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**Study Guide**

for

**Julie of the  
Wolves**

by Jean Craighead George



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

# Meet Jean Craighead George



*All I wish to do is tell the story of our North American animals and plants, hoping my readers will come to love them as I do in all their magnificence.*

—Jean Craighead George

Jean Craighead George has been nose to nose with wild animals all her life. Born in 1919, she grew up in the Washington, D.C., area where both her parents were close observers of nature. They took Jean and her twin brothers on countless trips into various woods and fields to study animals up close. They even allowed wild birds and animals to live with them as pets. When George had children of her own, she continued this family hobby. More than 170 wild animals, including owls, minks, and tarantulas, were invited into the George household. One pet, a young fox pup, would drape himself over George's shoulders while she wrote at her typewriter.

George's fascination with wild animals and their habitats has led her to write more than eighty books. All depict the natural world in vivid detail. Material for these books has come from family backpacking trips, years spent raising wild animals, and research trips to all parts of North America.

George's nonfiction books, such as *One Day in the Desert* and *The Moon of the Fox Pups*, often profile single animals in the wild as they go about their daily lives. Usually lacking human characters, these books describe the animals' constant struggles to survive. They also accurately convey the animals' roles in the plant and animal relationships that make up their ecosystems.

In her novels, George blends accurate accounts of the natural world with stories about young people growing into adulthood. Typically, the plot revolves around an interaction between the main character and a wild animal, as in *Julie of the Wolves*. The idea for *Julie of the Wolves* grew out of a research trip George and her son Luke made to Barrow, Alaska. The aim of her trip was to learn about wolf behavior from a scientist conducting a study there. George was impressed with the social ties that hold a wolf pack together. She notes, "A single wolf is not a wolf, just as a totally solitary human being is not truly human."

While in Barrow, George and her son also made some personal discoveries about the culture of the Inuit people. (*Inuit* is a term many Arctic peoples prefer to the more general term *Eskimo*.) One day an excited Inuit boy led them onto the ocean ice to show them an amazing sight. A group of Inuit men were carefully cutting up an enormous bowhead whale they had just caught. George was deeply moved by the experience. "Later I would learn that I had been observing a two-thousand-year-old ritual of carving the whale for distribution among Eskimo people," she writes. Later she met a young Inuit woman who was the inspiration for the character of Julie.

A keen observer of nature, George writes about wildlife and wild places with simplicity and dignity. At the same time, she inspires her readers to ponder their place in the natural world.

# Introducing the Novel

*Amaroq, wolf, my friend. . . .*

—*Julie of the Wolves*

So begins Julie's song—the one she sings to the wolf pack she meets on her solo journey across the Alaskan wilderness. As an Inuit, Julie has been trained by her father in the self-sufficient ways of her people. She is familiar with hunting and with living in the cold, snow, and ice. Nevertheless, the Arctic wilderness poses life-threatening hardships and challenges for Julie. *Julie of the Wolves* is a tale of survival and self-reliance, but it tells of an inward journey as well.

George portrays Julie's journey in exciting and dramatic ways. She also introduces readers to the unusual sights, sounds, smells, and tastes of the cold, treeless environment known as the tundra. With grace and accuracy, she describes the delicate web of life forms that live in this barren landscape. Critic James Houston, who reviewed *Julie of the Wolves* in a 1973 *New York Times Book Review*, wrote:

*[The] novel is packed with expert wolf lore, its narrative beautifully conveying the sweeping vastness of tundra as well as many other aspects of the Arctic, ancient and modern, animal and human.*

George is equally convincing in painting a picture of Inuit culture. The Inuit have lived in harmony with their environment for thousands of years. In recent times, however, they have adopted more modern lifestyles. George shows readers both the old and new Inuit ways of life and explores the tension between them.

## THE TIME AND PLACE

*Julie of the Wolves* is set in far northern Alaska around the early 1970s. Most of the action of the novel takes place on the open tundra.

This land, located on the northern part of the earth, is bare and generally flat. The landscape has a greenish-brown color in summer. In winter, covered with snow, it becomes almost totally white.

The Arctic tundra is a land of light and a land of darkness. During the summer, there are days when the sun never completely sets. In winter, there are days when the sun doesn't appear above the horizon. This sharp seasonal contrast is due to the Arctic tundra's location to the North Pole. Because the earth tilts away from the sun in winter, sunlight does not shine directly on the northernmost part of the earth. For this reason, there are long periods of darkness during winter. In summer, when the earth tilts toward the sun, this northernmost region is sometimes exposed to the sun's rays both day and night.

