# The CAY

# A packet for Teachers

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Theodore Taylor's *The Cay* is a powerful and exciting book. This book can be used for a variety of educational goals and will appeal to a wide age range, beginning with 5th Grade through Middle School.

This packet has been written, compiled, and edited by Gerri Baker, an enrollee of the Master of Arts in Storytelling degree program at East Tennessee State University. It contains many fun, interesting, and unique activities that can be used in a variety of settings. The pages in this packet may be duplicated for classroom use as desired by the recipient of this material. Please remember to give credit to the author and to the Storytelling Department at East Tennessee State University for bringing these materials to your students.

These activities in this packet are divided into four sections: Chapters 1 & 2, Chapters 3-6, Chapters 7-13, and Chapters 14-19. The chapters that each activity should follow are listed on each page. They may be completed out of order at the discretion of the teacher.

It is hoped that you will have fun encouraging your students to explore literature in a variety of mediums.

Section 1 (Chapters 1 & 2)
3 Task Cards, 1 Drama
3 Discussion, 1 Art, 1 Writing

Section 2 (Chapters 3-6)
3 Discussion, 2 Art, 1 Writing
2 Experiential Activities
3 Dramas

Section 3 (Chapters 7-13)
2 Science Experiments, 3 Writing
3 Experiential Activities, 1 Discussion

Section 4 (Chapters 14-19)
4 Writing, 5 Research, 2 Games
2 Art, 1 Discussion

**Section 1:** This contains the background of the story, its characters, and the time period in which it was written. The activities "Boat Parade", "War Preparations", "What do You Think", "Word Scramble", "Neighbor Nudge", "Act It Out", and others will help students understand war-time and the distinct impression it makes upon the lives and communities it touches. Students will learn about the area in which the Enrights live and the war they find themselves in the middle of.

**Section 2:** This section of activities focus on the two main characters of the book, Timothy and Philip. It talks about survival and teamwork. Students will participate in several experiential activities that will help them develop stronger relationships within your classroom. In addition, activities such as "First Impressions", "Survival Skills", "Communication Game", and "Is honesty the best policy?" will help them explore the way they express themselves and enhance their communication with their family, friends, and others in various situations.

**Section 3:** This section of activities takes a look at hurricanes and their devastating destruction. Through "Creative Poetry", "Internet Connections", "Matching Game", and several research activities, students will explore avenues to learn more about these natural and destructive wonders. Each student will learn new facts about hurricanes and how they are categorized.

**Section 4:** Students will conclude their look at *The Cay*, by Theodore Taylor, by putting the book into personal perspective. Activities such as "Coat of Arms", "Talk Tank", and "Message In A Bottle" will help students respond to the book and its message to the reader.

# THE CAY

**Boat Parade**

In the book *The Cay*, the character Philip Enright lived on the island of Curacao. Often there were boats parading through the harbor. See if you can identify the boats and their description by drawing a line from the boat name to the correct definition.

| | |
|---|---|
| U-boat | a native sailing vessel |
| Schooner | a boat that is able to submerge |
| Galleon | a boat propelled by a gas or electric engine |
| Veerboot | a ship used to transport goods |
| Submarine | a ship used for transporting oil |
| Freighter | a former Spanish sailing vessel |
| Motorboat | ferry boat |
| Tanker | an abbreviation of German Unterseeboot, underwater boat |

Make enough copies for every student. Use after Chapter 1 of *The Cay*.

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# THE CAY

**War Preparations**

Grace Enright worked to get the house "in order" in the time of war during 1942. Name three things she did that was mentioned in chapter one of *The Cay* and tell why each one was important.

1. _____

2. _____

3. _____

Discuss in a group what preparations we would make today if our country was at war. Would they be the same or different than the preparations made in 1942.

Make enough copies for every student. Use after Chapter 1 of *The Cay*.

# THE CAY

Longitude and Latitude Skills

Using a globe, record the following locations:

| | Longitude | Latitude |
|---|---|---|
| Aruba | | |
| Fort Amsterdam | | |
| Germany | | |
| China | | |
| Panama | | |

Copy one for each student. Use after Chapter 1.

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# THE CAY

***What do you think?***

WHY DID THE PEOPLE OF CURACAO NOT HAVE ANY WEAPONS TO PROTECT THEMSELVES?

WHAT STANCE DO YOU THINK A COUNTRY SHOULD TAKE IF THEY ARE NOT DIRECTLY A PART OF A WAR?

WHEN IS IT APPROPRIATE TO BECOME INVOLVED, IF AT ALL, IN A WAR?

Teacher Directions: Divide students in groups of 4-5 to discuss the questions above. Guide them to further exploration by having them create a poster of **Pros and Cons** for involvement in military action. Use copies of the newspaper with current events to spark discussion. Perhaps even have the students participate in a debate trying to convince the whole class to take up their opinion.
(Use this activity following Chapter 1.)

# THE CAY

## Neighbor Nudge

In the book *The Cay*, Philip Enright becomes afraid and he gets a hatchet out of the shed to hide under his bed. Have you ever been that afraid? Tell a person sitting beside you a time when you were afraid like Philip was. Talks about ways to overcome your fears and together with your neighbor develop a step by step plan to face the things you are afraid of.

1. _____

2. _____

3. _____

4. _____

5. _____

Copy enough for every student. Use with Chapter 2 of *The Cay*.

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# THE CAY

### Word Scramble

The following words from *The Cay* by Theodore Taylor have become mixed up. See if you can unscramble them.

| | | | |
|---|---|---|---|
| tboulkac | _____ | afiletob | _____ |
| fyreirne | _____ | braho | _____ |
| slairos | _____ | boyedog | _____ |
| brainmuses | _____ | sooniplex | _____ |

Hint 1: Each of these words can be found in Chapter 2.

Hint 2: Each of these words would be found near water, or during wartime.

# THE CAY

## Creative Writing

In chapter two, Philip discusses the *koenoekoe*, countryside, of Curacao. He uses descriptive words that help us "see" the landscape. Below, use at least seven descriptive words to write about the area in which you live.

Example: I loved the old fort, the schooners, the Ruyterkade market with the **noisy** chickens and **squealing** pigs, the black people **shouting**: I loved the koenoekoe with its **giant** cactus; the divi-divi trees, their **odd branches** all on the **leeward** side of the trunk; the **beautiful** sandy beach at Westpunt.

Below, brainstorm for at least ten descriptive terms to describe the area you live in.

| | |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Use the words above to write a paragraph about the place in where you live.

(Use with Chapter 2 of *The Cay*.)

# Collage

## THE CAY

Teacher Directions: Bring in some pictures of war from publications such as National Geographic or the newspaper, and lay them on the table. Instruct your students to choose a picture that is striking to them in some way. Ask for volunteers, and have them answer the following questions:

What pictures in our hands or in our minds, do we think of when we hear the word war? Define war.

Would our definition of war agree with the dictionary's definition?

What causes war? (guided responses could be intolerance of differences, etc.)

Are there wars happening in our own land at this time? What causes those wars? (guided responses could also include the definition of war, the types of "war" that include relationships, racism, and the like)

How could we prevent war? (discuss responses)

After the discussion, have students create a collage that represents ways in which to prevent war of any kind. Students can be as creative as possible, using words, letters, cutouts of backgrounds, and the like. This activity may take a while, maybe even a period of days, to be extremely creative. The teacher may want to have an example to show the students. Have students share their artwork at the end of the unit.

Begin this activity after Chapter 2.

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## THE CAY

**Act It Out**

*Was Grace's decision to leave a good decision? What would you do in this case?*

In groups of 2-3 act out how Grace and Philip Enright discussed taking young Philip away from the island and how they would tell Philip of their decision.

