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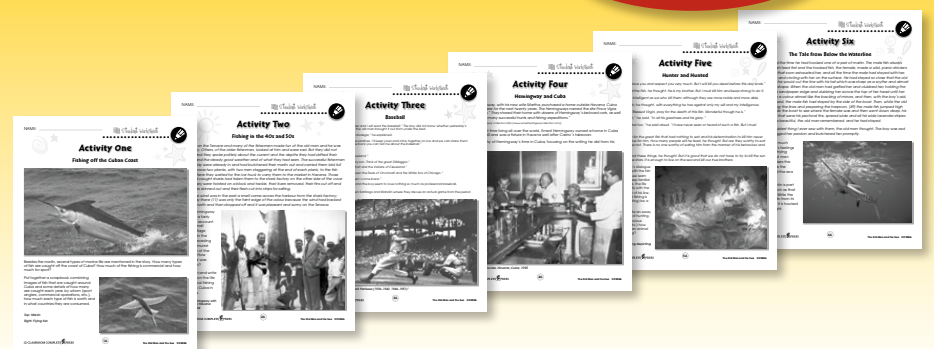
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# Ernest Hemingway

**E**rnest Miller Hemingway (July 21, 1899 – July 2, 1961) was an American journalist and author. He was born in Oak Park, Illinois and began his career as a journalist writing for a newspaper in Kansas City at the age of seventeen.

After serving in a volunteer ambulance unit for the Italian government during World War I (and being severely wounded and subsequently decorated by the Italian government), he returned to journalism writing for several American and Canadian newspapers.

He used his career as a journalist as grain for his literary mill, writing short stories, novels and non-fiction pieces; culminating in his most ambitious novel *For Whom the Bell Tolls*, inspired by his coverage of the Spanish Civil War.

A great sportsman, Hemingway's protagonists were often sportsmen and hunters as well as soldiers.

He was awarded the Nobel Prize for his novel *The Old Man and the Sea*, in 1954.



The lingering effects of several serious injuries, chronic alcoholism, mild dementia, and depression led to his suicide in 1961 in Ketchum, Idaho a few weeks shy of his sixty-second birthday.

### Did You Know?

Ernest Hemingway's first job after returning home from the First World War was as a freelancer, staff writer, and foreign correspondent for the *Toronto Weekly Star*. It was a position he kept for four years, until 1924.

- According to his biographer, Hemingway drank absinthe, whiskey, vodka, wine, gin, tequila, and champagne—for breakfast—every day. That was just the start. He never got hung over, either.
- He was an avid hunter by age three. As a toddler, he shot and killed a porcupine, which his father then made him eat. Legend has it that he complained that the quills "tickled".
- Until the age of four, his mother dressed him in long, frilly pink gowns with lace bonnets, grew his hair as long as his sister's, and encouraged him to play with teacups, sewing kits, and dolls.
- He wrote while standing for most of his career.



# Section Two

(From the paragraph that starts with "When the boy came back..." to the paragraph "Sleep well old man.")

Answer the questions in complete sentences.

1. Would you feel an obligation to personally look after your parents when they could no longer take care of themselves? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
2. The elderly contain a lifetime of experiences. How important is it to listen to the advice of the elderly today? Why?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	creases	disparity between	A
2	faded	lack of confidence	B
3	terrace	grown faint	C
4	container	receptacle for transportation	D
5	league	produced by folding or crushing	E
6	difference	rude	F
7	timid	association for a purpose	G
8	harsh-spoken	a firm decision	H
9	resolution	lower in status	I
10	inferior	patio or verandah	J



# Section Two

(From the paragraph that starts with "When the boy came back..." to the paragraph "Sleep well old man.")

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Santiago and Manolin ate yellow rice with fish for dinner.
- T F b) Santiago prefers his beer in cans.
- T F c) There is no place nearby for Santiago to wash.
- T F d) The Great DiMaggio used to visit the Terrace.
- T F e) Manolin thinks Santiago is the best fisherman.
- T F f) Santiago has resolution and tricks to compensate for his lack of intelligence.

