

Paddle-to-the-Sea

by Holling C. Holling

Classroom Favorites



Teacher's Guide by Elanna Grover

A Perma-Bound Production

Note to the Teacher

This guide is not intended to be followed exactly. If you did all of the following activities, both you and your students would be tired of working with this book long before you finished. Instead, you are meant to pick and choose among the suggested activities based on the needs and interests of your particular group. You are encouraged to make adaptations, or to supplement the guide with activities of your own creation. Because this book has no page numbers, this guide will refer to pages by the chapter number since each chapter is only one page long. Page references are followed by a T, M, or B, indicating the top, middle, or bottom of the page. This book would fit in especially well with a study of the Great Lakes region.

Objectives

1. Students will have opportunities to recall details, make interpretations, read critically, and respond creatively to the book
2. Students will expand their vocabulary through the use of context clues, class discussion, and word games and activities
3. Students will have opportunities for a variety of writing experiences
4. Students will become familiar with the Great Lakes region

Synopsis

An Indian boy in the Canadian wilderness carves a canoe from a small piece of pine. He names his boat and its Indian rider Paddle-To-The-Sea and sets it on a snowbank in the Nipigon Country in Canada, hoping it will someday find its way to the sea. This book is the story of that journey. Paddle has many adventures including going through a sawmill, a shipwreck, and a forest fire. He travels through lake storms, rapids, whirlpools, and goes over Niagara Falls. Many people help him along his way. Paddle finally ends up in France, and gets his picture in the paper, where it is seen by the Indian boy who made him.

Biographical Sketch

Born on August 2, 1900, Holling C. Holling grew up in Jackson County, Michigan, and attended the Art Institute of Chicago after graduation from high school. He worked at a wide variety of jobs including farmworker, carpenter, grocery clerk, sailor on Great Lakes ore boats, taxidermist for a museum, and artist and copywriter in a national advertising firm. He also designed and built several

restaurants and a dude ranch. His hobbies included the study of wild animal behavior, the use of primitive artifacts and arts, archery, hunting, fishing, and camping trips on foot, horseback or canoe. These experiences have provided a rich background that he draws on when writing his books.

Mr. Holling's wife, Lucille, was also an artist and sometimes worked with him on the illustrations for his books. Holling C. Holling died in 1973.

Introductory Activity

Look at the cover, title page, dedication, and contents. Make a list of predictions concerning what the book will be about based on this information.

Word Study

Note to the Teacher: Following is a very extensive list of vocabulary words which may be unfamiliar to your students. This list is not meant to be discussed in its entirety. It is here merely as a reference for the teacher. Many of these words are not necessary for story comprehension or are defined by the context of the story, and to try to "cover" all of these words with the students would ruin their enjoyment of the book. The vocabulary words that will be tested are marked with an asterisk.

wilderness 1T, 11T	surf 9B	original 15B
swept 1T, 13T, 25B	marsh 9B, 10T	boundary 16T
cackle 1T	* barrier 9B	* rapids 16T, 20M, 24T
bear robe 1M	lagoon 9B, 10T	locks 16T
whittling 1M	stalking 10T	mate 16M, 17T
hollow 1M	herons 10T	ice-bound 16M
birchbark 1B	kingfishers 10T	trapper 16B
rudder 1B, 15M	grouse 10T	acquainted 16B
ballast 1B, 15B	chattered 10M	drawled 17T
snowshoes 2T	romp 10M	chamber 17M
Nipigon 2M	crayfish 10M	valves 17M
traps 2B	bas 10M	deck hand 17B
wolverine 3T	shelter 10B	route 17B
weasel 3T	course 11T, 21T	sand dunes 18T
arbutus 3M	gulls 11T	corn shocks 18B
righted 3B	mainland 11M, 12B	loon 18B
plunge 3B, 22B	mournfully 11M	stranded 19T
crest 3B	ports 11M	lynx 19M
canyon 4T	ore 11B, 17T	martin 19M
gnawed 3T	* piling 11B	increased 19M
entrance 3M	dock 11B	* survive 19M
rushes 3M	hold 11B	clung 19B

