



A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for students to write their responses or notes during the independent novel study.



Kwe-kwe! Anin eji-pimadizin?

Welcome to your independent novel study.

This novel will help you grow your vocabulary. It will also help you improve your reading and writing skills.

More than that, I hope this novel teaches you a lot about the culture, traditions, and history of the *Omamiwinini* of the Ottawa Valley.

Even though life was hard, they never gave up.

Don't give up. You can do it too! If you try hard and work hard, I know everything will be *onishishin!*

I Work smart like the *kokokoho*. Work fast like the *wawasamog*. Your work should be sweet as the song of the *kakaskanedjisi* ... not stinky like the *shigag!*

Meegwetch for all your hard work!





ESLDO
I Am Algonquin Independent Novel Study

	4	3	2	1	R
<p>Reading</p> <p>demonstrate an understanding of more complex authentic texts in a variety of ways</p> <p>identify literary elements and devices in texts and explain how they help convey the author's meaning</p> <p>use a variety of vocabulary acquisition strategies to enrich vocabulary</p>	<p>Excellent comprehension</p> <p>All tasks very well done</p>	<p>GOOD READING!</p> <p>Most questions/tasks completed accurately</p>	<p>Some questions incomplete or inaccurate</p>	<p>Must read every night/ Work on Independent comprehension</p>	<p>Significant amount of work missing or copied</p>
<p>Writing</p> <p>organize information relating to a central idea in a structured composition of three or more paragraphs</p> <p>write longer and more complex texts to convey information and ideas for academic purposes using a variety of forms</p> <p>use correctly the grammatical structures and conventions of written English appropriate for this level</p> <p>revise, edit, and proofread drafts using a variety of strategies</p>	<p>Excellent quality of writing</p> <p>Student demonstrates exceptional knowledge of grammar and spelling</p>	<p>Good quality of writing in most of:</p> <p>Short answers News Article/ Summary paragraph</p> <p>Quotes practice/ Explaining complete</p>	<p>Some questions incomplete or poorly written</p> <p>More editing needed</p>	<p>Many errors in simple punctuation, sentence structure/ spelling</p> <p>Much more revision is needed</p>	<p>Significant amount of work missing or copied</p>
<p>Media</p> <p>create a variety of media texts for specific purposes and audiences</p> <p>identify examples of the influence of Canada's history and geography on its literature and art</p>	<p>Excellent</p> <p>Very neat and creative</p> <p>Artwork represents themes, characters, conflicts through images, colour, lettering</p> <p>News Article organized properly</p>	<p>Neat and interesting</p> <p>Cover of independent Novel Study decorated</p> <p>Character drawings accurate</p> <p>Movie poster is neat/ organized</p>	<p>More effort required</p> <p>Cover is printed internet pictures</p> <p>Need: _____ _____ _____</p>	<p>Must learn organization of News article/ Movie poster</p>	<p>Significant amount of work missing or copied</p>



Chapter 1 "The Hunt"

Answer each question **in your own words**. Use **quotation marks** if you use the same words as in the book.

Character Name	Name Meaning	Character Trait/ Important detail or action
Mahingan	Wolf	Leader/ Narrator Brave, Observant

1. Why do family units come together and split? (p. 14)
2. Why does the man need to put on *adjidamo*? (p. 15)
3. Who is *Kaibonokka*? (p. 15)
4. What do the men use dogs for?
5. Who are the Nippissing?
6. What is the setting of this chapter?
7. Use one new Algonquin word in a sentence.

