



**STUDENT PACKET**

**GRADES 6-8**

# Take Bomb

Theodore Taylor

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

# The Bomb

Theodore Taylor

## STUDENT PACKET

**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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**Directions:** Answer each of the following questions. Think through each answer and make sure it as complete as you can make it. Be prepared to share your answers during a class discussion.

1. Imagine that the government told you, your family, and neighbors that you had to leave your home, possibly forever. What would be your immediate reaction?
2. What steps would you be willing to take in order to save your home and keep from moving?
3. What would you NOT be willing to do in order to save your home? Why?
4. Have you ever read or heard about any group of people who were forced to leave their home? If so, where did these people live? Where were they forced to move? Did these people protest in any way? If so, how did they protest?
5. Does a government ever have legitimate reasons to relocate people? If so, what reasons would you consider legitimate?

9. Why hasn't Sorry fished for tiger sharks before?
10. What does Tara think of Abram?
11. **Predict:** What will happen when Abram and Sorry go fishing?

### Chapter 11—pages 56-63

1. Why does Abram think the tiger shark is still alive?
2. How does Abram joke about the tiger shark's size?
3. What does Sorry think happened to his father?
4. What does Sorry ask Abram about being on the merchant ships?
5. What does Abram tell Sorry about the "other world"?
6. What does Sorry say about the American navy men? How does Abram respond?
7. How do Abram and Sorry attract the tiger shark?
8. How does Abram recognize the shark that once attacked him?
9. What happens to the tiger shark?
10. What does Sorry think when his uncle does not kill the shark?
11. What does Sorry's mother tell him as they walk together?

### Chapter 12—pages 64-68

1. Why do the islanders gather at the council place each evening?
2. Why does Sorry go with Abram to the barracks?
3. What news does Abram hear over the radio?
4. Why is the atomic bomb dropped on Japan so different from other bombs?
5. Why have the Americans dropped this bomb?
6. According to Tara, why might some Americans be happy about dropping the bomb?
7. Why does Jonjen think war in the old days was better?
8. What troubles Sorry when he thinks about the bomb dropping on Japan?
9. Do the bombs dropped on Japan have the desired outcome?
10. **Predict:** Will the dropping of the atomic bombs affect Bikini in any way?

petrel (71)  
impromptu (73)  
whirlwind (74)  
radiation (79)  
inhabited (86)  
pontoon (93)  
contorted (96)  
subdued (99)

dungarees (72)  
amphibious (73)  
wakes (74)  
tinge (80)  
meager (89)  
dismantled (94)  
spasms (96)  
pall (99)

ensign (72)  
navigational (74)  
novelty (75)  
queasy (86)  
bole (89)  
cropping (96)  
subsided (97)

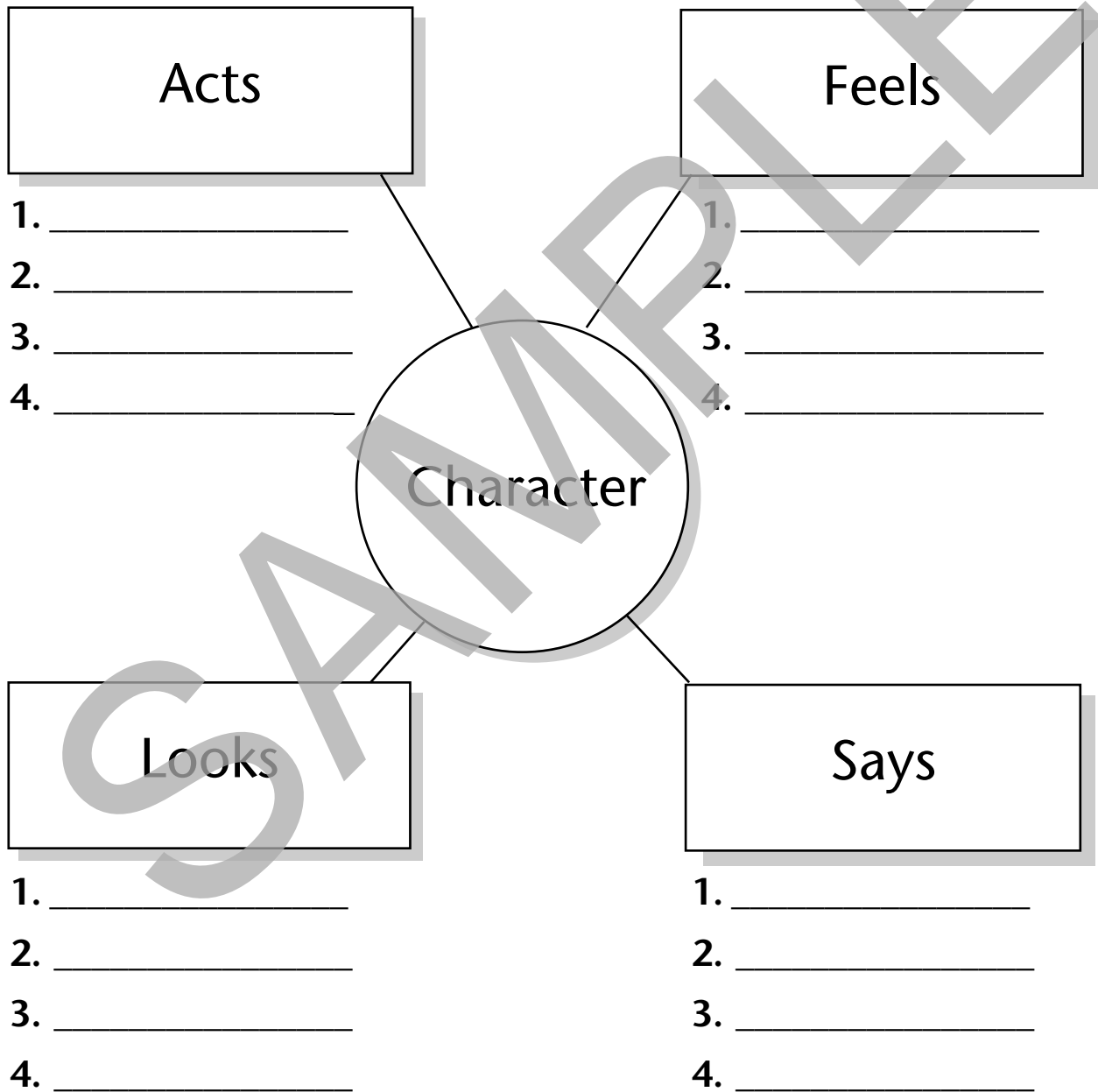
soundings (72)  
beacon (74)  
duckwalked (77)  
expectantly (87)  
reveille (90)  
grimaced (96)  
crescendo (98)

**Directions:** Select pairs of vocabulary words for each sentence. Then complete the sentence by explaining why the words go together.

Examples: Subsided and subdued go together because they both have the prefix *sub*.  
Subsided and subdued go together because they both refer to reducing something.

1. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
4. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
6. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
7. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
8. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
9. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.
10. \_\_\_\_\_ and \_\_\_\_\_ go together because \_\_\_\_\_.

**Directions:** Think about the characters from *The Bomb*. Which character was your favorite? Why? List this character's qualities on the attribute web. (You may have made attribute webs for several characters as you read the book. If so, use information recorded from these webs to review the characters and select qualities to list on the attribute web below.) Then use details from the attribute web to write a character sketch of your favorite character.



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