

CILIP Carnegie Shortlist 2021

Shadowing Resources



The CILIP Carnegie
& Kate Greenaway
Children's Book
Awards



Title: **Clap When You Land**

Author: **Elizabeth Acevedo**

Publisher: Hot Key Books

Age: 13+



Note to Group Leaders

This book contains some material that may not be suitable for some students. We recommend that group leaders read the book carefully before teaching it or recommending it to students and/or seek parental guidance. As with all Carnegie and Kate Greenaway shortlisted titles, we trust that shadowers and other young readers will be guided by their group leader, librarian, teacher or parent to help them select suitable, enjoyable and age appropriate material from the lists.

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 **Clap When You Land** and to encourage further exploration and thinking around the book.

- Trading places – discuss Yahaira and Camino's lives. Which of the two would you trade places with and why?
- Find out about the Dominican Republic and the USA, where are they, what similarities and differences are there in terms of food, traditions, festivals, climate and music
- Research a recipe from the book
- **Clap When You Land** is a novel about communication and discovering secrets, using an app like Duolingo or a language dictionary, tell a friend something they do not know about you in another language!

Clap When You Land by Elizabeth Acevedo

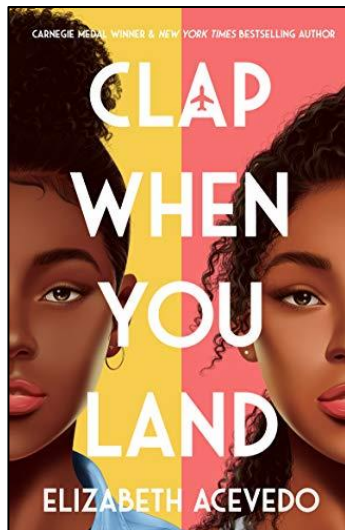
Before Reading

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.

The front cover

- Examine the book's front cover.
 - 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?



Looking inside the book

- Working on your own, in a pair, or in a small group, flick through the pages of the book
- What are your thoughts about how it is set out as poetry? Have you read any other 'verse novels'? If so, which were they and what did you think of them? If not, what are your thoughts about trying one?

Epigraph

An epigraph is a short quotation or saying which appears before the beginning of a book, a chapter or a poem. An epigraph links to the main themes of the text. The epigraph in *Clap When You Land* is a saying in Spanish from the Dominican Republic, one of the settings in the novel. The Dominican Republic (DR) is a Caribbean nation that shares the island of Hispaniola with Haiti to the west. The official language is Spanish, although various dialects are spoken on the island.

- Read the epigraph, below, and the translation.
- Think about what the saying might mean and what themes you might expect in a novel with this as an epigraph.

Spanish:

El corazon de la auyama solo lo conoce el cuchillo

Translation:

The heart of the pumpkin is known only by the knife.

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.

- You might like to keep a journal while reading, pausing to write down your reflections about some or all of the points below. Where possible, have a discussion with other readers before putting your thoughts down on paper.
- Try reading some of the poems aloud, or listening to someone else read them. Think about whether the poems work better aloud or on the page and why. Elizabeth Acevedo, is an award-winning slam poet, so you might enjoy listening to her read *Clap When You Land* as an audiobook if you get the chance.
- What is your first impression of Camino's life in the Dominican Republic?
- How does Acevedo build up tension before Camino gets the news about Papi?
- What's your first impression of Yahaira's life in the United States?
- What similarities and differences are there in the ways Camino and Yahaira react to their loss?
- What is important to Camino about swimming?
- What does Yahaira's way of playing chess tell you about her? Do you think she was right to give it up?
- What do you notice about Camino's relationship with her Tia? What other support does she have in her life?
- What do you notice about Yahaira's relationship with her Mami? What other support does she have in her life?
- How do Camino and Yahaira feel about their schools?
- What do you understand about Tia's Saints?
- Both girls have experienced unwanted sexual attention. Think about how each character has been affected by these experiences.
- In some ways, Carline symbolises one possible future for Camino and El Cero another. How is she determined to find her own path, and how does Papi's death affect her plans?
- What was your response when the truth about Papi became obvious to you?
- What would you have done if you had received Yahaira's message?
- How does Yahaira's decision to act independently change things for everyone?
- Why is the incident on the beach with El Cero an important moment for the women on both sides of the family?
- What do you think will happen next for Camino and Yahaira?

