



Prestwick House  
Activity Pack™

# Sample



Prestwick House

**Activity Pack**  
*Literature Made Fun!*

Click here  
to learn more  
about this  
**Activity Pack!**



Click here  
to find more  
**Classroom Resources**  
for this title!



 **Prestwick House**

*More from Prestwick House*

**Literature**

Literary Touchstone Classics  
Literature Teaching Units

**Grammar and Writing**

College and Career Readiness: Writing  
Grammar for Writing

**Vocabulary**

Vocabulary Power Plus  
Vocabulary from Latin and Greek Roots

**Reading**

Reading Informational Texts  
Reading Literature



 **Prestwick House**  
**Activity Pack**  
*Literature Made Fun!*



***The Hobbit***  
BY J. R. R. TOLKIEN

  
**Prestwick House**

Copyright © 2004 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938.  
1-800-932-4593 • [www.prestwickhouse.com](http://www.prestwickhouse.com)  
Permission to copy this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-60389-241-4  
Item No. 202159

# Table of Contents

<b>As You Read...</b>	
Characterization .....	6
Character Growth.....	8
Authorial Influences .....	12
Literary Techniques .....	14
<b>Chapter I</b>	
Style .....	20
Setting.....	26
Dialogue .....	28
<b>Chapter II</b>	
Compare/Contrast .....	30
Narration .....	32
<b>Chapter III</b>	
Characterization .....	34
<b>Chapter IV</b>	
Conflict.....	36
<b>Chapter V</b>	
Character Development.....	38
Writing Styles .....	40
<b>Chapter VI</b>	
Literary Techniques/Theme .....	46
Point of View .....	48
<b>Chapter VII</b>	
Character Introduction.....	50
Persuasion .....	52
<b>Chapter VIII</b>	
Setting.....	54
Mythology .....	56
Bilbo Baggins .....	58
<b>Chapter IX</b>	
Story Within a Story .....	60
Character Study.....	62
<b>Chapters I - X</b>	
Political Study.....	64

<b>Chapters I - XI</b>	
Character Dynamics .....	68
<b>Chapter XII</b>	
Narrator .....	70
Character Study .....	72
Characters' Personalities .....	74
<b>Chapter XIII</b>	
Conflict .....	76
<b>Chapter XIV</b>	
Persuasion .....	78
<b>Chapter XV</b>	
Symbolism .....	80
<b>Chapter XVI</b>	
Bilbo Baggins .....	82
<b>Chapters XVII - XVIII</b>	
Battle of the Five Armies .....	84
<b>Chapters XVIII - XIX</b>	
Irony .....	86
<b>Chapter XIX</b>	
Theme .....	88
<b>Wrap-Up</b>	
Projects .....	90
Debate Topics .....	92
<b>Appendix</b>	
Terms and Definitions .....	94
Small Group Learning .....	97
Newspaper .....	102
Writing Poems .....	104
Directions for a Debate .....	106

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**As You Read...**

**Characterization**

**Objective:** Understanding stereotypes as they relate to character traits and personality

The author of *The Hobbit*, J.R.R. Tolkien, is often considered the father of the modern fantasy novel. Although such mythical races like dwarves and elves had appeared in folk literature and fairy tales, his books are the first to contain these races as the main characters. Before you read the book, write down what you think will be the general character traits of the racial groups listed that follows. As you read the novel, list the places where the author describes their characteristics and say whether or not your pre-judgments were supported.

*Note to Teacher: Students may have already seen The Ring Trilogy movies or various film versions of The Hobbit. In these cases, encourage the students use their imaginations and not rely on what they have seen on TV or in the theaters.*

Race	Pre-Reading Impression	Page(s) With Description	Evidence to support/ Not Support You
Hobbits			
Wizards			
Dwarves			
Elves			
Trolls			
Goblins			
Humans			
Dragons			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter I

### Style

**Objective:** Understanding the concept of style and recognizing its elements

In general, the two elements that constitute a writer's style are diction (choice of words) and the structure and length of sentences. Read the following outline of how you may understand a writer's style.

