

A Teacher's Guide for
The Neptune Project
By Polly Holyoke

About the Book

Nere has never understood why she feels so much more comfortable and confident in water than on land, but everything falls into place when Nere learns that she is one of a group of kids who have been genetically altered to survive in the ocean. These products of "The Neptune Project" will be able to build a better future under the sea, safe from the wars and famines that wrack the surface world. But there are some very big problems: no one asked Nere if she wanted to be a science experiment, the other Neptune kids aren't exactly the friendliest bunch, and in order to reach the safe haven of the Neptune colony, Nere and her companions must swim through hundreds of miles of dangerous waters, relying only on their wits, dolphins, and each other to evade terrifying undersea creatures and a government that will stop at nothing to capture the Neptune kids...dead or alive. Fierce battles and daring escapes abound as Nere and her friends race to safety in this action-packed aquatic adventure.

About the Author

Polly Holyoke grew up in Colorado where she spent her childhood skiing, camping, reading and dreaming up stories. She went on to graduate from Middlebury College and became a middle school social studies teacher. She lives in Plano, Texas with her family as well as two cats, two Chihuahuas and a beagle. For more information visit, <http://www.pollyholyoke.com>

Using *The Neptune Project* with the Common Core State Standards

This guide is aligned with several of the College and Career Readiness Anchor Standards for reading, writing, speaking and listening, and language. Teachers should visit the Common Core State Standards website (corestandards.org) for specific grade level standards.

Prepared by Laney Nielson, M.Ed and Author Polly Holyoke

Writing Prompts and Written Projects

CCSS.ELA-Literacy.CCRA.W.9 Draw Evidence from Literary or informational texts to support analysis, reflection and research.

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Point of View Letter Writing Project

Write a letter from...

- Gillian to Nere about the goals of the Neptune Project and why Gillian wanted her children to be a part of it.
- Nere to her Mother.
- Cam to his younger brother Robry or Robry to Cam.
- Nere to her father or from Dr. Hanson to his daughter.

Analyzing Characters

Students complete the character chart (See Printables) by providing evidence from the text to support their claims. Students write a character analysis paragraph.

Compare and Contrast Characters

Using the interactive Venn Diagram on the ReadWriteThink website, <http://www.readwritethink.org> or on paper, have students compare two characters. Suggestions: Nere and Kyel, Nere and Dai, Nere and Lena, Nere and Tobin or Tobin and Dai.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The Neptune Project Survival Guide

Have students imagine they are kids from the Neptune Project who have made it to Safety Harbor. They have been tasked with creating an informative survival guide for other Neptune Project kids who are just starting their journey. What information would be essential to include?

How will the information be conveyed? Possible final products might include an illustrated pamphlet, a recording or an instructional video. Challenge: can students design a waterproof guide or another method to transmit the information effectively?

Creating Characters' Backstory

Authors should know their secondary characters' backstories. Many of the characters in *The Neptune Project* besides Nere have complex and interesting backgrounds. Write a chapter about a secondary character's backstory and adventures before the book begins.

Visual and Performing Arts

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Design a propaganda poster for The Western Collective

Begin with a class discussion. What is propaganda? What is its purpose? Before designing their own, students should research examples of propaganda posters and share the ones they found most effective. Discuss common elements such as slogans and bold graphics. For more information on propaganda visit:

<http://www.physics.smu.edu/pseudo/Propaganda>

Once posters are complete, students present and display them.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.

Freeze Frame

Working in small groups, students will review a chapter to determine the most important event in that section. Using every person in each group, students create a frozen scene of the event. Groups will take turns presenting while their classmates will guess which event is being depicted. Referring back to the book is encouraged. This activity could also be done with video. Alternatively, students create a mural of an event and other students will guess which scene it is from.

CCSS.ELA-Literacy.CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

“Fluency Idol”

On Monday, have students pick a passage from *The Neptune Project* they would like to perform. Students should practice the passage all week, giving careful attention to accuracy, expression and appropriate phrasing. On Friday, students will perform their passages live or show a video of their performance. The following are suggested passages from the book: p. 3, pp. 87-88, pp.107-8, pp.141-2, p.166, pp.194-6, pp. 236-7, pp. 242-3, pp. 245-7, pp.291-3, pp.299-301, pp.321-2, pp.329-33, or students may select their own.

CCSS.ELA-Literacy.CCRA.2 Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.

