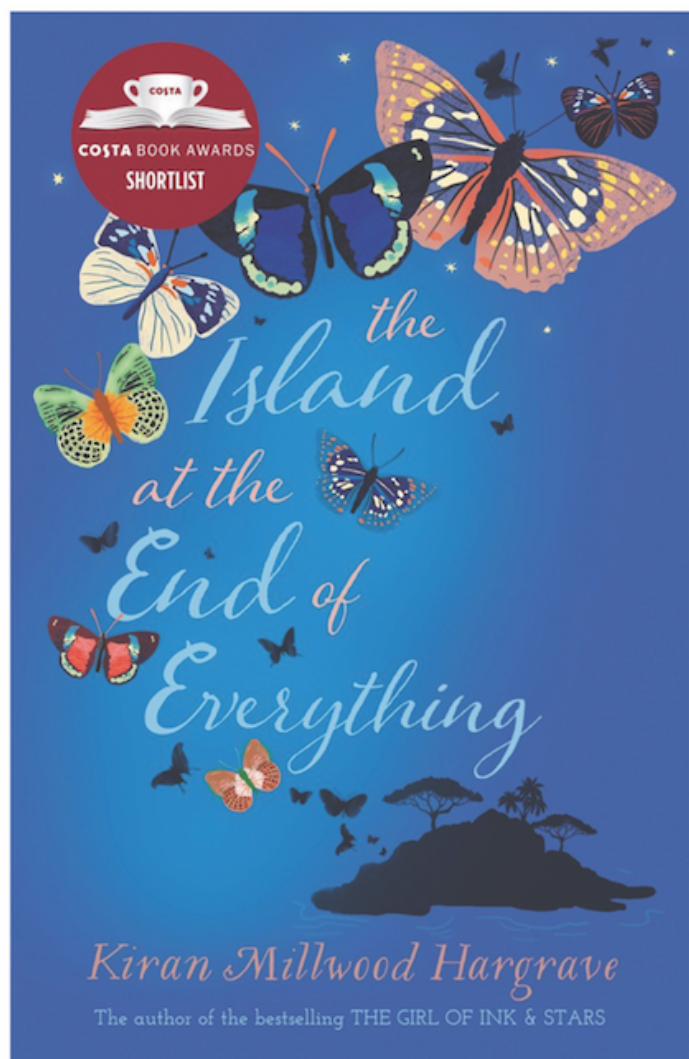


'THE ISLAND AT THE END OF EVERYTHING' SCHEME OF WORK



PERFECT FOR: Students aged 10+; introducing the topic of leprosy – particularly relating to the leprosy community on Culion Island in the early 1900s; universal themes of love, loss and friendship; modelling descriptive writing; art and design inspired by island landscapes; and exploring the symbolism of butterflies.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing in Role; Writing to Inform

Design Technology & Art

Drama, Speaking and Listening

Geography

History

Modern Foreign Languages

Music

Science

Artwork by studiohelen.co.uk ©. Published by Chicken House. Used with permission.

