



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Stranger

based on the book by

Albert Camus

Written by

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ISBN 978-1-60249-252-3

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A FEW NOTES ABOUT THE AUTHOR

Albert Camus

CAMUS, Albert (1913-60). Living in a world overwhelmed by wars and political upheavals, Albert Camus believed that traditional human values must survive. While his novels, essays, and plays reflect an indifferent, meaningless universe, Camus argued the need to rebel against this absurdity-to defend such values as truth and justice.

Albert Camus was born on Nov. 7, 1913, in Mondovi, Algeria. Less than a year later, his father was killed in World War I. Camus studied philosophy at the University of Algeria, but his work was cut short by an attack of tuberculosis.

His first published works, collections of essays, describe his life in Algeria. Both collections contrast the fragile mortality of human beings with the enduring nature of the physical world. He wrote and acted for the Workers' Theatre, which aimed to bring outstanding plays to working-class audiences, and he worked as a journalist for the newspaper *Alger-Républicain*.

At the outbreak of World War II, Camus went to France, where he joined the Resistance movement and edited the Resistance newspaper *Combat*. His first novel, 'The Stranger', and an essay, "The Myth of Sisyphus," were published in French in 1942. His second novel, 'The Plague' (1947), is a symbolic account of the fight against an epidemic by characters who, while aware that their efforts are in vain, work on to try to ease the suffering of their fellow citizens.

In 1957 Camus received the Nobel prize for literature. On Jan. 4, 1960, he was killed in an automobile accident near Sens, France.

--- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Stranger* by Albert Camus. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a class discussion prompted by Stephen Crane's *A Man Said to the Universe*. 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 required or multiple choice-matching-true/false. 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 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, 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.

Following the discussion session, 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.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main ideas of the novel. 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 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: students write a composition in which they prepare for the oral report they have to give relating to their nonfiction reading assignment. The second assignment is to persuade: students take the side of either the prosecution or defense of Meursault and write their closing arguments to the jury. The third assignment is to express personal opinions: after a discussion about responsibility, students write a composition in which they answer the question, "Are you a responsible person?".

There is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Stranger*. 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, multiple choice, and composition. As a convenience, two different tests for each format have been included.

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 - *The Stranger*

1. Through reading Albert Camus' *The Stranger*, students will learn about the philosophy of existentialism.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study related topics such as treatment of the elderly, crime and punishment, and responsibility.
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 *The Stranger* 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 - *The Stranger*

Date Assigned	Reading Assignment	Completion Date
	Part I: 1-3	
	Part I: 4-6	
	Part II	

UNIT OUTLINE - *The Stranger*

1	2	3	4	5
Introduction PV I:1-3	Read I: 1-3	Study ?s I:1-3 PVR I:4-6	Library	Study ?s I:4-6 PVR II
6	7	8	9	10
Study ?s II Extra Questions	Vocabulary	Writing Assignment 1	Nonfiction Reports	Group Activity
11	12	13	14	15
Reports & Discussion	Writing Assignment 2	Speaker	Class Activity	Writing Assignment 3
16	17			
Review	Test			

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

LESSON ONE

Objectives

1. To introduce *The Stranger* unit.
2. To distribute books and other related materials
3. To preview the study questions for Part I:1-3
4. To familiarize students with the vocabulary for Part I:1-3

Activity #1

Write the following poem by Stephen Crane on the board:

A man said to the universe:
"Sir, I exist!"
"However," replied the universe,
"The fact has not created in me
A sense of obligation."

Use this poem as a springboard for a discussion about what it is that gives meaning to our lives.

Activity #2

Write the following definition (from the American Heritage Dictionary) on the board:

existentialism - A body of ethical thought, current in the 19th and 20th centuries, centering about the uniqueness and isolation of individual experience in a universe indifferent or even hostile to man, regarding human existence as unexplainable, and emphasizing man's freedom of choice and responsibility for the consequences of his acts.

Talk about the definition, examining each part and putting in simpler terms what each part means. Introduce Albert Camus, giving students some biographical information about this author. Explain that the book students are about to read, *The Stranger*, by Albert Camus has many qualities of existentialism in it. Tell students to write down the definition of existentialism and to keep it in mind as they read the book.

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students 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.

WRITING ASSIGNMENT #1 - *The Stranger*

PROMPT

You have read at least one article of nonfiction relating to *The Stranger*. Now you are to write a composition in which you summarize your article(s). This is to help you review the information as well as to help prepare you for your oral presentation.

PREWRITING

Your reading has been done, and you probably have some notes on paper sitting in front of you. Look at your notes and begin to organize them. Arrange the notes in an order that makes sense: chronological order (order of time that the events happen) is often appropriate.

DRAFTING

Start with a paragraph in which you introduce your topic. In the body of your paper write your summary. Finally, write a paragraph in which you give your opinions about your topic (tell whether you agree or disagree with the article, for example).

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.