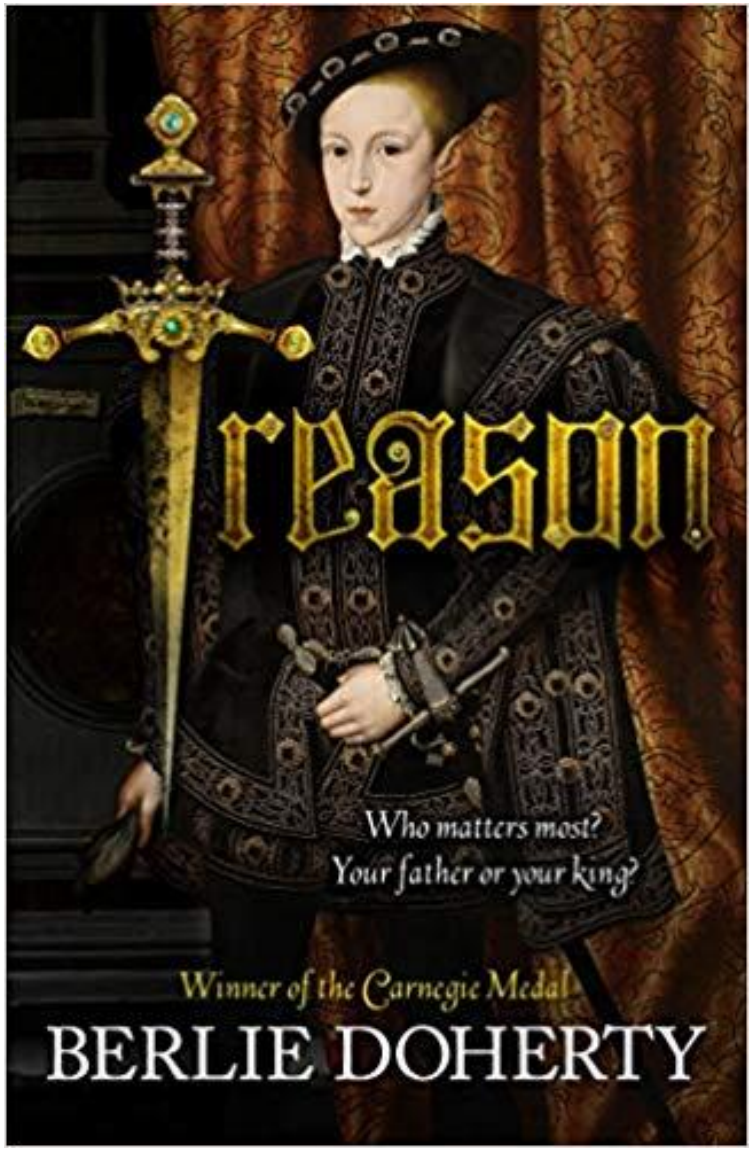

Y5/6

Autumn 1

Theme

Off With Her Head

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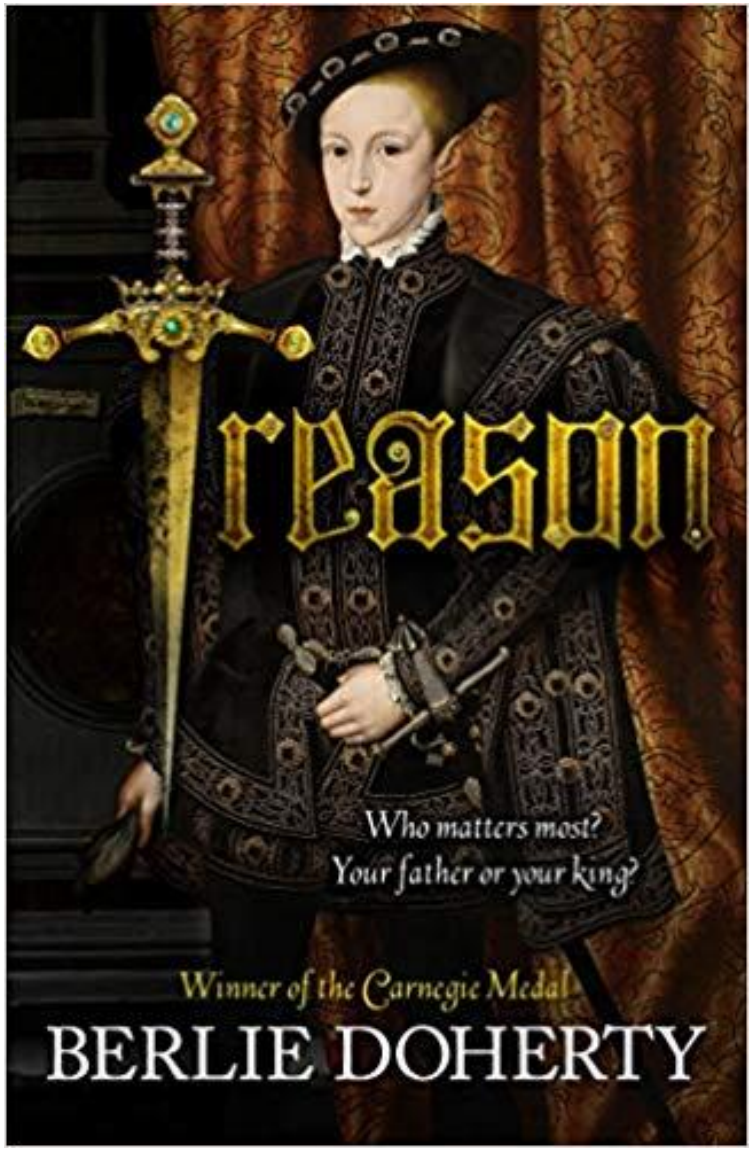

