

PRE-READING WARM-UP

Are you ready to read a good story? The following questions introduce ideas, themes, and situations you will meet in *Tug-of-War*. Draw on your own imagination, experiences, and opinions to write your answers.

A. THEMES (Write your answers on the back of this sheet.)

1. Do you think it's okay for people of different races to marry? Why or why not?
2. Imagine you're in a place where the culture is quite different from your own. What kinds of problems could you have?
3. Name five things that can make one person different than another. Now, name five things that almost everyone has in common.
4. Some people say "history always repeats itself." Do you think this is true? Explain your reasoning.

B. VOCABULARY

Use the definitions to help you solve the crossword puzzle. Answers are the words in the box. Check a dictionary if you need help.

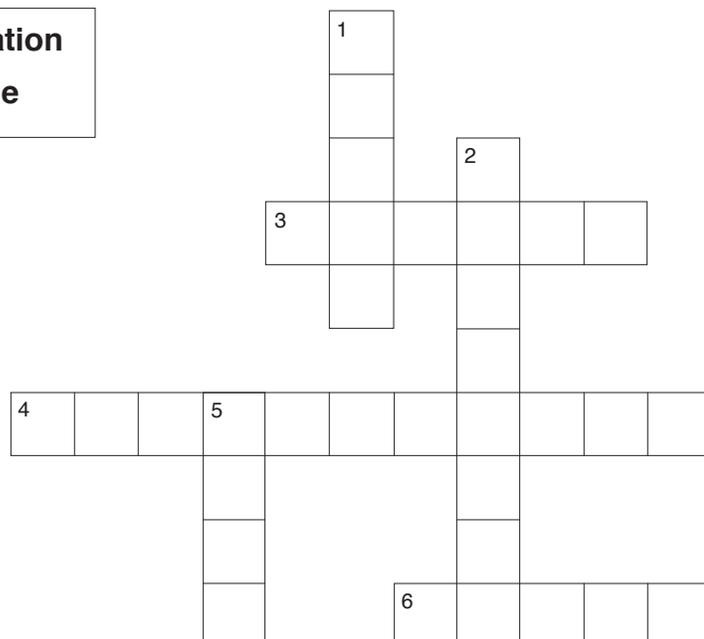
filed	lame	application
resent	yearn	heritage

ACROSS

3. to feel anger
4. the act of requesting something
6. to long for

DOWN

1. moved in a line
2. something handed down from the past
5. poor or weak



WHO, WHAT, WHEN, WHERE, WHY?

A. POINT OF VIEW

Tug-of-War is told from Malia’s point of view. This means the thoughts and feelings expressed in the story are hers alone. Imagine how the story would change if it was told from another person’s point of view. First, read the statements below. Then write the name of the character from the box whose viewpoint is reflected in the statement.

Puna	Tutu	Mr. Fernandez	Alani
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1. _____ hoped Malia enjoyed her time off. She was working much too hard.
2. _____ wondered how Malia could grow if she didn’t learn about her roots.
3. _____ liked Malia, but wished she would show an interest in Hawaiian politics.
4. “Malia’s really inspired those kids,” _____ thought. He hoped she’d stay.
5. Spirits of the past are talking to Malia. “That child better listen,” _____ thought.
6. “I hope Ms. MacLeod doesn’t leave. She’s really nice,” _____ said to himself.

B. CHANGING OPINIONS

At the beginning of the story, Malia had certain opinions about her relatives, and they had opinions about her. By the end of the story, everyone’s opinion had changed. Show the characters’ changing opinions by marking each sentence below with a **B** for *beginning* or an **E** for *end*.

1. ____ Alani was pleased that Malia knew about the anniversary of the overthrow.
2. ____ Malia resented being expected to attend every family gathering.
3. ____ Tutu was delighted and proud of her granddaughter’s plans for teaching.
4. ____ Realizing that she missed her cousins, Malia was eager to see them.
5. ____ Alani resented Malia’s lack of interest in Hawaiian politics and history.
6. ____ Tutu was disappointed that Malia’s mother had taught her so little about her heritage.

FOCUS ON WORDS

A. DIALECT

Dialect is a form of language spoken by a particular group of people. The Hawaiian characters in the story speak a dialect called "Pidgin English." Test your knowledge of Pidgin English by drawing a line from the **boldface** words to their definitions. Look back through the story if you need help.

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|------------------------|------------------------|
| 1. <i>da kine</i> | a. long loose dresses |
| 2. <i>haole</i> | b. newcomers |
| 3. <i>kanaka maoli</i> | c. the kind |
| 4. <i>imu</i> | d. the Hawaiian people |
| 5. <i>malihini</i> | e. cooking pit |
| 6. <i>mu'umu'u</i> | f. Caucasian |

B. SYNONYM SEARCH

Notice the **boldface** word in each phrase from the story. Find a *synonym* (word with a similar meaning) in the box for each boldface word. Write the synonym on the line.

reason conquered involves chosen relieve challenging

- | | |
|-----------------------------------------------------------|-------|
| 1. The students are still testing me. | _____ |
| 2. Malia was thrilled to be selected as a teacher. | _____ |
| 3. People had gathered there for some purpose . | _____ |
| 4. "I don't see how that concerns me." | _____ |
| 5. She hoped the joke would ease the tension. | _____ |
| 6. A large country overpowered a smaller one. | _____ |

AFTER-READING WRAP-UP

THINKING ABOUT THE STORY (If you need more room for your answers, use the back of this sheet.)

1. Why is *Tug-of-War* a fitting title for the story?

2. What incident sparked Malia's interest in her heritage?

3. What are the similarities between the British overthrow of the Scots and the U.S. government's overthrow of the Hawaiian rulers?

4. Why did Malia compare her classroom to the United Nations?

5. What did Malia plan to do to "keep history from repeating itself"?

6. What happened at the battle of Culloden?
