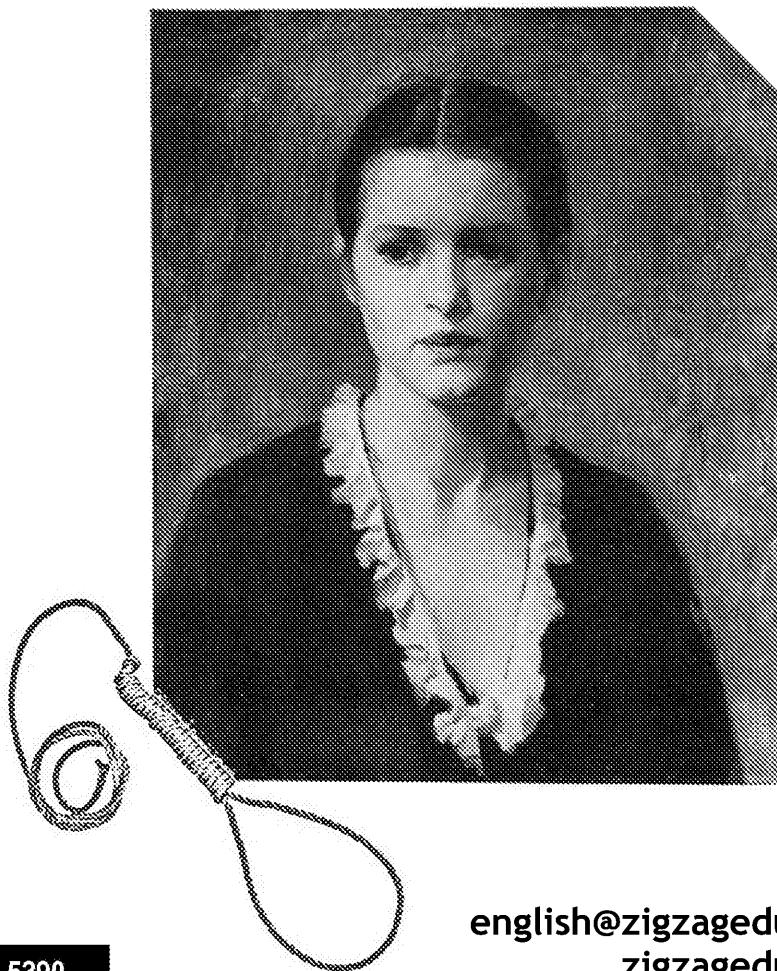


# Witch Child

## *Notes and Activity Pack*



POD 5390

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# Teacher's Introduction

*Witch Child* by Celia Rees is a critically acclaimed novel set in the seventeenth century, and follows the story of Mary, a young witch who is forced to conceal her identity and travel across the sea in search of a new life. With its themes of religion and intolerance it provides an exciting and challenging novel for KS3 readers. The *Witch Child* Notes and Activity Pack contains a wide range of tasks, worksheets and discussion focuses, providing teachers with flexible and adaptable material to support their scheme of work.

The resource has been divided into two: Student Worksheets and the Teacher's Section.

The **Student Worksheets** include:

- A variety of simple starter activities for each stage of studying the novel. These give a fun introduction to lessons and can be used for individual or group work.
- A short summary, offering teachers and students an at-a-glance reminder of the novel's main events.
- A section quiz designed to assess and maintain comprehension, and can be used as a class activity or set as an individual exercise.
- Four or five relevant activities that vary in difficulty to suit a range of abilities.
- In addition, some chapters have an extra task which will stretch the more able students.

The activities include opportunities for both individual and group work, and cover all of the AFs for Reading, Writing, and Speaking and Listening. These tasks are clearly labelled with the target AF, deepening the students' understanding of their assessment. There is a focus on Reading tasks, with each Reading AF being assessed at least five times throughout the study of the novel, while the Writing and the Speaking and Listening AFs are all tested at least twice. Each task is linked to APP grids, which can be completed by both teacher and student.

This provides an easy way to monitor progress and shows clearly how the student can improve.

Following on from the study of the novel, there is also a selection of comprehensive final tasks. These offer students the opportunity to demonstrate their knowledge and understanding through creative, enjoyable projects.

The **Teacher's Section** includes everything you need to deliver the activities included in this pack, including:

- Guidance on which worksheets focus on which English Assessment Focuses so that you can choose the most appropriate activity for your class
- Assessment Focuses checklists to give to your pupils to help them monitor their own progression
- Grids to help you assess your pupil's progress, cross-referenced to the English Reading Assessment Focuses
- Notes, answers, suggested discussion ideas and advice for every activity

As the novel is written as short diary entries, the pack has been arranged into sections containing several diary entries each. This provides a consistent basis for study as each section is a similar length and contains enough material for the activities. The structure used in this pack is as follows:

## Part 1

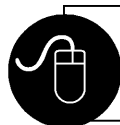
Section 1	Foreword and 'Beginning'	Entries 1–3
Section 2	'Journey 1'	Entries 4–10
Section 3	'Journey 2'	Entries 11–18
Section 4	'Journey 2'	Entries 19–23
Section 5	'Journey 2'	Entries 24–27

## Part 2

Section 6	'The New World'	Entries 28–35
Section 7	'Journey 3'	Entries 36–43
Section 8	'Settlement'	Entries 44–51
Section 9	'Settlement'	Entries 52–59
Section 10	'Settlement'	Entries 60–66

## Part 3

Section 11	'Settlement'	Entries 67–76
Section 12	'Settlement'	Entries 77–85
Section 13	'Settlement'	Entries 86–93
Section 14	'Witness'	Entries 94–99
Section 15	'Testimony' and 'Afterword'	



A webpage containing all the links listed in this resource is conveniently provided on ZigZag Education's website at [zzed.co.uk/5390](http://zzed.co.uk/5390)

You may find this helpful for accessing the websites rather than typing in each URL.

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Register your email address to receive any future free updates\* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

Go to [zzed.co.uk/freeupdates](http://zzed.co.uk/freeupdates)

\*resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

## Please note:

The answers to the hidden word crosswords in the starter activities are as follows:

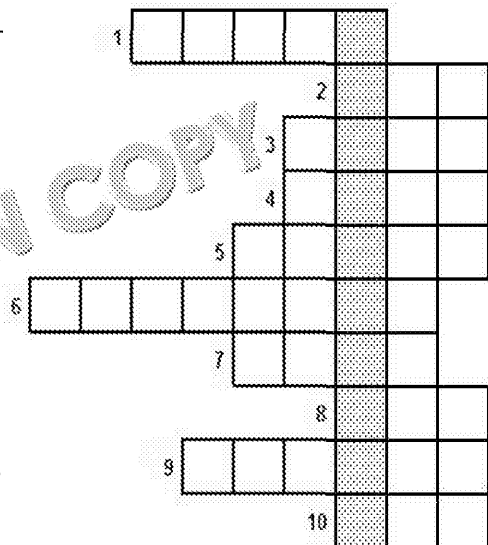
Part 1	JONAH MORSE
Part 2	WILDERNESS
Part 3	WHITE EAGLE

## Starter Activities - Part 1

### 1. Hidden Word

Solve the clues to the crossword, and then rearrange the letters in the shaded column to make a word, phrase or name associated with Witch Child.

1. The destination of the travellers.
2. Mary's grandmother is accused of transforming herself into
3. What Mary has to write for 5.
4. Woman who offers to travel with Mary.
5. Elias \_\_\_\_\_ River.
6. Birds that \_\_\_\_\_ with her.
7. Cause of \_\_\_\_\_ in the ship's departure.
8. What Mary pretends to be to explain why she is on her own.
9. Rebekah \_\_\_\_\_, daughter of John and Sarah.
10. Sailor who Mary befriends.



Hidden Word: \_\_\_\_\_

### 2. Word search

Find the following words in the grid.

Q MARY ELIAS

WITCH SOUTHAMPTON

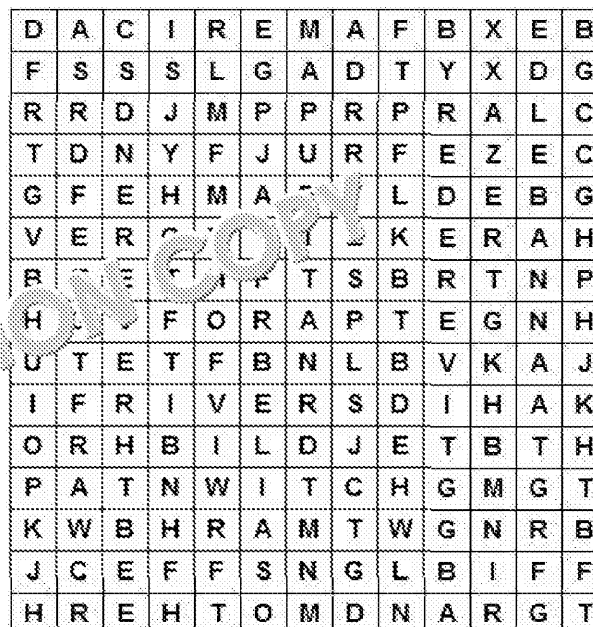
HARE PURITAN

REBEKAH AMERICA

RIVERS RE

ANNABEL

GRANDMOTHER



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## Foreword and 'Beginning': Entries 1-3

*Witch Child* begins with a foreword from a character called Alison Ellman, who explains that the diary entries that follow were found hidden in a quilt. She explains that the writing has been modernised, and that the dates provided are based on references in the text.

The novel then continues as the diary entries of Mary, the witch child of the title. She explains that her grandmother was accused of witchcraft, and after many torturous trials, had been found guilty. Mary fears for her own safety and considers running away, but knows that she would die on her own in the forest. Just as her grandmother is about to be executed, Mary is rescued by a mysterious and wealthy woman, who, without explanation, takes her away from the village.

### Quiz

1. Where were the diary entries found?
2. What pets did Mary and her grandmother keep?
3. What was the Witch Pricker's job?
4. What animal was Mary's grandmother said to transform herself into?
5. What gave the villagers 'sure proof' of Mary's grandmother's guilt?
6. What is the name of the Witchfinder?
7. In what type of vehicle does Mary travel from the village?
8. What danger does Mary think the woman might be looking out for on the road?

### Reading AF4 - Commenting on the structure and organisation of the text

1. *Witch Child* begins with a foreword from a modern-day character called Alison Ellman, who explains that the diary entries were found inside a quilt from the colonial period. She also explains that the dates given in the novel are estimates, and that the language has been modernised for the modern reader.

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Why do you think Rees chose to begin the novel with this foreword? What effect does it have on the reader?

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### Extension Task – Literary Terms

- a. What narrative voice is used for the foreword?
- b. In your own words, explain the difference between first-person and third-person narrative.

### Writing AF6 - Using accurate punctuation

2. The writer of this *Witch Child* blurb has forgotten to use punctuation and three incorrect facts. Rewrite the blurb with the correct punctuation and writer's mistakes.

witch child tells the story of maria a young witch who is across the sea to find safety after seeing her mother tried guilty of witchcraft mary knows that her only chance of a group of settlers bound for africa assuming the role of attempts to fit in with the puritans who allow her to try however the suspicions and from that arose mary from surface in her new home

### Reading AF6 - Considering writers' purposes and the effect a text

3. a. What type of narrative voice is used in *Witch Child*?



first person

- first person epistolary
- second person
- third person

- b. Why do you think Celia Rees chose to present the novel in this way? this style of narration?

.....

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.....

.....

- c. What are the drawbacks?

.....

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### Writing AF7 - Writing imaginative, creative and thoughtful text

Rewrite entry 1 from one of the following perspectives:

- Obadiah Williams
- Mr. Hargrave, who believes Eliza is guilty
- Mr. Hargrave's neighbour, who believes Eliza is innocent

Begin your writing by introducing yourself, just as Mary introduces herself at the start. You need to identify the main events in this entry, and present them from your narrative perspective. Throughout your writing, you must show your narrator's thoughts and feelings. This can be done through direct comments (*I was shocked that I have been living so close to a witch*) or it can be implied by your choice of language (*The stubborn old hag would not come to my aid*).

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## 'Journey 1': Entries 4-10

Mary and her companion arrive at an inn where they are given food and comfort, bathed and deloused, and her clothes are replaced with sombre, plain garments. For the first time since her rescue, Mary thinks of her grandmother, and contemplates her own fate.

Later, Mary discovers that she is to travel to America disguised as a Puritan in the witch trials. Mary's rescuer has prepared a box of belongings, and teaches her the backstory that she must memorise. As she leaves, Mary realises that her rescuer is a woman.

Mary travels to Southampton where she meets the Puritans that are to become her companions. She observes them carefully, learning how to fit in and avoid attention. Once she reaches the ship, she opens the contents of her box. She is dismayed to find that it merely contains basic necessities: a quill and paper underneath. Mary decides to keep a diary of her journey, and as the ship departs, by misty weather, the ship is set sail.

### Quiz



1. What is Mary wearing that she fears will give away her secret?
2. What name does Mary's mother use for Eliza Nuttall?
3. What will Mary be disguised as when she travels to America?
4. What is Mary's new name?
5. Where is the ship due to sail from?
6. What name is given to the landmark Mary passes on her journey to the ship?
7. What is the name of the woman who invites Mary to travel with her?
8. What is the name of the young preacher who leads the Puritans in prayer as they sail?

### 1. Reading AF3 - Inferring and deducing meanings from reading the lines)

- a. Explain what Mary means when she says that she knows the nature of the world.

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- b. Why do you think Mary's grandmother had made sure that Mary knew the nature of the world?

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.....

- c. What can you infer from Martha's gift of a herb bundle have on the reader's mind?



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### Extension Task

- a. While Mary is being transformed into a Puritan, her clothes are burnt. Can you think of a different way to dispose of the clothes instead of washed or thrown away?
- b. Do you think that the burning of the clothes has any other significance, consider it in the context of the story.

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## 2. *Speaking and Listening AF3 - Creating and sustaining different drama*

Working in pairs, create a scene where Mary and Elias Cornwell meet for the first time. Mary asks questions about who he is and where he has come from, and Elias tries to convince her mother to answer him. While you are preparing your scene, consider the following questions:

- Is Mary frightened of Elias Cornwell? How much power does she have?
- Does she trust him?
- Is Mary capable of convincing him?
- How should Mary act? Confident and open, as someone telling the truth, or nervous like an orphaned girl?
- Is Elias easily fooled?
- Does he want Mary to join him or the group, or does he dislike our group?
- Is Elias proud, arrogant or judgemental?
- Does he want to appear welcoming or intimidating?

## 3. *Reading AF5 - Commenting on the writer's language and the effect of language*

- a. Use the text to fill in the gaps:

A knock at the door made the grey eyes start .....

His long pale hands fluttered over the pages of the Bible .....

He reminds me of ..... His face is white to the lips  
gathering into a thin pointed nose.

- b. What do you notice about these descriptions?

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- c. Based on earlier aspects of the novel, can you recognise anything similar to the descriptions of the humans and animals? Has there been another comparison like this?

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#### 4. Writing AF7 - Using appropriate and effective vocabulary

Just as Mary often describes people by their similarities to animals, you will need to use an effective vocabulary to create five sentences in a similar style. An example is given below.

**Example:** His hair was thick and golden, and swung around his shoulders.

1. ....  
.....  
.....
2. ....  
.....  
.....
3. ....  
.....  
.....
4. ....  
.....  
.....
5. ....  
.....  
.....

#### 5. Speaking and Listening AF4 - Talking confidently about talk, using a range of spoken language

Working in small groups, your task is to create a speech designed to persuade your class that the Puritans were right to leave England. You will need to research the reasons why the Puritans left England in order to create a speech that is convincing. You will need to use a range of reasons to leave. The following websites may be helpful:

- 📄 [http://en.wikipedia.org/wiki/History\\_of\\_the\\_Puritans\\_in\\_North\\_America](http://en.wikipedia.org/wiki/History_of_the_Puritans_in_North_America)
- 📄 [http://en.wikipedia.org/wiki/Puritan\\_migration\\_to\\_New\\_England](http://en.wikipedia.org/wiki/Puritan_migration_to_New_England)

Once you have done your research, discuss how your speech can be persuasive. Think about the techniques listed below and how you can use them within your presentation. Then choose a speaker to deliver the speech.

Rhetorical questions	Questions designed to make the listener think
Repetition	Repeating key words and phrases
Emotive language	Words and phrases that create a strong impact on the listener
Evidence	Could be statistics, relevant examples or quotations
Direct address	Speaking, or asking a question directly to the listener

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## 'Journey 2': Entries 11-18

As the ship makes its way across the sea, Mary's days are filled with tending the children. She is also asked by Elias Cornwell to write his journal, as he is too sick to do so himself.

