

TEACHER'S GUIDE

Grade 6

Moose to Moccasins

The Story of Ka Kita Wa Pa No Kwe



Madeline Katt Theriault



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NOTE TO TEACHER

Moose to Moccasins may be used as a read-aloud, elements of non-fiction, a non-fiction novel study, for information circles, as an authentic primary source of information for research on First Nation's life and issues, recount and procedural writing, historical timelines, as a model for writing personal journals, autobiographies, and biographies, and certain aspects of character development.

Moose to Moccasins may be used to do a “non-fiction” novel study because it reads very much like a novel. This could be question-driven focusing on the higher levels of Bloom's Taxonomy (Application, Analysis, Synthesis, Evaluation) and important aspects of Aboriginal life, Aboriginal contributions to Canadian society, and Native-newcomer relations, and Native issues. (Gr. 6: Language Reading 1.1-4.3) <http://learningandteaching.dal.ca/bloom.html>

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There are reading comprehension questions already prepared in this Teacher Resource Guide, however depending on the intended focus of this novel, further questions may be made by the teacher and/or students.

BOOK SUMMARY

Moose to Moccasins is an excellent primary source of information written in the form of an autobiography. The original photographs and information on Aboriginal life, treatment of Aboriginal peoples (from the author's point of view), and description of transition from Native to non-Native lifestyle provide a unique perspective on Aboriginal life and the long-term effects of Native-European contact.

In *Moose to Moccasins*, Madeline Katt Theriault recalls an earlier independent and traditional lifestyle in the area more recently the subject of media attention through environmental concerns, Aboriginal land claims, and logging controversies. She grew up learning many of the traditions of her Ojibway family.

The Author proudly recalls her youth vivid memories and by drawing on exceptional old family photographs. In her own words, she writes of a time long ago that was difficult but not without personal rewards.

From her birth in the Temagami region in 1908 to her life in North Bay in the 1970s and 1980s, she takes the reader on a remarkable journey. Madeline takes us through the bush as a young girl when animals were killed only when needed and one could drink the water anywhere. Fresh balsam branches were used for beds and the floors in Ojibway camps. Through her recount, we are transported to another century where we learn about a people, and a way of life, about which most non-Natives know almost nothing. (Smith, 1992)

First Nations, Aboriginal, and Native Peoples are acceptable terms in discussing pan-Canadian First Nations people. Since not all First Nations people belong to one group it is best to refer to a nation's tribal name. The absolute proper terminology is to refer to First Nation's groups in their own language. For example, Madeline Katt Theriault or Ka Kita Wa Pa No Kwe (Wise Day Woman) is an Ojibway woman; Ojibway are also referred to as Anishinaabe. Their customs, beliefs, and practices are an example of that tribes' social system.

MEET THE AUTHOR

Madeline Katt Theriault or Ka Kita Wa Pa No Kwe (Wise Day Woman) was born in a tent on Bear Island, Lake Temagami, in 1908. Few First Nations People of her era could remember a traditional lifestyle as vividly as Madeline has done through her wonderful stories of the past. In addition, she was successfully able to make the transition to "white" culture and is able to provide her own perspective on some Native issues of that time. Madeline was a respected Elder among her people. She passed away on August 19, 2000 leaving this remarkable legacy.

CURRICULUM CONNECTIONS

Activities/strategies linked to the Ontario Curriculum (grade 6) can be found in the Post Reading Strategies section.

LANGUAGE: ONTARIO CURRICULUM, GRADE 6

Language: Writing 1.1-4.3

Writing in Role

Language: Reading 1.1-4.3

Non-fiction novel study

Reading 1.7, 2.2; Writing 1.1-4.3; Media Literacy 3.1-4.2; Oral Communication 1.1-3.2

Interview with Madeline

Reading 1.7, 2.2; Writing 1.1-4.3; Oral Communication 1.1-3.2

Write a biography

Reading 1.5-1.9, Oral Communication 1.5-1.8

Point of View

Writing 1.1-4.3

Persuasive writing

Procedure Writing

SOCIAL STUDIES: GRADE 6

Heritage and Citizenship: First Nation Peoples and European Explorers

Reflections on the traditional way of life

Information Circle

Point of View – compare and contrast

Historical timeline

CHARACTER EDUCATION

Strength of character

PRE-READING STRATEGIES

One way of breaking up the novel to make it more manageable is to create chapter chunks. This is especially helpful for students who find reading a challenge.

