

Novel·Ties

JACOB HAVE I LOVED
KATHERINE PATERSON



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Jacob Have I Loved* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Do you think it will be serious or humorous? Have you read any other books by the same author?
2. To trace the source of the title quotation, read the Bible story of Jacob and Esau in the Old Testament and, in the New Testament, read St. Paul's Epistle to the Romans, Chapter 9, Verse 13. Bring to class different translations of the quotation from St. Paul and compare the language in different versions. Write a modern-language version of your own.
3. **Social Studies Connection:** Read the Background Information on page two of this study guide and do some additional research to learn about the region surrounding the Chesapeake Bay, the setting of *Jacob Have I Loved*. Consider the following topics:
 - Geography—location, transportation, population of islands in the bay
 - Economy—sources of income for islanders and others who live on the water
 - History—people who originally settled the island; population today
4. **Social Studies Connection:** Prepare a time line of the most important events of World War II from September 1941 to August 1945. Consult the time line as you are reading the book. Add events in the lives of the book's characters on the time line.
5. This is a story about one young woman's jealousy and resentment toward her twin sister. Have you or anyone you know ever had to deal with these feelings toward someone you were expected to love? How do these emotions affect the people involved? How can jealousy be overcome?
6. Have a discussion with your classmates about the special joys and problems of being a twin. If there are twins in your class or in the school, you may interview them.
7. Have a 1940s day in class. Listen to recorded radio shows that were popular during World War II. Try to locate audios of "The Shadow," "Fibber Magee and Molly," "Fred Allen," and "Jack Benny," as well as an audio of Franklin Delano Roosevelt's voice. Listen to the radio commercials as well as the programs.
8. Go online or find a facsimile edition of *The New York Times*, or another major national newspaper, for December 7, 1941. Put together your own radio newscast for that day.
9. **Poetry Connection:** Locate the poem "If Once You Have Slept on an Island," by Edna St. Vincent Millay. Read the poem in class. Drawing on the imagination and experiences of people in your class, describe the effect of staying or living on a small island.
10. **Music Connection:** Find recordings of "I Wonder as I Wander," and "The White Cliffs of Dover," music that is alluded to in the novel. Play these in class.

Rass Island, Chapter 1 – 4 (cont.)

Questions:

1. What are Louise's feelings about Rass Island as she recalls her youth?
2. What evidence shows that Louise is a romantic who does not see things as they really are?
3. What evidence shows that Call lacks a sense of humor and interprets everything literally?
4. Why do you think Louise and Call have become such good friends? What do they have in common?
5. Why does Louise feel that she was neglected during her infancy? How do those feelings affect her relationship with her twin sister?
6. Why doesn't the war in Europe and Asia affect people on Rass Island before Pearl Harbor? How does life there change after the bombing of Pearl Harbor?
7. How does Mr. Rice react to Louise's suggestion to cancel Christmas? How does Louise feel after this incident?
8. What is Grandma's place in the Bradshaw's household? How does she influence the way in which the family lives? How does she influence Louise?
9. What is mysterious about the white-haired man's arrival on Rass Island?

Questions for Discussion:

1. Why do you think Louise says that neither she nor her sister could stay on the island?
2. Why do you think Katherine Paterson wrote the section called "Rass Island" and put it before Chapter One?
3. Louise presents a catalog of times she has been overlooked and Caroline has been favored. Do you think Louise is really treated unfairly, or is the unfairness in her imagination?
4. Do you think Louise would have been as resentful of her sister if they were not twins?