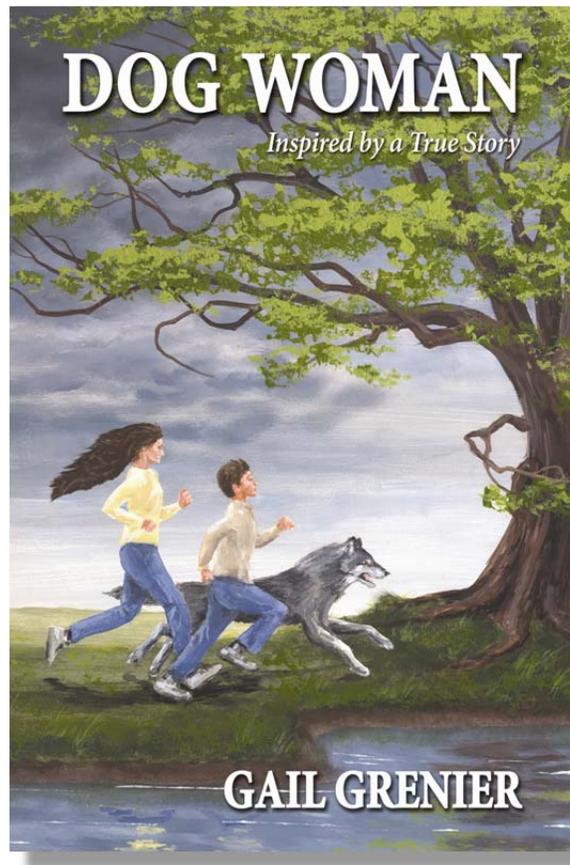


A TEACHER'S GUIDE TO *Dog Woman*

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This guide was written by Gail Grenier and adapted from The Treasure Hunters Club teacher's guide by Sean McCartney, the author of The Treasure Hunters Club series for young adults:
<http://www.treasurehuntersclubbook.com>

Rationale

Dog Woman is a novel about a lonely boy who overcomes his fear of a mysterious neighbor who lives on a hidden farmstead with her wolf-dog and pack of Siberian huskies. We see the dog woman through the eyes of George, an eleven-year-old who, like her, is bullied and does not “fit in.” George and the dog woman form a secret friendship that teaches him how to stand up for himself – and for her.

The story, inspired by a real woman who lived and died for her dogs, provides compelling characters, a non-traditional family group, intriguing glimpses into different ethnicities and an honest look at mental illness, death, and grief. The tale is ultimately uplifting and reinforces human values: (1) Everyone has worth; (2) We create our own families; (3) Enemies don’t have to be enemies forever; (4) Winning isn’t everything.

The story is appropriate for ages eleven and older. Students will identify with the quiet and ever-striving George and his super-athletic female cousin Teddie. All readers, old and young, will be heartened by the love shown in a realistic family with normal problems.

The core components of the Teacher’s Guide are Language Arts, Social Studies, and Fine Art, with a bit of Science.

Standards Reinforced in this Teacher's Guide

All standards are based on the National Standards of the United States.

LANGUAGE ARTS STANDARDS

1. Reading widely for varied purposes
2. Reading widely for understanding humanity
3. Evaluating text wisely
4. Communicating for different purposes
5. Choosing different strategies for communication
6. Applying knowledge to critique
7. Conducting research and evaluating data
8. Using varied resources for knowledge and communication
9. Respecting linguistic differences among cultures
10. Using first language (non-English) toward English competency
11. Participating knowledgeably in various literacy communities
12. Using language skills for communication and enjoyment

SOCIAL STUDIES STANDARDS

1. Studying culture and cultural diversity
2. Studying the past and its legacy
3. Studying people, places, and environments
4. Studying interactions among individuals, groups, and institutions
5. Studying how people can change structures of power and authority
6. Studying how people organize to produce and distribute services
7. Studying citizenship in a democratic republic

FINE ARTS STANDARDS

1. Selecting techniques and analyzing what makes them effective
2. Integrating concepts with content to communicate meaning in artworks
3. Comparing purposes for creating works of art
4. Composing short music pieces
5. Analyzing elements of music from diverse genres and cultures
6. Describing music genres and styles from a variety of cultures

SCIENCE STANDARDS

1. Designing deliberate, fair, and authentic assessments
2. Accurately collecting data



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Teacher Guide Overview

Below are the basics for using the novel *Dog Woman*. I adapted the Teacher Guide from Sean McCartney's Teacher Guide. These ideas have been used in my classroom and in many other classrooms around the country. Use them as you see best.

- 1. Pick what works.** I have taught students aged three through eighty-nine, in nursery school, elementary school, middle school, junior high, high school, and college. I know that what works in one place may not work in another. These lessons are provided to make your job a little bit easier. You are welcome to use some or all of them.
- 2. Adapt lessons.** My lessons may spark ideas for your own lessons that are better suited to your students. Also, with school resources shrinking, it may be difficult to get enough computer time and use of technology to do some of the extended activities. Using your own expertise, please feel free to adapt any of the lessons that can help your students better understand the novel.
- 3. Note differences.** Chapters and student chapter guides differ in length. Some are very short; some are longer. In any case, each student chapter guide (including warm-up activities, questions, and extended activities) is designed to be copied and handed out to students, if you wish.
- 4. If you don't use *Dog Woman*...** If you have decided against using the novel, these lessons for reading, writing, social studies, art and science have been developed by Sean McCartney or by me, and used by many teachers with great success over the years. They may work for any novel you choose.
- 5. Copy freely.** You have permission to copy this entire guide for your use. Just please mention that it is adapted from The Treasure Hunters Club teacher's guide. Both my guide and Sean McCartney's guide are available for free download. See www.treasurehuntersclubbook.com

– Gail Grenier

Pre-reading Activities

The activities below are designed to get students interested in the novel before you start it. *Many of these ideas can and should be used during the unit as well.*

DISCUSSION AND JOURNAL QUESTIONS

Give students three to five minutes, using the ideas below as writing prompts to write in their Dog Woman journals.

