



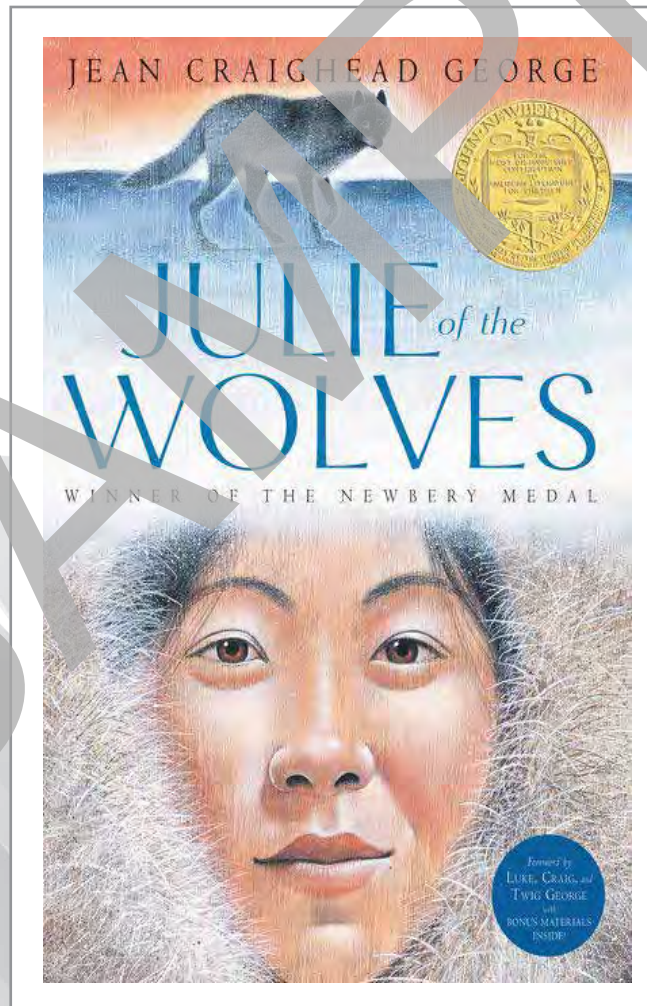
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Julie of the Wolves

Jean Craighead George



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Julie of the Wolves

Jean Craighead George

## 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

### Thinking

Brainstorming, sorting/  
classifying, comparison/  
contrast, visualizing

### Literary Elements

Alliteration, story elements,  
characterization

### Listening/Speaking

Dramatizing, oral reading

### Vocabulary

Word mapping, synonyms/  
antonyms

### Comprehension

Predicting, cause/effect,  
personalizing, research

### Writing

Verse, song, persuasive

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### ***Summary of Julie of the Wolves:***

This is the story of a thirteen-year-old Eskimo girl, Miyax, (her Eskimo name), and of the pack of Arctic wolves that helps her to survive for several months on the Alaskan tundra. By learning how to “talk” with the wolves, Miyax/Julie is allowed to share their companionship, food, and love. In her solitude, Miyax/Julie reviews her Eskimo heritage, and thinks of the changes that have been brought by the modern world. When she meets her modern, successful father, whom she had thought long dead, Miyax/Julie sees her life full circle and decides to plan for the future.

### ***About the Author:***

Jean Craighead George was born on July 2, 1919, in Washington, DC. She married John George on January 28, 1944. They were divorced on January 10, 1963. Three children were born of the union; Carolyn Laura, John Craighead, and Thomas Luke. Jean Craighead George attended Pennsylvania State University, B.A., 1941; Louisiana State University, 1941-42; and the University of Michigan. Her interests include painting, field trips to universities and laboratories of natural science, modern dance, and white-water canoeing. Since 1948, Jean Craighead George has given young readers many fascinating glimpses of nature. Her books are distinguished by authentic detail, and a blend of scientific curiosity, wonder, and concern for the natural environment, all expressed in a manner critics have described as both unsentimental and lyrical. Action, vividly drawn settings, and believable characters invigorate her stories. She has described her abilities as, “that spark in the far right-hand corner (of the brain) that makes each one of us different from everyone else.”

