

# A TEACHER'S GUIDE TO

## GOODBYE MARIANNE by Irene N. Watts



www.florisbooks.co.uk

### Themes/issues addressed in this book

Second World War; being Jewish in Germany; Kindertransport; Kristallnacht; refugees

### Book Summary

Marianne is Jewish, and lives in Germany in 1938. As the Hitler Youth Movement takes hold, she is locked out of school and rejected by the other children. She sees acts of violence against her neighbours, and her father goes into hiding. Finally, along with 10,000 other refugee children, Marianne's mother manages to get her on a train to Britain just before the outbreak of war. The story is told from Marianne's point of view, bringing out the pain and confusion of leaving home, and her fear going to an unknown country. There is also a lot of humour to the book, but this is a challenging, affecting read, and will give children an insight into what happened to Jewish children in Germany.

## BEFORE READING

### Group Activities

- Discussion: talk about the Second World War, or use this book as part of a larger Second World War project. Explain what Hitler was doing and how the Hitler Youth Movement fitted into that. Talk about power and government, dictatorships and democracy. Find out what the children already know; the Nazis murdered 1.5 million children under the age of 15.

## AFTER READING

### Individual Work

- Pretend you are Marianne's mother. You must decide whether to send Marianne away or take her to her grandparents. Create a pros and cons chart to help you decide.
- Write as if you were Marianne, and had to leave your parents and neighbourhood. What would you be thinking and feeling?

### Group Activities

- Discussion: what was the best bit of the book?
- Discussion: why was the Gestapo so cruel to children?
- Discussion: if something like that happened where you lived, do you think you could be like Ernest, and speak out?
- Discussion: what do you think would happen to the children once they reached Britain? Who would look after them? (To follow up on this theme, consider reading the second and third books in the trilogy: *Remember Me*, about Marianne's experiences in war-time Britain, and *Finding Sophie*, set at the end of the war.)

### Vocabulary

- Check you know what the following words mean:

contorted	hostile
exaggerated	survived
imitation	hoodlum
arrest	confiscated
sophisticated	cavernous
scrawny	pandemonium
trundled	exodus

### FLYWAYS

#### Series Summary

*Flyways* was conceived in response to the general decline in children's literacy levels. The series provides high quality, imaginative and thought-provoking fiction to children who are currently unchallenged by the majority of available reading material. The *Flyways* series includes a high percentage of prize-winning international literature, as well as books by new and established authors.

## CURRICULUM REQUIREMENTS COVERED

### 5-14 Curriculum (Scotland)

Years: P6-P7, S1-S3

#### Reading:

Reading for Information

Reading to Reflect

Awareness of Genre

#### Talking:

Talking in groups

Talking about texts

Talking about experiences, feeling and opinions

#### Writing:

Functional

Imaginative

### National Curriculum (England, Wales, Northern Ireland)

Key Stages 2 and 3

#### English: Reading

Reading Strategies

Response to Texts, inc analysing and evaluating

Reading for Information

#### National Literacy Strategy:

Text-Level Reading

Text-Level Writing

Vocabulary