

Return to: Y. Yarker

Suggested Student Activities for

MOSES HENZIE - ALLAKAKET

The following are suggested student activities to accompany the Moses Henzie Biography produced by the Yukon-Koyukuk School District. We have included a wide range of activities so teachers and students can choose those most suitable for them.

Hopefully students will find these exercises easy to relate to and relevant to their own lives. A number of the activities invite students to examine and compare aspects of their own village and lives to that of Moses Henzie's. Perhaps these materials can be used to expand students awareness of their own environment and to better understand the tremendous changes that have occurred over a relatively short period of time in the Alaskan Interior.

You will also notice a strong emphasis on using the resources within your village, namely the local experts. Encourage people to come to class and share their view of the village history. Give life to your lessons.

Most of the activities listed here have no 'right and wrong' answer. They are designed to draw on students experience and interpretation of the world they live in. A primary goal to these exercises is to help students formulate their own answers as to why things are as they are.

Although the activities are divided by chapters and numbered many of them would be quite appropriate anywhere so feel free to mix and match.

BEFORE READING MOSES HENZIE - ALLAKAKET ...

1. Locate Allakaket on a map of Alaska. Locate your own village. What is the distance between the two by land? By river? Have you been to Allakaket? When? Why? What was it like?
2. What about Allakaket? Look through your school's book collection on Alaska. Find anything you can on Allakaket. If information is scarce you might want students to work in pairs or groups and use personal experiences as a resource. (suggested resource books: A Thousand Miles by Dogsled by Hudson Stuck, Two in the Far North by Margaret Murie and Alaska Regional Profiles, Volume VI, Yukon Region.)
3. Time-line activity. Make a timeline of your life. It can be drawn on butcher paper or pieces of drawing paper taped together. Include important dates and events in your life from birth to present. Illustrate whatever you can. Save these timelines to compare with the timeline the class will do of Moses Henzie's life.
4. English Style. Read the 'Note From a Linguist' by Ron Scollon at the beginning of the book. Ask your teacher for help with words such as linguist, succinctness, semantic indirectness, narrative impact, diction, and variation. Discuss with your teacher the meaning of the 'Note' from Ron. (Note to teacher: You might want to elaborate more on the subject of variations in English. Unfortunately students sometimes believe that there is only one kind of English. Variations of English exist for the sake of communication. English is a living language which changes to serve the needs of people in particular situations. For example, "village English" might be appropriate at a potlatch and perhaps not at a job interview in Anchorage. Or, "medical English" might be appropriate at a health aide's training session but not at a birthday party.)

CHAPTER ONE ACTIVITIES

1. Begin a timeline of Moses Henzie to be posted in class while reading his book. Note all the events Moses mentions as you read the book. Write the date and a brief description of the event. If the paper allows enough room the class could illustrate some of the events.
2. Moses talks about Medicine People. Do you know any Medicine People? Do you know any stories about Medicine People? Find someone in your village to tell you a story about a Medicine Man or Woman that used to live in your area. What kinds of things could Medicine People do? Medicine People used to be the powerful people in Interior Alaska. They were sometimes respected and sometimes feared. Who are the powerful people now where you live? Write or illustrate a story about a medicine person.
3. Grandpas and Grandmas. Moses had lots of Grandpas. Who was his "really Grandpa"? How many Grandpas do you have? Grandmas? What kinds of things did Moses learn from his Grandpas and Grandmas? What kinds of things have you learned from yours? If you don't have someone you call Grandma or Grandpa, what is something you have learned from a person who is older than your parents?
4. Grandparents talk. Have someone's Grandma or Grandpa come to class and talk to you. They might tell stories of what it was like for them at your age. They might teach you something they know. They might tell you some old stories. As a class you might even do a booklet of stories and drawings of Grandmas and Grandpas in your village. Ask your teacher to tell about his or her Grandparents.
5. Schooling. How much school did Moses have? Why? What did he do instead of going to school? When did the first school come to your village? Who ran it? Who went to the school then? Is anyone still living in your village who went?

Chapter One Activities continued....

5. Schooling Cont.

If so interview them or invite them to class. Ask them questions like, What was school like when you went? What did you learn? Was school year round? Who went? What was the teacher like? What were holidays like? Games? When did everyone in the village start going to school? How did school change village life? Do you have any old photographs of the school?

6. How old was Moses when he became a man? Why? What determines the age a person becomes a man in your village now? A woman?

7. Moses built a log house when he was a young man. What year was that? Write something about logs or logging. It can be your own experience or someone else's. What kind of house do you live in? Who built it? When? Where did the materials come from? Who paid for them? Do many people in your village build their own homes? Why do you think they do or don't?

