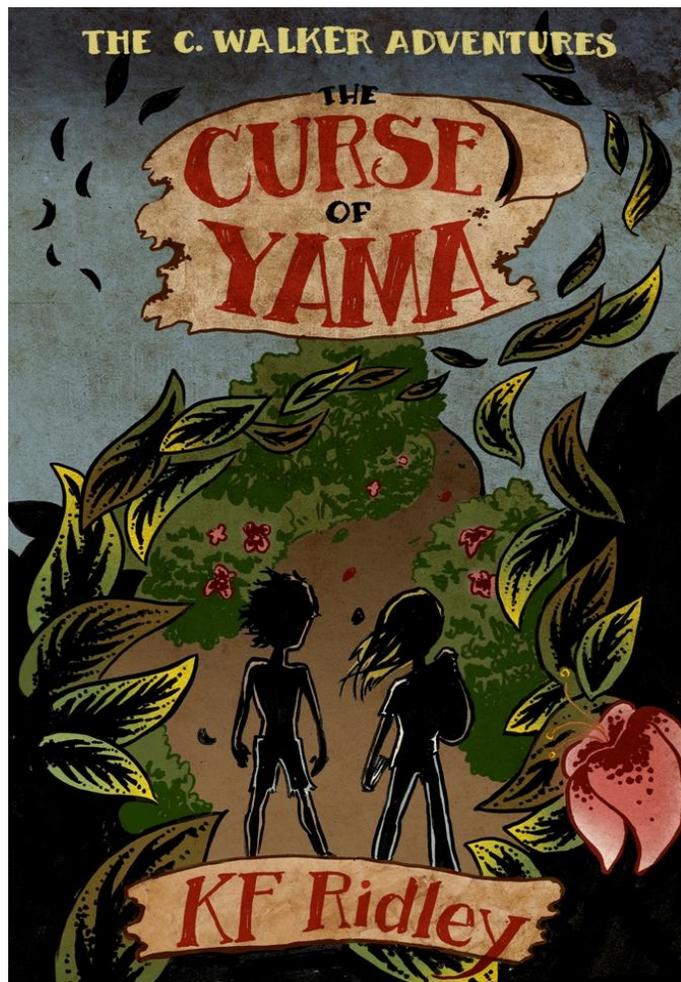


A TEACHER'S GUIDE for  
THE C WALKER ADVENTURES: BOOK 1

THE CURSE OF YAMA



THE C. WALKER ADVENTURES  
BOOK 1  
THE CURSE OF YAMA

**A Teacher's Guide through the Curse of Yama**

Setting: Rainforest of India

Places to locate on the map: Asia, India, Bombay ,the Western Ghats

One of the primary religions: Hinduism

Languages of India: There are 22 languages spoken in India.

## **Chapter 1**

### **What is an archaeologist?**

Someone who studies ancient times, people and cultures of the past. An archaeologist studies the ancient past to learn about what historical times were like. By looking at the remains of those who have died, fossils, relics, buildings and excavating items of history, we can gain understanding about those who came before us and the way they lived.

Some important archaeologists are Howard Carter, Eugene Dubois, Don Johanson, Louis Leakey, Mary Leaky, and Time White.

Here is a link that provides more information *Archaeology for Kids*  
[archaeology.mrdonn.org/archaeologist.html](http://archaeology.mrdonn.org/archaeologist.html)

### **What is dialect?**

When writing, authors sometimes use dialect to illustrate through words the differences of speech, slang, accent and terminology used among various ethnicities and cultures.

Pick out some example of dialect used in dialogue from the book to discuss with the class. How does the author show Mr. Defranc's accent.

**What character in chapter 1 uses dialect?** Mr. Defranc

**From what country is he from and what is his native language?** France. His native tongue is French. Have the kids try and use a French accent and have them write down a few sentences using dialect. They can use accents from other cultures to illustrate dialect in writing. Have the other students see if they can identify the ethnic origin of dialect in one another's writing.

