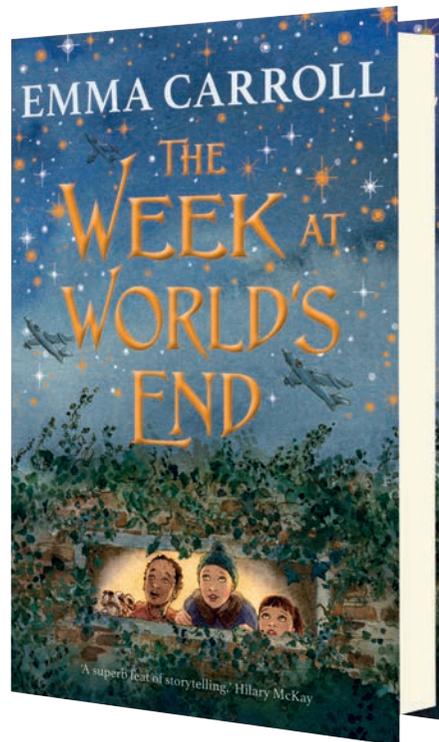


THE WEEK AT WORLD'S END

EMMA CARROLL

CHAPTER-BY-CHAPTER RESOURCES BY SCOTT EVANS



Britain, 1962

'Who are you?' I asked.

'You don't know who I am? You mean, it's not been on the news?'

The girl glanced from Ray to me and back again. 'It's better I don't tell you,' she said firmly.

Nothing ever happens in World's End Close. So when Stevie discovers a runaway girl in her coal shed, the first thing she does is fetch her best friend, Ray. Both are dying for a bit of adventure, and when the girl begs for help, they readily agree.

Yet they soon realise they've taken on more than they bargained for. The girl, Anna, reveals she's on the run from people who are trying to poison her. Meanwhile, on the news, the Americans and Russians are arguing over missiles in Cuba.

As the threat of war grows, Anna's behaviour becomes more mysterious. And when Stevie unearths a dark family secret, she wonders if Anna has come to World's End Close on purpose, with a special message just for her . . .

The hotly anticipated new standalone from the bestselling and award-winning Queen of Historical Fiction, Emma Carroll.

Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Activities
<p>Front cover (Cover art by Daniela Terrazzini)</p>	<p>Ask children the following when looking at the front cover:</p> <ul style="list-style-type: none"> Based on the cover, what do you think the book will be about? What things can you see on the front cover? Why do you think the book has the title <i>The Week at World's End</i>? Where do you think it will be set? What kind of story will it be? What genre do you think it belongs to? Who might enjoy it? Based on the cover, who might you recommend it to? Why? <p>Now read the blurb on the inside front cover:</p> <ul style="list-style-type: none"> Does the blurb confirm your thoughts, or has it changed your mind? Why? Were any of your predictions correct? 	<p>Complete an Observe, Infer, Wonder grid to encourage book talk: Observe: What can children see? Children could write their own sentences using 'I see . . .' to focus on descriptions. Infer: Can children make connections to the cover using their own reasoning? Children could start their sentences with 'I think . . .' using 'because . . .' to explain. Wonder: What questions do children have based on the front cover? They could start their sentences with 'I wonder who/what/where/when/why/how . . .' etc. to generate their own questions.</p>	<p>ART • After reading the book, use what you now know to draw alternative covers for the book.</p>
<p>DAY ONE US PRESIDENT WARNS CUBA: MISSILES COULD LEAD TO WAR <i>The Daily Times</i>, Tuesday 23 October 1962</p>			
<p>1 (pages 3–13)</p>	<ul style="list-style-type: none"> Why is the first sentence of this book really effective in drawing the reader in? Who is the protagonist? What is her name? When do we find this out? When do you think this story is set? Find clues and evidence in this first chapter to explain your thinking. What impression do you get of Bev, from when it says 'being a day with a 'y' in it, my big sister Bev was arguing about why it wasn't her turn to do the dishes'? Where do they live? How is Ray's family similar to Stevie's? How are they different? How do we know that President Kennedy's broadcast is very important? What news does he deliver? How does the chapter end with a shocking twist? 	<p>Write a prediction paragraph detailing what you think will happen next to Stevie, Ray and the girl that they have found.</p> <p>Write the alternative story of Stevie finding a dead body in the shed, and then Ray finding out, and the reaction on World's End Close of the discovery. How would the residents react?</p>	<p>GEOGRAPHY • Research the country of Cuba to learn about its location, landscape and language to put it into context.</p> <p>HISTORY • Discover more about its history, how it was a Spanish colony and how it came to be under communist rule and led by Fidel Castro from 1959 until 2008.</p> <p>COMPUTING • Create a presentation of your research.</p>