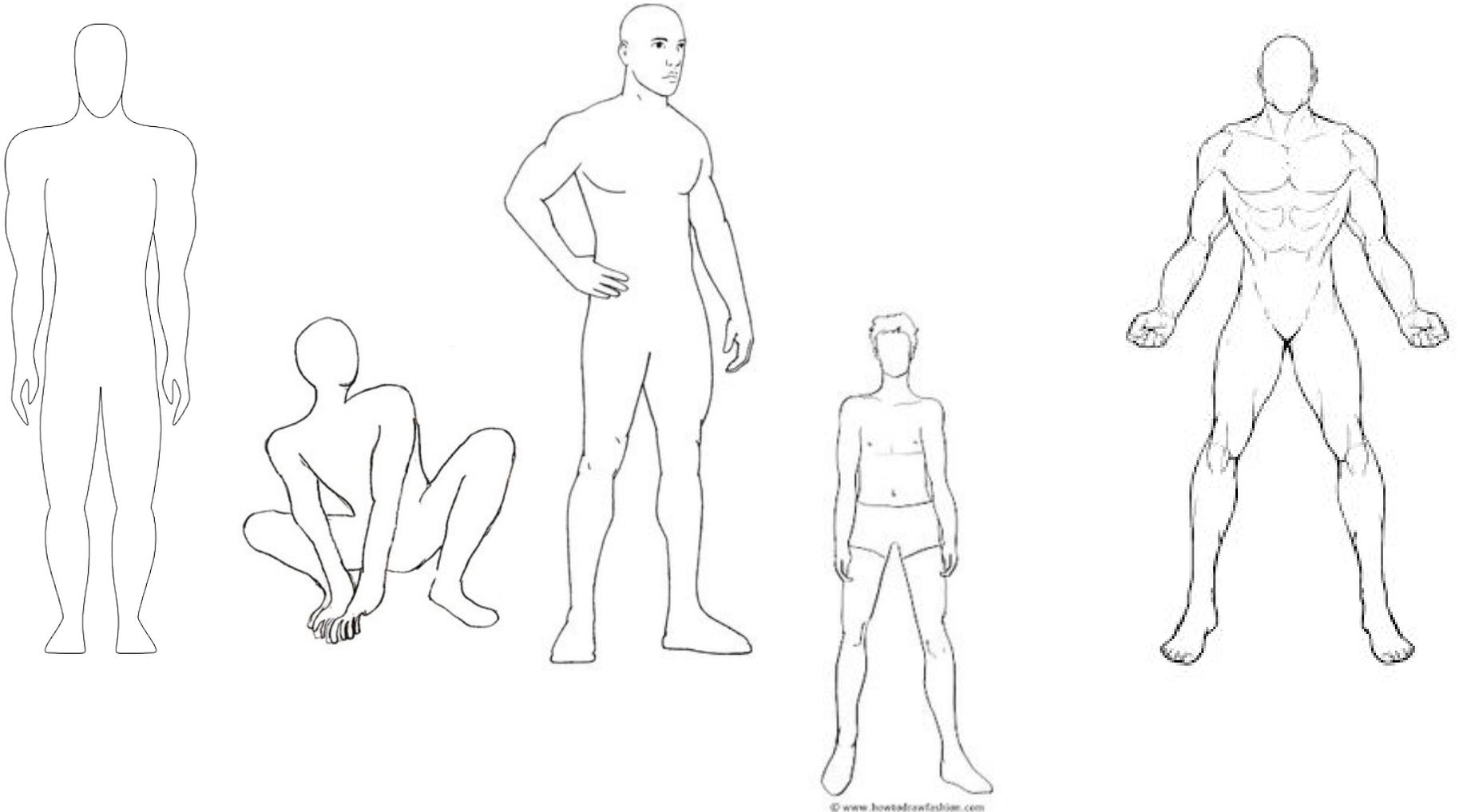


Chapter 2

Word	Page number	Part of Speech	Meaning/ Sentence
Lacerate/ Laceration			
Beleaguered			
Adversary/ foe			
In Distress			
Blood-curdling scream			
Flee			
Remnants			
stagger			
Moose hide			
Intrusion (action) Intruder (person)			
suffer			
Dawn/ dusk			
Trudge			
backtrack			
Adequate			
Haven			
Eternity			
Dissipate			
Thaw			



In **chapter 3**, the reader gets a good description of Mahingan and the boys. Read carefully and add the necessary details for each. Be sure to include short **“direct quotations”** from the text to support your drawing. Be **thorough**. Be **neat**. Be **creative**.





