

From the author of WAR HORSE

# MICHAEL MORPURGO

KENSUKE'S  
KINGDOM

## SCHEME OF WORK

**PERFECT FOR:** Ages 8+; an epic adventure story full of heart; maps; navigation and survival skills; famous explorers; learning about Japan's involvement in WWII, writing diary entries and letters; Japanese-inspired art; and PSHE topics relating to friendship and feeling empathy.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform; Poetry

Drama, Speaking and Listening

Design Technology & Art

PSHE and Citizenship

History

Maths

Science

Music

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## WEEK 1 (CHAPTERS 1–2): WATER, WATER EVERYWHERE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Predict what might happen from details stated and implied.</li><li>- Retrieve and sequence facts from the story to understand the main events.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Use co-ordinates in all four quadrants and understand the four compass points.</li></ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"><li>- Write a formal letter, thinking carefully about how to manipulate grammar and vocabulary.</li></ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"><li>- Write a diary in role, thinking carefully about the conventions of a diary and the layout and features for this type of writing.</li></ul>	<ol style="list-style-type: none"><li>1. Before starting, take some time to explore the map at the beginning of the book. What places can you see? Does the map give you any clues about what the story might be about?</li><li>2. How does the author engage the reader on the very first page?</li><li>3. Who might Kensuke be? What makes a great man or woman?</li><li>4. Compare the atmosphere in the house before and after the letter arrives. Which words and phrases are particularly effective?</li><li>5. At the end of Chapter 1, how does the author use foreshadowing to suggest that things may go wrong for Michael and his family? What do you predict will happen?</li><li>6. What role does Stella play within the family? Can you describe her in three words?</li><li>7. How is Michael's school work similar to your school work? How is it different?</li><li>8. On page 21, Michael's mother teaches him how to navigate. How might this skill be useful later in the story?</li><li>9. Michael's mother and father are irresponsible. Do you agree? Use evidence from the story to support your opinion.</li><li>10. Why do you think this story is written in the first person?</li></ol>	<p>Look carefully at the map at the start of the book. Use the points of a compass to work out in which direction you would travel in order to get from His Hill to Watch Hill. What about from the site of the wrecked ship to Watch Hill?</p> <p>Write a formal letter from the brick factory to Michael's parents, informing them that they are going to be made redundant. Try to include formal language, paragraphs and causal conjunctions.</p> <p>What do you think Michael's Log Book will include? Make predictions based on what you have read so far and then write a diary, describing your adventures on board the <i>Peggy Sue</i>. Remember to write in the first person, in the past tense and refer to your thoughts and feelings throughout.</p> <p>Draw an Emotions Graph to track Michael's changing thoughts and feelings during these chapters.</p>

## WEEK 2 (CHAPTER 3): OVERBOARD



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse an author's style of writing and identify different techniques and vocabulary.</li> <li>- Identify techniques the writer has used to evoke emotions in the reader and create tension.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Locate places on a map.</li> <li>- Research a country's culture, food, art, religion and climate.</li> <li>- Create a persuasive leaflet.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Design an informative presentation about Napoleon.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</li> </ul>	<ol style="list-style-type: none"> <li>1. What tense is the Log Book written in? Why?</li> <li>2. Imagine you are Michael. What can you see, hear, smell, taste and touch as you sail through the Bay of Biscay?</li> <li>3. Look at page 26. What does the verb 'hurled' suggest about the Bay of Biscay?</li> <li>4. On page 29, Michael says that Dad seems 'a bit gloomy'. Why might this be? How is the voyage affecting Mum and Dad?</li> <li>5. Look at page 34. Why do you think Mum is getting stomach cramps?</li> <li>6. What does the word 'looming' suggest about the wave on page 35? What might Michael be thinking and feeling?</li> <li>7. Can you explain Mum's joke on page 37?</li> <li>8. Why won't Mum let Dad put out a May Day call? What does this tell us about her personality?</li> <li>9. How does the author create a sense of tension on page 43? Which words and phrases are particularly effective?</li> <li>10. Describe how Michael is feeling on page 44 in three words.</li> </ol>	<p>Using the following labels, identify the relevant features of a diary in this chapter: <i>introduction, chatty and informal style, past tense, first person, detailed description, chronological order.</i></p> <p>Choose one of the countries Michael visits and conduct research into its culture, history, art, food, religion and climate. Create a persuasive leaflet, encouraging someone to visit the country. Remember to include powerful adjectives, diagrams and pictures, alliteration, facts and a quiz.</p> <p>Create a PowerPoint and prepare a presentation to be delivered to the class about Napoleon, his life and accomplishments. Try to include animations, interesting slide transitions and sound clips.</p> <p>Role play and freeze frame key moments in this chapter: visiting the Bay of Biscay, Brazil and Australia; rescuing Stella; falling into the sea.</p>

