

CILIP KATE GREENAWAY SHORTLIST 2020 SHADOWING RESOURCES

A simple,
powerful way to
introduce the idea of
kindness to strangers
to young children
*Axel Scheffler, illustrator
of The Gruffalo*

The Suitcase



Chris Naylor-Ballesteros

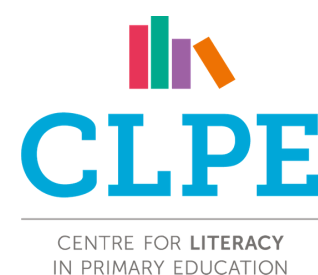
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The CILIP Carnegie
& Kate Greenaway
Children's Book
Awards



Inclusive Minds



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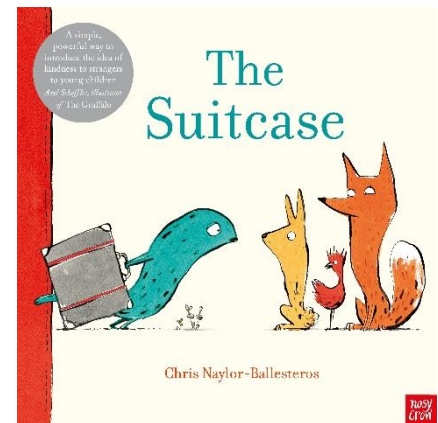
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CILIP Kate Greenaway Medal 2020 VISUAL LITERACY NOTES

Title: The Suitcase

Author/Illustrator: **Chris Naylor-Ballesteros**

Publisher: Nosy Crow



Shadowers' Views

Shadowing the Kate Greenaway shortlist requires you to look very carefully at artwork in order to form a judgment about it. The word **view** can refer to both what can you see, and to your opinions. You are looking for a book that 'creates an outstanding reading experience through illustration'.

First look

The Suitcase may appear to be simple in style, but no matter what age the reader, it is a book that provokes thoughtful debate. Share the book with the group as you might do with young children. It is straightforward to say what happens in the tale but, perhaps, more difficult to pinpoint what it is about. Does it have a subtext or moral?

Remember, you are judging the visual text (i.e. colours, lines, shapes and spaces applied to both images and words).

- Chat about *The Suitcase* in pairs, or as a group. What were the initial responses?
- Look at the front cover: the characters are drawn in a cartoon style; can you recognise each creature? What are they? What colour is the title of the book? Is this choice of colour significant?
- Describe what you see on the title page. Turn over to where the written text starts with 'A strange animal arrived one day ...' Who thinks this animal is strange? All the animals look a bit strange. The sea green creature is unfamiliar to us and the others.
- The bird greets the stranger: '*Hey! Hi there!*' In what colour does the bird 'speak'? Look at all the conversation. Who 'speaks' in - Yellow? Sea green? Red?



The words in black tell of the stranger's experiences, how he feels and what he dreams.

Look again

The pictures may seem simple but look carefully to see how subtle meanings can be made from colours, lines and dots.

- Before the suitcase is broken, its contents are illustrated in brown. Can you think why?
- Who suggests breaking the suitcase? What do the others say?
- Look inside the suitcase, what can you see?
- Eyes can indicate feelings. Look at the eyes of each creature when they meet the stranger.
- Can you work out what the animals are thinking? Which animal is suspicious of the stranger? Is not sure what to do? Is anxious not to upset the stranger?



Interpreting the texts

It is always beneficial, when studying a book, to introduce tasks which require imaginative responses. The following suggestions may help shadowers to engage with the book.

The contents of the suitcase

Why was the stranger carrying a teacup and a photo?

Perhaps he started his journey with more luggage and had to abandon it on the way.

He was determined to hold on to that suitcase all the time. Can you explain why?

Imagine you have been told that you will be leaving home, possibly forever, and can only take one small suitcase. Make a list of what items you would pack.

A sad story? or not?

The beginning of this tale has an exhausted creature arriving in an unknown place. Other characters are wary of him although he does nothing wrong. Is the ending sad? Using your understanding about how colours are used in this book, what is symbolised by colours in the house that is built? Look at the two pictures on the final page of the book. How do they show he is a stranger no more? The traveller has found a new home and new friends.



Dramatic reading

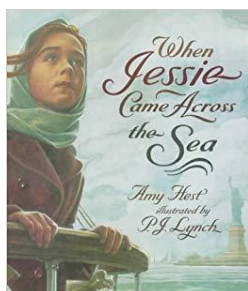
Five readers can take roles of the four animals and the 'narrator'. Decide what voices to use for your character. Read the text aloud to the group. Make the different voices reflect what we know about the creatures. Although not a character, the narrator should also be expressive.

Research

For younger readers, access CBBC Newsround website. You can find age appropriate information and videos about children who have had to flee their own country because of war. There are downloadable materials from the Red Cross for older students; visit this website: www.redcross.org.uk/get-involved/teaching-resources/refugee-journeys.

Read more

The Suitcase does not assume that the sea green creature is a refugee but it seems very likely. There are many excellent children's and YA books about refugee experiences, such as *The Day War Came* by Nicola Davies and illustrated by Rebecca Cobb (Kate Greenaway shortlisted 2019) and *The Boy at the Back of the Class* by Onjali Q. Raúf (Carnegie longlisted 2019). Ask your librarian for more recommendations.



If you have enjoyed reading *The Suitcase* look out for 1997 Kate Greenaway winner *When Jessie Came Across the Sea* illustrated by P J Lynch and written by Amy Hest it tells the story it tells the story of Jessie who starts a new life in America.

FURTHER THINKING

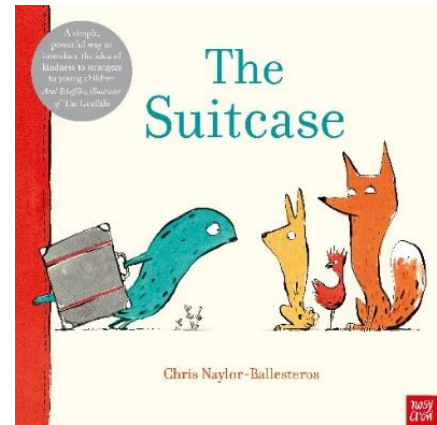
CILIP works in partnership with Amnesty International and Inclusive Minds to raise awareness and understanding of the importance of human rights, inclusion and representation in children's literature. The discussion points below are intended to further stimulate reader's thinking on the themes explored in the shortlisted books.

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Discussing human rights in this story:

Right to a home; Right to be safe; Right to belong to a country; Right to go to another country if we are frightened of being badly treated; Right to privacy; Duty to other people to protect their rights and freedoms.

- Why do you think the animals behave so cruelly?
- What would you say to the animals to change their minds?
- How can we make people feel welcome and safe?



Discussing inclusion and representation in this story:

- What does the book tell us about the importance of memories and objects to those who are displaced? How can these be respected? Can things we've lost be easily replaced?
- Why did the animals react the way they did to the new creature? What does the book say about how society can be suspicious of that which is unfamiliar? How can books help with making the unfamiliar familiar?
- How were the animals able to make the new creature feel welcome?



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**TEACHING NOTES FROM CLPE
COMING SOON**



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