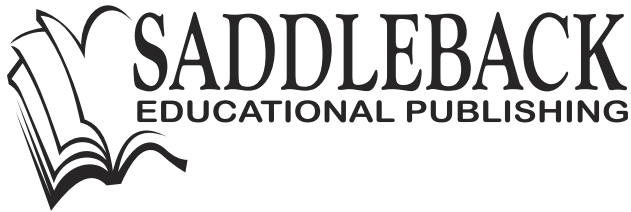


Focus **ON READING**

*Jacob Have I
Loved*

LISA FRENCH

This is a sample not intended for classroom use.



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Contents

<i>Introduction/Classroom Management</i>	<i>iv</i>
<i>Focus on the Book</i>	<i>vi</i>
Focus Your Knowledge	1
I. RASS ISLAND—CHAPTER 3	
Focus Your Reading	2–3
Build Your Vocabulary	4
Check Your Understanding: Multiple Choice	5
Check Your Understanding: Short Answer	6
Deepen Your Understanding	7
II. CHAPTERS 4–6	
Focus Your Reading	8–9
Build Your Vocabulary	10
Check Your Understanding: Multiple Choice	11
Check Your Understanding: Short Answer	12
Deepen Your Understanding	13
III. CHAPTERS 7–10	
Focus Your Reading	14–15
Build Your Vocabulary	16
Check Your Understanding: Multiple Choice	17
Check Your Understanding: Short Answer	18
Deepen Your Understanding	19
IV. CHAPTERS 11–13	
Focus Your Reading	20–21
Build Your Vocabulary	22
Check Your Understanding: Multiple Choice	23
Check Your Understanding: Short Answer	24
Deepen Your Understanding	25
V. CHAPTERS 14–16	
Focus Your Reading	26–27
Build Your Vocabulary	28
Check Your Understanding: Multiple Choice	29
Check Your Understanding: Short Answer	30
Deepen Your Understanding	31
VI. CHAPTERS 17–20	
Focus Your Reading	32–33
Build Your Vocabulary	34
Check Your Understanding: Multiple Choice	35
Check Your Understanding: Short Answer	36
Deepen Your Understanding	37
<i>End-of-Book Test</i>	38
<i>Answer Key</i>	40

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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference section for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.

Check Your Understanding: Short Answer contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

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Focus on the Book

Synopsis

In this first-person narrative, Sara Louise Bradshaw Wojtkiewicz looks back on her life as a young girl coming of age on a small island in the Chesapeake Bay in the 1940s. Louise Bradford, or “Wheeze,” as she is usually called, is an ungainly, unhappy adolescent who is burdened by the story of her birth. The firstborn of twin girls, she “treasures” the first few minutes of her life—the only moments when she has not been overshadowed by her pretty, talented, sunny sister, Caroline.

Thirteen-year-old Louise emulates her father and the other men on Rass Island by “following the water.” During the summer of 1941, she poles her skiff through the shallow waters surrounding the tiny and fragile island, crabbing and catching an occasional terrapin. Her business partner, fourteen-year-old McCall Purnell (Call), is as ungainly and socially isolated as Louise. Although the two have dramatically different dispositions, their shared work ethic, love of the water, and desire to earn money for their families render them inseparable.

The arrival of a mysterious older man in the spring of 1942 brings changes to Louise’s small world. The Captain, as he is called, immediately becomes a father figure to Call, pulling him away from Louise and creating in her deep resentment. Soon the Captain reveals himself to be Hiram Wallace, a former islander who had fled Rass in shame many years before. He has now reoccupied the family home, which once boasted the most pasture land on the island. Erosion and the encroaching waters of the Bay have since wiped out all of the pasture land.

A hurricane in the summer of 1942 brings more unwelcome changes. The Captain’s family home is washed away, and he is taken in by the Bradshaws. Much to her consternation, Louise develops an adolescent passion for the elderly man. In this insular society, firmly controlled by the Methodist Church, Louise feels deep shame for such an unconventional love. Exacerbating her distress is Louise’s grandmother, a malevolent character who takes every opportunity to demean the girl, castigating her with stern passages from the Old Testament. In the meantime, Caroline has begun to take Louise’s place as the friend and confidante of both Call and the Captain.

