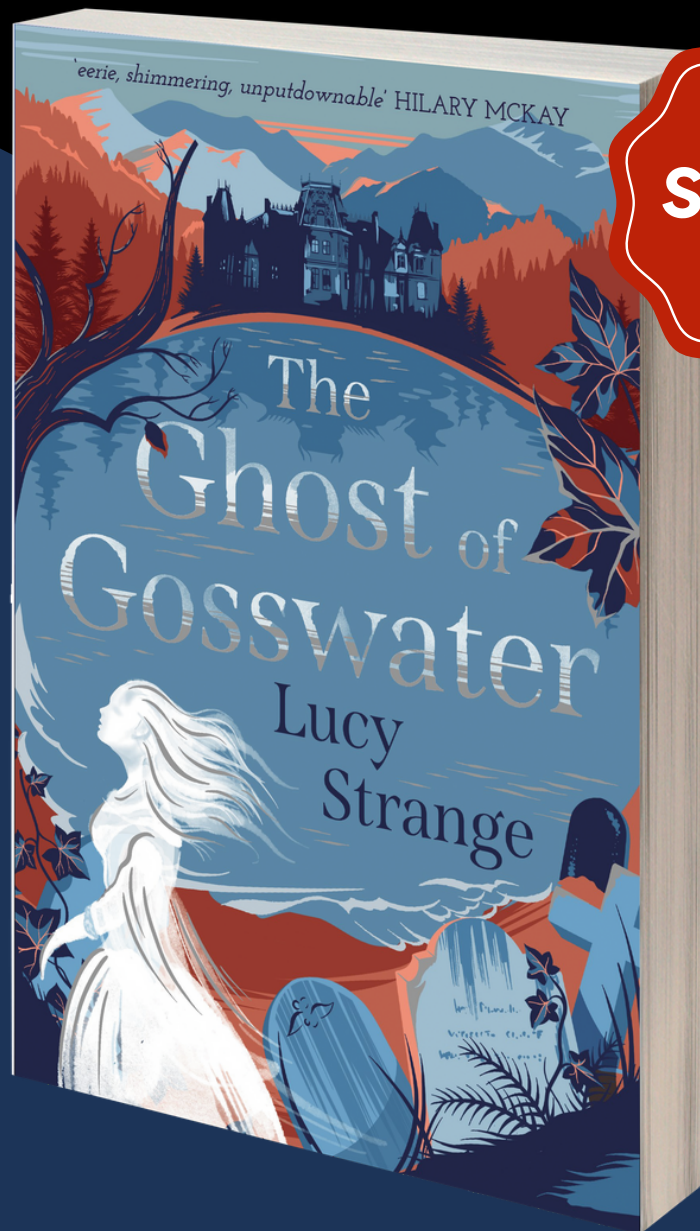


THE GHOST OF GOSSWATER

LUCY STRANGE

CHAPTER-BY-CHAPTER RESOURCES

CREATED BY NICOLA PAULSON



**KEY
STAGE
3**



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Introduction session

DO NOT SHARE THE COVER OF THE BOOK WITH STUDENTS YET

Reading

Generate a word cloud using key words from the back cover and blurb (see example below). Share this with students and encourage them to discuss/group/make links between words and make **predictions** about the characters/plot/genre of the novel they are about to study.



Reading

Crop an image of the front cover of the novel into sections (see below) and gradually reveal sections to students one by one.



Encourage students to return to their initial **predictions** and modify where necessary. Reveal the front cover in its entirety and read the text from the back cover and blurb aloud. **Evaluate** predictions and encourage students to make further predictions regarding the genre of the novel. These should be supported by images/language.

Once the gothic genre is established, provide students with the word cloud and images from the lesson, and identify specific aspects that suggest this will be a gothic novel.

Chapter 1

Reading

What are our first **impressions** of these characters? Provide students with a role on the wall template for both characters. Record what can be **inferred** about characters on the inside and quotes from the text to support ideas on the outside.

Analyse figurative language used in the chapter which helps to develop our understanding of the characters, such as the use of similes:

Clarence has been like this since he arrived ... like a cat with a sparrow between its paws.

Like some sort of annoying pet.

Something inside me is unravelling like wool.

