

Eloise Undercover

SARAH BAKER

NOTES FOR KS2 TEACHERS

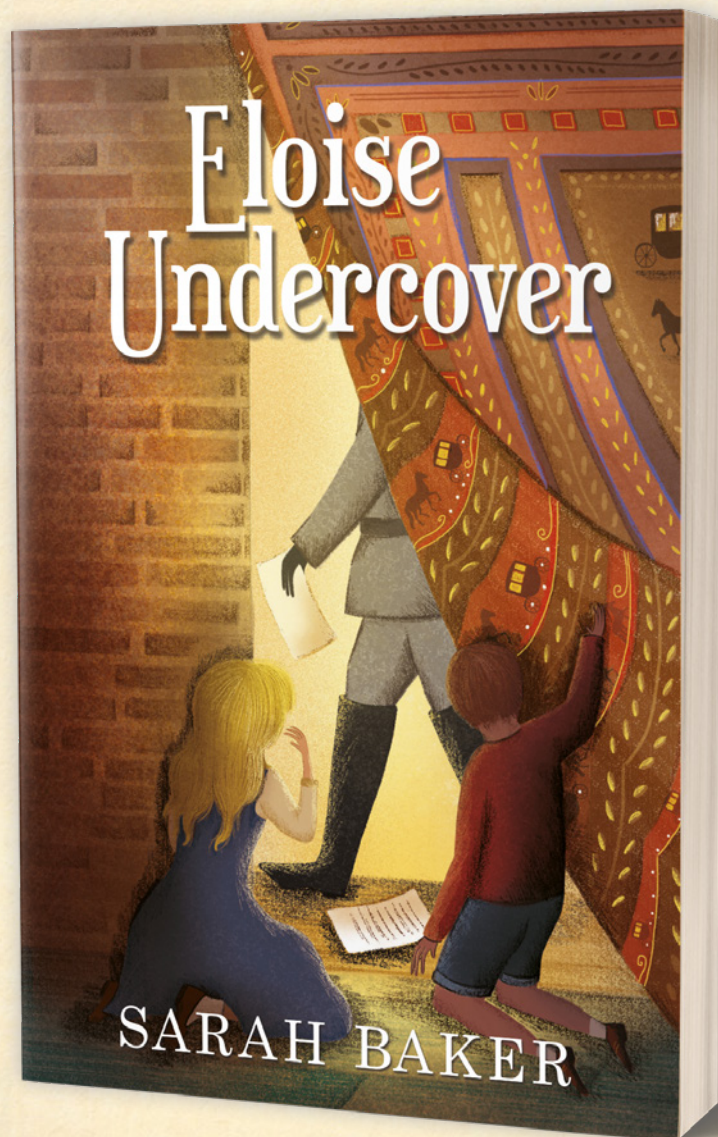
INTRODUCTION



Sarah Baker has worked extensively in film, with roles at Aardman Features and the Bermuda Film Festival, and as Story Editor at Celador Films. She has also been a writer and blogger for vintage fashion magazines. Sarah currently lives in South Gloucestershire with her son. Her first book, *THROUGH THE MIRROR DOOR*, is a time-slip ghost story for ages 9+ with a historical twist. Her second novel, *ELOISE UNDERCOVER*, is a thrilling middle-grade adventure set during WW2. Both books are perfect for fans of Emma Carroll, Katherine Rundell and Robin Stevens.

The reading questions and activities suggested here are an introduction to the themes and ideas within the book, giving suggestions to enjoy it across different subjects and to generate a love of reading in the classroom – from creating your own characters to storyboarding, writing dialogue to improv games for the whole class.

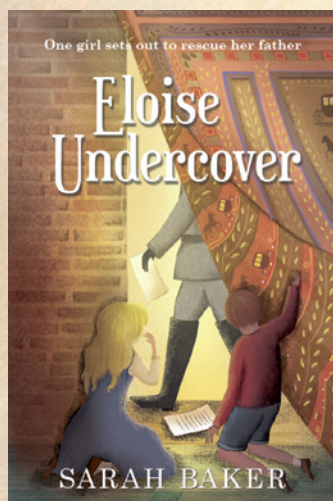
ABOUT *ELOISE UNDERCOVER*



France, 1944. 12-year-old Eloise's father has not come home in over a week, and she is getting worried that something might be badly wrong. When the Germans occupy Eloise's town, and the Nazi Kommandant moves into Maison de la Noyer, things start falling apart. Through a chance meeting, Eloise volunteers to join the Resistance. Suspense, secrecy and danger follow her as, inspired by her favourite detective fiction books, she tries to find her father. A hidden passage behind a tapestry, a deportation list and a race against time... Will Eloise find her father? And what other secrets will she reveal?

