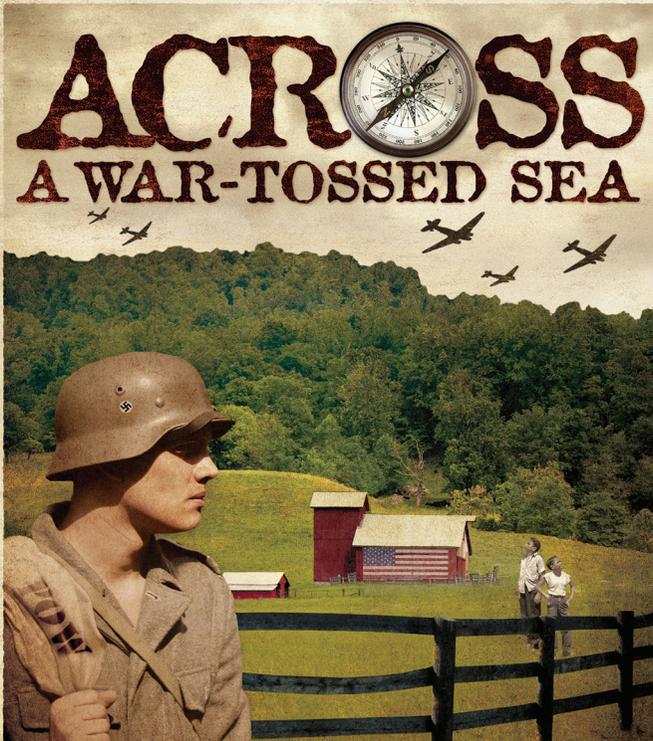




COMPANION TO UNDER A WAR-TORN SKY



L. M. ELLIOTT

DISCUSSION GUIDE

Disney • HYPERION BOOKS

## About the Book

Ten-year-old Wesley and his fourteen-year-old brother, Charles, two London boys evacuated from Hitler's blitz, are staying with the large and rowdy Ratcliff family on their farm not far from Richmond, Virginia. Suffering from both culture shock and the trauma of traveling across the U-boat-infested Atlantic, the Bishop brothers search for ways to adjust to the rural South, get the hang of American slang, and deal with being cut off from their parents and friends, who still endure nightly bombings by the Luftwaffe.

Both boys put on brave faces. Though he tries to keep a stiff upper lip, young Wes suffers from nightmares filled with bombs and torpedoes. And in the light of day, he has to deal with Ron Ratcliff, who, jealous of all the attention the Bishop brothers get from his family, bullies Wesley. Wes hides behind books until he makes a friend in Freddy, a young African American boy who is living with his grandparents while his parents work in the shipyards. But this new friendship doesn't much help Wesley's problem of fitting in, as he encounters all the doors that are closed to Freddy in segregated Virginia.

Meanwhile, masked by bravado, Charles takes up American sports with great relish and tries to bury his frustration at having been sent so far away from home "for the duration." He can't, however, conceal his anger at the German POWs imprisoned at a nearby camp. After bad news from home, Charles runs away, with plans to stow away on a cargo ship bound for England so he can rejoin the fight. His flight nearly costs him his life.

Charles does eventually return to England, but not as a stowaway. And not before learning a powerful lesson from a German POW about what is really worth fighting for.

## Common Core Alignment

This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Reading Standards for Literature, Writing, and Language. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards. Each question and activity in this guide includes a reference for a specific grade level strand, domain, and standard. Throughout this guide, activities to support differentiated instruction are included in text boxes. As you instruct, please keep this teaching note in mind: For each of the guiding questions, students should support their claims with textual evidence.

## Pre-reading Activities

### Terms of War

To help assess student background knowledge and generate interest about the book and World War II history, expose students to terms from the book specific to World War II prior to reading. Invite them to use these words to share what they already know about various aspects of the war through an illustrated concept map.

To get started, ask students to think about the connections they see among the words. Together, brainstorm the concepts they have about the war and have them suggest words from the list below that connect to each concept. Demonstrate how to connect words visually using directional arrows or a graphic organizer and how to explain the relationships between terms by writing on the connecting lines. If you have technology available, you might demonstrate using Prezi, SpiderScribe, or Cmap

Then have students work individually, in pairs, or in small groups to develop their own maps. Encourage them to search for images related to the terms and include them on their maps. Review student maps as a class so that everyone can benefit from others' insights. As students read *Across a War-Tossed Sea* or conduct research related to their reading, have them correct and add new knowledge and terms to their maps using different colors of ink. A final review of this edited map will help you assess what knowledge gaps have been filled.