<p>2 (pages 14–21)</p>	<ul style="list-style-type: none"> • What does the first line of this chapter tell us about the characters of Stevie and Ray? • What does it mean to be 'mulling over' something? • What was the girl wearing? • Why does Ray say to the girl that she should keep his hankie? • Predict the reason why you think the girl has shown up in Stevie's coal shed. Why does she think that Stevie and Ray should know who she is? • What is the Scout's salute? Act it out with a partner. • Why is it going to be more difficult to hide Anna? 	<p>Write a diary entry from Stevie's perspective detailing the events of this chapter, including finding Anna and talking to her for the very first time. Now write one from Ray's perspective. How would they be similar? How would they be different?</p> <p>Write a missing person's report for Anna. Include information about her appearance, approximate age, last known sightings and whereabouts, recent behaviour, reward and contact details.</p>	<p>DRAMA • In small groups, re-enact the finding Anna scene. Freeze frame at different points and reflect on what each character is feeling.</p> <p>ART • From the description provided, sketch what you think Anna might look like. Compare it to the illustration on the cover from Daniela Terrazzini.</p>
<p>3 (pages 22–34)</p>	<ul style="list-style-type: none"> • Which other characters are we introduced to in this chapter? What do we learn about them? • What is 'capitalist claptrap'? Use a dictionary to help you to establish the meaning of this phrase. • Why does Mum always carry something of Dad's? • Why is Ray late coming back to Stevie's house? • Find a word on page 27 that means the same as 'to eat something eagerly, quickly, and in large amounts, so that nothing is left'. (<i>Devoured</i>) • Why is Anna reluctant to answer questions about herself? • What happens at the American airbase? How might knowledge of it play an important part later in this story? 	<p>Imagine you are Stevie and Ray. Generate a plan and write down a set of instructions about what you would do to help Anna.</p> <p>Pretend you are Stevie and Ray. Write down five questions that you would like to ask Anna about her arrival in Stevie's shed. Use a question matrix to expand your range of questioning.</p>	<p>HISTORY • After World War II, the United States and the Soviet Union became the superpowers of the world. Investigate the period of tension that existed between them which came to be known as the Cold War. Create a timeline of the important events of the Cold War including the Space Race, the Berlin Wall, the Korean and Vietnam Wars, the Cuban Missile Crisis and the collapse of the Soviet Union.</p>
<p>DAY TWO RUSSIAN SHIPS BOUND FOR CUBA TOLD: RETURN HOME OR FACE CONSEQUENCES <i>The Daily Times</i>, Wednesday 24 October 1962</p>			
<p>4 (pages 37–48)</p>	<ul style="list-style-type: none"> • What does it usually take to wake Stevie up in the morning for her paper round? Why is it different this morning? • Why do you think 'conflict resolution' is mentioned in this chapter? Does it have any links to the wider story? • How does Mum stop herself from feeling sad about Dad? • Explain, using evidence from this chapter, why Mum and Nan don't get along. 	<p>Write a person specification for a role in the Women's Royal Naval Service. Think carefully about the skills they would need and why they would need them.</p> <p>In this chapter, we are told more about the character of Mrs Johnson, known as Queenie during the Second World War,</p>	<p>HISTORY • Stevie mentions that her mum was a Wren during the Second World War. Find out more about the Women's Royal Naval Service (WRNS; known as the Wrens) and their roles including being cooks, clerks, wireless telegraphists, radar plotters,</p>