The climate of the Arctic tundra also shows sharp contrasts. Temperatures can range from 40° F in summer to -25° F in winter. Because of the long, freezing winters, the soil is permanently frozen into what is called permafrost. However, a thin layer of soil on top of this permafrost layer briefly thaws during the summer. In this layer that thaws, low-lying plants, such as mosses, grasses, and tiny wildflowers, bloom and grow during the brief but bright summer. Fierce winds that blow throughout the year keep taller plants from growing.

Wildlife, as you might expect, is not abundant in the tundra. However, some mammals and birds, as well as insects, have adapted to the severe conditions. Common mammals in the Arctic tundra include the Arctic wolf, Arctic fox, and Arctic hare. There are also four types of birds that live on the tundra year-round: the ptarmigan, a chicken-like bird; the raven; the gyrfalcon; and the snowy owl. Several Arctic animals,

such as the hare and the ptarmigan, gradually turn white as winter comes. In the snow, this color change helps to hide the animals from their predators. Other animals live in the tundra only during the summer.

Birds such as geese and Arctic terns migrate south before the cold weather settles in. In fall, the shaggy, antlered caribou travel south from the tundra to escape the winter winds and find more food.

### Did You Know?

For some 3,000 years, the coastal regions of Arctic Alaska have been the home of the Inuit people. The Inuit are also known as Eskimos; however, the word *Eskimo* does not exist in either Inupiaq or Yupik, the two main languages of the Inuit. Most Inuit prefer their own name for themselves, which means “real people.”

Until the early 1900s, most Inuit were hunters. They hunted on both land and sea, catching seals, walruses, caribou, polar bears, and even sixty-ton bowhead whales, as well as small mammals, birds, and fish. Wild animals provided not only food but also the raw materials for making clothing, shelter, and tools. Sealskin, for example, was sewn into waterproof coats and tents and was stretched over driftwood frames to make small seaworthy boats called kayaks. Most of the hunting was done by men, but women and children also participated, as they did in fishing. Women also cooked and preserved the meat, and cleaned the animals’ skins so they could be sewn into clothing.

As hunters, the Inuit became experts on animal behavior and climate. They knew how to find animals even when they left no tracks in the snow. Inuit hunters were also adept at waiting patiently for an animal to come to the surface of the water on the sea or wander into a trap on the tundra. Animals supplied the Inuit with all of their basic needs and were thus respected as a life-giving force. The Inuit gave thanks to the animals after hunts and at community celebrations.

The Inuit way of life has changed greatly over the last hundred years because of increasing contact with the modern world. Today, Inuit people often wear parkas made of high-tech fabrics instead of animal skins. They drive snowmobiles instead of dogsleds. Their homes have electricity and are heated by natural gas. Some Inuit still live by hunting and trade for the goods they need. Others live in large towns and earn money at jobs in government offices, local businesses, and in the oil industry.

# Before You Read

## *Julie of the Wolves* Part I

### FOCUS ACTIVITY

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What kinds of difficult problems do young people sometimes face in life? When do you think it might be better for a young person to endure rather than escape a difficult situation? When might it be better to leave or escape difficult circumstances?

#### Journal

Describe a situation in which you solved a difficult problem by sticking with it. Describe a time when solving a problem meant starting over.

#### Setting a Purpose

Read to find out about a young girl who escapes a difficult situation in her life only to endure an equally difficult situation.

### BACKGROUND

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#### Time and Place

The setting includes not only the physical environment of the story but the social environment as well. In some novels, the setting is not crucial to the action. In others, such as *Julie of the Wolves*, the plot, characters, and setting cannot be separated. As you read the novel, think about how Julie's character and the events that take place are influenced by the setting—both the physical setting and the cultural setting.

#### Did You Know?

The type of wolf that Julie meets on her journey is the gray wolf. At one time, the gray wolf lived throughout North America, from Arctic Alaska to central Mexico, as well as in Europe and Asia. In North America today, gray wolves are found mainly in Alaska and Canada. Since 1995, however, wildlife managers have reintroduced the wolves in the Rocky Mountains of Montana, Idaho, and Wyoming.

