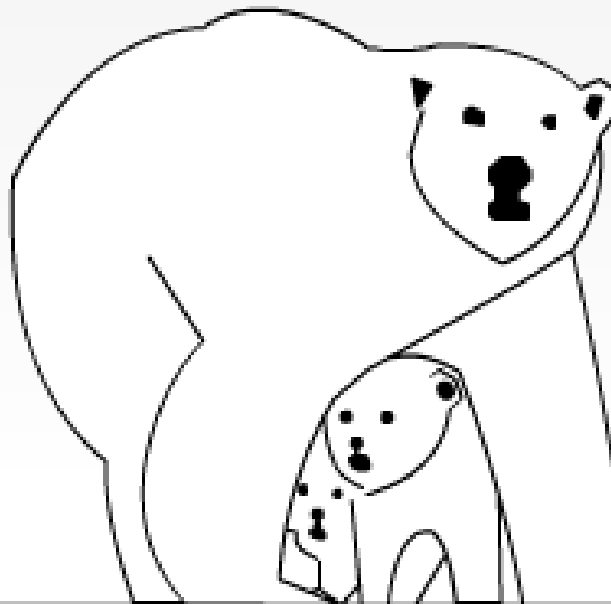


The Northern Edge

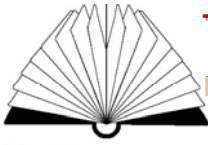
Study Guide

New Idea Series

New idea series



**Learning
to think
in new
ways**



New Idea Series

Introduction

This story is from **Issue #3 of The Northern Edge**. The New Idea Series story is about how to find creative new ways to solve problems. Online learning activities include a spelling quiz, comprehension quiz, and writing project.

This story offers an opportunity to encourage learners to explore problem solving and to think about new ways to approach old ideas.

This section first presents a list of nine learning activities and the written text for the New Idea Series story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the New Idea Series story.

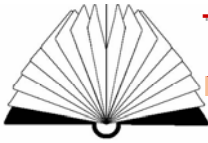




This symbol marks instructor notes.

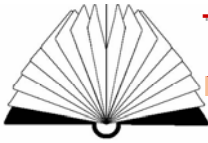


This symbol marks handouts to copy for learners.





New Idea Series		
List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	6 to 8
2) Language skills	1 handout	9, 10
3) Questions	2 handouts	12 to 15
4) Writing	2 handouts	16 to 18
5) Newspaper advice column	No handouts	19
6) Creative community solutions	No handouts	20
7) Stories help solve problems	1 handout	21 to 29
8) What's the real problem	1 handout	30 to 32
9) Brainteasers	2 handouts	33 to 43



Text – New Idea Series
Issue #3 The Northern Edge

This is a story about problem solving. It's about learning to think in new ways.

In this story we study a problem. Then we look at solutions that have been tried in the past. Finally we will look at a new way to think about this problem.

Click on Play to see the problem and a possible new solution.

The problem

The problem is what to do with orphaned polar bear cubs? They need a mother but adult polar bears won't adopt them.

Click on Play to continue.

Four orphaned polar bear cubs were found roaming the streets of Churchill, Manitoba. Conservationists had to do something. They thought of three ideas that had been tried in the past.

- 1) They thought about giving them to a zoo. What do you think? Do you think that they should give them to a zoo?

Click on Yes or No and then click on the Submit button.

They didn't really want to give the cubs to a zoo. Recently seven polar bears were seized from a Mexican circus after they were mistreated. The polar bears were forced to perform in the extreme Mexican heat. There was a huge public outcry after it was discovered that three of the bears were from Manitoba.



- 2) A second choice was to release the cubs into the wild. What do you think about this choice? Do you think this is a reasonable option?

Click Yes or No and then click on the Submit button.

They could release the cubs into the wild. This had also been tried before. But without a mother to care for them and protect them, orphaned polar bear cubs have almost no chance of surviving in the harsh conditions of the Arctic.

- 3) Finally the third choice they thought of was to destroy them. Put them down. Euthanize them. This certainly has been done in the past but it seems more like a failure than a solution.

Could they find another solution? Conservationists came up with a new idea.

Click on the Play button to learn about this new approach.