## WEEK 3 (CHAPTERS 4–5): I, KENSUKE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define a range of vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information in order to develop an understanding of the setting.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the style and techniques employed by Hokusai and then use these to paint a piece of artwork inspired by the sea.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Understand how animals are adapted to their environment.</li> <li>- Construct a food chain.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Rehearse, play and perform an eerie piece of music.</li> </ul>	<ol style="list-style-type: none"> <li>1. Look at the different sentence lengths on pages 45 and 46. What impact do they have on the reader?</li> <li>2. Why does Michael keep singing 'Ten Green Bottles'?</li> <li>3. Read to the end of page 49. Where do you think Michael is? Where do you think his parents are?</li> <li>4. Write a dictionary definition for the following words from Chapter 4: <i>crescendo</i>, <i>screeching</i>, <i>plaintive</i>, <i>menacing</i>, <i>impenetrable</i>, <i>mellifluous</i>. Can you use them in a sentence of your own now?</li> <li>5. When Michael and Stella enter the forest, Stella's mood changes. How? Why?</li> <li>6. Use the information in Chapter 4 to draw and label, or paint, a picture of what you imagine the island to look like.</li> <li>7. Look at page 70. Can you use the contextual clues to work out what 'Dameda!' might mean?</li> <li>8. Why do you think Kensuke is so angry about Michael's fire?</li> <li>9. How does Michael reply to Kensuke?</li> <li>10. What are your first impressions of Kensuke? Use evidence from the story to support your ideas.</li> </ol>	<p>Explore 'The Great Wave off Kanagawa' painting by Katsushika Hokusai and the techniques employed. Listen to parts of Claude Debussy's beautiful composition, 'La Mer'. Use these two pieces to inspire your own sea themed artwork.</p> <p>Imagine you are stranded on an isolated island. What important items will you have with you? Use Ian McMillan's poem 'Ten Things Found in a Wizard's Pocket' to write your own poem entitled 'Ten Things Found in an Explorer's Pocket'.</p> <p>Michael discovers that both gibbons and orang-utans live on the island. Work as a small group to research these animals and find out about their appearance, diet and how they are adapted to their environment. Create a food chain for a gibbon and an orang-utan.</p> <p>Work in small groups to create a soundscape for pages 58 and 59, using your voice and body percussion to create the groans, cackles and croaks that Michael hears as he tries to sleep.</p>

## WEEK 4 (CHAPTERS 6–7): ALL THAT SILENCE SAID



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information from a text.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Create a list of questions to ask a character and then, in role, answer the questions.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the style and techniques employed by Japanese artists.</li> </ul> <p><b>Writing to Inform and Entertain</b></p> <ul style="list-style-type: none"> <li>- Write a biography, including a range of features to engage the reader.</li> </ul> <p><b>Modern Foreign Languages</b></p> <ul style="list-style-type: none"> <li>- Listen to spoken language and show understanding by joining in and responding.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to the end of page 85. How is Michael feeling? Do you think the tanker will stop?</li> <li>2. Find and copy a word on page 88 that means the same as 'very calm' or 'indifferent'.</li> <li>3. Look at page 93. Why does Michael come to hate Kensuke?</li> <li>4. Re-tell page 95 from Kensuke's point of view, summarising his thoughts and feelings.</li> <li>5. Look at pages 96 and 97. Complete these sentences: Michael is enraged because... Michael crosses over the boundary line, so... Michael decides to swim in the sea, but...</li> <li>6. Read to the end of page 99. Why do you think Michael smells vinegar?</li> <li>7. Michael says that his captor has become his saviour on page 100. What does he mean by this?</li> <li>8. Use the information in Chapter 7 to draw and label a picture of Kensuke's cave. How is it different to Michael's?</li> <li>9. Make a list of all the new things we learn about Kensuke in these chapters. Has your opinion of him changed?</li> <li>10. Kensuke teaches Michael lots of valuable things. Which skill do you think is the most valuable and why?</li> </ol>	<p>Look at a range of paintings and photographs of Japanese cherry blossom, discussing the techniques used, the use of colour and the delicate nature of the artwork. Use this as a stimulus to create your own artwork inspired by Kensuke's paintings.</p> <p>Look at pages 113-114. Michael tells Kensuke his life story 'from baby to now'. Imagine you are telling Kensuke your life story. Write a story about your life (a biography) including all the important events, information about your family and your dreams for the future.</p> <p>Until Chapter 8, Michael knows very little about Kensuke and has lots of questions he'd like to ask him. Make a list of all the questions you would like to ask Kensuke. Now, imagine you are Kensuke. In a different colour, write your answers to the questions.</p> <p>Learn how to say hello and goodbye in Japanese. What other phrases can you learn and rehearse?</p>

