

A Teacher's Guide to TROLLEY DAYS

by
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THE NOVEL AT A GLANCE

SETTING: *Trolley Days* is an historical novel about life in an American industrial city in the early 20th century. Although most of the action occurs in Holyoke, Massachusetts, the story could have occurred in almost any American city a century ago.

HISTORICAL BACKGROUND: The nineteen-teens was a period of rapid economic and social change. Technological advances such as electricity, the automobile and telephone were revolutionizing life at home and in the workplace. Economic progress was aided by the arrival of immigrants willing to work for low wages under difficult conditions. Child labor laws were not always enforced. Worker unrest was increasing but union organizers were widely suspected of harboring anti-American sentiments. Women were struggling for the vote and for a greater role in society.

MAIN CHARACTERS: The central characters of *Trolley Days* are two teenage boys, Jack Bernard and Tom Wellington. Jack's family is French-Canadian, having recently immigrated from Québec. They live in a small farmhouse in Westfield. Tom's is one of the most prominent families in Holyoke; their home is among the finest houses in the city. Jack is serious and hard-working though shy, while Tom is outgoing and self-confident.

THEMES: Friendship, family, and growing up in a changing world are the main themes of *Trolley Days*. Jack and Tom become best friends despite their differences, a friendship that will soon be tested by disloyalty and tragedy. The Wellington family struggles with the loss of a child while the Bernards cope with the death of their mother. Anne and Jack try to come to Tom's aid when he is accused of a terrible crime. In the end both families are heartened by the dismissal of the case against Tom; Tom realizes he must confront his demons; and Anne and Jack look to the future.

TEACHING WITH *TROLLEY DAYS*

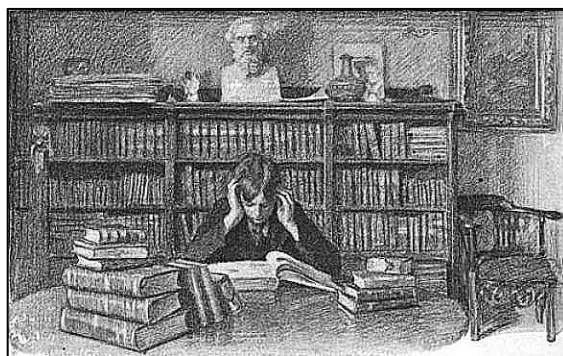
High school and upper middle school readers are easily engaged by the story of *Trolley Days*. It has something for every reader: mystery, drama, humor, romance. The book immerses us in the lives of four teenagers of a century ago, a tumultuous time in American history, but an era that has more in common with today's world than we might expect.

This guide is offered to aid teachers who wish to use *Trolley Days* as part of a language arts or social studies program.

Part I: Enrichment activities for individuals, small groups, and classes. Activities may be used before, during, or after the reading of *Trolley Days*. Subject areas include language arts, social studies, science, math, and technology.

Part II: Chapter-by-chapter synopsis of the story with questions for individual reflection or classroom discussion. Included are simple, factual questions about the events of each chapter as well as more probing inquiries into characters, situations, and motivations.

Part III: Additional resources, available either in print or on-line, for use by teachers and students.



PART I: ENRICHMENT ACTIVITIES

LANGUAGE ARTS

A. Characters

1. Choose one of the characters from *Trolley Days* listed below. Describe the character in enough detail so that someone who has not read the book can understand the character. Include physical appearance, personality traits, strengths and weaknesses.

Jack Bernard
 Father Lévesque
 Evelyne Bernard
 Charles Bernard
 Jeffrey O'Malley
 Dennis Donovan
 Tom Wellington
 Anne Wellington
 Carolyn Ford
 Helen Wellington

Clara
 Nina Calcagni (Carolyn's mother)
 Thomas Wellington, Sr.
 Pauline Foley
 Jim Trottiere
 Marie Bernard
 Claire Bernard
 Monique Fleury
 Chester Arthur Digsworth the Third (Digsy)
 Yvette Brousseau (Evelyne's sister)

2. Choose a character from the list and discuss how the character changed over the course of the story. Identify important influences on the character such as other characters or events.

3. Choose two characters from the list who were friends. Discuss their friendship. What made them good friends? What characteristics did they have in common? Were they different in other ways? Here are a few examples

Jack Bernard and Tom Wellington
 Anne Wellington and Carolyn Ford
 Jack Bernard and Pauline Foley

Tom Wellington and Monique Fleury
 Helen Wellington and Evelyne Bernard
 Jeffrey O'Malley and Dennis Donovan

4. Choose a character that was faced with an important decision. Explain the situation and the character's decision. Imagine what might have happened to the character or the story if the character had decided differently. Here are a few examples:

Jack's decision to drop out of school
 Mr. and Mrs. Wellington's decision to invite Jack to attend the Dorchester School
 Anne and Carolyn's decision to help Clara
 Jack's decision to go to Boston to see Tom
 Etta's decision to quit her job

5. Although Jack and Tom are best friends, their families are quite different. Compare and contrast the two families.

6. Religion and faith are important in the lives of some of the characters in *Trolley Days*. Discuss the role of religion and faith in the Bernard and Wellington families.

7. Both families have lost a family member. How do those tragedies affect each family and how do they cope with their grief?

8. In Chapter 4 Clara reveals something to Anne and Carolyn about her parents that may seem surprising or shocking. What was the revelation and why do you think they may have reacted in that way? How could they have handled the situation better?

