

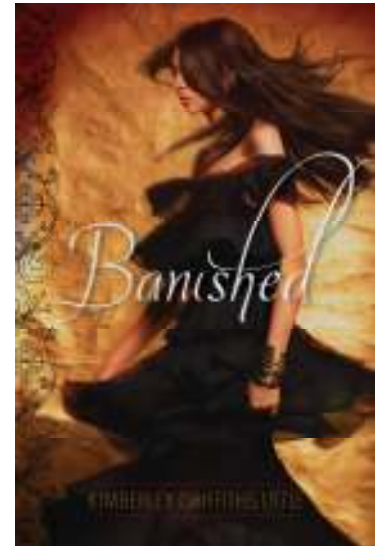
# Banished

By Kimberley Griffiths Little

## Synopsis

BANISHED is the epic sequel to *Forbidden*, set in the unforgiving deserts of ancient Mesopotamia. Jayden's courage will be put to the test as she fights for her survival and the one she loves. Jayden thought she had lost everything. After months of traveling in the desert, she discovers her beloved Kadesh is injured but still alive. However, the two must flee immediately, for the vengeful and jealous Horeb is on their trail, desperate to take Jayden back to be his bride.

The trek to the southern lands comes with heartache and danger, and as Jayden and Kadesh draw closer to their destination, she realizes that even he has been keeping secrets from her . . . ones that will change everything.



## Pre-Reading/Prediction Questions (CCR.R.4, CCR.W.7)

- ◆ What does the title, *Banished*, mean? Can you name individuals or groups of people who are banished from a place or organization? Why are they banished? How do you think they feel about their status? If it was you, what would you do to make your situation better?
- ◆ Predict: What do you think the main character, Jayden, is being banished from, and why?
- ◆ In this story, the setting is the deserts of the Middle East area, known as Mesopotamia in the year 1759 B.C. This period of time is known as the Bronze Age. Start a KWL chart about this time period. (What Do I **K**now; What Do I **W**ant to Know; What Did I **L**earn). Fill in the K and W columns with the students. Add any important details not mentioned such as: falls between the Stone Age and the Iron Age; some cultures developed extensive written records; people used smelting of copper and tin to make bronze or traded for bronze that they used to make tools and weapons; and knowledge of navigation was well-developed. As you read the book and/or at the conclusion, fill in the L column with anything the students learned about this time period.



## Fantastic Reviews!

“Little elevates the story by creating a perilous landscape, both outward and inward, as Jayden must deal with the hardship of desert life as well as her own desires.” —  
\*STARRED\* Review for FORBIDDEN, *ALA Booklist*

“A fast-paced, entertaining choice which will appeal to fans of historical fiction and romance.” —  
*School Library Journal*

“Rich historical details are deftly woven into Jayden’s narration, and the dynamics of Jayden’s tribe are vividly drawn.”—*Bulletin of the Center for Children’s Books*

“Jayden achieves almost superhero status here, moving from adventure to adventure—not even a near-death stoning can stop her. Little’s descriptions of the landscape are evocative in both desolation and in beauty. Just as good is her pacing, which gets the blood pumping for both characters and readers. Far more than a bridge book, this will heighten anticipation for a no-doubt exciting conclusion.”—*ALA Booklist* Review for BANISHED



# Group Discussion/Journal Questions

## **Chapters 1-2** (CCR.R.1, 2, 3, 9, CCR.W.7)

After reading these two chapters, write what you know and what inferences you can make about these characters: Jayden, Kadesh, Sahmril, Horeb, and Leila.

Under what circumstances is killing someone justified and why?

Why is frankincense so valuable? Do some of your own research about frankincense and write at least 3 facts that you learned.

Jayden is about to set forth on a long journey through the deserts in the middle east. From the information in the novel, as well as other research you conduct about these desert lands, what makes them so dangerous and unforgiving to travel through?

## **Chapters 3-4** (CCR.R.1, 2, 3, 4)

What do you know about the Edomites?

What are the qualities in Kadesh that allows Jayden to see past his disfigurement? If his disfigurement existed when she first met him, would she have been able to overlook it as easily? Why or why not?

What did Jayden risk by leaving her tribe and her betrothal to Horeb to find Kadesh? What may happen to her because of her choices?

Who are Chemish and Asher?

## **Chapters 5-6** (CCR.R.1, 2, 3, 6)

Who did Jayden see Asher with and why does that bother her?

Why does Jayden want to risk returning to Tadmur to get the rest of her family? What are the risks?

Why does Kadesh completely trust Asher to be Jayden's bodyguard? What does Jayden think?

## **Chapters 7-8** (CCR.R.1, 2, 3)

What does Jayden learn from her grandmother about what happened to her father?

What does Seraiah tell Jayden about what her tribe thinks of her? What will happen to her if she is discovered by her tribe in Tadmur?

## **Chapters 9-11** (CCR.R.1, 2, 3, 4)

Jayden knew her choices would mean her banishment from the Nephish tribe, but it also meant a death sentence for her because of the other false accusations she is being accused of. What does her tribe believe she has done?

