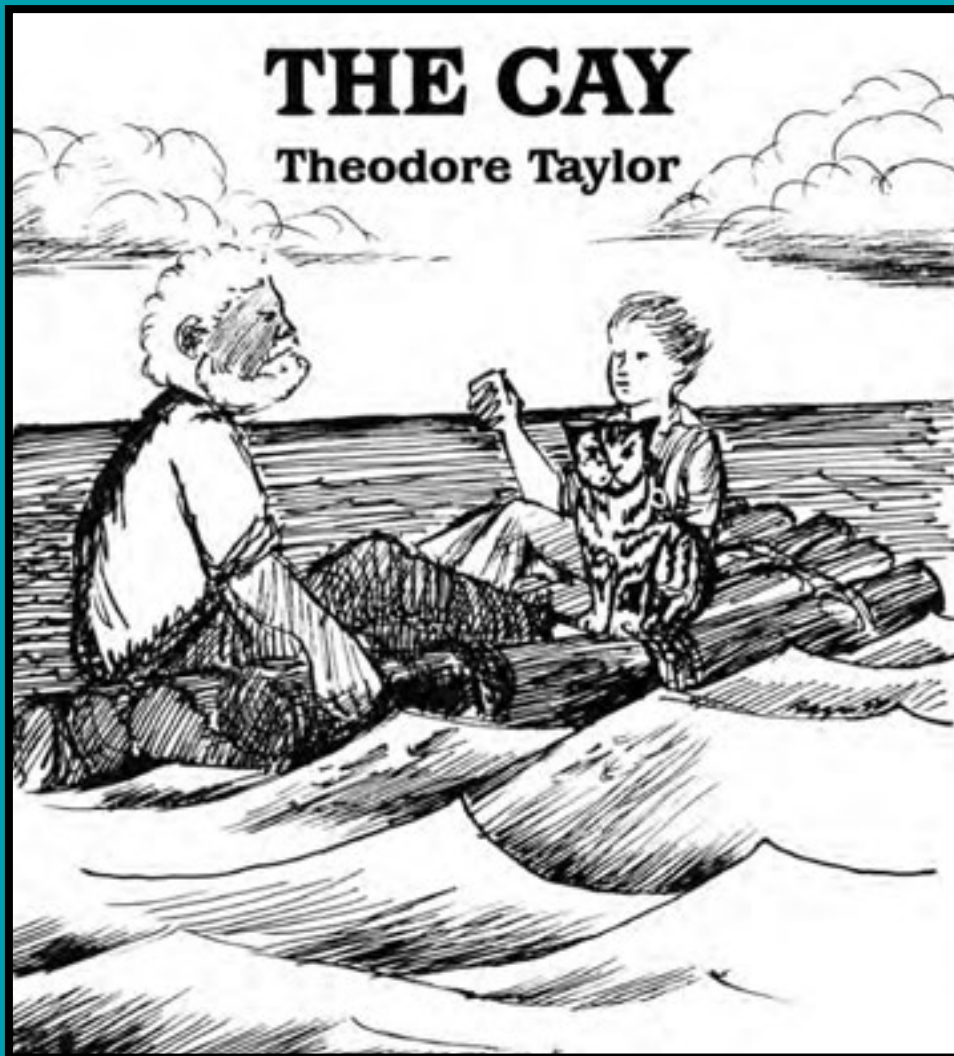


Novel•Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

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

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

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

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Where and when does it take place? Have you read any other books by the same author?
2. Look up the word "stereotype" in a dictionary. Then discuss with your classmates the impact of stereotyping on ethnic and racial groups in our society today. What examples of stereotyping exist on television, in newspapers, and in magazines? What are the negative effects of stereotyping upon the victims as well as upon the perpetrators?
3. **Cooperative Learning Activity:** With a group of your classmates, discuss how prejudice and stereotyping may be present in your community. Find examples of stereotyping in the media. Together with the other members of your group, devise a plan to reduce prejudice and eliminate the practice of stereotyping.
4. Claiming that something will happen often causes it to occur. This is called a self-fulfilling prophecy. How might the victims of prejudice and stereotyping become products of self-fulfilling prophecies at school and work?
5. This novel is dedicated to Dr. Martin Luther King, Jr. and his dream of a society without prejudice. Read Dr. King's famous "I've Got a Dream" speech and predict how its theme might be woven into the fabric of the novel.
6. *The Cay* was published in 1968, the year that Dr. Martin Luther King, Jr. was assassinated. Do some research to learn about the state of civil rights for minorities at that time. Read about some of the major events such as the Supreme Court rulings that put an end to segregation in public schools, the senseless killings at Kent State University, and the Montgomery bus boycott.
7. What are some of the lasting effects of the civil rights struggle that took place during the years from 1954 to 1968? How have some of the changes been eroded? What kinds of reform are still necessary?
8. Look up the word "cay" in a dictionary. Then discuss with your classmates the elements of survival on a deserted island. Be sure to discuss shelters that could be built, food to be foraged, and clothing that might be needed.
9. Look at the map on page four of this study guide to acquaint yourself with the geographical area featured in this book. Look at it again while you read in order to understand the events as they occur.
10. Locate a travel poster or tourist brochure showing the harbor of Curaçao. Find out why the houses are typical of those found in Holland.
11. Do some research and consult the map on page four of this study guide to find out why the Germans in World War II were interested in the oil that was drilled in Venezuela and refined on the Dutch islands of Aruba and Curaçao.
12. **Science Connection:** Do some research to learn about undersea coral formations and coral reefs. Learn how they provide protection and spawning ground for many sea creatures, but may cause problems for ships. Find out why coral reefs are in danger and how conservationists are trying to protect them.

CHAPTERS 1, 2

Vocabulary: The following words have a general definition as well as a nautical definition. Use a dictionary to help you fill in the chart below.

| | General Definition | Nautical Definition |
|----------|--------------------|---------------------|
| 1. bow | | |
| 2. stern | | |
| 3. tug | | |
| 4. deck | | |
| 5. pitch | | |

Additional Seafaring Words: Use a dictionary to find the meanings of each of these nautical words:

1. schooner _____
2. trade winds _____
3. starboard _____
4. leeward _____
5. ballast _____

Questions:

1. Why did Phillip and the people of Curaçao fear for their own safety even though the major events of World War II were taking place in Europe and the South Pacific?
2. Why were the islands of Aruba and Curaçao in potential danger of German attack?
3. On the day of the U-boat sighting, what actions revealed that Phillip was not as worried about his safety as his mother was?
4. How did Phillip's parents disagree about living in Curaçao?
5. Why did Mrs. Enright decide to leave Curaçao with Phillip? Do you think that they really had to leave, or that she was looking for an excuse to leave?
6. Why didn't Phillip want to leave Curaçao?