

BCSCR

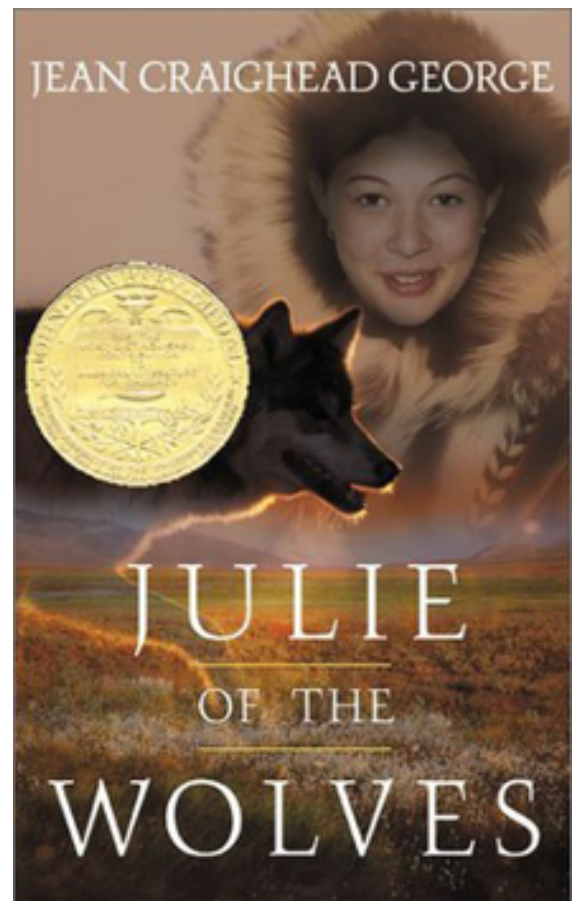


Building Communities that
Support Children's Reading

New Mexico-Colorado Julie of the Wolves

By Jean Craighead George

RL 5.8

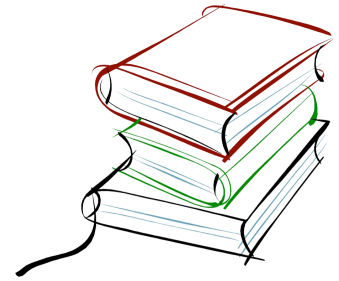


5th Grade - H

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Synopsis

Julie of the Wolves



Julie of the Wolves is a story about a thirteen-year-old Eskimo girl's journey through the Alaskan tundra and the appreciation she gains of her Eskimo heritage. The story is divided into three parts. In the first part, Miyax, whose English name is Julie, is lost in the barren Alaska tundra after running away from her marriage. Miyax remembers wolves once brought food to her father when he communicated to them that he was hungry. Seeing this as her only chance for survival, Miyax studies a pack of wolves, learns their ways of communication and becomes accepted into their pack. Miyax forms a special bond with Amaroq, the leader of the pack, and with Kapu, a confident pup. At first, Miyax depends on the wolves for food. Then, Miyax realizes she must depend on herself for survival. Remembering what her father taught her about patience, nature and traditional Eskimo ways, Miyax learns to survive.

The second part of the story is a flashback that describes Miyax's life from childhood until her escape into the tundra. After her mother dies, Miyax's father, Kapugen, takes her to live at seal camp where he teaches her about the Eskimo way of life. Later, Miyax is forced to attend school and live with her Aunt Martha. Kapugen is thought to have drowned. Because she dislikes living with Aunt Martha, Miyax agrees to honor a marriage promise that had been arranged when she was a child. After her new husband, Daniel, responds to his friends' taunts that he cannot "mate" his new wife, she runs away. Miyax plans to cross the tundra to Port Hope, where she will board a boat to the home of her pen pal in San Francisco.

The third part of the story returns to Miyax in the tundra. As Miyax approaches Port Hope, she comes to understand and value the Eskimo way of life. She is not sure she wants to join modern society. Miyax's hatred toward civilization builds when Amaroq is killed, and Kapu is injured by a hunter in an airplane. When Miyax discovers Kapugen is alive, she hopes he will help her save the wolves. She is shocked to find that Kapugen has abandoned many Eskimo ways. Miyax leaves Kapugen's home intending to live like an Eskimo. When a lost migratory bird that she had befriended dies, Miyax realizes the day of the wolf and the Eskimo is over. She points her boots toward Kapugen.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RL 5.1 – Quote accurately from a text when explaining what the text says explicitly and when

drawing inferences from the text.

RL 5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 5.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.

RL 5.6 - Describe how a narrator's or speaker's point of view influences how events are described.

