



## **Swiped**

Michele Martin Bossley

Reading level: 3.0

978-1-55143-646-3 PB

978-1-55143-652-4 LIB

AR Quiz # 110022

### **Book Summary**

Would-be detectives Trevor, Nick and Robyn are hot on the trail of a sandwich thief when they learn that more than food has been going missing at school. A valuable hockey book has been stolen from the library and the kids worry that the librarian might lose her job if it isn't found. Who would steal a hockey book? Could it be Robyn's arch-nemesis and hockey enthusiast Cray? Or could it be Ms. Thorson, the Oilers' fan teacher? The kids are determined to solve these mysteries, even though their sleuthing efforts land them in trouble at every turn.

### **Author Biography**

Like her character, Trevor, **Michele Martin Bossley** loved reading mystery novels as a child. She still has her collection of books in the Trixie Beldon series. Michele is an award-winning author and has written numerous books for young adults, including *Jumper* and *Kicker* in the Orca Sports series, as well as *Bio-pirate*, *Cracked* and *Fraud Squad* in the Orca Currents series. Michele lives in Calgary, Alberta.

## Connecting to the Text

### *Plot*

Ask students to work in small groups to brainstorm the succession of events in *Swiped* and summarize them using the model of a timeline. Provide poster board and invite students to draw pictures along the timeline. Ask each group to present their timeline to the class and discuss how each event affects what happens next.

### *Language*

1. Metaphors and similes connect ideas, giving us images which expand our understanding of situations and characters. Ask the class to consider how the author has described Ms. Beaudry, the principal of the school in *Swiped*. How do we know what kind of person she is by the way she's described? What is the comparison that is being made?

(ch. 1) *[Ms. Beaudry] barked the last sentence like an army drill sergeant.*

(ch. 2) *That was fine with us—anything to get away from Ms. Beaudry's prison-guard stare.*

2. Challenge students to write a descriptive paragraph using metaphor and simile. They may choose to describe an event, person or location.
  - ◆ Ideas for an event: the school lunchroom during the lunch hour; walking in the neighborhood at Halloween; the hallway at three o'clock on the last day of school.
  - ◆ Ideas for a person: a celebrity, musician, a famous figure from history or popular culture.
  - ◆ Ideas for a location: a graveyard at sundown; 4th of July celebrations as seen from an airplane; a toy store after the store has closed.

## Connecting to the Curriculum

### *Vocabulary*

The following words/terms are based on two themes found in *Swiped*: Solving a mystery, and Internet auctions. Invite students to use the words below to write a short skit, working in pairs or small groups. Students may choose from the ideas below or write a skit on their own. Students should be prepared to perform their skits in front of the class.

- Solving a Mystery
  - ◆ Your class is missing all the money that you raised for a field trip. It was on the teacher's desk yesterday—a few students saw it in the afternoon—but it wasn't there when the first students came in this morning. And yesterday, your class had a substitute teacher...
  - ◆ In your classroom is a broken window. On the windowsill is a baseball, a small tree branch, a rock and a lot of broken glass. In the hallway, you see two kids running away...

accusation	clues	fraud	crime	circumstantial evidence
observation	proof	deduction	fact	coincidence
convince	motive	opinion	thief	investigation
culprit	evidence	suspect		

- Internet Auctions
  - ◆ Imagine that you are an Internet specialist and you are giving an instructional presentation to the class on how to safely and legally sell items using Internet auctions. Present your instructions in sequential steps.
  - ◆ You and your partner are fooling around on the Internet and have found an online auction and, for a joke, you have bid on an expensive item. The bidding has almost closed and yours is the highest bid...

advanced search	Internet	obligation	bids	keywords
online auction	cyber store	legally bound	password	hits
log on	search engine			

### *Drama*

In *Swiped*, we learn that Clay was stealing the lunches. Ask students to read the following dialogue aloud:

- (ch. 8) Clay: *“Last year, both my mom and dad were out of work for a couple of months. We didn’t have much extra money, so my lunch was thin, man. I was lucky if I had a sandwich. No juice, no fruit, and for sure no Twinkies.”*
- Robyn: *“So you decided to steal food from other people?...How do you figure making us go hungry is any better?”*
- Clay: *“Because you’re not really hungry. Face it, Robyn. None of you is going to starve. I see kids dumping stuff from their lunch in the trash all the time. So what’s the difference if I take it and give it to someone who really needs it?”*
- Robyn: *“Stealing is wrong.”*
- Clay: *“Starving is wrong too.”*

