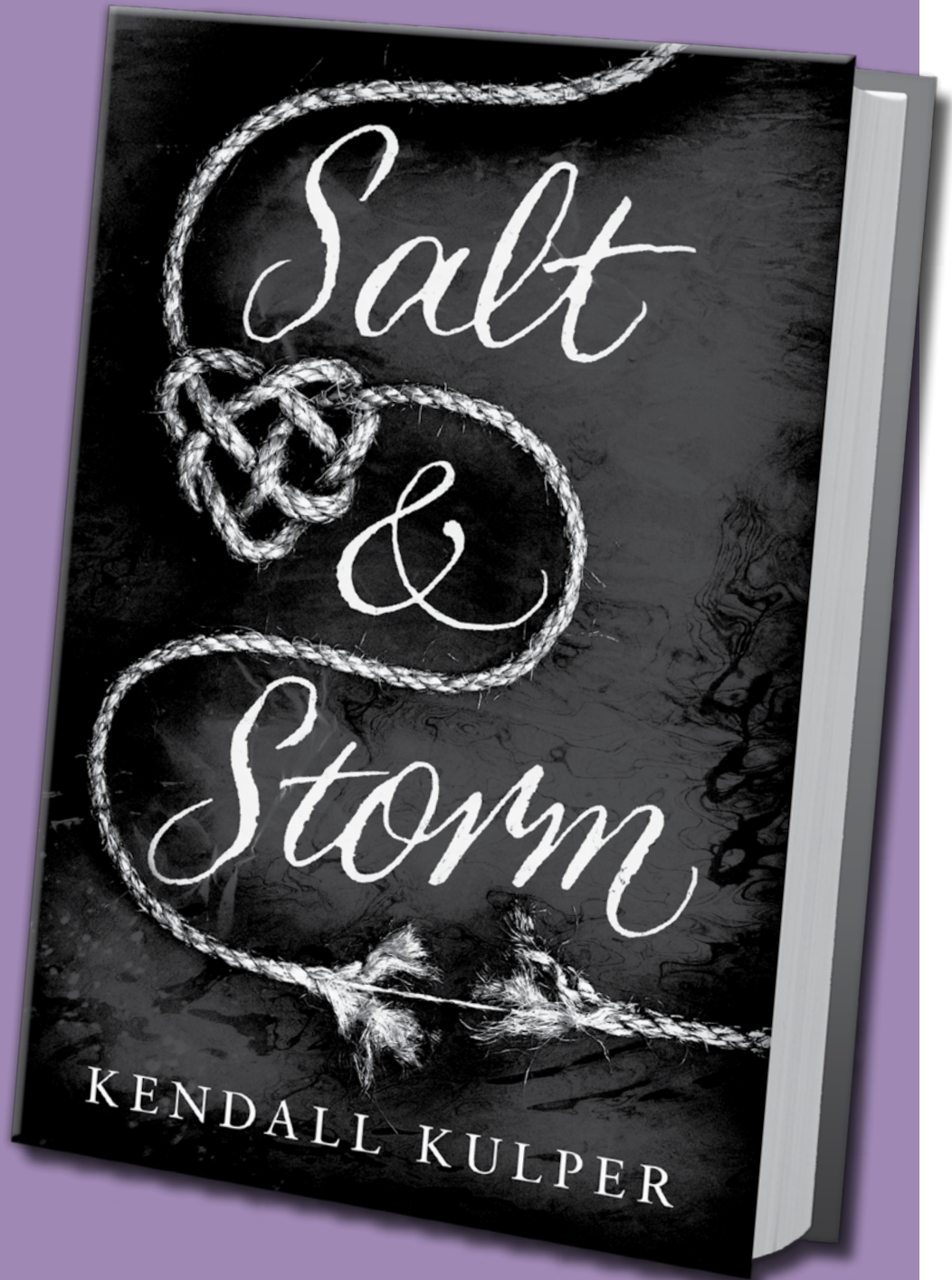


Salt & Storm

Curriculum connections

- ❖ Feminism
- ❖ Social Studies

Ages: 12 & Up



by
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COMMON CORE CONNECTIONS:

This guide is aligned with the Grades 9-10 standards for literature. If you teach another grade, you may want to visit the Common Core website (www.CoreStandards.org) and find a similar standard in the same strand.

READING LITERATURE

Key Ideas and Details

CCSS.ELA-LITERACY.RL.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.

CCSS.ELA-LITERACY.RL.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.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

CCSS.ELA-LITERACY.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SPEAKING AND LISTENING

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

PRE-READING ACTIVITY

Priming comprehension

Have students mark their opinion of the following statements below. Then place posters around the four corners of your room that correspond with the rankings and discuss the answers as a class, allowing students to move between their answers. Students will appreciate the chance to stand and to see their peers' responses.

