"History is also your small yesterday and mine."
John Kitching

Let's Talk

1. Look at this painting of a classroom. How do you know it is from long ago?
2. How does the painting make you feel?
Using words

A Look at the words in the Word Cloud and match them to the meanings here.

1. Units of time of one hundred years.
2. Rules that people in a society have to follow.
3. A period of ten years.

Word Cloud
- centuries
- decade
- laws

B Anne is describing her school. Look at the pictures and use the correct words to fill the gaps.

Today is September 20th, 1908. Today, I’m going to use my ________ to write some sums on my ________. I sometimes use the ________ to help me count, too. Then the teacher writes the answers on the ____________ for us.

C This is Anne’s classroom. Does it look like yours? Work with a partner and name three things that are different from your classroom. Use the pictures on this page to help you.

- blackboard
- abacus
- chalk
- slate
Historical fiction

This story takes place in Canada in 1908. Anne is an eleven-year-old orphan, who has been adopted by Marilla and Matthew Cuthbert. Anne is delighted by her new home at Green Gables and her new friends and school in Avonlea.

Anne’s First Day

The Avonlea school was a whitewashed building with big windows. It was furnished with comfortable, old-fashioned desks that opened and shut. Over the years, generations of school children had carved their initials onto the wooden lids. Behind the schoolhouse was a brook where all the children put their bottles of milk to keep them cool and sweet until dinner hour.

Marilla felt worried when she first sent Anne to school. Anne was such an odd girl. How was she going to get on with the other children? And was she going to manage to keep quiet during her lessons? But things went better than Marilla had hoped. Anne came home that evening full of happy chatter.
“I think I like school here,” she announced. “I didn’t really like Mr Phillips, the master, though.”

“Anne, I don’t want to hear you talking about your teacher like that,” said Marilla, sharply. “I hope you were a good girl.”

“Of course I was,” said Anne. “And I didn’t even have to try hard to be good. I had scrumptious fun playing outside, but I’m dreadfully far behind the others in lessons. Though no one has an imagination like mine. We had reading and geography and Canadian history and dictation today. Mr Phillips said my spelling was disgraceful and he held up my slate so everyone could see it. I was so embarrassed!”

Adapted from the original Anne of Green Gables, by L. M. Montgomery
Comprehension

A

Read and answer the questions.

1. Find a phrase in the story to describe the school in Avonlea.
2. Find the parts of the text that tell us why Marilla was worried about sending Anne to school.
3. What lessons did Anne have on her first day at school?
4. We know that the story takes place in the past. Find a sentence that tells us this is not modern day.
What do you think?
Use phrases from the story to help with your answers.
1. How does Anne feel about her new school?
2. Why do you think she might not like the master?
3. Why do you think Anne might need to ‘try hard’ to be good?
4. How do you feel towards Anne? Is she different to a modern character?

What about you?
How would you feel about going to a new school? Would it be scary or would it be an adventure?

Discussion time
Anne felt nervous about her first day in her new school. Discuss what would be the best five pieces of advice to give a new student arriving in your class or school for the first time.
An Angry Incident

The Avonlea school had just one class, which was full of children of all ages. Mr Phillips was helping Prissy with her algebra. The others were doing whatever they liked – eating green apples, whispering, drawing pictures on their slates, and playing with crickets that they had caught from the fields. Gilbert Blythe was a handsome boy with curly brown hair and a twinkle in his eyes. He was trying to make Anne look at him but Anne was busy daydreaming. She was gazing out of the window at the shimmering blue water of the lake. She was far away in a gorgeous dreamland and could not hear or see anything around her.

Gilbert Blythe was used to getting his own way. That snooty red-haired Anne girl with big eyes should look at him.

Gilbert reached over and picked up the end of Anne’s long red plait. He held it up and whispered loudly:

“Carrots! Carrots!”

Anne looked at Gilbert fiercely. She jumped to her feet in a rage.

“You mean and hateful boy!” she cried passionately. “How dare you!”

Adapted from the original *Anne of Green Gables*, by L. M. Montgomery
A Which three sentences below are true?
1. The children were drawing on their slates.
2. Gilbert wanted Anne to look at him.
3. Anne was concentrating on her work.
4. Anne was cross with Gilbert.

B What do you think?
Use phrases from the story to help with your answers.
1. Are the children in the Avonlea class well-behaved? Find three examples in the story.
2. How do we know that Anne was not interested in the lesson?
3. What phrases in the story tell us that Gilbert is a confident boy?

C What about you?
Anne is very upset about Gilbert calling her ‘Carrots’. Have you ever felt so angry? Do you think Anne was right to be so cross with Gilbert?
Adverbs

Adverbs tell us more about verbs. They make sentences much more interesting.

Adverbs of place tell us where.
*Example:* The children sat in the Avonlea schoolroom.

Adverbs of time tell us when.
*Example:* The teacher arrived late.

Adverbs of manner tell us how.
*Example:* Anne wrote on her slate neatly.

Many adverbs are one word, but some can be a phrase of two or three words.
*Example:* in the park, or last night. These are adverbial phrases.

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Look at the bold words in these sentences. What kind of adverbs are they? Do they answer the question where, when, or how?