### ***Note:***

**Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of children. A wide range has been provided, so that individuals as well as groups may benefit from these selections.**

### ***Initiating Activity:***

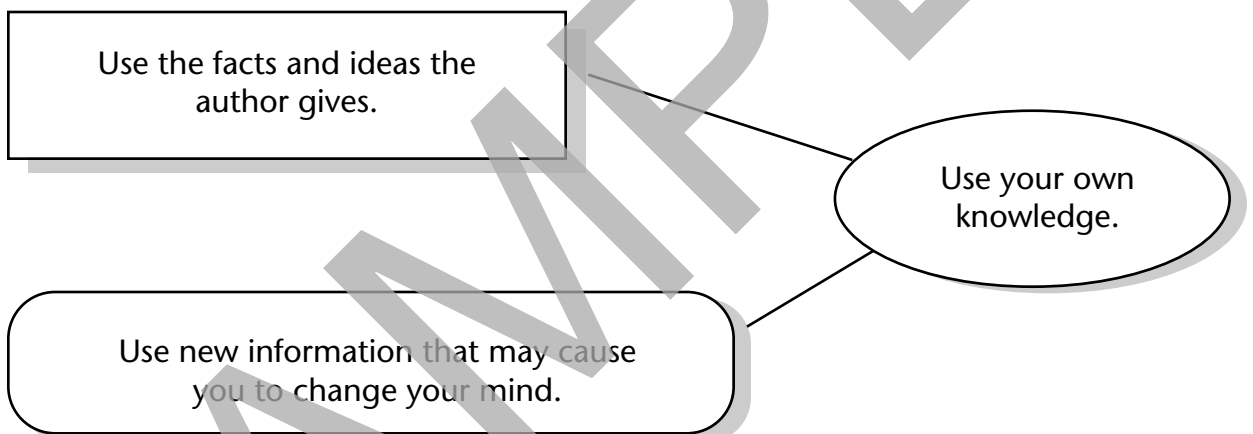
If possible, secure for yourself a copy of the book *The Secret Language Of Snow*, to use at this time. (by Terry Tempest Williams and Ted Major, published by the Sierra Club/Pantheon Books, San Francisco and New York, 1984) The book describes the different words and kinds of snows, and gives some poetry to go along with the descriptions. Sharing some of the poetry at this time, and as the story progresses through different kinds of snow, would add to the wonderful, colorful descriptions of the tundra given by Jean Craighead George. If the book is unavailable, share some different poetry with the students. Hang some of the “snow words” on banners in the room, and play a recording of wolf howls to set an atmosphere prior to any discussion. Have the weather forecast for Northern Alaska (Barrow is suggested) ready to share with the students. Ask the students what they envision when the word “snow” is heard. Has anyone ever thought of different kinds of snow? How would different kinds of snow be

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## 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 predicting 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:

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## Part I: "Amaroq, the wolf"—Pages 5-70

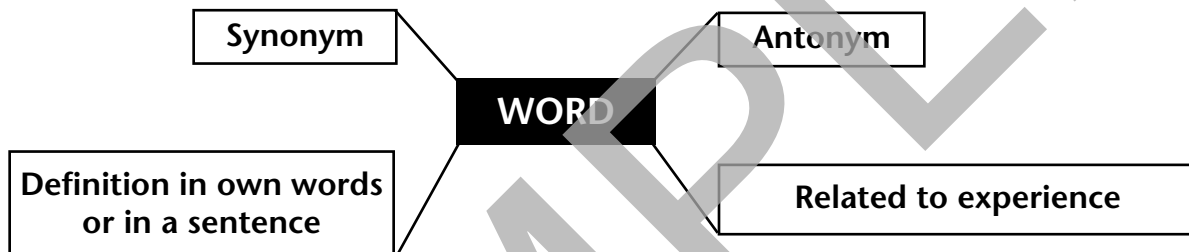
### Section One—Pages 5-36

#### Vocabulary:

heave 5	predicament 6	hostile 7
compactness 8	lichens 9	lemming 13
jaeger 14	bayed 19	aggressively 20
semaphore 21	acutely 23	

#### Vocabulary Activity:

Develop word maps for the following vocabulary words: aggressively, acutely, hostile, compactness. Use the following form:



#### Prereading Activity:

Ask for a volunteer to read aloud a part of the second paragraph that starts at the bottom of page 5. Read, "Her hands trembled and her heartbeat quickened," and continue to the top of page 6, stopping with, "North Slope of Alaska." This is a short description of the situation in which the main character of the story finds herself. What is her problem? How do you think that the problem will be resolved? Make some predictions as to the outcome of the story. Record the predictions, so that they may be referred to after the story has been read.

