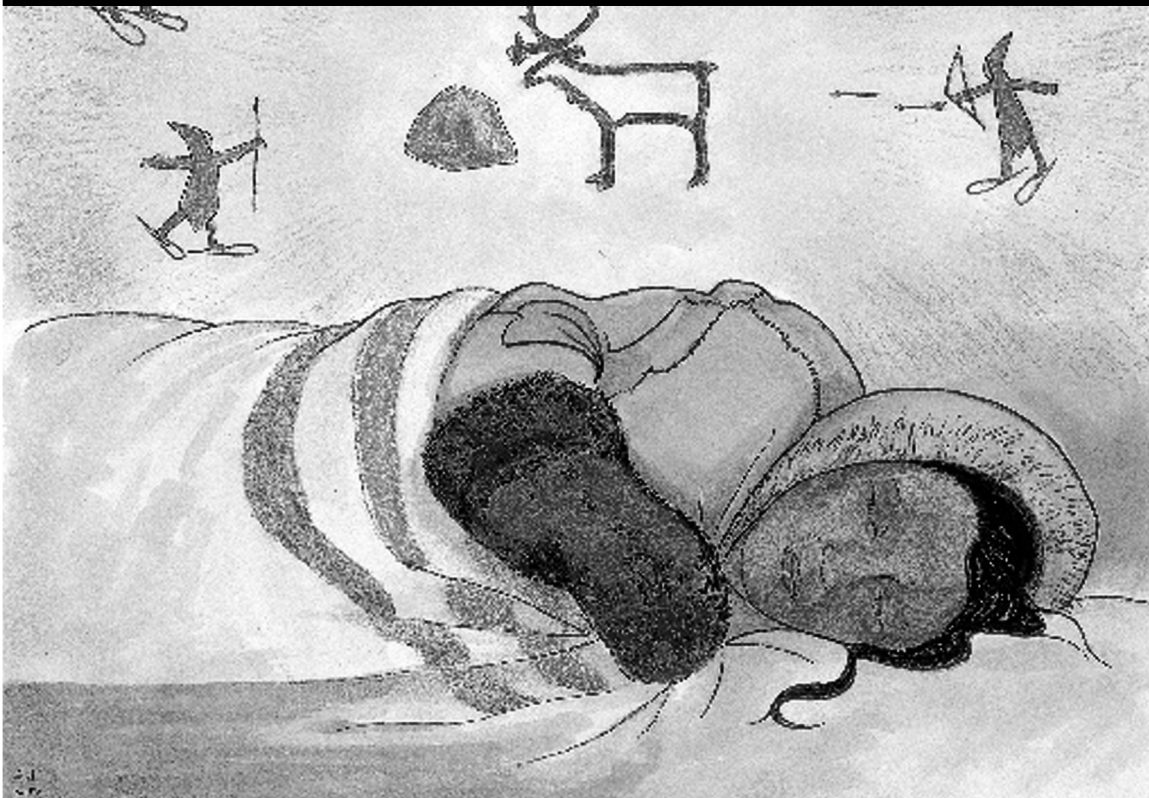


TEACHER'S GUIDE



Blackships / Thanadelthur

by Rick Book



Blackships / Thanadelthur

Teacher's Guide

Developed by Jane Huck

Published by Heartland Associates Inc. 2004
Winnipeg, Canada

National Library of Canada Cataloguing in Publication

Huck, Jane, 1970-
Blackships/Thanadelthur by Rick Book. Teacher's guide / Jane Huck.

ISBN 1-896150-42-X

1. Book, Rick Blackships and Thanadelthur. I. Book, Rick.
Blackships and Thanadelthur. II. Title.

PS8553.)636B52 2001 Suppl.

C813'.54

C2004-900904-4

About the author of the teacher's guide

After receiving her degree in Education, Jane Huck spent three years in Osaka, Japan developing and implementing the first nation-wide English as a Foreign Language curriculum designed exclusively for elementary students and middle year students. She is currently working on a set of teacher's guides for the Young Heroes book series, in addition to research projects for future publications for Heartland Associates Inc.

IMPORTANT NOTE TO TEACHERS

Re: Sensitive content

Background

Thanadelthur, describes the life and accomplishments of a young Chipewyan girl of Northern Manitoba and the North West Territories (modern day Nunavut) who negotiated a peace treaty between the Dene (called the "Chipewyan" by the English) and Cree in 1715. Both narratives are designed to give the reader a sense of what life would have been like at that point in history.

Sensitivity to Content and Maintaining Historical Accuracy

Based on actual events, *Blackships / Thanadelthur* contains a few scenes which may be graphic and startling to young readers of today. To tell these stories, author Rick Book has painstakingly researched archival sources and a wide variety of historical information. In addition, he spoke with Aboriginal leaders in both Eastern and Western Canada to document their understanding, perspective and stories of each account. The result is an honest and accurate portrayal of two events that helped to shape our history.

Teachers are encouraged to treat issues raised in these stories with sensitivity, to ensure that a respectful environment is preserved for all students, while at the same time, portraying events of the past with accuracy. Keep in mind the genre of historical fiction provides a wonderful opportunity for exploring a multitude of issues with the advantage of modern perspective and understanding.

Teaching Strategies for Teaching and Covering Sensitive Subjects and Issues

Before using these stories in the classroom, teachers are advised to frame and support them with appropriate background information (some of which is provided in this guide) to deal with the issues of language and graphic descriptions. Class or group discussion should preface and follow the reading of the scene.

1. Shared Reading of a particular passage. This ensures all students read, and allows for an opportunity to discuss the text.
2. Guided Reading of a particular passage. Assign a section for students to read, after which facilitate a discussion in groups or as a class.
3. Compare the differences between life in the past and present. Discuss how people obtained food (gathering, hunting, farming) as opposed to today's grocery shopping. What skills were necessary to survive in the wilderness, in small villages or towns? Talk about the realities that people in the past faced on a daily basis for survival. Use other documents and previous knowledge to support the discussion.
4. Discuss the considerable respect Aboriginals showed for their environment and the animals their survival depended upon. For example, Thanadelthur and her companions utilized every part of the caribou they hunted – sinew for thread, bones for soups, needles and frames, hide for clothing (page 94).
5. Facilitate a discussion about traditional hunting vs. the modern method of processing meat in meat packing plants. Both means were/are necessary, but what of the methods? Discuss how removed the modern consumer is from the environment and our food sources.
6. Find out which cultures and peoples who still derive much of their livelihood and survival on the traditional hunt. Discuss why these cultures or groups still hunt (i.e., some groups hunt to continue to forge their relationship to the environment and to keep a cultural tradition alive).

Grade 4 NWT Social Studies outcomes fulfilled in the Teacher's Guide exercises:

4-K-L-006	4-K-E-019	4-S-009	4-K-T-017	4-V-L-005	4-V-I-004A
4-K-L-007	4-S-001	4-S-010	4-K-T-024	4-V-L-005	4-K-C-002
4-K-L-008	4-S-004	4-S-016	4-K-T-026	4-K-CC-044	
4-K-L-009	4-S-005	4-S-021	4-K-T-027	4-K-P-035	
4-K-L-009	4-S-007	4-S-025	4-K-T-029	4-K-I-010	
4-K-L-009	4-S-008	4-K-T-015	4-K-T-031	4-V-I-003	

