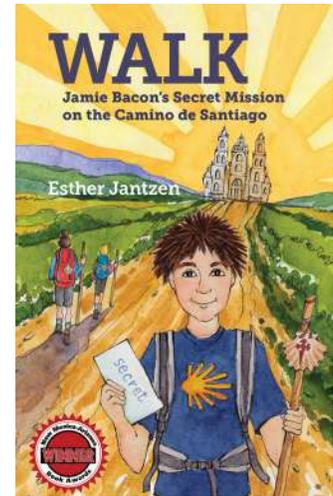


WALK

Jamie Bacon's Secret Mission on the Camino de Santiago

A Novel by Esther Jantzen



Activities & Teaching Guide

For Teachers, Parents, & Book Clubs
by Mary Ann Gildroy

*Let us take our children seriously.
Everything else follows from this...
only the best is good enough for a child.*

—Zoltan Kodály, *Hungarian educator*

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INTRODUCTION



Reading Esther Jantzen’s **WALK** brought out a deep longing in me on two fronts.* As an adventurer, for twenty-five years I had wanted to walk the **CAMINO DE SANTIAGO**, and as a former teacher, I kept thinking what an amazing book it would be to teach. **WALK** skillfully introduces students to the world of words, geography, history, art, and other cultures. I thought of a multitude of projects I might have done in my classroom. And, most importantly, I developed great respect for the character of **JAMIE BACON** as he matured through his adventures and challenges on the Camino. His integrity, his commitment to keeping his word, and his personal growth and insights make him a compelling role model for young people today.

So I offered to write a teacher’s guide for **WALK**. I believe the book can be profitably taught to a wide range of grades—from 4th Grade (possibly read aloud by an adult) through high school—if the ideas here are tweaked appropriately. The goal of this guide is to provide an example of something I believe in—“**WORLD-SCHOOLING**”—with its focus on geography and maps, history, literary elements, and vocabulary. In Esther Jantzen’s words, “My fondest hope for **WALK** is that, like Jamie, readers will fall in love with exploring our amazing world and its cultures.”

World-schooling looks for natural, experiential ways to learn from the world around us. It typically involves travel, but it may also be a hands-on learning experience in a local community. It is learning through interacting with the people one meets, as Jamie did. It is typically led by the individual’s interests, and that makes world-schooling a lifestyle for life-long learning.

Many children may not have much opportunity to be world-schooled. Our goal is to suggest a relaxed, activity-rich classroom or home-school experience that allows students to read **WALK** and hike the Camino vicariously with Jamie, while also developing important skills aligned with high educational standards. And of course, some of these suggestions can easily be integrated into a book club format.

This guide contains chapter-by-chapter discussion questions; sections on exploring literary elements and building vocabulary; ideas for teaching about maps, geography, and history; and a variety of enrichment activities.

Teachers and parents, we urge you to find creative ways to share what is most important to you. Your enthusiasm is contagious!

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DISCUSSING WALK CHAPTER-BY-CHAPTER

Aim to raise questions that have not been asked before.

—Michael J. Gelb, *How to Think like Leonardo da Vinci*



Creating well-crafted questions is an art. The best questions regarding a book encourage the reader to authentically engage with the characters, the events of the story, and the text. Such questions can encourage lively discussion and allow readers to share opinions and life experiences. Good questions often shift from focusing on “the right answer” toward respecting different ways of looking at a problem or an experience. Use the questions below to jumpstart dialogue among students, encouraging them to write and share their own reactions to the characters’ behaviors, emotions, and experiences. Additionally, ask the questions you, as a teacher or parent, find valuable.

MAP

Why do you think the book designer listed the town names, starting with #1, from right to left which is opposite from the way we read in English? Would you have done that? How else could you design a map for this book?

PROLOGUE

Why do you think the author wrote “Don’t skip this!” for the Prologue? What’s the point of having a prologue, anyway?

PART ONE (Chapters 1–3)

1. **“Leaving Ordinary”**—Make a list of all the things Jamie is worried or upset about in this first chapter. What sorts of things do you imagine you’d be worried about if you were taking a long trip? Add to your list of Jamie’s worries as you continue to read.
2. **“A Whirl of New”**—What in Father Diego’s story do you think made Jamie stop feeling so angry and helped him feel more curious about the Camino?
3. **“The Pilgrim Office”**—Jamie, Lily, and Mom get their first rubber stamp on their Credentials in the Pilgrim Office. Why might it be important for pilgrims to carry such a document?

