



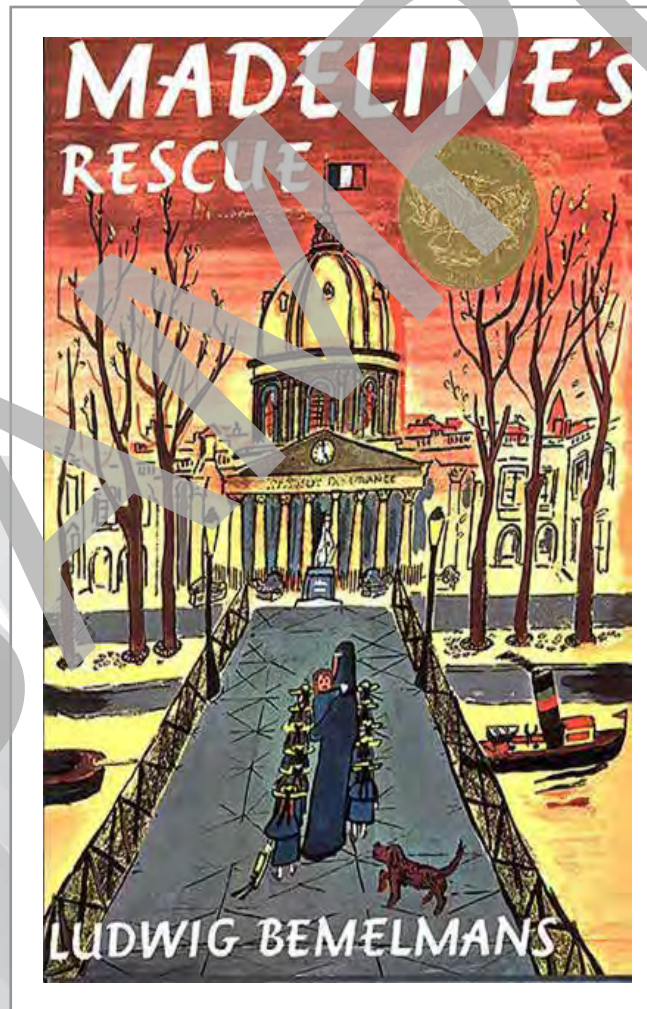
**TEACHER GUIDE**

**GRADES K-3**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Madeline's Rescue

Ludwig Bemelmans



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

# Madeline's Rescue

Ludwig Bemelmans

## 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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## Table of Contents

Summary.....	3
About the Author/Illustrator .....	3
Introductory Activities .....	4
Section-by-Section .....	13
Sections contain: Vocabulary Words, Vocabulary Activities, Discussion Questions and Activities	
Supplementary Activities.....	16
Teacher Information .....	26
Recipes .....	29
Bibliography.....	31

## Skills and Strategies

### Thinking

Brainstorming

### Writing

Creative writing,  
letter writing

### Listening/Speaking

Discussion, guest speaker

### Comprehension

Predicting, comparison/  
contrast

### Literary Elements

Poetry

### Other

Graphic, metric system,  
recipes, music, geography

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## Summary of *Madeline's Rescue*

The smallest of twelve girls living with Miss Clavel in a house in Paris, Madeline slips and falls off of the bridge as they are taking a walk together. Rescued from a watery grave by a dog, Madeline and the other girls take the dog back to the house.

Months later, troubles descend upon them when the trustees make the annual inspection and declare that the dog, now named Genevieve, must go. The story relates the resultant search for Genevieve, her arrival back at the home, and the resolution of the problem faced by Miss Clavel, as all of the girls declare "Genevieve is mine tonight."

## About the Author/Illustrator

Ludwig Bemelmans was born April 27, 1898, in Meran, Tirol, Austria, now part of Italy. He attended public and private schools in Austria before dropping out at the age of sixteen. He came to the United States in 1914, and was naturalized in 1918. He married Madeline Freund in 1935, and they had one daughter, Barbara. He died October 1, 1962, and is buried in Arlington, Virginia.

Bemelmans was a writer, humorist, illustrator, painter, and author of books for children. He worked in hotels and restaurants from 1914-17, and after World War I he became a waiter and later part owner of Hapsburg House in New York. He won the Caldecott Medal in 1953 for *Madeline's Rescue*.

About the character Madeline he said, "I have repeatedly said two things that no one takes seriously, and they are that first of all I am not a writer but a painter, and secondly that I have no imagination. It is very curious that, with my lack of these important essentials, the character of Madeline came to be. It accounts perhaps for her strength; she insisted on being born. Before she came into the world, I painted. That is I placed canvas or paper on an easel before me and made pictures. I found in this complete happiness and satisfaction."

"You will notice in *Madeline* that there is very little text and there is a lot of pictures. The text allows me the most varied type of illustration."

"Her beginnings can be traced to stories my mother told me of her life as a little girl in the convent of Aloetting in Bavaria. I visited this convent with her and saw the little beds in straight rows, and the long table with the washbasins at which the girls had brushed their teeth."

"In the sequel, (*Madeline's Rescue*), Madeline shares the pages with a dog. This dog came about in a strange way. Two neighbor girls requested another *Madeline* story. I offered them fifty cents apiece if they would give me an idea, for I was paralyzed with lack of imagination."

The plot that the girls came up with, "Madeline has a dog, and the dog is taken away but it comes back again, maybe with puppies so all the girls can have dogs," was the beginning of a new story.

Bemelmans is quoted as having said, "The portrait of life is the most important work of the artist and it is good only when you've seen it, when you've touched it, when you know it. Then you can breathe life onto canvas and paper."

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## The Caldecott Medal

The Caldecott Medal, named for Randolph Caldecott, is awarded annually by the American Library Association to the illustrator of the most distinguished American Picture Book for Children. The medal was awarded to Ludwig Bemelmans for *Madeline's Rescue* in 1954.

Randolph Caldecott, an English illustrator, was born in Chester, England, March 22, 1846. He died in St. Augustine, Florida, February 12, 1886. He had a great talent, and loved horses, dogs, and everything that belonged to the English countryside. His drawings were noted for their freshness, boldness, and gaiety. He thought long and seriously before putting pen to paper. He said, "The fewer the lines, the less error committed!"

Although Caldecott and his wife never had children of their own, he had many children as friends. It was for children that he did the work for which he will probably be longest remembered, and best loved.

### Introductory Activities

You may choose to do one of these activities before reading the story, and the other activities after reading the story. They are appropriate at any time.

1. France: Make some banners that have words in the French language on them, and hang them in the room. (You may wish to make them red, white, and blue, to go with the colors of the bulletin board. See Bulletin Board Ideas, France. See Teacher Information section for a listing of some words in French.)

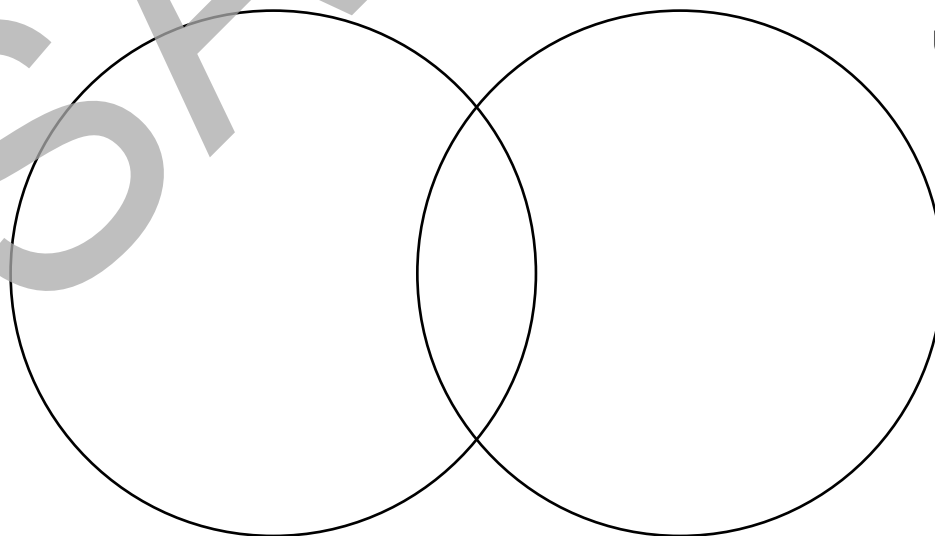
Have a record or a tape of a French recording artist playing when the children arrive. (See Audio-Visual Bibliography.)

After the children gather in a group, ask them to look at the bulletin board. Brainstorm with them as to what that might represent. Accept all ideas, and list them as they are given.

Tell the children that the bulletin board is a representation of the flag of France. Compare the flag of France to the flag of your country. Are they alike in any way? How are they different? Use a Venn Diagram to record the comparisons.

