

Introduction

The NWT Literacy Council hosted a northern writing contest from 1992 – 2002 called the **Northern Writes** Writing Contest. This Study Guide offers learning activities for 4 stories from the writing contest.

- Story #1: **A Tundra Spring Day**
 By Susan Webster
 1997 NWT Writing Contest
- Story #2: **Fascinating Myths of the Inuit**
 By Elizabeth Lyall
 1992 NWT Writing Contest
- Story #3: **As Are We All**
 By Chris Gamble
 1999 NWT Writing Contest
- Story #4: **Medivac**
 By Maureen A. Johnston
 1995 NWT Writing Contest

We chose these four stories because they offer different stories and learning opportunities for adult learners. It is important that adult learners have stories and poems to read that reflect life in the North. Each story has a range of learning activities that can be used in adult upgrading programs. Activities range from 110 – 130 and can be used across the curriculum.



Acknowledgements

The NWT Literacy Council gratefully acknowledges the financial assistance for this project from the Department of Education, Culture and Employment.

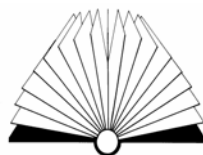


Northwest Territories Education, Culture and Employment

We thank Maureen A. Johnston, Chris Gamble, Elizabeth Lyall and Susan Webster for writing these wonderful stories and poems and for letting us use them for educational purposes.

You may copy any materials from this manual for educational purposes.

Contact the NWT Literacy Council to get copies of the *More Northern Writes Study Guide*. You can also download it from our website.



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4) Medivac Page 4-1



How to use the Study Guide

The Study Guide starts with two writing resources for adult learners.

- ✓ **Writing Skills** – for lower literacy learners
- ✓ **Writing Process Guide**

Copy them and hand them out. Post them in the classroom. Review the writing process before learners begin a writing activity and encourage learners to use them.

The Study Guide has 4 sections - one for each of these stories that we chose from the **Northern Writes Writing Contest**:

- 1) **A Tundra Spring Day** by Susan Webster
- 2) **Fascinating Myths of the Inuit** by Elizabeth Lyall
- 3) **As Are We All** by Chris Gamble
- 4) **Medivac** by Maureen A. Johnston

Each section includes the written text for the story or poem and a list of learning activities. Each learning activity has separate instructor notes and handouts. We use the following symbols to show story text, instructor notes, and handouts.



Introduction



Written text for the story. Each story can be photocopied and given to learners to read. The stories range from 110 to 130 reading level.



Instructor notes give basic information about the purpose of different learning activities, and any necessary details about how to do them.



Handouts are the pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have up to three.

Pick and choose the activities you want. Use them as they are or change them to suit the learners' needs or yours.

For each story, the first five learning activities focus on vocabulary, language skills, questions, reading and comprehension and writing skills. Three of the stories start with a prereading activity.

- 1) **Vocabulary:** For example, underline the best meaning, matching, using words in a sentence, and word study.
- 2) **Language skills:** For example, cloze procedure, fill in the blanks, inserting punctuation in a paragraph, synonyms, antonyms, parts of speech, etc.
- 3) **Questions:** For example, comprehension and responding to questions in a journal.
- 4) **Reading and Comprehension:** For example, literary devices, active reading, summarizing, etc.



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- 5) **Writing skills:** For example, poetry, letters, paragraph writing, essays, reports, sentence combining, mapping, etc.

Other learning activities explore different issues related to the story's topic.

At the end of each section you'll find a list of a few key resources.

Please feel free to copy any handouts or other information in this Study Guide that you need for education purposes.



Writing Skills

- 1) **Begin** with a topic the learners are interested in.
- 2) **Talk** over what they want to write. Help the learner write ideas or words they may need.
- 3) **Write** a rough draft. Explain to the learners that all writers use a rough draft.
- 4) **Encourage** learners to proofread their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
- 5) **Read** over the piece of writing together. A piece of writing can always be changed, or you can add more information.



Writing Process Guide

The writing process guide describes eight basic steps:

- 1) **Plan**
- 2) **Organize**
- 3) **Draft**
- 4) **Share**
- 5) **Revise**
- 6) **Edit**
- 7) **Prepare Final Copy**
- 8) **Print**

1) **Plan**

Think about what you want to write. Read.
Talk to others. Brainstorm. Collect your ideas.

Make a topic list. Choose a topic.

2) **Organize**

Make an outline, a mind map, or a web.

What ideas go together? What order makes sense?

3) **Draft**

Write your thoughts down. Don't worry too much
about spelling or punctuation. Take your time.

Read over what you've written to help you write
more. Talk to someone if you get stuck.



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- 4) Share** Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?'
- Talk to other students about grammar, spelling, etc.
Take notes about any feedback you get.
Give polite feedback to others.
- 5) Revise** Does the story make sense? Do the parts fit together? Are the transition words clear?
- Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.
- 6) Edit** Check grammar, spelling and punctuation.
- 7) Prepare final copy** Proofread and make changes.
- 8) Print** Use a word processor to make a final hard copy.
- Where possible, use a word processor to compose, revise, and publish.



A Tundra Spring Day



A Tundra Spring Day

By Susan Webster, Cambridge Bay

Introduction

This story is from **Northern Writes 5, Entries from the 1997 NWT Writing Contest**. *A Tundra Spring Day* is a poem about life on the tundra.

This unit encourages learners to think about poetry and learn how to write different forms of poetry. You can use this poem as a way to start a unit on writing and learning about poetry.

This section first presents a list of eight learning activities and the written text for the poem. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the poem.



This symbol marks instructor notes.





This symbol marks handouts you can copy for learners.



A Tundra Spring Day



A Tundra Spring Day List of Learning Activities

Instructor Notes 	Handouts 	Page #s
1) Prereading	1 handout	5 to 6
2) Vocabulary	2 handouts	7 to 12
3) Language Skills	2 handouts	13 to 18
4) Questions	2 handouts	19 to 22
5) Reading and Comprehension	3 handouts	23 to 28
6) Writing Skills	2 handouts	29 to 44
7) Research	2 handouts	45 to 50
8) Visual	1 handout	51 to 53



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A Tundra Spring Day

Susan Webster, Cambridge Bay
Northern Writes 5, Entries from the
1997 NWT Writing Contest

The hill rises gently in the grey mist of dawn
The puddles glitter through panes of frost
Ridges of gravel run wet with rivers of dew
Northern Cotton dances on slender stems
A wind tossed ballet of white puffs
Puppies, balls of brown, black and white fluff,
Tackle one another and chase their stubby tails
Gulls screech and wheel over the opening water
Red Char hangs in rows of brilliant scarlet and silver
flags
It's another Tundra spring morning

A hunter sets out from the shore
He follows in the paths of his father's father
Seeking caribou and muskoxen
The Sun circles, its reflection skimming over the Arctic
waters
The flashing of an ulu catches the light
An elder cleans the hide of a brown speckled seal
Ice floes are glittering crystal blue sculptures
Their icy core untouched by the midday light
It's another Tundra day



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The mirage grows above the horizon
Frozen cliffs rise above the jade-blue sea
The granite stones are crested with mosses,
Green, purples, yellows and whites cling
like lace to the pink and grey stone

A field, once dark and grey, blazes glorious
As fragile blue Lupins and tiny white, delicate flowers,
Bloom, in every crevice and crack
The harsh land is once again a meadow
It's just another Tundra spring day

The pale blue water, calm and smooth
Barely ripples in the waning midnight sun
Gulls rest quietly on the darkening oceans flow
The Sun dips lightly into the horizons disc
Spinning streaks of gold, pink, purple, across the sky
The real and the reflection one perfect whole
The ever changing, ever changing
Intoxicating Spring on the Tundra





Prereading Learning Activity 1

No Handouts

1-1: What is Poetry?

Ask learners what they think poetry is. Write their responses on the board. Read the statement below by T.S. Elliot and discuss.

A poem may appear to mean very different things to different readers, and all of these meanings may be different from what the author thought he meant. For instance, the author may have been writing some peculiar personal experience, which he saw quite unrelated to anything outside; yet for the reader the poem may become the expression of a general situation, as well as of some private experience of his own. The reader's interpretation may differ from the author's and be equally valid — it may even be better. There may be much more in a poem than the author was aware of. The different interpretations may all be partial formulations of one thing; the ambiguities may be due to the fact that the poem means more, not less, than ordinary speech can communicate.

T.S. Eliot

1-2: What is a Poet?

Ask learners what they think a poet is. Write their responses on the board. Read the statement below by E. E. Cummings and discuss.

A poet is somebody who feels, and who expresses his feelings through words. This may sound easy. It isn't. A lot of people think or believe or know they feel — but that's thinking or believing or knowing; not feeling. And poetry is feeling — not knowing or



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believing or thinking. Almost anybody can learn to think or believe or know, but not a single human being can be taught to feel. Why? Because whenever you think or you believe or you know, you're a lot of other people; but the moment you feel, you're NOBODY-BUT-YOURSELF.

E.E.Cummings

1-3: Introduction to Poetry¹

Try and find one poetry anthology for each learner or copy a number of poems that learners can choose from. Ask them to flip through the anthology and select one poem they like for any reason. Ask them to copy down their poems on chart paper and put them up on the wall. The instructor should also choose one they like and do the same. Tell the learners that the class will discuss one of these poems each day. Each learner will present their poem and tell the class why they chose it. The instructor can make a mini-lesson discussing the elements of the poem they wish to highlight.

¹ Source: <http://home.cogeco.ca/~rayser3/perpoet.txt>





Vocabulary Learning Activity 2

Two handouts

2-1: New Words

Learners guess the meaning of the bold words. Then they look up the meaning in the dictionary and choose the best meaning for the word. Then they write a sentence for the word.

2-2: Word Study

Learners study the new vocabulary words by writing sentences, finding nouns and adjectives, breaking the words into syllables and finding root words.



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Vocabulary Learning Activity 2

2-1: New Words

Here are some lines from the poem. Guess the meaning of the bold words. Look up the meaning of each bold word in the dictionary. Choose the best meaning for the word and write it on the dictionary meaning line. Then write a sentence for the word.

1. The puddles **glitter** through panes of frost

Guess

Dictionary meaning

Sentence

2. Ridges of gravel run wet with rivers of **dew**

Guess

Dictionary meaning

Sentence



A Tundra Spring Day



3. Red Char hangs in rows of brilliant **scarlet** and silver flags

Guess

Dictionary meaning

Sentence

4. The Sun circles, its **reflection** skimming over the Arctic waters

Guess

Dictionary meaning

Sentence

5. The flashing of an **ulu** catches the light
An elder cleans the hide of a brown **speckled** seal

Guess (**ulu**)

Dictionary meaning

Sentence



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Guess (**speckled**)

Dictionary meaning

Sentence

6. The **mirage** grows above the horizon

Guess

Dictionary meaning

Sentence

7. A field, once dark and grey, blazes glorious
as fragile blue Lupins and tiny white, delicate flowers,
bloom, in every **crevice** and crack

Guess

Dictionary meaning

Sentence



A Tundra Spring Day

8. The pale blue water, calm and smooth
barely ripples in the **waning** midnight sun

Guess

Dictionary meaning

Sentence

9. **Intoxicating** Spring on the Tundra

Guess

Dictionary meaning

Sentence



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Vocabulary Learning Activity 2

2-2: Studying New Vocabulary

- | | |
|---------------|------------------|
| 1. glitter | 6. speckled |
| 2. dew | 7. mirage |
| 3. scarlet | 8. crevice |
| 4. reflection | 9. waning |
| 5. ulu | 10. intoxicating |
1. Break each word into syllables.
 2. What is the root word for the following:

✓ reflection	_____
✓ speckled	_____
✓ waning	_____
✓ intoxicating	_____
 3. Which words can be used as adjectives? Write them in a sentence showing them as an adjective.
 4. Which words are nouns? Write them in a sentence.



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Language Skills Learning Activity 3

Two handouts

3-1: Parts of Speech

Learners pick out all the nouns, verbs and adjectives in the poem.

3-2: Diamante Poem

Learners use nouns, verbs and adjectives to write a diamante poem. An example of a diamante poem is on the handout.



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Language Skills Learning Activity 3

3-1: Parts of Speech

1. Underline all the **verbs** in the poem. A verb is an action word like run, swim, walk or dance.
2. Circle all the **nouns** in the poem. A noun is a person, place or thing.
3. Underline the **non-countable** nouns (they should be circled and underlined). Non-countable nouns cannot be counted. Often there is no plural form for these words. For example: milk, advice, work, news.
4. Highlight all the **adjectives** in the poem. An adjective modifies a noun or a pronoun by using describing, identifying, or quantifying words.

The first line is done for you

The hill rises gently in the grey mist of dawn

The puddles glitter through panes of frost

Ridges of gravel run wet with rivers of dew

Northern Cotton dances on slender stems

A wind tossed ballet of white puffs

Puppies, balls of brown, black and white fluff,

Tackle one another and chase their stubby tails

Gulls screech and wheel over the opening water

Red Char hangs in rows of brilliant scarlet and silver flags



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It's another Tundra spring morning

A hunter sets out from the shore

He follows in the paths of his father's father

Seeking caribou and muskoxen

The Sun circles, its reflection skimming over the Arctic waters

The flashing of an ulu catches the light

An elder cleans the hide of a brown speckled seal

Ice floes are glittering crystal blue sculptures

Their icy core untouched by the midday light

It's another Tundra day

The mirage grows above the horizon

Frozen cliffs rise above the jade-blue sea

The granite stones are crested with mosses,

Green, purples, yellows and whites cling

Like lace to the pink and grey stone

A field, once dark and grey, blazes glorious

As fragile blue Lupins and tiny white, delicate flowers,

Bloom, in every crevice and crack

The harsh land is once again a meadow

It's just another Tundra spring day



A Tundra Spring Day



The pale blue water, calm and smooth
Barely ripples in the waning midnight sun
Gulls rest quietly on the darkening oceans flow
The Sun dips lightly into the horizons disc
Spinning streaks of gold, pink, purple, across the sky
The real and the reflection one perfect whole
The ever changing, ever changing
Intoxicating Spring on the Tundra



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Language Skills Learning Activity 3

3-2: Diamante Poem

Diamante poems are diamond shaped poems with 7 lines. They are usually written to compare two vastly different things by analyzing both. To complete a diamante poem, you have to understand three parts of speech – nouns, verbs, and adjectives.

The title has two topics that you want to compare.

Line 1	one noun	A
Line 2	two adjectives	A
Line 3	three verbs ending in 'ing'	A
Line 4	two adjectives for A and two adjectives for B	
Line 5	three verbs ending in 'ing'	B
Line 6	two adjectives	B
Line 7	one noun	B

For example:

Teenager – Adult

Teenager

Rowdy, loud

Fooling, joking, playing

Immature, young, old, sophisticated

Working, writing, talking

Serious, mature

Adult



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Now it is your turn.

Title: _____





Questions Learning Activity 4

Two handouts

4-1: Comprehension Questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

4-2: Journal Writing

Learners use the questions on the handout as a guide for their journal writing.



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Questions Learning Activity 4

4-1: Comprehension Questions

Write a sentence to answer the following questions. Begin with a capital letter and end with the correct punctuation.

1) What is the poem about?

2) What does the hunter do in the poem?

3) At what stages does the author describe the tundra?

4) What animals does the author refer to in the poem?



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5) Why does the author refer to the tundra as “the harsh land”?

6) What does “the real and the reflection one perfect whole” mean?

7) Why is the tundra challenging?

8) Why does the author describe the tundra as “ever changing”?
Give an example.



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Questions Learning Activity 4

4-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ How would you describe the tundra or wilderness in your area?
- ✓ Have you ever hunted before? Describe a hunting experience you have had.
- ✓ Have you ever had to live off the land? Tell about your experience.



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Reading and Comprehension Learning Activity 5

Three handouts

5-1: Mood

Give learners the handout and ask them what kind of mood they are in. Ask them to choose one of the 'faces.' Tell them - just like we have different moods – so do books, poems, stories, etc. Select a variety of visuals and written material to introduce learners to mood. Ask learners to decide what mood the author wanted to portray in the poem *A Tundra Spring Day*. For more practice in moods, have learners look at the following and describe the mood:

- ✓ Picture, painting, photo, television sitcom, movie, etc.
- ✓ Story, paragraph, video, poem, etc.

5-2: Sensory Image

Ask learners to read the poem again. Ask them to underline the descriptive words that make them picture the poem in their mind. Ask them to draw a picture of the poem.

5-3: Literary Devices

Learners read the definitions of the different literary devices on the handout and then they do the exercises on the handout.

5-4: Personification

Personification is when an author gives animals or objects human qualities. Learners read the handout about personification and then pick out the personification in the poem. They also personify the sentences given by changing the words in parentheses to words that would describe a human's action.



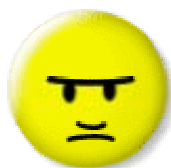
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Reading Comprehension Learning Activity 5

5-1: What mood are you in?

Look at the faces below and decide what mood you are in.



bitter



disappointed



happy



impatient



innocent



cheery



sad



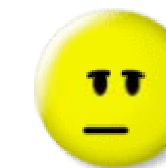
sleepy



confused



embarrassed



discouraged



mean



shy



jokester



sneaky



grumpy



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Reading Comprehension Learning Activity 5

5-3: Literary Devices²

Hyperbole – a large exaggeration

Example: Your eyes are as bright as the stars!

Simile – a comparison between two objects using “like” or “as”

Example: Your eyes are **like** stars.

Metaphor – a comparison between two objects – not using “like” or “as”

Example: Your eyes are stars!

Personification – giving an inhuman thing human qualities

Example: The stars are envious of your eyes!

Alliteration – repetition of a sound at the beginning of two or more neighbouring words

Example: See Sally stand by the sea shore.

Onomatopoeia – words that sound like their meaning

Example: WOOOSH! The stars penetrate the earth’s atmosphere.

Practice: Identify each of the literary devices below:

1. _____ A fluttering forest of feathers
2. _____ It smells like rotten eggs.
3. _____ Spot, the dog, planned a devious plan for the cat.
4. _____ “Hey! Cabbage for brains! I’m talking to you!”

² Source: http://home.cogeco.ca/~rayser3/POETRY_TERMS-WKSH.doc



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5. _____ "You wanna take a trip? Pow! Zoom! To the moon!"
6. _____ Bugs Bunny
7. _____ Alice ran as fast as she could.
8. _____ Alice ran as fast as a cheetah.
9. _____ He has a swelled head.
10. _____ She has the eyes of a cat!

Your Turn: Write one example of your own for each literary device.

Hyperbole –

Simile –

Metaphor –

Alliteration –

Personification –

Onomatopoeia –



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Reading Comprehension Learning Activity 5

5-4: Personification

Read the following examples of personification.

The ancient car groaned into third gear.
The cloud scattered rain throughout the city.
The tropical storm slept for two days.

The nonliving objects in the above sentences (car, cloud, storm) have been given human qualities (groaned, scattered, slept). Adding meaning to nonliving or nonhuman objects in this manner is called personification.

Write down five lines in the poem that use personification and underline the human quality.

For example: The hill rises gently in the grey mist of the dawn.