After making good progress, the ship drifts north and begins to lose its way, becoming stranded amongst the icebergs. As food and water become scarce, the passengers talk of omens, witches and warlocks, and Elias demands that the passengers show forgiveness.

### Quiz

1. What does Mary see all along the way?
2. What does Elias Cornwell ask Mary to do for him?
3. What is the name of the apothecary who helps Martha tend the sick?
4. What is Tobias Morse's trade?
5. What is the first Great Wonder?
6. What does Elias think could be the cause of the ship's bad fortune?
7. What does Elias order in an attempt to gain God's forgiveness?
8. What 'sign' do the passengers see during the vigil?

### 1. Reading AF2 - Spotting key information from a text and using it as point

Using entry 13, find quotations from the text to prove that the following statements are true or false.

- a. Mary finds her work as a scribe for Elias Cornwell interesting.

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- b. Mary has made lots of friends on board the ship.

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- c. Mary dislikes Jonah, and finds him boring and a fool.

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- d. Tobias and Jonah are similar in appearance.

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- e. Tobias is loud and talkative.

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- f. Jonah has never left his hometown before now.

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## 2. Writing AF8 - Using correct spelling

Elias Cornwell has attempted to write his own journal, but is too sick to remember. Rewrite his diary excerpt, correcting the spellings as you go.

After wateing arownd for a brake in the whether, God's kindly uppon us. We set sale this morning, bound four a prossperus new life. I intend to rise this jernal dayly, rec Wunders, and rejoysing in God's Remarkeble Provedances that I must in now scribe, as I am afflictid with seesick

## 3. Reading AF8 - Understanding how this text relates to social, historical or geographical context

Read the following excerpts from *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge. Answer the questions below.

'God save thee, ancient Mariner!  
From the fiends, that plague thee thus! —  
Why look'st thou so?' — With my cross-bow  
I shot the ALBATROSS.

.....  
And I had done a hellish thing,  
And it would work 'em woe:  
For all averred, I had killed the bird  
That made the breeze to blow.  
Ah wretch! said they, the bird to slay,  
That made the breeze to blow!

- a. Which event in this section of *Witch Child* do these excerpts remind you of?

.....

.....

.....



### Extension Task

Rewrite this diary excerpt using modern language and punctuation. The tone of the writing should be conversational and easy to understand, but should avoid slang and unnecessary details.

You can keep or omit the religious references depending on which you feel work best.

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b. What do both texts imply about the beliefs of seafarers?

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.....

c. Is the bird a good or bad omen in each text?

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4. **Writing** - *varying sentences for clarity, purpose and effect*



Read the first two paragraphs of entry 12, and then complete the following task.

**Describe the ship and the conditions aboard. Find three different points that give this impression.**

In order to explain your ideas clearly, you will need to use PEE. This stands for:

**P** Point

**E** Evidence (a quotation from the text)

**E** Explanation

An example of how PEE writing can be used is given below, to explain how the feelings towards Reverend Cornwell:

*Entry 13 gives the impression that Mary dislikes Reverend Cornwell. The 'thin sour smell' that Mary describes indicates that she finds him repellent. Furthermore, when Mary states that her 'writing is the tedium' of scribing for Reverend Cornwell, this shows that she is uninterested in his thoughts and ideas.*



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## 'Journey 2': Entries 19-23

The passengers rejoice as the wind picks up and the ship begins to move. However, their joy is short-lived as a storm soon rages. Shut up below deck, the travellers listen to the creaks and groans, sure that the ship will sink at any moment.

Suddenly, they hear a scream. Sarah Rivers has gone into labour, and it falls to Mary and Martha to deliver the baby. As the boy is born blue and breathless, Mary remembers her grandmother's skill, and manages to revive him.

As the storm subsides, land is spotted. Mary ventures above and meets Jack, an orphaned sailor who tells her of the superstitions and fears of the seamen. He reveals that a rabbit has been spotted, and is believed to be a sign that a witch is on board.

### Quiz



1. What does Jonah Morse call the Northern Lights?
2. Who goes into labour during the storm?
3. What does Tobias do to help?
4. After clearing the baby's airways, what does Mary do to make him breathe?
5. What name is chosen for the baby?
6. What does Jack get as a reward for seeing land?
7. What has Jack been protecting during the journey?
8. What creature has been spotted aboard the ship?

### 1. Reading AF5 – Commenting on the writer's language and the effect

Match the writing techniques listed below with the quotes that use them. Some use more than one technique. Then, for each sentence, explain how the effect is achieved by the writer.

Onomatopoeia

Personification

Onomatopoeia

Rhyme

Rhyme

Simile

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**2. Writing AF2 – Producing texts which are appropriate to task, re**

In this section, Mary helps to deliver and revive a baby boy – the brother to write a diary entry from Rebekah’s perspective that describes her feelings afterwards. Consider the following questions in preparation for your writing.

- How did Rebekah feel when she first realised that Mary was to help?
- If she was unhappy with Mary helping, why didn’t she say so?
- Does Rebekah trust Mary? Is she afraid of her?
- Has Mary’s skill made Rebekah more suspicious of Mary?
- Does Rebekah want to be friends with Mary?

**3. Reading AF3 - Inferring and deducing (writing conclusions from reading the lines)**

- a. ‘Where would the sea and destruction fall? On the world we have turned towards?’



What does this sentence imply about the differences or similarities between Mary and the world she is travelling between?

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- b. ‘... we were not allowed oil lamps... On board ship water was not to be used. What other element is this sentence referring to?’

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- c. ‘The child is to be called Noah.’ Explain the significance of the name Noah. If you are unsure, use the dictionary to find the meaning of the name.



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#### 4. **Speaking and Listening AF2 - Listening and responding to others meaning carefully**

Working in small groups, discuss the following statement:

*'The superstitions described in this section of Witch Child are out of fashion. These days, people don't believe such nonsense.'*

This task assesses your ability to listen and respond, so make sure that you listen to the opinions of the other group members, as well as presenting your own. You should use clear and reasoned arguments to defend your point of view, so spend some time asking questions:

- Can you think of any superstitions that are widely held today?  
.....  
.....
- Do people actually believe in superstition, or are they just pretending?  
.....  
.....
- Do you ever act in a certain way because of a superstition?  
.....  
.....
- Do you think that superstitions have become less powerful because of our knowledge of the world?  
.....  
.....

#### **Extension Task**

Superstitions come about for many different reasons. Some are connected with religion, others were adopted simply because they made good sense. Consider the following and why you think they became commonly known:

- a. It is bad luck to open an umbrella indoors.
- b. Crossing your fingers brings you good luck.
- c. Walking under ladders will give you bad luck.
- d. A black cat crossing your path is unlucky.

If you wish to research this on the internet, the following websites have been suggested, and these, and other superstitions:

-  <http://www.livescience.com/14141-13-common-silly-superstitions.html>
- <http://www.livescience.com/33507-origins-of-superstitions.html>
- <http://en.wikipedia.org/wiki/Ladder>
- [http://en.wikipedia.org/wiki/Black\\_cat](http://en.wikipedia.org/wiki/Black_cat)
- [http://en.wikipedia.org/wiki/Crossing\\_fingers](http://en.wikipedia.org/wiki/Crossing_fingers)

#### 5. **Writing AF7 - Using appropriate and effective vocabulary**

Using a sheet of A4 paper, choose one of the key characters and design a page for them. Your page should include a profile picture, an explanation of who your character is, recent tweets from your character and others in the book, and some of their thoughts. Then, write a tweet from the perspective of your character for each of the following situations:

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## 'Journey 2': Entries 24-27

As the ship continues its journey, Mary is amazed to see whales swimming close by. However, as she gazes into the water, she sees a vision of Jack's life and death, proving that she does have the gift. However, despite knowing what his future holds, Mary develops feelings for Jack, and begins to imagine their life together. Martha warns her to behave more sensibly to avoid gossip, and sets Mary to needlework in order to keep her busy.

The ship makes its way cautiously towards the shore. As the passengers huddle to see the wharf and the buildings, Jack arrives to say goodbye. He promises to come back to Mary, giving her half of his silver. However, Mary knows that she will never see him again.



### Quiz

1. What strange plant does Mary identify in her vision?
2. According to Mary's vision, how will Jack die?
3. Other than Jack, who does Martha think may be interested in Mary?
4. What task does Martha give to Mary to keep her out of mischief?
5. What does Martha believe is an unfit occupation for a woman?
6. What do the sailors test for every few minutes as they approach the shore?
7. What is the general mood on the boat as they look at the shore?
8. Why won't Mary see Jack in the town?

### 1. Reading AF2 – Spotting key information from a text and using point

Answer the following questions and use quotes from this section of *Witch Child* to support your answers.

- a. Is Mary pleased to discover that she has the gift?

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- b. How are Jack's horoscopes getting better?

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- c. Is the captain worried about Jack's and Mary's relationship?

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**2. Writing AF5 - Varying sentences for clarity, purpose and effect**

As *Witch Child* is a historical novel, much of the language and grammar is in an old style.

Your task is to rewrite the following sentences in a more modern style. Contractions (such as *didn't* or *shouldn't*) can make a text seem more up to date. Modern phrases.

- a. 'I do not seek him out'

.....

- b. 'we were conversing about the weather'

.....

- c. 'there is no need to fear. Look yonder'

.....

- d. 'I thought to say farewell now. Later, there mayn't be time'

.....

**3. Reading AF6 - Understanding writers' purposes and the effect of language**

- a. In modern times, the practice of hunting whales is controversial. Are you a whaler implied in the text?

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- b. Why do you think this is?

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- c. What is your reaction to the idea of marrying Elias Cornwell?

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- d. Does it matter to her that he is a good catch?

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**Extension Task – Thinking about realism**

- a. Is Mary's reaction more typical of a man in a seventeenth-century novel?
- b. Do you think this adds to the realism of the novel?
- c. Do you think it is important to be realistic? Write a short essay discussing the issue. Your text should consider the issue from both sides. The following ideas:
- Is realism equally important in all genres?
  - Does realism help you to sympathise with a character?
  - Should novels educate as well as entertain?

**4. Writing AF3 - Organising, presenting and structuring texts effectively**

For this task, you need to write a text about Martha, Elias, Jonah or Rebekah. Use the following questions to help structure your text:

Paragraph 1 – explain what you know about the character's appearance and how it affects the feelings Mary has about them.

Paragraph 2 – discuss what part they have played in the story of *Witch Child*.

Paragraph 3 – predict what part the character will play in the rest of the story.



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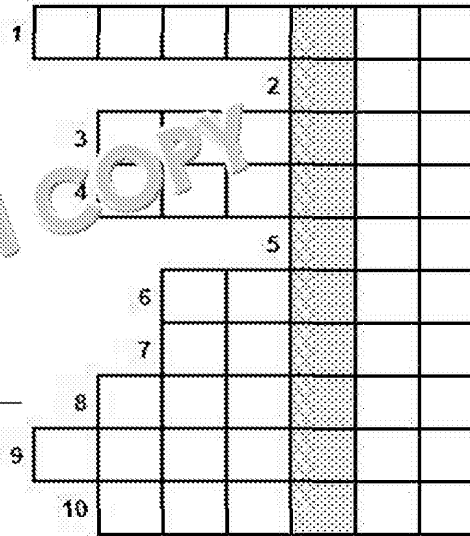


## Starter Activities - Pa

### 1. Hidden Word

Solve the clues to the crossword, and then rearrange the letters in the shaded column to make a word, phrase or name associated with *Witch Child*.

1. \_\_\_\_\_ Vane, Rebekah's rival
2. Animal associated with the older native
3. \_\_\_\_\_ Francis, Martha's sister
4. Oldest son of John Rivers
5. Animal associated with the younger native
6. In Salem, \_\_\_\_\_ Mary lodge with Widow \_\_\_\_\_
7. Sister \_\_\_\_\_
8. People that guide the settlers through the forest
9. Reverend who took the first group of settlers to 10.
10. Name of the settlement



Hidden Word: \_\_\_\_\_

### 2. Word search

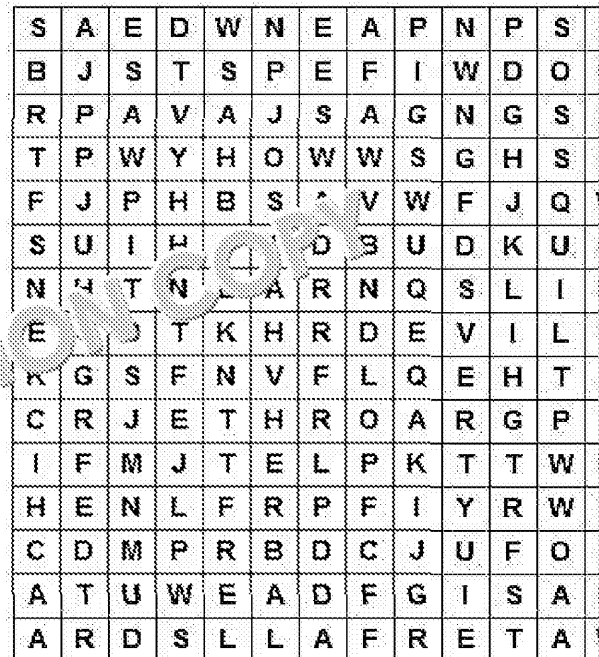
Find the following words in the grid.

QUILT WATERFALL HERBAL

SAWPIT CHICKENS SOAPWORT

GOODWIFE JETHROPOWWAW

JAYBIRD JOSIAH DEVIL



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## 'The New World': Entries 28-35

As the Puritans arrive in Salem, they realise that their brethren, who had travelled before them, are nowhere to be seen. Discussions begin about whether to settle in Salem or to move on and try to locate the others. Mary and Martha lodge with Widow Hesketh, who tries to get Martha and Mary to stay. However, as she has sisters awaiting her, Martha decides to try to find the other group.

Later, Widow Hesketh reveals that she knows Mary's secret. Despite the widow's advice that it may be safer in Salem than with the Puritans in the wilderness, Mary decides to stay with Martha.

### Quiz

1. What happened to Reverend Parris and his flock?
2. What are the plates, bowls and spoons in Salem made from?
3. What is the marriage in Salem made from?
4. What do Martha and Jonah plan to plant?
5. What is the name of Widow Hesketh's son?
6. What are the names of the Vane sisters?
7. What sight makes the sisters squeal in fear?
8. What do the Elders and the Salem men argue about at the end of this section?

### 1. Reading AF3 - Inferring and deducing meanings from reading the text (lines)

Explain what is being implied by the following quotes:

- a. 'They are dark-complexioned but their skin has no redness to it, despite

.....  
.....

- b. '... suddenly his eyes were alert, piercing and sharp. His gaze held mine on, ranging over the crowd again, distant, indifferent...'

.....  
.....

- c. 'I do not speak just of you... Martha's a good woman and she's shown you

.....  
.....

### 2. Writing AF1 - Writing imaginative, interesting and thoughtful texts

The arrival of the ship in Salem brings mixed feelings amongst the settlers. Write from the perspective of a Puritan child, describing your feelings when you arrive. Help you to prepare your writing:

- Are you glad to have arrived, or are you worried about your new life?
- How do you physically feel to be on land after so much time at sea?
- Who have you travelled with? Is there anyone back in England that you are expecting others due to follow you?
- What scares you most about America? Have you been told any stories?

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### 3. Reading AF2 - Spotting key information from a text and using it as point

Entry 30 provides information about the clothing and appearance of the Indians. Use this information and create a picture of either Indian. Use a sheet of A4 paper for your drawing. Use information from the text as labels to explain your choices. If there is no information about clothing, use your knowledge and imagination to create a realistic alternative.

### 4. Reading AF7 - Understanding how this text relates to social, historical and cultural contexts

Below is a description of an Indian from the book *The Last of the Mohicans* by James Fenimore Cooper. If you have read this, consider how it compares to the description of the native Americans in the text and complete the table below.

'At a little distance in advance of the rest, a Uncas, his whole personage was so powerfully impressive. The travellers anxiously regarded the figure of the young Mohican, graceful and unrestrained in his movements of nature. Though his person was more completely screened by a green and fringed hunting shirt, like that which the Indians wear, there was no concealment to his dark, glancing, fearful eyes, and calm; the bold outline of his high haughty features, his skin of a native red; or to the dignified elevation of his receding forehead, with all the finest proportions of a noble head, bared to the sun, and a single scalping tuft'

Question	Witch Child	Last of the Mohicans
How is the manner and presence of the natives presented?		
How is their clothing described?		
What is significant about the descriptions of the natives?		
Are they presented in a positive or negative way?		

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**Extension Task**

- What are the similarities and differences between the portrayal of the
- Why do you think they differ?
- Do you think that the portrayal of Uncas in *The Last of the Mohicans* was time it was published?

**5. Speaking and Listening A1 - Talking to others in purposeful way vocabulary**

Working in small groups, create a debate where you discuss whether to go into the wilderness. Some of you should play the part of the Salem men settlers.

Try to think of as many arguments for and against the issue as you can. provides some information about why each side feels the way that they add other arguments too. Remember, you are trying to get other people try to present your ideas as persuasively as possible.

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## 'Journey 3': Entries 36-43

The Puritans set off from Salem in good spirits and make their way into the wilderness. However, the further they travel, the harder the journey becomes. Eventually, they arrive at the forest where the two native men join them as their guides.

The party continues the journey. Progress is slowed by the various challenges of the terrain, and just as the travellers are losing hope, the settlement is spotted. As they arrive, the people rush to greet their loved ones. Mary, Tobias and Jonah stand back and watch. As outsiders to the group, they have no one to greet.

### Quiz

1. What do the travellers eat on the first part of the journey?
2. Who does Mary talk with?
3. How does Mary know that the natives are not going to attack?
4. How do the settlers communicate with the natives?
5. Why does Jonah spend time with the natives?
6. What is the name of the 'City on the Hill'?
7. Why are the trees near the settlement dying?
8. What does Mary think the native man says before leaving?

### 1. Reading AF4 - Commenting on the structure and organisation of the text

- a. Describe the general mood of the following diary entries:

Entry 36: .....

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Entry 37: .....

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Entry 38: .....

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Entry 39: .....



Entry 40: .....

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b. How does the author create the mood of each section?

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c. What effect is achieved by organising the chapters in this way?

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## 2. Writing AF4 - Writing in paragraphs, using cohesion within and between paragraphs

Following on from the previous activity, your task is to write a summary of each paragraph. The paragraph openers will give your writing structure, but they are written in a simple style. See if you can rewrite them to be more exciting and varied.

- The settlers leave Salem on a sunny day and everyone seems quite happy.
- Things start to get difficult and people start to worry.
- The settlers go into the forest and it is quite scary.
- The settlers are still in the forest and it is still quite scary.
- The group continue on, but they have to travel very slowly as things are difficult.

### Extension Task

Your task is to create another diary entry, following on from entry 40, in which the mood of the settlers even worse. This event can be anything you choose, but must be written in the same style of writing that Rees uses to convey the sense of mystery and despair.

## 3. Reading AF6 - Understanding writers' purposes and the effect a text has on the reader

Read the following quotes from *Witch Child*, and then answer the questions.

- 'The forest is also the realm of Satan'
- 'We camp in a tight ring, backs to the forest, faces to the fire.'
- '(The Indians) are at home in the forest'
- 'In the morning, when they break camp, they leave no sign that they have been there.'



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- a. Explain the difference between the Puritans' and the Indians' attitude to

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- b. What is the significance of the Puritans having their backs to the forest?

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- c. What does the fourth quote imply about the Indians' relationship with

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**4. Writing AF2 – Producing texts which are appropriate to task, reader**

Work in pairs. Each of you should write a letter to your partner about your reaction to the story so far, and describe the aspects of the book that you like. Your aim is to read the book, so even if you dislike *Witch Child*, you will need to think of positive things to write enthusiastically and persuasively.

Once you have both written your letters, swap your work over. Your task now is to work by answering the following questions:

- a. Did your partner's letter make you think differently about the novel?

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- b. Do you agree with their summary, or do you believe that any important relationships were incorrectly?

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c. Did they write persuasively and enthusiastically? List some of the words and phrases that you think are persuasive and enthusiastic.

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d. Would this letter persuade you to read the book?

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e. Are there any parts of the letter that do not work very well? List them, making the same point.

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f. Has reading your partner's work highlighted any aspect of *your* letter that you think is good?

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## 'Settlement': Entries 44-51

Mary and her group arrive in Beulah and begin to build their new lives. After realising that Martha's sister wants Martha and Mary for servants, it is decided that they will stay with Jonah and Tobias. As Mary meets the townspeople and explores the settlement, she realises that the town is run according to God's laws, and that obedience is expected at all times.

Mary takes to escaping into the forest, dressed in more practical boy's clothing. On one of her trips, she bathes in a pond and is later furious to discover that the Indian boy has seen her. However, when Jonah has a life-threatening accident, Mary must return to the forest to find the herbs and plants that may save him.

### Quiz

1. Who has Martha's sister married?
2. What happened to John River's brothers?
3. What type of animal tramples Martha's garden?
4. Which building is the most impressive in the town?
5. What did Mary mistake Tom Carter's house for?
6. What does Mary find after bathing in the pond?
7. Who left them for her?
8. How did Jonah hurt his foot?

### 1. Reading AF2 - Spotting key information from a text and using it as a point

Using this section of the book, find quotes from the text to prove that the following are true or false:

	True or False?	Quote from <i>Witch Child</i>
Mary changes her clothes to go into the forest.		
Jethro Vane is friendly and helpful.		
The settlers work hard every day of the week.		
The Puritan girls are afraid of the forest.		

### 2. Writing AF2 - Using correct spelling

The following review of *Witch Child* is full of spelling mistakes. Rewrite the review using correct spelling.

*Which Child* is a very intereting and exiting book. It gives a detailed look at a Puretan life, and deels with themes of religous intolorance and the supanatural. Mary is an admireable heroin, and the first person who helps the reeder to identifie and simpathyse with her. Overall, I reccommend this book.

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3. Reading AF5 - Commenting on the writer's language and the effect it has

a. 'I do not like his eyes. They are very dark..., as cold and empty as musketeer's eyes.'

- What literary device is being used here?

.....

- What effect does it have on the meaning of the sentence?

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b. 'There are evil things among us, slithering like snakes, sly and unseen.'

- What is interesting about the words in the second half of this sentence?

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- What effect does this have on the reader?

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c. 'Memory brought the blood thudding to my face.'

- Why do you think Rees has chosen to describe Mary's blood as 'thudding'?

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- What effect does this choice of language have on the reader?

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**Extension Task**

Using a dictionary, find the meaning of the following words from the text. Then suggest a modern alternative.

- Makeweight
- Physick Garden
- Tithingmen

#### 4. **Speaking and Listening AF4 - Talking confidently about talk, understanding of spoken language**

Working in small groups, discuss the quotes listed below. Once you have decided, be spoken, perform the lines in front of the class, and explain your decision.

*'I did not cross the line for that. You neither. I thought we were free here'*

- Do you think Martha should say this defiantly, angrily or sadly?

*'Don't look much bigger'n a dog, do it? Don't let that fool you. What they lack is savagery.'*

- Is Tom Carter showing off to Mary, trying to warn her, or trying to scare her?

*'What can I tell you, my dear? I'm just a simple countrywoman.'*

- Is Martha annoyed at Jonah's constant questions, or is she flattered?

*'It means something to me.'*

- Is Mary angry or embarrassed that Jaybird has seen her naked?

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## 'Settlement': Entries 52-59

After Mary seeks out Jaybird for help, Martha is able to treat Jonah using native remedies. As Jonah recovers, Mary continues his work, searching for plants and learning about their properties from Jaybird. Jaybird tells Mary the history of Beulah, revealing that the sickness brought by the settlers killed many of his people.

Mary's excursions in the woods begin to attract attention. Martha's sister warns the household that their living arrangements are being discussed, as a girl living with her father is not acceptable. After a meeting between Reverend Johnson and the Selectmen, Francis reveals that Mary is to move in with the Rivers family.

### Quiz

1. Who does Mary go to for help?
2. What does Mary find on the doorstep?
3. What is the Indian boy's name?
4. How did the Indians treat the first settlers?
5. Why did so many of the natives die?
6. What has been built on top of the natives' holy stones?
7. What does Jethro Vane think is the cause of his hog's sickness?
8. Why do Mary's living arrangements cause concern?

### 1. Reading AF4 - Commenting on the structure and organisation of the text

Read diary entries 56 and 58, and answer the following questions:

- a. What is the main focus of entry 56?

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- b. What is the main focus of entry 58?

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- c. What do you think Rees has chosen to put these entries in this order and why?

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## 2. Writing AF6 – Using accurate punctuation

Goody Francis has written a diary entry about her visit to Mary's house. However, her diary is missing punctuation and capital letters. Rewrite the text, correcting the errors.

i went to visit my sister today and was shocked at what i saw  
martha allow the girl to write she also sees nothing wrong with  
living with men it is most unseemly i shall have to speak to  
about the matter

### Extension Task

Which of the following show the correct use of punctuation?

- 'How does he do?' 'How does he do?' 'How does he do?'
- An arms length An arms' length An arm's length
- Up to the Devils' work Up to the Devils' work Up to the Devils'

## 3. Reading AF7 – Understanding how this text relates to social, historical and cultural contexts

In this section of the book, Jaybird tells Mary that he was adopted and educated by white people. It seems that he felt uncomfortable with the situation, as he left to return to his family.

A famous Native American who also had experience with white people was Pocahontas. In groups or pairs, use the Internet or reference books to find out about the life of Pocahontas. Answer the following questions:

- When did Pocahontas live?  
.....
- Whose life is she said to have saved?  
.....
- Under what circumstances did she come to England?  
.....
- What were Pocahontas' religious beliefs? Did they change during her life?  
.....  
.....
- How does the life of Pocahontas relate to what we know of Jaybird's life?  
.....  
.....  
.....

These websites may be helpful:

- <http://www.bbc.co.uk/schools/primaryhistory/famouspeople/pocahontas/>
- <http://en.wikipedia.org/wiki/Pocahontas>
- <http://www.nwhm.org/education-resources/biography/biographies/pocahontas/>

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#### 4. **Writing AF3 - Organising, presenting and structuring texts effectively**

Working in pairs or small groups, design a website for the novel *Witch Child*. The website is to provide information about the novel for people that may want to buy it. You must not give away too much about the plot, and you must try to make the book as interesting as possible.

You can have as many pages as you wish on your website, but try to make the text clear (no too many words, don't make the site too big and confusing). You may wish to take a look at some websites to get some ideas about web design and how books are marketed.

-  <http://www.celiarees.com>
-  <http://www.witchchild.com>
-  <http://www.maggotmoon.com>
-  <http://www.thegraveyardbook.com>
-  <http://www.philipreel.com>

Create a website on sheets of A3 paper, one sheet per web page. You will need to write on each sheet.

activity



#### 5. **Speaking and Listening AF1 – Talking to others in purposeful ways, using appropriate vocabulary**

Using your sheets of A3, present your *Witch Child* website to the class. You will need to make a presentation that covers the following points:

- What sections/pages does your website include?
- How have you tried to persuade people to buy the book?
- What made you choose the images on your website?
- Which parts of the website do you think work well?
- Is there anything you would like to have done differently?



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## 'Settlement': Entries 60-66

As winter approaches, Mary makes one last visit to the forest. She meets Jaybird who leads her on a long, dangerous journey. They reach a hidden cave, where Jaybird's grandfather awaits them. As they discuss the Indian belief that every person is connected to a certain type of animal, the older man tells Mary that she has the eyes of a wolf. He asks her about the hare that he has spotted since the new settlers arrived, and Mary realises that her grandmother's spirit has followed her across the ocean.

### Quiz

1. Which migrating birds does Mary see in the sky?
2. What does mahigan shkiizhig mean?
3. What happened to the wolf when she was a child?
4. What animal appears suddenly when the new settlers arrived in Beulah?
5. What does Mary see on the walls of the cave?
6. Why is Mary's grandmother's spirit restless?
7. When does the curfew bell sound?
8. What animal does Mary dislike being compared to?

### 1. Reading AF3 - Inferring and deducing meanings from reading the text

Explain what is being implied by the following quotes:

- a. "What happened to her, the young she-wolf?"  
The old man replied, but the boy seemed reluctant to translate his grandfather's words.

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.....

- b. 'I had forgotten that I was dressed like a boy.'

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- c. 'Of all God's creatures, I dislike being compared to a sheep the most.'

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### Extension Task - Thinking about realism

'The old lady is plucking her geese again.' (entry 64)

- Explain what Martha means by this.
- Why does she worry that someone may have heard her?
- What does this reveal about Martha's character?

## 2. Writing AF7 - Using appropriate and effective vocabulary

In this section, Rees provides a detailed description of the cave, using carefully chosen words such as similes and onomatopoeia in order to give a vivid sense of the space.

Write a similar paragraph about one of the following places. Imagine a detailed scene, using a wide range of appropriate vocabulary, provide as much information as you can.

- A dark and scary cellar
- A huge, empty auditorium
- A noisy funfair

## 3. Reading AF5 - Commenting on the writer's language and the effect of it

- Read entry 62, where Mary enters the forest. See if you can find three examples of the meaning of the description.
- Explain how each of these similes have an effect on your understanding of the text.



## 4. Speaking and Listening AF2 - Listening and responding to others in a discussion, meaning carefully

Working in small groups, discuss the following statement:

*'One of the main themes in Witch Child is the comparison between the Indians and the Puritans. The Puritans clearly see the Indians as less than human. However, the novel seems to suggest that the Indians are more humane than the white people.'*

This task assesses your ability to listen and respond, so make sure that you listen to the views of the other group members, as well as presenting your own. You will need to be able to give arguments to defend your point of view, so spend some time considering the following questions:

- How does the Indians' attitude towards nature differ from that of the Puritans?
- Do the Indians treat other humans with kindness and respect?
- How do the Puritans treat other people?
- Do the achievements of the Puritans, such as building houses, creating a society and maintaining law and order, show that they are more civilised than the Indians?

## 5. Creative Writing

**Writing AF1 - Writing imaginatively, using a range of language and thoughtful text**

Witch Child tells us of the Puritans' reaction to seeing native men for the first time. Write a text about what you think the first settlers arrived. Your task is to write a text about what you think the first settlers arrived. The following questions should be considered, and you should feel free to use your own ideas:

- What do you think of the white person's appearance? What about their behaviour? Compare with your own?
- Do they act differently to you? What is their attitude towards you, and how do you feel about them? Are you scared and worried, or are you curious?
- How do you think they feel about you?
- What do you think will happen in future? What effect will they have on the Indians?

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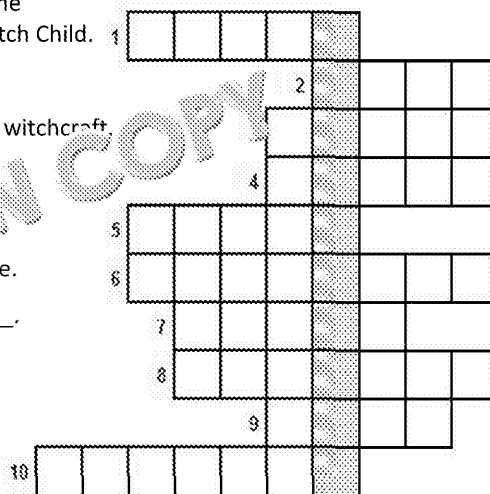


## Starter Activities - Part 1

### 1. Hidden Word

Solve the clues to the crossword, and then rearrange the letters in the shaded column to make a word, phrase or name associated with Witch Child.

1. Rebekah names her daughter Mary \_\_\_\_\_.
2. Person who lets Mary out of the church after she is accused of witchcraft.
3. Tom \_\_\_\_\_ sees the Vane sisters in the woods.
4. 1666 is the year of the \_\_\_\_\_.
5. John Rivers offers Mary his \_\_\_\_\_ to help her escape.
6. Reverend Johnson orders \_\_\_\_\_.
7. Place that \_\_\_\_\_ plans to return to.
8. The older \_\_\_\_\_ sends Mary to a \_\_\_\_\_.
9. What Hannah Vane wants to stick in a poppet.
10. After the accusation, Mary hides in the \_\_\_\_\_ room.



Hidden Word: \_\_\_\_\_

### 2. Word search

Find the following words in the grid.

