

SAMPLE PAGES

TEACHER'S PET PUBLICATIONS

LitPlan Teacher Pack

for

LIFE OF PI

based on the book by
Yann Martel

Written by Susan Woodward and Stacy Littleton

Copyright 2018 Teacher's Pet Publications
All Rights Reserved

ISBN 978-1-60249-102-1

Copyright Teacher's Pet Publications 2018

Only the student materials in this unit plan (such as worksheets, study questions, and tests) may be reproduced multiple times for use in the purchaser's classroom.

Posting this LitPlan on the Internet is a violation of copyright laws and will be prosecuted to the fullest extent of the law.

For any additional copyright questions,
contact Teacher's Pet Publications.

www.tpet.com

ABOUT THE AUTHOR

Yann Martel

Yann Martel was born in 1963 in Salamanca, Spain, where his Canadian parents were doing graduate studies. The family traveled often, and Martel grew up in Alaska, British Columbia, Costa Rica, France, Ontario, and Mexico. As an adult, Martel traveled to Iran, Turkey, and India.

After returning to Ontario, Canada, Martel studied philosophy at Trent University. It was while doing a variety of jobs such as landscaping, dishwashing, and working as a security guard that he began writing. At the age of 26, Martel decided to become a writer full time.

His first book, *The Facts Behind the Helsinki Roccamatios*, was published in 1993. It is a collection of short stories that explores a wide variety of sometimes painful topics: illness, death, loss, and grief.

Martel completed his first novel, *Self*, in 1996. His first full-length piece tells the tale of sexual identity and orientation.

In September 2001, Martel published his second and most acclaimed novel, *Life of Pi*, which earned him the Man Booker Prize in 2002. In 2003, Martel's novel, as well as its French translation *L'Histoire de Pi*, was selected for CBC Radio's *Canada Reads* competition.

Martel became the writer-in-residence for the Saskatoon, Saskatchewan's public library in 2003. He collaborated with Omar Daniel of the Royal Conservatory of Music in Toronto to write *You Are Where You Are*, a piece for piano, string quartet, and bass.

The University of Saskatchewan made Martel a scholar-in-residence in November, 2005.

Major Works

- * *Seven Stories* (1993)
- * *The Facts Behind the Helsinki Roccamatios* (1993)
- * *Self* (1996)
- * *Life of Pi* (2001)
- * *We Ate the Children Last* (2004)
- * *Beatrice and Virgil* (2010)

Awards

- 1991 Journey Prize (Canada) for *The Facts Behind the Helsinki Roccamatios*
- 1996 Chapters/Books in Canada First Novel Award (Canada) (shortlist) *Self*
- 2001 Governor General's Literary Award for Fiction (Canada) (shortlist) *Life of Pi*
- 2001 Hugh MacLennan Prize for Fiction (Canada) *Life of Pi*
- 2002 Commonwealth Writers Prize (Eurasia Region, Best Book) (shortlist) *Life of Pi*
- 2002 Man Booker Prize for Fiction *Life of Pi*
- 2003 Boeke Prize (South Africa) *Life of Pi*

INTRODUCTION - *Life of Pi*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Life of Pi* by Yann Martel. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the main motif of the novel: survival. Students will share what strategies they might employ to survive in a lifeboat. 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 will begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each. Prior to each reading assignment, students have about 15 minutes of pre-reading work, which involves reviewing the study questions for the assignment and completing some exercises for 7-11 vocabulary words they will encounter in their reading.

After each reading assignment, students will 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. The study guide questions are fact-based; students can find the answers right in the text. The questions come in two formats: short answer or multiple-choice. The best use of these materials is to use the short answer questions as study guides (since answers will be more complete) and the multiple choice questions for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies, as well as to aid in the students' understanding of the novel. Prior to each reading assignment, students will complete a two-part worksheet for the vocabulary words in the assignment. Part I focuses on students' use of the general knowledge and contextual clues. Students are given the sentences in which the words appear in the text. Then, they write what they think the words mean based on their usage. Part II reinforces knowledge of the words by giving students the definitions and having them match the words to the correct definitions based on contextual usage. Students should then have an understanding of the words when they encounter them in the text.

