



*how  
to* **Make**  
*a* **Wave**

*Lisa Hurst-Archer*

*Educator's Guide*

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o Wave**

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Red Deer Press

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# Introduction to *How to Make a Wave* Educator's Guide

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Lisa Hurst-Archer's novel *How to Make a Wave* is appropriate for students aged 12 and up to use literature circles, guided reading, class novel study, or independent reading.

## Part I

divides the novel into fourteen 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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## Themes

- waiting
- healing
- forgiveness
- atonement
- family
- loneliness
- change
- self-awareness

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

## Language Arts

- literary devices
  - flashback
  - point of view
  - descriptive writing
  - vocabulary
  - metaphor and simile
  - mood
  - irony
- writing
  - letter
  - reader responses
  - non-fiction
  - poetry
- story elements
  - plot
  - setting
  - conflict
  - character
    - development
    - traits
    - interaction
    - compare and contrast
    - body language

## Social Studies

- Hinduism
- Carl Jung – Synchronicity
- family

## Drama

- interviews
- movie trailer
- tableau
- corridor of voices
- the wave

## Music

- music and mood
- lyrics

## Visual Arts

- colour and mood
- famous artists use of colour
- Ms. Murti's lessons
- portraits
- cover art
- art exhibit

## Plot Summary

Delia is scarred by the accident. It cuts across her face, it cuts across her self-worth, and it draws a line between her and everyone else. She feels ugly, different, and utterly alone. As she turns thirteen, Delia's perspective shifts. She starts to ask questions. She learns hard truths and struggles with the realization that adults are broken and human too, that all of our choices ripple into the lives of others. Delia's paintings help her develop self-awareness and self-confidence, but more than that, they affirm that Delia is a part of something larger. We all are.

Part I

*Literature Circles / Guided Reading*

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# Chapter One and Two

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(pages 3-24)

## **Summary**

The scene opens with Delia wallowing in sadness as she listens to music. She sees a photo of her family “before the accident” and is unsure what is memory and what is a dream. Her attitude towards her book report implies that she is both intelligent and disinterested. There is just her and her dad, who though absent, is often the recipient of her crankiness. She quickly showers, eats breakfast and leaves for school. At school, Delia forges her father’s name on a permission form as she sits alone at the back of the class. She recalls the pride she felt as a little kid seeing her dad coming home in his All Right Security uniform, but now she feels embarrassed. Mrs. Arbuckle notices Delia is distracted and when she sees the forged form she takes it and speaks to Delia after class. Out in the hallway between classes, Delia seems detached and separate from her peers. She sits outside the music room and listens to the noise of the students learning to play. She regrets dropping music but despite her interest and her love of lyrics she couldn’t be bothered with all the red tape of getting back in the course. The song *Moon River* reminds her of her mother who sang it to her as a child and is now the “old heartbreaker” who has drifted away. Delia enjoys her art class with Ms. Murti, she loves the freedom of choice, the way her paintings help her imagine a better life, she loves the colour blue.

## **Preparing to Read**

- Cover: What predictions can you make from the cover?  
Title: What does the phrase “making waves” mean?  
Back cover copy: Who is the main character? What’s the conflict?
- **Vocabulary:** Cajoles, justification, hovers, forging, throng, cacophony, guttural, nebula.

## **After the Reading**

- What is Delia’s attitude towards school?
- Delia often is disinterested. What tasks does she engage in fully?

## **Extending the Reading**

- Everyone has felt melancholy from time to time. Can you relate to Delia’s moods? Do you think it is “normal” or extreme?
- What is the main problem in the story so far?

## **Exploring the Writing**

- **Irony:** Meaning implied is opposite of what is said. Why is *Moon River* ironic to Delia?
- Read the **Simile and Metaphor** page to explore the ones from these chapters.
- **All About Delia:** Fill out the sheet based on what you know about Delia so far.
- Delia has a habit of recasting stories, of inserting persons she encounters into imaginary plots, of perceiving her own life as if it were a movie and she an actor waiting for direction from someone who knows how the script unfolds. What does this tell us about Delia?
- **Water Words:** Water is a powerful image in the story. Brainstorm water words and images.

# Chapter Three and Four

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(pages 29-49)

## Summary

Delia's father works the graveyard shift. He leaves around 10:30 for the rest of the night. Mrs. Pezesky, the neighbour used to watch her, but now Delia stays home alone even though she dislikes it. The background information about their home life tells us that her father does all he can to take care of Delia, including cooking. She thinks he worries too much about her and never does anything for himself, like the way he played hockey before the accident.

Delia recalls the details of the accident and her time in hospital. She remembers visiting her mother on the day Delia was discharged. She saw her mother one more time after that, on the night Billy died. She stopped by the house while Delia's father was out to tell Delia she loved her. Even at six years old, Delia knew something was not right. Her grandmother tries to explain death to the confused little girl.

## Preparing to Read

- Discuss how pivotal moments sometimes divide our lives into “before” and “after.”
- What do you think happened the night of the accident?
- **Vocabulary:** Imbued, vibrant, careen, laceration, resilient, luminous.

## After the Reading

- Make a t-chart comparing life before the accident to life after the accident. Add to it as Delia shares her memories during the novel.
- What specific memories does Delia have of the accident? (Note the sensory details.)
- What happened to the people in the accident?
- How long was Delia in hospital? What were her injuries?
- What else was broken after the accident?

## Extending the Reading

- *She's quit buying magazines – they make her feel uglier than she already feels* (page 30). What does that statement tell us about Delia's self perception?
- What is unusual about her visit with her mother? How was her father reacting in the room and after the visit?
- How does Delia's grandmother feel about Uncle Billy's death and the mother's visit? What does that imply?

