



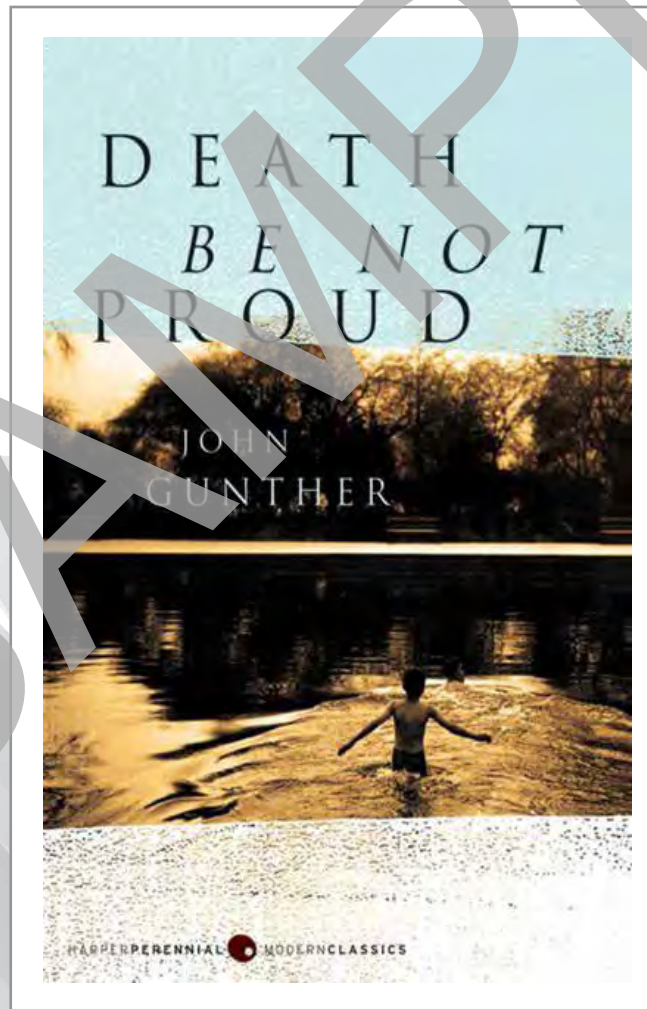
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Death Be Not Proud

John J. Gunther



READ, WRITE, THINK, DISCUSS AND CONNECT

Death Be Not Proud

John J. Gunther

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-730-5

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Rationale	3
Plot Summary	4
Background on the Novelist	5
Introductory Activities	6
Nine Sections	15
Sections contain: Vocabulary Words, Discussion Questions, Predictions, Supplementary Activities	
Post-reading Discussion Questions	27
Post-reading Extension Activities	28
Cooperative Groups as a Strategy with the Novel Units Approach	30
Evaluation: Alternative means of assessment	34

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details

Comprehension

Predicting, sequencing,
comparison/contrast,
inference

Listening/Speaking

Participation in discussion,
drama

Writing

Interior monologue, lists,
narrative, poem, letter, diary
entry, chapter titles

Vocabulary

Antonyms/synonyms

Literary Elements

Character, plot, first person
point of view, theme,
sensory imagery, figurative
language

Novel Units: Rationale

How do you ensure that the needs of individual students are met in a heterogeneous class? How do you challenge students of all abilities without losing some to confusion and others to boredom?

With the push toward “untracking” our schools, these are questions that more and more educators need to examine. As any teacher of “gifted” or “remedial” students can attest, even “homogeneous” classes contain students with a range of abilities and interests.

Research suggests several strategies:

- cooperative learning
- differentiated assignments
- questioning strategies that tap several levels of thinking
- flexible grouping within the class
- cross-curriculum integration
- process writing
- portfolio evaluation

Novel Units are designed with these techniques in mind. Discussion questions and projects are framed to span all of the levels of Bloom’s taxonomy. Graphic organizers are provided to enhance critical thinking. While most activities could be completed individually, many are ideal vehicles for collaborative effort. Throughout the guides, there is an emphasis on collaboration: students helping other students to generate ideas, students working together to actualize those ideas, and students sharing their products with other students. Extension activities link literature with other areas of the curriculum—including writing, art, music, science, history, geography, and current events—and provide a basis for portfolio evaluation.

Finally, teachers are encouraged to adapt the guides to meet the needs of individual classes and students. You know your students best; we are offering you some tools for working with them. Here are some of the “nuts and bolts” for using these “tools”: a glossary of some of the terms used above that will facilitate your use of the guides.

Bloom’s Taxonomy: a classification system for various levels of thinking. Questions keyed to these levels may be:

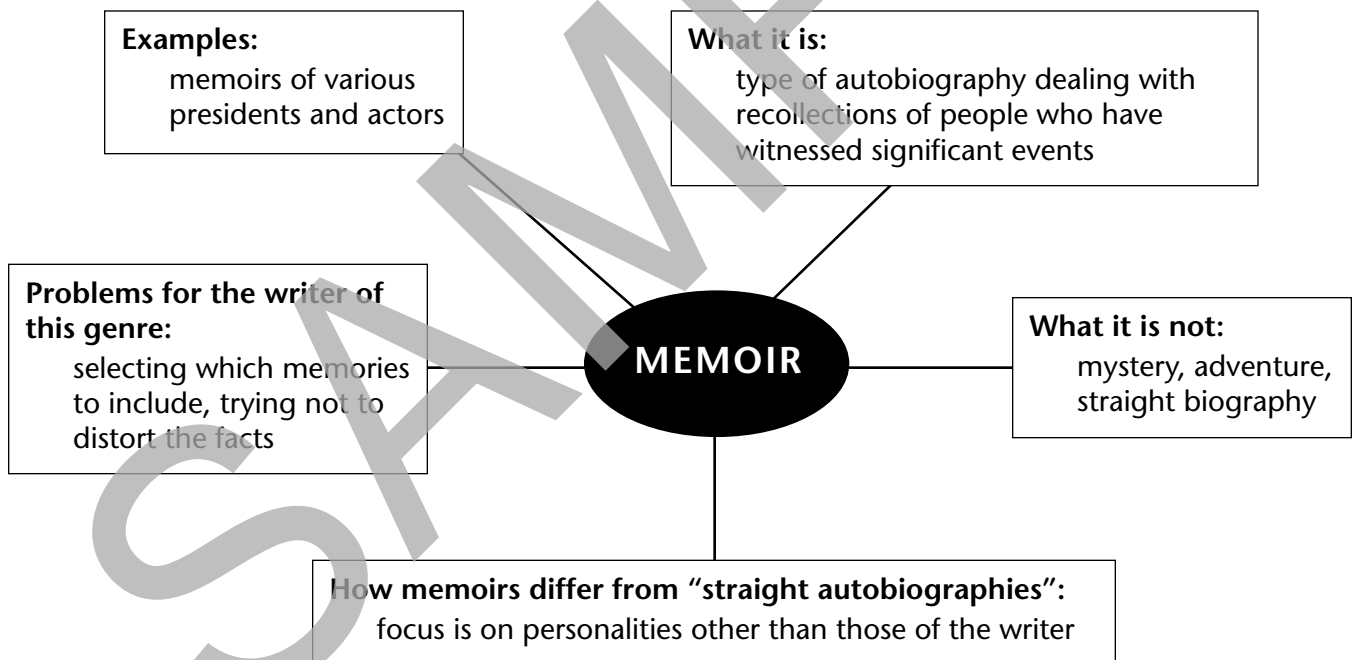
- *Comprehension questions*, which ask you to state the meaning of what is written
- *Application questions*, which ask you to extend one’s understanding to a new situation
- *Analysis questions*, which ask you to think about relationships between ideas such as cause/effect
- *Evaluation questions*, which ask you to judge the accuracy of ideas
- *Synthesis questions*, which ask you to develop a product by integrating the ideas in the text with ideas of one’s own

Graphic Organizers: visual representations of how ideas are related to each other. These “pictures”—including Venn diagrams, flow charts, attribute webs, etc.—help students collect information, make interpretations, solve problems, devise plans, and become aware of how they think.

Introductory Activities

Choose one or more of the following activities to establish an appropriate mind set for the story students are about to read:

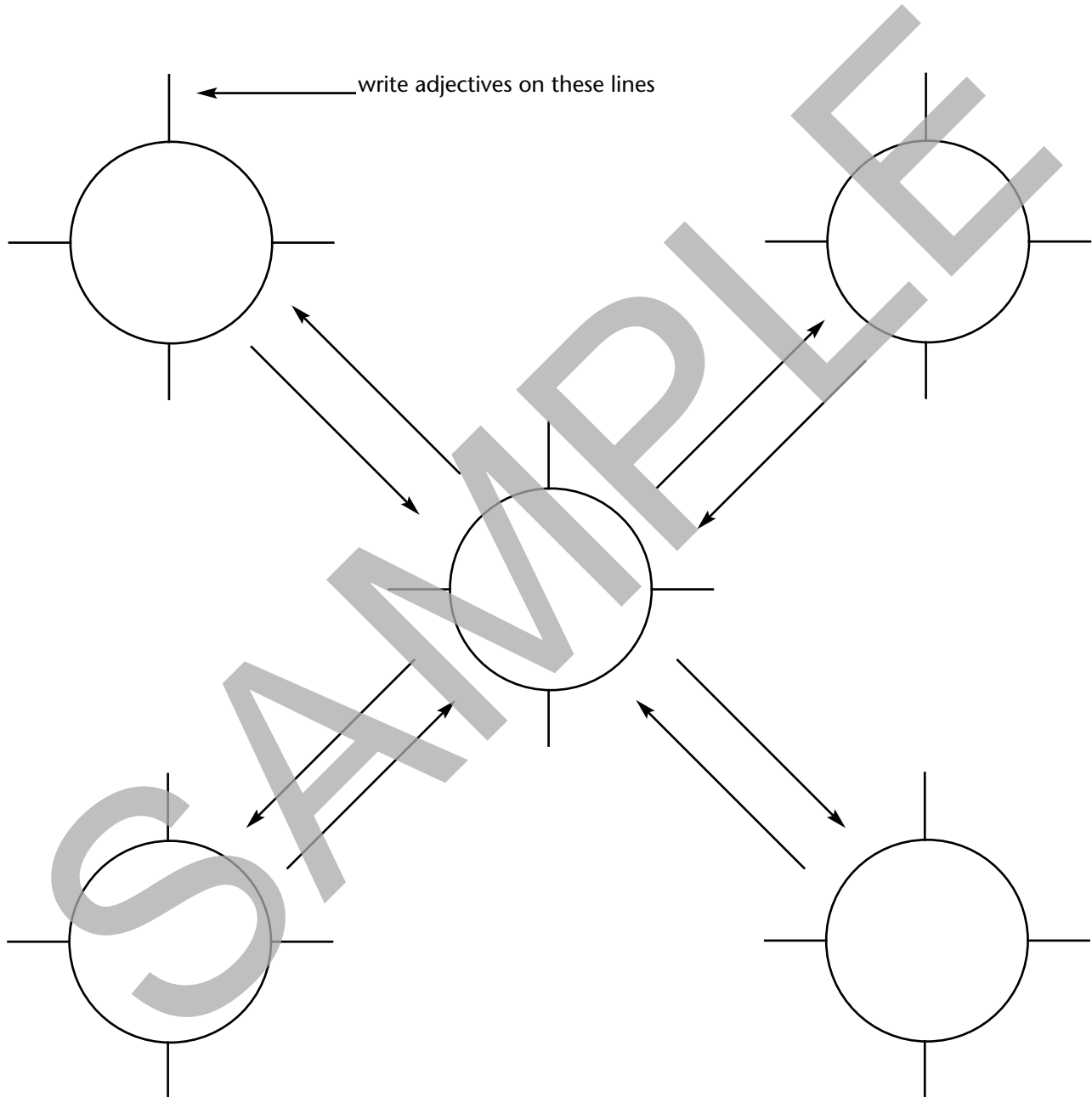
1. **Anticipation Guide:** Have students discuss whether they agree or disagree with the following statements, which tap themes they will meet in the story.
 - a) If I were dying, I wouldn't want to know it.
 - b) The worst thing is to worry too little, not too much.
 - c) Your doctor knows what is best; don't interfere.
 - d) Mothers tend to be closer to their sons than fathers do.
 - e) Patience is a virtue.
 - f) Courage is the antidote to grief.
 - g) Bravery is not complaining when you are afraid.
 - h) The hardest person to lose would be your own child.
 - i) I prefer the terrors of the known to the terrors of the unknown.
2. Have students brainstorm associations with the phrase "memoir" as you or a student scribe jots ideas around the central word on a large piece of paper. Help students "cluster" the ideas into categories. A sample framework is shown below.



3. **Prediction:** After looking at the title, the front cover illustration, the front and back cover blurbs, and the poem by John Donne (reprinted after the copyright page)—what do you think the story will be about? What does the title phrase mean? What attitude toward death does it convey? What is shown on the cover? How does the illustration make you feel? What does the phrase "in memoriam" tell you?

Sociogram

Directions: On the “spokes” surrounding each character’s name, write several adjectives that describe that character. On the arrows joining one character to another, write a description of the relationship between the two characters. How does one character influence the other?



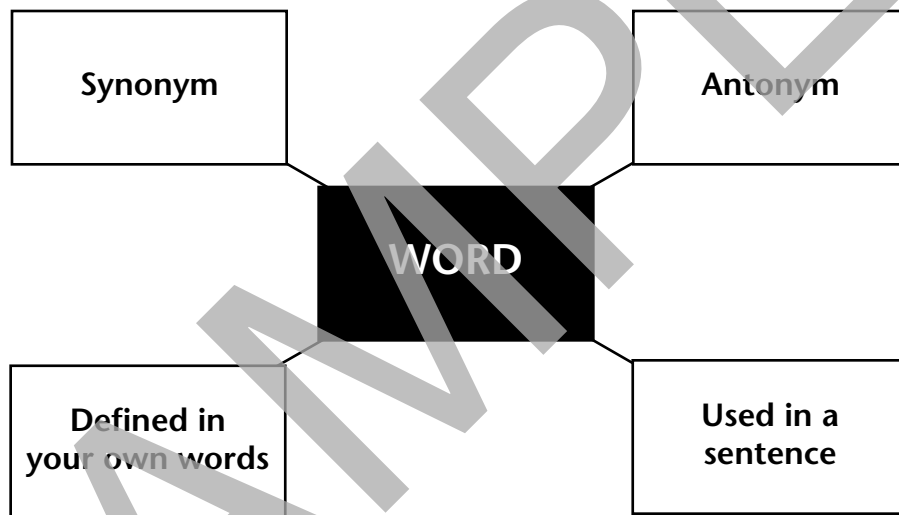
Foreword, pages 3-22

Vocabulary

memoir (3)	modicum (3)	succor (3)	fortitude (3)
euphemisms (5)	graphic (6)	precipitated (6)	dirigible (7)
personification (7)	formidable (8)	hydroponics (8)	repertoire (8)
prodigy (8)	assertiveness (9)	experimentalist (10)	pragmatic (10)
osmosis (10)	allude (11)	diffident (11)	inveterate (11)
introspection (11)	sage (12)	WPA (14)	transmigration (14)
reincarnations (14)	avatar (14)	gramophone (15)	executants (15)
minutiae (15)	omnibus (16)	parenthetically (18)	dominate (20)
tentatively (21)	trencherman (21)	understatement (21)	

Vocabulary Activity

Word mapping is an activity that lends itself to any vocabulary list. For words that have clear antonyms, the following framework would be suitable.



