

Jacob Have I Loved



By

Katherine Paterson

A Novel Study
by Joel Michel Reed

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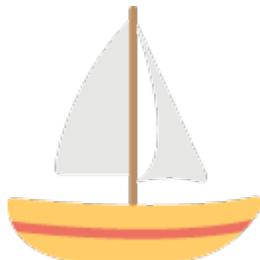


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About the author: Joel Reed has over 70 published novel studies and is the author of four novels. For information on his work and literature, please visit www.reednovelstudies.com

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on two chapters of **Jacob Have I Loved** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include growing up, jealousy, respect for authority, perseverance when facing difficult circumstances.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *personification*
12. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete a story pyramid
4. Identify *cliffhangers*
5. Identify the climax of the novel
6. Write a description of chapter events

Character Activities

1. Determine character traits
2. Casting a feature film
3. Relating personal experiences
4. Complete a character comparison

Creative and Critical Thinking

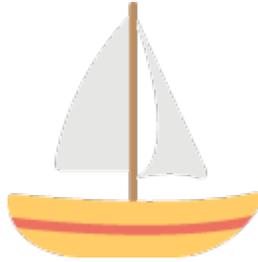
1. Complete research projects
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Sara Louise Bradshaw is sick and tired of her beautiful twin Caroline. Ever since they were born, Caroline has been the pretty one, the talented one, the better sister. Even now, Caroline seems to take everything: Louise's friends, their parents' love, her dreams for the future.

For once in her life, Louise wants to be the special one. But in order to do that, she must figure out who she is ... and find a way to make a place for herself outside her sister's shadow. (Courtesy of the publisher: Harper Collins)

A complete synopsis and other helpful reviews can be found on the following website:

https://en.wikipedia.org/wiki/Jacob_Have_I_Loved

(Warning: Website contains plot spoilers)

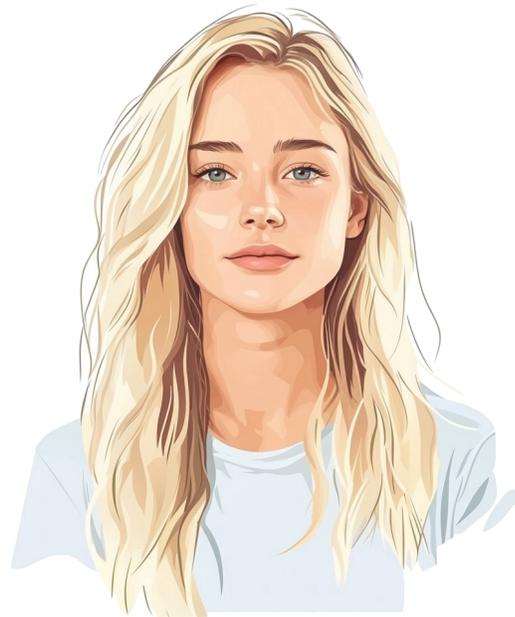
Author Biography

Katherine Paterson

Katherine Paterson was born in China to missionary parents in 1932. In 1937 the family was forced to flee China because of the war between China and Japan. Katherine's first language was Chinese, so when she returned to the United States she found it difficult to learn how to read and write in English. Katherine's first book was published in 1976, and the next year her highly-acclaimed children's novel, *Bridge to Terabithia* was published. This book, and some of her other novels feature difficult themes, such as the death of a loved one. She has twice won prestigious Newbery Awards for her novels *Jacob Have I Loved* and *Bridge to Terabithia*.



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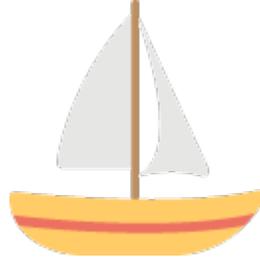


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Chapter 1-2



Before you read the chapter:

Using resources from your school library or the Internet, research the title of our novel, *Jacob Have I Loved*, and briefly describe the origins of this particular phrase.



Vocabulary:

Synonyms are words that means the same (or nearly the same) as another word, and **antonyms** are words that means the opposite of another word. Your task is to write two different antonyms and two different synonyms for each of the words listed in the chart below.

Word	Synonyms	Antonyms
Marvelous		
Colleague		
Strong		
Loving		

Delicious		
Important		
Wrong		
Interesting		

Questions



Prologue - Chapter 1

1. Briefly describe the setting of our story as Chapter One begins.

2. Do you think Call was treating Louise (Wheeze) respectfully? Why or why not?

3. The author mentioned *sea terrapins* in Chapter One. What is a *sea terrapin*?

--

4. What was the main character flaw that Louise thought Call needed to improve upon?
How did Louise try to help him with this particular flaw?

Chapter 2

1. How does Louise feel about her twin sister, Caroline?

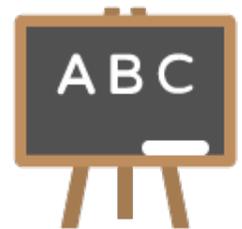
2. How do you think Louise feels being an outsider in her own family?

3. What kinds of challenges did families have to face while living in the Great Depression?

Language Activities



A. There are many writers that enjoy using **alliteration** – a literary device is where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “grouching, gouching, grumbling, griping about something or other.”



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of the ocean.	
The sights of a city.	
An alliteration from your own imagination.	

B. Foreshadowing is a literary device used by authors to provide clues for the reader so they are able to predict what might occur *later* in the story. How might the following statement from Chapter Two be considered an example of this literary device?



"I was proud of my sister, but that year, something began to rankle beneath the pride. Life begins to turn upside down at thirteen. I know that now. But at the time I thought the blame for my unhappiness must be fixed – on Caroline, on my grandmother, on my mother, even on myself. Soon I was able to blame the war."

C. What Would You Bring?

Our story takes place on the remote island of Rass during the height of the Second World War. This particular island has very little to offer in regards to the luxuries we enjoy today. If you lived on a remote island such as the one in our story, and you could only bring ten items along in your suitcase, what would you bring, and why?



1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the first two chapters of *Jacob Have I Loved*. You may wish to practice your drawings before you begin.

1	2
3	4
5	6