## World War II Word List

ack-ack	convoys	Kaiser Wilhelm	salvage
air raid wardens	D-Day	Lager-Gestapo	<i>Sieg Heil</i>
Allies	<i>der Führer</i>	Lancaster (Lanc)	shrapnel
Anderson shelters	Dunkirk	Leningrad	Soviet Union
anti-Semitic	evacuees	Luftwaffe	squadron
AWOL	FDR	Mae West	SS
Axis	flak	Mussolini	the Empire
barrage	flak jackets	Nazis	Third Reich
blackouts	Great Depression	panzer	Tube stations
Blitz	incendiaries	Pearl Harbor	U-boats
bomb clusters	Iron Cross	POWs	USO shows
<i>City of Benares</i>	Japs	RAF	Winston Churchill
Civilian Air	Jerries	Rommel	
Defense	Joseph Stalin	Rosie the Riveter	

## Geography of War

Before reading begins, display a world map in the classroom. When you introduce the book, refer to the map so students can see where the main characters are from and where they are staying during the war. To help students understand how truly global this conflict was and who was affected, assign small groups the responsibility of noting on the map all the places mentioned in the book that relate to the war. Include U.S. home front locations too, and consider assigning different colors of pins to help students appreciate the significance of all the locations.

### Resources

- The Theory Underlying Concept Maps and How to Construct and Use Them  
[cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm](http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm)
- *The Atlantic*: World War II in Photos  
[theatlantic.com/infocus/pages/ww2](http://theatlantic.com/infocus/pages/ww2)
- BBC Primary History World War 2  
[bbc.co.uk/schools/primaryhistory/world\\_war2](http://bbc.co.uk/schools/primaryhistory/world_war2)

*Correlates to CCSS.ELA-Literacy.L.7.4; CCSS.ELA-Literacy.L.8.4; CCSS.ELA-Literacy.L.9-10.4*

## Discussion Questions

The questions below can be used for class discussion and reflection or offered to students as reflective writing prompts. Also encourage students to note ideas they find interesting, passages they don't understand, details they question, and ideas that make them wonder. Consider asking students to generate these further points for discussion in a reader's notebook or on sticky notes.

- 1 What do you think of Charles as a big brother? Why does he feel he needs to keep his brother Wesley's nightmares from the Ratcliffs? Have you ever kept someone else's problem a secret and tried to deal with it on your own? What was your experience like?
- 2 Identify some examples of the culture shock the Bishop brothers experience in America. What attitudes or customs baffle them? Do you think that all the things they struggle with are related to being from a different country?
- 3 Life on a farm in rural Virginia may be as bewildering to some readers as it was to the London-dwelling Bishop brothers. Describe how agriculture and farming are presented in the book, and research how much of America became versed in growing their own food through Victory gardens during the war.
- 4 Even though he is only fifteen, Charles is anxious to return to England to "do his part." What are some of his concerns about being in America "for the duration"? If you were in his place, how would you feel? Compare and contrast the advantages and disadvantages of being evacuated. Given a choice, where would you have wanted to be during the war? Why?
- 5 What do the letters home add to your understanding of the characters of Wesley and Charles? Can you think of other techniques the author could have used to help us get to know the Bishop brothers better?
- 6 Being the new kid can be tough. Both Charles and Wesley are trying to fit in, but each has different strengths and abilities to aid his assimilation. How do they try to fit in? What else might they have done to fit in? If you were a guest in a strange country, how would you act?

