

Thief of Glory

By Sigmund Brouwer

Teacher's Study Guide

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(page numbers in the study guide refer to the paperback version of Thief of Glory)

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Synopsis of *Thief of Glory*

**A boy coming of age in a time of war...
the love that inspires him to survive.**

For ten year-old Jeremiah Prins, the life of privilege as the son of a school headmaster in the Dutch East Indies comes crashing to a halt in 1942 after the Japanese Imperialist invasion of the Southeast Pacific. Jeremiah takes on the responsibility of caring for his younger siblings when his father and older stepbrothers are separated from the rest of the family, and he is surprised by what life in the camp reveals about a woman he barely knows—his frail, troubled mother.

Amidst starvation, brutality, sacrifice and generosity, Jeremiah draws on all of his courage and cunning to fill in the gap for his mother. Life in the camps is made more tolerable as Jeremiah's boyhood infatuation with his close friend Laura deepens into a friendship from which they both draw strength.

When the darkest sides of humanity threaten to overwhelm Jeremiah and Laura, time and war will test their fortitude and the only thing that will bring them safely to the other side is the most enduring bond of all.

Study Guide Objectives

To engage students in meaningful discussions that will encourage them to become global citizens.

This includes thinking and learning about courage and how to engage in and encourage others to participate in humane actions and support organizations that support humanitarian activities.

How we can learn from the historical use and abuse of power, obedience and conformity.

How discrimination and prejudice have led to conflicts on a global scale and how we can use this knowledge in our own lives.

To extend our learning through open ended and inquiry based questions related to the themes of the book.

Become advocates for those who have been marginalized and actively participate in ending both genocide around the world.

Create a service project that promotes cultural awareness and promotes an end to discrimination on a local level.

Rationale:

Seven Reasons to Teach With Historical Fiction

1. It piques kids' curiosity. Although I sometimes begin units with chapter books, more often I start with picture books because they're engaging and full of information. Before I read aloud, we make a class list of what students already know about the topic, and then I say: "When I finish reading, I'd like each of you to ask a question related to the story. The only rule is, no question can be asked twice." Afterward, I launch investigations, saying, "Now that we've looked at what happened to one pioneer family, let's find out if their experience was typical or unusual."
2. It levels the playing field. Some kids come to class with a deep background knowledge to draw upon, while others have just shallow reservoirs. Reading historical fiction promotes academic equity because comparing books from one unit to the next provides kids with equal opportunities to develop historical analogies. I ask, "How is the story we read for this unit similar to and different from the one we read last month?"
3. It hammers home everyday details. Picture books today provide visual and contextual clues to how people lived, what their speech was like, how they dressed, and so on. When accurately portrayed, these details are like a savings account that students can draw on and supplement - each deposit of information provides a richer understanding of the period.
4. It puts people back into history. Social studies texts are often devoted to coverage rather than depth. Too often, individuals - no matter how famous or important - are reduced to a few sentences. Children have difficulty converting these cryptic descriptions and snapshots into complex individuals who often had difficult choices to make, so myths and stereotypes flourish. Good historical fiction presents individuals as they are, neither all good nor all bad.
5. It presents the complexity of issues. If you were to draw a topographical map of an issue, there would be hills and valleys, because most issues are multifaceted. Yet traditionally, historical issues have been presented to children as flat, one-dimensional, or single-sided. Historical fiction restores the landscape of history, warts and all, so children can discover that dilemmas are age-old. My kids often make lists of the costs and benefits of historical decisions. For example, they draw two posters - one encouraging American colonists to join the Patriots, the other urging them to stay loyal to King George. They also write 35- to 45-second infomercials for each side.
6. It promotes multiple perspectives. It's important for students to share their perspectives, while respecting the opinions of others. Historical fiction introduces children to characters who have different points of view and offers examples of how people deal differently with problems. It also informs students about the interpretive nature of history, showing how authors and illustrators deal with an issue in different ways.

Thief of Glory Study Guide

7. It connects social studies learning to the rest of our school day. Historical fiction, while enhancing understanding of the past, can help you integrate social studies across the curriculum.

