

Name _____

Addie Be Brave - by Mindy Standley

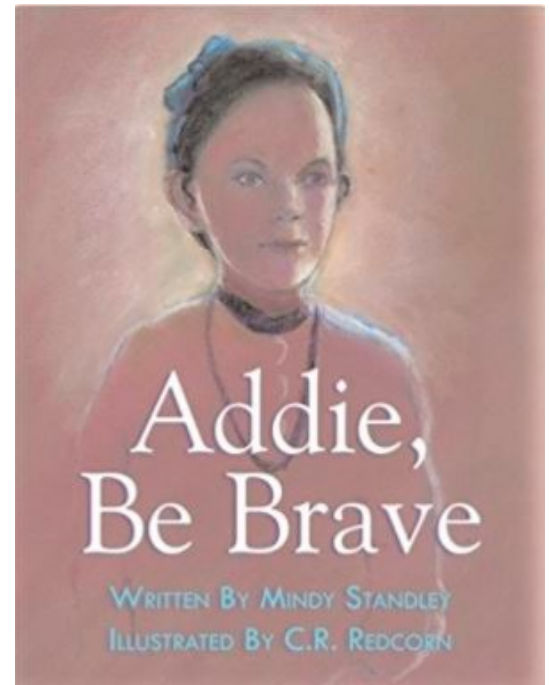
GUIDED READING ACTIVITIES

INTRODUCTION

This story was written by an Osage Indian author, Mindy Standley. It tells about her Grandmother Addie's childhood growing up on the reservation in Oklahoma.

The author's goals are to show the importance of family in Osage life, and to honor the Osage men and women who served in World War II (1941-1945).

This story is about Addie being lonesome for her brother away in the army in the middle of the war in 1943. Addie's Grandma helped her be strong during this separation, and maintain the Osage traditions which keep their family and community together.



PRE-READING

1. What is the title of this story? _____
2. We can guess from the title that one of the main characters is probably _____.
3. We also know that bravery is going to be part of the story. Do you wonder how Addie is going to have to be brave?

BACKGROUND: Turn to pp. 18-19 at the back of the book. Read this important information. Tell two things about each of the following:

4. Osage Nation:

5. In-Lon-shka:

6. Traditional clothes:

7. Osage and World War II:

NOTE: What was World War II about? It was a war for freedom. The United States fought to stop Germany and Japan from taking over other countries. Also, Germany was trying to kill all Jewish people and other minorities. Over 400,000 Americans gave their lives in World War II.

8. **Osage Language - Phrases:** The Osage have their own language. Turn to p. 20 Write and say the two words aloud - and tell what they mean.

9. **FOREWARD** - p. iii What is this section?

To help us understand the author's purpose, read this page written by Eddy Red Eagle, an Osage Tribal Elder.

10. First, what is an **elder**? _____
11. What does Mr. Red Eagle tell us about the importance of family in Osage life?

12. What unites and gives confidence to the Osage?

13. He reminds us to value each moment with our loved ones. He says especially when we're apart, the memories even of little activities and words shared with those loved ones can become "treasured _____."

Setting - Time & Place

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

From the "Introduction" above, we know that:

14. The story takes place on: _____
15. The time (year) is: _____
16. How many years ago was that? _____

Learning from the illustrations - the pictures in the book:

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

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

18. What group of people are in this story - especially look at pg 11.

19. What does the car on p. 2 tell you about the time period of the story?

20. Look at the pictures on p. 4, 6 and p. 12. These show the outside and inside of Addie's grandma's house. Does this look like a poor home or a wealthy home?

21. Why would this be? (review p. 18 background information on Osage Nation)

NOTE: The Osage were not always wealthy. In fact, in the 1800's, the U.S. government made them give up their lands and their entire way of life. Many died and many were starving when they came to the reservation in Oklahoma in 1872. Life was hard there for many years. Then, in the early 1900's, oil was discovered, which made some of them very wealthy for a time, but the oil income declined over time. Addie's grandma's house was probably built in the time when incomes were high.

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 **conflict** or struggle between characters or other forces. Sometimes it is outside of the character, and sometimes it is inside them - their feelings.

The opposing character or force that the main character has to struggle against is called the **antagonist** (from the root prefix = "anti" or "who we are against."

As you read, think: who or what is the opposing character or force in this story? Do we really see the antagonist, or is it a force far away from Addie, but still affecting her life? Is there also a struggle *inside* of Addie?