- 7 From his toy pistols to the shotgun Bobby lent Charles, Wesley is very interested in guns. What could his interest in guns symbolize?
- 8 References to a number of authors, books, movies, characters, famous quotations, and historic figures and events pepper the pages of *Across a War-Tossed Sea*. Identify some of these references and relate them to what is happening in the novel.
- 9 Describe Ron. Is he the type of person you would want as a friend? Why or why not? What do you think about the advice Charles offers Wesley about dealing with Ron? What kind of advice would you give to someone in a similar situation?
- 10 Why do Charles and Bobby have different attitudes about the treatment of the German POWs interned nearby? How would you feel about the “enemy” living so close to you? Why is Mr. Ratcliff willing to hire a POW work detail?
- 11 Why do you think the author chose to create a character like Gunter? What insights do you get into the perspective of the enemy through Gunter? Do you think he is a sympathetic character? Why or why not?
- 12 How does meeting Mr. Johns challenge the stereotypical image that Wesley has of Native Americans? Does Mr. Johns fit your own image of a Native American? Describe a Native American from the past. What generalizations have you made? Where do your ideas about Native Americans come from—Hollywood or history?
- 13 Point to evidence from the book that shows how Wesley feels about Freddy and the segregation his friend is subjected to. At this point in history, what were race relations like in England? Would Wesley and Freddy have been acquainted if they’d both been living in London?
- 14 Mr. Ratcliff says, “I applaud the Negroes taking the opportunity to get better jobs. About the only good thing in this war is that it’s finally opening doors for them that were glued shut before.” Explore Mr. Ratcliff’s statement and how it relates to World War II setting the stage for the Civil Rights movement.

15 Charles wonders why no “good Germans” have spoken up against the prejudices Hitler uses to justify his actions. The acceptance of these prejudices cost millions of people their lives. What characters in the book are subjected to prejudice? Look for similarities and differences in the treatment they receive. Have you or someone you know ever been the target of prejudice or discrimination? What was that experience like? What might be some good ideas to help eliminate discrimination and encourage people to speak up against prejudice?

*Correlates to CCSS.ELA-Literacy.SL.7.1; CCSS.ELA-Literacy.SL.8.1; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.SL.7.3; CCSS.ELA-Literacy.SL.8.3; CCSS.ELA-Literacy.SL.9-10.3; CCSS.ELA-Literacy.W.7.1; CCSS.ELA-Literacy.W.8.1; CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.7.2; CCSS.ELA-Literacy.W.8.2; CCSS.ELA-Literacy.W.9-10.2*



## Curriculum Connections

### Reading, Research, and Writing

#### War Correspondence

Today texts, e-mails, and tweets can keep us connected to friends, family, and world events. In contrast, the limitations of 1940s technology have both Bishop brothers regularly writing letters home to London in order to keep in touch with their parents. Their letters are filled with details of their activities, tidbits about living in America, and their concerns for those they've left at home in England.

In one letter to his mother, Wesley worries because he hasn't gotten mail from home in five weeks. What might a letter from Wesley and Charles's mum or dad have contained? Have students compose a letter to Wesley, to Charles, or to both boys, writing as either Mr. or Mrs. Bishop. Get them started by noting the dates of all the letters from both Wesley and Charles. Ask them to choose one of those dates and research what was happening in London during that same month.

In directing their research, have students look for more than just news of the war. Encourage them to seek out details of famous personalities, including political figures and sports figures; trends in music and fashion; social activities such as movies and concerts; and any other interesting news about what was happening in and around London at the time. See too if they can find answers to specific questions, such as Wesley's desire to know if the bells of Big Ben were still ringing. Ask that they handwrite their letters, as they would have been written during that time, and exchange them with a classmate for feedback. Give students the opportunity to share the final drafts of their letters by reading them aloud to the entire class.

Extend this activity by including discussion about the censoring of civil mail during the war. As letters are read aloud, have students comment on any details that could be considered valuable to the enemy and potentially censored.

The following resources can be helpful in student research. Looking at a variety of letters will give you the opportunity to discuss the writing process, particularly audience, tone, language, and purpose. Keep in mind that while examining

real-life letters can offer students fascinating insights, some letters or journal entries on these sites may include language or content inappropriate for some ages.

## Letters Home

Have students read this letter from a real British evacuee who was sent overseas to Canada for the duration of the war. ([nationalarchives.gov.uk/education/homefront/evacuation/overseas/source2.htm](http://nationalarchives.gov.uk/education/homefront/evacuation/overseas/source2.htm)) Ask students to create a Venn diagram to compare and contrast it with the letter dated September 12, 1943, from Charles to his father.

