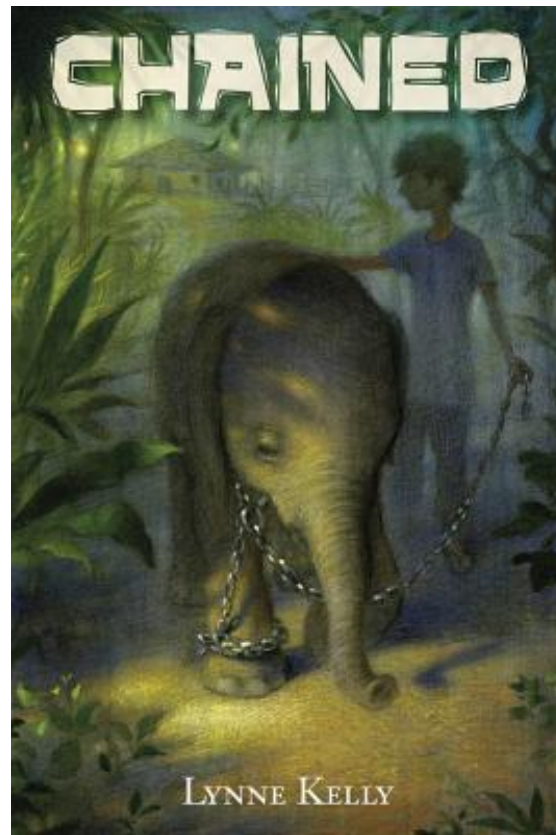


A CCSS Annotated Discussion and Activity
Guide for



Written by Lynne Kelly

Published by Farrar Straus Giroux

Guide Created by Debbie Gonzales



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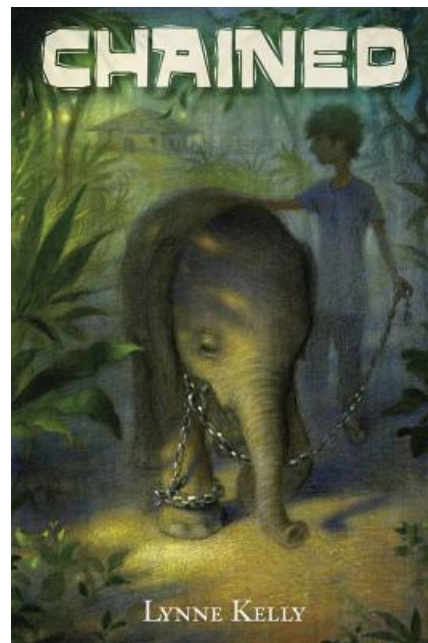
Kelly, Lynne. *Chained*. New York: Farrar Straus Giroux, 2012.
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Notes about *Chained* and Its Author

Chained

After ten-year-old Hastin's family borrows money to pay for his sister's hospital bill, he leaves his village in northern India to take a job as an elephant keeper and work off the debt. He thinks it will be an adventure, but he isn't prepared for the cruel circus owner. The crowds that come to the circus see a lively animal who plays soccer and balances on milk bottles, but Hastin sees Nandita, a sweet elephant and his best friend, who is chained when she's not performing and hurt with a hook until she learns tricks perfectly. Hastin protects Nandita as best as he can, knowing that the only way they will both survive is if he can find a way for them to escape.



[~ Indie Bound](#)

Praise for *Chained*

"...an affecting animal story and a well-paced adventure."--*School Library Journal*

"First novelist Kelly crafts a layered, convincing tale of interspecies friendship between individuals who care for each other within the confines of enslavement."--*Horn Book*

"A heartfelt...addition to the literature promoting better treatment of our fellow animals."--*Kirkus*

Lynne Kelly



Lynne Kelly is a sign language interpreter and a writer. *Chained* is her first novel. She lives in Houston, Texas.



Kelly, Lynne. *Chained*. New York: Farrar Straus Giroux, 2012.
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The Educational Activity Guide Format

The format of this guide follows a 4 week course of study. *Chained* has been divided into sections. Each section is comprised of discussion questions and follow-up activities for a designated group of sequentially listed chapters. The lessons in this guide are suitable for independent readers or group settings.

Journaling

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric are available on page 24, which is helpful in assessing understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

http://www.ehow.com/how_5760860_make-journal-out-paper.html

http://www.ehow.com/video_4951964_make-paper-journal-school.html

Reading Assignment Bookmarks

Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

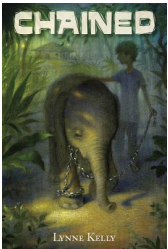
- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
 - Write their name on it.
 - Copy Target Completion Dates in designated space below assigned chapters to be read.
 - Keep the bookmark in the book for reference through the course of the novel study.



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Bookmarks



Name

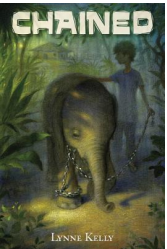
Chapter 1 through 6

Chapter 7 through 13

Chapter 14 through 19

Chapter 20 through 24

Chapter 25 through 28



Name

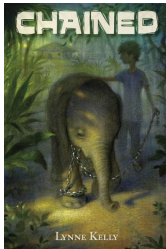
Chapter 1 through 6

Chapter 7 through 13

Chapter 14 through 19

Chapter 20 through 24

Chapter 25 through 28



Name

Chapter 1 through 6

Chapter 7 through 13

Chapter 14 through 19

Chapter 20 through 24

Chapter 25 through 28



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Discussion Questions for Chapters 1 through 6

Note: For each of the quotations below, respond to one of the questions by writing a paragraph or two in your journal.

But we hold on to Ganesh. He is the remover of obstacles and we need him (10).

- Identify the obstacles Hastin is referring to.
 - With regard to Baba?
 - With regard to Chanda?
 - With regard to Amma?
- Summarize the challenges set before Hastin and tell why he holds on to Ganesh.
- How can a young boy construct a plan to save his family without the resources to do so?
- Is faith in Ganesh's abilities to remove obstacles Hastin's only option?

My stomach knots with worry when I notice blue-black skin around her left eye. In the short time since I've seen her, she looks smaller somehow, so I'm careful not to squeeze her too hard (21).

- Can you predict what has happened to Amma, Hastin's mother?
- Consider Amma's nature as described in the early pages of the book until now.
 - How is she the same?
 - How is she different?

I picked up a tiny carved elephant, painted yellow. Its wood is smooth, but I rub a spot that should have been sanded more. And perhaps the trunk needs more detail... (27).

- Baba, Hastin's father, was a master wood carver. Do you think the experience Hastin had carving wood with his father had something to do with his critique of craftsmanship?
- Or do you think there might be something within Hastin that guided his opinion of craftsmanship?
- Do you think the author made a conscious choice for Hastin to pick up a painted wooden elephant? If so, why?



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I shake Timir's hand. His long fingers curl around my hand, crushing it in his grip, and his ring digs into my palm (41).

- A hand shake is a gesture of trust and friendship. Do you think Timir is interested in trust and friendship?
- What is your impression of Timir? What action(s) created your impression of him?
- Can you predict what Hastin's relationship with Timir will be?
- Is working for Timir a good choice?

Ne Min isn't much taller than I am, and his hair is thin and white. The lines around his eyes look like they're used to be wrinkled up by smiling, but I think there's something sad about his eyes, too (48).

- From Hastin's description of Ne Min, can you make an assumption about his physical being?
- From this description, can you get a sense of Ne Min's emotional being?
- What do you think has caused the sadness that burns in Ne Min's eyes?
- Do you predict that Ne Min can be trusted? Tell why or why not.
- Where is Ganesh in all of this?



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Elephant Hand-Painting

Objective: To paint one's hand, creating an artistic replication of an elephant.

Materials:

- Body-paint
- Thin paint brushes
- Your hand

Procedure:

- Use the picture below as a guide to create your very own Ganesh, The Remover of Obstacles!



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Discussion Questions for Chapters 7 through 13

Note: For each of the quotations below, respond to one of the questions by writing a paragraph or two in your journal.

I shake my head and try to look disappointed. Timir slaps his desk and sinks back in his chair...I smile all the way back to the cook shed (55).

- Hastin's actions do not reflect his true emotion. Can you explain why?
- What is Timir's response to Hastin's report that no elephant had been trapped?
- Do Timir's actions reflect his true emotions? Explain your answer.

I look at the ground. "Sorry. Still no elephant. (64)"

- Hastin is giving the same report as he did earlier. Do his words and actions reflect his emotions this time?
- Can you predict the consequences of Hastin's lie?
- What kind of trouble has he caused for himself? For Nandita the elephant?

"Oh that's nothing," explains Sharad. "That elephant has quite a temper, but I'll break it of that soon enough. (75)"

- Do you think that Sharad is capable of breaking Nandita's spirit?
- How do you think he will go about doing this?
- Do you think Timir is capable of breaking Hastin's spirit?
- What methods do you think Timir will use to do so?

Nandita stands up, pulls and struggles against the chain, then runs the other way until the chain stops her again... The chain does not break. It digs into her neck as she fights and fights. Still the chain does not break (84-5).

- Do animals have feelings?
- Why should we be concerned about the treatment Nandita is receiving in this scene?
- Consider this scene from Nandita's point of view.
 - What is she feeling?
 - Is the pain she's experiencing limited to that caused by the chain digging into her neck?
- Could the chain be symbol for something other than something to limit Nandita's movement?
- Could the chain be a symbol for something relating to Hastin, too?



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“They dream, and they remember. (94)”

- Compare Nandita’s dreams in the jungle to those in the circus arena.
- What sorts of things will Nandita remember from this scene?
- What sorts of things will you remember?



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Thinking Hats: A Study of Points of View in *Chained*

Objective: To consider different perspectives of characters in *Chained*.

Materials:

- Print out of page 11
- Pencil
- The book *Chained*

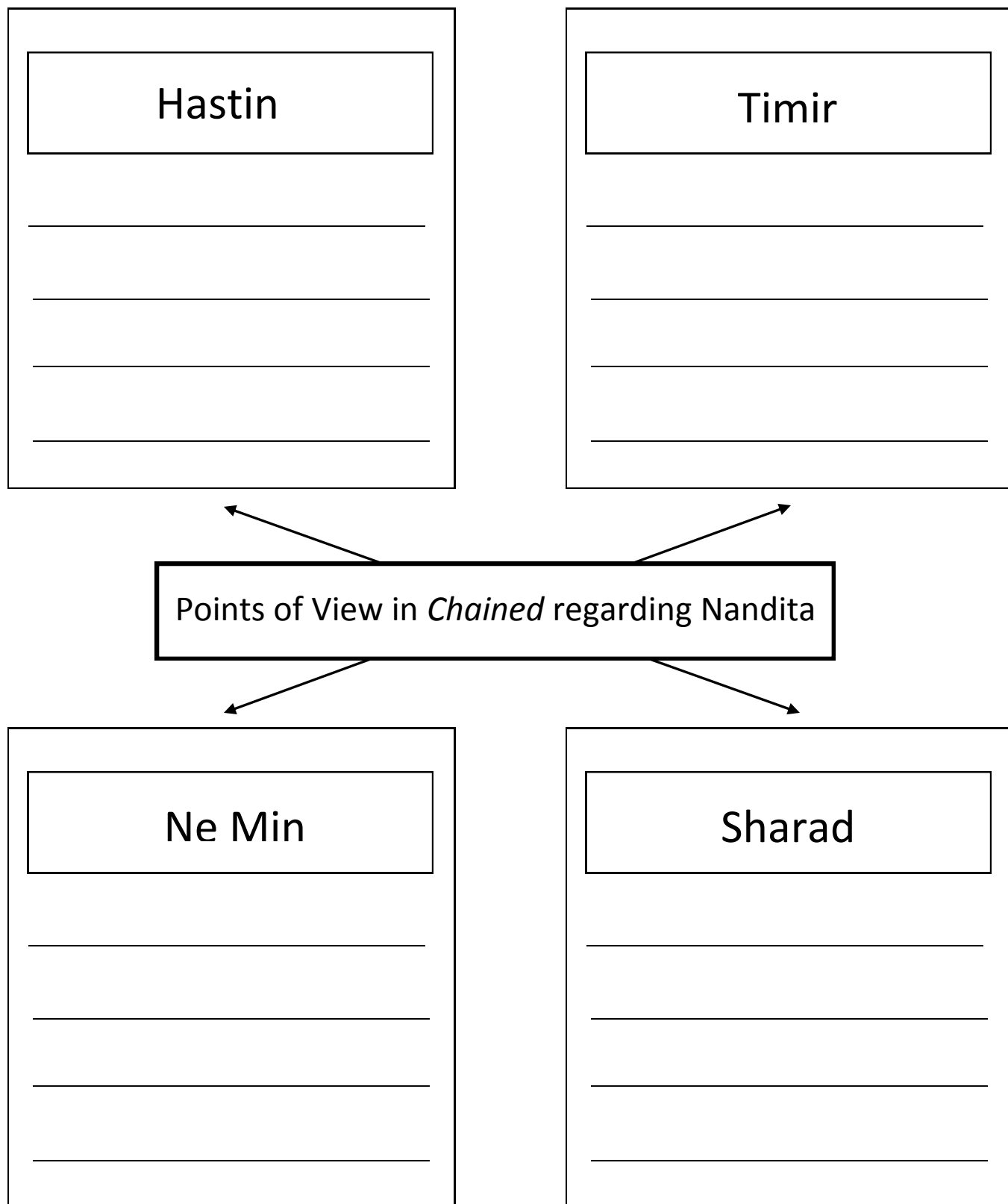
Procedure:

- Students are asked to consider what the following characters think about Nandita, the elephant:
 - Hastin
 - Timir
 - Ne Min
 - Sharad
- Discuss the characters' motivations, desires, and emotional connectivity with the animal.
- Instruct the students to try to think in the first person point of view, as each character would.
 - How does Hastin feel about Nandita?
 - Timir? What does he want from Nandita?
 - Ne Min? What are his concerns for Nandita?
 - Sharad? What does he need from Nandita?
- Using the print out found on page 11, instruct the child to write in the first person perspective in each Thinking Hat block.
 - In the block labeled 'Hastin', write how he feels about Nandita as if he were speaking.
 - In the block labeled 'Timir', write what he wants from Nandita as if he were speaking.
 - In the block labeled 'Ne Min', write about his concerns for Nandita as if he were speaking.
 - In the block labeled 'Sharad', write about what he needs from Nandita, as if he were speaking.



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Thinking Hats



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Discussion Questions for Chapters 14 through 19

Note: For each of the quotations below, respond to one of the questions by writing a paragraph or two in your journal.

Approach them with respect, and without fear, and they will know what you ask of them. (102)

- Can you explain why this technique is effective in the care of elephants?
- Do you think Ne Min’s advice applies only to the care of elephants?

“You know there are better ways,” he says.

“Like my father’s ways?” says Sharad (105).

- Can you specify what Ne Min is referring to?
- What do the ‘better ways’ have to do with the quote above?
- Can you predict what Sharad’s father’s ‘ways’ were like? Were they similar to those practiced by Ne Min?
- Can you guess what happened to Sharad’s father?

“There is goodness in Sharad,” he says (108).

- Sharad rips Nandita’s flesh with a hook. How can Ne Min say that there is goodness in Sharad?
- Like the elephant, do you think Sharad can remember goodness?
- Do you think he has ever known goodness?
- Do you think Sharad has known fear?
- Is Sharad’s spirit broken?

Finally the faraway herd quiets, and so does Nandita. She lies down and drapes her trunk across my stomach (116).

- Can you think of ways that Hastin and Nandita have a shared experience? Are there ways that they are the same?
- What does the act of Nandita’s draping of her trunk across Hastin’s stomach reveal about their relationship?
- Are there similarities between the use of Sharad’s hook and Timir’s cane?
- Are they both captives?
- Are their spirits broken?
- Are they chained?



