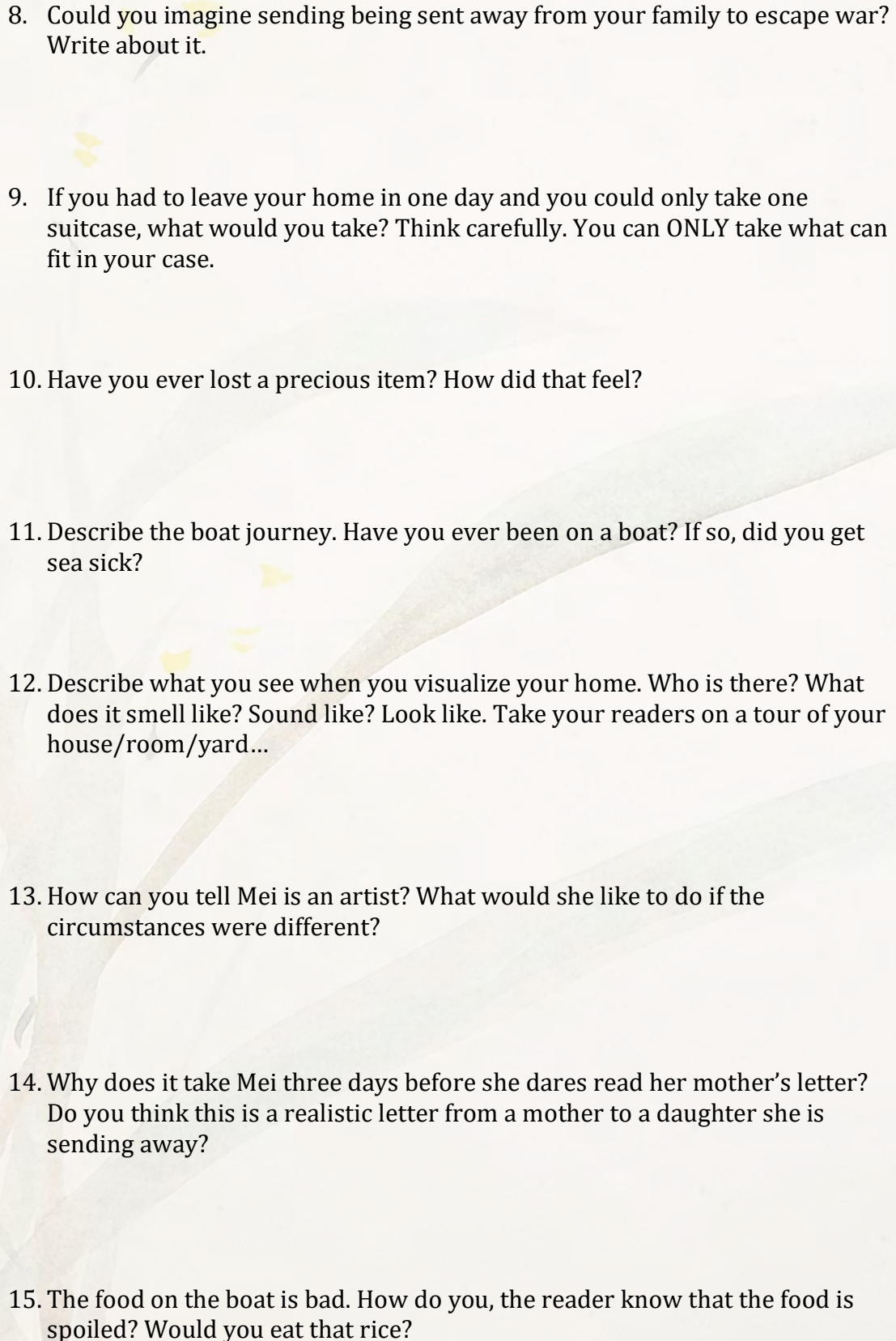
A faint watercolor illustration of a tree with yellow leaves and a green path. The tree is on the left side, with its branches extending upwards and outwards. The path is a wide, light green band that curves from the bottom left towards the right side of the page. The background is a light, textured cream color.

