



# CARRIE'S WAR - STUDY NOTES

KS2 ENGLISH - AGE 9 TO 11





# Carrie's War by Nina Bawden

## Programme Notes by Christine Jenkins

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These Notes are written by Christine Jenkins. Christine is a former teacher and deputy head, specialising in primary literacy, maths and assessment. As an author she has written many teaching resources to support guided reading and writing, as well as contributing to several large scale schemes and online resources.



## Introduction

### Background and synopsis

*Carrie's War* was written in 1973 by Nina Bawden. It tells the story of a brother and sister, Carrie and Nick Willow, who are evacuated from their home during World War Two to a village in Wales.

The Willow children are taken in by the village grocer, Mr Evans - a strict religious man - and his kind, gentle sister, 'Auntie Lou'. While they are there the children spend much of their time visiting *Druid's Bottom*, the mysterious house where their friend and fellow-evacuee Albert Sandwich lives - along with Mr Evans' sister, Mrs Gotobed, a disabled cousin called Mr Johnny and her housekeeper Hepzibah. Hepzibah treats the children kindly but also loves telling them scary stories.

Carrie and Nick gradually get used to their new lives and enjoy helping out at *Druid's Bottom*. When Mrs Gotebed dies confusion surrounds the whereabouts of her will and the future of the house. Carrie passes on a message for Mr Evans from his late sister, but this only serves to complicate the situation. Before it is resolved, Carrie and Nick's mother sends for them to return to live with her.

Shortly before they leave Carrie does something which she lives to regret. The story starts and ends with Carrie revisiting Wales many years later with her own children and recalling her memories of the place.

The story lends itself to work on narrative structure, comparing characters, especially their different views of events, describing setting and atmosphere, and building suspense and mystery through writing. Themes such as separation, growing up, friendship, bullying, kindness, family relationships, jealousy, greed, misunderstanding and beliefs can all be explored.

### Suggested way of working

The audio recording is in 10 episodes, each one 13 to 15 minutes in length. For each episode these teaching notes offer:

**Summary:** a brief summary of the key events in the episode

**Before:** some suggestions for things to think about or discuss before listening

**During:** things to listen out for during the episode to give the listener an active focus

**After:** follow up activities to do after the episode, including some **Key questions** and at least two **Written activities** - some with accompanying resource sheets. The written activities are a mixture of longer creative tasks and shorter tasks, based around words or sentences linked to the story.

To answer the key questions, it may be helpful to go back to specific parts of the audio recording to listen again and give greater depth to the answers. The answers to these questions can be discussed, or can be written down and answered in a more formal way. The key questions for the whole story in a printable format are given at the end, on **Resource Sheet 11**. These could be printed and used for pupils to work from by writing the answers in their books, or can be printed onto cards for each episode and discussed in groups.

*These teaching notes are designed to offer flexibility. They can be used by a whole class in a teacher-led English session, or as a group in a guided reading session. Alternatively they can be used by children independently, or working at home with parents. Where the guidance suggests things to discuss, this can be done as a whole class, in pairs, as a guided reading group or with a parent if working at home.*



# 1: Carrie remembers / The story begins / A coal-mining town

**Listening time:** 13:53

## Useful vocabulary:

*Druid* - a priest in the ancient Celtic religion, often featured in legends

## Summary:

The episode begins with Carrie as an adult, taking her own children to visit the place where she and her brother were evacuated during World War Two. Everything now looks ruined and overgrown. She starts to tell the story of their time there, beginning with the train journey to get there.

## Before:

*Carrie's War* is set in WW2. Before listening to the beginning of the story ask children to jot down some things they know already about the War. When did it take place (1939 -1945)? What do they know about children being evacuated to the countryside? How might it feel to be evacuated?

At the start of the story Carrie visits the place where she was evacuated as a child in order to show her own children. Ask pupils to predict how she might feel about going back. Have they ever been back to somewhere after a long time away? Had it changed? How? How did they feel?

## During:

As the episode plays ask the children to:

- listen for descriptions of the setting. What was *Druid's Bottom* like? How had it changed? Jot down words that help you to picture it.
- listen for any clues about Carrie's feelings at different points.

- listen for any hints about a mystery to come later in the story.

## After:

### Key questions

- What kind of place was *Druid's Bottom*? Find at least three features.
- Why do you think Carrie takes her own children to visit *Druid's Bottom*? How do you think they feel when they are there?
- How did Carrie and her brother get to Wales as children? What other details can you recall about their journey there from the story so far?
- At the very start of the story we are told that Carrie often dreamed about going back to this place in Wales. What does this tell us?
- Do you think 'Carrie remembers' is a good title for the episode? Why?

## Written activities:

### Looking back: good and bad memories

In this episode Carrie starts to recall her time in Wales. Listen again and ask the children to write down the main things that Carrie recalls, including the things that have changed. Once they have made a list, think about whether they are mainly good or bad memories. Children could jot each one down on sticky notes and sort them into three groups: good memories, bad memories and ones where she has mixed feelings.

