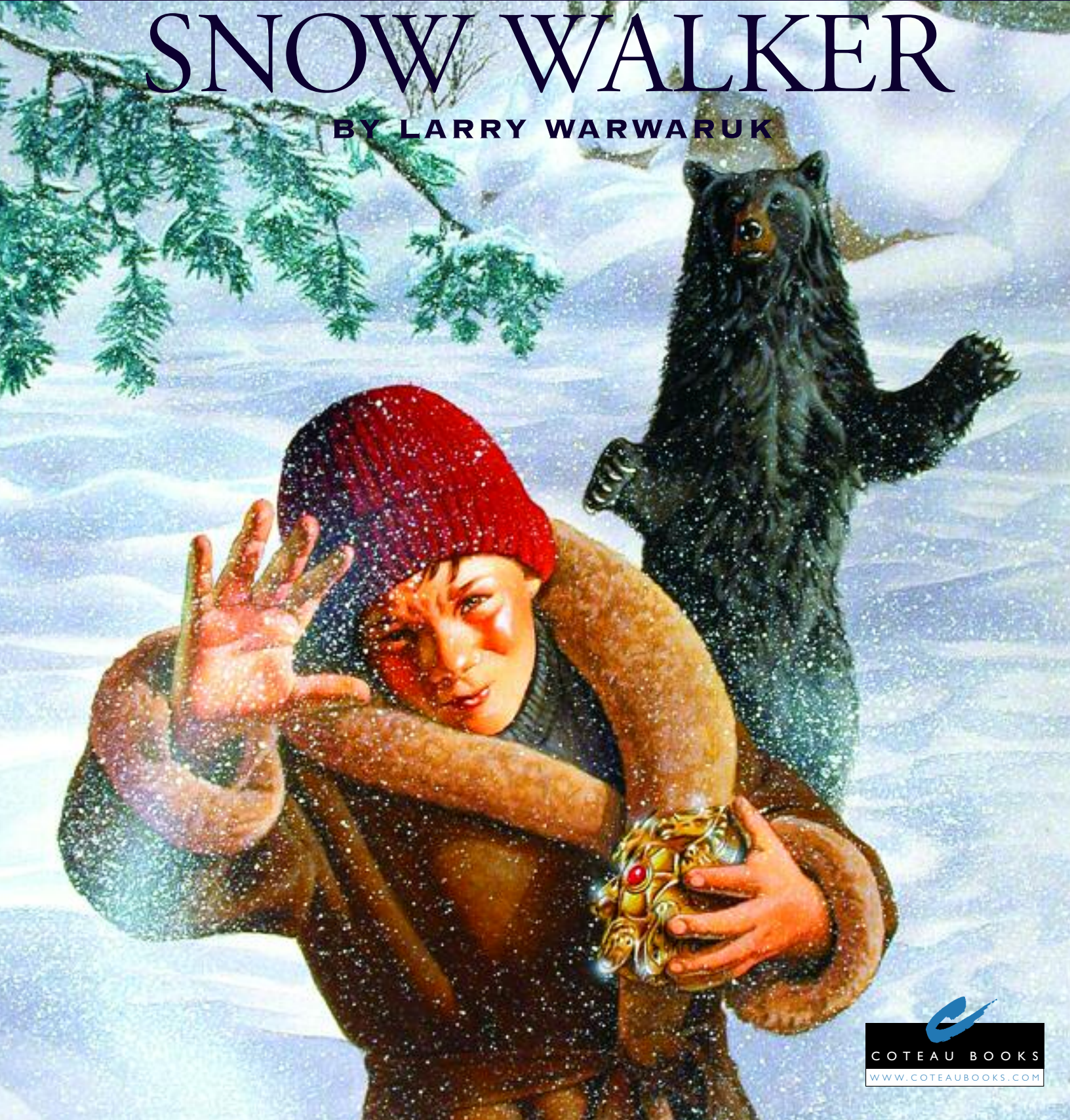


ANDREI *and the* SNOW WALKER

BY LARRY WARWARUK




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A NOVEL STUDY GUIDE *by Margo Day*



IN THE SAME BOAT

ANDREI *and the*
SNOW WALKER

BY LARRY WARWARUK

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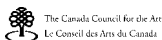
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Canada