#### Diction

- A. Type of Language
  - Standard English—formal
  - Standard English—informal
  - Dialect
- B. Vocabulary—level of difficulty
  - Concrete words—words that have specific meanings; refer to things that are usually familiar and easily recognized. The more concrete the writing is, the easier it is to comprehend.
  - Abstract words—the use of words to evoke sensory impressions; refer to concepts; a large number of abstract words usually results in a higher level of difficulty and unfamiliarity.
- C. Imagery
  - Use of connotations
  - Use of descriptive nouns and verbs
  - Figurative language
  - Metaphors
  - Similes
  - Personification
  - Tone—the writer's attitude toward subjects or readers

#### Sentences

- A. Length (Number of words in sentences)
- B. Types of sentences
  - Simple
  - Complex
  - Compound
  - Compound-complex
- C. Form
  - Dialogue
  - Narrative
- D. Rhetorical devices—use of other literary terms, such as hyperbole, alliteration, etc.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter IV

### Conflict

**Objective:** Understanding conflict.

#### Activity 1

The dwarves and Gandalf have different visions about their journey and how they should proceed. The dwarves dream only of treasure, while the wizard thinks about the hardships they will face along the way. This causes tension with Bilbo, since he wants the gold, but is afraid of what else the group might encounter. Create groups of three containing a Thorin, a Bilbo, and a Gandalf. Thorin and Gandalf must each present their argument to the Bilbo for how the journey should continue. Once the group's Bilbo makes the decision, Bilbo must present a rationale based on the cases presented by the teammates.

#### Activity 2

Create a chart of the action in this chapter. Include key plot points for the introduction of the conflict, the rising action, falling action, and climax—there can be more than one high and low in the chapter and even plateaus.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter VI**

**Point of View**

**Objective:** Understanding how point of view can change perception of events

**Activity 1**

Bilbo tells the dwarves about his adventures with Gollum and escaping from the Goblins. He leaves out any discussion of the ring and makes himself out to be braver and smarter than he actually was. Only Gandalf guesses at the truth. We don't hear, though, how the dwarves escaped. Write an outline of what you think happened from the narrator's point of view. Then write the description as the dwarves might tell it to Bilbo.

**Activity 2**

The battle in the woods involves the Goblins, the adventurers, the Wargs, and the Eagles. Fill in the chart that follows for each group, changing your answer according to each group's point of view.

Group	Initial Conflict	Who started it	Why group is involved	What the outcome should be	Was justice served? Why or why not?
Goblins					
Adventurers					
Wargs					
Eagles					



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter VIII

### Bilbo Baggins

**Objective:** Understanding the character growth of Bilbo Baggins

#### Activity 1

Bilbo takes over as the leader of the expedition. He kills the spider, rescues his companions, and comes up with a plan to find Thorin. Imagine that Bilbo is applying to become leader of the group. Write the job ad and Bilbo's résumé.

#### Activity 2

Compare Bilbo's actions during the spider battle to the goblin battle and his bout with Gollum in Chapters 4 and 5. Look at the list of adjectives that follows. Which ones do you think describe the earlier Bilbo? What about the Bilbo who kills the spider and rescues his friends?

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Cowardly | <input type="checkbox"/> Scared      |
| <input type="checkbox"/> Brave    | <input type="checkbox"/> Daring      |
| <input type="checkbox"/> Lucky    | <input type="checkbox"/> Boastful    |
| <input type="checkbox"/> Humble   | <input type="checkbox"/> Decisive    |
| <input type="checkbox"/> Panicky  | <input type="checkbox"/> Intelligent |
| <input type="checkbox"/> Sneaky   | <input type="checkbox"/> Complaining |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Deceitful   |
| <input type="checkbox"/> Heroic   | <input type="checkbox"/> Reckless    |

What other adjectives would you use?