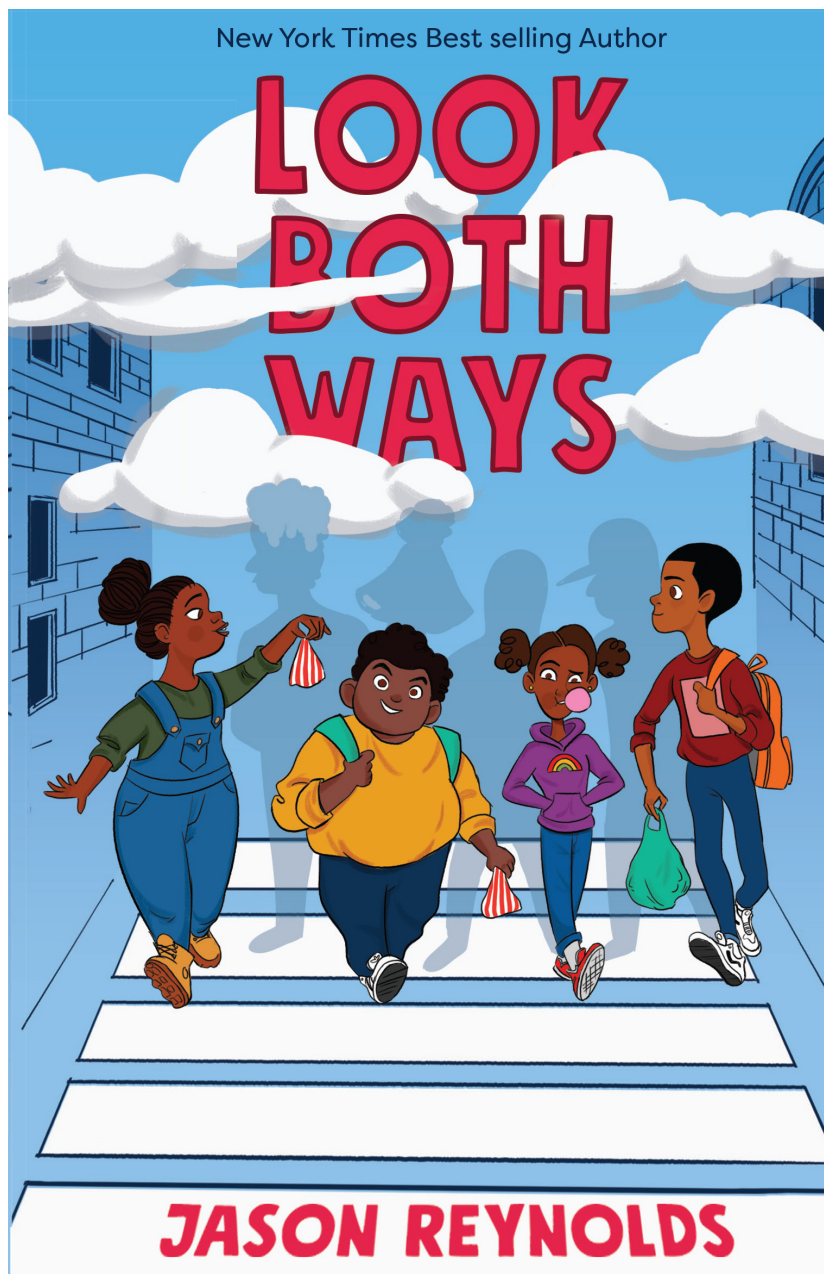


CILIP Carnegie Shortlist 2021

Shadowing Resources



The CILIP Carnegie
& Kate Greenaway
Children's Book
Awards



Title: **Look Both Ways**

Author: **Jason Reynolds**

Publisher: Knights Of

Age: 8+



Before you begin

- You might find it helpful to read through the book and make notes using the CILIP Carnegie Medal criteria to help prompt thinking and ideas
- Keep notes of key themes, character personality and motivations

Getting Started

- Use the blurbs, first lines and covers and encourage group members to match them up, this can be a good way to provide a sense of the different books and their subjects.
- Encourage the group to write key words and ideas they associate with the book to create a word map that helps to describe each title. You might like to make the words bigger or smaller depending on the number of times each is mentioned so as to create a tag cloud
- Encourage group members to list the shortlisted books by those they are most keen and interested to read and those they are least interested in. What are their reasons for these? If you keep a record of these, it can be an interesting way to see which books have challenged expectations! You might like to create the lists by piling the books from least favourite (on the bottom) to favourite on top.
- If working virtually, you could create a PowerPoint presentation with a few words to describe the book by the side of the cover to help introduce them
- Encourage group members to use their senses to describe the shortlist – if the book was a food what would it be and how would it taste? What are the reasons for their choices?

Activities

Here are some activity ideas you might like to use with all of the CILIP Carnegie shortlisted books.

- Creating book haikus can be a way to help encapsulate the spirit of a book and different group members' feelings and perspectives on them.
- Encourage group members to think about who they would cast in a film or television version of the book, who would they pick and what would be the reasons behind their choices?

- Once the book has been read encourage group members to think about the cover, how well does it capture the feel of the book, encourage them to create a reimagined cover.
- If group members were to create a playlist for the book, what music would they use? Would particular characters and scenes have songs or pieces of music as their themes?
- Create a postcard with a scene from the book and a message from one of the characters to the reader, what kind of language would they use and what would their message say?
- You could run a **Guess Who's Coming to Dinner** introduction to the book. Have different props which relate in some way to the book. Use props for each book to describe certain characters. This idea is one which could be used physically or virtually.
- Use mood boards or mood clouds to show or describe emotions felt when reading one of the books on the shortlist.
- **Hot Seating** encourage group members to work with a partner and fire questions at each other about specific characters in the book: what do they look like, how do they speak, do you as the reader like the character, how do they respond with other characters in the book?
- Encourage group members to fill in a crib sheet detailing their hobbies, likes, dislikes, reading tastes, television taste and favourite film. Choose one of the shortlisted books based on their answers.

We have devised a number of activity ideas to tie with **Look Both Ways** and to encourage further exploration and thinking around the book.

- Draw portraits for characters in the book and create a class photo or yearbook by assembling these together. How do you think different characters would look and feel? What clues can you find in the book?
- There are a lot of double meanings in the book, illustrate these word plays using double-sided paper.
- What people do you meet on your journey home, what do you imagine is happening in their lives?
- Write a short story about the best walk home imaginable, where would you go, who would be with you and who might join you on the way? Would you have any snacks to enjoy on the walk? Perhaps you might stop for dinner on route or when you get home? What sights would you see and how long would it take?

Look Both Ways by Jason Reynolds

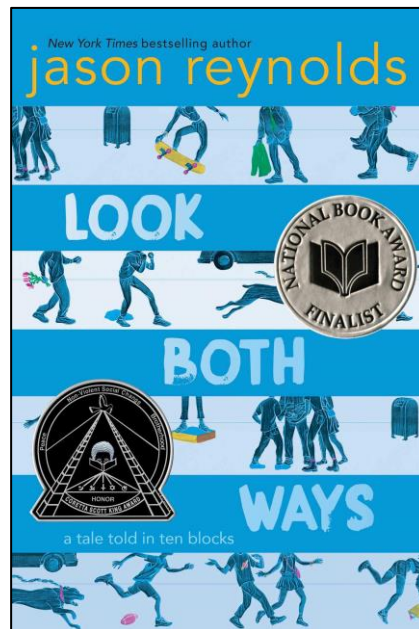
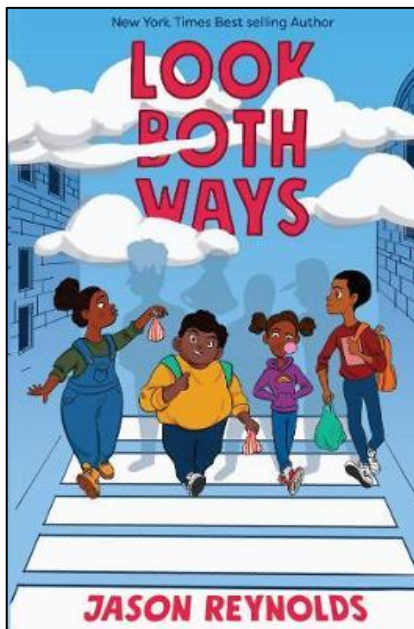
Before Reading

Making predictions

- Working on your own, in a pair, or in a small group, complete the three prediction tasks, below.
- If possible, discuss your ideas with other readers.
- Keep a note of your ideas so that you can refer back to them as you read.

Front covers

- Examine these two front covers.
 - What do you think the book will be about?
 - 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?
 - Which cover most makes you want to read on and why?



Structure

The novel is subtitled 'A Tale Told in Ten Blocks'. A block is an American term for a plot of land surrounded by streets. The name came about because most American cities are built as grids, with streets running through at right angles to each other. So cities are made up of equally-sized 'blocks'.

Each chapter in *Look Both Ways* is named after a street on a block. There is an additional title for each chapter as well.

- Working on your own, in a pair, or in a small group, discuss what you think will happen in this book, based on the chapter titles. Why do you think the story might be structured in this way?
- Add to your ideas, questions and predictions about the novel.

Marston St.	Water Bogey Bears
Placer St.	The Low Cuts Strike Again
Bastion St.	Skitter Hitter
Portal Ave.	How to Look (Both) Ways
Burman St.	Call of Duty
Chestnut St.	Five Things Easier To Do Than Simeon's and Kenzi's Secret Handshake
Nestle St.	Satchmo's Master Plan
Southview Ave.	Ookabooka Land
Rogers St.	How a Boy Can Become a Grease Fire
The Corner of Portal Ave.	The Broom Dog

A taster

- Read the extracts from the novel, below.
- Add to your ideas, questions and predictions about the novel.

Extract 1

That made Jasmine spit air. See, even though TJ was ridiculous and annoying and sometimes gross, she appreciated the fact that he always made her laugh whether she wanted to or not. Whether he was trying to or not. He was always there to chip some of the hard off. Tear at the toughness Jasmine had built up over the school year.

Extract 2

But the Low Cuts don't just take to be taking. They don't steal for fun. Actually, they don't even like doing it. But they do it because they have to. At least they feel like they have to. Before they named themselves the Low Cuts, they were part of another set that they had no choice but to be down with. The free-lunchers.

Extract 3

'Don't!' Mr Fantana sparked up. 'Don't ... don't do that handshake in here. Not because I think anything is wrong with it. It's just ... I really want to get going, guys, and that handshake you two do takes way too long. I know you probably won't believe this, but teachers have lives too.' Mr Fantana smirked, then went on shoving papers into his leather bag.

During Reading

We recommend working through the novel without pausing too often, then doing some more substantial work afterwards. The novel does offer lots of opportunities to pause for reflection, particularly about the different relationships described and the issues raised.

- Keep a journal while reading, pausing to write down your reflections at key points. Where possible, have a discussion with other readers before putting your thoughts down on paper.
- You might like to pause when:
 - A new character is introduced
 - The book moves to a different setting
 - There is a twist in the plot
 - Something unexpected happens
 - You have questions about what is going on.

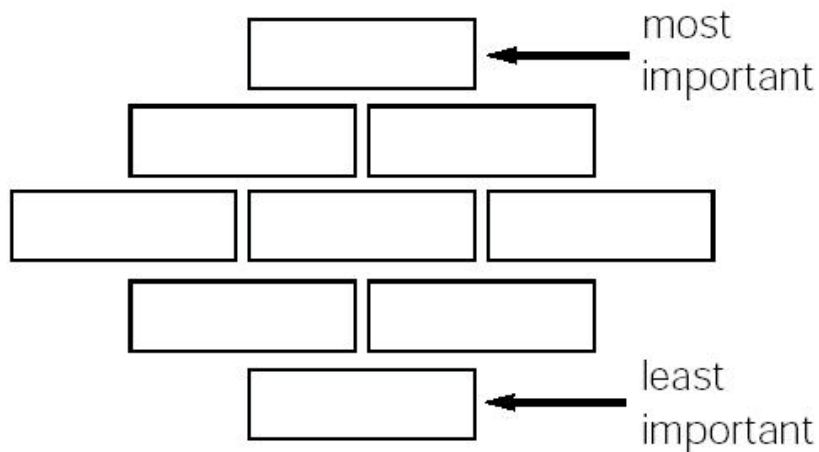
After Reading

What is the novel about?

- Below are nine suggestions for what *Look Both Ways* is about.
- Working on your own, in a pair, or in a small group, rearrange them into a 'Diamond 9' formation, as shown below.
- If possible, compare your ideas with other readers and discuss any differences.

<i>Look Both Ways</i> is about ...		
the wonderful diversity of characters in an American school	the way different lives mix together in a single story	the joys and frustrations of being young
the different things that can happen on the way home from school	the importance of friendship	how everyone is different in their own special way
how ordinary life is interesting and important	the importance of 'looking both ways'	a school bus falling from the sky

Diamond 9 pattern



A tale told in ten blocks

Is *Look Both Ways* a novel, a collection of short stories, or something in between? Complete the activities below to help you come to your own decision.

1. Identify your favourite chapter, or 'block', in the book. Write down notes about:

- What you particularly like about this story
- How it stands out for you from the other stories
- How it connects with the other stories
- If it can stand on its own as a short story, or needs to be included in the book to make sense.

2. Making connections

- Flick through the different 'blocks' to remind yourself of what happens.
- Find as many connections between stories as you can. E.g. where different characters appear in more than one story; where a location appears more than once.

3. A school bus falling from the sky

- Find as many examples as you can of a school bus appearing in the book. It could be examples of an actual bus, or of the 'school bus falling from the sky'.
- Now read the start and end of the final chapter, 'The Broom Dog'. Write down your thoughts about why the novel ends in this way. In what ways does it link with all the other chapters?

4. Your opinion

- Write a paragraph or two responding to this question: 'Is *Look Both Ways* a novel or a collection of short stories?'

Writing your own tale

Have a go at writing your own story about walking home from school. Here are a few ideas that you might like to borrow:

- Write an additional 'block' for Jason Reynolds' book that draws on the same setting and some of the original characters.
- Write a story about a walk home from your own school, drawing on your own group of friends.
- Write a story about a walk home from your own school that includes one or more of the characters from *Look Both Ways*.
- Write a story about 'a bus falling from the sky'.

Discussion questions

- Use one or more of these questions to consider some of the ideas arising from the book. If possible, share your ideas with other readers.
 - What impression does the book give about life for this group of school children?
 - What does the book have to say about friendship? Can you think of any good examples to back up your ideas?
 - What does the book have to say about bullying? Again, think of good examples to back up your ideas.
 - How are teachers shown in the book? How does this compare with the teachers in your school?
 - How are parents and other adults shown in the book? How realistic do you find their portrayals?
 - Do you think the book is trying to make comments about society in general? For example, how unfair society can be for some people, or groups of people, perhaps those who are ill? If so, how well does it do this?
 - Why do you think Jason Reynolds chose to refer to 'a bus falling from the sky' so many times? What do you think these references add to the book?
 - Why do you think the book is called *Look Both Ways*? What different meanings can you think of for the title as applied to the book.

Editing the book

Imagine that the editor of the book has suggested that it book should be clearly labelled as a collection of short stories.

- In role as the writer, Jason Reynolds, write an email to the editor, explaining why you subtitled the book 'A Tale Told in Ten Blocks' and disagree with his suggestion. Argue instead, that you think it is a novel.

Reading the reviews

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

- Working on your own, in a pair, or in a small group, consider which reviewer comes closest to your own view of the book.
- Working individually, write your own paragraph to express your views about the book. You can draw on the review extracts you have read if you wish.
- If possible, compare your ideas with other readers.

Go into this one knowing it's a series of short stories linked together because all of the kids go to the same school. There are characters who cross over and reappear, but this isn't about how they intersect, necessarily. It's about how they share the same common ground but live such vastly different lives. It's a peek inside the bus windows, so to speak, as kids deal with a whole host of challenges at home and outside the home.

Kelly, www.goodreads.com

I can't deny the magic of books like this one, which weave together separate yet connected stories set in a shared public space. *Look Both Ways: A Tale Told in Ten Blocks* would be less effective if not for the crossover elements in its ten short stories; the characters frequently make cameo appearances in the sections that aren't about them, creating a sense of narrative unity even though the stories stand independent from one another.

Josiah, www.goodreads.com

I just couldn't connect with this book. I kept waiting for a grand "a-ha!!" moment, a stunning connection among the many different stories involved, but that moment never came. I found the one line that repeated throughout each story to be annoying. I didn't feel much of a connection to any of the characters, perhaps because there were so many and not enough time spend with any of them. I was hoping this could be a class read, but I wouldn't recommend for that purpose. It does provide a nice moral lesson of never knowing what other people may be going through, and community is all connected somehow, but it felt like a forced concept.

Kelly, www.amazon.co.uk

This is an excellent collection of short stories for a middle school classroom. As a teacher, I plan to use a chapter as a stand-alone story. Jason Reynold's writing is so beautiful. He is the master of metaphors and figurative language that makes his writing so rich.

E. Waisanen, www.amazon.co.uk

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?