1. _____

2. _____

3. _____



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4. _____

5. _____

Personify the following sentences. Change the words in brackets to words that would describe a human's action:

1. My bedroom door (opened).
2. The puppy (barked) when I left for school.
3. The leaf (fell) from the tree.
4. The flashlight (went on).
5. Hair (is) on my head.
6. The CD player (made a noise).
7. The net (moves) when the basketball goes through.
8. The space shuttle (took off).
9. The little arrow (moves) across the computer screen.





Writing Skills Learning Activity 6

One handout (11 pages)

6-1: Poetry Writing Folder

William Cullen Bryant (1794-1878) defined poetry as "the art of exciting the imagination and touching the heart by selecting and arranging symbols and thoughts." In order to understand poetry, learners need to experience the process of writing poetry. Give learners a writing folder and ask them to keep all their assignments in the folder. Learners should be sincere in their writing and choose their best poem to share with the class. Instructions for the following poems are included in this section:

- ✓ Introduction Poem
- ✓ I AM Poem
- ✓ A Couplet (5)
- ✓ A Quatrain (2)
- ✓ Cinquain Poem (3)
- ✓ Haiku Poem (2)
- ✓ Personification Poem
- ✓ Imagist Poem
- ✓ A Pisiit Poem
- ✓ Number Poem

Most of the instructions are included on the instruction page for the learner. Below are the instructions for the Haiku Poem.

Instructions for the Haiku Poem

Label three bowls: Nouns, Verbs and Adjectives. Write words on slips of paper and put them into the appropriate bowls. Share some examples of Haiku poems, breaking down the syllable count for the learners. Ask learners to get into



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groups of three or four and draw several words from each bowl. Ask them to use these words to write a Haiku poem. Ask them to share their poem with other groups. Let them do this a couple of times. Ask learners to write two Haiku poems for their writing folder.





Writing Skills Learning Activity 6

6-1: Poetry Writing Folder

William Cullen Bryant (1794-1878) defined poetry as "the art of exciting the imagination and touching the heart by selecting and arranging symbols and thoughts." In order to understand poetry, you need to experience the process of writing poetry.

Your Assignment

In this unit you will be expected to write 10 different kinds of poems:

- ✓ Introduction Poem
- ✓ I AM Poem
- ✓ A Couplet (5)
- ✓ A Quatrain (2)
- ✓ Cinquain Poem (3)
- ✓ Haiku Poem (2)
- ✓ Personification Poem
- ✓ Object Poem
- ✓ A Pisiit Poem
- ✓ Number Poem

Please follow the instructions on the following pages for each poem style.





Introduction Poem

This poem should introduce yourself and should begin and end with the following line:

I am _____.

In between, you should write 4 truthful statements about yourself and 4 lies. Then, the idea is to mix them up so that telling truth from fiction may be difficult.

Example:

I am Paula Jones.
I am twenty years old.
I ride wild stallions.
I collect foreign coins.
My sister has six fingers on her left hand.
My mother and I always get along.
Time has stood still for me.
An arsonist destroyed my home.
My father is a mole in the CIA.
I am Paula Jones.³

Your Task

Write an Introduction Poem. Share it with others in your class. Ask them to figure what is true and what is a lie.

³Source: <http://home.cogeco.ca/~rayser3/poetunit.txt>





I AM Poem

Poetry deals with the emotions, just as music does. A poem about you is personal. It does not have to rhyme. Below is a simple plan to write your own poem about yourself. Just follow the steps and – before you know it – it's done!

Your Name

I am (two special characteristics you have)

I wonder (something you are curious about)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem repeated)

I pretend (something you pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that really bothers you)

I cry (something that makes you very sad)

I am (the first line of the poem repeated)

I understand (something you know is true)

I say (something you believe)

I dream (something you dream about)

I try (something you make an effort about)

I hope (something you hope for)

I am (the first line of the poem repeated)⁴

Your Task

Follow the outline for the I AM Poem. Include your poem in your writing folder.

⁴Source: <http://www.plc.vic.edu.au/Library/windsing/iam.htm> Jacqueline Glasgow, *Using Young Adult Literature*



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Couplets

Couplets are any two lines working as a unit, whether they make up a single stanza or are part of a larger stanza. Most couplets rhyme (aa), but they do not have to.

Examples: This poem is really fine
 Now that I found a rhyme.

 Goodnight, sleep tight
 Don't let the bedbugs bite.

 The world is so full of a number things,
 I'm sure we should all be as happy as kings.

Your Task

Write five couplets. Think of word families that rhyme or use a website with rhyming words.⁵ Google "Rhyme Zone" and then type in the word and you will get the definition, synonym, and rhyming words.

⁵ Source:

<http://www.rhymezone.com/r/rhyme.cgi?Word=bowl&typeofrhyme=perfect&org1=syl&org2=l>





Quatrain Poem

‘Quatre’ means four. This is a four-line poem. The first two lines rhyme and the last 2 lines rhyme.

Example: This poem is really fine a
 Now that I found a rhyme a
 What the last line will be b
 Is really up to me. b

Quatrains also have the following rhyming pattern:

a,b,a,b, a,b,b,a a,b,c,b,

Your Task

Write two Quatrain poems for your writing folders.



Cinquain⁶

A cinquain is a five line poem. This is usually not a rhyming poem. There are several different ways you can write a cinquain.

Your Task

Use the following patterns to write three cinquain poems. Include all three poems in your writing folder.

1. Follow the pattern below:⁷

- Line 1: Write down one word for the title or topic.
- Line 2: Write two words that describe the word in line 1 (adjectives).
- Line 3: Write three action words (verbs) about the word in line 1.
- Line 4: Write four words to express your feelings or make a statement.
- Line 5: Repeat the title from line 1; write a related word, or a summary word to the word in line 1.

Triangles
pointy edges
revolving, rotating, angling
Triangles are all different.
180

2. Follow the pattern below:

The traditional cinquain is based on a syllable count.

- Line 1: 2 syllables
- Line 2: 4 syllables describing line 1
- Line 3: 6 syllables describing line 1
- Line 4: 8 syllables describing line 1
- Line 5: 2 syllables describing line 1

A Threat
Stormclouds,
casting shadows
over weary soldiers,
threaten to cry heavy buckets
of tears

⁶ Source: English 120 Resource Manual

⁷ Source: <http://teams.lacoe.edu/documentation/classrooms/amy/algebra/5-6/activities/poetry/cinquain.html>



A Tundra Spring Day



3. Follow the pattern below:

- Line 1: one word
- Line 2: two words
- Line 3: three words
- Line 4: four words
- Line 5: five words

Snow
is white
and very cold
pretty as soft lace
making angels in the drifts

Each line describes the first word in the poem.



A Tundra Spring Day



Haiku Poems⁸

Haiku poetry is a very short, centuries-old form of Japanese poetry. Although traditional haiku poems are often about nature or the changing seasons, they nonetheless manage to convey emotion. With just a few words, they call attention to an observation and in effect say, "Look at this" or, "Think about this."

Traditional Japanese haiku has a total of seventeen syllables divided into three clumps (or lines):

five syllables
seven syllables
five syllables

Some examples are below⁹:

Clouds sit still above. Mountains stir a placid sea. Nature's beauty glows.	Birds take wing on high, gliding over angry waves back to their safe nests.
Born, we quickly age. But wisdom comes so slowly, young minds never die.	Haiku softly sings and a word picture is formed. A feast for the mind.
Children learn from us. Teach them about ancestors. Start a Family Tree!	Nature is not ours. It should be left for children, the best gift we give.
Twinkies Moist golden sponge cake creamy white filling of joy boy I love twinkies.	Eagle A bald white eagle flying high to the mountains finds food with sharp eyes.

⁸ Source: <http://www.gigglepoetry.com/poetryclass/Haiku.html>

⁹ Source: <http://members.shaw.ca/kcic1/haiku.html>



A Tundra Spring Day



Your Task¹⁰

1. Get into groups of three or four.
2. Choose two words from the noun bowl, verb bowl and adjective bowl.
3. Use these words to write a haiku poem.
4. Share your poem with other groups.
5. Do this again.
6. Write two haiku poems on your own for your writing folder.

¹⁰ Source: <http://home.cogeco.ca/~rayser3/haiku.txt>





Personification Poem¹¹

A poem that includes personification is considered a personification poem. Personification means that you make a thing, idea, or an animal do something only humans can do. An example of personification is "**Wind yells while blowing.**" "Wind yells while blowing" is an example of personification because wind cannot yell. Only a living thing can yell.

Pick out the personification in the following example.

For example:

Night, it reminds me of yesterday.
The sun listens to the messages of the clouds.
Moon, look for me on the field.
Sea, guide me to you.
Dawn, bring me to the new day.

Author unknown

Two Sunflowers Move in the Yellow Room.

"Ah, William, we're weary of weather,"
said the sunflowers, shining with dew.
"Our travelling habits have tired us.
Can you give us a room with a view?"

They arranged themselves at the window
and counted the steps of the sun,
and they both took root in the carpet
where the topaz tortoises run.

William Blake (1757-1827)

¹¹ **Source:** Adapted from <http://volweb.utk.edu/Schools/bedford/harrisms/7lesson.htm>



A Tundra Spring Day

Your Task

Write a poem about nature. Choose a word from List A and then choose a word from List B. Write this word next to the word from List A. For example: stone listens. Then expand your sentence: The stone listens carefully to wind that blows. Write at least five lines for your poem.

List A	List B
sun	tells
moon	shows
stars	reminds
sky	teaches
sea	listens
stone	remembers
night	brings
mountain	looks
dawn	dances
morning	dreams
	guides





Imagist Poem¹²

An imagist poem describes something metaphorically without actually naming the object.

Examples

The Toaster

A silver-scaled dragon with jaws flaming red
Sits at my elbow and toasts my bread.
I hand him fat slices, and then, one by one,
He hands them back when he sees they are done.

William Jay Smith

Apartment House

A filing cabinet of human lives
Where people swarm like bees in tunnelled hives,
Each to his own cell in the covered comb,
Identical and cramped – we call it home.

Gerald Raftery

Your Task

Pick an everyday object from around the house, such as a dryer or iron. Now list some things that it reminds you of or that it could be like. Now all you have to do is write four lines to describe your object. Your lines could rhyme **aa bb** like the two above or your poem might rhyme only two lines or perhaps not rhyme at all.

¹² Source: <http://home.cogeco.ca/~rayser3/image.txt>



A Tundra Spring Day



Pisiit

Pisiit usually tell stories. In this pisiq, people have little blubber left in the lamps in wintertime. They are anxious because they will have no light unless the hunter can catch an animal.

A Poor Man's Prayer to the Spirits

You, dear little orphan
Give me
Kamiks or caribou,
Bring me a gift,
An animal, one of those
That provide nice blood soup.
An animal from the sea depths
And not from the plains of earth
You, little orphan,
Bring me a gift.¹³

Your Task

Write a poem that tells a story. It doesn't have to rhyme. Make sure it is at least 10 lines.

¹³ Source: English 120 Resource Manual





Number Poem¹⁴

Some poetry forms, like haiku and tanka, invite the writer to come up with a specific number of syllables for each line of a poem. For fun, try using your phone number to help you select which words you will include in the seven lines of your instant poem.

Example

555-1212

- 5 I bite into the (5 syllables)
- 5 peppermint patty (5 syllables)
- 5 the taste floods my mouth (5 syllables)
- 1 not (1 syllable)
- 2 guilty (2 syllable)
- 1 no (1 syllables)
- 2 regrets (2 syllables)

Your Task

For this poem, you will use a number (telephone, social security, birthday, etc.) that has some meaning for you. This will determine the number of syllables per line. You must have at least six lines, and zeros count as ten.

¹⁴ Source: <http://home.cogeco.ca/~rayser3/poetunit.txt>





Research Learning Activity 7

Two handouts

7-1: Readers Theatre

Learners work in groups of 3 to 4 for this project. They will pick a topic and then research it and choose 10 poems that are about that topic. The topic could be any of the following:

Beauty, Truth, Justice, Oppression, Family, Friendship,
Seasons or Holidays, Future, Community Life, Nature,
Romance, Broken Hearts, Music, Anger, Hope and Faith,
Sports, Childhood, Old Age, Growing Up, Innocence, Death,
Birth, Heroism, Courage, Fear, School Days, Memories,
Loneliness and Solitude, Food, Parents, Fate and Destiny,
Travel, Greed and Materialism, Animals, Weather, The Land

Learners will present their poems and ideas to the class by reading the poems with expression or by acting them out. They will also discuss the poem and what it means.

The guidelines to the project are on the handout.

7-2: Ocean Poetry

Learners search the Internet for a topic on oceans. They choose a topic and write down important information about that topic. They use this information to write a limerick and a cinquain poem. Details about these types of poems and examples are on the handout. Then students share their poems with their class. Next they write a 300 word information sheet about their chosen topic.



A Tundra Spring Day

7-3: Songs

Ask learners to bring in their favourite songs, with lyrics if possible. Have them present their song to the class and tell the following:

- ✓ The name of the group
- ✓ Album name
- ✓ Song title
- ✓ What the song is about or what it means to them
- ✓ Why it is so powerful in their opinion

7-4: Song Project¹⁵

Learners choose three songs to study. They follow the instructions below for this project:

1. Copy down the words to at least 3 songs.
2. Label the examples of literary devices found in each song (see list). You must have at least three for each song.
3. Write a paragraph (50 words) explaining the theme and/or purpose of the song.
4. Write your own poem for each song describing how you feel about the song.
5. Make/decorate cover and back cover to create a booklet.

Literary Devices: alliteration, hyperbole, metaphor, personification, imagery, onomatopoeia, simile

¹⁵ Source: <http://home.cogeco.ca/~rayser3/podevice.txt>





Research Learning Activity 7

7-1: Readers Theatre¹⁶

We will be using Readers Theatre as a way of studying poetry. Each of you will be part of a Poetry Group that has to create a presentation/performance of some poems. Each of the poems you choose has to be on the same topic, but has to have different points of view on the topic. For example, if you choose winter as your topic, in one of your poems the poet may like winter, while in another one, the poet dislikes winter. You have to combine two things in your presentation:

- ✓ An expressive, dramatic reading of the poem
- ✓ Discussion about the poet's point of view on the topic in the poem

Here are the guidelines:

1. After electing a director, each group will find five poems which vary in style and content about the same topic. Try to find different kinds of poems like an old poem, a new poem, a funny or amusing poem, a serious poem, a highly structured poem, a more free-form poem, a descriptive poem, a narrative poem, etc.
2. The group will write a script for its presentation (beginning to end) which includes:
 1. An introduction to explain or describe your topic (example winter)
 2. An introduction for each poem

¹⁶ Source: <http://home.cogeco.ca/~rayser3/rdrsthr.txt>



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3. Brief interpretations of each poem
4. A closing statement
3. Each group member will do an expressive or dramatic reading of one poem. The reader should speak with clarity, good projection, emotion and a sense of purpose. Try to interpret the poem through your reading by varying your tone and volume, and by using body language and facial expressions. Rehearse for clear and smooth delivery!
4. Introduce each poem by including the title, poet, when it was published and any other relevant information. The presentation should move smoothly from one poem to the next. Rehearse the entire presentation.
5. Help your audience to focus their listening by mentioning some important features of the poem **before** you read it. For example: "As I read the next poem by Robert Frost, called *Stopping By the Woods on a Snowy Evening*, listen to the repetition of the final line as a way to emphasize the speaker's tiredness."
6. Your presentations should be about 20 - 25 minutes.

Suggestions for topics:

Beauty, Truth, Justice, Oppression, Family, Friendship, Seasons or Holidays, Future, Community Life, Nature, Romance, Broken Hearts, Music, Anger, Hope and Faith, Sports, Childhood, Old Age, Growing Up, Innocence, Death, Birth, Heroism, Courage, Fear, School Days, Memories, Loneliness and Solitude, Food, Parents, Fate and Destiny, Travel, Greed and Materialism, Animals, Weather, The Land



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Research Learning Activity 7

7-2: Ocean Poetry¹⁷

The purpose of this lesson is to explore oceans and sea life and learn to transform thoughts into different forms of poetry. The goal is to learn something new about an ocean or sea life and to express yourself in different forms of poetry.

1. Research an ocean topic on the Internet that you would like to write about. Write down information about your chosen topic. Some good Internet sites are:
 - ✓ **Discovery Channel**
<http://school.discovery.com/spring97/themes/h2oceans/index.html>
 - ✓ **Underwater Pictures**
<http://www.echo.com/~queue/uw.html>
 - ✓ **Waikiki Aquarium** <http://www.mic.hawaii.edu/aquarium/>
2. Write a limerick and a cinquain poem about your topic. Details about these poem types and examples are below.

Limericks are humorous, five line poems that originated in Ireland. Lines 1, 2, and 5 rhyme; Lines 3, and 4 rhyme.

For Example

There once was a manatee named Molly
She was always playful and jolly
Her flippers were strong

¹⁷ Source: <http://home.cogeco.ca/~rayser3/seapoet.htm>



A Tundra Spring Day



And pushed her along
"I'm a swimming sea cow, by golly."

A **Cinquain** poem is a five line poem in the following form:

- Line 1 - noun - usually 2 syllables
- Line 2 - describes noun - usually 4 syllables
- Line 3 - states action - usually 6 syllables
- Line 4 - expresses a feeling - usually 8 syllables
- Line 5 - synonym of Line 1 - usually 2 or 3 syllables

Examples

Sea Foam
Salty water
Blowing over the boat
The wind makes me feel so relaxed
Oceans

Sea Shells
Sandy beaches
Buried beneath the sand
How I enjoy exploring
Crustaceans

3. Write a brief report on your chosen ocean topic. The report should be 300 words long.





Visual Learning Activity 8

One handout

8-1 Theme Poetry Unit

Learners create a booklet of poetry. They decorate each poem with pictures and illustrations. Begin the project by examining all kinds of different poetry. Have students write down lines they especially like or are especially descriptive to them. After examining poetry anthologies and sheets for a day or so, introduce and help students become familiar with the different types of poetry. Introduce, explain, model and create a poem together for each type. Do one type of poetry per day until you have covered at least eight different types of poetry. Then give learners the project assignment on the handout. Learners will choose a “theme” for their project and then write eight poems using different types of poetry.

8-2: Understanding Imagery

1. Show learners a print or original work of art. Ask them “What images do you see?” Brainstorm a list together. Talk about the mood that these images convey. Try to have students make the point that you get a lot of information from unclear images. An image is a snapshot – a part of the whole. Poems that use imagery are very similar. Tell them that you will be looking at poems which use imagery to tell their story, and that poems often are less driven by plot than a story or novel. They are more like a snapshot than a movie.



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2. Ask them what imagery is used in *A Tundra Spring Day*. Ask them to draw a picture to describe the poem. Ask learners to share their ideas.
3. Read poems with imagery. Read the poem aloud twice. Call for a volunteer to read the third time. Ask students to listen carefully, "looking" for the pictures. Explain that you should read a poem three times. Once to hear it, once to know it, once to own it.
4. Discuss the images that we "see." Point out the key words that helped to create those images. Learners will "see" many images that are not explicitly stated in the poem. Discuss. Underline the key words.
5. Ask learners to draw the images that they see in their minds. Ask them to explain why they see these images and what they mean to them.
6. Show learners the original art work that you used to start this lesson and ask them to write a poem describing the art.





