Bjorn's Gift

Book two of the Norwegian resistance trilogy

by Sandy Brehl

Valor Books (Outskirts Press) Originally Crispin Books, 2016)

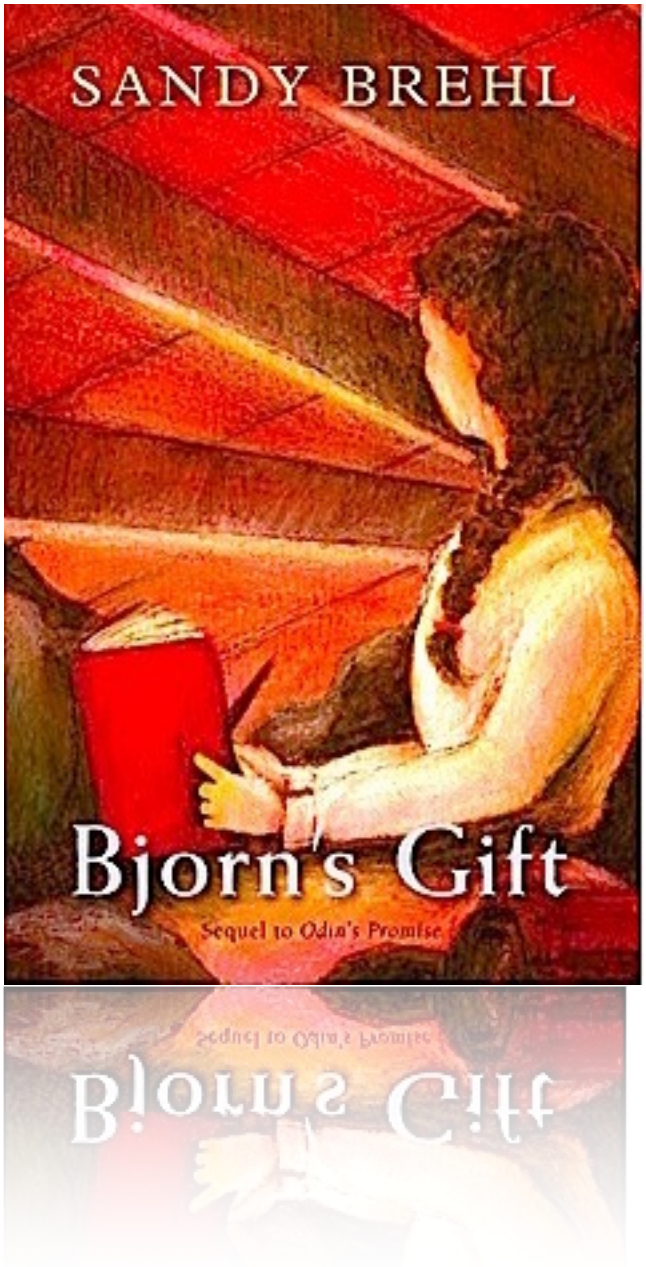
TEACHING GUIDE

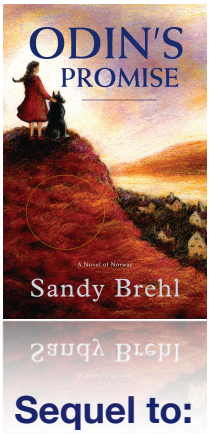
Historical Novel

Ages 10 and older

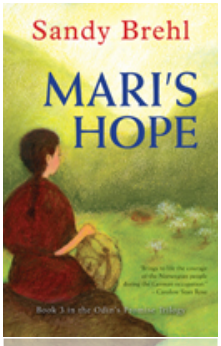
Grades 4-8 and above

ISBN:





Sequel to: ODIN'S PROMISE 2014



Conclusion:

MARI'S HOPE 2017

BJORN'S GIFT continues the exciting adventures of Mari, a young Norwegian girl who faces growing hardships and dangers in her small village in a western fjord.

