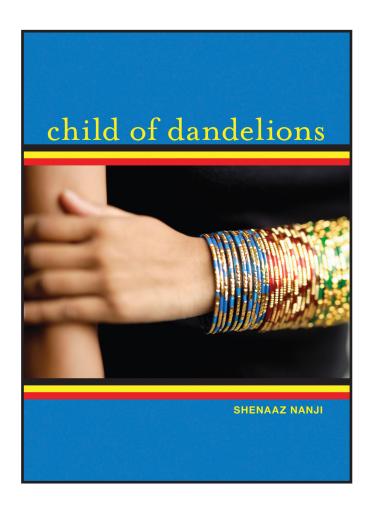
Second Story Press

High-Intermediate Level ESL

TEACHER RESOURCE GUIDE

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Child of Dandelions

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Guided Reading: Y



Book Summary

Child of Dandelions is a historical novel written by Shenaaz Nanji. It recounts the expulsion of Indians from Uganda during the military regime of dictator Idi Amin. The story is set in 1972 in Kampala, Uganda. Written as a third-person journal, it tells the story of Sabine, a third-generation Indian girl born and raised in Uganda. Sabine and all Indian Ugandans must face the harsh reality that military dictator Idi Amin has ordered all Ugandan citizens of Indian descent to leave the country within ninety days. The book opens on August 6, 1972, which is the first day of the three-month countdown to the ordered expulsion. Each chapter is dated and deals with one or several days in the final countdown. The novel tells the story of Sabine's family and friends who face the consequences of this pivotal event. It explores several themes including racism, social class, cultural identity, multi-racial and multicultural friendships, and growing up in wartime.

Child of Dandelions is appropriate for intermediate or advanced ESL adolescents and adults in credit and non-credit courses. Due to its subject matter, it is recommended for students who are at least fourteen years old. The book has 211 pages and was a finalist for the Governor General's Literary Award.

PART A

Pre-Reading Activities



Historical Background

Give the students the opportunity to learn about the historical events that are the setting of the novel so that they can fully appreciate the story. Also, provide them with a map of East Africa that includes Uganda and Tanzania.

Then ask them to read pages 212-215 of Child of Dandelions. The Historical Note on these pages will help them understand the book much better.

Have them work in groups of four or five students to answer the questions below using point-form notes in their own words.

Advise them to work together to understand challenging vocabulary and to use a dictionary only when absolutely necessary. Explain that they should try to understand the meaning of difficult vocabulary in context, which means to understand the words the way that they are used in the sentence in which they appear.



Child of Dandelions: Historical Background

Directions:

- a. Read pages 212- 215 of *Child of Dandelions*. The Historical Note on these pages will help you understand the book.
- b. Work in groups of four or five students to answer the questions below using point-form notes in your own words.
- c. Work together to understand the vocabulary and use a dictionary only when absolutely necessary. You should try to understand the meaning of difficult vocabulary in context, which means to understand the words the way that they are used in the sentence in which they appear.
- 1. What does it mean when a "wave of new immigrants" comes to a country?
- 2. Why did Indian immigrants come to Uganda and other East African countries in the 16th century?
- 3. What does it mean when a country is imperialistic? What does an imperialistic country do to other countries?
- 4. Which European country controlled Kenya and Uganda in the 19th century?
- 5. What job did Indian people do in Uganda for six years?
- 6. After that job was finished in 1901, what other jobs or careers did Indian people living in Uganda have?
- 7. What three religions did Indians living in Uganda practise?
- 8. Name several differences among the different groups of Indians living in Uganda.
- 9. How did Indian people help British East Africa to become prosperous?
- 10. What social class were the Indian people in British East Africa members of?
- 11. What was the relationship among the different social classes and cultural groups at that time? What would be some reasons for that relationship?

