

A Man For All Seasons

LitPlan Teacher Pack

A Complete Teacher's Manual



Teacher's Pet Publications

TEACHER'S PET PUBLICATIONS

LitPlan Teacher Pack *for* **A MAN FOR ALL SEASONS** based on the book by Robert Bolt

Written by Mary B. Collins and Stacy Littleton

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ISBN 978-1-60249-729-0

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ABOUT THE AUTHOR

Robert Bolt

Robert Oxtan Bolt was born August 15, 1924 in Sale, England. Bolt married four times, twice to British actress Sarah Miles with whom he remarried in 1988 and remained married until his death in 1995. Bolt had four children.

Bolt started working for an insurance company in 1941 and then served in the Royal Air Force during World War II. He obtained a B.A. in history from the University of Manchester in 1949. A post-graduate year at Exeter University led to a schoolmaster's position in Devon and then the head of the English Department at Millfield School until 1958. While teaching he wrote a dozen radio plays.

In 1957, his play *Flowering Cherry* was such a success he quit teaching and became a full-time writer at the age of 33. *A Man For All Seasons* was Bolt's most successful play, which drew intense acclaim for both the London and New York City productions.

Bolt won two Oscar awards for his screenplays for *Dr. Zhivago* and *A Man For All Seasons* which also received the Oscar for Best Picture.

Major Works

Notable Screenplays:

Lawrence of Arabia - 1962

Doctor Zhivago - 1965

A Man for All Seasons - 1966

Ryan's Daughter - 1970

Vivat! Vivat Regina! - 1970

The Bounty - 1984

The Mission - 1986

Awards

Oscar for Best Screenplay:

Dr. Zhivago

A Man For All Seasons

INTRODUCTION *A Man For All Seasons*

INTRODUCTION This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Man For All Seasons*. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** is a **group research project** designed to provide students with the historical background of the play. Through this research, they will have a better understanding of Sir Thomas More, King Henry VIII, the Act of Supremacy, the Church of England, the Catholic Church in the 1500's, and the relationship between Spain and England in the 1500's. Following the introductory lesson, students are given the materials they will use during the unit.

The **reading assignments** for this unit will be done orally. Students will take on the roles of the characters and read the play over several class periods. Students have approximately 15 minutes of pre-reading work to do prior to each assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 17 to 18 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.

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 17 to 18 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of the 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 the words they have studied.

Following the vocabulary review, a lesson is devoted to **Critical Thinking 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. **Students should read through the critical thinking questions prior to reading the novel.**

There is a **non-fiction group research assignment**. Students must read non-fiction articles, books, etc. to gather information about related historical figures, events, and organizations, and then report the information they find to the rest of the class.

There are three **writing assignments** in this unit, each with the purpose of having the students persuade, express personal opinions, or inform. In the first writing assignment, students

write an essay to define their personal code of ethics and moral principles. In the second writing assignment, they write a comparison essay, comparing the movie version of *A Man For All Seasons* with the written work. Students write a persuasive essay, choosing one of several given topics for the third writing assignment.

The **review lesson** pulls together all the aspects of the unit. The teacher is given several choices of activities 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 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 and word search puzzles related to the novel, and extra 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 **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

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

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UNIT OUTLINE *A Man For All Seasons*

1 Introduce Play Group Research Project	2 Group Research Assignment Work	3 Group Research Presentations	4 Review Unit Materials PV #1	5 Character Assignment Practice Oral Reading
6 Oral Reading	7 Oral Reading	8 Review Study? #1 PV #2	9 Oral Reading	10 Oral Reading
11 Review Study? #2 Character Worksheet	12 Writing Assignment #1	13 Complete Writing Assignment #1	14 Extra Discussion Questions	15 View Film
16 Writing Assignment #2	17 Quotations	18 Vocabulary Review	19 Writing Assignment #3	20 Unit Review
21 Unit Test				

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

LESSON ONE

Objectives

1. To provide students with background information important to A Man For All Seasons
2. To activate knowledge about historical figures, events, and organizations during the 1500's
3. To introduce the non-fiction group research assignment
4. To practice research skills in the Library/Media Center
5. To practice writing to inform

Activity 1

Explain to your students that the play they are about to read is a dramatization of an historical event and a man who died for his convictions. To gain a better understanding of the play and the time in which it took place, they will be researching one of the following topics:

- Sir Thomas More
- King Henry VIII
- Act of Supremacy
- The Church of England
- The Catholic Church during the 1500's
- Relationship of Spain and England in the 1500's

Take your students to your Library/Media Center. Divide your class into six groups and assign one of the topics to each group. Distribute the Research and Report Assignment and the Non-fiction Assignment Sheet and discuss the directions in detail.

