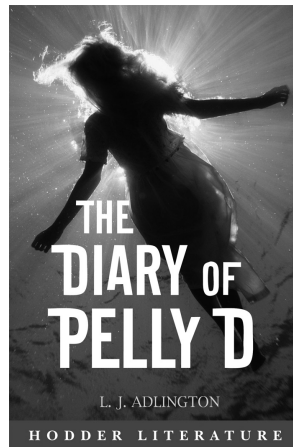


THE DIARY OF PELLEY D



TEACHER'S RESOURCE

Andrew Liddle

H O D D E R L I T E R A T U R E

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L.J. Adlington's Introduction

What if...?

The starting point for so many stories and ideas. My *What if?* came when I was doing research about war crimes. Half-way through a particularly riveting book my attention was caught by a footnote in a chapter about World War II and the Holocaust. (This introduction isn't meant to be a history lesson, so bear with me if you don't know what I'm talking about.) Basically, the footnote mentioned that secret diaries had been discovered during the rebuilding of Warsaw, in Poland, after it had been bombed by the Germans during the war. One diary was even found in an old metal milk can. The people who'd written the diaries were long-dead but the words – evidence of terrible crimes – survived. Both the diaries and the milk can are now safe in museums.

What if...?

I couldn't help thinking, What if Warsaw hadn't been liberated? What if the wrong people had discovered the diaries? Would they have been destroyed and lost forever? I took the idea one step further: what if Anne Frank's famous diary of life during the Holocaust had been found by the Nazis and not saved for future generations to appreciate? Ever since I first read Anne Frank's diary I had wondered what happened when the diary stopped... when Anne no longer had pen and paper to write with?

Not have pens and paper? As a writer, that's an awful idea! I couldn't manage without my notebooks.

Right there, at that footnote, that's where my story began. Toni V started digging in a city regeneration project. The diary he found belonged to a girl called Pelly D. Page after page, I discovered what Pelly's life was like, until I reached the last entry in her diary, just like Toni V.

If there is so much evidence for diary writing in World War II, why tell the story on another planet, centuries in the future? Well, I wanted to keep my story fresh, not tangled up in ideas people already have about history and war crimes. The genetic testing in the story is purely an example of how systems of discrimination are fundamentally abusive, whether they're based on genes, race, religion or gender. If all this sounds terribly worthy, try bringing it down to a more personal level: how do you feel about being put in a box? About having a label slapped on you whether you like it or not? Personally, I *hate* being told what I'm supposed to be like, so I hope you'll understand how the characters in City 5 feel when someone else decides what their 'label' is...

To some extent, what you get out of *The Diary of Pelly D* depends on what you bring to it – your own knowledge of the world and your own awareness of the way attacks on personal freedom can escalate into great atrocities. Dig in!

Lucy Adlington

Incidentally, for those of you who wonder about the *gills* (perhaps you too like the idea of breathing underwater) I have to admit it's only feasible in fiction. Although human embryos have gills during the early stages of development, they are soon lost. Current technology has produced artificial gill machines but they can only sustain production of air with 16% oxygen, whereas normal air is 21%. As *New Scientist* writes – 'It'll happen some day. Just don't hold your breath.'

Introduction to *The Diary of Pelly D*

Teacher's Resource

This is an excellent choice of novel for a Year 9 class, for a variety of reasons. *Pelly D* is a futuristic novel with great contemporary relevance. Global warming is changing our own climate and creating – we fear – some of the climatic conditions which in the book led to three genetic classes of ‘space colonists’ being sent to a new planet.

L.J. Adlington's story has two perspectives to the aftermath of war: Toni V, a demolition worker, finds a diary of a teenage girl and is fascinated by what it reveals of recent history; Pelly D's diary gives an impressionistic account of her life in the days leading up to war. The narrative switches from one to the other, affording numerous insights into the nature of growing up in a time of immense political change. Because of the acute shortage of water, one of the three genetic classes is victimised, in much the same way as were Jews in Nazi Germany. Ultimately this third class is ‘ethnically cleansed’.