### Setting the scene

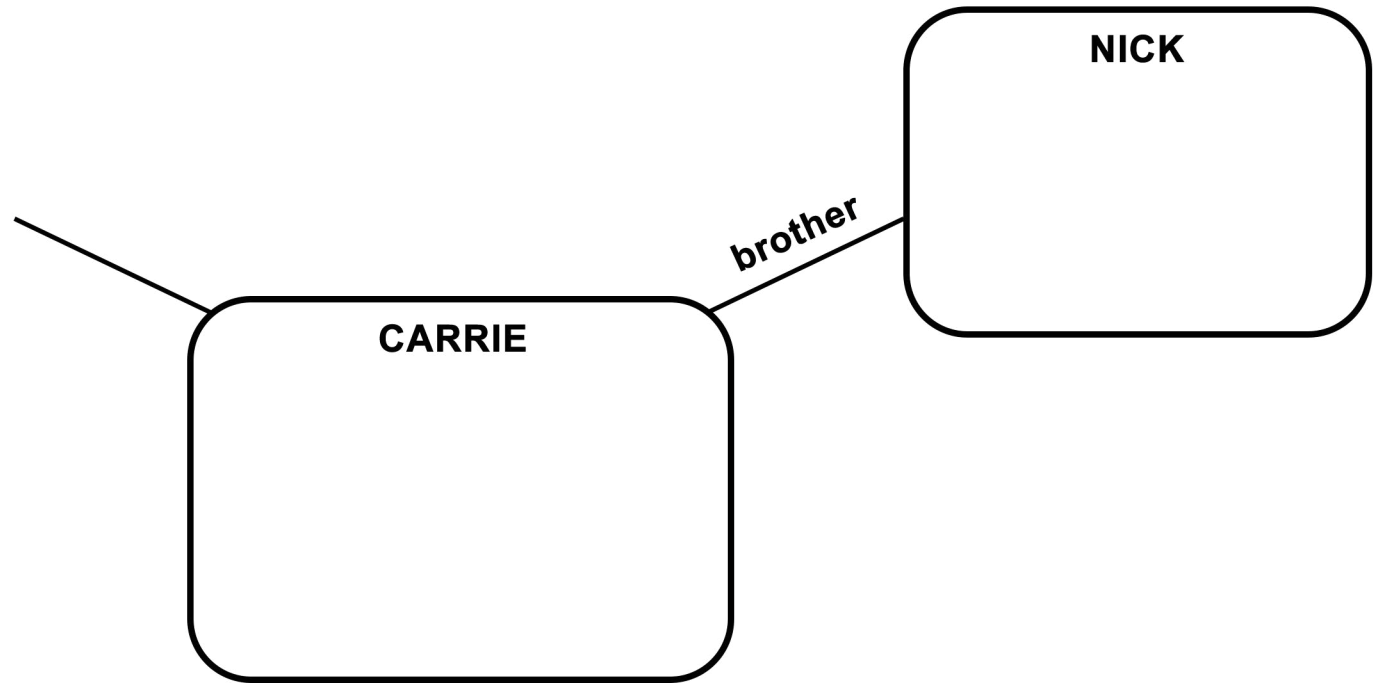
Listen again and ask children to make a note of any descriptions of the scene at *Druid's Bottom*. Use these notes to help them sketch what they think *Druid's Bottom* looked like. Add labels to annotate anything about the scene that makes it seem scary from the description in the story.

### Character mapping

Use **Resource Sheet 1** on the next page to help children keep track of the relationships between the characters. As they listen, add notes about each one. Along the lines record what their relationship to Carrie and the other characters is.

# Resource Sheet 1: Character mapping

Use this sheet to keep track of the relationships between the characters as they are introduced. As you listen, add notes about each character in the boxes and along the lines, to record what their relationship is to each other. Some characters have been added to get you started.





## 2: Mr Evans is a good man but strict / Just a bully / Thief

**Listening time:** 13:56

### Useful vocabulary:

*very strong chapel* - someone who has strict Christian beliefs

### Summary:

After arriving by train, Carrie and Nick are finally picked by a kind lady called Miss Evans and are taken to live with her and her brother, the local grocer, Mr Samuel Evans. He is a bully and has very strict house rules. Even his own sister is frightened of him. The children start to settle in, mainly due to Miss Evans' kindness and they begin to call her 'Auntie Lou'. However, things go wrong when Nick steals a biscuit.

### Before:

Ask the children to recall what was happening to Carrie and her brother at the end of the last chapter: they had been evacuated to Wales and were waiting to be chosen by a family and taken to their temporary new home. How would Carrie and Nick be feeling at this point? Jot down three words to describe their feelings.

### During:

As the episode plays ask the children to:

- listen for clues about Miss Evans' character. What kind of person is she? How is she described? What is the relationship between her and brother like?
- listen for details about the Evans' house. What is it like? What details do we know about the rooms that it has and its layout?

### After:

#### Key questions

- Why did minutes pass 'feeling like hours' when Carrie and her brother were waiting to be picked? What does this tell us about their feelings?
- What do we find out about Miss Evans in this episode? What kind of impression do we get of her?
- What evidence is there that Mr Evans is a bully in this episode?
- How do Nick's feelings change during this episode?

### Written activities

#### Letter home

Ask the children to write a letter home as if they were Carrie, after the first three weeks of being evacuated. Think about what details Carrie might choose to tell her mother about. Remember to include Nick and your feelings as Carrie, as well as what has happened. **Resource Sheet 2** below gives a framework for the letter.

#### Character mapping

Add to **Resource Sheet 1** to help children keep track of the relationships between characters. Add notes about Mr and Miss Evans while listening.

#### Rules

Discuss what rules there are in place at the Evans' home. Do pupils think these are fair and reasonable? Ask them to make a sign to go on the wall showing a list of all the house rules that Carrie and Nick must follow. Encourage them to use and identify *imperative* ('bossy') *verbs* to give as commands - eg 'Take your shoes off!'

#### Mr Evans, Nick and the biscuit

Listen again to the last section of the episode entitled 'Thief'. Ask the children to draw a cartoon-style storyboard showing the incident when Nick steals a biscuit. Include speech bubbles and thought bubbles to show what Nick, Mr Evans and Carrie are all saying and thinking.



