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Extract 3

- Read aloud and display Extract 3 on the interactive whiteboard, which is taken from Chapter 13, when Carrie and Nick are preparing to leave to join their mother in Glasgow.
- Ask: *Why are certain words capitalised here when others are not?* ('Last Things' and 'Last Time' have become set expressions for them.)
- Ask the children what the metaphor 'the days flew by on wings' means. (The days passed extremely quickly.) Ask: *Does time seem to go quickly when you're waiting for something to happen?*
- Ask the children to put themselves in Carrie's position: *How would you feel about Nick constantly singing made-up songs about things they are doing for the 'Last Time'? Annoyed? Amused? Sad?* Ask them to justify their answers.
- Nick seems to be happy with Auntie Lou, but is equally cheerful about going to their mother. Can the children suggest why? (His moods and opinions change quickly, as is often the case with young children.) Ask: *Why is Auntie Lou also happy instead of sad?*
- Carrie and Mr Evans are sad about the children's imminent departure. Ask the children why this is so. (Carrie has adjusted to life in Wales, has friends, and seems content. Change can be difficult to adapt to. Mr Evans probably enjoyed having them in the house.)
- Ask the children: *Why does Mr Evans like Carrie in particular?* (She is his 'assistant' and seems to understand how he thinks and worry about his welfare.)
- Ask: *Why does Mr Evans' compliment make her even sadder?* (Perhaps she is worried about his happiness.)

Extract 4

- Before showing the children Extract 4, ask if they know anything about the Blitz. Ask: *Which cities were worst affected? Where would people go to be safe from the bombs? How did people know when an air raid was imminent? What are barrage balloons and how were they used?*
- Read through Extract 4 together. Ask: *Why do you think the Germans mainly bombed larger cities and naval ports?* (To injure and kill more people, and to attack weapons and ships that could be used to fight against the Germans and their allies.)
- Ask: *How do you think people reacted when they heard the air-raid siren? How would you feel?* (People would have felt fear and panic, although they might have become used to it over time.) Ask: *Why were Underground stations good places to shelter?* (They were below ground and offered more protection against exploding bombs.)
- Ask: *When flying over cities, where do you think pilots would have tried to drop their bombs?* (Highly populated areas to inflict maximum damage and casualties, factories where food and equipment were stored.)
- Ask: *What would you have done if you had come across a bomb that was unexploded?* (Tell someone such as a police officer so it could be made safe.)
- Ask: *Do you think barrage balloons were a good idea?* (Yes – if they deterred bombers from hitting important targets.) *How would you feel seeing the barrage balloons in the air?* (safe, scared, protected)
- Ask: *Do you think it was wise to send children away from major cities to the countryside? Would you have gone?*

3. Take this child

Objective

To participate in performances, role play and improvisations.

What you need

Copies of *Carrie's War*, media resource 'Take this child'.

Cross-curricular links

PSHE, history, drama

What to do

- In Chapter 2 read from 'But she had already begun...' to '...and my brother's particular.'. It is where Carrie and Nick are waiting with all the other evacuees to be picked. Read the sections aloud to the class.
- Ask the children: *How would you feel if you were in this situation?* Write down any emotions they share (such as fear, worry, excitement) on the whiteboard.
- Ask: *How do you think the people selecting the children felt?* Write any ideas or emotions on the board.
- Finally, ask: *If you were the billeting officer, how would you persuade a person to take in a child or children?* Write their suggestions on the board.
- Display media resource 'Take this child'. Split the children into groups of three and tell them they are going to role play a billeting session, like the one in *Carrie's War*. Allow them to choose which person they are going to play – child, chooser or billeting officer – and ask them to role play a scene as if the child has been evacuated and has just arrived at their destination.
- Bring the children back together at the end of the session to act out their scenes.

Differentiation

Extension: Encourage the children to write out their scene as a script.

4. Hypocrisy

Objective

To consider and evaluate different viewpoints, attending to and building on the contributions of others.

What you need

Copies of *Carrie's War*, photocopiable page 35 'Hypocrisy'.

Cross-curricular link

PSHE

What to do

- Ask: *What does the word 'hypocrisy' mean?* (Saying you believe something that you don't, often to impress people.) Write their answers on the board.
- Can the children give you examples of hypocrisy from their lives or books they have read, including *Carrie's War*?
- Hand out photocopiable page 35 'Hypocrisy'. This has an excerpt from Chapter 3, in which Nick talks about how grown-ups behave. Read it aloud.
- Split the children into pairs to discuss if what Nick said is true. They should justify their answers with examples from their own lives or from the book.
- Encourage the children to also consider the adults' viewpoint: *Do adults realise they are doing this? Do they do this for a reason?*
- The children should form an argument to express their point of view using (some of) the statements provided. Encourage them to make notes on the sheet, taking them through the start, middle and end of their argument.
- At the end of the class, ask volunteers to stand up and give a short presentation on their work.

Differentiation

Support: Talk the children through the sheet to encourage their answers to the statements.

Extension: Let the children present an argument from an adult's point of view, instead of a child's.

Hypocrisy

- Read the extract below from Chapter 3 of *Carrie's War*.
- Say whether or not you agree with what Nick says about adults. Try to use some of the expressions given to form your argument. Note down any ideas next to each one.

"Grown-ups don't mind being nasty to children but they don't like other grown-ups to *know* they've been nasty."

My opinion is that...

I disagree with the statement/belief that...

For example...

This can be seen when...

However...

On the other hand...

In conclusion...
