

# Julie of the Wolves



By

Jean Craighead George

A Novel Study  
by Nat Reed

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**About the author:** Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit [novelstudies.org](http://novelstudies.org)

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## Suggestions and Expectations

This 69 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on a distinct section of *Julie of the Wolves* and is comprised of four activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

**Every activity need not be completed by all students.**

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases ... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

**Themes** which may be taught in conjunction with the novel include wilderness survival, persistence, the Arctic, ecology, Eskimo (Inuit) culture, greed and selfishness; the maturation process (personal growth), overcoming difficulty, courage.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Identify *personification*
8. Use of singular/plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of a *cliffhanger*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel
4. Five W's Chart

### Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card

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## Synopsis

To her small Eskimo village, she is known as Miyax; to her friend in San Francisco, she is Julie. When the village is no longer safe for her, Miyax runs away. But she soon finds herself lost in the Alaskan wilderness, without food, without even a compass to guide her. Slowly she is accepted by a pack of Arctic wolves, and she grows to love them as though they were family. With their help, and drawing on her father's teachings, Miyax struggles day by day to survive. But the time comes when she must leave the wilderness and choose between the old ways and the new. Which will she choose? For she is Miyax of the Eskimos – but Julie of the Wolves. [Courtesy of the publisher]

## Author Biography

*Jean Craighead George*

**Jean Craighead George** was born in a family of naturalists. On weekends they camped in the woods near their Washington, D.C. home, climbed trees to study owls, gathered edible plants and made fish hooks from twigs. In third grade she began writing and by the end of her life had written more than 100 books.

Her book, **Julie of the Wolves** won the prestigious Newbery Medal. **My Side of the Mountain**, was a 1960 Newbery Honor Book. She has also received 20 other awards.

She attended Penn State University graduating with a degree in Science and Literature. In the 1940s she was a reporter for *The Washington Post* and a member of the White House Press Corps. After her children were born she returned to her love of nature and brought owls, robins, mink, sea gulls, tarantulas - 173 wild animals into their home and backyard. Jean Craighead George passed away May 15, 2012.

For more information on our author visit: [www.jeancraigheadgeorge.com](http://www.jeancraigheadgeorge.com)





# Julie of The Wolves



By Jean Craighead George

Name: \_\_\_\_\_

# Julie of the Wolves

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## Part 1, Section 1: Amaroq, the wolf

Section 1 – to about p.25, paragraph beginning “All through the night...”



### Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of **Julie of the Wolves** is a young Eskimo (Inuit) girl named Miyax whose life goes through some dramatic changes as the story unfolds. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

predicament	dispense	vitality	discern
rigorous	commending	intimidate	monotony

1. Coach Chisholm certainly has a great deal of \_\_\_\_\_ for a man his age.
2. Prisoners say that the hardest thing about being confined is the \_\_\_\_\_.
3. The boy only meant to \_\_\_\_\_ you by waving his fist beneath your nose.
4. The life of an army cadet is most \_\_\_\_\_.
5. Falling into the old well was the worst \_\_\_\_\_ he could imagine.
6. They spent at least five minutes \_\_\_\_\_ her for the great job she did.
7. It is most difficult to \_\_\_\_\_ who is the tallest student in the class.
8. She wouldn't be so free to \_\_\_\_\_ advice if she only knew how ridiculous she sounds.

# Questions



1. What is the setting of the first part of this section of the novel?


2. Explain why Julie decided it was necessary to attempt to befriend the wolf pack. What made her think this might be possible?


3. The name of the wolf who was the *alpha male* was \_\_\_\_\_.

4. Why do many life forms in the Arctic regions tend toward compactness (i.e. they have short limbs)?


5. Miyax was fourteen years old. T or F

6. Why had Miyax run away? Where was she originally headed? Explain why she was going there.


## Good to Know

Miyax mentions that the ***gussak*** tell stories about wolves killing people. ***Gussak*** is the Eskimo term for someone who isn't Eskimo. It comes from the word ***Cossack*** – the first Europeans to come in contact with the native people of Alaska.

7. Think of three adjectives which you think would accurately describe **Jello's** personality.

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8. Give one specific example of how Miyax spoke *wolf*.


9. Describe how Miyax won over Amaroq. How did she discover the importance of this gesture?


## Language Activities



- A.** Choose ten words from this chapter with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** good / bye.


## B. Life in the Arctic.

The author mentions a number of birds in this chapter. Using resources from your school library or the Internet, select one of the birds from the chart below and research three fascinating facts about it to share with your colleagues. (You may also include a picture.)