First they took a female bear that already had a cub that had been seen wandering too close to humans. The mother and cub were sedated and then Vicks VapoRub was rubbed on both the cubs and the mother's muzzle as well as their bodies.

Then the orphaned cub is sedated and Vicks VapoRub was rubbed on its nose and body.

The cubs woke up first and started licking their mother. Then when the mum woke up, she had two cubs. The mother groomed both cubs and allowed them to nurse.



The theory is that the strong smell of the VapoRub masks or hides the unfamiliar scent of the orphan, thus fooling the mom into thinking that both the cubs are hers.

The researchers repeated this experiment with three other mother bears and three other cubs. Although this first adoption was successful, it's not totally clear that the three other attempts succeeded. One cub was not accepted and two cubs could not be tracked. But conservationists are looking for creative solutions.

I thought that this was an interesting story but it also made me think that maybe we should be asking other questions as well? Maybe we should also be asking why the bears were without a mother. What happened to the mother? Was this a rare case or are polar bears in general threatened and endangered by human development?

Click on the Learning Activities button when you are ready to continue. There is a writing assignment there that asks you what your ideas are on polar bears.



Vocabulary Learning Activity 1

One handout

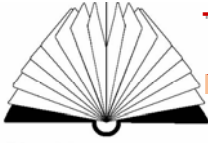
Learners organize a list of words into alphabetical order. Then they look up each word in the dictionary to find the best meaning.



Language skills Learning Activity 2

One handout

Learners read a list of ten sentences. They decide if each sentence is true or false, based on what they read in the story. If the sentence is false, they rewrite the sentence so it is true.



Vocabulary Learning Activity 1

Look at the list of 11 words below. Put the words in alphabetical order. Then find the best meaning for each word and write it down.

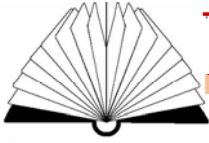
- | | | |
|------------|-----------------|----------|
| orphan | conservationist | circus |
| adoption | euthanize | solution |
| problem | creative | option |
| experiment | sedated | |

1) _____

2) _____

3) _____

4) _____



5) _____

6) _____

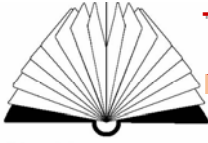
7) _____

8) _____

9) _____

10) _____

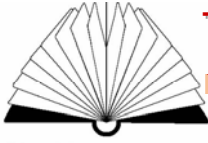
11) _____



Language skills Learning Activity 2

Read each sentence and decide if it's true or false, based on what you read in the New Idea story.

- 1) ____ Adult female polar bears often adopt orphaned polar bear cubs.
- 2) ____ Polar bears in a Mexican circus came from Manitoba.
- 3) ____ Polar bear cubs probably won't survive in the wild if they don't have a mother.
- 4) ____ In the past, conservationists sometimes decided to euthanize or kill orphaned polar bear cubs.
- 5) ____ Conservationists tried out a new idea to deal with the orphaned polar bear cubs.
- 6) ____ Conservationists sedated the mother bear and the cubs to try out their new idea.
- 7) ____ Conservationists rubbed ice cream all over the mother polar bear.
- 8) ____ The ice cream smell hides the cub's scent, and the mother bear thinks the orphan cub is her own.
- 9) ____ Conservationists tried the same new idea with six other mother polar bears and six other cubs.
- 10) ____ The new idea was a success for the first adoption.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about the New Idea Series story. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal writing

Learners use questions in the handout to guide their journal writing.



Writing Learning Activity 4

Two handouts

4-1: Compare and contrast

Learners compare the four solutions the story offers to deal the problem of orphaned polar bears.

4-2: Choose the solution you like best

Learners write a paragraph about the solution they like best.



**Questions
Learning Activity 3**

3-1: Story questions

Write one or more sentences to answer the following questions. Begin each sentence with a capital letter and end with the correct punctuation.

1) Why is this story called the New Idea Series?

2) What problem did the people in the story need to solve?



3) Name one way they tried to solve this problem in the past?

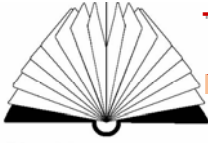
4) Name a second way they tried to solve the problem in the past?

5) How did the conservationists decide what bear to pick to adopt the orphan cub?



