

DEAR FELLOW BOOK-LOVER,

THANK YOU SO MUCH FOR THE WONDERFUL SUPPORT THAT YOU HAVE GIVEN TO OUR TWO PREVIOUS ISSUE-BASED GRAPHIC NOVELS.

OUR FIRST, **ILLEGAL**, LOOKED AT THE ISSUE OF INTERNATIONAL MIGRATION THROUGH THE STORY OF TWO BROTHERS FROM NIGER, AFRICA SEEKING A BETTER LIFE FAR FROM HOME WHO BECOME CAUGHT UP WITH PEOPLE TRAFFICKERS AND FIND THEMSELVES ADRIFT ON THE MEDITERRANEAN SEA.

OUR SECOND, **GLOBAL**, LOOKED AT THE WORLD-THREATENING ISSUE OF CLIMATE CHANGE. IT TOLD THE STORIES OF TWO YOUNG ADULTS FROM VERY DIFFERENT PARTS OF THE WORLD: SAMI, STRUGGLING TO MAKE A LIVING FISHING IN THE BAY OF BENGAL, AND YUKI, DEALING WITH THE DANGERS OF A CHANGING ENVIRONMENT AND ITS EFFECTS ON POLAR BEARS IN THE ARCTIC WILDERNESS.

WE HAVE BEEN OVERWHELMED BY THE REACTION TO BOTH BOOKS AND THEIR SALES IN SO MANY COUNTRIES AROUND THE WORLD. IT HAS BEEN A JOY TO TRAVEL INTERNATIONALLY AND TALK ABOUT BOTH OF THE GRAPHIC NOVELS WITH YOUNG READERS, ADULT READERS, PARENTS, TEACHERS AND LIBRARIANS.

FOR OUR THIRD VOLUME IN THE SERIES, THERE WAS SADLY ONLY ONE POSSIBLE TOPIC: **WAR**. AS EGLANTINE JEBB, THE FOUNDER OF THE WONDERFUL SAVE THE CHILDREN CHARITY, SAID:

"ALL WARS, WHETHER JUST OR UNJUST, DISASTROUS OR VICTORIOUS, ARE WAGED AGAINST THE CHILD."

SADLY, JUST AS WITH MIGRATION AND CLIMATE CHANGE, IT IS OFTEN CHILDREN WHO HAVE THE LEAST TO DO WITH THE CAUSES OF, BUT ARE MOST AFFECTED BY MILITARY CONFLICTS AND WAR. FOR OUR YOUNGER READERS BASED IN EUROPE, IT IS THE FIRST TIME THEY WILL HAVE WITNESSED WAR ON THEIR CONTINENT. AND THERE ARE MANY MORE CHILDREN AND YOUNG PEOPLE AROUND THE WORLD EXPERIENCING CONFLICT IN THEIR HOME COUNTRIES. THE THREE OF US - EOIN (IRELAND), ANDREW (UK) AND GIOVANNI (ITALY) - HAVE ALL SEEN REFUGEES FROM WAR ARRIVING IN OUR LOCAL COMMUNITIES.

WAR IS SET IN AN UNNAMED CITY IN AN UNNAMED COUNTRY AND TELLS THE STORY OF **KAT**, A FOURTEEN-YEAR-OLD GRAFFITI ARTIST WHO FINDS HER LIFE TURNED UPSIDE DOWN WHEN HER HOME CITY IS INVADDED. WHEN HER FATHER IS TAKEN AND HELD WITHOUT CHARGE BY THE INVADING FORCES, **KAT** CHOOSES NOT TO FLEE WITH HER MOTHER AND LITTLE SISTER, INSTEAD SNEAKING OFF TO REMAIN IN THE CITY AND TRY TO RESCUE HER DAD. ALSO FEATURED IS **ADAM**, A YOUNG CONSCRIPT WHO STRUGGLES TO UNDERSTAND WHY HE IS BEING MADE TO FIGHT.

JUST LIKE **ILLEGAL** AND **GLOBAL**, **WAR** TELLS THIS STORY IN THE FORM OF A BEAUTIFUL GRAPHIC NOVEL SO THAT IT IS ACCESSIBLE TO AS MANY READERS - YOUNG AND OLD - AS POSSIBLE. WE DON'T TELL THE READER WHAT'S HAPPENING - GIOVANNI'S AMAZING ARTWORK SHOWS THEM, AND INVITES THE READER TO EMPATHIZE WITH OUR CHARACTERS. HOW WOULD YOU FEEL IF THIS WAS HAPPENING TO YOU?