4-K-L-007	Identify on a map key physical features of our territory
4-K-L-008	Identify on a map the major lakes, rivers and communities of the NWT
4-K-L-009	Locate traditional areas of tribes and language groups on a map of the NWT
4-K-L-009	Demonstrate awareness of Aboriginal peoples' traditional relationships with the land
4-K-L-009	Demonstrate understanding of how the land traditionally shaped the roles, identities, values, beliefs, traditions, customs, art, transportation, technologies, shelters and clothing of First Peoples
4-K-E-019	Demonstrate understanding of how the land was used, what was made, where resources were found
4-S-001	Assume a variety of roles and responsibilities in groups
4-S-004	Collaborate with others to devise strategies for dealing with problems and issues
4-S-005	Negotiate with peers to help solve conflicts peacefully and fairly
4-S-007	Actively listen to the accounts and points of view of others
4-S-008	Use language that is respectful of human diversity
4-S-009	Express reasons for their ideas and opinions
4-S-010	Present information and ideas using oral, visual, material, print or electronic media appropriate to specific audience
4-S-016	Distinguish fact from fiction in stories
4-S-021	Reflect on how stories of other times and places connect to their personal experience
4-S-025	Use cardinal and intermediate directions, colour contour maps and simple grids to locate and describe places, resources and regions on maps and globes
4-K-T-015	Demonstrate understanding of how shared stories of Aboriginal groups, families and Elders enrich personal and family histories
4-K-T-017	Demonstrate an understanding of traditional ways of life
4-K-T-024	Demonstrate awareness of key people and events that shaped the territory
4-K-T-026	Demonstrate awareness that accounts of the past may vary according to different perspectives
4-K-T-027	Give examples of how technology has changed ways of life in the NWT
4-K-T-029	Demonstrate awareness of the stories of people who participated in the fur trade
4-K-T-031	Demonstrate awareness of the changing modes of transportation
4-V-L-005	Demonstrate an appreciation of how stories both reflect and foster a connection with the land on lives in
4-V-L-005	Respect oral tradition as a source of historical information
4-K-CC-044	Describe how First Nations, Inuit, Metis and other peoples have helped shape our territory
4-K-P-035	Demonstrate that different types of leadership existed in the NWT and Canada
4-K-I-010	Demonstrate understanding of the teachings of Elders about culture and identity
4-V-I-003	Value their cultural, social and Northern identities
4-V-I-004A	Value their Dene, Inuvialuit or Inuinait identities
4-K-C-002	Students describe personal experiences, events or places that have made them feel connected to Canada and the NWT.
4-K-C-003	Identify days important to Canadians and people from the NWT

PROGRAM GUIDE

Part 1: Target levels, content and curriculum outcomes

Target level: *Thanadelthur*

- Individual reading: Grade 4 (suitable for classes with average and high reading abilities) to Grade 6 (all students)
- Class and/or teacher reading: Grade 4 to Grade 6
- CD: Listening to the story (suitable for all levels – see teaching suggestions below)
- Guided reading: Grades 4 – 6

What's inside the Teacher's Guide

- Condensed point form of story for quick review and to assist with the recounting of the story to the students
- Expanded summary of story for in-depth study of events and story
- Historical background of the key players and events surrounding each story
- Exercises divided into three categories (Discussion, Activities and Class & Group Work)
- Option of three levels of activities for a variety of intellectual abilities and available time: Short and simple, Average and Extension
- Activities are designed to facilitate multiple intelligences and differentiation when possible; these are identified at the end of the activity
- Activity sheets (with a teacher's answer page)
- References for both teacher and students

Outcomes fulfilled in the Teacher's Guide exercises

- Meets over 30 grade 4 Social Studies outcomes from the 2005 NWT Social Studies Curriculum Framework, Grade 4 Mathematical outcomes and Grade 4 English Language Arts (ELA) outcomes from the Western Canada Protocol (WCP) Framework, as well as some integration of science and art within the activities
- Curriculum outcomes are indicated after each activity, e.g.: 4-K-L-024 (Grade 4, learning outcome (knowledge), general learning outcome (The Land: Places and People), specific outcome (024): demonstrate awareness of key people and events that shaped their territory.

Outcomes met from reading and discussion of *Blackships / Thanadelthur*

- In addition to the outcomes noted after each activity, *Thanadelthur* meets a multitude of Grade 4 Social Studies outcomes simply from reading and discussing the story.

Part 2: How to teach the stories in conjunction with the Teacher's Guide

Teaching suggestions: How to use and modify *Blackships/Thanadelthur* to meet student levels and needs

Study the story using one or a combination of strategies detailed below:

- Introduce topic using the map and historical notes provided in the Teacher's Guide. The Suggestions for Story Preparation section outlines what to discuss to help familiarize students with each topic.
- Use both student's prior knowledge and comprehension strategies to build upon, correct and confirm understanding of topic (i.e.: inferring, eliciting predictions and correcting understanding).

Mixed and lower level reading ability:

- Read the story in segments with teacher-led reading and follow-up activities.
- The audio CD version of *Thanadelthur* is an excellent auxiliary tool for both lower level readers and audio learners.
- Photocopy the point form summary onto an overhead transparency and recount the story to the class. Augment the point form summary by having students read short segments (i.e., pages 65-67 details *Thanadelthur's* escape from the Cree) appropriate to their reading ability. Follow with comprehension questions.
- Engage students in the suggested activities in the Teacher's Guide appropriate for their level (note which multiple intelligence the activity complements).

Average to high reading ability:

- Students may read the story individually.
- Or, have students read segments of the story (i.e., pages 63-69) following with discussion, open-ended questions and short exercises to facilitate and assess comprehension.
- Alternatively, or in turn, have students listen to the CD in parts (i.e., track 1& 2) following with class and group discussions, questions and short exercises to facilitate and assess comprehension.
- Engage students in the suggested activities in the Teacher's Guide.
- Follow-up with extension activities for more in-depth study of topic.

Part 3: Contents

About the Author

RICK BOOK

Rick Book is the author of the first two books of the series *Young Heroes of North America*, which includes the stories *Blackships / Thanadelthur* and most recently, *Sacagawea: The Making of a Legend*. He is also author of *Necking With Louise*, an award-winning short story collection; *Grandpa's Wooden Diary* and *The Day They Saved Her Majesty*, two illustrated stories published in anthologies for Canadian school children; as well as *The Lonely Seagull*, an illustrated children's picture book.

Rick worked for the CBC for 10 years as a news reporter, and has written national advertising campaigns and documentaries. As a voice actor, he narrates commercials, documentaries and books for children. He is co-founder of Friends of Attawapiskat, a support group that sends hockey equipment and musical instruments to a Cree community on James Bay.

TABLE OF CONTENTS

Thanadelthur

Point form summary.....	7
Summary.....	9
Historical background.....	11
Suggested pre-reading introduction.....	13
Comprehension questions.....	14
Activities	15
Discussion	17
Class & group work.....	18

Appendix

References for further study and projects.....	21
Venn Diagram	23
Character Web.....	24
Story Outline.....	25
Story Pyramid.....	26
Answers for student activity sheets	27
Fill in the Blanks & Matching.....	28
Pre-Contact Map.....	29
Thanadelthur's Route (Teacher's).....	30
Thanadelthur's Route (Student's).....	31

Thanadelthur

POINT FORM SUMMARY

- In *Thanadelthur*, William Stuart, an HBC employee, recounts the story of a young Chipewyan girl named Thanadelthur, who helped create peace between two warring nations. Here, as follows, is the story of Thanadelthur, who came to York Fort in Northern Manitoba.
- Thanadelthur had been captured by the Cree in a raid on her family's Chipewyan camp in 1713 and kept as a slave for more than a year.
- Late in 1714, she and another young woman escaped their Cree captors and headed north to find their people. Without food or warm clothing, they were soon in desperate straits. When her companion died, Thanadelthur turned back, hoping to encounter the English. She stumbled barely alive into a goose hunting camp on Ten Shilling Creek. The goose hunters brought Thanadelthur back with them to York Fort (located near the mouth of the Hayes River in northern Manitoba) to meet Governor Knight and HBC employee William Stuart.
- Both Knight and Stuart were impressed by Thanadelthur's enthusiasm and intelligence. When she recovered, Knight decided to send her and Stuart, with about 150 Cree, on a peace mission to the Chipewyan in late June 1715. He believed Thanadelthur was the best person to help establish peace between the two nations.
- The party spent most of a year on the tundra, covering hundreds of kilometres, and the long trek took its toll. Food was in short supply, several expedition members fell sick, and many turned back.
- Along the way, Thanadelthur used her extensive knowledge and skills of the northern environment to keep herself and William Stuart alive. She made their winter clothes from animal skins and snowshoes from sticks and animal sinew.
- More than once, Thanadelthur saved the expedition from starvation. Hunger was kept at bay by drinking tea and eating soup made only from snow, black berries and animal hides.
- In the end, the party was reduced to Thanadelthur and Stuart, along with the Cree leader and about 10 of his people. Near their destination, they came across the bodies of nine Chipewyan, apparently killed by marauding Cree. Afraid they might be blamed for the deaths, Stuart and the Cree refused to go any farther.

