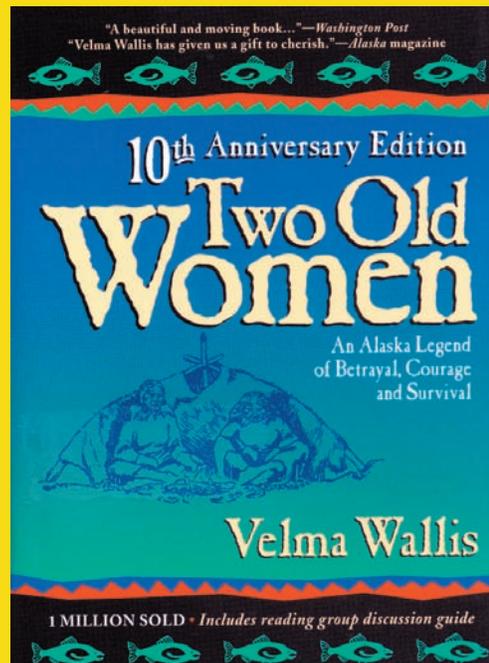
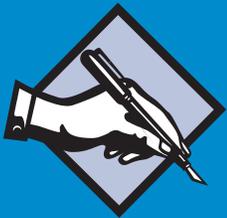




# Two Old Women by Velma Wallis



## Novel Study English 120

November 2006

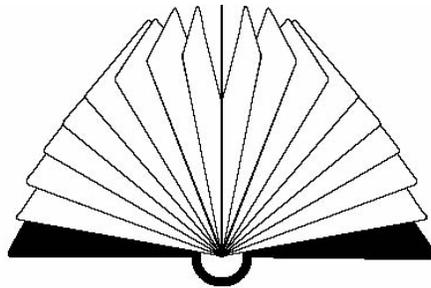
# **Novel Study**

*Two Old Women* by Velma Wallis

**English 120**

Developed by

**NWT Literacy Council**



Funded by

**Department of Education, Culture and Employment**



**Northwest Territories** Education, Culture and Employment

## Acknowledgements

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



We thank Evelyn Tregidgo, from Hay River, who developed the questions and some activities for the novel study.

Contact the NWT Literacy Council to get copies of this resource. You can also download it from our website.



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## **Introduction**

### *Two Old Women* by Velma Wallis

*Two Old Women: An Alaska Legend of Betrayal, Courage and Survival* is a great novel for the 120 level. It is approximately at the Grade 6 reading level according to the Fry readability score.

Velma Wallis tells a story from her ancestors. Passed from mothers to daughters for many generations, this ancient story tells of hardship and triumph from a time long ago. Two old women are abandoned by their People only to realize their strength of will and determination to live.

This novel study provides learners with a variety of learning activities and handouts. In this novel study you will find:

- Prereading Section
- Chapters 1 – 8
  - Vocabulary for each chapter
  - Comprehension questions with answers from each chapter
  - Journal writing and reflection ideas
  - Discussion questions
  - Extended activities
- Post Reading Section

Some of the learning outcomes in this novel study are:

- Set the purpose for reading
- Read to comprehend and respond
- Use word analysis skills to extract meaning from written text
- Use the writing process
- Write to respond, comprehend and express thoughts

## **Overview of Activities**

### **Prereading**

- The first section sets the stage for reading the novel.
- Learners read the introduction and make predictions about the novel.
- Learners draw on their own life experiences to answer questions.

### **Chapters 1 – 8**

- **Vocabulary**
  - Each chapter has an activity for reviewing vocabulary.
  - Some of the activities are: looking up each word in the dictionary, matching the definition and word, reading the word in context and guessing the definition of the word, etc.
- **Language Skills**
  - Each section reviews language skills like nouns, verbs, paragraph writing, quotation marks, etc.
- **Comprehension Questions**
  - The comprehension questions are mostly factual and do not demand critical thinking. They can help the instructor evaluate learners' understanding of the novel.
- **Reflection and Journal Writing**
  - Provide learners with a journal for the novel study.
  - Ask them to write as least one journal piece for each chapter.
  - Encourage them to share their writing with others in the class.
- **Discussion and Extended Activities**
  - Have learners work in pairs or small groups to respond to discussion questions.
  - Ask learners to write their opinions.
  - Set up a debate and have groups defend opposing points of view.
  - Use extended activities to broaden learners' understanding of the chapter and topics presented in the chapter.

## Two Old Women Novel Study

- The questions and activities ask learners to think critically and relate the novel to their own lives.

### Post Reading

- Overview of the novel
- Reflection and journal writing
- Creative writing and representing
- About the Gwich'in people
- Editor's afterward
- Discussion questions
- Group projects

### Please Note

This novel study is very in-depth and provides a variety of activities for learners to do. Instructors can use all the questions, activities and ideas or can pick and choose from each chapter.

Each section has a list of learning activities and handouts.

**Learning Activities** give instructors detailed ideas on how to use the learning strategy.



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





## Prereading Learning Activities

2 Handouts

Preview the book with learners before you starting reading.

### **Activity 1 – Introduce *Two Old Women***

Discuss the title, author's name, publisher, date, scan the jacket and the table of contents. Can the learners draw any conclusions about the book from the table of contents? Write their answers on flipchart paper. Ask learners to fill in Handout 1.

### **Activity 2 – K-W-L**

- Ask learners what they already **know** about the Gwich'in people. Have them fill in the **K** column before they read the book. They write down everything they already know about the topic.
- What do they **want** to know about the Gwich'in people? Learners fill in the **W** column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas. Post in the classroom.
- Learners read the book.
- After they have read the story or book, have the learners fill in the **L** column. They write down the new knowledge they gained. They can also check the information in the **K** column to see if it is correct.
- Use one color to record prior knowledge and another color to record what information was added after reading (all levels).

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|   |  |   |
|---|--|---|
| <b>K stands for Know</b><br>What do I already <b>know</b> about this topic? | <b>W stands for Will or Want</b><br>What do I think I <b>will</b> learn about this topic?<br>What do I <b>want</b> to know about this topic? | <b>L stands for Learned</b><br>What have I <b>learned</b> about this topic? |
|---|--|---|

### Activity 3 – Dedication

Scan the dedication with learners and discuss why a dedication is important.

### Activity 4 – Fiction or Non Fiction

Ask learners to get into groups. Give them a variety of fiction and non-fiction books. Ask them to look at the titles and read the back cover to get an idea of what each book is about. Ask them to identify which books are fiction and which are non-fiction. Ask them to make a list of criteria for deciding on whether a book is fiction or non-fiction.

Study the map and read *About the Gwich'in People* on page 137 at the back of the book. Is this book fiction or non-fiction? Why?

### Activity 5 – Read the Introduction

As you read the introduction stop and ask the following questions:

- Who are the characters?
- Where is the setting? (find the Porcupine River on a map)
- What are they doing there?
- What kind of a story do you think her mother was going to tell her?
- Can you visualize her mother? What do you think she looked like?
- Why did the author write the story down?
- How old is the story?
- The introduction describes the main idea of the story? Which word best describes the main idea: betrayal, courage or survival?
- What do you think the lesson of this story is going to be?



**Activity 6 – Predictions**

Tell learners they will be expected to predict what will happen in each chapter before they read it by looking at the title, pictures and the information they know from the previous chapter. They should fill out Handout 2 before reading each chapter.



**Prereading**  
Handout 1

**Check out the Framework<sup>1</sup>**

| <b>Items to Check Out</b>  | <b>Record Information and/or Reaction</b> |
|--|---|
| <b>Title:</b> Any predictions, questions, clues, or connections?   |   |
| <b>Author:</b> Are you familiar with the author? Is the author still living? Do you know any interesting facts about the author? |   |
| <b>Art Work on Cover:</b> Any clues or guesses? What are your predictions?   |   |
| <b>Blurb on the Back:</b> Any interesting facts? Any descriptive words that catch your attention? What are your predictions?     |   |
| <b>Table of Contents:</b> What chapter titles sound interesting?   |   |

<sup>1</sup> Source: <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/checking%20out%20the%20framework.htm>



**Prereading**  
Handout 2

## Predictions

Please fill in this page before you read each chapter.

1. What do you think the title means?

---

---

2. Good readers always think ahead. **Predict** what will happen in this chapter by looking at the pictures and title.

---

---

---

---

---

---

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---

---

*Two Old Women Novel Study*



3. Were your predictions correct? What surprised you about the chapter?

---

---

---

---



## Chapter One: Hunger and cold take their Toll

### Learning Activities

7 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners guess the meaning of the bolded word in the sentences given. Then they look each word up in a dictionary and write the best definition down. Learners then write a sentence for each word.
- **Tricky Words** (Handout 2)  
Often we think of homonyms as words that sound the same but have a different meaning and spelling. Homonyms can also be words that sound the same and are spelled the same but have different meanings. For example: bank can be both a place where you keep your money and a place on the river shore. Learners write definitions for several homonyms from Chapter 1 on Handout 2.
- **Word Search** (Handout 3)  
Learners practice words from Chapter 1 by doing the word search.

#### Activity 2 – Language Skills

- **Nouns** (Handout 4)  
Learners underline the nouns in the sentences. There is more than one noun in each sentence. Learners also categorize nouns into person, place or thing.
- **Adjectives** (Handout 5)  
Learners write a descriptive word to describe each noun. They also write adjectives to describe different nouns and then write a sentence.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 6.

### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:** What are the names of the main characters? What do these names mean? How were you named? What does your name mean? Are there traditions in your family or community about naming children? Write a one page journal entry about your name and the traditions of naming people in your family or community.

### Activity 5 – Extended Activities and Discussion

#### Discussion

- What would you feel if you were abandoned by your people?
- What is your opinion of the chief?
- The first chapter talks a lot about gender roles in the old days. Are there gender roles in your family or community? Have gender roles changed over time?
- Predict what may happen in the next chapter.

#### Extended Activities

- The two old women experienced many emotions when they were abandoned. Some emotions they experienced were similar and some were different. Skim through the chapter and write down the different emotions that each woman experienced. Did they experience any of the same emotions? Fill in the Venn Diagram on Handout 7. Write down all the similarities in the joined area and the differences on the outside.
- Get learners into three groups. Review plot, character and setting with them. Ask each group to choose one and start drawing a mural for characters, setting and plot. After each chapter they can add to their mural.



**Chapter One**  
Handout 1

**New Words**

Here are some sentences from Chapter 1. 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. These **nomads** were The People of the arctic region of Alaska, always on the move in search of food.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

2. However, the two old women shared a **character flaw** unusual for people of those times.

Guess (character) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

Guess (flaw) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

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What does **character flaw** mean?

\_\_\_\_\_

3. From within the folds of his parka **ruff** he spoke about the cold, hard days they were to expect.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence: \_\_\_\_\_

4. Ch'idzigyaak's daughter went over to her mother carrying a bundle of **babiche** – thickly stripped raw moosehide that served many purposes.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

5. She went to the tree and **retrieved** the hatchet. (page 14)

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

Compare your guesses with the meanings. Some words are easy to guess the meaning. Why?

\_\_\_\_\_



**Chapter One**  
Handout 2

## Tricky Words

Some words are spelled the same, but have different meanings.

So during this unusually bitter chill in the late **fall**, the land seemed void of life as the cold hovered menacingly.

What does **fall** mean? \_\_\_\_\_

During their camping trip, my son had a bad **fall** and we had to take him to the hospital.

What does **fall** mean? \_\_\_\_\_

In this particular **band** were two old women cared for by The People for many years.

What does **band** mean? \_\_\_\_\_

She wore a **band** around her hair.

What does **band** mean? \_\_\_\_\_

Skim Chapter 1 and find more words that are spelled the same, but have different meanings.



**Chapter One**  
Handout 3

**Word Search**

Find the words from Chapter 1 below in the word search. There will be 26 letters left. Try and figure out the hidden message.

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

abandoned  
babiche  
character

concealed  
condemned  
dismal

humiliation  
livelihood  
penetrating

predators  
rebelliously  
turmoil

**Hidden Message**

-----  
-----



## Chapter One Handout 4

### Nouns

Words that name people, places or things are called nouns. If you can feel, smell, see, taste or hear it, the word is a thing.

**People:** Sa', chief, men, grandson, nomads

**Places:** Arctic, region, Alaska

**Things:** caribou, animals, food, predators, skills, work,  
fire, wood, bands

**Other words that are things:** arrangement, announcement,  
reaction, starvation, burden

Underline the nouns in the sentences. There is more than one noun in each sentence. If you are not sure, look them up in the dictionary.