EAGLE POPPET

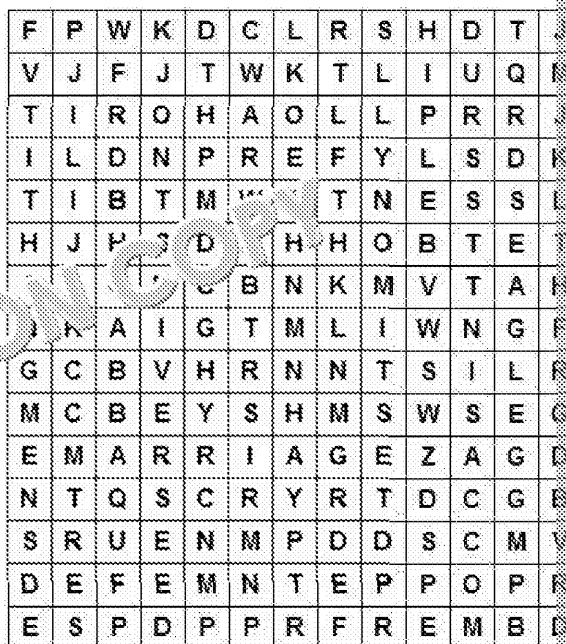
CARDWELL RIVERS

MARRIAGE MIDSUMMER

QUILT WITNESS

TESTIMONY TITHINGMEN

STORM MARRIAGE



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# 'Settlement': Entries 67-76

As winter sets in, the people of Beulah begin to run out of food. Many fall ill, including Johnson's children. Martha and Mary are called to help the family, and Mary is told by Goody Johnson, who reveals that she was once tried as a witch and was rescued by Reverend Johnson. Despite promising that she will try to be obedient and pious, Mary realises that she would rather be dead than have to live Goody Johnson's life.

Weeks later, Goody Johnson dies in childbirth. Although Mary and Martha do everything to save her and the baby, Martha reveals her fear that they will be held responsible for her death.

## Quiz

1. Why do Rebekah and Tobias not sit by the fire with the others?
2. What does the unending rain or the quilt denote?
3. Who do the houses in the settlement belong to?
4. What does Goody Johnson ask of Mary?
5. Why does Mary agree?
6. How was Goody Johnson tested by the witch hunters?
7. What animal does Mary see in the forest?
8. Why is Reverend Johnson reluctant to enter the birthing chamber?

## 1. Reading AF2 - Spotting key information from a text and using it as point

Using entry 74, find quotes from the text to prove that the following statements are true.

- a. Mary tells Goody Johnson all about her past.

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- b. Goody Johnson was raised by her father.

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- c. Goody Johnson's mother was tried as a witch.

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- d. If Goody Johnson had escaped from the pond, she would have been seen

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- e. Reverend Johnson had respect for the Witchfinder.

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- f. Mary truly wishes she could change.

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**2. Writing AF2 - Producing texts which are appropriate to task, reader**

Elias Cornwell is convinced that the year of the beast is soon to come. Your task is to write a sermon warning the townspeople, basing your work on Elias Cornwell's dialogue in entry 72, and drawing upon the information in the text by adding further details. Your sermon should consist of three paragraphs:

**Paragraph 1** Using the information in entry 72, list the events that you think will lead to the year of the beast is coming.

**Paragraph 2** Warn the people about what will happen if they are tainted, and how they can avoid corruption.

**Paragraph 3** Tell the people about Christ's coming and what you believe will happen.

**3. Reading AF6 - Understanding writers' purposes and the effect a text has on the reader**

Read entry 68 and think about the personality of Reverend Johnson. Answer the questions below.

- a. Judging from the text, do you think Reverend Johnson cares about his congregation?

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- b. What in the text makes you think this?

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- c. Is he more concerned about their coughing, or about being kept awake?

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- d. Which line of dialogue proves this?

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### Extension Task

In entry 74, Goody Johnson tells us how she was saved from a witch trial by Reverend Johnson.

- Why is this information provided after Reverend Johnson has been introduced?
- Does this information make you feel differently towards his character?
- Do you think that, by adding a different side to Reverend Johnson, the author makes his character more or less realistic?

## 4. Speaking and Listening AF2 - Listening and responding to others in a meaningful way

Work in small groups. Your task is to individually create a presentation to give to your group about one of the nasty characters in *Witch Child*, and try to persuade them that he or she is not so bad. You will need to think carefully about what has made them the way that they do. Try to put yourself (and your group) in their position, and think about the joys and fears that they would have been experiencing every day.

After each presentation, have a group discussion about the following questions:

- Did the presentation make you think differently about the character?
- Do you think the arguments presented are persuasive and believable?
- Did the presenter speak persuasively?
- Are any of the arguments unconvincing?
- Can you think of any other arguments to use in favour of the character?
- Has hearing the presentation given you any ideas for improving your own character?

## 5. Writing AF5 – Writing in paragraphs, using cohesion within and between paragraphs

Read entries 70 and 71, then answer the following question:

**How does the writer convey the difficulties of life in winter? How do the conditions in the household compare to those in Reverend Johnson's house?**

You will be asked to write as you did in section 3. Write two paragraphs, the first describing the difficulties of life in winter, and the second comparing Mary's household to Goody Johnson's. Try to use cohesion, or make your writing flow. The following words and phrases can be used as alternative ones:

- |                                |               |
|--------------------------------|---------------|
| this implies                   | this suggests |
| this gives the impression that | perhaps       |
| this indicates that            | this shows    |
| however                        | therefore     |
| in contrast                    | furthermore   |
| also                           | then          |

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## 'Settlement': Entries 77-85

Shortly after Goody Johnson's funeral, Reverend Johnson begins to look for a new wife for the town, Deborah Vane makes it clear that she is interested. However, Reverend Johnson takes Rebekah's hand in marriage, increasing Deborah's hatred for both Rebekah and the Reverend.

Reverend Johnson's proposal sends the Rivers house into chaos. Rebekah reveals that she has the baby, leaving John Rivers little choice but to deny Reverend Johnson the Reverend as the cause of this misfortune, and he also suggests that she could be the cause of the deaths of his wife and son.

Terrified by his accusations, Mary vows to stay away from the Reverend and do not see him again. However, she meets Deborah and her friends in the future and it becomes clear that she is a witchcraft of their own.

### Quiz

1. Why is there a delay in the burial of Goody Johnson?
2. Which two men are interested in Deborah?
3. What makes the hare run away?
4. Where does Mary move to once Rebekah and Tobias are married?
5. What does Martha hope to make money from?
6. What are the names of the Vane sisters' friends?
7. Who does Sarah Garner believe Mary wants to marry?
8. What does Hannah Vane want Mary to do to Rebekah?

### 1. Reading AF3 - Inferring and deducing meanings from reading the text (lines)

Explain what is being implied by the following quotes:

- a. 'Whether he cried from the wind or in sorrow, who can tell?'

.....

.....

.....

- b. 'What about Martha? She will know ways...'

.....

.....

.....

- c. 'The foul fiend oft times hides behind a fair visage'

.....

.....

.....

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## 2. Writing AF1 - Writing imaginative, interesting and thoughtful texts

This section of the novel tells of Deborah's wish to marry Reverend Johnson about Mary.

Your task is to write a letter from Deborah Vane to Reverend Johnson, accusing her of witchcraft. You have lots of information about Mary's supposed behaviour, but you will need to be persuasive, perhaps making Mary seem more dangerous. Also, consider how Deborah can win Reverend Johnson's favour.

### Extension Task

Write another letter, this time from Deborah to her sister Hannah. In this letter, you have accused Mary, and how you expect to be rewarded by Reverend Johnson. Think about the type of language that Deborah would use to refer to Mary. You could also mention Deborah's plans to use witchcraft to help her, and why she is not afraid of being caught.

## 3. Reading AF2 - Commenting on the structure and organisation of texts

Read entries 82 and 85, and answer the following questions:

- a. What is the main focus of entry 82?

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.....

.....

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- b. What is the main focus of entry 85?

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- c. Why do you think Rees has chosen to put these entries in this order and why?

.....

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#### 4. *Speaking and Listening AF3 - Creating and sustaining different roles and drama*

Working in groups of three, create and act out two scenes during which Reverend John Rivers asks for permission to marry Rebekah. The following questions may help you.

- What does each of the men have to offer as Rebekah's husband?
- Are both men of equal standing? Is John Rivers equal to them?
- What attitude should each man adopt during his scene?
- What should John Rivers' reaction be to each man?
- Why is this a difficult decision for John Rivers?

#### 5. *Writing AF7 - Using appropriate and precise vocabulary*

In order to create a distinctive and appropriate voice for Mary, Rees often uses a range of vocabulary. Complete the following glossary, explaining the words listed below. Page 156 to 206 of the text contains examples of where these words have been used in. You will need to identify the word in the text, give an example in your glossary, and then explain, in your own words, what the word means. You can use the glossary provided at the end of this pack as a guide to how your glossary should be structured.

In order to find the meaning of the words, either use a good dictionary or use Google. The following websites may also be of help:

- 🖱 <http://www.collinsdictionary.com/>
- 🖱 <http://oxforddictionaries.com/>
- 🖱 <http://en.wikipedia.org/wiki/>

There may be more than one meaning for each of the words, so you will need to consider the context in which they have been used.

Quill (p. 156)  
 Poppet (p. 157)  
 Visage (p. 195)  
 Manna (p. 95)  
 Scrying (p. 78)  
 Will o' the wisp (p. 206)

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## 'Settlement': Entries 86-93

After signs of witchcraft are found in the forest, the townspeople begin to panic. They make accusations against the Indians, and Martha, having found Mary's journal, orders her to burn it. However, feeling that her words are her only power, Mary decides to hide the patchwork quilt that she is making.

After a stormy night there are reports of apparitions in the forest. The men waste time looking to Mary and Martha, but Sarah Rivers provides an alibi. Eventually, it becomes clear that Deborah and Hannah are to blame. However, they concoct a story to explain the sightings, and, as they are the daughters of powerful men, their stories are believed.

### Quiz

1. What will happen if Isaac and his grandfather are found near the settlement?
2. What does Mary have for Mary?
3. What does Martha want Mary to do with her journal?
4. What does Mary do instead?
5. What strange sound does Mary's household hear during the storm?
6. Who was making the sound?
7. What is the name of the magistrate?
8. What two items were found in the woods?

### 1. Reading AF5 – Commenting on the writer's language and the effect

Compare the following two paragraphs and answer the questions below:

*'Thunder followed in less than a heartbeat, each crack louder and more terrible than the one before. Rain came down with furious force on the roof and the sides of the house.'*

*'The thunder was really loud and noisy, and it kept getting louder. It was also raining, and that was loud too, because it was really hard and we could hear it on the roof of our house.'*

- a. Which of these paragraphs do you think is more effective?

.....

- b. What aspects of the first paragraph make it more effective?

.....  
 .....  
 .....

- c. What makes the other paragraph ineffective?

.....  
 .....

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### Extension Task

Using the same techniques that you identified above, rewrite the following passage.

*'On the night of the storm, Tom Carter went out into the woods by some very strange things. First of all, the weather was really bad, by some lightning that flashed. The lightning was really bright, so woods light up for a while. Because of this, he could see some figures. They were dancing around and he thought that they might be ghosts like that.'*

## 2. Writing AF5 - Varying sentences for clarity, purpose and effect

The following sentences have been written in a way which confuses their meaning. Rewrite them to make them easier to understand:

- a. Having found the journal, Martha tells Mary to destroy it. (Is it clear from the sentence who destroyed the journal?)

.....

.....

- b. The settlers say that they will shoot the Indians, so Mary goes to warn the Indians or the settlers?)

.....

.....

- c. Walking through the forest, a jaybird was singing. (Is it Mary or the jaybird who is singing in the forest?)

.....

.....

## 3. Reading AF7 - Understanding how this text relates to social, historical or cultural contexts

*'Later I work like Penelope, undoing the stitches of the day'*

This quote refers to a famous Greek legend. Working in pairs or small groups, discuss the quote and find the answers to the following questions:

- a. Who was Penelope?

.....

.....

- b. In which version of the story does she appear?

.....

.....

- c. Explain why Mary works 'like Penelope' when she undoes the stitches in the quilt.

.....

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#### 4. *Speaking and Listening AF3 – Creating and sustaining different roles in drama*

Working in groups of three, create a presentation to perform to the rest of the class. Each group should choose one of the roles listed below. Then, as a group, research each role and prepare a speech. Each will deliver, in character, to the class. Each speech should include some facts from your research, your own ideas and opinions. Website addresses have been provided below to help with your research.

##### Jaybird

Jaybird's speech must explain his feelings towards the arrival of the settlers. He should also reveal to the class what Shamans believe and how they use their powers.

-  <http://en.wikipedia.org/wiki/Shamanism>
-  [http://www.shamanic.co.uk/native\\_american\\_shamanism/](http://www.shamanic.co.uk/native_american_shamanism/)




##### Obadiah Wilson

Obadiah Wilson should speak about some of the things that he has seen in the town. He should also reveal to the class whether he believes the women he accuses are guilty of the job for money.

-  [http://en.wikipedia.org/wiki/Salem\\_witch\\_trials](http://en.wikipedia.org/wiki/Salem_witch_trials)
-  <http://www.history.com/topics/salem-witch-trials>

##### Deborah

Deborah should explain how she is planning to find herself a husband. Is she simply trying to get Mary in trouble? Deborah should also tell the class about Puritanism.

-  <http://en.wikipedia.org/wiki/Puritan>
-  <http://www.ushistory.org/us/3d.asp>
-  [http://www.historylearningsite.co.uk/cromwell\\_england.htm](http://www.historylearningsite.co.uk/cromwell_england.htm)

##### Reverend Johnson

Reverend Johnson should talk about his feelings about his wife's death. He should also explain to the class what Puritanism is.

-  <http://www.history.com/topics/puritanism>
-  <http://en.wikipedia.org/wiki/Puritan>

##### Martha

Martha should reveal her worries about Mary's future, and explain how this makes Martha more likely to be accused of witchcraft than, say, Sarah Rivers? Mary was a person who was commonly accused of witchcraft.

-  <http://www.historyextra.com/witchtest>
-  <http://www.elizabethan-era.org.uk/elizabethan-witchcraft-and-witch-hunts/>

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## 'Witness': Entries 94-99

As Deborah Vane and her friends start to believe they have powers, the town suffers a series of misfortunes. Then, during a sermon, the girls begin to faint and go mad. Eventually, the cause is decided to be witchcraft, and a Witchfinder is called to the town.

As Mary stands in the Meeting House, she is shocked to see her grandmother's step out on to the pulpit. Obadiah Wilson immediately recognises Mary, and points her as the witch. In the following commotion, Tobias is able to let Mary out of the building. She runs to Rebekah's burning room to hide. The section ends mid-sentence with Mary deciding what she should do next.

### Quiz

1. What does Rev. Obadiah Wilson order to ask God's forgiveness?
2. Who has been spying on the girls in the loft?
3. Why are the girls pretending to be possessed?
4. What does the doctor confirm the cause of the madness to be?
5. What happens when Hannah grabs and twists her poppet?
6. Why is Rebekah allowed out of the Meeting House?
7. What creature does Hannah accuse Mary of transforming herself into?
8. Who lets Mary out of the Meeting House?

### 1. Reading AF7 – Understanding how this text relates to social, historical and cultural contexts

Below is an extract from Arthur Miller's play *The Crucible*. Read the extract, and answer the questions below.

**DANFORTH:** What is it, child? *(She is transfixed—with all the girls, in confusion, mouths open, gaped at ceiling, and in great fear.)* Girls! Why do you stop?

**MERCY:** It's on the beam!—behind the rafter!

**DANFORTH:** *(Looking up.)* Where!

**ABIGAIL:** Why...? Why do you come, yellow bird?

**PROCTOR:** Where's a bird? I see no bird!

**ABIGAIL:** *(To ceiling, in a genuine conversation with the 'bird' as though attacking her.)* My face? My face? But God made my face. Envy is a deep sin, Mr. Proctor. Envy is a deep sin, Mr. Proctor.

**MARY:** Abby!

**ABIGAIL:** *(Unperturbed, continues to 'bird.')* Oh, Mary, this is a black cat. No, I cannot, I cannot stop my mouth; it's God's work I do.

**MARY:** Abby, I'm here!

**PROCTOR:** They're pretending, Mister Danforth!

**ABIGAIL:** *(Now she takes a backward step, as though the bird would attack her.)* Oh, please, Mary!—Don't come down....

**ANN:** Her claws, she's stretching her claws!

**PROCTOR:** Lies—lies—

**ABIGAIL:** *(Backing further, still fixed above.)* Mary, please don't hurt her!

**MARY:** *(To Danforth.)* I'm not hurting her!

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**DANFORTH:** Why does she see this vision?!

**MARY:** (*Rises.*) She sees nothin'!

**ABIGAIL:** (*As though hypnotized, mimicking the exact tone of Mary's voice.*) She sees nothin'!

**MARY:** Abby, you mustn't!

**ABIGAIL:** (*Now all girls join, transfixed.*) Abby, you mustn't!

**MARY:** (*To all girls, frantically.*) I'm here, I'm here!

**GIRLS:** I'm here, I'm here!

**DANFORTH:** Mary Warren!—Draw back your spirit out of them!

a. What aspects of witchcraft are used in both *The Crucible* and *Witch Child*?

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b. What do you think Rees chose to write a scene that was so similar to the scene in *The Crucible*?

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c. In *Witch Child*, Tobias protects Mary from the accusations of witchcraft. In *The Crucible*, seems to be playing a similar part?

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d. In *Witch Child*, Deborah appears to be the leader of the girls. Who do you think is the leader of the girls in *The Crucible*?

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## 2. Writing AF3 - Organising, presenting and structuring texts effectively

When the truth about Deborah and Hannah is revealed, several different versions of the story are told. Following the structure given below, provide a summary in your own words of the version of the story that you think is most believable, and why.

Paragraph 1 Anne Francis's version of the story

Paragraph 2 Ned Carter's version

Paragraph 3 Ned Cardwell's version

Paragraph 4 Your opinion of which story is the most believable, and why

## 3. Reading AF6 - Understanding writers' purposes and the effect a text has on the reader

a. Why do you think the author has chosen to show several differing stories of the same event?

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- b. What is the effect of using lines such as ‘This from Rebekah, who got it told by Ned Cardwell’?

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#### 4. **Speaking and Listening AF4 - Talking confidently about talk, understanding of spoken language**

Working in small groups, discuss the following quotes. Once you have decided, perform the lines in front of the class.

‘This affliction is spread to the community, to the children. It is a very great’

- Is Reverend Johnson angry or scared? Why does he leave the sentence unfinished?

‘How do you know so much about it?’

- Is Rebekah suspicious of Mary? Is she angry with Mary or worried for her?

‘Not you, Mary. You must stay.’

- Is Elias Cornwell smug or regretful? Does he pity Mary, or does he despise her?

#### **Extension Task**

Working in groups of two or three, look at the section in entry 99 from Reverend Johnson’s sermon ‘leave’ to Obadiah Wilson’s line ‘Seize her! Bring her to me!’

Using the dialogue from the chapter, write a script to dramatise this section. Use clues to the characters’ movements and feelings. For example:

OBADIAH WILSON

(points at Mary)

There is one among you who bears the mark of the beast!

HANNAH

(stands up, shouting)

Mary! It is Mary! She comes to me in spirit!

#### 5. **Writing AF1 – Writing imaginative, interesting and thoughtful texts**

The character of Obadiah Wilson is similar to real-life Witchfinders such as Matthew Hopkins in England in the seventeenth century. Your task is to research Witchfinders, using the ones listed in the text. Then, use the information you have found to write a story about a Witchfinder.

You can choose whether to write from a first-person perspective (like the one in the text) or a third-person viewpoint. The plot of your story is for you to decide, but you must have a clear beginning, middle and end.

Helpful websites:

- 🔗 [http://en.wikipedia.org/wiki/Matthew\\_Hopkins](http://en.wikipedia.org/wiki/Matthew_Hopkins)
- 🔗 <http://www.bbc.co.uk/dna/place-london/plain/A6358926>
- 🔗 <http://www.bbc.co.uk/history/0/21548716>

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## 'Testimony' and 'Afterword'

With Mary gone, Martha takes up writing the journal in an attempt to finish Mary's story. She explains that Mary was able to escape into the wilderness after the men were kept out of the burning room on account of Obadiah Wilson's sickness.

Martha then reveals that she, Jonah, Tobias and the Rivers family all plan to leave Beulah. They believe that having been denied one witch, the townspeople will soon look for others to accuse, and will most likely look to them. Martha plans to sew writing into the quilt along with Mary's, and will leave word for Mary wherever they go.

The novel ends with an afterword, where readers learn information about Mary from Alison Ellman.

### Quiz



1. According to Martha, where is Mary heading?
2. Which men stand by to fight on Mary's side?
3. Who is the stranger?
4. What disease does Martha think the stranger has?
5. What does Rebekah choose to name the baby?
6. Why do Martha, the Rivers and the Morses plan to leave Beulah?
7. What does Martha plan to do with the testimony she is writing?
8. Who are readers asked to contact if they have any information about Mary?

### 1. Reading AF2 - Spotting key information from a text and using it as point

Using the Testimony and Afterword, find quotes from the text to answer the

- a. How do we know that the writer of the Testimony is not Mary?

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- b. Why didn't Tobias and John put the men?

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- c. Why didn't Mary take John's horse?

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d. Who will the townspeople accuse of witchcraft next?

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e. When will the Rivers family leave Beulah?

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f. Where are Martha and Jonathan leaving?

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## 2. Writing AF4 - Writing in paragraphs, using cohesion within and between paragraphs

Now you have finished reading *Witch Child*, your task is to write a review of approximately one side of A4 long, and should be organised by following the structure below. Use a variety of paragraph openers and vocabulary in your writing.

<b>Introduction</b>	Mention the title, the author and the type of book (fiction/non-fiction).
<b>Summary</b>	Briefly summarise the storyline without giving away any spoilers. Write what you think about the book for readers.
<b>Your opinions of the book</b>	What did you like about the book? What did you dislike? Give your own opinion or agenda that you disagree with. Write differently about any of the themes?
<b>Conclusion</b>	Give a concise verdict on the book. Say whether you would recommend it to others. You may want to give the book a star rating.

### Extension Task

Your task is to write an alternative blurb to the one on the back of the book. You must mention the themes of the novel without revealing anything that moves on the plot for the rest of the story. Your writing must persuade people to read the book. Try to make the story sound as interesting as you can.

## 3. Reading AF4 - Commenting on the structure and organisation of the text

a. What is the effect of having Martha finish the story instead of Mary?

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b. Why was it necessary?

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c. Why did Rees choose to include the Afterword?

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#### 4. *Speaking and Listening AF1 - Talking to others in purposeful ways, vocabulary*

*I enjoyed *Witch Child*, until it got to the end. I was really annoyed that it got to find out what happened to Mary.*

Working in small groups, discuss the opinion above. You must split into two sides of the opinion, the other opposing. Each group must think about how they can persuade the other group to change their mind. The following questions may help you debate.

- How does the open ending make you feel? Do you think reading the book was worth it?
- Was it necessary for Rees to end the novel in this way? Why?
- Does the ambiguous ending add to the realism of the novel?
- Does the confusion and uncertainty of the reader reflect the feelings of the characters?
- Does the open ending make you want to read the sequel, *Sorceress*?
- Can you think of any other books or films that end in a similar way?
- Do you enjoy being able to imagine your own ending?



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# Final Assessment 1

## Extract Analysis

Using entry 99, answer the following questions:

Why do you think it is important to Mary to write her experiences down, even though it is dangerous?

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Do you believe that Deborah and the others are truly sick, or are they pretending? Use quotations from the text to support your argument.

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Why are Sarah Rivers and Martha allowed out of the Meeting House?

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Why do you think Tobias puts himself at risk to help Mary?

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What does Mary ask Martha to bring her before she leaves?

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Why do you think Mary wants to stay in England?

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Why does entry 99 end in the middle of a sentence?

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## Final Assessment 2

### Create a Witchfinder Pamphlet

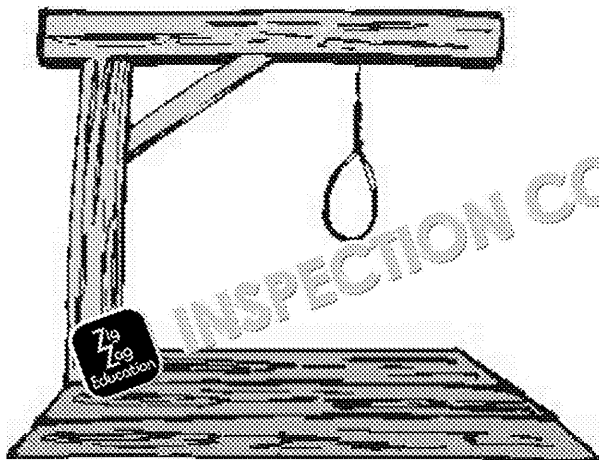
In entry 74, Goody Johnson tells Mary about the Witchfinders that came to her town. She states that 'They came to our town, to root out witchcraft, so they said, but it cost a fee, twenty shillings to free the town from witches.'

Working in pairs or small groups, your task is to create a pamphlet advertising your plan. You will need to do some research, either online or in books, and find out what accusations were made, and also need to find out how witches were tried, and what happened when a woman was found guilty. Websites will provide plenty of information and ideas.

- ✓ [http://en.wikipedia.org/wiki/Early\\_modern\\_witch\\_trials](http://en.wikipedia.org/wiki/Early_modern_witch_trials)
- ✓ [http://en.wikipedia.org/wiki/Witch\\_trials\\_in\\_the\\_early\\_modern\\_period](http://en.wikipedia.org/wiki/Witch_trials_in_the_early_modern_period)
- ✓ <http://faculty.wisc.edu/sommerville/367/367-131.htm>
- ✓ [http://en.wikipedia.org/wiki/Matthew\\_Hopkins](http://en.wikipedia.org/wiki/Matthew_Hopkins)
- ✓ <http://www.bbc.co.uk/dna/place-london/plain/A6358926>

Your pamphlet should contain the following sections:

<b>A warning</b>	Some text that suggests that there may be witches in the town and the danger of witchcraft
<b>Your experience</b>	A section that explains your experience and knowledge of witchcraft
<b>Your plan</b>	How you will rid the town of witches
<b>An illustration</b>	Something relevant, perhaps a witch, or a scene to scare the townsfolk
<b>Your conditions</b>	Provide details of your requirements and fee



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## Final Assessment 3

### Write an Alternate Ending

The ending of *Witch Child* does not reveal Mary's fate. However, throughout the story, there are several people who may be able to help her.

Your task is to choose one of the following endings and write a diary entry from Mary's point of view of what happened next. Your text must be around one side of A4 in length, so you will need to plan your ideas and a storyline for the ending. It is up to you whether your story has a happy end or a sad one.

1. Mary flees into the forest and finds Jaybird.
2. Mary returns to Salem and goes to Mr. Hesketh for help.
3. Mary returns to the harbour and finds Jack.



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## Final Assessment 4

### Character Study

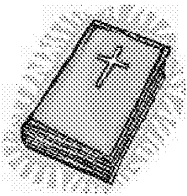
Choose one of the main characters from the book, and complete the following chart. Use information from the book where possible. You will need to create your own answers to some of the questions, so try to use your knowledge of the character to decide on your answers.

Character's name:	
Age:	
Gender:	
Appearance:	
Where do they live?	
What job do they do?	
Main character traits:	
Best friends:	
Main interests:	
Hobbies:	
Write a brief description of your character's role in the story. <i>Witch Child:</i>	

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## Final Assessment 5

### Main Themes

*Witch Child* explores several main themes. For each theme listed below, complete the table below.

Theme	Event/character that explores the theme	What do you think the novel is trying to say about the theme?
Belonging	The book follows the different journeys and locations of Mary and her friends.	Although Mary tries to fit in with the people, she feels more comfortable in her own society in which they were born.
Tolerance		
Religion		
Nature		
Writing		

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## Glossary of Terms

<b>Adjective</b>	A word used to describe a noun e.g. 'Her cloak was a <b>soft dark</b> wool' (entry 3)
<b>Alliteration</b>	The repetition of similar sounds, usually at the beginning e.g. 'Breath <b>s</b> teams and <b>s</b> treams from our nostrils' (entry 1)
<b>Allusion</b>	A reference to something or someone else e.g. 'Later, I work like Penelope' (entry 89)
<b>Dialogue</b>	Words spoken between characters in the novel e.g. 'What do you say, Mary? Could it not be so?' (entry 1)
<b>Metaphor</b>	A comparison of two seemingly unrelated things, without using words such as 'like' or 'as' e.g. 'The woods now are <b>scarfed</b> with green and the colour' (entry 85)
<b>Onomatopoeia</b>	The use of words that imitate the sound or meaning e.g. 'The <b>crash</b> and <b>boom</b> of water on the hull' (entry 1)
<b>Personification</b>	The technique of giving human qualities or abilities to objects or animals e.g. 'Winter seems reluctant to loosen its grip' (entry 1)
<b>Simile</b>	A direct comparison of two things, using words such as 'like' or 'as' e.g. 'Peas stay hard as musket balls' (entry 17)
<b>First Person</b>	The telling of a story from one character's point of view, using first-person pronouns such as 'I', 'me' and 'we' e.g. 'I am Mary. I am a witch.' (entry 1)
<b>Third Person</b>	A narrative provided from an unspecified entity outside the story This type of narrative refers to all of the characters and events e.g. 'She is Mary. She is a witch.' (entry 1, rewritten)

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## Teachers Section

### Assessment Focuses Table

The table below shows which AFs are targeted by the activities of each section.

Section	AFs covered	Section	AFs covered
1	R4, W6, R6, W1	9	R4, W6, R6, W1
2	R3, SL3, R5, W7, SL4	10	R3, W7, R5, SL4
3	R2, W8, R7, W5	11	R2, W2, R7, W5
4	R5, W2, R3, SL2, W7	12	R3, W1, R5, W2
5	R2, W5, R6, W3	13	R5, W5, R6, W3
6	R3, W4, R7, SL1	14	R7, W3, R3, SL1
7	W4, R6, W2	15	R2, W4, R6, W2
8	R2, W8, R5, SL4		

### Assessment Focuses

In order to make assessment easier, the activities in this pack are linked to KS3 English. All of the AFs are covered at least once, and the activities offer to allow for differentiation. As the main focus of studying *Witch Child* will be the reading AFs have a special focus. Each one is assessed at least five times which will allow teachers to monitor the students' ongoing progress. For each English AFs are listed below, which can also be used as a student-friendly

### Reading: Can you...

AF2	Spot key information from a text and use it as a quotation to support your answer.
AF3	Infer and deduce meanings from reading the text (read between the lines).
AF4	Comment on the structure and organisation of the text?
AF5	Comment on the writer's language and the effect this has on the text.
AF6	Understand writers' purposes and the effect this has on a reader.
AF7	Understand how this text relates to social, historical and cultural contexts.

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**Writing: Can you...**

AF1	Write imaginative, interesting and thoughtful texts?
AF2	Produce texts which are appropriate to task, reader and purpose?
AF3	Organise, present and structure texts effectively?
AF4	Write in paragraphs, using cohesion within and between paragraphs?
AF5	Vary sentences for clarity, purpose and effect?
AF6	Write using accurate punctuation?
AF7	Use appropriate and effective vocabulary?
AF8	Use correct spelling?

**Speaking and Listening: Can you...**

AF1	Talk to others in purposeful ways, varying structure and vocabulary?
AF2	Listen and respond to others in pairs and groups, shaping meaning?
AF3	Create and sustain different roles within role play and drama?
AF4	Talk confidently about talk, understanding the range and uses of spoken language?

**APP Grids**

To make assessment easier, APP grids have been provided for each of the chapters that test for the AF, providing an easy way of monitoring the progress of each student.

The grids have been designed for both teacher and student use, so that students can monitor their own progress and see how they can improve in each area.

**How to use the APP grids**

One suggested way of using the APP grids is to award the student with an achievement level for each activity. A student's overall grade includes both the level that they have achieved and the level that they are working towards. For example, excellent performance at level 5 would be marked as 5A.

Each time a student achieves one of the level descriptors, place a tick in the box next to the level descriptor. If a student achieves just one of the level descriptors they can be marked as a C. If they achieve two, their grade becomes a B, and if they achieve all three level descriptors they can be marked as an A. Once they have completed all of the activities they can move up to the next level.

At the bottom of each APP grid, there is a section that monitors ongoing progress. Here you can record the student's previous and current grade, and provide information on how they can continue to improve.

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Name: \_\_\_\_\_

**Reading AF2** Can you spot key information from a text and use it to make a point?

Sections: 3, 5, 6, 8, 11, 15

<b>Level 8</b>	I can interpret the text consistently.
	I offer insightful and imaginative points.
	I support my points with relevant textual knowledge.
<b>Level 7</b>	I use increasing relevant references when making arguments.
	I am increasingly able to use knowledge of other texts (sources) to support complex arguments.
<b>Level 6</b>	I clearly identify relevant points.
	I can summarise an overall understanding of the text.
	I support points with references/quotations that are suitable.
<b>Level 5</b>	I consider the most relevant points across the text.
	My comments are generally supported by references or quotations from the text.
	The points I make are not entirely accurate/relevant.
<b>Level 4</b>	I make some relevant points.
	My comments are mostly supported with relevant references/quotations.
<b>Level 3</b>	I make simple points, sometimes with misunderstanding.
	Some of my comments include quotations or references to the text.
	My comments are not always relevant.