## Exploring the Writing

- **Plot Line** – summarize what has happened in the first few chapters.
- **Simile and Metaphor**
- **Journal Response** Choose a prompt from the list and write a reading response.
- Read the last paragraph on page 32 as an example. Write a **descriptive scene** from a childhood memory. Try to include vibrant colour and sensory description.



# Chapter Five and Six

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(pages 53-75)

## Summary

Delia looks at old pictures of her mom and Uncle Billy. On the back of one of them showing Billy with his arm around her mother, is: *Cheryl, I love you forever. Billy*. In art class Delia paints with fury using various shades of red. It looks like a scar. She is called to the office and given an appointment with a counselor the next day. Delia comments how people avoid looking at her face. When she tells her dad, he says she might have to start listening better. Delia mutters that he should too. Delia flashes back to the first year after her mother left. She constantly asked her father when her mom was coming home. He was patient at first and later told her to quit pestering him about it. Delia and her dad don't speak about it anymore. She loves her father, loves the way he takes care of her, but she contemplates moving away from here and the aching empty space between them.

Delia made a yellow collage painting and recalled a memory of Uncle Billy catching a gopher with a slipknot. She recalls the smells, the yellow fields, Uncle Billy's yellow hair, his yellow tipped fingers, the horrible feeling of dread as he prepared to trap the gopher. She felt nervous and confused, just like the gopher, around Uncle Billy, unsure of how he fit in their family. She recalls a moment when her mother glanced at Uncle Billy with pure love. As the pieces all come together, she realizes he wasn't really her uncle but her mom's high school sweetheart and star hockey player. He was drafted to the NHL and her mother married her father that year.

Delia meets with the guidance counselor and has fun yanking her chain about forging signatures.

## Preparing to Read

- Why do you think Delia's mother left all those years ago?
- **Vocabulary:** Staccato, blandly, blathering, cajoled, barrier, meticulously, slipknot, sentinel.

## After the Reading

- How does Delia's father react when people talk about Cheryl and Billy?
- What has Delia concluded about her mother and Uncle Billy?

## Extending the Reading

- Delia always knew the pieces of information about her mother and Uncle Billy, she'd seen the pictures before, she'd seen them together. Why are the pieces coming together like a puzzle for her now? What has changed?
- Colour is mentioned a lot as Delia works through her emotions and memories. What is the red painting's mood? What is the yellow collage's mood? What do the paintings have to do with her memories? Is a certain colour associated with her mother?

## Exploring the Writing

- **Journal Response:** Choose a Reading Response Prompt and write a short reflection.
- **Simile and Metaphor**
- **Character Interactions:** Describe the dynamic between Delia and her father.

# Chapter Seven and Eight

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(pages 79-99)

## **Summary**

Delia overhears the girls gossiping about the “mess on her face.” She tries to make herself invisible at school. As they study *Who Has Seen the Wind*, Delia finds herself relating to the main character’s thoughts, wondering how she would paint the wind, and reflecting on a poem from her childhood. She plans on finishing the book at home while she is home alone at night, scrunched up to render herself undetectable by intruders.

Delia thinks little of birthdays. They just mean you haven’t died yet. She flashes back to her sixth birthday. Uncle Billy had moved in with them a few months prior when his NHL plans fell through. Uncle Billy and her mother took her to dinner for her birthday. Her father had hockey. Delia figures that to anyone watching they appeared like a happy family. The car accident happened that night. Back in the present, Delia’s father has made a cake and sign, but Delia is unreceptive. She spends the day in bed reading *Who Has Seen the Wind*, wishing she had a friend like Brian from the novel.

## **Preparing to Read**

- Have you ever related to a character from a story? What made them so real to you?
- What are some titles that you couldn’t put down?
- **Vocabulary:** Sympathetic, copious, dappled, nauseous, dawdling, descent, quavering.

## **After the Reading**

- Delia is not a part of the group of girls. How do the girls treat her?
- Words are powerful. They can leave internal scars. What does Delia’s body language tell us about how the words affect her?
- How does Delia feel about birthday celebrations? Why?

## **Extending the Reading**

- What does the author tell us about Delia when she shares the image of her alone at home, scrunched up in her bed so that she is undetectable by intruders?
- How do you feel about birthdays? Are you a big celebrator?

## **Exploring the Writing**

- Write a dramatic scene set in a school that shows the power of words. Include body language description to show the aggression and the affects.
- Describe a character in a movie or novel that affected you deeply.
- Make a top ten list of what makes a novel one you can’t put down.
- **Plot Line** – summarize what has happened in the first few chapters.

# Chapter Nine and Ten

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(pages 103-118)

## **Summary**

Delia visits her Aunt Shirley. She recalls how she used to wish her name started with “sh” just like sisters Cheryl (her mom), Shirley and Sheila, but now she thinks her grandmother was ridiculous to choose those names. She is realizing that adults aren’t wise and all knowing. Her perception is changing. Delia asks Aunt Shirley why her mother didn’t come back after the accident. Shirley tells her she doesn’t know but it probably had something to do with Billy. She felt guilty. Shirley tells her Billy and her mother were in love, but Billy left. Delia realizes he left because her mother was pregnant with her. The news upsets her, despite her aunt’s reassurance that this doesn’t change anything.

Delia paints with red and blue, creating purple – the colour her mother hated. She recalls an argument with her mother when she was five and wanting a purple outfit. In language arts class they discuss Brian’s perception of God. It makes Delia reflect on how people’s perceptions can change.

## **Preparing to Read**

- Delia is searching for answers. What kind of questions is she carrying in her heart? Predict possible answers based on what we’ve learned so far.
- **Vocabulary:** Slather, chrome, groggy, plying, resonate, claustrophobic, adamant, tangent.

