



Prestwick House
Activity Pack™

Sample



Click here
to learn more
about this
Activity Pack!



Click here
to find more
Classroom Resources
for this title!



Prestwick House

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature



 **Prestwick House**
Activity Pack
Literature Made Fun!



Dubliners
BY JAMES JOYCE



Prestwick House

Copyright © 2010 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938.
1-800-932-4593 • www.prestwickhouse.com
Permission to copy this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-935464-91-4
Item No. 305380

Table of Contents

Pre-Reading	
Evaluating a Back Cover.....	4
During Reading	
Titles.....	6
“The Sisters”	
Imagery and Mood.....	12
Character Thought and Emotion.....	16
Crossword Puzzle.....	22
“An Encounter”	
Adventure Collage.....	24
Inference.....	26
Mapping the Boys’ Adventure.....	30
“Araby”	
Writing a Love Letter.....	34
Literary Terms.....	36
Writing an Epilogue.....	40
“Eveline”	
Eveline’s Journal.....	44
Character Comparison.....	46
Horoscopes.....	50
“After the Race”	
Social Networking.....	52
Ten Years Later.....	58
“Two Gallants”	
Word Usage.....	60
Character Portraits.....	64
Dating Advice.....	66
“The Boarding House”	
Room for Rent.....	68
Advice Columnist.....	70
“A Little Cloud”	
Writing Poetry.....	72
Travel Brochure.....	74
Returning Home.....	76
“Counterparts”	
Termination Notice.....	78
Point of View.....	82
Comic Strip.....	84

“Clay”	
Holiday Traditions	86
Personal Essay	88
Writing a Speech.....	90
“A Painful Case”	
Setting and Characterization	92
Found Poem	96
Writing an Obituary	98
“Ivy Day in the Committee Room”	
Campaign Poster	100
Job Description.....	104
“A Mother”	
Word Association	106
Irish Music and Culture	110
Class Debate	112
“Grace”	
Affirmations.....	114
Knowing Your Beliefs	116
Changing Setting and Time	118
“The Dead”	
Guest List	120
Casting Call	122
Writing a Eulogy.....	124
Wrap-Up	
Writing a Review	126
Dramatizing a Short Story	128
Game Show.....	132
Appendices	
Terms and Definitions	136
Directions for a Debate.....	138
Dramatization of Scenes in the Novel	139
Writing Poems	140
Small Group Learning	142
Procedures for Small Group Work	144
Small Group Evaluation Sheet.....	145
Student Roles in Group Discussions	146

Note to the Teacher: The stories in Dubliners frequently include subjects of a sensitive nature, such as alcoholism, child abuse and molestation, and sexual situations. In addition, there are references to the Catholic Church that some students may find objectionable. Dubliners is best suited for more mature classes.

All references come from the Prestwick House Literary Touchstone Classics edition of *Dubliners*, copyright 2006.

Name: _____

Date: _____

During Reading**Titles****Objective:** Identifying and conveying main ideas**Activity**

Authors use titles for a variety of reasons: to give the reader an idea of what a chapter or story will be about; to highlight a significant event or motif; or to pique a reader's interest by using unique words and phrases. Sometimes, a title is taken directly from the dialogue or descriptions in the text. A title can also focus on an individual character. For example, Eveline is the protagonist in the story of the same name.

The titles of the stories in *Dubliners* vary from descriptive to cryptic. If you were the author of these stories, what would you title them? After you read each one, create a new title for it. List the new title on the following chart. In the third column, give a brief reason why you chose the title. Create titles based on what you want to convey to readers about the stories. Your titles can be from quotes, characters, plot, events, symbols, motifs, or anything else you find relevant. An example of a title for "The Sisters" has been provided.

Name: _____

Date: _____

“The Sisters”**Character Thought and Emotion**

Objectives: Analyzing how character action and dialogue reveals thought and emotion
Writing creatively

Activity

While some writers explore character thought and motivation in lengthy, descriptive paragraphs, others prefer to reveal what a character is thinking and feeling through action and dialogue. In fact, one of the most common pieces of advice passed from writer to writer is “Show. Don’t tell,” which means, “Show the reader what the character is thinking and feeling without overtly stating it.”

Literature that “shows” instead of “tells” tends to be more realistic because it imitates the nonverbal forms of communication that people use in everyday life. For instance, if your friend walks into class and slams his books on his desk, it is very likely that he is angry. It would be unnecessary for you to tell your classmates, “He is very angry,” because your friend’s emotions are revealed through his actions.