Copy enough for group work within your class. Use with Chapter 2 of *The Cay.*

# THE CAY

## Survival Skills

Pretend your boat has been torpedoed. You can take only three items with you in the days ahead. What three items would you choose and why? In groups of 3-4 decide unanimously what these items would be. Then write a paragraph on how you would use those items to survive.

| | | |
|---|---|---|
| **String** | **Chocolate** | **Eye Glasses** |
| **Money** | **Knife** | **Life vest** |
| **Shoes** | **Compact** | |
| **Blanket** | **Jacket** | |
| **Water** | **Comb** | |
| **Matches** | **Compass** | |

Copy one for each student. Use with Chapter 3 of *The Cay*.

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# THE CAY

## First Impressions

Answer the following questions on a separate sheet of paper.

1. What perception of Timothy did Philip have when they first met? Did he have these perceptions before they met?

2. What did Timothy say to Philip at their first encounter? Why would he say this?

3. What happened in their first encounter?

4. What did Philip think of Timothy?

5. Do you think his perception of Timothy is correct?

6. How do "first impressions" help us or hinder us in relationships?

Copy one for each student. Use with Chapter 3 of *The Cay*.

# THE CAY-BUMPER STICKER ART

Timothy said some insightful things to Philip while they were on the Cay. Using markers and cardstock cut into 4.5 X 11, create a bumper sticker that will represent one of the following quotes in some way. You may use different words to express the same meaning.

"We mus' be wise 'bout what we 'have." Pg. 36

"Stay alive, young bahss, dat's what we 'ave to do." Pg. 44

"If dat will make you bettah, go 'ead." Pg. 48

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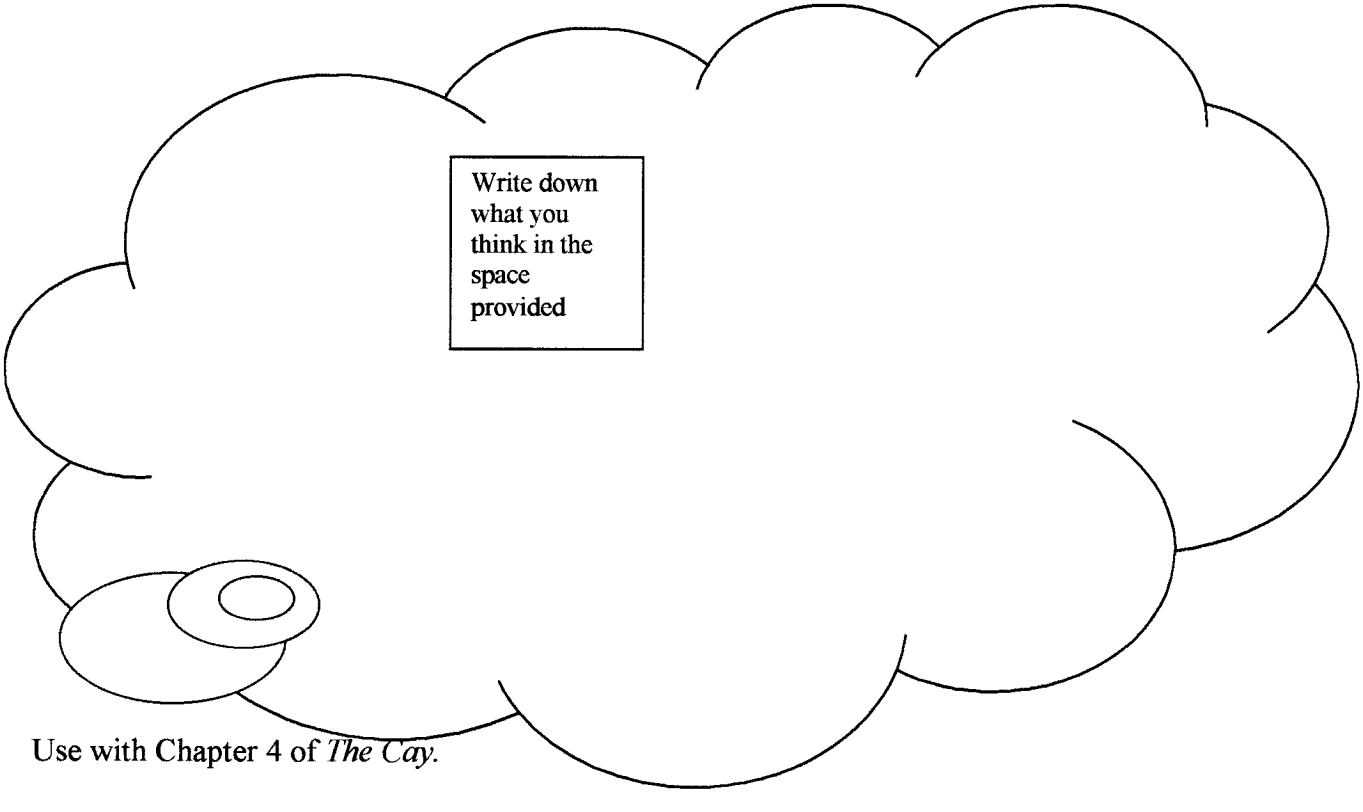
## THE CAY

**All in a Days Work**

Timothy felt that work would help he and Philip survive. Everyday they had work to do. How do you think this would help them?




Use with Chapter 4 of *The Cay.*

# THE CAY

**Experiential Activity**

**Materials Needed:** Brown paper bags cut into large leaves about 100
3-4 foot branches (about 30-40)

**Teacher Directions**: Help your students understand about the experience Timothy and Philip had on the island. Bring in large branches, leaves (or large brown paper bags), and create a simulation of "work" on the island. Take students to an area outside of the classroom. If the weather is uncomfortable, it could be an increased discussion builder.

Divide your class into three to four groups. In each group, choose two people to become blind for the day, or at least during the simulation. As a group, they must provide shelter for themselves, find food, and clothing. Everyone must participate. The only things you can use are the items that you have given them and things they find outside around the school area. You may make this as easy or as difficult as you see fit. Instruct the students to make a sturdy rope, make two mats, and build a shelter. Limit the number of directions, yet set specific boundaries. You will be surprised on how creative the groups will become.

When the groups have completed their work, have another class or other teachers be the judges of which group's activities were most effective and would probably withstand the weather conditions on an island.

Return to your classroom and use the questions below to debrief with the class. The debriefing time is the most important part to this activity. Without a debriefing time, the activity will not be as effective.

**Questions to use:**

Was your group effective in their work? Why or why not?

Did you help each other become successful?

How were your conscientious to those who were blind? What responsibilities did you give them? Were they able to carry out their jobs? How did you encourage them? Did their skills improve with time?

What role did you have in your group? How did this make you feel?

How important would these activities been on an island? Could you live a long time like this? What would need to change to allow you to live a long time? Could these changes be made?

(Use with Chapter Four of *The Cay*)

# Creative Arts

In the book *The Cay* by Theodore Taylor, the characters Philip and Timothy listened and watched birds to help them know where if they were close to shore. Philip wondered if he would ever see a booby with his own eyes. Have your students create a booby bird that Philip could "see" by touching it.

Give your students a couple of supplies and instruct them to create a "Booby Bird". Challenge your students to be creative as possible, knowing only the following information regarding the bird.

