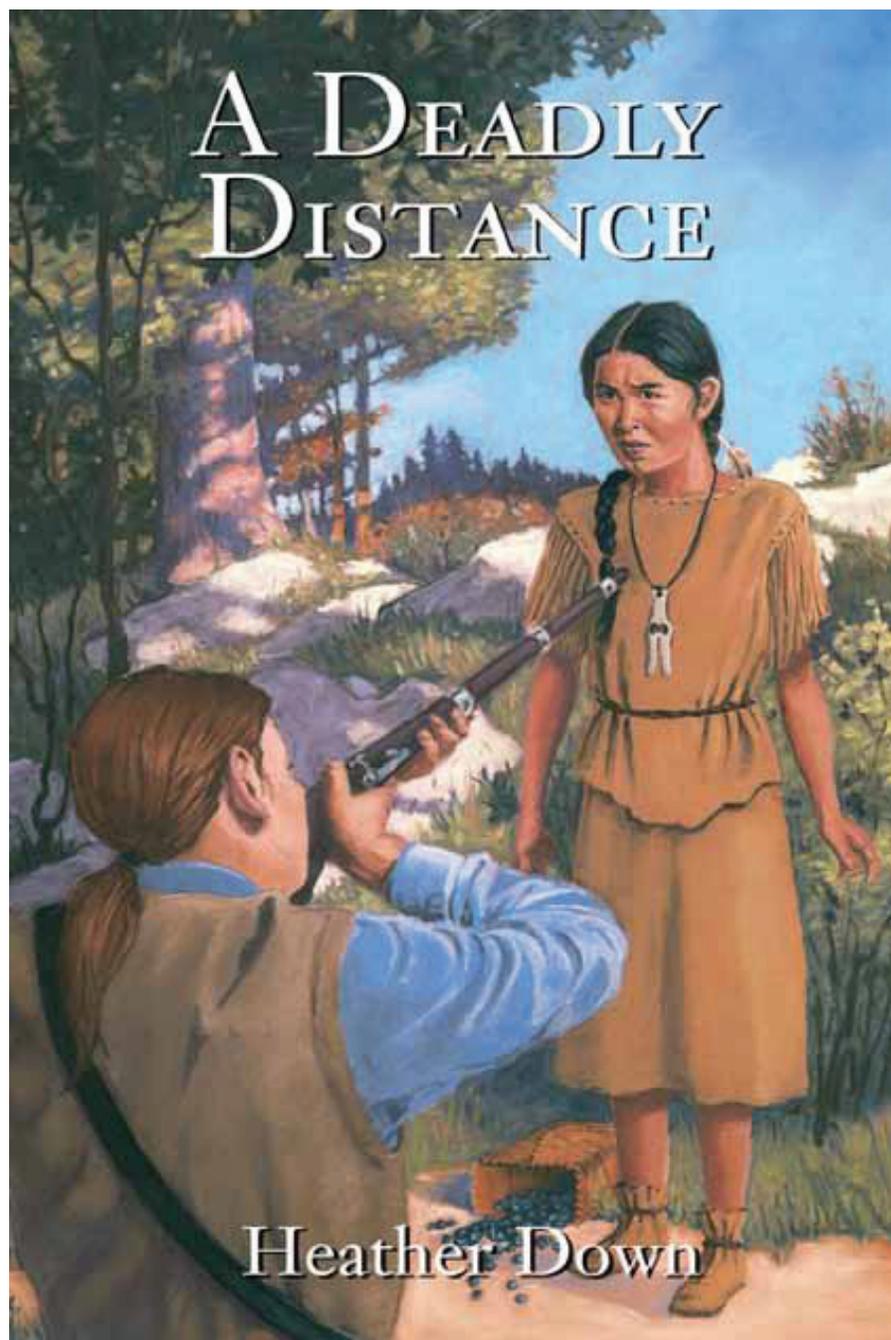


TEACHER'S GUIDE



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NOTES TO THE TEACHER

A Deadly Distance may be used to meet several Language, History and Social Studies expectations at the Grade 6 level. It is useful for journaling, writing in role and role play, novel study, literature circle discussions, developing a persuasive argument, debating, analyzing the features and organization of narrative text. This book provides a basis for students to compare and contrast Aboriginal/European beliefs and values and examine various perspectives on Aboriginal/European relations as well as the benefits and consequences of First Contact. Specific traits outlined in the Character Education Curriculum may also be addressed during the reading and study of this novel.