# Resource Sheet 2: Letter home

Write a letter home as if you were Carrie after the first three weeks of being evacuated. Think about what details Carrie might choose to tell her mother about. Remember to include some details about Nick as well. Mention your feelings as well as what has happened. Consider if Carrie would include everything that has happened or whether she might leave some things out.

*Dearest Mother*

*Evans' Gracera Shop  
25th September, 1939*

1. Start by asking how she is and telling her how you and Nick are.

2. Describe where you have been evacuated to and who you are living with.

3. Tell her about some of the things that have happened (eg the journey, the shop, etc).

4. Finish by asking her to reply and sending your love.



### 3: A visitor / A goose for Christmas / Run!

**Listening time:** 15:08

#### Useful vocabulary:

*privy* - a basic outside toilet, usually in a small shed

*chilblains* - sore itchy places on the hands or feet, caused by being exposed to the cold

#### Summary:

Carrie and Nick's mother visits them in Wales and Mr Evans tries to create a good impression of having looked after the children. Carrie worries about Nick telling their mother how cruel Mr Evans is but he says nothing. Winter arrives and the children visit *Druid's Bottom* for the first time, to collect the goose for Christmas. The walk there is a frightening experience for them both and they wonder what will greet them when they arrive.

#### Before:

Ask the children to predict how Carrie and Nick might react when their mother visits them. Jot down three words to describe their feelings.

#### During:

As the episode plays ask the children to:

- listen for how Mr Evans tries to create a good impression when Carrie and Nick's mother visits them. What does he do to try to impress her?
- listen for descriptions of the walk to *Druid's Bottom*. What do the children *see*, *hear* and *feel*? Pupils could jot down notes under these three headings.

#### After:

##### Key questions

- How does Mr Evans behave when Carrie and Nick's mother visits? Does she get a true impression of what life is like for her children?
- Why does Nick refuse a biscuit when his mother is there? Why is she surprised?
- What does Carrie worry about during her mother's visit?
- Who lives at *Druid's Bottom*?
- What is Carrie and Nick's first walk to *Druid's Bottom* like?

#### Written activities:

##### Diary entry

Ask the children to write a diary entry for the day Carrie goes to *Druid's Bottom* for the first time. Include details about what she saw, heard and felt as she walked there. Finish the entry with her thoughts about the noise of something or someone that she hears. What did she think it was, (before she found out the truth)?

##### What they said / What they thought

When Carrie and Nick's mother visits in this episode several of the characters say one thing but are feeling or thinking something else. Complete **Resource Sheet 3** below, showing what each of the characters said and what they might actually be thinking.

##### Describe a scary place

Listen again to the section of the episode where Carrie and Nick walk to *Druid's Bottom*. How does the author make it feel scary?

Ask the children to write their own descriptions of a walk through a scary setting, such as a dark wood.

##### Tips:

- use the senses - sound, touch, sight, etc - to describe the setting
- referring to a noise made by a 'thing' or a 'creature' helps build up the suspense and makes the reader wonder what is making the noise.



## Resource Sheet 3:

### What they say / What they think

In Episode 3 some of the characters do not always say what they are actually thinking or feeling. Why might this be so? Fill in the speech and thought bubbles for each character, showing what they said during mother's visit and what they might have been thinking. One has been done for you.

**Says**



**Thinks**



They eat like  
troopers,  
Mrs Willow!

I want their mother  
to think I'm looking  
after them well.

Mr Evans

Carrie

Nick

Mother

Auntie Lou



## 4: Hepzibah's kitchen / The screaming skull / The curse on the house

**Listening time:** 14:42

### Useful vocabulary:

*pneumonia* - an illness that affects the lungs making it difficult to breathe

### Summary:

Carrie and Nick arrive at *Druid's Bottom* and meet the housekeeper, Hepzibah Green, who looks after Mr Evans' sister, Mrs Gotobed. They also find out that their friend Albert Sandwich, a fellow evacuee, is living there too. They discover that the noise they heard on the way to *Druid's Bottom* is Mr Johnny, a cousin of Mr Gotobed, who has a disability that affects his speech. They realise there is nothing to be afraid of. Hepzibah is warm and kind and gives Carrie and Nick delicious food. Hepzibah tells them a magical story about the curse of the screaming skull.

### Before:

Remind the children why Carrie and Nick have gone to *Druid's Bottom* (to collect a goose for Christmas). Why was the journey there so difficult? How were they feeling at the end of the last episode?

Ask the children to predict what will happen when Carrie and Nick go inside the house. Jot down three things that might be behind the door. What do we know about who lives here from the story so far?

### During:

As the episode plays ask the children to:

- listen for how Carrie's feelings change during this episode.

- how does she feel when she arrives? What makes her feelings change?
- listen for descriptions of Hepzibah's kitchen. Why does it feel like a welcoming place for Carrie and Nick?

### After:

#### Key questions

- How does Hepzibah make the children feel welcome?
- What details do we learn about her kitchen?
- What does Albert talk to Carrie about during the visit?
- Do you think Albert likes it at *Druid's Bottom*?
- How do Carrie's feelings change during this episode?
- Why were Carrie and Nick less afraid on the way back?

### Written activities:

#### Food descriptions

Ask pupils to listen again to the descriptions of food in the episode. Why do they think this makes such an impression on Carrie?

Look at the phrase: '*...a huge plate of mince pies, golden brown and dusted with sugar...*' Ask pupils to write a menu of their favourite foods, extending each one to create a noun phrase in a similar way.

#### Emotion tracking

Ask the children to look through their notes about how Carrie's feelings change during this episode. Use **Resource Sheet 4** below to describe how she feels at each point.

