



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Caddie Woodlawn

Carol Ryrie Brink

READ, WRITE, THINK, DISCUSS AND CONNECT

Caddie Woodlawn

Carol Ryrie Brink

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Writing

Journal, narrative, descriptive,
birthday card verse, letters,
diary, advertisement, invita-
tion, poem, similes and meta-
phors

Vocabulary

Synonyms/antonyms, words
in context, prefixes/suffixes

Comprehension

Predicting, sequencing,
cause/effect, inference, KWL

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details

Literary Elements

Character, setting, plot,
conflict, figurative language,
symbol

Listening/Speaking

Participation in discussion,
role play, reports

Summary of *Caddie Woodlawn*

Caddie Woodlawn and her family lived in Wisconsin during the time of the Civil War between the North and the South. Caddie and her brothers extract every possible bit of fun and adventure from frontier life. Caddie's friendship with the Indians helps prevent a threatened uprising. Caddie, the tomboy, becomes the heroine and promises to be a charming frontier young woman.

Graphic Organizers

These should be modeled by the teacher with class participation. A variety of possible answers should be listed by the teacher either on large sheets of paper or the blackboard. Only then should the children be asked to develop their own graphics. Children are encouraged to express their opinions, and to state what they know about a topic. The teacher lists these opinions and "facts" and later, as the children read and discover that some of their ideas are incorrect, these ideas may be crossed out on the large sheets. Students should be encouraged to elaborate on their answers, justify their opinions, prove their predictions, and relate what they have read to their lives.

Introductory Activities

- 1 Read page 1. This is a story about a girl who is a tomboy. What does that mean? This story takes place in 1864. Would a tomboy in 1864 be different from a tomboy today? Use the T-chart to elicit differences from the class. Write their responses on a large sheet of paper which will be displayed as they continue to read the novel and to which additional points will be added.

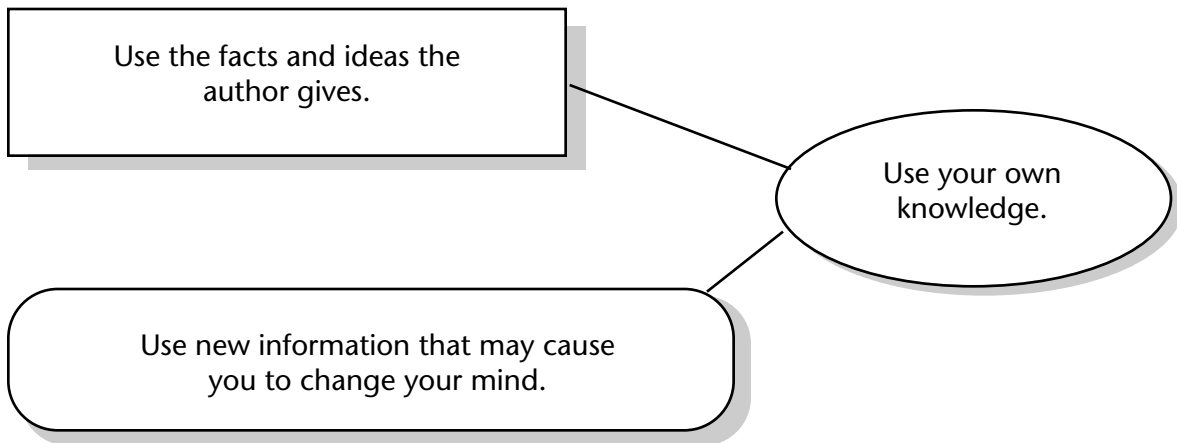
Tomboy	1864	Present day
Acts:		
Says:		
Dresses:		
Games:		

T-charts show likenesses and differences of two characters, plots, settings, etc.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A prediction chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Chapter II “The Circuit Rider” pp. 12-23

Vocabulary

escapade 14	piously 14	victuals 15	enthralled 16	irksome 18
unfathomable 19	genial 19	abolition 22	aristocrats 22	reproachfully 22
vibrant 22	bitter 23			

Vocabulary Activity

Play a 20 questions-type game (pairs, groups, or whole class) where a student or the teacher selects a word for the class to identify by asking up to 20 questions (or 10 questions) about that word which may be answered by a yes, no, or sometimes answer.

Questions and Activities

1. Why had Caddie’s mother and father allowed her to be a tomboy? (p. 13) *(Because Caddie and her sister, Mary, had been frail. After Mary died, Caddie spent her time outside with the boys.)*
2. How did people learn the news before radio and TV? What news did the Circuit Rider bring? *(News of the Civil War; news of Southerners inciting Indians to rebellion.)*
3. Why did Mr. Woodlawn fix the guns of the Indians? (p. 16) *(to insure the Indians’ friendship)*
4. Do you think fixing the Indians’ guns was a good idea or a bad one? The teacher will list all reasonable suggestions of the class.

Fixing Guns

Good Idea	Bad Idea

5. The Circuit Rider and the Woodlawns were from Boston. Find Boston on the classroom map.
6. What was Mr. Woodlawn’s work? (p. 15) *(He ran a mill.)* (p. 18) *(repaired clocks, worked on the farm)*
7. What did pioneer families do in the evening? *(talked and sang songs)* What does your family do in the evening? Why is there a difference in your activities?
8. Why wasn’t Mr. Woodlawn fighting in the Civil War? (p. 22) *(He had a wife and children. He paid a man to fight for him.)* Do you think this was right? Why or why not?

-
9. What did Father mean when he said, "God created all men free and equal and men themselves must come to understand that truth at last." (p. 22) What does this mean in relation to the Civil War?
 10. **Prediction:** Chapter titles are important. What do you think will happen in Chapter III, "Pigeons in the Sky"? List possibilities suggested by the class. Verify after the chapter is read.

Supplementary Activities

1. Show an oil-burning lamp. What would reading and writing or sewing be like with this kind of light?
2. Singing and music were important to the early pioneers. Find songs that might have been sung by Robert Ireton and the Woodlawns.
3. Research: What does a banjo sound like? Listen to banjo recordings.
4. Start an attribute web for Caddie. (See page 12 of this guide.)

1. Use the K -W -L (Know, Want, Learned) Form to review what the students learned about pioneer life in Wisconsin. What additional subjects on pioneer life might be interesting to study?

K - W - L

What I Know	What I want to Find Out	What I Learned

Post-reading Activities

1. Sociogram: Think about the relationships each of the main characters has with the others. Complete the following sociogram. First place the character names in the circles (with the main character in the center circle). Then label each arrow with a word or phrase that tells what one person does to another (or how one person feels about another.) Then label each arrow with a word or phrase that tells what one person does to another. For example, the arrow between Caddie and Indian John might be labeled, "trust."