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. For example Beothuks are the name of the Nation in this story. Their customs, beliefs, and practices are an example of that tribes' social system.

Treaties are a way of negotiating settlements between nations. Canada and First Nations people are thus sovereign nations. This is in contrast to the Indian Act that allows Canada's federal government to choose who is Aboriginal. This information can be found at <http://www.ainc-inac.gc.ca/ap/pubs/rpt/rpt-eng.asp>. The Royal Commission of Aboriginal Peoples is an important benchmark in First Nations recognition. The Indian Act was established in 1867 and exists today because it is a federal document. Section 35(1) of the Constitution Act, 1982 asserts and provides rights to Canada's First Nations.

BOOK SUMMARY

At the beginning of the nineteenth century in northeastern Newfoundland, the Beothuks, a First Nations people, have been decimated by disease and are hunted and persecuted relentlessly by European settlers and fur trappers. Young Mishbee, her older sister, Oobata, and the rest of their band struggle courageously in the Bay of Exploits area against tuberculosis, misunderstanding, and prejudice.

Mishbee tries to maintain the traditions of her people as she slowly befriends a young English settler and shipbuilder named John and attempts to bridge the deadly gulf between their cultures. But has the friendship blossomed too late? Will Mishbee and John be able to show the settlers that the Beothuks aren't a threat before they disappear completely?

MEET THE AUTHOR

Heather Down has had numerous short stories and articles published in such magazines as *Canadian Owl Family Guide*, and *Canadian Living*. With Wintertickle Press in Ontario, she has published a number of books for the non-fiction educational market, including The Reluctant Drama Teacher series and *10 Terrific Music Projects for Intermediate Students*. Down, an award-winning schoolteacher for fifteen years until her retirement, currently lives in Barrie, Ontario.

PRE-READING STRATEGIES

- 1) Review the features and elements of narrative text. (**Ontario Curriculum Gr. 6: Reading 1.7, 2.1**)
- 2) Discuss/review features of historical fiction. Point out the Historical Notes and Glossary at the back of the book.
- 3) Discuss the book cover. What might it tell the reader about the content? Discuss how this cover might encourage people to read the book or discourage them from reading it.
- 4) Activate/provide background knowledge through watching videos and reading and discussing non-fiction texts regarding Native Peoples and the Vikings (**Ontario Curriculum Gr. 6 Language: Reading 1.1, 1.2, 1.3**)
- 5) Investigate specifically the cultural and geographical history of the Beothuk people:
 - historical location
 - death/burial, wedding rituals
 - carving material
 - body painting - ochre
 - food - hunting, cooking methods
 - everyday tools/implements
 - hunting/defense implements
- 6) Investigate the history of settlement of the Bay of Exploits and near-by mainland Newfoundland in the 1800s.

http://www.heritage.nf.ca/aboriginal/beo_inst.html

<http://www.fisheriesheritage.ca/fisheriesHeritage.asp>

CHAPTER CHUNKS

- Chapters 1-3 (p.9-29)
- Chapters 4-6 (p.30-60)
- Chapters 7-10 (p.61-97)
- Chapters 11-end (p.98-end)

VOCABULARY BUILDING

The following word lists are suggestions for the intermediate level. Some of these words can be found in the glossary of the book. There are other words in the book that might be more appropriate to meet the needs of the various reading levels in the classroom.

