

enjoy meeting in small groups to share their experiences. Encourage them to talk about whether and how the issues have been resolved and how they feel about it.

6. At the end of the book, Colonel Dimmick tells Asa the story of how his father gave him the drum used by the Falmouth militia. Ask each student to bring in a special gift that was given to him or her. They should be prepared to share a story with the class about how and why their gift is meaningful to them. Again, your modeling this activity first can set the stage for the presentations that follow.

COOPERATIVE LEARNING ACTIVITY

The Next Chapter

Night Raiders Along the Cape has an ending that leaves students wondering about what happens next. Asa will return to Naushon Island to live with his family. But for how long? Since students will be curious about whether and how Asa will stay involved in the Revolution, have them determine it! Break the class up into groups of 4 or 5 students and ask them to continue the story where it leaves off.

Ideas to review before the groups begin:

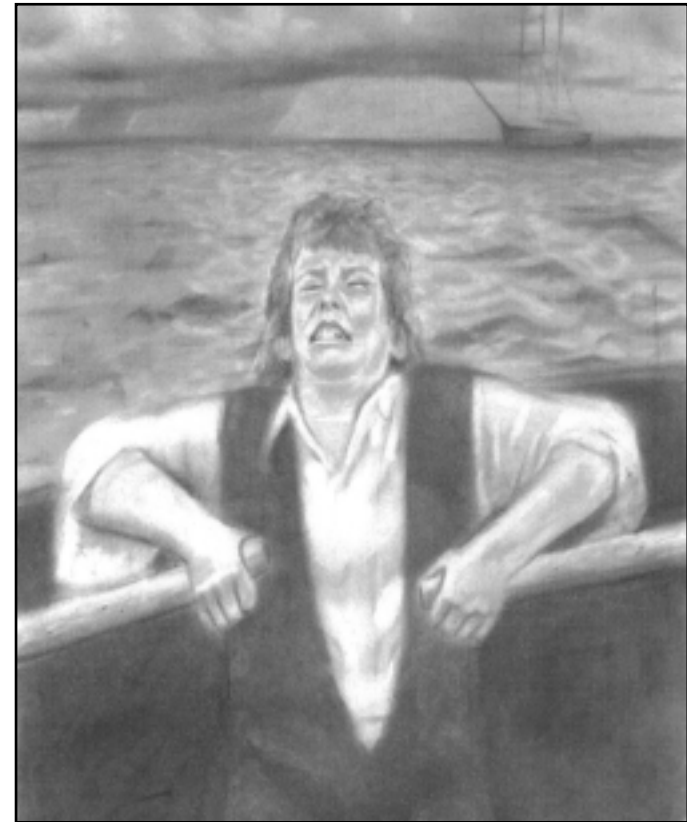
- Do you plan to write about the next few days, weeks or years in the characters' life?
- What "voice" and style of writing will you use?
- How will you work together as a group—will you discuss ideas first, or brainstorm individually? Who will be the official scribe of the group? What will you do if you all don't agree on an idea?

You might like to give the groups choices about how to share their ideas with others. Some may choose to perform their "next chapter" as a play, while others may like to write it in book format. Still others could write a series of newspaper articles about Asa's public life. After each group shares its new ending, encourage other students to give them written feedback. This continues the dialogue and reflection regarding the story and empowers students to reply to each others' work in a thoughtful way.

TEACHERS GUIDE

Night Raiders Along the Cape

by John F. Waters



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Night Raiders Along The Cape by John F. Waters, is a mystery set on Naushon Island and Cape Cod during the Revolutionary War. It recounts the true story of British soldiers, routed out of Boston, who raid farms along the shores of Cape Cod and the nearby islands for meat and cheese. The main character is young Asa Slocumb, the son of a well-known Tory, who more than anything else wants to help the patriots. At the outset of the book, he is one of the last young people to live on Naushon Island. Most of the other residents on Naushon Island, including his best friend Jeremiah, leave for the mainland to better protect their families from British raiders. But Asa's father insists his family remain, even if it means serving the British who raid their island.

Through short visits to the mainland and exposure to the writing of Thomas Paine, Asa becomes even more of a patriot. Although living on Naushon Island, Asa is less than five miles from the mainland, he feels terribly isolated from the activity and excitement of the Revolution. His resentment builds, until one night when he has the opportunity to become a hero to the patriots. While serving British soldiers a meal in his own home, Asa overhears their plan of a surprise attack on Falmouth. When his father is caught trying to row across Woods Hole Passage to warn his friends of the attack, Asa is the only one left to make the grueling trip. His hard work and courage, though at first met with a surprising reaction from the patriots, is what saves Falmouth from being burned to the ground.

PRE-READING ACTIVITY

Before reading ***Night Raiders Along the Cape***, discuss with the class what they already know about the Revolutionary War. After sharing responses, read the title and tell them the story takes place during this time period. Some questions for discussion might be:

- Who are the “Night Raiders” in this Revolutionary war story?
- What do you think a “raider” is? What might they be interested in raiding?
- Look at the map together. Consider that the British soldiers are traveling from England towards Boston. What effect might this have on towns along the Cape? What would you imagine the mood in those towns and nearby islands to be like?
- Have any students been to towns on Cape Cod? What is the landscape like? What are their impressions of Cape Cod now?

CURRICULUM CONNECTIONS

Literature • Social Studies • Art • Writing

1. After reading all or part of the book, discuss historical fiction as a type of literature, a mixture of fact and fiction. Some of the characters in the story actually existed and many of the events really occurred. Even those characters that are created by the author probably shared some of the experiences and feelings of real people who lived at the time. Discuss how the reader can distinguish between what is fact and what is fiction. Groups of students might try researching events and characters in the story using sources such as encyclopedias, almanacs, atlases, historical documents, newspapers, etc. Have a mini-lesson about how to use these sources and a class “debriefing” . . . what names and events could they read about in other sources, and which were most likely created by the author?

2. Some ideas for students to research:

- This story took place in 1779, three years after the famous battles of Lexington and Concord. What was happening in Boston and nearby towns during this same time?
- What other information can you find about the Falmouth Militia?
- Find a detailed map of Cape Cod and the Elizabeth Islands. Trace Asa Slocumb's route to Woods Hole. Approximately how many miles did he row? What other islands are close to Naushon Island?
- Choose any aspect of the Revolutionary War to investigate further. Brainstorm a list of possible topics as a class.

3. Respond to the story. Ask the class what interests them, surprises them or gets them angry about the book. Organize their comments on chart paper in a web format. Ask groups of students with similar interests to get together to talk more about their ideas. Assign them the task of sharing their discussion with the rest of the group in some creative way—they could write a letter, a poem or a newspaper article, or draw posters or flyers, or stage a debate or play.

4. Break into pairs for this letter-writing activity. One student will be Asa and the other Jeremiah. Each student should begin with a letter to his or her friend discussing their feelings about the War, being separated, life on the island or mainland, etc. Encourage them to write questions to their friends, as they would in a real letter. Then have the students exchange letters and respond to their friend's questions and thoughts through a second letter. It would be helpful to model this exercise first, perhaps in fictionalized letters between the boy's mothers or fathers.

5. Asa and his father disagreed on many issues in this story, perhaps most strongly on whether to support the Revolution, or remain loyal to the crown. Ask your students if they have ever strongly disagreed with a parent on a particular issue. Have them reflect in journals or in writing about their experiences. They will probably