

# GULLIVER’S TRAVELS

**Grade Level or Special Area:** 4<sup>th</sup> Grade

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**Length of Unit:** Ten lessons (approximately two weeks (10 days); one day = 90 minutes)

## I. ABSTRACT

This unit is intended to provide fourth graders with an overview of the book, *Gulliver’s Travels* by Jonathan Swift and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence* by E.D. Hirsch, Jr. Through reading, class discussion, and activities, the students will gain a foundational knowledge of Gulliver’s adventures in Lilliput and Brobdingnag. This unit incorporates a variety of approaches to learning including reading, class discussion, comparing and contrasting, sequencing, and developing a reading folder.

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize how to read and understand a variety of materials. (Colorado Reading and Writing Standard One)
2. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado Reading and Writing Standard Four)
3. Students understand how to read and recognize literature as a record of human experience. (Colorado Reading and Writing Standard Six)

### B. Content from the *Core Knowledge Sequence*

1. 4<sup>th</sup> Grade Language Arts: Fiction (page 89)
  - a. Stories
    - i. From *Gulliver’s Travels*: Gulliver in Lilliput and Brobdingnag

### C. Skill Objectives

1. The students will create a title page in their reading folders.
2. The students will identify and list facts about the author Jonathan Swift.
3. The students will answer comprehension questions about *Gulliver’s Travels*.
4. The students will complete a crossword puzzle with vocabulary words and definitions from chapters one and two of *Gulliver’s Travels*.
5. The students will identify different statements as either fact or opinion.
6. The students will write a paragraph about the book’s main character.
7. The students will identify the main characters, setting, and plot in part one of *Gulliver’s Travels*.
8. The students will recognize and match cause and effect relationships in the story *Gulliver’s Travels*.
9. The student will identify and list attributes of two of the main characters in *Gulliver’s Travels*.
10. The students will complete a word search with vocabulary words from *Gulliver’s Travels*.
11. The students will compare and contrast Gulliver’s adventures in Lilliput and Brobdingnag.
12. The students will place the events from the story in the correct order.
13. The students will identify correct answers to multiple choice and matching questions.
14. The students will write correct responses to short answer questions.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  - 2. Teacher's Guide to The Core Classics Edition of Jonathan Swift's *Gulliver's Travels* by Lisa Marshall (found at <http://www.coreknowledge.org/>)
- B. For Students
  - 1. Grade 1: Language Arts: Literary Terms: Characters, page 26
  - 2. Grade 4: Language Arts: Literary Terms: Plot, Setting, page 89

### IV. RESOURCES

- A. Reading folders – these are simple folders with two pockets and brads in the center (all lessons except Lesson Ten)
- B. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall) (all lessons except Lesson Ten)

### V. LESSONS

#### Lesson One: Introduction and Author Information (approximately 90 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  - 3. Skill Objective(s)
    - a. The students will create a title page in their reading folders.
    - b. The students will identify and list facts about the author Jonathan Swift.
- B. *Materials*
  - 1. Reading folders
  - 2. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  - 3. Appendix B (one per student)
  - 4. Blank web of Jonathan Swift made into a transparency (optional – this is located in Appendix B)
  - 5. Appendix C (one copy for each Special Education student)
  - 6. Appendix D (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
  - 7. Appendix E (one copy as an example for the teacher)
  - 8. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  - 9. Overhead transparency or chart paper
  - 10. Overhead projector
  - 11. Colored pencils
- C. *Key Vocabulary*
  - 1. A person who is *gullible* is easily tricked.
  - 2. *Satire* is a type of writing that tries to improve people's behavior by showing how it is foolish.

D. *Procedures/Activities*

1. Before teaching this lesson, make sure you have read both *Gulliver's Travels* and the Teacher's Guide by Lisa Marshall (found on the Core Knowledge website). Also, make sure that your students know the elements of a story (character, setting, and plot). If you have not yet taught setting and plot, explain that the setting of a story is the time and place (when and where it takes place) and the plot is the storyline, which contains a problem and a solution (According to the *Core Knowledge Scope and Sequence*, this should be taught in fourth grade). Also, make sure that you have made one copy of Appendix B (student reading packet) for each student. Make sure all the pages are three hole punched. **Note** – make copies of Appendix C for any Special Education students. They will use this instead of the vocabulary page included in Appendix B.
2. Pass out Appendix B to students. Have each student add a blank sheet of white paper to the front of the packet (this will become the title page). Have them clip this to the brads inside their reading folders. This packet contains all of the worksheets and activities necessary to complete this unit.
3. Pass out the *Gulliver's Travels* book to the students. Allow them time to quickly skim through the books, reading the back cover, looking at the pictures, etc. Have them fill out the "Getting to Know Gulliver" page in their reading folders). When they have finished, ask them to share their predictions on what the book will be about with the class. Make sure they back up their predictions with evidence from the book (these responses will vary based on the students in your class). Write these predictions down on a transparency or chart paper where they can be referred to throughout the unit.
4. On the overhead, list the day's vocabulary words and their definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into the vocabulary page of their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
5. As a class, read the introduction by E. D. Hirsch, Jr. as well as the author information on Jonathan Swift at the back of the book.
6. Have students turn to the web of Jonathan Swift in their reading folders. Have them add a picture to the center of the page and web information around his picture. This can be done as a class, in partners, or individually. Make sure to include at least five facts. See Appendix E as an example. (Note – Appendix E is just to be used as an example for the teacher, so do not make it into an overhead.) Students will be drawing Jonathan Swift, not just copying the clipart, as on Appendix E. If this will be done as a whole class activity, make a transparency copy of this page). Some facts the students may list are that he was born in 1667 in Dublin, Ireland, he attended Trinity College, he became a minister in the church of Ireland, he became head of St. Patrick's Cathedral in Dublin, he wrote political essays, he wrote *Gulliver's Travels* when he was 60, he died in 1745, and he left his money to build a hospital for the insane. (Note that these are just some possible answers; students may come up with different facts as well.)
7. On the blank sheet of paper in the front of their reading folders, students will create a title page for this unit. It needs to include the title and author of the books, as well as a picture. Have them use colored pencils to complete their title page. This can be an ongoing assignment, and does not need to be finished in Lesson One.

- E. *Assessment/Evaluation*
1. Students will also be assessed on the completion of their title page (use Appendix A to grade, but wait until the end of the unit).
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. Students will be assessed on the “Getting to Know Gulliver” page they completed in their reading folders (use Appendix D to grade). Note – folders can either be graded every day, or collected and graded at the end of the unit.
  4. Students will also be assessed by the author web they completed in their folders (use Appendices A and E to grade). Note – folders can either be graded every day, or collected and graded at the end of the unit.

**Lesson Two: Gulliver is Shipwrecked in Lilliput (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver’s Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver’s Travels*.
    - b. The students will complete a crossword puzzle with vocabulary words and definitions from chapters one and two of *Gulliver’s Travels*.
- B. *Materials*
1. Reading folders
  2. Core Classic’s *Gulliver’s Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students’ work)
  4. Appendix F (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students’ work)
  5. Chart or transparency of predictions made in Lesson One
  6. Overhead projector
- C. *Key Vocabulary*
1. The handle of a weapon is a *hilt*.
  2. *Ingenious* means clever and resourceful.
  3. A *league* is a distance ranging from 2.5 to 4.6 miles.
  4. A *scabbard* is a container for a sword.
- D. *Procedures/Activities*
1. As a review from yesterday’s lesson, discuss the information they learned about Jonathan Swift (he was born in 1667 in Dublin, Ireland, he attended Trinity College, he became a minister in the church of Ireland, he became head of St. Patrick’s Cathedral in Dublin, he wrote political essays, he wrote *Gulliver’s Travels* when he was 60, he died in 1745, and he left his money to build a hospital for the insane).
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.

3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
  4. Read chapters one and two in the first section of *Gulliver's Travels* ("A Voyage to Lilliput"). (Note – readings can be done as a whole class, in small groups with the teacher, in partners, or silently. This unit includes whole group discussion questions for the teacher to ask students as they read, but this may be changed if students are reading in partners or silently. Use your best judgment depending on the reading level of students in your class.)
  5. As you read, discuss the following questions:
    - a. Why does Gulliver allow the Lilliputians to control him? (He felt indebted to them after they give him food and drink or he may be amazed at the fearlessness and bravado of the Lilliputians.)
    - b. If you were in Gulliver's position, how would you try to communicate with the Lilliputians? (Answers will vary.)
    - c. What had Gulliver done that made such a favorable impression with the Emperor and his councils? (He had shown mercy to the six criminals who had shot arrows at him.)
    - d. How did Gulliver show he is gullible in these chapters? (Answers will vary – but perhaps by believing he should let the Lilliputians control him, rather than trying to break free).
  6. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). This sheet can be completed in partners, individually, in class, or as homework.
  7. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions and activities (use Appendix F to grade).

**Lesson Three: Amusements in Lilliput and a Visit to the Capital City (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver's Travels*.
    - b. The students will identify different statements as either fact or opinion.

- B. *Materials*
1. Reading folders
  2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  4. Appendix G (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
  5. Chart or transparency of predictions made in Lesson One
  6. Overhead projector
- C. *Key Vocabulary*
1. A *colossus* is a huge statue, such as the Statue of Liberty.
  2. *Dominions* are territories governed by a ruler.
- D. *Procedures/Activities*
1. Review with students the characters, setting, and plot from the story thus far (Gulliver is the main character; he has been shipwrecked in Lilliput in 1699. Lilliputians are very tiny people who have captured Gulliver. He longs for his freedom).
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
  3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
  4. Read chapters three and four in the first section of *Gulliver's Travels* ("A Voyage to Lilliput").
  5. As you read, discuss the following questions:
    - a. Do you feel it is fair to have to perform a "rope dance" to win a job at court? (Answers will vary.) Can you think of another way to decide this? (Answers will vary).
    - b. Why do you think Gulliver continues to ask the Emperor for his freedom rather than just taking it by force? (Answers will vary, but it may be that Gulliver has stopped seeing them objectively and forget how tiny and powerless they are compared to him.)
    - c. Do you feel the conditions for Gulliver's freedom were fair? (Answers will vary.)
    - d. What two groups of people is Swift alluding to with the "Big and Little-Enders" disagreement? (Catholics and Protestants.)
    - e. Reldresal tells Gulliver that one Emperor lost his life and his crown because of the rebellions over how to break an egg. Which two English Kings is Swift referring to? (Charles I and James II).
  6. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). These sheets can be completed in partners, individually, in class, or as homework.
  7. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).

3. The students will be assessed by the completion of the comprehension questions and activities (use Appendix G to grade).

**Lesson Four: The Invasion of Lilliput and the Laws and Customs of Lilliput**  
(approximately 90 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  - c. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
3. Skill Objective(s)
  - a. The students will answer comprehension questions about *Gulliver's Travels*.
  - b. The students will write a paragraph about the book's main character.

B. *Materials*

1. Reading folders
2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
4. Appendix H (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
5. Chart or transparency of predictions made in Lesson One
6. Overhead projector

C. *Key Vocabulary*

1. A person who is forced to live away from his own country is an *exile*.
2. A *fleet* is a number of warships, or a group of ships under one command.