### Resources

- The BBC's WW2 People's War Project  
[bbc.co.uk/history/ww2peopleswar](http://bbc.co.uk/history/ww2peopleswar)  
Letters to a 6-Year-Old Evacuee  
[bbc.co.uk/history/ww2peopleswar/stories/40/a8917040.shtml](http://bbc.co.uk/history/ww2peopleswar/stories/40/a8917040.shtml)
- Diaries of World War II  
[ww2today.com/featured/diaries-of-world-war-ii](http://ww2today.com/featured/diaries-of-world-war-ii)
- American Experience: War Letters  
[pbs.org/wgbh/americanexperience/features/introduction/warletters](http://pbs.org/wgbh/americanexperience/features/introduction/warletters)
- BBC History: The Home Front  
[bbc.co.uk/history/histories/home\\_front](http://bbc.co.uk/history/histories/home_front)
- Guardian Century: How the Guardian Covered the Past 100 Years  
[century.theguardian.com](http://century.theguardian.com)
- BBC News: On This Day: World War II  
[news.bbc.co.uk/onthisday/hi/themes/conflict\\_and\\_war/world\\_war\\_ii/default.stm](http://news.bbc.co.uk/onthisday/hi/themes/conflict_and_war/world_war_ii/default.stm)

*Correlates to CCSS.ELA-Literacy.W.7.3; CCSS.ELA-Literacy.W.8.3; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.7.5; CCSS.ELA-Literacy.W.8.5; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.7.7; CCSS.ELA-Literacy.W.8.7; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.7.8; CCSS.ELA-Literacy.W.8.8; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.SL.7.3; CCSS.ELA-Literacy.SL.8.3; CCSS.ELA-Literacy.SL.9-10.3*

## More War Correspondence

To build additional knowledge about war activities on the U.S. home front, have students undertake research similar to that found in the War Correspondence activity in order to write letters from other characters' perspectives. Based on their interests, students could investigate details in order to write letters from:

- Patsy to her beau, Henry, before he's reported MIA
- Alma or Ed to their son, Chester
- Paul Johns to his son in the Forty-Fifth Division
- Wesley or Bobby to Charles after his departure

If students are interested in discovering what awaits Charles on his return to England and want to explore the difficulties he might have stepping back into war-torn Britain, have them conduct research in order to write as Charles to Bobby, Patsy, or Wesley about what changes he finds upon his return.

*Correlates to CCSS.ELA-Literacy.W.7.3; CCSS.ELA-Literacy.W.8.3; CCSS.ELA-Literacy.W.9-10.3; CCSS.ELA-Literacy.W.7.5; CCSS.ELA-Literacy.W.8.5; CCSS.ELA-Literacy.W.9-10.5; CCSS.ELA-Literacy.W.7.7; CCSS.ELA-Literacy.W.8.7; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.7.8; CCSS.ELA-Literacy.W.8.8; CCSS.ELA-Literacy.W.9-10.8*



## Afterword and Endnotes

L. M. Elliott conducted a great deal of meticulous research to deliver the authentic historical details woven into *Across a War-Tossed Sea*. As students read, have them keep a list or use sticky notes to note dates, people, events, that have real historical connections. Then suggest that students choose a particular historical figure, place, event, or issue included in the book and take their own closer look at history. Send them back to the book to review and record the author's portrayal of the topic or topics they select. With the understanding that good historical fiction writers do a great deal of research and then create characters and plots that are plausible within the context of actual events and personalities, have them review both primary and secondary sources to determine what of the author's work is history and what is story. The author's afterword is a good place for students to launch their research.

After conducting research from multiple sources, have students compare what they've learned in their research with the author's work of historical fiction and her own research. Ask students to use their research to create their own afterword that distinguishes fact from fiction in the book, expands on historical details, and adds additional relevant historical facts about their topic. Remind them to give proper credit to any ideas that are not their own. They should also compile a bibliography of all their sources.

