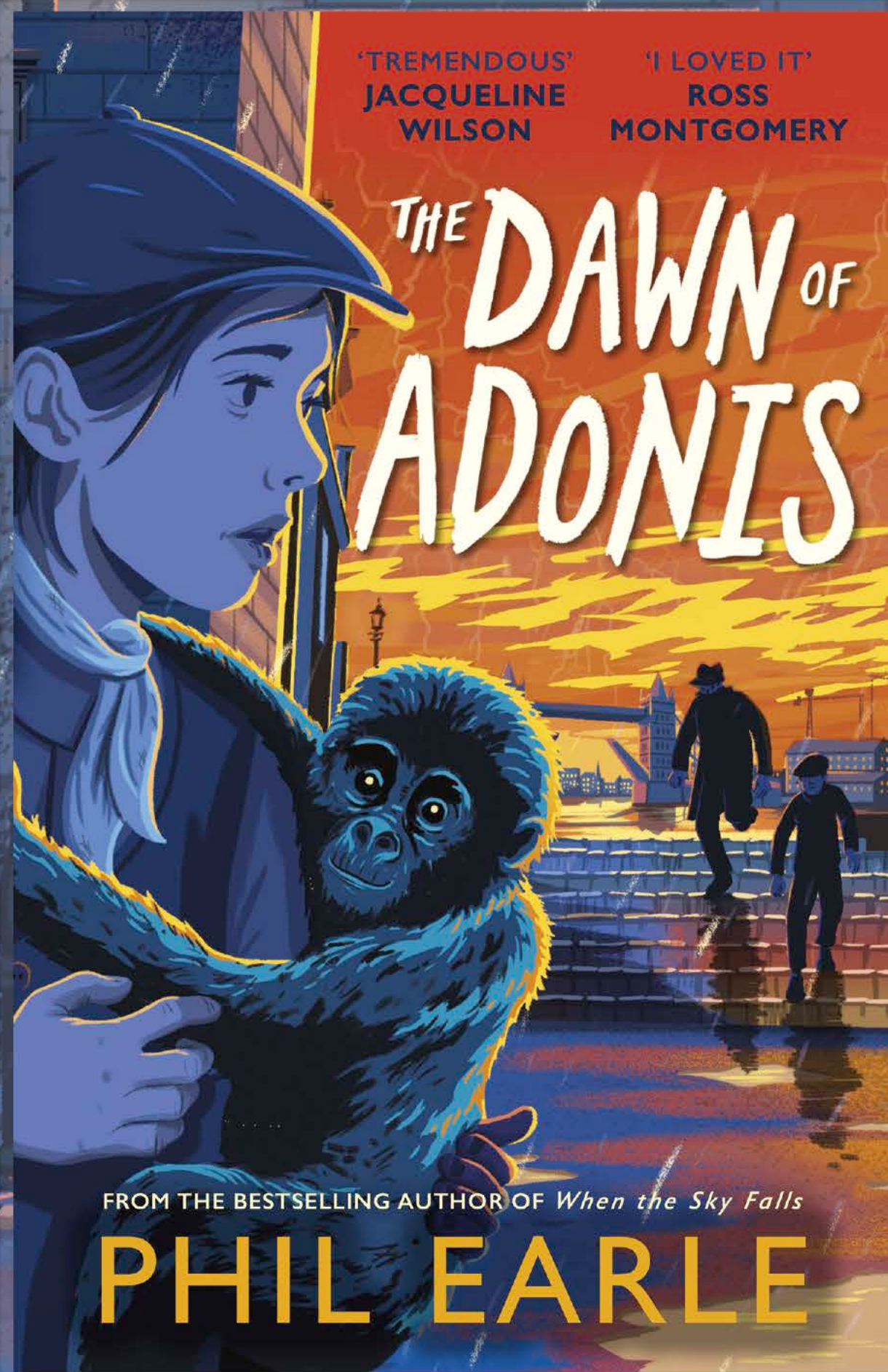




SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a gripping, moving, heartfelt historical adventure; animal-themed poetry; role-play and drama; newspaper articles; monologues and non-chronological reports; jungle artwork; joining two brave children in a page-turning journey full of thrills and excitement!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Science
History

