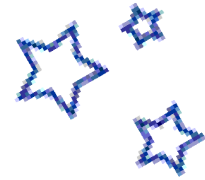
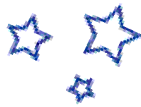
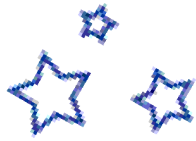


A Teacher's Guide

Grades 3–7



Words. Wisdom. Wonder.

Dear Teacher,

The Julie Andrews Collection, a new imprint of HarperCollins, encompasses books for young readers of all ages that nurture the imagination and celebrate a sense of wonder. The collection embraces the themes of integrity, creativity, and the gifts of nature and includes new works by established and emerging artists, as well as out-of-print gems worthy of resurrection.

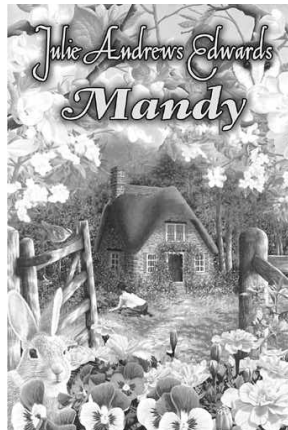
Blue Wolf, Catherine Creedon's debut novel, is one of the titles in the collection. In this guide you'll find discussion questions and activities to accompany *Blue Wolf*. We've also included curriculum-related activities for *Mandy*, Julie Andrews Edwards' first published work, and *The Last of the Really Great Whangdoodles*, which celebrates its 30th birthday next year. And last but not least, we've included a section with activities using all three books to explore the themes embodied in the Julie Andrews collection.

Have a wonderful adventure!



The Last of the Really Great Whangdoodles

by Julie Andrews Edwards
Pb 0-06-440314-9



Mandy

by Julie Andrews Edwards
Pb 0-06-440296-7



Blue Wolf

by Catherine Creedon
Tr 0-06-050868-X
Lb 0-06-050869-8

BLUE WOLF

by Catherine Creedon

After his mother dies, fourteen-year-old Jamie Park spends the summer with his aunt in a remote cabin in the Pacific Northwest. There he learns the truth about his family history and discovers his own ability to shape-shift.

DISCUSSION QUESTIONS

- ★ Although Jamie has never seen the wolves, he often feels their presence as he runs. He is not sure if they are real or imagined, but, as Creedon writes, “he was no longer afraid. Now he greeted them as friends. He relaxed a bit. It would be a good race. He wasn’t alone after all.” (p. 4) What is it about the wolves that gives Jamie a sense of strength? What gives you strength? Why?
- ★ Why won’t Aunt Louise answer Jamie’s questions directly? What effect does this have on him? Does Jamie feel comfortable in Louise’s home? How does his comfort level increase during the course of the book? How would you respond if you were in Jamie’s shoes? How do you adjust to new or unfamiliar surroundings?
- ★ Why does the wolf confront Jamie when he tries to leave the clearing (p. 51)? What does it do? How does Jamie respond? What does it want him to do before he leaves the clearing for a run?
- ★ Humans and animals have close relationships in *Blue Wolf*. Jamie, for example, bonds with Gus the rooster. Cicely has a special friendship with the raven, Ace. How do these relationships develop? Why are they important? Why does Jamie feel so attached to Gus? How do Jamie and Cicely communicate with their animal friends?
- ★ Describe Cicely. How does the relationship between Cicely and Jamie develop? Why is this an important relationship? What effect does the friendship have on both of them? What evidence does Jamie have that Cicely is a wolf? Why is it hard for him to believe Cicely is a wolf?
- ★ Jamie’s father tells him to trust Louise but be wary of Ji-Min. Why does he place so much faith in Louise? What reasons does he have for not trusting Ji-Min? How does Jamie’s opinion of Ji-Min develop over the course of the story?
- ★ What signs does Jamie encounter along the way that Louise is a wolf?
- ★ Why didn’t Jamie’s mother want him to visit Louise? Do you think it is fair that she kept him away from Louise for so long? Why does Dai-Jeong allow Jamie to stay with Louise? Would you have allowed Jamie to stay with Louise if you were his parent? Why or why not?
- ★ Cicely explains to Jamie: “[Louise and Dai-Jeong] both knew I wanted to come here. To try this life. Louise said it would be better if I knew both ways . . .” (p. 181). What do you think? Is it good to know both ways? What life would you choose? If you had the ability to shape-shift, would you act on it? Why or why not?
- ★ Shape-shifter tales are found in Native American, African, Celtic, and Asian cultures. What are other shape-shifter stories that you’ve read or heard? Why do you think that this is a common theme in traditional tales?

THE LAST OF THE REALLY GREAT WHANGDOODLES

by Julie Andrews Edwards

When the Potter children, Lindy, Ben, and Tom, meet a Nobel Prize–winning scientist named Professor Savant, he tells them about a mysterious creature called the Whangdoodle. The journey to meet the one remaining Whangdoodle forever changes how they see the world.

Language Arts

- ★ Keep a journal based on the professor’s advice to look at the world more carefully. Notice how ordinary things take on greater significance. What do you notice? Was there anything surprising that you didn’t see before?
- ★ Compile a Whangdoodle dictionary. Include words peculiar to the book, such as Whangdoodle, Swamp Gaboons, and wodge. Include the part of speech (noun, adjective, verb, etc.), definition, and a sentence or two from the book that demonstrates how the word is used in context, just like in a real dictionary. For example: **wodge** n. sweet candy enjoyed by Whangdoodles. [*The High-Behind Splintercat*] held out a large box of delicious-looking candy. “Have some wodge” (p. 135).
- ★ Design a poster that displays Professor Savant’s lessons. For example, one of the first things he says to the children is: “Know that beyond every ordinary explanation there is a deeper and more exciting discovery to be made” (p. 53). Have students copy the quotes, explain what the professor says in their own words, and illustrate each entry.

Science

- ★ Research cloning. How does Professor Savant explain the issue of cloning to the Potter children? Use the Internet to locate newspaper and magazine articles on the subject. Ask your school librarian for help finding materials. Find specific examples of animal cloning.

Art

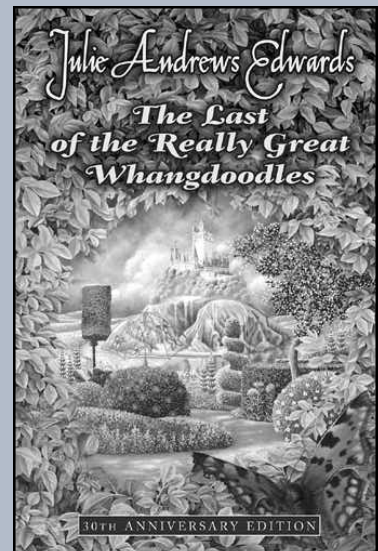
- ★ Draw pictures of the Whangdoodle based on the description of him in part three, chapter 5. Mount drawings on construction paper and display them in

the classroom. Do you think Julie Andrews Edwards made the right choice when she declined to have the book illustrated? How does the absence of illustrations affect the reader’s experience of the book?

- ★ Paint a Whangdoodleland mural. Have students sketch a plan and then paint their designs on large sheets of butcher paper. Be sure to include all the creatures who live in Whangdoodle land such as the Whiffle Bird and the High-Behind Splintercat. Students may also wish to depict various scenes from the book, such as the Potter family home and the professor’s laboratory.
- ★ Create scrappy caps. First, have students read the descriptions of the Potter children’s hats and then ask them to make their own using inexpensive knit caps or baseball hats decorated with fabric, sequins, bells, patches, and silk flowers.

JUST FOR FUN . . .

- Host a Whangdoodle party in your classroom. Base the event on the description of the party the Whangdoodle throws to celebrate the creation of Clarity, the female Whangdoodle (part three, chapter 8).
- Make the Whangdoodle’s motto, *Pax amor et lepos in iocando*—peace, love, and a sense of fun (p. 114), your class motto. Have students create a class banner. As a group, discuss ways to make the motto a reality in your classroom every day.



MANDY

by Julie Andrews Edwards

When ten-year-old Mandy discovers an abandoned cottage on the property beyond the gates of the orphanage she has lived in most of her life, she lovingly transforms it into a special retreat. But when she falls ill and fails to return to the orphanage one evening, only one person knows where to find her, and her rescue sets off a chain of events that change her life.