PART TWO (Chapters 4–31)

4. **“Jamie’s Secret”**—Jamie realizes it’s risky to accept a package from Hans and Pieter and to promise to deliver it in Santiago de Compostela. What are his reasons for deciding to take the packet? What do you think you would do or say if someone asked you to help them out this way?
5. **“Mountains of Challenge”**—Mom asks Jamie and Lily to propose rules they could all agree to follow as they walked the Camino. Are there other rules you would add to this list if you were there? Are there any that you’d vote against?

6. **“William III and Napoleon”**—William the Third is the first pilgrim that Jamie talks to once they are on the trail, and Jamie begins to learn a little about Napoleon and military history. If William the Third came to your school or home, what would you ask or say to him?
7. **“Marley & the Outburst”**—Jamie didn’t mean to hurt Lily when he gave her the shove that caused a lot of reaction from the adults around them. What do you think he was really trying to communicate when he pushed her?
8. **“Roland & Charlemagne”**—In Roncesvalles, the Bacon family learns a little of the story of *The Song of Roland*. The next morning Jamie and Marley see the dramatic sculpture of the warrior and his horse. What words come to mind when you see the picture on page 72?
9. **“Crazy Simon & the Rig”**—When Jamie sees Simon and his odd rig, he wants to try pulling it, so he boldly asks Simon if he can do that. Are there times in your life when you’ve boldly asked someone you didn’t know well to let you try something? Or that you wished you had asked? How was that experience for you?
10. **“Jamie’s Penance”**—The big surprise to Jamie after his accident with the car was how Simon acted when his rig was destroyed. What words can you think of to describe Simon’s reaction?
11. **“Templars & Stonemasons”**—When Jamie and Lily are in the sanctuary of the tiny church at Eunate, Lily wonders if she could ever be a good artist. Why do you think Jamie told her that he thought she could be good?
12. **“Marley’s Message”**—Jamie experiences “the unexpected,” as Father Diego had suggested, when he finds Marley’s note near the bridge over the river in Puente la Reina. Have you ever had a surprising experience like that? Write a paragraph describing what happened.
13. **“From the Top of the World”**—Jamie is worried about what he and Lily would do if Mom got seriously sick. He sneaks outside in the moonlight to talk with St. James about helping Mom, and in the morning she’s better. What do you think explains that?
14. **“The Running of the Bulls”**—When Jamie rescues the little girl from the path of the charging bull, he’s a hero rather than a problem-maker (like he was when he had the accident with Simon’s rig). Sometimes we learn more from mistakes than victories. But in this chapter, Jamie is a winner. What do you think Jamie can learn from being a hero?
15. **“Santiago the Warrior”**—In Logroño, Jamie meets Miguel, the artist, who tells him the legend in which Santiago, in a vision, inspires the northern army to overcome the army from the south. This is a controversial story because it is based on one ethnic group fighting another group—as has happened in many wars. Do you think people from different backgrounds can live together peacefully? If so, how can that be encouraged?
16. **“Marley Again”**—Jamie and Lily decide to go to evening prayers in the church after Father Fernando invites them to do that. At the end of vespers, he hands the children another note from Marley. Before reading on, what do you imagine the chicken feather might have to do with the story?

17. **“The Engineer”**—In this chapter, Jamie learns the story of Santo Domingo de la Calzada. He was a man who could not read, yet he was responsible for creating roads, buildings, and bridges that helped Camino pilgrims to travel safely. Do you think people need to be educated in order to make a contribution to society?
18. **“The Chicken Feather”**—At the end of this chapter, Jamie realizes he did not give Lily credit for her assistance in finding the feather. So he proposes that they alternate wearing the feather in their hats. Does it seem like Jamie is changing? If so, how would you describe that change?
19. **“The Secret Sacred Cave”**—What Jamie thought was going to be a boring village turns out to have a special cave. Can you think of a time when you complained about doing something or going somewhere only to discover it was much better than you thought it would be?
20. **“A Blast from the Past”**—Jamie learns a little about archaeology—the study of people and how they lived long ago. What questions about people in the distant past interest you? Write three questions you have.
21. **“El Cid & His Horse”**—El Cid was an ordinary man, not born as a prince or a rich person, but a man who became a national hero because of his own skills and deeds. Name three people in your country who were born into ordinary families yet became heroes because of their skills or deeds.
22. **“Finding Santi”**—Jamie and Lily are working together as a team more often now. Finding Santi gives them a chance to solve a problem and make difficult choices. Are they both changing? How?
23. **“The Great Bus Debate”**—Jamie and Lily have different views about whether they should walk or take a bus across the flat, treeless stretch known as the Meseta. Jamie thinks it would be cheating to take a bus. He wants to be able to say he walked every step of the Camino. Mr. Robert suggests a different question to consider. Do you think it’s a valuable question? Why?
24. **“The Plot”**—In the city of León, Jamie becomes more interested in the architecture of cathedrals. Think of some amazing buildings or structures you’ve been in—perhaps skyscrapers, stadiums, bridges, etc. Make a list of five questions you have about how one of them was built?
25. **“The Parade”**—Based on what he overheard in the men’s sleeping space in the albergue, Jamie does something dramatic to save precious stained-glass windows. Have you ever surprised yourself by doing something bold in order to help someone or some situation? Write a paragraph about that experience.
26. **“Don Suero’s Bridge”**—Jamie finds another note from Marley in Hospital de Órbigo. Imagine yourself writing a note to someone to lead them to something unique and interesting. Whom would you write to and what would you try to interest them in seeing?
27. **“The Betrayal”**—In Astorga, when Jamie learns what Mom did with the envelope, he faces his biggest problem so far. He feels furious, helpless, and crushed. If he were your friend and you sat on the bench with him, what might you say to him?

28. **“What Will You Leave Behind?”**—What do you think of what Jamie decided to leave at the Cruz de Ferro (the Cross of Iron)?
29. **“Lost”**—There’s a turn-about in roles in this chapter. Jamie is more like a competent adult than Mom is. He has to help her. What change do you see in their relationship from this experience?
30. **“The Castle & the Revelation”**—Jamie has two great surprises in this chapter. What are they and which one do you think will most change the way Jamie thinks about his family?
31. **“The Dog & the Cows”**—Again, Jamie is the rescuer. How does that change the family relationships? Have you ever had to “rescue” a family member?

PART THREE (Chapters 32–37)

32. **“The Last 100 Kilometers”**—Another surprise for Jamie! Looking back on the story so far, were there any clues that made you suspect who was going to appear at the 100 km marker?
33. **“The Church Bell”**—Jamie realizes he may have to sacrifice his important goal of finishing the Camino. What makes him willing to do that?
34. **“The Miracle”**—We often experience getting something we want in a different way than we expected to get it. If you’ve had that experience, write a few sentences explaining what happened.
35. **“The Pulpo & the Entry”**—Jamie just looks at a new food, declares it repulsive, and decides not to eat it. Then he tastes it and changes his opinion. Have you had such an experience with food? What made you change your mind?
36. **“The Cathedral”**—Look carefully at the picture of the sculpture of Santiago on page 308. How would you describe him? Does he look like a man you’d like to meet?
37. **“The End & the Beginning”**—In this chapter, Jamie’s Camino ends. He finds out the mystery of the envelope, he discovers that Marley remembered him, and he has a moment of fame. What do you think might be beginning for Jamie?

EXPLORING LITERARY ELEMENTS

In the real world, there is no answer key.

—Unknown



When students learn to recognize and name essential literary elements, they can more confidently discuss a work of literature. Literary elements help readers to understand characters and to reflect on their lives, society, and culture. They also help readers to recognize themes in a narrative, providing a means to understand the message an author is communicating.

PLOT (STORYLINE)

Plot is the sequence of events that takes the central character of the story on a journey. Generally, writers and storytellers arrange events so that each one affects the next, and important events have consequences in the story.

- ➔ As students read (or listen) to **WALK**, make a list of the events that changed Jamie’s mind or feelings. Or make a graphic organizer for plot events and their results.
- ➔ Describe how Jamie’s worldview shifted as he walked the Camino.

SETTING

Setting is the where and when a story takes place. Setting gives context to a story.

- ➔ **WALK** is set in a place of great historical significance. How does the historical significance help shape Jamie’s experiences on the pilgrimage?
- ➔ Describe an event in **WALK** where the setting influenced Jamie’s decisions and actions.

THEME

A theme is a message or a point that is key to a story. Often long books can have multiple themes.

- ➔ Brainstorm themes in **WALK**. Example: the importance of family, the power of perseverance, etc.
- ➔ Of all the themes in **WALK**, what do you think is the main one? Why?

CHARACTER

A character is a person or other being who is part of the story narrative. The main character is the one who the story revolves around.

- ➔ Jamie is the main character in **WALK**. Would you like to be friends with Jamie? Why or why not?
- ➔ How did Jamie’s character change as he walked the Camino? What are two important things he learned?
- ➔ What other characters did you admire or find interesting? Why?

BUILDING VOCABULARY

Teach through BIG words, not little ones.

—Mary Ann Gildroy



Studies show there is a strong correlation between learning vocabulary and school success. Developing a more sophisticated vocabulary in readers is the worthy goal of any great work of literature. **WALK** succeeds brilliantly in supporting vocabulary expansion, because each chapter is loaded with adjectives, cultural terms, historic words, and exceptional analogies. The author often skillfully embeds word meanings in the context of a sentence or paragraph to assist students to understand them. And there are even Spanish words used that readers may want to learn.

ACTIVITY: Building a Lexicon

A lexicon is a type of personal dictionary of words. Each chapter in **WALK** provides readers with what may be new terms and phrases. The great genius, Leonardo da Vinci, compiled a lexicon of over nine thousand words that interested him. He collected foreign terms and words from his native language that he wanted to use to express his thoughts more clearly. Da Vinci often drew beautiful illustrations to convey word meanings as well. In a small notebook or a separate section of a binder, encourage students to build their own personal lexicon collecting, illustrating, and using words that interest them. Challenge them to keep and expand it throughout their school years. There are also online websites for building personal lexicons, but we believe learners benefit more from the experience of creating one in their own handwriting and style.

ACTIVITY: Creating a Classroom or Home Word Wall

Word Walls are a way of keeping new words visible for student recognition and use. Choose a space where new words can be displayed. Visibility is important. Write the words on index cards or heavy paper, so they can be moved around as other words are displayed. A Word Wall can be organized in a variety of ways—cultural words, historic words, by synonyms and antonyms, by topical relationships, and root families, and so forth. Encourage students to use these words in discussions and writing.

ACTIVITY: Exploring the Varieties of Online Dictionaries

Below is the list of several well-known online dictionaries that are useful resources. Because online sources change names and web-addresses often, web links are not included. As a teacher or parent, always do a thorough review of any site you use with students, even with high-schoolers. Make sure each site is age-appropriate and that links are functioning.

Wiktionary	The Free Dictionary	Visuwords (a visual dictionary,
Google Dictionary	Merriam-Webster Online	visual thesaurus, and interactive
Dictionary.com	Cambridge Dictionary Online	lexicon)

CONNECTING TO MAPS, GEOGRAPHY, AND HISTORY

Geography has made us neighbors. History has made us friends.

—John F. Kennedy



Serendipity is the occurrence of chance meetings or unexpected events that end up happy or beneficial. From the first page, **WALK** introduces the readers to new horizons with a map of the Camino de Santiago that Jamie walked from southern France through northern Spain. Along the way, through the serendipity of the Bacon family meeting fellow pilgrims and visiting places where historical events occurred, the reader gets a taste of a different world and time. Use those chance events to teach geography, history, and culture.

ACTIVITY: Displaying a Large World Map

The purpose of displaying a large world map is to have a tool that creates a visual-spatial image of the world. Choose a map that is fairly basic and easy to read. Use it to teach the continents, the oceans, what a rose or star compass is, the cardinal directions, and latitude and longitude. Use this map to locate and learn about the countries, past and present, that are introduced throughout **WALK**.

Every single time you have a moment to teach about some place in the world, begin with a basic review which can include these questions:

- ➔ Where are we? (city/town, county, state/province, country, continent).
- ➔ Locate the continents, the oceans, the Equator, and Prime Meridian.
- ➔ Locate the compass rose—a figure on a map that shows the orientation of the cardinal directions. What country is north of us? south/east/west?

We recommend you and your students locate and bookmark online map sites. Search using these key words: ‘free world maps,’ ‘maps of the world,’ ‘free map of Spain/France,’ ‘free map of the United States,’ ‘World Atlas,’ etc. Websites abound but they change often. Make sure all online content is age-appropriate and that links are working.

ACTIVITY: Identifying Multiple Routes

Jamie and his family walked the most popular Camino route, the Camino Francés (French Way). There are at least twelve other routes in Europe that Camino de Santiago pilgrims also take. With a little online research, you can locate maps that show the other routes. Why might the Camino Francés be the most popular route?

