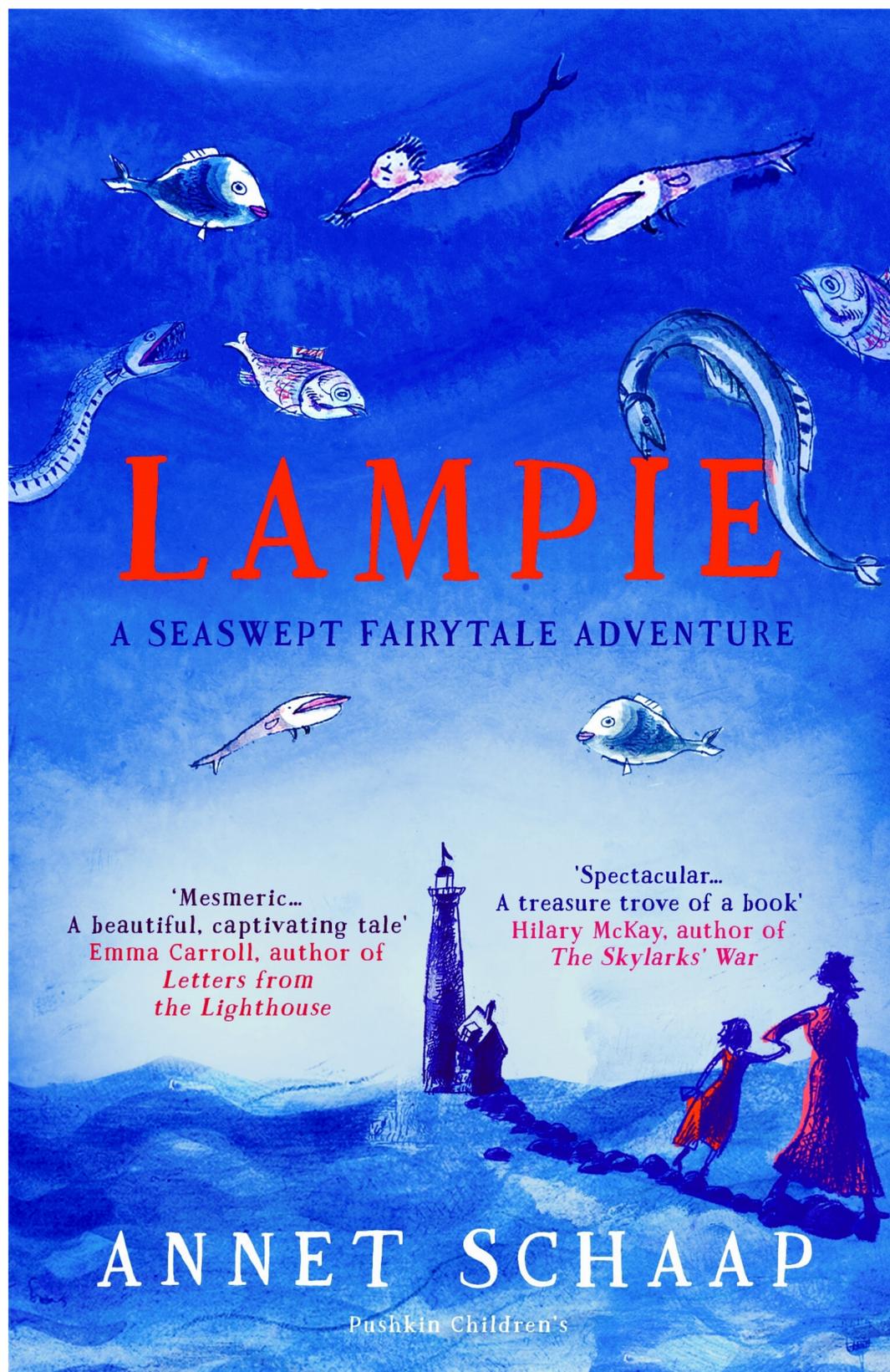


# CILIP CARNEGIE SHORTLIST 2020

## SHADOWING RESOURCES



## CILIP Carnegie Medal 2020 TALKING POINTS

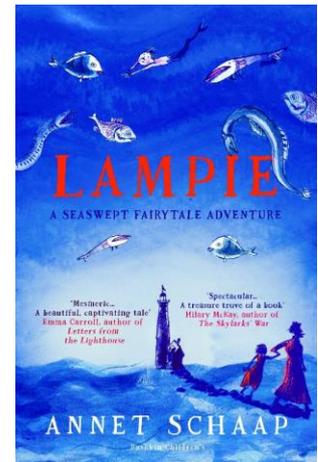
Title: **Lampie**

Author: **Annet Schaap**

Translator: **Laura Watkinson**

Publisher: Pushkin Children's Books

Age: 8+



### LAMPPIE AND EDWARD'S FRIENDSHIP

- Lampie and Edward are an unlikely pair – how do their circumstances make them gradually become friends?
- How is each of them changed by their friendship? What does each one learn from the other?
- Why was Edward so aggressive when we first met him?

### LAMPPIE'S PARENTS

- How much does Lampie remember of the happy days when her mother was still around?
- Lampie's father is a flawed, damaged character – do your feelings about him change at different points in the book?

### CHARACTERS

- There's a delightfully rich, varied cast of characters. Apart from Lampie and Edward, do you have any favourites?
- Who are the real villains of the book?
- Lampie is the book's central character, of course – but do we ever see the story from other characters' perspectives?
- Apart from Edward, which characters have their lives changed by meeting Lampie?

### "MONSTERS"

- Many characters turn out to be different when you get to know them, compared to any first impressions you might have had. Can you think of a few examples? What lessons might we learn from that?
- Lampie is presented with so-called "monsters" and "freaks" – how is her perspective on these "monsters" and "freaks" different from the view held by society more widely? What do her encounters with them make her determined to do?
- The book is a great celebration of the value of difference – but which of the characters do you think learn this lesson?

## THE SETTING

- What details do you remember about the setting of the book – when and where it takes place?
- How does the author bring this time and place to life?
- Is the particular setting important to this one, or could this story in fact have been set in a different time or place without much being changed?

## INFLUENCES

- A number of people have compared this book to Frances Hodgson Burnett's *The Secret Garden* – if you know that story, can you see the connections? Are there other books you've read or films you've seen that this book reminded you of?
- There are very specific connections to one particular fairytale (*The Little Mermaid*), but also something like a fairytale "feel" to the book. What aspects do you think are fairytale-like?
- Do you have another favourite fairytale for which you've also wondered "what happened next?" as the author has done here with *The Little Mermaid*?

## ENDING

- Was the ending what you'd hoped for? Was it a satisfying conclusion to the story?
- How have people's lives been changed over the course of this story? How are they facing a quite different future now?
- Many characters have displayed a kind of strength by the end, and earned a kind of freedom – but each of them in a different way. Can you think of some examples?
- How do we feel about the villains of the book at the end – should they be punished, or forgiven?

## SOME FURTHER QUESTIONS

- The book was originally called *Lampie and the Secrets of the Sea* in English, and has now been shortened to just *Lampie*; and for the U.S. edition, the title is *Of Salt and Shore*. What do you think of all these options – do you have a favourite?
- What do Schaap's illustrations add to the experience of reading the book?
- The book was originally written in Dutch, and translated into English by Laura Watkinson – it's the first translated book ever to be shortlisted for the Carnegie Medal. Were you aware of the fact it was a translation while you were reading it? (Maybe it's a sign of a good translation if you didn't even notice it?) What sort of things might have made this a difficult book to translate?

## AND FINALLY...

- Some books stay with you long after you've read them – they change the way you see the world. Was this one of those books, for you?
- Does it deserve to win the Carnegie Medal?

## 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.

### CILIP Carnegie Medal 2020

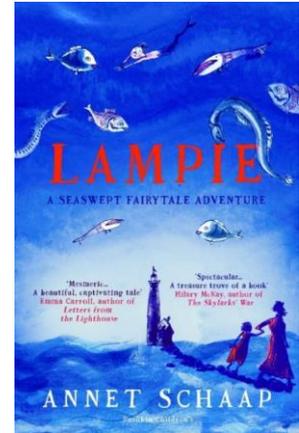
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#### Discussing human rights in this story:

Right to safety; right to freedom from slavery; right to family life; right to a good life with enough food, clothing, housing and healthcare; right to education.

- Who should be responsible for ensuring Lampie is safe and has enough food and clothing?
- Why doesn't anyone ask Lampie what she wants?
- Who treats Lampie, Edward and Lennie with dignity?



#### Discussing inclusion and representation in this story:

- How does Edward change when he's in the sea? Why do you think this is? How does it affect people when the environment isn't accessible to them?
- How has Edward's father attitude towards him and focus on him learning to walk impacted how Edward sees himself?
- Are there parallels between how Edward and Lenny are perceived and treated and how we treat those who are different or disabled, both in the past in in modern-day society?



# Lampie by Annet Schaap

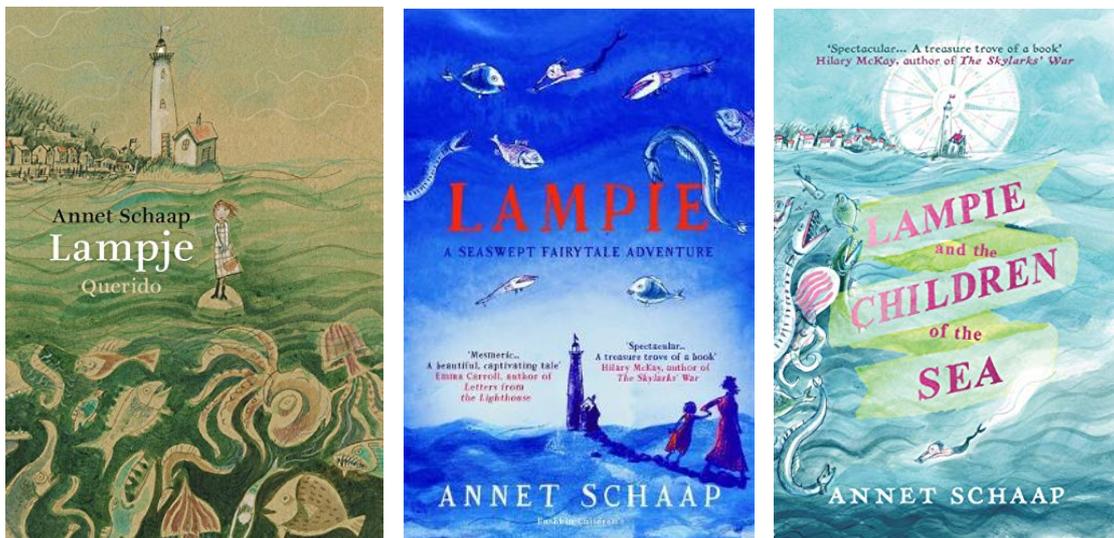
The activities in this resource can be completed as an individual, in a pair or small group. Where possible, you are prompted to discuss and share with others to add to and develop your ideas.

## Before reading

### Making predictions

- Working on your own, in a pair, or in a small group, complete the three prediction tasks, below.
- When you have completed the tasks, pool all your ideas about the novel as a class.
- Keep a note of your ideas so that you can refer back to them as you read.

### Front Covers



- Examine the book's front cover. [One is not in English.]
- What do you think the book will be about? What type of book do you think it will be? (For example, does it belong to a particular genre?)
- What is the likely audience for the book?
- Does it remind you of any other books? Does it make you want to pick the book up and start to read?

### A taster

- Read the extracts from the novel, below.
- How do they add to your ideas, questions and predictions about the novel, including what genre of story you might expect?

#### 1.

Augustus sits in silence in his chair, his half-leg on a stool. Lampie brings him a cup of tea, which he does not drink, and then later some food, which he leaves untouched. She has learnt to leave her father in peace when he is like this, to stay in the shadows, not to draw too much attention to herself.

Because if she says something or makes a noise or laughs ... It has become worse recently, and sometimes she is glad that he lost his leg, that she is faster than him, and that she can hide and wait until it is over, until her father has his normal eyes again and can see her clearly.

#### 2.

Lampie quickly scrambles to her feet and runs across the carpet to the door.

Hello, doorknob, I've been longing to see you. Hello, nice thick door that monsters can't get through. Hello, landing outside the room.

She holds the doorknob but turns around, just for a moment, to see what was actually there, under the bed.

#### 3.

She can go on the Big Wheel or on the Swashbuckling Swing Boat, or she can have one attempt at fighting the strongman in his red-striped shirt, who seems to be angry with everyone – well, she certainly won't be doing that. One sausage with sauerkraut, one go on the shooting gallery, where you can win bottles of scent and paper roses, one spoonful of the miracle oil that will cure all ills... But Lampie already knows what she wants to do.

## **The structure of the novel**

*Lampie* is structured in six parts.

- The titles of each of the six sections are listed below in order.
- What additional ideas do these titles give you about what the novel might be about?
- Come up with a story that you think would fit this structure.