- 12. What do the words minority and majority mean? What group did Indians in Uganda belong to? What group did native-born Africans belong to?
- 13. What was the "Common Man's Charter"? How did that law change the status of Indian people in Tanzania?
- 14. Who was Idi Amin? How did he change Tanzania in 1971?
- What did Idi Amin do to Indian people when he needed to get more money to run his country?
- 16. Idi Amin referred to Indians as the "Jews of Africa." What kind of language is this? How would using this language affect the other cultural groups living in Uganda and other African countries?
- 17. In 1972, Idi Amin expelled 80,000 Ugandans who were Indians. What does the word expelled mean in this situation? What do expelled people need to do? How would citizens who were expelled from their country feel?
- 18. What were the terrible actions of Uganda's State Research Bureau?
- 19. How long was Idi Amin in power in Uganda?
- 20. How has the current President, Yoweri Museveni, tried to bring expelled Indians back to Uganda?



Group Discussion: Introduction to *Child of Dandelions*

This activity should be done to sensitize students to the themes of cultural identity and discrimination, which are central to the novel. You might wish to extend this activity over several days so that students have the chance to ask family members for help to answer the questions.



Group Discussion

Directions:

- d. Work in groups of four or five students.
- e. Please make sure that your groups have members from different countries, cultures and religions.
- f. Discuss the following questions and make notes of your answers.
- g. All group members should give their opinions to add to the discussion.
- h. Please choose one group member to record answers and opinions. The rest of the group members will be responsible for giving a short presentation to the class.
- i. Do not use dictionaries to do this work. Explain your own ideas as well as you can.
- 1. What is the meaning of the word *identity*?
- 2. What are some topics that we would discuss in talking about our identities?
- 3. How are people's identities different from one another?
- 4. What is a good definition of the word *culture*?
- 5. What are some of the activities that we do in our own cultures?
- 6. Do you know of a time when your culture was disrespected or insulted in some ways? Have your parents or other relatives ever had situations when your cultures were disrespected? Please discuss these situations in your groups.
- 7. What is your personal definition of the words *discrimination* or *racism*?
- 8. When people are racist or discriminate against each other, what do they do or say?
- 9. Have any of you ever experienced racism? If so, how did you feel when that happened?
- 10. Do you know of any cultural or religious group of people who have been treated very badly, either in Canada or any other country? If so, who were they and what bad treatment did they receive?



Elements of Storytelling

Before reading the book, introduce or review with the students the terms used to discuss and analyze stories. These terms include exposition, **plot**, **rising action**, **character**, **protagonist**, **antagonist**, **theme**, **setting**, **conflict**, **climax**, **resolution**, and **symbolism**.



Rhetorical Devices

The novel has many examples of **similes**, **metaphors**, **allusion**, and **other imagery**. This figurative language contributes tremendously to the beauty of the writing. Some of the following chapter questions are about the author's use of rhetorical devices. If you wish your students to complete those questions, they will need to be introduced to the terms mentioned above.

PART B

Reading Activities



Chapter Questions

Use these questions for oral discussion as you are reading the novel with students, as evaluated and non-evaluated group work, or individual written assignments. Many of the questions focus on theme, characterization, inference, conflict and figurative language.



Chapter Questions

Chapter 1: The Dream (pages 9-11)

- 1. Why is Sabine upset by the riot in Little India?
- 2. Why does Idi Amin want to expel the Indian people living in Uganda within 90 days?
- 3. Why does Papa think that Idi Amin won't expel Indian Ugandans?

Chapter 2: The Goat (pages 12-22)

- Sabine's papa calls Sabine and Zena "twin beans of one coffee flower." (page 12). Why does he use that metaphor to describe their relationship?
- What proof is there that Sabine's and Zena's families are from different social classes in Uganda? 5.
- 6. What happens to the street traffic as Sabine's uncle is driving her to Zena's house?
- 7. Why does the soldier treat Sabine's uncle so cruelly?
- How does Sabine rescue Uncle from the soldier's treatment? What do Sabine's actions show about 8. her character?
- Uncle identifies the soldier as "Colonel Butabike, butcher of Nagaru Barracks." (page 20) What 9. does the solder's nickname tell you about his personality and behaviour?
- 10. After they escape the soldier, how does Uncle continue to show his bravery?
- 11. How do Mama's childhood experiences explain her fears about the expulsion?
- 12. How do Sabine's memories of her grandfather, Bapa, help her to remain brave?

