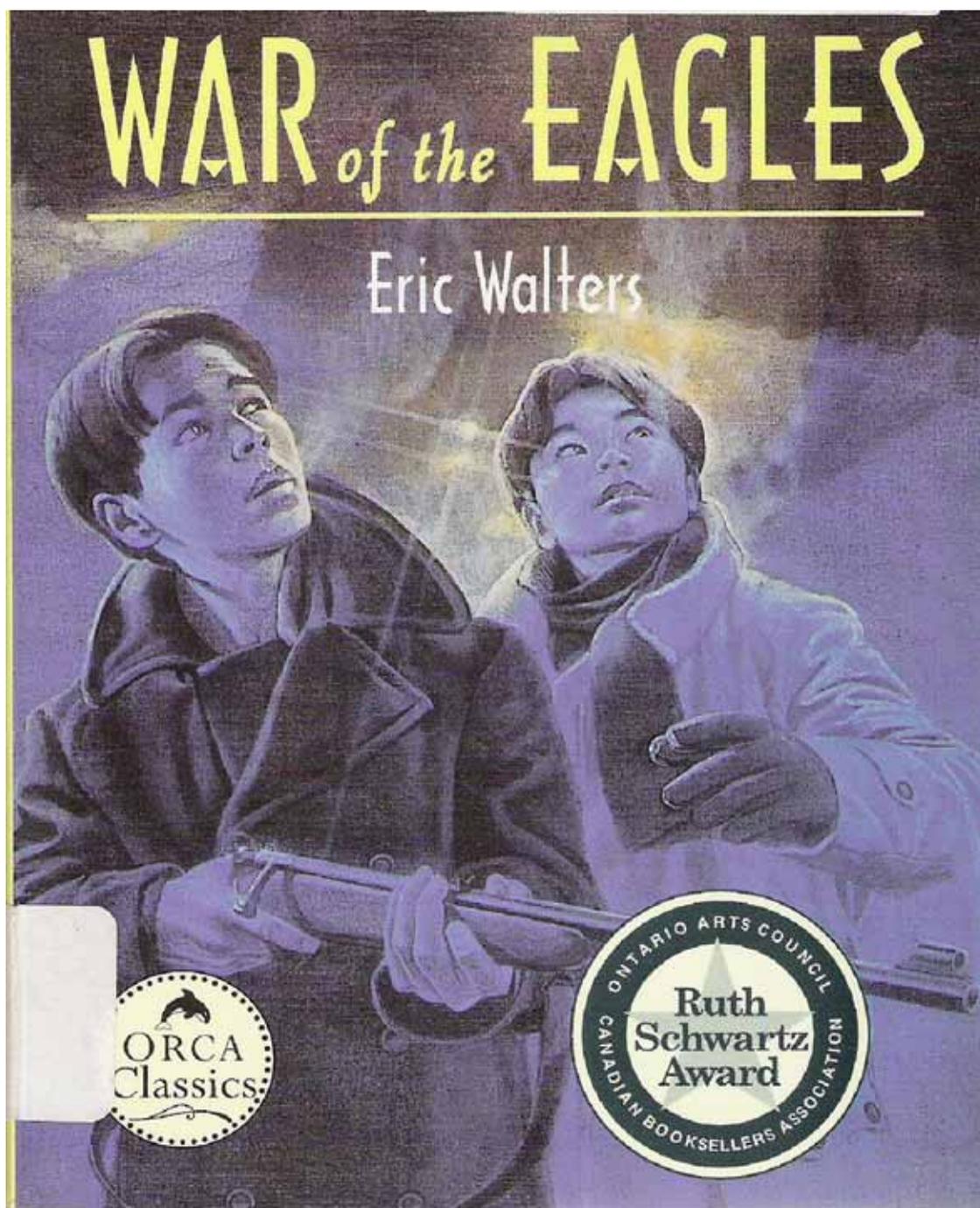


A NOVEL STUDY



Novel Study Project

This novel study project was developed by the Regional Vancouver Island Aboriginal Circle with the help of the Aboriginal Education Branch at the Ministry of Education.

Special thanks to Louise Spencer for her contributions.

The goal of the novel study project was to create lessons incorporating Aboriginal literature and/or Aboriginal authors, while keeping in mind, the Aboriginal learner.