Part One: The Lighthouse

Part Two: The Black House

Part Three: The Boy Under the Bed

Part Four: Summer

Part Five: The Mermaid in the Tent

Part Six: The Stuff of Heroes

## **During reading**

We recommend reading the novel without pausing too often, then doing some more substantial work afterwards.

Keep a journal while reading, pausing to write down your reflections about each of the points below. Where possible, have a discussion with other readers before putting your thoughts down on paper.

- Thoughts about the images at the front of each section.
- Thoughts about how Lampie's father treats her at the start of the novel.
- Thoughts about how Lampie is treated when she moves to the Black House.
- Thoughts about Lampie's relationship with Edward.
- Thoughts about how Edward is treated by adults.
- Thoughts about the magical elements of the story.
- Thoughts about the ending.

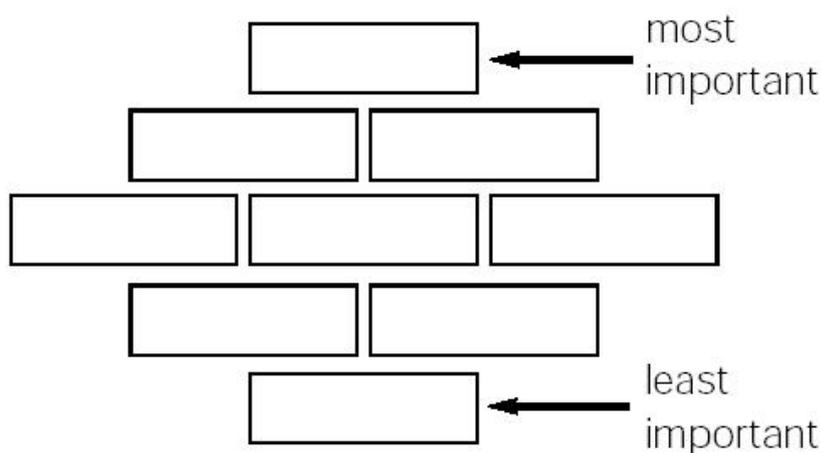
## After reading

### What is the novel about?

- Below are nine suggestions for what *Lampie* is about.
- Working on your own, in a pair, or in a small group, rearrange them into a 'Diamond 9' formation, as shown below.
- Compare your arrangement with another pair or group and discuss any differences

<i>Lampie</i> is about ...		
... the friendship between a young girl and a young boy.	... the way that children have to look after themselves and each other in a world made cruel by adults.	... the importance of recognising, understanding and making adjustments for people who are different.
... how one determined young girl can change lives for the better.	... the importance of standing up to your own personal monsters.	... the importance of resisting powerful people who try to limit the lives of others.
... how people can change for the better if given the opportunity.	... how children are generally positive and resourceful.	... the possibility that mermaids exist.

### Diamond 9 pattern



## Lampie in the middle

Lampie is the central focus of the narrative. To help you remember and think about everything Lampie was involved with, and to prepare you for more substantial writing about her character, produce a diagram of her relationships in the novel.

- In a small group, draw Lampie in the middle of a large sheet of paper. Label the picture with words and phrases that describe her.
- Write the names of key characters in the novel, or draw them, around the edge of the sheet: Augustus; Mr Rosewood; Mrs Rosewood; sheriff; deputy sheriff; Miss Amalia; Martha; Lenny; Nick; Edward; Earl; Oswald; Sparkling Diamond (mermaid); Flint; the admiral.
- Draw arrows between Lampie and the other characters and write along the arrow the nature of their relationship, including key moments described in the novel.
- Draw arrows between other characters where links exist. For example, between Lenny and Martha. Write along the arrow the nature of their relationship, including key moments described in the novel.
- Compare what you have identified with anyone else reading the novel.

## Lessons for Lampie

Drawing on the previous activity, write a journal entry in the voice of Lampie, reflecting on what she learned from her experiences. Before you write, you might like to identify four or five areas of focus and brainstorm ideas around each. For example:

- Thoughts about the future for Edward.
- Thoughts about the future for her and her father.
- Thoughts about how her experiences helped her to grow as a person.

## Editing the book

Imagine that the editor of the book has suggested cutting the part where Augustus hits his daughter, Lampie, because they feel it is too upsetting for readers. They also don't like the fact that Lampie and Augustus make up at the end, given that he was once so violent to her.

- In role as the writer, Anna Schaap, write an email to your editor, explaining why you included this scene and whether or not you think it should be kept in or cut.

## Discussion questions

Use one or more of these questions to discuss some of the ideas arising from the book.