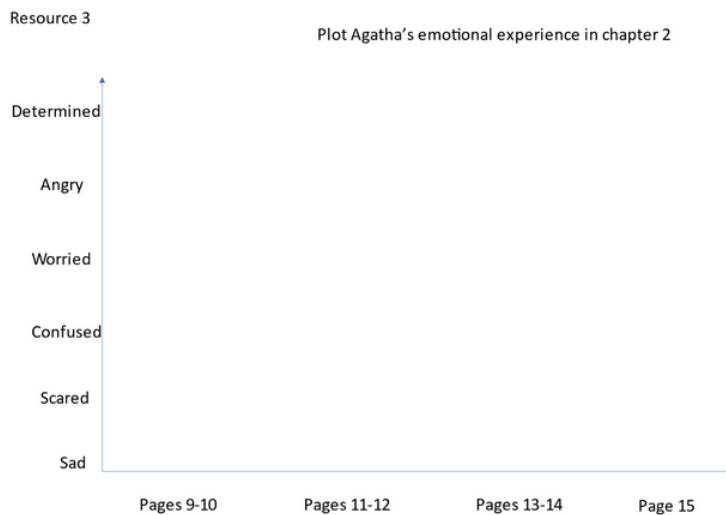
Clarence hunches like a vulture.

It is as if he has shot me with a pistol: BANG.

Chapter 2

Reading

Agatha experiences a range of emotions in this chapter as she prepares to leave the only home that she has ever known. Students should create an emotion graph (see below) to demonstrate their understanding of these emotions, which should be **labelled with evidence** from the novel to support.



The chapter ends with the revelation that Agatha will take the King Stone, which is clearly extremely valuable. Option for students to design and create a profile for the stone, which could focus on origins, appearance, attributes etc.

Chapter 3

Reading

Agatha takes the King Stone. Carry out close textual analysis to consolidate understanding of gothic features and consider **how language and structure** combine to create **mood and atmosphere**. Aspects may include: figurative language and imagery, use of sentences for effect, use of punctuation such as dashes and ellipsis to vary pace, use of flashback, connotations, rhetorical questions.

Writing

Students should create their own gothic snapshot scene and experiment with techniques analysed in the lesson.

Chapter 4

Reading

Agatha meets her real father. Introduction of another main character: Thomas Walters. Consider first **impressions** of this man and complete a role on the wall task with this new character.

Create a list of questions that Agatha might want to ask this man to demonstrate understanding of what she has been told already, and to show empathy for Agatha and her situation as she attempts to *rewrite her whole world*.

Look at the description of setting of Gosswater Hall as it disappears from Agatha's view on page 26. **Identify** gothic features/language choices and analyse their impact on the description of the setting.

Chapter 5

Reading

Introduction of a new setting: the cottage belonging to Thomas Walters. **Compare** the descriptions of the two settings by **locating and retrieving** evidence for both. Produce a sketch of both settings labelled with evidence from the text. Consider how language has been used to create different atmospheres. **Compare and contrast** the two settings using appropriate connectives to structure the response correctly. For example: *Gosswater Hall is stately whereas the home belonging to Thomas is more basic. Unlike Thomas's cottage, Gosswater Hall is eerie.*

Chapter 6

Reading

It's all change for Agatha as life begins in her new home – it's a very different experience for her. **Select and retrieve** evidence to support this. Aspects to focus on could include: daily routines, possessions, social interaction.

The lake is also viewed very differently from here. Focus on the description on pages 34-35 and the contrast between Agatha's past and present observations of this key setting in the novel. Analyse connotations of language and descriptive techniques used and the contrasting atmospheres created in relation to the lake.

Speaking

Opportunity for discussion: which perspective of the lake do students prefer and why?

Chapter 7

Reading

Many questions are raised in this chapter, such as:

- How might the mementos Agatha finds (dried rose petals, a goose feather and a lock of golden hair) link together?
- Is Thomas a thief?
- Why was Thomas turned away from Gosswater Hall last year?
- How/why has Thomas formulated his negative opinions about the Asquith family?

Students write their own responses/**predictions** to questions.

Chapter 8

Reading

Look at the description on pages 54-55 and the preparations for the mourners to depart to Skelter Island. Focus on the **structure** of the episode and how tension is created leading up to the dramatic cliffhanger and the death of the elderly lady. Consider how language adds to this (for example through adjectives, pathetic fallacy, imagery). Opportunity to create a storyboard or sketch the scene as a result of the vivid and rich description.