Taken From *Why and How I Teach With Historical Fiction*, Tarry Lindquist, Instructor Magazine, Scholastic, October, 1994

Secondary School Curriculum Connections

Ontario Curriculum Connections:

Grade 11 World History Since 1900: Global and Regional Perspectives,
This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

Saskatchewan Curriculum Connections

Level 20 World Studies: Unit Three

After World War 1, no nation wanted to experience another World War and all sought to achieve national security and international peace. The forces of nationalism, ideology and economics all made the achievement of those goals unattainable resulting in World War II.

Manitoba Curriculum Connections

SENIOR 4: WESTERN CIVILIZATION – HISTORICAL REVIEW OF ITS DEVELOPMENT

Unit VI – The Twentieth Century

World War II and Major Developments to the end of the Twentieth Century

- How did World War II change the balance of power in the world?
- What were the aims of the United Nations? To what extent has the UN been successful? Not successful? Why?
- What were the ideological responses to conditions prior to, during, and after World War II?

Alberta Curriculum Connections

Grade 11 Social Studies

To what extent should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

Values and Attitudes

Students will:

- 1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)
- 1.2 appreciate the existence of alternative views on the meaning of nation (I, C)
- 1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)
- 1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

Knowledge and Understanding

Students will:

- 1.5 explore a range of expressions of nationalism (I, C)
- 1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)
- 1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)

1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)

New Brunswick Curriculum Connections

Modern History 112

Unit Three: Triumph and Tragedy: Totalitarianism and Total War (The Second World War)

Students will:

5.1.3 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life.

Nova Scotia Curriculum Connections

Grade 11 Canadian History

Globalization;

GL5 analyze the role played by WWII in shaping Canada's identity

Newfoundland Curriculum Connections

World History 3201

Unit 3: International Tensions During the 1930s and World War II (1939-1945)

Unit 3 examines international relations and the road to war during the 1930s with an emphasis on Hitler's territorial expansionist plans and the ineffectiveness of the League of Nations in dealing with threats to world peace. Coverage is also given to major events of World War II, the legacy of the Nazi program of genocide, the wartime conferences which helped shape post-war political developments and the formation of the United Nations.

Prince Edward Island

History 621A – Module 6: Sovereignty

Specific Expectations;

- demonstrate an understanding that struggles for sovereignty affect countries and peoples globally
- demonstrate an understanding of the concept of sovereignty
- develop hypotheses why peoples struggle for sovereignty
- demonstrate an understanding of economic, cultural, and political perspectives of sovereignty
- demonstrate an understanding that struggles for sovereignty are a global phenomenon

United States of America

Global History and Geography Core Curriculum

The Global History and Geography Core Curriculum is based on the five social studies standards:

History of the United States and New York; World History; Geography; Economics; and Civics, Citizenship, and Government. It is designed to help students explore significant world-scale history cases of change. It requires students to ask probing questions and make global connections and/or linkages. A Half Century of Crisis and Achievement (1900-1945). The study of the first half of the 20th century explores the two world wars; revolution and change in Russia; the rise of democracy and tyranny; the women's suffrage movement; the expansion of global militarism and imperialism; the

colonial response to imperialism; and the Great Depression. The problems and paradoxes that were faced during this era shaped the forces that are moving our contemporary world.

Pre-Reading

Prior to reading, students should understand the location of the Dutch East Indies (Indonesia).

As you read Thief of glory keep a glossary where you can write terms that you don't know.

Visit www.thiefofglory.com to learn about the novel and why the author was inspired to write this story.

After watching the book trailer at www.thiefofglory.com, make guesses as to what audience you think the story was written for, and predict whether it is the type of story that you will enjoy, and why or why not you are interested in the story.

Visit [www.rockandroll-literacy](http://www.rockandroll-literacy.com) to learn more about the author, and view some of the book trailers of his other novels.

Note From the Author

A few months after finishing the novel, during a visit with my parents, my father blurted, "Itchy knee, sun she go."

He smiled at my confusion, then continued, "Rock she chi, hat chi, coo ju."

I knew this was not Dutch, his original language.

"Huh," he said. "It's still with me."

His triumphant smile faded. "After all these years, I can still count."

Then I understood.