Gray wolves are known for their intelligence and the clearly defined social structure of their packs. A pack is a family group led by an adult breeding pair, known as the alpha pair. Both the male and female alphas look after the pack's pups and act as leaders during the hunt. The wolf pack has a distinct order of rank. Each wolf knows which pack mates are his or her superiors and which are inferiors. The wolves establish and maintain this social structure through body language—postures, movements, and expressions that send a variety of messages. Another part of their language is howling. Group howling helps to maintain the pack's closeness.

### VOCABULARY PREVIEW

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**depart** [di pärt'] *v.* to leave; to move on

**diligently** [dil'ə jənt lē] *adv.* steadily and carefully

**hostile** [host'əl] *adj.* unfriendly; ready to fight

**morsel** [môr'səl] *n.* small piece of food

**predicament** [pri dik'ə mənt] *n.* difficult situation

**regurgitate** [rē gur'jə tāt'] *v.* to throw up digested food

**sinew** [sin'ū] *n.* tendon; tough cord that connects muscle to bone

**tribute** [trib'ūt] *n.* gift of respect or thanks

# Active Reading

## *Julie of the Wolves Part I*

In the first part of the novel, readers see Julie in a “desperate predicament.” As you read Part I, notice how Julie interacts with her environment and how she deals with difficulties. In the chart below, list three of her personal traits. Then, list one or two actions or decisions that reveal that trait.

Trait: resourceful	Trait:
Examples: Builds house from sod chunks Eats lichens when no meat is available Obtains meat from wolves	Examples:
Trait:	Trait:
Examples:	Examples:

# Responding

## *Julie of the Wolves Part I*

### Personal Response

What did you find most interesting about Julie's response to her surroundings? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. Why has Julie decided to walk to Point Hope? As the novel opens, why does she feel fearful?

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2. How does Julie think the wolves can help her? How does she make friends with them? What does this say about her?

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3. Describe Amaroq, Kapu, and Jello. How does Julie's song to the wolves sum up her feelings about them?

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# Responding

## *Julie of the Wolves* Part I

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. Do you think the scenes of Julie interacting with the wolves could really happen? Explain your answer.

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5. Do you think Julie is a brave person? Why or why not?

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### Literature and Writing

#### Summary

Write a summary for Part I. Introduce the main character in the novel and describe the setting. Then describe the problem Julie faces in this section and the steps she takes to solve the problem. Explain why the setting is important to the plot, or action, of the novel.

#### Extending Your Response

##### Literature Groups

Discuss the key characters and events in Part I. Think about the character traits represented in each member of the wolf pack. As a group, brainstorm what might happen to each wolf as the story progresses. Discuss what you think might happen to Julie.

##### Performing

Julie communicates with the wolves using movement and body language. Find out for yourself what it's like to communicate without words. In small groups, review Part I to find a scene where Julie is communicating with the wolves by mimicking the behavior she has observed, or a scene where the wolves interact with each other. In your group, practice conveying ideas and emotions silently. Then perform your scene for the rest of the class.



Save your work for your portfolio.

# Before You Read

## *Julie of the Wolves* Part II

### FOCUS ACTIVITY

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What do you think makes you who you are? Is it your family background, your society or culture, your past experiences?

#### Web It

In a small group, talk about the kinds of things that contribute to a person's identity. Then, individually, create a "Who I Am" web. In the empty circles, list the different things that define who you are.

#### Setting a Purpose

Read to find out about the different forces and experiences that have made Julie the person she is.

### BACKGROUND

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#### Time and Place

In Part II of the novel, the scene shifts from the wild tundra to the small Inuit village of Mekoryuk and the larger town of Barrow. Most Inuit villages are small, populated by only a few hundred people. Villagers live in plain, low-roofed houses that cluster around several larger community buildings. Because of the icy climate, there are no roads to the villages. Nearly all manufactured goods must be brought in by airplane. Due to the size and isolation of the villages, few paying jobs are available. Villagers still meet many of their basic needs by hunting animals. Barrow is the largest Inuit community in the United States, with about 4,000 people. Barrow attracts many tourists who are curious about the lifestyle and heritage of the people of Alaska, and who are eager to view Arctic wildlife.