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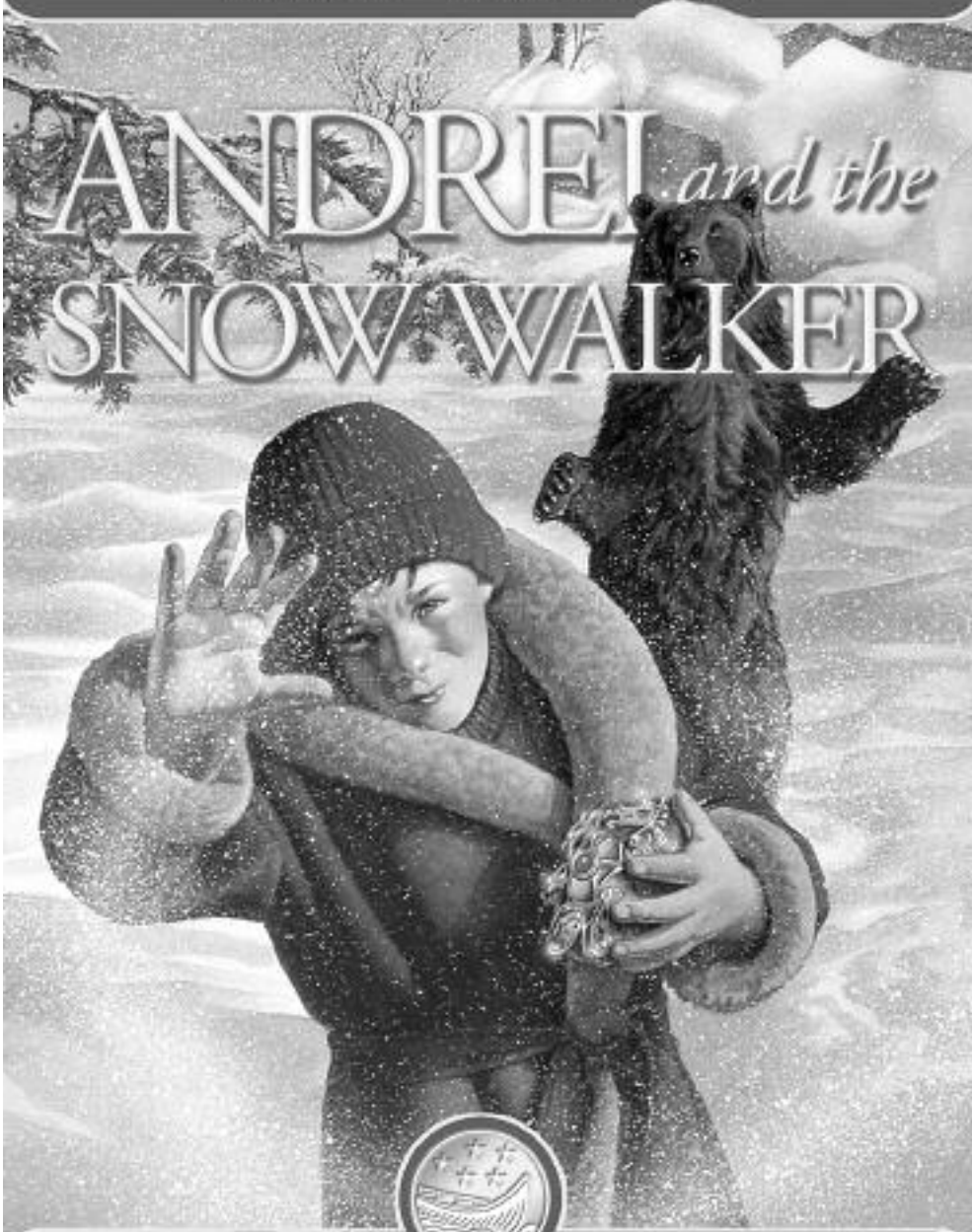
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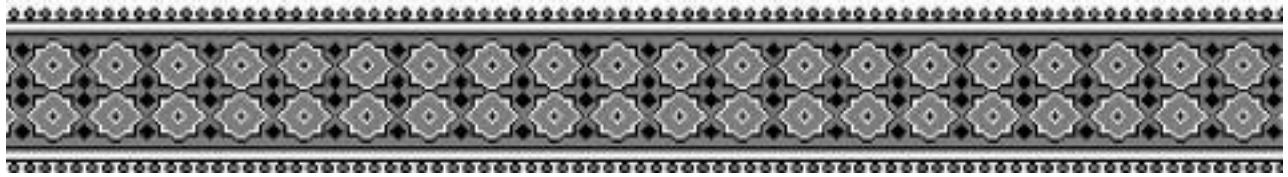
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LARRY WARWARUK



IN THE SAME BOAT



INTRODUCTION: *Andrei and the Snow Walker*

A NOVEL STUDY GUIDE

This study guide is intended to provide middle-level English Language Arts teachers with inspiration and ideas for approaching the study of Larry Warwaruk's *Andrei and the Snow Walker* with their students.

All teachers have encountered students who devour an entire novel within two days of having it in their possession, and those who finally read only to seek sparse answers to specific chapter questions. Working through a novel with a class of students always presents a teacher with a number of dilemmas!

- Should the novel be read aloud?
- Should the students work with “reading buddies?”
- Does the particular class function effectively in “Literature Circles?”
- Should students be permitted to work through the novel and the assigned activities at their own rate?
- Should comprehension questions be available to some students before they have read the novel?

The approach taken to the material offered here will vary from teacher to teacher and from class to class. The astute teacher will shape these suggested activities to suit specific learning and lesson objectives. This will ensure that all students will gain a measure of success and satisfaction through their exploration of the ideas and characters presented in this compelling and timely novel.

In the following pages, teachers will find:

- Information about the author
- A story summary
- Background information that may be used to introduce the novel and help explain the concepts and ideas encountered by the readers
- Suggested introductory activities
- A suggested approach for responding to the novel that includes:
 - chapter-by-chapter vocabulary lists
 - chapter-by-chapter comprehension questions
 - cross-curricular connections





ABOUT THE AUTHOR



Larry Warwaruk is an award-winning author of two adult novels, *The Rope of Time* and *The Ukrainian Wedding*. He taught English and Drama and worked as a principal in central Saskatchewan for many years. Recently retired from teaching, he now works as a writer and a crop insurance adjuster. His short stories have been published and have been heard on CBC Radio. He is active in community theatre—he helped found the Snakebite Players in Beechy, Saskatchewan, and has received Best Director awards at Saskatchewan Community Theatre Festivals.

Larry lives with his family on the bank of the South Saskatchewan River overlooking the town of Outlook, where he is currently at work on his third full-length novel for adults, *Bone Coulee*. *Andrei and the Snow Walker* is his first novel for young adults.

