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## BACKGROUND

The ocean has claimed both of Sami's parents. His homeland of origin is underwater. His new home is under constant attack from severe storms. Life is not easy for Sami and his grandfather whose existence is "Boat. Fish. Sleep." In one of the most climate-vulnerable places in the world, they survive at the whim of the Bay of Bengal and are continually combating land loss and community displacement as a result of climate threats.

Yuki lives in a shrinking town inside the Canadian Arctic Circle. Everyone is moving in search of better opportunities, including her best friend's family. The bears in her area are venturing into town more and more often due to global heating causing glacial melting and habitat loss. Yuki has made it her mission to save the bears from harm. Yuki understands "that when the ice goes, it takes life with it."

Both of these young people forge out on their own, fighting the climate that is changing their way of life.

## TEACHER NOTES

In preparation for sharing this graphic novel with students, there is some important learning you will want to engage in first. This novel is about the effects of climate change on some of the vulnerable communities of the world. You will want to understand who is affected, what causes climate threats, and how do the affected survivors live in the aftermath. Students will need to understand the very real effect climate change is having on people, animals, lands, oceans, and the environment. Knowing the lifestyles, languages, and histories of affected people will go a long way to help students contextualize and humanize this novel and the climate crisis.

## ENDURING UNDERSTANDINGS

Skills	Concepts
<ul style="list-style-type: none"><li>• Compare and contrast characters</li><li>• Examine the relationship between climate change and climate migration</li><li>• Analyze the challenges of the climate crisis</li></ul>	<ul style="list-style-type: none"><li>• Climate change affects all forms of life (wildlife and human life)</li><li>• Hardship does not erode compassion</li><li>• Young people have the power to make a difference</li></ul>

## ESSENTIAL QUESTIONS

- How does climate change force people to leave their homes?
- Why is it important to learn from people impacted by climate change?

## PRE-READING ACTIVITIES

Directions: Use the following resources to spark student inquiry and observation.

- Utilize the *Global Gateway: World Culture and Resources* site through the Library of Congress or another source to gain an understanding of the novel's locations and cultures.
- Review the climate migrant story maps:  
<https://storymaps.arcgis.com/collections/af3858d32f84488f92dfaeeef068fff52>
- Distinguish between the terms: climate migrants, climate refugees, and climate displaced.

### Quote Analysis

Directions: Closely examine the following quotes to contextualize and interpret them.


Quote	Context Explain who said those words, and to whom they were talking.	Meaning Why would they say it? What would they have to know, or be thinking about, to say it? What does it mean or why does it matter?
<b>P. 6</b> "Life is hard. Good people forget who they are and so we remind them."		
<b>P. 8</b> "All I know is that even though the world is big, our world is growing smaller every day."		

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<b>P. 39</b> “They keep clearing the mangrove trees to make room for more shacks. Mangrove roots hold the earth in place.”		
<b>P. 43</b> “Yuki, our people have been walking these lands forever.”		
<b>P. 53</b> “It’s normal to remember your parents but we shouldn’t revisit the past. It’s better for our lives if we keep moving forward.”		
<b>P. 94</b> “I know it smells funny, boy. That’s methane. Dead plants rot at the bottom of the lake, releasing methane. It comes up as bubbles and gets trapped and frozen into the ice.”		
<b>P.119</b> “They don’t need to kill it.”		

