



Resources
and
Teaching Ideas

Carrie's War

Resources

- Set of class readers - hardback, New Windmill Edition
- Audio-cassettes of novel, unabridged. Excellent for Welsh accents, kids really concentrate and don't interrupt.
- Video of BBC dramatisation of novel - very 1970s but it really brings the locations and contemporary images to life (Best viewed after the novel is finished (don't even tell the kids of its existence or they'll nag you and don't use it for cover or it'll spoil their enjoyment!))

Pre Reading - library activity/homework

Research children's lives during WW2. Own, independent research - particularly interviewing older relatives or neighbours. Feedback in groups or as class discussion/presentation. Focus on how different life was then for children. Link to final activity?

Reading

Suggestions for approaches to reading novel

- teacher reads to class
- read around class
- prepared reading around class - I really like rehearsed reading (you could photocopy and highlight chunks if your class aren't able to read by appropriate chunks or paragraphs). Rehearsal gives confidence.
- reading in groups/pairs
- reading in silence
- reading at home
- reading novel and listening to tape - this has been *very* successful, they really concentrate and the professional reading enables poor readers to really concentrate. They're also much less likely to interrupt the tape than me, for some reason!

Map

Need to know where London and the Welsh Mining Valleys are. Use overhead projector?

The apple core signifies a "core" activity!



Read to end of Chapter 2 - The Rules

In groups re-examine Aunty Lou's explanations and instructions to the children. Gather them all together and draft a list of rules that the children could well have found pinned to the back of their bedroom door. Write own list up in neat.

Word Level words that begin orders/direct instructions, eg "do" "don't" "you must/must not" - which beginnings are most positive/negative?

Sentence Level writing orders, using the imperative form, only an implied subject, different effect of use of positive/negative opening

Text Level appearance, presentation - use of numbers (order of importance?) or bullet points.



Read to paragraph break p.34 - Postcards

Write Carrie and Nick's postcard's home to their mother, written that first evening. Will they be 100% honest or will they want to give her a certain impression. If so, why? Who will be more likely to cover up and who will be more likely to dump? Discuss differences in character between Carrie and Nick and how this will be put across in their writing. What will each character focus on? Don't forget their audience! (The third postcard will be used later).

Word Level Use of abbreviations (eg, asap, wywh, swalk) and revise address layout

Sentence Level Using brief, almost terse phrases

Text Level need to look at postcard form, ie no address, just date and no salutation as address makes this unnecessary in limited space available.

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Read to end Chapter 3 - Proverbs Activity (Research Activity)

Mr Evans is fond of using expressions and sayings. Research proverbs, and try to find out what they all mean. (I've had great feedback from parents and particularly grandparents who have enjoyed being asked to help with this activity - worth suggesting to kids to ask for help.)

Sentence Level look at the amount of meaning conveyed in one sentence or phrase!

Proverbs - return to class - extra activity

Drama

In groups make up a short role-play to illustrate a chosen proverb.

Quiz

Your choice - written or verbal answers on chapters 1 - 5 to check understanding of plot and characters. A lot of information has been given in these chapters and it's important to check that pupils are au fait with it all. (Appendix 6)



Read to end of Chapter 5 - Who Lives Where?

It is very important that pupils clearly understand where all the different characters live and what the two different homes are like. Draw own chart to show who lives at the shop and who at Druid's Bottom, include a description of the homes/atmosphere as well as the character descriptions.

Word Level use of listed words to describe people and places - importance of choosing words carefully
Describing words - adjectives!



Albert's Postcard

Can pupils write Albert's postcard home, now they know where he is living, and what the house is like. Can they remember the appropriate format/style - set challenge. (Albert hasn't mentioned any family so write to an aunt?)



Re-read pages 59 – 61 Old Mr Gotobed's Grandmother's Diary

Pupils are to re-read the pages in Chapter 5 which describe the incident when old Mr Gotobed's Grandmother was a girl and she took the skull out of the house. They are to imagine that they are the girl and write her diary entry or entries surrounding this incident. *Pupils may need a timeline sketched out for them.*

word level Use the appropriate vocabulary and content (no anachronisms!)

sentence level Which tense do you write in?

text level how to structure a diary entry, how to link paragraphs
NOT just "and then"

Read to end of Chapter 10 - Mrs Gotobed's Obituary

Pupils are to write a short obituary of Mrs Dilys Gotobed for the local newspaper, the Valley News. They will need to understand what an obituary is, looks like, how it is constructed and what purpose it serves. You will need to provide some examples on overhead or on a handout if the ones included are unsuitable for the ability level of your group.

Writing a Will

Pupils can, for fun, write their own wills. It must be stressed that you need to know your group very well for this to work and also need to be sure that no-one in the group has recently suffered any bereavement or has had any past trauma that might make this an uncomfortable activity.

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After finishing novel - A formal literary character study of Mr Evans

Pupils are to write a character study of Mr Evans and present this as a long essay. This is good preparation for both SAT and GCSE as there is plenty of focus on using quotations to back up statements and opinions. Teachers must ensure that pupils know how to set out quotations. The assignment is structured for different levels of ability. (See Appendices 13, 14 and 15).

