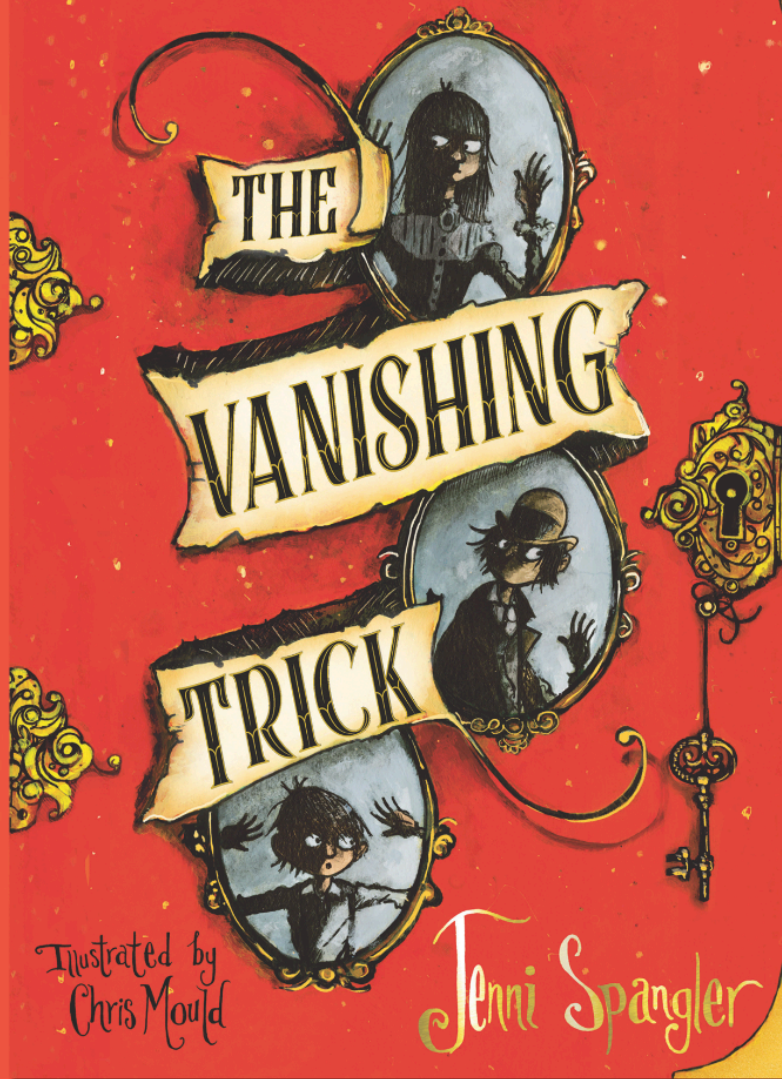


SCHEME OF WORK

A thrilling original evocative and eerie tale - I adored it!
Michelle Harrison, author of *A Pinch of Magic*



PERFECT FOR:

Students aged 8+; a thrilling historical adventure full of secrets, folklore and illusions; studying the Victorian era; creating spooky soundscapes and compositions; diary writing; exploring fairy tales; drama and role-play; timelines and historical research; joining three brave children in a mysterious, dark, spellbinding tale.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension;
Poetry; Creative Writing; Writing to
Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Music
Geography
ICT and Computing
PSHE and Citizenship

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SUGGESTED OBJECTIVES

Reading: Comprehension

- Analyse an author’s style of writing and identify different techniques and vocabulary used.

Drama, Speaking and Listening

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

Creative Writing

- Explore the features of fairy tales.
- Plan and write a mysterious and dark fairy tale about the Rat King.

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. Look at the first sentence from Chapter 1. Do you agree with the statement? Can you predict what will happen and write the next paragraph?
2. What does the verb ‘lurking’ suggest about Leander? How is ‘lurking’ different to ‘waiting’? How is it similar? (page 1)
3. Read the information on pages 6 and 7 and use it draw and label a picture of the mysterious woman. What are your first impressions of her? Do you trust her?
4. What evidence is there in Chapter 1 that the story is set in another time and place?
5. Why is the word ‘*mustn’t*’ written in italics? What is the effect of the ellipsis? How should this be read? (page 21)
6. Madame Pinchbeck reminds Leander of ‘a cat that has suddenly spotted something small and furry’. What does this suggest about her? Can you think of some similes to describe her? (page 26)
7. Do you agree with Charlotte that Leander is greedy and stupid? Why? Why not? (page 36)
8. In Chapter 5, the author begins to tell the story from Felix’s and Charlotte’s point of view. Why might this be?
9. What can you infer about the relationship between Charlotte and Felix? Give evidence from the story to support your ideas.
10. How are Leander and Charlotte similar? How are they different? Use a Venn Diagram to compare them, referring to information from the story so far.