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“It is not weakness to feel fear. To do the right thing even when you are afraid – that is bravery. It saddens me that I have not always done so. (150)”

- Earlier in this scene, Ne Min stated that Timir does everything out of fear.
 - Explain ways that Timir uses fear to control others.
 - Consider ways that Timir might be fearful himself.
- Ne Min tells Hastin that he is braver than Timir would ever be. Do you think this is true?
 - Would Timir sleep with an elephant?
 - Would Timir go into the jungle alone?
 - Would Timir leave his home and all that he holds dear to help care for his sister and mother?
- Can bravery be demonstrated in quiet, yet powerful ways? How so?
- Do you agree with Ne Min with regard to feeling fear, yet choosing to do the right thing?
- Can you predict what saddens Ne Min?
- Do you think there may have been a time when fear kept him from making the right decision?



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Foldable of the Gods

Objective: To familiarize the reader with the deity referred to in *Chained*.

Materials:

- Cardstock
- Scissors
- Tape
- Glue sticks
- Print out of picture and labels found on page 15
- Print out of a rectangular prism foldable found on page 16
- The book *Chained*

Project Prep:

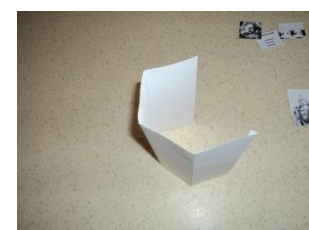
- Reread Baba's story of Ganesh on pages 147 and 148 in the book.
- Engage in conversation about the story recalling the following facts of the story.
 - What is the story about?
 - Who are the characters in the story?
 - Lord Shiv
 - Parvati
 - Ganesh
 - Are they fictional characters or are they real beings?
 - Retell the story in your own words.

Procedure:

- Print pages 15 and 16 of this guide on cardstock.
- With scissors, trim around the edges of the pictures, labels, and the dark lines of the foldable (pg. 16)

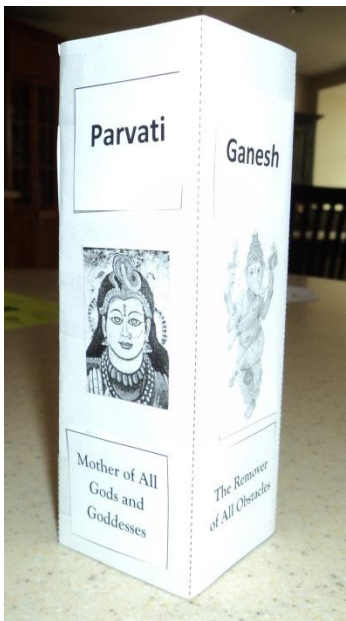


- Create a rectangular prism by folding along the dotted lines.
- Fold the tab at the end of the prism.
- Tape along the edge.

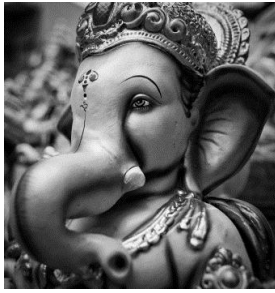


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- Glue pictures and labels on the sides of the prism, being careful to categorize them in following way:
 - Panel 1:
 - Picture of Ganesh
 - Picture of Lord Shiv and Parvati
 - The label reading “A Family of Gods”
 - Panel 2:
 - Picture of Ganesh
 - The label reading “Ganesh”
 - The label reading “The Remover of Obstacles”
 - Panel 3:
 - Picture of Lord Shiv
 - The label reading “Lord Shiv”
 - The label reading “Most Powerful Supreme Being”
 - Panel 4:
 - Picture of Parvati
 - The label reading “Parvati”
 - The label reading “Mother of All Gods and Goddesses”



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A Family of Gods

Lord Shiv
Parvati
Ganesh



Ganesh

**The Remover
of All Obstacles**



Lord Shiv

**Most Powerful
Supreme Being**



Parvati

**Mother of All
Gods and
Goddesses**





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Discussion Questions for Chapters 20 through 24

Note: For each of the quotations below, respond to one of the questions by writing a paragraph or two in your journal.

“No more life in your candle, but mine lives because of it. Is my flame the same as the one you had? (153)”

- Is the flame Ne Min holds the same one as Hastin had and then extinguished?
- Can a candle flame represent one’s personal light? One’s spirit? One’s bravery and truth?
- If Ne Min’s flame transfer is a metaphor for life and death, has Baba’s light transferred to Hastin? If so, do you see any evidence of this?

“... Sharad stood by the fence, helpless, while the elephant trampled his father. (170)”

- Kiran, Sharad’s died in a tragic accident witnessed by his son. What lasting effect did this event have on Sharad?
- Explain the sequence of events from Anju the elephant’s point of view. Did he intentionally turn on his master?
- What of the transfer of light from Kiran to Sharad? Does Kiran’s spirit burn within Sharad?
- Sharad was once a kind and thoughtful elephant trainer. So you think there is a chance that he will become one again?

“Be careful,” he says as I hurry away (177).

- Do you think Ne Min’s warning is limited to the cup of hot tea Hastin is carrying?
- Why is Ne Min concerned for Hastin?
- What sorts of unknown elements that could cause Ne Min to be fearful for Hastin?

Kapuji looks at Timir, then back at me. “Well, yes, if you are my employee, I will pay you money. Plus one trip home a year. (178)”

When the last customer leaves, the table is bare. Every one of my carvings has sold. Timir picks up the money box. He does not look at me as he heads to the office (197).

- Kapuji and Timir are both circus owners.
 - In what ways are they the same?
 - In what ways are they different?



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- Consider the author's use of eye-contact. Kapuji looked directly at Hastin while Timir avoided eye-contact. What does this gesture say about the character of these men?

