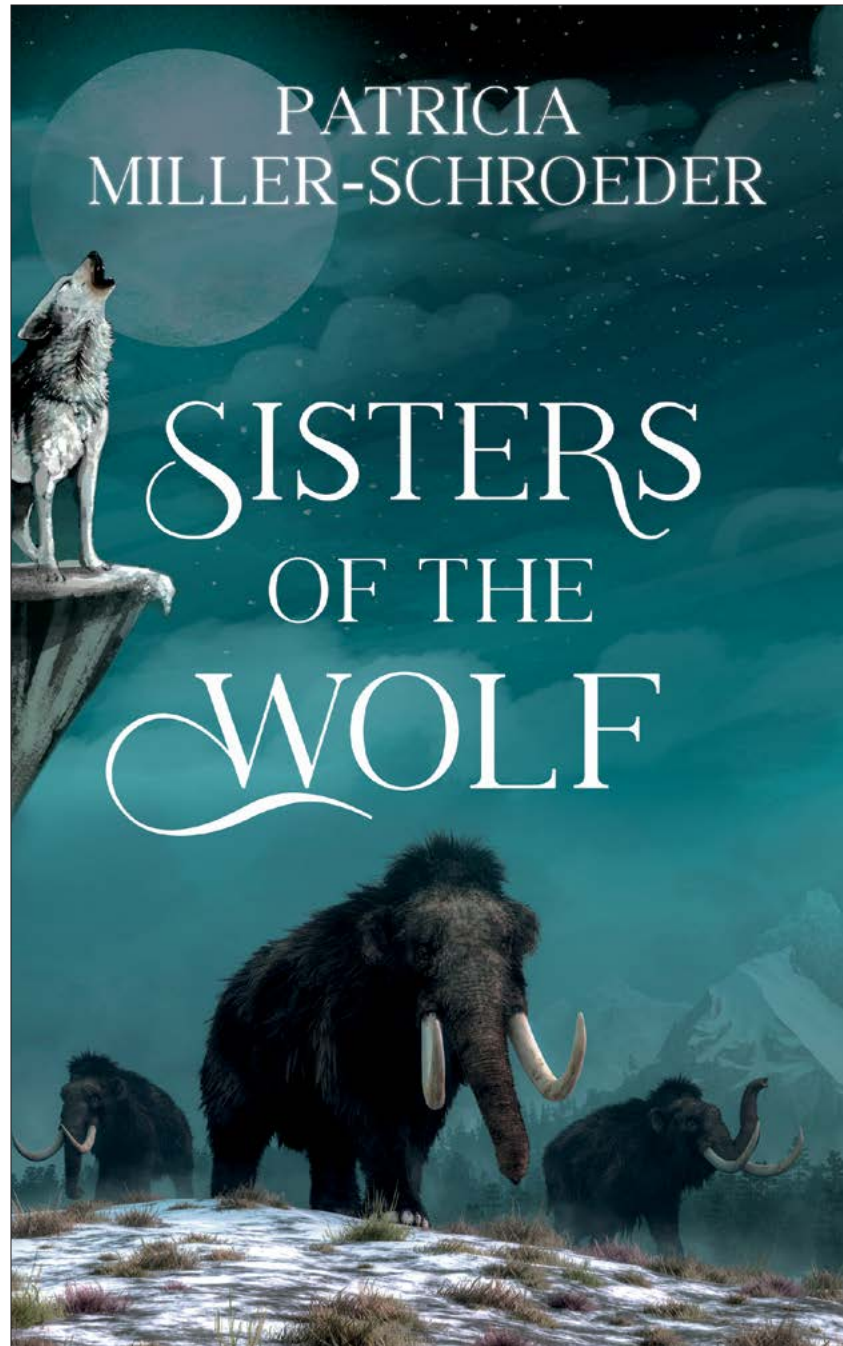


TEACHER'S GUIDE






By Christopher Buccella





We acknowledge the support of the Government of Ontario
through Ontario Creates.

The publisher is not responsible for websites or their content
unless they are owned by the publisher.

Dundurn Press
1382 Queen Street East
Toronto, Ontario, Canada M4L 1C9
dundurn.com, @dundurnpress   

CONTENTS

I • Overview	4
II • Reading Strategies	6
III • Pre-Reading Activities	11
IV • During-Reading Activities	13
V • After-Reading Activities	29
VI • Appendix: Activity Graphic Organizers.....	39
VII • Ontario Curriculum Connections	43

I • OVERVIEW

Summary

Set over forty thousand years ago, *Sisters of the Wolf* follows the journey of Shinoni and Keena, two young girls from very different tribes co-existing among the animals and nature on which they rely. Shinoni is a member of the Kulas and daughter of a Cro-Magnon shaman, and she is curious about the spirits and the healing powers of the Earth. Keena is from a powerful group of Neanderthals named the Krag, and her seemingly innocent existence is changed when a lion kills two young children she is caring for.

Sisters of the Wolf is set in what is present day Northern Europe, where these groups roamed as hunters and gatherers. We learn of the girls' backstories as we bounce back and forth from one group to the next, tracing how Shinoni disobeys her father's orders and searches the caves for spirits, while Keena is finding her way as a young woman.

It is when we meet Keena's uncle Haken that we experience the barbaric nature of how early peoples lived and what they did to survive. He arrives at the Krag clan in search of women to help grow his tribe. His arrival at the Krag village is met with scorn, and Keena is forced to join Haken along with two other girls in exchange for him defending the honour of the tribe and killing the lion that savagely killed a Krag hunter.

Meanwhile, Shinoni has learned that she will one day be a shaman and an important leader to her people. While helping the elder women and the children collect medicines, their village is attacked by Haken and his hunters. Shinoni hides in the tall grasses. After being spotted and making an escape up a tree, she learns her father has been killed and surrenders to the men below.

Shinoni wakes up in a cave, far from home and with no idea what happened to her people. She is tended to by Keena, who looks different from her and is considered a Strange One. Haken wants the hunting magic that Shinoni carries, and the girls share how they've been captured by Haken. With the help of Keena's distraction, the girls are able to escape from Haken's camp and set off to find their way back to their homes.

Through open fields, rough mountain caves, and the cold of the winter, the girls travel far and wide, learning that they'll have to put their differences aside in order to survive.

Meeting people with many differences along the way, they are able to discover more about the world around them and their important place in it, even bestowing their mark on the future by helping a woman deliver her baby with two elder women.

Haken and his hunters are hot on their tails, as their friendly ways lead them to meet a group of hunters who invite the girls back to camp to share in their wealth. There, they meet Haken and his hunters, feared by the tribe, and the leader has no choice but to turn the girls over to Haken. Their wisdom helps turn their fate when convincing the tribe leader to let them escape in the dark of the night.

