

PATHFINDERS

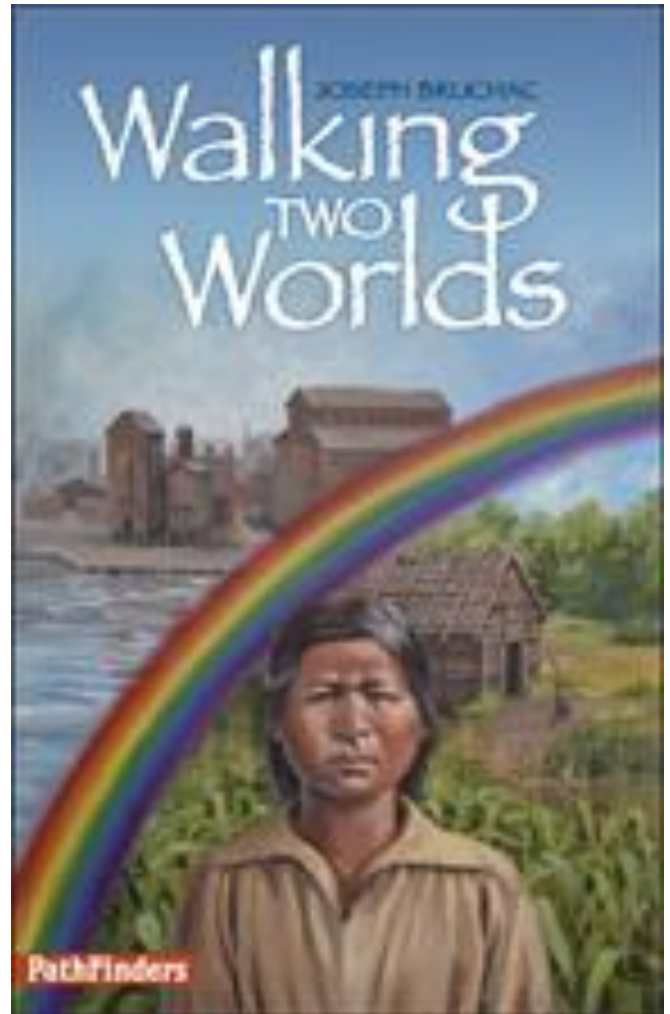
RELUCTANT READERS NOVELS

WALKING TWO WORLDS

Award winning author
Joseph Bruchac

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Teacher Summary: *Walking Two Worlds*

Walking Two Worlds is the story of the education of a bright young Seneca boy named Hasanoanda, who was given the name Ely Parker at the Tonawanda Baptist Indian Boarding School.

The story begins with Ely already a student at the boarding school. He does not like it there but he knows he is fulfilling his mother's dream, which showed her that Ely's path in life was in both the Seneca world and the white man's world. He does well scholastically, and is treated well by Reverend Stone, the school headmaster, but he misses his home.

When Ely is a young teenager, he is surprised when his father, Dragonfly, tells him he needs a different education and sends Ely to Grand River Indian reserve in Canada. There he will live with Dragonfly's brother, Ely's Uncle Hummingbird, and his wife Near the Sky. Ely's father tells him that his aunt and uncle will teach him traditional Seneca ways.

Ely travels to Canada with the Seneca leading chief, Chief Blacksmith, as well as two other Seneca leaders. The men did not speak English, so Ely serves as their translator.

Ely lives with his aunt and uncle for two years. During that time he learns many skills from his uncle. He grows up, becomes strong, and turns into an excellent athlete. After two years, Ely decides it is time to return home and fulfill his mother's dream.

He travels back to his home on foot. He meets up with a small group of English soldiers who ask him to accompany them. At first Ely thinks it is a gesture of friendship, but by the end of the second day, the soldiers are treating him like their servant. He finally escapes from the group, but not until after he pulls a prank on the drunken soldiers as they sleep. Instead of keeping the campfire going with wood, Ely cut up the soldier's boots and fed the fire with strips of leather.

Ely's family is happy to have him back home, but he returns to the boarding school to continue his formal education. His scholastic aptitude is recognized, and before too long he is transferred to Yates Academy, a private nonsectarian school. The Indian Civilization Fund funds him.