## **After the Reading**

- **Character Interactions:** Describe Delia’s relationship with Aunt Shirley.
- What colour does Delia paint with after hearing about her mother and Billy?
- Based on her memory of shopping, what does that colour mean to her?

## **Extending the Reading**

- Delia is starting to see the humanity in the adults in her life. Give some examples of her changing perceptions.
- Delia compares the revelation about Billy and her mother to a blind person becoming sighted and seeing their hand as unrecognizable. What does that comparison tell us about how she is feeling?
- In language arts they discuss how people have different perceptions. What forms our perceptions and what makes them change? Is it okay to change them?

## **Exploring the Writing**

- Do you see adults differently now that you are a young adult?
- Write a paragraph describing how your opinion or perception of something changed as you matured. It may help to start with a t-chart listing your opinions then and now.
- **Art Activities**

# Chapter Eleven

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(pages 123-134)

## **Summary**

Walking home alone, Delia stops at the river and recalls her father and her in a dinghy the first summer after the accident. She'd felt safe in the dinghy. The next year he'd bought a canoe but in it Delia felt fearful, confused and off balance. Delia remembers seeing pelicans and how they surrendered to the air currents. She stands by the river feeling lonely, wondering if she is wanted, wondering who her real father is. She calls Shirley and tells her she knows Billy is her dad; she had to voice the truth. They go for a coffee. Shirley tells her Dave knew, but she isn't sure if Billy knew he was her father. Delia wonders if her mother is still alive. Shirley tells Delia her mother sent a card from India once saying that she was trying to put things right. Delia is angry; she feels that Billy's presence cheated her out of her mother.

## **Preparing to Read**

- Every answer seems to lead to more questions. What questions might be raised from what Delia has learned in the last chapters?
- **Vocabulary:** Loiter, portly, oblivious, preoccupied, puckering, ashram, fanatic.

## **After the Reading**

- What memories are triggered as Delia stands by the river?
- Describe how she felt in the dinghy versus how she felt in the canoe.
- What discovery does Delia tell her Aunt Shirley? Why?
- Describe Delia's scar. Describe her internal scar.

## **Extending the Reading**

- The first summer, Delia has feelings of comfort and safety, the next she is anxious and fearful of the river's control. How are the boats strong images of Delia's inner self? Why are they different?
- What does it mean to "surrender" and "trust the currents"?

## **Exploring the Writing**

- **Metaphorical Writing:** What kind of boat would you say represented your life these days? Describe it. How does it look? How does it move on the river? How do you feel in it? Write a paragraph or a free verse poem about it.
- **Plot Line** – summarize what has happened in the last few chapters.

# Chapter Twelve

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(pages 139-150)

## **Summary**

This chapter is about Cheryl's experience in India. She has a new name, Sagarika, which means *wave; born of the ocean*. She lives in a small, sparse hut that others believe is cursed. Sagarika prays fervently and waits. She waits to hear the call that will carry her on a wave as it did seven years ago when it brought her to India. She looks and acts like a villager, but she is separate from them. She is burdened by sadness and driven by atonement. She does laundry for wages, washing clothes by hand in the river. On the first night of Diwali, she hopes to hear that voice again. But it doesn't come. Sagarika sits alone, unnoticed on the rock as others celebrate. She scrubs a cloth in the river, but the stain, the sin, will not dissolve. Overcome with sorrow, she lies by the river to wait for answers.

## **Preparing to Read**

- What do you think life is like for Cheryl? How do you think she has been feeling?
- **Vocabulary:** Skein, sonorous, sibilant, billows, summoned, restoration, permeates.

## **After the Reading**

- Why did Cheryl leave for India?
- What has she been doing there all these years?
- Is she happy in India?
- What is she waiting for?

## **Extending the Reading**

- The river is sacred in the village. What does it mean for Sagarika when the stain stays?
- Discuss *atonement*. How is it a part of Sagarika's story?
- What do you think would help Sagarika lessen her burden of sadness?

## **Exploring the Writing**

- **Water Words:** Use the words on your chart to write poetry.
- **Compare and Contrast** the soul-searching journeys taken by Delia and Sagarika.
- **Hindu Culture:** List what you know and what you read about Hindu culture on the worksheet. Add questions you might have. Research one or two of those questions and write a short non-fiction piece about Hindu culture and practices.

# Chapter Thirteen

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(pages 155-168)

## **Summary**

Ms. Murti teaches about the elements (earth, water, fire and air) and the class brainstorms the feelings and sounds associated with water. Delia is frustrated that she cannot relate to the flowing gushing feelings her classmates discuss. Her sense of water is stagnant, a drip, snow melting on a woolen coat (an image from the crash that is repeated). A wave of emotion wells inside her and she paints a wild blue-green wave dumping broken-bodied swimmers on the shore. She feels so content, so grounded, as she leaves class. Ms. Murti makes an appointment with her for tomorrow. At dinner, when Delia confronts her father about his absences, he reveals he has been seeing a counselor. He feels it is time to give her something and hands her a blue envelope containing a letter from her mother. She'd left it with him long ago for when the time was right. In the letter, her mother gives an explanation of why she left, of her pain, of how she has betrayed her father's trust. She tells her about Solomon and the two mothers. Only a true mother would bear the pain of losing her baby rather than inflict suffering upon it. She feels it is her fault Billy died. She'd called him to go out on Delia's birthday as a way to get back at Delia's father. She felt her vindictiveness was a tiny particle that started a wave. She had to leave to fight for her life and hopes that Delia will forgive her one day.

## **Preparing to Read**

- If Sagarika could talk to Delia, what do you think she would say?
- What would Delia say?
- **Vocabulary:** Stagnant, imperceptibly, undulating, slew, savory, inflict, vindictiveness.