WEEK 1 (PAGES 1-40): SANO OR LEPROSO

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Understand the author's intentions in writing. - Infer information about a character from clues in the text. - Deduce reasons for a character's actions. History - Research key events in time that have shaped the way the world is today. - Compare and contrast the past with the present. Writing in Role - Think about the thoughts, feelings and attitudes of a character and apply these accurately to portray them in writing. - Explore the concept of perspective in writing.	1. Why do you think a <u>glossary</u> has been included at the front of the book? Why is this unusual for a fiction book? 2. What does the term 'being touched' mean? Why do you think this term is used instead of the medical terminology? 3. What <u>verbs</u> have been used to show Nanay's dislike of Sister Clara? (pages 9–10) 4. What clues can you find that show that the people at the meeting are uncomfortable or don't agree? (page 14) 5. Why do you think the people of Culion don't use the word 'lepers'? 6. What can you <u>infer</u> about Nanay's face with her having to wear a cloth as well as from other people's reactions to it? (page 17) 7. Why are there so many italicised words in Nanay's speech on page 17? How does this change the way you read it? 8. Who do you think is right: the residents or the government? (pages 23–24) 9. Why do you think the author has chosen to include a mother and a young baby in this part of the story? What effect does it have on you as a reader? (page 34) 10. Do you think the residents are treating Doctor Tomas fairly? Why/why not? (page 38)	The first chapter of the book is rich in descriptive language presenting the setting of Culion Island. Read through this chapter again and highlight any effective descriptive vocabulary; use this to create an artist's interpretation of the setting. Leprosy is a disease that is barely discussed these days with people having little to no understanding of it. Research the disease together as a class (vetting images for any that are too graphic!) and put the story into context to show that leprosy communities were actually built to help eradicate the disease. Ask children to take on the role of one of the government officials or one of the island's residents. What are their opposing views on the situation? Create a list together. Students can choose whether to write a letter or a diary entry in their chosen role. How are they going to sound different depending on the perspective from which they are written?

WEEK 2 (PAGES 41-82): SAYING GOODBYE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Infer information about a character from clues in the text. - Identify the techniques an author has used to build a character over time. - Analyse the concept of a 'villain' and how writers create complex characters. Geography - Research physical features of a country. - Use maps to study the landscape of a county. - Understand the culture and traditions of a country. Creative Writing - Using discussion as a starting point for writing, develop your own storylines. - Adopt the style of an author.	1. What sort of relationship does the author <u>hint</u> at between Nanay and Bondoc on page 41? Is there any indication of how Ami feels about this? 2. What does Mr Zamora's reaction to the group of residents tell you about him? What are his beliefs about those who have 'been touched'? (pages 47–49) 3. How would you describe Mr Zamora in your own words? 4. What do you think might have happened to Ami's ama after he was separated from her nanay? Is this the last we've heard of him? (page 52) 5. How do you think Ami is feeling on page 60? Would you go or come up with another plan? 6. Why did Bondoc and Capuno react the way they did to Ami being taken? (page 71) 7. What can you <u>infer</u> about Ami by the way she reacts to and treats Kidlat? (page 72) 8. The <u>symbol</u> of butterflies has been referred to quite a few times in the book. Why do you think this is? What do butterflies <u>signify</u> for Ami and Nanay? How does this differ for Mr Zamora? (page 79) 9. Why do you think the <u>simile</u> 'much like the luggage' is effective at this point in the story? (page 81) 10. What do you understand about the <u>metaphor</u> used to describe Ami and Mr Zamora on page 82?	The character of Mr Zamora is painted as a very unlikeable man. As the class progresses through the book together, create a role on the wall of his character, adding the terms used to describe him: e.g. 'unfolding slow as a nightmare'. Identify which descriptions you feel are particularly effective in describing him and those you think are best at depicting the 'villain' of the story. As a class or group, carry out some research into the Philippines. Locate it on a map and analyse its landscape and native species. Add information using words from the glossary to understand the culture of the Philippines and get a better picture of the setting. Share your research with the class. From the point of Ami leaving, the story is written with her as the main focus. Write the story with the character of Ami's mother as the focus, showing what she did after her daughter was taken from her.

