



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Inherit the Wind

based on the play by
Jerome Lawrence & Robert E. Lee

Written by
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A FEW NOTES ABOUT THE AUTHORS

Lawrence and Lee

Jerome Lawrence was born on July 14, 1915 in Cleveland, Ohio. He graduated from Ohio State University with a B. A. degree in 1937 and completed his graduate study at the University of California, Los Angeles in 1939. He began his career as a reporter and telegraph editor for the *Wilmington News Journal* in Wilmington, Ohio. The most noteworthy event in his early career was his chance meeting with Robert E. Lee in a restaurant in New York City in 1942. The two men subsequently formed a partnership which proved to be long-lasting, productive, and very successful.

Robert E. Lee was born in Elyria, Ohio on October 14, 1918. He attended Northwestern University, Ohio Wesleyan University, Western Reserve University, and Drake University. In 1948 he married Janet Waldo, and they had two children, a boy and a girl.

Together, Lawrence and Lee not only wrote the powerful play *Inherit the Wind*, but also wrote such famous works as *Auntie Mame*, *Only in America*, *Mame*, *Dear World*, *The Night Thoreau Spent in Jail*, *The Incomparable Max!*, *The Crocodile Smile*, and *Jabberwock* Their other accomplishments range from being the founders of the Armed Forces Radio Service to writing, directing, and/or producing other many other plays as well as radio and television programs including "Hollywood Showcase," "I Was There," "Orson Welles Theatre," "Frank Sinatra Show," "Hallmark Hall of Fame," "Times Square Playhouse," and "Lincoln: The Unwilling Warrior."

The list of awards these two authors have won, the list of their achievements, and the list of the work they have done in their careers is as long as a child's list for Santa Claus.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Inherit the Wind* by Lawrence and Lee. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the novel through a writing assignment. Following the introductory activity, students are given a transition to explain how the activity relates to the book 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 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 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.

There is one **group activity** in which students work in small groups to discuss issues related to *Inherit the Wind*.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

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 express personal opinions: students give their own views on how mankind came to exist. The second assignment is to inform: students write a summary of the nonfiction articles they have read in preparation for an oral presentation. The third assignment is to persuade: students write an persuasive essay regarding whether or not Darwin's theories will become totally accepted as Menken predicted.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Inherit the Wind*. 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: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for students who need more of a challenge.

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. 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 - *Inherit the Wind*

1. Through reading *Inherit the Wind* students will gain a better understanding of the issue of creation versus evolution.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will consider recent issues and problems concerned with determining what will be taught in public schools.
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 *Inherit the Wind* 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 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 - *Inherit the Wind*

Date Assigned	Assignment	Completion Date
	Act 1 Scene 1	
	Act 1 Scene 2, Act 2 Scene 1	
	Act 2 Scene 2	
	Act 3	

NOTES: Since *Inherit the Wind* is a play, it is really meant to be acted out on the stage. If you and your students are so inclined and interested, a production with minimal props is possible. This unit is not planned for a complete production. However, it is planned to have the parts spoken by various students during in-class reading. A list of characters needed for reading in each class period is provided. Try to arrange your assignments of parts so that each student will have an opportunity to "play" a part at least once.

UNIT OUTLINE - *Inherit the Wind*

1 Introduction	2 Assign Parts Practice Reading	3 Read 1:1	4 Read 1:2 Study ?s Act 1 PV Act 2	5 Read 2:1 & 2:2
6 Finish 2:2 Study ?s Act 2 PV Act 3	7 Read Act 3	8 Study ?s Act 3 Extra ?s	9 Vocabulary	10 Library
11 Reading & Sm. Group Discussion	12 Writing Assignment #2	13 Reports & Class Discussion	14 Scopes Trial	15 Scopes Trial
16 Writing Assignment #3	17 Review	18 Test		

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

LESSON ONE

Objectives

1. To introduce the *Inherit the Wind* unit
2. To distribute books and other related materials

Activity #1

Distribute Writing Assignment #1. Discuss the directions in detail and give students ample time to complete the assignment.

Activity #2

While students are working, distribute the materials students will use in this unit. After students finish writing, explain in detail how they 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.

WRITING ASSIGNMENT #1 - *Inherit the Wind*

PROMPT

As you probably know by now, there are many theories about how people came to exist. The two main theories are called creationism and evolution. Creationism is the theory that God created man in his own image, as is set forth in The Bible. Evolution is the theory that man evolved over millions of years from tiny life cells to monkeys and finally to man as we are today. Some people believe that both of these theories are possible at the same time; in other words, they believe no one knows exactly how long it took God to make man nor how He did it--perhaps He did it through evolution.

Your assignment is to write a composition in which you state your own views on the subject. How do *you* think man came to exist? Do you believe in creationism, evolution, a combination of the two, or something else entirely?

PREWRITING

The best way to begin is to stop and think about what you *do* believe. Once you decide that, then write down a couple of good reasons *why* you believe that.

DRAFTING

Write a paragraph in which you introduce your ideas about how people came to exist.

In the body of your composition, write one paragraph for each of the reasons why you believe what you believe. Use a topic sentence for each paragraph and fill out the paragraph with examples and explanations to support your reasoning.

Write a paragraph in which you draw your conclusions and bring your composition to a close.

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.