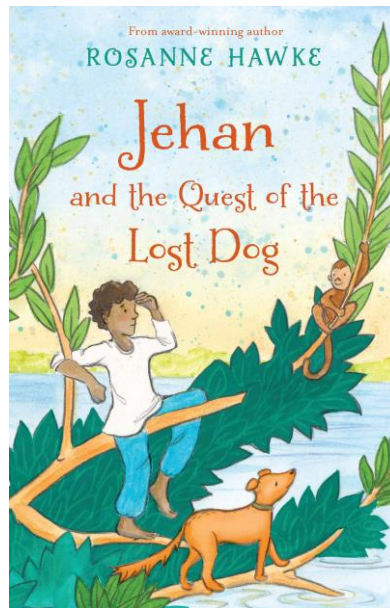


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# JEHAN AND THE QUEST OF THE LOST DOG

Rosanne Hawke



## Teachers' Notes

Written by a practising teacher librarian  
in context with the Australian curriculum  
(English)

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**SYNOPSIS**

As the monsoon unleashes its fury, Jehan is swept away in the raging flood waters that devastated Pakistan. Separated from his family and clinging to his *charpai* in the branches of a tree, Jehan struggles to survive, determined to be reunited with his family.

When he rescues a dog, Lali, Jehan finds the hope and strength to continue his search, meeting courageous people who help him in his quest.

**THEMES**

- Hope
- Kindness
- Resilience
- Courage
- Family
- Community
- Pakistan floods 2010

**WRITING STYLE**

*Jehan and the Quest of the Lost Dog* is told in third person, past tense. The narrative is told from two points of view – that of nine-year-old Jehan and of the dog he rescues, Lali. Both voices allow the reader to develop a sense of empathy and compassion for the victims of the flood. The novel would be suitable as a read-aloud for younger readers or as an independent text for middle readers. The text includes the community's response after the natural disaster and the impact of the flood on the people of Pakistan.

**STUDY NOTES**

- What can we tell about the setting from the description on the first few pages of the text? In small groups, create a digital collage of life in Jehan's village prior to the flood.
- Project the photograph that inspired Jehan's character at <https://www.theguardian.com/world/gallery/2010/aug/13/pakistan-flooding>. Reread the description of Jehan's experience on p24. Imagine you are Jehan, separated from your family and clinging to life on your *charpai*. Write a reflection to share your fears, hopes and thoughts at this time.
- With a partner, compare life for Jehan before and after the flood. Represent this comparison in a format of your choice.
- What can we tell about the simplicity and joy in Jehan's village from the cricket game he plays with his friend (p3)?

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- How is Jehan's life similar to and different from yours? What does this tell us about the commonalities of childhood?
- Why does Jehan wish for a sister? How is this wish realised later in the novel?  
Look at the Glossary of Lali's Words at the end of the novel. Why has the author used such vocabulary in the chapters narrated by Lali? What is your opinion of Lali's narration? Do you like her chapters? Discuss with a friend.
- Why do Jehan and Lali share such a close bond? Write a reflection about the way in which they help one another.
- In Chapter 3, Jehan describes the might of the flood. Reread this section of the novel, taking time to discuss the language features that make this passage so vivid and descriptive.
- Discuss the way in which Rosanne Hawke has interwoven Beti into the narratives of both Lali and Jehan. How does the character of Fozia bring an extra dimension to the story?
- Why does Jehan call the water 'angry' as it swirls below (p28)?
- Discuss the theme of resilience in *Jehan and the Quest of the Lost Dog*. How do Jehan and Lali show resilience? How, in a broader sense, do others in Pakistan show resilience in the face of such disaster? Why is resilience such an important trait?
- How does Jehan use his upbringing to help him through his ordeal? What has he learnt from his mum and dad that helps him to survive, both physically and mentally?
- When meeting the cruel man, Jehan wonders if the flood has caused the man to lose his kindness. Discuss.
- Jehan becomes resourceful in order to survive. What strategies does he use to stay alive?
- What contribution do Lali and Kooki play in *Jehan and the Quest of the Lost Dog*? How would the novel be different without these characters?
- Why is the *charpai* so precious to Jehan? How does he feel when he loses it?
- Why does Jehan refer to the man as Crowman?
- How important is it that our world has people like Izaak, Shakila and Kelsey? Why include characters like these in *Jehan and the Quest of the Lost Dog*?
- Discuss the use of figurative language throughout *Jehan and the Quest of the Lost Dog* and the contribution it makes to the text. Examples include:
  - This heat felt as if the sky was made of glass p2
  - It sounded like a thousand horses were thundering down their lane p17
  - It melted like sugar in hot *chai* p18

