



# When Lightning Strikes

## A Novel Study

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ANSWER KEY & ASSESSMENT RUBRICS

SECTION I: ONGOING ACTIVITIES

SECTION II: CULMINATING ACTIVITIES

# Section I

## ONGOING ACTIVITIES

SECTION	CONCEPT/ ACTIVITY	RUBRIC	ANSWER KEY	PAGE
Getting Started	Basic Novel Information		✓	3
	Characters and Character Traits		✓	4
Chapters 1-5	Character Traits		✓	5
	Chapter Summaries	✓	✓	5
	Moral Virtues	✓	✓	7
Chapters 6-8	Character Traits		✓	8
	Chapter Summaries	✓	✓	8
	Moral Virtues	✓	✓	9
Chapters 9-13	Imagery	✓		9
	Character Traits		✓	10
	Chapter Summaries	✓	✓	10
Chapters 14-17	Moral Virtues	✓	✓	11
	Figurative Language		✓	12
	Character Traits		✓	13
	Chapter Summaries	✓	✓	13
Chapters 18-22	Moral Virtues	✓	✓	13
	Point of View	✓	✓	14
	Character Traits		✓	15
	Chapter Summaries	✓	✓	15
Chapters 23-27	Moral Virtues	✓	✓	15
	Theme & Character	✓	✓	16
	Character Traits		✓	20
	Chapter Summaries	✓	✓	20
Chapters 28-31	Moral Virtues	✓	✓	20
	Plot and Conflict		✓	21
	Character Traits		✓	22
	Chapter Summaries	✓	✓	22
Chapters 32-34	Moral Virtues	✓	✓	22
	Flashback		✓	23
	Character Traits		✓	24
	Chapter Summaries	✓	✓	24
	Moral Virtues	✓	✓	24
	Theme		✓	25
	Character Types		✓	27

– *Life in Russia* photo (p. 40) is from *Hutterite Roots*,  
Pine Hill Press, 1985. Used by permission.

– Moral virtues concepts are based on *Building Moral Intelligence*,  
by Michelle Borba, Jossey-Bass, 2001

**Note to Students:** Locomotive icons –  – indicate an activity to perform.

**WHEN LIGHTNING STRIKES****Getting Started**

Fill in the following organizer with information about the novel.

1. Title: *When Lightning Strikes*
2. Author: **Hugh Alan Smith**
3. Publisher: **Herald Press**
4. Publishing Date: **2001**
5. Number of Pages: **180**
6. Number of Chapters: **34**

**FRONT COVER**

1. What does the front cover illustration show? **Depends on book used (there are two different covers). Accept any reasonable description. Look for use of specific details.**
2. Does the front cover make you want to look further to see what the novel is about? **Yes/no**  
Why or why not? **Accept any answer that shows attention to specifics in illustration.**
3. This is the first novel in a series. The sequel picks up the next phase of the characters' lives in America. What is the name of the novel series? **Crossings of Promise**

**BACK COVER**

1. Read the back cover summary. What can you find in it that makes the book sound interesting?  
**Accept any answer that shows thought. Negative response okay, too, as long as supported.**

**INTERNET**

1. See if you can find the name of the sequel to *When Lightning Strikes*: ***When the River Calls***
2. Book reviews can help a reader decide what a book will be like. If you have access to the internet, try to look up a book review of *When Lightning Strikes* in *CM Magazine* from the University of Manitoba. Write down one sentence from the review that you think makes the novel sound interesting. *CM Magazine* is at <http://www.umanitoba.ca/cm>. Use *search*, and type in the title. **If students can find the review, accept any sentence that shows they have taken the time to consider the question. Note: a Google search using the phrase, "When Lightning Strikes cm magazine" should also locate the review.**

## CHARACTERIZATION

Characters are who the story is about. We learn about them in two ways.

1. Dialogue (what they say)
2. Action (what they do)

**ANSWER:** These answers are a guideline only. Some qualities may be debatable.

CHARACTER	CHAPTER INTRODUCED	CHOOSE CHARACTER TRAITS FROM THE LIST ABOVE TO TELL WHAT EACH CHARACTER IS LIKE (WRITE SMALL, SO YOU CAN ADD TO IT)	CHARACTER TYPE	
Paul Wipf	1	bitter, clever, courageous, daring, determined, guilt-ridden, honest, hot-headed, hurting, independent, intelligent, loyal, rebellious, reckless, sad, sensitive, strong-willed, stubborn, witty, <u>kind</u>	Flat <del>Round</del>	Static <del>Dynamic</del>
Sannah Basel	1	bitter, bossy, brusque, cruel, duty-minded, hardened, harsh, hurting, intolerant, irritable, mean, nasty, rude, sad, stern, strict, <del>strong-willed</del> , unfair, unforgiving, <del>unkind</del> , <u>conscientious</u> . Finally becomes: <u>empathetic, fair, kind</u>	<del>Flat</del> Note: debatable Round	Static <del>Dynamic</del>
Catherine Wipf	1	calm, caring, dependable, gentle, level-headed, loving, thoughtful, <u>conscientious, kind</u> . Note: This is basically from Paul's perspective re. info. on page 72.	<del>Flat</del> Round	<del>Static</del> Dynamic
Zechariah Wipf	1	strong, loving Note: Basically from Paul's perspective, re. info. on pages 12, 153 & 154.	<del>Flat</del> Round	<del>Static</del> Dynamic
Hannah Stahl	1	caring, clever, contented, courageous, daring, dependable, determined, forgiving, friendly, gentle, helpful, honest, intelligent, loyal, sensitive, wise, witty, understanding <u>empathetic, fair, kind, respectful, self-controlled, tolerant</u>	Flat <del>Round</del>	<del>Static</del> Dynamic
Johann Kleinsasser	5	cruel, determined, duty-minded, <del>harsh, intolerant</del> , mean, stern, strict, strong-willed, unkind, <u>conscientious</u>	<del>Flat</del> Round	<del>Static</del> Dynamic
The Jewish Man	9	bitter, deranged, erratic, hurting, tortured	<del>Flat</del> Round	<del>Static</del> Dynamic
Vanya the Great	18	charming, clever, dishonest, dissipated, hardened, hurting, independent, intelligent	Flat Note: debatable <del>Round</del>	<del>Static</del> Dynamic

## CHAPTERS 1 - 5



**CHARACTER TRAITS:** Go to the *Character Traits* chart on page five to add characters and words from the character traits chart. **If you include any of bold-faced moral virtues traits, circle them.** If you think of character trait words that are not in the list, feel free to add them. Do not do CHARACTER TYPE yet. That comes at the end of the novel.

**ANSWER:** See the Character Traits chart on page 4.



### CHAPTER SUMMARIES

At the end of this novel study you will find ready-made **Chapter Summaries**. The summaries within each group are in the wrong order. Cut them out, and glue them neatly into the table below in the correct order. **Optional:** If you would rather do your own summaries, write on the lines in the box. You can do Chapters 1 - 5 as a single summary rather than dividing it into individual chapters.

**Answer:** A chapter summary key and a rubric are provided for marking this activity.

<b>CHAPTER SUMMARIES ANSWER KEY</b>	
The first two words of each chapter summary are given in the correct order below.	
<b>CHAPTERS 1-5:</b>	1. Paul attends; 2. Paul remembers; 3. Paul thinks; 4. Andreas Vetter; 5. To satisfy
<b>CHAPTERS 6-8:</b>	1. Paul goes; 2. Hannah Stahl; 3. Paul gets
<b>CHAPTERS 9-13:</b>	1. Paul leaves; 2. Paul and; 3. Hannah understands; 4. Inside the; 5. Hannah has
<b>CHAPTERS 14-17:</b>	1. Paul's mother's; 2. Paul gets; 3. Angry and; 4. Paul, Hannah
<b>CHAPTERS 18-22:</b>	1. At Vilna; 2. Vanya teaches; 3. Vanya warns; 4. Paul and; 5. The Hutterites
<b>CHAPTERS 23-27:</b>	1. As the; 2. Paul struggles; 3. Paul's leg; 4. Everyone is; 5. Hannah tells
<b>CHAPTERS 28-31:</b>	1. The ship; 2. The Hutterites; 3. Sannah calls; 4. Paul admires
<b>CHAPTERS 32-34:</b>	1. Paul is; 2. Paul realizes; 3. In the end

**MARKING NOTE:** This rubric is provided for marking when students have written their own chapter summaries rather than using the ones provided.

CHAPTER SUMMARIES RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>Accuracy &amp; Detail</b>	All details presented are accurate and logically organized. Length is appropriate.	Almost all details presented are accurate and logically presented. Length is acceptable, but barely.	Details lack accuracy and logical presentation. May be somewhat short.	Little detail presented, and presentation is haphazard. Length may reflect lack of effort.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>TOTAL SCORE</b>					

## MORAL VIRTUES



### ACTIVITY

For each chapter grouping you will be asked to comment on the behavior of two characters based on the moral virtues. A chart will name the virtue, the character, the kind of behavior, and the page number where it occurs in the novel. Your challenge is to complete the chart. Do the first one now.