My father used to tell me that sometimes we get help clearing obstacles from our path, and sometimes they are placed in our way. Later, when we are wiser and stronger, we may look back and feel thankful for what we had to overcome (185).

- Do you think this wisdom is part of the flame Baba transferred to Hastin?
- Ne Min said that if Hastin ran, he'd never be able to forget Nandita. Is this comment true?
- Do you think Ganesh has anything to do with Hastin's decision to stay or to run?
- Interpret Baba's message in your own words.
 - What is he saying to Hastin?
 - What is he saying to you?

What I see in Ne Min's eyes is guilt (192).

- What do think Ne Min is guilty of doing?
- Could it be something to do with bravery? Or fear?
- Could it be something involving truth and light?



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Painted Elephant Mask

Objective: To create replica of a painted elephant much like those in the circus or that parade during the Hindi springtime celebration of Holi.

Materials:

- Scissors
- Tape
- Markers
- Cardstock
- Elephant mask patten found on pages 22 to 24



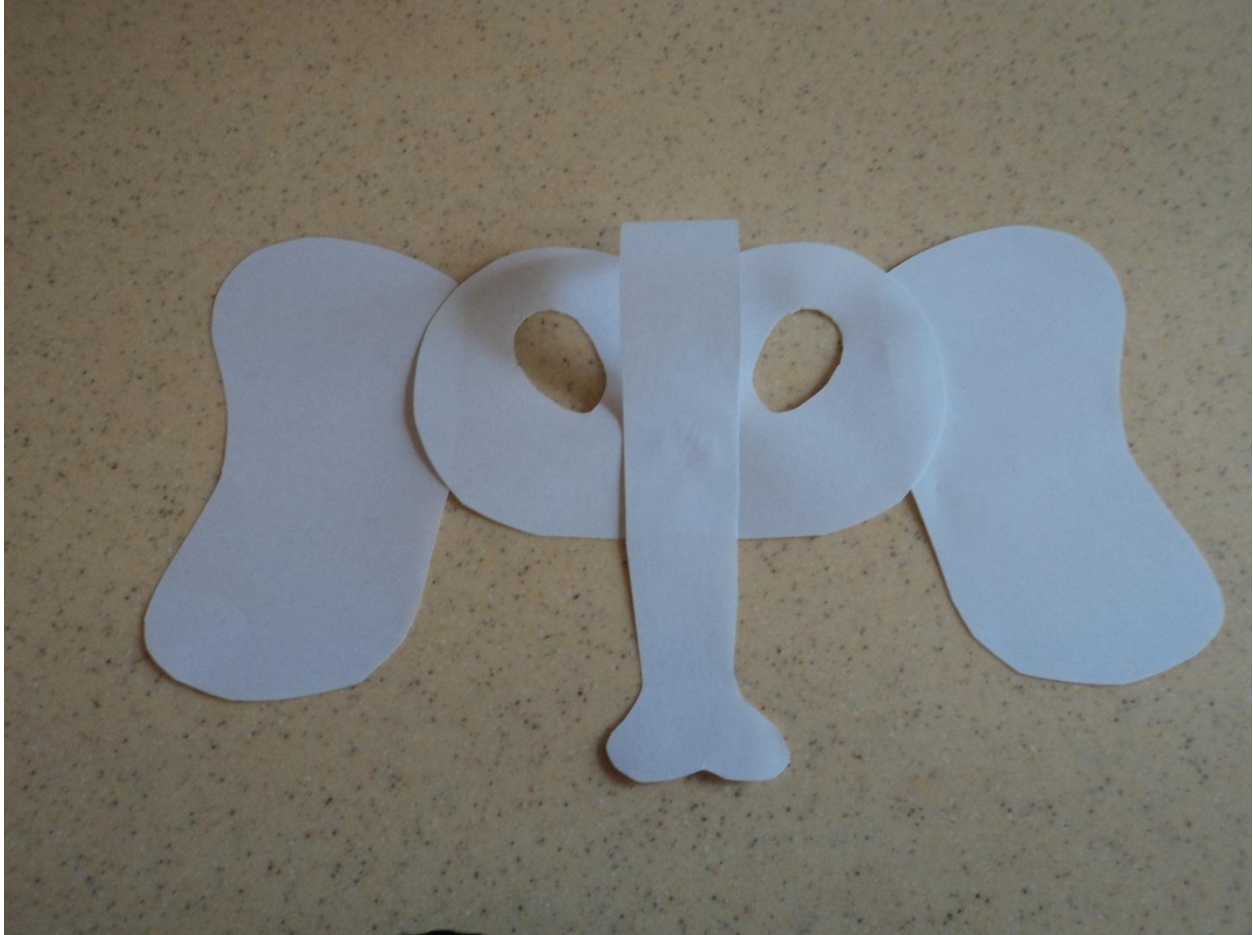
Procedure:

- Print pages 22 to 24 on cardstock.
- Using scissors, trim mask pieces along the black lines.
- Tape trunk on the top back of the face piece.
- Curve trunk over the top of the face piece and bring it over the front.
- Secure trunk to the front of the face piece.