<i>word level</i>	words used in character description
<i>sentence level</i>	connective words and phrases to link paragraphs
<i>text level</i>	tracing a character through a text, using quotations to back up statements and opinions

Differentiation

Worksheet with text/page references

Cloze exercises, with and without first letters and/or suggested words, as previous activities.



Speaking and Listening Activity – Carrie and Albert

Carrie and Albert are about to meet up again at the end of the novel. In pairs, prepare their conversation, practise and present to the class.

<i>word level</i>	using language and words appropriate to each character
<i>text level</i>	researching the text to construct characters

Children's Rights Leaflet

"I wish I was grown up. It's a fearful handicap being a child." Class discussion of Albert's statement followed by individual production of a leaflet outlining children's rights

<i>text level</i>	who is your audience
<i>sentence level</i>	structure/layout to be attractive and appealing to children
<i>word level</i>	use of appropriate vocabulary

"My Best Thing"

Nick Willow is very fond of saying that an item or event is his "best thing". What is *your* best thing? Speaking and listening **or** written activity.

What have you learned about children's lives during WW2 from reading Carrie's War?

Many possibilities - interviewing grandparents or neighbours, research and wider reading. Present as a talk, a staged spoken or written interview or an essay.

There is a "sort of" sequel called *Rebel on a Rock* by Nina Bawden

**A character study of Councillor Samuel Isaac Evans
by Damaris Revell**

1. We first hear about Mr Evans on page 24.
Who tells us about him?
What does she say?
2. **Page 31**
What word is used to describe Councillor Samuel Isaac Evans?
What does he look like?
What does he do for a living?
3. **Page 35**
Describe an incident between Nick and Mr Evans
4. **Page 39**
How does Mr Evans treat Carrie and Nick's mother?
5. **Page 45**
Describe the relationship between Mr Evans and his older sister Dilys Gotobed.
6. **Page 67**
Why does Mr Evans ask Carrie to keep her eyes open at Druid's Bottom?
7. **Page 91-92**
What do we find out from Hepzibah about Mr Evans's past?
8. **Page 133**
What does Mr Evans do for Carrie and Nick when they leave that is his way of trying to be nice?
9. **Read pages 118, 123 and page 147.**
Do you think that Mr Evans stole Mrs Gotobed's will? Give reasons.
10. **Page 156**
What happens to Mr Evans at the end?
11. List the good and bad things about Mr Evans. Use page 124 and any other references you want to.
12. Do you like Mr Evans. What sort of a character has the author drawn?

A character study of Councillor Samuel Isaac Evans

We first hear about Councillor Samuel Isaac Evans from his _____ Louisa. She is nervous and seems _____ of him.

On page 31 the word _____ is used to describe Mr Evans. He is also described as being "a _____, _____, _____ man with a _____ voice, pale _____ pop-eyes and tufts of _____ hair sticking out from each nostril."

Councillor Evans owns a _____ shop.

In chapter 3 (pages 35-36) Nick is caught stealing _____ from Mr Evans' shop. Mr Evans is going to beat Nick with his _____ but Nick stops him by threatening to tell his teachers that he was _____. Mr Evans _____ over Nick instead.

Mr Evans is very nice and _____ to Carrie and Nick's mother when she comes to visit.

In chapter 4 (pages 45-6) Aunty Lou tells Carrie and Nick more about her brother's relationship with their elder sister, Dilys. He fell out with her because she married Mr _____ the son of the owner of the mine where their father died.

In chapter 6 (page 67) Mr Evans asks Carrie to keep her eyes open at Druid's Bottom because he doesn't trust _____.

Hepzibah tells us more about Mr Evans (page 91). She tells us that he used to work down a _____ until he saw his father die, then he worked his way up from sweeping up in the grocer's shop. He has worked hard all his life.

Mr Evans takes Carrie and Nick on a _____ before they leave. He gives Nick a sheaf _____ and Carrie a _____.

Mr Evans was seen snooping round Mrs Gotobed's things but is an honest man. He makes Carrie run after the lady when she has give the wrong _____ by mistake. He also says that the ring was the package he took from Mrs Gotobed's jewellery box.

Mr Evans dies of _____ and _____ after the fire at Druid's Bottom and Aunty Lou running off with Major Cass _____.

A character study of Councillor Samuel Isaac Evans

We first hear about Councillor Samuel Isaac Evans from his s_____ Louisa. She is nervous and seems f_____ of him.

On page 31 the word b_____ is used to describe Mr Evans. He is also described as being "a t_____, th_____, c_____ man with a l_____ voice, pale st_____ pop-eyes and tufts of sp_____ hair sticking out from each nostril."

Councillor Evans owns a g_____ shop.

In chapter 3 (pages 35-36) Nick is caught stealing b_____ from Mr Evans' shop. Mr Evans is going to beat Nick with his b_____ but Nick stops him by threatening to tell his teachers that he was h_____. Mr Evans p_____ over Nick instead.

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Mr Evans dies of _____ and _____ after the fire at Druid's Bottom and Aunty Lou running off with Major Cass _____.

belt	Gotobed	knife	sister
biscuits	grief	loneliness	spiky
bully	grocers	loud	staring
change	Harper	mine	tall
cross	Hepzibah	respectful	thin
frightened	hungry	ring	