	<ul style="list-style-type: none"> • Why does Bev reckon that 'you could tell a lot about a person by what newspaper they read'? What does that mean? Are we influenced by what we read? • Why does Mr Talbot call Stevie by her full name 'Stephanie'? What does this show us about him? Find other clues that help to infer more about his character. • How do wars change people and the world? Do they change people and the world for the better or the worse? Discuss your thoughts and opinions. 	<p>and how she'd helped Jewish refugees fleeing Hitler, in turn breaking the law to do so. If your class has previously read <i>Letters from the Lighthouse</i> by Emma Carroll, this would be a good opportunity to link back to this character and write a short account of Queenie's character development and anything you can remember about her.</p>	<p>weapons analysts, range assessors, electricians and air mechanics.</p> <p>PSHE • Are paper rounds for boys as Mr Talbot thinks? Debate this issue of job and gender equality, relating it to the events happening today.</p>
<p>5 (pages 49–58)</p>	<ul style="list-style-type: none"> • What is an 'anorak'? • Predict what you think Anna is going to collect from Havana Road. What is the significance of the road being named Havana Road? Use your earlier research about Cuba to help you. • Why is Ray shocked to hear that Stevie's nan is coming over to look after her? How might this derail their plans? • How might Bev make the government listen? • What signs are there in the story so far to show us about Dad's illness getting worse? • Why is the flashback to Flea becoming a member of the family important in this chapter? • How does Stevie feel about herself at the end of this chapter? Summarise her feelings in three adjectives. 	<p>Write a short paragraph about a time where you have felt the same empty feelings in your chest that Stevie is experiencing. Was it when someone important had gone away?</p> <p>Create an Emotions Graph to plot Stevie's changing thoughts and feelings throughout this chapter. You may wish to refer to key events such as: walking to school with Ray and his sister, Rachel; Stevie's day at school; arriving home to find Anna had disappeared and Flea being bitten by another dog.</p>	<p>HISTORY • President Kennedy has been mentioned frequently so far in this story. Learn more about the leaders during the Cold War period including the Western leaders and the Communist leaders such as John F. Kennedy and Nikita Khrushchev. Design a non-chronological report about these people.</p> <p>DRAMA • Rachel's aspiration is to be an actress. Turn extracts of this chapter into a playscript and learn the lines off by heart to perform it.</p>
<p>6 (pages 59–66)</p>	<ul style="list-style-type: none"> • What does it mean for something to happen 'in quick succession'? • How does someone sound exasperated? Mimic this action out loud to capture the feeling of this. • How does the author use humour at the start of this chapter? What is the effect of using it in this way? • Who does Bev act like in this chapter? • Why is Nan insistent on having the radio switched off? • What is 'bluff and posturing'? Does this happen with politicians in our world today? • What impression do you get of Nan from this chapter? 	<p>Write a character profile for Nan including all that you know and can infer about her so far.</p> <p>Trying to use the style of Emma Carroll, write what happens next as Stevie finds Anna hiding in the coal shed again.</p>	<p>PSHE • In this chapter, Bev has joined the Campaign for Nuclear Disarmament (CND). Find out more about the estimated numbers of the world's nuclear weapons and this organisation's movement to scrap them and why. Write a list of reasons for and against scrapping nuclear weapons to justify your opinion.</p> <p>MUSIC • Listen to a range of songs from artists and bands mentioned in the story so far</p>