Sequencing Activity

Have students create a board game that includes the proper sequence of events for the Neptune Project kids to make their way to Safety Harbor. The main characters can be the playing pieces and a wild card pile should include additional obstacles faced such as sharks, fishing nets, marine guards, depth chargers, jelly fish swarms and giant squids.

Research Activities/Nonfiction Connections

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Content Pass and Share

Most of *The Neptune Project* is set in the ocean. Give students an opportunity to immerse themselves in that setting by doing a “Content Pass” on Ocean Life. Gather a collection of nonfiction trade books, printed articles and websites. See Additional Resources below. Using the “Content Pass” worksheet (see Printables), give students 3-5 minutes to survey the resource, record 2 facts (in their own words) and one question. When time is up, students pass the resource to the nearest student or move to the computer station. After 15-20 minutes, each student will share one interesting fact he or she has learned. Create a list of questions for

further independent research. **Note:** this activity could also be done with the topic of climate change.

The Neptune Project: Marine Life from A to Z

As students read *The Neptune Project*, they will be introduced to the biological diversity of the oceans. Create a classroom alphabet book of marine life or an illustrated dictionary. Each student or pairs of students will research and write about a different species or aspect of marine biology or geology. Possible topics are listed alphabetically below:

A- Abyssal Plain, Anemones, Algae **B-** Barnacles, Bat Rays **C-** Coral, Crabs, Continental Shelf **D-** Dolphins, Dead Zone **E-** Eels, Echolocation **F-** Fish such as Sheepshead, Fans (sea fans) **G-** Giant Squid, Grouper **H-** Humpback Whales, Hydroids **I- J-** Jelly Fish **K-** Kelp Forest **L-** Lobsters, Lionfish **M-** Marine Compass, Mako Shark **N-** Nudibranch **O-** Oysters, Octopus, Otters (sea) **P-** Phytoplankton **Q- R-** Rock Wrasse **S-** Scallops, Sharks, Sponges, Sardines, Sea Lions, Starfish **T-** Turtle (sea) **U-** Urchins (sea urchins) **V-** Vents (Ocean Vents) **W-** Wrecks (Shipwrecks), Wasp (sea) **X- Y-** Yellow Fin Tuna **Z-** Zebra Perch

Exploring Dystopian Literature

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Introducing the Dystopian Genre

The Neptune Project is a work of fiction that falls within the tradition of dystopian literature. Introduce the term, "Dystopia" and its antonym, "Utopia."

Dystopia: a futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm or political system. (2006, NCTE/IRA Read. Write. Think).

Discuss: what “current trend, societal norm and or political system” do you think *The Neptune Project* is criticizing? Have students generate a list of other dystopian novels they have read. What current situation or attitude is each of those novels criticizing? Display a selection of dystopian (teacher approved) novels in your classroom. Encourage students to read another dystopian novel for their independent reading. You may want to keep a classroom chart listing the books. Students can fill in what features of a Dystopia are present. See the printable: “Features of A Dystopian Society” for elements to include on your classroom chart.

Features of A Dystopian Society

As students read *The Neptune Project*, have them complete the printable: “Exploring the Features of A Dystopian Society.” Students will decide which features are present in *The Neptune Project* and will find evidence for them in the text.

Language and Vocabulary

CCSS.RA.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Searching for Similes

The Neptune Project is full of sensory details and similes that keep the reader fully immersed in its setting. Share the following examples:

My mind feels like its full of sea sludge (page 76).

My stomach starts twining and twisting like an octopus (page 196).

When I surface, I see at once that the *Kestrel* is gone, and my heart sinks like an anchor (page 225).

Ask students what the author is comparing in each simile. Have students decide whether the simile enhances their understanding. Challenge students to find and record similes as they read. You may want to post a large sheet of paper where student can record and share similes or students can keep individual recording sheets of similes. Challenge students to find 10 similes in *The Neptune Project*? Can they find more? (See Printables)

Using Context Clues for Word Meaning

See the “Vocabulary Development” Printable

DISCUSSION QUESTIONS

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.2 Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.

Chapters 1 -11

1. In the opening chapters, Nere exhibits physical limitations on land. What are those limitations? How do those limitations affect how Nere views herself? What physical strengths and mental skills does Nere possess? How do Nere's physical strengths and weaknesses shape your initial view of Nere?
2. What clues does the author give you that the setting of *The Neptune Project* is very different from the United States of today? Find a specific example in the text. What mood is the author creating?
3. Why do you think Cam is willing to help rescue the smugglers? Why might Nere be willing to help? Given the circumstances, would you? Why or why not?
4. In Chapter 3, Nere says she wishes she and her mother weren't so awkward together. How is Nere and Gillian's relationship depicted as awkward?
5. How will the government edict impact Nere's life?
6. How do Nere, Lena and Robry each react to the knowledge that they have been genetically modified?
7. Do you think Gillian was right to keep the project a secret from Nere? Do you agree or disagree with Nere's anger toward her mother?

