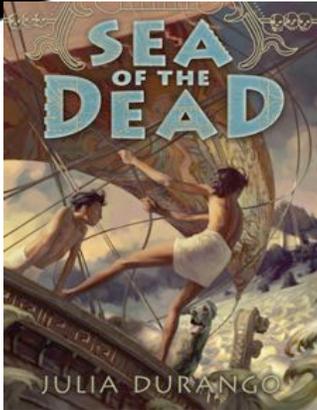




**jlg**guides

# Reading Guide

from Junior Library Guild



## Sea of the Dead

by Julia Durango

**Teacher's  
Edition**

*Sea of the Dead*

By Julia Durango

Published by Simon & Schuster Books

for Young Readers

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JLG Reading Guide

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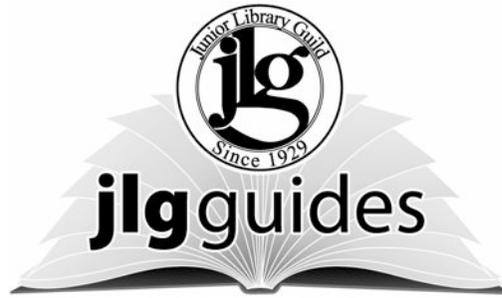
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## About JLG Guides

Junior Library Guild selects the best new hardcover children's and YA books being published in the U.S. and makes them available to libraries and schools, often before the books are available from anyone else. Timeliness and value mark the mission of JLG: to be the librarian's partner. But how can JLG help librarians be partners with classroom teachers?

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And in case you think we forgot the librarians, be sure to check out the **Library Applications** page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JLG Guides.



# Sea of the Dead

By Julia Durango

JLG Guide created by School Street Media  
for Junior Library Guild

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## About the Author

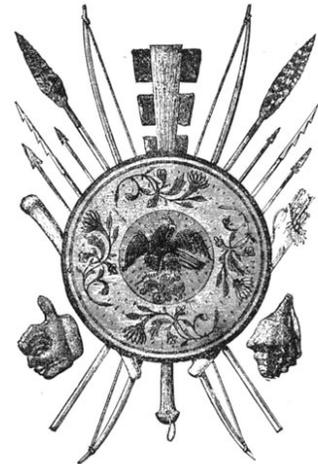
**Julia Durango** is the author of several books for children and young readers. Her first novel, *The Walls of Cartagena*, was a Sydney Taylor Book Award Notable Book and a Junior Library Guild Selection. She lives in Ottawa, Illinois, with her two sons.

### From the Author about *Sea of the Dead*

“The initial spark for *Sea of the Dead* came from my general interest in pre-conquest Latin America, and more specifically, the Aztec Empire. We all know that the Aztecs were brought down by another mighty empire: the Spanish. But what if the Spaniards had never arrived? How long would the Aztec Empire have continued to flourish and expand? And how would it have fallen, as all empires inevitably do? Benjamin Franklin once wrote: ‘A great empire, like a great cake, is most easily diminished at the edges.’ In *Sea of the Dead*, I wanted to explore the idea of rebellion and how to chip away the edges of an empire.

“Ultimately, I created a fictional empire for the purposes of my story, although set in a world heavily influenced by pre-conquest Mexico and the Caribbean Basin. Due to my love for the high-seas adventure novels of C. S. Forester and Patrick O’Brian, I decided to make the rebels of my own book men who’d been exiled to a life at sea. But despite these larger themes of empire and exile, the heart of my story lies with Kehl, a thirteen-year-old boy trying to discover his place in a complicated world.”

—*Julia Durango*



*Aztec weapons*

You can find out more about the author and her work at [www.JuliaDurango.com](http://www.JuliaDurango.com)

## Prereading Activities

### Book Summary

The world that thirteen-year-old Kehl lives in consists of two groups: those who follow his father, the Warrior Prince of the Teshic Empire and those who do not, known as “the Fallen.” As the prince’s son, Kehl is taught that the Empire is destined to rule everything and everyone and that beyond the Empire is only the vast and cursed Sea of the Dead. He has also been told that the Fallen murdered his mother. After being kidnapped by the Fallen King and taken aboard a great ship, Kehl learns that much of what he had been told is simply not true, and he begins to question the ways of his father which include telling lies, murdering and enslaving innocent people, and a thirst for conquest at all costs. In the end, Kehl must choose to follow his father or become one of the Fallen.

