

Travels into Several Remote Nations of the World

Grade Level or Special Area: 4th grade

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Length of Unit: Nine lessons of 40 minutes each

I. ABSTRACT

This is a unit that uses the Core Classic *Gulliver's Travels* to introduce the reader to the writings of J. Swift. The students will read the book independently and then complete a variety of activities on a weekly basis to examine the story in detail and truly understand what was happening.

II. OVERVIEW

A. Concept Objectives

1. The students will understand that fiction is written in a world of scientific, political, and religious changes.
2. The students will understand that fiction is often written for other purposes than just entertaining the reader.
3. The students will read the stories of different eras and understand what is happening in the story.

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Grade 4, page 89
 - a. Fiction
 - i. Stories
 - a) from *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)

C. Skill Objectives

1. The students will create and use time lines that show people and events in sequence by years, decades, centuries.
2. The students will use a full range of strategies to comprehend a fictional story.
3. The students will explain their ideas and views in an organized, neat, and well-defended manner.
4. The students will recognize an author's point of view.
5. The students will read, respond to and discuss, using specific examples, various forms of fiction.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Unabridged version of *Gulliver's Travels* by Jonathan Swift (I found the Penguin Classics version very readable with lots of background information)

B. For Students

1. Reading skills developed over the past 4.5 years
2. Familiarity with the world map

IV. RESOURCES

- A. *Bringing the Classics to Life: Gulliver's Travels* by Jonathan Swift and adapted Carolyn Gloeckner (ISBN 1-55576-065-1) (Culminating Activity)
- B. *Gulliver's Travels* by Jonathan Swift (ISBN 0-14-143949-1) (Lesson One, Culminating Activity)

- C. “Gulliver’s Travels by Jonathan Swift” website compiled by Lee Jaffe
<http://www.jaffebros.com/lee/gulliver/index.html> (Lesson One)
- D. *Core Classic: Gulliver’s Travels* by Jonathan Swift, abridged by Michael J. Marshall (ISBN 1-890517-00-3) (Lessons Two, Three, Four, Five, Six, and Seven)

V. LESSONS

Lesson One: Jonathan Swift Writes Gulliver’s Travels

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.
- 2. Lesson Content
 - a. Jonathan Swift, the author of the novel, *Gulliver’s Travels*
- 3. Skill Objective(s)
 - a. The students will create and use time lines that show people and events in sequence by years, decades, centuries.

B. *Materials*

- 1. Appendix A
- 2. Appendix B (overhead slide)
- 3. Appendix C (class set)

C. *Key Vocabulary*

- 1. Time line: an organized presentation of historical events to show when they happened in relationship to each other

D. *Procedures/Activities*

- 1. Ask the following questions:
 - a. Do you think that there is any place in the world that has not been discovered and explored?
 - b. Where would you go if you had the chance to go exploring?
- 2. Introduce the novel, *Gulliver’s Travels*, to the class. Explain that this is a series of short stories telling the adventures of a man by the name of Mr. Lemuel Gulliver.
- 3. Explain that it is important that we know who the author was and what the world was like at the time the novel was written as well as the circumstances surrounding its publication.
- 4. Give a brief synopsis of Jonathan Swift’s life. Refer to Appendix A.
- 5. Pass out Appendix C to each student.
- 6. Explain the value of timelines for understanding events and how they relate to each other.
- 7. Using the overhead slide, explain how to fill out the Jonathan Swift time line. Fill out several blanks together. Walk around the room while the students fill out the rest of the time line.
- 8. Go over the timeline together so you know they have the information correct. Be sure that they are able to read the information given by the time line correctly.

E. *Assessment/Evaluation*

- 1. Appendix C will be graded using Appendix B

Lesson Two: Finding a New World

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. The students will understand that fiction is often written for other purposes than just entertaining the reader.

- b. The students will read the stories of different eras and understand what is happening in the story.
 - 2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 - 3. Skill Objective(s)
 - a. The students will use a full range of strategies to comprehend a fictional story.
 - b. The students will read, respond to and discuss, using specific examples, various forms of fiction.
- B. *Materials*
 - 1. Core Classic *Gulliver's Travels* (class set)
 - 2. Appendix D (class set)
- C. *Key Vocabulary*
 - 1. Satire: a style of writing that uses ridiculous ideas or events to poke fun at something else
- D. *Procedures/Activities*
 - 1. Go over the time line worksheet with the students to be sure that they understand the relationship between Swift's life and the events of the world.
 - 2. Explain the literary term, satire. Be sure to give them some examples of satire that they will recognize. Movies are usually really good sources.
 - 3. Pass out a book to every student
 - 4. Popcorn read Chapter One with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.
 - 5. Assign the reading of chapters 2 – 4 and Appendix D as homework. We work on novels every Monday so the students have a week to complete the reading and the appendix.
- E. *Assessment/Evaluation*
 - 1. Appendix D will be graded.

Lesson Three: Thrust into a Foreign Land

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The students will read the stories of different eras and understand what is happening in the story.
 - 2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 - 3. Skill Objective(s)
 - a. The students will use a full range of strategies to comprehend a fictional story.
 - b. The students will read, respond to and discuss, using specific examples, various forms of fiction.
- B. *Materials*
 - 1. Appendix E (class set)
 - 2. Appendix F (class set)
 - 3. Core Classic *Gulliver's Travels* (class set)

- C. *Key Vocabulary*
 - 1. Language: a series of sounds that over time have taken on meaning to a particular group
- D. *Procedures/Activities*
 - 1. Begin class by talking to the class in a foreign language. If you can't speak a foreign language, just speak in gibberish. As the students are hopefully sitting there looking very confused, try getting them to follow so very simple instructions using both phrases and gestures. Explain that Gulliver must have been very confused because he couldn't understand what was being said. Tell them that they are going to get the chance to experience creating a new language and trying to communicate in that language. Pass out Appendix E and break them in to groups of two. They will have 10 minutes to create words that would normally be said on meeting new people, and then have several groups attempt to communicate. After they have experienced this discuss how they think Gulliver must have felt not being able to communicate.
 - 2. Go through the Appendix that was passed out last week to make sure that the students understand what they read. I use the questions from the appendices as a jumping off point for a class discussion of what they read.
 - 3. Assign the reading of chapters 5 – 8 and Appendix F as homework. We work on novels every Monday so the students have a week to complete the reading and the worksheets
- E. *Assessment/Evaluation*
 - 1. Appendix F will be graded.

Lesson Four: Gulliver on Trial

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - 2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 - 3. Skill Objective(s)
 - a. The students will use a full range of strategies to comprehend a fictional story.
 - b. The students will explain their ideas and views in an organized, neat, and well-defended manner
- B. *Materials*
 - 1. Local paper with trial coverage
 - 2. Appendix G
 - 3. Core Classic *Gulliver's Travels* (class set)
- C. *Key Vocabulary*
 - 1. Coverage: what has been reported about an event
 - 2. Press: those people that report newsworthy events in either the print or broadcast media
- D. *Procedures/Activities*
 - 1. Go through Appendix F that was passed out last week to make sure that the students understand what they read. I use the questions from the appendices as a jumping off point for a class discussion of what they read.
 - 2. Using the local paper, show the students an example of the coverage of a trial. Remind them about the need to include the what, when, where, who, and how in

- a newspaper story. Have them find the answers to these questions in the sample article from the paper
3. Pass out Appendix G. Point out the picture in the lower right corner. It is a copy of the picture that appeared in the 1726-7 version of the book.
 4. Have the students write a newspaper account of the “crimes” of Gulliver, writing as Lilliputian reporter. Use Appendix G to write the final draft of the article.
 5. Announce that there will be a quiz over the first adventure on _____.
- E. *Assessment/Evaluation*
1. Evaluate the newspaper article using the rubric in Appendix H.

