

Caddie Woodlawn

By Carol Ryrie Brink

GETTING STARTED

- *Title* – Who is Caddie Woodlawn? What do you think this book is about?
- *Front Cover* – Where and when do you think the story takes place? What assumptions can you make about Caddie from the cover picture?
- *Back Cover* – What questions do you have after reading the back cover? What kind of excitement do you think Caddie and her brothers find on the Wisconsin prairie in the 1860s?
- *Table of Contents* – What do the chapter titles suggest about the adventures Caddie has on the prairie?
- *Illustrations* – What else can you learn about the story from the illustrations?

EXPLORING THE BOOK

Chapters 1 – 7

Questions

Comprehension and Recall

1. What happens when Caddie is late for supper after visiting Indian John?
2. Why do Caddie's parents allow her to "run wild" with her brothers, instead of learning household tasks and "proper manners" like her sisters?
3. Why does Uncle Edmund choose to take Caddie hunting with him?
4. How do Caddie and Tom help Miss Parker to restore order in the schoolroom?

Higher Level Thinking Skills

1. What words would you use to describe Caddie?
2. In what way are John Woodlawn's ideas about child raising unusual for 1860s Wisconsin? What advantages do her father's ideas have for Caddie?
3. What kind of relationship exists between the settlers and the Native Americans around Dunnville?
4. How does Caddie's father show that he believes in Caddie's skill and intelligence?

Literary Element

1. **Setting:** The setting of a story is the time and place in which it occurs. How important is the setting to the plot of *Caddie Woodlawn*?

Personal Response

1. In what ways is Caddie like you? In what ways is she different? Would you like to have Caddie as a friend? Why or why not?
2. Would you like to have lived on the Wisconsin frontier in the 1860s? Explain your answer.

CROSS-CURRICULAS ACTIVITY

SOCIAL STUDIES: *Circuit Riders*

The circuit rider was an important figure in pioneer times in America. There were actually two different kinds of circuit riders. One was a religious man, like Mr. Tanner in *Caddie Woodlawn*, who rode a circuit (regular route) conducting services. The other was a judge who rode a circuit hearing cases.

Do research on both types of circuit riders, and tell why they were important to the pioneers. Concentrate on the lives of Francis Asbury, Peter Cartwright, and Abraham Lincoln.

Chapter 8 – 16

Questions

Comprehension and Recall

1. Why does John Woodlawn resent the English?
2. What hurts Caddie the most when the family receives a letter from Uncle Edmund explaining that Nero is lost?
3. Why does Caddie decide to ride to the Indian camp to find Indian John? What risks does she take making this kind of trip alone?
4. In what way does Indian John show that he loves and respects Caddie?

Higher Level Thinking Skills

1. Compare Caddie's actions when she overhears the settlers' plans to attack the Indians with the reaction of Katie Hyman. What do the girls' actions reveal about the way they have been raised?

2. After the "massacre scare," many settlers felt a deeper fear of the Indians. Why do you think they felt more afraid, even when it became clear that the Indians had no plan to attack?
3. Why do you think Caddie decided to spend her silver dollar buying treats and presents for Gussie, Pete, and Sammie Hankinson?

Literary Element

1. **Theme:** The theme of a book is the message about life or nature that the author wants the reader to take away from the story. How would you describe the theme of this part of the story?

Personal Response

1. What do you think of Caddie's plan to buy treats and presents for the Hankinson children?
2. Would you have tried to reach Indian John in spite of the fact there were rumors of an Indian uprising? Why or why not?

CROSS-CURRICULAR ACTIVITY

WRITING: *Dear Ma and Pa*

When Caddie decides to warn Indian John that the settlers may attack, Tom, Warren and her father are away. Caddie knows that her mother and Clara would forbid her to go. Write a letter that she might have left for her family, explaining why she went to Indian John's camp to warn them about the settlers.

