

*Welcome,*

*Roland Smith writes, "In 1941, bombs dropped from the night skies of London, demolishing the apartment where Nick Freestone lives with his mother. Deciding the situation in England is too unstable, Nick's mother sends him to live with his father in Burma, hoping he will be safer living on the family's teak plantation. But as soon as Nick arrives, trouble erupts in this remote Burmese elephant village. Japanese soldiers invade, and Nick's father is taken prisoner. Nick is stranded on the plantation, forced to work as a servant to the new rulers. As life in the village grows more dangerous for Nick and his young friend, Mya, they plan their daring escape. Setting off on elephant back, they risk their lives to save Nick's father and Mya's brother from a Japanese POW camp."*

*This unit is an attempt to bring the world of Historical Fiction and literature elements and devices to young people. This novel is about a time and people that too many people are ignorant of. WWII information is usually filled with Nazis, Hitler, death chambers, etc. This novel represents the Pacific Theatre in WWII and is filled with elephants and manhouts, Japanese vs. Burmese, and airfields and work camps. It is also filled with adventure, mystery and intrigue. One young hero and one young heroine prove that family is everything and hope springs eternal. Like any good historical fiction novel much of the action and even some of the names are real and students will be engaged in all facets of this conflict.*

*The unit has two specific components: Literary Ties and Historical Ties. Students will complete work that includes a great deal of National Standards for English Language Arts while learning more about what makes this genre unique. Vocabulary plays a strong part in this unit as one can imagine. There are two types of vocabulary, sophisticated words and historical/cultural words. Each is important to student understanding. The Elements of Literature are analyzed as are literary devices that produce the style and the author's purpose for the novel.*

*A third person narrative, five culminating fine arts activities (only one is chosen by the student or students), and closing questions and subsequent discussion are offered to students in place of a test. These project-based activities are central to students' higher order thinking skills both in a critical and creative sense.*

*The unit is set up for six weeks but can be shortened to as many as three. It will be important for students to have their own novel so they can take notes, underline, and highlight as they read. Research tells us that students must practice these skills in order to become more critical readers.*

*The student pack is used strictly by students just as the teacher pack is used strictly by you. My answers and ideas for you are all written in italics. There is also an appendix of National English and social studies standards, a unit time line and point total, and guidelines for the Socratic Discussion*

*Please feel free to contact me at any time. I would love to chat with you about this unit, the book, and especially about how your students achieved.*

*Mrs. Julie D. Sprague*

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# *Elephant Run*

By Roland Smith



# Literary Ties:

## Elements of Literature

Fiction is made up of eight elements: characterization, setting, plot, conflict, tone/mood, point of view, theme, and style. Authors use these elements in many different ways to help the reader take interest in the story. We can use these elements to understand and enjoy the novel more.

## Vocabulary

*These vocabulary assignments and games are not part of the Student Pack. They are for you to use depending on time and depending on the age and ability levels of your students. Enjoy!*

### ***Sophisticated Vocabulary***

*Students find synonyms for the words with a classmate. Students take turns finding synonyms using any resources, even a Word document.*

*One student finds the word in the text while the other looks for the synonym. The student who finds the words shares the meanings listed while the one with the book decides on the correct meaning and writes it down in one color, say blue. Then they switch, and the other student uses the color black to write down the synonym. In this way both have to participate, and you see who makes the decisions. Eventually the class needs to have a common list, but let students get there on their own. Please revise my list as the need arises.*

*Student pairs then take turns finding the parts of speech of these vocabulary words and using the words in simple and compound sentences. Complex sentences can be required if you want to tier the assignment.*

*Finally games are played as students try to memorize the words.*

*Games I use for many units:*

#### *Speak it, Hear it*

*Students need to hear the words and synonyms and phrases spoken and, in turn, speak the words they will learn themselves. At the beginning of the memorization process ask all students to stand up and mimic you as you speak through the master list of words. Words like treacherous and jarring can be said with great dramatics for ease in memorization. The word "verified" may not have the same dramatic effect but more often than not the words provide opportunities for drama. I ask students to start many of our days throughout the unit doing this activity with a partner.*

#### *Candy Toss*

*Call a word from the master list - - the student who calls out the meaning first gets a piece of candy. For every piece earned, the winner must sit out that many of the following words. I usually do this for about twelve words on Tuesdays and Thursdays. Differentiate this assignment by asking students to reply with an accurate and*

