

JULIE OF THE WOLVES

JEAN CRAIGHEAD GEORGE

LIVING LITERATURE SERIES

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

GUIDE WRITTEN BY MARY ELLEN SNODGRASS

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SYNOPSIS

Part I: Amaroq, the wolf

At six o'clock on her second evening near a pond on the tundra of Alaska's North Slope, Miyax lives Eskimo style in a sod house. She stops cooking to study Amaroq, a black wolf who aids her survival. She follows the example of her father, Kapugen, who vanished in his kayak onto the Bering Sea. The adopted daughter of her Aunt Martha and a student at the Bureau of Indian Affairs in Barrow, Miyax was born on Nunivak Island. She recently wed thirteen-year-old Daniel, who drove her from home. She walks toward Point Hope in hopes of boarding the *North Star* and sailing south to the San Francisco home of her pen pal, Amy Pollock.

Miyax studies Amaroq and his mate Silver and learns to remain flat in a nonviolent pose. She names the adults Nails, Jello, and Sister, imitates wolf movements, and, to earn food, roughhouses with the pups—Kapu, Zing, Zit, and Zat. On the second day, the wolves have full stomachs from eating caribou. She follows jaegers to the kill and cooks Arctic peas. To gain a caribou shank, she pretends to be lame. Realizing that autumn is coming, she fears the wolf pack will move faster and farther than she can. She makes snares for birds, tracks an owl to its nest, and dines on owl and dead bunting. At the pond, she picks seeds and fly larvae and digs sedge roots.

Miyax marks the path of a plane from Fairbanks to Point Hope. When the fog lifts, she grabs a caribou carcass and dries strips over her fire. In the second week of August, she preserves food in a cache beneath the frost line and replaces a mitten one of the pups stole. She estimates the date at August 24, the day the *North Star* reaches Barrow. To provide light, she stores caribou fat. When Jello digs into her cache, she slaps him. The next morning, she finds an Arctic fox eating her kill. By studying a tern's flight, she marks a compass on the ground with pebbles. That night, she rereads Amy's invitation to come to San Francisco. The next day, Amaroq and his pack have deserted her.

Part II: Miyax, the girl

Miyax recalls the death of her mother. Aunt Martha had ridiculed Kapugen for walking away from Mekoryuk with his young daughter, for whom he gathers bird eggs on his way to the seal camp. The two share a beach near some old hunters. At the Bladder Feast, she receives an amulet, which the shaman ties to her belt. The men anticipate the hunt and the caribou meat they will sell in Nome.

In early spring, Kapugen nets a white whale. He and Miyax watch birds and spear or grab fish from stone weirs. Among the children on Mekoryuk beach, Miyax is called Julie and her father, Charlie Edwards. He glories in her fierce independence and Eskimo pride. In September of her ninth year,

he makes her a seal coat. Aunt Martha arrives and argues about Miyax's future. The next day, Kapugen tells her that the law demands that she go to school.

Before departing, Kapugen instructs her to leave Aunt Martha and go to Naka's house at Barrow to marry his son Daniel. With Aunt Martha in Mekoryuk, she studies English. In October, a messenger reports that Kapugen never returned from a hunt. His kayak washed up on shore. Gradually Miyax becomes Julie. That summer, she works at the mission and hospital; at school, she learns sewing. One Sunday, she meets Mr. Pollock, who seeks a pen pal for his daughter Amy, an eighth-grader in San Francisco. That winter, Julie longs for the life that Amy enjoys. Aunt Martha keeps Julie at home doing chores to end her friendship with Judith.

In June of Julie's thirteenth year, Naka writes that Julie may come to Barrow to marry Daniel. Julie ignores Aunt Martha's whining and boards the plane from Nunivak Island. After stops in Anchorage and Fairbanks, she takes a small plane over the Arctic Circle and the North Slope to a research facility used by the military and the University of Alaska. She meets Naka and his wife Nusan. The next day, Julie marries their retarded son Daniel.

Julie accepts Pearl's invitation to the quonset, a gathering spot. Pearl, who also married young, implies that Nusan wanted a daughter-in-law to help her sew mittens and boots for tourists. By October, Julie is happy sewing with Nusan, going to school, and visiting with Pearl. That winter, Naka's alcoholism turns violent. On January 24, happiness returns with a ceremony welcoming the sun. By summer, Julie is again contentedly sewing with Nusan.

While Julie works alone on mukluks, Daniel complains that others make fun of his celibacy. He leaps on Julie. He is unable to rape her and runs away. Swiftly, she packs a knife, *ulo*, and matches and hurries to Pearl's house. Pearl offers food and lends Julie a sleeping skin and ground cloth before she departs from Barrow and resumes her old identity—Miyax.

Part III: Kapugen, the hunter

The wolves crush Miyax's hut and steal her stores. She blames Jello, but can't make herself kill him. She locates her meager store of meat, makes a drag of caribou skin, and sets out for Point Hope. She curls in an ice cave before the first winter storm sets in. While caribou clash, she busies herself carving a comb with her *ulo*. In the distance, Amaroq's pack sings the hunt song. Jello steals her food, needles, knives, and boots. In terror, she stalks Jello, whom Amaroq kills, leaving her personal items untouched.

Miyax rolls grass into a frozen tent pole. She snares a rabbit and fashions a sled and snowshoes. Following the *North Star*, she follows wolf tracks and rejoins the pack. At noon, she camps near the caribou's wintering grounds. A month into her journey, she hesitates to rejoin civilization. The

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wolves drive a bear away from her. She rescues a golden plover and names it Tornait, the bird spirit. Amaroq teaches Kapu to lead the pack.

At noon, when a bush plane approaches, Miyax hides with Tornait under an oil drum to keep hunters from mistaking her for a bear. They shoot Amaroq. Kapu runs toward her; she covers him with snow and stitches his shoulder wound. She mourns Amaroq. The next day, November 10, the sun sinks for its winter hibernation. Miyax proclaims Kapu the new leader of the disorganized pack. Nearing Brooks Range, she finds the hunting easier.

For months, Miyax lives in a snow house. Roland and Alice and their infant arrive by dog sled from Kangik on Kuk Bay near the Avalik River. They reveal their Eskimo names, Atik and Uma. Miyax looks forward to a career in Kangik teaching children Eskimo skills. Atik tells how the great Kapugen taught him to hunt. From his words, Miyax learns that her father is alive and heads the village of Kangik.

Miyax journeys to her father and gives him Tornait. He says that, after leaving Nunivak to mourn his wife, he became rich and returned for Miyax, but she was already gone. She is shocked that he has a plane and transports hunters. Ellen, a white woman who is his second wife, speaks poor Upick and offers to enroll Miyax in school. Miyax prefers to continue to Wainwright and on to San Francisco. Alone in her shelter, she realizes that the day of living in the wild is past and she chooses to live with Kapugen.

