

'The Queen of Historical Fiction.' *BookTrust*

EMMA CARROLL



THE TALE OF
TRUTHWATER
LAKE

Can the past change the future?

'GRIPPING.' GUARDIAN - BEST BOOKS OF THE YEAR

SCHEME OF WORK

PERFECT FOR: Ages 8+; a moving, thrilling time-slip story full of secrets and mysteries; water poetry; role-play and drama; newspaper articles; researching climate change and extreme weather; joining two courageous girls as they try to find their place in the world.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing; Poetry; Writing to Inform

Design Technology & Art

Drama, Speaking and Listening

Music

History

Science

Geography



WEEK 1 (CHAPTERS 1–5): GUIDED SOMEWHERE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. <p>Geography</p> <ul style="list-style-type: none"> - Understand the causes and consequences of climate change. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Plan and write an autobiography. - Structure your writing into paragraphs. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore what motivates a character's decisions. 	<ol style="list-style-type: none"> 1. Spend some time exploring the beautiful front cover. What can you see? Can you make any predictions about what might happen? 2. What do you think the 'killer virus' might be? (page 2) 3. Read page 9 and discuss who might be taking the photos. Could it have anything to do with how Joel's been acting recently? 4. What might be 'wrong' with mum? Are there any clues about what's happening to her? (page 19) 5. Use the information on page 21 to draw and label a picture of the setting. Which words and phrases help you? 6. Read up to page 43. What can you infer about the relationship between Nellie and Lena? 7. Why might swimming the English Channel be referred to as a 'swimmer's Everest'? (page 46) 8. Who might Nate be? How does the captain feel about him? How do you know? What role might he play in the story? (page 52) 9. What are your first impressions of Polly and Nellie? Do you like them? Do they remind you of any other story book characters? 10. As you get to know Polly and Nellie, use a Venn diagram to compare and contrast them. How are they similar and different? How might their stories intertwine? 	<p>At the beginning of the story, we hear a lot about the extreme weather in 2032. In small groups, conduct research into the causes of climate change and its impact. You may wish to create an engaging leaflet or informative non-chronological report to summarise your findings. Alternatively, you could create a class presentation.</p> <p>Two famous swimmers are mentioned in the story: Captain Matthew Webb and Gertrude Ederle. What can you find out about their lives, their families, and their achievements? Plan and write an autobiography, remembering to write in the past tense and include sub-titles.</p> <p>Look at page 31 – what should Polly do? As a class, create a Conscience Alley. One side of the class should be voices persuading her to keep swimming, while the others encourage her to return to the surface. Take it in turns to play Polly walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p>

WEEK 2 (CHAPTERS 6–10): COMPULSORY WOTSIT

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. - Write a poem in the style of Robert Hull and Michael Rosen. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a balanced argument summarising the arguments for and against the building of the reservoir. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the work of Matisse and Sisley and create a piece of art in a similar style. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of these words from Chapter 6: <i>envied</i>, <i>daintily</i>, <i>intentions</i>. Use them in a sentence of your own. 2. What is a 'compulsory purchase order' and how might it affect Nellie? (page 66) 3. What is a reservoir? How is it similar and different to a lake? (page 67) 4. Why do you think Lena's father has sent 'less than usual'? (page 72) 5. Who might the girl in the 'peculiar short trousers' be? Why would Nellie think they're peculiar? (page 75) 6. Polly winces on page 81. What does this mean? What might she be thinking and feeling? 7. Why do you think Mary gives Polly an 'odd look'? Do you have any theories about who Mary might be and what role she could play in the story? (page 85) 8. What do you think Joel would like to tell Polly? Have there been any clues so far? (page 93) 9. Why do you think Nellie keeps waking up with damp hair and her clothes wet? (page 95) 10. How is the relationship between Nellie and Nate developing and changing as the story progresses? Use evidence from the story to support your ideas. 	<p>Spend some time reading 'Arundel Swimming Pool' by Robert Hull and 'Thirty Two Lengths' by Michael Rosen. Discuss what you like and dislike about them. You could even perform the poems in groups! Next, create a word bank of descriptive and figurative language associated with water. Finally, create your own poems about swimming.</p> <p>Look at page 67 and have a class discussion about the advantages and disadvantages of the reservoir being built. Next, write a balanced argument about this, remembering to use formal language and organise your ideas into paragraphs. You could also write a persuasive speech to encourage the villagers to oppose the reservoir!</p> <p>Spend some time exploring 'Flood in the Village' by Matisse and 'Village by a River' by Sisley, thinking about the materials used and composition. Use the descriptions in the story and these examples to create a piece of work showing the flooded village of Syndercombe.</p>