D. *Procedures/Activities*

1. As a review of yesterday's lesson do a quick oral review of the two debates occurring in Lilliput (one was about wearing high or low heels, and the other was about where to break an egg – at the small or big end).
2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
4. Read chapters five and six in the first section of *Gulliver's Travels* ("A Voyage to Lilliput").
5. As you read, discuss the following questions:
  - a. Do you agree with Gulliver's decision to not bring the rest of the Blefuscudian ships to Lilliput? Why or why not? (Answers will vary.)
  - b. What did Flimnap and Bolgolam say about Gulliver's meeting with the ambassadors from Blefescu? (It was a sign of disloyalty.)

- c. If you lived in Lilliput, would you want to be a child in a noble family, the child of a merchant, or the child of a laborer? Why or why not?  
(Answers will vary.)
  6. Review the format of a good paragraph with your students. It needs to have a topic sentence, three detail or fact sentences, three supporting sentences (one for each detail or fact), and a concluding sentence. They will be writing a paragraph about Gulliver as part of today's assignment. See Appendix H for an example.
  7. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). These sheets can be completed in partners, individually, in class, or as homework.
  8. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions and activities (use Appendices A and H to grade).

**Lesson Five: Escape to Blefescu and Return to Native Country (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver's Travels*.
    - b. The students will identify the main characters, setting, and plot in part one of *Gulliver's Travels*.
- B. *Materials*
1. Reading folders
  2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  4. Blank web of Narrative Story Form made into a transparency (this is located in Appendix B)
  5. Appendix I (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
  6. Appendix J (one copy as an example for the teacher)
  7. Chart or transparency of predictions made in Lesson One
  8. Overhead projector
- C. *Key Vocabulary*
1. An *ambassador* represents his home country to another country.
  2. A *traitor* is someone who betrays his country.

3. Another word for a ship or boat is *vessel*.
- D. *Procedures/Activities*
1. As a review from yesterday’s lesson, allow two or three students to share what they wrote about Gulliver in their character silhouette.
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
  3. On the overhead, list the day’s vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
  4. Read chapters seven and eight in the first section of *Gulliver’s Travels* (“A Voyage to Lilliput”).
  5. As you read, discuss the following questions:
    - a. Which “merciful punishment does the Emperor choose? (To put out Gulliver’s eyes and then slowly starve him to death.)
    - b. Do you think this is merciful? Why or why not? (Answers will vary.)
    - c. Honor was very important to Gulliver – worth more than life or money. Do you think this is true today? What does honor mean to you? (Answers will vary.)
    - d. Where does Gulliver get a boat? (He sees it floating in the ocean, and a fleet of Blefuscudian ships helps him bring it to shore.)
    - e. What souvenirs does Gulliver take back to England with him? Several hundred Sprugs, a full-length picture of the Emperor of Blefuscu, several sheep and cattle.)
  6. Have the students complete the comprehension questions these two chapters (located in their reading folders). This sheet can be completed in partners, individually, in class, or as homework.
  7. Complete the Narrative Story Form as a class. (Make a blank transparency copy of this. Use Appendix I as an example.)
  8. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students’ understanding of these two chapters in *Gulliver’s Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions (use Appendix I to grade).
  4. The students will be assessed by the completion of the Narrative Story Form worksheet (use Appendices A and J to grade).

**Lesson Six: Gulliver is Captured in Brobdingnag (approximately 90 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  - c. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
  - a. From *Gulliver’s Travels*: Gulliver in Lilliput and Brobdingnag

3. Skill Objective(s)
  - a. The students will answer comprehension questions about *Gulliver's Travels*.
  - b. The students will recognize and match cause and effect relationships in the story *Gulliver's Travels*.
- B. *Materials*
  1. Reading folders
  2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  4. Appendix K (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
- C. *Key Vocabulary*
  1. To *condemn* is to inflict a penalty upon.
  2. A *crier* is a person who went through towns shouting announcements.
  3. *Pistoles* are gold coins.
  4. *Sack-cloth* is a coarse cloth, such as burlap.
- D. *Procedures/Activities*
  1. As a quick review of part one of the book, review with students the different events that led up to Gulliver leaving Lilliput (Gulliver is shipwrecked on Lilliput and is allowed limited freedom to travel and live in Lilliput. Gulliver seizes the warships of Blefuscu but refuses to seize their other ships. This angers the Emperor of Lilliput. Gulliver falls further out of favor with the Emperor when he saves the palace from a fire by urinating on it. Upon learning of a plot to take his life, Gulliver flees to Blefuscu. He then leaves Blefuscu and is rescued by British sailors.).
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
  3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
  4. Read chapters one and two in the second section of *Gulliver's Travels* ("A Voyage to Brobdingnag").
  5. As you read, discuss the following questions:
    - a. How do you think Gulliver is feeling as he discovers he is one an island inhabited by giants? (Answers will vary.)
    - b. How would you feel if you were on constant exhibition as Gulliver was? (Answers will vary.)
    - c. What was the name of the capital city? What did it mean? Does this tell you anything about the inhabitants of this country? (Lorbrulgrud; pride of the universe. They must be very proud of their country; perhaps even a little arrogant.)
  6. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). These sheets can be completed in partners, individually, in class, or as homework.
  7. Remind them to complete their title page if they have not yet done so.

- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions and activities (use Appendix K to grade).

**Lesson Seven: Gulliver at the Royal Court and a Description of the Country (write title here)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver's Travels*.
    - b. The student will identify and list attributes of two of the main characters in *Gulliver's Travels*.
- B. *Materials*
1. Reading folders
  2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  4. Appendix L (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
- C. *Key Vocabulary*
1. A *governess* is a woman who is privately employed to train and teach children.
  2. The *phoenix* was a legendary bird that was burned to ashes and then rose again.
  3. The *Sabbath* is the day reserved by a religion for worship and rest.
- D. *Procedures/Activities*
1. As a review, discuss some of the cause and effect relationships that occurred in chapters one and two. (The crew was in desperate need of water, so they rowed ashore to look for a stream. A huge man appeared, so the sailors quickly rowed away and left Gulliver behind. Two rats crept in to the bed while Gulliver was napping, so he killed one and wounded the other. The farmer's friend came to see Gulliver, so they made a plan to show off Gulliver to others. Gulliver's master showed him at markets and in his house, so Gulliver grew weak and tired.).
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
  3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education**

- Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
4. Read chapters three and four in the second section of *Gulliver's Travels* ("A Voyage to Brobdingnag").
  5. As you read, discuss the following questions:
    - a. Who is allowed to stay with Gulliver to take care of him? (Glumdalclitch)
    - b. What did the King at first think Gulliver was? (A piece of clockwork or an insect)
    - c. Which day of the week is Sabbath for the people of Brobdingnag? (Wednesday)
    - d. Why are the people of Brobdingnag so isolated? (The country is a peninsula with rocky coasts, and the side that is not surrounded by water is ringed with high, volcanic mountains.)
  6. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). These sheets can be completed in partners, individually, in class, or as homework.
  7. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions and activities (use Appendices A and L to grade).

**Lesson Eight: More Adventures and Gulliver Shows His Skills (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver's Travels*.
    - b. The students will complete a word search with vocabulary words from *Gulliver's Travels*.
- B. *Materials*
1. Reading folders
  2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
  3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
  4. Appendix M (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
- C. *Key Vocabulary*
1. An armed horseman is known as a *cavalier*.

2. A *steed* is a horse.
  3. A *fortnight* is a period of two weeks.
- D. *Procedures/Activities*
1. Let a few students share their character checkerboards as a fun way to review yesterday's lesson.
  2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
  3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
  4. Read chapters five and six in the first section of *Gulliver's Travels* ("A Voyage to Brobdingnag").
  5. As you read, discuss the following questions:
    - a. Why did Gulliver conceal some of his misadventures from Glumdalclitch? (He was afraid she would never let him out of her sight when they were out.)
    - b. Do you think this was a wise decision on Gulliver's part? (Answers will vary.)
    - c. What danger did Gulliver face when he was "sailing?" (A frog hopped into his coat.)
    - d. Gulliver wanted to show the King how to make gunpowder. The King was horrified and did not want to know this secret. If you were the King, would you want this knowledge or not? (Answers will vary.)
  6. Have the students complete the comprehension questions and activities for these two chapters (located in their reading folders). This sheet can be completed in partners, individually, in class, or as homework.
  7. Remind them to complete their title page if they have not yet done so.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions and activities (use Appendix M to grade).

**Lesson Nine: Gulliver Returns to England (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will answer comprehension questions about *Gulliver's Travels*.

- b. The students will compare and contrast Gulliver's adventures in Lilliput and Brobdingnag.

B. *Materials*

1. Reading folders
2. Core Classic's *Gulliver's Travels* by Jonathan Swift (edited and abridged by Michael J. Marshall)
3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students' work)
4. Blank Venn Diagram worksheet made into a transparency (optional – this is located in Appendix B)
5. Appendix N (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
6. Appendix O (one copy for the teacher – use only if you are not waiting until the end of the unit to grade students' work)
7. Appendix P (one copy per student)

C. *Key Vocabulary*

1. The place someone is traveling to is his *destination*.
2. *Pygmies* are people of the African rain forest who are famous for their small size.

D. *Procedures/Activities*

1. Review yesterday's lesson by recapping some of the adventures Gulliver has had in Brobdingnag. (Some include facing several accidents in the garden, being attacked by a frog while sailing, and being carried to the roof by a monkey.)
2. Review the chart or transparency from Lesson One with students. See if there are any predictions they would like to change or add.
3. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words and definitions into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student and include this page in his reading folder (use Appendix C).
4. Read chapter seven in the second section of *Gulliver's Travels* ("A Voyage to Brobdingnag").
5. As you read, discuss the following questions:
  - a. How was Gulliver feeling when after his box was dropped into the ocean? (He wished he was with Glumdalclitch, he felt sorry for her for the grief she would feel and the anger she would face from the Queen, he was expecting to meet his death at any moment.)
  - b. Why did Gulliver think the sailors who rescued him were pygmies? (He was so accustomed to seeing giants that he thought they were extremely small).
  - c. Why does Gulliver speak so loudly? (He is used to having to shout to be heard.)
  - d. Do you think Gulliver will be content staying home from sea? Why or why not? (Answers will vary.)
6. Have the students complete the comprehension questions for this chapter (located in their reading folders). This sheet can be completed in partners, individually, in class, or as homework.
7. Have the students complete the Venn Diagram (located in their folders) on the adventures Gulliver experienced in Lilliput and Brobdingnag. They must list at least three similarities and five differences.
8. Remind them to complete their title page if they have not yet done so (this is their last chance!).

9. Remind students to look over and fill out their study guide for the test tomorrow (you can remind them of this earlier in the unit as well).
  10. Pass out Appendix P to the students and explain the directions for the Culminating Activity to the students. Let them know they may begin work on this in class tomorrow if they finish the test early. You can either give them class time to complete the activity, or it can be an at home project.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' understanding of these two chapters in *Gulliver's Travels*.
  2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
  3. The students will be assessed by the completion of the comprehension questions (use Appendix N to grade).
  4. The students will be assessed by the completion of their Venn Diagram (use Appendices A and O to grade).