In his memory, he was a boy again, counting in Japanese. Those same words were in the draft of my novel he had just finished reading, but I had not known how those words were pronounced. *Ich*i for one, *ni* for two, and so on.

During World War II, women and children in Japanese internment camps in the Dutch East Indies, now Indonesia, had to endure daily roll call -- *tenko* -- and remain bowed as they counted out those numbers until the soldiers were satisfied that no one had escaped camp. Often, a woman or child would faint in the intense heat and humidity; this indignity was minor in comparison to the other horrors of camp.

Willem, my father, was seven when Japanese Imperial forces invaded the island. His own father died during the building of the Burma Railway, something he would not discover until the war ended three years later, when my father and his mother and siblings would board a ship for Holland, their only possessions the clothes they wore.

My inspiration for the novel was to learn more about my father by learning about the events that had formed him. My research was a combination of reading accounts of other survivors and trying to cajole my father for memories. Along the way, I discovered by sharing with him what I'd learned, he would open up more and share his own stories.

It was a process that helped me understand a core truth, that to be human is to tell story, and that telling stories is what makes us human. In short, we *are* our stories. We connect by telling others our stories, but it's through listening that we truly bond.

Q&A with the Author



Sigmund Brouwer

So many authors write and are known for writing in a specific genre. You, on the other hand, have written in just about every genre imaginable! *Thief of Glory* is based, in part, upon the reality of your parents' experience during WWII. How long has this story been brewing and how did you know that it was time to write this particular story?

I am aware that categorizing books by genres is important in the publishing and retailing world, and equally aware that some readers prefer finding authors by their favorite genres. Yet I can't help but immerse myself in a story first, even if it means the novel will be placed in a different genre than the novel before it. I can foresee, however, that I'll continue to try to write

more novels like *Thief of Glory*. While it has the historical aspect of World War II, which I hope will appeal to readers of that genre, I did my best to include suspense in a subtle way, and the entire time during the writing, I was aiming toward the kind of surprise ending that mystery readers enjoy.

The novel was most definitely inspired by knowing what my own father faced in World War II. I'd been thinking about this for years, and I knew it was time to write the novel while I could still honor my parents with the story, who are in their late seventies, and to honor them with the dedication to them at the beginning of the novel. I've had to reassure my mother, however, that in the novel she was Laura, the girl who survived the camp with Jeremiah, and NOT the frail, troubled mother of Jeremiah!

I'm sure there are many people who don't realize the camps set up by the Japanese (Jappenkamp) in the Dutch East Indies mirrored the camps in Europe with the exception of the gas chambers. Why do you feel it is important to remember this particular part of history? How has this reality impacted your life as a writer?

Time in the camps in the Pacific war theater was indeed horrendous. The Japanese culture saw shame in surrender, and because their soldiers served the Emperor as if he were god, it was honor for them to die in battle. This was in direct contrast to our own soldiers, who believed a soldier must fight bravely, and that in certain conditions it was honorable to surrender, and also honorable to treat surrendered enemy soldiers with dignity. Because of those opposing views so deeply embedded in the different cultures, the Japanese soldiers in control of prisoner-of-war camps treated our soldiers with contempt and cruel punishments. The women and children would be held in separate camps, like my father was with his siblings and his mother. As the novel points out, death by starvation and disease was one of the methods used to reduce the numbers in the camps, something I leave to historians to argue whether it was a deliberate method or the result of casual indifference to prisoners.

I'm grateful to point out that the impact on my own life was positive, because of how my own parents did their best to give us the childhoods that were stolen from them. My parents moved from Holland to Canada to literally start new lives as a young couple, and wanted to ensure that my brother and sisters and I faced none of the hardships they had left behind.

Given the hardship that Jeremiah and Laura must face, can you tell us what you hope readers take away from your story?

I get so lost in my characters, it feels like they are speaking instead of me. It takes Jeremiah to nearly the end of his life, facing the early stages of dementia, to acknowledge the single act of horror in his boyhood that shaped the rest of his life, and as he finally breaks down, he is the one who passes on what readers might take away from his story: Against any horrors that we may face in this world, and in the face of knowledge that for each of us time is a thief of

glory, what matters most and what gives meaning to our lives and deaths is love and hope, if we are willing to share and accept.