1. Anne went for a picnic in the orchard.
2. It was a lovely day and the sun was shining brightly.
3. By lunchtime, Anne was feeling hungry.

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Find one example of each kind of adverb in the story on pages 10, 11 and 14.
Verbs and tenses

A

Look at the verbs below. They are different parts of the irregular verbs ‘to be’ and ‘to have’.

was  had  is  am  have  being
are  has  were  having

1. Make a list of all of the parts that belong to the verb ‘to be’.
2. Make a list of all of the parts that belong to the verb ‘to have’.

B

Look at Anne’s story on pages 10, 11 and 14.

1. Find examples of sentences in the present, past and future tenses.
2. Look at the verbs. Are they all regular?

Remember: Some verbs are irregular verbs. This means they do not follow the usual pattern when we use them in different tenses.

Example: the verb to go:

In the present tense: They go to the beach every summer. In the past tense: Yesterday, they went on a trip to the beach.
Clauses

Sentences are made of clauses. All clauses have a verb.

A main clause can make sense on its own.

Example: Anne and Diana enjoyed the day.

A subordinate clause must be added to a main clause. It doesn’t make sense on its own.

Example: because they played in the meadow.

Together, the main clause and the subordinate clause make sense:

Anne and Diana enjoyed the day, because they played in the meadow.

A

Copy out these sentences and underline the main clauses.

1. At the weekends, the children liked to play outside.
2. In the holidays, when the weather is sunny, the family like to go to the seaside.

B

Look at the sentence below. It has a main clause and a subordinate clause. The main clause comes first.

Anne chatted about school, while Marilla made the tea.

Make up three new sentences of your own. Use the same main clause, but change the subordinate clause to something different each time.
Commas

Commas (,) are punctuation marks that are used to show a small pause in a sentence.

Sentences with main and subordinate clauses need commas when:
The subordinate clause comes first.

*Example:* Although it was raining, Anne went for a walk.

And when the subordinate clause comes in the middle of a main clause.

*Example:* The school, which was painted white, had big windows.

A

Look for the main and subordinate clauses in these sentences. Add in the commas where they are needed.

1. As there were no pens children used chalk to write on their slates.

2. The children who were being naughty played with crickets in the classroom.

B

Add the subordinate clauses in brackets into the sentences. Make sure you put commas in the right places.

1. The classroom was full of children. (which was quite small)

2. Gilbert liked to tease the girls. (who was a handsome boy)
Writing an historical story

Model writing

Abandoned

Albert Jones, a small, thin boy with an anxious face, was struggling to carry a large bucket of water upstairs for his mistress’s bath. He sighed. The household chores had been so hard this morning!

“Be careful, boy. You’re going to spill it!” The harsh screech of the housekeeper’s voice made Albert stumble, the bucket of water slipping from his hands. In dismay, Albert watched the water cascade down the stairs...

“Sorry. I was just…”

The housekeeper leapt forward, her lips curled in a sneer, “Just! After all the Smith family have done for you. Giving you a job after your good for nothing parents decided to emigrate to Canada and then not come back.”

It was then that Albert decided to cry...
**Guided writing**

**Getting started!**
In your story, the first two paragraphs introduce the characters and the setting.

**Characters**
Give clues about the characters – what they look like, how they move and speak, and what they say.

- Albert – small, thin, weak, tearful.
- Housekeeper – screeching voice, sneering, strict and cruel to Albert. A bully!

**Setting**
Give clues about where and when it’s taking place.

- Large house.
- America in 1900s – young boy as servant and housekeepers were normal. No modern plumbing or hot water.

You will need to make your readers want to read more. Build some excitement and create some problems so that your readers will want to see what happens.

**Example:** Will the housekeeper continue to be cruel to Albert? Will his parents come back?
Writing an historical story

Your writing

Carry on writing the story of Albert and write four more paragraphs. Use the paragraph plan below to help you write your story. The topic sentence is the sentence you need to give more detail about in each paragraph. You can use the ones here or you can use your own.

1. Things get worse for Albert.
   Today, everything went wrong for Albert.

2. The problems build the excitement.
   Things just seemed to get worse and worse.

3. The problems are sorted out.
   Mrs Smith was extremely cross about the behaviour of the housekeeper.

4. The conclusion brings the story to an end.
   Albert couldn’t believe it when he opened the door and saw his parents standing there.
**Historical fiction success criteria**

When you are writing your story, remember to think about success criteria. This is the list of skills you need to show. Draw a chart of your own, like the one below, and put ticks in the boxes. Check and edit your work as you go along.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
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<tbody>
<tr>
<td>Story develops through: build up of problems / solving problems / conclusion</td>
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<tr>
<td>Each paragraph is written from a topic sentence</td>
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<tr>
<td>Clues are given about historical characters and setting</td>
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<td>Characters are shown through what they look like and say</td>
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<tr>
<td>Past, present and future tense verbs used</td>
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<td>Some subordinate clauses used (sometimes with commas)</td>
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<tr>
<td>Full stops and capital letters used properly</td>
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<tr>
<td>Spelling correct</td>
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**Top Tip**

Read your story aloud to a partner. Ask your partner if they can suggest ways for you to improve your story.