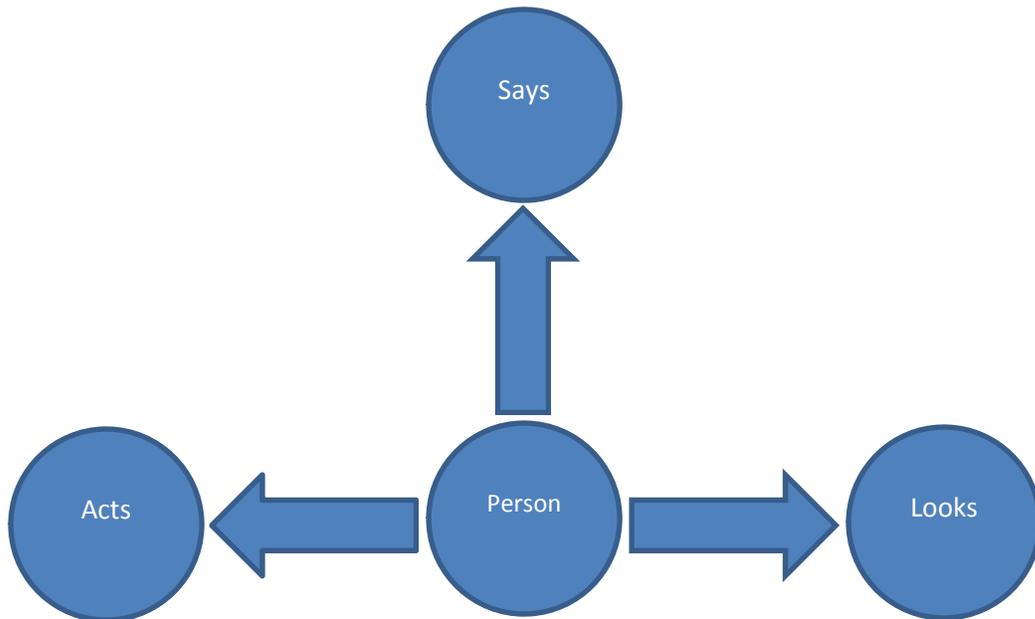
1. Write about a mysterious person you would like to know. Be specific. Tell why the person is mysterious to you. This doesn't have to be a person from your community; it can be someone you've seen on TV, in movies or in sports events.
2. Tell about as many different *kinds* of friendship as you can think of. The examples of friendship may be from your own life, from someone else's life, from a TV show or movie.
3. Have you experienced the death of a beloved person or pet? What have you learned about how death affects people? If you have not experienced death, use your imagination.
4. Have you ever changed your mind about how you felt about someone? Without mentioning any names, tell why you changed your mind.
5. How do you think children are like their parents?
6. How do you think children may be able to influence their parents?
7. Do you think "Once an enemy, always an enemy" is true? Why or why not?
8. The famous Green Bay Packers coach Vince Lombardi is often quoted as saying, "Winning isn't everything; it's the *only* thing." Do you think *winning is everything* in sports or in life in general? Explain.
9. Why do you think some people love animals? Use examples.
10. Have you ever been too stubborn to ask for help from someone? Why?
11. Why do you think some people like to make art?
12. Do you procrastinate or do you do things right away? Why?

OTHER IDEAS

1. Research wolf-dog hybrids. Find out all you can about why people love or fear them.
2. Borrow some (French and/or English) Cajun CDs from the public library. Try to listen to a waltz, a two-step, and a jig. How does listening to this music make you feel? Include examples of names of songs.
3. Prediction chart. Use a prediction chart throughout the novel. Below is an example:

Chapter	Summary	Prediction	Why
1			
2			
3			
4			
Etc.			

4. Character attribution web. Focus on one character and see what makes the person unique based on his or her actions, looks, what he or she says, and so on. Add circles to fit your needs.



5. Character chart. Similar to the prediction chart, only the focus is on the character. Advanced groups may combine the two charts into one.

Character	Feeling about						
	Ch.1	Ch.2	Ch.3.	Ch.4	Ch.5	Ch.6	And so on...
George							
Marsha							
Teddie							
Ryan							
Chad and Jason							
Bibi							
Loup							
Nick-Dog							
Chad & Jason's mothers							
Kyle							
Mr. Bold							
Any others...							



Chapter 1: The Witch of the Woods

WARM-UP ACTIVITIES:

1. Start the student *Dog Woman* journal; use this for all journal prompts throughout the novel.
2. Class discussion/journal writing prompts:
 - a. Talk about bullies from real life or from books/TV/movies.
 - b. Visit websites to learn about wolf-husky hybrids.
 - c. Research hoarding as a mental illness.
 - d. Talk about competitive sports for students. How much emphasis should be on winning versus just having fun?

QUESTIONS:

1. Who is George Woods and how does he feel about his father?
2. What had George's dad taught him about baseball?
3. What do school kids say about the "witch of the woods"?
4. What is George's idea of a perfect summer day?
5. Why does George have the courage to enter the witch's woods?
6. How can you tell that the witch-woman is in some kind of trouble?

EXTENDED ACTIVITIES:

1. Literary Device: Hook. The opening of a book is very important. It draws the reader into the story. Discuss how the opening chapter in this novel draws you in.
2. Use your prediction chart to determine the next chapter. You may use this chart for every chapter to follow, as well.
3. Write a one-page point-of-view story where you do something you've always been afraid to do.



Chapter 2: Another Kind of Woods

WARM-UP ACTIVITIES:

1. Journal writing prompt: Are you a procrastinator or do you prefer to do things early? Give examples.
2. Find Southwest Louisiana and Milwaukee, Wisconsin on a map. How many miles apart are these two areas? What would you guess winter is like in each area?
3. Journal writing prompt/class discussion: How can nicknames hurt?

QUESTIONS:

1. What is George's dream for this summer (a dream he has shared with no one)?
2. Doing what duty does George choose to procrastinate?
3. What can clouds and horses have in common?
4. Why does George have difficulty recalling his father's stories?
5. How does George feel about his mother's drinking?
6. Are we shown how Marsha feels about her husband, Nick?
7. Give examples of how Cajun French culture is a part of George's home.
8. How does George feel about his cousin Teddie? Give examples.
9. Why do you think the subject of Nick makes conversation stop?

EXTENDED ACTIVITIES:

1. Do research to find out about favorite Cajun foods. What are some of the most popular dishes?
2. Research and report on the 1982 World Series.



Chapter 3: A Lecture and a Warning

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What do you know about rumors? Give details.
2. Watch and discuss this or another video about middle school bullying:
http://videos.nj.com/star-ledger/2011/02/video_of_long_branch_middle_sc.html
3. Class discussion and/or journal writing prompt: How do you become the best you can be in sports or in any other thing you try?

QUESTIONS:

1. What are two “forbidden topics” in George’s household?
2. The year of the novel is 1989, and Big League Chew gum is sold in a pouch like real chewing tobacco. How have times changed since then?
3. What rumors does Teddie repeat about the witch-woman?
4. How does Teddie increase George’s fear of failure at the ball diamond?
5. How does George feel at the end of the chapter?
6. What does George’s chewing Teddie’s ABC (Already-Been-Chewed) gum show about their relationship?

EXTENDED ACTIVITIES:

1. Research the psychology of winning and losing in sports. How much of a factor is confidence?
2. Make an illustration of the wolf named “Loup” sitting on his box-like shelter. Color his eyes as they are described in the book.
3. What do coaches say to student athletes about losing? Write or speak from experience, your friends’ experience, or from reading.



Chapter 4: Nick

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Write a tall tale about yourself doing something quite impossible that all your classmates would consider very cool.
2. Research Alcoholics Anonymous online. How and why did the organization begin?

QUESTIONS:

1. How does Ryan act like a father to George?
2. What does Nick's tall tale about flying tell you about Nick?
3. Give examples of Nick's "Cajun French" and "Cajun English."
4. Why does Ryan admire Nick?
5. What does George fear for his mother?
6. How do you think George feels when Ryan says "You're gonna be like your father?"
7. How do you think George feels about not being able to remember his dad's voice?

EXTENDED ACTIVITIES:

1. Create a character collage for *Dog Woman*. Use old magazines to make a collage of all the characters you have met so far.
2. Using graph paper, design your idea of Teddie and George's split bedroom.
3. Give a short presentation to your class about a time you saw the effects of confidence or lack of confidence in sports.



Chapter 5: Meeting the Witch-woman

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What are some slang words you and your friends use now that may seem old-fashioned to young people in 20 or 30 years?
2. Write a poem by filling in the blanks - idea from *Wishes Lies and Dreams* by Kenneth Koch
<http://www.amazon.com/Wishes-Lies-Dreams-Teaching-Children/dp/0060955090>

Fear is _____. (a color)
It tastes like _____.
It sounds like _____.
It smells like _____.
It looks like _____.
And it feels like I'm _____.