6) How did the conservationists get close enough to the bears to rub Vicks VapoRub on them?

7) What happened when the mother bear and the two cubs woke up?

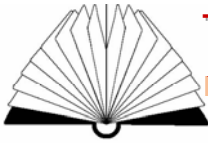


Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ How did you feel after you read this story?
- ✓ What do you think about the old solutions to the problem of orphaned polar bear cubs – sending them to a zoo, turning them loose in the wild, killing them?
- ✓ What do you think about about the new solution the conservationists used?
- ✓ What is the real problem in this story?
- ✓ How can we encourage people to look for more creative solutions to different problems?



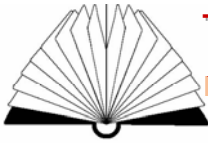
Writing Learning Activity 4

4-1: Compare and contrast

The story describes four solutions to the problem of orphaned polar bears. Write down two advantages and two disadvantages for each solution.

Solution 1	Give the cubs to a zoo.
2 Advantages	
2 Disadvantages	

Solution 2	Release the cubs into the wild.
2 Advantages	
2 Disadvantages	



Solution 3	Kill the cubs.
2 Advantages	
2 Disadvantages	

Solution 4	Use Vicks VapoRub to try to make another female bear think the orphan cub is her own.
2 Advantages	
2 Disadvantages	



Newspaper advice column Learning Activity 5

No handout

Learners make up a newspaper advice column. They write letters to the advice column and answer them.

First, discuss the idea of an advice column. People write to the newspaper about a certain problem. The newspaper writes back with a suggested solution.

Second, brainstorm ideas of topics for the advice column. Here are some examples:

- Parenting
- Couple relationships
- Gardening
- House repairs
- Money
- Health

Ask learners to work in pairs. Each pair picks a topic and name for their column. Each person writes a letter, clearly explaining the problem. They exchange letters - and each person writes another letter to respond and suggest a solution.

Before they begin, go over the parts of a letter – how to write a letter. After they finish, ask for volunteers to read their letters. Discuss with learners how they feel about this type of problem solving.



Creative community solutions Learning Activity 6

No handout

Ask learners to brainstorm some issues in their community that cause problems for people. Here are some examples:

- Unemployment
- Family violence
- Lack of housing
- Not enough money to buy basic needs
- Lack of formal education
- Too much smoking and drinking

Ask learners to choose one issue to focus on. Ask them to brainstorm the solutions the community now uses to help solve the problem. List the solutions on a flipchart.

Ask learners to work in pairs. Ask each pair to think of a new, creative solution to help reduce the problem. Ask each pair to make a poster to help people be more aware of the new, creative solution.



Stories help solve problems Learning Activity 7

One handout

Learners read and learn about a mythical character. To complete the activity, each learner writes a descriptive narrative about how this character might solve a certain problem.

First, discuss with the whole group what the words 'mythical character' mean. Then brainstorm different mythical characters. The list could include characters from Aboriginal cultures such as raven, fox, wolf, or other animals. It could also include characters such as Greek gods and goddesses.

Choose one of the three options below to introduce and learn about the mythical character:

- i) Read out loud the raven stories we provide on the handout. Ask learners to take turns reading.
Each story has a web reference. The Resources at the end of this section include more references for raven stories.
- ii) Choose a different mythical character and their stories for the whole group.
See the Resources at the end of this section for ideas.
- iii) Ask each learner or pairs of learners to do their own research, and read and learn about a mythical character.
See the Resources at the end of this section for ideas.



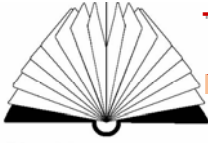
After you read the stories, discuss these questions with the group:

- What was the main problem in the story?
- What other problems, if any, did the story talk about?
- What are raven's main characteristics? What did you learn about raven from the story?
- What things about raven's character help her solve the problem?

Ask each learner to choose a simple, common problem they experience or observe at school, at home, or in their community.

Ask each learner to write a story about the problem and how the mythical character might solve the problem.

Ask learners to take turns to read their stories out loud.



