

ENGLISH | KS3

# Teaching Malorie Blackman in Year 8



POD 5799



[english@zigzageducation.co.uk](mailto:english@zigzageducation.co.uk)  
[zigzageducation.co.uk](http://zigzageducation.co.uk)

*Photocopiable/digital resources  
may only be copied by the  
purchasing institution on a single  
site and for their own use*

Become a published author...  
Register@  
[PublishMeNow.co.uk](http://PublishMeNow.co.uk)

# Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use.....	iv
Teacher’s Introduction.....	1
Scheme of Work Outline.....	2
Lessons.....	2
Lesson One: Malorie Blackman.....	3
Lesson Two: <i>Pig Heart Boy</i> .....	7
Lesson Three: <i>Pig Heart Boy</i> .....	13
Lesson Four: <i>Pig Heart Boy</i> .....	18
Lesson Five: <i>Noughts and Crosses</i> .....	22
Lesson Six: <i>Noughts and Crosses</i> .....	27
Lesson Seven: <i>Noughts and Crosses</i> .....	32
Lesson Eight: <i>Noughts and Crosses</i> .....	37
Lesson Nine: <i>Noughts and Crosses</i> .....	43
Lesson Ten: <i>RSC Noughts and Crosses</i> .....	50
Lesson Eleven: <i>Noble Conflict</i> .....	55
Lesson Twelve: <i>Noble Conflict</i> .....	58
Lesson Thirteen: <i>Noble Conflict</i> .....	64
Lesson Fourteen: Assessment Preparation.....	69
Lesson Fifteen: Assessment.....	76

# Teacher's Introduction

Malorie Blackman is arguably one of the most talented, thought-provoking and relevant writers in the field of Young Adult Fiction. Her fiction has brought her a wealth of titles and accolades, which celebrate her writing and her vision for what Young Adult Fiction is and could potentially be. In 2013, she was awarded with the prestigious role of being 'Children's Laureate'; something which she has truly relished, making a significant difference to young people's perceptions of reading, and their reading habits.

Malorie Blackman's writing is enjoyed by both adults and children alike, and it is this, along with her ability to encourage the reader to think about difficult world issues, means that her works are vital components of the contemporary English classroom. This resource will look at Malorie Blackman's finest works: *Pig Heart Boy*, *Noughts and Crosses* – both the novel and the RSC play, *Noble Conflict*, and her short 'Doctor Who' story.

This resource coincides with the new 2014 National Curriculum, as it states that KS3 students must study two authors each academic year. This resource focuses on Malorie Blackman's writing career and looks at a range of text types: novels, short stories and plays. In this resource, we will look in detail at *Noughts and Crosses*, whilst looking at extracts from the other outlined texts. This will cover a wide repertoire of Malorie Blackman's writing career, which will allow students to gain further insights into her writing and life as a writer. This resource also covers all aspects of the new KS3 National Curriculum: communication, reading, writing and language development. All of the activities outlined in the resource link to the National Curriculum to ensure the English Curriculum is being met to develop students' understanding and skills within the subject.

This resource has been divided into the texts that will be studied. Therefore, there are five sections, spanning a wide repertoire of Malorie Blackman's written works.

For each section there will be:

- A lesson-by-lesson outline of different activities and resources that can be used for each text.
- A range of innovative worksheets that will have specific and vigorous learning focuses.
- Teacher PowerPoints for each lesson, which are differentiated, centre on the specific Assessment Focuses and are easily adaptable.
- A range of innovative activities that focus on all aspects of the Curriculum: communication, reading, writing and language development.

The lessons and activities centre on creativity, group work and independent learning, which in turn aim to develop and deepen students' understanding of challenging texts. The resource builds up to a Reading Assessment, which centres on extracts from the texts studied.

Alongside the study of the texts, students will research and learn about Malorie Blackman as a writer. There are a range of activities and resources to help students structure their research and writer analyses.

## **Editions of Texts Used and Referenced:**

Blackman, M, *Noble Conflict* (London: Doubleday Books, 2013).

Blackman, M, *Noughts and Crosses* (London: Random House Group, 2001).

Blackman, M, *Pig Heart Boy* (London: Corgi Books, 1997).

Blackman, M and Cooke, D, RSC: *Noughts and Crosses* (London: Nick Hern Books, 2007).

Blackman, M, *The Ripple Effect* (London: Puffin, (2013).

*A Newsham, January 2015*

## Free updates

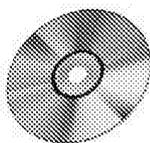
Register your email address to receive any future free updates\* made to this resource or other Geography resources your school has purchased, and details of any promotions for your subject.

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

## CD

The CD contains the PowerPoint presentations for each lesson.



## Links page

For your convenience, links to the websites required for activities have been provided on ZigZag Education's website at [ZZed.co.uk/5799](http://ZZed.co.uk/5799). Students might find this helpful for accessing the websites rather than typing in the web address each time. As customers report any broken links, we will update this page. If you find that any of the links are not working, please inform us by email to [english@zigzageducation.co.uk](mailto:english@zigzageducation.co.uk).



# Scheme of Work Overview

Lesson	Learning Objective	Br
Malorie Blackman context	To understand the writing influences of Malorie Blackman and to research her writing career	<ul style="list-style-type: none"> <li>Understand the</li> <li>Research Malorie and the library</li> <li>Complete the 'A'</li> </ul>
<i>Pig Heart Boy</i>	To understand how a character's emotion is developed	<ul style="list-style-type: none"> <li>Understand who would show it</li> <li>Empathise with Callum in his situation</li> </ul>
<i>Pig heart boy</i>	To understand how conflict is portrayed	<ul style="list-style-type: none"> <li>Explore the idea illustrated in the</li> <li>Debate about Callum</li> </ul>
<i>Pig Heart Boy</i>	To understand how narrative structure is changed and to what effect	<ul style="list-style-type: none"> <li>Focus on the ending is different and why</li> <li>Authorial intention</li> </ul>
<i>Noughts and Crosses</i>	To understand how an opening is engaging	<ul style="list-style-type: none"> <li>Analyse the prologue: how is it done this? Use of</li> <li>Read Sephy and Callum: How are they different?</li> </ul>
<i>Noughts and Crosses</i>	To understand how a theme is presented in a novel	<ul style="list-style-type: none"> <li>Focus on Callum's story: how happens</li> <li>Root it in real life</li> </ul>
<i>Noughts and Crosses</i>	To understand how a theme is presented in a novel	<ul style="list-style-type: none"> <li>Focus on the idea of love: How do we view it?</li> <li>How is it portrayed in the novel? Blackman's intention</li> </ul>
<i>Noughts and Crosses</i>	To understand how love is portrayed in a novel	<ul style="list-style-type: none"> <li>Where is love in the novel? How has Blackman portrayed it?</li> <li>Read the section where Sephy and Callum declare their love</li> <li>Creative writing</li> </ul>
<i>Noughts and Crosses</i>	To understand Blackman's intentions	<ul style="list-style-type: none"> <li>Read the ending</li> <li>Why has Blackman written this?</li> </ul>
<i>Noughts and Crosses: RSC play</i>	To understand the play form and its features	<ul style="list-style-type: none"> <li>Exploration of a play: how to engage an audience</li> <li>Dramatising a key scene: what skills and focus is needed?</li> </ul>
<i>Noble Conflict</i>	To understand how conflict is portrayed and how this is a key feature of Blackman's style	<ul style="list-style-type: none"> <li>What is conflict? How is it portrayed? Illustrate it?</li> <li>Read the opening of the novel</li> </ul>
<i>Noble Conflict</i>	To understand how conflict is portrayed and how this is a key feature of Blackman's style	<ul style="list-style-type: none"> <li>Students compare and contrast texts</li> <li>Write a response to the opening: how does she achieve this in the opening?</li> </ul>
<i>Noble Conflict</i>	To understand how Blackman uses language to describe conflict and to develop this in your own writing	<ul style="list-style-type: none"> <li>Cloze analysis of the opening: how does she achieve this in the opening?</li> <li>Students write their own opening</li> </ul>
Assessment Preparation	To understand how to make links between texts and Blackman's writing	<ul style="list-style-type: none"> <li>Making links between texts</li> <li>Ordering of Blackman's writing</li> <li>Essay preparation</li> </ul>
Assessment	To understand how to analytically respond to Blackman's writing	<ul style="list-style-type: none"> <li>Re-drafting and editing</li> <li>Completion of a response to Section B</li> </ul>

INSPECTION COPY

**COPYRIGHT PROTECTED**



# Lesson One: Malorie Blackman

INSPECTION COPY

**LO**

**Learning Objective:**

To understand the writing influences of Malorie Blackman's career.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Students have to complete their 'My thoughts on being a writer' post-it note. Students should explore their view on writing and authors. The post-it-notes are structured to allow students to answer the questions effectively. They will be used at the end of the lesson, so they could be displayed in a central place.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to share the Learning Objective and the keywords for the lesson. Students have to write their own definitions to the keywords. LO and keywords to be displayed on the PowerPoint presentation.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Watch the YouTube clip about Malorie Blackman discussing her role as Children's Laureate: <a href="http://www.youtube.com/watch?v=ZUeri6odlb0">http://www.youtube.com/watch?v=ZUeri6odlb0</a></li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>After watching the clip, the teacher could ask students about Malorie Blackman's opinions on young people's reading habits. From this, the teacher could relate to individuals' reading habits: what do you like reading and why? This links to the plenary activity.</li> <li>In pairs, students should discuss their thoughts and opinions about Malorie Blackman after watching the clip. Students should write two things about her that they found interesting – students should write this in the Author Fact File.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to explain the research task. Teacher could model how to effectively research and discuss the reading strategies of skimming and scanning. All students must understand the importance of reading strategies and how to implement them.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>If the teacher has the resources, split the class into two. Half of the students can research Malorie Blackman in the library, and the other half can use the Internet. Students should record their findings in the Author Fact File. This is structured to allow students to undertake effective and useful research.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Switch the class over.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Each student retrieves their 'My opinions on being a writer' post-it note. In pairs, they should discuss whether their initial impressions relate to Malorie Blackman: how and why. Discussion points will be displayed on the whiteboard to help aid and structure the discussion. Once students have done this, they should record their ideas on the bottom of the post-it, explaining whether their thoughts have changed or not.</li> </ul>

**COPYRIGHT  
PROTECTED**



**For all links please go to:**  
[zzed.co.uk/5799](http://zzed.co.uk/5799)

# My Writing Thoughts

In three words, describe a children's author:

.....

What does a children's writer do? Why do you think this?

.....

.....

.....

What qualities does a writer need? Why do you think this?

.....

.....

.....

Do your initial impressions relate to Malorie Blackman? Explain how they do or don't you think this.

.....

.....

.....

.....

.....

.....

INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED



# Author Fact File: *Malorie Blackman*

## Key Information about Malorie Blackman

Age: .....

Born: .....

Family Background: .....

Education: .....

## Her views on writing

When did Malorie Blackman start writing? .....

.....  
.....

How does Blackman feel about writing? .....

.....  
.....

How does Blackman write? Does she have a routine? .....

.....  
.....

Who are Blackman's influences? Why? .....

.....  
.....

## Timeline of Blackman's works:

← .....

INSPECTION COPY

COPYRIGHT  
PROTECTED



Accolades and titles she has received because of her writing:

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



**Challenge**

What do you expect from Malorie Blackman’s writing and why?  
THINK ABOUT: writing influences, her life and her opinions.

