

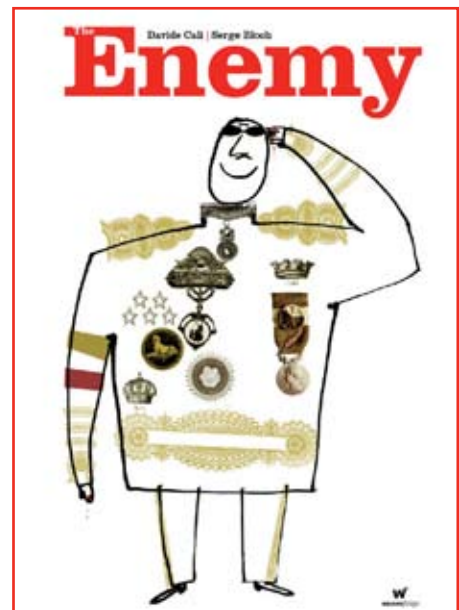
TEACHER'S NOTES

THE ENEMY

by Davide Cali & Serge Bloch

ISBN 9780958557177, A\$29.95/NZ\$34.99 hb

Published by Wilkins Farago



CONTENTS

1.

About the book

2.

Notes for teachers and parents

3.

About the author, Davide Cali, and illustrator, Serge Bloch

4.

About Amnesty International Australia

1. About the book

The Enemy is a highly contemporary picture book that speaks both to adults, and also to children from late primary school age upwards.

The product of an award-winning French author/illustrator collaboration, *The Enemy* is a moving and poetic meditation on the big questions in the tradition of Antoine de Saint-Exupéry's timeless classic *The Little Prince*.

Set in a war that could be any war, the tale is narrated by a soldier who tells of his loneliness, deprivations, fears, irritations and, finally, his resolve to end his part in the fighting.

In exploring his own emotions about a conflict seemingly without end or reason, he comes to suspect his enemy is not the inhuman barbarian he has been warned about,

but may just be a frightened, tired victim of propaganda like himself.

Serge Bloch's unforgettable artwork, which combines photographic collage, simple line drawings and a masterful use of white space, will make this book a collectable for all those who admire illustrated books of the highest quality.

At a time when many of the world's conflicts—including those in which Australia is an active participant—seem to be drifting interminably on, this is a book that offers hope that conflict and violence can give way to peace, compassion and understanding.

2. Notes for teachers and parents

The Enemy is a thought-provoking and delightfully illustrated book, which could be used in schools in a variety of subject areas and at a variety of levels: For example: English, History, Geography, Refugee/Global Issues Studies, Ethics, Religious Education and Philosophy.

A. GENERAL DISCUSSION.

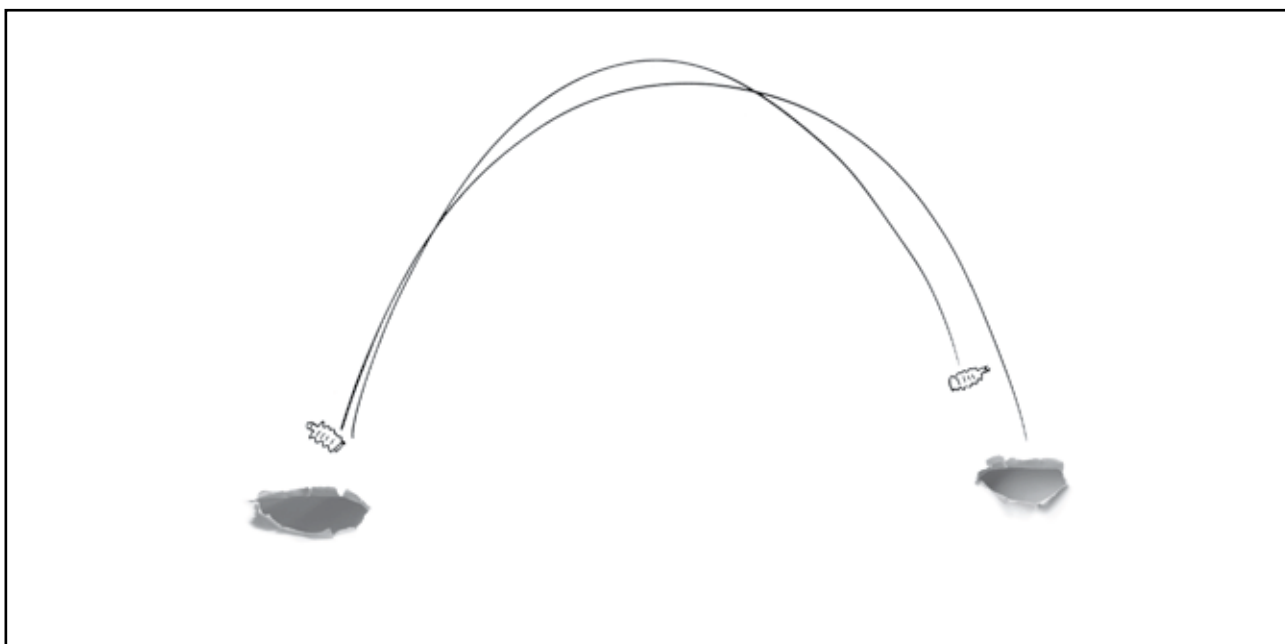
This book could be used as the starting point for discussion on a number of issues. For example:

1. Why have the creators chosen to set the war in a desert?
2. What does the story tell us about the ethics of war?
3. What does the story tell us about the nature of war?
4. ... about the nature of the enemy? (Is there more than one enemy in this story?)
5. ... about propaganda in war?
6. ... about nationalism?
7. ... about a soldier's view of authority?
8. ... about the nature of hate?
9. ... about how easy/difficult it is to stop war?
10. ... about the power of the individual?
11. ... about the importance of reflection?
12. ... about seeing things from someone else's perspective?
13. ... about how easy it is to manipulate others, or be manipulated?
14. ... about questioning our sources of information?
15. ... about fear of the strange or different?
16. What would the consequences be if soldiers refused to fight in wars? Has this ever happened in reality? In what circumstances might it be justified?

B. SPECIFIC QUESTIONS.

The student could be given more specific questions about *The Enemy* depending on the age or year level.

1. Consider the endpapers at the very front of the book. Which soldier is the narrator? How can you tell?
2. Why is the soldier so frightened to let the enemy know what he is doing?
3. What things does the soldier believe he and the enemy have in common?
4. What is the difference between them and how does he know this?
5. At what point does the soldier reflect on what the enemy is thinking?
6. Why might this be?
7. At what point does he believe the war should be stopped? Why? Why would looking at the stars help to understand things?
8. Why does the soldier suddenly believe the war must end?
9. When does the soldier realise the enemy is like him and wants an end to the war?
10. After this realisation what does the soldier decide to do?
11. What does the illustration on the last page mean? What has happened? What do the author and illustrator intend to communicate to you?



12. How effective is this book in getting its message across? Is the message in this book useful or relevant to you? Explain.
13. War is a serious matter, and yet the book contains a fair degree of humour. How have the author and illustrator used humour to tell their story? Why do you think they have done so?
14. The story is described as a fable. In what way is this true? What is a fable?
15. Would *The Enemy* work as another art form—a play, for instance?

Regarding the artwork

16. Could the story be told without Serge Bloch's illustrations? How would it differ without them? What do the illustrations add to the story?

17. What is the role of white space in the Serge Bloch's artwork? How does it affect the his drawings our reading of the text? What happens to the story when he switches to black as a background instead?

18. How do the front endpapers compare to the endpapers at the back of the book? Is there any difference?

19. What different techniques does Serge Bloch use in this book (eg collage, pencil drawing). How do they comment on the story?

3. About the author and illustrator

THE AUTHOR

Swiss-born Davide Cali is one of Europe's most innovative and acclaimed writers for children. He is the author of 12 illustrated books, including *A Dad Who Measures Up* (illustrated by Anna-Laura Cantone) and *I Can't Wait* (illustrated by Serge Bloch), which won France's prestigious *Le Monde* newspaper Baobab Prize for the most innovative book of 2005. *I Can't Wait* was also named Honour Book in the American Library Association's annual Batchelder Award, for the best children's book translated into English.



His books have now been published in 15 countries. Davide lives in Genoa, Italy but writes in French. *The Enemy* is the second of his books to be published in Australia and New Zealand (after *A Dad Who Measures Up*), and is his second collaboration with Serge Bloch.

THE ILLUSTRATOR

'When I first read the text of The Enemy, I knew it was a work for me. I understood everything Davide says in his story, and could read between the lines. I was born in Alsace, the border area between France and Germany, which has known three wars—including two World Wars—and has change its nationality each time. What has made my great grandparents, my grandparents and my parents fight under the French uniform, then the German uniform, then the French one again?



As I'm Jewish, all this has taken another dimension with the Nazis. Good reasons to be vaccinated against nationalism or at least to mistrust it. Davide Cali's text is totally fed by this.

I've chosen to work on it as if it was a theatre play, because of the really theat-

rical construction it has: two holes, one soldier in each—one of them we never see—and the long monologue. I've developed this idea by using as the only set some paper elements, holes and cuttings. All this on a large page because it is a big story !'