**MARKING NOTE:** For marking the moral virtue charts, you may wish to use the rubric provided below. You can copy it and use the same rubric for them all. The answers provided in the charts should be used as a general guide only, as some may be quite debatable. Student responses need not mirror the key, but should show an understanding of the moral issues in question.

MORAL VIRTUES RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>What Happens: Accuracy</b>	Summary details are accurate.	Almost all summary details are accurate.	Summary is of the correct event, but lacks accuracy.	Summary is of the wrong event altogether.	
<b>Character &amp; Moral Virtues</b>	Presentation shows excellent understanding of the moral virtue and its impact on the character and others.	Presentation shows acceptable understanding of the moral virtue and its impact on the character and others.	Presentation shows limited understanding of the moral virtue and its impact on the character and others.	There is little evidence of understanding of either the moral virtue or its impact on the character and others.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>TOTAL SCORE</b>					

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Tolerance	Sannah Basel	Shows tolerance to others with different beliefs, customs, abilities or looks.	15, 16
<b>What Happens?</b> Sannah is in sharp disagreement with Paul's family's decision not to live communally.			
Does the Character display the moral virtue? (circle one)			yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Sannah's intolerance has cost her a relationship with her own sister and family. Had she been more tolerant and open, she might have had more love in her life, and more family closeness.			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Kindness	Andreas Vetter	Sticks up for people who are being picked on or alienated	26
<b>What Happens?</b> Andreas spares Paul an undeserved strapping by hitting the hassock with his belt so that Sannah will think he is hitting Paul.			
Does the Character display the moral virtue? (circle one)			yes <input checked="" type="radio"/> no <input type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Andreas' kindness, though not very bold, helps to ease Paul's loneliness and sense of injustice, even if only a little. It gives Paul a small sense of comfort in a very difficult situation.			

## CHAPTERS 6 - 8



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.  
**ANSWER:** See the *Character Traits* chart on page 4.



**CHAPTER SUMMARIES**  
**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Tolerance	Hons Gross	Is friendly to others with differences in beliefs, customs, abilities or looks.	31
<b>What Happens?</b> Out of sheer spite, Hons taunts Paul, calling him a godless outsider because he had not been living the colony life. He tells Paul that he is lucky his parents have died so he can be on the colony.			
Does the Character display the moral virtue?		(circle one)	yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Hons' cruelty hurts and angers Paul, provoking a fight. It makes Paul feel even less welcome and hopeful than he had before, and contributes to his desire to escape the colony. If Hons had been tolerant and accepting, he might have helped Paul, and maybe even made a friend.			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Self-control	Paul	Refrains from aggression such as hitting, kicking, fighting or pushing.	31
<b>What Happens?</b> Paul lets his anger explode when Hons taunts him. He head-butts Hons, smashing his nose, and takes him down.			
Does the Character display the moral virtue?		(circle one)	yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Though the fight does garner some respect for Paul, the overall effect is to increase Paul's sense of isolation. It also gets him into trouble with the German teacher and Sannah. Had Paul shown more self-control, he may have eased more smoothly into colony life.			

## IMAGERY

Imagery is language that appeals to the senses so a reader can see, hear, smell, taste, and touch what the author describes. The words create mental pictures that help the reader understand the mood or feeling of the story.



## ACTIVITY

**Now You Try.** Imagine that you are in Paul's place. You have just arrived at the Sheromet Colony. You are sad and lonesome, and maybe angry too. As soon as you arrive, you are sent out to the cow barn to shovel manure into a wagon. The boss is impatient, and you do not like him. Write a paragraph, using as many sense descriptions as you can. What do you see, hear, smell, taste and touch? Choose your words so that everything you describe shows the way you feel. Write in the space below. If you need more space, use loose-leaf, and fasten it with tape into the book, so it can be flipped up.

**Answer:** A rubric is provided for marking this activity.

<b>WRITING IMAGERY RUBRIC</b>				<b>STUDENT:</b>	
<b>CATEGORY</b>	<b>4 - Above Standards</b>	<b>3 – Meets Standards</b>	<b>2 – Approaching Standards</b>	<b>1 – Below Standards</b>	<b>Score</b>
<b>Senses</b>	Images using at least 3 different senses are created, and at least 4 images are attempted.	Images using at least 2 different senses are created, and at least 3 images are attempted.	Images using one sense only are used, and at least 3 images are attempted.	Sense images are lacking, or are fewer than 3 in number.	
<b>Subjective Point of View</b>	Imagery is vivid, and strongly conveys the narrator’s distaste for the situation and setting, capturing the reader’s imagination.	Imagery clearly, conveys the narrator’s distaste for the situation and setting, and sometimes captures the reader’s imagination.	Use of imagery inconsistently conveys narrator’s distaste for the situation and setting, and effect on the reader is minimal.	Use of imagery does not convey the narrator’s distaste for the situation and setting, and does not capture the imagination.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>TOTAL SCORE</b>					

## CHAPTERS 9 - 13



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.

**ANSWER:** See the Character Traits chart on page 4.



### **CHAPTER SUMMARIES**

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

<b>MORAL VIRTUE</b>	<b>CHARACTER</b>	<b>BEHAVIOR</b>	<b>NOVEL PAGE</b>
Empathy	Hannah	Tears up or looks upset when someone else is distressed.	54
<b>What Happens?</b> Hannah feels the old Jewish man's pain when he tells the story of his children's death. Her eyes glisten with tears. She tries to express her sympathy to the man.			
Does the Character display the moral virtue? (circle one)			<input checked="" type="radio"/> yes    no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Hannah's ability to empathize prompts her to respond with kindness. Though the effect seems to be lost on the old man, it did no harm, and may have helped him at some level.			
<b>MORAL VIRTUE</b>	<b>CHARACTER</b>	<b>BEHAVIOR</b>	<b>NOVEL PAGE</b>
Conscience	Paul	Admits mistakes and apologizes.	59
<b>What Happens?</b> Paul is frustrated over not being able to find his mother's treasure box. He snaps angrily at Hannah when she touches his arm as a sign of comfort and friendship. Hannah snaps back at him. Paul realizes he has been unfair.			
Does the Character display the moral virtue? (circle one)			<input checked="" type="radio"/> yes    no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Paul's apology eases the tension between them, and makes it possible for him and Hannah to share the excitement together when they find the treasure box. It improves their relationship.			

## FIGURATIVE LANGUAGE

In the last chapter group, you learned about imagery. Now let's see how figurative language can be used to create good imagery. Strangely enough, using figurative language is a way of describing something in a way that is not exactly (or literally) true in order to give a clearer picture of what it is like. It helps create pictures in the mind and lets the reader see things in a new, imaginative way.



### ACTIVITY

**Now You Find Some.** Go to the novel pages listed in the chart below and find sentences containing the figures of speech listed. Write the sentences in the space provided.

FIGURE	PAGE	SENTENCE
Simile (using the word <i>like</i> )	50	<ul style="list-style-type: none"> <li>His nose hooked downward like a beak, and his eyes were hollow, with the piercing glassy look of an eagle's.</li> <li>"<i>Oh, dah</i> – oh yes – what is this?" he asked, with a voice that rasped like a file on a sheet of tin.</li> </ul>
Simile (using the word <i>as</i> )	51	<ul style="list-style-type: none"> <li>The old fellow talked on as endlessly as the squeaking of the wheels.</li> </ul>
Simile (using the word <i>like</i> )	69	<ul style="list-style-type: none"> <li>The man's head was crushed like a watermelon.</li> </ul>
Metaphor (hint: it shows that Hannah is angry)	64	<ul style="list-style-type: none"> <li>"Is that what you think?" Hannah asked, with ice in her voice. (It is saying that the tone of her voice <i>is</i> ice. It may sound cold and crackly, but it isn't actually frozen H<sub>2</sub>O.)</li> </ul>
Synecdoche	40	<ul style="list-style-type: none"> <li><i>Graybeard</i> knew how to use the strap.</li> <li>But I made no sound for <i>Graybeard's</i> pleasure. (Paul refers to the German teacher's beard to represent the whole man.)</li> </ul>
Personification	49	<ul style="list-style-type: none"> <li>My heart leaped into my mouth, and I saw Hannah's body go rigid. (A heart does not actually leap, though it might feel like it.)</li> </ul>
Personification	69	<ul style="list-style-type: none"> <li>Black shadows from the firelight danced on Hannah's face.</li> </ul>
Irony	68	<ul style="list-style-type: none"> <li>"Do you think I'll get a hero's welcome for coming home alive?" (Hannah is using irony for humour. She is more likely to be in trouble than to get a hero's welcome.)</li> </ul>
Hyperbole	70	<ul style="list-style-type: none"> <li>I would rather live in a lion's den," I agreed. (exaggeration)</li> <li>She had not killed her father. (No, Hannah had not; however, the suggestion is that Paul <i>had</i> killed <i>his</i> parents, but this is an exaggeration (besides being incorrect).</li> </ul>
Litotes	63	<ul style="list-style-type: none"> <li>"Your Basel won't be too happy." (This is an understatement. Sannah will probably be furious.)</li> </ul>

## CHAPTERS 14 - 17



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.