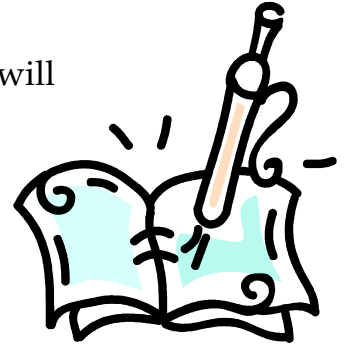
Visual Learning Activity 8

8-1: Theme Poetry Project¹⁸

You will be making a booklet of original poems. You will decorate your poems with pictures and illustrations.

Instructions are below:

1. Choose a theme for your project.
2. Choose eight poem types and write a poem in each style about your theme. Type and print each poem. Paste each poem onto a coloured piece of construction paper.
3. Search for pictures or words in magazines and catalogues that go with the theme and each poem. Paste these onto the construction paper with each poem. Students can also illustrate the poem.
4. Write a paragraph on the back page describing your favourite type of poem and why. Find a published example of this type of poem and include it in your booklet. You must state the author's name and where you found the poem.



¹⁸Source: <http://home.cogeco.ca/~rayser3/All%20My%20Own%20Poetry%20Project.txt>





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **Northern Writes, Entries from the 1997 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Northern Writes Study Guide**, NWT Literacy Council, 2006.

Websites

- ✓ **Outta Ray's Head – The Poetry Page**
<http://home.cogeco.ca/~rayser3/poetry.htm>
Dozens of poetry units that revolve around theme and/or styles. Each unit has example poems and instructions for teachers and learners. Some examples are:
 - The Introductory Unit
 - What Poetry Tries to Do
 - The Imagist Poem (study and assignment – any grade)
 - Kyle's HUGE Poetry Unit
 - Readers Theatre
 - Seeing Poetry Through Song Lyrics
 - Poetry Booklet Project – Intermediate
- ✓ **Teaching Poetry**
<http://www.amalnet.k12.il/meida/english/engi2096.htm>



A Tundra Spring Day



This site has several different activities and lessons: Poetic News, Nature and the Poet, The Beat of Love, Art and Poetry, Everyday Life and Language as Poetry.



Fascinating Myths of the Inuit

By Elizabeth Lyall, Taloyoak

This text is from the first **Northern Writes, Entries from the 1992 NWT Writing Contest**. The writer gives examples of different myths that her culture believes. These myths are very much like traditional sayings. The author finds these myths fascinating and wants to share them with other people. She has a dream to write down all the myths in her culture and publish a book.

This text offers an opportunity to encourage learners to explore myths and traditional sayings in their community and culture. *Fascinating Myths of the Inuit* provides some interesting reading and discussion about the old days and what people believe now and then.

This section presents a list of seven learning activities and the written text. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the story.



This symbol marks instructor notes.





This symbol marks handouts to copy for learners.



Fascinating Myths of the Inuit



Fascinating Myths of the Inuit List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	3 handouts	6 to 10
2) Language Skills	3 handouts	11 to 18
3) Questions	2 handouts	19 to 23
4) Reading and Comprehension	2 handouts	24 to 27
5) Writing Skills	3 handouts	28 to 35
6) Speaking and Discussion	2 handouts	36 to 40
7) Research	3 handouts	41 to 47





Fascinating Myths of the Inuit

By Elizabeth Lyall, Taloyoak

Northern Writes, Entries from the 1992 NWT Writing Contest

Like any other culture, the Inuit too have legends and myths. There are many fascinating myths and some of us are forgetting them. Here are a few that I know myself:

If your bottom eyelid is twitching, it means that bad luck is on the way. But if the top eyelid is twitching, it means good luck. Some say that if the right eye is moving, chances are that you will see someone that you haven't seen in a while—maybe someone from out of town.

When you whistle at the Northern Lights, they will become more visible. And they will come closer to you if you keep whistling. And then...they'll chop your head off and play ball with it. But if you want them to go away, all you have to do is rub your fingernails together and they will disappear.

If you are named after someone, you must not call him or her by that name. If you two have the same name, you must call her by another name, because you must respect or value that particular name. Some even say "this person's sister's brother" etc., when they are trying to speak of the namesake.



Fascinating Myths of the Inuit

In the days before there were dolls, if you used to pack a rock pretending it was a doll, you will have a heavy baby when you deliver someday.

Another thing that our mothers used to tell us when we were pregnant is when you first get up in the morning, the first thing that you should do is to go out the door and look both ways. That way you will have a short labour.

I know of a person who told me another thing regarding babies. He was told to always put his dufflesocks neatly facing a certain way when he places them under his pillow. If he puts them any old way, his pregnant wife will deliver a breach baby.

We used to play outside a lot and when it got dark our parents would ask us to come inside. Some of us would refuse to come in. Then they would say that the “Night Monster” will come and take us away. Then we would run home quickly.

This seems true. If you laugh too much or are having too good a time, you will hear of bad news the next day or so. If you are leaving to another town and are over excited, when that day comes, it will be bad weather, or the plane might be mechanical, and then you will be disappointed. Therefore, you must try and wait patiently.



Fascinating Myths of the Inuit

All these different myths that different cultures have...some really believe in some of them or completely refuse to believe in them. Even though you don't want to believe in them, it seems like they are true. Sometimes, that is. It is up to each of us to believe what we want and don't want.

These are some myths that fascinate me up to this day. There are still a lot more of these that I wrote down. My dream is to collect them all and write a book about them. It would be a very valuable collection and could be used in schools.





Vocabulary

Learning Activity 1

Three handouts

1-1: Word Map

Learners develop a word map for each word. Learners write down their own definition of the word and then look up the word in the dictionary. They write down the dictionary meaning and a synonym and antonym for the word. They use the word map handout as their guide.

1-2: Words in Context

Learners write a sentence for each word. The sentence should provide the reader information on what the word means.

1-3: Word Search

Learners find the words from the text in the word search on the handout. Ask learners to make up their own word search using the website:

<http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html>. Ask learners to share their word searches with others in the class.



Fascinating Myths of the Inuit

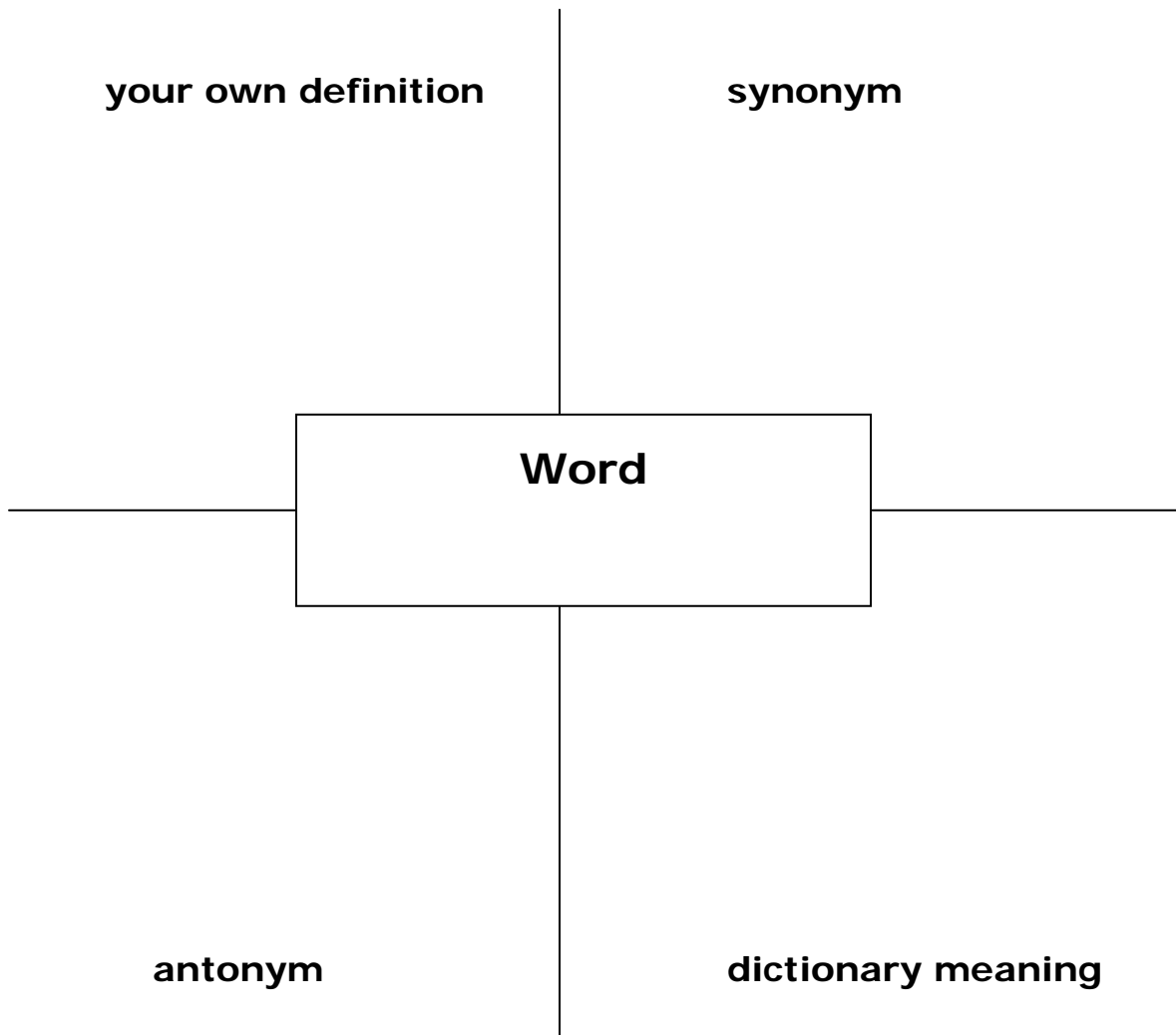


Vocabulary Learning Activity 1

1-1: Word Map

Develop a word map for each word:

- | | |
|---------------|------------|
| ✓ culture | ✓ visible |
| ✓ legend | ✓ namesake |
| ✓ myth | ✓ breach |
| ✓ fascinating | ✓ valuable |



Fascinating Myths of the Inuit



Vocabulary Learning Activity 1

1-2: Words in Context

Write each word in a sentence that shows the meaning of the word.
The first one is done for you.

1. **Culture**

When I went to India I experienced serious **culture** shock as things were so different from where I lived.

2. **Legend**

3. **Myth**

4. **Fascinating**



Fascinating Myths of the Inuit

5. Visible

6. Namesake

7. Breach

8. Valuable



Fascinating Myths of the Inuit



Vocabulary Learning Activity 1

1-3: Word Search

s r p h d i m v i g a d r l v
p t t a n e a a n a e u e a i
c y h u t l l i e t k f t c s
m u i g u i h i n r d f s i i
l t l a i c e i v n d l n n b
e i b t t l o n e e l e o a l
g l d i u p n t t z r s m h e
e a w p p r e r n l z o t c n
n t a a x r e t e s y c h e a
d i s a p p e a r h k k g m m
d i p r e g n a n t t s i k e
d e t i c x e r e v o r n b s
f a s c i n a t i n g v o x a
b k c u l d o o g b a b y n k
n o k e l t s i h w s h j b e

- | | |
|----------------|-------------------|
| ✓ baby | ✓ myth |
| ✓ culture | ✓ namesake |
| ✓ deliver | ✓ Night Monster |
| ✓ disappear | ✓ northern lights |
| ✓ disappointed | ✓ overexcited |
| ✓ dream | ✓ patiently |
| ✓ dufflesocks | ✓ pregnant |
| ✓ fascinating | ✓ pretend |
| ✓ good luck | ✓ twitching |
| ✓ Inuit | ✓ valuable |
| ✓ legend | ✓ visible |
| ✓ mechanical | ✓ whistle |



Fascinating Myths of the Inuit



Language Skills Learning Activity 2

Three handouts

2-1: Homonyms

Learners read the paragraph from the text and find homonyms for all the underlined words. Then they write the homonym pair and write a sentence for each word.

2-2: Synonyms

Learners read the paragraph on the handout and find a synonym for each underlined word. They rewrite the paragraph with the new words in the space provided.

2-3: Antonyms

Learners find the antonyms for the words given from the text. The answers are listed on the second page of the handout.





Language Skills Learning Activity 2

2-1: Homonyms

Homonyms are words that:

- ✓ Sound the same.
- ✓ Are spelled differently or the same.
- ✓ Have different meanings.

For example: I **made** the bed.
 The **maid** made the bed.

Read the paragraph from the text. Find the matching homonyms for the underlined words in the paragraph. Then write a sentence for each matching homonym. The first one is done for you.

This seems true. If you laugh too much or are having too good a time, you will hear of bad news the next day or so. If you are leaving to another town and are over-excited, when that day comes, it will be bad weather, or the plane might be mechanical, and then you will be disappointed. Therefore, you must try and wait patiently.

1. seems seams

The **seams** on the dress were unravelling.



Fascinating Myths of the Inuit



2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Fascinating Myths of the Inuit

9. _____

10. _____





Language Skills Learning Activity 2

2-2: Synonyms

Synonyms are words that have nearly the same meaning.

For example: job, work, occupation
 end, conclusion, finish

Read the paragraph below and find a synonym for each underlined word. Rewrite the paragraph using the new words in the space provided.

We used to play outside a lot and when it got dark our parents would ask us to come inside. Some of us would refuse to come in. Then they would say that the “Night Monster” will come and take us away. Then we would run home quickly.



Fascinating Myths of the Inuit

A thesaurus is a dictionary of synonyms. Use a thesaurus to find words to make these sentences more interesting. Find three synonyms for the bold word in each sentence. Rewrite the sentence using one of the synonyms.

I **like** listening to Elders tell stories.

Myths are really **important** in my culture.

I am **happy** to share stories with my children.

There are lots of **interesting** myths in my culture.

Old traditional sayings are believed in my culture.





Language Skills Learning Activity 2

2-3 Antonyms

Antonyms are opposites. For example: **happy** and **sad** are antonyms. Try and figure out the correct antonym for each word from the story. Answers are on the next page. Some of them are tricky.

— — — —
bad

— — — — —
top

— — — — —
visible

— — — — —
heavy

— — — —
first

— — — — —
dark

— — — — —
quickly

— — — — —
true

— — — — —
leaving

— — — — —
excited

— — — — —
disappointed

— — — — —
patiently

— — — —
different

— — — — —
valuable



Fascinating Myths of the Inuit



Answers

bad – good
top – bottom
visible – invisible
heavy – light
first – last
dark – light
quickly – slowly
true – false
leaving – arriving
excited – calm
disappointed – thrilled
patiently – impatiently
different – same
valuable – worthless



Fascinating Myths of the Inuit



Questions

Learning Activity 3

Two handouts

3-1: What did we learn from the story?

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

3-2: Journal Writing

Learners use the questions in the handout as a guide for their journal writing.



Fascinating Myths of the Inuit



Questions Learning Activity 3

3-1: What did we learn from the text?

Answer the following questions in sentences. Begin with a capital letter and end with the correct punctuation.

1) According to the text, what happens if you laugh too much?

2) What should you do each morning if you are pregnant? Why?

3) Why might you have a heavy baby?



Fascinating Myths of the Inuit

4) How did parents get their children to come in at night time?

5) What happens when you whistle at the Northern Lights?

6) What is the author's dream?

7) What does the author mean by "It is up to each of us to believe what we want and don't want."



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- 8) Do you think the author believes the myths she writes about?
Why or why not?





Questions Learning Activity 3

3-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ What did you think of the myths in the text?
- ✓ Do you believe in myths or traditional sayings?
- ✓ Does your family or community believe in traditional sayings?
If so, what are some of them?
- ✓ Do you think all cultures have some kind of myths or
traditional sayings?
- ✓ What do you think of using myths in schools?





Reading and Comprehension Learning Activity 4

Two handouts

4-1: Active Reading

Learners reread the text and then use the handout to assess their active reading skills. Ask them to discuss their reading skills with you and other classmates.

4-2 Summary and Questions

Learners summarize the text in their own words and read their summary to the class. Learners then write down questions they have about the text and share them with the class.



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Reading and Comprehension Learning Activity 4

4-1: Active Reading

Read the text again. Look at the following guidelines. Did you practice any of these thinking skills? If so, put a check in the box. If you did not use some of the thinking skills, use this guideline for future reading. Be an active reader!

Did you have to think about blocking out background noise?	
Did you ask questions in your mind?	
Did you connect what you already know with the text?	
Did you find the main idea?	
Did you make inferences?	
Did you find out the meaning of words by reading the other words around it?	
Did you skim, scan and skip around to find the meaning of a word?	

Make a list of all the things you do when you read to help you understand the text that you are reading. Share your list with others in the class.

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓



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Reading and Comprehension Learning Activity 4

4-2: Summary and Questions

Identify the most important points in the text. Summarize these points in a brief paragraph. Remember that a paragraph is a group of sentences relating to the same topic. Below is an outline for your paragraph.

Topic Sentence

Supporting Sentences

Closing Sentence



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Questions

Write down 5 questions you have about the text.

1.

2.

3.

4.

5.

Discuss your questions with your classmates and teacher. Find out if other people had similar questions to yours.





Writing Skills Learning Activity 5

Three handouts

5-1: Freewriting

Freewriting is fun and entertaining for learners. Give learners a topic or statement and ask them to write for 5-10 minutes non-stop. Tell learners to keep on writing even if nothing specific comes to mind. Generating ideas is what is important, not the grammar or the spelling. After learners have finished freewriting ask them to read over what they have written and highlight the most prominent and interesting ideas. Learners can use these ideas for a writing project. A list of freewriting ideas are on the handout that follows.

5-2: Paragraph Writing

Good paragraph writing is essential to all writing activities. Learners need to have a good base in order to write different kinds of paragraphs and multi-paragraphs. Learners read the paragraph on the handout and then do the following:

- ✓ Underline the topic sentence.
- ✓ Mark three details that the author uses to support the topic.
- ✓ Circle the transition words.
- ✓ Highlight the concluding sentence.
- ✓ Make an outline of the paragraph.

5-3: Expository Paragraph (Stating Opinions)

Ask learners to write an expository paragraph stating their opinions about myths.





Writing Skills Learning Activity 5

5-1: Freewriting

Choose one of the myths from the text and write for 5-10 minutes about the myth. Spelling and grammar don't count! Just write down your thoughts and ideas.

- ✓ If your bottom eyelid is twitching, it means that bad luck is on the way. But if the top eyelid is twitching, it means good luck. Some say that if the right eye is moving, chances are that you will see someone that you haven't seen in a while—maybe someone from out of town.
- ✓ When you whistle at the Northern Lights, they will become more visible. And they will come closer to you if you keep whistling. And then...they'll chop your head off and play ball with it. But if you want them to go away, all you have to do is rub your fingernails together and they will disappear.
- ✓ If you are named after someone, you must not call him or her by that name. If you two have the same name, you must call her by another name, because you must respect or value that particular name. Some even say "this person's sister's brother" etc., when they are trying to speak of the namesake.
- ✓ In the days before there were dolls, if you used to pack a rock pretending it was a doll, you will have a heavy baby when you deliver someday.
- ✓ Another thing that our mothers used to tell us when we were pregnant is when you first get up in the morning, the first thing that you should do is to go out the door and look both ways. That way you will have a short labour.



