

Caddie Woodlawn



By

Carol Ryrie Brink

A Novel Study
by Nat Reed

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Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	81

About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Most chapters of the novel study focus on two chapters of ***Caddie Woodlawn*** and are comprised of the following activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include pioneer life, Native Americans, family and friends, sibling rivalry, loyalty, personal growth, heroism and courage, generosity and kindness.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Caddie Woodlawn is a real adventurer. She'd rather hunt than sew, plow than bake, and beat her brothers' dares every chance she gets. Caddie is friends with the Indians, who scare her neighbors – neighbors who, like her mother and sisters, don't understand her at all.

Caddie is brave, and her story is special – because it's true, based on the life and memories of Carol Ryrie Brink's grandmother, the real Caddie Woodlawn. Her spirit and sense of fun have made this book a classic that readers have taken to hearts for over fifty years. [Courtesy of the Publisher]

You take *The Little House on the Prairie*; I'll take *Caddie Woodlawn*... - Jim Trelease, *The Read-Aloud Handbook* - ***Caddie Woodlawn*** is a Newbery Medal Winner

Author Biography

Carol Ryrie Brink

Carol was born in Moscow, Idaho in 1895. Orphaned at the age of nine, she was raised by her maternal grandmother, Caroline Woodhouse Watkins (1853-1940), who became the inspiration for the story of Caddie Woodlawn. Carol started writing for school newspapers and then continued in college. In 1918 she married Raymond Brink a mathematics professor and they “made their home in St. Paul, Minnesota for 42 years where “they raised two children. Her first novel, ***Anything Can Happen on the River*** was published in 1934. During her long writing career Carol wrote more than 30 novels including the classic, ***Caddie Woodlawn***.



Caddie Woodlawn



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Name: _____

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Chapters 1-2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Caddie Woodlawn* is eleven-year-old Caddie Woodlawn, a character modeled after the author's own grandmother who grew up in pioneer America during the 1860s. Think back on some of your favorite characters from past novels you have read or movies you've seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

inseparable	intrusion	wistful	leisure
pliable	reproach	vibrant	abolition

1. The circuit rider's voice was _____ with emotion.
2. Mr. Smith was upset with the principal's thoughtless _____ during his lesson.
3. I found the wet clay to be very _____ and perfect for making pottery.
4. Abraham Lincoln became convinced that the _____ of slavery was necessary.
5. When that song came on the radio my mother had a _____ look on her face.
6. The twins were _____ from birth.
7. What do you plan on doing with all your _____ time?
8. I found it necessary to _____ Matilda for leaving the baby alone for so long.

Questions



1. What is the **setting** of this novel?

2. How was Caddie's sister, Hetty, different than Caddie, Tom and Warren. Which parent was Hetty most like in personality?

3. How would you describe the personality of Caddie? Give proof for this. Do you think you would like to have her for a friend? Why or why not?

4. **Generalization** is defined as *a broad statement that applies to a group of people or things. Oftentimes, generalizations are not entirely true.* In Chapter One Caddie's mother makes a generalization about the native people living in the area. Record a *generalization statement* made by Mrs. Woodlawn in the space below.

b. Do you think that this statement is accurate and fair? Please defend your answer.

5. Indian John once made Caddie a funny doll with a tiny head made of a pebble.

True or False

6. Why did Caddie's father insist on her running wild with the boys instead of making samplers and dipping candles?

7. How did Mr. Woodlawn gain the trust and good will of the local native people?

8. What services did the circuit rider provide for the early settlers?

9. How did Mr. Woodlawn feel about slavery?

10. What did the circuit rider ask Mr. Woodlawn to do for him?

Good to Know ~ The Civil War

The Civil War mentioned in these chapters was the great **American Civil War** (or **War Between the States**) which was fought between the years 1861 and 1865. A principal issue causing the great conflict was the right to own slaves. More than 620,000 people died in this terrible war which was fought between 13 southern states and 23 from the north (including Caddie's native Wisconsin). More than 91,000 men from Wisconsin fought for the north in the war of which 11,000 became casualties.



Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first two chapters of *Caddie Woodlawn*.

Word	Anagram	Clue
guns		Cozy.
rested		You probably wouldn't want to live here.
trust		Walk with a swagger.
times		Tiny anthropods.
table		The sound of a sheep.
later		Warn!
rider		Not so damp.

