

Burn my heart

Teacher's Booklet

Pearson Education Limited, Edinburgh Gate, Harlow, Essex,
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Introduction

Synopsis

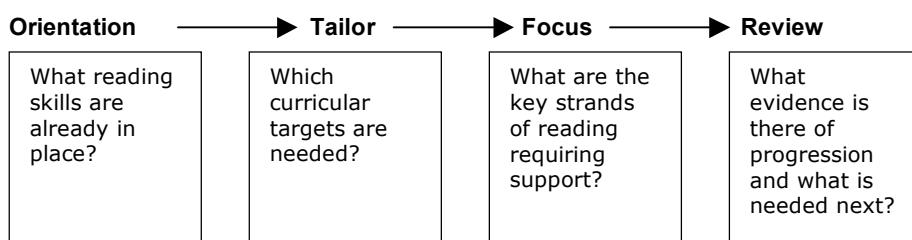
The story follows the lives of Mathew, 11, and Mugo, 13 over the course of two years as their lives are thrown into disarray during the Black African struggle for independence in 1950s Kenya. Each boy enters into manhood as they explore loyalties towards each other, family and community against a backdrop of increasing violence. As the boys journey from childish adventures through to secret societies and different forms of imprisonment, we meet the heroes and villains of each community and see both why the black African Mau Mau fighters and the white settlers acted as they did. Throughout the story the boys retain their humanity and common values of decency. The voice of peace and reconciliation is never silenced.

Delivering progression in reading

These teaching materials are designed to help teachers provide opportunities to deliver tailored progression in pupils' reading skills when studying *Ways to Live Forever*. It is envisaged that these materials could be integrated with a broader scheme of work around the novel that might include work to support pupils' progression in writing and speaking and listening.

The materials offer a streamlined approach to planning and assessment linked to the National Strategy's Progression Maps¹ and the APP Assessment Grids². Activities are provided for each of the Reading Assessment Focuses (except for AF1) to allow the teacher to target the materials to their class' particular needs. For each Assessment Focus, differentiated activities are provided using the pen portraits defined in the National Strategy's Progression Maps as **developing**, **competent** and **active** readers. This allows for a differentiated approach to a whole class novel helping all pupils to make maximum progress.

Using the teaching support in class



The teaching support consists of three parts:

- Orientation tasks (for use when reading p3 – 14)
- Differentiated activities for each Reading Assessment Focus
- Assessment tasks (for use when the novel has been read).

Orientation tasks

These tasks provide an opportunity for teacher and pupils to identify strengths and weaknesses in reading. It is envisaged that this information will be combined with other prior attainment data such as KS2 Test and Teacher Assessment data, APP task and ongoing assessments to form curricular targets.

Differentiated activities

As the activities for each Reading Assessment Focus are linked to a section of the novel, the materials can either be used in their entirety to ensure coverage of all Reading Assessment Focuses or as appropriate for specific targets and then as a model for further work on that target Assessment Focus, using the text to develop identified skills.

Differentiated activities chosen for pupils will differ according to their strengths and weaknesses across the Assessment Focuses, for example, if a pupil has strengths in AF3, he/she might work on the task for an active reader. However, if the same pupil has an identified weakness in AF5, it might be more appropriate to work on the task for the developing reader. Extending the tasks for AF5 over the reading of several chapters, using the format of the tasks on page 6 as a model until progress is secured, might be more appropriate than moving on to AF6 in this case.

Assessment tasks

At the end of the unit, there is a page of suggested Assessment Tasks that could be used in conjunction with the APP Assessment Grids to assess pupil progress in reading and support target setting.

¹ <http://www.standards.dcsf.gov.uk/progressionmaps>

² http://www.standards.dfes.gov.uk/secondary/keystage3/downloads/enapp178905av_guide_read_y_7.pdf

Orientation Tasks – Chapter One (p3-18)

The following tasks could be completed during or after the reading of the first chapter. The page references might be helpful for note-making during the initial reading.

Tasks requiring skills in information retrieval (AF2)

- Write a description of Mugo using information given on p4 and p6
- Create a fact file about elephants -p13-16 - appearance, behaviour, food

Tasks requiring skills in inference and deduction (AF3)

- The world of Mathew and Mugo is dangerous. Note down at least three clues that tell the reader this (p3- 4)
- Mathew and Mugo are not treated as equals. Write down at least three words or phrases that suggest this (p7)

Tasks requiring skills in sentence structure analysis (AF4)

- Mathew and Mugo lead a very adventurous life. How has the writer used different types of sentence structure to make the reader share the boys' excitement? (p13)

Tasks requiring skills in language analysis (AF5)

- Punctuation marks enable the reader to feel what Mathew is experiencing during the elephant attack. Comment on the types of punctuation marks used and what they tell us about the way Mathew is feeling. (p15)
- The white settlers expected the Kikuyu to learn English. However, occasionally the writer uses Kikuyu words. Look at the use of the Kikuyu words on pages 17 and 18. Why do you think the characters speak in Kikuyu?

Tasks requiring an awareness of author as creator of text with specific viewpoint and purpose (AF6)

- Although Mathew has grown up with Mugo, he worries when Mugo carries the gun. How does the writer show that she disapproves of what the gun symbolises to Mathew? (p16-17)

Tasks requiring understanding of social context (AF7)

- The white settlers treated the Kikuyu badly. How would you describe the childhoods led by Mugo and Mathew? What is your response to the differences? (p5-7)

Focus on information retrieval (AF2) Chapters Two – Four (p19-39)

FOR A DEVELOPING READER

[Pupil target: Finding and using textual references](#)

Features to explore when reading:

- Focus on the description of Mzee Josiah in the kitchen.

Activity:

Ask pupils to reread Chapter Two (p19-27) finding evidence from the text which support the following statements:

- Mzee Josiah was in a bad temper when Mugo entered (p19, 20)
- Mzee Josiah was afraid of the Bwana and Memsahib (p20, 21)
- Mzee Josiah was a committed Christian (p21)
- Mzee Josiah had fought for the British against Hitler (p23)
- Mzee Josiah cared for Mugo (p26)

FOR A COMPETENT READER

[Pupil target: Find the main ideas in a text and support them with evidence](#)

Features to explore when reading:

- Focus on the descriptions of the Christians.

Activity:

Ask pupil to reread pages 20 and 21 and answer the following question, supporting their views with textual evidence. What attitude did the Kikuyu have towards the Christians? Support your views with quotations p21

FOR AN ACTIVE READER

[Pupil target: Use short, well-chosen quotations within sentences to show I can refer closely to a text](#)

Features to explore when reading:

- Focus on the story of how Smithers and Grayson had established their farms.

Activity:

White settlers believed that land in Kenya was theirs by right. Ask pupils to reread Chapter Three and explain why they believed this, using apt quotations to support their views. (p29-30)

FOR A DEVELOPING READER

[Pupil target: Use empathy to make judgements](#)

Features to explore when reading:

- Focus on Mathew’s feelings during the storm.

Activity:

Ask pupils to reread Chapter Five *A Storm Outside* (p40-41) and answer the following questions:

- How does Mathew feel during the storm?
- What is making him feel that way?
- Write five sentences about a time when you were caught in a storm. Describe your feelings at this time.

FOR A COMPETENT READER

[Pupil target: To use inference and deduction when reading a text](#)

Features to explore when reading:

- Focus on the danger faced by Baba and Mami.

Activity:

The writer uses words that convey a sense of fear/threat/violence so that we can empathise with Baba and Mami. Ask pupils to pick out the words that have associations with fear/threat/violence from the list below and underline them.

Pupils should then copy the underlined words into a notebook and write beside them how they make them feel and the picture they create. (p43-44)

e.g. ‘stumbling’ *this word suggests that Baba and Mami are not in control of their movements or somebody is pushing them*

Door	Sleeping	Arrows
Probably	Shadows	Sounded
Huddled	Mzungu	Rapid
Parents	Flew	Gun
Forced	Sharp	

FOR AN ACTIVE READER

[Pupil target: Interpreting layers of meaning](#)

Features to explore when reading:

- Focus on Mugo’s feelings when spying on the Mau Mau.

Activity:

Mugo undergoes a range of emotions as he spies on the Mau Mau. In pairs, pupils should identify three emotions that he feels. The pairs should take it in turns to be the ‘sculptor’ and ‘model’. The sculptor should sculpt the model into a statue of Mugo which portrays each new emotion. Pupils can use words and phrases from the text to name their models. (p47-53)

e.g. *On page 46 Mugo feels more relaxed as he knows where he is and that he can’t be seen. I would ask my statue to smile slightly and to stand up straight, with arms in a relaxed position at his sides. I would caption the statue ‘He relaxed a little’.*

FOR A DEVELOPING READER

[Pupil target: Understanding text layout and organisation](#)

Features to explore when reading:

- Focus on the description of 'the game of Mau Mau' and the argument between the fathers.

Activity:

The argument between Mathew's father and Lance's father is spliced between Mathew and Lance counting in the game of Mau Mau. (p58-59)

Put the pupils in small groups, and ask them to read pages 58 and 59 aloud. One half of the group should read the description of the argument and the other half of the group should read the description of Mathew and Lance counting. They should then answer the following questions:

- What is the effect of splicing the two together?
- Create a group explanation of the effect of splicing these together.
(Teacher can also ask pupils to read the descriptions separately, i.e. not spliced for contrast, if they wish.)

FOR A COMPETENT READER

[Pupil target: Use a range of imaginative reading strategies](#)

Features to explore when reading:

- Focus on the carved elephants. (p66-75)

Activity:

- The writer uses the carved wooden elephants as a motif to symbolise Mugo's feelings and structure the chapter. Ask pupils to reread the Chapter and decide what the elephants represent to Mugo on each occasion they are mentioned.
- Pupils should draw an image for each occasion to represent the emotion represented and write an apt word/phrase from the text to justify that view.

e.g. *love could be a picture of a heart, danger could be a picture of a dagger ... etc*

FOR AN ACTIVE READER

[Pupil target: Text organisation and its effect on the reader](#)

Features to explore when reading:

- Focus on the descriptions of the wildlife. (p77-82)

Activity:

Animals are described in order to create different effects. Ask pupils to cut out/cut and paste or draw, pictures to represent the animals described (real or imaginary). Next to the pictures pupils should write apt quotations that represent the way Mathew feels towards the animals and answer the following questions:

- How has the writer changed the kinds of animals mentioned and the ways in which she describes them?
- What effect does this have upon the reader?

FOR DEVELOPING READER

[Pupil target: Scanning ahead to work out the structure of an extended sentence](#)

Features to explore when reading:

- Focus on Lance's storytelling in the dormitory. (p90-95)

Activity:

Lance tells the story of the night in the gorge in order to make Mathew's father look silly and his own father appear important. Pupils should focus on the way the writer uses complex sentences when Lance is re-telling the story so that Lance can give his personal view/spin at the end of the sentences and manipulate his listeners.

Pupils should copy the following sentences and highlight the part of the sentence in which Lance adds an aside:

- 'My dad wanted us to travel home in convoy, didn't he, Mat?' (p90)
- 'It's army training-all that stuff he did in Abyssinia-he knows about ambushes!' (p90)
- 'That's why he thought it was crazy when Mat's dad said he was off to the location-giving a lift to his labour!' (p90)
- 'Dead lucky that we didn't find you all dead, hey, Mat?' (p92)

How has the writer used punctuation within the sentences to mark off an aside for the reader?

FOR A COMPETENT READER

[Pupil target: Identifying and commenting on a writer's choice of language](#)

Features to explore when reading:

- Focus on the sense of unease and secrecy created by Lance and Mathew's mother. (p93-94)

Activity:

Ask pupils to reread pages 93 and 94, thinking about the way the writer suggests that there is something unusual about the weekend that Mathew will spend with Lance. Pupils should answer the following questions:

- What clues does the writer leave for the reader?
- What words does the writer use to create a sense of unease?
- Write a PEE/PQC paragraph explaining how the writer has created a sense of uneasy secrecy.

FOR AN ACTIVE READER

[Pupil target: A writer's language choices and their effect on the reader](#)

Features to explore when reading:

Focus on the secret society. (p99-102)

Activity:

The writer uses repetition to draw the reader's attention to the similarities between Mathew and Mugo and when describing the secret society. Ask pupils to reread the pages 99 to 102 and think about how repetition is used and the effect this creates. In pairs, ask pupils to jot down the examples of repetition they find and complete the following questions:

- Are the ideas or words are repeated exactly or are there some slight changes?

Prepare a mirror reading of the list to perform to the class (one pupil reads the first words/idea the writer has used and the other reads out the repeated words/ideas).

- How did the readings make the listener's feel? Write a paragraph, with apt quotations, to explain the use of repetition by the writer.

FOR A DEVELOPING READER

[Pupil target: Using active reading strategies](#)

Features to explore when reading:

- Focus on the descriptions of how the Black Africans were treated (p108-09)

Activity:

The writer has described the sufferings of the Kikuyu and Turkana guards factually. Why has she done so? Do you think that the writer agrees with this treatment or not? p108-109

- List the sufferings the writer describes. Create a power point presentation/poster of the sufferings of the Kikuyu and Turkana people, using a range of images and appropriate sounds/music.