			like The Beatles, The Kinks, Little Richard and Ray Charles.
7 (pages 67–84)	<ul style="list-style-type: none"> • What does it mean to feel 'tongue-tied'? Can you explain this in your own words? • Why does a strange look flicker over Anna's face upon hearing the dog was a big, white one? • What does Stevie find in her Dad's work bag? • List at least three things that Dad recounts he had seen on the day they tested nuclear bombs at sea. • Why are the men told not to tell their wives, children, parents or friends about what they have witnessed? • The physical signs of illness experienced are listed in this chapter but which kinds of mental trauma may the men have also suffered during the time of testing? • How would you describe the mood at the end of this chapter for Stevie after reading her father's letter? How has the author caused tension to build? 	<p>Write a reply to Dad's letter, from Stevie. What would it say?</p> <p>In pairs, imagine you are Stevie and Mum or Bev or Nan. Scribe a hypothetical conversation between Stevie and her mother, sister or grandmother that they would have together after Stevie read Dad's letter and tells either Mum or Bev or Nan about it.</p>	<p>SCIENCE • Learn more about how nuclear weapons have so much power and about their nanoscience, including how they get their energy from splitting or joining tiny particles inside an atom.</p> <p>SCIENCE • Understand that nuclear weapons also release huge amounts of radiation, which can cause sickness and horrible illnesses, so the destruction lasts longer than the initial blast, as Dad explains in this chapter.</p>
<p>DAY THREE RUSSIANS DENY DEADLY MISSILES AIMED AT AMERICA <i>The Daily Times</i>, Thursday 25 October 1962</p>			
8 (pages 87–97)	<ul style="list-style-type: none"> • Why is the phrase 'OTHER IMPORTANT NEWS' in capital letters? How would Stevie have said this? • Groovy isn't a word that Stevie would use to describe Nan. Summarise the character of Nan in one word of your choice. • Who do you think might move into Number Two? • What is arsenic? • What does Ray's plan involve? • How is their headteacher, Dr Elson, described? • Why does Stevie feel guilty? 	<p>Write about a time when you have felt guilty like Stevie does.</p> <p>Write an apology note from Stevie, sensitively saying sorry for causing upset to Miss Elliott.</p>	<p>PE • Find out more about the Music and Movement programme broadcast by the School Broadcasting Council and what was involved. Participate in a M&M lesson.</p> <p>SCIENCE • Using the leaf life cycle as inspiration, look at a wide range of life cycles.</p>
9 (pages 98–108)	<ul style="list-style-type: none"> • How do Stevie and Ray end up collecting the buckets of pigswill? • Which dog is on the loose? What links do Stevie and Ray try to make to the dog and Anna? • List as many things that Stevie and Ray know about Anna as you can. • What does it mean if something is 'camouflaging' everything? 	<p>Write a diary entry from the perspective of Ray, detailing your thoughts after reading Stevie's Dad's letter. What would you be thinking?</p> <p>Write an angry conversation between Mr Johnson and his colleagues at the airbase. What would he have been</p>	<p>ART/LITERACY• Design a comic strip with three boxes showing key events or moments in this chapter.</p> <p>SPEAKING AND LISTENING • Discuss if pigs should be fed pigswill if it contains pork.</p>



	<ul style="list-style-type: none"> • What suggestions do Stevie and Ray make to spruce up the pillbox for Anna? • How would the pillbox have been used during the war? Why does it feel 'uncomfortably close to home'? • Why is Ray lost for words after reading Stevie's Dad's letter? 	<p>furious about?</p>	
<p>10 (pages 109–117)</p>	<ul style="list-style-type: none"> • How does Anna show she has a lot of nervous energy? • What time does Stevie agree with Anna to come for her? • What excuse does Stevie use to get Nan out of the kitchen to smuggle everything past her? • Read to the end of page 111. Where do you think Mr and Mrs Johnson are referring to in their argument? • How does Mr Johnson try to convince Ray that the bunker is a good place to go? • Which alternative phrase does Mr Johnson use to mean the dropping of nuclear bombs? (<i>An exchange of fire</i>) • What causes Ray to realise he shouldn't give up? 	<p>Write a reply letter or postcard to Violet, from the viewpoint of Ray, using actual events and feelings from the past few chapters.</p> <p>Write the next part of the story. What do you think happens?</p>	<p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> • Plan and build your own bunker. What would it have inside to protect you in a dangerous situation?
<p>11 (pages 118–127)</p>	<ul style="list-style-type: none"> • Why was the rain good news for Stevie and Ray? • What might be the significance of the dog's bed being unloaded into Number Two? • How does Ray distract Nan and Bev from their plan of action? • Define the phrase 'gaping open'. • What does an ugly silence sound like? How is it different from a normal silence? • Which sounds can they hear from outside the pillbox? • How does the atmosphere change at the end of this chapter? 	<p>Turn this scene into a playscript, thinking about stage directions to capture the actions and expressions of the characters.</p>	<p>DRAMA • After writing your playscript, work in small groups to act out the exchanges between Stevie, Ray, Anna and the dog walker during this chapter. Think about body language, expression and tone to convey emotion.</p>
<p>12 (pages 128–138)</p>	<ul style="list-style-type: none"> • What vehicle was making the rumbling noise? • List all the words used to describe the noises that the plane is making in this chapter. • How does the author convey that this is one of the first times that the children have seen an aeroplane up close? • How many aircraft took off from the runway? • Why is Stevie surprised by Anna's reaction to the prospect of nuclear war? 	<p>Recreate the pages of Anna's notebook.</p> <p>Write a short balanced argument about whether you think Stevie was right to open and read Anna's notebook.</p>	<p>HISTORY • In this chapter, Dr Martin Luther King Jr. is mentioned. Learn more about the American civil rights movement that happened during this time and how he, as well as other figures like Rosa Parks, stood up for equality and human rights for</p>



