

The MIDNIGHT GUARDIANS



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a thrilling, magical, historical adventure celebrating the importance of kindness, love and friendship; drama and role-play; World War II; map work; understanding the experiences of evacuees; exploring the importance of family and memories; joining two brave children on an adventure set against the backdrop of war.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Computing

Geography

History

Maths

Religious Education

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> Analyse an author’s style of writing and identify different techniques and vocabulary used. <p>History: World War II</p> <ul style="list-style-type: none"> Order and understand the main events that occurred during World War II. Use research methods to extend historical learning. <p>Geography</p> <ul style="list-style-type: none"> Identify and locate cities in the UK on a map. Consider how cities were affected during World War II. <p>Design Technology & Art</p> <ul style="list-style-type: none"> Design and create a 3D suitcase from a net. Explore how to strengthen, stiffen and reinforce a suitcase. 	<ol style="list-style-type: none"> Create a spider diagram of facts, ideas and themes linked to World War II. What do you already know? What interesting information do you learn from the first newspaper clipping? Why do you think it has been included? How might it help the reader? Draw and label a picture of the setting based on the description on pages 9 and 10. Use the information in Chapter 2 to describe the relationship between Col and Aunt Claire. What can you infer about their relationship, using evidence from the text? What is the mood in the attic? Pick out any words and phrases that support your opinion. (pages 40-44) Can you pinpoint a moment on page 47 when the atmosphere changes? Why and how does it change? Imagine you are Col experiencing the vision on page 53. What can you see, hear, taste, touch and smell? The author describes the words as ‘boiling out of him’. What does this mean? What might Col be thinking and feeling? (page 56) Try saying some of the Midwinter King’s words out loud. What do you think his voice sounds like? How can you capture his personality through your expression? (page 67) What are your first impressions of Col? Do you like him? Can you describe him in three words and explain your word choices? Does he remind you of any other book or film characters? 	<p>Create a timeline showing the main events that occurred during World War II. You may wish to include:</p> <ul style="list-style-type: none"> German forces storming the Polish frontier Neville Chamberlain declaring war The Battle of Dunkirk The London Blitz D-Day <p>Col is sent to Buxton as the countryside was considered to be safe from the bombings. Work in small groups to research which cities in the UK were bombed. Identify these places on a map and consider why cities were targeted and how they were affected.</p> <p>Col has been evacuated to the countryside. Design and make a 3D suitcase from a net, considering how to make it reflect your personality. Inside your suitcase, draw and label pictures of items you would take with you. You may wish to include a short diary describing your feelings about being evacuated.</p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of art using fiery colours and silhouettes to depict a scene from the story. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Create a poster to warn trespassers about the forest. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore what motivates a character's decisions. 	<ol style="list-style-type: none"> 1. Write a definition of the following words from 'The Enchanted Forest': <i>sparse, grueling, feebly</i>. Can you use them in a sentence of your own now? 2. Can you explain why Col is both 'breathless with fear' and 'excited'? (page 71) 3. How is the verb 'trudge' similar to 'walk'? How is it different? (page 85) 4. Mr Noakes doesn't know what the word 'subtle' means (page 100). In pairs, role-play trying to explain the meaning of the word to Mr Noakes. 5. The author describes the cave as 'stretching into darkness like a stone throat'. What image does this create in your mind? Can you think of any other similes to describe a cave? (page 106) 6. Ruth closes up again 'like a bear trap' and refuses to talk. What does this mean? What can you infer about her character? (page 111) 7. Draw and label a picture of the Midwinter King, using the description on page 115. Which words and phrases help you visualise his appearance? 8. How do the descriptions of the weather make you feel? What effect might they have? (page 135) 9. What can you infer about Ruth? Make two inferences and support them with evidence from the story. 10. Which of the guardians is your favourite? Why? Use evidence from the story to support your opinion. 	<p>Col is shown a frightening vision of London on fire. Using red, oranges and yellows, create a fiery background on a large piece of paper. Research famous landmarks in London for your cityscape and then use black paper to create a silhouette of a city.</p> <p>Create an informative poster to warn people about the enchanted trees on page 82. How can you spot one?</p> <p>Complete a Role on the Wall activity. Draw an outline of Ruth. On the inside, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask her. In a different colour, imagine you are Ruth and write her answers.</p> <p>Look at page 102 - what should Col do? As a class, create a Conscience Alley. One side of the class should be voices persuading Col to take Ruth. The other side should persuade him to leave her. Take it in turns to play Col, walking through the alley of voices. Then write a paragraph exploring your decision and feelings.</p>