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WEEK 1 (CHAPTERS 1–10): THE MOUNTAIN HOWLS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. Design Technology & Art - Explore the work of Henri Rousseau and then create artwork inspired by the setting. Science - Conduct research into an animal's appearance, habitat, diet, and adaptations. Poetry - Explore a range of animal-themed poems and respond to them in a variety of creative ways.	1. How does the author personify the mountain and jungle in the Prologue? Which words and phrases are particularly successful? What kind of atmosphere does it create? 2. Use the descriptions in Chapter One to draw and label a picture of Goliath Deeds and Toff Squabble. 3. What should Toff do on page 20? Goliath is a murderer but also his only family. Can you empathise with his dilemma? 4. Describe Nellie in three words and explain your word choices. (page 25) 5. How are Toff's feelings about the gorilla changing? Why does he feel a growing sense of responsibility? What might this tell us about Toff? (page 31) 6. Can you re-tell the events of Chapter 7 from Pa's point of view? What might he be thinking and feeling? 7. How do the events facing Nettie and Pa mirror what they've already been through? Why do you think Nettie is so distraught? (page 46) 8. Compare Nettie's reaction to the ape's death with Goliath's reaction. Why is he so happy? (page 54) 9. Do you think Pa is brave or foolish? Why? (page 56) 10. What are your first impressions of Nettie and Toff? Do you like them? Do they remind you of any other characters? Do you think they will appeal to readers?	Spend some time exploring Henri Rousseau's jungle paintings like 'Tiger in a Tropical Storm' or 'The Repast of the Lion'. Use the descriptions in the Prologue and these paintings to inspire your own piece of artwork, showing the mountain, jungle, animals and poachers. How can you capture the terrifying atmosphere? The creature in the cage is a silverback gorilla. In small groups, conduct research into these animals. Then write a non-chronological report including facts about their appearance, habitat, diet, and adaptations. Think about using sub-titles, diagrams, and engaging, informative language. Spend some time reading 'My Mother Saw a Dancing Bear' by Charles Causley, 'Requiem for a Cat' by Fred Sedgwick, and 'Extinct' by Mandy Coe. How does each poem link to the story? Can you could perform the poems in small groups, thinking about your expression? Afterwards, write your own animal-themed poems inspired by this story.

WEEK 2 (CHAPTERS 11–19): A PLACE TO HIDE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. - Use a Venn Diagram to compare and contrast the two main characters, thinking about how they're similar and different. Drama, Speaking and Listening - Create a Conscience Alley to explore what motivates a character's decisions. Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.	1. Write a definition of the following words and phrases from Chapter 11: <i>paid no heed</i>, <i>rebuke</i>, <i>impassively</i>. 2. Toff is 'exuding none of his earlier bravado'. What does this mean? What might he be thinking and feeling? 3. Why does Nettie feel both 'joy and pain' on page 65? What do you predict she might do with the baby? 4. What is a 'mock bow'? Why does Toff do one? (page 75) 5. How does the author create a sense of tension in Chapter 15? Is it successful? Does it make you want to read on? Why? Why not? 6. Nettie and Toff go into a workhouse on page 83. What can you find out about workhouses? 7. Imagine you are Nettie in the workhouse. Make a list of everything you can see, smell, taste, touch and feel. (page 84) 8. Describe the relationship between Polly and Toff. How do they feel about each other? How do you think Nettie feels about Polly? Does this change? (page 91) 9. Why do you think Toff is so reluctant to change his clothes and remove his hat? What might they symbolise for him? (page 95) 10. How is the relationship between Toff and Nettie developing and changing as the story progresses?	Imagine you are Nettie on page 60. What should you do? As a class, create a Conscience Alley. One side of the class should be voices persuading her to fetch the bag. The other side should persuade her not to. What other options does she have? Take it in turns to play Nettie walking through the alley of voices. Write a paragraph exploring your decision and feelings. What might Nettie and Toff be thinking as they argue in Chapter 14? 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? Use a Venn diagram to compare and contrast Nettie and Toff. How are they similar? How are they different? Use evidence to support your ideas and add to your Venn diagram as you continue to read. On the outside of your Venn diagram, write down questions you have for them both.

