



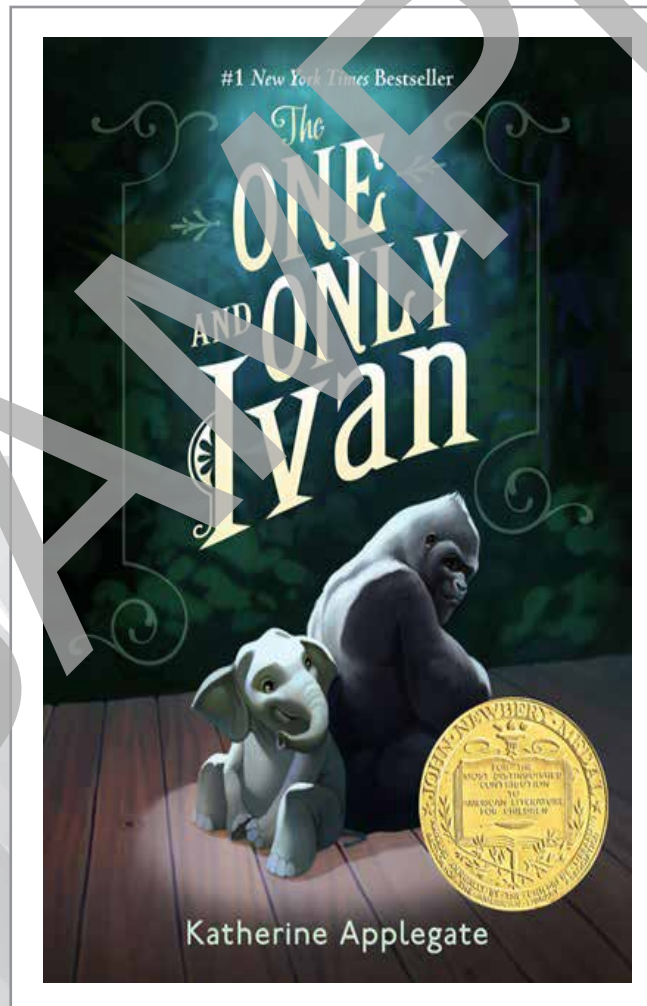
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The One and Only Ivan

Katherine Applegate



READ, WRITE, THINK, DISCUSS AND CONNECT

The One and Only Ivan

Katherine Applegate

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!

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Skills and Strategies

Comprehension

Predicting, inferring, cause/effect, supporting judgments, problem solving

Literary Elements

Character analysis, story mapping, setting, conflict, theme, point of view, figurative language, author's purpose

Vocabulary

Synonyms, definitions, homophones, compound words, target words

Listening/Speaking

Discussion, oral presentation, drama, interview

Writing

Creative writing, personal narrative, dialogue, poetry, journalism, essay

Critical Thinking

Brainstorming, research, compare/contrast, analysis, evaluation

Across the Curriculum

Science—western lowland gorillas, great apes, animal communication, elephants, Koko, sense of smell; Health—infection; Social Studies—animal rights, wildlife in captivity, circus animal abuse, zoos, zookeeper; Art—Picasso, cubism, color wheel, design, illustrations, models; Music—soundtrack

Genre: fiction

Setting: contemporary; Exit 8 Big Top Mall and Video Arcade; zoo

Point of View: first person

Themes: identity, animal rights, friendship, compassion, death, freedom, loyalty, courage, self-awareness, hope, longing

Conflict: animal vs. society, animal vs. self, animal vs. person

Style: narrative

Tone: conversational, thought-provoking, humorous, sad

Summary

For 27 years, Ivan has lived in a small domain inside the Exit 8 Big Top Mall and Video Arcade, where three daily circus-like shows once attracted shoppers. The freeway billboard advertising “The One and Only Ivan, Mighty Silverback” confuses Ivan. Silverback gorillas are protectors, yet Ivan has no one to protect. Instead, he battles boredom by analyzing the humans who watch him and by visiting with his best friends Stella, a chronically-ill circus elephant, and Bob, an abandoned stray dog. In order to survive captivity, Ivan refuses to remember his life in the jungle, except to acknowledge that he has always been an artist. Mack, the mall’s owner, sells Ivan’s drawings in the gift shop while Ivan dreams of creating complex art like Julia, the janitor’s talented daughter, does. Then, Mack purchases Ruby, a baby elephant, and Ivan has someone to protect. Communicating through his art, Ivan fulfills a promise to give Ruby a better home at the zoo. However, Ivan also finds himself at the zoo where he must summon the memories of his past life in the wild to become a mighty silverback, protector of the zoo’s gorillas.

About the Author

Born in 1956, Katherine Applegate grew up in Grand Rapids, Michigan until her father’s job with IBM moved the family to Chicago and then Houston. As a child, she was an avid animal lover with numerous pets. Applegate, who worked in a veterinarian’s office during high school, planned on becoming a veterinarian. She also considered a career as a civil rights lawyer while running the women’s center at the University of Texas at Austin. After graduation, Applegate worked a variety of jobs and traveled with her future husband and co-writer, Michael Grant. They began writing psychology quizzes for a teen magazine and then published their first novel, a Harlequin romance. Applegate has since written or co-written over 150 novels under various pen names, ghostwriting for series such as Sweet Valley Twins and Disney’s *The Little Mermaid* and *Aladdin*. She eventually published under her own name such books as the School Library Journal’s Best Book of 2007 *Home of the Brave*, the picture book *The Buffalo Storm*, and the series Roscoe Riley Rules. Applegate and her husband co-wrote numerous young adult novels, including *Eve and Adam* (2012) and several science-fiction series, including the Remnants, Everworld, and the Animorphs, which has sold over 35 million copies. *The One and Only Ivan* won the 2013 Newbery Medal for the most distinguished contribution to American Literature for Children and was a *New York Times* Best Seller. Applegate and her husband live in California with their children, Jake and Julia.

Hello–Julia

After 9,855 days at the Exit 8 Big Top Mall and Video Arcade, Ivan is resigned to a predictable life in his small domain—not to be confused with a cage. He analyzes human shoppers, listens to Stella’s stories, and watches television with Bob. More importantly, Ivan admires Julia’s artwork and creates his own crayon drawings that Mack sells in the rundown mall’s gift shop. To survive in captivity, Ivan refuses to think about his past life in the jungle.

Vocabulary

knuckle
majestic
span
habitat
amid
merchants
domain
mesh
beckons
migrate
sculptures
soul
exist
romance
canopies
pierce
pedestal
infected
shackles
pathetic

Discussion Questions

1. What does Ivan mean when he says being a gorilla is “not as easy as it looks” (p. 1)? *(Answers will vary. Ivan looks like a magnificent wild gorilla, but he cannot act like one because he lives in captivity. Ivan is expected to be “the Freeway Gorilla,” “the Ape at Exit 8,” and “the One and Only Ivan, Mighty Silverback” [p. 2]. Despite his superior physical power, Ivan chooses to submit to human authority. He endures the boredom of confinement while attempting to make sense of his unnatural life. Ivan is a wild animal struggling to survive in a human environment.)*
2. Why might humans “see a test of themselves” when looking at Ivan (p. 4)? *(Answers will vary. Humans often flaunt their authority over those considered beneath them. Sharing the great apes’ family tree troubles some humans, as it does Ivan. Some people feel threatened by the “humanness” of great apes. Even those who do not believe in evolution often feel uncomfortable. Many people wonder about animals’ intelligence and whether they understand us as Ivan claims they do.)*
3. What can you infer from Ivan describing his home as a “domain” instead of a “cage”? What is significant about what his domain lacks? *(Answers will vary. “Domain” implies an area that Ivan owns or rules; “cage” denotes imprisonment. Ivan avoids the truth: he is a prisoner. Ivan’s domain lacks someone to protect. Protecting a troop is an intricate part of silverback gorillas’ lives. Ivan is missing purpose in his life and is not living as he was born to live.)*
4. What message does the author present by including the seal’s death in the story? Can you locate other examples from the current reading section to support your answer? *(Answers will vary. The seal’s senseless death asks readers to question the practice of capturing and confining wild animals. Not only are the animals bored in captivity, they often suffer abuse from interaction with humans, whether intentional like the circus trainers who use claw-sticks, or unintentional like the children who tossed pennies into the seal’s pool, unaware that their actions would harm the seal. The author also wants to alert readers to the abusive training methods suffered by circus animals. These animals are at the mercy of humans and are helpless to change their circumstances.)*
5. How does Ivan feel about humans? Do you think his observations of people are accurate? *(People do not impress Ivan. He acknowledges their clever ability to create things but considers humans to be noisy, impatient, and “a race of ill-mannered clowns” [p. 5]. Ivan finds humans wasteful, both with words and their need to buy things. Answers will vary. Discussion should cover the ways in which Ivan’s observations express a gorilla’s viewpoint, such as equating shopping to hunting and traffic to stampeding.)*

6. How does Ivan's artwork differ from Julia's? Why is art important to Ivan? *(Julia uses her imagination to draw ideas and to create new things. Ivan's drawings are simple, limited to items found in his cage. Answers will vary. Ivan has few memories of his life in the wild; however, he remembers having always been an artist. Being an artist is how Ivan identifies himself. Art connects Ivan to his past and gives him purpose, allowing him to escape boredom and earn money for Mack. Art also gives Ivan a goal: to be able to illustrate ideas like Julia does.)*
7. What role does television play in Ivan's life? How do you think Ivan would react if he watched the films *Gorillas in the Mist* and *King Kong*? Which film do you think he would like best? *(Television gives Ivan something to do and provides him glimpses of the outside world. If he had not seen the gorilla in the nature program, he may still wonder if he were the last of his kind. Answers will vary.)*
8. What does Stella mean when she says, "Old age...is a powerful disguise" (p. 31)? How might this apply to the story? *(Answers will vary. Stella is an old, wise elephant who has seen a lot during her lifetime. She remembers good times living in the wild and bad times at the circus. Stella learned to accept unfair circumstances and to obey. However, she uses her old age to cover her true feelings and capabilities. At some point, she may act unexpectedly, even rebel, to protect something important to her.)*
9. How can Mack's financial difficulties affect the animals? Does Mack's financial trouble outweigh his responsibility to his animals? *(Answers will vary. Without income, Mack may have trouble paying for the animals' care. He may skimp on food or veterinary care. He may also take his frustration out on the animals, as demonstrated by his throwing a can at the macaw. Discussion should cover animal owners' responsibilities and that captive animals have no choice but to depend on owners to meet their needs.)*
10. Why do you think Bob chooses to live with Ivan rather than humans? *(Answers will vary. Bob does not trust humans after being cruelly tossed onto the freeway along with his less-fortunate littermates. He is afraid of being hurt again. However, Bob does not want to be alone. Like Ivan, he craves warmth and companionship.)*
11. What is the importance of the glass in Ivan's cage? *(Answers will vary. The glass symbolizes a line between humans and animals. Ivan states, "The glass says you are this and we are that and that is how it will always be" [p. 14]. The glass represents humans' control over the caged animals. Sometimes, the glass provides protection for Ivan, such as when the "spit-pebble children" throw things at him. Other times, the glass protects visitors from Ivan and his me-balls.)*
12. Why do you think Julia chooses to sit with Ivan instead of the other animals? *(Answers will vary. Julia can talk to Ivan, and she relates to him because he is an artist. She may view Ivan as the most human-like of the animals and sympathize with his being locked in a cage. Julia understands that Ivan is sad and shows his emotion in her drawings.)*
13. **Prediction:** How will Ivan show anger by the end of the story?

Supplementary Activities

1. Research: Write a report about Western Lowland gorillas. Include illustrations and at least one chart in your report.
2. Art: Design an illustrated family tree for great apes.
3. Science: Create a nature program video documentary for Ivan. Discuss the habitats of the animals and plants featured in your video. Support your commentary by creating models of habitats and other visual displays.
4. Speaking/Science: Research the ways in which animals communicate. Choose one type of animal, and present your findings in class.
5. Writing: Write an e-mail to Ivan. Tell him about the artist Pablo Picasso. Include a brief discussion of the painting style called “cubism.”

