Chapter Twenty-Three**

Narrative Writing: Explain the secret that Charlie finally exposes to his dad. How does Charlie's father react to Charlie's secret? Explain how Emory is bringing Charlie and his father into a healing process.

### **Chapter Twenty-Four**

Inference: What do you think the judge thinks of Charlie's father and his story? Use details to support your answer.

### **Chapter Twenty-Five**

Narrative Writing: Explain the surreal turn of events in Chapter Twenty Five.

### **Chapter Twenty-Six**

Details in Text: On page 228, what clue words indicate that the relationship between father and son is improving?

### **Chapter Twenty-Seven**

Figurative Language (metaphor): What is the metaphor in, "The whole circus was growing increasingly bizarre." Explain the comparison.

### **Chapter Twenty-Eight**

Irony: There are several events in Chapter Twenty Eight where irony exists. Choose one of the following to explain the irony in the situation:

- The reaction from the crowd when the Fish and Game men show up.
- Jules McHenry shows up with boxes of food for the bear.
- Beth's negative feelings toward Benny H. Junior High.

### **Chapter Twenty-Nine**

Details in Text: What comment made by Pastor Klausen acknowledges Charlie and his feelings for the first time?

### **Chapter Thirty**

Details in Text: Find a detail in the text that indicates Charlie has still not forgiven McHenry.

Compare/Contrast: Using a Venn Diagram, compare a Western movie to the conversation that Charlie witnesses in Chapter Thirty.

### **Chapter Thirty-One**

Prediction: Predict an ending to this story concerning the bear's future and the mystery of the writing on the wall.

### **Chapter Thirty-Two**

Details in Text: According to Charlie, why was Emory still around and not away for hibernation?

### **Chapter Thirty-Three**

Context Clues: "It didn't take more than a few seconds of seeing my father fawn over his dinner guest to know just how smitten he had become." What clue words in this sentence tell you what smitten means?

### **Chapter Thirty-Four**

Figurative Language (metaphor): Explain why the author compares the group of girls on the dance floor to a group of musk ox.

### **Chapter Thirty-Five**

Details in Text: Why does the sheriff have a change of heart about controlling the crowd? Use details in the text to support your answer.

### **Chapters Thirty-Six - Thirty-Eight**

Details in Text: Why does Pastor Jamie call Emory's second message a, "crisis?" Use details in the text to support your answer.

## Essential Questions

- 1.Explain how Charlie's final good-bye to Emory helps heal his grief from his mother's death. Compare the two good-byes. How are they different? Why is it so essential for Charlie to say a final good-bye to Emory?
- 2.Explain how Emory's role in the story improves the relationship between father and son. How does Emory's behavior challenge Charlie's honesty? Be sure to include examples from the story in your answer.
- 3.What is Emory's gift to Charlie? What is Emory's gift Charlie's father? What is Emory's gift to McHenry? Explain these gifts and how they help all three characters change and discover a new perspective.
- 4.What is the turning point for Charlie and his Dad's relationship?
- 5.Analyze Charlie as a character. When describing his character traits, be sure to use examples from the story to support your answer.

## Acceptable Answers for Essential Questions

1. Explain how Charlie's final good-bye to Emory helps heal his grief from his mother's death. By saying goodbye to Emory, Charlie is able to let go of the grief he feels for his mother's death. Emory not only helps Charlie come to grips with his feelings, but also forces Charlie to let go of his secrets and become honest with himself.

Compare the two good-byes. How are they different? Charlie's first goodbye to his mother is full of guilt, thinking he is responsible for his mother's death by leaving her bedroom. Charlie's second goodbye has a double purpose; not only to grant freedom to Emory, but also to say goodbye to the feelings of guilt from his mother's death.

Why is it so essential for Charlie to say a final goodbye to Emory? This goodbye allows Charlie to say goodbye to all the secrets and guilty feelings he is harboring.

2. Explain how Emory's role in the story improves the relationship between father and son. Emory forces both father and son to talk by providing a purpose for conversation. As the story unfolds, Emory forces father and son to bond by providing a common goal-saving Emory.

How does Emory's behavior challenge Charlie's honesty? Be sure to include examples from the story in your answer. As the story unfolds, Charlie lies to protect the reality of Emory. However, as the story reaches its climax, Charlie learns he has to tell the truth about Emory to his father in order to protect him from the authorities. Examples: On page 315, "It was, I knew, time to quit withholding information." Charlie does not tell his father about finding the key to the gun cabinet. Charlie does not tell his father about the message on the pole barn wall. Charlie does not tell his father about finding the cage with the flag and red paint. Charlie does not tell Beth the truth about the bear.