#### Character mapping

Add to the character mapping on **Resource Sheet 1** above to help children keep track of the relationships between the characters. Add notes about Hepzibah, Mr Johnny and Albert Sandwich.

# Resource Sheet 4: Emotion tracking

Look through your notes about how Carrie's feelings change during this episode.  
Complete the table below to fill in how you think Carrie feels at each point.  
Some parts may need more than one word.

What happens	How Carrie feels
Arriving at the house before Hepzibah opens the door	
Inside Hepzibah's kitchen	
When Carrie first meets Johnny Gotobed	
Talking to Albert in the dairy and library	
Eating tea	
Listening to Hepzibah tell the story	
Walking back home	

These words might be useful: **terrified, scared, worried, nervous, tense, relieved, happy, delighted, interested, curious, mystified, excited**





## 5: Did you see my sister? / Spying / Milking the cow / Mrs Gotobed

**Listening time:** 14:40

### Summary:

Carrie and Nick return with the goose and Mr Evans asks about their visit. Carrie later overhears Mr Evans talking about her spying on what goes on at *Druid's Bottom*. Carrie and Nick start to make regular visits to *Druid's Bottom*. Carrie finally meets Mrs Gotobed and is given a message for Mr Evans (her brother), but must only pass it on when Mrs Gotobed dies.

### Before:

Ask pupils to predict what will happen when Carrie and Nick get back with the goose after their visit to *Druid's Bottom*. How do they think Mr Evans will react? Remind them to think about what we know of his character already.

### During:

As the episode plays ask the children to:

- listen for how Carrie conceals how much she likes visiting *Druid's Bottom*. Why does she do this?
- listen for the differences between the way Carrie and Nick react to things. How can we tell that Carrie is more mature?
- listen for the ways Carrie and Nick help out at *Druid's Bottom*.

### After:

#### Key questions

- Why does Carrie pretend not to have enjoyed visiting *Druid's Bottom*?

- Why is Nick upset when she does this? What does this show us about him?
- What does Carrie overhear? How does she react to this?
- What do Carrie and Nick get for Christmas?
- How do Carrie and Nick help out at *Druid's Bottom*? What kinds of things do they do?
- How does Carrie react to meeting Mrs Gotobed for the first time?
- What is Mrs Gotobed wearing? Why is this odd? (You could share the episode image showing Carrie and Mrs Gotobed with the children).

### Written activities:

#### Summary so far

Ask the children to write a summary of the months covered by this episode, from December to April. Listen again to the episode and identify which months are skimmed over and which have more detail.

#### Create a ballgown

Mrs Gotobed is wearing a ballgown when Carrie meets her for the first time and she tells Carrie she owns one dress for each year of her marriage. Listen again to this section, particularly the way in which her appearance is described. Ask pupils to write a description for one of Mrs Gotobed's other ballgowns. Include details such as colour, fabric and decorations. Use **Resource Sheet 5** below to plan the ballgown. Pupils could sketch it first and then explore how to describe it using expanded noun phrases. Encourage them to be as adventurous as they can with vocabulary related to colour - eg 'cornflower blue', 'emerald', 'cerise'. It would be useful to have a thesaurus to hand.

#### Carrie's thoughts

Carrie doesn't always say what she is thinking. Ask the children to write down a list of thoughts or questions that Carrie might have about the things she has heard and seen. For example, she might wonder what Mr Evans means when she overhears him talking about her 'spying'.

# Resource Sheet 5: Create a ballgown

Mrs Gotobed is wearing a ballgown when Carrie meets her for the first time and she tells Carrie she owns one dress for each year of her marriage. Write a description for one of Mrs Gotobed's other ballgowns. Include details such as colour, fabric and decorations.

Be as adventurous as you can with vocabulary, especially related to colour, eg 'cornflower blue', 'emerald', 'cerise'. It would be useful to have a thesaurus to hand.

## Sketch of my ballgown

**Notes about style**  
(You might include parts of the dress, using words like 'neckline', 'collar', 'length', 'skirt', 'waistband', 'sleeves', 'cuffs')

## Colour vocabulary

Try creating some expanded noun phrases about your dress:



## 6: Carrie's birthday / Lipstick / A cold, hard laugh / A visitor for Auntie Lou

**Listening time:** 14:40

### Useful vocabulary:

*pit* - a place where coal is mined

### Summary:

It is Carrie's birthday. They have a party for her at *Druid's Bottom* and Albert Sandwich kisses her. Mr Evans is cross when they are late back, but he then turns on Auntie Lou, who is all dressed up and wearing lipstick. Carrie finds out from Hepzibah why there is such tension between Mr Evans, Auntie Lou and Mrs Gotobed. An American soldier comes looking for Auntie Lou to take her out. Carrie tells him to go away but Nick disagrees and they run to tell Auntie Lou he is there.

### Before:

Ask the children to think about how Carrie might be feeling to celebrate her birthday in Wales. How do they think she might celebrate? What things might make it hard to have a proper party during wartime?

### During:

As the episode plays ask the children to:

- listen for the things Carrie finds out in this episode. What does she learn about the relationship between Mr Evans, Mrs Gotobed and Auntie Lou?
- listen for any clues about the relationship between the children and Auntie Lou. What evidence is there that they care about each other?

### After:

#### Key questions

- How does Carrie celebrate her birthday? Do you think she enjoys her day?
- What are some of things that make Mr Evans angry in this episode?
- How does Auntie Lou start to look different?
- What does Carrie find out from Hepzibah about Mr Evans?
- Who is Major Harper? Why does Carrie send him away?

### Written activities:

#### Diary entry

Ask the children to write another diary entry, this time for the day of Carrie's birthday. Include details about what she does during the day and what she thinks about it all. Remember to include her feelings about the dress from her mother that doesn't fit.