Stories with historical settings

First published in 2011

Author:
Berlie Doherty

Publisher:
Andersen Press

Winner of
The Carnegie Medal

Would this book cover appeal to you normally?

Has anyone previously read a book by Berlie Doherty?

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Berlie Doherty

As a child

I was brought up by the sea, and loved it. We lived in a small town, and the weekly trip to the library was one of my favourite treats. I went with my dad. He encouraged me to write stories and poems, which were often published in the children's pages of local newspapers (*Hoylake News and Advertiser*, and *The Liverpool Echo*).

I rejoiced in the prizes (which were sometimes boxes of chocolates), but had the even greater thrill of seeing my writing in print. I knew I wanted to be a writer. Sadly, these publications came to an end when I was fourteen and too old to be on the children's page. My writing didn't emerge for another twenty years or more.

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Berlie Doherty

As an adult

In my early twenties, I had my first daughter, Joanna, closely followed by Tim and then Sally. I was a full-time mum, and loved every moment of watching my children grow. When Sally started school, I went back to university to train to be a teacher, and it was there that my writing started again. I have been a full-time, compulsive writer of plays, novels, stories and poetry since my first book (*How Free You Are!*) was published in 1982, and consider myself to be extremely lucky to be able to earn my living by doing what I love most. I live in the Peak District of Derbyshire – as beautiful, in its own way, as the sea of my childhood.

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Berlie Doherty

As an artist

The window of my writing room looks out over farmland to the Kinder Plateau, the beginning of the Pennine hills. Many of my books are set in Derbyshire, and are much inspired by the changing lights and colours of the mountains. I am also inspired by music – *The Midnight Man* and *Blue John*, were specially commissioned to be read with the music that inspired them. I have just written the words (the libretto) of an opera, based on my novel *Daughter of the Sea*, and this is the most exciting commission I have ever been given.

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Things you didn't know about Berlie Doherty

1. The first time I went snorkelling I came face to face with a shark.
2. I love liquorice.
3. I'm a vegetarian and have been for over twenty years – but I still eat fish.
4. I play the penny whistle (and sometimes the fiddle) in a Ceilidh band – badly!
5. I have a cat called Midnight. He's all black, apart from a little white moon under his chin and white stars at the end of his tail.
6. If I wasn't going to be a writer, I would have wanted to be a singer, a librarian, a ballet dancer, a swimming-pool attendant or an air hostess.
7. I love the sound of rain on my window.
8. I can't bear the smell of cigarette smoke.
9. I live with another children's author, Alan Brown.
10. I'm learning to play the piano and violin.

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The setting of this book...

The year is 1539. Henry VIII is the of King of England. Three of his wives – Catherine of Aragon, Anne Boleyn and Jane Seymour - are dead. Henry has three children: Mary, Elizabeth and the long-awaited heir to the throne, Edward.

Henry has broken away from the Church of Rome because the Pope would not allow him to divorce his first wife.

Anyone who refuses to accept that Henry VIII is the Supreme Head of the Church of England is accused of an offence that is punishable by death: ***treason!***

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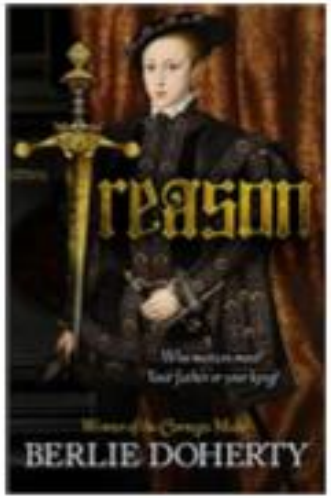
Autumn 1

Y5/6 Off With Her Head Class Text



- Learning to use intonation, tone and volume so that the meaning is clear to an audience.
- Learning to discuss the writer's use of language, structure and presentation and how these contribute to meaning and effect.
- Learning to check that longer, more complicated texts make sense, clearly explaining their understanding and word meanings.
- Explore the meaning of words including figurative language and consider the impact of language on the reader.
- Read, discuss and understand a wide range of fiction with enthusiasm, building on their own and others' ideas and challenging views constructively.