Chapter 4: Character Analysis

Name	Character traits / examples

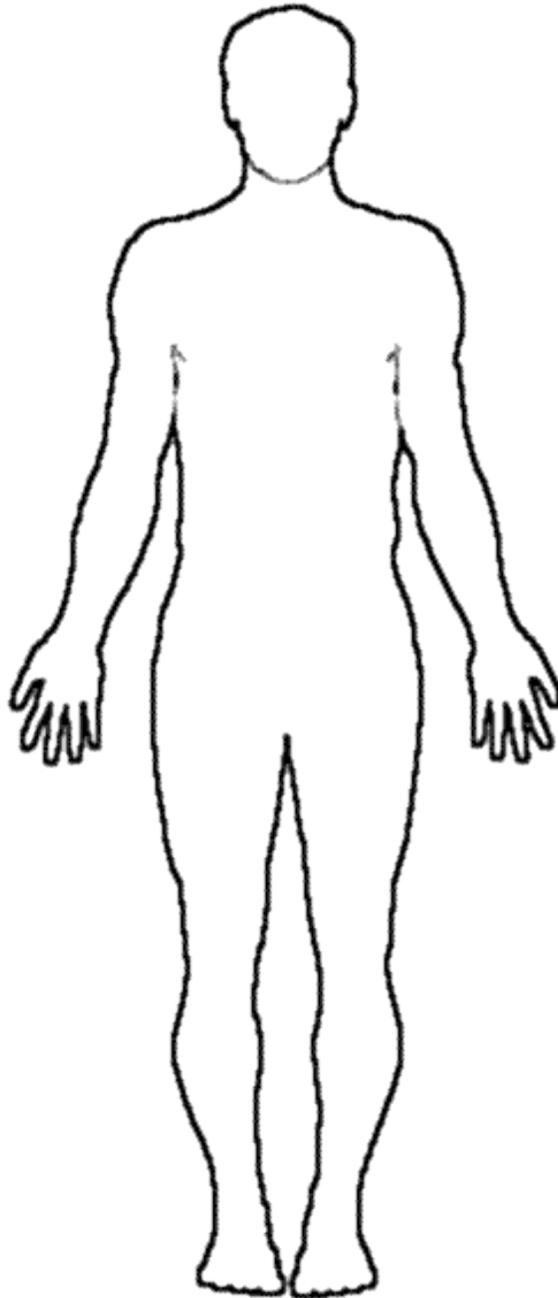
**Chapter 10 "The Amik"**

1. Mahingan and Wagosh recollect _____ (hunt) beaver at that time of year.
2. Ishkodewan is enjoying _____ (be) with the hunters.
3. He is still a pup, so if he gets tired, Mahingan won't hesitate _____ (carry) him.
4. Kitchi Manitou expects them _____ (not take) more than they need.
5. The hunters are not permitted _____ (kill) more than is necessary, and they don't want _____ (anger) the God.
6. The men sit by a pond quietly preparing _____ (catch) the beavers.
7. While they were waiting, Wagosh suggested _____ (eat) dried moose meat.
8. They need _____ (shoot) the beaver with an arrow and then try _____ (bring) the beavers to shore where they hope _____ (finish) them with their clubs.
9. Mahingan always challenges Wagosh _____ (see) who can pull the beavers to shore first.
10. Wagosh won the competition, so Mahingan admitted _____ (lose) badly.
11. They cleaned the animals and managed _____ (remove) the scent glands from near the tail. They intend _____ (use) these _____ (bait) traps for other amik or odjig.
12. They finished _____ (wrap) up the meat and fur and began _____ (walk) back to the village.
13. Suddenly an arrow flew by Mahingan's head. They could not risk _____ (collect) the sweet water until they knew who would dare _____ (shoot) at the brave Algonquin warriors?



Chapter 11 "Mitigomij"

Read chapter 11 carefully. While you read, look for ANY details about him. NEATLY write words and sentence (direct quotation) about him and DRAW the details. **For example**, if it says, *he teaches the children how to hunt*, you could put a book in his hand. If it says, *he loves to cook*, you could draw an apron on him. **Read carefully! Be creative!**





Chapter 12 – 14 News Report

While reading these chapters, think of a possible news story. YOU are the writer. Think of a headline and write the news!

Headline

Byline

Picture

Caption

Lead Sentence

Important information (less detailed, more important)

Supporting Quote

Additional information (more detailed, less important)
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Summary of chapter 15

Topic Sentence

Chapter 15, " _____ ", describes the Algonquin people as happy, loving, hardworking, and vigilant.

Idea 1

First, _____ gets permission _____ and the villagers plan for a huge celebration.

Idea 2

Because of this, the hunters catch many _____ and _____. Special _____ is made and _____ are given. **Finally**, the traditional _____ and the marriage is complete.

Idea 3

Wabananang tells Mahingan that _____, and they are very happy.

Idea 4

In the end, _____ spots the _____ camping nearby, so the Algonquin need to be _____.

