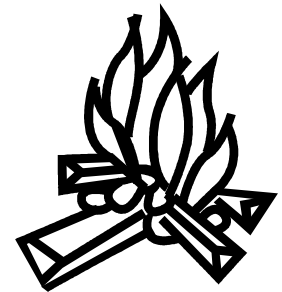
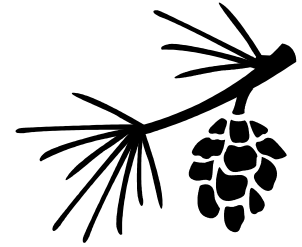


**SURVIVAL!**

On the surface, *Two Old Women* by Velma Wallis is the story of two old women fighting to survive in the Alaskan wilderness, so thinking about survival will help you get ready to read the book.

All living creatures have the desire to survive. That desire can cause creatures, including humans, to do some extreme things in order to stay alive. Here's a list of things a person might have to do (and that many have done) in order to survive in the Alaskan wilderness. Put a checkmark in the blank next to the things you'd be willing to do.

- ☐ Eating raw meat
- ☐ Taking food away from another person to eat it yourself
- ☐ Drinking animal blood
- ☐ Eating food that has dropped on the ground
- ☐ Taking items of use (like knives or matches) out of the pockets of a dead human body
- ☐ Killing/eating a domestic animal (like a dog)
- ☐ Drinking water from a stream
- ☐ Eating animal guts
- ☐ Warming your hands inside a recently dead (still warm) animal carcass
- ☐ Eating insects or worms
- ☐ Finding an animal that is already dead and eating it



On pages xi to xiii (at the very beginning of the book), the author of *Two Old Women*, Velma Wallis, writes about why she chose to write down this traditional story. How would *writing* down traditional stories be connected to the survival of a culture? Why isn't just *telling* the stories enough?

Watch *Living from the Land and Sea*. What survival principles does the film seem to communicate?



## Focus: Questions

Language Arts Period:

Date:

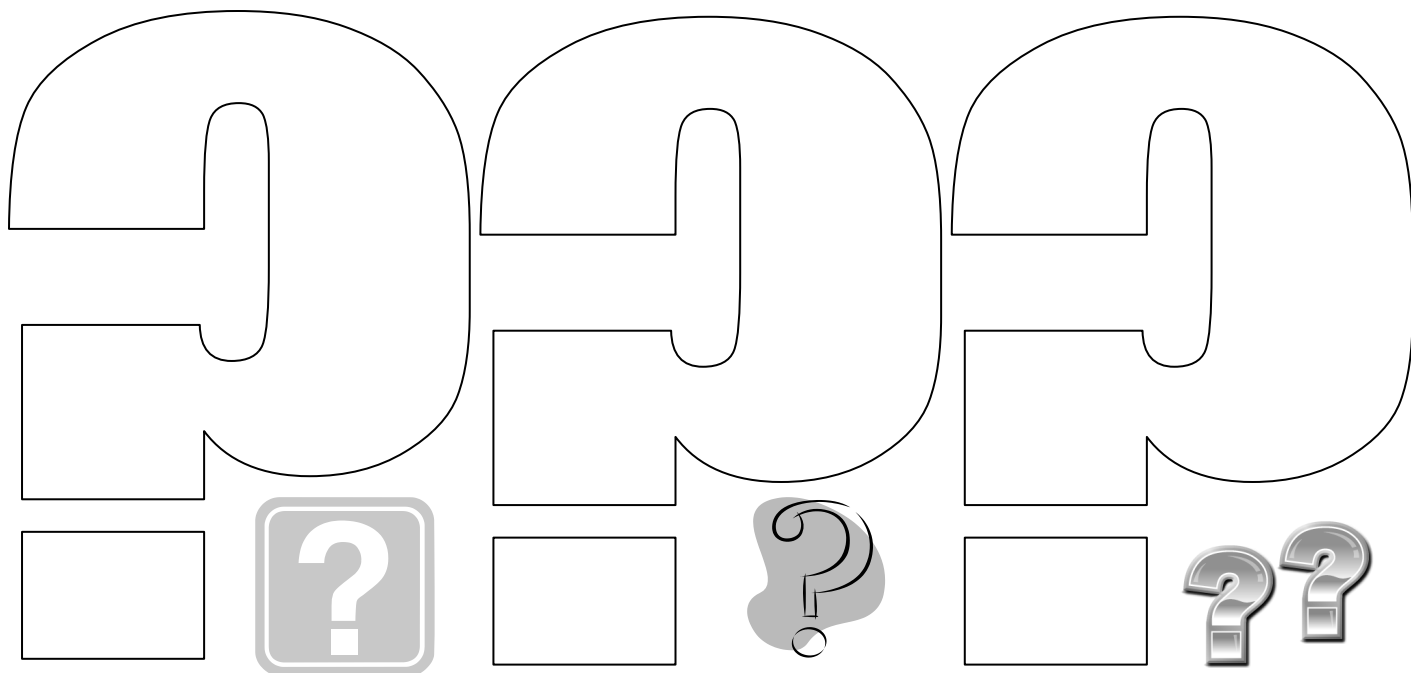
**CLASS DISCUSSION QUESTION:** Why didn't Sa' and Ch'idzigyaak question what was happening to them?