- Thanadelthur asked the party to stay, make camp and wait for 10 days while she went to find her people and bring them back to negotiate peace. She struck out alone over the barrens and within a few days came upon several hundred Chipewyan.
- Having earlier been attacked by the Cree, it took much talking for Thanadelthur to convince her people to accompany her to the Cree camp. In the end, more than 100 agreed and in true epic fashion, she arrived at the Cree camp on the 10th day.
- Then the peace negotiations began. Thanadelthur led the talks, haranguing and scolding the parties into making peace. Finally, heading a delegation of 10 Chipewyan, including her brother, she led them back to York Fort in May 1716.
- At the post, she quickly became one of Knight's chief advisors. Seeking her thoughts on a variety of plans, he found her to be one of the most remarkable people he had ever encountered.
- In early 1717 Thanadelthur fell ill. Realizing she was dying, she spent hours teaching one of the young HBC men to speak Chipewyan, so that he could take her place. She died on February 5th, 1717 at the age of about 16.

Events Surrounding Thanadelthur's Expedition

SUMMARY OF EVENTS

Women played an enormous, but largely ignored role, in both the European penetration of North America and the fur trade that propelled it. Because they were not paid employees of the fur trade companies, they were mentioned in the journals only when their activities were truly heroic. Thanadelthur was one of these outstanding women, though in 1715, when she proved herself one of the outstanding diplomats in fur trade history, she was hardly more than a girl.

The Treaty of Utrecht (1713) temporarily ended hostilities between the English and French. The Hudson's Bay Company returned to the bay eager to extend its trading territory north into country inhabited by the Chipewyan. They were an Athapaskan-speaking people that the English called "Chipewyan," a Cree word that means "pointy coats". But, fearful of the well-armed and hostile Cree on their southern border, the Chipewyan showed no inclination to make the trip to the bayside fur posts. Arriving at York Fort in 1714, Governor James Knight determined to somehow end hostilities between the two nations and draw the Chipewyan in to trade. In November, while he was mulling over the means to do this, some of his goose hunters arrived at the post with Thanadelthur, "Allmost Starved".

Thanadelthur, whom many called "the Slave Woman" had been captured by the Cree in a raid on her family's Chipewyan camp in 1713 and kept as a slave for more than a year.

Late in 1714, she and another woman escaped their Cree captors and headed north to find their people. With only the clothes they were wearing and small snares to catch game, they were soon in desperate straits. When the other woman died, Thanadelthur turned back in despair, hoping to encounter the English with whom the Cree traded. Crossing the Nelson and Hayes Rivers, she stumbled, barely alive, into a goose hunting camp on Ten Shilling Creek.

Despite her condition, Knight was immediately struck by Thanadelthur's "extraordinary vivacity" and keen intelligence and, as soon as she had recovered, he decided to send her with one of his men, William Stuart, an Orcadian, and as many Cree as could be persuaded to go, on a peace mission to the Chipewyan.

In late June, Thanadelthur and Stuart set out with a delegation of about 150. The party spent most of a year on the tundra, covering hundreds of kilometres and the long trek took its toll. Food was in short supply and several expedition members fell sick. To survive, the large party broke up and over the months many turned back. In the end, the party was reduced to Thanadelthur and Stuart, along with the Cree leader and about 10 of his people. Then, nearing their destination, they came across the bodies of nine Chipewyan, apparently killed by marauding Cree. Terrified that they might be blamed for the deaths, the men refused to go any farther.

When attempts to persuade them to continue failed, Thanadelthur extracted one last concession; if they would make camp and wait for 10 days, she would find her people and bring them back to make peace. Then, alone, she struck out over the barrens and within a few days came upon several hundred Chipewyan. Convincing them to return with her was not easy; Stuart later reported that she made herself hoarse “with perpetual talking”, until more than a hundred finally agreed to accompany her. In true epic fashion, she and two emissaries sighted the Cree camp on the 10th day. Negotiating between the parties, she “made them all Stand in fear of her, she Scolded at Some and pushing of others ... and forced them to ye peace,” Stuart reported. Then, heading a delegation of 10 Chipewyan, including her brother, she led them back to York Fort in May 1716. At the post, she quickly became one of Knight’s chief advisors. Seeking her thoughts on a variety of plans, he found her to be one of the most remarkable people he had ever encountered. And when she fell ill early in 1717, he was nearly frantic.

She, on the other hand, responded in characteristic fashion. Realizing she was dying, she spent hours teaching one of the young HBC men to speak Chipewyan, so that he could take her place. When she died on February 5th, Knight was nearly inconsolable. “She was,” he wrote, “one of a Very high Spirit and of the Firmest Resolution that ever I see any Body in my Days and of great Courage & forecast.”

POSTSCRIPT

Thanadelthur was named a National Historic Person of Canada in 2001 and is

the first young Aboriginal female given this honour. Her accomplishments are made even more remarkable given that she was just 15 years old and the sole Chipewyan in a large group of Cree when the expedition set out. Until recently, her success at establishing peace between the Chipewyan and the Cree in the spring of 1715 was left untold and overlooked. University of Toronto Professor Sylvia Van Kirk’s groundbreaking book, *Many Tender Ties* brought to light Thanadelthur’s extraordinary life, among others. Canadian youth now can learn about and celebrate a true Canadian hero.



HISTORICAL BACKGROUND

The Chipewyan (Dene)

These Athapaskan-speakers of the tundra and transitional forests or taiga of northern Canada, were among the earliest North American nations the English encountered when they began to establish fur posts on northwestern Hudson Bay. Widely known as Chipewyan, from the Cree characterization “Pointy Skins”, their own name for themselves is Dene, “the People”. When Europeans first encountered them, the eastern Dene were hunters and fishers who mainly depended on the great migratory herds of caribou for food, clothing and lodge covers. They also used caribou sinew for sewing and cut hides into long strips to make snowshoes, fishnets and snares.

Adept at fishing, the Chipewyan also hunted other animals, but the northern tundra and taiga were harsh environments

for survival. The Chipewyan often faced shortages and sometimes starvation. To survive they wintered in family groups, moving when necessary to hunt.

During the summer they often gathered in large summer villages by the shores of a lake or river. Unlike the Cree, with whom they were often at odds, the Chipewyan initially had little interest in the fur trade, though determined efforts were made to encourage them and a post at Churchill was built to cater to them in 1717. Furs were less abundant on the tundra and in the northern forests than they were farther south. Farther west at Fort Chipewyn, geographic conditions were quite different and the Chipewyan there played a larger role in the fur trade.

The Cree

The Cree were the first North Americans the English encountered when they established their bayside posts in the 1670s and 1680s. Adept at hunting and trapping, they became key partners in the fur trade and quickly assumed the role of middlemen with more distant nations. Soon, a number of Hudson’s Bay Company employees learned to speak Cree, an Algonquian language, and many Cree learned to speak English, cementing a relationship that lasted for 200 years. The Cree called themselves *nehiawak* – “the People”, adding regional descriptors to this root as they moved west with the

the fur trade. The Cree were allies of the related Ojibwe or Assiniboine and soon formed ties with the unrelated Assiniboine or Nakota of the eastern plains. Their enemies included the Chipewyan to the north and, as they moved south and west, the Dakota, Atsina and eventually the Blackfoot. Access to European weapons made them formidable adversaries. They adopted a lifestyle based on buffalo hunting, and many became excellent horsemen. The Cree also intermarried with European traders, particularly with the Orcadian, Scots and English employees of the HBC. Entire communities can trace

part of their lineage back to the fur trade. But disease (it's estimated that the smallpox epidemic of 1781-82 killed more than half the Cree in the Hudson Bay watershed), alcohol, racism and the pressure of European settlement took an enormous toll on this nation. Though such towering leaders as Poundmaker and Big Bear rose during times of crisis, for many, the past 125 years has been a time of poverty and

hopelessness. Today, cultural revival, education and a renewal of the long-lost authority of women in Cree society, are together working to begin the healing of this once-powerful nation of people.

