**Not Wanted on the Voyage**

**Book I: 1-112**

**1-40**

Read pages 1-40 and create a chart of the characters. Include their relationships with each other, and a defining characteristic. Begin to catalogue the human corruption or astonishing features that Findley thrusts onto these characters. As an option, also read Genesis 6-10 and note any interesting finds or surprises.

**40-84**

1. Provide a short character sketch of Mottyl

2. Describe:

unicorns

Lucy

Yaweh’s arrival

Michael Archangelis

3. Start to consider some possible themes from what you have read thus far. Read the guide below for assistance:

* Theme must be expressed in the form of a statement (a sentence or several sentences). Single words, such as “guilt,” or phrases, such as “appearance versus reality,” are topics. The theme is the author’s idea about the topic. It is useful to identify several topics introduced by the text and then determine what the author argues about this topic.
* A theme is a generalization about life. *Warning*: A theme should not be so general that it says nothing. For example, the statement “The effects of risk taking can be positive or negative” is so broad that it says very little. *Hint*: To overcome this, ask the question, In the text what are the *positive effects* of risk taking, and what are the *negative effects* of risk taking? Or ask, *Why* is risk taking positive, and *why* is risk taking negative?
* The theme must account for all the major details in the story, and specific details can be listed to support the theme even though they are not part of the theme statement.
* Avoid absolutes and sweeping generalizations. Words to be avoided include the following: all, every, always, and never. In other words, never say “never.” Instead, try words and phrases such as the following: usually, sometimes, frequently, most of the time, often, hardly ever.
* The theme should *not* be reduced to a cliché, a trite, overused saying, such as “Don’t judge a book by its cover.”
* Usually, a well-written text has more than one topic and more than one theme.

It is useful to mention the title and author of a text in a theme statement. For example, “In (*title*), (the author’s full name) develops the idea(s) that….”

4. In Japheth’s experience with the Ruffians, what archetypes or horrifying traditions does Findley employ to make this passage so nightmarish?

**84-112**

1. What does Japeth want to become, who inspires him?

2. How does Findley humanize God?

3. What is Yaweh’s definition of love? How does it differ from our/your/modern interpretation(s) of love?

4. Explain the irony on page 90 (top half)

5. What are the implications of the story of the orchard and the 3 sages? What is Findley “driving” at?

6. What important details are revealed in the conversation between Lucy and Michael Archangelis?

7. How does book one end? What is the metaphor for our society, what are the implications?

**Book II: 115-193**

**115-159**

1. Describe in detail Emma’s family dynamics. Describe the pathos of these dynamics.

2. Japeth starts to play the role of the narcissistic victim of traumatization. We see this on page 119. What is irritating him? What is his response?

3. On page 151 the infinity sign is explained as what? Why does Findley use it to divide his chapters? DAY 1 students only…sorry, different editions.

4. Provide details on Lotte’s original family and her significance to Noah. Why is she such a “loaded” character?

5. How does Findley provide pathos for Lotte?

6. What revolting obstacles does Mrs. Noyes and Lotte face crossing the river? Why does Findley include these details?

**160-193**

1. During the huge betrayal of his wife, how would you describe Noah’s conduct? Can you draw a parallel with a non-fictional character?

2. What are the anachronisms in this section?

3. On page 180, explain what is meant by:

a) Alchemy

b) Edicts.

4. What lessons has Mrs. Noyes learned from Lotte’s death that she applies in getting Mottyl onto the ark?

5. Describe the emotion of the last two pages of the book two.

**Book III: 197-284**

**197-247**

The crew of the ark is divided into two camps: The Most Reverend Doctor Noyes’, and Mrs. Noyes’. In the T-Chart below: a) identify where they live, b) who is in each camp, and c) what their responsibilities are.

|  |  |
| --- | --- |
| Doctor Noyes | Mrs Noyes |
| a) |  |
| b) |  |
| c) |  |

1. What happens to Mottyl in this passage?

2. What powers does Lucy reveal?

3. What power over Doctor Noyes does Mrs Noyes still hold?

4. Examine the key concepts of postmodernism and provide examples of these ideas from the novel thus far.

5. What does Findley show the reader with the slaughter of the “pirates”?

6. Noah shows a growing contempt for his sons. What causes this loathing, and how does he act upon it?

**247-284**

1. On the top of page 259, Emma’s birth family is juxtaposed to her in-law family. What is the purpose of this technique?

2. Halfway down page 267, Hanna’s behaviour is explained. Paraphrase this.

3. So much of what happens in this difficult passage is based on the escalating lies, blame, justification and cover-up. Is Timothy Findley using all this for a larger metaphor? What is it?

4. The dialogue between Hannah and Emma from pages 269- 271 is rich with meaning. What is being explained?

5. Explain what ***The Ritual Ceremony of the Holy Phallus, in Remembrance of Yaweh’s Holy Beast, the Sacred Unicorn*** really is.

6. What miracle does Mrs Noyes witness?

7. Lucy’s wisdom on life and death is profound. What are some of the insights?

8. Describe the “unmasked” Lucy.

# Book IV 287-end

Finish the voyage and develop 2 theme statements