Lesson Five: A Voyage to Lilliput

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.
 - b. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - c. The students will read the stories of different eras and understand what is happening in the story
 2. Lesson Content
 - a. from *Gulliver’s Travel’s*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 3. Skill Objective(s)
 - a. The students will use a full range of strategies to comprehend a fictional story.
- B. *Materials*
1. Appendix I (class set)
 2. Appendix J (class set)
 3. Core Classic *Gulliver’s Travels* (class set)
- C. *Key Vocabulary*
- None new
- D. *Procedures/Activities*
1. Pass out Appendix I.
 2. Allow time for formal assessment of the Voyage to Lilliput.
 3. Popcorn read Chapter One with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.
 4. Assign the reading of chapters 2 – 4 and Appendix J as homework. We work on novels every Monday so the students have a week to complete the reading and the appendix.
- E. *Assessment/Evaluation*
1. Formal assessment of The Voyage to Lilliput
 2. Appendix I will be graded

Lesson Six: My Master's Daughter

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.
 - b. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - c. The students will read the stories of different eras and understand what is happening in the story.
2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
3. Skill Objective(s)
 - a. The students will create and use time lines that show people and events in sequence by years, decades, centuries.
 - b. The students will use a full range of strategies to comprehend a fictional story.
 - c. The students will explain their ideas and views in an organized, neat, and well-defended manner.
 - d. The students will recognize an author's point of view.
 - e. The students will read, respond to and discuss, using specific examples, various forms of fiction.

B. *Materials*

1. Appendix L (class set)
2. Core Classic *Gulliver's Travels* (class set)

C. *Key Vocabulary*

1. Perspective: what exactly is seen by an individual person

D. *Procedures/Activities*

1. Go through Appendix J that was passed out last week to make sure that the students understand what they read. I use the questions from the appendices as a jumping off point for a class discussion of what they read
2. I tell the students that I wish I had the machine from the movie, "Honey, I Shrank the Kids." Hopefully, at least a few of the kids have seen the movie and can help you describe the movie to the rest of the class. I then explain that it is very hard for us to understand what it would be like to be exposed to people and items that are so much bigger than you. We are going to pretend that we are tiny and are trying to describe something huge above us. We go outside and lay on the playground under the equipment. We spend several minutes just laying there looking at the view above them. With their clipboard and paper, they then sit there and write a paragraph describing what they saw as a tiny person and some possible uses for what they saw.
3. Assign the reading of chapters 2 – 4 and Appendix L as homework. We work on novels every Monday so the students have a week to complete the reading and the appendix.

E. *Assessment/Evaluation*

1. Evaluate the paragraph using the rubric in Appendix K.

Lesson Seven: Life in Court

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.
 - b. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - c. The students will read the stories of different eras and understand what is happening in the story
2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
3. Skill Objective(s)
 - a. The students will use a full range of strategies to comprehend a fictional story.
 - b. The students will explain their ideas and views in an organized, neat, and well-defended manner.
 - c. The students will recognize an author's point of view.
 - d. The students will read, respond to and discuss, using specific examples, various forms of fiction.

B. *Materials*

1. Student handbook (Several copies to be shared)
2. Copy of a local law (several copies to be shared) (I talked to a local attorney to get this)
3. Core Classic *Gulliver's Travels* (class set)

C. *Key Vocabulary*

1. Code of law: a list of rules that all people in that group must follow
2. Consequences: results of making a choice

D. *Procedures/Activities*

1. Go through Appendix L that was passed out last week to make sure that the students understand what they read. I use the questions from the appendices as a jumping off point for a class discussion of what they read
2. Point out the rule for making laws on page 167 of the Core Classic *Gulliver's Travels*. Pass out copies of the student handbook and copies of some local law. Discuss how long some of those rules are and how detailed they are.
3. Break into small groups and write a rule for the student handbook that covers exactly how students should behave in the classroom that is only 26 letters long
4. Go over those rules as a class. Evaluate them together to see if they make sense and cover all possible problems and provide consequences.
5. Assign the reading of chapters 5 – 7 and Appendix M as homework. We work on novels every Monday so the students have a week to complete the reading and the appendix.

E. *Assessment/Evaluation*

1. Appendix M will be graded.

Lesson Eight: Final Review

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.

- b. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - c. The students will read the stories of different eras and understand what is happening in the story
 - 2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 - 3. Skill Objective(s)
 - a. The students will create and use time lines that show people and events in sequence by years, decades, centuries.
 - b. The students will use a full range of strategies to comprehend a fictional story.
 - c. The students will explain their ideas and views in an organized, neat, and well-defended manner.
 - d. The students will recognize an author's point of view.
 - e. The students will read, respond to and discuss, using specific examples, various forms of fiction
- B. *Materials*
 - 1. Enlarged versions of Appendix M
- C. *Key Vocabulary*
 - None new
- D. *Procedures/Activities*
 - 1. Before class begins use Appendix M to create large versions of the activities that will allow several students work on them at a time.
 - 2. Go through Appendix L that was passed out last week to make sure that the students understand what they read. I use the questions from the appendices as a jumping off point for a class discussion of what they read.
 - 3. Divide the class into six groups. Each group will complete a matching activity that reviews the following six categories: setting of Lilliput, characters of Lilliput, plot of the travels to Lilliput, the characters of Brobdingnag, the setting of Brobdingnag, and the plot of the travels to Brobdingnag. The activity stations will be set out at various points throughout the room. It will take them between 3 and 5 minutes at each station.
 - 4. Announce that the final test on *Gulliver's Travels* will be on _____.
- E. *Assessment/Evaluation*
 - 1. Participation in review

Lesson Nine: Final Assessment

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The students will understand that fiction is written in a world of scientific, political, and religious changes.
 - b. The students will understand that fiction is often written for other purposes than just entertaining the reader.
 - c. The students will read the stories of different eras and understand what is happening in the story.
 - 2. Lesson Content
 - a. from *Gulliver's Travel's*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)

3. Skill Objective(s)
 - a. The students will create and use time lines that show people and events in sequence by years, decades, centuries.
 - b. The students will use a full range of strategies to comprehend a fictional story.
 - c. The students will explain their ideas and views in an organized, neat, and well-defended manner.
 - d. The students will recognize an author’s point of view.
 - e. The students will read, respond to and discuss, using specific examples, various forms of fiction
- B. *Materials*
 1. Appendix N (class set)
- C. *Key Vocabulary*
None new
- D. *Procedures/Activities*
 1. Allow time for formal assessment using Appendix N.
- E. *Assessment/Evaluation*
 1. Formal assessment is graded

VI. CULMINATING ACTIVITY

- A. Students write their own next adventure for Mr. Gulliver
 1. Have the students write a story telling the next place that Mr. Gulliver went. Try to really limit the restrictions that you place on the students and their creativity. This has been one of the most fun parts of the unit. The students love showing their creativity, and they will step up to the plate.
 2. Have the students read their travels aloud.
 3. Describe the different worlds that Swift wrote about that are not covered by the Core Classic: The Floating Island of Laputa, Balnibarbi, Glubbudrib, and the country of the Youyhnms.
 4. Use Appendix O, a story rubric, to grade the story.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Jonathan Swift Bio
- B. Appendix B: Jonathan Swift Timeline
- C. Appendix C: Worksheet on TimeLine of Swift life and *Gulliver’s Travels*
- D. Appendix D: Chapter 1-4 worksheet
- E. Appendix E: New Language worksheet
- F. Appendix F: Chapter 5-8 worksheet
- G. Appendix G: Lilliputian News
- H. Appendix H: Rubric to grade newspaper article
- I. Appendix I: Formal Assessment of “The Voyage to Lilliput”
- J. Appendix J: Worksheet on Ch 1-4
- K. Appendix K: Rubric to grade paragraph
- L. Appendix L: Worksheet on Chapter 5 -7
- M. Appendix M: Review matching cards
- N. Appendix N: Gulliver’s Travels Test
- O. Appendix O: Rubric for grading story

VIII. BIBLIOGRAPHY

- A. “Gulliver’s Travels by Jonathan Swift” website compiled by Lee Jaffe
<http://www.jaffebros.com/lee/gulliver/index.html>

- B. Swift, Jonathan, *Bringing the Classics to Life: Gulliver's Travels* adapted Carolyn Gloeckner, A/V Concepts, NY 1992 (ISBN 1-55576-065-1)
- C. Swift, Jonathan, *Core Classic: Gulliver's Travels*, abridged by Michael J. Marshall, Core Knowledge Foundation, 1997. (ISBN 1-890517-00-3)
- D. Swift, Jonathan *Gulliver's Travels*, Penguin USA, May 2003. (ISBN 0-14-143949-1)

Jonathan Swift



Jonathan Swift was born November 30, 1667 in Dublin. Swift never knew his father because he died months before he was born. Because his mother was left with two small children and no income, Swift went to live with several of his uncles.