ACTIVITY: Experiencing the Camino de Santiago Virtually

There are many superb websites dedicated to the Camino de Santiago. Some offer information and photographs on the most popular Camino routes. Others give tips on planning your own trip. The following sites are invaluable resources for experiencing a ‘virtual’ pilgrimage. Highly recommended!

→ **American Pilgrims on the Camino.** This site offers everything from the history of the Camino to frequently asked questions, online resources, blogs, webcams, and more.

<https://americanpilgrims.org>

→ **Pilgrim.** This Spanish site (translated into English) offers interesting information about various Camino de Santiago routes and many of the stops Jamie made along the way.

<https://www.pilgrim.es/en/routes>

→ **The Camino Provides.** This website is a treasure trove. It includes information on twelve routes, provides tips on gear, how to pack, how to train, and more. It hosts blogs written by pilgrims who have walked the Camino. The blog, *24 Photos That Will Make You Want to Walk Camino de Santiago* will almost surely do exactly that.

<https://thecaminoprovides.com>

ACTIVITY: Exploring Historical Events Through Timelines

Teaching with timelines is an important strategy to help students understand historical events, cause and effect, and how key historical events are linked to the present. Timelines can bring together many elements: people, places, documents, creative accomplishments, political events, and more. Jamie created a timeline of historic places and events he learned about on his pilgrimage. This gave him a better understanding of the scope of history and the importance of the Camino in many different time periods.

Have students create a timeline for the history of their town, state, or area. Suggest they collect images or take photos of historic buildings, local sculptures, important sites, and historically significant people. Encourage them to investigate why these sites, events, and individuals are important to the culture of that place. Develop questions that allow students to explore the impact of their own local history through their timelines.

Beyond the classic timeline with dates and words, the internet provides resources and ideas for creating interactive forms of illustrated timelines. Search for ‘timeline tools’ and sources for ‘timeline templates.’ There are outstanding online timelines for virtually every era in history. Try these key words for your searches: ‘timelines of world history,’ ‘American history timeline,’ ‘timeline of the 100 most important events in world history,’ and ‘world history timeline for kids.’

INSPIRING ADDITIONAL ACTIVITIES

Tell me and I forget. Teach me and I remember. Involve me and I learn.

—Benjamin Franklin



Following are ideas for layered, cross-curriculum activities that can be done individually, in small groups, or with an entire classroom.

ACTIVITY: Planning a Trip

Brainstorm how to plan for a trip—a local one, a trip to other states or historic sites, or a trip out of the country. Where will you travel? How will you travel to the destination and how will you travel once there? Research how to apply for a passport for travel out of the country. What are the various costs? What form of money will be used? Lodging? Food? What kind of clothing will be needed? How will you communicate with friends and family while traveling? What language barriers might arise? How will you document your trip?

ACTIVITY: Writing a Book Review of *WALK*

Have students write a book review of *WALK*. Suggest they start with a few sentences describing what the book is about. Describe favorite characters, favorite parts of the book, and the parts that created emotion in them. Was there anything they didn't like about the book? Ask them to explain why. Many book reviews have a five-star rating with one star being poor and five being excellent. What star rating would they give the book?

ACTIVITY: Engaging with Your Community

Guest speakers can inspire a class like nothing else can. Every community has individuals who have traveled to exciting destinations. Every community has individuals who are masters in their profession or their art, and who can spark students' interest in new areas with live presentations. Consider inviting such individuals to speak to your students.

ACTIVITY: Taking a Personal Pilgrimage

Finally, it's important for you, as a teacher or parent, to also enjoy reading and learning from any book you teach. It may be fun for you to plan a pilgrimage to a place of importance to you, and actually carry it out, documenting it in a creative way.

SAMPLING OTHER ENRICHMENT POSSIBILITIES



LANGUAGE ARTS & WRITING

- Write a letter to Jamie expressing your thoughts about his story.
- Write a thank you note from Jamie to Marley.
- Write an email from Mom on the Camino to Dad back at home with news about the kids.
- Write a haiku about something described in **WALK**.
- Notice the many possibilities that Jamie realizes could be careers for him. Write three ideas you have for careers you might like.

- Illustrate one of the many analogies in **WALK** that create an instant visual impact. Or write another analogy that conveys the same idea.

