

**Jacob Have I Loved**  
**By Katherine Paterson**



## Anticipation Guide for Jacob Have I Loved

True or False? What do you think this novel will be about? After marking each of your answers, you will have a chance to discuss why you chose either true or false for each answer.

*True False*

\_\_\_ \_\_\_ 1. The Chesapeake Bay is off the coast of Maryland and Virginia.

\_\_\_ \_\_\_ 2. The main character is in love with Jacob.

\_\_\_ \_\_\_ 3. We can not change who we are and only lucky people get to do what they want.

\_\_\_ \_\_\_ 4. If everything in your life is going wrong, it is probably your family's fault.

\_\_\_ \_\_\_ 5. Twins have everything in common and will be the best of friends.

\_\_\_ \_\_\_ 6. This story takes place on a small island.

\_\_\_ \_\_\_ 7. Girls cannot work on the water as well as boys.

\_\_\_ \_\_\_ 8. If people grow up in a small place, they should probably stay there.

\_\_\_ \_\_\_ 9. People should talk about how they feel and not hope people will know their feelings.

\_\_\_ \_\_\_ 10. Our best friends will always be our same age.



# A Teacher's Anticipation Guide for Jacob Have I Loved

## *Purpose:*

The purpose of this strategy is to help students begin to make predictions about the text that they will be reading, or already have begun to read. The strategy not only helps students have fun in making predictions, but it allows them to also think about their reasons for why they would support a certain prediction as being either true or false.

## *Rationale:*

Jacob Have I Loved anticipation guide will be administered to students directly before beginning their reading of the book, after the class has discussed background information about Katherine Paterson and her novels and the general condition of the United States during World War II. Presenting the anticipation guide can help students immediately become interested in the text, and will help to engage them in their future reading of Jacob Have I Loved.

## *Directions:*

1. Hand out the anticipation guide. Tell students to mark the answer to each question with a "true" or "false" mark. Inform students that they should be thinking about why they chose each answer, and they can make notes off to the side of each question to remind them of their defense for each question's answer.
  - a. Students can make assumptions based on the cover and maybe even the back of the text. Their best resource will be their previous knowledge.
2. Give students about five minutes to complete the anticipation guide.
3. Divide students into groups of two or three students each. Give each group about seven minutes to discuss their answers and defend them.
  - a. As students discuss the reasons for their predictions, they can become open to new ideas as well as learn how to defend their arguments.
4. End the group discussion, and begin a classroom discussion that briefly goes over each question in the anticipation guide, but which has the main focus of giving students and their groups a chance to defend their predictions.
5. Help students realize that anticipating is good because it can get them thinking about new ideas. The anticipation will also help them to be curious about what is coming up.

## *Assessment*

By the time the students start reading the novel, they are very excited to find out what's going to happen. They can then measure their predictions against what Katherine Paterson has written. This will allow students to not only feel success at having "guessed" about what might be coming up in the story, but students will also be able to reevaluate their answers to what might be true or false and to further make opinions connected with discussions about the text. There will not be a formal assessment. Teachers will assess if students are defending their answers with clarity and evidence.

They should pop into the group discussions as well as conduct the class discussion. After reading the entire novel, teachers can follow-up with the questions. Were the predictions accurate? What are some of the main themes Katherine Paterson was trying to teach us? Students could write a short essay, or journal entry, on one of the questions and how it was addressed in the novel.

## Anticipation Guide for Jacob Have I Loved

### “True” or “False” Answer Key

\_\_\_ \_\_\_ 1. The Chesapeake Bay is off the coast of Maryland and Virginia.  
True. This is the correct location of the Chesapeake Bay. Show the students a map so they can visualize it.

\_\_\_ \_\_\_ 2. The main character is in love with Jacob.  
False. Jacob is not in the book. He is mentioned in the Bible. Jacob was the youngest of twins and his older brother was Esau. The scripture (Romans 9:13) reads, “Jacob have I loved and Esau have I hated.” Louise’s grandmother compares Jacob and Esau to the twins in this novel, Louise and Caroline.

\_\_\_ \_\_\_ 3. We can not change who we are and only lucky people get to do what they want.  
False. Louise feels that God doesn’t like her and is punishing her for no real reason. She feels trapped in a life she doesn’t like.

\_\_\_ \_\_\_ 4. If everything in your life is going wrong, it is probably your family’s fault.  
False. Louise tends to blame the unfortunate things in her life on being overshadowed by her sister. Her grandmother is always belittling her and she somewhat blames her mother for settling on a small island. But Louise is wrong. She needs to learn to take control of her own life.

\_\_\_ \_\_\_ 5. Twins have everything in common and will be the best of friends.  
False. Louise and her twin sister Caroline are not close. Caroline is a beautiful singer and Louise is a hard worker and a little awkward.

\_\_\_ \_\_\_ 6. This story takes place on a small island.

True. The novel takes place on the small, fictional island of Rass in the Chesapeake Bay. It is a very small community where everyone knows everyone. Sometimes it gets too confining for the young people.

\_\_\_ \_\_\_ 7. Girls cannot work on the water as well as boys.

False. Even though this is the standard idea on the island, Louise is very good at working on the water. She can find crabs and oysters quickly and can take care of them effectively. She loves to work on the ocean.

\_\_\_ \_\_\_ 8. If people grow up in a small place, they almost always stay there.

True and False. Many of the characters in the book decide to do just that. Louise's grandmother has rarely, if ever, left the island. Her father decided to settle there. Many of the old people have lived there all their lives. However, World War II takes many of the young people off the island, either to help the war effort or to find other opportunities.

\_\_\_ \_\_\_ 9. People should talk about how they feel and not hope people will know.

True. Many of Louise's problems are because the people around her don't know what she wants. She has a tendency to keep her feelings to herself, but hope that other people know them.

\_\_\_ \_\_\_ 10. The citizens of the United States were shocked when the war started.

True. Louise loved to read *TIME* magazine, but she was not prepared when Pearl Harbor was attacked. Most of the citizens of the United States felt that the war would stay in Europe and Asia, but when the U.S. was directly attacked, there was little choice.