Stick a copy of this in your book.

Read through the general objectives that we will cover as we read the book.

Treason: Chapter Titles

Chapter	Page	Title	Read
1	[illegible]	The drowning	
2	[illegible]	You are alive	
3	[illegible]	The hair in Montague's pill	
4	[illegible]	Aunt Cicely	
5	[illegible]	Wait, wait, wait	
6	[illegible]	London	
7	[illegible]	'You are to meet the King today'	
8	[illegible]	The golden sun of His Majesty	
9	[illegible]	The secret thought	
10	[illegible]	The king's favourite	
11	[illegible]	Matthew's friend	
12	[illegible]	Clover	
13	[illegible]	I should be careful, if I were you	
14	[illegible]	A terrible deep inside me	
15	[illegible]	Home	
16	[illegible]	'A hideous old man'	
17	[illegible]	Brother John comes home	
18	[illegible]	The sweat	
19	[illegible]	Twelve Letters	
20	[illegible]	The king's children	
21	[illegible]	Edward. I love you	
22	[illegible]	A palace of whispers	
23	[illegible]	Another world	
24	[illegible]	A dead boy's clothes	
25	[illegible]	The drowned dragon	
26	[illegible]	'He surely will die'	
27	[illegible]	On the way to Greenwich	
28	[illegible]	Greenwich Palace	
29	[illegible]	Attacked	
30	[illegible]	'Why do you want to help me?'	
31	[illegible]	'Who can make you well again?'	
32	[illegible]	'Because William. Because my'	
33	[illegible]	Newgate Prison	
34	[illegible]	The long journey	
35	[illegible]	The ring	
36	[illegible]	'Crowned, over crowned'	
37	[illegible]	Strangers to each other	
38	[illegible]	In the castle cell	
39	[illegible]	A letter to the king	
40	[illegible]	Arms of Cloves	
41	[illegible]	The king's mosque	
42	[illegible]	Father	
43	[illegible]	A fine son	

Stick a copy of this in your book.

The book has chapter titles but not numbers so this will help you to keep track of where we are up to.

Tick each chapter once you've read it.

Treason: Tudor Vocabulary

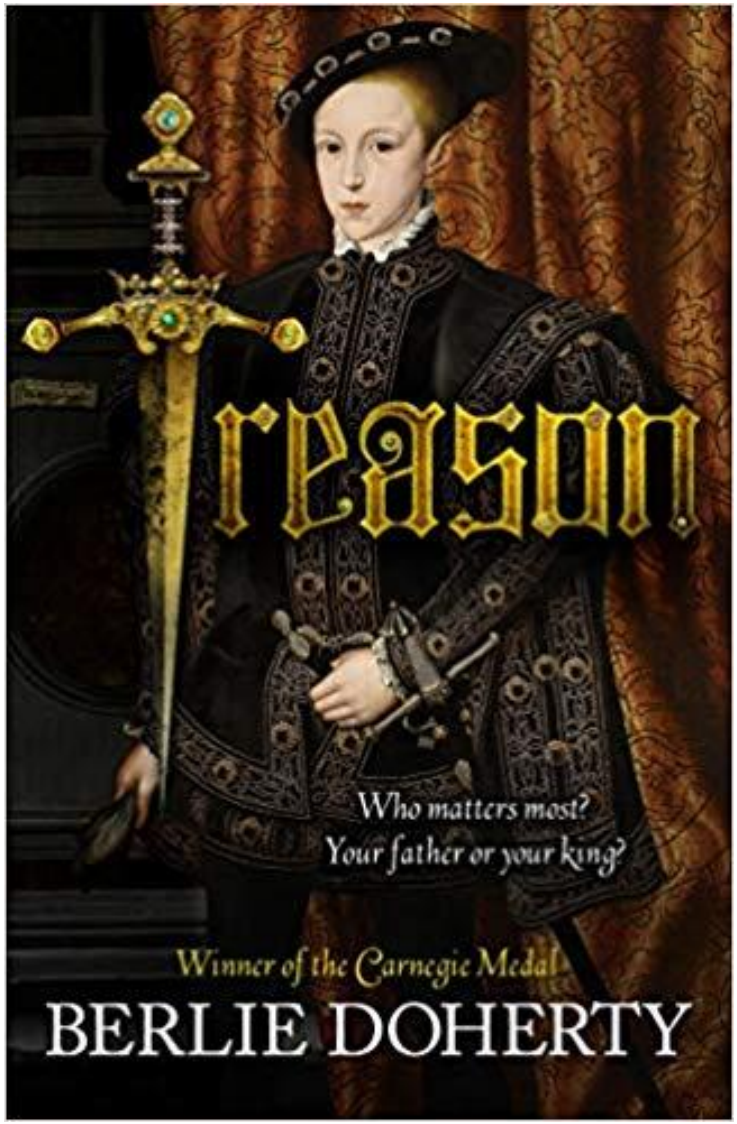
Learning to recognise how words often retain common features but reflect the time historical context in which they were written.