1. His eyes quickly scanned the crowd for reactions.
2. In those days, leaving the old people behind in times of starvation was not an unknown act.
3. The grandson, Shruh Zhuu, was deeply disturbed by the cruelty.
4. The chief would instruct the younger men to set up shelters for these two old women each time the band arrived at a new campsite, and to provide them with wood and water.
5. The large band of famished people slowly moved away, leaving the two women sitting in the same stunned position on their piled spruce boughs.

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Write a list of words from Chapter 1 that name people, places or things.

| People | Places | Things |
|--------|--------|--------|
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |

Categorize these words into people, places or things. Some of the words are not nouns.

- |        |         |             |        |          |
|--------|---------|-------------|--------|----------|
| man    | NWT     | soccer ball | gun    | tool     |
| house  | igloo   | doctor      | shaman | hungry   |
| fool   | woman   | children    | son    | sun      |
| legend | history | Inuit       | Alaska | daughter |
| tears  | camp    | region      | Arctic | old      |

| People | Places | Things |
|--------|--------|--------|
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |
|        |        |        |



**Chapter One**  
Handout 5

## Adjectives

Words that tell about people, places or things are called adjectives.

**For example:**

Shruh Zhuu felt the pain of the **silent** treatment when his mother refused to speak to him for days.

**Treatment** is a thing.

**Silent** tells about the kind of treatment he got.

When a boy was caught using his weapon the wrong way, it resulted in **harsh** punishment.

**Punishment** is a thing.

**Harsh** tells the kind of treatment he got.

Write a descriptive word to describe each noun.

1. They gathered around their **flickering** fires.
2. Meanwhile, this \_\_\_\_\_ man could not look at the two old women.
3. He took from his belt a hatchet made of \_\_\_\_\_ animal bone bound tightly together with \_\_\_\_\_ babiche and stealthily placed it high in the \_\_\_\_\_ boughs of a \_\_\_\_\_ young spruce tree, well concealed from the eyes of the The People.

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4. Shruh Zhuu wished he could do something to end this

\_\_\_\_\_ day.

5. Sa' looked up at the \_\_\_\_\_ sky.

Adjectives add life to our writing. They make a piece of writing interesting to read. Read the following examples of adjectives.

**vast** land    **frosted** willows    **freezing** temperatures    **dismal** land

1. Write an adjective before each person.

\_\_\_\_\_ men                  \_\_\_\_\_ women                  \_\_\_\_\_ boys

2. Write an adjective before each place.

\_\_\_\_\_ street                  \_\_\_\_\_ town                  \_\_\_\_\_ lake

3. Write an adjective before each thing.

\_\_\_\_\_ day                  \_\_\_\_\_ race                  \_\_\_\_\_ fish

Make three sentences with the words above. Put a capital letter at the beginning and a period at the end. Example: The **hungry** men ate caribou stew.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**Chapter One**  
Handout 6

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. What was The People's main source of food?

---

---

2. Why were the hunters fed first in cold weather?

---

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3. How old were the women?

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4. How did the chief feel after he made the announcement? Why?

---

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5. Why didn't The People say anything when the chief said they had to leave the old women behind? Why were they afraid?

---

---

6. Why were the old women left behind?

---

---

7. How did Shruh Zhuu feel about the old women being left behind? What did he do to help?

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---

8. Had this practice happened in the past? What information in the story answers the question?

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**Chapter One**  
Handout 7

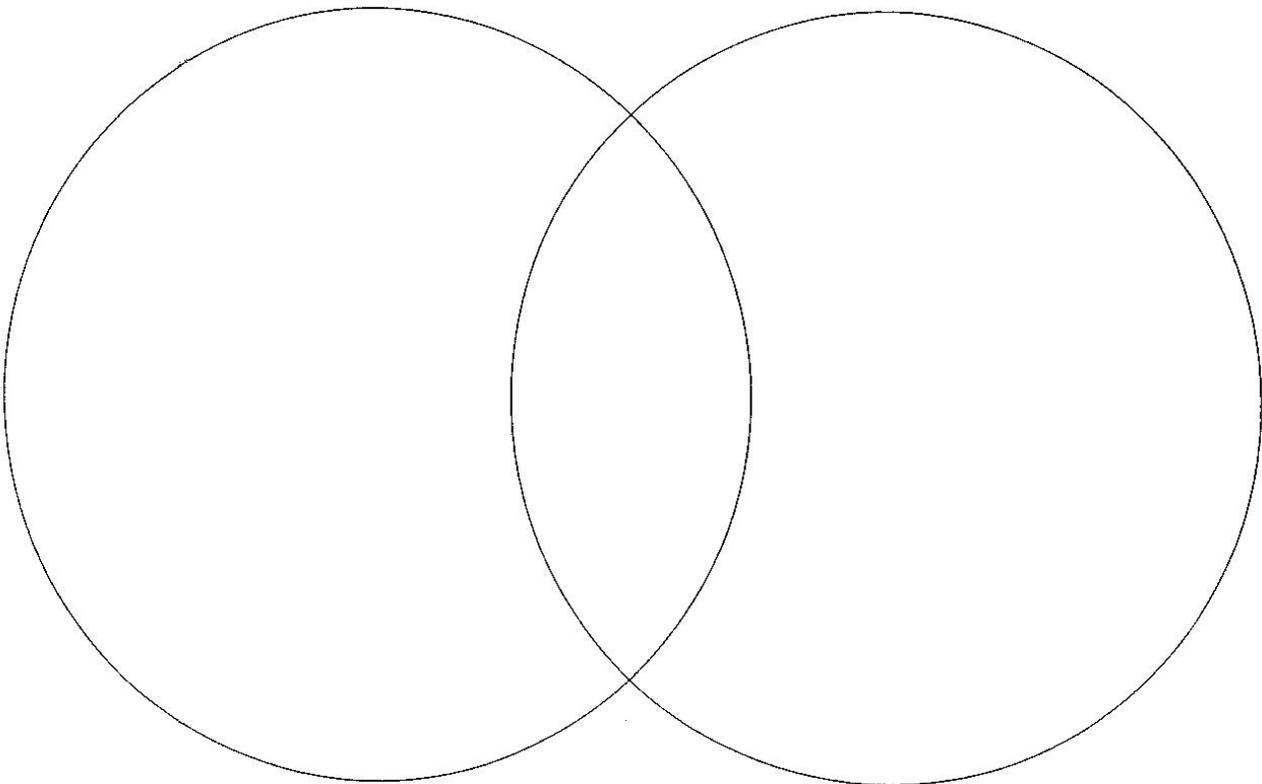
## Compare and Contrast

The two old women experienced many emotions when they were abandoned. Some emotions they experienced were similar and some were different. Skim through the chapter and write down the different emotions that each woman experienced. Did they experience any of the same emotions?

Fill in the Venn Diagram below. Write down all the similarities in the joined area and the differences on the outside.

**Ch'idzigyaak (80 years old)**

**Sa' (75 years old)**



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## Chapter Two: “Let us die trying” Learning Activities

7 Handouts

### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners guess the meaning of the bolded word in the sentences given. Then they look each word up in a dictionary and write the best definition down. Learners then write a sentence for each word.
- **Word Sort** (Handout 2)  
It is easier to say and spell words by:
  - Breaking the words into parts called syllables.
  - Saying the parts loudly or softly (accent).
  - Finding short words inside the long words.

Learners practice these skills on Handout 2.

### Activity 2 – Language Skills

- **Suffixes** (Handout 3)  
Learners look at words from Chapter 2 and write out some suffix rules for **ed** and **ing**.
- **Verbs** (Handouts 4 and 5)  
Learners refresh their skills with verbs, linking verbs and verb tenses. Handouts 4 and 5 provide information and practice exercises on verbs.

### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 6.

### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.

## *Two Old Women Novel Study*

- **Journal Writing:** Pretend you are Sa'. Write a one-page journal entry about how you feel about being left behind.

### **Activity 5 – Extended Activities and Discussion**

#### **Discussion**

- Talk about a situation in which you felt helpless. How did you deal with it?
- Ch'idzigyaak felt ashamed when she cried. Do you think it is okay to cry? Why or why not?
- What do you think will happen in the next chapter

#### **Extended Activities**

- Ask learners to do a character map for Sa' or Ch'idzigyaak. They can use the character map on Handout 7.
- Write a short story about struggle and hardship. It could be fiction, or a story that someone has told you, or an experience you have had. Use the writing process to write your story. Share your story with others in the class.



**Chapter Two**  
Handout 1

**New Words**

Here are some sentences from Chapter 2. 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. Finally, more in **desperation** than in **determination** she echoed her friend's words, "Let us die trying."

Guess (desperation)\_\_\_\_\_

Dictionary meaning\_\_\_\_\_

Sentence\_\_\_\_\_

Guess (determination)\_\_\_\_\_

Dictionary meaning\_\_\_\_\_

Sentence\_\_\_\_\_

2. With her eyes on the squirrel and her movements **deliberately** slow, she aimed the hatchet toward this target.

Guess\_\_\_\_\_

Dictionary meaning\_\_\_\_\_

Sentence\_\_\_\_\_

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3. Other less noble members of the band would have decided that the two women soon would die and would have **pilfered** everything.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

4. How would they **survive** now?

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

5. Turning her aching neck slowly she began to smile but sopped as she saw her friend's **forlorn** look.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

6. She broke off with a **hoarse** whisper as tears fell, much to her shame.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_



**Chapter Two**  
Handout 2

## Word Study

It is easier to say and spell words by:

- Breaking the words into parts called syllables.
- Saying the parts loudly or softly (accent).
- Finding short words inside the long words.

1. Divide these words into syllables and put the accent on the loudest syllable.  
The first one is done for you. Say the words aloud.

|              |           |               |  |
|--------------|-----------|---------------|--|
| forlorn      | for lorn' | determination |  |
| exasperation |           | fungus        |  |
| deliberately |           | pilfered      |  |
| survive      |           | passion       |  |
| hoarse       |           | desperation   |  |

2. Put the words in alphabetical order.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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3. Look for short words inside the long words.

**For example:** forlorn - or, for,

Deliberately: \_\_\_\_\_

Hoarse: \_\_\_\_\_

Fungus: \_\_\_\_\_

Passion: \_\_\_\_\_

Determination: \_\_\_\_\_



**Chapter Two**  
Handout 3

## Suffixes *ed* and *ing*

A suffix is one or more letters or syllables added to the end of a word. The main part of the word is called the root word.

Look at these words from Chapter 2. What rule can you write down about adding **ed** to these words?

stayed          reached          represented          happened          pilfered

**Rule:** \_\_\_\_\_

Look at these words from Chapter 2. What rule can you write down about adding **ed** to these words?

wrapped          napped          stopped          sobbed          fitted

**Rule:** \_\_\_\_\_

Look at these words from Chapter 2. What rule can you write down about adding **ed** to these words?

preserved          trudged          realized          decided          kindled

**Rule:** \_\_\_\_\_

Look at these words from Chapter 2. What rule can you write down about adding **ing** to these words?

smoldering          fashioning          hunting          stinging          motioning

**Rule:** \_\_\_\_\_

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Look at these words from Chapter 2. What rule can you write down about adding **ing** to these words?

migrating    confusing    convincing    managing    smiling

**Rule:** \_\_\_\_\_

Fill in the chart below

| Root Word | ed       | ing     |
|-----------|----------|---------|
| fence     |          |         |
|           |          | boiling |
|           | twitched |         |
| slip      |          |         |
| lie       |          |         |
|           | cried    |         |
|           |          | drying  |
|           | filled   |         |
| suffer    |          |         |
|           |          | waiting |
|           | smiled   |         |
| listen    |          |         |

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|         |           |          |
|---------|-----------|----------|
|         |           | helping  |
|         | continued |          |
|         |           | easing   |
| squeeze |           |          |
|         | judged    |          |
|         |           | dripping |
|         | shuddered |          |



**Chapter Two**  
Handout 4

## Verbs

The verb is perhaps the most important part of the sentence. Every English sentence must have a verb. A verb expresses any kind of mental or physical action:

Example:           Ch'idzigyaak **sat** quietly trying to make up her mind.  
                          The women **gathered** sticks to build a fire.  
                          We **studied** for our exam.

Underline the action words in the following sentences:

1. The moon hung big and orange on the horizon.
2. They saw an adventurous tree squirrel in a tree.
3. Sa' reached to her belt for the hatchet.
4. She aimed the hatched toward the target.
5. "I fear what lies ahead!"
6. The women boiled the squirrel meat.

Write three sentences and highlight the verb in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

### **Linking Verbs**

Linking verbs don't express mental or physical action. But they do link the subject with the rest of the sentence. The most common words that are linking verbs are: **am, is, are, was, were**

For example:      I **am** a student.  
                         He **is** a student  
                         She **was** a student.  
                         They **are** students  
                         They **were** students.