Prediction activity: Why was the elderly lady terrified by the sight of Agatha? Who is she? What significance might she have to the story?

Chapter 9

Reading

Another new setting is introduced: Skelter Island. Consider first **impressions** and gothic features and support ideas with **evidence** from the text.

Agatha's illegitimacy is discussed by Clarence and Odelia:

'I got a cross-bred pup once, though I paid for a pedigree – the wretched thing was a nightmare. I had to send it back. It's the same thing really.'

'Bad blood will out. One can only suppose they took her in out of pity originally. Like a stray cat.'

Consider the language used here and **how** it is used to identify Agatha as an outsider.

Chapter 10

Reading

Consider the purpose and function of Sexton Black in this chapter. Add him to the role on the wall characters. Aspects to consider: unpleasant physical description, additional interpretation of 'Goss', further information about the Asquiths, end of year prophecy.

Writing

Prediction task: Sexton Black refers to a *nasty thing*. What could this be?

Introducing Aggie. **How** is Agatha's new identity already affecting her experiences? Create a list.

Chapter 11

Reading

Compare and contrast Aggie's Christmases of past and present. **Examine** the use of **structural** device of flashback to communicate key aspects of the Christmases of the past.

Speaking

Discussion task: Which festive experience is worse? Support reasons with evidence from the text.

Look at an extract from *A Christmas Carol* depicting the Cratchit family Christmas. **Why** can't Aggie bear to read it? What is it reminding her of?

How is our opinion of Thomas beginning to change in this chapter? What new information/characteristics are we learning about in relation to him?

Ideas can be added to the role on the wall created in lesson 4.

Chapter 12

Reading

Bryn Black returns in this chapter. What **impressions** do we have of him so far? Add him to the collection of role on the wall characters.

Writing opportunity

Should Aggie continue to hide her identity or reveal the truth to Bryn?

Speaking

Drama task: Plan and perform a thought tracking piece exploring Aggie's dilemma and considering both sides.

Chapter 13

Reading

The build-up to Aggie's ghost hunt begins. Students should create a mind map showing how suspense is achieved through pathetic fallacy, repeated references to time and the play Hamlet. Opportunity to look at the opening section of the first scene of Hamlet and consider **how** this might have affected Aggie whilst reading. Features to discuss may include: weather, silence, time, darkness, discussion of the existence (or otherwise) of ghosts and the eventual entrance of the ghost in the play. Consider how this helps to build excitement for the reader, culminating in the dramatic ending of the chapter, where Aggie declares she is ready to begin the hunt.

Speaking

Discussion task: Do ghosts exist?

Chapter 14

Reading

Students should go on a 'gothic features hunt' to gather **evidence** of all things gothic in this chapter as Bryn and Aggie carry out their ghost hunt. Consider how these features combine and help to build tension and suspense ending with the dramatic arrival of Sexton. Students should write paragraphs analysing the writer's craft in this dramatic and exciting chapter.

Chapter 15

Reading

The Ghost Girl appears for the first time. Students to consider the **evidence** so far. Who is she? Why has she crept through the crack between centuries? How is she presented to the reader in this chapter and **how** does this image of the ghost compare to expectations? Create a ghost fact file exploring ideas about her identity, features and origins.

Chapter 16

Reading/Writing

In this chapter Aggie finds out that her father wanted her to keep the Queen Stone heirloom. She uses this knowledge to justify to herself that she is not the thief that Clarence declares her to be. Clarence goes on to state '*The rotten apple doesn't fall far from the ROTTEN tree*' reinforcing this view and referencing the reputation of Thomas too. Is Aggie a thief? Are her actions justified? Students reach a verdict and produce some advice for Aggie to follow in her next steps considering features of writing to advise such as: direct address, a range of reasons/options, amiable tone, and imperative and modal verbs.

Chapter 17

Reading/Writing/Speaking

Examine the description of the storm which precedes the arrival of the ghost (use of pathetic fallacy, personification, similes etc.). Students should draw the storm scene, focusing on the storm itself and the destruction caused, and label with evidence from the text. Opportunity to write own weather descriptions and create mood and atmosphere by including a range of techniques.

The relationship between Thomas and Aggie begins to develop. They both have things that remain unsaid. Improvise a conversation between them where they reveal some truths.