Pelly D is, then, a mature, thought-provoking novel, which provides numerous opportunities for a variety of reading, speaking, listening and writing activities. The teacher will find especially useful the way reflections on the remorseless and inevitable drift to Totalitarianism alternate with exploration of the hopes and fears of the teenage years. The diary ultimately provides a focus for the pupils' reading logs; and the series of lessons builds up to and culminates in a television documentary, which tells what happened to the colony from Earth people's perspective.

The lesson plans are intended as a guide for teachers and may be easily and readily adapted to the needs of the class, the teacher, or the occasion. The resource sheets offer suggestions for a variety of stimulating text-based activities.

Guided Sessions

There are five proposed lessons where guided work (called ‘Guided seminars’) takes place: Lessons 3, 5, 7, 9 and 11. In these lessons it is suggested that the teacher works with one group for approximately 20 minutes, guiding them as they work on a specific task. The tasks and the groups can, of course, be adapted according to the various levels of ability in the class, but in this unit the five guided sessions are directed at five distinct groups of pupils of similar abilities: two lower, two middle and one upper.

Lesson 3	Teacher guides a middle ability group.	The teacher works with this group to guide their discussion.
Lesson 5	Teacher guides the upper ability group.	The teacher works with this group to extend their understanding of the characters and how to use the role of investigator.
Lesson 7	Teacher guides a lower ability group.	The teacher works with this group to probe their understanding of the sequence.
Lesson 9	Teacher guides a different middle group.	The teacher guides this group in their close reading of the text.
Lesson 11	Teacher guides a different lower ability group.	This group is guided through the final stages of their tasks for the television documentary.

It is important to view this only as a suggestion; classes vary too much for there to be only one way of planning guided sessions. It would be possible to use the planned activities for small groups of mixed ability, letting the pupils choose together which task they wish to pursue. Some classes may have fewer or more upper or lower groups, and work and Guided seminars would need to be adapted accordingly.

In these lessons the Resource Sheets are structured to assist the groups not guided by the teacher, giving them a specific task and leading them through the stages. A Guided seminar plan also provides the teacher with a framework for working with the chosen group.

Outcomes

The rationale behind this resource is that pupils should read, and have read to them, a text which provides enjoyment and inspiration while also encouraging them to challenge their own thinking.

The activities described here are therefore designed to promote enjoyment and fun as well as depth of thought, so that pupils respond to the reading in a variety of ways: teasing out their own conclusions about character and feeling from clues in the text, transferring their knowledge and understanding to create other forms of writing, and beginning to look beyond the story at the writer's craft.

Speaking and Listening

- Read aloud – dramatised readings, pairs, small groups and silently.
- Listen to readings – by teacher or other pupils.
- Discuss ideas and responses in small and large groups.
- Take part in role play and hot-seating.
- Take part in a class presentation.

Reading

- Begin to analyse what happens in the reading process.
- Gather and use textual evidence to understand character.
- Use various media to do research.
- Look for patterns and links within the text.
- Understand how themes underpin the novel.

Writing

- Record responses to their reading and related research, in various forms.
- Make notes on character, setting, plot.
- Write in a role as a character.
- Write news bulletins using the events and characters.
- Write up investigations and analysis of the text in the form of a reading log.

Key themes

The novel's themes provide many opportunities for reflective thought and discussion:

- Growing up and adolescence.
- Families divided and the segregation of classes.
- The political implications of a scarcity of a vital resource.
- Aspects of Totalitarianism.

