

Teacher Guide

Grades 7–8

Jacob Have I Loved

Katherine Paterson

NOVEL UNITS[®]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



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JACOB HAVE I LOVED

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Teacher Guide

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Note

The Harper Trophy paperback edition of the book was used to prepare this guide. The page references may differ in other editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Skills and Strategies

Thinking

Brainstorming, research

Comprehension

Predicting, comparison/
contrast, inference

Writing

Summarizing, letters, song
lyrics, narrative, chapter
titles, descriptive

Vocabulary

Antonyms/synonyms, word
mapping, categorizing

Listening/Speaking

Discussion, debate

Literary Elements

Characterization, plot, story
elements, point-of-view

Synthesis questions, which ask one to develop a product by integrating the ideas in the text with ideas of one's own.

Graphic Organizers: Visual representation 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.

Cooperative Learning: Learning activities in which groups of two or more students collaborate. There is compelling research evidence that integration of social activities into the learning process—such as small group discussion, group editing, group art projects—often leads to richer, more meaningful learning.

Use **DRTA (Directed Reading Thinking Activity)** method to guide discussion throughout the book. In this procedure the students predict what they think will happen next, read, and then prove whether their prediction was right or wrong. There is no penalty for making an incorrect prediction, but the prediction should reasonably reflect the facts as they are known at the time of the prediction.

To aid in prediction and to improve the language arts, the Prediction Chart on page 12 may be used. Have the students write a prediction as to what they think will happen in each chapter. After they have read the chapter, have them summarize what really happened in only one or two sentences. If this is a first attempt at summarizing, the teacher should model a summary for Chapter 1, explain the part of a summary and the questions one must ask in order to write a summary. For Chapter 2, the class may work in pairs to write the summary. For the remainder of the chapters, they may summarize independently in groups. After the summary is written, the students should write their independent predictions as to what they think will happen in the next chapter.

Steps to Writing a Summary:

1. Main Ideas: What is this about?
2. Key words are important.
3. Use only the most important ideas.
4. Eliminate detail.
5. Keep it short.

NOTE: Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and your students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Chapter 16—Pages 194-208

Vocabulary:

slushing 196	resign 196	sweltering 197
tendrils 198	wry 198	Armageddon 199
admonished 199	marvelously 201	staccato 204
interjection 204	aggravation 204	discomposure 205
inanities 206	extirpated 208	

Vocabulary Activity:

Have students show knowledge of words before reading the chapter by writing simple definitions in their own words or good guesses of the meaning of the vocabulary.

Discussion Questions and Activities:

1. What did Louise mean when she thought "...the selections were not usually quite so 'purple'"? (Page 197, *The selections that Louisa was reading described the evils that come to waitresses and the wickedness of whites.*)
2. How had Call changed during the two years in the Navy? (Page 201, *He had grown and looked much older, more grown up.*)
3. When Call said, "The water's about to open here," what was he referring to? (page 202, *the island of Rassa*)
4. Why was Louise upset to hear that Call was going to marry Caroline? (Answers will vary.)
5. Why do you think Call's assessment of what Louise thought of him was accurate or not accurate? (Page 202, *"You never did think I was much of a rag about, now did you?"*)
6. Do you think Call would be the best husband for Caroline? Why or why not? What did Call have in common with Louise? How had that changed while he was in the service? How did the erosion of the island Rassa affect Call and Louise? How did the island's erosion affect their choices for leaving Hawaii?

Supplementary Activity:

Research and discuss the life of Franklin D. Roosevelt. Discuss the importance of D-Day.

Chapter 17—Pages 209-218

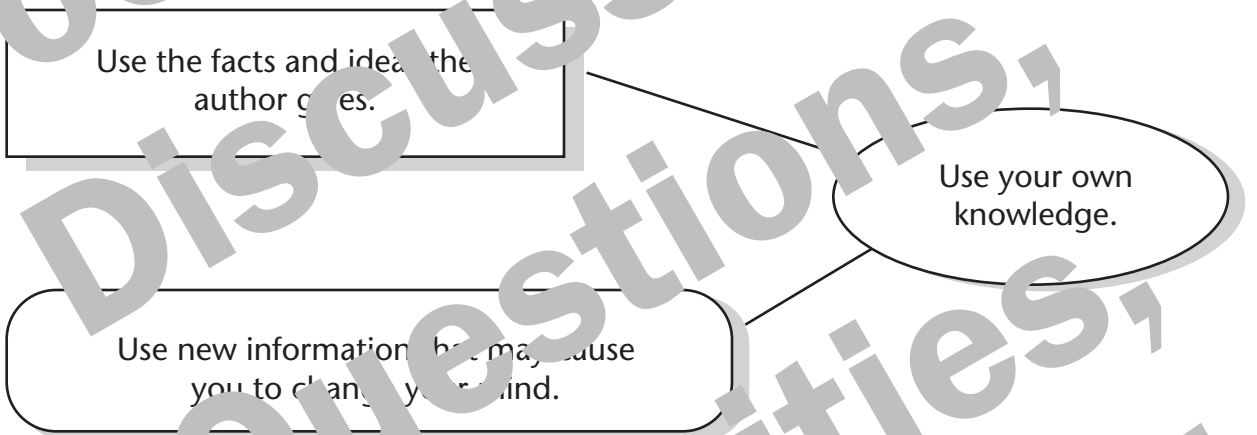
Vocabulary:

insistence 209	calumnies 210	gnarled 212
gaudy 213	permanence 213	saucily 214
tittered 215	peripatetic 217	taunt 217

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can revisit and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

Prediction Chart

What characters have we met so far?	Chapter Summary	What are your predictions?	Why did you make those predictions?