In order to best meet these goals the lessons were designed to:

- Respect the cultures of Aboriginal and non-Aboriginal people who may read and participate in these lessons.
- To use a non-linear approach
- To provide mix and match strategies that may be applied to many texts
- To use graphic organizers whenever possible to accommodate the inclusion of a diversity of learners
- To provide opportunities to integrate English and Social Studies
- To include elements of writing, inquiry, collaboration and reading in each lesson
- To provide a set of questions that can be used as prompts for discussion groups, journaling activities, comprehension or evaluation

War of the Eagles

A Novel By: Eric Walters

ISBN 1-55143-099-1

NOVEL SUMMARY

War of the Eagles is a multi-award winning novel based in Prince Rupert army base during World War II. It is the lives of two Canadian boys, one of Tsimshian/Caucasian decent and his best friend of Japanese decent. This story is based on history and looks at the displacement of the Japanese and how each of the boys reacts. It involves a wounded eagle, wise elders, metaphors, integrity and cultural pride. An excellent read for grades 9 and up. It is probably nearly impossible to read this novel without including information about the war. A great series is "Band of Brothers" (made for TV) and an excellent Japanimation film "Grave of the Fireflies". I also find I use picture books such as "The Yellow Star", by Carmen Agra Deedy and "Luba's Story—Angel of Bergen Belsen", by Luba Tryszynska-Fredrick and Ann Marshall.

ABOUT THE AUTHOR

Eric was born in Toronto in 1957, which makes him "real old". But, as Eric says, "Just because I have to grow old doesn't mean that I have to grow up!" In his many roles as parent, teacher, social worker, youth sports coach and writer he is in constant contact with children and young adults. He draws from these experiences and feels that this helps him to capture the realistic interaction between young people - the conflicts, tensions, stresses and interests that make up their lives.

Eric began his writing as a teacher. He taught in classes from kindergarten up and his stories often reflect the curriculum that he was teaching. He always read stories - picture books and novels - to his students and this helped him to understand what children liked, responded to, and were inspired by. He enjoys the enthusiasm of his students and often looks at them to provide him with the inspiration to pursue a particular topic in both the classroom and in his writing. Prior to entering teaching and writing Eric was a social worker (B.S.W., M.S.W., B.A. Hons. Psych). He worked in a variety of settings including child welfare, private practice, a mental health centre, and as a crisis worker in the emergency department at a local hospital.

RECOMMENDED GRADE LEVEL: 9 and up

War of the Eagles

STUDENT ACTIVITY 1: Word Splash

- In groups, sort the words into groups that make sense to you. Give each group a title.
- Glue them onto your chart in categories.
- Title your groups
- Judging by the words on the word splash, where and when does the story take place ?
- Predict the physical setting of the story.
- Predict the time period setting of the story.
- Each group presents one prediction.

*Teacher note: Possible word categories.

Characters

Trees

Groups of People

Places

War of the Eagles

STUDENT ACTIVITY 1: Word Splash

Word Splash



Douglas Fir

Tsimshian
Merchants

Hemlock

Ferns

Germany

Pride

Bald Eagle

Naani

Jedediah

Fungus

Haida sailors

Persecution

Empty village

Red Cedars

Tadashi
Fukushima

Kaien Island

British Co-
lumbia

Soldiers

Conflict

Major
Brown



War of the Eagles



STUDENT ACTIVITY : Emotions

What do authors do to evoke emotions in readers? How comfortable do you feel reading the words of this writer?

Look at the quotes:

- ◆ Do they spark any emotions?
- ◆ What emotions is the character having?
- ◆ Can you name those emotions?

Discuss these quotes and which emotions are being evoked from the author. Choose 2 more quotes from the novel and indicate emotion and add them to the chart below.

Sorrow?

Disgust?

Pride?

Guilt?

Quote:

Responses:

<p>“Not that I would , but I could walk into any of the houses in our village and sit down at the kitchen table. Without a word someone would set another place at the table.” page 8</p>	<p>Comfortable , accepted: The character sees his culture as accepting and inclusive of all members of his community. I feel hopeful reading this and proud to be my culture. I am happy that this boy lives in a welcoming community.</p>
<p>“When a Tsimshian dies, if he’s led a good life, he comes back to earth as an eagle or a raven or another one of the creatures of the forest or ocean. My father tells me not to believe everything I’m told, not to get caught up in that ‘Indian mumbo-jumbo’.” page7</p>	

My grandmother can't read or write. That doesn't stop her from being a storyteller and the keeper of our clan's history. She knows about everything and everybody... Naani is also a medicine woman. She knows about the herbs and plants growing in the forest." page 9

"She peeled the skin away from the carcass. The pelt parted from the flesh with a tearing sound." page 10

War of the Eagles

STUDENT ACTIVITY 3: Reading Characters Emotions

The purpose of this lesson:

Finding quotes in text in preparation for essay writing. I call this, gathering evidence so that the students understand how to use the author's words to back up their opinions.

Objectives:

To practice scanning text.

To hear peers read parts of text aloud.

War of the Eagles

STUDENT ACTIVITY 3: Reading Characters Emotions

How does Jedediah feel about these things? Can you tell? How?

