

Teaching Unit

**One Hundred^{and} One
Dalmatians**

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Grades 5th -8th***

Suggestions For Teaching

This book is a comedy, a mystery, and a thriller which was made into two different Disney movies. You will find that the book though is different in many ways from either of the movies.

There are a couple of things that you need to know about this unit. First of all the vocabulary for each lesson is meant to cover all children down to 5th grade, so if you find that some of the words are too easy for 8th graders feel free to remove as you see necessary. Second the questions in each section were written to be answered as the students read along, either in class or on their own. The questions are meant to see whether students are paying attention and for those who read on their own it is meant to see if they really have read it, otherwise some of the questions could not be answered even if they do have prior knowledge from the movies. Lastly in each lesson there is a journal entry and for some there are activities. The journal entries are to test the students creative writing abilities, where as the activities are meant to test their creativity with drawing pictures that they read about. These are just suggestions so you can freely add or subtract from them if you do not find them to your liking. I hope you enjoy this book as much as I did.

Suggested Discussion Topics For Each Lesson

Lesson #1: Ask the students to see how they would have dealt with the situation that the Nannies had in splitting up the work after the two houses were combined. See why they would do it the way that they suggest. See if the students have any suggestions as to why Cruella de Vil happens to like having things so hot.

Lesson #2: See if the students have any suggestions as to what makes a usual or an unusual dog. Ask the children and see if they have any thoughts as to who could have stolen the puppies and why that person might have done that.

Lesson #3: Find out if they remember how Pongo and Missis try telling the Dearly's that they are leaving. Then see if the students can come with any other ways that they dogs could have tried to get the message across to the Dearly's.

Lesson #4: Discuss with the students about the boy, who teased Pongo and Missis and through the stone at them, and see if the students could come up with a reason why he might have done this and see if they think it was wrong or right of him to have done that, also have them explain why.

Lesson #5: Knowing how the old man of the big house mistook Pongo and Missis for being ghosts of dogs he had known in the past, see if the students believe that there is such a thing as a ghost and see why or why not.

Lesson #6: Discuss with students the dangers of escaping into an unknown area and all the things that you would have to deal with.

Lesson #7: Discuss what the students would have done if they were the Dalmatians trapped by the gipsies and if they think that they would have been able to escape.

Lesson #8: See what students think it would be like to go home after a long absence, especially if your family might not end up recognizing you.

Lesson #9: Discuss what responsibilities would go along with having so many dogs living in the same house and how you would have to deal with them.

Additional Suggestions For Activities

1. Give the students a map of England, or a map of the London area would be even better, and have them try to follow the path that Pongo and Missis traveled to find their puppies.
2. Have the students look up information on one breed of dog. Have them bring a picture of the type of dog and tell the rest of the class about what they learned about that breed (let only one student report on each breed).
3. Have the students write their own dog story from the point of view of the dog.

Lesson #1

(Chapters 1-2)

Vocabulary:

obedient (pg. 9)

canine (pg. 9)

spinster (pg.10)

parlourmaid (pg. 11)

valet (pg. 11)

trousers (pg. 11)

veterinary (pg. 12)

trousseau (pg. 12)

tweed (pg. 12)

champions (pg. 12)

shilling (pg. 12)

strident (pg. 13)

chauffeur (pg. 14)

sable (pg. 16)

pantomime (pg. 18)

Questions:

1. What are the names of the two Dalmatians?
2. Who are their humans?
3. What is it that humans believe is true but is not?
4. What are the names of the nannies?
5. What was the "Great Idea" that the nannies came up with?
6. Where was the little house located in which the Dalmatians and their humans lived?
7. How does Mrs. Dearly know Cruella de Vil?
8. What was Mr. De Vil's job?
9. What type of pet do the de Vil's have?
10. What did the food at the de Vil's party taste like?
11. Where did Missis decide to have her babies?
12. Where was Pongo while Missis was having her puppies?

Journal:

Write about what you would be thinking or doing if you were Pongo and you were locked up in the kitchen while your wife had her first litter.

Activity:

From the description of Cruella de Vil on page 13 draw and color a picture of what you think she looks like.

Lesson #2

(Chapters 3-4)

Vocabulary:

foster mother (pg. 28)

ravenously (pg. 32)

liver-spotted (pg. 33)

cadpig (pg. 40)

Questions:

1. Why would a foster mother be needed?
2. What characteristic in a new born Dalmatian is considered a bad fault?
3. Who ended up helping Missis feed her puppies before a foster mother was found?
4. Where was a foster mother finally found?
5. What type of dog did the Dearly's find?
6. What did they name this new dog?
7. What had been her previous name?

Journal:

Tell what you think happened to the puppies and use information from what you have already read to support your conclusion.

Lesson #3

(Chapters 5-6)

Vocabulary:

advertisement (pg. 52)
amble (pg. 54)
heath (pg. 54)
caretakers (pg. 54)
villians (pg 55)
mews (pg. 60)
pampered (pg. 62)
gay (pg. 62)

Questions:

1. What does Pongo chew on instead of smoking a pipe like a man might while he is thinking?
2. What unusual thing did Pongo and Missis do once they got to the top of Primrose Hill?
3. How did the Sheepdog learn that the puppies were in the house where the Badduns stayed?
4. How did Pongo and Missis get out of the house?
5. What didn't the dogs have with them that would have made them legal?
6. Who did take the puppies and what for?
7. What is the name of the house were the puppies were kept in?