STORY SUMMARY

It is April, 1900. The Bayda family is preparing to leave their home in the Ukrainian village of Zabokruky for a new life on the Saskatchewan prairie. Early in the morning of the day of their departure, twelve-year-old Andrei has a profound experience that will shape his perceptions of the family's fortunes and his understanding of his place in the world for the next nine months. As relatives and neighbours gather to bid the family farewell, readers are introduced to Andrei's parents, his sister, and his proud, storytelling grandfather, Danylo. Before the family sets foot on the train at Lviv, the stage is set for an adventure that will take Andrei back to his Cossack roots and forward into a future on the western Canadian plains where diverse cultures meet and embrace.



BACKGROUND INFORMATION

Many middle-level students understand a work of fiction simply as a product of the imagination of its author. They are intrigued to learn about where writers get their ideas, and they are surprised to learn about the arduous hours of research that writers of good fiction dedicate to the task of authenticating their work.

It may interest students to know that *Andrei and the Snow Walker* had its genesis in an exchange between a book publisher in Ukraine and Coteau Books in Regina. A Ukrainian writer wanted to write a book about the Bayda family, who are believed to be descended from the famous Hetman Bayda, founder of the Zaporozhian Cossacks. This writer wanted to tell the story of the Bayda descendants who remained in Ukraine, and he hoped to find a Saskatchewan writer who would tell the story of the branch of the family who emigrated to Canada. Larry Warwaruk agreed to write a novel that was somewhat historically based, although not a family history as such.

Nevertheless, research was essential. Larry interviewed a descendant of the Bayda family and people from the Métis community. He researched the histories of the Cossacks, the Scythians, and the Métis. He studied the stories, ceremonies, and celebrations of the Ukrainian, Métis, and Cree cultures. He found both anecdotal and documented evidence of the mutual respect for diverse belief systems and multicultural tolerance that characterized the daily lives of many Canadians at the beginning of the twentieth century. Thus establishing the foundation for one of the main themes in the novel.

Another of the novel's themes was strengthened when Larry stumbled upon a journal article describing the recent discovery of a golden cup in the digs of Scythian burial mounds in southern Ukraine. A photograph of this artifact, depicting galloping horses encircling the bowl of the rare goblet, inspired the form of the talisman that is the pivotal metaphor in the story. This talisman also provided an additional dimension to Andrei's desire to tame and to own Vityr, his horse, as both Cossacks and Métis were skilled horsemen.



INTRODUCING THE NOVEL

After reading the novel and the provided background information, teachers will be able to choose the most appropriate approach to piquing their students' interest in *Andrei and the Snow Walker*.

To begin, through discussion and/or journal writing, students could be asked to comment on (and, if necessary, research) the following:

- What they imagine it would be like to have to pull up roots and re-establish one's life in a foreign country
- What they know about the coming to Canada of their families
- What they know about the daily lives of early homesteaders in Saskatchewan
- What they know about attitudes of Métis and First Nations peoples toward the early homesteaders
- What they know about the relationships that homesteaders established with Métis and First Nations peoples who already lived on the prairies





THE RESPONSE JOURNAL

It is a good idea to encourage students to make consistent use of a response journal as they read and reflect on the novel. Students can be offered a number of approaches for recording their journey through the novel by journalizing.

A few suggestions are:

- Keeping track of characters as they are introduced and as they evolve
- Writing a detailed daily journal in role as one of the novel's main characters
- Making predictions after the reading of each chapter
- Making connections between personal experiences and the experiences of characters in the novel
- Commenting on choices characters make and describing why other choices may have been better ones
- Creating short, colourful metaphors in response to characters or events in the novel
- Making personal lists of the figurative language they encounter as they read
- Writing short poems in response to events in the story
- Illustrating journal entries with small drawings or collages
- Recording interesting bits of history and folklore gleaned from research undertaken in response to events in the novel
- Making lists of questions they would like to ask the writer



RESPONDING TO THE NOVEL:

Vocabulary Lists, Comprehension Questions, and Cross-Curricular Connections

VOCABULARY LISTS

Words which may be new to middle-years students have been chosen from the story. Among these are words from the Ukrainian language that are written in italics. Teachers can encourage the students' study of all of these words in a number of ways:

- Working in pairs or small groups, students can attempt to determine the meaning of a word from the context in which it is used (dictionaries can always be used to confirm hypotheses)
- Working alone or in pairs, students can create word-search and crossword puzzles incorporating the words, characters, and ideas they encounter in the novel
- Inviting a Ukrainian speaker into the classroom to provide accurate translations and pronunciations, and to encourage students to attempt some oral speaking in this language

COMPREHENSION QUESTIONS

Teachers will choose from among the comprehension questions to suit their specific learning and lesson objectives and to ensure students' understanding of the novel. Teachers are encouraged to use these questions as springboards for other questions that will be inspired by class discussions about the novel and students' responses to it.



CROSS-CURRICULAR CONNECTIONS

Whether teachers teach more than English Language Arts to a particular class of students may well influence the extent to which cross-curricular connections can be included in a novel study. Certainly activities focused on reading, writing, listening, speaking, and that fifth (and, alas, too often forgotten) language art, Drama, can be readily incorporated!

Andrei and the Snow Walker lends itself particularly well to links with:

- Social Studies
- Arts Education: Dance, Drama, Music, and Visual Art
- Outdoor Experiences
- Ukrainian
- French
- Cree
- Science Education
- Mathematics

The possibilities are limited only by the imaginations of students, teachers, and the writers of novel study guides!

