

Beyond the Bright Sea



By

Lauren Wolk

A Novel Study
by Nat Reed

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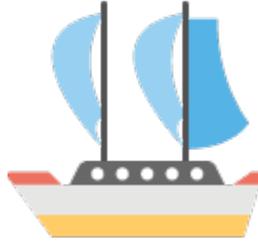


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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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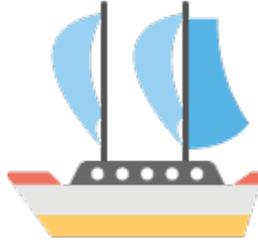
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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on four chapters of *Beyond the Bright Sea* and is comprised of the following different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **checklist** (page 6) are included so that students may track all of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include the importance of belonging and family, tolerance and understanding, personal fear, leprosy, sacrifice, courage, friendship and personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

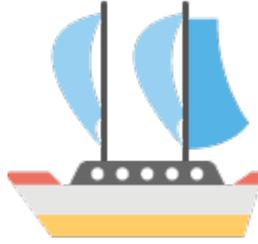
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Twelve-year-old Crow has lived her entire life on a tiny, isolated piece of the starkly beautiful Elizabeth Islands in Massachusetts. Abandoned and set adrift in a small boat when she was just hours old, Crow's only companions are Osh, the man who rescued and raised her, and Miss Maggie, their fierce and affectionate neighbor across the sandbar.

Crow has always been curious about the world around her, but it isn't until the night a mysterious fire appears across the water that the unspoken question of her own history forms in her heart. Soon, an unstoppable chain of events is triggered, leading Crow down a path of discovery and danger.

Vivid and heart-wrenching, Lauren Wolk's *Beyond the Bright Sea* is a gorgeously crafted and tensely paced tale that explores questions of identity, belonging, and the true meaning of family. [Courtesy of the publisher]

Author Biography

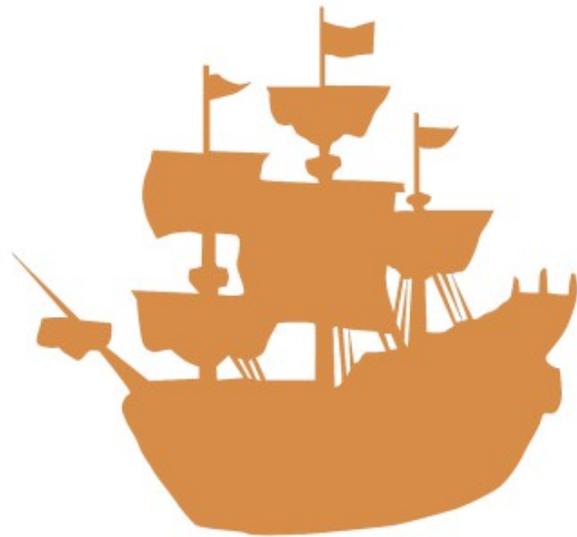
Lauren Wolk

Lauren Wolk is a novelist, poet, visual artist, and Associate Director at the Cultural Center of Cape Cod. Wolk graduated from Brown University in 1981 and married her classmate Richard in 1982. They have two sons: Ryland, who was born in 1988, and Cameron, in 1991. Both sons are musicians. Wolk lives on Cape Cod. She is also author of *Wolf Hollow* (another featured curriculum unit by *Reed Novel Studies*).

[Biography courtesy of the author's website]



Beyond The Bright Sea



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Name: _____

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Prologue – Chapter 4



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Beyond the Bright Sea* is twelve-year-old Crow, who lives with Osh in a ramshackle cabin on a tiny island off the coast of Massachusetts. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. Who would you say is your *most favorite* character ever? What made you select this character?