Guilt is _____. (a color)
It tastes like _____.
It sounds like _____.
It smells like _____.
It looks like _____.
And it feels like I'm _____.

QUESTIONS:

1. What does George fear might happen because he's so "down on himself?"
2. How does Teddie show her fearlessness?
3. What does Teddie insist on to George as they leave the ball diamond?
4. How does George feel when his eyes meet the witch-woman's eyes?
5. How does Teddie decide to improve her game?
6. How do the witch-woman and the wolf appear to George?
7. What are some of the 80s slang words used by the kids?

EXTENDED ACTIVITIES:

1. Research the importance of grip in baseball. Could falling asleep while grasping two baseballs help your grip?
2. Research nonverbal communication/posture. Make a short presentation illustrating, through your own body language/posture/facial expression, the following emotions: (1) anger (2) happiness (3) suspicion (4) sorrow (5) readiness-to-fight (6) fear



Chapter 6: A Rescue

WARM-UP ACTIVITIES:

1. Journal writing prompt: Tell about how animals have or have not been a part of your life, and how you feel about that.
2. Choose one of these words to look up: (1) courage (2) brave (3) hero. Write the definition and add a short paragraph about someone (from real life now or from history, a book, TV show or movie) who embodies the defined word. Tell why you think so.

QUESTIONS:

1. Why does George feel that his mom enjoys it when he's gone from home, working his route?
2. How is George like his mom?
3. What makes it bearable for George to visit the homes of Chad and Jason on his egg route?
4. Why won't Marsha let George have a dog?
5. How does George stand up to Jason and Chad?
6. How is George acquainted with death?
7. Why does George save the skunk?
8. How do the witch-woman and her home differ from the rumors George has heard?

EXTENDED ACTIVITIES:

1. In small groups, discuss what's most important to you, i.e. friends/pets/ sports/ family/etc. Why? Give reasons to support your answer.
2. Research skunks and water. Would the little skunk have been safe on its own, in the creek? Draw a diagram or demonstrate how four-legged mammals swim.



Chapter 7: Carving

WARM-UP ACTIVITY

1. Journal-writing prompt: How do people become friends? How does friendship grow? Use examples from your life or a book/TV/movie/story.

QUESTIONS:

1. Bibi says she carves her statues and breeds the Sibes “just for fun.” Contrast her attitude with Teddie’s attitude about baseball.
2. How are Bibi’s carvings like a diary of her life?
3. Do you believe Bibi when she says she never shot anyone?
4. Bibi says, “Every creature responds to love.” How do you see that in the book so far?
5. How is George a “stray?”
6. If you have learned more than one language, is learning the *spelling* of a new language difficult as Bibi and George seem to think?
7. Bibi says she has no use for people. Do you have any idea why a person would feel that way?

EXTENDED ACTIVITIES:

1. Try to whittle something simple using a butter knife and Ivory soap. Bring it to class. Explain why it was hard or easy to do.
2. Research scientific studies and make a one-page report on one of these: (1) health dangers of watching too much TV (2) tobacco’s health dangers (3) alcohol’s health dangers.



Chapter 8: The Hole in the Hayloft Floor

WARM-UP ACTIVITIES:

1. Journal-writing prompt: You get a ride in a helicopter and get a chance to look down at your neighborhood and school from above. How does it look different from how you usually see it?
2. Journal-writing prompt: Imagine that you tell a lie to a parent, teacher, or other authority figure. What happens?

QUESTIONS:

1. Why do you think George doesn't want anyone to know about his friendship with Bibi?
2. How did Cajuns get respect during World War II?
3. How did Cajun music become popular?
4. How does Marsha describe Nick?

EXTENDED ACTIVITIES:

1. Research two or three types of wildflowers (if possible, find those that are native to your state or region). Make a photocopy of a picture of them, or draw your own version. Do you consider them weeds or wildflowers? Show your picture(s) to two or three adults and ask their opinion of the plants. Report what you found to the class.
2. Research your ethnic background. Did any of your ancestors suffer from the prejudice of others, as the early Cajuns did?
3. Marsha says you can study history by studying music. In one page, report on this: If someone studied today's music, what would it say about us? Why? Give examples.



Chapter 9: The Pup

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Of all the arts you can think of, what would you like to do most if you had the talent and the opportunity? (Examples: music, dance, sculpting, painting, photography, film-making, etc.) Why?
2. Journal-writing prompt: Did you ever get something you had wanted and asked for, for a very long time? Tell about it and your feelings about it.

QUESTIONS:

1. Contrast George's physical and emotional state now at Bibi's house compared to the time he was there right after he rescued Flower.
2. How do Bibi's recollections of her father compare to George's recollections of his father?
3. Bibi's loyalty to Loup costs her what in the world of dog shows?
4. How does Bibi see her role in her dog family?
5. How is Nick-Dog like a weed?

EXTENDED ACTIVITIES:

1. Paint a picture (oil, water color, acrylic) based on a photo. Share with the class. Which do you like better – the painting or the photo? Why?
2. Research the American Kennel Club (AKC). What are the physical standards for a certain breed of dog? (Can be Siberian husky or a breed of your choice.) Bring a drawing or print-out of a drawing showing the standards.



Chapter 10: The Secret the River Keeps

WARM-UP ACTIVITY:

Journal-writing prompt: Write about an older person who shared wisdom with you, who told you something important that influenced your life in a positive way.

QUESTIONS:

1. How does George respond to Teddie's teasing about his carving?
2. How does George feel after he misses the grounder?
3. What are some ways you see George's and Bibi's friendship growing?

EXTENDED ACTIVITIES:

1. Literary device: foreshadowing. Do you have any feeling that Bibi's dream of a dog park may be foreshadowing for something that will happen later in the story? Explain.
2. Using graph paper, design your own dog park. Consider flat areas, hills, shade, water, dog waste and safety, different sizes of dogs.
3. Have a half-way party because you are half-way through the book. Have a celebration by having a scavenger hunt to find all the examples of outsiders (persons, animals, even plants that don't "fit in") in the book. (Note: "Outsiders" provide a glimpse into one of the themes of the book.) Form teams that compete against each other to test their knowledge and recall about various parts of the story.
4. Research and write down how scientists measure a tree to determine its age.
5. Research tree roots and canopy. Was Bibi correct in saying the size of a tree's roots below echo the size of its canopy above?



Chapter 11: Trouble

WARM-UP ACTIVITIES

Journal-writing/discussion prompt: When you are most afraid to do something, what finally gives you the courage to do it?

QUESTIONS:

1. What is Bibi's method for dealing with bullies?
2. Why do you think George gets "off the curb" and joins Bibi in staring down the bullies?
3. What does Teddie warn George about?
4. How does George protect Bibi?
5. What is Bibi determined to do?

EXTENDED ACTIVITIES:

1. Literary device: symbolism. Who ever heard of a brave chicken? Goldie dies trying to protect the flock. She reminds us of other examples of loyalty and bravery in the story. Where else in the book do you see loyalty and bravery?
2. Literary device: theme. By now, we're seeing a theme emerge: "Don't give up. Keep fighting against all odds." Examples?
3. Ask your public librarian to help you find some old cowboy movies. Watch a few. Who wears the black hats and the white hats?



Chapter 12: The Fight

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What does family mean to you? Is there any non-blood person you consider family?
2. Journal-writing prompt: Have you ever felt hopeless about something? How did the situation turn out?

