

LETTERS FROM THE LIGHTHOUSE

PERFECT FOR: years 5–6; a thrilling mystery woven into historical fiction; World War II; understanding the experiences of evacuees and refugees; exploring the importance of empathy and what it means to be human.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Poetry; Writing in Role

Design Technology & Art

Drama, Speaking and Listening

Geography

History: World War II

Maths

PSHE & Citizenship

'Like Michael Morpurgo and Philip Pullman, Carroll . . . knows she can keep her listeners in thrall.' *Telegraph*

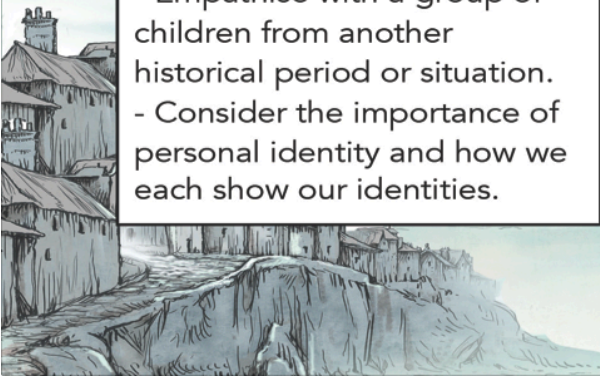
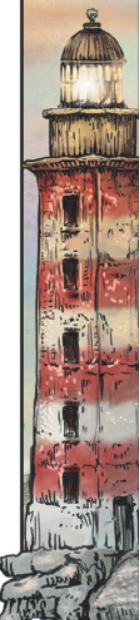


LETTERS FROM THE LIGHTHOUSE

WEEK 1 (PAGES 1-44)
AIR RAID IN PROGRESS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve details from the text in order to perform a scene. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret text by performing a scene, considering the different perspectives of characters involved. - Use props to convey important symbols in a scene. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design a suitcase that reflects personal identity. <p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Empathise with a group of children from another historical period or situation. - Consider the importance of personal identity and how we each show our identities. 	<ol style="list-style-type: none"> 1. The <u>narrator</u> refers to the 'Luftwaffe' in the first paragraph of the book. Who are they? (page 1) 2. What <u>simile</u> does the author use to describe the bombs on page 1? 3. What can you <u>infer</u> about the three siblings, Olive, Sukie and Cliff from the first chapter? (pages 1–13) 4. What is important about 'Mum's coat'? What does it <u>symbolise</u>? (pages 3, 11, 17–19, 31) 5. How does the author, Emma Carroll, <u>create tension</u> when she describes the air raid scene? What information does she <u>withhold</u> from the reader? (pages 6–13) 6. How does the author create <u>the impression</u> that Olive is confused and overwhelmed, or in a 'dreamlike' state in the second chapter of the book? Pick out any words or phrases that stand out to you (pages 14–24). 7. What does Olive mean when she says 'you're <i>evacuating us aren't you?</i>' What does 'evacuating' mean? (pages 28–29) 8. Why do you think Olive feels 'the odd twinge of excitement' about leaving London? How does the author show Olive's mixed emotions here? (pages 28–32) 9. Why is Olive excited to hear that she is going to Devon? List two reasons. (pages 33–34) 10. What sort of personality do you <u>predict</u> Esther Jenkins has from the way she is introduced on page 36? 	<p>In groups of three, recreate the air raid scene on pages 6–13. One of you should play Olive, one of you Sukie, and one of you Cliff. Perform the scene three times; each time considering another character's perspective of what happens. Use different props to show important symbols and moments in the scene.</p> <p>On page 28, Olive finds out and she and her brother are to be evacuated out of London. Put yourself into Olive's shoes; how would you feel? Create your own personal suitcase for a journey. Consider colours, style and additional features. How does your design reflect your identity? Inside the suitcase, write all the different emotions that you might feel.</p> <p>What would you pack in your suitcase to take to a new home? Create a 'Packing List' and make notes under the headings 'Toys', 'Books', 'Clothes' and 'Objects'. Discuss with a partner why each thing you include is important to you.</p>