buck 3M	region 11B, 12T	aimless 19B
mink 3B	sifted 11B	refuge 19B
muskrat 3B	surface 12T	shanties 20T
solemnly 3B	* refuse 12M	portaging 20M
breakup 5T	reels 12B	varnish 20M
sawmill 5T, 27T	* prey 13T	launching 20B
trail 5M, 13T	dynamos 13M	chugged 21T
* current 5B, 11T, 20B	cables 13M, 14M	buoys 21T
mist 5B, 23T	freighter 13M, 14T, 16T	curiosities 21M
falls 5B	wakes 13M	steamers 21B
* timbers 6T, 18M, 23M	mines 13M	astern 21B
snugly 6T	flocked 13B	commerce 22T
pike-poles 6T	overtaken 14T	tugs 22M
chute 6T	gales 14T	drawbridges 22M
heaved 6B	lashed 14T, 26T	whirlpool 23M
flatcar 6B, 7M	mass 14T	giddy 23B
lumberjack 7T, 27T	wallowed 14T	coots 23B
drifted 8T, 20T	doomed 14M	terns 23B
bay 8T	stout 14M	curios 24T
foam 8T	hauled 14M	canals 24T
warbler 8M	boilers 14M	explored 24M
exhausted 8M	stern 14B	peering 24B
soared 8B	bow 24B, 21B, 26T	spectacles 24B
horizon 8B, 9T	jagged 14B	bluffs 25B
churning 9T	surf 14B	encountered 25M
froth 9T	lifeline 14B	perch 25M
grain elevators 9T	pulley 14B	upstream 25M
plains 9T	breeches buoy 14B	countless 25B
driftwood 9M, 19M	Davey Jones's Locker 15T	cargo 26T
ferryboat 9M	crew 15T	rigging 26B
international 9M	charts 15M, 26M	wharf 27T
border 9M, 9B	dry dock 15M, 17B	lodge 27B

- Each student will be assigned one chapter from the book. You should read your assigned chapter and list all of the words that are unfamiliar to you. Find out the meanings of all of these words and decide which *one* word is most important to understanding the chapter. Be ready to explain why you think the word you have chosen is more important than the others. Then think of a way to show the meaning of your word to the rest of the class. This can be done through a skit, a game, a picture, a poster, a word web of related words, examples from your own life or from other stories the class has read, etc. Make a presentation of your word to the rest of the class before they read the chapter.
- Sometimes the illustrations in a book help you to figure out unfamiliar words. How many of the vocabulary words listed above can you find in the illustrations of this book? How do the illustrations give you clues to the meanings of some of the other words?
- Choose ten vocabulary words from the book. Write a question which can be answered by each of the words. Put the page number where the word can be found in parentheses after each question. Trade papers with a classmate and try to answer each other's questions.
- Play Wheel of Fortune or \$25,000 Pyramid using the vocabulary words from the book.

Discussion Questions

During the reading

- (after Chapter 2) Look at a map of the Great Lakes region. Figure out what route Paddle would need to take in order to get to the sea. What obstacles or problems is he likely to encounter

on this journey? List your predictions on a chart.

- (after Chapter 5) What do you think would have happened to Paddle if he hadn't gotten stuck in the bark of the log? What were the advantages and disadvantages of being stuck in the log?
- (after Chapter 7) Is there any way that Paddle could possibly have survived the sawmill if he had remained stuck in the log? Explain.
- (after Chapter 9) Reread the title of this chapter and explain the two borders that Paddle crossed.
- (after Chapter 12) What if Paddle had not fallen through the hole in the dock? What else might have happened to him? Give at least three possible answers.
- (after Chapter 14) What advice would you give to the captain of the freighter to help him to avoid the sinking of his ship?
- (after Chapter 16) Explain the misunderstanding between Bill and Mate Maloney. How did Bill purposely mislead the Mate even though he told the truth? Why did Bill do this?
- (after Chapter 17) How can Paddle continue his journey now? Make some predictions.
- (after Chapter 18) The clumsy deckhand made a mistake when he dropped Paddle-to-the-Sea overboard. Did anything worthwhile come from this mistake? Why do you think Holling C. Holling included this incident in his story (to have a believable way for Paddle to travel through Lake Michigan)?
- (after Chapter 19) You are in charge of the humane society in the area where the fire is burning. Make a plan for saving the lives of as many animals as possible. What equipment and supplies will you need to carry out your plan?
- (after Chapter 21) The girl's father said, "Someone who had faith in currents, in winds - and also in people, put thought and careful work into this carving . . ." What do you think he meant by this statement?
- (after Chapter 24) How do you think Paddle-to-the-Sea ended up at the old lady's house? What do you think some of her other curios of early Canada might be?
- (after Chapter 25) Why do you think the old lady waited until Spring to put Paddle-to-the-Sea back into the river?
- (after Chapter 27) In this chapter, the boy who made Paddle-to-the-Sea saw a news article telling what had happened to him. Think about what information from the story the reporter in France would have no way of knowing about, and what information could be included in the article. Write the news article.