In “The Sisters,” there are several instances in which Joyce reveals a character’s thoughts and feelings using dialogue or action. Complete the following chart. In the first column, record five points in the text where Joyce indicates what a character is thinking or feeling without explicitly stating it. In the second column, write what the action or dialogue conveys.

When you have finished the first chart, complete the second. Read the emotion or thought written in the first column, and in the second, write how you would express that emotion or thought to the reader. An example for each chart has been provided for you.

Name: _____

Date: _____

“An Encounter”**Adventure Collage****Objective:** Creating a collage to illustrate ideas**Activity**

As a release from the monotony of school, the narrator and his friends act out battle scenes from books about the Wild West. Although these dramatizations satisfy their need for excitement and adventure, they are not the type of adventures that the narrator is interested in. He soon becomes as bored with the reenactments as he is with school, and he realizes that the only way to truly experience the thrill of adventure is to actively go out and seek it.

The narrator's idea of an adventure is to skip school with a few friends to explore Dublin for the day. What is your idea of an adventure? If you had one day to do something adventurous, what would you do? Create a collage of your ideal adventure. Use any materials available to you to illustrate your ideas: words and pictures from magazines, newspapers, the Internet, photographs, markers, colored pencils, etc. In addition, you can add dimension by gluing fabric, small items, and other materials to your collage. Be creative, and include as many details as possible.

Name: _____

Date: _____

“An Encounter”**Mapping the Boys' Adventure****Objective:** Creating a map of the boys' journey**Activity**

On a warm morning in the beginning of June, the narrator and his friend, Mahony, take a long journey through the streets of Dublin. Since James Joyce spent most of his adolescence in the city, he was very familiar with the streets and important buildings. The adventure the narrator and Mahony take is a path a present-day visitor to Dublin could follow.

Imagine that you are a tour guide in Dublin, and you have been asked to create a map showing the narrator and Mahony's journey. Tourists can follow the map and explore the city, having their own unique “encounters.”

Using the map on the following page, chart the journey that the two boys take in the story. Additionally, indicate what major plot events occurred when the boys were in those locations.

Name: _____

Date: _____

“Araby”**Writing an Epilogue**

Objective: Predicting an appropriate ending for a story

Activity

Many of the stories within *Dubliners* end abruptly. Although Joyce's short stories do have endings, the plot's conflict is frequently left unresolved. For instance, there is no indication whether the narrator of “The Sisters” ever stops evading his grief over Father Flynn's death, nor does Joyce indicate if or how the boys in “An Encounter” return home. The reader, who has connected with the characters in each short story, is left wondering what happens to them after the narration stops.

Some writers add an epilogue to the end of a story to provide information about unresolved issues or future events in characters' lives.

There are still many unresolved situations at the end of “Araby,” and there are numerous events that could occur after the narrator leaves the bazaar in the dark. An epilogue would be an ideal way to address these issues. Using clues from the story, predict what could happen if it were extended. Then, based on one of your predictions, write an epilogue to it. We have included a chart to help get you started.

Name: _____

Date: _____

“Eveline”**Character Comparison**

Objective: Completing a character comparison chart

Activity

There are two prominent male figures in Eveline's life: Frank and her father. In order to live with one, she must completely abandon the other. To understand the importance of Eveline's decision, analyze the characters of the two men and draw a comparison between them.

Complete the following chart in which you will compare Eveline's father and Frank. It may help to keep the following questions in mind when completing this activity:

- What are the positive and negative attributes of both individuals?
- What is the history of Eveline's relationship with each man?
- How do Frank and her father treat Eveline?
- Do either or both of the men depend on Eveline for some form of support?
- What kind of future can each man assure Eveline?

Name: _____

Date: _____

“After the Race”**Ten Years Later**

Objectives: Analyzing character relationships and histories
Making predictions about future events

Activity

Jimmy Doyle and Charles Ségouin are little more than acquaintances. They both attended the University of Cambridge, and with the exception of their love of partying, drinking, and playing cards, it appears as though they have very little in common. Ségouin is French, comes from a wealthy family, and lives extravagantly; Jimmy, on the other hand, is Irish, and even though his family is relatively well off, he cannot afford to be as frivolous with his money. Since the men barely know each other and are not very close, it is possible that they could lose contact with each other after the night of the party.

Imagine that Jimmy does not invest money in Ségouin's automobile company, and Ségouin returns to France. They do not see each other again for ten years. How do you think they would remember the party? How might each man's life have changed since their last encounter? Develop this idea, and write the dialogue of a conversation Jimmy and Ségouin might have ten years after the party.