

# LEVEL 8

## BOOK STUDY

# WILD LIKE THE FOXES

## *Answer Key*

Created by Jenny Phillips and The Good and the Beautiful Team

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## ABOUT THE BOOK STUDY

### What are book studies?

The Good and the Beautiful book studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful Library, helping students explore the book while they also study language arts, geography, and art. To complete a book study, students will simply read and follow the instructions in each lesson. The parent or teacher will check the student's work using the answer key.

### What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Geography
- Art
- Editing
- Grammar, Usage, Punctuation

### Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for students who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Level 8 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

1. they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.
2. they are not interested in eventually completing high school courses earlier than 12th grade.
3. they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4. they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and the high school courses.

Level 8 book studies review grammar principles learned through Level 7 while introducing students to new literature, spelling, geography, art, and editing and writing assignments.

## What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Wild Like the Foxes* by Anauta Ford Blackmore (published by The Good and the Beautiful Library)
- *The Good and the Beautiful Grammar & Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Watercolor paints (dry cakes), paintbrushes, watercolor paper, painter's or art tape, white acrylic paint, cup of water for rinsing

## How many book studies should be completed and in what order?

- Each book study has a different number of lessons. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any specific order.
- There is not a set number of Level 8 book studies that should be completed. These studies are a way to keep students reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

# AT-A-GLANCE

19  
Lessons

This section lists the main topics and principles covered in this book study.

## Art

- Art appreciation
- Franklin Carmichael
- Watercolor instruction

## Geography Locations/Principles

- Arctic region
- Aurora borealis
- Baffin Island
- Geography terms and principles
- Newfoundland and Labrador
- Political divisions of Canada
- Provinces and territories of Canada
- The Butchart Gardens

## Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 language arts courses:

- Adjectives
- Adverbs
- Comma Rules 6 and 7
- Editing
- Plural nouns
- Quotation punctuation



## Commonly Confused Words

affect/effect

fewer/less

good/well

lay/lie

## Literature

- About the Author: Anauta
- Ford Blackmore
- Descriptive writing
- Reading comprehension
- Similes
- Static vs. dynamic characters
- Sensory language
- Using strong verbs

## Spelling Words and Challenging Pronunciation Vocabulary

ambiguous

language

Quebec

atrocities

Niagara Falls

Vancouver

audacious

Nova Scotia

bilingual

Ontario

connoisseur

parliament

## Writing

- Letter writing
- Using well-chosen verbs
- Writing a summary
- Writing descriptive sentences and paragraphs

## Vocabulary

**arrayed** [uh-RAY-d]: dressed splendidly

The young man was **arrayed** in a sharp red uniform.

**buoyant** [BOY-ant]: cheerful and optimistic; able to float on liquid or gas

Joe's **buoyant** smile brightened the room.

Apples bobbed, **buoyant** in the water.

**coquettish** [koh-KET-tish]: flirtatious without true affection to gain admiration or attention

Acting **coquettish** is not admirable; you should be genuine.

**disheveled** [dih-SHEV-lid]: untidy, unorganized

Sleeping made Roy's hair **disheveled**.

**ecstatic** [ek-STAT-ic]: overwhelmed with good emotions

I am **ecstatic** to be offered a position with your company; this is my dream job.

**emulate** [EM-yoo-late]: strive to be equal or become better than; imitate

We **emulate** our ancestors because we admire their perseverance.

**escapades** [ES-kah-paydz]: unapproved or dangerous adventures

No one approved of their risky **escapades**.

**inscrutable** [in-SKREW-tuh-bull]: not easy to understand, mysterious  
How **inscrutable** are the depths of the sea, which have hardly been explored.

**peevishly** [PEE-vish-lee]: with easy irritation or anger  
Upset that he was woken up too early, Tom answered **peevishly**.

**perplexity** [per-PLEK-suh-tee]: a state of confusion, bewilderment, or puzzlement  
The missing eggs from the henhouse filled Dawn with **perplexity**.

**piazza** [pee-AH-zuh]: an open square or public place in a city or town  
People love to feed the pigeons at Venice's many **piazas**.

**retentive** [ree-TEN-tiv]: having power to retain, keep  
Children's minds are quite **retentive**; they soak in everything.

**slight** [SLITE]: a thoughtless insult  
The insult was an unkind **slight**.

**speculatively** [SPEK-yu-lah-TIV-lee]: with curious, questioning thoughts  
They eyed the newcomer **speculatively**.

**swarthy** [SWAR-thee]: dark or slightly dark-skinned  
His **swarthy** complexion reminds me of my uncle's darker skin.

# LESSON 1

## Course Introduction

### □ Read the section.

Welcome to the *Wild Like the Foxes* book study! The goal of The Good and the Beautiful book studies is to strengthen both your mind and your heart. Thus, you are about to dive into a study of things that are pure, lovely, and of good report (Philippians 4:8), and . . . you are about to have a lot of fun! This is because learning that is connected to truth, meaning, and beauty, even if it requires challenging work, makes you feel good as it brightens and gives nourishment to your spirit.

Your mind is like a garden. You choose the seeds of flowers, trees, and grasses to plant in your mind and how hard you will work to nourish and care for the garden. Good and beautiful books will help your mind become a place where beautiful things grow and thrive. What do you want the garden of your mind to look like? Whatever design you think of, you can create by your choices and hard work!

*Wild Like the Foxes* is based on a true story. The main character, Alea, is the author's mother. The story is a fictionalized account of Alea's youth in Arctic Northern Canada. All the characters, settings, and main events in the book are true, but some of the details and dialogue are the author's best guess.

In addition to studying the book, you will practice grammar, usage, critical thinking, punctuation, editing, spelling, writing, vocabulary, geography, and art.

## Terminology

### □ Read the section.

Dictionary.com explains, "The name Inuit, by which the native people of the Arctic from northern Alaska to western Greenland call themselves, has largely supplanted Eskimo in Canada and is used officially by the Canadian government. Many Inuit consider Eskimo derogatory.





Nonetheless, Eskimo continues to be used in all parts of the world, especially in historical and archaeological contexts and in reference to the people as a cultural and linguistic unity.”

In *Wild Like the Foxes*, the author originally referred to her people as Eskimo, not Inuit. Because the term *Eskimo* is offensive to some people, it has been replaced with the word *Inuit* in The Good and the Beautiful Library version of this book.

Adjectives

□ Read and complete the section.

An adjective is a word that describes a noun or pronoun. Ponder how you want the garden of your mind to be. On the blank lines below, write six adjectives from the word bank, or your own adjectives, that best describe your garden.

Word Bank

neglected, clean, admirable, amazing, sacred, beautiful, charming, delightful, exquisite, dirty, magnificent, drab, pure, murky, foul, praiseworthy, disgusting, untidy, grand, edifying, cheap, noble, refined, grungy, crude, bright, inviting, messy, gorgeous, lovely

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

Commonly Confused Words

**effect:** (noun) a result or a consequence

**affect:** (verb) to change or influence

□ Write a short sentence that uses each word correctly.

effect Answers will vary.

affect Answers will vary.

## Inuit Terms

**ahaila:** yes, certainly, in complete agreement

**anana:** mother

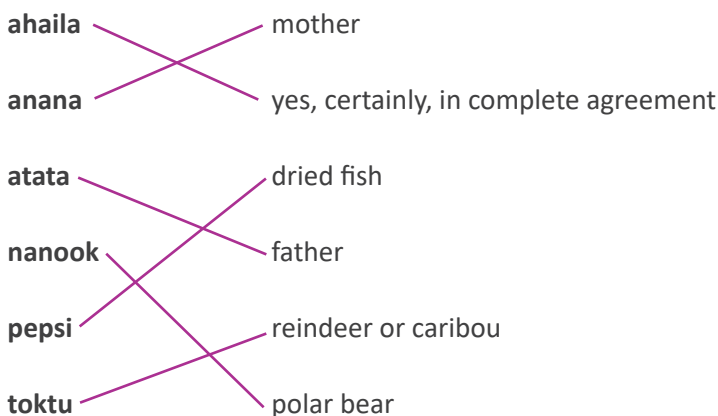
**atata:** father

**nanook:** polar bear

**pepsi:** dried fish

**toktu:** reindeer or caribou

- ☐ Using the terms and definitions above as a reference, draw a line from the term to its meaning.



## Reading

- ☐ Read the Introduction and Chapter 1 of *Wild Like the Foxes*, and then describe how the characters below are related to each other.