**What is dialogue?** Conversation between two or more people.

## **Chapter 2**

### **What s the weather like in India?**

Northern India has a cold to temperate climate while Southern India is much warmer. Monsoon season lasts from June to September when there is a lot of rain, wind, and heat.

## **What is Sanskrit?**

Considered to be the oldest language in the world which is associated with ancient cultures of India.

## **Chapter 3**

### **Who are the Dravidians?**

A group of Indian people who live in Southern India

### **Who are the Aryans?**

A group of Indian people from Northern India.

**\*\* The Aryans are light-skin Indians and the Dravidians, dark-skinned. History displays discourse between the two cultures and has been a topic of controversy and division.**

### **What is a turban?**

Head-dress of wrapped fabric that is worn in relation to religious practices in many Arab and Indian cultures.

## **Chapter 4**

### **Describe the rainforest climate?**

Rainy, hot and humid. Six months of monsoon rains support the rainforest. The rainforest provides most of the world's oxygen.

### **What are the layers of the rainforest?**

1. **The Forest Floor**- The darkest part of the rainforest, little foliage and few animals call this part of the rainforest home.
2. **The Understory**-Dark, less sunlight. The plants have larger leaves.
3. **The Canopy**- The Rainforest Roof Top. Traps heat in the layers below. Abundant in food.
4. **The Emergent Layer**-This layer consist of the tops of the tallest trees of the rainforest, bursting from the canopy, growing taller than all of the other plants of the rainforest. There is a lot of sunlight here.

### **What is foliage?**

Leaves, trees and plant life

## **Chapter 5 and Chapter 6**

### **The rainforest of India is the habitat for what animals?**

Jaguars, gibbons, snakes, tigers, birds, elephants. Have the student come up with a list of animals that live in the Indian rainforest that fall into these classes:

Mammals

Reptiles

Arthropods

Birds

Amphibians

Fish

## **Chapter 9 and 10**

### **What is an epiphyte?**

A plant that grows off of another plant but is not a parasite. The plant it lives on supports the epiphyte.

### **What is a bromeliad?**

A form of epiphyte that is usually seen in the form of a flower. One very common bromeliad is a pineapple. Bromeliads in the rainforest collect water in their firm structure and are place where some small creatures call home.

### **What is a gibbon?**

A tree-dwelling, lesser ape with long arms. They make loud howling sounds. In which layer of the rainforest do you think the gibbon dwells? The canopy and emergent layer. They live up in the trees where they can be safe. Swinging from vine to vine, tree to tree.

### **What is a liana?**

Long-stemmed wooded vines that weave throughout the rainforest. Rooted in the ground, these plants use trees and other structures of the rainforest for support.

## **Overview**

### **How did Chloe's and Sotol's perception of one another change from the beginning of the story to the end?**

At first meeting, Chloe and Sotol were not very sociable to one another. Chloe was put off by Sotol's differences and Sotol was unsure of how to react to Chloe.

Chloe was jealous of Sotol's. He was familiar with the wildness of the forest, something she longed to understand. Chloe's perception was that she was being treated differently than Sotol by her father, because Sotol was a boy.

Sotol on the other hand, didn't understand Chloe at first. He thought she was "crazy".

Sotol and Chloe came from two very different cultures. They looked very different, spoke differently, and were raised in two very different homes.

### **Let's compare the two:**

#### **The Differences:**

Chloe: girl

Fair skin, blond hair, blue eyes

American

raised in a nuclear family ( a father, a mother, and a little sister)

the oldest child

curious

Sotol: boy

dark skin, dark hair, dark eyes

Indian

raised by his family who has now passed away. Adopted by Tumera.

the youngest child in his family  
responsible

**Ask the class what their perceptions are about the two characters.**

**Name more difference between the two characters?**

Sotol's fears were different from Chloe's fears. Their pasts were different.

**The Similarities:**

Chloe and Sotol:

about the same age

brave

More differences than similarities.