- As a class, hold a mock trial: The State (or Crown) vs. Clay for the crime of stealing lunches. Assign or elect students to play the roles in the case:
  - ◆ Clay, who has been brought to trial for the crime of stealing lunches from schoolmates
  - ◆ Trevor, Robyn and Nick
  - ◆ The grade-four boy who ate the “booby trapped” Twinkie
  - ◆ Ms. Thorsten
  - ◆ A judge, who will preside over the trial
  - ◆ The defending lawyer who will represent Clay
  - ◆ The prosecuting lawyer who will represent the State (or Crown)
  - ◆ A jury foreman
  - ◆ The rest of the class can act as the jury.

- ◆ Ensure that all students have carefully read *Swiped* and are prepared to play their roles in the mock trial. It would be helpful if the roles were assigned beforehand to allow students to study the novel and take notes with the mock trial in mind. It may be helpful to study the rules of a court of law and the roles of judge, lawyers, a jury and jury foreman beforehand. Any evidence presented in the mock trial will come from the novel.

**Option:** Rather than having Clay stand trial, you may wish to instead have a trial for Blake. He stole a rare and valuable hockey book. His defense was that he was trying to raise money to help his mother (who was going to lose her job).

### *Language Arts*

#### 1. Brainstorming

- ◆ As a group, talk about past experiences writing reports, summaries and essays. Encourage students to share their past experiences. Record their comments on the board (for example, I procrastinate, I find it boring, or I don't know where to start). Next, brainstorm methods students have found to make the experience easier (for example, I start early and do a bit each day, I read the book twice, or I make lots of notes). Record these comments on the board as well. Use these comments to lead to a discussion the importance of preparation and organization in helping students feel more confident in their writing. Demonstrate different ways of organizing one's thoughts or research and explain that different methods may feel more comfortable than others. Examples could be drawing mind maps, journal writing, making lists, or working together with a partner.
- ◆ Write the following quotation from *Swiped* and questions below on the board. Ask students to reflect briefly on the questions. Then, ask students to break in pairs and use at least two of the methods you brainstormed as a class to answer one of the questions below.

(ch. 8) Ms. Thorsen: *"All of you will serve another week's detention at lunch hour—Clay, for stealing lunches, even if it was for a good cause, and you three for rigging the Twinkie. Vigilantism is not encouraged at this school, and tampering with food can be dangerous."*

- Clay received the same punishment as Trevor, Robyn and Nick. Was this fair? Should they all have received different punishments since their crimes were different?
- Was it all right for Trevor, Robyn and Nick to booby-trap the Twinkie in order to find out who was stealing the lunches?
- ◆ After completing this exercise, lead a classroom discussion. Were the brainstormed methods helpful? Which method felt the most comfortable?

2. In *Swiped*, Trevor, Robyn and Nick spend a lot of time in their school library doing schoolwork, serving detentions or looking for clues. To build awareness of how libraries are organized, present the following scenario to the group:

You and your friends have been given the task of organizing a new library that is being built in your community. You have many large trucks full of thousands of donated books; however, they are not in any order or organized in any way. It is your task to organize the books in a logical way so that library visitors will find books easily.

- ◆ You may wish to ask students to brainstorm ideas on how to accomplish this task (see prompts below). Be sure to record their comments on the board or flip chart or assign a student to act as a scribe.
  - There are many kinds of books—make a list of some of them.
  - What are some ways we might organize the many different kinds of books (by type of book, such as reference, fiction, nonfiction, children's, youth, adult's, etc.; by topic, such as history, science, computer, music, etc.; or by author.)
- ◆ Introduce the Dewey Decimal Classification system by presenting the following list of categories.

000 – General Works	500 – Science
100 – Philosophy and Psychology	600 – Technology
200 – Religion	700 – Arts & Recreation
300 – Social Sciences	800 – Literature
400 – Language	900 – History & Geography

- Into which classification would the following books go?
 