Chapters 12-29

1. Describe Nere's relationship with the dolphins. Do any of the dolphins provide emotional support to Nere as well as physical protection?
2. What is Nere's initial impression of Dai and how does that impression change or deepen over time?

3. Why is there tension between Nere and Kyel? How would you describe Kyel's leadership style? Do you think Kyel is a good leader?
4. Which characters are the strongest telepaths? Which characters are the weakest telepaths? Nere's telepathy is so strong she can break through other people's mental shields and read their thoughts. So can Dai. Do you think this is a positive or negative ability? If you could be telepathic, would you? Why or why not?
5. Re-read the exchange between Nere and Dai on pages 120-121. What is Dai's attitude toward the dolphins and the ocean? What is Nere's? Whom do you agree with?
6. Why do you think Nere finds Tobin calming to be around? Why is Dai so unsettling for Nere?
7. What qualities does Nere appreciate about Thom? About Tobin? Why is Nere glad they met up with Thom and Tobin?
8. On page 164, Tobin says to Nere, "You and Dai, it's like you've lived in the sea all your life. Most of us are scared out of our minds, but you look like you were meant to be here." What do you think about Tobin's observation?
9. At the end of Chapter 22, there is a conflict over whether or not the Neptune kids should risk burying Sara on land. On page 166 Robry says, "I think we're really arguing about how we're going to live down here." What does Robry mean by this? Do you think there are certain norms and rules a group of people must abide by? If so, what are they? Is marking the passing of human life one of them?
10. When Nere goes ashore to bury Sara, she must face the truth that she will never be at home on land again. How does this realization affect her? How does this raise the stakes?
11. Before her life in the ocean began, Nere felt invisible. Now she begins to feel important to the group. How does that make her feel?
12. What is the mission of the Neptune Project?
13. In Chapter 26, Nere compares the fanatical light in Kyel's eyes to the way Gillian once looked talking about the Neptune Project. What does it mean to be fanatical about something? What was Gillian fanatical about? What is Kyel fanatical about? What are the pros and cons of fanaticism?
14. Dai tells Nere that she can ask him five questions about himself. If you could ask questions of one of the characters in *The Neptune Project*, whom would you choose? What five questions would you ask?
15. James refers to himself as a "flawed prototype." What is a "prototype?" How does his failed Neptune transformation isolate him from others? How does his ability to be a "controller" isolate him further?

16. Why do you think Nere is so reluctant to become the leader of the group? Why does she finally accept that position? What qualities make her a good leader?
17. When Kyel is dying, he says to Nere, "I wanted to fight the Western Collective until the day I died. Now that's here and everything I did and all the friends I lost, we didn't change anything. Maybe the best way to beat them is to survive and build something more free and fair in the sea." Do you agree or disagree with Kyel's statement? Can you think of a time in your own life or in history when this was true?

Chapters 30 -42

1. Give an example of a time when Nere feels the weight of being the leader.
2. Would you allow Penn to stay with the group? How would you vote? Why?
3. Do you think the survival of the group is more important than an individual's particular desire or need? What qualities make someone a valuable member? What qualities are undesirable?
4. The dolphins play a key role in the survival of the Neptune kids. Throughout the book, the dolphins show themselves to be highly intelligent animals. Do you think dolphins are capable of thinking? Do you believe your pet thinks? Are animals of higher intelligence, of more value? Why do you feel that way?
5. In Chapter 32, Lena reveals to Nere why she stopped being Nere's friend. In light of this new information, how does Nere feel about Lena? Does this insight change your view of Lena's attitude and behavior earlier in the book?
6. In addition to the external conflicts Nere faces, she also battles internal conflicts. What do you think those conflicts are? Give an example of Nere overcoming an internal conflict.
7. What clues does the author give you that Dai might have a secret he is not sharing? How does that feeling build in Chapter 39?
8. In Chapter 40, Nere and the others encounter Wasp, who says she and her mutant gang are not afraid of dying. How does this encounter change the mood? How does one deal with an antagonist who claims to have no fear of death?
9. Why do you think Dai deceived the group? Do you find him a sympathetic character or do you also feel betrayed by his actions?
10. When Nere is reunited with her father, he says, "I'm glad you're finally here, but I think my little girl has grown up a great deal in the past two years (page 341). How do you think Nere has grown during the course of this story?

