

STUDY GUIDE



20,000 LEAGUES UNDER THE SEA

CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Suffixes	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Compound Words	15
2 About the Author	7	11 Improving Your Reading Skills	16
3 Interpreting Visual Clues	8		
4 Vocabulary	9		
5 Character Study	10		
6 Comprehension Check	11		

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:

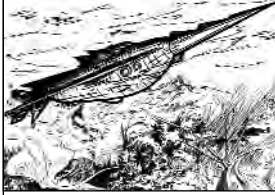
- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing 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.



20,000 LEAGUES UNDER THE SEA
PREVIEWING THE STORY

1

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



In the late 19th century even the richest ships were made of wood. Captain Nemo, however, was the master of an incredible, futuristic submarine—long before the first submarine was invented! Even today, navies aren't able to do what Captain Nemo and the *Nautilus* were able to do. Thanks to the author's vivid imagination, *20,000 Leagues Under the Sea* takes the reader on many strange and wonderful voyages. Are you ready to join Jules Verne's memorable characters on their dangerous, undersea travels?

- As the story begins, a professor who's an expert in sea animals investigates a huge, unidentified object that's been spotted by ships at sea. Reports say only that it glows—and that it's much bigger and faster than a whale. Have you ever seen or heard something that at first seemed mysterious? What did it turn out to be? Explain what happened.

- Imagine that you are an expert on some subject; you know as much about it as anybody in the world. What subject would be your specialty? What would be fun about being an expert?

- The *Nautilus* visits Atlantis, the fabled "lost continent" that supposedly sank in the Atlantic Ocean. Do you think stories of Atlantis might be true? Or is it your opinion that it's just a fanciful legend? Give a reason for your opinion.

- Captain Nemo, the master of the *Nautilus*, is an unusual character who is in some ways very good and in other ways very bad. Do you think such a person would suffer a lot of inner conflict? Explain why or why not.

- This story was published about 150 years ago. What "vehicle of the distant future" would *you* create if you were writing a science-fiction story? What amazing things would your vehicle be able to do?



20,000 LEAGUES UNDER THE SEA

2**ABOUT THE AUTHOR**

A. Read about the author's life on the page before the story starts. After reviewing what you've read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Jules Verne seems to be much more interested in the future than in the past.
2. _____ Jules Verne invented the world's first nuclear submarine.
3. _____ Before becoming a writer, Jules Verne worked as a scientist.
4. _____ Jules Verne was born more than 175 years ago.
5. _____ People in the 19th Century were fascinated with new scientific discoveries.
6. _____ Although born in France, Jules Verne lived in England most of his life.
7. _____ When Jules Verne wrote *20,000 Leagues Under the Sea*, geography had not yet been invented.
8. _____ The events in science fiction stories are imaginary, rather than factual.
9. _____ Over the years, Jules Verne's books have been reprinted many thousands of times.
10. _____ Jules Verne's book, *The Nautilus*, was better known than *20,000 Leagues Under the Sea*.

B. Circle the word or words that correctly complete the sentences.

1. Jules Verne was born in (Nantes / Amiens), France, and died in (Nantes / Amiens), France.
2. When he died, Jules Verne was (eighty-seven / seventy-seven) years old.
3. In the 1800s the idea of circling the globe in eighty days was (amazing / alarming).
4. Jules Verne's ideas about the technology of the future turned out to be (accurate / preposterous).



20,000 LEAGUES UNDER THE SEA
INTERPRETING VISUAL CLUES

3

In illustrated novels, the artist adds important details to help you better understand the story.

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 27—top righthand side.**
By looking closely at the picture you can tell that the men are underwater because
 - a. a sea turtle is swimming by and they are wearing diving suits.
 - b. The bubbles show they are holding their breath.
 - c. The *Nautilus* is nowhere in the picture.
2. **Page 34—middle of page.**
What details show you that the men who are attacking are wild natives?
 - a. They have nose rings and their bodies are painted.
 - b. They don't speak or understand English.
 - c. They are killing innocent people.
3. **Page 48 and 49—full pages.**
What details show you that this city is undersea, old, and in ruins?
 - a. The buildings are unpainted and green with moss.
 - b. Windows are broken and lawns need mowing.
 - c. Fish are swimming among fallen pillars and walls.
4. **Page 37—top of page.**
The position of Ned Land's body and the expression on his face tell you that his examination of Captain Nemo's equipment
 - a. was not very informative.
 - b. produced an electric shock.
 - c. was just what he expected.
5. **Page 40—bottom of page.**
A close look at the artist's details show you that the crewman with the crushed skull is
 - a. resting in his bunk.
 - b. being buried in an underwater grave.
 - c. well enough to return to work.
6. **Page 42—top of page.** While exploring famous pearl fishing grounds, the professor and his friends are amazed at
 - a. the pearl's strange color.
 - b. the quality of the oyster shell.
 - c. the pearl's enormous size.
7. **Page 55—bottom of page.**
What special feature of the *Nautilus* makes it possible for the submarine to ram through a solid wall of ice?
 - a. its great speed
 - b. its sharp nose
 - c. its strong rudder