Even though Swift's uncles sent him to the best school in Ireland, Kilkenny School by the time he was 6 and then on to Trinity College at age 15, Swift was never a good student and only graduated "by special favor."

Swift continued his schooling at Trinity to work toward an advanced degree. However, in 1689 political unrest in the country forced him to move to England. While there he worked for Sir William Temple in Surrey as his secretary for the next ten years.

While employed by Sir Temple, Swift had unlimited access to the library which he used to keep learning and thinking. He also tutored the daughter of the housekeeper. Their relationship continued for many, many years.

During this period Swift began writing his first piece that was published. The Tale of a Tub was published anonymously in 1704, but Swift was later credited with the work. Queen Anne felt that the piece attacked God and became very critical of Swift in later years.



After the death of Sir Temple in 1699, Swift went back to Ireland and was appointed to several posts in the Irish church. He continued to write and publish many pieces, and he became very popular in Ireland and England. Swift returned to London in 1710.

During this time, he became active in the Tory political party and editor of their newspaper. The Tory party collapsed when Queen Anne died in 1714 so Swift returned to Ireland for good. He was then appointed to the deanery of St. Patrick's Cathedral in Dublin, a position he held for the rest of his life. For several years, he didn't write at all. In the 1720's, he showed a renewed interest in verse. His most well known essays during this time include "A Modest Proposal." It was a satirical work that proposed the rich eating the children of the poor as a cure for poverty.

Most people believe that Swift began writing Gulliver's Travels in 1721. It was sent anonymously to a publisher and on its publication it was an instant success. It was many years before Swift became known as its author.

In Swift's later years, he suffered from vertigo, due to an inner ear disease. However, he remained active throughout the 1730s, before suffering a stroke in 1742. For the next three years, Swift was cared for by guardians. Jonathan Swift died in Dublin on October 19, 1745. He was buried in St. Patrick's Cathedral, next to Stella.

Appendix B, page 1

TimeLine of Swift life and *Gulliver's Travels*

YEAR	Event in Swift's Life	Event in Gulliver's Life	World Events
1492			Columbus reaches West Indies
1534			Henry III breaks with Rome
1553			Ascension of Mary I ; Roman Church reinstated
1558			Ascension of Elizabeth I ; Protestantism reinstated
1600			Telescope invented
1604			James I commissions Bible
1615			Cervantes, <i>Don Quixote</i>
1642			Pascal invents adding machine
1649	Swift family moves to Ireland		
1657			<i>Cyrano de Bergerac</i>
1660		Gulliver born	
1664	Swift's parents marry		
1665			Outbreak of plague in London
1666	Swift's sister born		
1667	Spring-father dies Nov 30-Swift born; mother moves to England; Swift remains in Dublin with Uncle		
1672	Swift enters Kilkenny Grammar school		
1674		Gulliver enters Emanuel College ...at 14 years old	
1677		Gulliver bound apprentice to Mr. James Bates	
1680			Dodo becomes extinct
1681		Gulliver goes to Leiden to study medicine	
1682	Swift enters Trinity College, Dublin		
1683			Leeuwenhoek discovers bacteria
1684		Gulliver serves as surgeon on the Swallow	
1686	Swift graduates from college		

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1688	Swift leaves Ireland because of unrest; visits mother	Gulliver returns to medical practice in London	
1689	Swift becomes secretary to Sir Temple		
1690	Swift returns to Ireland briefly for his health	James Bates dies; Gulliver takes position on two ships	
1691	Swift returns to England		
1692	Swift publishes first piece		
1694	Swift returns to Ireland and ordained deacon		
1695	Swift ordained priest in the Church of Ireland		
1696	Swift returns to England and writes <i>Tale of the Tub</i>	Gulliver again tries medical practice in London	First practical steam engine
1699	Swift returns to Ireland as chaplain	Gulliver departs England for South Seas	
1701		Gulliver departs Blefuscu	
1702		Arrives and departs England	
1703		Gulliver arrives in Brbdingnag	
1704	First two major pieces published anonymously		
1706		Gulliver returns to England and leaves on next adventure	Ben Franklin born
1708			First accurate map of China
1710	Swift's mother dies	Gulliver returns to England and leaves on next adventure	
1713	Swift appointed Dean of St. Patrick's cathedral		
1715		Gulliver returns from last adventure	
1718			French establish New Orleans
1719			<i>Robinson Crusoe</i>
1720	Swift begins <i>writing Gulliver's Travels</i>		
1726	<i>Gulliver's Travels</i> published anonymously		
1727	<i>Gulliver's Travels</i> translated into French, German, Dutch		
1745	Swift dies Oct 19		

Appendix C, page 1

Worksheet on TimeLine of Swift life and *Gulliver's Travels*

YEAR	Event in Swift's Life	Event in Gulliver's Life	World Events
1492			Columbus reaches West Indies
1534			Henry III breaks with Rome
1553			Ascension of Mary I ; Roman Church reinstated
1558			Ascension of Elizabeth I ; Protestantism reinstated
1600			Telescope invented
1604			James I commissions Bible
1615			Cervantes, <i>Don Quixote</i>
1642			Pascal invents adding machine
1649	Swift family moves to Ireland		
1657			<i>Cyrano de Bergerac</i>
1660		Gulliver born	
1664	Swift's parents marry		
1665			Outbreak of plague in London
1666	Swift's sister born		
1667			
1672			
1674		Gulliver enters Emanuel College ...at 14 years old	
1677		Gulliver bound apprentice to Mr. James Bates	
1680			Dodo becomes extinct
1681		Gulliver goes to Leiden to study medicine	
1682			
1683			Leeuwenhoek discovers bacteria
1684		Gulliver serves as surgeon on the Swallow	
1686	Swift graduates from college		
1688	Swift leaves Ireland because of unrest; visits mother	Gulliver returns to medical practice in London	
1690	Swift returns to Ireland	James Bates dies; Gulliver	

Appendix C, page 2

	briefly for his health	takes position on two ships	
1691	Swift returns to England		
1692	Swift publishes first piece		
1694			
1695	Swift ordained priest in the Church of Ireland		
1696	Swift returns to England and writes <i>Tale of the Tub</i>	Gulliver again tries medical practice in London	First practical steam engine
1699	Swift returns to Ireland as chaplain	Gulliver departs England for South Seas	
1701		Gulliver departs Blefuscu	
1702		Arrives and departs England	
1703		Gulliver arrives in Brobdingnag	
1704	First two major pieces published anonymously		
1706		Gulliver returns to England and leaves on next adventure	Ben Franklin born
1708			First accurate map of China
1710		Gulliver returns to England and leaves on next adventure	
1713	Swift appointed Dean of St. Patrick's cathedral		
1715		Gulliver returns from last adventure	
1718			French establish New Orleans
1719			<i>Robinson Crusoe</i>
1720			
1726	<i>Gulliver's Travels</i> published anonymously		
1727	<i>Gulliver's Travels</i> translated into French, German, Dutch		
1745			

Chapter 1 - 4 worksheet

NAME _____

1. Where in the world was the Swallow when it crashed into the rock?

2. Why did Gulliver sleep through being put on the cart and hauled to the capital city? _____

3. In the last paragraph of Chapter One Gulliver wrote of being in a very sad mood. Why do you think he was in such a mood? _____

4. What languages could Mr. Gulliver speak a little? _____

5. How did Mr. Gulliver treat the townspeople that were shooting arrows at him after the emperor visited him? _____

6. I identify the following items from the translated inventory of Mr. Gulliver's pockets:

a. Coarse cloth large enough to be a rug in the throne room _____

b. Machine with 20 poles sticking from it _____

c. the half silver, half transparent metal globe _____

d. globes of heavy metal as big as a man's head _____

e. heaps of black powder _____

Chapter 1 - 4 worksheet

NAME KEY

1. Where in the world was the Swallow when it crashed into the rock?

somewhere near Tasmania or SE Australia

Why did Gulliver sleep through being put on the cart and hauled to the capital city? the wine that he had been given was drugged with a sleeping potion