Chapter 17 – 24

Questions

Comprehension and Recall

1. Why do Caddie, Tom, and Warren have to plow the far field? What do they do to make their task more pleasant?
2. What frightening experience do the children have at the schoolhouse? Who turns out to be a hero as a result of this experience?
3. Why is Mrs. Woodlawn so pleased that Annabelle has come to visit? In what way does Annabelle make Caddie feel uncomfortable?
4. When Caddie, Tom, and Warren play a series of jokes on Annabelle, why does Mrs. Woodlawn single out Caddie for punishment?
5. How does a letter from England upset the family's life?

Higher Level Thinking Skills

1. "How far I've come!" Caddie says at the end of the book. "I", the same girl and yet not the same." What does Caddie mean? In what ways has she changed, and how has she remained the same?
2. John Woodlawn tells Caddie that he let her "run wild" because he thought it was the finest way to make a splendid woman out of her. In what ways has Caddie shown she will be a "splendid woman"?
3. How do you think Mr. Woodlawn feels about going to England? How do you know?

Literary Element

1. **Significant details:** How does the author show that Caddie is afraid of the life the Woodlawn might have in England?

Personal Response

1. If you were Caddie, would you have wanted to go to England? Why or why not?
2. Do you think it was fair for Mrs. Woodlawn to single Caddie out for punishment after Caddie and her brothers teased Annabelle? Explain.

CROSS-CURRICULAR ACTIVITIES

SCIENCE: *Wisconsin Plants and Animals*

Throughout the book, the author refers to the plants and animals the Woodlawns' encountered. Caddie, Tom, and Warren collected arbutus for their teacher, and trillium and hepaticas bloom in early spring. The children encounter rattlesnakes and wolves on their adventures. Create a poster about the flora and fauna of Wisconsin. Find or draw pictures of plants and animals mentioned in the story for your poster.

ART: *Wisconsin Seasons*

The author Carol Ryrie Brink traces one year in the life of Caddie Woodlawn, from autumn of 1864 to the early fall of 1865. She provides many details of how the landscape changes through the seasons. Choose a season from the book and, using Brink's descriptions, draw a scene from the story.

PUTTING IT ALL TOGETHER

Journal Entry

Many pioneers kept journals as they crossed the country, and continued to keep them once they arrived at their destination and established a homestead. A journal records a series of events and observations about a specific subject. Unlike a diary, it may be

meant to be read eventually by others. Select your favorite episode from the book and write a journal entry that Caddie might have written, expressing how she felt about the event, and adding possible details not found in the story.

Report on the Daily Life of a Logger

In this activity you will learn about life in a logging camp. Create a multiple paragraph basic essay to describe the daily life of a logger. In the book, *Caddie Woodlawn*, by Carol Ryrie Brink, Caddie's father worked at a lumber mill. The lumber mill received logs from a logging camp.

The Process: Exploring the Web, Creating a Product

1. First, go to the [History of Lumbering in the Chippewa Valley](#) site. Read and enlarge photos to learn who lived and worked in a logging camp.
2. Next, you will visit [www.aasd.k12.wi.us/Jefferson/website/Final Project/lumbering.ppt](http://www.aasd.k12.wi.us/Jefferson/website/Final%20Project/lumbering.ppt) to learn where loggers slept and ate. Read the page and enlarge the photos.
3. Click on www.history.org/Almanack/life/trades/tradebla.cfm to learn where the blacksmith worked. Read the page and enlarge the photos.
4. Your multiple paragraph essay must:
 - Contain a formal introduction
 - Contain body of supporting evidence
 - Contain a conclusion
 - Use correct capitalization
 - Provide the information about the daily lives of loggers

Persuasive Letter

In this activity you will learn about tolerance. You will read a brief biography of Chief Joseph and a few selections of his famous speeches. You will write a persuasive letter to convince Caddie (the main character in the book) and others not to use negative words to describe Indians. In the book *Caddie Woodlawn*, by Carol Ryrie Brink, some characters were called savages and half-breeds. These are very negative names to call Indians. When Caddie was a little girl, using these horrible names was acceptable. Fortunately, today people know it is not okay to call people names.