Chunk 1: p11-45 (end of October Fishing)

Chunk 2: p45-77 (end of Living with Nature)

Chunk 3: p77-120 (end of book)

VOCABULARY

There is not a whole lot of new/unfamiliar vocabulary as the author uses easy to understand language. First Nations share their his/her stories through oral tradition. The author writes her stories in this book much like how she would have shared them in the oral tradition.

There is opportunity to talk about sentence structure and grammar usage throughout the book.

Ways to use the following vocabulary lists include:

- student or teacher created word searches
<http://puzzlemaker.discoveryeducation.com>
- find the meaning and use in a sentence to show understanding of meaning
- find the meaning, and find another word with same or similar meaning

CHUNK 1

mid-wife p12	portage p15	papoose p15	spawn p44	cached p45
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CHUNK 2

premonition p53	sphagnum moss p61	authentic p70	castor p76	ether p76
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CHUNK 3

translate p78	Elder p78	lean-to p81	compensation p85	teamster p85
wigwam p89	bedridden p102	contagious p102		

DURING READING STRATEGIES

QUESTION AND ANSWER

1. Review the elements and features of non-fiction text.
2. Review and discuss the elements and features of biographies/autobiographies.
3. Map reading: find Bear Island, Lake Temagami, and North Bay on a map.
4. Have a class discussion about family and parenting in the traditional First Nations way of life.
5. Have a class discussion about the Hudson Bay Company and its role in Ontario in the early 1900s.

CHUNK 1

1. Start a T-chart to compare the non-Native way of life with the First Nation's way of life. Add examples to this chart as you read this book. (BLM 1)
2. On p38 Madeline says that she never spent much time with her real mother, but always felt she had parents and family. How can you explain this?
3. At the end of **Chunk 1** comment how the writing in the book is different to most other reading material/books. Prepare some examples to prove your statements.
4. "Hudson Bay Post had changed much of the Indian way of life" (p42). Explain what Madeline means by this statement. Back up your answer with examples from the book.
5. On p44 Madeline writes about her fish preserving skills. Remember that she's only about 15/16-years-old at that time. Do you have those kinds of survival skills? Do you need those kinds of survival skills in your life? What skills do you have that are necessary to survive in today's society?
6. Start a Character Trait graphic organizer for Madeline. Keep adding to it as you read the book. The information from this task will be used in a Post Reading activity. (BLM 2)

CHUNK 2

1. “Nature was our provider...” (p49). True or false? Explain your answer.
2. Why did Madeline tip over the barrel with the home brew fermenting? (p50)
3. Why was the horse poisoned? (p51)
4. Madeline said after the horse died the men didn’t make home brew anymore. She assumed they were afraid. Afraid of what? (p51)
5. On p54 Madeline wrote about the time Alex shot 7 moose. Why did he and Madeline have to move to the moose?
6. Sketch what you imagine the camp to look like that is described on page 55.
7. Why did they dry/cure the moose meat? (p55)
8. In your own words, explain how to tan a moose hide. (p57)
9. What was the purpose of smoking the hide? (p57)
10. The Canadian government made a law about hunting moose (p58). Why do you think they did that? What were the effects on the First Nations people?
11. Madeline wrote about the government making a law about cutting wood too. Why do you think the government did that?
12. Why is “Indian” handiwork a lost art? (p59)
13. Do you think it was fair that Madeline and three other women had to make all the outfits for the movie, but still only received the same pay as the rest of the Natives? Why do you think this was allowed? (p70)
14. Madeline said the movie wasn’t very authentic. What does she mean by that? Use examples from the book to back up your answer. (p70)
15. How does lighting the fire feed the animals? (p75)
16. What is a beaver castor? What is it used for? (p76)