TIME LINE

birth	Miyax Kapugen is born on Nunivak Island in western Alaska.
age 4	Miyax's mother dies. Kapugen takes Miyax to a seal camp to live with the old hunters. The shaman gives her an amulet.
the next spring	Kapugen nets a white whale. Miyax rebels against the name Julie Edwards.
age 9	
September	Kapugen makes Miyax a coat from a harbor seal pelt. Aunt Martha arrives and insists that Miyax go to school in Mekoryuk.
October	A message implies that Kapugen drowned while hunting in his kayak.
summer	Miyax works at the mission and hospital
Sunday	Miyax meets Mr. Pollock and begins writing to his daughter Amy, who lives in San Francisco.
winter	Aunt Martha grows impatient with Miyax, who fantasizes about Amy's home and life.
age 13	
June	Miyax flies to Barrow to marry Daniel, son of Kapugen's friend Naka.
next day	A minister performs the ceremony at the home of Nusan and Naka. Miyax makes friends with Pearl.
October	Miyax and Nusan sew boots and mittens for tourists.
winter	Naka binges on alcohol and beats Nusan. Miyax flees the house. Russell and Mr. Pollock lobby against alcohol for Eskimos.
January 24	A local ceremony welcomes the sun.
summer	Miyax is again contentedly sewing with Nusan.

late summer Nusan goes to get Naka out of jail. Daniel tries to rape Miyax, who flees and sets out over the tundra for Point Hope to take the boat to San Francisco.

first day Miyax builds a sod hut.
second day Miyax studies a black wolf on the North Slope and names him Amaroq and his mate Silver. She eats Arctic peas for dinner and plays with Kapu, a wolf pup that steals her glove.

August Silver's pups begin to explore.
August 24 The *North Star* reaches Barrow.
winter Miyax stays in an ice cave during the first storm and carves a comb. With her homemade sled, she follows the North Star toward the sea.

November 9 Hunters kill Amaroq and wound Kapu. Miyax builds a shelter by an oil drum and sews Kapu's wound.

November 10 Silver brings a hare for Miyax. Kapu becomes the new pack leader.

November 21 The Arctic night begins and lasts 66 days.
late winter Miyax reunites with Kapugen.

BIOGRAPHICAL SKETCH

Jean Craighead George has produced a host of works for young readers since 1948. Born July 2, 1919, in Washington D. C., George is the third child and only daughter of Mary Carolyn Johnson and Frank Cooper Craighead, an entomologist. During summer visits to relatives in Pennsylvania, George and her twin brothers, John and Frank, explored the woods, fished and swam, and studied the wilds.

After completing a bachelor's degree from Pennsylvania State University in 1941 and attending Louisiana State University, the author married naturalist and writer John Lothar George, father of their three children, Carolyn Laura, John Craighead, and Thomas Luke. During World War II, while John served in the Navy, George reported for the International News Service and the *Washington Post and Times-Herald*. She worked briefly at United Features and as a freelance writer and illustrator before beginning a career writing and illustrating animal biographies.

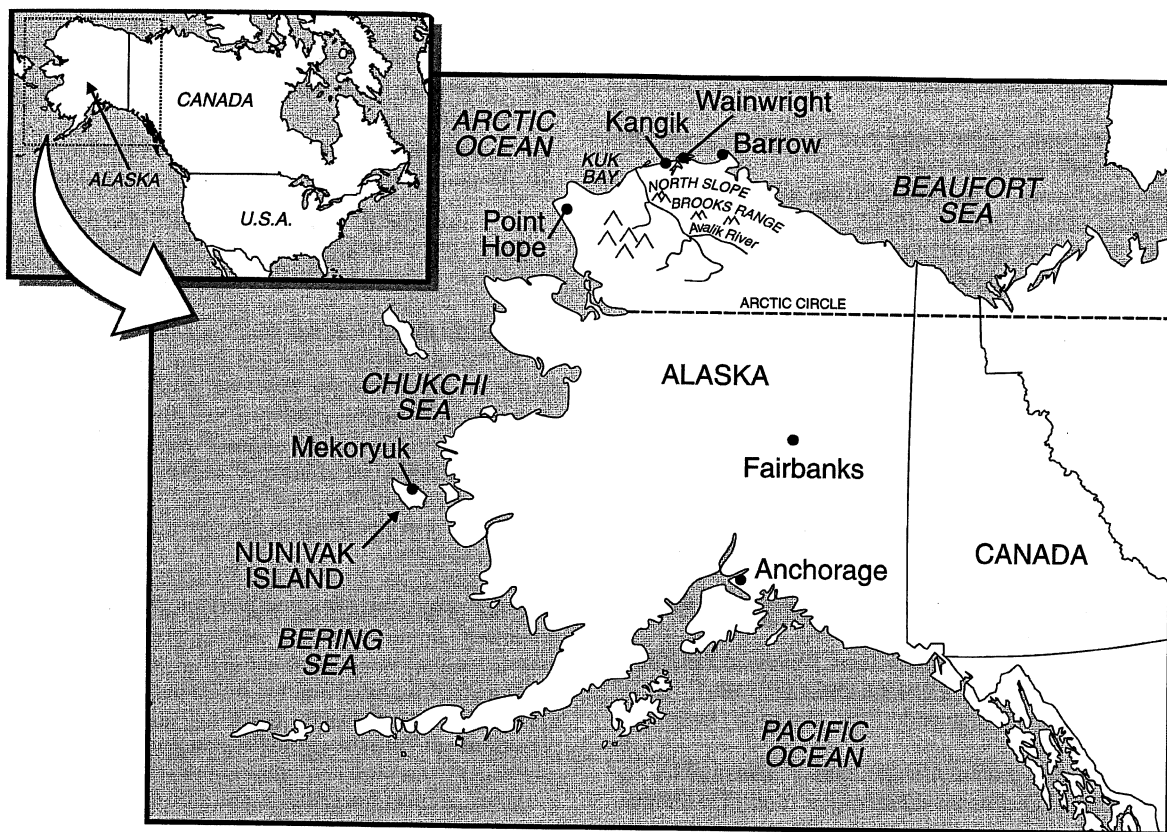
When her marriage faltered, George launched her own books, succeeding beyond expectations with *My Side of the Mountain* (1959). The appeal of survival lore led to a lifetime of fiction and nonfiction about nature. The family kept their home in Chappaqua, New York, when John took a teaching post in Washington, D.C. When they divorced, she supported the children on income from published articles and books plus work as a *Reader's Digest* staff writer and teacher of continuing education.

CRITIC'S CORNER

A meticulous researcher, George has backpacked into the settings that undergird her unique nature books. With son Luke, she traveled to Barrow, Alaska, to study the tundra and wolf behavior, the basis of her 1972 Newbery winner, *Julie of the Wolves*. An unexpected honor was an invitation to study an ancient Inuit ritual—the carving of the bowhead whale.

Honors continue to accrue to George, who publishes several books a year. She has won the ALA Aurianne Award, Hans Christian Andersen Award honor list, and Lewis Carroll Shelf citation. Later recognition includes honors from Claremont College, the American Nature Study Society, Book

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World, International Board on Books for Young People, Netherlands Children's Book Board, and Children's Literature Association. The most recent awards come from the Westchester Library Association and the New York Public Library Association. In addition to film, George's works are available on tape and musical video.