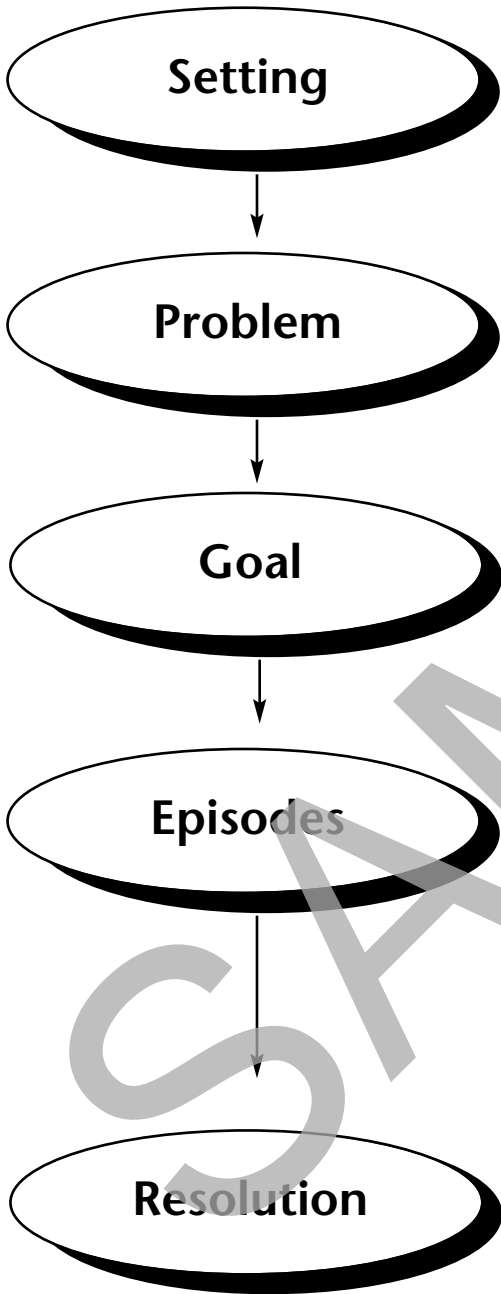
French Flag

U.S. Flag



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## Story Map



Characters \_\_\_\_\_

Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_

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The pages in this book are unnumbered. Numbers have been assigned to pages, starting with number 1 as the story begins.

## Pages 1 through 11 (From “In an old house in Paris...” to “ ‘Good night, good night, dear Miss Clavel!’ ”)

### Vocabulary

twelve (1)

straight (1)

camomile (10)

### Vocabulary Activity

Camomile/chamomile: An aromatic plant native to Eurasia, having finely dissected leaves and white flowers. Eurasia: The continents of Europe and Asia and their offshore islands.

Discuss camomile, (chamomile), tea with the group. Has anyone in the group ever had it? In what other story was a character given camomile tea because he was not feeling well? (*In the story of Peter Rabbit, Peter was given camomile tea by his mother.*) Does someone in your family give you something warm to drink when you are not feeling well? If so, what is it? If possible, make some camomile tea and allow the children to taste it.

### Discussion Questions and Activities

1. Where does the story take place? (*Page 1, The story takes place in Paris.*)
2. Have a world map, as well as a map of France on display. Locate France on the world map, and Paris on the map of France. (See additional activities in the supplementary section.)
3. Tell us something about Madeline. (*Page 1, She is the smallest of the 12 girls, not afraid of mice or tigers, and loves winter, snow, and ice.*)
4. Why is it that Madeline falls into the water? (*Pages 2-3, Madeline is walking on the ledge on the side of the bridge. She slips, and falls into the water.*)
5. How is Madeline rescued? (*Pages 6-7, A dog jumps into the water, and drags Madeline to the embankment.*) Have you ever heard or read of a dog that has rescued a person from a dangerous situation? Tell us about it.
6. Look at the illustration of Miss Clavel and the girls helping Madeline and the dog. (*page 9*) What are some of the things that they are doing? Can you think of anything else that they could do to be helpful?
7. Does Miss Clavel scold Madeline? Do you think that Madeline has learned her lesson, and will no longer walk on the ledge of the bridge? Why do you think as you do?
8. Where is the dog as Miss Clavel bids the girls good night? (*See illustration on page 11.*)
9. Look at the faces of the girls as they lie in bed. Why do you think only one of them is happy? (*page 11*)
10. Start a character attribute web for Miss Clavel. Add to it as the story evolves. (See pages 10-12 of this guide.)
11. Start a story map. Many stories have the same parts: a setting, a problem, characters, a goal, and a series of events that lead to an ending or resolution of the problem. These elements may be placed on a story map. Just as a road map leads a driver from one place to another, a story map leads a reader from one point to another. (See page 9 of this guide.)
12. Make a prediction. What do you think will happen next? (See pages 7-8 of this guide.)