As German occupation troops and local Nazi supporters move closer to her family's daily life, Mari struggles to live up to her brother Bjorn's faith in her. She becomes more involved in risky resistance activities, trusting only her family and a few close friends.

Across Norway, oppressive laws are imposed in the months from late 1941 to early 1943, with dire local consequences. Still, difficult decisions force Mari to admit that many things in life are not easily sorted into good or bad, and she begins to wonder if Hitler will ever be defeated… and whether the occupation of Norway will ever end.

WHAT PEOPLE ARE SAYING…

"…Determined to honor her family and her country, Mari doesn't know who she can trust. Readers will find themselves cheering for Mari as she confronts danger, assists in escapes and stays true to herself despite the risks. "

-Angela Cerrito, author of ***The Safest Lie,*** a 2015 Best Children's Book (The Guardian Weekly) and a Best Children's Book of 2016 (Children's Book Council, Bank Street College of Education.)

"***Bjorn's Gift*** brings to life the courage of the Norwegian people during the Nazi occupation. …doesn't shy away from showing the complex ways individuals respond to hardship and beautifully expresses the strength and hope family provides in the midst of difficulty."

Caroline Starr Rose, author of ***May B.*** 2012. Schwartz and Wade. 2013 ALA Notable Children's Book, 2013 Bankstreet Best Children's Books of the Year, and many other awards and ***Blue Birds*** 2015. G. P. Putnam's Sons. 2016 Jefferson Cup Award for Young Readers, and others.

(BJORN'S GIFT) "…offers a well-researched book about Norway and the WW2 occupation providing details and reality. New doors will open for interested teenagers and young adults who will discover another country and story."

Irene Levin Berman, a native Norwegian author living in the U.S. has written ***Norway Wasn't Too Small, A Fact-based Novel about Darkness and Survival,*** Hamilton Books, 2016 for teens and adults.

TABLE OF CONTENTS

Themes & Curricular Connections	4
Figurative Language Exercise	7
Games and Activities: Move Your Bodies and Your Minds!	8
Personal Bookmarks	12
Before You Begin: Accessing Prior Knowledge	13
Vocabulary	13
Vocabulary Graphic Organizer Option	15
Possible Discussion Questions	16
Post-reading Questions	23
Related titles for Further Reading	24

***BJORN'S GIFT* is for ages ten and older, Grades 4-8 (and up)**

Flesch-Kincaid analysis lists the discussion questions at 6.0 grade level.

Text analysis of samples provide a Lexile level of 830

A note from the author:

The levels noted and target ages reflect the historic content, language complexity, and issues confronting characters and should be considered suggestions, not rules. All activities, questions, vocabulary, and other guide materials should be adapted to best suit readers' needs and interests. I welcome questions and reactions from readers and teachers via email: **sandy@sandybrehl.com**. *I hope you enjoy BJORN'S GIFT!*

Sandy Brehl

THEMES

- **Friendship**
- **Family**
- **War and Resistance**
- **Writing**
- **Sacrifice & Survival**
- **Secrets**
- **Surviving Hardships**
- **Dictatorship**
- **Persecution of Jews**

CURRICULAR CONNECTIONS

(Adaptive Choices: Have the student write key words or phrases and tell, rather than write, their diary entries or secondary character descriptions.)

Language Arts:

- Write your own diary entry to Bjorn about hardships you are facing on a day-to-day basis, or write a diary entry to Bjorn where you describe something you observe in great detail. You may either place yourself in the story OR write your entry about your own challenges OR write about your own experiences. If you choose to write about your own challenging experiences, address the entry to Bjorn or a trusted person in your life.
- Choose any of the secondary characters in the novel, for example, Leif, Per, Astrid, Lise, etc. Write a detailed account of one of their adventures. You may make up an adventure related to something that happens in the novel, or you can expand on a scene described in the novel. For instance, discuss Astrid and Per's journey with Thor.

