



How I live Now

Teaching Package.

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Target groups: VWO 2/3, HAVO 3, VMBO T 4.

Introduction.

This teaching package has been submitted as part of the requirement for the Young Adult Literature Course. It is intended to give teachers ideas on how to teach Meg Rosoff's novel, 'How I Live Now'.

The novel was first published in 2004. It won many annual book awards including "The British Guardian Prize" for children's fiction (2004), "The Whitbread Children's Book of the Year Award" (2004) and "The American Printz Award for Young Adult Literature" (2005).

The book is currently being adapted for cinema production.

The topics in the book such as love and war are suitable for both boys and girls. Throughout the book pupils will learn more about the effects of war and how to survive in a war situation.

We propose teaching the novel in 5 lessons. The material needed for these lessons are books, photocopied student packages, colour pencils/pens, paper, sheets of A3, smart board or projector and a white board.

Pre - Reading:

Lesson 1 Worksheet 1

- Write the title of the book on the board without showing the book. (Here students can begin to use their own imaginations). Ask pupils what they think the book may be about.
- Show the picture of the book cover on the projector. Ask them what they think the book might be about now. Does it correspond with their earlier idea?
- Show pupils You Tube How I Live Now book trailer.
www.youtube.com/watch?v=7rkdk69qVRM
- Ask the pupils to work in groups of three or four and ask them to discuss together the topics 1. City versus country life. 2. Differences in family backgrounds. Each group writes down what they have discussed, and each group will be asked to comment on one topic.
- Before reading begins, students are asked to fill in worksheet number 1 which will ask them what they think the book will be about and why. In each lesson they will be asked to write about what they have read so far. When they have read the first 10 chapters they should look at what they thought the book would be about and see if they still think that way. Pupils begin reading the book in class and continue reading at home up until chapter 10.
- In this lesson worksheet 1 and the vocabulary list together with the workplanner will be handed out to the students.

While – Reading:

Lesson 2 (Chapters 1 to 10) Worksheet 2

- Pupils answer the multiple choice questions based on chapter 1-10. Check the answers in class. In this way the teacher can check if students have done the required reading at home.
- Ask the pupils what they think of the book so far. Discuss the story so far with them.
- Watch the film fragment corresponding to the first 10 chapters. While they are watching the film, students should fill in their own mind maps looking out for themes or ideas you give them. Eg: issues dealing with survival, character descriptions, the effects of war. Explain to your students what a mind map is and why they are filling it in. They will need the information about survival for the last lesson when they have to debate the concept of survival in groups. They will also need to have good descriptions of the characters for lessons 3 and 4.
- Pupils begin to read chapter 10-20 in class and the rest for homework. Once they have read the next 10 chapters, they should look at their initial summary again and see if they still agree with it. Any necessary amendments should be made.
- In this lesson worksheet 2 will be handed out as will a blank sheet of A3 for the mind maps. The mind maps should be collected at the end of every lesson and given out again before the film is watched in the following lessons.

Lesson 3 (Chapters 10 to 20) Worksheet 3

- Pupils answer the questions based on chapters 11-20. Discuss with the class how the characters must be feeling and why.
- In groups of 4, students have to make up and act out a role play in which the main characters (Daisy, Piper, Edmond and Isaac) are portrayed. In these role plays students must voice a clear opinion or feeling for the character they are playing. The role play must include some sort of plan for how they will meet up again after being separated and all characters must speak in full sentences. They must also try to use at least one word each from the vocabulary list they were given in lesson 1. They will have 10 minutes to develop a 2 minute role play. This is designed to practice speaking English.
- The motivation for actually working on the role play is that they will be told that their group may be chosen to perform their creation in front of the whole class. In order to make sure they are doing what they have been asked, their role plays must also be written down and handed in. They will count towards the final grade at the end of the 5 lessons.
- Once the role play exercise has been completed, the class will watch another fragment of the film while filling in their mind maps. They will be asked to read from chapter 20 to part 2 of the book for homework.
- In this lesson worksheet 3 and mind maps will be handed out to the students.

Lesson 4 (Chapters 20 to Part 2)

- Portraits of characters. In pairs, students will be asked to write down the descriptions of the 4 main characters (Daisy, Piper, Edmond and Isaac). They can use their mind maps to help them, as well as the book. Each description will need to be a minimum of 50 words. They will then choose one character and illustrate it as best they can from their written description.
- In class, discuss whether students think Daisy is a heroine. Ask them to back up their statements and opinions with quotes from the book or refer to an event in the book. Ask them what makes someone a hero or heroine and if they think they would be able to act like Daisy did. This will test their ability to think more deeply about a certain theme.
- They then write down how they think the book will end in 100 words. Students will be told that they will need this for a discussion in class during the next lesson.
- Watch the following fragment of the film. Students should still be filling in their mind maps.
- For homework they will read the rest of the book.
- In this lesson the mind maps will be handed out.

Post – Reading:

Lesson 5 (Part 2)

- Class will first be asked what they thought of the ending and if it corresponded to their thoughts on how the book would end. They will be asked what they thought the main theme of the book was. Try to elicit the answer “survival” from them.
- Each student will be given a number from 1 to 4. All the numbers 1 should get together and so on with the other numbers. Even number groups will be given the statement “Survival is a state of mind” and ask to form arguments with examples from the book and their mind maps, to prove this statement is correct. Odd number groups will be given the statement “Survival is a physical act” and asked to do the same. They will be given 10 minutes to do this in and then all the groups with even numbers will compare notes, while the groups with odd numbers do the same. A spokesperson for the odd numbers and a spokesperson for the even numbers will be chosen to present their arguments. They will have 1 minute to argue their case. As the teacher, you will decide which group has presented the clearest and most persuasive argument. This group will be given a prize (small chocolate bars always work!).
- We watch the final instalment of the film.
- Students will be asked how closely the film resembles the book, whether they liked the book or not and why. They will need to write an essay of at least 150 words, backing up their view using relevant quotes from the book. If they particularly liked a certain character, they can find a quote to support their opinion or if they thought a particular situation was described in an exciting way, they can also find a quotation to support this. In this way it is possible to test their writing skills and allow students to analyse their own thoughts and feelings about the book while learning to use quotes to support their views.