**Lesson Ten: Final Assessment (approximately 90 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
    - c. Students understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag
  3. Skill Objective(s)
    - a. The students will place the events from the story in the correct order
    - b. The students will identify correct answers to multiple choice and matching questions.
    - c. The students will write correct responses to a short answer questions.
- B. *Materials*
1. Appendices A-O (use only if you have not yet collected and graded student reading folders)
  2. Appendix Q (one per student)
  3. Appendix R (one copy for the teacher)
  4. Construction paper
  5. Markers
  6. Colored pencils
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. If you have not already done so, collect the students' reading folders to grade.
  2. Pass out the test to the students (Appendix Q).
  3. Review directions and answer any questions. **Special Education Accommodation:** Allow the student to take the test orally.
  4. If the students finish early, they may begin work on the culminating activity. This can either be finished during class time, or it can be assigned as an at home project.
  5. Collect and grade the tests at the end of the class period.

- E. *Assessment/Evaluation*
1. Students will be assessed on the completion of their reading folders (use Appendices A-O to grade).
  2. Students will be assessed by their correct responses on the test (use Appendix R to grade).

## VI. CULMINATING ACTIVITY

- A. Have students create a travel brochure for either Lilliput or Brobdingnag. They can use construction paper, markers, colored pencils, etc. to make the brochure look creative and inviting. They must include a map of the country, things to do while visiting, and facts about the native people (this information must come from the book). Allow students to be creative, original, and have fun with this project! Directions for this project are located in Appendix P. (Use Appendix A to grade.)

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Tools  
B. Appendix B: Reading Packet  
C. Appendix C: Vocabulary Page for Special Education Students  
D. Appendix D: Getting to Know Gulliver Answer Key  
E. Appendix E: Web of Jonathan Swift Answer Key  
F. Appendix F: Student Reading Packet Answer Key, Part I, chapters 1-2  
G. Appendix G: Student Reading Packet Answer Key, Part I, chapters 3-4  
H. Appendix H: Student Reading Packet Answer Key, Part I, chapters 5-6  
I. Appendix I: Student Reading Packet Answer Key, Part I, chapters 7-8  
J. Appendix J: Student Reading Packet Answer Key, Narrative Story Form  
K. Appendix K: Student Reading Packet Answer Key, Part II, chapters 1-2  
L. Appendix L: Student Reading Packet Answer Key, Part II, chapters 3-4  
M. Appendix M: Student Reading Packet Answer Key, Part II, chapters 5-6  
N. Appendix N: Student Reading Packet Answer Key, Part II, chapter 7  
O. Appendix O: Student Reading Packet Answer Key, Venn Diagram  
P. Appendix P: Directions for Culminating Activity  
Q. Appendix Q: Final Test  
R. Appendix R: Final Test Answer Key

## VIII. BIBLIOGRAPHY

- A. Marshall, Lisa. "Teacher's Guide to The Core Classics Edition of Jonathan Swift's Gulliver's Travels." [On-line]. Available URL: <http://www.coreknowledge.org/>, 2003.  
B. Swift, Jonathan. *Gulliver's Travels: To Lilliput and Brobdingnag*. Charlottesville, VA: Core Knowledge Foundation, 2001. 1-890517-00-3.

Appendix A, page 1  
**Assessment Tools**

**Title Page and Vocabulary Checklist**

	<u>Yes</u>	<u>No</u>
1. Contains the title <i>Gulliver's Travels</i>	_____	_____
2. Contains the author's name (Jonathan Swift)	_____	_____
3. Contains an illustration relevant to the story	_____	_____
4. Twenty-five vocabulary words are listed	_____	_____
5. The vocabulary words are all spelled correctly	_____	_____
6. Each vocabulary word has a correct definition	_____	_____
7. The writing is neat and legible	_____	_____

Appendix A, page 2  
**Assessment Tools**

<b>Web of Jonathan Swift</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Picture and Neatness</b>	Picture is colored and neat.	Picture is colored, but slightly messy	Picture is not completely colored, and is very messy.	Picture is not colored. Work is illegible.	
<b>Facts</b>	At least five facts are listed.	Only three or four facts are listed.	Only one or two facts are listed.	There are no facts listed.	
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
	<b>Total →</b>				
<b>Teacher Comments</b>					

Appendix A, page 3  
**Assessment Tools**

<b>Narrative Story Plot</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Characters</b>	There are five correct characters listed.	There are three or four correct characters listed.	There are only one or two correct characters listed	There are no correct characters listed	
<b>Setting</b>	Both the correct place and time are listed	The place is correct, but the time is not.	The time is correct, but the place is not.	Neither the place nor the time is correct.	
<b>Rising Action (Problem)</b>	All five events are listed in correct order.	Three or four events are listed in correct order.	One or two events are listed in correct order.	No events are listed in correct order.	
<b>Climax (Solution) and Falling Action</b>	Both the climax and the falling action are correctly listed.	The climax is correctly listed, but the falling action is not.	The falling action is correctly listed, but the climax is not.	Neither the climax nor the falling action is correctly listed.	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
	<b>Total →</b>				
<b>Teacher Comments</b>					

Appendix A, page 4  
**Assessment Tools**

<b>Character Checkerboard</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Title and Author</b>	Both the title and author are correctly listed.	Only the title is correctly listed.	Only the author is correctly listed.	Neither the title nor the author is correctly listed.	
<b>Characters</b>	Both Gulliver and Glumdalclitch are listed.	Only Gulliver is listed.	Only Glumdalclitch is listed.	Neither character is listed.	
<b>Descriptive Words for Gulliver</b>	All 10 words or phrases accurately describe Gulliver.	Seven-nine words or phrases accurately describe Gulliver.	Four-six words or phrases accurately describe Gulliver.	Three or fewer words or phrases accurately describe Gulliver.	
<b>Descriptive Words for Glumdalclitch</b>	All 10 words or phrases accurately describe Glumdalclitch.	Seven-nine words or phrases accurately describe Glumdalclitch.	Four-six words or phrases accurately describe Glumdalclitch.	Three or fewer words or phrases accurately describe Glumdalclitch.	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
	<b>Total →</b>				
<b>Teacher Comments</b>					

Appendix A, page 5  
**Assessment Tools**

<b>Venn Diagram</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Similarities</b>	There are three similarities listed and all are accurate.	There are only two accurate similarities listed.	There is only one accurate similarity listed.	There are no accurate similarities listed.	
<b>Differences – Lilliput</b>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
<b>Differences – Brobdingnag</b>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
	<b>Total →</b>				
<b>Teacher Comments</b>					

**Appendix A, page 6**  
**Assessment Tools**

<b>Travel Brochure</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Points</b>
<b>Map</b>	The map is detailed and accurate, according to the descriptions in the book. Where there was not adequate information, the student filled in the details.	The map is detailed and accurate, according to the descriptions in the book. Where there was not adequate information, the student did not fill in the details.	The map is not detailed or accurate, according to the descriptions in the book. The student made up most of the information.	The map does not follow the descriptions in the book. All of the information was made up by the student,	
<b>Attractions/ Things to Do</b>	Information comes from the book and is accurate. Information is added by the student that does not contradict any facts listed in the story.	Information comes from the book and is accurate. The student did not add any information.	Information comes mostly from the students imagination or directly contradicts facts from the story	Information was completely made up by the student.	
<b>Facts about the People</b>	Information about the native people comes from the book and is accurate. Information is added by the student that does not contradict any facts listed in the story.	Information about the native people comes from the book and is accurate. The student did not add any information.	Information about the native people comes mostly from the student's imagination or directly contradicts facts from the story.	Information about the people was completely made up by the student.	
<b>Creativity and Color</b>	The brochure is all colored and shows great creativity.	The brochure is only partly colored, but still shows creativity.	The brochure is only partly colored and lacks creativity.	The brochure is not colored and lacks creativity.	
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
<b>Neatness</b>	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.	
	<b>Total →</b>				
<b>Teacher Comments</b>					

Appendix B, page 1  
**Student Reading Packet, page 1**

**Getting to Know Gulliver**

1. Who is the author of *Gulliver's Travels*?
  
2. How many voyages does Gulliver take?
  
3. How many total chapters are in the book?
  
4. About how many years ago was this book written?
  
5. After skimming through the book, reading the back cover, and looking at the pictures, make a prediction about what will happen to Gulliver in this book. You must support your prediction with evidence from the book!

Appendix B, page 2  
**Student Reading Packet, page 2**

**Web of Jonathan Swift**

Jonathan Swift

Appendix B, page 3  
**Student Reading Packet, page 3**

**Vocabulary:** write in the vocabulary words and their definitions.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Appendix B, page 4  
**Student Reading Packet, page 4**

13.

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20.

21.

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23.

24.

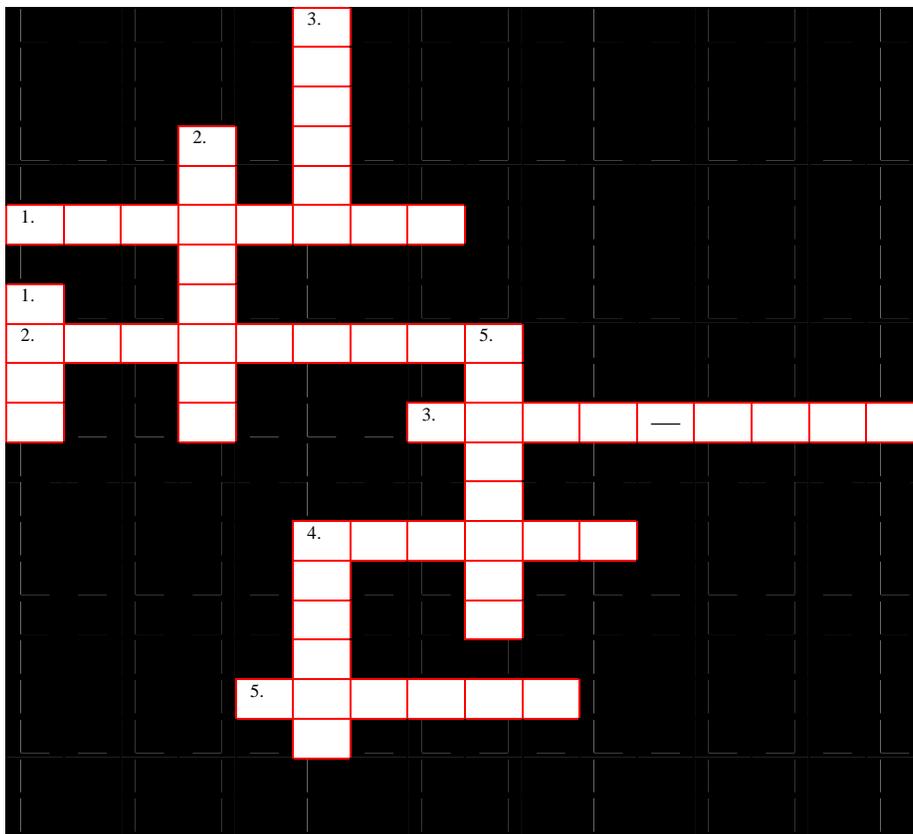
25.