B. Plot

1. Chapter 1 of *Trolley Days* takes place in 1916. In Chapter 2 the story flashes back to Jack's first day of school in 1904. From Chapter 2 on the story is told in chronological order, ending in 1916. Why do you think the author chose to begin the book at a point near the end of the story?
2. Conflict is an important part of many stories and occurs in different forms: physical fights, verbal disagreements, and misunderstandings between characters. What examples of conflict between characters are important in *Trolley Days*?
3. Every good story has a surprise or two for the reader. What surprises or unexpected turns of event can you recall from *Trolley Days*?
4. Writers often give hints or clues about the conclusion of a book earlier in the book, a literary device known as foreshadowing. What examples of foreshadowing can you recall from *Trolley Days*?
5. Sometimes an author will intentionally include details in a story meant to trick or deceive the reader. Can you recall any such devices in *Trolley Days*?

C. Language

1. Below is a list of words and expressions from *Trolley Days* that may not be familiar to readers today. Pick a term from the list that is new to you, define it, then explain how it was used in the book. One page number is provided for each.

- | | | |
|-----------------------|----------------------|--------------------------|
| Parlor (2) | Passed (57) | Valise (159) |
| Trolley (3) | Calliope (62) | Crockery (161) |
| Godspeed (4) | Breezer car (65) | Gurney (162) |
| Motorman (5) | Carding (77) | Sampler (163) |
| Rucksack (6) | Fulling (77) | Cornucopia (173) |
| Grammar school (10) | Doffer (78) | Brocade (174) |
| Haberdasher (12) | Bobbin (78) | Plume (174) |
| Milliner (12) | Shuttle (78)) | French braid (174) |
| Motorcar (12) | Impertinent (84) | Tortoiseshell comb (175) |
| Omnibus (12) | Electrification (87) | Canapés (177) |
| Cola (13) | Sugarhouse (89) | Sarsaparilla (187) |
| Knickerbockers (15) | Draft horses (90) | Victrola (191) |
| Needlepoint (15) | Subterfuge (101) | Pining (193) |
| Portico (20) | Bee's knees (103) | Lithograph (195) |
| Swell (30) | Smitten (132) | Chiffon (231) |
| Coverlet (33) | Glasshouse (134) | Mooning (246) |
| Angler (38) | Oxbow (135) | Conjure (250) |
| Keen (40) | Trestle (136) | Laundress (290) |
| College ice (51) | Parasol (138)) | Suffrage (307) |
| Malted (51) | Fast friends (141) | |
| Cherry phosphate (52) | Throttling (154) | |



2. Below are a few quotes from characters in *Trolley Days*. Suppose these characters were you and your friends today. Translate each quote into words your friends would understand.

- a. In Chapter 6, page 51, Tom says to Jack about Jerry's Soda Shop: *"It's bigger than Liggett's and they've got colas, malteds, college ice...and a jukebox."*
- b. In Chapter 13, page 103, Jack says to Anne: *"I'm gonna have to be heading home tomorrow. This has been the greatest vacation ever. You and Tom are the bee's knees."*
- c. In Chapter 16, page 132, Carolyn says: *"She met him through a mutual friend and was smitten with him."*
- d. At the end of Chapter 35, page 258, Jack says to Tom: *"You're still my friend, and friends stick together. Godspeed."*
- e. In Chapter 38, page 284, Jack says: *"You were right, Pauline. I don't know how you knew, but you were right. I was still pining over Anne."*
- f. In Chapter 41, page 307, Marie says to her sister: *"Why Claire Hélène Bernard. When will you learn not to be impertinent?"*

D. Reader's theatre

Working with 2 or 3 classmates, choose a scene from *Trolley Days* that you and your classmates enjoyed or found especially memorable. Assigns roles, write out dialogue, then rehearse and perform the scene in front of the rest of the class. Scenes that might work well include

- a. Chapter 4, pages 29 – 31, Carolyn and Anne first meeting with Clara at the Women's Home.
- b. Chapter 8, pages 63 - 64, Anne and Jack on the Ferris wheel.
- c. Chapter 18, pages 141 – 143, Helen Wellington and Evelyne Bernard having tea.
- d. Chapter 19, pages 152 – 154, Anne interrogating Jack about the "oxbow incident."
- e. Chapter 35, pages 254 – 258, Jack talking with Tom at the Charles Street Jail in Boston.

E. Writing fiction

If you enjoy reading historical novels such as *Trolley Days*, maybe you'd like to try writing historical fiction. Choose a time period in the past that interests you and that you know something about. Create two characters living in that time. Then imagine the characters discussing something about their lives or their community. Write just enough dialogue so that a reader will be interested in your characters. Then share your scene with a classmate and see how he or she reacts. Here are a few ideas:

- a. Imagine a teenage boy and girl in Lexington, Massachusetts, in 1776. The boy is trying to decide if he should join the town's men in fighting off the advance of British soldiers. (Sound interesting? You might enjoy reading the novel *April Morning* by Howard Fast).
- b. Imagine a brother and sister in Virginia in the 1870s whose parents announce that the family is going west by wagon to start a new life on the Great Plains.