### Resources

- Son of Citation Machine  
[citationmachine.net](http://citationmachine.net)
- BibMe  
[bibme.org](http://bibme.org)
- Research and Documentation Online  
[bcs.bedfordstmartins.com/resdoc5e](http://bcs.bedfordstmartins.com/resdoc5e)

*Correlates to CCSS.ELA-Literacy.W.7.2; CCSS.ELA-Literacy.W.8.2; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.7.4; CCSS.ELA-Literacy.W.8.4; CCSS.ELA-Literacy.W.9-10.4; CCSS.ELA-Literacy.W.7.7; CCSS.ELA-Literacy.W.8.7; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.7.8; CCSS.ELA-Literacy.W.8.8; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.W.7.9a; CCSS.ELA-Literacy.SL.7.4; CCSS.ELA-Literacy.SL.8.4; CCSS.ELA-Literacy.SL.9-10.4*

## Book Letter

Have students reflect on *Across a War-Tossed Sea* by writing a letter to you that relates something that happens in the book to something in their own lives.

*Correlates to CCSS.ELA-Literacy.W.7.1; CCSS.ELA-Literacy.W.8.1; CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.7.7; CCSS.ELA-Literacy.W.7.9a; CCSS.ELA-Literacy.W.8.7; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.7.8; CCSS.ELA-Literacy.W.8.8; CCSS.ELA-Literacy.W.9-10.8*



## Human Drama

Millions of children were officially evacuated from British cities during World War II. The vast majority of these evacuees remained in Great Britain—sent to rural villages and households, where the risk of air raids was lower. But thousands were also evacuated overseas to Australia, South Africa, Canada, New Zealand, and the United States.

As a class, brainstorm and discuss what it would have been like to be a young British evacuee during the Second World War, sent away from home at age fourteen, ten, or even five. How would you feel, what would your journey be like, and what would you have left behind?

Divide students into pairs or small groups and have them create a brief skit that focuses on the evacuation of children from British cities. Students will need to research the events, places, and lifestyles of the times and should be encouraged to seek out first-person accounts from evacuees. They should then use their research to create realistic characters and dialogue that are rich in historic details. Skits can focus on either overseas evacuation or evacuation within Britain. Possible skit scenarios could include:

- packing a suitcase for evacuating
- bidding farewell to a parent or other family member
- meeting other evacuees
- making the journey to a safer place
- meeting the host family
- meeting a new teacher or classmates
- writing a letter home
- talking to the press about the evacuation experience

Encourage students to create and use props such as ID tags, gas-mask boxes, passports, identification papers, etc., when presenting their skits. Or consider having students present their skits as radio plays, using today's technology to record and share their stories about the past. Make sure to give students a chance to discuss or write about what they liked about all the skits presented and what made them seem authentic (or not).

## Real Human Drama

Help students experience history firsthand by inviting a member of your community who lived through World War II to visit your classroom and share his or her story. Students can help you locate speakers by questioning friends and family members about their connections to the era. If there are a number of participants available, consider having students conduct oral history projects: [nationalww2museum.org/learn/education/for-students/oral-history-guidelines.html](http://nationalww2museum.org/learn/education/for-students/oral-history-guidelines.html). Remember to take advantage of technology if a student has a connection that's not local: Plan a virtual visit with someone in another part of the country or world via Skype. If classroom visits are not possible, share the oral histories available online from the National World War II Museum: [ww2online.org](http://ww2online.org).

### Resources

- The BBC's WW2 People's War Project  
[bbc.co.uk/history/ww2peopleswar](http://bbc.co.uk/history/ww2peopleswar)
- BBC School Radio: World War 2 Audio Clips: Evacuation  
[bbc.co.uk/schoolradio/subjects/history/ww2clips/eyewitness/evacuees\\_children](http://bbc.co.uk/schoolradio/subjects/history/ww2clips/eyewitness/evacuees_children)
- BBC History: Evacuees in World War Two: The True Story  
[bbc.co.uk/history/british/britain\\_wwtwo/evacuees\\_01.shtml](http://bbc.co.uk/history/british/britain_wwtwo/evacuees_01.shtml)
- Canada Science and Technology Museum:  
Picturing the Past: Guest Children  
[images.technomuses.ca/?en/guest\\_children/child/intro](http://images.technomuses.ca/?en/guest_children/child/intro)
- Beamish: The Living Museum of the North: Why We Became Evacuees  
[beamish.org.uk/file/uploaded/EvacueesResource.pdf](http://beamish.org.uk/file/uploaded/EvacueesResource.pdf)

