



By the *New York Times*-bestselling author of *Pax*

SARA
PENNYPACKER
**THE
LIONS'
RUN**

“Lucas Dubois is proof that a mere kitten can be the bravest of lions by always standing up for what’s right.”

—ALAN GRATZ, bestselling author of *Refugee*

SCHEME OF WORK

PERFECT FOR:

Ages 10+; a thrilling, heartbreak and heart-mending historical epic; role-play; writing diaries; historical research about World War Two; joining two brave children on a terrifying, hopeful adventure set against a backdrop of war.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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



WEEK 1 (CHAPTERS 1-12): PETIT ÉCLAIR

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|---|---|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none">- Analyse an author's style of writing and identify different techniques and vocabulary used.- Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand a character by completing a Role on the Wall activity. <p>History: World War Two</p> <ul style="list-style-type: none">- Order and understand the main events that occurred during World War Two.- Use research methods to extend historical learning. <p>Poetry</p> <ul style="list-style-type: none">- Interpret and perform a poem, using expression, actions and instruments to convey meaning. | <ol style="list-style-type: none">1. <i>The main thing we learn in Chapter 1 about Lucas is that he is weak and a coward. Would you agree with that statement? Why? Why not?</i>2. <i>Why is the girl hiding the horse? (page 15)</i>3. <i>What are your first impressions of Alice? Do you like her? What role do you predict she will play in the story? (page 19)</i>4. <i>Do you think the young mother will get her baby back? Why is she so confident and hopeful? (page 27)</i>5. <i>Can you explain why Alice makes Lucas feel 'envious and ashamed'? (page 33)</i>6. <i>What would you say the relationship between 'courage' and 'recklessness' is? Are the two similar in any way? (page 33)</i>7. <i>Why does Lucas decide he'll never wear the undershirt? Is he just being ungrateful? (page 36)</i>8. <i>Lucas believes that the Nazis care about babies and mothers. Is he correct or might there be another reason they are looking after them? (page 42)</i>9. <i>How is the relationship between Lucas and Alice developing and changing as the story progresses? Do you think they will become friends? (page 53)</i>10. <i>Do you think the character of Lucas will appeal to young readers? Why? Why not? Use evidence from the story to support your ideas.</i> | <p>Complete a Role on the Wall activity.</p> <p>Draw an outline of Lucas. 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.</p> <p>Create a timeline showing the main events during World War Two. You may wish to include: <i>German forces storming the Polish frontier, Neville Chamberlain declaring war, The Battle of Dunkirk, The London Blitz, D-Day</i>. Read the author's <i>Historical Note</i> about the Lebensborn program and research the role of animals in World War Two.</p> <p>Look at the poem War Horse by Brenda Williams. Discuss what you like and dislike about it, anything that puzzles you, and what the poem reminds you of. Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> |



WEEK 2 (CHAPTERS 13-22): LITTLE TERMITE

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
|---|--|---|
| <p>Reading: Comprehension</p> <ul style="list-style-type: none">- 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. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Create a Conscience Alley to explore what motivates a character's decisions. <p>Writing in Role</p> <ul style="list-style-type: none">- Empathise with characters by writing an inner monologue.- Explore the difference between what a character says and does. | <ol style="list-style-type: none">1. Write a definition of the following words from Chapters 13 and 14: <i>lineage, obedience, emphatically, curt nod, bragging</i>.2. Why is the word 'walked' repeated on page 55? Does it give us any clues about what Lucas might be thinking and feeling?3. What might 'termites' symbolise in this story? Why do you think Mme Garnier calls Lucas 'Little Termite'? (page 68)4. Lucas worries that he'll soon to be old enough to be 'conscripted'. What does this mean? What can you find out about conscription during the Second World War? (page 71)5. Read up to page 74. Do you really think Lucas's work is a problem? Why else might Father Gustave want to see him?6. Read to the end of page 78. Can you describe Father Gustave in one word and explain your word choice?7. What does the verb 'grunted' suggest about the cook? How does she feel about Mme Garnier? Why? (page 79)8. Do you think Lucas should tell Claire the truth about her baby, Felix? Does he have a responsibility to tell her? (page 83)9. Lucas believes that rich people are manipulative. What does this mean? Why does he believe this? Do you agree? (page 90)10. What can you infer about the relationship between Marcel and Lucas? Why do you think Marcel behaves in such an aloof, disdainful manner? Do you feel sorry for him? Why? Why not? (page 103) | <p>Imagine you are Alice 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 send Bia to America. The other side should persuade her not to. What other options does she have? Take it in turns to play Alice walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>What might Lucas and Mme Garnier be thinking and feeling in Chapter 15? 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 what they are feeling?</p> <p>Use a Venn diagram to compare and contrast Lucas and Alice. 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.</p> |
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WEEK 3 (CHAPTERS 23-32): NEW BEGINNINGS?