**ANSWER:** See the Character Traits chart on page 4.



### CHAPTER SUMMARIES

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Respect	Sannah Basel	Treats possessions & property of self & others respectfully.	75
<b>What Happens?</b> Sannah takes Paul's mother's treasure box from him and says she is going to burn it because she doesn't like what is in it. She ignores the fact that to Paul it means more than any other possession could.			
Does the Character display the moral virtue?		(circle one)	yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Sannah's actions hurt Paul yet again, causing him to lash out at her, which keeps the cycle of trouble going. Showing respect for Paul's property, equates to showing respect for Paul. Had Sannah been more respectful, thinking more of others and less of herself, she could have helped a hurting boy rather than hurting him more.			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Fairness	Sannah Basel	Doesn't blame others carelessly.	83
<b>What Happens?</b> Sannah is angry about losing her dignity when the wagon breaks. She blames everything on Paul. Andreas reminds her that Paul did not cause the wagon reach to break.			
Does the Character display the moral virtue?		(circle one)	yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Paul is undeservedly hurt again. Sannah's words reinforce in Paul the understanding that nothing he does will ever be good enough for Sannah. This leads almost directly to Paul's decision to leave. Had Sannah not been so unfair, Paul might yet have had a chance to feel a part of the Hutterite group.			

## POINT OF VIEW

Point of view refers to which character the author uses to tell the story.



### ACTIVITY

1. Tell which point of view the author uses to tell the story in *When Lightning Strikes*.

#### First Person

2. Which character is the one who tells the story? **Hannah Stahl**
3. **Retelling:** Sometimes a story will be different if it is told from a different character’s point of view. For instance, in the scene in Chapter 15, when *Graybeard* uses a switch on Paul, we see Paul’s anger, and feel the cruelty and unfairness of the whipping. As far as Paul is concerned the German teacher does not care how much Paul is already hurting inside, or that his aunt is so unloving. If Andreas were to tell the story it might be different. Andreas might recognize how unfair it was of Sannah to take Paul’s treasure box, and how harsh the whipping is. Yet, he would also understand that Sannah has pain too, and that the German teacher thinks he is doing what is best to help Paul learn to follow the colony rules. He might see both sides. He might feel sorry for Paul, but not know what to do about helping him feel better.

Retell the scene from Andreas’ point of view, as if he is the narrator. Notice how this changes the feel of the scene. Be sure to include what Andreas is thinking and feeling.

**Answer:** A rubric is provided for marking this activity.

RETELLING: POINT OF VIEW ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>Accuracy &amp; Detail</b>	All details presented are accurate and logically organized.	Almost all details presented are accurate and logically presented.	Details lack some accuracy and lack logical presentation.	Little detail presented, and presentation is haphazard.	
<b>Creativity &amp; Point of View</b>	Presentation is creative. Narrator voice reflects excellent understanding of Andreas’ point of view.	Presentation is somewhat creative. Narrator voice reflects acceptable understanding of Andreas’ point of view.	Presentation shows limited creativity. Narrator voice reflects limited understanding of Andreas’ point of view.	There is little evidence of creativity or understanding of Andreas’ point of view.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>TOTAL SCORE</b>					

## CHAPTERS 18 - 22



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.  
**ANSWER:** See the *Character Traits* chart on page 4.



### CHAPTER SUMMARIES

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.  
**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Fairness	Vanya the Great	Delights in the opportunity to serve others. ( <i>Watch it: it's tricky.</i> )	95
<b>What Happens?</b> Vanya takes the time to teach Paul to juggle.			
Does the Character display the moral virtue?		(circle one)	yes <input type="radio"/> no <input checked="" type="radio"/>
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? While it looks as if Vanya is being helpful, he is doing it only for the opportunity to steal Paul's money. When Paul discovers this, he feels betrayed by people yet again. He is desperate, and doesn't know what he will do now that even the money his parents had left is gone. Fortunately, it works out okay when Vanya's conscience, and his empathy for Paul, causes him to return the money. However, Vanya's original reason for helping was not honourable.			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Empathy	Paul	Readily picks up on other's facial expressions and reacts appropriately.	110
<b>What Happens?</b> Paul had intended to run away from the Hutterite group while in Germany. However, he decides to stay with the group at least as far as America. When he tells Hannah, she tries not to react, but as Paul studies her face, he sees just enough in her expression to know that she is pleased.			
Does the Character display the moral virtue?		(circle one)	<input checked="" type="radio"/> yes <input type="radio"/> no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? In this case, Paul's sensitivity does not do anything to help others directly, but the knowledge that Hannah cares, helps to make him more comfortable with his decision to stay for a while. Even though he tells himself that he doesn't care, he his relationship with Hannah is deepened.			

## THEME & CHARACTER

**Theme** is an **insight or idea about life** that the author examines in the story. One of the themes in *When Lightning Strikes* is about how different ways of dealing with life’s troubles can affect what a person’s life will be like.

Every person alive will have trouble at one time or another. Some troubles are more serious than others, but what makes the greatest difference in life is not always what the trouble is, but how we handle it. In the novel, Paul, Sannah, the old Jewish man, Vanya, and Hannah have all experienced trouble. In fact, you will see in the next section that Hannah’s troubles are more serious than Paul realizes. Each of the characters has handled his or her troubles differently. The next activity has four parts.



### ACTIVITY:

**Dealing With Trouble, Part 1:** Look at the chart below. It shows different ways of responding to trouble. According to the color code that follows, color the boxes to indicate how you think the various responses apply to each character at this point in the story. **Red:** applies to the character; **blue:** does not apply; blank: can’t tell from the story.

**MARKING NOTE:** These colour codings are not absolute, and may be subject to opinion. Give full marks if the students have shown a general understanding of the characters.

NAME	Has had pain	Is filled with anger	Is angry with self	Hurts others	Has given up hope	Uses alcohol	Has gone crazy	Is Loner	Lets others help	Accepts pain & tries to move on	Has found peace	Trusts God
Paul	■	■	■	■	■	■	■	■	■	■	■	■
Hannah	■	■	■	■	■	■	■	■	■	■	■	■
Sannah	■	■	■	■	■	■	■	■	■	■	■	■
Jewish Man	■	■	□	□	■	□	■	□	■	■	■	■
Vanya	■	■	□	■	■	■	■	■	□	□	■	■

**Dealing With Trouble, Part 2:** A well-adjusted person lives a satisfying life, and is at peace with both him/herself and others. For the characters listed below, decide whether or not they are well adjusted at this point in the story. If they are not well adjusted, explain what you think the biggest problem is that stops each one from becoming the person he/she was meant to be. What is the one thing the person needs to do to have a better life? If the character is well adjusted, explain what he/she has done to make this possible. Refer to the chart in Part 1, but if you have your own ideas, feel free to use them too.

**MARKING NOTE:** The answers below are suggestions only. Whether the characters are well-adjusted or not, and what their needs may be is subject to interpretation. Student answers should show an understanding of both the characters and the information in the chart above.

CHARACTER	Well-adjusted	Not well-adjusted	At left, check <i>well adjusted</i> or <i>not well adjusted</i> . On the lines below write your explanation according to the directions above.
PAUL		√	

A great problem for Paul is his insistence on blaming himself for what has happened to his parents. He is unwilling to open himself to help from others or from God. He also rebels against authority (though in the case of Sannah and the German teacher, with some justification), and is showing signs of becoming bitter. Paul’s greatest need may be to forgive himself and open up to others and the God in whom he believes.

CHARACTER	Well-adjusted	Not well-adjusted	At left, check <i>well adjusted</i> or <i>not well adjusted</i> . On the lines below write your explanation according to the directions above.
HANNAH	√		

Hannah is a well-adjusted person. Though she has suffered terribly because of the death of her father, and her part in it, she has come to terms with what has happened. With the help of her mother, who has been a great support, she has turned to God and forgiven herself. Having first-hand experience with death, and the pain of living, she understands what others may be going through, and is willing and able to help them. Having a selfless attitude is one of the reasons that she is so well-adjusted.

CHARACTER	Well-adjusted	Not well-adjusted	At left, check <i>well adjusted</i> or <i>not well adjusted</i> . On the lines below write your explanation according to the directions above.
SANNAH		√	

Sannah has suffered greatly because of the loss of her son, and she has never come to terms with it. She is angry and judgmental, and turns her anger on others, particularly on Paul, probably because he reminds her of her loss. She may also be angry with God for allowing her loss. Her greatest problem may be that she hangs on to her pain, nursing it and keeping it alive inside. Her greatest need may be to grieve in an open healthy way and accept what has happened. Maybe then she could quit focusing on her own pain, and receive healing through relationships with God and others.

