



TOMODACHI The Edge of the World

by Simon Higgins

Bloom's and Gardner Multiple Intelligence Matrix

You are to complete at least one activity from each of the Bloom's and Gardner Multiple Intelligence activities on the matrix. Bloom's aims to extend your thinking into more complex thinking skills. The multiple intelligence activities aim to expose you to the different learning areas where you can explore both your strengths but also build upon your weaker learning areas.

Bloom's Taxonomy Revised	Multiple Intelligences							
	Verbal/ Linguistic	Logical/ Mathematical	Visual/Spatial	Bodily/ Kinaesthetic	Musical/ Rhythmic	Interpersonal	Intrapersonal	Naturalist
Remembering	In pairs create a find-a-word using the Japanese terms you come across in the novel. Use as many of these words as you can in a paragraph. Note the paragraph must make sense.	Draw a pyramid which illustrates the social order of Medieval Japanese society.	Draw a coloured, annotated illustration of Kenji based upon the descriptions in chapters one and three of the novel. Your annotated notes should be brief, with quotes and page numbers from the text.	When language barriers exist between people, they sometimes resort to charades to make their meaning clear. Make a list of 25 words which relate to aspects of Medieval Japanese culture mentioned in the novel. Use your words to play charades The person to get the most right, wins.	Listen to Japanese music and poetry from the Medieval period. Songs, plays and poetry were important ways of honouring bravery and courage and used to teach about duty and honour. Recall your earliest musical memory. What emotions does it resurrect? Listen to the examples above. What does this music make you feel?	In groups of four you will be given two minutes to complete a butchers paper graffiti summary of the novel. The group with the most correct detailed information, wins.	How do each of the characters respond to Daniel? Imagine you had to live with a mother like Lady Nakatomi. How do you think you would cope with having someone point out your flaws in public? What could you do to combat the tension?	Read chapters one and two and note all the natural phenomena mentioned. Draw illustrations of two of these natural occurrences. Is there anything to suggest that the landscape is in the northern hemisphere?

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Understanding	Read the description of the Black Dragonfly Castle on page 110. Write your own description of an intimidating building using similes and personification.	Make a list of the different attempts made on Kenji's life and rank order them according to the severity of the attack.	Design a board game based upon the characters and events in <i>Tomodachi</i> . Make sure that you include a minimum of five questions about each significant character and at least three major events. Then swap with another group and play their game.	Lord Nakatomi was entertained by a monkey on his nineteenth birthday and Kenji and Daniel take on the identities of entertainers when they enter the village. In groups of three or four, create a three minute performance using the skills you already have as well as calling upon your knowledge of simple entertainment which uses no technology.	Listen to traditional Japanese music. What are the similarities and differences between it and contemporary Western music.	In pairs construct as many questions about the novel as you can, which could be answered with the phrase ' <i>I did it for honour</i> '.	Write a journal entry where you consider how a person's gender affects what they are allowed to do and the roles they are allowed to take up. How would you feel if you were told you could not do something you particularly enjoyed because you were the wrong sex?	List the possible environmental reasons for the particular crops grown in Japan.

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Applying	In the role of Daniel, write and perform a minute long monologue where you explore how you felt after arriving on the shore. How did you then feel about Kenji's appearance?.	Using your knowledge of the characters and plot, predict five events for Daniel, Kenji and Otsu in the ten years after Lord Nakatomi's death.	Paint an image to illustrate the last scene from the novel.	In groups of four, create four tableaux based upon the novel. Be prepared for your teacher to ask each of the characters about what is happening in at least one of the tableaux. You must answer any question in role. Think about how your character can be made clearer to your audience.	Watch excerpts of Japanese films with musical interludes. What do you think the aim of the music was? Choose one piece of music from your own collection which might capture a significant moment of the novel and be prepared to explain it to the class.	Kidnapping and being taken as a hostage were prevalent during the Middle Ages and as we have seen over recent years – due to the increase in mass media attention – are becoming more evident across the globe. For most hostages, conditions aren't as favourable as they were for Kenji. In small groups discuss what skills you might need to use to help yourself in a hostage situation?	In chapter 6, Kenji tells Daniel that <i>'Everybody, everything, has its place and its use. That's the order of things, whether we see it or not, right? No good without evil, no wisdom without madness'</i> . Complete a journal entry reflecting on his words. You may find that meditating on them for a minute may be helpful. Consider how true his words are in the context of your own life.	Examine pictures of Japanese buildings and gardens. What can you say about where they have been placed in the landscape? Are they built on hills, in valleys, on plains or near water? If so, suggest why the location was chosen. How important is nature to the Japanese architect in this period?