After the reading

- How did the pictures help you to understand the story? What additional pictures or diagrams would you like to have seen included in the book?
- Holling C. Holling uses many similes and metaphors in his descriptions. Discuss similes and metaphors and find some examples of them in *Paddle-to-the-Sea*.
- How would it have changed the story if Paddle-to-the-Sea had been a live Indian in a real canoe. Some incidents would have

been more dangerous (or even fatal) and others would have been less dangerous. Make a chart showing how the events in each chapter would have been affected if Paddle had been a live Indian.

4. We all need other people. Paddle-to-the-Sea was able to make much progress on his journey on his own. What incidents in the story show that he needed help from other people?
5. List all the different occupations discussed in the story. Categorize these occupations under several main headings.
6. Although *Paddle-to-the-Sea* is a book of fiction, it contains a lot of factual information. Make a chart with two columns showing "facts" and "fiction" from the story.
7. Many characters in the story made decisions about what to do with Paddle-to-the-Sea. What consequences would have resulted if one or more of these characters had made a different decision?
8. Holling C. Holling thought of symbols to help you remember information about each of the Great Lakes. For example, he shows Lake Huron, where the French and Indian trappers once lived, looks a little like a trapper with a pack on his back. Think of a "trick" to help you remember some other information that you are studying.
9. Create an additional character for the story. Describe this character and tell how he or she will affect the story.
10. When an object or an animal in a story has feelings like a person and talks and acts like a person, it is called "personification." Do you think that Holling C. Holling personified Paddle-to-the-Sea? Why do you think he made this choice in writing about Paddle? Do you think he made the right choice? How do you think that the story would have been different if he had made a different choice?

Activities

1. Make your own Paddle-to-the-Sea. Securely fasten to your boat a watertight container containing postcards addressed to your school and instructions. These instructions should ask people to fill out one of the postcards telling where and how they found your boat and mail it back to the school. They should also be asked to return the boat to the nearest body of water to continue its journey. If you get any response, trace the route that your boat has followed.
2. If Paddle-to-the-Sea had been alive, how do you think he would have felt about some of the things that happened to him? Choose one incident from the book and write a journal entry that Paddle might have made describing what happened and how he felt about it.
3. Choose an incident from the story and turn it into a radio play complete with sound effects. You may want to get a sound effects record from the public library, or experiment with creating your own sound effects. Tape record your radio play and "broadcast" it to another class.
4. Compose an alphabet poem by writing "Paddle-to-the-Sea" vertically down the side of a sheet of paper with one letter to a line. Then think of phrases describing Paddle, the Great Lakes Region, or one of the incidents from the story. Each line of your

poem must start with the appropriate letter from the Paddle name.

5. Create a museum of artifacts from the story. You might include items such as a splinter of wood from the sunken freighter, a feather from the bird who spent the night resting on Paddle, etc.
6. Many kinds of wildlife are mentioned in this book. Choose one of the animals mentioned in *Paddle-to-the-Sea* and do some research to find out more about the habits of this animal. Write a short report of interesting facts about your animal. Put all of the reports in a large notebook and let members of the class sign it out to read. Following is a list of the animals mentioned in *Paddle-to-the-Sea*.

mice Ch. 3, 9	dragon flies Ch. 10	beetles Ch. 10
owls Ch. 3, 10	butterflies Ch. 10	loons Ch. 11, 12
wolves Ch. 3, 11, 13	turtles Ch. 10	trout Ch. 11, 27
wolverines Ch. 3	frogs Ch. 10	whitefish Ch. 11
weasels Ch. 3	wild ducks Ch. 10, 13	foxes Ch. 13, 19
moose Ch. 3, 10	woodpecker Ch. 10	sled dog Ch. 16
beavers Ch. 4	kingfisher Ch. 10	cows Ch. 18
deer Ch. 4, 13, 19	ruffed grouse Ch. 10	horses Ch. 18
mink Ch. 4	squirrels Ch. 10	rabbits Ch. 19
muskrats Ch. 4, 10	chipmunks Ch. 10	lynxes Ch. 19
skunks Ch. 4	bear Ch. 10, 19	martins Ch. 19
porcupines Ch. 4	crayfish Ch. 10	coots Ch. 23
warbler Ch. 8	black bass Ch. 10	terns Ch. 23
sea gulls Ch. 8, 11, 12	grubs Ch. 10	eels Ch. 25