Chapter 3: Zenabu (pages 23-29)

- 13. How is Zena's lifestyle different from Sabine's?
- 14. How does Zena show that she is a good and considerate friend to Sabine?
- 15. Why do Zena and Sabine have different opinions about Idi Amin?

- 16. What do the girls decide to do with their dance dresses? Why is this a symbolic gesture in Ugandan culture?
- 17. What happens to Sabine in the middle of their dance? Why does this happen to her?

Chapter 4: Home (pages 30-35)

- 18. What are some important differences between Sabine's and Zena's neighbourhoods?
- 19. Sabine's little brother Minaz or Munchkin has Downs syndrome. What is Downs syndrome? How might someone with this condition be different from most people? (*If you do not know the answer, use any search engine to research and learn a few facts about a person who has this condition.*)
- 20. Why would Sabine's and Zena's friendship have special challenges?
- 21. Why does Mama say to Sabine, "Your Sunday outings must stop"? (page 33)
- 22. Bapa tells Sabine, "We'll stand like the coffee tree in Kasenda, already so tall and still growing. We'll be challengers like chilis, climbers and sun-seekers like vines." (page 34) What message does Bapa want to communicate using these similes?
- 23. What is the symbolism of Sabine's dream that night?

Chapter 5: The Feather (pages 36-41)

- 24. What are Katana's beliefs about magic and spirits?
- 25. Katana gives Sabine a feather as a "talisman." (page 41). What is a talisman? How does Katana think that the feather will help Sabine?

Chapter 6: Lalita (pages 42-46)

- 26. Who is Lalita? How does Sabine know her?
- 27. What does Lalita mean when she says the Black people in Uganda, "call us Jews"? (page 45) What is Lalita afraid of?
- 28. What advice does Lalita give to Sabine and her mother?
- 29. Why isn't Lalita worried about her own safety?

Chapter 7: The Flight (pages 47-53)

- 30. Why is Papa upset with Uncle Zully?
- 31. Papa says to Mama "But we are—body, soul and by law—one hundred percent Ugandan." (page 48) Why does Papa say these words to Mama?
- 32. Mama says to Papa, "Lalita says the President's like Hitler." (page 49) Who was Hitler? Why does Lalita compare Idi Amin to Hitler? What type of rhetorical device is this?
- 33. Explain Mama and Papa's conflict about leaving Uganda.
- 34. Mama tells Papa, "You know girls are more vulnerable." (page 51) What are her fears about Sabine?
- 35. How is Sabine's position in her family unusual as a girl in her culture?
- 36. What special importance or symbolism does the "Tree of Life" sculpture represent to Bapa and Papa?
- 37. Papa says to Sabine, "This land is your oyster." (page 53) What message does he want to give to Sabine by using this metaphor? How does the use of this metaphor help the reader's understanding?

Chapter 7: Where is Uncle? (pages 54-57)

- 38. Why is Mr. Corky, Sabine's school principal, removed from his job?
- 39. Why is Mama so frightened for Uncle Zully?
- 40. Why does Sabine choose to dance when she is worried about her uncle? What kind of gesture could her dance represent?

Chapter 8: Little India (pages 58-64)

- 41. The words in Swahili written on Zena's Kanga blouse mean *Patience can cook a stone*. (page 58) Why would Zena wear a blouse with this saying on it?
- 42. Why would it be important for the beggar Amina Goll to know about the three classes of Ugandan society?
- 43. Why does Mr. Singh treat Zena and Sabine so differently in his store?
- 44. What has happened to the workers at Uncle's car shop? What can we infer from this development?

Chapter 9: Lalita's Teahouse (pages 65-71)

- 45. What is Lalita's selfish reason for being upset about Zully's disappearance?
- 46. What is Lalita's attitude toward her African employee?
- 47. Why do Sabine and Zena have a conflict over Uncle's "passport business" and how he helps Ugandan Indians? Why do they disagree about Uncle's business?
- 48. Why is Zena angry with Sabine about Lalita?

