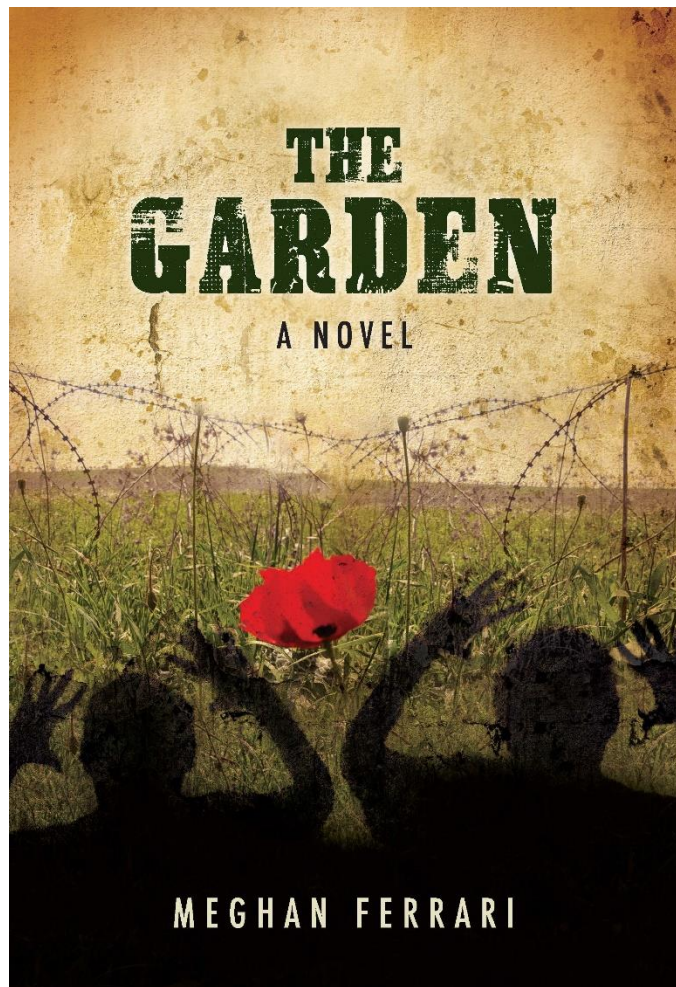


The Garden: Teaching Guide



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A special thanks to A. Gandhi, C. Hunter, and the APL Writers' Group.

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To the Teacher

Suggested Approach:

The Garden's Teaching Guide is a complete program that can be downloaded, free of charge, on the Red Deer Press Website, and photocopied for student use. It can also be used to supplement existing classroom lessons. This resource, written by an educator, allows for differentiated learning, and can be used holistically or in parts, in class or for homework. Many of these activities can be used as formative assessments, or paired with a rubric, can be used as summative evaluations.

This Guide Allows for:

Differentiated Learning:

Each chapter consists of activities that promote literacy, intercultural education, and social justice. The lessons were designed with multiple intelligences and students' diverse learning styles and backgrounds in mind. The teacher may decide to partner or group students based on their ability or shared interests. The reflection on, and discussion of, the novel's themes are intended to create a safe, inclusive, and supportive classroom environment.

The Development of Global Competencies:

This guide was developed with Global Competencies in mind. Each chapter includes vocabulary, pre-reading questions, comprehension questions, and post-reading activities. These exercises aim to deepen students' knowledge of and develop their abilities in critical thinking, creativity, self-directed learning, collaboration, communication, and citizenship.

Ease of Use:

This free, downloadable teacher's guide, and its embedded links can be easily accessed on the Red Deer Press Website, using the following URL:

<https://www.reddeerpress.com/red-deer-press-teachers-guides>

Cross Curricular Connections

Language Arts:

- *Reading:*
 - Inferencing
 - Making Predictions
 - Reading & Responding
 - Vocabulary Building
- *Writing:*
 - Descriptive
 - In Role
 - Persuasive
 - Summary
 - Quotation Analysis
 - Literary Essay
- *Literary Devices:*
 - Foreshadowing
 - Imagery
 - Juxtaposition
 - Metaphor & Extended Metaphor
 - Mood
 - Point of View
 - Simile
 - Symbol
 - Theme

Themes for Discussion:

- Acculturation
- Bullying
- Communication
- Compassion
- Culture
- Courage
- Determination
- Discrimination
- Education
- Emigration/Immigration
- Empathy
- Fear
- Friendship
- Hope
- Innocence vs. Experience
- Loss of Innocence
- Love
- Memory
- Resilience
- Regret
- Stereotypes

Drama:

- Character Dialogue
- Monologue
- Interpretive Dance

Music:

- Song Analysis
- Artist Spotlight: Fairouz
- Vocal/Instrumental Song Composition

Visual Arts:

- The Garden Recreation
- The Church Bombing Illustration
- Artist Spotlight: Sara Shamma
- Cover Design

Social Studies:

- Syrian Civil War
- Refugee Camps
- Emigration/Immigration

Religious Studies:

- Role of Faith/Beliefs
- Religious Persecution
- Faith in Action

Science:

- Syrian Vegetation & Wildlife

Media Studies:

- Book Trailer
- Podcast

Chapter 1: SYRIA



Vocabulary: Match the word on the left to its definition on the right.

