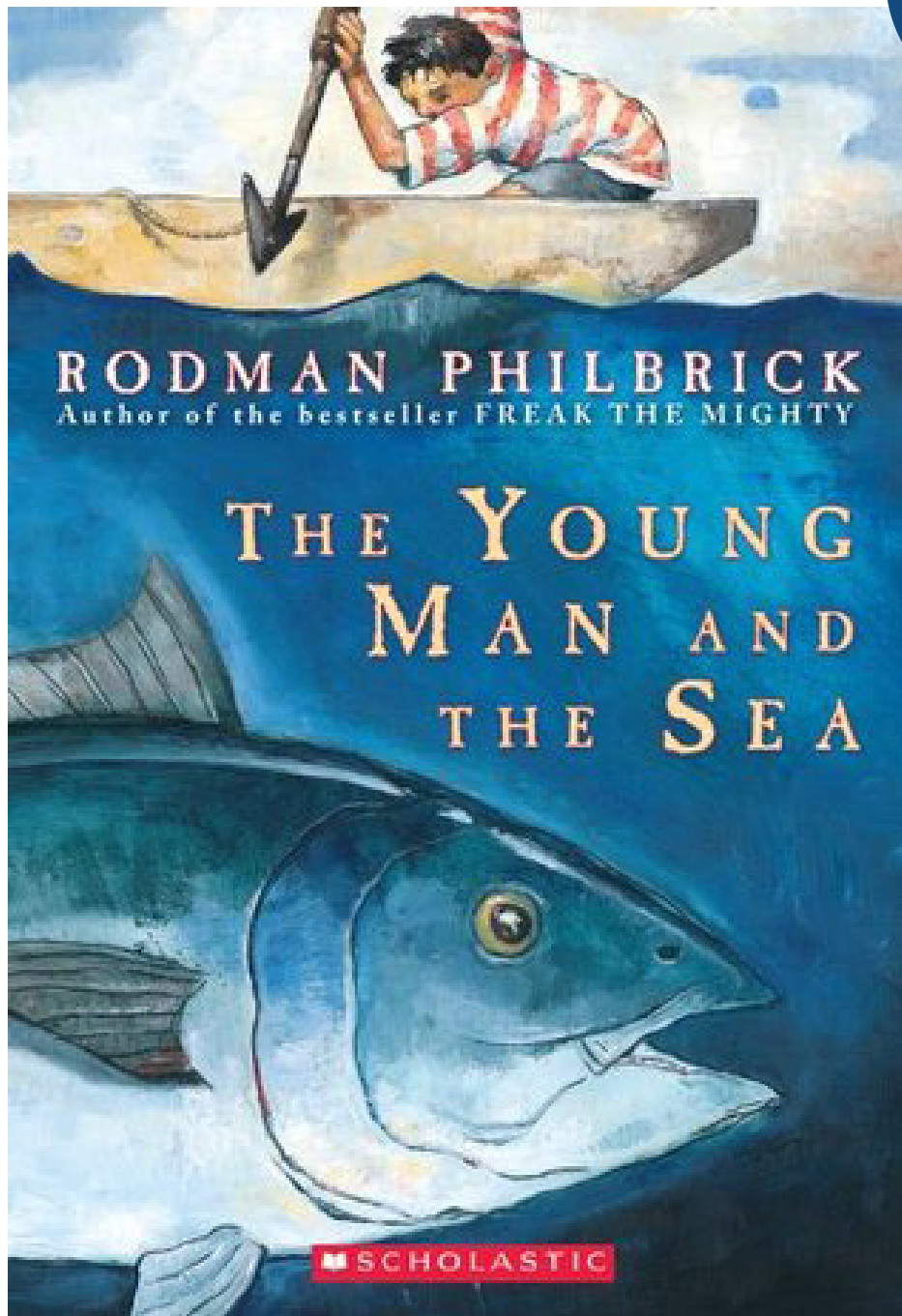


EXPLORE MORE BOOK GUIDE

We've created this guide of resources and suggested activities, paired with the classroom standards they support, to expand student learning and build excitement for this book and IRW program.