Ahpea: husband of Soona; father of Koopah and Alea

Koopah: son of Ahpea and Soona; brother of Alea

Soona: wife of Ahpea; mother of Koopah and Alea

Alea: daughter of Ahpea and Soona; sister of Koopah

## LESSON 2

### Geography: Canada—the Great White North

#### □ Read the section.

Canada stretches from the Pacific Ocean to the Atlantic Ocean and so far north that parts of the country are within the Arctic Circle. Covering such a vast area of land, Canada can be divided into different geographical regions that include almost every kind of landscape and climate that exists!

Glaciers have been significant players in the formation of Canada's landscape. As glaciers have advanced and retreated, mountains and valleys have been carved, freshwater lakes have been filled, important minerals have been deposited, and parts of the outermost mantle of the earth have been scraped away. These events and other geological processes created the different geographical regions in Canada.

In the North region, glaciers formed a saucer-shaped landscape with the Hudson Bay in the middle. This Arctic tundra region is characterized by rocky, barren terrain with temperatures so cold that trees cannot survive there. The ground is almost always in a permafrost state, and lakes are frozen 7–10 months out of the year.

The Cordillera region of Canada is formed by the western mountain ranges that stretch from the southern part of British Columbia north to Yukon. Volcanoes and glaciers alike have shaped this terrain into a combination of valleys with dense forests and rugged, towering mountains.

The Prairies region to the south includes Alberta, Saskatchewan, and Manitoba. These flat, dry grasslands are well suited to agriculture due to the mineral deposits left by retreating glaciers, although the climate can tend toward desert-like, arid conditions in some sections.

The Canadian Shield covers the eastern forested plains region, which includes Quebec and Ontario. The main features of this area are freshwater lakes and rivers, lush wetlands, and forests.



Finally, the provinces along the Atlantic seaboard are known as the Maritime provinces. This expanse of islands and peninsulas is earmarked by steep cliffs and fjords on the coasts and dense forests inland. The coasts contain nutrient-rich tide pools where sea life flourishes.

In a later lesson, you will learn more about the political divisions of this great country.



## Reading

- ❑ Read Chapters 2–3 of *Wild Like the Foxes*.
- ❑ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
  1. Do you think Alea’s mother, Soona, did the right thing by going after the boat?
  2. What sacrifices did Koopah, Alea’s big brother, make in the short time after their parents left, and how did he calm her fears?
  3. In the first three chapters, what trials do we learn the family has been through? How have they reacted to the trials, and what does that teach you?

## Writing

- ❑ Answer the questions with complete sentences and neat handwriting.

The mother in the story, Soona, was described in this way shortly before she died: “Her face was bright with love for her family and her determination to help them. No situation had ever been too difficult for her.” Write a description that shows how you would like your family members to view/perceive you.

*Answers will vary.*

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Many books for youth today display dysfunctional families in which children are disrespectful to parents and show negative attitudes about their families. In two to three sentences, explain how family is portrayed thus far in *Wild Like the Foxes*.

*Answers will vary but may include something like this:*

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*The family members all love each other and sacrifice for one another. They also take care of each other.*

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## LESSON 3

### Spelling

Canada is a bilingual country. **Bilingual** means able to speak two languages. English and French are Canada's two official languages. English is the most widely spoken language in Canada. French-speaking Canadians are known as French Canadians, and 90% of them live in Quebec, where French is spoken in daily life. French is also spoken regularly in parts of New Brunswick, especially near the Quebec border.

☐ Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, and CHECK it. Complete twice for each word.

bilingual \_\_\_\_\_

language \_\_\_\_\_

Write the following spelling words in alphabetical order, remembering to capitalize proper nouns: Vancouver, Quebec, Niagara Falls, Nova Scotia.

1. Niagara Falls 2. Nova Scotia

3. Quebec 4. Vancouver

### Quotation Punctuation

☐ Read and complete.

Separate quoted material from non-quoted material with a comma.

Correct: "I slipped and dropped over a cliff," he told Alea.

Incorrect: "I slipped and dropped over a cliff" he told Alea.

Insert missing commas.

1. "What a wonderful day this is. What a fine trip" he mused.

2. "You must not come, Ahpea" Soona said earnestly.

3. "No, Ahpea, we must get the boat" replied Soona.





## LESSON 4

### Vocabulary

**arrayed:** dressed splendidly

**buoyant:** cheerful and optimistic; able to float on liquid or gas

**coquettish:** flirtatious without true affection to gain attention

**disheveled:** untidy, unorganized

**ecstatic:** overwhelmed with good emotions

☐ Fill in each blank with a vocabulary word from above.

1. Her coquettish actions made her look silly. Everyone knew that she was flirting just to get attention.
2. The woman was arrayed in traditional clothing.
3. The disheveled office really needs to be organized.
4. I was ecstatic to learn that Ron won the award.
5. Your buoyant personality always lifts me up.

### Spelling

☐ Complete the exercises.

Write the following Canadian provinces in alphabetical order (remember to capitalize the words): Quebec, Vancouver, Nova Scotia, Ontario.

1. Nova Scotia
2. Ontario
3. Quebec
4. Vancouver

Read each word. Cover it. Spell it. Check it.

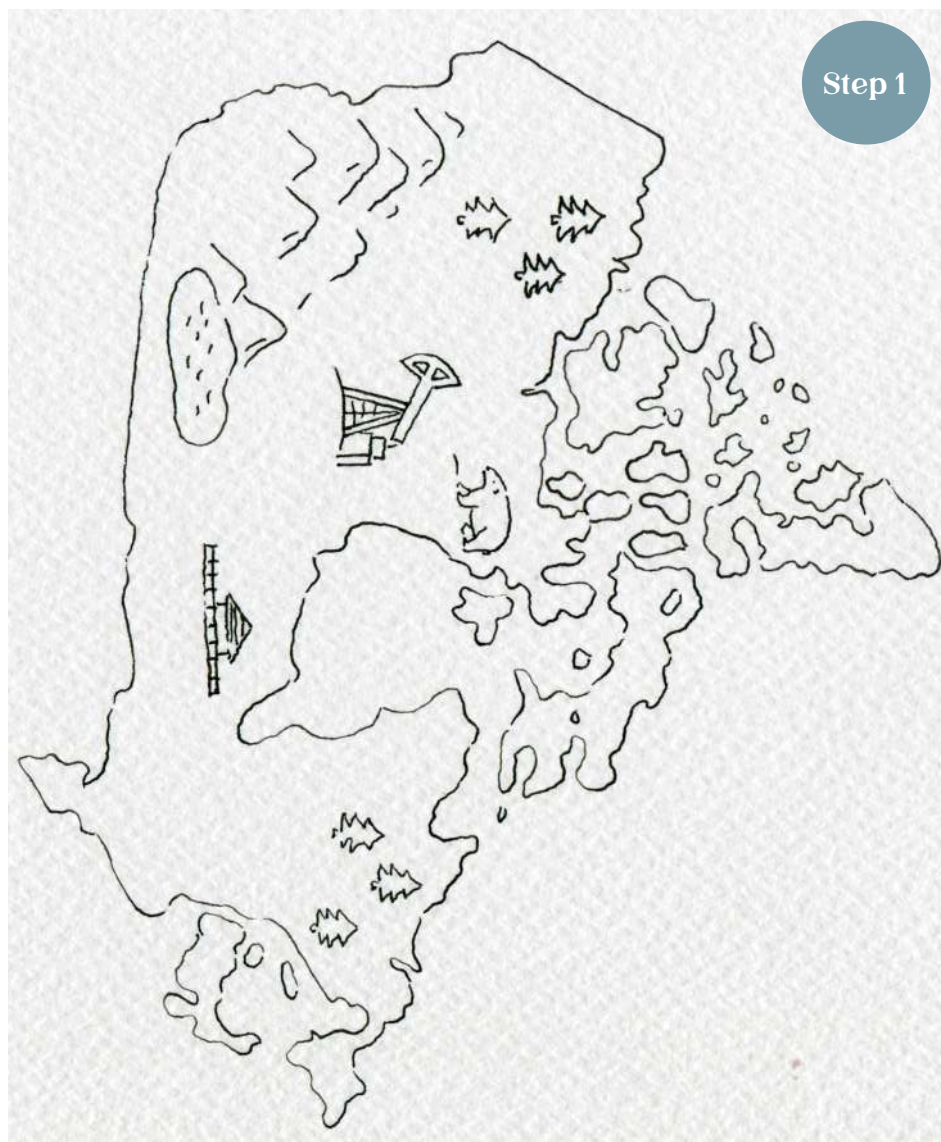
Quebec | Vancouver | Nova Scotia | Ontario



## Art & Geography

### □ Read and complete the section.

In this lesson you will use watercolors to paint a fun map of Canada, the country in which *Wild Like the Foxes* is set. Remove this page and tape it to the back of a piece of watercolor paper. Hold the paper up to a window and trace the image. Then follow the step-by-step images to create your map.