2. In the last paragraph of Chapter One Gulliver wrote of being in a very sad mood. Why do you think he was in such a mood? He was

chained as a prisoner, and he didn't know if he would ever be freed or be able to go home

What languages could Mr. Gulliver speak a little? Dutch, Latin, French, Spanish, and Italian

3. How did Mr. Gulliver treat the townspeople that were shooting arrows at him after the emperor visited him? gave them their freedom

4. I identify the following items from the translated inventory of Mr. Gulliver's pockets:

f. Coarse cloth large enough to be a rug in the throne room handkerchief

g. Machine with 20 poles sticking from it comb

h. the half silver, half transparent metal globe pocket watch

i. globes of heavy metal as big as a man's head bullets

j. heaps of black powder gunpowder

Appendix E

Directions: Create words for your new language

Hello _____

fine _____

Good-bye _____

Good _____

I _____

Big _____

An _____

Small _____

Like _____

Finally _____

It _____

Job _____

Was _____

Us _____

WORDS of your choice:

Doing _____

And _____

The _____

Like _____

A _____

What _____

Name _____

Your _____

My _____

Man _____

Favorite _____

Color _____

How _____

Your _____

Questions on Chapters 5 - 8

NAME _____

Describe how Mr. Gulliver captures the navy fleet of Blefuscu. _____

How did Mr. Gulliver put out the fire at the Palace? Was it a good idea to save the rest of the buildings? _____

Why is fraud worse than theft? _____

What is more important than great ability in getting a job? _____

What is the punishment for ingratitude? _____

What were the charges against Mr. Gulliver? _____

What did the Emperor of Blefuscu refuse to let Mr. Gulliver take with him to England?

Questions on Chapters 5 - 8

NAME _____ *key* _____

Describe how Mr. Gulliver captures the navy fleet of Blefuscu. *He swam to Blefuscu with long cords attached to hooks; attached a hook to the prow of each ship and pulled them back to Lilliput* _____

How did Mr. Gulliver put out the fire at the Palace? Was it a good idea to save the rest of the buildings? _____ *He urinated on it; answers will vary* _____

Why is fraud worse than theft? _____ *Honesty is no protection against the cunning of fraud while common sense and honest can protect against theft* _____

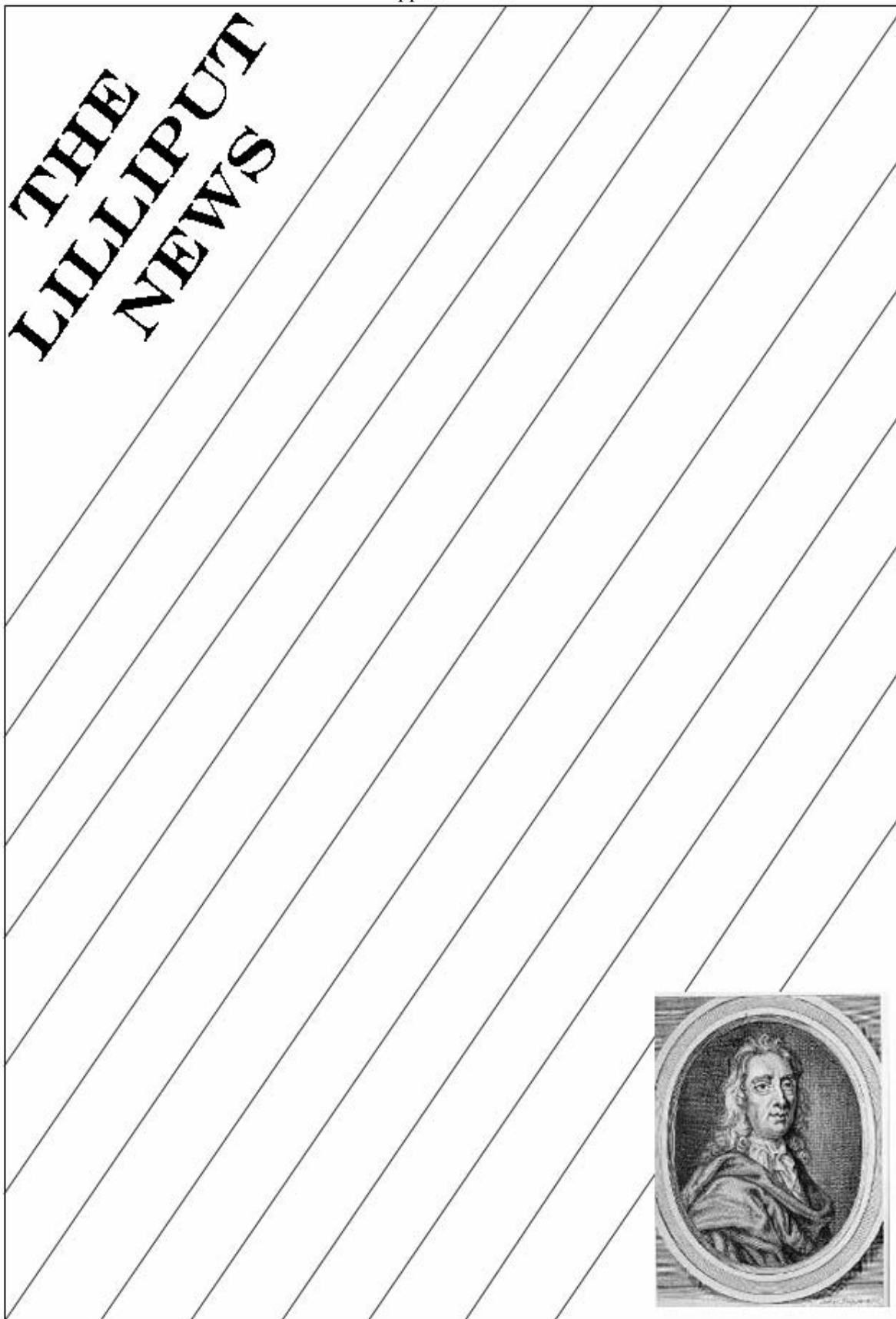
What is more important than great ability in getting a job? *good morals* _____

What is the punishment for ingratitude? _____ *they are put to death* _____

What were the charges against Mr. Gulliver? *1. making water 2. He refused to kill the Big-enders on Blefuscu 3. he entertained the ambassador from Blefuscu 4. He is planning to visit the enemy at Blefuscu* _____

What did the Emperor of Blefuscu refuse to let Mr. Gulliver take with him to England? _____ *Native people of Blefuscu* _____

Appendix G



Appendix H

Newspaper: The Lilliput News
Teacher Name: _____
Student Name: _____

CATEGORY	4	3	2	1
Who, What, When, Where and How	All article adequately address the 5 W's (who, what, when, where and how).	90-99% of the article adequately address the 5 W's (who, what, when, where and how).	75-89% of the article adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the article adequately address the 5 W's (who, what, when, where, and how).
Articles - Purpose	90-100% of the article establish a clear purpose in the lead sentence and demonstrate a clear understanding of the topic.	85-89% of the article establish a clear purpose in the lead sentence and demonstrate a clear understanding of the topic.	75-84% of the article establish a clear purpose in the lead sentence and demonstrate a clear understanding of the topic.	Less than 75% of the article establish a clear purpose in the lead sentence and demonstrate a clear understanding of the topic.
Requirements	All of the required content was present, including all of details from the book.	Almost all the required content was present including most of details from the book	At least 75% of the required content, including loads of details from the book, was present	Less than 75% of the required content, including loads of details from the book, was present
Spelling and Proofreading	No spelling or grammar errors remain after proofreading the newspaper.	No more than a couple of spelling or grammar errors remain after proofreading the newspaper.	No more than 3 spelling or grammar errors remain after proofreading the newspaper.	Many spelling or grammar errors remain in the final copy of the newspaper.

Formal Assessment of "The Voyage to Lilliput" NAME _____

Put the following five events in order by numbering from 1 to 5.

- _____ Mr. Gulliver stole the naval fleet from Blefuscu
- _____ Mr. Gulliver wakes up on Lilliput
- _____ Mr. Gulliver puts out the fire at the Palace.
- _____ Mr. Gulliver escapes to Blefuscu.
- _____ Mr. Gulliver learns to speak the language of Lilliput.