AND, WITH ADDITIONAL CONTENT INCLUDED AT THE BACK OF THE BOOK*, WE ARE ALSO ABLE PUT THE MAIN STORY INTO A WIDER CONTEXT - INCLUDING ILLUSTRATED COMIC-STYLE INTERVIEWS WITH REFUGEES FROM WAR, AS CONDUCTED BY THE CREATIVE TEAM.

WE FEEL THIS IS AN IMPORTANT AND TIMELY BOOK, AND ITS CREATION HAS TRULY BEEN A LABOUR OF LOVE FOR THE THREE OF US.

MANY THANKS AGAIN FOR YOUR CONTINUED SUPPORT.

EOIN COLFER
ANDREW DONKIN
GIOVANNI RIGANO

***WAR** CONTAINS A MAIN STORY OF APPROXIMATELY 120PP TOGETHER WITH AN ADDITIONAL 20PP OF JOURNALISTIC CONTENT IN COMIC FORM.



ILLUSTRATED BY GIOVANNI RIGANO

ILLEGAL

EON COLFER & ANDREW DONKIN

This is a powerful and timely story about one boy's epic journey from Ghana, across Africa to Europe—a graphic novel for all children with glorious color artwork throughout. From Eoin Colfer and the team behind his bestselling *Artemis Fowl* graphic novels.

Ebo's sister left months ago. Now his brother has disappeared too, and Ebo knows it can only be to make the hazardous journey to Europe.

Ebo's epic journey takes him across the Sahara Desert to the dangerous streets of Tripoli and finally out to the merciless sea. But with every step he holds on to his hope for a new life and a reunion with his sister.

These teacher notes provide:

- **Discussion questions** and activities to select from and use in class on a chapter-by-chapter basis, as well as **activity suggestions** to complete after reading a section of several chapters. The discussion questions and activities focus on reading skills (deduction, inference, understanding of the story events), reflection, prediction, characterization, the authors' use of language, the graphic novel genre and cross-curricular world knowledge
- A photocopiable **reading diary** template (to record story events and their own opinions, as well as come to terms with some of the feelings that might be raised by the story)
- Suggested activities to **raise awareness** of the global refugee crisis in class

CHAPTER 1

DISCUSSION QUESTIONS: SCENE SETTING

- What have you learned from reading this chapter? Consider:
 - (a) what facts you now know about Ebo
 - (b) characters and Ebo's relationships to them
 - (c) where the characters are and what conditions are like
- Look at the maps on the first page of the story. What countries do you recognize?
- Nuru says, "Everyone knows you never put two brothers in the same boat. Someone must live to carry on the family name." What do you think he is really saying?
 - (a) If two brothers travel in the same boat, they might argue
 - (b) It is usual for brothers to live in different places
 - (c) This is a high-risk journey for both brothers

ACTIVITY: READING DIARY

Ask readers what questions they have after reading this chapter. They should consider what they know about the reasons why Ebo is on the boat, and what they would still like to find out. Ask them to make a note of questions that are unanswered in their reading diary. They can revisit these questions after reading more of the story.

CHAPTER 2

DISCUSSION QUESTIONS

- What new things have you found out about Ebo? What difficulties does he face in his everyday life?
- How does Ebo respond to the older boys in the village? Do you understand his reaction?

- How would you describe Ebo's relationship with his brother, Kwame? Why? Explain your answer by referring back to chapter 2.

CHAPTER 3

DISCUSSION QUESTIONS

- There are both difficult moments and beautiful moments in this chapter. Record them in your reading diary. Which moments do you remember the most?
- What problems do the characters on the dinghy have? What solutions do they find? Who thinks of these solutions?

CHAPTER 4

DISCUSSION QUESTIONS

- Ebo meets a lot of different people in this chapter. Which of them are kind to him and which are not?
- How does Ebo help the other people on the bus? What does Ebo do that is not so good? Can you understand why he does this?
- Why does Ebo describe the land as "a vast oven"? Is this a simile or a metaphor?