There is a **nonfiction reading assignment**. Students must read nonfiction articles, books, etc. to gather information about the real life stories of other survivors of extreme conditions.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. In the first writing assignment, students will imagine and write about what it would be like to be an animal in captivity. In the second writing assignment, students will research the plagiarism controversy regarding *Life of Pi* and a German tale, *Max and the Cats*. In the third writing assignment, students will take a position inspired by a quotation.

After students complete reading the novel, there is a **vocabulary review** lesson which synthesizes all the fragmented vocabulary lists for the reading assignments and gives students a review of all the words they have studied.

The **review lesson** pulls together all the aspects of the unit. There are several choices of activities that serve to review all the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. 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, word search puzzles, matching, and juggle letters related to the novel. There are **extra discussion questions**. 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. Also included is a list of **bulletin board ideas**, which provides suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** that can be used to enhance the unit or as substitutions for exercises the teacher might feel is inappropriate for his or her class. The **Vocabulary Resource Materials** section includes similar worksheets and puzzles to reinforce the vocabulary words.

Answer keys are located directly after the reproducible student materials throughout the unit.

The **level** of this unit can be varied depending on the criteria on which the individual assignments are graded, the teacher's expectations of his or 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.

The student materials may be reproduced for use in the teacher's classroom without copyright infringement. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

READING ASSIGNMENTS - *Life of Pi*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Author's Note through Chapter 11	
	<i>Assignment 2</i> Chapters 12-23	
	<i>Assignment 3</i> Chapters 24-36	
	<i>Assignment 4</i> Chapters 37-46	
	<i>Assignment 5</i> Chapters 47-56	
	<i>Assignment 6</i> Chapters 57-65	
	<i>Assignment 7</i> Chapters 66-82	
	<i>Assignment 8</i> Chapters 83-90	
	<i>Assignment 9</i> Chapters 91-94	
	<i>Assignment 10</i> Chapters 95-100	

UNIT OUTLINE *Life of Pi*

1 Basic survival: How would you survive? Introduction to the novel PVR the Author's Note-Chapter 11	2 Study ?s Author's Note-Chapter 11 Writing Assignment #1: Creative Writing Character Profile: Pi Patel PVR Chapters 12-23	3 Study ?s Chapters 12-23 Nonfiction work in Library Media Center: research survival stories PVR Chapters 24-36	4 Study ?s Chapters 24-36 Relating the novel to personal experience PVR Chapters 37-46	5 Study ?s Chapters 37-46 Animal symbolism: totem animals PVR Chapters 47-56
6 Study ?s Chapters 47-56 Report on nonfiction assignments PVR Chapters 57-65	7 Study ?s Chapters 57-65 Writing Assignment #2: research literary controversy in Library Media Center PVR Chapters 66-82	8 Study ?s Chapters 66-82 Explore the use of imagery PVR Chapters 83-90	9 Study ?s Chapters 83-90 Read aloud Chapters 91-94 PVR Chapters 91-94	10 Study ?s Chapters 91-94 PVR Chapters 95-100
11 Study ?s Chapters 95-100 Identifying ocean currents and mapping out Pi's journey	12 Vocabulary Review	13 Group Project	14 Extra Discussion Questions	15 In-Class Writing Writing Assignment #3: Persuasive Writing
16 Peer Editing	17 Group Presentations	18 Group Presentations	19 Unit Review	20 Unit Test

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

LESSON ONE

Objectives

1. To introduce the motif of survival under extreme conditions
2. To learn about Yann Martel and introduce the novel
3. To preview the vocabulary and study guide questions for the Author's Note through Chapter 11

Activity 1

Ask students to write for about ten minutes on the following scenario:

Suppose you were trapped on a deserted island with no company but the animal inhabitants; how would you attempt to survive?