#### Did You Know?

The sequence of events in a novel is known as the **plot**. Authors often relate the events of the plot in chronological order. In *Julie of the Wolves*, George plunges into the middle of the action and gives only a brief bit of background about Julie in Part I. Then, in Part II, she jumps back in time to Julie's childhood. This technique is called **flashback**, and George uses it to give information about Julie's past experiences. Within the plot, authors also introduce the main **conflict**, or central struggle between two opposing forces in the story. Sometimes there is more than one conflict. An **external conflict** occurs when the main character is struggling with a force outside himself or herself, such as another person, nature, society, or fate. An **internal conflict** takes place within the mind of a person who is torn between opposing goals or emotions. As you read Part II, think about the different conflicts Julie faces before and after she leaves Barrow.

### VOCABULARY PREVIEW

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**bleakness** [blēk' nəs] *n.* state of being gloomy, empty, or exposed to the weather

**misgivings** [mis giv' ings] *n.* feelings of doubt

**quonset** [kwon' sit] *n.* large shelter with a semicircular roof of ridged metal

**steal** [stēl] *v.* to move gradually so as not to be noticed

**vibrant** [vī' brənt] *adj.* pulsing with life



# Responding

## *Julie of the Wolves Part II*

### Personal Response

What scenes or incidents in Part II made the strongest impression on you? Why?

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### Analyzing Literature

#### Recall and Interpret

1. Where does Julie spend her early childhood? In your opinion, why does she have happy memories of this time?

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2. What does Julie's father, Kapugen, tell Julie about the wolves? What does he tell her about being an Inuit? What does his advice suggest about his values or his way of life?

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3. How does Julie change when she moves to Mekoryuk? Why does she go to Barrow? Why is she unhappy there?

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# Responding

## *Julie of the Wolves* Part II

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. As Julie leaves for the wilderness, why do you think she says, “Julie is gone. I am Miyax now”?

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5. Julie’s friend Pearl suggests that Inuit children do not have to accept arranged marriages. Why might this freedom be allowed?

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### Literature and Writing

#### E-mail to a Pen Pal

Put yourself in Julie’s place and write an e-mail letter to your pen pal about your recent experiences. Describe what it has been like to live with your great aunt in Mekoryuk and then with your new husband’s family in Barrow. Tell what you liked and disliked. Finally, describe your plans for after you leave Barrow.

#### Extending Your Response

##### Literature Groups

Do you think Julie was wise to leave her home in Barrow and take off into the Arctic tundra? In your group, debate this question. Before beginning the discussion, divide the group into two opposing sides. Allow a few minutes for each side to prepare its arguments. As you prepare, consider questions such as these: Did Julie have other choices? Was she prepared to go into the tundra? What did she want to accomplish? To support your side’s point of view, be sure to give evidence from the novel.

##### Creative Writing

Julie recalls her memories at the seal camp with her father as “beautiful color spots.” Review her descriptions of those memories. Notice how each description is full of details and how certain colors stand out in each scene she recalls. Then write descriptions of several pleasing memories from your own past. Focus on describing your memories by using colors and other details of sight, sound, smell, and movement.

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# Before You Read

## *Julie of the Wolves* Part III

### FOCUS ACTIVITY

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What qualities do you think people gain as they grow from childhood to adulthood?

#### Quickwrite

Think about the traits or attitudes that people develop as they mature. Describe at least two of these traits.

#### Setting a Purpose

Read to find out what Julie gains from her experiences and what she decides to do at the end of her journey.

### BACKGROUND

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#### Lemmings Aplenty

Julie has better luck hunting at this point in the story, because the lemmings are more numerous. The lemming—a brown, mouse-like animal about six inches long—plays an important role in the food chain of the Arctic. Lemmings survive during the subzero winters by digging a network of burrows in the snow and under the ground. There they breed and feed throughout the winter on buried plants and roots. Lemmings who pop their heads above the snow, however, are likely to become lunch for predators.

The lemming is known for its population explosions every three to four years. As its population rises and falls, so do the populations of the animals that eat them, such as wolves and foxes. This situation occurs because there are so few kinds of animals in the Arctic ecosystem. Only twenty species of mammals live on the tundra. Many of them depend on lemmings as a main food source and have few other choices. Thus, the food chains are short and the web of life is very simple in the tundra.