Stories help solve problems Learning Activity 7

Three raven stories

Read the raven stories out loud with the whole group. After you read the stories, discuss these questions:

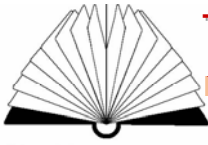
- What was the main problem in the story?
- What other problems, if any, did the story talk about?
- What are raven's main characteristics? What did you learn about raven from the story?
- What things about raven's character help her solve the problem?

Choose a simple, common problem you experience at home, at school, or in the community. Write a story about the problem and how raven might solve the problem.

Raven Steals the Light

From www.northwest-art.com/NorthwestArt/WebPages/StoriesRavenStealsTheLight.htm

There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world making it very difficult for anyone to hunt or fish or gather berries for food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn't matter to the old man however because after all it was dark and who could tell.



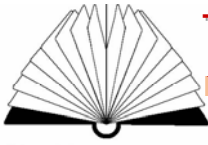
The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself.

The mischievous Raven existed at that time because he always had. He was none too happy about the state of the world for he blundered about in the dark bumping into everything. His interfering nature peaked one day when he stumbled by the old man's hut and overheard him muttering about his boxes. He instantly decided to steal the light but first had to find a way to get inside the hut.

Each day the young girl would go to the stream to fetch water so the Raven transformed himself into a tiny hemlock needle and floated into the girl's bucket. Working a bit of his 'trickster' magic, he made the girl thirsty and as she took a drink he slipped down her throat. Once down in her warm insides he changed again; this time into a small human being and took a very long nap.

The girl did not know what was happening to her and didn't tell her father. One day the Raven emerged as a little boy child. If anyone could have seen him in the dark, they would have noticed that he was a peculiar looking child with a long beaklike nose, a few feathers here and there, and the unmistakably shining eyes of the Raven.

Both the father and daughter were delighted with their new addition and played with him for hours on end. As the child explored his new surroundings he soon determined that the light must be kept in the big box in the corner. When he first tried to open the box, his grandfather scolded him profusely which in turn started a crying and squawking fit the likes of which the old man



had never seen. As grandfathers have done since the beginning of time he caved in and gave the child the biggest box to play with. This brought peace to the hut for a brief time but it wasn't long until the child pulled his scam again, and again, and again until finally only one box remained.

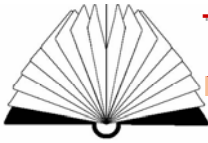
After much coaxing and wailing the old man at last agreed to let the child play with the light for only a moment. As he tossed the ball of light the child transformed into the Raven and snatching the light in his beak, flew through the smoke hole and up into the sky.

The world was instantly changed forever. Mountains sprang into the bright sky and reflections danced on the rivers and oceans. Far away, the Eagle was awakened and launched skyward – his target now clearly in sight.

Raven was so caught up in all the excitement of the newly revealed world that he nearly didn't see the Eagle bearing down on him. Swerving sharply to escape the outstretched talons, he dropped nearly half of the ball of light, which fell to the earth. Shattering into one large and many small pieces on the rocky ground the bits of light bounced back up into the heavens where they remain to this day as the moon and the stars.

The Eagle pursued Raven beyond the rim of the world and exhausted by the long chase, Raven let go of what light still remained. Floating gracefully above the clouds, the sun as we now know it started up over the mountains to the east.

The first rays of the morning sun brought light through the smoke hole of the old man's house. He was weeping in sorrow over his great loss and looking up, saw his daughter for the first time. She was very beautiful and smiling, he began to feel a little better.



The Raven Story

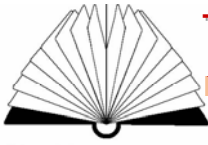
From *Legends and Stories from the Past* by George Blondin

The raven was a powerful medicine power being among the traditional people when the world was new. He travelled all over the country. One time, he was paddling his ugly canoe near the shore of Great Bear Lake, at a place where a lot of people were fishing. Back then the raven was considered something of a dignitary – a big shot – so to speak. He would visit the people and talk to them, often regaling them with stories.

One time the village people he visited had a problem and they wanted the raven to help them. It was at a time when the world was really new, and there were a lot of mysteries and events occurring that were hard to believe. A lot of animals and humans were confused and a bit mixed up, but communication between all species was not a problem.