Step 2



Step 3



Step 4



Step 5



# LESSON 5

## Spelling

- ☐ Complete the exercise.

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): **bilingual, language, parliament, Niagara Falls.**

*Answers will vary.*

## Commonly Confused Words

**good:** usually an adjective before a noun, meaning having a favorable character or quality

**well:** usually an adverb answering the question “How was something done?” or an adjective indicating a state of good health

- ☐ Write the correct word, GOOD or WELL, on each blank.

1. The song Alea sang was sung well.
2. Alea is really good at fishing and hunting.
3. Koopah was well today, not sick.
4. If you do a job, do it well!

## Vocabulary

**escapades:** unapproved or dangerous adventures

**inscrutable:** not easy to understand, mysterious

**peevishly:** with easy irritation or anger

**perplexity:** a state of confusion, bewilderment, or puzzlement

**emulate:** strive to be equal or become better than; imitate

☐ Fill in the blanks below with a vocabulary word from above.

1. I looked at the strange object with perplexity.
2. I have no idea what her inscrutable smile meant.
3. The aspiring artist tried to emulate the masters.
4. Your escapades may lead you to danger.
5. William was sorry he acted peevishly. He is striving to be more patient.

## The Butchart Gardens

Canada is home to the Butchart Gardens, a National Historical site in the province of British Columbia that receives more than a million annual visitors. More than 50 full-time gardeners work hard to keep up the 50 acres of trees, grasses, bushes, and flowers. The landscape has not always looked so magnificent. More than 100 years ago, a woman named Jennie Butchart lived on the rocky area which was once home to a cement plant. She had a vision to make the area a beautiful, lush garden and began bringing in soil and plants. Her children and grandchildren continued to expand the garden. Today millions of plants in over 900 varieties delight visitors. One woman's vision and hard work is a testimony to the power we have to create beauty and good in this world.

As you learned in the first lesson, your mind is like a garden. You choose the seeds of flowers, trees, and grasses to plant in your mind and how

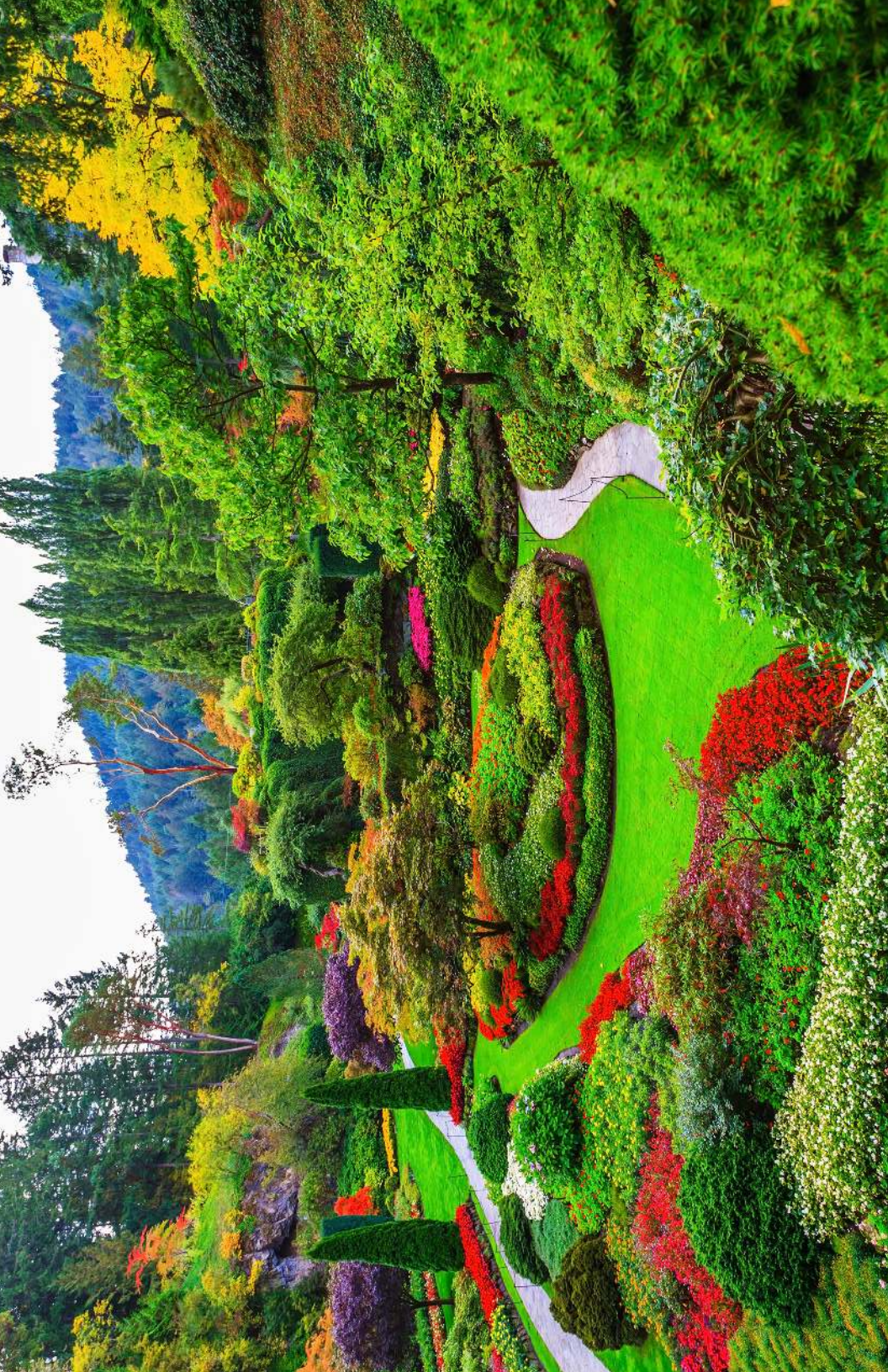


hard you will work to nourish and care for the garden. Good and beautiful books will help your mind become a place where beautiful things grow and thrive.

- Carefully observe the photographs of the Butchart Gardens. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be there.















## Writing

☐ Read and complete the section.

Explain how each of the following items could be symbolic of the kind of books you choose to read and how often you choose to read good books.

Planting seeds: *Answers will vary.*

Weeding and watering: *Answers will vary.*



## LESSON 6

### Vocabulary

**retentive:** having power to retain, keep

**speculatively:** with curious, questioning thoughts

**piazza:** an open square or public place in a city or town

**slight:** a thoughtless insult

**swarthy:** dark or slightly dark-skinned

☐ Fill in the blanks below with a vocabulary word from above.

1. Molly bristled from the unintentional slight.
2. He had a swarthy complexion.
3. Father looked speculatively at the unstable stock market.
4. The good judge had a retentive memory.
5. The market was held in the town's central piazza.

### Reading

☐ Read Chapters 6–7 of *Wild Like the Foxes* and circle the correct answers.

1. The Inuit chew on their sealskin boots in the evenings in order to get needed nutrients. TRUE | FALSE
2. Alea's father is worried that his daughter is becoming wild like the foxes, and he feels she needs a woman's care. TRUE | FALSE
3. To help Alea, her father invites a couple to come live with them. TRUE | FALSE

## Writing

### ☐ Read and complete the section.

Read these descriptive sentences from *Wild Like the Foxes*, noticing the sensory language describing smells, sounds, and sights.

“She liked the smell of the hot tar. She also liked the freshness of approaching summer, the scent of the spruce and pine trees that filled the air, the unfolding of tiny green leaves on the willows. Soon there would be the sound of the larks and sparrows nesting on the cliffs or on some sheltered willow bough.”

Modeling the writing style you just read, describe an imaginary scene in one of your favorite seasons, using at least two senses: touch, taste, sight, sound, smell.

*Answers will vary.*

## Quotation Punctuation

### ☐ Read and complete the section.

Separate quoted material from non-quoted material with a comma.

Correct: “I slipped and dropped over a cliff,” he told Alea.

Incorrect: “I slipped and dropped over a cliff” he told Alea.

**Insert missing commas.**

1. “I hope we have a snowfall soon” he said one evening.
2. “Don’t bring all the snow in” said Koopah.
3. The air was getting sharper. Alea shivered. “I’m cold” she declared.