	<ul style="list-style-type: none"> Who is Dr King? What's the one thing you would wish to do if it was your last day on earth? 		African Americans, the economically disadvantaged and all victims of injustice through peaceful protest.
DAY FOUR MISSION DESPERATION: PEACE ATTEMPTS FAIL <i>The Daily Times</i> , Friday 26 October 1962			
13 (pages 141–154)	<ul style="list-style-type: none"> What was keeping Stevie awake? Why were Stevie, Ray and Anna going to the seaside? How long would it take to get to Budmouth Point? How is Bev using her voice as a weapon? Who would have been proud of Bev for doing this? Does Nan think that there are actual mice in the larder? What is the last name of the new family at Number Two? What noise does Stevie hear from inside the house on her newspaper delivery? How does Anna end up at Ray's house? 	Write a discussion about whether Ray made the right decision to tell his sister about Anna, and whether Stevie made the right decision to let Rachel come with them to the beach.	ART • Thinking about what you know about Budmouth Point from the description provided in this chapter, or if you have already read <i>Letters from the Lighthouse</i> , design a postcard that the children may buy there.
14 (pages 155–163)	<ul style="list-style-type: none"> Why is Stevie adamant for the children not to look at the news as they run past Mr Talbot's newsagent's? What does 'stony-faced' mean? How does Ray take out his annoyance? What does Anna do to get the children on board the bus? Why does Anna seem very interested in the hospital? What does Stevie notice about Anna in the daylight? What impression do you get of Rachel in this chapter? 	Using the DAY FOUR newspaper headline as inspiration, write some of the headlines that may have appeared on the newspapers at Mr Talbot's. Summarise the relationship between Stevie, Ray and Anna in the previous chapters in three words. Then, explain your reasons for choosing these three words.	GEOGRAPHY • Research about the purpose and features of lighthouses. Understand how they project light to warn ships and boats as they highlight coastlines and reefs and can also assist with navigation. DESIGN AND TECHNOLOGY • Design your own lighthouse.
15 (pages 164–172)	<ul style="list-style-type: none"> How does Budmouth Point differ from what Stevie was expecting? What does Stevie hear and taste when arriving in Budmouth Point? What does Rachel want to do first at the seaside? Who is the lighthouse keeper? Why is it bad form to disturb authors when they are at work? Do you think this could be related to a personal experience of the book's author, Emma Carroll? Ray says that the coastguard 'dobbed' his mother in. Define this word in your own words. 	Write a TripAdvisor review of Budmouth Point from the perspective of the children. What did they enjoy doing there?	ART • Using the description of the lighthouse provided in this chapter, sketch a full-colour illustration or paint using watercolours a picture of the lighthouse. SCIENCE • Try out the wind resistance trick the children do with their coats. Discuss the effect.



