

a Novel Study for

THE GIFT OF
TYLER

THE GIFT OF THE
BY C

PREVIEW



A Novel Study of The Gift of Tyler by C.S. Elston

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The unit consists of classroom lessons that include reading four chapters from the novel in any format chosen by the educator, vocabulary work, group activities, as well as individual assignments. Each lesson is designed to be spread out over two days. The lessons before tests include a day for catch-up or review. The instructor is provided with a “For the Teacher” page at the beginning of each lesson. This gives the vocabulary words for that section, as well as links to online resources that provide background information for any reference(s) made in the reading that may require additional explanation or visual representation to assist in the teaching of that lesson and help further the understanding of and/or relation to the storyline. Also included are assessments with answer keys and culminating activity options.

Snapshot of included unit resources:

- ✓ alignment to Common Core State Standards
- ✓ suggested implementation schedule
- ✓ suggested online resources for instructors
- ✓ worksheets with answer keys
- ✓ quizzes with answer keys
- ✓ group discussion topics
- ✓ activities adaptable to independent, small or large group learning environments
- ✓ culminating activities
- ✓ geographical skills
- ✓ historical connections
- ✓ mathematical application
- ✓ culinary opportunity
- ✓ Biblical integration
- ✓ Spiritual life application
- ✓ self-reflection

The whole unit can be implemented in a seven week time frame. If it is preferred to assign the reading as homework, or modify the activities, the unit could be completed in three or four weeks. A suggested schedule is included but feel free to make adjustments to fit your schedule and modify any activities to fit the developmental/behavioral/academic level of your student(s). Teaching is highly personal and creative. We encourage you to make any changes that would enrich your experience with this unit.

The unit is adaptable to complement any high school language arts program but is most appropriate for **eleventh or twelfth grade** and is aligned to the following Common Core State Standards for those grade levels:

Reading Standards for Literature:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including

stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently

Writing Standards:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences,
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

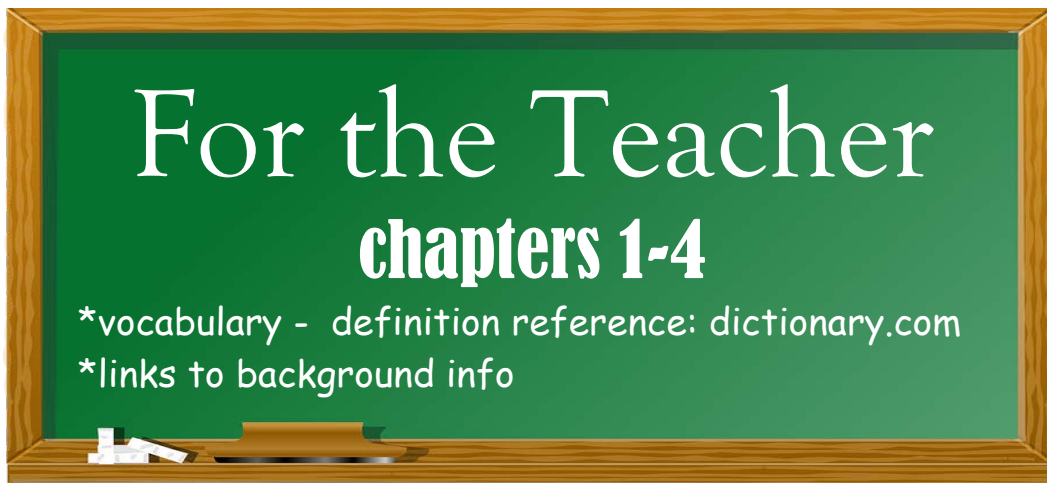
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggested Implementation Schedule