After ten minutes, have students pair up and discuss their survival strategies, selecting the five best ideas between the two of them to share aloud with the class.

Write the ideas on the board, and have students add strategies that were not on their own lists.

Activity 2

Provide each student with a copy of the About the Author page in this LitPlan, and discuss how certain aspects of Yann Martel's life might have inspired him to write a book about a young man's survival at sea.

Activity 3

Distribute the materials students will use in this unit, and explain in detail how they are to be used.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the assignment to get an idea of 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 as a review. Students should keep the study guides as study materials for the unit test. Review the study questions for the Author's Note through Chapter 11 while you're looking at the study guides.

Vocabulary Prior to beginning a reading assignment, students will do vocabulary work related to the section of the novel they are about to read. After students have completed the novel, 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. Do the vocabulary worksheet for the Author's Note through Chapter 11 together orally to show students how to complete the worksheets.

Reading Assignment Sheet Fill in the reading assignment sheet to let students know by when their reading must be completed. You can either copy the assignments from the sheet onto a blackboard or bulletin board for students to see each day, or you can make copies for each student to have.

Extra Activities Center The Unit Resource Materials section of this LitPlan contains suggestions for a library of related books and articles in your classroom, as well as crossword and word search puzzles. Create 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 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 non-fiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help them think about and evaluate their own reading experiences.

Extra Discussion Question Students should read through the extra discussion question prior to reading the novel. They will be required to discuss the answers to these questions in a lesson designed to give them deeper knowledge and understanding of the novel.

Books Each school has its own policies regarding student use of school books. Advise students of your school's procedures. Preview the book, and look at the covers, front-matter, and index.

Activity 4

Advise students to read the Author's Note through Chapter 11 prior to the next class period. Give them the remainder of this class (if time allows) to work on this assignment.

Notes: The reading in this unit is scheduled mostly outside of class time. You may need to adjust that depending on the level of your class.

If you have not yet done an oral reading evaluation for your students this term, you may want to have them read orally for at least one section of the book. An Oral Reading Evaluation form is included with this unit for your convenience.

LESSON TWO

Objectives

1. To review the main ideas, events, and vocabulary for the Author's Note through Chapter 11
2. To practice writing creatively
3. To identify character traits and develop a profile
4. To preview the study guide questions and vocabulary for Chapters 12-23
5. To read Chapters 12-23

Activity 1

Give students a few minutes to formulate answers for the study guide questions for the Author's Note through Chapter 11 and then discuss the answers to the questions in detail. Write or display the correct answers so students can have them for study purposes.

While students have their study guides out, preview the questions for Chapters 12-23. See if students can make predictions about what will happen next, based on the questions for this section.

Note: A good way to develop public speaking and leadership skills is for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are reviewed. Guide the discussion when appropriate, and fill in any gaps the students might leave.

Activity 2

Distribute Writing Assignment #1: Writing for Creative Expression.

Students will review the information Pi provides about zoos, the nature of animals, and the behavior of animals in captivity. Then, they will imagine that they are an animal in a zoo and write about how that would make them feel and how they would respond to living in captivity.

Activity 3

Character Profile: Students will use the text to help characterize Pi Patel.

In Chapters 1-5, the writer provides a lot of information about Pi, including a physical description of him, his educational background, and his hobbies. Have students extract the information about Pi and complete a profile of him. You may add additional profile sections, if you'd like (e.g., Favorite Bands, Favorite Authors, Favorite Animals). The worksheet follows this lesson.

Activity 4

Advise students that prior to the next class meeting, they should read Chapters 12-23 and complete the vocabulary worksheet. If students finish their other assignment(s) prior to the end of this class period, they may start on the reading and vocabulary assignment.

WRITING ASSIGNMENT 1: Writing for Creative Expression *Life of Pi*

PROMPT:

In Chapter 4, Pi talks a great deal about the zoo and what life is like for animals that live in the zoo and in the wild. Your task is to review Pi's thoughts and theories about zoos, the nature of animals, and the behavior of animals in captivity and then imagine you are an animal in a zoo and write about how that would make you feel and how you would respond to living in captivity.