Choose ONE of the question sets to answer. Your answer should use complete sentences and complete thoughts.

- A. Discuss something in your life that you choose never or rarely to question. Why is this thing so certain to you?
- B. What does your culture instruct you never to question? Do you obey this expectation? Why or why not?

[illegible]

Use the question wheel to create three thoughtful questions about chapter 1. In order to receive credit for your questions, your teacher must agree that they are serious questions worthy of thought.



## *Two Old Women* Study Guide-Chapter 2

Focus: Connections

Name:

Language Arts Period:

Date:

### **CLASS ACTIVITY:**

You've been introduced to most of the characters that will play a role in this book. To keep track of who's who, write a short description of each character listed below:

Sa'-

Ch'idzigyaak-

Ozhii Nelii-

Shruh Zhuu-

The chief-

### **CREATING CONNECTIONS**

Read the following message: "Meet me @ Joe's instead of my house 'cuz I'll b l8." What connections do you need to be able to make to understand this message and do what it asks? Be prepared to share your answer with the class.

Understanding something new often requires that you relate it to something you already know. This is called creating connections. There are several ways to create connections to text that you read, even if it seems like the text has absolutely nothing to do with you. Check out the names of different types of connections below. Discuss with a neighbor how you think each connection might work. After you're done guessing, you'll be given information about each connection so that you can see how close your guesses were.

CONNECTION

INFORMATION ABOUT THE CONNECTION

*Text-People*

*Text-History*

*Text-Text*

*Text-Self*

*Text-World*

### **CLASS ACTIVITY:**

Please read pages 17 and 18 in *Two Old Women*. Then, watch *Indian Pete*. What sort of connection do you see between the two sources?

**TODAY'S TASK:** Finish reading Chapter 2, and complete the Connection Tic-Tac-Toe.

(over)

<b>CONNECTION TIC-TAC-TOE:</b> Choose three connections across, down, or diagonal (like winning rows in a game of Tic-Tac-Toe) to complete. Do not complete more than one row. Include the events from Chapter 2 that make up the connection and your explanation of the connection. The example connection (from Chapter 1) shows what yours should look like. —————→		<b>EXAMPLE CONNECTION:</b> (From Chapter 1)  Text to People: <i>When the two old women get abandoned, it's like when a sports team has to cut a player. The player is left out of the group like the women were left by The People.</i>		Name:
Text to World:	Text to Text:	Text to History:	Language Arts Period: Date:	
Text to History:	Text to Self:	Text to World:		
Text to People:	Text to History:	Text to Text:		

**CLASS ACTIVITY:**

Chapter 3 has the subtitle, “Recalling old skills.” Brainstorm two questions about the subtitle.

**TODAY’S TASK:**

While survival is a part of Chapters 1 and 2, Chapter 3 is where details about what Sa’ and Ch’idzigyaak do to survive become a bigger part of the story. Pick out important survival information to create a survival manual.

First, use two-column notes to track down important survival information and examples from chapters 1, 2, and 3:

<b>BIG IDEA</b>	<b>Supporting details—you may list only two, so make them important.</b>
-----------------	--

Have appropriate Equipment	1. 2.
-------------------------------	----------

Dress properly	1. 2.
----------------	----------

Keep your body moving	1. 2.
--------------------------	----------

Pay attention	1. 2.
---------------	----------

Be determined to live	1. 2.
-----------------------	----------



Now, please use your notes to create an Alaskan survival manual.