### Understanding Genre: Adventure

1. What is an **adventure**? What kind of book would be labeled an adventure?

An adventure is an event or experience that is exciting and challenging. An adventure book is one in which the characters are going through an exciting, challenging, and even risky. It can be a work of fiction or nonfiction.

2. Above is a summary of *Sea of the Dead*. What exciting experiences do you expect to read about in this book?

Possible responses: There will probably be battles and conflicts. Kehl will experience being kidnapped. The travels may be adventurous.

3. Why do you think people like to read adventures?

Possible responses: People like to read about experiences that they are probably never going to get to experience in person. These may add fun and excitement.

4. Why are the characters so important in an adventure?

Possible response: The reader will experience the adventure through the actions and thoughts of the characters.

5. List some of the adventures you have read.

Answers will vary

## Prereading Activities

### Building Background and Making Predictions

Before you begin Chapter 1, read the “Author’s Note” on page 135 in the back of the book. The author tells us that *Sea of the Dead* is an entirely fictional story, but was inspired by her interest in ancient Mexico and the Caribbean Basin.

Do some research on the Aztec Empire to see how similar that real empire may be to the fictional Teshic Empire created by Ms. Durango for this book.

1. Read “Prologue” on pages 1–2. What do you think this myth has to do with the story that is about to begin? *Answers will vary.*

<p>I predict: Possible prediction: The main conflict of the story will have to do with people of the land and people of the sea.</p>	<p>Based on what evidence? Myths sometimes have a foundation in history and real events. Also the book is called <i>Sea of the Dead</i>, which means the exiles are considered to be “dead” to the Empire.</p>
--	--

2. Based on the summary you read on the previous page, predict why Kehl is kidnapped by the Fallen and what he will experience because of it. *Answers will vary.*

<p>I predict: Possible prediction: They may want to hold him hostage in order to deal with the King. He will learn about things he’s never heard about before.</p>	<p>Based on what evidence? That is a common theme in stories like this. The son of the king is a prize to capture for bargaining power. Kehl is going to see and learn many things he never experienced as a prince.</p>
--	--

3. Set a purpose for reading based on your predictions above.

Possible purpose: I want to find out what happens to Kehl and the Fallen.

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# Chapters One and Two

## The Younger Prince

pages 3–14

### Before You Read

#### Introducing Vocabulary

Find each of the following words in *Sea of the Dead* on the page number given in parentheses. Read the word in **context**, as it appears in the chapter. Then look up the word in a dictionary. Write the part of speech and definition for the word that best fits the way the word was used in the story.

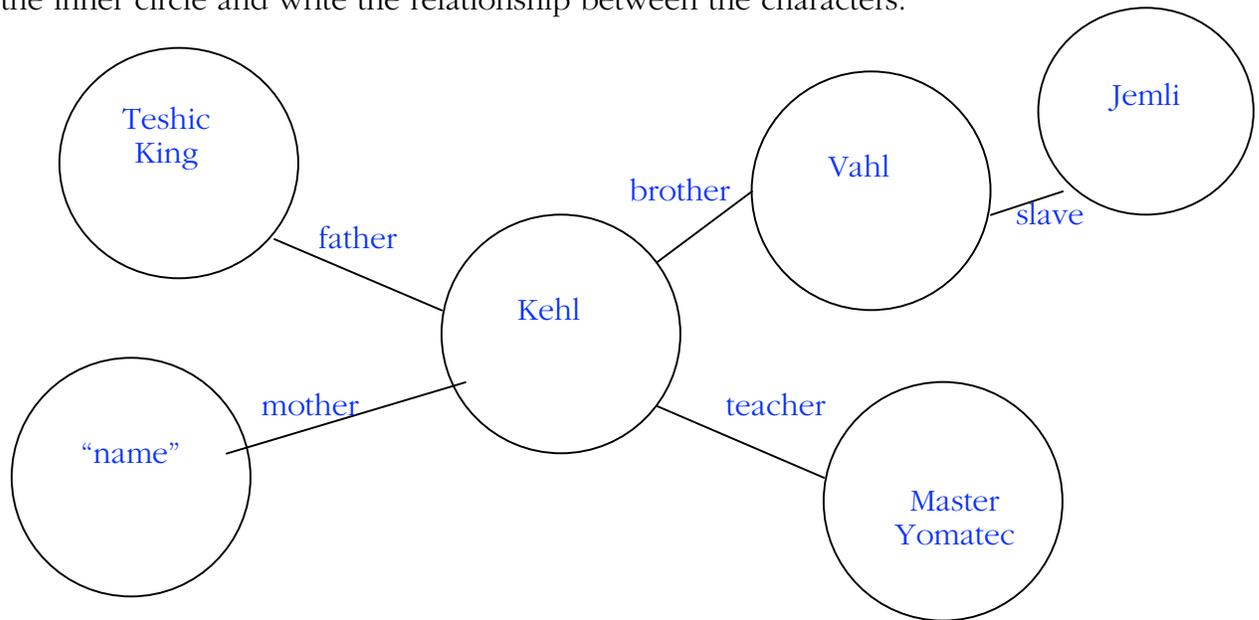
- 1.nock (page 4) verb: to place the string into the notch at the end of an arrow
2. martial (page 4) adjective: having to do with war or battle
3. cartographer (page 5) noun: someone who makes maps
4. gauntlet (page 5) noun: a military exercise in which one person runs between two lines of attackers and tries to reach the end without severe injury or death
5. torturous (page 5) adjective: causing great mental or physical anguish
6. leagues (page 6) noun: a measure of distance, usually about 3 miles
7. garrison (page 7) noun: a military post where troops are housed
8. atoned (page 8) verb: did something to pay for a sin or wrongdoing
9. acquiescence (page 10) noun: the act of passively agreeing with something
10. talisman (page 12) noun: an object believed to have magical or protective powers



