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(Summative Assessment appears in the Teacher’s Guide)
INTRODUCTION

This Study Guide is directed toward 5-point students who will take either the Bagrut Literature exam (Module F) or do the Log (school-based assessment). The Study Guide carefully follows the Literature Module Program for teaching and assessing literature. It integrates Higher-Order Thinking Skills (HOTS) using the methodologies that have been specified by the Ministry of Education and following the Key Components laid out by the Ministry (see below).

HIGHER-ORDER THINKING SKILLS (HOTS)

Students are required to learn and apply three HOTS when studying a novel. In this Study Guide, we focus on three HOTS that we believe are most suitable for analyzing The Wave: Predicting, Distinguishing Different Perspectives, Evaluating.

KEY COMPONENTS

The Study Guide contains six of the seven key components of the program. They are presented as follows:

1. Pre-Reading
2. Basic Understanding (after each chapter), including Vocabulary Practice and Understanding the Text
3. Analysis and Interpretation (after each chapter), including the teaching of literary terms and the HOTS
4. Post-Reading (after Chapter 17)
5. Bridging Text and Context Activity (after Chapter 17)
6. Reflection (after Chapter 17)

The seventh component, Summative Assessment, is included in the Teacher’s Guide.

APPENDIX OF HIGHER ORDER THINKING SKILLS

An explanation of each of the Higher-Order Thinking Skills is provided in the appendix on pages 42-44.

APPENDIX OF LITERARY TERMS

Literary terms are in bolded throughout the Study Guide to indicate that the word appears in the appendix on pages 45-46.
A novel is a made-up story. The novel you are about to read is called *The Wave*. Look at a book cover for this novel. It says, THE CLASSROOM EXPERIMENT THAT WENT TOO FAR. What do you think this experiment is about?

Why do you think the novel is called *The Wave*?

To answer the above questions, you used the thinking skill of PREDICTING. When you are asked to predict an answer, you consider the information available, use your prior knowledge when possible, and then make a reasonable assumption.

What did you learn by doing the activity in exercise A?

How is the thinking skill of Predicting helpful in everyday life? Give an example of how it could be useful for you.
CHAPTER 1

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Replace the words in bold with the words below.

period • reprimand • predictable • outstanding • plain • practically

1. Laurie teaches younger students in her free **time** at school.
2. There were very few students around. The hall was **almost** empty.
3. Before Mr. Gabondi could **punish** Laurie, the bell rang.
4. Most students consider Mr. Ross an **excellent** teacher.
5. Some teachers admitted that they were **just** jealous of Mr. Ross.
6. The marks on the papers were **not surprising**.

UNDERSTANDING THE TEXT

A   The **characters** are the people in a **novel**. Read the descriptions of the students at Gordon High and write who they refer to.

Laurie Saunders • David Collins • Amy Smith
Robert Billings • Brian Ammon

1. She is a pretty girl with short light-brown hair.
2. She is a petite girl with thick, curly hair.
3. He is the class loser.
4. She is Laurie’s best friend.
5. She chews pens when she is upset.
6. He is a heavy boy and his hair is always a mess.
7. He is a running back on the football team.
8. He is Laurie’s boyfriend.
9. They always get very good grades.
10. They usually get low grades.
Complete the sentences about the teachers at Gordon High.

1. Mr. and Mrs. Ross have been teaching at Gordon High for ...
2. Mr. Ross teaches ...
3. Mr. Ross is considered to be an ... teacher.
4. Mrs. Ross teaches ...
5. Mr. Gabondi teaches ..., and he is very ...

ANALYSIS AND INTERPRETATION

A Go back to page 5 and review the thinking skill of Predicting. Use this skill to answer the questions below.

1. In the next chapter, Mr. Ross shows his class a documentary about the Holocaust. How do you think the students will react to this documentary?
2. What questions do you think the students will ask Mr. Ross after watching this documentary?

B The setting is the time and the place in which a story takes place. Consider the setting of the novel. Give two examples that show that this novel is set in the late 1960s.

C The writer gives us information that helps us form a clearer picture of the characters. This is called characterization. This may include the character’s appearance, actions, words, thoughts and the way other characters relate to him or her.

Complete the chart below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Information given</th>
<th>What it shows about the character</th>
</tr>
</thead>
</table>
| Laurie    | 1. She is the editor-in-chief of The Grapevine.  
2. She makes funny faces to entertain Amy. | |
| Mr. Ross  | 3. He can’t thread a film through the projector.  
4. He tries to teach the students the practical, relevant aspects of history. | |
D

Answer the questions.