Science Fiction Novel	Encyclopedia
Understanding your Computer	Religions of the World
English/Spanish Dictionary	Whales and Dolphins
Learn to Dance	Songs of the Sixties
Fun Outdoor Activities for every Season	Photography
History of Basketball	Vegetarian Cookbook

**Connecting to the Students—Ideas for Exploration**

1. In *Swiped*, Robyn is famous for the “road kill” sandwiches she brings in her lunch each day: liverwurst and onion, and pickle.
  - ♦ As a group, brainstorm healthy lunch choices—but only allow realistic options that includes food that kids will really eat, that they can afford and access in your community. Discuss the advantages of preparing your own lunches rather than buying fast food.
  - ♦ Divide the class into four small groups. Set a budget for the class to work with: Three or four dollars per day should be ample. Ask each group to create a menu of lunches for one school week, using this budget as a guideline. You may wish to bring in local grocery store flyers or newspaper advertisements so that students have access to current prices and product and produce availability. Ask students to consider the following criteria when creating their menus, and be prepared to present their menus to the large group.
    - What are some ways to get the best value for your money  
For example, buying in bulk, preparing foods from scratch rather than buying prepared foods, taking advantage of sales, etc.
    - How do you know that your lunch menu is offering healthy foods?  
For example, shows a wide selection from each major food group, uses some fresh or homemade items, etc. See Web Resources on the last page of this Guide for resources and more ideas
    - What are your challenges?  
For example, budget, personal likes and dislikes, food allergies, availability of seasonal fresh produce, etc.
  - ♦ Make a shopping list detailing how you will allocate your budget. Be prepared to present your week’s menu to the large group. Use a method of your group’s choice such as a poster, brochure, flyer, short skit, radio jingle or television commercial.
  - ♦ Once each small group has finished their week’s menu, ask each group to present their menu to the class. Ask each the questions above.
2. In *Swiped*, Nick, Trevor’s Cousin, is new to their school. Being new to a school can be very difficult for some students. As a group, brainstorm ways to make this transition easier. Then, as a class project, create welcome kits for new students and arrange to have a class ambassador give them to new students when they arrive. Students who have had the experience of being new to a school may wish to share their experiences. As a group, decide the kind of things should go into the welcome kits.
3. Clay often calls Robyn “rich girl” and “princess.” What can we tell about Clay by this name-calling? How do you know?

4. We learn a lot about Clay when he reveals why he stole the lunches:
- (ch .8) *Last year, both my mom and dad were out of work for a couple of months. We didn't have much extra money, so my lunch was thin, man. I was lucky if I had a sandwich. No juice, no fruit, and for sure no Twinkies...I see kids dumping stuff from their lunch in the trash all the time. So what's the difference if I take it and give it to someone who really needs it?*
- ◆ Earlier on, Clay is described as “one of those kids who enjoys stirring up trouble.” Did your opinion about Clay change after it was revealed that he stole the lunches to give to the little kids?
  - ◆ Is Clay someone you could be friends with? Why, or why not?
  - ◆ Was Clay's act of stealing noble? Is he a kind of Robin Hood, who steals from the rich to give to the poor? Can you make any comparisons to other people or characters in the news, literature, history or popular culture?
5. Robyn is a very keen student and is very hardworking, dedicated and committed to solving their mystery, but when it comes to Clay, she doesn't seem to be able to put her personal feelings aside and see him in an unbiased way.
- ◆ Why do you think Robyn has such strong feelings about Clay? Do you think she'll ever change her mind about him? Do you think they'll ever be friends? How do you know?
6. To hockey fans, Wayne Gretzky will always be known as “The Great One.” Throughout his hockey career, he broke many records and won many awards. Research Wayne Gretzky, answering the following questions:
- ◆ Where was he born and where did he grow up?
  - ◆ How old was he when he started playing hockey?
  - ◆ What was the first team he played for professionally and how old was he?
  - ◆ Imagine Wayne Gretzky at your age. What was his daily regime like?
  - ◆ Write a diary journal as Wayne. Begin, Dear Diary, Today I...
7. In *Swiped*, Robyn suggests holding a literacy fair to raise money for the school library. At the fair, they will have a professional storyteller. Research professional storytelling. What do professional storytellers do? Where might you see one at work? What kind of stories do they tell and how do they engage their audience? If you were to choose one storyteller from another part of the world, where would you choose?
8. Clay stole the school lunches to give to little kids who had no lunches. He said to Robyn, “...you're not really hungry. Face it, Robyn. None of you is going to starve. I see kids dumping stuff from their lunch in the trash all the time.” Ask students to consider the issues of food waste and inequities in distribution of food on a global scale. Are there countries that waste food while others go hungry? How did it get this way? What can be done about it?

**Web Resources**

[www.cnpp.usda.gov](http://www.cnpp.usda.gov)

[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_eng.php)

[www.oclc.org/dewey/resources/default.htm](http://www.oclc.org/dewey/resources/default.htm)

[www.sc-cc.com](http://www.sc-cc.com)