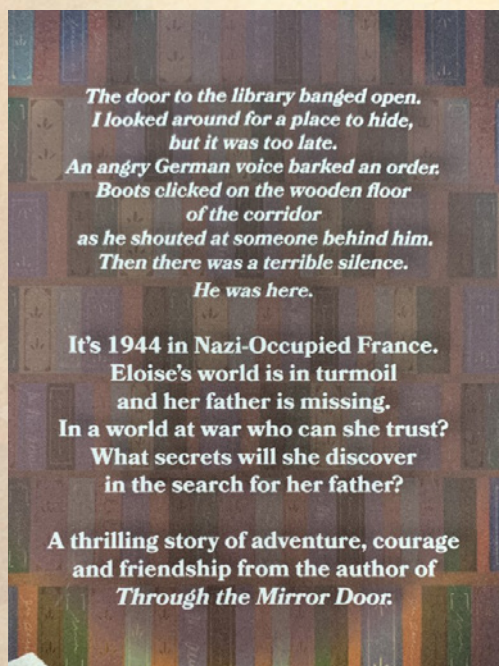
BEFORE READING: INTRODUCING *ELOISE UNDERCOVER*

Display the book cover picture and annotate this based on the children's contributions.



Question prompts:

- Who is the author and what is the title of the story?
- What is the cover telling you? What isn't it telling you?
- In just one sentence, suggest what you think the book might be about.
- Look at the caption at the top of the picture. What clues does this give us about the genre of the story?
- Where do you think the book is set? Think of three interesting adjectives to describe the setting.
- What are the children doing? Take a guess at their relationship and give your reasons.



Now display the blurb on the back of the book. Ask the pupils:

- What is the purpose of the blurb?
- Why is the top section written in italics?
- What information is given in the third paragraph? Why has this been included in the blurb?

Activity: Work in pairs and think about the cover and blurb together. Think of three questions you would like to ask to find out more about the story.

Use these questions to create a display and encourage pupils to write up answers when they reach the relevant part of the story.

CROSS-CURRICULAR LINKS

Eloise Undercover would link well with a wide range of topics. 3 particular suggestions for further study are:

1. France during the second world war

Unlike Britain, France surrendered to Germany in June 1940 and this provides the backdrop for *Eloise Undercover*. Pupils could therefore research the effect of German occupation on life in France and compare war experiences with those of British children.

Pupils could research information about the French Resistance and the life of prominent figures, for example Yvonne Rudellat (pictured).

The following pictures inspired Sarah Baker when she was writing *Eloise Undercover*. Pupils could write their own short story using one of the pictures as inspiration.



Yvonne Rudellat, MBE,
Croix de Guerre, 1897 –
1945, member of the SOE.

Image courtesy of alchetron.com

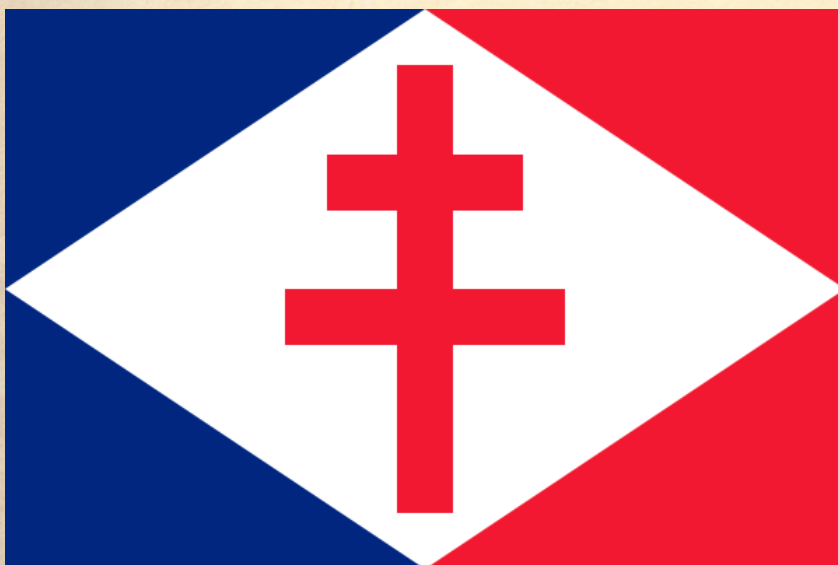


Image courtesy of drapeaux-flags.com

This is the Croix de Lorraine, the symbol of the Free French during the Resistance.



Morse Code Operators

Image courtesy of histclo.com



May 1940, France

Image courtesy of historyimages.blogspot.com

2. France in the present day and in the 1940s

French culture and language. Pupils could also collect the French words and phrases used in the book.

Poster - These are genuine WW2 British government posters to encourage men and women at home to help win the war. Design a poster for Eloise's village. Illustrate with drawings.