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- ✓ I know of a person who told me another thing regarding babies. He was told to always put his dufflesocks neatly facing a certain way when he places them under his pillow. If he puts them any old way, his pregnant wife will deliver a breach baby.
- ✓ We used to play outside a lot and when it got dark our parents would ask us to come inside. Some of us would refuse to come in. Then they would say that the “Night Monster” will come and take us away. Then we would run home quickly.
- ✓ This seems true. If you laugh too much or are having too good a time, you will hear of bad news the next day or so. If you are leaving to another town and are over-excited, when that day comes, it will be bad weather, or the plane might be mechanical, and then you will be disappointed. Therefore, you must try and wait patiently.





Writing Skills Learning Activity 5

5-2: Paragraph Writing

Read the following paragraph. Then do each of the following:

- ✓ Underline the topic sentence.
- ✓ Mark three details that the author uses to support the topic.
- ✓ Circle the transition words.
- ✓ Highlight the concluding sentence.
- ✓ Make an outline of the paragraph.

Can you predict the sex of a baby before it is born?

Many old wives' tales, especially those predicting sex of babies before they are born, have proven false. One example is the myth that says extra weight out front means a girl and extra weight around the hips and bottom means a boy. But if a woman has a short torso, there is no place for the baby to grow but out. A long torso means roomier accommodations for a baby. Therefore, a women's shape during pregnancy is dependent on her size and length of torso. Another myth says if a woman's carrying low, it's a boy, or if a woman's carrying high, it's a girl. This is also false as women who carry high usually are in good shape and it is usually their first pregnancy. Stomach muscles have a tendency to become more elastic with each pregnancy, so a belly that's seen more than one pregnancy may hang a little lower. And lastly, the myth that says if the fetal heart rate is under 140 beats per minutes, it's a boy. A baby girl's heart rate is only faster than a boy's after the onset of labour. There is no difference between fetal heart rates for boys and girls during pregnancy. The rate only varies with the age of the



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fetus. As you can see, old wives' tales that predict the sex of the baby have been proven false or ineffective by advances in medicine and technology over the last 100 years.¹

Outline of paragraph

Topic Sentence

Supporting details (3)

1.

2.

3.

Closing Sentence

¹ Source: http://www.kidshealth.org/parent/general/aches/old_wives_tales.html





Writing Learning Activity 5

5-3: Expository Paragraph

We all express opinions everyday. Whenever we say what we think or feel about a movie, store, TV show, restaurant or person we are giving our opinion.

An opinion paragraph should:

- ✓ Begin with a strong topic sentence that states the opinion.
- ✓ Give reasons to support the opinion. Reasons can be facts, examples or feelings.
- ✓ End with a closing sentence that restates the opinion using different words.

For example:

Free Buses

City transit in Yellowknife should be free. There are several reasons this is a good idea. First of all, if transportation is free, people will leave their cars at home. This means that there will be less air pollution. Also, if more people ride buses, the city streets won't need to be repaired as often because there won't be as many cars wearing down the pavement. In addition, the number of costly car accidents will drop sharply once people start taking public transit. It is true that the free city transit will cost the city more money. However the benefits of free transit far outweigh the costs.



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Write an opinion paragraph. Choose one of the topics below:

- ✓ Old wives' tales are just that – tales.
- ✓ Myths are important to my culture.
- ✓ I believe in the traditional sayings of my culture.
- ✓ The myths of my culture should be passed down from one generation to the next.
- ✓ Choose your own topic about myths, traditional sayings or old wives' tales.

Topic Sentence

Supporting Sentences



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Closing Sentence





Speaking and Discussion

Learning Activity 6

Two handouts

6-1: The Way of Council

The Way of Council is an approach to group discussion that comes from Aboriginal traditions, whereby the group meets in a circle to discuss a particular topic and each person is given an opportunity to speak without interruption. Usually a talking piece is used like a stick, special rock, etc. Learners get into a circle and share their ideas about myths in their community and culture. The guidelines for the discussion are on the handout provided.

6-2: One Minute Talks

Write down some old wives' tales on small pieces of paper and put them in a hat. Ask learners to pick one from the bag and talk about it for one minute. Below are some common old wives' tales:

- ✓ Chewing gum, if swallowed, remains inside your body for seven years.
- ✓ If you touch a toad, you'll get warts.
- ✓ Stepping on ants brings rain.
- ✓ Throw back the first fish you catch then you'll be lucky the whole day fishing.
- ✓ A fox passing your home is a forerunner of misfortune.
- ✓ If you make a bedspread, or a quilt, be sure to finish it or marriage will never come to you.
- ✓ If your right eye twitches there will soon be a birth in the family. If the left eye twitches there will soon be a death in the family.



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- ✓ It is bad luck to walk under a ladder.
- ✓ A rabbit's foot will bring luck and protect the owner from evil spirits if carried in the pocket.
- ✓ Bad luck will follow the spilling of salt unless a pinch is thrown over the left shoulder into the face of the devil waiting there.²

6-3: Agree – Disagree

Make up cards that say “Agree” and “Disagree.” Post them in your classroom. Read the information about the number 13 together as a class. Ask learners to decide if they agree that the number 13 should be avoided or if they disagree and think that the number 13 should be used in all walks of life.

² Source: <http://www.corsinet.com/trivia/scary1.html>





Speaking and Discussion Learning Activity 6

6-1: The Way of Council

Remember these things when you participate in the **The Way of Council**.

The Four Intentions of the Way of Council

- ✓ Speak from the heart.
- ✓ Listen from the heart.
- ✓ Be spontaneous.
- ✓ Be lean of expression.

Conversation Principles

1. Acknowledge one another as equals.
2. Try to stay curious about each other.
3. Recognize that we need each other's help to become good listeners.
4. Slow down so we have time to think and reflect.
5. Remember that conversation is the natural way humans think together.
6. Expect it to be messy at times.



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Speaking and Discussion Learning Activity 6

6-3: Agree – Disagree

Read the following information about the number 13 and Fridays and decide if you think that the number 13 should be avoided or not.

Fear of Friday the 13th is rooted in the past. There are bad luck associations with both the number 13 and the day Friday. Together they combine to make one super unlucky day.

How did the number 13 and the day Friday become so unlucky?³

- ✓ There is a Norse myth about 12 gods having a dinner party at Valhalla, their heaven. In walked the uninvited 13th guest, the mischievous Loki. Once there, Loki arranged for Hoder, the blind god of darkness, to shoot Balder the Beautiful, the god of joy and gladness, with a mistletoe-tipped arrow. Balder died and the Earth got dark. The whole Earth mourned.
- ✓ There is a Biblical reference to the unlucky number 13. Judas, the apostle who betrayed Jesus, was the 13th guest to the Last Supper.
- ✓ A particularly bad Friday the 13th occurred in the middle ages. On a Friday the 13th in 1306, King Philip of France arrested the revered Knights Templar and began torturing them, marking the occasion as a day of evil.
- ✓ In ancient Rome, witches reportedly gathered in groups of 12. The 13th was believed to be the devil.
- ✓ Both Friday and the number 13 were once closely associated with capital punishment. In British tradition, Friday was the

³ Source: <http://www.corsinet.com/trivia/scary.html>



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conventional day for public hangings, and there were supposedly 13 steps leading up to the noose.

- ✓ It is traditionally believed that Eve tempted Adam with the apple on a Friday. Tradition also has it that the Flood in the Bible, the confusion at the Tower of Babel, and the death of Jesus Christ all took place on Friday.
- ✓ Numerologists consider 12 a "complete" number. There are 12 months in a year, 12 signs of the zodiac, 12 gods of Olympus, 12 labours of Hercules, 12 tribes of Israel, and 12 apostles of Jesus. In exceeding 12 by 1, 13's association with bad luck has to do with just being a little beyond completeness.

How is fear of the number 13 demonstrated in our society?⁴

- ✓ More than 80 percent of high-rises lack a 13th floor.
- ✓ Many airports skip the 13th gate.
- ✓ Airplanes have no row 13.
- ✓ Hospitals and hotels regularly have no room number 13.
- ✓ Italians omit the number 13 from their national lottery.
- ✓ On the streets of Florence, Italy, the house between number 12 and 14 is addressed as 12 and a half.
- ✓ Many cities do not have a 13th Street or a 13th Avenue.
- ✓ Many triskaidekaphobes, those who fear the unlucky number, point to the ill-fated mission to the moon, Apollo 13.
- ✓ If you have 13 letters in your name, you will have the devil's luck. Jack the Ripper, Charles Manson, Jeffrey Dahmer, Theodore Bundy and Albert De Salvo all have 13 letters in their names.

⁴ Source: <http://www.corsinet.com/trivia/scary.html>



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Research Learning Activity 7

Three handouts

7-1: Old Wives' Tales

Old wives' tales are perhaps as old as language itself. They're part of our oral tradition, originating long before pen and ink, books and movies, and certainly before the Internet.⁵

Learners research some old wives' tales on the Internet and decide whether each is true, false or a half truth. And they also give some information about how the old wives' tale began. Instructions and an example are on the handout.

7-2: Myths/ Traditional Sayings in Your Community

Learners research and develop a book about myths or traditional sayings from their community. Each learner should come up with 3 – 5 myths or traditional sayings and write up information about them. Guidelines are on the handout. When everyone has completed this they can share their myths or traditional sayings with the class. Learners use these myths and traditional sayings to develop a book about their community. The book can be shared with teachers from the local school to use in their classroom.

7-3: Naming Practices

One of the myths in the text is about names. Cultures have many practices around naming children and how you use a name. People can have up to 10 – 15 names. Ask learners to research their name or write about their child's name. Details are outlined on the handout.

⁵Source: http://www.kidshealth.org/parent/general/aches/old_wives_tales.html



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Research

Learning Activity 7

7-1: Old Wives' Tales

Old wives' tales are perhaps as old as language itself. They're part of our oral tradition, originating long before pen and ink, books and movies, and certainly before the Internet.⁶

Research five old wives' tales on the Internet and decide whether it is true, false or a half truth. And also give some information about how the old wives' tale began. Here are some Internet sites to use for your research:

- ✓ http://www.kidshealth.org/parent/general/aches/old_wives_tales.html
- ✓ <http://www.snopes.com/oldwives/oldwives.asp>
- ✓ http://en.wikipedia.org/wiki/Bubbe_meise
- ✓ <http://www.whimsy.org.uk/superstitions.html>
- ✓ <http://www.corsinet.com/trivia/scary.html>

Follow the guideline below.

Example:

Old wives' tale true, false, half-truth

Eating carrots improves your night vision **false**⁷

Explanation

Carrots do contain Beta-carotene, which changes to Vitamin A. Vitamin A helps maintain healthy vision, but it cannot improve your vision.

⁶ Source: http://www.kidshealth.org/parent/general/aches/old_wives_tales.html

⁷ Source: http://en.wikipedia.org/wiki/Bubbe_meise#Other_Old_Wives.27_Tales



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How it began?

This tale started in the Second World War when the British spread a rumour that their plane spotters were eating carrots to give them improved vision, hiding the fact that radar had been invented. Also the exceptional night fighter, John Cunningham, was said to have excellent night vision because of his carrot eating.

Websites:

- ✓ http://www.kidshealth.org/parent/general/aches/old_wives_tales.html
- ✓ http://en.wikipedia.org/wiki/Bubbe_meise

Title of articles from the website: *Old Wives' Tales* and *Common Old Wives' Tales*



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Research

Learning Activity 7

7-2: Myths/Traditional Sayings in Your Community

Research some of the myths or traditional sayings in your community. Interview Elders and/or talk to people in your community. Come up with between three to five myths. Follow the format below.

- ✓ Myth
- ✓ What it means?
- ✓ How it began?
- ✓ Do people still believe in it?
- ✓ Who did you get the information from?
- ✓ Draw a picture or use one from the Internet to describe the myth.

Share your myths with others in the class. Combine all your myths to make a book about myths from your community.



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Research

Learning Activity 7

7-3: Naming Practices

Names are an important part of tradition and culture. Different cultures have different traditions about naming their children. In some parts of the world children are named after their grandparents. In other places children are named after the first thing the mother sees after the baby is born. For example, Fox in the Bush.



Choose one of the following projects.

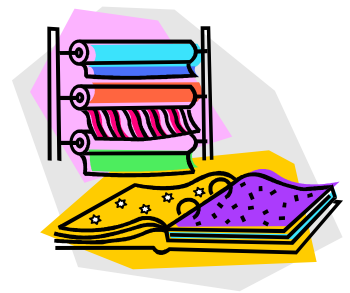
Project One

Talk to your children about their names and how you named them. Write up a little story about their name. To get started answer these questions about your child's name.

- ✓ My child's name is
- ✓ He/she was named by.....
- ✓ Some other people who have the same name are.....
- ✓ He/she was given this name because.....
- ✓ His/her name is important to my family, community and/or culture because.....
- ✓ My child's name means....

Project Two

Research your own name. You can talk to Elders, family members and look up meanings on the Internet. You may already know some of the answers from talking to your parents or grandparents.



Fascinating Myths of the Inuit

Answer these questions:

1. What is your full name?
2. What does your name mean?
3. Who gave you your name?
4. Why were you given that name?
5. Who do you share your name with?
6. Why is your name important to your family, community and culture?

Example # 1⁸

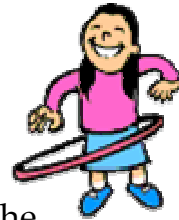
My name is Regina. My mother gave me this name.

Another person with the same name was the midget Regina, an Inuit woman from Tuktoyaktuk who used to live in Yellowknife, but she died a few years ago.

My mother gave me this name because when she was 13 she traveled far from home for the first time. She went to Regina, Saskatchewan. On her way home, she heard the song “I’ve never been this far before.” She said that when she had a daughter she would name her Regina.

My name means ‘Queen’ in Latin (Rex means ‘King’).

My name is important because a queen is a powerful person in many countries. My name is on every coin in your pocket!



⁸ **Source:** Submitted by Betty Harnum and Mary Rose Sundberg, Goyatı kò Language Centre, Dettah



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Example # 2⁹

My name is It'Q. My mother and father gave me this name.

Another person with the same name is my grandson, the son of Jonas Sangris, my son.

My mother and father gave me this name because when I was born my parents were in the barrens and they had to gather small leaves to make a bed for me to lay on.



My name means 'leaf' or 'leaves.' It also means 'plants.' My name is important because my people, the Yellowknives Dene, have made many medicines from plants. Also, some plants, like tobacco, are used to make offerings of thanks to the land because the land provides us with food, shelter, warmth and clothing.

⁹ **Source:** Submitted by Betty Harnum and Mary Rose Sundberg, Goyatı kò Language Centre, Dettah



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Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **Building Aboriginal Language Skills**, NWT Literacy Council, 2005.
- ✓ **Northern Writes, Entries from the 1992 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Northern Writes Study Guide**, NWT Literacy Council, 2006.

Websites

- ✓ **Old Wives Tales:**
http://www.kidshealth.org/parent/general/aches/old_wives_tales.html
This website has tons of information on old wives' tales. Learners can research different old wives tales and their meanings.
- ✓ **Old wives' tale** http://en.wikipedia.org/wiki/Bubbe_meise
This website gives some background information and tells about some common old wives' tales.





As Are We All

By Chris Gamble, Yellowknife

Introduction

This story is from **Northern Writes 7, Entries from the 1999 NWT Writing Contest**. *As Are We All* is about the lives of the men on the Franklin Expedition of 1845. The story is historical fiction. The characters in the story are not real but the story is based in history.

This story encourages learners to think about historical events in the North and how they can shape our future. It also provides an opportunity to combine English and Social Studies outcomes.

This section first presents a list of eight learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the story.



This symbol marks instructor notes.





This symbol marks handouts you can copy for learners.



As Are We All



As Are We All List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Prereading	1 handout	8 to 9
2) Vocabulary	2 handouts	10 to 13
3) Language Skills	2 handouts	14 to 23
4) Questions	2 handouts	24 to 28
5) Reading and Comprehension	3 handouts	29 to 36
6) Writing Skills	2 handouts	37 to 44
7) Research	2 handouts	45 to 51
8) Discussion	1 handout	52 to 54





As Are We All

Chris Gamble, Yellowknife

Northern Writes 7, Entries from the 1999 NWT
Writing Contest

A thin smile momentarily spread itself across David's blistering lips as the first rays of sunlight crept over the jagged horizon. He breathed a frosty sigh through his ice-encrusted scarf.

"There you are, my friend," he whispered quietly in a Scottish accent, his words stolen by the wind as it blew across the snowy deck. Reaching out his hand, as though to touch the sun, he could almost feel its warmth, searing the coldness away. *The coldness.* How he hated it. The unending coldness that left him frozen to the soul, like everything here. But to feel the sun again, he thought, to feel its comforting warmth, like a long awaited hug... it was one of the few dreams that could still survive in his frozen shell of a body.

"You can almost feel it, can't you?" Rather angry at himself for having such foolish thoughts, David dropped his outstretched arm and turned to see who had addressed him.

"Surgeon Dale, I'm surprised to see you out here," was his muffled response, recognizing his voice rather than his face. The doctor was bundled tightly in several layers of clothing, with a scarf similar to David's wrapped around much of his face.

"Mind if I join you?" David shook his head, "No." Few of the crew were on friendly terms anymore and any companionship the doctor could offer was most welcome.

Trudging across the deck in worn leather boots, he took a seat next to David at the bow of the ship. He sat with a sigh, as though finally relieving a burden that he had been carrying on his shoulders for days. Saying nothing, he looked out over the horizon. The wind quickly worked its way through his layers of clothing, though the doctor seemed to pay little notice.



As Are We All

“Majestic, isn’t it?” observed the doctor, more as a statement than a question. David looked out over the unending ice and snow, over the icebergs that jutted into the sky like serrated knives and the unending waves of towering snow slopes and grunted.

“You don’t agree?”

“I can think of no other place I despise more.” The doctor looked over at him curiously, his eyes peering out from somewhere amidst the layers of clothing.

“How can you despise a place like this? So pure, so untouched...so unwilling to break to the needs of men. There is a raw savageness about this place that somehow makes it that much more beautiful. Like a woman who can never be tamed.”

“It sounds to me as though someone has spent too many long nights reading poetry,” David chuckled, then became serious once again.

“You speak as though you admire this...I don’t know what we would call this place, but you almost seem to admire it. How can you appreciate a place such as this? A place that can drive men mad and keep you down there for days at a time treating the sick. A place that would trap us here and never let us return home. That would keep us from those we love! How can you admire a place as cruel as this?” A mixture of frustration and anger brewing inside of him, David stood and kicked the snow angrily over to the edge of the bow.

