



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Chocolate War

based on the book by
Robert Cormier

Written by
Barbara M. Linde & Janine H. Sherman

© 1998 Teacher's Pet Publications
All Rights Reserved

ISBN 978-1-60249-144-1

TABLE OF CONTENTS

The Chocolate War

Introduction	5
Unit Objectives	7
Unit Outline	9
Reading Assignment Sheet	8
Study Questions	13
Quiz/Study Questions (Multiple Choice)	21
Pre-Reading Vocabulary Worksheets	37
Lesson One (Introductory Lesson)	53
Writing Assignment 1	54
Writing Evaluation Form	55
Nonfiction Assignment Sheet	56
Writing Assignment 2	65
Oral Reading Form	72
Extra Writing Assignments/Discussion ?s	80
Writing Assignment 3	88
Project Ideas	90
Vocabulary Review Activities	92
Unit Review Activities	93
Unit Tests	99
Unit Resource Materials	133
Vocabulary Resource Materials	151

A FEW NOTES ABOUT THE AUTHOR

Robert Cormier

CORMIER, Robert (1925-). Robert Cormier was born and has always lived in Leominster, Massachusetts. He grew up there, went to school there, courted and married there, and raised four children in the house where he and his wife, Connie, still live. He never intends to live anywhere else claiming there are lots of untold stories right there on Main Street.

Cormier was a newspaper reporter and columnist for thirty years. He is inspired by news events, and in some cases, by circumstances in his own life, as the basis of his plots. He is known for his outstanding ability to create stories which capture human interest. He has an uncanny talent to make the reader see what motivates behavior which is often called evil, but becomes understandable when seen through the eyes of his characters. "I take real people and put them in extraordinary situations," he said in an interview in SCHOOL LIBRARY JOURNAL. Most often his themes involve intimidation and the way people manipulate other people, as well as the obvious abuse of power.

He began writing in the seventh grade. He says he can not remember a time when he wasn't trying to get something down on paper. He has been awarded many prizes for his controversial novels for young adults, including the Margaret A. Edwards Award of the Young Adult Services Division of the American Library Association. This award is presented in recognition of those authors who provide young adults with a window through which they can view the world and which will help them to grow and understand themselves and their role in society. He was especially thrilled with this award saying, "I've always hoped my novels could show adolescents the bigness of what's out there and that happy endings are not our birthright. You have to do something to make them happen."

Cormier loves to travel and has been to almost every state in the U.S. He also loves jazz, movies, and staying up late. Some other books written by this author include: *After the First Death* (1980), *I Am the Cheese* (1983), *The Bumblebee Flies Anyway* (1983), *Beyond the Chocolate War* (1985), and *Fade* (1988).

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Chocolate War* by Robert Cormier. It includes twenty-three lessons supported by extra resource materials plus a class project.

The **introductory lesson** introduces students to background information about places, people, and events mentioned throughout this novel. It also doubles as the first writing assignment for the unit. Students are given time to research, write, and present their non-fiction information. After the presentations, students are given the materials they will be using during the unit.

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 ten to twelve 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. 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 ten to fifteen 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 extra 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.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing**

assignments/activities. 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. These questions are done as a **group activity**. 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 the themes of the novel.

The group activity is followed by a **reports and discussion/ activity** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In Writing Assignment 1, writing to **inform**, students develop a report based on their non-fiction research. For Writing Assignment 2, **expressing a personal opinion**, students will be asked to keep sketchbook-journals based on their reactions to the reading. For Writing Assignment 3, students will write a letter to **persuade** Jerry to sell the chocolates.

The **nonfiction reading assignment** is tied in with Writing Assignment 1 and the introductory lesson. Students are required to read a piece of nonfiction related in some way to *The Chocolate War*. In this case, the topics are assigned in Lesson One. 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, 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 packet** 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.

UNIT OBJECTIVES *The Chocolate War*

1. Through reading *The Chocolate War* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Chocolate War*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Anne Frank*

Date Assigned	Chapters	Completion Date
	1-5	
	6-13	
	14-19	
	20-26	
	27-32	
	33-39	

Date Assigned	Writing Assignment	Completion Date
	1	
	2	
	3	
	Nonfiction Assignment	
	Project	

UNIT OUTLINE - *Chocolate War*

1 Writing Assignment #1	2 Library/Research	3 Writing Conference Research	4 Non-Fiction Presentations	5 PVR 1-5
6 Study ?s 1-5 Writing Assignment 2	7 PVR 6-13 Mini-Lesson Foreshadowing	8 Study ?s 3-13 Mini-Lesson Character Traits	9 PVR 14-19	10 Study ?s 14-19 Mini-Lesson Conflict
11 PVR 20-26 Oral Reading Evaluation	12 Study ?s 20-26 Mini Lesson Mood	13 PVR 27-32	14 Study ?s 27-32 Mini Lesson Figurative Lang.	15 PVR 33-39
16 Study ?s 33-39 Finish Earlier Assignments	17 Extra Discussion ?s	18 Writing Assignment 3	19 Group Projects	20 Presentation of Projects
21 Vocabulary Review	22 Unit Review	23 Unit Test		

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

LESSON ONE

Objectives

1. To develop research skills
2. To write to inform by developing and organizing facts to convey information
3. To complete Writing Assignment #1 and the Nonfiction Assignment

Activity

Assign one of the following topics (or topics of your choice) to each of the students. Distribute Writing Assignment #1 and the Nonfiction Assignment sheet and discuss them. Students should fill out the Nonfiction Assignment sheet for at least one of the sources they used and submit it along with their report. Take students to the library for the rest of the period to work on the assignment.

Topics

1. Gangs, secret societies, or fraternities/sororities in the general society.
2. Gangs, secret societies, or fraternities/sororities in schools.
3. The use of fund raisers in schools.
4. The use of fund raisers in the general public.
5. Different types of funding for public and private schools.
6. Differences/similarities between public and private schools.
7. Peer pressure.
8. Abuse of power by an authority figure.
9. Blackmail.
10. Advertising campaigns.
11. Private schools in a local area, or across the country.
12. Interview someone who works for a fund raising organization and find out how such sales are conducted.

WRITING ASSIGNMENT #1 *The Chocolate War*
Writing to Inform

PROMPT

You are reading a fictional account of some events that took place in the life of one teen-aged boy, Jerry Renault. In this story, he encounters a great deal of peer pressure in the form of a secret society at his high school. In order to develop your understanding of the themes in the novel, you will be asked to do some research before you begin reading.

PREWRITING

Your teacher may assign a topic or allow you to choose one. You will then go to the library to research the topic. Look for encyclopedias, books, magazine articles, videos, newspapers, and Internet sources. You may want to interview an expert on the topic of your choice.

Think of questions you have about your topic. Write each one on a separate index card. Then read to find the answers, and write them on the cards. Also take notes on interesting and important facts, even if you did not have questions about them. Put each fact on a separate card. Make sure to cite your references. That means to write down the title of the book or article, the author, and the page number for each one.

Arrange your note cards in the order you want to use for your paper. Number them, perhaps in the upper right hand corner. Read through them to make sure they make sense in that order. Rearrange as necessary.

DRAFTING

Introduce your topic in the first paragraph. Tell why you chose it, and give a preview of what the rest of the paper will be about. Then write several paragraphs about the topic. Each paragraph should have a main idea and supporting details. Your last paragraph should summarize the information in the report.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your note cards so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your report, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your report considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your report, double-checking your grammar, spelling, organization, and the clarity of your ideas.