WEEK 3 (CHAPTERS 11–14): TRAINING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. 	<ol style="list-style-type: none"> 1. 'Connection' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'connection' is a key theme? 2. What image does 'wriggling like a ferret' create in your mind? What might Nate be thinking and feeling? (page 105) 3. What does 'the apple doesn't fall far from the tree' mean? How might this apply to the story and characters? (page 116) 4. If Nellie is the better swimmer, why do you think Nate was chosen? (117) 5. The author writes that the 'cold was digging its claws in'? What does this mean? What is it an example of? (page 119) 6. Why does a 'slow, mischievous smile' spread over Lena's face? What might she be thinking and feeling? (page 122) 7. How do you predict the children will get Nellie on the boat? (page 126) 8. What is 'a peach of an opportunity'? Can you use this phrase in a sentence of your own? (page 129) 9. Why do you think Ma Blackwell is there? How is she behaving? Why might this be? (page 132) 10. Whose story so far are you finding more engaging and interesting? Polly's or Nellie's? Why? 	<p>Create an Emotions Graph to plot Nellie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>saving Nate, being mistaken for Nate, Lena's plan, visiting Hadwell Hall, reading the telegram...</i></p> <p>Can you re-tell Chapter 11 from Nate's point of view? What might he say about the events? How might he feel about the other children? Use this as an opportunity to explore Nate's personality further, perhaps making predictions about his home life. Think about how you can capture his personality in your writing.</p> <p>In a group of three, re-create the events from pages 120–124. Think about who will play Nellie, Lena, and Nate. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance!</p>

WEEK 4 (CHAPTERS 15–19): AN ENDING AND A BEGINNING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Plan and write a newspaper report, including a headline and witness statements. 	<ol style="list-style-type: none"> 1. How are the words 'snapped' and 'shouted' similar and different? What might Ma Blackwell be thinking and feeling? What do you predict she's up to? (page 133) 2. Read up to page 137. What do you think Polly and Lena will write? Can you have a go at writing out their telegram? 3. Read up to page 141. Is it ok to lie if it means the outcome will be positive or life-changing? 4. On page 146, Mr. Clatworthy agrees 'smugly'. What does this mean? What does it tell you about him? Can you show a partner a 'smug' face? 5. Nate's destination is Cap Griz-Nez in France. Can you locate this on a map and plot his swimming route? (page 153) 6. <i>Boys shouldn't like dancing.</i> Do you agree with this statement? Why? Why not? (page 169) 7. Why does Jessie stiffen on page 171? What might she be thinking and feeling? 8. Why do you think Lena hesitates on page 182? What might it suggest about her father's letter? 9. Nate tells Nellie and Lena that they are the 'finest chums' he's ever had. How have they changed him? How have they shown loyalty and kindness towards Nate? (page 189) 10. Describe in one word how both Lena and Nellie are feeling on page 198 and explain your word choices. 	<p>What might Lena and Ma Blackwell be thinking on page 133? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling</p> <p>Look at the poem <i>Extinct</i> by Mandy Coe. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> <p>Read the article entitled 'Ghost village emerges from dried up reservoir' on the Newsround website. Can you write your own newspaper report about the lost village of Syndercombe? Remember to include a headline and witness statements. Perhaps you might 'interview' one of the characters from the story!</p>