Week One and Two					
Lesson #	Days	Unit pages	Reading	Literary Elements and skills	CCSS
1	Mon. Tues.	p. 8-14	Chapters 1-4	vocabulary, figures of speech, prediction, introspection, character development, plot development	RL 11-12.4 SL 11-12.1 L 11-12.4, 11-12.5
2	Wed. Thurs.	p. 15-22	Chapters 5-8	vocabulary, character development, author choice analysis, real-life application, Biblical application	RL 11-12.1, 3, 4 SL 11-12.1, 2 L 11-12.1, 2, 4
3	Fri. Mon.	p. 23-27	Chapters 9-12	vocabulary, character development, map skills, Biblical application, connection to/knowledge of a historical event	RL 11-12.1, 4 SL 11-12.1 L 11-12.4, 5
4	Tues. Wed Thurs.	p. 28-31	Chapters 13-16 *Catch-up or Review	vocabulary, character development, imagery, real-life application, oral presentation	RL 11-12.1, 3, 4 SL 11-12.1, 4, 6 L 11-12.1, 3, 4, 5
5	Fri.	p. 32-36	Quiz 1	vocabulary, recall, connection to/use of scientific knowledge, personal application, analysis and evaluation	RL 11-12.1 W 11-12.1 L 11-12.1, 2, 4
Week Three and Four					
6	Mon. Tues.	p. 37-42	Chapters 17-20	vocabulary, figures of speech, analysis of author choice and character development, Biblical application - prophecy	RL 11-12.1, 3, 4 SL 11-12.1 L 11-12.4, 5
7	Wed. Thurs.	p. 43-48	Chapters 21-24	vocabulary, speech nuances, prediction, self-reflection, Biblical application (prayer)	RL 11-12.1, 4 SL 11-12.1 L 11-12.4, 5
8	Fri. Mon.	p. 49-54	Chapters 25-28	vocabulary, character development,/evaluation through artistic or mathematical rendering, thematic analysis and correlation to previous literary works, Biblical application-response to enemies	RL 11-12.1, 2, 3, 9 SL 11-12.1, L 11-12.4

Lesson #	Days	Unit pages	Reading	Literary Elements and skills	CCSS
9	Tues. Wed. Thurs.	p. 55-58	Chapters 29-32 *Catch-up or Review	vocabulary, plot development- synthesis of events, spiritual life application	RL 11-12.1, 2, 4 SL 11-12.1 L 11-12.4, 5
10	Fri.	p. 59-63	Quiz 2	vocabulary, comprehension, spiritual application, analysis and synthesis of characters	RL 11-12.1, 3 W 11-12.1 L 11-12.1, 2, 4
Week Five and Six					
11	Mon. Tues.	p. 64-68	Chapters 33-36	character development, imagery, timeline synthesis, evaluation of author choice	RL 11-12.1, 2, 3, 4, 5 W 11-12.1 SL 11-12.1 L 11-12.1, 2, 5
12	Wed. Thurs.	p. 69-73	Chapters 37-40	vocabulary, geographical application, irony, character development, Biblical application- Philippians 3:13-14	RL 11-12.1, 3 SL 11-12.1 L 11-12.4
13	Fri. Mon.	p. 74-78	Chapters 41-44	vocabulary, historical connection, Biblical application-free will, evaluation of character responses	RL 11-12.1, 2, SL 11-12.1, 4 L 11-12.1, 3, 4
14	Tues. Wed. Thurs.	p. 79-82	Chapters 45-48 *Catch-up or Review	vocabulary, evaluation of plot culmination, projection based on inferences, analysis of and personal application to characters.	RL 11-12.1, 3, 4, 5, 10 SL 11-12.1, L 11-12.4
15	Fri.	p. 83-86	Quiz 3	vocabulary, knowledge/recall, spiritual application	RL 11-12.1 L 11-12.4
Week Seven					
	Mon.- Fri.	p. 87-88	Culminating activities can be done in class or assigned as homework.		All of the culminating activities align to one or more of the following: RL 11-12.1, 2, 7 W 11-12.1, 2, 3, 4, 7, 9, 10 SL 11-12.2, 4, 5 L 11-12.1, 2, 3, 6



Vocabulary:

Chapter 1

lamented - to feel or express sorrow or regret for

flanked - to stand or be placed or posted at the flank or side of

hallucinogenic - producing hallucinations

caftan - a long, full, usually collarless robe with wide sleeves that is worn at home for lounging or entertaining or at the beach as a cover-up.

