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| **Applicable in:** | English, History, Geography, Ethics and Religious Cultures |
| **Age groups:** | ADVANCED Secondary 3, Secondary 4, Secondary 5 |

**The Lions of Al-Rassan**

Description

Kay’s novel revolves around ethnic and religious feud, warfare, family, women’s rights, and territorial battles.

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| **ENGLISH:** | 1. Kay’s complex writing style provides students with a challenging read, as well as the tools to develop their own writing and bring it to a higher level. 2. Wrought with sarcasm, symbolism, incredible character development, and realistic dialogue “The Lions of Al-Rassan” is an excellent tool for testing a pupil’s knowledge on literary techniques (not limited to the ones listed here). |

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| **HISTORY:** | 1. Written with the help of a team of historians in order to preserve a certain amount of historical accuracy, one can lead a classroom in drawing parallels between the events in the novel and real-life history (such as wars, ethnic/religious feuds, etc). 2. Characters in the novel can be compared to significant rulers in order to enable further understanding on the student’s part. |

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| **GEO- GRAPHY:** | 1. The world described in Kay’s novel is both vast and detailed, describing independent countries, kingdoms, villages, cities, and settlements. 2. Students can test their grasp on spatial recognition by creating a map of this world (as practice for being able to draw our own world map). |

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| **ETHICS &**  **RELIGIOUS**  **CULTURES** | 1. In a book revolving around warfare, there is a surprising amount of emphasis put on family values and morals that one can teach to a class. 2. Moreover, Kay truly exposes religious feud, but also the possibility to bridge the gap between religions through alliances and understanding. This could be key in teaching students to accept the differences between religions and still be able to respect each other. |

**Potential Projects**

# **English:**

**Essay/Response**

1. ESSAY: Possible topics
   1. Thematic
      1. Importance of family
      2. Importance of friendship
      3. Question of loyalty
      4. Who is the hero?
      5. Overcoming religious differences
      6. Overcoming ethnic differences

* 1. Stylistic
     1. Chose one character and go into detail on how they developed in the novel
     2. Compare/contrast between characters
     3. Symbolism
     4. Dialogue

1. Reader Response
   1. Paragraph 1:
      1. Chose TWO key themes from the novel and present them.
   2. Paragraph 2:
      1. COMPARE and/or CONTRAST themes to those in another novel from course
   3. Paragraph 3:
      1. Explore LITERARY TECHNIQUES found in novel.

Instructor’s Notes:

What should be present in students’ work:

1. Specific examples (quotations).
2. Links to work done in class.
3. Connections between events throughout the *entire* novel.
4. An accurate, developed understanding of their topic.
5. Understanding of one or more characters using descriptions given by author/characters.
6. Finds symbols present in the text and develops them.
7. Focus on how dialogue lends itself to the plot/not limited to two characters’ dialogue (unless specified in thesis statement).
8. Look for understanding of themes (not just choosing obvious ones).
9. Good comparison/contrast between novels. Balanced textual examples.
10. Understanding of literary techniques chosen, paired with examples from entire text.

## Pg. 1

**Potential Projects**

# **History / Ethics and Religious Cultures:**

**Timeline / Character comparison / Religious comparison**

1. Timeline
   1. Create a historical timeline for a war/feud that you have studied in class
      1. Ex. WWI, WWII, Palestine vs. Israel, etc.
   2. Insert textual examples throughout the timeline to create a parallel between the real event and the fictional.
2. Character Comparison
   1. Chose a significant historical figure and compare/contrast to a character from the novel.
      1. Ex. Mussolini, Gandhi, Princess Diana
3. Religious Comparison:
   1. Compare/contrast a religion from the novel and a religion that exists today / existed in real life
      1. Ex. Judaism, Taoism, Buddhism, etc.
   2. What struggles do the two share? What victories?

Instructor’s Notes:

1. Where does the novel fit in with history, and where does it deviate?
2. What does this show us on the trends of warfare/religious or ethnic feud?

1. Why these two figures?
   1. Both dictators
   2. Both peacekeepers
   3. Both religious leaders
   4. Etc.
2. What feats do they have in common?
3. Where do they differ? Why?
4. Why these religions?
   1. Both oppressed
   2. Both “leading” religions
   3. Similar practices

## Pg. 2

**Potential Projects**

**Geography:**

**Map**

1. Map:
   1. Have students collectively draw out a map of the world described by Kay without using the map provided in the novel
      1. If not a class-project, split students up into groups of 4 and choose the best map
   2. Draw map onto a large acetate (to allow for erasing/re-drawing) and have students write down ONE key quotation per territory

Instructor’s Notes:

1. Are the students showing an understanding for spatiality?
2. Have they taken evidence from the novel and applied it?
3. Did the quotations they used apply to the designated territory?

## Pg. 3