- Write a poem related to the story. (Remember: poems don't have to rhyme!) If you have trouble starting, begin with one of the following phrases and repeat the phrase throughout the poem so it serves as a refrain: *Of course, Remember, Someday I wish, Don't forget me when, For once*, or think of your own repeated phrase or word. If you are struggling with writing your own poem, read the following poem by Bertolt Brecht. Discuss how and why this poem relates to the novel:

Radio Poem

By Bertolt Brecht

You little box, held to me escaping
So that your valves should not break
Carried from house to house to ship from sail to train,
So that my enemies might go on talking to me,
Near my bed, to my pain
The last thing at night, the first thing in the morning,
Of their victories and of my cares,
Promise me not to go silent all of a sudden.

•Social Studies:

Online links are potential research sources with accessible content. Noting sites here does not imply the reliability or safety of their content. Adult supervision is recommended.

- **Choose from the following topics to research:**

1. Rationing in Norway and other European countries during WWII (or compare rationing in the United States and in Norway during the war years)

2. Treatment of teachers in Norway during WWII (http://nvdatabase.swarthmore.edu/content/norwegian-teachers-resist-nazi-takeover-education-1942)

3. Hitler's Invasion of Russian (http://www.bbc.co.uk/history/worldwars/wwtwo/hitler_russia_invasion_01.shtml)

4. The resistance movement in Norway during WWII (https://www.geni.com/projects/Norwegian-Resistance-Movements-during-WWII/25591)

5. The Hitler/Stalin agreement and why Hitler would break the agreement. http://www.history.com/topics/world-war-ii/german-soviet-nonaggression-pact

6. The Shetland Bus and map the routes to freedom. (http://www.shetlandbus.com)

- **Take notes while you research.** Write several key points on notecards. Teachers will put students into groups of 4-5; students will be grouped so there is some variety of topics. Students will share their research points in a round table discussion.

Art

- Choose an image from the novel that relates to the figurative language activity on the next page. Paint, draw, or create a collage from magazine pictures inspired by the image. This can be done on different sized card stock paper. Title your artist card or include a quotation from the story about the image. Optional: add other background color or images.

- A related activity is to illustrate your favorite scene or the one you think is most important to the book. Title your illustration and write 1-2 sentences about why you chose that scene.

Figurative Language Exercise

Simile: a comparison between two unlike things using the words *like* or *as*

Metaphor: an implied comparison between two unlike things

Read the following examples of figurative language from the novel.

1. Explain the type of figurative language, simile or metaphor, telling what two unlike things are being compared.

2. Tell how the use of figurative language adds to the scene, character, or action.

"New arrivals swarm like an army of termites, destroying our country bite by bite" (Mari's letters, p. 169).

"Papa says the bunkers are covering the coast faster than rock moss" (Mari's letters, p. 173).

"The two little daughters, Eva and Gilda, were as sweet as June berries" (p. 195).

"If she had time, Mari took up a favorite children's book and read quietly to Eva and Gilda, who sat as still as churchmice, eyes wide, soaking in every word" (p. 196).

"Then there was that thorn in her foot, Leif" (p. 220).

"Clouds of frozen breath glittered like fairy dust in the crisp night air. He carried the basket of uneaten treasures that would stretch their celebration into Christmas Day" (p. 246). (Note: There are two examples of figurative language in this quotation.)

Games and Activities:

Move Your Bodies and Your Minds!

Hot Seat

Materials Needed for Game: notecards, writing utensils, timers (optional)

1. Have students write a selection of key terms, vocabulary, and characters on notecards. This can be done independently or in pairs or small groups.
2. Put all of the notecards in a pile and mix them up.
3. Divide students into groups of about 4 students per group.
4. Have them play a game based on the game Headbanz, (or the "Heads Up" application). One student holds a card to his/her forehead without looking at it. The rest of the group gives clues to help the "hot seat" student guess the word. Move on to the next guesser.
5. How to raise the stakes: Tell students they may only give one-word clues to the hot seat guesser. Another way to push engagement is to have students keep track of how many they guess in a certain amount of time, setting a timer for one minute or whatever is appropriate.

