

Prestwick
PowerPacks™
Practical Activities for Comprehension and Key Skills



Jacob Have I Loved

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Name: _____

Date: _____

Activity I: In the News**Pre-Reading****Making a Class Newspaper**

Welcome to 1941! Before you begin reading *Jacob Have I Loved*, you should know what was going on during that time. You have just been hired at the local printing press, and you are in charge of informing the public of important events. As a class, vote for your favorite newspaper name. Once a name has been established, the group that has the front-page articles must include the newspaper name on its page.

Following is a list of several topics and events. The list is broken into sections—sections of a newspaper. You will be working in small groups (of 2 to 3 students), but you need to be creative and work together. Be sure that each member of the group has a specific job—all of you must do some research.

Each group is to write one brief article that includes all the factual information pertaining to that event or topic. Be sure to research carefully; try to leave no question unanswered. If there is something that you feel is important to the reader, but you are unable to elaborate on it, you must make this clear. Your articles should be concise and logical. You will be presenting your articles to the class.

Every newspaper has advertisements. In addition to the article that your group will write, you must also create and include at least one advertisement. A list of possible advertisements is provided, but you should try searching for some that are not included on the list. Have fun!

Name: _____

Date: _____

1941 News

- Front Page:** World War II (3)
The Nazi Party (3)
Holocaust (3)
The Attack on Pearl Harbor (3)
The Atomic Bomb (3)
- U.S. News:** Mount Rushmore Completion (2)
- What's New?:** Cheerios (2)
- Sports:** Joe DiMaggio (2)
Yankees World Series Win (2)
Ted Williams (2)
- Archives 1940:** FM Radio (2)
Booker T. Washington (2)
Nylons (1)
Armistice Day Blizzard (1)
- Advertisements:** Literature: *Curious George*
Literature: *Death Comes at the End* – Agatha Christie
Music: “Chattanooga Choo Choo” – Glenn Miller
Music: “Boogie Woogie Bugle Boy” – Andrews Sisters
Theater: *Best Foot Forward* – Broadway
Theater: *Let's Face It* – Broadway
Film: *Dumbo*

Name: _____

Date: _____

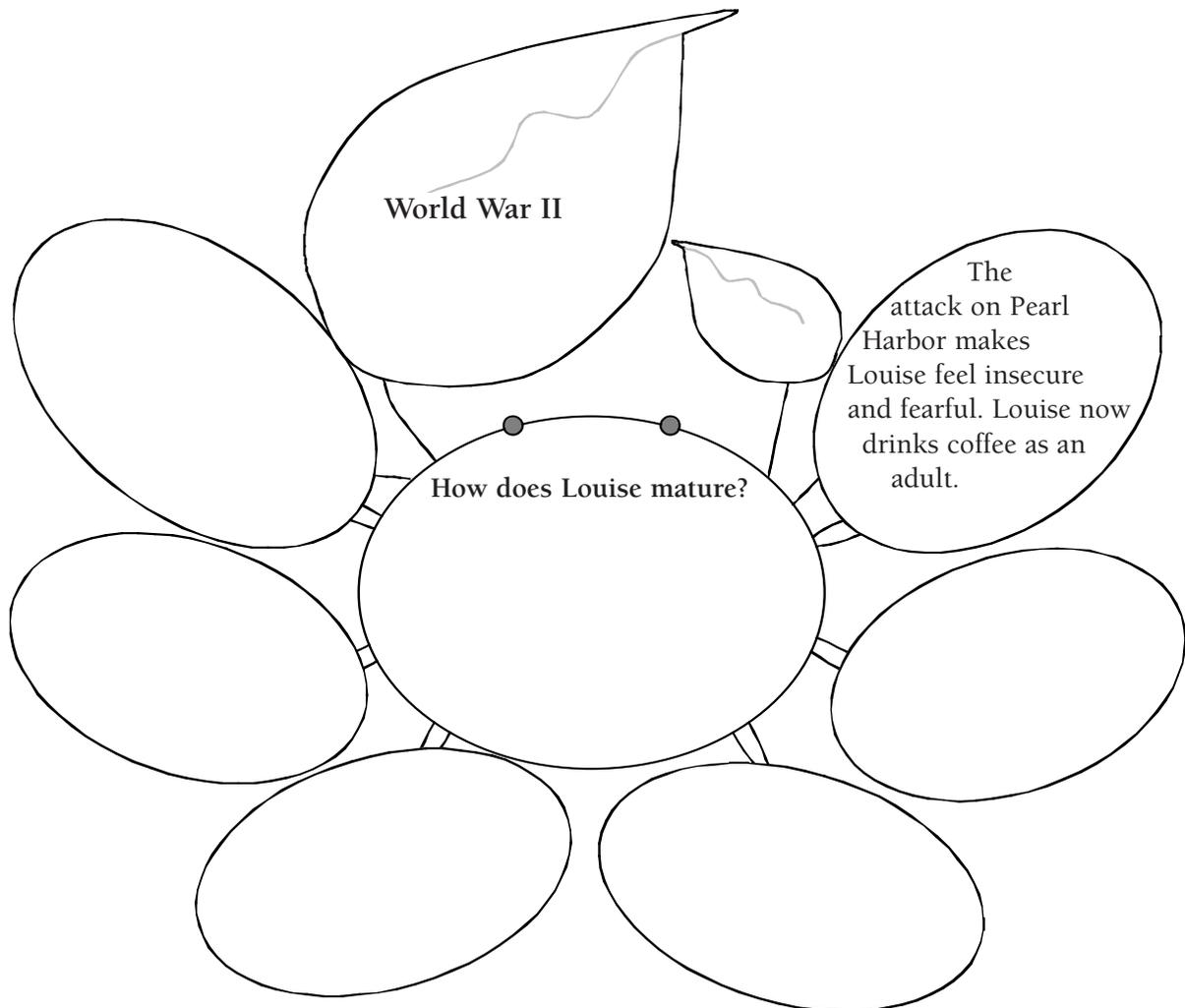
Activity II: Coming-of-Age **Pre-Reading**

