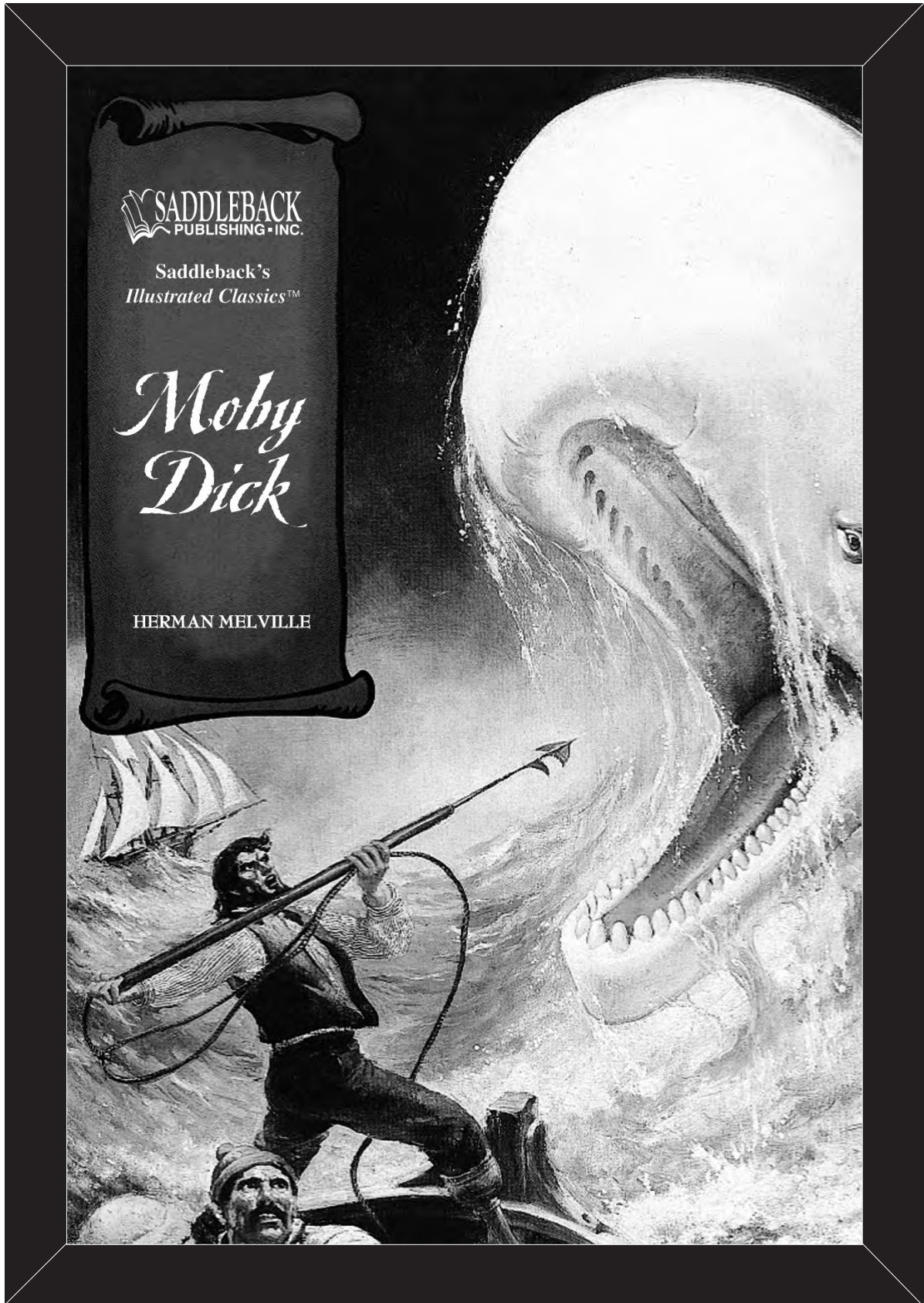


# STUDY GUIDE



**MOBY DICK****CONTENTS**

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**NOTES TO THE TEACHER****SADDLEBACK'S ILLUSTRATED CLASSICS™ SERIES**

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

**THE REPRODUCIBLE EXERCISES**

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

## **DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES**

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
  - Write a paragraph about your favorite character.
  - Do Internet research on the author or the story’s setting.
  - Write a three-paragraph book report.
  - Use the vocabulary words as the basis for a spelling test.
  - Have students rewrite lines of dialogue in their own words.
  - Ask students to write a new title for the book.



MOBY DICK

**PREVIEWING THE STORY**

What's the story about? Read the summary below before answering the questions. There are no right or wrong answers. Use your imagination!



More than 150 years ago—the time when this story takes place—whaling ships from the United States hunted whales in all the oceans of the world. Sometimes these voyages would keep their crews away from home for as long as three years! Why did they hunt whales? They were after the blubber which was stripped from the whales' bodies and boiled until it turned into oil. In those days—long before the electric light was invented—the oil was used to light the lamps of the country. This story is about one such ship, the *Pequod*, and its captain, Ahab, who is pursuing the great white whale that had bitten off his leg. As you read, you will learn something about whaling and about one man's mad obsession.