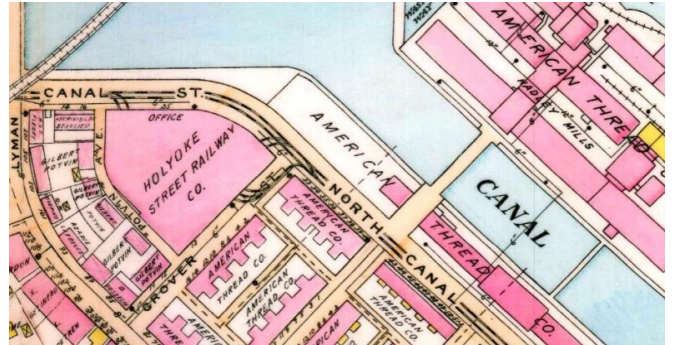
SOCIAL STUDIES**A. History**

- 1. CHILD LABOR LAWS:** In *Trolley Days* Jack Bernard drops out of school in grade eight to work at Wellington Textiles. At one time children could go to work at age ten or even younger, sometimes working difficult and dangerous jobs. Today we have laws that restrict children from working at such jobs. Research the history of child labor laws in the United States. List the major laws that were enacted, the dates of those laws, and the restrictions they imposed for child safety. Find some old photographs such as those of Lewis Hine that document child labor practices in that era (early 1900s) or earlier.
- 2. WOMEN'S SUFFRAGE:** At the time of *Trolley Days* women were not allowed to vote. Research the history of women's suffrage in the United States. Name some of the leaders of the women's suffrage movement and describe their roles in the suffrage movement. Create a time line showing the major events in the history of women's suffrage in the U.S.
- 3. TROLLEYS AND THE AUTOMOBILE:** A century ago the trolley was the most important mode of transportation in many American cities and towns. Research the history of trolleys in the U.S. When did trolleys first appear? Why were they so successful? When and why did many cease operation? Name some American cities where trolleys operate today.
- 4. WORKER RIGHTS AND UNIONS:** Workers at Wellington Textiles were careful not to discuss unions or engage in any union-related activity while working for fear of being dismissed. What laws were eventually enacted that protected workers' rights?
- 5. THE SETTLEMENT MOVEMENT:** The Holyoke Women's Home is an example of what were known as "settlement houses" in American cities of that era. Research the subject of settlement houses. What was their role in cities of that time? Who were some leaders of the settlement movement? Do we have organizations of that type in our cities today?
- 6. THE TEXTILE INDUSTRY:** The American textile industry underwent great changes between 1800 and 1915. Research the process of making cotton or woolen clothing before and after that revolution in manufacturing occurred.
- 7. THE TEMPERANCE MOVEMENT:** The temperance movement was a very important social movement of the early twentieth century in the U.S. Research the movement. What was it about? What was "prohibition" and when did it become law?
- 8. ALCOHOLISM:** Attitudes toward alcoholism began to change in the U.S. in the early 20th century. Research the history of alcoholism, how public attitudes toward people with drinking problems changed and how treatments for alcoholism changed.
- 9. IMMIGRATION:** Much of the success of the American textile industry a century ago was due to the availability of workers who had only recently immigrated to the U.S. Find out what countries or regions most immigrants to the U.S. came from between 1850 and 1915, what opportunities they had, and what challenges they faced.
- 10. FRENCH-CANADIAN IMMIGRATION:** French-speaking Canadians came to cities of the northeastern United States in large numbers in the late 19th century. Research this phenomenon and explain why it occurred, what attracted French-Canadians to the U.S. at that time, and what problems or challenges they faced in their new home.
- 11. ELECTRIFICATION:** The introduction of electricity in homes changed the lives of all Americans. Find out when this occurred in your hometown and what effects it had on everyday life in American homes.
- 12. PLUMBING:** Today nearly every home has indoor plumbing with hot and cold running water. But that wasn't true a century ago. Find out about plumbing in (and *outside* of) American homes a century ago.
- 13. GROWING UP:** What was it like growing up in the era of *Trolley Days*? What are some important differences between life for teenagers then and today? What are some similarities?

B. Geography

1. The streets of downtown Holyoke have changed very little in a century. Find a current street map of Holyoke and print it out, then mark each of the following locations:

- The Wellingtons' house (corner of Cabot and Beech Streets)
- The Women's Home (Maple Street near Suffolk Street)
- Jerry's Soda Shoppe (corner of Hampden and High Streets)
- Wellington Textile mill (Race Street on the Second Level Canal)
- Forestdale Grammar School (corner of Sargeant and Locust Streets)
- Holyoke High School (Hampshire Street between Pine and Beech Streets)
- Mountain Park (off Northampton St. about 2.5 miles N of Holyoke Center)
- The streetcar line from Holyoke to Westfield (from High Street to Sargeant Street to Northampton Street to Cherry Street)
- Holyoke City Hall (High Street between Dwight and Appleton)



2. On a larger map of modern day western Massachusetts try to locate the following:

- Holyoke
- Downtown Westfield
- Mount Holyoke College in South Hadley
- The Connecticut River Oxbow between Holyoke and Northampton
- Hampton Ponds on the Holyoke/Westfield border
- The route of the Holyoke-Westfield trolley line (High St. to Sargeant St. to Northampton St. to Cherry St., then southwest to Westfield)
- Downtown Springfield
- Poet's Seat in Greenfield

3. Locate a map of your hometown a century ago. If there were streetcars in your town, try to find out where the lines ran. How had your city or town changed in the last 100 years?

MATH, SCIENCE, TECHNOLOGY

1. The average speed of a streetcar was about 20 miles per hour. At that rate how long was Jack's ride from his home in Westfield to the Forestdale Grammar School in Holyoke, a distance of about 8 miles?
2. Jack's first job at Wellington Textiles paid 35 cents per hour. He usually worked 10 hours a day, five days a week. How much did he earn in a week?
3. One of Jack's awards at graduation was for outstanding work in chemistry. What role did Jack's knowledge of chemistry play in solving the mystery of the warehouse fire and freeing Tom?
4. Wellington Textiles was located on the "second level canal" in Holyoke. Much of Holyoke's canal system is still intact today. Find out about Holyoke's canal system, draw it or print a map of it, and explain what made it truly revolutionary for its time.
5. How did a textile mill like Wellington Textiles use water power? Learn about harnessing water power for industry, past and present. Find a good illustration that shows a water-powered mill or factory and explain in your own words how it works.
6. How did an electric streetcar or trolley work? Find out how and where the electricity was generated, how it was delivered to each car on a line, and how a trolley car was operated.
7. The cable car that carried Jack, Tom, Carolyn, and Anne to the summit of Mt. Tom in Chapter 8 was quite different from the trolleys they rode on the streets of Holyoke and Westfield. Find out how a streetcar and a cable car differ.