Just when the girls seemed like they may have escaped Haken's wrath, it's Shinoni's curiosity that gets her stuck in a trap. With Keena trying to help her out, she, too, finds her way into the hole, only to learn it's been set by Haken and his hunters. Meeting the men again, Keena is reunited with Sabra and Kreeel, two Kula hunters.

The group is able to create an opportunity to escape, and they hide in the mountain caves, where they lose their companion Kreeel to the claws of a bear. Haken waits for the right moment to catch them as the group try to catch up on sleep, but the luck of a snake, Shinoni's quick thinking, and the help of a wolf means they have the strength they need to defeat him, knocking him off balance and causing him to fall to his death.

Celebrating Haken's defeat and being reunited with her people, Keena realizes that she can't leave Shinoni on her own, still not knowing what happened to her people. Shinoni and Keena see that though their traditions and beliefs are different, they've risked themselves for the good of their group. Shinoni agrees to live with the Krag.

Themes

Sisters of the Wolf themes include:

- Family tragedy
- Traditions, cultures, mores
- Power of the tribe
- Importance of woman in indigenous cultures
- Animals and their connection to the earth/people
- Betrayal and building trust
- Friendships divided by traditions

Sisters of the Wolf presents the readers with two perspectives, that of Shinoni and Keena, two girls who come from very different groups of peoples and traditions. There may be some topics in this novel that may be sensitive to your audience, including family tragedy and death and primitive ways of life. Be aware that these issues may be present in your classroom, as students are discovering their own growth and maturity in our complicated world.

A number of lessons, discussions, and learning opportunities are present in these pages and will grow organically as you navigate this novel. Though the lives of these characters seem so far in the past, your students will relate, understand, question, and certainly experience at some juncture a theme embedded in *Sisters of the Wolf*.

II • READING STRATEGIES

Student Reading Strategies

A number of reading strategies are used with this novel study. In the event that your students have never completed one before, keep these student strategies in mind to help guide your own teaching, along with the subsequent activities and comprehension:

Monitoring Comprehension

Students who can monitor their comprehension know when they understand what they read and when they do not. Comprehension monitoring includes:

- Being aware of what they understand
- Identifying what they do not understand
- Using appropriate strategies to resolve comprehension problems

Thinking About Thinking

This is known as metacognition. Good readers use this to think about and have control over their reading.

- Before: clarify purpose and preview the text
- During: monitor understanding, adjusting to fit difficulty levels and fix any comprehension problems
- After: check their understanding of what they read

Graphic Organizers

These tools have proven to be useful in a variety of classroom activities and are a valuable tool for many learning styles. They illustrate concepts and relationships between concepts in a text. Graphic organizers:

- Help focus on text structure, differences/similarities, themes, and meaning
- Provide tools they can use to examine and show relationships
- Help students write well-organized summaries

Asking/Answering Questions

Questions give students a purpose for reading and help focus their attention. They help students think actively as they read and encourage monitoring of comprehension, assisting them with reviewing content and relating what they have learned to what they know. There are several types of questions in this guide:

■ **RIGHT THERE:**

Students are asked to find the one right answer located in a specific place, such as a word or a sentence in the passage.

■ **THINK AND SEARCH:**

Based on the recall of facts found directly in the text. Answers are typically found in more than one place, requiring students to “think” and “search” through the passage to find the answer.

■ **AUTHOR AND YOU:**

Questions require students to use what they already know, with what they have learned from reading the text. Understand and relate to prior knowledge before answering.

■ **ON YOUR OWN:**

Based on prior knowledge and experiences. These answers aren’t found in the text and serve as reflection or as journal writing.

■ **GENERATING QUESTIONS:**

By generating questions, students build awareness and learn to ask themselves questions that require information from different parts of the text.

■ **SUMMARIZING:**

Requires students to determine what is important and put it into their own words by identifying or generating main ideas, connecting the main or central ideas, and remembering what they read.

■ **VISUALIZING:**

Some chapters in this guide will include questions that allow students to open their visual and spatial senses and perspective of this novel and it’s setting. This may include filling in a graphic organizer or modelling something through a sketch that’s present in the novel.

Before You Start

It's time to dive into *Sisters of the Wolf* with your students. There are a number of activities you can host in class to encourage your students. We will follow five steps for this procedure: preview, identify, predict, summarize, and connect.

Preview

This gives students a chance to understand what is to come and helps elicit ideas and themes from the novel.

Identify

Students focus on the author, title page, and publication date of the text.

Examine the front and back covers of the book, noting the front and back cover illustrations and the title.

Look at the book's cover and allow students to read the preview on the back. Draw students together and gather their prior knowledge about early human history, allowing them to share their knowledge openly with the class.

Have students open the book and skim and scan through the pages.

Predict

Students analyze the genre and organization of the text to predict the book's subject matter and possible plot lines.

Understanding text structure will help students with skills needed to generate original ideas about the novel before they start reading.

Flip through the chapters and look at the titles of each with your students. Elicit what they might mean or how they are connected.

Summarize

Have students take a moment to read the back cover blurb or share a summary of your own with the class.

Students can record answers using W5H (Who, What, When, Where, Why, and How), or a KWL Chart (Know, What I Want to Learn, What I Learned)

Connect

Allows students to personally connect with the topic or subject matter. This is completed during the pre-reading, during-reading, and after-reading activities.

As You Read

As you read the novel with your students, use some of these strategies to help your students understand the story themes, main events, character traits, and important vocabulary.

This can be done in a number of ways: dedicate a wall in your class to record this information or use an online platform such as Padlet, Google Drawings/Jamboard, or Miro. All will allow you to visualize information for your students and are easy collaborative tools to use, updating in real time and granting students access anywhere.

Keep in mind the following text elements to record as you read, as this will be important for the after-reading activities:

Plot/Story Sequence

Outline the plot of the story as you go. This can be done with graphic organizers (story sequencing), timelines/fishbone-style visual, or cue cards. *Sisters of the Wolf* presents the story of two characters, both intertwined in their actions.

Main Events/Sequencing

Understanding the story arc/narrative is crucial for student understanding, sequencing events, and relating themes. Record these events using cue cards, fishbone diagrams, or an online timeline using Padlet or Miro.

Using a beginning/middle/end system helps to group major events together and see how the story follows its course.

Characters/Traits

A story's characters provide rich details, insights, and learnings for students. As each new character is introduced, have students record their name, any background information, descriptive words, and character traits. Have them add to these as the story progresses.

This will be connected to the after-reading activities, so keeping track of characters and examples will help your students succeed.

Reading Comprehension Strategies

If your students are unfamiliar with a novel study, it is important to review reading comprehension strategies before you begin.