OTHER BOOKS BY JEAN CRAIGHEAD GEORGE

Animals Who Have Won Our Hearts (1994)
Arctic Son (1997)
The Case of the Missing Cutthroats (1996)
The Cry of the Crow (1980)
Dear Katie, The Volcano's a Girl (1998)
Dear Rebecca, Winter Is Here (1993)
Dipper of Copper Creek (1956)
Elephant Walk (1998)
Everglades (1995)
The Fire Bug Connection: An Ecological Mystery (1993)
The First Thanksgiving (1993)
Frightful's Mountain (1999)
Giraffe Trouble (1998)
Gorilla Gang (1998)
How to Talk to Your Cat (1986)
How to Talk to Your Dog (1986)
Julie (1995)
Julie's Wolf Pack (1997)
Look to the North (1997)
The Missing 'Gator of Gumbo Limbo: An Ecological Mystery (1992)
Morning, Noon, and Night (1999)
My Side of the Mountain (1959)
On the Far Side of the Mountain (1990)

One Day in the Alpine Tundra (1984)
One Day in the Desert (1983)
One Day in the Prairie (1986)
One Day in the Tropical Rain Forest (1990)
One Day in the Woods (1988)
Rhino Romp (1998)
Shark Beneath the Reef (1989)
Snow Bear (1999)
The Talking Earth (1983)
The Tarantula in My Purse (1996)
There's an Owl in the Shower (1995)
Vulpes, the Red Fox (1948)
Water Sky (1987)
Who Really Killed Cock Robin? (1971)

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GENERAL OBJECTIVES

1. To discuss the loss of parents or child abandonment
2. To describe the physical, mental, and emotional effects of coping in a different ethnic community
3. To acknowledge the importance of wise decisions
4. To outline the relationship between humans and nature
5. To account for the author's emphasis on the stark aspects of nature
6. To characterize courage
7. To contrast moments of elation with frustration, fear, and despair
8. To read aloud examples of verbal conflict
9. To contrast realism and fantasy
10. To characterize survivalism

SPECIFIC OBJECTIVES

1. To recount how Miyax makes a sled
2. To discuss the causes of running away
3. To explain why the community allows casual marriages between young teenagers
4. To evaluate changes in Kapugen as father, citizen, and husband
5. To explain the pack mentality of wolves

6. To analyze the scene in which Miyax subdues the lone wolf
7. To assess the need to mourn Tornait and Amaroq
8. To contrast Aunt Martha's house and the seal camp as settings
9. To project how the Inuit will preserve their traditions
10. To consider the significance of Miyax's marriage

LITERARY TERMS AND APPLICATIONS

For a better understanding of Jean Craighead George's style, present the following terms and applications to her novel:

historic milieu the setting of fictional events in a real period of history. Miyax attempts to live like an ancient Inuit hunter in the wild long after that lifestyle has altered. The implications of bush planes, mail service, and the endangered lemming population suggest that she is retreating into a fantasy world of her ancestors, who lived at the raw edge of survival because they had no other choice. Miyax has a choice and opts to retreat in time as a means of escaping a painful present.

symbol a concrete object that stands for a complex or abstract idea or relationship. The wolf pack become an extended family for Miyax, who imitates their actions and tries to comprehend their thoughts and instincts. On her reunion with Kapugen, she must go through a similar process of studying thoughts and actions in her father's new home. The death of Tornait suggests the death of her illusions about shortcuts to survival in a hostile environment.

third person narrative a story or a series of actions told from the vantage point of an observer outside the action. *Julie of the Wolves* examines a girl's hardships after her mother's death. By standing outside the action and witnessing Julie/Miyax's hardships, the author communicates a difficult milieu and real possibilities that the girl will not survive her trek into the frozen tundra.

THE IMPORTANCE OF SETTING

The milieu of *Julie of the Wolves* is crucial to the story. The story opens on Miyax in the wild and characterizes her adaptation to living with a wolf pack by adapting to the resources and dangers of the tundra. By flashing back to her mother's death and the difficulties of living with Aunt Martha, the author portrays Miyax/Julie in another setting, where gentility and domestication bear little resemblance to her life with Kapugen on the shore among old Eskimo hunters. It is not surprising that she chooses to leave her aunt and seek a better life with Naka, her father's trusted friend.

When the story resituates Julie in Naka's household, the author explores other examples of family dysfunction, in particular, an exploitive mother figure, an abusive alcoholic father, and a disturbed and potentially violent brother-husband. Julie's flight back to her identity as Miyax forces her into the wild once more. Her ingenuity in coping with lost food supplies, darkness, cold, a winter storm, and near death from careless hunters establishes that no environment is free from conflict and compromise.

When Miyax approaches her father's home, she is hesitant to revive their old father-daughter relationship. She extends her life in the wild by hovering on the edge of civilization. Her first attempt to acquaint herself with a stepmother and accept changes in Kapugen forces her back to the wild, but she quickly accepts the fact that the new milieu must be

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her home. Free of fantasies about living with Amy in San Francisco, Julie seems capable of abandoning her Miyax identity for life and of remaking a life from all that is left of her childhood home.

CROSS-CURRICULAR SOURCES

Fiction

William Bell, *Crabbe*
Hal Borland, *When the Legends Die*
Forrest Carter, *The Education of Little Tree*
Caroline B. Cooney, *The Face on the Milk Carton*
Steven Gould, *Jumper*
Robert Heinlein, *Citizen of the Galaxy; Have Spacesuit, Will Travel; and Tunnel in the Sky*
James Houston, *The White Dawn: An Eskimo Saga*
Helen Hunt Jackson, *Ramona*
Annette Curtis Klause, *Alien Secrets*
Jack London, *The Call of the Wild* and *White Fang*
Lois Lowry, *The Giver*
James Vance Marshall, *Walkabout*
Farley Mowat, *Lost in the Barrens*
Scott O'Dell, *Island of the Blue Dolphins*
Gary Paulsen, *Brian's Winter, Canyons, Hatchet, and The Voyage of the Frog*
Wilson Rawls, *Where the Red Fern Grows*
Conrad Richter, *The Light in the Forest*
S. L. Rottman, *Rough Waters*
Charles Sheffield and Jerry Pournelle, *Higher Education*
Yoko Kawashima Watkins, *So Far from the Bamboo Grove*

Nonfiction

Emily Brown and Ticasuk, *The Roots of Ticasuk: An Eskimo Woman's Family Saga*
Joseph Bruchac, *Bowman's Store: A Journey to Myself*
Elizabeth Hahn, *The Inuit*
Theodora Kroeber, *Ishi, Last of His Tribe*
R. D. Lawrence, *Trail of the Wolf*
Barry Holstun Lopez, *Arctic Dreams: Imagination and Desire in a Arctic Landscape* and *Of Wolves and Men*
Carolyn Meyer, *In a Different Light: Growing Up in a Yup'ik Village*
Farley Mowat, *Never Cry Wolf*
Alan Ryan, ed., *A Reader's Companion to Alaska*
Charlotte Yue, *The Igloo*

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Videos

Island of the Blue Dolphins (1964)
My Side of the Mountain (1969)
Never Cry Wolf (1983)
Walkabout (1971)

THEMES AND MOTIFS

A study of the central issues and situations in Jean Craighead George's *Julie of the Wolves* should include these aspects:

Themes

- loss
- acceptance
- family
- survival
- nature
- displacement
- despair
- reunion
- dilemma
- maturity

Motifs

- coping with loss of a parent
- learning the Eskimo lifestyle
- studying survival skills from the past
- avoiding domestic violence
- accepting death and change

MEANING STUDY

Below are words, phrases, sentences, or thought units that have a particular meaning in this novel. Explain each. Section and page numbers pinpoint the context in which the item appears.