# LESSON 7

## Reading

- ☐ Read Chapter 8 of *Wild Like the Foxes*.
- ☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
  1. Animals have instincts; people do too. What is Ahpea's initial observation of Palliseer? What is Alea's?
  2. How did Alea's attitude change toward Selalu, and what influenced the change?
  3. Should Alea tell her father or Koopah about her encounters with Palliseer? What might you do in a similar situation?
  4. The phrase which makes the title of the book (*Wild Like the Foxes*) comes up in a previous chapter when Alea's father is worried she is becoming wild like the foxes. In Chapter 8, Alea is again compared to a fox but in a different way. How is the comparison used this time?

## Vocabulary

- ☐ Circle the antonym for each vocabulary word. Refer to pages 6–7 for definitions, if needed.

**buoyant**      light | floating | cheerful | weighty

**disheveled**      unkempt | neat | disordered | messy

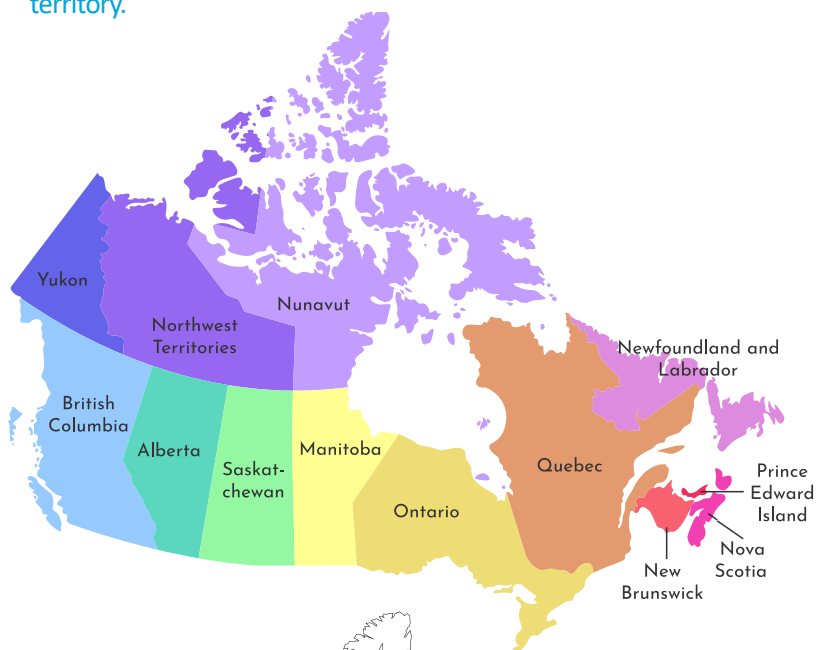
**ecstatic**      sullen | joyful | elated | delirious

**inscrutable**      mysterious | unreadable | hidden | obvious

**retentive**      persistent | absorbent | forgetful

## Geography

- On the blank map, write the name of each Canadian province and territory.



- Canada is a land of great beauty. Carefully observe the photographs of Canada in this lesson. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be there. In each gray box, write if the photo shows a rural, urban, or suburban area. We use the word **urban** to describe places where a lot of people live, like cities. **Suburbs** are areas right outside major cities. **Rural** areas are in the countryside, away from urban and suburban areas.







*rural*



*urban*



*rural*





*suburban*



*rural*



*urban*

## LESSON 8

### Spelling

- ☐ Complete the exercises.

Write the following spelling words in alphabetical order: parliament, Nova Scotia, bilingual, language.

1. bilingual      2. language  
3. Nova Scotia      4. parliament

Write each word twice, separated into syllables. (Write small.)

- |                     |       |       |
|---------------------|-------|-------|
| 1. Van - cou - ver  | _____ | _____ |
| 2. On - tar - i - o | _____ | _____ |
| 3. Que - bec        | _____ | _____ |

### Commonly Confused Words

**lay:** to put or set something down

**lie:** to rest or recline

- ☐ Write the correct word, LAY or LIE, on each blank.

1. The man will lay his furs on the table.  
2. Penguins rarely lie down when they sleep.  
3. The mother will lay her baby in the crib.  
4. I shall lay this problem aside.



## Inuit Terms Review

**ahaila:** yes, certainly, in complete agreement

**anana:** mother

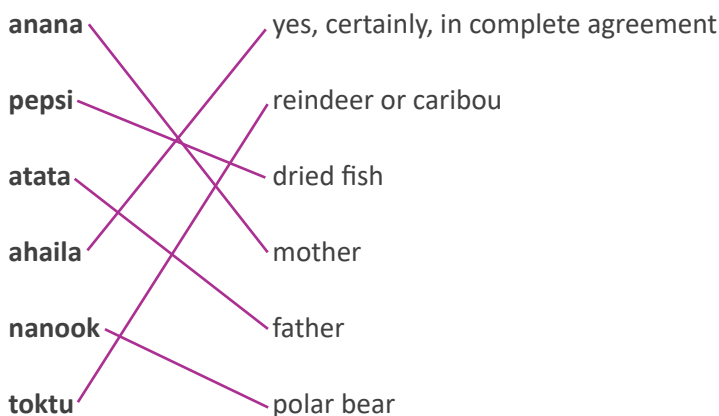
**atata:** father

**nanook:** polar bear

**pepsi:** dried fish

**toktu:** reindeer or caribou

- ☐ Using the terms and definitions above as a reference, draw a line from the term to its meaning.



## Reading

- ☐ Read Chapters 9–10 of *Wild Like the Foxes*.
- ☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
1. Ahpea contemplates sending Alea overseas to get an education. Do you think it is a good idea for Alea? Why or why not?
  2. If Alea were to tell Ahpea about Palliseer sneaking into their room during the night, do you think Ahpea would believe her? Why or why not?

## LESSON 9

### Editing

- In your *Grammar & Writing Guide*, read Comma Rules 6 and 7 (page 19). Then edit the following sentences from *Wild Like the Foxes*. Use editing marks as shown on page 4 of your *Grammar & Writing Guide*. Hint: There are seven mistakes. Not all sentences contain mistakes.

1. Yes, Alea now decided, she liked Selalu.
2. “I think we are going to be here until we die, Koopah.”
3. However, Alea was delighted with the young dogs.
4. Nevertheless, Jamieson returned home with additional food.
5. “You must not come, Ahpea,” Soona said earnestly.
6. When he saw Alea over by the wall, he went quickly over to her side.
7. Actually, they were low-heeled, comfortable Oxfords.
8. “I’ll fix it, Koopah. You must not get your feet frozen.”

### Dynamic vs. Static Characters

- Read the section.

A **dynamic character** changes notably in the story. A **static character** does not change significantly. Up to this point in the story, Palliseer has not changed, but he starts to change in Chapter 11, and he becomes a dynamic character. It is an act of deep charity shown toward him that helps him change. 1 Peter 4:8 says, “And above all things have fervent charity . . .” Ponder this as you read Chapter 11.

## Reading

- ☐ Read Chapters 11–12 of *Wild Like the Foxes*.
- ☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
  1. For the first time in her life, Alea does not obey her father. What does she do to disobey her father? Do you think she made the right decision? Why or why not?
  2. What caused Alea's heart to soften toward her father's decision to have her go to school in London? How can we better look outside ourselves to see how others are helping us?

## Writing

- ☐ Read and complete.

Read each descriptive paragraph from *Wild Like the Foxes*, and then write the sentences with no description—just the facts. Read both versions aloud and feel the difference. Then study the descriptive paragraph and ponder how the author makes the scene come alive.

“When she finally went on deck, the sky was a beautiful deep blue. White, fleecy clouds made soft pillows against the blue background. It was all so peaceful that Alea drew a deep breath of happiness for the first time since they sailed.”

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*Answers will vary.*

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“One morning they came out to find the air warm and sultry. They saw the rivers burst and the water come rushing down, tossing rocks and ice high into the air with a sound like thunder and with a force that made the ground tremble.”

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*Answers will vary.*

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## LESSON 10

### About the Author

- Read this section and answer the questions.

## ANAUTA FORD BLACKMORE

The date was unknown, but the night was fierce and stormy when Alea, an Inuit woman, gave birth to a baby girl. The midwife, Oomiálik, was glad for the diversion, for her only son, Anauta, and his friend were trapped on an ice floe being blown toward the sea by the harsh wind. When word came that the ice floe had been destroyed and the young men were gone, Alea did what any decent Inuit woman would do according to tradition: she named the baby girl after the midwife's dead son and let the midwife raise her. That was how author Anauta Ford Blackmore began her fascinating life.