- | | |
|-----------------|---|
| _____ Clammy | A. the firing of shells from large guns |
| _____ Rebel | B. a kerchief (scarf) worn as a headdress |
| _____ Keffiyeh | C. what Syrian children would call their mother |
| _____ Covet | D. to shine in small bright flashes |
| _____ Fatal | E. to want (something that you do not have) very much |
| _____ Shelling | F. a person who opposes or fights against a government |
| _____ Glint | G. causing death |
| _____ Weathered | H. what Syrian children would call their father |
| _____ Mama | I. unpleasantly wet and cold |
| _____ Baba | J. to change in color, condition, etc., because of the effects of the sun, wind, rain, etc., over a long period of time |

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Tell about a time when you were scared. What did you do to overcome this feeling of fear?
2. Is there a person in your life of whom you're protective? What makes you feel this way toward him/her?

Comprehension Questions: Answer the following questions, using specific details from the novel to support your response.

1. *The Garden* begins with Elias and Moussa hiding in a hole that their mother dug for them in their garden. Who are the boys hiding from and why?

2. Why does Baba not want to return to the shelter? In your opinion, do you think this is a good idea? Explain.

3. Where did Baba find the weathered piece of plywood that covers Elias and Moussa’s hole in the garden? Based on where he found it, what do you think is his profession? Given what he does for a living, what character traits can the reader associate with him?

4. Elias makes hiding in the garden into a game for his little brother, Moussa. While underground, what have Elias and Moussa pretended to be? Why do you think Elias makes this situation into a game, and given that he does, what can we infer (an opinion based on evidence) about his character?

5. In literature, a symbol is an object, person, or situation that has a deeper meaning. What do light and dark symbolize? What do you think Elias is referring to when he says “... *right now there is no sunshine in Syria. Only darkness*” (9)?

Post-Reading Activities:

1. Imagery is the use of sensory words (ones that relate to the five senses) to create a vivid picture in the reader’s mind. Imagine that you are Elias, hiding in the hole in the garden. What does it look like, feel like, sound like, and smell like? Write a mini descriptive paragraph, or visually depict these details in the box below.

2. View the following video, and complete the KWL Chart below.

<https://blog.ed.ted.com/2017/04/13/syria-what-students-need-to-know/>

What I Know about the Syrian Civil War	What I Wonder about the Syrian Civil War	What I Learned about the Syrian Civil War

Chapter 2: CANADA



Vocabulary: Match the word on the left to its definition on the right.

_____ Mimic	A. to end: to no longer be valid after a period of time
_____ Sympathy	B. a militant Islamic fundamentalist group active particularly in Syria and Iraq
_____ Kibbeh	C. a food made from whole wheat partially boiled then dried
_____ Salute	D. the feeling that you care about and are sorry about someone else's misfortune
_____ Expire	E. a speech that praises someone who has died
_____ Bulgur	F. a Middle Eastern dish
_____ Daesh	G. a strong light that can be seen from far away and that is used to help guide ships, airplanes, etc.
_____ Eulogy	H. to copy (someone or someone's behavior or speech) especially for humor
_____ Beacon	I. to give a sign of respect to (a military officer, flag, etc.) by moving your right hand to your forehead

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Have you ever been new to a country, city, town, school, or club? How did being the new person make you feel? What did you do to feel more comfortable in your new environment? What advice would you give to a student who is going to be attending a new school?
2. Discrimination is the practice of unfairly treating a person or group of people differently from other people or groups of people. Have you ever felt discriminated against? How did it make you feel, and what did you do about it? If you haven't had this experience, but were to witness it, what would you say or do?

Comprehension Questions: Answer the following questions, using specific details from the novel to support your response.

1. At the beginning of Chapter Two, which two boys bully Elias? Provide an example of one cruel thing they say to him. Why do you think they do this?

2. What sport did Elias love to play back home, and who did he always play with? Can you make a prediction as to who this character is in relation to Elias?

3. Why does Elias not want Liling and Sullivan to sit with him in the cafeteria? Can you empathize (relate) with how he feels?

4. In what ways does Elias feel the students in North America are different from him? Do you think this is a fair assessment (judgement)? Explain.

5. When Liling asks Elias if he plays soccer, he replies “No” (14), as the thought is too painful. Why do you think the memory of playing soccer is so difficult for Elias?

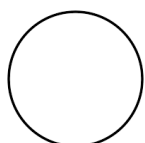
Post-Reading Activities:

1. At the close of Chapter Two, we learn that Elias “*doesn’t understand why zombies scare people. They don’t frighten him in the least. Elias knows from his own experience that it isn’t the dead you have to fear. It’s the living*” (14). In the space below, brainstorm three things that might have happened to Elias during the war in Syria to make him feel this way.