Effective comprehension strategy work best through co-operative learning, working together as partners or in small groups on clearly defined tasks. Students work together to understand texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups and provide modelling of the comprehension strategies.

Before Reading:

- Use prior knowledge to think about the topic
- Make predictions about the probable meaning of the text
- Preview the text by skimming and scanning to get a sense of the overall meaning

During Reading:

- Monitor understanding by questioning, thinking, and reflecting on the ideas and information in the text
- Questions are effective because they:
 - Give students a purpose for reading
 - Focus attention on what they are to learn
 - Help students actively think as they read
 - Encourage students to monitor their comprehension
 - Help review content and relate what they have learned to what they already know

After Reading:

- Reflect on the text's ideas and information
- Relate what they have read to their own experiences and knowledge
- Clarify their understanding of the text
- Extend their understanding in critical and creative ways

III • PRE-READING ACTIVITIES

Understanding Prehistoric Civilizations

Prior to commencing the book, review the author's note (p. 311) to get a better sense of the peoples *Sister of the Wolf* focuses on.

A few topics to focus on when teaching this part of history to your students are:

- Human development
- Tools
- Traditions
- Role of wolves
- Location
- Languages
- Plants/food
- Fossils
- Daily life

Using the author's note, divide students into the topics listed above and have them extract the information from this section.

Go around the room and allow students to share their findings to help build a picture of these ancient societies.

Create the tone, setting, and mood of the novel by using sensory based activities with your students.

Listening:

- Play music from the time period of the text
- Play music in a language from the text or alluded to in the text
- Play sounds of nature or nature inspired instrumentals to reflect the setting

Seeing:

- Display art inspired by the novel
- Display a map of the location of the novel (Northern Europe)
- If the novel is related to a famous movie, play clips of the film prior to reading

Touching:

- Have examples of items that are key in the text for students to hold and touch

Understanding Similes, Metaphors, and Comparatives

Purpose: To allow students understand and consolidate their knowledge of similes, metaphors, and comparatives. *Sisters of the Wolf* presents these literary devices throughout the story and will be collected and analyzed in the after-reading activities.

Method: Identify and differentiate between similes and metaphors, and interpret the meaning behind them.

Materials:

- Computer/internet access
- Projector
- Padlet
- Examples of similes and metaphors

Instructions

Display a virtual Padlet wall on a smartboard with the title “Comparisons.”

Ask students to compare a member of their family to a type of food, object, animal, or thing and explain why in one sentence. Provide examples to scaffold instruction.

Provide students with five minutes to compose their sentences and share them on the Padlet virtual wall.

Discuss responses. Draw attention to ways in which different comparisons are similar (use of “like” or “as”).

Explain two specific types of comparisons used in figurative writing: similes and metaphors.

Present students with multiple examples of both similes and metaphors, highlighting that an easy way to remember the difference is to think of the word “similar” when you think of similes. Similes use the words “like” or “as” to describe things because they are saying that the subject is “like” or “as” something. In other words, the subject is similar to something else. Metaphors say the subject is something else.

Brainstorm examples of possible topics for writing similes and metaphors.

Ask students to compose a simile and metaphor based on a topic(s) that the class previously generated.

Encourage students to share, and go around the room and ensure understanding and completion of tasks.

Communicate and have students share their writings with classmates and provide feedback to each other.

Inform students that throughout the novel they will be mining for these literary devices and should highlight as they read.

IV • DURING-READING ACTIVITIES

Character Analysis

There are a number of activities from the after-reading activities that can be completed while you read. These include:

- Character Profile Organizer (After-Reading)
- Plot Structure
- Text-to-Self, Text-to-World, Text-to-Text Organizer (Appendix)
- Word Map, which can be used on an ad hoc basis (Appendix)

When completed, these activities will provide students with a map of the story, an outline of the main characters, and their details. Character analysis can also be completed, and an example is provided on the following page. This can be used as a guide for each of the main characters in the story. Main characters to use with this chart include Shinoni, Keena, Tewa, and Haken.

Character Analysis Handout

Character's name:
What does the character say, do, and feel? (Use examples from the text.)
How does the character change? (Use examples from the text.)
List positive and negative character traits. (Use examples from the text.)
What does the character look like (appearance, dress, items)? (Use examples from the text.)
How do others feel about this character? (Use examples from the text.)
How does this character feel about themselves? (Use examples from the text.)
What do they do to help others? (Use examples from the text.)

Making Connections

While reading, make connections between the text and your own experiences, experiences of someone you know, or other texts/media that are related to *Sisters of the Wolf*.

TEXT TO SELF	TEXT TO TEXT/MEDIA	TEXT TO WORLD

Collaborative Word Wall

The Collaborative Word Wall activity continues in the after-reading activities. *Sisters of the Wolf* presents a wealth of vocabulary and descriptive words for your students to build their vocabulary. This works very well with sticky notes in a physical space, or with a number of collaborative tools listed in the section above, including Miro and Padlet.

Give students/groups sticky notes and have them write information, keywords, character information, plot, and setting on them. Surrender a wall in your classroom and divide it as you please (see example in the After-Reading section).

Padlet and Miro allow you to virtually display this same information for students to collaborate with in real time from anywhere, making it easy to save for assessment purposes.

Journey Timeline

Throughout *Sisters of the Wolf*, Keena and Shinoni travel quite a distance when they escape Haken's captivity and set out to find their way home. Along the way there are twists and turns, as well as a number of animals and people the girls meet along the way.

Take an account of the girls' journey through a visual timeline in your classroom, where you can lay out all of the important events in the story and show how their environment shapes the outcome of the novel.

Comparing and Contrasting Tribes

Students will identify and record similarities and differences between the Kula and Krag tribes that are focused on in this story, what we learn about each of them, and how each of their beliefs and traditions augment the story's narrative.

Students identify different traits, traditions, and beliefs from the two tribes using a Comparative Graphic Organizer for both of the tribes.

Comparing and Contrasting Tribes Handout

TRIBE NAME:	PLACE OF LIVING:	HOME LIFE:
Dress:	Roles of Men, Women, and Children:	Beliefs and Traditions:
Food:	Connections to Animals and the Earth:	Additional Information:

Comprehension Questions

The following questions can be used as guiding questions as you read, or they can be assigned to students at the end of each chapter to check for understanding. Students can complete these in notebooks/journals, as per the teacher's discretion.