“We’ll be free to go home soon enough,” the doctor replied optimistically. Leaning over the ship’s edge, David gave no indication that he had heard the doctor. A little louder, the doctor repeated himself. Still leaning over the edge, David motioned with his head for the doctor to come over. With aching muscles, the doctor rose and moved over beside his companion.

“Look down there, what do you see?” David asked, pointing just beyond the sloping snow banks that encircled the ship. The doctor replied he saw nothing except snow.



As Are We All

"Look more carefully. Watch as the wind blows." Looking more carefully, he knew what David was talking about. A ghostly mist of snow floated just above the ice, lost in the wind. It was a familiar sight to him as it was to all the other crew mates, but this was the first time since they had entered the dark Arctic waters a few years earlier that he had heard anyone mention it aloud.

"I'd never really paid much notice to that anymore," the doctor replied finally, his eyes remaining locked on the phantomlike haze.

"Those are the ghosts of the damned, those who God has forsaken or forgotten – and soon we will be joining them..." Breaking his eyes from the hypnotic torrents of mist, the doctor looked at David in surprise. He was beginning to sound as the other men had, when their madness had first hit. "We will never see home again." Turning his head, David returned the doctor's gaze, yet there was something so sure, definite about it, that it chilled the doctor far more than the icy winds could have ever done.

"Don't...don't speak like that..." Surgeon Dale replied, trying to sound confident. "The days will soon be getting longer and the ice will begin to break up..."

"And the canned food is nearly gone on both ships, our leader is on his deathbed and many men speak of trying to walk out of here. Doctor, I truly admire your optimism, for I am sure you have endured far worse than I, down below surrounded by the dying, but you are wasting it on me. Our fate lies right here before us." Gazing out at the tiny slice of sun that peeked out from between two distant hills on the island, the doctor tried in vain to flush out his companion's words.

"It will be getting dark soon. Come on back under and get yourself something to eat. You need to keep up your strength." Rising, the doctor clenched down hard on his teeth as a wrenching pain screamed through his stomach. David remained still, watching the haunting mists as they tried to creep up the sloping snow banks towards the ship.



As Are We All

“Sometimes I swear it’s that awful food that’s killing us; when we get back to England, I’ll never eat canned food again,” David said jokingly, as though trying to dispel his own morose mood. The doctor didn’t laugh. David sighed. “I’ll be down in a bit. Might as well enjoy the sun while I can, what little we get.” The doctor nodded, then turned and went back down below the deck.

Stomping off his boots as he made his way down the narrow passageway, the doctor began to regain his feeling in his frozen cheeks. From through one of the doors he could hear frenzied shouting, an all too-common occurrence that was becoming more commonplace with every passing day. One by one, madness was taking the men, and he was powerless to stop it. Feeling suddenly overwhelmed, the doctor leaned against the corridor wall and took several deep breaths to try and force some kind of order into this mind. The pungent sweaty air made him gag and he was forced to sit, so overcome by dizziness.

Clutching his head between his hands, he didn’t notice his assistant emerge from the door at the end of the hallway. Closing it behind him, the assistant approached in a reverent silence. The doctor looked up in surprise as he felt someone tapping him on the shoulder.

“Emmit, are you alright?” the assistant whispered.

“Just...just a little tired, that’s all,” the doctor replied sadly, wiping the perspiration from his forehead with his scarf as he stood. “How is he?” The frightened eyes of his assistant offered an answer before he even had a chance to reply.

“Franklin...he’s dead.” The doctor nodded acknowledgement, then dismissed his assistant.

Standing alone in the passageway once again, the doctor strained his ears to hear over his own erratic breathing. The shouting had stopped – not a single voice could be heard. Only the wind as it whistled and howled overhead. Leaning his head against the wall,



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the doctor peered down the passageway towards the door at the end. Behind it lay possibly the only man who could have saved them from David's prophecy...could have...

Franklin...he's dead.

Surgeon Emmit T. Dale doubled over as pain tore through his stomach. Clenching down on his teeth again, tears squeezed out of his eyes and down his frostbitten cheeks.

As are we all, he thought through the pain. *As are we all.*





Prereading Learning Activity 1

One handout

1-1: K-W-L-S

What do your learners know about Franklin and his expedition? What would they like to learn? Do a K-W-L-S on the Franklin Expedition. Use the handout and ask learners what they know about the expedition. Ask them what they would like to learn. Then have learners read the story. Ask learners what they learned from the story. Then ask them what they would still like to learn. In the research section, learners research information about the Franklin expedition.





Prereading Learning Activity 1

1-1: K-W-L-S

K-W-L-S: Franklin Expedition

Know	Want	Learned	Still Want to Learn
What do I already know about the Franklin Expedition?	What do I want to know about the Franklin Expedition?	What have I learned about this topic?	What do I still want to learn about the Franklin Expedition?





Vocabulary Learning Activity 2

Two handouts

2-1: Matching

Learners match the word to the definition.

2-2: Word Study

Learners study the new vocabulary words by writing sentences, finding nouns and adjectives, breaking the words into syllables and finding root words.





Vocabulary Learning Activity 2

2-1: Matching

Match the word with the correct definition.

burden		1. Having a notched edge or sawlike teeth, especially for cutting
majestic		2. Archaic, uncultivated; growing wild
serrated		3. Implies a sharp, stinging, or biting quality especially of odours
savageness		4. Deviating from the usual or proper course in conduct or opinion
forsaken		5. That which is borne with difficulty or obligation
torrents		6. The foretelling or prediction of what is to come
morose		7. Having or showing lofty dignity or nobility; stately, grand
frenzied		8. Gloomily or sullenly ill-humoured, as a person or mood
pungent		9. Showing great respect



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reverent		10. Renounce or turn away from entirely (abandoned; deserted)
erratic		11. Violently agitated; frantic; wild
prophecy		12. A heavy, uncontrolled outpouring





Vocabulary Learning Activity 2

2-2: Studying New Vocabulary

- | | |
|---------------|--------------|
| 1. burden | 7. torrents |
| 2. majestic | 8. morose |
| 3. serrated | 9. frenzied |
| 4. savageness | 10. pungent |
| 5. forsaken | 11. reverent |
| 6. erratic | 12. prophecy |

1. Break each word into syllables.
2. What is the root word for the following:
 - ✓ serrated _____
 - ✓ savageness _____
 - ✓ forsaken _____
 - ✓ frenzied _____
 - ✓ torrents _____
3. Which words can be used as adjectives? Write them in a sentence showing them as an adjective.
4. Which words are nouns? Write them in a sentence.





Language Skills Learning Activity 3

Two handouts

3-1: Nouns

Learners categorize nouns and then read a passage about Franklin's early days and capitalize all the proper nouns.

3-2: Adjectives

Learners rewrite the sentences using different adjectives. They also write four adjectives for each noun given and then rewrite sentences using creative adjectives.





Language Skills Learning Activity 3

3-1: Nouns

A noun is a name of a person, place, thing or idea. Categorize the following nouns from the story into people, places, things and ideas.

David	sunlight	horizon	friend	coldness
dreams	Surgeon Dale	crew	burden	savageness
poetry	home	ship	muscles	snow bank
mist	haze	men	doctor	wind
food	leader	deathbed	winter	starvation
companion	mood	passageway	madness	tired
Franklin	prophecy	Emmit	assistant	pain

People	Places	Things	Ideas



Proper Nouns

A proper noun is a specific thing, person, place or idea (John, Yellowknife, New Democratic Party). Always capitalize proper nouns:

- ✓ **People:** Mary, John, Antoine
- ✓ **Religions:** Christian, Sikh, Jew
- ✓ **Nationalities:** First Nations, Aboriginal, American, Spanish
- ✓ **Languages:** Cree, Chipewyan, Inuktitut
- ✓ **Titles of books, films, plays, etc:** *Tracking Triple Seven*, *Said the Raven*
- ✓ **Organized Groups:** Girl Guides, Hunters and Trappers Association, Calgary Flames
- ✓ **Titles:** Premier Handley, Prime Minister Martin
- ✓ **Cities, provinces, countries:** Fort Smith, Alberta, Canada
- ✓ **Lakes, mountains, parks:** Watta Lake, Fred Henne Park
- ✓ **Bridges, streets, roads, highways:** Franklin Road, Mackenzie Highway
- ✓ **Month, days of week:** December, Monday
- ✓ **Special days:** Christmas, Hanukkah, Aboriginal Day
- ✓ **Initials and abbreviations:** YWCA, NWT, Ms. M. Smith



Correct the following passages about Franklin's early days by **capitalizing** all the **proper nouns**.

early life¹

franklin was born in spilsby, lincolnshire in 1786 and educated at king edward VI grammar school, louth. He was the ninth of 12 children of a lincolnshire shopkeeper. franklin's father initially opposed his son's interest in a career at sea. However, franklin was determined and his father reluctantly allowed him to go on a trial voyage with a merchant ship. This hardened young franklin's resolve, so at the age of 14, his father secured him a royal navy appointment on hms *polyphemus*. franklin was later present at a number of historic voyages and battles. These included the battle of copenhagen in 1801, an expedition to explore the coast of australia on hms *investigator* with his uncle, captain matthew flinders, a return to the napoleonic wars, serving aboard hms *bellerophon* at the battle of trafalgar in 1805, and he was at the battle of new orleans.

1819: first arctic expedition²

franklin first travelled to the arctic in 1818, as a lieutenant under the command of david buchan, and became fascinated by it. He led a disastrous overland expedition into the northwest territories of

¹ Source: http://en.wikipedia.org/wiki/John_Franklin#1819:_First_Arctic_Expedition

² Source: http://en.wikipedia.org/wiki/John_Franklin#1819:_First_Arctic_Expedition



canada along the coppermine river in 1819-1822, losing 11 of the 20 men in his party. Most died of starvation, but there was also at least one murder and suggestions of cannibalism. The survivors were forced to eat lichen and even attempted to eat their own leather boots. This gained Franklin the nickname of "the man who ate his boots."

1823: marriage and second arctic expedition³

In 1823, after returning to england, franklin married the poet eleanor anne porden. Their daughter, eleanor isabella, was born the following year. eleanor died of tuberculosis in 1825, shortly after persuading her husband not to let her ill-health prevent him from setting off on another expedition to the arctic. This expedition, a trip down the mackenzie river to explore the shores of the beaufort sea, was better supplied and more successful than his last.

In 1828, he was knighted by george IV and in the same year married jane griffin, a friend of his first wife, and a seasoned traveler who proved indomitable in the course of their life together.

1836: lietenant-governor of can diemen's land⁴

Franklin was appointed lieutenant-governor of van diemen's land in 1836, but was removed from office in 1843. He did not endear

³ Source: http://en.wikipedia.org/wiki/John_Franklin#1819: First Arctic Expedition

⁴ Source: http://en.wikipedia.org/wiki/John_Franklin#1819: First Arctic Expedition



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himself with the local civil servants, who particularly disliked his humane ideals and his attempts to reform the tasmanian penal colony. His wife, lady jane, was quite liberated for a woman of her day, known for "roughing it" to the extent that an expedition had to be mounted after she and franklin became lost in the wild. Such exploits further distanced the couple from "proper" society, and may have contributed to franklin's recall. Nevertheless, he was popular among the people of tasmania. He is remembered by a significant landmark in the centre of hobart – a statue of him dominates the park known as franklin square, which was the site of the original government house. His wife worked to set up a college, a museum and botanical gardens. The village of franklin, on the huon river, is named in his honour, as is the franklin river on the west coast of tasmania, one of the largest and wildest tasmanian rivers.





Language Skills Learning Activity 3

3-2: Adjectives

An **adjective** modifies a **noun** or a **pronoun** by describing, identifying, or quantifying words. An **adjective** usually precedes the noun or the pronoun which it modifies. Adjectives can make your writing much more appealing.

In the sentence below, the **highlighted** words are adjectives:

A **thin** smile momentarily spread itself across David's **blistering** lips as the **first** rays of sunlight crept over the **jagged** horizon.

Each sentence below from the story contains one or more adjectives. Read each sentence carefully and **underline** the **adjectives**. Then rewrite the sentence using different adjectives. The first sentence has been done for you.

1. He breathed a frosty sigh through his ice-encrusted scarf.

He breathed a heavy sigh through his big bulky scarf.

2. David looked out over the unending ice and snow, over the icebergs that jutted into the sky like serrated knives and the unending waves of towering snow slopes and grunted.



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3. A ghostly mist of snow floated just above the ice, lost in the wind.

4. Gazing out at the tiny slice of sun that peeked out from between two distant hills on the island, the doctor tried in vain to flush out his companion's words.

5. David remained still, watching the haunting mists as they tried to creep up the sloping snowbanks toward the ship.

6. Stomping off his boots as he made his way down the narrow passageway, the doctor began to regain his feeling in his frozen cheeks.



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For each of the following nouns, list **four adjectives**.

1. winter _____
2. sunlight _____
3. wind _____
4. cold _____
5. fear _____
6. snow _____

Adjectives help to make what we write more interesting to our readers. They help bring our words to life. **Rewrite** the sentences with **adjectives** to make them more interesting.

1. The men on the ship were sick.

2. The doctor helped the sick below the deck.

3. David felt no hope for his future.



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4. Franklin died on the ship after being sick for a long time.

5. Two ships were stuck in the ice for over two years.

Some adjectives are used too much. Words such as **good**, **bad** and **nice** don't mean much anymore. **Rewrite** the following sentences by replacing these **overused adjectives** with vivid ones.

1. The story was a **good** account of what happened to Franklin and his men.

2. Franklin was a very **interesting** person.

3. David had a **bad** feeling about their survival.

4. The **big** ship was stuck in the ice for a **very** long time.





Questions Learning Activity 4

Two handouts

4-1: Story Questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

4-2: Journal Writing

Learners use the four questions on the handout to do journal writing.





Questions Learning Activity 4

4-1: Story Questions

Write a sentence to answer the following questions. Begin with a capital letter and end with the correct punctuation.

- 1) What is David referring to when he says, "There you are, my friend."

- 2) What time of year did the story take place?

- 3) How many ships were there?

- 4) Why does the doctor think the place is so "majestic"?



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5) Why does David hate the “place”?

6) “Look down there, what do you see?” What was David referring to?

7) Why does David feel so hopeless?

8) What happens to Franklin?

9) What happens to the doctor after Franklin dies?



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10) What is David's prophecy?





Questions Learning Activity 4

4-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ What is something that you have felt hopeless about?
- ✓ What is something that you are really optimistic about?
- ✓ Have you ever been caught in a winter storm before? What was it like?
- ✓ What do you think it was like for the men on these ships?





Reading and Comprehension Learning Activity 5

Three handouts

5-1: Read, Rate, Reread

Assign learners the story to read. Ask them to rate their understanding of their reading on a scale of 1 to 10. Also, ask them to list any questions they have about their reading. Explain that questions may be about what happened, vocabulary, motivation, or anything else that seems unclear. They can use the handout as a guide for this activity.

Ask learners to read the story and rate their understanding again. Have them indicate which earlier questions they can now answer.

Ask learners to work in groups of two or three to discuss any unanswered questions they have. Learners who answer the questions should indicate the portion of the text that led them to their answer. The groups should list any questions they are still unable to answer.

Ask learners to read the story for a third time and rate their understanding one last time. Discuss any remaining questions with the entire class.

5-2: Retelling Guide

Learners use the handout as a guide to retell the story in their own words. This will help them understand the story and show comprehension.



5-3: Thinking about the Story

Learners answered questions about the story earlier. The questions in this section are considered think and search questions and making inferences. The answers might be obscured in the text or may not be in the text. Learners must rely on their own background information and what the author has written to answer some of the questions. Learners can work in pairs to answer these questions.





Reading Comprehension Learning Activity 5

5-1: Read, Rate, Reread⁵

	Understand -ing Rating (Scale 1- 10)	Questions	Answers
1st Reading			
2nd Reading			
3rd Reading			

⁵ Source: <http://www.allamericareads.org/lessonplan/during.htm>





Reading and Comprehension Learning Activity 5

5-2: Retelling Guide

Retell the story in your own words. The following questions will help you break down the story.

Beginning

- What happens at the beginning of the story?
- Where does the story take place?
- Who is the main character?
- What is the problem?



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Middle

- What happens next?
- What do the character(s) do?
- How do they feel?
- Do they try to solve the problem?

End

- Do they solve the problem?
- How does the story end?
- What is the author trying to tell you?



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Reading Comprehension Learning Activity 5

5-3: Thinking about the Story

Answer the following questions. The answers are not directly in the story. You will have to make inferences and read between the lines to answer these questions.

- 1) Why do you think the doctor was so optimistic?

- 2) Why do you think the crew were not on friendly terms any longer?

- 3) Why do you think the men on board were going mad?



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- 4) What happens in the end with David and Surgeon Dale? How have their opinions changed?

- 5) Why does the shouting from the men stop all of a sudden?

- 6) Why do you think that Surgeon Dale lost hope after Franklin died?

- 7) What does the title *As Are We All* mean?





Writing Skills Learning Activity 6

Two handouts

6-1: Different Perspectives

Discuss the different perspectives that people can have on a historical event or era. Talk about how the people of the North (Inuit) might have felt about the explorers.

Ask learners to put themselves in the role of an Inuit Elder during the Arctic exploration era. What did they worry about? How did they treat the strange men from lands far away?

Ask learners to write a story from the perspective of the Inuit peoples in the Arctic. Some ideas for writing are:

- ✓ First time they met a European
- ✓ What they thought of these men
- ✓ What worries they had about these men

6-2: Historical Fiction

Talk about what historical fiction is. Ask learners to choose a topic given on the handout and write a short historical fiction story. Websites are given for each topic.

6-3: Writing Process

Give learners the writing process handouts to help them write their stories. Review the writing process together. Handouts include:

- ✓ TOWER Writing Process
- ✓ Clustering
- ✓ Journalists' Questions
- ✓ Editing/Proofreading





Writing Skills Learning Activity 6

6-2: Historical Fiction

Historical fiction presents readers with a story that takes place during a notable period in history, and usually during a significant event in that period. The story is usually made up of fictitious characters dealing with a true historical event. You don't need to be an expert on the historical event, but you do need to do some research about the event.

Your Assignment

Write a short historical fiction story on one of the following topics. You will need to research your topic so you are familiar with the historical event or era. Two websites are given for each topic. They will give you a good overview of the topic. You may choose your own topic. Your story should be at least 300 words long. Use the TOWER Writing Process.

Topics

- ✓ Louis Riel Rebellion
<http://www.shsb.mb.ca/Riel/erebellion.htm>
http://en.wikipedia.org/wiki/Louis_Riel
- ✓ Treaty Days
<http://thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008109>
http://imagescn.technomuses.ca/people/index_in.cfm?id=160&index=1
- ✓ Wounded Knee (American Indian History)
http://en.wikipedia.org/wiki/Wounded_Knee_massacre
<http://www.lastoftheindependents.com/wounded.htm>



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- ✓ Suffragettes (Women's right to vote)
<http://www.historylearningsite.co.uk/suffragettes.htm>
<http://www.romanbritain.freemove.co.uk/SUFFRAGETTES.HTM>
- ✓ Fur Trade
http://en.wikipedia.org/wiki/Fur_trade
<http://www.whiteoak.org/learning/timeline.htm>
- ✓ Salem Witch Trials
http://en.wikipedia.org/wiki/Salem_witch_trials
<http://school.discoveryeducation.com/schooladventures/salemwitchtrials/>
- ✓ Slavery in America
http://en.wikipedia.org/wiki/History_of_slavery_in_the_United_States
<http://school.discoveryeducation.com/schooladventures/slavery/>





Writing Skills Learning Activity 6

6-3: Writing Process

The **TOWER** writing process describes 5 steps.

