It’s 1866 and Professor Aronnax, unable to control his curiosity, sails off to find a giant sea monster lurking in the Pacific Ocean. But, the monster turns out to be the Nautilus, a submarine run by the bizarre Captain Nemo. The professor and his servant are captured and forced to travel the world’s oceans. Despite being a prisoner, the professor is intrigued by the wonders of the sea, the capabilities of the Nautilus, and the unusual behavior and actions of Captain Nemo. When the Nautilus is sucked inside a whirlpool, the professor escapes, never to see Nemo again.

About the Author

Often called the founding father of science fiction, French writer Jules Verne published his first novel in 1863. For the next forty years, Verne published at least one book per year, many of which reflected his interest in scientific progress and inventions. Several of his ideas were prophetic and have become fact; for example, the submarine Nautilus in 20,000 Leagues Under the Sea predated modern submarines by almost thirty years.
Think About What You Know

Science Fiction To support students’ understanding of the genre, explain that science fiction
• is made-up
• can be based on real or imaginary scientific discoveries
• has two kinds of events or details: things that could happen
  in real-life and things that couldn’t possibly happen (fantasy)
• often takes place in the future.

Have students share some of their favorite science fiction stories,
including those they may have seen in the movies or on television.
As you talk about each one, help students identify events that
could really happen and those that are pure fantasy.

Afterward, students can describe their favorite science fiction
story on Student Journal, page 3 and tell how they know it is
science fiction.

Preview and Predict

Have students look at the front cover, read the title, and then
read the summary on the back cover. Say:
• Look at the covers. Think about where the characters
  are, where they go, and what they do. Why do you
  think this story is science fiction?

Then point out The Exchange question on the title page:
Do people’s actions tell who they are? How? Explain that
when they finish reading, they’ll share their ideas about
this and other questions with a group.

Next, have students complete Student Journal, page 3 to
preview the book and make predictions about the events.
### Use a Reading Strategy

**Story Map** Preview the graphic organizer on **Student Journal, page 4** with students. Explain that as they read *20,000 Leagues Under the Sea*, they can complete the Map to show the adventures the characters have at the beginning, middle, and end of the story. Have students add to their Maps after they finish reading each section.

#### Use a Story Map

As you read each part of *20,000 Leagues Under the Sea*, use a Story Map to show the adventures of Professor Aronnax, Ned, and Conseil.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 1–2</td>
<td>Chapters 5–6</td>
<td>Chapters 10–11</td>
</tr>
<tr>
<td>They went on the <em>Abraham Lincoln</em> to search for the sea monster.</td>
<td>They visited an island and an underwater cemetery.</td>
<td>The professor visited Atlantis. They all got trapped in an ice tunnel.</td>
</tr>
<tr>
<td>Chapters 3–4</td>
<td>Chapters 7–9</td>
<td>Chapters 12–14</td>
</tr>
<tr>
<td>They were thrown onto the <em>Nautilus</em> and taken as prisoners</td>
<td>They watched Nemo fight a shark and saw treasures on the ocean floor.</td>
<td>They fought a giant squid. They escaped from the <em>Nautilus</em>.</td>
</tr>
</tbody>
</table>
Read the Book

Form the group that will read *20,000 Leagues Under the Sea*. Plan how the group will read and respond. Some options are:

- **Read with a Group**  Group members read an agreed-upon number of pages, complete the corresponding *Student Journal* page(s), and meet to discuss. When they finish the book, they meet again for *The Exchange*. The group can use the planner on *Student Journal, page 2* to establish meeting times.

- **Read Independently**  Group members read the book on their own and then meet for *The Exchange*. The group can use the planner on *Student Journal, page 2* to establish the meeting time.

- **Guided Reading**  Read aloud the summary at the beginning of each chapter to give students an overview of the chapter. Use the *Before You Move On* questions to check comprehension as students read. Use *Look Ahead* to set a focus for reading the next set of pages. At the end of each section, assign the appropriate *Student Journal* page. Discuss the page before starting the next section. Establish a date for *The Exchange* and record it on the planner.

Whichever option you choose, use pages 5–10 for an at-a-glance view of *Student Journal* pages, as well as answers to the *Before You Move On* questions.

