

Individual Learning Packet

Teaching Unit

Julie of the Wolves

by Jean Craighead George

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Objectives

By the end of this unit, the student will be able to

1. list at least three ways the setting influenced the action of this novel.
2. list and discuss the elements of the novel which show that “Rite of Passage’ is one of its major themes.
3. identify the elements of the culture of the Northern peoples that readers learn from reading this novel.
4. identify and discuss the major conflicts in the novel.
5. identify flashback scenes and point out how they advance the plot.
6. identify the role traditional beliefs played in the lives of the major characters and discuss how the old ways clashed with the new ways.
7. support or refute the following assertion by referring to incidents in the novel: “A major theme in this novel is that the older, traditional ways of the native people are being wiped out by the encroaching beliefs and values of the modern world.”
8. write a character profile for the major characters by stating a generalization and supporting it with specific details from the novel.

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Questions for Essay and Discussion

1. “Coming of Age” or “Rite of Passage” novels show the ways in which the characters grow and mature. We see them at the beginning as children or childlike, but by the end of the story the main characters have changed and grown, in that they become more mature and knowledgeable about themselves and the world around them. In some novels, this transformation takes years. Julie’s conversion from a frightened, insecure girl into a mature, aware, confident person took less than a year. Explain how dealing with survival, combined with her own growth, made *Julie of the Wolves* a coming of age novel.
2. This novel has at its center the relationship between Julie and her environment, which forced Julie to face all three types of literary conflict: man vs. man, man vs. his environment, and man vs. himself. These three type of conflicts were present in nearly every section of *Julie of the Wolves*. Julie was able to overcome these obstacles by using her Eskimo knowledge, common sense, and reliance on her wolf pack. Discuss and give an example of each type of conflict and show how Julie/Miyax overcame the obstacle in order to survive.
3. The setting of a novel is the time and place in which the story occurs. Even though we are not given an exact time for *Julie of the Wolves*, it can be assumed that it took place in modern times. In a short essay support or refute this assumption based on facts from the story.
4. Authors usually try to make their characters and the characters’ actions believable. In this novel the many plot twists may come as a surprise to the reader. Consider these points: Julie spends half the novel trying to leave the Arctic; then she decides to stay. She then travels many miles to find her father only to leave immediately after meeting him. Did these or any other of her actions show Julie as a real person or did they seem false to you? Explain your answer in a short essay.
5. Flashbacks are used to give the reader knowledge of what has happened previously. In *Julie of the Wolves*, the entire second chapter is a flashback to the time before Julie wandered throughout the tundra. Discuss how this long flashback affected the telling of the story. Point out what made the beginning of the novel more effective than if the story had been told in a normal time-order sequence.
6. Julie’s survival depended directly on the wolf pack. Give examples of how the wolves’ behaviors affected the story, and how it might have been different if the wolves had behaved in a different manner.

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Study Guide Student Copy

Chapter 1

predicament – problem, difficulty

immensity – large, vast area

cosmos – world

lichen – moss

discern – notice, detect

instill – teach

tundra –Arctic land

versatile – flexible

reprimand – verbal punishment

cowed – threatened

cauldron - large pot

dispelled – did away with

carrion – dead animal

grovel – crouch in front of, cringe

viscera – internal organs

undulated – rolled, heaved

writhed - squirmed

diligently - carefully

derisively - scornfully

deviate – vary

abruptly – suddenly

1. What makes the opening of this novel somewhat unusual, but very interesting?
2. What did Julie want from the wolves?
3. What did the Arctic look like?
4. Where did Julie want to go and why did she wish to go there?
5. To survive, what did Julie fix to eat for herself?

Chapter II

quonset – portable hut

intricate – complex

brandish – hold, shake

deft – skilled

ptarmigan – bird

artifact –relic

1. Why do you suppose the author chose to tell this chapter in flashback rather than just make it chapter one?
2. How old was Julie when her mom died?
3. What was the purpose of the Bladder Feast?
4. What was Kapugen's opinion of wolves?
5. Why did Aunt Martha take Julie?
6. For what reason is Miyax's name changed to Julie?
7. What did Aunt Martha tell Julie about Kapugen?

Chapter III

totem –superstitious or religious item

enamored – fascinated by

engulfed –surrounded by, swallowed up by

resonant – loud and reverberating

bestial – savage, like an animal

abeyance – stop, to cease

1. Why did Jello destroy Julie's house?
2. What did the return of the lemmings signify?
3. The caribou were fighting among themselves. What did this mean?
4. Why did Amaroq attack Jello?
5. In what way did Miyax make use of the freezing cold air and water?
6. When the grizzly bear came, how did the wolves react?
7. What made Tornait an unusual bird?
8. How did the modern hunters kill their prey?