



## TEACHING & ACTIVITY GUIDE

### CLEMENTINE BOOK TWO

TILLIE WALDEN

**Overview:** Clementine and her new friends are rescued by an island community led by an enigmatic doctor called Miss Morro, but just as Clementine's scars are finally beginning to heal, she discovers dark secrets that threaten to tear her new life apart.

Can Miss Morro be trusted? What about the rest of the islanders? And just how far will Clementine go to protect the ones she loves?

### IMPORTANT SETTINGS

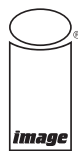
- Canada
- Island Settlement

### KEY THEMES

- Survival
- Coming of age
- Trauma
- Grief and loss
- Adulthood
- Sexuality
- Sacrifice
- Religion
- Rites of passage
- Resilience
- Disability

### NOTABLE CHARACTERS

- Clementine
- Ricca
- Georgia
- Olivia
- Emi
- John
- Amos
- Amir
- Shu-Fen
- Miss Morro (Anne)
- Ginette
- Giles
- Dr. Barnwell (cat)



## DISCUSSION QUESTIONS

1. Given the experiences and responsibilities of young characters in the world of Clementine, what does it mean to be an adult versus being a child? How does this differ from our world?
2. How does the black and white art affect the way you feel about the story?
3. Pick a panel or two where you feel the lack of color helps add to the emotions or impact of the story. Briefly explain why you picked that example.
4. A theme that continues from the first book is the importance of rituals. What was the importance of the "Bat Mitzvah" for the characters?
5. How did Miss Morro's experiences influence her decisions and priorities surrounding dealing with walkers? Do you agree with her priorities? Why or why not?
6. Miss Morro warns Clementine, "Hiding in your work is addictive." How does this advice apply to Clementine's actions?
7. How did the advice in the previous question apply to Miss Morro's life and actions?
8. Amos appears to Clemintine in key moments. How do these interactions impact her journey in this story?
9. Clementine shows her love for Ricca through her actions. How is this in conflict from what Ricca is seeking from Clementine? What do you think is the biggest reason for this conflict?
10. Clementine is changed from the experiences in this book. What do you think is the biggest difference from the person she was at the beginning of the book compared to the end? Do you think you would be changed if you had the same experience? Why or why not?
11. There is a split in the book about the advantages of characters who remember a time before the walkers and younger characters who have only known the world as it is now. What are the advantages and disadvantages of those that have prior knowledge? What are the pros and cons for those that only have knowledge of the current world? Use examples from the book to support your answers.



# TEACHER'S KEY

Reading/Interest Level: Grades 9-12

## COMMON CORE ALIGNED PRE-READING

### COMPREHENSION AND COLLABORATION

#### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### MOVING FORWARD ACTIVITY

One of the themes of the book is the struggle of preventing past trauma from sabotaging times of peace. Part of this is being able to recognize the safety of a current situation and allowing yourself to be present. Clementine struggles with this when she first gets to the island, which causes conflict in her relationship. This theme can be explored with students in an age appropriate way with daily stress or work being a proxy for trauma. The goal is for students to connect their experiences to those of Clementine.

Have students answer the following

reflection question on their own:

Think of a time when you have experienced stress from having to work on or complete a large task (school project, performance, sporting event).

- How did you feel after the stressful event was concluded?
- How did you unwind in the days after working hard on the event/project?
- Did you feel anxious like you should still be working on the project even though it was finished?

Put students in small groups and have them consider the following questions. Advise them that they only have to share as many details from their answer that they feel comfortable telling their classmates.

When Clementine first arrives on the island, she has a hard time relaxing and connecting with her friends.

- How has her past experience impacted her ability to enjoy her current setting?
- How did Clementine's reaction to the situation connect to your answers in the previous reflection question?
- What strategies could be used to help prevent past stress from influencing enjoyment of new experiences?



## CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### ISLAND VILLAGE COMMUNITY ACTIVITY

This creative activity is designed to allow students to discuss the concepts of the organization of society, establishment of norms, enforcement of rules, and the social contract.

Put students in groups of 3-4. Tell them that they are among the first group that have arrived on the islands shown in *Clementine Book Two*. Given that there is no formal society or government, there are no official rules on the island. They need to create rules in order to survive and create a functioning society/settlement. Consider having students write their answers on a poster sized piece of paper they can hang or share easily with others.

Students must answer the following questions for their new society.

- What is the name of your new settlement?
- Name the three most important rules that you will make for your

settlement to make sure that you are able to survive? (Think of how characters were expected to complete chores in the book).

- What three rules will you create to make sure that your society runs smoothly? (Think about rules that ensure people behave in a peaceful way).
- Who will decide whether someone has broken a rule?
- What will the punishment or consequences be for someone who breaks the rules?
- Who will enforce the laws and punishments?

After students have completed their small group discussion, have them share answers with the class. Encourage students to ask questions about the rules proposed by other groups.

## CCSS.ELA-LITERACY.SL.9-10.1.C

Elevate conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

## CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of



agreement and disagreement, and, when warranted, qualify their views and understanding and make new connections in light of the evidence presented.

## **STRUCTURED DISCUSSION OF DISABILITY**

The book portrays disability in a diverse, nuanced, and positive way. This activity will help guide student discussion around this topic. Since these can be sensitive issues, this assignment is designed to be structured rather than an open discussion.

On a notecard, have students complete the following prompts:

In *Clementine Book Two*, several characters have physical disabilities. Consider the following:

- Give three examples of disability in the book you found interesting.
- Construct two examples of things you learned about the various disabilities portrayed.
- Comprise one question or aspect you are unclear about in relation to any of the disabilities portrayed in the book.
- Characters adapt in many ways in order to survive and thrive in the world. Give an example that was noteworthy to you.

*\*Note if instructors feel more comfortable, they can collect these at the end of class and then use the answers to craft a structured discussion the following class\**

Have students share their answers to these questions in small groups or a class discussion. Encourage students to identify specific examples or panels from the book when discussing their answers.

## **RECOMMENDED TITLES FOR FURTHER READING**

- *Spinning* by Tillie Walden. First Second, 2017.
- *On a Sunbeam* by Tillie Walden. First Second, 2019.
- *Lazarus Risen #1* by Greg Rucka and Michael Lark. Image, 2019.
- *Paper Girls Volume 1* by Brian K. Vaughan, Cliff Chiang, Matthew Wilson. Image, 2016.
- *The Walking Dead, Vol. 1: Days Gone Bye* by Robert Kirkman, illustrated by Tony Moore. Image Comics, 2013.