Now find two additional words from the first two chapters which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

B. Personification is giving human qualities to something that is not human. The following is an example taken from Chapter One: *He and Nero circled about each other... their tails wagging suspiciously.*

Describe how the dogs' tails are personified in this example.

Create your own example of personification.

C. A simile is a comparison using the words “like” or “as”. An example from Chapter One is: *It (birch smoke and hot pitch) was perfume to her, as sweet as the perfume of the clover fields.*

What is being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

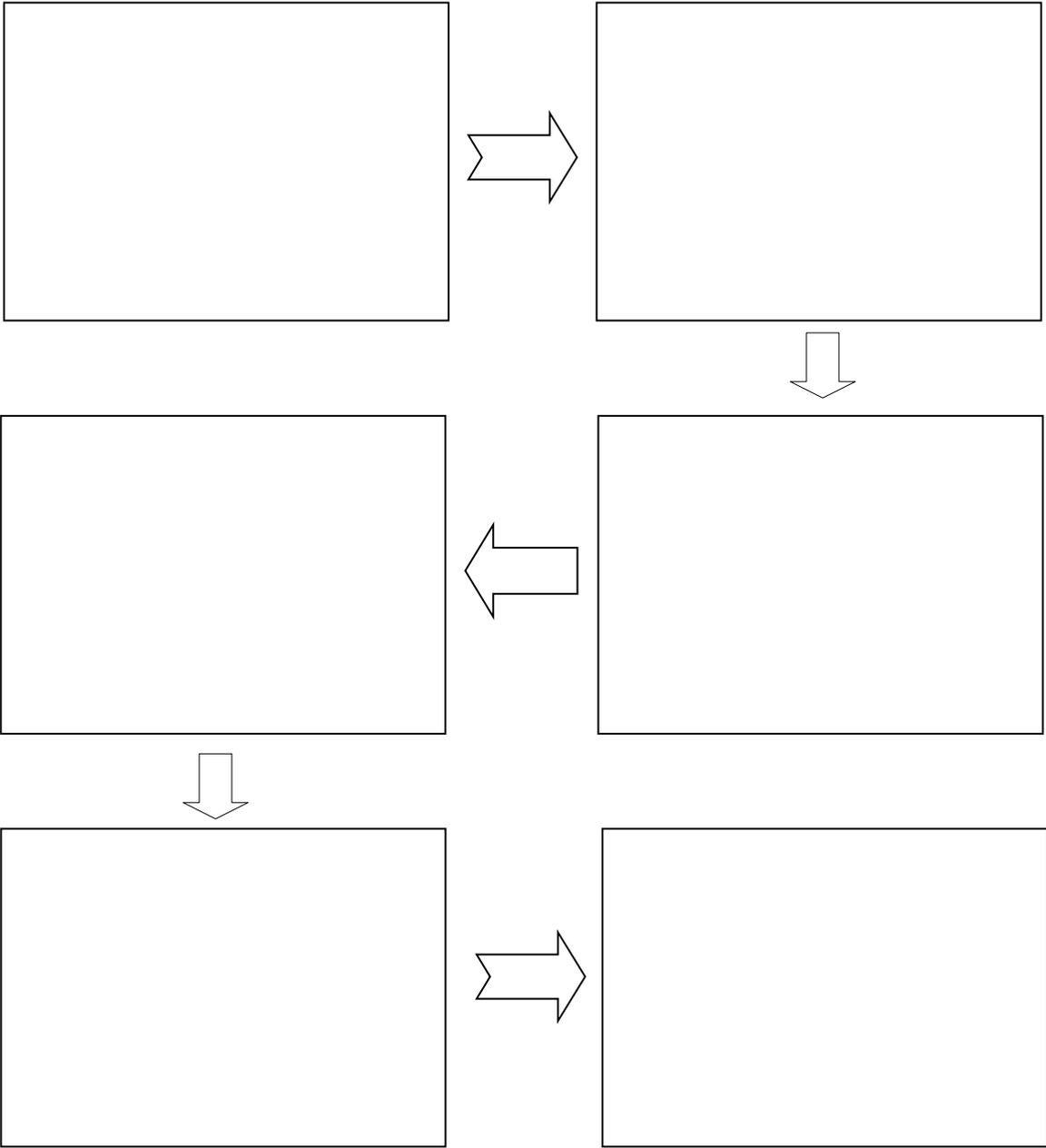
a) a swiftly-flowing river

b) the taste of sour cherries

c) your choice

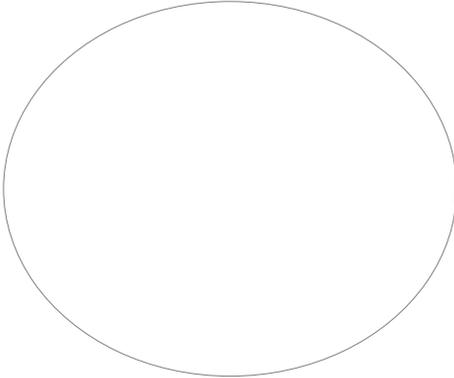
D. Sequence Chart

Choose what you consider to be the six most important events in these chapters. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.

