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- 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 Farewell to Arms

based on the book by
Ernest Hemingway

Written by

Mary B. Collins and Barbara M. Linde

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A FEW NOTES ABOUT THE AUTHOR ERNEST HEMINGWAY

HEMINGWAY, Ernest (1899-1961). A writer famous for his terse, direct style, Ernest Hemingway was also known for the way in which his own life mirrored the activities and interests of his characters. Many of his works show man pitted against nature, as in his favorite sports-hunting, fishing, and bullfighting. In others he tells of the experiences of wartime-man against man. The immediate appeal of his best writing probably stems from the fact that he wrote of things he knew intimately and that were important to him.

Ernest Hemingway was born on July 21, 1899, in Oak Park, Ill., a Chicago suburb. His father was a doctor. After high school Hemingway got a job as a reporter on the Kansas City Star. During World War I he tried to enlist in the armed forces but was rejected because of an old eye injury. He volunteered as an ambulance driver on the Italian front, and in 1918 he was badly wounded.

After the war he settled in Paris, France, where he began to write fiction. He submitted his work for criticism to the poet Ezra Pound and to Gertrude Stein, a writer who served as friend and adviser to many writers of the time. The first of many collections of stories, 'In Our Time', published in 1925, did not sell well. His novel 'The Sun Also Rises', which came out a year later, made his name known. It tells of young people in postwar Paris and their search for values in a world that in many ways has lost its meaning.

In 'A Farewell to Arms' (1929), about war on the Italian front, Hemingway tells a love story that is interspersed with scenes of magnificent battle reporting. 'To Have and Have Not' (1937) shows Hemingway's interest in social problems, an interest more fully realized in 'For Whom the Bell Tolls' (1940), set in the Spanish Civil War. In 'Across the River and into the Trees' (1950) an army officer dies while on leave. This novel is generally considered inferior to 'The Old Man and the Sea' (1952), which won a Pulitzer prize in 1953. Hemingway received the Nobel prize for literature in 1954.

Hemingway was a war correspondent in Spain, China, and Europe during World War II. He was married four times and had three sons. Toward the end of his life he suffered from anxiety and depression. He died on July 2, 1961, in his home in Ketchum, Idaho, of a self-inflicted shotgun wound.

--- Courtesy of Compton's Learning Company

INTRODUCTION *A Farewell to Arms*

This unit has been designed to develop students' reading, writing, thinking, listening, and speaking skills through exercises and activities related to *A Farewell to Arms* by Ernest Hemingway. It includes 20 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *A Farewell to Arms* and Hemingway through a video. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. They are also introduced to the nonfiction assignment. At the end of the lesson, students begin the prereading work for the first reading assignment.

The **reading assignments** are approximately 30 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. 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 book. 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 gives students dictionary definitions of the words and has them 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.

After students complete extra discussion questions, there is a vocabulary review lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, 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 novel. These questions are done as a **group activity**.

Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

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 will describe war in their own way. The second writing assignment is to **inform**. Students will discuss the point of the novel and how Hemingway uses the characters and events in the novel to convey his message. The third writing assignment is to **persuade**. Students will persuade Frederick Henry to go back to the Italian army.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *A Farewell to Arms*. 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; 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: all multiple choice matching true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, 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. Only student materials may be reproduced for use in the purchaser's classroom without violation of copyrights. Contact Teacher's Pet Publications (www.tpet.com) if you have any copyright questions.

UNIT PLAN ADAPTATIONS –*A Farewell to Arms*

Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- Complete two of the daily lessons in one class period.
- Have students complete all reading and writing activities in class.
- Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- Assign the projects from the daily lessons at the beginning of the unit, and allow time each day for students to work on them.
- Use some of the Unit and Vocabulary Resource activities during every class.

Gifted & Talented / Advanced Classes

- Emphasize the projects and the extra discussion questions.
- Have students complete all of the writing activities.
- Assign the reading to be completed out of class and focus on the discussions in class.
- Encourage students to develop their own questions.

ESL / ELD

- Assign a partner to help the student read the text aloud.
- Tape record the text and have the student listen and follow along in the text.
- Give the student the study guide worksheets to use as they read.
- Provide pictures and demonstrations to explain difficult vocabulary words and concepts.
- Conduct guided reading lessons, asking students to stop frequently and explain what they have read.
- Show the movie version of the novel and help students identify characters and events, and relate the action in their own words. You may want to show the movie without the sound and explain the actions in your own words.

