



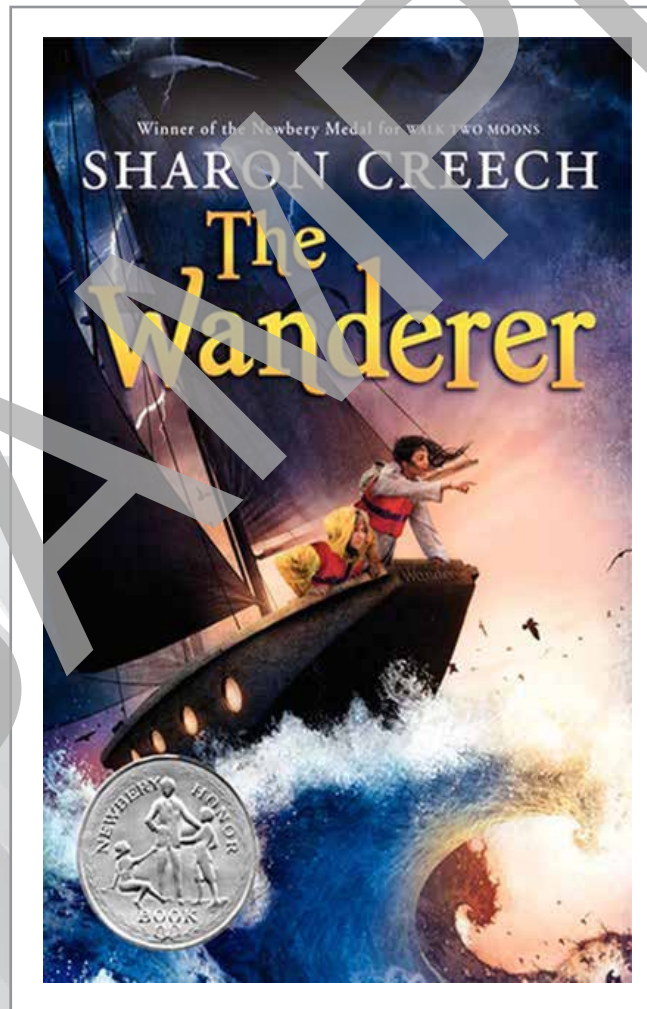
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Wanderer

Sharon Creech



READ, WRITE, THINK, DISCUSS AND CONNECT

The Wanderer

Sharon Creech

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 978-1-50204-299-6

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
Initiating Activities	4
Vocabulary Activities	5
Six Sections	13
Each section contains: Vocabulary, Summary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	22
Post-reading Extension Activities	23
Assessment	24
Glossary	25

Skills and Strategies

Thinking

Identifying attributes, research, brainstorming, problem solving, creative thinking, critical thinking, compare and contrast, decision making

Writing

Personal writing, poetry, creative writing, reports, essays

Literary Elements

Literary analysis, story mapping, plot development, setting, character analysis

Listening/Speaking

Discussion, interviewing, presentations, charades

Comprehension

Predicting, sequencing, foreshadowing, inference, cause and effect, context clues, summarizing, drawing conclusions

Vocabulary

Word maps, synonyms, antonyms, defining, parts of speech, context clues

Across the Curriculum

Social Studies—maps, research, charting a course; Science—oceanography, weather, buoyancy; Math—measurement; Language—poetry interpretation; Art—map design, illustrations, collages; Health—diet

Genre: fiction

Setting: Atlantic Ocean

Point of view: first-person narrative

Themes: fear, self-discovery, journey, beginnings, family

Conflict: person vs. self, person vs. nature

Style: journal entries

Tone: optimistic

Date of first publication: 2000

Summary

Thirteen-year-old Sophie is bound for the adventure of her life—sailing from Connecticut to England where Bompie lives. She accompanies a motley crew of cousins and uncles who have varying degrees of sailing knowledge. Because Sophie was adopted into the family three years earlier, no one understands why she speaks of her new parents and family as if they have always existed in her life. As everyone on the ship faces the possibility of death, the characters begin to reflect on who they are and who they want to become. Sophie's cousin, Cody, begins to piece together the fragments of Sophie's past by listening to the stories she tells. In the end, each character has learned something valuable about themselves and/or each other, and Sophie discovers that she can quit running from her past and enjoy the present.