	<ul style="list-style-type: none"> Why does it feel as if Anna was rescuing Stevie, Ray and Rachel not the other way around? 		
<p>16 (pages 173–183)</p>	<ul style="list-style-type: none"> What was the name of the café the children visited? What is a jukebox? Which object does Stevie compare the size of her hamburger to? Why is the word ‘fries’ in italics? What does Stevie mean when she says the same thing had happened with Rachel and the school play? How does Anna make Stevie realise that they have all accomplished their ambitions of their last day on earth? Why had Anna run away at the end of this chapter? 	<p>Write a report about the achievements of a black person involved in the civil rights movement like Dr Martin Luther King, Jr., Rosa Parks or another person you may have researched.</p>	<p>MUSIC/DANCE • Learn a range of 1960s-inspired dance moves like the jive that Rachel did in the diner and perform dances to songs of the time.</p> <p>LITERACY/DRAMA • Watch the ‘I Have a Dream’ speech by Dr Martin Luther King Jr. and recognise what makes it effective as a performance.</p>
<p>17 (pages 184–194)</p>	<ul style="list-style-type: none"> How many hours late was Stevie arriving home? Find a word on page 187 that means the same as ‘extremely hungry’. (<i>Famished</i>) Who saw Stevie getting on the bus? How does Bev cover for Stevie with Nan? Why did Bev get the cane? How does the author create a ominous sense with the policeman when describing him standing? What link does Stevie have with the missing girl? Predict what will happen next. Where do you think Stevie might help Anna to go? 	<p>Write the conversation between Stevie and Bev of Stevie explaining all about Anna to Bev.</p> <p>Write a continuation of the chapter, predicting where Stevie will take Anna next.</p>	<p>HISTORY • Find out more about what protests are and look at a variety of protests throughout history including the Suffragette movement and the Black Lives Matter protests more recently. Use the book <i>Protest!: How people have come together to change the world</i> by Alice Haworth-Booth and Emily Haworth-Booth for more detail.</p>
<p>18 (pages 195–205)</p>	<ul style="list-style-type: none"> How does Stevie know that the police had not been to the pillbox? What does it mean when the fence is described as buzzing ‘menacingly’? What things of Anna’s were at the pillbox showing she had been there recently? Where does Anna plan on going and why? Why is the first time that Anna calls Stevie ‘Vie’ significant? Who was Anna planning on collecting from Havana Road? How do they manage to get hold of Cyril in the end? 	<p>Retell the breaking Cyril out scene from Anna’s mother’s perspective.</p>	<p>DRAMA • In pairs or small groups, dramatise and come up with voices for the scenes in this chapter between Stevie, Ray and Anna trying to break Cyril out of the home. Record bits of speech and improvise using your character voices, making them sound as worried and excited as they are.</p>



