

Name: \_\_\_\_\_

## Student Journal

# The Stone Goddess

by Minfong Ho

### Reading Schedule

Group members: \_\_\_\_\_

<i>The Stone Goddess</i>	Student Journal	Due Date	Discussion Date
Introduction	Pages 2-4		
Part One	Pages 5-6		
Part Two	Pages 7-8		
Part Three	Pages 9-10		
Part Four and Minfong Ho: My Parallel Journey	Pages 11-12		
The Exchange			
Assessment			

THE EXCHANGE

Do we need  
art in difficult  
times?

# Getting Started

## What If?

You are a student at a high school that does not offer many after-school activities. Your school does offer a theater program, however. You love the program. You are becoming an excellent actor and learning many great skills. This program gives you a lot of confidence.

Unfortunately, the city you live in is experiencing a budget crisis. There is little funding for after-school activities. Your high school has to make major changes. The school board thinks the school should cut the theater program. The board does not think art is as important as other after-school activities.

Make notes about how this would affect you.

- What is the greatest difficulty in this situation?
- Would you fight to keep the theater program? Why or why not?
- What could art offer you and the community in this situation?

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**Connect to The Exchange Question** Discuss how this situation could relate to The Exchange Question: **Do we need art in difficult times?** Summarize your discussion.

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# Introduction

Read the Introduction on pages 7–9 in *The Stone Goddess*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- Cambodia in the mid-1970s—the setting of the story
- the importance of dance in Cambodian culture
- life in Cambodia under the Khmer Rouge’s control

After you read the Introduction, answer these questions to check your understanding.

1. What is the role of dance in Cambodian culture?

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2. What happened to the tradition of performing classical dance after the Khmer Rouge came into power?

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3. Why were educated people such as dancers, teachers, and religious leaders killed by the Khmer Rouge?

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# Introduction: Key Concepts

## Word Web

Study the **Word Web** for *memory*. What words does *memory* make you think of? Write a sentence using the word *memory*.

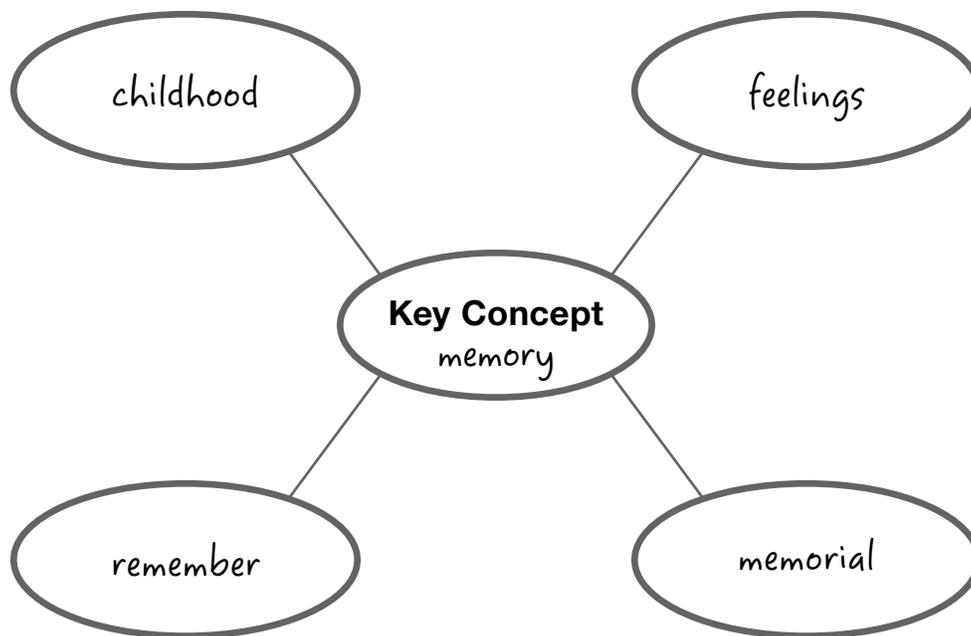
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### Key Concepts

ban  
memory  
refugee  
tradition  
unique

## Word Web



On a separate sheet of paper, create a similar **Word Web** for each of the **Key Concept** words. Write a sentence for each one.

# Respond to Part One

1. **Personal Response** Nakri's sister Teeda dreams of performing the part of an *aspara* in front of an audience. What is something you dream of doing? Why?

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2. **Character's Motive** Teeda continues the tradition of Cambodian classical dancing, even in hard times. So, why does her mother stop giving her dance lessons? Use the word *tradition* in your response.

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3. **Character** Nakri's family suffers because of the Angkar's orders. Why don't Nakri's family members speak out against the soldiers? What does this tell you about the family members?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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**Respond to Part One,** continued

5. **Comparisons** In Part One, Nakri’s family faces many challenges. List each character’s reaction to these challenges, and what this shows about each of them in the **Character Description Chart**.

**Character Description Chart**

Character	What the Character Does	What This Shows About the Character
Nakri		
Teeda		
Nakri's Mother		
Nakri's Father		

How do Nakri and her family members react the same and different to the Khmer Rouge? Which character acts the most brave? Which acts the least brave?