Consider the language used in Treason. The book was written to reflect Tudor times. Whenever you notice language that reflects that time, note down the chapter, word and explain the meaning.

Chapter/ Page Number	Word	Meaning

Stick a copy of this in your book.

As we read the book, pause to collect vocabulary that is typical of Tudor times that we would not use now.



Blurb- read this through without any discussion

Will Montague is a page to Prince Edward, son of King Henry VIII. But these are dangerous times and as the King's favourite, Will gains many enemies at court. They soon convince the king that Will's father has committed treason and must be thrown into prison.
Will is forced to flee Hampton Court and go into hiding in the back streets of London. Lost and in mortal danger, he is rescued by a poor boy, Nick Drew. Together they brave imprisonment and death as they embark on a great adventure to set Will's father free.

Now look at the next slide...

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Treason

The Blurb

Will Montague is a page to Prince Edward, son of King Henry VIII. But these are dangerous times and, as the King's favourite, Will gains many enemies at court. They soon convince the king that Will's father has committed treason and must be thrown into prison. Will is forced to flee Hampton Court and go into hiding in the back streets of London. Lost and in mortal danger, he is rescued by a poor boy, Nick Drew. Together they brave imprisonment and death as they embark on a great adventure to set Will's father free.

Stick a copy of this in your book.

Annotate (underline, highlight, circle) the words that make you think as you read it.

In the spaces between the lines, write briefly what you are thinking/wondering.

(Your teacher may demonstrate on the whiteboard.)

Look at the next slide once you have had time to have a go.

Will Montague (Will – probably short for William- male character) is a page (Hmm… not page like a piece of paper…what IS a page??) to Prince Edward, son of King Henry VIII. But these are dangerous times (why?) and as the King's favourite, Will gains many enemies at court. (why?) They soon convince the king that Will's father has committed treason (check what that is) and must be thrown into prison. Will is forced to flee (?) Hampton Court and go into hiding in the back streets of London. Lost and in mortal danger, he is rescued by a poor (feel sorry for or no money?)boy, Nick Drew. Together they brave imprisonment and death as they embark on a great adventure to set Will's father free.(Will they do it?)

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Tuesday 14th September

Learning to read, discuss and understand an increasingly wide range of fiction with enthusiasm, building on their own and others' ideas and challenging views constructively.

Chapter 1 The drowning (p1)

Chapter 2 'You are alive' (p4)

Read as:

1: William, Father, Matthew, Ned Porritt, Nurse Joan, Margery.

2: Brother John, William, Margery

Viper Activity

Before reading the chapters, read the blurb, highlight/annotate all the words that make you think to create a running commentary.

Begin to collect vocabulary that is specific to the era on the Tudor Vocabulary sheet. You are looking for old-fashioned vocabulary that we don't really use any more or words about things that were around in the Tudor era.

Wednesday 15th September

Learning to retrieve, record and present a range of relevant information focusing on the evidence from the text.

Chapter 3 The heir to Montague Hall (p11)

Chapter 4 Aunt Carew (p16)

Read as:

3: Father, William, Margery, Father.

4: Ned Porritt, William, Brother John, Aunt Carew, Margery.

Viper Activity: (Do this before reading Ch 3)

1. Draw a line to match the character name to their description.

2. Whilst reading Chapter 3, collect words that tell us that William is nervous.

Father	the stable lad
Matthew	William's father
I	William
Ned Porritt	William's brother
Margery	William's nurse
Joan	Margery's friend
Lady Catherine	William's sister
Stephen	William's father's cousin/their tutor
Brother John	a servant

Friday 17th September (am)

Learning to make inferences supported by specific evidence

Chapter 5 Wait, wait, wait (p23)

Chapter 6 London (p29)

Read as:

5: Aunt Carew, William, Stephen, Nurse Joan, Margery, Ned Porritt, Father.

6: Margery, Aunt Carew, William, Father, Lady.

Viper Activity:

Teacher modelling of a 3 point comprehension question:

1. Thinking back to Chapter 3, how do you think William was feeling when he discovered his father was leaving for London? Explain with evidence from the text.