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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>Science</p> <ul style="list-style-type: none"> - Plan and write a report to explain how horses have adapted to their environment. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the art movement Futurism and use this style to plan, draw and paint a piece inspired by the movement of a horse. | <ol style="list-style-type: none"> 1. Why does Marcel have a 'gloating look' on his face on page 104? What might he be thinking and feeling? 2. On page 105, Father Gustave talks about the relationship between faith and fear. Can you explain what he means and use example from the book and your own life? 3. What is a 'Vanished Mother'? Do you think Claire will run away? Why? Why not? (page 107) 4. How do Alice and Lucas both feel about America? Do they have the same or different opinions? How do their experiences affect their opinions? (page 110) 5. How important is the theme of 'CLASS' in Lucas's relationship with Alice? How does it impact on their hopes and dreams for the future? (page 118) 6. Alice is 'wide-eyed and alert' on page 125. Why? What might she be thinking and feeling? 7. Can you summarise Alice's plan on page 127 in six sentences, then three sentences, then one? 8. Father Gustave says, "Jealousy can poison a soul." What does he mean? Do you think 'JEALOUSY' is an important them in this story? (page 132) 9. Mme Garnier talks about the 'products' being 'exactly the same'. What is she referring to? (page 141) 10. Claire is faced with a difficult decision on page 152. What do you think she will do? | <p>Create an Emotions Graph to plot Jahan's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>talking to Alice about America and their hopes for the future, fishing, Claude leaving, riding Bia, his secret chats with Mme Garnier...</i></p> <p>Work as a small group to conduct research into horses. Find out about their appearance, diet and how they have adapted to their environment. Present your findings as a report, with sub-titles and diagrams.</p> <p>Spend some time exploring famous paintings of horses, such as 'Blue Horses' by Franz Marc. You may also wish to look at the work of Boccioni and the artistic movement of Futurism. Think about their distinctive style and how they broke up light and colour to create movement. Using a similar style, create a piece of artwork showing Bia galloping and moving.</p> |



WEEK 4 (CHAPTERS 33-44): THE GERMANS WILL STOP AT NOTHING

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <p>Reading: Comprehension</p> <ul style="list-style-type: none">- Retrieve information.- Identify evidence from the text to support theories and opinions.- Use clues to make predictions. <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>Poetry</p> <ul style="list-style-type: none">- Explore poems about war and grief and respond to them in a variety of creative ways. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. | <ol style="list-style-type: none">1. Why do you think Lucas flinches on page 158? What might he be thinking and feeling? How does Mme Garnier react? (page 158)2. Mme Garnier says that she is 'not worth noticing'. Why is this a good thing? (page 160)3. Were you surprised when Alice says that the worst thing about the occupation is when people tell her to smile? Why is this such an awful thing for Alice? (page 165)4. Lucas should have done something during the Gestapo raid. Do you agree? Why? Why not? (page 174)5. What do we learn about Mme Lamar on page 174? Does this come as a shock or surprise for you? Why? Why not?6. How does the author create a sense of fear and tension in Chapter 40? Are there any particularly effective words and phrases?7. Role-play the events in Chapter 41 in pairs. One of you should play Alice and one should play Lucas. Think about their body language and facial expressions as they argue.8. Lucas can see the truth but 'from a great, great distance'. What does this mean? Do you think he's realised the gravity of what he's done? (page 192)9. Imagine you are Lucas in Chapter 44. Write down everything you can see, hear, taste, touch and smell.10. What do you predict will happen to Felix? Do you think the Nazis will find him? (page 201) | <p>Can you re-tell Chapter 33 from Claire's point of view? What might she say about the events? How might he feel about Felix and Lucas? Use this as an opportunity to explore Claire's personality further, perhaps making predictions about her home life. Think about how you can capture her personality in your writing.</p> <p>In a group of six, re-create the events from page 172. Think about who will play Lucas, the soldiers, the old woman and the desperate children. 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.</p> <p>Spend time exploring 'During the War' by Philip Levine and 'We Remember' by Laura Mucha. How do the poems make you feel? How do they link to the story? You could write your own war-themed poems based on the events in <i>The Lions' Run</i> or create a piece of artwork inspired by these poems.</p> |



WEEK 5 (CHAPTERS 45-58): FREEDOM

| SUGGESTED OBJECTIVES | COMPREHENSION QUESTIONS | EXTRA ACTIVITIES |
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| <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>History: World War Two</p> <ul style="list-style-type: none">- Explore what life was like for children during World War Two. | <ol style="list-style-type: none">1. Summarise the events in Chapter 45 in six sentences. Now try and summarise them in three sentences, then one.2. Do you think Mme Garnier believes Lucas on page 204? Should he tell her the truth? What would you do in his situation?3. <i>Lucas is stubborn and foolish.</i> Do you agree with this statement? Why? Why not? (page 209)4. In pairs, role-play the conversation on page 217, thinking about how you can show the characters' feelings and body language.5. Read to the end of page 219. What do you predict Lucas will do?6. Can you summarise Alice's description of bravery on page 228? Do you agree with her that Lucas is brave?7. How does the author create a sense of excitement and tension on page 237? Is it successful?8. How have Lucas, Alice and Marcel changed 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>war, jealousy, hope, friendship, animals, pride, class, rich vs poor, freedom.</i>10. Describe each of these characters in the story using three words only and explain your word choices: <i>Lucas, Alice, Father Gustave, Mme Garnier, Claire, Marcel.</i> | <p>Write a diary entry in role as either Alice or Lucas at the end of the story. How would they reflect on what's happened? What are the most important things they've learned about the world around them, war, their new friends, and how we treat each other?</p> <p>Spend some time exploring what life was like for children in England during the Second World War. You could find out about rationing, school, air raids and evacuation. Afterwards, use a table to compare and contrast this with Lucas's life in France. How are they similar and different?</p> <p>Read one of these books set during World War Two:</p> <p><i>The Valley of Lost Secrets</i> by Lesley Parr <i>When The Sky Falls</i> by Phil Earle <i>Safiyyah's War</i> by Hiba Noor Khan</p> <p>Afterwards, use a Venn diagram and compare the story with 'The Lions' Run'. Can you spot any similar themes, settings or characters? What makes each story special? There are schemes of work for all these stories on Authorfy!</p> |