Rationing - Food rationing began in France in September 1940.

Food is used in the book to enrich the sense of place and character.

"Life is hard. Everyone grows thinner. A kilo of butter costs one thousand francs. A kilo of peas forty-five francs. A kilo of potatoes forty francs, Still we must find them" - Jean Guéhenno, August 1944, after black market prices rose and supplies grew even scarcer near the end of occupation.

"Things have changed. Rations only go so far and you need to help out a little more now your father's gone." – Amma, *Eloise Undercover*

Under German Occupation 1940-44, people were allowed the following:

- Milk - children under 6 – $\frac{3}{4}$ litre every day, children 6-12 – $\frac{1}{2}$ a litre every day
- Bread - adults 21-70 350g per day
- Meat - adults 21-70 300 g per week
- Cheese - adults 21-70 50g per week
- Sugar - adults 21-70 500g per week
- Butter and Margarine - 200g of each per week
- Rice - 50g per month



How does that compare with what you can eat now? How do you think you would cope with rationing?

People had to change their eating habits during rationing. Many began to eat strange vegetables like Swedish turnips and Jerusalem artichokes. Sugar was replaced by substitutes like saccharin, coffee was replaced by toasted barley mixed with chicory.



Image courtesy of ww2incolor.com



Image courtesy of vam.ac.uk



Image courtesy of thesocietypages.org

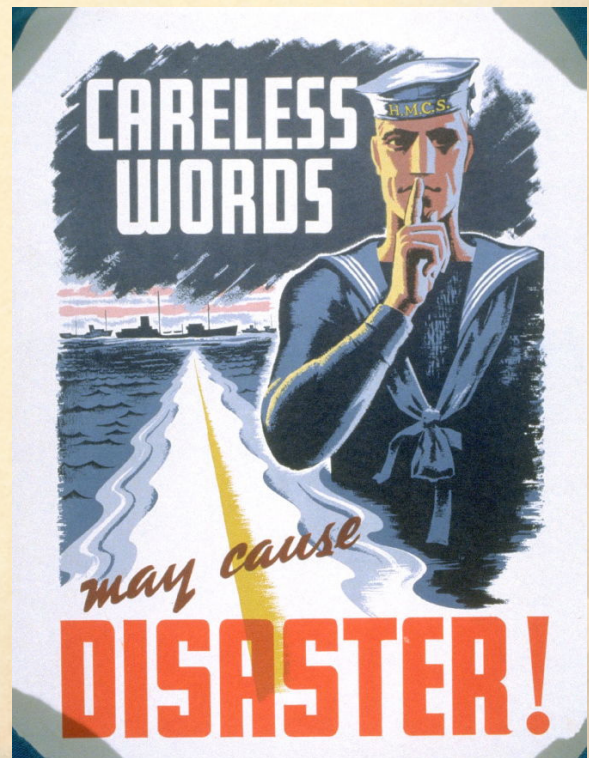


Image courtesy of famsf.org

Some people made counterfeit food tickets or bought directly from farmers. Some even ate pigeons found in parks. The search for food could become a full time job.

What sounds delicious and what sounds strange? What would you eat/not eat?

Baking – Design a friendship bread like the kind Amma makes. What ingredients would you include? What would it look like, taste like?

3. Detective novels

In the book, Eloise gains inspiration from the Monsieur X novels she reads. Study this genre in detail. Pupils could collect detective novels, write book reviews, look at the features of detective novels, create their own detectives or write chapters for their own detective novel.

Pupils could be given this challenge: how many different Monsieur X titles are mentioned in the book? They could keep an ongoing class list as they go along. Pupils could also make a list of the tips Eloise gleans from the books.



THEMES

Themes are ‘the fundamental and often universal ideas explored in a book.’

Below is a list of some of the themes Sarah touches on in *Eloise Undercover*



A number of these themes could be explored in more detail and related to pupils work in PSHE. Pupils could then find examples to illustrate the themes in the book.

DURING READING

The story begins: Chapters 1-5

In these chapters we are introduced to Eloise and some other main characters in the book. We also find out about the backdrop to the story-the progress of the second world war in France.

Make sure pupils have noticed when the action in the chapters takes place. The first chapter is set in May 1940, before France surrenders to Germany, whereas chapters 2-5 take place 4 years later with the German occupation firmly in place.

Chapter 1 almost acts as a prologue. Discuss with pupils what a prologue is, its purpose and why the author has chosen to set the first chapter 4 years earlier than the remaining chapters. Pupils could identify the changes that have taken place during this time and discuss the 'disappearance' of Eloise's friend, Maddie. Also, point out that the book is written in the first person by Eloise. Discuss the impact this has on the reader.