Raised by Oomiálik on Baffin Island, 400 miles from the North Pole, Anauta learned to hunt, fish, build snow houses, and do everything necessary to survive the harsh life in the bitterly cold regions of northernmost Canada. Life was a constant struggle, with death waiting around every corner, but that was normal for Anauta and the warm-hearted Inuit people. Little did she realize, however, as she was building snow houses and hunting seals, that she would someday make her living writing books and speaking to audiences about the exciting and dangerous events she and her family and friends had experienced over the years.

But that's exactly what happened. Life events sent her south from Baffin Island to Labrador, Halifax, Montreal, Detroit, and finally to Indianapolis, where Anauta married Harry Blackmore and began sharing her stories with eager listeners, including her future coauthor, Heluiz Washburne, who begged her to put them into a book. Anauta and Washburne wrote piles of pages and sent them to a publisher who accepted the writings. Anauta's books were translated into foreign languages

and printed in Braille. One of them, *Children of the Blizzard*, even became a Junior Literary Guild selection! She began touring America where she shared her stories with enthralled strangers right up to her death in Ashland, Kansas, in 1965.

In her book *Wild Like the Foxes*, Anauta described how her mother, Alea, was raised by her father and brother in the harsh, cold land of Labrador, how she traveled to school in London—so far away and so unfamiliar—and how she came to marry her husband, Yorgke.

In her autobiography, *Land of the Good Shadows*, Anauta described being raised as the midwife's "son," and how, after the midwife's death, she went to live with her real parents, Alea and Yorgke, and her brothers. Her father had a successful trading post in Labrador. They were all happy together until she found herself—as their tradition dictated—married off by her parents to a virtual stranger, William R. Ford. She grew to love Ford deeply, but, tragically, William drowned in the Hudson Bay along with a Scotchman, whose newborn baby Anauta had cared for after its mother died. Anauta tells how she, while pregnant and caring for her little girl, Alea, left everything behind to take the Scotchman's baby to its grandparents and begin a life foreign to all she had ever known.

1. What are some ways that Anauta's life is similar to the life of her mother, Alea?

*Answers will vary but may look something like this:*

*Anauta and her mother both lived the Inuit way of life as well as lived in another country. They both also sacrificed for family and showed selfless service.*

2. Authors tend to write about things that mean a lot to them. From your reading of *Wild Like the Foxes* thus far, circle all the things that you would guess mean a lot to the author, Anauta.

strong family ties | nature | gaining possessions | integrity | popularity

## Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

<b>arrayed</b>	flirtatious without true affection
<b>peevishly</b>	a state of confusion, bewilderment, or puzzlement
<b>perplexity</b>	with easy irritation or anger
<b>emulate</b>	strive to be equal or become better than; imitate
<b>escapades</b>	unapproved or dangerous adventures
<b>coquettish</b>	dressed splendidly

## Quotation Punctuation

- Read and complete.

- If a full sentence is being quoted, begin with a capital letter.

Correct: She said, "If I see two seals, I say I see two seals."

Incorrect: She said, "if I see two seals, I say I see two seals."

- If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

Correct: "I was listening," Ahpea told her, "and heard him go past the door."

Incorrect: "I was listening," Ahpea told her, "And heard him go past the door."

Use editing marks as shown on page 4 of your *Grammar & Writing Guide* to edit the following sentences.

1. "Atata" she said softly, "We will go to Jamieson."
2. "Bless you, wee one" said Mrs. Jamieson. "there's a lot of good light up there."
3. "They must be throwing stones at them" he said, "For the guns are in the boat."
4. Soona said earnestly, "you must not come, Ahpea."

## LESSON 11

### Geography: The Arctic

- ☐ Read the article and circle the correct answers to the questions.

The Arctic region, sometimes called the Arctic Circle, is neither a continent nor land identified by latitude or other boundaries. Instead, it is defined as the area so close



to the North Pole that conditions are too extreme for trees to grow. This region encircles the pole and includes the northern parts of mainland Alaska, Canada, Siberia, Iceland, much of Greenland, and the coasts of Labrador.

Arctic lands are characterized by extreme seasonal temperature fluctuations, year-round snow and ice in some areas, permanently frozen ground called permafrost, and lowlands with grasses, shrubs, and knee-high bushes, which would, in more hospitable conditions, grow into tall trees. Some would call these lands barren and harsh, but the indigenous Inuit people of the Canadian Arctic consider the polar area a bountiful land. The Inuit have survived by observing that resources are not scarce in the Arctic but available in great concentrations for only short periods of time. They have adapted to the cold and the seasonality of resources, and they rely on a mostly meat-based diet.

The Inuit people traditionally hunted with harpoons for fish, seal, whales, caribou, and walrus. No part of the hunted animal was wasted; the animals were used not just for food, but also for heat, clothing, and tools. In recent times, the Inuit have incorporated modern conveniences and set aside some of their traditional ways, but a strong cultural identity binds them together. Today the Inuit communities of Canada live in the Inuit Nunangat, or Inuit homeland. The majority of Canada's 65,000 Inuit live in small, isolated communities of 1,000 people or fewer.



1. Is the majority of Canada within the Arctic Circle? YES | **NO**
2. Is the majority of Greenland within the Arctic Circle? **YES** | NO
3. Is the majority of the Arctic Ocean covered in ice? **YES** | NO
4. Is the majority of Baffin Island in the Arctic Circle? **YES** | NO



## Reading

- ☐ Read Chapter 13 of *Wild Like the Foxes*.

## Writing

- ☐ Read and complete the section.

Good writers use well-chosen verbs. Strong verbs breathe life into writing by helping the reader experience a more vibrant and genuine picture. For example, you could say “He ran across the room” or “He dashed across the room.”

Read the following sentences and, in the box, write a weaker verb that Anauta could have used in place of the strong verb she did use.

1. It dropped and lay still while the rest of the herd made the ground shake as they thundered on past to make their escape.

*Answers will vary.*

2. There he was, clinging desperately to the ice and screaming for help.

*Answers will vary.*

3. When he had caught it, she hurled herself back on the ice.

*Answers will vary.*

Now replace each underlined weak verb with a strong verb of your choice. With the permission of your parent or teacher, you may look up the word in a thesaurus to find ideas.

1. She got out of bed.

*Answers will vary.*

2. The wind blew loudly.

*Answers will vary.*

3. The baby cried loudly.

*Answers will vary.*

4. He suddenly took the rope.

*Answers will vary.*

## LESSON 12

### Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

<i>peevishly</i>	—	a state of confusion, bewilderment, or puzzlement
<i>perplexity</i>	—	with easy irritation or anger
<i>emulate</i>	—	strive to be equal or become better than; imitate
<i>escapades</i>	—	with curious, questioning thoughts
<i>speculatively</i>	—	a thoughtless insult
<i>piazza</i>	—	dark or slightly dark-skinned
<i>slight</i>	—	unapproved or dangerous adventures
<i>swarthy</i>	—	an open square or public place in a city or town

### Spelling

- Complete the exercises.

Write the following Canadian provinces in alphabetical order (remember to capitalize proper nouns): Quebec, Ontario, Vancouver, Nova Scotia.

1. Nova Scotia      2. Ontario  
 3. Quebec      4. Vancouver

Read each word. Cover it. Spell it. Check it.

Quebec | Vancouver | parliament | Ontario

## Geography: Aurora Borealis

□ [Read the article.](#)

On very clear nights near the Arctic Circle, a colorful display of lights called the aurora borealis can often be seen dancing across the sky. It may look magical, and many cultures have indeed passed down myths and legends about these beautiful lights, but there is actually a fascinating scientific explanation for this natural wonder.

The aurora borealis, or “northern lights,” as it has been commonly called, has been known to light up the sky in every color of the rainbow, though green is most commonly seen. The northern lights have often been described as looking like a curtain shifting across the sky, although the motion of these “curtains” is not due to a cool breeze. It is caused by a solar wind that travels 93 million miles from our sun!

Each time a radioactive event called a solar flare erupts on the surface of the sun, it sends out a blast of plasma that forms solar wind. When solar wind nears our planet, some electrons are able to pass through the earth’s magnetic field at its weakest points, the magnetic poles. Those electrons then smash into the gases that make up our atmosphere’s electrically charged ionosphere layer. The crash affects the various gases differently, causing different colors to appear. Those colors and the way they move in the sky create the lights we know as the aurora borealis.

It is difficult to guess exactly when the northern lights will appear, but they usually peak along with solar storms every 11 years. The best viewing places are in the northernmost parts of Alaska, Canada, and the Nordic countries because these Arctic regions have little to no light pollution, especially during their long, dark winters when the sun is seen for only brief periods.