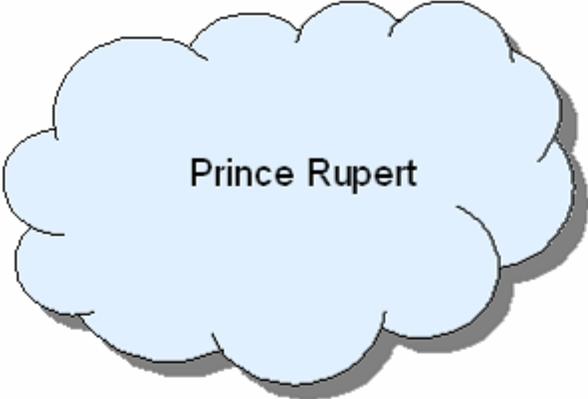
Write evidence (quotes) from the novel that help you understand the character's emotions.

Grandma skinning
a rabbit.

Shooting a rabbit
for supper.

His grandfather.

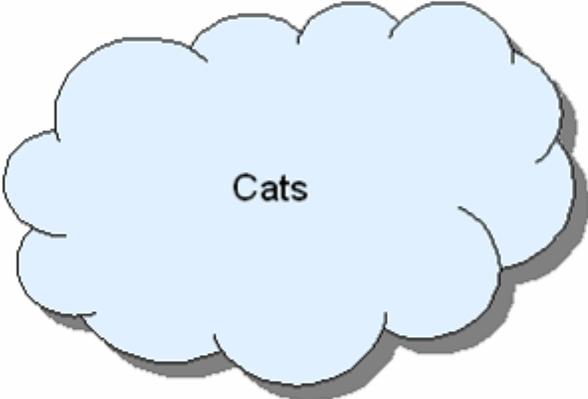
Having a friend who
was Japanese.



Prince Rupert



His dad being away.



Cats



Moving to the north
from Victoria

War of the Eagles

STUDENT ACTIVITY 4: Extensions

- Transfer one topic to a T-chart.
- Write a paragraph about how Jedediah or another character feels about something. Use evidence from the text that makes you believe that.

Or

- Write a biographical poem about Jedediah or another character from the story.

Biographic-Poem

Name:

Three traits:

Related to:

Who cares deeply about:

Who feels:

Who needs:

Who gives:

Who fears:

Who would like to see:

War of the Eagles



STUDENT ACTIVITY 5: Gallery walk

Gallery walks can be used as a lesson opener, for debriefing or at anytime to create discussion and movement.

- Grandparents are essential to our a society.
- Having friends from another culture enriches our lives.
- We all should have the right to choose what we eat.
- Your friend's parents should have the right to parent you.
- Cities are too busy to live in.
- Moving a lot builds character.
- Small towns are full of 'hicks'.

***Teachers:** Perhaps do 3-4 at a time, as a focus lesson.
Gallery Walk instructions on the following page.

War of the Eagles

STUDENT ACTIVITY 5: Gallery Walk

- ◆ All is fair in love and war.
- ◆ War is sometimes necessary.
- ◆ Immigrants to Canada should have special identity cards.
- ◆ Home is where the heart is.
- ◆ People should be allowed to fight on whatever side they want.
- ◆ You must sacrifice something in order to win.

Group Question:

What do you think politicians such as Stephen Harper and George Bush, or dead ones such as Winston Churchill think or thought about war?

Review the statements. Answer them again from one of the politicians points of view.

War of the Eagles

STUDENT ACTIVITY 5: Gallery Walk

- Choose a topic from one of the gallery walks or four corners activities.
- Use the graphic organizer to sort out your thoughts. Write your thesis statement and then think of points to help you write persuasively. Try to help the reader to understand your point of view.
- Remember that essays are like telling someone what you think of the topic.
- Using quotes from other people can only help to support your opinion.
- Make your topic into a statement that suits you. For example:

Racism is alive and well in Canada

Could be changed to:

Canadians are working hard to eliminate racism

Literature Circles Discussion Questions

Chapters 1– 2

- 1) What motivated Tadashi to say that he was Canadian at that time? Did Tadashi have other ways he could have reacted? Why did he choose to say something?
- 2) What motivates people to name call? Why do people stereo-type? Is name calling part of your culture?
- 3) Do you think people should carry guns around today? How about during the time of war?
- 4) Why are the guards so suspicious of Jedediah?

Chapter 3

- 5) What do you suppose the life of a fighter pilot was really like? Why does Jed's mother not believe the content of the letter from Jed's father?
- 6) Why was there an army base in Prince Rupert anyway?
- 7) If the dad is Canadian, why is he fighting in Europe?
- 8) Who were Canada's enemies and who were it's allies during the war?
- 9) In your opinion was Jed's dad fighting for a good reason?

Chapter 4 - 5

- 10) Why did the author recognize the eagle's story as an important one to tell? Why not a story about a rabbit or a sparrow?
- 11) Why do the elders in Tadashi's community talk about who the kids should marry ? Why do you think it comes up in the novel?

Chapter 6

- 12) Reread pages 72-73. How does Smitty view elders? What nationality do you think Smitty is? Are these things connected? How did Smitty change his tune after he realized that his words had been heard?
- 13) Do you agree with Bart's analysis of 'native' people? How about 'white' people?
- 14) What is a stereo-type?

