

CILIP Carnegie Shortlist 2021

Shadowing Resources



The CILIP Carnegie
& Kate Greenaway
Children's Book
Awards

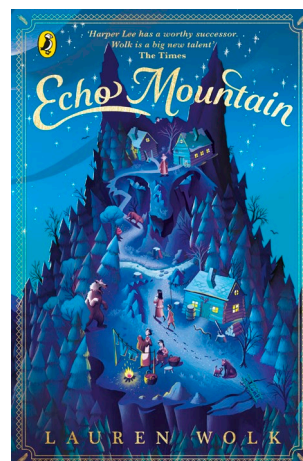


Title: **Echo Mountain**

Author: **Lauren Wolk**

Publisher: Penguin Random House Children's

Age: 10+



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 **Echo Mountain** and to encourage further exploration and thinking around the book.

- Nature plays an important role in the book, explore different herbal remedies and ways of creating nature art using found objects
- Create a story river for the book using natural objects
- Think about the mountain as a character, make a 3 dimensional model with labels
- Ellie learns how to be a healer after her father has had an accident. Gather together some pictures of herbs and ask the group to guess what they have traditionally been used for.
- Ellie's family move the mountains after her parents lose their jobs due to the Great Depression. Discuss how they might be feeling and talk briefly about the Great Depression, what caused it and how it changed people's lives.
- Why not play **The Memory Game**? Place objects on a tray and take a photo, share your screen and ask the group to memorise them, take three away. You might like to include (a) honey (b) picture of maggots (c) a wooden object (d) puppy photo (e) photo of a cabin (f) photo of trees. Are there other items relating to the book you could include?

A taster

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

Extract 1

The first person I saved was a dog.

My mother thought he was dead, but he was too young to die, just born, still wet and glossy, beautiful really, but not breathing.

“Take him away,” she said, sliding him into my cupped hands.

Her voice was cold. Perhaps that was why it shook a little.

But I knew her better than that.

Maisie, curved around her three living pups as they poked blindly toward her milk, watched me with aching eyes.

I could feel how much she hurt, too.

Extract 2

Nothing about life on Echo Mountain was harder for me than that rift: the idea that I should be sorry for being different. And I made up my mind early on that I might miss my mother, miss my sister, and be lonely, but I would not be sorry for what set me apart.

I loved the mountain. And I loved what it kindled in me. And that was that.

But it wasn't easy.

Extract 3

I looked again at the carvings on the windowsill, and for just a moment I thought this woman might have made such things for me, left them for me to find. But she was far too old to have the face I'd seen peering at me from the woods.

Extract 4

I'd butchered a rabbit before. My father had taught me how. And how to scrape the skin and stretch it in the sun to cure.

This one was no different, except I was alone. And the rising wind on the mountaintop spoke a different tongue than the wind down below. And that woman, Cate, was in terrible trouble.

I wanted to heal my father, and I would.

But I was suddenly the only one standing between that old woman and real danger. Maybe even the end of her.

At least she would not punish me for my troubles.

I could not say the same for my very own kin.

Information about the setting

Echo Mountain is set on a mountain in the state of Maine, in the North-East of the United States of America, in 1934. It takes place during a period known as the 'Great Depression'

- Read this information about the Great Depression and then answer the questions that follow.

The Great Depression was a period of great financial hardship in the USA that began in 1929 and continued through much of the 1930s. It ended a period of relative wealth and prosperity (known as the Roaring Twenties) and led to up to 30% of the population losing their jobs. With no social security system to protect people, poverty was widespread and millions became homeless after they lost their homes because they could not afford to pay the rent or mortgage.

- What types of character might appear in a novel set at such a time and place?
- Why might a writer choose to set a novel in this time?

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 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.

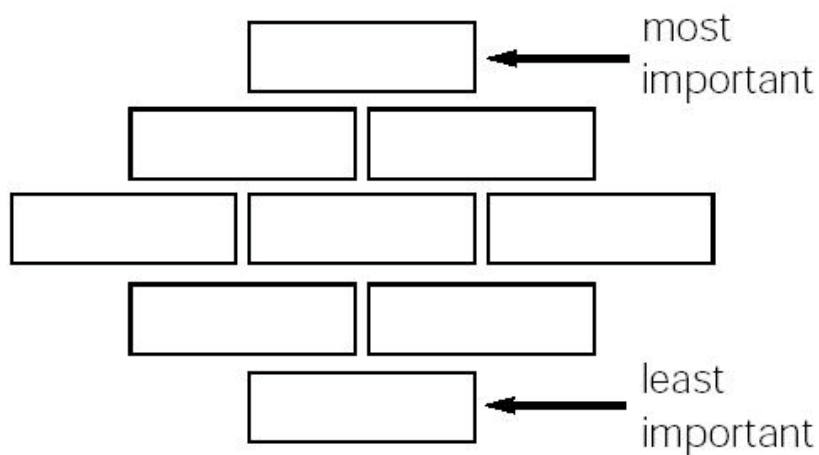
After Reading

What is the novel about?

