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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 Old Man and the Sea

based on the book by
Ernest Hemingway

Written by
Mary B. Collins

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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

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Old Man and The Sea* by Ernest Hemingway. It includes eighteen lessons, supported by extra resource materials.

The **introductory lessons** introduce students to the themes of heroism and resolution through a film, discussion, and a bulletin board activity. Following the introductory activities, students are given a transition to explain how the activities relate 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 required 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 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 a thorough 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, 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.

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** which follows the discussion questions has students working in small groups to discuss the idea of heroism--what it means to be a hero and the characteristics of Hemingway's code hero. 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 this theme of the novel.

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 persuade: students pretend to be Manolin and try to persuade Santiago to go back home rather than remaining with the fish. The second assignment is to inform: following the nonfiction assignment, students write a composition about a topic related to *The Old Man and the Sea*. The third assignment is to give students a chance to reflect on their own lives and to express their own opinions: students write a composition entitled "But There Is Only One Me," (a take-off on Manolin's line about Santiago, "There are many good fisherman and some great ones. But there is only you.")

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Old Man and The Sea* (articles about prejudice or coming of age, trial transcripts, etc.). 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, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities 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.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *The Old Man and the Sea*

1. Through reading Ernest Hemingway's *The Old Man and The Sea*, students will gain a better understanding of the "code hero" and Hemingway's views toward nature.
2. Students will be able to find and define the symbols used in *The Old Man and The Sea*.
3. Students will study the theme of the importance of resolution (determination) in reaching one's goals.
4. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
5. Students will define their own viewpoints on the aforementioned themes.
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 Old Man and The Sea* 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 ASSIGNMENTS - *Old Man and The Sea*

Date Assigned	Pages	Completion Date

READING ASSIGNMENTS

Since there are no chapters marked in this relatively short novel, the reading assignments are divided by events. Page numbers vary according to the edition used, so quotations from the novel are used as beginning or ending points. On your reading assignment sheets you can fill in the exact page numbers from the books you are using.

Reading Assignment #1: Beginning to "Good Luck, Old Man" (when Santiago leaves for his fishing trip).

Reading Assignment #2: Beginning of the fishing trip to when the fish jumps. "He's coming up Come on hand. Please come on."

Reading Assignment #3: The fish's jump to the fish's death. End with, "The fish was silvery and still and floated with the waves."

Reading Assignment #4: Fish's death to the end of the novel.

Since these are relatively long reading assignments, we've tried to allow ample time for completion.

When you fill in the Reading Assignment Sheet, use page numbers from your text to make finding the assignments easier for your students.

UNIT OUTLINE - *The Old Man and The Sea*

1 Film	2 Film	3 Introduction "Hero"	4 PV&R 1	5 Study ?s 1 PV&R 2
6 Study ?s 2 Sentence Structure P&V 3	7 Read 3	8 Study ?s 3 PV&R 4	9 Study ?s 4 Discussion	10 Vocabulary
11 Writing Assignment #1	12 Group Activity	13 Library	14 Nonfiction Reports	15 Writing Assignment #2
16 Review	17 Test	18 Writing Assignment #3		

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

LESSONS ONE AND TWO

Objectives

1. To set up a discussion of what it means to be a hero
2. To give students a visual representation of a hero
3. To give students a visual representation of determination to do something regardless of the obstacles

Activity

Show a video of *Romancing the Stone*.

Homework

Tell students to bring in a picture or poster of people they admire, people who are their heroes, for Lesson Three. (Tell students the day and date)

LESSON THREE

Objectives

1. To make clear the connections between *Romancing the Stone* and *The Old Man and the Sea*
2. To discuss what it means to be a hero
3. To set up the idea that (as Santiago says) "resolution," and "tricks" (ingenuity) can help one accomplish one's goals even if one is lacking other talents, strength or power with which one could accomplish the goal more easily

Activity #1

Use the following questions to guide a discussion of the movie *Romancing the Stone*:

1. What were the characteristics of Jesse, the hero of Joan Wilder's books?
2. Compare Coulton to Jesse.
3. Using Joan, Coulton, and Jesse as a basis for your answer, explain what characteristics a hero should have.
4. What obstacles do Joan and Coulton have to overcome before they finally get and keep the stone? Be specific.)
5. How do they overcome each of the obstacles?
6. Are Joan and Coulton the best-equipped and most powerful of the people searching for the stone? Why are they able to win in the end?

Activity #2

Tell students to take out the pictures of their heroes they were supposed to bring to class. Have each student tell about his picture and post it on the bulletin board you have prepared with the title: DID I EVER TELL YOU YOU'RE MY HERO? Using a marker write the characteristics of these heroes around the pictures.

WRITING ASSIGNMENT #1 - *The Old Man and the Sea*

PROMPT

For the purposes of this writing assignment, we are going to change the facts of the story a little bit. You are to pretend you are Manolin. You have gone out to sea with the old man on his quest for the big fish. You realize that the old man is practically killing himself for this fish. What would you say to persuade the old man to give up on the fish and go back home? Your assignment is to write a composition in which you persuade the old man to go back home.

PREWRITING

One way to get started is to make a little list of all the reasons the old man is out there fighting the fish. Why is he there? What motivates him to stay there and endure the emotional and physical pain? Next, keeping these things in mind, make a little list of the arguments you could use to try to convince him to go back home. Now think of other things that might motivate him to go back home (besides things related to his reasons for staying with the fish). Jot them down.

Look at your list. Which single argument is your best, the most likely to convince Santiago to go back home? Put a star next to that one. Number the rest of your arguments in order from most persuasive to least persuasive.

DRAFTING

Write your composition as if you were talking to Santiago. How would you bring up the subject of going home again? Use this as your introductory paragraph. The body of your composition will hold all of your best arguments. Start with a paragraph for your best argument. Then, write a paragraph for each of your other arguments. If you were talking to Santiago and had just told him all of these good reasons why he should go home, how would you finish your little speech? Use that for your concluding paragraph.

PROMPT

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