



# ARCHIPELAGO

EDUCATOR'S GUIDE

DAVID WARD

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EDUCATOR'S GUIDE BY CAROLINE PIGNAT



Red Deer Press

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# ARCHIPELAGO EDUCATOR'S GUIDE

## INTRODUCTION

David Ward's novel *Archipelago* is appropriate for students ages 10 and up to use literature circles, guided reading, class novel study, or independent reading.

### PART I

divides the novel into thirteen sections. Each section contains: plot summaries, guiding questions for activities and discussions to be used before and after reading. The questions extend thinking and encourage prediction and inference. Also included are *exploring the writing* activities that invite students to identify, understand, analyze, evaluate and create key parts of the writing process. The *exploring the writing* activities can be used at the end of each section or at the end of the novel.

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# CROSS CURRICULUM CONNECTIONS

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## Plot Summary

Following the death of his father, twelve-year-old Jonah and his mother are on a photo shoot in the remote islands of the Haida Gwaii. Jonah feels drawn to a mysterious girl wading in the waters only to find a mysterious mist engulf them which sends him to the island in her time 14,000 years ago. They need each other to fulfill their quests – but can a boy from today survive prehistoric life?

## Themes

- survival
- forgiveness
- family
- courage
- faith

Students will explore the above themes in integrated activities such as:

## Language Arts

- writing
  - point of view
  - descriptive writing
  - vocabulary
  - voice
  - revision
- genres
  - personal reflections
  - non-fiction report
  - persuasive writing
  - instructional writing
  - short story
  - dialogue
- story elements
  - plot
  - setting
  - conflict
  - character
    - development
    - traits
    - interaction
    - compare and contrast

## Social Studies

- prehistoric life and times

## Drama

- interviews
- movie trailer
- tableau
- corridor of voices
- reenactments

## Music

- musical instruments

## Visual Arts

- portraits
- cover art
- cave art
- prehistoric tools
- museum exhibits

# PART I

## LITERATURE CIRCLES / GUIDED READING

# CHAPTER ONE AND TWO

---

(pages 1-26)

## **Summary**

On a photo shoot with his mother in the remote Gwaii Haanas (the Queen Charlotte Islands), twelve-year-old Jonah spies a thirteen-year-old girl walking the shoreline. Stepping to the edge of the cliff for a closer look, Jonah slips. All he can think about is how his father fell to his death six months earlier. A mysterious mist pushes Jonah back on the ledge. Back at camp, Jonah offers to go fishing in the hopes of seeing that girl again. He longs to hear his father's voice and believes that God disappeared from his life along with his father. Jonah slips and hits his head on the cliff face. When he catches his breath he sees the mysterious girl standing nearby. She looks tanned and wild. Despite speaking different languages, they can understand each other. She wants to know when he crossed the ice and wonders if he is a Crosser. She points to the others, but Jonah notes the beach is empty. When his mother appears Jonah realizes the girl cannot see his mother. When his mom leaves to get the medical kit, the girl gives Jonah ice for his head and says the elders say she is having a vision. Jonah's mother thinks he has a head injury.

## **Preparing to Read**

- Cover: What predictions can you make from the cover?  
Title: *Archipelago* – what does that mean? What do you predict it has to do with the story?
- Back cover copy: Who is the main character? What's the conflict?
- **Vocabulary:** Encompass, geyser, cache, headland, conundrum, undulating, plateaus, jut.

## **After the Reading**

- Where are Jonah and his mother? Why aren't there other people around?
- What happened when Jonah slipped in chapter one?
- Describe the girl and her reactions to Jonah.

## **Extending the Reading**

- What is the main problem in the story so far?
- What questions make you want to keep reading?

## **Exploring the Writing**

- Fill in what you know about Jonah on the **All About Jonah** worksheet.
- Who do you think this girl is? What is her story? Write a few paragraphs in her point of view. Be sure to include her reaction to finding Jonah.
- **Family Ties** – fill in the Venn Diagrams with what you know about Jonah and his parents.

# CHAPTER THREE AND FOUR

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(pages 27-55)

## **Summary**

As Jonah talks about ice and the girl, his mother is worried that he has a concussion. Jonah tells the girl he will be going south to the hot springs. She says her people are going south to the land that lasts forever. They make arrangements to meet at sunset. Jonah's mother is studying the first peoples, the Eurasians, who came by boat about fourteen thousand years ago across the ice. Jonah figures they might be the "Crossers" the girl spoke about. The mist returns as Jonah enters the woods. When his hand touches the girl's, they are surrounded by otherness and a voice says, "Come." The girl, Akilah, says she knows the voice, but Jonah's anger at losing his father keeps him wary. Akilah needs him to be on this quest with her, but Jonah is confused and afraid. Akilah tells him the voice has spoken for as long as the People have memory. The mist returns and engulfs Akilah. She calls for Jonah and he jumps into the mist with her. The otherness surrounds them and when it leaves, Akilah says nothing has changed, but everything has changed for Jonah. The landscape is tundra and the ocean in the distance has ice and glaciers. His mother's tents are gone. Jonah just wants to go home and they wrestle in frustration, but no mist happens when they touch. Akilah says her people are gone and Jonah realizes he is back fourteen thousand years on a quest. Akilah finds signs of Crossers and signs that the People left quickly. Jonah gets really anxious as reality hits him. Akilah hits him to help him focus. They have to make it to the caves. On her second swing he pulls himself together and stops her hand.

## **Preparing to Read**

- Jonah sees the girl but his mother doesn't. What is a logical explanation? What is a more imaginative explanation? Do you think he'll see her again?
- **Vocabulary:** Dilation, PFD, voraciously, Eurasians, deceit, glacier, niggling, careening.

## **After the Reading**

- What do the People always carry? Why? (page 50)
- Why does she want him to shed his fear?
- Why do Crossers not like to be near the water at night?
- Why is the landscape so different than Jonah's time?
- Why does Akilah hit Jonah?

## **Extending the Reading**

- Jonah and Akilah come from two different worlds. She trusts her heart and feelings whereas Jonah relies on logic. Give some examples of each.
- What is Jonah's internal conflict? What is his external conflict?
- *We are being sent on a journey. The answers are not given at the beginning. First we must listen and seek.* (page 44). How different is Jonah's way of looking at things?
- *"And the Crossers are immigrants. Some things never change."* What does Jonah mean?

## **Exploring the Writing**

- **Plot Line** – summarize what has happened in the first few chapters.
- **All About Akilah** – Fill in what you know about Akilah on the worksheet.
- **Survival Guide** – fill in facts Jonah learns about surviving 14,000 years ago.



# CHAPTER FIVE AND SIX

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(pages 57-81)

## **Summary**

Jonah and Akilah take shelter in a cave. Jonah gets frustrated trying to make a fire without matches. He gets angry and impatient, but Akilah is resourceful and wise. She knows the importance of warmth. Akilah prepares food, telling Jonah what everyone must know to survive. Trying to show off, Jonah stays out in the cold too long and nearly freezes. Akilah saves his life by showing him how to stay warm by the fire in the boat. The next day he catches a fish. Akilah says her people are going to hot water pools. Jonah assumes it is Hot Springs. They build the small, round boat and start paddling. Akilah shares that her father has three mates and twelve kids. She tells Jonah his father is a part of him and it is up to Jonah to honour him. She helps him understand that thinking with the heart is good, it is how we know the Maker. Akilah can't imagine the size of Jonah's population but is comforted to know there are people like her there. Rocks splash near them and they realize someone on the cliff is trying to kill them.