Giant Cause/Effect-Map Making

Materials Needed for Game: Two Contrasting Colors of Paper (for example, blue and orange), writing tools or markers

1. Put students into pairs or groups of 4.
2. Divide the pairs/groups into beginning, middle, and end.
3. If it is a group of 4, tell them to pair up within the group. A larger group may help spark discussion and assist students in recalling details about the novel from their designated section.
4. Writing on ORANGE paper and using stick figures, one student draws a simple picture of a character's action and labels it with a caption describing the action. The other student responds by drawing a picture of the resulting action on a piece of BLUE paper, or consequence, to the starting action. Therefore, the orange paper indicates the cause and the blue paper indicates the effect. Teacher may label cards or assign various sections for groups. (Back to School- Quisling's new rules- rescuing those in danger, etc.) The pairs/groups must think of these cause-effect relations according to the section of the story they were given.
5. When each pair/group has a cause-effect pair, have the pairs move around the room and come up with the book's sequence with their pages, making a "street map" throughout the classroom by putting the papers on the floor in the sequence in which they happen in the story. Students can then walk along the street, reading the cause/effect moments that propel the plot of the story. .

Charades and/or Pictionary

Materials Needed for Game: notecards, writing utensils, paper or dry erase board/small boards, timers (optional)

1. Have students write down 1-2 scenes from the novel on notecards. This could be a way to review previous reading from days before, or as a review game after the novel is complete. If the previous activity has been done, the cards/ drawings can be saved to use for this and other review activities.

2. Collect the scenes and mix them up. Depending on time in the lesson, either divide students into teams or utilize this as a warm-up to engage students to think about previous reading.

3. If this is a warm-up, ask for a volunteer to draw the scene or act it out without using any words. The rest of the class makes guesses until someone names the scene. The teacher may elicit reactions and insights about this part of the novel as a means of review.

Shetland Bus Activity

Materials Needed for Game: paper and writing utensils

1. Put students in groups of 3 or 4. Assign each group to research answers to questions related to the Shetland Bus: See earlier resource as reliable and accessible. Who escaped on the Shetland Bus and why? Who was sneaking into Norway and why? What were the boat routes? Where did the boats and pilots come from and what dangers did they face? What conditions made it more or less likely that they would succeed?
2. Group the answers into 4 stations, which are historical locations and concepts: Who were the passengers? Dangers during passages? Reasons the Shetland Buses were needed? The boats and the pilots.
3. Have students place their facts into the appropriate station by adding to an on-going list.
4. Place groups in each station.
5. Each group reads through the facts of the station and discusses the historical experience, adding their own thoughts and imaginings about what this was like to experience. After 10 minutes, or a time that fits within the lesson, groups move to the next station.

Personal Book Marks

- **Print on cardstock and cut out one for each student.**
- **Students write down the date they completed each chapter.**

This bookmark belongs to

_____

Pages _____to _____
to be read by:

_____

Pages _____to _____
to be read by:

_____

Pages _____to _____
to be read by:

_____

Pages _____to _____
to be read by:

_____

Pages _____to _____
to be read by:

_____

This bookmark belongs to

_____

Pages _____to _____
to be read by:

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Pages _____to _____
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Pages _____to _____
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Pages _____to _____
to be read by:

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Pages _____to _____
to be read by:

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This bookmark belongs to

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Pages _____to _____
to be read by:

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to be read by:

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Pages _____to _____
to be read by:

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Pages _____to _____
to be read by:

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Pages _____to _____
to be read by:

_____

Before You Begin: Accessing Prior Knowledge

Pre-Reading Questions:

Have you read ***Odin's Promise*****?** If so, take a moment to list in your mind or on a piece of scrap paper your favorite scene or scenes. Please share with the rest of the class.