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

**Key Websites**

Malorie Blackman Research: Useful Websites

- <http://www.malorieblackman.co.uk>
- <http://www.childrenslibrary.org.uk/malorie-blackman/>
- <http://www.fictioneducation.co.uk/b/malorie-blackman/>
- <http://www.booktrust.org.uk/books/children/booklists/219/>
- <http://www.theguardian.com/books/malorie-blackman>
- <http://www.randomhouse.co.uk/authors/malorie-blackman>
- <http://www.wordpool.co.uk/ap/blackman.htm>



**COPYRIGHT  
PROTECTED**



# Lesson Two: *Pig Heart*

INSPECTION COPY

**LO** Learning Objective:  
To understand how a character's emotion is developed.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Discuss the Learning Objective – what they are going to be learning and why.</li> <li>Keywords for the lesson – students to find the definitions. Once students have found the definitions, the teacher should discuss how they relate to the LO and how they are significant to the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Match the emotion to the sentence. In pairs, students have repeated sentences that are changed slightly – they must match the sentence to intended emotion. Students should focus on the differences in the sentences and the impact that they have. The differences are mainly punctuation and use of italics and capitals. Once students have done this, the teacher should ask for feedback. The teacher should develop students' answers further, focusing on the LO for the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Discuss the title – <i>Pig Heart Boy</i>.</li> <li>Questions are to be displayed on the whiteboard to discuss. Students should work in pairs to do this.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students should feedback their ideas to the class. Teacher to question students further – why is the heart significant? How is it symbolic? Why a heart?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Read the opening of <i>Pig Heart Boy</i>.</li> <li>Read up to p. 27.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Paired discussion questions about plot, character and emotion.</li> <li>These are to be displayed on the whiteboard.</li> <li>Link to the keywords for the lesson.</li> <li>If there is time, teacher could ask for feedback and formulate a classroom discussion.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Each group gets a different section of the opening to work with. They must read that section and list all of the emotions that they witness from the characters. Use the worksheets provided. Students must analyse HOW and WHY Blackman portrayed these emotions and how they are developed from the beginning of their section to end.</li> <li>After the group work time, they must feed back their ideas to the class. Teacher should limit group feedback to a minute or two for each group. This will help it to become structured and precise.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Each group feeds back their ideas to the class, in chronological order.</li> <li>After each class has fed back their ideas, students must think and analyse how Blackman develops emotion throughout the opening.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Students are to complete the worksheet: Malorie Blackman's opening to <i>Pig Heart Boy</i>.</li> </ul>

**COPYRIGHT  
PROTECTED**



**Starter Activity: Emotion mash and match up!**

Cut out the following cards and give them to pairs. Students must match up the emotion.

- I think... I love you?
- I think I love you!
- I think I LOVE you!
- I *think* I love you...
- I think I love you
- I – think – I – love – you?
- / think / love you!
- I THINK I LOVE YOU!

INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Emotions

Circle your group:

1. Chapter 1, Dying

2. Chapter 2, Tickling

3. Ch...

You must read the first chapter in *Pig Heart Boy*. As you are reading it, you experience in the box below.

Anxiety, ...

Look at your emotions box – what do you notice about your emotions? Are the emotion perplexity increase as the story goes on?

**TASKS:** Group your emotions in different categories. I'm not telling you what you have just got to do it.

Using the line below, rate your emotions in terms of their perplexity and strong emotion and why.

---

### Weak

In the space below, write down what you notice about the emotions you experience in Blackman's opening.

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

COPYRIGHT  
PROTECTED



Take three key emotions that you experience whilst reading the chapter – the reader/characters experience repeatedly or really strong emotions – if you have these three emotions, write them down in the table below.

Emotion	Where?	How does it make the reader feel?	Why does it 'affect' you?
		This makes the reader feel... because...	I think this is...

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### Homework: Emotions in the Opening

After listening to the full analysis of the opening, complete this worksheet  
Blackman achieves this emotive atmosphere.

In the boxes below, write down a key emotion that you experience in the  
evidence to support your points.

**Chapter One: Dying**

Key Emotion: .....

Evidence: .....

.....

.....

 INSPECTION COPY



**Chapter Two: Ticking**

Key Emotion: .....

Evidence: .....

.....

.....



**Chapter Three: News**

Key Emotion: .....

Evidence: .....

.....

.....

 INSPECTION COPY

COPYRIGHT  
PROTECTED



These emotions stand out to the reader because Blackman has displayed emotions, for example:

A key emotion is..... and Blackman shows this through

.....

Blackman does this to highlight .....

.....

.....

.....

.....

.....

.....

What emotion do you expect to feel next? Why do you think this?

.....

.....

.....

.....

.....

Why does each chapter have its own title? Why would an author do this?

.....

.....

.....

.....

.....

INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Lesson Three: *Pig Heart*

**LO**

**Learning Objective:**

To understand how conflict is presented in the text.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Displayed on the whiteboard are a series of different images, all depicting conflict. Students must not know that this is the link.</li> <li>In groups, students are to discuss and work out how the images are linked together. Discussion prompts are to be circulated on the whiteboard.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Go through the Learning Objective for today's lesson. Students to write their own definition for conflict. Discuss beforehand to ensure all students are aware and understand.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Read page 112 to page 119.</li> <li>As a class, discuss Cameron's relationship with Marlon. What is it like? Why? How do they feel about one another? How has Blackman depicted this relationship?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Read page 120 to page 131.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Individually, students have to write down examples of where conflict is shown in this chapter.</li> <li>Once students have done this, they should share their pointers with their partner.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Split the class into three groups of equal number. Explain the task: students are going to take part in a debate about whether it is right a human should take an animal heart. Students must work through their arguments, exploring and detailing them in detail.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students are to work in groups, detailing their arguments. Students to complete the worksheets given. Teacher should circulate, ensuring all students are on task and understand the requirements.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students partake in the debate as a class.</li> <li>Teacher should circulate, ensuring all students are on task and behaving appropriately.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Self-reflection about individual participation in the class debate.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## My Conflict Definition

In the box below, you must write your own definition for conflict. You must describe how it manifests and the impact it has on individuals and society.

My Conflict Definition:

.....

.....

.....

.....

.....

.....

## My Conflict Box

In the box below, write down all of the instances where conflict is shown in the text. Use evidence to support and explain if necessary. For example: conflict is shown when Mrs. Cameron wants Cameron to stay away from Marlon but he does not.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Debate**

Debate focus: Is it ethical for a human being to have an animal's heart?

You are going to be arguing that, yes, it is ethically and morally right for a human to have an animal's heart. Record your arguments on the next sheet, exploring them in detail. Remember to use evidence from the text to support your points.

Success Criteria:

- examples to support your arguments
- exaggeration/hyperbole
- triadic structure
- rhetorical questions



Debate focus: Is it ethical for a human being to have an animal's heart?

You are going to be arguing that, no, it is wrong for humans to use animals this way. Record your arguments on the next sheet, exploring them in detail. Remember to use evidence from the text to support your points.

Success Criteria:

- examples to support your arguments
- exaggeration/hyperbole
- triadic structure
- rhetorical questions



Debate focus: Is it ethical for a human being to have an animal's heart?

You are undecided. You are going to be arguing that it is morally correct and it is not morally correct. You must make your own mind up. Record your arguments on the next sheet, exploring them in detail. Remember to use evidence from the text to support your points.

Success Criteria:

- examples to support your arguments
- exaggeration/hyperbole
- triadic structure
- rhetorical questions



**COPYRIGHT  
PROTECTED**





## Homework: Self-reflection debate

My team were arguing that .....

WWW (what went well):

In the space below, write down what you think your team and yourself did well at.

.....

.....

.....

.....

.....

.....



EBI (even better if):

In the space below, write down what you think your team and yourself could have done better at.

.....

.....

.....

.....

.....

.....

.....

.....

After listening to the debate, decide what you truly think. In the space below, write down what you think and why.

.....

.....

.....

.....

.....

.....



INSPECTION COPY

COPYRIGHT  
PROTECTED



# Lesson Four: *Pig Heart*

**LO**

**Learning Objective:**

To understand how narrative structure is changed and to

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Show a picture of a Lego house. Ask students to think about what makes up the Lego house. How is it made? Why have I shown you a picture of a Lego house?</li> <li>This activity should allow students to think about the structure of a Lego house, building up to thinking about the structure of a narrative.</li> </ul> <p>Discussion prompts to be displayed on the whiteboard</p>
5 minutes	Discuss the Learning Objective for the lesson and the idea of structure. Link it to the Starter Activity.
5 minutes	<ul style="list-style-type: none"> <li>Students to decide what goes into a story/narrative. Students must write a list of the ingredients. Depending on the ability of your class, you should discuss and model this activity for them beforehand.</li> <li>Share with their partner, once they have finished.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Read the last chapter of <i>Pig Heart Boy</i> – titled 'See You Soon'.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Paired discussion questions about the structure of the novel and the ending of the novel.</li> <li>Questions to be displayed on the whiteboard.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to work individually analysing the ending of the novel. Students to complete the ending analysis worksheet.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to share their ideas with their partners, or you could do this as a classroom discussion – depending on your class and the students you teach.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students to write a response to the question: Why did Blackman end her novel <i>Pig Heart Boy</i> in this way?</li> <li>This should be modelled to students to ensure they understand the task's requirements. Begin with a classroom discussion about what students could discuss when answering the question.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to state at least one thing they have learnt during the lesson.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



**My Story-Pot!**

Add the ingredients and features of a narrative into the story-pot below.

Ingredients



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Analysing the Ending!

How do the characters feel in this passage? What emotions are they experiencing?

How is the ending different to the rest of the novel?



# *Pig Heart Boy*

**Malorie  
Blackman**

Write down three memorable things from reading the ending. Explain why they are memorable.

How does Blackman make the reader feel? Why does she do this?



**COPYRIGHT  
PROTECTED**



INSPECTION COPY

### Why did Blackman end her novel *Pig Heart Boy* in this way?

You have to answer the 'Big Question' for today's lesson. You must use evidence from the text. Below is the question with some hints – remember to use them!

#### Why did Blackman end her novel *Pig Heart Boy* in this way?

Remember to think about:

- Structure – why is speaking to his younger brother important for the story?
- Reader's feelings and emotions – how does the reader feel? Why does she have these feelings?
- The unanswered – what questions does it leave? Why would Blackman leave them unanswered?

Before you start, remember the Success Criteria:

- Use evidence to support your points.
- Analyse your points – in terms of language, features and structure.
- Analyse why you think Blackman has done this – authorial intention.
- Analyse how it makes the reader think and feel.