Non-fiction Assignment Sheet: Explain to students that they are to complete the Non-fiction Assignment Sheet after completing their research. Explain that completing the Non-fiction Assignment Sheet is required and will be included in the grading of this assignment. Each student must complete his or her own assignment sheet.

NOTE: You might want to take a few minutes to review the places where they can find information if your class has not done research in your Library/Media Center this year. Alternately, if Internet resources are available, students may do their research on the Internet.

Activity 2

Give your students the remainder of the class period to do their research. Be sure to explain to students that they will have one additional class period to work as a group to complete their oral presentations. So they will need to divide the work so that each student is prepared to share the information he or she is responsible for and to complete this portion of the work prior to the next class.

RESEARCH AND REPORT ASSIGNMENT *A Man For All Seasons*

Your group has been assigned one of the following topics:

- Sir Thomas More
- King Henry VIII
- Act of Supremacy
- The Church of England
- The Catholic Church during the 1500's
- Relationship of Spain and England in the 1500's

Your assignment is in three parts. First, use today to gather information about your topic. In your next class period you will get together with your group members to compile your information. Finally, you will give an oral report pertaining to your topic.

To make the best use of your research time, get together with the other members of your group for a few minutes to determine what aspects of your topic would be most appropriate to cover. Then, assign one aspect of your topic to each group member. Each of you, then, will have a specific research assignment to complete. Each of you should take notes as you do your own research, so you will be able to remember all the important points you have found. Be sure to complete the Non-fiction Assignment Sheet.

When you get back together as a group in your next class period, each of you should explain your findings to the rest of the group. After you all have heard all of the information, work together to compile your facts into a logical presentation. Be sure to assign one portion of the presentation to each group member.

Finally, after your presentation is prepared, you will make the oral presentation to the class. You will be graded on the completeness of the content as well as the delivery of your presentation.

NONFICTION ASSIGNMENT SHEET *A Man For All Seasons*

This sheet is to be completed after reading the required non-fiction book or article.

Name _____ Date _____

Title of Non-fiction Read:

Written by _____ Publication Date _____

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary

1. Which vocabulary words in the piece were difficult?

2. How did you resolve your lack of understanding with these words?

III. Interpretation

1. What was the main point the author wanted you to get from reading his/her work?

IV. Criticism

1. With which points of the piece did you agree or find easy to accept? Why?

2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response

What do you think about this piece? OR How does this piece influence your ideas?

ORAL REPORT EVALUATION *A Man For All Seasons*

Name _____ Date _____

	Excellent	Good	Average	Fair	Poor
Content					
Posture					
Audibility					
Eye Contact					
Enthusiasm					

Grade _____

Comments:

LESSON FOUR

Objectives

1. To distribute books, study questions, vocabulary, and other related materials
2. To preview the study questions for Act One
3. To complete the vocabulary for Act One

Activity

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 of the play they are about to read. After reading the section, students will answer the questions as a review. Students should keep the study guides as study materials for the unit test. **Review the study questions for Act One 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 play they are about to read. After students have completed the play, 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 Act One together orally to show students how to complete the worksheets.**

Critical Thinking Discussion Question

Students should read through the critical thinking questions prior to reading the play. They will be required to discuss the answers to these questions in a lesson designed to give them a deeper knowledge and understanding of the play. Since the reading for this unit will be done orally in class be sure to tell your students that they will be responsible for answering the critical thinking discussion questions as homework in preparation for a future lesson.

NOTE: The use of graphic organizers may be helpful to students in preparing their answers. Encourage them to use any diagrams or graphics that they feel are necessary.