About the Author

Sharon Creech grew up in Ohio. She describes her childhood home as noisy and rowdy. Growing up, she lived with one sister and three brothers. As a young adult, Creech attended college and became interested in writing. While Creech was teaching in England and Switzerland, she began writing. She published two books in England prior to publishing in America. Her first book published in America, *Walk Two Moons*, won the Newbery Medal in 1995.

Background Information

This story is related to the reader through journal entries. The reader pieces the story together from two viewpoints—thirteen-year-old Sophie and her cousin Cody. Sophie and Cody often leave holes in their journal entries that are filled in by the other writer.

Major Characters

Sophie: thoughtful, curious; lost parents in a water accident; adopted but chooses to imagine that her adopted parents are her real parents; cousin to Cody and Brian; niece to Mo, Dock, and Stew; granddaughter to Bompie

Cody: unpredictable, funny, laid back, takes life in stride; doesn't get along well with his father; Mo's son

Minor Characters

Brian: very structured, list-oriented, doesn't know how to have fun; Stew's son

Uncle Mo: lazy, no direction in life, not happy in his job; good at drawing and watercolors

Uncle Stew: structured like Brian, doesn't know how to have fun; recently lost his job

Uncle Dock: easy-going, takes life in stride; sailor; in love with Rosalie

Bompie: elderly, doesn't remember things clearly; Mo, Stew, and Dock's father; lives in England; grandfather to Brian, Cody, and Sophie

Rosalie: Dock's true love whom he finds while on the journey

Initiating Activities

1. **Previewing the Book:** Have students study the cover, consider the title, read the dedication, the Table of Contents, and the quote from "The Seafarer." Invite students to discuss what they read, then have them write essays predicting what the book will be about.
2. **Prediction:** Encourage students to use the following words in an essay to predict what may happen in the story:
sea search self-discovery storm safety
3. **Freewriting:** Give students the following prompts. Ask them to choose one and freewrite about it for at least ten minutes.
 - Have you ever survived an experience that forever changed your life? How is your life different because of it?
 - Do you think pretending to be something or someone you're not can be helpful in life? Explain your answer.
 - How would you handle being with the same people in a small space for a month with no outside contact?
 - Write about a special story a grandparent shared with you. What makes this story special?
4. **Predictions:**
 - Select eight pivotal paragraphs from different parts of *The Wanderer*. Copy each paragraph onto several sentence strips. Cut each sentence apart and paper clip the pieces of paper together. Then, clip together the sentences that belong in the same paragraph.
 - Have students form eight teams. Distribute one paragraph to each team. Instruct the teams to first reconstruct each sentence and then reconstruct the paragraph into a sensible order. Check each team's work.
 - Allow each team to glue its paragraph to a piece of chart paper. Have one representative from each team hold the chart. Invite the class to place the eight paragraphs in an order that makes sense. Have students compose essays predicting the plot of the book.
5. **Clue Search:** Have students collect information from the book in graphic form using the organizer on page 7 of this guide. Encourage students to share their predictions in a class discussion.
6. **Prediction Chart:** Have students set up a prediction chart (see page 8 of this guide) to use as they read the book.

Chapters 61–78, pp. 245–305

The storm subsides, but not until substantial damage is suffered. Eventually, the crew locates the boat's position, spots land, and celebrates. While traveling to Bompie's, Uncle Dock takes a small detour and finds Rosalie. Everyone is surprised when Bompie knows who Sophie is after they arrive, though he does not recognize his grown sons at first. While talking with Bompie, Sophie finally understands that she has been intertwining her story with Bompie's stories and cries with him. She shares letters Bompie has written to her with Cody. Uncle Dock decides to remain in England with Bompie, still hoping to marry Rosalie one day. The rest of the boat family returns home where the cousins visit each other's houses. Uncle Mo and Uncle Stew start taking classes and working in fields that spark their interest. Sophie comes to terms with her past as she continues to enjoy her present life.

