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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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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

The Hobbit

based on the book by

J. R. R. Tolkien

Written by

Mary B. Collins

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ISBN 978-1-58337-392-7
Item No. 304771

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A FEW NOTES ABOUT THE AUTHOR

J. R. R. Tolkien

J. R. R. (John Ronald Ruel) Tolkien was born January 3, 1892 in South Africa, where his father worked as a bank manager. Both of his parents were from Birmingham, England, which is where he returned in 1896.

He was orphaned at the age of 14 and was left in the care of a Roman Catholic priest. He served in World War I and later became a professor at Oxford University. He married Edith Mary Bratt in 1916 and had four children. Tolkien died on September 2, 1973.

J. R. R. Tolkien's major works include *The Hobbit* (1937), *The Fellowship of the Ring* (1954), *The Two Towers* (1955) and *The Return of the King* (1956).

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Hobbit* by J. R. R. Tolkien. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the idea of an adventure through a writing assignment. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

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 some 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 machinery, 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 several 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.

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, 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. The discussion question list has been shortened in this unit because of the **project** that is included. It takes many of the topics that would normally be discussed in the extra discussion questions lesson and has students focus on those items in greater detail. Two lessons are devoted to individual or group reports about these topics.

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 write about an adventure they have had or would like to have. It gives students the opportunity to express their own thoughts and ideas, and to practice some creative writing. The second assignment gives students the opportunity to practice writing persuasively. They are to persuade Bilbo either to go or not to go with Thorin & Co. The third assignment is to give students a chance to write an informative composition. It serves the dual purpose of helping students focus and organize the information they have gathered while working on their projects and helping the teacher evaluate the project work.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Hobbit*. 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: multiple choice-matching-true/false or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test that is more difficult than the other tests.

There are additional **support materials** included with this unit. The **unit and vocabulary resource sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra 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 - *The Hobbit*

1. Through reading Tolkien's *The Hobbit*, students will gain a better understanding of the of good versus evil, appearances versus reality, bravery versus cowardice, and other themes in the book
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will examine Bilbo's character development.
4. Students will each study a particular aspect of the book and prepare oral and written reports.
5. Students will describe an adventure they have had or would like to have.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Hobbit* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. 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 - *The Hobbit*

Date Assigned	Reading Assignment	Completion Date
	Chapter 1	
	Chapters 2-3	
	Chapters 4-5	
	Chapter 6	
	Chapter 7	
	Chapter 8	
	Chapters 9-10	
	Chapters 11-12	
	Chapters 13-15	
	Chapters 16-19	

UNIT OUTLINE - *The Hobbit*

1	2	3	4	5
Introduction Writing Assignment 1	Materials PVR 1	Study ?s 1 PVR 2-3	Writing Assignment 2 PV 4-5	Study ?s 2-3 Read 4-5
6	7	8	9	10
Study ?s 4-5 PVR 6	Study ?s 6 PVR 7 Writing Conf.	Study ?s 7 Project PVR 8	Project	Study ?s 8 PVR 9-10
11	12	13	14	15
Study ?s 9-10 Project PVR 11-12	Study ?s 11-12 Library Nonfiction Asst. PVR 13-15	Study ?s 13-15 Nonfiction Discussion PVR 16-19	Study ?s 16-19 Writing Assignment 3	Vocab Review
16	17	18	19	20
Extra Discussion ?s	Project Presentations	Project Presentations	Unit Review	Unit Test

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

LESSON ONE

Objectives

1. To introduce students to *The Hobbit* as an adventure story
2. To get students thinking about adventures they have had or would like to have, to help them apply the idea of “adventure” to their own lives
3. To give students the opportunity to practice their creative writing skills

Activity #1

Distribute Writing Assignment #1 and discuss the directions in detail. Give students the remainder of this class period to work on this assignment. While students are working on this assignment, distribute/assign the books to students. (If you wish, you may also distribute the other materials which students will need for the unit. There is, however, time planned for distributing materials in Lesson Two. If your students tend to lose materials or tend to forget to bring what they need to class, you might wait to give the materials out in Lesson Two when you will also need students' attention to tell them how these materials are to be used.)

Determine the amount of time your students will need to complete this assignment to your standards, and tell them when the paper will be due. Tell students exactly what you expect regarding length of the story and the elements on which they will be graded. This can be a simple composition of a page or two, simply to introduce the idea of an adventure story, or it can be as elaborate and demanding as you think your students can handle.

Give students the remainder of this class period to begin working on this writing assignment.

WRITING ASSIGNMENT #1 - *The Hobbit*

PROMPT

The Hobbit, the book you are about to read, is, among other things, a story of adventure. That is, a story that tells about the adventures of a character or a group of characters. Adventure stories can be true or fiction; they can be about things that really happened to someone, or they can be completely made-up. The story of *The Hobbit* is completely made up, about goblins, elves, dwarves, a wizard, and, of course, the hobbit.

Your assignment is to write an adventure story in which you are the main character. You can base your story on some events that have actually happened to you, or you can completely make up everything in your story. Remember, your story needs to start somewhere, continue through a series of events or adventures, and come to a close at the end of the adventures.

PRE-WRITING

Think of an adventure you might have had. It could be a vacation your family has taken, a single day that was extraordinary in some way (maybe exceptionally good or exceptionally bad), or maybe even a dream you've had in which you had an adventure. Or, you could think of an adventure you would LIKE to have (or maybe would *dread* having!) In your mind's eye picture the events that took place (or would take place). Jot down a few words about each main event on the adventure, and put them in chronological order (in the time-order they happen).

DRAFTING

There are innumerable ways to begin writing your story. The important thing is to get your reader into the setting; the reader needs to understand the place, time, mood, what is going on, and who is involved. Think of ways some books you have read have started. Some start right in the middle of the action. Some start with a description of the setting. Some start with dialogue. Choose your opening, and begin writing, following the notes you made in the pre-writing step above. In the drafting stage, the point is to get your ideas down on paper, from start to finish.

REVISING

After you have finished a rough draft of your composition, revise it yourself until you are happy with your work. Be sure to include action verbs and descriptive words (adjectives) to make your story come to life for your reader. Don't get stuck in the "and then this happened, and then that happened" rut. Make an effort to really make your story pop off of the page for your reader. If you need to write dialogue, look in another book you have read to see how to punctuate and write it. Go back and reread your story several times, making corrections until you think it's perfect. Then, ask a student who sits near you to read it and tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your story keeping in mind your critic's suggestions, and make the revisions you feel are necessary.