- Basics:** you need five pages and a cover. Use three pieces of white typing paper folded in half to create six pages—the first page is your cover. Use only one side of each page.
- Information:** you need one survival idea with supporting details on each page. Your cover will include your full and correct language arts heading.
- Illustrations:** you need a full page and full color illustration on your cover. Remember not to cover up your heading! You also need one small color illustration to illustrate each page. Your illustrations should make your information more clear to the reader—the way illustrations function in a textbook.

## *Two Old Women* Study Guide-Chapter 4

Name:

Language Arts Period:

Date:

Focus: Inferring

### **CLASS ACTIVITY:**

Brainstorm questions you could ask Sa' and Ch'idzigyaak about survival.

### **WHAT IS INFERRING?**

Think about this: how do you know when someone has a crush on you without them actually asking you out? What sorts of things do they do that gives them away? Be prepared to share your answer with the class.

“Understand,” “interpret,” and “figure out” are all synonyms for the word, “infer.” Inferring is what you do when you interpret the actions of someone who has a crush on you. Inferring is basically the process of your brain making sense of the information. Inferring is what happens when you use information to figure out things about characters *that an author doesn't tell you right away*. Check out the items below. Decide if the item includes inferring or not. Put ‘I’ in the blanks next to the items that show inferring. Leave the blank empty if there is no inferring in the item.

- \_\_\_\_\_ 1. Young people gathered around elders to listen to stories.
- \_\_\_\_\_ 2. After being punished for questioning authority, Shruh Zhuu decided it was better to keep his questions to himself.
- \_\_\_\_\_ 3. It's clear that the Athabascans value children since *Two Old Women* states that children fed second only to hunters.
- \_\_\_\_\_ 4. Sa' killed a squirrel by throwing a hatchet at it.
- \_\_\_\_\_ 5. Ozhii Nelii hung her head and did not look her mother in the eye.

Watch *Yup'ik Soulja*. What can you infer about the dancers?

**Now, please listen to p.p. 45-50 of *Two Old Women*, and be prepared to make some inferences about things from the story.**

What can you infer about this sentence about Sa' and Ch'idzigyaak from pages 45-46?

“Finally, they huddled together and stared as if hypnotized into the large orange blaze they ignited from the live coals carried from the first campsite.”

*I infer that...*

What can you infer about this sentence about Sa' from pages 47-48?

“Shrugging off the cold, the pain in her sides, her empty stomach, and the numbness in her legs, she struggled to get up and this time succeeded.”

*I infer that...*

What can you infer about this sentence about Sa' from pages 49-50?

“Sa' felt a slight disappointment when Ch'idzigyaak agreed to resume their journey, wondering if deep within her she had hoped Ch'idzigyaak would refuse to move.”

*I infer that...*

**TODAY'S TASK:** Continue reading Chapter 4, please make more inferences.

(over)

1. What can you infer about these words about Sa' on page 52?

"Sa stopped and suddenly felt weak. It was with great effort that she stood on her shaking legs..."

*I infer that...*

2. What can you infer about this sentence about Ch'idzigyaak from page 56?

"Ch'idzigyaak's mind when immediately to her daughter and grandson."

*I infer that...*

3. What can you infer about this sentence about Ch'idzigyaak's family from page 58?

"And they burned her body in case anyone thought of filling their bellies with her flesh."

*I infer that...*

4. What can you infer about this sentence about Sa' from page 59?

"She smiled at her memories."

*I infer that...*

5. What can you infer about these sentences spoken by Sa' on page 61?

"There were times when I brought more food than the men. This did not seem to please them."

*I infer that...*

6. What can you infer about this sentence about Sa' from page 64?

"I talked to myself all the time."

*I infer that...*

7. What can you infer about this sentence about Ch'idzigyaak from page 71?

"Knowing that the birds were about to take flight, Ch'idzigyaak stopped for a few minutes to give them time to calm down."

*I infer that...*

**8. Now, choose a sentence to make an inference about from pages 71-73. Copy the sentence, and write the page number where it came from, then write down what you infer about it.**



## Two Old Women Study Guide-Chapter 5

Focus: Visualization

Name:

Language Arts Period:

Date:

The subtitle of Chapter 5 is “Saving a cache of fish.” What can you infer from the subtitle about what sort of luck Sa’ and Ch’idzigyaak have in this chapter? Be prepared to share your answer with the class.