Yates Academy gives Ely an excellent education in which he excels. He makes friends and learns a lot about living in the white man's world. He also experiences racism. He befriends a white female student, but when their relationship becomes more involved, the young woman's parents pull her out of school.

During Ely's time at Yates, he is also called upon by the Seneca leaders who are trying to hold on to Seneca land. Ely accompanies these men and is their interpreter in meetings with the governor in Albany.

It is during one of his trips to Albany that Ely happens to meet Henry Morgan. (Henry Morgan was an attorney who had a great interest in the Iroquois Confederacy.) The Seneca Nation is part of the Iroquois Confederacy and Morgan is extremely excited to meet Ely, a Seneca man who speaks English.

A bond of friendship develops between Morgan and Ely. Ely visits Morgan at his home and Ely invites Morgan to his home. During Morgan's visit to Ely's parents' home, Ely informs him that his funding has ended and he will not be returning to Yates Academy. Morgan then offers Ely a scholarship to Cayuga Academy, where Ely can study to become an attorney. Ely accepts.

Vocabulary List: *Walking Two Worlds*

The definitions are definitions of the words as they are used in *Walking Two Worlds*.

1. **dormitory** – *noun* – shared building with rooms having beds for a number of people
The girl's dormitory room was on the other side of the building.
2. **uniform** – *noun* - an identifying set of clothes for schoolchildren
The soldiers all wore red uniforms.
3. **foolish** – *adjective* – lacking in good sense; silly, unwise
His new name made him feel foolish.
4. **sympathy** – *noun* – a feeling of pity or sorrow for the distress of another
George was crying but he did not want any sympathy.
5. **nursemaids** – *plural noun* – women hired to take care of infants and young children
The girls in the school were trained to be nursemaids.
6. **impatient** – *adjective* - restlessly eager, unable to wait
Reverend Stone was not a good teacher because he was often impatient.
7. **untrustworthy** – *adjective* – cannot be trusted, cannot be believed
If he did not look him in the eye, he was considered untrustworthy.
8. **sermon** – *noun* - a religious speech, especially one delivered as part of a worship service
Reverend Stone's talks were called sermons.
9. **congregation** – *noun* - a group of people gathered for religious worship
Ely put the preacher's words into Seneca for the church congregation.
10. **translate** – *verb* - to change words from one language to a different language
Because the Iroquois chiefs did not understand English, Ely would translate the English to the Iroquois language.
11. **gracefully** – *adverb* - moving in a seemingly effortless way
Even though he was very strong, the man moved gracefully.
12. **determined** – *adjective* – possessing an unwavering mind
Ely legs were shorter than his uncle's, but he was determined to walk just as fast.

13. **conical** – *adjective* - shaped like a cone
He placed the small wood in a conical shape on top of the large pieces of wood.
14. **hospitality** – *noun* - kindness in welcoming strangers or guests
They welcomed people into their home and were known for their hospitality.
15. **accompany** - *verb* - to be or go with, especially as a companion
“Would you like to accompany us?” the soldiers asked Ely.
16. **nonsectarian** – *adjective* - not limited to or associated with a particular religious denomination
Yates Academy was nonsectarian since it was not run by a church.
17. **sympathize** – *verb* - to share or understand the feelings or ideas of another
The governor could sympathize with the Seneca land claims, but he did not help them.
18. **fascination** - *noun* - intense interest or attraction
Morgan listened with fascination as Ely told him Iroquois legends.
19. **engrave** – *verb* – to cut or impress writing or images into a surface
“George Washington ‘79” was engraved on the medal.
20. **Seneca** – *noun* - A member of a Native American people who are the westernmost group of the original Iroquois confederacy.

Word Search: *Walking Two Worlds* Vocabulary Words

T H L D E A N Y Y Y R L A C I N O C
 R P B T N O U Y U E Y P Y U B C Q X
 A B G Q G G R H N T F N Y N D M B T
 N B P U R G S T I E C K T T E C Y D
 S T M B A F E A F A D A I R Z K D M
 L E B H V T M P O A J K L U I N T F
 A N R V E J A M R J S E A S H O N A
 T Y X M D F I Y M D X Q T T T N E S
 E C J E O E D S I D J L I W A S I C
 P L G B H N S D X J I I P O P E T I
 L G R A C E F U L L Y J S R M C A N
 Q C M L F P Y H T T X P O T Y T P A
 N O I T A G E R G N O C H H S A M T
 Q A U C C R O Q O K M L Q Y J R I I
 H F O O L I S H A C E N E S I I B O
 V E W D A C C O M P A N Y K I A K N
 L U D E T E R M I N E L P J P N J E
 P U E W D D O R M I T O R Y T L U P

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 Seneca

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 sympathize
 sympathy
 translate
 uniform
 untrustworthy

Vocabulary Test: *Walking Two Worlds*

Name _____

Date _____

Directions:

Place the number of the vocabulary word next to the correct definition.

