



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Timothy of the Cay

Theodore Taylor

READ, WRITE, THINK, DISCUSS AND CONNECT

Timothy of the Cay

Theodore Taylor

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 978-1-50204-265-1

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
About the Author.....	3
Introductory Activities and Information	4
Twenty-seven Chapters	16
Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Predictions, Literary Analysis, Supplementary Activities	
Postreading Questions.....	36
Postreading Activities.....	36
Bibliography.....	38
Assessment.....	39

Skills and Strategies

Thinking

Brainstorming

Literary Elements

Dialect, colloquialism,
point of view, mood,
characterization, story
elements, conflict

Comprehension

Predicting, comparison/
contrast

Writing

Reading response log,
description, dialogue,
creative narrative

Vocabulary

Sorting, word mapping

Listening/Speaking

Dialogue, interviewing
discussion

Summary of Timothy of the Cay

In *Timothy of the Cay*, Theodore Taylor explores both the black man Timothy's life as it leads up to the torpedoing of the *Hato* in the Caribbean during WW II, and 12-year-old Phillip Enright's journey back to civilization after his rescue from the island. Alternating chapters follow Timothy from his early abandonment by his mother, through his struggles to sail the sea and his command of his own ship; and Phillip's agony as he returns to life with his parents, through an operation to regain his sight, and finally to a return with his father to Timothy's cay. Timothy's chapters sketch a world of racial prejudice. In Phillip's chapters, the reader, along with Phillip, recognizes his mother's prejudices and sees the world with new clarity in his world of blindness.

About the Author

Theodore Taylor was born June 23, 1921, in Statesville, North Carolina. He attended the U.S. Merchant Marine Academy, Kings Point, New York, and Columbia University. He also studied at the American Theatre. He has been a reporter, sportswriter, publicist, story editor, and assistant producer. He has been a full-time writer since 1961.

Taylor says of himself, "The first stories that I recall were mainly Bible stories. Action was what I liked, and I still prefer action stories, both to read and to write. I never was a very good student. When I should have been listening to the teacher, I filled sheets of paper with war scenes. It was after school that I excelled in the practice of freedom. I roamed the fields and muddy creeks and other interesting places around and about town. My mother trusted in God that I'd always be safe. I had remarkable freedom for a kid curious about most things."

Taylor began writing at the age of 13 as a cub reporter for the Portsmouth, Virginia *Evening Star*. He covered the high school sports events, and was paid 50 cents a week for his weekly sports column. This started him on a newspaper writing career. He had a stint with the Merchant Marines, and then the United States Navy. He and his family moved to California in 1955, where Taylor worked in Hollywood for the next 13 years as a publicist, story editor, associate producer and free-lance press agent. His first children's book, *People Who Make Movies*, was published in 1967.

For relaxation, Taylor enjoys walking along the beach, and traveling. He works on his various writing projects, often working on two or three novels at once, in his office every day. He works eight hours a day, seven days a week, except during football season. Then, he works five days a week.

Introductory Activities and Information

Note:

It is not intended that everything presented in this guide be done. Please be selective, and use discretion when choosing the activities you will do with the unit. The choices that are made should be appropriate for your use and your group of students. A wide range of activities has been provided so that individuals as well as groups may benefit.

Initiating Activities:

To the Teacher: Use one or more of the following prereading activities to help students draw from their background knowledge about the events and themes they will meet in *Timothy of the Cay*.

1. Predictions: Have students examine the cover illustration and title. Ask what predictions they have about the book. Some prompts include: What is a cay? (*A cay is a small, low islet composed of sand and coral.*) Does the picture on the cover give you any clues as to why this book is called *Timothy of the Cay*? Is Timothy the boy or the older man? What does the palm tree indicate? Read the back cover. How many of you have read *The Cay*? What do you think a prequel-sequel is? (See the next page of this guide.)
2. Discussion: Ask students the questions following each topic. They might work in groups to formulate answers. Alternatively, use the questions as a prereading writing assignment.

*On Friendship: What qualities do you look for in a friend? Do friends have to be about the same age? Does a difference in race or sex make a difference in friendship? How do friends hurt one another? What do you do for a friend?

*On World War II: What do you know about World War II? What was going on during the summer of 1942? What impact do you think the world events had on a typical 12-year-old at that time?

*Growing Up: What does that phrase mean? Are you experiencing "growing up" right now? What's hard about it? What are some of the pluses? How do you know when you have finally "grown up"? What are some of the circumstances that force young people to grow up in a hurry? At what age do you think you will be considered grown up?

Supplementary Activities:

Geography: Complete the following map activities.

1. Label the following on the map on page 19 of this guide: United States, Panama, Nicaragua, Honduras, St. Thomas, Curacao, and Columbia.
2. Label the following on the map of the world on page 20 of this guide: Africa, United States, South America, England, and France.
3. Mark Timothy's journeys using a colored pencil. Mark the appropriate location of the torpedoing of the *Hato* and the cay. Using a different color pen, mark Phillip's journeys back to Curacao and then to New York. See pages 19 & 20 of this guide.

Chapter 3: "Panama"—Pages 15-20

Chapter 4: "Back o' All"—Pages 21-24

Chapter 5: "The Raft"—Pages 25-26

Vocabulary:

massive 15	subdued 17	taut 17	apprentice 21
galvanized 25	doled 25	hardtack 25	haunches 26

Vocabulary Activity:

Match the vocabulary word with its definition.

Vocabulary Words

massive (d)
subdued (g)
taut (h)
apprentice (b)
galvanized (a)
doled (f)
hardtack (e)
haunches (c)

Definitions

a. coated
b. beginner
c. hindquarter
d. large
e. biscuit
f. handed out
g. under control
h. tense

Discussion Questions and Activities:

1. Phillip's accident had changed his mother. What was she like before the boat was torpedoed? (*pages 17-18, scolding, taut, tense and very frightened of the war and the U-boat attacks*)
2. Phillip called Timothy his guardian angel. What do you think about Phillip talking to Timothy who had died and whom he had buried? Do you think the "sun had fried" Phillip's brain? (*page 18*)

Critical Thinking Chart

Directions: For each character listed in the chart below, indicate how Timothy came into contact with the person, how Timothy felt toward each, and what revelation about life was connected with each character.

Character	Contact	Feelings	Revelation
Hannah Gumbs			
Wobert Avril			
Horace Simpson			
Luther Oisten			
Jennifer Rankin			
Phillip			