## **Preparing to Read**

- What do you think happened to Jonah? What is a quest? What kind of quest is Jonah and Akilah undertaking?
- **Vocabulary:** Glean, plume, accentuated, teeming, succession, rustic, judiciously, grimly.

## **After the Reading**

- How does Akilah know there are no animals in the cave? How does Jonah?
- What is a Watcher?
- What does it mean when a bear is killed?
- What lesson does Jonah learn about warmth?

## **Extending the Reading**

- Reread their discussion about heart versus head thinking on page 80.
  - Do you think with your head or with your heart?
  - Do you need to see something to believe it?
- Akilah gives Jonah new perspective on the loss of his father. How do her comments help him?
- Jonah is out of his element. He doesn't have many skills for surviving in this environment. If Akilah had come to his time today, in what things would she excel or struggle?

## **Exploring the Writing**

- **Journal Response** – Choose a prompt from the list and write a reading response.
- **Survival Guide** – fill in the facts Jonah learns: fire making, boat making, recipes, security, etc.
- **Then and Now** – list differences between what life was like then versus now.

# CHAPTER SEVEN AND EIGHT

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(pages 83-105)

## **Summary**

As they paddle to escape the launched rocks, Akilah is struck. Jonah paddles for both of them, eager to get beyond the reach of the dozen men standing on the cliff. Akilah tells him they want their boat and clothes. Her skins, knife and pouch are worth killing for, they are key for survival. Jonah paddles towards the Bischofs but when they don't match the map, Jonah worries. He realizes the lower water levels have altered the landscape. They find and tow a dead seal. Akilah sees it as a gift. They hide on the shore and as Akilah rests she tells Jonah to keep watch. A bear snuffling nearby wakes them. It hadn't sensed them yet. Grabbing the boat, Akilah makes a run for the water. Jonah tries to grab the seal but it slips out of his grasp so he takes the wood instead as the bear charges behind him. They paddle farther up the coast where Jonah sleeps under the boat while Akilah finds dry firewood. He wakes up in his mother's tent. His mom is angry about how Jonah is so like his father. Inspired by Akilah's words Jonah tells her she has to forgive his dad. He tells her to make heart decisions, even if there's a risk. He asks her about life fourteen thousand years ago and knows Akilah can't be there alone. He wakes up next to Akilah and commits himself to helping her find her people before he is pulled back to his time for good. He is anxious but Akilah is trusting the path.

## **Preparing to Read**

- Jonah commented that things were so extreme in the past. Give some examples.
- Talk about *survival of the fittest*.
- **Vocabulary:** Flounder, obscenities, gingerly, grotesquely, pelt, narwhal, frantically, density.

## **After the Reading**

- Why were the men throwing rocks at them?
- Why is Akilah so excited about a half-eaten dead seal?
- Why doesn't the map match the coastline?

## **Extending the Reading**

- Jonah's experience has changed him. Give examples from his discussion with his mom.
- How would a "head interpretation" explain Jonah's time travel experience and why he is in his mother's tent? How would a "heart interpretation" explain the same thing?
- Why isn't Akilah as worried as Jonah?

## **Exploring the Writing**

- **Plot Line** – summarize what has happened in the first few chapters.
- **Map** – draw a map or illustration of your neighbourhood or town. Now draw one of how you imagine it fourteen thousand years ago.
- Add to your **All About Akilah/Jonah** and your **Survival Guide** worksheets.

# CHAPTER NINE AND TEN

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(pages 107-122)

## **Summary**

Jonah realizes the islands are connected because of the low water levels. As they trek up the slopes of the mountains, Akilah has them dismantle the boat to keep their hands free. Akilah finds a caribou femur and gives it to Jonah. On the hike, Jonah tells Akilah what the land is like in the future and how the people don't care for it. Akilah says Jonah is their Rememberer, he has to remind them of nature's goodness. He says there are too many people but Akilah tells him to start with his people, where he lives. As they near the hot springs, Akilah realizes the place is full of Crossers with boats. As Jonah climbs, a man's foot steps on his hand. Jonah pulls the man down the slope but not before the man grabs Akilah. They land in a heap and Akilah, though injured, pulls her knife on the Crosser. Jonah pulls her back and they scramble for the top. Heading for the sea, Akilah assembles the boat on the run. The Crosser from the hill is close behind. Akilah throws the caribou bone knocking him down. They paddle into deeper water but the boat gets stuck in a kelp bed. Jonah vents his frustration at the sky asking God where he is in all this. A path clears through the kelp and Akilah thanks Jonah for his "prayer." In search of water, Jonah carries the injured Akilah on his back. Jonah accuses her of trying to kill the Crosser. He calls her an animal. She defends herself and accuses him of being unable to care for himself.

## **Preparing to Read**

- What dangers do Akilah and Jonah face? What helps and hinders their chances of survival?
- **Vocabulary:** Dismantle, cohorts, stool, guttural, contorted, tundra, painstakingly, cascade.

## **After the Reading**

- Compare how differently Jonah and Akilah view the following:
  - a dead animal's skeleton
  - bear stool
  - wind
  - killing a Crosser
  - the Maker
- Akilah says Jonah is a Rememberer. What does a Rememberer do? Do we have them?

## **Extending the Reading**

- When Jonah sees Akilah about to slit the man's throat he pulls her away. He later accuses her of being an animal but she says it is their way. Explore both sides of the debate.
- Is Jonah's rant really a prayer?

## **Exploring the Writing**

- **Journal Response** – Choose a prompt from the list and write a reading response.
- **Words of the Rememberer** (see Writing Activities).
- Akilah tells Jonah to "start with your people." Brainstorm ways you could raise awareness about a cause that is important to you.

# CHAPTER ELEVEN AND TWELVE

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(pages 123-137)

## **Summary**

Jonah and Akilah spend the night in a cave. These Crossers have boats and so Jonah and Akilah decide it is safest not to have a fire. As he looks at the night sky, Jonah senses a presence. Everything becomes intensified and then the voice speaks. Jonah asks why he was brought here. The voice tells him everyone is called to a quest and that we are called to make the hardest choices when we feel the least prepared. It reminds him to follow his path despite clouds that may appear. It promises he will see his father but to be present to his mother now and tells Jonah to “remember me.” When he wakes up beside Akilah, Jonah apologizes for arguing with her and tells her she is the smartest person he knows. She says he gives her hope for the future. Jonah feels invigorated; he realizes how scared he has been this whole trip, terrified ever since he heard his father had died. The experience last night has changed him. He has courage, faith and trust again. As they head out in their boat they realize they are being followed by two Crossers. Realizing they can’t outrun them, Akilah dives into the water. She knows Crossers can’t swim. They toppled both Crossers into the water, but Akilah knows there will be others. Soon more boats were pursuing them and they paddled frantically. Jonah directs their boat towards a gap between the rocks but lost hope – they couldn’t make it. The mist appeared reminding Jonah “remember me” and as stones whizzed past. They barely make it to the narrows only to see the walls lined with armed people. Jonah fears they’ve been trapped.

## **Preparing to Read**

- To the Crossers, Jonah and Akilah are the enemy. Where Jonah sees a caribou carcass, Akilah sees a weapon and a needle. Talk about different perspectives and why it is important to see things from other people’s points of view.
- **Vocabulary:** Encroaching, uncomprehending, lulled, brandish, waffling, exertion, vestiges.

## **After the Reading**

- The Maker does not promise the path will be safe or easy, so why does Jonah feel encouraged by their meeting?
- Jonah feels outnumbered by the Crossers. Why does the mist give him strength?