## DISCUSSION QUESTIONS

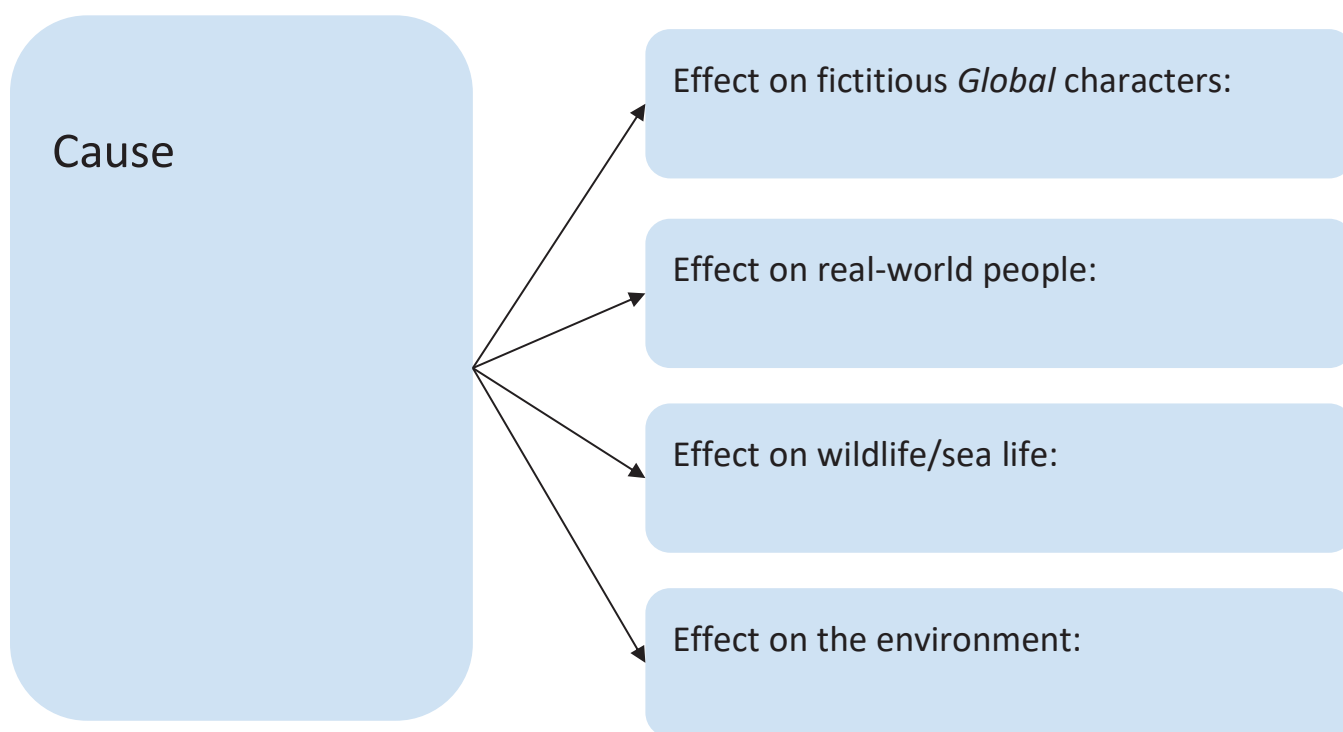
The following literary analysis questions can be used for whole class or small group discussions.

1. From a bridge, Yuki spots a box in the water below with something alive in it. After her parents tell her there is nothing they can do, Yuki ignores them and jumps from the bridge into the water to save the animal (Locky). What does this reveal about Yuki?
2. “Boat. Fish. Sleep.” is repeated throughout Sami and his grandfather’s story. Why is this phrase repeated throughout their story? What is its larger meaning and connection to the climate crisis?
3. Grandpa continually shows compassion toward others. Sometimes his compassion is at risk of him being able to sustain himself and Sami. Why do you think he does this? What does Sami learn from his grandfather’s generosity? What can we learn?

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- Both of the young main characters take a journey the adults in their lives would not approve of because of the danger. What are the pros and cons of them defying the adults in their lives?
  - Yuki's family and her ancestors are indigenous to the Canadian Arctic Circle. Why is this important to the story? What evidence in the story supports this importance?
  - Sami and his grandfather Solomon are displaced by the climate crisis. Being seen as outsiders is a theme in their story. Cite examples in the text of their treatment by others or in their treatment of others as outsiders. What is the effect of such treatment? In the end, what lesson can be learned about embracing those in need?

## CAUSE AND EFFECT

Directions: Use the text and other resources to complete this climate change cause and effect organizer. Students will identify what they believe is the cause of climate change and its specific and delineated effects.