The hardships endured by this family seem overwhelming most of the time. Why did you choose the viewpoint of a 10-year-old boy and how were you able to so completely capture the dichotomy of his innocence and his adult-like responsible behavior?

Although the setting of the novel is different than what most of us face today, we all bear overwhelming hardships at some point, and for some of us, overwhelming hardships every day. From fear to physical pain to the loss or looming loss of loved ones, time will take away everything we have and cherish. In that sense, I believe that each of our own families have important stories of how we face the challenges of the human condition. I've also learned how important it is for parents and grandparents to share their own stories with their children, so the children can understand what formed the generation before them, and so the children can learn and connect from and with their parents and grandparents.

As for the juxtaposition of the innocence of Jeremiah as a 10-year-old boy and the responsibility he faces, his innocence compared to many children of his age today results from the times that he lived in, a time without internet and television.

Jeremiah is also a product of his situation. One of the things I hope readers like about Jeremiah is that he will never give up and never feel sorry for himself or even be aware that he needs pity. Time and again during the years in the camp, he reminds himself of the mantra taught to him by the mothers of the camp. *Don't let them see you cry.* That's one of the mantras that my father lived by because every Dutch mother in his camp would scold a child for crying in front of Japanese soldiers.

Like most of the men of his generation, sharing feelings isn't high on my father's list, and for him, unless an injury keeps you from walking, you keep going. As a result, it was something that I was taught too.

I still can't escape this attitude entirely. With my daughters, now 14 and 11, I've broken through and encouraged them that it's okay to cry when your feelings are hurt, and they've seen me cry when I am sad, something I've never witnessed with my own father. sad. I can't help but want them to bite back the tears if it's only a physical pain like a scraped knee. I've reminded them, probably too many times, about once playing hockey with broken ribs, and on another occasion, needing 20 stitches on the inside of my thigh but taping it up and finished the last half of the game. Happily, my daughters are bewildered at this unnecessary stoicism. My father, however, would have equally been bewildered if I came home early from a game because of broken ribs or because I had fallen and a player had accidentally cut open my skin with a skate blade.

Did you grow up hearing the stories of this time in your family's history in great detail or was it something that was only referenced occasionally and/or vaguely?

It was only referenced occasionally, because that's the way it was for my father after the war. No one in his family, he tells me, would discuss anything that happened in the camp. It simply wasn't done.

What has been the reaction from your family as you shared the development of *Thief of Gold* with them?

It's given me and my brother and sisters an entirely new appreciation of the events that formed our parents. My mother, for example, watched Nazi soldiers take away her father for hiding in their house a girl who was a Jew, and she too, endured the hungers and horrors that come with a country occupied by foreign soldiers.

What research was required for you to be able to tell this story using such accurate detail of the camps and the people who had to endure them?

My research was a combination of reading accounts of other survivors, and then using what I learned to cajole my father into sharing what he remembered. One of the difficulties was that he was only seven when he entered the camp, so his awareness of the events was limited in comparison to some of the teen-aged girls who later wrote about their childhoods, and he certainly didn't have the perspective of some of the mothers who later shared their stories. At www.thiefofglory.com, I list those accounts for readers who would like to learn more about this aspect of World War II. (And at that website is where readers can see my father in the book trailer, playing the fictional role of Jeremiah looking back on his boyhood.)

Thief of Glory Chapter Questions

Chapter 1-5 Questions

How does Jeremiah's life compare to others in the Dutch Indies Isles?

Laura and Georgie's fathers were both employed by the Dutch Shell Oil Company. What significance does this play in World War II?

He's crazy Georgie said. Such statements have been made about the Dutch for generations". What does this generalization mean?

On page 19 the author writes "Instinct kept me from diving for his legs, for that would have exposed my head to a blow with the piece of deadly rebar..." Do you think that Jeremiah possessed the skills to be a good soldier? Where do you think Jeremiah learned such skills?

"Adult authority was simply not something to be questioned..." Was this typical for this time period in the Dutch culture? Where could you find evidence to support this?