It has so happened that a bear and his daughter had passed through the area not long before the arrival of the raven. The fox family was staying in the village also. The bear was also visiting the people. The bear came over to the fox's place. Whatever they were doing is not known, but they began to quarrel and got into a fight. The bear had a terrible temper. He completely tore the fox's front leg out and took off with it in his canoe.

The village residents pleaded with the raven to help them solve the fox's problem – to retrieve his leg. The raven agreed to try his best to be of assistance and gave the fox something to relieve his pain while he was gone. The raven followed the bear wherever he went and found the bear's camp across the lake.



The raven beached his canoe on the shore by the bear's tent. The bear invited him to a good meal and they started talking. The raven noticed that the bear had placed the fox's leg on the wall of the tent. The bear begged the raven to entertain him with some stories, because the raven is a renowned storyteller. So the raven began to regale the bear with story after story. The storytelling went on and on, seemingly with no end. Outside the tent, there was no wind and the lake was clam. Inside, the bear's daughter was lying down, but not sleeping.

The storytelling continued and by morning the bear was falling asleep. Soon he was snoring. The raven got up very quickly, took the fox's leg from the wall and ran outside to his canoe. The bear's daughter got up quickly and tried to wake her father, but the poor girl had a bad stuttering problem. She had a hard time explaining to her father that the raven had taken off with the fox's leg. By that time, the raven was far out on the lake in his canoe.

The raven paddled across the lake to the Dene fish camp where the fox was waiting in great pain. He paddled his canoe straight to the fish camp singing his song as he paddled. The raven's wording of the song was "Put the fox on the shore and place the open wound toward me." The people understood the message, so they placed the fox as instructed by the raven's song.

When the raven got close to shore, he observed that the fox was sleeping. He took out the missing leg, threw it on the fox and yelled, "Run away quickly!" So the fox ran away, but his gait was not smooth. He had a bit of a limp.

This is why to this day foxes don't run in a straight line like other animals. Part of the problem is that the raven, in his haste, did not reattach the fox's leg properly. So that is the story.



Raven makes the world and the stars

From *Some Inguruki Myths* by Marta Randall

www.scriptsit.com/Myths.html

Once, when Snow Wolf and Raven trekked through the Big Empty, Snow Wolf grew bored so Raven made him a toy. She scooped ice and snow and fashioned the ball of the world, but it fell apart in her hands. So she breathed on the world and the warmth of her breath sank deep into the heart of the ball, and it turned brown and green and white and stayed together.

Snow Wolf liked his new toy. After he played with it, he demanded that Raven carry the world back to their lodge, their kamak, while he took a nap.

Raven took the world up in her beak but on the way she dropped it. The warm heart of the world splintered into a million small, sharp pieces that sprayed up into the Big Empty and hung there, glowing. Raven didn't have time to gather them all, so she dipped out a single beakful and rebuilt the world's shell around that small scoop of frozen starts. Then she flew on to their kamak.

Snow Wolf never noticed the crack in the skin of the world, and Raven knew he wouldn't. But he was furious that there were shining things in the Big Empty and demanded that Raven make him a light to see them by. While Snow Wolf slept Raven rolled the stars together into a glowing ball, which lit all of the Big Empty. Snow Wolf searched from one side of the Big Empty to the other but didn't find a single star. Disgusted he threw the ball away. When it landed it shattered into a millions start again. Snow Wolf was furious.



He demanded that Raven make the light again, which she did. She does it each morning so that Snow Wolf can search through the Big Empty for the truth. But he never finds it, because although he is Snow Wolf, Raven is always more clever than he.



What's the real problem? Learning Activity 8

One handout

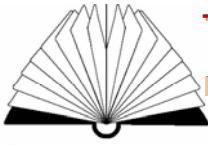
Learners read about a problem. They use the problem-solving table and a series of 'why' questions to look for the root causes of the problem, and to choose some creative solutions.

Read the problem out loud together, as a whole group. Ask learners to fill in the problem-solving table - as a whole group, in pairs or small groups, or on their own.

The problem-solving table asks a series of 'why' questions to get to the root causes of the problem. Tell learners they need to ask 'why' questions until they feel they reached the root causes of the problem.

Review and discuss learners' comments and possible solutions after they complete the table.