PREWRITING:

Reread Chapter Four and take notes on how Pi describes zoo life, how the animals behave, and any other information Pi provides to give you an understanding of what it is like to be an animal in captivity. Decide, based on your notes and personal feeling how you would feel.

DRAFTING:

Take the voice of the animal you chose. Express your thoughts and feeling including likes and dislikes, fears, what makes you happy, and how you feel about the zoo keepers.

REVISING

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.

Piscine “Pi” Molitor Patel Character Profile Worksheet

Physical Features:
Education:
Family:
Hobbies/Interests:
Hopes/Dreams/Wishes:
Likes/Dislikes:
Fears/Concerns:
Additional information worth adding:

Assignment 10

Chapters 95-100

1. Why do Tomohiro Okamoto and Atsuro Chiba come to see Pi in the hospital?
2. What does Mr. Okamoto tell Pi is the reason they don't believe Pi's tale about his survival?
3. How does Pi challenge Mr. Okamoto's reason for not believing his story?
4. What do Mr. Okamoto and Mr. Chiba particularly refuse to believe about the island Pi found?
5. When Mr. Okamoto and Mr. Chiba try to negate Pi's story about a wild tiger roaming free, what story is Pi reminded of that he says he should tell them about?
6. How is Mr. Chiba able to calm Pi and distract him from his agitated descriptions of Richard Parker?
7. Who is presumed to be the Frenchman that Pi encountered in the other lifeboat?
8. What items found in the lifeboat can not be explained by Mr. Okamoto and Mr. Chiba?
9. What does Pi do when Mr. Okamoto demands the "straight facts" about Pi's story?
10. What is the cook's main reason for cutting off the Chinese sailor's broken leg?
11. What does Pi tell Mr. Okamoto and Mr. Chiba happened to his mother and the cook?
12. What do Mr. Okamoto and Mr. Chiba eventually report about Pi's survival in the lifeboat in their official statement?

***Life of Pi* Assignment 10: Chapters 95-100**

1. Why do Tomohiro Okamoto and Atsuro Chiba come to see Pi in the hospital?
 - A. They want to find out what Pi knows about the sinking of the *Tsimtsum*.
 - B. They are reporters for a newspaper and want an interview for an article on Pi.
 - C. They are psychologists hired to determine if Pi's ordeal has caused him mental damage.
 - D. They are investigators for the insurance company that represents the Oika Shipping Company.

2. What does Mr. Okamoto tell Pi is the reason they don't believe Pi's tale about his survival?
 - A. He does not believe that Pi could have exercised control over a 450-pound Bengal tiger.
 - B. He says that a zebra with the injuries that Pi described could not have survived as long as Pi claimed.
 - C. He does believe that Pi could have survived on his own; there must have been other survivors, but Pi must have killed them.
 - D. He said that since bananas don't float, the orangutan could not have floated toward the lifeboat on a pile of bananas.

3. How does Pi challenge Mr. Okamoto's reason for not believing his story?
 - A. Pi tells Mr. Okamoto to set himself adrift for more than 200 days and see how he fares.
 - B. Pi tells Mr. Okamoto to go without food for several days and then see how discerning he is about food.
 - C. Pi tells Mr. Okamoto to fill the sink with water and drop in two bananas to see if they float.
 - D. Pi tells Mr. Okamoto to read about how tigers in captivity are easily trained.

4. Which of the following is not one of the things that Mr. Okamoto and Mr. Chiba refuse to believe about the island Pi found?
 - A. They refuse to believe that carnivorous trees exist.
 - B. They refuse to believe that a cave could exist on such an island.
 - C. They refuse to believe that there is such a thing as a fish-eating algae.
 - D. They refuse to believe that there are tree-dwelling, aquatic meerkats.

VOCABULARY ASSIGNMENT 2 - *Life of Pi*

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. It's a question of brain over brawn.