The last time I was tested for R2, I achieved:	
This time I achieved:	
To improve, I need to:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (if two descriptors can be assessed as B, and if a student achieves all descriptors for a level, and all level descriptors, they can be assessed as an A. Students move up to the next level if they achieve all descriptors for a level.

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Name: \_\_\_\_\_

## Reading AF3 – Can you infer and deduce meanings from reading the text?

Sections: 2, 4, 6, 10, 12

Level 8	I have a coherent interpretation of the text.
	I provide very imaginative insights.
	I support my points with wider textual knowledge.
Level 7	My comments are beginning to develop an interpretation of the text.
	I can discover some complex meanings.
Level 6	I make connections between imaginative ideas (insights) and wider knowledge.
	My comments are securely based on meanings in the text.
	I give different layers of meaning, and attempt to explore them.
Level 5	I consider the significance and wider implications of the text.
	I can explain inferred meanings with evidence from across the text.
	I use the text to work out hidden meanings.
Level 4	I make inferences based on evidence from different points in the text.
	My inferences are often correct.
Level 3	My comments are not always accurate; sometimes they simply repeat the story.
	My inferences are straightforward, and supported with only one reference from the text.
	I have a simple (literal) understanding of the text.

The last time I was tested for R2, I achieved:	
This time I achieved:	
To improve, I need to:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (if two descriptors can be assessed as B, and if a student achieves all descriptors for a level, and all descriptors, they can be assessed as an A. Students move up to the next level if they achieve all descriptors for a level.

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Name: \_\_\_\_\_

Reading AF4 Can you comment on the structure and organisation of

Sections: 1, 7, 9, 12, 15

Level 8	I have a clear appreciation of how the structure of the text supports the writer's purpose.
	I understand how the structure contributes to the meaning of the text.
	I can give some evaluation of how the text has been structured to achieve its theme/purpose.
Level 7	I have some appreciation of how a range of text-level features have been used.
	I can comment in some detail how the writer has structured the text to achieve its theme/purpose.
Level 6	I can comment on how a range of text-level features have been used for effect.
	I have some awareness of how the writer structures the text.
	I can identify clearly how various text-level features have been organised.
Level 5	I can give some explanation of the organisation of the text.
	I can identify some aspects of the text's structure.
	I give simple comments on the structure of the text.
Level 4	I can identify how some basic text-level features have been used.
	I can identify a few basic features at text level.
Level 3	I give little or no linked comment to the overall text.
	I have a clear appreciation of how the structure of the text supports the writer's purpose.
	I understand how the structure contributes to the meaning of the text.

The last time I was tested for R2, I achieved:	
This time I achieved:	
To improve, I need:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (e.g. if a student achieves one descriptor for level 8, they can be assessed as C). If a student achieves two descriptors for a level, they can be assessed as B, and if a student achieves all descriptors for a level, and achieves one descriptor for the next level, they can be assessed as an A. Students move up to the next level if they achieve all descriptors for a level.

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Name: \_\_\_\_\_

Reading AF5 Can you comment on the writer's language and the effect?

Sections: 2, 4, 8, 10, 13

Level 8	I have a clear appreciation of how the use of language supports the writer's purpose.
	I understand how the use of language contributes to the meaning of the text.
	My comments begin to develop a precise, perceptive analysis of how language is used.
Level 7	I have a clear appreciation of how the choice of language contributes to the overall effect.
	I can give some detailed explanation of how language is used.
Level 6	I use appropriate terminology when discussing language use.
	I have some understanding of how language choices contribute to the overall effect.
	I can identify various features of the use of language.
Level 5	I can give some explanation of language features in the text.
	My comments show some awareness of the effect created by language.
	I can identify some basic features of the use of language.
Level 4	I give simple comments on the writer's choice of words.
	I can identify a few basic features of language.
Level 3	I sometimes give little or no comment on language.
	I have a clear appreciation of how the use of language supports the writer's purpose.
	I understand how the use of language contributes to the meaning of the text.

The last time I was tested for P2, I achieved:	
This time I achieved:	
To improve myself, I need to:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (e.g. Level 3 descriptor can be assessed as B, and if a student achieves all descriptors for a level, and all levels, they can be assessed as an A. Students move up to the next level if they achieve the next level's descriptors.

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Name: \_\_\_\_\_

## Reading AF6 – Can you understand writers' purposes and the effect a text has on the reader?

Sections: 1, 5, 7, 11, 14

<b>Level 8</b>	I have a clear understanding of the text's overall effect.
	I can give a critical evaluation of the writer's purposes and viewpoints throughout the text.
	I am beginning to develop some analysis of the writer's purposes and viewpoints.
<b>Level 7</b>	I am beginning to understand how viewpoint is created in the text.
	I am starting to appreciate how particular techniques achieve effects.
<b>Level 6</b>	I can precisely identify the main purpose at word and sentence level.
	I can clearly identify and explain the viewpoint of the text.
	I give some precise explanation of the text's effect upon the reader.
<b>Level 5</b>	I can clearly identify the main purpose, often through a general overview.
	I can clearly identify the text's viewpoint, with some limited explanation.
	I have a general awareness of the effect on the reader, with some limited explanation.
<b>Level 4</b>	I identify the main purpose.
	My comments show some awareness of the writer's viewpoint.
<b>Level 3</b>	I can comment simply on the overall effect on the reader.
	My comments identify the main purpose.
	I can express a personal response.

The last time I was tested for R2, I achieved:	
This time I achieved:	
To improve, I need to:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (if they achieve two descriptors, they can be assessed as B, and if a student achieves all descriptors for a level, and all level descriptors, they can be assessed as an A. Students move up to the next level if they achieve all descriptors for a level.

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Name: \_\_\_\_\_

## Reading AF7 – Can you understand how this text relates to social, historical and cultural contexts?

Sections: 3, 6, 9, 13, 14

Level 8	I can give a sustained analysis of the text's contexts.
	I appreciate how the text relates to context(s) and tradition(s).
	I can explore the context meanings produced from the text.
Level 7	I am beginning to show analysis of how a text is influenced by earlier contexts.
	I give some analysis of how <i>different</i> meanings of a text relate to the text.
Level 6	I can show some exploration of features used by writers from different periods.
	I can discuss in some detail how contexts affect meaning.
	I can identify similarities and differences between texts.
Level 5	I give some explanation of how the contexts contribute to the text's meaning.
	I can identify common features of the text.
	I can comment simply on the effect that the text has on meaning for the reader or the writer.
Level 4	I can identify some simple connections between texts.
	I recognise some features of the text's contexts.
Level 3	I can give a sustained analysis of the text's contexts.
	I appreciate how the text relates to context(s) and tradition(s).
	I can explore the context meanings produced from the text.

The last time I was tested for R2, I achieved:	
This time I achieved:	
To improve, I need to:	

\* If students achieve one of the level descriptors for a level, they can be assessed as C (if they achieve two descriptors, they can be assessed as B, and if a student achieves all descriptors for a level, and all level descriptors, they can be assessed as an A. Students move up to the next level if they achieve all descriptors for a level.

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## Foreword and 'Beginning': Entries 1-3

Activity	Answers
Ideas for Class Discussions	<p><b>Why do you think Mary's grandmother was accused of witchcraft?</b></p> <ul style="list-style-type: none"> <li>What was her grandmother's role within society?</li> <li>Why would a community turn against someone that they once trusted?</li> </ul> <p><b>How did the 'self-appointed' Witchfinders manage to persuade friends and neighbours were witches?</b></p> <ul style="list-style-type: none"> <li>Were people of the 1600s more gullible than we are now?</li> <li>What would have happened to someone who supported a witch?</li> </ul> <p><b>Do you think Mary would be afraid of the woman who takes her to America?</b></p> <ul style="list-style-type: none"> <li>Is there any evidence to suggest that the woman is either kind or cruel?</li> <li>What would happen to Mary if she stayed in the village?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>1. Inside a quilt.</li> <li>2. A cat and a rabbit.</li> <li>3. To prick an accused witch in order to find the numb, bloodless spot.</li> <li>4. A hare.</li> <li>5. She floated when they threw her in the river.</li> <li>6. Obadiah Wilson.</li> <li>7. A carriage.</li> <li>8. Robbers.</li> </ol>
Activity 1	<p>Possible answers could include:</p> <ul style="list-style-type: none"> <li>The use of this explanation makes the novel more realistic.</li> <li>It creates a link with the modern world.</li> <li>It allows Rees to use modern language, even though Mary's story has been written in old-fashioned, colloquial language.</li> </ul>
Extension Task	<ol style="list-style-type: none"> <li>First person</li> <li>Students should recognise that first-person narrative is when the narrator is using personal pronouns such as 'I', 'we' and 'me' to tell the story from inside the story, and refers to the characters with pronouns such as 'they'.</li> </ol>
Activity 2	<p>The correct version is given below, with the added punctuation and capital letters:</p> <p><u>Witch Child</u> tells the story of <u>Mary</u>, a young witch who travels across the sea to find safety. After seeing her grandmother found guilty of witchcraft, Mary knows that her only chance of survival lies with a group of settlers who have come to America. As an orphan, Mary attempts to fit in with the Puritans who live with the settlers. However, the suspicions and fears that surround her emerge on surface in her new home.</p>
Activity 3	<ol style="list-style-type: none"> <li>First person epistolary</li> </ol> <p>Possible answers to parts b and c could be:</p> <ol style="list-style-type: none"> <li>It allows the reader to understand the main character's thoughts and feelings. It also provokes sympathy, as the reader sees the story from the narrator's perspective.</li> <li>The reader cannot see the thoughts or feelings of any other characters.</li> </ol>
Activity 4	<p>Students' texts should be written in the first person, and show a character that they have chosen. They should identify the key points of the story and consider how their character would view the events. The texts should be appropriate to their character.</p>

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## 'Journey 1': Entries 4-10

Activity	Answers
Ideas for Class Discussions:	<p><b>Do you think the people at the inn know about Mary's secret?</b></p> <ul style="list-style-type: none"> <li>Is there any evidence in this section to suggest that they do?</li> <li>What do they think of Mary's companion?</li> <li>Are they afraid of her, or in awe of her?</li> </ul> <p><b>Why has Mary's mother decided to disguise her as a Puritan?</b></p> <ul style="list-style-type: none"> <li>Why is it dangerous for Mary to be in the company of Puritans?</li> <li>Do you think there were any other motivations?</li> <li>Is Mary's mother confident that Mary will be safe?</li> </ul> <p><b>Why do you think Mary is disappointed by the contents of her pouch?</b></p> <ul style="list-style-type: none"> <li>What do you think she was hoping for?</li> <li>Why didn't her mother put anything more personal inside?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>A leather pouch</li> <li>A Puritan</li> <li>Southampton</li> <li>Martha Everdale</li> <li>Alice Nuttall</li> <li>Mary Newbury</li> <li>Merlin's Stones</li> <li>Elias Cornwell</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>This could be Mary's mother's guilt at leaving her own child for looking after Mary.</li> <li>So that Mary could convince people that she is religious, and thus not a witch.</li> <li>It implies similarities between Martha and Mary's grandmother, and the little difference between witches and normal people who have been accused.</li> </ol>
Extension Task	<ol style="list-style-type: none"> <li>To get rid of the evidence of Mary's true identity.</li> <li>Students may recognise a link between the fate of Mary's cloak and many women found guilty of witchcraft. If they are unsure, they may wish to suggest researching the following website for clues:  <a href="http://en.wikipedia.org/wiki/Witch_trials_in_the_early_modern_period">http://en.wikipedia.org/wiki/Witch_trials_in_the_early_modern_period</a> </li> </ol>
Activity 3	<ol style="list-style-type: none"> <li>Wide as a deer's Like a spider A ferret</li> <li>The descriptions are based on comparisons with animals.</li> <li>In entry 1, Mary describes how her grandmother is accused of witchcraft at great hare.</li> </ol>
Activity 5	Students' speeches should include some factual information about the emigration to America. They should also demonstrate an understanding of how persuasive language are used in speeches in order to persuade and influence.

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## 'Journey 2': Entries 11-18

Activity	Answers
Ideas for Class Discussions	<p><b>Why does Elias Cornwell refuse to take Jonah Morse's remedy?</b></p> <ul style="list-style-type: none"> <li>What reason is given in the text?</li> <li>Could the use of herbs and plants be against Elias' beliefs?</li> <li>Do you agree with Martha, that he is being foolish?</li> </ul> <p><b>Do you think Elias is suspicious of Mary?</b></p> <ul style="list-style-type: none"> <li>Why does he choose to discuss the possibility of witches?</li> <li>Is he watching Mary for her reaction?</li> <li>Has he begun to trust her after spending time with her?</li> </ul> <p><b>Is Elias Cornwell's ecstatic response to the Northern Lights real?</b></p> <p>Why would he want to put on an act?</p> <p>Do you believe that people can be affected in such a way?</p>
Quiz Answers	<ol style="list-style-type: none"> <li>Women</li> <li>Write his journal</li> <li>Jonah Morse</li> <li>Carpenter</li> <li>A bird from the south</li> <li>A witch (or warlock)</li> <li>A day of fasting</li> <li>The Northern Lights</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>'I write until my mind aches with the tedium'</li> <li>'I have yet to make much acquaintance with anyone'</li> <li>'Jonah is a friendly, lively little man'</li> <li>'His son, Tobias, is a very great contrast to his father'</li> <li>'He is quiet-spoken and says little'</li> <li>'Jonah has spent much time travelling'</li> </ol>
Activity 2	<p>The correct version is given below:</p> <p>After waiting around for a break in the weather, God's eye finally us. We set sail this morning, bound for a new world and a prosperous future. I intend to write this journal daily, recording Great Wonders, and Remarkable Providences. I fear, however, that I must employ a scribe, as I am afflicted with seasickness.</p>
Extension Task	<p>A suggested version is given below.</p> <p>Finally, some good luck! The weather has improved and, at last, we set sail this morning and are on our way to a new world and a new life. I intend to write in this diary every day, listing any interesting things I see and do. I might have to ask someone to do the writing for me, as I'm feeling a bit seasick.</p>
Activity 3	<ol style="list-style-type: none"> <li>The sighting of the bird from the south.</li> <li>It reveals the superstitious nature of the sailors.</li> <li>In the poem, the bird is a good omen, and is thought to be a sign that helps the sailors to sail. In <i>Witch Child</i>, the sailors are unsure of the bird's meaning.</li> </ol>
Activity 4	<p>Possible points that the students could make include:</p> <ul style="list-style-type: none"> <li>The ship is smaller than Mary first thought. A few passengers are missing.</li> <li>There is a bad smell aboard the ship. The living quarters are cramped.</li> <li>Many people are suffering from seasickness.</li> <li>Their writing should include an accurate quotation from the text to prove their point.</li> </ul>

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## 'Journey 2': Entries 19-23

Activity	Answers								
<b>Ideas for Class Discussion</b>	<p>Why does Elias Cornwell follow the captain's orders and move below service?</p> <ul style="list-style-type: none"> <li>Is this different to how he acted when he wished to hold a v</li> <li>Would the people follow Elias against the captain now they</li> <li>Do the people trust the captain more now that things are go</li> </ul> <p>Why does Mary play down her part in saving the baby?</p> <ul style="list-style-type: none"> <li>Do you think her actions could be seen as magical?</li> <li>If so, what repercussions would this have?</li> <li>Do you think the baby will be friendlier towards Mary, or</li> </ul>								
<b>Quiz Answers</b>	<table border="0"> <tr> <td>1. Aurora</td><td>5. Noah</td></tr> <tr> <td>2. Storm</td><td>6. A silver coin</td></tr> <tr> <td>3. He makes a tent</td><td>7. Martha's cloth</td></tr> <tr> <td>4. She plunges him into water</td><td>8. A rabbit or</td></tr> </table>	1. Aurora	5. Noah	2. Storm	6. A silver coin	3. He makes a tent	7. Martha's cloth	4. She plunges him into water	8. A rabbit or
1. Aurora	5. Noah								
2. Storm	6. A silver coin								
3. He makes a tent	7. Martha's cloth								
4. She plunges him into water	8. A rabbit or								
<b>Activity 1</b>	<p>'We are turned and turned like butter in a churn' – rhyme, simile – p help the reader see and feel the scene more clearly.</p> <p>'I'd hoped to avoid suspicion, had not thought that it might follow m personification – makes suspicion seem more sinister and real.</p> <p>'The cabin is filled with the groaning of timber and the crash and bo onomatopoeia – helps the reader to imagine the scene.</p> <p>'The ragged line of cliffs rose, jagged and sharp' – rhyme, onomatop threatening and dangerous.</p>								
<b>Activity 2</b>	This task tests students' ability to write according to purpose. Their from a first-person perspective, and should cover the issues raised i								
<b>Activity 3</b>	<p>a. This could suggest that the land Mary is going to is just as dang away from.</p> <p>b. Fire</p> <p>c. The biblical character, Noah, built an ark to rescue a chosen few significance to the passengers. First, they are relying on the ship persecution. Second, the baby was born during a storm which</p> <p>If the students need to research Noah on the Internet, the following information:</p> <ul style="list-style-type: none"> <li><a href="http://en.wikipedia.org/wiki/Noah's_Ark">http://en.wikipedia.org/wiki/Noah's_Ark</a></li> <li><a href="http://www.bbc.co.uk/1/religion/2008/05/080523_genesis.shtml">http://www.bbc.co.uk/1/religion/2008/05/080523_genesis.shtml</a></li> <li><a href="http://christianity.about.com/od/biblical_stories/tp/Noahs_Ark.htm">http://christianity.about.com/od/biblical_stories/tp/Noahs_Ark.htm</a></li> </ul>								
<b>Extension Task</b>	<p>There are many explanations for superstitions. The most common o</p> <p>a. This is probably just common sense. Opening an umbrella inde damage.</p> <p>b. Often said to be in the shape of the Christian cross.</p> <p>c. This could also have religious connections. A ladder leaning ag triangle, which represents the Holy Trinity. Walking through the 'breaking' the Trinity, and is therefore bad luck.</p> <p>d. Although in some parts of the world black cats are seen as luck witches.</p>								
<b>Activity 4</b>	As there are no right or wrong answers to this activity, the focus is o process information and present a relevant and well-reasoned argu								
<b>Activity 5</b>	The student's work should reflect the look of a Twitter page, and co in the task. The tweets should be written in relevant language, be le the events in the diary entries.								