*appropriate sentence instead of just the meaning. (Ask each student to bring in a bag of their favorite candy - this saves on the teacher's budget, and most parents don't mind if they know the purpose for the request.)*

### Ping Pong Vocabulary

*Write numbers on ping pong balls, one number for every word that is on the master list AND/OR write N, V, Adj, and Adv on about 50 balls. Place an overhead of the master vocabulary list so that all students can see the list. Toss out the balls.*

*Students take turns looking at what they have on their ball and then responding with the synonym/short phrase and/or a sentence that contains the word. Students can do this amongst themselves in groups of six as well. You can create homogenous groups (to practice their additional synonyms or antonyms) to toss and gather points and then create heterogeneous group for students to bring back their point for extra unit points or prizes. In this way students are challenged and contributing to a larger group. This is a simple version of Teams, Games, and Tournaments.*

### Quick Quizzes

*Twice a week students take a quiz over eight words chosen randomly from the list. They never know which words they will be. Students set a class goal, 6.8 or 7.5 then I keep a bar graph that shows how much their collective scores improve - students work to better themselves and win the prize, 5 extra points on the final quiz (all the words) for each of the students.*

### Historical Vocabulary

*These words we define together as we read the novel. The words are on the bulletin board, and a different student each day is responsible for finding a meaning, a sentence for the word, and a unique way of sharing the word and meaning.*

*Students know ahead of time what their word is, and I work with them to develop the assignment in secret (before school, after school, lunch, etc.). No one knows whose day it will be or how they will share their word; it brings a bit of intrigue into the unit. Students love this, and they rarely miss their day to present.*

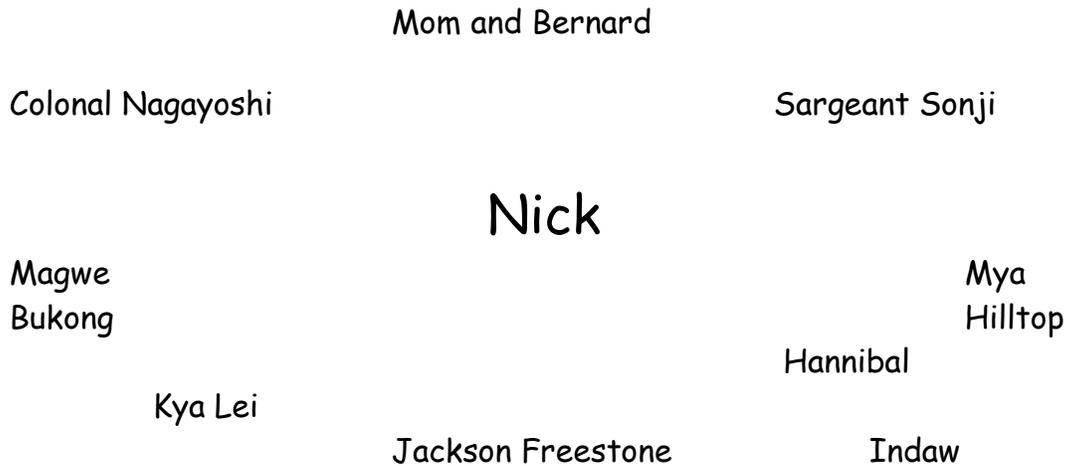
*Final Vocabulary Note: I often ask students to identify how they know certain words from the novel: Did you use the context? Did you pick it apart using suffixes, prefixes, roots? Did you associate it with another word? Did you have to look it up? This helps students with acquisition.*

## Characterization and Major Character traits

List the attributes of Nick using the following categories:

Physical	Intellectual	Emotional	Social
<i>overweight</i>	<i>knowledgeable</i>	<i>brave</i>	<i>Lonely</i>
<i>later, buff</i>	<i>wise</i>	<i>foolish</i>	<i>respectful</i>
<i>strong</i>	<i>creative</i>	<i>stubborn</i>	<i>friendly</i>
<i>dark hair</i>	<i>clever</i>	<i>self-control</i>	<i>loyal to Mya and Dad</i>
<i>hawk-like nose</i>	<i>thoughtful</i>	<i>steady</i>	<i>talker</i>
<i>green eyes</i>	<i>reader</i>	<i>persistent</i>	<i>friend</i>
<i>tall</i>	<i>strategist</i>	<i>trustworthy</i>	<i>son</i>
<i>tanned like Burman</i>		<i>temper</i>	
<i>muscular</i>		<i>brash</i>	
		<i>respectful to Dad</i>	
		<i>loyal</i>	
		<i>fearful</i>	

## Character and Theme



One theme of the novel is Interrelationships. To find and understand these interrelationships:

**First**, draw arrows showing how all the characters are interrelated.

**Secondly**, describe the following minor characters AND explain their interrelationships as you read through the novel. HINT: You will repeat yourself a few times.

