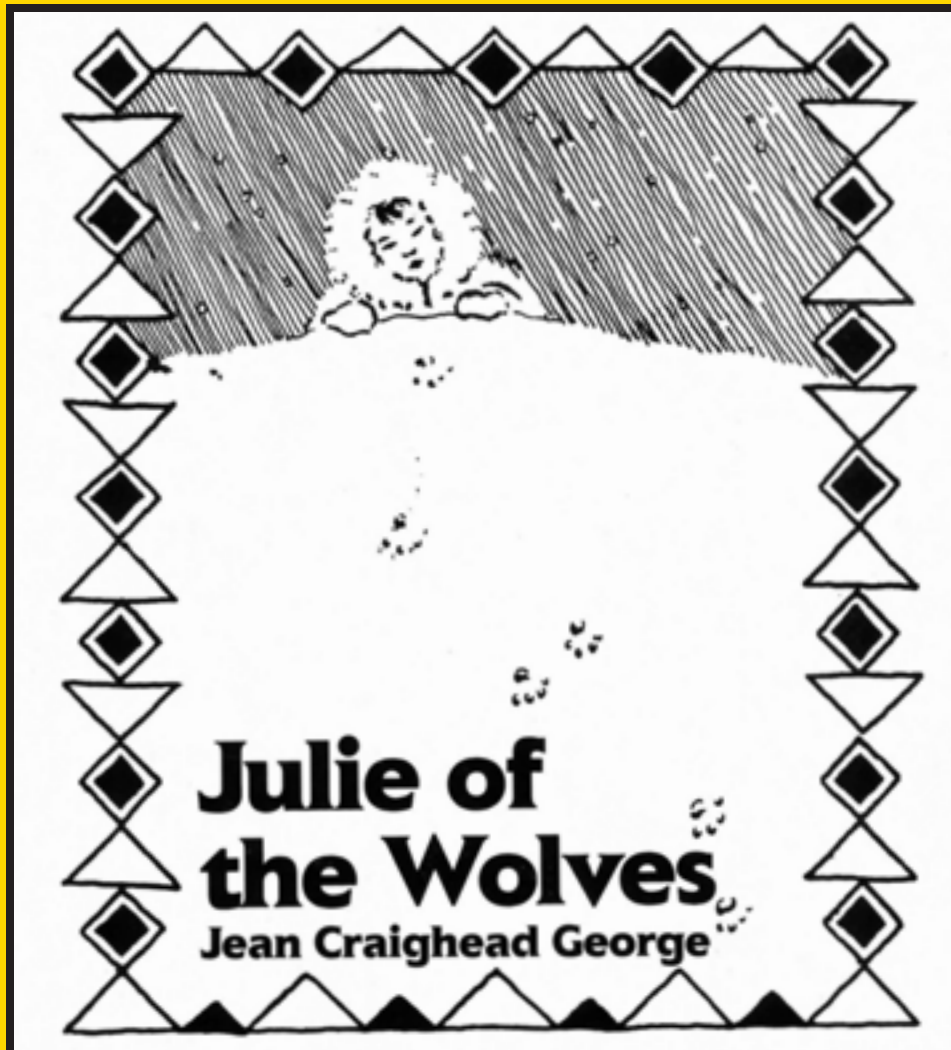


# Novel·Ties



## 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 *Julie of the Wolves*. 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 of the book. What do you think the book will be about? Where do you think it takes place? Have you read anything else by the same author?
2. Work with your classmates to create a K-W-L chart, such as the one below, on the Alaskan Arctic region — specifically the tundra. Fill in columns one and two before you read *Julie of the Wolves*. Return to the chart and fill in column three after you finish reading the book.

What I Know — K —	What I Want to Know — W —	What I Learned — L —

3. **Cooperative Learning Activity:** In small cooperative learning groups, simulate a survival experience. Each group could plan for survival in a different and distinct environment: the tundra, a tropical rain forest, the desert, a large metropolitan city, a deserted island. Each group should consider the following:
  - objects that should be taken along or constructed in the environment
  - food that should be brought along or obtained in the environment
  - kinds of shelters that can be found or constructed
  - threats to survival
4. **Science Connection:** Read the Background Information on the timber wolf on page two of this study guide and do some additional research to gather information about the life cycle of wolves. Find out about the places they live, their mating habits, their social patterns, how they communicate, and how they relate to humans.
5. Discuss the device of “flashback.” Give examples of how it is used in literature and in films. Why might an author use this device rather than telling a story in strict, chronological order? Be aware of this technique when you read Part II of the novel.
6. **Social Studies Connection:** Read about the history of Alaska and how it became the forty-ninth state of the United States in January 1959. Describe life for the typical Arctic Eskimo. How did statehood affect the lives of the people?
7. The often reckless exploitation of the land and its resources by humans can lead to alarming changes in the world’s ecology. Think of instances in which interference with nature has had negative and/or positive consequences.
8. Bring into class pictures of Eskimo art and artifacts - carvings, totems, sleds, snowshoes, etc. Notice the simplicity of design and the subjects of Eskimo art which are always taken from nature. Look back at these pictures while you read the book, comparing them to the descriptions of Julie’s carvings.
9. While you read the book, trace the path of Miyax’s journey on the map on the following page.

**PART I – PAGES 5 - 37 [HarperTrophyEdition]**

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |                                       |
|----------------|---------------------------------------|
| 1. immensity   | a. overjoyed                          |
| 2. gaunt       | b. warlike; unfriendly                |
| 3. crest       | c. vastness; hugeness                 |
| 4. predicament | d. extremely thin and bony            |
| 5. hostile     | e. unpleasantly difficult situation   |
| 6. monotony    | f. frightened; subdued                |
| 7. elated      | g. highest part of a hill or mountain |
| 8. intimidated | h. lack of variety                    |

.....

1. Walk up to the \_\_\_\_\_ of the hill if you want to get the best view of the countryside.
2. The team was \_\_\_\_\_ when they realized they had won the championship.
3. After a year in prison, the captives appeared \_\_\_\_\_ and weary.
4. The two \_\_\_\_\_ neighbors erected a high fence between their homes.
5. The army was \_\_\_\_\_ by the greater strength of its enemy.
6. After a month of sunny days, we looked forward to a day of rain to relieve the \_\_\_\_\_.
7. The \_\_\_\_\_ of the unplowed fields made the job of farming them seem endless.
8. Unable to solve their \_\_\_\_\_, the unhappy couple sought the help of a marriage counselor.