Jacob Have I Loved is a coming-of-age novel, which means that Louise undergoes a transformation from child to adult. The world exposes her to new experiences and feelings that break down her childlike security and dependence and enable her to see the people and events around her for who and what they really are. She learns of life's challenges and tragedies, and she learns how to react and deal with them.

Louise's maturity is sparked by several major events in the novel. As you read, identify Louise's personality changes by completing the following **COMING-OF-AGE CRABS**. First, complete the WWII chart. Then, choose another major event that causes Louise to mature.

1. On the crab's big claw, write the major event that challenges Louise.
2. On the crab's flippers, name the ways that the event affects Louise. For example, does the event scare her or change the way she does certain things? Does it bring a privilege?
3. Finally, on the crab's body, identify how the event makes Louise mature.

The first one has been started for you.



Student's Page

Name: _____

Date: _____

Activity I: Adjective Characterization **Rass Island—Chapter 3**

Can you believe that Louise and Caroline are twins? Sometimes, twins are very similar—thinking the same, wearing the same clothes, finishing each other's sentences. Not Louise and Caroline! They are so different.

Beginning with the chapter titled, *Rass Island* and searching through Chapter 3, find at least five different adjectives that describe each twin. On the following **DESCRIPTIVE ADJECTIVE CHART**, put your adjectives in the column for each twin, with a page number beside it so you can prove that that sister truly does have that characteristic. The first one has been done for you. Make sure you find adjectives!

DESCRIPTIVE ADJECTIVE CHART

Louise	Caroline
big-boned (Pg. 5)	confident (Pg. 17)

Name: _____

Date: _____

Activity I: All About the Island Chapters 4–6

The inhabitants of Rass Island rarely leave their island, so, over the years, they have developed customs and characteristics that are very different from any city or town around them. It is as if the people of this island live in a different country. Re-read chapters four through six, and find specific customs or characteristics of Rass Island. List at least five customs in the table below. Include the custom, the quote that illustrates that custom, and the page number where it can be found. The first one has been done for you.

CUSTOMS OF RASS ISLAND TABLE

Custom	Quote	Page #
no mystery	"The island held few secrets or surprises beyond the weather."	54

Name: _____

Date: _____

Activity II: Louise's Style**Chapters 4–6**

Louise wants to earn some of her own money. She sees an advertisement in the paper:

WANTED: Song Lyrics
Cash for your poems!

Louise is confident that she can come up with lyrics because, she says, “Any idiot could figure it out.” (Pg. 85)

There is a specific style that Louise uses to create her poetry. Using Louise's style, you must create your own poem. The topic is up to you—you may write about an event in the book, or you may write about something in your own life. The choice is yours...the style is Louise's. (You may use the two sample poems on page 85 as guides.) Have fun!

Louise's Style

“Two rhyming lines, stuffed with romance, a third that neither rhymes nor makes sense right away, two more romantic ones, then the third that also rhymes with the earlier unrhymed one and sort of makes sense.” (Pg. 85)

Name: _____

Date: _____

Activity III: A Letter from Wheeze**Chapters 4–6**

Louise makes it clear, from the beginning, that she is not fond of her twin sister. Caroline and Louise are so different it is hard to imagine that they are twins. In Chapter 6, Louise actually uses the word “hate” to describe her feelings for Caroline.

There are two parts to this activity. First, review the first six chapters (including “Rass Island”) and make a list of at least 6 conflicts Louise has that relate to Caroline. Once you have completed your list, choose three conflicts to focus on for the next part of the assignment.

Next, imagine you are Louise. Take the three conflicts you chose from your list, and expand on them in a letter to your sister. You must use examples from the text, but you may use your imagination to add stories about their relationship that may have been left out of the novel. It is important to stay in character. Use emotions and colorful adjectives to describe how you feel. Remember, this is your sister. Imagine how you would feel if you hated your twin. Be careful. Be creative. Use the **FRIENDLY LETTER MODEL** to help you format your letter correctly.

Name: _____

Date: _____

Activity I: Characterization**Chapters 7–9**

Authors do not always describe every detail of a character's personality. They frequently hint at their characters' traits and motivations using the following techniques:

- the narrator's comments.
- the character's words and actions.
- other characters' words and actions.

When authors use these methods to describe their characters, they rely on the reader's ability to make inferences about the characters from the information provided.

For example, in *Jacob Have I Loved*, we can infer that Louise is serious, self-conscious, and inhibited. When the Captain makes a joke about Wheeze and Cough, Louise narrates, "I tried to smile, but my face had too much basic integrity for me even to pretend I had heard something funny." (Pg. 93) Louise's thoughts tell us that she takes life too seriously to let herself enjoy a silly joke. If she were easygoing, she would have laughed with Call and the Captain, but she chooses not to do so.

Now it is your turn to infer character traits from the clues Katherine Paterson provides. In the following **CHARACTERIZATION CHART**, identify each character's traits using the provided quotations.