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## 'Journey 2': Entries 24-27

Activity	Answers
Ideas for Class Discussion	<p><b>Why does Mary see the gift of having visions as a curse?</b></p> <ul style="list-style-type: none"> <li>Does it help Mary in any way?</li> <li>What effect do you think knowing the future would have?</li> <li>Would you want to be able to see the future?</li> </ul> <p><b>Why does Martha think that Elias Cornwell is a good catch?</b></p> <ul style="list-style-type: none"> <li>What does he have that other men don't?</li> <li>Does Mary agree with Martha?</li> <li>Do you think Mary should consider Elias, considering her situation?</li> </ul> <p><b>Why is no one looking for a better occupation for a woman than writing?</b></p> <p>What kind of personality does each activity imply?</p> <ul style="list-style-type: none"> <li>Do you think that most women of the time would have liked writing?</li> <li>Do you think women wanted to be educated, or were they content with their domestic activities?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>Tobacco</li> <li>A whale that he will hunt will wreck his boat</li> <li>Elias Cornwell</li> <li>Helping to make a quilt cover</li> <li>Writing.</li> <li>The depth below the boat</li> <li>Joy/excitement</li> <li>He sails to Boston the following morning</li> </ol>
Activity 1	<p>There may be several quotes that the students could use for each below:</p> <ol style="list-style-type: none"> <li>No – 'the sight is a curse, not a blessing'</li> <li>'Jonah Morse has made up a salve and the cuts on Jack's hand are healed'</li> <li>No – 'I thought I saw the captain grin'</li> </ol>
Activity 2	<p>There are several ways for the students to modernise these sentences below:</p> <ol style="list-style-type: none"> <li>'I do not seek him out' – I don't look for him</li> <li>'we were conversing about this and that' – we were talking</li> <li>'There is no need to fear. Look yonder' – Don't worry. Look</li> <li>'I thought to say farewell now. Later, there may not be time' – goodbye now. There might not be time later.</li> </ol>
Activity 3	<p>Many of these questions are open to interpretation, but possible answers are:</p> <ol style="list-style-type: none"> <li>No, the issue is discussed in a matter-of-fact style.</li> <li>People of the nineteenth century saw no ethical problem with the suggestion.</li> <li>Yes, they were disgusted at the suggestion.</li> <li>No.</li> </ol>
Extension Task	<ol style="list-style-type: none"> <li>It is a more modern viewpoint, but students may recognise that people of the seventeenth century would have held the same opinions.</li> <li>This answer will be the students' personal opinion.</li> <li>The students' writing should demonstrate a good consideration of the issue in fiction, and should present considered arguments from both sides.</li> </ol>
Activity 4	<p>As this task is based on Writing AF3, the main focus is the organisation and structure of the writing. Students' work should be organised in paragraphs, providing the information asked for on the worksheet.</p>

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## 'The New World': Entries 28-35

Activity	Answers										
Ideas for Class Discussion	<p><b>Is Mary right to go into the wilderness, or should she stay in Salem?</b></p> <ul style="list-style-type: none"> <li>• Would she be safe in Salem?</li> <li>• Do you think Martha will be able to protect her?</li> <li>• Do you think Martha suspects that Mary is a witch?</li> </ul> <p><b>Why is Deborah Vane unfriendly to Mary and Rebekah?</b></p> <ul style="list-style-type: none"> <li>• Does Deborah dislike Mary because she is an outsider?</li> <li>• Does she suspect that Mary is a witch?</li> <li>• Does Tobias have a role to do with her attitude?</li> </ul> <p><b>Why are the Elders worried about using native guides?</b></p> <ul style="list-style-type: none"> <li>• Do they feel that the natives are not to be trusted?</li> <li>• If you were in the same situation, would you trust the natives?</li> <li>• Why won't the Elders take the word of the Salem men?</li> </ul>										
Quiz Answers	<ol style="list-style-type: none"> <li>1. They became unpopular and went into the wilderness</li> <li>2. Wood</li> <li>3. Corn</li> <li>4. A Physick garden</li> </ol>										
Activity 1	<ol style="list-style-type: none"> <li>a. This is referring to the name 'Red Indians' for the natives.</li> <li>b. This suggests that the native man can tell that Mary is different.</li> <li>c. Widow Hesketh is warning Mary that her actions may get Mary into trouble.</li> </ol>										
Activity 2	This activity tests the students' ability to write imaginative, interesting work. The work should demonstrate a consideration of how a child might feel.										
Activity 3	<p>The information that students can use is listed below:</p> <ul style="list-style-type: none"> <li>• Bare chested, with a sleeveless open vest</li> <li>• Knee-length fringed leggings to the knee</li> <li>• Short leather aprons hanging from a beaded belt</li> <li>• Bright decorations, use of natural materials</li> <li>• Foot coverings made of leather and bound with thongs</li> <li>• Long hair, perhaps shaved on one side or braided, decorated</li> </ul>										
Activity 4	<table border="1"> <thead> <tr> <th>Question</th><th>Witch Child</th></tr> </thead> <tbody> <tr> <td>How is the manner/demeanour of the natives presented?</td><td>Indifferent, distant and uninterested in the settlers</td></tr> <tr> <td>How is their clothing described?</td><td>Practical clothing made of leather and skins, decorative aspects such as beads and quills; very different to the Puritans' clothes</td></tr> <tr> <td>What is significant about the descriptions of skin tone?</td><td>Mary notes that there is no redness to the skin tone</td></tr> <tr> <td>Are they presented in a positive or negative way? What makes you think this?</td><td>Positive – in comparison to the squeals and stares of the Puritans, the natives are dignified and calm</td></tr> </tbody> </table>	Question	Witch Child	How is the manner/demeanour of the natives presented?	Indifferent, distant and uninterested in the settlers	How is their clothing described?	Practical clothing made of leather and skins, decorative aspects such as beads and quills; very different to the Puritans' clothes	What is significant about the descriptions of skin tone?	Mary notes that there is no redness to the skin tone	Are they presented in a positive or negative way? What makes you think this?	Positive – in comparison to the squeals and stares of the Puritans, the natives are dignified and calm
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Activity	Answer
Extension Task	<p>a. The appearances differ. In <i>Witch Child</i>, their dress is different, but in <i>The Last of the Mohicans</i> they wear similar clothing. Also, their skin tone is described differently.</p> <p>b. Students may offer many reasons, but two possible suggestions are:</p> <ul style="list-style-type: none"> <li>• The books were written almost two centuries apart, playing on the assumptions and prejudices of the time.</li> <li>• There are differences in appearance and dress between the two groups in the books, which could be reflecting this.</li> </ul> <p>c. Students may recognise that to have a native 'hero', and to have a native 'heroine', would have been unusual for literature of that time.</p>



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## 'Journey 3': Entries 36-43

Activity	Answers
Ideas for Class Discussion	<p><b>What does Mary think of the natives?</b></p> <ul style="list-style-type: none"> <li>Is she afraid of them like the other settlers are?</li> <li>Does she find them interesting?</li> <li>Does she have more in common with the natives than she thinks?</li> </ul> <p><b>Just before leaving the white men, the older native man mutters a word in his own language. Do you think he says a prayer or a curse?</b></p> <ul style="list-style-type: none"> <li>How do you think he feels about the settlers?</li> <li>Is he concerned for them?</li> <li>What effects do you think the settlers could have on the Indians?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>Strawberry</li> <li>John and Rebekah</li> <li>They are in plain sight and have their weapons on their backs</li> <li>The younger native speaks English</li> <li>To learn about the forest plants</li> <li>Beulah</li> <li>The settlers are clearing the land for planting</li> <li>A prayer or a curse</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>Students should recognise that the mood of the entries worsens.</li> <li>Rees describes the difficulties of the journey and highlights the experiences of the individuals by using recurring themes. For example, the children in entry 36 are said to be clutching at their mother skirts in entry 37. Mary says thanksgiving prayers in entry 36, then prays for protection in entry 37.</li> <li>The steadily worsening mood gives a strong sense of the growing difficulties. It also builds suspense and increases the reader's sympathy for the settlers.</li> </ol>
Activity 2	The main focus of this task is for the students to write in coherent paragraphs. They will also need to use editing skills when they consider what to include in the summary and what can be left out.
Extension Task	The students' writing should include an imaginative but realistic description of how the mood worsens. The language used should clearly suggest the mood, personal reactions and difficulties, or concentrating on the feelings of the characters.
Activity 3	<p>There could be several ways to answer these questions. Possible answers are:</p> <ol style="list-style-type: none"> <li>The Puritans are scared of the forest and see it as dangerous. They do not fear the forest and are comfortable there.</li> <li>This signifies the lack of interest that the Puritans have for nature.</li> <li>The Indians are able to live in harmony with nature, and have no difficulties with their surroundings.</li> </ol>
Activity 4	The main focus of this task is the peer assessment. Students' responses should show their own writing and ideas, and demonstrate the ability to assess the writing of others. They should also show an awareness of how their own writing is assessed.

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## 'Settlement': Entries 44-51

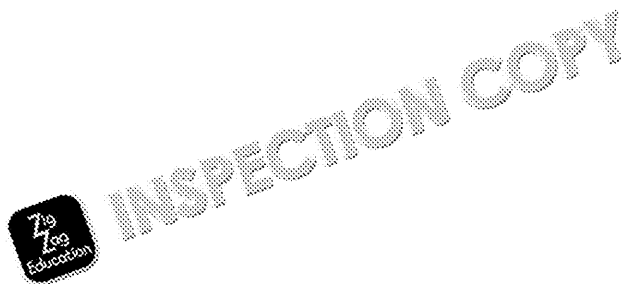
Activity	Answers															
Ideas for Class Discussion	<p><b>Why do you think Martha's sister is 'much changed'?</b></p> <ul style="list-style-type: none"><li>Has her fortunate marriage made her arrogant?</li><li>Why do you think she is smug and insulting towards her sister?</li><li>Do you think people have to become self-centred if they are happy?</li></ul> <p><b>Why would Mary be in trouble for wearing boy's clothes?</b></p> <ul style="list-style-type: none"><li>Do the Puritans value appearance and obedience over personal freedom?</li><li>Is Mary acting foolishly?</li></ul> <p><b>Why do many of the settlers feel that there is no need for a doctor?</b></p> <ul style="list-style-type: none"><li>Do they believe that illness and death are God's choices?</li><li>Are they happy to trust in God's protection?</li><li>Do they equate medicine with witchcraft?</li></ul>															
Quiz Answers	<ol style="list-style-type: none"><li>Ezekiel Francis</li><li>They have moved on, but no one knows where they have gone.</li><li>Hogs</li><li>The Meeting House</li><li>A haystack</li><li>Soapwort</li><li>The Indian boy</li><li>A log fell on to it</li></ol>															
Activity 1	<p>There may be more than one quote for each of the statements.</p> <table><tr><th></th><th>True or False?</th><th>Quote from the text</th></tr><tr><td>Mary changes her clothes to go into the forest</td><td>TRUE</td><td>'I have taken care when I visit my friends to wear the best of my new clothes.'</td></tr><tr><td>Jethro Vane is friendly and helpful.</td><td>FALSE</td><td>'He is a good man, but he is not friendly.'</td></tr><tr><td>The settlers work hard every day of the week.</td><td>FALSE</td><td>'No-one works on Sunday.'</td></tr><tr><td>The Puritan girls are afraid of the forest.</td><td>TRUE</td><td>'They cover their faces when they go into the forest.'</td></tr></table>		True or False?	Quote from the text	Mary changes her clothes to go into the forest	TRUE	'I have taken care when I visit my friends to wear the best of my new clothes.'	Jethro Vane is friendly and helpful.	FALSE	'He is a good man, but he is not friendly.'	The settlers work hard every day of the week.	FALSE	'No-one works on Sunday.'	The Puritan girls are afraid of the forest.	TRUE	'They cover their faces when they go into the forest.'
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The Puritan girls are afraid of the forest.	TRUE	'They cover their faces when they go into the forest.'														
Activity 2	<p>The correct version is below:</p> <p><i>Witch Child</i> is a very interesting and exciting book. It is a picture of Puritan life and deals with themes of religion and superstition. Mary is an admirable heroine and the story really helps the reader to identify and sympathise with her. Overall, I highly recommend this book.</p>															
Activity 3	<p>a. 'I do not like his eyes...'</p> <ul style="list-style-type: none"><li>Simile.</li><li>By likening the Reverend's eyes to weapons, the language surrounding this character.</li></ul> <p>b. 'They are even here among us...'</p> <ul style="list-style-type: none"><li>The alliteration of the 's' sounds.</li><li>It mimics the sound of a snake, and makes the story more scary.</li></ul> <p>c. 'Memory brought the blood thudding...'</p> <ul style="list-style-type: none"><li>To suggest the feeling of Mary's heart racing while she is in the forest.</li><li>It enhances the reader's understanding of Mary's feelings.</li></ul>															

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Activity	Answers
Extension Task	<p>a. Something added to make up a requirement. A modern alternative would be a supplement or addition.</p> <p>b. 'Physick' is the practice of medicine and healing. A modern version could be a Physic Garden or Medicinal Garden.</p> <p>c. The important men of the town. Modern versions could be a council or a group of experts.</p>
Activity 4	This activity tests whether the students understand the context of the text. It can be used to show a range of emotions and moods.