CHARACTER	Well-adjusted	Not well-adjusted	At left, check <i>well adjusted</i> or <i>not well adjusted</i> . On the lines below write your explanation according to the directions above.
JEWISH MAN		√	

This man has suffered horrible injustice and prejudice. He has lost everything that means the most to him, and has become bitter to the point of being mentally unbalanced. The novel does not reveal much about his present life, but it is apparent that he needs to find a way to accept what has happened and move on. His greatest problem may be that he dwells on his pain, and feeds his despair with anger. Perhaps he needs to find something to hope for and live for now. This may be easier said than done, but the way things are, he has lost not only his children, but any meaning in his own life too.

CHARACTER	Well-adjusted	Not well-adjusted	At left, check <i>well adjusted</i> or <i>not well adjusted</i> . On the lines below write your explanation according to the directions above.
VANYA		√	

**The novel does not reveal exactly what has happened in Vanya’s past, but Vanya appears to have an empty life. Though he puts on a brave front, he is alone, and without much hope for the future. His greatest problem may be that he has turned to alcohol for escape from his pain instead of seeking something more meaningful. Because he helps Paul in the end, it is apparent that deep down he has a good heart. He knows that he has become much less a man than he should be. Maybe Vanya needs something meaningful to believe in, to make his life worth something in his own eyes, and to give up on the bottle.**

**Dealing With Trouble, Part 3:** Sometimes Paul worries that he could end up being like Sannah (p. 70), the Jewish man (p. 57), or Vanya the Great (p. 102). Look these pages up in the novel. What are the things about Paul that make him similar to these characters?

**Paul fears that he is like Sannah because of bitterness and shutting others, and Christ, out of his life; he fears he is like the Jewish man for not allowing God to heal his pain, and for allowing bitterness into his life; he fears that he may be like Vanya because he will not accept that no matter what has happened, Jesus has not stopped loving him.**

According to the chart, which character seems to be most different from the others? **Hannah Stahl**

**Dealing With Trouble, Part 4 (Optional):** Though the reader gets a few hints about Vanya the Great’s past life, not much is said about it. We do know, however, that he had no parents (p.100), and that something about Paul reminds him of himself. We also know that he has become an alcoholic and a thief. He is lonesome, and without much hope for the future. Imagine what Vanya’s troubles might have been. Write the story of what happened to him, as if he is telling Paul and giving him advice about what to do so he does not end up like Vanya himself. Try to use ideas from the chart on page 21.

**Answer:** A rubric is provided for marking this question.

<b>VANYA’S STORY: DEALING WITH TROUBLE, ASSESSMENT RUBRIC</b>				<b>STUDENT:</b>	
<b>CATEGORY</b>	<b>4 - Above Standards</b>	<b>3 – Meets Standards</b>	<b>2 – Approaching Standards</b>	<b>1 – Below Standards</b>	<b>Score</b>
<b>Details &amp; Purpose</b>	Purpose of advising Paul is clear and effective.	Purpose of advising Paul is evident, but may be weak.	Purpose of advising Paul is evident, but almost as an afterthought.	Purpose of advising Paul is not evident at all.	
<b>Character &amp; Point of View</b>	Narrator voice reflects excellent understanding of Vanya’s character. Does not stray from Vanya’s point of view.	Narrator voice reflects acceptable understanding of Vanya’s character. Strays from Vanya’s point of view only once or twice.	Narrator voice reflects limited understanding of Vanya’s character. Often strays from Vanya’s point of view.	Narrator voice reflects little evidence of understanding of Vanya’s character. Does not tell from Vanya’s point of view.	
<b>Creativity &amp; Believability</b>	Ideas for Vanya’s history are creative & specific. They serve logically as a contributor to what Vanya is like in the novel.	Ideas for Vanya’s history are somewhat creative (if trite) and specific. They serve imperfectly (but believably) as a contributor to what Vanya is like in the novel.	Ideas for Vanya’s history show limited creativity, and may be vague. They serve poorly as a contributor to what Vanya is like in the novel.	Ideas for Vanya’s history show little creativity, and are without detail. They do not serve as a contributor to what Vanya is like in the novel.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>TOTAL SCORE</b>					

## CHAPTERS 23 - 27



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.

**ANSWER:** See the Character Traits chart on page 4.

### CHAPTER SUMMARIES

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.



MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Kindness	Andreas Vetter	Says kind comments that build others up.	125

**What Happens?**

Andreas praises Paul for the *stubborn courage* that has allowed him to save Checkela.

Does the Character display the moral virtue? (circle one)     yes     no

If *yes*, how is the behavior helpful? If *no*, how is it hurtful, and what might have happened had the character shown the trait?

Andreas' comment builds Paul up and shows how much he is appreciated. It heads off anything negative that Sannah might have been ready to say. The comment also suggests that one of Paul's biggest problems (being stubborn) may also be one of his greatest strengths. Perhaps this could plant the seed in Paul's mind that he may yet have what it takes to become all that he can be.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Fairness	German Teacher	Is open-minded. Listens to all sides before forming an opinion.	136

**What Happens?**

When the German teacher sees Paul and Hannah sitting together, sharing a hug, he jumps to the conclusion that Paul is trying to take advantage of Hannah. He immediately assumes the worst about Paul. Without even listening to Paul and Hannah's attempts to explain, he takes Paul below deck for a strapping.

Does the Character display the moral virtue? (circle one)     yes     no

If *yes*, how is the behavior helpful? If *no*, how is it hurtful, and what might have happened had the character shown the trait?

Just when things might have begun to turn around for Paul, just when he is coming near to letting Hannah, and God, help him with his troubles, the German teacher spoils it. The text on the next page will show that this unfairness further hardens Paul against the Hutterite group when fair treatment might have drawn him closer.

## PLOT AND CONFLICT

Plot is the events that happen in a story. Plot is more about *what* happens than *why*.

One way to study plot is to look at conflict because, without conflict, there cannot be much story. Conflict puts the **protagonist** against an **antagonist**.



### ACTIVITY

In The Columns At Right, Print The Correct Letters To Match The Conflict Described. The First One Is Done. Tell Who, Or What, The Conflict Is Between.	A. Person vs. Person B. Person vs. Environment C. Person vs. Him/Her-Self		A. Physical B. Mental C. Emotional D. Moral
In Chapters 24 & 25, Paul is trying to rescue Checkela from the storm.	B	Paul vs. Storm	A
In Chapter 19, you can see that Vanya the Great is wrestling over whether to return Paul's money. Because he <i>feels</i> something for Paul, he decides to give it back.	C	Vanya vs. himself	C
In Chapter 9 (pp. 46, 47), Paul & Hannah are arguing about whether Hannah will go with Paul. They are using words to get the best of each other.	A	Paul vs. Hannah	B
In Chapter 27 (p.136) Graybeard sees Paul with his arms around Hannah. He mistakenly thinks it is "indecent behavior," so he decides to strap Paul again. As far as Graybeard is concerned, what is the conflict about?	A	Paul vs. Graybeard	What kind of conflict would <i>indecent</i> behaviour be? D
Paul <i>feels</i> terrible about his <i>America</i> prayer. He feels responsible for his parents' death, and can't seem to forgive himself.	C	Paul vs. himself	C
In chapter 4 (p.26), Andreas whacks the hassock to fool Sannah into thinking that he is giving Paul a hard strapping. What kind of conflict is this?	A	Andreas vs. Sannah	B

## CHAPTERS 28 - 31



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.

**ANSWER:** See the Character Traits chart on page 4.



### CHAPTER SUMMARIES

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Conscience	Paul	Is honest, and can be counted on to keep his/her word. <i>(It's a tricky one.)</i>	143
<b>What Happens?</b>			
Paul is changing his money, and he tells the man behind the counter that the money belongs to his parents, and that he is changing it because they have been laid low and cannot get up.			
Does the Character display the moral virtue? (circle one)			yes ? no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait?			
This is tricky because Paul is not exactly lying, but he is being deceptive rather than entirely honest. This would be a sign of poor character except that he is not doing it to hurt anyone, and it may be is only way to keep what is rightfully his. <i>(Accept answers showing that the student understands the complexity of this issue.)</i>			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Self-control	Sannah Basel	Rarely blows up, has angry outbursts, or loses control quickly.	147
<b>What Happens?</b>			
Sannah loses control when she sees Paul looking at Lukas Hartmann's gun. She screams at, and berates, Paul, dragging him off by the ear.			
Does the Character display the moral virtue? (circle one)			yes (no)
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait?			
Once again, by losing control, Sannah drives a further wedge between herself and Paul. Further, she not only embarrasses Paul, but embarrasses herself. Her action angers Paul so much that he also loses control and hurts her with his own cruel words. If Sannah showed more self-control, Paul might actually consider her opinions.			