The Fur Trade at Hudson's Bay

Aboriginal people, including the Cree, Chipewyan and Inuit, have used the area around Churchill for thousands of years. Churchill's location at the mouth of the Churchill River on Hudson Bay, at the transition between tundra and boreal forest, meant that it offered access to a remarkable variety of resources from caribou and arctic fox to beluga whales and arctic char. These resources attracted aboriginal groups to the coast as part of their seasonal round, and in turn these potential trading partners drew the Hudson's Bay Company to Churchill.

From 1668 when the *Nonsuch* arrived at Hudson's Bay, to the beginning of the 1700s, ownership of the land of furs regularly changed hands. The HBC needed to secure the far north and establish forts and outposts in the interior. The HBC also needed the help of the Aboriginal people, for assistance with guiding services, information, interpretation, clothing, medicine and food.

The HBC's first attempt to establish a post at Churchill in 1689 was a dismal failure; the post burned while still under construction. By the early 18th century, however, the HBC was ready to try again.

James Knight, who was sent to re-establish York Factory in 1714, was particularly interested in expanding trade with the "Northern Indians" or Chipewyan. Unfortunately, the Chipewyan were reluctant to visit York because of the hostility of the "Southern Indians" or Cree. Looking for a liaison, Knight recruited Thanadelthur to help negotiate peace between the Chipewyan and the Cree—the result is history.

The information in this Historical Background is excerpted from Exploring the Fur Trade Routes of North America by Barbara Huck, Heartland Associates Inc, 2002.

SUGGESTIONS FOR STORY PREPARATION

Pre-Reading

Briefly discuss and outline the fur trade period in the 1700s (see above Historical Background). Explain who the Hudson's Bay Company (HBC) was and where the company set up its main posts and settlements in Northern Manitoba and the Northwest Territories.

Highlight the Aboriginal groups that lived in what is now Manitoba and the Northwest Territories in the pre-contact and fur trade periods (see map on page 29). Explain the hostility between the Chipewyan and the Cree and how peace between these two nations would benefit both the HBC and the Chipewyan (expand trade to northern areas for the HBC and provide the Chipewyan people with tools and guns). Discuss the effects the fur trade had on the Chipewyan and Cree communities. Use a map to illustrate Manitoba's central geographic position during the fur trade with special emphasis on the role Aboriginal groups played in the success of the fur trade, and often, the survival of the Europeans.

NWT SS Specific Learning Outcomes: 4-K-L-008, 4-K-L-009

Pronunciation Guide for Characters

Thanadelthur

Thanadelthur Than-a-DEL-thur

Sissipuk See-SEE-puck

Wapasu Wa-PA-sell

COMPREHENSION QUESTIONS

1. Where does the story take place?
2. Is this a modern story? If not, what clues does the author give that it happened in the past?
3. Who is telling the story?
4. Who are the main characters?

Pages 64 – 71

5. Why do you think William Stuart and Governor James Knight were surprised to meet Thanadelthur?
6. What does Thanadelthur mean in Chipewyan?
7. Do you think Thanadelthur will be successful in making a peace treaty between the Cree and the Dene? Explain your answer.

Pages 78 – 81

8. Why do the Cree blame Thanadelthur for making many of them sick? What is the real reason for their sickness?
9. Why do many of the Cree turn back?

Pages 81 – 88

10. Why does Thanadelthur become angry when William Stuart calls the north a "barren" place? (page 84)
11. What is a Dene trick for staving off hunger? (Page 88)
12. How does Thanadelthur keep both herself and William Stuart alive when all the food runs out?

Pages 96 –107

13. Explain why Thanadelthur looks for her people to make peace with the Cree even though a family of Chipewyan were killed by a group of travelling Cree.
14. Was the expedition successful? If so, how do the Chipewyan benefit from peace with the Cree?

ACTIVITIES

Short and Simple

1. Make a sentence with each of the following words from the book.

palisades (p 71)	froggy flag (p 64)	bonnie (p 64)
lass(ies) (p 66)	cauldron	expedition (p 69)
hearth (p 63)	interpreter (p 71)	terra incognita (p 69)

LINGUISTIC

ELA Grades 4 – 6 Specific Outcome 2.1 Use Strategies & Clues; 2.3 Vocabulary

2. Imagine you are a member of the expedition. Write a postcard or letter to your family about the trip.

LINGUISTIC

ELA Grades 4 – 6 General Outcome 2.3 Create Original Texts

3. Create a Character Web (page 24 of the Teacher's Guide) of one of the characters. Add to it while reading the story.

LINGUISTIC

ELA Grade 4 Specific Outcomes: 1.2 Combine Ideas; 2.2 Connect Self, Texts and Culture; Grade 5 Specific Outcomes: 1.2 Clarify & Extend, 2.3 Techniques & Elements

4. Work on the map provided on page 32. With a partner, use cardinal directions (north, south, east, west) to locate the following cities, lakes and forts in Northern Manitoba, Nunavut and NWT:

Great Slave Lake	Nelson River	Hudson's Bay	Baker Lake
York Fort	York Fort	Dubawnt Lake	Thelon River
Churchill	Yellowknife	Mackenzie River	Great Bear Lake

E.g., "It's north of Yellowknife and east of Mackenzie River" (Great Bear Lake). Once the locations are found, students label map.

WCP Grade 4 Math Framework Specific Outcome: 23

NWT SS Specific Learning Outcomes: 4-S-025, 4-S-024

Extension: Locate and discuss the following:

- the region referred to as the land of the little sticks
- the traditional territories and boundaries of the Chipewyan and Cree at the time of Thanadelthur's expedition
- the traditional territories and boundaries of other Aboriginal groups or tribes before European Contact
- compare the traditional areas with today's communities and towns

ELA Grade 4 Specific Outcomes: 3.2 Access Information

NWT SS Specific Learning Outcomes: 4-K-L-006, 4-K-L-007, 4-K-L-008, 4-K-L-009, 4-K-L-007

Average

1. Make a list of all the plants and animals mentioned in Thanadelthur (or the audio CD version). Divide the list into flora (plants) and fauna (animals) categories. Discuss which are used to feed and clothe people and heal sicknesses. Discuss how the Cree and Chipewyan took great care and showed respect of their environment, and how their survival depended on their knowledge of the natural surroundings.

NWT SS Specific Learning Outcome: 4-KL-012, 4-KL-012N, 4-K-E-019

See Also: 'A Way of Life' Dene Edukit

Extension: Discuss how technology (modern science, engineering, medicine, agriculture and factories) has changed the northern way of life. Debate whether modern innovations have made the NWT and its people more or less independent to the rest of Canada. Divide the class into two groups. Group A brainstorm and list the advantages of technology has given their communities, while Group B lists the disadvantages. Compare and discuss.

NWT SS Specific Learning Outcome: 4-K-T-031, 4-K-T-027

2. Students work in pairs or alone. Fill in the Story Pyramid (page 39). Share descriptions with the class.

LINGUISTIC (reading & writing)

ELA Grade 4 Specific Outcome: 1.2 Combine Ideas; 2.3 Create Original Texts; 3.3 Organize, Record and Evaluate; 4.4 Present and Share

3. Use the map on page 31. Pair up students. Taking turns, students use the numbers and letters on the grid provided by their partners to locate places (cities, lakes and rivers) on the map. Students try to locate the place in as few guesses as possible. E.g., "I am located at D4. What am I?"

WCP Math Framework Specific Outcome: 24

NWT SS Specific Learning Outcomes: 4-S-025

4. Using a ruler, measure the distance from 0—100 km on the map scale. Record the measurement in centimeters (cm). Next, measure the distance of the following points using cm, then convert the measurement to km.

- Yellowknife to Churchill
- Great Slave Lake to Lesser Slave Lake
- Churchill to Baker Lake
- Baker Lake to Yellowknife
- Dubawnt Lake to Great Bear Lake

Extension: Describe or write down the path from one location to another using N, S, E, W directions.