Conclusion Sentence

_____, life is good for the Algonquin people, but there are always new _____ and _____ ahead.

Summary of Chapter 16

Chapter 16, " _____ " _____

_____, the _____ challenge the Algonquin to a _____ _____ to _____ the warriors' _____ and to settle the _____. The Algonquin accept the challenge, and they prepare for the huge game. They will play all day for _____, and if anyone is injured or _____, they may not return. _____ the warriors will compete in the match. The two parties get ready for the competition after _____ suns.

_____, _____

**Chapter 17 Vocabulary**

Ruthless (adj) – no mercy

Insisted (v) – keep asking/suggesting

Forefront (n) – front

Boulders (n) – huge rock

Rock, stone, pebble, boulder

Eternity (n) – long time

Scooped (v) – pick up something
with lacrosse stick

Throng (n) – group of people
packed together

Piwakwad (n) – the ball

Wavering (n) – waving

Weaved (v) – go around

Enable (v) – allow

Resounding (adj.) – loud

Hoard (n) – big group

Realigned (v) – put back together/
changed position

Staggered (v) – struggling to
walk/move

Formation (n) – structure

Cunning (adj) – clever

Critical (adj) – important

Obtain (v) – take/get/receive

Lean-to (n) – temporary, easily built
camp/shelter

Footing (n) – secure grip

Intention (n) – planning to

Hurled (v) – throw

Notice (v) – see/realise

Skidded (v) – slide

Extended (adj) – long

Quagmire (n) – complicated,
dangerous situation

Drenched (adj) – soaked with liquid

Signify (v) – be a symbol of

Retired (v) – returned

Ensure (v) – make sure

Treaty (N) – formal agreement



Chapter 17 – Summary Writing ☺

Use the following ideas from **Chapter 17** to **write a 5-7 sentence summary**. First, **read** the ideas carefully and **put** them in the correct order. Then, **combine** similar ideas, and **cut** unnecessary details. Finally, **write** the paragraph. **Include** a topic sentence and 2 transition words. **EDIT** your paragraph very carefully!!!

- game is dangerous
- rain
- muddy
- The Hochelagan captives were tortured
- Mahingan makes a strategy
- touch sticks to end the first day
- bushes, trees, rocks
- Makwa died in chapter 1
- rough terrain
- nervous before the game
- people hurt from the beginning
- 120 warriors left on each side
- rest, eat, and start tomorrow
- game tied at the end
- Esiban orders pizza
- alliance between Algonquin and Nippissing
- make a treaty
- long field, also wide
- 3 to 1 score for the Nippissing





Topic sentence

Body (most important points)

Conclusion Sentence



Chapter 18

- **Highlight** any examples of **passive sentence** structure on this page.
- **Underline** all of the **adjective clauses**.

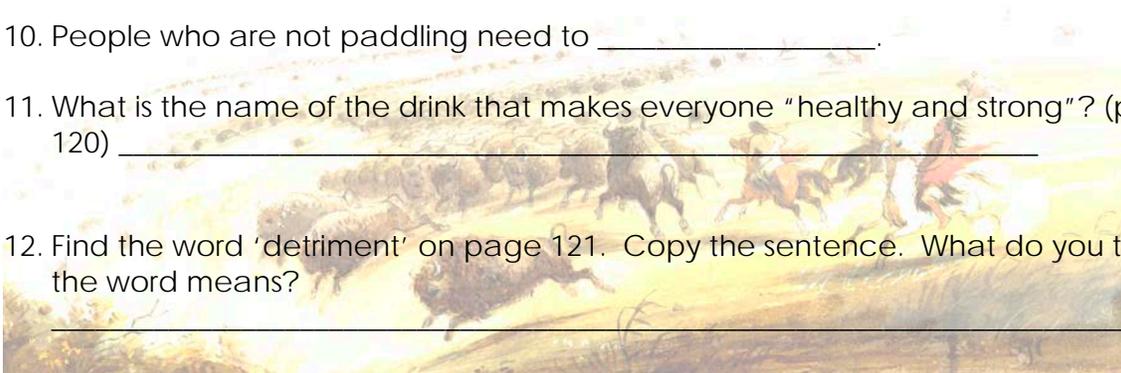
1. What is a 'pijaki'? _____
2. When are the Algonquin able to hunt them? (p. 115) _____

3. Describe how they will hunt this animal? (p. 116) _____

4. This animal provides _____ and hides, and sinew for _____,
_____, and _____ing. The bones are used for _____,
_____, _____, _____. _____ are used for eating
utensils. The hair is used for _____ and the stomach is used for
_____.
5. The Algonquin will need _____ canoes which are made of _____
bark. (p. 117)
6. What is the main idea of pg. 118? _____

7. How long would most of the village be gone for? (p. 119) _____
8. Sometimes they have to carry their canoes and equipment around rapids. What
is the word for this? _____ **R** _____ **G** _____
9. What are two reasons they need the hunt to be successful? Answer in your own
words. _____

10. People who are not paddling need to _____.
11. What is the name of the drink that makes everyone "healthy and strong"? (p.
120) _____
12. Find the word 'detriment' on page 121. Copy the sentence. What do you think
the word means?