*Example:*

Jackson Freestone - *brave, strong, angry, stubborn, smart, tall, loving, British; Father to Nick, Owner of Hawk's Nest Plantation and Hannibal, friend of Hilltop and his family, boss to Bukong and Magwe, and enemy and captive of Colonel Nagayoshi.*

Mya - *beautiful, Burmese, tough, smart, loyal, kind; sister Indaw, great-granddaughter of Hilltop, employee of Jackson, friend of Nick's, enemy of Bukong*

Hilltop - *monk, extremely old, wise, loyal, kind, relaxed, Burmese, thin; great-grandfather of Indaw and Mya, friend of Hannibal and Sonji, elder of all*

Hannibal - *elephant, strong, scarred, immense, older; owned by Jackson, handled by Hilltop, friend of Mya and Nick, enemy of Bukong*

Sonji - *kind, Japanese, soldier, Haiku master; soldier under Colonel Nagayoshi, friend to Nick and Hilltop, savior of Jackson, enemy of Bukong*

Bukong - *greedy, cruel, evil, big; employee of Jackson, obsessed with Mya, injured by Hannibal, brother to Magwe*

Magwe - *loyal to Burma, confused, greedy, brother to Bukong, employee of Jackson*

Kya Lei - *thief, protector, clever, mysterious; protector of Nick, friend to Hilltop*

Colonel Nagayoshi - *vindictive, Japanese, powerful; boss to Sonji, captor of Nick, and all of Hawk's Nest*

## Characterization - Cause and Effect

Explain how the following minor characters affect Nick's thoughts and actions. Use effective verbs (see below) that help explain and specific parts of the story to support your analysis.

Example: Mr. Freestone **affects** Nick in two ways. First, he makes him feel loved and accepted. When he gives Nick the carved ivory knife, he is showing Nick respect, for he believes in Nick and that Nick is more of a young man than a little boy. Another way is when Jackson takes Nick to the "island" and demonstrates to Nick how smart and clever his father is and that reassures Nick. This act shares with Nick what a good man his father is, and Nick wants to be brave and smart like him.

*Mya **affects** Nick in four ways. She gives Nick hope, courage, and love. After Nick's father is taken, Mya becomes the only friend Nick can talk to, and she gives Nick hope after he has been beaten by Bukong and has to humiliate himself to the Colonel and when they are behind the wall waiting for their escape. She also shares her courage and knowledge with Nick when they meet up with Hannibal again. Nick is scared of Hannibal until Mya teaches him. Finally Nick begins to see Mya as the beautiful girl she has always been and begins to love her as a girl friend not just a friend who is a girl.*

*Hilltop **affects** Nick by giving him his father back. Hilltop never discounts the loyalty and love Nick has for his father. Hilltop does whatever he can to honor Nick's wishes so that Nick can say he did everything to help his dad. Hilltop also brings hope to Nick by showing him the secret passage, surely Nick would have given up without this help.*

*Sonji may be the person who **affects** Nick the most besides his father. When all is lost Sonji shows Nick kindness, strength, and beauty. He shows him that being a leader is not about might but right. He shows him beauty by teaching him the ways of a Haiku master and gardener. He also goes against his very country to help Jackson Freestone, thereby giving Nick back his dad. WOW! I love this character! ☺*

*Bukong **affects** Nick in both negative and positive ways. He truly takes away any freedom or power from Nick by enslaving him and forcing him to live in the old nursery. He almost takes away Nick's dignity and hope with the constant beatings and cruel snipes. Nick does persevere, and with the work he is assigned to in the garden, Nick becomes stronger, sleeker, and much more determined. Bukong is also the one who helps Nick see Mya in a new way.*

## Multiple Plots

Summarize and identify, at least, four conflicts and their resolutions.

Conflict: *Burmese are tired of being servants in their own country.*

Man vs. Society because the Burmese want their land back from Britain.