STUDENT PACKAGE

Workplanner

Lesson 1	Introduction to the book. By the end of the lesson you will have a general idea of the storyline and start reading the first 10 chapters.
Lesson 2	Answering multiple choice questions to help you remember and understand what you have read so far. The goal of this lesson is to help you know what is happening so far in the book and build up the background to events which occur after chapter 10. The next 10 chapters will be read.
Lesson 3	A worksheet with various questions will be filled again. Again the idea of this is to help you place the events that have happened and what the characters are going through. At the end of this lesson you will have a clearer idea of what the characters have to endure and begin to make sense of what war can really mean to the average person.
Lesson 4	In this lesson we will look more closely at the characters and find out more about how the war affects each one of them in different ways. By the end of this lesson you will have a better understanding not only of the characters but also of the effects of war.
Lesson 5	The goal of this lesson is to argue the opinion of survival being either a physical act or a state of mind. To do this you will be given a statement and work out your arguments in groups.

Vocabulary List for “How I Live Now”

Back of beyond	far away from civilization (people, shops)
Carnage	violent killing of many people especially in a war
Chaste	innocent, pure
Every war has a silver lining	even in the a situation like war there are positive things to be found
Exigencies	difficult situations which need a quick solution
Incarnation	been alive before this life as another person or being
Life of Riley	to have a comfortable, easy life
Oldy worldy	old fashioned
Sequestered	describes a place that is peaceful because it is situated away from people
Woozy	not able to think clearly

Multiple Choice Answer Sheet
“How I Live Now” Chapters 1 to 10

1. C
2. C
3. A
4. C
5. C
6. C
7. B
8. A
9. A
10. A
11. B
12. B
13. C
14. A
15. C
16. B
17. C
18. B
19. A
20. A

Worksheet 1

Make notes on; City versus country life.

Make notes on ; Differences in family backgrounds .

What do you think the book is about and why do you think this?

Worksheet 2

Multiple Choice Questions

"How I Live Now" Chapters 1 to 10

Chapter 2

1 Who picks Daisy up from the airport?

- a. Edward
- b. Aunt Penn
- c. Edmond

2 Why is Daisy so surprised that she is going home in a car?

- a. Because the person is too old to drive
- b. Because there are no cars in London
- c. Because the person is too young to drive

3 How many cousins does Daisy have?

- a. Four
- b. Three
- c. Five

Chapter 3

4 The names of the dogs are:

- a. Get and Jin
- b. Jit and Gin
- c. Jet and Gin

5 Aunt Penn is busy because she is:

- a. Saving the world
- b. Working on the farm
- c. Helping in the peace process

Chapter 4

6 Daisy's best friend is called:

- a. Piper
- b. Leah
- c. Davina

7 Aunt Penn is Daisy's aunt because she is:

- a. Her mother's cousin
- b. Her mother's older sister
- c. Her mother's younger sister

8 There had been talk of war for:

- a. Five years
- b. Five weeks
- c. Five months

Chapter 5

9 Daisy's mother died

- a. While giving birth to her
- b. In an accident
- c. Of a sickness

Chapter 6

10 Aunt Penn had to go to

- a. Oslo
- b. Oxford
- c. Ottawa

11 After the first bomb went off, the children went to the village and bought

- a. Bottles of water and fruit
- b. Bottles of water and canned goods
- c. Bottles of water and frozen goods

12 They decided to spend the night in

- a. The barn
- b. The lambing barn
- c. The house

13 Daisy's mother was planning to do what when she met Daisy's father?

- a. Go to university to study French
- b. Go to university and study English
- c. Go to university and study History

Chapter 7

14 Osbert was angry because

- a. He had to milk the goats alone
- b. He had to milk the cows alone
- c. He didn't know where everyone was all night

15 Daisy received an entertaining letter from

- a. Her father
- b. Davina
- c. Leah

Chapter 8

16 Isaac seemed more like something else than a human to Daisy.

- a. He seemed more like a leader
- b. He seemed more like an animal
- c. He seemed more like a man

Worksheet 3

Questions related to chapter 10-20:

1. Do you think Edmond and Daisy's sexual relationship would have been permitted in "normal times"? Discuss.

2. What kind of illness was Daisy suffering from?

3. What would it have been like if a real smallpox epidemic had broken out? Discuss.

4. What are your general thoughts about the doctor. Was he genuine or not? Explain your answer.

5. What were the people really dying of?

6. Piper asked Daisy if she was in love with Edmond. What was Piper's reaction to Daisy's answer?

7. What kind of impact did the soldier's visit have on the children? Discuss.

8. Describe how you think Daisy felt when she left the farmhouse.

9. Daisy loved both Piper and Edmond. Why was this important to Daisy's survival?

10. Do you think Mayor Mc Evoy was a compassionate man? Explain your answer.

11. What was Daisy's first job? Is it a job you would like to do? Explain.

12. Would you have reacted the same way as Mayor Mc Evoy when Joe was shot? Discuss.