WEEK 3 (PAGES 83-124): MARIPOSA

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Make informed responses about an author's choices. - Discuss the levels of tension in a story. Drama, Speaking and Listening - Adapt a storyline to the form of a script, using stage directions. Writing in Role - Consider a character's motives for writing. - Communicate a character's thoughts and feelings. Science: Animals including Humans - Identify a creature's adaptations to an environment. - Present and explain The Theory of Natural Selection.	1. How does the author show the <u>tension</u> between Sister Teresa and Mr Zamora? How does this make you feel about Sister Teresa? (pages 86–87) 2. What can you <u>infer</u> about Luko's character through his actions on page 96? Do you like him as a character? Why/why not? 3. How is Mari portrayed as a likeable character despite her differences to the other orphans? (page 97) 4. Why do you think the author has decided to give Mari the name 'Mariposa'? How does this tie into the themes in the book? (page 102) 5. What do Mari and Ami have in common? Why do you think the writer chose for them to become friends? (page 106) 6. How does Mari communicate with Ami from a different room? (page 106) 7. How does Mr Zamora react to the letter Ami receives? Why do you think he reacts this way? (page 114) 8. What do you <u>predict</u> Mr Zamora is going to do about the letters? (page 114) 9. On page 118, Ami identifies how she links opposites. Are there any other opposites in the story that you can identify? 10. Why do you think Mr Zamora is pleased at the orphans' amazement at his butterfly? (page 123)	Take on the roles of Mr Zamora and Sister Teresa. Using an extract from their first interaction on pages 85–87, write a script for a play featuring the two characters. How can you show their feelings towards each other effectively? What stage directions might you use? The 'shape' of Ami's letter to Nanay is explained in the story, but we don't actually get to see what she has written. Use what you know about Ami and fill in this missing gap; write Ami's letter to her mother. What opinions would she express of her new home and the people in it? The science of butterflies is a common theme in the book. Mr Zamora also mentions The Theory of Natural Selection. What do you know about these two subjects? Produce your own vlog about one of them. You could go into detail about the different butterfly species found in the Philippines and how they are adapted to their environment.

WEEK 4 (PAGES 125-168): FIRE AND ESCAPE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Discuss the motives behind a character's decisions. - Predict what is going to happen next. - Analyse the relationships between characters. History - Understand the context in which children were once sent to orphanages or workhouses. - Empathise with the experiences of others in the past. Music - Experiment with different instruments to convey feelings in a musical piece. - Combine different instruments to create a musical interpretation of a scene.	1. Ami comments on Mr Zamora's appearance. Why do you think this is continually mentioned? Why do you think Mr Zamora has lost so much weight? (page 125) 2. On page 127: 'The class let out a collective sigh of relief.' Why do they sigh together? What does this show about how they feel about Mr Zamora? 3. What <u>evidence</u> is there across these pages that Mari is a brave character? (pages 132-134) 4. What do you think Sister Teresa's <u>motives</u> are behind keeping Mari at the orphanage? (page 134) 5. What were the events that led to the fire? Who was most to blame? (pages 142-143) 6. Given the rocky relationship Sister Teresa has had with Mr Zamora, why do you think she risks her own life to save him from the fire? (page 144) 7. What do you predict Ami's plan is going to be? Why do you think this? (page 149) 8. Why do you think Ami keeps pushing Kidlat away and not letting him join her and Mari? Is it for his or her benefit? (page 154) 9. What sort of roles do you think Mari and Ami are adopting? Why do you think this? (pages 162-163) 10. Why do you think Ami reacts the way she does after their close encounter with the coral reef? (pages 166-167)	Ami and Mari face the threat of being sent to workhouses in this part of the book. Research workhouses and orphanages and write a pro and con list for each. If children were given the choice, which would they prefer? Why? Using the bush fire as inspiration, ask children to create a musical interpretation of these scenes including the events: - Mari showing Ami the letters - The letter being discovered - Mr Zamora's disgust at Ami - Setting the letters on fire - Running through the forest How can you show the stages of joy, sadness and fear through music? Using what you have learnt about the characters so far, create 'roles on the wall' for both Ami and Mari. How are they similar and how are they very different? Why do you think they get along? Continue to add to this display as their relationship develops.