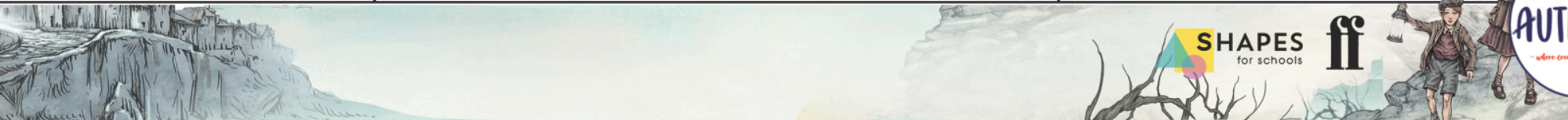
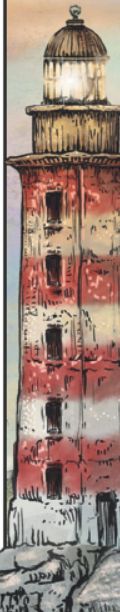


LETTERS FROM THE LIGHTHOUSE

WEEK 2 (PAGES 45-92)
BUDMOUTH POINT



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings and thoughts from their speech and actions. - Retrieve details from the text to draw a setting. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a postcard that includes a drawing of a setting. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in-role as that character. - Emulate a character's voice and style. <p>Geography</p> <ul style="list-style-type: none"> - Create a simple map with a key based on details from the text. 	<ol style="list-style-type: none"> 1. How does the author use <u>sensory description</u> to show Olive and Cliff's first impressions of Budmouth Point when they get off the train? (page 46) 2. How does Mrs Henderson introduce Miss Carter on page 47? What can you <u>infer</u> about her feelings towards Miss Carter from what she says? 3. Olive's heart gives 'a little skip' when she first sees the lighthouse. Why do you think this is? (page 48) 4. How does the author create anticipation around Olive and Cliff meeting Queenie for the first time? (page 50) 5. How are the children's expectations dashed when they finally meet Queenie? In what ways is she different to how they'd imagined she'd be? (pages 56-59) 6. What 'sits uneasily' with Olive? Why? (page 61) 7. What are Olive's <u>motivations</u> for not telling her Mum the truth in the postcard that she writes? (page 62) 8. What is the effect of including the postcard and the note in the coat pocket in a different <u>style</u> to the rest of the text? (pages 62, 64) 9. How does the author <u>withhold</u> information again from the reader on page 78? Why is this effective? 10. What do you find out about Esther on pages 79-91? How does this change your/Olive's <u>opinion</u> of her? Do you think it is important not to judge people based on first actions or appearances? Why? 	<p>Re-read Olive's postcard on page 62. Write a list of all the ways she covers up the truth. Why does she do this? Next to each lie that Olive tells, write down the truth that she is hiding.</p> <p>Create a postcard to send home to Olive's Mum. On one side, draw Olive's new home using descriptions of Budmouth Point from the text. On the back, write in-role as Olive, this time telling the whole truth about her experiences. Include information about the journey, the layout of the village, what it looks like, the lighthouse, Queenie, and how Olive is feeling. Consider <i>how</i> Olive would express herself.</p> <p>Use details from the text in this section to create a rough map of the village that Olive is staying in. Include landmarks such as the post office, the main street, and the lighthouse. Incorporate a key to mark any important locations, hills, roads or bodies of water on the map.</p>