**Appendix B, page 6**  
**Student Reading Packet, page 6**

Vocabulary: Complete the crossword puzzle by matching the words from the word bank with their definitions. Then write the word in the appropriate blanks in the puzzle. All the definitions can be found either on your vocabulary page or in the margins of chapters one and two.

league	Levant	Leyden	quiver	hogshead
ingenious	hilt	scabbard	Burgundy	half-pike



Across:

1. \_\_\_\_\_ is a region of France
2. \_\_\_\_\_ means clever and resourceful
3. \_\_\_\_\_ a spear-like weapon
4. \_\_\_\_\_ the countries on the eastern edge  
of the Mediterranean
5. \_\_\_\_\_ a portable case for arrows

Down:

1. \_\_\_\_\_ is the handle of a weapon
2. \_\_\_\_\_ is a large barrel
3. \_\_\_\_\_ is a city in Holland
4. \_\_\_\_\_ is a distance ranging from 2.5  
to 4.6 miles
5. \_\_\_\_\_ is a container for a sword



**Appendix B, page 8**  
**Student Reading Packet, page 8**

Identify each sentence from the chapter as either fact (a true statement) or opinion (someone's personal belief). Write either an O or F in the blank.

Example:

FACT: The sky is blue.

OPINION: The sky looks beautiful today.

1. \_\_\_\_\_ 11,000 persons chose to die rather than break their eggs at the smaller end.
2. \_\_\_\_\_ Whoever jumped the highest in the rope dance is definitely the most qualified person to have a job in the Emperor's court.
3. \_\_\_\_\_ Reldresal was the Secretary of Private Affairs.
4. \_\_\_\_\_ The Emperor's heels were lower than anyone else in his court.
5. \_\_\_\_\_ It is best to break eggs at the small end.
6. \_\_\_\_\_ Rope dancers performed on a slender thread about two and a half feet above the ground.
7. \_\_\_\_\_ High heels are better than low heels.
8. \_\_\_\_\_ Mildendo is the most beautiful city in Lilliput.
9. \_\_\_\_\_ Mildendo is the capital city of Lilliput.
10. \_\_\_\_\_ The walls surrounding Mildendo are two and a half feet high.

**Appendix B, page 9**  
**Student Reading Packet, page 9**

**Part I – “Voyage to Lilliput”**

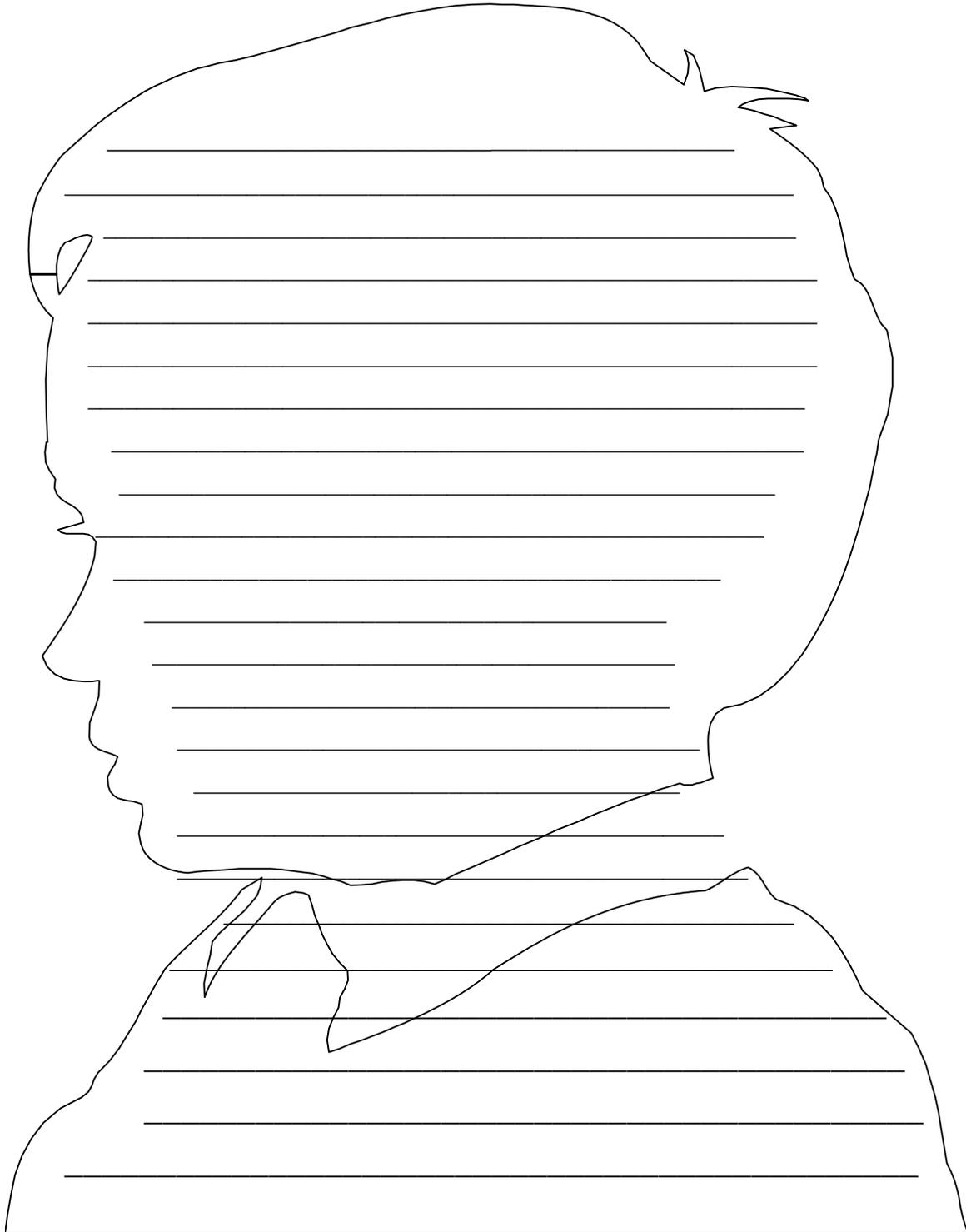
Chapters Five and Six Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. How does Gulliver spy on Blefuscu?
  
2. How does Gulliver protect his eyes from Blefuscuian arrows?
  
3. Copy the sentence on page 53 that shows Gulliver's reason for not helping to make His Majesty "the sole monarch of the whole world."
  
4. What happens to the Lilliputians if the person on trial proves his own innocence? How is the accused (the defendant) paid back?
  
5. Swift uses the laws of Lilliput to show that these people's ideals are good but that the people themselves have not actually been good enough to follow them. List two examples of how the people of Lilliput do not live up to the ideals they have set for their society. (See page 59.)

Appendix B, page 10  
**Student Reading Packet, page 10**

Complete the character silhouette for Gulliver by writing a good eight-sentence paragraph in the lines inside the silhouette.





Appendix B, page 12  
Student Reading Packet, page 12

Narrative Story Form

Climax (Solution):

Title \_\_\_\_\_

Author \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rising Action  
(problem/s)**

30-40A 93--BT

Characters: \_\_\_\_\_

\_\_\_\_\_

Setting:

Place \_\_\_\_\_

Time \_\_\_\_\_



Appendix B, page 14  
**Student Reading Packet, page 14**

A *cause* is an event that leads to a certain effect. It happens first.  
An *effect* is a result brought about by a cause. It happens next.

Draw an arrow from the cause to the correct effect.

Example:

Cause:

There was a fierce storm at sea.



Effect:

The ship was blown off course.

**Cause:**

The crew was in desperate  
need of water

**Effect:**

Gulliver killed one and  
and wounded the other

Gulliver's master showed him  
at markets and in his home

They make a plan to show off  
Gulliver to others

Two rats crept onto the bed  
while Gulliver was napping

They cast anchor and went  
ashore to locate a stream

A huge man appeared

Gulliver grew weak and tired

The farmer's friend comes  
To see Gulliver

The sailors quickly rowed  
away and left Gulliver behind



Appendix B, page 16  
**Student Reading Packet, page 16**

Directions:

1. On the side stripe on the left, write the title and author of the book.
2. On the right side, write the names of the two characters (Gulliver and Glumdalclitch).

Write words that describe the characters (both physical and character descriptions; or things they do) in the alternating squares in the middle of your paper. Make sure you match the character traits to the appropriate character by using either gray or white squares




**Appendix B, page 18**  
**Student Reading Packet, page 18**

Vocabulary: Match the definitions to the words in the word bank, and then find the words in the word search. These words come from Part II: Chapters One-Six. All the definitions can be found either on your vocabulary page or in the margins of chapters one through six.

cavalier	steed	fortnight	pistoles	crier
phoenix	Sabbath	governess	condemn	Versailles

V	E	R	S	A	I	L	L	E	S	M	X	C	V	B	N	M	A	G	F
T	W	R	T	Y	K	R	O	N	O	T	L	E	G	F	D	B	R	Y	U
F	H	J	I	O	G	F	V	B	B	G	B	R	B	V	N	P	O	I	U
B	O	Q	A	Z	W	S	X	E	D	O	C	R	E	F	V	T	G	B	Y
R	A	R	A	F	V	B	N	J	G	V	B	I	G	I	H	N	U	J	M
G	S	Z	T	G	Y	U	I	O	P	E	N	R	N	K	L	M	I	K	O
R	M	X	I	N	H	M	A	E	T	R	N	F	I	K	G	A	L	P	G
N	C	Z	E	T	I	S	H	U	E	N	M	R	R	M	E	W	V	H	G
G	M	E	N	C	Y	G	K	L	M	E	R	T	E	G	I	N	G	A	W
I	I	C	W	R	J	K	H	I	M	S	F	U	D	E	T	R	I	R	C
D	P	N	I	B	E	T	I	T	F	S	G	Y	E	B	E	L	I	N	D
H	H	R	B	F	G	R	L	K	R	L	W	G	E	N	C	C	S	A	G
A	O	A	E	A	R	M	Y	R	O	Y	H	T	T	E	Y	E	L	I	G
S	E	L	O	T	S	I	P	U	O	C	I	S	S	Z	C	A	B	U	T
H	N	L	E	T	L	E	N	H	S	D	H	L	R	F	T	R	I	M	P
M	I	R	S	N	M	E	D	N	O	C	K	C	A	B	E	O	I	U	Z
G	X	U	L	R	V	T	A	L	Q	W	T	Y	Y	O	N	B	B	E	X
F	K	R	O	G	H	F	D	S	A	B	B	A	T	H	H	U	C	S	R

- A \_\_\_\_\_ is a person who went through towns shouting announcements
- To \_\_\_\_\_ is to inflict a penalty upon
- \_\_\_\_\_ are gold coins
- The \_\_\_\_\_ is the day reserved by a religion for worship and rest
- The \_\_\_\_\_ was a legendary bird that was burned to ashes and then rose again
- A \_\_\_\_\_ is a woman who is privately employed to train and teach children
- A \_\_\_\_\_ is known as an armed horseman
- A \_\_\_\_\_ is a horse
- A \_\_\_\_\_ is a period of two weeks
- \_\_\_\_\_ is the royal palace of French Kings

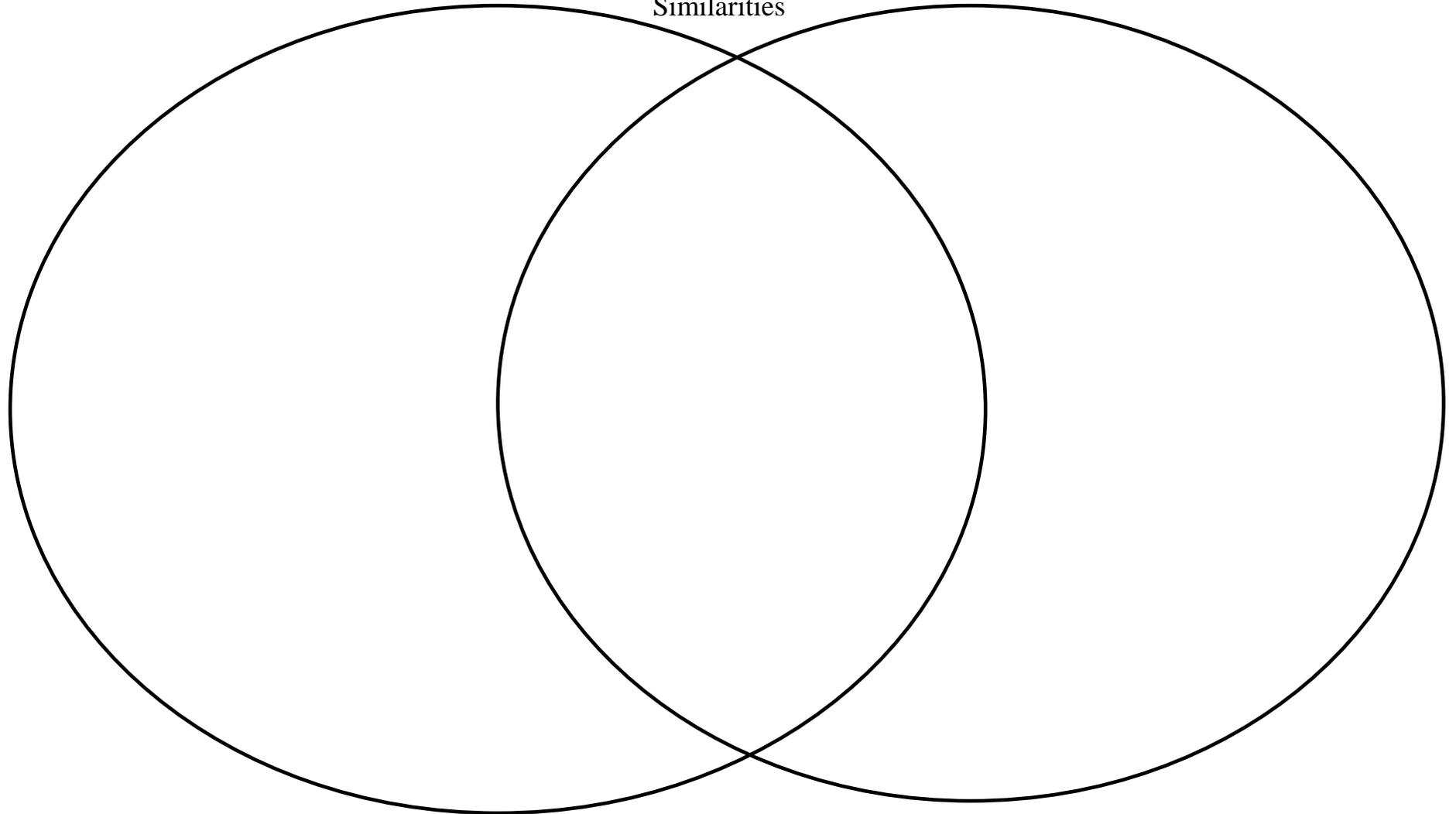


Appendix B, page 20  
**Student Reading Packet, page 20**

Lilliput

Brobdingnag

Similarities



**Appendix B, page 21**  
**Student Reading Packet, page 21**

**Study Guide – all the answers can be found in your reading folder!**

Know the definitions of the following words:

- Colossus
- Fleet
- Pygmies
- Satire
- Vessel

Study the following pages in your reading folder:

- Web of Jonathan Swift
- Narrative Story Form

Know the following information:

- The trade Gulliver learned as an apprentice
- The true teaching of the Brundecal
- Three punishments that the Lilliputians considered giving Gulliver
- Why sailors never came to Brobdingnag
- How Gulliver got off Brobdingnag

Appendix C  
**Vocabulary Page for Special Education Students**

1. *Gullible* – a person who is easily tricked
2. *Satire* – a type of writing that tries to improve people’s behavior by showing how it is foolish
3. *Hilt* – the handle of a weapon
4. *Ingenious* – clever and resourceful
5. *League* – a distance ranging from 2.5 to 4.6 miles
6. *Scabbard* – a container for a sword
7. *Colossus* – a huge statue, such as the Statue of Liberty
8. *Dominions* – territories governed by a ruler
9. *Exile* – a person who is forced to live away from his own country
10. *Fleet* – a number of warships, or a group of ships under one command
11. *Ambassador* – someone who represents his home country to another country
12. *Traitor* – someone who betrays his country
13. *Vessel* – another word for a ship or boat
14. *Condemn* – to inflict a penalty upon
15. *Crier* – a person who went through towns shouting announcements
16. *Pistoles* – gold coins
17. *Sack-cloth* – a coarse cloth, such as burlap
18. *Governess* – a woman who is privately employed to train and teach children
19. *Phoenix* – a legendary bird that was burned to ashes and then rose again
20. *Sabbath* – the day reserved by a religion for worship and rest
21. *Cavalier* – an armed horseman
22. *Steed* – a horse
23. *Fortnight* – a period of two weeks
24. *Destination* – the place someone is traveling to
25. *Pygmies* – people of the African rain forest who are famous for their small size

**Appendix D**  
**Getting to Know Gulliver Answer Key**  
(questions 1-4 are worth 1 point, question 5 is worth 2 points)

**Getting to Know Gulliver**

1. Who is the author of *Gulliver's Travels*?

**Jonathan Swift. (Title Page)**

2. How many voyages does Gulliver take?

**Two. (Table of Contents)**

3. How many total chapters are in the book?

**Fifteen. (Table of contents)**

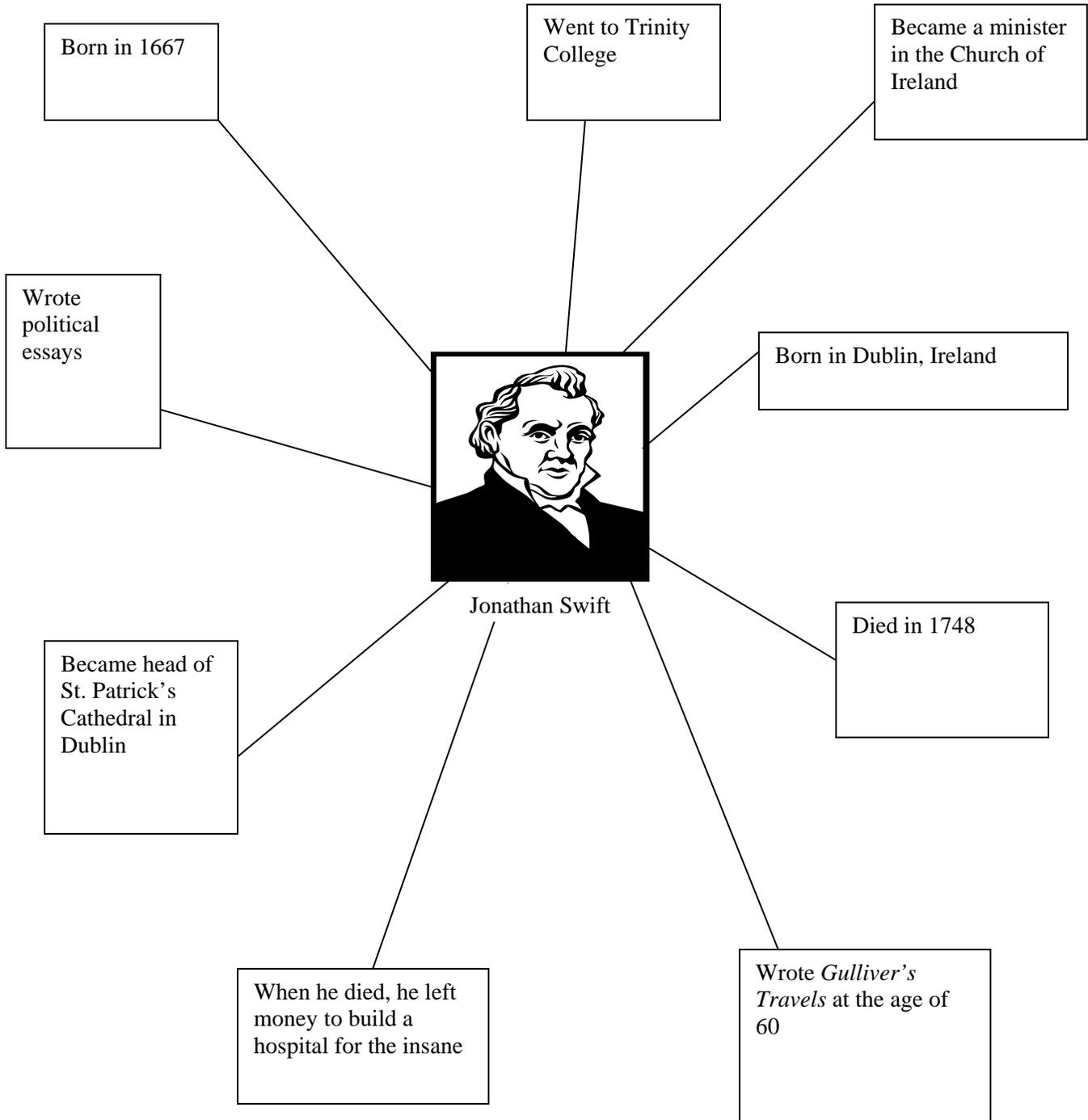
4. About how many years ago was this book written?

**Nearly 300 years ago. (Back cover)**

5. After skimming through the book, reading the back cover, and looking at the pictures, make a prediction about what will happen to Gulliver in this book. You must support your prediction with evidence from the book!

**Answers will vary, but it must be supported with evidence from the book!**

Appendix E  
**Web of Jonathan Swift Answer Key**  
(see Appendix A for grading)



**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part I – “Voyage to Lilliput”**

Chapters One and Two Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. What trade does Gulliver learn as an apprentice?

**Gulliver was apprenticed to a surgeon. (pg. 1)**

2. What happens to Gulliver's companions during and after the shipwreck? Can you find any lines that express Gulliver's emotions about his fellow sailors? If so, write them down.