ACTIVITY: READING DIARY

Choose some significant moments from this chapter or ask readers to choose what they consider the most significant moments. Ask readers to write a section in Ebo's diary recording his feelings for one or more of these moments. They should write the diary from Ebo's point of view. Some suggestions of significant moments are: Ebo leaving home, the bus driver letting him travel on the roof of the bus, arriving in Agadez, talking to the woman who says she met Kwame, looking out across the vast city of Agadez, collecting the bottles and having them stolen, trying to sleep in his new "home."

CHAPTER 5

- In your reading diary, write a list of your own feelings as you read the chapter. How similar are they to Ebo's feelings? What does this tell you about the authors and illustrator? Do you think this is what they intended?
- At the beginning of this chapter, the authors use many word balloons. Why do you think there are so many? What impression does this create? At the end of the chapter, the authors use very few word balloons, only a few thought balloons. Why do you think this is? How does this affect you as you read?

CHAPTERS 1 TO 5

ACTIVITIES

Sharing: In small groups, readers share one worry they have for Ebo or any other character and one thing they are pleased or relieved about. Ask readers to record the group's worries or feelings of relief by writing or drawing. The drawings or descriptions could be displayed in the classroom.

Research: In chapters 1 to 5, there are two sets of geographical coordinates. Ask readers to find them. As a class, enter the coordinates into Google Maps and see where Ebo is. Readers draw their own map and mark Ebo's position on the map each time. Ask readers to predict where Ebo will go next.

Reading diary: Readers refer back to their questions from chapter 1. How many of their questions have been answered by later chapters of the story? Are any of their questions still unanswered? Do they have any new questions?

CHAPTER 6

DISCUSSION QUESTIONS

- Ebo says, “I have an existence, but no family and no village.” What does Ebo do to survive?
- Which three adjectives would you use to describe Ebo’s character? Why did you choose these three adjectives? Find examples of things Ebo says or does in chapter 6 to back up your choices. Look back at chapters 1 to 5. Can you find evidence of these same character traits there too?

ACTIVITY: STORY TIMELINES

1. In small groups, readers draw a timeline of events in the story up to the end of Chapter 6. They can choose either: (a) the backstory—the parts of the story marked, beginning with Ebo discovering his brother has left, or (b) recent events—the parts of the story marked, beginning with the argument in the dinghy at sea.
2. Display the timelines in different parts of the classroom. Ask readers to predict what events will happen to link up the two timelines.
3. Return to and add to these timelines at different points in the story and/or when readers have completed the story.

CHAPTER 7

DISCUSSION QUESTIONS

- Describe the mood of the characters on the boat at the beginning of chapter 7. What event changes the mood? How do you think Ebo is feeling now?
- How is the mood of the characters reflected in the colors of the illustrations?

CHAPTER 8

DISCUSSION QUESTIONS

- Ebo says, “It takes us twenty-one weeks to save enough money for two fares across the desert.” How many days are there in twenty-one weeks? How many months are there?
- Why do Ebo and Kwame get on the overcrowded truck across the desert? How do the men who are driving the truck gain control of their passengers?
- What reasons do the people on the ship have for not letting Ebo and his fellow travelers onto their ship? What reasons do they have for letting them board the ship? The captain decides to let them onto the ship. What two things help the captain make his decision?
- The picture boxes on pages 60 and 61 are an unusual shape. Why do you think the illustrator has chosen to make them this shape? What effect do the boxes create?
- In Ebo’s diary, describe the scene when Ebo talks to the captain. Write the description from Ebo’s point of view.
- Ebo describes the crowded truck as “full like a basket of reeds”. What simile might you use to describe the crowded ship?

ACTIVITY: WRITING EXTENSION AND REFLECTION

Look at the picture on page 56. What do you think the people on the truck are thinking? Write thought balloons to put on the picture. Now compare your thought balloons with those of the people on the ship on page 58. Which are similar and which are different?

CHAPTERS 6 TO 9

ACTIVITIES

Research: Ebo says, "All sensible travelers fear crossing the desert." Ask readers to find out information about the Sahara Desert that backs up this opinion. They should consider: climate, size, towns and cities, wildlife or plant life.

Art project: Imagine you are Ebo traveling on the truck or in the larger ship. Draw what you can see. Think about the conditions close to you and farther away. Think about the colors you can see.

