

# Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



# Julie of the Wolves

by Jean Craighead George

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Connecting with Literature/Persuasion****Pre-Reading**

Imagine that you have been invited to take part in a wilderness experiment that involves living alone in the wild. You may take two bags of supplies, no more than you can carry. What would you take? How would you survive?

Before you can answer these questions, you must decide what kind of wilderness you will visit. Will you live in a forest, by a lake, on a beach, in a valley, on a glacier, or someplace completely different? Choose your location, and decide what you must know and bring with you to survive.

Pretend you must convince your parents or guardians to let you go. You know they will ask many questions about how you will survive safely. You will be more persuasive if you anticipate their questions and prepare thoughtful answers in advance. They will probably ask questions like those in the **Survival Chart**. Fill in your responses to help you prepare for your parents' or guardians' questions. Then, add and answer two more questions that you think your parents or guardians might ask.

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*Survival Chart*

What kind of wilderness will you visit?	
At what time of year will you make your visit?	
What kind of wild animals live there?	
What dangers will you meet?	
What will you need to protect yourself?	
What kind of tools will you need?	
Do you have any special knowledge or skills that will help you? For example, can you make a fire, build a shelter, hunt and trap animals, or read animal tracks?	
How will you get food?	
How will you deal with loneliness?	
How long do you think you will survive in this wilderness before you have to return home?	

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**Part I: Amaroq, the Wolf**

**Activity I: Context Clues**

**Part I Pgs. 1-25**

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the example below, we want to know the meaning of the word *plaintive*. We need to look for clues, such as descriptions, in the sentence:

“The millions of voices of summer have all died down to one plaintive note.” (Pg. 130)

“Millions of voices of summer” would be noisy. Imagine children during summer: they are excited and loud, but the quotation says they have “died down.” That means they have quieted. Now, the sound is described as “one plaintive note.” The loud excitement of summer has ended. How do you feel when summer has come to an end? It is very possible that plaintive means calm and sad.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

**Part 1**

The following vocabulary list contains Upick words and English words that describe Julie and the setting. The author has provided context clues to help you understand their meaning. Included below are the page numbers where you will find each word.

Look them up in the book, and match each vocabulary word with its context clues.

_____	<b>Vocabulary Word</b>	<b>Context Clues</b>
_____	1. heave (Pg. 5)	A. “She clapped her hands...at last breaking the wolf code”
_____	2. Amaroq (Pg. 8)	B. “...her heart skipped excitedly...she called and scrambled to her feet.”
_____	3. ilaya (Pg. 8)	C “my friend”
_____	4. gussaks (Pg. 9)	D. “to eat...these mice-like rodents”
_____	5. Lapland longspurs (Pg. 9)	E. “one of many earth buckles that rise and fall”
_____	6. Ee-lie (Pg. 11)	F. “the white faced”
_____	7. ulo (Pg. 12)	G. “wheel up into the sky, then alight in the grasses”
_____	8. lemming (Pg. 13)	H. “the half-moon shaped woman’s knife”
_____	9. elated (Pg. 23)	I. “wolf”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 2**

Now, use the context clues to write a definition for each word. Then, compare your definitions to the dictionary's definitions to check their accuracy. Correct any of your definitions that contain errors. Note that you will probably not find the Upick words in the dictionary, but they are directly defined by their context clues.

1. heave: \_\_\_\_\_  
\_\_\_\_\_

2. Amaroq: \_\_\_\_\_  
\_\_\_\_\_

3. ilaya: \_\_\_\_\_  
\_\_\_\_\_

4. gussaks: \_\_\_\_\_  
\_\_\_\_\_

5. Lapland longspurs: \_\_\_\_\_  
\_\_\_\_\_

6. Ee-lie: \_\_\_\_\_  
\_\_\_\_\_

7. ulo: \_\_\_\_\_  
\_\_\_\_\_

8. lemming: \_\_\_\_\_  
\_\_\_\_\_

9. elated: \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity II: Motivation/Characterization****Pgs. 1-25**

- A. Pause and think: Julie is alone and lost in a very dangerous situation. She is hungry, has little hope of catching food on her own, and is vulnerable to predatory animals and the cold. As Julie, write a journal entry answering the following questions and explaining your actions.
- What has caused you to put yourself in this place? In other words, why are you running away?
  - Where are you going?
  - Do you regret running away? Explain.
- B. At this point in Julie's life, she is trying to figure out who she really is. One of her biggest problems is the influence of the "gussak" culture on her Inuit world. In addition to her use of the Upiq language, Julie demonstrates her culture through the way she speaks, thinks, and acts.
1. Who is Julie? Describe her age and her physical appearance.
  2. Look for actions and words that show Julie's Inuit heritage. List as many examples as you can.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

3. How does Julie feel about “gussak” values?
  
  
  
  
  
4. Pretend that you meet Julie, and you can ask her any question about her culture. What question will you ask? Why will you ask it?
  
  
  
  
  
5. What do you think Julie’s response to your question would be?
  
  
  
  
  
6. What would you want to tell Julie about your own culture?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity III: Illustrations****Pgs. 1-25**

Illustrations frequently add to your understanding of the plot, characters, or setting of a novel. *Julie of the Wolves* contains illustrations throughout. Look at the artwork on pages 2–3 and on pages 16–17.

1. Pretend that the publisher wants to remove the illustrations. Write a letter to the publisher telling why the sketches should remain in the book. Be sure to describe how the pictures help you understand the plot, the characters, or the setting. This is a business letter, which uses a special format. Use the **Business Letter Model** as a guide.
2. Now, create your own illustration of Julie's shelter described on page 13. Make it colorful and organized. Be creative! For example, you may draw it by hand, compose it on a computer, or construct a collage out of pictures from magazines.

**Business Letter Model**

Your street address  
 Your City, State Zip Code  
 Date

Name of person to whom you are writing  
 Company name  
 Company street address  
 City, State Zip code

Dear Sir or Madam (or the person's name):

In the first paragraph, introduce the purpose of your letter; for example, the letter might try to persuade the editor of a book to insert or keep the illustrations in the novel. Be courteous and brief. Business letters should contain only the necessary information.

In the second paragraph, support your point with explanation; for example, describe how the pictures help you understand the plot, the characters, or the setting.

Sincerely,  
 sign your name



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity IV: Plot****Pgs. 1-25**

The plot of a novel is the sequence of events that take place within it, beginning with the introduction and ending with the conclusion. The plot of a novel is divided into the following sections:

- A. **Introduction:** the setting and the characters' background information—names and personalities; the introduction may be either descriptive or brief
- B. **Conflict:** the big problem that the characters spend most of the book trying to solve
- C. **Rising Action:** smaller problems that the characters experience as they try to solve the larger conflict
- D. **Climax:** the turning point; the most exciting, most suspenseful point in the novel
- E. **Falling Action:** the calming action and decrease in tension following the climax
- F. **Resolution:** the conclusion of the story; the outcome

At this point in the novel, you have discovered the conflict and moved into the rising action. In small groups, complete as much of the **Plot Outline** as possible. Since you have not reached the climax yet, you will leave some of the outline blank. You will rejoin your group and add to your outline after reading Parts II and III.

**STUDENT ROLES IN GROUP DISCUSSIONS**

- 1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
- 2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
- 3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
- 4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Plot Outline*

A. Introduction:

B. Conflict:

C. Rising Action:

D. Climax:

E. Falling Action:

F. Resolution: