

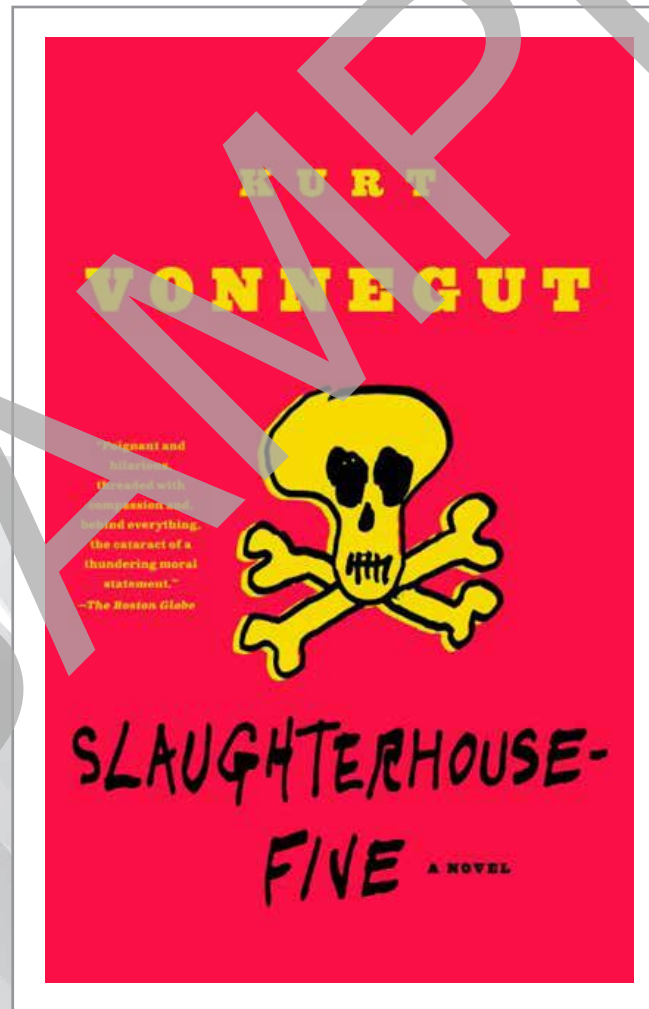


STUDENT PACKET

GRADES 9-12

# Slaughterhouse-Five

Kurt Vonnegut



READ, WRITE, THINK, DISCUSS AND CONNECT

# Slaughterhouse- Five

Kurt Vonnegut

## STUDENT PACKET

**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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Name \_\_\_\_\_

**Slaughterhouse-Five**  
Activity #3 • Vocabulary  
Chapters One & Two

incinerated (2)  
bigotry (15)  
titillated (21)  
roweled (37)  
punitive (45)

infinity (3)  
unmitigated (15)  
illusion (27)  
scathingly (38)  
clemency (45)

anthropology (8)  
piety (16)  
cockles (28)  
fidelity (38)  
infinitesimal (49)

pneumatic (8)  
magnanimity (16)  
theoretical (31)  
unambiguous (39)  
ludicrous (50)

**Directions:** The teacher will assign you one word from the list above. Turn to the page where the word appears in the novel and examine how it is used in context. Complete the word map for your word and share your results with the class.

**Synonyms**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Antonyms**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WORD**

\_\_\_\_\_

**Definition in your own words**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Used in a sentence**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Directions:** Write an answer to each question on separate paper. Starred items indicate thought or opinion questions or an activity. Use your answers during class discussion, for writing assignments, or to review for tests.

### **Chapter One, pp. 1-22**

1. Why does the narrator return to Germany? How long has it been since he was there? Who accompanies him?
2. \*Identify some indications that the narrator still suffers from the aftereffects of World War II.
3. \*What do you learn in this chapter about the destruction of Dresden? Which memory do you think most disturbs Vonnegut?
4. How does Mary O'Hare initially react to Vonnegut's plan for writing the book? Why? What changes her mind?
5. \*Activity: Refer to the allusion to Lot's wife (Bible, Genesis 19:26). Complete the following: "Vonnegut is a 'pillar of salt' because..."

### **Chapter Two, pp. 23-51**

1. Identify Billy Pilgrim and summarize his life.
2. \*What does the phrase "Billy Pilgrim has come unstuck in time" mean? What first causes Billy to do this? What do you think this signifies?
3. \*Who are the Tralfamadorians? What is their philosophy about life and death? What do you think they symbolize?
4. Identify the Battle of the Bulge survivors in this chapter and explain how they react.
5. \*Identify Roland Weary's fantasy and explain why you think this is important to him.
6. \*Activity: Draw a caricature of Billy Pilgrim or a picture of a Tralfamadorian.
7. \*Activity: Write a name poem for Billy Pilgrim. Pattern: Place letters of his name vertically on the paper. Write a descriptive word or phrase beginning with each letter.

### **Chapter Three, pp. 52-71**

1. \*What happens to the two American scouts who desert Billy and Weary? Explain why you think their deaths are ironic.

Name \_\_\_\_\_

### Character Analysis Chart

**Directions:** List some of the characters who appear in *Slaughterhouse-Five* in the boxes below. Add to this chart as more characters are introduced. Working in a small group, discuss the attributes and roles of the various characters. In each character's box, write several words or phrases you feel describe him or her.


Name \_\_\_\_\_

### Story Map

**Directions:** Use the diagram below with a partner or small group to free-associate thoughts about the novel after you have finished reading it. Jot down your thoughts in a similar format on a large piece of paper.