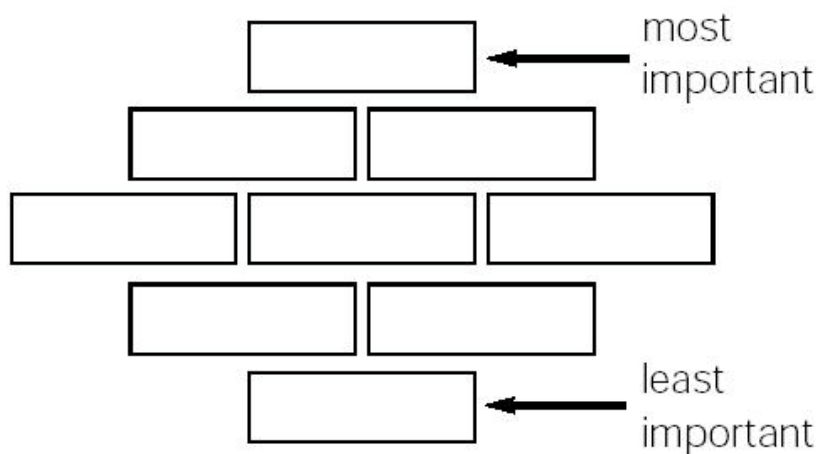
After Reading

What is the novel about?

- Below are nine suggestions for what *Clap When You Land* 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.

Clap When You Land is about ...		
what divides us and what brings us together	never really being able to know another person	grief
people not simply being 'bad' or 'good'	the wide impact of a tragedy	the struggle of becoming independent and making your own decisions
secrets and lies	women's strength	how poverty limits people's opportunities

Diamond 9 pattern



Comparing Camino and Yahaira

Camino and Yahaira are the central characters in the narrative.

- Working on your own, in a pair, or in a small group, draw a Venn diagram. Label one circle 'Camino' and one circle 'Yahaira'.
- Fill in the Venn diagram with words and phrases that describe the two characters, thinking about which apply only to one sister, and which apply to both.
- If possible, compare your ideas with other readers.

Lessons for Camino and Yahaira

- Drawing on the previous activity, write a journal entry in the voice of either Camino or Yahaira, reflecting on what she learned from her experiences. Before you write, identify two or three areas of focus and brainstorm ideas around each.

Exploring the book further

- Use one or more of these tasks to consider some of the ideas arising from the book. If possible, share your ideas with other readers.

The Epigraph

Before reading the novel, you thought about the Dominican saying at the front of the book.

- Now that you have finished reading, think about why Acevedo chose this saying as the epigraph to *Clap When you Land*.

Spanish: El corazon de la auyama solo lo conoce el cuchillo
Translation: The heart of the pumpkin is known only by the knife.

Who is Papi?

- How does Elizabeth Acevedo give a sense of Papi as a rounded, complex character, given that at the start of the book he is already dead?

Impact of a tragedy

In the Authors Note, Elizabeth Acevedo says that she had, for a long time, wanted to write about the real tragedy of Flight AA587 which crashed in New York on its way to the Dominican Republic, killing 265 people. Her research led her to the stories of many individuals, including some with big secrets which were exposed by the crash.

- Discuss and write down your thoughts about the difficulties of writing about a real-life tragedy in a work of fiction and what you think about the decisions Acevedo made about how to do this.

Becoming an adult

Camino and Yahaira both have to grow up quickly as a result of their father's death. However, they have also both had to be mature in different ways before this tragedy as well.

- Think about the two characters and how and when they have to behave like adults, and when like, children. Would you say one of them had to be more mature and brave than the other?

A sense of place

- Choose your favourite description of the Dominican Republic in the novel and your favourite description of New York. How does Acevedo bring these two very different places to life?
- What similarities and differences do you notice in Camino and Yahaira as a result of them growing up in a shared culture but in different countries and circumstances? How do these similarities and differences affect the way they relate to each other when they meet?