PART II: CHAPTER-BY-CHAPTER SYNOPSIS

with questions for discussion and reflection

Chapter 1: Two Storms (November 1916)

A blizzard is approaching on a November afternoon as 18-year-old Jack Bernard boards a trolley. He is on his way to Boston on a mission to help a friend. As the train pulls away, he is remembering the events of his life that led to this moment.

What do we learn about Jack Bernard's personality in this chapter?

Why is Jack traveling to Boston in the midst of a blizzard?

What considerations might have discouraged Jack from making the trip to Boston on that November day?

Chapter 2: Lessons Learned (1904 - 1911)

Jack recalls his years in a parochial school in Westfield. In grade eight his parents send him to a public school in Holyoke where he meets Tom Wellington. The two quickly become best friends. On a fishing outing Jack realizes that he and Tom are from very different worlds. A few weeks later Tom invites Jack along as he escorts his sister, Anne, and her friend, Carolyn, to music lessons in downtown Holyoke. On their way home the girls are robbed by young boys, but Jack comes to their rescue.

How do Jack and Tom first meet?

What does Jack learn about Tom's family while fishing one Saturday?

What weakness in her brother's character does Anne reveal to Jack?

Chapter 3: The Gift (December 1911)

Jack is invited to spend a few days with Tom and his family after Christmas. Jack learns about the death of Tom's older brother, Matthew, and how much it has affected Tom. The next day, as Jack prepares to depart, he is stunned when presented with a gift from the family, a silver watch on a fob engraved with his name.

What two things does Jack observe in the Wellington home that perplex him?

How is Jack and Tom's friendship made stronger as a result of Jack's visit?

Describe Jack's reaction to the gift he receives from the Wellingtons.

Chapter 4: Clara (January 1912)

Jack, Tom, Anne, and Carolyn volunteer at a community meal at the Women's Home. Anne and Carolyn meet Clara, a 16-year-old resident, who is single and pregnant. They are shocked to learn that the girl has no husband or family to support her and they determine to help her.

What was the mission of the Holyoke Women's Home?

Why might a wealthy woman like Mrs. Wellington be involved in it?

What three revelations by Clara shock Anne and Carolyn?

Chapter 5: Two Worlds (February 1912)

Jack and his father invite Tom to join them for a day of ice-fishing on Hampton Ponds. The trolley shuts down due to a snowstorm and Tom must spend the night with Jack's family in their little farmhouse. He meets Jack's mother and sisters. A few weeks later a small gathering is held at the Holyoke Women's Home in honor of Clara. She is presented with many gifts, mostly made by Anne and Carolyn, and the cradle that Jack has refurbished.

What were the two worlds?

What analogy does Jack make between life under the ice and their lives?

How does Jack feel about having Tom visit his family's home?

Chapter 6: The Fairer Sex (April 1912)

Jack and Tom attend dance classes at the YMCA. Tom quickly becomes a favorite dance partner while Jack is shy and ill at ease. A few weeks later the pair go to a soda shop in downtown Holyoke, a visit planned by Tom so that he can ask a waitress for a date. Later Tom lectures Jack on the fairer sex, telling him that he is almost 14 and there is much he needs to know. Jack deflects Tom's warning, but on his way home he begins to think, "Maybe Tommy is right."

What made Miss Magwood's teaching method effective with young people?

What was Tom's real reason for wanting to go to Jerry's Soda Shoppe?



Chapter 7: Complications (Spring 1912)

Helen Wellington must tell Anne the news that, due to “complications,” Clara has died in childbirth.

Why do you think both Anne and her mother were shocked and saddened to learn of Clara's death?

Chapter 8: Changes (Summer 1912)

On a motorcar excursion and picnic at Mountain Park, Jack realizes how pretty Anne is and senses that she likes him. On the last day of Jack's visit he, Tom, Anne, and Carolyn go to the carnival. The others conspire to get Jack and Anne seated together on the Ferris wheel. With a little prompting Jack admits that he is attracted to Anne. Later that summer the Bernards invite Tom to visit for several days. On a sweltering August day the boys go for a swim. Jack encourages Tom to swing on a rope high above the river. Before Tom leaves he tells Jack that his parents are sending him to a private preparatory school in Greenfield. Jack is disappointed and hurt.

What impression do you get about Mr. Wellington?

What trick do Tom, Anne, and Carolyn play on Jack at the carnival?

What does Tom say about Jack to Evelyne when they return from swimming?

How does Jack react to the news that Tom will be going to boarding school?

Chapter 9: Childhood's End (September 1912)

Charles Bernard is laid off at the mill and unable to find other work. Jack announces he is dropping out of school to go to work and help the family, a decision which his parents accept reluctantly. Tom shows up to meet Jack after school one day and the two are soon laughing and talking as usual. Jack tells Tom about his decision to quit school and go to work. Tom helps him get a job at the Wellington mill. Anne has invited Jack to an affair at the country club. Jack is reluctant, finally admitting he is not a good dancer. Anne reassures him, explaining that she isn't a very good dancer either and they will have to teach each other.

Why does Jack decide to drop out of school?

