

Name _____

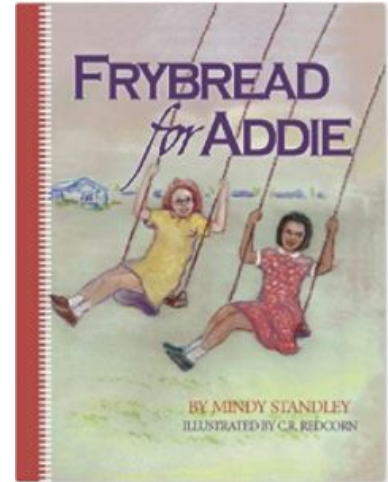
Frybread for Addie - by Mindy Standley

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? *Frybread for Addie*
2. We also know that _____ (*frybread*) 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:** (*varies*) Native American tribe, live on plains, 1872 moved to Oklahoma reservation in Oklahoma, discovery of oil made some of them wealthy, many live elsewhere today but return each summer for dances
8. **Baby Board:** (*varies*) cradleboard, decorated board that is a bed and a carrier for infant babies wrapped tightly (swaddled) in blanket.
9. **Summer House:** (*varies*) small one-room house near main house with many windows to stay cool in summer, used for family gatherings
10. **Frybread:** (*varies*) it is deep-fried dough, eaten for lunch or supper, eaten by many Native Americans, Osage frybread is soft inside and crispy outside

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

O-Na-Li - hurry up Tha-Li - Good

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: _____ reservation in Oklahoma

And the year is: _____ 1939

How many years ago was that?

Formula: subtract: Present date - 1939 = _____.

Or show easy formula: (100 - 39 = 61 years) + (present date - 2000 = ?) = _____.

61 Years + _____ Years = _____ Years Ago.

Learning from the **illustrations** - the pictures in the book:

13. Who is the **illustrator**? C. R. Redcorn

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? **The girls are all wearing dresses with white socks and shoes. Boy's clothing is not too different.**

15. Why would they wear their hair in braids? **In those days, this was the traditional hair style for Indians**

16. Do all of the girls look Indian? **No**

17. How many girls are wearing braids? **Two**

18. What does this tell us about the kids who go to this school? **They are both Indian and non-Indian**

19. Now look a few pages back at the scene in the kitchen. How are the women dressed differently from today? **They are wearing dresses and aprons.**

20. Are Addie's hairstyle and the ladies hairstyles different from today? **(varies) She is wearing braids and they are wearing buns. Sometimes girls and women today wear those styles; today many hairstyles are accepted. Braids are an easy hair style to keep long hair out of your eyes and not tangled.**

21. Look through the other illustrations. What kind of scenes do you see out in the distance in the pictures? **Hills, cows, a few buildings**

22. Is this book's setting in a city - also called "urban" area, or is it in the country - also called "rural" area? **In the country or 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)? **(varies) we look at what they say, what they do, their appearance, their effect on other people**

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? **In the school yard or playground at lunch time.**

25. What is the name of her school? **Indian Camp School**

26. What does this clue tell us about the special setting of this story? **It is on an Indian Reservation where Indian children live.**

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?
"Rose was somewhere looking for trouble."

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

29. When Rose asks Addie if she ever eats "real food" or "normal food," what is she implying about the frybread? **That it is not "normal" food since it is Indian food, that Indians are not "normal"**

30. From the illustrations, what race is Rose? **White**

31. What race is Addie? **Native American or Indian**

32. Had Addie done anything that we know of to provoke Rose? **No.**

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

34. What has Addie's mother taught her about dealing with mean people? **Leave them alone**
35. Do you think this is good advice? **(varies)** Does it work? **Sometimes**
36. Was this working for Addie? **No, she'd been avoiding Rose for a week.**
37. When the new girl Margaret is friendly toward her, why isn't Addie friendly back? **She is in a bad mood from Rose's meanness.**
38. What does this show us about the cycle of meanness? **It spreads, it turns everybody sour.**
39. Do you think a cycle of kindness can work the same way? **(varies) yes, it can spread: if someone is nice to you, you can "pay it forward"**
40. When Addie accidentally smiled a little bit at Rose's fall, Rose saw it and called Addie a name: _____. **Brownie.**
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? **She is racist and prejudiced**
42. What do you think would make Rose be like that? **(varies) her parents were that way and taught her to be that way, she is very unhappy and looking for ways to hurt others**
43. From the illustration, what race is Margaret? **white**
44. What kind of person is Margaret? **Seems nice** Why do you think so? **Margaret tells Addie not to listen to Rose**
45. Does Addie thank Margaret or talk to her? **No**
46. What does Addie do, and where does she go? **She runs away from school and goes home.**
47. What is one detail in the illustration and scene in the kitchen that indicates it is an Indian family? **Addie's baby brother is fastened to a baby board.**
48. Why does Addie's mother put her hand on Addie's forehead? **She thinks Addie came home from school because she is sick**
49. Addie then goes in the bedroom and "stared quietly at her brown reflection in the mirror." What is she thinking? **She is feeling bad about being different, about being Indian**
50. Then, what does she do that shows she is terribly upset? **She cuts off her braids**

51. Why do you think she did this? **She didn't want to look Indian anymore and get made fun of for being different**
52. The braids are a hairstyle, but they also mean something more. What do the braids **symbolize**? **Her Indian identity**
53. By cutting them off, what is she doing? **Rejecting her culture**
54. Then where did she run to? **The summer house, and hid under the table**
55. When her mother finds her, how does she react at first? **"she grunted her disapproval"**
56. Does she punish Addie? **No**
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? **It "smelled like home"**
58. What are your favorite food smells at home? **(varies)**
59. Then what does Addie watch her mother make? **frybread**
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 "_____ _____." **Run from it**
61. What does this mean to you? **(varies) the things that make us different are what makes us who we are; we can't change them and we shouldn't want to; they are what make us special**
62. What does her mother advise Addie to do when people say hateful, racial-type slurs to her: "You _____ _____." **Rise above them**
63. What are some ways we can "rise above" cruel words? **(varies)**
ignore the words
don't give mean people power over you by caring or reacting to what they say
be proud of what makes you special
consider the source - people who say mean things are sad, angry people
64. Read closely: The next day when Addie went back to school, we know she was more confident. How do we know this? **She doesn't try to hide from Rose**
65. Also, how is she nice to the new girl, Margaret, who is sitting alone on the swings? **Addie offers to push Margaret 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 this does to the power of Rose’s mean words?

Makes them seem not quite so strong

67. What is the Osage word Addie thinks of as she falls asleep? Tha-li - good

68. The **theme** - main idea - of this story is that we should be _____ of who we are. Proud

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 _____. (varies) kindness, being nice

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.