## **Extending the Reading**

- How does the encounter with the Maker change Jonah?
- How is the path in life like the stars?
- Have you ever experienced the Maker speaking to your heart?

## **Exploring the Writing**

- **Plot Line** – summarize what has happened in the first few chapters.
- **Meet the Maker** – Reread the scene where Jonah meets the Maker. Write a scene where the Maker speaks to you. Include dialogue and description. How does it feel and sound? What would you ask the Maker? What answer would the Maker give?
- **Drama** – write a script for a modern-day version of someone meeting the Maker. Act it out with a partner.

# CHAPTER THIRTEEN

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(pages 139-155)

## **Summary**

Blinded by the spray as they entered the narrows, Akilah and Jonah get ready to fight. There were people behind and above. They were surrounded. The people on the ground were not throwing anything at them. Akilah realized they were her people. Akilah's father Elik helps them from the boat. As Jonah turned to look behind at the Crossers, a stone hit his head. Someone lifted him from the boat and carried him into the Dolomite Narrows. Akilah tells him they are safe. They found the *People*. Jonah tells the presence that he did it; he followed the path. Jonah wonders if he will think it was all a hallucination but the voice promises to send him reminders and promises to be with him always. His mother's voice wakes him and he tells her they are going to be okay. He looks to the stars and thinks of Akilah, knowing she is somewhere thinking of him.

## **Preparing to Read**

- We left our characters in jeopardy. Predict how the novel will end.
- Writing activity: Write the ending prior to reading this chapter.

## **After the Reading**

- Why aren't the people above throwing rocks at Jonah?
- Why can the People see Jonah now but not in the first chapters?
- Why are the stars a meaningful tie to Akilah?

## **Extending the Reading**

- Akilah and Jonah have different needs met by their quest. What does each one get from it?
- There are two possibilities:
  - Jonah traveled back in time to help Akilah on her quest (and she with his).
  - Jonah's head injury gave him crazy dreams.Either way, the experience has changed Jonah. How is he different now?
- Which possibility do you think Jonah will believe?
- If he was just having crazy dreams, why would his clothes be wet?

## **Exploring the Writing**

- **Plot Line** – summarize what has happened in the first few chapters.
- **Journal Response** – choose a prompt from the list and write a reading response.

## PART II

### NOVEL ACTIVITIES / BLACKLINE MASTERS

# WRITING ACTIVITIES

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## **Storyboard – Cave Art**

Ancient peoples told histories in murals. Study a few examples of cave art (google Cave Art for samples). Note what colours and designs were used. Try to recreate a similar feel and look. What will be the identifying traits of each character the group is drawing? Using a long piece of butcher paper divide the class into specific scenes from the novel and assign each group a scene to tell through painting. The finished mural should tell their quest as a storyboard from start to finish.

## **Words of the Rememberer**

What does today's world need to be reminded about? Choose a topic that you feel strongly about (recycling, environmental awareness, faith, family values, war, respect for life, etc.) and write a persuasive essay.

## **Point of View**

- Retell a part of this story from another character's point of view.
  - Akilah's point of view as she meets Jonah for the first time
  - Akilah watching Jonah's pathetic survival skills
  - The bear
  - The Crossers in the boat
  - The Crosser on the hill
  - Jonah's mother
  - The Maker
  - Jonah's father's spirit

## **Don't Waste Words – revision and voice activity**

Akilah accuses Jonah of wasting words. She thinks he uses too many when he talks. The way each one speaks is what gives them a unique voice. Write a description of an event from the book in Jonah's voice. If he were retelling a part of their adventure what way would he describe it? What would he compare it to? Jonah tends to speak in a stream of consciousness. Now rewrite that same explanation in Akilah's voice. Her words are few and powerful. She says only what is necessary.

## **Meet the Maker**

Reread the scene where Jonah meets the Maker. Write a scene where the Maker speaks to you. Include dialogue and description. How does it feel and sound? What would you ask the Maker? What answer would the Maker give?

## **Non-Fiction – Prehistoric Report**

Research a particular part of Akilah's time and write a report about it. Check the resource list for suggestions.

## **Survival Guide**

Based on your notes and research, write a Survival Guide for people who travel to Akilah's time. (Worksheets are included in the study guide.)

## **Sequel – Short Story**

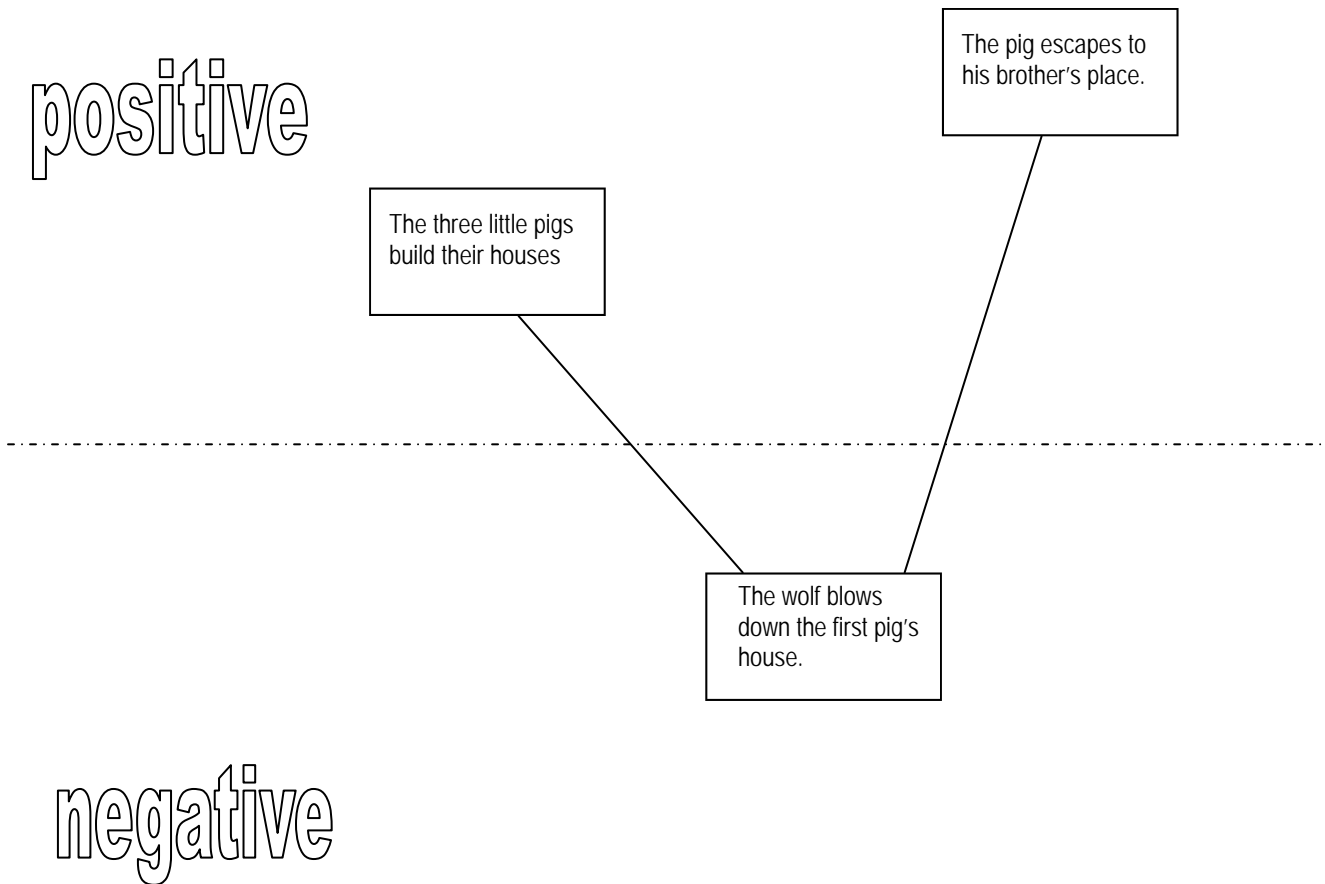
Imagine if Akilah traveled to Jonah's time. Write a short story in Akilah's voice about her experiences. How would she react? What things would frustrate or amaze her? What would she think about our time and people?