1. What are your thoughts about the start of the novel? Whose fault is it that the lighthouse light goes out? What are your feelings about Lampie's father, Augustus? What are your thoughts about Lampie being made to leave her father?
2. What are your thoughts about the character of Miss Amalia? Does she, for example, remind you of any other characters in books, or in films? Why do you think the writer chose to put a character like her in the book?
3. When Lampie first moves to the Black House, she thinks that there is a monster living on the top floor. What do you think the book has to say about monsters – either real, or ones that exist in our imaginations?
4. What are your thoughts about the character of Lenny? For example, do you think the book provides a fair and realistic portrayal of a boy with quite severe learning difficulties?
5. Lots of characters in the novel undergo major changes. What kinds of changes do different characters experience? Which character do you think changes most during the course of the book?
6. Edward or Fish? Which name do you think he should use and why?
7. When Lampie first meets Edward his character is fairly unpleasant. Did you feel any sympathy for him, even though he wasn't very nice? Does the book present him in ways that make you feel sympathy for him from fairly early on?
8. Edward's mother, it turns out, was a mermaid. Clearly this makes the story a magical one, perhaps in the fairy-tale genre. But does the portrayal of Edward and his mother offer readers a message about how we treat people in general?
9. What are your thoughts about the ending of the novel? (Perhaps think of the different endings for different characters.)
10. What type of reader would you recommend this book to and why?

## Reading the reviews

The extracts, below, are all from reviews of the book.

- Discuss which reviewer comes closest to your own view of the book.
- Write your own paragraph to express your views about the novel. You can draw on the review extracts you have read if you wish.
- Share your ideas with others who have read the book.

What a glorious book. If *Lampie* doesn't take its place in the canon of children's classic books there is no justice. Annet Schaap has captured the very best in children's writing, with peril, adventure, mythology, good and evil, and distilled it into a mesmerising and captivating tale that children of all ages will love. I adored it because not only did it transport me back to my own childhood, when I first discovered the love of books, but *Lampie* is a stunning and spellbinding narrative for readers of all ages.

There is everything a reader could want in *Lampie*. The plot races along, elevating the heart rate and ensnaring the reader. Atmospheric illustrations enhance the story and the quality of Annet Schaap's descriptions ensures a vivid setting both on land and water. Her use of the senses brings the writing alive and although this book is in translation, I didn't once feel there was anything awkward. It's beautifully written and translated, making for a smooth and affecting read.

*www.amazon.co.uk*

*Lampie* is a beautiful fantasy story featuring such a wonderful little girl who has such wisdom and loyalty for someone so young. The story is told in six parts and reads just like a fairy tale and has some amazing artwork within the pages too. It truly is mesmerising.

The book has been translated and whilst there were tiny sections that didn't have natural wording to them, they were very few and far between and easy to just gloss over, not often the case with translated books, so this was a pleasant surprise.

There was an air of magic to the book too which all the children that I know love in a story. This is a tale that will capture your heart and have you reading non-stop.

*Whispering Stories book blog*

*Lampie* is a good read, but it tries to pack too much in to be really satisfying. Is it a story about a girl and her difficult relationship with her father? Is it about coming to terms with difference? Is it about standing up for your own beliefs and for others? Is it about standing up to powerful people? Is it a fairy tale? Is it a realistic story with elements of magic? So many choices to make! So ultimately a good book, but too exhausting to be a great one.

*Anonymous reviewer*

## Cards for literary analysis

These cards have been designed for use with any short story or novel. You can select a particular card to work with or rely on your teacher to give you a particular area of focus. You could then work through the bullet points on your card or select a few that seem most interesting or relevant for a particular text.

### Setting

- In which different settings does this story/novel takes place? What part does each setting play? Which setting is most significant and why?
- How important is setting to the story/novel as a whole? Does the setting have a particular impact on the story/novel, or could it be set almost anywhere?
- What difference would it make if this story/novel was set somewhere else? E.g. another country, a rural rather than urban setting, in space!
- How effective do you think the writer has been in creating a sense of place? Are there any particular examples of setting you think are particularly well written? If so, why?
- Is there anything particularly interesting or special about the way setting is used and presented? In what ways is it similar or different to stories/ novels that explore similar themes and ideas, or that are written in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about setting. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Characters