#### Did You Know?

After the publication of *Julie of the Wolves*, many readers wrote to Jean Craighead George demanding to know what happens to Julie in the next part of her life. In 1994 George responded by writing a sequel, *Julie*. It begins just ten minutes after the action in the first novel ends. A few years later, George got the idea to tell another story in the same setting, the North Slope of Alaska. The result was *Julie's Wolf Pack* (1997), a story told from the point of view of the wolves, and featuring the pack's new leader, Kapu.

### VOCABULARY PREVIEW

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**brandish** [bran' dish] *v.* to wave in order to threaten

**cowed** [koud] *adj.* easily frightened

**cumbersome** [kum' bər səm] *adj.* heavy; hard to carry

**ferocity** [fə ros' ə tē] *n.* fierceness

**gingerly** [jin' jər lē] *adj.* with great care; delicately

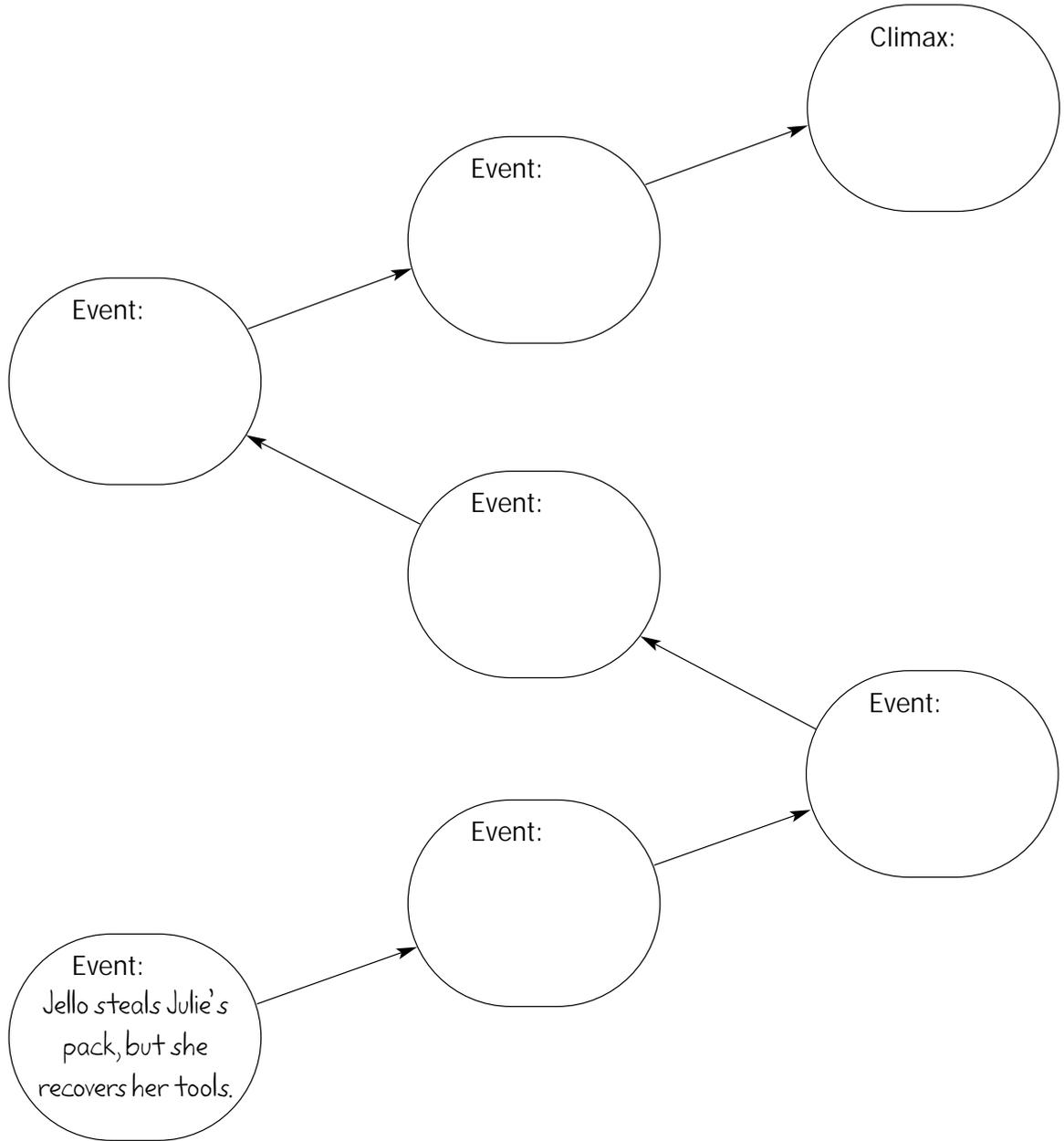
**grovel** [grov' əl] *v.* to crawl close to the ground in a timid or humble way