WEEK 5 (CHAPTERS 20–24): BREATHE, ARM, KICK, KICK

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>History - Extend historical thinking by researching how Britain was rebuilt after 1945.</p> <p>Geography - Create a fact file about the physical and human geography of the English Channel.</p> <p>Music - Use your voice and instruments with control and expression to create a watery soundscape.</p>	<ol style="list-style-type: none"> 1. Role-play the conversation between Dad and Polly on page 202. Can you convince Dad to let you stay? 2. What do you think the most important piece of information in Chapter 21 is and why? 3. How does Lena's departure impact Nellie? Do you think they will see each other again? (page 214) 4. Look at page 217. What advice and encouragement might you give to Nellie to stop her from giving up? 5. How does class and money affect the friendship between Nate and Nellie? Can you be friends with someone who's very different to you? (page 216) 6. How do you think Nate and Nellie are going to swap places? Do you think it will be successful? (page 219) 7. Mr. Hawkins warns that the swim could be 'void'. What does this mean? Can you use the word in a sentence of your own? (page 225) 8. Where else have you heard of or read about people or characters who swap places with one another? (page 234) 9. Why do you think the author keeps repeating 'Breathe, arm, kick, kick'? What effect does it have? (page 247) 10. Which character do you think is the most important in the story so far and why? Perhaps you could have a class discussion about it? 	<p>Nellie's story takes place after the Second World War. Conduct research into this period of time when Britain was being rebuilt. You could find out about the creation of the NHS, when rationing ended, the 'Windrush' generation, the building of new towns, and how cultural diversity developed and grew.</p> <p>Create a fact file about the English Channel. Your fact file should be engaging and interesting. Perhaps you could include a quiz about how long and wide it is? You could include information about how it has developed tourism in France and Britain. You might want to research how it has historically been used by invaders. A map might help bring your fact file to life as well!</p> <p>Work in small groups to create a watery soundscape to accompany the descriptions of Nellie's long, tiring swim. You could use your voices, body percussion and instruments to create the sounds. You could also use symbols to create a graphic score to represent your composition.</p>



WEEK 6 (CHAPTERS 25–29): AND BEYOND

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display about the book, using a range of mixed media, poetry and writing. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 25 in six sentences. Now try and summarise them in three sentences, then one. 2. Do you think Captain Farley will be a good father? Do you agree with the decisions he has made? (page 260) 3. How is Nellie's relationship with Lena similar to Polly's relationship with Sasha? (page 270) 4. What do you think Jessie means when she says, 'Tread lightly...'? How might this saying apply to the other characters? (page 292) 5. Create a large diagram to show how all the characters in the story are connected. Use arrows and labels, and discuss your ideas with a partner. 6. What do you think Polly learns from travelling to the past? 7. Which of the characters do they think has changed the most over the course of the story? 8. How have Joel and Sasha changed and developed during the story? What important lessons do you think they have learned? 9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>bravery, family, friendship, connection, history, swimming, trickery, secrets.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Polly, Nellie, Lena, Joel, Nate, Captain Farley.</i> 	<p>Write a diary entry in role as Captain Farley at the end of the story. How would he reflect on what has happened? What are the most important things he has learned about the world around him, Nellie and Nate, friendship and family. Alternatively, you could write a diary entry as Lena!</p> <p>Read another one of Emma Carroll's fabulous historical books! You could try: <i>Letters From The Lighthouse</i> <i>The Somerset Tsunami</i> <i>Secrets Of A Sun King</i></p> <p>Afterwards, use a Venn diagram and compare the story with 'The Tale of Truthwater Lake'. Can you spot any similar themes, settings or characters? What makes each story special?</p> <p>Create a colourful class display, using mixed media, with the title 'The Tale of Truthwater Lake' to summarise all the work you've done. You may wish to write your own time-slip story and create a class library. You could include stories, artwork, posters, diaries, poems, and photographs in your display too.</p>