Resolution: The land is taken from both by the Japanese.

Conflict: Japanese vs. Hawk's Nest

Man vs, Society because the country of Japan invades Hawk's Nest.

Resolution: Japanese begin to lose Burma.

Conflict: Nick is taken prisoner by Colonel Nagayoshi and abused by Bukong.

Man vs, Man because Nick has problems with both of these men.

Resolution: Nick escapes behind the walls of Hawk's Nest.

Conflict: Nick is hurt by Hannibal.

Man vs, Nature because elephant is part of nature.

Resolution: Nick learns to handle and trust Hannibal with help from Mya.

Conflict: Nick's dad is sick in the Prison Camp.

Man vs, Society because this camp is operated by the Japanese.

Resolution: Nick's dad is freed.

*There are surely others, but this will get you started.*

### Tone/Mood - Mood Graph

Use this to graph and gauge your feelings as you read the novel. Fill in the spaces connected to each mood with a different color as you read the novel. Then explain which **parts** of the book connect to the mood. Use your own paper if you have many connections.

*Make your own graph, on the back, using three new feelings.*

A. intrigued/ interested	B. joyful	C. sad	D. worried/scared

EX: D: I was scared when I read about the bombings. I was worried too when. . .

A: Answers will vary widely. This could also be done as a whole class using a Smartboard or Bulletin Board.

B: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D: \_\_\_\_\_

\_\_\_\_\_

## Explicit and Implicit Themes

### Frontloading Explicit Themes

Explicit themes are the ones in which the author makes *clear and plain*. In a team of students, use the following pages to record what the author is trying to share about each theme. Each of you select a few of the pages, record your ideas, then share your ideas and record again - you must have your entire teams' ideas written on your own paper.

Elephants: *pages 2, 8, 11, 27, 39-40, 57-59, 210, 235*  
*mighty, mysterious, grand, precious, gentle*

War: *pages 1-2, 18, 81-83, 204, 210, 226*  
*frightening, unpredictable, uncivilized, long, devastating*

Burma: *pages 7, 12, 18, 21, 26-27, 37, 43, 52, 70, 75*  
*specific customs of clothing, occupations, homes, weather, transportation, religion*

Family: *pages 1-2, 15, 152, 205, 229, 253, 313*  
*"everything", strength, loyalty, sense of worth, two fathers*

Record Here

## Implicit Themes

Implicit themes are the ones that are implied and unspoken. The author wants you to figure out that these themes are important to life, so he shares life-lessons within the story.

A. Explain how the author developed these life-lesson themes throughout the storyline. Use three examples for each from the novel to connect events and characters to the theme. *Use a separate sheet of paper or word-process.*

List a few ideas here before you start writing:

*Sacrifice - Above all, this novel is about the sacrifice of a people, a nation, a young boy, and a legacy. Burma now Myanmar is a closed nation much misunderstood. After years of British then Japanese rule it finally earned its freedom and fears all nations will try to enslave it again. Jackson Freestone sacrifices his freedom, family's legacy and almost his life for the people of Burma and Nick is willing to sacrifice everything for his father and for Mya.*

*Power - Both the simple and grand use and misuse of power are found in this novel. The Japanese misuse their power to win a war and conquer others. The workers on the plantation misuse their power to conquer Jackson Freestone only to give up their own under the Japanese rule. Colonel Nagayoshi could use his power for good but is vindictive when his own son and wife are placed in an internment camp showing the misuse of power by the Americans. Hilltop uses his power as an elder and monk to help Nick and Mya. Even the power that Kya Lei uses helps others though he is a thief. Bukong uses his power for spite and hate but Sonji uses his power to build up and teach.*

*Honor - There is honor found in a promise kept: Hilltop to Nick regarding his father's escape, Nick's mom and Bernard to Nick about coming for him, Nick to his Father and visa-versa about helping one another, and Sonji to Hillto about helping Nick's father. There is dishonor in the way Magwe and Bukong try to take over Hawk's Nest, the way Colonel Nagayoshi treats Nick. True honor is shown in the way Nick honors Hilltop's family by providing a place for Mya and Indaw.*

*Prejudice - Prejudice is the decision to hate, the decision to judge another by abstract and stereotypical means. Prejudice can be seen across countries, classes, and gender. Burma is a small country that larger countries want to rule and control, Bukong and Magwee feel that they are beneath Jackson Freestone, though the reader never has any indication that this is true, and there is a prejudice against women as Mya is not allowed to be a Manhout.*

*While there are more examples of these themes, these are the most evident and important. This assignment above all will help you determine students' ability to analyze the elements of literature. While I don't use this as a test, it has the same assessment value.*

B. List and explain one other life-lesson theme that could be part of this story. Make sure you use a specific section of the story to help you connect the theme to the novel.