## **After the Reading**

- What frustrates Delia about the water activity?
- Describe her painting. How does it leave her feeling?
- What news does her father share during dinner?
- Why does he think this is the "right time" to give Delia the letter?
- What questions does the letter answer? What questions does it raise?

## **Extending the Reading**

- At first, Delia feels "stagnant." How does that word describe what she is experiencing?
- Why is a wave a powerful symbol for her to paint?
- Her mother says she wanted to prevent pain to Delia by leaving. Did she?
- Examine the physical reaction Delia has to the letter. What does that mean?

## **Exploring the Writing**

- **Journal Response** – write your response to this chapter.
- **Letter from Delia** – write the letter from Delia to her mother.
- **Art Activities:** Do Ms. Murti's lesson.
- **Lyrics Activity**

# Chapter Fourteen and Fifteen

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(pages 173-197)

## **Summary**

Delia passes the tanned, tall, laughing girls' volleyball team and figures she's over getting cut from the team. She wouldn't have liked being a part of that group anyhow. Brittany Anderson (her friend from kindergarten) looks right through her. Delia figures she doesn't need friends – they'd intrude on her privacy, want to know her story, use her to make themselves feel better. Delia meets with Ms. Murti (who was born in India) and tells her about her letter from her mother in India. Ms. Murti tells her the wave in the letter and the wave painting are synchronistic. On the way home, Delia stops by the river and watches reeds float along the water. She feels like that stick, powerless to control the currents in her life. At Aunt Shirley's Delia asks if she ever wanted to quit school. Shirley tells her it was her way out of the house. Her parents bickered all the time. Delia had assumed Shirley's family life was perfect and is surprised to hear it wasn't. Shirley shares her experiences and choices that left her in a crummy job with lots of expenses. She didn't plan – and that was what she got. She wishes for a house and husband and kids. Delia denies being lonely, except for her mom, but Shirley advises her not to live the rest of her life lonely. At school, Delia reviews her portfolio. Ms. Murti praises her for her expression and courage in art. They discuss choice and how it shapes us. Delia agrees to have her wave painting displayed on the wall.

## **Preparing to Read**

- Discuss synchronicity. Share experiences of synchronicity.
- **Vocabulary:** Pathetically, feigned, synchronistic, immerse, navigate, bickered.

## **After the Reading**

- Delia sees the volleyball girls as everything she is not. Does it bother her?
- What choices in life does Aunt Shirley regret? How did they affect her future?
- Delia admits she is lonely. Why does she think she is lonely? Why do you think she is?

## **Extending the Reading**

- Why does Delia assume that friends would only use her to make themselves feel better?
- Review Delia's portfolio. What does each painting say about her inner journey?
- What is the significance of Delia agreeing to have her wave painting displayed?
- Do you think we are changed by what we do? Does what we think and feel shape us?

## **Exploring the Writing**

- *All the choices that any of us make...those things shape us.* Write a **response** to that quote. Reflect upon some choices that you or someone you know has made. How did those choices make waves in life? How did they affect the person and their environment?
- *Not all coincidences are coincidence. Sometimes there are greater forces at work.* Share a moment where you experienced synchronicity. If you can't think of one, list coincidences in your life and reflect upon how "accidental" they truly were.
- **Simile and Metaphor**
- **Plot Line** – summarize what has happened in the last few chapters.
- **Character Interactions:** Describe the dynamic between Delia and Aunt Shirley.

# Chapter Sixteen and Seventeen

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(pages 201-223)

## **Summary**

Delia notices that her dad seems tired since he gave her the letter. She makes dinner and they have a conversation like two adults. She confides in him about her difficulties at school, about how much she has hated her life. Her father listens, really listens and she feels heard. She shares her love of painting. He shares about his sessions with his counselor, about his anger at Billy, and her mother. He'd assumed she'd come back. He'd spent all those years waiting. Delia wonders if she has learned how to keep people at arm's length, how to guard herself from being hurt, by watching her father. Finally he confesses the person he is most angry with is himself for not getting on with his life, for giving in to bitterness. In art class, Delia tries to paint a gentle wave and gets frustrated that it isn't working. It doesn't look like the picture in her head. Ms. Murti challenges her by pointing out that everyone has difficulties in their lives, everyone, including Ms. Murti, has something to overcome. Delia had never considered Ms. Murti outside of the image she'd created of her. She realizes how she has limited others by her perceptions of them. While waiting for Aunt Shirley in her apartment, Delia finds a wedding band engraved with *Shirley and Tom*. Apparently Shirley had been married for six months and found out he'd been having an affair. Delia is annoyed no one ever told her about it, but Shirley explains that it is a closed chapter in her life. It's over. In school, Delia and Brittany start a conversation. Delia is cynical at first, but soon realizes she doesn't know what it's like for Brittany as Brittany shares about her father being hurt in a tractor accident. Brittany asks about Delia's mom, bringing Delia face to face with what she wanted to avoid, but the fear of being asked was worse than the actual question. They discuss the novel and Delia sees the kids in her class for the first time. Delia thinks about canoeing next summer and knows now that she will surrender to the current and enjoy the ride.

## **Preparing to Read**

- **Vocabulary:** Skirting, authentic, incredulous, infuriation, proximity, erratic, obscures.
- Delia had been so buried in her own pity and anger she shut everyone out. What subtle changes have happened recently that show her changing perspective and attitude?

## **After the Reading**

- What do we learn about Delia and her father in the dinner scene?
- What is the purpose of the wedding band scene? What lesson does Delia learn?
- What changes Delia's perception of Brittany as they begin sharing?

## **Extending the Reading**

- How is Delia's frustration with her art symbolic of her frustration with her life?
- Delia has been so self-absorbed as she worked through her issues. In the last chapter, how do we know she has started to look outward and connecting to the world around her?