The Process: Explore the Web, Create a Product

1. Click on www.ableza.org/dodont.html to learn about Indians.
2. Next, you will want to visit www.indigenouspeople.net/joseph.htm to see photographs of Chief Joseph.
3. Read some of his speeches to learn what he thought about the frontiers.
4. Your letter must:
 - State clearly the purpose of the letter
 - Tell why using negative terms are not okay
 - Tell how the Indians felt about the invasion of white settlers
 - Use friendly letter format
 - Use correct capitalization and punctuation



Name: _____

The Way West

The map shows the United States about the time of Caddie Woodlawn's birth in 1853.

At the time, the nation consisted of 31 states. Use the information on the map to answer the following questions.



1. In which state is the city of Boston located?

2. Caddie and her family traveled to Wisconsin from Boston. Which states would they have passed through on their way to Dunnville?

3. Caddie's Uncle Edmund lived in the city of St. Louis. In which direction did he travel when he visited the Woodlawns?

4. Use a colored marker to trace Uncle Edmund's route home to St. Louis. On which two rivers would Uncle Edmund travel?

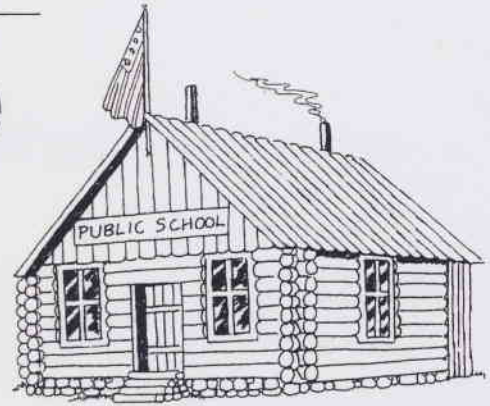
5. Which territory lies directly northwest of Wisconsin?



Name: _____

A Century of Difference

A book like *Caddie Woodlawn* is interesting because it gives us a glimpse of what life was like in the United States long ago. The Woodlawns lived over 130 years ago, and while some things have stayed the same, many things have changed. Look at the headings in the boxes below. In the first box, describe what this was like in 1864. In the second box, describe how it has changed today.