#### Character mapping

Add to the character mapping - **Resource Sheet 1** above - to help pupils keep track of the relationships between the characters. Add notes about the relationship between Mrs Gotobed and Mr Evans and add Major Harper to the map.

#### Describing characters: Mr Evans

Ask the children to think about Mr Evans as a character. What do we learn about him in this episode? What is he like? How does he behave? What kinds of things make him angry? Use **Resource Sheet 6** below to record what he is like and find evidence to support this from the text.



**Mr Evans**

Write some notes about Mr Evans' character in the boxes below. On one side write down a word or phrase to describe him. On the other write down some evidence from the text to support this.

[illegible]



## 7: An American soldier / Frederick visits / Mrs Gotobed dies

**Listening time:** 15:12

### Useful vocabulary:

*on leave* - when soldiers come home on a break from duty

### Summary:

Carrie and Nick go to find Auntie Lou in the chapel and tell her that Major Harper is in the pub. Auntie Lou is flustered but rushes to meet him. Carrie and Nick lie about where she is to Mr Evans. Mr Evan's son Frederick visits, on leave from the army. He helps with the harvest but is mean to Mr Johnny. He tells Mrs Gotobed that he doesn't want to inherit the shop from his father. Shortly after, Mrs Gotobed dies and Carrie passes on her message to Mr Evans. He gets very angry...

### Before:

Discuss what the phrase 'on leave' means and remind the children of the historical setting of the story (World War Two). This chapter includes two characters who are directly involved in the War. Can the children recall from the last episode who one of them is? (Major Harper, the American soldier). Remind them to listen out for who the other one is and how this person is connected to the other characters.

### During:

As the episode plays ask the children to:

- listen out for the new character who is introduced. Who is he? What do we learn about him?
- listen for any words or phrases that show the characters' emotions.

### After:

#### Key questions

- How do Carrie and Nick help Auntie Lou when Major Harper visits?
- Why does Carrie lie to Mr Evans about Auntie Lou?
- Who is Frederick?
- How does Frederick treat Mr Johnny?
- Mrs Gotobed speaks to Frederick and says that he is 'still the bully boy'. What does the word 'still' tell us about Frederick?
- How does Carrie think Mr Evans will react to the message from his sister? How does he actually react?

### Written activities:

#### Who is Frederick? Actions and personality

Ask the children to make notes about Frederick under the following headings (also given on **Resource Sheet 7** below):

*Who is he?*

*What do we find out about him in this episode?*

*What do his **actions** show us about his **personality**?*

Encourage the children to look closely at how his actions give us clues about the kind of person he is.

#### Showing emotions

Discuss how Mr Evans reacts in this episode and how we know he is angry. How does his anger show through his movements and behaviour as well as his words?

Ask pupils to make up their own scene in which one character gets angry with another and use 'show not tell' to convey this.

#### Character mapping

Add to the character mapping - **Resource Sheet 1** above - to help children keep track of the relationships between the characters. Add notes about the relationship between Frederick and Mr Evans.

# Resource Sheet 7: Who is Frederick?

## Actions and personality

*Who is Frederick?*

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*What do we find out about him in this episode?*

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*What do his actions show us about his personality?*

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**Tip:** remember to look closely at how his actions give us clues about the kind of person he is.





## 8: Carrie rushes to *Druid's Bottom* / A letter arrives / Mr Misery & Miss Gloom

**Listening time:** 15:09

### Useful vocabulary:

*next of kin* - the closest relative to somebody

*will* - a legal document stating what someone wishes to happen to their money and property when they die

### Summary:

Carrie hurries to *Druid's Bottom* to try to warn Hepzibah, but Mr Evans has beaten her there. He has given them a month to vacate the house. No-one can find Mrs Gotobed's will, which would have allowed Hepzibah and Mr Johnny to stay. Mr Johnny manages to communicate that Mr Evans went into Mrs Gotobed's jewel box and Albert thinks he took an envelope. Carrie and Nick's mother writes to them telling them they can now go and live with her in Scotland but Carrie has mixed feelings about leaving Wales.

### Before:

Check children understand what a will is and why it is important at this point in the story: Mrs Gotobed's will should show who she wanted to leave the house to. Without it, her house would pass straight to Mr Evans, as her closest relation.

Remind the children what a *simile* is (when we describe something being 'like' or 'as' something else - eg, 'as quiet as a mouse').

### During:

As the episode plays ask the children to:

- listen for how the emotions of the various characters change.
- listen for examples of similes that are used in this episode. They may wish to jot this down to remind them.

### After:

#### Key questions

- Why is Albert 'stony faced' when Carrie arrives at *Druid's Bottom*?
- Why do Carrie and Albert go into Mrs Gotobed's room?
- What information does Mr Johnny communicate to Carrie and Albert?
- What things does Carrie worry about in this episode? List three.
- What happens at the end of the episode that changes things for Carrie and Nick? How do they feel about this?

### Written activities:

#### Using similes

There are several examples of similes used in this episode - for example, when Carrie and Albert find Mrs Gotobed's jewels and they are described like '*bright eyes*' winking up. Ask pupils to listen again and write down some examples (or to look at their notes) on **Resource Sheet 8** below.

Discuss some of the emotions that the characters display in this episode and talk about how similes could be used to help describe them. Ask the children to create their own similes for describing emotions using **Resource Sheet 8**.

#### Carrie's feelings

Ask the children to identify the key events that happen to Carrie in this episode. They could do this on a storyboard or in a table. Beside each event write down how she feels about each one.