CHUNK 3

1. What is the Eaton's catalogue? (p78)
2. On p78 Madeline writes about her challenges of learning English and then writing this book in English. Have you had a similar experience of learning a second language? In what ways can you relate to Madeline?
3. Why was it so important for Madeline and her husband to catch the fisher? Why were they careful about the fur? (p82)
4. What was your reaction when you read about Madeline's house being submerged and the government not doing anything about it? Why did the government treat Madeline and her family like that? (p84-85)
5. Do you think Madeline had an easy life once she started living in the "white man's" world? Explain yourself using examples from the book.

POST READING/CURRICULUM CONNECTIONS STRATEGIES

LANGUAGE ARTS: ONTARIO CURRICULUM – GRADE 6

Take on the role of Madeline Katt Theriault and write the key events of her life in the form of a journal/diary. You may choose her life lived as a Native, her assimilation into the “Canadia” way of life in a Euro-centric society. This may be applied to other key people in Aboriginal history (i.e. Sitting Bull – standoff with the US in 1877 and subsequent aftermath – Chief Seattle, Tecumseh, Poundmaker). (Gr. 6: Language Writing 1.1-4.3)

<http://www.ewebtribe.com/NACulture/famous.htm>

Create questions and conduct an interview with Madeline Katt Theriault focusing on one aspect of her life. For instance, students may wish to focus on her transition from a non-Aboriginal way of life, and the challenges that she faced. This interview may either be done as a videotaped interview or written as a news article/recount for the local newspaper. Use a Q-Chart to help develop the questions (BLM 3), (RUBRIC 1), (Gr. 6: Reading 1.7, 2.2; Writing 1.1-4.3; Media Literacy 3.1-4.2; Oral Communication 1.1-3.2)

Identify the elements and features of an autobiography/biography. Take on the role of a character in Aboriginal Canadian history and write an autobiography based on research conducted on that person using the Research Process. Present the autobiography in character. (Gr. 6: Reading 1.7, 2.2; Writing 1.1 – 4.3; Oral Communication 1.1 – 3.2)

Examine Madeline’s point of view on certain First Nation’s issues. Identify other perspectives that might have existed regarding these issues. Find information to support these perspectives. Compare and contrast these in smaller groups and as a class, possibly in debate format. (RUBRIC 2) (Gr. 6: Language Reading 1.5 – 1.9, Oral Communication 1.5 – 1.8)

Choose one of the issues addressed in *Moose to Moccasins*. Note Madeline’s point of view. Research other perspectives and choose one to write a persuasive argument on that issue. (RUBRIC 3) (Gr. 6: Language Writing 1.1 - 4.3)

Review the features of procedural writing. Write a procedure for making a rabbit skin blanket or another Native article. Create a model of the article to help the audience understand the steps involved in the procedure. (Gr. 6: Language Writing 1.1 - 4.3)

SOCIAL STUDIES - ONTARIO CURRICULUM - HERITAGE AND CITIZENSHIP: GR. 6 – FIRST NATION PEOPLES AND EUROPEAN EXPLORERS

Read sections of *Moose to Moccasins* as a Read-Aloud having student identify points that reflect the Native way of life (calendar, religion, Hudson Bay Company, hunting, fishing and trapping, eco-friendly moss, “beaver castor” medicine, North Star as a compass, clothing, etc.). Record these on chart paper. Have students use the point form notes to create paragraphs on the main ideas presented in the story. (RUBRIC 4)

Use *Moose to Moccasins* as one resource in an Information Circle on Native life, Native contributions, Native-newcomer relations, or Native issues. Use the information to create a Power Point presentation, a demonstration (with a model), or a blog, which reflects all four stages of the research process. The blog would include question webs and concept maps, jot notes, illustrations, all drafts of the final report, and a bibliography of resources used. Some big questions may include: What happens when one group of people imposes its values on another? How might two culturally diverse groups overcome their differences?

