

Name _____

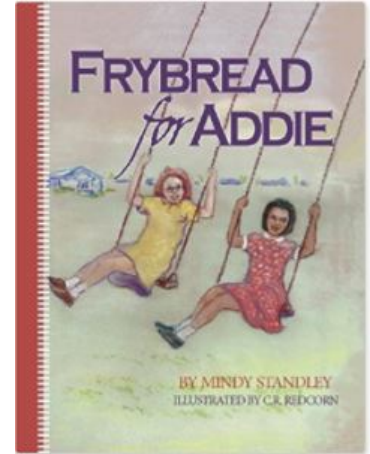
Frybread for Addie - by Mindy Standley

GUIDED READING ACTIVITIES

INTRODUCTION

This story was written by Osage Indian author, Mindy Standley. It goes back to 1939, telling about her grandmother's childhood growing up on the reservation in Oklahoma.

The author's goal is to help people understand more about her Indian culture and traditions, and also to learn some important lessons about life.



PRE-READING:

1. What is the **title** of this story? _____
2. We also know that _____ is going to be an important part of the story. Do you wonder what part this food is going to play in the story?
3. A **symbol** is something that stands for itself and something else. For example, a wedding ring symbolizes love, and the American flag symbolizes the United States. As you read, be thinking about what frybread might **symbolize**.
4. First, you may wonder what is frybread? Who are the Osage Indians?
5. **Background:** Turn to the last two pages of the book. Read this important background information.
6. **Tell two things about each of the following:**
7. **Osage Nation:**

8. **Baby Board:**

9. **Summer House:**

10. **Frybread:**

11. **Osage Words:** Write and say the two words aloud - and tell what they mean.

12. Setting - Time & Place

The **setting** of a story is the time and place - when and where - it happens.

We know from the "Introduction" above that:

the place is: _____

And the year is: _____

How many years ago was that? _____

Learning from the illustrations - the pictures in the book:

13. Who is the **illustrator**? _____

14. **Preview:** Leaf through the book, looking at the pictures. They can tell us much about the setting and characters.

From looking at the first illustration of the kids eating lunch, how is the children's clothing different from what we wear today?

15. Why would they wear their hair in braids?

16. Do all of the girls look Indian? _____

17. How many girls are wearing braids? _____

18. What does this tell us about the kids who go to this school?

19. Now look a few pages back at the scene in the kitchen. How are the women dressed differently from today?

20. Are Addie's hairstyle and the ladies hairstyles different from today?

21. Look through the other illustrations. What kind of scenes do you see out in the distance in the pictures?

22. Is this book's setting in a city - also called "**urban**" area, or is it in the country - also called "**rural**" area? _____

Characters - people in the story

Every story has a main character called the **protagonist (from the root prefix = “pro” - meaning “who we are for.”** As you read, think: who is the main character in this story?

Every story also has an opposing character or force - someone or something the main character has to struggle against. This is called the **antagonist (from the root prefix = “anti” or “who we are against.”** As you read, think: who is the opposing character in this story?

23. What are the ways we can judge what kind of person someone is (their personality)?

It is the same way with **characters** (or people) in a story. To tell the personalities of the characters, look for these details in this story: what do they say and do? How do they treat others?

READING

24. Where is Addie when the story starts?

25. What is the name of her school? _____

26. What does this clue tell us about the special setting of this story?

27. Every story has a **conflict** or struggle between characters or other forces. This creates a problem that has to be solved. It makes us want to keep reading the story to see what happens.

What is the first sentence that lets us know what might be a conflict in this story?

28. What is in Addie’s lunch sack that she almost didn’t see?

29. When Rose asks Addie if she ever eats “real food” or “normal food,” what is she implying about the frybread?

30. From the illustrations, what race is Rose? _____

31. What race is Addie? _____

32. Had Addie done anything that we know of to provoke Rose? _____

33. Today we might say that Rose is a _____.

34. What has Addie's mother taught her about dealing with mean people?

35. Do you think this is good advice? _____ Does it work?

36. Was this working for Addie?

37. When the new girl Margaret is friendly toward her, why isn't Addie friendly back?

38. What does this show us about the cycle of meanness?

39. Do you think a cycle of kindness can work the same way? How?

40. When Addie accidentally smiled a little bit at Rose's fall, Rose saw it and called Addie a name. What was the name? _____.

41. This is called is a **racial slur** because it is a disrespectful word or phrase based on someone's skin color or culture. What does this tell you about Rose?

42. What do you think would make Rose be like that?

43. From the illustration, what race is Margaret? _____

44. What kind of person is Margaret? _____ Why do you think so?

45. Does Addie thank Margaret or talk to her? _____

46. What does Addie do, and where does she go?

47. What is one detail in the illustration and scene in the kitchen that indicates it is an Indian family?

48. Why does Addie's mother put her hand on Addie's forehead?

49. Addie then goes in the bedroom and "stared quietly at her brown reflection in the mirror." What is she thinking?

50. Then, what does she do that shows she is terribly upset?

51. Why do you think she did this?

52. The braids are a hairstyle, but they also mean something more. What do the braids **symbolize**? _____

53. By cutting them off, what is she doing?

54. Then where did she run to?

55. When her mother finds her, how does her mother react at first?

56. Does she punish Addie? _____

57. Her mother speaks to Addie in Osage, and leads her back to the kitchen where she is cooking. What does this smell like to Addie?

58. What are your favorite food smells at home?

59. Then what does Addie watch her mother make? _____

60. While making the frybread, Addie’s mother lets Addie calm down and also gives her a lesson: Mama compares the ingredients in frybread to the things that make each person special. She says these things are important and are there for a reason. About the things that make Addie different, Mama tells Addie she can’t

“ _____ .”

61. What does this mean to you?

62. What does her mother advise Addie to do when people say hateful, racial-type slurs to her: “You _____ .”

63. What are some ways we can “rise above” cruel words?

64. Read closely: The next day when Addie went back to school, we know she was more confident. How do we know this?

65. Also, how is she nice to the new girl, Margaret, who is sitting alone on the swings?

The **resolution** of a story is towards the end when the conflict is resolved, i.e. the problem is “solved” (note root of word resolution = “sol” = solved)

At the end of the story, Addie is changed. Instead of being weak and feeling sorry for herself, she shows strength and starts a cycle of kindness, and makes a new friend.

66. Read closely: What does she say her new strength does to the power of Rose’s mean words? _____
67. What is the Osage word Addie thinks of as she falls asleep?

68. The **theme** - main idea - of this story is that we should be _____ of who we are.
69. Another **theme** of the story is that when we encounter hateful behavior, we have two choices: let the meanness make us feel bad, or ignore it and start a new cycle of _____.

WRITE ABOUT IT:

Write a story about a time you learned an important lesson.

Write a story that one of your parents or grandparents told you about their childhood.

Write a story about something that makes Rose change.