

Using
Tunnels of Terror
in the classroom

In this sequel to *Tunnels of Time*, Andrea returns to Moose Jaw with her brother Tony for a visit, only to find their grandparents missing. Tony discovers Andrea's previous adventure in Moose Jaw's past, and decides to have one of his own. When Andrea pursues Tony, in desperate need to get his medication to him on time, she encounters more intrigue from Moose Jaw's past.

Since this book is a sequel, many of the questions and activities presented for "Using *Tunnels of Time* in the classroom" could be used for *Tunnels of Terror* as well.

- Talk about health issues. What would it have been like to live in the 1920s with a health problem? Discuss why living in the 1920s might be dangerous to a person's health, especially if they had a health concern.
- Take the role of a doctor. Research a health issue or topic then write a letter to a patient in the 1920s explaining what you know about his/her condition and how it can be controlled and/or cured and his/her chances for a long, happy life. Do the same for a patient in the present.
- Corruption is a huge problem in this book. Have the class discuss their views and tell whether or not they think it is a big a problem in society today. How does this hurt our society? Where do they get any information that makes them think it is a big problem?
- Andrea is afraid for Tony. Have the class tell how they would feel if the were responsible for someone else in this kind of situation.
- Vance makes several comments about women that seem to offend Adnrea. Discuss whether or not the class thinks attitudes toward women have changed for the better between the 1920s and now.
- Rosie is having a difficult time in her town because she is a single parent. What are students' views on this situation? Have things changed for the better? How? How might they be the same?
- Using the novel as a guide, students can depict the tunnels as they see them. They should be sure to include adequate details, a legend, and labels on the map so that it can be easily interpreted.
- Have students think about the parts of the novel where Andrea is thinking about being a good friend. What makes a good friend? Have them explain their reasoning. How are Andrea's thoughts on friendship different or similar to the class's ideas? Have them list ten characteristics of a good friend.
- Have students pick a place in the novel in which Andrea must make a difficult decision, describe the part and tell how they would have done it differently. Who does Andrea think about when she has difficult decisions to make? Have the class tell about a difficult decision that they had to make, explain how they came to their decision and whether or not they think they made the right choice. They could describe any consequences that might have followed. Who did they talk to or think about to help make their decision?

