



PERFECT FOR: Ages 10+, a timeless and magical fantasy adventure, creative world-building, learning about dual narratives, an introduction to philosophy, and projects on the environment.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Poetry; Writing in Role; Writing to Instruct and Inform; Writing to Persuade

Design Technology & Art

Drama, Speaking and Listening

Geography

History

Philosophy for Children

PSHE & Citizenship

Science: Animals including Humans

WEEK 1 (PAGES 1-73): INSIDE THE CITY WALL

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve details from the text according to a specific theme or idea. <p>Geography</p> <ul style="list-style-type: none"> - Use details from the text to create a map for a setting in the story, including landmarks, physical features, a compass and a key. - Create a case study on the local area, focusing on the boundaries between nature and cities. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret text by performing a freeze-frame, using body language and facial expressions to convey meaning. 	<ol style="list-style-type: none"> 1. Why do you think the author begins with the description of the mother and her newborn hares? What <u>themes</u> do you predict might be important throughout the story from the opening paragraph? (page 5) 2. How does the author explore the brutality of the natural world in Chapter 1? How do you think this might be important? (pages 1–8) 3. Which ‘human stories’ do the Greentwins tell the hares? What do they <u>not</u> tell them? Why? (page 9) 4. What is the effect of changing the perspective in the story in Chapters 2 and 3? (pages 12, 35) 5. What is the ‘Fiddleback’? What can you infer about Tin from the fact that he invented it? (pages 12–15) 6. Comfrey is introduced in Chapter 3. What can you <u>infer</u> about her personality from the descriptions of her? (pages 35–36) 7. Who are ‘the Wild Folk’? Where do they live? What is Comfrey’s connection to them? (pages 37–42) 8. What does Mallow reveal to Tin in Chapter 4 that he didn’t already know? List three things (pages 53–62) 9. What does Mallow understand about Tin ‘in that fierce blue glare’? (page 63) 10. Where is Myrtle? What have the two hares been tasked with? Why? (pages 63–64) 	<p>Create a map of Farallone using details from the text. Include the City, the City Wall, the Country, Olima, Alder, and the Boundary (pages 37–38). Label each place with their landmarks, physical features and the characters you know live there. Include a key.</p> <p>How is the relationship between nature (or ‘the wild’) and the human world explored in these chapters? Create a freeze-frame that conveys the dichotomy between these two ideas or themes in the story so far. Is there harmony, or tension? How can you convey this in your freeze-frames through body language, body position and facial expressions?</p> <p>The book explores boundaries between the natural and human worlds. How do the natural world and the city collide in a your own home town, city or village? Create a case study of your local area and share ideas with the class.</p>

THE WILD FOLK

WEEK 2 (PAGES 74-136): SPIDERSILK AND FIRE HAWKS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret a character's feelings by performing a conscience alley as a class and reflecting on the emotions evoked. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design Fire Hawk feathers for a classroom display using descriptions from the story as inspiration. <p>Creative Writing: Poetry</p> <ul style="list-style-type: none"> - Analyse an author's writing style and identify different techniques and effective vocabulary used. - Use an author's writing to model a new piece of writing in the same style. - Write a poem based on a scene in the book. 	<ol style="list-style-type: none"> 1. How is Comfrey's reaction to the arrival of Myrtle different to Tin's reaction in the previous chapter? How is it similar? (pages 74–76) 2. What do the Greentwins believe is causing Farallone to be in danger? (page 82) 3. Why does Comfrey feel 'a nervous quiver in her chest'? What is her <u>dilemma</u>? (pages 89–90) 4. How does the ending to Chapter 5 create fear or <u>tension</u> in the reader? What <u>techniques</u> does the author use here? (page 93) 5. How has 'the world [. . .] grown so much larger' around Tin in the last few chapters? (page 99) 6. How does the author create <u>comedy</u> between the three characters of Tin, Seb and Mallow? (pages 94–111) 7. What is the benefit of the third-person or '<u>omnipresent</u>' narrator on page 111? 8. Why does Comfrey blink 'several times to keep tears from her eyes'? What emotions does she feel here? (pages 112–113) 9. Why does Comfrey ignore Myrtle's advice not to touch the Fire Hawk's feather? How does the author create the sense that the feather is powerful? What does Comfrey see in her vision? (pages 125–127) 10. Why must the healing be 'human-made' according to Salix? (page 136) 	<p>Create a <u>conscience alley</u>: Nominate someone in the class to play the role of Comfrey as she stands on the forbidden boundary (page 89). On one side of the classroom, pupils should shout reasons why Comfrey should return home. The other side should argue why she should continue beyond the boundary. How does the pupil playing Comfrey feel after walking down conscience alley? Take turns to play Comfrey.</p> <p>How does the author create vivid descriptions of both the Fire Hawk's feather and Comfrey's vision when she holds it on pages 125–127? Draw the feather as it is described in the text. Which words can you pick out to help you? Create a word bank and collect your final drawings for a classroom display.</p> <p>Using the author's description from the feather scene and the word bank from the previous task, write a poem evoking the imagery of Comfrey's vision.</p>