7. Design a board game based on *Paddle-to-the-Sea*. Try to be sure that your board game includes the setting, characters, and situations from the book.
8. Use shrink art plastic (available in hobby shops) to make charms for a necklace or bracelet commemorating Paddle's various adventures on his journey to the sea. You can also use the clear plastic lids that are often put on containers of food from the grocery. Use permanent markers to color your charm on the plastic, then cut it out and punch a hole in it with a paper punch. The charms will shrink to about one third of the original size. Put the charms on a Teflon cookie sheet or a piece of aluminum foil and bake at 350-400 degrees. The shrinking takes less than a minute so watch carefully through the oven door to see when to remove your charms. As soon as they are flat, remove the charms with a spatula and put on a flat surface to cool.
9. Make a time line by seasons of the events in *Paddle-to-the-Sea*.
10. What if Paddle-to-the-Sea had been traveling on the Nile River in Africa, the Amazon River in South America, or some other body of water? Do some research on the geographic area you have chosen and rewrite the story describing the obstacles and adventures Paddle would face.
11. After reading Chapter 23 write a concrete poem about the whirlpool. A concrete poem is written in the shape of the subject being described. (Ex: Write your words in a spiral shape to resemble a whirlpool.)
12. *Paddle-to-the-Sea* was a runner up for the Caldecott Medal for best picture book in 1942. The winner of the Caldecott Medal that year was *Make Way for Ducklings* by Robert McCloskey. Read this book and the other Caldecott Honor Books for 1942 and decide how you would have voted if you were on the committee that gave the 1942 Caldecott Medal. The other Caldecott Honor Books in 1942 were *An American ABC* by

Maude and Miska Petersham, *In My Mother's House* by Ann Nolan Clark, and *Nothing at All* by Wanda Gag.

Making Connections to Other Books

1. Books about canoes:
Three Days on a River in a Red Canoe by Vera Williams
Red Fox and His Canoe by Nathaniel Benchley
Red Canoe by Harriet Evatt
2. Books about life on the water:
Scuffy, the Tugboat by Gertrude Crampton
Little Toot by Hardie Gramatky
Where the River Begins by Thomas Locker
The River Bank by Kenneth Graham (illustrated by Adrienne Adams)
3. Other books by Holling C. Holling:
Minn of the Mississippi
Tree in the Trail
Seabird
Pagoo
Book of Indians
Book of Cowboys

PADDLE-TO-THE-SEA ANSWER KEY

PART I

Comprehension

- | | | | |
|-------------|------------|----------------|--------------|
| 1. canoe | 3. sawmill | 5. rudder | 7. waterfall |
| 2. snowbank | 4. ice | 6. forest fire | 8. France |

PART II

Vocabulary

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

PART III

Essay

Answers will vary.

PADDLE-TO-THE-SEA TEST

PART I: Comprehension (5 points each)

Fill in the blank in each sentence with the correct word from the list below.

ice	France	forest fire	sawmill
canoe	waterfall	snowbank	rudder

1. Paddle-to-the-Sea was a small _____ carved by an Indian boy.
2. The Indian boy put Paddle-to-the-Sea in a _____, hoping he would travel to the sea.
3. Paddle-to-the-Sea traveled to a _____, when he got stuck in the bark of a log.
4. A large ship sank, when it was covered with _____ in a late fall storm.
5. Paddle was given a new coat of paint and a new _____ by the men at the Coast Guard Station.
6. While Paddle was stuck on a small island, a _____ forced many animals to swim out to join him.
7. Paddle-to-the-Sea fell 160 feet over the famous _____ on the Niagara River.
8. Paddle-to-the-Sea finally traveled all the way to _____.

PART II: Vocabulary (5 points each)

Find the correct definition, below, for each underlined word. Write the letter of the correct definition in each blank.

- | | |
|---------------------------|--|
| A. garbage; left overs | E. part of a river where water moves quickly |
| B. a thing that separates | F. water that flows in a certain direction |
| C. large pieces of wood | G. a post that supports a dock or bridge |
| D. stay alive | H. an animal that is eaten by other animals |

- ___ 1. Paddle-to-the-Sea was carried by currents as he made his journey to the sea.
- ___ 2. Paddle-to-the-Sea might easily have been crushed by the timbers in the river during the spring thaw.
- ___ 3. A barrier of sand trapped Paddle-to-the-Sea in a marsh for several weeks.
- ___ 4. Paddle-to-the-Sea bumped against the piling of a dock and was covered with red dust from iron ore.
- ___ 5. Cats, dogs, and sea gulls eagerly waited to eat the refuse from the fish that were being cleaned.
- ___ 6. The Indians believed that lightning flashed when a Thunderbird struck its prey.
- ___ 7. Paddle-to-the-Sea traveled safely through many rapids on his way to the sea.
- ___ 8. A few animals were able to survive the forest fire by keeping their noses close to the water where the smoke was not so thick.

PART III: Essay Questions (20 points)

Choose one of the questions to answer. Write a short paragraph.

1. What factual information have you learned from reading this book?

2. Which do you think is more important in this story - the characters or the plot? Give reasons for your answer.

TEACHER'S NOTES



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