1. What do some of Mr. Ross’s fellow faculty members have against him? Why do you think they feel this way?

2. “I heard it through the grapevine” means information that is passed from one person to another. Do you think The Grapevine is a suitable name for the school newspaper? Explain.

3. The first chapter describes a typical American classroom. Compare this classroom to your own. How is it similar? How is it different? Complete the Venn diagram below.

![Venn diagram]

CHAPTER 2

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Complete the sentences with the words below.

- superior
- ranks
- armed
- restore
- population
- period
- seized
- atrocities

1. After World War I, there was a ... when inflation was high in Germany.
2. Some Germans hoped that the Nazis would be able to ... the economy.
3. Hitler rose quickly through the political ... of the Nazi Party.
4. Hitler supported the idea that the Germans were a ... race.
5. By 1934, Hitler had ... control of the German government.
6. Less that 10 percent of the German ... belonged to the Nazi Party.
7. The Nazi Party was highly organized, ... and dangerous.
8. Most Germans said that they didn’t know about the ... committed by the Nazis in the concentration camps.
UNDERSTANDING THE TEXT

Answer the questions.

1. What era is the class studying in history?

2. What do the students find hard to understand about the Germans in World War II?

3. According to Mr. Ross, how did the Germans attempt to excuse their behavior after the war?

4. Why doesn’t Laurie accept this excuse?

5. Why does Mr. Ross want to speak to Robert after the lesson?

6. Who is Jeff Billings? Why is he so special?

ANALYSIS AND INTERPRETATION

A  Go back to exercise A (Analysis and Interpretation) on page 7. In this section you were asked to predict the answers to the following questions:

1. How do you think Mr. Ross’s students will react to a documentary about the Holocaust?

2. What questions do you think the students ask Mr. Ross after watching this documentary?

Answer the questions again and compare your predictions to your answers.

B  The **setting** may also refer to the **characters’** socio-economic background (social environment). Describe the social environment in which this story takes place.

C  Answer the questions.

1. What is Robert’s problem? What could he do to solve his problem?

2. Why do you think Mr. Ross told Robert that no one expected him to be another Jeff Billings?

3. Do you think Mr. Ross handled the conversation with Robert well? Why or why not?
CHAPTER 3

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Choose the sentence that explains the meaning of the words in bold.

1. Robert pretended that he hadn’t noticed the girls’ behavior.
   a. He noticed their behavior.
   b. He acted like he didn’t notice their behavior.

2. Laurie didn’t have an appetite.
   a. Laurie was hungry.
   b. Laurie wasn’t hungry.

3. Laurie was completely preoccupied with the film she had seen.
   a. Laurie was too busy to think about the film she had seen.
   b. Laurie could only think about the film she had seen.

4. The football team is pretty disorganized.
   a. The players don’t function as a team.
   b. The players are overzealous.

5. Robert was engrossed in a Spider-Man comic.
   a. He wasn’t interested in the Spider-Man comic.
   b. He was reading the Spider-Man comic with great interest.

6. David’s thoughts drifted to other pressing matters.
   a. David started thinking about other urgent things.
   b. David tried to think positively.

UNDERSTANDING THE TEXT

A Two new characters are introduced in this chapter: Carl and Alex. Write one fact about each student.

B Answer the questions.

1. Why can’t Laurie eat?
2. In what way would Laurie like David to change?
3. What bothers Laurie about her friendship with Amy?
4. What practical joke do Carl and Alex play on Laurie and Amy?
5. Why do Carl and Alex want to leave all of a sudden?
ANALYSIS AND INTERPRETATION

A1 Compare and contrast David’s and Laurie’s reaction to the documentary they saw in class. Use the Venn diagram below.

```
[Diagram showing Venn diagram with circles labeled David, Both, and Laurie]
```

2 Who do you agree with? Why?

B Answer the questions.

1. Why does everyone think that Robert is weird? Give examples to support your answer.

2. Do you think Amy is a good friend? Why or why not?

CHAPTER 4

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Complete the sentences with the expressions below.

- blank look
- drives her crazy
- put his finger on it
- wrapped up
- pursue his thoughts
- worth a try

1. Something bothered Mr. Ross, but he couldn’t quite … .

2. Mr. Ross needed a long period of time to … .

3. Mr. Ross thought it was … to run an experiment in class.

4. Mr. Ross didn’t listen to his wife’s story. He had a … on his face.

5. Mr. Ross can get so … in a subject that he forgets about the rest of his life.

UNDERSTANDING THE TEXT

Answer the questions.
1. What upsets Mr. Ross at the beginning of the chapter?
2. What does Mr. Ross realize after reading a number of books?
3. What would Mr. Ross like his class to experience?