## FLASHBACK

Many books tell a story by starting at the very beginning and following through to the end in chronological order (the order that everything actually happens). *When Lightning Strikes* is a little different. Some events that have already happened are not told until part way through the novel. This is called the **flashback** technique.



### ACTIVITY

**Order of Events:** Write the numbers 1, 2, and 3 in the chart columns below to show which order the flashbacks were revealed in the novel, and which order the events happened in real life.

CHARACTER	ORDER FLASHBACK SCENES APPEAR IN NOVEL	ORDER FLASHBACK SCENES ACTUALLY HAPPEN
Paul	1	3
Hannah	3	2
Jewish Man	2	1



### ACTIVITY

These flashbacks help to explain why each character is the way he/she is. They help show where Paul's feelings of guilt come from, where the Jewish Man's anger and craziness come from, and where Hannah's wisdom comes from.

Answer the questions below for each of the three flashbacks to show why they are important. You might find it helpful to look back at the chart questions in the section on Chapters 18 to 22.

**MARKING NOTE:** The following answers should be used as a guideline only. Award marks for answers showing a reasonable summary of the flashbacks and an understanding of their effect on the characters.

#### 1. Paul

Briefly explain what happens in Paul's flashback (pp. 19-21), and tell what it is about the way Paul has responded that won't let him get over his guilt.

**Paul, wanting to go to America, even though his parents had planned to stay in Russia, prays that God will make something happen so he can go there too. Not long after that prayer, a storm comes up. Paul's parents arrive home during the peak of the storm. In front of Paul's eyes, both his mother and father are killed by a lightning strike. Paul attributes the tragedy to his prayer, and blames himself. Filled with guilt, he cannot accept that he deserves to have peace or forgiveness; harbouring anger toward God, he will neither trust him with more prayer, nor see him as a source of help. He responds by closing his feelings within himself.**

### 2. Jewish Man

Briefly explain what happens in the old Jewish man’s flashback (pp. 51-54), and explain why the events have filled him with so much anger and made him crazy. Make a guess at why you think he has never gotten over it.

**In order to prevent parents from passing their Jewish heritage on to their children, the Russian government had started a program to take children from their homes and put them in the army. It was a cruel plan, and the children were treated harshly. The old man’s two boys were taken, forced into a death march, and finally killed by the side of the road. The old man feels persecuted for his religion and betrayed by his country. He feels powerless to do anything about it. He also feels powerless to find comfort for himself. Because of this helpless feeling, he slides into a deep-rooted bitterness and anger that eventually drives him insane.**

### 3. Hannah

Briefly explain what happens in Hannah’s flashback (pp. 133-135), and tell what it is about the way she handles her situation that helps her to get over it makes her seem so wise.

**Hannah, as a little girl, kicks a tin can under a sawmill, and foolishly crawls under to get it. She is almost killed as the carriage runs back, but her father leaps to her rescue. She is confused, and fights against her father, which causes him to be caught in the mill and killed. Her sorrow and guilt is terrible, and at first she wants to hate God and die. Her mother’s love and guidance helps her to overcome the pain. She realizes that if she spends her life hating God and hating herself, she might as well be dead. She decides that she needs to make the most of her life so that her father’s sacrifice to save her will not be wasted. She cannot turn her back on Jesus because her father had loved him. She finds a great deal of help and comfort in prayer.**

## CHAPTERS 32 - 34



**CHARACTER TRAITS:** Return to the *Character Traits* chart to add or update characters and traits.

**ANSWER:** See the *Character Traits* chart on page 4.



### **CHAPTER SUMMARIES**

**Answer:** Refer to the chart on page 5 and the rubric on page 6.



**MORAL VIRTUES:** Complete the chart below for the two characters named.

**ANSWER:** Suggested answers are in the chart below. A rubric is provided on page 7.

MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Respect	Sannah Basel	Treats possessions & property of self & others respectfully.	167
<b>What Happens?</b> It turns out that by the time Sannah had the chance to destroy Paul’s mother’s treasure box, she could not bring herself to do it. She finally returns the box to Paul, and apologizes for taking it in the first place.			
Does the Character display the moral virtue?		(circle one)	<input checked="" type="radio"/> yes    no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? Sannah’s show of respect for Paul and his property leads directly to the healing of their relationship. Paul is able to trust her enough to tell her that the box had also contained money. Paul is now able to accept the communal Hutterites enough to give life with them a chance.			
MORAL VIRTUE	CHARACTER	BEHAVIOR	NOVEL PAGE
Conscience	Sannah Basel	Admits mistakes and apologizes.	167
<b>What Happens?</b> This moral virtue example goes hand-in-hand with the one on respect above. Sannah tells Paul that she was wrong to take the treasure box from Paul. She tells him that she is sorry.			
Does the Character display the moral virtue?		(circle one)	<input checked="" type="radio"/> yes    no
If <i>yes</i> , how is the behavior helpful? If <i>no</i> , how is it hurtful, and what might have happened had the character shown the trait? As above, the apology leads directly Sannah’s reconciliation with Paul, and helps him to accept the communal Hutterites enough to give life with them a chance. The apology helps to bring about personal healing for Sannah and Paul both.			

## THEME

As mentioned in the section on Chapters 18 – 22, **theme** is an **insight or idea about life** that the author examines in the story. Stories in which the themes are important are called **interpretive fiction**.



### ACTIVITY (Destroyed or Made Stronger?)

On page 136, Hannah tells Paul, “You have to decide if the things that happened will destroy you or make you stronger.” Paul thinks about this later (p. 162) when Hannah is sick and he comes to a decision. On the chart below, circle whether the character has been destroyed or made stronger by trouble. Make your decision **based on how they are at the end of the book**. Give a short explanation of how it has made ruined them or made them stronger.

**MARKING NOTE:** The following answers should be used as a guideline only. Award marks for answers showing a reasonable understanding of the question.

CHARACTER		EXPLANATION
Paul	Destroyed <b>Stronger</b>	Paul has experienced much pain and trouble. He has lost his parents, suffered guilt and anger, and unfair treatment from Sannah. In the end, the experiences have made him a stronger person. He has learned to forgive himself and others (i.e., Sannah), accept God’s love, and to open himself to help from other people. He has learned a great deal, and will likely be better at handling trouble in the future.
Jewish Man	<b>Destroyed</b> Stronger	The Jewish man has suffered terribly. It seems that he has never been able to forgive, and find healing for himself. His life has been ruined, and he seems to have nothing to live for anymore.
Vanya the Great	<b>Destroyed</b> Stronger	Whatever Vanyas’s trouble were, he does not seem to have ever gotten over them completely. His life looks fun and exciting, but he is alone and without much hope. He has turned to alcohol to make up for whatever is lacking in his life. He doesn’t seem to know what to do for himself, but he knows that Paul should not be like him. He advises Paul not to drink and not to reject what family he has. This may be a clue to what has ruined Vanya’s own life.
Hannah	Destroyed <b>Stronger</b>	Because of her mother’s love, and prayer, Hannah has been able to overcome her pain. She has decided to honour her father’s sacrifice by making something of her life. She has turned to God and has been able to forgive herself, and get on with living. Love, forgiveness and prayer have made her a stronger person than she was before. She is now able to help others because of what she has experienced.
Sannah	Destroyed <b>Stronger</b>	Though Sannah has almost allowed her life to be ruined, she has in the end become a stronger person. Sannah has realized in time that she had closed herself off from receiving help, becoming bitter and angry. She realizes that she has taken much of her pain out on Paul. She admits her need, asks forgiveness, and turns to God for help in learning to love again. Sannah is finally able to see how much she has hurt Paul, which is what awakens her to how empty her own life has become. In the end she becomes a stronger person than she had probably ever been before, and she is able to offer Paul the love he needs.

**ACTIVITY** (What Makes a Hero?)



Wanting to escape his life, Paul looks with admiration at both Vanya the Great and Wild Bill Hickok. At first Paul views them as heroes. Paul cannot help wondering what will become of his own life, and in his sickness, he believes his father is asking him that very question. He realizes that his father, not Vanya or Wild Bill, had the qualities of a true hero. Answer the questions below about what makes a hero.

**MARKING NOTE:** The following answers should be used as a guideline only. Award marks for answers showing a reasonable understanding of the hero theme in question.

1. Explain why Vanya the Great and Wild Bill Hickok are poor examples of what a hero should be. Hint: Check your character traits chart and pages such as 153, 154, 156, and 157.

Answers may contain points such as the following:

- They are both loners
- They appear to be self-interested rather than interested in others
- Wild Bill appears to have a diminished capacity for love
- They both use alcohol to excess
- Their lives involve hurting others (Vanya through conning & stealing; Wild Bill through violence)

2. Explain the qualities Paul's father had that make him such much better as an example of what a hero should be. Hint: Check your character traits chart and pages such as 153 & 154.