Chapter 10: The Midnight Train (pages 72-76)

- 49. How does the Ugandan's "Africanization policy" change Sabine's school? Why would the Ugandan government make these changes?
- 50. What does Mama think may have happened to Zully?
- 51. Sabine compares what is happening to her family to a "decrepit midnight train." (page 76) Why does she use this metaphor?

Chapter 11: In the Park (pages 77-84)

- 52. What does Sabine believe when she sees Zena with Captain Asafa?
- 53. Why does Zena focus on the differences between herself and Sabine when they are in the dandelion field?
- 54. Why would Sabine be angry when Zena accuses her father of being a "loan shark"?

Chapter 12: Papa's Office (pages 85-88)

- 55. What does Sabine suspect when she finds money hidden in the biscuit tin on Papa's desk?
- 56. What reasons does Papa give for lending money to his workers? Do his reasons seem believable?

Chapter 13: At Zena's (pages 89-95)

- 57. Why is Uncle's disappearance not unusual in Uganda at this time?
- 58. Why is Zena afraid to continue her friendship with Sabine?
- 59. Why could we use the word "racist" to describe Zena's new treatment of Sabine?

- 60. Zena says to Sabine, "I must break this cycle or we'll always be your slaves." (page 93) Who is the "we" that Sabine is referring to? What previously hidden feelings is she now expressing?
- 61. Zena insults Sabine by saying that she is "the child of dandelions." (page 93) Why does Zena use this metaphor to describe Sabine? What is the significance of the title of the story?
- 62. How does Sabine react to Zena's insult?

Chapter 14: Mengo (pages 96-102)

- 63. Why does Sabine want to visit Zena's brother Ssekore?
- 64. What does Sabine now realize about her relationship with Mzee and other African employees?
- 65. When she is in Mzee's neighbourhood, what differences does she realize between Black and Indian Ugandans? How do these differences make her feel?
- 66. What are some reasons that Sabine decides not to talk to Ssekore?

Chapter 15: The Breakdown (pages 103-108)

- 67. After the arrest of Mr. Madhvani, why are the people of Kampala so afraid?
- 68. Why is Sabine's family now experiencing "dead days"? (page 105)
- 69. Why does Mama say "Zully would have been thirty today."? (page 106) What does she believe about him?
- 70. What does Sabine's support of Mama show about her character development?

Chapter 16: War Days (pages 109-114)

- 71. How do Papa and Mama prepare for the invasion by Tanzania?
- 72. How does the two-week war with Tanzania affect life in Uganda?
- 73. Why does Papa say, "There is no war." ? (page 113) According to Papa, why does the radio report to the people of Uganda that there is a war?
- 74. What are the "river treatment," "hammer treatment," and "helicopter treatment" that Katana explains to Sabine?

Chapter 17: The Detectives (pages 115-120)

- 75. Why doesn't Mama want Sabine to use "Bodyfinders" to find Uncle Zully?
- 76. Why is Mzee happy about Amin's Africanization policy?
- What would make Sabine suspicious about the detectives?
- 78. Why doesn't Sabine pay the detectives their full fee? What does this reluctance show about her character development?
- 79. Why do the detectives have a mask ceremony at the end of the meeting?

Chapter 18: The Raid (pages 121-131)

- 80. The curfew is described "like a big black burkha that wrapped them all in the dark while the countdown snared its prey." (page 121) Name the rhetorical device used in this sentence and explain its significance. for Zully's disappearance?
- 81. How does Katana demonstrate his loyalty to the family?
- Who is Baobab? How does he threaten the family?
- 83. When Baobab is in the living room, he says, "Soon I, too, will live like a king, and all this will be mine." (page 126) What do these words show about the character of Amin's soldiers?
- 84. Why are Baobab's actions during the raid both dishonest and cruel?
- 85. How does Mama convince Papa to leave Uganda?