Students might enjoy coming up with variations on this framework. For example, instead of listing antonyms, students could provide line drawings to illustrate the target word.

Cooperative Learning Activity

Each individual within a small group is responsible for three or four words. Each group member teaches the others about these words by sharing his/her maps with the others. Students are tested individually on all the words, but all members of a group get bonus points if everyone gets above a certain score.

Discussion Questions

1. What are your impressions of Johnny, at this point? (*He was bright, gentle, sensitive, shy, concerned about others, generous, self-controlled, quick-witted, patient, uncomplaining, tall, thin, blond and blue-eyed. He loved fantasy, atomic physics, music, swimming, lacrosse, and sailing.*) How do you form these impressions? (*The father's comments on his son*) Begin an attribute web. (See page 9 of this guide.)

2. What was John Gunther's purpose in writing this memoir? (*to provide support for other parents who have children with serious illnesses—and to anyone who has faced ill health*)
3. What were Johnny's interests, growing up? Do you share any of the same ones? What did he want to be? (*drawing, music, chess, weather forecasting, hydroponics, rocks, magic tricks; physicist or chemist*)
4. What were some of Johnny's "weaknesses"? Do you share any of these? (*worked hardest at what he was most interested in, not a great athlete—at least in team sports, lost things easily, didn't keep personal things organized*)
5. At 13, what 3 things did Johnny wish? What things bothered him most? What does this show you about him? (*happiness, do some good for the world, vacation; school problems, studies, sports, relations to other boys; his concern for others, his tendency toward self-reflection and also that in some ways, he was a typical kid*)
6. What was Johnny's mother like? (*divorced from father, gift for fantasy, encouraged him to read widely*)
7. What did Johnny's father, the author, do for a living? How did that career affect Johnny and his schooling? (*journalist, world-traveling writer; Johnny lived in several places—attended various schools, including a residential prep school—Deerfield Academy; critiqued his father's books*)
8. What do you imagine John Gunther, the speaker, doing as he "speaks" to you? What do you "see"? (*He was going through many of his son's things—or at least thinking about things he had recently rummaged through—from early artwork to notebooks.*)
9. What tone of voice do you imagine John Gunther to have as he "speaks" the final passages of this first section? How does he seem to feel? (*matter-of-fact with a tinge of regret and maybe even a little anger; he seems to be enjoying the memories of his son, sorry that Johnny never had the chance to live the life—"to do some good for the world"—he deserved*)
10. **Prediction:** What are some of the different emotions Johnny will go through as he copes with his illness?

Writing Activity

Suppose a doctor asked you, like Johnny, to list (a) the things you "wish" most; (b) what you would like most if a magician could change everything by the whisk of a wand; and (c) what three things bother you most. What would your lists look like?

Chapter 1, pages 25-56

Vocabulary Words

regime (26)	acuity (26)	basal metabolism (27)	neurologist (27)
strident (28)	consecutive (29)	laboriously (30)	respite (30)
eminence (32)	fastidious (32)	Buddha (32)	stupefaction (32)
citadel (33)	medicaments (34)	electroencephalogram (34)	ventriculogram (34)
propulsive (35)	dehydration (35)	laborious (36)	jargon (36)
metastasizes (36)	suction (37)	hemorrhage (37)	benignant (37)
ventricle (38)	formidable (38)	encapsulated (38)	crevasses (38)
solarium (39)	paraphernalia (40)	parabolas (41)	blanched (42)
abstruse (43)	explicit (46)	anti-Semitic (47)	Machiavellian (48)
osteopath (48)	astrocytoma (49)	decompression (49)	stalwartly (51)
Savanarola (51)	stultifying (52)	agnosticism (53)	exhortation (53)
demeanor (54)	amiable (55)	pathologist (55)	