We provide a problem from a CBC radio program on May 10, 2006. Use this problem or a different problem from your community or somewhere else.



What's the real problem? Learning Activity 8

A story of a problem

Luke told his mother he didn't want to eat at school any more. His mother asked why. He said the teacher supervising the lunchroom at school told him he eats like a pig. She said he was yucky and disgusting, and made him eat by himself.

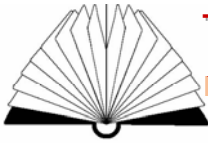
Luke uses a spoon and fork to eat – he uses the fork to push his food onto his spoon. This is how his mother taught him to eat – it is part of his Philipino background.

Luke's mother phoned the school to talk to the teacher from the lunchroom. She wanted to explain why her son eats with a spoon and fork, and to complain about how the teacher treated her son. The teacher said she should teach her son to eat properly.

Luke's mother phoned the school principal. She wanted to meet with him in person. He agreed to only talk to her on the phone. He said the boy should learn to eat the way Canadians eat. He also said there's only one teacher to supervise students at lunchtime.

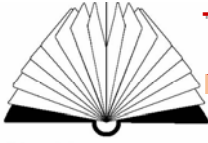
Luke's mother also called the school board. The school board sent a letter, and said that people need to adapt to our society.

Luke's mother also filed a complaint with the Human Rights Commission. And what about Luke? He is tortured and traumatized.



Fill in the problem-solving table, based on what you learned from the story. Use as many 'why' questions as you need to explore the root causes of the problem. What is the real problem?

Problem-solving table	
Problem	Possible Solution
What is the first problem?	
Why did this become a problem?	
Why did this happen?	
Why did this happen?	
Why did this happen?	



Brainteasers Learning Activity 9

Two handouts

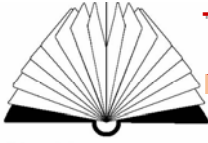
9-1: Brainteasers

Learners try to solve a few brainteasers – to test their creative thinking. The first handout has the brainteasers.

Ask learners to work as a whole group, in pairs, or on their own.

9-2: Answers to brainteasers

At the end, give learners the answers handout.



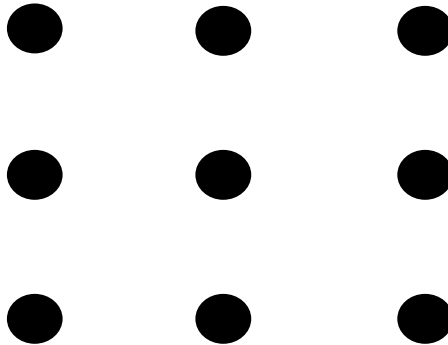
Brain teasers Learning Activity 9

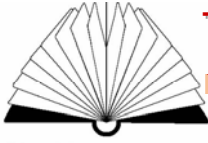
9-1: Brain teasers

Try these brain teasers. Remember to think about creative solutions.

1) Connect the dots

Connect the nine dots below with three straight lines, without lifting your pencil from the page.





2) Cans of marbles

You have three sealed cans. One has only red marbles, one has only blue marbles, and the third has red and blue marbles. Someone switched the labels. Each can now has the wrong label.

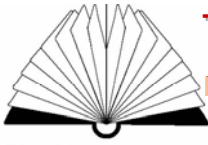
Your job is to move the labels so each can has the correct label. To do this, you can pick one marble from any can.



How do you do it? What container do you take a marble from?
How do you know how to change the labels and make them correct?

