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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- 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 Good Earth

based on the book by
Pearl Buck

Written by
Mary B. Collins

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TABLE OF CONTENTS - *The Good Earth*

Introduction	5
Unit Objectives	7
Reading Assignment Sheet	8
Unit Outline	9
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	27
Pre-reading Vocabulary Worksheets	49
Lesson One (Introductory Lesson)	67
Nonfiction Assignment Sheet	68
Oral Reading Evaluation Form	75
Writing Assignment 1	72
Writing Assignment 2	77
Writing Assignment 3	83
Writing Evaluation Form	85
Vocabulary Review Activities	81
Extra Writing Assignments/Discussion ?s	79
Unit Review Activities	88
Unit Tests	91
Unit Resource Materials	125
Vocabulary Resource Materials	139

A FEW NOTES ABOUT THE AUTHOR

Pearl Buck

BUCK, Pearl. (1892-1973). Though American by birth, Pearl S. Buck spent most of her childhood and youth in China. Out of her life and experiences there she wrote many books about the wisdom and patience of the Chinese peasants and about their suffering in war. She won the Nobel prize in 1938.

Pearl Sydenstricker Buck was born on June 26, 1892, in Hillsboro, W. Va. The daughter of Presbyterian missionaries to China, she grew up outside the city of Chinkiang. Pearl attended boarding school in Shanghai and Randolph-Macon Woman's College at Lynchburg, Va. In 1917 she married John Lossing Buck, an American agriculturalist in China. They had one daughter, whose story she told in 'The Child Who Never Grew'.

Buck's first article, "In China, Too," appeared in the Atlantic Monthly in January 1923. Her first book was 'East Wind: West Wind', followed a year later by 'The Good Earth', her most famous novel. Buck wrote more than 85 books. Some of the most successful were 'A House Divided' (1935), 'The Patriot' (1939), and 'Dragon Seed' (1942).

Divorced in 1935, Buck married her publisher, Richard J. Walsh. She established the Pearl S. Buck Foundation of Philadelphia, which has aided in the adoption of Amerasian children. Buck died on March 6, 1973, at her home in Danby, Vt.

-- 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 Good Earth* by Pearl Buck. It includes twenty lessons, supported by extra resource materials.

In the **introductory lesson** 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.

In addition, there is a **nonfiction reading assignment**. Students are required to read two pieces of nonfiction related in some way to *The Good Earth*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During two class periods, 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 **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 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 **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.

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 **group activity** which follows the discussion questions has students working together to create a film about China using all the information they have gathered through the nonfiction reading assignment, the reading and discussion of the book, and the writing assignments.

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**: in preparation for the oral presentations students make a written composition telling the facts from the nonfiction articles they have read. The second assignment is **to express personal opinions**: students create five questions requiring an opinion for an answer and interview three of their classmates. Following the interviews, students write a composition telling about all the different answers they received in the interviews. The third assignment is **to persuade**: students write the script for a commercial relating to China--a public service commercial, a commercial from a Chinese manufacturer advertising products, or some other commercial the student creates related to China and the material covered in class.

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. Only the student materials may be reproduced for use in the teacher's classroom without infringement of copyrights.

UNIT OBJECTIVES - *The Good Earth*

1. Through reading Buck's *The Good Earth*, students will better understand the country and people of China.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will consider the traditional values of a rural farming family versus the more modern values of an urban society, and likewise the lifestyle of the poor versus the lifestyle of the rich.
4. Students will consider the cyclical nature of life.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Good Earth* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. 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.
9. 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 - *The Good Earth*

Date Assigned	Chapters Assigned	Completion Date
	1-5	
	6-7	
	8-10	
	11-14	
	15-17	
	18-21	
	22-29	
	30-34	

UNIT OUTLINE - *The Good Earth*

1	2	3	4	5
Introduction PVR 1-4	Study ?s 1-4 Library	Writing Assignment #1 PVR 5-9	Study ?s 5-9 Reports PVR 10-14	Reports
6	7	8	9	10
Study ?s 10-14 Reports PVR 15-19	Study ?s 15-19 PVR 20-23	Study ?s 20-23 Writing Assignment #2 PVR 24-27	Study ?s 24-27 PVR 28-30	Study?s 28-30 PVR 31-34
11	12	13	14	15
Study?s 31-34 Extra ?s	Vocabulary	Writing Assignment #3	Project	Project
16	17	18	19	20
Project	Filming	View Film	Review	Test

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

LESSON ONE

Objectives

1. To introduce *The Good Earth* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-4
4. To familiarize students with the vocabulary for chapters 1-4

Activity #1

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.

Extra Activities Center The Extra Activities page of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheet Explain to students that they each are to read at least one non-fiction piece from the in-class library at some time during the unit. Students will fill out a nonfiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help the students think about and evaluate their own reading experiences. Students may use the information they read for the introductory research project to fulfill their nonfiction reading assignment for this unit.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

Activity #3

Tell students that prior to your next class period they should have previewed the study questions and done the prereading vocabulary worksheet for Chapters 1-4. Students should also have read Chapters 1-4 of *The Good Earth*.

WRITING ASSIGNMENT #1 - *The Good Earth*

PROMPT

You have gathered information about China. Now, write a composition in which you tell about the information you have gathered. Think of this as a script for your oral presentation. By doing this writing assignment, you will gather and organize your facts thus preparing yourself for your oral presentation.

PREWRITING

You have done most of your prewriting work already by taking notes as you gathered information. Your notes will have a natural flow to them and will probably need little organizing. If you took notes in a haphazard fashion, you will need to organize them so that the ideas flow naturally, one to another.

DRAFTING

The easiest way to write this composition is to write an introductory paragraph in which you introduce your topic. In the body of your composition, give a summary of the information you gathered, organizing it in a logical fashion so it is easy to understand and follow. Then, write a paragraph in which you give your own response to the information you collected.

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.