



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a thrilling historical adventure full of magic and heart; role-play and drama; poetry; tiger art; music and soundscapes; Islam and Muslim culture; joining two children and an enchanting, mystical tyger as they battle evil forces and unite their home.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Geography

Music

Physical Education & Dance

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WEEK 1 (CHAPTERS 1–6): THE BEAST

SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author's style of writing and identify different techniques and vocabulary used.
- Describe relationships between characters.

Drama, Speaking and Listening

- Understand a character by completing a Role on the Wall activity.

Poetry

- Interpret and perform a poem, using expression, actions and instruments.
- Write a tyger-themed poem in the style of William Blake.

Design Technology & Art

- Explore the work of Katsushika Hokusai and create a piece of art in a similar style.

COMPREHENSION QUESTIONS

1. Spend some time exploring the front cover. What can you see? Can you make any predictions about what might happen? What do you notice about the title of the book?
2. Look at the language used on page 1. How does it build a picture of the setting? Is it effective?
3. What does the verb 'stalking' suggest about the man? How is 'stalking' similar to 'walking'? How is it different? (page 6)
4. Look at pages 10 and 11. Where is your eye drawn to first? How does the illustrator present the tiger? How does the illustration make you feel?
5. Imagine you are Adam in Chapter 3. Make a list of everything you can see, hear, taste, touch, and smell.
6. Read up to page 22. What are your impressions of how 'foreigners' are treated? How does Adam feel about it?
7. Discuss the pros and cons of zoos. Should animals be kept in zoos? Perhaps you could have a class debate! (page 24)
8. Were you surprised by Adam's actions on page 32? Should he trust Zadie? What role do you think she'll play in the story?
9. What does the verb 'devoured' suggest? Why do you think Mama is so against Adam drawing? What might it suggest about the world they live in? (page 38)
10. What are your first impressions of Adam? Does he remind you of any other story book characters?

EXTRA ACTIVITIES

Complete a Role on the Wall activity. Draw an outline of Adam. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him.

Look at the poem *The Tyger* by William Blake. Discuss what you like and dislike about it, anything that puzzles you, and how it links to the story. Work in groups to perform the poem, thinking about how you can use your voice, actions, and musical instruments to convey the feeling of the poem. Can you write your own poem about the tyger in a similar style?

Spend some time exploring 'Tiger in the Snow' by Katsushika Hokusai, thinking about the materials used and composition. Use the descriptions in the story and this piece of artwork to paint a scene inspired by the tyger and the settings in the book. You could use watercolours and pencils.

WEEK 2 (CHAPTERS 7–11): PERCEPTION

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking about meaning and impact.
- Retrieve information.

Writing to Inform

- Conduct research into animal extinction.
- Create a report or poem explaining the dangers of climate change.

Music

- Use your voice and instruments with control and expression to create a magical soundscape.

Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does.

COMPREHENSION QUESTIONS

1. Write a dictionary definition of these words from Chapter 7: *bellowed*, *astonishing*, *bliss*, *belching*. Use them in a sentence of your own.
2. What impression do you get of the maid on page 48?
3. Work in a group to turn Chapter 7 into a playscript and then act it out. Take it in turns to play the characters, thinking about their facial expressions and body language.
4. What do you think the flame burning in Adam's heart might represent and symbolise? (page 60)
5. What does Adam's power of perception allow him to do? Can you write a description of your classroom or bedroom in the style of the descriptions on pages 64–66?
6. Complete these: *The huntsmen had no spark in their hearts, but... The huntsmen had no spark in their hearts because...*
7. Why might a bookshop be like a 'treasure cave full of knowledge'? (page 72)
8. Explore the artwork on pages 74 and 75. How does it develop our understanding of the tyger?
9. Solomon talks about the stories in *The Arabian Nights*. What can you find out about this collection of stories? Perhaps you could read some of them. (page 77)
10. How is the relationship between Adam and Zadie developing and changing as the story progresses?

EXTRA ACTIVITIES

The tyger tells Adam that many animals are becoming extinct. What can you find out about this? Research deforestation, climate change and global warming, and then write a report on what you've found using sub-titles, formal language and diagrams. Alternatively, use the poem *Extinct* by Mandy Coe as a template to write about what you've discovered.

Work in small groups to create a magical soundscape to accompany the descriptions of the door of perception. Use your voices, body percussion and instruments to create strange, ethereal sounds.

