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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 Picture of Dorian Gray

based on the book by
Oscar Wilde

Written by
Susan R. Woodward

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ABOUT THE AUTHOR

Oscar Wilde

Oscar Fingal O'Flahertie Wills Wilde was born October 16, 1854 in Dublin, Ireland to Sir William Wilde, a renowned ear and eye surgeon, and Jane Francesca Elgee, a writer and Irish nationalist. Wilde was primarily a playwright, poet, and short story writer; however, his only novel, *The Picture of Dorian Gray*, is probably one of his most memorable works. Oscar Wilde's father, best remembered for his dedicated medical care in Dublin's poorest neighborhoods, also published books on archeology and folklore.

After being home schooled by his mother until the age of nine, Oscar Wilde entered Portora Royal School in 1864. In 1871, Wilde entered Trinity College, Dublin and proved himself to be an outstanding student. He won the Berkely Gold Medal, which is the highest award available for students of classical studies, particularly languages, history, literature, and art. As a result, Oscar Wilde was awarded a scholarship to Magdalen College in Oxford, England where he continued his study of the classics and became part of the Aesthetic movement. This movement was characterized by an excessive appreciation of the arts and the idea that life had to be lived intensely, following an ideal of beauty. The characteristics of Lord Henry Wotton and Dorian Gray in Wilde's only novel are prime examples of those who live life according to the standards of the Aesthetic movement. While at Magdalen College, Wilde won the 1878 Newdigate Prize for his poem "Ravenna." He graduated in November 1878 with a double first (highest honors in two areas of study) in classical moderations and Literae Humaniores, or "greats" in classical literature.

Wilde returned to Ireland after graduating from Magdalen. It was in his hometown of Dublin where he met and fell in love with Florence Balcombe. When she did not return his love and, instead, became engaged to Bram Stoker (author of *Dracula*), Wilde vowed to leave Ireland forever. He spent the next six years on a lecture tour that took him to London, Paris, and parts of the United States. It was while he was in London that Wilde met Constance Lloyd, the daughter of Queen's Counsel Horace Lloyd, and they married May 29, 1884. As the daughter of the Queen's Counsel (the Queen's personal lawyer), Constance was given a generous allowance by her father, allowing her and her new husband Oscar Wilde a comfortably luxurious lifestyle. The couple had two sons, Cyril (1885) and Vyvyan (1886).

It was this comfortable lifestyle that allowed Wilde the leisure time to engage in activities that led to a terrible scandal surrounding Wilde's alleged homosexuality. In May 1895, this scandal culminated in Wilde being sentenced to two years of hard labor for "gross indecency." The shame of this public humiliation led Wilde's wife Constance to change her name and Wilde's sons' names to "Holland." She died in Italy in 1989 following spinal surgery. Wilde's son, Cyril was killed in France during World War I. Vyvyan also served in the war and went on to become an author and translator. Merlin Holland, Vyvyan's son, edited and published several works about his grandfather, Oscar Wilde.

INTRODUCTION - *The Picture of Dorian Gray*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Picture of Dorian Gray*. It includes 21 lessons supported by extra resource materials.

The **introductory lesson** introduces students to the nineteenth century gothic novel and the concept of the “doppelganger” or “evil twin.” 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 selected 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 book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues. The sentence in which the word appears in the text is given, and students are asked to write down what they think the words mean. 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 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 is a **group theme project** in this unit. Student groups will create scandal sheets (a la *The National Enquirer*) referencing characters from Wilde's *The Picture of Dorian Gray*.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. In Writing Assignment #1, students will research topics that had captivated Dorian Gray's attention in his exploration of the senses. In Writing Assignment #2, as a part of the group project, students will write two newspaper articles about a character in the novel. Finally, in Writing Assignment #3, students select one of three quotations and determine whether or not they agree with the main idea of the quotation with relation to *The Picture of Dorian Gray*.

There is a **non-fiction reading assignment**. Students must read non-fiction materials to gather information about lives of the rich and famous. In particular, students will research those who have so much money that they do not know what to do with it or with themselves, and whose names and faces are continuously linked to scandal. This research will then be tied in with the nineteenth century concept of "dandyism" explored in Wilde's novel.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given 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 *The Picture of Dorian Gray*

1. Through reading Oscar Wilde's *The Picture of Dorian Gray*, students will gain a better understanding of the Gothic tradition in literature, particularly the idea of "the doppelganger" or "evil twin."
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will become familiar with Carl Jung's concept of the "shadow" through some of his writings on the collective unconscious.
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 *The Picture of Dorian Gray* 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 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 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 ASSIGNMENTS *The Picture of Dorian Gray*

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> Chapters 17-18	
	<i>Assignment 10</i> Chapters 19-20	

UNIT OUTLINE *The Picture of Dorian Gray*

1	2	3	4	5
Introduction Gothic Literature PVR 1-2	Study ? 1-2 Non-fiction Assignment PVR 3-4	Study ? 3-4 Critical Thinking Skills Quiz PVR 5-6	Study ? 5-6 Characterization PVR 7-8	Study ? 7-8 Quiz Oral Reading PVR 9-10
6	7	8	9	10
Study ? 9-10 Non-fiction Presentations PVR 11-12	Study ? 11-12 Quiz Writing Assignment #1 PVR 13-14	Study ? 13-14 Collective Unconscious PVR 15-16	Study ? 15-16 Quiz Oral Reading PVR 17-18	Study ? 17-18 Introdcution to Writing Assignment #2 PVR 19-20
11	12	13	14	15
Study ? 19-20 Quiz False Friend	Writing Assignment #2 Work	Vocabulary Review	Extra Discussion Questions	Writing Assignment #3
16	17	18	19	20
Peer Editing	Group Project Work	Group Presentations	Group Presentations	Unit Review
21				
Unit Test				

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

LESSON ONE

Objectives

1. To become familiar with the elements of Gothic literature
2. To hear the tale *Markheim* by Robert Louis Stevenson as an introduction to the concept of the doppelganger
3. To introduce Oscar Wilde and *The Picture of Dorian Gray*
4. To preview the questions and vocabulary for Chapters 1-2
5. To read Chapters 1-2

Activity 1

Ask students to brainstorm what makes a good ghost/horror story. As students come up with ideas, make a list where all students can see it. For any of the elements they may have missed, ask leading questions so students can come up with the answers themselves.

Gothic literature contains a combination of several of these elements:

A deserted (or sparsely inhabited) castle or mansion (the bigger, the spookier) in a state of ruins or semi-ruins

Labyrinths/mazes, dark corridors, and winding stairs filled with cobwebs

Hidden tunnels/staircases, dungeons, underground passages, crypts, or catacombs

If set in a broken-down modern house, the basement or attic becomes the place of terror.

Lights mysteriously go out.

Threatening natural landscapes like rugged mountains, dark forests, or eerie moors, exhibiting stormy weather

Dark secrets surrounding some tormented soul who is left to live in isolation

Ominous omens and curses

Magic, supernatural manifestations, or the suggestion of the supernatural

A damsel in distress

The damsel's rescuer, usually a lover

Horrifying (or terrifying) events or the threat of such happenings

Activity 2

Give brief notes about the life of Oscar Wilde (see introductory materials) and discuss how certain aspects of his life might have led him to write in the Gothic Horror genre.

Activity 3

Read aloud the story "Markheim" by Robert Louis Stevenson. Since the tale is in public domain, a copy is included in these materials.

Discuss what elements of the Gothic genre can be found in this story. Be sure to include a

WRITING ASSIGNMENT #1 *The Picture of Dorian Gray*

PROMPT

In the novel *The Picture of Dorian Gray*, Dorian had plenty of time to explore his interests. For this assignment you will research one of Dorian's many interests and write an essay providing information on your chosen topic and telling why Dorian found it interesting.

PREWRITING

Select one of the following topics:

- Embroidered clothing
- Tapestries
- Jewels and gemstones
- Rituals of Roman Catholicism
- Mysticism
- Music

Refer to Chapter 11 in *The Picture of Dorian Gray*, and review any information regarding your topic. Gather information from the library, Internet, or through interviewing someone who is an expert on your topic.

DRAFTING

Write an essay in which you describe one of the avenues of interest that Dorian Gray explored. Using supportive evidence from Wilde's text and information gleaned from your research, give two reasons why Dorian might have found this topic interesting. What seemed to be so fascinating about it? Are you as fascinated with this area of study as Dorian might have been? Finally, make connections to modern examples of the subject (contemporary jewelry, New Age mysticism, hip-hop music, designer clothes or perfumes, etc.) and demonstrate how people today are just as fascinated as ever.

PROMPT

When you finish the rough draft of your paper, ask a student whose opinions you trust 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.