QUESTIONS:

1. How is George changing?
2. How does Nature provide a “ticking clock” to show urgency in the story?
3. What is “the secret the river keeps?”
4. How has Bibi been stubborn?

EXTENDED ACTIVITIES:

1. Bibi says, “Life will out” and “Where there’s life, there’s hope.” Explain those statements. Do you agree or disagree with them? Why?
2. “Jeopardy” day! Divide the class into seven to eight equal-sized teams. Use questions from the last six chapters to ask students. One point for easy questions, five points for harder questions and ten points for really tough ones. Students can also create questions of their own – that’s better! If a team misses a question, the question goes to the next team and so on until someone answers it correctly.



Chapter 13: What George Did Not See

WARM-UP ACTIVITY:

Journal-writing prompt: Describe a time you spent away from your family. What were the good and bad parts of it?

QUESTIONS:

1. Compare and contrast the Gibilian barn and George's barn.
2. How is this summer's work different from last summer's work?
3. Mark's grandpa calls George something that only Bibi had ever called him. What is it?
4. Bibi is in big trouble. Why?
5. How do you think George will react to the news that Bibi has lost her job?

EXTENDED ACTIVITIES:

1. Reading Theater: Work in a small group of other students to pick out a section of the book you have already read and create a play scene from it.
2. Create your own digital poster for the chapter. Use Glogster (www.glogster.com/education). This software allows you to create digital posters to display online and to be printed out.
3. Research forklifts and how they work. Give a short report to the class, with pictures.
4. Research farm accidents. Tell how agriculture is rated as far as being a dangerous occupation.
5. Research machinery used for haying. Copy a picture of the machinery and write a couple of paragraphs about how it's used.



Chapter 14: Thanksgiving

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What is your idea of a perfect Thanksgiving day? Give details; can be imaginary.
2. Journal-writing prompt: Has anyone ever kept the truth from you? How did you feel when you found out the truth?

QUESTIONS:

1. What part of George's life does he keep secret from his family and from his friend Mark?
2. How has Bibi's appearance changed from the first time George saw her?
3. What secret has Bibi kept from George?
4. What miscommunication do you see between Bibi and Kyle?

EXTENDED ACTIVITIES:

1. Have you ever gone camping? Make a list of everything you would need to survive for a week or more outdoors (especially in cold weather).
2. Recreate a scene from the story using iClone2. This is pretty advanced so you might give yourself some time to practice with the program.
http://download.cnet.com/iClone/3000-2194_4-10656649.html.



Chapter 15: The Fight

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Imagine you are George. What would you do at this point in the story to help Bibi? Be sure to explain your answer.
2. Journal-writing prompt: Imagine you are Bibi. What would you do at this point in the story to save your dogs? Be sure to explain your answer.
3. Journal-writing prompt: Are you a January complainer or a July complainer? (meaning – do you prefer warm weather or cold weather?)

QUESTIONS:

1. What adaptations does Bibi make to cope with the cold?
2. How does George help Bibi?
3. How does Loup's reaction to Allison prove what Bibi told George long ago about wolf hybrids?
4. George tells Teddie that Bibi "does everything on her own." Is this a good trait in Bibi?

EXTENDED ACTIVITIES:

1. *Dog Woman* word search on the next page. Use <http://puzzlemaker.school.discovery.com> to create new puzzles. Students may create their own puzzles using the site. Easy and free.
2. Write a new Chapter 15 with a different ending. Perhaps one of the people or animals reacts differently in your version and causes the outcome to change.
3. Read a Hardy Boys book or a John Bellairs book. Report on it for the class and be sure to tell why George would have liked the book.

Dog Woman Word Search

D T I J V T H B W S M A Y H A
I I B I B V L U L O N O E Q U
R E N O B I E J S O L A W C U
B R J P Z I P E S K D F A A P
Y W Q Z D I F I V A Y R T H E
H A A D J U L J C I V N Z S G
R R E P N L J H E I C I D R R
D T T O A E E L N S L T E A O
J F S F E S B G I Q B A I M E
M A P P I O S B D A H C N O G
J N W X M L E I N V Q V I L N
A M A A I R K B G W G H C U S
D H R Y I J A R L O U P K X P
O K H A R C O E O H F A O Y V
G T N Z E F R F Q F J P J M B

ALLISON
CARVINGS
EVICTION
HEADACHES
JASON
MARSHA
SIBERIAN

BIBI
CHAD
FORKLIFT
HUSKY
LOUP
NICK
TEDDIE

BLIZZARD
DOG
GEORGE
HYBRID
MARK
RYAN
WOLF



Chapter 16: Spring

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Have you ever found something (possibly in spring) that had been hidden from you for a long time? Tell about it. Describe how you felt.
2. Journal-writing prompt/class discussion: What do you think it would take to make bullies stop bullying?

QUESTIONS:

1. What finally makes George yell at Jason?
2. Did you expect that George and Teddie would find what they find on the land? Explain your answer using details from the story.
3. George is “sick of death.” What deaths has George experienced?
4. Marsha acts hurt because George left her out of an important part of his life. How does George react to her expression of feelings?
5. George sharply corrects Teddie when she calls Bibi a witch. How does Teddie react?

EXTENDED ACTIVITIES:

1. Create a one-page movie script of the scene where George and Teddie discover the body.
2. Draw a picture of the same scene with the idea that it will be used for a magazine cover or for a movie poster.



Chapter 17: The Search

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Imagine you have found a skeleton. You suspect it belongs to a missing person, but you have no dental records. How will you positively identify the bones?
2. Journal-writing prompt: When you are searching for something that's been missing for a long time, how does each clue lead to the next clue? Write from experience or imagination.

QUESTIONS:

1. The whole chapter is one big search to find out what happened to Bibi and her animals. What is George and Ryan's path of investigation? In other words, where do they start? Number each step along the way of their search.
2. Marsha says, "Enemies don't have to be forever." Who are George's enemies? Do you think Marsha is right? Explain.
3. Once again, George nags his mother about fixing the broken hayloft floor. Predict if Marsha will ever fix it. Explain your reason for believing this.
4. Why does George get so angry after he finds Bibi's note?
5. Who is the first person who uses the term "animal hoarder?" What does George think of the term?
6. What bright idea does George get at the end of the chapter?
7. What does Ryan say when George asks about Black Hats?
8. Why do you think George finally tells his mother to call him "George?"

EXTENDED ACTIVITIES:

1. Character device: Make a list of six adjectives that describe George. Show evidence from the story that supports your words.
2. Using an iPod, be a music producer and create a soundtrack of music for *Dog Woman*.



Chapter 18: Winning isn't Everything

WARM-UP ACTIVITY:

Journal-writing prompt: Imagine winning a wonderful prize that you have worked hard for, only it doesn't mean that much to you because you have lost something else that means more to you. What can you imagine could possibly mean more than a wonderful prize that you have worked hard for?

QUESTIONS:

1. George's anger against Bibi helps Marsha realize that she too is angry. Who do you think Marsha is mad at, and why?
2. George finally helps win a ball game. How does he feel?

EXTENDED ACTIVITY:

Draw a four- or five-panel cartoon strip of George's day at the ball park.