Vocabulary:

A. Choose a word from the list to complete each sentence.

resilient	bedlam	pinnacle	baubles
salvage	harried	vulnerable	turbulent

1. The children found a number of shiny _____ stashed away in the crow's nest.
2. The crew were able to _____ most of the supplies before the ship sank.
3. The class soon dissolved in to complete _____ when the teacher left.
4. The sea has been quite _____ ever since the wind came up.
5. Osh is probably the most _____ man I have ever met.
6. Miss Goldham had a most _____ expression on her tired face.
7. We climbed to the _____ of the tower and there we ate our lunch.
8. The castle is most _____ to attack on the side by the sea.

B. The novel contains many words which might only be familiar to people who live by the sea. Match the following words in COLUMN A with the correct meaning in COLUMN B.

	COLUMN A	MEANING		COLUMN B
1.	skiff		a.	The bottom of a ship's body.
2.	fluke		b.	An edible mollusk with a ribbed fan-shaped shell.
3.	flotsam		c.	A small sheltered bay.
4.	dinghy		d.	As far as high tide travels up the shoreline.
5.	scallop		e.	Debris washed up on the shore.
6.	hull		f.	The main body of a ship.
7.	cove		g.	A shallow, flat-bottomed open boat.
8.	keel		h.	A part of the anchor that fastens in the ground.
9	wrack line		i.	A maritime plant with small pink flowers.
10	sea lavender		j.	A small boat often pulled by a larger boat.

Questions



1. Describe the **setting** of the story at the beginning of Chapter One.

2. Describe how Crow ended up with Osh.

3. Mouse was a: a) mouse b) rabbit c) cat d) dog

4. Osh named her Crow because a crow followed him home on the day he found her.

True or False

5. Where did some of the local people feel she came from? Why was this so disturbing for them?

6. What was your impression of Osh? On what did you base this impression?

7. Osh decided that Crow was his until someone else could prove otherwise. How might they be able to *prove otherwise* after so many years had passed?

8. Choose three appropriate adjectives that you think would accurately describe Miss Maggie's personality.

1		2		3	
---	--	---	--	---	--

9. What was the most precious cargo they harvested from a wreckage? Why was this so precious?

10. The author seems to love using the literary device known as **foreshadowing** (providing a hint of a future event). How is the conclusion of Chapter 3 an example of foreshadowing?

Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first four chapters of *Beyond the Bright Sea*.

Word	Anagram	Clue
beards		A popular foodstuff.
where		One who wields an axe.
start		Yummy.
leper		Fend off.
struck		F-150s.
touch		Courteous.
smart		Trolley cars.

Now find two additional words from the first four chapters which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

Check out the author's official website.

<http://www.laurenwolk.com>

B. A Quatrain Poem Celebrates Courage.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain is the first four lines of the poem, **Leper**, written by the famous poet, Atrocious Halitosis.

*They say I'm a leper, Oh dearie me,
I've lost a hand, a foot, my knee.
My hairs all gone, my teeth are too,
I think I'll buy some Crazy Glue.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - A - B - B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first four chapters of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

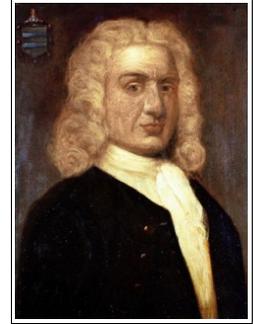
Title: _____

Bonus Question.

In the above poem why is the poet in the market for some Crazy Glue?

C. Research: Captain William Kidd

People have long been fascinated by pirates (real or imagined) like **Blackbeard, Jack Sparrow, Anne Bonny, Calico Jack, Captain Hook** and many others. One of the most famous pirates to ever sail the seven seas was Captain William Kidd (1655 A.D. – 1701 A.D.) who was a Scottish adventurer but lived in America for a time. Using resources in your school library or on the Internet investigate this pirate. Then from your research create three True and False questions to challenge your classmates.



1		True or False
2		True or False
3		True or False

D. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is: . . . *the spoon made a sound like a boat being dragged across the beach.*

What is being compared in this example?