Additional activities

1. Continuing the story

Chapter 1 begins with Eloise, Albert and Maddie hiding up a tree from a German soldier. She has dropped one of her favourite books. Read the following quote:

We looked at each other then peered down through the branches. The soldier was right beneath us. We watched as he bent down and picked up my book. Maddie sucked in a breath. My knuckles whitened around the branch. Suddenly this wasn't a game. It was real. The soldier might do anything. His rifle looked new. His eyes were keen. We'd heard the Germans were searching for spies, for Resistance fighters plotting against them – for anyone who seemed suspicious. We were hiding in a tree with binoculars. We were definitely suspicious.

Suddenly the soldier looked up.

Imagine you and your friends have just been discovered. What do you think happens next? Continue the story.

2. Character Development

Read Chapters 1, 2 & 3. What are your first impressions of Eloise? Think about the way she thinks and talks, the decisions she makes ... Fill in a table with the following headings.

QUOTATIONS	WHAT MIGHT THIS SHOW ABOUT ELOISE?

3. Similes, metaphors and personification

Throughout the book the author uses many descriptive devices. Pupils could discuss the difference between similes, metaphors and personification phrases and create a class word bank as they read the book so that they can 'magpie' their favourites for their own compositions.

Some examples from chapter 2:

Wisps of flour floated around the kitchen like tiny clouds.

I watched them puff towards the radio.

...whole battalions spreading through the town and countryside like a rash.

.... my words had wobbled as I explained.

The Resistance: Chapters 6-10

Francois introduces Eloise to members of the Resistance, and they debate whether Eloise should join them. Eloise realises that Amma knows much more than she realised. While listening outside the tabac one day she meets the Kommandant and his wife and is surprised when she sees the same car pull up outside her home- Amma is supplying the German soldiers with bread.

The incident with the dog in chapter 10 shows Eloise just how ruthless the German soldiers are. Discuss this with pupils.

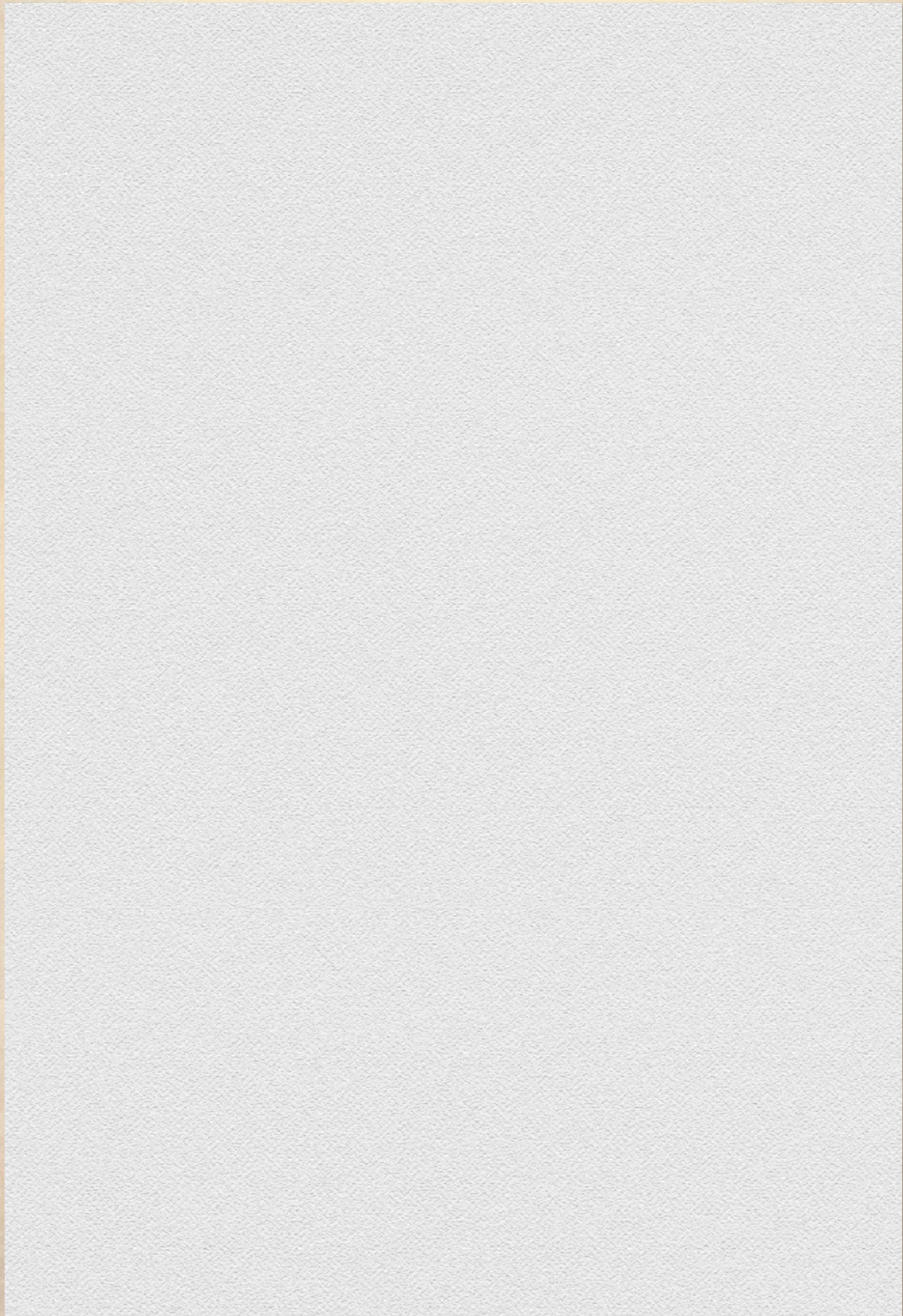
Pupils could start a role on the wall poster of Francois using the information from chapter 5 together with the information in these chapters. Pupils could add to this as they read the book.