## Art

□ Follow the steps to create a watercolor painting of the aurora borealis.

1. Prepare area with supplies, and tape your watercolor paper to prevent sliding.
2. With your paint brush, apply a very thin layer of water to your paper.
3. Add a layer of base colors to start. Let this layer dry or use a hair dryer to speed up the process.



4. Add another thin layer of water. Then deepen the colors with another layer of paint. Watch the colors spread into one another and blend with a round brush by gently nudging the paint where you want it to go. Let dry.



5. Add more layers of paint until you achieve the color and layers you desire.





6. While the painting is still slightly wet, use a flat brush to lightly brush in an upward motion to achieve the streaking in your highlights. Let this layer dry completely.



7. Using a thin paintbrush or old toothbrush, lightly dip the end into your white acrylic paint and splatter where you want your stars to appear on your paper. You can easily achieve this look by holding the brush over your paper and lightly tapping on the end or scraping your finger on the end of the toothbrush to splatter the paint that way.
8. Using your black paint and thin round brush, start painting your trees and add tone and details to your foreground.



## LESSON 13

### Commonly Confused Words

**fewer:** having a smaller number than another (countable)

**less:** having a smaller amount (not countable); lower in importance

- ☐ Write a short sentence that uses each word correctly.

fewer Answers will vary.

less Answers will vary.

### Challenging Pronunciation Vocabulary

- ☐ To your parent or teacher, read the following words, definitions, and example sentences.

**ambiguous** [am–BIG–yoo–us]: unclear; having more than one possible meaning; potentially understood in two or more ways

“Well, it sure is different!” was Sally’s ambiguous answer when asked her opinion of Sarah’s haircut.

**atrocious** [uh–TRAU–suh–tee]: an act of savage cruelty or inhuman treatment

After learning about the atrocities committed against the Jewish people by Adolf Hitler in World War II, Neville became a human rights activist.

**audacious** [awe–DAY–shus]: bold; willing to take risks

Being the more audacious sibling, Jane ventured to the end of the tree limb to rescue the cat, while Danny cheered her on from the ground.

**connoisseur** [kah–nuh–SOOR]: an expert who has studied the details in a certain field and can competently act as a critical judge in that area

Because Carl was considered a connoisseur of the opera, he was asked to join the newspaper to write reviews about shows at the city theater.

## Plural Nouns

- ☐ Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

diary	diaries
chimney	chimneys
discovery	discoveries
biography	biographies
ability	abilities

## Reading

- ☐ Read Chapters 14–15 of *Wild Like the Foxes*.
- ☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
1. What did Alea share when she was asked about her home?
  2. Why did Ahpea decide to go home when the boat left?
  3. When Ahpea decided not to invite Palliseer and Selalu to return to his home in the bay, how did Palliseer and Selalu react? What does that say about each of their characters?

## Similes

- ☐ Read and complete the section.

A simile is a literary device in which two things are compared using LIKE or AS. Underline the similes in the following sentences from *Wild Like the Foxes*.

1. Palliseer looked like a wet seal down in the bottom of the boat.
2. She could not see through the grayness that shut her in like a curtain, and she laughed to feel the snowflakes falling cold on her upturned face.
3. My knees felt like water when I saw that Nanook was looking at me.



## LESSON 14

### Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

<b>arrayed</b>	flirtatious without true affection
<b>buoyant</b>	dressed splendidly
<b>coquettish</b>	overwhelmed with good emotions
<b>disheveled</b>	cheerful and optimistic; able to float on liquid
<b>ecstatic</b>	untidy, unorganized

### Quotation Punctuation

- Read and complete the section.
- If a full sentence is being quoted, begin with a capital letter.  
 Correct: She said, "If I see two seals, I say I see two seals."  
 Incorrect: She said, "if I see two seals, I say I see two seals."
  - If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.  
 Correct: "I was listening," Ahpea told her, "and heard him."  
 Incorrect: "I was listening," Ahpea told her, "And heard him."

Use editing marks as shown on page 4 of your *Grammar & Writing Guide* to edit the following sentences.

- "The great trouble" he said, "Won't come to us up the bay."
- "When we got here" he said, "We saw a lot of people on the shore who do not want their sons to go away."
- He said in a husky voice, "son, always be careful. Always be fair."

## Art & Geography

□ [Read this section.](#)

### FRANKLIN CARMICHAEL

In 1890, Franklin Carmichael was born in Ontario, Canada. His mother saw that her son had artistic talents from a young age, and she enrolled him in art lessons. As a teenager, Franklin worked in his father's carriage shop, which allowed him to practice his drawing and coloring skills as he decorated carriages.

After years of studying art at different universities, Franklin struggled, along with other artists, during World War I. During the war he fell in love and got married. He also joined a group of six other artists who wanted to create distinct Canadian art. These landscape painters became known as "The Group of Seven." The group focused on capturing the beauty of the Canadian landscape.

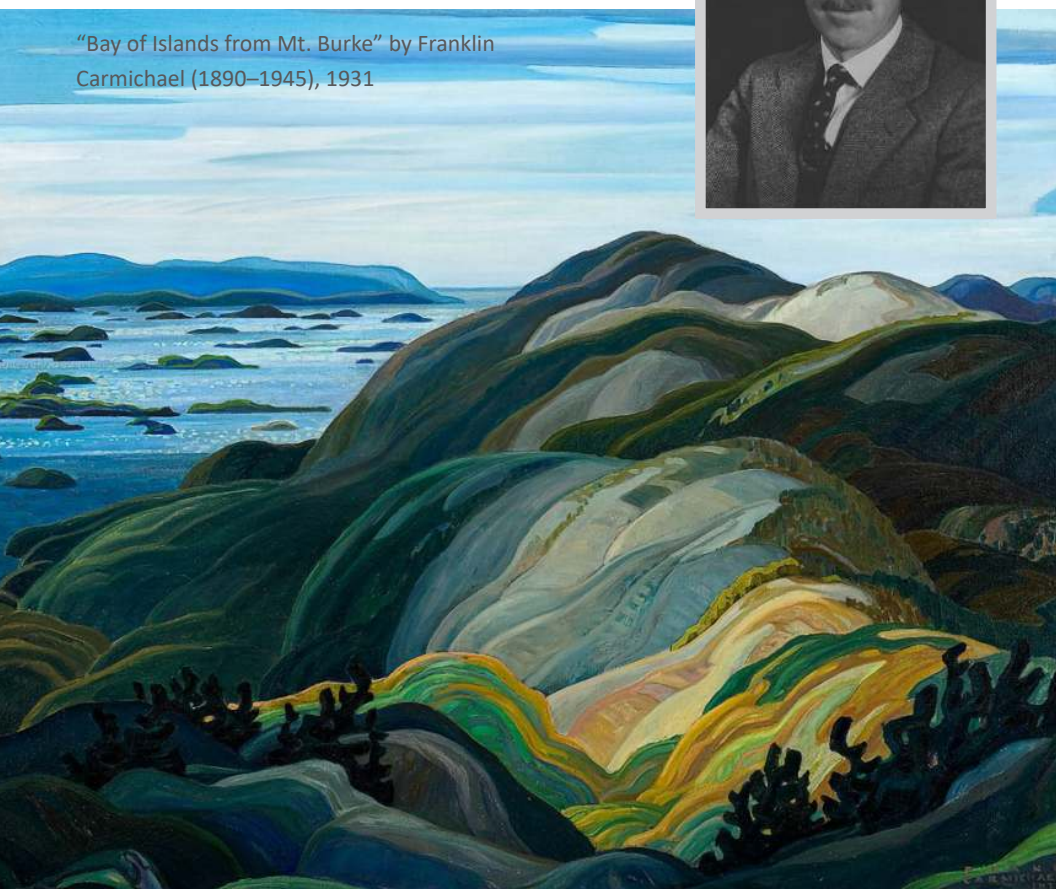
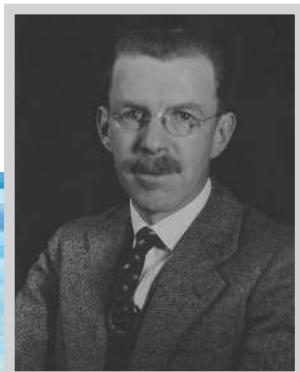
Franklin used different mediums, one of which was watercolor, even



though that form of painting was considered old fashioned at the time. On page 55 is a watercolor painting he created in 1930 of the Bay of Islands in Newfoundland, Canada. He also painted in oil paints. The painting on this page in oil paints is also of the Bay of Islands. Which painting of the bay do you like better—the watercolor or oil paints version? For book illustrations, graphic design, wood engravings, linocuts, and etchings, Carmichael created many pieces of art all the way up to his death in 1945.