What might Zadie and Adam be thinking on pages 72 and 73? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?

WEEK 3 (CHAPTERS 12–17): IMAGINATION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Use clues from the text to infer information about a character and what they might be thinking and feeling.- Use an Emotions Graph to explore a character's thoughts. <p>Religious Education</p> <ul style="list-style-type: none">- Appreciate and appraise the different traditions and beliefs of Islam. <p>Geography</p> <ul style="list-style-type: none">- Explore the representation of refugees in picture books and make links to the book.	<ol style="list-style-type: none">1. <i>Racism</i> is a main theme in the story. Do you agree? Can you find examples throughout the story where racism is a key theme? (page 86)2. Use the description on page 85 to draw Adam's picture of the tyger.3. What do each of the characters' sparks tell you about their personalities and feelings? (page 87)4. Listen to the poem <i>Checking Out Me History</i> by John Agard. Can you make any connections with the story so far?5. Read up to page 88. What do you think Adam should do? Should he tell his family about the tyger?6. The answer is 'Urizen'. What might the question be? What can you find out about the name Urizen? (page 93)7. Tyger calls Adam a 'courageous friend'. Do you agree that he is? Can you give examples of where Adam has been courageous? (page 94)8. Use the descriptions and artwork on pages 98 and 99 to draw your own depiction of the setting.9. Look at the descriptions of Maldehyde in Chapter 16. What impression do they give of him? Are they effective? Perhaps you could create your own story villain and describe them in a similar way?10. How does Chapter 17 develop your understanding of Baba? What do you learn about him? Do you feel sorry for him?	<p>Create an Emotions Graph to plot Adam's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>confronting Ramzi, finding out about Urizen, meeting Maldehyde, using the power of imagination on Baba.</i></p> <p>Solomon talks about some Muslim traditions. Conduct research in groups into different aspects of Islam, and prepare a class presentation about an area of interest. You may wish, for example, to explore the role of the Five Pillars or Ramadan, and use a variety of ways, including drawings and ICT, to show what you've discovered.</p> <p>Spend some time exploring picture books like <i>My Name is Not Refugee</i> by Kate Milner and <i>Journey</i> by Francesca Sanna. How are refugees treated in these books? Are there any common themes? Perhaps you can use a Venn Diagram to draw parallels between the events in <i>Tyger</i>? How do people treat 'foreigners' in the story?</p>

WEEK 4 (CHAPTERS 18–24): THE GATEWAY

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify evidence from the text to support theories and opinions.
- Use clues to make predictions.

Physical Education

- Create a dance, thinking carefully about movement, balance, and control.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes

Drama, Speaking and Listening

- Create a Conscience Alley to explore a character's thoughts and feelings, and what motivates them to make a difficult decision.

COMPREHENSION QUESTIONS

1. How does the author create a sense of tension on pages 125–127? Who might be following Adam?
2. Spend some time exploring the artwork on page 128. Imagine you are Adam and write down everything you can see, hear, taste, touch and smell.
3. What do you think the tyger did to infuriate Urizen? (page 130)
4. Spend some time looking at pictures and photographs of some of the landmarks mentioned on page 134 and throughout the book. This may help you visualise and describe the setting!
5. Look at some maps of London. Which 'ancient places' do you think might be hiding the gateway? (page 138)
6. Read to the end of Chapter 20. What impressions are you given of the crowd? How did you feel when the boy was hung?
7. Adam's face feels warm on page 150. Why? What might he be thinking and feeling?
8. What impression do you get of Solomon? Can you describe him in three words and explain your word choices? (page 152)
9. Read to the end of Chapter 22. How does the description of the Underground Library differ to the rest of the settings?
10. How are Adam and the tyger similar and different?

EXTRA ACTIVITIES

In partners, create a dance that captures the way Adam and Tyger interact. Can you mirror each other's movements, thinking about the differences in size between the characters? Think about how you can move with control and how you can develop poses that challenge your balance. You could listen to *Tiger* by Henry Cowell for inspiration.

In a group of three, re-create the events from Chapter 21. Think about who will play Adam, Zadie and Solomon. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript!

As a class, create a Conscience Alley, exploring Solomon's dilemma on page 168. Should he let the children go? Should he go with them? Take it in turns to play Solomon walking through the alley of voices, then write a paragraph exploring your feelings and decision.