In chapter 5 Jeremiah speaks of the rapid accomplishments of the Japanese in the War. The link below shows an animated map of the Dutch East Indies and the Japanese movement across the Pacific. World War II Animated Map –oDutch East Indies, <http://pacificwaranimated.com/DutchEastIndies.html>

Jeremiah also speaks of the attacks on Pearl Harbour. What significance does this have on Jeremiah and the Dutch East Indies?

Why did the Japanese hold Hirohito in such high regard? The author writes that they considered him to be a God. What religion did most Japanese practice at the time and how was Hirohito able to use this?

The author writes that Japan was a "proud warrior nation". What does this mean?

Hirohito was inspired by Hitler. What similarities and differences can you find between the two leaders?

How did the Island become a Dutch colony?

Why were the Americans leaving the Island?

Jeremiah refers to his servant as a djongo, where is he from?

Why did the Governor-General surrender unconditionally to the Japanese?

Why did some of the inhabitants of the Island feel the Japanese were liberators?

Chapters 6-10

Why was Jeremiah able to understand the Japanese soldiers even though he didn't speak the same language?

Jeremiah's father says to him "I've told you many times that life is not fair." Can you relate this to a time in your life that you felt that you weren't being treated fairly?

Why do you think the soldiers went to the school and sent everyone home?

Jeremiah's father changed his birth certificate so he appeared to be younger than he was. Can you relate this to others in the war that were changing their birth certificates for other reasons.

At the end of Chapter 7 the author writes "I gave a machete to Pietje and let him do the honours of chopping off the snake's head, unaware of how the species would later take revenge for this act". What do you predict will happen?

Who is Jeremiah talking about when he refers to the Indonesians? He also speaks of how the Indonesians "always hated the Dutch". What is the history of the relationship between the Indonesians and the Dutch?

Jeremiah buys bread from the Baker and says that "any older than two days, the bread would grow mold in the humidity". What was the climate like at this time in the West Indies Isles? Could the climate play a role in the war? How?

Chapters 11-15

Besides, bowing at the waist, what other customs did the Japanese army have during this time?

"Shizuka had the habit of men in power throughout history who were small in stature". What did the author mean by this? What other leaders have been small in stature and how were the actions of Shizuka the same or different?

Chapters 16-20

What sacrifices has Jeremiah and his family had to make so far? How does this relate to others in World War II?

Did the attitudes of the natives of the Island help or hurt the inhabitants of the Jappenkamp? Why were the natives not in the Jappenkamps?

On page 115, Jeremiah says "I was no longer Ivanhoe, but King Arthur; Laura no longer Rowena, but Guinevere" How do these two situations relate and how do they relate to Jeremiah's current situation?

Laura was on her way to Australia from the Islands, when her ship was captured. Why would they go to Australia? What role did Australia play in World War II and more specifically the conflict in the Pacific?

Why do you think that the Americans, Georgie and his mother, were in the same Jappenkamp as the Dutch?

On page 120 Sophie says "Physical pain is a small price to pay for that". What does she mean by this? Can you relate this to a time in your own life when you felt that physical pain was a small price to pay for something you wanted to do?

Do you think Jeremiah is wise for his age? Why? Use examples from the text to support your answer.

Why do you think Mrs. Jensen keeps asking Jeremiah questions?

Chapters 21-25

At the beginning of chapter 21 we read that rations were cut again. Why are the Japanese soldiers so intent on keeping the families at the camp so hungry and unhappy?

Georgie reflects on how the Nazis set up killing factories while the Japanese favoured death by attrition. What is the difference? What other similarities were there between the Nazi and Japanese camps?

Why wasn't Jasmijn's appearance at birth a surprise?

On page 143 Jeremiah says to Pietje “nobody is going to kill her. I promise” and then thinks “Those were words that would torture me later”. Why do you think this will torture Jeremiah later?

On page 155 the author writes “In the moonlight, I stared at a tableau of horror, the figures set in a Dante’s Eden painted by a madman”. A description of Dante’s Eden can be found at <http://en.wikipedia.org/wiki/Purgatorio>. Why do you think the author makes this comparison?

Why would the python be a valuable asset to the Indonesian boy?

Chapters 26-30

What is dengue? What causes this disease? Does the disease still exist? Where is it most prominent? How are dengue and malaria the same? How are they different? Check out the map at <http://www.healthmap.org/dengue/en/>.