- Below are nine suggestions for what *Echo Mountain* 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>Echo Mountain</i> is about ...		
the importance of being yourself	friendship in all its forms	difficult family relationships
growing up and independence	poverty and struggle	the dangers of being judgemental
loss	healing	the relationship between humans and the natural world

Diamond 9 pattern



Ellie in the middle

Ellie is the central focus of the narrative.

- To help you remember and think about everything Ellie was involved with, and to prepare you for more substantial writing about her character, you should produce a diagram of her relationships in the novel.
 - Working on your own, in a pair, or in a small group, draw Ellie 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:
 - Mother
 - Father
 - Esther
 - Samuel
 - Quiet
 - Cate
 - Captan
 - Larkin
 - Larkin's mother
 - Maisie
 - Draw arrows between Ellie 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 Ellie's mother and Esther. Write along the arrow the nature of their relationship, including key moments described in the novel.
 - If possible, compare your ideas with other readers.

Lessons for Ellie

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

- The natural world – how it was both an adversary and a friend in the novel.

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.
 - Many of the characters in this novel surprise us with their behaviour. They do not act in a way we were expecting them to. Can you think of any characters you changed your mind about? In what ways did you change your mind, and how did you feel about this?
 - Ellie is aware of how different she is from her mother and Esther. How did you respond to this, and the way she behaves?
 - What are your thoughts about Ellie's unique abilities? By the end of the novel, Cate says that Ellie, too, is a 'hag'. What do you understand by this?
 - What are your thoughts about the role of the animals in the novel? What do they add?
 - What do you understand about the role of the natural world in this novel? What do you think about Ellie's relationship with the natural world?
 - What is your reaction to Ellie's mother? For example, what do you think about the fact she has Ellie sleep in the woodshed as a punishment? Does your reaction to her change throughout the novel?
 - What are your thoughts about Ellie's sister, Esther? You might like to think about her relationship with her mother, her father and Cate.
 - What is your reaction to Ellie's father's accident and the problems it creates for the family?
 - What are your thoughts about the significance of Larkin and Ellie's relationship across the novel?
 - Were there any twists or significant moments of change in the novel? Did you predict these or were they unexpected?
 - How is the novel structured? For example, you could say it is structured around Ellie's father's recovery.
 - The book explores a lot of issues: friendship, family relationships, humans and the natural world, serious injuries, love, loss, poverty and more. What are your thoughts about so many issues being in one book? Is it more a book about these issues, or about its characters?

Defending the novel

Imagine that your school has decided to ban *Echo Mountain* from its school library because of the graphic descriptions of wounds and injuries.

- Write a letter to the headteacher challenging their decision, explaining to them why this is a book that should be made available to your school's students.

Editing the book

Imagine that the editor of the book has suggested changing the ending of the story because it is too predictable.

- In role as the writer, Lauren Wolk, write an email to your editor, explaining why you wrote the ending as you did, and whether or not you agree with their suggestion.

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.

Some readers may be put off by the book's meandering pace or its unflinching depiction of a world where hunting is a necessity. But Ellie is a deeply appealing character, and her story feels right for this moment. A reader who longs to get outdoors will appreciate Ellie's adventures on Echo Mountain. A reader who wants to make a difference will appreciate the way she rolls up her sleeves and gets things done. And surely there has never been a better time to read about healing, of both the body and the heart.

www.nytimes.com

There's a safety to *Echo Mountain* that was missing from Wolk's previous books. I'm still making up my mind about whether or not that's a good or bad thing. It's more than just the lack of a human villain. Reading this book felt so easy and natural. The drive to continue wasn't based on anything but pleasure in the writing itself. There's pleasure too to be found in finding yourself in the head of a uniquely capable young woman. The kind unafraid to provide for not just her own family but other people who need her as well. There's a loneliness to the kind of life Ellie leads, but the trade-off is that she feels truly free. Hand this to the kid that yearns for that freedom. For wide-open spaces and mysterious figures hiding in the shadows and snot-nosed brothers and lots and lots of puppies. Hand it to someone who needs their own mountain. Even if it's just a literary one.

Betsy, www.goodreads.com

Wow! I loved this book and the main character, Ellie. Her family is torn from their life in town at the onset of the Great Depression. Her father is a tailor and her mother a music teacher, but now they are recreating their life on Echo Mountain in rural Maine...

This story focuses on Ellie and she is a great character; a girl full of moxie and grace. Her insights are clever. Wolk has created another great story about finding your voice.

Elizabeth, www.goodreads.com

This is a great story for a young girl in your life trying to find themselves and still growing to meet the expectations of those around them while also setting their own expectations for themselves and finding their path. Wolk does an excellent job of writing a story which is pleasantly readable and serves as a great canvas for understanding how one can face adversity with grit [...]

The first third of the book picks up quite slowly while the last two thirds seems to drive at a fever pitch. You never lose the storyline because of Wolk's writing, but the last third of the story feels a bit rushed to me. The pacing of the dialogue especially becomes jarring in some chapters.

Charles C, 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?