8. Gold. How did the goldrush affect your village? Were there prospectors near your village? Did anyone in your village work for goldminers? If so ask them to share their experiences with the class. Where was the nearest goldmine to your village? Are their mining claims near your village being worked now? What's the price of gold now? What was it in the early 1900's?

9. Research. If you want to do more research a field trip might be just the thing. The University of Alaska in Fairbanks have quite a collection of materials in their archives. You can see old photographs and newspapers as well as some old records on microfilm. To give more life to the materials you might take an older person along who could identify photographs and have their memory sparked by going through old materials with students. Such a field

Chapter One Activities continued....

9. Research (Cont)

trip might also take you to the Geological Survey map office to acquaint students with maps available and to equip yourselves with maps of your study area. Also a visit to the borough library Alaska room to find any books that mention your village. Zerox whatever relevant information you can take home.

After the research trip students might want to print their information and make it available to people in the village.

CHAPTER TWO ACTIVITIES

1. Who tells you stories? What about? What are your favorite stories? Briefly retell a story that has been told to you by someone in your village.
2. Moses talks about poling boats. What is a poling boat? Draw a picture of what you think it looks like. Have you ever poled up a river? Has anyone that you know?
3. Boats in your village. What kinds of boats do people have in your village? Does anyone build their own? See if you can get a boat builder to talk to your class. Ask what kinds of materials are used and where to get them. Find out about cost of construction, design possibilities and boat care. Why is a boat designed the way it is? Compare the costs of building your own boat and buying an aluminum one.
4. Most people use boats with kickers now. Figure out how much gas it takes to travel 2 miles with your kicker. If your family doesn't have a kicker than ask someone who does. Be sure to write down what kind of engine and the size of it (i.e. Evinrude 25 or Merc. 5) When you come back to school put this information on the chalkboard along with your classmates figures. As a class come to some concensus on which kicker gets the best mileage. (note: boat design/size affects the kickers performance).
Next, find out which kicker has the most power, the highest cost brand new, and the best overall performance. List the different jobs kickers are needed for such as pushing fish wheels or carrying 300 fish a day to a fish buyer or carrying one person to his or her net each day. Which activities might require more power? Which ones require less? Choose which kickers would be most suitable for certain jobs.

Chapter Two Activities continued...

5. Moses talks about fall hunting. Do you hunt? What? What do you do with your catch? do you do anything differently than Moses? Are there new things you learned about hunting from Moses? If so what? What is the best hunting story you ever heard?
6. Hunting laws. Discuss the present laws that affect hunting in your area. For instance D-2, National Parks and Monuments, laws regarding hunters from outside areas hunting on your homeland, and laws that determine hunting and trapping seasons. Some people say moose season is at the wrong time of year. Moose are rutting and the bulls taste bad. The season is also at a time when people can't freeze their meat unless they have money and electricity. Some people feel they are forced to break the law. Who makes the laws? Why? Do you think the laws in your area are fair? Why or why not? Write a poem, or a letter about the subject.
7. What about moose? Are there many moose in your area? Do you eat much moose? Ask an older person if there has always been the same amount of moose in your area as there is now. If not how has the population been different? and when? When was the first time you ever saw a moose? Write or draw about the most interesting moose story to happen to you or someone else. Make a class list of all the things moose can be used for. What do you think is the most interesting thing Moses has to say about moose?
8. Moses describes whipsawing lumber. Where does lumber come from in your village? What is it used for? Is there anyone in your village who used to whipsaw lumber? Who? When and for what? Is there a whipsaw in your village now? Maybe you can borrow it and have a class whipsawing contest. Afterwards write about the experience.
9. Luck. What did luck mean to Moses? What things does he

Chapter Two Activities continued...

9. Luck (Cont.)

say can bring good luck or bad luck? Write about Luck and what it means to you. What do you think it might mean to old persons in your village? To your parents?

10. Respect to Animals. How did Moses show respect to animals? How do you? (See Chapter Three, too)

11. Old Ways. Make a list of the "old ways" Moses says he still believes. Have you heard any of these same things in your village while growing up? Which ones? Make your own list and add anything else to the list that you believe in. (Note to teachers: You might want to have a discussion about what happens when "old ways" and "new ways" come into conflict).

CHAPTER THREE ACTIVITIES .