Further blows cause Louise to deepen her isolation from friends and family. In the fall of 1942, the Captain marries an invalid elderly neighbor. Following her death soon thereafter, the Captain uses the money from his late wife’s legacy to send Caroline to boarding school so that she can develop her extraordinary musical talents. In the spring of 1943, both Caroline and Call depart—she to school in Baltimore, he to the navy and then to the war. Louise’s feelings of utter rejection are once again reinforced by her grandmother, who quotes the comfortless biblical passage about Isaac’s twin sons: “Jacob have I loved, but Esau have I hated.”

For the duration of World War II, Louise remains on the island, working alongside her father on his boat. Once the war is over, any lingering hopes for a fulfilling life on Rass are dashed when Call and Caroline get married. With the gentle help of her loving parents, Louise is finally able to come to terms with her own feelings of inferiority. In the spring of 1947, she leaves the island and finds her own place in the world.

About the Author

Katherine Paterson was born in 1932 in China, where her parents were working as missionaries. When war broke out in 1937 between China and Japan, the family was displaced—a troubling, yet educational, experience for Katherine and her four siblings. Although the family moved frequently, Katherine’s mother often read aloud to the children, inspiring Katherine to teach herself to read before she even began school. From an early age, she loved to write stories and poems.

At college, Paterson majored in English literature. After a brief stint teaching in a rural Virginia school, she went back to school to study religious education, then moved to Japan as a missionary in 1957. Four years later, she received a fellowship to study at Union Theological Seminary in New York City. There she met John Paterson, whom she married in 1962 and with whom she has raised four children.

After the birth of her first child, Paterson began to write seriously. Her first novel was published in 1973; this was followed by three novels about feudal Japan (*The Sign of the Chrysanthemum*, *Of Nightingales That Weep*, and *The Master Puppeteer*). *The Master Puppeteer* won the National Book Award in Children’s Literature in 1977. This was followed by *Bridge to Terabithia*,

(continued)

Focus on the Book (continued)

which won the 1978 Newbery Medal. Paterson's next book, *The Great Gilly Hopkins*, received a 1979 Newbery Honor as well as the National Book Award. Paterson's second Newbery Medal was awarded in 1981 for *Jacob Have I Loved*. Her more recent work includes *Lyddie* (1991), *Flip-Flop Girl* (1994), and *The Quest of the Grail Knight* (1998).

Katherine Paterson is especially known for her skill in understanding the minds and hearts of young people who are facing particular challenges or troubles. Of *Jacob Have I Loved* she has said, "In life both the light and the dark exist in each of us; each of us is our own twin. So finally Sara Louise, in order to be a whole person, must come to love Caroline, so that she can love both the Jacob and the Esau within herself."

Historical Background

Jacob Have I Loved is set primarily in the 1940s on a small, endangered fictional island in the Chesapeake Bay area of Maryland. The personal dramas of Louise Bradshaw and her friends and family are placed against the larger backdrop of World War II and a world in chaos. The isolation of the Bradshaw family is emphasized by the fact that their only reliable news of the outside world comes from an "ancient radio," *Time* magazine, and the day-old *Baltimore Sun*.

After a brief prologue ("Rass Island"), the story opens in the summer of 1941, when the United States is still feeling the effects of the Great Depression and the country has not yet entered the war. There are jokes about President Franklin Delano Roosevelt, who "thinks he's God"—references to Roosevelt's sweeping New Deal reforms and unprecedented governmental controls on the nation's economy.

There are references to Pearl Harbor and Adolf Hitler at the beginning of Chapter 3. The Japanese aerial attack on Pearl Harbor on December 7, 1941, killed

2,400 American soldiers. Nineteen ships and 150 planes belonging to the U.S. Pacific Fleet were also destroyed. The nation's three aircraft carriers were out at sea at the time and were undamaged. However, most of the Pacific Fleet was wiped out in one day. It was the Pearl Harbor attack that propelled the United States into the war.