1. She spoke half in Eskimo and half in English, as if the instincts of her father and the science of the *gussaks*, the white-faced, might evoke some magical combination that would help her get her message through to the wolf. (Section 1, pp. 8-9)
(*Miyax's ambivalence toward the white world is obvious from the beginning, yet English words permeate her instructions to the wolf. Perhaps more than she knows, she is already bound to a compromised white-within-native world from which she cannot flee.*)
2. The great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra. (Section I, p. 9)
(*As leader of the pack, the ever-vigilant Amaroq is constantly scanning the the tundra, both for prey and for danger. The Alaskan tundra is a vast, flat, treeless plain in the Arctic region. Miyax thinks of the area as monotonous, permanently frozen, and growing "only moss, grass, lichens, and a few hardy flowers."*)
3. There the old Eskimo hunters she had known in her childhood thought the riches of life were intelligence, fearlessness, and love. A man with these gifts was rich and was a great spirit who was admired in the same way that the gussaks admired a man with money and goods. (Section I, p. 19)
(*The dominance of contrast proves that Miyax is conflicted in choosing values for her own life and establishing goals suitably rich for Eskimos. Because she shoves the white values far from her mind, she sets herself up for disappointment when she reunites with Kapugen and finds him changed in ways only a gussak would accept.*)
4. She shivered and was glad that she had done one thing right—she had worn her winter clothes, not her light summer *kuspuck*, the woman's dress. (Section I, p. 26)
(*Because of her hasty departure, Julie takes the time to evaluate readiness for the frozen tundra. Among the Aleut of Alaska, the kuspuck or kuspuk is a loose cotton shift or summer dress worn over skin parka trousers.*)

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5. We Eskimos have joking partners—people to have fun with—and serious partners—people to work and think with. (Section I, p. 34)

(To Miyax, partnership is a necessary part of life. During her isolation on the tundra, she fills her need for interchange of emotion by bonding with a wolf. To him she declares, "You and I are both. We are joking-serious partners.")

6. Every Eskimo family had a deep cellar in the permafrost into which they put game. (Section I, p. 63)

(Miyax establishes the Alaskan need for a form of underground cold storage that is safe from marauding animals. She says of the cellar, "So cold is the ground that huge whales and caribou freeze overnight, preserved for the months to come.")

7. The jaegers screamed and the sandpipers cried. (Section II, p. 75)

(As though imitating her emotions, the birds seem terribly disturbed. The jaeger or skua, a dark, long-tailed predatory sea bird, lives in the mossy tundra. It is known to destroy other birds' nests and to pursue terns and kittiwakes until they drop their prey or collapse.)

8. Bits of his kayak washed up on the shore. (Section II, p. 84)

(A maneuverable one- or two-person hunting canoe, the kayak is 25 feet long, but only two feet wide and a foot deep. In high seas, it can roll over easily, forcing the paddler to flip it back with skillful moves of the oar. The Nunivak Island kayak differs by seating a pair of paddlers back to back.)

9. "Come on," she ordered the reluctant child. "It's time for the blanket toss." (Section II, p. 93)

(Blanket toss is an Eskimo game in which players hold edges of a blanket and hoist a player into the air until every participant has had a turn. The winner is the one who earns the most points for high leaps, turns, and style as well as balance.)

10. Nusan threaded a needle and whipped the rabbit fur onto the top of a mukluk. (Section II, p. 95)

(A mukluk or muklok is a stitched boot made of a single piece of hide. For warmth, it is lined with moss, caribou hair, or felt.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the novel.

Questions 1-5 (Literal Level)

1. What signals does Miyax learn from her experience with the wolf pack?

(While studying animal behavior up close, Miyax learns the code of body language that animals use in place of verbal communication. An arched neck, narrowed eyes, ears forward, and teeth showing indicates the order to obey, lie down. Flattened ears and wagging tail show commendation. To apologize, the offending animal licks the cheek of the one he insulted. Crouching, biting gently under the chin, and wagging the tail show the leader's posture among followers. Turning, lifting the tail, looking straight into eyes, and pressing ears forward are commands to go back. A swift thrust of ears forward displays

aggression and dominance. Widened eyes signify fear. The least fearful movement, flopping hands, are Miyax's replication of innocent puppy ears.)

2. In Part I, how does Miyax know that winter is coming to the tundra?

(Miyax is careful in her observation and analysis of information. When she sees the brown fox losing dark fur to solid white, she knows that nature is preparing him to conceal himself from predators against the camouflage of a snowy landscape. Additional evidence of a shift in seasons include animals moving to winter grounds, migration of birds to the warm south, and the position of the sun. These valuable indicators urge her to protect her food supply, keep close to the hut, and guard the supplies and tools that make life possible for her on the frozen plain.)

3. How does Miyax adapt to the tundra?

(Adaptation is the key to Miyax's survival among the wolves after she flees Daniel and Barrow. Alone on the plain, she must observe and imitate wolf communication codes if she wants to stay with the pack and profit from their kills of caribou and other animals. She must succeed at hunting, skinning, preserving food, and guarding her deep freeze.)

Also important to navigation across the plain are methods of determining directions by flights of birds and positions of the sun. Her model compass, formed of stones in a directional pattern, supplants instinct, the inborn compass that guides animals. Overall, it is essential that she study the signs of nature as her father taught and to keep her head in difficult situations or else suffer dire consequences.)

4. Explain Miyax/Julie's itinerary from Mekoryuk to Barrow and the tundra.

(Miyax lives a peaceful life with her father at the seal camp and enjoys relationships with the old hunters at the shore. Her Aunt Martha ends the pleasant passage of days by insisting that she go to school. Kapugen, who must leave for war, agrees that the law requires her to attend school. The best hope for a motherless girl is to live with her Aunt Martha. Grudgingly, Miyax goes with Aunt Martha to Mekoryuk. When life proves too difficult with a manipulative, disapproving aunt, Miyax blindly obeys her father's injunction that she seek Naka's family at Barrow and marry his son Daniel, even though marriage lacks any tenderness or even welcome from her future mate.)

Their union makes little change in Miyax's life. A new family and home introduce her to Nusan, a comfortable female companion who provides her with a wedding outfit and teaches her to sew parkas and mukluks. Naka's drunkenness and brutality threaten to uproot Miyax again, but the return of warm weather ends Naka's binges. After Daniel tries to please taunting friends by attacking Miyax, she realizes that she must flee an impossible family relationship. With only a handful of supplies and some additional items from Pearl, Miyax heads for the Tundra in hopes of boarding the vessel for San Francisco that will unite her with Amy Pollock.)

5. How do Eskimo of Kangik make use of musk oxen?

(At Kangik, a village with an airport and a mission

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school, Kapugen introduces musk oxen from the wilderness to hopeless people living on pensions and alcohol under the tyranny of the Bureau of Indian Affairs. Musk oxen become a basis of trade with the white world and salvation from despair. The men help breed and raise the animals so women can turn their pelts into profit. By harvesting the animal's fur and spinning it into thread, seamstresses make mittens, sweaters, and scarves to sell to tourists. Uma explains the system of reverse exploitation: "These were sold to the gussaks who paid high prices for them, and within a few years the people of Kangik became independent and prosperous.")