Drawing Bob–Treat

The animals sense change is coming as Mack’s financial pressures mount. Stella has mixed emotions when Mack purchases a baby elephant to attract visitors. Ivan, who enjoys watching Stella mother the baby elephant named Ruby, pouts when Julia turns her attention to Ruby. George points out the worsening infection in Stella’s foot, but Mack responds that funds are too limited to call a veterinarian.

Vocabulary

cunning
digestion
tactful
skitters
amends
scuffling
shudders
coax
winces
incline
specimen
bankrupt
dignified
indifferent
sulking
nimble

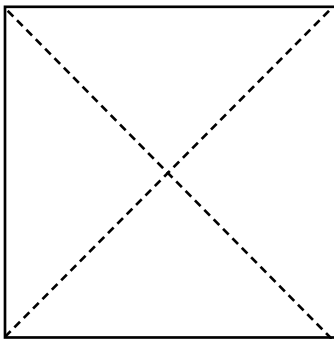
Discussion Questions

1. What do you think Julia saw in her drawing of Bob that allowed her to name him? Why might Julia draw Bob with wings, a lion’s mane, or a tortoise shell? *(Answers will vary. Julia studies Bob to capture his personality in her art. The wings show that Bob treasures his freedom, swiftly flying away from danger. The lion’s mane represents Bob’s bravery and fierceness, while the tortoise shell reveals his simultaneous need to rest in a safe place.)*
2. Why won’t Ivan remember his past? Do you think avoiding memories is wise? *(Answers will vary. Pleasant memories of freedom in the jungle would make a cage seem even more confining. Unpleasant memories would be painful and make Ivan miss his family. As Stella notes, memories “help tell us who we are” [p. 53]. Ivan may be unwilling to face who he is, especially since he cannot be the silverback he was born to be.)*
3. How is Ivan’s drawing of the beetle important? *(Answers will vary. Ivan seizes the opportunity to draw something new, and the challenge brightens his mood. The drawing also highlights the difference between Mack and Julia. Mack, who is indifferent to Ivan’s needs, does not understand Ivan’s art. Julia, however, understands Ivan’s art because she is sensitive and observant.)*
4. What is the meaning behind Jambo’s story? *(Answers will vary. Humans often view gorillas as vicious animals, when the opposite is actually true. Jambo protected the boy, instead of harming him as witnesses expected.)*

Vocabulary Mobile

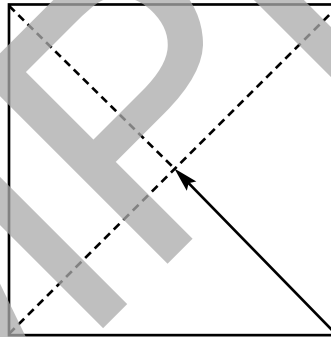
Directions: Working in groups of five, choose at least five words from vocabulary lists in this guide and make a triangle for each. Cut a nine-inch square out of white construction paper. Fold paper in half diagonally (from corner to corner). Unfold the paper. Fold the paper in half again (Figure A). Then, cut one line from the outer corner to the center of the paper (Figure B). Slide one cut piece on top of the other to form a triangular shape resembling a pyramid, but without a base. (Figure C). Before gluing the pieces together, write a vocabulary word, its definition, a synonym, and an antonym (if applicable) on one side. On another side, write a sentence using the vocabulary word. On the third side, draw a picture to illustrate the vocabulary word. All groups should combine their triangles and hang them in the classroom as a mobile.

Figure A



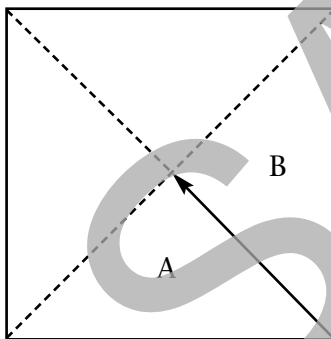
1–Fold in half diagonally
2–Fold in half again

Figure B



Cut from corner to center in direction of arrow

Figure C



Slide one cut piece (A) on top of the other cut piece (B)

Thought Bubble

Directions: In the graphic below, write what Ruby might have been thinking during her training session with Mack.

