

Twenty Thousand Leagues Under The Sea



By

Jules Verne

A Novel Study
by Joel Michel Reed

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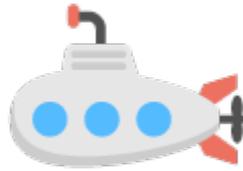


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About the author: Joel Reed has over 70 published novel studies and is the author of four novels. For information on his work and literature, please visit www.reednovelstudies.com

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Suggestions and Expectations

This novel study is based on the Puffin Classics version of Twenty Thousand Leagues Under The Sea, which consists of Twenty Chapters In Part One and Seventeen Chapters In Part Two.

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on several chapters of *Twenty Thousand Leagues Under The Sea* (separated into two parts) and is comprised of five of the following activities:

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

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

Many of the units activities are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to the following:

- 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.**

- Students can work on the activities at their own pace.
- Every activity need not be completed by all students.
- A **portfolio cover** is included (Page Seven) as well as a **Checklist** (Page Six) to keep a record of completed work.

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/antonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *personification*
12. Identify/create *similes*

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. The 3-2-1 Activity

Character Activities

1. Determine character traits
2. Complete a character comparison
3. Relating personal experiences

Creative and Critical Thinking

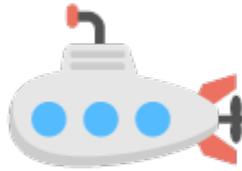
1. Research assignment
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write an author biography
6. Write a description of personal feelings
7. Write a book review
8. Complete an observation sheet
9. Write a short story
10. Decipher a series of cryptograms

Art Activities

1. Create a storyboard
2. Create a collage
3. Create a mural
4. Design a cover for the novel
5. Create a comic strip
6. Tell (and Draw) it Like it Is

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Synopsis

Professor Aronnax and his team set out on a mission to rid the seas of a giant monster only to be captured by the “monster” itself – a spectacular submarine commanded by Captain Nemo. But the prisoners are soon distracted from their worries by the wonders of their incredible underwater journey – a voyage the professor wouldn't have missed for the world. (Summary Courtesy of Puffin Classics)

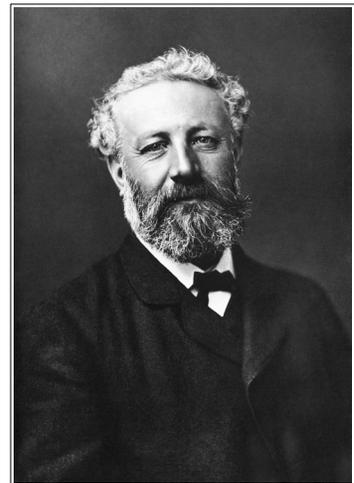
A complete synopsis and other helpful reviews can be found on the following website:
https://en.wikipedia.org/wiki/Twenty_Thousand_Leagues_Under_the_Sea

Author Biography

Jules Verne

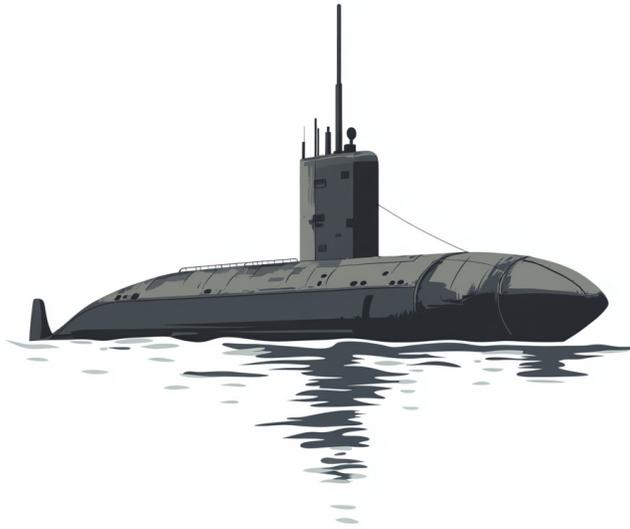
Jules Gabriel Verne - 8 February 1828 – 24 March 1905) was a French novelist, poet, and playwright.

Verne was born to bourgeois parents in the seaport of Nantes, where he was trained to follow in his father's footsteps as a lawyer, but quit the profession early in life to write for magazines and the stage. His collaboration with the publisher Pierre-Jules Hetzel led to the creation of the *Voyages extraordinaires*, a popular series of scrupulously researched adventure novels including *Journey to The Center of The Earth* (1864), *Twenty Thousand Leagues Under The Sea* (1870), and *Around The World In Eighty Days* (1873).



Biography courtesy of Wikipedia: https://en.wikipedia.org/wiki/Jules_Verne

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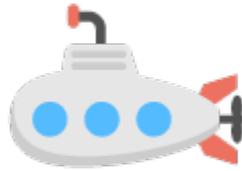


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Part 1 - Chapters 1-5



Before you read the chapters:

Based on the title and description of the novel, briefly predict what you think Professor Aronnax and his team will discover below the depths of the sea.



Vocabulary:

The reader is introduced to a number of unique words and phrases in our novel. Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge.

- | | |
|--------------------|--|
| 1. Phosphorescence | A. The action of departing from an established course. |
| 2. Maritime | B. Marine mammals consisting of whales, dolphins, or porpoises. |
| 3. Deviation | C. A stubborn refusal to change one's opinion or course of action. |
| 4. Perforated | D. Inspiring fear or respect through being impressively large. |
| 5. Formidable | E. Light emitted by a substance without combustion or heat. |
| 6. Hypothesis | F. An unwillingness or inability to believe something. |
| 7. Cetacean | G. Pierced with a hole or holes. |
| 8. Crustacean | H. An aquatic arthropod consisting of crab, lobster, and shrimp. |
| 9. Incredulous | I. Something that has a meaningful connection with the sea. |
| 10. Obstinate | J. A proposed explanation made on the basis of limited evidence as a starting point for further investigation. |

Questions



1. What was so unusual about the damage that was done to the *Scotia*?

2. What sea creature did Professor Aronnax believe caused the damage to the ship?

--

3. What nationality is Conseil, Professor Aronnax's servant?

--

4. Despite being a very hard worker and someone who rarely complained, what did Professor Aronnax describe to be Conseil's one major fault?

5. What was the name of the ship that was commanded by Captain Farragut?

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b. What was the reward for spotting the great sea creature/monster?

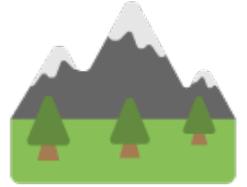
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6. Do you think there may be enormous sea creatures that are living at the bottom of the ocean today? Be sure to defend your answer.

Language Activities



A. Chapter Five contained a literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter Four? Why do you think the author ended the chapter this way?



B. Homophones

Homophones are words which sound the same but have different meanings. An example is **horse** and **hoarse**. These chapters features several examples of homophones. In the chart below, create sentences that show the meaning of each set of homophones.



Example 1

Homophones	Sentence
1. Capital	
2. Capitol	

Example 2

Homophones	Sentence
1. Forth	
2. Fourth	

Example 3

Homophones	Sentence
1. Weather	
2. Whether	

C. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	