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## Respond to Part Two

1. **Personal Response** Nakri and Teeda remember the past to help them get through a difficult time. What is a memory you have that makes you happy or is a comfort to you?

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2. **Conclusions** On page 64, a cadre says, “There are no sisters under the Angkar!” Do Nakri and Teeda support the cadre’s ban against family loyalty? How do you know? Use the word *ban* in your response.

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3. **Minor Character** “Hawk Eye” and a group of cadres called “Pineapple Eyes” are minor characters in Part Two. How do they affect life at Phum Thmei, the New Village?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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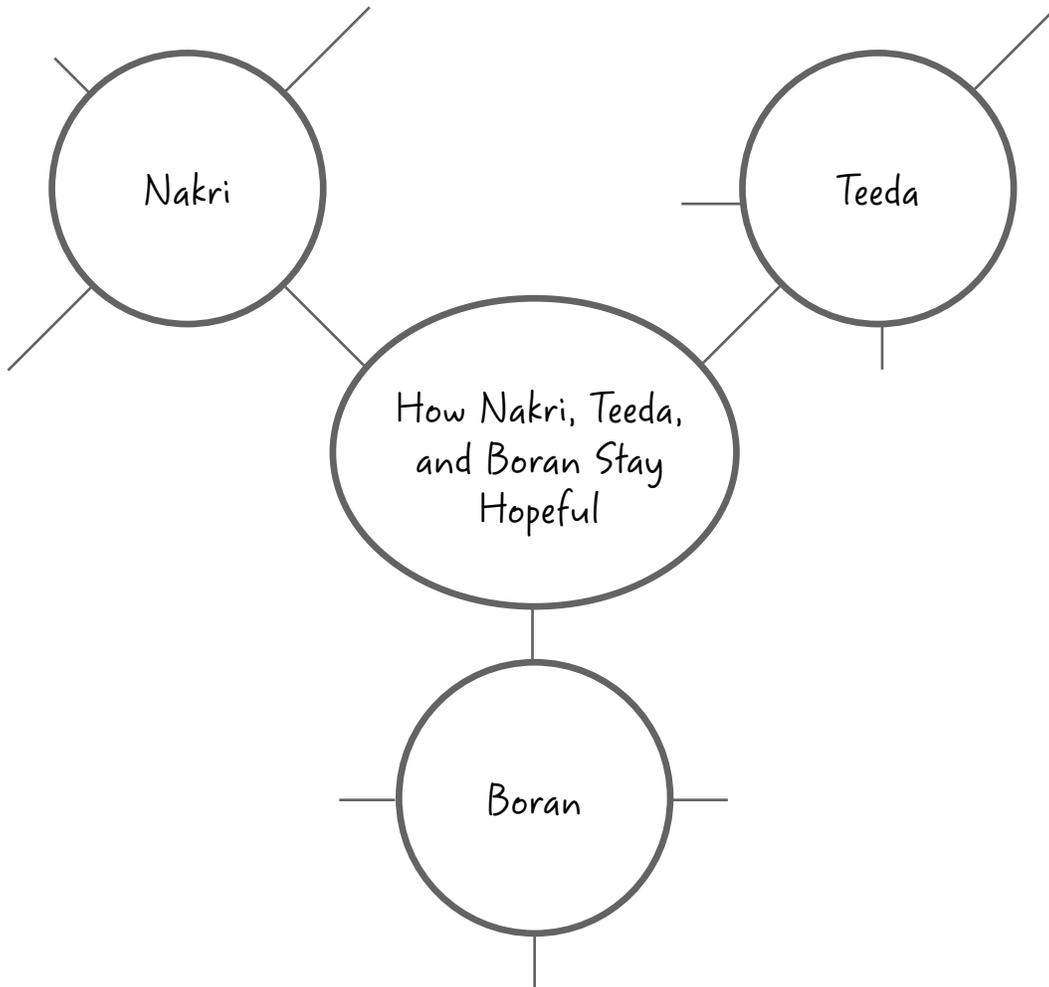
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**Respond to Part Two,** continued

5. **Inference** Nakri, Teeda and Boran struggle to survive in the work camp. List the ways that each character refuses to give up hope in the work camp.

**Cluster**



How would the experience at the work camp have been different if Nakri, Teeda, and Boran did not have contact with one another?

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## Respond to Part Three

1. **Personal Response** Memories of Nakri's father and sister influence Nakri and her mother and give them hope. Who influences you and gives you hope? Who do you influence?

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2. **Opinion** Nakri and her family risk their lives to cross the border into Thailand. Do you think life is better for them in Thailand as refugees? Why or why not? Use the word *refugee* in your answer.

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3. **Parallelism** On pages 121–122, 128–133, and on page 137, Jantu and the foreign nurse interact with Nakri's family. Do you see any parallels between Jantu's actions and the nurse's actions? What are they?