Chapter 19: Mama (pages 132-139)

- 86. What is happening to Papa in Toro?
- 87. What is bribing? How does bribing help Papa?
- Why does Mama decide to go to Toro?
- Why does Sabine decide to change the way that she treats Katana and the other Black Ugandans 89. she knows?
- 90. Lalita warns Mama to be careful about telephoning home because "The line may be tapped." (page 136) What does she mean?
- 91. What is Sabine's colour theory to explain different kinds of courage?

92. Uncle once said to Sabine, "It's always dark night before dawn." (page 139) What did Uncle mean? Why does Sabine recall these words?

Chapter 20: Bapa (pages 140-144)

- 93. What does Bapa say to encourage Sabine to remain strong?
- 94. Who are the expatriates in Uganda? How are they different from Sabine's family?
- 95. How does Sabine react to the news that Papa is safe?

Chapter 21: The Warehouse (pages 145-153)

- 96. How does Sabine react when the detectives tell her that Uncle has been transferred to the warehouse? What does her reaction prove about her character development?
- 97. Why can we infer that the detectives may not be very successful at their jobs?
- 98. Describe the atmosphere of the warehouse.
- 99. What proof do we have that bribing is now an important part of life in Uganda?
- 100. Why does Sabine now understand the "river treatment" and the "sledge-hammer treatment"?
- 101. Why does Sabine get frustrated by the detectives?

Chapter 21: New Rules (pages 154-157)

- 102. Why does Bapa want to deal with the detectives himself?
- 103. When Sabine talks about the body bags in the warehouse, Katana says, "The spirit of the dead will take revenge." (page 155) What does he mean?
- 104. Why does Sabine compare Idi Amin's treatment of Indians in Uganda to Hitler's treatment of Jewish people?
- 105. Why can't Mama return to the family?
- 106. At the end of the chapter, Sabine says, "I am Simba's child. A lion can scare a hawk away." (page 157) Identify the rhetorical device used here. Why does she use this rhetorical device to describe her character?

Chapter 22: Kipande Line (pages 158-164)

- 107. Why are kipande cards so necessary for Ugandan Indians? Why is the line of waiting people compared to a snake or serpent? (page158)
- 108. Who are the different communities of people waiting in the "Kipande Line"?
- 109. What is the irony or "twist of fate" that Sabine thinks about? (pages 159-60)
- 110. In Sabine's opinion, why do the African soldiers behave badly to Ugandan Indians? How does this insight demonstrate her character development?

Chapter 23: Verification of Documents (pages 165-168)

- 111. Why is Sabine terrified when she realizes who is examining her documents?
- 112. How does Baobab insult Sabine's parents and her brother?
- 113. What disgusting suggestion does Baobab make to Sabine?
- 114. How does Sabine show her bravery at the end of the chapter?

Chapter 24: The Run (pages 169-175)

- 115. Why do the passengers on the bus stare at Sabine and her brother?
- 116. Why does the Indian speaking man think that he can ask Sabine to give him her family's house?
- 117. Why does Sabine call herself a "fugitive"? (page 172)
- 118. What is the significance of the nametag that Sabine picks up? What horrible news does this mean?
- 119. Explain the significance of the few items that Sabine chooses to take as she leaves her home.

Chapter 25: The Sky Be Very Angry (pages 176-181)

- 120. What is the meaning of this example of personification?"The moon and the stars are tucked in the bed of black clouds, grieving too, or perhaps hiding in shame." (page 176)
- 121. Why are so many Indian families staying at the Apollo Hotel?
- 122. Why does Sabine ask Katana to distribute her valuable jewellery to African people she knows? How could these gifts help them?
- 123. Why is Lalita so happy when she returns to the hotel room?