THE
WILD
FOLK

WEEK 3 (PAGES 137-198): CITY BOY AND COUNTRY GIRL

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>History</p> <ul style="list-style-type: none"> - Create a chronological timeline depicting the history of a fictional setting, according to details from the text. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information from the text to summarise events. - Draw inferences such as inferring characters' personalities and thoughts from their speech and actions, and justifying inferences with evidence. - Analyse repeated symbols in the text to explore the story's key ideas and themes. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an interior monologue. 	<ol style="list-style-type: none"> 1. Who are the 'Mycelium'? (pages 138–140) 2. How does the author show that Thornton's <u>tone</u> suddenly changes? Why does his tone change? (pages 143–144) 3. What does Thornton mean when he says that stories 'tell us how to see the world'? Do you agree with him? (page 150) 4. How does the author create a feeling of <u>anticipation</u> when Thornton tells the tale of the history of Farallone to Tin and Seb? Pick out key words and phrases. (pages 150–162) 5. Why did the Greentwins intercept Thornton on his way to the City Wall? (pages 161–162) 6. How does the author use the <u>symbolism</u> of spiders throughout the story? Why is the symbol of the spider important? (pages 137–166) 7. How do Tin and Seb each feel to be separated? How do you know? (pages 169–171) 8. What are the tensions between Tin, 'the City boy', and Comfrey, 'the Country girl' when they meet each other? Why? (pages 183–188) 9. What <u>connections</u> do Tin and Comfrey identify when they consider their joint situation? (pages 190–191) 10. Why does Tin's 'stomach lurch' on page 193? What does this tell us about how he feels here? 	<p>Write a chronological timeline depicting the history of Farallone, based on Thornton's story (pages 150–162).</p> <p>Re-read page 183 when Tin and Comfrey meet for the first time and learn important information about each other. How do they feel about each other? How do you know? Choose one of the characters and write an interior monologue alongside the dialogue on page 183 to show their inner thoughts and feelings.</p> <p>Explore the symbolism in the story so far. In groups, pick one of the following symbols and create an 'Ideas Map' (on an A3 sheet of paper) with your thoughts about why it is important in the book.</p> <ul style="list-style-type: none"> - Twins - Orphans - Spiders - Walls <p>Share your A3 sheets with the class.</p>

THE
WILD
FOLK

WEEK 4 (PAGES 199-269): A CABINET OF WONDERS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Consider the importance of memories. - Identify personal memories that are important. - Identify qualities that make people unique. - Understand why we should celebrate unique qualities in each other. <p>Philosophy for Children</p> <ul style="list-style-type: none"> - Participate in structured class discussion to explore what it means to be unique and why it is important. - Listen to and reflect on the opinions of others. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Take inspiration from the story to draw or craft an object that would represent a personal 'Oddness'. 	<ol style="list-style-type: none"> 1. What can you <u>infer</u> about Comfrey from her speech and actions on pages 202–203? How does she feel about Tin here? 2. What makes Tin's 'eyes prick'? Why? What do you think this phrase means? (page 211) 3. How is the idea of the 'mother-figure' important in the story? Why do you think this is? (pages 215–223) 4. How does Tin and Comfrey's relationship develop in Chapter 10? (page 220) 5. How does the author use <u>sensory description</u> to describe the Inn? (page 222) 6. What does Oro mean when he talks about Tin's 'Oddness'? (page 229) 7. What is Tin's 'Oddness'? What is Comfrey's? What does it reveal about each of them? (pages 228–231) 8. Why do both Tin and Comfrey feel 'a chill at once' when Amber and Oro beginning talking about their story? How does the <u>tone</u> change here? (pages 241–242) 9. What does Comfrey discover on page 247? How does she feel about this discovery? How does Tin feel? (pages 247–249) 10. What does the description of Baba Ithá on page 262 tell you about the type of character she is? How does the author make her seem <u>intimidating</u>? What can we <u>infer</u> from how other characters behave around her? 	<p>In Chapter 11, Oro makes both Tin and Comfrey look into the mirror-topped table. What do Tin and Comfrey see? What is important about their memories? Ask pupils to consider why memories are so powerful. Can they identify which of their own personal memories they might see in the mirror? Ask them to bring in photographs that correspond to their memories and share them with the class.</p> <p>What does Oro mean when he talks about someone's 'Oddness'? Why are unique or 'odd' qualities important in a person? After reading Chapter 11, ask students to form a circle and pass a ball or specific object around the room – when the object is with them it is their turn to speak. What is their unique quality or their 'Oddness'? Why or in what situations is it important?</p> <p>Draw or craft the object that the Woodrat would collect from the Cabinet of Wonders and place before you to represent your Oddness.</p>