**They were all drowned. He does not express an emotion about this. (pg. 3)**

3. How do the Lilliputians keep him captive in his new home?

**His left leg was chained with 91 chains and 36 padlocks. (pg. 15-16)**

4. How do the Lilliputians make a bed for Gulliver? (Include some of the specific numbers Swift uses).

**They sewed 600 beds together to make four layers to stack. (pg. 21)**

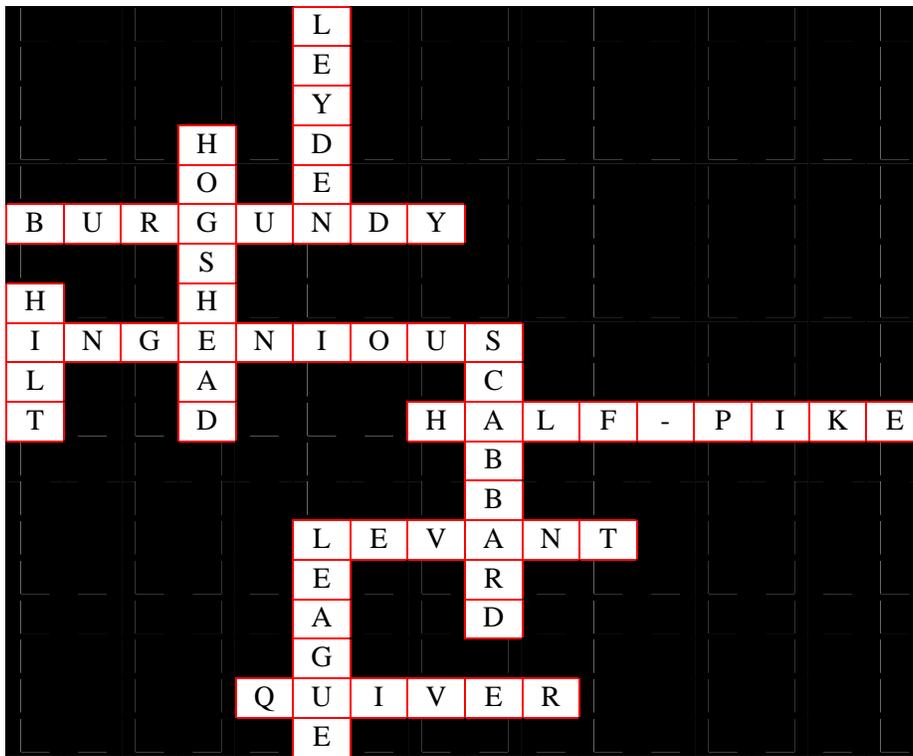
5. What two things do the Lilliputian officers not find when they search Gulliver's pockets?

**They did not find a pair of spectacles and a small telescope. (pg. 29)**

Appendix F, page 2  
**Student Reading Packet Answer Key**  
 (this page is worth 10 points)

Vocabulary: Complete the crossword puzzle by matching the words from the word bank with their definitions. Then write the word in the appropriate blanks in the puzzle. All the definitions can be found either on your vocabulary page or in the margins of chapters one and two.

league	Levant	Leyden	quiver	hogshead
ingenious	hilt	scabbard	Burgundy	half-pike



Across:

1. **Burgundy** is a region of France
2. **ingenious** means clever and resourceful
3. **half-pike** a spear-like weapon
4. **Levant** the countries on the eastern edge of the Mediterranean
5. **quiver** a portable case for arrows

Down:

1. **hilt** is the handle of a weapon
2. **hogshead** is a large barrel
3. **Leyden** is a city in Holland
4. **league** is a distance ranging from 2.5 to 4.6 miles
5. **scabbard** is a container for a sword

**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part I – “Voyage to Lilliput”**

Chapters Three and Four Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. How do the Lilliputians show that they are not as afraid of Gulliver as they were at first?

**They dance on his head and played hide and seek in his hair. (pg. 30)**

2. What is the "great black substance" that the Lilliputians find on the ground? How do they bring it to Gulliver?

**His hat. They drilled two holes in the brim, put hooks through the holes, and drug it for half of a mile. (pg. 34)**

3. How big is the capital city and how many people can it hold?

**It is 500 feet per side, or 2,500 square feet. It can hold 5,000 souls. (pg. 42)**

4. What is the true teaching of the Brundecal?

**All true believers shall break their eggs at the convenient end. (pg. 47)**

5. What promise does Gulliver give to Reldresal for the Emperor? (See page 48.)

**He promises that he is ready to risk his life to defend the Emperor and his country from all invaders.**

## Student Reading Packet Answer Key

(these questions are worth 1 point each; for a total of 10 points)

Identify each sentence from the chapter as either fact (a true statement) or opinion (someone's personal belief). Write either an O or F in the blank.

Example:

FACT: The sky is blue.

OPINION: The sky looks beautiful today.

1. **F** 11,000 persons chose to die rather than break their eggs at the smaller end.
2. **O** Whoever jumped the highest in the rope dance is definitely the most qualified person to have a job in the Emperor's court.
3. **F** Reldresal was the Secretary of Private Affairs.
4. **F** The Emperor's heels were lower than anyone else in his court.
5. **O** It is best to break eggs at the small end.
6. **F** Rope dancers performed on a slender thread about two and a half feet above the ground.
7. **O** High heels are better than low heels.
8. **O** Mildendo is the most beautiful city in Lilliput.
9. **F** Mildendo is the capital city of Lilliput.
10. **F** The walls surrounding Mildendo are two and a half feet high.

Appendix H, page 1  
**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part I – “Voyage to Lilliput”**

Chapters Five and Six Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. How does Gulliver spy on Blefuscu?

**He spies on Blefuscu with his telescope. (pg. 50)**

2. How does Gulliver protect his eyes from Blefuscuian arrows?

**He protects his eyes with his spectacles. (pg. 51)**

3. Copy the sentence on page 53 that shows Gulliver's reason for not helping to make His Majesty "the sole monarch of the whole world."

**I would never help bring free and brave people into slavery.**

4. What happens to the Lilliputians if the person on trial proves his own innocence? How is the accused (the defendant) paid back?

**The innocent person is paid back from the goods and lands of the accuser, and the accuser is put to a shameful death. (pg. 58)**

5. Swift uses the laws of Lilliput to show that these people's ideals are good but that the people themselves have not actually been good enough to follow them. List two examples of how the people of Lilliput do not live up to the ideals they have set for their society. (See page 59.)

**Rope dancing and creeping and leaping around sticks.**

## Student Reading Packet Answer Key

(see Appendix A for grading this page)

Complete the character silhouette for Gulliver by writing a good eight-sentence paragraph in the lines inside the silhouette.

### Gulliver

**Dr. Lemuel Gulliver was a very**  
**adventurous and courageous man. As a**  
**young man, he studied navigation and was**  
**convinced his fortune lay in traveling the sea. He**  
**accepted a position as a doctor on the ship the**  
**Antelope, and then his adventures really began!**  
**The ship ran into a fierce storm and Gulliver**  
**showed courage and perseverance in being**  
**the only one of the crew to make it to shore.**  
**Once on land he discovered that the**  
**natives were very tiny people and**  
**the name of the island was**  
**Lilliput. He had many adventures in**  
**Lilliput. Once he even helped**  
**the people of Lilliput by capturing the**  
**warships of Blefuscu, their greatest enemy.**  
**However, his greatest adventure may still be**  
**ahead of him, as many of the Lilliputians are looking**  
**for a way to get rid of Gulliver!**

Appendix I  
**Student Reading Packet Answer Key**  
(all parts to these questions are worth 1 point each, for a total of 10 points)

**Part I – “Voyage to Lilliput”**

Chapters Seven and Eight Comprehension Questions

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. List the four charges against Gulliver in your own words. (pp. 66-67)
  - A. **Gulliver put out a fire by urinating on it.**
  - B. **He did not seize all of Blefuscu’s other ships.**
  - C. **He met and talked with the ambassadors from Blefuscu.**
  - D. **He was planning to visit Blefuscu.**
  
2. List the three punishments that the Lilliputians considered giving Gulliver. (pg. 68)
  - A. **They would set his house on fire at night.**
  - B. **They would shoot him with poison arrows.**
  - C. **They would put out his eyes.**
  
3. What does the king of Blefuscu refuse to let Gulliver take home with him?  
**A dozen Blefuscuadians (pg. 78)**
  
4. How does Gulliver make money once he is back home?  
**He makes money by showing the cattle he brought back from Blefuscu. (pg. 80)**
  
5. For what country is his next ship bound?  
**His ship is bound for India. (pg. 80)**

**Appendix J**  
**Student Reading Packet Answer Key**  
 (see Appendix A for scoring)

**Narrative Story Form**

Title *Gulliver's Travels*  
 Author *Jonathan Swift*

Upon learning of a plot to take his life, Gulliver flees to Blefuscu.

Gulliver falls further out of favor with the Emperor when he saves the palace from a fire by urinating on it.

Gulliver seizes the warships of Blefuscu but refuses to seize their other ships. This angers the Emperor of Lilliput.

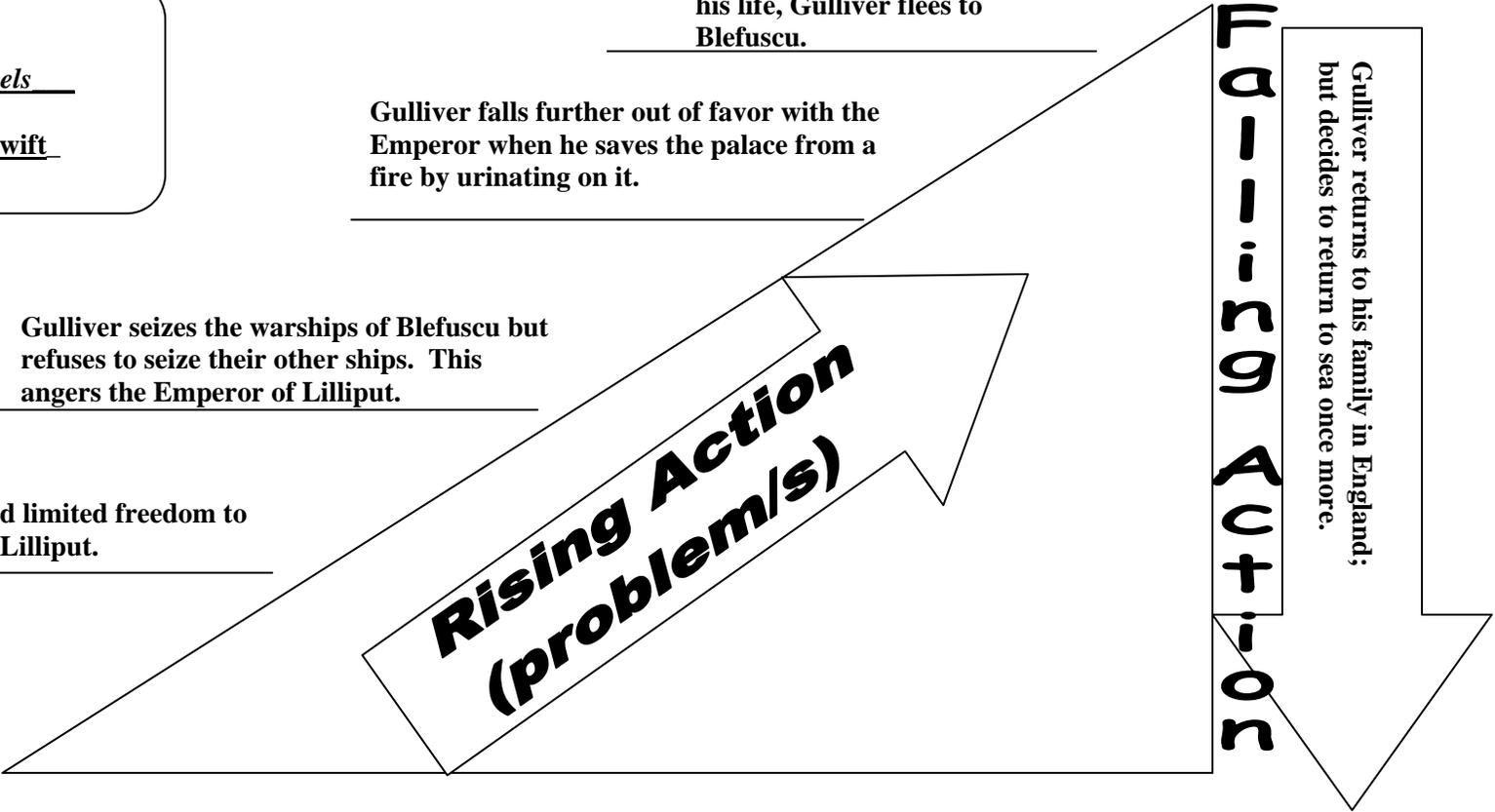
Gulliver is allowed limited freedom to travel and live in Lilliput.