Describe Mari as a character in ***Odin's Promise*****.** How does she change throughout the book? What key events change her?

If you haven't read ***Odin's Promise*****,** please share what you know about World War II. Do you know that Norway was occupied by Nazis? What do you think that was like? For students who did read *Odin's Promise*, share what you learned about occupied Norway.

Vocabulary

Ytre Arna: Fall, 1941

Chapter One, Two and Three (Pages 7-23)

skiff taut wagered cadence defying accompanied mulled

winced lorded impish hoisted nimbly profound

bounty wiry puppet government

Chapter Four, Five, and Six (Pages 24-43)

swagger embossed suppress rant ploy idle meager allotments

Chapter Seven, Eight, and Nine (Pages 44-63)

dire circumstances barrage cajoling buoyant

Chapter Ten, Eleven, and Twelve (Pages 64-82)

semblance disassembled concoction contraband hoarding truce

Ytre Arna: Winter, 1941-1942

Chapter Thirteen, Fourteen, and Fifteen (P. 83-96)

riveted mandatory ample pummeled

Chapter Sixteen, Seventeen, and Eighteen (P. 97-112)

diffuse vacated vermin percolated ruse willowy

Chapter Nineteen, Twenty, and Twenty-One (P. 113-136)

alcove garret deflect bumblers reprisals

Chapter Twenty-Two, Twenty-Three, and Twenty-Four (P. 137-151)

begrudge

Ytre Arna: Spring 1942 to New Year's, 1943

Chapter Twenty-Five, Twenty-Six, and Twenty-Seven (P.152-175)

bluster

Chapter Twenty-Eight, Twenty-Nine, and Thirty (P. 176-197)

amid defiance unanimous fortify

Chapter Thirty-One, Thirty-Two, and Thirty-Three (P. 198-217)

disavowed subside casualties purification tinged

Chapter Thirty-Four, Thirty-Five, and Thirty-Six (P.218-237)

justify wield skein aggravating vigilance morsel

Chapter Thirty-Seven, Thirty-Eight, and Thirty-Nine (P. 238-259)

prominent scarcity optimistic inflated labyrinth

aura

Vocabulary Graphic Organizer Option:

Teachers can generate a class discussion about words listed from each chapter or words that have raised questions while reading.

Teachers may provide sample sentences using students' names or situations from the novel.

VOCABULARY CHART

taut: adjective tightly drawn, stained	Per pulled the fishing line taut while the skiff rocked beneath him.
Synonyms: Antonyms:	Where or how could I use this word?

Suggested Discussion/Response Questions

Chapter 1.

Reflect on what you know about Mari's relationship with her brother Bjorn. Think of adjective words and phrases that describe their relationship.

Discuss what details show changes that have happened in Ytre Arna since Hitler's invasion of Norway and the Nazi occupation. How would you feel if you lived with such control and restrictions?

Mari wonders about what her and Per's father do to go against the Nazis: what are some signs of their defiance? How could such acts make things harder for the occupying Germans? Do you imagine they were effective? Imagine how so and discuss.

Chapter 2.

Discuss the layers of meaning for the chapter title, "Unwelcome Neighbors."

Compare and contrast Mari's feelings and interactions with Per with those of Leif.

Chapter 3.

Imagine a new government took over your country. What do you think it would feel like to see a different flag, follow different, stricter rules, and live in fear?

Bonus: Does anything like this still happen in the world today? If so, give some examples or list questions you have about those situations.

Discuss the signs that Leif and his family have joined the New Norway Nazi party. How does Mari react to this?

Chapter 4.

Since Mari agrees with Per that she is more of writer than he is, why do you think she refuses to take the ledger from him? What does this suggest about her values?

Bjorn's carvings provide clear symbols in this chapter. Discuss their obvious meaning and then discuss how these symbols challenge the characters in the story.