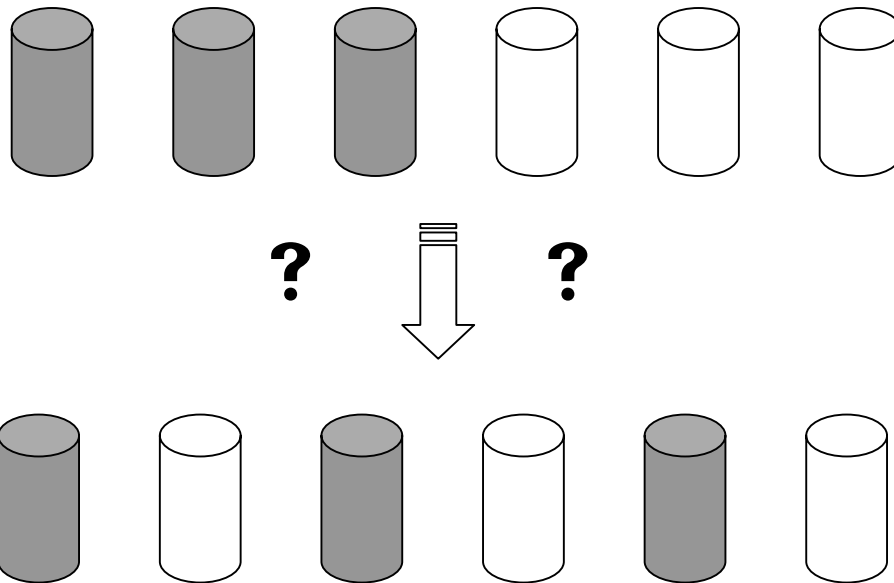
3) Summer vacation

You are on summer vacation on an island in the middle of a lake. There is no bridge to the island. Every day a tractor and wagon gives hay rides around the island to all the children. The tractor didn't get to the island by boat or by air, and it wasn't built on the island. How did the tractor get there?



4) **Glasses in a row**

Six glasses sit in a row. The first three are full of juice, the second three are empty. By moving one glass, you can arrange them so empty glasses alternate with full ones. How?



5) **Bus driver**

You are a bus driver. At the first stop, 4 people get on. At the second stop, 8 people get on. At the third stop, 2 people get off, and at the last stop, everyone gets off. The question is: What color are the bus drivers eyes?



6) **Painted black**

While driving home after a hard day's work, I came upon the following problem. An entire town had been painted black - the roads, pavements, buildings, hedges, and everything that did not move had been painted black. In addition, my vehicle's headlights were not working, no moon was visible, and power was off in the area, so there were no street or house lights around.

At that moment, I entered a curve where a solid black dog was sitting in the middle of the road. The doge was deaf and couldn't hear my car approaching. He had his back to me, so there was not even a glint in his eye, yet I was able to swerve round him quite easily and without danger. How did I do this?

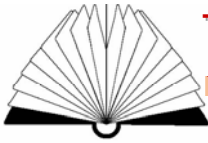
7) **Words**

What do these words have in common: age, blame, curb, dance, evidence, fence, gleam, harm, interest, jam, kiss, latch, motion, nest, order, part, quiz, rest, signal, trust, use, view, win, x-ray, yield, zone?



8) The 'easy' quiz

- i) How long did the 30-years war last?
- ii) How long did the 100-years war last?
- iii) What country makes Panama hats?
- iv) From what animal do we get catgut?
- v) In which month do Russians celebrate the October revolution?
- vi) What is a camel hairbrush made of?
- vii) The Canary Islands are named after what animals?
- viii) What was King George VI's first name?
- ix) What colour is a purple finch?
- x) Where are Chinese gooseberries from?

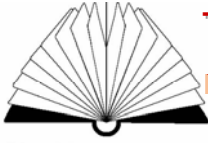


9) **Phone a friend**

Get your calculator for a little math fun – this works

Write the first 3 digits of your phone number. Do NOT include the area code.	
Multiply by 80	
Add 1	
Multiply by 250	
Add in the last four digits of the phone number	
Add in the last four digits of the phone number again	
Subtract by 250	
Divide by 2	

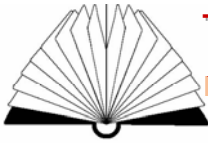
Is the result your phone number?



10) Can you read this?

The phaonmneel pweor of the hmuan mnid: I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdgnieg. Aoccdrnig to a rscheearcr at Cmagbride Uinervtisy, it deosn't mtt aer in waht oredr the ltteers of a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae.