—Serge Bloch, illustrator, *The Enemy*

Born in 1956, Serge Bloch is one of the outstanding illustrators of his generation. His work as an editorial illustrator appears frequently in *The Washington Post*, *Wall Street Journal*, *Chicago Tribune*, *The New York Times*, and *Los Angeles Times*, as well as *Time* and *New York* magazines. The renowned artist recently received a Gold Medal from the American Society of Illustrators. He lives in Paris with his wife and son, upon whom he modeled the young French comic book superhero Samsam, which French television is turning into an animated series. His previous collaboration with Davide Cali was the award-winning *I Can't Wait*.

The artwork for *The Enemy* was partly created using artefacts from the Museum of the Great War in Péronne, France (www.historial.org/us/home_b.htm)

4. About Amnesty International

The Enemy is published in association with Amnesty International Australia.

Amnesty International is an independent worldwide movement of people who campaign for internationally recognised human rights to be respected and protected. Amnesty International has more than 1.8 million members and supporters in over 150 countries and territories. Its members and staff work together to promote a culture where human rights are embraced, valued and protected.

Amnesty International Australia's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. Amnesty International is concerned solely with the impartial protection of human rights.

Amnesty International works with people in Australia and our region to demand re-



**amnesty
international
australia**



© Copyright Amnesty International

spect for human rights and protect people facing abuse. Amnesty International campaigns for all kinds of people, in all kinds of situations, everywhere in the world, whether they be in the media's spotlight or forgotten in a secret prison. To do this, we mobilise people, campaign, conduct research and raise money for our work. We are promoting a culture where human rights are embraced, valued and protected.

Amnesty International's campaign on human rights and the 'war on terror'

Among all the issues Amnesty International works on, Human rights and the "war on terror" is probably the campaign which addresses the issues covered in this book most directly.

After the tragic events of 11 September 2001, human rights have come under attack from armed groups and governments in all parts of the world. Amnesty International condemns the atrocities committed by groups such as al-Qa'ida, and we strongly believe the people who carry out these cruel and criminal acts must be brought to justice.

In the new security climate, governments have also violated human rights and undermined the international standards that protect people from abuse. Some use it as an excuse to persecute their political opponents. Ensuring respect for human rights is the only path to lasting security.

Torture is illegal and immoral. International human rights standards and governments of all persuasions have long condemned torture and ill-treatment. For governments that practiced torture, it was their shameful secret.



© Copyright Amnesty International

Torture does not stop terror. Torture is terror. It is cruel, inhuman and it degrades us all.

The Australian Government has responded to the threat of terrorism by changing national security laws in ways that Amnesty International Australia believes undermine the basic human rights of Australians. The new laws create new offences relating to terrorist activity, but they do not define many of the activities they are supposed to prohibit.

They breach international human rights standards and compromise long-standing protections in the Australian legal system, including the right to silence, the right to a public hearing and the right to choose a lawyer.

To read more about these issues, visit:

- 'Torture and Terror': Amnesty International Australia's webpage on human rights and security <http://action.amnesty.org.au/hrs>
- 'Cruel, Inhuman. Degrades us all. Stop torture and ill-treatment in the 'war on ter-

ror' at Amnesty International's global website: <http://web.amnesty.org/pages/stop-torture-index-eng>

'Human Rights today': a new Amnesty International Australia curriculum resource

Amnesty International Australia's latest curriculum resource is "Human Rights today: Discussing the Issues, Accepting the Challenge." The resource is aimed at teachers and students in years 9 and 10 and addresses human rights issues including:

- children's rights
- Indigenous Rights
- the rights of women and girls
- human rights and conflict
- taking action for human rights.

The resource has been designed for teachers in the Studies of Society and Environment/Human Society and Its Environment/ Humanities area. It will also be useful for teachers of English and Values Education, and teachers responsible for Civics and Citizenship Education.

Each of the major themes is supported by a profile of a person who has defended human rights, such as Indigenous footballer Michael Long or anti-child labour campaigners Iqbal Masih and Craig Kielburger.

The Taking Action section of the resource features practical ideas for what students can do (eg online action, creating posters on human rights, organising an event), each supported by guidelines and an example.

The accompanying webpage features:

- a downloadable chapter from the resource: 'Tuning In to Human Rights'
- weblinks for research
- supplementary materials
- an online teacher guide

To find out more visit: www.amnesty.org.au/humanrightstoday (due to go online in October 2007)

Human Rights Education webpage

Additional resources can be found at Amnesty International Australia's human rights education page: <http://action.amnesty.org.au/hre/>

