

***The Cay* by Theodore Taylor (Published by Doubleday, 1969)**

Approved for use in Communication Arts, Grade 6

Summary

Two shipwreck victims, Phillip, a blind, white American boy, and Timothy, an old black sailor, are stranded on a small island in the Caribbean. Being totally dependent on Timothy, Phillip must overcome his prejudice and learn to accept differences in people in this adventure story of survival and adjustment.

Connection to the Curriculum

The Cay provides a wonderful example of characterization in writing. Through character perseverance, a young boy learns to overcome prejudice and better understand the meaning of love. The author reveals the virtues of respect and perseverance. The novel also examines the literary themes of man vs. man and man vs. nature.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.3.8- The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

1.4.9- The student identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

1.4.24- The student distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

2.2.9- The student makes connections between specific aspects of literature from a variety of cultures and personal experiences.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

This novel deals with racism as Phillip must decide if his mother (who is a racist) is correct. Timothy, the West Indian, speaks in his native dialect and is sometimes difficult to understand.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities