



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Gulliver's Travels

based on the book by
Jonathan Swift

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INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Gulliver's Travels* by Jonathan Swift. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel (man's worst vice is pride) through a bulletin board activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

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 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 gives students dictionary definitions of the words and has them 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 separate 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**. 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** 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. The first assignment asks the students to interpret events from the novel and express their personal opinion. The second assignment is to inform: students will create a travelogue based on a personal journey. The third assignment is to persuade: students will write to Lemuel Gulliver and persuade him to rejoin the company of his family and countrymen.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Gulliver's Travels*. 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. 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.

UNIT OBJECTIVES *Gulliver's Travels*

1. Through reading *Gulliver's Travels* students will study Swift's perception of the nature of man.
2. Students will study Swift's writing techniques to better understand the value of satire, irony and other devices he uses.
3. Students will compare and contrast characters to gain a better understanding of Swifts' portraits of human nature.
4. Students will 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 *Gulliver's Travels* as they relate to the author's theme and character development.
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.
7. 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 *Gulliver's Travels*

Date to be Assigned	Chapters	Completion Date (Prior to Class on This Date)
	One I-IV	
	One V-VIII	
	Two I-IV	
	Two V-VIII	
	Three I-V	
	Three VI-XI	
	Four I-V	
	Four VI-IX	
	Four X-XII	

UNIT OUTLINE - *Gulliver's Travels*

1 Unit Introduction Writing Assignment 1	2 Nonfiction Assignment PVR One I-IV	3 Study ?s One I-IV	4 PVR One V-VIII Study ?s One V-VIII
5 PVR Two I-IV Study ?? Two I-IV	6 PVR Two V-VIII Study ?s Two V-VIII	7 Writing Assignment 2	8 PVR Three I-V Study ?? Three I-V
9 PVR Three VI-XI Study ?s Three VI-XI	10 PVR Four I-V Study ?? Four I-V	11 PVR Four VI-IX Study ?? Four VI-IX	12 PVR Four X-XII Study ?? Four X-XII
13 Writing Assignment 1	14 Group Activity	15 Group Activity	16 Reports & Discussion
17 Nonfiction Discussion	18 Writing Assignment 3	19 Review	20 Vocabulary Review
21 Extra Review	22 Test		

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

LESSON ONE *Gulliver's Travels*

Objectives

1. To introduce the *Gulliver's Travels* unit
2. To give students some background information about Swift, his times and his works
3. To take notes while watching a filmstrip/video
4. To explain and assign Writing Assignment 1

Activity #1

Do a group KWL Sheet with the students (form included.) Many students will have heard of *Gulliver's Travels*, and will have information to share. Put this information in the K column (what I know.) Ask students what they want to find out, and put it in the W column (what I want to find out.) Keep the sheet and refer back to it after reading the novel, and complete the L column (what I learned.) Students may also enjoy talking about trips they have made.

Activity #2

Show a film(strip)/video about Swift and his works, including *Gulliver's Travels*. You may want students to use the video note-taking form while they are watching it. The form is purposely generic, because there are many different films available.

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 preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. 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.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet 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 resource sections of this unit contain suggestions for a 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.

WRITING ASSIGNMENT #1 *Gulliver's Travels*

Student's Name _____ Class _____

PROMPT

Your assignment is to answer the question number _____ from the list entitled EXTRA WRITING ASSIGNMENTS/DISCUSSION QUESTIONS.

PREWRITING

You are being given this assignment now so that as you read *Gulliver's Travels* you can pay particular attention to the parts which may help you answer your question.

As you read the book, you will probably think "Oh, this part could have something to do with my question." When you come across examples or ideas like that, jot them down on a piece of paper -- whether it is a page reference in your book or an idea which pops into your head -- write it down. This will make the actual writing of the paper easier.

DRAFTING

You should begin with an introductory paragraph giving your reader the topic of your paper. Change the question you are answering into a statement, and use this as an introduction. (Example: What effect did each of Gulliver's adventures have upon him? Gulliver had many adventures. Each had an effect upon him. In this paper I will explain the effects that each of his adventures had upon Gulliver.)

The body of your composition should contain information related to your question. You may want to summarize a section of the book, or briefly retell an event. You may also use direct quotes from the novel. If you do this, use quotation marks around each quote, and make sure to cite each one at the end of the quote. (Example: Swift, page 112.)

Write a paragraph in which you restate your topic and summarize your conclusions.

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.

After your paper is written, you will be asked to give a summary of your answer in order to lead a class discussion of the topic your question examines.