Blackman ends her novel with the main character, Cameron, speaking to a video recorder. Cameron talks about his failed operation, his grandma's death and his second operation. In this chapter, Cameron is very optimistic and really wants to live. My evidence for this is .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

COPYRIGHT PROTECTED



# Lesson Five: *Noughts and Crosses*

INSPECTION COPY

**LO** Learning Objective:  
To understand how an opening is engaging for the reader

## Lesson Plan

Timings	
10 minutes	<ul style="list-style-type: none"> <li>Students are to complete the 'Malorie Blackman' worksheet and then just complete the <i>Pig Heart Boy</i> section which connects with the authorial style and content of the novel that's just been studied.</li> <li>Teacher to explain the other texts that will be studied throughout this resource and how students must start to form links between them. Teacher to broach the idea of an 'author study'.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Read the prologue of <i>Noughts and Crosses</i>.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>On the prologue post-it note, students have to write down what they notice and find unusual about the prologue. For higher ability students, they can also analyse why Blackman chose the third person. (Differentiated prologue post-it notes are available to ensure students have the appropriate level of challenge.)</li> <li>Students display the post-it notes around the classroom. This can formulate a classroom discussion.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Read up to p. 40.</li> <li>Stop at appropriate moments and probe students' understanding further, focusing on the Learning Objective for the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Paired discussion about the section that has been read.</li> <li>Questions to be displayed on the PowerPoint.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students to complete the 'differences between Callum and Sephy' worksheet. Students must find evidence to support their ideas and explain them.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>In pairs, students are to share their ideas and add to the worksheets.</li> <li>Students must be able to explain how they were engaged with the opening. What did they like and why? Teacher to check the Learning Objective for the lesson, ensuring students understand what has been asked of them and why.</li> </ul>

**COPYRIGHT  
PROTECTED**



## Malorie Blackman's Texts

After you have studied each text, you must to complete this table – thinking about Blackman's

Text	Pig Heart Boy	Noughts and Crosses	Noughts and Crosses
Brief summary of plot			
Main protagonist what were they like? Motivations?			
Themes and main ideas			
Literary devices and writing style employed by Blackman			
How does Blackman make the reader feel when reading this text?			

INSPECTION COPY

COPYRIGHT  
PROTECTED



## **Malorie Blackman: Making Links**

You have got to make links between Blackman's texts. The links can be an about: plot, characters, main themes and ideas, writing style, person, stru used, devices used, etc.

### ***Noughts and Crosses***



INSPECTION COPY

### ***Pig Heart Boy***



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



**Prologue Post-it**

For this activity, there are two types of prologue post-its. The first prologue post-it offers a clear structure, whereas the second offers less structure and asks higher order questions.

After reading the prologue, I found the following things interesting and unusual about the prologue:

- .....
- .....
- .....

I found these interesting and unusual because...

.....

.....

.....

In the space below, explain what you found interesting and unusual about the prologue and why Blackman does this.

.....

.....

.....

Blackman writes the prologue in the third person and the rest of her novel in the first person. In your opinion, why does she do this? Why does she change the authorial voice?

.....

.....

.....

How is the prologue similar or different to the writing style Blackman adopts in the rest of the novel?

.....

.....

.....

**COPYRIGHT  
PROTECTED**



## Differences between Callum and Sephy

Find the differences between Callum and Sephy. Blackman portrays these in her novel so the reader understands something is amiss. Complete the table. There are a few gaps in the table; I want you to find differences to comment on!

Difference	Callum (with evidence to support)	Sephy (with evidence to support)
Personality		
Family		
Education		
Wealth		

### Extension Task:

Why does Blackman portray these differences in the opening?

How might you make it engaging for the reader?

(Write your answer in your English book)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Lesson Six: *Noughts and Crosses*

**LO**

**Learning Objective:**

To understand how a theme is presented in a novel.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>• Difference between Callum and Sephy: education.</li> <li>• Why is this a difference in her <i>Noughts and Crosses</i>? Why might it be important to Malorie Blackman?</li> <li>• Classroom discussion – teacher to lead this. Teacher could discuss Malorie's own experience of school – a white girl who thought she could not be a teacher because she was black. Link this to author's intentions.</li> </ul> <p>Go through the Learning Objective for the lesson.</p>
15 minutes	<ul style="list-style-type: none"> <li>• Split the class into two halves. Students must research how education has been in conflict throughout history.</li> <li>• One half can do this through the Internet, and the other half can do this through the non-fiction books available in the library.</li> <li>• Students should write their findings down on the Research worksheet.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• Students to join up and share what they have learnt. Students to write down their findings on the Research worksheet.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• Students to watch a video depicting the conflict: <a href="https://www.youtube.com/watch?v=oA2EY7QJxQU">https://www.youtube.com/watch?v=oA2EY7QJxQU</a></li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>• To read as a class. Read up to p. 86.</li> <li>• Stop to probe and ask students questions, focusing on the idea of Callum and Sephy's schooling and why Blackman has depicted this polarisation. Explore the Learning Objective for the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• Watch the video where Blackman discusses why she writes culturally diverse books: <a href="https://www.youtube.com/watch?v=c8xM6jY3le4">https://www.youtube.com/watch?v=c8xM6jY3le4</a></li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>• Using the 'Why has Blackman done this?' worksheet, students must 'thought bubble' their ideas – exploring how and why Blackman has depicted this conflict, this difference between Callum and Sephy's lives. Teachers circulate to ensure that all students understand what is required of them and whether they are on task or not.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Students must write a few paragraphs exploring why Blackman has done this, drawing on their understanding of Blackman as a writer and societal issues. (Differentiated worksheets are available.)</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



For all links please go to:  
[zzed.co.uk/5799](http://zzed.co.uk/5799)



## Research

You have got to research how education has been in conflict throughout history.

Thinking questions:

- Has education ever been separated?
- Has education ever been 'unfair'?
- Is education 'equal' now?

What I have discovered
INSPECTION COPY

INSPECTION COPY


INSPECTION COPY

COPYRIGHT  
PROTECTED



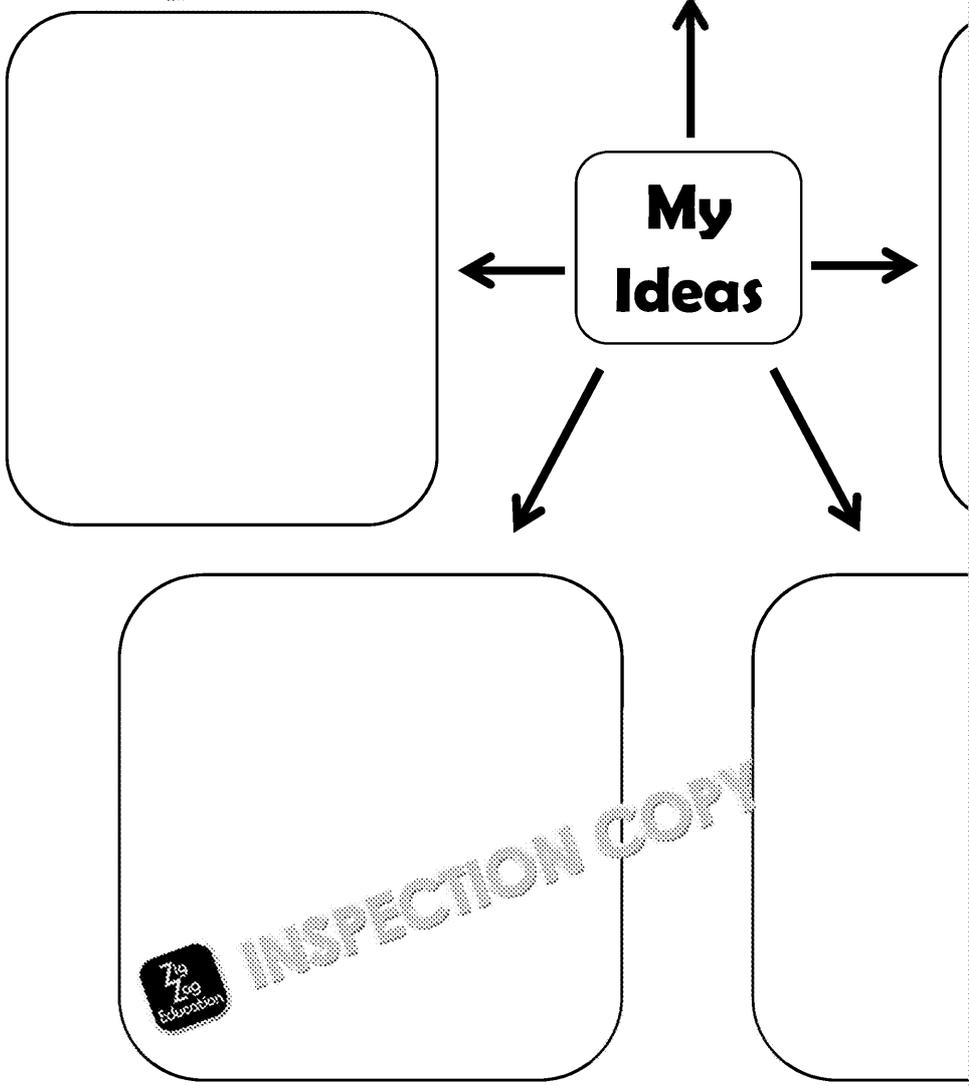
## 'Why has Blackman done this?'

The BIG Question: why has Blackman depicted a difference in Sephy and C significant?

Education that is polarised is seen throughout history - in terms of race, age, class, religion, etc.

This is something that most of us will have experienced in some manner, therefore...

**My  
Ideas**



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Homework One

The BIG Question: why has Blackman depicted a difference in Sephy and Callum's education? What is this significant?

In your opinion, what are the three main reasons that Blackman has portrayed the difference in Callum and Sephy's education?

1. ....  
.....
2. ....  
.....
3. ....  
.....

 INSPECTION COPY

Take one of these differences and write a paragraph about it, explaining why Blackman has done this. The paragraph has been started for you – you have just to complete it.

*In Noughts and Crosses, Blackman shows a huge difference between Callum and Sephy's education. Callum, for example, .....*

.....  
.....

[INSERT EVIDENCE FROM THE TEXT HERE] .....

.....  
.....

*I think Blackman does this to show .....*

.....  
.....

 INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Homework Two

You have to answer the BIG question for today's lesson.

The BIG question: why has Blackman depicted a difference in Sephy and Cassie as significant?

Success Criteria:

- understanding of prejudice, stereotypes and segregation
- analysis of how Blackman illustrates this through the text – language structure...
- analysis of how this engages and relates to the reader
- analysis of Blackman's intentions – why is she trying to achieve a...

INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED



# Lesson Seven: *Noughts and Crosses*

INSPECTION COPY

**LO**

**Learning Objective:**

To understand how a theme is presented in a novel.

## Lesson Plan

Timings	
5 minutes	<ul style="list-style-type: none"> <li>Show students the keywords for today's lesson. Students have to work in pairs to find the definitions for the keywords.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Show students the Learning Objective for the lesson. In pairs, students have to work out what the theme could be and why. Teacher to ask how the Learning Objective links to the keywords for the lesson.</li> <li>Teacher to ask students for their suggestions through the form of a classroom discussion.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Watch the YouTube video about <i>Noughts and Crosses</i>. <a href="https://www.youtube.com/watch?v=fy2X6llGY9M">https://www.youtube.com/watch?v=fy2X6llGY9M</a></li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>Read up to p. 180.</li> <li>Teacher to stop at different points to question students' knowledge and understanding, focusing on the keywords and the Learning Objective for today's lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to ask the BIG question for today's lesson – how does the extract we have just read relate to the keywords for today's lesson?</li> <li>To split it up and focus students' analyses, you could give each pair a specific keyword to look at. Students to discuss their ideas. This way, you are getting detailed analysis from students.</li> <li>Feedback as a class.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Each student is given a number – either number one or two.</li> <li>Depending on which number they are, students must find evidence to show where the keywords are discussed/represented in <i>Noughts and Crosses</i>. For the more able, students should discuss WHY Blackman thinks it is significant to present these ideas to a YA reader.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students should buddy up with different people to the numbers. For example, a number one student would go with a number two.</li> <li>Students should share their discoveries, focusing on the Big question for the lesson.</li> </ul>

**COPYRIGHT  
PROTECTED**



For all links please go to:  
[zzed.co.uk/5799](http://zzed.co.uk/5799)



## Dictionary Challenge

Below are the keywords for today's lesson. Find definitions of them using definition in the table.