## After You Read

### Understanding the Story: Characters

The writer often includes important information about some of the key characters in the first chapters. Complete the graphic organizer below by placing the main character's name in the center circle. Draw circles with the names of the other characters from these chapters around the central one. Connect the outer circles to the inner circle and write the relationship between the characters.



### Analyzing the Writing: Story Elements

1. Who is the narrator of *Sea of the Dead*? Also, from what point of view does the narrator tell the story?

The narrator is Kehl. He tells the story from the first-person point of view.

2. Write some details about the setting of the story. When does it take place? Name and describe the kingdom where Kehl lives.

Possible response: The story takes place in ancient times. Kehl lives in the Teshic Empire. It is rich, its temples decorated in gold and jewels.

3. An important conflict of the story is described in Chapter 2. What is it and how do you predict it will affect the story?

Kehl's mother has been killed, supposedly by the Fallen. Kehl may seek revenge for her death.



## Getting to Know the Characters: Kehl

1. List at least five things you learned about Kehl by reading Chapter 1?

- a. He is being trained as a warrior.
- b. He didn't do as well as his brother or father would have expected.
- c. He is an excellent archer and cartographer.
- d. His father would not have forgiven him for failing.
- e. He follows the religion of his people.

2. Describe the relationship between Kehl and Vahl.

Possible response: Kehl is the younger brother who looks up to his older brother. Vahl is hard on Kehl, but he thinks it's for the right reasons: to train him to be a warrior. Kehl feels he is less than Vahl because Kehl's mother was a commoner.

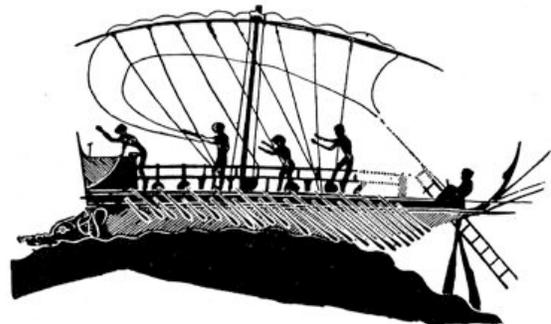
## Making Predictions

What do you think happens to Kehl at the end of Chapter Two?

Answers will vary, but many will predict that he has been kidnapped.

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## Chapters Three, Four, and Five: Kidnapped pages 15–34

### Before You Read

#### Introducing Vocabulary

Look up each of the following the words in a dictionary. Pay attention to the part of speech indicated. The definition that goes with that part of speech is the definition of the word as it is used in the story.

1. orient (v.) (page 15) to get used to a new set of surroundings or situation
2. aura (n.) (page 17) a bright glow that surrounds or comes from something
3. abhor (v.); abhorrence (n.) (page 18) to dislike something very strongly
4. relevant (adj.) (page 18) having a connection to something; important
5. scrutinize (v.) (page 22) to examine something closely and carefully
6. futile (adj.) (page 26) with no useful effect
7. barbaric (adj.) (page 29) uncivilized and primitive
8. immutable (adj.) (page 34) not changing or able to be changed

### After You Read

#### Drawing Conclusions

#### Analyzing the Writing: Descriptive Writing

The author uses descriptive writing to *show* you what is happening in the story. Read the opening scene on pages 15–17. Complete the list below by describing the sensory details included on those pages.

Sense Used	List of details
sight	Stars, moon, tall beams, large cloth, fierce-looking man, knife, jagged teeth, darkness
sound	Waves crashing, cackling voice
touch	Hard surface, arms and legs bound, unsteady, parched throat, head in a dense fog, cracking fist on head
smell	The sea

## Understanding the Story: Comprehension

1. Why does Kehl think he is dead? Where does that belief come from?

Because he is at sea. His people believe that no one ever returns from the sea, which they call the graveyard of souls.

2. What do you learn about the people who have captured Kehl when you meet Mako?

The captors are the Fallen, those who worship the sea (Carillon) and follow the Fallen King.

3. What has Kehl been taught about the Fallen ?

They are the enemy of the Empire. They sneak onto the lands, steal weapons and supplies and slaves, which they sacrifice to Carillon. He was taught that they killed his mother.

4. Who cuts Kehl's leg ropes to free him? Describe him. What is his given name?

It is the Fallen King. He is handsome, tall, strong, and has a large scar on his face. He is dressed like a commoner, but commands authority. His name is Temoc.

5. What are Kehl's three choices?

To be killed the Fallen, to drown in the sea, or to do what the Fallen King tells him to do.

6. Who is Xipi? What role do you think he will play in the story?

Xipi has been assigned to take care of Kehl. He will probably become Kehl's new friend and advisor.

7. What do you learn about Temoc's past, his character, and his plans?

He stood up against the Empire and was injured and exiled. He is a patient man with Kehl. He plans to return to the Lands and defeat the Empire.

8. Why has the Fallen King captured Kehl?

He knows Kehl is the Warrior prince and he has a job for him: to make a map of the seas.

9. What does Temoc tell Kehl about his mother's murder?

Temoc says that he did not kill Kehl's mother but knows who did and will tell Kehl after Kehl completes his work for the Fallen King.

10. Why does Kehl like maps?

He likes the possibilities they contain: for trade routes, construction, military uses, etc.

11. Why does Kehl think it's impossible to map the sea?

Because they can't measure distance easily.

12. How has Kehl's reaction to the Fallen King changed from the beginning of these chapters to the end?

He has changed from being angry and frightened to having a kind of respect for Temoc, whom he doesn't want to disappoint.

## Library/Social Studies Application

### The History of Cartography

Cartography is the making of maps. Kehl was learning cartography, which in his time would have made him a very important part of the Empire. Do some research on the importance of map-making over the centuries. Choose one of the following topics and write a report about it.

- ☞ Cartography in Ancient Greece
- ☞ Cartography in Ancient China
- ☞ Islamic Cartography
- ☞ Cartography in the Age of Exploration (Europe)
- ☞ America's Age of Expansion (1800–1900)
- ☞ Mapping the Stars

**Chapters Six, Seven, Eight, and Nine:  
A Whole New World  
pages 35–59**

**Before You Read**

**Making Predictions**

Now that Kehl has a job to do and has begun to build relationships with people on the ship, what do you predict will happen as the story progresses?

I predict: Possible prediction: Kehl will begin to learn that some of what he has been told is not true. His feelings about his old life and his new life may become confusing.	Based on what evidence? Possible evidence: Others have already tried to explain to Kehl that things are not the way he thinks they are. The Fallen are not barbarians—in fact, they are very human and even kind.
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**Introducing Vocabulary**

Look up each of the following the words in a dictionary. Pay attention to the part of speech indicated. The definition that goes with that part of speech is the definition of the word as it is used in the story.

1. shifty (adj.) (page 38) changing direction quickly; untrustworthy, sneaky
2. chamber pot (n.) (page 38) a large bowl used as a toilet
3. provocation (n.) (page 42) something that make someone angry or irritated
4. rigging (n.) (page 42) ropes, wires, and pulleys that support a mast on a ship
5. crags (n.) (page 43) steep rocky cliffs
6. sentry (n.) (page 45) someone assigned to keep watch and warn of danger
7. *xocolat* (n.) (page 49) an Aztec term for hot chocolate
8. marauders (n.) (page 51) those who travel to make violent attacks on others
9. spar (n.) (page 53) a stout pole used to support rigging on a ship
10. rueful (adj.) (page 56) feeling or showing regret
11. turrets (n.) (page 57) small rounded towers that stick out from a building

## Math Connection

On page 42, Kehl takes notice that the sun is descending (going down) during the “eighth and final *q’or* of the day.” Based on that information, answer the following questions.

1. How many *q’ors* are there in a day? (8)
2. How many hours makes up one *q’or*? (3 hours)
3. If the first *q’or* begins at midnight, what hours comprise the final *q’or* of the day? (from 9 p.m. to midnight)
4. If sunset is occurring at the beginning of the last *q’or*, what season of the year is this? (summer)

**Discussion:** Would this standard of time measurement be useful today? Why or why not?

## After You Read

### Analyzing the Writing: Drawing Conclusions

Think about all the new information you have learned in these chapters. Based on what you know now, answer the following questions.

1. Why do you think Xipi (instead of an adult) has been assigned to Kehl?

Answers may vary. Temoc may think that providing a friend and companion to Kehl will be better than having an older, stronger “babysitter” for him.

2. What does Xipi know about that Kehl doesn’t; what does Kehl offer than Xipi can’t?

Xipi knows all about living on the open sea and the lands beyond the Empire. Kehl knows about life in the Empire. They share their knowledge with each other.

3. What does Kehl realize after studying the men on board the ship?

He realizes that they are all former slaves of the Empire.

4. Kehl thought that only empty wastelands lay beyond the Empire. What effect will his new knowledge about the outside world have on him?

He will probably begin to question all that he has been taught and will question the motives of his own people, especially his father.

5. Why is the map important? It will show both Temoc and Kehl both of their worlds

and create complete guide to the world as a whole.

## Language and Literature Connection: Similes

A **simile** is the comparison of two things that are mostly unlike by using the words “like” or “as.”

The dry desert was *like an oven*.

He was *still as a stone*, hoping to be overlooked.

The author of *Sea of the Dead* uses similes to describe things. Below are some of the sentences from the first half of the book that include similes. Underline the simile in each sentence.

(page 23) . . . its huge sails catching the wind like egret wings.

(page 36) If I jumped off this ship, I'd sink like a stone.

(page 39) . . . steal from the Emperor like wild dogs?

(page 42) The crewmen climbed through the rigging like monkeys . . .

(page 44) The island appeared like a small green hill rising from the sea . . .

**Continue to add to this list as you read the rest of the book.**

(page \_\_) \_\_\_\_\_

## Chapters Ten, Eleven, Twelve, and Thirteen: Helping the Enemy pages 60–85

### Before You Read

#### Introducing Vocabulary

Look up each of the following the words in a dictionary. Pay attention to the part of speech indicated. The definition that goes with that part of speech is the definition of the word as it is used in the story.

1. brazen (adj.) (page 61) showing or expressing boldness or disregard for safety
2. vying (*to vie*, v.) (page 64) striving for superiority; competing
3. mercenary (n.) (page 65) a soldier who fights for whomever will pay him
4. deciphered (v.) (page 73) decoded a piece of writing that was mysterious
5. estuary (n.) (page 74) the lower part of a river where it meets the sea and the fresh and salt water mix
6. berate (v.) (page 76) to scold somebody strongly
7. indignantly (adv.) (page 80) with anger at the unfairness of something
8. maguey (n.) (page 83) a plant in Mexico used for its fiber and for making alcoholic drinks

### After You Read

#### Checking Predictions

Earlier in the reading, you made a prediction about how Kehl's views and relationships might change as he interacts with the people aboard *Carillon's Revenge*. Discuss how your predictions have been accurate or not. *Answers will vary.*

Possible response: Kehl has continued to get closer and more trusting of the people on the ship, even becoming one of them. His views of the Empire and the other lands are changing, showing the Empire to be less honorable than he was taught.

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## Analyzing the Writing: Author's Perspective

An author's **perspective** is the author's viewpoint on an issue. Fiction authors often use characters and story events to communicate their perspectives. For example, an author who is against bullying might write a story that shows bad consequences for being a bully. Or an author who values nature might create a likeable character that also cares about nature.

1. In *Sea of the Dead*, Kehl sees the differences between the world he was born into and the world beyond the control of the Empire. What do you think the author is trying to tell the reader about the role of power in government?

Possible response: People who are ruled through fear and control are not free people. Governments become corrupt and dishonorable when they dominate and conquer. People who want to live freely will fight for their freedom.

2. What traits does the author give Temoc that makes him someone Kehl can respect? Do you think the author respects this kind of person?

Possible response: Temoc is strong but also good to his people. He has earned their respect and don't command it. He is patient and kind to Kehl. It seems that he does not lie and is not afraid of the consequences of his actions because he believes he is doing the right thing, not only for himself, but also for his people. Yes, the author respects this kind of person as a leader and a human being.

## Responding to the Story

1. Reread the first full paragraph on page 76. Do you think it is possible to like people who are your enemies? Explain your answer.

Possible response: Some will say it is not possible. Others may say that it is possible if the situation is like Kehl's: the people as individuals are likeable, but the overall things they stand for may not be.

2. Reread pages 84–85, where Kehl tells Xipi about his mother's murder. What does this scene tell us about Kehl's inner conflict and how it affects his relationship with Xipi?

[Kehl doesn't want to believe that his father has been lying to him. Xipi says what Kehl doesn't want to hear, which creates a wall between them.](#)

## Social Studies Connection

### The Aztec Empire

Some of the details used by the author in this book come from information she has learned by studying about the Aztec Empire, long before Christopher Columbus ever came to the New World. Do some research using an encyclopedia, social studies textbook, or Internet sources to answer the following questions.

1. When did the Aztec Empire exist?
2. Where did the Aztecs live?
3. What are some of the advances made by their civilization?
4. Which of the two groups from this story do you think the Aztecs were most like? Why?
5. What happened to the Aztec Empire?



*Ancient Aztec Calendar*

## Chapters Fourteen, Fifteen, and Sixteen: Escape pages 86–103

### Before You Read

#### Making Predictions

1. The story is building to its high point, or *climax*. What is the main conflict of the story and how do you think it will get played out in the climax of the novel?

Possible response: The main conflict is within Kehl as he has to choose which group he supports and believes in, which will probably be played out in a conflict between the actual groups of people.

2. What do you think Kehl will decide? Why?

Possible response: He will choose to stay with the Fallen because he is a commoner like them and has learned to trust them more than his father.

#### Introducing Vocabulary

Look up each of the following the words in a dictionary. Pay attention to the part of speech indicated. The definition that goes with that part of speech is the definition of the word as it is used in the story.

1. camaraderie (n.) (page 86) the feeling of close friendship among a group of people; companionship
2. accentuated (v.) (page 87) emphasized or made more noticeable
3. bowsprit (n.) (page 93) a stout pole that juts forward at the front of a ship
4. abated (v.) (page 95) lessened; made weaker gradually
5. copse (n.) (page 97) an area of densely crowded small trees
6. arduous (adj.) (page 101) requiring hard work or strenuous effort; difficult

## After You Read

### Understanding the Story: Comprehension

1. What is Kehl's idea about how to measure distance at sea?

He thinks that using the time it takes to travel one q'or could be used as a measuring unit: how many q'ors between islands, for example.

2. How has Kehl's map encouraged the enemies of the Empire?

When they saw that the Empire was only one-sixth of the map and that they have allies, the Fallen believe that it is possible to defeat the Empire.

3. How does Kehl react to hearing that?

He quickly defends the Empire.

4. What does Kehl learn as he views the fleet at Snakehead Island? What does he realize?

He learns that the fleet is larger than he expected it to be. He realizes that the Empire is vulnerable because it doesn't protect its shores enough.

5. Is Kehl more or less conflicted now? Explain.

More. He knows that this is his chance to escape because it's the last time they will be on land until the attacks against the Empire begin.

6. Who are Okemli and Bahna and what do they plan to do?

They are brothers who want to take Kehl back home to his father so they can collect the reward for his return.

### Responding to the Story

What does Kehl mean when he says: "It was my duty I was returning to, not my home"? Explain how you think he is feeling now.

Kehl doesn't really know where he belongs now, but he understands his duty as the son of the Warrior Prince of the Empire. He probably feels confused and might prefer to stay with the Fallen, but knows he really can't. I think he may be sad.

**The Remaining Chapters:  
Finding the Truth  
pages 104–132**

**Before You Read**

**Making Predictions**

Kehl is being returned to his father, the Warrior Prince. What do you think will happen once he's back home?

Answers will vary.

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**After You Read**

**Checking Predictions**

1. Was your prediction accurate? In what way or ways?

Answers will vary.

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2. What happened that surprised you?

Answers will vary.

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**Responding to the Story**

1. Try to put yourself in Kehl's place as he awaits the return of his father to the garrison. How would you be feeling during those five days? What would you decide to do?

Answers will vary. Many will describe feeling anxious or nervous, even scared. This is probably the most difficult decision a young man like Kehl would have to make.

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2. At this point in the story, whom does Kehl trust the most? Why?

Answers will vary. He probably trusts his new friends, especially Xipi and Temoc, the most because they have treated him well and have not lied to him.

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### Think about It: Cause and Effect

Kehl has to make some decisions as he awaits his father. He has to consider what the effect of his choices will be. Complete the following cause and effect chart by showing how his choices will cause different outcomes.

<b>Cause</b>		<b>Effect</b>	
If Kehl . . .	tells his father about the upcoming attack,	then . . .	1) he will be honored as a hero and will earn his father's respect.  2) it is likely Temoc and the other Fallen will be killed, tortured, or enslaved.  3) Kehl will never know who killed his mother.
	doesn't tell about the attack,		1) the garrison will probably be destroyed, and possibly Kehl's father and brother killed.  2) Kehl will be seen as a traitor.  3) Temoc will live to be able to tell Kehl who killed his mother.

### Understanding the Story: Comprehension

1. How long did Kehl have to wait for his father to see him? He waited 5 days.

2. How does Kehl's father greet him? How does Kehl feel?

His father embraces him, but then criticizes Kehl's appearance, which makes Kehl feel small and stupid. He thinks he can never really please his father.

3. What does Kehl find out about the two brothers who brought him home? What happened to them?

They are both dead. Bahna tried to escape and was killed; Okemli tried to claim the reward and was killed by the king's orders.

4. What does Kehl decide to do? Why?

He doesn't tell his father about what happened while he was with Temoc or about the imminent attack on the garrison. Kehl sees that his father is not a good man and he wants to side with the Fallen.

5. How does what Kehl overhears his father saying make Kehl feel caught in the middle?

Kehl overhears his father say that Temoc took L'ezel from him, which makes Kehl think Temoc did kill his mother. Now he can trust no one.

6. Just as Kehl confronts Temoc about his mother, what happens? What does he discover?

Kehl's father and his men attack Temoc and his group, and Temoc is injured by a knife. Kehl's father says that his mother had been a spy and that he had killed her himself.

7. What does Kehl choose? What is the final outcome?

He chooses to stand with the Fallen and fight against his father and his men. Kehl's father is killed just before he is about to kill Kehl himself. Mako defended Kehl and, as a result, is killed.

8. What does Kehl discover about Temoc?

Temoc is his other's brother: Kehl's uncle.

### **Analyzing the Writing: Theme**

A **theme** is a message or lesson about life that an author communicates through characters and events in a story. What do you think is the theme of *Sea of the Dead*? Discuss your idea.

Answers will vary. Some possible themes are: good wins over evil, the truth will always come out, love and family are stronger than greed and power, etc.

## Wrap-up



### Going Forward

The story ends with Kehl saying, "Shall we bring down the Empire now?" What do you imagine will happen?

Answers will vary.

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### Making Connections

1. Describe a time in your life when you misjudged someone. What was your first impression of the person? What did you learn about the person that changed your mind?

Answers will vary.

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2. Which character in *Sea of the Dead* is your favorite? Why do you relate to that character?

Answers will vary.

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### Thinking About the Genre: Adventure

Assess this book as an adventure. Was it *excellent*, *good*, *average*, or *poor*? Support your opinion with reasons and details.

Answers will vary.

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## Discussion Questions

1. Discuss the family relationships among Kehl, Vahl, and their father. How does Kehl feel about his role in the family?
2. How does Kehl change as a result of being kidnapped?
3. What does Kehl discover on the ship that he had never found on land?
4. Discuss the idea of telling the truth. Is it ever okay to lie? Under what circumstances? How do people in power use the truth or lies for control?
5. Which is stronger in this story: family or friendship? Why?
6. Discuss what makes a leader weak or strong. What strengths does Amatek have? What are his weaknesses? What strengths and weaknesses does Temoc have?
7. One of the differences between Amatek and Temoc is that Amatek seems to value physical strength and power over mental or intellectual strength and ability. How does this show itself? Discuss how Temoc sees those characteristics.
8. What do you think the kingdom would be like under Temoc's rule?
9. Discuss some of today's political issues that also were reflected in *Sea of the Dead*:
  - justifiable use of the military
  - use of torture for getting information
  - use of propaganda
  - role of the government in people's lives
  - freedom of speech to speak out about the government
  - importance of the truth in the media
10. What, if anything, would you have added to or changed about the story to make it better? Why?

## Library Applications

### Map Making

These days, we take maps for granted. We can find them online, in books, even at the grocery checkout lane. Maps are critical to many people and are used in many kinds of work. Choose one of the categories below and research how maps are important to that field of study. Then create a display or presentation to show your class the importance of maps in . . .

- agriculture
- oceanography
- astronomy
- geology
- archaeology
- ecology
- meteorology (weather)
- air travel
- the military
- economics (distribution of goods)
- landscaping



### Classic Adventures

The world of literature is filled with lots of adventures. Some of the classics include:

- *Robinson Crusoe* by Daniel Defoe
- *Lord of the Rings* by J. R. R. Tolkien
- *Treasure Island* by Robert Louis Stevenson
- *Kidnapped* by Robert Louis Stevenson
- *The Three Musketeers* by Alexandre Dumas
- *The Call of the Wild* by Jack London
- *The Adventures of Huckleberry Finn* by Mark Twain
- *Gulliver's Travels* by Jonathan Swift
- *Alice's Adventures in Wonderland* by Lewis Carroll



Select a classic to read and help your librarian or media specialist create a special display about the book. Then help your librarian or media specialist create a "treasure map" of the library to help younger students find adventure stories that are appropriate for their age groups.

*"In a real sense, people who have read good literature have lived more than people who cannot or will not read. It is not true that we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish."*

~S. I. Hayakawa

## Suggestions for Further Reading

### Fiction books

#### Action/adventure series:

Percy Jackson and the Olympians series by Rick Riordan  
Harry Potter series by J. K. Rowling  
Maximum Ride series by James Patterson  
Missing series by Margaret Peterson Haddix  
Artemis Fowl series by Eion Colfer  
The Chronicles of Narnia series by C. S. Lewis  
Inkheart series by Cornelia Funke  
Warriors series by Erin Hunter  
Redwall series by Brian Jacques

#### Individual, award-winning books:

*The Cay* by Theodore Taylor  
*The Count of Monte Cristo* by Alexandre Dumas  
*Crispin, The Cross of Lead* by Avi  
*Criss Cross* by Lynne Rae Perkins  
*The Graveyard Book* by Neil Gaiman and Dave McKean  
*Hatchet* by Gary Paulsen  
*House of the Scorpion* by Nancy Farmer  
*Island of the Blue Dolphins* by Scott O'Dell  
*The Lightning Thief* by Rick Riordan  
*Mrs. Frisby and the Rats of NIMH* by Robert O'Brien  
*My Side of the Mountain* by Jean Craighead George  
*Night of the Howling Dogs* by Graham Salisbury  
*The Twenty-One Balloons* by William Pene du Bois  
*Walk Two Moons* by Sharon Creech

## Correlations to National Standards For Grades 3–5

Content Area	Standard Number	Standard Objective
Languages Arts: English	NL–ENG.K–12.1	Reading for Perspective
Languages Arts: English	NL–ENG.K–12.2	Reading for Understanding
Languages Arts: English	NL–ENG.K–12.3	Evaluation Strategies
Languages Arts: English	NL–ENG.K–12.4	Communication Skills
Languages Arts: English	NL–ENG.K–12.5	Communication Strategies
Languages Arts: English	NL–ENG.K–12.6	Applying Knowledge
Language Arts: English	NL–ENG.K–12.7	Evaluating Data
Languages Arts: English	NL–ENG.K–12.8	Developing Research Skills
Languages Arts: English	NL–ENG.K–12.12	Applying Language Skills
Mathematics: Algebra	NM–ALG.3–5.3	Use Mathematical Models to Represent and Understand Quantitative Relationships
Mathematics: Measurement	NM–MEA.3–5.2	Apply Appropriate Techniques, Tools, and Formulas to Determine Measurements
Social Studies: Geography	NSS–G.K–12.6	Uses of Geography
Social Studies: World History	NSS–WH.5–12.3	Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 BCE–300 CE