STRUCTURING THE NOVEL STUDY

Time in *Andrei and the Snow Walker* spans the nine months from April 1 to December 24, 1900, and the novel has twenty-two chapters.

The vocabulary lists and comprehension questions here are offered chapter by chapter. The cross-curricular connections are suggested from the perspective of the whole novel. Teachers are free to use these in ways that best suit their objectives, their students, available resources, and personal preferences for how to approach the study of the novel with middle-level students.



Chapter 1

VOCABULARY

| | |
|--------------|-----------|
| embark | baba |
| Cossack | brova |
| transposed | widower |
| transforms | splayed |
| fleeting | steppe |
| Dido | sickles |
| pahn | scythe |
| fleeced | trinket |
| Tato | sackcloth |
| lamentations | mystic |
| gape | talisman |

COMPREHENSION QUESTIONS

1. How would you explain Andrei's early morning experience at the beginning of Chapter 1? In your own words, describe what Andrei "sees."
2. State as many reasons as you can find for the family's decision to leave their homeland for a new life in Canada.
3. Make a list of the friends and neighbours who gather to bid the family farewell. Which of these characters do you believe the reader might encounter again? Why do you think so?
4. Make a detailed list of the items the family has packed to take with them. Why do you suppose they have chosen these particular things to take?
5. Describe Andrei's Dido.
6. How do you know that Dido is fiercely proud of his Cossack roots?
7. Describe the family's encounter with the old mystic, Uncle Skomar.
8. How do you explain Andrei's second "vision?"
9. Compare the response of Andrei's Dido and his mother to the gift the Holy man gives Dido.



Chapter 2

VOCABULARY

relic
mission
helmsman

beacons
lull

COMPREHENSION QUESTIONS

1. How does Dido respond to Andrei's questions concerning the old mystic, the gift in the goatskin bag, and what Andrei believes he saw the morning of the family's departure?
2. Why do you think Dido suggests Andrei is talking nonsense when Andrei tries to talk to Dido about what he saw?
3. What are Mama's further concerns about the gift?
4. Describe the conditions on the ship.
5. How does the family keep track of time on the voyage?
6. What is the family's first destination in Canada, and how does their journey continue from there?



Chapter 3

VOCABULARY

| | |
|------------|-----------|
| waft | onslaught |
| bannock | frenzy |
| slough | derisive |
| buda | glint |
| excavation | copse |
| whittling | scanty |

COMPREHENSION QUESTIONS

1. The experience of the Bayda family in acquiring their homestead is quite typical. Describe it.
2. What pleasant surprise awaits the family in the store at Rosthern where they go to purchase their first provisions?
3. List the various ways Moise, Gabriel, and Chi Pete help the family upon their arrival in Saskatchewan.
4. What does the family learn about the Métis and the battle at Batoche in this chapter?
5. Do you believe there may be a further role for Gabriel Desjarlais in the novel? What foreshadowing has the reader of this?
6. Carefully read the description of the family's buda. Draw a pencil sketch of how you imagine it looks.
7. Briefly state how each of the following characters reacts to Dido's unwrapping of the cup: Tato, Mama, Dido, Andrei.
8. What does Dido do with the cup?
9. Why do you believe Andrei chooses to follow Dido in secret?
10. Describe the rock. What does Andrei find there and what does he do with it?
11. In your own words, and using words that appeal to the senses, recount Andrei's sighting of the black bear.



Chapter 4

VOCABULARY

tethered
surrey

ogling
swoon

COMPREHENSION QUESTIONS

1. Where and for whom have Tato and Dido gone to work?
2. What are the responsibilities of Mama, Marusia, and Andrei in their absence?
3. What things does their neighbour, Wasyl Kuzyk, bring them?
4. What seems to be one of the motivations for Mr. Kuzyk's generosity?





Chapter 5

VOCABULARY

tamp
peech
saplings
foliage

Pentecost
dung
punky
pemmican

COMPREHENSION QUESTIONS

1. What progress do Mama, Marusia, and Andrei continue to make in proving up their homestead?
2. What does Mama mean when she says, “Let the English be two weeks ahead with their Roman Calendar...”?
3. How is it that Gabriel speaks Ukrainian?
4. What does Gabriel tell Andrei about the Cree spirit man, Snow Walker?
5. Who is Gabriel referring to in the phrase “the black robes?”
6. Why is Andrei amazed when Gabriel shoots the moose?
7. What does Gabriel call the moose stomach? Why does he use this term?
8. Describe the feast Mama, Marusia, Andrei, and Gabriel enjoy.
9. What is learned in this chapter about the hunting and use of buffalo by Indian and Métis peoples?



Chapter 6

VOCABULARY

embers

cantor

COMPREHENSION QUESTIONS

1. Why is it important to Andrei to be able to keep the puppy Mr. Kuzyk brings to their homestead?
2. Why does Marusia have a “laughing fit” while having tea with her mother, her brother, and Mr. Kuzyk? Describe a time you had an uncontrollable fit of laughter that you had to try to conceal. What prompted it, and how did you manage to recover from it?
3. For what reasons does Mrs. Bayda believe that Wasyl Kuzyk would make a good match for Marusia? Do you agree with her? Why or why not?
4. Why does Andrei begin to think he may have to side with his mother on this issue?