Journal:

Pretend that you are one of the dogs who relayed the message that the puppies had been found. Tell what you would be doing before you heard and what you would be doing afterwards. Be very descriptive.

Tell from the point of view of one of the puppies what you would be thinking or doing while you were locked up in Hell Hall.

Lesson #4

(Chapters 7-8)

Vocabulary:

bachelor (pg. 66)

village (pg. 66)

cobbled (pg. 67)

plaque (pg. 68)

ravenously (pg. 68)

hoarfrost (pg. 78)

Questions:

1. What type of dog did Pongo and Missis meet when they stopped to rest after their first night's journey?
2. What job were Dalmatians trained for long ago?
3. What did Missis eat in her sleep?
4. What did the little boy throw at Pongo?
5. What is the greatest crime that a dog could ever commit?
6. What does Missis find for food?
7. Who is the first creature Missis meets at the big house?

Journal:

Pretend that you are Missis and you are all alone after Pongo gets hurt. Tell what you would have done and why?

Lesson #5

(chapters 9-10)

Vocabulary:

rheumatism (pg. 83)
spectacle (pg. 83)
tapestry (pg. 86)
tea-cozy (pg. 87)
masculine (pg. 91)
virtuous (pg. 92)
colonel (pg. 95)
lieutenant (pg. 95)
shrewdly (pg. 98)
coaxed (pg. 101)
vicarage (pg. 102)

Questions:

1. Where did Pongo and Missis sleep in the big house?
2. How did Pongo and Missis receive their tea?
3. What is Tib's real name?
4. What does Pongo decide that he needs to learn?
5. What was Hell Hall's original name?
6. What is the shock Pongo and Missis in for?

Journal:

Tell what you think life at Hell Hall was like before the de Vil's owned it.

Activities:

From the description of Hell Hall on page 96 draw a picture of what you think the house would look like.

Lesson #6

(Chapters 11-12)

Vocabulary:

forage (pg. 108)
gaffer (pg. 109)
corporal (pg. 113)
sergeant (pg. 113)
lollypop (pg 115)
strident (pg. 123)
larder (pg. 126)
perambulator (pg 131)

Questions:

1. What does the Colonel plan on teaching the older pups?
2. How do Pongo and Missis get into the house?
3. Which puppy has the Colonel talked to and gotten the most information from?
4. What object do the Badduns like the most?
5. Where did the light in the kitchen come from?
6. What do the Badduns look like?
7. What are the Badduns scared of?
8. Who was pounding on the door?
9. How many puppies are there?
10. How do the Dalmatians get into the larder?
11. How long did it take the puppies to eat all the food?

Journal:

Knowing how Missis felt about TV the first time she saw it, try to picture what you would think about TV if it was the first time you had ever seen it. Tell what you would be thinking.

Lesson #7

(Chapter 13-14)

Vocabulary:

extraordinary (pg. 136)

billeting (pg. 137)

caravans (pg. 142)

gipsies (pg. 142)

spectacular (pg. 145)

svelte (pg. 146)

hassock (pg. 155)

Questions:

1. In what do Pongo and Missis plan on transporting their youngest daughter?
2. What day is it that they start their trip home?
3. What did the puppies have for breakfast?
4. What job did the Colonel and Willow have to do in such a hurry?
5. What language did the gipsy woman speak?
6. Who freed the Dalmatians from the trap?
7. Who is the black puppy?
8. How did he become black?
9. The "barn" that they found, what was it really?
10. What was the "TV" Cadpig found depicting?
11. What are the dog beds really?

Journal:

If you were one of the pups going into the "barn" what other delightful things might you see or hear in there?

Lesson #8

(Chapter 15-16)

Vocabulary:

hysterical (pg. 157)

miracle (pg. 164)

mews (pg. 171)

Questions:

1. What do the Dalmatians see that is on fire?
2. Since there is no place to stay in the village what do the Dalmatians decide to do?
3. Who was watching the bakery burn?
4. What kind of pipe did the Terrier have?
5. How did the Dalmatians hide from Cruella?
6. How do they get back to London?
7. What was Missis most worried about?
8. Who was the only person who saw them after they had left the mews?
9. What do the Dalmatians destroy in Cruella's house?
10. What did Pongo and Missis steal off of Cruella?

Journal:

Given the choices that Pongo had when they reached the village, tell what you would have done the same thing he had and why or tell what you would have done instead and why.

Lesson #9

(Chapters 17-18)

Vocabulary:

gramophone (pg. 182)
eiderdown (pg. 189)
vanity (pg. 189)
dynasty (pg. 195)
muslin (pg. 199)
aerial (pg. 199)

Questions:

1. What was Perdita doing that the humans had to wear so much hand lotion?
2. What mistake do humans so often make?
3. Who ran into Mr. Dearly?
4. How do the Dalmatians make the Dearly's realize who they are?
5. What so the Nannies decide to do to the puppies?
6. What did everyone get to eat that night?
7. What is Mr. de Vil now going to make instead of fur coats?
8. What colors did Cruella's black and white hair change to?

9. What house did the Dearly's buy?
10. What did the Dearly's promise to the white Persian cat?
11. What was Perdita's husband's name?
12. What was Mr. Dearly highly skilled at?
13. What makes kind cats?
14. What one thing does Cadpig miss?

Journal:

If you were the male liver-spotted Dalmatian how would you react to now being in such a large family.

Activity:

Draw a picture of what Hell Hall now looks like using the description of the house on pages 198-199.