Chapter 1 (p. 1)

1. Where does the story start? What do we learn from the outset?
 2. Define "pungent."
 3. How old is Keena if she has seen thirteen snow times?
 4. Describe the scene as Keena gets out of bed.
 5. What happens to the men in the band while they are hunting?
 6. What is Keena's mother right about?
-

Chapter 2 (p. 6)

1. What is Shinoni doing when we're first introduced to her?
 2. What animal does Shinoni see through the fire's smoke?
 3. How does she know she's not dreaming?
 4. Why is Shinoni's medicine bag important to her?
 5. What is a shaman?
 6. What trouble has Shinoni caused with her dream quest? Is this something girls do?
-

Chapter 3 (p. 12)

1. What are the Krag's?
 2. Describe the Krag band members.
 3. Who is Leeswi?
 4. Why does Keena's family put meat in the fire?
 5. What stories are shared about Keena's father?
 6. Describe the Krag hunters.
 7. What plan is hatched to trap the lion?
 8. How did Sabra join the camp?
 9. Who is worse than a lion?
-

Chapter 4 (p. 22)

1. What has Shinoni been on that the boys can't believe?
2. Who is the first in the cave before the snow comes?
3. Who or what do you think Strange Ones are?

4. What did Shinoni do to bring shame to the Kula woman? Who is upset with her?
 5. What goes through Shinoni's head before she decides to head back to the cave?
-

Chapter 5 (p. 27)

1. Who is coming up the hill toward the Krag camp? Describe these individuals.
 2. What have these hunters come for?
 3. What will the Krag exchange their furs for? Why are they doing this?
 4. A deal is made between Atuk and Haken. What do they agree on?
 5. At the end of the chapter, what might the crow flying overhead represent?
-

Chapter 6 (p. 35)

1. Define "stalagmites."
 2. Describe the paintings that Shinoni discovers on the caves of the wall.
 3. Who finds Shinoni in the cave?
-

Chapter 7 (p. 38)

1. Why does Keena's family fear Haken?
 2. What does Haken blame the Kulas for?
 3. Keena's father once tried to stop Haken. What happened?
 4. What does seeing the lion bring Keena back to?
 5. Why does Atuk stop the boy from kicking the lion?
 6. How do you think Keena feels at the end of the chapter?
-

Chapter 8 (p. 42)

1. Where have we seen the crow before? What does it symbolize?
2. What does the voice inside Shinoni's head say as the snake attacks?
3. Where is Shinoni supposed to be? What's her reason for not being there?
4. What does Shinoni see?
5. What does Shinoni and Shazur see when they exchange lamps?
6. How does Shinoni's voice and mood change as she heads deeper into the cave?
7. Describe how Shinoni's father speaks to the spirits.
8. Do you think the spirits will accept Shinoni?

Chapter 9 (p. 50)

1. Who accompanies Keena with Haken?
2. Why do they want to go with Haken?
3. What do you think happens to dust in the rain? Why is that a threat to Atuk?
4. Explain the meaning of this phrase: “Faith in her father dissolving into the puddle of water spreading around her.”
5. What does the puddle symbolize?
6. What does Keena compare leaving her family to?
7. What does Ubra compare Haken to?
8. What does the claw symbolize?

Chapter 10 (p. 56)

1. When will Shinoni be ready to hear the spirits?
2. What is the meaning of the eagle?
3. Who does Shinoni’s father compare her to?
4. What does her father give her? Why did he make this for her?
5. What does Shinoni’s father tell her she will be one day? Is this significant?
6. What advice does he give her?

Chapter 11 (p. 61)

1. Describe what Haken’s hunters are wearing. What do you think some of these items might mean?
2. Why does Haken want to kill the Kulas? Where have we heard this before?

Chapter 12 (p. 64)

1. What does Shinoni’s conscience tell her?
2. What items does Shinoni collect as she’s out in the forest?
3. What are the other Kula people doing in the forest?
4. As Shinoni is daydreaming, what happens around her? What does she do?
5. Sequence the events that play out in front of Shinoni using numbers in order.
6. What do the eagle and the fire symbolize here? Have we seen the eagle before?
7. Describe the wolves that approach Shinoni. Does she have a connection with them?
8. How do the wolves react as Shinoni sings?
9. How does Shinoni escape? Who are the Strange Ones?
10. What do the Strange Ones take?
11. What does the leader show Shinoni while she is in the tree?

Chapter 13 (p. 74)

1. What is the last thing that Shinoni smells before she passes out?
 2. Who speaks to Shinoni when she comes to?
 3. What does Haken want from Shinoni? What will happen if she doesn't give it to him?
 4. Where do the girls tell Haken he needs to go to get the magic?
 5. What instructions does Shinoni provide?
-

Chapter 14 (p. 80)

1. Why do you think Haken's people don't search Shinoni?
 2. How did Keena learn the Haken language?
 3. What information do the girls share with each other in the cave?
 4. How does Keena distract the women outside the cave?
 5. How do the girls escape from Haken's camp?
 6. Describe the forest as the girls see it. What trees are around them?
 7. We've seen the eagle before; what does it mean to Shinoni?
-

Chapter 15 (p. 88)

1. What do you think "stink winds" are?
 2. Where do the girls hide to sleep?
 3. What does the white swan give the girls?
 4. The girls see different signs and warnings around them. What do each of them see?
 5. Why does Shinoni think that Kulas are better than Krag's?
 6. How does Shinoni save Keena?
 7. What does Shinoni's people call wolves?
 8. How does the wolf Tewa save the girls?
 9. Why is Shinoni scared of snakes? What might they represent?
-

Chapter 16 (p. 95)

1. Describe the girls' travels as the chapter begins.
2. What does Keena smell?
3. When Shinoni tries to leave, what does Keena say?
4. What event helps the girls decide to stick together?
5. Describe the hyenas.
6. What does Shinoni do to save the girls from their enemy?
7. Who stops the hyenas? How are they different from the girls?
8. What does Keena tell us about the Krag people?

9. How can Shinoni help the wounded hunter and what does she do?
 10. What feelings do the girls have as they are taken away by Gander's hunters?
-

Chapter 17 (p. 105)

1. Why do the girls believe they were not killed?
 2. What does Gander tell the girls about water?
 3. What might yellow eyes represent?
 4. What does Shinoni do with the water?
 5. What importance does a lion or bear claw have in helping the hunters?
 6. What does Keena do with the lion claw she had?
 7. Compare the girls' different beliefs that are outlined in the chapter.
 8. What does Gander give to the girls?
-

Chapter 18 (p. 113)

1. Why was Keena sent away?
 2. What happens when the men travel with Keena's tribe?
 3. What does the flint remind Keena of?
 4. What do the girls do with the fire? What is the purpose of this?
-

Chapter 19 (p. 117)

1. Was Leeswi punishing the girls? Why or why not?
 2. What do the girls offer to Leeswi?
 3. Describe the scene after Tewa eats the meat offering.
 4. Do you think Leeswi spared Shinoni? Might this convince her of Leeswi's existence?
 5. Do Shinoni's people call horses?
 6. Keena is torn between what two decisions? Is Shinoni convincing?
-

Chapter 20 (p. 123)

1. Describe what the girls see when they follow the sound.
2. What information does Keena share with Shinoni about animals?
3. How does Shinoni free the horses?
4. What happens when Shinoni gets on the horse? Have you ridden a horse before?
5. What do the girls keep seeing in the grass?
6. Explain what you think "it would be better to fall off a horse than be eaten by a lion" means.
7. Based on the story so far, do you think that Shinoni can talk to animals?