Teachers' Guide
for
Weeping Under This Same Moon

by Jana Laíz

PART ONE QUESTIONS

1. What is a refugee? Define and describe. What are some of the reasons people flee their homes?
2. Who is Mei and why does she have to leave her home?
3. Who do you think the “man in white” is?
4. Who will go with her on her journey?
5. What happened to her friend?
6. What does she bury under the Wisteria and why?
7. What happened to Mei’s aunt?

- 
8. Could you imagine sending being sent away from your family to escape war? Write about it.

 9. If you had to leave your home in one day and you could only take one suitcase, what would you take? Think carefully. You can ONLY take what can fit in your case.

 10. Have you ever lost a precious item? How did that feel?

 11. Describe the boat journey. Have you ever been on a boat? If so, did you get sea sick?

 12. Describe what you see when you visualize your home. Who is there? What does it smell like? Sound like? Look like. Take your readers on a tour of your house/room/yard...

 13. How can you tell Mei is an artist? What would she like to do if the circumstances were different?

 14. Why does it take Mei three days before she dares read her mother's letter? Do you think this is a realistic letter from a mother to a daughter she is sending away?

 15. The food on the boat is bad. How do you, the reader know that the food is spoiled? Would you eat that rice?

16. How must they use the “toilet” on the boat?

17. Why does Linh whimper when they arrive at the refugee camp?

18. Describe the living conditions at the camp. Where must Mei get their food? Does she feel safe? Would you?

19. Shrieks are heard from the beach. Mei and Tuan feel the need to go to see what has happened. Describe the scene.

20. Why won't Mei go to English class with Linh and Tuan?

21. How do Mei, Tuan and Linh express their kindness to the newest arrival to the camp?

22. How does Mei feel when their papers have been approved?

23. Who will meet them when they get to New York? Would you be afraid? How would you feel?

24. What is the UNHCR? What is the IRC? Why are these organizations so important, especially today? Google them. Describe the work they do?