WCP Math Framework Specific Outcome: 23

5. Use a ruler to measure the perimeter of the map on page? Convert cm to km according to the map scale (i.e., 1 cm = 100 km). Round the number to the nearest hundred or thousand.

WCP Math Framework Specific Outcome: 8

6. Draw a picture of a part of the story that isn't illustrated in the book. Write a brief description of the picture and share it with the class.

ARTISITC, CREATIVE

NWT SS Specific Learning Outcome: 4-S-010

7. Research the type of clothing worn by the Chipewyan and/or the Cree in different seasons. Draw and label an outfit worn in the winter or summer. Note what material is used to make the clothes.

Extension: Compare and contrast clothing worn by Aboriginals in the past with clothing worn by today's northern Aboriginals.

ARTISTIC, CREATIVE

ELA Grade 4 General Outcome: 3.2 Select and Process, 3.3 Organize, Record and Evaluate;

4.2 Enhance and Improve

Reference & Resources List: under Students, see #1, 2, 3 & 5

DISCUSSION

Short and Simple

1. Discuss whether this account of Thandelthur's historic expedition and adventures is a true or fictional story. What are some elements that indicate to the reader this story is a fictionalized account (voice, perspective, historical objectivity, etc.)? How would the story be different if told with Thanadelthur's or Wapusu's perspective?

LINGUISTIC (listening & speaking)

NWT SS Specific Learning Outcome: 4-K-T-026, 4-V-L-005, 4-V-T-006, 4-S-016

ELA Grade 4 Specific Outcome: 1.1 Discover and Explore; 2.1 Use Strategies and Cues;

2.2 Experience Various Texts; 2.3 Forms and Genres.

2. Discuss how telling a story has a different impact than reading a story. Why is the oral tradition an important way to learn history? Share a story orally with the class. Or, invite shared stories from the students' own history (family or cultural).

LINGUISTIC (listening and speaking)

NWT SS Specific Learning Outcome: 4-K-T-015, 4-V-L-005, 4-K-T-025

ELA Grade 4 Specific Outcome: 1.1 Express Preferences; 2.2 Respond to Texts; 2.3 Forms and Genres

3. Select a few sections of the story with lively dialogue, i.e., all of page 74 or page 80 from "Witch!" to the third paragraph on page 81. Divide the students into small groups and assign each student a part or a character to read. Act out or simply read the section aloud in turns. Discuss the dialogue and events after each reading.

CREATIVE, LINGUISTIC (listening & speaking, reading)

ELA Grade 4 Specific Outcome: 2.2 Experience Various Texts; 2.2 Respond to Text, 4.4 Present and Share

4. Why was Thanadelthur named a National Historic Person in 2001?

LINGUISTIC (listening and speaking)

NWT SS Specific Learning Outcome: 4-K-CC-044, 4-K-T-024, 4-K-T-029, 4-K-P-035, 4-S-021

ELA Grade 4 Specific Outcome: 1.2 Clarify and Extend

5. Discuss whether Thanadelthur is a positive role model for young Canadians. Why or why not?

LINGUISTIC

NWT SS Specific Learning Outcome: 4-K-P-035, 4-S-021

ELA Grade 4 Specific Outcome: 1.1. Discover and Explore; 1.2 Clarify and Extend

Average

1. Discuss the special diet of most Northerners. How was it designed to meet their needs? Discuss how Aboriginals used the northern environment to their advantage (i.e. using the sinews of caribou for thread, making tea from bark and berries, drying meat, fish, vegetation for colder months and travel, making snowshoes from branches, etc.).

LINGUISTIC

NWT SS Specific Learning Outcome: 4-K-L-012N, 4-K-L-012, 4-K-T-017, 4-K-E-019

2. Brainstorm, list and discuss the many Aboriginal innovations and inventions which made their lives easier and more enjoyable (snowshoes, canoe, toboggan, bannock (dried fruit and other food for the winter months), the tipi, etc.

Extension: Compare and contrast what innovations people in northern climates use today for recreation, working and home. Are the past innovations obsolete in the modern world? Which are still used today?

LINGUISTIC

NWT SS Specific Learning Outcome: 4-K-L-012N, 4-K-L-012, 4-K-E-019

Reference & Resources List: under Students, see #1 & 3

3. Discuss the following to encourage use and understanding of the words 'decade, millenium, centruy, generation.'

Thanadelthur was born in the late 1760's, which was the last decade of the 17th century, or the 1700, in the first decade of the 18th century. We don't know her birth date, but it is believed she died in 1717 at about the age of 17 or 18. In what decade was she born? In what century did she die? Remember that both the 21st century and the 3rd millennium began in 2001. In which millennium did Thanadelthur live? Which century and millennium were you born in? Will you still be alive in the 4th millennium? Why or why not? Discuss.

NWT SS Specific Learning Outcomes: 4-K-T-016

WCP Math Framework Specific Outcome: 13

Extension

1. Canada was somewhat colder when Thanadlethur lived. The world was experiencing a cold spell called the 'Little Ice Age' that lasted generally from 1350 to 1850. How do you think the colder weather affected Thanadelthur's expedition?

Note: For further study on this worldwide phenomenon, see the reference section for more information.

Reference & Resources List: under Teachers, see #2, 9 & 10

CLASS OR GROUP WORK

Short and Simple

1. Invite an "oral historian" or Aboriginal Elder to share a story in the oral tradition or talk with the class (i.e., the visitor can discuss his or her Aboriginal ancestry and the important role Aboriginal people played and continue to play in Canada's past and present, or explain a particular Aboriginal tradition or cultural achievement). If possible, ask the guest speaker to address the significance of the oral tradition and the teachings of Elders about their culture within Aboriginal nations.

LINGUISTIC

NWT SS Specific Learning Outcome: 4-K-T-025, 4-K-I-010, 4-V-I-003, 4-V-T-006, 4-V-T-006, 4-V-I-003

Reference & Resources List: under Students, see #8

2. Create a Venn Diagram (see example on page 23). Compare the similarities and differences between young people today and 300 years ago. Some questions to consider for this activity: How was Thanadelthur's life different or similar to yours (school, education, clothes, leisure, family life, etc.)?

MATHEMATICAL

ELA Grade 4 Specific Outcome: 1.2 Combine Ideas; 2.2 Connect Self, Texts and Culture

3. In pairs, have students make a poster for National Aboriginal Day, June 21st. Celebrate the day by learning about another Aboriginal nation or person or read a book that tells a story in the oral history tradition. Discuss why it is important to recognize and celebrate this day.

Teacher's note: There are an abundance of images and information of National Aboriginal Day available at the government website www.inac.gc.ca. Or, contact the Ministerial office for posters and information.

ARTISTIC, CREATIVE, INTERPERSONAL

NWT SS Specific Learning Outcome: 4-K-C-003

ELA Grade 4 Specific Outcome: 2.3 Create Original Texts; 4.4 Present and Share

Average

1. In pairs, create a Story Outline (page 26) of Thanadelthur. Brainstorm and write down the main elements of the story.

INTERPERSONAL, LINGUISTIC

ELA Grade 4 General Outcome: 1.2 Combine Ideas; 2.1 Comprehension Strategies

2. Divide the class into small groups (an equal number of 'Chipewyan' and 'Cree' groups). Have the class discuss the problems between the two nations (a) fighting over resources such as game, and b) continuous warring and attacks between the 'Chipewyan' and 'Cree'. (The Chipewyan were at a disadvantage due to the European weapons and other tools the Cree had obtained through trade with the English.) Brainstorm ways in which the two groups could have reached consensus and a

peaceful agreement without the help of Thanadelthur. (Note: the groups may also select the cultural identity of the students. I.e., instead of Chipewyan and Cree, use Inuvialuit and Inuinait.)

Then, have the 'Chipewyan' and 'Cree' groups meet one another. Have students role play out the peace negotiations. Incorporate the students' ideas for resolving conflicts peacefully and fairly.

