

Student Packet

Grades 9–12

Life of Pi

Yann Martel

NOVEL UNITS[®]

NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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LIFE OF PI

by
Yann Martel

Student Packet

Written by
James H Duncan

Contains masters for:	2	Prereading Activities
	7	Vocabulary Activities
	1	Study Guide
	3	Character Analysis Activities
	2	Comprehension Activities
	3	Literary Analysis Activities
	7	Quizzes
	1	Novel Test
PLUS		Detailed Answer Key and Scoring Rubric

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 2004 Harcourt paperback edition of the novel, © 2001 by Yann Martel, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-15-603020-9

Please note: This novel deals with sensitive, mature issues. Parts may contain graphic descriptions of violence (including murder, the slaughtering of animals, and references to cannibalism). Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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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 _____

Word Map

sanctified	intolerable	avatar	petulant
exaltation	askance	apoplectic	esplanade
depravity	precarious	memorabilia	incredulous

Directions: Complete the word map below for five of the vocabulary words above.

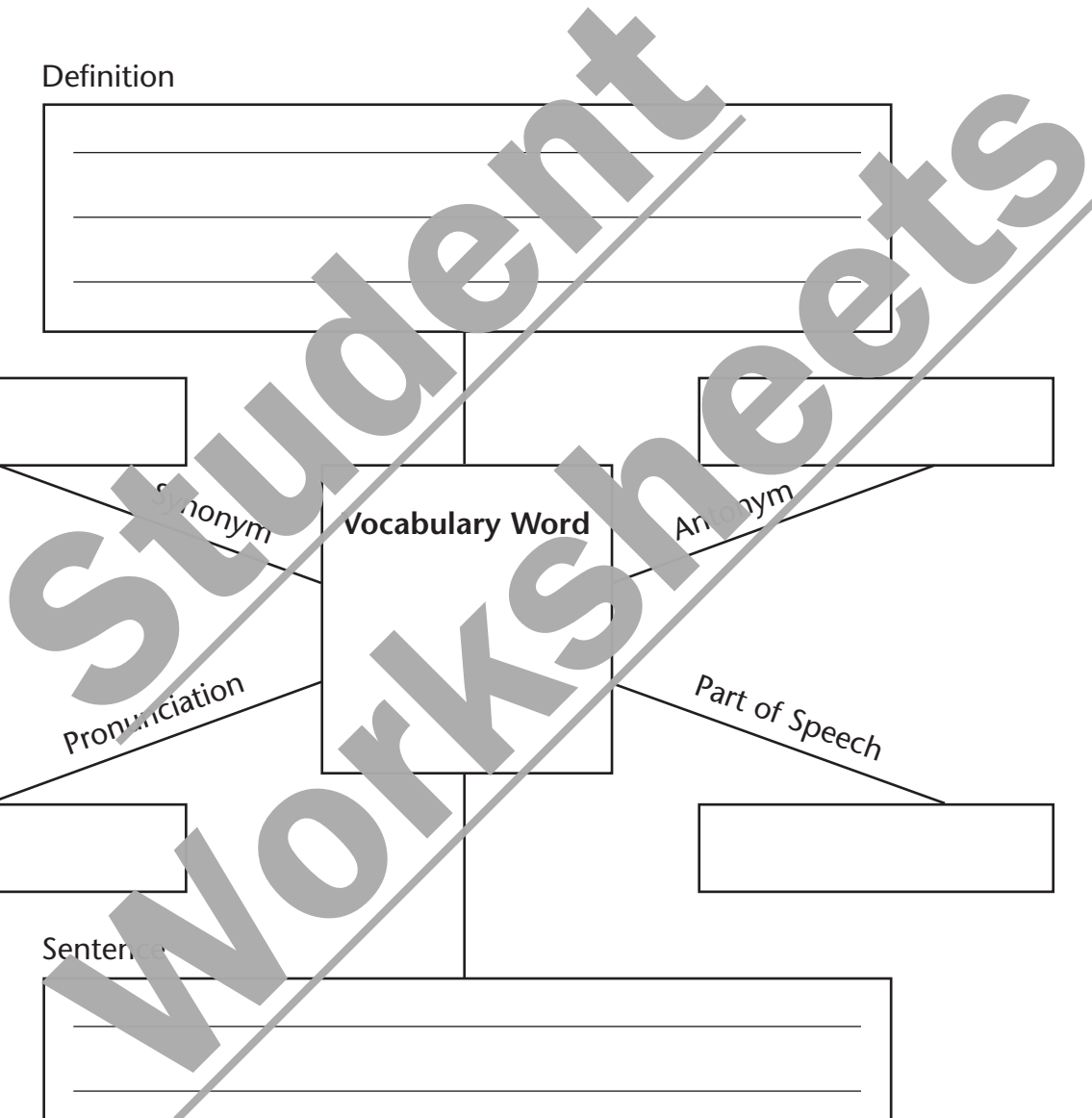
Definition

Vocabulary Word

Synonym Antonym

Pronunciation Part of Speech

Sentence



Chapters 94–100

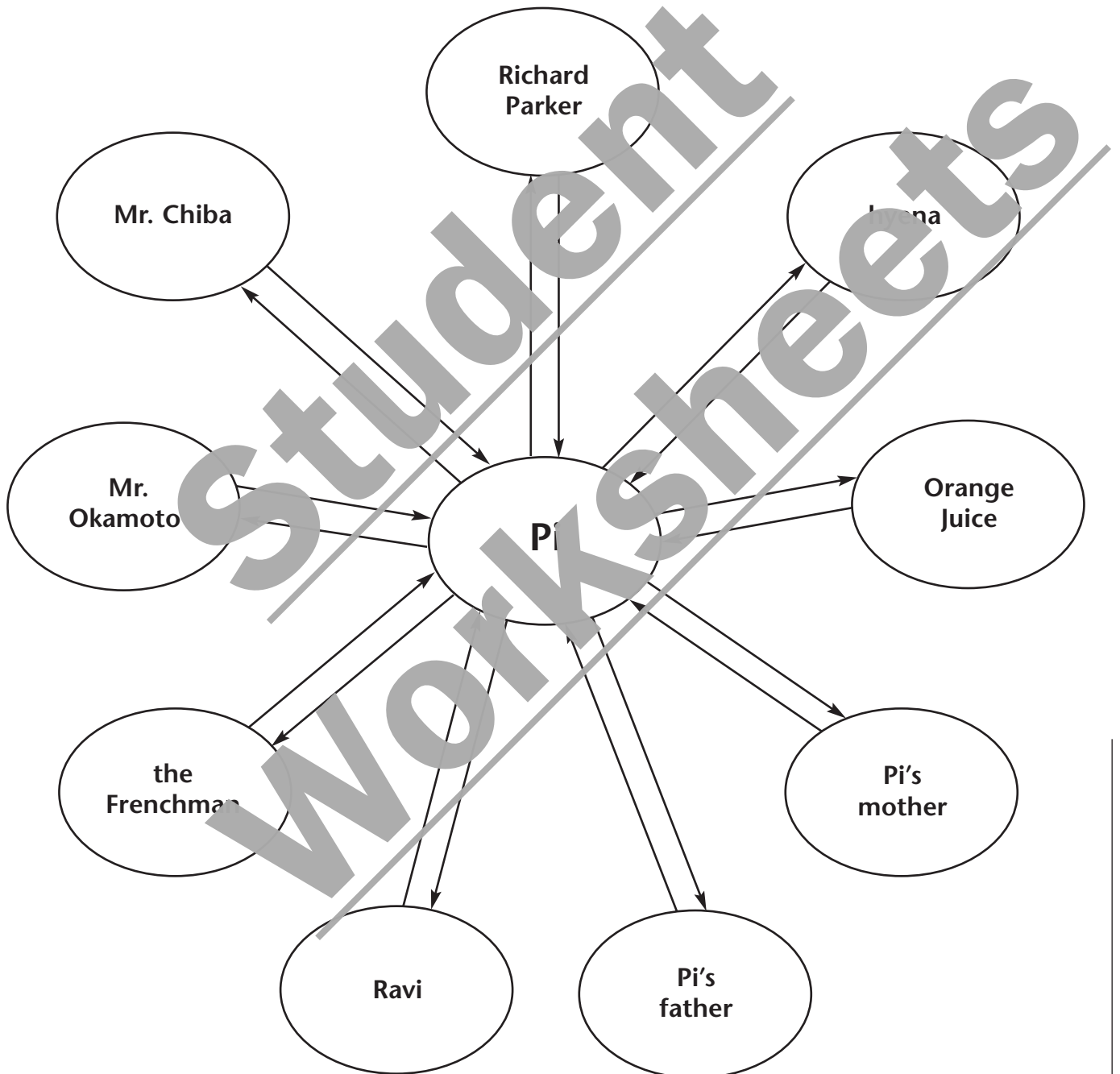
1. What does Richard Parker do when the lifeboat lands in Mexico? How does this make Pi feel?
2. Who visits Pi, and what are their jobs? Why do they want to speak with him?