More linking verbs are: **taste, smell, sound, look, appear, feel, become, see, grow, stay**

For example:

|                 |  |
|-----------------|--|
| <b>Action:</b>  | Karen <b>looked</b> at the price of the beef.                                |
| <b>Linking:</b> | Karen <b>looked</b> tired. (the verb <b>looked</b> connects Karen and tired) |
| <b>Action:</b>  | Everyone <b>felt</b> the rough bark of the tree.                             |
| <b>Linking:</b> | Everyone <b>felt</b> sad (the verb <b>felt</b> connects everyone and sad)    |

**Highlight the linking verbs in the following sentences:**

1. Everyone seems happy.
2. The dogs were outside in the snow all winter.
3. He grew two inches this year.
4. What is your name?
5. Everyone tasted my lemon pie.

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6. Some people were on top of their houses during the flood.
7. The movie previews looked wild.
8. Yellowknife is the capital of the Northwest Territories.
9. Who are these people?
10. I am on my way to town.

**Write 3 sentences with linking verbs.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Many sentences have more than one verb. Two or three verbs are linked together to make a phrase. A phrase has two or more words!

Think of the following words as helping words. They help the verb express itself.

is      am      are      was      were      been      has      have  
had      will      may      would      could      can      should

## Two Old Women Novel Study

For example

| Phrase        | Sentence  |
|---------------|---|
| am going      | I <b>am going</b> to hunt caribou. <ul style="list-style-type: none"><li>• <b>Going</b> - the main verb.</li><li>• <b>Am</b> is the word that helps the main verb express action.</li></ul> |
| were finished | They <b>were finished</b> their work. <ul style="list-style-type: none"><li>• <b>Finished</b> - main verb</li><li>• <b>Were</b> helps the main verb do its action</li></ul>                 |

**Highlight the verb phrases in these sentences.**

1. Those berries were delicious!
2. Martha is staying in Yellowknife for the summer.
3. The two old women are determined not to die.
4. I am going to finish this novel.
5. They were ready to face whatever was ahead.
6. Ch'idzigyaak was afraid of what lay ahead.

**Write 3 sentences with verb phrases.**

1. \_\_\_\_\_  
\_\_\_\_\_

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2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_



**Chapter Two**  
Handout 5

## Verb Tense

**Present** means something that is happening now.

**For example:** I fish. I fish for pike.

**Past** means something that happened in the last second, before this moment, a minute ago, an hour ago, last night, last week, etc. An action word that ends in **ed** means that it happened in the past:

**For example:** I fished. I fished for pike. I fished for pike yesterday.

**Future** means something that is going to happen.

**For example:** I will fish tomorrow. I shall fish tomorrow.

**Check the sentence that shows it happened in the past.**

\_\_\_ I lived in Yellowknife.

\_\_\_ It is sunny.

\_\_\_ I live in Yellowknife

\_\_\_ It was sunny.

\_\_\_ He drops the fish box.

\_\_\_ There were no fish.

\_\_\_ He dropped the fish box

\_\_\_ There are no fish.

\_\_\_ She looks thin.

\_\_\_ Who flies over the trees?

\_\_\_ She looked thin.

\_\_\_ Who flew over the trees?

Not all words that happen in the past end in **ed**. Here are some examples of words that happen in the past in Chapter 2.

| Past    | Present | Future              |
|---------|---------|---------------------|
| went    | go      | will go<br>shall go |
| grabbed | grab    | will grab           |

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|       |       |                           |
|-------|-------|---------------------------|
|       |       | shall grab                |
| stood | stand | will stand<br>shall stand |
| began | begin | will begin<br>shall begin |
| felt  | feel  | will feel<br>shall feel   |

**Underline the verb that tells what happened in the *past*.**

1. Ch'idzigyaak and Sa' (decided, decide, will decide) to stay alive.
2. They (fish, fished, will fish) all day.
3. They (eat, ate, will eat) the rabbit they caught in the snare.

**Circle the verb that tells what happened in the *present*.**

1. Sa' and Ch'idzigyaak (go, went, will go) out to set a rabbit snares.
2. They (felt, feel, will feel) abandoned by their people.
3. The women (began, begin, will begin) to make a fire.

**Circle the verbs that tell what happened in the *future*.**

1. To make a fire, they (will gather, gather, gathered) some sticks.
2. Sa' (reach, reached, will reach) for the hatchet in her belt.
3. Back at camp, the women (boil, boiled, will boil) the squirrel meat to make broth.

## Two Old Women Novel Study



Write 1 sentence that shows *past tense*.

---

---

Write 1 sentence that shows *present tense*.

---

---

Write 1 sentence that shows *future tense*.

---

---



**Chapter Two**  
Handout 6

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. How did The People carry fire from one place to another?

---

---

---

2. Who killed the squirrel? How did she do it?

---

---

---

3. What was their shelter made from?

---

---

4. What tools did they have that helped them survive?

---

---

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5. How had all their complaining worked against them?

---

---

---

6. "We are like babies..." What did Sa' mean by this?

---

---

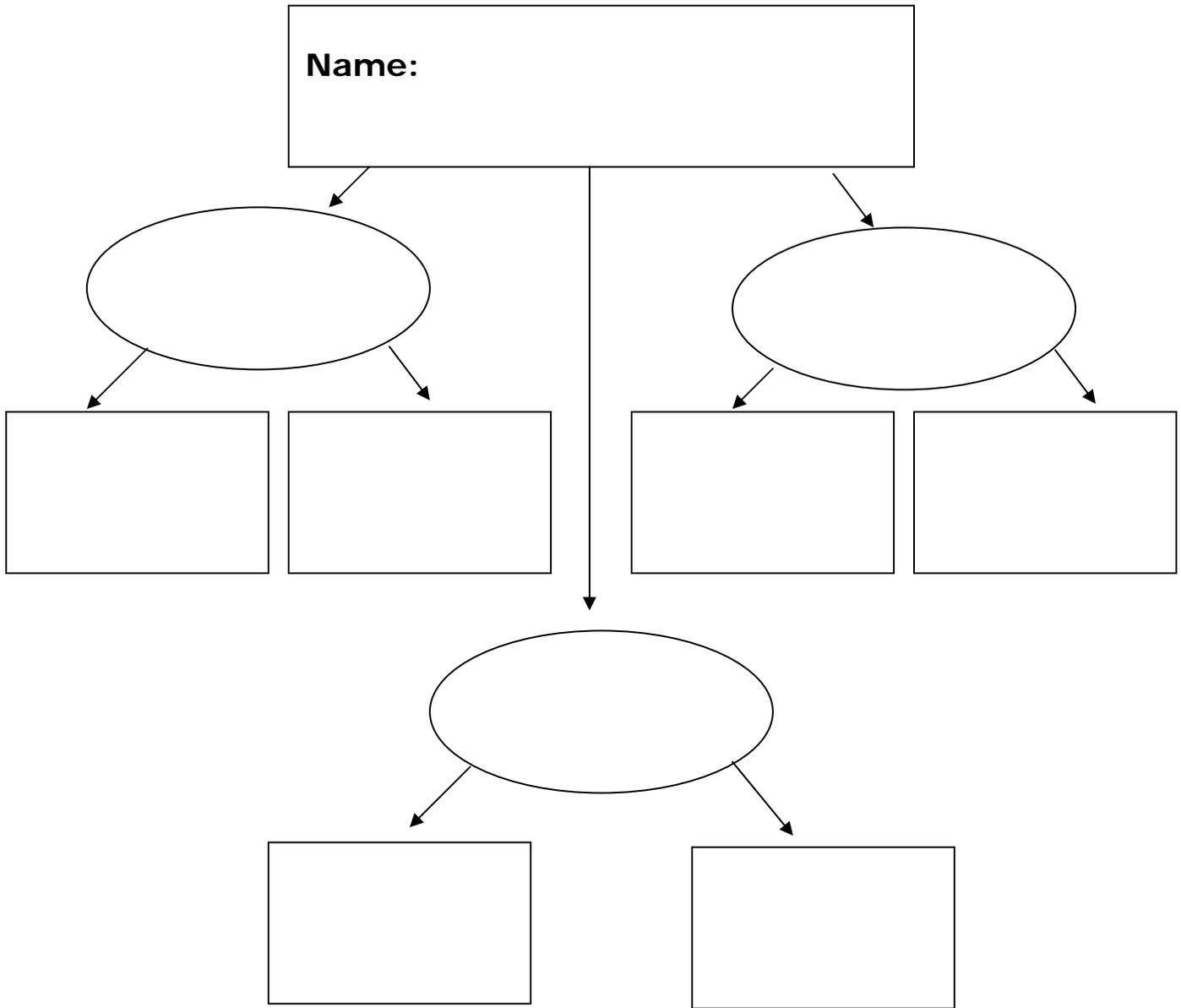
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**Chapter Two**  
Handout 7

**Character Map**

Develop a character map for either Sa' or Ch'idzigyaak. Use the map below. Write one character traits in each oval. Write one supporting detail in each of the rectangles.





## Chapter Three: Recalling old skills

### Learning Activities

8 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners guess the meaning of the bold word in the sentences given. Then they look each word up in a dictionary and write the best definition down. Learners then write a sentence for each word.
- **Word Sort** (Handout 2)  
It is easier to say and spell words by:
  - Breaking the words into parts called syllables.
  - Saying the parts loudly or softly (accent).
  - Finding short words inside the long words.Learners practice these skills on Handout 2.
- **Crossword Puzzle** (Handout 3)  
Learners fill in the crossword puzzle using words from this chapter and previous chapters.

#### Activity 2 – Language Skills

- **Compound Words** (Handout 4)  
Learners match the words from Chapter 3 to make compound words. Then they work in teams to find more compound words in the chapter.
- **Adverbs** (Handout 5)  
Learners refresh their skills on adverbs. They use sentences from Chapter 3 to identify adverbs and then they write sentences using adverbs.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 6.

### **Activity 4 – Reflection and Journal Writing**

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:**
  - Ch'idzgyaak forced herself to move and get up one morning because she knew that her friend was depending on her. Write about a time that you forced yourself to do something because you knew that a friend or family member was depending on you.
  - Write about a time that you needed the support of a friend or family member.
  - Write about a time that you went winter camping. What did you do? Did you build a snow shelter? Was it hard?

### **Activity 5 – Extended Activities and Discussion**

#### **Discussion**

- Does this chapter relate to your life in any way?
- What skills do you have that help you in everyday life?
- What hard decisions have you made?
- Do you think the women will survive the trip? Why or why not?
- What do you think will happen in the next chapter?

#### **Extended Activities**

- A storyboard is a graphic, sequential illustration of a narrative. Ask learners to draw six or eight large squares or rectangles on their paper. They recall major events of the story and illustrate each event in sequence.
- The plot of a story is the events as they happen one after the other. The events are joined together like a chain. Handout 7 provides an example of the events for Chapter 2. Learners use the second part of Handout 7 to write the chain of events that happened in Chapter 3.

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- Learners write an expository paragraph on how to make snowshoes using the information in Chapter 3. Handout 8 provides information on expository paragraphs and an example **how to** paragraph.



**Chapter Three**  
Handout 1

**New Words**

Here are some sentences from Chapter 3. 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 knowledge that a few days before The People had tried to snare rabbits in the area without success made the women feel almost **superstitious** about their good luck.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

2. The creek where the fish were so **abundant** that we had to build many **caches** to dry them.

Guess (abundant) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

Guess (caches) \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

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3. Time and time again, they had to warm their faces with their bare hands, and they continually wiped tears from their **irritated** eyes.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

4. They stumbled numbly on, many times falling down into the snow from sheer **fatigue** and old age.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

5. Yet they pushed on, almost in desperation knowing that each step brought them nearer to their **destination**.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

6. Freezing their lungs was another worry, and they took care not to work too hard in the cold and, if such work was **unavoidable**, they wore a protective covering over their faces.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

## Two Old Women Novel Study



7. In vain, they hoped that the **slough** they sought would appear suddenly.

Guess \_\_\_\_\_

Dictionary meaning \_\_\_\_\_

Sentence \_\_\_\_\_

**Compare your guess with the meaning. Did you know the meaning of some of the words?**

**Choose your own words:**

Write some words from Chapter 3 you do not know in the table below. Write your guess in the guess column. Look up the meaning in the dictionary. Choose the best meaning for the word and write it in the dictionary meaning column.

| <b>Word</b> | <b>Guess</b> | <b>Dictionary meaning</b> |
|-------------|--------------|---------------------------|
| Abandoned   |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |



**Chapter Three**  
Handout 2

**Word Study**

Look the following words up in the dictionary. Divide them into syllables and put the accent on the loudest syllable.

|               |  |             |  |
|---------------|--|-------------|--|
| destination   |  | unavoidable |  |
| unjudgemental |  | slough      |  |
| deliberately  |  | irritated   |  |
| yearn         |  | readjusted  |  |

Put the words in alphabetical order.