Examine Madeline’s point of view on certain Native issues. Identify other perspectives that might have existed regarding these issues. Find information to support these perspectives. Compare and contrast these in smaller groups and as a class. (Note: same activity as listed in the Language Arts strategy - Language: Reading 1.5 – 1.9, Oral Communication 1.5 – 1.8)

Create a historical timeline of Madeline’s life and key events in Native-newcomer relations during that time.

CHARACTER DEVELOPMENT

Madeline Katt Theriault was able to successfully make the transition from Native to non-Native culture without losing the skills, traditions, values of her Ojibway culture. This requires an exceptional strength of character. Identify the character traits that Madeline and others like her possess to allow them to deal so well with hardship, conflict, and change. Have students provide details and examples from the text to support the traits they have selected. Use the information you collected on Madeline’s character trait map to assist with this question.

CURRENT EVENTS

- discussion about the Department of Indian and Northern Affairs/the Indian Act and changes to it
- current Treaty rights issues
- Issues of First Nations discrimination (eg. Dudley George, Donald Marshall Jr.)

APPENDIX

BLM 1

T-CHART

Euro-Canadian Way of Life	First Nation's Way of Life

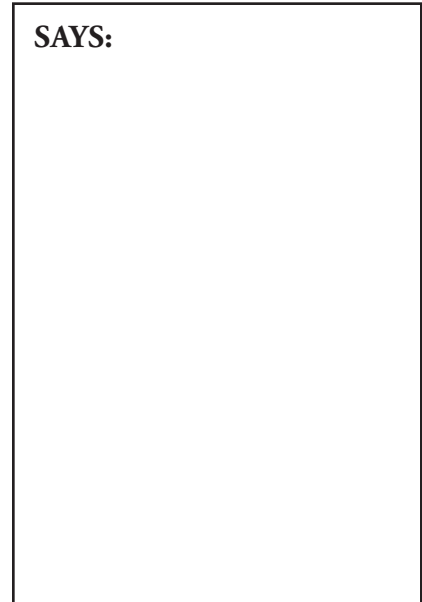
BLM 2

CHARACTER TRAITS MAP

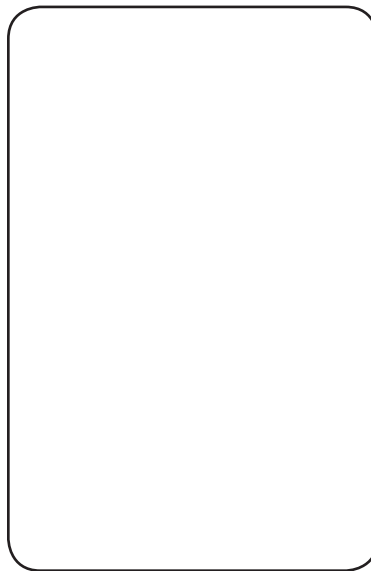
APPEARANCE (LOOKS):




SAYS:



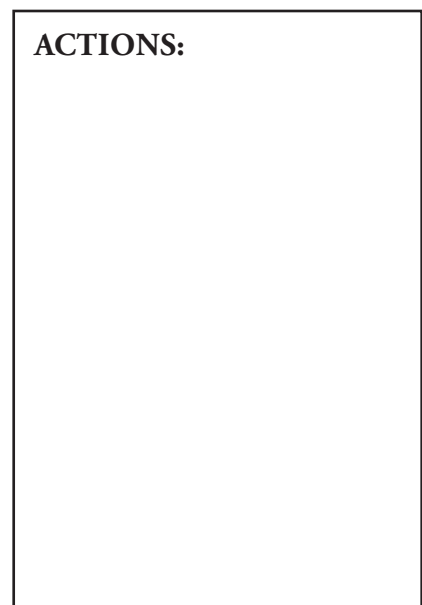
CHARACTER:



FEELINGS:



ACTIONS:



BLM 3

THE “Q” CHART

The Q-chart below gives a framework for creating questions – Start your question with a word from the first column and add a verb from the top row. The combination you choose will drive your questions.