*Correlates to CCSS.ELA-Literacy.W.7.7; CCSS.ELA-Literacy.W.8.7; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.7.8; CCSS.ELA-Literacy.W.8.8; CCSS.ELA-Literacy.W.9-10.8; CCSS.ELA-Literacy.SL.7.3; CCSS.ELA-Literacy.SL.8.3; CCSS.ELA-Literacy.SL.9-10.3; CCSS.ELA-Literacy.SL.7.6; CCSS.ELA-Literacy.SL.8.6; CCSS.ELA-Literacy.SL.9-10.6*

## Voices from the Tidewater

Accent and dialect can play an important role in how we identify others and ourselves. The way we talk gives clues to where we come from—geographically, culturally, and socially. *Across a War-Tossed Sea* introduces many different native inhabitants of the Virginia Tidewater region, including the Ratcliffs, Paul Johns, Freddy and his family, and Miss Darling, as well as the transplanted British Bishop brothers and the German prisoners of war.

Get students thinking and talking about what is distinctive about the way people talk in your community. How does it differ from how Wesley and Charles talk? Or how natives of the Tidewater speak? What kinds of attitudes do the characters in the book display to those with accents or dialects that are different from their own? Why does Charles sometimes try to sound American? How does Ron use Britishisms in his conversations with Wesley? What does the author reveal about her characters through accent or dialect? What are some of the assumptions students found themselves making about Elliott's characters based on their dialogue? Have students give specific examples from the book.

Ask students to consider their own attitudes toward people with accents that are different from their own. Increase student knowledge of accent and dialect by using the resources on the next page to listen to a variety of different voices. As students listen, ask them to write down what they think they recognize and can identify about each speaker, such as age, sex, race, how smart the person seems, and where the person is from.

Before revealing what you know about the speakers, have students share and explain their assumptions. Do students think they have shown bias based on how someone talks? Do they link certain language variations to cultural or other stereotypes?

Following your discussion, give students the opportunity to reflect on how the way a language is used and spoken affects both speaker and listener. Ask them to identify an example from either the book or their own experience and write about the consequences of judging a person based on the way he or she speaks.

## Words from Across the Pond

The words used by Wesley and Charles can be very different from those used by the residents of the Tidewater. Select a passage from the book and ask students to create a chart to identify the words they think are distinctly British and name the U.S. equivalents.

Consider having students enlarge their chart with informal words and expressions related to the time period and/or Southern expressions to better understand the impact of the small and interesting differences found in language.

### Resources

- British Library: Sounds: Accents and Dialects  
[sounds.bl.uk/Accents-and-dialects](https://sounds.bl.uk/Accents-and-dialects)
- British Library: Sounds Familiar? Accents and Dialects of the UK  
[bl.uk/learning/langlit/sounds](https://bl.uk/learning/langlit/sounds)
- PBS: “Do You Speak American?”  
[pbs.org/speak/speech](https://pbs.org/speak/speech)
- International Dialects of English Archive  
[dialectsarchive.com/dialects-accents](https://dialectsarchive.com/dialects-accents)
- Dictionary of American Regional English (DARE)  
[daredictionary.com](https://daredictionary.com)

*Correlates to CCSS.ELA-Literacy.W.7.1; CCSS.ELA-Literacy.W.8.1; CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.7.1; CCSS.ELA-Literacy.SL.8.1; CCSS.ELA-Literacy.SL.9-10.1*

## Additional Reading and Resources

The story of Patsy's beau, Henry, in L. M. Elliott's novel *Under a War-Torn Sky* runs parallel to the events in *Across a War-Tossed Sea*. Students will gain additional perspectives on World War II as they fly missions with Henry over Nazi-occupied Europe and run from the Gestapo with the help of the French Resistance.

To further help students question, understand, and relate to the diverse people, places, and events of World War II, push them to additional historical inquiry and introduce them to a variety of resources. Some suggested titles and resources related to evacuation and life on the home front are below. Your school or public librarian can recommend many additional excellent books of fiction and nonfiction about wartime experiences and the war on all fronts.