DAY FIVE

THE WORLD HOLDS ITS BREATH *The Daily Times*, Saturday 27 October 1962

<p>19 (pages 209–219)</p>	<ul style="list-style-type: none"> • What are ‘peace talks’? • Nan says that ‘people of my age don’t go on protests’. Do you agree with Nan that older people shouldn’t go on protests or do you think that everyone has a right to protest, regardless of age? • How has Stevie’s mindset and attitude towards standing up for what is right changed during the story? • Why has Mrs Johnson been packing a suitcase? • What advice do Stevie and Ray give Rachel? • Outside which building had Anna’s parents last seen her? • What do you think will happen next in the reconstruction? 	<p>Choose two characters from the ones we have been introduced to so far like Stevie and Anna or Nan and Bev. Create ‘Character Templates’ by drawing an outline of two people. What words and phrases from the text can you add inside the template to describe what the character is like internally and outside the template to describe what the character is like externally? How are they different from each other?</p>	<p>RE • Peace is mentioned in this chapter. Explore the idea of peace in more detail, thinking about it in an international and religious context. Discuss ways that we can collectively bring about world peace by being an example to others.</p>
<p>20 (pages 220–226)</p>	<ul style="list-style-type: none"> • Which bus had they taken to the hospital from the train station? • Where were they staying and for how long? • Why did Anna have a five pound note? Can you link this back to a previous part of the story? • What does Stevie find out about Anna’s illness during the reconstruction? • What catastrophic event has happened which means that the reconstruction may not get shown on TV now? • How has the author created so much tension towards the end of this chapter? • Do you think there is an actual button to end the world? 	<p>Write a script as if you were the screenwriter for the reconstruction of Anna Burgess’ disappearance. Think about how to include features of a playscript such as stage directions.</p> <p>Design a storyboard to show the events of Anna’s disappearance in a visual form.</p>	<p>DRAMA • Imagine you are a director. Think about how you could use your storyboard to set the scene, considering carefully where the actors should go and the camera shots required.</p> <p>HISTORY • Find out more about Rudolf Anderson Jr., a United States Air Force pilot and the only US fatality by enemy fire, whose plane was shot down during the Cuban Missile Crisis.</p>
<p>21 (pages 227–237)</p>	<ul style="list-style-type: none"> • What does it mean if someone ‘retaliates’? • Why is it even more frightening for the children when the grown-ups get scared themselves? Have you ever felt like this? • Why does Stevie feel numb? • Why do all the sights and sounds of World’s End Close seem more pronounced to Stevie when talking to Ray? • How is Anna’s condition similar to that of Stevie’s Dad’s? • Read to the end of page 235. Predict who the 	<p>Imagine you are Anna. Write an internal monologue as her to get inside her thoughts. What would she have been thinking as she realises she is becoming more sick?</p>	<p>DRAMA • Present a radio broadcast breaking the news that Rudolf Anderson Jr. had been shot down in his plane.</p> <p>FASHION/ART • Introduce children to the cultures of mods and rockers and the rivalry that existed between them in the 1960s and 1970s.</p>



	<ul style="list-style-type: none"> poisoners might be. Why did Ray have to speak to his mother first? 		
<p>22 (pages 238–247)</p>	<ul style="list-style-type: none"> Mrs Johnson asks Ray ‘Where the devil have you been?’ Act this out to show her emotion doing this. Why does Ray draw his shoulder blades together? What word does Mrs Johnson describe the protesters as? (<i>Troublemakers</i>) Why did the university let the black student in to study politics? How is this very different from universities today? Why does Mrs Johnson change her mind about the protest? What slogan have they used on their banner? Who does Stevie recognise in the crowd? List as many people as you can remember. 	<p>Write a list of memorable and punchy slogans that would be good to use on the banners for the protest.</p>	<p>ART • Design a range of your own bold, bright banners to use at the protest.</p> <p>GEOGRAPHY • Understand the main differences between the two political systems of communism and capitalism, as the two are mentioned in this chapter.</p>
<p>23 (pages 248–255)</p>	<ul style="list-style-type: none"> Why does Bev look horrified about giving a speech? What is a local MP? What is their job? How does Stevie feel upon seeing her Nan putting herself forward to speak? Using the book to help, define what a ‘heckler’ is. Why does the MP rush towards Nan when she talks about Dad and what he saw with the nuclear bombs? If you were Stevie and you knew what you knew after reading Dad’s letter, would you get up and speak out? Why did the crowd start to clap after Stevie had spoken? 	<p>Summarise the feelings of Stevie in this chapter, particularly at the end, in a sentence.</p>	<p>PSHE • In this chapter, the concept of public speaking is covered. Discuss how children feel about speaking publicly in different situations and the worries and anxieties that this can cause. Generate some strategies to help overcome or deal with this.</p>
<p>24 (pages 256–268)</p>	<ul style="list-style-type: none"> What does it mean when Nan describes Stevie as a ‘diamond’? How does Stevie feel when receiving a hug from her sister, Bev? Where were Pete and Bev going on their date? Read to the end of page 258. Do you think Stevie and Ray should tell the police about Anna? Why? Why not? How is Anna deteriorating or getting worse? What happened to cause the Russian boats to turn back meaning that there will be no nuclear war? What illness does the doctor diagnose Anna with? 	<p>Write newspaper headlines showing the nation’s relief at the Americans and Russians agreeing to stop their fighting.</p> <p>Using the headline to start with, write a newspaper report about the events of the Cuban Missile Crisis in small groups. See if you can do it day by day using the headlines used in the book by Emma Carroll if you need help or guidance.</p>	<p>PSHE • Mr Johnson says that ‘some arguments aren’t about winning’. Do you agree with this? Debate this issue.</p> <p>PSHE • At the end of the chapter, it says ‘The hardest part is being brave enough to talk’. Share the times where you have felt brave enough to talk and it has helped to solve the situation.</p>