# PLOT LINE

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Track the main events in the novel on a plot line. Include the page #, the event, and place it in relation to whether it is a positive or negative experience. Don't forget that it should be higher or lower based on how it relates to the other experiences. Track it in your notebook, or on a bulletin board as a group. Notice how the plot points move up and down and peak at the climax.

Sample Plot Line for *The Three Little Pigs*





# ALL ABOUT JONAH

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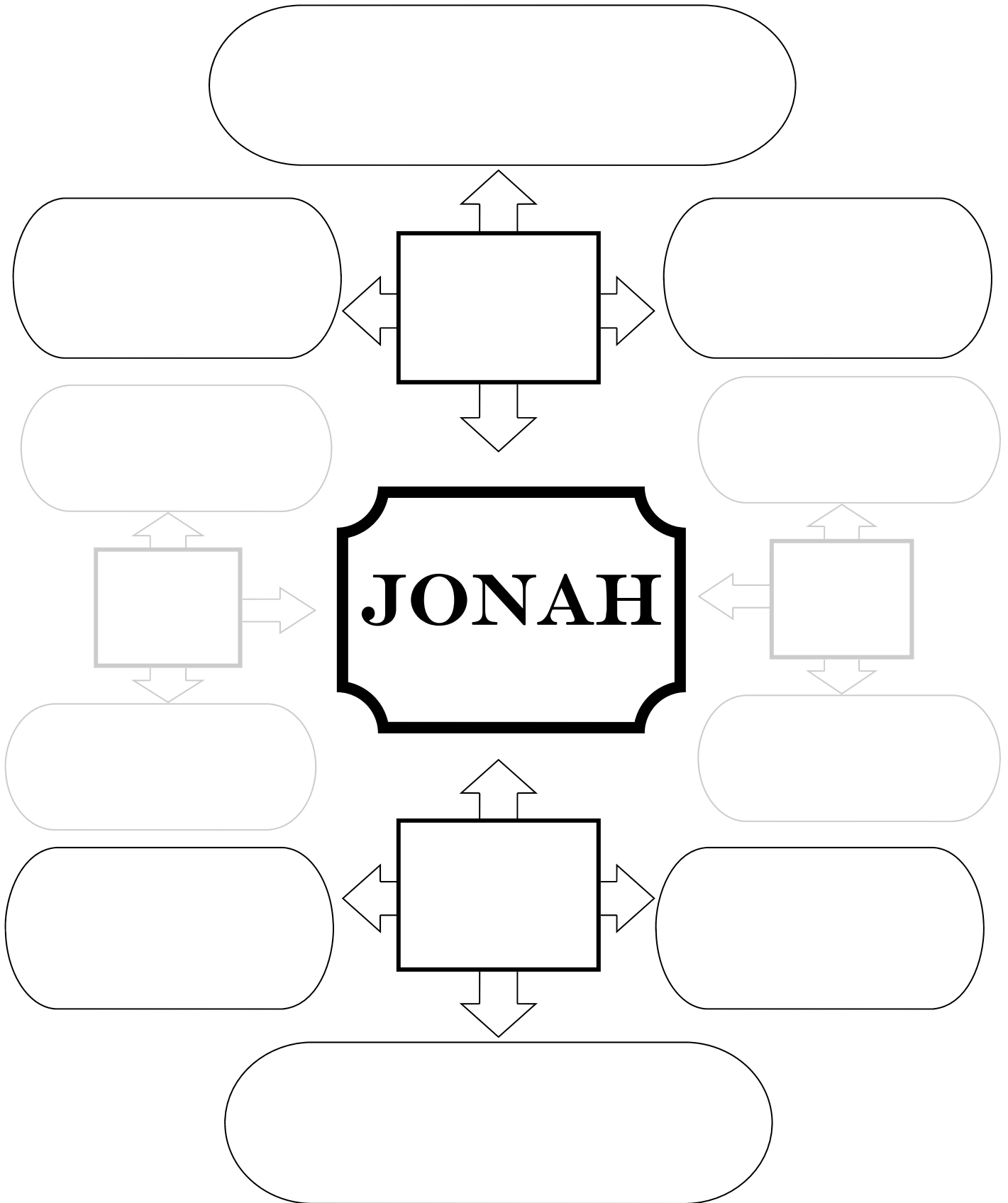
Fill in the sheet below as you learn things about Jonah's character. Not everything will be answered. After you finish the novel highlight the missing rows and answer them based on what you know about Jonah.

Character's Name	Age
Physical appearance — <i>Describe how they look</i>	
Facial features — <i>freckles, moles, dimples, glasses, etc</i>	
Hair colour	Eye colour
Clothes — How do they dress? Is it important to them?	
Posture — Proud, tall, slumped, slouched, shy, fearful, confident, etc	
Scars — What does it look like? How did it get there?	
If you looked in their bag, what interesting things would you find?	
What is their most noticeable gesture? Biting nails, twirling hair, fidgeting, looking away, etc.	
Basic attitude — Relaxed, irritated, uncomfortable, confident, cocky, shy, etc	
Self-image — What does this person think of themselves?	
What is their greatest wish?	
What are they most afraid of?	
Worst quality	
Best quality	
Talented at ...	
Really bad at ...	
Gives the first impression of...	
Friends say that he/she is...	
Favourite hobbies	
Favourite books	
Favourite sports	