---

---

---

Look for the short words inside the long words.

destination: \_\_\_\_\_

unjudgemental: \_\_\_\_\_

readjusted: \_\_\_\_\_

irritated: \_\_\_\_\_

deliberately: \_\_\_\_\_

yearn: \_\_\_\_\_



**Chapter Three**  
Handout 3

**Crossword Puzzle: Chapter 1 - 3**

The crossword puzzle grid consists of 12 numbered starting points for clues:

- 1: Down, 10 letters
- 2: Across, 5 letters
- 3: Down, 5 letters
- 4: Down, 5 letters
- 5: Down, 5 letters
- 6: Across, 5 letters
- 7: Down, 5 letters
- 8: Down, 5 letters
- 9: Across, 7 letters
- 10: Down, 3 letters
- 11: Across, 5 letters
- 12: Across, 5 letters

**Words in crossword puzzle**

nomads, babiche, determination, desperation, abundant, pilfered,  
survive, forlorn, hoarse, fatigue, destination, slough, irritated

**Across**

2. Having a vocal tone characterized by weakness of intensity and excessive breathiness; husky
6. A state in which everything seems wrong
9. Weariness from bodily or mental exertion; tired
11. Lonely and sad; forsaken
12. A group of people who have no fixed home and move according to the seasons from place to place in search of food, water, and grazing land.

**Down**

1. To have stolen or fliched
3. Present in great quantity; more than adequate; over sufficient
4. The place to which a person or thing travels or is sent
5. Strips of rawhide, sinew, or gut used for sewing, lacing, or fastening
6. A fixed purpose or intention
7. An area of soft, muddy ground; swamp or swamplike region
8. Feeling inflammation or other discomfort inescapable, unpreventable, fated, sure, certain
10. To get along or remain healthy, happy, and unaffected in spite of some occurrence



**Chapter Three**  
Handout 4

## Compound Words

These compound words are taken from Chapter 3. Write the word from List 2 that matches the word in List 1. The first one is done for you.

| List 1           | List 2   |
|------------------|----------|
| 1. snow__shoes__ | fire     |
| 2. child _____   | up       |
| 3. camp _____    | light    |
| 4. moose _____   | ship     |
| 5. sun _____     | skin     |
| 6. build _____   | currents |
| 7. hard _____    | shoes    |
| 8. moon _____    | light    |
| 9. under _____   | hood     |
| 10 over _____    | night    |

## *Two Old Women Novel Study*



In a group, scan Chapter 3 for more compound words. You may want to divide the pages among each person. Write the two smaller words and the compound word on the table below. Compare your list with the other groups.

| <b>Compound word</b> | <b>Two words that make up the compound word</b> |
|----------------------|---|
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |
|                      |   |



**Chapter Three**  
**Handout 5**

**Adverb Practice**

Adverbs are used to modify a verb, an adjective, or another adverb:

- Mary sings **beautifully**.
- David is **extremely** clever.
- This car goes **incredibly** fast.

Adverbs also tell when or where:

- tomorrow, finally, well, best, fast, soon

**Practice using adverbs:**

**Think of an adverb that will fit in the blank.**

1. My grandmother sews \_\_\_\_\_.
2. Young children grow \_\_\_\_\_.
3. They \_\_\_\_\_ wiped tears from their irritated eyes.
4. Sa' could handle a hatchet very \_\_\_\_\_.
5. The squirrel ran up the tree \_\_\_\_\_, but Sa' hit it with her hatchet.
6. \_\_\_\_\_ the women stumbled onto the slough.

**Underline the adverbs in these sentences.**

1. After covering themselves with skin blankets, they soon fell asleep.
2. Tomorrow they would continue their journey.
3. The long sleep cleared her mind considerably.
4. Sa' and Ch'idzigyaak complained loudly about their pains.

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Write five sentences with an adverb.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**Chapter Three**  
Handout 6

**Chapter Questions**

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. What did the two women make? Why did they need them?

---

---

2. Why were they so pleased to snare rabbits in the area?

---

---

3. Why did they choose to move camp? Who did they fear? Why?

---

---

---

---

## *Two Old Women Novel Study*



4. They used caribou skins for many purposes. Name them.

---

---

5. Why couldn't they move when they woke up in the morning?

---

---

6. How do you think the women knew where to go?

---

---

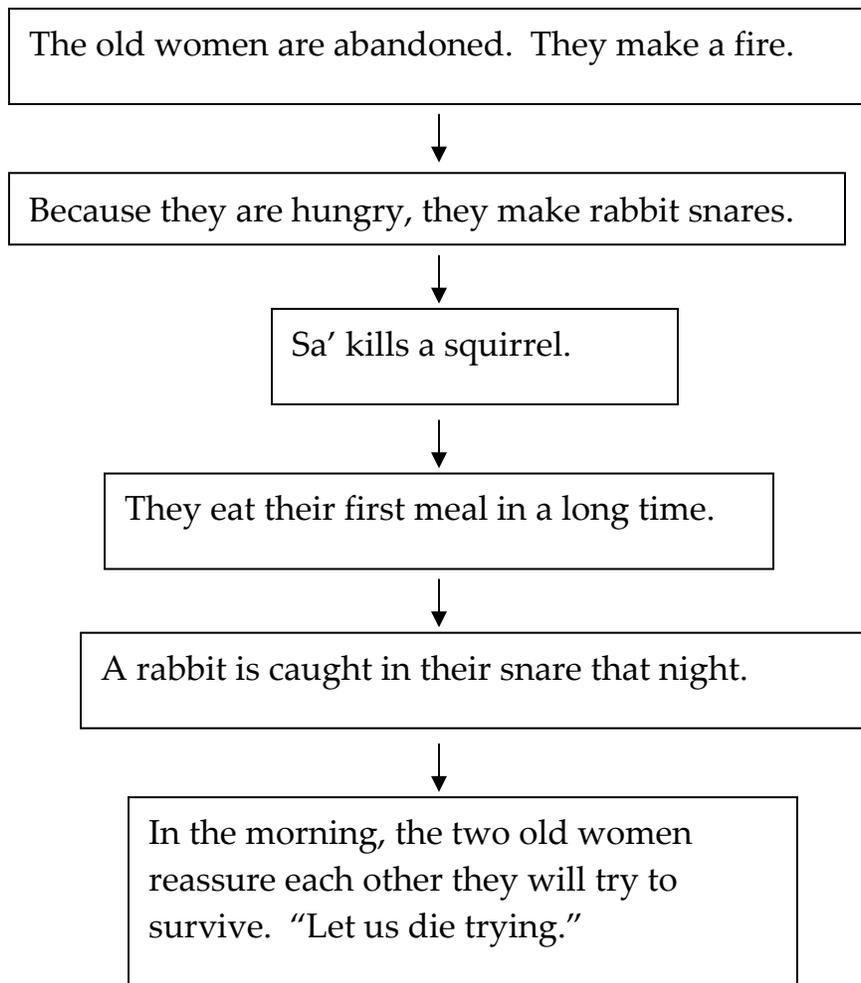


**Chapter Three**  
Handout 7

## Story Elements: Plot

The plot of a story is the events as they happen one after the other. The events are joined together like a chain. Here is a chain of events chart to show how the events occurred in chapter 2.

### Beginning

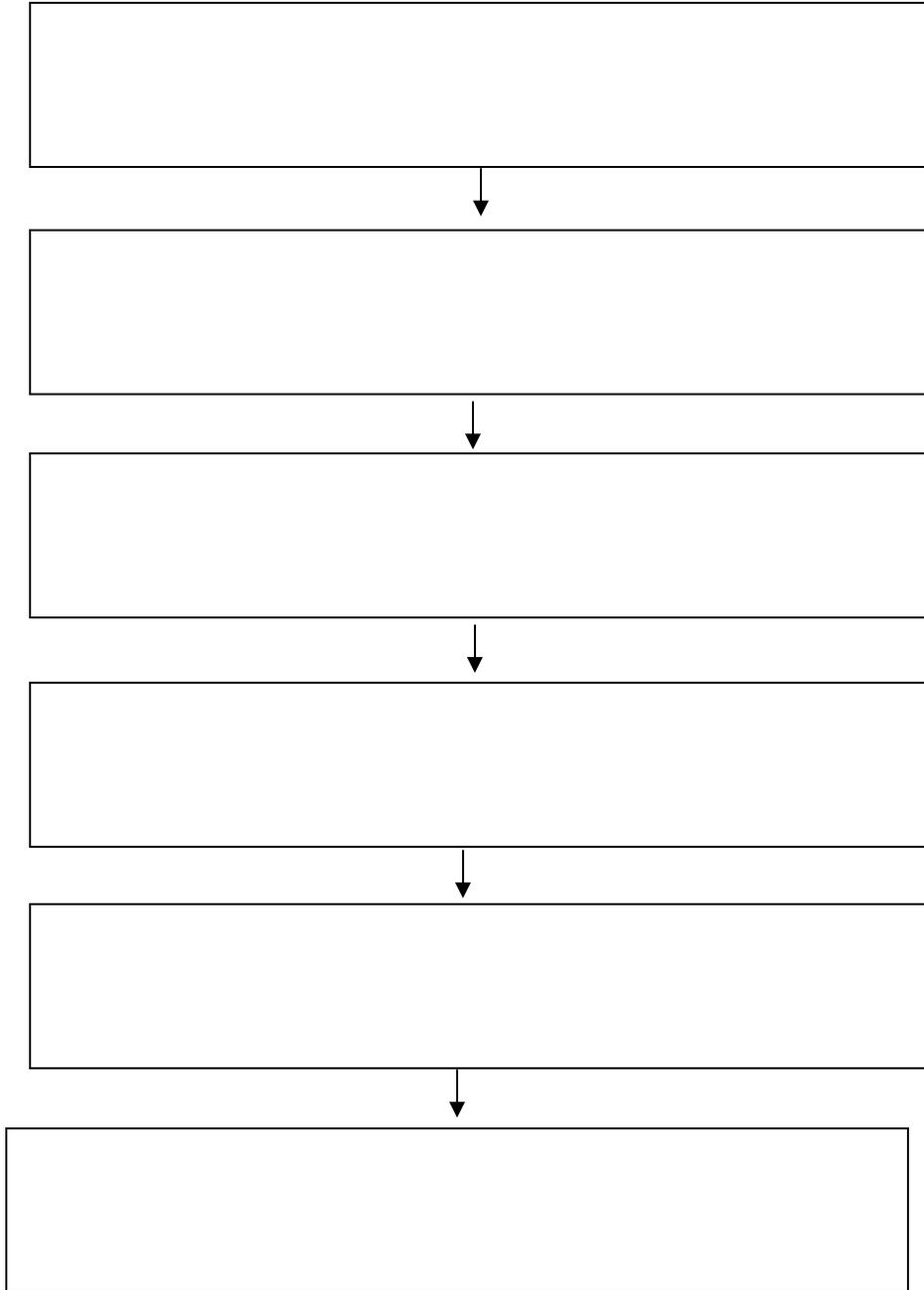


### Final Event

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Use the flow chart below to show how the events occurred in Chapter 3.

**Beginning**



**Final Event**



**Chapter Three**  
Handout 8

## Expository Paragraph

The expository paragraph presents information, opinions, or ideas. It exposes something about a topic. There are two types of expository paragraphs:

- To explain facts or convey information
- To persuade or argue an opinion

Write an expository paragraph on how to make snowshoes. An example **how to** paragraph is below.

**How to:** Have you ever made bannock on a stick? To begin, mix the flour and the lard together in a large bowl. Then add the salt, baking powder and raisins, if you like. Once this is done, add water and mix the ingredients using your hand or a fork. Next, divide the dough into four sections. Wrap the dough around one end of a long stick. Make sure it is securely fastened by overlapping the end. Finally, hold the stick over an open fire until it is lightly browned.

Make sure you use transition words to help your paragraph flow. Some transition words are:

consequently  
clearly, then  
furthermore  
additionally  
and  
however  
on the other hand  
admittedly  
assuredly  
certainly

in addition  
moreover  
because  
besides that  
in the same way  
but  
yet  
nobody denies  
obviously  
of course

also  
pursuing this further  
in the light of the... it is  
easy to see that  
following this further  
nevertheless  
on the contrary  
undoubtedly  
unquestionably  
generally speaking

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granted  
no doubt  
therefore  
finally  
after  
afterwards  
as soon as  
at first  
at last  
before

to be sure  
true  
in other words  
lastly  
before long  
finally  
first... second... third  
in the first place  
in the meantime

in general  
at this level  
in this situation  
in conclusion  
later  
meanwhile  
next  
soon  
then

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## Chapter Four: A painful journey

### Learning Activities

6 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners match the word and the definition and then write sentences for each word showing the meaning.