22. 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

23.p. 1 Where is Addie when the story starts? _____

24.How does she feel and why? _____

25.What does she have in her hand: _____

26.When is it dated? _____

27.p. 3 Who arrives in the nice car? _____

28.How would you describe Uncle Hayes? How does he treat Addie?

29.p. 4 Addie is proud to tell them she got a letter from her brother Bud, and that he wrote to her first. What does this say about her relationship with Bud?

(You can see the letter on p. 14) It says:

Sister,

I was sure glad to get your letter and candy. All the boys were really glad, too. And the pictures you drew sure were keen. I keep it in my prayer book.

It's not that bad around here. I have a buddy who has a radio. We listen to it every night. Tell Cotton I met a boy who saw War Admiral [a race horse] win at Pimilico. That would have been a sight.

We have been working hard. I already have a hole in my boot. Not sure how long we will be here but don't worry. Be nice to Kat and Marion. Don't be arguing.

Will talk soon, Bud

30.In this story, we don't ever see the fighting or enemy in the war, but we know they are there - the reason all the young men and women had to go fight.

Does Bud tell about battles or dangers or fears in this letter? _____

31.Do you think he might be leaving out some of the bad parts of his experiences?

_____ Why? _____

32.What is the large background conflict in this story - the reason Bud has to go away?

33.p. 5 Addie says she wants to help buy Bud some new _____

34.Then she pauses and complains a little. What does she say?

35. **Separation** is when we are apart from someone. Addie feels inner conflict because she is resentful that Bud has to be away.

Have you ever had a parent, brother or sister, or friend that you were close with, be gone a long time or move away? How did you feel? _____

36. She has written Bud a letter back and wants to mail it. Does she get to? _____

37. **Foreshadowing** is a hint at what is going to happen later in the story. What does Grandma say in the car that hints something is going to happen at the house?

38. Then they drive to Grandma's. Grandma lives in a large modern house, but she wears old-fashioned Indian clothes every day. When Addie asked her why, Grandma said: "That's all I know, sister. _____".

39. p. 7 **Irony** is when something is different than we would expect.

What is **ironic** about the big room on the third floor of Grandma's house?

40. What does this tell you about Grandma?

41. p. 9 Then Grandma begins to take out the treasures in the old chest, first some blankets, and then something for Addie. What is it?

42. Who made it? _____

43. Grandma talks about the time that Uncle Hayes "went into the dance." What dance does she mean? _____

44. We know Addie is still thinking about her brother and missing him, when she says: "Bud's sure going to _____".

45. p. 11 Then Grandma tells the history of the In-Lon-Schka dances.

There are three bands of Osage each received a special _____ from neighboring tribes, the Kansa and the Ponca.

46. p. 13 Then Grandma begins to dress Addie in ceremonial dress, in planning for the dances. Tell two of the things Addie will wear (pp. 9-13)

47. A **symbol** is something that stands for itself and something else. What do you think these traditional dance clothes symbolize to Grandma and Addie? (varies)

48. Grandma tells Addie that since the war took their boys off to battle, they must wear their clothes and keep up traditions: "To do _____"

49. p. 15 Addie complains again about Bud being gone. She says she had written him a letter saying "we need him here." How do you think Bud would feel getting such a letter? _____

50. Then what does Grandma do that lets us know she is going to say something very serious to Addie? _____

51. Grandma tells Addie about the warrior tradition in their family, and that the families left at home need to be strong to support their warriors. She tells Addie that she must _____.

We know from the title, that this is the most important line in the story, and this is the high point or **climax** of the story. This advice from her Grandma changes Addie.

Before this, Addie had been thinking of herself, not Bud. Though his letters don't show it, we know Bud was probably facing great dangers. He could even die.

Addie realizes that Bud has to be brave to do his job as a warrior, and she should be brave, too - not weak and complaining.

This understanding helps Addie "mature" - she is more grown up now.

52. p. 17 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).

53. What does Addie decide to do the next day for Bud? _____

54. What does this new letter show? _____

55. The big conflict of World War II is still going on, but Addie has learned to deal with her inner conflict and the pain of separation from her brother.

What does she pray for? _____

56. **Imagery** is language that appeals to the senses (sight, hearing, smell, etc.). The author uses **sound imagery** to help us hear what Addie is hearing.

As Addie goes to sleep, what sounds comfort her? _____

57. The main idea of a story is its **theme**. A main theme of this story is how to deal with separation in wartime. What does Addie learn? _____