13. What is the 'good omen' on page 122? _____

14. Why is Ishkodewan "growling and snapping"?

Chapter 19

1. Before the hunt, the men had to build lean-tos and _____. The women and boys needed to make more _____ and _____ to carry the meat back home.

2. Why do the hunters not want to be "under their hooves"? (p. 127)

3. Describe how the hunters get the attention of the buffalo? (p128)

4. "The buffalo were grazing in a meadow and had not caught wind of us" (p. 128). Explain what this means.

5. The bulls are fighting for _____.

6. A Wabanaki warrior was _____ and then _____ by the wildly running animals. He was a _____ to what was about to happen. (p. 130)

7. Wagosh thinks it is a "stench" and Mahingan thinks it is "sweet". What are they smelling, and why do they have a different opinion?



Chapter 20

Grammar Review: Passive

Rewrite the following details in the passive form.

The Algonquin thank the animal's spirit.

The warriors have to make the rest of the travois.

The buffalo are butchered.

After they cut off the hides, the warriors carry the meat to the canoes.

Crows, ravens, and vultures wanted the meat.

Coyotes and wolves are lurking nearby.

Use the following details to make complete compound and complex sentences.

The next day/ 45 canoes loaded/ meat and fur

The next day, the 45 canoes which were loaded with meat and fur departed for home.

Small white dog/ Ishkodewan/ Mahingan/ canoe

Haudenosaunee/ follow/ attack

shore/ quietly/ Algonquin/ wait/ ambush

slingshot/ Mitigomij/ face/ rock

bloody water/ Makadewa Waban/ screamed



Chapter 21 "The Pact and The Warrior Journey"

VOCABULARY	PART OF SPEECH	MEANING OR SENTENCE
Dose(s)/ dosage	noun	
Lessened	verb	
Wore off	phrasal verb	
Deranged	adj	
Predetermined	adj	
Hallucinate	verb	
Prestige (prestigious-adj)	noun	
Reacquaint	verb	
Delirious	adj	
Withstand	verb	
Endeavour	noun	
Jostle	verb	
(un)hindered	adj	
Precarious	adj	
Strain	Noun (+ verb)	
Stamina	Noun	
Preoccupied	verb	
Gulp(ing)	verb	
Ensuing	adj	
(in) Peril	adj	
Welt(s)	noun	
Precise	adj	
Simultaneously	adv	
Glimpse	noun	
Famine	noun	
Divert(ed)	verb	



1. What is wysoccan? (p. 142)
2. Why does the Shaman (doctor and spiritual leader) give the boys drugs? (p. 142)
3. Why is Esiban and Agwingos' mother crying? (p. 143)
4. Why does Migadinan-andeg visit? (p. 144)
5. Describe the running contest. Who is in it? What are the rules? (p. 145-148)
6. Why are the boys in cages? (p. 148)
7. Why does Mahingan say, "**They threw me so hard that I felt like I was flying like a kiniw**" (Revelle 156)?
8. What does Mahingan mean when he says, "**My body felt like it was a feather floating in the air**" (Revelle 157)?



Chapter 22 – Culture Review

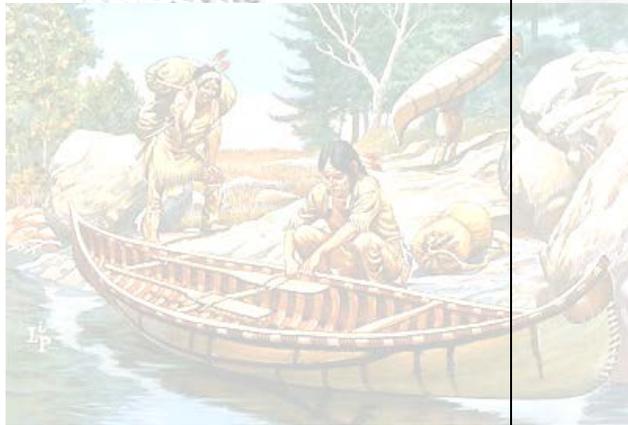
Food, Hunting, Cooking

Housing, Clothing & Equipment



Culture , Tradition, Ceremony

War and Sport





Chapter 23 "Red Skies"

Use the following QUOTATION RULES to answer the chapter questions.