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**Student Journal, page 2**

**Plan Your Schedule**

My group members are:

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Date We Will Finish Reading</th>
<th>Date We Will Discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td></td>
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<tr>
<td>3–4</td>
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<td>10–11</td>
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<tr>
<td>12–14</td>
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<td></td>
</tr>
</tbody>
</table>

Our Exchange meeting will be on this date: 

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Chapters 1–2

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 6
1. Conclusions Why were the sailors scared of the Thing? It was huge, fast, and no one knew what it was.

2. Inference Reread page 4. Why did people want to know Professor Aronnax’s opinion about the sea monster? They thought he might know what it was since he had studied the ocean.

PAGE 12
1. Comparisons Reread page 8. How did the men feel at the start of the search? How did they feel four months later? They felt brave. They wanted to be heroes. Four months later they were sad and felt they had wasted a lot of time.

2. Foreshadowing Reread page 12. The Thing had lights and a hard body. Could it be something other than an animal? It could be a machine.

Respond to Chapters 1–2

Story Map

Think It Over
Think about what you read and answer these questions.

1. Personal Response Professor Aronnax enjoyed studying oceans and ocean animals. What subjects do you like to study? Why?

2. Making Decisions If you were Professor Aronnax, would you have agreed to go on the Abraham Lincoln to search for the sea monster? Why or why not?

3. Conclusions Why was Ned Land a good person to hunt for the sea monster? Would he be afraid of it? Why or why not? He was a harpooner. He had hunted whales, which are big like the monster. He was big and fast. No, he would not be afraid of it because he was strong and courageous.
ANSWERS TO “BEFORE YOU MOVE ON”

**PAGE 17**

1. **Conclusions** Reread page 16. How can you tell something bad might have happened in the captain's past?
   He lived away from people, under the sea. He said he would make his own laws in the sea.

2. **Setting** How was being on the *Nautilus* good for the professor? How was it bad?
   It was good because it would take him to every sea. It was bad because he was a prisoner.

**PAGE 22**

1. **Conclusions** The *Nautilus* was huge. What evidence supports this?
   It had a museum, library, many large rooms for guests, hallways, etc. It carried many treasures.

2. **Setting** Think about everything on the *Nautilus*. What does the ship tell you about Captain Nemo?
   It shows what he is like and what he cares about the most.

**PAGE 26**

1. **Paraphrase** Tell in your own words what the professor meant when he said: “We were amazed and afraid.”
   They were amazed by the ship, but they were afraid of being prisoners.

2. **Inference** Nemo means “no one” in Latin. Why do you think Nemo called himself this?
   Because he did not live with other people. He did not want anyone to know who he was.
20,000 Leagues Under the Sea

Chapters 5–6

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 34

1. Cause and Effect Reread pages 28–29. Why did the prisoners have time to go to the island?
The Nautilus got stuck on a reef. They had to wait for the tide.

2. Cause and Effect Reread page 31. Why were the prisoners afraid of the men on the land?
They had bows and arrows. They brought canoes and were going to surround the ship.

PAGE 38

1. Summarize One of the men on the ship died. Why didn’t the prisoners know what caused his death?
Captain Nemo had drugged the prisoners and locked them in a room.

2. Conclusions More people from the Nautilus have died in the past. How do you know?
There was a small cemetery in a cave underwater. There were graves there.

Respond to Chapters 5–6

Story Map

Think It Over
Think about what you read and answer these questions.

1. Personal Response The prisoners wanted to visit the island because they wanted to eat different food. What kind of food do you like to eat? Why?

2. Conclusions Would the prisoners have enjoyed life on the island if they had stayed? How do you know?
No. They probably would have been captured by the native people. They might have been killed.

3. Summarize Review and summarize the main plot events that happened in Chapter 6. Then tell how Captain Nemo felt about his crew.
Nemo looked through a spyglass and then drugged the prisoners. A man had died, so they buried him in the ocean. Nemo wanted to take care of his crew.
**20,000 Leagues Under the Sea**

**Chapters 7–9**

**ANSWERS TO “BEFORE YOU MOVE ON”**

**PAGE 45**

1. **Character** Captain Nemo attacked the shark to save the pearl diver. What does this tell you about him?  
   *He could be a nice person. He cared about strangers.*

2. **Character’s Point of View** Reread page 45. Why might the diver think that Captain Nemo and the others were gods?  
   *They looked strange. They saved him and then gave him treasures. Then they disappeared.*