Chapter 21 (p. 134)

1. Who is the hunter in the girls' pack?
2. How do the girls know that someone was recently in the cave?
3. Why do the girls believe it wasn't Haken in the cave?
4. How does Shinoni secure her ankle? How did she hurt it?
5. What does Shinoni draw on the floor of the cave?

Chapter 22 (p. 139)

1. Instead of the path home, what does Keena find?
2. What do swelling plants look like?
3. How does Shinoni describe the pain she is facing?
4. Who do the girls meet in the field? Who are the young ones?
5. What clan or group are these strangers from?
6. In point form, summarize all the information we learn about Ardak and Rena.
7. What did the shaman say about Ardak and Rena's twins? What did they do instead?
8. How does Rena feed the baby? Why do you think she does this?
9. What do women do for the babies at Rena's camp?
10. How is Shinoni's ankle?
11. Why is Shinoni hesitant to approach the paintings on the cave walls?
12. What does Ardak draw on the wall? What does he tell Shinoni about the symbols?
13. How are Ardak's traditions different from Shinoni's?

Chapter 23 (p. 151)

1. Where will Keena find her people?
2. How do Shinoni's people spend the winter?
3. Why do you think Shinoni wants to go farther ahead with Keena at her side?
4. What path did Keena take with Haken? Can they make an escape this way?
5. Should Shinoni have warned Ardak and Rena of the dangers on their journey?

Chapter 24 (p. 156)

1. What might the colour of the sky tell us about what happened to Ardak and Rena?
2. Describe the herd of bison the girls see.
3. In this chapter, Keena opens up to Shinoni. Is her help with Shinoni's ankle a sign of this?
4. How does Shinoni kill the bird? What does she do to retrieve it? Do you think Keena could do this?
5. What does Shinoni do with the bird?
6. What was Shinoni right about?
7. What does Keena do with the feathers?

8. Thinking about Shinoni's clothing, what do you think the items mean?
 9. Why does Keena change her mind about the feathers? What might this mean?
 10. What does Keena reveal to Shinoni?
 11. How does Shinoni show Keena how to sew? What tools does she use?
 12. What do the woman in Keena's tribe do instead of sew?
-

Chapter 25 (p. 167)

1. What does Shinoni do now that she doesn't need the ankle brace?
 2. Describe Keena's shoes. What do you think the moss is for?
 3. What does Shinoni think happened to Tewa?
 4. What does Shinoni say that makes Keena sad?
 5. What animals do the girls see?
-

Chapter 26 (p. 173)

1. What does the vulture represent?
 2. Describe what the girls find when they follow the vulture to its destination.
 3. Why does Keena insist the girls leave? What is the earth telling her?
 4. What do the girls discover in the shelter?
 5. How do the girls react to the woman fainting?
-

Chapter 27 (p. 181)

1. How are the girls able to speak and understand Deka?
 2. What might Leeswi do if the girls leave Deka and her young one?
 3. What do they share with Deka?
 4. Why do you believe Shinoni always wants to help people? Is it in her character to do this?
-

Chapter 28 (p. 186)

1. What does Shinoni mean when she says she will "help her give breath to the young one"?
 2. Who do the girls encounter? What band are they from?
 3. Describe the elder women and their camp.
-

Chapter 29 (p. 192)

1. What do the women do when they enter the cave?
2. What role does each woman play in the child's birth?
3. How do the grandmothers deliver the baby?
4. What happened to the grandmothers' people? How long ago did this take place?

5. How have the women been able to survive?
 6. What changes Fadin’s mind about letting Deka stay?
 7. Why do you think Fadin thinks the girls are strange?
-

Chapter 30 (p. 199)

1. Where do you think Haken is now? Could he have been following close behind this whole time?
 2. What does “grey hairs” mean?
 3. What do we learn about the importance of the elders in the survival of the group?
 4. What do Kraggs do to honour the elders in their group? Is this still the case today in our society?
 5. What happened to the bird the girls find?
 6. Who is in the tree? Who does Shinoni think this is a sign from?
 7. What does Keena think the eagle wants?
 8. What is a stink bear? List those involved in stopping the stink bear.
 9. What does each girl plan to give each other? What would you make to gift to a friend?
-

Chapter 31 (p. 208)

1. Describe the girls’ gifts and the feelings each has toward them.
 2. How are these deer different from the ones Shinoni has seen?
 3. Do you think the girls are starting to see each other’s strengths? Give an example of why you think so.
 4. What are the different roles of male and female mammoths? Is this like Keena or Shinoni’s people?
 5. How does Shinoni try saving the baby mammoth? What is the outcome?
 6. Define “matriarch.” List two matriarchs we’ve seen so far in the story.
 7. What do the mammoths do to help the young one?
 8. At the end of the chapter Keena asks herself a question. What do you think they would say?
-

Chapter 32 (p. 218)

1. How will the girls be able to identify if the people they see are Kraggs?
2. Describe the hunters.
3. Why do the hunters bow to the girls?
4. Why does Keena almost vomit?
5. How does the tribe welcome the girls? Who do they see sitting around the fire?
6. We see that Ruppa fears Haken. How do the girls change Ruppa’s mind about Haken?

Chapter 33 (p. 229)

1. How do the girls hide their tracks?
2. Why does Keena not want to cross the river?
3. What happens to Shinoni as she tries to cross?
4. How does Keena save Shinoni? What fear does she face in doing this?

Chapter 34 (p. 235)

1. When was the first time Leeswi saved Shinoni? How does she do it here?
2. What signs prove that the people on the beach were not Haken and his hunters?
3. Who do they meet on the beach?
4. What directions does the woman give the girls?
5. Why should the girls stay out of the forest?
6. We see Tewa emerge again. Are there certain events that we see her arrive at?

Chapter 35 (p. 244)

1. How do the girls know they have reached the Tarakan?
2. When Tewa runs away, who does Shinoni see with her?
3. What do Shinoni's elders tell her in the vision?
4. What do you believe has happened in her journey that makes Shinoni now ready to talk to her mother's spirit?

Chapter 36 (p. 251)

1. What advice does Shinoni give to Keena about being a leader?
2. What does Keena see after jumping the log? Where have we seen this before?
3. What does Shinoni fall into? How does Keena eventually fall in?
4. Why does Shinoni feel it's better for her to get on Keena's shoulders?
5. Do the girls get out of the trap themselves? Might this be the end of their luck?
6. After the girls hear Tewa's warnings, who do they see above them?

