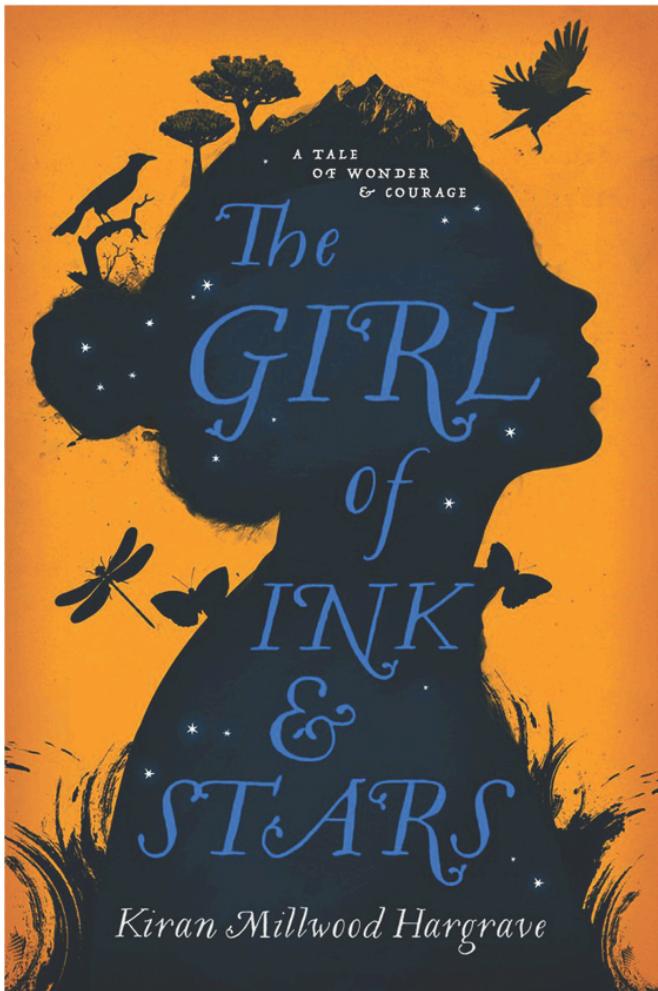


# 'THE GIRL OF INK & STARS' SCHEME OF WORK



**PERFECT FOR:** Students aged 10+; a beautifully-crafted tale that blends magical realism and myth; themes of friendship, sacrifice and redemption; lyrical prose; world-building; and an accessible literary masterpiece.

## KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;  
Writing in Role; Writing to Persuade

Design Technology & Art  
Drama, Speaking and Listening

Geography

History

Maths

PSHE & Citizenship

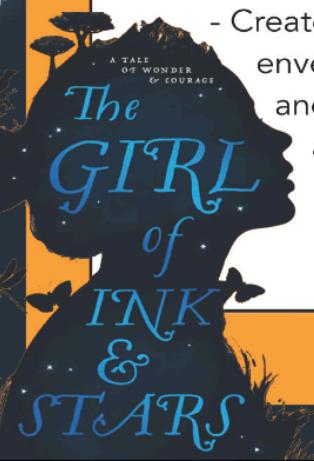
Science

Artwork by [studiohelen.co.uk](http://studiohelen.co.uk) ©. Published by Chicken House. Used with permission.