Chapter 2 and 3

stemmed - to arise or originate

accentuated - to give emphasis or prominence to

remnant - a remaining, usually small part, a fragment or scrap

rhetorical - used for, belonging to, or concerned with mere style or effect.

Chapter 4

nostalgia - a wistful desire to return in thought or in fact to a former time in one's life

hoovey - silly or worthless talk, writing, ideas, etc.; nonsense; bunk

hearsay - an item of idle or unverified information or gossip; rumor

Background information: The following people, places, events, and/or objects are referenced in the chapters for this section. The links below provide pictures and information that may enhance students' understanding of and relation to the story.

Chapter 1

- Richard Nixon
<https://www.whitehouse.gov/about-the-white-house/presidents/richard-m-nixon/>
- 1972 Winter Olympics
<https://www.olympic.org/sapporo-1972>
<https://www.britannica.com/event/Sapporo-1972-Olympic-Winter-Games>

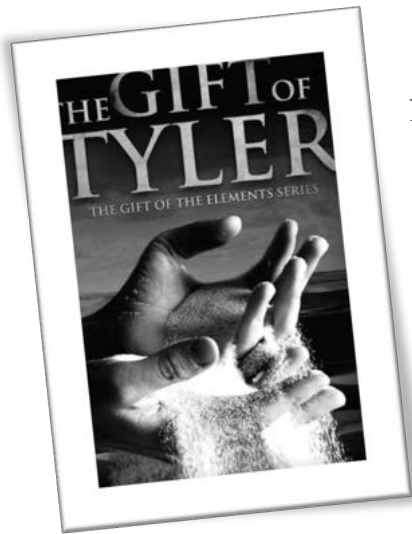
- Christmas bombing of North Viet Nam
<https://www.history.com/this-day-in-history/nixon-announces-start-of-christmas-bombing-of-north-vietnam>
- Shaquille O’Neil
<https://www.biography.com/athlete/shaquille-oneal>
- Ben Affleck
<https://www.biography.com/actor/ben-affleck>
- King Edward VIII
<https://www.biography.com/royalty/edward-viii>
<https://www.britannica.com/biography/Edward-VIII>
- Harry Truman
<https://www.whitehouse.gov/about-the-white-house/presidents/harry-s-truman/>
- “In-A-Gadda-Da-Vida” by Iron Butterfly
<https://www.songfacts.com/facts/iron-butterfly/in-a-gadda-da-vida>
<https://genius.com/Iron-butterfly-in-a-gadda-da-vida-lyrics>

Chapter 2

- The Notorious B.I.G.
<https://www.biography.com/musician/biggie-smalls>
- John Nemecheck
<https://www.nascar.com/drivers/john-hunter-nemecheck/>
- 1959 Wartburg 311
https://en.wikipedia.org/wiki/Wartburg_311
[https://en.wikipedia.org/wiki/Wartburg_311#/media/File:Wartburg_311_\(1963\)_02.jpg](https://en.wikipedia.org/wiki/Wartburg_311#/media/File:Wartburg_311_(1963)_02.jpg)

Chapter 3

- “The Good Life” by Weezer
<https://genius.com/Weezer-the-good-life-lyrics>
- “Black Hole Sun” by Soundgarden
<https://genius.com/Soundgarden-black-hole-sun-lyrics>



Name _____ Period _____ Date ____/____/____

Read Chapters 1-4 and take note of the following words:

lamented flanked remnant caftan	rhetorical stemmed accentuated hallucinogenic	nostalgia hoey hearsay
--	--	------------------------------

Match the following terms to their definitions:

- | | |
|----------------------|--------------------------------------|
| _____ lamented | a. express sorrow or regret |
| _____ hallucinogenic | b. to be placed on the side of |
| _____ stemmed | c. a remaining part, fragment, scrap |
| _____ hoey | d. producing hallucinations |
| _____ flanked | e. to arise or originate from |
| _____ remnant | f. silly or worthless talk |
| _____ hearsay | g. unverified information or gossip |

