

JENNY PEARSON



"Jenny Pearson puts her band of brave, spirited kids in the middle of their very own war."

PHIL EARLE

SHRAPNEL BOYS

SCHEME OF WORK

PERFECT FOR:

Students aged 8+; an explosive historical adventure; exploring the causes and impact of World War Two; role-play and drama; war poetry; creating a musical soundscape; joining a gang of fierce, brave boys as they struggle to do the right thing while the world around them implodes.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Music
Computing
History

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WEEK 1 (CHAPTERS 1–8): THE BONDS OF FRIENDSHIP

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>History: World War Two</p> <ul style="list-style-type: none">- Use research methods to extend historical learning about evacuation. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Design and create a 3D suitcase from a net.- Design and create a 3D model of an Anderson shelter.- Explore how to strengthen and reinforce a suitcase.	<ol style="list-style-type: none">1. How does Ronnie feel about the children being evacuated? Is he jealous of them? Why? Why not? (page 8)2. Read to the end of Chapter One. What can you infer already about the relationship between Ronnie, Micky and Lugs? How do you predict it will change over the course of the story?3. Why might Ronnie be feeling a 'surge of dreadful excitement'? What does this mean? What might he be thinking and feeling? (page 18)4. Ronnie describes Johnny as 'glistening' with 'arrogance'. What might this mean? Why does Ronnie dislike him? (page 26)5. Who was Oswald Mosley? What might this tell us about Johnny? (page 29)6. Spend some time exploring the words <i>bully</i>, <i>dictator</i> and <i>fascist</i>. How are they similar and different? Can you link these words to any of the characters? (page 44)7. Were you shocked by Johnny's behaviour on pages 51 and 52? What do you think Ronnie should do?8. In a group of four, act out the scene where Ronnie's dad apologises in Chapter 7, thinking about your body language.9. Use a Venn diagram to compare and contrast Ronnie and Micky. How are they similar and different?10. What are your first impressions of Ronnie? Do you like him? Does he remind you of any other characters? Do you think he will appeal to readers?	<p>Create a timeline showing the main events that occurred during World War Two. You may wish to refer to: <i>German forces storming the Polish frontier</i>, <i>Neville Chamberlain declaring war</i>, <i>The Battle of Dunkirk</i>, <i>The London Blitz</i>, <i>D-Day</i>.</p> <p>Consider what it might have been like for children who were evacuated. Design and make a 3D suitcase from a net. Inside your suitcase, draw and label pictures of items you would take with you. You may wish to include a short diary describing your feelings about being evacuated or a map labelling the places you could be evacuated to.</p> <p>Can you use a variety of materials to make a model of the Anderson shelter in Ronnie's garden? Think carefully about how you can join and reinforce the materials you use. You may also wish to create museum cards to inform people about Anderson shelters, their effectiveness, and how they were built.</p>



WEEK 2 (CHAPTERS 9–19): MORAL INTEGRITY

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>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <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">- Explore poems about war and grief and respond to them in a variety of creative ways.	<ol style="list-style-type: none">1. Write a definition of the following words from Chapter 9: <i>credibility, deprive, smirk</i>. Can you use them in a sentence?2. Why do you think Mum is so unaware of what's happening with regards to Johnny? (page 85)3. How is the relationship between Ronnie and Micky developing and changing? Why might this be? (page 91)4. Mr Etherington talks about 'moral integrity' on page 95. What is this? Which characters in the story do (or don't) display 'moral integrity'?5. Why do you think Johnny is so keen to take over the post round? (page 100)6. What can you find out about rationing? Why did it take place? You could research war-time recipes too. (page 105)7. Use the information on page 119 to try and draw the planes Ronnie sees. Afterwards, carry out some research into what each plane looked like. How similar was your initial drawing?8. Micky has an 'air of superiority'. What does this mean? Can you show a partner what this might look like? (page 121)9. What is 'propaganda'? Spend some time exploring newspaper headlines and posters from the Second World War. Why might the newspapers describe Dunkirk as a success and the British army as 'unbeatable'? (pages 130, 137)10. Imagine you are in the underground shelter and make a list of everything you can see, hear, taste, smell and touch. (page 142)	<p>Complete a Role on the Wall activity. Draw an outline of Ronnie. On the inside of your drawing, write down everything you learn about him during the story. On the outside, record any questions you might like to ask him. In a different colour, you could imagine you are Ronnie and write his answers.</p> <p>What might Johnny and Mum be thinking and feeling in Chapter 9? 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>Spend time exploring the poems 'During the War' by Philip Levine and 'We Remember' by Laura Mucha. How do they make you feel? How do they link to the story? Now write your own war-themed poems based on the events in <i>Shrapnel Boys</i> or create a piece of artwork inspired by these poems. You may also wish to perform them, thinking about how you can convey the emotions in these poems.</p>

WEEK 3 (CHAPTERS 20–29): THERE'S A WAR ON!

