

Love, Dove

Grades

9+

Author

Eva Huang

Illustrator

Leora Wien



Author Bio

Eva Huang grew up in the Bay Area. She attended the University of Southern California, graduating with a bachelor's degree in Sociology. She lives in California.

Illustrator Bio

Leora Wien is a native Angeleno, artist and literacy learning specialist. Her practice includes mixed media art objects, zines and written essays, and collaborative performance. Her work has been featured at the Echo Curio (LA), Actors Art Theater (LA), and 59 Rivoli (Paris). She most recently collaborated with Alexandra Grant and hundreds of artists to create *Forêt Intérieure/Interior Forest*, installed at 18th Street Arts in Santa Monica and Mains D'Oeuvres, Paris. She has taught at LACMA and 59 Rivoli, and produced innovative programming for LACMA's Institute for Art & Cultures. Her new zine, *Double You~Double Vie*, explores the fluid associations of the traveler.

Summary

A young woman, Dove, visits her grandmother Marguerite in the nursing home. Her grandmother is suffering from dementia and is having a challenging time communicating with Dove. Dove hopes that

her grandmother will remember her and wonders what it means that she seems to have disappeared from her grandmother's memory.

Common Core Anchor Standards Addressed

Writing Anchor Standards-Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research for Building and Presenting Knowledge

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

READING Standards

Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Academic Vocabulary to Explore

(See vocabulary approach in Appendix A of CCSS.)

Tier One

Optimistically
Pastes

Tier Two

Husk
Imperiously
Haughty
Bemused
Prominent
Pricks
Acquiesces
Pristine
Sentiment
Callous
Fretful
Steadfast
Recedes
Cease
Anticipation
Hedges
Charade
Scraggly
Expansively
Exasperated

Complementary Poems to Introduce BEFORE Reading the Text

When I Have Fears that I may cease to be

by John Keats

WHEN I have fears that I may cease to be
Before my pen has glean'd my teeming brain,
Before high pil'd books, in charact'ry,

Hold like rich garner's the full-ripen'd grain;
 When I behold, upon the night's starr'd face, 5
 Huge cloudy symbols of a high romance,
 And feel that I may never live to trace
 Their shadows, with the magic hand of chance;
 And when I feel, fair creature of an hour!
 That I shall never look upon thee more, 10
 Never have relish in the faery power
 Of unreflecting love;—then on the shore
 Of the wide world I stand alone, and think,
 Till Love and Fame to nothingness do sink.

Bright Star! would I were steadfast as thou art

by John Keats

BRIGHT Star! would I were steadfast as thou art—
 Not in lone splendour hung aloft the night,
 And watching, with eternal lids apart,
 Like Nature's patient sleepless Eremite,
 The moving waters at their priestlike task 5
 Of pure ablution round earth's human shores,
 Or gazing on the new soft fallen mask
 Of snow upon the mountains and the moors:—
 No—yet still steadfast, still unchangeable,
 Pillow'd upon my fair Love's ripening breast 10
 To feel for ever its soft fall and swell,
 Awake for ever in a sweet unrest;
 Still, still to hear her tender-taken breath,
 And so live ever,—or else swoon to death.

Warm-up Questions

(To introduce the story, should be used as a quick write or a journal/reflection piece.)

1. Have you ever remembered a significant piece of your life and/or family history very differently from another member? What did that difference do to your feelings about the event?
2. Listen to the following episode about memory and identity. Have students respond to the episode in writing. Ask the question: Why was his memory of the event so important for him?

Resource

This American Life Episode 504: How I got Into College

<http://www.thisamericanlife.org/radio-archives/episode/504/how-i-got-into-college>

Main Idea for Study

Our connections with each other may shift and change, but we find ways to hold on to our relationships nonetheless.

Possible Themes for Study

- Our identities are formed not only by our memories but others' memories of us.
- Deception is sometimes necessary for self-preservation.
- Love is painful.
- Having a family requires a sacrifice.
- It's difficult to respond rationally to a situation that evokes strong emotion.

Focus Questions

1. Are the lies that Dove and Marguerite tell to each other helping them or hurting them?
2. Can we exist without other people's memories of us? Are Marguerite's memories related to Dove's and vice versa?

(The focus questions can be used for a Socratic Seminar and/or a writing assignment.)

Comprehension Questions

1. What is Paradise Palms?
2. How are Dove and Marguerite related?
3. Who are the other members of their family?
4. What do you think is wrong with Marguerite?
5. Why does Marguerite continue to accept visitors?
6. Who is the toddler in the picture?
7. What reminds Dove the grandmother she remembers?
8. What type of woman was Marguerite?

9. Why does Dove continue to visit?
10. Why are some days worse than others for Dove?
11. What is the significance of the day Dove visits?

Text-dependent Questions

These questions may be used for Response to Literature writing pieces. They should not be used as comprehension questions.

1. What is the implication of Dove having to “steel herself” before she visits?
2. What does the phrase “fragile husk of a woman,” imply about Marguerite? How does this relate to the final line of the same paragraph, that she is an “empress?”
3. What does Marguerite reveal about herself when she thinks, “Words. They are just words. Truth or lies, maybe it doesn’t matter so much. Maybe everything gets mixed up in the end.” Do you agree with her?
4. Why would Dove be cruel to her grandmother? Why is she the child popping her own balloon?
5. Why do both Marguerite and Dove lie to each other?

Types of Writing – Exercises & Activities

Narrative

Write a portion of the story from Marguerite’s point of view. What is her internal monologue while Dove is visiting? Be sure to include details from the story. Be prepared to justify why Marguerite is thinking something.

Descriptive

Write a paragraph that describes one portion of Paradise Palms using specific details from the story.

Expository/Analytic

1. How do the two Keats poems alluded to in the text relate to either Marguerite or Dove, or both? Is our identity constructed from our perception of events?

2. Write a research paper about different diseases that can affect memory. How do these diseases work, how much is known or not known about them, and how are they treated?
3. Have you ever (or do you have) an aging relative who needs assistance to live—whether from a memory issue or from another handicap? Explain the situation and discuss how you and your family have adapted to work with or communicate with your relative. Does this involve sacrifice on your part or the part of others in your family? In what way?

Possible Instructional Approaches

Activity

Research the human brain. Draw a map of the brain along with tags that describe which areas are responsible for which functions. Have students pay particular attention to memory and include a paragraph on how human memories are created, stored and accessed.

Alternatively, have students create a large scale model of the human brain from paper mache. Create the model in sections that can be pieced together and have students create labels and explanations for each section's function—with a particular emphasis on memory (as described above).

Students can work in teams for this, each taking on a section of the brain.

Field Trip

1. Take the class on a trip to a local nursing home. Students should prepare items to bring to the home such as flowers for the residents and other items recommended by the nursing home staff. Have the students engage in a service activity at the home such as reading to or playing a game such as bingo with the residents.

Have students write a journal entry about their experience. What did they learn? How did the experience help them to empathize with the people who live in the home?

2. Visit the neuroscience department of a local university. Take a tour and learn about how doctors and scientists study the brain and learn about memory and the diseases that can affect memory. How do they treat memory ailments? How do they recommend students talk to people who suffer from memory ailments?

Have students write about what they learned.

3. If there is a local science museum that includes interactive exhibits on the brain and brain functions, take a trip to the museum.