Reading diary: Readers refer back to their questions from chapter 1 and chapter 5. Are any of their questions still unanswered? Do they have any new questions?

CHAPTER 10

DISCUSSION QUESTIONS

- "The men who drive the jeeps and trucks are more interested in getting money than saving lives." Can you find two examples in the story that back up this point of view?
- What do you think Kwame and Ebo will do next? What are their choices?

ACTIVITY: DURING READING

Stop reading at various points during this chapter and ask readers to close their books and predict what will happen next. Suggested points to pause the story:

"There's a rumbling sound that gets louder." (Page 63)

"Into jeep!" (Page 65)

"He cannot get the engine to work." (Page 66)

Were readers surprised by what happened? What events shocked them the most?

CHAPTER 11

DISCUSSION QUESTIONS

- **Before reading**, ask readers to brainstorm reasons why Kwame and his brother are making this dangerous journey. **After reading**, compare their reasons with the reasons the other ship passengers have on page 72. Which are similar?
- Ebo says, "They are a family. They need to stay together." What about Ebo's family? Are they together? Where are they? Does he wish they were together? Write an entry in Ebo's diary all about his family.

CHAPTER 12

DISCUSSION QUESTIONS

- How do Ebo and the others find their way across the desert?
- How do they find enough water to drink?

CHAPTER 13

DISCUSSION QUESTIONS

- How do the passengers feel when they see the helicopter and rescue boat? What do they do when they see them? What does this accidentally lead to?
- Look at the authors' use of simile and metaphor in this chapter.
 - (a) How does Ebo describe the water when he falls into it? Is this a simile or a metaphor?

- (b) How does Ebo describe the sound of the helicopter? Is this a simile or a metaphor? Why do the authors choose to describe it like this?
- (c) Which verb does Ebo use to describe the wind on his face? What is this verb usually used to describe? Why might the authors have chosen to describe the wind in this way?

CHAPTER 14

DISCUSSION QUESTIONS

- At the end of chapter 14, Razak says, "He's your brother. It's your choice, Kwame. It's up to you." What choice is it that Kwame has to make? What would you do? What do you think Kwame does?
- How would you describe Ebo's relationship with his brother now? Has this changed from how you felt at the beginning of the story?
- What are the rules for survival in Tripoli?
- Which of these things help Ebo survive? Give reasons for your answer. Refer to the story in chapter 14 and earlier chapters.
 - (a) being quick-thinking
 - (b) being a good singer
 - (c) being mean
 - (d) being generous
 - (e) having a lot of money
 - (f) his brother's love
 - (g) the kindness of others

CHAPTERS 10 TO 14

ACTIVITIES

Drama: Use one of the following scenes as the basis for a drama activity:

- Razak buying tickets for himself, Ebo, and Kwame to travel to Europe. Consider what Razak says to get the tickets. Why should he have these tickets and not someone else?
- Razak taking the tickets back to Ebo and Kwame. Consider how they feel when they see the tickets. What questions do they have for Razak?
- The helicopter pilot at the scene of the disaster off the Italian coast. What does the pilot say to the rescue service back at base? What is happening and why? What does the rescue service need to do next?
- A TV reporter at the scene of the disaster off the Italian coast. Consider what viewers will want to know about the disaster. Explain why there were so many people on the ship.

READING DIARY: STORY REVIEW

Ask readers to think about the story so far. What parts of the story have they enjoyed or not enjoyed? Ask them to explain their opinions. Now, ask readers whether they think the authors and illustrator have told the story effectively. What have they done well? Is there anything they have not done so well? Again, ask readers to justify their opinions and record them in their reading diary.

CHAPTER 15

DISCUSSION QUESTIONS

- Ebo loses his brother, Kwame, in the disaster. What does Kwame do before he dies?
- Make a list of times Kwame saves Ebo's life. Refer back to the story.
- The ship journey ends in disaster. Why do so many people die?

CHAPTER 16

ACTIVITY: CLASS DISCUSSION

Ebo says, "I am scared of going. But I'm scared of staying too." Where is he frightened of going to? How will he travel there? Where is he frightened of staying? Divide the class into pairs or small discussion groups. Have half the class brainstorm a list of reasons why Ebo is scared of going to Europe. Have the other half brainstorm a list of reasons why he is scared of staying in Tripoli. As a class, compare both lists. Which list has the most reasons on it? Take a class vote: What would readers do if they were Ebo?