Answers may contain points such as the following:

- He has inner strength
- He has a strength for living rather than fighting (which may mean that he is a positive, life-affirming person)
- He has a capacity to love deeply

## CHARACTER TYPES

There are different kinds of characters, and different ways of presenting them to the reader.



### ACTIVITY

Consider the characters you have placed in the Character Traits chart on page 5. Go back, and for each character circle either flat or round, as well as either static or dynamic. Your teacher may suggest that you do this as a class activity with discussion. Hint: check your character trait column for clues.

**Answer:** Refer to the chart on page 5. Answers are circled. In some cases, the character type may be a matter of degree, and so may be debatable.

## Section II

# CULMINATING ACTIVITIES

This section provides activities that can be used either in addition to, or instead of, the ongoing activities in Section I.

CONCEPT/ACTIVITY	RUBRIC	ANSWER KEY	PAGE
Plot Diagrams		✓	29
Setting		✓	30
Mapping the Setting	✓		32
Fact or Fiction		✓	33
Letter to a Friend	✓		34
Hutterite Vocabulary Word Search		✓	35
Russian Vocabulary Word Search		✓	36
Art Connection: Pointillism & Primary Colours	✓		37
<b>APPENDIX</b>			
• <i>When Lightning Strikes</i> Fiction Test		✓	38

## PLOT DIAGRAMS

Stories usually follow a pattern that can be shown in a diagram.



### ACTIVITY

For each of the plot diagram questions below, find one scene from the story. Tell what happens, what page it is on, and why it fits the part of the plot diagram listed.

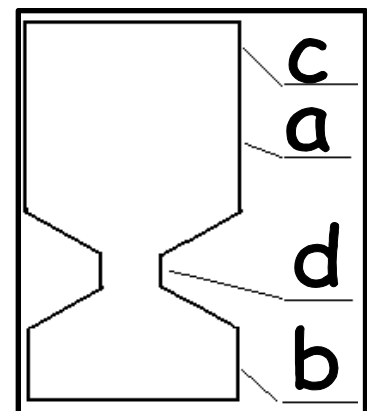
1. **INTRODUCTION** (Pages 11-17): **Essentially anything to the end of Chapter 2. Possibly the back story (flashback) in Chapter 3 could be considered part of the introduction.**
2. **RISING ACTION** (Pages, about, 18-160): **Essentially any example of events occurring in the body of the novel between chapters 4 (or, arguably, 3) and 32.**
3. **CLIMAX** (Page 249): **The exact boundaries of the climax section may be open to discussion, but it is essentially the section beginning with Paul's discovery that Hannah's life is in question (p. 160) to the point where Paul and Sannah are crying together in mutual forgiveness (p. 165).**
4. **FALLING ACTION** (Pages 166, 169): **This is the part, in the chapter called *The Day of Gifts*, where Paul is reflecting upon the good things that have happened since his reconciliation with Sannah and with God.**
5. **DENOUEMENT** (Pages 169, 170): **Paul and Hannah are together. Both the journey to America and Paul's journey to healing are essentially complete. A lightning storm, splitting the sky, brings Paul's story full circle. This time, instead of bringing destruction, the storm symbolizes Paul's growth and healing. He is at peace in the knowledge that he has the strength to make the most of his life. He speculates that perhaps life itself is a journey, and at its end, he will see his parents again.**



**ACTIVITY:** Fill in the blanks on the bottleneck plot diagram.

Place each of the following events on the bottleneck diagram, by letter.

- a. Hannah falls off the bridge in the dark.
- b. Paul, on the train with Hannah again, is finally at peace.
- c. Paul listens to funeral songs in the church.
- d. Paul realizes that dysentery might kill Hannah.



## SETTING

Two categories of setting are:

1. **Geographical Setting:** This is where the story takes place. Depending on how specific the author makes it, it can be identified by such places as country, city, rural area, or even a particular building or a room in a house.
2. **Chronological Setting:** This is when the story takes place. Depending on how specific the author makes it, it can be identified by such time periods as a century, decade, year, month, day, or even a few hours within a day.

**Setting is important because** it affects how the characters will act. For instance, a story about a person trying to survive in a storm on a mountain cannot be the same story in the middle of a city. Because setting affects how people act, stories that take place on a Hutterite colony, or in a university, or in a drug den, or on a western ranch, or on a ship at sea, will have to be different from one another. Also, a story that takes place in modern times will have to be different, in some ways, than one that takes place long ago.



**CHRONOLOGICAL SETTING:** As a class, **DISCUSS** how a modern setting, with modern methods of communication and travel, would change *When Lightning Strikes*. What are the modern differences? What plot changes would be needed so the story would still work?






**Answer:** Besides the obvious differences in technology, the discussion might also include points such as modern immigration regulations, land availability and the prohibitive cost for such a large group to become established in their chosen lifestyle in a new country.



## ACTIVITY

In the chart, describe each of the settings found in *When Lightning Strikes*.

**MARKING NOTE:** The following answers should be used as a guideline only. Award marks for answers showing a reasonable understanding of the different settings.

<b>CHRONO-LOGICAL SETTING</b>	<b>CHRONOLOGICAL SETTING DESCRIPTION</b>
	<p>The novel is set in 1874, during the initial stage of the Hutterite migration to America.</p>
<b>GEO-GRAPHICAL SETTINGS</b>	<b>GEOGRAPHICAL SETTING DESCRIPTIONS</b>
 <p>Life in Russia</p>	<p>The setting is mainly in Hutterdorf and Sheromet, two Hutterite villages in the Russian Ukraine. In Sheromet, the Hutterites are living a communal lifestyle.</p>
 <p>Travels By Land</p>	<p>Land travel is a moveable setting on board Russian, German, and American trains. The trains are crowded and sooty. Travel is punctuated by many short stops at various stations. It is during these stops that most of the novel's action takes place.</p>
 <p>On the Hammonia</p>	<p>The Hammonia is a passenger ship, owned by the Hamburg American Line, and powered by both steam and wind. Because it is self-contained, Paul compares it to an adventurous version of a Hutterite colony, with everyone living and working together for the good of all. A storm strikes, which makes life miserable for everyone on board. It also gives Paul a chance to test his courage, and causes Hannah to suggest that he may be fulfilling God's purpose for his life in spite of his doubts.</p>
 <p>On the Astrid Wilhemina</p>	<p>The Astrid Wilhemina is a side-wheeler steamship. A Missouri River gambling boat, the passenger areas are quite posh. Paul gets a job on board and finds himself busy painting and polishing. On board, he has the chance to learn more about the kind of man that makes a hero.</p>



## MAPPING THE SETTING

Compare the maps below to the maps inside the cover of *When Lightning Strikes*. Complete the two maps as follows:

- Label the maps with an appropriate title.
- Label the following places (draw arrows if not enough room to write):
  - The village where Paul & Hannah found the *treasure box*
  - The town where the Hutterites began the train journey
  - The town where Paul & Hannah met Vanya the Great
  - The city where the Hutterites boarded the *Hammonia*
  - The place where the dysentery epidemic struck the Hutterites
  - The place where the ship lands in America
- Trace the railroad route with a red crayon or felt.
- Trace where the ship went down the river to the sea with a yellow crayon or felt.
- Trace the sea route with a blue crayon or felt.

**MARKING NOTE:** Compare student maps to the maps in the novel. The rubric is provided for marking the activity.

MAPPING THE SETTING -- ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>Titles</b>	Titles clearly give purpose/content, and are clearly distinguishable as titles (e.g. larger letters, underlined, etc), and are printed at the top of the maps.	Titles are acceptable for purpose/content and are printed at the top of the maps.	Titles tell the purpose/content of the maps, but are not located at the top of the maps, or lack neatness.	Purpose/content of the maps are not clear from the titles, and lack neatness or placement.	
<b>Labels - Accuracy</b>	All 6 place labels on the maps are located correctly.	5 of the 6 labels on the maps are located correctly.	4 of the 6 labels on the maps are located correctly.	Fewer than 4 of the 6 labels on the maps are located correctly.	
<b>Labels - Spelling/ Capitalization</b>	All 6 labels on the maps are spelled and capitalized correctly.	5 of the 6 labels on the maps are spelled and capitalized correctly.	4 of the 6 labels on the maps are spelled and capitalized correctly.	Fewer than 4 of the 6 labels on the maps are spelled and capitalized correctly.	
<b>Labels - Neatness</b>	All 6 labels are easy to read.	5 of the 6 labels are easy to read.	4 of the 6 labels are easy to read.	Fewer than 4 of the 6 labels are easy to read.	
<b>Coloured and Labeled Features</b>	Railroad routes, Elbe River, and Sea route are drawn & coloured both neatly & correctly.	One instance of drawing or colouring is either incorrect or sloppy.	Two instances of drawing or colouring are either incorrect or sloppy.	Drawing and colouring of lines are generally incorrect and sloppy.	
<b>TOTAL SCORE</b>					



## FACT OR FICTION?

*When Lightning Strikes* is an historical novel. Historical fiction is a blend of real people and events *researched* by the author, and fictional people and events *invented* by the author. Sometimes it is difficult to know which parts are true, and which are made up. The afterword in *When Lightning Strikes* contains a section called *Fact or Fiction*. Refer to this section to answer the questions below. On the lines below, write either *fact* or *fiction*.