Chapter 18

Reading/Writing

Explore Aggie's character. How has she changed/developed from the start of the book? What new characteristics, skills and abilities is she demonstrating? Has the reader's response to her changed/developed too? Write a **letter** to Agatha at the start of the book (when she first learns her fate) from her future self Aggie, reassuring her, to demonstrate awareness of character progression.

Chapter 19

Reading

The character of Old Moll is introduced. Should Aggie pay her a visit? Construct a table of reasons as to why she should/should not. End of chapter **prediction** activity: who is trying to get into the cottage? Create a list of possibilities supported by reasons for their visit.



Chapter 20

Reading/Writing

Bryn finds out the truth about Agatha's identity as a result of Clarence's visit, and is angry and hurt: '*Who are you, Aggie? Who the hell are you?*'. Explore the impact that this might have on their relationship by writing a short **script** of a conversation between them. What questions does Bryn have? What answers can Agatha provide?

Chapter 21

Reading

Weather and setting are made to sound hostile and even dangerous at various points in this chapter and Agatha's isolation is emphasised. Gather **evidence** to support this and consider the **mood and atmosphere** it creates prior to and during Aggie's journey. Despite the weather, Agatha demonstrates a warrior-like determination and arrives at the home of old Moll Speedwell.

Prediction activity: what will she find?

Chapter 22

Reading/Writing

The character of Old Moll is introduced. Consider first **impressions** and add to role on the wall collection. Opportunity to sketch her and her home as a result of rich and vivid descriptions. The identity of Aggie's mother is still unknown. What further clues have been provided in this chapter? Who did Old Moll make a promise to? Why will she lose everything if she breaks this promise?

Writing task: write a **monologue** in role as Old Moll providing answers to these questions and exploring thoughts and feelings.

Chapter 23

Reading

Agatha states that she is a clock stuck at midnight. Consider the effect of this metaphor. Why is she unable to go back or move forwards? **List** responses.

Examine this new description of the Ghost Girl as she appears in the cliffhanger at the end of this chapter. **Analyse** the language used to describe her such as the similes *a voice, soft as starlight* and *it is like being stroked by a moonbeam*, plus additional equally gentle verbs, adjectives and adverbs.

Evaluate: is this what we were expecting from the ghost? Is Agatha right to trust and follow her based on impressions created?

Chapter 24

Reading/Speaking

Explore and **analyse** the repeated references to light and dark imagery in the opening of the chapter, culminating in the dazzling transformation of the Ghost Girl to a young woman at Gosswater Hall. The Ghost's identity is further developed with the revelation of a name and a carefully preserved bedroom and possessions. Agatha states: '*She belongs here – all this is hers.*' She asks herself the question *Who was she, the Ghost Girl?* Students should consider this question and share ideas in a group discussion task supporting ideas with evidence.

Chapter 25

Reading

Clarence reveals Rose's identity to Agatha. Students should compare their responses to this to their responses from the previous lesson.

'Clarence is presented as a dangerous and out-of-control character in this chapter.' To what extent do students agree with this statement?

Writing task: Write a short essay. Responses should include and **analyse** a range of language and structural features from the chapter to support their views.

Chapter 26

Reading/Writing

'As executor, I also entrust Clarence Asquith to deliver the appended letter in which I seek forgiveness for the shameful secrets and wrongs of the past.'

Writing task: Students should consider all of the information provided so far and write the letter to Agatha from her father providing the answers that she so desperately needs.

Chapter 27

Speaking

Sexton reveals that he has not seen Bryn for two nights, and Agatha's hopes of a reconciliation with her friend are dashed. What do you think has happened to Bryn; where has he gone? Agatha is isolated and helpless. Place her in the 'hot seat': how will she deal with this latest dilemma?

Chapter 28

Writing

'My brain whispers the most insidious, brilliant plan. One simple trick that will bring me all the things I want in one fell swoop. If I get it right, it will deliver the truth into my hands; it will protect me from Clarence for ever; it will allow me to bury all that seething anger and hatred once and for all. It will be the ultimate act of justice and vengeance.'

Write Agatha's plan, sequencing events carefully. Use connectives to structure and order ideas and consider features of writing to instruct such as imperative verbs, adverbs and use of the present tense.

Chapter 29

Reading

Read from the bottom of page 196 (*I can see a figure now*) to the bottom of page 197. **List** 4 things that the reader learns about the woman in the boat.

List 4 things that the reader learns about Old Moll from Ivy on page 200.