Geography

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

Map Project

Using a map of the coastline of California, create a map that locates various settings and places in *The Neptune Project*. Students should use the cities of Los Angeles and San Francisco to help them determine where fictional places might be located. Places to include: Goleta, the Channel Islands, Santero, Tyler's Cove, Safety Harbor, North Cove, Santa Cruz Island, San Diego, the drowned city of Los Angeles, Southern Sector, Northern Sector, the wreck of the freighter Alicante, Oxney Harbor, the Continental Shelf and San Francisco. Students should include a key and a mileage scale. Once their maps are complete, students will present their work to the class.

Geographical Features of the Ocean

As Nere and her companions travel up the coast of the Western Collective (including present day California, Oregon and Washington) they encounter a variety of geographical features under the waves. The ocean floor is a fascinating and complex place, full of rugged mountains, winding canyons and wide plateaus. Create a model of a particular area of the ocean floor with clay or using recycled materials.

<http://legacy.mos.org/oceans/planet/features.html>

Science/Math Activities

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph or table).

CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the internet, to **produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support the analysis reflection, and research.

CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Exploring Human Anatomy

Either as a whole class or in small groups, discuss what parts of Nere and her companions' anatomy had to be altered by their scientist parents to make it possible for them to survive in the ocean. Specifically, how would their eyes, lungs, sweat glands and blood need to change?

Answers

Eyes: their pupils need to dilate further to absorb more light beneath the surface of the sea.

Lungs: they were lined with gill filaments to make it possible for them to absorb oxygen from water.

Sweat glands/metabolism: they were made to be more efficient to save heat which is far more easily lost in water.

Blood: theirs was changed to hold higher amounts of oxygen.

Follow up activity: students should work in small groups or independently to research the following:

- How would humans need to adapt to live on a planet with lower gravity than ours?
- How would humans need to adapt to live on a planet with stronger gravity than ours?
- How have humans actually evolved and their anatomy changed to live in very hot desert climates?
- How have humans adapted to live in cold places like the Arctic?

Once research is complete, student should determine how best to present their findings. They could create a small-scale model or use an outline of the human body to draw and label the adaptations.

Resources:

<http://www.sciencekids.co.nz/videos/humanbody.html>

<http://science.nationalgeographic.com/science/health-and-human-body/human-body/>

<http://kids.britannica.com/comptons/article-230208/anthropology>

Exploring Measurements: (can be done in metric or imperial systems)

Have students research the length of the following species that are mentioned in *The Neptune Project*: an adult sea otter, an adult Pacific white-sided dolphin, a great white shark, a giant squid, and an adult humpback whale.

Students should make a table to organize the data and then decide how best to display the information. Students might create a bar graph or another visual. They could also use a long space such as a school gym or hallway to measure out and compare the lengths of animals. Using sticky notes and possibly string, students will mark and label the measurements.

Follow up math activities:

How many sea otters would you have to line up to from toe to tail to equal the length of a giant squid?

How many Pacific white-sided dolphins would it take to equal the length of a humpback whale?

Humpback whales aren't the largest specie of whale. What is, and how much longer is this whale than a humpback?

Exploring Marine Taxonomy

Many fascinating marine species are mentioned in *The Neptune Project* from different kingdoms and phylum. Classify at least three of the following creatures: coral, sharks, spiny lobsters, green sea turtles, Pacific white-sided dolphins, sea urchins, humpback whales, sea otters, bat rays.

Students should create a table with the following categories:

Kingdom	Phylum	Class	Order	Family	Picture
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Note: there is a detailed table for this activity filled out for students in the Printables section. This activity is complicated, but it is a great way to start introducing the concept and common terms in taxonomy to younger students.

For an overview on taxonomy and scientific classification, watch the video at:

<http://marinebio.org/oceans/marine-taxonomy.asp>

Marine Biology Card

Students can create trading cards on the different marine species mentioned in *The Neptune Project*. Each card should have the picture of the animal on the front and then on the back facts about where it is found, its predators and its prey. Special adaptations and other interesting facts should also be listed.