1. Training up. How did young people before Moses time "train up"? How did Moses get his training? Ask your parents (or some older person how they got their training. In what ways are your parents training you? What do you think they're training you for? Ask them. Where else do you get training? What do you think school is training you for? Do you think there's a difference between how school trains you and how your parents train you?
2. Dogs.. List ways dogs can be used by people. Compile a class list. Find out the different diets for dogs in your area. What accounts for the differences in diet? (i.e. racing or work dogs, availability of food, individual theories on what works best. Write down your favorite dog story. Think about or discuss some of the things Moses had to say about dogs.
3. Snowmachines. How many snowmachines are in your village? When did the first snowmachine come to your village? When was the last winter that more people used dogs for transportation than snowmachines? Are there more people using snowmachines now? Do older people think snowmachines changed village life? How?
4. Pros and cons of dogs and snowmachines. Which mode of transportation costs more and why? List the average yearly expenses of buying, operating and maintaining a snowmachine. Compare that to the costs of using dogs. You can explore a great deal with this exercise. For example, you might compare fishing for dog food to buying all commercial feed.

There's more to look at than just the finances in deciding which you prefer. Other considerations are: time required for care, reliability in cold weather, power, speed, availability of fuel or food. Think of as many things as you can. At the end of this activity see who in the class wants a snowmachine for winter travel. Who wants a dog team? Neither or both? List other possible modes of transportation.

Chapter Three Activities (Cont)

5. Snowgo safety. Find out everything you can about snowmachine safety. Make a class booklet on the subject. (Write to the University Extension Service for any of their publications to use as a reference)
6. Trapping. How many people are trapping from your village? How many by dogteam? Snowmachine? On foot? Ask these people why they choose the transportation they use. Find out what kind of transportation most trappers used on the trapline fifty or so years ago. 25 years ago.
7. Snowshoes. How many in class have or have not had snowshoes? Who made them? Are most snowshoes used in your village Outside made or not made locally? Are Outside made snowshoes as good as locally made ones? Snowshoes are difficult to make. Why? Does anyone in class know anything about making snowshoes or finding birch? For extra credit will you share what you know with the class? Does anyone know how to find good birch in your village? If so invite that person to class to talk about it. Maybe you could even plan a class outing to find good birch for snowshoe making. It might come in handy one day. Make something with the birch you bring in. It doesn't have to be snowshoes. Make anything.
8. Trees. Moses mentions a couple kinds of trees and how he uses them. Make a class mural or bulletin board on each of the trees in your area. Draw a picture of the tree. List the uses of the trees in your village. Draw pictures of some of these uses. Also, find whatever written material you can about each of the trees. Write what happens if there's a forest fire and that particular tree gets burned. What affect does it have on the people, animals and forest. Leave your class work hanging on the wall for awhile so people can add anything new they can think of.
9. Tree project. Find a tree to build something out of. Build anything! Cut it down, count the rings....how old is it?
10. Discuss or think about some of the "old ways" Moses talks about in Chapter Three.

CHAPTER FOUR ACTIVITIES

1. Place names and locations. Using the map in the book, identify places Moses talks about. Some of the placenames aren't written on the map. Can you guess where those places are located from what Moses tells you? If your teacher has the Geological Survey maps for Hughes and Bettles use those maps for this activity.
2. Make a map of your own village and surrounding area. Many places will have more than one name, include all the names you can. Perhaps an older person in your village can tell you the Native place names.
3. Moses talks alot about spring camp. Have you ever been muskrat hunting? Are there muskrats in your area? If not, were there ever? If people in your village go to spring camp (or ever went), make a map of where they camped and traveled to. Why have the majority of people in many villages quit going to Spring camp?
4. Loons. What stories do you know about loons? What stories do you know about other birds like eagle, camprobber, raven, crane, duck, goose, swallow. Make up your own story about one of these birds.
5. Wolverine. What did Moses have to say about wolverine? What do people in your village have to say about wolverine. As a class collect stories and information about wolverines. How do you relate to wolverines now? How do you use them?
6. Food costs. Moses says food was cheap when he was 18 years old and snowshoes were selling for eight dollars a pair. See if you can find out where people got their food in your village in the 30's, 40's or 50's. What were prices like? How have they changed, why? Where do people get food from now?

CHAPTER FIVE ACTIVITIES

1. Learning. Moses said that he learned by watching the people around him and by trying to do things. How do you learn? Ask your parents how they learned the things they know. How does your teacher learn things? What would make learning easy for you?
2. Summer camps. Make a map of all the summer camps or fish camps in your area. Does your family have a fish camp they go to? Do you know anyone who does? Write a poem about summer camps. Draw a picture of fish camp.
3. Fish traps. Does anyone still make fish traps in your village? If so out of what kind of materials? What kind of place does that person look for to put the trap in? What kind of fish are caught? What other ways do people catch fish in your village?
4. Old buildings. Find the oldest building in your village. Who built it. Where did the materials come from. How has the building been used over the years? Find out anything else you can about the building and what kinds of things used to happen inside there.
5. Making a living. Moses talked about working for wages. How many ways does he work for money? He often had to leave his village to work. Is it like that in your village? What kinds of jobs are available right here in your village? What does a person have to do to get those jobs? What other ways can a person make a living other than working for wages? (i.e. trapping) What are the different things a person can spend his or her money on? (for instance, food, investments, presents, education, travel, clothes) How do the most people in your village spend money? Why do you think that is? (teachers: you might want to make this a class project with students making a mural or compiling their writings and drawings in a booklet).
6. Drinking. Moses talked about drinking and how it affected his life. Do some research on the affects of alcohol on a person. Maybe you could get some information on alcoholism from your health aide or from the state health department. Perhaps you could do a bulletin board on the subject for the school.