> **Booby - large, streamlined sea Bird of the family Sulidae, called gannets in Northern waters. Boobies have heavy bodies, long, pointed wings, long wedge-shaped tails, and short, stout legs. They fish by diving on their prey from great heights and pursuing it under water. Gullible and unwary, as its name indicates, the booby is easy prey for hunters and is diminishing in number.**

**Bring in a picture of one and description to see which group's creation was the most accurate.

Supplies Needed:

- Large brown paper bags
- Large manila paper
- Card stock
- Construction paper – variety of colors
- Glue
- Masking Tape
- Newspaper
- Colored tissue paper
- Optional items such as feathers, chenille wire, paint, duck tape, etc.

Use after Chapter 5 of *The Cay*.

# The Cay Communication Game

Philip knew Timothy did not tell him the truth about where they were marooned. Philip could hear it by what Timothy didn't say. Several times Philip knew Timothy was protecting him.

Play a game to help students understand that we communicate with our bodies and by things we don't always say. The game is played similar to the game entitled TABOO. St

1. Divide class into 2 teams.
2. Each player gets a word that they must try to get their teammates to say. However, they cannot say the word, or a part of the word. For example: if the word was cartoon, the words – "car" or "toon" could not be said.
3. Each word is limited to 60 seconds time. Keep time on how long it takes each team to guess the correct answer.
4. Take volunteers on who will try to get the team to guess their word.
5. The team with the most words guessed correctly in the least amount of time wins.

| **Team 1** | **Team 2** |
|---|---|
| **lost** | **Hurricane** |
| **explosion** | **blind** |
| **hut** | **plane** |
| **submarine** | **raft** |
| **eel** | **lobster** |
| **waves** | **palm trees** |
| **cat** | **sea foam** |
| **fish** | **octopus** |
| **driftwood** | **mussels** |
| **sand** | **stones** |

**Debrief with the following questions:**

1. What were some things we noticed about communication?
2. How would it have been easier or more difficult if your teammates were blind?
3. What type of words helped your teammates discover the correct word?
4. How should this effect our communication?
5. What cues from the person were helpful to you to understand what they were trying to communicate.

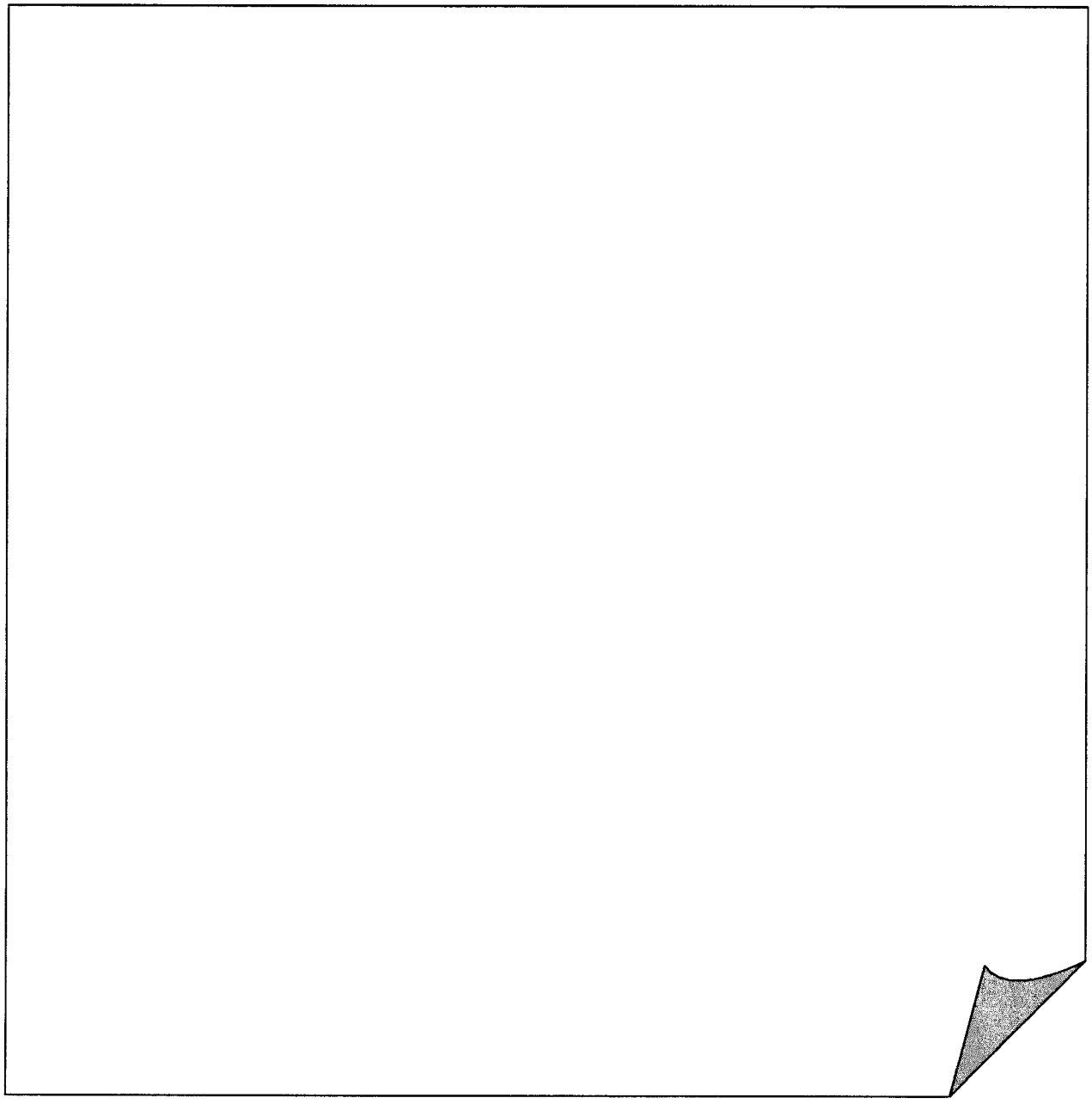
Use after Chapter 5 of *The Cay*.

# THE CAY

## Prediction

**What would have happened if Timothy and Philip had not found the island?**

Write a newspaper article that would report on what might have happened. Please use correct spelling and grammar.



Use with Chapter 6 of *The Cay*.

# THE CAY

**Is honesty the best policy?**

Timothy did not want to tell Philip about the island probably being far away from a lot of boat traffic. Philip made him tell him the truth. Sometimes all of us try to hide the truth from others.

Have students role-play having to tell someone the truth in the following situations. Discuss as a group if being honest is the best policy.

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Cut the situations below apart and allow groups of students to choose one to role-play.

| |
|---|
| Your friend is a great person, but has a problem with bad breath. Role-play how you would tell him/her of their problem. |

| |
|---|
| You have been arrested and you call home to tell you parents. Role-play that phone call. |

| |
|---|
| Your brother is selling drugs. Role-play how you would approach him about your concern for him, and what you will do if he doesn't stop. |

| |
|---|
| Your dad has a nose hair hanging out his nose and he is entertaining his boss at your house. Role-play how you would tell him. |

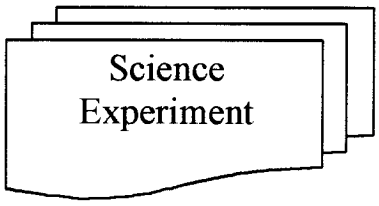
| |
|---|
| You have gone out with your best friend's boyfriend. You value your friendship with the girlfriend, but also like the guy. Role-play how you would make this situation right. |

| |
|---|
| You and your best friend try out for the basket ball team. Your friend and you both really want to be on the team. Role-play how you would tell him that you were chosen and he wasn't. |

| |
|---|
| You got a dent on your mom's new red convertible by your dad slamming something against it when your were visiting him. Your parents are divorced, and you don't want to get your dad in trouble but you don't want to take the wrap for him either. Role-play how you would tell your mom. |

Use following Chapter 6 of *The Cay*.