trait

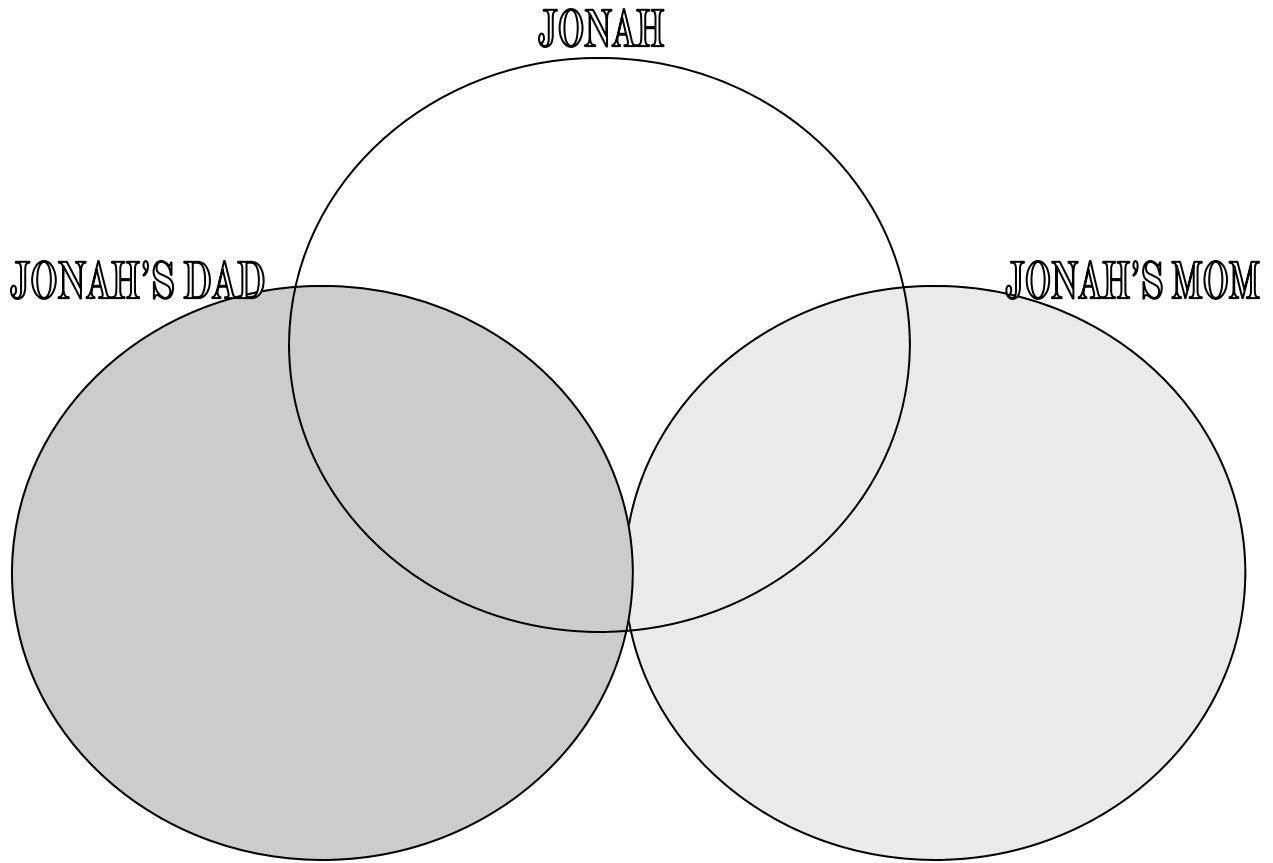
evidence

# CHARACTER TRAITS

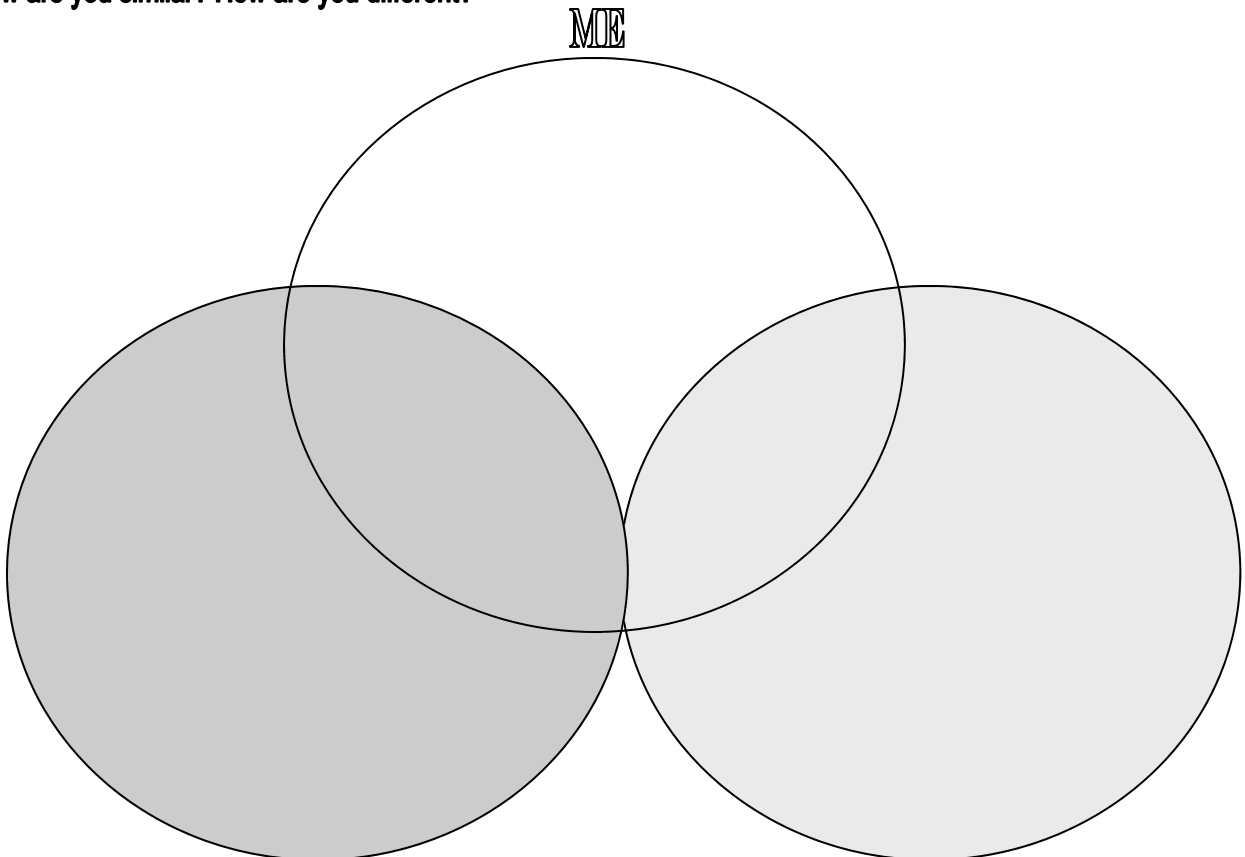


# FAMILY TIES

In some ways Jonah is like his father. In some ways he is like his mother. Fill in the Venn Diagram as you learn information about Jonah's family.



Some similarities are inherited and some are learned. Choose two family members and fill in the diagram below. How are you similar? How are you different?