Chapter 7

- 15) Why was Major Brown so delighted with Jed's answer, " It wouldn't be right for me to give you an answer without knowing more." ? Was this a usual answer for a teenager?
- 16) Do you think Major Brown is a good leader? Is he a good character? Are the two connected?
- 17) Why do you suppose the Major has called in George Star, the Tsimshian Elder, to meet with him about the group fight?
- 18) Why is Major Brown inviting Jed? He's just a kid.
- 19) What different approach do Major Brown and Jedediah's mother have regarding the serving of pie at the meeting? How did Major Brown react to her point of view? Were their different styles cultural?
- 20) Do you like Major Brown's character? How about Jedediah's mother? How do authors get you to like their characters?
- 21) What is ironic about Naomi yelling, "Hey Major! Can you bring another cup of coffee—black— plenty of sugar!" ? (page 88)
- 22) How do you think Major Brown is feeling when he commented to George Star, "The Commander left. You are almost an hour late." (page 89) How about George? Why?
- 23) Who is responsible for the people drinking ?
- 24) Do you agree with George or the Major that the Aboriginal People had already been invaded 100 years earlier? What do you know about that?
- 25) Should Major Brown be worried about what's going on in Asia? What about George Bush worrying about what's going on in Iraq? Are the situations similar or not? What is your philosophy about war? What is your philosophy about involvement of other countries?
- 26) Do you think Major Brown was disrespectful?
- 27) Why does George talk about the eagle that he sees in the yard? What significance does this conversation have?
- 28) What different beliefs do George Star and Major Brown have around problem solving? How do you think this problem could best be solved?

Chapter 8

- 29) What was Tadashi's father specifically meaning when he talked to Jed privately on the way home? How did **you** feel about what he said to Jed? How do you think Jed felt about what the father said?
- 30) Does any stereo-typing go on in this chapter? By whom?

Chapter 9

- 31) Do you think it's harder to marry someone from another culture?
- 32) Should Midori's parents have a say in who she should marry? Do you think you will want your parent's approval on who to marry? Who is Tadashi's father most concerned about?
- 33) Why did Jed respond angrily when his grandma suggested he may feel "in the middle of two cultures" ?

Chapter 12

- 34) How do different people show remorse?
- 35) How can people make amends?
- 36) Is it your fault if others don't understand your intentions?
- 37) How should Jed fix this conflict he's having with his Japanese friends?
- 38) What do you think about what the teacher said to the class about the Japanese? What would you do if a teacher said something such as that now-a-days?
- 39) Why does the officer give Jed the guns back?
- 40) Why does Jed say he's not 'Indian'?
- 41) Why does Tadashi's father not want Jed to see what's happening in his house?

Chapter 13, 14, 15

- 42) How do you feel about caged animals? How about zoos? How about pet stores? How about fish bowls? Is it wrong to keep a bird caged? What about a whale? A dog? A goldfish? Do you think animal laws are really necessary?
- 43) What probably would have happened to the eagle had it been found today?
- 44) Why was there such a mass movement of the Japanese people? Was it just? Why did the government move all of the people to the interior of B.C. and take all of their belongings? What do you think about all of that happening in Canada?
- 45) Do you suppose Tadashi will be back in his 'home soon'? Have you ever had to part from a friend?

Chapter 16

- 46) Do you think the boys did the right thing with the eagle? Why is this final deed of Jed and Tad's important to the story?
- 47) What is the purpose of Jed thinking about his Naani during the eagle release?

Chapter 17

- 48) How does the author build emotion when Jed finds the buck he has just shot? Do you think you could have shot the buck a second time? How about the first time? Have you ever been really starving?
- 49) Who would be a good hunter in your group if you were relying on your resources to get food? Who would be the gatherer of berries or mushrooms? Who would prepare the food? In your family who could do these roles?
- 50) Why does the writer mention that the three men from the boat were drinking?

Chapter 18

- 51) Why does the Major take a break from his meeting to listen to Jed? Why is it important to the character development of the Major? How is it important to the development of Jed's character?

Chapter 18 continued:

- 52) What can Jed do for Tadashi?
- 53) Is the Major right? Could he do anything? Can we do anything now-a-days if we see an injustice being done? What can we do?
- 54) Does anyone in the group know about the Holocaust in World War II?

War of the Eagles

STUDENT ACTIVITY 6: Mind-Mapping

The research process is the focus of this mind-mapping activity.

Write each topic on index cards and tell them to use the card to collect their notes on.

Distribute randomly, adjusting topics by having a few extra for those who need a different topic for whatever reason. Have only a few extra choices.

The idea is to give the class a general overview of what was going on in World War II.

If you feel uncomfortable with this lack of structure, form class sets of questions to be answered in pairs.

This is the perfect time to provide one topic between two people, to research. (It takes about 1/2 an hour – 45 minutes to gather notes to present to the class.