INTERPERSONAL, KINESTHETIC

NWT SS Specific Learning Outcome: 4-S-004, 4-S-005, 4-S-001, 4-S-003, 4-S-007, 4-S-008, 5-S-009, 4-K--C-002

ELA Grade 4 Specific Outcome: 1.1 Discover and Explore; 1.2 Clarify and Extend

3. In groups or as a class, imagine the year is 1715. Discuss and list items you would bring on a long expedition in the NWT. List both essential and non-essential items. Next, review the list and cross out any items that would not be available to you in 1715 (keep in mind the season, remoteness of the expedition, the types of tools that were available and used on a daily basis). Look at the remaining items on the list. Consider the following questions: Do you have enough equipment and resources to survive an expedition? What about expertise? Who is in charge of cooking, hunting, carrying and scouting? What equipment can be made or found along the way? How is the equipment to be transported? Will one type of transportation be sufficient for the entire journey, or will you need to construct other modes en route? If so, what material will you need?

INTERPERSONAL, CREATIVE

NWT SS Specific Learning Outcome: 4-S-001, 4-K-L-012, 4-K-T-017

Extension

1. Compile a Chipewyan or Cree (or the traditional language of the community and students) dictionary of at least 15 – 20 words. Be sure to define each word and give an example of how it can be used. Illustrate some of the definitions. If making a class dictionary, have small groups select words/phrases in categories, i.e., food or greetings. Combine the group dictionaries to make an extensive class reference.

LINGUISTIC

ELA Grade 4 General Outcome: 2.3 Create Original Texts; 3 Manage Ideas and Information

NWT SS Specific Learning Outcome: 4-V-I-004A

Note: Contact local Aboriginal centres and groups for assistance

2. Divide the class into small groups. Assign each group with a traditional Aboriginal recipe (food or medicine) used by Cree or the Chipewyan Cree. Research the ingredients needed and write the preparation. Share your project with the class. Bind the recipes into a class 'Cookbook'.

CREATIVE, LINGUISTIC

NWT SS Specific Learning Outcome: 4-V-I-004A

ELA Grade 4 General Outcome 3: Manage Ideas and Information

References and Resources for further study

For Teachers:

1. *A Country So Interesting: The Hudson's Bay Company and Two Centuries of Mapping, 1670–1870*, by Richard I. Ruggles. McGill-Queen's University Press: Montreal & Kingston.
2. *After the Ice Age: The Return of Life to Glaciated North America*, by E. C. Pielou. University of Chicago, 1992.
3. *Ancient Canada*, by Robert McGhee. Canadian Museum of Civilization, 1989.
4. *Canada Rediscovered*, by Robert McGhee. Canadian Museum of Civilization, 1991.
5. *Empire of the Bay*, by Peter C. Newman. Madison Press Books, Toronto, 1989
6. *Exploring the Fur Trade Routes of North America*, by Barbara Huck et al. Heartland Associates Inc., 2002.
7. *Many Tender Ties: Women in Fur Trade Society, 1670 - 1870*, by Silvia van Kirk. Watson and Dwyer, Winnipeg, 1980.
8. *The Encyclopedia of North American Indians*. Marshall Cavendish Corporation, New York, 1997.
9. "The Little Ice Age", *The Washington Post*, by Alan Cutler. (August 13, 1997) Note: Also available on the Internet at www.vehiclechoice.org/climate/cutler.html
10. *The Little Ice Age: How Climate made History, 1300–1850*, by Brian M. Fagan. Basic Books, New York, 2000.

For Students:

1. *Atlas of Indians of North America*, by Gilbert Legay. Barron's Educational Series, Inc, 1995.
2. *Children's Illustrated Encyclopedia: Exploring History* by Simon Adams et al. Lorenz books, NY, 2001.
3. *Encyclopedia of Native American Tribes*, by Carl Waldman. Facts on File Productions, New York, 1988.
4. *In a Circle Long Ago: A Treasury of Native Lore from North America*, by Nancy Van Laan. Apple Soup Books, 1995.
5. *Jacques Cartier*, by Ken Roberts. Canadian Pathfinders Series, Groleer Limited, Toronto, 1988.

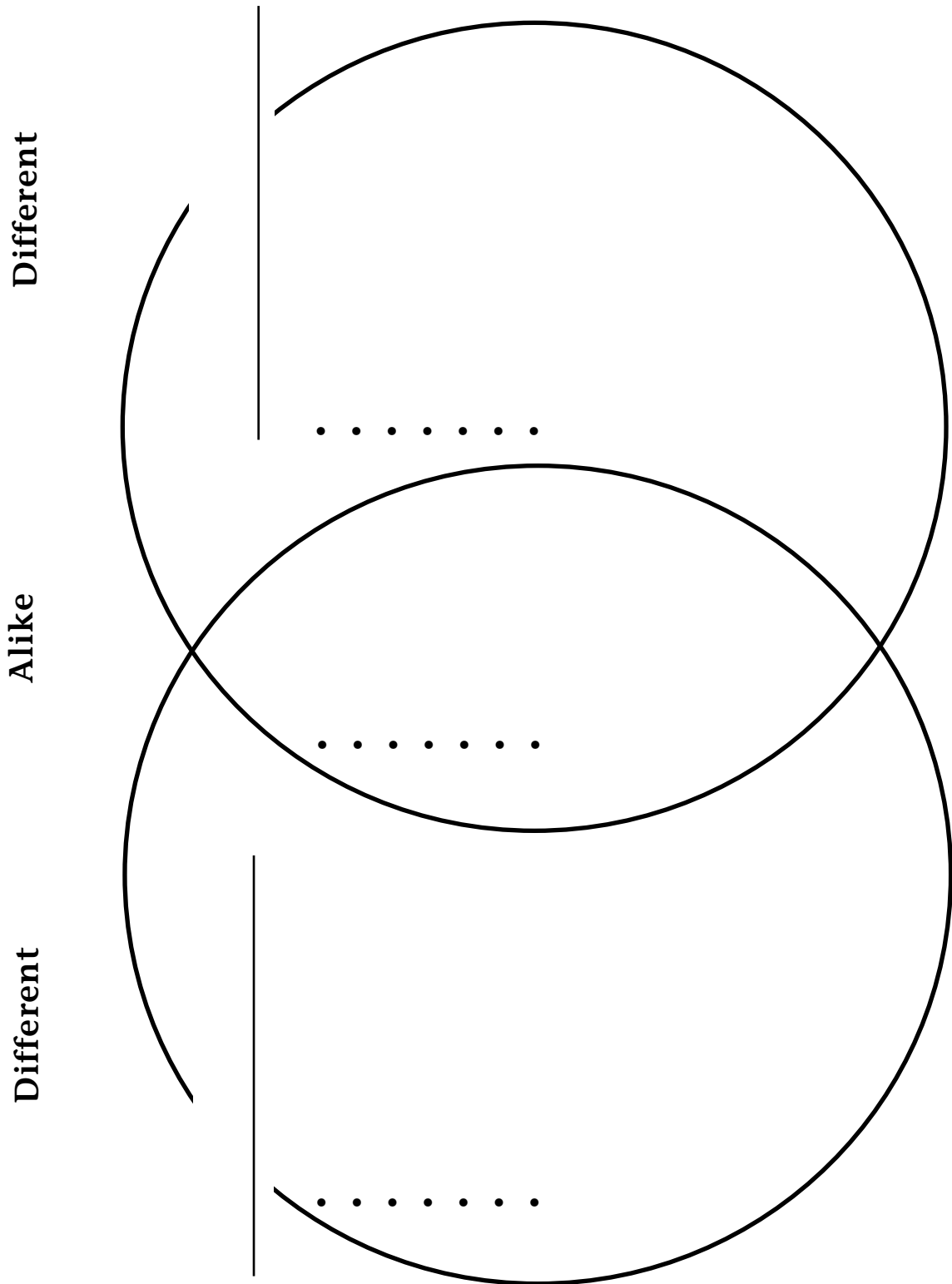
References and Resources for further study (cont.)

6. *People of the Buffalo: How the Plains Indians Lived*, by Maria Campbell. Douglas and McIntyre, 1983.
7. *People of the Longhouse: How the Iroquois Tribes Lived*, by Jillian and Robin Ridington. Douglas and McIntyre, Vancouver, 1982.
8. *Tales from the Wigwam*. Fitzhenry and Whiteside, 1989. (A collection of traditional Aboriginal stories.)
9. *Tales of Courage: Explorers of North America*, by Susan Baker. Steck-Vaughn, Austin, Texas, 1989.
10. *The Great Atlas of Discovery*, by Neil Grant, McClelland and Stewart Inc., Toronto, 1992.

