

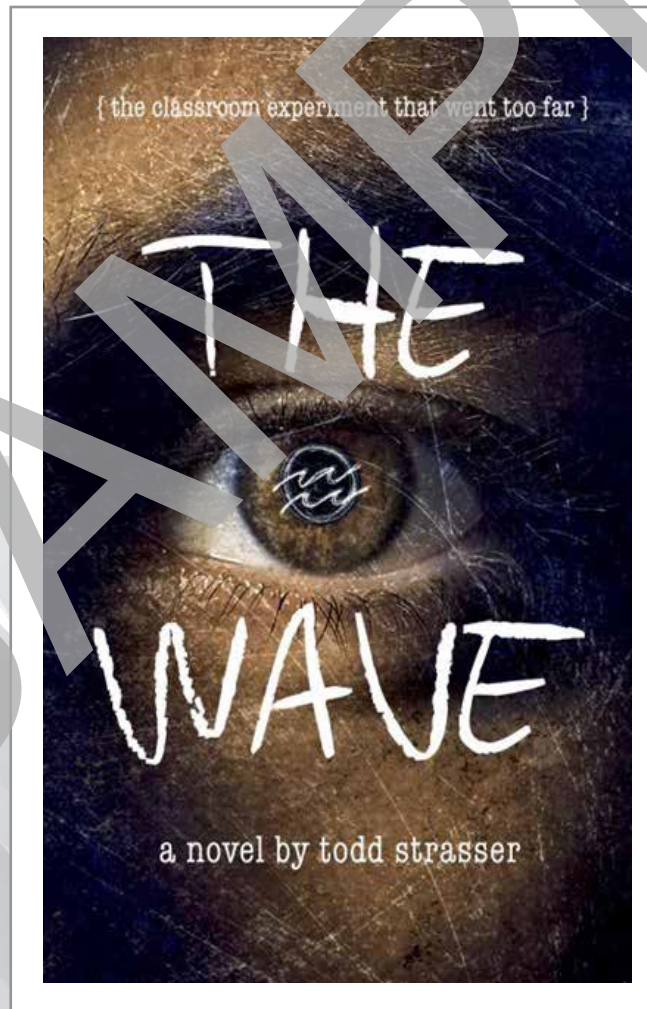


STUDENT PACKET

GRADES 9-12

The Wave

Todd Strasser



READ, WRITE, THINK, DISCUSS AND CONNECT

The Wave

Todd Strasser

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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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Name _____

obsessive (105)
jeopardy (121)
fascist (124)
idealistic (132)
somber (141)

sinister (110)
seductive (122)
brigade (129)
ironically (134)
rueful (141)

antagonistic (118)
compliance (124)
incredulous (132)
deprogramming (135)

recoiled (119)
ghettos (124)
oblivious (132)
usurp (140)

Directions: Circle the word in each list that does not belong. Briefly explain your choice.

1. obsessive, manic, compulsive, tranquil _____
2. sinister, gracious, threatening, malevolent _____
3. antagonistic, hostile, benevolent, belligerent _____
4. recoiled, attached, shrank, withdrew _____
5. jeopardy, danger, peril, safety _____
6. seductive, alluring, detestable, captivating _____
7. compliance, disagreement, acquiescence, conformity _____
8. ghettos, liberation, inclusive, communities _____
9. fascist, nationalistic, democratic, dictatorial _____
10. brigade, disorganization, troops, company _____
11. incredulous, doubtful, skeptical, trusting _____
12. oblivious, discerning, careless, heedless _____
13. idealistic, dreamy, literal, fanciful _____
14. ironically, agreement, opposing, contrasting _____
15. deprogramming, retraining, replacing, retaining _____
16. usurp, seize, release, capture _____
17. somber, dismal, dark, bright _____
18. rueful, mournful, joyful, contrite _____

Directions: Write an answer to each question on separate paper. An * indicates a thought or opinion question. Use your answers during class discussion, for writing assignments, or to review for tests.

Chapter One (pp. 1-14)

1. What is the setting of the book?
2. Identify the following characters: Laurie Saunders, David Collins, Amy Smith, Ben Ross, Robert Billings.
3. Describe Ben Ross's reputation with students and faculty at Gordon High School.

Chapter Two (pp. 15-22)

1. Describe the events in Ross's history class.
2. Are Ross's troubled thoughts about Robert Billings justified? What does he think is Robert's basic problem? Explain your answer.*
3. How many men, women, and children were murdered in Nazi extermination camps?