# THE CAY




With items that students bring from home, have students create a catchment to collect dew and rain for a period of several days. Divide the students into cooperative groups for this activity. Each catchment will be set up outside and students will use the attached chart to record the precipitation collected each day for about one week.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Group Name | Trial Day | Monday | Tuesday | Wed. | Thursday | Friday | Totals |

Answer the following questions:

1. Which group's catchment was the most effective?

2. What materials was it made out of?

3. In your opinion, was its effectiveness based on the materials that it was made out of?

4. What changes would you make to your catchment to make it more effective?

5. Summarize your findings below, and then reproduce your findings on another type of chart on a different sheet of paper. (i.e. pie chart, line graph, bar graph, etc.)

Use following Chapter 7 of *The Cay.*

# The Cay

## Survey Says

In Chapter 8 of The Cay, Philip learns that Timothy can't read. They try to create a sign out of stones on the beach that will help any plane flying over locate them. Philip is shocked that Timothy can't read and feels a little proud that he is smarter than Timothy in this area. Later in the book, he even uses this to hurt Timothy's feelings. In discussion groups, talk about the following questions.

1. Do you know any one that cannot read?
2. How does the ability to read help you?

Words can be very inspirational, they can guide us to think, to learn, and to grow. In your group, think about a word that you could create out of stones that would encourage or inspire someone else. Brainstorm for a list of words. Write these words on the chalkboard and then vote as a class on the best word.

Create a stone sculpture, using the word chosen, that can be seen by the other students on campus, and from the air. (Teachers should receive proper clearance from school officials as needed before this activity)

Copy surveys for each student in your school. Have your students or involve other teachers to get students to complete the surveys below. Use the surveys to calculate data regarding the answers and thoughts. In groups, are individually, have students graph the results of your survey.

(Use this activity after Chapter 8 of *The Cay.)*

* * * *

# The Cay

**Erring Emotions?**

Read pages 68 of The Cay by Theodore Taylor, beginning at "My mother was right, I thought." To page 70 in the middle section ending with "He was very old, old enough to die there."

Then have the class answer these questions:

1. What are some of the emotions that Philip is experiencing?
   *Take one of these emotions and elaborate on why you think this was appropriate or inappropriate in this situation.
   (Here are some suggestions: Racism, Fear, Tears, Anger, Revenge)

2. What other emotions in the book do you recall?

3. How do our emotions help us to grow up?

4. What happens if we don't go through these emotions? What kind of adult might we be?

Use for discussion after chapter 8 of *The Cay*.

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# The Cay

**Turning Point**

In the book The Cay, by Theodore Taylor, chapter nine was a significant turning point for the main characters. Timothy asked Philip, who was blind, to help in the work by making mats for them to sleep upon. At first, Philip didn't want to do it, and after an argument, these thoughts came to Philip:

> "The rope, I thought. It wasn't for him. It was for me." (pg. 75)
>
> "Something happened to me that day on The Cay. I'm not quite sure what it was even now, but I had begun to change." (pg. 76)

In your own words, tell how you think Philip had began to change below.

(Use following chapter 9 of *The Cay*.)

# The Cay

## Trust Fall

Philip began to trust Timothy more as they spent time together. He realized that everything Timothy did was to help him (Philip) succeed. In groups of 3-4, discuss the following questions. Have one person write down some of the answers from your group's discussion.

1. How do people earn trust?

2. Can trust be harmed?

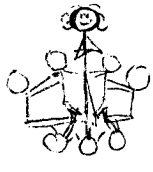
3. What ways can trust in another person be strengthened?

4. How does trust in others help our view of ourselves?

Come back together as a class. With the aid of the teacher, do a trust fall. This activity can be completed in two ways.

### Trust Fall - #3

a. Create a circle of students, with shoes off, leaving a small circle in the middle.
b. Have a student stand in the middle, with their body stiff and arms crossed.
c. Instruct the student to fall forward as the others students hold up their arms to protect the student from falling.
d. As your students become more adept at this activity, you can move the student around the circle at a quick pace, and also "toss" them across the circle.
e. Have those students who want to be in the middle take turns.



### Trust Fall - #2

a. Have students make two lines and hold each others arms.
b. Place a student at the end of the line on a chair with their back to the group.
c. Instruct the student to fall backwards into the arms of the other students.
d. Have those students who want to be on the chair take turns.

**Debrief using the same questions above and see if the answers are still the same, or if these activities helped them think of some additional thoughts.**

If time, add these to your discussion:
1. Was trusting in our class hard to do? Why or why not?
2. Where, if any, were the problems?
3. How could we enhance the trust level in our school? Classroom?

Use following chapter 10 of *The Cay*.

# THE CAY

Obstacle Course Relays

**Objective: create sensitivity and appreciation for those with visual impairment.**

Create an obstacle course in your room using desks and chairs. Use blindfolded students to run the obstacle course making predictions regarding their improvements. Talk about the necessity for everything to be "in it's place" for their safety. Discuss how this modification and others are needed for people with this type of impairment. Everything must be in its place for their independence.

| | Student One | Student Two | Student Three | Student Four |
|---|---|---|---|---|
| Prediction | | | | |
| Actual Time | | | | |
| Variant | | | | |

| | | | | |
|---|---|---|---|---|
| Prediction | | | | |
| Actual Time | | | | |
| Variant | | | | |

| | | | | |
|---|---|---|---|---|
| Prediction | | | | |
| Actual Time | | | | |
| Variant | | | | |

In the area below, make some conclusions regarding this activity. Compare what you learned in this activity to the experiences that Timothy and Philip had on the island. How did Timothy help Philip become successful? Write your thoughts below.

Copy one for each student in your class. Use this activity following Chapter 10 of *The Cay.*

# The Cay

Look up the following words in the dictionary and write any definition you find. You may have to look in the book *The Cay*, by Theodore Taylor, to create an appropriate definition. At the bottom of the page, use each word in a sentence.

**Definitions**

langasta -

tempest -

tradewinds -

voo doo -

gabled -

dikes -

ballast –

distilled –

starboard side –

sextant –

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use following Chapter 11 of *The Cay.*

The Cay

# Cure for Malaria

Simulation Activity

When you are in a bad situation it is important to work together as a team to accomplish a solution. Timothy and Philip understood this and worked together. Provide the following simulation and have your students discuss leadership and how it applies to everyone in various situations.
(This activity works best with Jr. High and older)

**Materials Needed:** one plastic table cloth with a different siding on each side.

**Opening Description:** Timothy is very sick and he needs a cure for malaria. Your team of scientist have discovered a cure, but must find a way to get it to Timothy. The way is treacherous and sometimes people are stricken with the disease and it causes them to have different illnesses. Also, you must protect the whole team and make sure everyone is safe. The location of the cure is in the middle of a pariah pool and you must get the cure from one side to the other. To do this, you must work as a team.

**Object:** To be successful, your group must turn the tablecloth from laying on one side, to laying on the other. You want to keep everyone of your team members alive, so you must work together to make this successful. Everyone must be on the table cloth to begin, without their feet hanging over the edges.

Directions:

1. Have students stand on the tablecloth.
2. As different students begin making suggestions, the one who are taking the leadership role – change the dynamics of the group by telling them that they are now blind, can't use their hands, can't walk, can't speak,...and the like.
3. Watch and listen to the group to find out who takes on leadership roles, who affirms others, who is quiet, and so on. Use this as a basis for discussion at the end.
4. Use the questions below to help guide discussions to understand this activity.