UNIT OBJECTIVES – *A Farewell to Arms*

1. Through reading *A Farewell to Arms* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will gain a better understanding of Hemingway’s “code hero.”
3. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
4. Students will be able to find and define the symbols used in *A Farewell to Arms*.
5. Students will practice reading aloud and silently to improve their skills in each area.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Farewell to Arms*.
8. Students will practice writing through a variety of writing assignments.
9. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
10. 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 Farewell To Arms

Date Assigned	Reading Assignment	Complete By This Date
	Book One: Chapters I-VII	
	Book One: Chapters VIII-XII	
	Book Two: Chapters XIII-XVIII	
	Book Two: Chapters XIX-XXIV	
	Book Three: Chapters XXV-XXVII	
	Book Three: Chapters XXVIII-XXXII	
	Book Four: Chapters XXXIII-XXXVII	
	Book Five: Chapters XXXVIII-XLI	

WRITING ASSIGNMENT LOG

Date Assigned	Assignment	Complete By This Date
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Nonfiction Assignment	

UNIT OUTLINE *Farewell to Arms*

1	2	3	4	5
Introduction	PVR Book 1 Ch I-VII	Study ?s 1:I-VII PVR 1:VIII-XII Oral Reading Evaluation	Study ?s 1:VIII-XII Writing #1	PVR 2:XIII-XVIII
6	7	8	9	10
PVR 2:XIX-XXIV	Quiz Book 2 Writing Conf. PVR 3:XXV-XXVII	Study?s 3:XXV-XXVII PVR3:XXVIII- XXXII	Study?s 3:XXVIII- XXXII Sent. Structure	Writing #2
11	12	13	14	15
PVR 4: XXXIII- XXXVII	PVR 5: XXXVIII-XLI	Code Hero	Extra Discussion Questions	Quotations
16	17	18	19	20
Writing #3	Vocabulary Review	Unit Review	Test	Nonfiction Assignment

LESSON ONE

Objectives

1. To introduce the *A Farewell To Arms* unit
2. To distribute books, study guides and other related materials
3. To give students background information about Hemingway and his works

Activity #1

Distribute books, study guides, and reading assignments. Explain in detail how students are to use these materials.

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

Reading/Writing Assignment Sheet You (the teachers) need to fill in the reading and writing assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate 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.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Unit Resource Materials portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your classroom where you will keep these materials for students to use. Bring the books 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.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

Notebook or Unit Folder You may want the students to keep all of their worksheets, notes, and other papers for the unit together in a binder or notebook. During the first class meeting, tell them how you want them to arrange the folder. Make divider pages for vocabulary worksheets, Prereading study guide questions, review activities, notes, and tests. You may want to give a grade for accuracy in keeping the folder.

WRITING ASSIGNMENT #1 *A Farewell To Arms*

PROMPT

Many passages in *A Farewell To Arms* describe war and its effects. Your assignment is to describe war in your own way. You may use any literary form you choose: a short story, a poem, an essay, a letter -- any form you think you could best use to give an accurate description of war. You may choose any point of view and any setting you wish. Be creative. Be accurate. Convey feelings and images. The emphasis of this assignment is to see how well you can describe something--in this case, war.

PREWRITING

Remember that a personal opinion piece can and should include your thoughts and feelings. As often as possible, support these thoughts and feelings with factual evidence or examples.

First, read the passages in *A Farewell to Arms* that describe war and its effects. If you own the book, you may want to highlight these passages in a certain color. Or, put sticky-notes next to the passages.

Then, read other descriptions of war. You may also want to watch a movie or television show about war to get a visual idea of its effects. There are several accurate presentations on Public Television and the History Channel. If possible, interview someone who has witnessed war, either as a soldier or civilian. If you do this, be sensitive in your questioning.

Make a concept web with the word "war" in the center. Around the center, write any words or phrases that remind you of war. Use this web as you write.

DRAFTING

Choose the literary form and point of view you want to use. Refer to the concept web you developed as you write. Write your first draft. Check to make sure you are including your opinion. Use as many descriptive words and images as you can. You may want to use a thesaurus to help you get a variety of words and their exact meanings.

PEER EDITING

When you finish the rough draft of your personal opinion piece, ask another student to read it. After reading your rough draft, the student 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. Your reader should also be able to summarize your opinion about war based on your text. Reread your text considering your critic's comments, and make the revisions you think are necessary.

PROOFREADING

Do a final proofreading of your opinion piece, double checking your grammar, spelling, organization, and the clarity of your ideas. Revise as necessary before submitting it for grading.