Language Arts

- ★ Keep a journal written from Mandy's perspective. Have students create a journal entry after each reading session. What is Mandy thinking? What are her hopes or fears? What are her plans?

Math & Science

- ★ Design a garden. Map out a plot of land. Choose plants and flowers. You may want to use the same flowers as Mandy. Scan through the text, taking notice of the flowers Mandy uses in her garden.
- ★ Plant flowers in the classroom. Use small terra-cotta pots or paper cups. Record the growth of your plants through drawings and written observations.
- ★ Begin a nature collection. The person who previously inhabited Mandy's cottage collected seashells and used them to decorate one of the rooms. Fallen leaves, seeds and pinecones, seashells, and rocks are easily found in nature.

Social Studies/Community Service

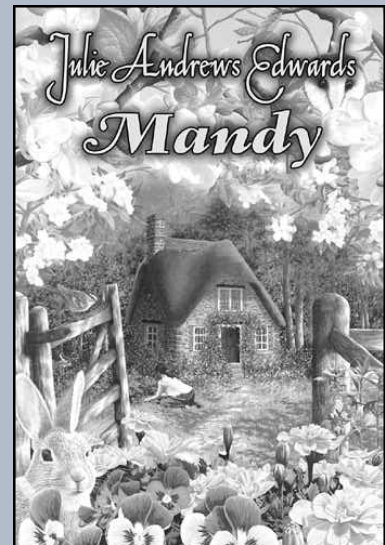
- ★ Organize a community-based effort to transform a backyard, an abandoned lot, or unclaimed piece of land. What is your vision for this place? What would you like it to become and how will you accomplish your goals? Organize a fund-raising effort to cover expenses associated with the project. Create a budget. Find the best prices on materials and plants by comparison shopping.

Art

- ★ Create still-life portraits of natural elements such as fruits and vegetables, flowers and plants, etc. Show students examples of the works of great painters. Brainstorm a list of items that students would like to include in their still-life drawings, then have them bring items to school the next day. Students should work together to arrange the items at their tables and then set to work using materials such as watercolors, oil pastels, or pencils.

JUST FOR FUN...

- Build awareness of kindness in the classroom by acknowledging one another's good deeds. Create a bulletin board titled "Seeds of Kindness" and make flower cutouts available to students. Encourage students to write their classmates' kind deeds on flowers, and add them to the bulletin board.



BLUE WOLF

ACTIVITIES ACROSS THE CURRICULUM

Language Arts

- ★ Write a letter in response to Jamie's father. Many of the chapters begin with a letter Dai-Jeong has sent to Jamie. Have students write letters from Jamie's perspective. What would he say? What questions would he ask?
- ★ Find Korean folktales with wolves as characters. How are wolves portrayed in Korean culture? How are wolves portrayed in other folktales (e.g. "Little Red Riding Hood")? Have students write original folk tales featuring wolves as the central characters.

Science

- ★ Study wolves. Jamie's father is an expert on *Canis lupus*, the common wolf. Research the eating habits, habitats, mating rituals, and physical characteristics of the common wolf. Create an informational display about the wolf, incorporating information and quotes from *Blue Wolf*.
- ★ Explore herbs. Louise uses many herbs, including sage and rosemary for cooking (p. 124) and garlic, chamomile, and goldenseal in a poultice. How are the herbs traditionally used? Do they have any symbolic meaning? Plant an herb garden—either indoors or outdoors—inspired by *Blue Wolf*. Create a magazine article or poster that explains the herbs' traditional uses.

Social Studies

- ★ Study Korean culture. Pay special attention to Korean communities in the United States. How do people maintain traditional cultural customs in the U.S.? Prepare Korean dishes such as mandoo, the dumplings Dai-Jeong gives Jamie the night he leaves for the summer with Aunt Louise.

Geography

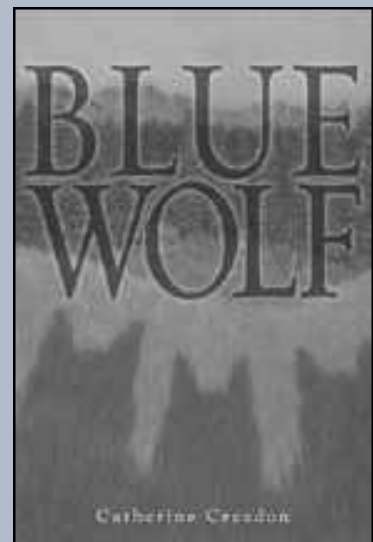
- ★ Louise tells Jamie that the carved flutes were originally from Mongolia and came to the Pacific Northwest by way of the Bering land bridge (p. 75). Ji-Min tells Jamie about his childhood home in Ulchu, located in southeastern Korea. Using a world map, pinpoint the place names mentioned in *Blue Wolf*. Based on her description, can you figure out where Louise's cabin might be?

Music

- ★ Louise tells Jamie: "In earlier times, ancient times, music was more than entertainment; it was used for the expression of ideas and beliefs. No form of communication was more important. Do you understand? With words, people could talk only to each other. But through music, they felt they could communicate with animals as well; that they could, in fact, become like those animals, given enough practice and concentration" (p. 128). Do you agree or disagree with Louise? Why? What evidence has she encountered that informs her beliefs?

JUST FOR FUN...

- Have students select animals and write acrostic poems about them. To begin, write the letters of the animal in a vertical column on a sheet of paper and write words describing the animal's qualities next to each letter. For example, a wolf is witty, original, loud, and fierce.



DISCUSSION QUESTIONS FOR ALL THREE BOOKS

Use the following activities to compare and contrast common themes in *Blue Wolf*, *Mandy*, and *The Last of the Really Great Whangdoodles*.

Theme: Nature

- ★ Compare the characters' relationships to the natural world. In what ways do they demonstrate a love of nature? How does their love of nature play out in their everyday lives? What effect does nature have on them?
- ★ Compare and contrast characters' relationships with animals. Use a chart to record student observations. What animals are the characters friendly with? How do their relationships affect their self-development? Encourage students to discuss their own relationships with animals. What are the benefits of caring for animals? What are the responsibilities of caring for animals? What can humans do to help animals? What do humans do that may be harmful to animals?

Theme: Wisdom

- ★ How do the characters learn about themselves? How do they change over the course of the story? What is important to them? What factors influence their development? What life-changing experiences happen over the course of each book? What events occur to change how they live their lives or understand themselves? What decisions do they make that alter the course of their lives?
- ★ What obstacles do the characters face? How do they overcome the obstacles? How do their struggles make them stronger? What do they learn about themselves as a result?

Theme: Wonder

- ★ In all three books, the main characters travel away from home and, as a result, learn important life lessons and come into their own. Compare and contrast the three novels. Where does each character live? Where do they travel? What do they learn? How does the experience change them?

ABOUT THE AUTHORS

Julie Andrews Edwards is one of the most recognized figures in the world of entertainment. She is perhaps best known for her performances in *Mary Poppins*, *The Sound of Music*, and *The Princess Diaries*. Ms. Edwards published her first two children's books with Ursula Nordstrom at Harper & Row in the 1970s: *Mandy* and *The Last of the Really Great Whangdoodles*. She is the also the author of the Little Bo books, illustrated by Henry Cole, and the Dump the Dump Truck series, coauthored with her daughter, Emma Walton Hamilton, and illustrated by Tony Walton.



Photo: David Rodgers

Emma Walton Hamilton is the Editorial Director for the Julie Andrews Collection. Ms. Hamilton is a founder and co-artistic director of The Bay Street Theatre in Sag Harbor, New York, and is dedicated to bringing theater to young adults through her work with their Educational Outreach and Young Playwrights programs. She is the coauthor of the Dump the Dump Truck series, as well as *Simeon's Gift*.

Catherine Creedon, a new voice and talent in the Julie Andrews Collection, is a storyteller, archivist, librarian, and award-winning essayist. She lives in Sag Harbor, New York, with her husband and two sons. *Blue Wolf* is her first novel.



Visit our website at www.harpercollins.com and sign up to Be a Harper Teacher!

HarperCollins Children's Books

1350 Avenue of the Americas
New York, NY 10019