



PERFECT FOR: Ages 8+, Creative Writing, learning about myths / mythology, comedy writing, creating empathy, the Ancient Greeks.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;

Writing to Instruct and Inform; Poetry

Drama, Speaking and Listening

Design Technology & Art

Science: Earth and Space

Geography

History: Ancient Greeks; British History



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# WHO LET THE GODS OUT

## WEEK 1: CHAPTERS 1-5 FROM ELYSIUM TO THE COWSHED



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify how language contributes to meaning.</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>- Make predictions about the story based on reading comprehension and inference.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Create a narrative setting using sensory description.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Develop ideas about a setting from the text through drawing.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does the author Maz Evans create repetition in the opening paragraph in chapter 1? What is the effect of this?</li> <li>2. How does the author create comedy in her description of Mr. Boil? (page 4)</li> <li>3. Can you find any clues that Elliot has a difficult home life in chapter 2? (page 7, 9, 10)</li> <li>4. How does Elliot feel about his home? (page 11)</li> <li>5. What is the effect of the change of scene in chapter 3?</li> <li>6. How do the council members react to Virgo's request to go to Earth? (page 20)</li> <li>7. What is the Really Scary Letter mentioned in chapter 4? (page 32)</li> <li>8. What does Virgo find out about 'mortals' from the scroll in chapter 5? (page 39)</li> <li>9. Why does Elliot go after Virgo when she leaves the cowshed in chapter 5? (page 43)</li> <li>10. What are some of the misunderstandings between Virgo and Elliot in chapter 5? (page 44-45)</li> </ol>	<p>Read the opening paragraph of the book and write a prediction of what might happen next.</p> <p>Draw the Zodiac Council described in chapter 2.</p> <p>Ask pupils to imagine themselves as Virgo crashing down to Earth – what would they see? Use the five senses: sight, sound, touch, taste, and smell.</p> <p>Make a table of differences between Elysium and the human world.</p> <p>What are the misunderstandings between Virgo and Elliot in chapter 5? (e.g. Virgo describes snot as "green slime"). Make a list of more possible misunderstandings – what else would the Gods struggle to understand about the human world?</p>



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## WEEK 2: CHAPTERS 6-10 GREEK GODS AND DAEMONS



### SUGGESTED OBJECTIVES

### COMPREHENSION QUESTIONS

### EXTRA ACTIVITIES

#### Earth and Space

- Describe the planets and stars relative to Earth in our solar system.
- Define the stars and constellations in our galaxy.

#### Ancient Greeks

- Understand life and culture in Ancient Greece.
- Create a historical timeline of Ancient Greece, putting Greek mythology in context.

#### Drama, Speaking and Listening

- Create interviews in role as a Greek God.
- Empathise with a character using conscience alley.

1. What is a 'kardia'? What are its uses? (page 59)
2. What do we learn about Prisoner Forty-two in chapter 6? (page 60–61)
3. Why does Elliot free Prisoner Forty-two in chapter 7? (page 75)
4. What two things prevent Thanatos from killing Elliot in the cave? (page 83)
5. Find three things that you learn about Patricia Porshley-Plum in chapter 8.
6. How is Elysium described in chapter 9? What can Elliot see? (page 97)
7. How does the author use contrast to create humour in chapter 9? (page 98–99)
8. What is the story of Thanatos according to the Zodiac Council? (page 103)
9. How does the author create humour in 'the Sacred Code'? (page 108–109)
10. Why does Charon describe the world to be 'like a dirty great onion' in chapter 10? (page 115)

What is a 'constellation'? Draw the constellations for the different Zodiac signs.

Carry out some research into Ancient Greece and Greek Mythology. Create a historical timeline to give context.

Greek Gods Interviews: choose one of the Greek Gods and carry out a modern-day interview, asking them questions about their powers.