Chapter 26: High Tea (pages 182-187)

- 124. Why does Sabine think of the expulsion countdown as a "monster"?
- 125. What are the complicated reasons that Bapa cannot leave Uganda?
- 126. What is the secret that Bapa reveals now to Sabine?
- 127. Why does Sabine now understand that her family must live in different countries?
- 128. Why does someone apply for "refugee status" to come into a country? (page 187)
- 129. Why is it important to Sabine that her father says, "You are my brave girl."? (page 187)

Chapter 27: A New Sabine (pages 188-192)

- 130. How is the line in front of the United Nations office different from the "kipande serpent." (page 188)
- 131. Why do you think it was not difficult for Sabine and her family to become refugees to Canada?
- 132. What does Sabine mean when she looks up to the sky and says, "My turn!"
- 133. How does Lalita demonstrate her shrewdness?
- 134. Why does Sabine decide to cut off her hair before leaving Uganda?
- 135. Why do both Bapa and Sabine say that "kismet" is determining their fates? (page 192) What is kismet?

Chapter 28: Searched to the Skin (pages 193-204)

- 136. What intelligent idea does Sabine have that will fool the soldiers?
- 137. Why do both Lilita and Sabine become emotional during the drive to Entebbe Airport?
- 138. Bapa says that the African soldiers have "harboured years of repressed anger." (page 197) How does this phrase explain their cruelty to the escaping Indians?
- 139. How does Sabine rescue Ma from the soldier's brutality?
- 140. Why does soldier "One-Eleven" at the last checkpoint think that Sabine's document is "forged"?(page 202)
- 141. What does Bapa tell Sabine to do after his conversation with the soldier?

Chapter 29: Going, Going (pages 205-211)

- 142. What is the final act of racism against Sabine and the other Indians at the Entebbe Airport?
- 143. How has Zena changed since the last time that Sabine saw her?
- 144. What is Zena's astounding news?
- 145. Is it possible for Sabine and Zena to remain friends? Give your opinion and reasons to support it.
- 146. What is the meaning of these words near the end of the book? "The tenacious gene of the dandelion in her would help her rise out of the African ashes and sow the seeds of a new Tree of Life."

PART C Writing Activities



Character Study: Graphic Organizer

This is as a prewriting activity designed to help students organize their ideas so that they can write clear character paragraphs. Students can also create charts or other graphic organizers for the characters of Zena, Mama, Papa, Bapa, and Uncle Zully.

Activity 7 is the follow-up assignment where the students can use their graphic organizer to write a character study.

Students can also write character paragraphs for Zena, Mama, Papa and Uncle Zully. For ESL E (Advanced), this activity could also be done as an essay.



Character Study

Directions:

Use point-form notes to complete the following chart about Sabine's character using details from the story. Choose five to ten qualities and give examples and page references for them. One example is done for you.

SABINE'S CHARACTER DEVELOPMENT

| PERSONAL QUALITY | EXAMPLE | PAGE REFERENCE |
|------------------|---|----------------|
| 1. sensitive | bothered by the demonstration against Indians in Uganda | page 10 |
| | | |
| | | |
| | | |
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Writing a Character Paragraph

Directions:

Using the graphic organizer that you completed in Activity 6, write a paragraph that answers the following question.

Who is the protagonist of *Child of Dandelions*? Write a paragraph about that character. First, give a short physical description of the character. Then, describe three of her personal qualities that we see in the story. Finally, describe at least two ways in which that character changes or develops by the end of the story.

Make sure that your paragraph has these things:

- a. 8–12 sentences
- b. a clear topic sentence that introduces your topic
- c. a body containing main points, supporting details, and examples from the story
- d. a concluding sentence that restates your main topic
- e. editing of your writing to improve spelling, grammar, punctuation, and vocabulary



Paragraph Writing About Theme

Racism in Child of Dandelions

Directions:

One of the most important themes of the novel is racism. Write a paragraph about this theme. First, give your own personal definition of racism. Then, chose four examples from the novel exploring this theme. Make sure that you give specific details from the story to support your points. Explain how that incident helps the reader to understand racism in the book.