2. It's a question of brain over brawn. The nature of the circus trainer's ascendancy is psychological....the trainer's erect posture, calm demeanour, steady gaze...factors that will fill the animal's mind with doubt and fear, and make clear to it where it stands...

3. It is this compliant animal, to the public no different from the others in size and apparent ferocity, that will be the star of the show, while the trainer leaves the beta and gamma lions, more cantankerous subordinates, sitting on their colourful barrels on the edge of the ring.

4. I have no conscious memory of this first go-around in a temple, but some smell of incense, some play of light and shadow, some flame, some burst of colour, something of the sultriness and mystery of the place must have stayed with me.

5. Ravi and I went for walks in the tea estates near town. It was all an excuse to keep our lethargy a little busy.

6. It is wrong of this Christian God to let His avatar die. That is tantamount to letting a part of Himself die.

7. He ducked into the next room for a minute and returned with a rolled-up carpet, which he unfurled on the floor of his bakery...in the midst of his workplace, he prayed. It was incongruous, but it was I who felt out of place.

8. My Arabic was never very good, but I loved its sound. The guttural eruptions and long flowing vowels rolled just beneath my comprehension like a beautiful brook.

9. "You must be mistaken. He's a good Muslim boy..." said the imam. My parents, the priest, and the pandit looked incredulous.

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

- | | | |
|--------|-------------|--|
| ___ 1. | BRAWN | A. physical strength; toughness |
| ___ 2. | ASCENDANCY | B. unable to believe; skeptical |
| ___ 3. | COMPLIANT | C. lack of energy; laziness; sluggishness |
| ___ 4. | SULTRINESS | D. obeying or agreeing to |
| ___ 5. | LETHARGY | E. out of place; lacking harmony of parts; conflicting |
| ___ 6. | TANTAMOUNT | F. a position of power; control; authority |
| ___ 7. | INCONGRUOUS | G. the state of being overpoweringly heavy, hot, humid |
| ___ 8. | GUTTURAL | H. equal to in value, force, effect, or importance |
| ___ 9. | INCREDULOUS | I. a harsh, grating quality; rough |

17. Discuss the author's personal interjections within Pi's story. What do these interjections show about his attitude toward Pi? What do they tell the reader about the effect the ordeal had on Pi as an adult?
18. The author goes into detail in describing Pi's home. What does Pi's decor reveal about his character? What about the description of Pi's cupboards?
19. Examine Pi's personification of fear in Chapter 56. What characteristics does he give to his emotions? How is the use of personification effective?
20. Martel includes vivid imagery in re-telling Pi's story. Select at least three specific examples of effective extended imagery, and explain Martel's use of words to create realistic pictures in the reader's mind. How does the imagery create a specific mood?

Critical/Personal Response

21. Suppose the *Tsimtsum* made it safely to Canada. How might Pi's life have been different? Do you believe he might have followed a similar adult path? Explain your answer.
22. It has been said that "whatever doesn't kill you makes you stronger." Do you agree with this statement? Why or why not? How might this idea apply to Pi?
23. What if Pi had not discovered the tooth in the "fruit" of the tree? What might have been the outcome of the story if he had decided to stay on the algae island?
24. Suppose the Frenchman was not the kind of man to kill a human for food. How might life in the boat have been different for Pi if he'd had a human companion? Would the change have had a positive or negative effect on the ending of the story?
25. For each of the following characters, select an object and explain how that object could be used as a symbol to represent that character's particular traits:
 - a. Pi Patel
 - b. Richard Parker
 - c. the hyena
 - d. Orange Juice
 - e. the zebra
 - f. Mr. Patel
 - g. Mrs. Patel
 - h. Satish Kumar (baker)
 - h. Satish Kumar (teacher)
26. Why do you think Pi doesn't mention to the author that he has a wife and children? Explain.

Personal Response

27. Examine the second tale that Pi tells the Japanese investigators. Which do you think is more probable? Is the tale told throughout the novel a creative interpretation of the second tale, or vice versa? Explain your opinion.