What do Asher's acts on Jayden's behalf tell you about him? Why is he willing to risk his own life to save Jayden?

Pharez, Jayden's father, has suffered tremendous losses. Why does he seem reluctant to let Jayden marry Kadesh even though Kadesh has proven himself worthy?

## **Chapters 12-13** (CCR.R.1, 2, 3, 4, 9)

On page 135, Seraiah described Jayden's actions as those worthy of a true princess. Do you agree or not and why?

Leila was lured to the temple by its luxurious living. What price did she pay for going there? How is the temple's allure similar to the analogy of a 'wolf in sheep's clothing'?

At the end of Chapter 13, what warnings and advice does Seraiah give Jayden? Why?

## **Chapters 14-15** (CCR.R.1, 2, 3, 4)

On page 150, Jayden has questions about the secret that Kadesh is keeping from her. What secret do you think Kadesh is hiding?

On page 156, the word surreptitious is used at the end of paragraph 4. Using the context clues, what does this word mean?

Jayden is suspicious that Asher and Laban are spies for Horeb. Is Asher telling the truth? What other explanation could there be for Horeb being able to continually find where they are?

### *Teaching Tip (CCR.SL.1)*

*Have students talk to a partner before writing their responses to the questions or sharing them orally.*

## **Chapters 16-19** (CCR.R.1, 2, 3, 4)

What did Jayden learn about Kadesh's situation with his kingdom? What questions does she still have?

The word 'furtiveness' is used on page 178 in paragraph 9. Using context clues, what does this word mean?

At the end of Chapter 19, what could the queen be worried about? What may be happening? Should she be trusted? Why or why not?

## **Chapter 20-21** (1, 2, 3, 4, 9)

What was at risk for Jayden by accusing Laban and Asher? What would have happened if she was wrong?

'Love is blind' is a common phrase. How does it apply to Asher?

Was Laban's punishment just? Why or why not? What should Asher's punishment be?

Compare/contrast Asher and Kadesh. What qualities does Kadesh have that makes him worthy to be king that Asher still needs to learn?

## **Chapters 22-23** (CCR.R.1, 2, 3, CCR.W.7)

Tamarisk trees are used to decorate the palace chandelier. Research tamarisk trees. What did you find out about them?

Were you surprised that Kadesh is already betrothed? How did the author foreshadow this event in prior chapters?

## **Chapters 23-25** (CCR.R.1, 2, 3, 6)

Although enjoying the luxuries of the palace, Jayden also feels like she doesn't belong. Why do you suppose that is? What will it take for her to feel like Sariba is her home?

Why do you suppose Leila does not seem to recognize Jayden?

## **Chapters 26-27** (CCR.R.1, 2, 3)

Do you think Kadesh's excuse for not telling Jayden sooner about his secrets is acceptable? Why or why not?

Has Jayden proven herself strong enough to help Kadesh save his kingdom from Aliyah?

## **Chapters 28-31** (CCR.R.1, 2, 3, 6, 9)

Jayden's father expresses his concerns about Jayden's marriage to Kadesh and staying in Sariba. What would you do if you were him? Why?

What are the reasons that King Ephrem gives on why Jayden *must* be the one to kill Horeb and not someone else? Do you agree with his reasoning? Why or why not?

Aliyah seems to have tremendous power over Jayden as she speaks with her. What are the doubts that she puts in Jayden's mind? Should she be trusted? Why or why not? How can Jayden be sure of what to believe?

## **Chapters 32-34** (CCR.R.1, 2, 3, 6)

Jayden has been having bad dreams. What do you think they mean?

The arrival of Horeb and his armies that bring war is eminent and Kadesh and Jayden are still not married. What is at risk as long as they are not married?

Why is it important for Kadesh to be crowned king immediately? What may happen if he isn't?

## **Future Predictions** (CCR.R.1)

What do you think will happen to Kadesh and Jayden in the future? How will they defeat not only Horeb and his armies but also keep Aliyah from taking power and control over the kingdom of Sariba?

What will become of Jayden's family—her father, Leila, and Sahmril?

What other questions do you still have that you hope will be answered in the final book of this trilogy?



# Curriculum Connections

## Teaching Tip

*Students can feel a new connection to Banished by doing a project that correlates with the setting, plot or characters in the book. Have the students pick one or more of the projects below to do either while they are reading the book or as a culminating project after finishing the novel. The idea is to have them choose something that interests them and have fun! These can be completed at school or at home. When the projects are finished, have the students share it with the class. They could also be shared at a parents' night or Open House.*

## SCIENCE

(CCR.R.1, CCR.R.2, CCR.W.2, CCR.W.7, CCR.W.9)

Camels and Arabian horses are the primary means of travel in *Banished*. Research these two types of animals and write a report on your findings. Your report should include all aspects of each animal including, but not limited to, the physical descriptions, special traits or adaptations, and how they were used by humans. Your report should also include drawings and photos.