Word	Definition
Stereotype	
Prejudice	
Discrimination	
Segregation	
Moral	
Immoral	
Equality	
MY OWN KEYWORD	
MY OWN KEYWORD	

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Numbers

Give each student a number card – either a one or a two. This will split your students forgetting what number they are.

✂

1	1	1	1
2	2	2	2
1	1	1	1
2	2	2	2
1	1	1	1
2	2	2	2
1	1	1	1
2	2	2	2

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Number 1**

The BIG question: How does the extract we have just read relate to the ke

Keyword	How is it shown in the text? (Evidence please)	Effect on the reader? Thoughts and feelings
Stereotype		
 Segregation		
Immoral		
Discrimination		
My o keyword 		

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



**Number 2**

The BIG question: How does the extract we have just read relate to the ke

Keyword	How is it shown in the text? (Evidence please)	Effect on the reader? Thoughts and feelings
Prejudice		
Moral 		
Equality		
My own keyword		
My own keyword 		

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Lesson Eight: *Nough Crosses*

INSPECTION COPY

**LO** Learning Objective:  
To understand how love is portrayed in a novel.

## Lesson Plan

Timings	
5 minutes	<ul style="list-style-type: none"> <li>What is tragic love? Prolonged discussion about the concept of tragic love and how it is portrayed through different mediums: film, drama, novels.</li> <li>Students to write a definition for what 'tragic love' is.</li> <li>Teacher to circulate to ensure all students understand the task's requirements.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Linking it with other texts. Students have to make links with other texts – where else is tragic love portrayed?</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to feed back their ideas – this is to formulate a classroom discussion.</li> <li>Teacher to discuss the Learning Objective.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Read up until p. 368.</li> <li>Teacher to stop and ask questions throughout the reading to check students' understanding and knowledge. Questions could focus on the Learning Objective – tragic love.</li> <li>(Please note: due to the novel's length, reading time may take longer. Depending on the ability of your class, you may want to read extracts or get students to read at home.)</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>'Think – Pair – Share' activity</li> <li>How is tragic love shown in the section we have just read?</li> <li>Allow students some thinking time, time to discuss with their partners and then ask for some feedback to formulate a classroom discussion. You should aim to extend students' answers further, focusing on the idea of tragic love, and how and why Blackman has portrayed this.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Read up to p. 390.</li> <li>Teacher to stop and ask questions throughout the reading to check students' understanding and knowledge. Questions could focus on the Learning Objective – tragic love.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students have to analyse the passage, exploring how Blackman portrays tragic love. Students should highlight and annotate their passages. Students should also answer the questions/hint cards that are on the worksheet. You could do this in groups or students could do this individually. It depends on your class and students.</li> <li>There are three passages to choose from – you may want to split the class up and do all three, or choose a passage that will suit the abilities and maturity of your students.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to buddy up with another student and share/swap ideas. Students should relate their findings back to the Blackman question for today's lesson: How is tragic love shown in the section we have just read?</li> </ul>
Homework	<ul style="list-style-type: none"> <li>For their homework, students have to bring an object that symbolises either a main character or a main theme in the text.</li> </ul>

**COPYRIGHT  
PROTECTED**



# Tragic Love



..... ✂

My definition for tragic love:

.....

.....

.....

What texts does 'tragic love' link to?

For example: *Noughts and Crosses...*

.....

.....

.....

..... ✂

My definition for tragic love:

.....

.....

.....

What texts does 'tragic love' link to?

For example: *Noughts and Crosses...*

.....

.....

.....

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Passage One: Tragic Love

Taken from: M. Blackman, *Noughts and Crosses* (London: Random House Group, 2001), p.

SEPHY:

'I love you,' Callum said softly.

'Then let me go. Please...'

Callum's finger on my lips stilled the words. 'I love you,' he repeated before – when you were asleep and couldn't hear me. I was once yours. But I'm not anymore.'

Callum loved me...

My heart began to throb against my ribs again. Yesterday the end of my misery. But that was yesterday.

'You don't. You don't love me. It doesn't exist. You told me so.'

'If it didn't exist, I wouldn't've cared when I saw you drive off for you, you know. But I was too late.'

'Y-you came after me?'

Callum smiled sadly. 'I didn't read your letter until about twenty minutes before we were due to leave. I ran and ran all the way, but I was too late.'

I closed my eyes to stop my tears from escaping, but they did anyway. They fell down my face like solitary raindrops on a window pane. What

INSPECTION COPY

### The Analysis Box:

In this passage, make notes about the following things. In your notes, you should also annotate around the text.

- Callum's emotions and thoughts
- Sephy's emotions and thoughts
- dialogue
- use of punctuation
- what is left unsaid – what's Blackman hinting at?
- Sephy's perspective

Remember, the focus is TRAGIC LOVE and how and why Blackman illustrates this.

### The Big Question

Once you have finished your analysis, you must write a response to the following question:  
**In this passage, how does Blackman portray tragic love to the reader?**

Success Criteria:

- use of evidence
- exploration of your main ideas, focusing on HOW Blackman has achieved this
- focus on the idea of tragic love

COPYRIGHT  
PROTECTED



## Passage Two: Noughts and Crosses

From: M. Blackman, *Noughts and Crosses* (London: Random House Group, 2001), p. 382.

SEPHY:

So I was dreaming again. Lost in my own world where there were no Noughts and Crosses. Just me and Callum, as Callum and I should be, whilst they smiled kindly at us or turned their backs on us – but either way, Callum’s hand moved from my abdomen to my waist and his other hand to my hair but it didn’t move. His kiss became gentler.

‘Callum...’

‘Shush! I won’t hurt you. I’d never hurt you. I love you,’ Callum whispered into my mouth. His breath was hot and made my insides melt. Uncertain if I should pull away, but the kiss grew more urgent and all at once I didn’t want to. I pulled him closer to me, wrapping my arms around his neck. I kissed him desperately as he was kissing me. Like if we could just love long enough and deep enough, then the world outside would never exist again. And then, it was as if we’d both caught fire. Sort of like a chemical combustion and we were burning up together.

‘I love you,’ Callum whispered again.

### The Analysis Box:

In this passage, you have to make notes about the following things. In your notebook, you should write and annotate around the text.

- Callum’s emotions and thoughts
- Sephy’s emotions and thoughts
- use of descriptive language
- what is left unsaid – what’s Blackman hinting at?
- Sephy’s perspective

Remember, the focus is TRAGIC LOVE, and how and why Blackman illustrates this.

### The Big Question:

Once you’ve finished your analysis, you must write a response to the following question. **In this passage, how does Blackman portray tragic love to the reader?**

Success Criteria:

- use of evidence from the text
- effective use of language for your main ideas, focusing on HOW Blackman has achieved this
- focus on the idea of tragic love

INSPECTION COPY

COPYRIGHT  
PROTECTED



### Passage Three: Tragic Love

From: M. Blackman, *Noughts and Crosses* (London: Random House Group, 2001), pp. 383

SEPHY:

I sat up, scrambling for my jeans and jumper. I couldn't stop sobbing and my nose was running and my throat was hurting.

'Sephy...' Callum began.

Did I look like him? So miserably unhappy after what had just happened to us? If I did, then I wouldn't look at him again. His expression was so painful. I pulled on my jeans and my jumper and hurried frantically for the door, not aware of Callum getting dressed. I even though I couldn't bring myself to look back.

Stop weeping. Just stop...

But I couldn't. More tears for the impossible. My sandals were so tight. I didn't know what I was doing. I kicked them off and tried again.

'Sephy, please...'

Callum tried to put his arms around me. I pushed him away. He tried again, which just made me cry harder and push against him.

#### The Analysis Box:

In this passage, you have to make notes about the following things. In your notebook, you should write and annotate around the text.

- Callum's emotions and thoughts
- Sephy's emotions and thoughts
- use of rhetorical devices
- sentence structure and lengths
- what is left unsaid – what's Blackman hinting at?
- Sephy's perspective

Remember, the focus is TRAGIC LOVE, and how and why Blackman illustrates this.

#### The Big Question:

Once you've finished your analysis, you must write a response to the following question. **In this passage, how does Blackman convey tragic love to the reader?**

Success Criteria:

- use of evidence
- explanation of your main ideas, focusing on HOW Blackman has achieved this
- focus on the idea of tragic love

**COPYRIGHT  
PROTECTED**





# Lesson Nine: *Noughts and Crosses*

INSPECTION COPY

**LO** Learning Objective:  
To understand Blackman's intentions when writing *Noughts and Crosses*

## Lesson Plan

Timings	
5 minutes	<ul style="list-style-type: none"> <li>Students get into groups of three or four. In their group students are to discuss the objects they have brought why they have chosen it and what it represents. Slideware pointers to be displayed on the PowerPoint slides to help aid and develop the discussion. Teacher to select specific students to discuss their objects with the class.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Go through the Learning Objective. Analyse how this links to other texts that Blackman has written.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Read from page 391 to page 430.</li> <li>Teacher to stop and ask questions throughout the reading to check students' understanding and knowledge. Questions could focus on the Learning Objective – what are Blackman's intentions?</li> <li>(Please note: due to the novel's length, reading time may take longer. Depending on the ability of your class, you may want to read extracts or get students to read at home.)</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>What do you think Callum and Sephy are going to do?</li> <li>Teacher to display the following cards around the room: 'have an abortion', 'don't know' and 'keep the baby'. Teacher must ask what they think Callum is going to do. Students must walk to the card that represents that. Once there, students must explain their choices. Teacher to do the same again for Sephy. Teacher to probe and allow students to develop their thoughts further: why do you think that? What is Blackman trying to illustrate? Why?</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Read the ending of <i>Noughts and Crosses</i>.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>'Think – Pair – Share' activity.</li> <li>Allow students to gather their thoughts and feelings about Blackman's ending. Students are to discuss whether they liked the ending or not. Must explain why. Share a class – in the form of a classroom discussion.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to analyse the ending of <i>Noughts and Crosses</i>. Students to highlight and annotate the passage, focusing on the hints and tips given to them. Students must then answer the questions. Whilst students are doing this, the teacher should circulate ensuring all students are on task, understand what they are doing and are progressing in their learning.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to write down three reasons as to why Blackman finished her novel in this way. They must write them down on the 'ending' post-its. To be displayed in the classroom.</li> </ul>

**COPYRIGHT  
PROTECTED**



**HAVE**



INSPECTION COPY

**ABORT**



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



 **1 DON**  
INSPECTION COPY

**KNO**  
INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



**KEEP**



INSPECTION COPY

**BAD**



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



## The Ending of *Noughts and Crosses* (pages 440–441)

CALLUM:

Tears run down my face. Now I'm grateful for the hood.

'I LOVE YOU, CALLUM...'

Wait...

