EDUCATOR’S GUIDE

AWARD-WINNING AUTHOR

McCALL HOYLE

The storm could bring them together... or tear them apart.

Meet the Sky
About the Author: McCall Hoyle writes honest YA novels about friendship, first love, and girls finding the strength to overcome great challenges. She is a high school English teacher. Her own less-than-perfect teenage experiences and those of the girls she teaches inspire many of the struggles in her books. When she’s not reading or writing, she’s spending time with her family and their odd assortment of pets—a food-obsessed beagle, a grumpy rescue cat, and a three-and-a-half-legged kitten. She has an English degree from Columbia College and a master’s degree from Georgia State University. She lives in a cottage in the woods in North Georgia where she reads and writes every day.
Pre-Reading Activities
Before reading the novel, give your students time to complete the following pre-reading activities to provide background knowledge and stimulate engagement in the content of the novel.

1. Hurricane Research
   a. Directions: Research one of the top ten most deadly hurricanes to hit the United States. After choosing your hurricane, record the following information.
      i. Name
      ii. Time of Occurrence
      iii. Locations where the storm made landfall
      iv. Rating on the Saffir-Simpson Hurricane Wind Scale
         1. Explain the meaning of the rating
      v. Description of the devastation left in its wake
   b. Extension: Students will create an informational pamphlet, including pictures, showcasing their chosen hurricane.

2. Hurricane Narrative
   a. Directions: Imagine you are stuck on an island with a hurricane approaching. Write a narrative describing your surroundings and how they are changing, what you are doing, who is around you, and how you are feeling. Be descriptive using lots of imagery.
   b. Extension: Students will create illustrations accompanying their stories.

Pre-Reading Questions
Before reading the novel, discuss these questions with your students. It may be helpful to have your students record their thoughts in order to allow them to reflect when they finish reading the novel.

1. Describe the difference between adventurous and reckless.

2. Discuss the meaning of the quote by Alfred, Lord Tennyson, ‘Tis better to have loved and lost than never to have loved at all. Consider whether you agree with the statement.

3. Discuss how you would react to someone in your family being hurt in such a way that their quality of life is forever changed.
Post-Reading Questions

After reading the novel, discuss these questions with your students. If you had your students record their responses to the pre-reading questions, then have them review their responses and respond to the following post-reading questions on the same sheet of paper.

1. Describe how your impression of Finn Sanders changed over the course of the novel giving specific evidence from the text.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.SL.9-10.1]

2. Consider whether you think an event like the hurricane was necessary for Sophie to realize she has the right to pursue her dreams. Give evidence from the text to support your response.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.5; CCSS.ELA-Literacy.SL.9-10.1]

3. Contrast the idea of the Alfred, Lord Tennyson quote opening Chapter One to the quote opening Chapter Twenty-Four. Consider the events of the story at those points and use the actions and emotions of the characters to guide your conversation.

   So many worlds, so much to do, so little done, such things to be. (Chapter 1)
   If you don’t concentrate on what you are doing then the thing that you are doing is not what you are thinking. (Chapter 24)

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.L.9-10.5]

4. Discuss the relationship of the symbolism of the quote by Alfred, Lord Tennyson opening Chapter Twenty-Five to the events of the chapter, The shell must break before the bird can fly.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5, RL.9-10.7; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.L.9-10.5]

5. Discuss the importance of time in the story. Describe instances where timing was imperative to the plotline giving specific examples from the text.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.5; CCSS.ELA-Literacy.SL.9-10.1]

6. Consider whether your impression of the Alfred, Lord Tennyson quote, ’Tis better to have loved and lost than never to have loved at all, has changed after reading the novel. Explain your response.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.5, RL.9-10.7; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.L.9-10.5]

7. Discuss Sophie and Finn’s differing impressions of the appearance of the albatross in Chapter Twenty. Describe how their contrasting opinions are representative of their characters. Give evidence from the text to support your response.

   [CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3; CCSS.ELA-Literacy.SL.9-10.1]
8. Choose the Alfred, Lord Tennyson quote from the openings of the chapters that you think best represents the novel. Explain your selection using evidence from the text.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.7; CCSS.ELA-Literacy.SL.9-10.1]

Post-Reading Activities
After reading the novel, give your students time to complete the following post-reading activities to further delve into the novel and learn more about the setting, events, and allusions.

1. The Rime of the Ancient Mariner Analysis
   a. Directions: Read The Rime of the Ancient Mariner by William Coleridge. After reading the poem, write your own analysis of the appearance of the albatross in the poem relating it to the appearance of the albatross in Meet the Sky.
   b. Extension: Engage in a class discussion analyzing the different viewpoints provided by the students through their analyses.

[CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4, RL.9-10.7; CCSS.ELA-Literacy.W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.9; CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.3]

2. Research the Wild Horses of the Outer Banks
   a. Directions: Research the wild horses of the Outer Banks. Look specifically for information on their history and their preservation. Create an informative presentation offering solutions to ensure the horses survival in the wild.
   b. Extension: Partner Presents – Students will share their solutions with a partner. Their partner will in turn present their solution to the class.