

A Teaching Unit for *The Cay*

**Sample
Packet**



ELA Core Plans
Teacher-Written Standards-Based Lesson Plans



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Teaching Unit
The Cay Sample Packet
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The Cay
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* Many Common Core State Standard (CCSS)

The highlighted chapters are yours FREE!

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Chapter 1

The setting of a story includes the time, place, and historical context.

Sometimes, we may not understand everything that is described about a setting. Go back and reread chapter one as needed to complete the following chart. Each word listed in the chart is part of the setting. It is important that you understand some background information before continuing to read. This chart will help you to have this information. The first three have been completed for you.

Setting	Explain how this relates to main character	Does this tell time, place, or historical information?
Willemstad	This is where Phillip lives in a green house.	place
Island of Curacao	Willemstad is on this island. It is the largest of the Dutch islands.	place
Venezuela	The Island of Curacao where Phillip lives is just off the coast of Venezuela	place
1942		
Aruba		
Nazis		
Virginia		

Answer the following two questions.

Who is Henrik van Boven?

What kind of job does Phillip's dad have?

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Chapter 1

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Willemstad	This is where Phillip lives in a green house.	place
Island of Curacao	Willemstad is on this island. It is the largest of the Dutch islands.	place
Venezuela	The Island of Curacao where Phillip lives is just off the coast of Venezuela	place
1942	This is the year when the story takes place. World War II ~ in February of this month, the oil refinery on Aruba was attacked.	time
Aruba	This island is the sister island west of where Phillip lives.	place
Nazis	Nazis were the ones attacking – trying to attack the land.	historical context
Virginia	This is where Phillip and his family lived before moving to Curacao in late 1939.	place

Answer the following two questions.

Who is Henrik van Boven? *This is Phillip's Dutch friend who is also eleven.*

What kind of job does Phillip's dad have? *He works at a refinery where he works on the program to increase production of aviation gas.*

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Chapter 3

In this chapter, we meet Timothy. Answer the following questions as you think about this new relationship between Phillip and Timothy.

1. How would you describe Phillip's attitude toward Timothy?
2. Who or what has caused Phillip to have this attitude toward Timothy?
3. Find one quote from this chapter that supports that Timothy has this attitude.

Dialect is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. **Dialogue** is used when characters are talking to one another.

Scan pages 31-37 looking for dialogue. Write Timothy's dialect in the left-hand boxes on the chart, and translate Timothy's dialect to Standard English on the right side. The first one has been found for you. 😊

Timothy's dialect	Translation
<i>"You 'ad a mos' terrible crack on d'ead, bahss. A strong-back glanc' offen your 'ead, an' I harl you board dis raff."</i> (page 31)	

After reading this chapter, you should be able to make inferences about Timothy and Phillip. What can you tell about Timothy? _____

Phillip? _____

The author most likely made the differences in the dialogue between Phillip and Timothy to _____

- a) show how Phillip should be talking.
- b) allow the reader to understand some of the backgrounds of both Phillip and Timothy.
- c) allow Timothy to teach the readers how to speak his dialect.
- d) show that Phillip is an honor student.

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Chapter 3

In this chapter, we meet Timothy. Answer the following questions as you think about this new relationship between Phillip and Timothy.

1. How would you describe Phillip's attitude toward Timothy? **He doesn't like him. He has a negative attitude toward him. He looks down on him because he is black.**
2. Who or what has caused Phillip to have this attitude toward Timothy? **His mom**
3. Find one quote from this chapter that supports that Timothy has this attitude.
My father had always taught me to address anyone I took to be an adult as "mister," but Timothy didn't seem to be a mister. Besides, he was black. (page 34)

Dialect is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. **Dialogue** is used when characters are talking to one another.