In Chapter 15, Louise mentions pulling the blackout curtains closed in her bedroom. Some students may be unaware that civilians living along the East Coast of the United States, which was considered vulnerable to a German air attack, were ordered to cover their windows with heavy blackout curtains so that no lights could be detected at night from the air. In the same chapter, there is a reference to the "three island boys" who die in the fall of 1943 "off a tiny island in the South Pacific"; this is probably one of the islands in the Solomon, Marshall, or Mariana islands, where key Allied landings occurred in 1943.

D day, mentioned in the last paragraph of Chapter 15, took place on June 6, 1944. This was the official beginning of Operation Overlord, a major assault under joint British and United States command on German-occupied France. The Allied invasion, which took place at several strategic locations along the Normandy coast, involved 176,000 troops, 100 warships, 12,000 planes, 1,500 tanks, and 4,000 landing craft. It marked a turning point in the war and brought liberation to Western Europe.

Adolf Hitler, whom Louise describes as "the funny mustached German dictator," seems remote to most of the inhabitants of Rass. His death, which is briefly referred to in Chapter 16, was a suicide; Hitler took his own life on April 30, 1945, as the Soviet Army occupied Berlin.

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SAMPLE

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Focus Your Knowledge

- In an atlas or a book of United States road maps, find the state of Maryland. Then find Baltimore. What is the relative size of Baltimore compared with other cities and towns in Maryland?
- Now look across the Chesapeake Bay to the eastern shore of Maryland. Try to find Salisbury and Crisfield. What are their relative sizes? Where are they located in relation to Baltimore?
- Take a look at the Chesapeake Bay. How large is it? How does it affect the geography of Maryland? To what other bodies of water is the bay connected?
- How many islands in the Chesapeake Bay can you find on your map? What do you think it might be like to live on one of them? What might be some advantages to living on an island? What about disadvantages?

The novel you are about to read takes place on a tiny island in the Chesapeake Bay during the 1940s. In 1941, the United States was struggling to emerge from the Great Depression. Franklin Delano Roosevelt was president. Across the Atlantic Ocean, World War II was raging. By the end of 1941, the United States, too, would enter the war. How might these national and international events affect life on a small island in the Chesapeake Bay?

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Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

semblance—an outward appearance that is sometimes deceiving

delusions—false or exaggerated beliefs

strenuously—with great energy; laboriously

lugubriously—in an overly mournful manner

affluent—having more than enough money and goods

rankle—to annoy; to irritate

fervent—passionate; having deep emotions

remonstrance—criticism or gentle scolding

petulant—peevish or rude

discomfited—embarrassed; caught off guard

Things to Know

Here is some background information about this section of the book.

A **terrapin** is a type of North American turtle that can be eaten.

Progging is a regional word that means “foraging” or “searching.” Chesapeake Bay watermen use the term when looking for oysters, crabs, or other shellfish.

Franklin D. Roosevelt (1882–1945) was president of the United States from 1933 to 1945. He was elected to an unprecedented four terms. Roosevelt came into the presidency during the Great Depression and died shortly before the end of World War II.

The **Great Depression** was a period of grave economic downturn in the United States. It officially began with the stock market crash of October 1929 and continued throughout the 1930s.

The **Methodist Church** is a Protestant church that places great importance on social and personal morals.

Pearl Harbor is an inlet on the southwestern coast of the Hawaiian island of Oahu. On December 7, 1941, the American naval fleet stationed there was targeted in a surprise attack by Japanese bomber planes. Much of the U.S. Pacific Fleet was destroyed.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What in the narrator's past has caused her not to like Rass Island for much of her life?
2. Why, in the first chapter, does the narrator say that neither she nor her sister could stay on the island?
3. What is the relationship between Louise and Call in the summer of 1941? How do they treat each other?
4. Why does Louise tell the story of her birth and Carolin's? What meaning does this story have for Louise?

