

'A PAGE-TURNING TRIUMPH TO MAKE YOU
LAUGH AND CRY – IT'S PHIL EARLE AT HIS BEST'
JACQUELINE WILSON

WHILE THE STORM RAGES

FROM THE BESTSELLING AUTHOR OF *When the Sky Falls*

PHIL EARLE

SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a thrilling story of courage and love set during the Second World War; diary writing; drama and role-play; poetry; learning about evacuation and the Blitz; river formation; animal charities; joining a group of brave children as they risk everything for their beloved animals.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Computing

Geography

History

Science

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WEEK 1 (CHAPTERS 1–13): DESTROYED

SUGGESTED OBJECTIVES

Reading: Comprehension

- Describe relationships between characters.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts and feelings and express these through use of role-play.

Poetry

- Interpret and perform a poem, using expression, actions and instruments to convey meaning.

History: World War Two

- Use research methods to extend historical learning about evacuation.

Design Technology & Art

- Design and create a 3D suitcase from a net.
- Explore how to strengthen and reinforce a suitcase.

COMPREHENSION QUESTIONS

1. Discuss the relationship between Noah and Dad. What is your initial impression of them both? (Chapter 1)
2. Can you carry out some research into how animals were used in WWI to develop your understanding of time and place in the story? (page 12)
3. Why do you think Mum's feelings move so quickly from anger to despair? What might she be thinking and feeling? (page 16)
4. Read up to the end of Chapter 5. Do your feelings about Mum change at all? Do you feel sorry for her?
5. How does reading the word 'destroyed' on page 37 make you feel? What effect might it have on Noah?
6. Read Chapter 10. Create a table to explore the arguments for and against having Winn put down. Perhaps you could have a class debate about the decision Mum and Noah face.
7. Explore the meaning of the word 'sanctuary' by creating a spider diagram of words, themes, pictures and ideas linked to it. (page 64)
8. How are Clem and Noah similar? How are they different? Perhaps you could use a Venn Diagram to explore.
9. Try saying some of Noah's words out loud. What do you think his voice sounds like? How can you capture his personality through your expression? (page 62)
10. What are your first impressions of Noah? Do you like him? Does he remind you of any other characters?

EXTRA ACTIVITIES

What might Noah and Dad be thinking as they talk in Chapter 1? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs. Is there a difference between what your character is saying and feeling?

In groups, explore a range of dog-themed poetry, such as *'Heads or Tails'* by Kit Wright and *'A Boy and His Dog'* by Zaro Weil. Discuss your thoughts and opinions on these poems. Next, prepare a performance, thinking about how you can bring the poem to life with actions and musical instruments. Finally, write your own dog-themed poem based on these and the relationship between Noah and Winn.

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.

WEEK 2 (CHAPTERS 14–23): SAMSON AND DELILIAH

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>Poetry</p> <ul style="list-style-type: none"> - Create a list poem based on a setting description. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Plan and write a persuasive, informative leaflet, giving information about a charity. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of these words from Chapter 14: <i>vessel</i>, <i>sedated</i>, <i>silhouette</i>. Use them in a sentence of your own. 2. Use the information on page 65 to draw and label a picture of the <i>Queen Maudie</i>. 3. In Chapter 15, Big Col arrives with a python. Why might the author have chosen a python for Big Col's pet? 4. Mum calls Noah 'caring' and 'devious'. What does she mean? Do you agree with her? (page 76) 5. What's the most important thing we learn about Big Col on page 89? Has it changed your opinion of him? 6. Noah has a decision to make on page 94. What do you think he will do? What would you do in his situation? 7. When war was declared in 1939, Chamberlain made a speech, which was broadcast on the Home Service. Can you find a recording of it and listen to it? How does it make you feel? (page 96) 8. What can you find out about the life of Nina Douglas-Hamilton? (page 98) 9. How is the word 'apoplectic' similar to the word 'angry'? How is it different? (page 104) 10. How is the relationship between Noah and Big Col growing and developing as the story progresses? 	<p>Complete a Role on the Wall activity. Draw an outline of Noah. On the inside of your drawing, write down everything you learn about him in these Chapters. On the outside, record any questions you might like to ask him.</p> <p>Use the descriptions on page 65 to write a list poem entitled '<i>The Queen Maudie</i>'. Think about which animals are on the boat and what sounds they might make. Can you use similes too? E.g: <i>The cats hissed, their angry eyes like flaming fire,</i> <i>The dogs howled a mournful sound like the wind crying...</i></p> <p>Spend some time exploring <i>Battersea's</i> website, making notes about what they do. Next, create a colourful, informative leaflet about this charity, remembering to include photographs and sub-titles. Perhaps you could include some rhetorical devices to persuade people to donate to this charity?</p>

WEEK 3 (CHAPTERS 24–31): WHERE DO YOU THINK YOU'RE GOING?