Chapter 7

VOCABULARY

| | |
|--------------|-----------|
| planned | battalion |
| hexagon | affronted |
| visualize | borshch |
| ploughshares | icons |
| breaking | arbour |
| bulrushes | promise |
| callous | diverts |

COMPREHENSION QUESTIONS

1. What is the significance of Marusia's choosing to change her name to Marie?
2. From the time they leave home, describe Andrei and Marie's first day of work at the Kuzyks. What tasks are each assigned? Why do you believe the Kuzyks give each of them these particular jobs?
3. What does Andrei think about as he works?
4. How does Marie respond to Mrs. Kuzyk's request to Mrs. Bayda that Marie consider Mr. Kuzyk as a husband? Do you believe Petrus Shumka is really the young man who is most on Marie's mind? Why or why not?
5. At the end of the chapter, what seem to be Andrei's thoughts on the matter of a husband for Marie?



Chapter 8

VOCABULARY

encroach
claw

dew
canopy

COMPREHENSION QUESTIONS

1. How is it that Andrei, a young Ukrainian just arrived from his homeland, and Chi Pete, a Métis boy, are able to communicate?
2. On the first day of Chi Pete's visit, the two boys and Brovko have a dangerous adventure. Briefly outline what occurs.
3. What does Andrei tell Chi Pete when the boys visit the rock?
4. What advice does Chi Pete give Andrei? What do you think about Andrei's refusal to accept his friend's advice?
5. Andrei already knows a little about Snow Walker from Gabriel. What more does he learn about the Cree spirit man from Chi Pete?
6. Describe Snow Walker and the boys' encounter with him. What is the first sign that Snow Walker is present?
7. What are the two questions Snow Walker has for Andrei?
8. By what name does Snow Walker refer to Dido? What is your response to this name?
9. What warning does Snow Walker ask Andrei to deliver to Dido? How do you explain it?



Chapter 9

VOCABULARY

wielding
heifer
draft

stook
observes

COMPREHENSION QUESTIONS

1. Describe what Dido and Tato do to protect their animals from mosquitoes.
2. What things have been accomplished on the Bayda homestead while Dido and Tato have been away working?
3. What do they know of Wasyl Kuzyk?
4. How do Dido and Tato each respond to Andrei's enthusiastic announcement that he might get a horse? How do you explain the differences in their reactions?
5. Describe the meal Mama has prepared for the returning men.
6. Although Tato teases Marie and does not make a direct statement about the idea of her marrying Wasyl Kussyk, what do you think his opinion about it is?
7. What is Andrei hoping to achieve with the colt by next spring?
8. At the end of this chapter, Gabriel arrives on his horse, Raven. In light of the conversation that has just occurred in the Bayda household, what might his arrival foreshadow?



Chapter 10

VOCABULARY

| | |
|------------|-----------|
| apparel | tresses |
| funnel | hover |
| tabernacle | jostle |
| parasols | endurance |
| louvered | vault |
| latticed | retrieve |
| cupola | perimeter |

COMPREHENSION QUESTIONS

1. For what two reasons does Gabriel suggest some Métis are moving north of Fish Creek?
2. What two famous Métis leaders does Gabriel mention when he invites Marie and Andrei to the St. Joseph Celebrations? Which of these leaders has the nickname Batoche?
3. Describe the gift Gabriel gives Marie on the morning of the fair. What significance do you think this gift might have?
4. On the way to the fair, what contrast does Andrei observe between the Saskatchewan landscape and that of his former home?
5. What does the reader learn of the history of Marie Alberta Julianna and Marie Antoinette?
6. Describe the ambience in the tent of the fortune teller. What does the Gypsy woman see in her glass ball that may foretell something of Andrei's future?
7. What two successes does Andrei have at the fair?
8. Who wins the horse race?
9. In your own words, describe the killing and eating of the ox? What does Gabriel tell Andrei this event represents?
10. Describe what happens to Andrei on his way home from the fair.



Chapter II

VOCABULARY

| | |
|-----------|-----------|
| broadaxes | rasp |
| stoneboat | sabre |
| dovetails | homely |
| auger | homage |
| laths | sulfur |
| thatch | quavers |
| solemn | awe |
| dignified | intruders |

COMPREHENSION QUESTIONS

1. Carefully read the description of the Baydas' house-building "bee." Describe a "bee" you have been involved in or one your parents or grandparents can recall.
2. Describe the new house. How long does it take to complete it? What is the final step in its completion?
3. What does Dido tell Andrei about Hetman Bayda?
4. What surprising connection does Dido make between the old Ukrainian mystic and the Gypsy fortune teller?
5. What is Dido's purpose in taking Andrei to the rock?
6. Andrei wonders why Dido has chosen him, rather than Tato, to tell these stories to. What is your opinion about this?
7. Why does Andrei say, "Don't go on your knees, Dido"?
8. What had the Holy fool told Dido about the cup that Dido now tells Andrei?
9. Why is Andrei apprehensive about Dido's opening the box?
10. When reflecting on the vision he had when Dido opened the wrapping on the cup, Andrei thinks that, "On one hand he saw riches, yet on the other, his path is strewn with dangers." Describe the contrasting images Andrei is referring to.



Chapter 12

VOCABULARY

Old Country

cholera

COMPREHENSION QUESTIONS

1. When Andrei is ploughing Mr. Kuzyk's field, what works as mosquito repellent for him and the horses? What other two things does Andrei observe that seem to function in this way?
2. In your own words, relate Andrei's remarkable rescue of the mare from the bog.
3. Why does Andrei crumble, weeping, to the ground when the mare is safely in the hands of Mr. Kuzyk?