3. How do the two men react to Pi's story about traveling with Richard Parker?
4. How does Pi prove his story about Orange Juice's arrival on the boat?
5. Why are the men doubtful that the Frenchman exists?
6. How does Pi respond to the men's statement that all stories have an "element of invention"?
7. How are the animals in Pi's first story represented in the second story?
8. What does Pi tell the two men about the crew of the *Tsimtsum*?
9. After Pi finishes the second story, what does he ask the two men?

Student
Worksheets

Name _____

Sociogram

Directions: A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between the characters. Remember, relationships go both ways, so each line requires a descriptive word.



Name _____

(Main Idea and Details)

A. Fill in the Blanks

1. Pi saves _____ by throwing him a lifebuoy and calling him toward the boat.
2. The _____ is the first animal on the lifeboat to be killed.
3. Pi wakes up when he hears a(n) _____.
4. _____ shows great courage in the face of the hyena's attack.
5. _____ is the mother of invention.

(Character Analysis)

B. Identification: Match each character with the correct description.

- | | |
|-----------------------|--|
| ___ 6. Orange Juice | a. "Very soft" will eat nearly anything |
| ___ 7. Richard Parker | b. makes Pi's heart melt with admiration |
| ___ 8. Pi | c. is too sleepy to explore the ship |
| ___ 9. Ravi | d. silently hides under the tarpaulin |
| ___ 10. the hyena | e. buys a map of the world for the trip |

(Summarize Major Events)

C. Open-Ended Comprehension: On the lines below, explain the effect Richard Parker has on the animals around the lifeboat.