3. What is Emory's gift to Charlie? Emory is not only a friend to Charlie, but he gives Charlie a purpose to care for another living creature. Charlie feels as if Emory returns the care by befriending him. During a time when he is not getting much attention from his father and he is also grieving from his mother's death, Charlie is able to provide food and shelter for Emory which gives Charlie a purpose

What is Emory's gift to Charlie's father? Emory gives George an opportunity to converse with his son, re-establish a relationship with his son, and prove his love for his son by providing care for Emory.



What is Emory's gift to McHenry? McHenry learns to forgive and is humbled by Emory. The bear attack humbles McHenry and reminds him that he does not have control over all situations. Emory also gives McHenry a chance to return his good fortune by providing truck loads of food for the bear, a court order to suspend action, and private security. Pages 265-266 show how McHenry apologizes and gains an understanding for the situation.

Explain these gifts and how it helps all three characters change and discover a new perspective. All three characters change as the story unfolds due to Emory's needs. Charlie and his father can more respect for each other's grieving process and the sad circumstances each character faces. The truths about father and son's feelings come to light due to Emory's needs. McHenry also learns compassion for those in need.

4. What is the turning point for Charlie and his Dad's relationship? Page 208 describes Charlie admitting his guilt about leaving his mother alone just before she went into a coma.

5. Analyze Charlie as a character. When describing his character traits, be sure to use examples from the story to support his traits. Charlie can be viewed as an angry character. Examples: Page 225- A chance to shoot McHenry; Page 238- fight with Dan Alderton; Charlie can be viewed as an adventurous character. Examples: Page 221- getting the key to the gun cabinet; Charlie ventures out into the mountains alone to find Emory; Charlie can be viewed as a perceptive character. Examples: Page 228- perceiving his father's scolding to be gentle in a strange way; Page 240- Charlie understands for the first time that being a single parent is difficult for George. Any other trait as long as examples from the book support the trait.

## Acknowledgments

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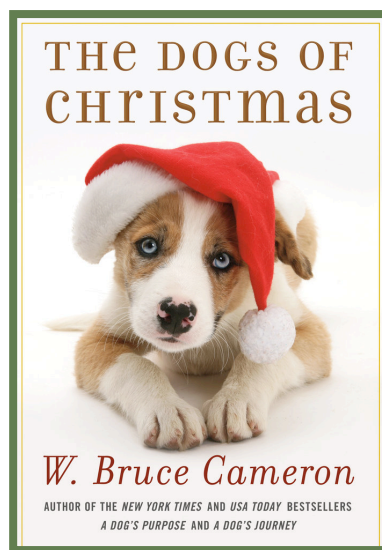
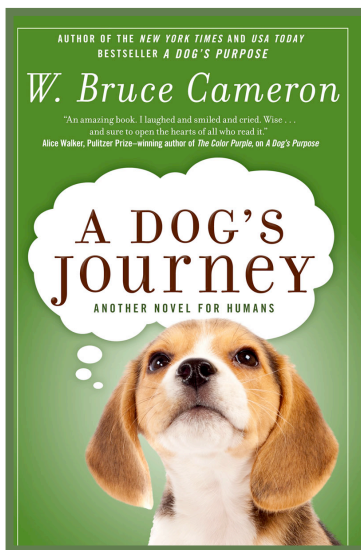
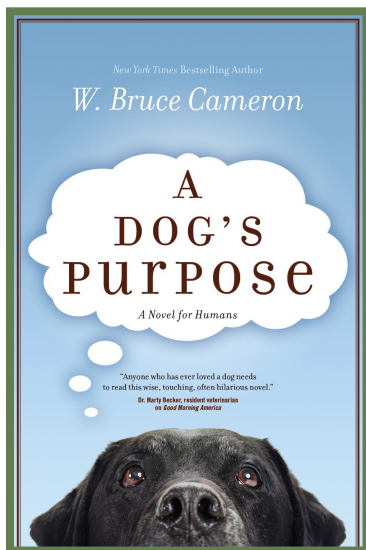
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For additional resources, check out these websites:

[www.vitalground.org](http://www.vitalground.org)

[www.cutestpetcontest.com](http://www.cutestpetcontest.com)

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