How do his parents react to Jack's decision?

Why is this turn of events painful for Jack's parents?

Chapter 10: The Mill (December 1912)

Jack is working in the sorting house at the mill where bales of wool arrive by train. Jack, Jim Trottière, and Leo Lacroix talk about their lives and plans for the future.

Describe Wellington Textiles and how mills like it were considered revolutionary.

Describe Jack's job at Wellington Textiles..

Beside their job, what else do Jack, Jim, and Leo have in common?

Chapter 11: Impertinence (December 1912)

Jack and Tom plan an ice-fishing trip while Anne spends the day with Jack's sisters and mother doing needlework. Marie is quiet and soft-spoken, but young Claire gets right to the point, asking Anne about her relationship with Jack.

How do Anne, Marie, and Claire occupy themselves while the boys are fishing?

How are Marie and Claire different in personality?

Marie tells her sister not to be “impertinent.” What does she mean?

Chapter 12: New Beginnings (Spring 1913)

The Bernards' home is wired for electricity and the family and their French-Canadian neighbors celebrate the maple sugaring season. In June a gathering at the Holyoke Women's Home announces a new facility for single mothers, Clara's House.

Why do Jack's parents, neighbors, and friends celebrate St. Joseph's Day?

Why is it an especially emotional occasion for some of the adults?

What special meaning does the event at the Women's Home have for Carolyn's mother?

Chapter 13: One Summer (Summer 1913)

On an overnight the boys pull pranks on a golf course. Carolyn is invited for croquet and badminton at the Wellingtons' but is reluctant because Tom has treated her badly. Anne intervenes and smoothes things over. Anne announces she will attend prep school with her brother. Tom and Anne visit the Bernards to say their last goodbyes before departing for school.

What insight do we get from Tom's behavior toward Carolyn that summer?

How does Jack react to the news that Anne will be going away to school?

Chapter 14: Monique (September 1913)

Jack returns to school that fall with a young tutor, Monique Fleury. Jack visits Tom and Anne. Anne is upset to learn about Jack's tutor. That evening they go for a drive with Tom, his roommate, and their dates. Tom and the roommate are drinking. Anne admits that Tom has been drinking a lot at school. She is worried and asks Jack to talk with Tom. Jack tries but Tom resents his efforts.

*What do we learn about Tom from the events at the Dorchester School?
What does Anne ask Jack to do and how does that turn out?*

Chapter 15: Hurting (November 1913)

Jack seems dispirited on Thanksgiving and his mother talks to him. Jack admits that he and Tom have had a falling out. Evelyne urges him to go to visit his friends. Anne reassures Jack that their relationship has not been damaged, but admits she is worried about Tom who has stayed in Greenfield over the holiday. Just then Mrs. Wellington receives a telephone call that there has been an automobile accident involving Tom and Digsy. The family rushes to the hospital in Northampton. Tom has a broken leg as well as many scrapes and bruises. He and Jack make up.

*What is Evelyne Bernard's special talent in dealing with her children?
Why is Tom surprised when the entire Bernard family appears at the hospital?*

Chapter 16: Healing (Winter 1914)

Tom is home and healing when Jack and his sisters visit. Tom returns to school as a five-day boarder. Anne and Carolyn volunteer at the Holyoke Women's Home. Carolyn shares with Anne a secret about herself and her mother, that her father abandoned her mother before Carolyn was born. Anne tells Jack about how much she enjoys working at the Women's Home. She hints that she might like to go to work there after graduation.

*What surprising revelation does Carolyn make to Anne?
Why is Anne now more impressed than ever with Carolyn's mother?
What does Anne tell Jack about her possible career plans?*

Chapter 17: The Oxbow Incident (Summer 1914)

Jack and Tom set out with Bill and Pete for a day of fishing at the Connecticut River oxbow. Pete challenges his friends to do the "white swan dive." All four are standing naked on the trestle, about to take the dive, when a canoe appears with a man, a woman, and two girls. As the boys dive into the water, the canoe glides past. One of the girls is revealed to be Monique Fleury. Back home the boys try to keep the rest of the Wellingtons from learning of their embarrassing escapade.

*What "old Indian ritual" does Pete challenge the others into performing?
What unexpected event occurs that embarrasses Jack in particular?*

Chapter 18: A Proposal (August 1914)

Helen Wellington visits with Evelyne Bernard and surprises her by proposing that Jack attend Dorchester School with Tom. Evelyne and Charles decide to leave this decision to Jack. Jack eventually decides against the plan, fearing that the Wellingtons expect him to "fix" Tom.

*Describe the relationship between Helen Wellington and Evelyne Bernard.
What are some differences and similarities between the two women?
What proposal does Helen Wellington make to Evelyne?
What decision does Jack make and what are some of his reasons?*

Chapter 19: Reckoning (October 1914)

Jack joins the high school track team. Monique Fleury shows up at a meet to cheer him on. A week later she is congratulating Jack and kissing him on the cheek just as Anne and Tom arrive. Anne is upset and runs off. The next day Jack visits the Wellingtons. Tom tells Jack that he has helped him by explaining "everything" about Monique to Anne. This worries Jack who tries to make amends with Anne. Not knowing how much Tom has told her, Jack tells her a little bit about the "Oxbow incident." Anne senses there is more to the story and eventually tricks Jack into telling all, much to his embarrassment.

*Why is the mile run a good track event for Jack to choose?
What do we learn about Anne from the way she gets information out of Jack?*

Chapter 20: Waiting (February 1915)

Evelyne Bernard is taken ill and is admitted to the hospital with influenza. Eventually she recovers and returns home, still weak and unable to do much housework. Anne offers to help for a few days during her March vacation. The Bernards accept this offer and Anne proves to be very helpful with cooking, housework, and with the two girls.

