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| **Applicable in:** | English [sexuality] |
| **Age groups:** | Secondary 1-5 |

**The Last Herald-Mage**

Description

Lackey’s trilogy (consisting of the novels: “Magic’s Pawn”, “Magic’s Promise”, and “Magic’s Price”) maintains the style and reading difficulty of the previously mentioned [“Obsidian Trilogy”.](http://themagicinteaching.weebly.com/english-teachers-exclusively.html) However, this series has unique themes and characters, as well as a focus on sexuality.

Since, in Quebec, teachers are expected to incorporate Sexual Education into their classrooms, this novel is an especially useful tool that combines English with the question of sexuality fluidly.

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| **ENGLISH:** | 1. Lackey’s writing style allows younger students to experience a higher quality writing style than they are used to, without overwhelming them. It also allows older students to develop their own style more fully, and begin to point out possible changes that they could make to the style to make it more complex. 2. Themes such as responsibility, loss, and alienation are prevalent, making the main character someone who is easily relatable to adolescents. 3. Because it is a trilogy, character and plot development are taken a step further, and students can note the differences between a stand-alone novel and one that is part of a series. |

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| **SEX. ED.** | 1. With the issue of homophobia at the forefront, students can explore different sexualities and see how one’s sexual choice can affect his/her life. 2. Because the novels are not a “coming out story”, it shows students that being non-heterosexual does not define a human being, but is merely a part of someone that must be respected. |

**Potential Projects**

# **English:**

**Essay/Response**

1. ESSAY: Possible topics
   1. Thematic
      1. Responsibility to yourself
      2. Responsibility to others
      3. Alienation
      4. Loss

* 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
     5. Stand alone novels vs. novels in a series

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. How do stand-alone novels develop differently than those in a series? Compare with another novel.
9. Look for understanding of themes (not just choosing obvious ones).
10. Good comparison/contrast between novels. Balanced textual examples.
11. Understanding of literary techniques chosen, paired with examples from entire text.

## Pg. 1

**Potential Projects**

**Sexual Education:**

**Journal entries / Creative writing / Real-life connection / Discussion**

1. Journal Entries:
   1. Write a journal entry in the voice of the main character.
      1. How do events make you feel, knowing that you are homosexual?
      2. Do you agree with the character’s reactions throughout the novels?
2. Creative Writing:
   1. Write a creative piece whose main character is NOT heterosexual and NOT homosexual
      1. Transsexual/Transgender
      2. Bisexual
      3. Questioning
3. Real-Life Connection:
   1. Chose a real life non-heterosexual person and compare their life with that of the main character.
   2. Where are there similarities? Where are there differences? Why?
4. **\*\* DISCUSSION \*\***
   1. **Discuss with the class about the project they have just completed/discuss the novel**
   2. **What are their feelings?**
   3. **What are their opinions?**
   4. **What are their QUESTIONS?**

Instructor’s Notes:

1. Are the students getting into the head of the character?
2. Are they using information from the text in their character voice?
3. Are they showing a growth of character as the novels proceed?
4. Is their character unique and realistic?
5. Are they sympathetic towards their character?
6. Does the student address difference in life situation when comparing reactions/feelings?
7. Do they present a firm grasp on the fact that there are many different sexualities, and all of them equal?
8. No matter which project you choose, make sure to discuss with the class afterwards.
9. Are the students being open and accepting?
10. Do you feel they have learnt from the experience?

## Pg. 2