CHAPTER 17

DISCUSSION QUESTIONS

- How does Ebo feel at the start of this chapter? How does he feel at the end? Choose from the list of adjectives:

angry	happy	scared
confused	lonely	shocked
excited	sad	worried
guilty	relieved	
- The title of this graphic novel is *Illegal*. What does "illegal" mean? Why do you think the authors chose this title?

CHAPTERS 15 TO 17

ACTIVITIES

GENRE AWARENESS & CREATIVE WRITING

- Look at the following text from page 72 of the story with your class.

Everything smells of oil. Oil and people.
For the first time in days, I can't hear the waves.
Everywhere is the hum of the engines and people's voices.

Ask readers where Ebo is when he says this.
- Ask readers to work in pairs and choose another scene or chapter from the story. Encourage readers to imagine themselves in that scene and make notes about what noises they can hear as well as what they can smell.
- Discuss the authors' choice of genre for this story. Discuss with readers whether the story works well as a graphic novel. Ask readers to consider other ways of telling a story (*a novel, a poem, a play, a film, a TV series*). Which do readers consider would or would not be good ways to tell Ebo's story? Ask them to justify their choices.
- Ask readers to rewrite their chosen scene or chapter in a different genre: as a book chapter, a poem, a scene from a play, a script for a film or TV series. Encourage them to include, where appropriate, descriptions of what they can see, hear, and smell.

Reading Diary: Ebo says, "I will never forget." Imagine that Ebo is writing in his diary about how he feels now that he has lost his brother. Ask readers what they think Ebo might say in answer to the questions below. Readers can talk about his answers in small discussion groups or write them in their reading diaries.

What things did Ebo and Kwame do together?

What was Kwame good at?

What things did Kwame like?

What things did Kwame not like?

What was Kwame's dream?

If Kwame could come back for five minutes, what would Ebo say to him?

STORY THEME: THE REFUGEE CRISIS

GLOSSARY

The distinction between a **refugee** and a **migrant** is important but can be confusing.

A **refugee** leaves their country because it is not safe for them to live there or because they cannot survive there, because of war or perhaps because there is not enough food. It is too dangerous for them to return home.

A **migrant** chooses to leave their country, perhaps to find work, for education, or to join family.

Note to teachers: This is a sensitive topic, and it is important not to draw attention to the personal experiences of any child in the class or member of staff. Keep any discussion restricted to the experiences of the characters in the stories. The activities below are based around the story in *Illegal* and *Helen's Story* at the end of the book.

ACTIVITY: HOPES AND DREAMS

In small groups, students write a list of Ebo's dreams for his new life. Ask students to think about each of Ebo's dreams. Have his dreams come true? What is the reality of his situation now? Encourage students to think of adjectives to describe how Ebo feels about his dreams now.

ACTIVITY: FAMOUS REFUGEES

Suggest the names of some famous people who are refugees or from refugee families. Choose celebrities who will resonate with your students. Ask students to select a celebrity to research. Give them some headings as guidances, such as a country where they have family roots, a member of the family who was a refugee, the situation they fled from, what they have achieved, reasons they were special. Students can share their information in small groups or by giving a presentation.

ACTIVITY: HELEN'S STORY

Read Helen's story as a class. Make a list of aspects of her story that are similar to Ebo's story.

ACTIVITY: WORLD REFUGEE DAY

World Refugee Day takes place every year on June 20 to raise awareness of the refugee crisis. The number of refugees around the world is now more than fifty million. Ask readers to suggest an event that should take place on World Refugee Day to help people understand the stories of people like Ebo and Helen. Have students design a poster or a web page to advertise the event.



Created by Keisha Rembert

BACKGROUND

The ocean has claimed both of Sami's parents. His homeland of origin is underwater. His new home is under constant attack from severe storms. Life is not easy for Sami and his grandfather whose existence is "Boat. Fish. Sleep." In one of the most climate-vulnerable places in the world, they survive at the whim of the Bay of Bengal and are continually combating land loss and community displacement as a result of climate threats.