2. Number the events from 1 to 6 in the order they occurred in this section.

- a) Manolin and Santiago discuss the greatest manager.
- b) Santiago talks about the great DiMaggio.
- c) Santiago tells Manolin that he (Santiago) will wake him in the morning.
- d) Manolin returns to find Santiago asleep.
- e) Manolin has to talk Santiago into eating.
- f) Santiago talks about seeing lions in the evening when he was younger.



# Section Two

(From the paragraph that starts with "When the boy came back..." to the paragraph "Sleep well old man.")

Answer each question with a complete sentence.

1. What did Manolin do when he found Santiago asleep?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did Santiago suggest be done for Martin, the owner of the Terrace?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did Santiago give as his reason for delaying eating dinner?  
\_\_\_\_\_  
\_\_\_\_\_
4. What did Santiago give as the reason Manolin's father thought John J. McGraw was the greatest baseball manager?  
\_\_\_\_\_  
\_\_\_\_\_
5. What did Santiago say was his alarm clock?  
\_\_\_\_\_  
\_\_\_\_\_
6. What is it that young boys do?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Write a journal entry in which you are a volunteer at a rest home and you spend an afternoon talking to an old fisherman who still thinks he goes out to sea every morning. Be sure to include a narrative from the old man, some advice he may give you, and your thoughts and feelings towards him and/or his story.



## Sections 8 to 9

### Serenity from Strength

Santiago suffers greatly in catching and trying to preserve his prize on his way back home. Though he fails, he does not seem to be angry or bitter at the loss and the agony that went with it. In fact, he takes his streak of 'bad luck' with apparent indifference and is even sanguine about the loss of Manolin as a partner. Though he may have suffered permanent injuries that could hamper his ability to fish — may even have suffered an ultimately fatal injury — he never once questions whether or not he should continue. From whence comes this strength?

Rewrite Santiago's battles with the sharks, giving him more self-doubt (engendered by a belief in his bad luck) as he fights trying to keep the marlin intact.



## Section 10

### Hero

Though no one mentions it, by the end of the tale the villagers' attitude indicates that they no longer believe the old man is unlucky. True, he could not keep his catch from the sharks, but he did land the biggest fish any of them had ever seen or heard of.

Write a brief account of the first day he and Manolin set out to fish after the events of the story. Try to mirror flow of the story's beginning—evening through to morning—showing how the conversation and attitudes may have changed.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

skiff	roadsteads	myriad	bettors	Mako
thwart	condensed	porpoises	Rigel	dentuso
terrace	fathoms	cumulus	nauseate	unstepped
Que Va	plummets	ptomaine	scythe	barracudas

g	a	e	g	t	g	b	j	y	u	v	s	q	z	b	u	m	i	y
i	a	e	t	y	h	j	i	l	k	g	d	s	s	c	h	j	y	g
u	g	t	e	p	a	f	d	b	m	j	y	r	t	j	y	f	r	d
y	d	d	r	o	a	d	s	t	e	a	d	s	u	t	u	g	u	e
t	h	w	a	r	t	q	e	a	w	r	t	u	j	h	o	s		
t	w	v	n	p	t	w	u	n	a	d	g	f	v	n	s	t	l	b
r	s	w	q	o	f	e	u	i	a	m	a	k	o	c	u	e	a	
e	f	e	u	i	g	r	t	u	a	u	r	t	e	w	y	t	u	r
c	b	r	i	s	n	t	h	j	i	e	s	h	y	c	t	y	k	r
f	o	t	h	e	o	u	r	j	k	v	t	o	h	o	h	d	t	a
b	d	n	t	s	k	i	r	f	m	a	y	m	r	y	e	h	r	c
f	s	l	d	g	g	r	g	e	w	s	h	s	g	h	a	b	r	u
h	c	h	t	e	d	g	r	f	h	m	i	o	m	y	r	i	a	d
i	b	t	l	h	u	e	q	a	s	d	h	q	s	r	y	e	a	
y	m	y	f	u	n	s	t	e	p	p	e	d	w	e	f	t	y	s
d	j	i	s	y	m	o	e	u	j	t	j	c	e	d	a	e	t	o
e	y	u	x	h	i	k	h	d	e	o	u	p	r	e	j	r	e	u
t	r	u	t	o	f	u	g	e	t	m	t	l	s	h	n	r	f	t
b	v	j	c	b	w	t	f	r	u	a	u	u	m	f	g	a	h	d
l	n	b	b	s	e	e	d	l	h	i	a	m	h	d	w	c	j	w
o	k	w	n	e	t	r	u	t	r	n	y	m	f	b	s	e	i	n
i	o	e	h	t	g	s	f	g	h	e	u	e	t	j	z	r	s	i
u	m	t	y	g	s	f	b	c	s	x	h	t	u	i	h	f	x	o
j	l	o	a	s	d	t	h	f	g	d	v	s	s	c	e	t	y	k