### CLASS ACTIVITY: VISUALIZATION

Imagine your favorite food. What does it look like? You just *visualized*. Visualization is the process of imagining things, and the ability to visualize has a lot to do with whether or not you understand and enjoy what you are reading. You use visualization skills in other areas too. Listen to *Song of the Snow Geese Flying Over the Mouth of the Yukon*. What does the song lead you to visualize?

**TODAY’S TASK:** Quick! Draw! Read the phrases from Chapter 5, and draw a quick sketch of what you visualize from them in the boxes provided.

1. “...feisty little squirrels...”

2. “...one of the women would snatch it with her net and end its life with a blow to the head.”

3. “...masses of flying pests.”

**Now, please read Chapter 5. When you’re done reading, choose to draw *or* give a written description of what you visualized while reading the different parts of the chapter. Contain your answers in the boxes.**

What would it be like to survive a winter with very little food, and then have a summer with food all around you?

Why would you worry about a friend who went into the woods, but didn’t come back out for a long time?



## *Two Old Women* Study Guide-Chapter 6

Focus: Research

Name:

Language Arts Period:

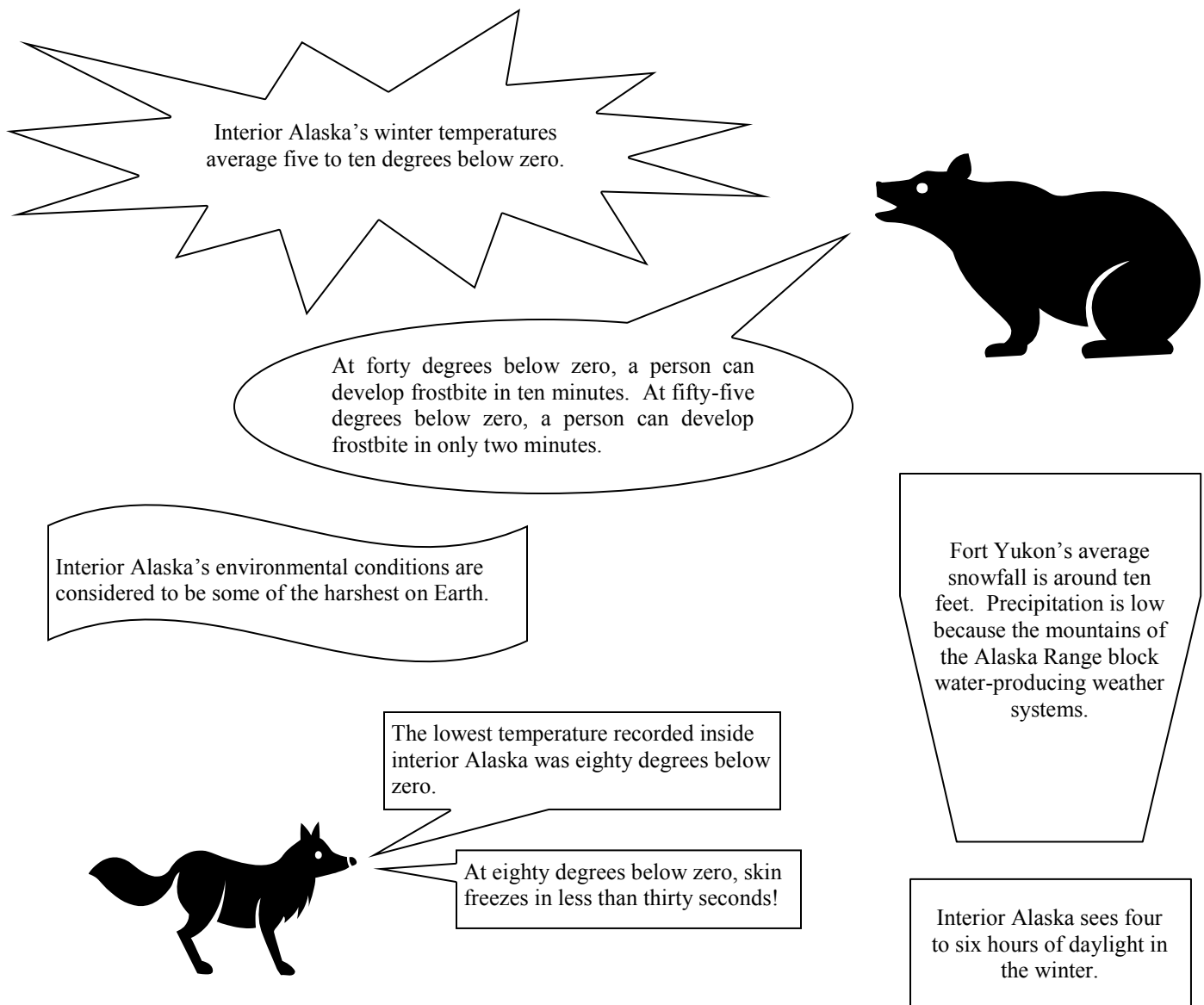
Date:

### **CLASS ACTIVITY:**

Practice visualization before reading Chapter 6. Look at your fingers. Notice the signs of health that your fingers display. Now imagine the tips of your healthy fingers turning grayish-white and then purple-black! Imagine your fingers swelling and throbbing! Imagine them needing to be cut off! You just visualized frostbite—something that is happening to The People at the beginning of Chapter 6.

To get a sense of how the weather affects people living a subsistence lifestyle, watch *An Unpredictable Environment*. What emotions do you see as people react to the weather?

Check out statistics on frostbite and the weather of interior Alaska where Sa', Ch'idzigyaak, and The People are trying to survive:



# FROSTBITE WEBQUEST

In Chapter 6 of *Two Old Women*, we encounter The People that abandoned Sa' and Ch'idizgiyaak. The People are not in good shape. They are sad, hungry, cold, and *frostbitten*.

**YOUR JOB:** Find the answers to these questions: What is frostbite? How do you prevent it? If you do get it, how do you treat it? Is it gross? Is it dangerous? When you're all done checking out frostbite, you get to decide whether or not The People deserved it for leaving Sa' and Ch'idizgiyaak behind. In other words, research the facts and images, then make a judgment call. You'll also need to decide how you're going to use your new-found information.

**HOW TO RESEARCH:** Most websites have a search bar. Start there. Type in "frostbite." Be sure to spell the word correctly. Then, be sure to read the information the site presents. Read carefully—"frostbite" is the name of a G.I. Joe character and a movie, among other things, so be sure that the information you're researching is about frostbite the medical condition. If the information sounds like a textbook, you're probably in good shape. If it sounds like it's trying to entertain you or sell you something, be suspicious.

Remember that a computer is just like a phone. It will produce results based on what you put into it. If you dial the wrong number on a phone, you won't get the person you wanted to talk to. The computer is the same way. If you do not enter a web address correctly, it won't figure out what you meant to type. If you get a website that doesn't look like what you wanted, check the web address in the browser bar before you wave your hand around in the air and whine about how the computer, Internet, or website is broken.

**WHERE TO LOOK:** Use the following sites to look for information about frostbite:

<http://www.emedicinehealth.com>

*An online resource about diseases and conditions.*

<http://www.cdc.gov>

*The website for the Center for Disease Control and Prevention.*

<http://health.discovery.com>

*The website for Discovery Health Channel—educational programming about diseases and conditions.*

<http://www.kidshealth.org>

*A family resource for health.*

Now, perform a Google Image Search by clicking the "Images" link in the top left corner of [www.google.com](http://www.google.com) and then typing in "frostbite." You'll use the images you see to complete the adjective section of your webquest answer sheet. You only need to look at the first page, but you can go further if you wish.



Done researching? **COMPLETE THE WEBQUEST ANSWER SHEET!**

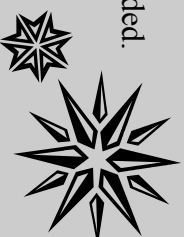


(over)

# FROSTBITE WEBQUEST ANSWER SHEET

## INSTRUCTIONS:

After you read about frostbite, begin by writing your answers in the spaces provided. Please write in complete sentences and provide at least one specific detail per answer.



Name:

Language Arts Period:

Date:

What is frostbite?	How do you prevent frostbite?	How do you treat frostbite?
How is frostbite dangerous?	Who is most at risk for frostbite?	Which body parts are most often affected by frostbite?

**INSTRUCTIONS:** Complete this part after you do your image search.

Make a list of ten adjectives describing the images of \_\_\_\_\_ → frostbite.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**MAKE THE CALL:** Did The People deserve frostbite as a punishment for leaving Sa' and Ch'idzigyaak behind? Be sure to explain your opinion with specific details.