PART ONE VOCABULARY: Use these words in a sentence or paragraph

Inseparable

Gesture

Accuracy

Relieve

Bravado

Despicable

Brutal

Foul

Sacrifice

Despair

Loot

Engulf

Pungent

Process

Ironic

Abundance

Fate

Suspicion

Meager

Premonition

Rations

Crude

Embark

Discourage

Anticipate

Massacre

Deliberately

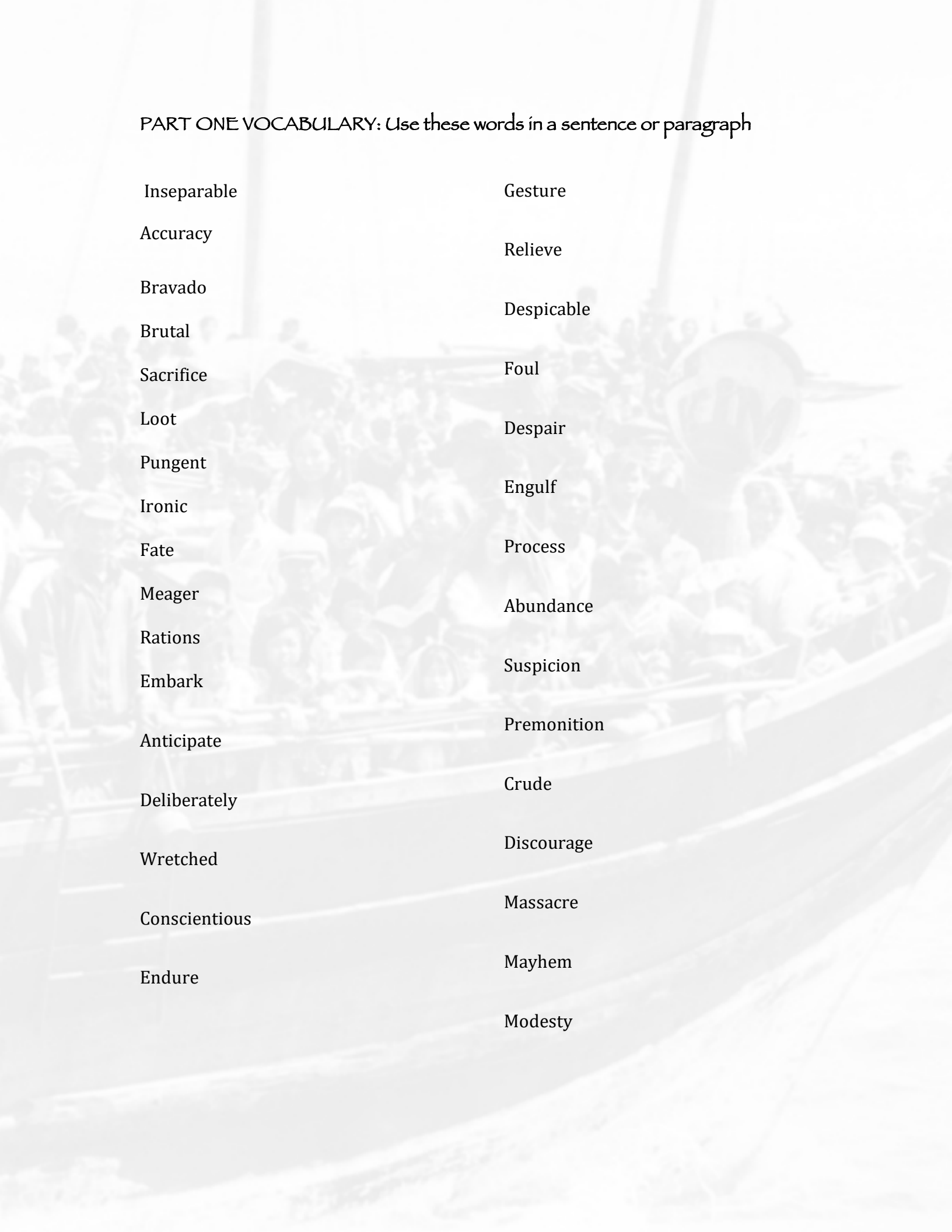
Mayhem

Wretched

Modesty

Conscientious

Endure



PART TWO QUESTIONS

1. What is your very first impression of Hannah?
2. Why does she have no friends? Do you think it is her own fault?
3. What did her friend Amy do to her?
4. What does her math teacher do to humiliate her?
5. Is she justified in her anger?
6. What do you know about the 60s in the US? Why do you think Hannah wishes it was the 60s instead of the 70s?

7. Does Hannah really mind seeing a therapist? Explain.


8. Is Anorexia Nervosa common? Why do you think it is so prevalent?

9. Why does Hannah want to go to a rally? What does she want to protest against? Does her mother let her go?

10. Where does Hannah like to shop? Why? Do you wear clothing that has belonged to other people? Why or why not?

11. What is reincarnation? Do you believe in it? Does Hannah? Explain.

12. Hannah considers herself a crusader for the Earth. She chases cars and yells at people who pollute. What do you think of this behavior?



13. Describe the “Blue Bathrobe Incident.” What does it tell you about Hannah’s mother? What does Hannah learn from this?

14. When Hannah hears about “The Project” she gets very upset at her guidance counselor. Is her anger/emotional outburst justified?

15. Hannah has a lot of fears. Are her fears as legitimate as Mei’s? Why or why not? Do you have fears? Describe one. Write a story about it.

16. Hannah hates babysitting. Her parents send her to her grandparents. What does her grandfather say to her that makes her so angry? Is her anger justified?

17. Hannah sees a news report that changes her life. What does she see? How do you think it will change her? In what way?