War of the Eagles

STUDENT ACTIVITY 6: Mind Mapping

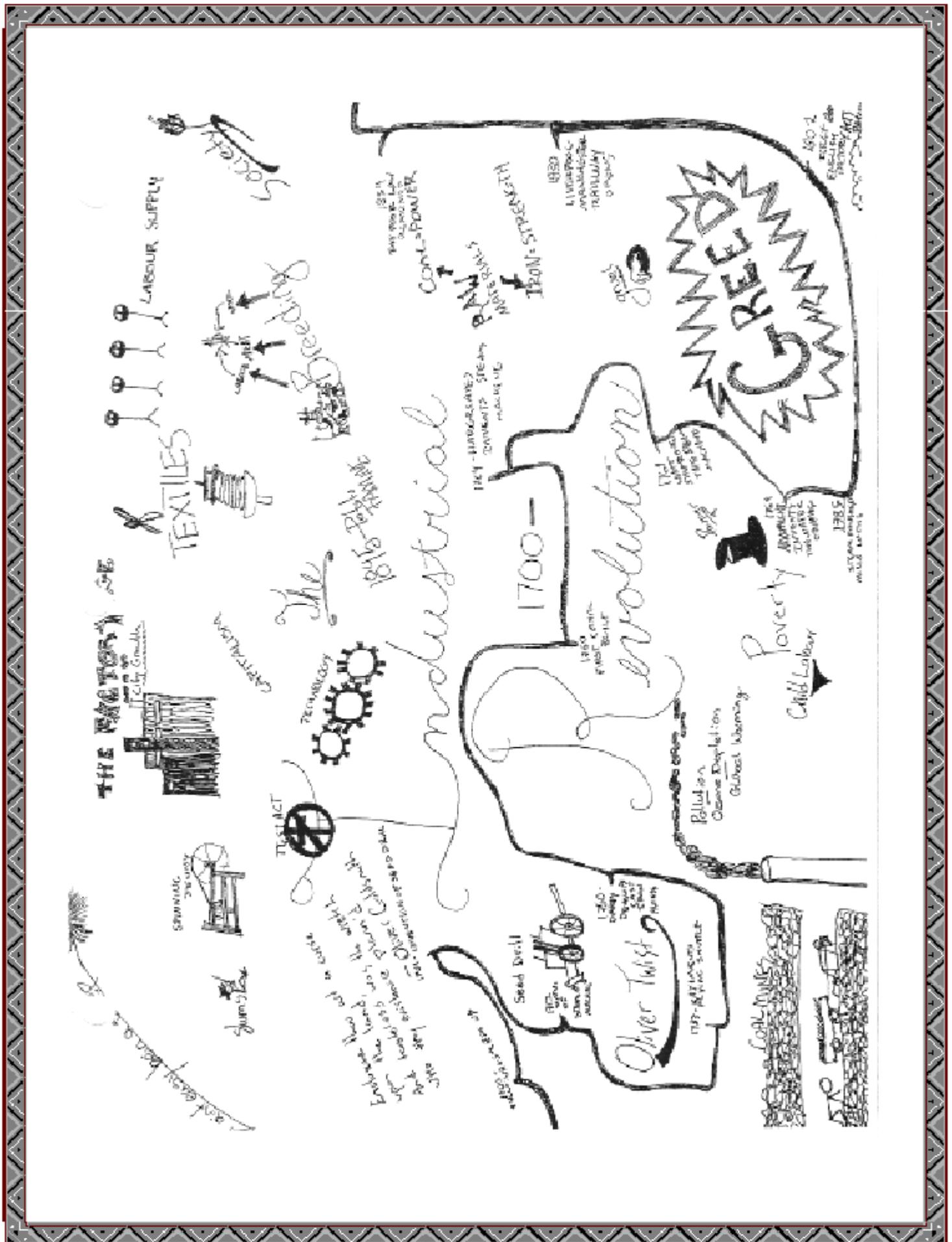
What do you know about World War II ?

As you learn more about the war, add to your mind-map. Change groupings, add symbols or illustrations to help you to remember and connect ideas and facts.

Partners write the notes directly onto the topic card they were given.

Topics for cards:

- 1) Rations
- 2) Auschwitz-Birkenau
- 3) Bergen-Belsen
- 4) Anne Frank's secret annex
- 5) Swastika
- 6) The Star of David
- 7) Kristallnacht (Crystal Night) Night of Broken Glass
- 8) The Nazi Party
- 9) The Spitfire
- 10) Atomic Bombs
- 11) Nagasaki
- 12) Hiroshima
- 13) Kamikaze
- 14) Bombing of Pearl Harbour
- 15) U-boats
- 16) General MacArthur
- 17) President Roosevelt
- 18) Mussolini
- 19) Stalin
- 20) Generalissimo Chiang Kai-shek
- 21) Winston Churchill
- 22) Anti-Semitism
- 23) Vught– Netherlands
- 24) Bomb shelters
- 25) Women and the war



War of the Eagles

STUDENT ACTIVITY 7: Changes During War Times

What changed in Prince Rupert after the war started?

