

Never Let Me Go
Chapters 6-7 Discussion

With your group please discuss the following topics and answer the following questions. You will need to present your findings to your classmates.

Group 1: Norfolk

Student Names: Vincent, Ana, Kazuta, Alicia



<p>What is the role of Norfolk in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>Miss Emily calls this place in England a <i>lost corner</i>, where all the lost property found in the country ends up, so the students started associating this place with the lost corner in Hailsham, where the lost property is kept.</p>
<p>What are some key quotations about Norfolk?</p>	<p>“The fact that we’d never seen a picture of the place only added to its mystique.”</p>
<p>What authorial choices (language, structure, technique, style) are used about Norfolk?</p>	<ul style="list-style-type: none"> - Metaphor: it’s not true that people literally bring the property of an unknown owner to this place, but Norfolk is used to indicate the <i>lost corner</i> by the students.
<p>What is the significance of Norfolk in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>“Norfolk came to be a real source of comfort for us, probably much more than we admitted at the time”. Even after Kathy lost her favorite cassette tape, she could have the tiny hope to find it in Norfolk one day.</p>
<p>Bonus: The Hailsham students know (or think they know) one thing about Norfolk. Are</p>	<p>They think Norfolk is the place where all the lost things in England end up, like the lost</p>

there any places that are similar to Norfolk in your life? Places that you only know the stereotypes about? Or places that you have inside jokes about?

corner they are familiar with. It's very easy to come across European stereotypes since they are common on the internet, and since I've never visited or learned about these countries past school, I can't actually tell if Italians use their hands to talk a lot or not.

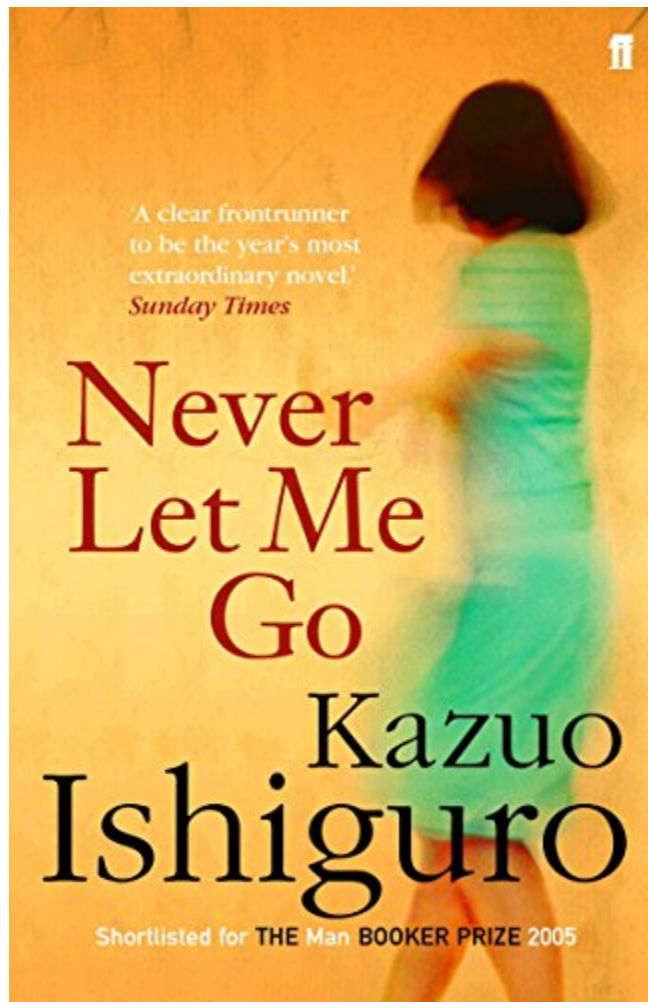
Group 2: Smoking (and Cigarettes)
 Student Names: Julia, Janna, Kenny