Short-term planning for <i>The Diary of Pelly D</i> by L.J. Adlington						
Year 9	Aims and rationale:		Objectives:	Possible cross-curricular links:		
Term	To provide a structured approach to the reading of L.J. Adlington's <i>Pelly D</i> by linking the reading process to a parallel writing or oral task, whilst incorporating guided work, alternative routes for different kinds of learners and opportunities for pupils to work collaboratively and independently in ICT, research, and debate.		Word 14 – Define and deploy words with precision Sentence 11 – Vary sentence structure to lend pace, variety and emphasis Reading 12 – Comment on how writers convey setting, character and mood S & L 5 – Promote, justify or defend a point of view	History – Nazi Germany Biology – Evolution and genetics		
Week						
Teacher						
Lesson	Word and Sentence objectives – integrated approaches	Introduction	Development (including guided work)	Plenary	Homework/Extension/Research	
1 First Impressions	Pre-reading discussion of book's cover, led by teacher.	Teacher reads out pp. 1–13 and discusses importance of water to life.	Teacher introduces genre and literary conventions. Pupils, in pairs, discuss questions raised in RS 1 'Space', answering in note form.	Recap. Teacher makes links with learning outcomes and prompts pupils to respond to book and to task.	Look at the website www.madaboutbooks.com , and see what you can learn about this book. Complete RS 2 on Tony V and Pelly D.	
2 Jeans and Genes	Teacher introduces the word SERENDIPITY and introduces a discussion of pupils' experiences of discovering things by chance.	Pupils, in pairs, discuss their serendipity discoveries and complete RS 3.	Using Diary extract on pp. 19–22, teacher promotes discussion of genetics. Pupils begin the chart on 'Gene Types' (RS 4), working in pairs.	Teacher recaps. Pupils read aloud from their chart entries or reproduce on whiteboard. Discuss how they arrived at their responses.	Complete RS 3, and digest RS 5.	
3 'In Search of Pelly D' (Guided)	Quick starter: pupils asked to jot down five things that have happened in the first 30 pages. Pairs compare their findings.	Teacher explains the television documentary entitled 'In Search of Pelly D', using RS 7 to discuss task.	Teacher sets up the seminar groups and explains that only one group per guided lesson will have the guidance of teacher, for about 20 minutes. Lower ability groups allocated task of keeping track in RS 10, 'Pelly D's Identity'.	Pupils feed back some of the ideas from their groups and report on progress so far.	Each group decides on next step and homework for each member, ready for next guided lesson – Lesson 5.	

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Week						
Teacher						
Lesson	Word and Sentence objectives – integrated approaches	Introduction	Development (including guided work)	Plenary	Homework/Extension/Research	
4 Teenage Problems	Teacher asks what Pelly D means by 'My life is a (well-dressed) tragedy'?	Teacher explains objectives before skip-reading pp.48–57.	Teacher distributes writing frames, RS 11 and 12, to aid pupils to consider why Pelly D is unsatisfied with her life.	Pupils discuss teenage problems and how they affect Pelly D.	Pupils to complete task 'Chilling at Supernova' (RS 13).	
5 Discrimination and Difference (Guided)	Teacher skip reads from this section, pp.61–80, and introduces the topic of multi-ethnicity.	Pupils are asked to give their opinion on discriminating against one class or type and, in groups, do RS 14 on discrimination.	Teacher introduces spider diagrams and models one for one of the three classes, using resource sheet. Pupils in groups do spider diagrams on the remaining gene classes.	Discussion of characteristics and likely interest and behaviour of Galrezi, Atsumi and Mazzini.	Update log on chosen subject for documentary.	
6 'It's All Changing'	Use dictionaries to look up political words, as listed on Teacher's Prompt Page.	Teacher leads a discussion of the political system emerging in Pelly D's diary.	Teacher discusses implications of gene-tagging, particularly with regard to Pelly D. Pupils complete RS 19 on gene-stamping, in pairs.	Pupils feed back their views on the changing political landscape, read from their letters, and then are issued with RS 20, in order to provoke further discussion.	Pupils complete RS 21, 'Keeping up with Toni V'.	