Statement:	Strongly Disagree	Disagree	Agree	Strongly Agree	WHY I think this:
Parents don't understand teenagers and their need for freedom and self-expression.					
Parents should not try to control their teen.					
First love is always disappointing.					
Your future is determined by fate.					
Sacrifice is always expected when you love someone.					

DISCUSSION GUIDE

PART ONE

1. What is the destiny of the Roe women of Prince Island? Would you want to be one of them or not? Why?
2. What is Avery's special gift? What does she believe the dream of the whale means? Do you believe dreams can be prophetic? How?
3. Why does Avery become angry at the harpoon boy when she interprets his dream about the canoe at night? How do most people treat Avery on the island? Why?
4. Describe Avery's relationship with her mother after she was 'rescued' by her from her grandmother's cottage.
5. Who is Tane? How does he offer to help Avery? What does he want in exchange? Why would people make this type of exchange rather than simply help each other?
6. Explain what happened to Tommy when he tried to deliver Avery's message. What would you do if your parents had this much control over your movements and communication?
7. How does Avery threaten her mother after what she did to Tommy? Who is her only option for help? How does she feel about that?
8. How does Tommy lose his coveted position on the island? How and why do Tane and Avery begin to meet? Would you like to have Avery's power or not? What would be the pros and cons of this type of gift?

9. What are Avery's mother's dreams for her daughter? Do they seem tragic compared to the lifestyle Avery is destined to live as the Roe witch? What happens when Tane tries to break her spell with the scarf?
10. Explain the ancestry of the Roe witches. How did they come to the island, and how is each witch somewhat different from her ancestors?
11. When yet another of Tane's spells fails, what does he finally offer to Avery? Why does he not do this before? How do you think her grandmother will react to this strange magic? How do you know?
12. Explain how Tane finally frees Avery of her mother's curse. What else does she discover in him? In a way, are we all bound by the dreams of our mothers for our lives? How do we break free and create our own future?
7. How do you feel about your home compared to the way Avery feels about Prince Island? Why do some people feel more connected to places than others?
8. What does Avery make Tane promise? Why can't she leave? Why can't she stay? Have you, too, ever felt so conflicted?
9. When Avery returns after her night with Tane, what does her mother reveal about Roe magic? How does Avery resist her and escape?
10. What did Avery learn about her grandmother's past? What does her granma do? Why? What happens as a result of her grandmother's actions?
11. What did Tane's last dream mean? Why didn't Avery tell him the truth? Discuss whether a lie of omission is as wrong as a lie to deceive.

PART TWO

1. What does Avery want for herself that is beyond what the other Roe witches have had?
2. What is the story of Tane's past? How does this flashback help the reader build sympathy for this character? Why do you think the author included it?
3. When Avery finally reaches her grandmother, how is she received? What has she now lost? Can family disappoint even worse than friends? How has someone disappointed you (no specifics necessary)?
4. What offer does Avery's mom make? Does this tempt Avery? Why is Avery unable to leave her past and what she feels is her fate behind her? Can you outrun your own fate?
5. In chapter seventeen, Avery tells Tane, "Maybe revenge is not something worth living for." Do you agree with her? How does she come to this conclusion?
6. Explain what Avery learns from the nameless sailor at the Codfish Bar. How does he define home? How do you? What makes a location a home?

PART THREE

1. Why does the island turn against Avery? Who lends his voice to the ultimate betrayal? Is her fate sealed?
2. Explain what Tane's plan was from the outset. What does he want with Avery? What does she finally accept?
3. Describe what happens to Tane. How does Avery try to save him? What does she decide to do if he dies?
4. What does Avery learn (both past and present) from her mother? What does she find out from the smuggler? How does this change her perspective? Does it change your view of her mother as well?
5. What sacrifice is Avery's mother willing to make for her? What does Avery finally understand about her mother?
6. In the end, what does Avery decide to do? What has she finally learned from her mother? What did she learn from Tane?

COMMON CORE PROJECTS

Summarizing

Good readers are able to summarize the salient points of a text. These summaries focus on the key aspects of a selection and help the reader make connections across chapters. At the end of each chapter, write a one-sentence summary and identify or mark key quotes (with page numbers) which support this summary. Be prepared to discuss and defend not only your summary but your choice of quotes. *Note: Writing a summary just after*

finishing reading each chapter is the most efficient way of completing this task!

Hint: a summary is often the most important, boiled-down element of a section. It is what you might tell a friend about what happened if they forgot to read a chapter. A key quote (which does not have to be dialogue) is a small one-or two-sentence selection that would help jog your memory of the entire chapter. Circle the title of any chapter that includes a flashback.