   (Together, create an answer that includes the feeling word and three reasons why he is feeling this way. You could use two feeling words but you will need evidence for both. Copy the answer on the board in pink pen or have a go at your own answer in blue pen.)

Now in blue pen, write your own answer to this next question:

2. From today's reading, does William like Aunt Carew? Explain with reference to the text. (Does he? Give three pieces of evidence.)

Predict: What do you think has happened to Brother John?

Friday 17th September (pm)

Learning to give examples of alternative vocabulary (synonyms).

Viper Activity:

Suggest alternative vocabulary for the underlined words. Use a thesaurus if you have time. Choose words that have similar meanings (synonyms).

1. "Please don't go!" my sister Margery shouted the next morning.
2. "But why? What does he want?" I asked anxiously.
3. King Henry is a fine tennis player and his banquets are wonderful.

Chapter 7 'You are to meet the king today' (p35)

Read as: Tailor, William, Lord Carew, Father, Woman, Margery.

Look out for these words:

- doublet
- jerkin
- upper hose
- nether hose

Can you work out what the words mean from the context?

(Add these words to your Tudor Vocabulary Sheet)

Treason

Week 2

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Tuesday 21st September

Learning to make inferences supported with specific evidence and distinguish between statements of fact and opinion.

Chapter 8 The golden sun of His Majesty (p43)

Chapter 9 The secret thought (p49)

Read as:

8: Father, King Henry, William, Lord Percy Howard.

9: Lord Carew, William, Lord Percy Howard.

Viper Activity

Chapter 8: Discuss how the reader feel about the King and Lord Percy?

Chapter 9 Write **F** (fact) or **O** (opinion) at the end of each sentence

1. I am Prince Edward's page.
2. The palace of Hampton Court is beautiful.
3. Henry must be the richest man in the world.
4. Mother Jack gave William the paper and quill.
5. Mother Jack sang a lullaby to the little prince.
6. William thought he was the most important servant.
7. Mother Jack's real name was Mistress Jackson.
8. Hampton Court is on the bank of the River Thames.
9. It's quite a long way from the city.

Tuesday 21st September **ANSWERS**

Learning to make inferences supported with specific evidence and distinguish between statements of fact and opinion.

Chapter 8 The golden sun of His Majesty (p43)

Chapter 9 The secret thought (p49)

Read as:

8: Father, King Henry, William, Lord Percy Howard.

9: Lord Carew, William, Lord Percy Howard.

Viper Activity

Chapter 8: Discuss how the reader feel about the King and Lord Percy?

Chapter 9 Write **F** (fact) or **O** (opinion) at the end of each sentence

1. I am Prince Edward's page. **F**
2. The palace of Hampton Court is beautiful. **O**
3. Henry must be the richest man in the world. **O**
4. Mother Jack gave William the paper and quill. **F**
5. Mother Jack sang a lullaby to the little prince. **F**
6. William thought he was the most important servant. **O**
7. Mother Jack's real name was Mistress Jackson. **F**
8. Hampton Court is on the bank of the River Thames. **F**
9. It's quite a long way from the city. **O**

Wednesday 22nd September

Learning to make inferences supported with specific evidence

Chapter 10 The king's favourite (p57) (Long chapter)

Chapter 11 Matthew is found (p67)

Read as:

10: Court Physician, King Henry, Mother Jack, (Brother John), Will Somers, Lord Carew, Footman, William, Groomsman, (Aunt Carew).

11: Highest Servant, Mother Jack.

Viper Activity

Chapter 10

1. List some words to explain how William ***feels*** at various points in this chapter. (Be prepared to explain in discussion what makes him feel this way.

Chapter 11

2. In her letter, how does Margery seem to feel about Aunt Carew. Margery feels...
3. When William has read Margery's letter, he feels... William feels... because...
4. When William reads Father's letter he feels... William feels ... because...

Friday 24th September (am)

Learning to explore the meaning of words including figurative language.

Chapter 12 Clever (p72)

Chapter 13 'I should be careful if I were you.'(p78)

Read as:

12: Mother Jack, William, Prince Edward, Announcer, King Henry, Steward.

13: Lady Catherine, William, Lord Percy Howard

Viper Activity

1. Why does William compare himself to his kestrel? Be sure to discuss both William and Clever in your answer.

Highlight the comparative parts of these sentences that make them a simile.

2. 'Their snores mingling like a choir of farm animals.' (p74)
3. 'Servants were running here and there like rabbits in a warren.' (p74)
4. 'Little Elizabeth was excited, bobbing up and down on the toes of her shoes like a spring-time lamb.'(p75)
5. '..there were golden beads on her hood, bobbing with her like fireflies.'
6. I had seen this before, I had seen the king's temper swing like a bell.'(p76)
7. 'His shoulders were so wide... that they looked like eagles' wings.' (p77)

Friday 24th September (pm)

Learning to check that longer, more complicated texts make sense, explaining understanding and word meanings.