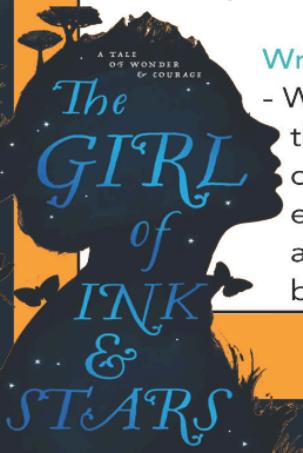
## WEEK 1 (PAGES 1-29): CATA

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Draw inferences about characters' personalities and thoughts from their speech and actions, justifying inferences with evidence.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Use the text to create a map of Isabella's world.</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>- Compare leaders throughout history with the fictional leader, Governor Adori.</li><li>- Create a group presentation to explain findings and ideas.</li></ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"><li>- Create a memory envelope to open and read when you are 18 years old.</li></ul>	<ol style="list-style-type: none"><li>1. Which characters are we introduced to on pages 3–5? What do we learn about them?</li><li>2. What did the Governor do when he arrived on the island? How might this have had an impact upon the people of Joya? (page 6)</li><li>3. What does Isabella wish for 'more than anything else'? Why do you think she hasn't told Da? (page 6)</li><li>4. Read over the italicised section on page 7 starting, 'Each of us carries' and ending 'through to my heart'. What do you think this means? What does it tell you about Da's character?</li><li>5. How does Isabella 'remember Ma'? What still makes her 'throat feel tight' three years on? (pages 7–12)</li><li>6. Who is missing? What do you think has happened to her? (pages 13–15).</li><li>7. What is Lupe's 'favourite present'? What does this tell you about her? (pages 17–18)</li><li>8. Pick <u>three things</u> Governor Adori does or says and explain what we can <u>infer</u> about him from this. (pages 20–23)</li><li>9. What 'has happened' on page 27? Who do you think it might be? Give reasons why you think this.</li><li>10. Why might Isabella be 'worried'? How does Masha help to look after Isabella? (pages 28–29)</li></ol>	<p>Using Da's papers on pages 5–6, create a map of all the different lands and seas. Make sure your map is colour-coded and that you include <i>Incognito</i> on the eastern coast. Think about the scale of your map and how the lands/seas are positioned.</p> <p>In small groups, consider what we have learned about Governor Adori on pages 1–29. Think about what characteristics he shares with leaders you have studied in your History lessons. Prepare a group presentation showing what these leader(s) have in common with him.</p> <p>In the first chapter, memories are a source of both happiness and pain for Isabella. On a decorated sheet of A4 paper, write down an important memory you have of your life up until this point. Explain why this memory is significant and why you don't want to forget it. Put it in a decorated envelope and seal it, writing on it: 'To be opened on my 18<sup>th</sup> birthday'. Take it home and put it somewhere safe.</p>



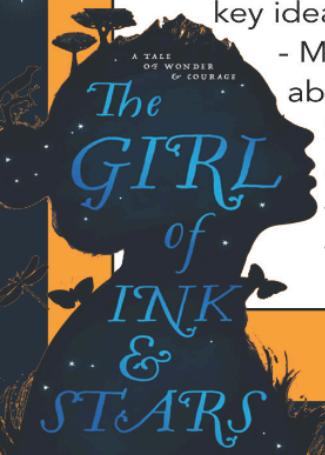