Research Project: A Closer Look at Dolphins or Octopus

Two of the most complex, intelligent and interesting species in *The Neptune Project* are dolphins and octopus. Students should decide which species they would like to learn more about and then generate a list of questions they are interested in answering. In addition to those questions, students should find the following information

Animal's Scientific Name:

Family:

Habitat:

Diet:
Predators:
Prey:
Typical Weight and Size:
3-5 Interesting Facts:
Lifespan:

To begin research on octopus, check out:

<https://www.montereybayaquarium.org/animal-guide/octopus-and-kin>

To begin research on dolphins, check out:

<http://www.montereybayaquarium.org/animal-guide/marine-mammals/common-dolphin>

Final products might include a virtual poster made using Glogster:

<http://edu.glogster.com/what-is-glogster-edu/>

Or a presentation using Prezi:

<http://prezi.com/prezi-for-education/>

Internet Workshop on Climate Change

Pairs of students will explore and research different aspects of Global Climate Change. Students will become experts on that topic. Once their research is complete, students will present their findings to the class. Although additional sites may be used, this workshop uses the following site:

“A Student’s Guide to Global Climate Change”

<http://epa.gov/climatestudents/>

Topics for Research:

The difference between weather and climate

The effect of rising global temperatures

The Greenhouse Effect

Carbon Dioxide

Natural factors that changed Earth’s climate in the past

The signs of climate change

The effect of global climate change on people and the environment

Clues of climate change

Technologies that reduce global climate change

Simple steps humans can take to reduce global climate change

Preparing for the future

Additional Resources for Climate Change Activities and Research

View an interactive map to see how global warming may impact freshwater resources, ecosystems, food and forests, coastal areas, industry and society and human health.

<http://environment.nationalgeographic.com/environment/global-warming/gw-impacts-interactive/>

Read a very good summary of how climate change is affecting wildlife and wetlands in the US and what YOU can do to help prevent rising global temperatures. <http://www.youtube.com/watch?v=drINEQFXbPY>

Additional Resources for Nonfiction:

MARINE LIFE

Check out the NSTA National Science Teachers Association's lists of Outstanding Science Trade Books for Students K–12. Every year books on Marine Life are honored.

<http://www.nsta.org/publications/ostb/>

NOAA National Oceanic and Atmospheric Administration Education Resource

<http://www.education.noaa.gov>

Scholastic.com Teachers: Ocean Life Books and Resources

<http://www.scholastic.com/teachers/lesson-plan/ocean-life-books-and-resources>

National Geographic

<http://ocean.nationalgeographic.com/ocean/ocean-life/>

CLIMATE CHANGE

"A Student's Guide to Global Climate Change"

<http://epa.gov/climatestudents/>

Columbia University Teacher's College Reading and Writing Project Digital Nonfiction Text Sets

<http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/text-sets.html>

You will find Global Warming in the Science-Health section.

PRINTABLES FOLLOW

Note: I would like to say a special thank you to Dawn Diamond, a wonderful Canadian teacher who shared many of her creative ideas on using *The Neptune Project* for cross-curriculum teaching.

**Building Background Knowledge
Content Pass**

You will be given a few minutes to survey each nonfiction book, article and/or website. As you survey the resource, record two interesting facts and one question.

Resource Title of Book Or Article or Website	Two Interesting Facts (In My Own Words) Record page # where each fact was found	After surveying this resource, I wonder...

Vocabulary Development: Using Context Clues

Read the following sentences from *The Neptune Project*. From the words listed in bold, determine the correct word choice using the context of the sentence.

Sinuous **Callous** **Looms** **Sheathed** **Hauling**
Sparring **Stoic** **Mammoth**

1. His hands are rough from _____ lines and nets on his father's fishing boat. (Chapter 1)
2. An hour later, Cam slows the zode as the dark mass of Reynard Point _____ over us. (Chapter 1)
3. Then I spot two long, narrow blue sharks swimming their _____ way toward us across the bottom. (Chapter 19)
4. Near the end of our lesson, they have us _____ with a partner, using our knives still _____. (Chapter 23)
5. I can't bear to look at the spear dart sticking out of his chest. His expression _____, Kyel floats quietly while Thom cradles his head and shoulders. (Chapter 29)
6. His words may be _____ but I can sense he is upset as the rest of us. (Chapter 29)
7. I follow Dai and Thom and shudder when I catch one last glimpse of the _____ creature sinking toward the ocean floor. (Chapter 3)

The Neptune Project

Analyzing Characters: Using textual evidence to support conclusions

Traits to Consider: confident, considerate, intelligent, reliable, impatient, cautious, fearless, dependable, bold, timid, surly, assertive, determined, trustworthy

Character	Trait	Text Evidence: character's actions which support that trait	Text Evidence: dialogue by or about the character which illustrates that trait
Nere Hanson			
Tobin			
Dai			
Kyel			

Searching for Similes
The Neptune Project

Find the simile on the page listed. Record what two things are being compared. To explore in greater depth, select the three similes you think are the most effective. Why did you choose them?