Chapter 37 (p. 260)

1. Describe the two men who come down into the hole.
2. What do the girls attempt when the men make it down?
3. Who are the other captives? What do we know about them?
4. What is Keena's escape plan?
5. Where did the girls see the mammoths before? Do you think the mammoths remember the girls?

6. What advice do the other captives give to the girls as the herd rushes them?
 7. What do Haken and his hunters do?
 8. How do the girls get on the mammoth?
-

Chapter 38 (p. 268)

1. What do we learn happened to Atuk?
 2. What do Shinoni and Keena do that impresses the boys?
 3. Whose advice was it not to stay deep in the caves? Why is it dangerous?
 4. List the options the group has.
-

Chapter 39 (p. 275)

1. What signs does Tewa give that she has welcomed people into their pack?
 2. How does Keena make torches for the group? Who taught her this?
 3. Describe the cave walls. What connection does this have to Shinoni?
 4. What do we see in the cave, and how does the group get out?
 5. What happens to Sabra as he tries to get out of the cave?
 6. What does it mean that Sabra carries the bear's power?
-

Chapter 40 (p. 282)

1. Where does the group spend the night?
 2. What is under the brush? Where have we seen this reptile before?
 3. What does Shinoni suggest instead of finding shelter?
 4. Describe Haken as he enters the cave.
 5. What are the words that Shinoni's mother told her that she would never forget?
 6. What does Shinoni do with the snake? What does Keena do?
-

Chapter 41 (p. 293)

1. How does the group feel as they are leaving the cave?
2. What do the Kraggs chant about Haken?
3. Do you think Haken is really dead?
4. How do the boys try and fight back?
5. What does Shinoni use to free Keena from Haken?
6. Who comes to the group's rescue? What happens?
7. How does Shinoni feel if she is "chilled to her marrow"?
8. Could anyone survive the fall that Haken took in the cave?

Chapter 42 (p. 303)

1. What does the group see in the snow?
2. What makes Keena and Shinoni remarkable women?
3. Shinoni will join Keena's band, but what does she want if she stays?
4. What do the girls draw on the cave wall? What might this symbolize?

V • AFTER-READING ACTIVITIES

Plot Structure

This plot structure works as a linear (left to right) visualization of the story, where events appear chronologically as they do in the text in three acts. Students record the sub-elements of plot, such as exposition, rising action, conflict, and resolution, as they occur within the three main phases of the story (beginning, middle, end). This activity works well in conjunction with the Journey Timeline (during-reading activity) and can be paired together to help consolidate the story's events.

On the horizontal plane are the various plot events. The vertical plane represents space where events are listed from top down, as you move chronologically from left to right.

Students should plot at least eight points in the three-act structure, marking each of these with a number or letter. This gives the teacher the opportunity to judge how students have understood the main events in the story and those they've ranked in each act/section of their structure, the story, and their take on the importance of events.

Sisters of the Wolf offers a narrative that moves through a number of different geographical locations with many animals, companions, and foes that Shinoni and Keena meet along the way.

Describing the Setting

A story's setting refers not only to the physical location, but also to the time the action takes place. It is the *where* and *when* of the story.

The Setting Graphic Organizer allows students to note numerous elements from this story where it starts jumping back and forth between the Krag and Kula camps. This activity should be completed during or after reading, and students can note this information as they read.

This is a great opportunity to explore civilizations of the past, namely Ice Age Europe. This can be in the form of eliciting prior knowledge, exploring information, sharing media, pictures, and video and building discussion around that.

While reading consider:

1. Identifying words, images, and details that construct setting
2. Explaining multiple significances of setting in a literary piece
3. Analyzing the significance in a shift from one setting to another
4. Guiding students through a reading of the text, asking them to focus on details related to setting
5. Asking students to describe the atmosphere each setting established throughout the girls' journey

Setting Graphic Organizer

Physical Locations:	Places:	Weather:
Descriptive Words:	Animals/Vegetation:	Colours:
Location Map:		Additional Information:

Character Profile

The novel follows Shinoni and Keena and their perspectives of their lives with their tribes, as well as how they work together to escape from Haken.

With both Shinoni and Keena, students can complete a character profile during or after reading the story. This is a great opportunity for students to provide character descriptions using direct examples from the story.

In the subsequent section, we'll look at comparing and contrasting Shinoni and Keena, as both girls are very different based on their personalities and home lives.

Characters that can be used for this profile are Shinoni, Keena, Haken, Krag, and Kulas.

Character Profile Organizer

Character Name:	
Appearance:	
Personality	Cultural Beliefs:
Strengths:	Weaknesses:
What are some things that this character does in the story?	
How do they change/grow?	

Comparing and Contrasting Characters

The ups and downs of Shinoni and Keena’s relationship help students understand the meanings of new friendships, being open minded, and the traits each character possesses in the struggles they face with themselves. The girls are very different from one another, and both have come from very different ways of life, which we learn more about as the story unfolds.

There are numerous opportunities for self-reflection in this story, as we see two contrasting characters who have different upbringings but are being controlled by an outside force. As students read, have them record examples of what we learn about Shinoni and Keena. Graphic organizers to consider include a Venn diagram or a cluster web (see appendix).

Themes

Purpose: The novel explores a number of themes that are listed in the first section of this guide. The teacher can choose any number of the following themes to explore. In this activity, students are looking for examples of where these themes are present in the novel.

Method: You can choose any number of the following themes to explore. As you’re reading, take note of these and have students mark examples in their books.

Materials:

- Cue cards
- Adhesive (tape/sticky tack)

Instructions

List any or all of the themes below and place them around the classroom using adhesive.

- Family tragedy
- Traditions, cultures, mores
- Power of the tribe
- Importance of woman in indigenous cultures
- Animals and their connection to the earth/people
- Betrayal and building trust
- Friendships divided by traditions

Provide students with blank cue cards. Have them work individually or in pairs and list examples of the themes taken from their notations during reading.

Ask students to try and find one example of each to start. They should include page numbers to back up their evidence.

Students then place their cards under each theme displayed around the room.

Culminate and gather the class to complete a gallery walk. Move around the room and have students discuss the collective findings under each theme.

Collaborate with questions as a group, including:

1. What similarities do we see in the examples we've presented?
2. Why did we choose these themes?
3. Why are these themes important to our class? The characters in the story? The world around us?
4. Is there anything missing? Are there themes we missed?

Communicate and allow students to share themes that they feel are evident to them in the story and what they have taken away from the narrative.

Animal Symbols/Meanings

There are examples in the story of objects and items that play an important role in the story. Think about the following items and find examples to answer the questions in each column.