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Chapter 19: Enemies don't have to be Forever

WARM-UP ACTIVITIES:

1. Journal-writing prompt: Have you ever seen two animals get along who should not get along? Perhaps a dog and a cat, or two animals you've seen on the Internet. Describe the friendship of animals who should be enemies - or who at least should not be pals.
2. Journal-writing prompt: Have you ever had to give a "sales pitch" to someone who was in a very high position of authority? How did you build your courage? Tell about the experience.

QUESTIONS:

1. Who first shows us that "enemies don't have to be forever?"
2. You see Marsha trying to call her son "George" instead of "Georgie." How do you feel about this?
3. Why is Mr. Bold motivated to go along with the idea of a dog park on his land?
4. How does Mr. Bold's office chair contrast with Marsha's chair back home?
5. What do the elevator, receptionists, doors, hallways, lemon oil, thick oak-paneled walls, big polished oak desk and large windows tell you about Mr. Bold's office?
6. Why does Mr. Bold call George's mother at work?
7. What does Marsha tell Mr. Bold they'll do at the newspaper?

EXTENDED ACTIVITY:

Read the story of David and Goliath from the *Bible*, "Jack the Giant Killer" from English folklore, or a Brer Rabbit tale from American "Uncle Remus" stories. How does one who is small defeat one who is large? Can you compare one of these accounts to George and Mr. Bold?



Chapter 20: The Dream

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What's the hardest thing you have ever done? Did anyone help you or encourage you? How did you manage to do this hard thing? How did you feel afterward?
2. Class discussion: How does it feel when you have to work with someone you don't want to work with? How do you get past your negative feelings? Have you ever worked with someone like this and been pleasantly surprised?

QUESTIONS:

1. When he learns he must get 800 signatures, George is reminded of what phrase Bibi once used?
2. Teddie has words of wisdom for George. When he says he can't get the signatures, how does she encourage him?
3. Getting eight-hundred signatures starts with what?
4. What does George finally realize about Chad and Jason?
5. How, in the end, is George different from Bibi when it comes to Mr. Bold?
6. Why do both George and his mother have tear-filled moments in the hayloft?
7. What does George say about Bibi, at her funeral under the oak?
8. At the end of the chapter, how does George treat his mother?

EXTENDED ACTIVITY:

1. Write a newspaper feature story where you interview George about the dog park. Imagine what questions you'd ask him, and how he'd answer.
2. Draw a picture of the scene of Bibi's funeral under Grandfather Oak.
3. Imagine that you're George. Write a "last letter" to Bibi where you express how you feel about her and about your friendship, how you'll remember her, and so on.



Epilogue: Bibi's Run

WARM-UP ACTIVITIES:

1. Journal-writing prompt: What is more satisfying – to finish a reading assignment for school or to actually create something that you can see and touch? Draw from experience or your imagination. Give reasons why you think one is more satisfying.
2. Class discussion/journal-writing prompt: Have you ever been told that someone is proud of you? Tell about the experience. How did it feel? Have you ever been proud of somebody? Did you tell that person?

QUESTIONS:

1. Was the grand opening of Bibi's Run a success? How do you know?
2. How were Bibi's carved statues used in the dog park?
3. What prize does Teddie give George at the grand opening?
4. What does Marsha tell George at the end?
5. What is the saying that Bibi liked to use that George now repeats to Chad and Jason and Teddie?
6. Do you think that George will become real friends with Chad and Jason after this?
7. Do you think the community will continue to use the dog park? Why or why not?

EXTENDED ACTIVITIES:

1. Visit at least one dog park near you, with or without a dog. Draw the design of the dog park as you saw it. How does it compare to the dog park you would design if you could?
2. If there is no dog park in your area, survey five dog owners and ask them if they'd like one. Report on what you found.
3. Find the poem called "The Rainbow Bridge" online. If you like it, print it out and illustrate it around the margins. Frame it and give it to a friend or family member who has lost a beloved dog and who would also appreciate the sentiment in the poem. Or frame it for your own use.
4. Write your own poem about a beloved pet.

Post-Reading Activities

1. Evaluate your predictions. Look at the predictions you made throughout the novel. How good were you at predicting outcomes? What clues helped you?
2. Predict some more. Describe what you think will happen to each of the characters in one year. Explain the reasons for your answers.
3. Have a book mark competition. Make an original design of your favorite scene, characters or images from the book. Include a summary of the story on the back. Class may vote on favorites. Send the top three favorites to author Gail Grenier; she'll sign them and mail them back. Address: N80 W18397 Custer Lane, Menomonee Falls, WI 53051.
4. Do research. Go to author's website and read actual newspaper stories about the real-life dog woman who inspired the book. View the photos from when she was alive and from her land as it sits vacant today. Discuss how the real story differed from the story in the book. Why do you think the author changed some details?
5. Create a book trailer. Using iMovie, create a book trailer, like a movie preview, for *Dog Woman*.
6. Write a letter. Write to your favorite character in the book.
7. Hooray for Hollywood. Pick two characters from the story and create a scene for them to play—from the book or from your own imagination. Write a script and perform it in front of the class or videotape the presentation and show it. It can be serious or funny.
8. Create song/rap lyrics and music. Summarize the book. Use the book title and character names along with scenes from the book for lyrics. Make your own CD or perform in front of the class.
9. Write the author a letter. Tell her what you liked or didn't like about the book. Give examples to support your reasons. You might add notes about the real dog woman story you found on her website, and mention how you feel about her changing the true story. Author address is in #3 above.
10. Create a timeline sequencing 10 events from the novel. Use illustrations and write captions for each.
11. Think about the title. Why is the title of the book what it is? Explain both the literal side and figurative side. Could there be a better name for the book? Explain.
12. Ponder character. Who is the main character of the book? George or Bibi? (Hint: who changes?)

13. What if? If George hadn't met Bibi, how would his life have been different? How would the lives of Marsha, Teddie, Jason, Chad, and Mr. Bold be different if George hadn't met Bibi?
14. Author research. Who is the author of the book? Research your author and write a summary to share with the class. Try to conduct an interview with the author through e-mail. (Author e-mail is gsweet@wctc.edu, or contact her through her website, www.gailgreniersweet.com .)
15. The setting. From the novel, draw a map of the town and all the major locations from the story. Include facts and illustrations about the area and have a key and labels.
16. Write an obituary. Choose one of the characters from the book. Be sure to include accomplishments as well as relatives and the cause of death, etc.
17. Book talk. Give a five-minute book talk about the novel. Make it as an advertisement for the book and don't give away the ending. You can also give your presentation as if you were one of the characters.
18. Cover me. Create a new book cover for the novel. Front and back.
19. Plot it. Tell what happens in the novel. Be sure to include setting, characters, rising action, climax, falling action and conclusion. Remember to explain the rising action events in the order they occurred.
20. Be the teacher. Create a test based on the novel. Include a variety of questions: multiple choice, short answer and extended response. Have a minimum of 25 questions that cover the entire book.
21. Write a one-page biography about one of the characters from the book. Describe the character in detail, including personality and physical appearance.
22. More what-if. If Bold had not evicted Bibi, how would her life have been different?
23. You be the judge. Was Bibi a dog hoarder or a misunderstood animal lover? Explain your thinking.

Plot Summary

DO NOT READ THIS IF YOU DON'T WANT TO KNOW THE ENDING OF THE STORY.

Three questions nag George Woods: Why can't he play baseball as well as his cousin? Why won't his mother call him George instead of Georgie? And why won't she let him have a dog? A mysterious recluse influences the answers to those questions and changes George's life in the process.

