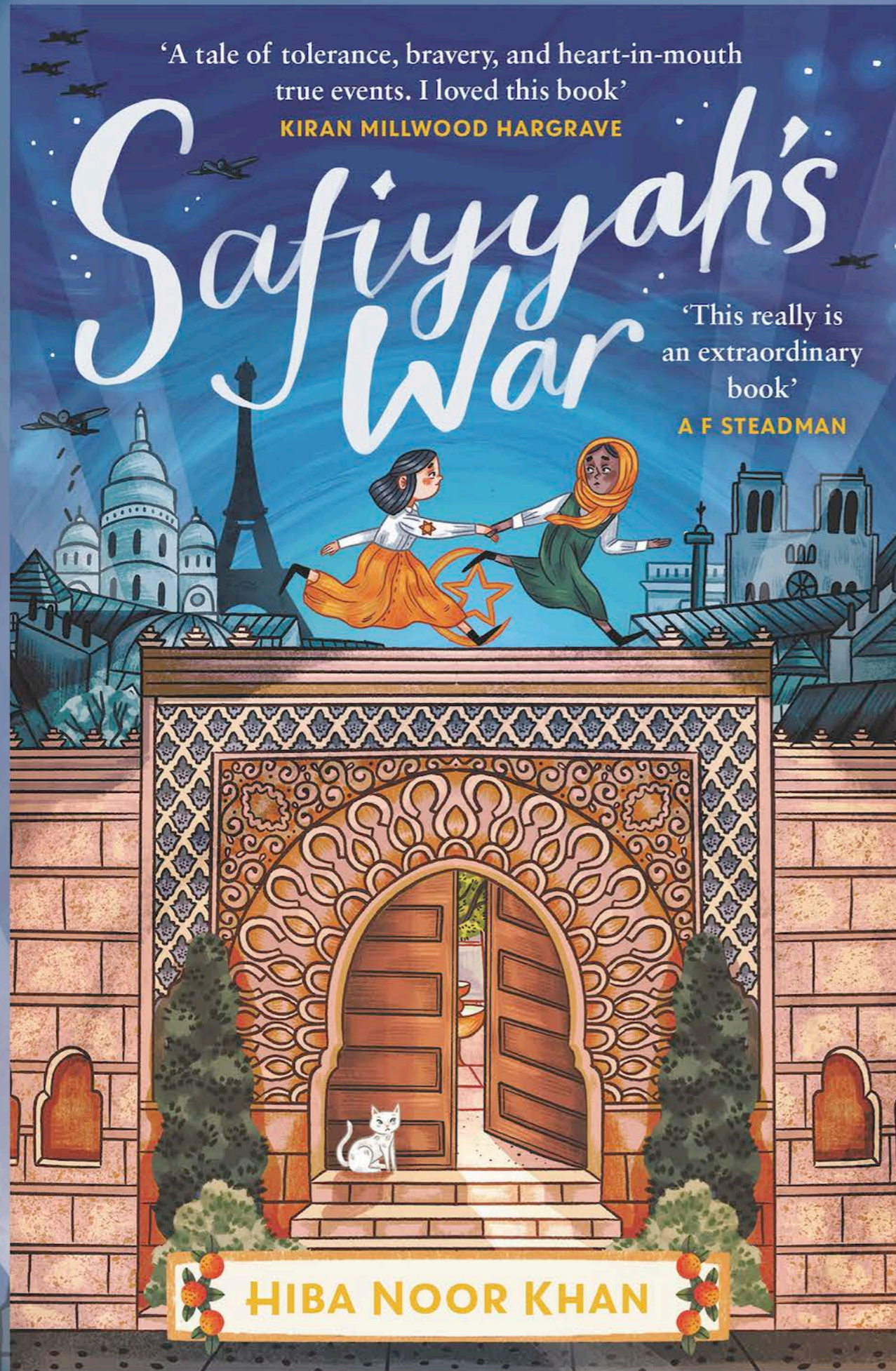


Safiyyah's War



SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a thrilling historical story set during the Second World War in Paris; diary writing; war poems; drama and role-play; learning about the Islamic religion; exploring mosques; war-themed artwork; joining a brave, kind-hearted girl on a heart-in-mouth adventure.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Religious Education