## HUMANIZING THE CLIMATE CRISIS


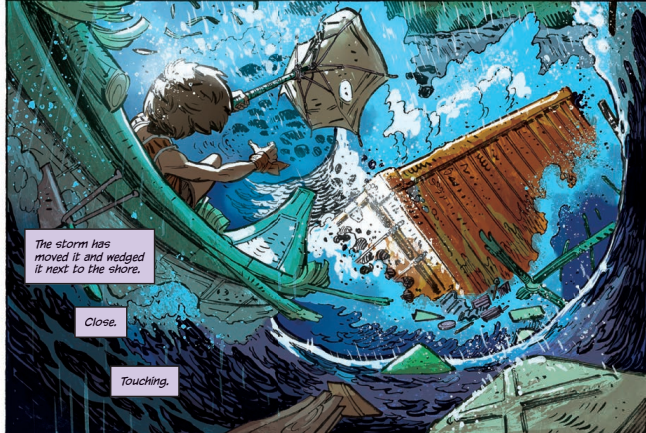
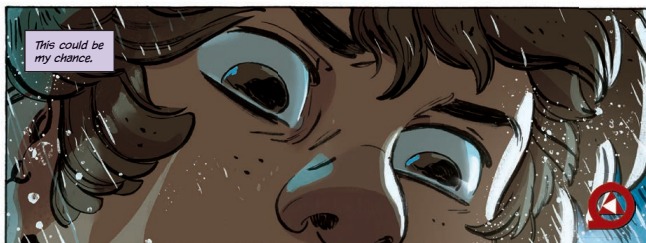
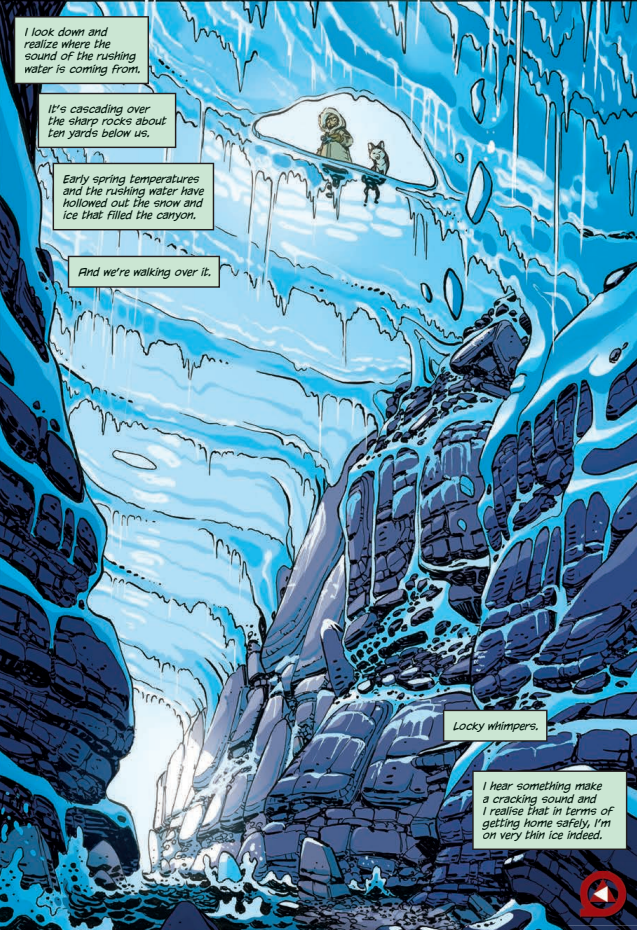
Directions: Read or view one of the suggested paired texts listed at the end of this guide ("Dhaka: the city where climate refugees are already a reality" or Moving Migrants) to gain a better understanding of the relationship between climate change and climate migration, displacement and climate refugees. Engage in small group discussions about the text sharing your reactions and thoughts.