Your paragraph should have:

- a. 8-12 sentences
- b. an original title
- c. a topic sentence in which you give your own definition of racism
- d. a body that includes four examples of racism in the novel
- e. a concluding sentence in which you give your opinion about how the novel teaches us to prevent or eliminate racism in our own lives

This could be done as an essay or a journal format



Exploring Figurative Language in the Novel

In Activity 5, there are many chapter questions dealing with the author's use of figurative language in the novel. If your students are able to deal with figurative language more intensively, use this activity. To accomplish the work efficiently, have the students work in groups.



Rhetorical Devices in the Novel

Shenaaz Nanji, the author of *Child of Dandelions*, has written the novel using many examples of figurative language.

Directions:

Complete the following activities.

- a. Make a group of three to six students. If your group is larger, you should work on one of the longer chapters.
- b. Choose one of the chapters of the book to work on.
- c. As a group, create a chart that explains the use of figurative language in the chapter that you have chosen.
- d. Your chart should look like this.

| CHAPTER NAME: | GROUP MEMBERS: |
|-------------------------------|----------------|
| | |
| | |
| EXAMPLES AND PAGE REFERENCES: | |
| | |
| | |
| MEANING: | |
| MEANING. | |
| | |
| | |
| | |
| | |
| METAPHORS: | |
| | |

| SIMILES: | |
|---|--|
| PERSONIFICATION: | |
| SYMBOLISM: | |
| ALLUSIONS: | |
| Your group will be asked to do a short presentation of your work for the whole class. | |
| | |
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| | |



Figurative Language in the Novel: Essay Writing

This is an essay writing activity that can be assigned following Activity 8. Before your students attempt this assignment, teach the parts of an essay and make sure that they have had prior practise in essay writing. If this assignment is too difficult for some of your students, include it as an extra credit or extension assignment for your more advanced students.



Rhetorical Devices Essay

Directions:

Child of Dandelions has many examples of figurative language including metaphors, similes, personification, and symbolism. Choose three of these devices. Write a five-paragraph essay that explains the use of figurative language in the novel. Your essay should follow this format:

- a. An introduction, which has a general statement about your topic, a clear thesis statement, and identifies the three devices that you are writing about. (3-4 sentences)
- b. Three body paragraphs (6-10 sentences each). Each body paragraph should be about one of the devices that you have chosen. After introducing the device, give specific examples of how that device is used in the novel. For each example, explain how that example makes the novel more understandable or effective.
- c. A conclusion in which you restate your thesis and your three main points. In your conclusion, you could also give your opinion of the novel and why it is important to read it.

PART D

Extension Activities



Internet Research Assignment

This activity can be done before, after, or during the reading of the novel. Before assigning it, make sure that your students are comfortable using Internet search engines. This could be done as an essay as well.



Internet Research: Learning About Racism

Directions:

Here is a list of topics that will help you to learn about periods of racism, both in Canada and around the world.

- a. Japanese Canadians in World War II
- b. Jews During the Holocaust
- c. Black Africans in South Africa
- d. Jews in the former Soviet Union
- e. African-Americans and the Underground Railroad
- Moslems in Bosnia
- Christians in Iraq
- h. Tamils in Sri Lanka

There are other examples of racism that have occurred in other countries. If you know of any other racial, religious, or cultural group that has experienced racism in any country, discuss it with your teacher and get permission to work on that topic.

Using the Internet, research the topic that you have chosen. Here are some questions to help you to learn key facts about your topic:

- a. Who is the group that you're researching?
- b. Where do or did they live?
- c. Did the racism against them happen in the past? If so, when?
- d. Does the racism against them exist at the present time? If so, where?
- Why did or does the racism happen? What are one or two reasons?
- How did or do these people experience racism?
- How did or does the racism change their lives and lifestyles? (jobs, religions, cultures)
- h. Does or did the government of their countries encourage or support racism? If so, how?
- Did or does the group try to escape racism? If so, how?
- Did or does racism have terrible consequences such as imprisonment or death?

| Find and read 3 or 4 documents on the Internet about your topic. Using those documents, make point | | | |
|--|--|--|--|
| form notes that answer the questions. | | | |
| Work should be cited and put on turnitin.com | | | |
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Creating a Visual Display About Racism

To complete this activity, students will be applying the Internet research and using the point-form notes that they made in the previous activity.