Quotations

Distribute the Quotations Worksheet and go over the directions in detail. Explain to your students that they should read through the quotations prior to reading the play. They will be required to complete the worksheet in preparation for a class discussion. Since the reading for this unit will be done orally in class be sure to tell your students that they will be responsible for responding to the quotations as homework in preparation for the class discussion.

Character Worksheet

Distribute the Character Worksheet and go over the directions in detail. Explain to your students that they should complete the worksheet to gain a better understanding of the characters in the play. Review the worksheet with students when you review the study questions to identify the characters in the play and what facts and character traits they found while reading the play. Since the reading for this unit will be done orally in class be sure to tell your students that they will be responsible for completing the Character Worksheet as homework in preparation for the class discussion.

Books

Preview the book and look at the covers, front-matter, and index.

QUOTATIONS WORKSHEET *A Man For All Seasons*

For each of the following quotations, record the speaker, page number, and explain its importance and/or meaning.

Quote	Speaker	Page #	Explanation
<i>"A man should go where he won't be tempted."</i>			
<i>"My master Thomas More would give anything to anyone. Some say that's good and some say that's bad, but I say he can't help it--and that's bad . . . some day someone's going to ask him for something that he wants to keep; and he'll be out of practice."</i>			
<i>"Well . . . I believe, when statesmen forsake their own private conscience for the sake of their public duties . . . they lead their country by a short route to chaos."</i>			
<i>"No, no, she's full of education--and it's a delicate commodity."</i>			
<i>"No man can serve two masters, Steward."</i>			
<i>"Take care, too much learning is a weariness of the flesh, and there is no end to the making of books."</i>			
<i>"Thomas, Thomas, does a man need a Pope to tell him when he's sinned?"</i>			
<i>"Lie low if you will, but I'll brook no opposition -- no noise!"</i>			
<i>"Set your mind at rest--this is not the stuff of which martyrs are made."</i>			

Character	Important facts/details Character traits
A Woman	
Cranmer	
King of Spain	

WRITING ASSIGNMENT #1 *A Man For All Seasons*

Writing to Express Personal Opinion

PROMPT

Thomas More was a man whose morals determined how he lived his life and ultimately caused his death. Write an essay to define your code of ethics, your moral code of principles.

PREWRITING

Think about this question: "What principles guide your life and your actions?" Make a list of the rules that you live by, your beliefs, and what you believe is morally correct behavior. Pick what you think are the three most important principles from your list and base your essay on them.

DRAFTING

Your essay needs to contain an introductory paragraph that states the principles that guide your life and actions. Each body paragraph should address one of the three principles stated in your introductory paragraph. Use a topic sentence for each paragraph and fill out the paragraph with supporting details and/or examples to make your point. Your final paragraph should summarize why these are the principles you live by.

PROMPT

When you finish the rough draft of your essay, ask a student sitting 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 some 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.