FOR A COMPETENT READER

[Pupil target: Understanding the writer's viewpoint](#)

Features to explore when reading:

- Focus on the way Mathew and Lance treat Mugo. (p112-115)

Activity

Ask pupils to re-read pages 112 to 115 and answer the following question:

- Whose point of view are these pages told from? What does this tell the reader about the writer's sympathies? In groups of three adopt the following characters – Mugo, Mathew and Lance. Prepare to be hot seated by the rest of the class. What did you learn about the way the writer feels about each of the three boys? Which words does the writer use to show the reader how she feels about each boy?

FOR AN ACTIVE READER

[Pupil target: Commenting on the impact of writer's choices](#)

Features to explore when reading:

- Focus on the descriptions of Lance.

Activity:

Explain to pupils why it is important when creating characters to ensure that they are realistic, i.e. that they are not made up of one emotion, for example, entirely evil or entirely good. This is especially true of a character that is a child, because children have not yet fully developed their traits. Pupils should read pages 117 to 121 and annotate the descriptions and dialogue of Lance, using blue for a positive description and red for a negative description. Use green for a description that is neutral. Which words are the important ones for deciding whether a description of Lance is positive, negative or neutral? How balanced is the writer in her description of Lance? How does it make the reader feel about Lance at this point in the story?

FOR A DEVELOPING READER

[Pupil target: Understand the historical context of a text](#)

Features to explore when reading:

- Focus on the way the police take away the Kikuyu workers.

Activity:

Ask pupils to re-read pages 133 and 134 then answer the following question:

- Not all the white settlers wanted to treat the black Africans badly. Research into those settlers opposed to the harsh treatment of black Africans in either Kenya during the Mau Mau uprising or South Africa during Apartheid. Present your findings to the class.

FOR A COMPETENT READER

[Pupil target: Understand the social, historical and cultural context of a text](#)

Features to explore when reading:

- Focus on the different ways that Mat and Lance respond to the police.

Activity:

Ask pupils to re-read pages 133 to 134 then answer the following:

- Note down the words that describe how Lance responds to the arrests of the Kikuyu workers. What does that tell the reader about the way the writer wants to show Lance? How did the majority of white settlers respond to the Mau Mau uprising at the time? Read the foreword on pages 1 and 2, and the afterword on page 161 to 163. Summarise the pages to describe the main responses by most white settlers at the time of the Mau Mau uprising.

FOR AN ACTIVE READER

[Pupil target: Understand the difference between factual account and fictional interpretation of facts](#)

Features to explore when reading:

- Focus on how Mugo feels when he is listening to Baba's screams and the questions the police ask Mugo.

Activity:

Ask pupils to re-read page 135 and answer the following question:

- The writer does not describe Baba's interrogation but instead describes how Mugo feels about it. The writer does describe Mugo's interrogation. She factually lists the questions that he is asked and reports the answers that he gives. Which part of the writing (Mugo's responses to Baba as opposed to the questions Mugo is asked) is most moving for you? Try to explain how it makes you feel and why it is so effective.

Tasks requiring skills in Information Retrieval (AF2)

- How do the red hats treat Mugo? Use a quotation to support your answer. (p144)
- Draw a time line and label it '*The development of Mugo*'. Add to the time line a description of how you think Mugo is presented at the start, middle and the end of the novel. Provide an apt quotation for each example. You may note down more than three stages of development if you wish.

Tasks requiring inference (AF3)

- Which words show the reader that Mami is extremely worried about Baba? (p145)
- As relationships between Mathew and Mugo move apart, so the relationship between Mugo and Mzee Josiah becomes closer. Draw a target and plot on it clues which reveal the relationship between Mzee Josiah and Mugo. Examples indicating a distance between the two need to be on the outside of the target. Place examples indicating that the two have become very close, in the middle of the target. Support with apt quotations.

Task on use of Structure (AF4)

- The last sentence links to the title of the novel. In what way? Why do you think that the writer made this link? (p160)
- The writer mirrors the events that occur to Mathew and Mugo throughout the novel. Draw a table with two columns – one headed Mathew and one headed Mugo. Note down events that happen to both boys at various times in the novel and include quotations. Use the details to answer the question:

Why does the writer use the device of a mirroring of events in the novel 'Burn my heart'?

Task on use of Language (AF5)

- The writer makes use of the dash and the ellipses on page 146 and 147. Why is this?
- The writer makes use of italics through out the novel. Scan back through the novel to collect examples of where she has used italics and explain why. Use apt quotations to support your views.

Task requiring awareness of author as creator of text with a specific viewpoint and purpose (AF6)

- In role as the writer, prepare a brief speech – approximately two minutes in length – explaining why you wrote this novel. Use quotations and refer to particular parts of the novel.
- The writer tries to ensure that she balances out Mathew and Mugo's viewpoint. How does she do this? How successful do you think she is?