2. In this chapter, the theme (an idea, issue, or concept that an author is exploring) of bullying is revealed. Watch this short video on bullying and record three things you learned next to the triangle, one thing that squares with your thinking (one thing that you agree with) next to the square, and one thing that’s circling around your mind (one thing that you’re left wondering) next to the circle.

https://www.youtube.com/watch?v=ltun92DfnPY&disable_polymer=true



Chapter 3: SYRIA



Vocabulary: Match the word on the left to its definition on the right.

- | | |
|--------------------|--|
| _____ Missiles | A. an artillery weapon that fires explosive shells |
| _____ Mortar Shell | B. to be pushed outward by air |
| _____ Reweave | C. any one of the tubes that carry blood from the heart to all parts of the body |
| _____ Transfixed | D. a weapon that is shot through the sky over a great distance and then falls to the ground and explodes |
| _____ Despair | E. the feeling of no longer having any hope |
| _____ Rubble | F. to cause (someone) to sit or stand without moving because of surprise, shock, interest, etc. |
| _____ Billow | G. a dangerous or possibly harmful person or thing |
| _____ Vibrant | H. to recreate something by combining different things in a complicated way |
| _____ Menacing | I. having or showing great life, activity, and energy |
| _____ Artery | J. broken pieces of stone, brick, etc., from walls or buildings that have fallen |

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. In the chapter you are about to read, friendship is an important theme. Tell about a friend in your life. What makes him/her so special to you?
2. How would you feel if you could no longer attend school? What aspects of it would you miss the most?

Comprehension Questions: Answer the following questions, using specific details from the novel to support your response.

1. Why is Elias and Moussa's school closed?

2. In your own words, explain what Baba’s friend, Youssef, means when he says, “*Students and teachers, Peter. Education is the reweaving of society’s fabric. What will happen when there is no one left to weave ... or worse yet, when there is no fabric?*” (17).

3. What picture does Moussa draw, and why does it upset Mama?

4. Why did Baba change his mind, and let Elias and Moussa go outside to play football with Rafi? If you were in Baba’s position, would you have made the same decision?

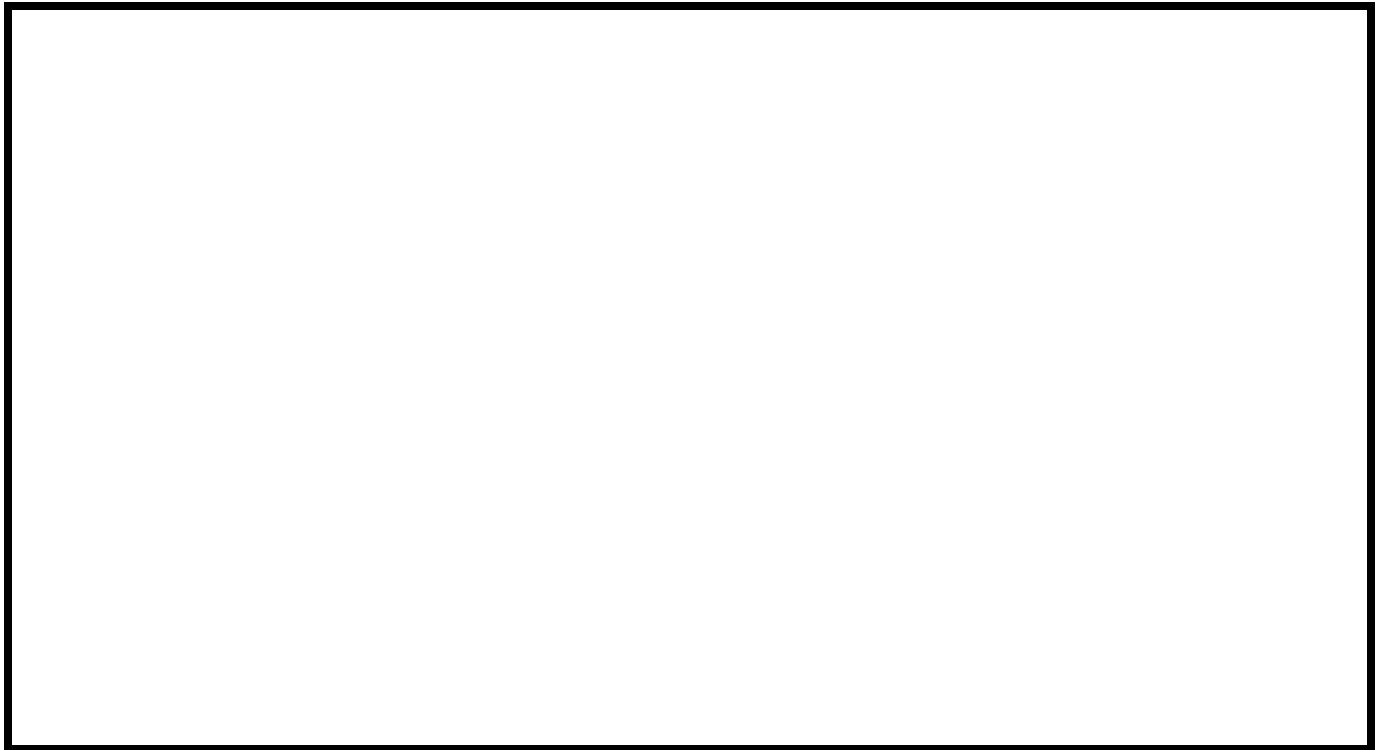
5. Foreshadowing is when an author drops hints or clues about an event in his/her story that has not yet happened. Locate and record one example of this literary device found in Chapter Three. Based on this example, what do you think will happen next?