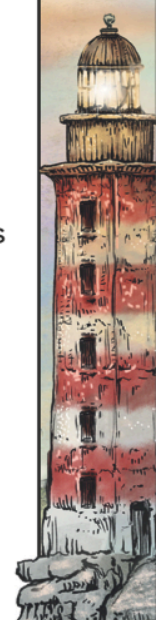


LETTERS FROM THE LIGHTHOUSE

WEEK 3 (PAGES 93-134)
INSIDE THE LIGHTHOUSE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>History</p> <ul style="list-style-type: none"> - Create a 'WWII Glossary' with a list of words and definitions related to this period. - Identify and understand key aspects of WWII history. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from the text in order to describe a relationship between two characters. <p>Maths</p> <ul style="list-style-type: none"> - Analyse sets of numbers in order to find patterns or trends. - Identify and record patterns in number sequences. - Apply rules in order to break a code. - Plot and interpret data on a line graph. 	<ol style="list-style-type: none"> 1. How does Mrs Henderson speak to Ephraim? What does this <u>suggest</u> about each character? (page 93) 2. Why do you think the author chooses to describe Ephraim as 'about Sukie's age'? (page 94) 3. What sort of personality does Ephraim have? How can you tell? Pick out key words and phrases from the text to support your ideas (pages 93–103). 4. What does Olive mean when she describes Ephraim as having a 'closed face'? (page 103) 5. How does the author create <u>imagery</u> of light and dark on page 104? Why do you think she does this? How does it tie in to the <u>themes</u> in the story? 6. What 'clues' does Olive list as she considers her sister's disappearance and the coded note? Write at least three of them (page 107). 7. How does Olive and Esther's <u>relationship</u> develop on the first day at the village school? How is it disrupted again? (pages 114–119) 8. Why does Mr Spratt want to 'erase the lighthouse'? What are the different reactions to this idea from people in the community? (pages 120–124) 9. Why does the author use <u>ellipses</u> on page 128? What effect does this technique have on the reader? 10. What reasons can you think of for why the shelves in the lighthouse are 'stuffed full'? (pages 130–132) 	<p>Create a 'WWII Glossary' of all the words, terms and phrases related to this theme in the story. Research their definitions (e.g. 'Luftwaffe', 'Evacuee', 'Kindertransport').</p> <p>Code-breakers Part One: Take another look at the coded note on page 108. What could it mean? Can you find any patterns? For example, which numbers appear most often? Do they appear in a particular order? Record any findings.</p> <p>Plot a line graph showing the different moments of tension in Olive and Esther's relationship so far. Label the x axis with the amount of 'tension' between them, and the y axis with the different 'events' that have occurred so far. Compare graphs with your classmates; do you see similar trends?</p> <p>Code-breakers Part Two: Continue with Olive's theory of cracking the code on page 134. Has she found the right answer?</p>





LETTERS FROM THE LIGHTHOUSE

WEEK 4 (PAGES 135-179)
CRACKING THE CODE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Design Technology & Art - Use colour and blending techniques to create the effects of camouflage.</p> <p>PSHE & Citizenship - Explore the challenges of being displaced or far from home. - Understand different attitudes towards refugees. - Empathise with the experiences of evacuees and refugees and understand their similarities and differences. - Create passport profiles for both an evacuee and a refugee.</p> <p>Writing to Instruct & Inform - Write in the style of a newspaper article to describe a modern-day refugee story.</p>	<ol style="list-style-type: none"> 1. What does the phrase 'keep it under your hat' mean? Why do you think the author chooses this phrase as her chapter title on page 135? 2. What does Olive find strange about Ephraim's logbook? (pages 140–141) 3. When Olive goes to the post office to find Queenie, she describes a sense of 'the room holding its breath'. What <u>technique</u> is this an example of? Why is it effective here? (page 147) 4. What realisation does Olive come to on page 148? What links does she make here? (pages 148–151) 5. What can Olive guess about the owner of the suitcase from what she finds inside it? (pages 157–158) 6. Why does Olive feel 'a sort of foreboding in the air'? (page 158) 7. How does the author create <u>tension</u> and <u>intrigue</u> as Olive and the rest of the children watch the German plane lose control? (pages 160–163) 8. Why does Olive decide that she won't 'keep quiet' when she watches how everyone treats the pilot? Do you agree that she shouldn't? Why? (pages 166–168) 9. How does Olive break the code? Write a list of the steps she takes (pages 176–178) 10. Why does Ephraim 'scratch his head so his hair stood up on end'? (page 179) 	<p>Why does Mr Spratt decide to camouflage the lighthouse on page 136? Do you think this will work? Why/why not? Draw two pictures: one where the lighthouse is visible in your scene, and one where it blends in to the scene so you can hardly see it. Share your camouflaged lighthouses with your classmates. Can they spot where you've hidden it?</p> <p>On page 148, Olive realises that Queenie and Ephraim are helping both evacuees <u>and</u> refugees. What are the differences between these two groups of people? Create two passport profiles, one for an evacuee and one for a refugee. Annotate them with their differences.</p> <p>Carry out some research into a modern-day story about refugees. What sort of attitudes do people have about refugees? Write a newspaper article describing the arrival of a group of refugees in a new country, based on your research. Include different points of view.</p>





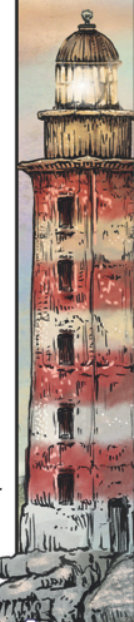
LETTERS FROM THE LIGHTHOUSE

WEEK 5 (PAGES 180-217)

