***When the Emperor Was Divine***

**Third Chapter: “When the Emperor Was Divine”**

**Point of View:**

Whose?

Tone:

Impact/Perspective:

**Characterization:**

|  |  |  |
| --- | --- | --- |
| **Character** | **Traits/Thoughts/Attitudes** | **Evidence** |
| The woman |  |  |
| The boy |  |  |
| The girl |  |  |
| Papa |  |  |
| Elizabeth |  |  |

**Contrasts:** *This chapter presents significant contrasts between various characters’ lives/roles/jobs before they came to the camp and their lives/roles/jobs now. Contrast them here--keep each character lined up on the chart!*

|  |  |
| --- | --- |
| **Before the camp** | **In the camp** |
|  |  |

**Contrasts:** *This one seems a bit self-explanatory.*

|  |  |
| --- | --- |
| **Fantasy** | **Reality** |
|  |  |

**Major Archetypes:** *As you read, identify archetypes as they appear. Please include the specific archetype, the page number (where applicable), and a brief explanation of how this archetype fits or is significant. You may not find evidence from every category in this chapter. Be thorough, but don’t worry about filling in everything---we prefer quality over the quantity.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Character** | **Setting** | **Symbol** | **Situation** | **Motif or Theme** |
|  |  |  |  |  |

**Major Symbols:** *Identify major symbols in this chapter and discuss their potential significance. If you are hovering between interpretations, feel free to jot down multiple ideas to discuss within your group and with the class. We have started you off with a few, but you should add to them as you find them.*

|  |  |  |
| --- | --- | --- |
| **Symbol** | **Page(s)** | **Significance** |
|  |  |  |

**Irony:** *Identify at least three instances of irony in this chapter and explain how it is ironic. We will start you with one, and you will explain it and add at least two more.*

* Irony: The rules about language in the camp (particularly what they name things inside the camp)
  + Explanation:
* Irony:
  + Explanation:
* Irony:
  + Explanation:

**General Questions:** *Respond thoughtfully to each of the following questions.*

* In what ways does life in the camp strip the inmates of their dignity? Give specific examples that support your response.
* Why does his father’s state of dress at his arrest strike the boy so forcefully? What might that state suggest about his father in that moment? Why would this bother the boy?
* Consider the two fronts of WWII. This novel focuses on American response to the war with Japan, but a war was raging in Europe. How does the American treatment of Japanese-Americans parallel, in some ways, the treatment of Jews in Europe leading up to the Holocaust?
* What do the flashbacks to the boy’s home and the events following his father’s arrest reveal? How did their lives change even before they were taken to the camp?
* In what ways are the boy and his sister and their mother losing each other?

**Potential Motifs/Themes:**

*In addition to anything you might have noted above, are there any recurring images or details that appear in this chapter? These form the basis of motifs (large universal ideas: love, death, friendship).*

*What possible themes (morals/insights/messages) are emerging in this chapter? These are in the form of a completed sentence.*