Post-Reading Activities:

1. Imagine that you are Elias arriving at the church after the explosion. In the space beside the pencil, record details of what Elias sees (such as “black smoke climbing” on Page 22), then illustrate those details in the box below or digitally design the scene using a program such as Google Draw.



My Visual Depiction:



Chapter 4: CANADA



Vocabulary: Match the word on the left to its definition on the right.

- | | |
|----------------------|--|
| _____ Trigger | A. a group of soldiers |
| _____ Reverberate | B. to pull or drag (something) with effort |
| _____ Fatal | C. feeling or showing extreme and uncontrolled emotion |
| _____ Commander | D. a party at which people wear masks and often costumes |
| _____ Troops | E. causing death |
| _____ Haul | F. not willing or eager to do something |
| _____ Self-conscious | G. something that causes something else to happen |
| _____ Reluctant | H. uncomfortably nervous about or embarrassed by what other people think about you |
| _____ Masquerade | I. a person who is in charge of a group of people |
| _____ Hysterical | J. to continue in a series of quickly repeated sounds that bounce off a surface |

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. What was your first memory of winter? Do you have positive or negative associations with it?
2. Do you think field trips are an important part of learning? Explain.

Comprehension Questions: Answer the following questions, using specific details from the novel to support your response.

1. Does Elias enjoy the Canadian winter? Explain.

2. What are Josh and Ben doing outside of the school? Who steps in to help Elias, how does she do this, and what does it reveal about her character?

3. In your own words, what do you think Elias means when he says, “*He’s no angel, but in a war, he knows you can’t lie still. You have to do something*” (27). Do you agree with him? Why or why not?

4. Experiential learning is when one learns through doing. Where is Ms. McKeown taking her students on a field trip? Why has she decided on that location?

5. What does Elias like about Sullivan? Do you think they will become friends? Explain.

Post-Reading Activities:

In literature, quotations provide the reader with greater insight into a story’s plot, setting, characters, and themes. In Chapter Four, in speaking with Elias, Sullivan says, *“Every girl likes a man of mystery, and she really doesn’t know a thing about you”* (28).

What do you think this quote reveals about Elias? Why do you think he’s choosing to not share information about himself? Do you think this is a good idea? Explain. If you could offer Elias advice, what would you tell him?



Chapter 5: SYRIA



Vocabulary: Match the word on the left to its definition on the right.

- | | |
|--------------------|--|
| _____ Creep | A. a person who works to make other people's lives better |
| _____ Dim | B. to move slowly and quietly especially in order to not be noticed |
| _____ Peer | C. something that is done to prevent possible harm or trouble from happening in the future |
| _____ Plead | D. strongly made |
| _____ Humanitarian | E. not bright or clear |
| _____ Stern | F. to sit on or be on something high |
| _____ Precaution | G. the sound of going quickly back and forth many times between two musical notes that are close to each other |
| _____ Trill | H. a person who belongs to the same age group or social group as someone else |
| _____ Perch | I. very serious, especially in an unfriendly way |
| _____ Sturdy | J. to ask for something in a serious and emotional way |

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Do you have a favorite food from your culture? How do you make this dish? Do you make it, or does someone make it for you?
2. Discuss a time when you had poor judgement. What were your intentions, and why did things not work out the way that you hoped they would?

Comprehension Questions: Answer the following questions, using specific details from the novel to support your response.

1. Why do you think Elias' parents have had so many arguments since the war began?

2. What is Baba doing with his belt? Do you think this is a good idea? Explain.

3. Why are Elias' parents going to the market? Do you agree with their decision? Explain.

4. What does Elias tell Moussa that his parents have gone to find? Why does Elias do this, and how does it make Moussa feel?

5. What does Moussa decide to draw, and why is his picture problematic?

6. What happens to Elias and Moussa when they go outside to get a closer look at the serin?

Post-Reading Activities:

In literature, a symbol is an object, person, or situation that has a deeper meaning. For example, a ring might represent eternal love, as a circle has no end, or a storm might represent chaos, confusion, or destruction. In Chapter Five, Moussa wants to draw the serin, and Elias makes the decision to take him outside to get a closer look at the bird's feathers.

“The serin begins to flutter its wings and, right when we think it’s about to fly, it stops, and hops to another, sturdier branch instead. Moussa begins to flap his arms gently. “Elias,” he says, and hops to his right, wouldn’t it be wonderful if we had wings?

I look back to the bird and think of my friends and their families. I think of the many who have been forced to flee on foot for Jordan, Turkey, or Lebanon.”

Staring at the serin, I begin to remember why it’s in danger. Humans have ruined its environment: cutting down its trees, eating its vegetation, stealing its water...