Think

Choose your topic. Brainstorm points and/or gather information about your topic. Jot down any ideas and information that might be useful. Do this in note form or use a web.

Organize

Read over your notes or web. Decide if you have included enough details. Decide if you need to leave anything out.

Write

Write your first draft. Don't spend too much time on spelling or punctuation at this stage. Double space so that it is easier to make corrections.

Edit

Make corrections in a different colour. Read your writing. Does it say what you want? Did you leave anything out? Is there any unnecessary information? Read your writing out loud to someone else or let someone else read your writing. If you have a lot of changes to make, write a second draft. Check for spelling, run on sentences, sentence fragments, grammar and punctuation.

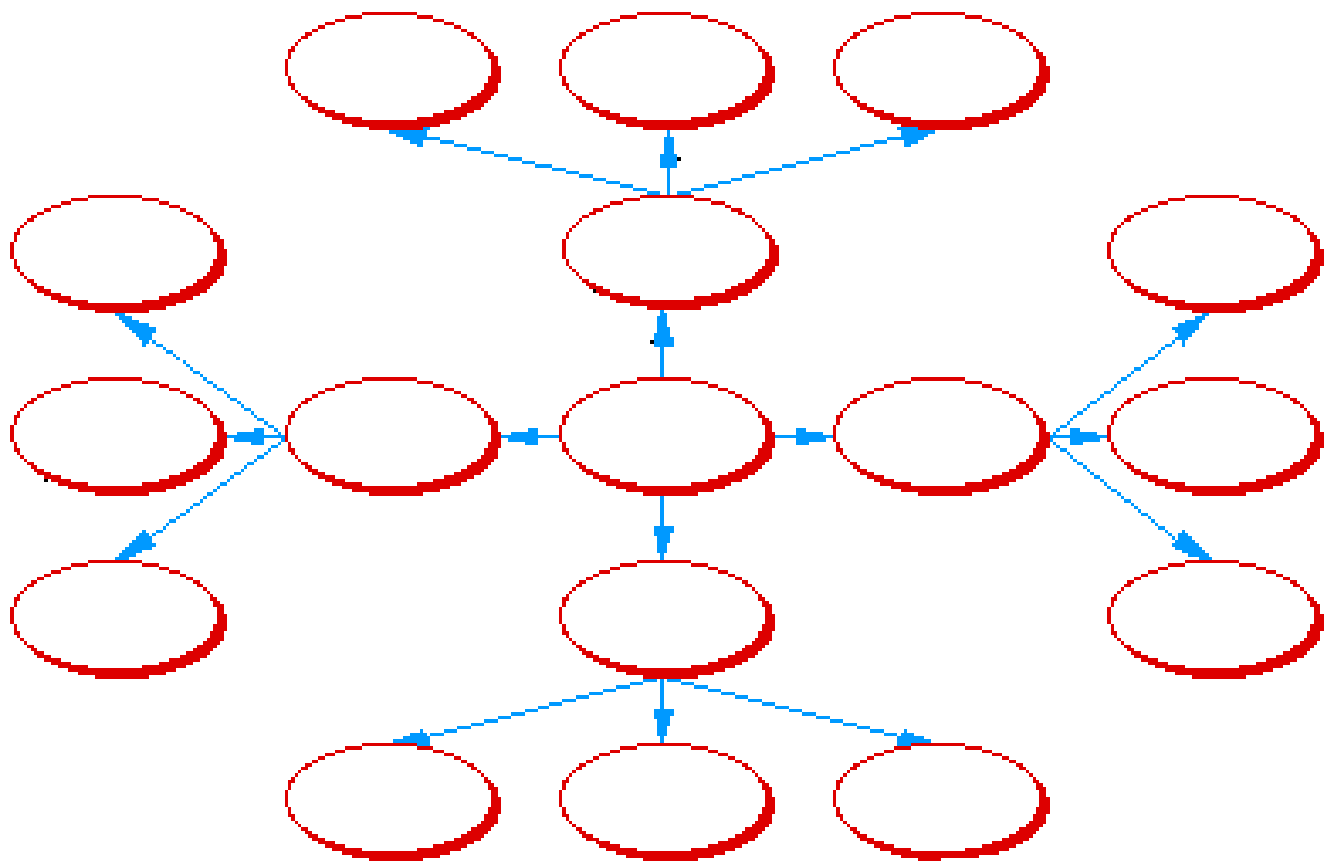
Rewrite

Rewrite in pen or type.
Include a title, your name and date.
Read it over carefully.
Share your writing with others.



Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. Start with a topic in the centre. Think about words that describe the topic. Then think about more words that describe those words. Use the map below as a guideline to constructing your own cluster map.





Journalists' Questions

Use these questions to generate ideas for your writing.

- **Who?** Who are the primary characters? Who are the secondary characters?
- **What?** What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?
- **Where?** Where does the activity take place? Where does the problem or issue have its source?
- **When?** When does the story take place? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis?
- **Why?** Why did the issue or problem arise? Why is your topic an issue or problem at all?
- **How?** How is the issue or problem significant? How can it be addressed? How does it affect the characters? How can the issue or problem be resolved?



Editing/Proofreading Checklist

Learner: _____ Date: _____

Title: _____

My purpose is

My audience is

The form of my writing is

Things that I like about this draft are

Things I think need improving are

Editor (circle one) Self Peer Writing Group Instructor

Item	Comment
Capitalization <ul style="list-style-type: none">• Is the first word of each sentence capitalized?• Are all proper nouns capitalized?	
Overall Appearance <ul style="list-style-type: none">• Is the handwriting legible?• Is the word processing format consistent?	



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Punctuation <ul style="list-style-type: none">• Is end punctuation (.?!) correct?• Is the internal punctuation (,;:) correct?• Are apostrophes, hyphens and dashes correct?• Are quotation marks used correctly?	
Spelling <ul style="list-style-type: none">• Does it look right?• Does it sound right?• Did you use a dictionary or ask a peer or instructor for help?	
Sentences <ul style="list-style-type: none">• Are all sentences complete thoughts?• Does it have a variety of different kinds of sentences (questions, commands, exclamations, statements)?• Does it have simple, compound and complex sentences?• Does it use quotation marks for speech correctly?	





Research Learning Activity 7

Two handouts

7-1: The Franklin Expedition

Learners research the Franklin Expedition. They answer the questions listed on the handout. Several Internet sites are given as references.

- 1) What was the purpose of the expedition? *Chart the Northwest Passage and find a route to the Orient*
- 2) What were the names of the two ships that were on the Franklin expedition? *HMS Erebus and HMS Terror*
- 3) When did the expedition leave England and how long was the expedition supposed to last? *May 19, 1845, 3 years*
- 4) What date did Sir John Franklin die? *June 11, 1847.*
- 5) How do we know the date Franklin died?. *A document was found buried in a cairn on King William Island that stated Franklin died on June 11, 1847.*
- 6) What other evidence from the two ships was found? When was this found and where? *In 1858 on King William Island there were bodies lying in the snow, decapitated skeletons, and a boat lashed to a sledge containing a great many impractical items including combs, slippers, and a copy of the novel The Vicar of Wakefield.*
- 7) Why do some people believe the crew went mad? *Forensic evidence showed a high level of lead in the remains of*



the sailors. A symptom of lead poisoning is psychological illness. It is believed that the crew suffered from lead poisoning because of the lead solder used to seal the interior of the cans of food provided for the expedition.

- 8) How many of the 129 officers and crew who were aboard the two ships survived? *None.*

7-2: Explorers in the North

Ask learners what a biography is. Ask them what sort of things they would expect to find out about a person's life in a biography. Read the biography of Chief Dan George together.

Ask learners to choose an explorer listed on the handout or choose one of their own. They must research the explorer on the Internet and write a 300 word biography of them. They should categorize the information (such as childhood events, turning points, things he or she is famous for, etc.) They use a graphic organizer, such as a web, to organize this information.

Ask learners to:

- ✓ Do an Internet search, or go to the library and choose one explorer to research.
- ✓ Use a graphic organizer to categorize information about the explorer. Put the person's name in the middle of the web with branches outwards for categories such as childhood events, turning points, etc. Use the handout for a web outline.
- ✓ Put the graphic organizer on poster board. Each learner has three minutes to do a presentation on the explorer they researched.
- ✓ Write a 300 word biography on the explorer they researched.





Research Learning Activity 7

7-1: The Franklin Expedition

Research the answers to these questions on the Internet. Some good sites are:

- ✓ http://en.wikipedia.org/wiki/John_Franklin
- ✓ http://www.mysteriesofcanada.com/Nunavut/franklin_expedition.htm
- ✓ <http://www.mysteriesofcanada.com/Nunavut/franklin.htm>

- 1) What was the purpose of the expedition?
- 2) What were the names of the two ships that were on the Franklin Expedition?
- 3) When did the expedition leave England and how long was the expedition supposed to last?
- 4) What date did Sir John Franklin die?
- 5) How do we know the date Franklin died?
- 6) What other evidence from the two ships was found? When was this found and where?
- 7) Why do some people believe the crew went mad?
- 8) How many of the 129 officers and crew who were aboard the two ships survived?





Research Learning Activity 7

7-2: Biography of Explorers

Write a 300 word biography of one of these explorers:

- ✓ Henry Hudson
- ✓ Alexander Mackenzie
- ✓ John Rae
- ✓ James Clark Ross
- ✓ Samuel Hearne
- ✓ Martin Frobisher
- ✓ Choose your own

Follow the format below:

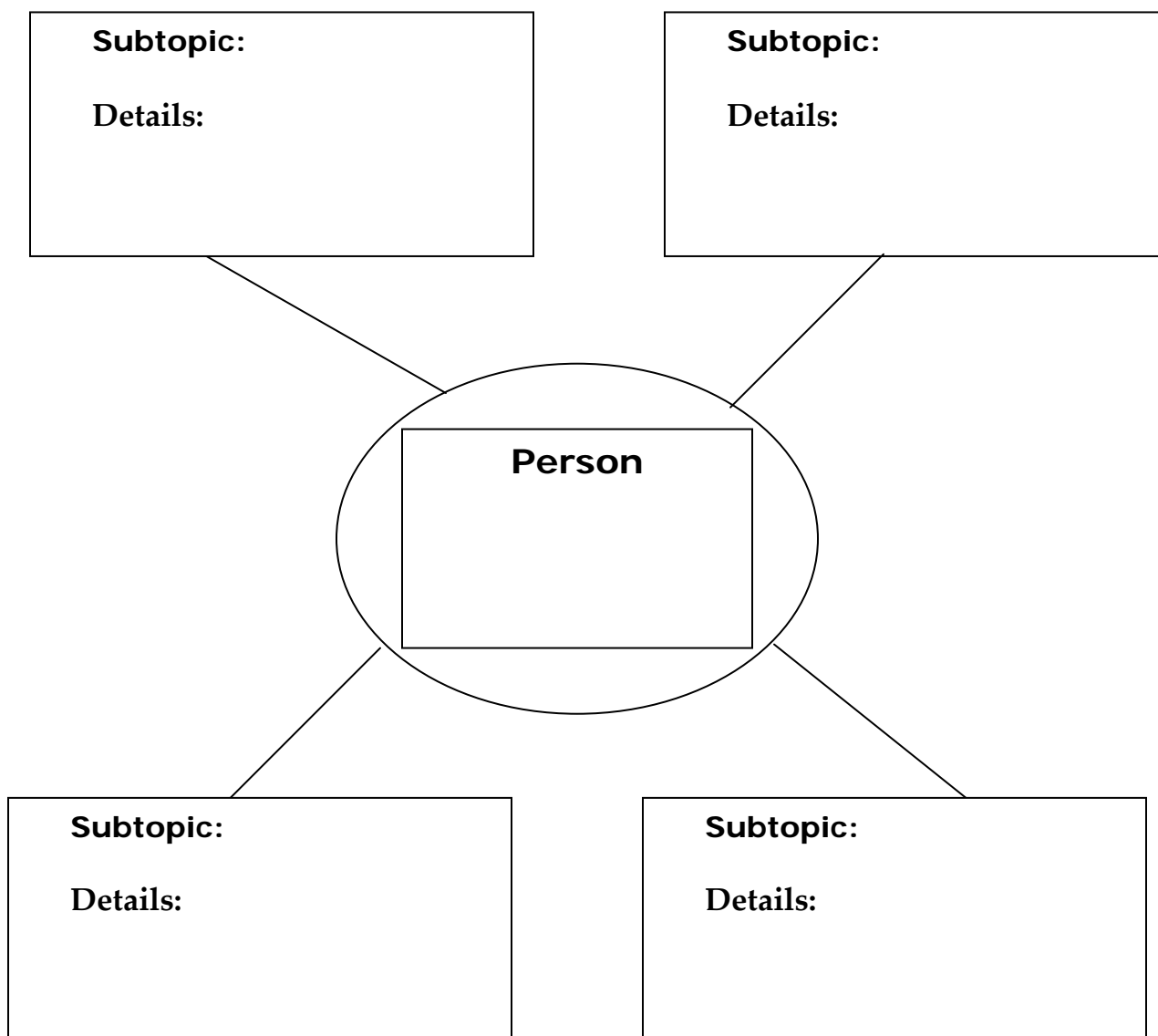
- ✓ Individually, do an Internet search, or go to the library and choose one explorer to research.
- ✓ Use a graphic organizer to categorize information about the explorer. Put the person's name in the middle of the web with branches outwards for categories such as childhood events, turning points, etc. Use the web outline given.
- ✓ Put the graphic organizer on poster board. You have three minutes to do a presentation on the explorer you researched.
- ✓ Write a 300 word biography on the explorer you researched. Read the biography of Chief Dan George as an example.





Mind Map

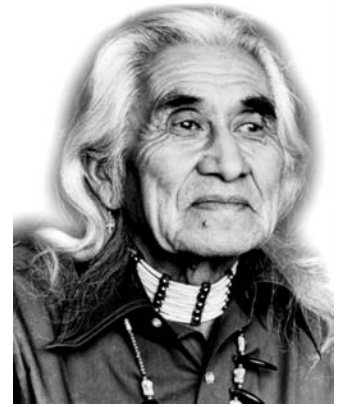
Fill in the following mind map with information from your biography project. This will help you manage and sort your information.



Chief Dan George

Sagacious Sachem (1899-1981) ⁶

Chief Dan George was over 60 when he became a movie actor. At 71 he won the prestigious New York Film Critics award and an Academy Award nomination for best supporting actor. This success catapulted him into the position of spokesman for the people of Canada's First Nations – a role he performed with dignity in speaking about the past and present plight of North America's first peoples.



He knew those circumstances well. He was the son of a tribal chief, born on Burrard Reserve No. 3 on Vancouver's north shore in 1899 and given the native name of "Tes-wah-no", but known in English as Dan Slaholt. When he entered a mission boarding school at age five, his surname was changed to "George" and he, along with the other Indians at the school, was forbidden to speak his native language.

At 17 he left the school to work in the bush. In 1923, his father-in-law secured him a job as a longshoreman that lasted off and on until 1947 when a swingload of lumber smashed into him. No bones were broken, but "my leg and hip muscles were smashed to hamburger," he later recalled.

After overcoming these injuries, he began working in construction, and later, while he was a school bus driver, he was asked to try out for the role of the aging Indian, "Old Antoine," in the CBC series, *Cariboo Country*. Dan got the part and soon critics were describing him as one of the "finest natural actors anywhere." He played many roles in his lifetime and was once nominated for an Oscar as best supporting actor.

⁶ Source: http://collections.ic.gc.ca/heirloom_series/volume5/238-239.htm



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These successes thrust him into another spotlight: he became spokesman for native people throughout North America. One of his first appearances in that role was at Empire Stadium in Vancouver for that city's centennial celebrations in 1967. He recited his much publicized "A Lament for Confederation," which, recalling past injustices of First Nation peoples, promised the crowd of 35,000, "I shall grab the instruments of the white man's success – his education, his skills and with these new tools I shall build my race into the proudest segment of your society."

His message of calling for understanding and integration of native peoples continued during his term as national chairman of Brotherhood Week in 1972. While acting in *Rita Joe* in Washington in 1973, a native group of First Nation peoples tried to enlist his support for the militant action taking place at Wounded Knee, South Dakota, but he quietly responded, "We buried the hatchet in Canada long ago, and although treaty after treaty has been broken we have never dug it up. We have troubles but we have our council of chiefs to work on them."

Honoured with a Doctor of Laws degree from Simon Fraser University (1972) and a Doctor of Letters from the University of Brandon the following year, Chief Dan continued to play minor roles in several other movies such as *Cancel My Reservation* starring Bob Hope. This was criticised by some of the press and public but his reply reflected the words of George C. Scott, "The business of an actor is to act." He would not, however, play a role that demeaned his race and until his death in 1981, he remained on the reservation where he had been born.





Discussion Learning Activity 8

One handout

8-1 Character Interview

Ask learners to pair up and choose a character from the story (David, Surgeon Dale or Franklin). One person takes on the role of the character and the other an interviewer. Ask them to answer the questions on the handout together. They can practice their interview and then perform it for the class.

8-2: Take a Stand

Make up cards that say **agree** and **disagree** and put them up at opposite ends of the class. Read the statements below and ask learners to stand by the card that best represents what they believe. Ask them to discuss the statement and why they agree or disagree with it. Ask each group to try and persuade the other group they are right. At the end ask if anyone has changed their opinion.

- ✓ Explorers helped the North develop.
- ✓ The Inuit welcomed the explorers.
- ✓ Explorers wanted the best for people of the North.
- ✓ Explorers treated Inuit and Aboriginal people with dignity.
- ✓ To survive I would resort to cannibalism.



8-3: Debate

A debate is an organized discussion between two people or two groups of people about a particular topic. Each person or group of people presents a particular point of view.

Ask learners to pretend they are the men on the two ships. They have been stuck in the ice for one year and their leader (Franklin) has just died. There are some men who want to leave the ship and those who want to stay on the ship.

To carry out the debate:

- ✓ Prepare two flipchart pages. Mark one **for** leaving the ship and one **against** leaving the ship.
- ✓ Ask learners to think about what they would do in this particular situation.
- ✓ Each group writes down their reasons why they should stay or go. Identify one person to record comments for each side.
- ✓ Each group reads their ideas to each other.
- ✓ If learners change their mind about their position they can change sides.
- ✓ Count the number of people on each side. Declare a winner.
- ✓ As a whole group discuss what the men on the ship really did and what the end result was.

Learners can follow up the debate with a written assignment. The written assignment can be a story about leaving or staying on the ships.





Discussion Learning Activity 8

8-1: Character Interview

Find a partner. Choose a character from the story (David, Surgeon Dale or Franklin). One person takes on the role of the character and one person takes on the role of interviewer. Use the following questions in your interview. You will have to make up most of the answers. Be creative !