DAY SIX

PEACE DEAL STRUCK AT ELEVENTH HOUR *The Weekend Times*, Sunday 28 October 1962

<p>25 (pages 271–283)</p>	<ul style="list-style-type: none"> • What does 'somewhere neutral' mean? Where might that be for Anna and Mr and Mrs Burgess? • When have you really listened to another person's point of view? How can it be different from yours? • Why does the house feel emptier without Nan? • Read to the middle of page 273. Predict why Mum thinks that the Burgess name is familiar. • What is the name of President Kennedy's famous wife? • What is a 'miracle cure'? • Who is Mr Burgess and how is he connected to Stevie's family? 	<p>This chapter ends with Ray giving the Burgess family a letter about a new treatment for Anna in America that gives them hope. Write an account of a time where you have felt hope in your life. How does it feel?</p>	<p>GEOGRAPHY • In this chapter, we learn how Anna became ill because of the seashells that she had received from her Dad as a present from the polluted beach. Relate this to how we are polluting our environment today and learn more about the environmental degradation that humans are still causing.</p>
<p>A FEW WEEKS LATER . . .</p>			
<p>26 (pages 287–295)</p>	<ul style="list-style-type: none"> • List as many ways in which normal life resumed for Stevie. • Why did everyone seem nicer and happier directly afterwards the Cuban Missile Crisis stand-off? • What makes Stevie proud of Ray? • Explain the phrase 'When the tide rises, all the boats rise with it' in your own words. • What are 'mod cons'? • What is the medical name for Anna's condition? • Which books does Nan get from the library for Stevie? 	<p>Write a diary entry from Anna's perspective about going to America to receive the treatment for leukaemia.</p> <p>Look up any unfamiliar vocabulary used in this chapter like 'gogglebox' and the 'collywobbles' and use them in sentences to show your new understanding.</p>	<p>MISC • Using the internet and age-appropriate videos, talk sensitively with the children about what it is like to live with leukaemia. As an extension, children could suggest ways in which they could support a friend or classmate that finds themselves in a similar situation.</p>
<p>A FEW MONTHS LATER...</p>			
<p>27 (pages 299–306)</p>	<ul style="list-style-type: none"> • What was the date in the beginning of this chapter? Why is it important? • What type of car is Pete driving to Heathrow Airport? • How long did it take to fly across the Atlantic to America? • What caused Rachel to stay behind? • How was segregation still happening when they visited America? Find examples to prove this. • How had Mr Johnson's perspective of President 	<p>Write a book review based on your thoughts about the story.</p> <p>Write a letter to Emma Carroll telling her all about your thoughts and feelings about the book.</p> <p>Write a continuation story about what happens to some of the characters such</p>	<p>HISTORY • Learn more about the Big Freeze of 1963, that was the coldest for more than 200 years where temperatures plummeted so low even the sea froze. Look back at old pictures depicting snow and ice. What do you notice?</p>



	<p>Kennedy changed? What does this show about him?</p> <ul style="list-style-type: none"> • How do you feel after reading <i>The Week at World's End</i>? 	<p>as Stevie, Ray, Anna, Mum, Nan and Mr and Mrs Johnson.</p>	<p>ENGLISH • Read Emma Carroll's other books, especially <i>Letters from the Lighthouse</i>. How are they similar? How are they different?</p> <p>SPEAKING AND LISTENING • Compare your predictions from the start of the story to now – were you right about anything?</p>
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