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
- make a chart showing prefix, root and suffix

CHAPTERS 1-3

musket p.9
ochre p.9
geometric p.10
intricate p.10
auks p.14
indignantly p.15
reprimanding p.15
mock p.15
bantering p.15
lurking p.16
reciprocate p.16
heirloom p.17
naivety p.19
repentant p.20
diligently p.20
sullen p.21
versatile p.21
ominous p.27
illuminated p.28
refuge p.28
cormorant p.28

CHAPTERS 4-6

protruded p.32
intrusions p.32
warily p.33
subsiding p.34
tousled p.34

BEOTHUK WORDS:

murre p.15
kittiwake p.15
aichmudyim p.23
mamateek p.41
osweet p.44
tabus p.45
odemane p.94
moosin p.94
drona p.94
ebanthoo p.95

WORDS USED IN SPECIFIC CONTEXT:

resolve p.45
tilt p.56
bristle p.59
consumption p.103

methodical p.38
reluctantly p.39
jostling p.39
sceptre p.41
unscathed p.41
reverence p.45
duly p.45
carcasses p.45
lattice-work shelves p.46
suffused p.48
keel p.51
crimson p.51
lamented p.52
scampered p.52
venison p.53
chastisement p.55
winterhousing p.55
adze p.56
brusquely p.58
incessant p.58
agility p.59
instinctively p.59

CHAPTERS 7-10

restored p.61
apprehension p.61
incredulous p.64
exquisite p.66
accentuated p.66
etch p.67
ptarmigan p.67
lynx p.67
pristine p.70
pliable p.70
durable p.70
patronized p.72
scruffier p.75
trepidation p.75
interjected p.76
auger p.77
revive p.77
listlessly p.80
compelled p.81
intrigued p.81
deftly p.94

impeccable p.96
illicit p.97
anguish p.97

CHAPTERS 11-END

scrutinized p.99
assailing p.99
gallivanting p.99
queasiness p.100
cordially p.100
prattling p.102
hemorrhage p.104
profusely p.104
affliction p.104
debilitating p.104
indescribable p.117

DURING READING STRATEGIES

*knowledge/understanding questions (Blooms taxonomy) <http://learningandteaching.dal.ca/bloom.html>

CHAPTERS 1-3

- *1) Who is the main character? Make a character trait map of this character. Make a list of the secondary characters. (BLM 1)
- 2) “If Mishbee could have understand what he had said, she would have wholeheartedly agreed with him.” (p.10) What does this mean? There is more than one answer to this question.
- *3) What does the following mean? Why has the author described it in this way?

“...his cheeks were peppered with brown spots.” (p.10)

- 4) Start a character trait map of John. (BLM 1)
- 5) Where does this story take place? Locate it on a map, if you haven't done so already.
- 6) Using the description of the Beothuk canoe on page 25, sketch your rendition of it. Label the various parts and materials used.
- 7) On pages 26-28 there is a description of how wigwams were made. Using the graphic organizer (BLM 2), sketch and label how a wigwam was built. Show the building stages in several frames. Show the inside in one frame.
- 8) Summarize in your own words what has happened so far in the story.

CHAPTERS 4-6

- 1) Chapters 4 and 6 are about John. Could he be considered a main character too? Add any new information about him to your character trait map.
- 2) Why were they making a coffin at 1a.m. in the morning? Why couldn't it wait until morning? What conclusions can you draw from this?
- 3) Mishbee was excited about meeting with the rest of her tribe and catching up with everyone's news. That was much like family reunions now-a-days. Does your family have large family gatherings? If so, what do you look forward to when you go to them?
- 4) Mishbee loved to hear the stories that were told and passed down to each generation. Oral story telling is significant in First Nations culture. Why?

- *5) What is the Chief referring to when he talks about the “final sleep” and “country of the Good Spirit” on page 43?
- 6) Using the description of the caribou hunt on p.44-45, sketch your impressions of how this hunt would look to an outsider.
- *7) It is said on p.45 that the caribou is a “worshipped animal.” If it is worshipped why is it killed? How do they worship it?
- 8) Why wouldn’t Mishbee share her secret with her sister? What are the implications of interacting with the settlers?
- 9) Mishbee was good at curing skins. Why did they cure skins? Is curing skins something that is still done today? Give examples.
- 10) Mishbee turned the skins in to garments to wear. What kind of job would that be considered in today’s world?
- *11) Why did the settlers call Mishbee’s people “Red Indians”? (p.57)
- *12) Add to your summary of the story.

CHAPTERS 7-10

- 1) Add to John’s character trait map from Mishbee’s description on page 64.
- 2) “Powerful thunder of the white trappers” (p.91) What is this phrase referring to? What kind of literary technique is this?
- 3) Oobata says to Mishbee, “coming too close to the settlers is deadly. You must keep your distance.” (p.93) What do you think the author is implying?
- *4) Why doesn’t John ever share his secret with Allen, his sister or any of the other settlers?
- 5) The following passage is full of irony. How so?

