



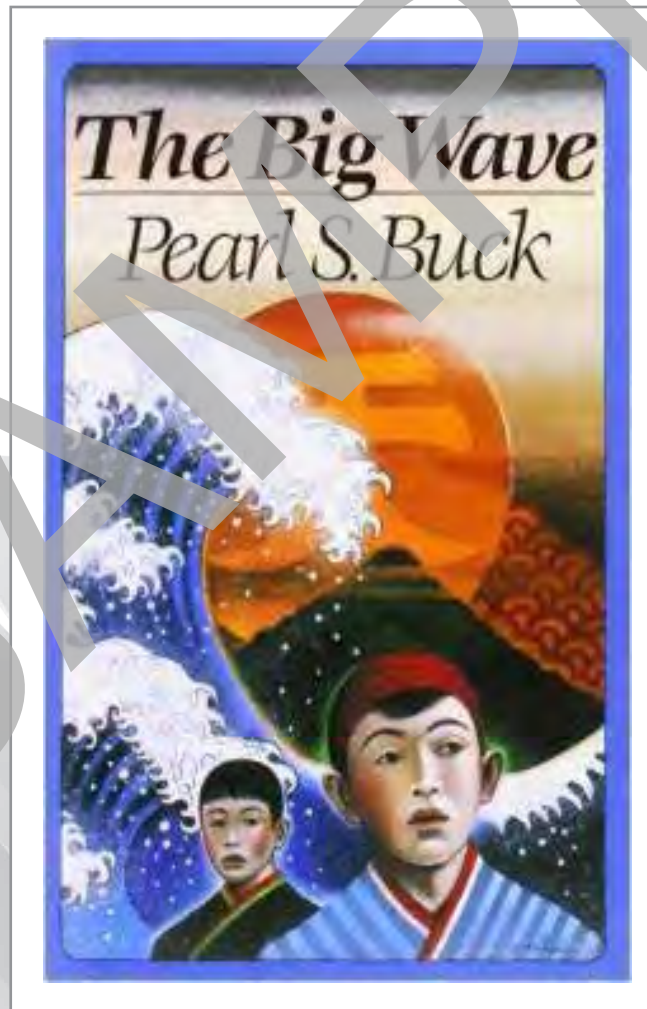
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **The Big Wave**

Pearl S. Buck



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Big Wave

Pearl S. Buck

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Brainstorming

### Writing

Journal, opinion, point of  
view, revision

### Listening/Speaking

Discussion

### Comprehension

Predicting, comparison/  
contrast

### Literary Elements

Characterization, story  
elements, personification,  
internal conflict, external  
conflict