Questions 6-8 (Interpretive Level)

6. What does the protagonist mean by altering her name? (At the end of Section II, Julie concludes a difficult period in her life by exulting, "Julie is gone . . . I am Miyax now." The shift in name precedes a shift in setting. Flight from Barrow takes her back to the wild, where she stares out to sea, leaps up a bank, and returns to the tundra. Striding like a hunter, she looks toward a new life in San Francisco as the friend of her pen pal Amy.)

The shift in place brings out the rugged side of Miyax, who learned in childhood from her father, an expert on survivalism. As Miyax, she depends on no adults for food or shelter. With a few items from Pearl, she readies herself for the test of living among wolves, finding her own food, and staying alive through the Arctic winter. As a character, Miyax is a forthright outdoors type with no yearnings for money, school education, or other ways of the white world.)

7. At what point does Miyax give up fantasy? (While living in camp with Kapu, Miyax thrives on simple challenges—of snaring ptarmigan and rabbits and of communicating with Silver. Comfortable among wolves, she stays warm and safe, rests peacefully in the sleeping skin, hunts well, and busies herself at cooking and skinning the pelts that come her way. When Kapu makes his own break for independence, she remarks with satisfaction, "Kapu's leading the hunt. All's well." The statement suggests that nature's way is the source of her direction.)

By following the hunt, loading meat on her sled, and returning to the soft peep of Tornait, Miyax feels content with the world. As the world of tracking gives place to an environment pocked with oil drums, she stops at the edge of civilization, makes camp, and steadies her mind for difficult decisions. By recognizing that Amy's world would mean accommodating the cruel whites with their drive for money, she gives up San Francisco in favor of peaceful stitching. Miyax concludes, "She knew what she had to do. Live like an Eskimo—hunt and carve and be with Tornait.")

8. What does the song to Amaroq's spirit signify? (The neat little household is doomed from the start. Amaroq dies of a gunshot wound, Kapu returns to the pack, and Tornait slips away toward death. As Julie waits for his demise, she calms her mind, nestles the bird in her parka, and warms him at a small fire. After he peeps and closes his eyes for the last time, she buries him. Her hands finger the totem of Amaroq in her pocket. In English, she sings his requiem.)

The words to Julie's song acknowledge reality.

Seals and whales are no longer plentiful. The animals are leaving the area in body and spirit. To Amaroq, her adopted father, she praises his love and companionship, which make her feet dance and her eyes appreciate nature. Because living with the wolves forces her to think realistically, she credits Amaroq with making her accept "this thundering night," when "the hour of the wolf and the Eskimo is over.")

Questions 9-10 (Critical Level)

9. How does George apply flashback technique to the story?

(Jean Craighead George creates curiosity in the reader by introducing Miyax, an Eskimo girl who lives among the wolves. By turning to the past, the author accounts for the girl's predicament after her father supposedly dies. Forced to attend school, she is moderately content until she hears the false rumor that Kapugen had left in his kayak and has not returned. When his kayak was found at the shore, local people assumed that he was dead.)

The flashback returns Julie to Barrow, where she follows her father's instruction and marries the teen-aged son of his friend Naka. The marriage places her in what appears to be a stable home where she is welcome and appreciated. After winter brings out violence and drunkenness in Naka, Julie once more must flee to rid herself of a retarded husband, an alcoholic father-in-law, and a mother-in-law who exploits her as a seamstress.)

The story returns to the present as Miyax becomes Eskimo once more and escapes across the barrens toward a steamer that will take her to San Francisco and her pen pal, Amy Pollock. Miyax's fantasies do not interfere with her application of survival skills she learned from her father. At the end of the novel, she reunites with Kapugen and must divorce herself from fantasies to accept the lifestyle he now lives.)

10. What new ways supplant the old in Julie's world? (For Eskimos, the world is a simple accommodation to nature as it is. She is accustomed to the hunt, to a daily struggle for survival, and to a contentment in resolution to live within nature and in following the rules of surviving in the outdoors. For this lifestyle, she thinks of herself as Miyax Kapugen. The vision holds until her friends from Kangik inform her that Kapugen is still alive.)

Return to her father unsettles Miyax, who introduces herself with a blended identity—Julie Edwards Miyax Kapugen. Once inside his house, she must reckon with his part in the dangerous forces that shoot the beautiful wolves and leave them unclaimed on the snow. The waste of animal life that she admires for its courage, guile, and swiftness creates a well of anger that overwhelms her reunion with Kapugen. To Miyax, her father is part of the white attitude that values money over independence, technology over traditional skills, and white interference over age-old customs. While watching the Eskimo world shift to a less honorable, ignoble value system, she must choose her father and accept less than the ideal.)

Questions 11-14 (Creative Level)

11. Contrast various examples of everyday lessons on the tundra. Include protection from hunters, first aid, and

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study of weather, direction, and animal behaviors as well as preparation for cold, storms, and darkness.

12. Create a scene in which Julie tells Ellen about her hardships after Kapugen's wife died and Kapugen was rumored lost at sea.
13. Read aloud from Joseph Bruchac's *Bowman's Store: A Journey to Myself*. Parallel his intent and style with that of Jean Craighead George. Summarize the difficulties that children suffer in a hostile environment.
14. Summarize scenes from Farley Mowat's *Never Cry Wolf* in which he learns the same lessons from nature that Miyax must learn.

ACROSS THE CURRICULUM

Art

1. Draw contrasting murals or posters to demonstrate these pairs of settings: Barrow and Kuk Bay, Golden Gate Bridge and the *North Star*, North Slope and Nunivak Island, Brooks Range and Fairbanks, Anchorage and the San Francisco Opera House, Arctic Circle and University of Alaska lab, Distant Early Warning System and Arctic Research Laboratory, Nome and the Arctic Ocean, Chukchi and San Francisco, Bering Sea and Beaufort Sea, Mekoryuk and Kangik, Seattle and the Avalik River, tundra and Wainwright, quonset and seal camp.
2. Using desktop publishing or other media, design a page from an illustrated Upick dictionary, a banner welcoming visitors to Nunivak Island or the University of Alaska lab, a sign offering parkas and other warm garments, multiple views of an igloo or kayak, a business card for the bush pilot or missionary, visiting hours at the Barrow jail, an epitaph for Amaroq or Tornait, a news feature about the Arctic sun or lemmings, an illustrated entry on lichens or sedge for an encyclopedia or science book, a scientific explanation of the Aurora or of wolf behavior, a chart featuring tracks of common Arctic animals, and a schematic drawing of Kapugen's town or the parts of a bush plane.
3. Make posters illustrating skillful or colorful turns of phrase. Find examples of intense emotion, sense impressions, simile, metaphor, onomatopoeia, alliteration, cacophony, repetition, dialogue, realistic detail, dialect, symbolism, verse, and foreshadowing.