Yuki lives in a shrinking town inside the Canadian Arctic Circle. Everyone is moving in search of better opportunities, including her best friend's family. The bears in her area are venturing into town more and more often due to global heating causing glacial melting and habitat loss. Yuki has made it her mission to save the bears from harm. Yuki understands "that when the ice goes, it takes life with it."

Both of these young people forge out on their own, fighting the climate that is changing their way of life.

TEACHER NOTES

In preparation for sharing this graphic novel with students, there is some important learning you will want to engage in first. This novel is about the effects of climate change on some of the vulnerable communities of the world. You will want to understand who is affected, what causes climate threats, and how do the affected survivors live in the aftermath. Students will need to understand the very real effect climate change is having on people, animals, lands, oceans, and the environment. Knowing the lifestyles, languages, and histories of affected people will go a long way to help students contextualize and humanize this novel and the climate crisis.



ENDURING UNDERSTANDINGS

Skills	Concepts
• Compare and contrast characters • Examine the relationship between climate change and climate migration • Analyze the challenges of the climate crisis	• Climate change affects all forms of life (wildlife and human life) • Hardship does not erode compassion • Young people have the power to make a difference

ESSENTIAL QUESTIONS

- How does climate change force people to leave their homes?
- Why is it important to learn from people impacted by climate change?

PRE-READING ACTIVITIES

Directions: Use the following resources to spark student inquiry and observation.

- Utilize the *Global Gateway: World Culture and Resources* site through the Library of Congress or another source to gain an understanding of the novel's locations and cultures.
- Review the climate migrant story maps:
<https://storymaps.arcgis.com/collections/af3858d32f84488f92dfaeeef068fff52>
- Distinguish between the terms: climate migrants, climate refugees, and climate displaced.

Quote Analysis

Directions: Closely examine the following quotes to contextualize and interpret them.

Quote	Context Explain who said those words, and to whom they were talking.	Meaning Why would they say it? What would they have to know, or be thinking about, to say it? What does it mean or why does it matter?
P. 6 "Life is hard. Good people forget who they are and so we remind them."		
P. 8 "All I know is that even though the world is big, our world is growing smaller every day."		

P. 8 “All I know is that even though the world is big, our world is growing smaller every day.”		
P. 39 “They keep clearing the mangrove trees to make room for more shacks. Mangrove roots hold the earth in place.”		
P. 43 “Yuki, our people have been walking these lands forever.”		
P. 53 “It’s normal to remember your parents but we shouldn’t revisit the past. It’s better for our lives if we keep moving forward.”		
P. 94 “I know it smells funny, boy. That’s methane. Dead plants rot at the bottom of the lake, releasing methane. It comes up as bubbles and gets trapped and frozen into the ice.”		
P.119 “They don’t need to kill it.”		