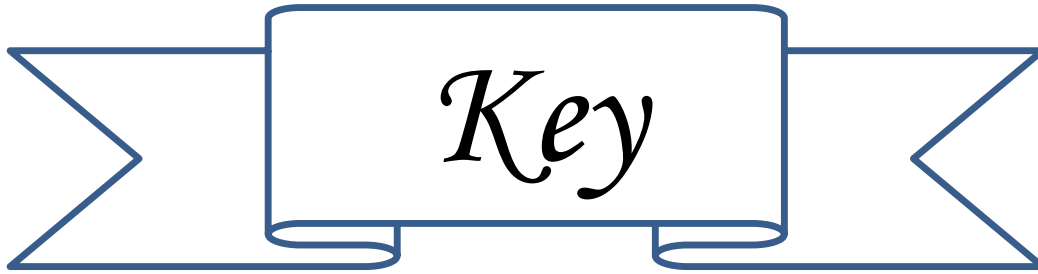
Write the definitions for the following words:

nostalgia _____

caftan _____

rhetorical _____

accentuate _____



Match the following terms to their definitions:

- | | |
|-------------------------|--------------------------------------|
| a. _____ lamented | a. express sorrow or regret |
| d. _____ hallucinogenic | b. to be placed on the side of |
| e. _____ stemmed | c. a remaining part, fragment, scrap |
| f. _____ hooley | d. producing hallucinations |
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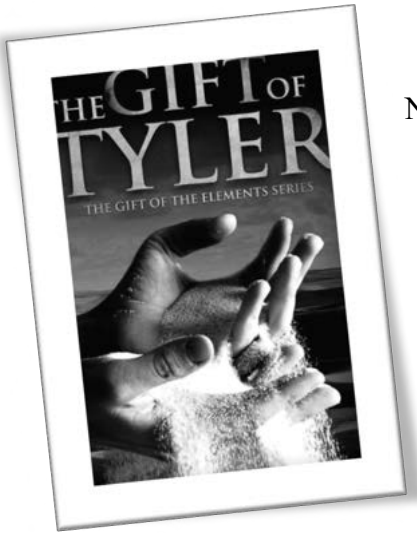
Write the definitions for the following words:

nostalgia: a wistful desire to return in thought or in fact to a former time in one's life

caftan: a long, full, usually collarless robe with wide sleeves that is worn at home for lounging or entertaining or at the beach as a cover-up

rhetorical: used for, belonging to, or concerned with mere style or effect

accentuate: to give emphasis or prominence to



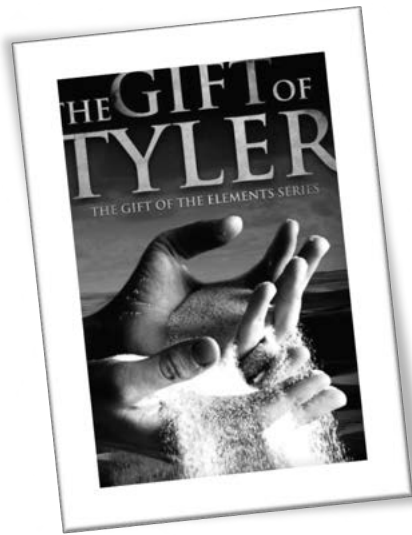
Name _____ Period _____ Date ____/____/____

DISCUSS THE FOLLOWING FIGURES OF SPEECH FOUND IN CHAPTERS 1-4. WRITE THE MEANING OF THE PHRASE AND THEN HOW IT WAS USED IN THE BOOK.