You will get to study more of Carmichael's paintings in this course!

"Bay of Islands from Mt. Burke" by Franklin Carmichael (1890–1945), 1931



## Reading

- ☐ Read Chapter 16 of *Wild Like the Foxes*.

## Dynamic vs. Static Characters

### ☐ Read and complete.

A **dynamic character** changes notably in the story. A **static character** does not change significantly. Based on the paragraphs below, is Ahpea (the father in the story) a dynamic or static character? static

It was a picture he was never to forget: a lonely figure of a man reaching to the sky; a patient man who never complained, even now when events had brought to him the fact that from here on only Alea was left to him out of his family. Yes, Ahpea would go on, meeting whatever the day brought without anger or complaint.

Koopah could never remember a time when his father was hasty or impatient. He was always quiet and kind.

Do you feel that Ahpea is a dynamic or static character? Why?

*Answers will vary but may look something like this:*

*When describing Ahpea, the text uses words like “never” and “always.” It says he hasn’t changed and doesn’t plan to change who he is.*

## Plural Nouns

### ☐ Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

boundary boundaries

essay essays

secretary secretaries

enemy enemies

library libraries

## LESSON 15

### Reading

- Read Chapters 17–18 of *Wild Like the Foxes* and complete the activity.

**After each paragraph from Chapter 17, list the character trait or traits you learned about Alea.**

Alea was never idle. Home duties often kept her from her traps. But she did all her indoor work cheerfully and willingly. When she could get out, however, she rejoiced. In her search for seals or deer, she sometimes walked far on her snowshoes. Her face glowing from the exertion and cold, she'd change into dry clothes as soon as she returned home and busy herself putting the damp clothes to dry, humming a little.

---

*Answers will vary but may include “hardworking,” “happy,” or “active.”*

---

She saw the salmon as they migrated to the sea from the lakes. She marveled at the shining beauty of each one as she saw them come to the edge of the overfall.

---

*Answers will vary but may include “observant.”*

---

She hugged Okpek and squealed as the dog tried to lick her face. . . . She rolled herself over and over in the snow, to the dog's delight.

---

*Answers will vary but may include “happy” or “carefree.”*

---

She kept the house warm and waited on him. She chatted gaily, certain that her father's accident would have no serious consequences. Her father slept fitfully through the day, but she knew he had not had much rest last night. She moved about quietly, trying not to disturb him. She dressed early the next morning and got ready to go the rounds of her father's traps. She must reset them so they would not be iced in. After her meal, she put logs in the stove to keep the house warm for her father. Then she tiptoed to his room and looked at him sleeping. She did not pull the curtain over the door but left it open to let in the warmth.



---

*Answers will vary but may include “compassionate,”  
“caring,” or “helpful.”*

---

## Plural Nouns

- ☐ Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

strawberry     strawberries

valley     valleys

cherry     cherries

secretary     secretaries

## Geography: Political Divisions of Canada

- ☐ Read the article and answer the questions using the map. You do not need to use full sentences.

Canada is the second-largest country in the world next to Russia. The ten provinces of Canada were formed and given powers and structure by the Canadian Constitution in 1867.

In the southeast are the provinces of Ontario and Quebec. Ontario, with its breathtaking Niagara Falls tourist attraction, boasts the largest population of all the provinces, while French-speaking Quebec encompasses the largest land area.

British Columbia, the westernmost province in Canada, is renowned for the majestic, snow-covered Rocky Mountains and the Pacific Cordillera mountain range. The city of Vancouver, in British Columbia, is consistently ranked as one of the top places in the world to live.

Alberta, Saskatchewan, and Manitoba run along the central northern border of the United States. Saskatchewan is known for its glorious sunrises and sunsets. Whale lovers will want to travel to Manitoba,

where the Hudson Bay is home to 25,000 beluga whales. More wildlife, such as elk and buffalo, can be seen in Alberta, which contains the largest oil reserve in Canada. Manitoba contains more than 100,000 lakes, which cover more than 15% of the province.

The Atlantic provinces are New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador, which border the Atlantic Ocean. Halifax, the capital of Nova Scotia, is one of the most important Canadian seaports on the Atlantic Ocean. New Brunswick's main attraction is the Bay of Fundy, where the world's most extreme tides can be experienced. Prince Edward Island is the smallest province and the setting for the well-known novel *Anne of Green Gables* by Lucy Maud Montgomery. The province of Newfoundland and Labrador is known for its fishing industry and iron mines. It is also believed that Leif Erikson once had a settlement in this area.

The three northern sections of Canada are territories whose authority comes directly from the Canadian Parliament. The Yukon is so far north that the sun never sets from June to September. Extremely harsh living conditions make the Northwest Territories inhospitable to almost anyone but the native peoples—the Native Canadians and Inuits—who call this land home. In 1999, the Northwest Territories was divided, and the new section was named Nunavut. This newly named territory includes Baffin Island, where Anauta Ford Blackmore lived. It is the least populated territory and is home to polar bears, musk oxen, caribou, and wolves.

1. What province borders Alaska? *Yukon or British Columbia*
2. Which province is larger: Manitoba or Quebec? *Quebec*
3. Which bay borders the western side of the province of Quebec?  
*Hudson Bay*
4. Which province extends north the most? *Nunavut or Northwest Territories*
5. Which ocean borders British Columbia? *Pacific Ocean*



## LESSON 16

### Geography: Newfoundland and Labrador

□ Read the article and circle the correct answers to the questions.

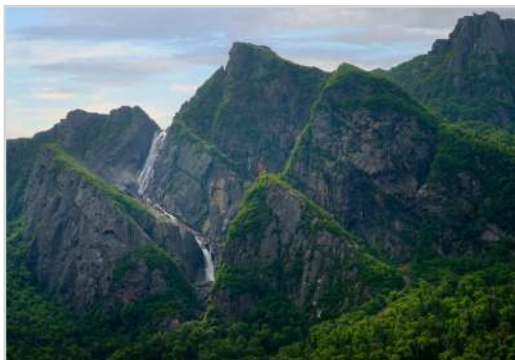
Newfoundland and Labrador may sound like two separate provinces, but they are actually joined as one.

Newfoundland [NEW–fun–land] is an island in the Atlantic Ocean, and Labrador is northeast of Quebec, separated from Newfoundland by the Strait of Belle Isle. A **strait** is a narrow passage of water that connects two larger bodies of water. Newfoundland and Labrador became Canada's newest province in 1949, after having been independent since 1869 and part of the British Empire before that. Together, they contain less than 2% of Canada's total population.

Newfoundland, after which the huge, shaggy dog with webbed feet is named, is a large island on the Gulf of St. Lawrence. It was likely visited by Norse explorer Leif Erickson and later by Europeans who colonized the land. Its capital, St. John's, is the oldest city in Canada and is where the majority of the citizens of Newfoundland and Labrador live. Its coast is a long line of rugged fjords and bays, while inland there are forests and lakes on rocky terrain.

Labrador also gave its name to a dog breed—the Labrador Retriever. This sparsely populated area has climate ranges from subarctic to polar,

and much of the land is barren with little vegetation.



Fishing is a vital industry for this province, along with mining and hydroelectric power production. Many different species of animals can be found

there, including moose, caribou, whales, seals, and polar bears.

1. Are Newfoundland and Labrador connected by land? YES | **NO**
2. Is Prince Edward Island smaller than Newfoundland? **YES** | NO





## Quotation Punctuation

### ☐ Read and complete.

- If a full sentence is being quoted, begin with a capital letter.

Correct: She said, "If I see two seals, I say I see two seals."

Incorrect: She said, "if I see two seals, I say I see two seals."

- If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

Correct: "I was listening," Ahpea told her, "and heard him."

Incorrect: "I was listening," Ahpea told her, "And heard him."

- Periods always go inside the closing quotation marks.

Correct: Ahpea said, "No need for both of us to go."

Incorrect: Ahpea said, "No need for both of us to go".

Use editing marks as shown on page 4 of your *Grammar & Writing Guide* to edit the following sentences.

1. "But" Alea protested, "You just came home."
2. Soona said earnestly, "You must not come, Ahpea".
3. "Koopah" he said, "We must get to Aiviktok Post for more supplies".
4. "See what a good house I have for you," he said. "stay near it, don't go too far away, and all will be well".

## Commonly Confused Words

**fewer:** having a smaller number than another (countable)

**less:** having a smaller amount (not countable); lower in importance

### ☐ Write a short sentence that uses each word correctly.

fewer Answers will vary.

less Answers will vary.