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<p>Reading: Comprehension - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts.</p> <p>Maths - Use a Venn Diagram to compare and contrast characters.</p> <p>History: World War II - Research and explore the experiences of a protagonist who is a Kindertransportee.</p> <p>Poetry - Plan and write a list poem, describing a character's feelings and experiences.</p>	<ol style="list-style-type: none"> Pendlebury sighs on page 144. Why? What might she be thinking and feeling? Why does the author use a series of ellipses on page 155? How do you think these sentences should be read? Which of these words best describes how the King of Rogues is feeling on page 158? <i>Angry, guilty, excited, humiliated, humble</i>. Can you order the words from most to least appropriate? Role-play the conversation between Col and the King of Rogues on page 161. How can you show their feelings through your body language and expression? Can you explain why the King of Rogues is feeling jealous? What advice would you give him? (page 161) How do you think Ruth feels about leaving Germany? How do you know? (page 169) How does the author create tension and intrigue on pages 172 and 173? What images can you see as you read this passage? On page 184, Col is 'frozen to the spot'. What does this mean? What might he be thinking and feeling? Why do you think Mr Noakes says "No reason!" on page 188? What could he be hiding? Light and dark are main themes in the story. Do you agree? What do you think they might symbolise and represent? Can you find examples throughout the story where light and dark are important? (page 191) 	<p>Create an Emotions Graph to plot Col's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>being kidnapped by the fairies, talking to the King of Rogues in the woods, finding out about Ruth's family, Mr Noakes being taken, meeting Leonard</i>.</p> <p>Use a Venn diagram to compare and contrast Col and Ruth. How are they similar and different? Use evidence from the story to support your ideas. You may wish to continue adding information and details to your Venn Diagram as the story progresses.</p> <p>On page 171, Ruth says, "I never thought I'd ride a tiger." Think about all the other things Ruth might never have imagined doing, exploring her experience as a Kindertransportee. Create a list poem to encapsulate her feelings and experiences. For example:</p> <p><i>I never thought I'd say goodbye to Mama. I never thought I'd be in a new country, alone. I never thought I'd see my world in fiery, vicious flames...</i></p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and instruments to convey meaning. - Create a poem in the style of Phil Bowen. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Plan, write and perform a Christmas-themed story, poem or play. <p>Religious Education</p> <ul style="list-style-type: none"> - Explore a religious festival, describing how and why it is celebrated. 	<ol style="list-style-type: none"> 1. What evidence is there that the countryside is 'preparing itself for war'? (page 193) 2. Complete these sentences: Col listens to Children's Hour because...Col listens to Children's Hour, but...(page 199) 3. Explain why the Guardians gaze at Ruth with 'a look of such intense love' on page 205. Do you think they are changing their minds about her? Why? 4. Why does King Buttercup disappear like 'a handful of smoke'? Do you feel sorry for him? (page 209) 5. Read to the end of page 214. What do you predict they will find in the old pub? Do you think it's a good idea to go in there? 6. Do you notice anything about how Gog and Magog speak? Can you try performing some of their lines? How do you think they sound? (page 222) 7. Read up to page 224. What do you think Col and the Guardians will say to Gog to convince him to let them go? 8. The author says that Gog trembles 'like a volcano about to explode'. What does this mean? Can you write a simile of your own to describe how Gog feels? (page 228) 9. What do you think the 'handle made from darkest black' might be? What does it do? (page 247) 10. How is the relationship between Ruth and Col growing and developing as the story progresses? Use evidence from the text to support your ideas! 	<p>Look at the poem <i>Demonica</i> by Phil Bowen. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. You could even write your own poem describing the Midwinter King in the style of Phil Bowen!</p> <p>Col enjoys listening to Children's Hour on the wireless. Plan and write a Christmas-themed story, poem or playscript to be performed and recorded. Consider how you will use your voices and sound effects to create mood and character. When you have finished, listen to your recording and evaluate your performance.</p> <p>Prepare an interesting, colourful leaflet informing people about Chanukah. What is the purpose of this Jewish festival? How and why is it celebrated? How long does it last for? You could include sub-titles and illustrations to engage your reader.</p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Explore vocabulary and carry out role-play to understand relationships between characters. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the style and techniques employed by the artists who created propaganda posters and use these to create a persuasive advert. - Create artwork from natural materials to represent the legends of the Green Man. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. 	<ol style="list-style-type: none"> 1. Write a definition of the following words and phrases in 'A New Day': <i>existence, bewildered, string the groundman along</i>. 2. Read page 250. Why do you think everyone feels so refreshed and alert? 3. Explain what the author means by the raids bringing division. (page 264) 4. What would you say the purpose of the chapter 'Havencroft' is? What interesting things do we learn during this chapter? 5. Why does standing in the field feel like 'standing in a graveyard'? What impression does this give? (page 274) 6. Read page 281. Role-play the conversation between Pendlebury and Barghest. How do you think they know each other? 7. The King of Rogues and Mr Noakes form a protective barrier around Col and Ruth. What does this tell us about their relationship? (page 297) 8. Explain what the Green Man means when he says that death is 'a wheel that only goes in one direction'. (page 299) 9. Read up to page 301. Were you surprised by the Green Man's demeanor and behaviour? How do you think Col feels after travelling so far to find him? 10. What effect does Dad's story have on Col? Why do you think we often tell each other stories before bedtime? (page 309) 	<p>Explore a range of posters created during World War II that were designed to encourage people to behave sensibly and safely during raids. What techniques did they use? Which slogans were popular? Design your own piece of war-time propaganda linked to the raids.</p> <p>Spend some time exploring the myths and legends surrounding the Green Man. Using a range of materials, create a piece of artwork to represent this mythical character. You may wish to use a variety of natural materials, such as leaves, stones and twigs.</p> <p>What might Col and the Green Man be thinking on pages 298-305? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p>