In groups, look at these topics. Find the words that tell you what was happening with regards to each one. See example about dock and harbor use.

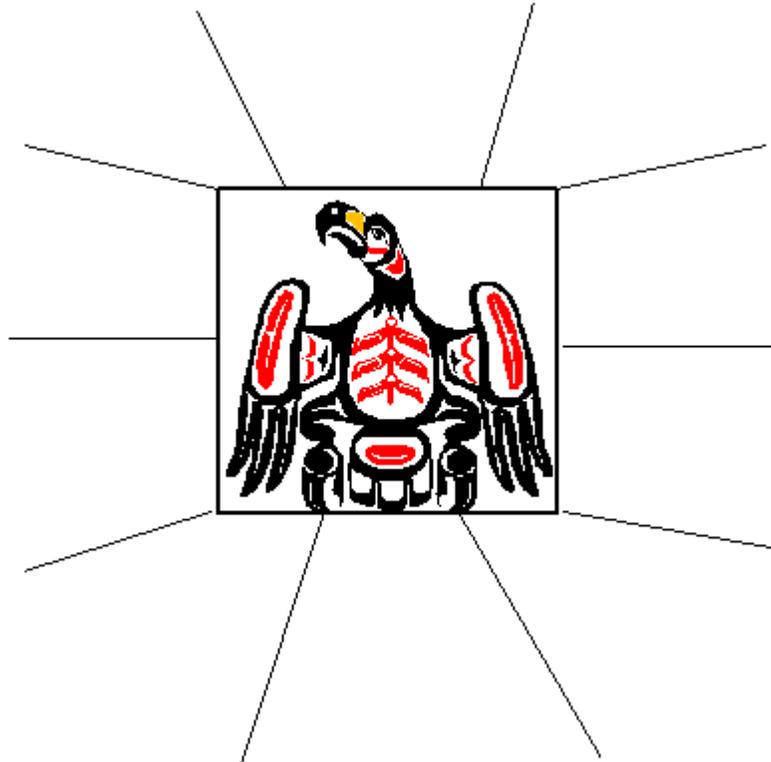
- Transportation (railway)
- Boundaries
- Food
- Harbor use
- Ocean use
- Work
- Population
- Activities
- Attitude towards the Japanese People

Pre-war	Change	Evidence
Docks - used for unloading goods or the townspeople and transportation by boat.	Now used for fixing war ships and storage of war itmes. Importing and exporting war items.	“Between fixing those ships, building new ones and doing general repair work, the shipyards were going seven days a week, twenty-four hours a day.” Pg. 20

War of the Eagles

STUDENT ACTIVITY 8: Symbolism

In your groups, use the symbol of the eagle below to create a group web. Write words, facts and thoughts and metaphors about eagles on the web.



In your group, use your words to produce an acrostic poem about eagles.

M
A
J
E
S
T
I
C

Now write individual poems using a free verse style about eagles.

War of the Eagles

STUDENT ACTIVITY 8: Symbolism

Teacher Directions:

Have small groups brainstorm and create a word web of thoughts, ideas, memories, lines from songs, descriptive words about eagles.

Have them compose (for practice) a group acrostic poem about eagles.

Now they create an individual web and an acrostic poem about an animal of their choice. (Limit it to Canadian wildlife and include a Social Studies objective.)

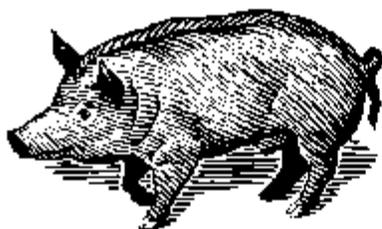
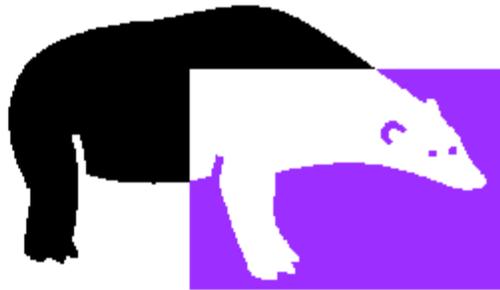
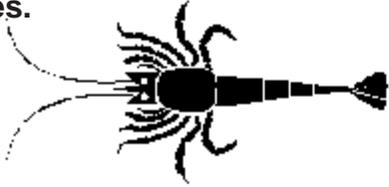
Show a video of the behaviour of eagles.

Do the other symbolism activity after and use it as an individual assignment, while having group input in the beginning.

War of the Eagles

STUDENT ACTIVITY 8: Symbolism

What do these animals symbolize or represent to you? Make notes of words or ideas. Use a thesaurus to help you. Share ideas in your group, make your own notes.