Answer the following questions in complete sentences.

Describe how the writing on Lilliput is different from ours.

Explain why the people of Lilliput and Blefuscu are such enemies.

The dispute between the big-enders and little-enders is like the battle between the _____ and _____.

Why did Gulliver take live animals back with him to England?

Formal Assessment of "The Voyage to Lilliput" NAME _____ *Key* _____

Put the following five events in order by numbering from 1 to 5.

- | | | |
|-------|--|---|
| _____ | Mr. Gulliver stole the naval fleet from Blefuscu | 3 |
| _____ | Mr. Gulliver wakes up on Lilliput | 1 |
| _____ | Mr. Gulliver puts out the fire at the Palace. | 4 |
| _____ | Mr. Gulliver escapes to Blefuscu. | 5 |
| _____ | Mr. Gulliver learns to speak the language of Lilliput. | 2 |

Answer the following questions in complete sentences.

Describe how the writing on Lilliput is different from ours. _____ *It is written at a slant* _____

Explain why the people of Lilliput and Blefuscu are such enemies.

_____ *It is a fight about how they break their eggs: big end or little end.* _____

The dispute between the big-enders and little-enders is like the battle between the _____ *Protestants* _____ and _____ *Roman Catholics* _____.

Why did Gulliver take live animals back with him to England? _____ *to prove that his tale was true* _____

Worksheet on Chapter 1 -4

NAME _____

What animals did Gulliver have to fight while on the Master's bed?

Why did all the clothes feel as though they were made from sackcloth?

Was the capital city really three thousand miles from the house of the farmer or did it just seem that way to Mr. Gulliver?

How much did the Queen pay for Mr. Gulliver? _____

What did the three professors finally agree that Mr. Gulliver was?

Who liked to pick on Mr. Gulliver and why? _____

How did Mr. Gulliver travel through the countryside? _____

What did Mr. Gulliver see clearly on the beggars that made him sick to his stomach? _____

Worksheet on Chapter 1 -4

NAME Key

What animals did Gulliver have to fight while on the Master's bed?

rats

Why did all the clothes feel as though they were made from sackcloth?

the weave was so wide

Was the capital city really three thousand miles from the house of the farmer or did it just seem that way to Mr. Gulliver?

it just seems that way to Mr. Gulliver

How much did the Queen pay for Mr. Gulliver?

1000 pieces of gold

What did the three professors finally agree that Mr. Gulliver was?

Relplum Scalcaeth which means feak of nature

Who liked to pick on Mr. Gulliver and why?

the queen's dwarf
because he finally had someone smaller than him to pick on rather than he being picked on

How did Mr. Gulliver travel through the countryside?

he road in a box attached to the belt of a rider

What did Mr. Gulliver see clearly on the beggars that made him sick to his stomach?

the lice crawling all over them

Appendix K

Title: _____

Name: _____

	Criteria				Points
	4	3	2	1	
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	_____
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	_____
Elaborating Detail Sentence(s)	Each supporting detail sentence has 2 or more elaborating detail sentences.	Each supporting detail sentence has at least 1 elaborating detail sentences.	Each supporting detail sentence has 0 or 1 elaborating detail sentence.	Supporting detail sentences have no elaborating detail sentences.	_____
Legibility	Legible handwriting.	Marginally legible handwriting.	Writing is not legible in places.	Writing is not legible.	_____
Mechanics and Grammar	Paragraph has no errors in punctuation, usage, capitalization, and spelling.	Paragraph has one or two punctuation, usage, capitalization, and spelling errors.	Paragraph has three to five punctuation, usage, capitalization, and spelling errors.	Paragraph has six or more punctuation, usage, capitalization, and spelling errors.	_____
				Total----- >	_____

Teacher Comments:

Worksheet on Chapter 5 -7

NAME _____

List four dangerous things that happened to Mr. Gulliver while living in the castle.

What provided the wind for the sails of Mr. Gulliver's little boat? _____

What was the greatest danger ever faced by Gulliver in the Kingdom? _____

What is the rule concerning the length of laws? _____

Were the people of Brobdingnag more concerned with war or agriculture and learning? _____

Why did the king order that any ship that appeared to be from Gulliver's home be captured? _____

What animal helped Mr. Gulliver escape from Brobdingnag and how? _____

Worksheet on Chapter 5 -7

NAME _____

List four dangerous things that happened to Mr. Gulliver while living in the castle.

___ *the dwarf shook an apple tree so the apples fell on him*___ *he was caught in a hail storm* ________ *a dog picked him up and carried him in his mouth* ______ *almost picked up by a hawk* ________ *he fell in a mole hill* ________ *stumbled over a snail shell* ________ *he often fought with the small birds* _____What provided the wind for the sails of Mr. Gulliver's little boat? *ladies' fans*What was the greatest danger ever faced by Gulliver in the Kingdom? ___ *A**curious monkey* _____What is the rule concerning the length of laws? ___ *no law can have more words than there are letters in the alphabet which is 22* ___Were the people of Brobdingnag more concerned with war or agriculture and learning? _____ *agriculture and learning* _____Why did the king order that any ship that appeared to be from Gulliver's home be captured? _____ *the king wanted a woman for Gulliver so he could have children* _____What animal helped Mr. Gulliver escape from Brobdingnag and how? ___ *he was picked up from the shore by an eagle and then dropped in the ocean and picked up by the crew of a English ship* _____

Characters of Lilliput and Blefuscu

Emperor of Lilliput	Didn't trust Gulliver and wanted to pluck his eyes out
Man Mountain	Gulliver's name in Lilliputian
Empress of Lilliput	Would rather have the palace burn down than have Gulliver make water to put it out
Emperor of Blefuscu	Was happy to see Gulliver return to England

Characters of Brobdingnag

The farmer	Used Gulliver to make money as a show
The mistress	Really tried to treat Gulliver fairly
Grildrig	Gulliver's name in Brobdingnag
Glumdalclitch	Gulliver's nurse and caretaker; farmer's daughter
The Queen	Paid 100 gold pieces to buy Gulliver from the farmer
The King	Spent a great deal of time discussing England with Gulliver
the dwarf	Picked on Gulliver because he was the only person smaller than the dwarf