Phrase	Meaning	Context
tripping the light fantastic		Page # _____
twisted up like an Auntie Anne's pretzel		Page # _____
chalked it up to		Page # _____
par for the course		Page # _____
if he had his druthers		Page # _____

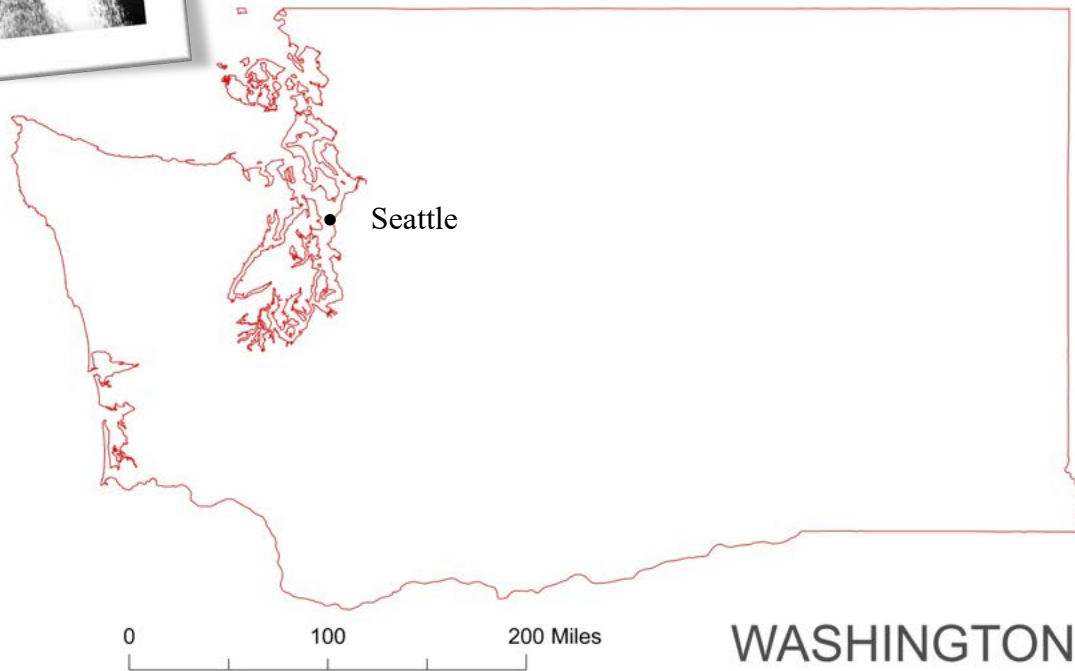
Key

Phrase	Meaning	Context
tripping the light fantastic	to dance, especially in an imaginative or 'fantastic' manner but in relation to the 70's most likely being under the influence of mind-altering substances	Page 4. Flower studied the woman's straight hair that hung below her waistline in the back and hippie-style clothing, complete with a tie-dyed caftan, and concluded that this must be one of her parents' friends tripping the light fantastic.
twisted up like an Auntie Anne's soft pretzel	To be in an unnatural, twisted position. Auntie Anne's is a popular establishment specializing in hand-rolled, freshly baked pretzels. Commonly found in mall food courts.	Page 13 Tyler was twisted up like an Auntie Anne's soft pretzel as he slept soundly and peacefully in his bed.
chalked it up to	to ascribe or credit an event or feeling to something	Page 8 It wasn't exactly the start to her journey that she expected, being far from a normal parental send-off, but she chalked it up as par for the course and hit the road to close that chapter of her life and start a new one.
par for the course	exactly what one might expect; typical	See above
if he had his druthers	if he had his own way, choice or preference	Page 17 If he had his druthers, he'd probably start by making the dream from which he had just been so rudely interrupted, a reality.