**Debrief:**

1. Was your group successful? Why or why not?
2. Did you like the role that you played?
3. Who were the leaders? Is this normal in our classroom dynamic?
4. Those of you that were more quiet, did you have an idea you wanted to share but didn't? Why didn't you?
5. How would you have felt if someone was lost?
6. What would have happened if you decided you couldn't work together?
7. How does this relate to our society, school, home, today?
8. What kind of barriers did you have to let go of to work together?
9. Did anyone say things that helped the group be successful?
10. How is encouragement important?

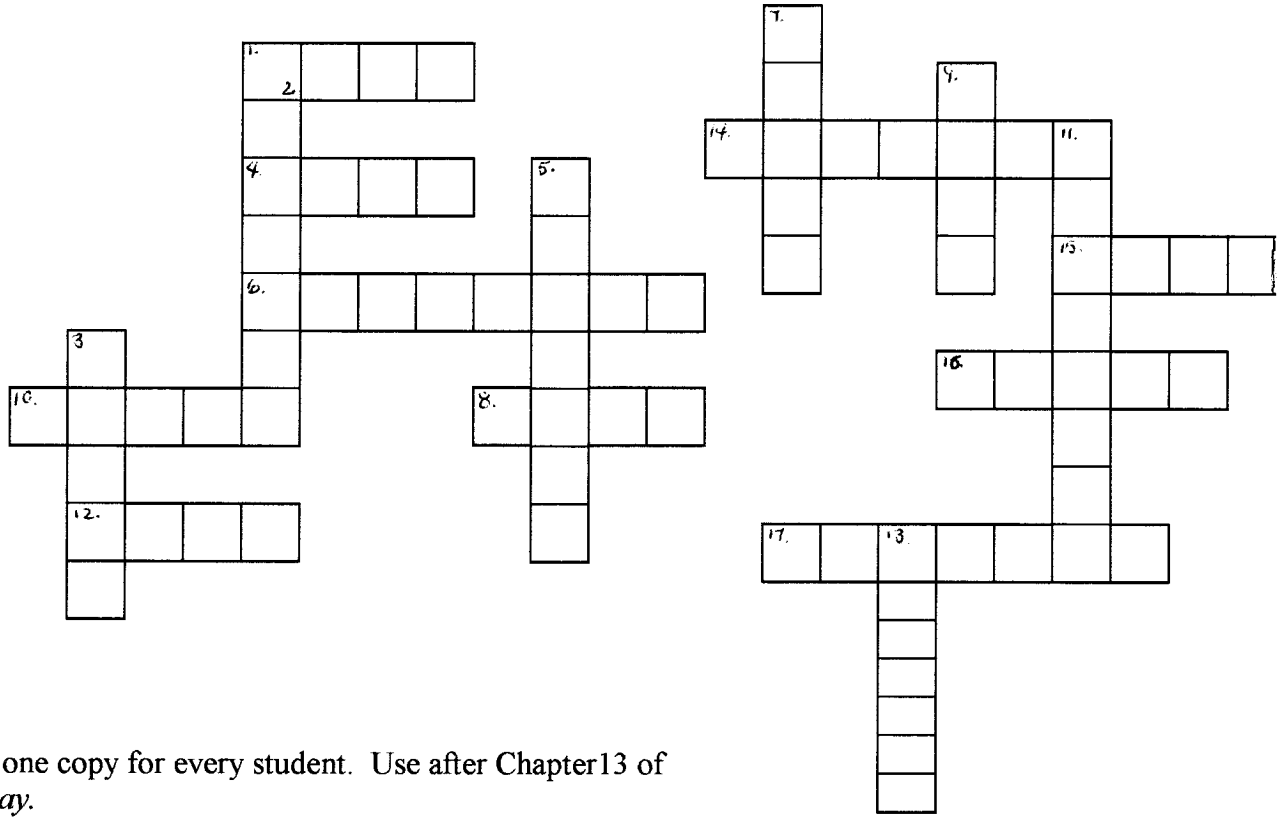
See back answer key for solution. Use after Chapter 12 of *The Cay*.

# THE CAY

## Spelling Challenges

Find the correct spelling of each of the words from *The Cay* listed below. You may use the dictionary if needed. Write the word tat goes with each spelling beside it. Then complete the crossword puzzle with the correct spellings of each word.

1. peb'əl _____ down
2. päm _____ across
3. bōlts _____ down
4. bat _____ across
5. fish' ing _____ down
6. lang st _____ across
7. kôr'əl _____ down
8. kīnd _____ across
9. dīv _____ down
10. hûks _____ across
11. sĕr vī vəl _____ down
12. trẽ _____ across
13. sink ers _____ down
14. ẽrchins _____ across
15. rẽf _____ across
16. nĭf _____ across
17. mus'əls _____ across



Make one copy for every student. Use after Chapter13 of *The Cay.*

# THE CAY

**Essay Writing**

On a separate sheet of paper write a one page essay about a time when you felt successful or that you accomplished something. It may be a new skill, it may be a time when someone praised you, it may be a time when you helped someone else. Pay attention to grammar, spelling, and capitalization.

Use following Chapter 13 of *The Cay*.

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Use this activity with Chapter 14.

# THE CAY

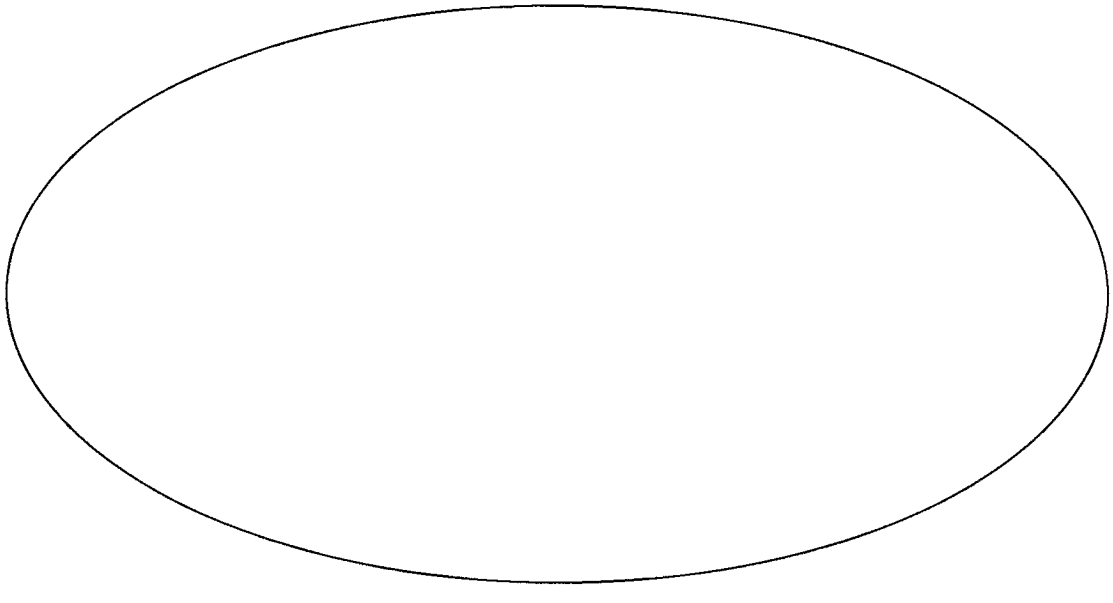
Creative Poetry

A Haiku is a form of Japanese poetry often written regarding nature. It consists of 17 syllables and is written in the following form.