School, 1864

School, Today

Clothing, 1864

Clothing, Today

Food, 1864

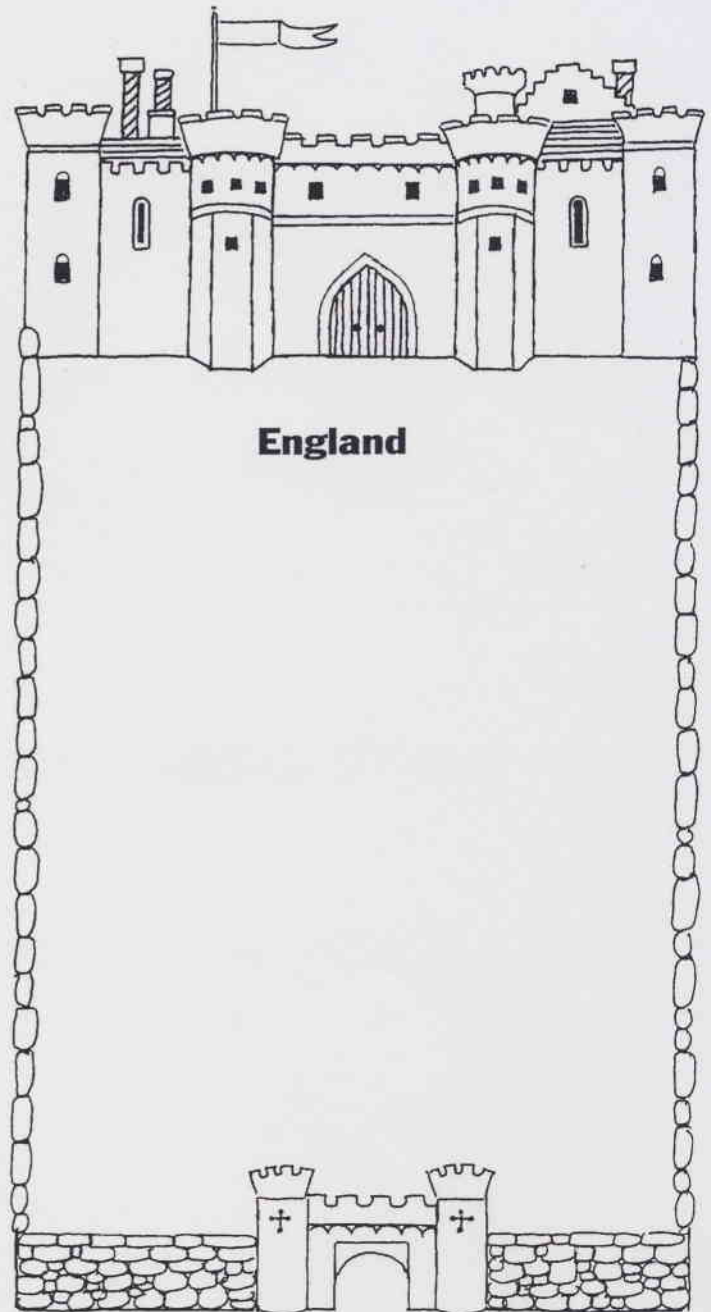
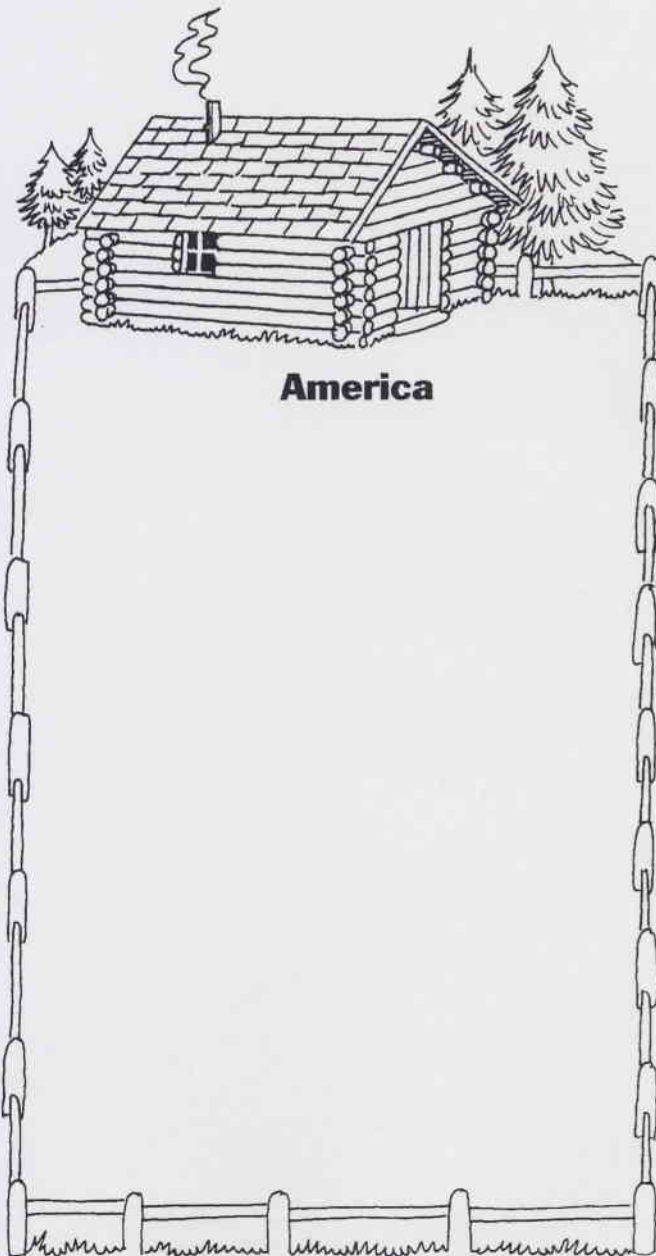
Food, Today



Name: _____

England vs. America

Caddie and her family have a big decision to make at the end of the book. Should they leave their life in Wisconsin and move to England? How would life be different for the Woodlawns on the other side of the Atlantic? Add statements below describing what life is like for the Woodlawns in Wisconsin, and what it would be like in England.