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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork in the style of L.S Lowry. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Write a description about a Guardian coming to life, considering characterization and how to emulate the author's writing style. <p>Computing</p> <ul style="list-style-type: none"> - Design an informative presentation, including animations and slide transitions. 	<ol style="list-style-type: none"> 1. Summarise the events in 'The Earth Moves' in six sentences? Can you do it in three? What about one? 2. Imagine you are Col on page 320. Write a list of everything you can see, hear, taste, touch and smell. 3. Why are some of the words on page 331 written in italics and capital letters? What effect might they have? 4. What do you think the most exciting moment in 'Inferno' is and why? Can you summarise the scene in a sentence? 5. Read up to page 351. How important is Col's relationship with Dad in defeating the Midwinter King? 6. Explain why Rose is hitting <u>and</u> hugging Col. What might she be thinking and feeling? (page 355) 7. You can't have light without darkness. What does this mean? (page 366) 8. Which character do you think grows and develops the most during the course of the story, Col, Ruth or Aunt Claire? Why? 9. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Sacrifice, nature, war, light/dark, good/evil, imagination, magic, myths, hope.</i> 10. Describe the following characters in one word and explain your word choice: <i>Col, Ruth, Pendlebury, Mr Noakes, the King of Rogues, the Midwinter King.</i> Perhaps you could create a character profile about each one, including illustrations. 	<p>Spend some time exploring 'Blitzed Site' by L.S Lowry, considering his use of colour and shape. Using the descriptions of London, create your own piece of artwork showing the aftermath of the bombing.</p> <p>What would your own Guardian look like? Draw a picture of your favourite toy or a treasured object. Now, write a paragraph, trying to capture the author's style, imagining the moment they come to life. How will they behave? What will you say?</p> <p>Create a PowerPoint presentation about the end of World War II. Try to include animations, interesting slide transitions and sound clips.</p> <p>Col uses his special memories to create a shield against the Midwinter King. What special memories would you use to create a shield against darkness and hopelessness? Draw an outline of a shield and fill it with words and pictures describing important moment, memories and people in your life.</p>