JOURNALING

- Imagine you are Jamie and keep a journal of the insights you might have had if you were in his shoes.
- Write a journal from the perspective of Mom or Lily. How might their perspective of each event differ from Jamie's?

MATH

- Convert...
 - 9 miles to kilometers
 - 14 feet to meters
 - 7 inches to centimeters
 - 45 pounds to kilograms
 - 11 dollars to euros
 - 77 degrees Fahrenheit to centigrade
- Assume the distance between the town of Roncesvalles and Santiago de Compostela is 790 km. When the Bacon family reaches Burgos, approximately what percentage of their trip have they completed?

MAP SKILLS

- Explore Mapmaker, National Geographic's free website with tools to learn about maps. <https://mapmaker.nationalgeographic.org>
- Draw a map of an area in your community such as a park, the way to school, or your neighborhood. Draw a compass rose and label the directions.
- Locate several 'old school' paper maps and notice differences in features (title, direction, legend, distance, etc.).

ART & DIGITAL DRAWING

- Use any art form, like drawing or clay sculpture, to document an historic event in your community as painters and sculptors in the past have used art to preserve knowledge of events.
- Find sculptures in your community, photograph (or sketch) them, and then research who made them and why.
- Make a 3-D digital model of an imaginary cathedral. Include at least fifteen of the terms mentioned in Jamie's Glossary of Architecture Words.

RESEARCH & TIMELINE

- Research famous historical journals like those by Lewis and Clark. Why were those journals important?
- Research and report on historical European figures, like Charlemagne, that Jamie and Lily learn about.
- Research other famous pilgrimages in other countries, like the Kumano Kodō in Japan. Are there any in the United States?
- Draw Jamie's timeline horizontally on paper and add other historical events you know about.

MOVIES

- *The Way* (with actor Martin Sheen)
- *Walking the Camino: Six Ways to Santiago* (documentary)
- *I'll Push You* (the story of two best friends, one now a paraplegic, together on the Camino)
- *Phil's Camino* (a man with late-stage cancer walks the Camino)
- *Saint Jacques...La Mecque* (a French comedy about the Camino)

FAMILY ACTIVITIES

- Read **WALK** aloud on long drives, or at bedtime.
- Plan and write down what you would take on a pilgrimage.
- Cook paella or pulpo (octopus) and create a meal together.
- Keep track of all the foreign phrases Jamie learned along the way such as, 'Danke,' which is German for 'Thank you!'
- Read online blogs and vlogs (video blogs) about travel. There are many about the Camino de Santiago.

OUTDOORS

- Decide if there could be a sacred place (a church, temple, mosque, or indigenous site) in your town or city and—if it is safe—walk to it carrying a small pack. Figure out how far it is in miles and kilometers from your starting point. Take pictures along the way.

SHARING ONE TEACHING SUCCESS

Actively connecting students to the wonders of this world is my passion.

—Mary Ann Gildroy



WALK is a beautifully written novel with the power to ignite any reader’s interest in travel, history, different cultures, geography, and in storytelling through art mediums. It is my hope that this book and this guide will inspire you to leave the beaten path and seek teaching, learning, and travel adventures that fill your soul and those of the students whose lives you touch. In the words of an unknown traveler, “Adventures don’t come calling like unexpected cousins calling from out of town. You have to go looking for them.”

In conclusion, I want to share one of my most satisfying teaching experiences that might catalyze new ideas.

As a young student, I spent my early school years yearning to be in the classrooms of teachers who read to their students with dramatic accents, did interactive science projects, and taught students to make papier-mâché marionettes. But alas, I generally found school uninspiring. So it is no surprise that when I became a teacher, huge, messy, complex projects became the hallmark of my classrooms. And each big project “took a village” to complete.

One highly successful venture was inspired by a kindergartener in 1990–91 during the Gulf War. During the week that I taught my class about the letter “Q,” I told my students they were going to make a pieced quilt, sewn of many blocks. One student exclaimed, “Let’s make a ‘not war’ quilt. Let’s make a peace quilt.”

What ensued was a year-long project that involved the participation of students and teachers from around the world. Once the Peace Quilt was completed, it was sent to a teacher in Austria with my students’ messages of peace. From there it traveled to other places because each teacher who received the quilt passed it to other classrooms. It migrated throughout Europe for nearly two years. It was lost when it was sent to Yugoslavia (now Serbia and Montenegro) during the Bosnian War. Though unfortunately our quilt was lost, most certainly its lessons live on.