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- 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

Jacob Have I Loved

based on the book by  
Katherine Paterson

Written by  
Janine H. Sherman

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## A FEW NOTES ABOUT THE AUTHOR KATHERINE PATERSON

PATERSON, Katherine (1932- ). Three time Newbery award winning author Katherine Paterson calls herself a gypsy. She has lived in three countries and many states. She doesn't feel she has a home in that sense, so to her, she doesn't have a place out of which stories naturally come.

These sentiments come from an author whose writing in every aspect, not only setting, seems to come very naturally. Characters in Paterson's Newbery Honor book *The Great Gilly Hopkins* and Newbery Medal novels *Bridge to Terabithia* and *Jacob Have I Loved* totally belong where they are. And where they are is where she has spent a good part of her life, in the mid-Atlantic region of the United States. These are her recent works, though. Earlier novels: *The Sign of the Chrysanthemum*, *Of Nightingales That Weep*, and *The Master Puppeteer* are set in Japan, where she attended and taught school in the 1950's.

She doesn't think you have to fight dragons to write books, but to live deeply the life you've been given. Her deeply-lived life has taken her all over the world. She spent her early childhood in China, where her father was a missionary. During World War II, she was evacuated with her family. They came to live in various parts of Virginia, North Carolina, and West Virginia, where Katherine's odd clothes and British accent made her an outcast. As a result, she became an avid reader with a vivid imagination.

Katherine feels a book always grows out of who you are. You may wish it to be different, you might even pretend it to be different, but she insists the book will betray you. What you are will always come out in the book, she testifies. When asked what qualifies her to be a writer for children, she responds with the fact she was once a weird little kid. She thinks that gives her a head start.

Katherine has written a total of twelve books including these most recent: *Lyddie* (1991), *The King's Equal* (1992), and *Flip-Flop Girl* (1994). She and her Presbyterian minister husband, John Paterson, have four children who have provided her with much of the subject matter for her keenly observant stories of family life. She presently lives in Barre, Vermont.

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Jacob Have I Loved* by Katherine Paterson. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to background information about places, people, and events mentioned throughout this novel. It also doubles as the first writing assignment for the unit. 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.

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. 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 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.

After students complete extra discussion questions, 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.

Following the reading of the book, three lessons are devoted to the **extra discussion questions/writing assignments/activities**. 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/ activity** 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 inform: students write a composition about one of the background topics assigned in Lesson One. The second assignment is to give students a chance to persuade: students will pretend to be Sara Louise Bradshaw and write a persuasive letter to Captain Hiram Wallace convincing him that she equally deserves his widow Trudy's legacy as does her sister Caroline. The third assignment gives students the opportunity to express their personal ideas: students will interview their parents and/or relatives for information regarding their births. They will then write a personal account of the story of their birth.

The **nonfiction reading assignment** is tied in with Writing Assignment 1 and the introductory lesson. Students are required to read a piece of nonfiction related in some way to *Jacob Have I Loved*. In this case, the topics are assigned in Lesson One. 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**.

There is an optional **class project** (Save the Bay) through which students will gain first-hand knowledge of the challenges facing the Chesapeake Bay and have the opportunity to take part in helping to do something about these problems. This conservation project can be applied towards any watershed area; all activities are universal.

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 **unit resource section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary games and 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 *Jacob Have I Loved*

1. Through reading Katherine Paterson's *Jacob Have I Loved*, students will recognize the trials of adolescence and be able to see jealousy's (primarily sibling rivalry's ) effect on self-esteem.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will gain an understanding of the comparison the author presents between the two twins and that of the Biblical twins, Jacob and Esau.
4. Students will define their own viewpoints on the aforementioned themes.
5. Students will gain appreciation for and demonstrate proficiency in identifying and using figurative language.
6. Students will do background research to make life on the Chesapeake Bay during the World War II era more meaningful.
7. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
8. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Jacob Have I Loved* as they relate to the author's theme development.
9. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
10. 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 novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.