## **Exploring the Writing**

- *At some point in the journey, she will draw up her paddle and lay it down. She will sit back, surrender to the water and let the current carry them along.* Why is this an important decision for Delia? What does it say about her character?
- Write a few paragraphs predicting what life will be like for Delia from now on.



Part II

*Novel Activities / Blackline  
Masters*

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# Writing Activities

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## Water Words

Symbols are powerful tools in writing that can convey deep meaning. Water is an especially strong symbol that runs throughout *How to Make a Wave*. Brainstorm all the water words you can on the **Water Words Chart**. Include words that describe water, its purpose and uses, its feelings and sounds. As you travel through the novel, add to your water words.

## Leonardo daVinci's Thoughts on Water

- Read the quote on the handout (next page) and line by line discuss some examples for each.
- Assign a phrase two each person and have them visually represent that line in art or drama. Present the passage as a class.
- **Vocabulary:** Have students underline the unfamiliar words and look them up in a dictionary.
- Students may add the words or ideas from da Vinci's passage to their Water Words chart.

## Point of View

- Retell a part of this story from another character's point of view.
- Write a diary entry for: Delia, Sagarika, Dave, Billy, Aunt Shirley.

## Poetry – Extended Metaphor

Write an **extended metaphor poem** in free verse based on one of the images in your water word list.

## Poetry – Colour Poem

Choose a colour (i.e. blue) and write a poem using the following guideline. Use descriptive words. (Some students may benefit from a brainstorm session about words that describe that colour.)

Blue tastes like...  
Blue feels like...  
Blue sounds like...  
Blue looks like...  
Blue smells like...  
Blue is...

Water Words Chart



*Water*

"Water is the driving force  
of all nature"  
Leonardo da Vinci

# *Leonardo da Vinci*

## *thoughts on water*

"Water is sometimes sharp and sometimes strong,  
sometimes acid and sometimes bitter,  
sometimes sweet and sometimes thick or thin,  
sometimes it is seen bringing hurt or pestilence,  
sometime health-giving,  
sometimes poisonous.

It suffers change into as many natures as are the different places through which it passes.

And as the mirror changes with the colour of its subject,  
so it alters with the nature of the place, becoming  
noisome, laxative, astringent,  
sulfurous, salty, incarnadined,  
mournful, raging, angry,  
red, yellow, green, black, blue,  
greasy, fat or slim.

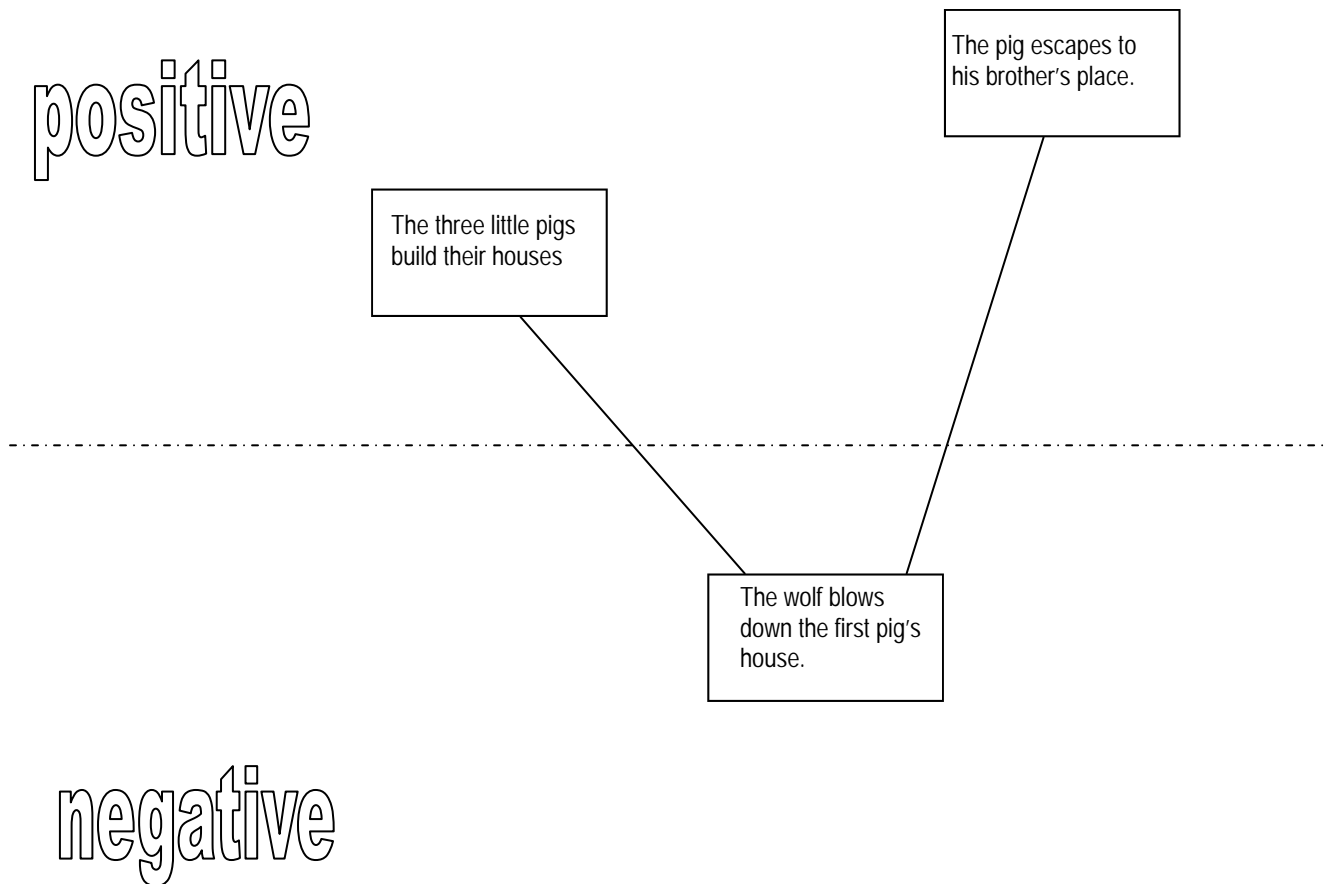
Sometimes it starts a conflagration, sometimes it extinguishes one;  
is warm and is cold,  
carries away or sets down,  
hollows out or builds up,  
tears or establishes,  
fills or empties,  
raises itself or burrows down,  
speeds or is still;  
is the cause at times of life or death,  
or increase or privation,  
nourishes at times  
and at others does the contrary;  
at times has a tang,  
at times is without savour,  
sometimes submerging the valleys with great floods.  
In time and with water,  
everything change."