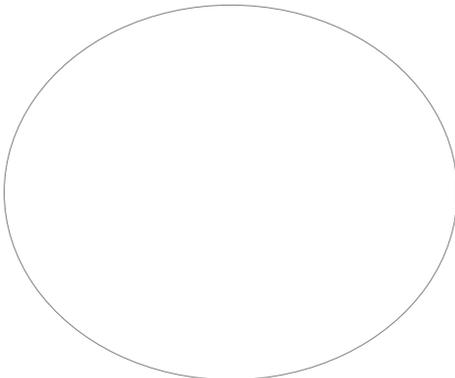


E. 5 Ws and an H.

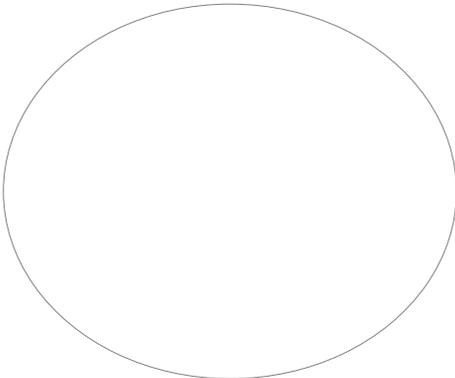
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



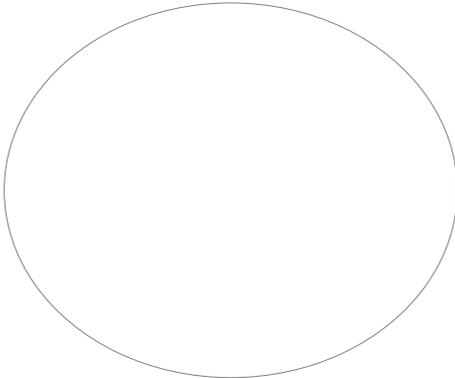
WHO?



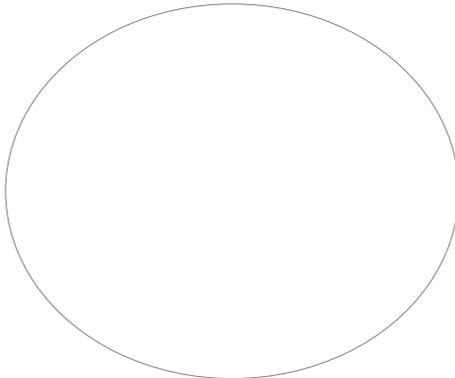
WHAT?



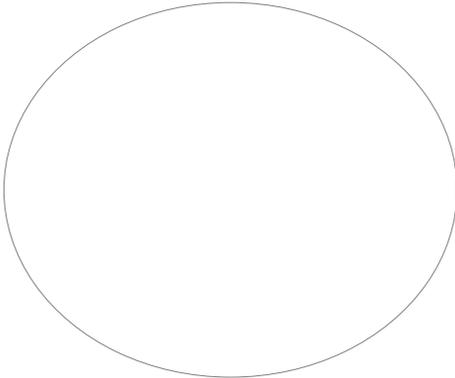
WHEN?



WHERE?



WHY?



HOW?

F. An Acrostic Poem

There are many forms of poetry available to the aspiring poet other than the rhyming poem. An ACROSTIC poem is one example. In an acrostic poem the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem. Here is an example written by the acclaimed poet, Atrocious Halitosis:

The Firefly

Freaky-looking
Itches me when I touch
Restless at night
Early or late
Fearless
Little
Yellowfly



The Acrostic Poem

Now create your own Acrostic Poem on a subject featured in this novel. Your poem must have at least four lines (and doesn't need to rhyme).

Title: _____

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene – or the entire novel. Complete the story-board below illustrating the events described in the first two chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6