

**Student Packet**

**Grades 7–8**

# **Jacob Have I Loved**

**Katherine Paterson**



**NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING**



## **Novel Units® Single-Classroom User Agreement**

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use or duplicate these materials for a single classroom (or home) only.

**Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.**

Reproduction of any part of the Teacher Guide is strictly prohibited. Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Materials may be transmitted or projected via digital device within a single classroom setting only; any other electronic transmission or projection of materials is strictly prohibited. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact [customercare@ecslearningsystems.com](mailto:customercare@ecslearningsystems.com).

---

# JACOB HAVE I LOVED

by  
Katherine Paterson

## Student Packet

Written by  
Jean Jamieson

### Contains masters for:

- 1 Prereading Activity
- 1 Writing Activity
- 1 Study Guide (4 pages)
- 1 Literary Analysis Activity
- 11 Vocabulary Activities
- 2 Math Activities
- 1 Descriptive Words Activity
- 1 Encoded Puzzle Activity
- 2 Story Review Activities
- 2 Comprehension Quizzes
- 1 Novel Test (6 sections, 2 levels)
- Detailed Answer Key

### PLUS

#### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

#### Note

The text used to prepare this guide was the HarperTrophy paperback edition, ©1980 by Katherine Paterson. 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.

---

ISBN 978-1-60878-251-2

### Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of this publication is limited to the terms of the Single-Classroom User License for a maximum of 30 copies. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared 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 multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Reproduction of any part of the Teacher Guide is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

### Publisher Information

For a complete catalog, contact—

Novel Units, Inc.  
P.O. Box 97  
Bulverde, TX 78163-0097

Web site: [novelunits.com](http://novelunits.com)

For more digital resources, visit:  
[ecslarningsystems.com](http://ecslarningsystems.com)

## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

*Jacob Have I Loved*  
Activity #1: Knowledge Check  
Use Before Reading  
(Locate Information)

## What Do You Know About The Chesapeake Bay?

**Directions:** After reading each of the following statements, write “True” or “False” in the space provided. Make each “false” statement “true” by changing a word, phrase, or the entire statement. If necessary, do some research to determine the correct answer.

1. The Chesapeake Bay is in the United States. \_\_\_\_\_
2. The Chesapeake Bay is an inlet of the Pacific Ocean. \_\_\_\_\_
3. The Chesapeake Bay is in Maryland and Virginia. \_\_\_\_\_
4. The Chesapeake Bay gives deepwater vessels access to important ports. \_\_\_\_\_
5. The Mississippi River is one of the largest tributary rivers of the Chesapeake Bay. \_\_\_\_\_
6. There is no bridge or tunnel crossing the Chesapeake Bay. \_\_\_\_\_
7. Ports on the Chesapeake Bay include Newport News and Norfolk in Virginia and Baltimore, Maryland. \_\_\_\_\_
8. The Chesapeake Bay is an important source of oysters, crabs, and other seafood. \_\_\_\_\_
9. The Virginia colonist John Adams explored the Chesapeake Bay in 1608. \_\_\_\_\_
10. The fish and waterfowl of the Chesapeake Bay have been threatened by pollution. \_\_\_\_\_



**Chapters 16–20, pages 194-244**

69. How has Call changed during the time he has been in the Navy? (page 201)
70. What is Call's prediction for the future of Rass Island? (page 202)
71. What is Call's assessment of what Louise thought of him? (page 208) Do you think he is accurate? Why or why not?
72. Why doesn't Louise attend the wedding of Caroline and Call? (pages 209-210)
73. What does Louise learn about the past relationship of the Captain and her grandmother? (pages 211-212 & 215)
74. What is the Captain's assessment of Louise? (pages 216-218) Do you agree or disagree with him? Why?
75. What kind of relationship is inferred between Mr. and Mrs. Bradshaw? (pages 219-221)
76. How do you think Louise feels about the choices her mother has made in her lifetime? Why do you think Louise feels as she does? (pages 224-226)
77. What does Louise want from her mother? (pages 226-227)
78. What initial decision does Louise make about her future? (page 227-228) Why is she forced to change her plans? (page 231)
79. Where does Louise decide to locate after graduation, and why? (pages 231-232)
80. Why is the school in Truitt larger than the one on Rass Island? (page 232) What is your opinion of the basis used for the determinant of "wealth" in the Appalachian wilderness? (page 232)
81. What is the most pressing health problem in Truitt? How does Louise compare the mountain men of Truitt to the water men of Rass Island? (page 233)
82. How does Louise meet Joseph Wojciechowski? (page 234)
83. What does Joseph surmise from Louise's background? (page 236)
84. What conclusion does Louise make about Joseph at their first meeting? Why? (page 237)
85. Why do you think Louise feels that the people of Truitt have not only accepted her in their lives, they have taken her into their hearts? (page 240) What do you think is the difference?
86. Why do you think Louise is so adamant about the survival of the second twin? (page 242)
87. What do you think is the meaning of the last paragraph of the novel? (page 244)
88. What is your opinion as to why the author gave the title *Jacob Have I Loved* to this novel?