# 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*



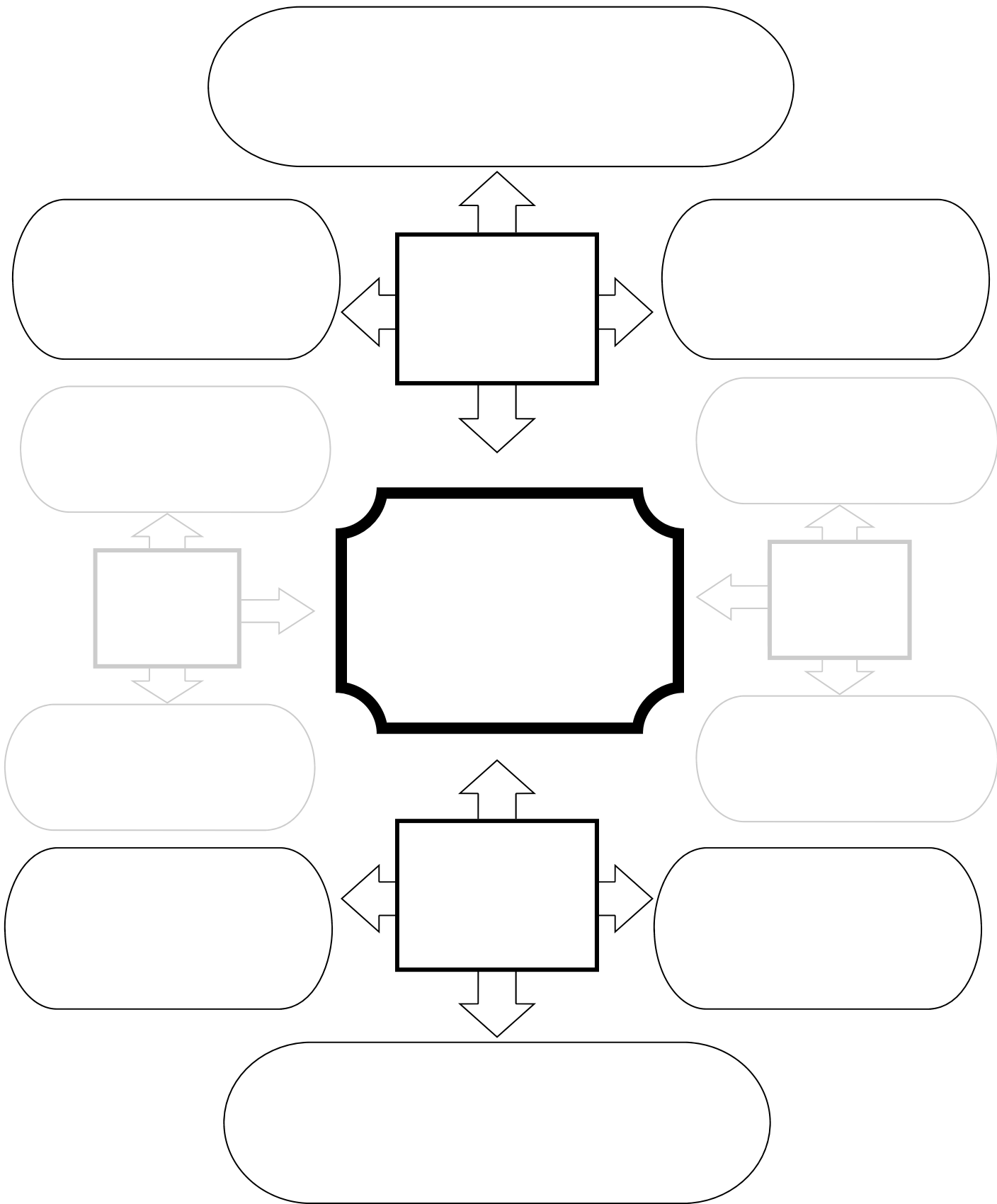
# All About Delia

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	

character

trait

evidence



# Character Interactions

How does she feel about her father?  
Give examples as support.

**D  
E  
L  
L  
I  
A**

**D  
A  
V  
E**

How does Dave feel about his daughter?  
Give examples as support.



# Character Interactions

How does she feel about her aunt?  
Give examples as support.

