

A Curriculum Guide to

***All My Noble Dreams and Then What Happens***

By Gloria Whelan

**About the Book**

In 1921, Rosalind’s English family lives in India, where her father works for the British civil service that rules the country. A man named Gandhi is leading a fight for Indian independence. Rosalind’s sympathies are with Gandhi, and when the Prince of Wales is scheduled for a visit, Rosalind’s activist friend, Max, asks her to try to get a message to the Prince about the terrible living conditions of most Indians. Intrigue and excitement follow Rosalind from Calcutta to London, where she has an opportunity to be presented at court, but not before she gets into further trouble pressing for Indian independence.

**Prereading Activity**

The following activity particularly addresses the Common Core State Standards: RI.4-7.3.

Locate both India and England on a map. Learn about the connection between the two countries from the eighteenth century through the mid-twentieth century. Research how people would travel between the two countries in 1921 before commercial air travel.

**Discussion Questions**

**Characters**

The following questions contained in this section particularly address the Common Core State Standards: RL.4-7.3, 6

1. Compare the reactions of Rosalind’s two aunts to their new life in India. How have they each adapted in this new environment?
2. How many ways does Rosalind quietly defy her father’s wishes for how he expects her to behave in India and in England?
3. Compare Mr. Snartwell’s tutoring of Rosalind to her “school” for the Indian boys. Why does Sajala lurk outside to hear what Rosalind is teaching the boys? What is the importance of education to each of these young people?
4. Why does Rosalind resent it when Safia wants her child back? Why does Rosalind want to keep Nadi (Hari) at the orphanage? Who convinces her that he should return to his mother?

5. Why does Major James arrange for the release of Aziz from jail? What does this incident tell you about Rosalind's father and her relationship to him?
6. Why does Max take his friend Raman to the English club costume ball? How does Rosalind feel about their plan? Why is Aunt Louise so angry about their scheme? What does Raman mean when he says that after he had studied at Cambridge he lost his identity: "I was neither Indian nor British. I was an imposter"?
7. Compare the personalities of Max and Raman. What are the differences in their approach to Indian independence? Why do they each feel the way they do? Why does Rosalind promise to carry the letter from Max when she goes to meet the Prince?
8. What is the relationship of Lord Louis Mountbatten and the Prince of Wales? Why does Lord Louis ("Dickie") become friendly with Rosalind? Why do Dickie and the prince accompany Rosalind in the streets, and what do they learn there?
9. How do Rosalind and Jane Garves become friends? Compare Joey Garves and Max Nelson. Do they have the same reasons for their feelings about Indian independence? Why does the judge dismiss the charges after Joey's demonstration?
10. Why does Rosalind tell nobody about her chat with the king in the garden? How does she feel about being presented at court? How has Rosalind changed since the beginning of the story? What has she learned about herself and others?

### **Setting**

The following questions contained in this section particularly address the Common Core State Standards: RL.4-7.1.

1. Compare the setting of the receptions and balls given for the Prince of Wales to the places where Rosalind takes him on their walk. How is he affected by the experience of seeing the "real" India?
2. Compare the experience of being in London society to being at the British club in India.
3. How does the experience of being in London and working in a law firm affect Raman? How will that setting help him to help his country?

### **Language**

The following question addresses the Common Core State Standards: RL.4-7.4.

Define the Indian phrases that are important in this story, such as *hartal*, *charkha*, *khadi*, and *pukka*. How does learning and reading these words enhance your understanding of the setting of the story?

### **Themes**

The following questions contained in this section particularly address the Common Core State Standards: RL.4-7.2, 5.

1. What does Rosalind mean when she says, “Isha gave me the greatest gift of all. She gave me India”? Reflect on the theme of compassion and empathy in this book as it is expressed in the attitudes of various characters toward India.
2. Discuss the theme of prejudice in this novel. Which characters express feelings of superiority toward others? How does racial prejudice affect the attitude of the British toward India?
3. What does Major James mean when he tells Rosalind, “I have always admired loyalty. It’s a very British quality”? Discuss the instances of loyalty in this story—to country, to friendship, to family, to ideals. Which characters do you think demonstrate the strongest loyalty?
4. Describe the reactions of the different parts of society in India to the visit from the Prince of Wales. Why was this visit so important in the history of Britain’s rule of India?
5. What is the purpose of the *hartal* that Gandhi orders for the Indian people? What does he hope to accomplish with the strike of workers? Discuss the theme of nonviolence and Gandhi’s beliefs in the struggle for independence in India.

### **Postreading Activities**

The following activities contained in this section particularly address the Common Core State Standards: (RI.4-7.1, 3, 9) (RL.4-7.5, 7)

1. Research information about King George V; David, Prince of Wales (later King Edward VIII); and Louis, Lord Mountbatten. How did each of them take part in the history of India?
2. Look up poetry written by Rabindranath Tagore and Sarojini Naidu. Listen to the music of Ravi Shankar. Learn about Indian mythology and folklore. Research the Hindu religion. How does learning about the arts and religions of another culture help you to understand its people?

3. Look up the plants that Rosalind describes in her garden in India: tamarind, jacaranda, bougainvillea, bo tree. Paint a picture of what you think her garden would look like based on the size, shape, and colors of these plants.

*Guide prepared by Connie Rockman, Youth Literature Consultant; adjunct professor of children's and young adult literature; and Editor of the eighth, ninth and tenth books in the Junior Authors and Illustrators series.*

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