Do some research to find people in power or organizations who need to better understand this problem. Write a letter to them explaining your newfound knowledge and concern about the loss that people at the center of the climate crisis are facing. Be specific about the issue, its consequences, and why it is important to resolve. Provide possible solutions.

# GRAPHIC COMPARISON AND ANALYSIS

Directions: The main characters tell two different stories. Review critical elements to compare image and structural differences and their effects.

 <p>It's a container from one of those ships that pass us and never stop.</p> <p>Rolled, thrown, and pushed by the waves.</p>  <p>The storm has moved it and wedged it next to the shore.</p> <p>Close.</p> <p>Touching.</p>  <p>This could be my chance.</p>	 <p>I look down and realize where the sound of the rushing water is coming from.</p> <p>It's cascading over the sharp rocks about ten yards below us.</p> <p>Early spring temperatures and the rushing water have hollowed out the snow and ice that filled the canyon.</p> <p>And we're walking over it.</p> <p>Lucky whimpers.</p> <p>I hear something make a cracking sound and I realise that in terms of getting home safely, I'm on very thin ice indeed.</p>
<p>Examine both panels. What do you notice? Look at colors, structure, and captioning.</p>	<p>What are the similarities and differences? How are the stories distinguished? How do the graphics enhance the stories?</p>



Add inquiry and observations here:

## CHARACTERIZATION

Directions: At the end of the novel, the two main characters connect through Instagram. Create a dialogue between the characters to highlight their different perspectives, ways of thinking, speaking, and acting related to the climate crisis.



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Empty rounded rectangular box for character 1's dialogue.

Empty light gray rounded rectangular box for character 2's response.



Empty rounded rectangular box for character 1's dialogue.

Empty light gray rounded rectangular box for character 2's response.

## INTERDISCIPLINARY LEARNING

Geography	Science	History	Arts
<p>Study other places around the world that are vulnerable to climate change threats and climate displacement.</p> <ul style="list-style-type: none"> <li>Who are the people?</li> <li>Why is this happening?</li> <li>What can be done to slow the effects of climate change in the area?</li> </ul>	<p>Yuki mentions that methane gas created by rotting plants is trapped under ice and if released is quite deadly. Explore the science of this phenomenon.</p> <p>Sami and Solomon's island home disappeared because of climate factors. Investigate the cause of vanishing islands in the Bay of Bengal.</p>	<p>Study the original inhabitants of the Canadian Arctic Circle and the Bay of Bengal. What is the cultural history and legacy of the people?</p> <ul style="list-style-type: none"> <li>What are the push and pull factors of the indigenous people?</li> <li>What are the social, economic, and political implications of climate change?</li> </ul>	<p>Create a climate change visual collage with the theme of human impact.</p> <ul style="list-style-type: none"> <li>Determine a focus</li> <li>Collect images, textiles, and objects from various sources</li> <li>Arrange the materials around the theme and a message</li> </ul>

## TAKE ACTION

Directions: *Global* shows that young people are powerful and can enact change. Here are some options students can select to act for change.

1. Write and submit a climate change op-ed: (<https://www.theopedproject.org/resources>)
2. Join a climate youth organization: (<https://climatechangeresources.org/organizations-kids/>)
3. Track your carbon footprint:  
(<https://www.nature.org/en-us/get-involved/how-to-help/carbon-footprint-calculator/>)

## PAIRED TEXTS

The following texts pair well with *Global*.

"Dhaka: the city where climate refugees are already a reality"

<https://www.theguardian.com/cities/2015/dec/01/dhaka-city-climate-refugees-reality>

Moving Migrants [https://youtu.be/qDa\\_1TR4rN4](https://youtu.be/qDa_1TR4rN4)

The Ajyal Podcast (S3: E1 - How can youth be involved in nature and climate decision making within the GCC) <https://open.spotify.com/episode/4uNQjxVhfu6nZYNbBYObhs>

People Taking Action Podcast <https://www.peopletakingaction.org/podcast>

Autumn Peltier's UN Speech <https://www.youtube.com/watch?v=zg60sr38oic>