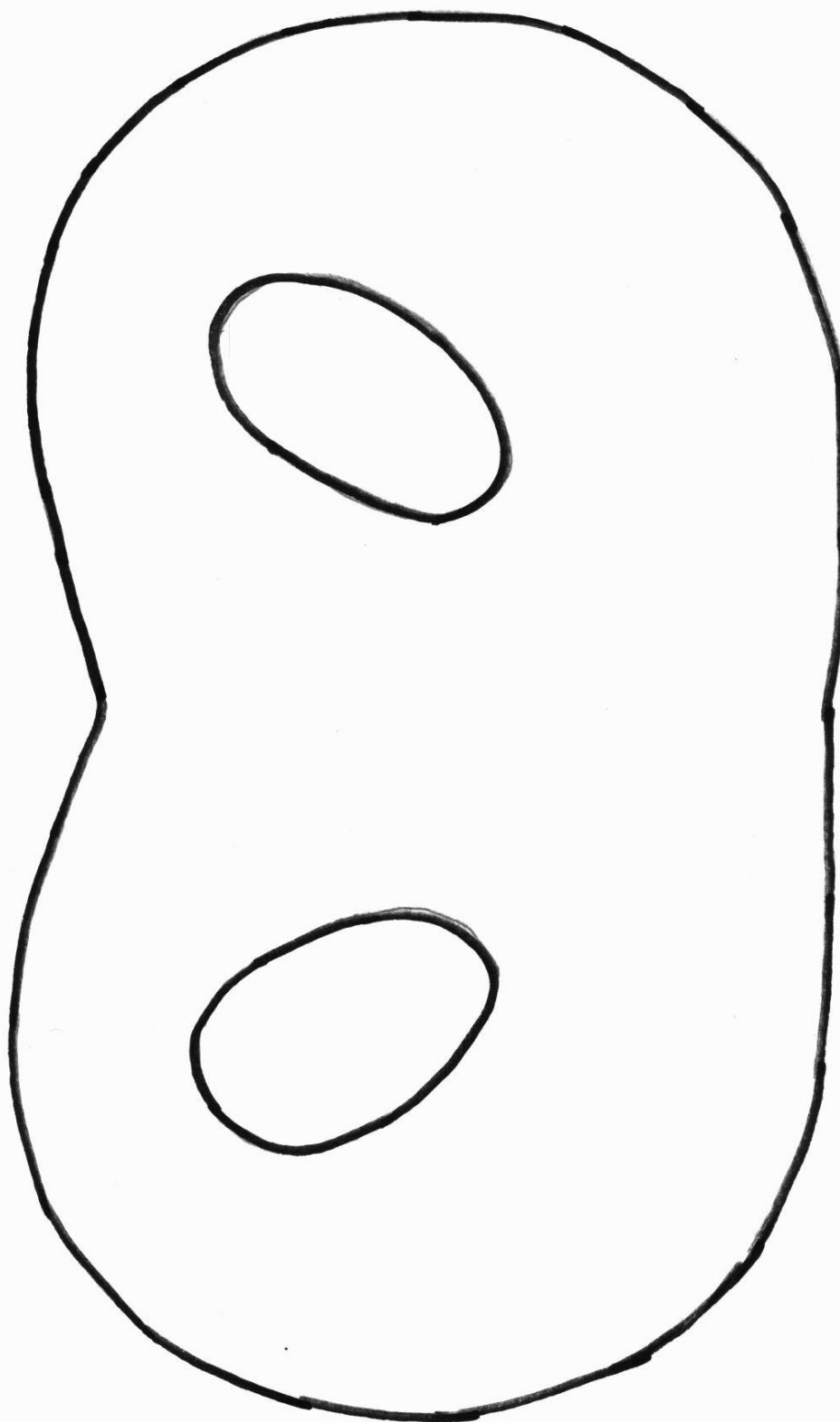


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- Tape ears to the sides of the face piece.
- Use brightly colored markers to decorate the elephant mask.

