



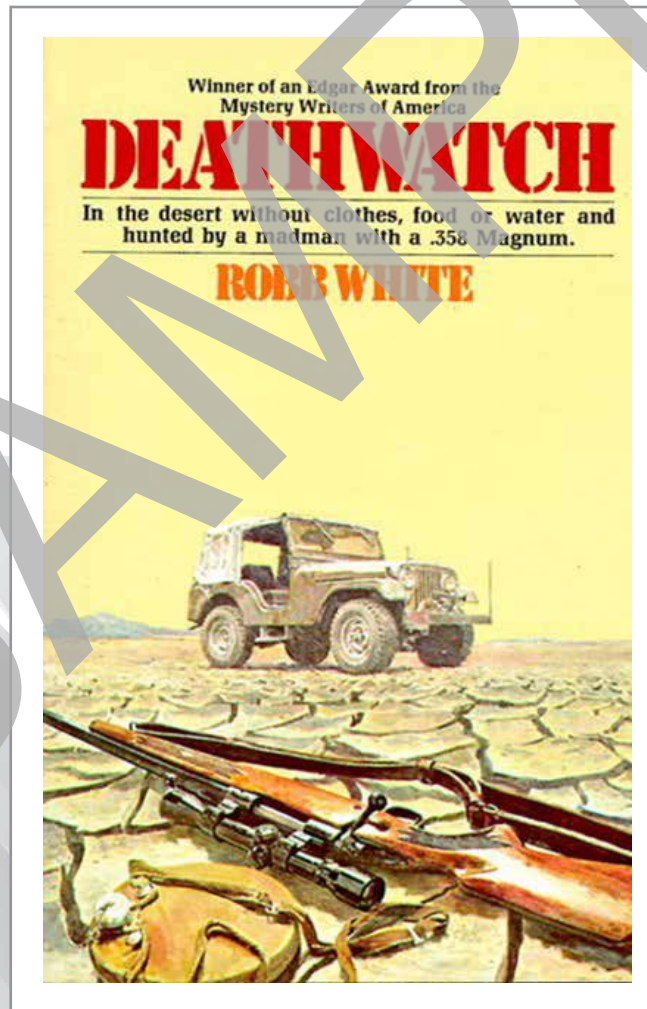
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Deathwatch

Robb White



READ, WRITE, THINK, DISCUSS AND CONNECT

Deathwatch

Robb White

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!

ISBN 978-1-50203-732-9

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
Pre-reading Discussion	3
Introductory Activities	3
Chapter-by-Chapter	11
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Supplementary Activities, Predictions	
Post-reading Activities	22

Skills and Strategies

Thinking

Brainstorming, mapping,
visualization, research,
problem solving

Comprehension

Predicting, comparison/
contrast

Writing

Poetry, journaling, titling,
descriptive

Vocabulary

Analogies

Listening/Speaking

Discussion, debate

Literary Elements

Characterization, story
elements, similes, metaphors,
personification, symbols,
foreshadowing

Summary

Ben, a young man familiar with the desert, has been hired as a guide by Madec, a businessman anxious to bag a bighorn sheep. When an old prospector is accidentally shot, Ben and Madec disagree on the right thing to do. When Ben refuses Madec's proposal, he finds himself the hunted one. Ben is forced to make his way across the desert with no clothes, no food, no water. A maniac with a gun tracks him.

Pre-reading Discussion

1. What might the title mean?
2. The cover of the book shows a desert scene. Have you ever visited a desert? What are some characteristics of a desert?
3. Read the sentence on the cover. If you were in that situation, what chance would you have to escape? How would you do it?
4. This book does not have chapter titles. As you read, write a title for each chapter in your journal or notebook.
5. If you were marooned in the desert, which of the following would you need the most?
Arrange the list of items in order of importance.

- | | |
|-----------|---------------|
| a) Food | h) Trousers |
| b) Water | i) Sunglasses |
| c) Hat | j) Gun |
| d) Jacket | k) Jeep |
| e) Shirt | l) Compass |
| f) Shoes | m) Radio |
| g) Socks | |

Be ready to defend your arrangement. (*Answers may vary.*) This assignment could be discussed in small groups.

