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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

When the Legends Die

based on the book by
Hal Borland

Written by
Mary B. Collins

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TABLE OF CONTENTS - *When the Legends Die*

Introduction	5
Unit Objectives	7
Reading Assignment Sheet	8
Unit Outline	9
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	24
Pre-reading Vocabulary Worksheets	43
Lesson One (Introductory Lesson)	55
Nonfiction Assignment Sheet	58
Oral Reading Evaluation Form	60
Writing Assignment 1	57
Writing Assignment 2	64
Writing Assignment 3	70
Writing Evaluation Form	72
Vocabulary Review Activities	68
Extra Writing Assignments/Discussion ?s	66
Unit Review Activities	74
Unit Tests	77
Unit Resource Materials	113
Vocabulary Resource Materials	129

A FEW NOTES ABOUT THE AUTHOR

Hal Borland

Borland, Hal (1900-1978), U. S. author, born on May 14, 1900, in Sterling, Nebraska. Borland wrote books for young people before branching into novels for adults, essay, and other nonfiction. His work was renowned for its insightful perspective on the natural world.

Borland studied at the University of Colorado and Columbia University and then became a journalist, working as a reporter for the Denver Post and several other newspapers. He was a staff writer for the New York Times from 1937 to 1942, specializing in nature writing, and he contributed to Audobon Magazine between 1967 and 1978. Borland was awarded an honorary doctorate from the University of Colorado in 1944 and an Alumni Award from the Columbia School of Journalism in 1962. His books include such works for young readers as *Valor: The Story of a Dog* (1934), *Wapiti Pete: The Story of an Elk* (1938), and *The Youngest Shepherd* (1962); the autobiographical works *High, Wide and Lonesome* (1956) and *This Hill, This Valley* (1957); and the novels *The Seventh Winter* (1960) and *When the Legends Die* (1963). *High, Wide and Lonesome* won the Secondary Education Board annual book award and the Westerners Buffalo Award for best nonfiction in 1957. *When the Legends Die* was made into a motion picture in 1972 and was translated into nine languages.

Borland also wrote editorials, essays, and columns for many magazines and newspapers. His trademark unsigned editorials in The New York Times about seasonal changes in the country were collected in *Sundial of the Seasons* (1964) and *An American Year* (1973). Borland won the Meeman award for conservation writing in 1966 and the John Burroughs Medal for distinguished nature writing in 1968. He also wrote such nonfiction works as *Beyond Your Doorstep: A Handbook to the Country* (1962) and *The History of Wildlife in America* (1975). In 1977 his book of essays *The Golden Circle: A Book of Months* was awarded an Outstanding Science Books for Children award. Borland died on February 22, 1978 in Sharon, Connecticut.

INTRODUCTION - *When the Legends Die*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *When the Legends Die* by Hal Borland. It includes sixteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the themes of legends and dreams through a writing activity. Following the introductory activity, students are given a transition to explain 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. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

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 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 reading the work, there is a lesson 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.

Following the 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.

The **group activity** has students working in small groups to research and discuss several themes and ideas related to the ideas in the story. The group activity is followed by a **reports and discussion** session in which the groups share their research about the topics with the entire class; thus, the entire class is exposed to information about many different ideas related to the story.

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 write a composition in which they tell what the quotation, "When the legends die, the dreams end. When the dreams end, there is no more greatness" means. The second assignment is to inform: students write a composition in which they tell about the legends they read about, in preparation for an oral report. The third assignment is to practice persuasive writing: students choose an issue related to the environment, research it, and then write a letter to a government official persuading that person to agree with their own viewpoint.

The **nonfiction reading assignment** is combined with the third writing assignment in this unit. Students are required to read a piece of nonfiction related in some way to an issue about the environment. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions, and then they will proceed with Writing Assignment #3.

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 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 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 - *When the Legends Die*

1. Through reading *When the Legends Die*, students will study one man's search for his own identity as he struggles between two ways of life.
2. Students will consider the importance of one's own heritage.
3. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *When the Legends Die* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. 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.
8. 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 - *When the Legends Die*

Date Assigned	Chapters Assigned	Completion Date
	1-7	
	8-12	
	13-21	
	22-32	
	33-41	
	42-49	

UNIT OUTLINE - *When the Legends Die*

1 Introduction PV 1-7 Writing Assignment #1	2 Read 1-7	3 Study ?s 1-7 PVR 8-12	4 Study ?s 8-12 PVR 13-21 Research Activity	5 Library
6 Study?s 13-21 PVR 22-32 Group Work	7 Study ?s 22-32 PVR 33-41	8 Study ?s 33-41 Writing Assignment 2 PVR 42-49	9 Study ?s 42-49 Research Reports	10 Research Reports
11 Extra Questions	12 Vocabulary	13 Writing Assignment 3	14 Sentence Structure Worksheet	15 Review
16 Test				

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

LESSON ONE

Objectives

1. To introduce the *When the Legends Die* unit.
2. To distribute books and other related materials (study guides, reading assignments, project assignment etc.).
3. To preview the study questions for chapters 1-7
4. To familiarize students with the vocabulary for chapters 1-7
5. To read chapters 1-7
6. To give students the opportunity to practice writing their own personal opinions
7. 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.

Transition: Ask students to give some of their ideas as to what the quotation means. Tell students that the quotation came from the book they are about to read, *When the Legends Die*. Explain that you'll talk more about this quotation later, after they have read the book, to see if after reading the book the quotation has any different meaning for them.

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 book. 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 book they are about to read. Following the completion of the reading of the book, 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.

WRITING ASSIGNMENT #1 - *When the Legends Die*

PROMPT

Your assignment is to write a composition in which you explain what you think this statement means:

"When the legends die, the dreams end.
When the dreams end, there is no more greatness."

PREWRITING

The first thing you need to do is to stop and think about the quotation. Jot down your responses to the following questions: What are legends? What are dreams? What is greatness? What does the quotation mean? Why do you think it means that? (Jot down two or three things that lead you to believe that is what the quotation means.)

DRAFTING

There is no special format for this assignment. Just write a few paragraphs telling what you think the quotation means and why you think it means that.

PROMPT

When you finish the rough draft of your composition, 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 composition double-checking your grammar, spelling, organization, and the clarity of your ideas.