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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

A Doll's House

based on the play by

Henrik Ibsen

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR Henrik Ibsen

IBSEN, Henrik (1828-1906). The first great modern playwright was Henrik Ibsen, a Norwegian. His plays show a wide variety of styles, ranging from the realism of 'Hedda Gabler' to the fantasy of 'Peer Gynt'. He is admired for his technical mastery, symbolism, and deep psychological insight.

Ibsen, born on March 20, 1828, in the small port town of Skien, Norway, was one of six children. When the boy was eight, his father went bankrupt. For the next eight years the family lived on a small farm near Skien. At 15 Ibsen was apprenticed to a druggist in the town of Grimstad. It was a lonely life, and the boy soon turned to writing, especially poetry.

In 1849 Ibsen entered the university at Christiania (now Oslo), but he soon dropped out for lack of money. His life was hard for many years. He did routine writing for newspapers and managed a small theater. He traveled in Germany and Denmark to study scene design. He also wrote poetry and unsuccessful plays.

Finally in 1864, aided by a small government grant and the help of friends, Ibsen left Norway to live in Rome, Italy. His first successful play, 'Brand', was originally written in 1865 as a narrative poem. Recast as a drama, it was first performed in 1885. It tells the grim story of a minister who renounces the compromises of his time in favor of a "true-to-oneself" life. His next play was 'Peer Gynt' (1867), the tale of a world traveler involved in a variety of remarkable adventures. Wild as the story is, its point is clear—that a second-rate life has little meaning and purpose.

Then followed 'The League of Youth' (1868), about political corruption, and 'Emperor and Galilean' (1873), a plea for a new kind of Christianity. 'The Pillars of Society' (1877) and 'A Doll's House' (1879) deal with social reforms based on the principles of honesty and freedom. 'Ghosts' (1881), about the tragedy of disease that affects the mind, is perhaps Ibsen's greatest play.

Among his later plays are 'An Enemy of the People' (1882), a comedy with serious undertones; 'The Wild Duck' (1884), combining reality and poetry; and 'Rosmersholm' (1886), dealing with the conflict between conscience and desire for freedom. 'Hedda Gabler' (1890) is a powerful domestic tragedy ending in suicide. Among his last plays are 'The Master Builder' (1892) and 'When We Dead Awaken' (1899).

After years of living alternately in Rome and Dresden and Munich, Germany, Ibsen returned to Norway in 1892. He was rich, honored by the world, and loved by his own people. His plays were translated into many languages and staged in countries all over the world. He died in Christiania on May 23, 1906.

--- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Doll's House* by Henrik Ibsen. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the play through a writing activity. Following the introductory activity, students are given a transition to explain how the activity relates to the play they are about to read. Following the transition, students are given the materials they will be using during the unit. .

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the play. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

In this unit the play is read orally with different students taking the parts of the characters. There is a **Speaking Part Assignment Sheet** which lists the parts and leaves a place for you to fill in students' names.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the play.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students tell what they think a woman's role should be in our society. The second assignment is to persuade: students create two advertisements they believe they would find in a playbill. The third assignment is to inform: students create a playbill for *A Doll's House*.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *A Doll's House*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, but it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more challenge.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the play, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *A Doll's House*

1. Through reading Ibsen's *A Doll's House*, students will consider the role of women in society.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will determine and discuss the relationships among the characters.
4. Students will consider "law" versus "justice" and "legality" versus "morality."
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Doll's House* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the play
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *A Doll's House*

Date Assigned	Act Assigned	Completion Date
	One	
	Two	
	Three	

UNIT OUTLINE - *A Doll's House*

1	2	3	4	5
Introduction Writing Assignment #1	Part Assignments PV Act 1	Read Act 1	Study ?s Act 1 PV Act 2	Read Act 2
6	7	8	9	10
Study ?s Act 2 PV Act 3	Read Act 3	Study ?s Act 3 Extra ?s	Extra ?s Discussion	Vocabulary
11	12	13	14	15
Writing Assignment #2	Library	Reports	Speaker	Writing Assignment #3
16	17			
Review	Test			

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet R=Read

LESSON ONE

Objectives

1. To introduce the *Doll's House* unit
2. To distribute books and other materials students will use in the unit
3. To give students the opportunity to express their own opinions
4. To give the teacher the opportunity to evaluate students' writing skills

Activity #1

Distribute Writing Assignment #1. Discuss the directions in detail and give students ample time to complete the assignment.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the play. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the play they are about to read. Following the completion of the reading of the play, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Extra Activities page of this unit contains suggestions for an extra library of related plays and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the plays and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 - *A Doll's House*

PROMPT

In Ibsen's play, *A Doll's House*, the main character, Nora, is forced to look at her life--her roles as a person, a mother, a wife, a worker. Even though the play was published in the late 1870s, the ideas Ibsen explores are still quite appropriate for people today.

Your assignment is to answer the question, "What is a woman's role in society?" In what area(s) do a woman's most important responsibilities lie? The topic is intentionally vague to give you the freedom to make what you wish of the assignment. You could take an historical viewpoint, a personal viewpoint, or an omniscient (objective) viewpoint.

PREWRITING

One way to begin is to jot down ideas that come into your head as answers to the question. Look at them and see if there is a relationship among all or some of your ideas. Try to find one sentence which will cover or incorporate all of your related ideas. Then organize your ideas into a logical pattern.

DRAFTING

Your composition should have an introductory paragraph in which you introduce your main idea, your thesis (usually that one sentence that covers or incorporates all of your related ideas). The body paragraphs of your composition should explain and/or develop your thesis. Your concluding paragraph should give your final thoughts on the topic and bring your composition to a close.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.