I reach out to the bird and realize how similar we are. Our home is being demolished, our people displaced and dying. We are also endangered, I say silently to the serin. And this war could one day lead to our extinction” (35-36).

Based on this description, what do you think the serin symbolizes? Place these words (such as freedom) around the bird below.



Chapter 6: CANADA



Vocabulary: Good readers use context to figure out the meaning of a word they do not know. Read the sentences below, and see if you can guess the bolded word's meaning, based on the context provided. Then, provide a dictionary definition.

1. It was a **riot** in the cafeteria, with students shouting and throwing their food across the tables.

My Guess: _____

Dictionary Definition: _____

2. My teacher's explanation was very **abrupt**, and did not provide me with the details that I was looking for.

My Guess: _____

Dictionary Definition: _____

3. I grew up in a quiet town, and so when I went away to school, I loved the **hustle and bustle** of the city around me.

My Guess: _____

Dictionary Definition: _____

4. Her response was **swift**, arriving in my inbox two minutes after I'd sent the email.

My Guess: _____

Dictionary Definition: _____

5. The room will **erupt** in laughter, after I tell this joke.

My Guess: _____

Dictionary Definition: _____

Pre-Reading Discussion: *Discuss the following questions as a class, or with a partner.*

1. If you couldn't speak the same language as someone, how would you communicate with him/her? Brainstorm a list of ways that you could do this.
2. Tell about a time when you helped someone learn a new skill. How did this experience make you feel?

Comprehension Questions: *Answer the following questions, using specific details from the novel to support your response.*

1. When did Liling and her family come to Canada? Who was her first friend here and how did they communicate?

2. What do you think Liling means when she says, *“That’s what I love about art - it’s a universal language”* (39)? Do you agree with her? Explain.

3. How do the boys behave towards Sullivan on the bus? What does Liling tell Elias about Sullivan’s past?

4. Do you agree with Elias that in life, there’s no such thing as a fresh start, that *“People are their experience, and where they go, it goes with them”* (39)? Explain.

5. How did Liling become such a good skater? What can you infer about her based on the fact that she helps Elias learn to skate?

6. Josh, Ben, and their friends, skate around Elias until he becomes dizzy and falls onto the ice. What do you think Elias is thinking in that moment? How might he feel?

Post-Reading Activities:

Using a program of your teacher’s choice, create a comic to illustrate one of the key themes that was explored in Chapter Six (friendship, communication, identity, hope, bullying, cruelty, kindness, etc.). In your comic, make sure to include specific examples, from this chapter, of your chosen theme.



Chapter 7: SYRIA



Vocabulary: Look up the meaning for each of the following words, and then create a sentence for that word on the line provided (you may choose to change the tense).

Hover:

Fluorescent:

Intel:

Rigid:

Whirl:

Barricade:

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Do you read or watch the news? As a citizen, why do you think it's important to do this?
2. Was there ever a time in your life where you felt it was necessary to tell a lie? Why did you choose to do this, and what was the outcome?

Comprehension Questions:

1. When Elias awakens after being captured, can he see or move? Explain. How do you think he feels in this moment?

2. Where have Elias and Moussa been taken? What does it look like? Do you think being there provides them any comfort?

3. Juxtaposition is when a writer places two different things next to one another, to create an effect, or to show how they are similar/different. Locate an example of juxtaposition in this chapter, and explain the effect that's created.

4. When Elias visited the new site, *Al Arabiya*, what article did he click on, and what did he learn?

5. In Elias' opinion, why are children the "best source of intel" (48)?

Post-Reading Activities:

1. In or around the crystal ball, make a detailed prediction as to what you think is going to happen to Elias and Moussa in the clinic.



2. On the United Nations' Website, read the following article and use specific examples from it to complete the chart below.

<https://news.un.org/en/story/2014/02/461172-first-un-report-children-syrias-civil-war-paints-picture-unspeakable-horrors#.UvJBF2TAU1E>

Who was involved?	
What happened?	
Where did it happen?	
When did it happen?	
Why did it happen?	

Chapter 8: CANADA



Vocabulary: Match the word on the left to its definition on the right.

- | | |
|-------------------|--|
| _____ Instinctive | A. clever in a dishonest way |
| _____ Skeptical | B. very wonderful or amazing like a miracle |
| _____ Sly | C. to move with an unsteady side-to-side motion |
| _____ Collapse | D. based on feelings or desires that do not come from thinking or learning |
| _____ Miraculous | E. intense heat |
| _____ Hesitate | F. to come or occur between two times or events |
| _____ Wobble | G. to make a loud, long cry of sadness or pain |
| _____ Scorching | H. having or expressing doubt (disbelief) about something |
| _____ Intervene | I. to stop briefly before you do something especially because you are nervous or unsure about what to do |
| _____ Wail | J. to break apart and fall down suddenly |

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Have you ever been nervous to try a new activity? What helped you build your confidence?
2. Discuss a memorable field trip. Where did you go, and why did it have such a positive/negative impact on you?