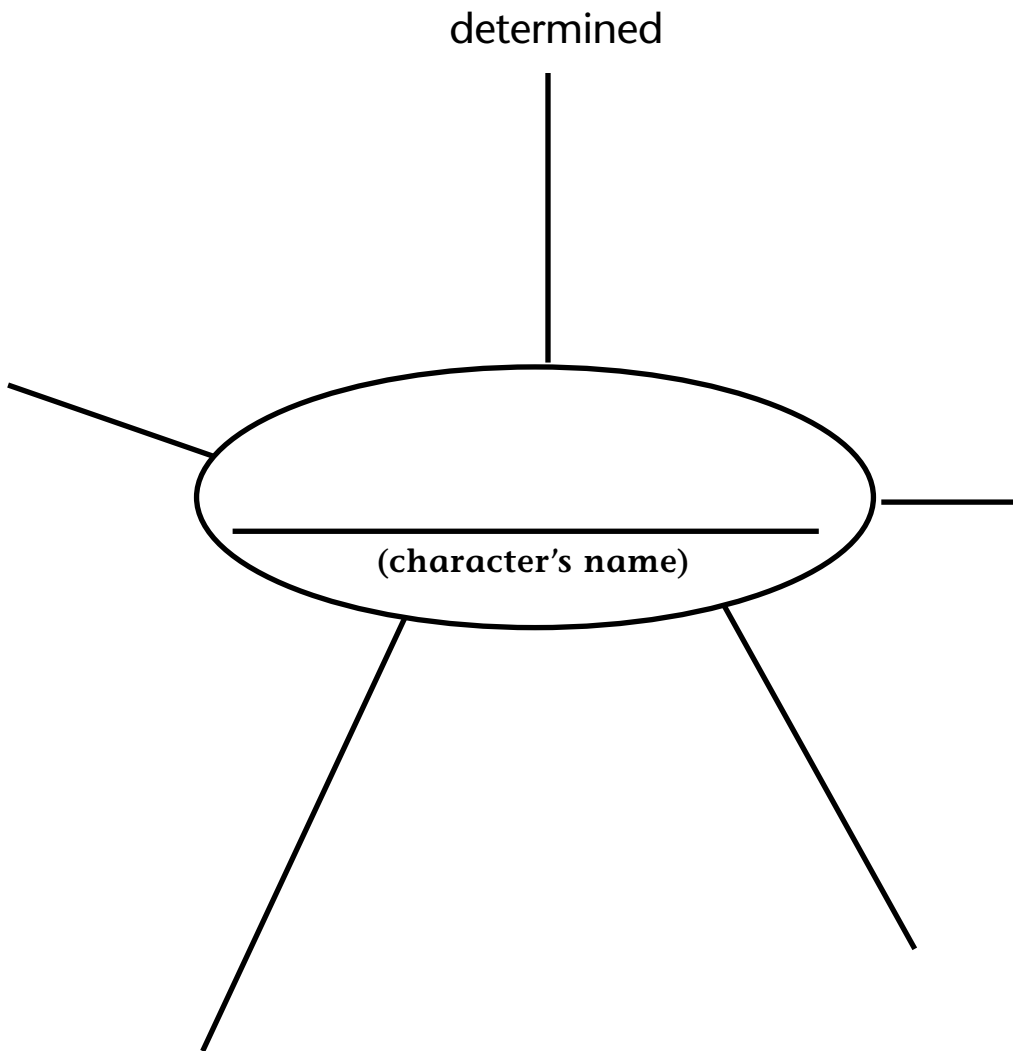
Internet Sites:

1. Environment Canada website provides detailed maps and information on each of Canada's ecozones.
www.ec.gc.ca
2. Canadian Museum of Civilization website includes an excellent time line detailing when and where Europeans reached Canada, maps and information on Canada's Aboriginal nations and European adventurers.
www.civilization.ca/vmnf/vmnfe.asp
3. The Department of Indian Affairs Canada government website **Kids' Stop** is full of information about Canada's Aboriginal peoples. This site includes Info Sheets, teacher resources, bibliographies, posters and information on National Aboriginal Day, June 21st.
www.ainc-inac.gc.ca/ks/english/index_e.html
4. The Department of Indian Affairs Canada government website also has study units with activities and resources: The Learning Circle: Classroom Activities on Aboriginals in Canada, Ages 8-11; The Learning Circle: Classroom Activities on Aboriginals in Canada, Ages 12-14.
www.inac.gc.ca
5. The Prince of Wales Northern Heritage Centre in Yellowknife, NWT has an extensive collection of online photographs and documents available.
www.pwnhc.learnnet.nt.ca

VENN DIAGRAM



CHARACTER WEB



STORY OUTLINE

THE SETTING

PROBLEM

EVENT 1

EVENT 2

EVENT 3

EVENT 4

EVENT 5

EVENT 6

EVENT 7

EVENT 8

STORY THEME (what is this story really about?)

SOLUTION OR CONCLUSION

STORY PYRAMID

A diagram of a story pyramid consisting of eight horizontal lines of increasing length from top to bottom, forming a pyramid shape. The lines are centered and spaced evenly, with the top line being the shortest and the bottom line being the longest.

1. Name of the main character
2. Two words describing the main character
3. Three words describing the setting
4. Four words stating the problem
5. Five words describing one event
6. Six words describing second event
7. Seven words describing third event
8. Eight words stating the solution

ANSWERS FOR ACTIVITY SHEETS

STORY PYRAMID – EXAMPLE

Thanadelthur

1. Thanadelthur
2. Strong, determined
3. Harsh, immense, cold
4. Kidnap, escape, hunger, rescued
5. Expedition, distance, knowledge, land, cooperation
6. Sickness, hunger, return, distrust, dislike, cold
7. Murder, grief, convincing, alone, trek, waiting, arrival
8. Neotiation, scolding, talking, peace, agreement, success, homecoming, hero

VENN DIAGRAM – EXAMPLE

Thanadelthur (Thanadelthur & Youth Today)

Thanadelthur

- 1700s (past)
- makes own clothes
- hunts for food
- multilingual
- self-sufficient
- knowledgeable about the land, her people, survival in the north

Similar

- spirited
- young
- wants to be part of a group (family, friends)
- energetic
- outspoken
- curious
- not afraid of change

Youth Today

- 21st century (present)
- buys clothes
- shops at grocery store for food
- depends on parents for shelter, food
- knowledgeable about current events, world geography and other cultures

CHARACTER MAP – EXAMPLE

- E.g.: Thanadelthur
1. Adventurous
 2. Successful
 3. Brave
 4. Determined
 5. Smart
 6. Knowledgeable about nature
 7. Spirited
 8. Outspoken
 9. Bilingual