## WEEK 5 (CHAPTERS 8–9): NAGASAKI AND THE TURTLES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li> <li>- Use clues from the text to make predictions.</li> </ul> <p><b>History: World War II</b></p> <ul style="list-style-type: none"> <li>- Understand the role of Japan in World War II and the subsequent bombing of Hiroshima.</li> <li>- Use research methods to extend historical learning.</li> </ul> <p><b>Writing in role</b></p> <ul style="list-style-type: none"> <li>- Communicate thoughts and emotions effectively.</li> </ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>- Define the term 'Friendship'.</li> <li>- Give examples of good and bad behavior in friendships.</li> <li>- Create a Friendship Recipe book.</li> </ul>	<ol style="list-style-type: none"> <li>1. Kensuke used to be a sailor. True or false?</li> <li>2. How does Kensuke say he learnt to survive on the island?</li> <li>3. How do you think Kensuke is feeling as he tells his story in Chapter 8? What might his voice sound like as he tells the story? What might his facial expressions be?</li> <li>4. Look at page 124. What might Michael be thinking and feeling when he learns it was Kensuke who rescued him from the sea?</li> <li>5. Complete this sentence: Kensuke says he was angry about Michael starting a fire because...</li> <li>6. Read to the end of page 127. Why does Michael feel torn between Kensuke and his family? What should he do? What advice would you give him?</li> <li>7. Look at pages 128 and 129. How does the setting echo Michael's feelings of guilt?</li> <li>8. Kensuke says the baby turtles are brave. Why?</li> <li>9. What do you notice about the illustration on page 144? How does it help you better understand the story and the relationship between Michael and Kensuke?</li> <li>10. Read to the end of the chapter. What do you predict will happen next? Will Michael and Kensuke escape? Carry on the story.</li> </ol>	<p>Create a timeline of key events from WWII, including Japan's involvement in the war. You may wish to research the following and include them in your timeline:</p> <ul style="list-style-type: none"> <li>- The Manhattan Project</li> <li>- Pearl Harbour</li> <li>- The bombing of Hiroshima</li> <li>- Japan's surrender</li> </ul> <p>Imagine you are stranded on a tropical island. Write a message to your family to be placed inside a bottle. What will you tell them? How do you feel? What can you see, hear, taste and touch? What will you ask your family to do?</p> <p>Michael and Kensuke become good friends. What makes a good friend? In a table, make a list of qualities for a good friend in one column and in another column the qualities of a bad friend. As a class, create a Friendship Recipe book, detailing all the ingredients needed to create a good friend. Include a list of equipment, numbered steps, imperative verbs and diagrams.</p>

## WEEK 6 (CHAPTER 10): NOT A MIRACLE, JUST FAITH



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Write a sequel to the story, using prediction skills to think about what might happen next.</li> <li>- Create character profiles, exploring how the characters have developed.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Using evidence from the story, write a newspaper article using the correct features.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write an informal letter in role as a character from the story.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain how the act of painting and art brings Michael and Kensuke together.</li> <li>2. What makes a good teacher? Kensuke is not a very good teacher. Do you agree?</li> <li>3. Look at page 150. Compare how Michael and Kensuke react to the sighting of the boat.</li> <li>4. Why is it so important to Kensuke to find all the orang-utans? Why are the animals so precious to him?</li> <li>5. Read to the end of page 153. What do you think has happened to Kikanbo?</li> <li>6. What might Michael be thinking and feeling when he sees the <i>Peggy Sue</i>? How do you think the author wanted you to feel as the reader? How did you feel? Why?</li> <li>7. Kensuke changes his mind about leaving the island. What do you think prompts this decision?</li> <li>8. Kensuke asks Michael to make three promises before he leaves. What are they? Do you think Michael will keep them?</li> <li>9. What is the purpose of the Postscript?</li> <li>10. 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>Friendship, war, family, isolation, survival, hope, faith, honour.</i></li> </ol>	<p>Write your own newspaper report about the safe return of Michael. Remember to include a headline, an introduction, a main body and witness statements.</p> <p>Write a letter in role as Michael to Kensuke, describing all the different things that have happened since you were rescued. Now, imagine you are Kensuke. Write a letter in role describing life on the island without Michael.</p> <p>Create character profiles for Michael and Kensuke, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses.</p> <p>What do you think might happen in a sequel to this story? Write a new exciting adventure for Michael, his mother and father, Stella, Kensuke and Michaya.</p>