_____ a shared room with beds for a number of people

_____ an identifying set of clothes for schoolchildren

_____ lacking in good sense, silly, unwise

_____ a feeling of pity or sorrow for the distress of another

_____ woman hired to take care of infants and young children

_____ restlessly eager, unable to wait

_____ cannot be trusted, cannot be believed

_____ a religious speech, especially one delivered as part of a
service

_____ a group of people gathered for religious worship

_____ to change words into a different language

_____ seemingly effortless movement

_____ possessing an unwavering mind

_____ shaped like a cone

_____ kindness in welcoming strangers or guests

_____ to go with someone as a companion

_____ not limited to or associated with a particular religious denomination

_____ to share or understand the feelings or ideas of another

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_____ to cut or impressed words or an image into a surface

_____ a member of a Native American people that are the westernmost member of the original Iroquois Confederacy

1. accompany
2. congregation
3. conical
4. determine
5. dormitory
6. engraved
7. fascination
8. foolish
9. gracefully
10. hospitality
11. impatient
12. nonsectarian
13. Seneca
14. sermon
15. sympathize
16. sympathy
17. translate
18. uniform
19. Untrustworthy
20. nursemaids

***Walking Two Worlds* Connecting to the Text**

Plot and Character

The events in Ely's life seemed to all have a purpose. Gather in groups of four students, brainstorm, and list the important events in Ely's life. Place the events in order of Ely's age. Each student should choose four consecutive events and place them on a timeline. The timeline can include drawings, the year, and Ely's age.

Underline four important events on the timeline. Write a report answering the following questions:

1. Choose one of the four important events. Why do you think it helped define the man Ely became? Explain your answer.
2. Look at each of the four important events and choose the one that you think Ely enjoyed the most. Why do you think so?
3. Ely had a lot of patience. Did he practice patience in any of the four events?

Language Arts:

Creative Writing

Background:

The boarding school experience could be very frightening for children leaving home for the first time.

It would be especially frightening if you were taken from your parents and placed in an unknown and unwelcoming environment.

Choose one topic to write about.

1. Strange people have come to your home and are taking you to a boarding school.
Suggestions -
Write about what you are feeling about leaving home.
Why are you feeling this way?
Are you afraid, angry?
Incorporate your age into the story.
2. People you have never seen are in your home talking to your parents in a language you do not understand. You know that what they are saying is upsetting to your parents. How do you respond to the situation?

3. It is your first night in the dormitory room. Write about the experience.

Suggestions –

What sounds do you hear?

How many students are in one room?

What does it smell like?

Are you afraid, lonely, or angry? How do you feel?

4. Poetry

Write a poem about an emotional response Ely felt to a particular event. Your poem must be a minimum of 4 stanzas with 4 lines in each.

Suggestions- Confusion about his life's purpose revealed in his mother's dream, fear to translate the Reverend's sermon, racism when he befriended a white girl in his school, pride in his Seneca Nation.

Directed Writing –

Interview

Background: American Indian students were still attending Indian boarding schools into the first half of the 1900s. The number of American Indian students in boarding schools doubled in the 1960s and reached its highest point in the 1970s. If you are Native American, probably one or more of your grandparents, aunts, or uncles attended an Indian boarding school.

Interview a relative, neighbor, or older person in your community that attended an Indian boarding school. Prepare a set of questions to ask the person about their experience. The more questions you ask, the more information you will have to include in a written report.

Suggestions: When and where did you attend an Indian boarding school?

How many students lived in a dormitory room?

Did you wear a uniform?

Were you ever scared?

Use the answers to the questions to prepare a report describing the boarding-school experience of the person you interviewed.