1. If you were able to “time travel,” would you like to spend a few days on a whaling ship like the *Pequod*? Tell one thing you imagine might be fun about it and one thing that *wouldn't* be fun.

FUN: \_\_\_\_\_

NOT FUN: \_\_\_\_\_

2. Have you ever traveled or taken a ride on a boat or a ship? Describe the boat and tell what you liked or didn't like about the experience.

\_\_\_\_\_

\_\_\_\_\_

3. Have you ever been so angry about something that you could think of nothing else? Did you try to “make someone pay” for hurting you? Did it make you feel better to take revenge? Explain why you think revenge is a good idea or a bad idea.

\_\_\_\_\_

\_\_\_\_\_

4. Captain Ahab's chief mate, a man named Starbuck, becomes very worried. He fears that the captain's mad pursuit of the white whale is putting the whole ship in danger. If you were Starbuck, what would you say to convince Ahab to give up the hunt?

\_\_\_\_\_

5. Ahab called Moby Dick “the white devil.” Obviously, he believed the whale to be truly evil. Do you believe that an animal who harms a human can rightly be described as “evil”? Explain why or why not.

\_\_\_\_\_

\_\_\_\_\_



MOBY DICK  
**ABOUT THE AUTHOR**

**A.** Open your book and turn to the page before the story starts. Read the short biography of the author and then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

- |  |   |
|--|---|
| 1. _____ Herman Melville was 32 years old when he first set sail on a whaling ship.  | 6. _____ Melville died of a disease called typhus in 1891.  |
| 2. _____ Melville learned a lot about whaling while working on the <i>Acushnet</i> . | 7. _____ Melville's most famous and profitable novel was <i>Mutiny on the Bounty</i> .                        |
| 3. _____ Melville learned how to write a novel while attending Harvard University.   | 8. _____ At different times in his life, Melville worked as a clerk, a school teacher, and a customs officer. |
| 4. _____ Melville greatly admired the work of his contemporary, Nathaniel Hawthorne. | 9. _____ Melville was more interested in American culture than in people from other lands.                    |
| 5. _____ Melville's novels became popular immediately, and made him a wealthy man.   | 10. _____ Melville was too busy traveling the world to ever marry and settle down.                            |

**B.** Circle a letter to show the meaning of the **boldface** word in each sentence.

- Authors who create realistic characters must have very good **insight** into human nature.
 

a. a passionate interest in appearances	b. the ability to understand things as they really are	c. unusual powers of mental telepathy
---	--	---------------------------------------
- The work of a **customs** officer is to
 

a. survey and record people's habits.	b. prevent foreign criminals from entering the country	c. collect taxes on goods coming in from foreign countries.
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- When **mutiny** occurs onboard a ship
 

a. sailors rebel against the ship's officers.	b. crew members suddenly become mute.	c. the captain throws all the sailors overboard.
---	---------------------------------------	--
- A **heartrending** novel such as *Billy Budd* makes readers
 

a. laugh heartily.	b. feel great sympathy.	c. have heart attacks.
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MOBY DICK

**INTERPRETING VISUAL CLUES**

Stories in graphic novels are told with pictures as well as with words. A picture, for example, can show you very clearly how a character feels about what is happening.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 33—bottom righthand side.** Look closely at the drawing of Tashtego. The artist has positioned his arms and legs to show that he is
  - a. hard at work.
  - b. losing his balance.
  - c. losing his patience.
2. **Page 21—top righthand side.** By studying Captain Ahab's facial expression you can tell that he
  - a. wishes he could keep the coin himself.
  - b. is threatening to punish the crew.
  - c. is trying to win the crew's good will.
3. **Page 12—bottom righthand side.** The details in the drawing suggest that Ishmael and Queequeg
  - a. have become friends.
  - b. like the Spouter Inn.
  - c. have left Nantucket.
4. **Page 17—top righthand side.** Study details in the drawing. The old man who approaches Ishmael and Queequeg on the dock is clearly
  - a. asking them how they feel.
  - b. warning them about something.
  - c. telling them a funny joke.
5. **Page 41—bottom lefthand side.** Study the details. The small circles leading to Starbuck's words indicate that he
  - a. is not saying the words out loud.
  - b. has been blowing bubbles.
  - c. is glad that Ahab is sleeping.
6. **Page 45—bottom righthand side.** Study the positions of Ahab's hands and arms and the expression on his face. The artist has used these details to indicate that Ahab feels
  - a. confused and afraid.
  - b. angry and vengeful.
  - c. hopeless and sorrowful.
7. **Page 51—top lefthand side.** Look closely at the details in the drawing. By studying the relative sizes of the whale and the boats you can tell that the whale is
  - a. as long as ten boats.
  - b. at least three times longer than a boat.
  - c. too weak to fight the boats.