## Summary of *The Big Wave*

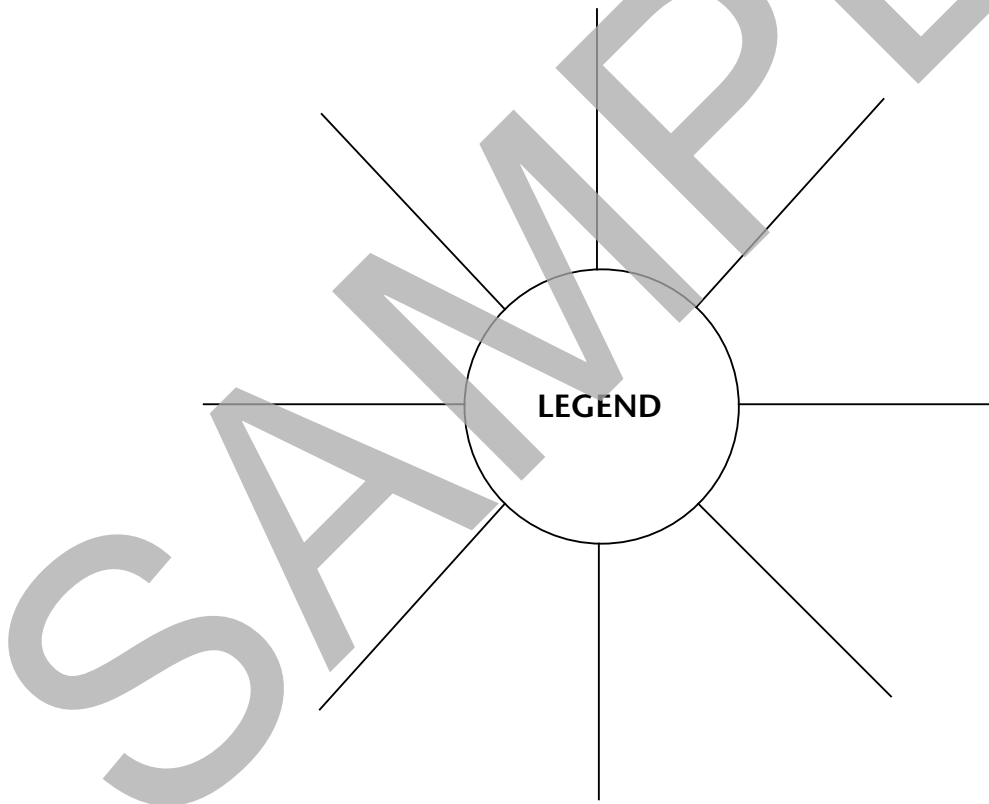
Kino lives on a farm on the side of a mountain in Japan. Jiya, the son of a fisherman, lives close to the ocean in the village. Japan has many earthquakes every year, but when there is an undersea quake, a huge, destructive tidal wave threatens the homes and lives of many people.

### Introductory Information and Activities

1. Brainstorm the word *legend*.

Note: rules for brainstorming—

- all ideas count
- add details
- adapt others' ideas
- suggest unusual ideas



*Teacher Information: Legends are folk tales told as fact. They are set in a historic time and a recognizable world. The tale is often concerned with the changes in humans or heroic deeds. People in legends are concerned with the results of conflict of natural phenomena, such as an earthquake, flood, or as in this story, a tidal wave.*

## Section-by-Section

### Section 1: Pages 3-6

#### Vocabulary

terraced (3)  
bamboo (5)

centuries (3)  
knoll (5)

ancestors (3)

staff (5)

#### Discussion Questions and Activities

1. Why don't the houses next to the sea have windows facing it? (*Page 4, Jiya says the reason is that the sea is the enemy.*)
2. What do you think *enemy* means? What is an enemy? How does an enemy act? Why aren't enemies only people?
3. When do you think this story takes place? There are clues on pages 5-6. (*Some time ago. Clues: the castle, an Old Gentleman with a silver-gray robe, the sacred deer, a penny for cakes.*)

#### Prediction

The boy Kino wonders if it is right to use the island without asking. Does the Old Gentleman know what the boys are doing? Will he object?

### Section 2: Pages 6-9

#### Vocabulary

heave (6)  
phosphorescent (8)  
fragrant (9)

fathomless (7)  
ruddy (8)

ocean bed (7)  
surf (9)