1. What is your name?
2. Why did you decide to go on this journey to find the Northwest Passage?
3. What did you hope to accomplish on this journey?
4. How long have you been gone for?
5. When did you get stuck in the ice? How long has it been?
6. How have the men on board dealt with the situation?
7. How have the dark days of winter affected you?
8. Is there enough food to go around?
9. Are you hopeful that you will survive? Why or why not?
10. What would you tell your loved ones if you could speak to them?





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **Ideas, Activities and Exercises for Fundamental Level English**, compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997.
- ✓ **Northern Writes, Entries from the 1999 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Northern Writes Study Guide**, NWT Literacy Council, 2006.

Websites

- ✓ **John Franklin: from Wikipedia, the free encyclopedia**
http://en.wikipedia.org/wiki/John_Franklin
This website gives a complete biography of John Franklin and also provides information about all his expeditions.
- ✓ **Mysteries of Canada: The Franklin Expedition What Really Happened by Amanda Hall**
http://www.mysteriesofcanada.com/Nunavut/franklin_expedition.htm
The Franklin expedition holds great interest and mystery. What really happened to the 129 men aboard the HMS Terror and HMS Erebus as they attempted to explore the unknown territory of the



As Are We All



Northwest Passage? No one really knows; however, there are many theories and hypotheses as to what might have taken place.

- ✓ **Mysteries of Canada: The Franklin Expedition by Sarah Fulton**
<http://www.mysteriesofcanada.com/Nunavut/franklin.htm>
An in-depth biography of Franklin.





Medevac: December 24th 1986

By Maureen A. Johnston, Fort Smith

Introduction

This story is from **Northern Writes 3, Entries from the 1995 NWT Writing Contest**. *Medevac: December 24th 1986* is about a young nurse who has to go to Yellowknife on a medevac on Christmas Eve. She meets the pilot who helps her change her life for the better. The story is about making changes and having hope.

This story encourages learners to think about their own lives and do activities that relate to their hopes and dreams.

This section first presents a list of seven learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list. At the end of the section are useful resources and websites about the topic.

This symbol marks the written text for the story.



This symbol marks instructor notes.



This symbol marks handouts you can copy for learners.





Medevac: December 24th, 1986



Medevac: December 24th 1986

List of Learning Activities

Instructor Notes 	Handouts 	Page #s
1) Prereading	No handouts	13
2) Vocabulary	2 handouts	14 to 19
3) Language Skills	3 handouts	20 to 26
4) Questions	2 handouts	27 to 31
5) Reading and Comprehension	3 handouts	32 to 39
6) Writing Skills	3 handouts	40 to 47
7) Research	2 handouts	48 to 52





Medevac: December 24th 1986

Maureen A. Johnston, Fort Smith

Northern Writes 3, Entries from the 1995 NWT Writing Contest

22:10

This is crazy. 10 after 10 and no pilot yet. Okay, so it's Christmas Eve, but this is a Medevac for goodness sakes. She leans across and melts a hole in the ice on the window with her fist.

Outside, the runway lights seem to shimmer like blue stars in a nebula. The volunteer ambulance guys stomp around, their breath frozen like puffs of cigarette smoke in the minus 20 air.

Beside her, cocooned in a down sleeping bag, the patient lies still, eyes closed. Elderly male, she has seen him around town. The local drunk. One of them. Even now, a faint odour of old wine lingers about his clothes. He doesn't speak English.

As she checks the straps on the stretcher, his hand catches hers. "Mahseecho," he smiles, teeth broken and yellow. "Mahseecho."

She smiles back professionally. "Won't be long now." A stock phrase, one she must have learned in Nursing School. Won't be long now. Just lie still. This isn't going to hurt. Three years in the North have made her a little cynical.

Footsteps across the snow. About time. The pilot comes towards them carrying his flight pad. Red down parka and oil-streaked jeans. She watches him preflight the aircraft. Haven't seen this one before. Shoulder-length black hair and bushy beard. Looks more like a cowboy than a pilot.

Finally he opens the door and climbs into the left-hand seat, nods briefly in her direction and replaces his Flames cap with the headset. She feels her spirits sink even lower. Obviously not going to get much conversation out of this guy. "Hey, Jimmy. Pilot's here." The patient nods, Mahseecho, and closes his eyes.



22:30

Outside, the winter sky is clear and pricked with stars. She sees Orion through the pilot's window. To the west the stars are obscured by cloud, but she is more concerned with the cramp in her leg than the weather. The twenty-year-old Cessna doesn't leave much room for comfort.

Time to do Vitals again.

"Hey, Jimmy – just going to take your blood pressure. Okay?" He grunts in response.

BP 98 over 50. Pulse 110. Something's going on. Maybe it's the morphine. But intuition tells her that this is not so. "You have any pain in your chest?" He moves his head from side to side.

"Okay, Jimmy, take it easy now." Not for the first time tonight, she wishes she were some place else.

22:40

The pilot's name is Doug. That much she has established. He is concerned. She can tell by the increase in activity up front and the way his head moves from side to side.

"Gonna get a little bumpy," he shouts above the engines' metallic roar.

Jeez, that's all we need. "Hang on, Jim," she says.

Seconds later the plane's nose drops sharply to the left. Her stomach lurches. She can hear the engine screaming, so loud it hurts her ears. She grabs the back of the pilot's seat as the airframe starts to shudder. Feels like it is going to fall apart right there. Then suddenly, like breaking through the water's surface, it is over. The Cessna 185 steadies itself like an old lady recovering from a fall and flies along as though nothing had happened.

The pilot half turns, arm across the back of the seat. "You guys, okay?" Yes. Yes. Get us outta here. "Sorry. Weather."



"Should have brought parachutes!" she jokes.

"Helluva lot safer inside than out. If the engine quits."

"Ever happen to you?"

"Once." He doesn't elaborate. She slides back into her seat.

Difficult to hold a conversation over the clatter of the engine. Her patient is oblivious. He's lucky – he's getting out of here. She considers getting off the plane in Yellowknife and just walking away, not coming back. But it isn't really an option.

The pilot is trying to attract her attention. He holds up a spare headset, gestures to the right-hand seat. Oh no, he expects her to sit up front. That's the last thing she feels like doing right now.

Wiping her palms on her jeans, she edges past the stretcher, head low, slips sideways into the torn leather seat. He helps her with the three-way harness and plugs in the headset.

"How ya doin?" his voice crackles in her ears.

"Okay, I guess."

"You guess?"

"Got a little rough back there." She still feels nauseous.

"Yeah, right."

When she talks, she can hear her own voice over the headset. "I don't much like flying anymore."

"Why not?"

"It's ... unnatural."

"So's driving a car."

"But you're safer in a car."

He pauses to retune the radio to 118.5. "Yellowknife tower this is Alpha Echo Bravo." Then, "The most dangerous part about flying is driving to the airport."

She looks sideways at him to see if he is joking.



"Echo Bravo, go ahead." He isn't.

She sits for a while in silence, just the white noise from the engine filling her thoughts. The only light comes from the instrument panel.

"See the Northern Lights?"

She lifts her chin. Nothing. He dips the right wing slightly. Then suddenly, a veil of white mist rippling the fabric of space. "I see them."

"Not far now. Twenty kilometres."

Almost forgetting, she unbuckles the harness and heads to the back of the plane and her patient. The BP cuff is strapped around his right arm. She inflates it rapidly. He is sleeping now. Very still. She watches the needle drop. And drop. Something's wrong. She pumps up the cuff again, replaces the bell of the stethoscope. Oh shit. Feels for the carotid pulse.

"Doug! Doug!" He inclines his head towards her. "Cardiac arrest!" He doesn't hear at first, starts to turn around. Then he sees. Sees her ripping open the sleeping bag, positioning the head. Two breaths. 1...2. Look. Nothing. Hands crossed on the chest. 1-2-3-4-5. Breathe. Wait. Pulse. Pulse. Carotid. No.

Again. 1-2-3-4-5. Breathe. Lips dark in the half light. Skin clammy. This isn't supposed to be happening. She turns his head away. Vomit all over the sleeping bag. The smell nauseates her.

"Okay?" shouts the pilot. She raises her hand, too shaken to find words. Wipes the patient's face with the edge of the blanket.

"Are you okay?" she mouths at him as she straps the oxygen mask around his head, fumbles with the cold metal canister. The smallest movement of his head. Eyes close again. She does the BP. It is difficult to hear. 80 over 37 – too low, but at least it's there. The engine noise drops slightly, and she feels the pressure building in her ears.



“Almost there,” she tells him. “Won’t be long now.”

The pilot is busy now. Occasionally he glances back at them, but his job is the plane. “Doug!” she shouts, touching his shoulder. “Tell them. Tell them what happened.”

He nods twice without turning his head. Depresses the radio button with his thumb and talks silently.

The Cessna banks right. Below and ahead, a double string of orange lights pointing like an arrow to safety.

She rests her hand on the patient’s forehead. His skin is cool, clammy, but his chest rises and falls rhythmically. I’m sorry, she tells him silently. I should have known. Reaches for his hand under the sleeping bag, feeling for the radial pulse.

It’s okay now. Sucks in the plane’s air. Smell of oil and grease and cold metal. Everything’s going to be okay now.

23:15

The ambulance is waiting by the runway in Yellowknife, doors open, engine smoking the air. It takes only minutes to hand over. She stands outside the terminal building, hugging her parka around her, watching them speed away into the night, blue lights flashing. Feels a sense of anticlimax. It is out of her hands now. She will phone them when she gets home. See how he is doing.

For she is going home. There is no alternative. The wind picks up, blowing snowflakes in her face. Christmas Eve and it’s snowing.

23:50

On the climb-out from Yellowknife, sitting in the right hand seat, she looks across at the pilot. He sees her looking and smiles a half smile. Embarrassed she looks away.

“It wasn’t your fault,” he says. “What happened back there. It wasn’t your fault.”



Tears sting her eyelids. What does he know? "How long before we land?" He is slow to respond. It seems to be his way. "Forty-five minutes."

She closes her eyes, leans her head against the cold window.

"Tired?" Couldn't he just let her sleep?

"Been up since 6:30."

The hum of the engine is mesmerizing. Snow flies at them horizontally, hypnotic. "Don't you ever wish you were someone else?" She doesn't know why she said that. This guy's a stranger to her.

"No."

End of conversation.

"Do you?"

"I wish I could do what you're doing."

"I thought you hated flying."

"I don't hate it. It scares me, sometimes."

"You like being scared?"

"I like flying. I just got scared, once. I don't know why. I have about 25 hours. Ten solo."

He is genuinely surprised. "On what?"

"150s, 152s."

"Right on! You never got your license?"

"Too expensive. Couldn't afford it. Plus – I got married."

He nods, understanding. "Me too."

"You have family?" He is not as difficult to talk to after all.

"Nope. No family. No wife."

He reaches across to retune the radio. "I'm an alcoholic."



Jeez.

"Haven't touched a drop in nearly two years. But she couldn't handle it."

For a few minutes, neither one speaks. She is almost falling asleep when his voice sounds in her headset again. "So why'd you stick with a guy who beats up on you?"

Her head jerks up. "What do you mean?"

He looks across at her and touches his cheek with his right hand.

"Sorry."

"It's okay." She fingers the bruise that was hastily disguised before she left. "I'm married to him."

"Not a good enough excuse. You don't have kids?"

"He doesn't want any."

"And you do?"

"Someday."

"Me too. I wish I'd had kids."

They fly along in silence for a while.

"Sometimes," he says, banking the aircraft to the right, "It's just time to leave." She doesn't know whether he means himself or her.

"Here," he motions to the control column in front of her, slides down in his seat, and folds his arms across his chest. "You have control."

"What? You're joking!"

"Nope. You fly. Just like a 152 only bigger, slower. Take it."

She reaches for the control column with her right hand. It feels comfortable, like it was meant to be.

"Not used to flying from the right hand seat. Been a long time..."

He is not listening to excuses. "Give it a try."



Nothing much to it, really. Keep it straight and level. Three dimensional driving. The snow flies at the windshield like they are inside one of those Christmas scenes that you shake.

"Heading's 020."

She checks the numbers. Too far right. Very cautiously, she tilts the column to the left. The 185 feels like an albatross. The white needle moves slowly. She straightens the column as it passes 025 and the needle settles on 020. Bingo.

"Keep it at 7000."

She has been pulling back on the column unconsciously. They have climbed 100 feet. She eases the nose forward and the altimeter falls to 7000. When she lets go of the column, it stays there. Straight and level.

Outside, an ocean of black, flickering like an old movie. Inside, Christmas lights, red, green, white on the instrument panel. Her eyes scan the gauges. Everything's okay.

She starts to smile. It's been a long time.

00:30 Christmas Day

He makes her fly till they are almost downwind, then takes control.

"Wouldn't know how to land a taildragger," she says, reluctant, all the same, to let go.

"You'd do fine."

The 185 slithers to a stop on the runway like an old lady on ice skates. When the engine stops, he jumps down from the plane and turns to help her. She grips his hand and steps out into a snowstorm. The wind whips her breath away. Snowflakes fly into her face.

"Mind the wing," he says.



Medevac: December 24th, 1986

They stand facing each other under the shelter of the wing. She pulls her parka hood up. "Well, thanks for the flight. I enjoyed it. Well, not the first part."

"No problem. Anytime."

She knows it is time to go, but she doesn't want this to end. "You made me feel...good about myself."

He takes a step backwards, hands deep in the pockets of his parka, head bowed a little against the wind.

"Things'll work out," he says, starts to walk backwards, then half turns. "Take care Jo-anne – and Merry Christmas."

"Merry Christmas." She turns reluctantly to face the wind, heads toward the lights of the airport hut. The Medevac bag is heavy on her shoulder. Snow squeaks beneath her Sorels. It isn't till she is half way across the airfield that she realizes— she never did tell him her name.

She stops short and turns around, but all there is to see is blowing snowflakes and the sky dark above the trees.

December 21st, 1990

She doesn't see him again for a long time. But they say that people in flying always meet again. And so it is that four years later, almost to the day, she is sitting in another airplane, in another, much bigger airport – watching the rain tumble down the windows, again waiting for a Medevac, when she sees him walking across the Tarmac with another, older pilot.

He is in uniform this time, gold braid evident on his sleeves. She jumps up and rushes to the door. "Doug! Doug!"

He turns and she can tell that he remembers her. Comes walking towards the aircraft steps.

"Hi."



"Hi yourself. What'ya doing here?" His hair is shorter, edged with silver.

"Medevac," she says. "Again."

"I see you took my advice."

"In more ways than one." She holds up her left hand, fingers spread wide.

"About time." He nods. "Listen – I have to go. Plane's late. Leave your number at the desk. We should be back by six."

"Fine," she says. "Good flight."

"You too."

He hurries to catch up with the other pilot, and she retreats in to the aircraft, sits back in her seat. Smiling.

Then she sees the ambulance and it is time to get back to work. As the nurse and the empty stretcher are loaded onto the aircraft, she begins her final pre-flight check. Hands skimming the instrument panel, checking, monitoring. Then, "Tower, this is Charlie Victor Bravo."

"Victor Bravo go ahead."

"Victor Bravo is ready for take-off."

"Victor Bravo, clear take-off, runway 06, wind 050 at ten."

She clicks the radio button twice in reply.

Time to leave.





Prereading Learning Activity 1

No handouts

1-1: Think Aloud

Ask learners to read the story with a partner and use the “Think Aloud” strategy. One learner reads part of the story and then tells the other learner what they are thinking as they read. The second learner writes down what the reader is saying. Each learner should read about half of the story.

The instructor should model a “Think Aloud” to learners before they begin their reading.

1-2: Foreshadowing

Write these sentences from the story on the board. Ask learners if anyone noticed them during the reading.

- ✓ Not for the first time tonight, she wishes she were some place else.
- ✓ She considers getting off the plane in Yellowknife and just walking away, not coming back.
- ✓ For she is going home. There is no alternative.
- ✓ “Don’t you ever wish you were someone else?”

What do these sentences suggest? How do they make the reader feel? Discuss the concept of foreshadowing with learners.





Vocabulary Learning Activity 2

Two handouts

2-1: Best Meaning

Learners write down their own meaning for the **bold** word in each sentence and then use a dictionary to find the **best** meaning for the word. Then they write down the meaning from the dictionary and compare theirs to it.

2-2: Studying New Words

Learners study the new vocabulary words by writing sentences, finding nouns, adjectives and adverbs, breaking the words into syllables and finding compound words.





Vocabulary Learning Activity 2

2-1: Best Meaning

These nine groups of sentences are from *Medevac: December 24th 1986*. Write down your own meaning for the **bold** word and then use a dictionary to find the **best** meaning for the word. Write down the meaning from the dictionary and compare your meaning to it.

- 1) Three years in the North have made her a little **cynical**.

Your meaning

Dictionary meaning

- 2) She sees Orion through the pilot's window. To the west the stars are **obscured** by cloud, but she is more concerned with the cramp in her leg than the weather.

Your meaning

Dictionary meaning



- 3) Something's going on. Maybe it's the morphine. But **intuition** tells her that this is not so.

Your meaning

Dictionary meaning

- 4) "Helluva lot safer inside than out. If the engine quits."
"Ever happen to you?"
"Once." He doesn't **elaborate**.

Your meaning

Dictionary meaning

- 5) Difficult to hold a conversation over the clatter of the engine.
Her patient is **oblivious**.

Your meaning

Dictionary meaning



- 6) Vomit all over the sleeping bag. The smell **nauseates** her.

Your meaning

Dictionary meaning

- 7) She feels a sense of **anticlimax**. It is out of her hands now.

Your meaning

Dictionary meaning

- 8) The hum of the engine is **mesmerizing**. Snow flies at them horizontally, **hypnotic**.

Your meaning (**mesmerizing**)

Dictionary meaning





Your meaning (**hypnotic**)

Dictionary meaning

- 9) She turns **reluctantly** to face the wind, heads toward the lights of the airport hut.

Your meaning

Dictionary meaning





Vocabulary Learning Activity 2

2-2: Studying New Vocabulary

- | | |
|--------------|-----------------|
| 1. cynical | 6. nauseates |
| 2. obscured | 7. anticlimax |
| 3. intuition | 8. mesmerizing |
| 4. elaborate | 9. hypnotic |
| 5. oblivious | 10. reluctantly |
1. Write a sentence for each word.
 2. Break each word into syllables.
 3. What words are adjectives?
 4. What words are nouns?
 5. What word is an adverb?
 6. Write the root word of the following words:
obscured nauseates mesmerizing reluctantly
 7. Which vocabulary word is a compound word?





Language Skills Learning Activity 3

Three handouts.

3-1: Four Kinds of Sentences

Learners make a poster that describes the four kinds of sentences. They write a sentence for each kind of sentence. Then they write short paragraphs about topics using the different kinds of sentences.

3-2: Simple Sentences

Read the first part of the handout with learners. Discuss what simple sentences are. Learners decide whether the words on the chart express a complete idea (simple sentence), or an incomplete idea (not a sentence).