## WEEK 2 (PAGES 30-69): OMENS

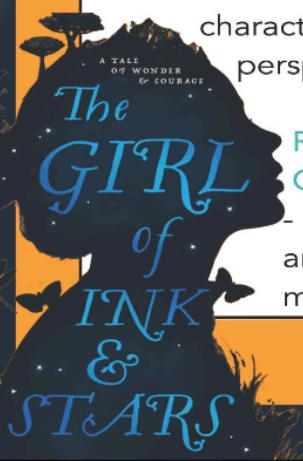
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<b>Computing</b> - Research the topic of migration and feed back your findings to the class.	1. Summarise 'the myth of the saviour of Joya' in <u>ten bullet points</u> . Explain why you think Isabella likes this particular story so much (pages 33–35). 2. What is revealed about Da's past? How do you think this might have shaped his character? (pages 36–37) 3. Which item 'fascinated' Isabella? What is interesting or unusual about how this item is described? (pages 37–38) 4. Why does Lupe's face go 'almost as pale as her mother's'? Do you feel any sympathy for her? Give reasons for your views (pages 40–42). 5. Pablo says that his mother will 'be on about omens and the like' (page 43). What does this phrase mean? Can you think of any other potential omens you have come across in the text so far? 6. What is the 'horrible scene' on page 48? Who do you think is to blame? 7. What does Lupe leave for Isabella to look after? What do you think this <u>symbolises</u> ? Explain your ideas. (page 53) 8. Who does Isabella look like in the 'faded cotton tunic'? Why do you think she decides to disguise herself this way? (page 55) 9. What is 'one of the first things Da taught' Isabella? How might this be useful later in the story? (page 64) 10. Why does the butterfly catch Isabella's eye on page 69? How could it be significant in the wider scheme of the story? Explain your ideas.	On page 37, we are told that when Da 'jumped aboard the ship in Ægypt, he didn't even know where it was heading'. With a partner, discuss how Da's journey is a reality for many people today. Research and discuss; what causes people to migrate to different countries? What risks are involved? Why are migrants sometimes treated unfairly? What can be done to stop discrimination against migrants? Present ideas to the class.
<b>PSHE &amp; Citizenship</b> - Recognise the importance of human rights for all people and in all cultures. - Challenge existing stereotypes of migrants.		Isabella regrets her argument with Lupe almost as soon as it is over. Write a letter in response to Lupe's note, apologising for what you said to her. Make sure you explain why you said what you did.
<b>Reading: Comprehension</b> - Retrieve details from the text according to a specific theme or idea.		To raise awareness of her disappearance, create a missing person poster for Lupe. Draw a picture of what you imagine she looks like and include important information about her. You may include things such as; when she was last seen, why you are worried about her, and who to contact if anyone has information.
<b>Design Technology &amp; Art</b> - Design a missing person poster to raise awareness about Lupe's disappearance.		
 <b>Writing in Role</b> - Write a letter in the role of a character explaining your actions and behaviour.		