#### Activity 2 – Language Skills

- **Singular and Plural** (Handout 2)  
Learners refresh their skills on making words plural using **s**, **es** and **ies**.
- **Contractions** (Handout 3)  
Learners practice using contractions to make words short and show possession.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 4.

#### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:** In this chapter, Sa' and Ch'idzigyaak tell each other their life stories. Read their stories again. Write a brief summary of each woman's story.

#### Activity 5 – Extended Activities and Discussion

##### Discussion

- "The body needs food, but the mind needs people." What does this mean? Do you think this is true?

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- “Although I do not feel good today, my mind has power over my body, and it wants to move on instead of staying here to rest—which is what I want to do.” What does the expression **mind over body** mean?
- Have you ever been so physically tired that you can’t function?
- Discuss the women’s stories. They have different stories but lead remarkable lives in their own ways. How?
- Why are our stories so important?

### Extended Activities

- Discuss the setting with learners. Read over the explanation of setting on Handout 5. Ask learners to describe the setting of the story using the questions on Handout 5.
- Draw the setting:
  - Ask learners to visualize the setting. Brainstorm the birds, animals, landscape, etc.
  - Look at the pictures in the chapter for ideas.
  - Use the map as a guide.
  - Ask learners to research the animals and birds of the area to use as drawing references.
  - Make several small thumbnail sketches to plan their picture. Try different colors and media: felt pens, paints, pen and ink, pencil, etc.
  - Make a frame out of Bristol board.
  - Display the pictures in the classroom.
- Make a flow chart to show the events that happened in each of their lives. Use the flow chart on Handout 6.



**Chapter Four**  
Handout 1

**New Words**

Match the correct word with the correct definition. Look the words up in a dictionary if you do not know them. Write a sentence for each word.

| <b>Word</b>   | <b>Definition</b>   |
|---------------|---|
| lethargically | An overwhelming feeling of fear and anxiety                         |
| embarrassed   | Able to feel or perceive; hurting                                   |
| panic         | Without energy  |
| ashamed       | To throb, as a pulse; to beat, as the heart.                        |
| overwhelmed   | Conceal, suppress, or hide  |
| sensitive     | A barrier   |
| pulsated      | Made to feel uncomfortable because of shame or wounded pride        |
| stifle        | Rendered powerless  |
| depressed     | Used of persons; feeling shame or guilt or embarrassment or remorse |
| barricade     | Low in spirits  |

1. \_\_\_\_\_

2. \_\_\_\_\_

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- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

Write some words from Chapter 4 you do not know in the table below. Write your guess in the guess column. Look up the meaning in the dictionary. Choose the best meaning for the word and write it in the dictionary meaning column.

| <b>Word</b> | <b>Guess</b> | <b>Dictionary meaning</b> |
|-------------|--------------|---------------------------|
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |
|             |              |                           |



**Chapter Four**  
Handout 2

## Singular and Plural

Put an **s** at the end of most plural words.

|              |         |          |
|--------------|---------|----------|
| For example: | shelter | shelters |
|              | bough   | boughs   |
|              | sense   | senses   |

Put an **es** at the end of plural words that end in **x**, **ss** or **sh**

|              |       |         |
|--------------|-------|---------|
| For example: | push  | pushes  |
|              | cross | crosses |
|              | ash   | ashes   |

Drop the **y** and add **ies** in plural words.

|              |        |          |
|--------------|--------|----------|
| For example: | body   | bodies   |
|              | family | families |

Some words are different when they are plural.

|              |       |        |
|--------------|-------|--------|
| For example: | man   | men    |
|              | woman | women  |
|              | wolf  | wolves |

### Common errors

1. wood                  woods

**Not correct:** Put the woods in the box.

**Correct:** Put the wood in the box.

You can use **woods** when writing about a place.

- He went for a walk in the woods.
- In winter, the woods are covered with snow.

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2. woman                  womens

**Not correct:** There were lots of womens at the meeting.

**Correct:**        There were lots of women at the meeting.

### Your Turn!

Underline the correct word.

1. The two old (women, woman) became (friends, friend).
2. To keep warm, the women put (chunk, chunks) of (wood, woods) on the campfire.
3. The old women's (body, bodies) were stiff with cold.
4. Listen closely and you will hear (wolf, wolves) howling in the (wood, woods).
5. Ch'idzigyaak missed her (family, families).
6. For many nights they made a (shelter, shelters) of spruce (boughs, bough).
7. They carried the (ash, ashes) from one campsite to another.



**Chapter Four**  
Handout 3

## Contractions

Use apostrophes to:

- Shorten words.
- Show possession.

### Shorten Words

Look at how the words below have been shortened.

|           |          |          |         |
|-----------|----------|----------|---------|
| did not   | didn't   | do not   | don't   |
| can not   | can't    | will not | won't   |
| you are   | you're   | it is    | it's    |
| was not   | wasn't   | were not | weren't |
| would not | wouldn't | I am     | I'm     |
| he will   | he'll    | it will  | it'll   |

Rewrite the underlined words with an apostrophe.

1. Ch'idzigyaak did not want to face the day. \_\_\_\_\_
2. You are going to stay with the old one. \_\_\_\_\_
3. Sa' would not give up. \_\_\_\_\_
4. "It is not far now," said Ch'idzigyaak. \_\_\_\_\_
5. Sa' said, "I am sure we are not far from the creek. \_\_\_\_\_

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Now you try! Write sentences using an apostrophe.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Possession

Possession means ownership or relationship. Something belongs to somebody or something. For example: **Martha's** book, **woman's** story, **man's** boot

A plural possessive looks like this: **girls'** books, **learners'** agreements

There are some exceptions: **its** does not show possessive. For example: The cat licked its fur.

Select the word that shows ownership. Put the apostrophes in the word where they are needed:

1. Sa' smiled sadly, understanding her friends painful memories.
2. Ch'idzigyaak shoved the noose forward until the birds head slipped through it.
3. The grouse gave its life so the old women could live.
4. The boys skidoos were left at Bourkes house that night.
5. The older womans eyes widened in surprise.
6. It made small movements towards the noose, its head nodding back to front.

## *Two Old Women Novel Study*



Now you try some sentences. Think of things that belong to people or animals.  
Try a sentence with **its** or **it's**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



**Chapter Four**  
Handout 4

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. Which of the two women has more strength? How has she shown this?

---

---

2. Why did Ch'idzigyaak eventually get up?

---

---

3. When they finally found their camp, what did they do to prepare for the colder weather?

---

---

*Two Old Women Novel Study*



4. What happened to Ch'idzigyaak grandmother? What did her brother and father do?

---

---

---

---

5. Why was Sa' different?

---

---

---

6. How did Sa' react when The People wanted to leave behind an Elder? What happened to Sa' as a result of her actions?

---

---

---

---

7. How were the two women becoming friends?

---

---

*Two Old Women Novel Study*

8. Why did the women become depressed?

---

---

9. Why did the women check their snares everyday?

---

---

10. Why do you think The People spent little time in idle conversation?

---

---



## *Two Old Women Novel Study*

4. What are the daily lives of the characters like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc.)?
5. What feeling is created at the beginning of the story?



**Chapter Four**  
Handout 6

**Sa' (story of her life)**



**Ch'idzigyaak (story of her life)**





## Chapter Five: Saving a cache of fish

### Learning Activities

8 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)

Learners look up the words on Handout 1 in the dictionary and write the definition down. Then they write a sentence for each word showing the meaning.

#### Activity 2 – Language Skills

- **Homonyms** (Handout 2)

Learners review some common homonyms and look for homonyms in Chapter 5

- **Transition words** (Handout 3)

Transition words make your writing better. Learners review Chapter 5 looking for transition words and phrases.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 4.

#### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:**
  - Describe an experience you have had with a wild animal.
  - What season do you like best? Why? What season do you think the women liked best? Why?

## **Activity 5 – Extended Activities and Discussion**

### **Discussion**

- Why was Sa' so happy to go on her adventure?
- In the old days some people had to resort to cannibalism. Do you think that you would resort to cannibalism if it meant life or death?

### **Extended Activities**

- Ask learners to bring in some cranberry recipes. Make a little cookbook on cranberry recipes. Make some of these recipes together in class.
- Talk to learners about conflict. Conflict means to fight, struggle, clash or contradict. Conflict can be mental or physical. Without conflict, there is no plot! Without plot, there is no story! A story must have conflict. Conflict is created by tension between people or things that are opposing each other. Ask learners to answer the questions about conflict about the story on Handout 5.
- Ask learners to reread Chapters 4 and 5 and fill in the chart on summer and winter chores and activities on Handout 6.
- What do people know about moose? Do a K-W-L on moose. Use the chart on Handout 7 and ask learners what they know about moose. Ask them what they would like to learn. Then read Handout 8 together to find out more about moose. Ask them to do an Internet search on moose to answer the questions that were not answered on the information sheet.



**Chapter Five**  
Handout 1

**New Words**

Look up these words in the dictionary and write the definition down. Write a sentence for each word showing the meaning.

preservation    vulnerable    cache    relish    hospitable  
dwindling    delectable    pursue    taboo

1. **Word** \_\_\_\_\_  
Definition \_\_\_\_\_  
Sentence \_\_\_\_\_

2. **Word** \_\_\_\_\_  
Definition \_\_\_\_\_  
Sentence \_\_\_\_\_

3. **Word** \_\_\_\_\_  
Definition \_\_\_\_\_  
Sentence \_\_\_\_\_

4. **Word** \_\_\_\_\_  
Definition \_\_\_\_\_  
Sentence \_\_\_\_\_

## *Two Old Women Novel Study*



5. **Word** \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

6. **Word** \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

7. **Word** \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

8. **Word** \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_

9. **Word** \_\_\_\_\_

Definition \_\_\_\_\_

Sentence \_\_\_\_\_



## Chapter Five Handout 2

# Homonyms

Two words that sound alike and may even be spelled alike but have different meanings, such as *trunk* (meaning part of an elephant) and *trunk* (meaning a storage chest).

## Their, There, They're

**Their** – shows that they own something

- I went on their skidoo to their cabin.

**There** – if you can point at it, use this spelling

- There is the clock.
- There are 22 learners in this class.

**They're** – short form for **they are**

- They're in math class.

Underline the correct homonym.

1. **There, their, they're** on **there, their, they're** way to Ft. Resolution.
2. When we get **there, their, they're** we will stop for lunch.
3. **There, their, they're** not going with us.
4. I always wanted to go **there, their, they're**.
5. I hope that **there, their, there** is enough food for **there, their, they're** wedding. I know that **there, their, they're** going to be really happy.

## **To, Two, Too**

**To** – going toward something

- I am going to school.

**Too** – more than enough or meaning also

- I've had too much beer to drink.
- It is too far to walk.
- I am coming too.

**Two** – number 2

- I have two dogs and two cats.

Put it all together – underline the correct homonym.

1. The **to, too, two** boys hiked to Ft. Liard.
2. **There, their, they're** going to Ft. Liard on a camping trip.
3. The **to, too, two** girls are going **to, too, two** Ft. Liard, **to, too, two**.
4. When they get to Ft. Liard, **there, their, they're** going **to, too, two** stay at the campground.
5. The girls will stay at the campground, **to, too, two**.

## Two Old Women Novel Study



### Homonym Search

Work with a classmate. How many homonyms can you find Chapter 5? Write the word below and its matching homonym. Write a sentence for both words. Don't use **there, their, they're, to, two, too, it's, its.**

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

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**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

**Word** \_\_\_\_\_ **Matching homonym** \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_



**Chapter Five**  
Handout 3

## Transition Words

Authors use transition words to tell that time is passing. Time passes from spring to winter in Chapter 5. Use your skimming and scanning skills to **find words** that signal time is passing.

Read the first sentence in each paragraph in this chapter. Write the words that tell you that time is passing. The first two are done for you.

1. page 77    The warm days of spring...
2. page 81    ...spent many days of spring
3. page \_\_\_\_\_
4. page \_\_\_\_\_
5. page \_\_\_\_\_
6. page \_\_\_\_\_
7. page \_\_\_\_\_
8. page \_\_\_\_\_



**Chapter Five**  
Handout 4

**Chapter Questions**

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. What did the women feast on in the warm days of spring?