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>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore what motivates a character's decisions. <p>Geography</p> <ul style="list-style-type: none"> - Research and understand the key features of a river and how a river is formed. 	<ol style="list-style-type: none"> 1. <i>Kindness</i> is a main theme in the story. Do you agree? Can you find examples throughout the story where <i>kindness</i> is important? (page 132) 2. Spend some time exploring the poem '<i>River Torridge</i>' by Chrissie Gittins. Can you make any connections between the poem and the story so far? 3. Can you infer anything about the relationship between Big Col and his dad by using the information on page 143? 4. Can you use the information in Chapter 27 to plot the children's route along the river? 5. How does the author create a sense of tension on page 156? Do you have any favourite words or phrases? 6. Noah thinks of his dog as 'beloved' but the kittens as 'fickle' and 'troublesome'. Do you prefer cats or dogs? Why? Perhaps you could have a class vote! (page 158) 7. Read up to page 163. '<i>Noah is foolish and irresponsible</i>'. Do you agree with this statement? Why? Why not? 8. Role-play the conversation between Big Col and Clem on page 164. How can you show their personalities through your expression and body language? 9. Dad always manages to 'dampen Mum's fire'. What does this mean? What does it tell you about their relationship? (page 168) 10. Read to the end of Chapter 31. Who do you think is speaking? What do you predict will happen next? 	<p>Create an Emotions Graph to plot Noah's changing thoughts and feelings throughout these Chapters. You may wish to refer to: <i>the engine overheating, eating the fish, saving the kittens, Noah being saved by Winn, arguing with Clem.</i></p> <p>Look at page 152 – what should Noah do? As a class, create a Conscience Alley. One side of the class should be voices persuading him to save the kittens. The other side should persuade him not to. Take it in turns to play Noah walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>The River Thames plays an important role in the story. Find out about the parts of a river and draw a labelled diagram to show your understanding. Now, conduct research into how rivers are formed. Find out about a local river and its use, and create a poster to show your findings.</p>

WEEK 4 (CHAPTERS 32–41): DO OR DIE

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>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. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork in the style of L.S Lowry. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Plan and write a non-chronological report. <p>Science</p> <ul style="list-style-type: none"> - Conduct research into an animal's appearance, habitat, diet, and adaptations. 	<ol style="list-style-type: none"> 1. Complete these sentences: <i>Noah is going as slowly as possible because... Noah is going as slowly as possible, but...</i> (page 189) 2. Why do Clem and Noah feel pride <u>and</u> resolve on page 197? 3. How does the author use humour in Chapter 33? How did reading this Chapter make you feel? What do you predict might happen next? 4. Clem talks about each of the children's strengths on page 201. Can you summarise their weaknesses too? 5. How does the author create a sense of tension on page 211? Is it successful? Does it make you want to read on? 6. Can you use the information on page 215 to draw and label a picture of what is happening? How can you capture the characters' feelings and the fiery setting? 7. Why are Noah and Big Col both feeling angry on pages 220 and 221? Can you understand why they're behaving like this? 8. <i>Noah was right to steal the food and drink.</i> Do you agree with this statement? Why? Why not? (page 233) 9. Read the extract from the newspaper article on page 240. Can you write your own newspaper article to describe the events, thinking of your own headline and sub-titles? 10. Chapter 41 ends on an exciting cliffhanger. What do you think has happened? How do you think Noah will react? 	<p>In a group of four, re-create the events from Chapter 32. Think about who will play Noah, Clem, Big Col and the sailor. Perform the scene four times, 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>Spend some time exploring 'Blitzed Site' by L.S Lowry, considering his use of colour and shape. Using the descriptions throughout the book, create your own piece of artwork showing either the aftermath of the attacks on London or the moment the <i>Queen Maudie</i> is destroyed.</p> <p>Delilah is a python, but Big Col thinks she can't swim. In small groups, conduct research into pythons. Now write a non-chronological report including facts about their appearance, habitat, diet, and adaptations. Think about using sub-titles, diagrams, and engaging, informative language.</p>

WEEK 5 (CHAPTERS 42–51): TO FIGHT OR HIDE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Explore vocabulary and carry out role-play to understand the relationship between characters.
- Analyse the symbols in the story to explore the main themes and ideas.