# ALL ABOUT AKILAH

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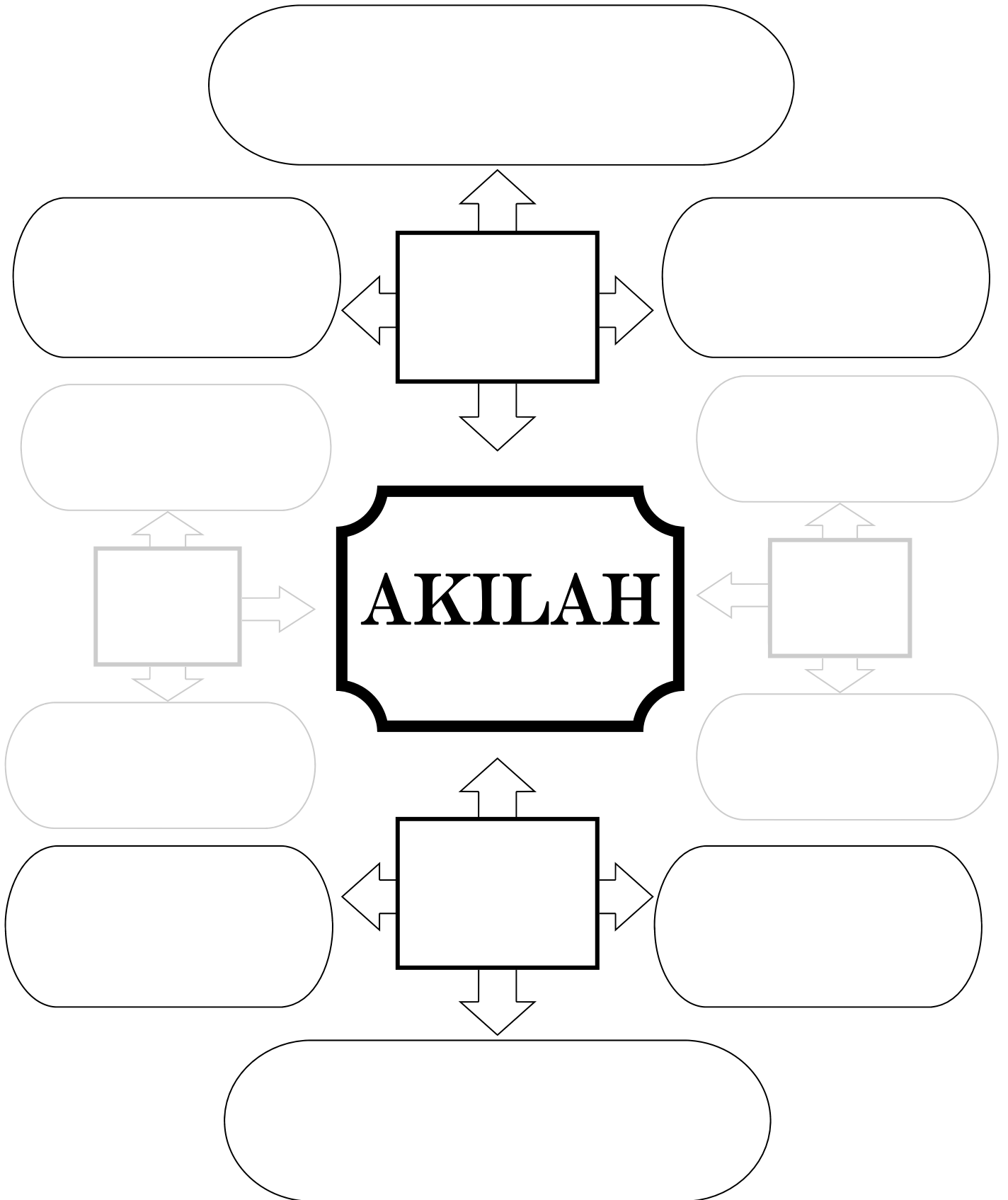
Fill in the sheet below as you learn things about Akilah's character. Not everything will be answered. After you finish the novel highlight the missing rows and answer them based on what you know about Akilah.

Character's Name	Age
Physical appearance — <i>Describe how they look</i>	
Facial features — <i>freckles, moles, dimples, glasses, etc</i>	
Hair colour	Eye colour
Clothes — How do they dress? Is it important to them?	
Posture — Proud, tall, slumped, slouched, shy, fearful, confident, etc	
Scars — What does it look like? How did it get there?	
If you looked in their bag, what interesting things would you find?	
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Self-image — What does this person think of themselves?	
What is their greatest wish?	
What are they most afraid of?	
Worst quality	
Best quality	
Talented at ...	
Really bad at ...	
Gives the first impression of...	
Friends say that he/she is...	
Favourite hobbies	
Favourite books	
Favourite sports	

trait

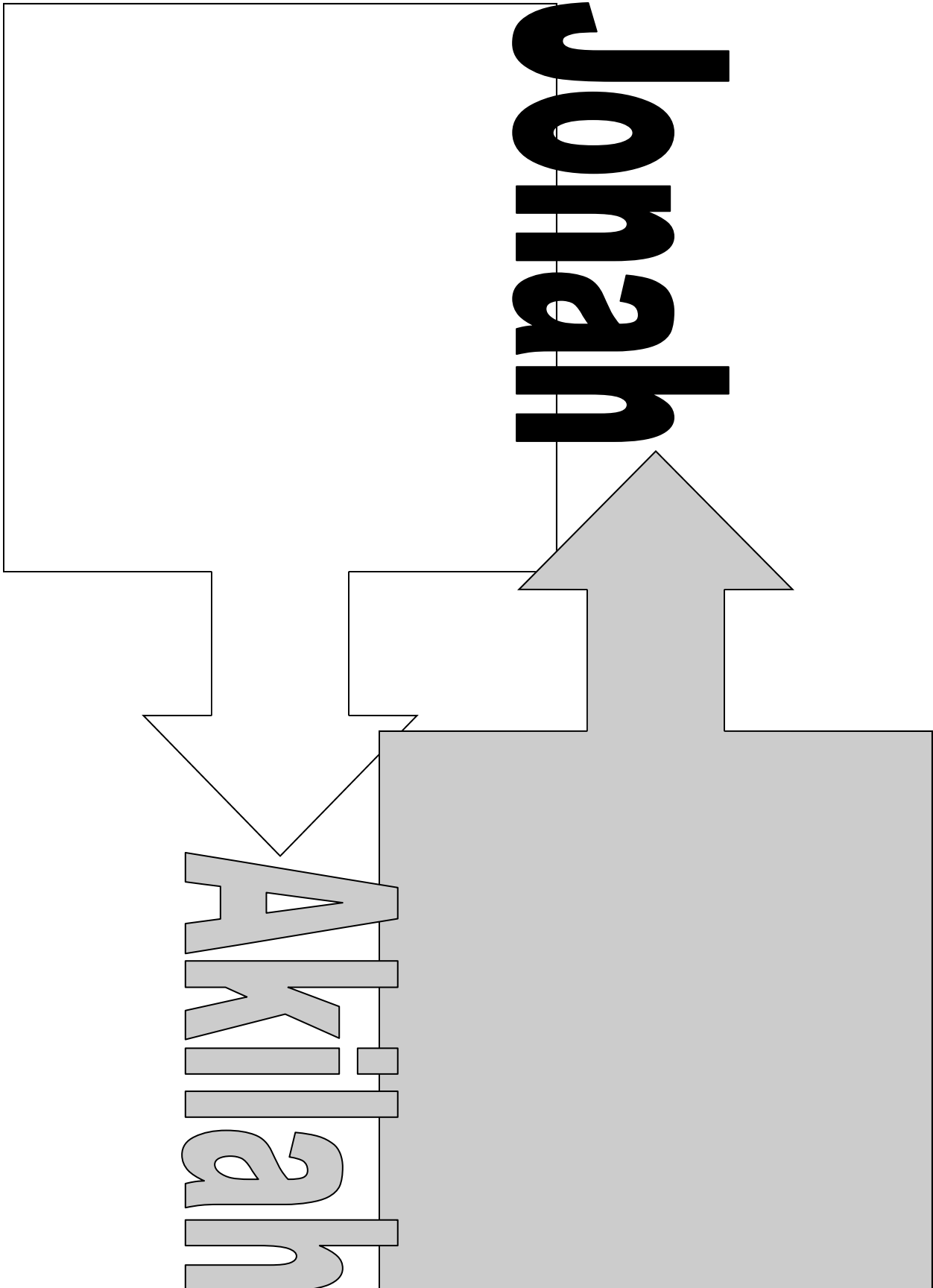
evidence

# CHARACTER TRAITS



# CHARACTER DYNAMICS

Using examples from the story as evidence, describe how each character feels about the other.