'I LOVE YOU, CALLUM. AND OUR CHILD WILL LOVE YOU TOO. CALLUM, I'LL ALWAYS LOVE YOU...'

The noose is being pulled over my head and around my neck. I can't hear her.

She's here. She's here.

'I LOVE YOU, CALLUM.'

*Thank you, God. Thank you.*

'I... I LOVE YOU TOO, SEPHY.' Can she hear me? 'I LOVE YOU, SEPHY.'

Wait... please wait... just a moment longer.

'I LOVE YOU, CALLUM.'

'SEPHY, I LO...'

SEPHY:

The trapdoor opens.

'I LOVE YOU, CALLUM,' I scream frantically.

He drops like a stone. My words die on my lips. There's no rope creaking and groaning as Callum's body swings slowly.

Did he hear me? I don't know. He must have heard me. Did he? Maybe I just imagined it. I can't be certain. I don't know.

*Dear God, please let him have heard me. Please.*

*...e.*

*If you're up there.*

*Somewhere.*

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### Analysing the Ending

Write down your initial thoughts and emotions after reading the ending:

I felt .....

because .....

.....

I thought .....

because .....

.....



INSPECTION COPY

#### The Analysis:

In this passage, you have to make notes about the following things. In your notebook, you must write down your notes and annotate around the text.

- structure of the text – why switch from character to character? Why?
- repetition
- emotive language
- characters’ thoughts and feelings
- reader’s engagement
- authorial intentions

#### The Big Question:

Once you’ve finished your analysis, you must write a response to the following question. **How does Blackman end her novel? Why is it significant? What is she trying to say?**

Success Criteria:

- use of evidence
- analysis of the text: focusing on the bullet points above
- exploration of your main ideas, focusing on HOW Blackman has achieved her aims
- exploration and explanation of how this makes you feel and think



INSPECTION COPY

COPYRIGHT PROTECTED



## Ending Post-it



My Top Three Reasons as to why Blackman has ended *Noughts and*

- 1.
- 2.
- 3.



INSPECTION COPY



My Top Three Reasons as to why Blackman has ended *Noughts and*

- 1.
- 2.
- 3.



My Top Three Reasons as to why Blackman has ended *Noughts and*

- 1.
- 2.
- 3.



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



# Lesson Ten: RSC *Noughts and Crosses*

INSPECTION COPY

**LO** Learning Objective:  
To understand the play form and its features.

## Lesson Plan

Timings	Activities
10 minutes	<ul style="list-style-type: none"> <li>Teacher to go through the Learning Objective.</li> <li>Teacher to begin a classroom discussion about the play form and its features. What are its features and why? From this the teacher will ascertain students' prior knowledge and understanding and build on it in today's lesson.</li> <li>Teacher to go through the Success Criteria for the lesson which details the play form and its features.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Each student is given a character 'Top Trump Card'. On card, students must rate their characters out of ten for the different strands. Jude, for example, would be an 8/9 for viciousness.</li> <li>Students must keep their ratings and character a secret. Highlight this to students, as it is important for the rest of the lesson.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Teacher to give students different scenarios and they must respond how their characters would. Students to work individually on this. Teacher to select specific students to perform. After each performance, the class can peer-assess their performances using the Success Criteria for the lesson. In students' peer assessments, they must guess which characters the student they are assessing are playing.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Read Scene Ten (Pages 33–36).</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Explain the task to students – students must work in groups of four performing Scene Ten. They must depict the character conflict and their emotions. Teacher to circulate offering help and support. Students should use the Success Criteria for the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to get into groups and discuss their performance. Pointers to be displayed on the PowerPoint presentation aid discussion and help students to structure their discussion.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to work in groups practising their performances. Teacher to circulate to ensure all students are on task and to check what is required of them. Students to self-assess their progress and performances using the Success Criteria.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to complete the self-assessment sheet, linking their performance to the Success Criteria for today's lesson.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Students should complete the <i>Noughts and Crosses</i> section (both novel and play) of the 'author study' worksheets. This should be done for next lesson, as it will be needed for the starter activity.</li> </ul>

**COPYRIGHT  
PROTECTED**



## Teacher Notes: Getting into Character

How would...? Activity: For this activity, students should be working individually or in pairs out across the classroom.

You should explain and explore the Success Criteria. Students should have a copy of the lesson.

Each student must get into the character on their Top Trump Card. This is to remember. They should use the Success Criteria to make sure that they create well-developed characters.

You should give the class a scenario. Once you have given the class the scenario, their characters would act in that situation. Then you could select a few students to perform. After the students have performed, the class should try to guess who their characters are based on what they have shown and how they have done it.

You could follow this drama cycle in the lesson: thinking time, planning, developing, performing, evaluating.

### Scenarios:

- opening up a birthday present that you love
- opening up a birthday present that you hate
- you are having an argument with the school bully
- the school bully has just witnessed you doing something stupid
- you have not done your homework
- you have realised that there is no food left
- you have just been ignored by someone who thinks they are better than you
- you have caught your reflection in the mirror
- having your breakfast

INSPECTION COPY



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Top Trump Cards

<p><b>JACK (Callum's Prison Guard)</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>	<p><b>MEGGI</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>
<p><b>LYNETTE MCGREGOR</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>	<p><b>RYAN</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>
<p><b>JUDE MCGREGOR</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>	<p><b>CALLUM</b></p> <p>Three words to describe personality:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Physical strength: Love for others: Respect: Emotional strength: Confidence:</p>

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Top Trump Cards

SEPHY HADLEY

Three words to describe personality:

- 
- 
- 

Physical strength:

Love for others:

Respect:

Emotional strength:

Confidence:



KAM

Three words to describe personality:

- 
- 
- 

Physical strength:

Love for others:

Respect:

Emotional strength:

Confidence:

JASMINE HADLEY

Three words to describe personality:

- 
- 
- 

Physical strength:

Love for others:

Respect:

Emotional strength:

Confidence:

MINE

Three words to describe personality:

- 
- 
- 

Physical strength:

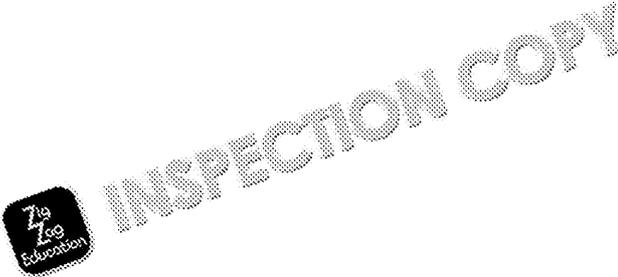
Love for others:

Respect:

Emotional strength:

Confidence:

INSPECTION COPY



COPYRIGHT  
PROTECTED



### Success Criteria for Today's Lesson

For today's lesson, you must focus on:

- using the stage effectively – thinking about movement, stage design, sound effects
- developing your character's emotion through facial expressions, dialogue
- creating a relationship between the audience and your character for your character's situation

REMEMBER to think about the key themes and ideas in Blackman's text – them on stage?

#### Self-Assessment

Assess your own performance in today's lesson. Follow the structure given and refer to the success criteria in your reflection.



I was working with: .....

From performing Scene Ten, I think that I did this really well: .....

This is because: .....

From performing Scene Ten, I think that I could have improved on this: .....

This is because: .....

Next time I will be sure I do this: .....



COPYRIGHT PROTECTED



# Lesson Eleven: *Noble*

**LO**

**Learning Objective:**

To understand how conflict is portrayed and how this is a

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Teacher to go through the Learning Objective for the lesson</li> <li>Teacher to discuss the idea of conflict and to ask students for their definitions from the lessons. This links in with previous texts and students should begin to see a pattern in Blackman's writing.</li> <li>If the students could watch this short YouTube clip which dramatically highlights what conflict is: <a href="https://www.youtube.com/watch?v=GI3e-OUnavQ">https://www.youtube.com/watch?v=GI3e-OUnavQ</a></li> </ul>
5 minutes	<p>Title discussions: students to discuss the title <i>Noble Conflict</i>. Pointers are to be displayed on the PowerPoint presentation to help aid, structure and extend discussions. Students should begin to make links with Blackman's other texts.</p>
5 minutes	<ul style="list-style-type: none"> <li>Students to feed back their main ideas. This should form into a classroom discussion, with the teacher asking students to make links between Blackman's texts.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students to watch the following YouTube clip: <a href="https://www.youtube.com/watch?v=O21MUyKLDIA&amp;list=PLvDTVhfbw8Ou-v8y3XMPySqu8BFr0">https://www.youtube.com/watch?v=O21MUyKLDIA&amp;list=PLvDTVhfbw8Ou-v8y3XMPySqu8BFr0</a></li> <li>Students to watch the following YouTube clip where Blackman discusses her novel, <i>Noble Conflict</i>: <a href="https://www.youtube.com/watch?v=6-qaHhYzJA">https://www.youtube.com/watch?v=6-qaHhYzJA</a></li> <li>After students have watched both clips, they should discuss the text <i>Noble Conflict</i> and Blackman's writing.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Read the opening of <i>Noble Conflict</i> – up to p. 27.</li> <li>Teacher to stop and ask students questions to develop their knowledge and understanding, focusing on the Learning Objective for the lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Individually, students are to write down a question that they want answered after reading the opening. For example: Why is Kaspar surprised? What was the intruder actually doing? Students are to write these down on the 'My Question' post-it note. Students are to pick up as many post-it notes as they require – they may have many questions. Students to stick these post-it notes in their places.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students should walk around the room and attempt to answer their peers' questions. They can add to their questions, pose another question or attempt to add. All students should be engaging with the unanswered questions that they have asked. This should work as a mini silent debate, with all students taking part.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to discuss these post-it notes as a class, focusing on Blackman's writing style and why she leaves things unanswered. Key questions and pointers are to be displayed on the whiteboard.</li> </ul>
10 minutes	<p>Students to complete the <i>Noble Conflict</i> opening table. Teacher may wish to model this process to students beforehand.</p>
5 minutes	<ul style="list-style-type: none"> <li>Students to feed back some of their ideas on to the PowerPoint slides. Teacher to develop these through the questioning.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



**For all links please go to:**  
[zzed.co.uk/5799](https://zzed.co.uk/5799)

**'My Questions' post-it**



My Question:

 **INSPECTION COPY**



My Question:



My Question:

 **INSPECTION COPY**

**INSPECTION COPY**

**COPYRIGHT  
PROTECTED**



## Noble Conflict Opening

Analyse the opening of *Noble Conflict*. Your analysis has to be really focused on Blackman's writing and what she is suggesting.

Analysis focus	Evidence	Why has Blackman done this and what is she suggesting?
Opening sentence		
Language		
Chapter's ending		
Use of dialogue		
Character		
Use of punctuation		
...		