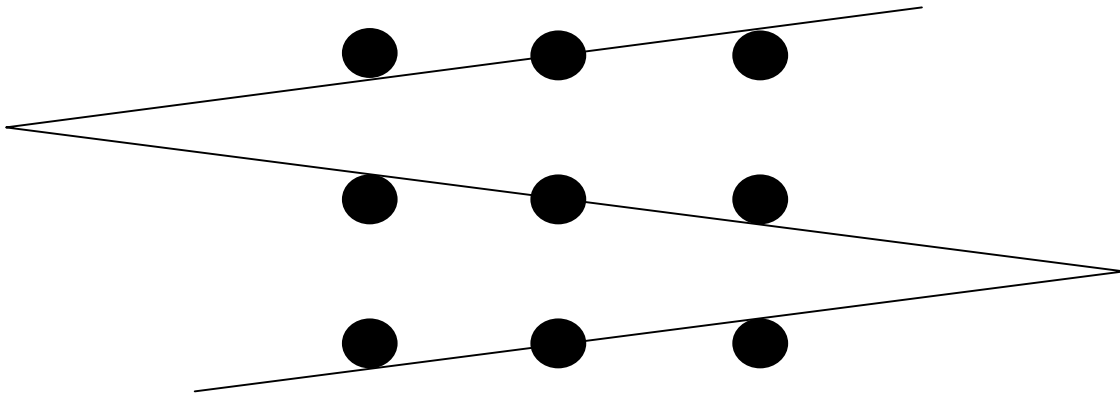
The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh?



Brainteasers Learning Activity 9

9-2: Answers to brainteasers

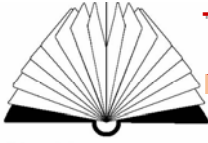
1) Connect the dots - Answer



2) Cans of marbles – Answer

Take one marble from the can labeled 'blue and red'. There are two possibilities:

- i) If it's a red marble, you know it's the red can – put the red label there. The can marked 'blue' must be the 'red and blue' can; and the can marked 'red and blue' must be the 'blue' can.
- ii) If it's a blue marble, you know it's the blue can – put the blue label there. The can marked 'red' must be the 'red and blue' can; and the can marked 'red and blue' must be the 'red' can.



3) **Summer vacation – Answer**

Someone drove the tractor and wagon to the island in winter, over the ice.

4) **Glasses in a row – Answer**

Pour the juice from the second glass into the fifth glass.

5) **Bus driver – Answer**

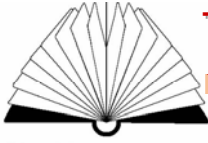
The riddle starts with 'you are a bus driver' - so the bus driver's eyes are the colour of your eyes.

6) **Painted black – Answer**

It was 2 o'clock on a sunny afternoon.

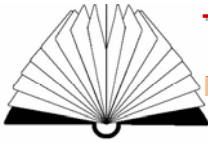
7) **Words – Answer**

Each word can be a verb or a noun.



8) The 'easy' quiz - answers

- i) 30 years
- ii) 116 years
- iii) Equador – for over 300 years, and more recently in Hawaii, Costa Rica, and other parts of the world.
- iv) Mainly sheep and horses
- v) November
- vi) Ox, goat, squirrel, pony, or any variety of other natural animal hairs, but not usually camels. Camel is the name of the person who invented the brush.
- vii) Dogs, from the Latin word for dogs, canares
- viii) Albert
- ix) Crimson
- x) New Zealand, Europe, US, and Chile – native to China but produced commercially in other countries. At first called Chinese Gooseberries, but now more commonly called kiwis – after New Zealand's national bird.



Resources

Annotated bibliography of books by and about Aboriginal peoples.

- <http://www.nwt.literacy.ca/resource/biblio06/biblio06.pdf>

Educational Resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies – for grades K to post secondary - for schools, libraries, and the general public. Native-owned and operated business located on the Six Nations of the Grand River Territory in Ontario.

- www.GoodMinds.com

A friendly, educational website about American and Canadian Indians. Includes over 1300 legends online.

- <http://www.firstpeople.us/FP-Html-Legends/Legends-AB.html>

Websites with other good raven stories.

- www.scriptsit.com/Myths.html
- <http://litsite.alaska.edu/uaa/workbooks/mythwrite/jake.html>
- www.northwest-art.com/NorthwestArt/WebPages/StoriesRaven&CrowsPotlatch.htm
- www.druidry.org/obod/lore/animal/raven.html - basic info about ravens.

An interactive website to learn about mythical characters from around the world.

- <http://www.lucaslearning.com/myth/flash/myth.html>