---

---

2. Why were the women afraid of meeting other people?

---

---

2. What did they decide to do?

---

---

*Two Old Women Novel Study*



3. The women had torn pieces of bark from spruce trees. Why was this a mistake?

---

---

4. What is a standing cache? How did the women use one?

---

---

5. How did the old women protect themselves from mosquitoes?

---

---

6. Why did they feed the greedy bear?

---

---

7. How did they use the different salmon parts?

---

---

*Two Old Women Novel Study*



8. What did Sa' find on her journey?

---

---

9. What was their daily routine in the winter?

---

---

10. Why do you think the women were lonely?

---

---



**Chapter Five**  
Handout 5

**Story Elements: Conflict**

**Conflict** means to fight, struggle, clash or contradict. Conflict can be mental or physical. Without conflict, there is no plot! Without plot, there is no story! A story must have conflict. Conflict is created by tension between people or things that are opposing each other.

Opposing forces are:

- One character against another
- Character(s) against environment or nature (society, technology)
- Character struggling with himself (a mental struggle)

It is clear that the two old women are locked in a battle against nature. Their struggle is physical—they must hunt for animals or die.

Do you think there is any conflict between the two women up to this point? Explain your answer.

---

---

---

In Chapter 1 the chief was in conflict with himself and others. Explain the personal conflict he had when he made that terrible decision.

---

---

Was there any conflict between the chief and the members of the band? Why or why not?

---



**Chapter Five**  
Handout 6

## Summer and Winter Activities

List the summer and winter activities and chores that the two women have to do to survive.

| Summer | Winter |
|--------|--------|
|        |        |



**Chapter Five**  
Handout 7

**K-W-L**  
Moose

| <b>Know</b>                                | <b>Want</b>                                | <b>Learned</b>                               |
|--|--|--|
| What do I already <b>know</b> about moose? | What do I <b>want</b> to know about moose? | What have I <b>learned</b> about this topic? |
|  |  |  |



**Chapter Five**  
Handout 8

## Moose Information Sheet<sup>2</sup>

Moose are large even-toed herbivorous mammals, the largest of the deer family. Moose are found in northern forests in North America, Europe, and Russia. In Europe and Asia, moose are called elk. Moose are solitary animals who have a deep call and a strong scent. They have a life span of about 17 years in the wild.

Moose vary in size and shape. Their colour varies from a little brown to a dusty black depending on the season and age of the animal. Calves, in comparison, are often a light rusty colour. Moose have long, lighter-colored legs with the front pair longer than the hind ones. Other features include a long nose, drooping lip, hump at the shoulders and small tail.



Males weigh on average over 550 kg (1200 lbs) and females often more than 400 kg (900 lbs). Newborn calves weigh around 15 kg but quickly increase in size, around 300 or 400 pounds by their first winter. An Alaskan moose, one of the largest sub-group, discovered in 1897 holds the record for being the largest known modern deer. It was a bull standing 2.34 metres and weighed 816 kg. Its rack (or antler spread) was 199 cm.

Height at the shoulders generally ranges between 6 ½-7 ½ feet (over 2 metres). The other end of the size scale is the smaller Shiras moose, also known as the 'Wyoming' or 'Yellowstone' moose. These animals are lighter in colour around the ears and back and have smaller hooves and antlers. Unlike other subspecies they are comfortable at higher elevations.

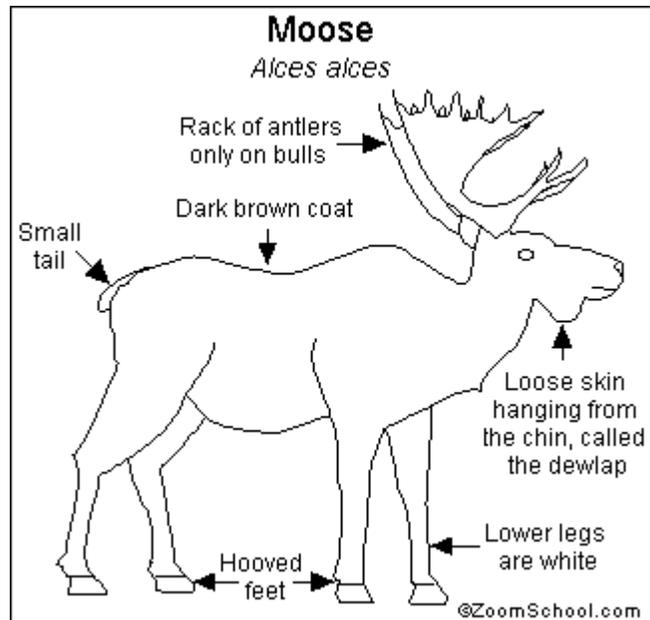
Only the males have antlers, massive flattened ones averaging 160cm across and 20 kg in weight. These antlers have as many as 30 TINES (or spikes), the shape

---

<sup>2</sup> Source: <http://www.smouse.force9.co.uk/>

## Two Old Women Novel Study

differing from animal to animal. A young moose's first pair of antlers grow from two tiny bumps on their head that they have had from birth. Mature males shed their antlers once a year in November/December and replace them with new larger ones in the Spring. They are formed of living tissue supplied by blood through a network of vessels covered with a soft smooth skin called VELVET. Eventually the tissue solidifies, the velvet is scraped off and the antlers become completely formed of mineralised dead matter. Their main function is for display during the mating season and dominance within the herd. The reindeer/caribou is the only deer species in which both the male and female have antlers.



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## Chapter Six: Sadness among The People

### Learning Activities

5 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners do a word map for each new word. A word map consists of writing a definition in your own words, writing a definition from the dictionary, writing a sentence using the word and drawing a picture that helps them remember what the word means.

#### Activity 2 – Language Skills

- **Comparing Words** (Handout 2)  
Learners add **er** and **est** to words to compare things.
- **Synonyms** (Handout 3)  
Learners review synonyms and work on the exercises on Handout 3.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 4.

#### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:**
  - Sometimes we change our minds about a person after we know them for awhile. Do you agree or disagree? Why?
  - Daagoo had an opinion, but he never expressed it. Write about a time you have had an opinion, but you never said anything. What happened?

## **Activity 5 – Extended Activities and Discussion**

### **Discussion**

- Think about your opinion of the chief in Chapter 1. Has your opinion changed?
- “They had been trained from childhood to respect their Elders, but sometimes they thought they knew more than the older ones.” Does this mentality exist in today’s society?

### **Extended Activities**

- Use Handout 5 to write about the conflict that the chief has within himself.
- A good writer always leaves the reader with questions at the end of the chapter. A good writer also makes you want to read on. At the end of this chapter the tension starts to mount. Ask learners to write some questions that they want answered in the next chapter. Make sure they go back to these questions after reading Chapter 7 to see if they have been answered.

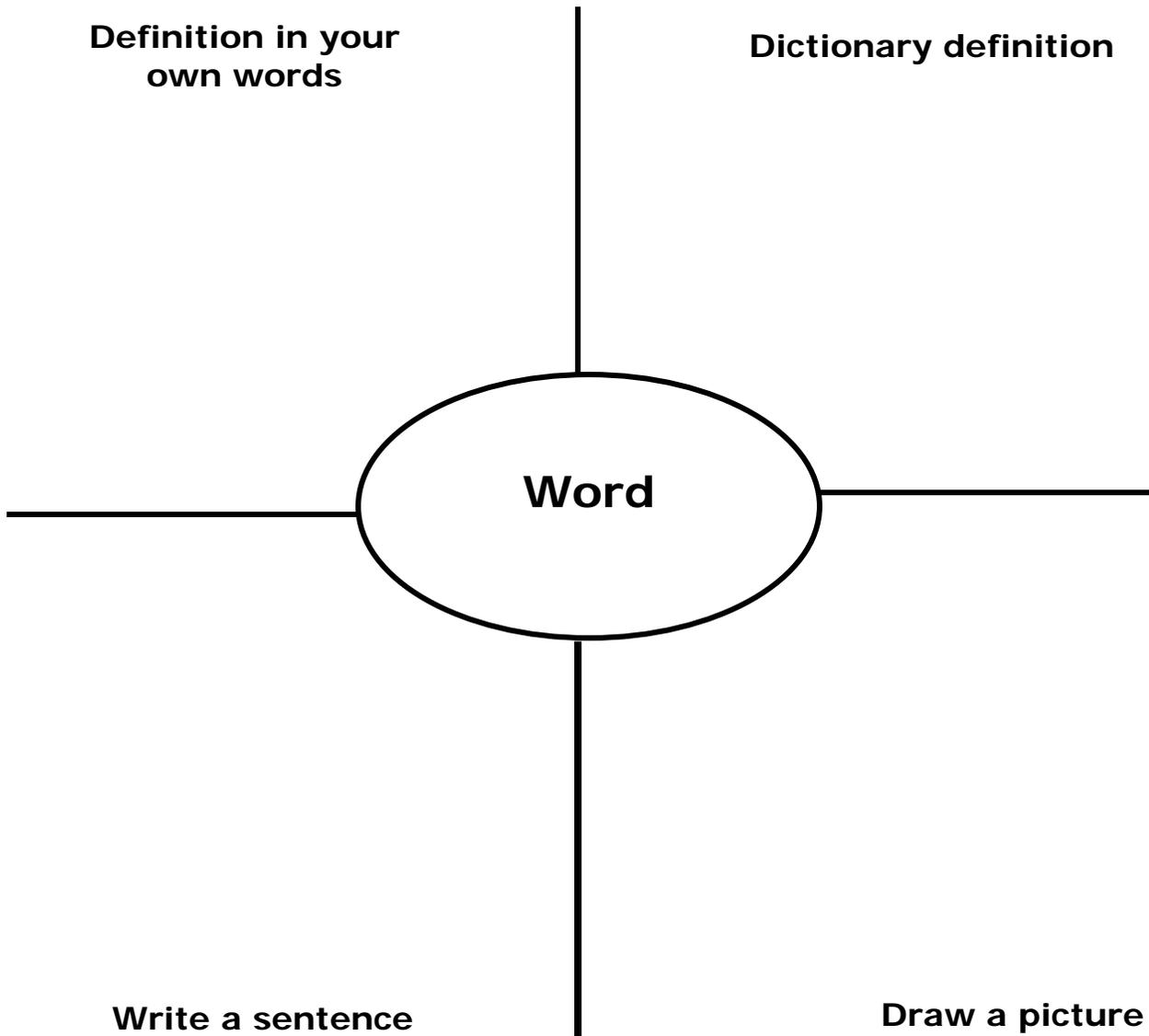


**Chapter Six**  
Handout 1

**New Words**

Do a word map<sup>3</sup> for these words:

ambitious    wearily    futile    skeptical    trudged    self-loathing



<sup>3</sup> Source: [http://www.teach.virginia.edu/go/readquest/pdf/wordmap\\_2.pdf](http://www.teach.virginia.edu/go/readquest/pdf/wordmap_2.pdf) Raymond C. Jones



**Chapter Six**  
Handout 2

## Words that Compare

You need two or more things to compare.

**For example:**

- My boat is big. (one boat)
- My boat is **bigger** than yours. (two boats)
- My boat is the **biggest** of all. (more than two boats)

**Add -er or -est to make comparisons**

**Rules**

- If a word ends in **e**, add only **r** or **st**
- If there is a vowel before the last consonant, double the consonant
- If a word ends in **y**, change **y** to **i** and add **er** or **est**

|         | <b>small</b> | <b>nice</b> | <b>big</b> | <b>happy</b> |
|---------|--------------|-------------|------------|--------------|
| Add er  | smaller      | nicer       | bigger     | happier      |
| Add est | smallest     | nicest      | biggest    | happiest     |

Write new words by adding **er** or **est**.

|      | <b>er</b> | <b>est</b> |
|------|-----------|------------|
| cold |           |            |
| flat |           |            |
| late |           |            |
| wet  |           |            |
| busy |           |            |

## Two Old Women Novel Study

Read the sentence. Write the correct form of the word in the blank.

**large** Yellowknife is \_\_\_\_\_ than Hay River.

**large** Yellowknife is the \_\_\_\_\_ of the three big towns in the NWT.

**fast** Jack rode his skidoo \_\_\_\_\_ than Josh.

**dirty** Her socks were \_\_\_\_\_ than mine.

**smart** Is she the \_\_\_\_\_ person in class?

**cold** The NWT is \_\_\_\_\_ than Ontario.

**cold** Nunavut is the \_\_\_\_\_ territory.

**busy** Yellowknife is \_\_\_\_\_ than Hay River.

**busy** Yellowknife is most likely the \_\_\_\_\_ place in the North.

**happy** Sa' is \_\_\_\_\_ than Ch'idzigyaak.

**happy** Sa' is the \_\_\_\_\_ of the two.



**Chapter Six**  
Handout 3

## Synonyms

In the novel *Two Old Women*, the author uses very descriptive words to make her writing come alive. She doesn't use words like nice, good, interesting, etc. She tries to find synonyms (words that mean the same thing) to make her writing exciting. For example:

"The chief stood surveying his surroundings with eyes made a **little** older by **deep** sadness. His people were in a **desperate** state, their eyes and cheeks **sunk low** in **gaunt** faces and their **tattered** clothing barely able to keep out the **freezing** cold."