Chapter 13

VOCABULARY

weaned
bloodlines
stature

transaction
quest
stooking

COMPREHENSION QUESTIONS

1. Why is Mr. Kuzyk moved to offer Andrei possession of the colt?
2. What does Andrei name the colt? What is the significance of this name?
3. After a week's work with the colt, what progress has Andrei made toward training him?



Chapter 14

VOCABULARY

coulee
inflict
wattle

eroded
plateau
intrusion

COMPREHENSION QUESTIONS

1. What is the most recent addition to the Baydas' house?
2. Why is Andrei afraid of returning to the rock?
3. Andrei, Vityr, and Brovko all seem a bit spooked when they pass by the cabin in the trees. What do you think accounts for this?
4. Why do you think Andrei wishes he had the courage to dig up the cup in its goatskin bag?



Chapter 15

VOCABULARY

contemplating
akimbo
heirloom

desecrate
parable

COMPREHENSION QUESTIONS

1. What good news does the family receive at the beginning of this chapter? Why is Marie particularly happy with this news?
2. Describe in detail the plan Dido and Andrei hatch for a harvest festival?
3. What is Wasyl Kuzyk's first response to this plan? How does Dido convince him that the plan is a good one?



Chapter 16

VOCABULARY

haunch

COMPREHENSION QUESTIONS

1. List the Baydas' concerns about their first winter in Canada.
2. State as many reasons as you can for Gabriel's being delighted by Andrei's telling him that Marie wants Gabriel to be in the harvest play.
3. Do you think Marie will finally decide to be in the play? State your reasons for your answer.





Chapter 17

VOCABULARY

fez
procession
bountiful

Archangel
feint
wary

COMPREHENSION QUESTIONS

1. What is significant about the men on horseback leading the bishop and people in Procession on the day of the festival?
2. What does Gabriel's decision not to participate on horseback tell you about his attitude toward this celebration?
3. How is the church prepared for the play? Why are these changes necessary?
4. Carefully read Dido's epilogue to the play. Then re-read the description of the play itself. Do you think the play was successful at relating its intended message? Why or why not?
5. By the end of the chapter you may be willing to predict an outcome to the relationship between Marie and Gabriel. Explain and support your prediction with direct reference to the novel.



Chapter 18

VOCABULARY

loom

congregates

COMPREHENSION QUESTIONS

1. Describe Andrei's dream.
2. What has Marie been doing while Andrei was dreaming?
3. What is Mama's response to Marie's outing? What does she mean when she says, "You have your family, Marusia. Don't turn your back on your family"?
4. What do you believe Andrei means when he thinks, "...Marie has already made up her mind"?



Chapter 19

VOCABULARY

yoked
contagious

squandering
temporary

COMPREHENSION QUESTIONS

1. At this point in the story, who do Mama, Tato, and Andrei each believe would make the best match for Marie? What are their reasons?
2. What is your opinion? Why?
3. What has happened to Dido that greatly concerns the family?
4. Why is Andrei particularly worried about Dido's condition?
5. What is the reason the Kuzyks come calling a couple of days before Christmas Eve?
6. Describe what has happened earlier in the day at the train station that is very embarrassing for Wasył Kuzyk.



Chapter 20

VOCABULARY

remedies
stilt-like
wail

premonition
persistent

COMPREHENSION QUESTIONS

1. Describe the remedies Mama uses to try to help Dido get well.
2. For what two reasons does Andrei decide to take Vityr out into the cold winter morning?
3. What happens when the blizzard comes up?
4. In your own words, describe what Andrei does when he realizes he is at the rock.
5. When Andrei opens the box, what does he find resting on the cup? What does this indicate to you?
6. Describe what happens after Andrei drops the feather in the snow.
7. What causes Vityr to bolt?



Chapter 21

VOCABULARY

buffeted
rejected
terrain

shrine
retreat

COMPREHENSION QUESTIONS

1. What causes Andrei to recall the words of the Gypsy fortune teller?
2. Where does Andrei finally realize he is after he leaves the rock in search of shelter with the goatskin bag?
3. Whose coat is he wearing, and what does he find in the pocket?
4. Describe what happens when Andrei takes the cup out of the box and holds it up.
5. State as many reasons as you can for Andrei's choosing to reject the cup.
6. After a period of unconsciousness, what is the first thing Andrei becomes aware of? What does this suggest to you?
7. Who or what guides Andrei to the safety of the cabin?
8. What does Snow Walker offer Andrei?
9. Describe how Andrei and Snow Walker communicate without Chi Pete or anyone there to translate for them.
10. How much time does Andrei spend at Snow Walker's cabin?
11. What sign does Snow Walker give Andrei to indicate it is time for Andrei to be on his way?
12. Who does Andrei meet shortly after leaving Snow Walker's cabin?
13. State several things Andrei learns from them about what has occurred at the Bayda household since he went missing.
14. What important fact about the rock does Andrei learn from Gabriel?
15. What does Andrei do at the rock? Describe in detail the significance of this act.