Name _____ Period _____ Date ____ / ____ / ____

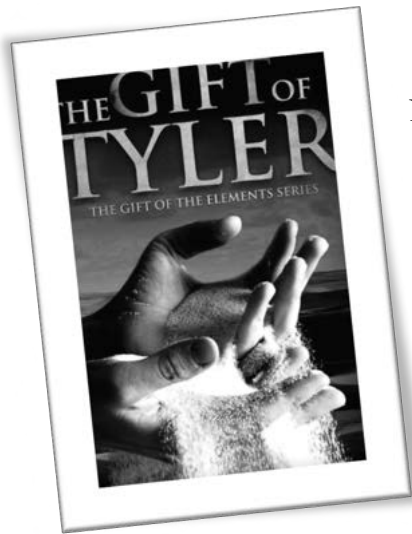
Kathleen starts her journey in Seattle, Washington and drives three hours east to Penuel where she ends up putting down roots. Even though Penuel is a fictional town, plot where you think it would be on the map. Use the scale below the map as a support. (Hint: Kathleen is a good girl and drives the speed limit of 60 MPH). Then plot three actual towns on this map that would surround Penuel, if it existed.



<https://your-vector-maps.com/downloads/preview-of-washington-state-free-map/>

Points to ponder: In groups of 2 or 3, discuss the following:

- ✓ Both Kathleen (Flower) and Tyler are seventeen when we meet them. How do you relate to one or both of them so far?
- ✓ Two strange things happen when Tyler wakes up; his alarm goes off without him touching it and he is all of a sudden able to see without any kind of "vision enhancing devices." What do you think is going on and how do you think it will play out in the story?
- ✓ Chapter 4 ends with Tyler pondering the following: "Perhaps the impossible was only impossible because no one had yet discovered that it was actually possible. If that were true, would that make everything possible?" What are your thoughts on that? What do you think might actually be possible that is considered impossible today?



Name _____ Period _____ Date ___ / ___ / ___

Score: _____ / 25 Percentage _____ %

Quiz 1

Chapters 1-16

Vocabulary (10 points)

Match the vocabulary word to the correct synonym:

- | | |
|---------------------|------------------|
| 1. _____ hearsay | a. robe |
| 2. _____ lament | b. peace |
| 3. _____ caftan | c. contradiction |
| 4. _____ echelon | d. cherish |
| 5. _____ feign | e. gossip |
| 6. _____ unrequited | f. unreturned |
| 7. _____ solace | g. outburst |
| 8. _____ paradox | h. pretend |
| 9. _____ tirade | i. bemoan |
| 10. _____ dote | j. rank |

Multiple Choice (5 points)

1. What city has NOT been mentioned in the story so far?
 - Seattle
 - Ellensburg
 - Cle Elum
 - Wenatchee
2. What job did Kathleen take after her waitress occupation?
 - bank teller
 - florist
 - teacher
 - supermarket cashier

3. All of the following phenomenon happened to Tyler without him even realizing it EXCEPT:
- He turned off his alarm by hitting his shoe.
 - The rock he kicked rolled substantially farther than appropriate to the force applied.
 - His car handle positioned itself directly in his hand.
 - The lock on his locker dialed the correct combination and opened.
4. Sheriff Wilson was described as reminding Tyler of the following actor:
- Sam Elliot
 - Burt Reynolds
 - Tom Selleck
 - John Travolta
5. What word *best* characterizes how Flower feels about her life when the story opens?
- content
 - trapped
 - proud
 - fearful

Short Answer (10 points)

1. Which character in the story do you most closely identify with so far and why? Cite at least 3 examples from the book that support your reasoning.

2. What applications can you make from the story to your knowledge of and faith in the Lord? For instance, has there been anything in the story that affirmed what you already knew, caused you to see previous knowledge in a new way, or added new learning entirely?

3. Imagine you were the scientist who discovered how to capture the energy in overactive minds and convert it to a power source, as the author suggests in chapter 15. Where do you think the best place would be to find your subjects? Where would you get the highest amount of energy? Explain how your reasoning compares or contrasts to the author’s thoughts.