*Kindness - Sonji to Nick*

*Prisoners of War - Jackson Freestone and Indaw, Nick and Mya*

*Change - Owners to prisoners, freedom to captivity*

*Identity/Coming of Age - Who Nick is at the beginning of the novel and at the end*

*Interdependence - The dependence of the Japanese on the Burmese in building the airfields and the Burmese on the Japanese for independence from British rule*

*Betrayal/Greed - Magwe and Bukong betray their employer for hopes of taking over Hawk's Nest for themselves.*

**Setting and Style-** Many authors use sensory details to create imagery - a "visual picture" to make you "feel" like you are in the story.

As you read, record five examples of sensory details that help you picture the setting and/or make you feel like you are part of the story.

Identify the sense(s) and explain the effect. Include paragraph/page numbers. *HINT: Not all the senses have to be included. There might only be a description of the sounds, or the smells, or the sights.*

Example: p 1-2 sight, sound

The descriptions of the bread baskets, the sirens, and airplanes bombing London makes me a bit frightened, and I can picture all the people running and the fear on their faces.

*The following pages represent examples of sensory details creating imagery.*

*p 16*

*p 28*

*p 72*

*p 164*

*p 241*

*p 255*

*p 269*

*p 270*

*p 292*

## Style and Figurative Language

### Similes and Alliterations

Identify six **simile** and eight **alliteration** examples you have found in the novel. Then share, in general, how they help the story and why.

#### Similes

Ex: p 66, ¶ 1 after the dialogue - "She screamed like a young girl . . . ." This compares his older aunt with a young girl, so it creates humor. I can just picture him tickling her and her not wanting to laugh but having to.

*The following pages share just a few of the similes in the novel.*

*p 66            p 247*

*p 148          p 271*

*p 219          p 273*

*p 237          p 306*

*p 244*

#### Alliterations

Ex: p.13, ¶ 1, 2 and 3 - "raspy roar" and "head houseman" The raspy roar is about, a tiger and it shows me that tigers don't just growl and roar. The head houseman helps me remember the character of Bukong - that he is important - "head"

*The following pages represent just a few of the alliteration examples.*

*p 13            p 177*

*p 20           p 209*

*p 24           p 268*

*p 25*

*p 26*

## Literary Devices

### Flashbacks

Identify two examples of **flashback** from Part One and then three from any other part of the book.

*Here are just some of the examples of flashback found in the novel.*

*p 5                    p 130*

*p 7                    p 158*

*p 8                    p 209*

*p 10                  p 234*

*p 26*

*p 29*

*p 81*

### Foreshadowing

Identify five examples of **foreshadowing**.

*Here are just a few of the foreshadowing examples found in the novel.*

*p 25                  p 92                  p 241*

*p 67                  p 146                p 248*

*p 71                  p 160*

*p 75                  p 196*

### Irony

*While not a requirement you could introduce the literary device of irony.*

*There is a wonderful example on p 23, ¶2 regarding a knife carved out of ivory. This very ivory is taken from a slaughtered elephant but is an heirloom in the Freestone family.*

*AND*

*Another rich example is on p 287, ¶7 regarding the Japanese people. Sonji is performing a treacherous act so that the Burmese people will see the good in the Japanese.*

# Historical Ties:

People, Places, Items, Events

Historical and Cultural Fiction introduces the reader to a specific period in time and to a specific people. We can learn about people, places, items, ideas, and events. Each of these helps us understand and relate to the time period and to the culture in a more significant way.

## Frontloading Geography

*I work just a few days before my students finding current websites. This helps students find the most important information. Use the key words Burma, Pacific Theatre, Maps, Time line, WWII. Students complete this assignment before they begin the novel.*

Use the Internet to locate:

- ◆ World War II maps of Burma and the Japanese invasion and occupation of Rangoon. This will help you understand the paths that the armies used throughout the book.
- ◆ Airplanes used in World War II by the British, Americans, and Japanese. This will help you build a visual picture of the air fights the book refers.
- ◆ World War II accounts of the Pacific Theatre and the specific occurrences of how the United States used Burma to help in our war efforts. This will enable you to see how important Burma was to our efforts.
- ◆ A World War II time line of the invasion and occupation of Burma. This will help you compare what was happening in Burma with what was happening in America during this time period.