WEEK 3 (CHAPTERS 20–32): FLUSHED AWAY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - 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. Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. - Write a play script. History - Carry out research into the lives of children in 1911.	1. How does the author create a sense of confusion in Chapter 20? Why do you think this chapter is told from Pa's perspective? How does it help develop the story? 2. Toff looks 'shamefaced' on page 115. Why? Can you show a partner what this might look like? 3. What does the verb 'stalked' tell us about Growler? Can you think of any other verbs or interesting similes to describe his movements? (page 128) 4. Why is Toff 'strangely transfixed' on page 130? What might he be thinking and feeling? 5. What do you think 'toshing' is? Why might the children have a sieve and a hook? (page 142) 6. Why does the autumn sun 'overpower' Toff? What might that tell us about the sewers? (page 148) 7. What do you think Goliath means by 'gentle persuasion'? What do you think has happened to Polly? (page 154) 8. What do you think Nettie will do when she sees Goliath? Discuss three different options and evaluate the outcomes for each one. (page 158) 9. What do you think has happened to Goliath? Do you think he deserves it? Will he return? (page 167) 10. Can you re-tell page 170 from Toff's perspective? What might he be thinking and feeling? Is Hettie right to distrust him?	Create an Emotions Graph to plot Nettie's changing thoughts and feelings throughout these chapters, including: <i>stealing the apples and plums, feeding and changing the baby, escaping from Growler, the sewers, meeting Harriet and Dot, meeting Goliath...</i> In a group of three, re-create the events from Chapter 23. Think about who will play the two boys and Growler. 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 play script to help your performance! On 5th September 1911, children began to strike, refusing to go to school. They went on strike in sympathy with a boy who was harshly disciplined by his deputy headmaster. What might this tell you about children's lives in 1911? Perhaps you could compare the lives of rich and poor children? You may also wish to find out about the 1911 census, the Festival of Empire, the heatwave, the Titanic, and the National Railway Strike.

WEEK 4 (CHAPTERS 33–43): THE GOD OF REBIRTH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. History: Edwardians - Conduct research into the Suffragettes. Writing to Inform - Write a newspaper article to describe and recount a historical event. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality.	1. Summarise the events in Chapter 33 in six sentences. Now try and summarise them in three sentences, then one. 2. Do you think Toff is right to blame himself for what has happened to Polly? Is it his fault? (page 182) 3. Why do you think the policeman is reluctant to get involved with Pa's problem? How might the story have changed if the police did get involved? (page 192) 4. What do you think Pa's response will be? Role-play a conversation between Pa and Toff. (page 197) 5. Georgie says, 'Different is good. Different is better.' What does he mean? Do you agree with him? (page 201) 6. How does the author create a sense of tension and excitement in Chapter 40? Which verbs are particularly effective? 7. Were you surprised by Toff's decision on page 226? Why might he not want to live with Pa and Nettie? How do you think they feel about his decision? 8. How have Nettie and Toff changed and developed during the story? What important lessons do you think they have 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>animal welfare, honesty, family, trust, class</i>. 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Nellie, Toff, Goliath, Polly, Pa, Adonis</i>.	Nettie finds herself in the middle of a protest in Chapter 34. Who were the Suffragettes and how were they trying to change society? Research what happened during the Women's Coronation Procession and the Census Boycott in 1911. Now write a newspaper article or eye-witness account about the events. Write a diary entry in role as either Nettie or Toff 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, their family, their new friends, and how we treat animals and each other? Read one of these other books by Phil Earle: <i>When the Sky Falls</i> <i>While the Storm Rages</i> <i>Until the Road Ends</i> <i>Edgar and Adolf</i> Afterwards, use a Venn diagram and compare the story with 'The Dawn of Adonis'. Can you spot any similar themes, settings or characters? What makes each story special?