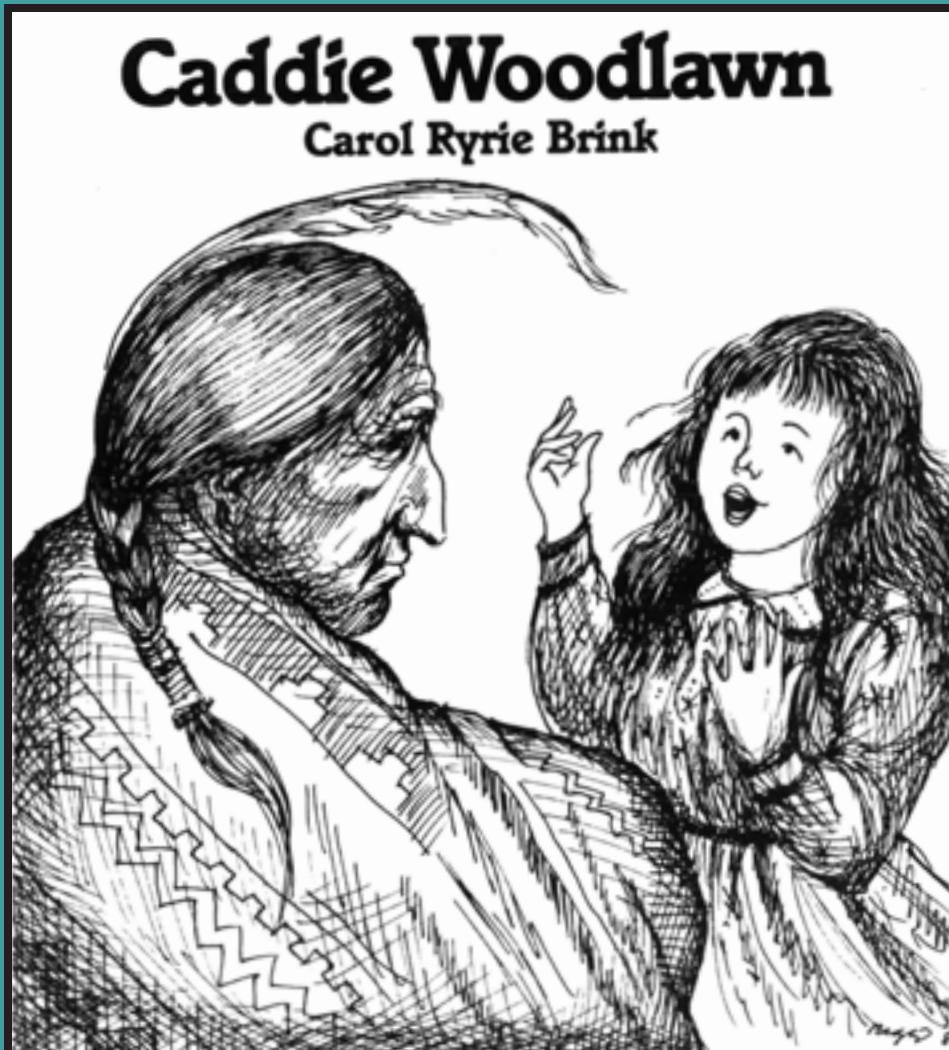


Novel·Ties



Caddie Woodlawn

Carol Ryrie Brink

A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Caddie Woodlawn*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Where and when does it take place?
2. Read about the traditional upbringing of young women in the nineteenth century: how they were trained to be mothers and homemakers, rarely given much formal schooling, and discouraged from being "tomboys." Imagine what it would be like for a girl of independent spirit and "tomboy" instincts to grow up at that time.
3. Do some research to find out about the following aspects of life in the year 1864 when this story is set:
 - transportation
 - population centers
 - government and politics
 - Indian affairs
 - education
4. **Cooperative Learning Activity:** Work with a small group of your classmates to make a list of essential supplies that a family would need to make a trip westward by wagon train from Boston, Massachusetts to Eau Galle or Dunnville, Wisconsin in the year 1864. Share your group's list with those of other groups, discussing the reasoning behind the various choices.
5. Read about the Native American inhabitants of the state of Wisconsin in the 1800s. Write a report about various tribes in the area. Based on your research, decide which tribe may have lived near the Woodlawns in Menomonie, Wisconsin.
6. *Caddie Woodlawn* is based on stories told to Carol Ryrie Brink by her grandmother, Caddie Woodhouse. Ask classmates to have a grandparent or adult friend share a childhood story with them. Write these stories, share them with your classmates, and place them in an album. Reread the album after you complete the novel.
7. Caddie attended a one-room school. What might it be like to attend such a school? What kinds of materials might be available? How comfortable would the buildings be? What subjects might be taught? What ages and abilities might be together? Do research on the topic and present accurate information to the class about education in frontier America.
8. Twelve miles south of Menomonie, Wisconsin, visitors may see where Caddie and her family lived. Locate Menomonie on a map of Wisconsin. Write to the Chamber of Commerce in the town and request information about Caddie and her home and about the town of Menomonie. Compare the area today with the area during Caddie's time. Prepare a bulletin board display showing the contrast.

Chapter 1 (cont.)

Sequence of Events:

The events below are listed out of time order. Write [1] in the blank before the event that happened first, [2] before the event that happened next, and so on.

- _____ Tom and Warren begin to fill their pockets with hazelnuts.
- _____ The children watch the Indians fasten birch-bark onto the canoe.
- _____ Tom, Caddie, and Warren sit on the riverbank taking off their clothes.
- _____ Warren and Caddie get hungry.
- _____ Caddie rushes into the dining room, disheveled and late for supper.
- _____ Hetty runs home to tell Mother about the three older children.

Literary Element: Character Study

Use a chart, such as the one below, to make notes about each of the characters. Add information to the chart as you continue to read the book.

| Character | Physical Characteristics | Other Information |
|-----------------|--------------------------|-------------------|
| Caddie Woodlawn | | |
| Mother | | |
| Father | | |
| Clara | | |
| Tom | | |
| Warren | | |
| Hetty | | |
| Indian John | | |

Writing Activities:

Write a letter to a friend telling about a visit to the Woodlawn family. Describe what you might have done during a day together, and tell who you liked best among the Woodlawn children.