

The Wonder Girls: Chapter by Chapter Teaching Ideas

1 – 3

Chapter	COMPREHENSION QUESTIONS	WRITING IDEAS	CROSS CURRICULAR IDEAS
1	<ol style="list-style-type: none"> How would you describe Baby's character? Define <i>shimmied</i>, <i>halo</i> and <i>rumpus</i> Find a simile or a metaphor you like, what does it describe? Does the man, <i>the toff</i>, want the same thing as the woman? What does Baby keep in the pocket of her old silk jacket? Why do you think she never takes it out? 	<p>Imagine you are Sophie. In the first person write a short account of what has happened from arriving in England to rescuing Baby.</p> <p>'As soon as I left the boat at London Docks I ...'</p> <p>Don't forget to include how you, as Sophie, feels.</p>	<p>HISTORY: Research the phrase 'they shall not pass' Can you find this phrase in its original language?</p> <p>GEOGRAPHY/HISTORY: Research some of the places mentioned in this chapter e.g. <i>Whitechapel Road, Canvey Island, Billingsgate</i>. How have they changed since 1936?</p>
2	<ol style="list-style-type: none"> How does Ida feel when she knocks the spuds off the greengrocers display? Define <i>sentries</i>, <i>paraffin</i> and <i>extricated</i>. Find a simile that you particularly like. Why do you like it? Why does Ida love being in Mr Rogers' garage? <i>A vague worry settled round Ida's shoulders like a cloud of soot</i>. What's worrying Ida in this chapter? 	<p>Ida daydreams about the romantic sounding faraway places she would drive to.</p> <p>Write your own travel daydream. Where would you like to go? How would you get there? What would you do when you were there?</p>	<p>HISTORY: research Jesse Owens Write newspaper report about his achievement.</p> <p>PSHE: Ida's mum didn't think being a mechanic was a job for a girl. Why might she have thought that?</p> <p>SCIENCE: Find out what will happen to a car if the fan-belt breaks.</p>
3	<ol style="list-style-type: none"> Baby and Fingers think of themselves as sisters but how would you describe their relationship? Find 5 strong verbs in this chapter. How do they help the story? Has Gin been treated fairly? In the context of this chapter, define <i>grub sniffy</i> and <i>swooshed</i>. Who do Baby and Fingers pass outside the green grocers? 	<p>Stories need conflict. Write an argument between two characters.</p> <p>Write on your own (write both characters)OR Write with a friends (write a character each)</p> <p>Think/talk about your characters first, who they are what do they want, what are they arguing about. Remember punctuation, use speech marks.</p> <p>Extension: often speech is used to move a story on in an active way can you tell a story in your argument. Include character actions what are they doing while they're arguing – remember small actions that give away how a person is feeling.</p>	<p>MUSIC: listen to some jazz music from the 1930s. e.g. Benny Goodman's <i>Sing Sing Sing</i>. Does it make you want to dance?</p>