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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

And Then There Were None

based on the novel by  
Agatha Christie

Written by  
Susan R. Woodward

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## ABOUT THE AUTHOR

### Agatha Christie

Born on September 15, 1890 in Torquay, England, Agatha Mary Christie became the world's leading writer of the murder mystery. She was the daughter of Frederick Alvah Miller and Clarissa Miller. Her father died when she was a young child, and Agatha was home-schooled until, at the age of sixteen, she left England to study music in Paris. Although an accomplished pianist, she suffered from terrible stage-fright which kept her from going into a career in music.

After a trip to Cairo with her mother, Agatha turned to writing and completed her first novel, *The Mysterious Affair at Styles* (1920). In it she introduced one of the world best-known detectives, Hercule Poirot. Having been influenced by the tales of Sherlock Holmes by Sir Arthur Conan Doyle, Poirot became a manifestation of Holmes while his companion, Captain Hastings, was patterned after Holmes's Dr. Watson.

In 1914, Agatha Miller married Col. Archibald Christie and the couple had one child, a daughter, Rosalind. The marriage broke up in 1926, and Agatha Christie later married Max Mallowan in 1930. Her second husband was an archeologist, so Agatha accompanied him on many of his expeditions through Iraq and Syria. These excursions through the Middle East later formed the backdrop of some of her exotic settings.

Within her lifetime, Agatha Christie published a total of 93 books (66 of them were mysteries, but she also wrote romance novels and children's books) as well as 17 plays. Her most beloved characters are two of the best known detectives in the fictional world: Hercule Poirot and Miss Marple.

For her extraordinary success, Agatha Christie was honored with the title of Dame of the British Empire in 1971. She died peacefully of natural causes on January 12, 1976.

### Major Works

Novels:

- The Mysterious Affair at Styles (1920)
- The Secret Adversary (1922)
- The Murder on the Links (1923)
- The Man in the Brown Suit (1924)
- The Secret of the Chimneys (1925)
- The Murder of Roger Ackroyd (1926)
- The Big Four (1927)
- The Mystery of the Blue Train (1928)
- The Seven Dials Mystery (1929)
- The Murder at the Vicarage (1930)
- The Sittaford Mystery (1931)
- Peril at End House (1932)
- Lord Edgware Dies (1933)
- Murder on the Orient Express (1934)
- Why Didn't They Ask Evans? (1934)
- Death in the Clouds (1935)
- Three-Act Tragedy (1935)
- The A.B.C. Murders (1936)
- Cards on the Table (1936)
- Murder in Mesopotamia (1936)

- Death on the Nile (1937)
- Dumb Witness (1937)
- Appointment With Death (1938)
- Hercule Poirot's Christmas (1938)
- Murder is Easy (1939)
- And Then There Were None (1939)
- One, Two, Buckle My Shoe (1940)
- Sad Cypress (1940)
- Evil Under the Sun (1940)
- N or M? (1941)
- The Body in the Library (1941)
- The Moving Finger (1942)
- Murder in Retrospect (1942)
- Death Comes as the End (1944)
- Towards Zero (1944)
- Sparkling Cyanide (1945)
- The Hollow (1946)
- Taken at the Flood (1948)
- Crooked House (1949)
- A Murder is Announced (1950)
- Mrs. McGinty's Dead (1951)
- They Came to Baghdad (1951)
- They Do It With Mirrors (1952)
- A Pocket Full of Rye (1953)
- Funerals Are Fatal (1953)
- So Many Steps to Death (1954)
- Hickory Dickory Dock (1955)
- Dead Man's Folly (1956)
- 4.50 From Paddington (1957)
- Ordeal By Innocence (1958)
- Cat Among the Pigeons (1959)
- The Pale Horse (1961)
- The Mirror Crack'd (1962)
- The Clocks (1963)
- A Caribbean Mystery (1964)
- At Bertram's Hotel (1965)
- Third Girl (1966)
- Endless Night (1967)
- By the Pricking of My Thumbs (1968)
- Hallowe'en Party (1969)
- Passenger to Frankfurt (1970)
- Nemesis (1971)
- Curtain (1975)
- Sleeping Murder (1976)

Published as Mary Westmacott:

- Giants Bread (1930)
- Unfinished Portrait (1934)
- Absent in the Spring (1944)
- An Occurrence in Scottsdale (1945)
- The Rose and The Yew Tree (1948)
- A Daughter's a Daughter (1952)
- The Burden (1956)

Plays:

- Alibi (1928)
- Black Coffee (1930)
- Love From a Stranger (1936)
- Akhnaton (1937)
- Peril at End House (1940)
- Ten Little Indians (1943)
- Appointment With Death (1945)
- Murder on the Nile/Hidden Horizon (1946)
- Murder at the Vicarage (1949)
- The Hollow (1951)
- The Mousetrap (1952)
- Witness For the Prosecution (1953)
- Spider's Web (1954)
- Towards Zero (1956)
- Verdict (1958)
- The Unexpected Guest (1958)
- Go Back For Murder (1960)
- Rule of Three (1962)

## INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *And Then There Were None*. It includes 20 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the murder mystery genre. Following the introductory activity, students are given a transition to explain how the activity relates to the novel 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 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.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the novel. Prior to each reading assignment, students will complete a two-part worksheet for 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.