It's 1989. George Woods is 11 and lives with his widowed mother, his divorced uncle, and his cousin. His mother still grieves for her husband and pays scant attention to George. George is small for his age and doesn't fit in with the sandlot gang, especially two bullies who are older and bigger than he is. He envies his cousin, who is one year older, a lot taller, and the only girl on the team.

George's concerns get bigger when he forms a secret friendship with a Romanian immigrant named Bibi, a reclusive neighbor who keeps and breeds 12 Siberian huskies and one wolf-dog. Bibi is notorious for the freaky human-sized wood carvings she creates and sets up in her yard. At first, George fears Bibi; neighbor kids call her "the witch of the woods." But he comes to know her and learn the story behind her distrust of humans. She teaches him how to carve wood. She gives him a pup that he can enjoy at her place. She shares a dream with George: that someday dog parks will exist so that people can let their dogs run free like Bibi's dogs.

With Bibi for a friend, George starts knowing himself and believing in himself. He confronts the bullies. He tells his very driven cousin that it's okay to play baseball just for fun. He asks his mom to call him George.

Trouble looms, however. Neither Bibi nor George can fight the Bold Corporation, which buys Bibi's farmstead, evicts her, and demolishes her farmhouse. The county humane officer removes all of Bibi's dogs during a furious snowstorm. Bibi disappears.

Later, George finds Bibi's body and her last note, which indicates that she decided to "lie down and sleep in the snow." He's furious with her for giving up, which she swore she'd never do. George finds Bibi's rescued dogs, including the pup she had given him. When his mother learns of her son's friendship with Bibi, she lets George keep the pup.

Determined to fulfill Bibi's dream of a dog park, George designs one to fit on Bibi's abandoned farmstead. He pitches the dog park idea to the president of the Bold Corporation, to village officials, and to his neighbors. He persuades his cousin and her bullying baseball buddies to get signatures on a petition for the dog park.

The story ends with the grand opening of "Bibi's Run," a dog park where George, his cousin and the bullies - now friends - run dogs along the river where Bibi used to run her Siberians.

About the Author

Gail Grenier worked as a journalist for two decades under her married name, Gail Grenier Sweet. *Dog Woman* is her first work of fiction. She has published other books of nonfiction.

She graduated from Marquette University in Milwaukee, Wisconsin, in 1972, with an English major and a minor in Elementary Education. She taught seventh and eighth grade English in Norfolk, Virginia, for three years before her first child was born.

Back in Wisconsin, during her years as a stay-at-home mother to three children, Gail began her career as a freelance journalist, writing for many newspapers and magazines. When her children were all in school, Gail continued writing and also went back to education, as a substitute teacher for students from nursery school through high school. She also worked as a special Publishing Center coordinator for students in grades three through eight.

In 1993, Gail began what would become decades of teaching Creative Writing for Publication at Waukesha County Technical College in Wisconsin. Her students have ranged in age from 14 through 89. Through reading the work of her own students, Gail got the “bug” to start writing fiction and publish her own novels electronically and through CreateSpace. Her lifelong love of the movies also spurred her to begin writing screenplays.

At the time of this writing (2012), she lives on ten acres in Menomonee Falls (kind of like Ojibwe Falls) with her husband, Michael. They have a barn that looks a lot like the one where George Woods sat in the open hayloft door and swung his legs.

Q & A WITH GAIL GRENIER

***Q. Dog Woman* is inspired by a true story. Tell us how you came to find out about the original dog woman and why you decided to fictionalize the story.**

A. In 1990, a woman's bones were found in a field in my village. I was a newspaper writer at the time, and my editor gave me the assignment. He asked me, "How does someone get to be a skeleton in a field in Menomonee Falls, Wisconsin?" I got the idea for the novel from the three months I spent investigating the life of the woman whose bones were found. When she was alive, she kept 33 Siberians and wolf-Siberian hybrids on her rented farmstead. She lived a reclusive but fairly happy life until a corporation kicked her off the land.

When I learned the ultimate answer to my editor's question (“How does someone get to be a skeleton in a field in Menomonee Falls?”), I could never get the story out of my head -- for more than 20 years. Every time I drove by her old property, I imagined her running through the woods there with her animals. I always felt sorry for the dog woman. I thought her struggle and tragedy would make a great movie. At first I wrote the story as a nonfiction screenplay. But people who test-read the script said it was too depressing. One animal lover friend said she wouldn't read any story or go to any movie where anything bad happened to an animal.

I was ready to give up. Then one day I was at a Cajun dance gathering and I danced with a storyteller named Reid Miller, who is from Madison, Wisconsin. I had never met him before. As we danced, we talked. He asked me what I was up to. I told him I was trying to write a screenplay. He asked me what it was about and became really interested in the story. I told him I was stuck because the story was too harsh and horrible for my “test-readers.” The dog woman wasn’t a sympathetic character for them. Reid suggested bringing in a child to befriend the dog woman, to soften her character. I knew immediately that this was a perfect idea. Reid’s a storyteller, after all. Thus, 11-year-old George Woods was born, as well as a fictional world surrounding what remains the mostly-true story of a real person who just didn’t fit in.

Q. You wrote the screenplay for *Dog Woman* first, and then converted it into a novel. What was your writing process like? Did you make any changes along the way?

A. The screenplay took me four years to write (and rewrite, and rewrite). When it became obvious that it was going to take a long time to sell, I decided to convert the story into a novel. Perhaps if the novel sold well, someone would be interested in it as a movie. I was on break from teaching, so I locked myself in a trailer for two weeks and wrote from five to seven hours every day.

[Okay that sounds more extreme than it is – it’s a cozy old house trailer on a lake about 75 miles north of home. My husband and I bought it in 2009 and I envisioned it as my “writing shack.” August 2010 was the first time the trailer really became my writing retreat. It was heavenly to be able to write without the duties, distractions, and joys of being home among family and friends, laundry and lawn, volunteer work and telephone.]

My writing process was this: I had the script lying next to me as I wrote on my laptop. I used the dialog I had already written and plumped up the external description and inner thoughts of the main character – George.

I sat at a desk at the front window of the trailer. When I stopped to think, I could look out at beautiful Little Green Lake and the island sitting not far offshore. I could wave at my retired neighbors. They’d drive by daily and wave; they were like my guardian angels and I thank them in the book acknowledgments. When my back got tired from sitting at the desk, I typed while sitting in a recliner.

When I needed a break, I walked my dog. She got many walks. I ate a LOT of peanuts and dried fruit while I wrote, and I gained five pounds. Grr.

It was hard for me to “plump up” the script, because for four years I’d been training myself to be brief and to convey everything through dialog. I think it would be easier to convert a novel into a screenplay. I’m a journalist by training and we like to get to the point. My plumping up didn’t make the book very fat – to a short book. My body plumped up more than my script did.

Eventually I enjoyed being inside George's head. It let me re-live my own very happy childhood. I felt a freedom in going where George wanted to go – imagining shapes in clouds, walking on curbs, reading, and dreaming.

The biggest change in the novel as compared to the script is more backstory that you just cannot fit in a screenplay. I enjoyed including that backstory – details about my beloved Wisconsin fields, forests, and rivers; Cajun history that I find fascinating; religious and ethnic roots that I never get tired of exploring.