IN THEIR SHOES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Creative Writing: Poetry - Write a poem inspired by the refugee experience, written from the point of view of a refugee.</p> <p>PSHE & Citizenship - Explore the theme of empathy in the story. - Empathise with the experiences of evacuees and refugees and understand their similarities and differences.</p> <p>Reading: Comprehension - Retrieve information from the text in order to summarise a particular theme.</p> <p>Drama, Speaking and Listening - Interpret the theme of empathy in the story by performing a freeze-frame of a chosen scene.</p>	<ol style="list-style-type: none"> 1. How does Olive try to protect Cliff throughout the book? How does she protect him on pages 180–181? 2. How is Olive’s dad an important character in the story? In what types of moments does Olive think of him? (page 182) 3. Why do Olive and Cliff ‘grin’ at each other? (page 183) 4. What happens between Olive and Esther on pages 185–186? How can you tell that they have formed a bond? 5. How does the author <u>convey</u> the chaos of the scene when Esther and Olive try to bring the boat to safety? (pages 186–193) 6. How does the <u>atmosphere</u> suddenly change when Esther gets ‘very slowly to her feet’? (pages 193–194) 7. What does Olive mean when she says: ‘I could feel Esther’s joy like it was real’? (page 194) 8. What is the <u>mood</u> in Queenie’s kitchen? Why do you think this is? Pick out words or phrases that provide evidence for your opinions (pages 196–197). 9. What are the ‘yellow badges’ sewn onto the refugees’ coats? Why are they significant? (page 201) 10. What is the ‘terrible error’ that Miss Carter feels guilty about? Why does Olive feel torn about whether to ‘hug her or hate her’? (pages 216–217) 	<p>Read the description of the refugees on page 195. Write a poem entitled ‘In Their Shoes’ – in which you describe the refugee experience from the point of view of one of these refugees (you can choose to write in-role as Esther’s father, for example). Imagine you have left your home to embark on a dangerous journey. How would you feel to finally arrive?</p> <p>Empathy is a very important theme in this section of the story. Write a list of the different events in which characters show empathy and <i>how</i> they show it.</p> <p>Choose one of the scenes from this section of the story in which characters show empathy. In groups, create freeze-frames to convey what happens in these scenes. For example, you might choose the scene when Esther is reunited with her father while Olive watches. What would Olive’s body language and facial expressions be here? How does she show empathy?</p>





LETTERS FROM THE LIGHTHOUSE

WEEK 6 (PAGES 218-274)
WHAT IT MEANS TO BE HUMAN



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Summarise the entire plot of the story, identifying the key points of action. - Categorise points of action into a Plot Diagram, made up of 'Beginning', 'Middle' and 'End'. - Identify key symbols, events and characters in the story relating to a particular theme or idea. <p>Writing to Persuade</p> <ul style="list-style-type: none"> - Construct a clear, concise and persuasive argument in order to win a debate. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Speak confidently in a class debate. - Use persuasive language to convey an opinion. 	<ol style="list-style-type: none"> 1. Why do you think Olive's Mum speaks 'bitterly' about Sukie's behaviour? (page 219) 2. Why does Olive's 'chest hurt' here? What does this phrase mean? (page 220) 3. What different <u>opinions</u> are expressed about the refugees in Mr Barrowman's lesson? (pages 225–227) 4. What does Esther mean when she says: 'It's my story, you know? I should be the one telling it.' (page 228) 5. How does Olive help Esther to tell her story? How does Olive feel as she listens? How do you know? (pages 228–231) 6. What do you <u>predict</u> Esther's 'idea' about removing the badges will be? (page 233) 7. How does the author show the pupils' gradually changing reactions to Esther's idea on pages 233–237? Why is this a <u>powerful scene</u> in the story? 8. What does Olive mean when she says: 'Beneath our race, our religion, we were still human beings. We all hurt in the same ways'? How does this statement <u>summarise</u> the ideas in the story? (pages 246–247) 9. How do the community stand up to Mr Spratt when he tries to arrest Ephraim? (pages 251–254) 10. How has Olive changed as the story has progressed? What has she learned? (pages 273–274) 	<p>Draw a <u>Plot Diagram</u> of <i>Letters From The Lighthouse</i>, incorporating some of the key events and scenes that occur throughout. Can you sort the action into a <u>beginning</u>, a <u>middle</u>, and an <u>end</u>?</p> <p>Re-read pages 233–237 and identify all of the different opinions in this section of the story. In groups, your teacher will assign you one of the opinions. Carry out a class debate in which you must persuade the others that your opinion is the most valid. Who is the most persuasive group in the room? Why? Which opinion do you agree with the most?</p> <p>What does Olive mean on page 274 when she says that the differences between us don't matter, as long as 'we all [look] to the light.' How is the imagery of light and dark important in the story? Draw a table with two headings: 'light' and 'dark'. Write down the different symbols, characters or events in the story that fall under each heading.</p>