*Why is Charles Bernard hesitant to accept Anne's help?
How is Anne adept at handling her position at the Bernards' home?*

Chapter 21: Parting (March 1915)

Evelyne is again taken ill, this time with pneumonia. She speaks to Jack and gives him an emerald ring that was her grandmother's, telling him to give it to someone special one day. The next morning she dies. Her sister comes to stay with the Bernards for a few days. The Wellington family attends the funeral mass but when everyone gathers for the burial, Jack is absent. When she gets to the Bernard home, Anne finds Jack alone. She senses he is trying to be stoical and tells him that he doesn't have to be strong. Eventually he breaks down and cries in her arms. They return to the cemetery where Jack says goodbye to his mother. Charles asks Anne to stay a few days.

*How does Anne help Jack to cope with his grief?
What experience has she had that helps her talk to Jack?*

Chapter 22: Celebration (June 1915)

As the Wellington household prepares for Helen and Thomas's 25th wedding anniversary, Jack visits and is amazed at the preparations taking place. Anne tells him that he shouldn't feel he must attend if he isn't up to it. At the celebration Jack is stunned at how beautiful Anne looks. The couple share an embrace on the lawn in the dark and Jack asks Anne to be his girl-friend. Tom appears and introduces his date, Monique Fleury. The next morning Mrs. Wellington interrogates Tom, Anne, and Jack about their whereabouts during the party

*How is Anne treating Jack since his mother's death?
Why does Anne tell Jack that he doesn't have to attend the celebration?
What is Jack reminded of when he witnesses Mrs. Wellington's interrogation ?*

Chapter 23: Surveillance (July 1915)

That summer Anne and Jack realize that they are under surveillance by Anne's parents and the household staff. They agree that they must be very discreet and for the rest of the summer they put on a show of being "just friends." They go to Mountain Park and ride the cable car to the summit once again. There they recollect their first trip and Jack tells Anne that he has been in love with her ever since that day. Anne announces that she is going away to school in Argentina for a year. Jack gives her his mother's emerald ring. "I will come back, Jack, and we will be together again," promises Anne.

*Why do Anne and Jack suspect that her parents are watching them closely?
What plans do Anne and Jack make because of the surveillance?*

Chapter 24: "David" (August 1915)

At her going away party, Anne tells Jack the real reason for her father's trip to Argentina, that her parents need some time apart. This troubles Jack. Anne also tells him she doesn't want him to be sitting at home for the next ten months, that she wants him to "socialize." She returns the ring, but says the time apart will be a test of their love.

*What are Anne's reasons for her trip to Argentina with her father?
How does Jack react to this?*

Chapter 25: Socializing (October 1915)

Monique Fleury, now at Mount Holyoke College, shows up at one of his track meets. She congratulates him and asks him to come to watch her play tennis. Jack appears at one of Monique's matches. She invites Jack to a social at her dormitory the following weekend. He tries to say no but Monique persists, telling him that she and Tom are no longer seeing each other. Jack finally agrees to the invitation. When Jack attends the social he is feeling guilty and out of place. Monique is very forward and tries to kiss him. Jack departs abruptly. The next day he writes a long letter to Anne.

*What conflict is Jack feeling now that Anne is gone?
Why does he finally accept Monique's invitation?
Why does Jack refuse Monique's advances at the social?*

Chapter 26: Revolting (November 1915)

Jack and a friend talk openly about a possible labor action at the mill. Charles overhears and tells Jack that he is worried about losing his job if anyone suspects him of union activity. Jack promises not to talk about it in public again. Charles tells Jack he wants him to go to college.

Why is Charles nervous about Jack's conversation about a strike?

Why is Charles determined that Jack should go to college?

Why does this surprise Jack?

Chapter 27: Fracturing (December 1915)

Just before Christmas Jack receives a letter from Anne in which she abruptly breaks off with him, saying that she has given her heart to a young man at her school in Buenos Aires. Jack is shocked and upset by the tone of the letter. He confides in Marie who urges him to write to Anne, that maybe there has been a misunderstanding. Jack decides not to write and is determined to be done with Anne.

What clues lead Marie to suspect trouble between Jack and Anne?

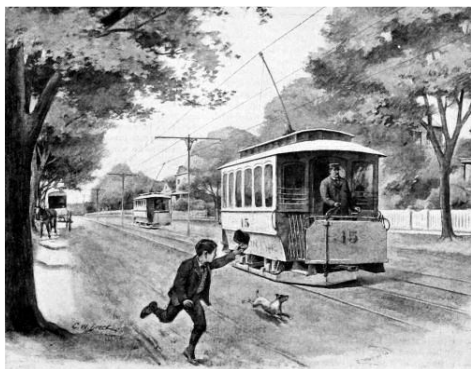
Why does Jack decide not to write back to Anne?

Chapter 28: Being Earnest (February 1916)

Pauline Foley begs Jack to join the senior class play. Jack is reluctant, but when Pauline suggests that Anne is the reason for his reluctance, he agrees. The pair work well together. After the last performance, Jack thanks Pauline and promises to repay her. Unrest in the Wellington mill leads to clashes between workers and the police.

What reasons does Pauline suggest for Jack's refusal to be in the class play?

What causes Jack to finally agree to take the part?