Drama and Speech

1. Write several conversations which are only implied, such as Kapugen's return to Barrow to get Miyax, Atik and Uma's surprise at finding an igloo, Kapugen's instructions to Atik about hunting, Ellen's interest in Miyax's education, and Mr. Pollock's comments to Amy about Miyax and her village.
2. Role-play the part of bush pilot, white hunter, teacher, missionary, aged Eskimo hunter, or merchant. Explain how the book would change if the main character had been a boy.

Education

1. Lead a debate about how to teach people survival skills. List important practical information about staying dry and warm and not wandering too far from camp. Name unusual places to look for food, such as in lemming lairs or owl nests. Suggest a basic list of survival gear, particularly matches in an airtight container, knives, needle and thread, boots, mittens, and a ground cloth to accom-

pany a sleeping skin.

2. Read aloud other descriptions of learning from experience, such as Scott O'Dell's *The Island of the Blue Dolphins* and Gary Paulsen's *Hatchet*. Discuss the importance of early training in a strong survivor like Miyax.
3. Compose an informal essay on teaching children self-reliance. Make a list of activities that help them learn to depend on patience, knowledge, and skills. Describe how city children like Amy might develop a similar self-reliance based on different dangers and challenges, particularly traffic, pollution, and crime.

Geography

Compose a first person account of a visit to San Francisco. Describe the Opera House and Golden Gate Bridge. What other sites would Amy Pollock show Julie? Include a tourist map in your description of the girls' itinerary.

Health

Discuss Miyax's survival diet. Why does she relish bird entrails, wolf milk, regurgitated caribou, moss, sedge roots, Arctic peas, and seeds? Why does she smoke strips of caribou liver and meat? How do these foods provide basic nutrition?

History and Social Studies

1. Explain to a small group why Miyax has little choice but return to her father. How has the tundra changed? Why do hunters make life dangerous for Eskimos? How has the bounty on wolves and the death of lemmings upset nature's balance? What will Miyax say to Amy about the change in plans?
2. Explain in a theme how the author characterizes the Inuit in a changing society. Why is alcohol a threat to families and community peace? How do men like Russell and Mr. Pollock assist the Inuit? What does Miyax's study of ancient hunting and survival techniques say about the next generation's interest in tradition? Why does she choose to remain with Kapugen?
3. Survey Inuit history. What methods did early visitors use to learn language and traditions? When did scientists determine that Native Americans arrived in Alaska over Beringia, a land bridge from Russia? How large was Beringia? Who were the Athapascan? How were they related to the Russians and Inuit? Who applied the name of Eskimo to the Inuit? How do Alaskan and Canadian Inuit differ? How does the Bureau of Indian Affairs influence native Americans?
4. Contrast the economic system of old-style Inuit hunters with that of bush pilots, teachers, and seamstresses.

Language Arts

1. Contrast female characters in terms of action, control, and compassion. Include Pearl, Rose, Aunt Martha, Uma, the shaman, Miyax, Miyax's mother, Judith, Ellen, Nusan, and Silver. Why does Miyax challenge herself to stay in the wild after she realizes how close she is to a settlement? What characters commiserate after her parents' departure from her life? How does Silver serve a uniquely feminine part in Miyax's survival on the North Slope?
2. Divide the class into small groups to study the background elements of the story, particularly compulsory education, grief, ethnic allegiance, pack mentality, and the breakdown of the food chain after hunters and set-

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ters alter nature's balance.

3. Draw a character web representing the interconnectedness between Miyax and her family, Naka's family, Miyax's friends, the Pollocks, hunters, pilots, and the older generation of Inuit. Where do wolves, birds, hares, caribou, and other animals belong on this chart? Why does she honor Amaroq as an adopted father?
4. Apply a Freytag diagram to the novel. Label parts of the plot that form exposition, rising action, climax, falling action, and resolution. Why does this clear delineation of action lend itself well to radio, audio cassette, or the stage? What problems would a producer have in staging *Julie of the Wolves* as a play, opera, TV miniseries, or outdoor musical drama?
5. Explain to a small group the significance of one of these terms: aurora, musk oxen, totem, igloo, Upick, apogee, blanket toss, snowshoe hare, lair, skin-drag, loon, walrus, tusks, Bladder Feast, shaman, carrion, Arctic peas, white-out, groveling, barrens, eider, squaw duck, permafrost, frost line, lone wolf, tern, bounty, golden plover, noseband, bunting, puffin, sandpiper, wolverine, sod, lemming, clove markings, jaeger, siskin, salmon berries, stone weir, "Hail to the Chief," Lapland longspur, Bureau of Indian Affairs, parka, Arctic sun, frost heave, kayak, and house of the spirits.
6. Compose a magazine series on Inuit lifestyle, including the kuspuck, parka, mukluks, kayak, igloo, fish net, ritual drums, quonset, animal bladders, stone carving, totems, harpoon, stone weirs, tug-o-war, i'noGo tied, ulo, and blanket toss. Propose illustrations, maps, and photos to accompany your work.
7. Compose an extended definition of pen pal. What qualities make Amy a worthy friend? What aspects of Amy's life appeal to Miyax? What do letters from a friend mean to a lonely and confused girl like Miyax? How does Miyax fantasize about San Francisco, even though she has never been out of Alaska?
8. Compose a pronouncing gazetteer to accompany this novel. Include words such as sedge, willow ptarmigan, skua, *ulo*, *kuspuck*, *gussak*, *Ursus arctos*, mukluk, and quonset.

Music

Analyze the lyrics of Stevie Wonder's "Love's in Need of Love Today." Determine how his injunction to a radio audience pertains to people like Julie/Miyax and Kapugen.

Psychology

1. Analyze character interaction by emphasizing the type of love and attention Miyax receives from relatives and wolves. Contrast the loyalties and support of Ellen, Aunt Martha, Amaroq, Kapu, the shaman, Nusan, Pearl, Judith, Rose, Kapugen, Atik, Uma, and Miyax's mother.
2. Describe in a short speech the effects of death, loneliness, insecurity, disillusion with society, danger, terror, threat of starvation, frustration, defeat, and grief on Miyax/Julie. How does she pass the time during the white-out? How does loss of boots, tools, and supplies threaten her chances of surviving the winter? Why does she carefully mark directions, food sources, and her hut? Why is the *ulo* so important?
3. Characterize Kapugen's role in influencing his daughter, leading a village, and teaching Atik to hunt by traditional Inuit methods. Why does his airplane disturb his daughter? Why does she think of Amaroq as an adopted father? How does Ellen surprise Miyax? What do you predict for their future as a family?
4. Compose a short speech in which you describe the role of the tundra in the lives of these characters: Amaroq, Russell, Rose, Kapu, Miyax, Mr. Pollock, bush pilot, white hunters, Kapugen, Aunt Martha, Atik, Uma, Atik and Uma's infant, Ellen, Pearl, Daniel, Nusan, Judith, Jello, Silver, Amy, and Naka.

Science

Create a bulletin board illustrating the life cycle of the tundra. Show the interrelation of small and large animals and the balance created by large predators feeding off smaller, weaker creatures. Indicate how life alters near the sea as winter comes and why animals change colors as the seasons change.