Q. What themes in the book make it a good choice for classroom discussion?

A. I'm going to let Diane Harley speak here. She's been a middle school language arts teacher since the 70s and is reading *Dog Woman* to her students. She gave me permission to quote her. This is what she said:

“I loved the book. I would love to have this book for a read-aloud or have students read the book. It has such good lessons, and situations so realistic for kids today, that could lead to great discussions. The book touches on a lot of things: nontraditional blended families, drinking, sports put-downs, bullying, kids not fitting in. I loved George's persistence. He never was afraid to be himself or see what he could accomplish even though he was mocked so many times. He didn't let anybody get him down; he did what he knew he should do. I thought the portrayal of junior high kids was great, how they speak and act and insult each other. I loved the sharing of the Big League gum. I loved the relationships - so many relationships. I really cried at the end – I guess that's a sign of a good book.”

Q. Anything you want to add?

A. For readers curious about the real-life dog woman, you can find photos and my original newspaper story on my website. Click on:

<http://www.gailgreniersweet.com/dogwoman/newspaper-stories.html>

Answer Key

(AV = Answers vary)

CHAPTER 1:

1. AV. George is an 11-year-old who dreams of having a dog. He hasn't seen his dad in four years and misses him greatly. He looked up to his dad and appreciated his baseball coaching.
2. George's dad taught him: "Keep your eye on the ball."
3. AV. The witch was rumored to be old and ugly, with a wart on her nose and with hair that was long, ratty and uncombed. Her house was full of spiders and centipedes. The witch raised man-eating wolves and kept them underfed so they were always hungry for fresh meat. She murdered trespassers with sharp knives.
4. George liked spending a summer day like a young prince: sleeping in, having the house to himself, lying in bed, chewing gum, reading *Mad* magazine and Bellairs books, and sorting baseball cards.
5. After a perfect lazy day, George feared nothing.
6. AV. The witch-woman's body language changes when she sees the red convertible. Her hand shoots up to her forehead as if she's in pain. When she deals with the man wearing the suit, she struggles to maintain eye contact and keeps rubbing her forehead. She says "What have you got against my family?" The man in the suit waves his hands around as he talks to her. The sheriff nails something to her house.

CHAPTER 2:

1. This is George's summer to shine at the ball diamond.
2. George puts off feeding the chickens.
3. Clouds and horses can both have mares' tails.
4. It's been four years since George has heard his father tell a story.
5. George doesn't like his mother's drinking and thinks it can't be good.
6. AV. George knows when Marsha is having a sad day. Her hair hangs in her eyes. We see her gaze at Nick's photo, touch the frame, take a puff on her cigarette and a slug of beer.
7. Cajun language, music and food are part of George's home.
8. AV. George feels that Teddie treats him like his mother does – nagging ("Don't be a *bon à rien*"). He envies her strength in the ball field.
9. AV.

CHAPTER 3:

1. AV. Forbidden topics include: George's father dying, Teddie's mom abandoning her, also the idea of George's mother leaving.
2. AV. Smoking is more frowned on now. Tobacco products are not supposed to be marketed to children (i.e. no more candy cigarettes or cartoonish Joe Camel ad campaign).
3. AV. Supposedly the witch-woman shoots people, cuts them up, shot at Jason and Chad, and buries victims under carved statues.

4. Teddie says that Jason and Chad beat up kids who cry.
5. George feels very uncertain about playing the next day with Chad and Jason.
6. They have a sibling-like relationship; her germs are his germs.

CHAPTER 4:

1. AV. Ryan comes in to say good night. He has honest discussions with George and answers serious questions George has about his father.
2. AV. Nick's tall tale helps us picture the land and livestock of SW Louisiana, also tells us that Nick had a strong imagination and soaring spirit, and he liked an audience.
3. "Ah felt like ah could fly right into dat *jolie* sunset, but mah mama woulda cried to have me gone, so ah settled down. Ah stopped flying after dat adventure."
4. AV. Nick always helped the underdog, and helped get Ryan off the barstool and into a job.
5. Ryan has told George that alcoholism is a family disease and that many relatives had it. George sees Marsha drinking a lot and fears she might eventually "live in a bottle of booze" and perhaps even leave like Teddie's mother did.
6. AV. George feels good, and proud, when told he'll be like his dad.
7. AV. George feels bad that he can't remember his dad's voice.

CHAPTER 5:

1. AV. George fears that he'll create his own "loser future" and that he's a *bon à rien* (good for nothing).
2. AV. Teddie plants herself between Jason and Chad and her cousin, with her bat a barrier, and warns them away with scary eyes and words.
3. Teddie insists, "You gotta practice more."
4. AV. George feels guilt when he sees the woman; he feels like he's a loser and a trespasser.
5. Teddie sleeps grasping two baseballs to improve her grip.
6. AV. The woman's long hair is tied back; she wears a sweatshirt and jeans; she talks with a harsh voice demanding that George identify himself and his purpose; her mouth is a rigid line; she has big eyes and a non-friendly face; she says "Get the hell out of here." The wolf growls and is scarier than Jason and Chad.
7. Some 80s slang the kids use: fresh, rad, we rule.

CHAPTER 6:

1. Marsha complains about being surrounded by people at work and says she needs "alone time."
2. AV. George doesn't need to run "with the pack" at school. He's happy with one best friend and his solitary activities.
3. The dogs make it bearable for George to visit the homes of the bullies.
4. AV. Marsha says they have enough animals. She grew up with dogs outside, doing chores.
5. George tells the bullies to leave the skunk alone because it belongs to the dog lady.
6. AV. Besides his dad dying, George has seen chickens butchered; he's plucked their feathers; he's seen chickens killed by wild animals.
7. AV. George saves the skunk because he's seen too many animals die; he acts reflexively, on instinct.

8. AV. The rumors are wrong. There are no centipedes and spiders at the witch-woman's house; the kitchen isn't creepy; the woman tries to allay George's fears and acts friendly (she wants eggs and offers to let George help with the dogs).

CHAPTER 7:

1. AV. Teddie wants to achieve "greatness." She doesn't see baseball as fun or recreation.
2. AV. The carved faces show joy from the time Bibi got the farm and got her first breeding pair of Sibes; they show anger after a relationship ended; they show sorrow from when Bibi found out home isn't forever.
3. AV.
4. AV. George responds to Ryan's kindness; Teddie protects George from the bullies and he obviously appreciates that; dogs obey Bibi and she has shown them much kindness.
5. AV. George has wandered like a stray far from home; his mother mostly ignores him.
6. AV.
7. AV.

CHAPTER 8:

1. AV. George knows people think of Bibi as a witch, so keeps his friendship a secret.
2. Cajuns earned respect during WWII when they worked as interpreters for the US Army in France.
3. Dewey Balfa played Cajun music at the Newport Folk Festival in the 60s.
4. Marsha calls Nick strong and gentle.

CHAPTER 9:

1. AV. Earlier, George had a "bowling ball in his stomach" – fear. Now he has a swelled chest – pride. Earlier, he feared that Bibi was a witch. Now he sees her as a teacher, woodcarver, and friend.
2. AV. Bibi's father had no time for her and told her to leave the room; Bibi sounds bitter. George has happy memories of his dad and his dad's stories; he has no bitterness, only love. He names his dog after his dad.
3. AV. Bibi's loyalty to Loup meant that the dog show people considered her scum; she could no longer compete in dog shows.
4. Bibi is the "mama dog."
5. Nick-Dog has no perfect scissors bite. He's like a dandelion in a rose bed.

CHAPTER 10:

1. AV. George decides that Teddie is right and that his dad would want him to work harder at baseball.
2. George feels bad after he misses the ball.