Create a 'conscience alley' to explore how Elliot feels in chapter 7. Pupils should take it in turns to be Elliot, while the rest of the class is split into two groups. The two groups need to create a tunnel for Elliot to walk through – with one side shouting reasons to free Prisoner Forty-two, and the other side shouting reasons not to. How does Elliot feel?



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## WEEK 3: CHAPTERS 11-15 THE WORLD OF ELYSIUM



### SUGGESTED OBJECTIVES

### COMPREHENSION QUESTIONS

### EXTRA ACTIVITIES

#### Ancient Greeks

- Understand and explore the differences between Ancient Greece and the modern world.

#### Writing to instruct and inform

- Create an informative piece of writing in the style of a news article for a newspaper.  
- Create a design manual with instructions for how to operate a fictional mode of transport.

#### Design Technology & Art

- Modernise a Greek God using drawing and painting to illustrate ideas.  
- Create a fictional mode of transport and write a design manual for how it will work.

1. Who do we find out betrayed Thanatos in chapter 11? (page 136)
2. What does Thanatos promise the prisoners in Tartarus that he will do for them? (page 137)
3. How does the author Maz Evans modernise the Gods in chapter 12? (page 142)
4. What is 'the Daily Argus'? (page 144)
5. What adverbs and adjectives does the author use to portray Zeus as strong and powerful in chapter 13? (page 152-153)
6. Why does Elliot think it might be a good idea to let Zeus stay on Home Farm in chapter 14? (page 161)
7. What do we learn about Erebus, Thanatos and Hypnos in chapter 14? (page 165)
8. Why couldn't Zeus kill Thanatos? (page 166)
9. What does Zeus mean when he says 'history is only what the winners wrote down'? (page 168)
10. What do we learn from the prophecy in chapter 15? List three things. (page 175)

Modernise a Greek God in Elysium: taking inspiration from the description of Hermes in chapter 12, choose a Greek God to bring into the modern world. What objects will he/she have? What interests and hobbies?

Draw a hierarchy of the Greek Gods.

Write a newspaper article for the Daily Argus about one of the following events in the book:

- The freeing of Prisoner Forty-two
- The Council's decision to strip Virgo of her powers
- The family feud between Thanatos and Hypnos.

There are several modes of transport in Elysium: by constellation, by boat and by flying horse. Ask pupils to create a design manual for an invention of their own.



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## WEEK 4: CHAPTERS 16-20 CRACKING COMEDY



### SUGGESTED OBJECTIVES

#### Creative Writing

- Use the comic strip format to convey ideas about characters, setting, dialogue, and plot.
- Organise ideas for how to combine pictures, captions, and dialogue to describe a specific event or to express a message.

#### Poetry

- Write a poem to summarise the events in the book.

#### Geography

- Design a map for a key setting in the story, including landmarks, physical features, compass and key.

### COMPREHENSION QUESTIONS

1. Why is Elliot concerned at the beginning of chapter 16? (page 177)
2. What is the relationship between Elliot and his mum? (page 178–179)
3. What does 'snordlesnot' mean in chapter 17? Why is this funny?
4. What picture accompanies the story in the Daily Argus on page 204?
5. Why has the author, Maz Evans, changed the style of the text on page 204?
6. Which famous 'notorious characters' do we learn Hypnos has disguised himself as in the past two thousand years? (page 211)
7. How does the author use dialogue to show the relationship between Thanatos and Hypnos in chapter 18? (page 214–215)
8. What stops Thanatos from killing his brother? (page 217)
9. Why is Elliot unable to control his actions in chapter 19? (page 232–234)
10. Why can't Zeus, Aphrodite, Elliot and Virgo stop giggling all the way home? (page 242)

### EXTRA ACTIVITIES

In chapter 16, Goddess Aphrodite makes two unlikely people fall in love. Why is this section funny? Create a humorous comic strip of four boxes to show what happens in this scene.

Write an Elysium Mini-Dictionary. Define the word 'snordlesnot' and other strange words used in the book. Ask pupils to add some new, made-up words of their own.

Look at the news story in chapter 17 written in the style of a poem. Write a funny poem in the same style to summarise the book so far.

