

Zia



By
Scott O'Dell

A Novel Study
by Nat and Joel Reed

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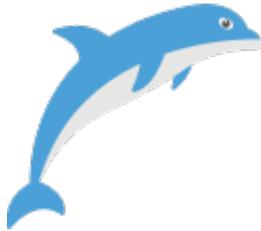


Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	73

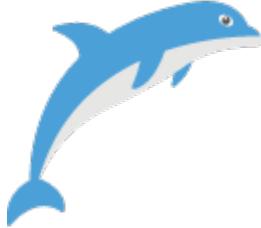
About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Most chapters of the novel study focus on 3 chapters of **Zia** and is comprised of the following 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 keep track 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 individuals who are caught between two cultures; endurance; nobility; courage; compassion; sacrifice; friendship; inner 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/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

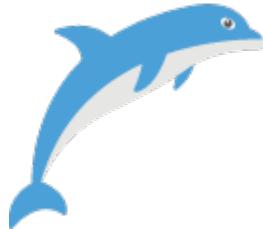
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write about personal feelings
7. Write a book review
8. Complete a KWS Chart

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

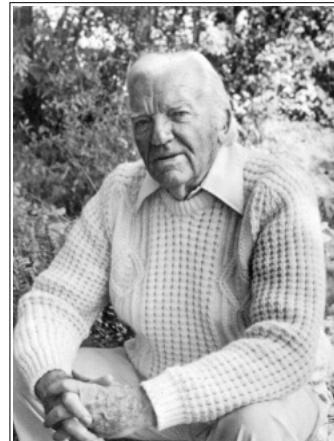
For years, Zia has dreamt of going to the Island of the Blue Dolphins to find her aunt Karana, her dead mother's sister who was left alone on the island nearly twenty years earlier. It's the reason Zia came to the Santa Barbara Mission in the first place. The reason she braves the treacherous ocean waters again and again to rescue Karana. But every time she tries, she fails.

Finally, Zia's aunt is brought to her. Finally, her greatest dream has come true. But sometimes the reality is not nearly as sweet as the dream.

Zia tells those facts so far as they are known from the point of view of a girl who has her own story to tell. [Courtesy of the Publisher]

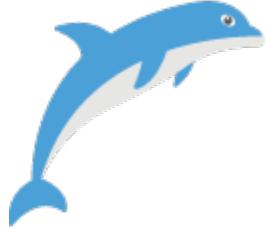
Author Biography Scott O'Dell

Scott O'Dell (1898 – 1989), one of the most respected authors of historical fiction, received the Newbery Medal, three Newbery Honor Awards, and the Hans Christian Anderson Author Medal, the highest international recognition for a body of work by an author of books for young readers. His many books include *Island of the Blue Dolphins*; *Black Star, Bright Dawn*; *Streams in the River, River to the Sea*; and *The Black Pearl*. He was born O'Dell Gabriel Scott in Los Angeles, but when his name appeared incorrectly on a book, he decided to keep the name Scott O'Dell. He served in the air force during World War I. Before becoming a full-time writer he was a cameraman and technical director. (Biography adapted from the publisher)



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Student Checklist

Student Name

Zia



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Name: _____

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Chapters 1-2



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Zia* is a 14-year-old girl, who is caught between the traditional world of her mother and that of the encroaching European influences. 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 person?



Vocabulary:

Choose a word from the list to complete each sentence.

league	tortilla	harpoon	ebb
abalone	swells	adobe	tide

1. _____ is a kind of clay used as a building material.
2. At sea a _____ is three nautical miles (3.452 miles; 5.556 km).
3. “We had better secure the boat before the _____ rises,” Jacob suggested.
4. We began to worry when the ocean _____ began to spill over the boat’s sides.
5. The _____ is a mollusk considered a delicacy in some areas.
6. “When do you think the tide will begin to _____?” Rachel asked.
7. The _____ we had for lunch contained chicken instead of hamburger.
8. The Inuit hunter’s _____ was almost as long as his kayak.

Questions



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

1. **What is the primary purpose of the proposed legislation?**

2. How did Zia appease her brother when she reminded him that she had said "Mine" first when they spotted the boat?

1. **What is the primary purpose of the study?**

3. What was the name of the boat? _____

4. Answer True or False:

a) They decided not to take the boat to the mission because some one would steal it. True or False

b) No one ever went to San Felipe lagoon because of the sharks. True or False

5. What was your impression of Father Vicente? What helped you form this impression?

6. According to Father Vicente, how did the law of the sea apply to Zia's boat?

1. **What is the primary purpose of the proposed legislation?**

7. What did Mando's building of the oar reveal about him and his character?

Language Activities

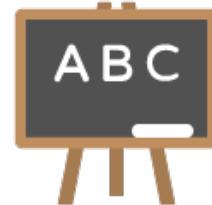


A. The Gods Mukat and Zando

The gods, Mukat and Zando are mentioned more than once in this novel. Using resources in your school library or on the Internet, discover three important facts about these mythological deities and record them below.

1	
2	
3	

B. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example: from Chapter 2: Boston Boy.



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A longboat.	
Waves crashing on the shore.	
Your choice.	

C. A Quatrain Poem Celebrates Buried Treasures.

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 famous poem, *My Rowboat*, written by the renowned poet, Atrocious Halitosis.

*I found this handsome rowboat,
On the beach by Uncle's place.
It I sank because it leaked so bad,
- T'was gone without a trace.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - C - B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBB, 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 topics established in the first two chapters of our novel (like **sea shells, boats or lost treasures**).

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: _____

D. Next to each pair of words indicate whether each is an example of a Synonym (S), Antonym (A), or Homophone (H).

1	plain - plane		6	harpoon - spear	
2	ships - vessels		7	see - sea	
3	stout - slender		8	limb - branch	
4	lagoon - cove		9	giddy - levelheaded	
5	stern - prow		10	confess - admit	

E. Personification is giving human qualities to something that is not human. The following is an example taken from Chapter Two: *At the end of the lagoon where it meets the sea ...*

Describe how the lagoon is personified in this example.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

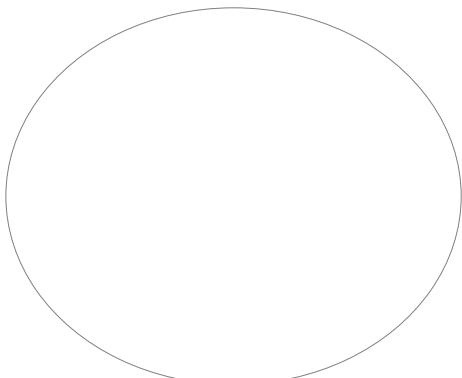
F. Your Favorite Genre Of Books

Zia might be classified as a historical fiction novel for Young Readers. What genre of books do you enjoy the most? (i.e. mystery, humor, biography, romance, fantasy, historical fiction, science fiction, poetry, etc.) Why do you especially enjoy this type of book?

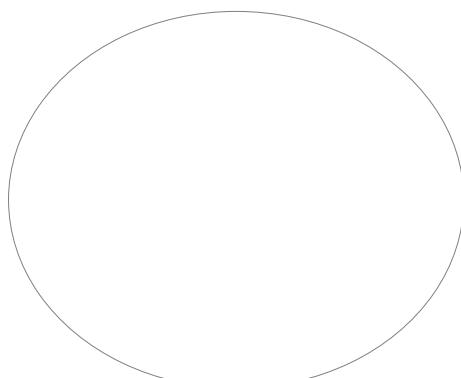


G. 5 Ws and an H.

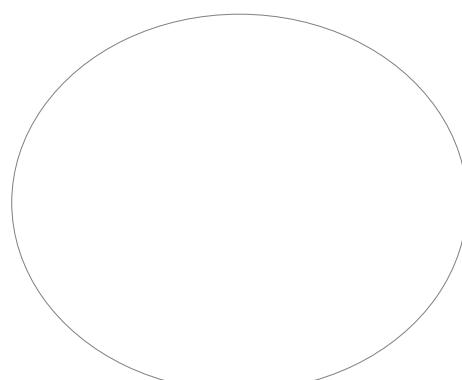
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



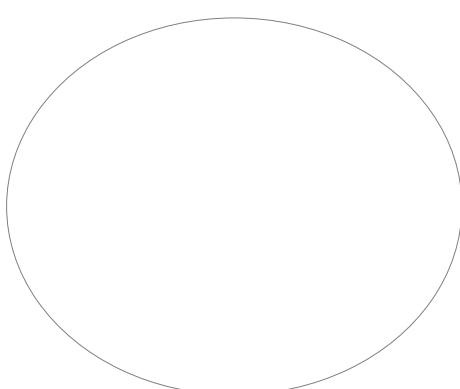
WHO?



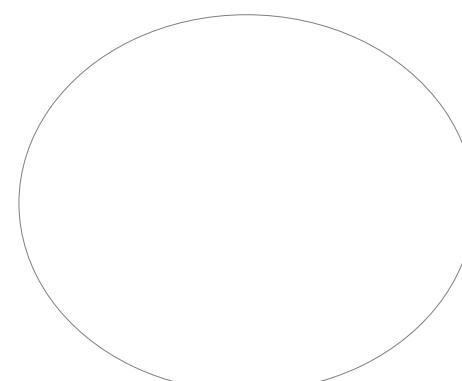
WHAT?



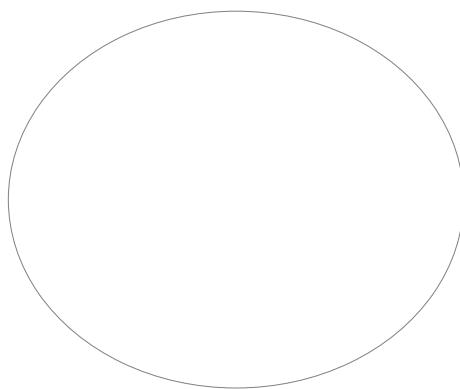
WHEN?



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 this section our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6