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or ajohnson@islandreadersandwriters.org.

EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?



Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.

Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- What is going on in this picture?
- What do you see that makes you say that? (provide evidence)
- What more can we find?

STANDARDS Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

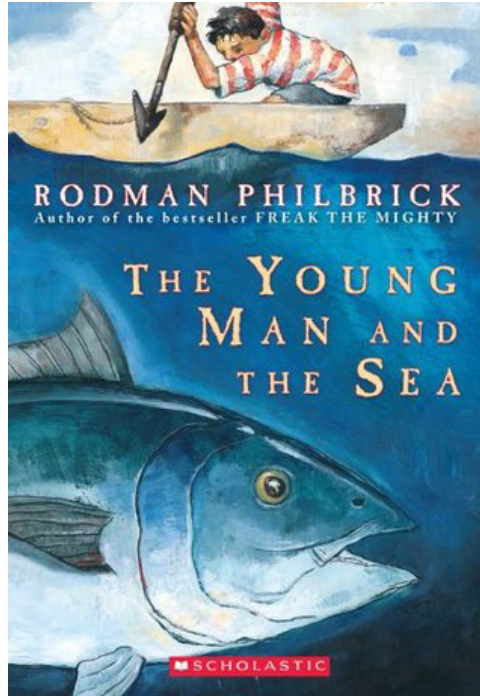
R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

R.10. Evaluate the argument and specific claims in various texts



EXPLORE MORE BOOK GUIDE



MEET RODMAN!

Rodman Philbrick started writing stories in 6th grade and never stopped. As a young, unpublished author, he worked as a carpenter and boatbuilder. After a career writing mysteries and suspense novels for adults, he stumbled on the idea for *Freak the Mighty*, his first book for young readers, which was made into a movie with Sharon Stone. His Civil War novel *The Mostly True Adventures of Homer P. Figg* was awarded a Newbery Honor. In 2021 the Maine Library Association awarded him the Katahdin Lifetime Achievement Award for an outstanding body of work in children’s literature.

LET’S TALK! Discussion Questions

Educators, parents, and book group leaders can use these questions to prompt discussion.

WHEN CONTEMPLATING THESE QUESTIONS, think about what it means to be a “Maine character” and how the characters in the book show this type of personality.

Maine characters are known to be rugged like the coastline—bold, daring, witty, resourceful, willful, independent, clever, stubborn, apt to come together in crisis, knowledgeable of the land and appreciate its uses, engaged with their community, connected to nature, and creative.

1. Skiff’s mom used to say, “*There is always another turd in the bowl, no matter how hard you flush.*” This is a funny saying that also has an important meaning—no matter what, there will always be something like Tyler Croft working against you (pg. 91). Tyler Croft teases and makes fun of Skiffy. Why do you think he acts this way? Have you ever known anyone like Tyler? How did you respond? Have you ever acted like Tyler? Try making up a saying like Skiff’s mom’s that can be applied to many situations.

Here is an example: *No matter how many arms you have, you always drop something.*

2. Skiff’s Dad used to tell him a good boat builder is partway an artist and partway a scientist. What do you think he means by this? What part is the artist? The scientist? Can you think of any other jobs that are like this? Why? How do you think Mr. Woodwell fits into this description (pg. 21)?
3. On page 26, Skiffy talks of a dream he had while napping on the boat. This dream might be considered a nightmare, what do you think it means and do you think he has a reason for a dream like this?
4. Why do you think Mr. Woodwell and Captain Keelson help Samuel (Skiffy) with his boat? Have you ever had a mentor relationship like Skiff and Mr. Woodwell’s? Have you ever helped someone out?
5. On page 81 Skiffy says, “You got to wake up, or disappear.” What do you think he means by this? Why does he say it? Is he planning on disappearing or waking up? What does he do about it?

