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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Julie of the Wolves

based on the book by
Jean Craighead George

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR
JEAN CRAIGHEAD GEORGE

Jean Craighead was born in Washington D.C. in the year 1919. Jean and her twin brothers, John and Frank, grew up in a family with a love for the outdoors. She attended Pennsylvania State University and graduated with a B.A. in 1941.

A few years later she married John George with whom she had three children, a girl and two boys. Although in the beginning they co-authored several works, probably the most noteworthy being *Dipper of Copper Creek*, the couple gradually grew apart and eventually divorced in 1963.

Jean Craighead George spent the early part of her career as a reporter for the International News Service and the *Washington Post and Times Herald*. From 1960-1968 she was a continuing education teacher in Chappaqua, New York, and from 1969-1980 she worked as a staff writer and roving editor for *Reader's Digest*.

Since the publication of *Dipper of Copper Creek* in 1959, Ms. George has written a long list of children's books as well as nonfiction, all relating in some way to nature. She is not only a prolific writer, but a writer of quality, as well: the list of awards she has won for her writing is almost as long as the list of titles she has written.

The books for which she has won the most awards are *My Side of the Mountain* and *Julie of the Wolves*, which were also both Newbery Medal winners.

INTRODUCTION - *Julie of the Wolves*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Julie of the Wolves* by Jean Craighead George. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to Alaska. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a three-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I draws on students' general knowledge of the words, asking students to write down what they think the words mean. Part II adds the element of context to aid the student by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part III nails down the definitions of the words by having students find the words in a dictionary and write down the definitions appropriate for the contextual uses of the words. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working in small groups to plan a camping trip.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students write a letter from Julie to Amy in which Julie tells Amy about her life in Alaska. The second assignment is to persuade: students write a letter from Amy to Julie persuading her to come to San Francisco to live. The third assignment is to give students a chance to simply express their own opinions and be creative: following the group activity, planning a camping trip, students write a narrative about their imaginary trip.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Julie of the Wolves*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **unit resource** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Student materials may be reproduced for use in the teacher's classroom without infringement of copyrights.

UNIT OBJECTIVES - *Julie of the Wolves*

1. Through reading *Julie of the Wolves*, students will study the importance of adapting to the changes in one's life and environment.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will review survival skills.
4. Students will learn about Alaska and the Eskimos.
5. Students will plan a camping trip to exercise their skills in organization and logical thinking.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Julie of the Wolves* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Julie of the Wolves*

Date Assigned	Assignment	Completion Date
	I: Beginning to "fur carpeted house and lay down."	
	I: "Miyax's eyes fluttered" to the end of I	
	Part II	
	III: Beginning to "They were crying for Amaroq."	
	III: "The sun went down on November tenth" to the end	

UNIT OUTLINE - *Julie of the Wolves*

1	2	3	4	5
Introduction PV Assignment 1	Read Assignment 1 PV Assignment 2	Read Assignment 2 PV Assignment 3	Study ?s Part I Read Assignment 3	Study ?s Part II Writing Assignment 1 PV Assignment 4
6	7	8	9	10
Read Assignment 4 PVR Assignment 5	Guest Speaker	Study ?s Part III Vocabulary	Extra ?s	Writing Assignment 2
11	12	13	14	15
Group Activity	Group Activity	Writing Assignment 3	Nonfiction Reports	Review
16				
Test				

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the unit
2. To distribute books and other related materials
3. To give students some background information about Alaska and the Eskimos
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3

Activity #1

Show students a film about Alaska and the Eskimos so they can have a clear idea of the climate and the ways of the Eskimos.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 - *Julie of the Wolves*

PROMPT

In the first lesson of this unit you were introduced to some basic facts about the Eskimos and their way of life. Through reading the first two parts of *Julie of the Wolves*, you have seen first-hand the life of one Eskimo girl.

Your assignment is to write Miyax's first pen pal letter to Amy in which she describes her life to Amy, who is from San Francisco.

PREWRITING

One way to begin is to jot down everything you can remember (or can find by skimming your book and/or notes) about Miyax's life. You may supplement the facts of the story with facts you learned in the first lesson of this unit.

Now, pretend you are Miyax. Organize these facts about your life into some logical order so that they will make sense to Amy. You might start with some background information about your life, give a short account of your daily activities, and then discuss your current situation in life and your hopes for the future.

DRAFTING

Open your letter in a letter format. Introduce yourself in the first paragraph, perhaps explaining how you have become Amy's new pen pal.

Spend a paragraph discussing your personal background. Take another paragraph to inform Amy about your daily activities. Make another paragraph telling Amy about your current situation in life—things that are going on in your life and how you feel about them.

Close your letter with a paragraph telling Amy about your hopes for the future.

Perhaps include a P.S. asking a question or two for Amy to answer in her next letter.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.