Vocabulary

peculiar (255)
jittery (258)
careening (258)
plunged (265)
anticipation (274)
lavender (277)
frail (287)
considerate (287)
pining (291)

Discussion Questions

1. Why do you think Brian and Uncle Stew thought Sophie shouldn't go to Bompie's? (*Answers will vary. Suggestion: They know Bompie won't know her, and they don't want Sophie to suffer when he doesn't recognize her. They also may be concerned about confusing Bompie. p. 249*)
2. What causes Sophie and her boat family to talk avidly to complete strangers in Ireland? (*They have spent over three weeks together surviving and fighting the storm on the boat. They are glad to be alive and bursting to tell others about their experience. pp. 252–253*)
3. Who were the "other people who seemed to know" Sophie in her dream? Why do you think this? (*Answers will vary. Suggestion: her parents; the entire story has been leading up to Sophie making discoveries about her past p. 254*)
4. What is Sophie saying in the pub that attracts Cody's attention? Is this significant? (*She says that she and Cody and Brian have been planning the trip since they were kids, but she did not know them when she was a child. She describes the wave that crashed on the boat as black, but the wave was white. Answers will vary. p. 256*)
5. Do you agree with Cody's assessment that Brian is worried about Sophie? What will happen when they reach Bompie's? Explain your answer. (*Answers will vary. Brian is worried because he knows Sophie and Bompie have never met. Sophie talks like they really know each other well and have spent time together. p. 264*)
6. Why do you think Sophie cries when Uncle Dock says she looks really special? (*Answers will vary. Suggestion: Maybe she knows they have pieced her story together but isn't ready to admit it to herself. Maybe she is touched because she can tell that they care about her. p. 270*)
7. Why doesn't Bompie recognize his sons? (*Answers will vary. He seems to have a disease that makes him forget things. He only remembers his sons as they were when they were young. pp. 278–279*)
8. How do you think Bompie knows Sophie? (*Answers will vary. p. 279*)
9. What made Sophie tell Bompie the story about how she lost her parents? (*She had been telling Bompie his own stories to help him remember, but then she began mixing her story with his. pp. 281–284*)

10. How does juggling help bring Cody and Uncle Mo closer together? (*The family entertains Bompie with their juggling, and Uncle Mo is learning to have fun again. Cody is proud because he was able to teach his dad something enjoyable. p. 289*)
11. What is the symbolism behind the picture Uncle Mo drew for Cody? (*Answers will vary. Suggestion: The picture shows Cody being totally responsible for everyone. He proved he was capable of handling things on the boat after The Wave because everyone else was either hurt or sick. pp. 295–296*)
12. What is the symbolism behind the picture Uncle Mo drew for Sophie? (*Answers will vary. Suggestion: The picture represents Sophie flying high and learning to deal with her past. The two dolphins represent the family she has recently chosen to remember. The words on the picture are Uncle Mo's way of cheering on Sophie. p. 298*)
13. In what ways are Uncle Stew and Uncle Mo different when they return home? (*Uncle Stew gets a job charting the ocean's bottom, which he enjoys. Uncle Mo begins taking art classes at night. p. 301*)
14. What causes Sophie to refer to her adoptive parents as her "now-parents"? (*Sophie remembers the accident that killed her parents. Now she is choosing to accept her past while still recognizing the truth of the present. pp. 304–305*)

Supplementary Activities

1. Research: Have students research Samuel Taylor Coleridge's life. He penned the poem, "The Rime of the Ancient Mariner" quoted by Uncle Dock on page 246 of the novel. Invite students to read the poem.
2. Critical Thinking: Have students read about Kentucky and the Ohio River and create a Venn diagram comparing and contrasting Sophie's home to Cody's home by the ocean. Have them write an essay telling which place they would rather live and why.