1. Fact Michael Waldner, the minister at the Hutterite colony.
2. Fact A place that was called Hutterdorf in Russia.
3. Fiction A grumpy woman called Sannah Basel.
4. Fiction The lightning bolt that killed Catherine & Zechariah Wipf.
5. Fact Khappers who kidnapped Jewish boys in Russia.
6. Fiction A juggler named Vanya the Great.
7. Fact A dysentery epidemic at Lincoln, Nebraska.
8. Fiction A gunfight on the Astrid Wilhemina.
9. Fact A ship called the Hammonia.
10. Fact A railway agent named Hiller.



## LETTER TO A FRIEND

**Imagine** that you have just finished reading the novel. **Write a letter** about it to a friend. Check out proper envelope format, and address the envelope. Don't forget your return address. Draw a picture in the space for the stamp, and write in the proper amount for postage. In the box below the envelope, **draw a picture** for your friend of your favourite character doing something from the novel. Then write your letter on the next page. In your letter, include the following: **1.** A brief story summary. **2.** Your favourite part of the book. **3.** Whether or not you recommend it as good reading.

**Answer:** A rubric is provided for marking this activity.

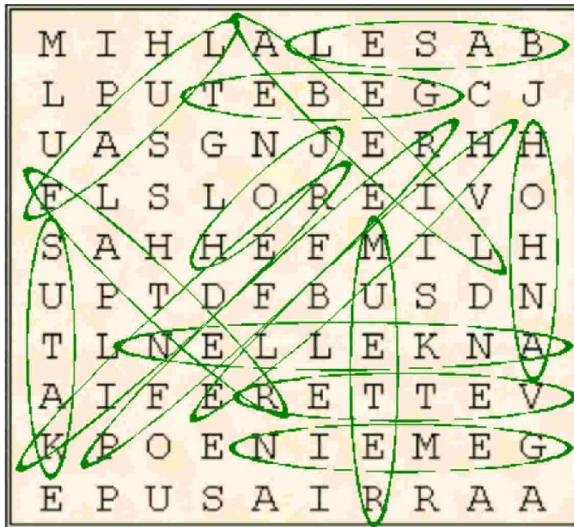
LETTER TO A FRIEND ASSESSMENT RUBRIC				STUDENT:	
CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>Envelope</b>	Complete, accurate return address and recipient address. Addresses in correct positions. Stamp is accurate and creative.	Complete, accurate return address and recipient address. Position may be slightly off. Stamp is correctly priced and shows creativity.	1-2 errors in addresses or stamp price. Stamp drawing is acceptable.	Addresses are incomplete and/or inaccurate. Stamp may be poorly done.	
<b>Novel Summary</b>	Summary is clear and organized. It is easy to tell what the novel is about.	Summary is fairly clear, but organization could be better, but the novel's plot is understandable.	Summary is somewhat organized, but not very clear. It is difficult to tell what the novel is about.	Summary is poorly done, making it is very difficult to tell what the novel is about.	
<b>Support for Recommendation</b>	Recommendation is clear and supported.	Recommendation is clear, and somewhat supported.	Recommendation is unclear or poorly supported.	No recommendation is given, or recommendation is not supported.	
<b>Length</b>	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.	
<b>Neatness, Spelling &amp; Grammar</b>	Writing is readable, attractive, & essentially error free. It shows that the author took pride in work.	Writing is readable & attractive. It has several errors, but they are not distracting. It shows that the author took some pride in it.	Writing is readable. Errors are somewhat distracting. It shows that it may have been done in a hurry.	Writing is neither neat nor attractive. Errors abound. It shows little care or pride in work.	
<b>Picture</b>	Picture is carefully done and attractive with good use of colour. It shows that the author took pride in work.	Picture is and attractive, with good use of colour. Some lack of control is evident, but not distracting. It shows that the author took some pride in it.	Lack of control is evident and distracting. It shows that it may have been done in a hurry.	Poorly done. It shows an obvious lack of care or pride.	
<b>TOTAL SCORE</b>					



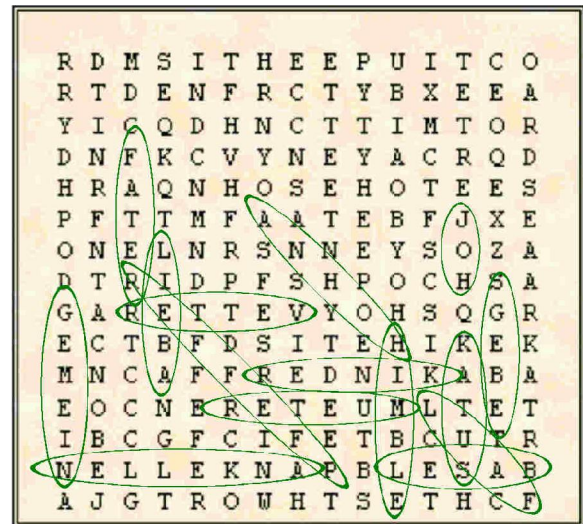
## HUTTERITE VOCABULARY WORD SEARCH

Use the Hutterite German Glossary at the back of the novel to find which German words are hidden in the puzzles. Sometimes the glossary shows several words together, but only one will be used at a time. Both the Easy Version and the Difficult Version contain the same vocabulary words. Do the easy version. Try the difficult version if you have extra time.

### Easy Version



### Difficult Version



### German Vocabulary Clues

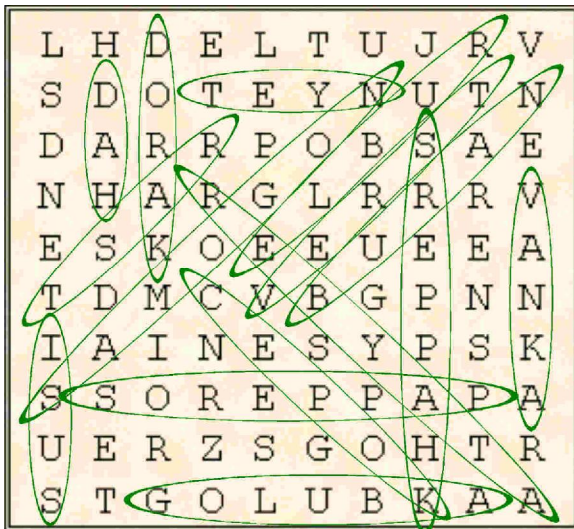
- This is the word for the *Hutterite community*, or colony.
- This little word means *yes*.
- This is a *cap*, or hat.
- This word means *aunt*.
- This is an evening prayer.
- This means *pepper*. Paul says it was the name of his dog.
- A man tells Paul that he is this word – for *lazy*.
- This is the word for *mother*.
- This is the word for *father*.
- This is the word for *uncle*.
- This is the word for *grandmothers*.
- This means *heaven*.
- This means *children*.
- Squawk! This means *chicken*.
- You can use this word to say you *love* somebody.



## RUSSIAN VOCABULARY WORD SEARCH

This exercise is exactly like the Hutterite Vocabulary *word search* above, except that you should use the glossary of Russian words at the back of the novel.

### Easy Version



### Difficult Version



### Russian Vocabulary Clues

- The Russian *king*, or emperor.
- The word Vanya the Great uses when he calls himself a *fool*.
- The word Vanya uses to call Paul a *little rascal*.
- The word Vanya uses when he calls Hannah a little *pigeon*.
- The word Hannah uses when she tells Vanya that *Jesus* loves him.
- Russian for *children*.
- Russian money, sort of like their *penny*.
- Russian money, sort of like their *dollar*.
- A Russian distance, sort of like their *mile*.
- The Russian word for *yes*.
- The Russian word for *no*.
- The terrible Russian *wind*.
- The terrible Russian *booze*.
- The terrible Russian *cigarettes*.
- The terrible Russian *kidnappers*.

## ART CONNECTION



### TRAIN-SCENE POINTILLISM & PRIMARY COLOURS

**Answer:** A rubric is provided for marking this activity. For students who have started with the colouring sheet, omit *Planning & Drawing* and *Silhouette Effect* in the rubric.