# Resource Sheet 8: Similes

## 1. '*Jewels winked up, like bright eyes.*'

What impression does this simile give us about Mrs Gotobed's jewellery?

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## 2. List some more similes from Episode 8.

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## 3. Create some more similes of your own to describe different emotions in the story - such as anger, sadness, worry, excitement.

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## 9: Last things / The skull / She's gone / An old photograph

**Listening time:** 15:21

### Summary:

Carrie and Nick prepare to leave. Mr Evans gives Carrie a ring as a leaving present. Carrie and Nick go to *Druid's Bottom* for a farewell tea but when Carrie shows the ring, they realise it belonged to Mrs Gotobed. Albert thinks Mr Evans stole it and could also have stolen the will. Carrie throws the screaming skull into the 'bottomless' horse pond. Meanwhile Auntie Lou has gone away with the American soldier, Major Harper. Mr Evans tells Carrie that the ring was left to him by Mrs Gotobed, in an envelope. Carrie realises he didn't steal it and that there was no will.

### Before:

Ask the children to think about why Carrie might have a mixture of feelings as she prepares to leave. What might make her want to stay? What might make her want to leave?

### During:

As the episode plays ask the children to:

- listen for how Mr Evans shows his feelings towards the children. Try to think about how he has changed since they arrived.
- listen for Carrie's feelings at each of the key points in this episode.

### After:

#### Key questions

- How do Carrie and Nick prepare to leave?
- How has Mr Evans changed in the way he treats the children by this point in the story?
- What leaving gift does he give Carrie?
- Why does this later cause difficulties?
- What does Carrie do with the skull?
- What is going through her mind as she does it?
- How do Carrie's feelings towards Mr Evans change in this episode?
- Do you agree that he 'wasn't a bad man' by the end? Give some reasons for your answer.

### Written activities:

#### Letter to Auntie Lou

Remind pupils that when Carrie and Nick leave Auntie Lou has also left - to marry Major Harper. Ask them to write a letter from Carrie to Auntie Lou, to say goodbye and thanking her for all she has done for them.

#### Thoughts and feelings

Using **Resource Sheet 9** below ask the children to summarise some of the main thoughts and feelings Carrie has in this episode. In each thought bubble, write down one thing she thinks. It may be helpful listen again.

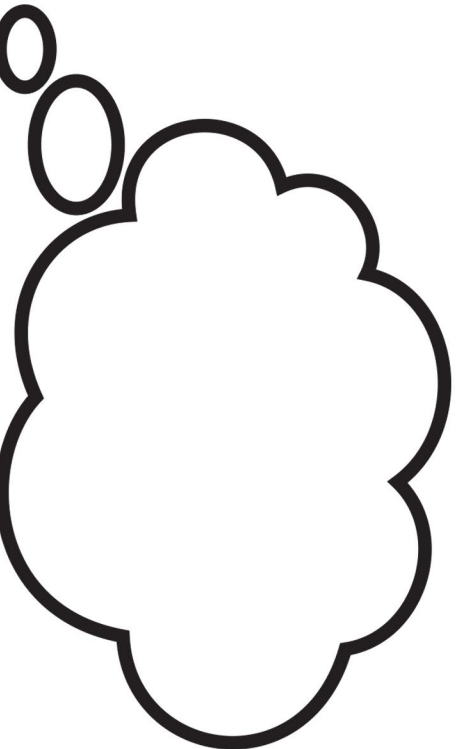
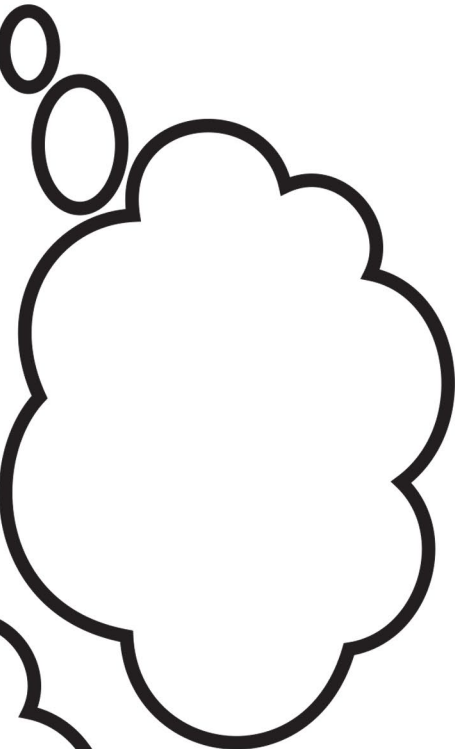
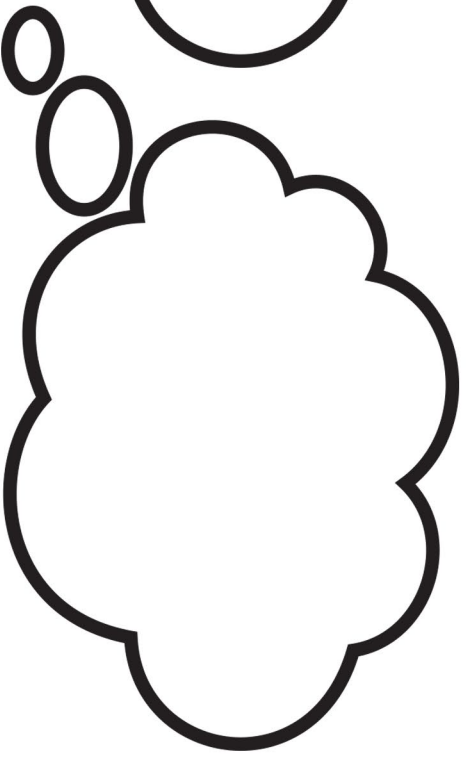


# Resource Sheet 9: Thoughts and feelings

## Carrie

Summarise some of the main thoughts and feelings that Carrie has in this episode. In each thought bubble write down one thing Carrie thinks. It may be helpful to listen again. One has been done for you.