Chapter 14 A bruise deep inside me (p82)

Read as:

14:William, Lord Carew, Mother Jack, Stable Boy, Father.

Viper Activity

Draw a line to match the word to the meaning.

retinue	to pass something against or through something else
sidled	a group of people retained to work for a royal person
murmured	moved from place to place (sometimes sideways) without being noticed
swiped	walked uneasily or in an unbalanced way
tottered	spoken in a soft voice, barely audible

How did it feel to the reader when William said,

'Yes, he is generous. But he's also fat, smelly and mad...and OLD!'

Discuss: How has William's life changed since he was last at Montague Hall? Give as much evidence from the text as you can.

Treason

Week 3

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Tuesday 28th September

Learning to evaluate how language, structure and presentation contribute to meaning and effect.

Chapter 15 Home (p89)

Chapter 16 A hideous old man (p96) (long)

Read as:

15: Father, William, Bailey, Nurse Joan

16: William, Margery, Aunt Carew, Father, Nurse Joan

Viper Activity

Discuss/Predict: What do you think Margery may have done?

Find and copy the words to complete these sentences as we read the chapter. Consider the impact of the description on the reader.

1. I could see that my sister's face was_____ , her cheeks _____ and _____.
2. Her hair hung like _____ _____.
3. She looked about _____ instead of _____.
4. Just because he's _____; just because he's a _____ ; just because he's in charge of the lord's _____.

Wednesday 29th September

Learning to make inferences supported with specific evidence.

Chapter 17 Brother John comes home (p106)

Chapter 18 The sweat (p114)

Read as:

17: Father, Brother John, Bailey, William

18: Lord Percy Howard, Lord Howard, William, Father.

Viper Activity

1. Why do you think Percy Howard is at Montague Hall?

2. Is Lord Percy impressed with Montague Hall? Give evidence to justify your answer.

3. Discuss with a partner what could happen next in the story. Give reasons for your predictions and be prepared to feed back to the class.

Friday 30th September (am)

Learning to recognise contractions and their expanded forms.

Chapter 19 Two letters (p120)

Chapter 20 The king's visitors (p126)

Read as:

19: Father, Brother John, William, (Matthew), Post Boy

20: William, Brother John, Bailey, Father, Old Woman, Official, Priest.

Viper Activity

Discuss these contractions with your partner. What would the expanded form of each contraction be? eg won't = will not

I'll	she'd	couldn't	that's	didn't
he'll	I've	it's	don't	

In your book, re-write this text with the contractions in full.

"I 'ave 'ad a terrible monster of a journey....They 'ad 'oods over their faces, and knives in their 'ands...And in the night, a black pig 'e come at me...then my 'orse 'e stumble.

After reading chapter 20, discuss the following: Do you think Brother John was right to stay true to his Catholic faith?

Friday 30th September (pm)

Learning to ask a range of questions to improve understanding.

Chapter 21 'Edward loves you.' (130)

Read as:

21: Mother Jack, King Henry, William, Prince Edward, Andrew.

Viper Activity

Write a question about this afternoon's chapter.

Don't make it too difficult; don't make it too easy.

Be sure to use a capital letter and a question mark.

Make sure that you know what the answer is that you're expecting.

Let's ask some of these questions aloud to the class.

Treason

Week 4

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Tuesday 5th October

Learning to evaluate how language, structure and presentation contribute to meaning and effect.

Chapter 22 A palace of whispers (p136)

Chapter 23 Another world (p145)

Read as:

22: Father, William, Lord Carew, Duke of Norfolk, Lady Catherine.

23: William, Old Man, (Father).

Viper Activity

1. *'It was a palace of whispers, a palace of shadows, and that day it seemed to be a palace of nightmares.'*
   What does this description tell the reader?
   (Refer to all three of the key words in your answer.
   Don't just repeat the words themselves- explain!)

2. What is the mood of this chapter like –how does it make the reader feel?

3. Collect together any other words/phrases that help create the mood.

Wednesday 6th October

Learning to make inferences and justify them with detailed targeted evidence and extended written responses.

Chapter 24 A dead boy's clothes (p150)

Chapter 25 The straw dragon (p158)

Read as:

24: Old Woman, William, Boy – Nicholas.

25: Nick, Cottage Woman, Grandmam Susan, William, Meg

Viper Activity

You may want to work as a class or in pairs to answer these questions.

Notice that each is worth three marks so you need to give enough detail to earn the marks.