Chapter	Summary of the chapter in one sentence:	A key quote from the chapter which supports the summary (in MLA format):
Ex: 1	Ex: Avery's training as a witch is revealed through a flashback and contrasted with her confinement by her mother to more traditional expectations of a Victorian island girl.	"Days after my twelfth birthday she dragged me kicking and crying from the cottage on the rocks to the big town at the northern end of the island and in no uncertain terms absolutely forbade me to become the witch" (Kulper 12).
2		
3		
4		
5		

Theme Discussion

Discuss the best summaries and key quotes for each chapter in small groups. Then highlight the moments that Avery makes an important (and often irreversible) decision. What is the author trying to reveal in these moments that we can apply to our own modern lives? This is usually a good indication of themes in a novel. Remember: a thematic statement is not a word. It is a statement that can be made about what the author is trying to tell us about life (or growing up) *through* the actions of a protagonist.

In pairs, write three thematic statements based on Avery's actions/choices. Compare statements and revise.

Ex: When Avery defies her mother's wishes and breaks her spell to visit her grandmother, this thematic statement could be made: At some point, a child must break away from the expectations of a parent and define her own future.

1. _____
2. _____
3. _____

STRUCTURE STUDY

After completing the novel and summarizing each chapter, notice which chapters included flashbacks. Then, in reading pairs, discuss the following questions:

1. What was the purpose of each flashback? What information was provided to the reader this way? How did it change your understanding of a character or the setting?
2. Do the flashbacks mainly deal with the primary conflict of the novel or are they focused on a parallel or minor plot?
3. Go through the list once more and decide if the flashback was created to add mystery, increase the tension of the plot, or surprise the reader with a new revelation.
4. Discuss which flashback was your favorite in the novel and why.

CHARACTER STUDY

Character motivation: the reason why a character acts, thinks, speaks or feels the way he or she does. It's often tied to their deepest desires.

Conflicting motivation: When a character's wants and desires are not simple, often complicated by relationships and decisions that could impact others.

Fill out the chart below and discuss the following questions: Which characters change the most over the course of the novel? How do these characters show that they're conflicted? Which character is the most compelling to you? Why? How do authors develop sympathy for a character? Which do you think is more important in a novel: character or plot? How does one impact the other?

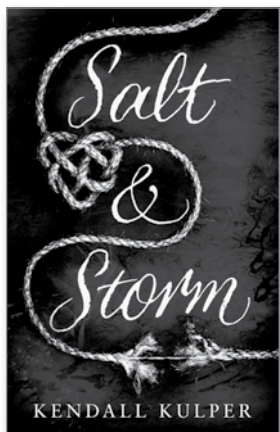
Character:	Motivations & Conflicting Motivations	How the characters interact across the novel:	How it advances the plot (and conflict):
Avery			
Tane			
The Roe witch (Avery's grandmother)			
Mrs. Sever (Avery's mom)			

Vocabulary

Complete the following chart based on words pulled from chapters 1-3. Then create and complete a chart of your own, finding at least six vocabulary words from three additional chapters.

New word in context:	What I think it means by the way it's used:	What the dictionary says it means:	A new sentence that shows understanding of the word:
<p>"A man—although they were usually so young they could still be called boys—might ask for a fidelity charm."</p>			
<p>"Days after my twelfth birthday she dragged me kicking and crying from the cottage on the rocks to the big town at the northern end of the island and in no uncertain terms absolutely forbade me to become the witch."</p>			
<p>"...And when she began dressing me in silks and satins... lacing her conversation with words that felt like mines—gentleness, obedience, virtue, social grace..."</p>			
<p>"The ocean turns cold, dark, pressing around me, but the deeper I go the more the iron inside of me twists and pulls and I know that I'm tethered to the boat, that even now the men pull the rope tighter and drag me back to the surface."</p>			
<p>"I lay in the darkness, confused and blinking as the details of my bedroom solidified."</p>			
<p>"The houses thinned out as I reached the first of New Bishop's stores: dark and huddled dry goods, the musty-windowed milliner..."</p>			

about the book



SALT & STORM

by **Kendall Kulper**

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Also available in downloadable
audio and ebook formats

A sweeping historical romance about a witch who foresees her own murder—and the one boy who can help change her future.

Sixteen-year-old Avery Roe wants only to take her rightful place as the witch of Prince Island, making the charms that keep the island's whalers safe at sea, but her mother has forced her into a magic-free world of proper manners and respectability. When Avery dreams she's to be murdered, she knows time is running out to unlock her magic and save herself.

Avery finds an unexpected ally in a tattooed harpoon boy named Tane—a sailor with magic of his own, who moves Avery in ways she never expected. Becoming a witch might stop her murder and save her island from ruin, but Avery discovers her magic requires a sacrifice she never prepared for.

about the author



Photo © Nora Kenny-Houser

Kendall Kulper grew up in New Jersey and currently lives in Chicago with her husband and dog. She graduated from Harvard University, where she studied history and literature. Thanks to *Salt & Storm*, she knows more about nineteenth-century whaling than she ever imagined. Visit her online at www.KendallKulper.com.