Name \_\_\_\_\_

***Jacob Have I Loved***  
Activity #3: Literary Analysis  
"Rass Island" and Chapters 1-3, Pages 1-40  
(Literary Devices)

## Similes

**Directions:** At times authors use figurative language to make descriptions more vivid for readers. Similes are comparisons using such words as *like*, *as*, *similar to*, *resembles*, etc. For example: *She is as happy as a lark.*

Below are some similes used by Katherine Paterson in *Jacob Have I Loved*. Analyze each simile by telling what two things are being compared and how they are alike.

1. "The ferry will be almost there before I can see the boat lying low as a terrapin back on the faded olive water of the Chesapeake." (page 1)

\_\_\_\_\_ is like \_\_\_\_\_  
because \_\_\_\_\_

2. "I obeyed, pinning the straps [on the overalls] securely to the chair and line. Immediately, the breeze took them straight out, as though Peter Pan had donned them to fly across our yard toward the ever never land across the bay." (page 14)

\_\_\_\_\_ is like \_\_\_\_\_  
because \_\_\_\_\_

3. "...I see the face of old Auntie Braxton, as she stands stock still in front of our picket fence, lips parted to reveal her almost toothless gums, eyes shining, drinking in a polonaise as though it were heavenly nourishment." (page 23)

\_\_\_\_\_ is like \_\_\_\_\_  
because \_\_\_\_\_

4. "Tiny little one-syllable explosions went off about the room like a string of Chinese firecrackers. Mr. Rice looked stern." (page 30)

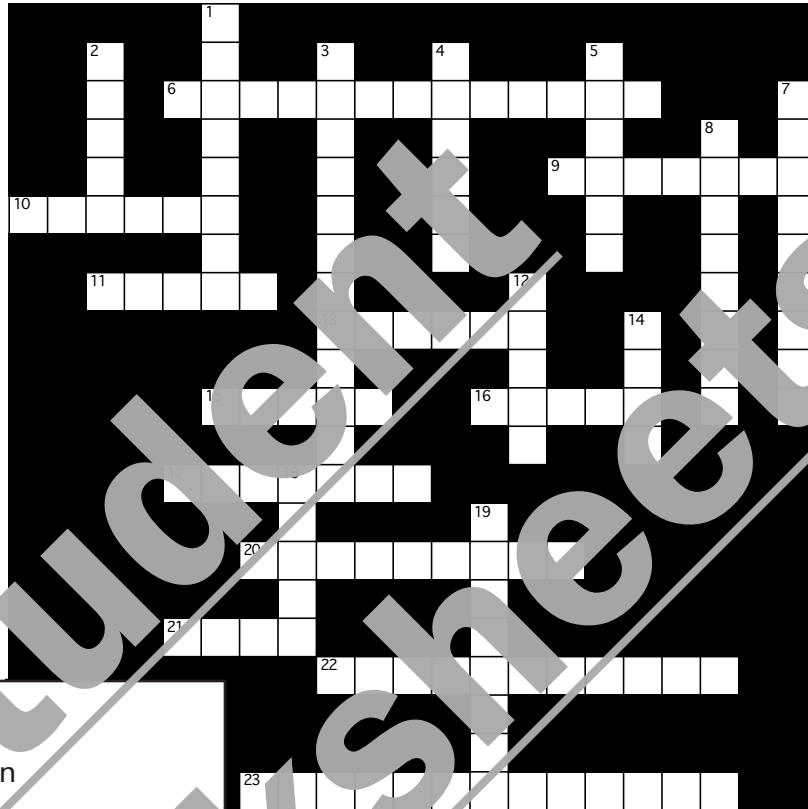
\_\_\_\_\_ is like \_\_\_\_\_  
because \_\_\_\_\_

Name \_\_\_\_\_

*Jacob Have I Loved*  
Activity #20: Story Review  
All Chapters  
(Main Idea and Details)

## Story Review Crossword Puzzle

**Directions:** Use the clues to figure out the answers to the crossword puzzle.



### Across

- 6 lady with cats (2 words)
- 9 Susan's former profession
- 10 Louise's nickname
- 11 musical instrument in Bradshaw home
- 13 first name of older twin
- 15 Mrs. Bradshaw's first name
- 16 spring/summer crop of the watermen
- 17 fall/winter crop of the watermen
- 20 name of music school in New York
- 21 branch of service Call joined
- 22 Louise moves to this kind of community
- 23 name of water in which island is located (2 words)

### Down

- 1 Call's age when story begins
- 2 Louise's profession
- 3 the identity of the captain (2 words)
- 4 Mr. Bradshaw's first name
- 5 first name of Louise's husband
- 7 name of Bradshaw's boat (2 words)
- 8 Louise's age when story begins
- 12 boat going between island and mainland
- 14 name of island where story takes place
- 18 Auntie's first name
- 19 first name of younger twin