**Chapter 29: Remembering (March 1916)**

On the anniversary of Evelyne's death, the Bernard family attends mass. Afterwards Mrs. Wellington appears with flowers for the family. Tom is in the car and asks to speak to Jack. He says he was not sure Jack would want to see him. Jack doesn't understand why Tom would think so. He tells Tom that he still considers him his best friend. Tom says he can't be Jack's friend any more, that he doesn't deserve to be. Jack asks Tom if the two of them can go fishing together again, but Tom just shakes his head.

What about Tom's behavior perplexes Jack?

Why do you think Tom doesn't want to be Jack's friend any longer?

Chapter 30: Perils (May 1916)

After some prodding, Jack asks Pauline to the Senior Formal. Pauline tells Jack that she has been accepted at Wellesley for the next year and Jack congratulates her. The next morning Marie tells him that she has heard from a friend that Anne Wellington and her father have just returned from Buenos Aires and that Mr. Wellington is seriously ill.

How would you describe the relationship between Jack and Pauline?

Why does Jack finally thank Marie?

Chapter 31: Commencing (June 1916)

At commencement Pauline Foley is salutatorian and Jack receives several awards. Mrs. Wellington and Anne attend. Anne presents Jack with a bouquet and a note. Jack tells Anne of his plans to attend college. At home Jack reads the note in which Anne asks him to visit her. Jack works in the sorting house that summer and hears of an increasingly tense labor situation from his friend, Jim Trottière. One Saturday in July, Jack receives a telephone call from Anne asking him to come and talk with her. Jack declines. Claire overhears their conversation and through her tears tells Jack "She was my friend, too, you know."

Why does Jack refuse to talk to Anne?

Why is there unrest among workers in the mills?

What effect do you think Claire's words have on Jack?

Chapter 32: Recreating (June 1916)

Jack and Pauline go to Mountain Park one afternoon in late July, play mini-golf, and ride the merry-go-round. The following Friday evening they go again, the last time they will see each other before Pauline goes off to Maine and then to college. They run into Tom and Monique at the park. Monique's brother appears looking worried and the three leave in a hurry. Later, as Jack and Pauline are saying goodbye on Pauline's porch, she says she thinks Jack should try to patch things up with Anne, that it's obvious that she still means a lot to him. Jack denies this and they say their goodbyes. As Jack is riding the trolley home he hears sirens and sees the glow in the sky over Holyoke indicating a large fire is under way.

Describe the relationship between Jack and Pauline.

What advice does Pauline offer Jack before they say goodbye?

How does Jack react to that advice?

Chapter 33: Burning (July 1916)

The next morning Charles tells Jack that there was a fire in a warehouse in Holyoke the previous evening during a meeting of mill workers. One of the workers was killed.

What is ominous about the fire in Holyoke that causes Charles to be so worried?

**Chapter 34: Never Forgetting (October 1916)**

Jack returns to work full-time in the mill that fall. One Saturday he decides to go fishing alone at Hampton Ponds. Lately he has been worrying that his memory of his mother is fading, but as he fishes her face seems to appear in the reflection of autumn leaves in the water and her voice seems to be telling him to reconcile with Anne.

Why does Jack not wish to have Claire go with him to Hampton Ponds?

What does Jack imagine his mother is saying to him while he is fishing?

Chapter 35: Reunion (November 1916)

Jack's train arrives in Boston. Jack meets with Tom who tells him to go away, that he doesn't deserve Jack's help. Jack nearly gives up, but finally asks Tom to explain. Tom admits responsibility for Anne's letter that ended their relationship. He tells Jack that Monique lied about her and Jack and when he heard this he got drunk and wrote to Anne, exaggerating what Monique had said just to get even with Jack. Tom tells Jack that the one thing he would like him to do is set things straight with Anne. Jack agrees, but asks Tom to tell him why he is in jail. Jack is stunned to learn that Tom has been charged with arson for setting the fire at the warehouse in July and with murder for the death of the worker. Jack says that it's not possible, that he saw Tom that evening at Mountain Park. Tom tells Jack that he left the park and went to the warehouse to warn Monique's father that the police were about to raid the meeting. He tells Jack that as he was leaving the building he tripped over a gasoline can on the loading dock. He explains how gas spilled on his clothing and all over the floor and that he feels responsible for the fire.

Why does Tom believe he doesn't deserve Jack's help?

What are the charges against Tom?

Why does Tom believe that he may have caused the warehouse fire?

Chapter 36: Setting Things Right (November 1916)

Jack returns to Holyoke and visits with Anne. The couple finally are reconciled, and decide they must help Tom.

What does Anne feel is their biggest challenge in helping Tom?

Chapter 37: Clothes Make the Man (November 1916)

Anne learns that a witness has told the police Tom was seen around the warehouse just before the fire. Tom's attorney requests that Tom be moved to a Springfield jail and tried in a local courtroom. Jack learns that the witness is a policeman named Donovan. The fire marshal's report states that the fire was set when two gasoline bombs were thrown into the warehouse. Jack is perplexed by the three months' delay in arresting Tom after the fire. Anne learns that the police have a shirt they claim belongs to Tom that was found near the warehouse with gasoline on it. Mrs. Wellington doubts Tom would have worn that shirt to Mountain Park. Anne and Jack go to police headquarters to examine the fire marshal's report. The request for Tom to move to Springfield is granted.