Create a map of one of the settings in the book (e.g. Home Farm, Elysium, or Elliot's school). Include important landmarks and physical features, as well as a compass and a key.



# WHO LET THE GODS OUT

## WEEK 5: CHAPTERS 21-25 THE STRANGE WORLD OF ELLIOT HOOPER



### SUGGESTED OBJECTIVES

**Drama, Speaking and Listening**  
- Interpret a scene from the story by creating a freeze-frame in groups.

#### British History

- Research the historical significance of The Tower of London.  
- Create a presentation or tour of the Tower of London that shows an understanding of its historical and cultural significance.

#### Reading: Comprehension

- Draw inferences (such as inferring characters' personalities and motives) from their actions to create character profiles.

### COMPREHENSION QUESTIONS

1. What are the Olympians' plans according to the article in the Daily? (page 256–257)
2. Why does Patricia Porshley-Plum think something strange is going on at Home Farm? (page 259)
3. How were Patricia's plans ruined on Tuesday and Wednesday? (page 260)
4. What features of the train are strange to Virgo? (page 262–263)
5. How does the author create a sense of confusion in chapter 23? How does this create humour? (page 280–281)
6. What was the first building in the Tower of London? (page 283)
7. Why does the Queen believe Elliot in Chapter 24? (page 292–293)
8. Where can you find examples of the Queen using formal language in chapter 24?
9. Who is disguised as Jeffers, the Queen's footman? (page 296)
10. How do Elliot's feelings change quickly in chapter 25? Why?

### EXTRA ACTIVITIES

Stop reading at the top of page 266: 'I insist upon a full refund...'. Ask pupils to consider the scene – what are people doing, what is their body language like, what are their facial expressions? Create a freeze-frame of the moment.

Read the beginning of the guided tour of the Tower of London by the beefeater in chapter 23. What is the Tower of London? What are the Crown Jewels? Carry out some research in groups and deliver a presentation to the class or, better still, continue the tour!

Create character profiles for the following characters, including information about their personality and motivations: Elliot; Patricia Porshley-Plum; the Queen; Virgo; Thanatos; Hypnos.



### SUGGESTED OBJECTIVES

### COMPREHENSION QUESTIONS

### EXTRA ACTIVITIES

#### Geography

- Present the physical features of stalactites in an annotated drawing.

#### Creative Writing

- Write a continuation of the story in the same style, using inference from the text to predict future events.

#### Writing to instruct and inform

- Create an author biography of Maz Evans.

#### Reading: Comprehension

- Make predictions about the next book in the series based on reading comprehension and inference.

1. What three failures does Thanatos accuse Hypnos of at the beginning of chapter 26? (page 316)
2. How does Hypnos free himself from his brother's grip? (page 317)
3. What is Elliot's motivation for taking the Earth Stone to Thanatos? (page 318–319)
4. How does the author leave clues that Elliot has been tricked by Thanatos? (page 322–325)
5. Why do you think Virgo has left before the Gods can ask her to go to the Underworld? (page 332)
6. How does the author create contrast on pages 336–337? How is it funny?
7. How do the Gods behave like Elliot's family in chapter 28? (page 346–347)
8. Why does Zeus describe Elliot as a 'hero'? (page 362)
9. What are the dangers of Elliot keeping the Earth Stone? (page 364)
10. How does the story end? Why is this ending effective?

Elliot defeats Thanatos with stalactites (327). What are stalactites? Research and then draw/annotate their features.

Create a list of heroes and villains in the story, giving reasons for your choices. Can a hero or villain be an emotion or an idea, not just a person?

In pairs, choose from these key themes in the text and create a presentation for the class: Home; Family; Power; Revenge; and Heroism.

Effective endings: continue the story from where it ends on page 367. Who is at the door? Using the same style and tone, write the first paragraph of the next book in the *Who Let the Gods Out?* series.

Write an author biography of Maz Evans. What questions would you ask?