- Who is your favourite character, and why?
- Who do you think is the most important character, and why?
- Who are the other significant characters? What different roles do they have?
- What is special or unusual about the way one or more of the characters is presented?
- Which character would you most like to be friends with, and why? Which character might significant adults want you to be friends with, and why?
- Are characters paired or grouped in any particular ways? E.g. friends, rivals, etc. What ideas are raised by these pairs or groupings?
- Are the characters typical of ones found in this kind of story/novel? Are they distinctive and individual, or stereotypes? Explain your answer.
- Find one or two bullet points from other cards that add to what you have discussed about characters. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Form and structure

- What do you think is interesting about the way this story/novel begins?
- What were the key moments in this story/novel? How did they shape the story/novel as a whole?
- If you had to describe the path of this story/novel, what would it be? E.g. journey from childhood to adulthood, from grief to happiness etc.
- What did you notice about the end of this story/novel? Was it what you were expecting? Did it tie up loose ends, or leave some things unresolved?
- Does this story/novel belong to a particular genre? If so, how does it fit in with other stories that you know in the same genre?
- Does the story/novel use just one form or does it include more than one E.g. letters, diary entries, poems, newspaper reports
- Find one or two bullet points from other cards that add to what you have discussed about form and structure. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Themes and ideas

- What, to you, are the five most important themes and ideas in this story/novel? If you had to narrow your list down to one theme or idea, what would it be and why? In what ways is this theme presented? E.g. if the theme is love, what exactly does the story/novel have to say about love?
- Does this story/novel deal with big issues that affect the whole world, or small ones that affect individual lives? Give reasons for your answer.
- Does this story/novel contain any themes or ideas that have made you look at the world in new ways? If so, what are they, and how have they changed your views?
- Does this story/novel contain any themes and ideas that explore how people should act and behave? If so, what are they and do you agree with how they are presented?
- Are the themes and ideas presented in ways similar or different to other stories you have read, including stories of the same type, or in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about themes and ideas. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Language

- Identify one or two of your favourite passages in the story/novel where language is used particularly well? Explain how it is used.
- How would you describe the language used in this story/novel overall? E.g. poetic, plain, chatty etc.
- Would you say the language in this story/novel is original or creative in any particular way? If so, how?
- Are there any patterns in the language used? If so, what are they, and what is their effect? Are there any other patterns, such as of imagery and symbolism?
- How is dialogue used in the story/novel? Do characters, for example, speak in particularly distinctive ways?
- Is the language similar to how it is used in similar kinds of stories/novels? If so, in what ways? If not, why not?
- Find one or two bullet points from other cards that add to what you have discussed about language. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Narrative

- How does the writer try to capture and keep the reader's attention? How successful are they in doing this?
- Is the narrative told in order from beginning to end (a linear narrative), or does it move backwards and forwards in time? What is the effect of the order in which events are told?
- Can you think of any other ways the story/novel could be told? For example, by a different character, or in a different order? How would this affect your experience of reading?
- Would you say that this story/novel is told in a particular original or creative way? If so, how?
- Is this story/novel told in a way that is typical for its genre?
- Find one or two bullet points from other cards that add to what you have discussed about narrative. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Point of view and voice

- Through whose eyes do we see the events of the story/novel? Do readers get just one point of view or several?
- What do you find interesting about the point or points of view presented?
- If the story/novel is told from different points of view, how does the writer do this?
- What would the story/novel be like if told from someone else's point of view? Whose point of view would you choose, and why?
- How would you describe the tone of voice used to tell the narrative? Does the narrative draw attention to itself by using a particular tone, or is the tone pushed to the background? What is the effect of the choice made by the writer?
- Find one or two bullet points from other cards that add to what you have discussed about point of view and voice. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



### Audience and overall personal response

- Who do you think this story/novel was written for, and why? Are there any other groups of people who you think should read it?
- What was your experience of reading this story/novel?
- What would you recommend about this story/novel to other people?
- Which parts of this story/novel did you most enjoy? Were there any parts that you didn't enjoy?
- Do you think this story/novel could be improved in some way? If so, how?
- What other stories (or films, TV, plays etc.) does this story/novel remind you of? In what ways?
- Who do you think should read this book and why?
- Find one or two bullet points from other cards that add to what you have discussed about personal response and audience. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



These cards are from the *EMC Curriculum Plus Card Collection*. Each box includes eight decks of three different sets of cards – enough for pupils to work in groups of three or four.

The cards are for: Literacy Analysis; Poetry Analysis; Critical Literacy

For full details visit <https://www.englishandmedia.co.uk/publications/emc-curriculum-plus-card-collection>