## Comprehension Quiz

Answer each question in a complete sentence.

- What kind of unlucky is Santiago deemed to be?  
\_\_\_\_\_
- Where did Santiago get the paper?  
\_\_\_\_\_
- Where and when did Santiago see lions?  
\_\_\_\_\_
- How much work did the old man let the current do as he rowed out in the morning?  
\_\_\_\_\_
- Why did Santiago not fish the deep wells that first day?  
\_\_\_\_\_
- What happened after Santiago and Manolin had once caught and killed a female of a pair of marlins?  
\_\_\_\_\_
- Why didn't Santiago think people ashore could see signs of a hurricane days before it would strike?  
\_\_\_\_\_

26

1

2

2

2

2

2

2

SUBTOTAL: /13

## Themes

Discuss the themes of the novel.

The unity of the old man with all of nature: fish, stars, the sea, etc.

Heroism: Emerging unbowed from soul-wrenching adversity.

Pride: Source of strength or cause of failure? Or both?

Success measured materially versus spiritually.

Is Santiago meant to be a Christ figure, or does the symbolism point to something else?

NAME: \_\_\_\_\_

After You Read 



## Section Five

(From the paragraph that starts with "He did not remember when he had..." to the paragraph that starts with "He's headed north," the old man said.)

Answer each question with a complete sentence.

1. When did Santiago first start to talk to himself when he was alone? Why do you think he did this?

\_\_\_\_\_

2. How did Santiago know that the fish was a marlin when it first began to nibble on the line?

\_\_\_\_\_

3. Why did Santiago think the marlin might have abandoned the line before being hooked?

\_\_\_\_\_

4. Why did Santiago not say that the marlin would swallow the hook?

\_\_\_\_\_

5. Why did Santiago not tie off the line once the marlin was hooked?

\_\_\_\_\_

6. What did Santiago remind himself of during the night?

\_\_\_\_\_



Journaling Prompt

Write a brief extension to this part where the marlin dives down and before he stops doing so, Santiago runs out of extra line. What do you think Santiago should do in this situation? What might he have done to prevent this?

1. Santiago did not remember when he first started to talk to himself when he was by himself. He had sung when he was by himself in the old days.

1. Answers will vary.

1. a)  B

1. Santiago wanted the fish to jump so that it would fill the sacks along its backbone so it could not go deep and die.

2. Answers may vary but should mention the depth of the line (six hundred feet).

2. Answers will vary.

b)  A

2. Santiago offered the bird the use of his house.

3. Santiago thought the marlin might have remembered being hooked before.

### Vocabulary

1. c

3. Santiago thought the jerk on the line meant that something had hurt the marlin.

4. Santiago feared that if a good thing was said aloud, it might not happen.

2. b

c)  D

4. Santiago thought eating the tuna he had caught would help his hand uncramp.

5. Santiago did not tie off the line because he feared the marlin might break it if he did.

3. c

d)  B

5. Santiago knew that no one was ever alone at sea.

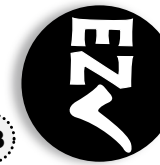
6. Santiago reminded himself to eat the tuna he had caught in the morning.

4. a

5. d

e)  C

6. Santiago hated having a cramp because it was a treachery of his own body.



## The Old Man and the Sea

---

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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