A. Record each of the websites including the URL, the name of the site, and the date you accessed the site. IF you can find the date the site was last updated and the web manager, record these as well.

B. Each new site should be recorded in a different colored pen as well as the information taken from the site. If you are able to find the same information from more than one site, place a + sign next to the original information in the different colored pen so you know that your information is valid and reliable.

Note-taking and the Web HINT:

Always use bullets when recording information. Read a small section and then record what you can remember. Don't look back and forth until you have most of what you can remember written down. You will surprise yourself because of how much you can

remember when you really try! This will help you with writing the information in your own words. Remember plagiarism is a crime!

## People

List two "real life" characters that were part of the storyline.

1. *Kachin guerillas - Burmese militia fighting against the Japanese*
2. *Hirohito - the ruler of Japan during WWII*
3. *Hitler - leader of Germany during WWII*

Next, find two other "real life" people who could have been part of the story. Tell a little bit about them.

Go to: [www.history.army.mil/brochures/burma42/burma42.htm](http://www.history.army.mil/brochures/burma42/burma42.htm) Section 4

1. *Franklin Roosevelt - President of the United State who wanted China to be an ally and help defeat Japan. He also wanted Burma to be an independent nation.*
2. *Winston Churchill - Prime Minister of England who does not want to see the British Empire fall apart and who needed the port at Rangoon for a strategic stop.*
3. *General Stillwell was the US leader over all of the Pacific Theatre and was instrumental in the airfield bombing mentioned in the novel.*

## Places

### General Setting

Draw a map of Burma, color or black and white, to show the specific geographical setting of the novel. Don't forget a legend.

*I do this with students on the bulletin board. I start using a map from the previous assignment and then students create their own maps using mine as the model.*

### Specific Settings

*Most students describe the secret chambers and draw the island.*

1. Choose one of the specific settings from the novel and describe using "sensory details." Also use at least one simile and one alliteration in your description.

2. Choose another setting, different than the first, and draw a scene, color or black and white, to show the specific details given in the book.

## Items

Draw these ten historical or cultural items using the book's descriptions. Next decide what we have in America that is close to or like the Burmese item.

koongyi <i>elephant bell</i>	singoung <i>manhout foreman</i>	pangolin <i>anteater</i>
manhout <i>cowboy</i>	cheroot <i>cigarette</i>	longyis <i>skirt or pants</i>
gaur <i>cow</i>	choon <i>riding crop</i>	natshin <i>offering box</i>
civet <i>cat</i>		

## Ideas

List and explain 8-10 new ideas you have learned about the time period of this novel and/or the culture represented.

Example: I didn't know that elephants were used to transport lumber.

*It is hard to anticipate what the students will say as it depends on their prior knowledge.*

## Events

**Sequence the Falling Action and the Resolution of this novel.**

1. Outside of the ladder, list the important events in short phrases, like titles.
2. Decide if any of the events should be combined or dropped.
3. Place numbers, one - eight, next to the events in chronological order.
4. Write the events using the short phrases on the ladder in chronological order.

### ***Falling Action***

*Hilltop and Sonji discussions*

*Mya and Indaw and Miss Pretty reunite*

*Graveyard Rescues*

*Captain Moto vs. Hannibal*

*Bernard rescues all*

### ***Resolution***

*Safe in Australia*

*War updates and beloved friends reunite*

**Events Continued:**

**Time Line Techniques**

1. Create a time line using A.D. 1930 to A.D. 2000 as the starting and ending dates.

2. Place three dates shared by the novel on the time line.

*Some students will love the challenge of finding the dates and approximating the events. This should be done in small groups or as a class.*

*p. 2 and 3 November 30, 1941*

*p. 68 December 25, 1941*

*p. 125 - soon after Christmas the novel tells us it will be ten months until Nick hears from his father. p. 151 Nick gets his first letter from his father, approx. September, 1942*

*p. 311 indicates three years later August, 1945*

*p. 312 shares three dates in May, 1945*

3. Include three more major historical events: one that comes before, one that took place during, and one that follows. Be sure to use abbreviations and place specific dates, day, month, year, on the time line. (You can find this information on the web or from adults.)