'Who wants to be a lonely, fat queen I ask you?'

Speaking

Discussion task: what is more important: money or relationships?



Chapter 30

Reading

How has the writer structured the chapter to interest the reader? **Analyse** the chapter considering how a range of structural features have been used. These may include: shifts in focus, use of flashback, repeated reference to time/distance, internal thoughts, use of sentence structure and speech.

Chapter 31

Reading

After being reunited, Bryn and Aggie reveal a lot of new information and thoughts and feelings to one another. Students should **summarise** the key information shared by each character and put it into their own words to demonstrate understanding of their revelations.

Chapter 32

Reading

'I think that's what the Ghost Girl wants too: she wants me to discover the truth.' Agatha feels that there are still pieces of the puzzle missing and secrets buried deeper. What might there be left to find out? Students should **list** key information that is known (and so test their recall of key plot features) as well as information they would like to find out.

Chapter 33

Writing/Speaking

'Forget about Gosswater Hall and Lady Agatha, an' try to be happy just bein' Aggie, won't you?' Do students agree this is what Agatha should do? Produce a **speech** persuading Aggie in either direction using persuasive features which may include: alliteration, facts, opinions, rhetorical questions, imperative verbs, anecdotes, triples.

Chapter 34

Reading

How is the relationship between Aggie and Thomas different in this chapter? Track back through the text and compare and contrast how their relationship is presented now and shortly after they first met. Use appropriate connectives to structure a response exploring these changes.

Aggie finds out the identity of her mother at the end of the chapter.

Prediction activity: How does she feel about this latest revelation? Does it answer her remaining questions?

Chapter 35

Writing

Thomas reveals to Aggie that he has been in prison, yet he insists that he is not a thief. How and why did he come to be imprisoned? Write a **diary entry** from the perspective of Thomas explaining this.

Aggie begins to doubt the information about her mother's identity. Can students add any further questions to her list based on things they themselves wish to find out?

Chapter 36

Reading

'That terrible dream. It felt like a warning.' Explore Aggie's dream at the start of the chapter. **How** could it be considered a warning? **Locate evidence** in the text and explore the metaphorical language and references. Structurally, how does this add tension to the start of the chapter? How is Clarence's desperation conveyed in chapter 36? Students should **analyse** how the writer has used language to demonstrate this.



Chapter 37

Reading/Writing

Prior to reading, provide students with some key nouns from chapter 37, where Aggie and Clarence depart on their trip to find the Queen Stone. How do these words link together? **Predict** what might happen in this chapter. Create a plot flow chart to detail ideas to consider structure and organisation. Prepare descriptions of some of the items from the list below. **Write part (or all!) of the next chapter.** Incorporate language and structural features used by the writer which have been analysed in previous chapters to create mood and atmosphere.

- Jetty
- Mist
- Pitchfork
- Matches
- Pain
- Bolt
- Boat
- Rose
- Ash
- Darkness
- Island
- Flame
- Matches
- Shadows
- Truth
- Opal
- Spirits
- Tomb

Chapter 38

Reading

Focus on the description of Aggie's injury and level of consciousness, and the language and descriptive devices used. **How** is suffering and the possibility of death presented here? Is Aggie afraid?

Death is coming for me ...

Darkness pools in front of my eyes like spilt ink.

Sinking down through and endless black silence, deep and peaceful as the midnight lake, far away from the world above; down into an ever deeper darkness.

*A gentle, ghostly glow, like a lamp far away in the fog.
Unconsciousness is dragging at me.
But the darkness is kind and it is opening its arms to me.*

Bryn reveals his whereabouts leading up to rescuing Aggie. Students should complete a sequencing task to put them in the right order. Correct order below:

He spent the night in town.
He had his ankle strapped up.
He caught a lift to the village on the brewery cart.
He went to the cottage looking for Aggie.
He hitched a ride back to the village.
He walked to locate hidden boat.
He arrived at Skelter Island.

Speaking

Discussion of plot twist. Track back through the text – where there any clues hinting at this outcome?

Chapter 39

Reading

Now that we finally know the truth, add Rose to the collection of role on the wall characters. What can we infer and deduce about her from this chapter?