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Lesson Twelve: *Noble*

**LO**

**Learning Objective:**

To understand how to compare and contrast texts.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Teacher to explain the Learning Objective. Teacher to question students – what do you think we are going to focus on today? Why? do you think this? Which two texts could we be looking at and why?</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Work in pairs, students have to complete the Venn diagram, focusing on the opening, plot and main characters of <i>Noble Conflict</i> and either <i>Noughts and Crosses</i> or <i>Pig Heart Boy</i>. Teacher to model the process beforehand. During the activity, the teacher should circulate, posing questions and developing students' learning.</li> <li>(PLEASE NOTE: to make this activity easier, it will be beneficial if students had the Venn diagram in A3 paper or bigger.)</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Pairs buddy up with another pair to share and discuss ideas. This should be really focused to ensure that all students are on task. Pointers and questions to be displayed on the PowerPoint slides.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students should complete the 'opening analysis' table for the texts of their choice (either <i>Noughts and Crosses</i> or <i>Noble Conflict</i>). This will mirror the <i>Noble Conflict</i> table they did the previous lesson.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to explain the task to students:</li> <li>Compare and contrast the opening of <i>Noble Conflict</i> and another text, thinking about how Blackman illustrates conflict in her texts.</li> <li>Teacher to go through the Success Criteria for the lesson. This is to ensure all students understand the task's requirements.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students should read an example response and assess using the Success Criteria. Students should annotate the WWW (what went well) and the EBI (even better if).</li> <li>Teacher should ask for feedback, critiquing the paragraph on the PowerPoint presentation for all students to see.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students should make the necessary improvements to paragraph – they should turn the EBI comments into WWW comments.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students should begin to write their own responses to the essay question provided. Students should follow the Success Criteria to ensure that the task is being met effectively.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students should peer-assess each other's work against Success Criteria. They should make annotations on the partner's work, commenting on what they have done well and how they could improve their work.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Students to complete their mini essays for homework. Students should make the changes highlighted through the peer assessment.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

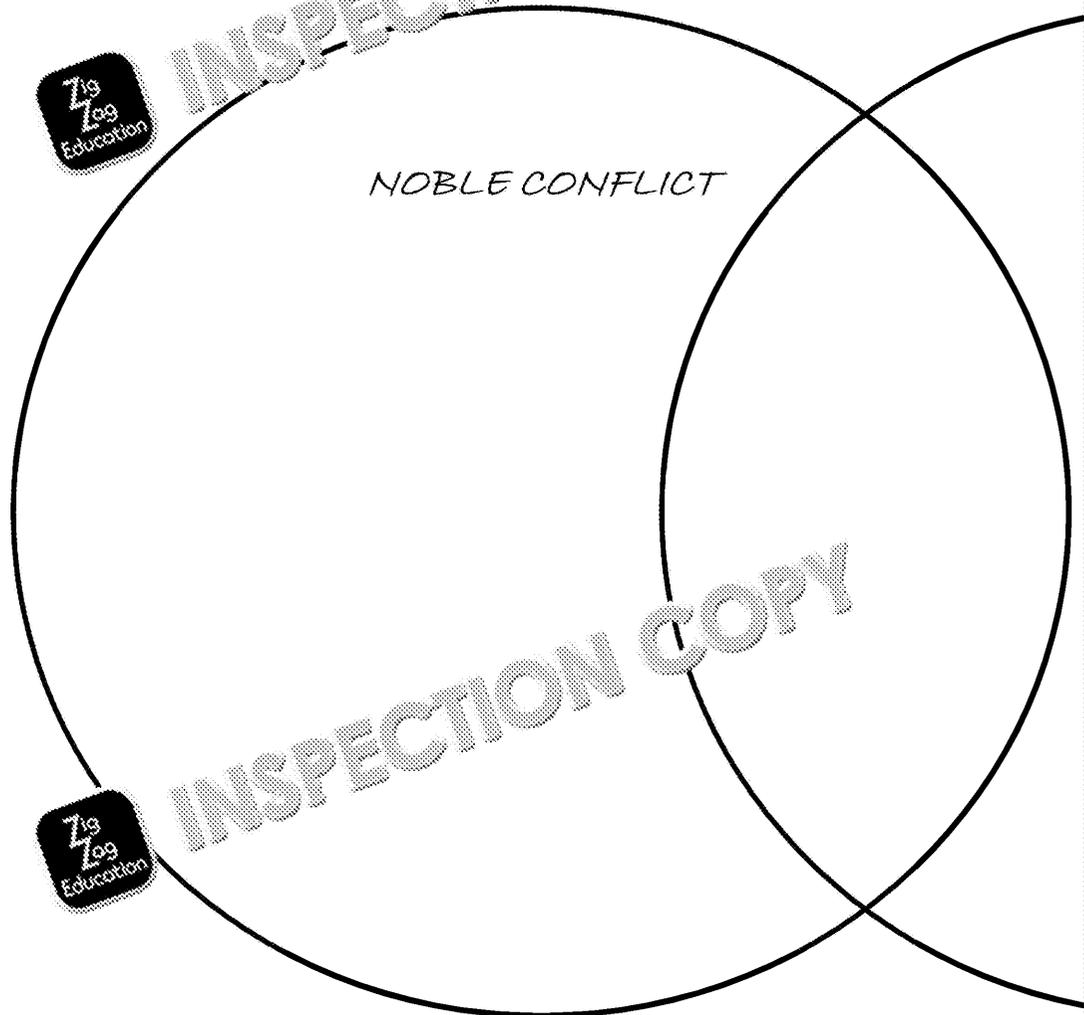


## Venn Diagram

Complete the Venn diagram below, focusing on the similarities and differences of Malorie Blackman's *Noble Conflict*, the second is entirely up to you!

Things to think about:

- opening of her novels
- main themes and ideas
- plot
- reader's responses
- characters
- Blackman's intention



INSPECTION COPY

COPYRIGHT  
PROTECTED



## My Opening Analysis – Text I have chosen is...

Complete the 'opening analysis' table below. Your analysis has to be really focused on Blackman

Analysis focus	Evidence	Why has Blackman done this and what is she suggesting
Opening sentence		
Language		
Chapter's ending		
Use of dialogue		
Character		
Use of punctuation		
...		

INSPECTION COPY

COPYRIGHT  
PROTECTED





## Example Response

Below is an example response to the essay question: *Compare and contrast Conflict and another text, thinking about how Blackman illustrates conflict*

Assess the response using the Success Criteria given to you. Make annotations on the response.

### Things to think about:

- Plot – what happens in the texts? How are they similar or different?
- Characters – main protagonists?
- What ‘type’ of conflict does Blackman present? Inner? Societal? External?

### Success Criteria:

- understanding of how Blackman creates her opening
- language analysis: a focus on the words Blackman uses and why
- stylistic analysis: a focus on how Blackman puts together her text
- annotations of how the reader responds to the texts and why
- understanding of Blackman’s intentions and style as a writer
- comparison of the two texts – how do they link and why?

In 'Noble Conflict', Blackman depicts a sense of conflict from the beginning of the novel. In the first paragraph, Blackman describes the main character, Kaspar, which to the modern reader sounds army-like and official, in a way that is full of conflict. 'In full dress uniform, he stood to attention with a sharp salute to the Guardian Academy.' The fact that Kaspar 'stood to attention' shows that he was following authority and respecting those that were higher than him. This is similar to *Noughts and Crosses* because Callum's mother is a soldier. It's written in the third person and that...

**WWW:**

**EBI:**



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## My Improved Example Response

Below, is the example response. Using the space provided, add to the response if necessary.

### Success Criteria:

- understanding of how Blackman creates her opening
- language analysis: a focus on the words Blackman uses and why
- structure analysis: a focus on how Blackman puts together her text
- analysis of how the reader responds to the texts and why
- understanding of Blackman's intentions and style as a writer
- comparison of the two texts – how do they work and why?



*In 'Conflict', Blackman depicts a sense of conflict from the beginning. In the first paragraph, Blackman describes the main purpose of the text, which to the modern reader sounds army-like and official, in a way that is full with conflict. 'In full dress uniform, he stood to attention with the Guardian Academy.' The fact that Kaspar 'stood to attention' shows that he was following authority and respecting those that were higher than him. This is similar to 'Noughts and Crosses' because Callum's military background is written in the third person and that...*

INSPECTION COPY



COPYRIGHT  
PROTECTED



# Lesson Thirteen: *Noble*

**LO**

**Learning Objective:**

To understand how Blackman uses language to describe develop this in your own writing.

## Lesson Plan

Timings	Content
5 minutes	<ul style="list-style-type: none"> <li>Teacher to go through the Learning Objective.</li> <li>There are two parts to today's Learning Objective. What are they? How are they significant? This can formulate a classroom discussion to ensure that all students are focused on the learning.</li> </ul>
5 minutes	<p>Why does Malorie Blackman make Malorie Blackman a 'good writer'? What makes her novels exciting to read?</p> <p>Students must answer those questions in the form of a thought bubble. They must decide what different reasons there are to answer these questions. They must do this on the 'Malorie Blackman as a writer' worksheet. Students should link Malorie Blackman's texts together, thinking about what makes her a 'good writer'.</p>
5 minutes	<ul style="list-style-type: none"> <li>Students to feed back to the class. This formulates a classroom discussion and allows the teacher to use their comments as 'Success Criteria' for today's lesson. Thoughts and ideas should be recorded on the PowerPoint slides for all students to see.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to play the following clip about Blackman's writing style and style: <a href="https://www.youtube.com/watch?v=4ARsmuXW_il">https://www.youtube.com/watch?v=4ARsmuXW_il</a></li> <li>After students have watched this, the teacher should ask questions about Blackman's writing style and what they have learnt about Blackman as a writer from watching the video.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Class to read the extract from <i>Noble Conflict</i>. In this extract Kaspar's vehicle gets shot down and he thinks he is under attack.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students have to highlight what they like about the extract and explain why. This should be done on the worksheet.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Classroom discussion about how this piece of writing links to the Success Criteria students created at the start of the lesson. What does Blackman do? How does she achieve this? How does she make the reader think and feel? Why does she do this?</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Students plan what could happen next in <i>Noble Conflict</i>. Planning sheets help to capture students' ideas and thoughts.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students to write their extracts using the planning sheets and success criteria to help them. Teacher to circulate the students and to check on their work.</li> </ul>
5 minutes	<p>Teacher to select a few students to read out a section of their work. Class to assess it using the Success Criteria they created.</p>
Homework	<ul style="list-style-type: none"> <li>Students should create a book review for a Malorie Blackman text that they enjoyed. Students could do this in many forms: podcast, video, blog or a written review. It is entirely up to them.</li> <li>Students should also complete the <i>Noble Conflict</i> section of the 'author study' analysis.</li> </ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Malorie Blackman and her Writing

In the space below, you have got to comment on what makes Malorie Blackman's novels exciting to read.

Think about the following questions:

- What makes Malorie Blackman a 'good' writer?
- What does she achieve in her writing?
- Why are her books exciting and interesting to read?

She likes to create suspense and tension in her narratives which makes me feel scared when I'm reading her books. For example:...



INSPECTION COPY

COPYRIGHT  
PROTECTED



## Noble Conflict

M. Blackman, *Noble Conflict* (London: Doubleday Books, 2013), p. 111–112.

*[In this section, Kaspar's vehicle has been hit, potentially harming his best friend.]*

Kaspar had no chance to finish his warning. A massive explosion at the rear of the car slewed it violently to the right, then to the left, then shot forward, and Kaspar felt the heat right through the car's bucket seat. The car flipped over completely. He was thrown out and flew several metres through the air before tumbling onto the ground with a series of bone-jarring thuds. He finally came to rest on broken, jagged rocks.

Kaspar wasn't sure how wrong he just lay there with his head on the atom of his body hurting. But slowly his brain got back in the driver's seat. He remembered the drills they had been taught to go through in basic combat training. It was a contingency as this.

'Weapon... Cover... Injuries... Situation.'

**Task:** Highlight the sections that you like.

Pick three things that you like and in the space below, explain why you like them.