STUDENT INVOLVEMENT ACTIVITIES

1. Draw settings for a movie version of *Julie of the Wolves*. Show the placement of actors, music, costumes, props, sound effects, and lighting. Include Miyax's entry into the pack, Amaroq's death, Aunt Martha's insistence that Miyax go to school, the plane ride to Barrow, sewing with Nusan, Naka in jail, Miyax fitting the coat to Tornait's chilled body, Atik and Uma sleeping in the igloo, and Ellen's greeting when Miyax arrives.
2. Make an oral report on the theme of respect for nature. Discuss the changes in human behavior that Miyax must make to be accepted by the wolf pack. Describe the agonies of the lone wolf. Discuss how Miyax and Jello become enemies. Explain how Kapu takes his place as pack leader.
3. Describe aloud the difference between living with Aunt Martha and living in the seal camp. What types of learning does Miyax do among the old hunters and with her father? What do the net and stone weirs teach her about being prepared for migrations of fish? What does she learn from Judith, Rose, and Pearl? What can Ellen teach Miyax? How does Aunt Martha intend to exploit Miyax?
4. View various films about young people who make difficult decisions, e. g. *Member of the Wedding*, *Souther*, *The Secret Garden*, *Little Women*, *Jane Eyre*, *Paper Moon*, *Life with Father*, *My Side of the Mountain*, *I Remember Mama*, *I Know Why the Caged Bird Sings*, *The Sound of Music*, and *Daughters of the Dust*. Discuss why filmmakers focus on young people and their problems with coming of age.
5. Create and discuss a list of images from the novel that appeal to the five senses, for instance "This brief sucking of the pups had started Silver's milk flowing," "Hand tightening on the antler club, brandishing it, growling, she flung herself upon him and bit the top of his nose," and "Another memory was flickering yellow—it was of the old men beating their drums around Kapugen's stove."
6. Make a time line of events in the story. Stress moments of emotional and physical stress, for example, Jello's seizure of the pack, the destruction of Miyax's hut, Daniel's attempt to rape Miyax, the long period of circling

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Barrow before landing, hiding Kapu from the hunters, Aunt Martha's arrival to take Miyax to Mekoryuk, Amaroq's death, and Kapugen's admission that he owns a plane.

7. Write a theme in which you explain the role of a minor character, especially Zing, Zat, Zit, the bush pilot, white hunters, Russell, Mr. Pollock, Uma and Atik's child, Judith, Rose, Amy, the shaman, and the old men who play the drum at the seal camp. How do these people affect Miyax's survival and her choice to remain with her father?
8. Discuss with a group the theme of challenge. Why is Miyax reluctant to enter Kangik? Why does she think that a career teaching Eskimo skills would suit her? How does Miyax respond to cold, darkness, and a bleak landscape? What does she think of her new stepmother?
9. Explain briefly the purpose of the *ulo*. Why does Miyax need a tool that is light and adaptable? What chores does she complete with it? How do the comb, matches, knife, and antler serve her?
10. Draw a book jacket or poster emphasizing the beauties of the aurora, tundra, moss, lichens, Arctic Sea, white whale, terns, frost heave, jaegers, hares, caribou, wolves, lemmings, willows, ice, and snow.

ALTERNATE ASSESSMENT

1. Compose a list of scenes for a mural or cartoon depicting the tundra. Include these details:
 - a. wolf pups exploring
 - b. hunters flying low in a bush plane
 - c. lemmings nesting
 - d. Miyax marking a compass with pebbles
 - e. Atik and Uma visiting
 - f. the first winter storm
 - g. Miyax building an ice house
 - h. Amaroq leading his pack
 - i. caribou fleeing wolves
 - j. small birds calling to each other in the fog
2. Make a thorough list of items essential to a movie version of the book. Explain how each item is important to the plot.
3. List examples of cooperation, fun, appreciation of nature, nurturing, danger, and boldness. Explain in each the dangers that Miyax must overcome.
4. Make a character list and explain the relationship of each to Miyax. Include Uma, Mr. Pollock, Kapugen, Ellen, Judith, Nusan, Daniel, Jello, Kapu, hunters, Aunt Martha, and bush pilots.

TEACHER'S NOTES

JULIE OF THE WOLVES

VOCABULARY TEST

Replace the boldfaced words in each of the sentences below with the author's original term from the list that follows. Write your answers in the blanks provided.

annex	dialect	larvae	quonset	trade
apogee	flickering	meandering	scent	thong
bounty	flung	parkas	sedges	warden
brandishing	larder	pointer	temperate	waxed

1. We have to make thirty **coats** _____ for the airlines by the end of the month.
2. Let's go to the **building** _____.
3. The woman was glad to stop, she told Miyax in the Upick **speech** _____, as she climbed from the sled.
4. And the women never tanned hides anymore; all skins for the tourist **business** _____ must go to Seattle to be tanned correctly for the **warmer** _____ climates where most were shipped.
5. Time passed, fountains of the magnetic northern lights came and went, and the moon **grew** _____ and waned many times.
6. Hand tightening on the antler club, **waving** _____ it, growling, she **threw** _____ herself upon him and bit the top of his nose.
7. A man who brought in the left ear of a wolf to the **official** _____ was rewarded with a **prize** _____ of fifty dollars.
8. The wind was in her face and she realized she was downwind of the bear, her **odor** _____ blowing right to him.
9. Another memory was **wavering** _____ yellow—it was of the old men beating their drums around Kapugen's stove.
10. The **grasses** _____ around her pond were visible if she crawled, and so on hands and knees she rounded the bank, picking seeds, digging up the nutlike roots . . . and snatching crane fly **young** _____ from the water.
11. She packed them, tied a **strap** _____ to the new caribou skin so she could drag it behind her, and lined up her **direction** _____ stones with a distant frost heave.
12. The sun reached its **height** _____ and started down the blue sky of early afternoon.
13. She decided he must live in the other one—with the windows, the **addition** _____, and two wooden boats in the yard.
14. When it continued to zag she realized the pilot was following a **wandering** _____ river where game wintered.
15. She marveled at how valuable these simple things were, how beautiful and precious. With them she could make a home, a **storehouse** _____, a sled, and clothes.

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COMPREHENSION TEST A

Part I: Sentence Completion (30 points)

Supply a term to complete each of the following statements.

1. The sign of _____ on the snow demonstrates to Miyax that she is nearing civilization.
2. When the _____ banks and moves low over the snow, Miyax shelters Kapu.
3. Daniel has a job cleaning _____ at the laboratory.
4. The pup plays _____ with Miyax's mitten.
5. Amaroq's mastery forces _____ to let go of Miyax's shoulder.
6. Without meat, Miyax is forced to cook Arctic _____.
7. Ellen would like to enroll Miyax in school in _____.
8. The mention of an _____ indicates to Judith and Rose that Miyax keeps traditional ways.
9. The men at the seal camp call Kapugen _____.
10. The cup-shaped circle of frozen hide becomes a _____.
11. During the winter storm, Miyax spends her time carving a _____.
12. The summer _____ prevents the plane from landing.
13. To get the bounty for killing wolves, the hunter must produce the _____.
14. Amy laughs at her big _____, but considers becoming a dancer.
15. Aunt Martha and Miyax leave in the _____ for Mekoryuk.

Part II: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left.