WS. 1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS. 2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS. 3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS. 4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WS. 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary

Julie of the Wolves



affectionately - fondly; tenderly; in a warm or caring manner; lovingly

bearing - a noting of one's position in relationship to something else

bellowed - yelled or roared; cried out in an enraged or angry way; let out a loud noise

bounty - a payment or reward, often from the government, for killing or capturing a wanted or dangerous person or animal

cautiously - in an alert manner; in a guarded or watchful way; carefully; warily; in a way intended to avoid causing harm; in a delicate manner

cow - to frighten by threats or a show of force; to make one feel inferior or unworthy

dominant - most powerful or important

gussak - Eskimo word for white-faced people

recalled - remembered; brought back to mind

regal - -like royalty; kingly; noble; stately or proud; magnificent or splendid; befitting or having to do with a king or queen

restless - unable to relax or be still; stirred up or excited; impatient or in a hurry; antsy; fidgety; neither content nor satisfied with current circumstances; uncomfortable

tolerated - put up with; allowed; accepted; condoned or permitted; bore

undulating - moving in a smooth wave-like motion

veered - swerved; changed course or direction; turned away suddenly or sharply from a set course

High Level Questions

Julie of the Wolves



These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Why did Miyax decide to stop depending on the wolves for food and begin depending on herself?
2. Give some examples of wolf behavior from the book and explain what each behavior indicates.
3. We are told Amaroq could not help but accept Miyax when she patted him under the chin "for the roots of this signal lay deep in wolf history." What does this mean.
4. When Miyax remembered her father's advice that fear could cripple a person, making him/her unable to think or act, she was able to remain calm and use reason to solve her problems. What examples from the story show this?
5. In Part II of the story, what events did Miyax remember from her childhood and compared them to colors?
6. As Miyax fled from Daniel, she looked back at Barrow before stepping onto the tundra and said, "Julie is gone ... I am Miyax now." Why did she say this?
7. What are the consequences of the disappearing of the lemming and the low numbers of weasels?
8. How can you determine Miyax's motivation when she leaves Daniel?
9. What difference did Miyax see between the Gussak culture and the traditional Eskimo culture?
10. What different endings could happen if the wolves had not accepted Miyax?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.

Choice Board

Julie of the Wolves

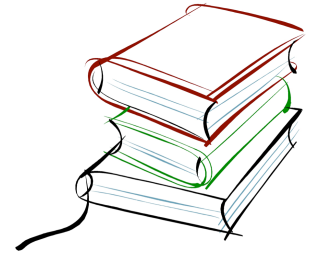


| | | |
|---|--|---|
| <p>What can you infer about the Eskimo people from the novel? Create a web to show your thoughts.</p> <p>RL 5.1</p> | <p>Describe a problem that Miyax faces. Include details to support your description.</p> <p>RL 5.3</p> | <p>Create a postcard to Julie's pen pal describing life with the wolves.</p> <p>RL 5.6</p> |
| <p>Work with a partner and act out a scene when Miyax and Amaroq interact.</p> <p>RL 5.1</p> | <p>Create a Venn Diagram about Alaska and New Mexico.</p> <p>RL 5.3</p> | <p>Draw the tundra from an animal's point of view.</p> <p>RL 5.6</p> |
| <p>Draw a picture from the novel that shows strong emotion.</p> <p>RL 5.1</p> | <p>Write a new scene from the point of view of Kupegen when Julie returns home.</p> <p>RL 5.3</p> | <p>Create a table listing 3 events. Show Daniel's mother's point of view and Julie's point of view for the same events.</p> <p>RL 5.6</p> |

Choice Board



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Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

Julie of the Wolves

| Role | Audience | Format | Topic |
|-----------|-------------|---------------------------------|--------------------------------------|
| Jello | Amaroq | Conversation | Being the underdog |
| Kapugen | Aunt Martha | 6 panel storyboard | Traditions of the Eskimo |
| Ecologist | TV audience | Public service announcement | Importance of the Tundra |
| Julie | Miyax | Second stanza to her final song | Why she pointed her boots to Kapugen |



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy 5 4 3 2 1

Information is accurate and supported with specific details from the novel.

Comments:

Role 5 4 3 2 1

The writing is credible in the role assigned.

Comments:

Format 5 4 3 2 1

The proper format was used.

Comments:

Conventions 5 4 3 2 1

The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity 5 4 3 2 1

Writing shows imagination and originality.

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

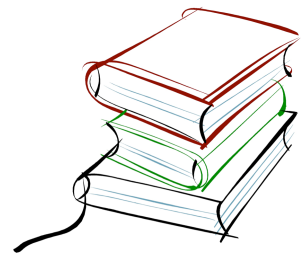
2 = Developing

1 = Incomplete



RAFT Matrix

| Role | Audience | Format | Topic |
|------|----------|--------|-------|
| | | | |
| | | | |
| | | | |
| | | | |



Extended Resources

Julie of the Wolves

**Kid friendly writing rubrics and checklists address all 10 common core standards
Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Alaska

<http://alaska.gov/kids/>

<http://www.alaskakids.org/>

<http://www.kidsdiscover.com/spotlight/alaska-for-kids/>

Background on Tundra Animals

<http://www.tundraanimals.net/>

<http://traveltips.usatoday.com/list-endangered-animals-alaskas-arctic-tundra-61640.html>

Background on Wolves

<http://www.adfg.alaska.gov/index.cfm?adfg=livewith.wolves><http://nvaloft.com/2013/02/14/fun-facts-about-hot-air-balloons/>

<http://animals.nationalgeographic.com/animals/mammals/wolf/>

<http://idahoptv.org/dialogue4kids/season8/wolves/facts.cfm>

Background on Julie of Wolves

http://en.wikipedia.org/wiki/Julie_of_the_Wolves

Tundra



Almost half of Alaska's land is tundra, or land where no large trees can grow. Wherever there is permafrost you will find tundra. You'll also find it high in the mountains. So what is it?