This assignment could also be done as a verbal/visual essay. Choose five quotations from the novel and create a collage (on 8½ by 11 paper) displaying the theme of racism. The flip side is a paragraph describing the choice/significance of the visuals. This can also be computer-generated.



Creating a Visual Display About Racism

Directions:

- 1. Use the notes you made on racism on your topic from Activity 11 to create a visual display.
- 2. Also, do research to find appropriate pictures, graphics or other visuals that can complement your facts.
- 3. Rewrite your point-form notes into short paragraphs about your topic.
- 4. Arrange your pictures and writing attractively on a board or large sheet of construction paper.
- 5. If you are more computer literate, create a PowerPoint presentation which also includes a works cited slide. If you use PowerPoint, make sure to submit a USB and that you have a back-up of your assignment. Perhaps your teacher can create a drop-off folder so all your assignments are placed there for easy access.
- 6. Your display will be evaluated for content, accuracy, organization, mechanics and visual impact.

This assignment could also be done as a verbal/visual essay. Choose five quotations from the novel and create a collage (on 8½ by 11 paper) displaying the theme of racism. The flip side is a paragraph describing the choice/significance of the visuals. This can also be computer-generated.



Creating a Role Play

This activity could be used as differentiated instruction for creative students whose strengths are in oral rather than written communication.



Creating a Role Play on Discrimination

Directions:

- 1. Find one to three partners who do not speak your first language.
- 2. Brainstorm ideas on situations about some form of discrimination based on race, colour, religion, disability, culture, or any other area that you choose.
- 3. The situations can be based on your own personal experiences or the real-life experiences of people you know.
- 4. Create a role play that would include one or more victims of discrimination and one or more perpetrators (people who discriminate against others).
- 5. Write a script for the role play. Make sure that you answer these questions:
 - a. Who are the perpetrators?
 - b. Who are the victims?
 - c. What is the setting?
 - d. What is the situation that reveals the discrimination?
 - e. Is there a specific conflict among players? If so, what kind of conflict is it? How and why is it caused?
 - f. What are the feelings of all the players?
 - g. Is everybody in the role play either completely right or completely wrong?
 - h. On the other hand, are there different points of view being expressed?
 - i. Is the dialogue realistic and believable?
 - j. Are the performances of the players realistic and believable?
 - k. What kind of discrimination is clearly shown?
 - l. Is there a hero? If so, what that person's heroic action?
 - m. Are there any winners? If so, who are they? Why are they the winners?
 - n. Is the specific theme, lesson or moral of the role play clear?
- 6. Practise your role play so that all of the players are clear and confident in their parts.
- 7. Choose one or two players to introduce the setting, situation, and characters to the audience before the performance.

- 8. Perform your role play in front of an audience. It will be evaluated for content, organization, communication, and theme.
- 9. At the end of your performance one or two players should ask the audience for their feedback and questions. Everyone in the role play should be prepared to answer audience questions.
- 10. All players should have equal responsibility in preparing and presenting the role play.



Creating Art about Discrimination or Identity

This assignment would be suitable as differentiated instruction for students who have strengths in music, poetry or visual arts.



Creating Meaning Through Art

Directions:

- 1. Create any form of art that depicts either the themes of racism or identity.
- 2. The artwork can be in the form of music, poetry, painting, sculpture, mixed media, film, or digital art.
- 3. You will present your art in front of an audience and discuss it by answering these questions:
 - a. What theme did you choose?
 - b. Why did you choose this theme?
 - c. What is the form of your art? Why did you choose that form?
 - d. What are some components of your art: colour, shape, medium language, rhythm, or rhyme? Why did you use these components?
 - e. What clear theme or message do you want to communicate?
- 4. Ask for and answer feedback and questions from the audience.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

Let us know about your experience using this guide by completing a short online survey: https://www.surveymonkey.com/r/CQHKZG5