# READING RESPONSE PROMPTS

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Reading Response Journals encourage the students to reflect upon and relate to what they read. Remind students it is not a retelling of the story, but a relating to the story or a reaction to the story. Sometimes it is enough to give them sentence starters like:

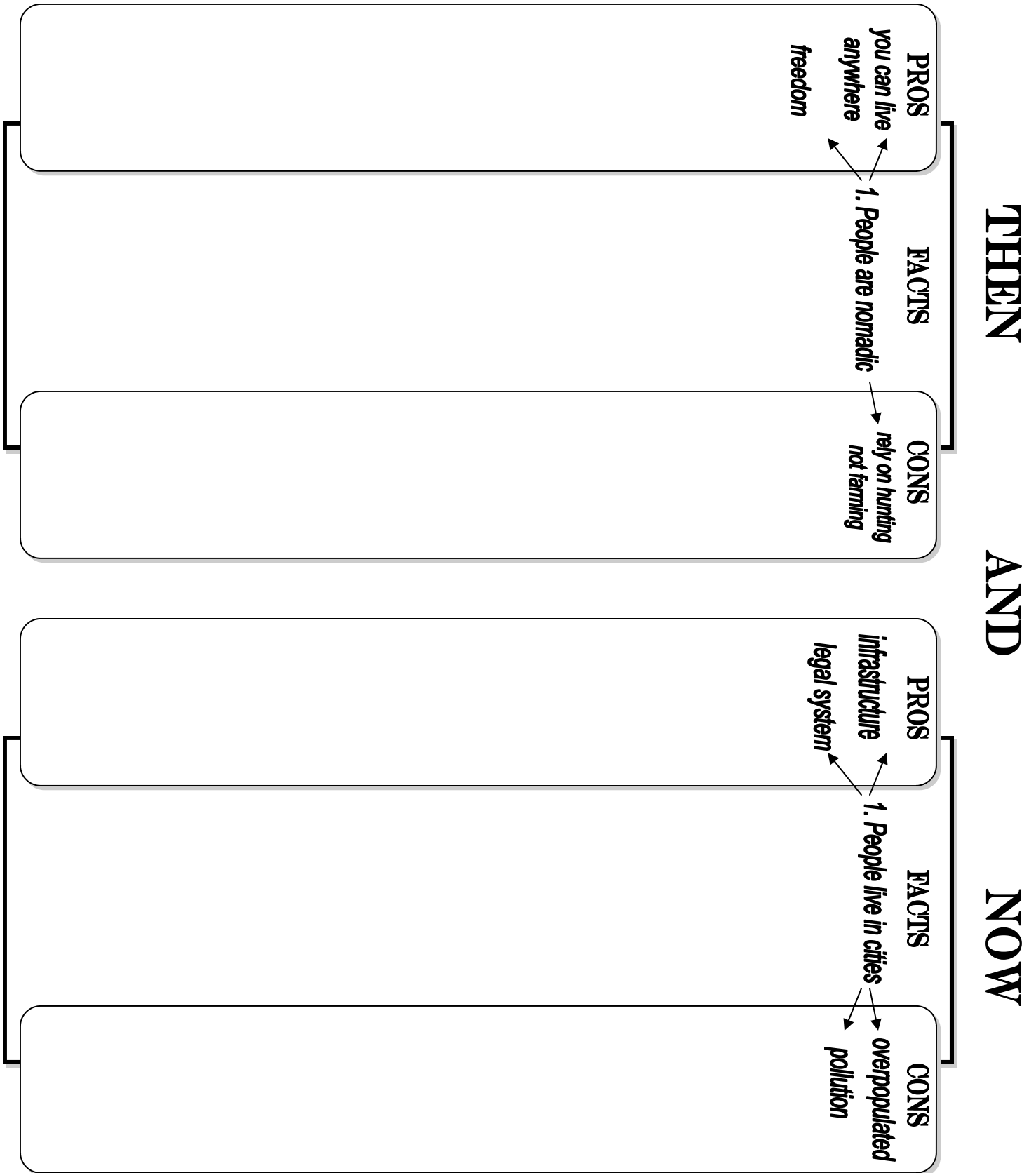
- I wonder why...
- I was surprised that...
- I feel...
- I wonder if...
- I bet that...
- This reminds me of ...

Here are some other reading response prompts:

- What do you think will happen next?
- What has been the most exciting incident?
- What character do you find the most interesting?
- Write a diary entry for one of the characters.
- What would it be like for you to live in the setting where the story takes place?
- What choices would you have made differently from the main character?
- What other books or movies does it remind you of?
- What character do you relate most to? Why?
- Do you think Jonah needs to go on this quest?
- How would the story be different if Akilah were a boy?

# THEN AND NOW

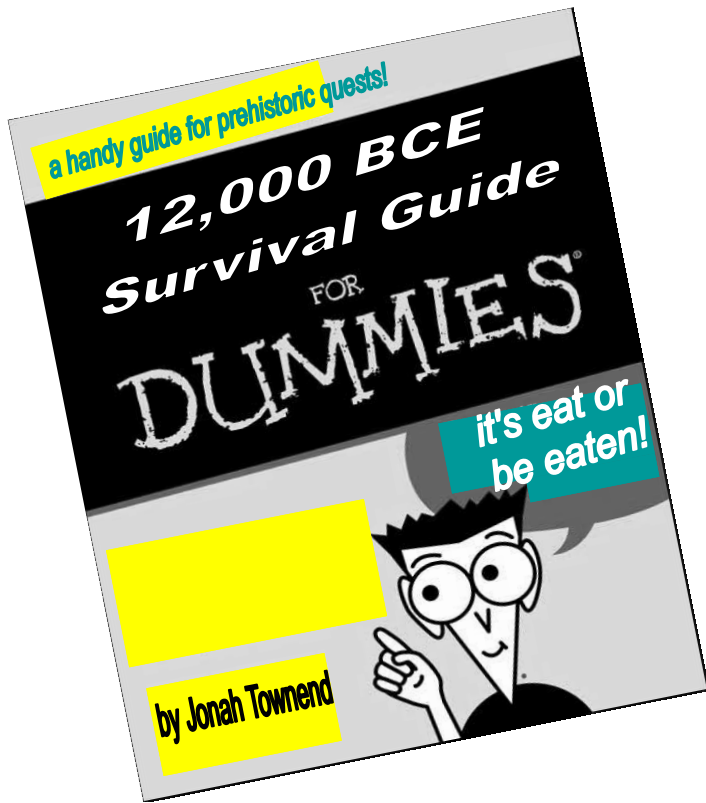
Compare facts you know about life “then” (Akilah’s time) and “now” (Jonah’s time). After you’ve listed a few facts for “then” and “now” write their “pros” (advantages) and “cons” (disadvantages).





# SURVIVAL FOR DUMMIES

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Jonah lands fourteen thousand years in the past with nothing but an inaccurate map. If the “For Dummies” company asked Jonah to write a guide book based on his experiences, what would he write? What things has he learned about living back then? What advice would he give others?

As you read, fill in the charts below to help Jonah research his 12,000 BCE Survival Guide.