Poetry

- Explore a poem about war and grief and respond to it in a variety of creative ways.

Creative Writing

- Analyse an author's style of writing, using this to write a new scene from a different character's perspective.

COMPREHENSION QUESTIONS

1. What do you think the men want with Delilah? (page 248)
2. How did you feel reading the events on page 250? Shocked? Sad? Angry? Discuss your thoughts as a group.
3. What would you say the purpose of the Chapter 44 is? What interesting things do we learn during this Chapter?
4. Role-play the conversation between the children on page 266, trying hard to capture their emotions in your body language and expression.
5. What do we learn about Matthew in Chapter 47? How has the war impacted his family? What role do you predict Matthew will play in the story?
6. Can you think of all the ways the animals have saved the children so far in the story? (page 281)
7. Imagine you are Clem on page 287. What could you say to Noah to convince him to leave the kittens? Role-play your ideas in pairs.
8. The pilot falls 'like a broken doll'. What image does this create in your mind? How does this simile make you feel? (page 300)
9. Describe in one word how Noah is feeling on page 300 and explain your word choice to a partner.
10. How has Clem shown bravery and courage throughout the story so far? Give examples to support your ideas.

EXTRA ACTIVITIES

Spend some time exploring the poem 'We Remember' by Laura Mucha. How does it make you feel? You could write your own war-themed poem or create a piece of artwork inspired by the poem. Perhaps you'd even like to write something for Samson inspired by this poem.

Spend some time exploring Chapter 46 and the decision Big Col makes. Re-write the chapter from his point of view, considering how you might capture his personality. How does he feel about leaving Noah and Clem? What motivates him to make this decision?

Explore the symbolism throughout the story in the form of a spider diagram. Think about what these represent – storms, fire, Noah's Ark, the river, the boat, the pilot, the parakeet. What might each animal represent and symbolise? Can you think of any other symbols or themes in the story? Share your ideas with the class.

WEEK 6 (CHAPTERS 52–63): MY WINN!

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Summarise information.
- Make comparisons within and across books.

Writing in Role

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

Computing

- Design an informative presentation, including animations and slide transitions.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes, and express these through use of role-play.

COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 52 in six sentences. Now try and summarise them in three sentences, then one.
2. Can you show a partner what a 'quick, furtive look' might look like and explain how the man is feeling? (page 309)
3. Dennis is hiding because he doesn't want to fight in the war. What is this called? What can you find out about people who refused to fight during the Second World War? (page 318)
4. What can you find out about fox hunting? What are the arguments for and against it? (page 327)
5. 'Clem and Noah are just as stubborn as each other'. Do you agree? Why? Why not? (page 339)
6. What are your first impressions of the Donnelly-Brown family? (page 362)
7. If you have read 'When the Sky Falls' (also by Phil Earle), spend some time comparing and contrasting the two books. Are there any similar themes? Are there any links between the books or any recurring characters? Which story do you prefer and why?
8. How has Noah changed and developed during the story? What important lessons do you think he 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: *defiance, friendship, animals, love, anger, duty, grief*.
10. Describe each of these characters in the story using three words only and explain your word choices: *Noah, Clem, Big Col, Dennis, Winn, Frank*.

EXTRA ACTIVITIES

Imagine you are Noah and write a letter to Mum describing your stay with the Donnelly-Brown family. Think how you can capture Noah's sense of humour in your writing. Has he enjoyed looking after Bramble and Winn?

Write a diary entry in role as Noah 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, his family, his friends, and how we treat animals and each other?

Create a PowerPoint presentation about the end of World War II. 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.

Freeze-frame key moments in the story and then draw a Plot Diagram to show the main events during 'While the Storm Rages'. Can you sort the action into a beginning, build up, climax, resolution and ending? How do the main characters feel at each point?