READING ASSIGNMENT SHEET - *Jacob Have I Loved*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	Rass Island, 1, 2	
	3, 4	
	5, 6	
	7, 8, 9	
	10, 11, 12	
	13, 14	
	15, 16	
	17, 18	
	19, 20	

UNIT OUTLINE - *Jacob Have I Loved*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Library  Writing Assignment #1	Introduction Read Rass Island  PVR Ch 1,2	Study? Rass Island-Ch.2  PVR Ch. 3,4	Study? Ch. 3,4  PVR Ch. 5,6	Study ? Ch. 5,6 Writing Conference  PVR Ch. 7-9
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ? Ch. 7-9  PVR Ch. 10-12	Group Activity Figurative Language	Study ? Ch. 10- 12  PV Ch. 13,14	Read Ch. 13,14  Writing Assignment #2	Study? Ch. 13,14  PVR Ch. 15,16
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Study? Ch. 15,16  PVR Ch. 17,18	Study? Ch. 17,18  PV Ch. 19,20	Read Ch. 19,20  Study ? Ch 19,20	Writing Assignment #3	Extra Discussion Questions
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Extra Discussion Questions	Extra Discussion Questions/ Activities	Vocabulary Review	Review	Test
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	
Project Save the Bay				

Key: P = Preview Study Questions    V = Vocabulary Work    R = Read

## LESSON ONE

### Objectives

1. To give students background information for *Jacob Have I Loved*
2. To give students the opportunity to fulfill their nonfiction reading assignment that goes along with this unit
3. To give students practice using library resources
4. To prepare students for the introductory activity in Lesson Two.
5. To give students the opportunity to write to inform by developing and organizing facts to convey information.

### Activity

Assign one of each of the following topics to each of your students. Distribute Writing Assignment #1. Discuss the directions in detail. Take your students to the library so they may work on the assignment. Students should fill out a "Nonfiction Assignment Sheet" for at least one of the sources they used, and students should submit these sheets with their compositions.

### Topics

1. Where is Pearl Harbor and what did it have to do with the U. S.'s entry into World War II?
2. Make a timeline of World War II.
3. Who were the Allies and name their leaders?
4. Name the Axis countries and their leaders.
5. Write a short biography of Franklin D. Roosevelt.
6. Identify the various theatres (areas) of fighting during World War II.
7. Identify Adolf Hitler and his role in the Third Reich.
8. Explain what a Nazi was.
9. What was "D- Day"?
10. What was "V-E Day"?
11. What was "V-J Day"?
12. Where is Hiroshima and what happened there?
13. Define patriotism. Why is it at a high point during a war?
14. What is meant by the home front?
15. Who was Rosie the Riveter?
16. What was rationing and why was it needed during this time period?
17. How did youngsters contribute to the war effort?
18. What were war bonds?
19. What was censorship and why was it necessary?
20. Identify popular songs, bands, and music of the era.
21. Why were radios, newspapers, and magazines so important back then?
22. What were black out curtains and why were they needed?

## WRITING ASSIGNMENT #1 *Jacob Have I Loved*

### PROMPT

You are going to read about Sara Louise Bradshaw and her twin sister, Caroline, 13 year- old fraternal twins who live on an isolated island in the Chesapeake Bay during World War II. It is realistic or historical fiction (the events in the novel *could* have taken place, but the characters and events are *fictional*). Before you read it, however, you should have some background information about some of the things mentioned in the story.

You have been assigned one topic about which you must find information. You are to read as much as you can about that topic and write a composition in which you relate what you have learned from your reading. Note that this is a *composition*, not just a sentence or two.

### PREWRITING

You will go to the library. When you get there, use the library's resources to find information about your topic. Look for books, encyclopedias, articles in magazines- anything that will give you the information you require. Take a few notes as you read to help you remember important dates, names, places, or other details that will be important in your composition. After you have gathered information and become well-read on the subject of your report, make a little outline, putting your facts in order.

### DRAFTING

You will need an introductory paragraph in which you introduce your topic.

In the body of your composition, put the "meat" of your research- the facts you found- in paragraph form. Each paragraph should have a topic sentence (a sentence letting the reader know what the paragraph will be about) followed by an explanation, examples or details.

Write a concluding paragraph in which you summarize the information you found and conclude your report.

### PROMPT

After you have finished a rough draft of your paper, revise it yourself until you are happy with your work. Then, ask a student who sits near you to tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your composition, keeping in mind your critic's suggestions, and make the revisions you feel are necessary.

### PROOFREADING

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