WEEK 5 (PAGES 169-208): THE JOURNEY TO CULION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Discuss characters' changing relationships across a text. - Discuss ways in which the author evokes feelings in the reader. - Infer meaning from the text based on characters' actions. Drama, Speaking and Listening - Effectively present and adapt predictions for the next stage of the plot through drama. MFL: Modern Foreign Languages - Create a glossary of terms in a new language. Design Technology & Art - Choose materials for a specific purpose and to bring a multi-sensory setting to life.	1. What do you think the <u>metaphor</u> 'sings over my tongue' means? (page 170) 2. What new things have Ami and Mari discovered about each other up to now? Do they feel positive about these discoveries? (page 173) 3. How do you feel about Ami in this chapter? Why do you think her behaviour has changed? (pages 169–175) 4. How do you feel the girls' relationship is changing in these chapters? Why do you think this is? (page 178) 5. How does Bondoc react to seeing Ami? (pages 183–184) 6. Why do you think the author chooses this point of the story for Kidlat to utter his first word? (page 190) 7. What do you think Ami means when she describes 'how everything is the wrong way round'? (page 197) 8. What do you think is the meaning of the butterflies in this part of the book, as Ami is reunited with her mother? What do the butterflies symbolise for the both of them? (page 205) 9. What feelings do you experience in this part of the book? How has the author stirred these feelings inside of you? (pages 203–208) 10. Why do you think Mari and Kidlat become less important to the story at this point in the book? What do you think will happen to them? (page 208)	Imagine what might happen as soon as the children arrive on Culion. What are your predictions? Create a story map to show your ideas and then role-play them. Explain the reasoning behind your predictions. The Tagalog language is mentioned on page 181. Take some time to research this language and extend the glossary in the front of the book with more words and meanings. On pages 193–194 there are vivid descriptions of the butterflies as they have come to occupy the island. Using different opacities of materials, create a collage to show the different colours, sizes and wings of the butterflies in the trees that the children are seeing in the book. Use pages 193–194 to really zoom in and interpret in detail what the characters are seeing and experiencing. How can you present the scene to evoke all the senses?

WEEK 6 (PAGES 209-244): THIRTY YEARS LATER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Compare and contrast characters' reactions to situations. - Make connections within the plot of a story. - Discuss your own feelings towards a storyline. Geography - Compare and contrast one locality with another. Drama, Speaking and Listening - Create actions from an inferred event. - Use the conventions of an interview to explore the hidden feelings of a character. Writing to Inform - Write a review to express opinions about a book.	1. Why do you think the author has chosen to jump forward in time by thirty years between chapters? (page 209) 2. What do you <u>predict</u> has happened to Ami, Mari and Kidlat in the thirty years? (page 209) 3. What can you <u>infer</u> about 'Mistress' from what Sol says about her? (pages 211–212) 4. Who do you <u>predict</u> is occupying the house that Sol has discovered? Why do you think this? (page 216) 5. Who do you think the woman is? Did you expect there to be a woman living in the house? (page 218) 6. What <u>clues</u> have there been that the woman who lives in the house is Amihan? What <u>links</u> to other parts of the book can you make? (pages 218–222) 7. How has the author on this page made something beautiful come out of the presence of the worst character? (page 230) 8. Why has Ami called her horse Siddy? What can you <u>infer</u> from this? (page 237) 9. How do you feel at the end of the story? How has the author created these feelings? (pages 242–244) 10. After reading the book and knowing what you know about the storyline and the characters, how do you feel about the title? Does it match the story accurately? What other titles could you suggest?	Amihan compares England with the Philippines and describes it as 'cold'. What other comparisons can you draw between the countries from the book and your own research? Present your thoughts and ideas in any way you choose, or give an informal presentation to the class. Mari and Kidlat's lives after being separated from Ami are not described in the book. What do you think might have happened in this time period? Carry out an interview with these two characters. How would they explain what had happened to them? How would they feel about it? Use the conventions of an interview to ask probing questions of these two characters. How is this book different to others you have read? In what genre would you put it? Why? Complete a book review of it expressing your likes and dislikes. If you really liked it, you could even write a letter to the author herself!