Why is Jeremiah so surprised that Dr. Eikenboom admits that she made a mistake and apologizes for it? What can you infer about the relationship between adults and children in the Dutch East Indies? Use examples from the text to support your answer.

On page 164 Dr. Eikenboom says “If you hear of anyone who has somehow found a way to sneak out of the camp at night, will you let me know? If that person would be willing to help trade for medical supplies, it could save many lives. There is money in this camp...” Why would money be important to Jeremiah?

Sophie compares the struggles of the first Christians to their struggle regarding the tea house. How are the situations the same and how are they different? Is a faith discussion a natural part of the story, given the time period and the circumstances?

On page 171 Sophie begins to sing Amazing Grace. The lyrics can be found at http://www.constitution.org/col/amazing_grace.htm. Why did she start to sing the song? What is the song’s significance?

At the beginning of chapter 28 the author writes about the “dozens of bodies were prayed over... before being removed from camp”. Are the deaths that occurred in the Jappenkamp commemorated somehow?

At <http://www.cwgc.org/find-a-cemetery/cemetery/2014900/Jakarta%20War%20Cemetery> you can search those who are buried in one of the World War II cemeteries.

Why would Jeremiah take Jasmijn to Adi? What does Adi mean when he says “She is one of us”?

What does the author mean when he says that the heart is not engineered for logic?

On page 183, when Nakahura says “No teahouse deadline. Volunteers only” Jeremiah and the others in the Camp feel they have won a significant battle, why?

Chapters 31-35

On page 193 Dr. Eikenboom asks if “it’s okay to do something wrong to fight what is wrong?” How do you feel about this statement? Use an example to support your answer.

In chapter 32 Jeremiah and some of the children encounter a deadly type of caterpillar. Recently in the news a similar story has appeared. Read <http://www.cbc.ca/news/canada/windsor/poisonous-caterpillar-concerns-southern-ontario-health-unit-1.1894767> and make connections between the two types of caterpillars.

Pretend you are Jeremiah’s father. Write a letter to Jeremiah and his family. Use descriptive language to give Jeremiah and Elsbeth a picture of where they are staying and what they are doing. Would you want the letter to sound positive or negative.

On page 210, the author writes that “cruelty is the reality of this life”. Do you agree with this statement? Why or why not?

Jeremiah compares himself to Ivanhoe. Ivanhoe is described as “a Saxon knight who is deeply loyal to King Richard I. Ivanhoe was disinherited by his father for following Richard to the Crusades, but he won great glory in the fighting and has been richly rewarded by the king. Ivanhoe is in love with his father's ward, the beautiful Rowena. He represents the epitome of the knightly code of chivalry, heroism, and honor.” From <http://www.sparknotes.com/lit/ivanhoe/characters.html>. Do you agree with this comparison? What other literary or real-world characters does Jeremiah remind you of?

When Jeremiah enters Nakahara’s house he thinks to himself “I could still pull the door shut and sneak back out of the garden and return to the tiny safe haven”. This is called the “fight or flight” reaction. Would it have been okay for Jeremiah to choose ‘flight’?

At this point in the story do you feel that Jeremiah is a hero? Why or why not?

What do you know about crimes that are committed during times of War?

Chapters 36-40

Do you think that dealing with death gets easier or harder for Jeremiah?

What do you think the letter from Borneo for Jeremiah’s mother said?

What is the Borneo plan that is written about in Chapter 37?

On page 229, the author writes : “Again, she had admonished me for this declaration, I would have entrenched my position and fought for it. I was Dutch, after all.” What does the phrase ‘I was Dutch, after all’ mean?

How do you think it is possible for Sophie to be so faithful after all she has seen and been through?

On page 237 Jeremiah sees anti-Dutch graffiti in the market. He also learns that the “Japanese had promised self-governance”. Can the Japanese promise this? Do you think they would follow through on this promise? Why or why not?

On page 240, Georgie says to Jeremiah “Will you want everyone knowing what she did to Jasmijn? I know about the feather in her mouth. From a *pillow*”. Did you suspect this already? Do you think it is true?