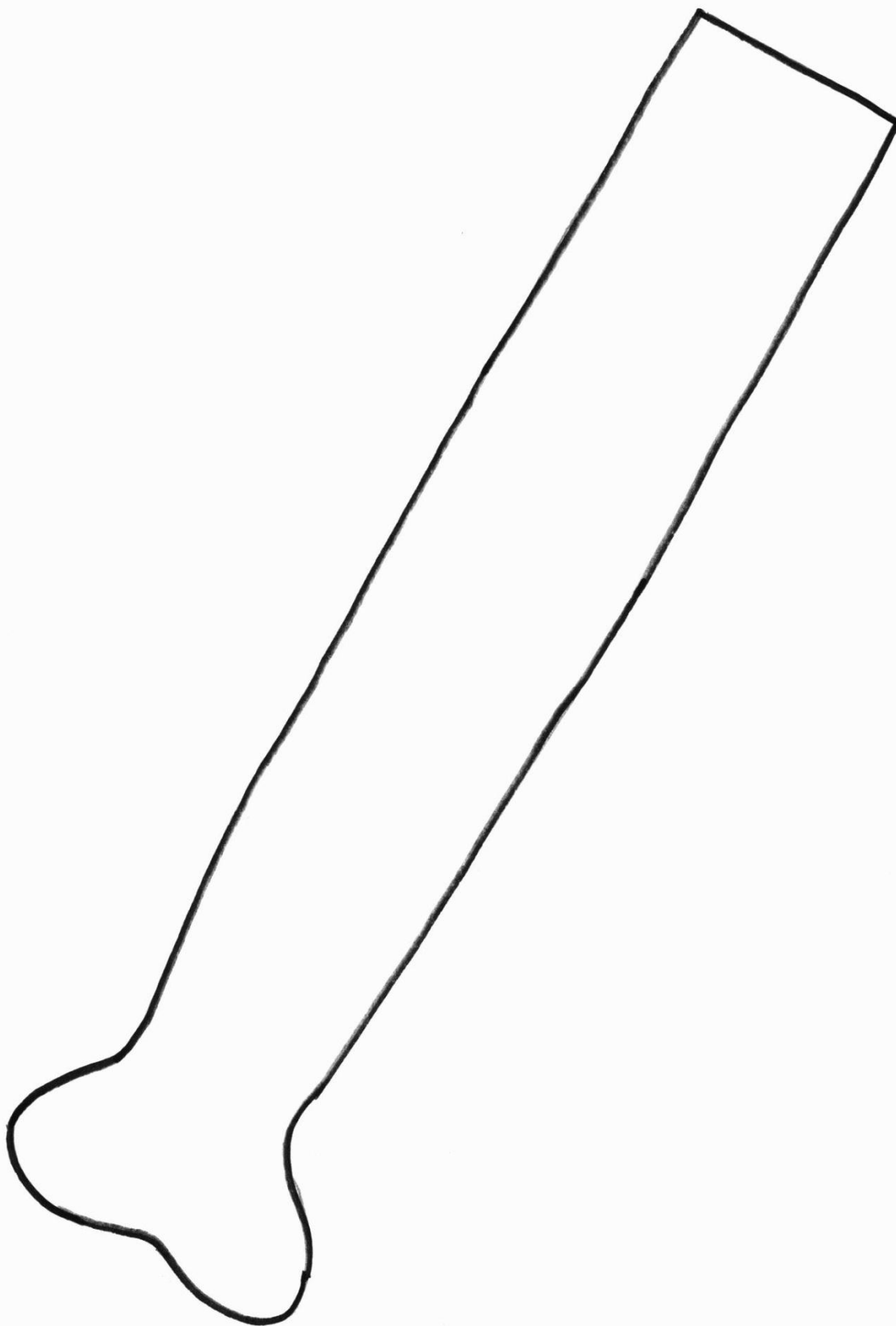


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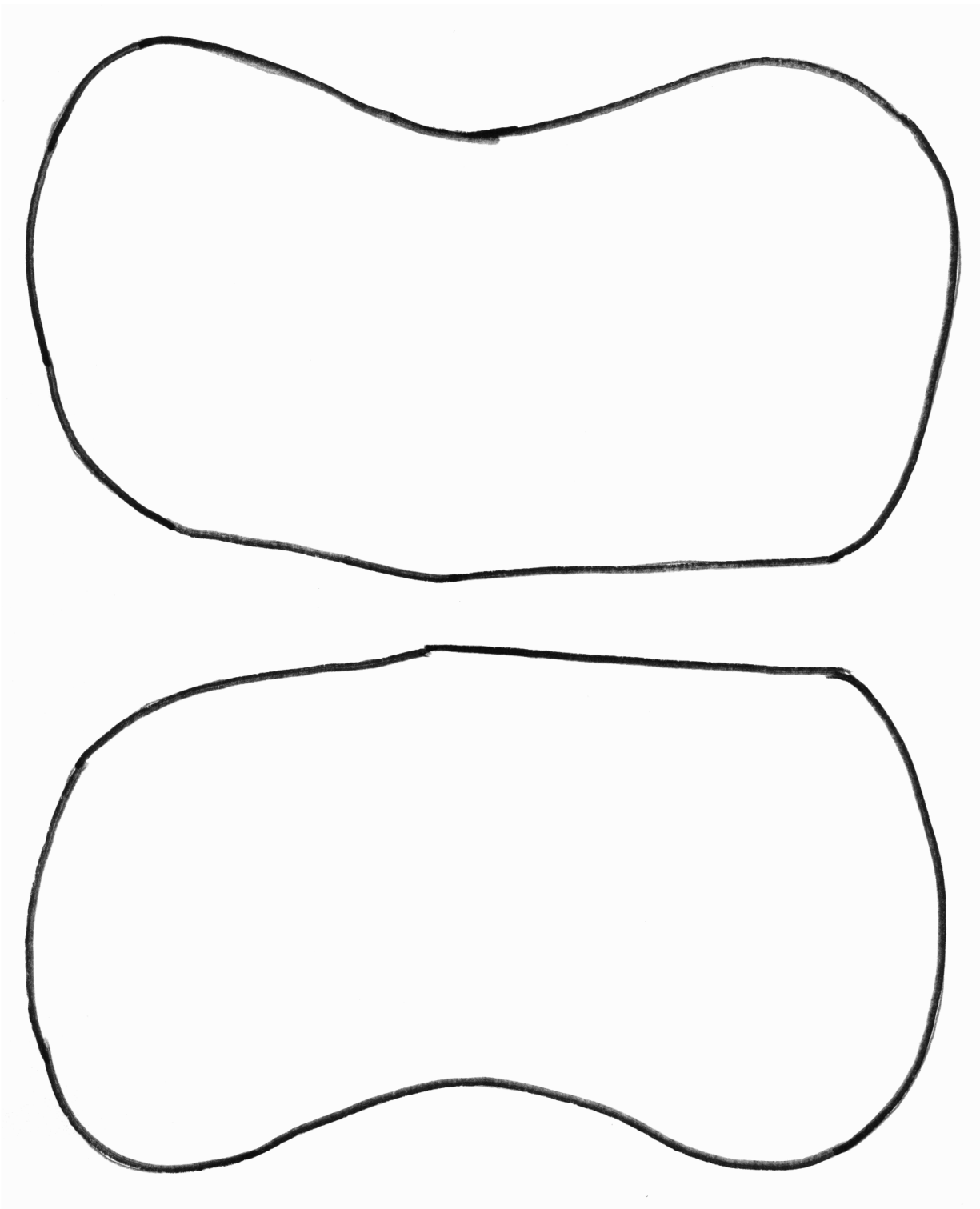
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Discussion Questions for Chapters 25 through 28

Note: For each of the quotations below, respond to one of the questions by writing a paragraph or two in your journal.