When you are finished the novel, use your notes to write the “12,000 BCE Survival Guide for Dummies.” Take a look at a few “For Dummies” books as examples and include similar features like:

- Handy Tips
- Top Ten Lists
- Remember icons

## SURVIVAL TIPS

## THINGS TO NOTE

# 12,000 BCE Survival Guide

FOOD



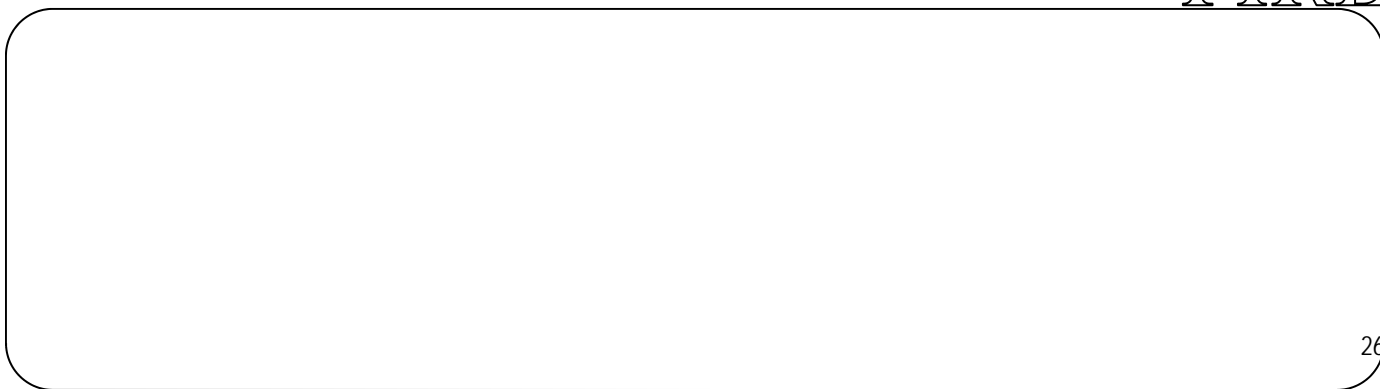
CLOTHING



SHELTER



FIRE



**12,000 BCE  
Survival Guide**

SOCIETIES

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ENVIRONMENT

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FAITH

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# **12,000 BCE Survival Guide**

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# DRAMA AND MUSIC ACTIVITIES

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## **Drama – Movie Trailer**

Use Photostory to create a trailer for a movie or film a trailer with a video camera. Include music and dialogue to increase the tension.

## **Drama – Corridor of Voices**

Review a passage from the novel that involves internal struggle. For example:

- Jonah wonders where he is after traveling through the mist
- Jonah struggles with his faith because of his father's death
- Jonah sees Akilah about to slit the Crosser's throat
- Jonah meets the Maker in the cave
- Jonah wants to prove himself but can't even light a fire

One student is the character, the rest of the group divide into two lines to form a corridor. As the character slowly walks through the corridor and passes each student, they voice concerns, thoughts, or ideas the character is feeling. The aim is to create a "collage" of comments that give voice to the internal struggle. Students may wish to plan who is saying what so the progression is logical.

## **Drama – Tableau**

A tableau is one or more dramatic poses, or frozen scenes, created by students. The poses represent a key point (feeling, event, or idea) from the novel. Using body position, posture and expression, group members reflect on a specific point in the story. Encourage students to make use of space (high/low) and to have a focal point. Have them hold the pose for ten seconds then slowly transition into the next. Four is a good number of poses for one tableau story.

## **Drama – Interview**

Interview a character from the novel on radio or TV.

## **Drama – Meet the Maker**

Reread the scene where Jonah meets the Maker. Write a scene where the Maker speaks to you. Include dialogue and description. How does it feel and sound? What would you ask the Maker? What answer would the Maker give?

## **Drama – Fireside Storytelling**

The People would want to hear all about Akilah's quest. Sit in a circle around a "fire" and in Akilah's voice, take turns telling her story.

## **Musical Instruments**

Akilah's culture would most likely have had musical instruments. What instruments can you make from natural objects? Can anyone play a recognizable tune?

# ART ACTIVITIES

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## **Portrait**

Jonah doesn't have a photo of Akilah and wants to show people what she looked like. Whether lifelike or representative, portraits capture the essence of the person, the spirit of the person inside. Brainstorm what you know about Akilah. Using whatever medium you choose (computers, ripped paper, paint, collage, etc.) create her portrait.

## **Cover Art**

The cover of the novel should capture the mood and message of the story. It should be eye catching and appeal to the target audience. Create a new cover for *Archipelago*.

## **Cave Art Exhibit**

The People would tell their stories through cave art. Study some examples of cave art. What colours and shapes do they use? Try to recreate some of the cave art the People would have made or, in cave art, retell a part of Jonah and Akilah's quest.

## **Akilah's Tools**

The items in Akilah's pouch were necessary for her survival. Make a replica survival pouch using items from nature.

## **Museum Exhibit**

Prepare a museum exhibit about life fourteen thousand years ago. Include information on the People, the environment, the landscape, the animals and anything else you learned in *Archipelago* or researched on your own. Create a diorama, diagrams, illustrations or visuals to help explain. Your museum exhibit could include our previous activities such as:

- Cave Art
- Akilah's Tools
- Survival Guide information with diagrams (i.e. how to build a boat or a fire)
- Prehistoric Recipes
- Musical Instruments
- A recorded version of storytelling

Include some activities (crafts or games) you could share with your student visitors. Invite other classes to come and view your Museum Exhibit.

## **RESOURCES RECOMMENDED BY DAVID WARD**

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- Neil G. Carey (1995). *A Guide to the Queen Charlottes*. Vancouver: Raincoast Books
- Geotimes Article found at [http://www.geotimes.org/feb04/feature\\_Quest.html](http://www.geotimes.org/feb04/feature_Quest.html) Please go to this article to get a good overview of early costal migration, early food and locating the lost land.

### **When did you become a writer?**

Probably the same time as you...around Kindergarten to Grade One. It seems important to remember our writing history, that is, the writing we've done since we first tried to write. I think it plays a pretty huge role in terms of who we are as writers now. There was a class of grade 6/7's that really helped me take off as a published writer. They lived such story-filled lives that I could not help writing down what they did. I began to read these stories to them. Eventually, it turned into "Band-Aids are for Wussies," a title that never was published but has continued to circulate in several intermediate classes. I'm grateful for such a crew of characters.

### **Where do you get your ideas?**

Ideas are such powerful things. There are times when they seep into my head like an evening fog, mysterious and stealth-like. Other times, they roar in like a jet plane. Most often, the characters within the story I am writing present the ideas to me – teasing possibilities for an ending, a beginning or problem. Some of the greatest generators of ideas are pictures, photos, or illustrations. You may have heard that "a picture is worth a thousand words"? It's true. Images can help you create your characters and shape the setting of your book. Take a look at [www.arthurslade.com](http://www.arthurslade.com). Art has some fantastic suggestions. Young writers have millions of ideas, amazing ideas, but do not take the time to develop them or turn them into stories. I hope you do! It is also worthwhile to check out authors' websites as this is the number one question asked of writers.

### **Of all your books, which is your favourite?**

Without a doubt my favorite story is which ever book I happen to be working on. I pour myself into every story and cannot but help caring the most about the world I am in. Of all the characters I have read in stories the name of Frodo stands out from many. Here was a little person, insignificant in the greater scheme of the world, who took on the most difficult task in Middle Earth. Courage, hope, faith, love. What a character.

### **I enjoy writing. How can I get published?**

- One thing has stuck with me through all my writing years: perseverance.
- The more you write the more you play with language. With play, comes experience and change, maturity.
- I found entering writing contests quite useful, it forced me to make a manuscript as tight as possible.
- Find someone who understands the language well... an English major, another writer, etc, and ask them to critique your work.
- Find your writing voice: Read your favourite writers and listen to the rhythm, the flow of their language.
- Don't Quit.

David Ward is happy to answer reader questions. Visit his website at [www.davidward.ca](http://www.davidward.ca)