<p>What is the role of smoking in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>The education that Hailsham provided for the students always informs the negative effects of smoking. Sometimes parts of books in Hailsham would get torn off if it mentioned smoking.</p>
<p>What are some key quotations about smoking?</p>	<p>“There was even a rumour that some classic books—like the Sherlock Holmes ones—weren't in our library because the main characters smoked too much, and when you came across a page torn out of an illustrated book or magazine, this was because there'd been a picture on it of someone smoking. And then there were the actual lessons where they showed us horrible pictures of what smoking did to the insides of your body”(55).</p>

<p>What authorial choices (language, structure, technique, style) are used about smoking?</p>	<p>The literary technique of imagery is mainly used in the text when talking about smoking since it helps to illustrate the scenery where the guardians are educating the students about smoking.</p>
<p>What is the significance of smoking in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>Smoking is significant in <i>Never Let Me Go</i> because it is one of the examples of the education that the students get at Hailsham. The children are not allowed to leave Hailsham so they did not get to have a chance to experience life outside of Hailsham. This is important because the guardians are trying to prepare the students for the outside world where they will actually do organ donations. Since organ donations would originate from the students in Hailsham, the guardians need to ensure that their bodies are healthy. Hence, repeatedly mentioning the effects of smoking can prevent the children from damaging their bodies.</p>
<p>Bonus: This is a prop from the <i>Never Let Me Go</i> film. Does the prop match how you envisioned the album based on the text—why or why not? Why does the cigarette on the album matter?</p>	<p>The prop does not match how I envisioned the album based on the text because the songs are about babies. Though, the cigarettes are significant to the album because the songs mainly mention women not being able to have babies. Hence, cigarettes might be a cause of this phenomenon.</p>

Group 3: "Never Let Me Go" (the song and the scene with Madame)
 Student Names: Belinda Lucas Vicky



<p>What is the role of "Never Let Me Go" in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>This was a song in the lost tape that Kathy bought from the Sale. Kathy imagines the song to be about "a woman who cannot have babies" but in reality is about a woman and a lover who has left her. When she was dancing to the tape, Madame saw and apparently sobbed to it, it shows how Kathy knew about her not being able to have babies deep down.</p>
<p>What are some key quotations about "Never Let Me Go"?</p>	<p>"Oh baby, baby, never let me go..."</p>
<p>What authorial choices (language, structure, technique, style) are used about "Never Let</p>	<p>Lively, emotional, Repetition</p>

<p>Me Go”?</p>	
<p>What is the significance of “Never Let Me Go” in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>The tape highlights the title of this book , which in deeper meaning is the desire of Kathy to keep living her life as a normal human being instead of being clones that need to give away her body parts to others. As Kathy identifies how important this idea of a mother and daughter was to her younger self, she also showed her desire to care for those around her throughout her adult life, again connecting to the qualities that are denied to her as a clone.</p>
<p>Bonus: This is the cover of our edition of the novel. Now that you’ve read this scene in the novel, what do you think of the cover? What do you notice? How does it make you feel? Why do you think this is the cover art that was chosen—what does this tell us about the scene?</p>	<p>This cover is a blurred image of a girl who turned around, probably Kathy looking into her past and seeing her past. This feels like Kathy is probably reminiscing about her past and how time flies. This cover was probably chosen to let the people know that this is Kathy looking into the past.</p>

Group 4: "You've been told and not told" (Ms. Lucy)

Student Names: Belinda Lucas Vicky

<p>What is the role of the "You've been told and not told" speech in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>Ms. Lucy explains to the kids what they're actually raised for.</p>
<p>What are some key quotations about the "You've been told and not told" speech?</p>	<p>None of you will go to America, none of you will be film stars. Your lives are set out for you. You'll become adults, then...you'll start to donate your vital organs. That's what each of you was created to do...You were brought into this world for a purpose, and your futures, all of them, have been decided" (65).</p>
<p>What authorial choices (language, structure, technique, style) are used about the "You've been told and not told" speech?</p>	<p>The emphasis and repetition on "you" illustrates a strong difference between the students (clones) and their guardians. While the students lived their lives just like a normal human, they will eventually die because they are forced to give up their organs. The language and style sounds like Ms. Lucy is scolding and blaming them, but Ms. Lucy is just preparing the students for their future.</p>
<p>What is the significance of the "You've been told and not told" speech in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>Ishiguro illustrates the lack of rebellion in the student to show that these clones have always known about their lives, but they just avoid thinking about it. Ms. Lucy's confession shows that Ishiguro represents the clones as an extreme type of people: accepting their faith, lack of freedom, and purposes.</p>
<p>Bonus: What else do we hear about Ms. Lucy in these chapters? How is she different from other Guardians? What predictions do you have about her?</p>	<p>Ms. Lucy's approach to the students are more straightforward than Ms. Emily's abstract and forcing approach, and she believes that students should have more understanding of what their lives are like.</p>