Adaptation: identify how Bjorn's carvings are symbolic. What other symbols do you know about in the world around us?

Chapter 5.

Discuss Mari's account of Hitler's growing power. How does Per react to her fears? What does this reaction suggest about him as a character?

Mari's fears of Nazi power are real and all around her. As seen in this chapter, discuss her sources of comfort during these war times.

Chapter 6.

Discuss the comparisons made about Odin and Thor in this chapter. Do you have a pet? Discuss how animals help humans deal with stressful situations.

Chapter 7.

Discuss what kinds of consequences you think Mari, her family, and others in the village could face if the Nazis found out about the hidden radio.

History in the Making Question: research the agreement between Stalin and Hitler during WWII. What does the broken agreement between Hitler and Stalin show Mari and others in Norway? (see accessible links on page 6.)

Chapter 8.

Authors create tension in their stories to move the plot and characters forward; describe the tension in this chapter, specifically for Mari. How does she react to intense situations? How does suspicion of other characters create more tension in the story?

Chapter 9.

What news does Leif announce to Mari?

Discuss the status of Jews in Norway at this time in history. Were there many Jews in Norway? How and why were the Nazis making them into scapegoats? (NOTE: scapegoats are people or groups blamed for problems they did not cause.)

BONUS: Search for the origins of the word SCAPEGOAT.

How would the new developments in their living situation affect Mari? How do you predict she will handle this?

Chapter 10.

Discuss the family's solution for the Germans occupying their home. Why is giving up privacy an acceptable alternative, especially for Mari, a girl at the time in her life when she seeks time alone? Do you ever crave time alone? What do you do to find/make a private space when among family most of the time?

Mari doesn't ask Bestemor when the Germans will leave her home because she knows no one knows how long the Nazis will be in Norway. The future is uncertain. What is it like to live with uncertainty? Have you felt this way about your family, home, or school? Explain.

Chapter 11.

Explain how Mari's breakfast at the start of this chapter illustrates how she, her family, and the people of Norway have adapted to less since the German occupation.

How would you characterize Mari's relationship with her grandmother? How does it differ from her relationships with her parents?

Describe what Mari's father shows her at the end of this chapter. Discuss the meaning, consequences, and possibilities of this.

Chapter 12.

Explain the type of radio Mari's family hides in Bestemor's cottage. Why does this knowledge reassure Mari? Even so, Mari has many worries piling on by the end of this chapter; discuss how she feels as she waits for the arrival of the German soldiers in her home.

Chapter 13.

Discuss Mari's feelings about Leif in this chapter. When Mari complains to her family about him, what advice do they give her?

Why do you think Mari is compelled to write "letters" to Bjorn even with the risks? Have you ever been driven to do something? Describe.

Chapter 14.

Pre-chapter discussion: what do you know about "censorship," which is the title of this chapter?

What order does the Unghird member make at the library? Explain how Mari's family and other Norwegians preserve their culture during this time in history.

Chapter 15.

In this chapter Leif says to Mari, "When will you grow up and see that life's not all black and white, good and bad?" (96) Do you agree or disagree with Leif. Do you think there are times when things are "black and white, good and bad"? Do you think Leif is now Mari's enemy? Why or why not?

Chapter 16.

The title of this chapter alludes to Virginia Woolf's book *A Room of One's Own* (1929) where she discusses that a woman must have money and a room of her own in order to write fiction. While this does not apply exactly to Mari because she is documenting real events, why is it so necessary for Mari to create a place in which to write? Virginia Woolf's book was published (1929) and this story takes place in the 1940s . Why would it be important for girls and women to explore their feelings in writing during those periods in history?

Chapter 17.

What do you know about Pearl Harbor? How did this event in American history affect Norway?

Describe Mari's relationship with her sister Lise. How do they fulfill the roles of the older and younger sibling?

Chapter 18.