### World War II Titles from Disney • Hyperion

- *Under a War-Torn Sky* by L. M. Elliott
- *Code Name Verity* by Elizabeth Wein
- *Elephant Run* by Roland Smith
- *Gaijin: American Prisoner of War* by Matt Faulkner
- *One Thousand Tracings: Healing the Wounds of World War II* by Lita Judge
- *Rose Under Fire* by Elizabeth Wein

### Fiction from Other Publishers

- *The Art of Keeping Cool* by Janet Taylor Lisle
- *Caleb's Wars* by David L. Dudley
- *Carrie's War* by Nina Bawden
- *Good Night, Mr. Tom* by Michelle Magorian
- *Homefront* by Doris Gwaltney
- *Lily's Crossing* by Patricia Reilly Giff
- *On the Wings of Heroes* by Richard Peck
- *The Romeo and Juliet Code* by Phoebe Stone
- *The Sky Is Falling* by Kit Pearson

## Nonfiction from Other Publishers

- *Home Front Girl* by Joan Wehlen Morrison
- *World War II on the Home Front: An Interactive History Adventure* by Martin Gitlin
- *On the Home Front: Growing Up in Wartime England* by Ann Stalcup
- *See You After the Duration: The Story of British Evacuees to North American in World War II* by Michael Henderson
- *The Double V Campaign: African Americans and World War II* by Michael L. Cooper
- *V is for Victory: America Remembers World War II* by Kathleen Krull
- *Growing up in World War II, 1941 to 1945* by Judith Pinkerton Josephson

## Additional Resources

- The National Archives (U.K.): Evacuation to Canada  
[nationalarchives.gov.uk/education/lessons/lesson35.htm](http://nationalarchives.gov.uk/education/lessons/lesson35.htm)
- National Film Board of Canada: *Children from Overseas*  
[nfb.ca/film/children\\_from\\_overseas](http://nfb.ca/film/children_from_overseas)
- The National Archives (U.K.): Home Front, 1939-1945  
[nationalarchives.gov.uk/education/homefront/evacuation](http://nationalarchives.gov.uk/education/homefront/evacuation)
- BBC School Radio: World War 2 Audio Clips  
[bbc.co.uk/learning/schoolradio/subjects/history/ww2clips](http://bbc.co.uk/learning/schoolradio/subjects/history/ww2clips)
- The University of Missouri-Kansas City–Voices of World War II:  
Experiences from the Front and at Home  
[library.umkc.edu/spec-col/ww2/verify.htm](http://library.umkc.edu/spec-col/ww2/verify.htm)
- The National WWII Museum: Lesson Plans and Classroom Resources  
[nationalww2museum.org/learn/education/for-teachers/classroom-resources.html](http://nationalww2museum.org/learn/education/for-teachers/classroom-resources.html)



## About the Author

**L. M. (Laura Malone) Elliott** is the author of a number of picture books and award-winning historical novels for young people, including *Under a War-Torn Sky* and its sequel, *A Troubled Peace*; *Annie, Between the States*; *Give Me Liberty*; and *Flying South*. A longtime journalist, Elliott was twice a finalist for the National Magazine Award and recipient of numerous Dateline awards.

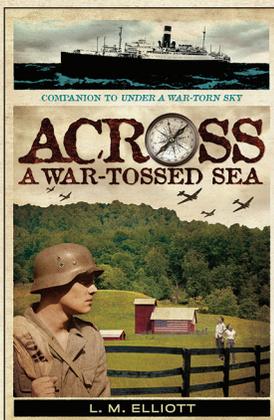
She is a graduate of Wake Forest University and also holds a master's degree in journalism from the University of North Carolina. Educators will find a wealth of information about her research and writing process and ideas for using historical fiction as a springboard to exploration in history and social studies classrooms at [lmelliott.com](http://lmelliott.com).



Rachael Walker ([belleofthebook.com](http://belleofthebook.com)) created this guide. She consults on a wide variety of educational programs and multimedia projects with a special focus on children's literacy, and develops educational materials and reading resources for children, parents, and teachers.

Many more discussion guides can be found on the Disney•Hyperion website at [disneybooks.com](http://disneybooks.com)

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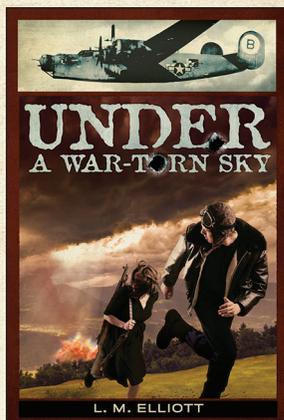


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