Trees can't grow high in the mountains because the temperatures don't stay warm enough long enough for the trees to grow. The land above this tree line on a mountainside forms alpine tundra or high-altitude tundra. The other main tundra type is arctic tundra. Arctic tundra occurs in the far northern areas, or what is called high latitudes of the earth. The permanently frozen ground in these regions does not allow the tree roots to grow deep enough to support the growth of trees.

Just because there are no trees doesn't mean there is no life on the tundra. The moisture in the arctic tundra is like candy to millions of mosquitoes. These mosquitoes torment people and caribou, but birds love them. They offer lots of food for the millions of migrating birds that nest in the arctic each summer. All kinds of plants thrive in the tundra habitat. Mostly, these plants are very small. Some are dwarf versions of larger plants found in other parts of the state. They grow low to the ground to avoid the near constant winds that roar across the treeless tundra. And for every tundra plant, you'll find a community of insects thriving.

You might think that this vast treeless land would be easy to walk across. Often it is not. The area can be quite wet and boggy, because the moisture doesn't drain into the frozen ground. The plants grow in mounds. So you either slog through the bog around the plants or try to walk across the tops of the plants. You might be tempted to step across the mounds like you might step across rocks in a stream. But these spongy growths or tussocks are not as solid as rocks. It is easy to lose your footing and fall. So your feet get wet no matter what.

Tundra plants have shown that they can survive the cold and wind. They don't do as well when

trampled during their short summer growing season. Once a plant is killed, it can take years for a new plant to grow. Winter is the only safe time to travel, especially by vehicle, across the tundra. The snow and ice provide a layer of protection the fragile land.

BASIC FACTS ABOUT GRAY WOLVES

Gray wolves range in color from grizzled gray or black to all-white. As the ancestor of the domestic dog, the gray wolf resembles German shepherds or malamutes. Though they once nearly disappeared from the lower 48 states, today wolves have returned to the Great Lakes, northern Rockies and Southwestern United States.

Wolves play a key role in keeping ecosystems healthy. They help keep deer and elk populations in check, which can benefit many other plant and animal species. The carcasses of their prey also help to redistribute nutrients and provide food for other wildlife species, like grizzly bears and scavengers. Scientists are just beginning to fully understand the positive ripple effects that wolves have on ecosystems.

Diet

Wolves eat ungulates, or large hooved mammals, like elk, deer, moose and caribou, as well as beaver, rabbits and other small prey. Wolves are also scavengers and often eat animals that have died due to other causes.

Population

Did You Know?

Wolves have unique howls, like fingerprints, that scientists (and other pack members) can use to tell them apart.

There are an estimated 7,000 to 11,200 gray wolves in Alaska, 3,700 in the Great Lakes region and 1,675 in the Northern Rockies.

Habitat & Range

Gray wolves were once common throughout all of North America, but were exterminated in most areas of the United States by the mid 1930s. Today, their range has been reduced to Canada, Alaska, the Great Lakes, northern Rockies and Pacific Northwest. Thanks to the reintroduction of wolves in 1995, Yellowstone National Park is one of the most favored places to see and hear wolves in their native habitat. Wolves require large areas of contiguous habitat that can include forests and mountainous terrain, and Mexican gray wolves can thrive in desert and brush in the southwest. Suitable habitat must have sufficient access to prey, protection from excessive persecution, and areas for denning and taking shelter.

Did You Know?

The alpha female and alpha male wolves of a pack usually mate for life.

Behavior

Wolves live, travel and hunt in packs of 7 to 8 animals on average. Packs include the mother and father wolves (called the alphas), their pups and older offspring. The alpha female and male are typically the pack leaders that track and hunt prey, choose den sites and establish the pack's territory. Wolves develop strong social bonds within their packs.

Wolves have a complex communication system ranging from barks and whines to growls and howls. While they don't actually howl at the moon, they are more active at dawn and dusk, and they do howl more when it's lighter at night, which occurs more often when the moon is full.

Reproduction

Breeding season occurs once a year late January through March. Pups are born blind and defenseless. The pack cares for the pups until they fully mature at about 10 months of age when they can hunt on their own. Once grown, young wolves may disperse. Dispersing wolves have been known to travel 50 to 500 miles.

GRADES 4 AND 5
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Research Simulation Task (RST) and Literary Analysis Task (LAT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|--|---|--|
| Reading Comprehension of Key Ideas and Details | The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence. | The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence. | The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence. | The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence. |
| Writing Written Expression | The student response <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. | The student response <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. | The student response <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i> is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. | The student response <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline. |
| Writing Knowledge of Language and Conventions | The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear . | The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear . | The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding . | The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding . |

Narrative Task (NT)

| Construct Measured | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|--|--|--|--|
| Writing Written Expression | <p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. | <p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline. |
| Writing Knowledge of Language and Conventions | <p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p> | <p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p> | <p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p> | <p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p> |