Additional activities

1. Pretend you are Eloise. Write a diary entry for each chapter in this section. Remember to use past tense and include vocabulary to show how you are feeling.
2. Use the description of the room where the resistance members are meeting to draw a picture. Text mark the descriptions in the text and make sure they are included in the picture. Then add Grizzly Grey Beard, the girl and the man in the armchair.
3. Be a Film Director: Read p42-50. Imagine the chapters as if they are in film format. Now imagine you are the film director. Write a set of notes under the headings below to show how this chapter might be directed.

MUSIC - IS THERE ANY? DOES IT CHANGE? SPEED UP/ SLOW DOWN? GET LOUDER OR QUIETER?	
WHAT SORT OF LIGHTING WOULD YOU USE?	
WHAT SORT OF CAMERA ANGLES? WIDE SHOTS? CLOSE UPS?	
WHICH ACTORS AND ACTRESSES WOULD PLAY EACH CHARACTER AND WHY?	
MUSIC - IS THERE ANY? DOES IT CHANGE? SPEED UP/ SLOW DOWN? GET LOUDER OR QUIETER?	
WHAT SORT OF PROPS WOULD YOU INCLUDE?	
ANYTHING ELSE?	

4. Draw a sketch map to show Francois and Eloise's journey to the resistance members' house. Remember to include all the details from the story.



Eloise's Missions: Chapters 11-14

Eloise realises that the bread she has delivered to Madame Levee contains messages for the Resistance. Seeing Madame's compact kitchen reminds Eloise of an outing with her father to their boat, an incident which is significant later on in the book. Eloise overhears the conversation between the four Resistance members and learns that her father has been taken prisoner and that there are important papers at Maison de Noyer which give details of the Germans' plans to transport them. Eloise is determined to rescue her father and sees her opportunity at end of Chapter 14 when her collaborators ask her to go on another mission. In doing so she meets the Kommandant again.

Discussion points

At the end of chapter 10 Francois tells Eloise that she has completed her first mission. How does Eloise feel about this? Ask pupils to explain why the members of the Resistance didn't tell her about the mission.

Think about Eloise's 2nd mission. Do pupils think the Kommandant knew that Eloise had other reasons for going to the church? Pupils should give 3 pieces of evidence (actions, parts of a conversation etc.) to support their answer.

Additional Activities

1. Write a 3-way conversation between the Kommandant, Pere Tremblay and Eloise.

Use these tips from Sarah Baker about punctuating speech correctly to help you.

New speaker new line:

'Where are we going?' I whispered.

"Shhh," he said.

Small letter after speech closes:

'There was no way to know you'd be stopped,' he said.

All punctuation inside speech marks:

'Wait!' Albert called.

Vary the word said:

'He said it was an old list,' he mumbled.

Use action to create atmosphere:

'Go,' I hissed to Maddie and Albert then I reached out and plucked the book right out of the soldier's hand.

2. Imagine that you are a reporter from 'The Resistance News', a secret newspaper for French people who want their country to be free of the Germans. Write an interview with Amma.



Remember to use quotes and think about your readership.

Maison de Noyer: Chapters 15-17

Eloise makes the journey to Maison de Noyer. She notices how different everything is since its occupation by German soldiers. She is determined to use the visit to try to find the paperwork relating to her father and, as soon as she gets the opportunity, she sneaks out of the kitchen and into the rest of the house. Eloise finds her way into the library where she discovers lists!

Discussion points

Re read the description of the rug in library (chapter 17 p 131) and what has happened to it. Why does Eloise feel sick? What does this tell you about life at Maison de Noyer?