## WEEK 3 (PAGES 70-106): THE AMBUSH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>History</b></p> <ul style="list-style-type: none"> <li>- Research heroines and adventurous women throughout history.</li> <li>- Create a profile of at least two women you have researched and feed back to the class.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a story about your own mythical hero or heroine, describing their world, their appearance, and telling the story of how they came to be an inspiration.</li> </ul> <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse repeated symbols in the text to explore the story's key ideas and themes.</li> <li>- Make predictions about future events in the text by exploring foreshadowing techniques used by the writer.</li> </ul>	<ol style="list-style-type: none"> <li>1. What does Pablo mean when he says 'get the Governor?' What are his reasons for wanting to do this? (page 72–73)</li> <li>2. Who or what does Pablo think killed Cata? Why do you think he describes it as 'messy'? (page 73)</li> <li>3. How do Isabella and Pablo differ in their views about Arinta? Do you think she is a 'good heroine'? Explain your ideas (page 74).</li> <li>4. Who are 'the Banished'? What does Marquez believe they have done? (page 77)</li> <li>5. What is alarming about The Forgotten Territories on pages 83–85? How does the writer use <u>descriptive language</u> to create a vivid picture in your mind?</li> <li>6. What 'crept up' on Isabella on page 90? What does this reveal about her state of mind? Give reasons for your ideas.</li> <li>7. How does the map change? Why does Isabella use the word 'fantastical' to describe this incident? (pages 92–93)</li> <li>8. Where are the group going next to search for Lupe? Why isn't Isabella convinced they will find her there? (pages 93–94)</li> <li>9. What are the 'pale objects' that the group find? Why is this alarming? (page 99)</li> <li>10. Why does Isabella have 'a lump the size of the locket' in her throat? What had she 'been wrong about'? (pages 103–105)</li> </ol>	<p>On page 74, Pablo asks: 'have you ever heard of a girl going on an adventure?' This leads to a discussion about what makes a good heroine. Research heroines throughout history and women who have been on adventures. Create profiles for <u>at least two inspirational women</u>, thinking about what challenges they would have faced compared to men in their time.</p> <p>The girl-warrior, Arinta, is a constant source of inspiration for Isabella throughout the story. Write your own mythical story of a hero or heroine. Describe the time and world in which they live, describe their appearance, their qualities, and what they have done to justify being called a hero or heroine.</p> <p>Based on what you have read up until page 105, make <u>five predictions</u> about future events in the story. Create a planning map or illustrated list showing your predictions. Make sure you can explain your choices, giving examples of possible <u>foreshadowing</u> in the text to back up your ideas.</p>
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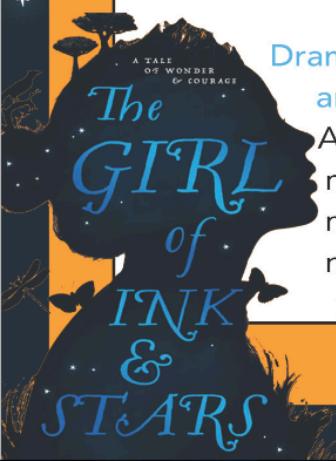
## WEEK 4 (PAGES 107-137): REDEMPTION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a storyboard about a significant sequence of events in the text.</li> </ul> <p><b>PSHE &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>- Consider the concept of 'choice' in the book and also in society as a whole.</li> <li>- Recognise that some people in society have more power to make their own decisions.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Have a class debate about key issues.</li> <li>- Respect and listen to others' point of view.</li> <li>- Perform a scene from the book considering different characters' perspectives.</li> </ul> <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify implicit and explicit meanings.</li> </ul>	<ol style="list-style-type: none"> <li>1. What 'connections' does Isabella think 'must be there'? Do you agree with her? Give reasons for your ideas (page 108).</li> <li>2. Why did the Governor 'ban swimming'? What 'terrors' does the ocean hold? (page 112)</li> <li>3. For what reasons is Pablo sorry on pages 113–114? What does this reveal about his and Isabella's relationship?</li> <li>4. In Da's story about Great-Great-Grandfather Riosse's boat, he says: 'All things have a cycle ... you don't always need a map to find your way back'. What do you think he means by this? How does it connect to some of the <u>themes</u> of the book? (pages 115–116)</li> <li>5. What do we learn about the Governor's past? Are you surprised by this information? (page 118)</li> <li>6. Write a definition of the word '<u>redemption</u>'. Why do you think the Governor uses this word? What significance might it bear for him? (pages 118–119)</li> <li>7. Who saves Lupe? Why does the news make Isabella's 'skin crawl'? (pages 126–127)</li> <li>8. What does Isabella notice about Doce's 'movements' and 'accent'? (pages 129–130)</li> <li>9. What are the Tibicenas? What does Doce say they have done? Can you find any <u>similes</u> used to describe them? (pages 131–132)</li> <li>10. According to Ana, what is 'the mark of a true leader'? Do you agree with this statement? (page 136)</li> </ol>	<p>Using the tale of Great-Great-Grandfather Riosse, create a storyboard telling the story of him and his boat. Try to tell the story in no more than nine pictures with just one sentence under each one. Use pages 115–116 to help you.</p> <p>On page 134, Isabella says, 'I had no choice', to which Ana replies 'there is always a choice'. In groups, discuss to what extent you agree with these statements. Consider the issue of 'choice' in different aspects of life today as well as how it is a key concept within the book. Have a class debate about whether it is true that 'there is always a choice'.</p> <p>As a class, perform the tense scene from pages 125–137. There should be enough characters for everyone in the class to have a role. Stop at different points in the scene and hot-seat different characters. You could ask them questions such as: What is your character feeling at this point and why? Who are your allies? Who are your enemies? How might your character behave differently in this situation?</p>
	<p style="text-align: center;"><b>SHAPES for schools</b></p>	