Page Number	Subject	Being Compared To...
Example: p. 87	Lena's long hair	A tangled cloud
p. 179		
p. 180		
p. 188		
p. 196		
p. 207		
p. 225		
p. 232		
p. 327		

Exploring the Features of A Dystopian Society in *The Neptune Project*

Features of Dystopian Society	Is this element present in <i>The Neptune Project</i> ? Yes or No?	Textual Evidence
Propaganda is used to control the citizens.		
Information and freedom are restricted.		
A leader or ideology is worshipped.		
Citizens are under surveillance.		
Citizens have a fear of the outside world.		
Citizens live in a dehumanized state.		
The natural world is banished and distrusted.		
Individuality and dissent are forbidden.		
The society is an illusion of a perfect utopian world.		

Neptune Project Animal Classification

Kingdom	Phylum	Class	Order	Family	Animal Picture
Animalia	Cnidaria -Has no backbone. -Has stinging tentacles.	Anthozoa -Tiny animals that live as a colony. -Rings of tentacles around mouth.	Octocorallia -8 tentacles surrounding the mouth of each individual.	Gorgoniidae -Flexible body moves in the current. -Has a branched tree-like body.	Coral
Animalia	Echinodermata -Has no backbone. -Has spiny skin	Echinoidea -Has spines. - No arms. -Tube feet.	Echinoida -Fused shell. -Mouth on underside.	Strongliocentrotidae -Round and prickly.	Sea urchin
Animalia	Arthropoda -Has no backbone -Has a skeleton on the outside of its body.	Malacostraca -Has head, thorax and abdomen.	Decapoda -Has 10 jointed legs.	Palinuridae -Thick, spiny antennae.	Spiny lobster
Animalia	Chordata -Has a backbone.	Chondrichthyes -Bones made of cartilage.	Lamniformes -2 fins on back, 1 on belly.	Lamnidae -Rows of very large teeth.	Shark
Animalia	Chordata -Has a backbone	Chondrichthyes -Bones made of cartilage.	Myliobatiformes -No fins on back. -Flattened body.	Myliobatidae -Long skinny tail.	Bat ray
Animalia	Chordata -Has a backbone	Reptilia -Has scales. -Is cold blooded.	Testidines -Ribs flattened to form a shell on animal's back.	Cheloniidae -Lives in ocean, but lays eggs on land.	Green Sea Turtle
Animalia	Chordata -Has a backbone	Mammalia -Feeds milk to young.	Carnivora -Primarily eats meat. -Has at least four toes on each foot.	Mustelidae -Under 80 pounds, has short legs, rounded ears and thick fur.	Sea Otter
Animalia	Chordata -Has a backbone	Mammalia -Feeds milk to young.	Cetacea -Breathes through a blow hole.	Balaneopteridae -Uses baleen in its mouth to feed on krill and tiny fish.	Humpback Whale
Animalia	Chordata -Has a backbone	Mammalia -Feeds milk to young.	Cetacea -Breathes through a blow hole.	Delphinidae -Curved fin on back. -Long pointy nose called a "beak."	Pacific White-sided Dolphin

Cut out these pictures of animals mentioned in *The Neptune Project*. Classify the animals by matching the animals to the physical traits listed on in the animal classification table.



Robert Schwemmer; Channel Islands Marine Sanctuary



Claire Fackler; Humpback Whale Hawaiian Marine Sanctuary



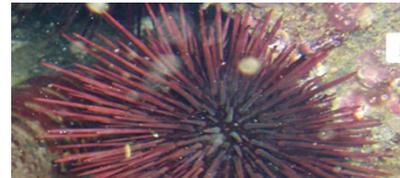
Chad King; Monterey Bay Marine Sanctuary



Robert Schwemmer; Channel Islands Marine Sanctuary



Robert Schwemmer; Channel Islands National Marine Sanctuary



Claire Fackler; Channel Islands National Marine Sanctuary



Claire Fackler; Channel Islands National Marine Sanctuary