Chapter 22

VOCABULARY

glowers
Adam's apple

partake
ritual

COMPREHENSION QUESTIONS

1. Name the unexpected guests Andrei is happy to discover upon his arrival home.
2. Describe the apology Petrus Shumka receives.
3. How do you interpret Andrei's telling Dido and the others, "The Indian Medicine Man, Dido. He turned himself into a black bear, and he dragged me from the water"?
4. How does Dido respond when he learns that Andrei was saved by Snow Walker and that the cup is now on the bottom of the river?
5. What does Dido mean when he says, "...it is our poets who keep Ukraine alive"?
6. Why does Wasyl Kuzyk say it is his fault that Andrei's life was in danger?
7. What gift does Andrei receive from Wasyl?
8. What interesting shift has occurred in Wasyl's attention?
9. What unexpected news does Marie receive? How does this simplify the lives of everyone concerned?
10. Who goes with Andrei, at Tato's bidding, to "watch for the Christmas star"?
11. In your own words, describe in detail the scene at the end of the book.
12. Why do you believe the writer may have chosen to end the book in this way? Do you believe it is a good ending to the story? Why or why not?

CROSS-CURRICULAR CONNECTIONS

Andrei and the Snow Walker offers teachers and students a wealth of possibilities for exploration and research. The following suggestions are organized under particular subject headings to make cross-curricular connections clear. Teachers are encouraged to refer to provincial curriculum guides when planning learning and lesson objectives in all subject areas.



SOCIAL STUDIES

Map Studies:

1. On a globe or in a good atlas, trace the journey of the Bayda family from Zabokruky to their homestead.
2. On a road map of Saskatchewan, find the Alvena-Wakaw-Batoche triangle, with the river as its western boundary, that is the primary setting of the novel.

Research Questions:

1. Who were the Cossacks?
2. Who were the Scythians?
3. What is the history of the Polish domination of the Ukrainian people that is suggested in the novel?
4. How did the Canadian government advertise homesteads in countries as far away as Ukraine?
5. What were the conditions on the ships that brought Ukrainian and other immigrants to Canada in the early years of the twentieth century?
6. What were the responsibilities of homesteaders in Saskatchewan for proving up their land?
7. What is the history behind the Métis and the horse?
8. Who were some of the best known Métis cowboys who rode with American “Wild West” shows?
9. Who were Louis Riel, Gabriel Dumont, and Xavier Letendre?

10. What is the story of the Battle of Fish Creek that was one of the battles of Northwest Rebellion of 1885?
11. What was the role of the Medicine Men in the lives of the Saskatchewan Cree around 1900?
12. Why did some First Nations peoples distrust European missionaries?
13. What are the facts about the stealing of the church bells from the church at Batoche?
14. What were some of the religious celebrations and rituals important to Ukrainian immigrants to Canada?
15. What are some of the religious and cultural celebrations important to Métis peoples in Saskatchewan?
16. How do the Roman Calendar and the Julian Calendar differ?
17. What are the origins of peoples referred to as “Gypsies?” Were there many “Gypsies” in Western Canada at the beginning of the twentieth century?
18. What First Nations groups in North America include “shape changers” in their stories?





ARTS EDUCATION

Dance:

1. Invite Ukrainian and Métis dancers to perform in your school or community.
2. Watch videos of Ukrainian and Métis dancers.
3. Learn some Ukrainian and Métis dances.

Drama:

1. Create contextual dramas based on the events and ideas presented in the novel.
2. Script and recreate the play performed at the church harvest festival.
3. Create and present monologues in role as characters from the novel.

Music:

1. Invite musicians who play traditional Ukrainian and Métis music to perform in your school or community.
2. Listen to Ukrainian and Métis music of all kinds.
3. Learn some traditional Ukrainian songs.

Visual Art:

1. Draw and/or make models of the early shelters and houses constructed by Ukrainian immigrants.
2. Investigate and recreate the dress and hairstyles of the Ukrainian and Métis men and women of the early 1900s.
3. Investigate the attire of Cree Medicine Men.
4. Draw, paint, or sculpt personal conceptions of the golden cup.
5. Respond critically to the cover illustration of the book and to the illustrations included in the text.



OUTDOOR EXPERIENCES

Field Trips:

1. Seek the advice of aboriginal elders and the Saskatchewan Historical Society and visit one of the many buffalo rubbing stones or medicine wheels found across the province.

Museum Visits:

2. Visit the Ukrainian Museum of Canada in Saskatoon.
3. Visit the National Historic Park at Batoche.



HERITAGE LANGUAGES: UKRAINIAN, FRENCH, AND CREE

Guest Speakers:

1. Invite a Ukrainian speaker to the classroom to provide accurate translations and pronunciations of the Ukrainian words used in the novel. Suggest that your guest speak to the students in Ukrainian so they can get a sense of the flavour of the language as the Baydas would have spoken it.
2. Learn a few of the expressive Ukrainian greetings such as those used by Mama and Wasyl Kuzyk.
3. Invite a Métis elder or historian to the class to talk about the languages spoken by the Métis and the relationships that the Métis established with immigrant groups who homesteaded near their communities.
4. Invite a Cree elder to discuss the character of Snow Walker and the role played by “Spirit” or Medicine Men in Cree culture.



SCIENCE EDUCATION

Research Questions:

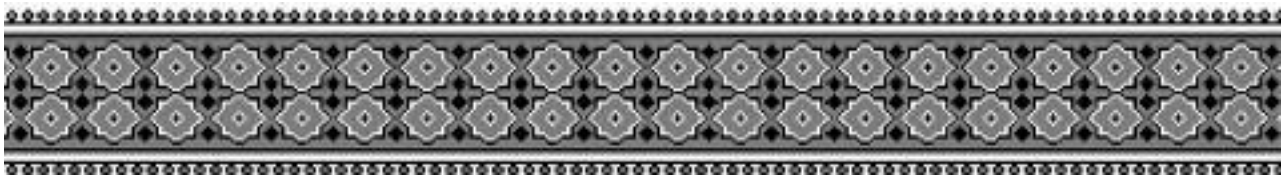
1. Why is smoke a good method to keep mosquitoes away?
2. How does drying meat serve to preserve it?
3. What are muskrat breathing holes and how do they work?
4. What are the habits of prairie mice in winter?