5. How does Louise appear to feel about her twin? Why?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. "It is the excess of snowball bushes that lends a **semblance** of green to every yard."
semblance: _____

2. "At thirteen I was tall and large boned, with **delusions** of beauty and romance."
delusions: _____

3. "He worked on other men's boats as **strenuously** as his slowly healing body would let him, eking out a meager living for himself and his widowed mother."
strenuously: _____

4. "Within a few weeks it was **lugubriously** out of tune."
lugubriously: _____

5. "The rest, children of the island's slightly more **affluent**, paid fifty cents a lesson."
affluent: _____

6. "I was proud of my sister, but that year, something began to **rankle** beneath the pride."
rankle: _____

7. "Old Joshua's stamp remained upon us—Sunday school and Sunday service morning and evening, and on Wednesday night prayer meeting where the more **fervent** would stand to witness to the Lord's mercies of the preceding week . . ."

fervent: _____

8. "There was no **remonstrance** for having broken the Fourth Commandment."
remonstrance: _____

9. "At six, Grandma woke, hungry and **petulant**."
petulant: _____

10. "Mr. Rice cleared his throat. . . . He was clearly **discomfited** by my behavior."
discomfited: _____

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Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

- For how many years does the narrator say the Bradshaws have lived in the village on Rass?
 - for nearly 50 years
 - for more than 100 years
 - for more than 200 years
- How old is the narrator in the summer of 1941?
 - fifteen
 - fourteen
 - thirteen
- What is the age difference between Call and the narrator?
 - Call is one year older than she is.
 - She is one year older than Call.
 - They are just one month apart in age.
- Why is Call willing to go crabbing with a girl?
 - because there is no man in his family to take him
 - because he is in love with the narrator
 - because he is too afraid to go out in the bay with the other men
- What does the narrator's mother always put in her she-crab soup that makes the grandmother complain?
 - tinned milk
 - red chile peppers
 - sherry
- How does Louise describe herself as a newborn baby?
 - fussy and weak, like a newborn kitten
 - cold and motherless
 - delicate and sickly
- How does Louise describe herself in the photo when she and Caroline are one and a half?
 - like a fat dark shadow
 - golden and glowing with laughter
 - sulky and scarred by chicken pox
- Who persuades Caroline's parents that she should have voice lessons?
 - the piano teacher from Crisfield
 - Mr. Rice
 - the college professor in Salisbury
- Why is Louise not supposed to be listening to the radio when she hears about Pearl Harbor?
 - because it is the Sabbath
 - because her parents are sleeping
 - because Caroline is trying to practice the piano
- Why is Louise disgusted by Caroline at the school Christmas concert?
 - because she is smiling so smugly when the audience applauds her
 - because she is pretending to cry to get Mr. Rice's pity
 - because she is flirting with Call

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Check Your Understanding

Short Answer

Write a short answer for each question.

1. In the opening chapter of the book, when does the narrator say she will go to Rass and fetch her mother?
2. How does the narrator describe her first glimpse of the island from the ferry?
3. Why does each waterman's boat have a washtub on board?
4. How does the narrator describe Call when he is fourteen?
5. What "defect" in Call's character does the narrator feel she must try to correct?
6. What does the narrator read that offers her a "porthole on the world" in the summer of 1941?
7. With what do the narrator and Call nearly fill their bucket?
8. Why does Louise say that she and Caroline would not have been born if her father had not been wounded in France in 1918?
9. Why does Louise "treasure the thought" of her first few minutes of life?
10. In what way does Louise say that Caroline has "diminished" her since they were two years old?

This is a sample not intended for classroom use.

Deepen Your Understanding

One of the most important themes in *Jacob Have I Loved* involves sibling rivalry. Louise often struggles with the powerful negative emotions she feels for her twin, Caroline. Caroline always seems to be at the center of attention. Louise says that she “treasures” the first few minutes of her life before Caroline was born.

In the first few chapters of the novel, how does Katherine Paterson convey the complex feelings that Louise has for Caroline? Look at the language that describes Louise’s emotions about her twin. What images in the book reinforce the differences between the two girls? Give examples from the text to support your thoughts.

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