I'm so pleased  
with my ring.  
Perhaps Mr Evans  
isn't so bad  
after all.





## 10: Goodbye town / A fire / Hepzibah! / *Druid's Bottom*

**Listening time:** 14: 58

### Summary:

Carrie and Nick say their goodbyes to Mr Evans and leave on the train. As they pass *Druid's Bottom* they see the house is on fire. Carrie can't stop crying, thinking she caused the fire by throwing the skull in the pond. The story then returns to Carrie as a grown-up, visiting the town with her own children. The children are exploring the valley where *Druid's Bottom* would have been. They discover that Hepzibah and Mr Johnny are still there, living in an outbuilding. Hepzibah invites them in for breakfast.

### Before:

Discuss how Carrie and Nick might be feeling, leaving Wales to be reunited with their mother. Ask the children to reflect on how Carrie and Nick have had slightly different experiences at *Druid's Bottom*. How might this affect their feelings about leaving?

Remind pupils how the story began - with Carrie looking back and showing her children *Druid's Bottom* and telling them the story (a story within a story). Does this help pupils to predict how the story will end?

### During:

As the episode plays ask the children to:

- listen for time shifts in the story. Which parts are still during the War when Carrie and Nick are children? Which parts are when Carrie is an adult?
- listen for the explanation of what happened after Carrie and Nick left.

### After:

#### Key questions

- How do Carrie and Nick feel as they get on the train?
  - What does Carrie see from the train window?
  - Why does she say 'it's all my fault'?
  - Who finds out Hepzibah and Mr Johnny are still alive?
  - Why did Albert and Carrie not stay in touch after Carrie left?
  - Has Mr Johnny changed since the War? Has Hepzibah changed?
- Explain your answers with reference to details from the story.

### Written activities:

#### What next?

Discuss what might happen next after the story ends. Ask the children to continue the story thinking about the clues that are given in the last part of the episode. Would Carrie continue to blame herself for the fire? How might she respond to seeing Hepzibah again?

#### Food memories

Discuss with the children anything they can recall about the descriptions of food in the story. Why is food important at certain points in the story? How are feelings and food connected in the book?

Listen again to the description of the breakfast Hepzibah cooks Carrie's children in Episode 10 and the special meals for Carrie and Nick when they leave in Episode 9. Ask pupils to use **Resource Sheet 10** to write a description of a time when they have eaten a special meal. They should include their feelings as well as the taste, smell and look of the food.

#### Book review

Ask the children to write a 100 word review of the story to go on a book shop website, a reading blog, or in the library or book corner. Include whether they would recommend it and who to. Can they summarise the plot without giving too much away? What do they like or not like about it?

# Resource Sheet 10: Food memories

Write a description of time when you have eaten a special meal. Include the feelings associated with the meal as well as the taste, smell and appearance of the food.  
Use the boxes below to plan your writing.