Quiz 1- KEY

Chapters 1-16

Score: _____ / 25 Percentage _____ %

Vocabulary (10 points)

Match the vocabulary word to the correct synonym:

- | | |
|------------------------|------------------|
| 1. e. _____ hearsay | a. robe |
| 2. i. _____ lament | b. peace |
| 3. a. _____ caftan | c. contradiction |
| 4. j. _____ echelon | d. spoil |
| 5. h. _____ feign | e. gossip |
| 6. f. _____ unrequited | f. unreturned |
| 7. b. _____ solace | g. outburst |
| 8. c. _____ paradox | h. pretend |
| 9. g. _____ tirade | i. bemoan |
| 10. d. _____ dote | j. rank |

Multiple Choice (5 points)

1. What city has NOT been mentioned in the story so far?
 - Seattle
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 - **The lock on his locker dialed the correct combination and opened.**
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- **Sam Elliot**
 - Burt Reynolds
 - Tom Selleck
 - John Travolta
5. What word *best* characterizes how Flower feels about her life when the story opens?
- content
 - **trapped**
 - proud
 - fearful

Short Answer (10 points)

1. Which character in the story do you most closely identify with so far and why? Cite at least 3 examples from the book that support your reasoning.

3 points- one for each supporting detail

2. What applications can you make from the story to your knowledge of and faith in the Lord? For instance, has there been anything in the story that affirmed what you already knew, caused you to see previous knowledge in a new way, or added new learning entirely.

2 points- anything can be accepted here as long as it reflects knowledge of class discussions or accurate references to the book

3. Imagine you were the scientist who discovered how to capture the energy in overactive minds and convert it to a power source, as the author suggests in chapter 15. Where do you think the best place would be to find your subjects? Where would you get the highest amount of energy? Explain how your reasoning compares and/or contrasts to the author's thoughts.

5 points- one for choosing an appropriate place/people group

- one for stating why it was chosen

- three points for relating it back to the book

Culminating Activities

Note to the teacher: These are culminating activity options. Present them all to your students and let them choose, or, as the educator, select the one(s) that fit with your personal style of teaching, the ability/developmental level of your student(s), or the timeframe/resources you have available.

Directions: Any activity chosen must be presented in finalized written form, show sound research and/or thought through strong supporting evidence, and, with the exclusion of the musical options #7 and #8, be at least 1200 words. Any activity can be presented as an oral report with media presentation (i.e. PowerPoint) instead of a written report if desired.

1. Write a report on the longest year in history. Who was behind the reason for adding the time to the calendar? What was the process?
2. Choose someone from the past who had an immense positive or negative effect on the history of our nation or world. Discuss how history would have been rewritten if the individual used their “power” differently.
3. Watch the 1996 movie Phenomenon (PG) referenced in chapter 6. Write a comparison between the film and the novel. Analyze the similarities and the differences between characters, plot development, and culminations of both.
4. Watch the 1987 movie The Princess Bride (PG) referenced in chapter 19. Make a connection between Tyler and Jessie’s relationship and Wesley and Buttercup’s. Compare and contrast the characters of Jessie and Buttercup and do the same for Tyler and Wesley. In the end, they both “get the girl.” After reading The Gift of Tyler and watching The Princess Bride, would you have ended both stories that way? Explain your answer.
5. In chapter 37, the author writes that Jessie was worried that Tyler could be killed “out of humanity’s common fear of what they don’t know and understand.” Choose one of the gospels to track how this fear actually did play out in the life and the eventual death of Jesus Christ. Cite one other event in history that fits the same theme.
6. With a better understanding of the author’s writing style, write your own chapter that could be added somewhere in the book. It can occur in the beginning, middle, or the end, just indicate which existing chapters yours would fall between. It must have a title, include the same characters, and fit the thematic elements of the story, but the content can be anything that you feel would add value to the novel.

7. Music is a huge part of Tyler's life. That is not uncommon as music seems to speak to everyone regardless of age, gender, race, or religion. Write your own song lyrics about an important relationship in your life, an event that greatly affected you, or an intense emotion or attitude you have now or have had in the past.

8. Take the secular song "You Raise Me Up" by Josh Groban or "Because You Loved Me" by Celine Dion and view them through a Christian lens. Find scriptures that correspond to the exact words and/or the meanings behind the verses and chorus. Write the lyrics out with the corresponding Bible verses next to, or underneath them. Be sure to write out the whole Bible verse or passage, not just the reference.