**THINK!** How could you apply the information you have discovered about frostbite to your own life? Provide a specific example.



## *Two Old Women Study Guide-Chapter 7*

Focus: Eureka! Synthesis!

Name:

Language Arts Period:

Date:

### **CLASS ACTIVITY:**

Visualize a dot-to-dot activity. What do you see before you start connecting the dots? What do you see once you've made all the connections? Synthesis is what happens when little things work together to produce something new. And sometimes, a synthesis is a surprising discovery.

### **Eureka! Synthesis!**

What possible synthesis would come from these things: a block, battery, fan, transmission, and combustion chamber?

What possible synthesis would come from these things: tomato sauce, pepperoni, flour, yeast, and cheese?

What possible synthesis would come from these things: milk and bacteria?

What pieces can be synthesized to make a hamburger?

What pieces can be synthesized to make a coat?

What pieces can be synthesized to make a car?

### **TODAY'S TASKS:**

Choose *one* of the following boxes to complete:

The recycling symbol is a triangle of arrows following each other. Create a symbol to represent synthesis.

Make a list of items, then state what synthesis could come from the items.

Find five words that are synonyms for "synthesis," and write them in a list.

### **Please answer the following questions in complete sentences:**

Listen to Dorothy Savage Joseph discuss spring and her favorite foods from Season of Subsistence. What ingredients does she say are synthesized into ice cream?

In Chapter 6, Daagoo experiences synthesis. Recall the pieces of information Daagoo collected throughout the chapter. What did Daagoo figure out after he'd considered all the pieces of available information?

Now, think about synthesis that Sa' and Ch'idzigyaak might experience. By Chapter 7, what pieces of information do Sa' and Ch'idzigzaak have?

What synthesis could result from those pieces of information?

**Now, please read Chapter 7 to see what synthesis is experienced by Sa' and Ch'idzigyaak.**

**CLASS DISCUSSION QUESTION:**

What synthesis did Sa' and Ch'idzigyaak experience in Chapter 7?

**TODAY'S TASK:**

Please read Chapter 8, and choose *one* A.C.T.I.V.E. Reading Strategy to use to respond to the text. Except for the inference chart, you should complete your chosen assignment on a separate piece of paper. The assignments for each strategy are outlined below:

- A.** Ask questions: write seven open-ended questions about the chapter, and answer three of them.
- C.** Create four of the five kinds of connections: text-people, text-history, text-text, text-self, text-world.
- T.** Track down the important information in the chapter by identifying *the most important thing* that each of the following characters learned or did in the chapter: the chief, The People as a group, Sa' Shruh Zhuu, and Ch'idzigyaak.
- I.** Make an inference using the chart.

Does the story indicate that The People were wrong to leave Sa' and Ch'idzigyaak behind, or does it teach that both sides needed to learn a lesson?	What does the text say about it?	What do you think about it?	So, were The People wrong to leave Sa' and Ch'idzigyaak?
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**V.** Draw or provide a detailed written description of yourself as a member of The People. Would you choose to be a hunter, a child, the chief, an elder, or a guide? Remember to include in your drawing or description the details that would identify you as a hunter, child, chief, elder or guide so that people would immediately recognize your role in the group.

**E.** Eureka! You've come to the end of the story! Now, create synthesis. This story is made of many things, including betrayal, persistence, survival, courage, and forgiveness. What is the point? What are all these things working together to communicate to you? Write your answer using complete thoughts.



**FINAL EXAM:**

Watch *Arctic Village*. Then, choose ONE of the prompts below to answer in an eight-sentence accordion paragraph.

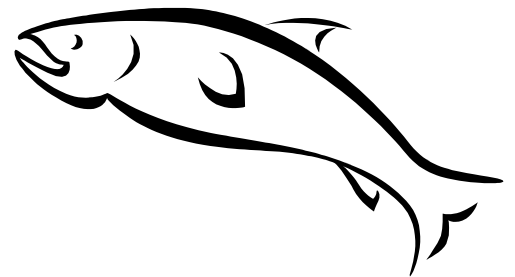
**PROMPT 1:**

Based on the knowledge about Athabascan people provided in your study of *Two Old Women*, where do you see tradition at work in the film? Where do you see change?