Comprehension Questions:

1. How do Josh and the boys who bully Elias and Sullivan avoid getting in trouble?

2. On P. 50, Ferrari writes, “It isn’t right, Elias thinks, hurting people who haven’t done anything to them, using others for their own selfish ends ... his mind begins to drift back to Syria”. What do you think Josh’s behavior reminds Elias of?

3. What does Liling like so much about Canada? If someone were to ask you this question, what would you say? Explain.

4. On P. 52, it states, “Elias smiles, feeling a faint, forgotten emotion, and they begin their walk to the corner of Bay and Queen”. What emotion do you think Elias is feeling, and why do you think it’s been forgotten?

5. On P. 53, Elias “can only stare at the burn marks on Sullivan’s arm - the small red circles where the scorching liquid splashed as the tray flipped from his fingers”. What do these burn marks remind Elias of, and how does this explain his later attack on Josh?

Post-Reading Activities:

Identify a major theme in the novel (up to and including Chapter Eight), and connect it to a song. Feel free to choose a song from your culture, and provide a translation if necessary. Once you've selected a song and listened to its lyrics, complete the analysis below.



Title of Song: _____

Artist: _____

Song Analysis:

1. What is the main theme of the song? Where is this theme shown in the novel?
2. What emotional response does the song cause in the listener? Explain.
3. What words, lines, and phrases relate to the novel? Choose 2-3.
4. Identify and explain one literary device in the song and discuss how it enhances the song's theme.
5. If Elias were to re-title this song, what would he call it? Explain.

Chapter 9: SYRIA



Vocabulary: *Good readers use context to figure out the meaning of a word they do not know. Read the sentences below, and see if you can guess the bolded word's meaning, based on the context provided.*

1. He loved sweets, and found it so difficult to **resist** having another cupcake.

My Guess: _____

Dictionary Definition: _____

2. The dog gave out a **whimper**, when its owner pulled his bone away.

My Guess: _____

Dictionary Definition: _____

3. She accidentally let go of her kite, and it **vanished** into the clouds above.

My Guess: _____

Dictionary Definition: _____

4. He was all alone in the house that night, and when the power went out, he felt a feeling of **dread** fill his stomach.

My Guess: _____

Dictionary Definition: _____

5. Elizabeth used a sewing needle to **embroider** roses on the quilt she was making for her granddaughter's first birthday.

My Guess: _____

Dictionary Definition: _____

Pre-Reading Discussion: *Discuss the following questions as a class, or with a partner.*

1. Do you have a favorite memory, one you might think about in vivid detail, to get you through hard times? Close your eyes for a few moments and recall this memory, then using imagery (words that relate to the five senses) describe it to your partner.

2. Describe a time in your life when you were kind to another person. What made you decide to act this way? Discuss what the act might have meant to the recipient, and how it made you feel afterwards.

Comprehension Questions:

1. Why are Elias and Moussa being kept awake?

2. On P. 56, Elias describes the great guilt that he's feeling. Why is he feeling this way? Do you think that it's warranted (right for him to feel this way)?

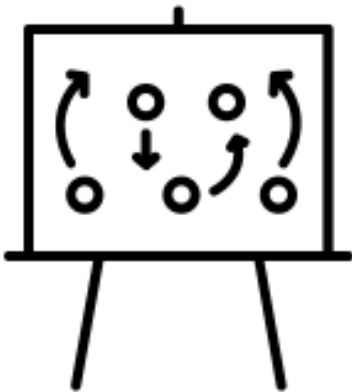
3. On P. 56-59, Moussa recounts a story from time spent with their father in Damascus. In your own words, paraphrase this story.

4. On P. 59, Ferrari writes, "A reminder," she'd said. She took a step back, admired her gift for a moment, then fastened it to the door with great care". Why do you think Mama liked the gift so much? What might it be a symbol of?

-
-
5. On Pages 59-60, it is revealed why Elias and Moussa have been taken. What do the soldiers believe their father has been doing? Do you think this is true? Explain.

Post-Reading Activities:

Can you think of a way for Elias to get Moussa back, and to escape the soldiers in the clinic? Write your game plan in the space below.



Chapter 10: CANADA



Vocabulary: Good readers use context to figure out the meaning of a word they do not know. Read the sentences below, and see if you can guess the bolded word's meaning, based on the context provided. Then, provide a dictionary definition.

1. The government needs to spend more money building and maintaining the **infrastructure** in the country.

My Guess: _____

Dictionary Definition: _____

2. She was unhappy about the call, and got into an **altercation** with the referee, at the end of second period.

My Guess: _____

Dictionary Definition: _____

3. Her dancing has the ability to **mesmerize** us, to the point where we can't take our eyes off her.

My Guess: _____

Dictionary Definition: _____

4. He felt his body **shudder**, as he stepped out into the minus twenty-degree weather.

My Guess: _____

Dictionary Definition: _____

5. If you **provoke** the dog with that stick, it will bite.

My Guess: _____

Dictionary Definition: _____

Pre-Reading Discussion: *Discuss the following questions as a class, or with a partner.*

1. What would you like to be when you grow up? In what ways do you think your choice of career will positively impact other people?
2. In this coming chapter, Elias recalls his life in Syria as a Sara Shamma painting, bursting with color. Is there an artist from your culture whose work you admire? Using a device, search an image and share.