Use a thesaurus **or** dictionary to find at least 5 different words for the words below. For example: interesting: **inviting, exciting, lively, spicy, rich, readable.**

- little \_\_\_\_\_
- deep \_\_\_\_\_
- good \_\_\_\_\_
- warm \_\_\_\_\_
- nice \_\_\_\_\_
- happy \_\_\_\_\_
- sad \_\_\_\_\_
- funny \_\_\_\_\_
- big \_\_\_\_\_

## Two Old Women Novel Study

Fill in each blank with a synonym for the word in brackets beside the space.

### Holy Cow<sup>4</sup>

In that couple of seconds, there was some bargaining, like “Lord, please let us land on the \_\_\_\_\_(good) ground with no logs or \_\_\_\_\_(big) rocks and I’ll be a \_\_\_\_\_(good) boy forever” and “Lord, please help me stay in the sleigh until we \_\_\_\_\_(stop) moving, then I’ll go to church every Sunday even Saturdays, too.”

When we finally landed all I could see was a \_\_\_\_\_(big) white cloud of snow and we found ourselves on the river not far from the shore. We quickly looked around and found nobody had fallen out. We \_\_\_\_\_(looked) at that bank and could see where we became airborne and where we landed.

---

<sup>4</sup> Source: Evelyn Tregidgo, Hay River



**Chapter Six**  
Handout 4

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. Why did The People return to the place where they had abandoned the two old women?

---

---

2. What would have happened if the chief had taken the two old women back?

---

---

3. What is a tracker? \_\_\_\_\_

4. What did the chief ask Daagoo to do? Why?

---

---

5. How did Daagoo know he was near the women's camp?

---

---

*Two Old Women Novel Study*



6. What did the chief hope for most?

---

---

7. What meaning do you understand for 'chills ran down the spines of the younger men'? (105)

---

---



**Chapter Six**  
Handout 5

## Story Elements – Conflict

**Without conflict, there is no plot! Without plot, there is no story!**

**Chapters 2–5** describe the conflict between the two old women and the environment.

In Chapter 6 the tension starts to build. The People enter the picture and the chief decides to look for the old women. He is in conflict with himself. What are some of his thoughts that show he is struggling with himself? Scan Chapter 6. Write the thoughts that are going through his head.

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---

There is also tension within Daagoo. What were his conflicting thoughts?

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---

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## Chapter Seven: The stillness is broken

### Learning Activities

6 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners guess the meaning of the bold word in the sentences given. Then they look each word up in a dictionary and write the best definition down. Learners then write a sentence for each word.
- **Vocabulary Review Bingo** (Handout 2)  
Play bingo with learners with the words from Chapters 1 – 7. A list of words is on Handout 2 and a bingo card.

#### Activity 2 – Language Skills

- **Quotation Marks** (Handout 3)  
Review quotation marks with learners. Ask them to complete Handout 3 for practice.
- **Descriptive paragraph** (Handout 4)  
Learners review descriptive writing and then write a descriptive paragraph using synonyms.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 5.

#### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:**
  - ‘Sa’ always seemed to know the right thing to say’. Explain what this means.

## *Two Old Women Novel Study*

- Do the two old women seem like real people to you? Does the author make them believable? Explain your answer by using information from the story.

### **Activity 5 – Extended Activities and Discussion**

#### **Discussion**

- How do you react when someone makes you a promise? Are you like Sa' or Ch'idzigyaak? Explain your reaction.
- Do you think The People will honour the two old women's request to stay separate?
- Why did the four men have so much admiration for the two old women? How do you feel about these two old women?

#### **Extended Activities**

- The plot thickens! The action starts to rise! In this chapter, more conflict develops. Learners answer questions on Handout 6 about the rising action, plot and give their predictions for the ending.



**Chapter Seven**  
Handout 1

**New Words**

Here are some sentences from Chapter 7. 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. Daagoo had to smile in **admiration** of the old women who stood like two warriors ready to defend themselves.

Your definition \_\_\_\_\_

Dictionary \_\_\_\_\_

Sentence \_\_\_\_\_

\_\_\_\_\_

2. The women started at him **defiantly** a moment before Sa' said, "I believe you come in peace. But why are you here?"

Your definition \_\_\_\_\_

Dictionary \_\_\_\_\_

Sentence \_\_\_\_\_

\_\_\_\_\_

## Two Old Women Novel Study

3. Meanwhile, Ch'idzigyaak sat to the side staring rather **balefully** at the hunters, making them feel uncomfortable.

Your definition \_\_\_\_\_

Dictionary \_\_\_\_\_

Sentence \_\_\_\_\_

\_\_\_\_\_

4. "You have my word," he said quietly, and the women could feel the **magnitude** of what he said as they stood still a long time.

Your definition \_\_\_\_\_

Dictionary \_\_\_\_\_

Sentence \_\_\_\_\_

\_\_\_\_\_

5. Seeing the look of **hysteria** enter her friend's eyes, Sa' hastened to say in smooth confident tones, "We must be brave and face them..."

Your definition \_\_\_\_\_

Dictionary \_\_\_\_\_

Sentence \_\_\_\_\_

\_\_\_\_\_



**Chapter Seven**  
Handout 2

**Vocabulary Review Bingo**

|           |             |               |             |               |
|-----------|-------------|---------------|-------------|---------------|
| nomads    | babiche     | vulnerable    | humiliation | penetrating   |
| turmoil   | desperation | deliberately  | forlorn     | superstitious |
| fatigue   | irritated   | lethargically | stifle      | taboo         |
| dwindling | pursue      | cache         | ambitious   | skeptical     |
| wearily   | ambitious   | admiration    | defiantly   | retrieved     |

**Write the words above on the bingo card below. Make sure you write the words in random order.**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



## Chapter Seven Handout 3

### Quotation Marks

Study the examples below. Notice how quotation marks are used.

- Sa' agreed, "Yes, they will find us," she said as her mind raced with many thoughts.
- "What will we do?" Ch'idzigyaak whined in panic.

#### Things to remember

1. Explainers tell the reader who is speaking. They show that direct speech is being quoted. Explainers are usually set off with commas.

The little girl said, "Dad isn't home right now."

"Dad," said the little girl, "isn't home right now."

2. Commas are unnecessary if the sentence in the quotation marks ends with a ? or !.

"I had an awesome time at the school concert!" exclaimed Billie.

"What grades were performing at the concert?" asked his father.

3. Use only one set of quotation marks if a speaker says several sentences in a row and they are not divided.

The reporter declared, "The voters do not seem interested in this election. The major parties have not focused on any important issues. Nobody has talked about literacy or employment problems in our country."

4. Begin a new paragraph each time the speaker changes, even if the speaker says only a few words.

"I can't come to the meeting with you," she said.

"Why not?" I asked.

"Because I promised my children I would take them to see a movie," she explained. "I don't want to let them down."

## *Two Old Women Novel Study*

**Punctuate the following with quotation marks, commas, and end punctuation where needed.**

The women stared at him defiantly a moment before Sa', said I believe you come in peace. But why are you here The guide stood a moment, unsure how to explain himself. The chief sent me here to find you. He believed you were alive and told us to find you.,

Why Ch'idzigyaak asked suspiciously.

I do not know Daagoo said simply. Indeed, he was surprised to find that he did not know what he or the chief thought would happen once they found the two women, for it was obvious that the women did not trust him or the other men. I will have to return to the chief to report that we have found you he said. The two women knew this. What then? Sa' asked.



## Chapter Seven Handout 4

### Descriptive Writing

Velma Wallis uses a lot of descriptive writing in her novel.

Descriptive writing is writing that describes a particular person, place or event in great detail. Descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears.

If you were going to describe biting into an apple, you would not simply say: "He bit into the apple and it tasted good". Descriptive writing would convey the same idea as follows: "He slowly closed his teeth on the ripe, succulent, ruby colored apple. The crunch of his teeth piercing the apple's skin was deafening and the sweet juices of the apple ran down his chin. The taste of the meat was as sweet as candy and he felt euphoric."<sup>5</sup>

#### Your Task

Write a descriptive paragraph about:

- Going camping
- A family trip
- Some kind of hardship
- Getting lost
- A sunset
- A topic of your choice

#### Step One: Choose a topic

- Brainstorm descriptive words to describe the topic.

#### Step Two: Find Synonyms

- Write down 10 descriptive words from your brainstorm.
- Think of synonyms for your words and write them in the second column.
- Use a thesaurus on-line to find different synonyms.
- Use a traditional thesaurus to find additional synonyms.

---

<sup>5</sup> Source: [http://library.thinkquest.org/J001156/forms%20of%20writing/em\\_descriptive.htm](http://library.thinkquest.org/J001156/forms%20of%20writing/em_descriptive.htm)







**Chapter Seven**  
Handout 5

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. What helped to heal the old women's most bitter memories?

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2. Why did the women not want to answer Daagoo's call?

---

---

3. Why did Sa' decide to respond to Daagoo's call?

---

---

4. How did the men react to the women's story of survival?

---

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## Two Old Women Novel Study



5. What terms did Sa' lay down to the men to prevent The People from taking all their food?

---

---

6. What did the women need to put aside long enough to remember The People were suffering? (Hint: this is a vocabulary word)

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7. What did the men promise?

---

---

8. Why did the women fall into a **worry-free sleep**?

---

---



**Chapter Seven**  
Handout 6

**Story Elements: Rising Action**

The plot thickens! The action starts to rise! In this chapter, more conflict develops. Opposing forces are:

- One character against another
- Character(s) against environment or nature (society, technology)
- Character against himself or herself

Who are the opposing forces in this chapter?

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What is causing the tension?

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Does this chapter keep you wondering how the story will end? \_\_\_\_\_

If so, the author is successful in writing a good plot. The most exciting part is yet to come! What do you think will happen in Chapter 8?

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## *Two Old Women* Novel Study



What do you think the ending will be? Write all your ideas describing what the outcome may be.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Chapter Eight: A new beginning

### Learning Activities

6 Handouts

#### Activity 1 – Vocabulary

- **New Words** (Handout 1)  
Learners match the correct meaning to the word and then write a sentence for each word.
- **Vocabulary Review** (Handout 2)  
Learners study all the words from Chapters 1 – 8 for a spelling and comprehension test. Learners organize the words into categories and write the root word for each word.

#### Activity 2 – Language Skills

- **Expository Paragraph – Stating Opinions** (Handout 3)  
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. Learners write an opinion paragraph about the novel *Two Old Women*. They choose a topic from Handout 3 or choose their own topic.

#### Activity 3 – Chapter Questions

Learners answer comprehension questions from the chapter on Handout 4.

#### Activity 4 – Reflection and Journal Writing

- **Writing Response:** A reading response is an overview of the chapter. Summarize the chapter. Write the important ideas or events. The summary must be short and contain only the main ideas in the chapter.
- **Journal Writing:**
  - What did the two old women and The People learn from their hardship?

## Two Old Women Novel Study

- “No longer did they take each day for granted.” What does this mean? Do you think that we sometimes do this too? What can we learn from this?

### Activity 5 – Extended Activities and Discussion

#### Discussion

- Traditionally older people were left behind in some Aboriginal and Inuit cultures. Do you think this was a needed practice?
- Traditionally men and women had different roles in the tribe. Do you agree with these different gender roles? Do you think we should continue this practice?
- Do you think myths are true? Are myths stories that have been passed down from generation to generation? Or are they fables—meaning they teach a lesson but aren’t necessarily true.

#### Extended Activities

- Analyzing the story. Read Handout 5 together and talk about the rising action, climax and resolution. Fill in the handout together. Discuss the questions below:
  - What lesson did the two old women learn?
  - In what way did The People see things differently now compared to the past?
  - Is everything explained or are you left guessing?
  - Did you guess what was going to happen before you finished the story? If so, what clues did you use for your guess?
  - Do you think the ending of the story is effective? Why or why not?
- Learners make a story pyramid using Handout 6 for either Sa’ or Ch’idzigyaak.