What do you think Georgie will do in the future? What career do you predict for him? What kind of parent do you think he would become?

Chapters 41-45

Create a Venn diagram (http://en.wikipedia.org/wiki/Venn_diagram) to compare and contrast Adi and Jeremiah. What character traits do they have that are the same? Different?

In chapter 42 we learn that the war has ended. How do you think the war should have ended in the Jappenkamp?

Why do you think the Dutch were no longer welcome on the Island after the war?

At the end of Chapter 42 the author writes “I hugged [Adi] in return...understanding that when I let go....he would be alone again. But then, so would I. And it’s a feeling that never left, through seven more decades”. We now know more about the reactions people have after wars and other stressful situations. What do you know about Post Traumatic Stress Disorder (PTSD)? Go to this link on the National Institute for Mental Health to learn more about PTSD <http://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>.

How do you think Jeremiah’s loneliness compares to that of other World War II prison camp survivors? Do you think being a child in the camp would make it easier or harder to recover after the war? Why?

In Chapter 43 we learn that Jeremiah is losing his memory. Do you know what is happening to him? Go to http://www.alz.org/alzheimers_disease_what_is_alzheimers.asp to learn more. How do you think this will effect his memories of the war? Do you think the disease is a blessing or a curse based on what he has been through?

Why do you think Jeremiah feels the need to be so secretive, even in adulthood?

Why do you think Jeremiah begin to write the journals of his life? Who do you think they are for? (reread chapter one to see how the story has gone full circle from where it began with his daughter Rachel in the jail cell and what he promised her.)

On page 268, Rachel says to Jeremiah "That's how you and I have lived our lives. Nothing. Nothing. Nothing. All the time. Speak of nothing that's inside". Do you think this is typical of people who have lived in internment camps? How does Jeremiah's inability to speak about his feelings relate to his PTSD and Alzheimer's?

Do you think Rachel is trying to help her father or herself or both?

On page 272 Rachel reports that she saw before and after pictures of Adi. We learn that Adi has had an operation. Operation Smile is a worldwide organization that provides surgeries to children like Adi. Read more about what they do at <http://www.operationsmile.org/>. Watch the video at <http://thiefofglory.com/operation-smile/> to see what kind of a difference it makes for a child.

"Don't let the soldiers see you cry. We are Dutch. We are strong. We will not give them the satisfaction. Do not cry." Do you think that Jeremiah's parents meant that, even in this situation?

Using a Venn diagram show the similarities and differences between Jeremiah and his own father.

Why is the telling of Jeremiah's story so important?

On page 275 Jeremiah pulls his daughter in for a hug so she can mourn all she had lost with her father. Why is this such an important moment in Jeremiah's life?

Why do you think Pietje's life has turned out the way it has? Why do you think his life is so different from Jeremiah's if the both went through the same experience of a internment camp?

Chapters 46-50

Do you think it is fair that Jeremiah has obligated to serve in the armed forces for Holland after his experience in Jappenkamp?

Jeremiah refers to “postwar Holland” as How were prewar Holland and postwar Holland different?

On page 301 Jeremiah admits there is something he has done that would make Laura leave him. What do you think it is?

On page 305 Jeremiah finally gets his marble back after all this time. Why is it so important to him, even now? Do the marbles symbolize anything to you?

Why are the apologies so important to Jeremiah?

Why is Jeremiah so worried about people finding out what his mother had done?

In the next chapter, Jeremiah asks of Rachel and Laura “How could anyone expect me to fix that?” and speaks of his obligation to “Carry on and protect my family”. What do you think is a stronger pull, him being a child or being the protector of his family?

At the end of the book the author writes that “against any horror that we may face in this world, and in the face of knowledge that for each of us time is a thief of glory”. What do you think he means by this?

It’s not until the fourth paragraph from the end of the novel that Jeremiah reveals the shameful secret he has carried his entire life. Does what he did come as a surprise to you? Find three places in the novel where Jeremiah gave hints at what he had to do to protect his brother. Do you think Jeremiah’s action was justified, or should he have been able to find a different way to protect his brother?

Post Read Questions/Projects & Ideas for Inquiry Based Learning

Who were the Japanese Unit 731?