Discuss the papers that Eloise has found. Ask pupils about the letters at the end of names - do pupils understand the significance of these? Think about name at the top of second paper. Do pupils know what Natzweiler -Struthof is? Can they take a guess? (Pupils could relate this to the research about the second world war that they have already done). What does this tell Eloise about what is going to happen to her father? Note: towards the end chapter 24, Felix explains this to Eloise.

Additional activities

1. Cliff-hangers - look again at the cliff-hangers at the end of chapters 15, 16 and 17. What is the purpose of these? Produce a cartoon strip using these cliff-hangers to connect the pictures in your cartoon
2. Discuss with pupils the changes that have taken place at Maison de Noyer, and to the appearances of Albert and his mother, Madame Brodeur. (Compare with the description of Mme Brodeur at end of chapter 1.) Pupils could produce 'before and after' pictures and /or descriptions.

Albert: Chapters 18-22

Eloise makes yet another excuse to the Kommandant. She is rescued by Albert but she can see that the Kommandant is not convinced. Eloise and Albert escape behind the tapestry in the hallway before two soldiers come for them. Eloise discovers that Albert knows all about the Resistance, but he is behaving so strangely that she is not sure which side he is on. Albert shows Eloise a secret room and passage out of the house to escape but Eloise decides to go back to the library to get the list. She persuades Albert to help her, so he distracts the Kommandant. Eloise returns to the library but has to hide when the Kommandant comes back in.

Discussion points

- Eloise has now met the Kommandant 3 times (the tabac, the church and the library.) Recap the meetings between Eloise and the Kommandant and think about what the Kommandant says each time and in particular the following quotes from chapter 18.

"Did you know what was in the tin, Eloise?"

'The corners of his lips were turned up in a copy of a smile and it was the scariest thing I'd ever seen'.

- How has the Kommandant's view of Eloise changed after the third meeting? What do you think he would plan to do about her? (Pupils could record this in the form of a sketch of the Kommandant, using the descriptions in this section of the book, with a speech bubble coming out of his mouth.)
- Discuss with pupils the lie that Eloise tells Albert at the end of Chapter 20. Why does she do this?

Additional activities

1. Draw the tapestry that Eloise and Albert hide behind and include what you'd like to see or find behind it.
2. Discuss how Sarah Baker creates the tension in chapter 22. Give pupils a copy of the chapter and text mark particular features.
3. In chapter 22 the Kommandant mentions an agreement between him and Albert. If the agreement was written down imagine what actions the document could contain. Then write the document!

Getting away: Chapters 23-27

Eloise manages to escape from Maison de Noyer with the help of an unexpected source - the Kommandant's wife and, after a tense chase, Eloise arrives back at her own house. There, she finds the Resistance members, so she gives them the papers. After reading them, the group discover that the prisoners' train is scheduled to leave tomorrow. A knock on the door reveals soldiers looking for Eloise and, although Amma manages to hide her, Francois realises that it is too dangerous for Eloise to stay. She has to go away. They go to Eloise's father's boat where they find Albert.

Discussion points

- Have pupils realised the significance of the 'black twisty cross' mentioned in chapter 23? What is its proper name and what does it represent?

- The library in chapter 23 gives us lots of clues about the book's storyline but authors like to keep us guessing! Ask pupils to speculate about the interesting objects Eloise finds there and their place in the plotline.
- Discuss the strange behaviour of the Kommandant's wife and refer particularly to her comment: 'I've always thought authors should use names that are important to them.' She looked up at me. 'Don't you?' and Eloise's thoughts about this. (Note for teachers: this is explained towards the end of the book, but pupils may like to make a note of the quote for future reference.)
- Chapter 24 gives the reader a good example of 'show, don't tell'. We realise that Eloise is very shaken up by her escape. What actions and descriptions in the text show us this?
- Discuss with pupils what happened to Leon and why.

Further activities

1. Comprehension questions: scan the text of chapter 23 and answer in full sentences.

- How does Eloise know that she has been stuck in the bookcase for the whole day?
- How does Eloise get out of the bookcase?
- Where was the list?
- Besides the list, what else does Eloise want to take from the room?
- Why does Eloise recognise the woman?
- How does the woman help Eloise to escape?
- Why can't Eloise ride her bicycle home?
- Eloise realises that escaping across the grass is a bad idea. Why?
- Where does Eloise go after she's crossed the grass and where does she hide?
- Why did the soldiers move away from the bottom of the tree?

2. In Chapter 26 Eloise is told to pack a small bag to take with her. If you had to go into hiding what 10 items would you take with you? N.B. You have to be able to

pack them into a small rucksack or bag which you have to be able to carry while you run!! Pupils draw their bags or rucksacks with the items inside. Then, as a class, share their items and give reasons for their choices.

Places to hide: Chapters 28-31

In chapter 28 the soldiers follow Eloise and the Resistance group to the boat. You may wish to read this chapter on its own so that pupils can enjoy the exciting race against time to release the boat from its moorings and get away. In spite of numerous shots being fired, Eloise manages to untie the ropes and start the engine just in time.

This chapter would make a good focus for a drama lesson. Pupils could act out the scene on the boat. Encourage pupils to notice the sound effects printed in italics throughout the chapter and discuss the effect this has on the scene. Pupils could add these sound effects to their dramatic sequence using untuned percussion instruments.

Now read chapters 29 to 31. In chapter 29 the group decide which way to go to avoid an ambush at the bridge. They realise that Nan has been shot and that Albert has run off. Eloise is still trying to make up her mind about Albert. They abandon the boat and head to Madame Levee's house to hide. As they are running, they hear an explosion in the distance as the Germans blow up the boat. They then discover that soldiers have raided Madame Levee's house but another lady, Yvonne Rudellat, invites them in. She reveals that she knows Eloise's family. The group are feeling despondent, but Madame Rudellat has a plan!

Points for discussion

- Yvonne Rudellat is the name of a real person. If pupils haven't done so already, they could undertake research to find out more about her. Why do pupils think Sarah Baker has chosen to use the name of a real person in her story?
- In chapter 28, Nan tells the group that she set off an explosion in the kitchen. Discuss the impact of this.

Additional activity

In chapter 31 Eloise and the Resistance have taken refuge in the house belonging to the elderly Yvonne Rudellat. Francois has lost hope.

'We don't have any supplies, and our explosives expert is injured. They've taken almost everyone we've been working with so we've no help, and we're completely surrounded by soldiers who are looking for us.' He shook his head,. 'With respect, madame, how can you possibly help?'

Yvonne took a sip of her tea, then she smiled.

Francois thinks there's no hope. Do you agree? What do you think Yvonne has planned? What do you think happens next? Continue the story.

Cars and lorries: Chapters 32-35

Yvonne tells the group that she has a car which they can use. They leave Nan with Yvonne as she is too ill to travel, then embark on the hazardous journey back to Maison de Noyer. Subsequent events result in the group separating. Eloise runs to the barn and locates the secret tunnel.

Discussion points

- In chapter 34 the children climb into boot of the Kommandant's car to hide. Make sure pupils understand the safety implications of this and that they should never do it.
- Halfway through chapter 34 Eloise decides to go through the secret tunnel to find the prisoners. Albert refuses. Compare both children's behaviour and actions until the end of this chapter.
- Discuss with pupils the significance of the '60 or so' trucks leaving Maison de Noyer and the soldiers packing up (chapters 34 and 35). Refer back to the date of the setting: 1944 - the year before VE Day.
- In chapter 35 we are given some history of Maison de Noyer and the processing

of walnuts grown on the estate. Pupils who have read ‘Through the Mirror Door’, Sarah Baker’s previous novel, might wish to think about common threads in the two books. (Make sure that these pupils keep Mirror Door’s secrets, though!)

- The last paragraphs in chapters 34 and 35 give the reader more insights into Eloise’s character. Look back at the character development activity after chapters 1-3, if this was completed. What else have pupils learnt about Eloise’s character from reading the book? What vocabulary would pupils use to describe Eloise?
- These chapters provide plenty of opportunities for descriptive writing. Pupils could test mark descriptive phrases and devices which create tension then either:

1. imagine then write a short description of the car journey from Francois’ perspective-remember; we don’t know at this point in the story what has happened to him. (Because Eloise is telling the story we only have her perceptions, from inside the car, of what is happening.)

— or —

2. describe Eloise’s journey from the barn to the pantry. Change the description to the 3rd person to write about Eloise rather than as if pupils are her.

Additional activity

Albert-friend or foe? Set up a decision alley for Eloise to consider whether she should trust Albert. Pupils should think of as many reasons as possible to persuade Eloise either to trust him or not. Each pupil chooses one reason, then ‘trust/not trust’ pupils stand in lines opposite each other to make the ‘alley’. Pupils then take turns to walk down the alley listening to all of the reasons before making their decision at the end.

Answers: Chapters 36-40

Chapters 36-40 contain a series of revelations so you may wish to read these

chapters singly, so pupils get the full benefit of the surprises ahead.

In chapter 36 Eloise learns that the Kommandant's wife is her mother. The chapter contains vivid descriptions of her appearance, actions and her conversation with Eloise. Pupils could produce an annotated picture from this information.

In chapter 37, while coming to terms with what she has learnt, Eloise finds out that her mother's name is also Eloise and that, when Amma appears at the pantry door, they obviously know each other. Discuss with pupils Eloise's mother's behaviour in this chapter and the deal she is trying to make with Eloise. What does this tell you about her character?