Chapter Three (pp. 23-30)

1. Explain Laurie and David's summation of Robert Billings.
2. What does David think is the primary problem with the Gordon High School football team? What is their next big challenge?
3. Are Laurie and Amy secure in their friendship? Explain your answer.*

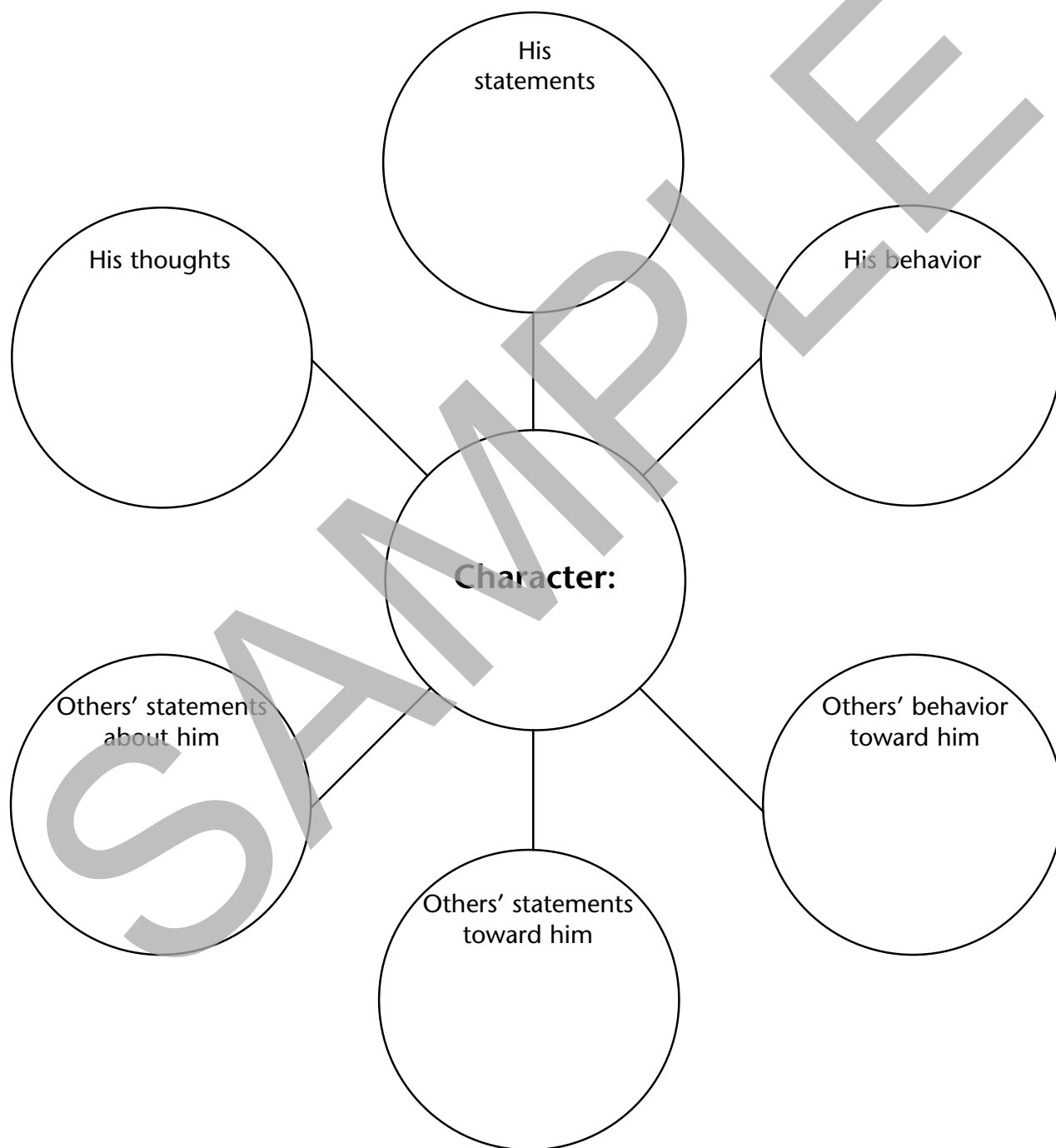
Chapter Four (pp. 31-34)

1. What bothers Ross about his students' reaction to the film about Hitler and Nazi Germany? What does he decide to do?
2. Sum up Christy Ross's assessment of her husband. How will this affect him in his planned classroom experiment?*

Name _____

Attribute Web

Directions: Create an attribute web for Ben Ross that lists clues about what he is like.



Name _____

Story Map

Directions: Use the diagram below with a partner or small group to free-associate thoughts about the novel after you have finished reading it. Jot down your thoughts in a similar format on a large piece of paper.