Write a journal from Laura's perspective of the encounter with the python.

Many global humanitarian organizations were formed after World War II. Choose one to research and present to your classmates. (For example, Operation Smile)

Watch <https://www.youtube.com/watch?v=oqIATKkKlFE>, where the author's father talks about his boyhood. What things from the father's description showed up in the novel?

Create a map of Indonesia that shows where the Japenkamps were located during World War II. Add any city names and location that would be important in understanding the events of the book.

Where did the Dutch that were on the island go after World War II?

Write a newspaper article about the Japanese invasion of the Dutch East Indies. You can write it either from the Dutch, Indonesian or the Japanese point of view.

Do you know someone who was alive during World War II? Make comparisons and connections with their experiences and Jeremiah's experience at the Japenkamp.

Complete a heritage project on the influence of the Dutch on the Dutch East Indies.

What is the history of Indonesia? Create a timeline showing the changes in the history of the island.

Create a historical tour of Indonesia using images and videos. Include places that you can visit now that are linked to the invasion of the Japanese during World War II.

Research what you can about the Geneva War Crimes Convention (i.e. when it was formed, why, who runs it, etc.). Find out if any of the Japanese leaders that were in the Dutch East Indies were ever charged with a War Crime, what was the outcome? Who from the story, if anyone, would you want to see charged? What crime would you charge them with?

The Japanese government has issued several apologies regarding its role in world War II. Find one of the apologies that is related to the Dutch people on the Island. Record your thoughts about why they would issue the apology and whether it is meaningful for people like Jeremiah? Has your country had to apologize for anything? How is it the same or different than the Japanese apology?

Read the article found at <http://www.telegraph.co.uk/news/worldnews/northamerica/usa/8932197/Pearl-Harbour-memo-shows-US-warned-of-Japanese-attack.html>. Many people have referred to national and international incidents as conspiracies (i.e. JFK assassination). Do you believe the article? Why or why not?

Explain how the book 'Thief of Glory' has helped you to understand World War II better. Use examples to support your ideas.

Thief of Glory Study Guide

What type of machinery did the Japanese armed forces use on the Dutch East Indies (armored vehicles, airplanes, etc.)? Collect pictures, diagrams and videos to share with the class.

What was the Dutch East Indies like before the war? Create a PowerPoint or use another creative option to show information like population, religion, nationality, etc. Where can you obtain this information?

Watch <http://www.youtube.com/watch?v=c0jA2vHhB4E>. Write a letter from one of the children to Jeremiah's father and brothers telling them about the camp. Why do you think some people stayed after the war was over?

Watch <http://thiefofglory.com/go-back-in-time>. Make a note of video images that you can visualize from the scenes in the novel.

Collect a series of images and quotations to create a PowerPoint presentation showing the impact of the Japan occupation of the Dutch East Indies.

Write a role play based around some of the issues Jeremiah faced at the camp. Each person must speak at least five times during the role play.

Imagine Twitter was available during World War II. Write a series of Twitter updates from the perspective of either Jeremiah, Laura, Pietje, Georgie, Adi or Dr. Eikenboom.

In a small group script a conversation between Pietje and Jeremiah that takes place after the end of the war.

Listen to popular music of WWII, then compare and contrast the themes, moods, and lyrics of the music and develop a hypothesis regarding peoples' attitudes towards the wars. Share with the class orally or through a personal journal.

Would you have described Jeremiah before the War as 'naive'? Can you give examples from the book that would support this description? Would you use this term to describe Jeremiah at the end of the book? What experiences support your answer?

How have people used the power of friendship to cross the boundaries of religion, race and culture? Use examples from the book to support your answer.

In history there have been people who were hailed as heroes for helping those who were being persecuted (i.e. The Underground Railroad) are there any stories that you can find about these types of heroes?

Are there people being treated like Jeremiah and his family in the world today? Where? Who are the persecutors and who is being persecuted? What can be done to stop it? What is being done to stop it?

Do you think that this story could be considered a fable? Why or why not?

In a small group come up with a service project with the objective of helping people locally or globally who are being marginalized or persecuted. (Perhaps as a class, consider raising \$240 to help a boy or girl get a new smile through Operation Smile.)