Where do we see this?		What does it mean?	What lessons can this teach us?	Evidence from the text?
Lion				
Eagle				
Wolf				
Birds				
Bear				
Wolverine				
Mammoth				
Fish				
Horse				
Snake				
Bison				

Gist Chapter Summaries

Purpose: Students will summarize the chapters of *Sisters of the Wolf* within a certain number of highlights, sentences, and key points. This can be done for all or select chapters in this novel, as there is variation between the lengths of the chapters.

Method: Students focus on the most important information in the chapter and fill in information according to the parameters set by the teacher.

Materials:

- Student notebooks/journals
- Strips of paper/pencils

Instructions

Explain to students that they will write down the most important highlights from the chapter and can only pick and present the number given by the teacher.

Explain to students that they must be aware that they are looking for the most important information to share for this chapter summary.

Provide an example to the class using the first chapter, giving them five sentences to summarize. Make this a whole class activity.

Provide students with their notebooks/journals and have each group summarize a particular chapter of the book. They can also write their key points down on strips of paper to be presented to the class.

Display all of the sentences in chronological order, based on chapter on the board/wall space. Alternatively, they can be typed up and posted on a Jamboard/Padlet/Miro.

Go around the room and allow students to read out their group's summary and provide constructive feedback to their peers.

Use this as a tool to gauge student understanding of each chapter and if they've highlighted the main ideas, themes, and events present in the novel, adding a flair of their own creativity.

Understanding Similes and Metaphors

As referenced in the pre-reading activities, *Sisters of the Wolf* is filled with similes and metaphors to describe setting, actions, and feelings. As you read, have students mark down the similes, metaphors, and comparatives that they find, as well as the page number for reference.

Have the students provide examples of vocabulary and descriptive words that accompany these similes and metaphors. Ask questions like:

1. What imagery are they presenting?
2. What feelings are being shared by the characters?
3. How can you describe this figurative language to someone else?
4. Is there a significance to the author using this figurative language?

Use the table in the appendix to guide you through this activity.

Sisters of the Wolf Podcast

Purpose: Students will work in pairs or groups to create a “book talk” podcast where they discuss their interpretation of the book and their overall impressions of the narrative, characters, and story.

Method: Students focus on their feelings, interpretations, and learnings from the book and present it in a short audio narrative by way of recording a podcast.

Materials:

- Student notebooks/journals
- Sticky notes (for planning purposes)
- Technology for recording (e.g., tablet, phone, computer voice recorder)

Instructions

Explain to students that they will write and record a podcast about the novel.

Provide an example to the class of different podcasts and how they are a radio show used to share ideas and discuss topics.

Provide students with their notebooks/journals and give them time to prepare their podcast, outlining the relevant criteria and subject matter, including:

- A name for the podcast and a sentence for a catchy introduction
- Initial thoughts on the novel and how those thoughts did or didn’t change
- Discussion of the key elements of the novel, such as:
 - Characters
 - Plot

- Themes
- Conflicts
- Symbolism
- Setting
- Style
- A quick introduction of the author and any relevant information
- A discussion of how the novel connects to other piece of literature, history, and the students' lives
- Book recommendations (create a rating system: thumbs up, stars, scale, etc.)
- A theme song for the introduction and ending of their recording (bonus)

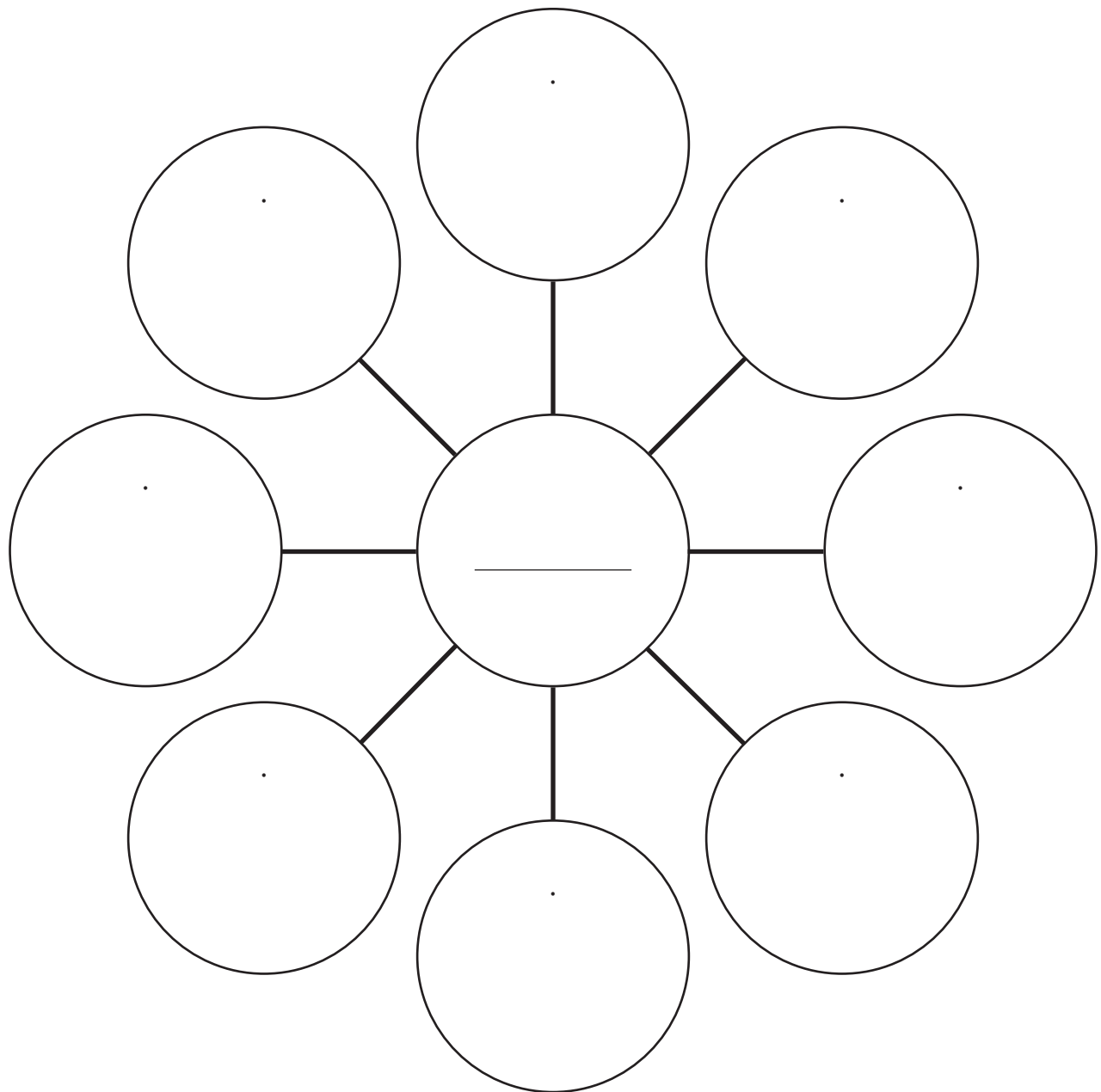
Separate students into groups. Pairs or groups of three work well for this to create discussion and divide up the topics.