Lapland longspurs	buntings
puffins	sandpipers
snowy owl	jaeger
siskin	

Bird Choice: \_\_\_\_\_

1	
2	
3	

Picture	

**C.** A **simile** is a comparison using the words “like” or “as”. An example from this section is “Then the black pup flashed his tail like a semaphore signal...”



What is being compared in this example?

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Invent your own **similes** comparing the following items with something from your imagination:

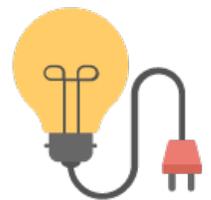
a) the sound of rain on a tin roof


b) the cheer of a stadium filled with soccer fans


**Bonus:** Keep your eye open for another example of a **simile** as you read the novel. When you find one, remember to come back and enter it here

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**D.** The word “**light**” (found in this section) can be used as a **noun** or a **verb**, depending on the sentence. Write two sentences to illustrate how this word can be used as both a noun and a verb.

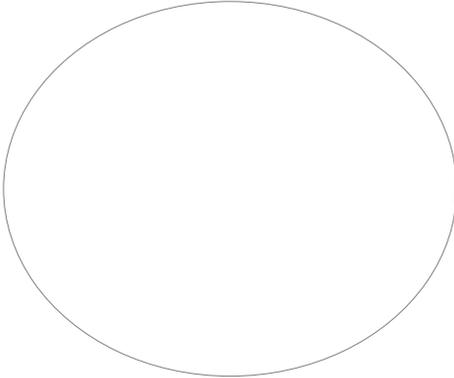


### LIGHT

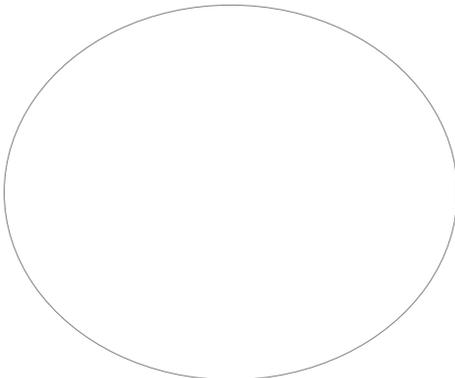
Noun	
Verb	

**E. 5 Ws and an H.**

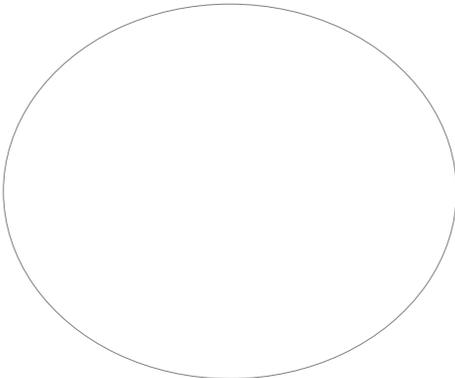
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



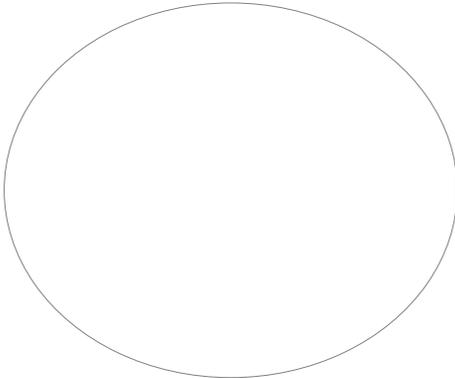
**WHO?**



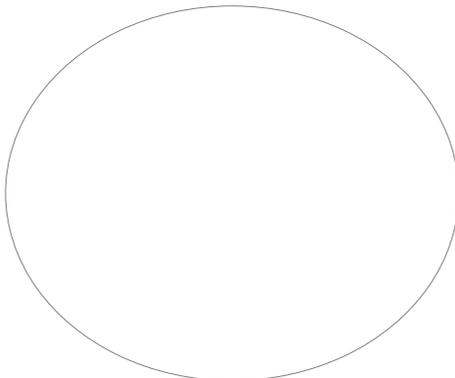
**WHAT?**



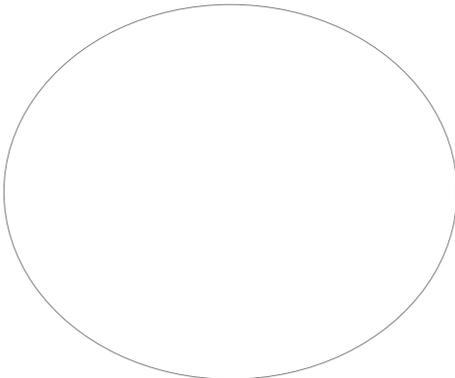
**WHEN?**



**WHERE?**



**WHY?**



**HOW?**

## Extension Activities



### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the first chapter of *Julie of the Wolves*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6