**immense** [i mens'] *adj.* huge; vast

# Active Reading

## *Julie of the Wolves Part III*

The novel reaches its **climax**, or turning point, in Part III. As you read this section, use the ovals to record the events leading up to the climax. Use as many ovals as you need.



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# Responding

## *Julie of the Wolves* Part III

### Personal Response

How did you react to the ending of the novel? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. What problem does Jello create for Julie? What does she realize after she recovers her *ulo* and needles?

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2. As Julie gets closer to civilization, what happens to the wolves? What is Julie's response?

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3. What does Julie find out about her father when she is reunited with him? What is her final decision and why is it difficult for her?

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# Responding

## *Julie of the Wolves* Part III

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. How has technology affected Kapugen? In what way might this represent what was happening to Inuit culture in general?

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5. How do Native American groups preserve traditional ways today? Do you think that traditional Inuit ways can survive in the modern world? Explain.

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### Literature and Writing

#### Two Songs

Compare the song Julie sings to the wolves at the end of the novel to the song she sings to them earlier, when she is alone on the tundra. How are the two songs similar? How has the content of her song changed? Do you think the meaning of the song has changed for Julie as well? As you think about these questions, review the quickwrite you did for the **Focus Activity**. Write your evaluation of the two songs on a separate sheet of paper.

### Extending Your Response

#### Literature Groups

The ending of the novel marks a turning point in Julie's life. However, the author does not present the **resolution**, or final outcome, of Julie's decision. In your group, discuss what Julie's life might be like after she rejoins her father. Do you think the conflict Julie faced in the novel has been resolved? To explore some possible resolutions, write several questions you would like to ask Julie a year after her decision. Then have several students adopt Julie's character and respond to those questions in an interview.

#### Geography Connection

"A snowstorm of cotton-grass seeds blew past her face. 'Autumn,' she whispered and scraped faster." Julie is an astute observer of the changes in the seasons. She notices subtle signs such as plants going to seed, animals following new routines, and the gradual shift in the hours of daylight. Write your own account of the changes in nature that occur from summer to autumn or from autumn to winter in the region where you live. Focus on the earliest hints that a new season is coming.

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# Responding

## *Julie of the Wolves*

### Personal Response

Although the novel tells a story, it also offers interesting information about wolf behavior, the Arctic environment, and Inuit culture. What new things did you learn about these subjects? What information did you find most interesting? Give specific examples from the novel.

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### Writing About the Novel

Why do you think Jean Craighead George wrote *Julie of the Wolves*? What effect do you think she wanted to have on her readers? What main idea, or ideas, does the novel express? On a separate sheet of paper, analyze the author's purpose in writing the novel. Support your analysis by referring to the plot, setting, and characters.

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Save your work for your portfolio.

# from Jean Craighead George

Alice Cary

## Before You Read

### Focus Question

Have you ever asked an expert about a particular topic you were interested in? What was the topic? How did you ask the person about this topic?

### Background

In this reading, Alice Cary, an author and reviewer of children's books, describes Jean Craighead George's first visit to the Arctic tundra. Read to discover how the visit and George's encounter with the Arctic land and its people were the inspiration for *Julie of the Wolves*.

## Responding to the Reading

1. What did you like about this reading? Why?

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2. List the four methods wolves use to communicate. How does George discover this information? What other methods might she have used to find out more about wolves?

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3. **Making Connections** Identify a passage in *Julie of the Wolves* where George's love and respect for the Arctic is evident. Explain what words and phrases convey this respect.

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## Listening and Speaking

If you could interview Jean Craighead George, what questions would you ask her? Working in pairs, make a list of these questions and the answers you think she would give. Have one person assume the role of the interviewer and the other, George's role. Act out the interview for the class.

# Killing to Survive

Sylvia A. Johnson  
and Alice Aamodt

## Before You Read

### Focus Question

What type of wild animal do you find most interesting? What kind of hardships do you think these animals face in their quest to survive?