TRAIN-SCENE POINTILLISM & PRIMARY COLOURS, RUBRIC				STUDENT:	
CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards	Score
<b>Planning &amp; Drawing</b>	Composition is carefully planned and drawn. Clouds and horizon are well placed.	Composition and drawing is acceptable, but may show errors such as not leaving room under clouds for train silhouette.	Student has the right idea, but planning or drawing errors definitely detract from effectiveness of the composition.	Composition shows little sign of planning or careful drawing.	
<b>Primary Colours</b>	Only the primary colours are used, and they are correctly combined to produce secondary colours.	Colours are essentially used correctly. One error in colour choice or blend may be evident.	One non-primary colour may have been used, and one colour blend error may be evident.	Little heed is given to using primary colours only, and blends are mostly incorrect.	
<b>Application of Dots</b>	Dots are blended & spaced skillfully, to excellent effect.	Blending & spacing of dots shows some lack of control, but it is not distracting.	Blending & spacing of dots lacks control & is distracting.	Blending & spacing of dots is careless and ineffective.	
<b>Train Silhouette</b>	Effective Silhouette. Train & tracks show attention to detail, and are cut out and glued with precision.	Acceptable Silhouette. Effective, but with minor flaws in detail, and a few errors in cutting and gluing.	Fair Silhouette. Details are poorly attempted. Cutting and gluing show obvious signs of haste and lack of care.	Poor Silhouette. It is obvious that little care was taken for silhouette. Detail is lacking, and cutting and gluing are carelessly done.	
<b>Time/Effort</b>	Class time was used wisely. Much effort went into the project.	Class time was used wisely, but could have been more consistent.	Class time was not always used wisely, but student still managed to complete the assignment.	Class time was not used wisely, to the detriment of the student's project, and possibly that of others.	
<b>TOTAL SCORE</b>					

**WHEN LIGHTNING STRIKES FICTION TEST**Name \_\_\_\_\_ KEY \_\_\_\_\_

Date \_\_\_\_\_

**PART I: Multiple Choice — Plot & Conflict, Point of View, Characterization, etc.**Circle only the *letter* of the correct answer.

1. When was this novel published?

- a. 1874                      b. 1942  
c. 2004                       d. 2001

2. From whose point of view is the story told?

- a. Paul's                      b. Checkela's  
c. Sannah's                d. Hannah's

3. Who is the protagonist in the story?

- a. Paul                        b. Sannah  
c. Hons Gross               d. Hannah

4. Who is the main antagonist in the story?

- a. Paul                         b. Sannah  
c. Hons Gross               d. Hannah

5. Paul has a need for companionship and love, and even to allow himself to properly express his grief. Yet he feels that he does not deserve anything good. He wrestles with his guilt. This is an example of which kind of conflict?

- a. man vs. man (person vs. person)  
 b. man vs. himself (person vs. him/herself)  
c. man vs. the environment (person vs. the environment)

6. When Paul fights with Hons Gross, which kind of conflict is this?

- a. physical                    b. mental  
c. emotional                 d. moral

7. At the beginning of the novel, Paul is too angry and full of guilt to try to accept himself, his new home, or even God's love. By the end he has let down the walls around and has stopped fighting the world so much. What kind of character is he?

- a. static                       b. dynamic  
c. angry                       d. contented

8. Hannah's mother pretty much always acts in the same way. She is kind and loving and warm. The reader does not see her act out of the ordinary, or have bad moments the way real people do. She doesn't act in surprising ways. What kind of character is he?

- a. flat                         b. round  
c. small                      d. predictable

9. This story is told by one of the characters in the novel. This means the story is told in the
- a. first person point of view
  - b. second person point of view
  - c. third person point of view
  - d. pointillism point of view
10. This novel contains a number of themes on ideas like treating others with respect, what a real hero is like like, and how to respond to trouble. According to the novel study sections on theme, what kind of fiction would this be?
- a. interpretive
  - b. realistic
  - b. escape
  - c. paperback

**PART II: Matching — Figures of Speech**

Below are figures of speech from the novel. Name each one by writing a word from the box on the line beside it. Three will be used more than once. The words are given, so be sure to spell them correctly.

hyperbole	irony	litotes
metaphor	Figures of Speech	personification
simile	synecdoche	

1. **personification**     *I heard a whack as the leather [strap] bit my backside....*
2. **litotes**             Paul says, “*I’m just a little grumpy right now....*” (That’s putting it mildly. He’s grumpy, embarrassed, and terribly lonesome.)
3. **hyperbole**         Paul says, “*There will be war for sure if [Sannah] sees me like this.*”
4. **simile**              Paul says, “*He’s crazy as a half-plucked rooster.*”
5. **irony**                Paul, as narrator, says, “*I would rather live without so many benefits.*” He really means he would rather live without so much *trouble*.
6. **metaphor (or synecdoche)**     *The right half of the church was a sea of black coats and beards.*
7. **synecdoche**        *I...walked boldly toward the most astonishing face I had ever seen.* He is actually walking toward the whole person.
8. **metaphor**          *Her eyes were blocks of ice....*
9. **personification**    *Rain spit, and lightning danced.*
10. **simile**             *The cart drew close, its dry wheels squealing...like frightened pigs.*

**PART III: Mostly Short Answer — Character, Theme, & a Mystery Technique**

1. **flashback** Paul, Hannah, and the old Jewish man have each had something bad happen to them before the beginning of the novel. The author goes back and tells about these events later on in the story. On the line above, give the name of this writing technique.

2. Choose a character and an emotion from the chart below, and write them in the blank space. Then on the lines that follow, tell what bad thing had happened to that character, and explain why he/she might feel the emotion you decided on. Then explain what you think the key to getting over the bad feelings might be.

<b>CHARACTERS</b>	Paul Jewish Man	Hannah	<b>Choose a Character</b> ➔	
<b>EMOTION</b>	guilt	anger	<b>Choose an Emotion</b> ➔	

**MARKING NOTE:** I suggest marking each part of this question out of three. Give one mark for sentence mechanics, and two for a reasonable answer that reflects an understanding of the unit work on this theme.

Tell about the bad thing that happened, and how it could make character person feel:

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Explain what you think the key to getting over the bad thing and living a normal life would be.

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**PART IV: Charts and Short Answer — Moral Virtues**

- Empathy:** Understands and cares how other people are feeling.
- Conscience:** Knows and does what is right.
- Self-control:** Thinks before acting; no blowouts.
- Respect:** Believes every person is valuable and worthy of good treatment.
- Kindness:** Shows concern for the feelings of others.
- Fairness:** Is open-minded and does not play favourites.
- Tolerance:** Appreciates others even though beliefs, customs, etc., may be different.

For each of the characters below choose one of the moral virtues from the list. Write it in the table (see next page). Put a checkmark (☑) to show whether the character has the virtue or needs to have more of it. Explain your answer to show that you understand both the character and what the virtue means. Choose a different virtue for each character.

**MARKING NOTE:** I suggest marking each part of these questions out of three. Give one mark for completing the tables correctly; one mark for sentence mechanics, and one for a reasonable explanation that reflects an understanding of the unit work on character and the moral virtues.

1.

CHARACTER	VIRTUE	HAS IT	NEEDS IT
PAUL			

EXPLANATION:

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2.

CHARACTER	VIRTUE	HAS IT	NEEDS IT
HANNAH			

EXPLANATION:

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3.

CHARACTER	VIRTUE	HAS IT	NEEDS IT
SANNAH			

EXPLANATION:

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4.

CHARACTER	VIRTUE	HAS IT	NEEDS IT
HONS GROSS			

EXPLANATION:

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**PART IV: Multiple Choice**

**OPTIONAL (depending whether students did *Culminating Activities* section)**

1. What is the geographical setting of this novel?
  - a. In Russia, the German Empire, at sea, and in America
  - b. Trains and boats.
  - c. the eighteen hundreds
  - d. the nineteen hundreds
  
2. What is the chronological setting of this novel?
  - a. In Russia, the German Empire, at sea, and in America
  - b. Trains and boats.
  - c. the eighteen hundreds
  - d. the nineteen hundreds

**For questions 3 to 7, tell which part of the plot diagram the following situations in the novel represent.**

3. It's the last part of the train ride to South Dakota. With Hannah beside him, Paul sees lightning splits the sky outside, but he is at peace, finally.
  - a. introduction (or exposition)
  - b. rising action
  - c. climax
  - d. denouement (or resolution)
  
4. When Paul and Hannah find Paul's mother's treasure box at his old home in Hutterdorf:
  - a. introduction (or exposition)
  - b. rising action
  - c. climax
  - d. denouement (or resolution)
  
5. When the reader finds Paul in a church, and discovers that he is at his parents' funeral:
  - a. introduction (or exposition)
  - b. rising action
  - c. climax
  - d. denouement (or resolution)
  
6. The section in which Paul almost dies, only to recover and learn that Hannah is at death's door herself:
  - a. introduction (or exposition)
  - b. rising action
  - c. climax
  - d. denouement (or resolution)
  
7. When Paul struggles against the storm to rescue Checkela:
  - a. introduction (or exposition)
  - b. rising action
  - c. climax
  - d. denouement (or resolution)