REMEMBER to think about the Success Criteria you created in class today. Write your response in your writing?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Planning Sheet

Complete the planning sheet to help you with your writing.

After reading the extract, what emotions did you feel?

After reading the extract, what were you thinking?

What questions do you have?



Are there any 'unanswered' questions? If so, what are they?

How are you going to answer them? Or are you going to answer them?

What's going to happen next? Why?

How are you going to carry on and mood?

How are the main characters (Kaspar and Dillon) going to deal with this?



What words and techniques

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Homework

For your homework, review one of Malorie Blackman's novels. You can re

- *Pig Heart Boy*
- *Noughts and Crosses*
- *Noble Conflict*
- OR a text that you have read by Blackman that we have not studied

Your review can be done through any form, for example: podcast, blog, video or written review to you.

However, you must make sure that in your review you

- Explain what you liked about the text. Why did you think this?
- Explain who you think will like the text. Why?
- Explain what you did not like about the text. Why did you think this?
- Link it to other texts in the same genre.
- Are there any improvements? Why do you think it could be improved in the future?
- 5-star rating – what would you give it and why?

INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



# Lesson Fourteen: Assessment Preparation

INSPECTION COPY

**LO** Learning Objective:  
To understand how to make links between texts and Blackman's poetry.

## Lesson Plan

Timings	Activities
5 minutes	<ul style="list-style-type: none"> <li>Teacher to discuss the Learning Objective for the lesson and explain the implications for students. Teacher to explain how the lesson will be preparation for students' assessment.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Teacher to select students to show their homework pieces. Students should discuss their homework with the class and show them what they have achieved. This should then form the basis for a classroom discussion, and students should discuss their favourite Blackman texts and whether they agree/disagree with their peers' reviews.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>In pairs, students should order the Malorie Blackman texts. For example: the teacher could state that students should order the texts into the most thought-provoking to the least. Students should work together in pairs deciding on an order, and throughout they should discuss their ideas. (Please see 'Teacher Notes' for more guidance and suggestions for this activity.)</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>Teacher to explain the task and go through the Success Criteria. All students should have a copy of the task and the Success Criteria.</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>In pairs, students should discuss the assessment question: What could they write about and why?</li> <li>Teacher to ask for feedback and to note students' ideas on the PowerPoint presentation. Teacher could ask further questions to develop students' planning, and therefore understanding, further.</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>Students should complete the planning sheet for their assessment. Teacher should circulate to ensure that all students understand the assessment requirements.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Students should attempt to write a section of their assessment. They should follow the Success Criteria to make sure they are following the requirements of the task.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Students should prepare for their assessment.</li> </ul>

**COPYRIGHT  
PROTECTED**



**Malorie Blackman Texts**

Cut the following cards out and give them to pairs of students.

***Pig Heart Boy***



***Noughts and  
Crosses***

***RSC Noughts  
and Crosses  
Play***



***Noble  
Conflict***

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Teacher Notes

In pairs, students should order the Malorie Blackman texts. You should give students with.

For example, students could order them in terms of:

- enjoyment
- relevance to young people today
- how it impacted on their thoughts and feelings
- the power the text holds
- which characters they liked the most

Throughout this activity, students should discuss their orders and work together. After they have done this, you could ask students to go back their ideas – linking Learning Objective for the lesson and Blackman's writing.



INSPECTION COPY



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Year Eight Author Study Assessment: Malorie Blackman

Your reading assessment will be split into two sections. Section A is worth 40%.

**Section A:** Essay question responding to Blackman's *Noughts and Crosses*.

**Section B:** A series of comprehension questions based on an unseen text.

### Section A:

Essay question – How does Blackman present the theme of conflict in her

You should narrow your analysis and only focus on a few of the pointers. You need more guidance on this. Remember, these are only suggestions – there will be many others.

- *Noughts and Crosses* conflict – race, inequality, segregation, prejudice
- conflict between the sexes
- conflict between opinions – Callum and Sephy's / Callum and Judge
- conflict between Callum and Sephy

What other types of conflict are there? Add some of your own ideas to the list.

### Section B:

A series of comprehension questions based on an unseen text.

As this section is unseen, you will not see the text until the date of your reading assessment. You will be given a series of comprehension questions that you must answer in detail to support your points.

### Success Criteria

Below is the Success Criteria for your reading assessment. This criteria applies to your reading assessment. Make sure that you reference and adhere to them, as you will be assessed on them.

In your assessment, you must make sure that you:

- show an understanding of the text: the plot, characters and the main themes
- use evidence from the text to support your understanding and ideas
- discuss the authorial intentions – what Blackman has done and why
- develop your own opinion and engage with the text
- analyse language and how it is used to engage the reader
- analyse structure and how it is used to engage the reader

**COPYRIGHT  
PROTECTED**



## Planning Sheet for Section A

How does Blackman present the theme of conflict in her novel, *Noughts & Crosses*?

TOP THREE WAYS BLACKMAN SHOWS CONFLICT IN HER NOVEL

- 1.
- 2.
- 3.

MY IDEAS AND NOTES:



INSPECTION COPY

KEY QUOTATIONS:



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Example Essay Responses

(PLEASE NOTE: the levels here are based on the previous KS3 assessment system Curriculum. You may want to use these paragraphs but change the subtitles)

### How does Blackman present the theme of conflict in her novel *Noughts & Crosses*?

**Level 4:** In the book, the Noughts and Crosses do not get on at all. This is because they are better than the Noughts and they should have more rights and power. This makes the Noughts angry and upset because they are not treated equally. Callum goes to a Noughts school and gets bullied by some of the Crosses because they are not allowed in the school in their eyes. 'There was a large crowd outside shouting and chanting.'

**Level 5:** Blackman shows conflict by making the Noughts and Crosses different because they both have different rights - the Crosses being in power and treated equally because of their skin colour. When Callum goes to school, the Crosses show abuse at him, making him feel isolated from his new school. The Noughts tried to make their way up to the school entrance. The crowd surged forward, a palpable wave of anger hitting me almost like a punch.' This shows the conflict and illustrates the segregation between the two races in the text. This tells of the angry emotions aimed at the Noughts.

**Level 6:** Blackman shows conflict by making the Noughts and Crosses different because they both have different rights - the Crosses being in power, victimised and not treated equally. When Callum goes to school, he gets shout abuse at him, making him feel isolated from his new school. 'Callum tried to make their way up to the school entrance. The crowd surged forward, a palpable wave of anger hitting me almost like a punch.' Blackman uses a simile here to show how anger the Crosses are displaying, which is directed at three Noughts - children. The simile 'like a punch' to show how conflict and anger can lead to physical violence, just as damaging, if not worse, than physical abuse. The fact that this is directed at children is all the more shocking, as adults should know better and the children are innocent.

**Level 7+:** Blackman shows conflict by making the Noughts and Crosses different because they are not treated equally in society. The Crosses are in power and the Noughts are victimised. When Callum goes to school, he gets bullied and some Crosses show him feel isolated from his new school. This happens on his first day, from the very beginning. 'Callum and the other Noughts tried to make their way up to the school entrance. The crowd surged forward at the palpable wave of anger hitting me almost like a punch.' Blackman uses a simile to illustrate the conflict and anger the Crosses are displaying, which is directed at three Noughts - children. I think she uses the simile 'like a punch' to show how conflict and anger can lead to physical violence and how words are just as damaging as physical abuse. The fact that this abuse is being directed at children is all the more shocking, as adults should know better and the children are innocent. Blackman does not use a capital letter for 'Noughts' and 'Crosses'. She does this to illustrate how the Crosses do not view them as deserving of a capital, thus making them into a proper noun. The detecting reader is another indicator of the conflict and segregation Blackman presents in her novel.

**COPYRIGHT  
PROTECTED**





# Lesson Fifteen: Assessment

**LO**

**Learning Objective:**

To understand how to respond analytically to Blackman

*(Please note: this may take longer than a lesson. However, for the purpose of this lesson, it is intended to be completed in one lesson. Depending on the ability of your students, it may be better to complete their reading assessments.)*

## Lesson Plan

Timings	Content
5 minutes	Teacher to explain the purpose of today's lesson and what students are going to be doing. Recap from the previous lesson and the planning that was achieved.
5 minutes	<ul style="list-style-type: none"><li>Students to read through the paragraphs they completed in draft form last lesson. They should measure their work against the Success Criteria, highlighting areas they could improve.</li><li>Teacher to circulate whilst this is happening, checking students' homework and their understanding.</li></ul>
5 minutes	<ul style="list-style-type: none"><li>Teacher to explain the two parts of the assessment in detail, ensuring that all students understand the requirements. Teacher to go through the Success Criteria again, highlighting the importance of it.</li></ul>
30 minutes	<ul style="list-style-type: none"><li>Students to complete Section A of their assessment. Students should refer to the Success Criteria throughout their assessment.</li></ul>
15 minutes	<ul style="list-style-type: none"><li>Students to complete Section B of their assessment. Students should refer to the Success Criteria throughout their assessment.</li></ul>
Homework	<ul style="list-style-type: none"><li>Students should complete the 'author study' scheme reflection.</li></ul>

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



### Self-Assessment: Starter Activity

Have a look at the paragraph you wrote last lesson. Measure it against the

What have you done well and why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

What could you improve and why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

How could you improve it?

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Section B**

Below is an extract from: Blackman, M, *Doctor Who: The Ripple Effect* (Long opening of a short Doctor Who story Blackman wrote to celebrate 50 years)

The Doctor lay on his back with his head inside the TARDIS beside him, holding an armful of tools she didn't recognise but they were awkward.

'Pass me the magnetic de-interlacer,' said the Doctor, his expectantly.

'The what?' asked Ace.

'The metal tube with the red ball on the end.'

Ace hurried to juggle her tools in her arms so that she didn't drop any. She carefully extracted the correct one and placed it in the TARDIS.

'Professor, what, exactly, are you doing?' she asked with a look of concern.

'I'm reconfiguring the chrono-dynamic tensor to have a new angle,' he said as if that made everything clear. 'Now I need your help. Please.' Once again, a hand emerged, its fingers wriggling.

Ace examined the tools she still held. She hoped that one was conveniently labelled 'tachyon filter'. No such luck.

The empty hand waved patiently.

What is happening in this passage?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**





How does Ace feel in this passage?  
impression?

.....

.....

.....

.....

.....

.....

.....

.....

How does Blackman portray the Doctor's and Ace's relationship? Why does she do this?

.....

.....

.....

.....

.....

.....

.....

What do you think could happen next? Why?

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Homework Reflection

Reflect on your learning for the resource. You must answer the following questions fully explaining your answers.

What have you enjoyed about the Malorie Blackman scheme and why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

In your reading assessment, what do you think your strengths were? Why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

In your reading assessment, what do you think you could improve on? Why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Noughts and Crosses

What could happen next?

You have just finished reading *Noughts and Crosses*. Malorie Blackman's *Knife Edge*. What could happen? Using the table below, make some predictions of what could happen to the characters and why. Remember to use your knowledge about the story to help you.

Character	What happened in <i>Noughts and Crosses</i> ?	What could happen next?
Sephy and the baby		
The Hadley family		
McGregor family		
Jude		
Liberation Militia		

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Noughts and Crosses Blurbs

(All available from Malorie Blackman's website: [www.malorieblackman.co.uk](http://www.malorieblackman.co.uk))



### Knife edge:

Sephy is a Cross, one of the privileged in a society where the pale-skinned noughts are inferiors. But her baby daughter – Callum. Eaten up with bitterness, Callum's brother for the terrible losses his family has suffered.