## WEEK 5 (PAGES 138-180): INSIDE THE LABYRINTH



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Design Technology &amp; Art</b>  - Sketch a Tibicena and label their physical features.</p> <p><b>Reading: Comprehension</b>  - Pick out words and phrases from the text and explore how they have been used to create tension.</p> <p><b>Maths</b>  - Create a maze of the Labyrinth for a partner.  - Use problem-solving skills to find your way out of a partner's maze.  - Gather statistics to find the mean time of the class to complete a maze.</p>	<ol style="list-style-type: none"> <li>How are the Banished described? What do they believe is waiting for them in Gromera? (page 138)</li> <li>How does the writer use <u>personification</u> to set the tone on page 139? What effect does this have on you?</li> <li>Why do you think the Governor says 'I will stay and fight with you'? What does the Governor want Lupe to 'remember'? (pages 141–142)</li> <li>Identify how the writer <u>creates tension</u> in the section starting from 'I wrapped my fingers' up until 'fleeing Banished had disappeared to'. Pick out some words and phrases from the text and explain what makes them effective (page 145).</li> <li>Why does Isabella tell herself: 'Don't panic'? Why might this be difficult? (pages 145–146)</li> <li>Why does Lupe's face change from 'sad' to 'angry'? Do you think this is an understandable reaction? Explain your views (pages 147–148).</li> <li>How does Pablo's dialogue and body language show that he doesn't believe in the Tibicenas? Give examples from the text (pages 150–152).</li> <li>What causes the 'sickening crunch' on page 157? What 'mistake' does Isabella make?</li> <li>What is 'clear now'? Why does Isabella think: 'Thank you, Ma'? (pages 166–167)</li> <li>What has formed the crystals that hang over Isabella and Lupe? What is the 'red circle' on the map? (pages 177–178)</li> </ol>	<p>Using the descriptions of the Tibicenas we have come across so far, sketch what you think they look like. Label some of their characteristics using descriptions from the text as well as your own imagination. Use pages 131–132 and pages 141–143 to help you.</p> <p>Create a maze mimicking the tunnels of the Labyrinth on pages 166–169. Include some of the details from the text and make it as difficult as possible! Exchange mazes with a partner and set a timer to see who can find the only available exit first. Work out how much quicker the winner is. Who is the quickest in the class? What is the mean time taken by the class?</p> <p>Using descriptions and scenes from the text, individually pretend to be a Tibicena. Consider the way that they move and the sounds that they make on pages 131–132, page 143, and pages 170–171. Then, in small groups, act as a pack of Tibicenas on the hunt. Think about how their behaviour may change when they are in packs.</p>
<p><b>Drama, Speaking and Listening</b>  Act as a Tibicena, mimicking their movements and noises they make.</p>		



## WEEK 6 (PAGES 1181-222): LUPE'S SACRIFICE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>- Write a speech about the concept of fear.</li> <li>- Use persuasive techniques to convince your audience that fear is a natural human reaction that everyone experiences.</li> </ul>	<ol style="list-style-type: none"> <li>1. What lie does Isabella tell Lupe? Do you think she is justified in telling this lie? Explain your ideas (pages 181–185).</li> <li>2. How does Isabella know that it is not 'normal water'? How does the story of Arintha help to protect her from the flames? (page 187)</li> <li>3. Do you agree that Isabella is 'not Arinta' and 'not special'? Give reasons for your views (pages 189–191).</li> <li>4. How is Yote described on page 191? How do he and Isabella communicate?</li> <li>5. What does Isabella hit her head on? Why is this so significant? (pages 200–201)</li> <li>6. What can 'defeat a fire demon'? Why might this give Isabella hope? Explain your ideas (page 201).</li> <li>7. Why does Lupe feel that she 'must make amends'? How is she different to her father? (pages 202–203)</li> <li>8. What has happened to Yote and his flames? Why do you think Lupe shoves 'the sharp point of the wood-light' into Isabella's shoulder? (pages 204–207)</li> <li>9. How does Joya break 'free'? How does Isabella respond to this? Why do you think she reacts this way? Give reasons for your ideas (pages 214–215).</li> <li>10. What has changed a year on from Isabella's experience in the Labyrinth? What do you think is the significance of Lupe's Tree? (pages 219–221)</li> </ol>	<p>On page 186, Isabella thinks to herself that 'the dark was only one fear on a long list'. Write a speech entitled 'Fear'; in it, write about at least one thing that you are scared of. Consider; what makes us afraid? Is fear a natural reaction? Why it is important to confront our fears? Give examples from your own life and experiences.</p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Explain the basic chemical processes including the process of crystallization and how glass is formed.</li> </ul>		<p>In the Labyrinth, Isabella is able to use her scientific knowledge in her battle to defeat Yote. Research and summarise into a few key points how crystallization occurs and how glass is made. Are there any other chemical processes that are mentioned in the text between pages 182–201?</p>
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse repeated symbols in the text to explore the story's key ideas and themes.</li> <li>- Draw inferences about characters' personalities and thoughts, and justify with evidence.</li> <li>- Retrieve and summarise details from the text.</li> </ul>		<p>Different characters make sacrifices throughout the text. On a sheet of A3 paper, create a spider diagram noting any significant sacrifices made by different characters throughout the book. Include page numbers where possible, and highlight the most selfless sacrifice you believe each character makes.</p>