Due Date _____

MULTIPLE CHOICE STUDY/QUIZ QUESTIONS
A Man For All Seasons

A Man For All Seasons

Assignment 1: Act One

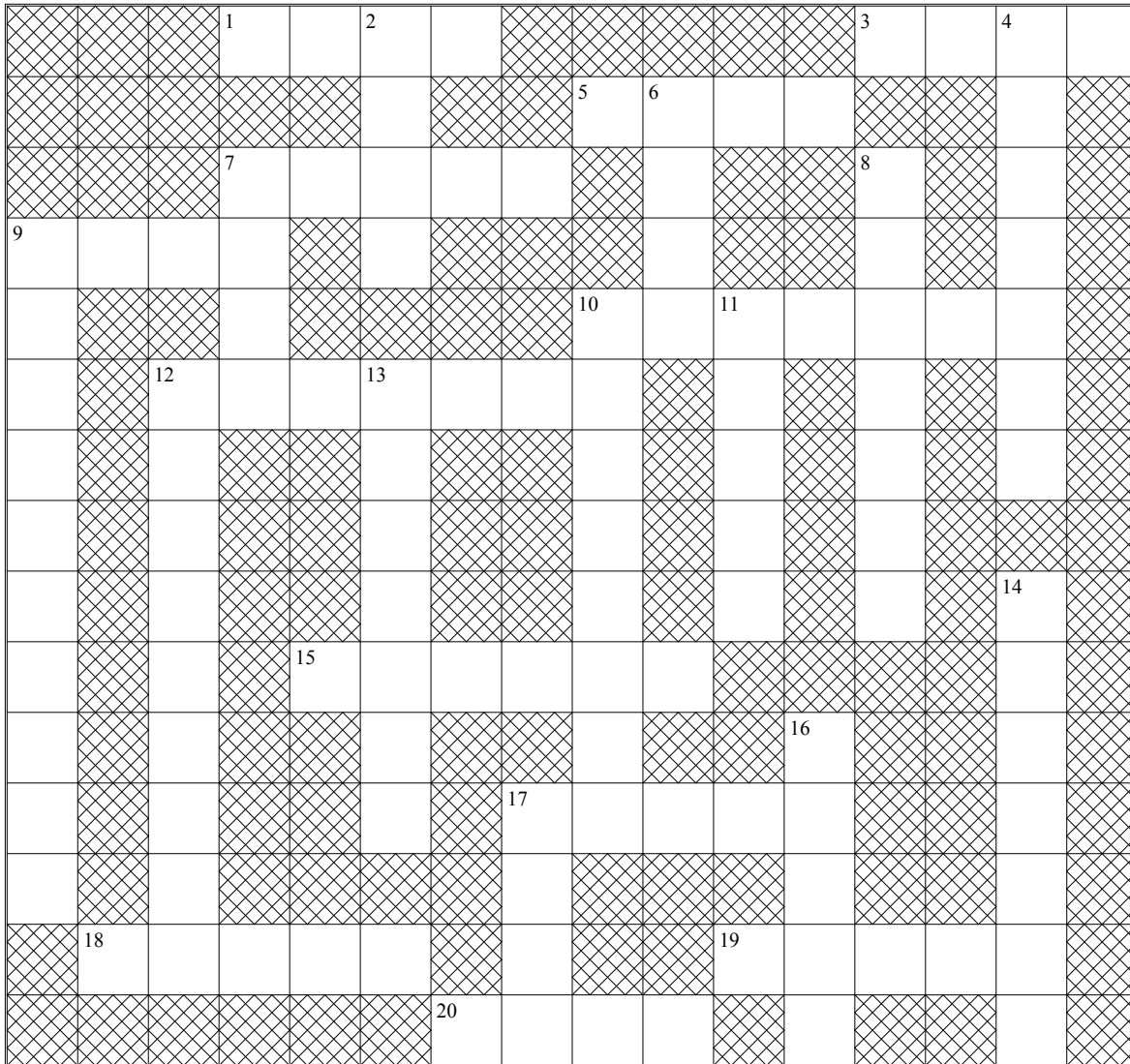
1. What were More and Rich arguing about when they entered the opening scene?
 - A. Rich and More were arguing because More would not provide Rich with a personal reference so Rich would be sure to receive the teaching position he wanted.
 - B. More was making a point that every man had his price and can be bought. Rich disagreed.
 - C. Rich was making a point that every man had his price and can be bought. More disagreed.
 - D. Rich and More were arguing because Rich did not understand why More would not help King Henry get a divorce from Queen Catherine.

2. Why did More give the silver cup to Rich?
 - A. It was given to More as a bribe, so he wanted Rich to get rid of it.
 - B. More did not give Rich the silver cup. Rich took the cup when More was not looking.
 - C. It was given to More as a bribe, so he didn't feel right keeping it. He gave it to Rich as a gift to a friend.
 - D. More knew that Rich was having financial problems, so he gave Rich the cup to pay his debts.

3. What job did More want Rich to take? Why wouldn't Rich take it?
 - A. More wanted Rich to become the Duke of Norfolk's secretary. Rich wanted a teaching position at the university.
 - B. More wanted Rich to be his librarian. Rich wanted a more splendid job.
 - C. More asked Rich to be his secretary, but Rich wanted to be secretary to the Duke of Norfolk.
 - D. More wanted Rich to become a teacher. Rich wanted a more splendid job.