Chapter 38 contains another surprise-Amma is Eloise Senior's mother! Eloise Junior also receives the good news that the resistance fighters and Albert are safe. Pupils could discuss the significance of Amma calling her 'Mon Chou' and her father 'Ma Rose' rather than her name. What are pupils' views about their decision to tell her that her mother was dead? Do pupils think she was right? (This could also be the subject for a class debate.)

Note: teachers should approach this subject sensitively, as pupils in the class may have had experiences involving family break-ups or bereavement.

In chapter 39, Eloise is trying to decide what to do. Amma makes her view clear. She says:

'Asking her to choose you over her father. For the life of her father! That's no choice! But that's just what you want, isn't it?'

Ask for pupils' opinions on what she should do. Make sure pupils give reasons to support their answer.

Eloise Senior then makes another request, as part of the deal, which adds another dimension to the decision Eloise Junior has to make. Ask pupils to explain how this request helps Eloise to come to her decision.

The chapter ends with another great surprise; Eloise's mother is the author of the Monsieur X books! Look back at the clue in chapter 23. Discuss how this strategy adds another level of interest to the story.

Have pupils noticed that ‘bad dog, bad dog’ is almost a repetition of another character calling their dog ‘bad boy’ earlier in the book? Can pupils remember where this occurred?

Eloise’s mother gives the following advice:

‘We should never betray our friends’.

Do pupils think she has followed her own advice? Pupils might also like to guess how she gets on with her husband. There are hints in this chapter.

In chapter 40 Eloise convinces Francois and Felix that the book she has been given contains clues to rescue the prisoners. Pupils could list the clues contained in the chapter. They could then use these as a model to produce their own set of clues for the time and place of a forthcoming event.

Draw pupils’ attention to the wicker basket and its significance. How do we know?

Additional activity

Faithless is he that says farewell when the road darkens — J R R Tolkien

Discuss with pupils the meaning of this quote. Ask them to pretend to be Eloise’s mother. How would she respond to it?

Rescue: Chapters 41-44

In chapters 41-43 Eloise and Albert hide, once more, in the boot of a car so they become involved in the rescue. The dangerous rescue takes place amidst gunfire and explosions and features the surprise reappearance of Eloise’s mother. These tense chapters culminate in Eloise’s father being rescued and everyone making their own hazardous journey back to Maison de Noyer, now that the German soldiers have left.

Discussion points

- Give pupils the opportunity to enjoy the rescue, then discuss with them how

the author creates an atmosphere of tension and confusion...we're not quite sure, initially, who has been shot.

- Think about Albert's attitude at the beginning of chapter 41. How has this changed from his behaviour in previous chapters? Why might this be?
- Discuss the use of the word 'whumped' in chapter 42. Collect other examples of onomatopoeia from different texts.
- Chapter 44 takes place a week later so is almost an epilogue. Why does the author do this? How does it make the reader feel?
- Why did Eloise's mother decide to write detective books? Reflect on the reasons father mentions in the text.
- The book ends with a little bit of a mystery. There is a locked door on the third floor. What could be behind the door? Refer to the following quote from Chapter 43.

'The house was good at keeping secrets.'

- There is a strong message of hope in the last chapter. What effect does this have on the reader?

Additional activities

1. Francois behaves like a real hero in these chapters. Look at the role on the wall post of Francois that was started in chapter 5. Do pupils agree that he is one of the few characters who have behaved consistently well in the book? Would the German army think so? Ask pupils to think of a 'back story' for Francois. Where did he grow up? What led him to become a member of the resistance etc. What would pupils like him to do after the war?

2. In chapter 44 Eloise's father says to her

'And I'm not sure anyone can be truly good or bad. Most of us are a mix of both.'

Think about the main characters in the book. What are their good and bad characteristics? Can you find good and not so good elements in all of the characters?

AFTER READING

Suitable prompts for a whole book discussion/review:

1. Who is the most important or interesting character and why?
2. Which character would you choose as a friend and why?
3. What is the setting? Why is it important to the story?
4. What new or interesting words have you found?
5. Discuss why the title is a good choice or not. Can you think of a possible alternative title?
6. What type of person would enjoy this book and why?
7. Finish this sentence: This book reminds me of..... because.....
8. Think of 3 'feelings' words and 3 'settings' words (scary, exciting, creepy etc.) to describe the book.
9. Compare/contrast 2 characters in the book.
10. What 3 questions about the book would you ask Sarah Baker if you could?

Additional activities

1. Create a storyboard of 8 pictures for the book. Make sure you include the main events. Plan your storyboard out first.

2. Imagine you are a reporter working on a news story. Choose a character from the book to interview, then write up your story. Remember to think of a catchy headline and use quotes. Remember to think about your readership.

3. Write another epilogue to the story entitled 'Ten Years Later'. Eloise is now a young adult. What has happened to her and the other characters in the story?