**PAGE 51**

1. **Details** Ned was excited because he thought they could escape. What was Ned’s plan?  
   *When the Nautilus got close to European shores, they would take the dinghy to the surface and row to land.*

2. **Viewing** Look at the map on pages 48–49. How does it help you understand the story better?  
   *It shows the route of the Nautilus and all of the seas and countries they talk about.*

**PAGE 54**

1. **Character’s Motive** What did Captain Nemo do with the gold bars from the cabinet? Why?  
   *He gave them to the people of Crete to help them with their war.*

2. **Cause and Effect** What made the professor feel differently about Nemo?  
   *He realized that Nemo cared about poor and sick people, and he helped them.*
ANSWERS TO “BEFORE YOU MOVE ON”

**Page 58**

1. **Character’s Point of View** How did Professor Aronnax feel about Captain Nemo? How do you know?
   He trusted Nemo because he went on the journey. He liked him because Nemo showed him amazing things.

2. **Cause and Effect** Why was the professor surprised to see Atlantis?
   The city was a legend from ancient times. It had only been written about.

**Page 68**

1. **Cause and Effect** Explain why Captain Nemo had to be at the South Pole by March 21.
   He needed the sun to prove he was at the South Pole. The sun would stop shining on March 21.

2. **Plot** The Nautilus got stuck in an ice tunnel. How did Nemo solve the problem?
   He poured boiling water on the ice; he filled the air tanks with water which made the ship heavy enough to break through the ice.
Chapter 12–14

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 74
1. **Character's Point of View** Why did the professor enjoy the ocean near the Bahamas?
   
   He thought that the fish were beautifully colored and the plants were amazing.

2. **Paraphrase** Reread page 72. Tell in your own words how the squid's arm got into the submarine.
   
   The squid opened the hatch of the submarine with its suckers.

PAGE 80
1. **Cause and Effect** Why did Ned try to signal the ship?
   
   He thought it was Farragut. He wanted to be rescued.

2. **Inference** How did Nemo feel about the woman and the children in the picture? How can you tell?
   
   He cared a lot about them. He cried and fell to his knees in front of their picture.

PAGE 85
1. **Comparisons** Captain Nemo changed after they sank the warship. How was he different?
   
   He was not planning the journey. He was crying and talking to himself.

2. **Inference** Reread pages 84–85. What do you think Professor Aronnax will do after his Nautilus journey?
   
   He will write a book.

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Respond to Chapters 12–14

**Story Map**


**Think It Over**

Think about what you read and answer these questions.

1. **Personal Response** The Nautilus was attacked by a giant squid. What ocean animals have you seen in the zoo or in books? Which one is your favorite? Why?

2. **Character's Point of View** Reread the first paragraph of Chapter 13. Why did Professor Aronnax think they had to escape immediately? Why didn't he feel that way earlier in the story?

3. **Opinion** Do you think Captain Nemo was right to sink the warship? Why or why not?
Allow time for groups to meet for The Exchange. If you plan to participate, use these tips for guiding students in discussing the big question:

Do people’s actions tell who they are? How?

- **How would Professor Aronnax answer this question? How would Captain Nemo answer it? Why?**
  Professor Aronnax would say that actions do tell who people are. He would say that he studies ocean life and writes books about it because he is interested in those things. Captain Nemo would say that not all actions tell who people are because sometimes people have secrets.

- **Name some of Captain Nemo’s actions. Are they good or bad? What do these actions tell you about Nemo?**
  He takes prisoners, saves a pearl diver, and steals a sunken treasure. His actions are both good and bad. He does things that are wrong, but he has a good heart.

- **Tell about something you have done and what it says about you.**

## Extend the Reading

### Write a Letter
Invite students to imagine that Captain Nemo is still alive and wants to explain to Professor Aronnax why he built the Nautilus and why he acts the way he does. Have them write Nemo’s letter to the professor, who has returned to Paris.

### Interview the Professor
Have partners choose a chapter or a scene and take turns being Professor Aronnax and the interviewer. Before presenting the interview to the class, remind students how to prepare for an interview and that they should discuss specific events.

### Group Talk
Invite students to research submarines and compare their findings to details about Nemo’s Nautilus. Involve them in a Roundtable discussion to answer the question: *How do you think Jules Verne knew so much about submarines when they hadn’t been invented yet?*