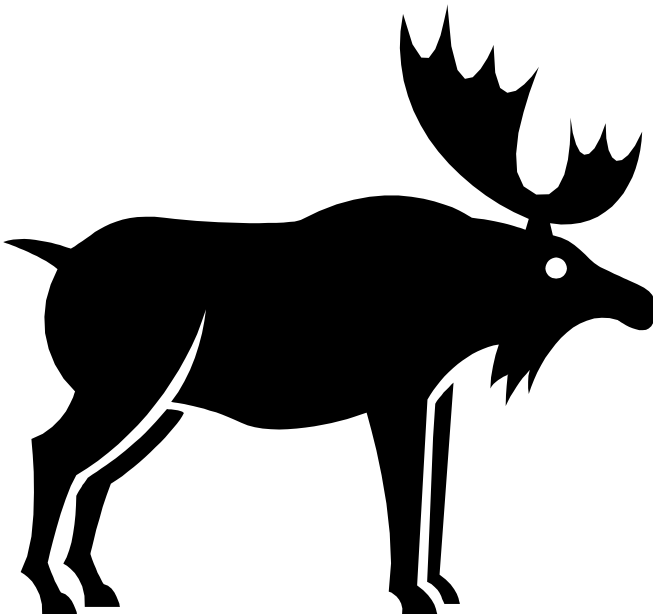
**PROMPT 2:**

If someone were to make a film about your family and community, what things would you want them to show the world?



**PROMPT 3:**

What part of Athabascan life demonstrated in *Two Old Women* and/or in *Arctic Village* has had the biggest impact on your thinking?



EXPERIENCING CULTURE THROUGH LITERATURE

One of the greatest things about literature is the way that it allows us to experience things that we may not otherwise have access to. For example, you weren't the first man to set foot on the moon, yet, you can experience stepping onto the dusty surface of a world never touched by humanity by reading about that adventure. In *Two Old Women*, you are privileged to experience some aspects of traditional Athabaskan culture by reading the story of Ch'idizgyaak and Sa'. In order to help you pick out the aspects of culture that are presented in the novel, please explore five of them using the chart below.

Choose five Athabaskan traditional values from the list on the back of this page.	List plot details that show each value being honored or ignored in <i>Two Old Women</i> .	Explain <i>how</i> the plot shows the value being honored or ignored.

# Athabaskan Traditional Values

Self-sufficiency and hard work	Respect for elders and others
Care/provision for family	Honoring ancestors
Family relationships and unity	Experiences
Love for children	Respect for the land and nature
Village cooperation and responsibility to village	Spirituality
Practice of Alaska Native Traditions	Humor
Honesty and fairness	Sharing and caring
Respect for knowledge and wisdom from life	

“Alaska Native Values for the Curriculum.” Denakkanaga Elder’s Conference 1985.  
<<http://www.ankn.uaf.edu/values/athabaskan.html>> 10 April 2005.



## **TWO OLD WOMEN ALTERNATIVE/ENRICHMENT TEACHING APPROACHES:**

Approaches for pre-reading, reading, and post-reading of *Two Old Women* by Velma Wallis with an emphasis on using literature as a way to answer essential questions and with a prohibition on overteaching.

### **ESSENTIAL QUESTIONS:**

*What is conflict?*

*How can conflict be resolved?*

*What do we learn from conflict?*

**PRE-READING:** Get students in the frame of mind to experience the shocking conflict that opens *Two Old Women* by having them spelunk into what conflict is and/or how it affects us as people and our entertainment. Each of the following options has been designed toward the first essential question, “What is conflict?” but shades of the other two essential questions will probably arise.

### **OPTIONS:**

Have students watch a few short cartoons (Looney Tunes are usually good ones for conflict). Have students identify who is in conflict and what they are in conflict over. After a few rounds of that, break students into groups to create definitions for “conflict.” Wrap up with a class share of conflict definitions.

Have students watch *Old Minto Camp*. What conflicts is the camp trying to prevent? This is a good option for gifted students.

Have students explain how they know that movie characters are in conflict. What lighting/music cues are given? What facial expressions and tones of voice are used by characters in conflict? This is an good option for ELL students.

Provide a definition of conflict; then ask students to predict conflicts that might occur in a book called *Two Old Women*.

Ask students to brainstorm conflicts that occur between the young and old. What do students think about those conflicts—are they inevitable between generations? If so, why? How do the conflicts harm our society or how do those conflicts add to our society? This is a good option for gifted students.

Ask students which conflicts arise most often in their communities or cultures. Are those conflicts unique?