War of the Eagles

STUDENT ACTIVITY 8: Symbolism

- 1) Choose an animal that symbolizes something to you or your culture.
- 2) Make a word web about that animal.
- 3) Research the animal. Find out about;
 - Habits
 - Appearance
 - Habitat
 - Demeanor
 - Physical adaptations
- 4) Take the notes Cornell Note style. Please see the example on killer whales.
- 5) Choose a way to celebrate this animal:
 - Write a poem– acrostic or free-verse.
 - Design and explain a crest that symbolizes the animal.

Class Notes

If there was no class lecture this week, write a paragraph about what you learned and or questions about what you didn't understand.

Topic: *Killer Whales*

Name: *Johnny Snowboard*

Class: *English*

Period:

Date:

Questions/Main Ideas

NOTES

Physical Traits

Habitat

Hunting

Habits

Latin Name

Summary:

Class Notes

If there was no class lecture this week, write a paragraph about what you learned and or questions about what you didn't understand.

Topic:

Name:

Class:

Period:

Date:

Questions/Main Ideas

NOTES

Summary:

Questions/Main Ideas	NOTES
Summary:	

War of the Eagles

STUDENT ACTIVITY 9: Metaphors

The author uses many metaphors in the book, War of the Eagles. This helps show the feelings of the characters.

What purpose, if any, do you think these 'metaphors' in the book stand for? (Particularly with regards to war.) Are there others?

Work in small groups to discuss . Make your own notes.

The eagle

Tadashi's grandfather

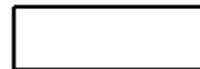
Scotty

Tea

**The familiar perch of
rock face.**

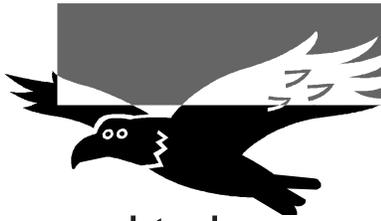
The buck

The empty village.



War of the Eagles

STUDENT ACTIVITY 9: Metaphors



“There always seemed to be a raven, a hawk or an eagle on the horizon.”

- Eric Walters

What do you think the author is saying? What does he compare these birds to?

Authors use objects in nature to represent other things.

What do these kind of things often represent?

- ◆ Mountains
- ◆ Islands
- ◆ Whales
- ◆ Mice
- ◆ Villains

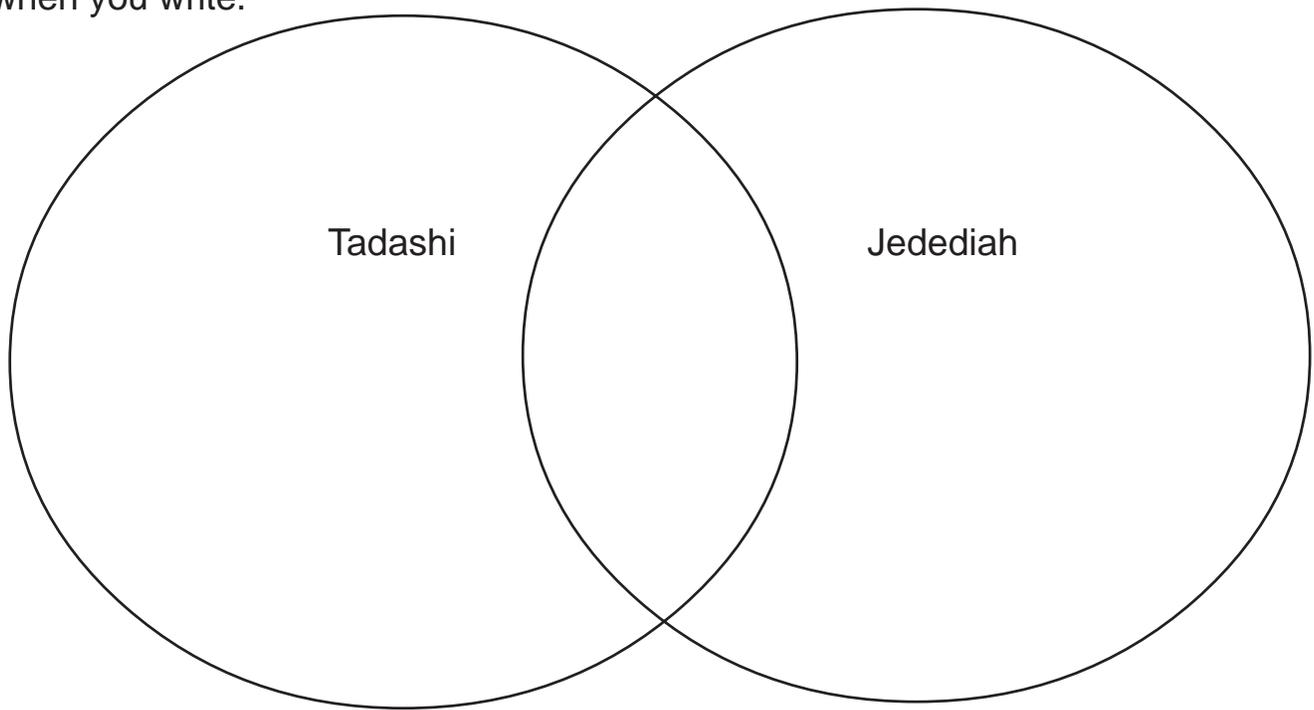
What about the symbolism in these birds?