### Background

Living on the Arctic tundra is a challenge not only for people but also for animals. This reading explores the challenges faced by wolves. Sylvia A. Johnson has written many books about natural science. Alice Aamodt worked on a wolf exhibit for the Museum of Minnesota.

## Responding to the Reading

1. How does the hunting ability of a single wolf compare to that of a pack of wolves? What does this tell you about wolves in general?

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2. How can wolves actually help their prey by killing the old and weak animals of the herd? Does this change your opinion about the survival techniques of animals? Explain.

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3. **Making Connections** How does George portray wolves in her novel? Based on what you have just read, do you think she describes them accurately? Why or why not?

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## Learning for Life

In a small group, create a television news feature story about reintroducing wolves in certain areas of the country. Have one student play the role of a television reporter who interviews experts on the subject. Other students should pose as experts—environmentalists who support bringing wolves into the wild, ranchers who fear for the safety of their livestock, and, possibly, campers and hunters. Use this reading and other materials to research what these people would say about wolves. Present your feature story to the rest of the class.

# from Julie's Wolf Pack

Jean Craighead George

## Before You Read

### Focus Question

In what ways are wolves similar to household pets? How are they different?

### Background

Jean Craighead George is a popular writer of books for young people. In 1973 she won the Newbery Medal for *Julie of the Wolves*. This passage from *Julie's Wolf Pack*, written in 1997, tells the story of Kapu the wolf.

## Responding to the Reading

1. In your opinion, why did George choose to focus this book on the wolves rather than on the people? Support your response with details from the reading.

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2. George writes, "Wolves have their cultures." What do you think this means?

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3. What did you learn about Silver and about Julie from reading this passage?

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## Research Report

Together with a classmate, find out more about particular aspects of wolves' behavior or about their environments. Give a brief oral report to the class, using a graphic aid, such as a chart or graph, to explain what you learned.

# from Celebrate the States: Alaska

Rebecca Steffoff

## Before You Read

### Focus Question

Consider your impressions of Alaska. What do you know about it? How do you think the summers and winters in Alaska compare to the summers and winters where you live?

### Background

Rebecca Steffoff has written many books for young people. This reading focuses on the environment of Alaska, which is the setting of *Julie of the Wolves*. See how the geography and climate influence the way people live.

## Responding to the Reading

1. According to the reading, what are three key characteristics of Alaska? How do these aspects shape the lives of Alaska's residents?

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2. How did you react to the story Jerry Jacka told about bananas? Explain your reaction.

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3. **Making Connections** In *Julie of the Wolves*, people raise their arms to the sky when the sun rises on January 24. Why do you think "not one person snickered at the old Eskimo tradition"?

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## Art Connection

Choose a scene from the reading or from the novel that describes the landscape of Alaska. Create a visual depiction of the landscape using the medium of your choice, such as paper and pencil, watercolors, or magazine cut-outs.

*from* The Igloo Charlotte and David Yue  
Two Inches Above the  
Television Screen Gail B. Stewart

**Before You Read**

**Focus Question**

Think of a place in which you eventually might want to live. Would you like a very cold, hot, or moderate climate? How might the geographical location you choose affect your way of life or choice of career?

**Background**

Charlotte and David Yue write and illustrate young people's books. The first reading, from their book *The Igloo*, looks at the methods Arctic people have used in the past to survive. In the second reading, author Gail B. Stewart reveals how technology and people are currently changing the Arctic way of life.

**Responding to the Readings**

1. Besides maps, what methods do Eskimos use to help them find their way? What methods might they use today?

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2. What does *aqunnaaki* mean? Why are all Eskimos, and not just teenagers, *aqunnaaki*? What does this tell you about Eskimo culture today?

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3. **Making Connections** How have people and technology altered the lives of Eskimos? What might Julie's opinion be of changes in the Eskimo culture, given her decision to run away from her father? Why do you think she changes her mind and turns back toward Kapugen?

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**Literature Groups**

Is it better to keep cultural traditions alive or to change with the times? In your group, discuss the role tradition has played and still plays in the lives of Eskimos. Which traditions do you think would be best to keep? Which traditions might be less difficult to give up in exchange for convenience? Who has the right or responsibility to make these decisions? Take notes on your discussion, then share them with the rest of the class.