PART TWO VOCABULARY: Use these words in a sentence or paragraph

Bane of existence

Legal tender

Overwhelming

Conformist

Superficial

Cringe

Humiliation

Therapist

Psychosomatic

Shrink

Plight

Anemic

Anorexia nervosa

Plagiarism

Anti-Semitic

Non-conformist

Goody-two-shoes

Despise

Drivel

Haze

Defiantly

Alternative

Mainstream

Derelicts

Karma

Tantrum

Secession

Impulsivity

Loathe

Despicable

PART THREE QUESTIONS

1. Who is there to greet Mei, Tuan and Linh at the airport? Where do they bring them? Describe their new home.
2. Hannah has an epiphany. What is it? What does she do? Who does she call?
3. Describe Marion. Where does she work? What makes her decide to give Hannah a position?
4. Describe Mei's first night in the Bronx. Would you be afraid?
5. What happens at that first encounter between Hannah and Mei? What changes for both girls?
6. Write about the visit to Chinatown in detail. What does Hannah discover about Mei during this experience? What does she eventually do with this information?
7. Have you ever helped anyone in any way? If so, how did it feel?
8. In what ways were BOTH young women impacted by this friendship?

Body Biography Art and Writing Project

You will be drawing a “body biography” of either Mei or Hannah and writing a short narrative analysis based on that drawing. The purpose of a body biography is to delve into the personality traits, motivations, and influences upon and by that character, and to depict those things in visual and sometimes symbolic form.

For the drawing, think about the best way to represent the following aspects of your character:

- a. The heart: Where should it be placed to best represent what this character most loves? What should it look like? What shape, color, pictures, or symbols should be included in it?
- b. The backbone: This should visually convey what makes the character “stand up” and what things enervate the actions in her life. What makes this character strong? What drives her?
- c. The hands: What does this character hold in her hands? Items that could represent the character literally or symbolically should be included?
- d. The feet: On what is this character standing? This should represent the character’s fundamental values and beliefs about life.
- e. The head: What opinions and ideas are the overriding concerns of this character? When thinking symbolically and analytically, remember to consider whether this character’s brain or emotions are her strongest motivating force.
- f. The clothing and other details of appearance: Consider what this character would be wearing and if there are other physical details that would communicate important aspects of her personality and functions in the story.
- g. The background: Draw some elements that suggest the character’s environment, background, or predicament. You can use arrows or other indicators to show whether these things are influences on the character, or if they indicate the character’s effect on others.
- h. Quotations: Place a minimum of eight short quotations from the novel in appropriate places on or around the character. Be sure they substantively add to an understanding of the character. If your drawing shows a change, be sure to cover that range in your quotes.
- i. ***Don’t be limited by the suggestions above – Be sure you have used your creativity to depict the important aspects of the character (her virtues, vices, associations you make outside the novel, etc.) as she appears to you.

For the narrative, using correct grammar, mechanics, and spelling, analyze your character as you depicted her in the drawing. Refer to different elements of the drawing, explaining why you included them. Conclude by summing up how the author uses this character to further the theme in the novel.

Generate Questions for the Author

Here are some examples:

What inspired you to write the book?

How long did it take you to write?

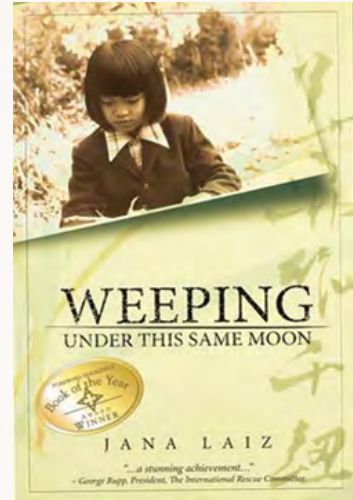
What is your political point of view?

How did you make sure the book is accurate?

How did you come up with the title?

How did you figure out how to write using two different and distinct voices?

What did you enjoy most about writing this book?



Write to the author. She welcomes your letters, questions and comments.

jana@janalaiz.com

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