**Ask the class what they feel Chloe and Sotol had in common.**

**What things helped to change their relationship?**

Sotol stepped out to help Chloe in her time of crisis. Through this crisis, the two had to depend on one another to succeed. Sotol new the terrain and Chloe's curiosity help them to step out of the box of the ordinary into the world of the extraordinary. They built a bridge of trust proving to one another through that they were trustworthy.

Sotol's weaknesses were Chloe's strength and Chloe's weaknesses were Sotol's strength. Together they were more powerful than individuals only because they were able to recognize their own weakness and celebrate one another's strengths.

## FOR THE TEACHER

### Breaking the Barriers of Culture through Fiction in Middle Grade Students

*Because each of us have different gifts and abilities, we must rely on one another in a mindset of teamwork to maximize the human potential. Not one person possesses every talent. No one person can do everything with exceptional aptitude. Some people can sing, some can draw and others are good at math. There are people with thumbs so green they can make flowers bloom under any earthly conditions. There are those who are superior servants and others who are great at giving.*

*Do you ever envy the gifts of others? Do you ever want to be able to do the things someone else can do and never get the hang of it, only to spend wasted time trying to be something you weren't meant to be. We must recognize the gifts in others in order to grow our own strengths and strengthen mankind. We should not be envious of another's gifts and we should not be irritated by our differences. Realizing our own gifts and appreciating the talents of others helps us to achieve our individual goals as well as our goals as a community.*

*If we were supposed to depend solely on ourselves, each of us would be completely self sustainable, completely independent and capable of all things.  
Embrace diversity as it is the founder of unity.*

Teamwork is an essential part of our professional and adult lives. In observations, you may have noticed a lack of understanding among adults regarding the mechanics of teamwork. In fact, many adults have difficulty working with one another. Many of you may have experienced the same thing.

Team building in business (the grown up world) is not the same as team building in school. In school settings, many times, we team students up according to their similarities. Take sports for instance. Sometimes being a part of a team in school sports or not being on the team we separate students. Not intentionally, group activities are formed to promote camaraderie. But many times without intention and with all good intentions the teams we form to promote strengths in our students can divide them.

Promoting the appreciation of cultural diversity will lead to the promotion of the appreciation of one's own culture fostering respect of other cultures and embracing the differences and the strengths of others.

"Diversity is the founder of Unity". Clear your mind of everything you've ever thought about teaching teamwork and cultural integration.

Educators strive to promote teamwork and unity among their students within the educational framework allowed. Teachers are as important as surgeons and political leaders. As

educators, you can help students learn the teamwork concept through an understanding and appreciation of cultural differences and the appreciation of individuality that emerges from the stories of each person.

If you divide a group of people into two separate groups and give them the same project, group one being similar. They would all have the same interests and the same talents (for instance everyone in the group would be on the football team...or the chess team...or be good at math) and the second group had a diverse group of people. No one person had the same talents or gifts as another (for instance, one was athletic, one was artistic and another had a forte for science). And if those of this group could work together, they would provide a more well rounded presentation. The project would be more interesting. Ideas and creativity would not be as limited. Now this is not to say that the first group's project wouldn't be good...but the opportunity for innovation would be stimulated in the diverse group.

Everyone in you classroom has a story that sets them apart as individuals. Their story is what makes them different; makes them specials.

### **Avoid the Generic Child Syndrome**

Take a given classroom of thirty children. At the end of the school, year each one of these children are expected to be the same. They are all required to learn the same things, the same way and the same amount of time. Otherwise, they don't fit the mold. At the end of 9 months, everyone in the classroom is expected to have met the same goals in the same way. At the end of nine months, everyone is expected to be the same.

Helping our students discover their gifts, their strengths will help them break the mold. They can become what they are supposed to be, what they were meant to be. Appreciate the differences between us. Lecturing the appreciation will not teach embracement of diversity of others. Only by living it, living the celebration, your living example will students learn the concept. Our differences are the glue that binds us together, synergizing us as a people and helping us to reach our fullest individual potential and our potential as a people.