THE
WILD
FOLK

WEEK 5 (PAGES 270-330): YOU HUMAN PEOPLE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Science</p> <ul style="list-style-type: none"> - Understand and define the terms, 'life cycle' and 'habitat'. - Carry out research into the life cycle, habitat and behaviours of an insect. <p>Geography</p> <ul style="list-style-type: none"> - Explore the human impact on the natural world, including climate change. <p>Writing to Instruct & Explain</p> <ul style="list-style-type: none"> - Create a 'Fact-File' conveying important information about a topic. - Write in an appropriate style and format for a particular purpose and audience. <p>Writing to Persuade</p> <ul style="list-style-type: none"> - Create a campaign poster persuading people to stop harming the environment. 	<ol style="list-style-type: none"> 1. How does the author show how the hares feel at the beginning of Chapter 13? (page 270) 2. Why does 'a note of absolute sorrow' come through in Baba Ithá's words on page 276? How does this passage make you feel? 3. What does Tin realise when he looks up at the constellation of seven stars? How does this give him strength? (page 284) 4. How do Tin and Comfrey help and support each other in Chapter 13? List four examples. (pages 270–298) 5. How does the author <u>personify</u> the rock? What sort of personality does he have? (pages 291–297) 6. What do you think of the description of Baba Ithá being 'as life-giving as she was dangerous'? What does this reveal about the natural world that she watches over? (page 298) 7. How has the <u>atmosphere</u> in the Bone Hut changed? (pages 299–303) 8. Why does the author choose to end Chapter 14 with an image that the children can't see? What is the effect of this technique? (page 309) 9. What about the Grizzly-witch's appearance makes Tin and Comfrey uneasy? (page 323) 10. Why does Amurra warn her sisters: 'we must prepare ourselves'? (pages 328–330) 	<p>Look at the description of the ants on page 272. How are they described? Carry out some research into ants, including their life cycle, habitat and behaviours. Create a 'Fact-File' recording your findings. Can you see evidence that matches your research in the story itself?</p> <p>On page 276 Baba Ithá asks the children: 'What have you human people done to earn my trust?' Why does she ask this? What does she blame humans for? In pairs, consider what impact humans are having on the natural world today. For example, what is climate change? What impact is it having on our environment? Share ideas and examples with the class.</p> <p>Create a campaign poster persuading people to stop harming the environment. Use Baba Ithá's emotive words on page 276 to help you. Include a catchy slogan, persuasive language, real-life examples, and strong, bold colours and images to make your poster persuasive.</p>

THE
WILD
FOLK

WEEK 6 (PAGES 331-411): A NEW BEGINNING

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Design Technology & Art - Use details from the text to draw a character.</p> <p>Drama, Speaking and Listening - Interpret a scene from the story using props and musical instruments.</p> <p>Reading: Comprehension - Make predictions about the next book in the series based on reading comprehension and inference.</p> <p>Creating Writing - Note and develop initial ideas for the next book in the series, drawing on reading. - Write the opening paragraph of a creative story, focusing on character and setting.</p>	<ol style="list-style-type: none"> 1. What makes Tin 'feel sick' on page 332? 2. How does the author create an aura of magic and mystery in her description of the Elk of Milk and Gold? (pages 336–337) 3. What can Myrtle and Mallow see that 'the human children could not'? (page 337) 4. How does the author show that Comfrey can hear a voice that the other characters can't hear? (page 339) 5. How can you tell that Amurra finds her decision difficult on page 347? What reasons does she give for her final decision? (page 347) 6. What do Tin and Comfrey 'prove' to the Grizzly-ghosts and to the Grizzly-witches? (page 356) 7. Why is the <u>imagery</u> of the 'golden web' effective? How does it link to other <u>themes</u> and ideas in the story? (page 357) 8. How does Tin show bravery in Chapter 17? What are his <u>motivations</u> for his actions? (pages 367–369) 9. Why have Comfrey and Tin not failed, according to Salix? (page 380) 10. What does Comfrey mean when she says 'it's no end at all, but a new beginning'? Do you agree? (page 411) 	<p>Using the author's description of the Elk of Milk and Gold on pages 336–337, draw a picture of this character.</p> <p>In groups, re-create the scene when Comfrey and Tin sing a song to the grizzly-ghost on page 355. How can you show how the tension rises and falls? Use props and musical instruments to accompany your performance of the song and show its power.</p> <p>How does the ending of <i>The Wild Folk</i> suggest that there will be more to come for Tin and Comfrey? What do you predict might happen in the next book in the series? Draw a storyboard showing your ideas.</p> <p>Write the opening paragraph of the next book in the same style as the author. Where will Tin and Comfrey be? How will they be feeling? Which key characters will be present?</p>

THE
WILD
FOLK