3. AV. Bibi and George cook together, tease about foods, run the dogs, make daisy chains together, look at clouds together, relax and daydream. Bibi shares info about the age and physicality of the oak, shares her secret prayer, and shares her dream of a dog park.

CHAPTER 11:

1. Bibi merely stares bullies down unless they're hurting her dogs.
2. AV.
3. Teddie warns George, "Something bad is gonna happen."
4. AV. George protects Bibi by taking her inside, having her lie down, giving her water, confronting the police.
5. Bibi is determined to keep fighting Bold.

CHAPTER 12:

1. AV. George is becoming less fearful of the bullies, more confident among people in general, and better at catching a ball.
2. Fall colors say "time is running out:" tall goldenrod, blue and purple and pink asters, bottle gentians, red and orange leaves.
3. AV. Bibi threw her ring in the river; she had been engaged to the owner of her home and land.
4. AV. Bibi won't move to the city with her fiancé; won't move back to Romania with her parents.

CHAPTER 13:

1. AV. Differences: Gibilian barn: hundreds of hay bales; cavernous; enormous hay mow; feral kittens. George's barn: dinky Quonset style; size of a two-car garage. Similarities: Both barns have dust and chaff motes that sparkle in sunbeams coming through siding boards; both have sweet beast smells.
2. AV. Last summer the boys just swept out the barn and fed the calves. Now they're helping with haying – it's exhausting men's work.
3. Mark's grandpa calls George a man.
4. AV. Bibi caused a serious plant accident; her headaches are worsening; she has no more job; she can't get a loan.
5. AV.

CHAPTER 14:

1. George doesn't tell his family and friend about how he's trying to help Bibi.
2. Bibi used to look healthy and athletic with long flowing silky hair, sweat shirt and jeans; now she's thin and haggard and wears dirty blue sweats.
3. Bibi kept it secret that she has no job.
4. Kyle says the dogs can stay one month and he'll feed them; Bibi says she'll take care of her family. Kyle says she is only to visit occasionally.

CHAPTER 15:

1. AV. To deal with the cold, Bibi uses layers of clothing, fires, sleeping in the crate with animals, gets water from the river and kills rabbits for food.
2. AV. George helps Bibi get and melt water from the river, harvest firewood, shovel snow to get to the firewood, care for dogs. He also brings eggs and keeps her company.
3. Wolf hybrids retain their wild nature.
4. AV. If Bibi had accepted help, that might have changed the outcome for her dogs.

SOLUTION TO *DOG WOMAN* WORD SEARCH:

D++++HBW++++H+
 IIBIB+LU+ON+E++
 R++++IE+SOLA+C+
 B+++ZI+ESKDFAA+
 Y++ZD++IVAYR+HE
 H+AD++L+CIV++SG
 +RE+NL+H+IC++RR
 DTTOA+E+NS+T+AO
 ++SF+S+GI+++IME
 +A++I+SBD AHCNOG
 JN++MLE+++++I+N
 ++AA+RK+++++C++
 D+RYI++RLOUPK++
 OK+AR+++O+++++
 G+N+++++F+++++

(Over,Down,Direction)
 ALLISON(5,8,NE)
 BIBI(5,2,W)
 BLIZZARD(8,1,SW)
 CARVINGS(14,3,SW)
 CHAD(12,10,W)
 DOG(1,13,S)
 EVICTION(8,4,SE)
 FORKLIFT(10,15,NW)
 GEORGE(15,10,N)
 HEADACHES(14,1,SW)

HUSKY(7,1,SE)
 HYBRID(1,6,N)
 JASON(1,11,NE)
 LOUP(9,13,E)
 MARK(5,11,SW)
 MARSHA(14,9,N)
 NICK(13,10,S)
 RYAN(5,14,NW)
 SIBERIAN(10,8,SW)
 TEDDIE(2,8,NE)
 WOLF(9,1,SE)

CHAPTER 16:

1. Jason said, “Ding dong the witch is dead.”
2. AV.
3. Deaths in George’s life: George’s dad, chickens, Goldie, Bibi.
4. AV. When Marsha expressed her dismay at George’s keeping the secret of Bibi, George shrugged and didn’t feel that he had to apologize; he thought he had a right to his own business.
5. Teddie apologizes to George for the first time after he corrects her for calling Bibi a witch.

CHAPTER 17:

1. The route of investigation: Police; Allison the humane officer at her office; Allison at home; Bibi's property; Roy Klumb at Wolf Protection Society; Bess Black at Cedar Grove nursing home; Kyle Derlinger at Bold.
2. AV. George's enemies are Chad and Jason.
3. AV.
4. AV. Bibi had promised she'd never give up, but she did. George feels that she lied to her.
5. Allison first uses the term "dog hoarder." George doesn't think the label sounds good.
6. George gets the idea to start a dog park.
7. Ryan says, "Life isn't black and white. We all have a little good guy and a little bad guy trying to steer our truck. Every day we decide who gets behind the wheel."
8. AV.

CHAPTER 18:

1. AV. Marsha is probably angry with her husband for dying, even though it was an accident.
2. George feels calm and realizes that winning isn't everything.

CHAPTER 19:

1. Jack the cat and Nick-Dog first show us that enemies don't have to be forever.
2. AV.
3. AV. Mr. Bold sees the dog park as good PR against the image of a dead body being found on his land. Occupancy is low in his office park as it is, without the negative publicity.
4. Mr. Bold's chair is a big leather chair. Marsha's chair is a cracked green recliner made out of naugahide.
5. It appears that Mr. Bold's office is very expensive and fancy.
6. AV. Mr. Bold probably calls Marsha at work to make sure her newspaper will cover the story of the dog park. He also wants her to omit mention of Bibi's story.
7. AV. Marsha tells Mr. Bold, "We'll do whatever my son says is honorable" and that they have to mention the name of the park: "Bibi's Run."

CHAPTER 20:

1. George is reminded that Bibi said, "If you got the guts."
2. AV. Teddie reminds George that if he can learn to catch a missile of a grounder, he can get the signatures; she also urges him to learn from Bibi and ask for help when he needs it.
3. Eight-hundred signatures starts with one signature.
4. AV. George realizes that Chad and Jason are not big talkers, and they're different from him, but they can work together. He doesn't feel that they're stupid and mean anymore. They're not his enemies any longer.
5. Bibi would have hated Mr. Bold, but George cannot.
6. Marsha cries because the fixed-up hayloft floor brings out all her feelings about Nick. George gets teary-eyed because Marsha tells him they have permission to bury Bibi's ashes, and all his feelings for Bibi come up.

7. AV. At the funeral, George explains that Bibi wanted to be a loving, happy person maybe even with a family, but there was some reason she just could not fit in with society. Maybe God made her too stubborn, or she grew up too alone, or learned English too late. George says he loved her.

8. AV. George looks into Marsha's eyes, smiles gently at her, drapes his arm protectively around her shoulders. He is acting like more of a man than a child.

EPILOGUE:

1. The grand opening is a success: cheerful decorations, attendance by local dignitaries, news media present, line of cars coming in, packed with families, many dogs running and playing.

2. Bibi's sentries are replanted along the entryway to the dog park, on each side.

3. Teddie gives George a brand new never-opened pouch of Big League Chew gum.

4. Marsha tells George that she is proud of him.

5. George says "Let's run some dogs," as Bibi used to say.

6. AV.

7. AV.