1. Compare the characters William and Nick. How are they **different**? (You must talk about both characters in your answer.) Make at least two points about each of the characters using evidence from the text. (3 marks)

2. Which of the characters do you think was happier? Does this surprise you? Explain why. (3 marks)

Friday 8th October (am)

Learning to identify the perfect form of verbs.

Chapter 26 'He surely will die' (p165)

Chapter 27 On the way to Greenwich (p171) (long)

Read as:

26: Widow Susan, William, Meg.

27: Nick, William, Widow Susan, Meg, Courtier 1, Courtier 2.

Viper Activity

Highlight the **present perfect** or **past perfect** verbs in these sentences. Remember there are two parts to a perfect verb: a ha... word and a past tense verb.

1. The music had finished, and Button the fletcher and his wife Kate had left.
2. I was bleary with sleepiness and ale or I would never have said so much.
3. I would gladly have curled up in a box like baby Arthur and let the purring of the fire sing me into my dreams.
4. 'Montague' There. She had pulled it out of me.
5. Our family has been on this earth for hundreds of years, same as his.

Can you say which is PAST PERFECT or PRESENT PERFECT?

We have already discussed the *differences* between the two boys. After reading Chapter 27, can you say how William and Nick are *similar*?

Friday 8th October (pm)

Learning to evaluate how language contributes to meaning and effect considering why writers have made particular choices

Chapter 28 Greenwich Palace (p181)

Read as:

28: Nick William

Viper Activity

I was sick with dread at the thought of arriving at Greenwich now. I wanted to cover my face and stay on the boat, but as soon as the nobles disembarked, Nick tugged my sleeve and hauled me off.

1. Read this opening paragraph. How does the reader feel?
2. Write **synonyms** to replace the underlined words.
3. Verbally, can you and a partner read out the paragraph replacing the underlined words with **antonyms** to totally give an opposite meaning?
4. When Nick says 'Lordy Crazy's', what does he mean?

Treason

Week 5

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Tuesday 12th October

Learning to discuss and compare themes and conventions within and across a wide range of writing.

Chapter 29 Attacked (p187)

Chapter 30 Why do you want to help me? (p189)

Read as:

29: Man, William

30: William, Nick, (Father).

Viper Activity

'But I needed him (Nick) for something more than that, something deeper, and I couldn't understand what it was. It was almost like the way I needed my father, needed my sister. It was almost like the way I needed Matthew.'

1. What do you think this 'need' is?

2. Who do you think you need in the same way?

Discuss: Can you think of any characters from other books who need this? Name the characters, which books they are in and who they need it from.

Wednesday 13th October

Learning to make inferences supported with specific, targeted evidence.

Chapter 31 'Who can make you well again?' (p196)

Chapter 32 'Be safe William, be strong.' (198)

Read as:

31: William, Meg, Widow Susan, Nick

32: Meg, William, Widow Susan.

Viper Activity

What have Nick's family done to show kindness to William? Give as much detail as you can.

Why do you think William is surprised by their kindness?

Friday 15th October (am)

Learning to make inferences supported with specific, targeted evidence.

Chapter 33 Newgate Prison (p202)

Chapter 34 The long journey (p207)

Read as:

33: Widow Susan, Guard, William.

34: Widow Susan, William, Nick, Woodman, Carter, Second Carter, Toothy Girl.

Viper Activity

1. What impression does the reader get of the guard at Newgate Prison?
2. How had William's father changed when he saw him?
3. '*In that moment, I knew she was greater than any of the ladies I'd met in court, in spite of her rough ways.*'
   What do you think William means? Refer to any part of the book for your answer.

Discuss verb tenses that we know and can use.

'Dusk was falling, the traffic was easing off.'

What tense is this? Which parts of the text tell us.

What would we do to make this into the present?

Say sentences using these tenses to your partner.

Friday 15th October (pm)

Learning to evaluate how language contributes to meaning and effect, considering why writers have made particular choices.

Chapter 35 The ring (p214)

Read as:

35: William, Nick, (Mother Jack).

Viper Activity

Why was it the best feast ever?

Was it really the best food William had ever eaten or was it more than just about the food? Explain as fully as you can.

Treason

Week 6

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Tuesday 19th October

Learning to ask targeted, well-worded questions to improve understanding,

Chapter 36 'Onward, ever onward!' (p222)

Chapters 37 Strangers to each other (p230)

Read as:

36: Deck Master, Sailor, (Matthew), Nick, William, Courtier 1, Courtier 2, Lord Percy Howard.

37: Nick, William, Lord Richard of Carlisle, Lord Percy Howard.

Viper Activity

A literal question is one where a specific answer can be found in the text.
The question might begin with What, Why, Who, Where, How, Is, Are, Can....

Write three literal questions about the text. Be sure to punctuate correctly.