Chapter Descriptions

Match these characters with their descriptions.

Annabelle Grey	Obediah Jones	Caddie	Indian John's dog
Indian John	Warren	John Woodlawn	Harriet Woodlawn
Tom	Nero	Clara	Hetty
Robert Ireton	Mr. Tanner	Uncle Edmund	Miss Parker
Katie Hyman	Mrs. Conroy	Sam Hankinson	Gussie, Pete, and Sammie

- _____ Red-headed Woodlawn who must tell or burst
- _____ Irish hired-hand with renown musical fame
- _____ Great, hulking boy who came to school only to see what fun he could have baiting the teacher—until his reformation
- _____ White pioneer who married an Indian woman but was now ashamed of her
- _____ A trickster who loved practical jokes and bird hunting
- _____ Former Bostonian who raised beautiful turkeys
- _____ Circuit Rider religiously ministering to the settlers in Western Wisconsin
- _____ Kind Indian who was partial to Caddie
- _____ Hired cook and housekeeper for the Woodlawns
- _____ Red-headed Woodlawn who suffered stagefright
- _____ Recipient of the most beautiful Valentine in Dunnville
- _____ Red-bearded man who would rather be a farmer than an English lord
- _____ Young Bostonian who bragged about the superiority of her city and, in turn, was cruelly tricked
- _____ Ugly friend who saved the school children from fire with a well-timed warning
- _____ Red-headed Woodlawn, who was a master of storytelling
- _____ Small, no-nonsense woman who came to the Dunnville area in winter and summer
- _____ Heroic, compassionate, and mischievous red-haired Woodlawn
- _____ Friend who traveled many, many rough miles to be with his family
- _____ Dark-haired Woodlawn who was quite a young lady
- _____ Victims of racial prejudice

Quiz Time!

1. During what time of war does this story take place? _____

2. Name three major historical events that take place during the time of the story.
 1. _____
 2. _____
 3. _____
3. In which state does this story take place? _____
4. Near what two towns does the story take place?
 1. _____
 2. _____
5. Name all of the Woodlawn children.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
6. What is Mrs. Woodlawn's prize crop? _____
7. Where does the massacre rumor begin? _____
8. Who is responsible for stopping a possible massacre? _____
9. What valued possessions does Indian John leave in Caddie's care?
 1. _____
 2. _____
10. Number these events in story order.
 - ☐ Caddie spends her silver dollar on the Hankinson boys.
 - ☐ Nero returns home.
 - ☐ Obediah and Indian John's dog save the school from fire.
 - ☐ Mr. Woodlawn tells his family about his red breeches and clogs.
 - ☐ Uncle Edmund is responsible for Caddie's fall into the lake.

Caddie!

Explain how each of these events show something about the character of Caddie Woodlawn.

1. Knowing that she can't swim and still crossing a river that rises over her head:

2. Preferring outdoor work and play with her brothers over learning needle-oriented skills with her sisters:

3. Befriending Indian John and his dog:

4. Learning to repair clocks:

5. Defending her friend Maggie against the bully Obediah:

6. Riding into the night to warn Indian John and his tribe of the danger of possible attack:

7. Spending her silver dollar on things for the Hankinson boys:

8. Playing tricks on Annabelle:

9. Choosing to learn to quilt from Annabelle:

10. Voting to stay in Wisconsin instead of moving to England:

My Opinion

You have just finished reading *Caddie Woodlawn*. Give your opinions below.

My opinion of the book *Caddie Woodlawn*: _____

What I learned about prejudice: _____

What I learned about courage: _____

What I learned about compassion: _____

What I learned about the enjoyment of life: _____

The part in which I liked Caddie most: _____

The part in which I liked Caddie least: _____

Reasons this book should be read: _____