Comprehension Questions:

1. What does Elias want to be when he grows up? Why do you think he's chosen this path?

2. What consequence does Elias receive from his principal, Mr. Adriano, for having attacked Josh? Do you think this is a fair punishment? Explain.

3. Hyperbole is a literary device that is used for exaggeration, in order to emphasize a point. On P. 63, Elias thinks, "Why say the words out loud, when the only thing they will do is shatter the glass around them?". In this example of hyperbole, what is Elias trying to emphasize?

4. How did Liling's family become refugees in Canada? What did they do to become successful in their new country, and what do you think this illustrates (says) about them?

5. At the close of Chapter Ten, Elias reveals to Liling that he had a little brother. Why do you think he chose this moment to finally open up to her?

Post-Reading Activities:

1. In the space below, write a small dialogue between Elias and Liling after Elias tells her that he had a little brother. Include what you think might have happened to Moussa, and how Liling would respond to this information. Finally, perform this dialogue to the class, making sure to use eye-contact, emotion, expression, and gestures.

Chapter 11: SYRIA



Vocabulary: Match the word on the left to its definition on the right.

_____ Heave	A. to think about (something) slowly and carefully
_____ Deliberate	B. done or said on purpose
_____ Converge	C. to cause the sudden occurrence of (something)
_____ Instability	D. to hold (something) tightly
_____ Mull	E. to cause (something or someone) to move in a quick and sudden way
_____ Ignite	F. information of military or political value
_____ Jolt	G. feeling or showing a lot of fear and worry
_____ Intel	H. to come together and meet
_____ Clench	I. the state of being likely to change
_____ Frantic	J. to lift or pull (something) with effort

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. What is the bravest thing you've ever done? What gave you the courage to do it?
2. Are you religious? If so, what role does faith play in your life? If not, what do you believe in, and what role does this belief play in your life?

Comprehension Questions:

1. According to Mr. Khaddour, how do tornadoes develop? What might the tornado be a metaphor (an indirect comparison) to?

2. How does Rafi get Mr. Khaddour to let Elias escort him home? What does Rafi “know” about people?

3. When Elias and Rafi stop at Rafi’s house to get the football, his father appears. What does Rafi’s father tell the boys? What does this altercation mean for Syria?

4. On. P. 74, what does Elias say he can give to Kamal? Why does Kamal agree to undo his restraints?

5. Was Baba assisting the rebels? Explain.

6. What happens to the clinic at the close of the chapter? Who rescues Elias? Is he able to rescue Moussa as well? Explain.

Post-Reading Activities:

In this Chapter, Rafi’s father refers to Mr. Khaddour as Mr. Icarus. In Greek Mythology who was Icarus? In what ways is Mr. Khaddour similar to him? Prior to answering, watch the following Ted Ed Video, “The Myth of Icarus and Daedalus”, by Amy Adkins, and then respond below.

<https://www.youtube.com/watch?v=3s2QPOnuaGk>

Chapter 12: CANADA



Vocabulary: Look up the meaning for each of the following words, and then create a sentence for that word on the line provided (you may choose to change the tense).

Maniac:

Sling:

Unveil:

Monochromatic:

Self-conscious:

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. Do you have a friend who supports you during hard times? How does he/she do this? If you had to choose one adjective to describe him/her, which one would you choose?
2. Has an activity ever helped you to work through a struggle or difficulty that you were experiencing? What was the activity, and how did it help you to do this?

Comprehension Questions:

1. How did Elias feel when he first returned to school? Explain. What made him feel this way?

2. Upon returning to school, what did Mr. Connolly ask Elias, and how did Elias reply? Do you think this was a good decision on Elias' part? Explain.

3. What word has Liling painted on the banner for Elias? Provide two examples of how this word epitomizes (perfectly represents) him.

4. Who is Ms. Boselli, and what does Elias learn about her?

5. How did Baba know where to find Elias? What was his journey like to and from the clinic?

Post-Reading Activities:

In order to prepare for the next chapter, view the following BBC Newsbeat, and complete the DARQ Chart below:

https://youtu.be/KQpdsNqn_jI

DARQ

<p style="text-align: center;">Describe</p> <p><i>In 2-3 sentences, describe the main ideas presented in the video.</i></p>	
<p style="text-align: center;">Analyze</p> <p><i>Through this video, what important issues/concerns are being brought forth?</i></p>	
<p style="text-align: center;">Reflect</p> <p><i>How did what you see and heard make you feel? In what ways could you take action?</i></p>	
<p style="text-align: center;">Question</p> <p><i>When the video concluded, what were you left wondering?</i></p>	

Chapter 13: LEBANON



Vocabulary: Good readers use context to figure out the meaning of a word they do not know. Read the sentences below, and see if you can guess the bolded word's meaning, based on the context provided. Then, provide a dictionary definition.

