

Title

Hemingway, E. (1952). *The Old Man and the Sea*. New York: Scribner.

Essential Questions

1. Is perspective important to good writing?
2. How do elements of style and characterization help to develop a story?
3. How do we contribute to the community of elders surrounding us?

Before Reading

- In small groups, several students will create graphic displays of Cuba today (its economy, politics, government, people, etc.). Other small groups of students will create displays of what life was like in Cuba in the 1940s and 1950s to create a compare/contrast display for the classroom.
- Time to be devoted in the library to researching Spanish words related to fishing and labor. Students will utilize both the Internet and Spanish-English dictionaries. Thesauruses and books on fishing may also be helpful.
- Free-write: Students will choose from prompts and write about their experience helping an elder; fishing; or the ocean.
- Characterization: What makes a hero? Students will write down a list of qualities that they believe describes a hero's personality and physical description.

During Reading

- After reading through page 45, students will stop reading and play, Beat the Author (see Olsen, p. 52).
 - Students will gather in groups of 3-4 and write a brief summary of their prediction for the old man's quest to catch the fish.
 - Once finished, the teacher will collect the predictions and read them aloud.
 - Students will discuss and vote on which version is most like the actual events in the story.
 - Upon finishing the story, students who created the version most closely to the real events and those who voted for that version can receive prizes, if the teacher so desires.
- Characterization – Students will make notes of characteristics of Santiago next to their list of "hero" qualities.
- Character map – the fish vs. Santiago (descriptive characteristics for each). Discussion of how animal takes on qualities of antagonist in story.
- Journals/Discussions
 - How would the story differ if Manolin told the story instead of a narrator who was aware of Santiago's every thought and move? If someone else told the story?
 - Why does Hemingway not use chapters to divide the story? Do you think this would make the story better?
 - How would this story differ if Santiago were an old woman in Cuba, or if the story took place in the United States?

After Reading

- Discussion/argumentative essay on nominations for Baseball Hall of Fame. Students can also write this in the form of a letter to Santiago telling him why someone other than DiMaggio should enter the Hall of Fame.
- Characterization – Students will compare their lists and write an argument defending their thoughts about whether Santiago is a true hero, or whether he is something other than a hero. (Before, During and After Reading activities taken from GCSE English Literature for OCR resource sheets).

- Identify cultural symbols in the novel and create a book of cultural symbolism. From www.learnnc.com, Sandra Hurd and Wilma Gale, Cultural Symbolism and Themes of The Old Man and the Sea.

Writing Activities

- Hemingway does not use chapters in his story *The Old Man and the Sea*. Students to review story and divide story into chapters and create names for the chapters, explaining why they chose the names.
- Have students write a review of the book *The Old Man and the Sea*. (Helps students begin to think critically about a text). (Taken from www.readwritethink.org)
- Interview an elder and write a memoir from their perspective. (Taken from www.readwritethink.org)
- Message in a bottle – Santiago has been at sea for several days alone. Students can write him a letter to be sent to him via bottle. The letter can discuss baseball, provide encouragement, take on the voice of Manolin, etc.
- Literature portraits – create portrait of story; aspects of story on the frame/border and main part of portrait to depict main idea of story. (Taken from Olsen, p. 106)
- Research Joe DiMaggio's life and compare to the life of Santiago.

Synergistic texts

Booty: Girl Pirates on the High Seas by Sara Lorimer – True stories of female pirates.

Three Musketeers by Alexander Dumas – Three pirates and their adventures. A 19th century classic.

Rogue Wave by Theodore Taylor – Eight tales of adventure depicting the dangers and providing information about life at sea.

Pirates by Charles Johnson – This nonfiction book provides a history of pirates and their methods of encoding, their treasures, etc.

The Perfect Storm by Sebastian Junger – Semi-fictional story of the Andrea Gail, a fishing boat caught in the North-Eastern storm of October 1991.

The Perfect Storm (movie) – Fictional tale of commercial fishermen caught at sea.

Teacher Resources

The Old Man and the Sea. Activities by Chris Barcock. GCSE English Literature for OCR resource sheets.

www.heinemann.co.uk.

Net Links. "Baseball Heroes." An extension of *The Old Man and the Sea*.

www.suhsd.k12.ca.us/mvm/netlinks/1hemingway9/1hemingway9.html.

12,000 Students and Their English Teachers. *The Old Man and the Sea*. College Entrance Examination Board, 1968.

A Historical Guide to Ernest Hemingway. By Linda Wagner-Martin.

Web English Teacher. Ernest Hemingway. www.webenglishteacher.com.