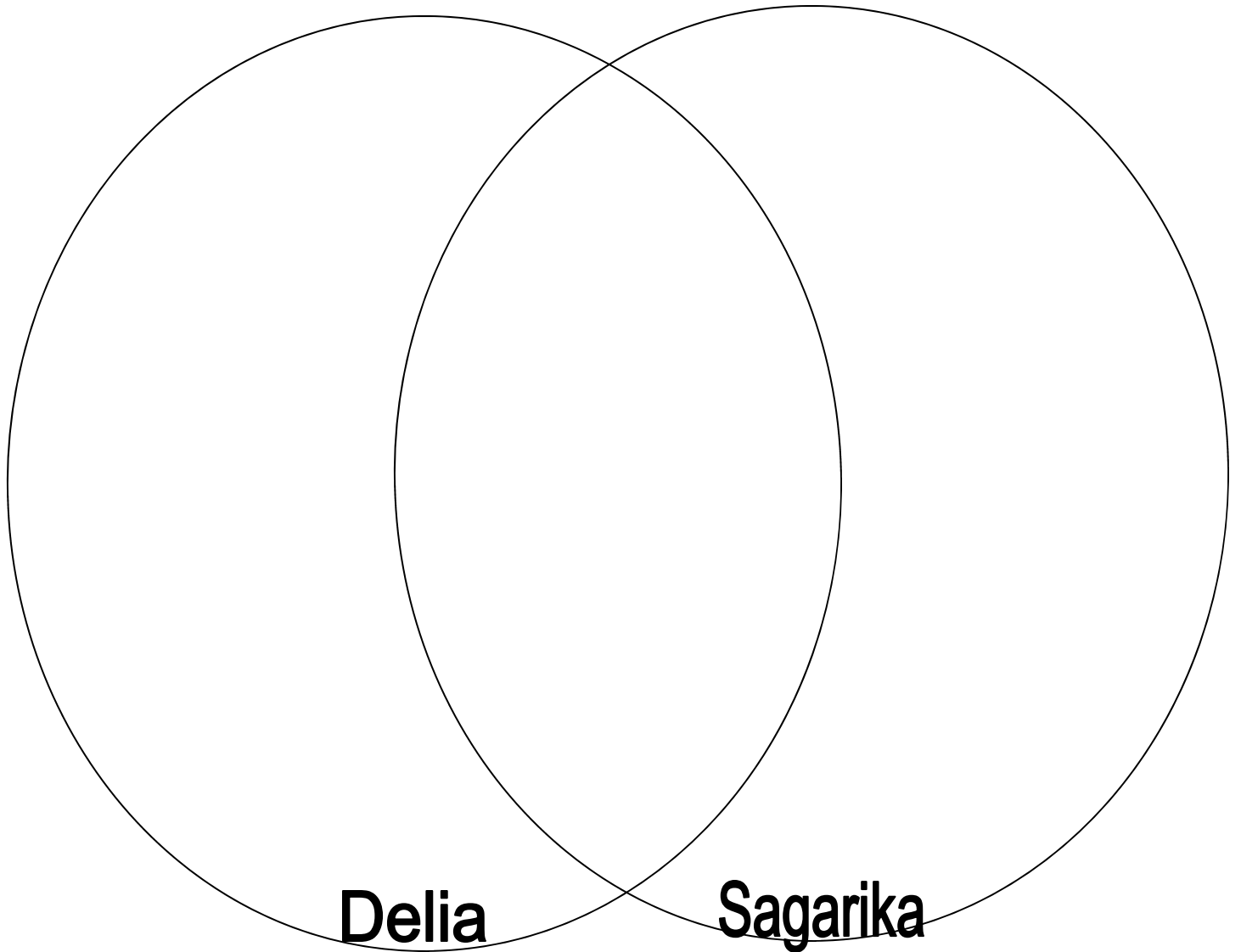
**D  
E  
L  
I  
A**

**S  
H  
I  
R  
L  
E  
Y**

How does Aunt Shirley feel about Delia?  
Give examples as support.

# Compare and Contrast

Delia and Sagarika are both on inner journeys.  
How are their experiences similar?  
How are they unique?



# Hindu Culture

from the book

what I know

my questions

# Reading Response Prompts

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Reading Response Journals encourage 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? (Interesting doesn't mean you necessarily like the character.)
- Write a diary entry for one of the secondary 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?
- Would this story work if it happened today in your hometown?
- What other books or movies does it remind you of?
- What character do you relate most to? Why?
- What is your favourite colour? Why?
- Delia spends a lot of time alone. Is there such thing as too much solitude?
- Delia says she doesn't need any friends, do you?
- Delia thinks her scar is what keeps her separate from others. Do you agree?
- What invisible scars does Delia have? Why are they harder to heal?
- How is Delia moving towards self-acceptance? What is helping her?
- Choose a theme and do free writing on it for five minutes:
  - waiting
  - healing
  - forgiveness or atonement
  - family
  - loneliness or isolation
  - change
  - perspective

# Similes and Metaphors

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Similes and metaphors imply that one thing is like something else. They convey deep meaning and connotations with a few words. Break down the poetic language. For each phrase discuss what is being compared and what images or emotions that comparison creates. Write another simile that captures that same idea in a different way.

Songs that tighten her throat as though she's swallowed whole fruit are delicious.

page 3

...the accident altered her life as though colour and movement and sound had drained from a Technicolor movie, leaving only silent, stilted shadows on a screen.

page 4

Her legs are like wood. She must move her legs forward with careful intention; otherwise, she'll be floated along like a log in the water and get stuck like a log in a jam, unable to move.

page 19

She puts a thick paper sheet in a sink full of water and presses down her hands to hold it under as if she's drowning a cat or something.

page 22

Delia's grandmother spoke the words as if she was choosing pieces of fruit at a grocery store, the pieces that had no bruises. She picked out the words, one at a time.

page 48

References to her mother had become increasingly rare, like the occasional puddle of water that appears on the basement floor, the source of which remains a mystery. It was like that when the subject of her mom crept into a conversation...  
a scurrying to mop it up and pretend it never happened.

page 59

...she experienced a sensation, as though she were drawing a line around a memory, as though she were pulling a slipknot around a gopher and had nearly captured it.

page 65

Delia thinks most of her life has been like that –  
like she's the flimsy stick abandoned to the rippling current.

page 180

She can feel her dad stepping near her with caution, skirting softly like she's some motion-activated explosive device or a cracked piece of china that's been glued together and could possibly fall apart at any moment.

page 201

# Drama and Music Activities

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## Drama – Movie Trailer

- Use Photostory to create a trailer for movie (be sure to pick images, music and colours that convey the mood.)