*What piece of evidence seems to suggest that Tom started the warehouse fire?
What reasons do Anne and Tom have to doubt that evidence?*

Chapter 38: Change of Scenery (November 1916)

Anne and her mother visit Tom, but Anne is worried that he doesn't want to fight the charges against him. She reveals to Jack that she saw Tom coming home after the fire wearing overalls. She goes to see Tom alone to ask about this. Tom explains that he spilled gasoline on his trousers, then removed them in the garage, put on overalls, and stashed the trousers. Anne is worried that the trousers will give the police more evidence. That night Jack visits the Wellingtons' house after dark, finds the trousers, and notices that they smell of a volatile liquid, but only when he gets home does he realize that the odor is kerosene, not gasoline. Jack realizes that the gasoline can Tom knocked over was not the cause of the fire. The next day Jack visits Pauline Foley who is home from college. He tells her about Tom's situation, mentioning the shirt that the police have as evidence. Pauline seems momentarily perplexed. That evening Jack returns to the Wellingtons' garage and retrieves a sample of Tom's trousers and brings it to Mr. Donahue, his chemistry teacher, who has agreed to help him do some tests that confirm that the fluid is kerosene, not gasoline.

*What did Anne see on the night of the fire and why is she worried about it?
Why is the fact that the liquid on Tom's trousers is kerosene and not gasoline important to his defense?*

Chapter 39: Volatility (November 1916)

Despite the evidence about the kerosene, Tom feels he must plead guilty to manslaughter, a lesser charge that would bring a shorter sentence. Jack receives a telephone call from Pauline telling him that she recalls Tom wearing a collarless shirt with an "H" for Harvard that evening at Mountain Park. The next morning Etta, the Wellingtons' laundress, reveals to Anne that she stole one of Tom's shirts the previous summer. She refuses to say who put her up to this, but Anne and Mildred, the cook, conclude that Bridget Feeney, a waitress for the family, was responsible for Etta's action. Mildred tells Anne that Bridget has left her job because she is soon to be married to Jeffrey O'Malley, now a Holyoke police patrolman. They talk to Mrs. Wellington who summons the attorney. He suggests that the prosecutor might be persuaded to drop the charges against Tom, but warns them that the DA's office is tied closely to the police department and may not be willing to let the responsibility for the fire and the death be pinned on two policemen. Anne talks to her father. A few hours later Anne and Jack approach Dennis Donovan as he is walking his beat. Donovan admits that he and O'Malley threw the gasoline bombs. The chief of police, who had been contacted by Mr. Wellington, arrives at that moment and Donovan is arrested.

*Why did Etta steal Tom's shirt?
When they learn that Bridget Feeney got Etta to steal the shirt, what do they conclude?
What skill does Anne have that is apparent in her talks with Etta and Dennis Donovan?*

Chapter 40: Pleading (November 1916)

The judge is asking Tom how he pleads just as Anne, Jack, and the Holyoke police chief enter the courtroom. After the chief talks to the prosecutor, the judge calls for a short recess. During the recess Mr. Wellington enters the courtroom in a wheelchair. When the court reconvenes, all charges against Tom are dropped.

*Why are the charges against Tom dropped?
What does Tom ask Jack to do?*

Chapter 41: Star-gazing (November 1916)

Much celebrating takes place back at the Wellingtons' house when the family returns. Tom thanks Jack for believing in him when he had lost faith in himself. Tom admits that he has a drinking problem and needs help. Mr. Wellington thanks Jack, but Jack tells them that it was Anne's clever questioning that really turned things around. Jack tells Anne that he has been accepted to engineering school for the following year. Then he tells Anne about his dreams of being an engineer and designing looms that will make life easier for the workers in the mills. Anne says "You have a lot of dreams, Jack Bernard...I like a man with dreams." Jack returns home to celebrate Thanksgiving with his family. After dinner Claire asks Jack if he and Anne will be getting

married. Marie scolds her sister, but both seem to be waiting for Jack's response. Jack returns to the Wellingtons' house. Anne and Tom have been to the cemetery together to visit Matthew's grave and to talk. Tom tells her that there is something about Jack's family and their faith that seems to help them, "Something we don't have, something maybe we need." Jack tells Anne that she is in every one of the dreams he told her about and he hopes that's okay. She replies, "...there's nowhere on earth I would rather be."

What does Jack mean when he says that both his sisters are impertinent but in different ways?

What are Jack Bernard's dreams?

What is Tom's challenge?

PART III: ADDITIONAL RESOURCES

Non-fiction: Some references for teachers or students wishing to learn more about early 20th century America.

A New Order of Things: How the Textile Industry Transformed New England. (Paul E. Rivard, University Press of New England, 2002)

Charlottesville Woolen Mills: Working Life, Wartime, and the Walkout of 1918. (Andrew H. Myers) [www.historicwoolenmills.org].

French-Canadian Heritage in New England. (Gerard J. Brault, University Press of New England, 1986)

Lowell : the Story of an Industrial City. (Thomas Dublin, National Park Service, 1992)

Historical Fiction: Novels depicting life in the 19th and early 20th centuries.

A Northern Light by Jennifer Donnelly (Graphia Books, 2004). A teenage girl solves a mystery and learns about life and love during a summer working at a resort in the Adirondacks in the 1900s.

Adventures of Tom Sawyer by Mark Twain (1876). Humor, satire, and drama in the life of a 12-year-old growing up along the Mississippi River in the 19th century.

Anne of Green Gables by Lucy Maud Montgomery (1908). The hilarious and touching adventures of a young girl adopted by an elderly couple on a farm on Prince Edward Island, Canada, in the early 20th century.

Call the Darkness Light by Nancy Zaroulis (Doubleday and Company, 1979). A frank, sometimes dark view of a young woman's life in Lowell, Massachusetts, in the 1840s and 1850s. An engrossing story for high school students and adults.

Lyddie by Katherine Paterson (Lodestar Books, 1991). An endearing, uplifting story of a young Vermont farm girl who travels to Lowell, Massachusetts, in the 1840s to find work in a cotton mill. Well suited to middle school readers.

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