**Where and when was the meal?**

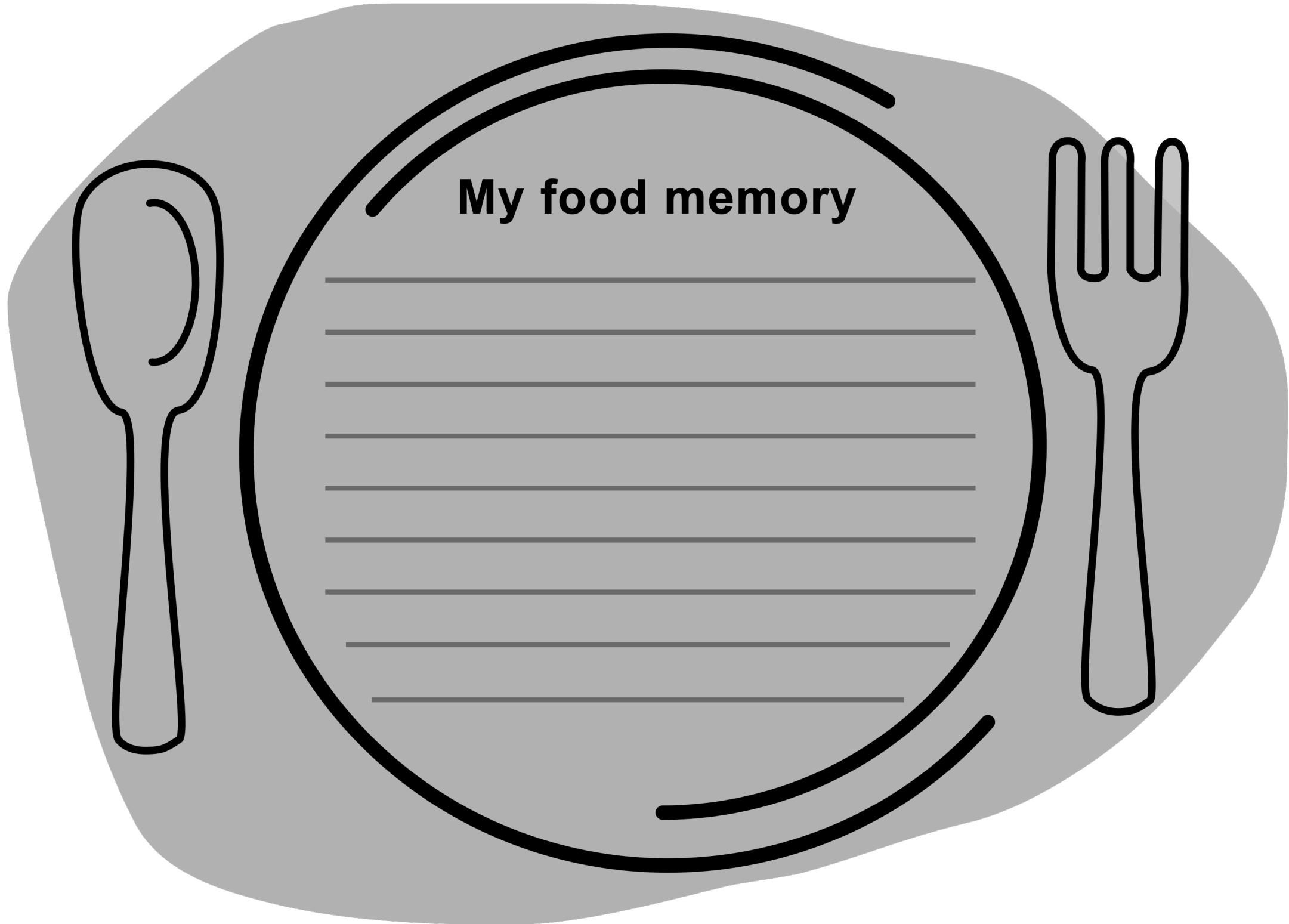
**Why was it special?**

**What feelings do you  
associate with it?**

**Who else was there?**

**Useful adjectives to  
describe the food.**

**What did you eat?**



## My food memory

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# Resource Sheet 11: Key questions for each episode

Answer each set of questions after listening to the episode. Refer as closely as you can to details in the text.

## Episode 1

- What kind of place was *Druid's Bottom*? Can you find at least three features of the house that are described in this episode?
- Why do you think Carrie takes her own children to visit *Druid's Bottom*?
- How do you think they feel when they are there?
- How did Carrie and her brother get to Wales as children?
- What other details can you recall about their journey there from the story so far?
- At the very start of the story we are told that Carrie often dreamed about going back to this place in Wales. What does this tell us?
- Do you think 'Carrie remembers' is a good title for this episode? Explain why you think this.

## Episode 2

- Why did minutes pass 'feeling like hours' when Carrie and her brother were waiting to be picked?
- What does this tell us about their feelings at this point?
- What do we find out about Miss Evans in this episode?
- What kind of impression do we get of her?
- What evidence is there that Mr Evans is a bully in this episode?
- How do Nick's feelings change during this episode?

## Episode 3

- How does Mr Evans behave when Carrie and Nick's mother visits?
- Does she get a true impression of what life is like for her children in their new home?
- Why does Nick refuse a biscuit when his mother is there?
- Why is she surprised?
- What does Carrie worry about during her mother's visit?
- Who lives at *Druid's Bottom*?
- Describe Carrie and Nick's first walk to *Druid's Bottom*.

## Episode 4

- How does Hepzibah make the children feel welcome?
- What details do we learn about her kitchen?
- What does Albert talk to Carrie about while they visit?
- Do you think he likes it at *Druid's Bottom*?
- How do Carrie's feelings change during this episode?
- Why were Carrie and Nick less afraid on the way back?

## Episode 5

- Why does Carrie pretend not to have enjoyed visiting the house at *Druid's Bottom* as much as she actually did?
- Why is Nick upset when she does this?
- What does this tell us about him?
- What does Carrie overhear? How does she react to this?
- What do Carrie and Nick get for Christmas?
- How do Carrie and Nick help out at *Druid's Bottom*? What kinds of things do they do?
- How does Carrie react to meeting Mrs Gotobed for the first time?
- What is Mrs Gotobed wearing? Why is this odd?

## Episode 6

- How does Carrie celebrate her birthday? Do you think she enjoys her day?
- What are some of things that make Mr Evans angry in this episode?
- How does Aunt Lou start to look different?
- What does Carrie find out from Hepzibah about Mr Evans?
- Who is Major Harper? Why does Carrie send him away?

## Episode 7

- How do Carrie and Nick help Auntie Lou when Major Harper visits her?
- Why does Carrie lie to Mr Evans about Auntie Lou going up the mountain?
- Who is Frederick?
- How does Frederick treat Mr Johnny?
- Mrs Gotobed speaks to Frederick and says that he is 'still the bully boy'. What does the word 'still' here tell us about Frederick?
- How does Carrie think Mr Evans will react to the message from his sister? How does he actually react?

## Episode 8

- Why is Albert 'stony faced' when Carrie arrives at *Druid's Bottom*?
- Why do Carrie and Albert go into Mrs Gotobed's room?
- What information does Mr Johnny communicate to Carrie and Albert?
- List three things Carrie worries about in this episode.
- What happens at the end of the episode that changes things for Carrie and Nick? How do they feel about this?

## Episode 9

- How do Carrie and Nick prepare to leave?
- How has Mr Evans changed in the way he treats the children by this point in the story?
- What leaving gift does he give Carrie? Why does this later cause difficulties?
- What does Carrie do with the skull? What is going through her head as she does it?
- How do Carrie's feelings towards Mr Evans also change in this episode? Do you agree that he 'wasn't a bad man' by the end? Give some reasons for your answer.

## Episode 10

- How do Carrie and Nick feel as they get on the train?
  - What does Carrie see from the train window? Why does she say 'it's all my fault'?
  - Who finds out Hepzibah and Mr Johnny are still alive?
  - Why did Albert and Carrie not stay in touch after Carrie left?
  - Has Mr Johnny changed since the War? Has Hepzibah changed?
- Explain your answers with reference to details from the story.