## Adverbs

□ Read and complete the section.

Adverbs are words that describe verbs, adjectives, or other adverbs.

**Example—adverb describing a verb:** The boat drifted madly.

MADLY describes the verb DRIFTED.

**Example—adverb describing an adjective:** The fall was unusually cold.

UNUSUALLY describes the adjective COLD.

**Example—adverb describing another adverb:** He laughed quite heartily.

QUITE describes the adverb HEARTILY.

Each underlined word is an adverb. For each underlined word, circle what the adverb is describing.

VERB | ADJECTIVE | ADVERB    The sea was so still.

VERB | ADJECTIVE | ADVERB    Alea scarcely heard him.

VERB | ADJECTIVE | ADVERB    Again Koopah very gently answered her.

VERB | ADJECTIVE | ADVERB    After a while she was almost dry.

VERB | ADJECTIVE | ADVERB    It was too lively.

VERB | ADJECTIVE | ADVERB    Koopah had held it tightly.

## Editing

□ In your *Grammar & Writing Guide*, read Comma Rules 6 and 7 (page 19). Then edit the following sentences from *Wild Like the Foxes*.

Hint: There are seven mistakes.

1. Well, it did not matter so much.
2. "Atata, will you move my bed for me?"
3. "Oh, look at this one, Koopah!" she exclaimed.
4. "Alea, are you hurt?"
5. "Oh, Koopah, it is good you got back from the lake."

## LESSON 17

### Geography: Baffin Island

- Read the article and circle the correct answers to the questions.

In the far north, straddling the Arctic Circle, lies Baffin Island, the largest island in Canada and the fifth-largest island in the world. Anauta, author of *Wild Like the Foxes*, grew up in this wild and dramatic land that is situated in the territory of Nunavut, between Greenland and the easternmost part of Canada. This land is characterized by glacier-covered fjords, steep cascades and cliffs, vast tundras, and rugged mountain ranges, all of which shift in shape with the seasons. Polar bears, arctic foxes, arctic wolves, caribou, and many birds are found on this beautiful island.

Baffin Island has an extremely cold climate. Glaciers extend down to the sea, and sea ice surrounds the island for most of the year. The spring thaw doesn't arrive until mid-June or mid-July! Snow can occur during any month of the year.

Due to its northerly location, Baffin Island has almost continuous sunshine for about two and a half months during the summer, but in the winter, the sun sets in late November and does not rise again until late January. Baffin Island is often inundated with the northern lights, a phenomenon of curtains of colored light sometimes visible in the night sky.

The island is named after the English explorer William Baffin, but it was discovered and inhabited before the Europeans set foot on its rocky coasts. Historians believe the earliest settlers were the Thule (ancient Inuit people), who expanded eastward across Canada from Alaska. Later, Baffin Island was explored by the Norse explorer Leif Erikson, long before other Europeans discovered the continent. Many historic expeditions landed on Baffin Island while searching for the elusive Northwest Passage, a route connecting the Atlantic and Pacific Oceans that bypasses the North American continent.

Due to disease, the native population of Baffin Island has drastically

decreased in the last several hundred years. Today approximately 15,000 people live on Baffin Island in small, remote villages, the majority of them being Inuit directly descended from the Thule people.

1. Does sea ice surround Baffin Island most of the year? **YES** | NO
2. Is Baffin Island in darkness for 10 months of each year? YES | **NO**
3. Did Leif Erikson land on Baffin Island? **YES** | NO
4. Does Baffin Island have a rugged landscape? **YES** | NO





Baffin Island





## Reading

- Read Chapters 19–20 of *Wild Like the Foxes*.
  - Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
1. What was the difference between Jamieson’s reaction and his wife’s upon realizing that Alea had journeyed through that storm?
  2. Try to put yourself in Alea’s shoes (or boots) in this greatest trial of her life thus far. Try to describe what she might be feeling. Can you think of what you might have done? Would it have been the same as Alea’s plan? Why or why not?
  3. Why do you think Tamanna chooses to be unkind to Alea?

## Writing

- Complete the writing activity.

In a previous lesson, you studied examples of how an author can reveal traits about a character without directly stating what those character traits are. The author did not say, “Alea was a hardworking girl.” Rather, the author showed you she was hardworking. Sometimes authors can effectively tell the reader things in a direct way, but often it is more effective to show instead of tell.

Create an imaginary character and write a paragraph that shows (and doesn't tell) one or two admirable character traits.

*Answers will vary.*

## LESSON 18

### Spelling

- ☐ Complete the exercises.

Write the following spelling words in alphabetical order: bilingual, language, Quebec, parliament.

1. bilingual
2. language
3. parliament
4. Quebec

### Challenging Pronunciation Vocabulary

- ☐ To your parent or teacher, read the following words, definitions, and example sentences.

**ambiguous** [am–BIG–yoo–us]: unclear; having more than one possible meaning; potentially understood in two or more ways

“Well, it sure is different!” was Sally’s ambiguous answer when asked her opinion of Sarah’s haircut.

**atrocities** [uh–TRAU–suh–tee]: an act of savage cruelty or inhuman treatment

After learning about the atrocities committed against the Jewish people by Adolf Hitler in World War II, Neville became a human rights activist.

**audacious** [aw–DAY–shus]: bold; willing to take risks

Being the more audacious sibling, Jane ventured to the end of the tree limb to rescue the cat, while Danny cheered her on from the ground.

**connoisseur** [kaw–nuh–SOOR]: an expert who has studied the details in a certain field and can competently act as a critical judge in that area

Because Carl was considered a connoisseur of the opera, he was asked to join the newspaper to write reviews about shows at the city theater.

## Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

<i>retentive</i>	a thoughtless insult
<i>speculatively</i>	dark or slightly dark-skinned
<i>piazza</i>	an open square or public place in a city or town
<i>slight</i>	having power to retain, keep
<i>swarthy</i>	with curious, questioning thoughts

## Art

Study the lines in this painting by Franklin Carmichael. Notice the slanting lines of the clouds, the wavy lines of the river, and the curved lines of the hills. This painting is of a silver mine in northern Canada.



On this page and the next are two paintings that Carmichael painted in 1940 of farms in Canada. In both paintings he used trees in an interesting way to frame the picture. Take a minute to explore the two paintings.

## Reading

- Read Chapters 21–22 of *Wild Like the Foxes*.
- Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:
  1. Did you expect the book to end how it did? Did you like the ending? Would you be interested in reading what happens next in Alea's story?
  2. How has this story changed your perspective, actions, thoughts, and desires?

“Farm, Haliburton” by Franklin Carmichael (1890–1945), 1940





## LESSON 19

### Writing

☐ Complete the writing activity.

Writing a summary is a fantastic writing exercise; it helps you learn how to organize information and write concisely. A summary includes the most important parts of the book.

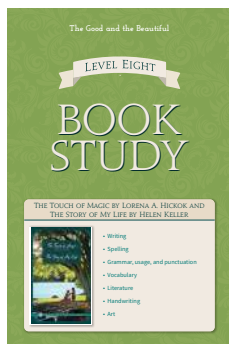
**Write a letter to a real or imaginary person, recommending *Wild Like the Foxes* to him or her. Include a summary of the book, your review of the book, and an invitation to read the book, including why you think the person should read it. You should type this writing assignment on a computer.**

“Old Orchard” by Franklin Carmichael (1890–1945), 1940

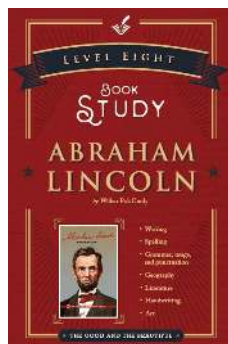




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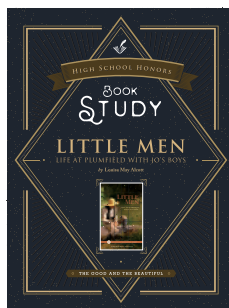


*The Touch of Magic  
and The Story of My Life*  
Book Study

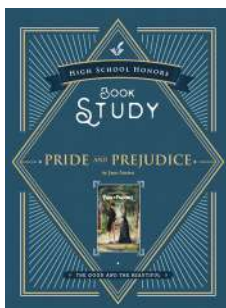


*Abraham Lincoln*  
Book Study

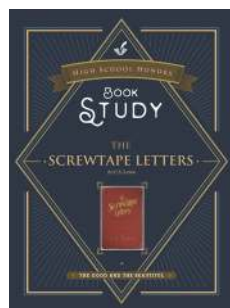
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