1. He looked at the paint swatches, unable to **distinguish** the dark green from the light green.

My Guess: _____

Dictionary Definition: _____

2. After carefully reviewing her case, the judge came back with a guilty **verdict**.

My Guess: _____

Dictionary Definition: _____

3. He ran into the church, hoping to find an **asylum** from the men who were chasing him on the street.

My Guess: _____

Dictionary Definition: _____

4. Her team was losing 10-0 and she shuddered at their **dismal** performance.

My Guess: _____

Dictionary Definition: _____

5. He worked at the Canadian **Embassy**, proudly representing Canada in a foreign country.

My Guess: _____

Dictionary Definition: _____

Pre-Reading Discussion: Discuss the following questions as a class, or with a partner.

1. If you were forced to move, and could only take one of your belongings with you, which one would you choose to take and why?

2. Do you believe in luck? Discuss the pros and cons of having this belief.

Comprehension Questions:

1. When Elias and his family arrive at the camp, the man without shoes describes it as “an open-air prison” (89). Using specific examples to support your answer, describe how the camp is indeed like a prison.

2. Why have Elias and his family not eaten much since they arrived at the camp?

3. On P. 92, Sana says that “Ahmed suffered the most”. What happened to him, and how does it continue to affect him?

4. What brings life back to Mama’s eyes? Explain.

5. What news does Sana give Elias as he's leaving the tent school? Why might this decision have been made?

6. Why is Elias upset when he hears from Baba that their sponsorship has been approved? In literature, an oxymoron is when two words with opposite meaning are placed side by side. What does Baba mean when he uses the oxymoron "cruel-lottery" to describe their family's situation?

Post-Reading Activities:

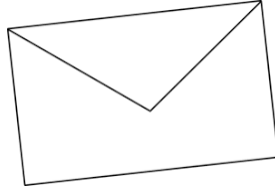
1. In this chapter, the reader was introduced to two important symbols. What do you think they represent? Place these words (such as hope) around the stone and baccalaureate (diploma) below.



2. In small groups, research an organization that's helping Syria/Syrian refugees, and conduct a presentation about this organization's efforts to the class (using a shared presentation platform such as Google Slides). After you've finished your research, make a connection to your school. Brainstorm an initiative that your school could undertake, to help the crisis in Syria.

Sample Organizations: *Care Canada, Doctors Without Borders, Oxfam America, UNHCR, Unicef USA, World Vision.*

Chapter 14: CANADA



Pre-Reading Discussion: *Discuss the following questions as a class, or with a partner.*

1. Do you think that teenagers can make a difference in the world? How? Provide an example, locally or globally, to support your opinion.
2. Describe a time in your life where you felt like you were in control of a situation. How did you take action to bring about a positive outcome or change?

Comprehension Questions:

1. As the chapter opens, what is Elias worrying about? Who does he credit his success to in Canada?

2. The reader hasn't seen Elias' father since Syria. Where has he been, and what has he been doing?

3. What happened to Nizar and his family after they left the refugee camp? Describe the conditions at the tanning factory, and the ways that they've affected the family, especially Sana.

4. After Baba reads Elias Nizar's letter, what change do we see in Elias' character? Use an example to support your opinion. Why do you think this is?

5. How many jasmine bulbs does Liling give Elias to plant? What do you think they represent?

6. How does the garden, and the feelings that surround it, change from the beginning of the novel to the end? What do you think the garden might be a metaphor for?



Post-Reading Activities:

For this activity, you will be writing in role, pretending to be the protagonist, Elias. Imagine that you’ve just finished reading the letter from Nizar, and have decided to write one in return. What would you say about your new life in Canada, Syria, Nizar’s situation, Sana and Ahmed, and what the future might hold? In order to make the letter authentic to Elias’ voice, make sure to reference/weave in specific details from the novel. Consider using a document that you can share, and have a classmate peer edit.

Dear Nizar,

Sincerely,

Elias

Culminating Activities

1. A **monologue** is a long speech given by a character. Choose a character at a moment of conflict in the novel, and write and perform a one-page monologue that explores his or her innermost thoughts and feelings.
2. Compose and perform a **song** (vocal or instrumental) that speaks to a major theme found in *The Garden*.
3. Design a new **front cover** for the novel. You may wish to do this digitally or by hand. Your cover should include the title and author's name, as well as images that represent the novel's settings, characters, symbols, and themes.
4. Create a **book trailer** for *The Garden*. Using video, images, and sound, your trailer should include the setting, main characters, conflict, and a question for the audience to ponder.
5. In the novel, the chapters that take place in Syria are told through Elias' **point of view** (first person). Select a favorite chapter from the novel, and re-write it from another character's perspective.
6. Create a **dance** routine (solo or small group) that interprets a powerful chapter or scene from *The Garden*.
7. Create a **podcast** and interview Elias about his experiences during the civil war in Syria, in a Lebanese refugee camp, and as a newcomer to Canada.
8. In a **literary essay**, explore the role of faith in *The Garden*.
9. Write a **poem** (rhyming or free verse) that relates to the novel. The poem may be about the setting, the characters, or a prominent theme.
10. The jasmine and serin are two important symbols in *The Garden*. Conduct a **research project** on the vegetation and wildlife in Syria. Consider exploring the impact that the war has had on each.

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