6. "Night ain't half so dark as what's inside my brain" (pg. 87). Skiffy says this after rowing all the way home after the confrontation with Tyler Croft in the night. Explain what he is feeling, do you think it is only about the cut traps or something else?
7. Chapter 16 is called *The Blushing Bandit*—this is what Skiffy's mother called him because he always blushes when he is doing something bad like stealing a cookie. In this chapter he is taking the harpoon from Mr. Woodwell. Skiffy tries to justify this but cannot quite feel okay about it. When is it okay to take something? Does calling it "filching" instead of stealing make it different? Do you think he has a good reason to take the harpoon? Does it make any difference that it was made by his father?
8. Which of the people (Mom, Dad, Skiff, Mr. Woodwell, Tyler Croft) in the previous questions have the qualities of a Maine character listed at the top of the page? Does one person stand out to you as possessing these qualities more than the others? Why? What qualities do they have? Is this a good way to be?

LET'S CREATE! Book-Inspired Art

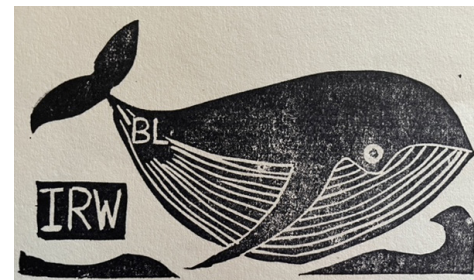
1. Think of Skiffy Jr. and write a list of words that describe him and draw a picture of how you imagine him. Share with your classmates/friends. Discuss how these traits are similar or different from the list of Maine Character traits on page one.
2. Take a few minutes to map out the area where Skiffy lives, works, and plays. Draw or write quickly. Add everything you can think of to your map. Check in and compare with classmates. How did you do? Did you remember everything? Do you imagine it the same way as others in your class? Now revise and draw your new ideas of the map with colors and details.

DEFINITION:

CREDO:

A statement or system of beliefs or guiding principals.
Example: Do unto others as you would have them do unto you.

3. Pretend you are a ship's captain, keep a Log Book of one week in your life. How many pages did you read from *The Young Man and the Sea*? What was the weather? Where did you set sail (go)? What fellow travelers did you meet? Print the template at the end of this Guide to create a Log Book!



4. Skiff's mom told him three rules: #1 *Think Smart*, #2 *Speak True*, #3 *Never Give Up*. What are some rules you live by?

5. *The Young Man and the Sea* was inspired by the famous book, *The Old Man and the Sea* by Ernest Hemingway. Authors often use ideas from stories that came before. Try writing your own short story inspired by *The Young Man and the Sea*. How would changing the time-period, the age and gender of the main character, the location or even the theme of fishing make a different story? Can you illustrate it as well? See what you come up with.

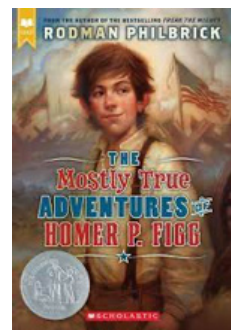
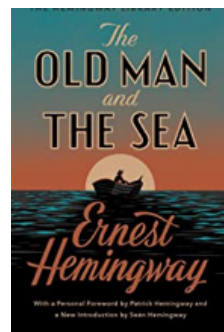
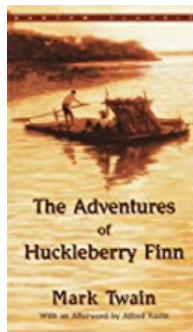
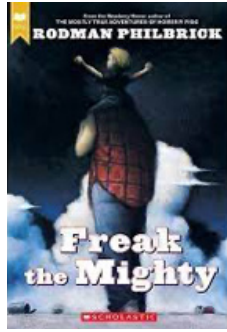
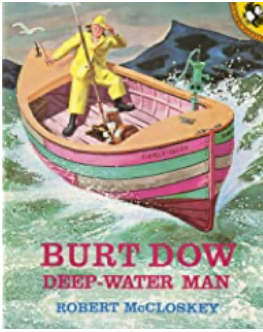


6. Japanese Children's Day Carp Craft
 Learn more about [CHILDREN'S DAY](#).
 Learn how to make a [CARP KITE](#).

STANDARDS:

- SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.
- R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

READ MORE!