*Events can be other wars, inventions, natural disasters, etc. If you have a Write Source 2000 there is a wonderful time line in the back of the text. Otherwise there are many Internet sites that will help students find the additional dates and events.*

4. Create a title for the time line.

HINT: Never write sideways on a time line. Stagger your writing above and below the line to insure organization and neatness.

Record some of the dates the novel shares and then record your research of other dates here BEFORE you begin your time line.

Novel dates:

Other dates:

## Writing Connection - 3<sup>rd</sup> Person Narrative

Where Do You Fit?

Write a subchapter placing yourself in the novel as a new character. You might be a American businessman trading for lumber at the beginning of the story, another American boy brought to the Colonel for questioning near the middle, or maybe an American prisoner of war helping Nick's dad at the end - - only you know.

Indicate which chapter you will be entering (14b) and remember to write the subchapter in third person, past tense so it blends with the original story.

### Rubric

Content: 25 points

- authentic interrelationships with novel characters
- historical events are not altered
- novel character traits remain true
- accurate and effective use and description of setting
- accurate and effective use of time period and items

Structure and Format: 15 points

- third person point of view
- past tense - subject, verb agreement
- smooth transitions
- accurate spelling, capitalization, commas, and end marks
- 5-8 vocabulary terms used effectively
- engaging title and lead sentence

## Historical/Cultural Culminating Creativity

*Students choose any ONE of these learning experiences to complete. Whichever they choose they will have a critical and creative artifact for their ongoing portfolio. Students work on this experience during the last week of the unit. Students can do this as a homework project, but they will have a much better experience if you supervise and instruct during their work time.*

1. Write a historical poem using at least half of all the new people, places, ideas, items, and events you learned about in this novel and in your research.

The poem should have at least sixteen lines and should exhibit stanzas. The poem does not have to rhyme but remember that there is always a pattern and a meter that forms a rhythm in poetry.

OR

2. Write a song, lyrics and melody, or borrow a melody, using at least half of all the new people, places, ideas, items, and events you learned about in this novel and in your research. There must be at least two verses and a chorus. Lyrics should flow easily and the chorus should represent the major events of the time period the novel represents as well as the character(s),

OR

3. Design a mural using at least half of all the new people, places, ideas, items, and events you learned about in this novel and in your research. The mural should use colors and perspective effectively. It should be at least 3ft x 6 ft and should have at least six captions along with pictures. Your previously completed map and time line should also be included.

OR

4. Write a series of ten to twelve Haikus that could represent the people, places, and ideas, items, and events you learned about through the novel and create at least six scenes to illustrate your Haikus.

OR

5. Design a magazine spread that could represent the spread using at least half of all the new people, places, ideas, items, and events you learned about in this novel and in your research. Your previously completed map and time line should also be included.

Internet pictures or original art work should accompany your written magazine article(s).

OR

6. ???????? Develop an idea of your own to represent the people, places, and ideas, items, and events you learned about through the novel. *Check with your teacher BEFORE you begin.*

### A Few Final Questions...

*(Socratic Discussion - see Appendix for the How To:)*

1. Nick is the protagonist, **what** is the antagonist?

*The war - it is the cause of most of Nick's troubles.*

2. How are you different from Nick or Mya? Same?

3. What human rights were taken from Nick, Jackson Freestone, Mya, Indaw?

*Family, friends, safe home, food, clean water, freedom of work or play*

4. Describe three events that helped you get to know the Burmese people of 1942.

5. What is happening today in Myanmar, formally Burma?

*Cyclone site, also very guarded and closed country.*

6. How did the war change Nick?

*Physically - stronger working in garden Intellectually - outwitted Bukong, pain,*

*sorrow, and embarrassment Socially - became friends with many and boyfriend to*

*Mya, learned the importance of family Emotionally - learned what it takes to love and what hate can do*

7. How are you involved in the today's war?

*Family? Friends? Projects at school?*

### Challenge:

8. How was the economy of Burma affected by the Japanese occupation?

*It stopped, only trade with Japan - the ports were guarded and the elephants were only used for war purposes.*

9. What was the significance of Burma during WWII? Today?

*Major stop for US and British troops before reaching Japan.*

10. What were the Kachin guerillas, mentioned in the book, able to accomplish during the war?

*They restored Burma to an independent nation after many years and helped the United States and Britain fight Japan.*