Setting of the travels to Lilliput

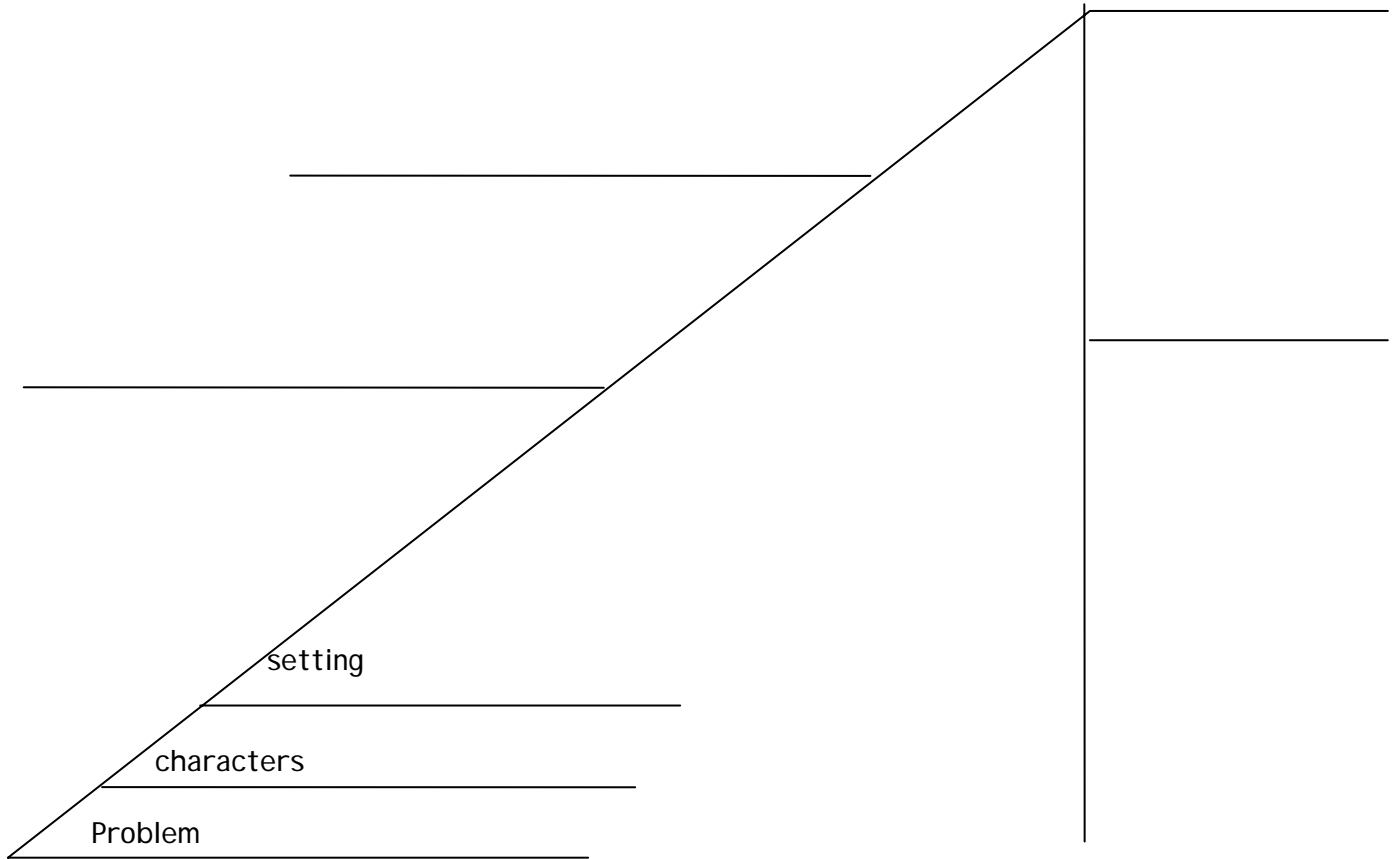
Mildendo	The capital city of Lilliput
Gulliver's house	An old temple that was not longer sacred because a murder had been committed
The emperor's palace	Partial destroyed by fire
Blefuscu	Neighboring island of Lilliput

Setting of the travels to Brobdingnag

The farm	Where Gulliver was found by the farmer
Lorbrulgrud	The capital city of Brobdingnag
The Royal Court	Where Gulliver went to live at the palace
Gulliver's box	A safe house for Gulliver to live comfortably
The traveling box	A small box that will allow Gulliver to travel safely

Plot of the travels to Lilliput

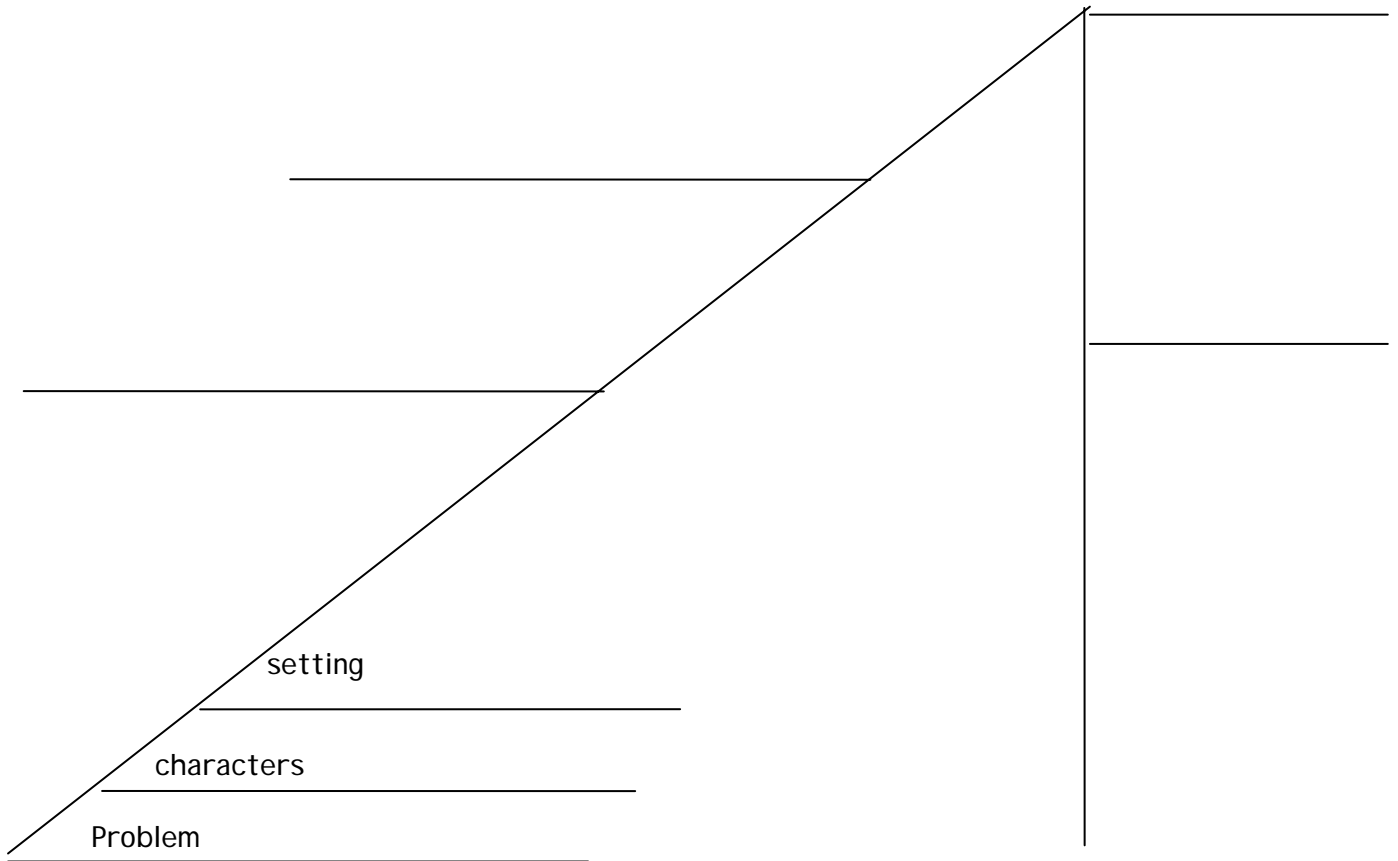
Directions: Fill in the blanks with the appropriate phrase from the list at the bottom of the page.



- Gulliver, the Emperor and Empress,
- Mr. Gulliver escapes to Blefuscu
- Lilliput and Blefuscu
- Gulliver becomes a prisoner of the Emperor
- Gulliver needs to gain the trust of the people of Lilliput and figure out a way to get home.
- Gulliver captures the naval fleet of Blefuscu
- Gulliver is charged with making water at the Royal Palace