Challenge: If you can, create more complex questions that refer to more than one part of the story. Eg. Who was IN the sea with William in Chapter 1 and who was ON the sea with William in Chapter 36?

Wednesday 20th October

Learning to discuss the writer's use of language and how this contributes to meaning and effect.

Chapter 38 In the castle cell (p236)

Chapters 39 A letter to the king (p239)

Read as:

38: Nick, William, Margery, Lord Richard.

39: Nurse Joan, Margery, William, Lord Richard.

Viper Activity

Use a thesaurus to find synonyms for these words from the chapter.

1. hated
2. small
3. grubby
4. clean

Discuss your answers as a class and write them in order to show the shades of meaning.

Eg. happy: glad, pleased, happy, excited, ecstatic

Friday 22nd October (am)

Learning to predict what might happen from details stated and implied.

Chapter 40 Anne of Cleves (p244)

Chapter 41 The king's masque (p250)

Read as:

40: Nurse Joan, William, Nick, Margery.

41: King Henry, William.

Viper Activity

'So Nick, washed and tidied, went down to dine, his eyes bulging with fright and excitement.'

Which two words in this sentence are antonyms?

Why might he be feeling this way?

At the end of Chapter 40, predict what you think William's daring plan might be.

Friday 22nd October (pm)

Learning to analyse and compare some themes and conventions noticed within and across text types.

Chapter 42 Father (p257)

Chapter 43 A fine son (p 263)

Read as:

42: Nick, Father, Meg, Widow Susan, William, Voice.

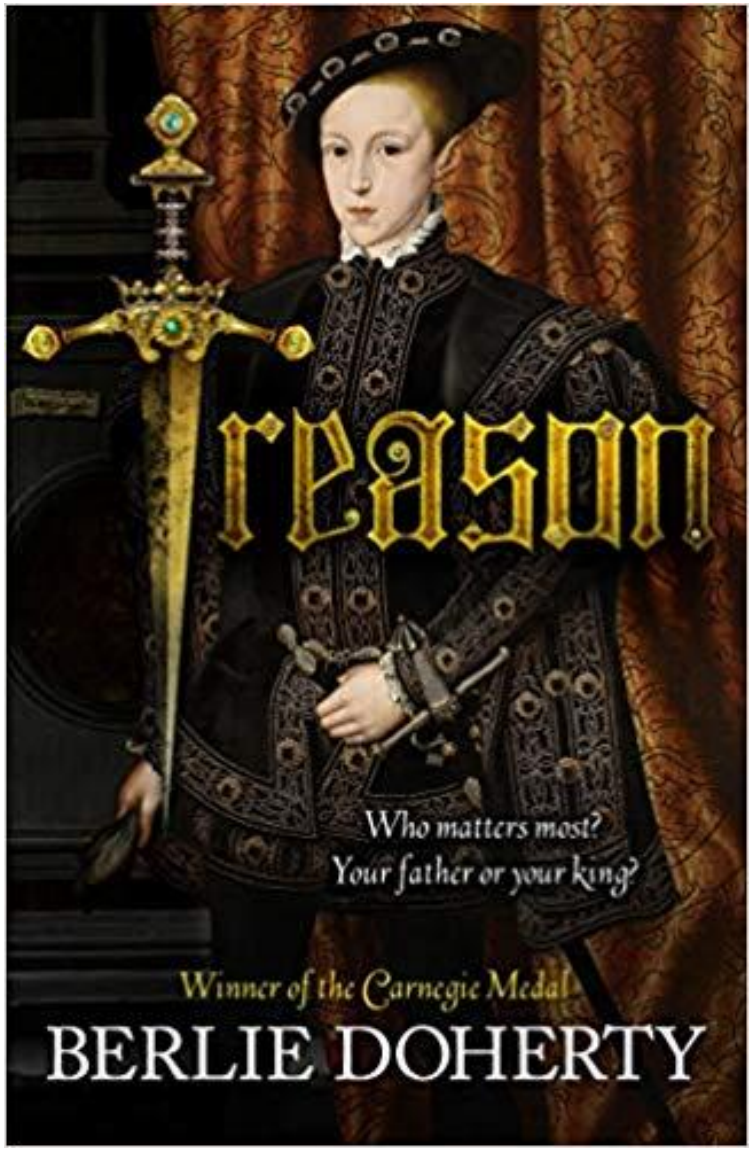
43: Father, Widow Susan, Meg, William, Nick.

Viper Activity

Guilt **Trust** **Family Relationships** **Social Status**

Explain how any of these themes are used in the book Treason. Discuss these as a class and then write about one or more of them. Say which characters demonstrated the theme and give examples of events that occurred.

Complete the Quiz for Treason



Would you read another book by Berlie Doherty?

Have you learnt a lot about this period of history whilst reading the book?

Explain what you have liked about this book.

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