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Analysing	In the role of a movie director, read the novel and make notes for yourself about the best way to turn <i>Tomodachi</i> into a film. Be prepared to justify your ideas to a board of financial backers, one of whom believes the story ought to be transformed into a fantasy film like <i>Harry Potter and the Order of the Phoenix</i> or <i>The Lord of the Rings</i> series.	Meeting the ronin in chapter six presents Kenji and Daniel with a dilemma; What are they going to do? Use a <i>problem solution matrix</i> to work out a plan of action to resolve the issue. (1) State the problem. (2) Suggest three courses of action with the probable outcomes of each. (3) Choose the best scenario and then, (4) Suggest ways the boys could make it happen.	Create a PMI for analysing the role and duties of a woman in Japanese society.	Brainstorm the themes in the novel. Prepare a PowerPoint or Publisher document to illustrate the themes in the novel and ensure each slide or page has direct quotes to support that theme. Make sure that the images you choose are appropriate as illustrations for the novel.	Traditional Japanese music is generally slow and evenly paced and creates a sense of peace and contained energy. How could you use this music to complete practical or reflective tasks and what specific tasks would you use it for?	In groups of three, analyse why Japanese nobles might choose to treat their hostages the way they did. Be prepared to share your ideas with the class. One person acts as scribe, one looks for references to support their view and another feeds back to the class.	Imagine you went back in time. How do you think you would cope living in medieval Japan? What would you miss most about living in the 21st century? What lessons do you think you would learn from the experience of travelling back in time?	Re-read chapter 13. Predict the impact of the battle upon the landscape. Keep in mind that the warriors and cavalry would have moved over the land like swarms, You may like to draw a before and after illustration. How appropriate is the reference to flowers in the title of this chapter?

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Evaluating	Write a book review for <i>Tomodachi</i> . Give it a catchy title. Make sure that you don't give the ending away. Ensure that you rate the book in terms of enjoyment level. Discuss how the use of Japanese terms either made it more or less convincing and believable.	Create a rank order of characters based upon their degree of importance to the action in the novel. Next to each, note their greatest impact in the novel. What would have happened to the plot if your highest ranking character had done nothing?	In pairs conduct an imaginary interview with Daniel twenty years after the end of the novel. Whilst part of the interview may be about the events in the novel, the second part must look at what happened to Daniel and Kenji in the days after the resolution. Do you think a sequel is likely? If so, why?	Read an extract from the text which has a lot of action. In pairs try to recreate the action in slow motion. How well does Simon Higgins detail physical action in the novel?	Research a Japanese musical instrument. Evaluate whether or not it has a place in modern music and musical instruments.	You are the stage design crew for a movie version of <i>Tomodachi</i> . In pairs collaborate and draw the sets for two different scenes. Be prepared to explain the reasons behind your design choices. Evaluate your own design and constructively critique your partner's stage design in terms of the way they have interpreted the novel and developed the tone of the film.	Evaluate the effect of Simon Higgins' use of description to build tension in the last chapter. Remember how important is well crafted description to your enjoyment of a novel?	How important was timber to the Japanese of this period? Make a list of as many uses of timber as you can, based on details from the novel and research.

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Creating	Create a story board of the most dramatic, climactic moment in the novel. You must include dialogue, sound effects, small pictures, camera angles and stage directions.	Create a mind map based on the themes of the novel. Use different colours and symbols to track the way each theme is developed. You may like to work in pairs for this activity. Try to make your symbols Japanese in flavour.	Create an annotated alternative front cover for the novel which privileges Otsu rather than Kenji. You must use different colours and a different font. Your annotations must explain your design choices.	Create a model of a piece of Medieval Japanese weaponry using recycled materials.	Write a song that tells Tora's story. Try to capture his mood as his story is narrated through the lyrics.	In pairs choose a character from the novel and create a personal profile for them which includes a picture, their name and an insignia depicting their status, their strengths and values.	Daniel, Kenji, Otsu and Lord Nakatomi face great challenges in this novel. Practice watching yourself as you approach or complete difficult tasks. Imagine what an observer might say if they were to describe you without having the benefit of knowing what you are thinking. Now create a collage based on what goes on inside your head when you face difficulty.	Daniel was obviously quite unfit at the beginning of the novel. With Kenji's coaching he becomes fitter and more flexible. Increase your physical activity for a week by creating a regime of adding five minutes of stretches and twenty minutes of walking a day. Keep a log of the physical reactions to the increased exercise levels. Particularly note your flexibility.