Read the dialogue in the following chart. Translate Timothy's dialect to standard English. 😊

Timothy's dialect	Translation
"You 'ad a mos' terrible crack on d'ead, bahss. A strong-back glanc' offen your 'ead, an' I harl you board dis raff." (page 31)	"You had a most terrible crack on the head young man. A strong-back glance off of your head, and I hauled you aboard this raft."
"I true believe your mut-thur is safe an' soun' on a raff like dis. Or mebbe dey harl'er into d'boat. I true believe dat." (page 31)	"I truly believe that your mother is safe and sound on a raft like this. Or maybe they hauled her into a boat. I truly believe that."
"Dis is Stew, d'cook's cat. He climb on d'raff, an' I 'ad no heart to trow 'im off." ... "E got oi-ll all ovah hissself from d'wattah." (page 32)	"This is Stew, the cook's cat. He climbed on the raft and I had no heart to throw him off. He got oil all over himself from the water."
"We 'ave rare good luck, young bahss. D'wattah kag did not bus' when d'raff was launch an' we 'ave a few biscuit, some choclade, an' d'matches in d'tin is dry. So we 'ave rare good luck." (page 33)	"We have rare good luck, young man. The water keg did not bust when the raft was launched and we have a few biscuits, some chocolate, and the matches in the tin are dry. So we have rare good luck."
"We can save a few biscuit by eatin' d'feesh. Too, wattah is in d'feesh." (page 37)	"We can save a few biscuits by eating the fish. Also, whatever is in the fish."

After reading this chapter, you should be able to make inferences about Timothy and Phillip. What can you tell about Timothy? **Accept reasonable answers.**

Phillip? **Accept reasonable answers.**

The author most likely made the differences in the dialogue between Phillip and Timothy to _____

- a. show how Phillip should be talking.
- b. **allow the reader to understand some of the backgrounds of both Phillip and Timothy.**
- c. allow Timothy to teach the readers how to speak his dialect.
- d. show that Phillip is an honor student.

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Test Chapters 1-6

1. From what point of view is this story told?
 - a. first person – from Phillip’s point of view
 - b. first person – from Timothy’s point of view
 - c. second person
 - d. third person limited to Phillip
2. Which of the following best describes the way Phillip felt about leaving his home in Willemstad on the island of Curacao?
 - a. He couldn’t wait to leave.
 - b. He was afraid to leave.
 - c. He was upset and angry about leaving.
 - d. He was nervous about leaving.
3. Why is it significant and ironic (strange) that before leaving, Phillip’s father says to him, “*Well, you can rest easy, Phillip. The Germans would never waste a torpedo on this old tub.*”
 - a. because the Germans were not their enemy
 - b. because the ship was actually hit by a torpedo later
 - c. because Phillip’s father knew that his son would not really be on that ship
 - d. because Henrik had said the exact same thing to Phillip
4. How does Phillip first meet Timothy?
 - a. Timothy helps Phillip safely into a life boat.
 - b. Phillip awakes after four hours to Timothy who is on a raft near him.
 - c. Phillip swims to a small island where he meets Timothy, who has lived there for years.
 - d. Timothy rescues Phillip from the sea in his huge ship.
5. How did Phillip first describe Timothy?
 - a. He thought he was ugly.
 - b. He thought he was wealthy.
 - c. He thought he was very strong
 - d. He thought he looked young for his age.
6. Which of the following is an example of dialect?
 - a. “Young bahss, how are you feelin’?”
 - b. “Where are we? Where is my mother?”
 - c. “What is your name?”
 - d. none of these
7. Who else is with Phillip and Timothy on the raft?
 - a. a small dog named Tito
 - b. a cat named Stew
 - c. Timothy’s young child
 - d. Phillip’s mother
8. Which of the following issues is Phillip dealing with at this point in the book?
 - a. fear
 - b. racism
 - c. distrust
 - d. all of these

This is only a portion of this test. [Download the entire unit for the complete test and everything listed in the table of contents!](#)

We hope you enjoyed this FREE sample. Download the entire [teaching unit for *The Cay*](#), and you will have all of the activities, handouts, and tests listed in the table of contents. Use these lessons immediately and for years to come!

Also, check out our other resources. We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊
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