**Chapter Eight**  
Handout 1

**New Words**

Match the correct word with the correct definition. Look the words up in a dictionary if you do not know them. Write a sentence for each word.

| <b>Word</b> | <b>Definition</b>  |
|-------------|--|
| anxiously   | Being in a state of joy or extreme happiness   |
| ecstatic    | Holding an office or title given with great respect                                      |
| humbly      | Full of unrestrained enthusiasm or joy   |
| exuberant   | Characterized by extreme uneasiness of mind or brooding fear; worried                    |
| honorary    | The state of being regarded with honor or esteem   |
| respect     | Marked by meekness or modesty in behavior, attitude, or spirit; not arrogant or prideful |

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

*Two Old Women* Novel Study



5. \_\_\_\_\_

6. \_\_\_\_\_



**Chapter Eight**  
Handout 2

**Vocabulary Review**

Review words from Chapters 1 – 8 for a spelling and comprehension test.

| <b>Chapter 1</b>  | <b>Chapter 2</b>   | <b>Chapter 3</b>  | <b>Chapter 4</b>   |
|---|--|---|--|
| nomads<br>character flaw<br>ruff<br>babiche<br>retrieved  | desperation<br>determination<br>deliberately<br>pilfered<br>survive<br>forlorn<br>hoarse | superstitious<br>abundant<br>irritated<br>fatigue<br>destination<br>unavoidable<br>slough | lethargically<br>embarrassed<br>panic<br>ashamed<br>overwhelmed<br>sensitive<br>pulsated<br>stifle<br>depressed<br>barricade |
| <b>Chapter 5</b>  | <b>Chapter 6</b>   | <b>Chapter 7</b>  | <b>Chapter 8</b>   |
| preservation<br>vulnerable<br>cache<br>relish<br>hospitable<br>dwindling<br>delectable<br>pursue<br>taboo | ambitious<br>wearily<br>self-loathing<br>futile<br>trudged<br>skeptical                  | admiration<br>defiantly<br>balefully<br>magnitude<br>hysteria                             | anxiously<br>ecstatic<br>humbly<br>exuberant<br>respect  |

## Two Old Women Novel Study



1. Organize the words into categories. Use a dictionary.

| <b>Nouns</b> | <b>Verbs</b> | <b>Adjectives</b> | <b>Adverbs</b> |
|--------------|--------------|-------------------|----------------|
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |
|              |              |                   |                |

2. Find the root word for each word if it is not already a root word.



## Chapter Eight

### Handout 3

# Expository Paragraph – Stating Opinions

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 or examples.
- End with a closing sentence that restates the opinion using different words.

## 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 free city transit will cost the city more money. However the benefits of free transit far outweigh the costs.

Write an opinion paragraph about the novel *Two Old Women*. Choose a topic below or choose a topic of your own:

- Traditionally older people were left behind in some Aboriginal and Inuit cultures. Do you think this was a needed practice?
- Traditionally men and women had different roles in the tribe. Do you agree with these different gender roles? Do you think we should continue this practice?
- Do you think myths are true? Are they stories that have been passed down from generation to generation? Or are they fables—meaning they teach a lesson but aren't necessarily true.



**Chapter Eight**  
Handout 4

## Chapter Questions

Answer the question in sentences. Put a capital letter at the beginning and the correct punctuation at the end.

1. How did the chief react to the terms the old women had set?

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2. How did The People react to the news?

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3. What was Ozhii Nelii's reaction when she heard her mother was alive? Fill in the blanks.

Ozhii Nelii had believed \_\_\_\_\_

\_\_\_\_\_, but knew, despite her own overwhelming relief, that

her mother would \_\_\_\_\_

\_\_\_\_\_.

## *Two Old Women Novel Study*



4. Explain how the women shared their food and clothing.

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---

5. Why wouldn't Ch'idzigyaak's daughter come and see her?

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6. What happened when she did finally go to see her mother?

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7. What lesson did The People learn? As a result of this lesson what practice did they decide to abandon?

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**Chapter Eight**  
Handout 5

## Story Elements: Climax and Resolution

In a well-written story, there must be conflict. Conflict creates tension. Tension starts to rise until there is a crisis or a climax. The most exciting part of the story is the **climax**. The character(s) realize what must be done or finally decide to make a change.

### Rising action events:

1. Daagoo and his men find the old women.
2. The old women don't trust The People, so they lay down terms.
3. The People travel to the old women's camp because they are hungry and their clothes are worn.
4. Things get complicated:
  - o Only food and clothing are shared between the two camps.
  - o There is no visiting.
  - o The People want to see the old women and Ch'idzigyaak misses her family terribly.

What are some questions that the reader has at this time?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Climax:

The answer to these questions is the climax—the most exciting part of the story. The climax is the high point of the story where the conflict is resolved. This is a turning point for the characters—a change happens, for better or for worse.

## *Two Old Women Novel Study*



### **Resolution:**

After the climax, there is still a feeling of uncertainty. There must be some solution to the problem. What is the problem?

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Characters usually resolve the problem by changing in some way or they start to see things differently. They may or may not overcome all their problems and they may or may not reach their desired goal. The conclusion ties all the information together. It answers questions the reader may have in their mind after the problem has been solved.

What was the result? Did The People and the old women learn a lesson?

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**Chapter Eight**  
Handout 6

## Putting it all Together – Story Pyramid<sup>6</sup>

Make a story pyramid for Sa' and Ch'idzigyaak. Compare your story pyramid with others in the class.

\_\_\_\_\_

Main character's name

\_\_\_\_\_

Two words describing the person

\_\_\_\_\_

Three words describing the setting or place

\_\_\_\_\_

Four words describing an important event

\_\_\_\_\_

Five words describing the main idea

<sup>6</sup>Source: [http://www.teach.virginia.edu/go/readquest/pdf/story\\_pyramid.pdf](http://www.teach.virginia.edu/go/readquest/pdf/story_pyramid.pdf) Raymond Jones



## Post Reading Learning Activities

4 Handouts

### Activity 1 – Overview of the Novel

- Write an evaluation of the book? Did you like it? Would you recommend it to others? Use Handout 1 as a guide.
- Write a novel review for *Two Old Women*. Refer to Handout 2 for sample reviews from other books.
- Research the writer. What other books has she published? Write a 2 paragraph biography on Velma Wallis. An example biography is on Handout 3.

### Activity 2 – Reflection and Journal Writing

- Why is storytelling so important? How can we make sure that stories are passed on from one generation to another?
- Do you know any traditional stories? Write them down!

### Activity 3 – Creative Writing and Representing

- Rewrite the story's ending.
- Draw or paint characters and setting as you imagine them.
- Make a poster to advertise this book.
- Write a biography on one of the characters.
- Create word searches or puzzles from key words.
- Design a new jacket for the book.

### Activity 4 – About the Gwich'in People

- Learners read the section *About Gwich'in People* and answer these questions:
  - Where are the Gwich'in people from?

## Two Old Women Novel Study

- Who are they believed to be descendants of?
- Why did they move around?
- When did they start to settle in more permanent camps? Why?
- Ask learners to research Aboriginal groups in their own region and write a 2 –page research project on them.

### Activity 5 – Editor’s Afterward

- Ask learners to read the *Editor’s Afterward* and answer these questions:
  - Why was it so hard to get the book published?
  - How did it eventually get published?
  - What was the one glitch?
  - After reading the editor’s afterward, do you feel you have a better understanding of the author? Why?

### Activity 6 – Discussion Questions

- Why does a legend from a specific tribe in remote Alaska resonate among readers world-wide? What universal truths exist in this story? What does this story say about growing old? What does it say about the role of women in this ancient society?
- How did the old women change in the year from their abandonment to their rediscovery? What kept them going? Was it spite? Pride? Love? A strong will to live? What is meant by “Let us die trying.”?
- Whom do you identify with in the story? The two old women? The People? Others? Whom do you feel sorry for, if anyone? How does the author tell the story in such a way that we feel sorry for the two old women, but also for The People as well?

### Activity 7 – Group Projects

- Ask learners to interview some Elders and find out their stories. Write these stories down. Create a booklet with these stories.
- Ask Elders to come to your class to tell stories and teach traditional skills.
- Share traditional skills among learners. Someone may know how to tan hides or another learner may know how to make traditional tools.

## *Two Old Women Novel Study*

- Organize a storytelling evening for your community. Invite Elders to tell stories and invite all community members to attend.
- Compare traditional life with modern life using the chart on Handout 4. Ask a group talk about the gender roles and responsibilities of community members then and now.



**Post Reading**  
Handout 1

***Two Old Women* Evaluation**

Evaluate *Two Old Women* by commenting on your enjoyment, reaction, and opinion of this novel.

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Did you enjoy this story? Why or why not? Would you read another book by this author?

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2. Do you think the author made the characters appear as real people? Do you think events in the story were plausible?

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3. What did you learn from reading this book?

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## *Two Old Women* Novel Study



4. Would you recommend this book to anyone? Why or why not?

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5. How would you rate this book on a scale of 1 to 5 with 1 as the lowest and 5 as the highest.

1

2

3

4

5



**Post Reading**  
Handout 2

## Book Review

Read the following reviews. Write your own review for *Two Old Women*. Share your review with others in the class.

### **Review of *Harry Potter and the Goblet of Fire* ★★★★★**

Certainly, *Harry Potter and the Goblet of Fire* is the most intriguing, most complicated, and most satisfying of the Potter series, and author J.K. Rowling deserves the media hype recognition she's received. Besides the immense financial bonus, Rowling's books are achieving notable literary success as well. In Book Four, Harry is entering his fourth year at Hogwarts; he's 14 years old; and he's showing a much more mature side of himself (after all, he's a year older!) In this 700+ pager, Rowling presents themes of young love (Harry and Ron are now noticing the opposite sex!), social significance (Hermione is championing house elves' right to be free), and death (a central character is murdered). Rowling addresses these—and other issues—in a more mature manner as well. Of course, the usual “good v. evil” story continues. Voltemort is back! And he's sending shock waves around the world. Enter even more intrigue (and desperate at that) as Harry and his friends and mentors at Hogwarts continue their “constant vigilance.” But vigilance against evil does not come with a small price and Rowling patiently—and expertly—explores this struggle. Harry's adventures are, indeed, heart stopping. This book is the climax of the four published, but Rowling is on a roll and the anticipation for Book Five is mounting! **Reviewed by Bill Hobbs**

[http://www.allreaders.com/Topics/info\\_538.asp?BSID=0](http://www.allreaders.com/Topics/info_538.asp?BSID=0)

### **Review of *In Search of April Raintree* ★★★ ½**

This is a moving, if somewhat awkward, account of the life of two Métis sisters as they grow up in a society that frequently treats them quite badly. We have all read about such lives: the broken home, the abuse, the drinking, and the prostitution.

## *Two Old Women Novel Study*

The writer is not as skilful as she eventually will be if she continues to write, but readers will respond to the strength of her emotions. When a writer chooses such topics, particularly within the North American Indian context, it is absolutely essential that he or she avoid stereotyping in action or character. This has not been achieved totally by the author despite her obvious knowledge of her material. She is not in as full control of her material as she might be, and, in places, her piling of horror upon horror weakens rather than strengthens the impact of her story. We begin to feel that she is doing this to shock us rather than to advance the story.

There is no doubt, however, that this is a worthwhile attempt. Distasteful matters are presented honestly. People with an interest in social problems, would find this book very interesting. **Reviewed by C.H. Mountford**

<http://www.umanitoba.ca/cm/cmarchive/vol12no1/searchaprilraintree.html>



**Post Reading**  
Handout 3

## Biography

Write a biography of Velma Wallis that is 2-3 paragraphs long. Refer to this website for information on Velma:

[http://voices.clu.umn.edu/vg/Bios/entries/wallis\\_velma.html](http://voices.clu.umn.edu/vg/Bios/entries/wallis_velma.html)

Below is an example biography for Richard Van Camp an Aboriginal author from the NWT.

Richard Van Camp, the eldest of four boys, is a member of the Dogrib nation (Tlicho) from Canada's Northwest Territories. He graduated from the University of Victoria and the En'owkin International School of Writing. He earned his masters degree at the University of British Columbia. Richard currently teaches Creative Writing for Aboriginal Learners at the University of British Columbia in Vancouver, BC. He is also CBC Radio's **Writer in Residence** for their *North by Northwest Program*

Richard's poems, short stories and novellas have been published in anthologies and journals since 1992. Richard wrote for CBC's *North of 60* television show for two months under their **Writer Internship Program** and was a script and cultural consultant with them for four seasons. He recently co-wrote the short movie "The Promise" with Kent Williams and Jason Alexander of Neohaus Filmworks.

Richard is the author of two children's books with the Cree artist, George Littlechild, *A Man Called Raven* and *What's the Most Beautiful Thing You Know About Horses?* He also wrote a novel, *The Lesser Blessed*, and a collection of his finest short stories, *Angel Wing Splash Pattern*. He has performed at many writing festivals throughout Canada and around the world.



**Post Reading**  
Handout 4

## Traditional Vs. Present Ways

|   | <b>Traditional</b> | <b>Present</b> |
|---|--------------------|----------------|
| Who is responsible for teaching?                    |                    |                |
| Who is responsible for the children?                |                    |                |
| Who is responsible for getting the food?            |                    |                |
| Who is responsible for preparing the food?          |                    |                |
| Who is responsible for sharing stories and legends? |                    |                |

*Two Old Women* Novel Study