History

Science

Music

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| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing. - Describe relationships between characters. - Develop background knowledge to support understanding of the story. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>History: World War Two</p> <ul style="list-style-type: none"> - Order the main events that occurred during World War II. - Use research methods to extend historical learning. <p>Religious Education</p> <ul style="list-style-type: none"> - Develop an understanding of different religions and beliefs. - Understand where Muslims worship. | <ol style="list-style-type: none"> 1. How does the author introduce us to Safiyyah's world in Chapter 1? What do we learn about her? What impression do you get of the library? How does the description of the outside world compare with the comfort of the library? 2. What can you find out about Eid celebrations? Why might Safiyyah feel a 'sparkle of celebration in the air'? (page 11) 3. Who is Ibn Battuta and why might Ammo be mentioning him? (page 13) 4. The author talks about the 'ragged shape' of Germany growing. What impression does this description give you? How might Safiyyah be feeling? (page 16) 5. Use the descriptions in Chapter 4 to talk about the relationship between Safiyyah and Isabelle. How are they similar and different? 6. Isabelle says that Safiyyah is both stubborn and fierce. Do you agree? Why? Why not? (page 34) 7. How might Setti be feeling about Tarek's revelation? Why? (page 41) 8. <i>Oppressors always fear the power of books.</i> Why? What does this mean? (page 46) 9. It's estimated that 5.5 million Muslims fought on the allied side during World War II. What can you find out about Muslim soldiers in WWII? 10. What are your first impressions of Safiyyah? Do you like her? Does she remind you of any other story book characters? | <p>Complete a Role on the Wall activity. Draw an outline of Safiyyah. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask.</p> <p>Create a timeline showing the main events during World War II. You may wish to include: <i>German forces storming the Polish frontier, Neville Chamberlain declaring war, The Battle of Dunkirk, The London Blitz, D-Day.</i> Read the author's <i>Historical Note</i> and research the role of the Parisian Muslim community in World War II.</p> <p>The mosque is an important place for Muslims. Spend some time exploring a variety of mosques and try to find out about:</p> <ul style="list-style-type: none"> - Ablution area and ritual of Wudu - Mihrab - Prayer hall - Decorations and architectural features like domes and minarets. <p>Perhaps you could develop your understanding further by comparing a mosque and a synagogue?</p> |

Safiyyah's War

WEEK 2 (CHAPTERS 7–13): HUNGRY, INJURED CIVILIANS

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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 instruments to convey meaning. - Write a poem about the sky in the style of John Foster. <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>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of art using fiery colours and silhouettes to depict a scene from the story. | <ol style="list-style-type: none"> 1. Write a dictionary definition of these words from Chapter 7: <i>balmy, engulf, patronized, confined</i>. Use them in a sentence of your own. 2. Safiyyah opens the book to find it has 'intricate drawings of beetles' in it. Could you create an illustrated non-fiction page for the book? (page 55) 3. Read the descriptions of the rain on page 63, and in groups create a moody soundscape. Use your body, voices, and percussion instruments. 4. Why might Maria's mother think the refugees are 'not safe to be around'? Do you agree with her? (page 73) 5. Read the letter from Isabelle on page 81. Imagine you are Safiyyah and write back to her. What will you tell her? What might you keep from her? 6. Why do you think the office is locked? What might Baba be hiding? (page 84) 7. Do you think it's a sensible idea for Safiyyah to take the cat back home? What would you do? (page 92) 8. Who is the boy? What interesting facts do we learn about him in Chapter 13? 9. What impression do you get of Timothee? What role do you predict he will play in the rest of the story? (page 96) 10. How is the relationship between Safiyyah and Baba changing as the story progresses? Use evidence from the story to support your ideas. | <p>Spend some time exploring the poem, 'We Remember' by Laura Mucha. 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. Now write your own poem about war in a similar style.</p> <p>What might Safiyyah and Baba be thinking on page 51? 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>In Chapter 8 Saifyyah is caught outside during an air raid. Using red, oranges and yellows, create a fiery background on a large piece of paper and use black paper to create a silhouette of the city. You may wish to research some famous landmarks in Paris for your blitzed cityscape. Think about how to show the terror and destruction.</p> |

