



Salt to the Sea

By Ruta Sepetys, (2016)
GRADES for USE: 7-12

SUMMARY OF BOOK:

Guilt, fate, shame, and fear haunt and weaves together the viewpoints and stories of four teenage refugees. Join Joanna the Lithuanian nurse and caregiver, Florain the Prussian knight and thief, Emilia the Polish girl sacrificed and alone, and Alfred the German soldier as they journey through, and survive WWII torn Europe in search of an escape on a transporter ship that will change their lives, and history, forever.

Grade 7 Discussion Questions

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Q: How is Alfred's character changed by where he is and the fact that he was deployed to Europe?

Q: How do each of these characters; Joanna, Florain, and Emilia deal with traveling through the book (from the roads to woods, abandoned houses, the frozen lake, or the ship)? Do their characters respond to the changes in setting in the same ways?

RL.7.3 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Q: *Salt to the Sea* is written in four different alternating points of view, why do you think the author did this?

Q: Compare and contrast the two female protagonists in the book and their point of view, Joanna and Emilia, how are their points of view similar and how are they different?

Grade 7 Activities

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Activity Overview: Students will be given a "child refugee of war" profile that outlines the background of a child, where they came from, what their family was like, and why they are now a refugee. Students will do research on the place this child lived, and fill in the missing pieces of the experience of the child as a refugee, just as Sepetys did in this novel. They will include non-fiction research done based on the profile given to them.

Task 1: Create a one page written memoir (diary, journal, prose or narrative) for this child that expands on their real or imagined experience as a refugee of war based on their profile and your research.

Task 2: Create a visual (prezi, powerpoint, google slides, or other) using multimedia that goes with your narrative and shows us what you think your specific child's life or experience was like.