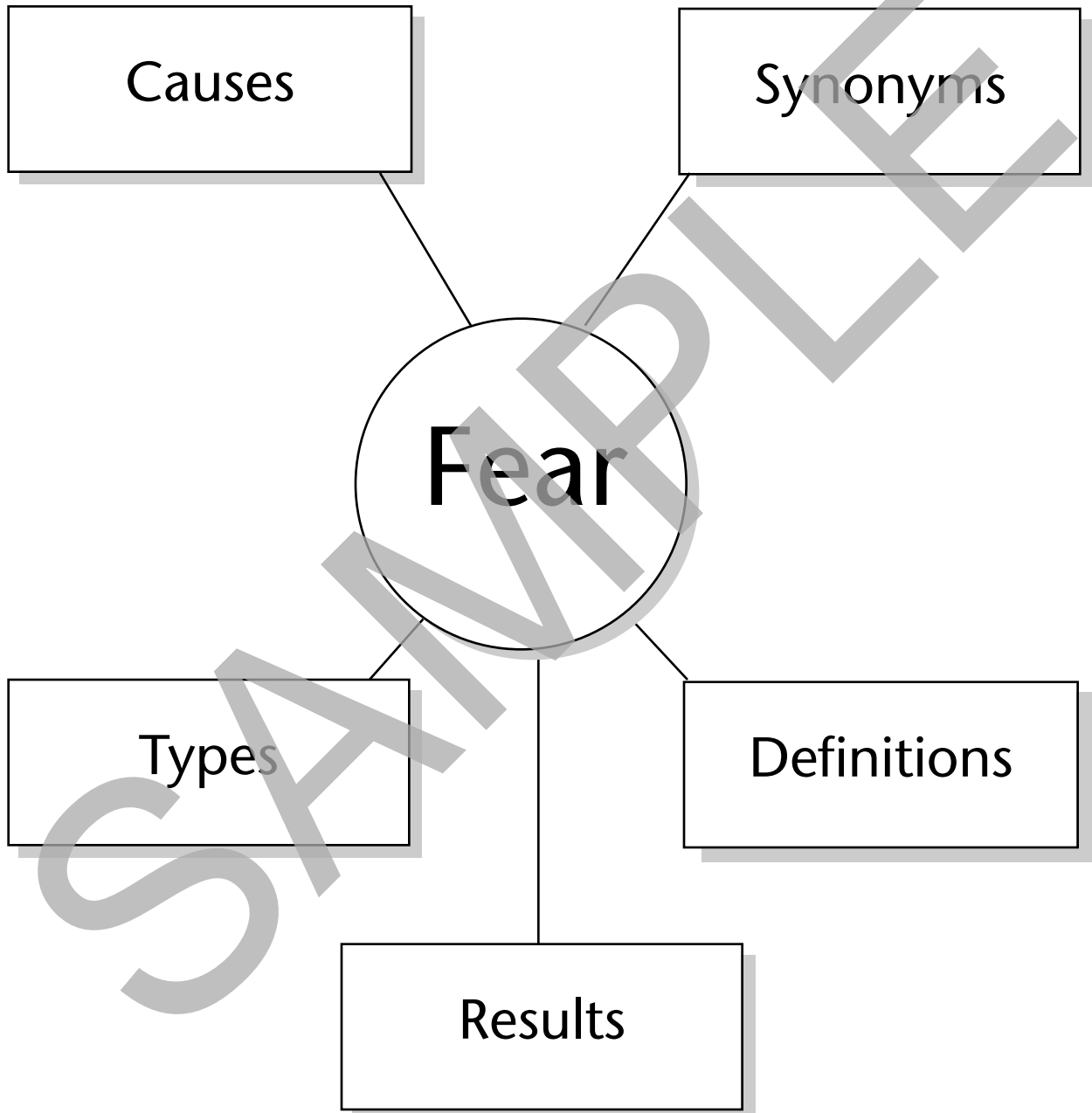
tides (8)  
bade (9)

#### Discussion Questions and Activities

1. How does Jiya compare the ocean to a human? This comparison continues throughout the novel. (*Personification is the representation of the ocean with a personality and the qualities of a human figure. Pages 6-9: the sea gets angry, rolls in his bed, heaves up his head and shoulders, runs back and forth, stands upright and roars; Page 15: "cruel"; Page 17: "lay dead and calm"; Page 21: the sea roars, shouts, and runs up the mountainside.*)
2. Why does Jiya keep looking at the sea? (*Page 6, "...to see that the ocean is not angry."*)
3. Why do the boys go to the island? What do they do there? (*Pages 5-7, they go to play, to feed the deer, and to search for colored pebbles.*)
4. How does Kino learn and understand why Jiya is afraid of the ocean? (*Page 7, he dives and strikes "icy still water" and feels "the cold grasp his body."*)

## Activity Sheet

Brainstorm the word *fear*—



## Art Activities

1. Summarize the story by making a collage using pictures of key characters, symbols, and important words. Magazine pictures or words may be used. Colored markers may add to your collage.
2. How could a circle map be used for this story? (*Jiya begins at a house on the ocean and at the end of the story he returns to build a house there.*) Students will make a picture story map.