DISCUSSION QUESTIONS

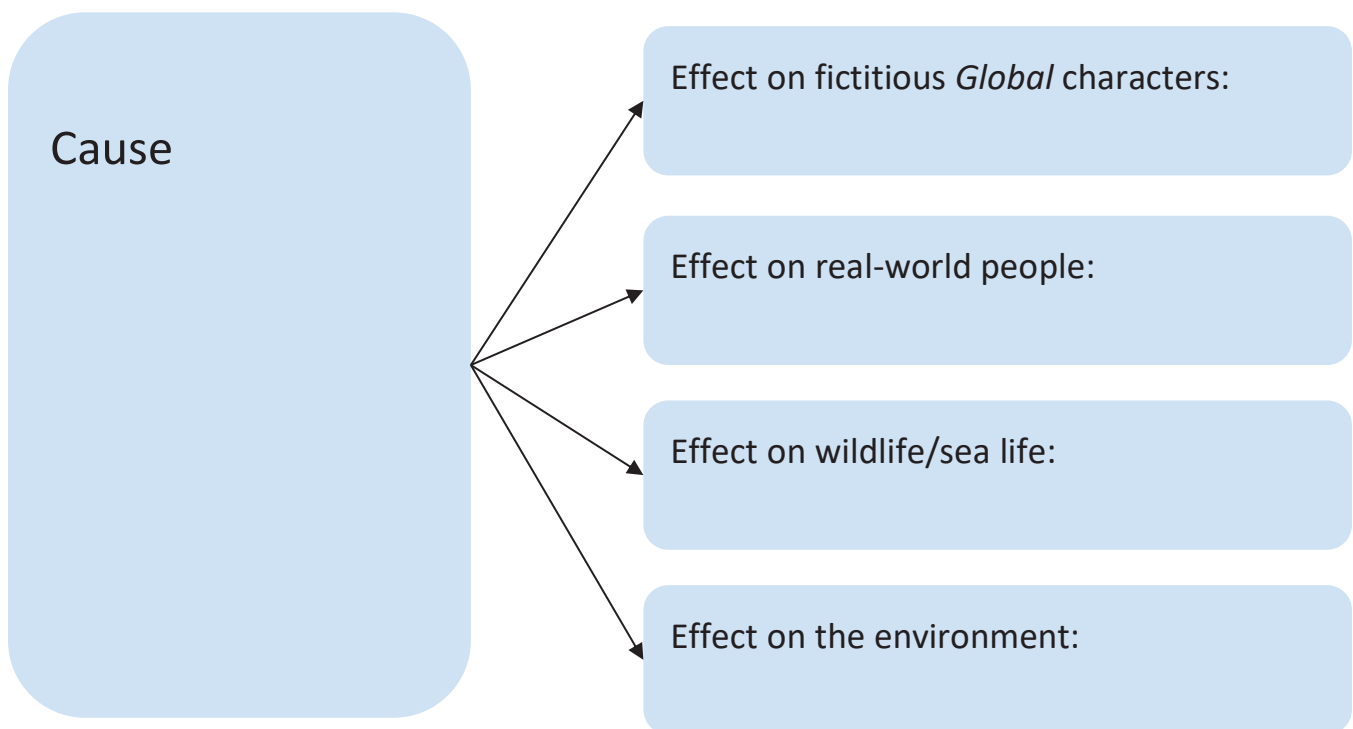
The following literary analysis questions can be used for whole class or small group discussions.

1. From a bridge, Yuki spots a box in the water below with something alive in it. After her parents tell her there is nothing they can do, Yuki ignores them and jumps from the bridge into the water to save the animal (Locky). What does this reveal about Yuki?
2. “Boat. Fish. Sleep.” is repeated throughout Sami and his grandfather’s story. Why is this phrase repeated throughout their story? What is its larger meaning and connection to the climate crisis?
3. Grandpa continually shows compassion toward others. Sometimes his compassion is at risk of him being able to sustain himself and Sami. Why do you think he does this? What does Sami learn from his grandfather’s generosity? What can we learn?

- 
- Both of the young main characters take a journey the adults in their lives would not approve of because of the danger. What are the pros and cons of them defying the adults in their lives?
 - Yuki's family and her ancestors are indigenous to the Canadian Arctic Circle. Why is this important to the story? What evidence in the story supports this importance?
 - Sami and his grandfather Solomon are displaced by the climate crisis. Being seen as outsiders is a theme in their story. Cite examples in the text of their treatment by others or in their treatment of others as outsiders. What is the effect of such treatment? In the end, what lesson can be learned about embracing those in need?

CAUSE AND EFFECT

Directions: Use the text and other resources to complete this climate change cause and effect organizer. Students will identify what they believe is the cause of climate change and its specific and delineated effects.



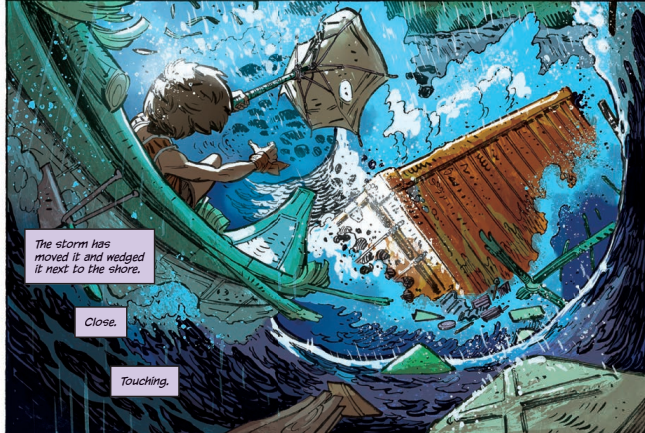
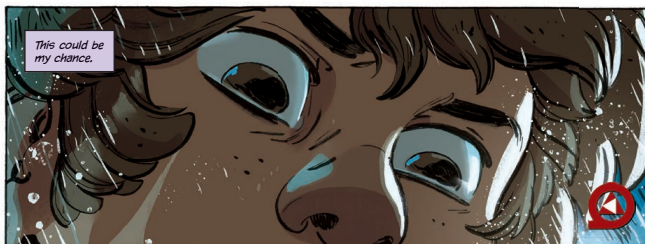
HUMANIZING THE CLIMATE CRISIS