Short-term planning for <i>The Diary of Pelly D</i> by L.J. Adlington						
Year 9	Aims and rationale:	Objectives:	Possible cross-curricular links:	Homework/Extension/Research	Plenary	Development (including guided work)
Term Week Teacher	<p>To provide a structured approach to the reading of L.J. Adlington's <i>Pelly D</i> by linking the reading process to a parallel writing or oral task, whilst incorporating guided work, alternative routes for different kinds of learners and opportunities for pupils to work collaboratively and independently in ICT, research, and debate.</p>	<p>Word 14 – Define and deploy words with precision Sentence 11 – Vary sentence structure to lend pace, variety and emphasis Reading 12 – Comment on how writers convey setting, character and mood S & L 5 – Promote, justify or defend a point of view</p>	<p>History – Nazi Germany Biology – Evolution and genetics</p>	<p>Update progress logs, after reading pp.98–117.</p>	<p>Each group is working on its task, using their relevant RS. Pupils feed back their progress to the teacher and rest of class.</p>	<p>Teacher sets up seminar groups as in Lessons 3 and 5 and reminds pupils of rules for these three sections, using RS 23. Pupils discuss peer pressure, using RS 24, and then relate their opinions to the documentary.</p>
Lesson 7 Keeping Tabs on People (Guided)	<p>Word and Sentence objectives – integrated approaches</p> <p>As a quick starter, the pupils should discuss what they imagine General Insidian might look like.</p>	<p>Introduction</p> <p>Then use RS 22 to draw an imaginary picture of him. If possible, pupils should use the Internet to obtain images of dictators.</p>				<p>Differentiated tasks: G&T pupils should try to provide a form for 'Living in Harmony', using RS 28. Other pupils should use RS 29 to structure a piece of reportage.</p>
8 'The Whole World's Gone Crazy'	<p>Teacher skipreads from this section, pp. 118–30.</p>	<p>Pupils, in pairs, discuss the extracts, in RS 27, and try to determine the order they occur in the book and their importance as stages in the movement towards the different kind of society.</p>		<p>Finish off tasks if not completed in the Development and bring progress logs up to p. 130.</p>	<p>Pupils read from their work on guidance points and on the Demo. Teacher asks for feedback of related ideas.</p>	
9 Marek T Meets Toni V (Guided)	<p>Teacher reads p.131 and introduces a discussion of Toni V's idea of what kind of girl Pelly D is.</p>	<p>Pupils use RS 30 to try to quickly recreate Pelly D's 'blotchy doodle' of herself.</p>		<p>Update progress logs.</p>	<p>Teacher asks pupils to feed back what they have been doing and to compare and contrast the characters of Toni V and Marek T.</p>	<p>Differentiated tasks: The group which has been assigned the task of covering Toni V in the documentary is working on RS 31. The G&T group should be assigned the imaginary encounter – a role play – between Toni V and Marek T (RS 32). The other groups should further their knowledge of Marek T in discussion and completion of RS 33.</p>

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Term _____					
Week _____					
Teacher _____					
Lesson	Word and Sentence objectives – integrated approaches	Introduction	Development (including guided work)	Plenary	Homework/Extension/Research
10 Spam Propaganda Sucks	Pupils use RS 35 to get to grips with what propaganda is, having had brief teacher-led discussion of extract from 1984.	Teacher skip-reads this section, pp. 149–64.	Teacher leads major discussion of war in general, using RS 36, 'Teacher's Retrospective: Attitudes to War'. Pupils discuss, in pairs, questions about attitudes to war.	Pupils feedback their understanding of propaganda and attitudes to war.	Pupils write a letter from General Insidian, explaining Atsumisi Supremacy, using RS 37.
11 Missing Persons (Guided)	Teacher asks pupils, in pairs, to read the short extract from p. 166 and discuss its implications.	Pupils add four more key terms to their political dictionary file, using RS 38.	In seminar groups, pupils discuss what appears to be happening to the Galrezi people. There is opportunity for ICT work, using RS 39 'The Final Solution'.	Pupils feedback ideas discussed in lesson, then teacher outlines the final arrangements for the documentary using RS 40 'Preparing for the Documentary'.	Pupils preparing for documentary, and/or using RS 41 'City Five Alive' to design a poster.
12 When the Words Stop!	A short warm-up exercise, done in pairs, using RS 42 'The Diary Unearthed'.	Teacher reads Marek T's addition to Pelly D's diary (p. 187–88) and initiates discussion of it, using RS 43 'Some Unanswered Questions'.	Teacher explains that the major element in this lesson is final preparation for the documentary. (The teacher's explanation is set out in RS 44, 'The Documentary at Last'.) Pupils are in seminar groups, working on, as appropriate, RS 45, 'My Story' or RS 46, 'Documentary Discussions'.	Pupils confirm their contributions, using RS 47, and rehearse elements.	Final preparations for documentary.