## GEOLOGY

(CCR.R.1, CCR.R.2, CCR.W.2, CCR.W.7, CCR.W.9)

Research the many precious stones and metals mentioned in *Banished*. Make a book with a page for each stone or metal with descriptions and qualities of each, how it was used, where it is found (or how it is made), as well as a picture of each stone or metal. Stones or metals should include: carnelian, onyx, red polished jasper, alabaster, gold, topaz, diamond, emerald, ruby, pearl, amethyst, ivory, bronze, jade, sapphire, and ebony. If possible, create a display box with a labeled sample of each stone or metal (or a picture).

## ART

(CCR.R.1, CCR.R.7)

On page 218, Kadesh gives Jayden a sword. Using whatever materials you desire, make a sword to replicate the one described in the book. On page 12, the symbol of a tree and a sun are mentioned as being part of the symbol of the Land of Sariba, but a full description is not given. From the other clues you have about Sariba from the book, design a stamp that could represent Sariba and show the engraving on the sword.

## MODEL-MAKING

(CCR.R.1, CCR.R.7)

Starting in Chapter 28, the author gives vivid descriptions of Kadesh's homeland, Sariba. Using those descriptions, create a 3-D model of what this kingdom looks like, including, but not limited to the sea and beach, the mountains, and the palace. The model should use a variety of materials and labels.

## WRITING

(CCR.R.1, CCR.W.2, CCR.W.7)

In the Author's Note starting on pg. 400, the cuneiform writing that was created and used during this time period is discussed. Imagine that in an instant all knowledge of alphabetic writing disappeared. Only the drawing of simple pictures remained as the means of written communication. Make a list of the most essential things for which you would need signs. Which objects, concepts and ideas are the ones you would make sure were standardized and learned right away? Make a list of at list 20 signs and write a justification for why you chose those objects, concepts, or ideas. After creating your list, use the signs to put together a message someone else in the class will actually understand.

## Final Activity

### Teaching Tip

*Set up the classroom to look like a courtroom with a table for the judges to sit at and a podium for the debaters.*

*The teacher can serve as the facilitator and mediator.*

## Hold a Classroom Debate

(CCR.R.8, CCR.W.9, CCR.SL.3, CCR.SL.6)

### King Hammurabi's Code

As explained in the Author's Note, the city of Mari on the banks of the Euphrates River had a high standard of living. King Hammurabi of Babylon laid siege to the city in 1759 BCE and it quickly fell. He then created a code of 282 laws that set standards for living and conduct for his kingdom and enforced them by judges and courts. From the list of these laws, choose the ones that will be debated by the students (one law per pair of students). The teacher or the students can choose which law to debate. Record the laws to be debated on chart paper so that the entire class can see them. One source for Hammurabi's list of laws is <http://history.hanover.edu/courses/excerpts/165hammurabi.html>

### Debate the Code

Assign 3-4 students to be judges. Put the rest of the students in pairs. Assign each pair of students one of the laws from Hammurabi's Code to debate. One student will argue in defense of the law and the other will argue against it.

Each pair of students will give their 2 minute argument either for or against the law using reasons and evidence. The judges will then vote as to whether the law should stay or be stricken. If it is stricken, the law will be crossed off the list.



### Enjoy a Royal Meal

The author mentions many foods throughout the novel. Have students bring in one of the foods to be enjoyed after the debate:

*Asparagus, pomegranate, raisins, dates, sugared almonds, apricots, grapes, melon, salad leaves, roasted lamb, lentil soup, steamed vegetables, cakes, berries, sugared dumplings, steamed fish, warm bread, with garlic butter, tea, honeyed pastries, and yogurt.*



### About the Author

Kimberley Griffiths Little is the author of many award-winning novels, including *Forbidden*, *Banished*, *The time of the Fireflies*, *When the Butterflies Came*, *Circle of Secrets*, *The Healing Spell*, *Breakaway*, *Enchanted Runner*, and *The Last Snake Runner*.

Kimberley grew up in San Francisco, but now lives in a solar adobe house on the banks of the Rio Grande with her wonderfully crazy family. She once spent the night in the haunted tower room at Borthwick Castle in Scotland; walked the ruins of Stonehenge, sailed the Seine in Paris, rode a camel in Petra; shopped the Grand Bazaar in Istanbul and stayed in an old Communist hotel in Bulgaria. She loves anything old and musty with a secret story to tell.

Visit her at [www.kimberleygriffithslittle.com](http://www.kimberleygriffithslittle.com) to view fantastic book trailers filmed on location, as well as direct links to PDF's of Learning Guides and Book Club Guides for all of her titles.

### Books by

**KIMBERLEY GRIFFITHS LITTLE**

#### Young Adult Novels

*Forbidden*, HarperCollins

*Banished*, HarperCollins

*Returned*, HarperCollins, Winter 2017

#### Middle Grade Novels

*The Time of the Fireflies*, Scholastic Press

*When the Butterflies Came*, Scholastic Press

*Circle of Secrets*, Scholastic Press

*The Healing Spell*, Scholastic Press

*The Last Snake Runner*, Random House

*Enchanted Runner*, Avon Books