3-3: Compound Sentences

Learners use FANBOYS (for, and, nor, but, or, yet, so) to join two simple sentences from the story to make a compound sentence.





Language Skills Learning Activity 3

3-1: Four Kinds of Sentences

Make a poster that describes the four kinds of sentences. Use your own examples for each one.

1. A **statement** sentence ends in a period.

For example: She leans across and melts a hole in the ice on the window with her fist.

2. A **question** sentence ends in a question mark.

For example: So why'd you stick with a guy who beats up on you?

3. An **exclamatory** sentence expresses surprise, wonder, or strong feeling. It ends with an exclamation mark.

For example: What? You're joking!

4. A **command** or request sentence ends with a period.

For example: Keep it at 7000.



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Write a three sentence paragraph for the following. Use the specific kind of sentence asked in order for each topic.

1. About a flight you took (exclamatory, statement, command)

2. About a winter storm (question, exclamatory, statement)

3. About a special Christmas (question, statement, exclamatory)





Language Skills Learning Activity 3

3-2: Simple Sentences

The most basic type of sentence is the simple sentence, which contains only one clause. A simple sentence can be as short as one word. **Run!** or **Fire!**

Usually, however, the sentence has a subject as well as a predicate and both the subject and the predicate may have modifiers. All of the following are simple sentences because each contains only one clause.

- ✓ Melt!
- ✓ Ice melts.
- ✓ The ice melts quickly.
- ✓ The ice on the river melts quickly under the warm May sun.
- ✓ Lying exposed without its blanket of snow, the ice on the river melts quickly under the warm May sun.

As you can see, a simple sentence can be quite long – it is a mistake to think that you can tell a simple sentence from a compound sentence or a complex sentence simply by its length.





Do the following words express a complete idea (simple sentence), or are they an incomplete idea (not a sentence)?

Sentence	Simple or Incomplete
She reaches for the control column.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
She reaches for the control column with her right hand.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
They stand.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
They stand facing each other.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
They stand facing each other under the shelter of the wing.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
Nope.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
There is no alternative.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
End of conversation.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
Tired?	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
She doesn't.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
The hum of the engine.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
The pilot is busy now.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
You fly.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>
When the engine stops.	Simple <input type="checkbox"/> Incomplete <input type="checkbox"/>





Language Skills Learning Activity 3

3-3: Compound Sentences

A compound sentence consists of two or more independent clauses (or simple sentences) joined by FANBOYS (for, and, nor, but, or, yet, so).

Simple:

Maybe it's the morphine.

Simple:

Intuition tells her that this is not so.

Compound:

Maybe it's the morphine, but intuition tells her that this is not so.

Use the FANBOYS to join the two sentences.

1. He sees her looking and smiles a half smile. Embarrassed she looks away.

2. He is slow to respond. It seems to be his way.

3. I like flying. I just got scared, once.



Medevac: December 24th, 1986

4. She has been pulling back on the column, unconsciously. They have climbed 100 feet.

5. Her eyes scan the gauges. Everything's okay.

6. She starts to smile. It's been a long time.

7. She doesn't see him again for a long time. They say that people in flying always meet again.

8. He hurries to catch up with the other pilot. She retreats into the aircraft.





Questions Learning Activity 4

Two handouts

4-1: Story Questions

Learners use sentences to answer the questions. Remind them to begin with a capital letter and end with the correct punctuation.

4-2: Journal Writing

Learners use the questions in the handout as a guide for their journal writing.





Questions Learning Activity 4

4-1: Story Questions

Write a sentence to answer the following questions. Begin with a capital letter and end with the correct punctuation.

- 1) "Three years in the North have made her a little cynical." What does this mean?

- 2) What happens to Jimmy on the plane?

- 3) Do you think the nurse felt responsible for Jimmy's almost dying on the plane? Why or why not?



Medevac: December 24th, 1986

- 4) "The most dangerous part about flying is driving to the airport."
Do you think this statement is true? Why?

- 5) What surprised the pilot about the nurse?

- 6) Why didn't the nurse continue with flying?

- 7) How does the pilot know that the nurse has an abusive husband?
Are you surprised by this? Why or why not?



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8) What does the pilot confess to the nurse?

9) How does the pilot help the nurse feel good about herself?

10) What changes does the nurse make in the four years they don't see one another?

11) Were you surprised by the ending? Why or why not?





Questions Learning Activity 4

4-2: Journal Writing

Use these questions to guide your journal writing.

- ✓ In the story the nurse follows her dream and becomes a pilot.
What are your dreams? How can you make them happen?
- ✓ Have you had a scary experience on a plane?
- ✓ Do you ever wish you were someone else?
- ✓ Have you had an unusual or strange Christmas?





Reading and Comprehension Learning Activity 5

Three handouts

5-1: Fiction Vs. Nonfiction

Gather lots of different kinds of reading material: magazines, novels, autobiographies, biographies, stories, myths, encyclopaedias, etc. Ask learners to get into groups of two or three and give them a selection of books. Ask them to identify the nonfiction from the fiction. Ask them to write down the criteria for fiction and nonfiction reading material. Ask each group to share their ideas with one another. Write down a list on the board that describes fiction and nonfiction writing. Is the story *Medevac* a fiction or nonfiction? (fiction) Ask learners to defend their answers. Why do they think it is fiction? Why do they think it is nonfiction?

Ask learners to read each selection on the handout and decide if it is fiction or nonfiction. Sometimes it is hard to tell and could be either fiction or nonfiction (like the story).

5-2: Similes

Learners read the information on the handout about similes and then find five similes in the story. They fill in the blanks to make their own similes.

5-3: Elements of a Story

Use the questions on the handout to discuss the elements of the story with learners. Break learners into four groups and give each group the set of questions from characters, setting, plot and theme. Ask learners to share their ideas with the rest of the class.





Reading and Comprehension Learning Activity 5

5-1: Fiction Vs. Nonfiction¹

Read each passage. Is it fiction or nonfiction?

1. “Holy smokes, Batman!” Robin pointed to the tall building where Spiderman was climbing up the wall. Suddenly “SWOOSH!” and Superman flew in with his big cape. Just like that, he swooshed in, and picked up Spiderman.
Fiction Nonfiction
2. Chief Dan George was over 60 when he became a movie actor. At 71 he won the prestigious New York Film Critics Award and an Academy Award nomination for best supporting actor. This success catapulted him into the position of spokesman for the people of Canada’s First Nations – a role he performed with dignity in speaking about the past and present plight of North America’s first peoples.²
Fiction Nonfiction
3. This recording showcases the music of the Dogrib Nation of the Northwest Territories, Canada, a part of the northern Athabaskan peoples who call themselves *Dene*. Utilizing voice accompanied by hand drum, these lively songs are meant to be performed during various social dances. During their first visit to the Southwestern United States, the Chief Jimmy Bruneau School Young Drummers consented to make this landmark recording and share their very special music.
Fiction Nonfiction

¹ Source: *English 130 Resource Manual*, NWT Literacy Council, 2006

² Source: http://collections.ic.gc.ca/heirloom_series/volume5/238-239.htm



4. In the wee hours of the night, with the Northern lights shining overhead, the rabbit hopped across the snow into the hollow. Once inside, she turned to her baby bunnies and said, "Children, it's time to sleep." The baby bunnies were restless and excited because the next day was carnival. **Fiction** **Nonfiction**
5. Roads in the Wood Buffalo National Park are all-weather gravel and driving distances between points are long. Please drive carefully and ensure that you have enough gas (Hay River or Fort Smith). It is courteous to slow down when meeting oncoming traffic. **Fiction** **Nonfiction**
6. I woke up with a start! It was still dark. Something was scratching on the side of the tent near my bed. I could see its shadow against the wall of the tent. Terrified, I looked over at my tent buddy. He was gone! **Fiction** **Nonfiction**
7. 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, fish or gather 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.³
- Fiction** **Nonfiction**

³ Source: www.nothwest-art.com/NorthwestArt/WebPages/StoriesRavenStelastheLight.htm





Reading Comprehension Learning Activity 5

5-2: Similes

Simile – a comparison between two things (nouns) using specific words such as like, as or than. Many expressions that we hear everyday are similes. For example:

- As soft as silk
- As hard as a diamond
- More fun than a barrel of monkeys
- Her eyes sparkled like diamonds.
- The night is as black as coal.
- She is as large as life.
- He is as light as a feather.
- He is as deaf as a post.

The author of *Medevac: December 24th 1986* uses many similes to make her writing more interesting. Find five similes that she uses.

For example:

“...the runway lights seem to shimmer like blue stars in a nebula.”

1. _____

2. _____



Medevac: December 24th, 1986



3. _____

4. _____

5. _____

Finish these lines with similes.

When I am tired, I am as _____.

When I am sad, I am like _____.

When I am annoyed, I am _____ than _____.

When I am sleepy, I am like _____.

Write five of your own similes.

1. _____

2. _____



Medevac: December 24th, 1986



3. _____

4. _____

5. _____





Reading Comprehension Learning Activity 5

5-3: Elements of a Story⁴

Character Questions

Questions about characters focus the reader's attention. When considering characterization in a piece of writing, consider the following questions.

- Who are the characters?
- How do the characters behave?
- What attitudes or values do the characters represent?
- What is their response to circumstances?
- How believable are the characters?

Setting Questions

Authors focus on setting either more or less, depending on the importance of setting to character and plot. Sometimes setting is very specific, sometimes it is left vague. These questions help to determine the influence of setting in understanding a work of fiction. Important questions related to setting are listed below.

- Where does the story take place?
- How detailed is the description?
- When does the story take place?
- How important is the time period?
- Does the setting suggest an atmosphere that influences events?
- What changes in time and place occur?

⁴ Source: *English 130 Resource Manual*, NWT Literacy Council, 2006



Plot Questions

For plot, questions focus on the sequence of events and the issue of conflict. Such questions identify points in the sequence of events that help to organize the presentation. Plot questions are given below.

- How is the story introduced?
- What is the conflict?
- How is the conflict further complicated?
- What is the crisis of events?
- When is the climax reached?
- What is the final resolution of the conflict?

Theme Questions

Questions related to theme are given below.

- What meaning can be derived from the story?
- Why is the conflict resolved in this particular manner?
- Are different interpretations possible?
- What might be the author's purpose?
- What universal truth is portrayed?





Writing Skills Learning Activity 6

Three handouts

6-1: Descriptive Writing

Learners write a descriptive paragraph using the handout as a guide. Give learners a list of descriptive words to help them in their writing. You can find a comprehensive list of descriptive words in both the English 120 and English 130 Resource Manuals.

6-2: Story Writing

Learner use the writing process to write a story about something that is familiar to them. A list of ideas is outlined on the handout. They can follow the guide to help them write the story.

6-3: Peer Conferences

Conferencing is a skill that needs to be modeled and reinforced often. Model conferencing to learners first and then ask them to do it with a partner. The handouts provide guidelines to conferencing and a checklist.





Writing Skills Learning Activity 6

6-1: Descriptive Writing⁵

Descriptive writing describes a particular person, place or event in great detail. Descriptive writing uses lots of adjectives and adverbs to describe what is going on. The author of *Medevac: December 24th, 1986* uses similes and adjectives to make her writing vivid.

Outside, the runway lights seem to shimmer like blue stars in a nebula. The volunteer ambulance guys stomp around, their breath frozen like puffs of cigarette smoke in the minus 20 air. Beside her, cocooned in a down sleeping bag, the patient lies still, eyes closed. Elderly, male, she has seen him around town. The local drunk. One of them. Even now, a faint odour of old wine lingers about his clothes.

To help you get started follow the formula below to create a word picture. When you have completed your word picture, write a paragraph using the words from your word picture.

- ✓ Write a noun on the first line.
- ✓ Write two adjectives on the second line.
- ✓ Write three verbs that tell what the noun does on the third line.
- ✓ Write a thought or impression which you associate with the noun on the fourth line.
- ✓ Write an adverb on the fifth line.
- ✓ Repeat the noun or write a synonym on the last line.

⁵ Source: Sharon Miron, Adult Educator, Aurora College, Yellowknife Campus





For example:

Waves

Salty, tangy

Crest, swell, shimmer

Crash against the rocky shore

Wildly

Waves

The air at the seashore was tangy. I could taste the salty water in the spray from the waves. As I strolled slowly along the beach, I saw the waves crash wildly against the rocky shore. Far out, the sea shimmered in the sunlight like glass. Closer in, the sea began to swell into white crested waves. I watched the sea for hours.

Your Turn

Some ideas for your word picture are:

dogs, ocean, Elders, berries, truck, fire, trees, tundra, caribou

Remember when you write a paragraph you must have:

- ✓ A topic sentence
- ✓ Supporting sentences
- ✓ Ending sentence

Topic Sentence:

Supporting Sentences

1.



Medevac: December 24th, 1986



2. _____

3. _____

Ending Sentence

Now put it all together!

Don't forget to edit and revise your paragraph before you write out your final copy.





Writing Skills Learning Activity 6

6-2: Story Writing (Narrative)

You already know how to tell a story. You do it every day! Every time you tell someone about something that happened to you or something you did, you tell the "story" of what happened. For example, if something funny happens and you tell a friend about it, you've created a story. The trick is to be able to write it down.⁶

Write a short story about something in your life. It doesn't have to be true. Usually short story writers write about events in their lives or their family's lives. They start with an idea and then they expand on it to make a fictitious story. Your story should be at least three paragraphs long.

A short story:

- ✓ Gets off to a fast start.
- ✓ Has a limited number of characters and scenes.
- ✓ Frequently deals with only one problem.
- ✓ Uses only the detail necessary for understanding the situation.
- ✓ Usually covers just a short time period.⁷

Answer these questions to get you started:

- ✓ Who is in the story?
- ✓ Where is it happening?
- ✓ When is it happening?
- ✓ What happens?
- ✓ Why does it happen?

⁶ Source: <http://blackdog4kids.com/holiday/summer/do/read/howto.html>

⁷ Source: <http://jerz.setonhill.edu/writing/creative/shortstory/index.html>





Writing Skills Learning Activity 6

6-3: Peer Conferences⁸

Step One – Sharing

The author decides how his or her work will be shared. Will it be:

- Read silently by the conference partner(s)?
- Read aloud by the writer?
- Read aloud by the conference partner(s)?
- A combination of the above?

Step Two – Focus of Conference

The writer identifies what aspects of the written work will be the focus of the conference (e.g., the beginning paragraph, figurative language).

Step Three – Response

The conference partner states at least:

- One thing he/she considers that the writer has done well.
- One thing he/she especially likes.
- One suggestion which addresses the focus of the conference as identified by the writer.

Step Four – Changes

The writer retains the right to the written work and is responsible for making the final decision about any changes.

⁸ Source: *English 120 Resource Manual*, NWT Literacy Council, 2006



Writing Conference Checklist

Author: _____ Date: _____
Title: _____ Format: _____

Self Reflection

I read this piece: once __ twice__ several times__ aloud to myself __

One change I decided to make is

I think this makes sense because

The part I like best is

Peer Conference

Conference partner name: _____

Something you did well in this piece is

I especially like

Something I suggest you consider is

Do you need an extended instructor conference? Yes ____ No ____



Medevac: December 24th, 1986



If yes, state at least two specific things you would like to discuss:

1. _____
2. _____





Research Learning Activity 7

Two handouts

7-1: Family Violence

Learners research information on family violence and then make a poster about family violence. The poster can be displayed in your school, community hall, or band or hamlet office. The handout provides learners with a guideline for the project and a website to find information.

7-2: Career Options

Learners think about what careers they are interested in. They take the quiz on the website provided on the handout. Then they research five different careers provided on their profile. They fill in the handout for each career option. Ask learners to decide which career most interests them of the five they researched.





Research Learning Activity 7

7-1: Family Violence

Develop a poster about family violence. Some good websites on this subject are:

- ✓ <http://www.child.gov.ab.ca/whatwedo/fvp/page.cfm?pg=index>
- ✓ <http://www.justice.gc.ca/en/ps/fm/familyvfs.html>
- ✓ <http://www.statcan.ca/english/freepub/85-224-XIE/free.htm>

Your poster should include the following information:

- ✓ What is family violence?
- ✓ What are some statistics on family violence in Canada?
- ✓ What factors contribute to family violence?
- ✓ What are the consequences of family violence?
- ✓ How can we prevent family violence?

Your poster should also include:

- ✓ Your ideas on how to help people living in family violence.
- ✓ Information about resources in your community that support people living in family violence.

Marking Criteria

- | | |
|---|-----|
| ✓ Information about family violence | 40% |
| ✓ Your ideas | 20% |
| ✓ Research on community support | 20% |
| ✓ Overall appearance (pictures, layout) | 20% |





Research Learning Activity 7

7-2: Career Options

Take the career interest quiz on this website

http://www.jobfutures.ca/pls/jf-ea/dpt.page_one to find out what kind of occupation is your best fit. Choose five of the occupations that interest you and find out the following information.

- ✓ What education do you need?
- ✓ What does the job entail?
- ✓ How much money will you make?
- ✓ What is the forecast for jobs in that occupation for the next few years?
- ✓ Does this job interest you? Why or why not?

Use the example on the next page as your guide.

Please Note: The wages on this website might seem low but they are the average wages for people across Canada.



Example

Occupation: clerical work

What education do you need?

- ✓ High school diploma
- ✓ Additional training in your area of work
- ✓ Most people have a college diploma and almost 3 out of 10 have a university degree

What does the job entail?

- ✓ Attend to phone, emails, counter questions
- ✓ Open and sort mail
- ✓ Write letters, proofread documents
- ✓ Store and classify records on computer
- ✓ Greet people, schedule appointments, provide information

How much money will you make? \$13.53 per hour

Forecast for job: limited (some jobs)

Interest level:

I am interested in this job. I think that I can perform most of the duties needed for this position, although I would like to be paid better.





Occupation: _____

What education do you need?

✓

✓

✓

What does the job entail?

✓

✓

✓

✓

✓

✓

How much money will you make? _____

Forecast for job: _____

Interest level:





Resources

- ✓ **English 120 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **English 130 Resource Manual**, prepared for the GNWT Department of Education, Culture and Employment by the NWT Literacy Council, 2006.
- ✓ **Ideas, Activities and Exercises for Fundamental Level English**, compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997.
- ✓ **Northern Writes, Entries from the 1994 NWT Writing Contest**, NWT Literacy Council.
- ✓ **Northern Writes Study Guide**, NWT Literacy Council, 2006.

Websites

- ✓ **Service Canada**
http://www.jobfutures.ca/pls/jf-ea/dpt.page_one
This simple quiz will assist learners in determining their areas of interest by helping them identify what they like to do and what they are best at. It will provide learners with lists of occupations that they can review.
- ✓ **Family Violence: A fact sheet from the Department of Justice Canada**
<http://www.justice.gc.ca/en/ps/fm/familyvfs.html>
 - What is family violence?





- How widespread is family violence in Canada?
- What factors contribute to family violence?
- What are the consequences of family violence?
- How can we prevent and respond to family violence?

It also gives information about where to get more information on family violence.

✓ **Statistics Canada**

<http://www.statcan.ca/english/freepub/85-224-XIE/free.htm>

Family violence in Canada – a statistical profile