- | | |
|---|------------|
| ___ 1. replaces Amaroq as leader. | A. Ellen |
| ___ 2. shares a coke with Miyax at the quonset. | B. Daniel |
| ___ 3. meets her stepdaughter and offers to enroll her in school. | C. Russell |
| ___ 4. disappears, leaving the wreckage of his kayak. | D. Atik |
| ___ 5. wants to help people avoid alcoholism. | E. Naka |
| ___ 6. beats Nusan, then sleeps like a lump. | F. Pearl |
| ___ 7. hides from Miyax at the terminal. | G. Kapugen |
| ___ 8. sleeps in an ice cave on a borrowed ground cover. | H. Miyax |
| ___ 9. snaps at Miyax for taking drops of milk. | I. Kapu |
| ___ 10. recognizes Kapugen's worth to the community. | J. Silver |

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Part III: True/False (20 points)

Mark the following statements either **T** for true or **F** if any part is false. Rewrite false statements to make them true.

- ___ 1. Miyax resents having to sew mittens and boots for tourists.

- ___ 2. The *North Star* arrives at Barrow weekly from San Francisco.

- ___ 3. Miyax watches her father pull the white whale in with the net.

- ___ 4. Most of the girls in Mekoryuk speak English.

- ___ 5. Uma carries an infant on the journey from Kangik.

- ___ 6. Aunt Martha forbids Miyax to work at the University lab.

- ___ 7. The wedding takes place during Miyax's second summer in Barrow.

- ___ 8. The absence of lemmings indicates that caribou herds will go south for the winter.

- ___ 9. Miyax skillfully cuts out mittens and a sled from hide.

- ___ 10. As Atik talks of Kapugen, Miyax conceals her excitement that her father is still alive.

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Explain why Kapugen tells Miyax to go to Naka's family in Barrow.
2. Describe the traditions of the Inuit.
3. Discuss why Aunt Martha wants Miyax to leave the seal camp.
4. Express Miyax's emotion while she carves in her hut.
5. Comment on friendships that prove true and lasting.

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COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

Underline a word or phrase from the list below to complete each of the following statements.

1. Nusan insists that Daniel is a (lab worker for Bureau of Indian affairs, good boy, victim of Naka's drinking, suitable husband for Pearl).
2. Miyax mourns Amaroq by the (aurora, pups, pond, shelter).
3. The sound that drums the ground is (a bush plane banking, hunters celebrating the white whale, the North Star, caribou feet).
4. Miyax identifies herself as (Kapugen's daughter, Julie Edwards Miyax Kapugen, a runaway wife, Uma's friend).
5. It is easy to grab or spear fish in (whale nets, the Arctic Sea, stone weirs, ice floes).
6. Miyax makes snares from shreds of her (sleeping skin, tights, parka, kuspuck).
7. The (ulo, needle, antler, lichen) is Miyax's most valuable survival tool.
8. To show nonviolence, Miyax (shakes her head like a pup, bites Amaroq on the chin, lies on her stomach, tastes only three drops of wolf's milk).
9. Jello is obviously a (leader, father of many pups, lone wolf, jaeger).
10. At the owl's nest lies a (dead lemming, dying owlet, caribou haunch, skua).

Part II: Matching (20 points)

Match the following descriptions with places from the list below. Place the letter of your response in the blank provided at left.

- | | |
|---|------------------------------|
| ___ 1. Daniel's place of employment | A. Kangik |
| ___ 2. Miyax's original destination | B. Point Hope |
| ___ 3. place where old hunters follow traditional hunting methods | C. bush plane |
| ___ 4. town where Mr. Pollock looks for a pen pal | D. Barrow |
| ___ 5. building where Amy sees dancers | E. seal camp |
| ___ 6. town where Kapugen builds a house | F. Nunivak Island |
| ___ 7. place where tourists arrive without parkas | G. lab |
| ___ 8. spot where Miyax hides Kapu under the snow | H. San Francisco Opera house |
| ___ 9. location from which hunters take aim at Amaroq | I. Bladder Feast |
| ___ 10. ceremony where Naka's mask frightens Miyax | J. beside a barrel |

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Part III: Short Answer (30 points)

Supply a word or phrase in answer to each of the following questions. Explain why it is important to the story.

1. Who lends Miyax a ground cloth?
2. What star does Miyax use as a guide?
3. What word does Amy want Miyax to spell?
4. What language does Miyax prefer?
5. What is Kapugen hunting when his kayak is washed up?
6. Who ties an amulet on Miyax's belt?
7. Who shares the research facility with the University of Alaska?
8. On what date do the Eskimos welcome the sun?
9. Who looks under Miyax's parka hood to study her face?
10. From what does Miyax make a tent pole?
11. From what predator is Miyax downwind?
12. What bounty is paid on wolf ears?
13. What small garment warms Tornait?
14. On what part of the North Slope is hunting better?
15. What is Atik's English name?

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Compare Miyax as hunter and animal lover.
2. Discuss the importance of Miyax's survival skills.
3. Describe Miyax's reaction to Kapugen's new life.
4. Explain why Miyax is hesitant to give up her independent life on the tundra.
5. Name aspects of Amy's life that appeal to Miyax.

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ANSWER KEY

VOCABULARY TEST

- | | |
|-----------------------|--------------------|
| 1. parkas | 9. flickering |
| 2. quonset | 10. sedges, larvae |
| 3. dialect | 11. thong, pointer |
| 4. trade, temperate | 12. apogee |
| 5. waxed | 13. annex |
| 6. brandishing, flung | 14. meandering |
| 7. warden, bounty | 15. larder |
| 8. scent | |

COMPREHENSION TEST A

Part I: Sentence Completion (30 points)

- | | |
|----------------|--------------------|
| 1. oil drums | 9. Charlie Edwards |
| 2. bush plane | 10. sled |
| 3. cages | 11. comb |
| 4. tug-o-war | 12. fog |
| 5. Silver | 13. ears |
| 6. peas | 14. feet |
| 7. Kangik | 15. launch |
| 8. i'noGo tied | |

Part II: Matching (20 points)

- | | |
|------|-------|
| 1. I | 6. E |
| 2. F | 7. B |
| 3. A | 8. H |
| 4. G | 9. J |
| 5. C | 10. D |

Part III: True/False (20 points)

- | | |
|------|-------|
| 1. F | 6. F |
| 2. F | 7. F |
| 3. T | 8. F |
| 4. T | 9. T |
| 5. T | 10. T |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

1. good boy
2. aurora
3. caribou feet
4. Julie Edwards Miyax Kapugen
5. stone weirs
6. tights
7. ulo
8. lies on her stomach
9. lone wolf
10. dying owlet

Part II: Matching (20 points)

- | | |
|------|-------|
| 1. G | 6. A |
| 2. B | 7. D |
| 3. E | 8. H |
| 4. F | 9. C |
| 5. H | 10. I |

Part III: Short Answer (30 points)

- | | |
|-----------------|------------------|
| 1. Pearl | 9. Kapugen |
| 2. North Star | 10. frozen grass |
| 3. dawn | 11. grizzly bear |
| 4. Upick | 12. \$50 |
| 5. seal hunting | 13. coat |
| 6. shaman | 14. Brooks Range |
| 7. Navy | 15. Roland |
| 8. January 24 | |

Part IV: Essay (30 points)

Answers will vary.



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