Plot the Travels to Brobdingnag

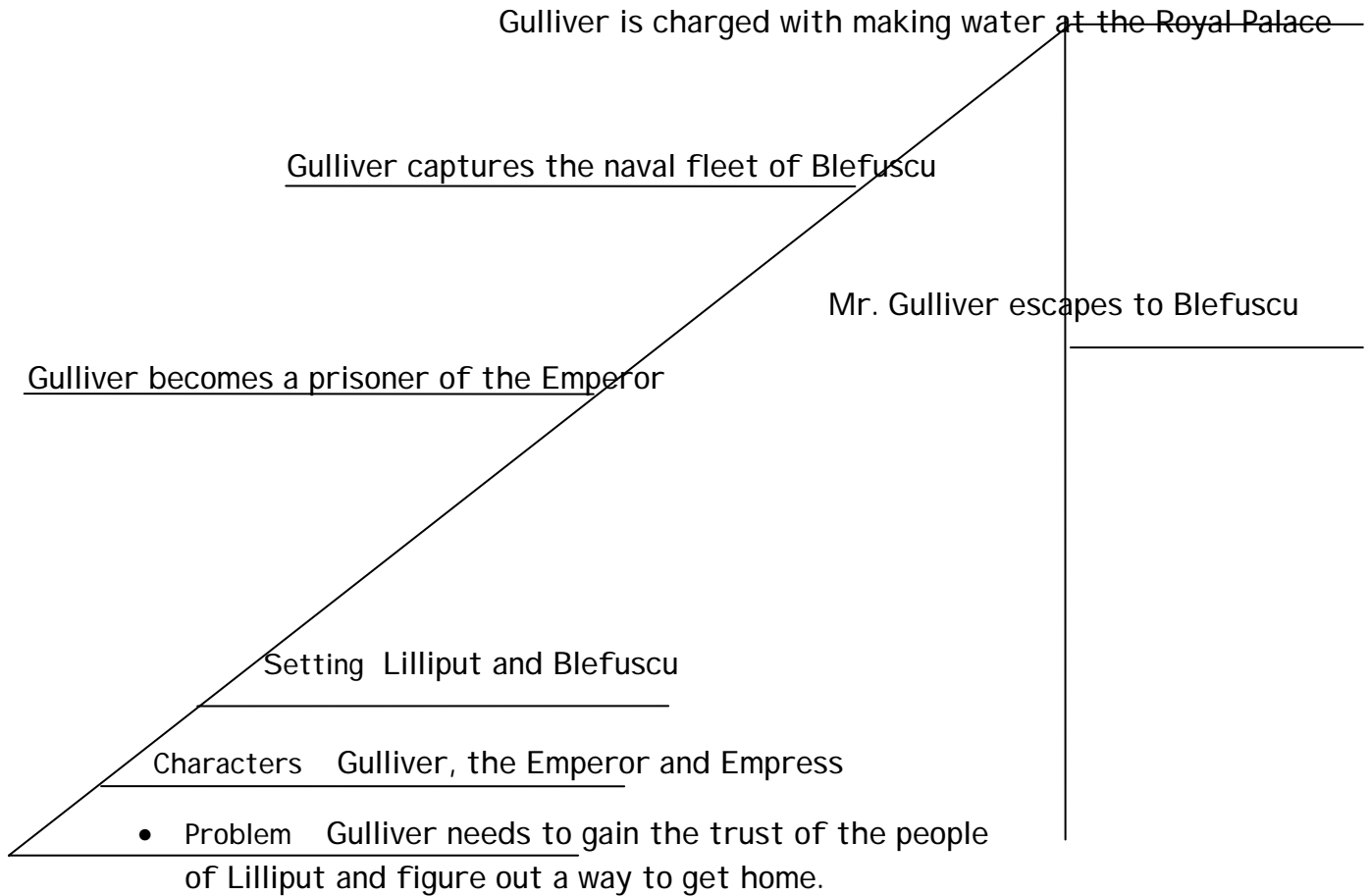
Directions: Fill in the blanks with the appropriate phrase from the list at the bottom of the page.



- Gulliver, Glumdalclitch, the Queen and the King
- Mr. Gulliver's box is picked up and dropped in the ocean by an eagle
- Brobdingnag
- Gulliver is found by the farmer
- Gulliver needs to figure out a way to get home.
- Gulliver is sold to the Queen
- Gulliver's box is found by English sailors and he is freed to return to England.

Plot of the travels to Lilliput

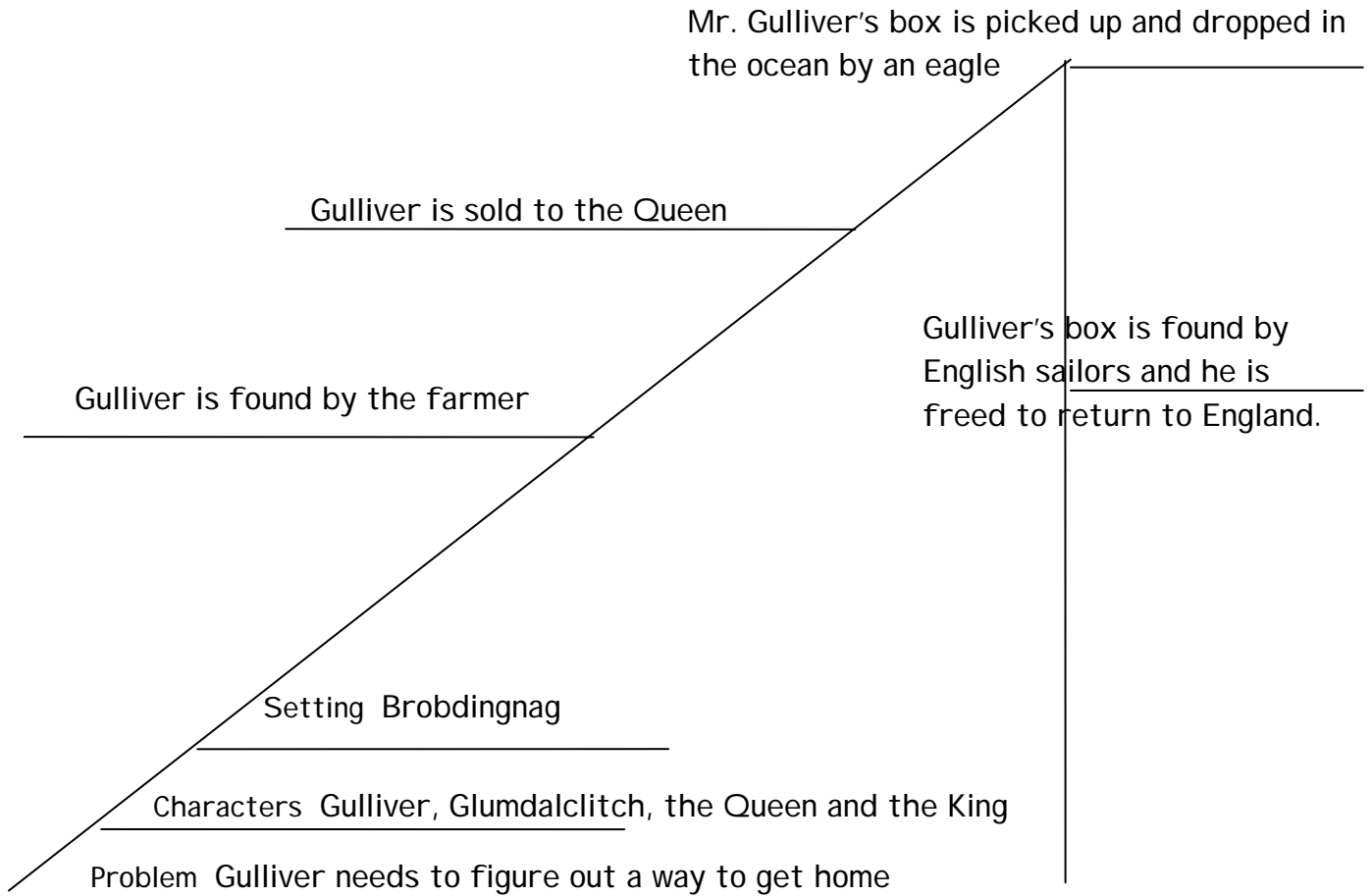
Directions: Fill in the blanks with the appropriate phrase from the list at the bottom of the page.



- Gulliver, the Emperor and Empress,
- Mr. Gulliver escapes to Blefuscu
- Lilliput and Blefuscu
- Gulliver becomes a prisoner of the Emperor
- Gulliver needs to gain the trust of the people of Lilliput and figure out a way to get home.

Plot the Travels to Brobdingnag

Directions: Fill in the blanks with the appropriate phrase from the list at the bottom of the page.



- Gulliver, Glumdalclitch, the Queen and the King
- Mr. Gulliver's box is picked up and dropped in the ocean by an eagle
- Brobdingnag
- Gulliver is found by the farmer
- Gulliver needs to figure out a way to get home.
- Gulliver is sold to the Queen
- Gulliver's box is found by English sailors and he is freed to return to England.

Gulliver's Travels Test

NAME _____

Directions: Put these 5 events from the book in order according to when they happened by put a 1 in front of the first event, a 2 in front of the second event, on to 5 on the last event.

- _____ Gulliver captures the naval fleet of Blefuscu.
- _____ Gulliver finds a boat and repairs it.
- _____ The eagle dropped Gulliver in the ocean.
- _____ Gulliver makes water on the Palace to put out the fire.
- _____ Gulliver is found by the farmer.