Today this girl brings us hope... she represents the hope of our people, the hope of our way of life, the hope of our tradition, and the hope of our future...a symbol of our future. (p.79)
- 6) Why did John have to use sticks to tell Mishbee when to meet him again? (p.96)
- 7) Add to your summary of the story.

CHAPTERS 11-END

- *1) Why are there paragraphs in italics on p.106 and then again on p.109? How are these paragraphs in italics different from the other words in italics in the story?
- 2) Compare and contrast Mishbee and John in a Venn Diagram (BLM 3) Do you think they might have been able to be friends if First Nations people and Settlers were able to interact amicably? Use evidence from the story in your answer.
- 3) Compare and contrast John and Allen in a Venn Diagram. (BLM 3) Why were they friends?
- 4) What does John mean by the following excerpt from his letter to his sister on p.114:

There is a misunderstanding and intolerance in both the New and the Old Worlds. This infirmity knows no boundary, and I feel the effects of it even here.
- 5) Why does John think he killed Oobata? (p.117)
- 6) How come John didn't arrange another meeting with Mishbee? (p.119)
- 7) Why did John get angry at Annie when she gave him a bouquet of everlasting daisies? (p.121)
- *8) Why was John angry with himself? (p.122)
- 9) How come John decided to move back to England? (p.123)
- 10) This story is about two children whose lives intersect at certain points. Make two timelines, one for John and one for Mishbee. Show where their lives meet and what they are doing on their own. The book gives information for one character at a time, so you will need to interpret and/or imagine what the other character is doing in the same time frame. On your timelines, make sure you indicate the seasons.
- 11) What do you think John might have done if Oobata had not died? Change the ending of story if Oobata had not died.

POST READING STRATEGIES

- 1) Look at the book cover again. How do you feel about it? Do you like it? Re-design the book cover the way you'd like.
- 2) At the beginning of the book, on p.19, John says, "I guess two different people can look at the same thing and have very different ideas." He was referring to the daisies he had made for Mishbee at the time. Now that you've read the book, think about that statement and write down what other meanings it could have. A concept map could be used to present your answers.
- 3) Create a Double-Entry Journal (BLM 4) based on questions, opinions, clarifications, predictions, and connections that arise as students read. Student generated thoughts and explanations may be used to conduct literature circle or online conference discussions. Issues and perspectives regarding first contacts between Aboriginal and Europeans should also be considered making connections to what goes on in the world today. **(Ontario Curriculum Gr. 6: Reading 1.1 – 1.9; Oral Communication 1.1 – 1.8 and 2.2 - 2.4)**
- 4) Examine the perspectives of John, Allen, Mishbee, and Oobata regarding Aboriginal/European relations. Select a scene from the story and rewrite it from the perspective of that character (first-person perspective). Tell the story in the role of that character. **(Ontario Curriculum Gr. 6 Language: Reading 1.4, 1.9; Writing 1.1 – 4.3; Oral Communication 1.8 – 2.4)**
- 5) If Oobata had not died, the story may have had a very different ending. Write that ending. **(Ontario Curriculum Gr. 6 Language: Writing 1.1 – 4.3)***
- 6) Identify the qualities that a good leader must possess. These qualities are necessary in order to establish good relations with people of different cultures. Using the graphic organizer provided (BLM 5) create a profile for the character in the story that exemplifies these qualities providing examples of what he says and does to support the choice. **(Ontario Curriculum Language: Reading 1.8)****

*Storytelling Checklist corresponds to activities in *A Deadly Distance* and *Viking Quest*.

**Character Analysis sheet corresponds to activity in *A Deadly Distance*.

SOCIAL STUDIES

- 1) Discuss big ideas such as "Does one culture have the right to impose its beliefs and values on another? Why or why not?" Consider First Nation/European relations as well as current world issues – the United States and Afghanistan. **(Ontario Curriculum Gr. 6: Reading 1.1 – 1.9; Oral Communication 1.1 – 1.8 and 2.2 – 2.4; Gr. 6 Social Studies: Heritage and Citizenship - First Nation Peoples and European Explorers; Canada's Links to the World)**

- 2) Consider the benefits and consequences of first contacts between the Aboriginal peoples and the Europeans based on information presented in this story.