Agatha reflects on her upbringing; encourage students to do the same. Were the Earl and Countess right to do what they did? What impact have their choices had? Create a choice and outcomes table:

Choice	Outcome
Hid a pregnant Rose away.	Protected the reputation of Rose.
Rejected the idea of a doctor and used Old Moll.	
Asked Maud McCarthy to register as Agatha's mother.	

Reflect on the contents of the table. The consequences of these choice have been vast, and a number of people have been affected by the decisions made. Who do students have the most sympathy for? Rank order the characters and support with clear reasons.

Chapter 40

Reading/Writing

Examine how a range of **punctuation** has been used in this chapter, such as:

Use of ellipsis:

We cross the bridge over the moat and go up the steps ...

The geese, and the roses, eternally loyal ...

Use of dashes:

Bryn is wearing a black coat that we found in Thomas's cupboard – it is much too big for him – and a scarf as a sort of tie or cravat.

'No – wait, Bryn,' I hiss. 'There's something we need to do first.'

Use of semi-colons:

He will gorge himself on his riches; he will lose everything.

A diamond necklace sparkling like white fire; a blindingly blue sapphire tiara; a ruby ring, red as blood.

Use of colons:

Then there is a voice from the atrium: 'You're nearly there, Aggie.'

Bryn gawps at me: 'Are you mad?'

Explore the impact of punctuation and revise rules of use. Students to write own sentences to be added to this chapter, using a range of punctuation.

Chapter 41

Writing/Speaking

Thomas' innocence is finally established in this chapter as a result of the letter from the Earl. He reacts emotionally as he attempts to *unravel the cruel riddle of his life*. Write Thomas's reply to the earl, demonstrating knowledge of his character and experiences as well as empathy for his cruel and unnecessary suffering. Does he forgive him?

Clarence is presented at his worst in this chapter. How did he become this person? Place Clarence in the 'hot seat' and explore his character.

Chapter 42

Reading

Agatha tries to make her escape in this chapter and a detailed journey through various rooms of the house is provided. Sketch the layout of the house and add arrows to this to show the route that Agatha takes before ending up on the rooftop. Alternatively, create a flow chart and label it with **evidence** from the text to sequence her movements and illustrate the tension of this dramatic chapter.

Chapter 43

Reading/Writing/Speaking

Analyse the language and gothic descriptions of the scene at the start of the chapter including personification of the weather, metaphor and the symbolism of the ravens.

Thomas declares that the opals are *just things* and that she should *let them go*. Freeze frame this moment and explore Agatha's dilemma, thoughts and feelings. What should she do?

Aggie loses both the King and Queen stone in this chapter, but her hand *doesn't feel empty any more*. What does this suggest about how she see the future of her relationship with Thomas?

Chapter 44

Reading

Thomas finally opens up to Aggie. He is presented very differently in this chapter. Add final ideas and reflections to role on the wall. The Earl's letter contains the words *Please love her Mr Walters. She deserves to be loved*, and Thomas asks '*It's not too late, is it Aggie?*' **How** is language used in the final page of the chapter to suggest hope?

Chapter 45

Reading

Analyse the final gothic description of Gosswater Hall including the use of simile, metaphor and alliteration.

The King and Queen Stones and the jewels are returned to Agatha in this chapter, but before they are found she states: '*When I let go of the opals last night, I let go of so many other things too.*' **How** does this change things for Aggie? What should she do? List the actions that she could take as a result of this surprising development.

Chapter 46

Reading

The Ghost Girl says goodbye. Option to explore links with and compare and contrast with an extract from *Wuthering Heights* where two other forever faithful lovers parted by death are reunited at a window. Examine her exit scene and consider **mood and atmosphere** created at the ending of the novel.

End of unit assessment suggestions:

Reading

How does Lucy Strange present Clarence as a frightening and intimidating character?

(Read, understand and respond to texts. Use textual references, including quotations to support and illustrate quotations. Analyse the language, structure and form used by the writer to create meanings and effects using relevant subject terminology where appropriate.)

Writing

Using two or three different gothic conventions, write your own gothic tale set in an isolated, wintry location.

(Communicate clearly, effectively and imaginatively. Organise ideas using structural and grammatical features. Use a range of vocabulary and sentence structures for clarity, purpose and effect).

Speaking/Listening

Create a short film, animation or theatrical staging inspired by one scene from the novel. Include a 'the making of' documentary explaining some of your creative choices and linking them to your interpretation of the text.

(Demonstrate presentation skills, use spoken standard English effectively).