



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

One Day in the Life of Ivan Denisovich

based on the book by
Alexander Solzhenitsyn

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR
Alexander Solzhenitsyn

SOLZHENITSYN, Alexander (born 1918). The favorite subject of exiled Soviet novelist and historian Alexander Solzhenitsyn is his homeland. Solzhenitsyn has chronicled the story of a world unto itself, the Soviet prison system.

Alexander Isayevich Solzhenitsyn was born on Dec. 11, 1918, in Kislovodsk, Russia. After graduating with a degree in mathematics from the University of Rostov-on-Don, Solzhenitsyn served in the Red Army artillery in World War II. In 1945 he was arrested for criticizing Joseph Stalin in a letter and was imprisoned for eight years. While imprisoned, Solzhenitsyn worked in a labor camp and a prison research institute and first began to write poetry. In prison he was also diagnosed as having cancer. After his release on the day of Stalin's death, Solzhenitsyn was forced to spend three years in exile.

His first book, 'One Day in the Life of Ivan Denisovich', published in Russian in 1962, tells the story of a day in the life of an inmate in a Soviet labor camp. The book brought Solzhenitsyn instant recognition. 'The First Circle' and 'Cancer Ward', both published abroad in 1968, made Solzhenitsyn an internationally famous figure.

Solzhenitsyn's criticism of government repression led to a ban on publication of his work in the Soviet Union after the mid-1960s. His books continued to be published abroad, however, and were circulated underground inside the Soviet Union. Solzhenitsyn was awarded the Nobel prize for literature in 1970 but was afraid to leave the Soviet Union to receive it for fear that the government would not allow him to reenter the country when he returned.

In 1974, shortly after the first parts of 'The Gulag Archipelago' were published in Paris, Solzhenitsyn was arrested and tried for treason. Exiled from the Soviet Union, he settled in Switzerland and finally took possession of his Nobel prize. He later settled in the United States. In 1980 he published 'The Mortal Danger' in English. Because of changes in official Soviet policy, most of his works once again became available to Soviet readers in 1989. In December 1989 Solzhenitsyn refused a Soviet offer to reinstate his citizenship.

--- Courtesy of Compton's Learning Center

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *One Day In The Life of Ivan Denisovich* by Alexander Solzhenitsyn. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to some background to the novel through a **research 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 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 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 themes in the novel.

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 inform: write a composition about the research they've done in preparation for an oral presentation. The second assignment is express personal opinions: students write a composition entitled *One Day in the Life of _____* (student's name). The third assignment is to persuade: students write a composition persuading someone to change something they don't like or think is unfair.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *One Day In The Life of Ivan Denisovich*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

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 - *One Day In The Life of Ivan Denisovich*

1. To expose students to a different way of life; to show students that all countries are not democracies where people have recourse against injustice.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will examine our criminal justice system and compare it to the one in *Ivan Denisovich*.
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 *One Day In The Life of Ivan Denisovich* 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 ASSIGNMENT SHEET - *One Day in the Life of Ivan Denisovich*

Date Assigned	#	Assignment	Completion Date
	1	Beginning of book to ". . . his cheeks were falling in. But he had guts."	
	2	"Out beyond the camp boundary the intense cold..." to "All you got if you opened your mouth was a bunch of swearwords."	
	3	"The steppe was barren and windswept..." to "Once more they bushed everybody back from the gates...Form fives, First. Second...."	
	4	"What made this recounting so infuriating..." to "...they had nothing to do except unhook the door, let people through, and slip the hook on again."	
	5	"Shukhov came out with a full belly." to end of book	

UNIT OUTLINE - *One Day In The Life of Ivan Denisovich*

1 Research Assignment	2 Writing Assignment #1	3 Reports	4 PVR RA#1	5 Study ?s RA#1 PVR RA#2
6 Study ?s RA#2 Writing Assignment #2 PVR RA#3	7 Study ?s RA#3 PVR RA#4	8 Study ?s RA#4 PVR RA#5	9 Study?s RA#5 Extra ?s	10 Discussion
11 Vocabulary	12 Group Activity	13 Reports & Discussion	14 Writing Assignment #3	15 Speaker
16 Reading Nonfiction	17 Discussion: Criminal Justice System	18 Review	19 Test	

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheets R=Read RA=Reading Assignment

LESSON ONE

Objectives

1. To introduce the *Ivan Denisovich* unit
2. To give students some background information about Russia
3. To inform students about life in Russia
4. To give students the opportunity to practice using the library's resources

Activity #1

Take students to your school library where they will be able to find information about Russia.

Explain to students that the class will be reading a book about a prisoner in a Soviet Russian work camp. Before reading the book, though, they are going to learn a little about Russia.

Assign one of the following research topics to each of your students: history, music & art, tourist sights, work, medical care, religion, transportation, traditions, holidays, education, literature, media, geography, economy, food, government, current issues, shopping, worklife, sports, leisure activities, architecture, natural resources, and military. If you have more students than topics, add more topics or let students pair up on some of the bigger topics. History, for example could be divided into several chunks, as could government and other topics.

Explain to students that they will be asked to give a short oral report about their topics, lasting 2-3 minutes. Today they should gather information and take notes. In the next class period they will be given time to organize their notes and put together their reports.

Give students the remainder of this class time to do their research.

NOTE: Asking students to use a visual aide makes the oral presentations more interesting. The person talking about food could prepare a Russian dish, the tourist sights reporter could find slides or pictures to show, etc.

LESSON TWO

Objectives

1. To give students the opportunity to practice writing to inform
2. To help students prepare for their oral presentations
3. To help students organize and review the information the found in the library

Activity #1

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

NOTE: Students may use this assignment to complete their Nonfiction Reading Assignment Sheet or they may wait until the assignment in Lesson Fifteen.

WRITING ASSIGNMENT #1 - *One Day in the Life of Ivan Denisovich*

PROMPT

You have had time to gather information and make notes about the topic you were assigned relating to Russia. Now you need to review that information and get ready for your oral report. Your assignment is to write a composition in which you summarize the most important information from your research.

PREWRITING

Most of your prewriting has been done. You have read lots of articles and parts of books and have taken notes of the most important information you have found. Now, organize your notes. You will probably find that different parts of your notes fall under the same categories or naturally relate to each other. Make a little list of the kinds of information you have found. Organize that list into an outline. Arrange your information in chronological order if possible. If your information does not fit into chronological order, find another method of organizing it that makes sense. Put background information first, if you have it. If your information falls into equal categories (such as kinds of transportation, branches of the military, or kinds of music, for example), arrange your information in a way that is most logical.

DRAFTING

Because your information is all different, giving specific instructions is difficult at best. You all should have an introductory paragraph in which you introduce the topic about which you are reporting. In the body of your compositions, you should have paragraphs with topic sentences telling what each paragraph is about, and then fill out the paragraphs with details and examples to explain or show your point. Finish with a concluding paragraph in which you give your conclusions about your topic.

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.