CHARACTER EDUCATION

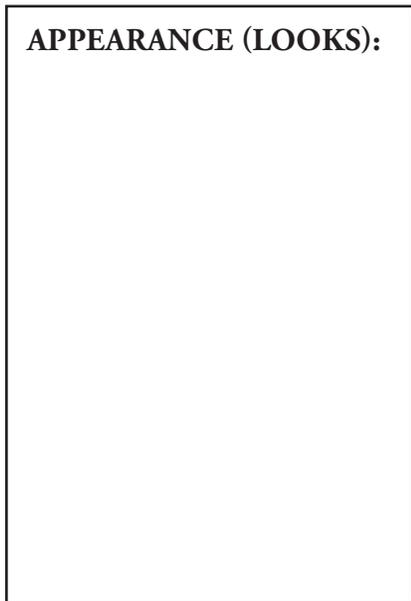
A Deadly Distance may be used to support the Character Education curriculum regarding empathy, respect, caring and kindness.

APPENDIX

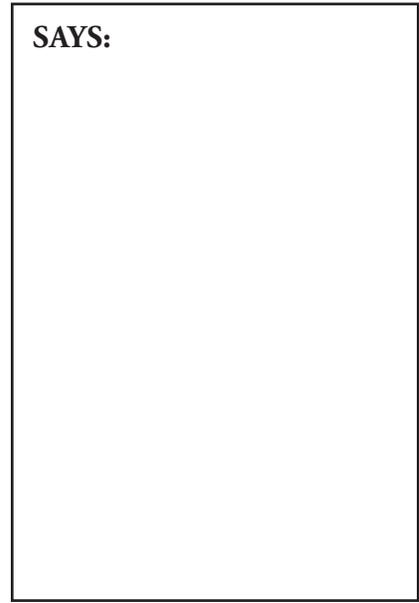
BLM 1 - Character trait map

CHARACTER TRAITS MAP

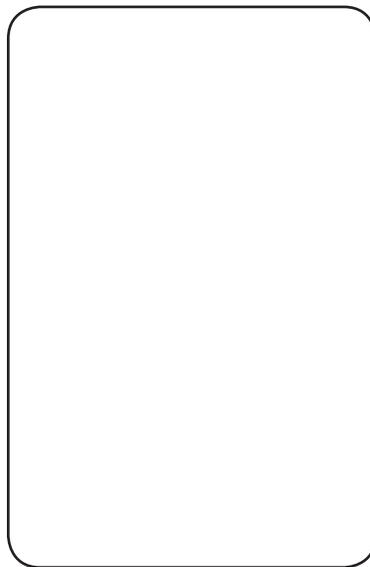
APPEARANCE (LOOKS):



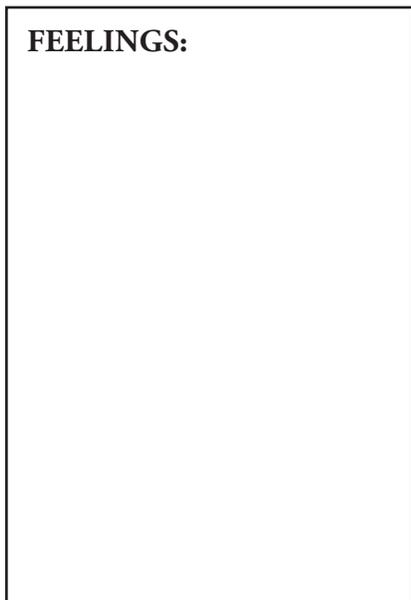
SAYS:



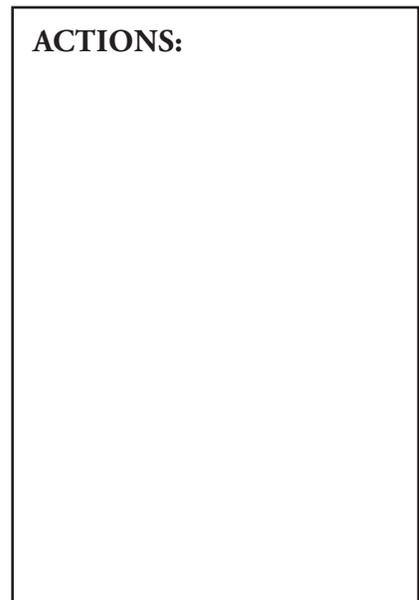
CHARACTER:



FEELINGS:



ACTIONS:



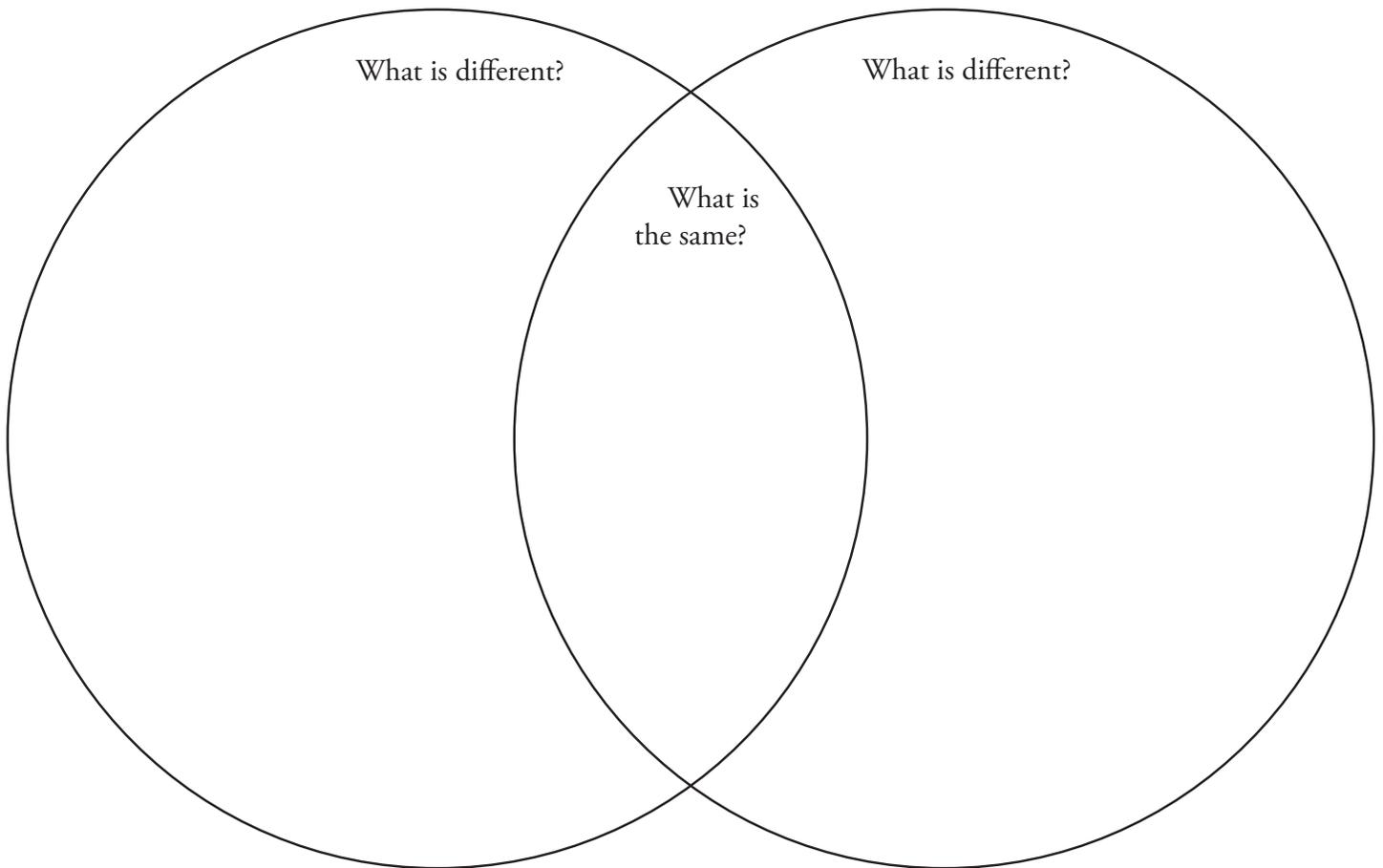
BLM 2 - Sequencing graphic organizer

Show the various stages of the making of the wigwam. Below each picture label the diagram.