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- The water was so strong it was like a mountain slamming into their house p18
  - The rain was as thick as sheets p18
  - The *charpai* groaned like an animal trying to break free p19
  - He felt as if he had run through a field of knives p23
  - The clouds on the horizon blushed with pink and orange as the sun sank p42
  - Jehan looked out over the tents. There were so many, they looked like a white flood p103
  - The movement made Jehan's stomach feel like a centipede was uncurling in there p140
  - The girl smelled like a green field with wildflowers blowing in the breeze p157
- Once in the refugee camp, Lali says that 'the smells made stories but many of them were unhappy' (p105)? What does she mean by this?
  - Jehan says that in his village 'we had everything we needed' (p127). How does reading this make you think about the things we may take for granted in Australia? What can we learn from Jehan's attitude?
  - How important is hope to Jehan and the other refugees? Write a reflection about the role that hope plays in your own life.
  - How do you feel when Fozia is able to live with Jehan and his family? Why do you feel this way?
  - How does Kelsey's act of kindness save Jehan?
  - How does Kelsey's ribbon represent the themes of hope, kindness and courage (p154)?
  - Why does Jehan make Kelsey a tiny *charpai* for her doll?
  - Using words from the glossary on pp 169–171, write a short chapter in the role of one of the minor characters suitable for inclusion in *Jehan and the Quest of the Lost Dog*.
  - In small groups, write a chapter to follow the last chapter of the novel. What do you think may happen in the months following the reunion of Jehan with his family?
  - Read the author's notes at the end of the novel. Discuss the ways in which authors are moved to write about not only the devastation but also the humanity, hope and unity of the global community when disaster strikes.
  - Research the role that various aid organisations play during disasters such as the Pakistan flood. How do communities respond in such times?
  - As a class, decide on a course of action that you can take to actively support the children who lost so much during the Pakistan floods. Put this plan into action. Promote your cause to the school community via assemblies, flyers, posters and the school newsletter.

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- Compare *Jehan and the Quest of the Lost Dog* with Jane Jolly's picture book, *Limpopo Lullaby*, which is about the floods that devastated Mozambique in 2000.
- Using the following data, create graphs to show the impact of the Pakistan flood. In addition, locate Pakistan on a map and show the areas affected by the flood. <https://www.criticalthreats.org/analysis/floods-in-pakistan-maps-graphs-and-key-data>
- Research and prepare an information report about the causes and impacts of the Pakistan flood in 2010.
- Using a collection of images of refugee camps after the floods, create a photo journal that shows the impact of the disaster on the people of Pakistan. Some examples are below:
  - <http://footage.framepool.com/en/shot/421558747-thatta-2010-pakistan-floods-picking-up-flood-victim>
  - <https://www.theatlantic.com/photo/2011/08/pakistan-floods-one-year-later/100121/>
- Read *Kelsey and the Quest of the Porcelain Doll* as a companion novel to *Jehan and the Quest of the Lost Dog*. Teacher's Notes are available at [http://www.uqp.uq.edu.au/skins/uqp/uploads/TeachersNotes/Kelsey%20and%20the%20Quest%20of%20the%20Porcelain%20Doll\\_Teacher's%20Notespdf.pdf](http://www.uqp.uq.edu.au/skins/uqp/uploads/TeachersNotes/Kelsey%20and%20the%20Quest%20of%20the%20Porcelain%20Doll_Teacher's%20Notespdf.pdf)
- View photos and documentary footage of the 2010 floods in Pakistan. Use this information as stimulus to write about the floods, including what Jehan would have witnessed on his journey.
  - Pakistan Aid <http://www.abc.net.au/btn/story/s3001002.htm>
  - Disaster Recovery <http://www.abc.net.au/btn/story/s2981988.htm>

**AUTHOR MOTIVATION**

After my writer friend Phil Cummings read *Kelsey and the Quest of the Porcelain Doll*, he said it was a gem. 'You should write another with a boy as the protagonist,' he said. We thought a dog or a monkey might be an animal that could have a quest. I had found a picture in my research for *Kelsey and the Quest of the Porcelain Doll*: a photo of a boy living in a tree during the 2010 Pakistani flood.

He could live in a tree, I thought and not be able to swim. I asked children what they thought and how the charpai could have got in the tree. I had many suggestions, but I liked the one where the flood lodged the charpai there when the water was high. Primary school classes were very helpful with suggestions during school visits and one year six boy also said I could use his name, Jehan, in the story.

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I wrote most of *Jehan and the Quest of the Lost Dog* camping by Cooper's Creek, the Darling River and the River Murray. It was helpful to watch the water to get an idea of what Jehan was seeing and feeling. I wanted to show what it would be like for a boy like Jehan to survive in the flood and how he would draw on love of family to get him through.

**ABOUT THE AUTHOR**

Rosanne Hawke is the South Australian author of over twenty-five books. She lived in Pakistan and the United Arab Emirates as an aid worker for ten years. Her books include *Kelsey and the Quest of the Porcelain Doll*, a CBCA Notable Book, and *Taj and the Great Camel Trek*, winner of the 2012 Adelaide Festival Awards for Children's Literature and shortlisted for the 2012 NSW Premier's Literary Awards. She is the 2015 recipient of the Nance Donkin Award; an Asialink, Carclew, Varuna and May Gibbs Fellow; and a Bard of Cornwall. She teaches creative writing at Tabor Adelaide and writes in an old Cornish farmhouse with underground rooms near Kapunda.

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