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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>Religious Education</p> <ul style="list-style-type: none"> - Develop an understanding of different religions and beliefs. | <ol style="list-style-type: none"> 1. Spend some time exploring Maya Angelou's poem 'Caged Bird'. How does it relate to the story? (page 99) 2. Why do you think it is now 'the elderly or very young who remained'? (page 113) 3. Imagine you are Safiyyah on page 116. What might you say to Yemma to convince her to let you go to school? Role-play a conversation between the two characters. 4. Read up to page 123. What do you predict has happened to Monsieur Cassin? 5. How are the words 'naïve' and 'hopeful' similar? How are they different?? (page 126) 6. What might the 'kaleidoscope of butterflies' represent and symbolise? (page 132) 7. How does the author create a sense of tension, excitement and fear on page 137? Is it successful? Do you want to read on? 8. Make some paper butterflies like the ones on page 142. Afterwards, fill their wings with words to describe how Monsieur Cassin is feeling. 9. Why is Baba 'utterly furious' on page 145? Do you think Safiyyah was right to steal back the pages? 10. What does 'nonchalantly' mean? What might Baba really be thinking and feeling? (page 150) | <p>Create an Emotions Graph to plot Safiyyah's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>finding the bird, taking Bonbon home, being kept home from school, visiting Monsieur Cassin, stealing back the book...</i></p> <p>Can you re-tell page 116 from Yemma's point of view? What might she say about the events? Why is she keeping Safiyyah at home? Use this as an opportunity to explore Yemma's personality further, perhaps making predictions about her home life. Think about how you can capture her personality in your writing.</p> <p>Muslims follow a religion called Islam. What can you find out about Muslim traditions and cultures? Perhaps you could research the Five Pillars of Islam and find out about the Qur'an, which Safiyyah studies every week? You could present your findings as a leaflet, poster or presentation.</p> |

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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>Poetry</p> <ul style="list-style-type: none"> - Write a poem in role, describing the relationship between Safiyyah and her father. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a persuasive speech, using paragraphs and emotive language. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore how artists throughout history have represented the theme of war. | <ol style="list-style-type: none"> 1. 'Secrecy' is an important theme in the story. Do you agree? Can you find any examples where 'secrecy' is a key theme? (page 154) 2. Madame Odette has a 'stiff smile'. Can you show a partner what this might look like? What might she be thinking and feeling? (page 156) 3. Why might Baba ask what colour the door is? (page 158) 4. Read up to page 166. Do you have any theories or predictions about what's going on? What might Baba be hiding? 5. How is the word 'detested' similar to 'hated'? How is it different? What might it tell us about Baba? (page 170) 6. One of the soldiers is described as having 'mean-looking beady eyes'. Do you notice anything else about how the Nazi soldiers are described and portrayed? Why might this be? (page 179) 7. Read to the end of Chapter 22. Do you think it's right for Safiyyah to be involved? 8. Why might Isabelle's handwriting be 'loose and hurried-looking'? What might she be thinking and feeling as she writes? (page 197) 9. We learn on page 198 that bombs have 'rained down across London'. What can you discover about life on the Home Front? 10. How does the author use the symbols of darkness and light on page 203? What effect does it have? | <p>Spend some time exploring a variety of poems about fathers, like 'Dad' by Andrew Fusek-Peters or 'Dad' by Berlie Doherty. You could also read 'It Isn't Right To Fight' by John Foster. Imagine you are Safiyyah and write a poem about Baba. How might Safiyyah describe him? Why is she proud of him? Use the information in Chapter 20 to help you.</p> <p>Imagine you are Safiyyah on page 189. Write a persuasive speech, convincing Baba to let you help. Try and organise your reasons into paragraphs and make your writing as emotive and powerful as possible.</p> <p>There are a number of famous paintings and artists who deal with the theme of war, including: <i>War Series VI</i> by Walid Siti, <i>An Aerial Battle</i> by Francis Dodd, <i>Sarajevo</i> by Omar El-Nagdi, <i>Guernica</i> by Pablo Picasso, <i>Krieg</i> by Käthe Kollwitz, <i>Soft Construction</i> by Salvador Dalí. Spend some time exploring the artwork and what the artists might be saying about war. You could respond to the art by writing a poem or creating your own artistic representation of war.</p> |

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| <p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</p> <p>Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p>Design Technology & Art - Explore Islamic art, focusing on geometric shapes, contrasting colours, and use of pattern.</p> | <ol style="list-style-type: none"> 1. What is 'halal meat' and why might it be important to Safiyyah and her family? (page 206) 2. Who do you think the people on page 210 might be and where could they have gone? 3. Role-play the conversation between Safiyyah and Yemma on page 212. How can you capture their personalities and body language? 4. How has Hana changed from the beginning of the book? Why might this be? (page 224) 5. Can you retell the events in Chapter 27 from Hana's perspective? Think about what she might say about her parents, and hiding away in the cupboard. 6. Imagine you are in the tunnel on page 238. Make a list of everything you can see, hear, taste, touch and smell. 7. Can you use the descriptions in Chapter 8 to draw and label a maze-like map of the dark, spooky tunnels? 8. What role does nature (including animals and plants) have in the story? Think about how the animals and plants help each of the characters. (page 243) 9. Create a piece of artwork in response to the description of the 'vast inky' night sky and 'dots of twinkling lights'. Can you include Safiyyah, Hana and Setti in your drawing? (page 244) 10. What do we learn about Safiyyah's middle name on page 247? Why might this be important? | <p>In a group of three, re-create the events from Chapter 27. Think about who will play Safiyyah, Setti, and Hana. 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> <p>As a class, create a Conscience Alley exploring Safiyyah's dilemma on page 235. Should she search for Croissant? Take it in turns to play Leyla walking through the alley of voices. How do you feel? Write a paragraph in role, exploring your feelings and decision. How might the story have changed if Safiyyah had decided to stay?</p> <p>Spend some time looking at pictures of the Pink Mosque, located in Iran. The mosque is famous for its beautiful stained-glass windows and artwork. Can you create your own artwork using complex geometric patterns? You could use sheets of acetate for your designs. Afterwards, create a beautiful class display of your artwork.</p> |

Safiyyah's War WEEK 6 (CHAPTERS 30–END): WHERE ORANGES GROW

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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>Religious Education</p> <ul style="list-style-type: none"> - Develop an understanding of how the Islamic religion views death. <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. | <ol style="list-style-type: none"> 1. Summarise the events in Chapter 30 in six sentences. Now try and summarise them in three sentences, then one. 2. What effect do the oranges have on Setti? Why? (page 260) 3. Safiyyah discovers that Passover will soon be starting and wants to support Hana during it. What can you find out about this Jewish holiday? (page 269) 4. The weather is beginning to change and signs of spring are coming. What might this change in setting symbolise? (page 279) 5. What is the 'rebellion of headgear' and why has fashion become so important? (page 281) 6. Why do you think Monsieur Cassin has changed his mind? Why has he been so adamant that he would stay? (page 290) 7. Read up to page 299. What do you predict Safiyyah will do? What would you do in her situation? 8. How has Safiyyah changed and developed during the story? What important lessons do you think she has 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>war, religion, sacrifice, bravery, fear, secrecy, reunion, oranges, butterflies.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Safiyyah, Yemma, Baba, Isabelle, Setti, Monsieur Cassin, Hana, Timothee...</i> | <p>In Chapter 31, Setti dies and Safiyyah is distraught. What can you find out about Islam and what the religion teaches about death? You might wish to consider and research ideas about Akhira, the role of Allah, the Day of Judgement, Jannah and Jahannam. Perhaps you could create an illustrated glossary of these terms to show what you've learnt.</p> <p>Write a diary entry in role as Safiyyah at the end of the story. How would she reflect on what has happened? What are the most important things she's learned about the world around her, war, her family, and how we treat others?</p> <p>Create a colourful class display, using mixed media, with the title 'Safiyyah's War' to summarise the story and its main themes. You may wish to write your own historical adventures inspired by the story. You could include stories, artwork, posters, diaries, maps, and poems in your display.</p> |