4. What were More, Alice, and Margaret surprised to learn about Master Cromwell?
 - A. Master Cromwell was to become the King's new adviser.
 - B. Master Cromwell was to become the King's Ambassador to Spain.
 - C. Master Cromwell was to become the Pope's Secretary.
 - D. Master Cromwell was to become the Cardinal's Secretary.

CROSSWORD *A Man For All Seasons*



Across

1. Location of the central government of the Catholic Church
3. His false testimony ensured More's fate.
5. Author of *A Man For All Seasons*
7. The King's Barge; Great ____
9. Head of the Catholic Church
10. Spanish Ambassador
12. Archbishop of Canterbury; Thomas ____
15. It was said that he died of a broken heart.
17. More's wife
18. Former heretic; Margaret's husband
19. More gave away the silver cup because it was a ____.
20. More's letter to the Holy Maid of ____ was used as evidence against him.

Down

2. Believed that in life being loyal to one's own conscience was above all other loyalty
4. Where More lived with his family
6. More refused to take the ____ of Supremacy.
7. King Henry wanted a male ____.
8. Foreman of the jury
9. Legislative body in England
10. The King's Ear
11. Tried to bribe More with a silver cup
12. Was to receive dispatch sent by Cardinal Wolsey
13. Duke and close friend of More
14. Queen Catherine's uncle, the King of Spain
16. Author of *A Defence of the Seven Sacraments*
17. Woman King Henry wanted to marry

VOCABULARY MATCHING 1 *A Man For All Seasons*

___ 1. ALLEGIANCE	A. Hatred; hostility; opposition
___ 2. PRAGMATIST	B. Supporters who are agreeable to the same causes or ideas
___ 3. PENSIVE	C. Deeply, seriously, or sadly thoughtful
___ 4. FASTIDIOUS	D. Summarize
___ 5. HYPOCRITICAL	E. A person who bases decisions on practicality rather than strict beliefs
___ 6. RECAPITULATE	F. Loyalty
___ 7. EXCOMMUNICATE	G. A visible trace of something that no longer exists
___ 8. VESTIGE	H. Meticulous; concerned with details
___ 9. HERETIC	I. Dejected; gloomy; sad
___ 10. ENMITY	J. In disguise
___ 11. PRECEDENTS	K. Annoyed
___ 12. INCOGNITO	L. Having no regard for accepted rules or standards
___ 13. INIQUITOUS	M. Measurement of six feet
___ 14. LICENTIOUS	N. Person who holds opinions contrary to the beliefs of others in a group
___ 15. DISCONSOLATE	O. Someone officially excluded from participating in the services or sacraments of the Catholic Church
___ 16. ADVOCATES	P. Offensive boldness, esp. against authority
___ 17. CHAGRINED	Q. Assembly; meeting
___ 18. CONVOCATION	R. Doing something that shows you believe the opposite of what you profess to believe
___ 19. IMPUDENCE	S. Unjust; wicked; sinful
___ 20. FATHOM	T. Examples for future actions

VOCABULARY JUGGLE LETTERS 2 *A Man For All Seasons*

<u>V</u>	= 1. TGVISEE
	A visible trace of something that no longer exists
<u>P</u>	= 2. REPSVREE
	Unnatural
<u>O</u>	= 3. CEOSRUB
	Unclear; not easily seen
<u>L</u>	= 4. IOUTSNCEIL
	Having no regard for accepted rules or standards
<u>D</u>	= 5. NATIOGDARDE
	Disgrace
<u>P</u>	= 6. EPISNVE
	Deeply, seriously, or sadly thoughtful
<u>F</u>	= 7. AHMTFO
	Measurement of six feet
<u>A</u>	= 8. SAOTCEVAD
	Supporters who are agreeable to the same causes or ideas
<u>S</u>	= 9. OULSORONYS
	Loudly
<u>S</u>	=10. ELICTNESP
	A spiteful, irritable, or indignant person
<u>F</u>	=11. OTSDIASFIU
	Meticulous; concerned with details
<u>H</u>	=12. AILPOCTIRCYH
	Doing something that shows you believe the opposite of what you profess to believe
<u>C</u>	=13. GACEIHNRD
	Annoyed
<u>B</u>	=14. NBERAKC
	Weedy fern