In the following frame, draw a picture of the inside of the wigwam.



COMPARE AND CONTRAST



ASSESSMENT TOOLS

DOUBLE ENTRY JOURNAL CHECKLIST

- Questions, clarifications, connections, comments, and predictions are relevant to the text.
- Identifies themes, big ideas, and main ideas providing examples from the text to support their thinking.
- Gives opinions and makes inferences supporting them with details and examples from the text.
- Connects ideas in the text to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- Analyzes the text and explains how the author uses different features and elements in the text to develop the reader's understanding of plot, characters, and evoke their reactions.
- Determines what the author wants the reader to get out of the text using evidence from the story.
- Identifies biases the author may have and other possible perspectives on an issue providing evidence from the text to support their thinking.

RUBRIC FOR WRITING/PRESENTING A PERSUASIVE ARGUMENT ON AN ISSUE

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Demonstrates a limited understanding of the various points of view on this issue	Demonstrates some understanding of the various points of view on this issue	Demonstrates a clear understanding of the various points of view on this issue	Demonstrates a thorough understanding of the various points of view on this issue
Thinking	Develops ideas in a very limited way by using a few examples which may or may not be relevant to support assertions.	Develops ideas in a limited way by using some appropriate and/or relevant evidence to support assertions	Develops ideas competently by using sufficient, appropriate, and relevant evidence to support assertions	Develops ideas thoroughly by using extensive, appropriate, and relevant evidence to support assertions
Inquiry/ Research Skills	Selects a few of the relevant facts to support the argument, with minor errors and/or misinterpretations	Selects some of the relevant facts to support the argument, with some minor errors and/or misinterpretation	Selects most of the relevant facts and uses them effectively to support the argument	Selects all or almost all of the relevant facts and uses them convincingly and with some complexity to support the argument
Communication	Presents ideas simply with little awareness of the intended audience	Presents ideas simply with some awareness of the intended audience	Presents ideas effectively to reach the intended audience	Presents ideas clearly, precisely, and/or creatively to reach the intended audience
	Uses very simple persuasive writing techniques	Uses some simple persuasive writing techniques	Uses persuasive writing techniques of some complexity	Uses complex persuasive writing techniques
Organization of Ideas	Organizes ideas and information in a very limited way with many disruptions in the flow of ideas	Organizes ideas and information in a simple way with a few disruptions in the flow of ideas	Organizes ideas and information appropriately with a smooth flow of ideas	Organizes ideas and information clearly and concisely with a smooth flow of ideas
Application	Uses conventions with a limited degree of accuracy	Uses conventions with some degree of accuracy	Uses conventions with a general degree of accuracy	Uses conventions with a high degree of accuracy
	Shows little or no evidence of empathy for those who hold the point of view being argued	Shows limited evidence of empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued	Shows empathy for those who hold the point of view being argued

RELATED RESOURCES

- 1) Brownlie, Faye. *Grand conversations, thoughtful responses: a unique approach to literature circles*. Winnipeg: Portage and Main Press, 2005.
- 2) Beers, Kylene. *When Kids Can't Read, What Teachers Can Do: a guide for teachers 6 - 12*. Portsmouth: Heinemann, 2003.
- 3) Comic Life software for creating comic strips/graphic novels by computer.
- 4) Education Department of Western Australia. *First Steps Writing Resource Book*. Australia: Addison Wesley Longman, 1994.
- 5) McCloud, Scott. *Making Comics*. New York: HarperCollins Publishers, 2006.
- 6) Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language*. Ministry of Education of Ontario, 2006.
- 7) Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 –8: Social Studies*. Ministry of Education of Ontario, 2004.
- 8) Toronto District School Board. *Genre Gems*. Toronto District School Board, 2006
- 9) Toronto District School Board. *Media Studies*, Toronto District School Board, 2006.
- 10) Videos: Origins series and Canada: a people's history.