**READING:** For each chapter, a two-pronged discussion question can both focus reading and serve as a review of chapter material. Students should explain (in-class response writing, through email, as blog entries, in-class discussion, etc.) what Sa’ and Ch’izigyaak learn from the conflict in each chapter and what we, as readers learn. This discussion question is born from the third essential question: *what do we learn from conflict?* This is also a culturally responsive question for the Athabascan worldview in *Two Old Women* since the wisdom of elders is a vital cultural value for the Athabascan people (and for many, many other cultures as well). A strand for gifted students might be an attempt at reconciling the fact that the Gwichin people in *Two Old Women* have abandoned their elders with the knowledge that respect for elders is an Athabascan cultural value. This discussion strand will evolve and deepen through the novel and is appropriate to revisit at several points.

If further enrichment for chapter discussions is desired, consider the following options to explore other facets of conflict:

### **OPTIONS:**

Have students compare the different conflicts and conflict resolutions (big and small, central or not) in chapters to events in a given sport or activity. For example, when Sa’ kills the squirrel in chapter 2, *Let Us Die Trying*, is that like a free throw or a three-pointer? Practicing music scales or composing a new score? Tracing an image or completing an oil painting? The connecting nature of this activity lends itself especially well to the advanced/gifted learner.

Keep a running bulletin board or white board collection of student response to the words *revenge*, *justice*, *forgiveness*, and *betrayal*. One good way to manage this participation is to provide something distinctive, like a colored paper die cut shape for each student to use when he/she is ready to contribute to the board. Keep a running discussion strand concerning the new entries each day. The tactile-visual nature of this activity is especially suited to less proficient or reluctant readers.

## **TWO OLD WOMEN ALTERNATIVE/ENRICHMENT TEACHING APPROACHES: (CONT.)**

Have students watch *Gwich'in Tribe Protects Caribou*. How are the Gwich'in people working to resolve the conflict over the Arctic National Wildlife Refuge?

Tried and true option: use conflict quotes to spur chapter discussions. A suggestion to really focus on conflict might be to discuss what opinion/idea the quote presents, then match the quote's opinion/idea to a chapter. Or, ask students which of the quotes below best reflects their families', community's, or culture's approach to conflict. Here are some good conflict quotes, but a simple Internet search or extra credit assignment would produce many more:

"When one burns one's bridges, what a very nice fire it makes."

-Dylan Thomas

"These are the times that try men's souls."

-Thomas Paine

All men have an instinct for conflict: at least, all healthy men."

-Hilaire Belloc

"Conditions for creativity are to be puzzled; to concentrate; to accept conflict and tension; to be born everyday; to feel a sense of self."

-Erich Fromm

"The conflict of forces and the struggle of opposing wills are of the essence of our universe and alone hold it together."

-Havelock Ellis

**POST-READING:** Once students have read the ending of *Two Old Women*, discussions revolving around the second essential question: *how is conflict resolved?* can begin.

### **OPTIONS:**

Have students identify the central conflict they see in the book. Have them prove whether the conflict has been resolved or not. Debate forum is a great way to keep the discussion lively and flowing.

Have students identify the means by which our modern era/lifestyles resolve conflict. How do our modern approaches to conflict resolution compare to how conflict is resolved in *Two Old Women*? Which forms of conflict resolution cross cultures and times? Do any?

Have students explore the basics of Restorative Justice—the concept that wrongdoings are committed against individuals and communities rather than governments. In Restorative Justice, the person/persons who has committed wrongdoing takes responsibility for his/her/their actions and the person/persons who have been wronged take an active role in the justice process (for example, the wronged party may directly receive reparations or formal apologies from the offender). Restorative Justice also includes a fellowship component—after the consequences and healing process have been completed, all parties celebrate (with food) the restoration that has taken place. Ultimately, students will discuss/present their views on how Restorative Justice is a part of the conflict resolution in *Two Old Women*. This is an especially culturally responsive activity since Restorative Justice is a foundational idea in many of the world's cultures and ethnicities, including America's First Nation cultures.

Have students outline the Sa' and Ch'idzigyaak Model of Conflict Resolution. What would the two old women recommend for conflict resolution? An extension here for advanced/eager/gifted students would be to apply that model to a modern conflict—Muslims vs. Jews, Haves vs. Have-Nots, even rival sports teams!

Have students watch *Our Very Own*. What does the film state that Alaska Natives have learned in conflicts over spoken languages?