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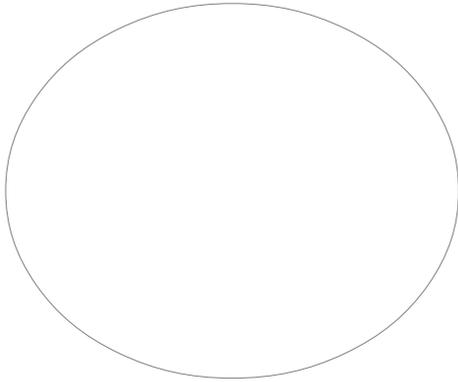
Invent your own **similes** comparing the following items with something from your own imagination:

a) the sound of waves on a beach

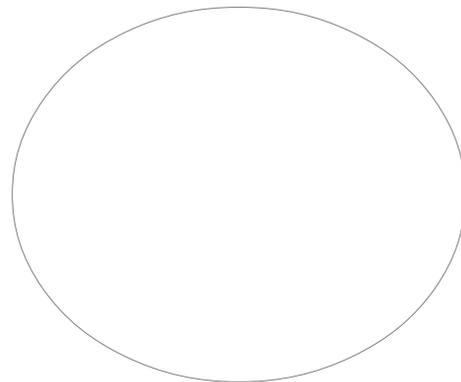
b) your choice

E. 5 Ws and an H.

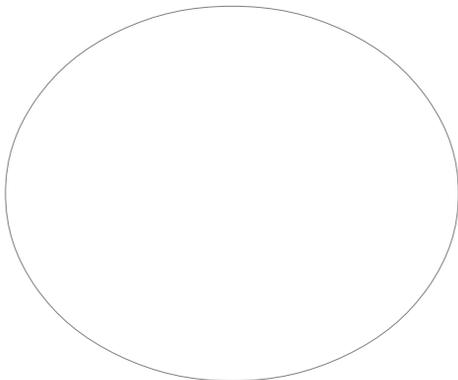
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



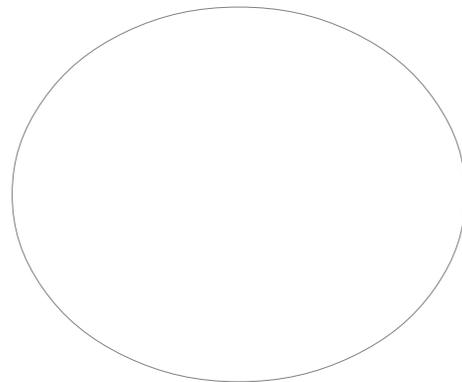
WHO?



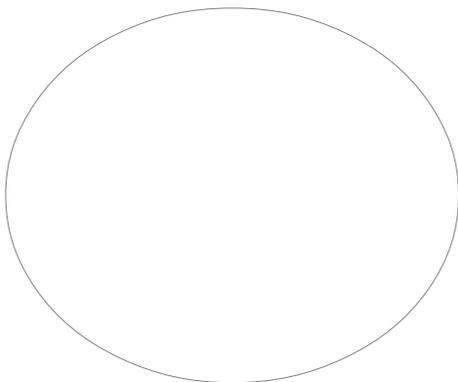
WHAT?



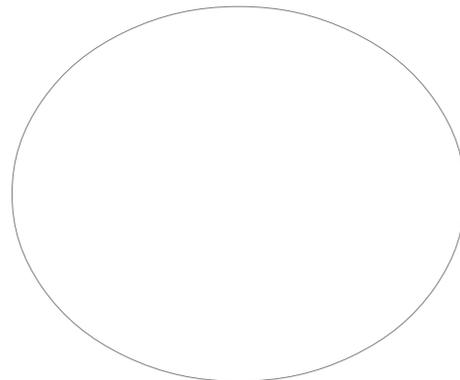
WHEN?



WHERE?



WHY?



HOW?

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene - or the entire novel. Complete the story-board below illustrating the events described in the first four chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6