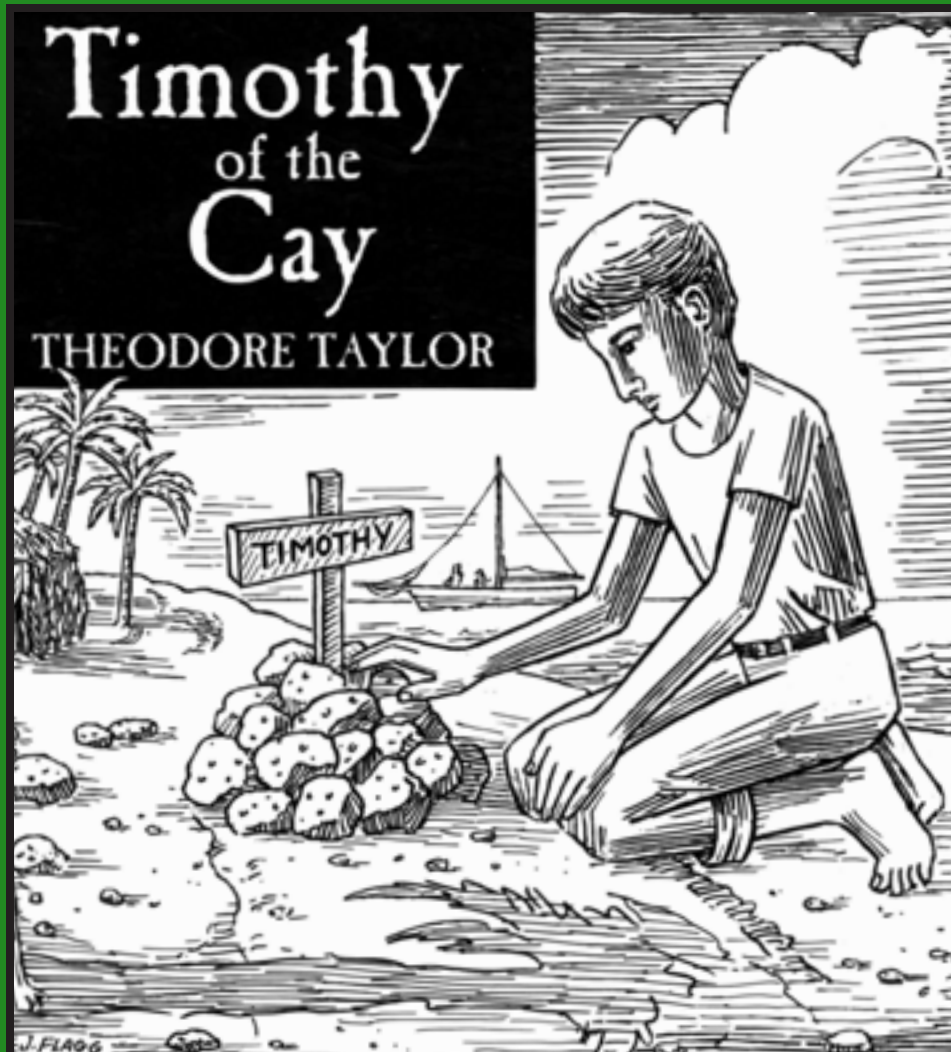


Novel•Ties



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 *Timothy of 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 at 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 reading development 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; 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, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

GLOSSARY OF NAUTICAL TERMS

This glossary contains definitions of many nautical terms that are not in the diagram on page four of this study guide. Refer to this glossary as you read.

aft	at, toward, or close to the stern of a ship
aloft	in or toward the upper rigging of a ship; high above the deck
ballast	heavy material placed in the hold of a ship to give it stability
batten down	fasten securely
berth	1. shelf-like sleeping platform on a ship; 2. space for a ship to dock at a wharf
bo'sun	or <i>boatswain</i> ; the ship's officer in charge of the deck crew, rigging, and anchors
bollard	thick post used for securing ropes
boom	long spar extending from a mast to hold the foot of a sail
bow	forward end of a ship (rhymes with "cow")
bowsprit	spar projecting forward from the front of a ship
bulkhead	wall that divides a ship into compartments
capstan	device with a spindle that is turned to hoist heavy weights, such as anchors
careen	lean a ship on one side for cleaning or repairing
fo'c'sle	or <i>forecastle</i> ; seamen's quarters in the forward part of a ship
furl	roll up and tie a sail to a spar, yard, or mast
galley	ship's kitchen
gangway	removable ramp used as a bridge between a ship and a pier
halyard	rope used to raise or lower a sail
hawser	heavy rope for mooring or towing
heel	tilt to one side
helm	wheel of a ship
hold	cargo space below the deck of a ship
hull	frame of a ship, excluding masts, sails, and rigging
keel	main timber that runs lengthwise from bow to stern along the center of the bottom of a ship
knot	unit of speed; one nautical mile per hour
lay aloft	climb into the rigging of a ship
lee	side sheltered from the wind
leech lines	lines attached to the vertical edges of a square sail

PRE-READING ACTIVITIES

1. If you have read *The Cay*, why do you think the author, Theodore Taylor, wanted to write a sequel? What additional information do you think you will learn about the characters?
2. Preview the novel by reading the title, author, and publisher's blurb. Also, look at the cover illustration. What do you think this book will be about? Do you think the book will be an adventure, a mystery, a humorous book, or something else?
3. **Geography Connection:** On a map of the Western Hemisphere, locate the Caribbean Sea; the islands of Curaçao, St. Thomas, St. Croix, St. John, Puerto Rico, and Barbados; the Panama Canal; Rio de Janeiro; and the coasts of Nicaragua and Honduras. Display this map in your classroom for reference as you read the novel.
4. **Social Studies Connection:** The topic of slavery is important in this novel. With a partner or small group of classmates, discuss what you know about the history of slavery and how that history is tied to the Caribbean. Do some additional research on the slave trade routes of the 1700s and 1800s.
5. What is a handicap? Is it something a person is born with or acquires as a result of an accident, or is it something imposed by society? Do all people define handicap in the same way?
6. What kinds of prejudice or stereotyping do you see on television, in movies, in newspapers, and in magazines? Do these kinds of prejudice accurately reflect our society? What can one person or group do to reduce prejudice?
7. You are familiar with the usual structure of a novel in which there is one main story. The novel you are about to read, however, departs from this structure. In *Timothy of the Cay*, you will be following *two* plots: Phillip's life as it goes forward from the time of his rescue from the cay, and Timothy's life from the time that he was the same age as Phillip. As you read, notice how the author shifts from story to story, and how he sets parallel events in adjacent chapters.
8. Are you superstitious? Do you refuse to walk under ladders? Do you believe you will have bad luck for seven years if you break a mirror? What other superstitions do you know? How and why do you think superstitions develop? As you read this novel, notice the superstitious beliefs held by various characters.