Gulliver is shipwrecked on Lilliput.

Characters (list at least 5): *Gulliver, the Emperor of Lilliput, Skyresh Bolgolam, Reldresal, and the Emperor of Blefuscu*

Setting:  
 Place *Lilliput*  
 Time *1699-1702*

Climax (Solution):  
**Gulliver leaves Blefuscu and is rescued by British sailors.**



Appendix K, page 1  
**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part II – “Voyage to Brobdingnag”**

Chapters One and Two Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. How does the reaper carry Gulliver back to his master? Does this remind you of anything Gulliver did in Lilliput?

**The reaper carried Gulliver in his pocket. (pg. 88-89) Gulliver used to carry important political officials this way in Lilliput. (pg. 38)**

2. How does the farmer pick up the money that Gulliver offered him? What kinds of things would we pick up that way?

**He picked it up by wetting the tip of his finger with his tongue. (pg. 90) We might do this with small objects such as beads, small nails or screws, paperclips, etc.**

3. How does the farmer's wife react to the first sight of Gulliver?

**She screamed and ran away. (pg. 91)**

4. Who is Glumdalclitch? Why is she a good person to take care of Gulliver?

**Glumdalclitch is the farmer’s daughter. She was skilled with a needle and dressing her doll. (pg. 99)**

5. Who throws a hazelnut at Gulliver?

**A schoolboy. (pg. 105)**

Appendix K, page 2  
**Student Reading Packet Answer Key**  
(this page is worth 5 points)

A *cause* is an event that leads to a certain effect. It happens first.  
An *effect* is a result brought about by a cause. It happens next.

Draw an arrow from the cause to the correct effect.

Example:

Cause:

There was a fierce storm at sea.



Effect:

The ship was blown off course.

**Cause:**

The crew was in desperate need of water

Gulliver's master showed him at markets and in his home

Two rats crept onto the bed while Gulliver was napping

A huge man appeared

The farmer's friend came to see Gulliver

**Effect:**

Gulliver killed one and wounded the other

They made a plan to show off Gulliver to others

They cast anchor and went ashore to locate a stream

Gulliver grew weak and tired

The sailors quickly rowed away and left Gulliver behind

Appendix L, page 1  
**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part II – “Voyage to Brobdingnag”**

Chapters Three and Four Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. What does the farmer decide to do when he figures that Gulliver is about to die from overwork?

**The farmer tries to make as much off of Gulliver as he can. (pg. 108)  
OR He sells him to the Queen. (pg. 110)**

2. What do the three professors announce that Gulliver is?

**A “Relplum Scalcath” (freak of nature). (pg. 114)**

3. Why does the Queen think that Gulliver is cowardly? Do you think he is? Why?

**He did not like the flies that pestered him. (pg. 120) Other answers will vary, but must be supported.**

4. How big is the kingdom of Brobdingnag?

**6,000 miles in length and 5,000 miles in width, for a total of 30,000,000 square miles. (pg. 123)**

5. Why don't sailors ever come to Brobdingnag?

**The coast is full of pointed rocks and the seas are very rough. (pg. 126)**

Appendix L, page 2  
**Student Reading Packet, page 16**  
 (answers will vary, see Appendix A for scoring)

Directions:

3. On the side stripe on the left, write the title and author of the book.
4. On the right side, write the names of the two characters (Gulliver and Glumdalclitch).  
 Write words that describe the characters (both physical and character descriptions; or things they do) in the alternating squares in the middle of your paper. Make sure you match the character traits to the appropriate character by using either gray or white squares

<i>Gulliver's Travels by Jonathan Swift</i>	<b>Kind</b>	<b>Gullible</b>	<b>Good seamstress</b>	<b>Loves Glumdalclitch</b>	<b>Loves Gulliver</b>	<b>Gulliver</b>
	<b>Very small compared to the people of Brobdingnag</b>	<b>Protective</b>	<b>Brave</b>	<b>Daughter of a farmer</b>	<b>Performs for the people of Brobdingnag</b>	
	<b>Little nurse</b>	<b>Is bought by the Queen</b>	<b>Takes care of Gulliver</b>	<b>Teased by the dwarf</b>	<b>9 years old</b>	<b>Glumdalclitch</b>
	<b>Respectful</b>	<b>Taught Gulliver the language of Brobdingnag</b>	<b>Adventurous</b>	<b>Carried Gulliver in a box tied to her waist</b>	<b>Loyal</b>	

## Student Reading Packet Answer Key

(question one is worth 2 points, questions 2-4 are worth 1 point, and question 5 is worth 5 points; for a total of 10 points)

### Part II – “Voyage to Brobdingnag”

Chapters Five and Six Comprehension Questions and Activities

(Some questions adapted from Teacher’s Guide to The Core Classics Edition of Jonathan Swift’s Gulliver’s Travels by Lisa Marshall)

1. What two "accidents" hurt Gulliver while he is in the gardens of the court?

**One – a dwarf shook a tree and an apple fell and Gulliver (pg. 128).**

**Two – a spaniel took Gulliver in his mouth and took him to his master. (pg. 129-130)**

2. How does the Queen arrange for Gulliver to row and sail? What makes the wind?

**The Queen has a boat and a trough for sailing built for Gulliver. The fans of the ladies at court make the wind, or the servants would blow the sail forward with their breath. (pg. 135)**

3. How does the monkey that carries Gulliver off treat him?

**Like a baby monkey – he holds Gulliver, pats him, and tries to feed him. (pg. 139-140)**

4. What do Gulliver and the King discuss?

**England – it’s soil and climate, its government, religions, courts, and history. (pg. 145-146)**

5. Pretend you are the King or Queen of a small country. Write a set of five laws you would want to be enforced in your land.

**Answers will vary, but they must have five laws.**

**Appendix M, page 2**  
**Student Reading Packet Answer Key**  
 (this page is worth 10 points)

Vocabulary: Match the definitions to the words in the word bank, and then find the words in the word search. These words come from Part II: Chapters One-Six. All the definitions can be found either on your vocabulary page or in the margins of chapters one through six.

cavalier	steed	fortnight	pistols	crier
phoenix	Sabbath	governess	condemn	Versailles

V	E	R	S	A	I	L	L	E	S	M	X	C	V	B	N	M	A	G	F
T	W	R	T	Y	K	R	O	N	O	T	L	E	G	F	D	B	R	Y	U
F	H	J	I	O	G	F	V	B	B	G	B	R	B	V	N	P	O	I	U
B	O	Q	A	Z	W	S	X	E	D	O	C	R	E	F	V	T	G	B	Y
R	A	R	A	F	V	B	N	J	G	V	B	I	G	I	H	N	U	J	M
G	S	Z	T	G	Y	U	I	O	P	E	N	R	N	K	L	M	I	K	O
R	M	X	I	N	H	M	A	E	T	R	N	F	I	K	G	A	L	P	G
N	C	Z	E	T	I	S	H	U	E	N	M	R	R	M	E	W	V	H	G
G	M	E	N	C	Y	G	K	L	M	E	R	T	E	G	I	N	G	A	W
I	I	C	W	R	J	K	H	I	M	S	F	U	D	E	T	R	I	R	C
D	P	N	I	B	E	T	I	T	F	S	G	Y	E	B	E	L	I	N	D
H	H	R	B	F	G	R	L	K	R	L	W	G	E	N	C	C	S	A	G
A	O	A	E	A	R	M	Y	R	O	Y	H	T	T	E	Y	E	L	I	G
S	E	L	O	T	S	I	P	U	O	C	I	S	S	Z	C	A	B	U	T
H	N	L	E	T	L	E	N	H	S	D	H	L	R	F	T	R	I	M	P
M	I	R	S	N	M	E	D	N	O	C	K	C	A	B	E	O	I	U	Z
G	X	U	L	R	V	T	A	L	Q	W	T	Y	Y	O	N	B	B	E	X
F	K	R	O	G	H	F	D	S	A	B	B	A	T	H	H	U	C	S	R

- A Crier is a person who went through towns shouting announcements
- To condemn is to inflict a penalty upon
- Pistoles are gold coins
- The Sabbath is the day reserved by a religion for worship and rest
- The phoenix was a legendary bird that was burned to ashes and then rose again
- A governess is a woman who is privately employed to train and teach children
- A cavalier is known as an armed horseman
- A steed is a horse
- A fortnight is a period of two weeks
- Versailles is the royal palace of French Kings

Appendix N  
**Student Reading Packet Answer Key**  
(these questions are worth 1 point each; for a total of 5 points)