- ✓ There is a COMMA before a quote.
The writer explains that, "A snow storm is like a relationship."
- ✓ BUT use a COLON before a quote if the introduction is already a complete sentence.
The writer explains that bad weather is like a relationship: "A snow storm is like a relationship."
- ✓ Don't forget, you can also quote just ONE WORD. You don't need to always quote a long sentence.
The writer explains that the boy was "nervous" because he had never sung in front of the school.
- ✓ NEVER DO THIS!!! This is a floating quote. It is not introduced. It is alone. You will also be alone if you do this!
. "Why do I have to go to school today? It's a snow day!"
- ✓ Sometimes you will quote someone speaking, so it is a quote in a quote. You have to use double quotes.
The girl's character becomes clear when she talks with her mom: "'Why do I have to go to school,' said Mary, 'It is snowing so hard.'"
- ✓ ALWAYS include the page number and writer's name after a quote.
Little Bobby says, "I will not eat green eggs and ham" (Seuss 5). The PERIOD goes AFTER the bracket.

1. The chapter starts in the spring. How does the reader know this?

2. The season is very dry and hot. Provide evidence of this.

3. How will the Algonquin feed themselves in the hot, dry weather?



4. Give examples of HOW, "The village now had to be overly vigilant" (Revelle 175).

5. What is the simile the writer uses on page 176?

6. Why does Mitigomij dream that they "went to the small island"? (Revelle 176).

7. Describe how the fire is affecting them "by dawn".

8. Why do they help "distressed animals"? (Revelle 179).

9. What will happen after the fire is done? (Revelle 179).

10. Why is the island a good place for them to camp?



Chapter 24 "Journey to the Land of the Ouendat"

Pg. 181 – 186 Use phrasal verbs to fill in the blanks when it says p.v.

In this chapter, the Algonquin will travel to the land of the Ouendat people to _____ (p.v) them about the **news**. Also they will **trade** for things they have _____ (p.v.). The Ouendat are farmers who live in long houses. Each house has _____ people in it, so they must _____ (p.v.) each other. The Ouendat grow _____, _____, and _____. These are known as the _____.

The Algonquin will travel with only two men in each canoe. They must be strong, so they can _____ (p.v.) and not _____ (p.v.). It would take _____ or more _____ to travel there and back. Their warriors will _____ (p.v.) by feasting for 12 days while they are there.

Because of the peace _____ with the _____, Mahingan does not think they have to _____ (p.v.) **trouble** from any rivals. However, the Haudenosaunee believe it is a good time to attack, so they _____ (p.v.) **a plan** to _____ (p.v.) for being beat by the Algonquin earlier. The Haudenosaunee plan to _____ their lodges, and _____ their _____ (p. 184).

The Algonquin put on _____ mixed with _____ because they can't _____ (p.v.) **the mosquitoes**. _____ has a dream. Mahingan _____ (p.v.) Mitigomij to defend the village.

Panther Scar _____ (p.v.) his life and **remembers** what Mitigomij did to him. When he attacks the Algonquins, he will not _____ (p.v.) **from killing and torturing** them. He has _____ warriors to help him.



1. Why is Mitigomij nervous?

2. In your own words, describe what happens to Wagosh.

3. Why do they give the heart to Agwoniwan Ikwe and Kina Odenan?

4. Describe the Ouendat people. How do they live and survive?

5. After reading this chapter, make one prediction. What do you think will happen?



Chapter 26 – 28 Movie Poster

These are very emotional chapters. It is very exciting, sad, and dramatic. Imagine you are making a movie for the book. Think of an image from these chapters that could go on the movie poster. Draw it. Don't forget to add the movie name, slogan, star power, and the release date! Be creative!

**Final Task: Decorate the cover of your independent novel study.**

Consider the **setting, characters, & conflicts** of the story. Also think about how you can illustrate some of the **themes** from the novel. Finally, show what you have learned about the **Algonquin culture**. Be creative.

Use this page to brainstorm and plan the cover to your novel study.