Discussion questions should lie within the “Predict” and the “Synthesis and Application” boxes. For example, “*When would...?*” or “*Why might...?*” are good beginnings for discussion questions. Avoid starting discussion questions with starters such as “*What did...?*” or “*How can...?*”

	IS	DID	CAN	WOULD	WILL	MIGHT
WHAT						
WHERE						
WHEN		Factual			Predict	
WHO						
WHY		Analytical			Synthesis and Application	
HOW						

Source: Jan, McLellan. *ReadIt...Understand It...Communicate It*. Ontario: JEMCON Publishing, 2000.

ASSESSMENT TOOLS

RUBRIC 1

INTERVIEW QUESTIONS SIMPLE RUBRIC

To be completed by ONE CLASSMATE and your teacher.

Classmate Name _____

Date _____

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

This section to be completed by teacher-----

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into subject's personal life.)				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

Source: chnm.gmu.edu/fairfaxtah/lessons/documents/questionsrubric.pdf

RUBRIC 2

CLASS DEBATE RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Information	Information had several inaccuracies or was usually unclear	Most information was accurate and clear, but not usually thorough	Most information was accurate and clear	All information was accurate and clear
Rebuttal	Counter-arguments were not accurate or relevant	Most counter-arguments were accurate and relevant, but several were weak	Most counter-arguments were accurate, relevant, and strong	All counter-arguments were accurate, relevant, and strong
Organization	Arguments were illogical and did not follow a premise	Arguments were logical, but did not always follow a premise	Most arguments were logical and clearly followed a premise	All arguments were logical and clearly followed a premise
Understanding of Topic	The team did not exhibit an adequate understanding of the topic	The team understood the main points of the topic and presented those well	The team clearly understood the topic and presented with ease	The team clearly understood the topic fully and presented convincingly
Respect for Other Team	Language, responses, and body language were consistently disrespectful	Showed moderate respect for other team in language, responses, and body language	Showed respect for other team in language, responses, and body language	Showed high respect for other team in language, responses, and body language

file:///Andromeda/Desktop%20Folder/favorites/Education/...tro_project/content/html/information/debate_rubric.html

RUBRIC 3

PERSUASIVE WRITING RUBRIC

Category	Level 1	Level 2	Level 3	Level 4
Focus or Thesis Statement	The thesis statement does not name the topic AND does not preview what will be discussed.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement names the topic of the essay.	The thesis statement names the topic of the essay and outlines the main points to be discussed.
Support for Position	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.
Evidence and Examples	Evidence and examples are NOT relevant AND/OR are not explained.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.
Sentence Structure	Most sentences are not well-constructed or varied.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	All sentences are well-constructed with varied structure.
Grammar & Spelling	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes no errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.

Source: Unknown

RUBRIC 4

6+1 TRAIT WRITING MODEL ESSAY RUBRIC

Skill	Level 1	Level 2	Level 3	Level 4
Focus on topic (content)	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear, but there is a need for more supporting information.	Main idea is clear, but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.
Accuracy of facts (content)	No facts are reported or most are inaccurately reported.	Most supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	All supportive facts are reported accurately.
Introduction (organization)	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.
Sequencing (organization)	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader.	Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.
Flow & rhythm (sentence fluency)	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are awkward or difficult to understand.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are awkward or difficult to understand.	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.
Word Choice	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.

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RELATED RESOURCES

Bloom's Taxonomy:

<http://learningandteaching.dal.ca/bloom.html>

Terminology - as posted by Indian and Northern Affairs

<http://www.ainc-inac.gc.ca/ap/tln-eng.asp>

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