**Part II – “Voyage to Brobdingnag”**

Chapter Eight Comprehension Questions and Activities

1. What city did they travel to in this chapter?

**Flanflasnic. (pg. 156)**

2. What did Gulliver ask permission to do?

**He wanted to take the fresh air of the sea. (pg. 157)**

3. How did Gulliver get off Brobdingnag?

**His box is picked up by a giant bird and dropped in the ocean. (pg. 157-158)**

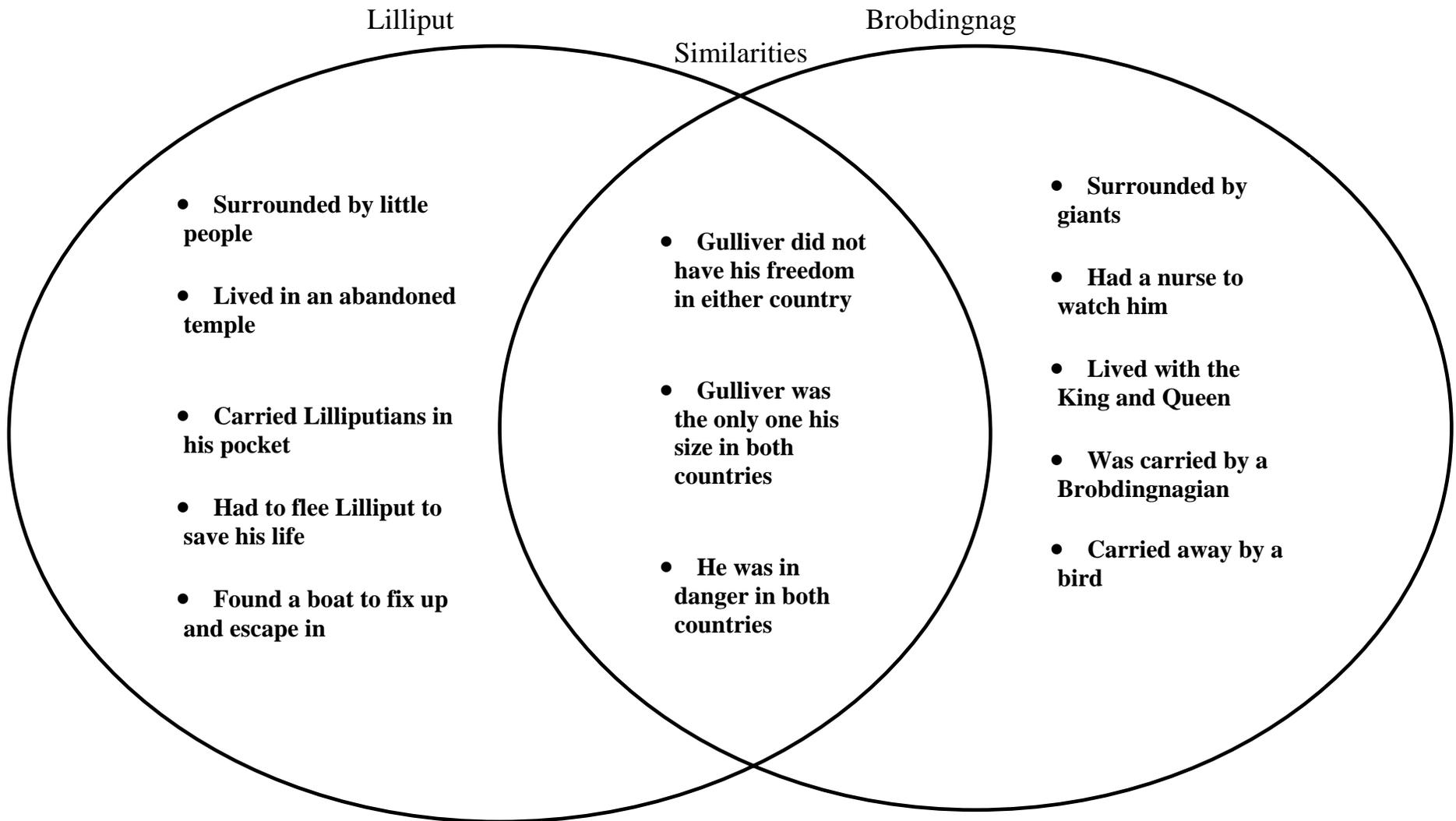
4. Who rescued Gulliver?

**He is rescued by a ship of Englishmen. (pg. 161)  
OR Captain Thomas Wilcocks and his crew. (pg. 162)**

5. What artifacts did Gulliver show to the captain to convince him of the truthfulness of his story?

**He showed him s comb made from stumps of the King’s beard, a gold ring from the Queen, his pants made of mouse fur, four wasp stingers, and a servant’s tooth. (pg. 165-166)**

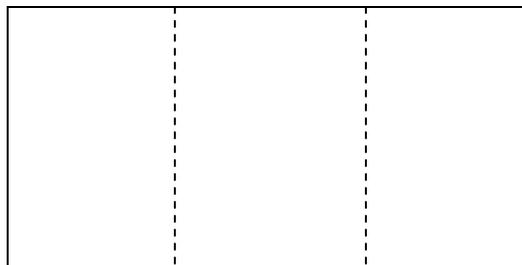
Appendix O  
**Student Reading Packet Answer Key**  
(see Appendix A for scoring)



**Appendix P**  
**Directions for Culminating Activity**

Travel Brochure

Your job is to create a travel brochure for either the land of Lilliput or the land of Brobdingnag. Start with a piece of construction paper (any color) and fold it into thirds vertically (see picture – fold along dotted lines). You are to pretend you are a travel agent and are trying to convince people to come to this place on their vacations.



Your brochure must include or incorporate the following elements:

- Map of the country
- Attractions/things to do while visiting
- Facts about the native people
- Creativity!
- It must be colored – you may use markers, crayons, or colored pencils
- It must be neat
- It must not contain errors in spelling or punctuation

You need to use the descriptions and information in the book to be as accurate as possible. If something is not specifically mentioned in the book, then you are allowed (and encouraged!) to be creative and use your imagination! Have fun!

**Appendix Q, page 1**  
**Final Test**

Matching (1 point each). Match the following terms to the correct definition:

- |                |    |   |
|----------------|----|---|
| _____ Satire   | a. | a huge statue, such as the Statue of Liberty  |
| _____ Vessel   | b. | a type of writing that that tries to improve people's behavior by showing how it is foolish |
| _____ Fleet    | c. | a number of warships, or a group of ships under one command                                 |
| _____ Pygmies  | d. | another word for a ship or boat   |
| _____ Colossus | e. | people of the African rain forest who are famous for their small size                       |

Sequencing (1 point/each). Place the events from the story in the correct order by putting a number 1, 2, 3, 4, or 5 in the blank. Number 1 is the first event to happen in the story, and number 5 is the last event.

- \_\_\_\_\_ Gulliver seizes the warships of Blefuscu but refuses to seize their other ships. This angers the Emperor of Lilliput.
- \_\_\_\_\_ Upon learning of a plot to take his life, Gulliver flees to Blefuscu.
- \_\_\_\_\_ Gulliver is shipwrecked on Lilliput.
- \_\_\_\_\_ Gulliver is allowed limited freedom to travel and live in Lilliput.
- \_\_\_\_\_ Gulliver falls further out of favor with the Emperor when he saves the palace from a fire by urinating on it.

Multiple Choice (1 point/each): Choose the best answer to the question by writing the correct letter in the blank.

- \_\_\_\_\_ Which was NOT a punishment that the Lilliputians considered giving Gulliver?
- a. They would put out his eyes
  - b. They would ask the Blefuscudians to attack him
  - c. They would set his house on fire at night.
  - d. They would shoot him with poison arrows.
- \_\_\_\_\_ Which of the following is the reason sailors never came to the land of Brobdingnag?
- a. They knew it was a land inhabited by giants
  - b. The King of Brobdingnag had forbid anyone to land there
  - c. It was surrounded by rough water and pointed rocks
  - d. It had no access to the water

**Appendix Q, page 2**  
**Final Test**

- \_\_\_\_\_ Gulliver was trained as a what?
- a. A surgeon
  - b. A sea Captain
  - c. A mapmaker
  - d. A cook
- \_\_\_\_\_ What is the true teaching of the Brundecal?
- a. Everyone should break their egg at the little end
  - b. Everyone should break their egg at the big end
  - c. No one should be allowed to eat eggs
  - d. Everyone should break their eggs at the convenient end
- \_\_\_\_\_ How did Gulliver get off Brobdingnag?
- a. He found a boat
  - b. He was carried in his box by a large bird
  - c. He swam
  - d. He was rescued by the government of England

**Short Answer** (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Write a short paragraph telling about Jonathan Swift. Be sure to include at least three facts from his life.

What was your favorite part in *Gulliver's Travels*? Explain why this was your favorite part.

**Appendix R, page 1**  
**Final Test Answer Key**

Matching (1 point each). Match the following terms to the correct definition:

- |                       |  |
|-----------------------|--|
| <u>  B  </u> Satire   | a. a huge statue, such as the Statue of Liberty  |
| <u>  D  </u> Vessel   | b. a type of writing that that tries to improve people's behavior by showing how it is foolish |
| <u>  C  </u> Fleet    | c. a number of warships, or a group of ships under one command                                 |
| <u>  E  </u> Pygmies  | d. another word for a ship or boat   |
| <u>  A  </u> Colossus | e. people of the African rain forest who are famous for their small size                       |

Sequencing (1 point/each). Place the events from the story in the correct order by putting a number 1, 2, 3, 4, or 5 in the blank. Number 1 is the first event to happen in the story, and number 5 is the last event.

- 3   Gulliver seizes the warships of Blefuscu but refuses to seize their other ships. This angers the Emperor of Lilliput.
- 5   Upon learning of a plot to take his life, Gulliver flees to Blefuscu.
- 1   Gulliver is shipwrecked on Lilliput.
- 2   Gulliver is allowed limited freedom to travel and live in Lilliput.
- 4   Gulliver falls further out of favor with the Emperor when he saves the palace from a fire by urinating on it.

Multiple Choice (one point/each): Choose the best answer to the question by writing the correct letter in the blank.

- B   Which was NOT a punishment that the Lilliputians considered giving Gulliver?
- They would put out his eyes
  - They would ask the Blefuscudians to attack him
  - They would set his house on fire at night.
  - They would shoot him with poison arrows.
- C   Which of the following is the reason sailors never came to the land of Brobdingnag ?
- They knew it was a land inhabited by giants
  - The King of Brobdingnag had forbid anyone to land there
  - It was surrounded by rough water and pointed rocks
  - It had no access to the water

**Appendix R, page 2**  
**Final Test Answer Key**

- A** Gulliver was trained as a what?
- a. A surgeon
  - b. A sea Captain
  - c. A mapmaker
  - d. A cook
- D** What is the true teaching of the Brundecal?
- a. Everyone should break their egg at the little end
  - b. Everyone should break their egg at the big end
  - c. No one should be allowed to eat eggs
  - d. Everyone should break their eggs at the convenient end
- B** How did Gulliver get off Brobdingnag?
- a. He found a boat
  - b. He was carried in his box by a large bird
  - c. He swam
  - d. He was rescued by the government of England

Short Answer (five points/each): Answer each question as thoroughly as possible. Be sure to use complete sentences!

Write a short paragraph telling about Jonathan Swift. Be sure to include at least three facts from his life.

**This paragraph will vary by student. Make sure their writing is well developed with complete sentences and contains at least three facts about Jonathan Swift. These facts may include: he was born in 1667 in Dublin, Ireland, he attended Trinity College, he became a minister in the church of Ireland, he became head of St. Patrick's Cathedral in Dublin, he wrote political essays, he wrote Gulliver's Travels when he was 60, he died in 1745, and he left his money to build a hospital for the insane**

What was your favorite part in *Gulliver's Travels*? Explain why this was your favorite part.

**This will vary by student. Make sure that students answer in complete sentences and give reasons why they choose they part they did as their favorite.**