MATHEMATICS

Research Questions:

1. How do the prices of basic foodstuffs and wages in Saskatchewan today compare to those of 1900?



ONE FINAL SUGGESTION

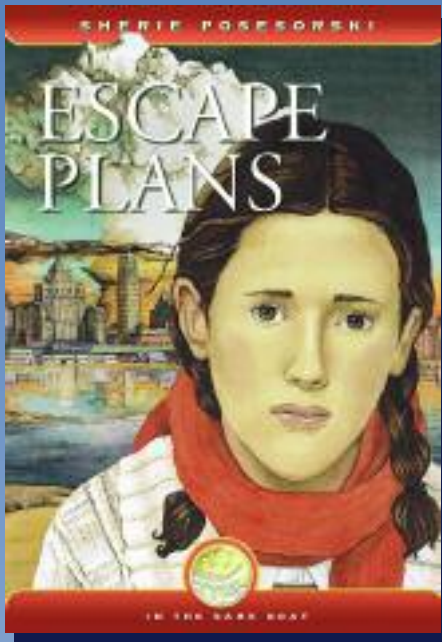
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You may also contact Coteau Books, at 306-777-0170, coteau@coteaubooks.com, if you have further questions on the book.

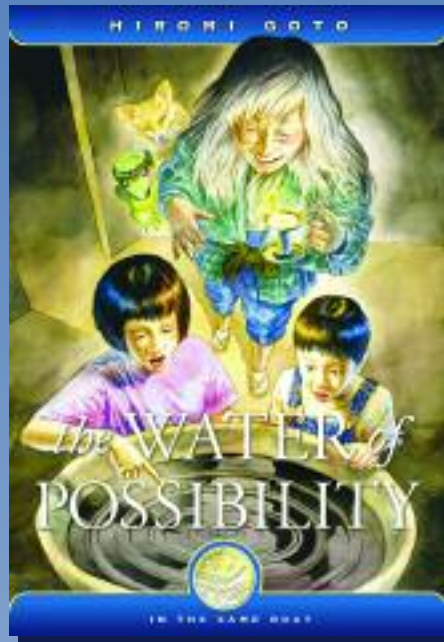
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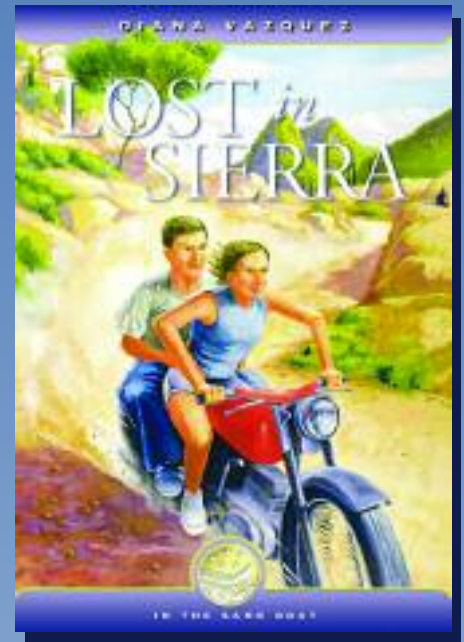
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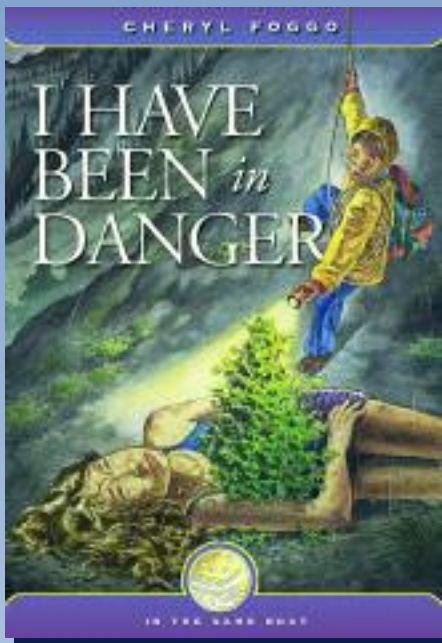
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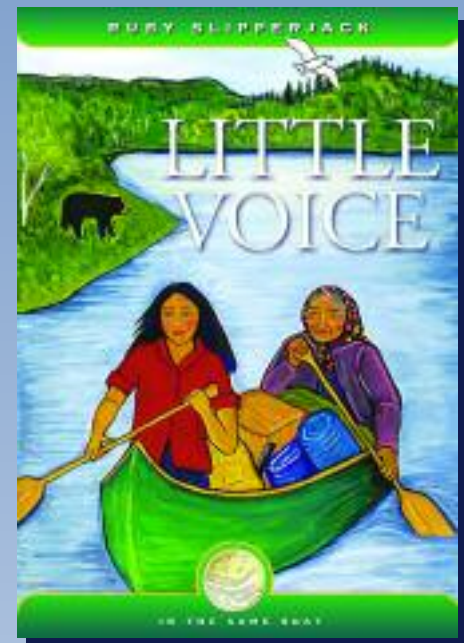
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