3 lines

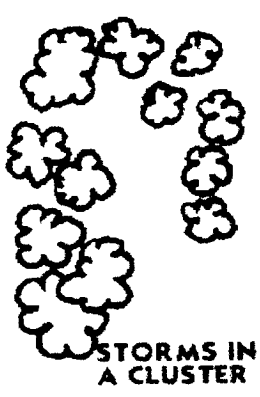
5 syllables in first line
7 syllables in second line
5 syllables in third line

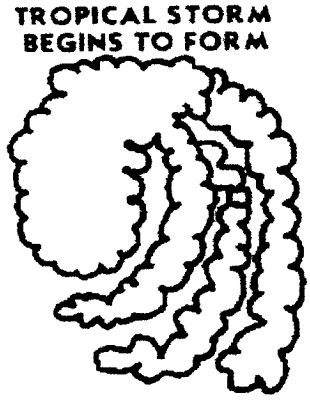
Create Haiku poem regarding a hurricane, writing on the lines provided.

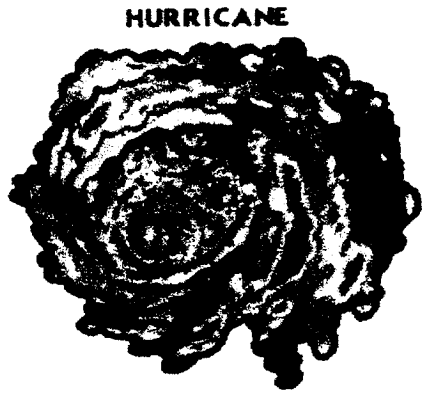


# The Cay

**Hurricane Facts**




Below are ten facts regarding hurricanes. Look at the words in the box and match them with the correct sentence.

| | | |
|---|---|---|
| Atlantic Ocean | eye | Mayan |
| 6000 | Texas | tropical oceans heat |
| moisture | wind | names |
| vapor | girlfriends | wall of clouds |

1. The center of the storm is called the _____.
2. A _____ surrounds the calm eye of the storm.
3. Hurricanes are born of warm, _____.
4. They are fueled by water _____ that is pushed up from the warm ocean surface.
5. The combination of _____ and _____, along with the right _____ conditions, can create a new hurricane.
6. Hurricanes occur in the _____.
7. The use of _____ helped people know which storm was being referred to in news bulletins or warnings when more than one storm existed.
8. One of the most disastrous hurricanes ever to hit land was in Galveston, _____ in the year 1900. More than _____ people died.
9. During W.W. II, navy personnel would nickname hurricanes by using their _____ names.
10. The word 'hurican' was derived from the _____ 'Hurakan', one of their creator gods.

Copy one for each student. Use following Chapter 15 of *The Cay*.

# The Cay

**Internet Connection**

Objective:

- Research data pertaining to hurricanes on the Internet

Materials:

- Desktop or laptop computer
- Modem with minimal 14400 baud Rate
- Internet access with graphics interface

Using the questions below, students are to search for materials regarding hurricanes. Students are to answer questions regarding general knowledge, current conditions, and past history of hurricanes. Please have students note the site where the information was located.

1. What is the difference between a hurricane, typhoon, and cyclone?

   Website: _____

2. When did the "naming of storms" begin and how?

   Website: _____

3. Name the seven basins in which tropical storms can occur.

   Website: _____

4. When is the official hurricane season?

   Website: _____

5. How does a hurricane begin?

   Website: _____
   (Use following Chapter 15 of *The Cay.)*

# The Cay

**Internet Connection #2**

Here are more questions to answer on the internet.

1. Are there currently any tropical storms forming?

   Website: _____

2. What classification are any current storms that exist?

   Website: _____

3. Name some of the deadliest, costliest, and most intense hurricanes of this century.

   Website: _____

## The Cay

Looking for Information?

Here are some web sites to check out when looking up information regarding hurricanes. Have fun and learn all about these interesting storms.

http://www.reedbooks.come.au/rigby/hot/hurruh1.htm/

http://www.miamisci.org//hurricane/hurican popup.html

email: weather @kfyrty.com (meteorologist)

Use after Chapter 15 of *The Cay*.

# The Cay

## Matching Game

Objective:
Have students match the category, storm surge, wind speed, and damages that a hurricane can cause. You may have them do this as a race or individually.

Directions:
Cut the squares out below and place them in a pile. When the teachers gives the signal, arrange them on your desk in the correct order, Category 1-5, with the description of surge, wind speed, and damage matched with the correct category. Yell out the word "Hurricane" if you think you have it completed.

---

Cut apart and turn over. Use with chapter 15 of *The Cay*.

| Category 1 | Category 2 | Category 3 | Category 4 | **Category 5** |
|---|---|---|---|---|
| Storm Surge<br><br>4-5 feet | Storm Surge<br><br>6-8 feet | Storm Surge<br><br>9-12 feet | Storm Surge<br><br>13-18 feet | Storm Surge<br><br>18+ feet |
| **Wind Speed**<br><br>**74-95 mph** | **Wind Speed**<br><br>**96-110 mph** | **Wind Speed**<br><br>**111-130 mph** | **Wind Speed**<br><br>**131-155 mph** | **Wind Speed**<br><br>**155+ mph** |
| Minimal Damage<br><br>Minor damage to Trees, low roads, Piers | Moderate Damage:<br><br>Trees, signs blown down, Marinas flooded, coastal roads cut off by water. Some evacuations. | Extensive damage:<br><br>Large trees, utility poles blown down. Mobile homes destroyed. Large coastal structures hit by flying debris. | Extreme damage:<br><br>Roofs, doors, Windows destroyed. Major erosion. Complete evacuations needed w/in 2 miles of shore. | Catastrophic Damage:<br>Buildings over Turned: doors, Windows blown out. Evacs w/in 5-10 miles of shore. |

# The Cay

## Research

Storm names are "retired" if the storm is deemed to be note worthy because of damage and/or deaths it caused. Research at least five retired hurricane names, in the box below, on the internet or in the library. Create a chart to indicate why they were retired. Choose from some of the following charts.

Bar Graph
Line Graph
Pie Chart

**Example**

| Hurricane Name | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Retired Hurricane Names**

Agnes 1972, Alicia 1983, Allen 1980, Andrew 1992, Anita 1977, Audrey 1957
Betsy 1965, Beulah 1967, Bob 1991
Camille 1969, Carla 1961, Carmen 1974, Carol 1965, Celia 1970, Cesar 1996, Cleo 1964, Connie 1955
David 1979, Diana 1990, Diane 1955, Donna 1960, Dora 1964
Edna 1968, Elena 1985, Eloise 1975
Fifi 1974, Flora 1963, Fran 1996, Frederic 1979
Gilbert 1988, Gloria 1985, Gracie 1959, George 1998
Hattie 1961, Hazel 1954, Hilda 1964, Hortense 1996, Hugo 1989
Inez 1966, Ione 1955
Janet 1955, Joan 1988
Klaus 1990
Luis 1995
Marilyn 1995, Mitch 1998
Opal 1995
Roxanne 1995

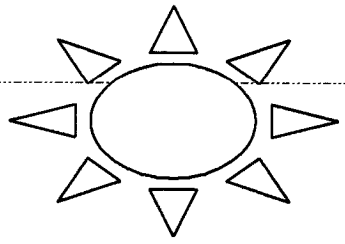
Copy one for each student. Use following Chapter 15 of *The Cay*.

# The Cay

## Antonyms

Antonyms are words that are opposites. Examples – day/night, king/queen. Draw a picture in each box found below to show the antonym for the word listed.
(Use after Chapter 16 of *The Cay*)

| | | |
|---|---|---|
| COLD | SEE | OLD |
| CAT | DEAD | DAY |
| RAIN | TIRED | SILENCE |



# The Cay

## Guessing Game

Directions: Prior to class, collect at least 10 items that you could use in a guessing game. Choose items that would be difficult to distinguish just by touch. Place each of these items in a brown paper bag (one bag for each item). Play a game where 10 students are asked to guess what is in the bags. First, they guess by shaking the bag. Second, they can feel that outside of the bag. Third, they can feel inside the bag, but not look. This can be a great lesson on reasoning skills.