ANALYSIS AND INTERPRETATION

A In a *flashback* the author breaks the storyline to describe events that happened before the story began. The information is usually provided through the memory of one of the *characters*.

In this chapter Christy has a flashback. What do we learn about Ben in this flashback?

B Answer the questions.
1. The writer describes the way Mr. Ross studied a new subject as “almost frightening”. What do you learn about Mr. Ross from this *characterization*?
2. Do you think Ben and Christie have a good relationship? Why?

CHAPTER 5

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Choose ALL the words or phrases that can follow the verbs in bold.
1. obey rules • a drill sergeant • discipline • a command
2. feel exhilarated • curious • punctual • precise
3. imitate time • a position • a posture • a confused look
4. dismiss a class • a proposal • a far cry • strength
5. lose your concentration • a mess • the momentum • your appetite
6. snap your fingers • to attention • atrocities • a blank look
7. issue an order • an assignment • a sharp bang • a mistake
8. stand in line • stiffly • like a rush • still
UNDERSTANDING THE TEXT

Answer the questions.

1. What motto does Mr. Ross write on the board?

2. How do the students react to the motto at first?

3. Mr. Ross’s first rule is that the students must sit up straight in class. What other three rules does he introduce during the lesson?

4. According to David, how was this lesson different?

5. Does Mr. Ross plan to continue the “game” at the next lesson? Why or why not?

6. What does Ben tells Christy about his day at the end of the chapter. What doesn’t he tell her? Why?

ANALYSIS AND INTERPRETATION

A  Answer the questions.

1. Why does Mr. Ross ask Andrea about her ballet lessons?

2. Why do you think Robert accepts the new rules of The Wave so quickly?

3. Why do you think the students felt energized after Mr. Ross’s lesson?

4. What do you think went through David’s mind as he was watching Robert in the mirror?

B  Mr. Ross’s “discipline game” was well received in class. Complete the chart to show what Mr. Ross is learning about his students and what he is learning about himself.

<table>
<thead>
<tr>
<th>Students</th>
<th>Mr. Ross</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A novel has major and minor characters. The major characters are the most important characters in the novel. The minor characters are less developed; they help advance the story and support the major characters. Complete the chart below about the major characters in *The Wave*.

<table>
<thead>
<tr>
<th>Character</th>
<th>What we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Saunders</td>
<td>1. She is an excellent student at ... and she always gets ... .</td>
</tr>
<tr>
<td></td>
<td>2. She is the ... of <em>The Grapevine</em>.</td>
</tr>
<tr>
<td></td>
<td>3. Amy is her ... .</td>
</tr>
<tr>
<td>Ben Ross</td>
<td>1. He teaches ... .</td>
</tr>
<tr>
<td></td>
<td>2. He shows the class a documentary about ... .</td>
</tr>
<tr>
<td></td>
<td>3. He can’t explain why the Germans ... .</td>
</tr>
<tr>
<td></td>
<td>4. He wants his class to experience ... .</td>
</tr>
<tr>
<td>David Collins</td>
<td>1. Laurie is his ... .</td>
</tr>
<tr>
<td></td>
<td>2. He is the ... of the football team.</td>
</tr>
<tr>
<td></td>
<td>3. He wants to study ... in college.</td>
</tr>
<tr>
<td>Robert Billings</td>
<td>1. He is the class ... .</td>
</tr>
<tr>
<td></td>
<td>2. He lives in the shadow of ... .</td>
</tr>
<tr>
<td></td>
<td>3. He ... through the whole documentary.</td>
</tr>
</tbody>
</table>

Amy Smith and Christy Ross are minor characters in *The Wave*. Complete the chart below about these characters.

<table>
<thead>
<tr>
<th>Character</th>
<th>What we know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Smith</td>
<td>1. Laurie is her ... .</td>
</tr>
<tr>
<td></td>
<td>2. She hangs out with Laurie in the publications office, though she isn’t ... .</td>
</tr>
<tr>
<td>Christy Ross</td>
<td>1. Ben Ross is her ... .</td>
</tr>
<tr>
<td></td>
<td>2. She teaches ... at Gordon High.</td>
</tr>
</tbody>
</table>