War of the Eagles

STUDENT ACTIVITY 10: Comparing Characters Lives Venn Diagram

- ◆ What are the similarities and differences in the lives of Tadashi and Jed during the war?
- ◆ Include your group's ideas on your own Venn diagram so you have them when you write.



Silent write:

Take the point of view of one of the boys. Write a letter to the government of Canada letting them know how the war is affecting your life and the life of your friend.

War of the Eagles

STUDENT ACTIVITY 11: Remorse

- 1) In your group, look up the word, remorse in the dictionary and the thesaurus. Copy your definitions onto the page. Use a few dictionaries and thesarus so you can all write them down quickly.
- 2) Brainstorm a concept map, or web, to include all the ideas that your group has about emorse.
- 3) Answer these questions in your group;
 - ◆ Did Jed feel remorseful about the incident with Toshio?
 - ◆ If so, what did he feel the most remorseful about?
 - ◆ Can he fix what he's done? How?
 - ◆ Do all people have the ability to feel or show remorse?
- 4) Look at the quotes below: Does your group agree or disagree with these quotes. (Remember that you do not have to agree.)

“...telling only half the truth is the same as lying, only sneakier.”

Agree

Undecided

Disagree

“Feeling bad when you done something wrong is good.”

Agree

Undecided

Disagree

“ If every mistake ended a friendship, nobody would ever have a friend.”

Agree

Undecided

Disagree

“Things always look better in the morning.”

Agree

Undecided

Disagree

Silent write:

Think of a time when you felt or saw remorse. Use the web and your discussion to write a free-verse poem or a paragraph about remorse.

War of the Eagles

STUDENT ACTIVITY 12: Adverbs

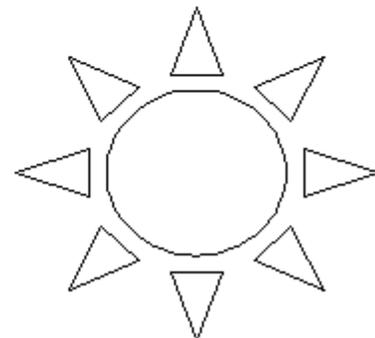
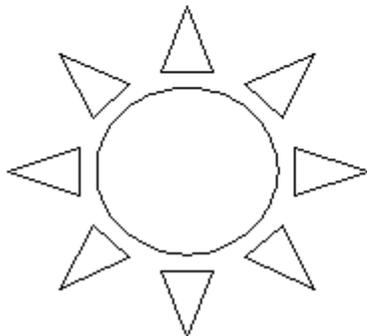
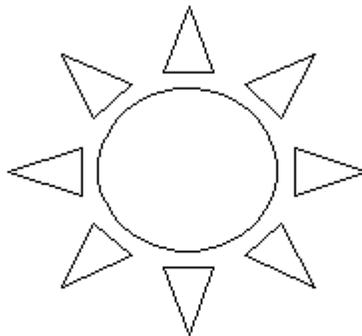
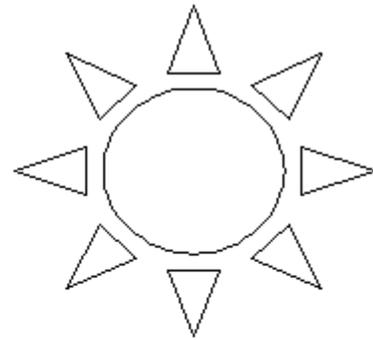
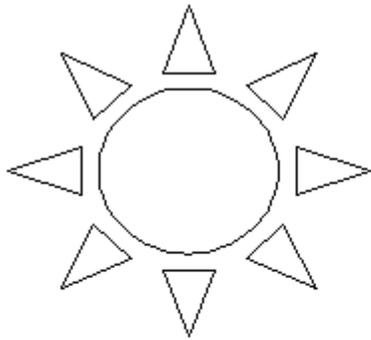
enthusiastically	121
severely	163
incredulously	120
gingerly	176
anxiously	179

In your groups, find these adverbs in the text of War of the Eagles. Copy the sentences. Circle the verb that the adverb 'helps' or clarifies.

Use a dictionary to find a definition for **adverbs**.

Dictionary definition:

Write some notes or facts or examples of adverbs in the shapes below.



War of the Eagles

STUDENT ACTIVITY 12: Adverbs

1) Look for examples of adverbs in your novel. Perhaps assign a chapter for each group member to search. Try to skim for adverbs. Look at your examples and definition if you are unsure.

2) Write the adverbs and the page number in the shapes below.