After everyone gets time to guess, lead the class in a time of debriefing.

Ask these questions:
1. Was this a difficult activity? Why or why not?
2. How dependent are we upon our senses to determine things?
3. Do you think our senses would become sharper if we lost one or more of our other senses?

Use with Chapter 17 of *The Cay*.

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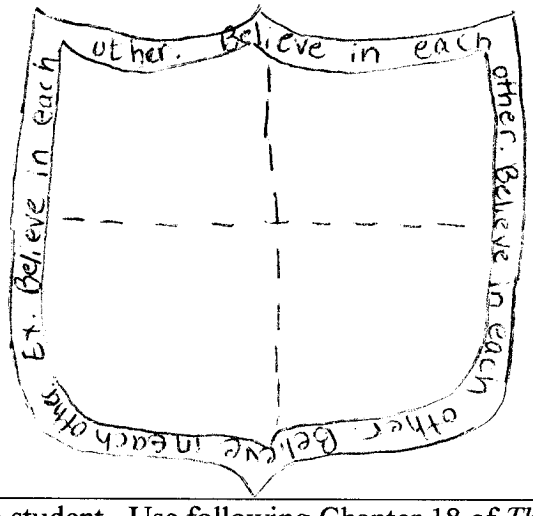
# The Cay

## Coat of Arms

In the book The Cay, by Theodore Taylor, there are at least 4 major points or significant moments in Philip Enright's life. Think about what you believe the four most significant moments would be from the book. Then, create a coat of arms on poster paper, with a drawing in each of the 4 quadrants of the coat of arms. See example below. Then around the board of the coat, what you believe to be the main message of the book *The Cay*.

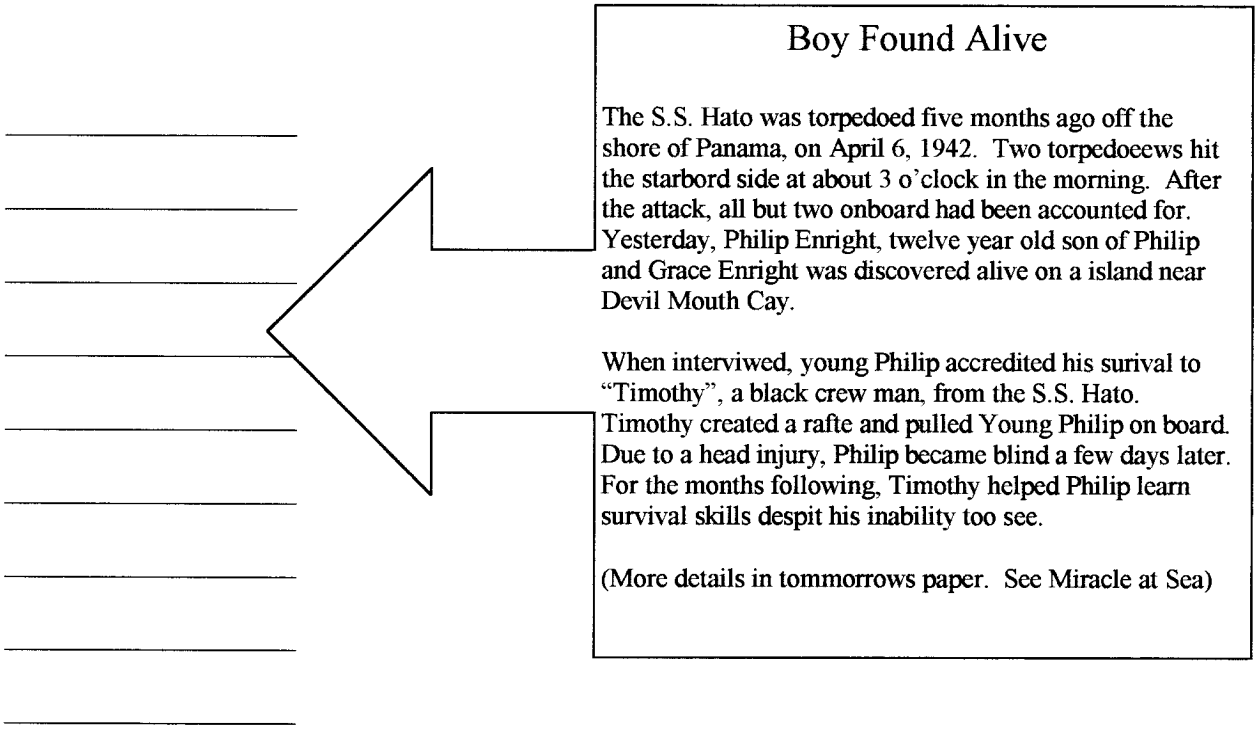



Copy one for each student. Use following Chapter 18 of *The Cay*.

# THE CAY

**Proofreading**

Please proofread the news article below and correct any errors in spelling and grammar. Write the misspelled words to the right of the article. Then, on another sheet of paper, write a sentence using the word correctly in a sentence.



## Boy Found Alive

The S.S. Hato was torpedoed five months ago off the shore of Panama, on April 6, 1942. Two torpedoeews hit the starbord side at about 3 o'clock in the morning. After the attack, all but two onboard had been accounted for. Yesterday, Philip Enright, twelve year old son of Philip and Grace Enright was discovered alive on a island near Devil Mouth Cay.

When interviwed, young Philip accredited his surival to "Timothy", a black crew man, from the S.S. Hato. Timothy created a rafte and pulled Young Philip on board. Due to a head injury, Philip became blind a few days later. For the months following, Timothy helped Philip learn survival skills despit his inability too see.

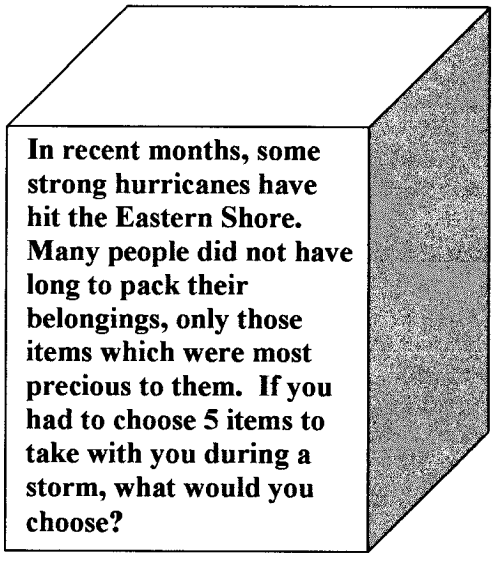
(More details in tommorrows paper. See Miracle at Sea)

