



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Johnny Tremain

based on the book by  
Esther Forbes

Written by  
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A FEW NOTES ABOUT THE AUTHOR  
ESTHER FORBES

Forbes, Esther (1891-1967), U. S. author, born on June 28, 1891, in Westborough, Mass. Forbes's historical works, both fiction and nonfiction, brought the lives of young people in early America to life for contemporary readers.

Forbes studied at Bradford Junior College and the University of Wisconsin. She served on the staff of Houghton Mifflin publishers in Boston from 1920 to 1926 and from 1942 to 1946. She received the Pulitzer prize in history in 1943 for 'Paul Revere and the World He Lived In' (1942). The book examines Revere both as an artisan and as a member of the New England community that was pivotal at the time of the American Revolution. Her other historical studies included 'A Mirror for Witches' (1928) and 'America's Paul Revere' (1946).

Forbes is perhaps best known for 'Johnny Tremain: A Novel for Young and Old' (1943), which won the 1944 Newbery Medal. The book was her only novel written for children. Her novels for adults included 'Paradise' (1937), 'The Running of the Tide' (1948), and 'Rainbow on the Road' (1959). 'The Running of the Tide', which was set in Salem before the War of 1812, was made into a motion picture after having won the Metro-Goldwyn-Mayer novel award. 'Johnny Tremain' became a favorite of students, teachers, and curious readers of all ages. The novel, which traces the development of a young orphan boy from his days as a silversmith's apprentice to his participation in the American Revolution, evolved from the author's research on Paul Revere. It was made into a motion picture by Walt Disney and into a television show. Forbes's novels were also translated into more than ten languages. Forbes was awarded honorary degrees from Clark University, the University of Maine, the University of Wisconsin, Northeastern University, Wellesley College, and Tufts University. She died on August 12, 1967, in Worcester, Mass.

Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Johnny Tremain* by Esther Forbes. It includes twenty-three lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel *Johnny Tremain* 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. 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 is to express a personal **opinion**: students will make a poster to show ways to help the handicapped. The second assignment is to **persuade**: students will take a position as a Whig or a Tory and persuade a friend to join their cause. The third assignment is to **inform**: students will write a news article for the *Boston Observer* and describe one of the historical events mentioned in the book.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Johnny Tremain*. 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 **resource sections** include 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

### *Johnny Tremain*

1. Through reading *Johnny Tremain*, 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 *Johnny Tremain*.
6. Students will identify the characteristics of historical fiction and distinguish between the historical and fictional events presented in the novel.
7. Students will practice writing through a variety of writing assignments.
8. 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.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE - *Johnny Tremain*

1 Unit Intro Distribute Unit Materials PV I	2 Read I Study ?? I	3 PVR II Oral Reading Evaluation	4 Study ?? III PVR III	5 Study ?? III Writing Assignment #1
6 Quiz I, II ,III PVR IV	7 Study ?? IV PVR V	8 Study ?? V PVR VI	9 Writing Conference	10 Study ?? VI PVR VII
11 Quiz IV, V, VI, VII Study ?? VIII PVR IX	12 Writing Assignment #2	13 Study ?? IX PVR X	14 Study ?? X PVR XI	15 Study ?? XI PVR XII
16 Extra Discussion ??	17 Writing Assignment #3	18 Library Work	19 Movie/ Audio Cassette and Discussion	20 Non-Fiction Assignment
21 Vocabulary Review	22 Review	23 Test		

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

READING ASSIGNMENT SHEET  
*Johnny Tremain*

Date to be Assigned	Chapters	Completion Date (Prior to class on this date)
	Chapter I Up and About	
	Chapter II The Pride of Your Power	
	Chapter III An Earth of Brass	
	Chapter IV The Rising Eye	
	Chapter V <i>The Boston Observer</i>	
	Chapter VI Salt-Water Tea	
	Chapter VII The Fiddler's Bill	
	Chapter VIII A World to Come	
	Chapter IX The Scarlet Deluge	
	Chapter X 'Disperse, Ye Rebels'	
	Chapter XI Yankee Doodle	
	Chapter XII A Man Can Stand Up	



## LESSON ONE

### Objectives

1. To introduce the *Johnny Tremain* unit
2. To relate students' prior knowledge to the new material
3. To distribute books and other related materials (study guides, reading assignments)
4. To introduce the genre of historical fiction
5. To do the prereading work for Chapter I

### Activity #1

Decorate a bulletin board with a map of pre-Revolutionary War colonial America. Display some pictures of Boston around 1774. Bring artifacts such as a tricorner hat, loose tea, paper, stamps, a silver sugar bowl, and the flag of England. Play a recording of Yankee Doodle or other colonial era music. Ask students to tell you what they know about the American colonies in the early 1700s, about Boston, the novel, and Esther Forbes. Do a group KWL sheet with the students (form included.) Put any information the students know in the K column (What I Know.) Ask students what they want to find out and put that information in the W column (What I Want to Find Out.) Keep the sheet and refer back to it while reading. After reading the novel, complete the L column (What I Learned.)

### Activity #2

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 duplicate 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 unit resource portion of this unit contains 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

*Johnny Tremain*

### PROMPT

When Johnny Tremain had an accident that leaves his hand crippled, many of the people he knew and cared for treated him differently. It was difficult for him to find work. He was very conscious of his handicap. Your assignment is to make a poster to help the people of Boston in 1775 become aware of handicaps, and how to treat people with handicaps.

### PREWRITING

First decide on a theme for your poster. Then create a slogan--a catchy phrase stating your theme. Next, decide what your poster should look like. Do you want graphics--pictures, drawings, or photographs of handicapped people at work or play? Which handicaps will you portray? Spend some time looking at other public-service type posters and announcements to get ideas.

Decide on your audience. Who will you try to reach with your ad? How will following your suggestions benefit the handicapped and non-handicapped people who read your poster? Write a few short statements giving your ideas.

Make a rough layout of your poster. Make a sketch showing your slogan, the position of your copy (written words) and the graphics. You may have to do this several times before you are happy with it, so don't glue anything down!

### DRAFTING

Write out the copy (words, written material) for your poster. You may need to revise this several times before you get the right feeling. You want to be brief and effective: say the most in the fewest words. Make sure to use powerful verbs and descriptive adjectives. Do the same thing with your slogan. Say it out loud or tape record it a few times to check out how it sounds. Again, you want it to be something that will spark the reader's interest. It should be long enough to say what you want, but short enough for the reader to remember. Use alliteration, onomatopoeia, or other literary devices to attract attention. Write it on paper when you like the way it sounds.

After you are happy with your copy, make a mock-up (pasted up rough draft) of your poster and see how things fit. You may want to use removable tacky-glue for this process. Make any necessary corrections. For example, if your copy is too long, shorten it to fit the space on your page. If your slogan takes up too much room, find synonyms to use to rephrase it and make it shorter. If the graphics look crowded, make them smaller or take a few out. Re-work your poster until you are satisfied with it.

### PROMPT

When you finish the rough draft of your poster, ask another student to read it. After looking at your rough draft of the poster, 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. Review your poster considering your critic's comments, and make the corrections you think are necessary.