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4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

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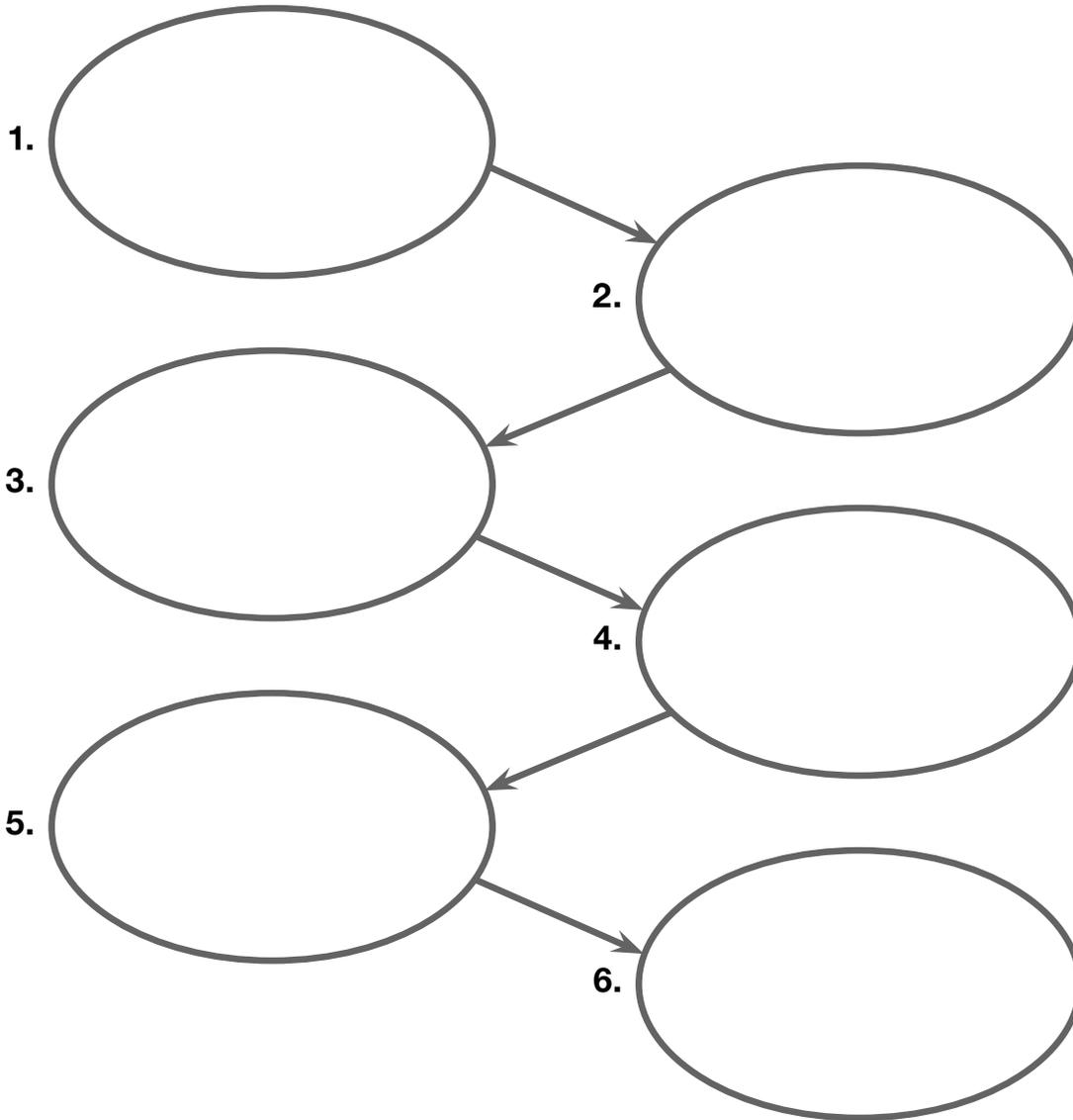
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**Respond to Part Three,** continued

5. **Irony** In Part Three, the Khmer Rouge leave Cambodia. List the sequence of events that lead to the family's move to the U.S.

**Sequence Chain**



What is ironic about Yann's injury?

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# Respond to Part Four and Minfong Ho: My Parallel Journey

1. **Personal Response** Nakri feels both excited and sad about going to America. Tell about a time when you felt conflicted about doing something. Why did you feel this way?

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2. **Paraphrase** What does Nakri mean when she says on page 165, “The flute had helped me find my voice”? Use the word *unique* in your response.

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3. **Theme** How does the traditional form of Cambodian dancing relate to the theme, The Art of Expression?

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## What If?

4. **Connect** Look at your notes on **Student Journal, page 2**. Think about how art can help you. Compare this to *The Stone Goddess*. How is dance important to Nakri during a difficult time?

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## Respond to Part Four and Minfong Ho: My Parallel Journey, continued

5. **Parallelism** Minfong Ho, the author of *The Stone Goddess*, writes about her real life experiences. List details about the author's and Nakri's life experiences in the **T Chart**.

### T Chart

Minfong Ho's Life Experiences	Nakri's Life Experiences
watches and admires Thai classical dancing	learns and loves Cambodian classical dancing

What parallels exist between the author's life and Nakri's life? In what ways do you think these parallels influenced the author in writing the book?

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