Three-Part Thesis

Background:

Today is the day your beautiful long black hair is cut, your clothes are taken away, you are given a uniform to wear, and you are told that you can no longer speak your language. You must use only English.

Choose one directed writing assignment:

1. Use the outline to write a three-part thesis. Topic: how you would feel if you were forced to cut your hair, only wear a uniform, and never speak your native language.

A three-part thesis has **five** paragraphs.

- Paragraph 1 Introduction
- Paragraph 2 Topic #1 – cutting hair
- Paragraph 3 Topic #2 – uniforms
- Paragraph 4 Topic #3 – language
- Paragraph 5 Closing - summary

Paragraph #1 – Introduction: The last sentence of the introductory paragraph should include the three facts regarding your hair being cut, the uniform, and the English-only rule.

Example: I couldn't believe I was being forced to cut my hair, wear a uniform, and speak only English.

Paragraph #2: this paragraph is **ONLY** about getting your hair cut. The word "haircut" or the words "hair cut" must be in the topic (first) sentence of the paragraph.

Paragraph #3 this paragraph is **ONLY** about the uniform experience. The word uniform must be in the topic (first) sentence of the paragraph.

Paragraph #4 this paragraph is **ONLY** about being forced to give up your language and only speak the English language. The word language must be in the topic (first) sentence of the paragraph.

Paragraph #5 – Closing: You can think of this as the summary paragraph or a recap. Just be sure to stick to the three topics in your paper. **DO NOT** bring in another, unrelated topic.

2. Use the same topics in the same order, but replace the third topic (paragraph #4, language) with this topic: students can no longer have cell phones at school. Write a three-part thesis on how you feel about the school forcing you to conform to these policies.

A three-part thesis has five paragraphs.

Paragraph #1 – Introduction: The last sentence of the introductory paragraph should include the three facts, long hair not allowed, student’s must wear uniforms, no cell phones.

Example of last sentence in into paragraph: I couldn’t believe I was being forced to cut my hair, wear a uniform and leave my phone at home.

Paragraph #2 this paragraph is ONLY about getting your hair cut. The words hair cut must be in the topic (first) sentence of the paragraph.

Paragraph #3 this paragraph is ONLY about the uniform experience. The word uniform must be in the topic (first) sentence of the paragraph.

Paragraph #3 this paragraph is ONLY about being forced to give up your cell phone at school. The words cell phone must be in the topic (first) sentence of the paragraph.

Paragraph #4 – Closing: You can think of this as the summary paragraph or a recap. Just be sure to stick to the three topics in your paper. DO NOT bring in another, unrelated topic.

Art

The *Walking Two Worlds* cover art is by Iroquois artist David Fallon. The Fadden family are the curators of the Six Nations Indian Museum in Onchiota, New York. Go to the museum website **sixnationsindianmuseum.com** to see more of David Fadden’s artwork.

Using the art found on the website as an inspiration, create your own piece of artwork. Explain your inspiration and work of art in an oral report.

Drama

Use an excerpt from the book to recreate and act out a scene.

Suggestions:

Chapter 1 – The reverend is mad at the new boy George for not listening. Ely explains to George that they must listen to the white man, even if he is being told to plant the crops incorrectly.

Chapter 16 – Ely is tired of being abused by the English soldiers. Late at night, he cuts up their boots to feed the fire.

Chapter 19 –At Yates Academy Ely meets his first friends, Harry Flagler and Reuben Warren.

Chapter 21 – Clara strikes up a conversation with Ely.

Chapter 21 – Ely finds out Clara’s parents have taken her out of school. Thinking about what your own reaction to this sort of racism might be may help you enact the scene authentically.

Research project:

In the afterword, the author wrote about Ely Parker’s life after he left Yates Academy. Choose a time in Ely’s later life for further research.

Suggestions:

In 1851, Lewis Henry Morgan published *League of the Ho-de-no-say-nee or Iroquois*, and dedicated it to Ely S. Parker.

In 1851, Ely Parker was given the title of Donehogawa, and at the age of 23, he signed the official documents “Grand Sachem of the Six Nations of Indians in New York and Canada.”

In 1863, Ely Parker became an officer in the Union Army. He moved up the ranks to become General Grant’s personal secretary and was by his side for the rest of the Civil War.

Research the Self-Determination and Education Assistance Act of 1975 and explain how it impacted the education of American Indian children.