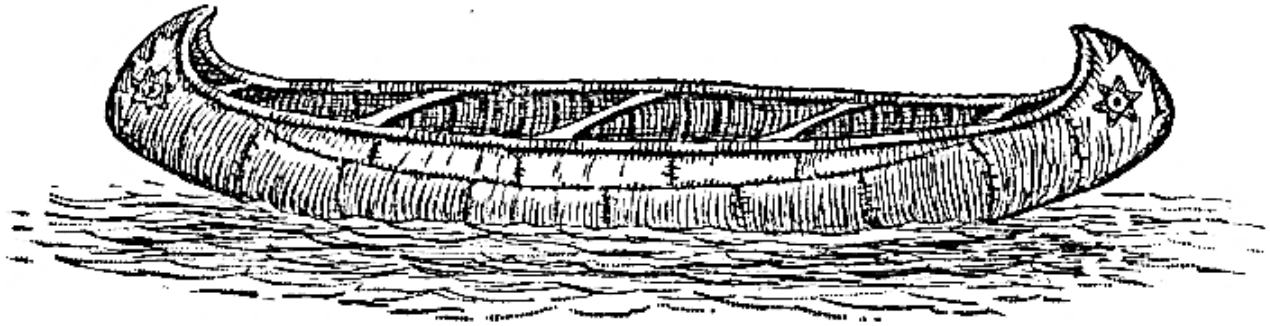


# Paddle-to-the-Sea



Written by Holling C. Holling

~A Guided Study~

by Lisa Kelly



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# Teaching Notes

This guide is designed to accompany *Paddle-to-the-Sea* by Holling C. Hollings. Map work with this guide can be accomplished in 3 different ways:

OPT 1. Teachers can purchase one of the larger maps from Beautiful Feet Books which corresponds to *Paddle-to-the-Sea*. Students can label and color their map as indicated in the Map Work sections included in this guide. It would be helpful to color the bodies of water on the map in blue to distinguish these areas from land areas.

OPT 2. Teachers can omit having their students complete a main map which corresponds to Paddle's journey and have their students trace or freely draw and then label some of the smaller maps as they read through each chapter. It would be helpful if students regularly studied the map at the back of the book to follow along with Paddle's journey as they read, allowing the students to keep the larger geographical picture in mind.

If you choose to take this approach, then the map work include in this guide will not be needed, except as a reference. Any teaching notes and narration prompts will, of course, still be needed

OPT 3. Teachers can have their students create a main map using the printable map which follows. Students can color, label and mark Paddle's journey as indicated in this guide as they read. Alternative printable maps will be linked at the site as well. [Resources: Geography](#)

For further practice, have students place the postal abbreviations for all states in parentheses behind each label on the map. [Ex. Indiana (IN)] You may also wish to use abbreviations and/or arrows for smaller states with less writing space.

## Before the Reading

Teachers should prepare the chapter readings by discussing any "Words to Know" with their students as well as complete any map work as indicated for each chapter. These activities prepare the student for the reading, which facilitates a deeper understanding and quality narrations.

Proper Nouns, such as the names of people and places, can be used by the student while giving an oral narration, giving your student a visual of these more specific words as a reference. If you prefer, you can simply write the words on the board for your student, as needed.

## After the Reading

Students can give an oral narration or use one of the suggested narration prompts.

## Chapter Nine

Before the Reading	
Words to Know	Map Work
Distinguish between marsh and lagoon	<input type="checkbox"/> Locate and Label: Port Arthur, Fort William and Thunder Bay [See map in C9 in book] <input type="checkbox"/> Locate and Label: the international border of Canada/US [Draw this line as a dashed line.]
After the Reading	
Proper Nouns for an Oral Narration	
Narration Suggestions  ~ What is the title of this chapter? Why do you think that it has this title? ~ Make a list of all of the food items you can think of that are made from grains. How important are these food items to people? ~ Draw or paint a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling about the scene depicted.	

## Chapter Ten

Before the Reading	
Words to Know	Map Work
After the Reading	
Proper Nouns for an Oral Narration	
Lake Superior	
Narration Suggestions  ~ Describe life in a northern marsh. ~ Draw a picture of life in a northern marsh, and add color to it. (Consider using watercolor paints.) Give your picture a title or caption and share it with someone, telling about this marsh. ~ Create a model of a northern marsh using salt-dough, Play-Doh or modeling clay and small plastic animals.	

## Chapter Twenty-Seven

Before the Reading	
Words to Know	Map Work
<p>Note: A racial slur –“Injun” is used at the top of the last page.</p>	<p><input type="checkbox"/> Locate, Label &amp; Color: New Jersey, Connecticut, Rhode Island, Maryland, Delaware and Virginia [Use a map of the USA, as needed.]</p> <p>*Optional: Complete the map by labeling any remaining states.</p>
After the Reading	
<p>Proper Nouns for an Oral Narration</p> <p>French-Canadian Lumberjack, Henri and Little Traveler Nipigon, Lake Superior, France, Great Lakes, and St. Lawrence Gulf</p>	
<p>Narration Suggestions</p> <p>~ Write your own newspaper article reporting the story of Paddle-to-the-Sea. Be sure to include a picture. Be as creative as you would like. You can write this like an interview or just as a report.</p> <p>~ Draw a picture of the young Indian man as he rowed away in his canoe. Give your picture a title or caption and share it with someone, telling about him.</p> <p>~ At the beginning of this story –when Paddle was newly finished– the Indian boy told him that he had created him so that he “could have adventures that I would like to have”. Did Paddle have adventures? Tell about some of them.</p> <p>~ What thoughts and feelings did the young Indian man have after seeing the newspaper article about Paddle? Write a journal entry as if him –writing about these thoughts at the end of the day.</p>	