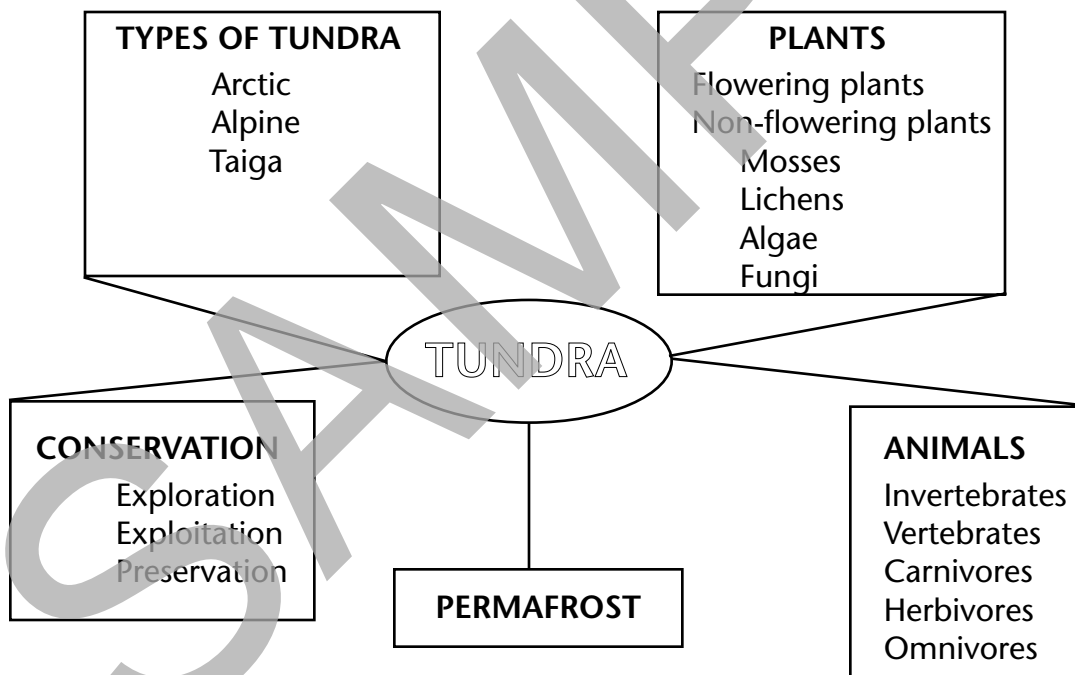
#### Discussion Questions and Activities:

1. Why is it important that Miyax's father has told her of talking to the wolves? (Page 6, *Miyax might be able to utilize the wolves for her survival.*)
2. Why is Miyax/Julie alone on the tundra? (Page 10, *She has run away from her home. She is a child divorcée.*)
3. Miyax/Julie is trying to communicate with the leader of a pack of wolves. Have you ever tried to communicate with a pet animal? If so, how did you manage to communicate?
4. How does Amaroq react to Miyax/Julie when he first meets her? (Page 11, *The wolf arches his neck, narrows his eyes, presses his ears forward, and seems to snarl.*)

5. What names has Miyax given to the wolves in the pack? (*The adult wolves are Amaroq, Silver, Nails and Jello. The pups are Kapu, Sister, Zing, Zat, and Zit.*)
6. How does Miyax make friends with Amaroq? (*Page 24, She pats him under the chin.*)
7. How does Miyax finally get some food? (*Pages 33-34, Kapu nudges Jello, who deposits food on the ground from his "belly-basket."*) What has Jello actually done? (*Jello has regurgitated the food.*)

**Postreading Activities:**

1. In order to better understand the experiences that Miyax has in this story, some knowledge of the tundra will be helpful. Brainstorm with the students, to categorize various aspects of the tundra, using a web format, then allow choice of a topic of interest. Students may choose to work individually, in pairs, or in cooperative groups, to gather and share information as the story is being read. See the web below for an example:



2. Miyax is lost on the North Slope of Alaska. Locate her general position on a map. (*She has left Barrow, the northernmost point of the United States.*) This is the Arctic section of Alaska. She had intended to walk to Point Hope, Alaska. What is the approximate distance between Barrow and Point Hope? (Use the scale of the map to do your calculations.)