WEEK 5 (CHAPTERS 25–30): CREATION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Creative Writing - Create a piece of writing to explore your wishes and dreams for the future.</p> <p>Design Technology & Art - Create a colourful, engaging poster to persuade an audience.</p> <p>Poetry - Use the structure of a poem to create your own list poem.</p>	<ol style="list-style-type: none">1. What would you say the purpose of the Chapter 25 is? What interesting things do we learn during this chapter?2. Zadie has a 'wintry voice' on page 184. What does this mean? What might she be thinking and feeling?3. Try saying some of Maldehyde's words on page 191. How can you capture his 'smooth as silk' tone and evil personality?4. Read to the end of Chapter 26. Do you feel sorry for Ramzi? Can you empathise with his actions?5. Role-play the conversation between Zadie and Adam on page 199, thinking about how you can show their feelings.6. What is a battle? What is a war? How are they similar and different? (page 197)7. Look at the illustration on page 209 and the descriptions of the mob. Create a class freeze-frame to show what is happening at this point in the story, thinking about your body language and facial expressions.8. Imagine you are Zadie and have a go at acting out her persuasive speech in Chapter 29.9. How did you feel on page 218? Shocked? Disgusted? Share your thoughts with a partner.10. Describe in one word how each character is feeling on page 220 and explain your word choice to a partner.	<p>In Chapter 25, the children talk about their wishes and dreams. Think about the possibilities you'd like to make real, and have a class discussion about your dreams for the future. You could then record your ideas in a variety of ways. You could use the poem <i>Just One</i> by Laura Mucha as a template to write about your wishes, or write a diary entry describing your dream job. Alternatively, you could create a piece of artwork to represent your hopes for the future.</p> <p>In Chapter 28, Adam creates a poster to persuade the mob to turn against Maldehyde. Spend some time looking at a range of posters that aim to <u>persuade</u>. What techniques do they use? Which slogans are popular? Now, design your own poster to encourage people to turn against Maldehyde.</p> <p>Spend some time exploring <i>Ten Things Found in a Wizard's Pocket</i>, which is a list poem by Ian McMillan. Think about one of the characters in the story and consider what you might find tucked away in their pocket. Use similes, adjectives and abstract nouns to develop your descriptions.</p>

WEEK 6 (CHAPTERS 31–END): REVELATION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify and discuss the main themes in the story.- Create character profiles.- Summarise information.- Make comparisons within and across books. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with a character by writing in role.- Emulate a character's voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Explore the work of Dave McKean and create a piece of art in a similar style.	<ol style="list-style-type: none">1. Summarise the events in Chapter 31 in six sentences. Now try and summarise them in three sentences, then one.2. Read to the end of Chapter 31 and discuss what Adam might do. Predict what might happen next.3. Use the descriptions in Chapter 32 to draw and label a picture of Urizen.4. Look at how the artwork is set out on pages 240 and 241. Why might this be? What effect does it have on you?5. How are the illustrations different towards the end of the book, especially in Chapters 34 and 35? How is the text set out differently? Why?6. Which door do you think is the most important in the story and why? What do the children learn after entering each one?7. How important is the theme of 'home' in the story? What might the author be trying to say about our homes and where we live?8. How has Adam changed and developed during the story? What important lessons do you think he has learned?9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>freedom, slavery, magic, trust, fairness, family, faith, connection, difference, history, death.</i>10. Describe each of these characters in the story using one word and explain your word choice: <i>Adam, Tyger, Zadie, Solomon, Ramzi, Maldehyde.</i>	<p>Write a diary entry in role as Adam or Zadie at the end of the story. How would they reflect on what has happened? What are the most important things they've learned about the world around them, the tyger, magic, their friends, and how we treat other?</p> <p>Spend some time exploring the artwork in the book by Dave McKean. Do you have a favourite illustration? Choose a special moment from the story. Create a piece of artwork to show the scene in a similar style. You could use black paper, cut silhouettes out of it, and place it on top of white paper to create a striking effect.</p> <p>Create a colourful class display, using mixed media, with the title 'Tyger' to summarise the story and its main themes. You may wish to write your own magical fantasy adventures inspired by the story. You could include stories, artwork, posters, diaries, and poems in your display.</p>