A novel in verse

- Think about why Elizabeth Acevedo decided to write her novel as a series of poems. If the novel were told in prose, with Camino and Yahaira as first-person narrators, how would it be different?
- Choose a favourite poem in the novel and explain why you like it. If possible, watch a video of Elizabeth Acevedo performing one of her poems (available on YouTube). Practise reading a part of your favourite poem aloud, drawing on Acevedo's style if you wish.

Responding in verse

- Read the poem below which Lola, on www.goodreads.com, wrote in response to another of Acevedo's verse novels, *The Poet X*.
- Write your own poem in response to *Clap When You Land*.

I stand here, and I think,
if there is one thing I want to say,
to Xiomara,
it's that she is proof effervescent passion and love
transcend hate.

Words have the power,
to open your chest,
and pull your heart out,
and carry it to the sky.

But if those words are not expressed,
if they remain imprisoned,
and you remain restrained,
you will never feel freedom.

I want to let them free,
to let them fly,
to let them breathe,
to let me cry,
my emotions out,
to form a pool,
that becomes a sanctuary.

Editing the book

Imagine that the editor of the book has written to Acevedo:

There aren't really any positive male characters in the novel. Let's not put off our male readers! Perhaps you could make Carline's boyfriend, Nelson, or another minor male character who is a positive influence, more of a main character?

- In role as Elizabeth Acevedo write an email to your editor, explaining your opinion about these suggestions.

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 novel. You can draw on the review extracts you have read if you wish.
- If possible, compare your ideas with other readers.

E. Returning to verse, Acevedo subtly, skillfully uses language and rhythm to give voice to the sisters' grief, anger, and uncertainty; Camino's introspective openness; and Yahaira's tendency toward order and leadership. Raw and emotional, Acevedo's exploration of loss packs an effective double punch, unraveling the aftermath of losing a parent alongside the realities of familial inheritance

Publishers Weekly

F. From the descriptions of the food and spices to the small barrios and communities coming together, Acevedo gives you an image of what the Dominican Republic is like. The stray dog, everyone knowing everyone, the remedies, herbs, teas, and the Santos guarding you, it was beautiful to read of a country I have never physically seen, but could nonetheless imagine.

Elena on www.goodreads.com

G. Personally, I would have enjoyed a deeper exploration of grief and the way both girls grapple with the complexities of their family stories. There's a lot to tap into there, but their voices were quite similar to the point where it became difficult sometimes to remember who was speaking. This made more sense when Acevedo reveals in her author's note that she hadn't made the decision to split into two POVs until later on, so the two protagonists didn't feel distinctive enough.

The sister relationship also has a lot of potential to be explored more deeply, but we barely got to see them spend much time interacting with each other and coming to terms with one another. I wish more time had been devoted to the relationship between the two protagonists rather than spending two thirds of the book reading a repetition of their same reactions.

Cindy on www.goodreads.com

D. The book is told in alternating chapters with headings counting how many days have passed since the fateful event. Acevedo balances the two perspectives with ease, contrasting the girls' environments and upbringings. Camino's verses read like poetic prose, flowing and straightforward. Yahaira's sections have more breaks and urgent, staccato beats. Every line is laced with betrayal and longing as the teens struggle with loving someone despite his imperfections.

www.kirkusreviews.com

H. As well as being exceptionally affecting on grief, forgiveness and family secrets, *Clap When You Land* is also devastatingly sharp on the exploitative tendencies of tourism. In Camino's words: 'I am from a playground place...Our land, lush and green, is bought and sold to foreign powers so they can build luxury hotels...Even the women, girls like me, our mothers and tias, our bodies are branded jungle gyms...Who reaps? Who eats? Not us. Not me.' Overflowing with truths of the heart, and truths about inequalities that need to be broken, while also addressing the complexities of what it means to be of a place, I can't praise this highly enough.

www.lovereadings4kids.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?



English & Media Centre

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?



English & Media Centre

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?