Dear Yukon-Koyukuk Teachers,

Since this is the first in a series of biographies we'd like your help to make improvements on upcoming books. Your ideas and responses to Moses Henzie... and student activities are essential to our making changes on future manuscripts. Please take a few moments to fill out this checklist and add any other comments or ideas. When you've finished just tear out and mail it to:

Curt Madison and Yvonne Yarber
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READING MATERIAL

1. Did students seem interested in the reading material? (Please circle one)
 very interested interested uninterested

2. How was the reading level?
 too difficult just right too easy

3. Did Moses Henzie... seem relevant to students? yes no
If yes, in what ways?

4. Any other comments on the reading material?

STUDENT ACTIVITIES CHECKLIST

Please check off the activities that you did with your students. Also, rate each activity's usefulness by circling one of the three responses. Any other comments that you have will be appreciated. (for example; reason why an activity was or wasn't useful, your own variations on an activity, your own activity creations, which students seemed responsive, which were least responsive).

Check here
if activity
was used

circle one of the following
numbers

BEFORE READING...ACTIVITIES

		most useful			least useful	
_____	1. Locate Allakaket on a map...	1	2	3	4	5
_____	2. What about Allakaket?	1	2	3	4	5
_____	3. Time-line activity.	1	2	3	4	5
_____	4. English Style.	1	2	3	4	5

CHAPTER ONE ACTIVITIES

_____	1. Timeline of Moses Henzie	1	2	3	4	5
_____	2. ...Medicine People	1	2	3	4	5
_____	3. Grandmas and Grandpas	1	2	3	4	5
_____	4. Grandparents talk	1	2	3	4	5
_____	5. Schooling	1	2	3	4	5
_____	6. Moses becomes a Man	1	2	3	4	5
_____	7. Moses Built a Log House	1	2	3	4	5
_____	8. Gold	1	2	3	4	5
_____	9. Research	1	2	3	4	5

CHAPTER TWO ACTIVITIES

_____	1. Who tells you stories?	1	2	3	4	5
_____	2. Moses talks about poling boat.	1	2	3	4	5
_____	3. Boats in your village.	1	2	3	4	5
_____	4. ...kickers now.	1	2	3	4	5
_____	5. ...fall hunting.	1	2	3	4	5
_____	6. Hunting laws.	1	2	3	4	5
_____	7. What about moose?	1	2	3	4	5
_____	8. ...whipsawed lumber	1	2	3	4	5

Chapter Two Activities Continued...

		most useful			least useful	
_____	9. Luck	1	2	3	4	5
_____	10. Respect to animals	1	2	3	4	5
_____	11. "Old Ways"	1	2	3	4	5

CHAPTER THREE ACTIVITIES

_____	1. Training up	1	2	3	4	5
_____	2. Dogs	1	2	3	4	5
_____	3. Snow machines	1	2	3	4	5
_____	4. Pros and cons of dogs & snowgos	1	2	3	4	5
_____	5. Snowgo safety	1	2	3	4	5
_____	6. Trapping in your village	1	2	3	4	5
_____	7. Trapping laws	1	2	3	4	5
_____	8. Snowshoes	1	2	3	4	5
_____	9. Trees	1	2	3	4	5
_____	10. Tree project	1	2	3	4	5
_____	11. "Old ways" in chapter three	1	2	3	4	5

CHAPTER FOUR ACTIVITIES

_____	1. Placenames and location	1	2	3	4	5
_____	2. Map of your village	1	2	3	4	5
_____	3. ..spring camp	1	2	3	4	5
_____	4. Loons	1	2	3	4	5
_____	5. Wolverine	1	2	3	4	5
_____	6. Food costs	1	2	3	4	5

CHAPTER FIVE ACTIVITIES

_____	1. Learning	1	2	3	4	5
_____	2. Summer camps	1	2	3	4	5
_____	3. Fish traps	1	2	3	4	5
_____	4. Old buildings	1	2	3	4	5
_____	5. Making a living	1	2	3	4	5
_____	6. Drinking	1	2	3	4	5

List the three most useful activities beginning with the most useful.

List any activities that you created.

Any other comments on the student activities?