Provide students with class time to draft their ideas and work collaboratively with their groups.

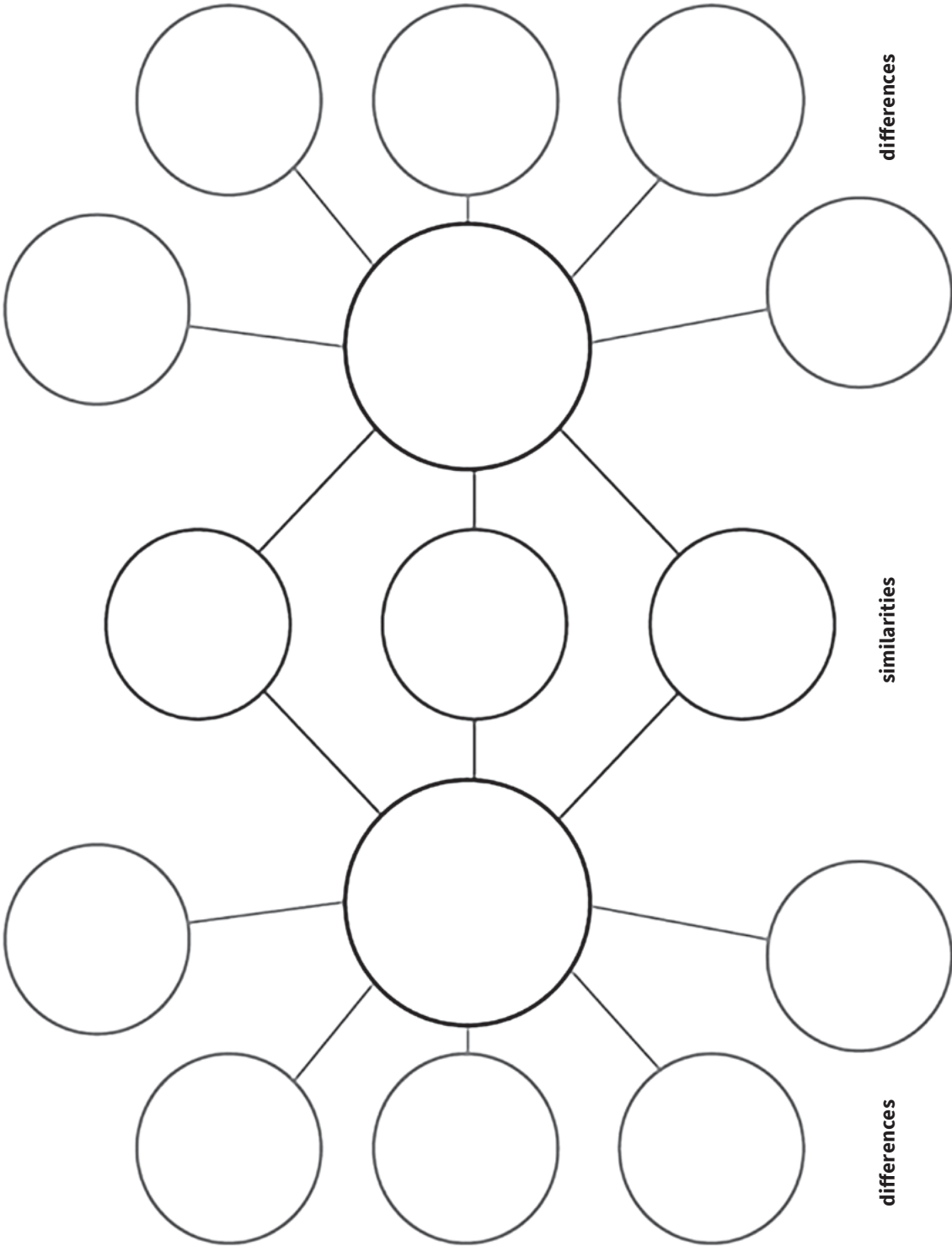
Record using a voice recorder on a computer, tablet, or phone. Students can edit their recording using their devices to develop something unique for this assignment.

VI • APPENDIX: ACTIVITY GRAPHIC ORGANIZERS

Concept Web



Cluster Web



Text-to-Self, Text-to-World, Text-to-Text Organizer

TEXT TO SELF	TEXT TO WORLD	TEXT TO TEXT
NOW I KNOW	NOW I KNOW	NOW I KNOW

Word Map

DEFINITION AND SYNONYM:	ANTONYM:
USE IT:	SKETCH IT:

WORD:

VII • ONTARIO CURRICULUM CONNECTIONS

English: Grade 8 Curriculum Expectations

Reading

■ OVERALL EXPECTATIONS

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
2. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast; Character Profile; Making Connections

■ SPECIFIC EXPECTATIONS

1. Analyze a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies.
2. Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes.
3. Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex.
4. Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea.
5. Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.
6. Identify a range of elements of style including symbolism, irony, analogy, metaphor, and other rhetorical devices and explain how they help communicate meaning and enhance the effectiveness of texts.
7. Predict the meaning of and rapidly solve unfamiliar words using different types of cues.
8. Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose.
9. Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.
10. Identify various elements of style — including foreshadowing, metaphor, and symbolism — and explain how they help communicate meaning and enhance the effectiveness of texts.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast; Character Profile; Making Connections

Writing

■ OVERALL EXPECTATIONS

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast; Character Profile; Making Connections

■ SPECIFIC EXPECTATIONS

1. Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.
2. Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies.
3. Identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view.
4. Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data.
5. Write complex texts of a variety of lengths using a wide range of forms.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast; Character Profile; Making Connections

Oral Communication

■ OVERALL EXPECTATIONS

1. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast

■ **SPECIFIC EXPECTATIONS**

1. Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways.
2. Develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.
3. Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts.

Applies to: Character Analysis Chart; Comprehension Questions; Describing the Setting; Journey Timeline; Character Profile; Animal Symbols/Meanings; Comparing and Contrasting Tribes; Gist Chapter Summaries; Understanding Similes, Metaphors, and Comparatives; *Sisters of the Wolf* Podcast

Media Literacy

■ **SPECIFIC EXPECTATIONS**

1. Demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view.

Applies to: *Sisters of the Wolf* Podcast