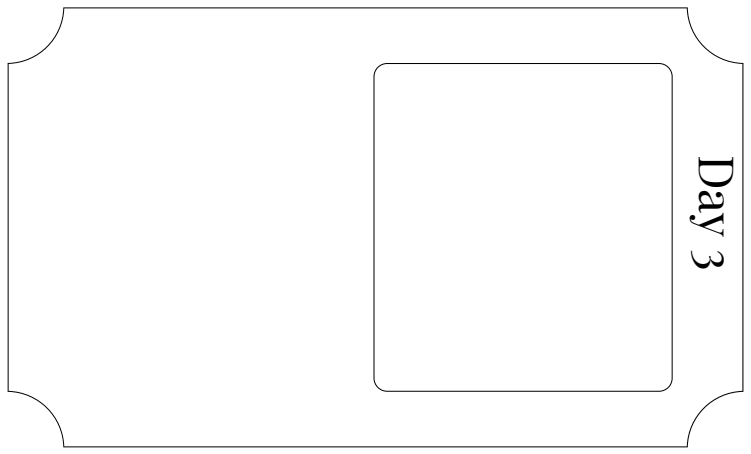


Watch the movie adaptation of *Freak the Mighty*!

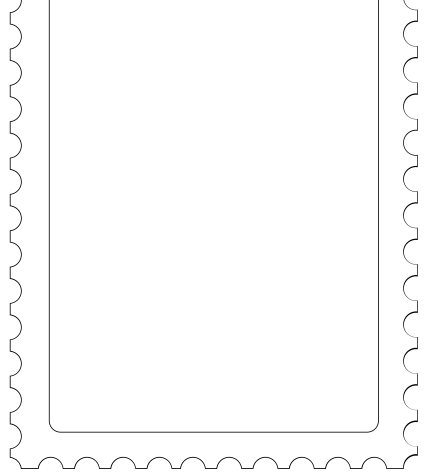


[VIEW THE MOVIE TRAILER](#)

Day 3



Day 2



Day 4

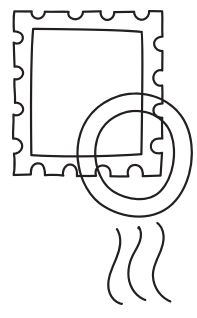


Day 1



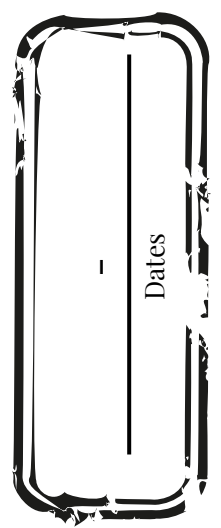
Day 5

Name

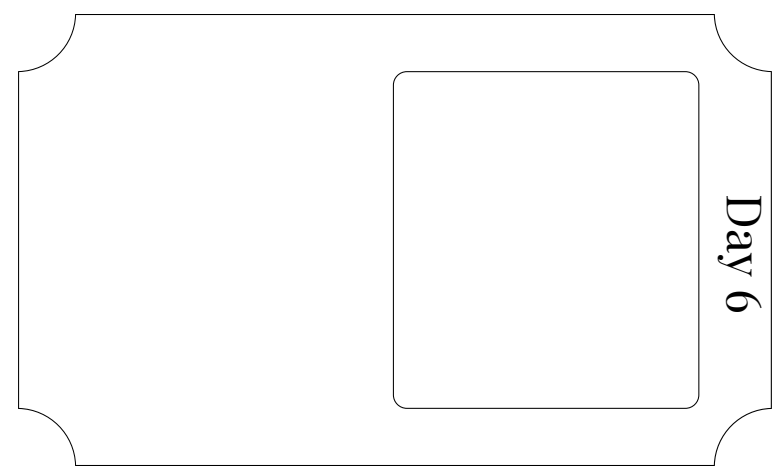


Log Book

Dates



Day 6



Day 7