Sharad raises the hook. Nandita raises her trunk. The slap when she hits him is louder than the sound of his body crashing against the fence (207).

- How is this attack by Nandita against Sharad different than the one that brought about his father's death?
 - Consider the setting.
 - Consider the elephants' motivations.
 - Consider Hastin's role in the scene.
- How is this attack by Nandita strangely similar to the one that brought about Sharad's father's death?

Timir swings his cane toward me again. Before it hits me, I grab it. I stand up and hold each end, then raise my knee to snap the cane in two against my leg (218).

- Compare this scene to the one above. Are the two similar in any way?
- Are Hastin's actions a result of his fear? His bravery? His inner flight?

You cannot leave the elephants behind, no matter how far you go. You are a part of them and they are a part of you. Keep this book to help you care for them, for one day they will return to you.

– Written on the inside front cover of *Care for Elephants* by Tin San Bo to his son, Ne Min (222)

- Of all of the chapter heading quotations, this one is the most significant. Why?
- Who is Tin San Bo?
- Who is he in relation to Ne Min?
- Like Baba to Hastin, has Tin San Bo's flame been passed on to Ne Min? His spirit? His truth?
- What is the message of Tin San Bo's flame? The message of his truth for Ne Min?
- How has Ne Min's transferred flame empowered Hastin to do what he must do? To conquer the fears he must face?



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“I know how much it hurts, losing your father. But it wasn’t anyone’s fault. (231)”

- Hastin and Sharad share in the grief of losing their fathers. Yet, they have responded to their losses in different ways. Can you describe the difference between the two?
- There are a number of themes recurring throughout *Chained*. Can you identify ways that the following themes have been revealed in the book?
 - Death and loss
 - Family
 - Guilt
 - Fear
 - Bravery
 - Obstacles
 - Prayer
 - Love

This must be what Ne Min meant about being brave. Never in my life have I been so afraid, but here I stand (235).

- Instead of asking for the removal of obstacles, how has Hastin become one in this scene?
- How does standing firm for what you believe require more bravery than running?
- How has Hastin’s love for Nandita conquered fear?
- Is it true? Does love conquer all? In this book and beyond?



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Summarizing Facts: The Bio-Pyramid

Objective: To summarize characterization and key plot points in *Chained*.

Materials:

- Print out of page 28
- Pencil
- The book *Chained*

Procedure:

- Review the print found on page 28 with the students, noting the summary topics printed beneath each row of spaces.
- As a group, discuss the summary topics listed.
 - What are some words that best describe Hastin's character?
 - How can Hastin's childhood best be described?
 - What is the biggest problem that he must overcome?
 - Think about his many accomplishments. Which are the best three?
 - How did his accomplishments benefit others?
- Instruct the students to fill in the Bio-Pyramid blanks with their best descriptive words.



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The Bio-Pyramid - Hastin

Hastin

Two words describing Hastin

Three words describing Hastin's childhood

Four words indicating a problem Hastin must overcome

Five words indicating one of Hastin's accomplishments

Six words indicating another one of Hastin's accomplishments

Seven words indicating another one of Hastin's accomplishments

Eight words stating how Hastin's accomplishments benefitted others



Kelly, Lynne. *Chained*. New York: Farrar Straus Giroux, 2012.
www.lynnekellybooks.com
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Journal Response and Comprehension Rubric

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons to illustrate the assessment process. You can also use the rubric as a basis for discussion and feedback with each student.

Student name _____ Date _____

1. The student writes journal responses in complete sentences. _____
2. The student writes three or more sentences to answer questions. _____
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. _____
4. The student's experiences and opinions are clear. _____
5. The student works with a peer to share journal responses and to develop a combined response when requested. _____

Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



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Core Curriculum State Standards Annotations

English Language Arts – Reading: Literature

		Journal & Discussion	Thinking Hats—POV	Bio Pyramid—Summarizing
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓		
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	✓		✓
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓		
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓	✓	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓		
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓		



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English Language Arts – Speaking and Listening

		Journal & Discussion	Thinking Hats—POV	Bio Pyramid—Summarizing
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly	✓	✓	✓
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓	✓	✓
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	✓



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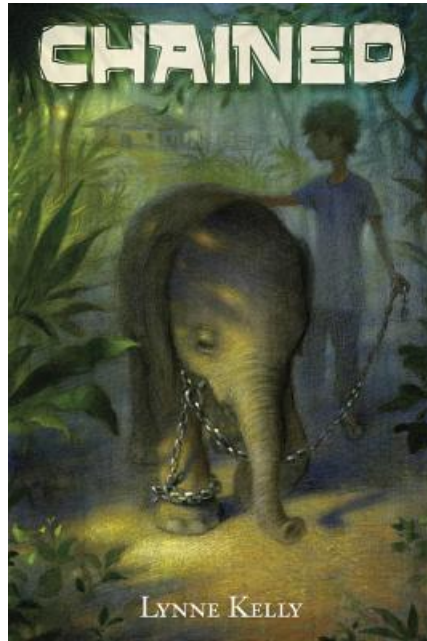
English Language Arts – Writing

		Journal & Discussion	Thinking Hats— POV	Bio Pyramid— Summarizing
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓		
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	✓		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓		
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓		
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓		



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Acknowledgements



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