## Drama – Corridor of Voices

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

- Delia considers Billy and his place in her family.
- Delia as she is waiting for Billy to catch the gophers.
- Delia sitting by the water wondering who her father really is.
- Sagarika trying to wash her sin clean in the river.

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 that 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 – the Wave

- Form a circle around the room and do the wave. Discuss what makes it look continuous. Try doing one that starts small and grows larger towards the end. Discuss why a wave is a symbol used in the novel (i.e. one small action rippling outward and growing larger.)

## Music

- Delia really connects with her music. It expresses how she is feeling. Using a sample from a piece of music that moves you, explain what it makes you feel.
- Play a piece of emotive music for the class. Encourage students to respond to the piece by:
  - Free form drawing as the music is played
  - Word associations – list all the words that piece evokes in them
    - Each student chooses ten words from that list and writes a poem
  - Drama or dance – how does that music make them move?
- **Lyrics** are poetry put to music. Share the lyrics of a song that moves you. Read it as a poem first and then listen to it as a song. Which way is more powerful?

# Art Activities

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Delia's art helps her on her journey of self-discovery and self-awareness. Her emotions are expressed through colour. The following activities encourage students to explore the power of colour as a form of expression.

## Colour and Mood

Explore the creations of some famous artists such as:

- Picasso *The Tragedy* (his blue period)
- Henri Matisse *Pianist and Checker Players*
- Gustave Caillebotte *Skiffs*
- Ilya Bolotowsky *In the Barber Shop*
- Edvard Munch *The Scream*
- Georgia O'Keefe *From The Lake*
- Kandinsky
- Van Gogh
- Ted Harrison
- The Group of Seven
- Norval Morrisseau

Talk about colour scheme, intensity, lines and mood. What feelings does the painting evoke?

## The Colour of Emotion

Certain colours evoke certain emotions in us and not all colours affect all people in the same way. Choose a colour and in Delia-style play with it on the page. Use shapes and lines as well as intensity of colour to express the emotion you are conveying.

Write the emotion's word in the centre of the page in large letters and express it through the colour inside those letters. For example, envy may have shades of green on the edges with red anger on the inside. You may assign one particular emotion (and note how differently it is expressed) or let the students choose (and note the variety of emotions explored).

## The Remix

Look at *The Scream* and discuss what evokes the mood. Provide the students with an outline of the painting (Google it). This Remix version should evoke joy or serenity by changing colour and facial expression.

## Ms. Murti's Lessons

Ms. Murti draws upon the elements water, earth, fire and air. Using her lesson on page 155 as a guide, explore each element through art.

- As a group Brainstorm words, images, and feelings that represent that element.
- Recall an experience, an emotionally charged moment, that involved that element.
- Using any colour or combination of colours, in any medium, express that memory.
- Dim the lights and play music as the students explore.

## Portrait

Whether lifelike or representative, portraits capture the essence of the person, the spirit of the person inside. Brainstorm what you know about your subject. What colour palette captures that

personality or mood? Using whatever medium you choose (computers, ripped paper, paint, collage, etc.) create a portrait of Delia or a self-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 *How to Make a Wave*.

### **Art Exhibit**

Display student work in an Art Exhibit. Invite them to view the art in silence and appreciate what each artist was saying in his or her piece. Provide some guiding questions such as:

- This piece of art makes me feel...
- This reminds me of...
- I like how the artist...
- This is similar to my art because...
- This is different from my art because...



### **Where do you get your idea for *How to Make a Wave*?**

My idea for writing the book came from my own experience, experiences of friends and observations of young people (my own five children and their friends) and students I've observed in classrooms. I have a lot of compassion for young people who are trying to make their way amidst so many competing messages, especially messages that tell them they are not acceptable – not good looking enough, popular enough, smart enough, etc. I've had many conversations with “wildly successful” adults, who confess they've been comparing their 'insides' with other peoples 'outsides' and they're fed up with it all.

### **Tell us about Delia...**

Delia is someone who didn't have friends, whose mother had taken off, whose father worked a low-paying job, who had a large scar on her face, who didn't dress cool, who wasn't especially athletic or doing very well at school – could someone such as this feel valuable as a human being? Was it possible for her to develop self-worth even if she could not likely change many of the above factors? What would have to happen for Delia's sense of self-worth to change and grow? Many of us know someone like Delia – that person may not have a scar but they might feel unaccepted and misunderstood and keep themselves separate from others.

### **Why does Delia have a scar?**

I gave Delia a facial mark – something obvious – though most people bear their experience of being marked an “outsider” on the inside. I've met young people who are very good-looking, talented, creative, athletic, smart, etc and who still struggle with self-worth. We all have a bit of Delia tucked away in us and many carry her well into adulthood. We all struggle at some time in our lives with acknowledgment of the truth of who we are, the peculiarities of our families, and acceptance of self. Like Delia, we must be willing to see and accept truth – this is the particle that creates the ripple that may generate a wave – a force that must be reckoned with. Delia's move toward self-acceptance that allows her to see beyond herself and consider the experience of others – self-compassion is not selfish but rather necessary if one is to allow compassion to well and flow beyond the self to those around us.

### **What advice do you have for young writers?**

Just do it!

Let it flow and worry about editing later. Follow your fancy – write about what you love or what intrigues you. Find someone you can trust to read your work and give you honest feedback and encouragement.