Even though it is a time of war and occupation, the family celebrates. Discuss the holiday rituals seen in this chapter. If you read ODIN'S PROMISE, compare Jul in 1940 to Jul in 1941.

Chapter 19.

Lise brings up how she views the health of family members. Compare and contrast Lise's view with Mari's and then discuss Mari's resulting feelings.

The Norwegian word *skatt* means "treasure." What treasures are found in the attic? How do you think they will influence or impact Mari?

Chapter 20.

At the beginning of this chapter, what are Mari's questions about Leif? Give your opinions about the dynamics of their relationship.

Discuss the family's living situation. How does Lise help Mari come to terms with the situation?

What hard choices does Erik, Lise's husband, have to face? Try to imagine how you would feel in a similar situation; what would you do? Have you ever had to make a difficult choice about following orders or rules?

Chapter 21.

In this chapter readers have a point of view shift with Mari's letters to Bjorn. Explain this shift in perspective and how this allows readers to experience the story differently.

Make guesses about how and why Goatman enters Mari's cottage.

Discuss how the humor in this chapter changed quickly to seriousness. What other emotions are conveyed?

Chapter 22.

Discuss Quisling as a character. How and why does he make changes in Norway?

Mari is experiencing headaches in this chapter. Speculate about the source of her pain. Have you ever felt a bodily reaction to difficult times in your life? Explain if you would like.

Chapter 23.

As you read or re-read this chapter, make a list of the stricter restrictions that Quisling dictates.

How does Mari describe what happens to Norwegian men and boys in Russia in her letter to Bjorn?

Chapter 24.

Discuss the changes in the schools. What are some of the teachers doing in response to the Nazi orders? What are the parents doing in response? Have you ever been made to do something you did not want to do, such as take a certain type of class? How did it make you feel?

Chapter 25.

In this chapter Bestemor says, "Dreams sometimes help us fit together bits and pieces of our lives in new ways" (153). Has this ever happened to you? If so, please explain. Have dreams ever helped you in other ways?

What is Bestemor's idea for Mari during the school closing? How would this change Mari's life and the lives of her community?

Discuss how you have perceived Mari's appearance, and how being the point of view character influences this depiction. After reading this chapter, is this image of her appearance any different?

Chapter 26.

Discuss what happens to come of the teachers. Why are some arrested? How can teachers be "dangerous?"

Doctor Olsen says, "One of the greatest crimes these invaders commit is making everyone, especially our youngest and brightest, resist our natural instincts to wonder and question the world" (163). Discuss how a lack of questioning can lead to being controlled.

Chapter 27.

What do you think about how Leif handles Mari's encounter with Edvar?

Mari describes Per's visit to Bergen in a letter to Bjorn. What are the Jewish people doing at the detention camp?

Discuss Mari's deep worry about helping Doctor Olsen. What does this say about her as a character?

Chapter 28.

Analyze the actions, dialog, and interactions of Leif and Mari in this chapter. How does the scene relate to the chapter title.

Chapter 29.

How does the chapter title "Secrets within Secrets" mirror the hidden things in this chapter?

What do you think the British agent could represent?

Chapter 30.

In today's world we have constant and immediate contact with people. Mari's father tells her that they will probably not hear about Rachel and the girls' fates. Try to imagine living in a time of war, but also a time post-war when it would be hard to find out what happened to people you helped or who helped you, especially if no last names were used. What would this feel like? Compare such a reality to today's communication.

Discuss how Terboven is different from Quisling? What does this mean for the Jewish people in Norway? How does Mari's family react to Terboven's changes?

Why is Mari's house a good location to hide the Jewish family?

Mari helps the Jewish family while they hide in her house. Discuss what she does to help them. How is she limited in her medical care of Rachel?

Chapter 31.

Discuss what the Shetland Bus was. What risks were taken by this fleet?

Why were the Jossing papers so important?

What do Mari and Bestemor disagree about in this chapter? Who relents in the disagreement? What does the disagreement show about each of the characters?