Following the vocabulary review, 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.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions.

1. writing a mystery story based on a factual unsolved mystery (personal response)
2. researching topics related to a character from *And Then There Were None* (informative)
3. corporal punishment (persuasive)

There is a **non-fiction reading assignment**. Students must read non-fiction articles, books, etc. to gather information about topics related to the novel.

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 is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes 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 **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

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.

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## UNIT OBJECTIVES *And Then There Were None*

1. Through reading Agatha Christie's *And Then There Were None*, students will learn about the history of the mystery genre and about the woman who has become the world's leading mystery writer.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will create board games based on the novel.
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 *And Then There Were None* as they relate to the author's theme development: the effect of guilt on the conscience, crime and punishment, corporal punishment, and taking the law into one's own hands.
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 the 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 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 ASSIGNMENTS *And Then There Were None*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters 1-2	
	<i>Assignment 2</i> Chapters 3-4	
	<i>Assignment 3</i> Chapters 5-6	
	<i>Assignment 4</i> Chapters 7-8	
	<i>Assignment 5</i> Chapters 9-10	
	<i>Assignment 6</i> Chapters 11-12	
	<i>Assignment 7</i> Chapters 13-14	
	<i>Assignment 8</i> Chapters 15-16	
	<i>Assignment 9</i> Epilogue and Letter	

UNIT OUTLINE *And Then There Were None*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Intro the mystery genre: "Murders in the Rue Morgue" PVR Ch. 1-2	Study ?s Ch. 1-2 Oral Reading PVR Ch. 3-4	Study ?s Ch. 3-4 Non-fiction Assignment: Media Center for research PVR Ch. 5-6	Study ?s Ch. 5-6 Non-fiction findings Writing Assignment #1 PVR Ch. 7-8	Study ?s Ch. 7-8 Character sketch posters PVR Ch. 9-10
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s Ch. 9-10 Oral Reading PVR Ch. 11-12	Study ?s Ch. 11-12 Writing Assignment #2: Media Center for research PVR Ch. 13-14	Study ?s Ch. 13-14 Assign group project: board games PVR Ch. 15-16	Study ?s Ch. 15-16 Oral Reading PVR Epilogue and Letter	Study ?s Epilogue and Letter Work on Writing Assignment #1
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Group Work: Game Project	Vocabulary Review	Extra Discussion Questions	Game Day: play student created board games	Writing Assignment #3 In-Class Writing: Persuasive
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Peer Editing: Persuasive Piece	Presentations Day 1: Story-telling	Presentations Day 2: Story- telling	Unit Review	Unit Test

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

## LESSON ONE

### Objectives

1. To become familiar with the elements of the murder mystery genre
2. To introduced the first murder mystery, "The Murders in the Rue Morgue" by Edgar Allan Poe
3. To introduce Dame Agatha Christie
4. To introduce Christie's novel, *And Then There Were None*
5. To preview the vocabulary worksheet and study guide questions for chapters 1 and 2
6. To read chapters 1 and 2

### Activity 1

Ask students to brainstorm what makes a good mystery; they should list at least three elements that should be included. Students share ideas aloud and write them on the chalk board. For any of the elements they may have missed, ask leading questions so that students can come up with the answers themselves.

### Activity 2

Also, read aloud the story "The Murders in the Rue Morgue" by Edgar Allan Poe (touted as the first murder mystery) which led to the mystery genre as we know it. (This story is easily accessible on the Internet). Ask students to take notes of clues they hear in the story as it is being read. Before coming to the final climax in which the murderer is revealed, ask students who they think might have committed the brutal murders and how. What clues do they have to substantiate their claims? Then finish the tale and discuss the ending. How many students were on the right track? How many were misled by red-herrings or misinterpreted clues? Transition into brief notes about the author of the mystery they are about to read, Dame Agatha Christie (see Introductory Materials for this LitPlan).

### Activity 3

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. **Preview the study questions for Chapters 1 and 2 while students have their study guides out.**

**Vocabulary** Prior to each 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. **Do the worksheet for Chapters 1 and 2 orally with the class to show students how the worksheets should be done.**

**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 photocopy schedules 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  
*And Then There Were None*  
Creative Writing

PROMPT

You have been researching a particular unsolved mystery for your non-fiction reading assignment. You will use the information provided in the articles to create a plausible solution for the crime and then present the case in short story form.

PREWRITING

Create a story outline using the information you gleaned from the non-fiction articles about a particular unsolved mystery:

***Exposition:*** Introduce the characters and the setting of the story

***Rising Action:*** What conflicts surround the crime?

***Climax:*** The Crime is committed

***Falling Action:*** The investigation—everything begins to unravel for the guilty party

***Denouement (Resolution):*** The crime is solved and explained

DRAFTING

Following your prewriting outline, create a short story surrounding the case you researched. Create characters that are believable based on the factual evidence and a plot that follows the details of the case. The climax should include the description of the crime based on police reports, and the falling action should reflect the investigation that was carried out. Your resolution of the crime must be logical, based on the facts...nothing improbable! You are required to correctly use ten vocabulary words from the unit throughout your story.

PEER CONFERENCING/REVISING

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.