Directions: Circle T if the statement is true and F if the statement is false.

- T F 1. Gulliver traveled by coach with Glumdalclitch around the kingdom.
- T F 2. Gulliver couldn't resist traveling even though it could be dangerous.
- T F 3. The king of Brobdingnag respected the English people.
- T F 4. The Emperor of Blefuscu wanted Gulliver to stay forever.
- T F 5. The leadership pf Lilliput always treated Gulliver with respect.
- T F 6. The feud between Lilliput and Blefuscu is because of eggs cracking.
- T F 7. Glumdalclitch was happy to Gulliver go.
- T F 8. All of the Emperor's advisors want Gulliver killed.
- T F 9. Gulliver was prohibited from walking through the Lilliput capital.
- T F 10. Gulliver had a comfortable bed to sleep on in Lilliput.

Characters

Directions: Put the letter of the correct description in front of the characters name.

- _____1. Mr. Gulliver A. this person spent days talking to Gulliver about England.
- _____2. the Emperor of Lilliput B. this person picked on Gulliver because he was smaller than the tormentor.
- _____3. the Empress C. This person ordered Gulliver's eyes plucked out.
- _____4. Glumdalclitch D. This person took care of and protected Gulliver
- _____5. the Queen E. This person was offended that Gulliver made water
- _____6. the King F. This person paid 100 pieces of gold to buy Gulliver
- _____7. the dwarf G. This person loved to travel and have adventures.

Gulliver's Travels Test

KEY

Directions: Put these 5 events from the book in order according to when they happened by put a 1 in front of the first event, a 2 in front of the second event, on to 5 on the last event.

- | | | |
|-------|---|----------|
| _____ | Gulliver captures the naval fleet of Blefuscu. | 1 |
| _____ | Gulliver finds a boat and repairs it. | 3 |
| _____ | The eagle dropped Gulliver in the ocean. | 5 |
| _____ | Gulliver makes water on the Palace to put out the fire. | 2 |
| _____ | Gulliver is found by the farmer. | 4 |

Directions: Circle T if the statement is true and F if the statement is false.

- | | | | | |
|---|---|-----|---|---|
| T | F | 1. | Gulliver traveled by coach with Glumdalclitch around the kingdom. | F |
| T | F | 2. | Gulliver couldn't resist traveling even though it could be dangerous. | T |
| T | F | 3. | The king of Brobdingnag respected the English people. | F |
| T | F | 4. | The Emperor of Blefuscu wanted Gulliver to stay forever. | F |
| T | F | 5. | The leadership pf Lilliput always treated Gulliver with respect. | F |
| T | F | 6. | The feud between Lilliput and Blefuscu is because of eggs cracking. | T |
| T | F | 7. | Glumdalclitch was happy to Gulliver go. | F |
| T | F | 8. | All of the Emperor's advisors want Gulliver killed. | F |
| T | F | 9. | Gulliver was prohibited from walking through the Lilliput capital. | F |
| T | F | 10. | Gulliver had a comfortable bed to sleep on in Lilliput. | F |

Characters

Directions: Put the letter of the correct description in front of the characters name.

- | | | | |
|-------|-----|-------------------------|---|
| _____ | 8. | Mr. Gulliver | A. this person spent days talking to Gulliver about England. (13) |
| _____ | 9. | the Emperor of Lilliput | B. this person picked on Gulliver because he was smaller than the tormentor. (14) |
| _____ | 10. | the Empress | C. This person ordered Gulliver's eyes plucked out. (9) |
| _____ | 11. | Glumdalclitch | D. This person took care of and protected Gulliver (11) |
| _____ | 12. | the Queen | E. This person was offended that Gulliver made water (10) |
| _____ | 13. | the King | F. This person paid 100 pieces of gold to buy Gulliver (12) |
| _____ | 14. | the dwarf | G. This person loved to travel and have adventures. (8) |

Setting

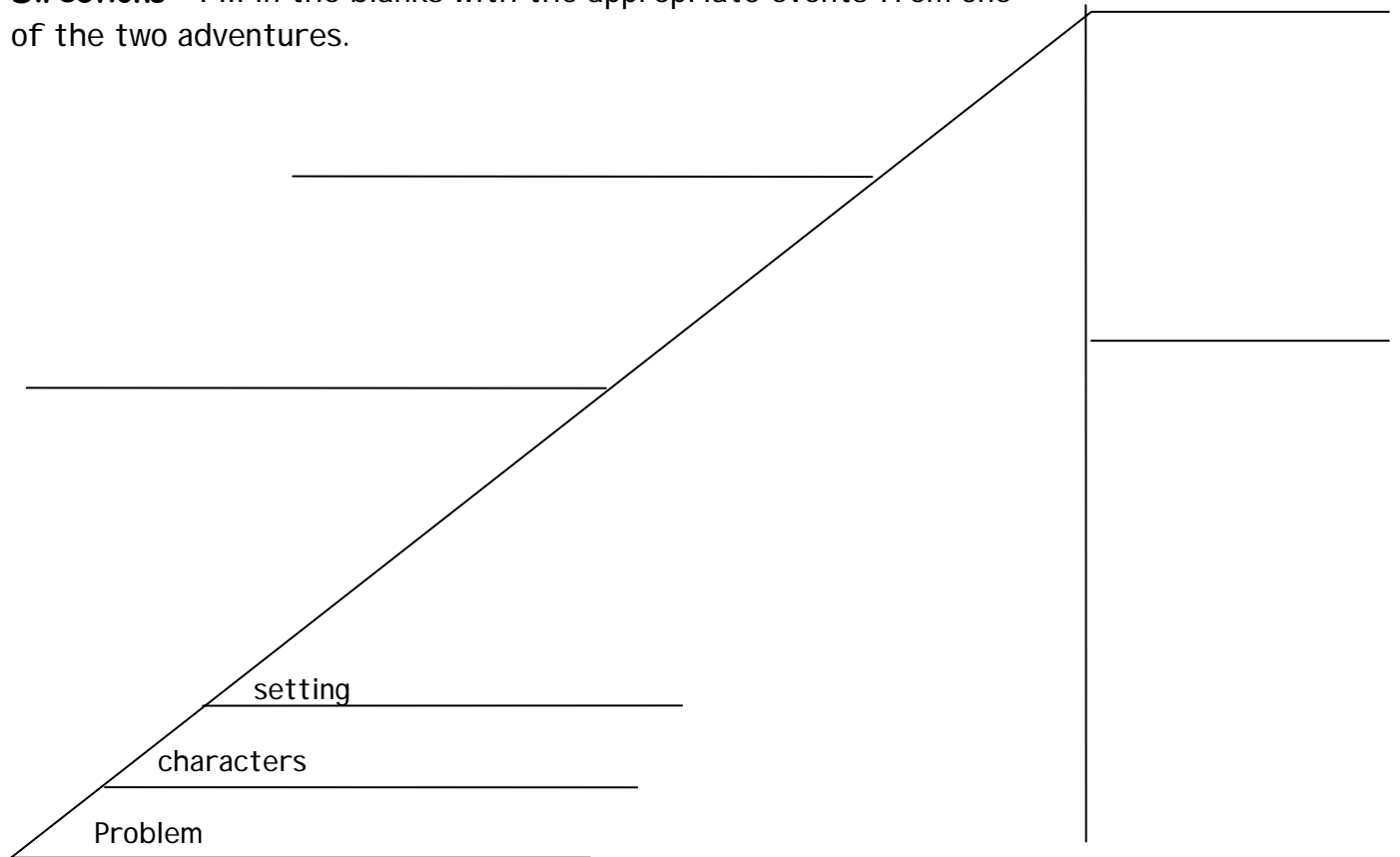
What is the setting of the story, *Gulliver's Travels*? (Be sure to include both adventures)

_____ *1700's in Lilliput, Blefuscu, and Brobdingnag* _____

_____ (complete sentences)

Plot

Directions: Fill in the blanks with the appropriate events from one of the two adventures.



Answers will vary

Appendix O

Story Writing: Further Travels of Mr. Gulliver	
Teacher Name: Mrs. Selig	
Student Name: _____	

CATEGORY	4	3	2	1
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

SCORE _____