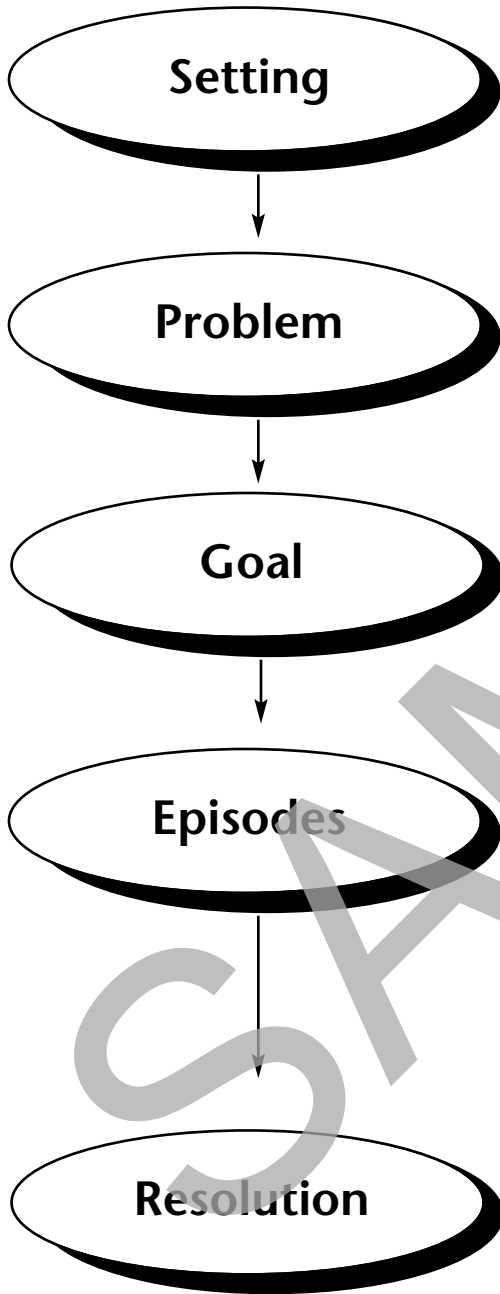
Introductory Activities

Teachers are encouraged to adapt the Novel Unit to meet the needs of individual classes and students. You know your students best, we are offering you some tools for working with them. Here are some of the "nuts and bolts" for using these "tools"—a glossary of some of the terms that will facilitate your use of this guide.

Bloom's Taxonomy: A classification system for various levels of thinking. Questions keyed to these levels may be:

- Comprehension questions, which ask one to state the meaning of what is written;
- Application questions, which ask one to think about relationships between ideas such as cause/effect;
- Evaluation questions, which ask one to judge the accuracy of ideas;
- Synthesis questions, which ask one to develop a product by integrating the ideas in the text with ideas of one's own.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Supplementary Activities

1. Should Ben have accepted Madec's proposal? Would most 19-year-olds? Would you? Is Madec's argument logical?
2. The old prospector enjoyed his life alone. Do you enjoy being alone? Write a paragraph about a time you enjoyed being alone or describing a place you like to go to be alone.
3. Write a poem about loneliness or solitude. Is there a difference?
4. **Prediction:** Why would Madec shoot the old man twice?

Chapter 3—Pages 31-42

Vocabulary

contingency (33)

perjure (34)

arroyo (41)

Vocabulary Activities

1. Use the vocabulary words from Chapters 1-3 to answer these questions:
 - a) What else besides a bullet would have both **velocity** and a **trajectory**?
 - b) Could you find a **fissure** in **shale**?
 - c) Give an example of a time when you might be **wary**.
2. Analogies: An analogy compares two things and shows the relationship between them.
Example: May : spring—October : _____ (*autumn*)
 - a) Fruit : strawberry—rock : _____ (kind of)
 - b) Chicken : hen—sheep : _____ (female of)
 - c) Family : orphan—money : _____ (lacking in)
 - d) Shoplift : steal—lie : _____ (synonym)

(Answers: a) shale; b) ewe; c) derelict; d) perjure)

Discussion Questions and Activities

1. How does Madec explain his idea of a "contingency"? (Page 33, Madec calls the second shooting of the man a "contingency," something that may or may not come in handy later.)
2. On page 40 Madec explains why he is a more important person than Ben. Do you agree with his reasons? Does Ben seem like a "loser"? (Answers will vary.)
3. In your journal or notebook, write titles for the first three chapters.

Supplementary Activities

1. Madec and Ben compare people in small towns with those in big cities. Which do you prefer? If you could live anywhere you wish, where would you choose? Write a paragraph about your favorite place in the world to live. Be as specific as you can. Your spot may be real or imaginary. Be sure to give reasons. (If students have a journal, this assignment could be written in the journal. After several writing assignments, students might pick one journal entry to revise and proofread.)
2. **Prediction:** Will Ben be able to get the old man's boots?