Why is the title of the chapter "Success and Sadness?" Discuss these concepts in terms of the chapter scenes.

Chapter 32.

What is the threatening news Leif tells Mari and Bestemor? How would such news affect Mari on a deep, emotional level?

Make a prediction about Doctor Olsen and Mari's alternate plan for Per, Astrid, and Thor.

Chapter 33.

Discuss the importance of acting/pretending in this chapter. How does it lead to survival?

In this chapter Mari says, "Every voice must be heard when Norway is finally ours again. Bjorn will have his stories to tell, and when it is all pieced together, the truth will be stronger than all the Nazi lies." Discuss this quotation: how does it demonstrate Mari's character? Do you think she has changed? Explain.

Chapter 34.

Explain why Mari will not be able to communicate with Astrid and Per. What do you think it would like to be cut off from your best friends completely?

Despite the risks, Mari chooses to continue to write letters to Bjorn. Choosing to write or create art during times of war has been risky for many artists who go against the power structure with their work. How can creating art in peace time relate to making it during times of war? For instance, do you think it is difficult to push yourself to create something?

Discuss the changes and complexities that have developed between Leif and Mari.

Chapter 35.

Describe how stories of the resistance bring humor to Mari's household.

Discuss the symbolism of Bjorn's carving. For instance, why you think the eagle represents the Nazis?

Chapter 36.

Describe Mari's interaction with Goatman. Once again, what do you think he is doing in the cottage and/or looking for; how does he enter the cottage? Predict his role in Book 3 of the trilogy.

Analyze the scene when Leif delivers the Jul gifts. Make a grid where you separate the reactions, dialog, and actions of each character: Papa, Leif, and Mari.

Chapter 37.

Doctor Olsen continues to give medical care to the people in the village who are Nazi sympathizers. How does this influence Mari's thoughts and feelings?

Mr. Jensen tells Mari, "Don't forget, skills can be gained by study, but wisdom is gained by living." As a student and a learner, what do you think about his advice?

Chapter 38 & 39.

Leif tells Mari, "I won't change what you believe and you won't change me. But can't we both admit there are reasons behind others' choices we may not understand?" How does this relate to the theme of friendship in the novel? How does it relate to the theme of war?

Post-reading Questions

Make a prediction about what will happen in Book 3 of the trilogy in terms of the following characters: Mari, Leif, Bjorn, Per, and Mari's immediate family.

What do you know about the end of WWII? How do you think this will be shown in Book 3, *Mari's Hope*?

Recommended Related Titles

RECOMMENDED FOR YOUNG READERS (OR ANY AGE):

Anne Frank: The Diary of a Young Girl, Frank, Anne, and Mooyaart, B.M. Bantam Books. (Reissue in 1993)

(The) Book Thief, Zusak, Markus. Alfred A. Knopf. (Reissued in 2007)

(The) Boy In Striped Pajamas , Boyne, John. David Fickling Books. (Reissued in 2007)

(The) Boy Who Dared: A novel based on the true story of a Hitler youth, Bartoletti, Susan Campbell. Scholastic Press. (2008)

(The) Devil's Arithmetic, Yolen, Jane. Puffin Books. (Reprint 1990)

Irena's Jar of Secrets, by Vaughn, Marcia. Lee & Low Books. (2011)

Star of Fear, Star of Hope, by Hoestlandt, Jo. Walker Children. (Reissued in 1997)

Twenty and Ten, Bishop, Claire Huchet. Puffin Books. (Reissued in 1978)

FOR OLDER READERS:

YA/Adult: ***Norway Wasn't Too Small: A fact-based Novel About Darkness and Survival***- Irene Levin Berman. Hamilton Books. (2016)

YA/Adult nonfiction: ***Symphony for the City of the Dead: Dmitri Shostakovich and the Siege of Leningrad*** - M. T. Anderson. Candlewick. (2015)

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