Group 5: Sexual education

Student Names: Julia, Janna, Kenny

<p>What is the role of sexual education in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>Sexual education was brought up to students in Hailsham as they learn about donations. The guardians suggest that these two factors would affect students psychologically. Ms. Lucy informed the students how they are different from others in the world, which was underscored when the students learned that they can't get pregnant like others.</p>
<p>What are some key quotations about sexual education?</p>	<p>"None of us, incidentally, was particularly bothered about it; in fact, I remember some people being pleased we could have sex without worrying about all of that—though proper sex was still some way off for most of us at that stage." (59) "One thing that occurs to me now is that when the guardians first started giving us proper lectures about sex, they tended to run them together with talk about the donations....we were all pretty worried and excited about sex" (81).</p>
<p>What authorial choices (language, structure, technique, style) are used about sexual education?</p>	<p>Kathy utilizes straightforward language to discuss sex. When they were younger, topics and conversations about donations were avoided. However, sexual education made the conversation easier.</p>
<p>What is the significance of sexual education in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>Sexual education symbolizes an expression of a "human". This reinforces the idea that the students are clones and they cannot have children. The author portrays the theme of identity, although students like Ruth and Tommy are in a close relationship and have had sex, there are limitations to the outcome.</p>
<p>Bonus: How does the sexual education lesson compare to the health education that you have received in school? Do you think Hailsham is doing a good job in this regard?</p>	<p>Sexual education in Hailsham focuses on avoiding diseases and discusses specifically how the students can't get pregnant by having sex. Sexual education in KAS discusses the organs and safety issues. Both sexual education in Hailsham and KAS teach students about how we should be careful about having sex and diseases that we might get.</p>

Group 6: The unzipping jokes (Tommy's elbow)
 Student Names: Vincent, Ana, Kazuta, Alicia

<p>What is the role of the unzipping jokes in <i>Never Let Me Go</i>? (What information do we need to know about it? When is it brought up? What is its connection to the plot?)</p>	<p>As the students were told that they are going to be donating their vital organs when they grow older, the students created a joke out of it.</p>
<p>What are some key quotations about the unzipping jokes?</p>	<p>Several boys decided to prank Tommy when he had a cut on his elbow, saying that his skin will unzip if he were to bend his elbow.</p> <p>“Don't you know? If it's right on the elbow like that, it can unzip. All you have to do is bend your arm quickly. Not just that actual bit, the whole elbow, it can all unzip like a bag opening up. Thought you'd know that.” (68). “If you lose your temper, your elbow will definitely pop out!” (69).</p>
<p>What authorial choices (language, structure, technique, style) are used about the unzipping jokes?</p>	<ul style="list-style-type: none"> - Irony: The students were being sarcastic about Tommy's elbow popping out
<p>What is the significance of the unzipping jokes in <i>Never Let Me Go</i>? (How does it connect to themes and big ideas? Why does it matter? Why do we care? Why does the author include it in the work?)</p>	<p>The significance of the unzipping jokes for the students in Hailsham is a coping mechanism for them to not think about how terrifying it is when they actually have to go through the removal of their vital organs.</p>
<p>Bonus: Is dark humor like this used as a coping mechanism at our school? Can you think of any examples from our school or beyond?</p>	<p>This is kind of out of line, but a majority of suicidal or previously suicidal people I know joke about it often when they are feeling better than usual. It sort of stops past a certain age, but it's quite common in middle-early high school.</p>