Directions: Read or view one of the suggested paired texts listed at the end of this guide ("Dhaka: the city where climate refugees are already a reality" or Moving Migrants) to gain a better understanding of the relationship between climate change and climate migration, displacement and climate refugees. Engage in small group discussions about the text sharing your reactions and thoughts.

Do some research to find people in power or organizations who need to better understand this problem. Write a letter to them explaining your newfound knowledge and concern about the loss that people at the center of the climate crisis are facing. Be specific about the issue, its consequences, and why it is important to resolve. Provide possible solutions.

GRAPHIC COMPARISON AND ANALYSIS

Directions: The main characters tell two different stories. Review critical elements to compare image and structural differences and their effects.

 It's a container from one of those ships that pass us and never stop. Rolled, thrown, and pushed by the waves.  The storm has moved it and wedged it next to the shore. Close. Touching.  This could be my chance.	 I look down and realize where the sound of the rushing water is coming from. It's cascading over the sharp rocks about ten yards below us. Early spring temperatures and the rushing water have hollowed out the snow and ice that filled the canyon. And we're walking over it. Lucky whimpers. I hear something make a cracking sound and I realise that in terms of getting home safely, I'm on very thin ice indeed.
Examine both panels. What do you notice? Look at colors, structure, and captioning.	What are the similarities and differences? How are the stories distinguished? How do the graphics enhance the stories?



Add inquiry and observations here:

CHARACTERIZATION

Directions: At the end of the novel, the two main characters connect through Instagram. Create a dialogue between the characters to highlight their different perspectives, ways of thinking, speaking, and acting related to the climate crisis.



Empty rounded rectangular box for character 1's dialogue.

Empty light gray rounded rectangular box for character 2's response.



Empty rounded rectangular box for character 1's dialogue.

Empty light gray rounded rectangular box for character 2's response.



Empty rounded rectangular box for character 1's dialogue.

Empty light gray rounded rectangular box for character 2's response.

INTERDISCIPLINARY LEARNING

Geography	Science	History	Arts
Study other places around the world that are vulnerable to climate change threats and climate displacement. - Who are the people? - Why is this happening? - What can be done to slow the effects of climate change in the area?	Yuki mentions that methane gas created by rotting plants is trapped under ice and if released is quite deadly. Explore the science of this phenomenon. Sami and Solomon's island home disappeared because of climate factors. Investigate the cause of vanishing islands in the Bay of Bengal.	Study the original inhabitants of the Canadian Arctic Circle and the Bay of Bengal. What is the cultural history and legacy of the people? - What are the push and pull factors of the indigenous people? - What are the social, economic, and political implications of climate change?	Create a climate change visual collage with the theme of human impact. - Determine a focus - Collect images, textiles, and objects from various sources - Arrange the materials around the theme and a message

TAKE ACTION

Directions: *Global* shows that young people are powerful and can enact change. Here are some options students can select to act for change.

1. Write and submit a climate change op-ed: (<https://www.theopedproject.org/resources>)
2. Join a climate youth organization: (<https://climatechangeresources.org/organizations-kids/>)
3. Track your carbon footprint:
(<https://www.nature.org/en-us/get-involved/how-to-help/carbon-footprint-calculator/>)

PAIRED TEXTS

The following texts pair well with *Global*.

"Dhaka: the city where climate refugees are already a reality"

<https://www.theguardian.com/cities/2015/dec/01/dhaka-city-climate-refugees-reality>

Moving Migrants https://youtu.be/qDa_1TR4rN4

The Ajyal Podcast (S3: E1 - How can youth be involved in nature and climate decision making within the GCC) <https://open.spotify.com/episode/4uNQixVhfu6nZYNbBYObhs>

People Taking Action Podcast <https://www.peopletakingaction.org/podcast>

Autumn Peltier's UN Speech <https://www.youtube.com/watch?v=zg60sr38oic>