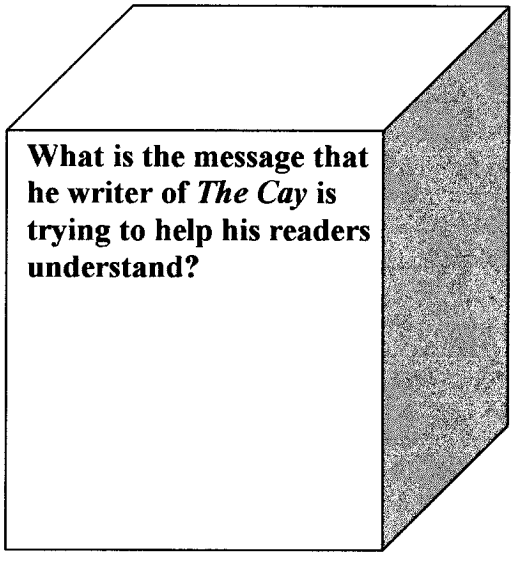
Use following Chapter 19 of *The Cay.*

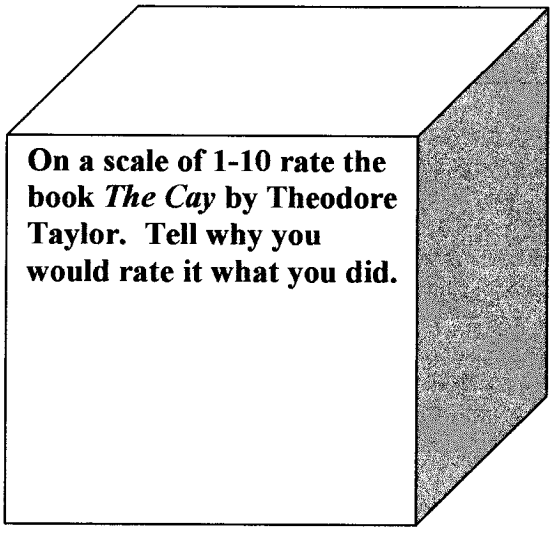
# The Cay

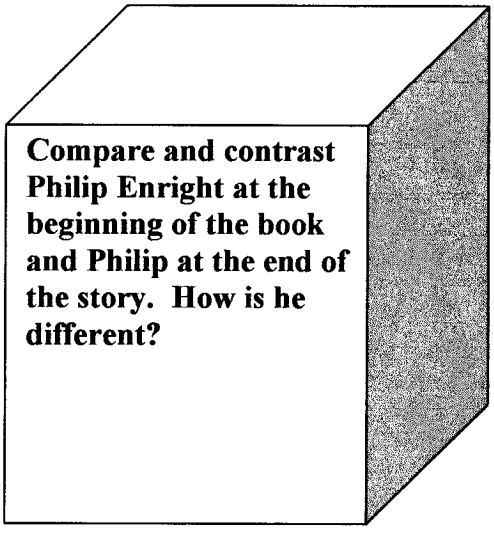
Talk Tank

In groups of 3-4, talk about the following topics in the blocks below. Use this activity following Chapter 19 of *The Cay* by Theodore Taylor.



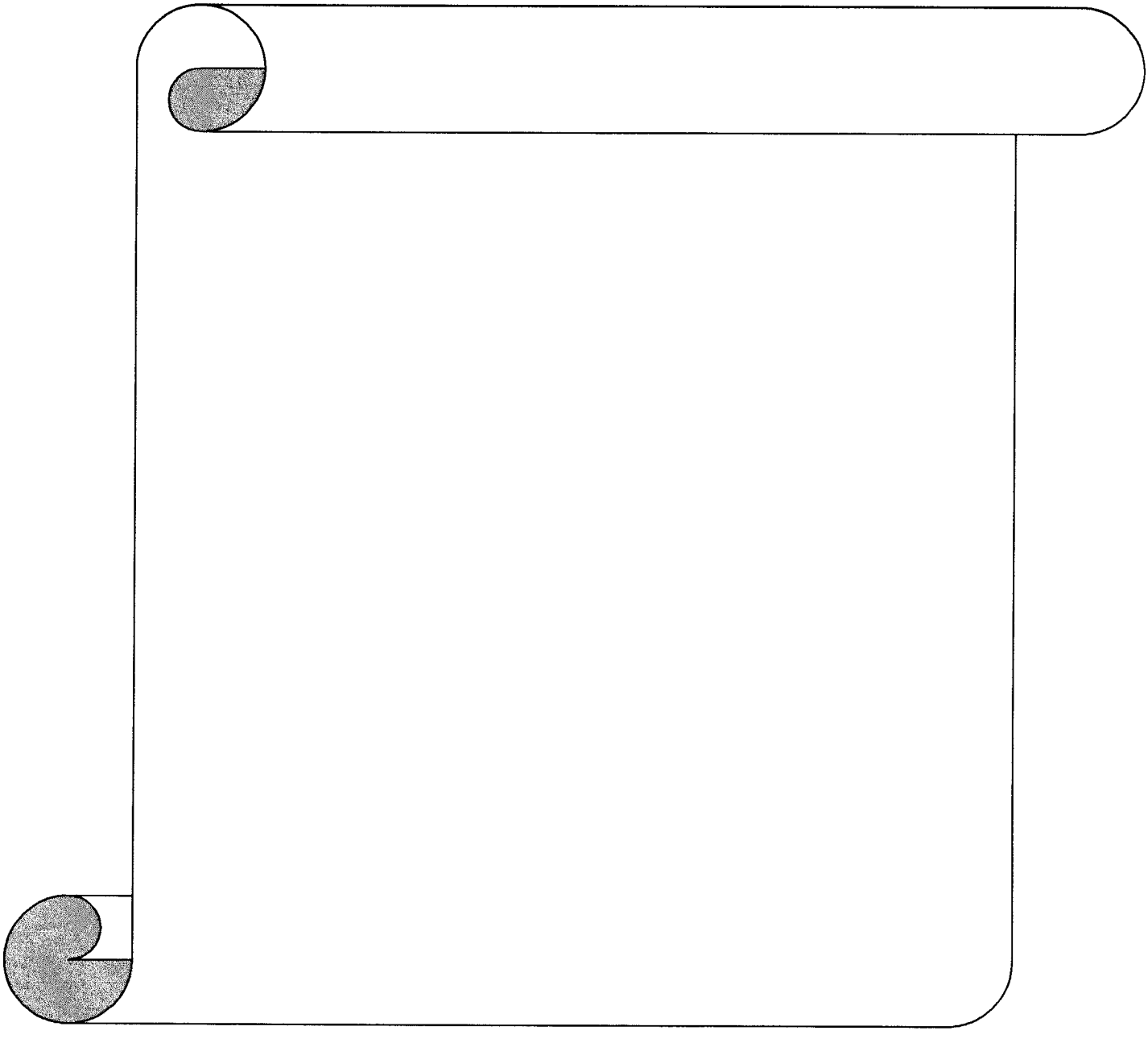



# THE CAY

**Message In a Bottle**

Pretend that Philip writes a note to Timothy as a way of saying good bye to him following his death. Philip plans to send it out into the ocean in a bottle. Write what you think Philip would write below.



Copy one for each student. Use after Chapter 19 of *The Cay.* Teachers may need to encourage students to think of the things Timothy did for Philip, how he might feel, what he learned, and how he changed.

# Answer Key

**Boat Parade**

U-boat = an abbreviation of German unterseeboot, underwater boat
schooner = a native sailing vessel
galleon = a former Spanish sailing vessel
veerboot = a ferry boat
submarine = a boat able to submerge
freighter = a ship used to transport goods
motorboat = a boat propelled by gas or electric engine
tanker =a ship used for transporting oil

**Word Scramble**

blackout
refinery
sailors
submarines
lifeboat
habor
goodbye
explosion

**Simulation Activity**

Move one section of the tablecloth to the side
Slide the other part under. It can be done!!

**Hurricane Facts**

1. eye
2. wall of clouds
3. tropical oceans
4. vapor
5. heat, moisture, wind
6. Atlantic Ocean
7. names
8. Texas, 6000
9. girlfriends
10. Mayan

**Spelling Challenges**

1. pebbles
2. palm
3. bolts
4. bait
5. fishing
6. langasta
7. coral
8. kind
9. olive
10. hooks
11. survival
12. tree
13. sinkers
14. urchins
15. reef
16. knife
17. mussels