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>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create a frightening soundscape based on the air-raid. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork in the style of L. S. Lowry. 	<ol style="list-style-type: none"> 1. Mum's hand is 'cold' and 'clammy' on page 145. Why? What might she be thinking and feeling? 2. What do you think Johnny is up to on page 149? What might Ronnie mean when he says 'I see you'? 3. Mum says that Ronnie looks like his father on page 151. What does she mean? Do you think she's concerned or proud? 4. In pairs, role-play a conversation between Mum and Ronnie where Ronnie tries to convince Mum of all the reasons she should be wary of Johnny. (page 155) 5. How do you think the air-raid warden feels about Johnny? What might he be thinking and feeling? Are there any clues? (page 163) 6. What do you think has really happened to Micky? If he has been hit by Johnny, why isn't he being honest? (page 172) 7. Read the poem 'Anger' by John Foster. Discuss how it might link to the story and the relationship between Ronnie and Johnny. 8. Mr Missell is a hero. Do you agree? Why? Why not? What makes someone a hero? (page 192) 9. How important are the themes of power and control in the story? Can you think of examples where they are integral to the characters and plot? (page 200) 10. Is your opinion of Mr Etherington changing as the story develops? Can you think of three words to describe him at the start of the story and three words to describe him now? (page 215) 	<p>Create an Emotions Graph to plot Ronnie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>escaping the underground shelter, seeing Johnny, the stolen brooch, arguing with Micky, Micky's bruised face, making the deal with Arthur, Mr Etherington saving Micky.</i></p> <p>Spend some time exploring 'Blitzed Site' by L. S. Lowry, considering his use of colour and shape. Using the descriptions of the air raid on page 152, create your own piece of artwork showing the aftermath of the attacks. Perhaps you could include Ronnie and his family looking at the devastation and use your painting to show their reaction.</p> <p>Work in small groups to create a frightening, tense soundscape for Chapter 22, using your voice and body percussion to recreate the sound of the planes flying overhead. Perhaps you could include snippets of the family's conversation in the Anderson shelter too.</p>

WEEK 4 (CHAPTERS 30–39): THE TRUTH OF THINGS

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information.
- Identify evidence from the text to support theories and opinions.
- Use clues to make predictions.

Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.
- Create a Conscience Alley to explore what motivates a character's decisions.

COMPREHENSION QUESTIONS

1. Ronnie thinks Mr Etherington is a hero *and* a bully. Can you be both? Why? Why not? (page 218)
2. Why do Ronnie, Mum and Vera start to throw rocks on page 231? What does it offer them? What might it symbolise?
3. Where do you think Micky has gone? What do you think Ronnie will do? (page 233)
4. What do you think of Johnny's reaction and comments on page 239? How do they make you feel?
5. Johnny is just doing what he needs to survive. Do you agree with this statement? Why? Why not? (page 243)
6. Draw and label a picture of the events on pages 266–267. Which words and phrases help you visualise the scene?
7. Why do you think Mr Etherington has a 'grim look' on his face? What might he be thinking and feeling? (page 270)
8. Ronnie says he's going to join Johnny's gang. Why? What do you think his plan is? What would you do in his situation? (page 277)
9. What does the verb 'snapped' tell us about what Micky might be thinking and feeling? Why might he not want Ronnie involved? (page 279)
10. What do you think Mr Etherington is going to do next? Can you think of two possibilities and what their outcomes might be? (page 285)

EXTRA ACTIVITIES

Can you **re-tell Chapter 30 from Lugs's point of view**? What might he say about the events? How might he feel about Johnny? Use this as an opportunity to explore Lugs's personality further, perhaps making predictions about his home life. Think about how you can capture his personality in your writing.

In a group of five, **re-create the events from pages 239–242**. Think about who will play Ronnie, Micky, Vera, Mum, Johnny. 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.

Look at page 254 – what should Ronnie do? As a class, **create a Conscience Alley**. One side of the class should be voices persuading him to talk to Micky, while the others encourage him to speak to the police or Mum. Take it in turns to play Ronnie walking through the alley of voices. Write a paragraph exploring your decision and feelings.

WEEK 5 (CHAPTERS 40–52): THE WORLD KEEPS CHANGING

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>Computing</p> <ul style="list-style-type: none">- Design an informative presentation, including animations and slide transitions.	<ol style="list-style-type: none">1. Summarise the events in Chapter 40 in six sentences. Now try and summarise them in three sentences, then one.2. What does Mr Etherington mean when he says that 'courage needs no reminders'? (page 293)3. What might Mr Etherington mean when he says he was too 'lenient' once? Who might he be referring to? Why does he look over at the photograph? (page 294)4. In a group of three, role-play the argument on page 298, thinking about how you can show the boys' feelings and body language.5. What do you think is really in the bag? (page 325)6. Ronnie gives Micky an ultimatum on page 333. What do you think he will choose? Can you make a list of advantages and disadvantages for each decision?7. Lugs is the real hero of the story. Do you agree? Why? Why not?8. How have Ronnie and Micky changed 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>power, family, honesty, right vs wrong</i>.10. Describe each of these characters in the story using three words only and explain your word choices: <i>Ronnie, Micky, Mum, Dad, Johnny, Lugs, Vera, Mr Etherington</i>.	<p>Write a diary entry in role as Micky 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, Ronnie, Johnny, friendship and family. Alternatively, you could write a diary entry as Mr Etherington.</p> <p>Read one of these books set during World War Two:</p> <p><i>Our Castle By The Sea</i> by Lucy Strange <i>Mohinder's War</i> by Bali Rai <i>Arctic Star</i> by Tom Palmer <i>Digging for Victory</i> by Cathy Faulkner</p> <p>Afterwards, use a Venn diagram and compare the story with <i>The Shrapnel Boys</i>. Can you spot any similar themes, settings or characters? What makes each story special?</p> <p>Create a Powerpoint and prepare a presentation about the end of World War Two. How was the end of the war celebrated? What does the word 'armistice' refer to? Try to include animations, interesting slide transitions and sound clips.</p>