Now Jude's life rests on a knife edge. Will Sephy be forced to choose sides?

### Checkmate:

Can the future ever erase the past? Rose has a Cross mother in a society where the pale-skinned noughts are the dominant force. Those with dark skin face a life-long battle against discrimination. Sephy, her mother, has told Rose virtually nothing about her past. As a young adult, she unexpectedly discovers the truth about her heritage and becomes determined to find out more, to fight with the fight for equality for the nought population. And when she steps away from Sephy and into this world, she finds herself in more and more danger. Suddenly it's a game of very high stakes where only one have one winner...



### Double cross:

Tobey wants a better life – for him and his girlfriend Callie. He has nothing to do with the gangs that rule the world he lives in. He is offered the chance to earn some money just for making a decision. This once, would it hurt to say 'yes'?

One small decision can change everything.

After reading the blurbs, write some keywords that you think of. For example. Write them in the word box below.

WORD BOX!

What do you think Malorie Blackman is trying to achieve in her *Noughts and Crosses*?



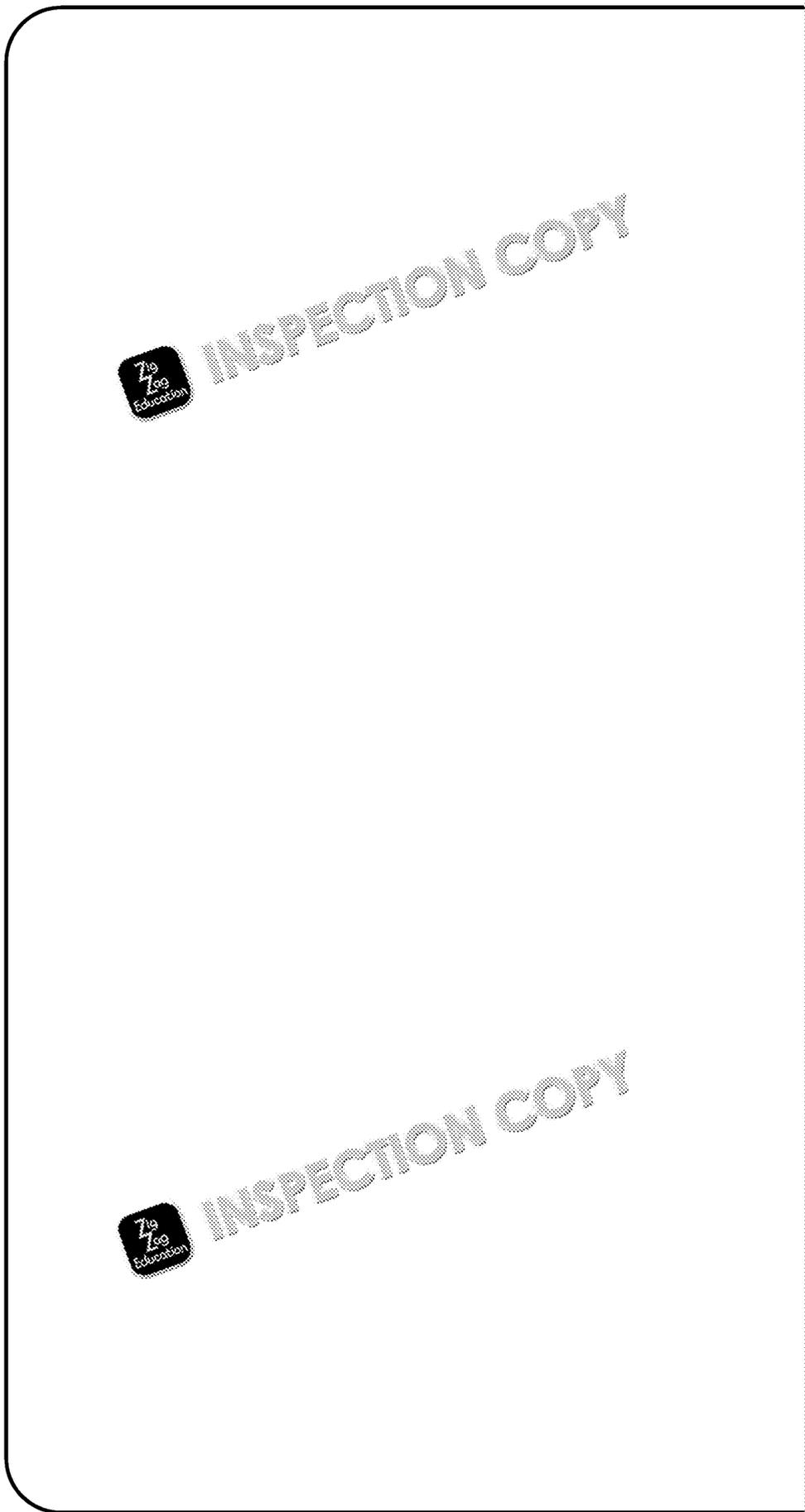
COPYRIGHT  
PROTECTED



INSPECTION COPY

## Noughts and Crosses Montage

In the space below, create a *Noughts and Crosses* montage – using images you want! Make sure that your montage captures Blackman’s series effect



INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Reviews

Visit Malorie Blackman's website, [www.malorieblackman.co.uk](http://www.malorieblackman.co.uk).

Read the reviews for the *Noughts and Crosses* series.

What have people said about the books? Put your notes into bullet points

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

After reading the reviews, are you inspired to read a Malorie Blackman book you are going to read?

I am going to read...

I have chosen this book because...

This is going to be my READING CHALLENGE!

Signed:



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Malorie Blackman Fan Trailers

Malorie Blackman has a large following and fanbase due to the high-quality Malorie's publishing company have created some book trailers to coincide with her texts, which the fans love; to the point that they want to create their own.

Have a look at the following links:

*Boys Don't Cry*: <https://www.youtube.com/watch?v=t87Hvtul1Yc>

*Double Cross*: [https://www.youtube.com/watch?v=O\\_Whv1hFg9w](https://www.youtube.com/watch?v=O_Whv1hFg9w)

*Noughts and Crosses* review: <https://www.youtube.com/watch?v=JIBY-FC>

*Noughts and Crosses*: [https://www.youtube.com/watch?v=vLwj5FWbZ\\_Q](https://www.youtube.com/watch?v=vLwj5FWbZ_Q)

*Noughts and Crosses*: [https://www.youtube.com/watch?v=Fl2jC\\_w3MkY](https://www.youtube.com/watch?v=Fl2jC_w3MkY)

Working in groups, create your own fan-based trailer or book review. It is about this! My only stipulation is that it is loosely based on the text and B



In the space below, plan your video:



INSPECTION COPY

INSPECTION COPY

COPYRIGHT  
PROTECTED



### Malorie Blackman and the Media

In August 2014, Malorie Blackman, in her role as Children’s Laureate, was interviewed, they asked her a range of questions, mainly focusing on children’s trends and how she viewed literature for this age market. After this interview she was subject to a torrent of racial abuse because of the media angle Sky played

Read the Sky interview. It is available at:

<http://news.sky.com/story/1323753/call-for-more-ethnic-diversity-in-kids-books>

What is the article suggesting about Malorie Blackman’s views?

.....

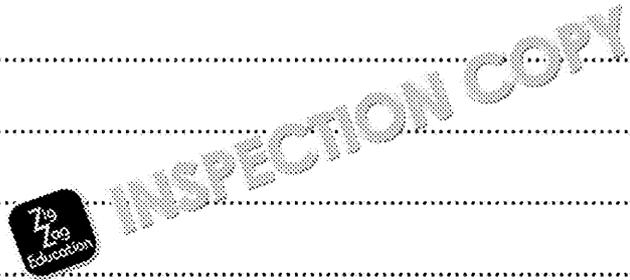
.....

.....

.....

.....

.....



How do you know this? What gives you this impression?

.....

.....

.....

.....

.....

.....

Why has Sky TV done this? What is it trying to achieve?

.....

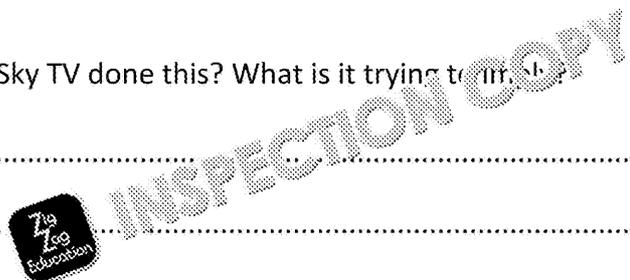
.....

.....

.....

.....

.....



**COPYRIGHT  
PROTECTED**



## Malorie Blackman's response in *The Guardian*

Read Malorie Blackman's written response to the racial tweets she received. Blackman wrote an article for *The Guardian*, discussing how she felt about



Read the article *The Guardian*. It is available at:

<http://www.theguardian.com/commentisfree/2014/aug/27/racist-abuse-diversi>

How does Blackman feel about the Sky Interview and the tweets she received?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

In the article, what does Blackman highlight to the reader? Why do you think

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



INSPECTION COPY

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Malorie Blackman and Twitter

Below are some of Malorie Blackman's tweets after the Sky TV debacle. Hashtags are not included.

The screenshot shows Malorie Blackman's Twitter profile with the following statistics: TWEETS 2,767, FOLLOWING 908, FOLLOWERS 16.4K, and FAVOURITES 586. Below the profile are five tweets:

- Tweet 1:** Malorie Blackman @malorieblackman · Aug 26  
So thanks so much everyone for your support. I can't tell you how much it means to me. I walk hand in hand with you. #WeNeedDiversity  
Retweets: 37, Likes: 390
- Tweet 2:** Malorie Blackman @malorieblackman · Aug 26  
Hell will freeze over before I let racists and haters silence me. In fact, they just proved to me that I was right to speak out.  
Retweets: 755, Likes: 863
- Tweet 3:** Malorie Blackman @malorieblackman · Aug 26  
I only meant to take a few days break to write an article about an issue. Racists and haters will never make me run away.  
Retweets: 81, Likes: 149
- Tweet 4:** Malorie Blackman @malorieblackman · Aug 26  
Wow! I'm so overwhelmed and humbled by the messages of love I've received since I posted my last tweet. 1/2  
Retweets: 56, Likes: 105
- Tweet 5:** Malorie Blackman @malorieblackman · Aug 25  
Diversity & inclusion. More books featuring kids/YA with people of colour, travellers, different cultures, religions etc.  
Retweets: 559

INSPECTION COPY

COPYRIGHT  
PROTECTED



Go and have a look at Malorie Blackman's Twitter page – @malorieblackm history of #weneedmorediversebooks.

In the space below, write down what you notice about her Twitter feed:

.....

.....

.....

.....

Looking at Malorie Blackman's tweets overleaf, what do they show about why do they exist in the world?

.....

.....

.....

.....

Why is it important to have a voice like Malorie Blackman in the media? Why is it important – particularly in the world of young adult literature?

.....

.....

.....

.....

Write your own tweet to @malorieblackman in the space below:

.....

.....

.....

.....

INSPECTION COPY

**COPYRIGHT  
PROTECTED**