FILL IN THE BLANKS

1. Caribou
2. the du bois
3. Copper
4. mosquitoes, blackflies, bear grease
5. tools, easier

MATCHING

peace treaty
babiche
lichen
kinnikinnic
fur trade

Fill-in-the-Blanks & Matching

1. Fill in the blanks with the best word from the list below.

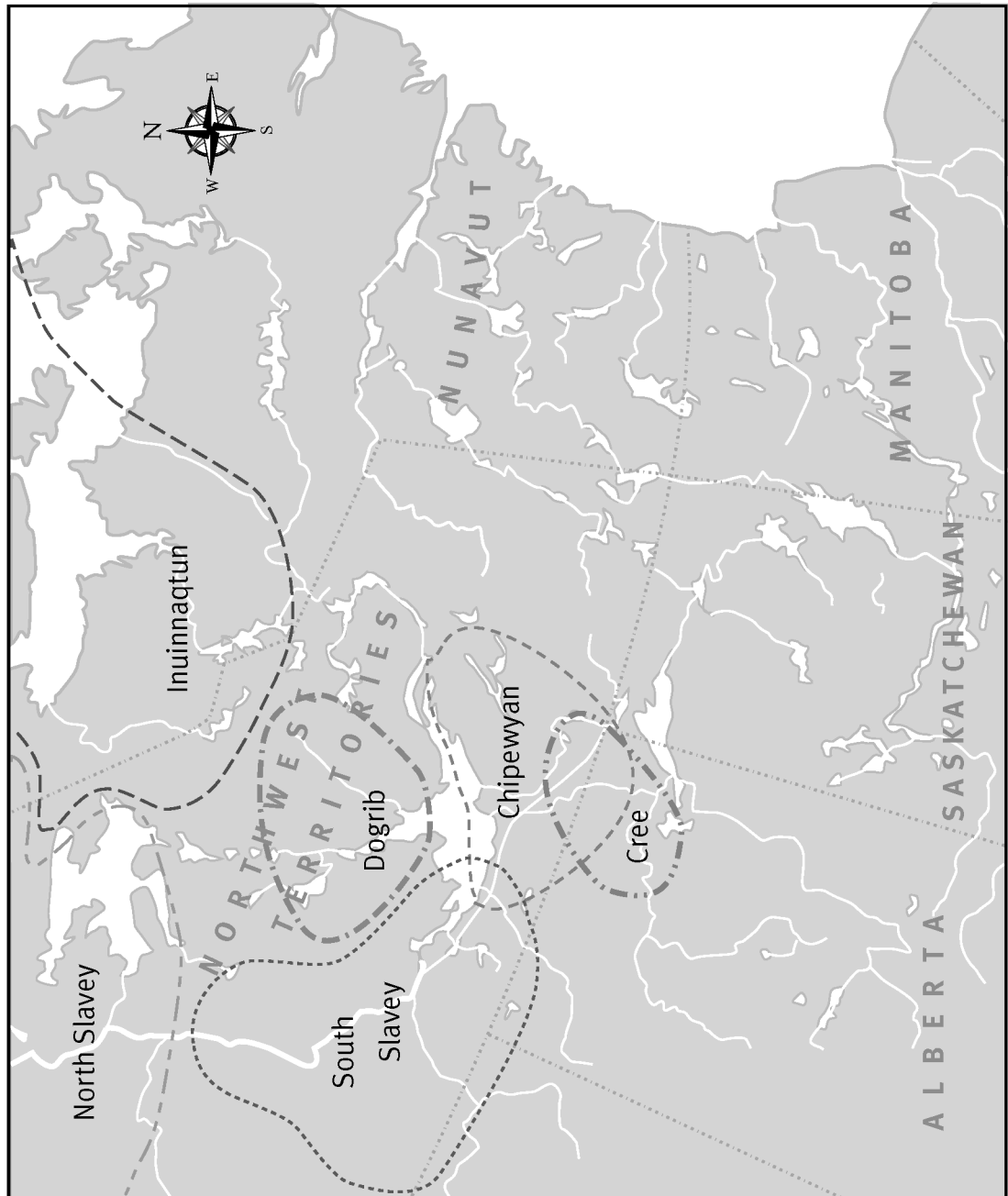
1. _____ were the main source of food and clothing for the Chipewyan and other northern peoples.
2. A hot drink made with dry leaves and melted snow was called _____ by the French.
3. The Eastern Dene, people of the northern forests (now Manitoba and Nunavut) were called the _____ people by the English.
4. Thanadelthur put grass and green branches on the fire to drive away _____ and _____. Another method of keeping pests away was to smear _____ on exposed skin.
5. Trade with the English often meant better _____ to help make hunting and life at home _____.

WORD LIST	tools mosquitoes Copper	easier thé du bois bear grease	caribou blackflies
------------------	--	---	-------------------------------------

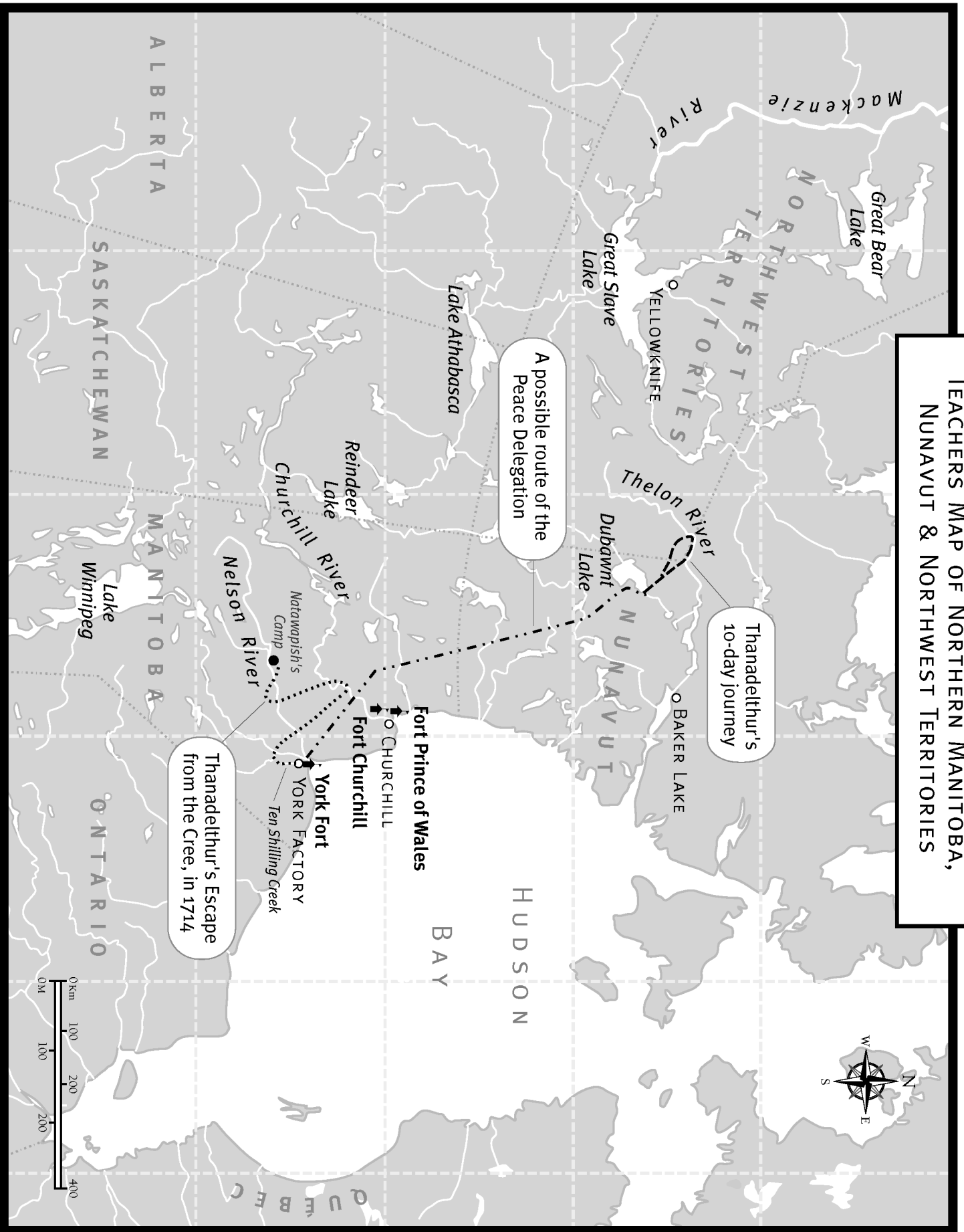
2. Match the word with the correct definition

An agreement between two or more groups to encourage peaceful relations	fur trade
Strips of hide used to bind things together	lichen
Fungus that grows on rocks and trees	babiche
Berries and leaves used for tea and food food as well as medicine	kinnikinnic
Trade of furs (mainly beaver) for European tools and blankets between Aboriginals and Europeans began in the early 1700s	peace treaty

LANGUAGE GROUPS



TEACHERS MAP OF NORTHERN MANITOBA, NUNAVUT & NORTHWEST TERRITORIES



MAP OF NORTHERN MANITOBA,
NUNAVUT & NORTHWEST TERRITORIES