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## 'Settlement': Entries 52-59

Activity	Answers
Ideas for Class Discussion	<p><b>Why does the older native recognise Jonah as being different?</b></p> <ul style="list-style-type: none"> <li>Has Jonah treated the Indians differently?</li> <li>What do the Indians have in common with Jonah?</li> </ul> <p><b>Why did Jaybird leave the white family that took him in?</b></p> <ul style="list-style-type: none"> <li>Did he feel at home with them?</li> <li>What does he mean when he says 'there is more to being a white man than just a language and wearing his clothes'?</li> <li>Do you think Jaybird was right to go back to his people?</li> </ul> <p><b>Why do Mary and her family accept the ruling for her to move to the reservation?</b></p> <ul style="list-style-type: none"> <li>What would happen if they refused?</li> <li>What advantages do newcomers have in Beulah?</li> </ul>
Quiz Answers	<p>1. The Indian boy</p> <p>2. A basket of herbs and other items to help Jonah</p> <p>3. Jaybird</p> <p>4. They welcomed and helped them</p> <p>5. The English brought illnesses that the Indians could not recover from</p> <p>6. The Meeting House</p> <p>7. He believes that someone has given them the Evil Eye</p> <p>8. A girl should not live with men who are unrelated to her</p>
Activity 1	<p>a. The history of Beulah and the effect that the arrival of the settlers had on the Indians</p> <p>b. The ignorance and arrogance of Goody Francis</p> <p>c. By first revealing the generosity and good sense of the Indian community, she presents a contrasting picture to the one Goody Francis believes to be true. This makes her argument more extreme and unfair, and enhances the sympathy that the reader feels for her.</p>
Activity 2	<p>The correct answer is given below. The exclamation marks are optional, but they can help to portray Goody Francis' outrage.</p> <p>I went to visit my sister today and was shocked at what I saw. I did not want to allow the girl to write, she also sees nothing wrong with a girl living with men. It is most unseemly! I shall have to speak to the Select Committee.</p>
Extension Task	<p>a. Option 2 'How does he do?'</p> <p>b. Option 3 An arm's length</p> <p>c. Option 1 Up to the Devil's work</p>
Activity 3	<p>a. 1595-1617</p> <p>b. John Smith</p> <p>c. She was captured by the English, but when she had the opportunity she chose to stay with them. She married an English man and lived with them.</p> <p>d. She converted to Christianity during her captivity.</p> <p>Students may write about the similarity between the education of the two girls. They should recognise that Jaybird returned to his people, whereas Mary did not.</p>
Activity 4	<p>This is a creative task that allows students to use their imagination within the guidelines. The websites should be coherent, and appropriate to the task. It should be an attempt to use persuasive language in order to 'sell' the book, so students should have thought carefully about the design of the example websites.</p>
Activity 5	<p>The presentation of the website should be well organised and prepared. Students should consider the points raised in the task and be able to explain their choices. After each presentation you could hold a short question-and-answer session to give students to give constructive feedback.</p>

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## 'Settlement': Entries 60-66

Activity	Answers
Ideas for Class Discussion	<p><b>Why does the dog react strangely towards Mary?</b></p> <ul style="list-style-type: none"> <li>Do you think he likes Mary, or is he scared of her?</li> <li>Can he recognise Mary's association with wolves?</li> <li>Does this make the men suspicious of Mary?</li> </ul> <p><b>Why does Jaybird take Mary along such a dangerous route?</b></p> <ul style="list-style-type: none"> <li>Is he testing her bravery?</li> <li>Do you think he is worried that she may fall, or is he certain she will?</li> <li>Would you have climbed up the mountain?</li> </ul>
Quiz Answer	<ol style="list-style-type: none"> <li>Ducks and geese</li> <li>Eyes</li> <li>They have all been killed</li> <li>A hare</li> <li>Pictures of animals</li> <li>Because of the great wrong done to her</li> <li>At dusk</li> <li>A sheep</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>As the older native has just compared Mary to the she-wolf, his grandfather's words suggests that something bad happened that Mary's fate may be the same.</li> <li>This could mean that Mary feels more comfortable when she the Puritans insist upon. It implies that the Puritan ways feel</li> <li>As sheep are typified as being dull and following the actions suggests that Mary wishes to rebel against the rules and be</li> </ol>
Extension Task	<ol style="list-style-type: none"> <li>She is comparing the snow to goose feathers, and implying plucking the geese and causing the snow.</li> <li>The Puritans would disapprove of this phrase as it contradicts spirituality. Martha could be in severe trouble if she was heard</li> <li>It reveals that Martha is playing a part in order to survive, as a Puritan.</li> </ol>
Activity 2	This activity tests the students' ability to write with clarity and use
Activity 3	<p>There are many similes in this entry for the students to choose. For</p> <ol style="list-style-type: none"> <li>'It looked as though the trees dripped blood.' (enhances the s</li> <li>'boulders rendered to pebbles, the stream like a thread of twi</li> <li>'like books stacked in a pile a' to a'ppie' (makes the moun</li> </ol>
Activity 4	As there are no right or wrong answers to this activity, the focus listen, process information and present a relevant and well-reason
Activity 5	Students should demonstrate consideration of their narrative should reflect the information that can be found in the novel (for or nature and their fear of the natives). The texts should be writ

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## 'Settlement': Entries 67-76

Activity	Answers
Ideas for Class Discussion	<p><b>Do you agree with Mary that Elias Cornwell is 'quite mad'?</b></p> <ul style="list-style-type: none"> <li>Where do you think he finds the information for his pamphlets?</li> <li>Why is he respected in the community when he is so extreme?</li> <li>Do the settlers see his interest in portents and miracles as a sign of madness?</li> </ul> <p><b>Do you believe that Goody Johnson has been happy since leaving her husband?</b></p> <ul style="list-style-type: none"> <li>Do you think it is possible to change in such a way?</li> <li>Would you be able to keep a secret for so long?</li> <li>What would you do in Goody Johnson's situation?</li> </ul>
Quiz Answer	<ol style="list-style-type: none"> <li>They would rather be in the cold and have privacy.</li> <li>Goody Johnson.</li> <li>Reverend Johnson.</li> <li>To scribe for Elias Cornwell.</li> <li>Because Goody Johnson has given her lots of food.</li> <li>They threw her in a pond to see if she would float.</li> <li>A wolf.</li> <li>He believes that women are unclean after childbirth.</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>'she knows I am keeping something back'</li> <li>'I never knew my father'</li> <li>'My grandmother was dead by then, thank the Lord she was'</li> <li>'I could not reach the surface and even if I did, I would be killed'</li> <li>'He denounced the Witchfinder and his men as charlatans'</li> <li>'I said what she wanted to hear'</li> </ol>
Activity 2	The focus of this task is for students to write a text according to the tasks should reflect the information in entry 72, but should also be creative.
Activity 3	<ol style="list-style-type: none"> <li>Students may disagree, but the impression given is that Reverend Johnson is very much for his children.</li> <li>'Reverend Johnson looked at a loss, as if he did not concern himself with his children', and 'I do not want to hear them tonight.'</li> <li>Being kept awake all night.</li> <li>'They cough so we get no sleep. I can hardly think.'</li> </ol>
Extension Task	<p>This task is mainly based on students' opinions, but possible answers are:</p> <ol style="list-style-type: none"> <li>The information could be designed to surprise readers, and challenge their assumptions and opinions.</li> <li>Reverend Johnson's actions may make him more likeable, or show that he has changed since becoming a minister.</li> <li>Students may find it revealing Reverend Johnson's past actions, and that the story is too unlike Reverend Johnson.</li> </ol>
Activity 4	The main focus of this task is the peer assessment. The presentation should reveal a good understanding and consideration of character, and clear and constructive criticism. The students should also be able to give feedback to others, and recognise how the work can be improved.
Activity 5	<p>The main focus here is coherence in the students' writing. The students should describe the conditions described in Mary's household are much bleaker than in the settlement, and that this is shown by the excess food that Goody Johnson has given her help.</p> <p>The students should use PEE writing to explain their ideas clearly, and link sentences and paragraphs with appropriate words and phrases.</p>

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## 'Settlement': Entries 77-85

Activity	Answers
Ideas for Class Discussion	<p><b>Why are Deborah and her friends obsessed with who they will marry?</b></p> <ul style="list-style-type: none"> <li>What are the benefits of having a 'good' marriage in settlement?</li> <li>And what happens to women who marry badly?</li> <li>Do the girls have much choice in their future husbands?</li> </ul> <p><b>Why is Reverend Johnson keen to marry so soon after Goody Johnson's death?</b></p> <ul style="list-style-type: none"> <li>Does he need time to grieve?</li> <li>Can he cope without a wife?</li> <li>Is he concerned about appearance and reputation?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>The ground is soft for a grave to be dug.</li> <li>Ned Crompton and Josiah Crompton.</li> <li>The sound of a dog barking.</li> <li>She moves back in with Martha.</li> <li>Making a poppet.</li> <li>Sarah Goodwin.</li> <li>Elias Crompton.</li> <li>Put a curse on her.</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>This could be taken as a sarcastic comment based upon how little time he has since his wife's death.</li> <li>This implies that Martha knows how to abort unwanted pregnancies.</li> <li>Reverend Johnson is suggesting that evil can be present in the most innocent of people and is referring to Mary when he says this.</li> </ol>
Activity 2	This activity tests the students' ability to write imaginative, interesting work. Their work should demonstrate an understanding of the accusations made against Mary, as well as an ability to create similar accusations. They may also use persuasive language to ingratiate themselves with Reverend Johnson.
Extension Task	This extra task should reveal a deeper understanding of Deborah Vane's motivations and plans.
Activity 3	<ol style="list-style-type: none"> <li>This entry focuses on Reverend Johnson's warning to Mary. It highlights her vow to do nothing that could draw attention.</li> <li>In this entry, Mary finds out that Deborah Vane and her friends are interested in practising witchcraft themselves.</li> <li>Rees first emphasises the danger that Mary is in, and makes it clear that she is not at fault. Then, she reveals Deborah's suspicions, and implies that the danger is being blamed on Mary. This gives a clear sense of the consequences that Mary faces if she is not at fault.</li> </ol>
Activity 5	<p><b>Quill:</b> Writing implement made from a feather. e.g. 'splaying the nib cut into a quill'</p> <p><b>Poppet:</b> doll-like figure of a person for use in witchcraft. e.g. 'It is a poppet, a waxen image'</p> <p><b>Visage:</b> face or racial expression. e.g. 'The foul fiend oft times hides behind a fair visage'</p> <p><b>Manna:</b> A food. In this context, the use refers to a biblical event in which God miraculously supplied with food in the wilderness. e.g. 'each mouthful tastes like manna'</p> <p><b>Scrying:</b> The practice of using reflective objects to see the future. e.g. 'the shimmering surface seemed to act just like the sea'</p> <p><b>Will o' the wisp:</b> Mysterious supernatural light, which many believed was a warning of danger. e.g. 'It will not be long before suspicion turns away from Mary'</p>

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## 'Settlement': Entries 86-93

Activity	Answers
Ideas for Class Discussion	<p><b>Why do the settlers turn against the natives and threaten to shoot them?</b></p> <ul style="list-style-type: none"> <li>What has changed to make the natives seem like a threat?</li> <li>Do the settlers not remember or appreciate the help that the natives have given them?</li> </ul> <p><b>Why does Mary decide to hide her journal instead of destroying it?</b></p> <ul style="list-style-type: none"> <li>What does Mary's journal represent?</li> <li>What would destroying it represent?</li> <li>Considering the danger she is in, do you think she is being foolish?</li> </ul> <p><b>Why are the other children interested in witchcraft?</b></p> <ul style="list-style-type: none"> <li>Are they just playing games, or do they truly believe that there is something to it? Why are they not worried about getting into trouble?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>1. They will be shot</li> <li>2. Beaded moccasins</li> <li>3. Destroy it / burn it</li> <li>4. She hides it in a quilt she is making</li> <li>5. Screaming</li> <li>6. Tom Carter</li> <li>7. Nathaniel Clench</li> <li>8. A cap and a petticoat</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>a. Hopefully, students will recognise that the first paragraph is a summary of the events.</li> <li>b. The author avoids unnecessary words, and uses a wide range of words.</li> <li>c. The author repeats words such as 'loud' and uses ineffective repetition. In addition, there are unnecessary words such as 'of our home'.</li> </ol>
Extension Task	The focus here is on the students' use of the techniques that they should remove all of the unnecessary repetition, and use interesting words and phrases.
Activity 2	<p>There are several ways to rewrite these sentences. Possible answers:</p> <ol style="list-style-type: none"> <li>a. Having found Mary's journal, Martha tells her to destroy it.</li> <li>b. Mary goes into the forest to warn the Indians that the settlers are coming.</li> <li>c. As she walks through the forest, Mary hears a jaybird singing.</li> </ol>
Activity 3	<p>Students may need some direction with the Internet research for 'Penelope', 'Greek legend', 'Greek myth', 'Odyssey', 'Homer' etc. All websites all provide plenty of information for this task:</p> <ul style="list-style-type: none"> <li><a href="http://en.wikipedia.org/wiki/Penelope">http://en.wikipedia.org/wiki/Penelope</a></li> <li><a href="http://www.britannica.com/EBchecked/topic/449763/Penelope">http://www.britannica.com/EBchecked/topic/449763/Penelope</a></li> <li><a href="http://www.encyclopedia.com/Pa-Pr/Penelope.html">http://www.encyclopedia.com/Pa-Pr/Penelope.html</a></li> </ul> <p>Penelope was the wife of Odysseus. She appears in Homer's <i>Odyssey</i>.</p> <ol style="list-style-type: none"> <li>c. Penelope promises to choose a suitor once she has finished her weaving. She spends every night for three years undoing the stitches in order to delay the suitors.</li> </ol>
Activity 4	Students' presentations should demonstrate the ability to remain focused and show that research for the task has been completed. There should be some thought in the students' approaches to the presentation of character.

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## 'Witness': Entries 94-99

Activity	Answers
Ideas for Class Discussion	<p>Do you think Hannah and Deborah are able to practise witchcraft if they can?</p> <ul style="list-style-type: none"> <li>What does Mary think?</li> <li>Do you think a person can learn witchcraft, or do they have to be born with it?</li> <li>Is there anything in this section that suggests the girls have learned witchcraft?</li> </ul> <p>Why does Tobias let Mary out of the Meeting House?</p> <ul style="list-style-type: none"> <li>Does he believe Mary is innocent?</li> <li>What would happen to him if anyone saw what he was doing?</li> <li>Do you think he was foolish to help Mary?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>A Devil's Association</li> <li>John Aldwell</li> <li>so that they are not held responsible</li> <li>Witchcraft</li> <li>Rebekah gets stomach pains</li> <li>She has gone into labour</li> <li>A bird</li> <li>Tobias</li> </ol>
Activity 1	<ol style="list-style-type: none"> <li>The ability to transform oneself into a creature (in both scenes contain accusations of the witch hurting her victim from a creature) so that they be able to control their victims.</li> <li>By using similar names and events, and having the character enhance the historical accuracy of her novel, and uses recognition to help reader understand the text.</li> <li>Proctor</li> <li>Abigail</li> </ol>
Activity 2	As this task is based on Writing AF3, the main focus is the organisational structure of the writing. Students' work should be organised in form of the information asked for on the worksheet.
Activity 3	<ol style="list-style-type: none"> <li>This implies that the people of Beulah are prone to lies and should be ignored in favour of a good story.</li> <li>This demonstrates how the story is passed between people, based on gossip and exaggeration.</li> </ol>
Activity 4	This activity tests whether the students understand the context of the story and how it can be used to show a range of emotions and moods.
Extension Task	The students' scripts and plays should demonstrate a clear consistency in the characters' moods and emotions. This could be tested further by having a session for each group at the end of their presentation.
Activity 5	This activity tests the students' ability to research and use factual information.

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## 'Testimony' and 'Afterword'

Activity	Answers
Ideas for Class Discussion	<p><b>Why don't the men look for Mary in the birthing room?</b></p> <ul style="list-style-type: none"> <li>What is their opinion of labour and birth?</li> <li>Are they afraid of Rebekah's screams?</li> </ul> <p><b>Why are Martha and the others planning to leave Beulah?</b></p> <ul style="list-style-type: none"> <li>What will be the consequences of helping Mary?</li> <li>Do you think they will find a place where people are friendly?</li> <li>If you were in their position, would you have stayed in Beulah?</li> </ul>
Quiz Answers	<ol style="list-style-type: none"> <li>To the wilderness</li> <li>John Rivers and his horse</li> <li>Obadiah</li> <li>The description of Mary Sarah</li> <li>They believe they will be accused of witchcraft in the future</li> <li>She will sew it into the quilt along with Mary's journal</li> <li>Alison Ellman</li> </ol>
Activity 1	<p>There may be more than one quote to answer each question. Possible answers:</p> <ol style="list-style-type: none"> <li>'These pages, written in a different hand...'</li> <li>'Sarah forbade them to fight'</li> <li>'where she was going a horse would be next to useless'</li> <li>'Me and Jonah, like as not'</li> <li>'as soon as Rebekah is well enough to travel'</li> <li>'We depart for Salem'</li> </ol>
Activity 2	<p>The main focus of this task is for the students to write in coherent paragraphs. They will also need to demonstrate that they have thought about the topic and show an ability to explain and persuade with clarity.</p>
Extension Task	<p>This task tests the students' ability to write and vary text according to purpose. If you have time, you could ask the students to look at several different pieces of writing and identify common techniques.</p>
Activity 3	<ol style="list-style-type: none"> <li>Through Martha, Rees is able to explain events and give opinions. This broadens the reader's experience of the novel, and allows them to relate to them.</li> <li>It is unrealistic to think that Mary would have had time to write a journal while she was being chased.</li> <li>This reminds the reader of the beginning of the book, and the day. By suggesting that Mary's journal is a real document, it makes Mary's story more believable.</li> </ol>

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