

Elephant Run

By Roland Smith



Literary Ties:

Elements of Literature

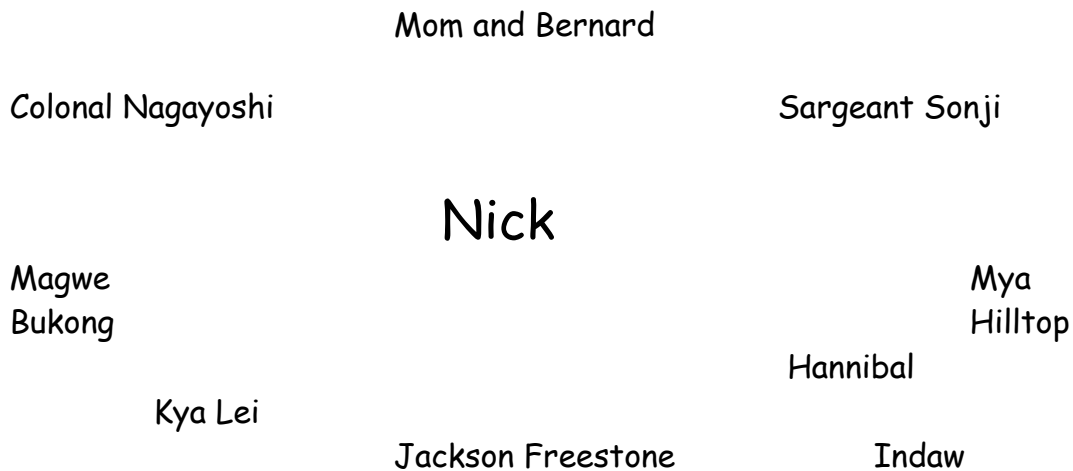
Fiction is made up of eight elements: characterization, setting, plot, conflict, tone/mood, point of view, theme, and style. Authors use these elements in many different ways to help the reader take interest in the story. We can use these elements to understand and enjoy the novel more.

Characterization - Major Character traits

List the attributes of Nick, the protagonist, using the following categories:

Physical	Intellectual	Emotional	Social

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 Nagyoshi.

Mya_____

Hilltop_____

Character and Theme Continued

Hannibal _____

Sonji _____

Bukong _____

Magwe _____

Indaw _____

Kya Lei _____

Colonel Nagayoshi _____

Mom _____

Bernard _____

Characterization - Cause and Effect

Explain, on a separate sheet of paper, how the following minor characters affect Nick's thoughts and actions. Use effective verbs (see below) that help explain.

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 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

Hilltop

Sonji

Bukong

Multiple Plots

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

Conflict: _____

Man vs, _____ because _____

Resolution: _____

Conflict: _____

Man vs, _____ because _____

Resolution: _____

Conflict: _____

Man vs, _____ because _____

Resolution: _____

Conflict: _____

Man vs, _____ because _____

Resolution: _____

Conflict: _____

Man vs, _____ because _____

Resolution: _____

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 and then explain which **parts** of the book connect to the mood. Use your own paper if you have many connections. Next, make your own graph on the back using three new feelings.

A. Intrigued/ interested	B. Joyful	C. Sad	D. worried/scared

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

A: _____

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

War: pages 1-2, 18, 81-83, 204, 210, 226

Burma: pages 7, 12, 18, 21, 26-27, 37, 43, 52, 70, 75,

Family: pages 1-2, 15, 152, 205, 229, 253, 313

Record Here

Implicit Themes

A. 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.

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

Power

Honor

Prejudice

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.

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. *Remember that not all the senses have to be included. There might only be a description of the sounds, or the smells, or the sights.*

Ex:

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."

1. _____

2. _____

3. _____

4. _____

5. _____

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: page 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.

Alliterations

Ex: page 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"

Literary Devices

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

1. _____

2. _____

1. _____

2. _____

3. _____

Literary Devices Continued:

Foreshadowing: Identify five examples of **foreshadowing**.

1. _____

2. _____

3. _____

4. _____

5. _____

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

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 get a visual picture of the air fights the book refers.
- ◆ World War II accounts of the Pacific Theatre and the specific accounts of how the United States used Burma to help in their war efforts. This will enable you to see how important Burma was to our war efforts.
- ◆ A World War II timeline 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. _____

2. _____

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 Section 4

1. _____

2. _____

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.

Specific Settings

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
manhout
choon

singoung
cheroot
natshin

pangolin
longyis
civet

gaur

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.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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.



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.
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.)
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 - 3rd 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

1. Write a historical poem using 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 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 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 so you can develop a rubric together.*

A Few Final Questions...

1. Nick is the protagonist, **what** is the antagonist?
2. How are you the same and different from Nick or Mya?
3. What human rights were taken from Nick, Jackson Freestone, Mya, Indaw?
4. Describe three events that helped you get to know the Burmese people of 1942.
5. What is happening today in Myanmar, formally Burma?
6. How did the war change Nick?
7. How are you involved in the today's war?

Challenge:

8. How was the economy of Burma affected by the Japanese occupation?
9. What was the significance of Burma during WWII? Today?
10. What were the Kachin guerillas, mentioned in the book, able to accomplish during the war?