EXTRA ACTIVITIES

Complete a Role on the Wall activity. Draw an outline of Leander. 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. In a different colour, you could imagine you are Leander and write his answers.

The fairy tale of the Rat King is referenced throughout. What are the features of fairy tales? What do you think we can learn from them? Plan and write the mysterious and dark fairy tale of a man who can transform into a rat and carry away naughty children. You may wish to explore the cautionary tales of Hilaire Belloc or Philip Pullman’s ‘Grimm Tales.’

Look at page 16 – what should Leander do? As a class, create a Conscience Alley. One side of the class should be voices persuading Leander to sell the locket. The other side of the class should persuade Leander to steal from the house. Take it in turns to play Leander walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.



SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Retrieve information to sequence events.

Drama, Speaking and Listening

- Understand and empathise with a character's thoughts, feelings and attitudes, and express these through use of role-play.

Music

- Use your voice and instruments with control and expression to create a spooky, other-worldly soundscape.

Writing in Role

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

COMPREHENSION QUESTIONS

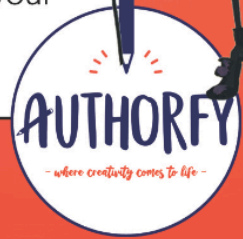
1. Write a definition of the following words from Chapter 6: *genial, apparitions, conspiratorial*.
2. Which words and phrases on page 57 tell us that the process of vanishing is painful?
3. Imagine you are Leander trapped inside the locket for the first time. Make a list of what you can see, hear, taste and touch. (page 57)
4. What is the effect of the 'abeo' command? (page 58)
5. Which do you think would be worse and why – being stuck inside a Cabinet or being trapped outside? (page 59)
6. How does Charlotte feel about the séances? Which sentence on page 60 tells us? Can you try saying it out loud, thinking about your expression?
7. On page 61, the children discuss the reasons people pay to be scared. Create a spider diagram of words, pictures, ideas and themes linked to 'fear'.
8. Use the information on pages 66 and 67 to draw and label a picture of the neglected house.
9. Charlotte lies to Leander about there not being any rats. Why? What does this suggest about her? Is your opinion of her changing? (page 70)
10. Do you think Pinchbeck is wicked? Use a table to record all the arguments for and against. You could even hold a class debate, too.

EXTRA ACTIVITIES

In a group of four, re-create the events from Chapter 6. One of you should play Leander, one should play Felix, one Charlotte, and one of you should play Pinchbeck. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.

Work in small groups to create a spooky soundscape to accompany the ethereal séance. Use your voices, body percussion and instruments to create the 'laughing and crying sounds' of the 'unearthly song'. You could also use symbols to create a graphic score to represent your composition.

What might Felix and Charlotte be thinking in Chapter 7 as they go to bed? 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?



SUGGESTED
OBJECTIVES**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.

History: Victorians

- Order and understand the main events that occurred during the Victorian period.

- Use research methods to extend historical learning.

ICT and Computing

- Use technology purposefully to create, manipulate and retrieve digital content.

COMPREHENSION
QUESTIONS

1. Why are the watchers impressed with the camera? (page 96)
2. Why does Leander's throat feel tight and his shoulders feel tense on page 101? What might he be thinking and feeling?
3. Pinchbeck is expecting an invitation 'from a very important person'. Who do you think it might be? Why? (page 103)
4. Read up to page 108. How and why is Pinchbeck's mask of kindness beginning to slip? What is it revealing underneath?
5. The author describes 'tendrils of dreadful understanding' uncurling. What does this mean? What might Felix's facial expressions and body language look like? (page 115)
6. How did the strained relationship with her uncle play a part in Charlotte's capture? Is he to blame? (page 125)
7. Charlotte says that Leander has too much courage and not enough brain. What does this mean? Do you agree with her? (page 127)
8. Have you noticed anything interesting about the chapter titles yet?
9. Role-play the argument between Leander and Mrs Smart on pages 136 and 13, focusing on their body language and expression.
10. Who do you think is more frightening and dangerous? Mrs Smart or Pinchbeck? Why?

EXTRA
ACTIVITIES

Create an Emotions Graph to plot Leander's changing thoughts and feelings throughout these chapters. You may wish to refer to: *stealing during the séance, arguing with Charlotte, pick-pocketing the man while Charlotte cries, trying to take Pinchbeck's book.*

Create a timeline showing the main events that occurred during the Victorian era. You may wish to include:

- The beginning of Queen Victoria's reign
- The Mines Act and The Factory Act
- The opening of the Workhouses
- The Crimean War
- The Education Act

In small groups, freeze-frame some events from the spooky séance. Take photographs of your freeze-frames and then use photo editing software to change the colour, saturation and style of your photographs. How can you create a grainy, other-worldly photograph?





SUGGESTED OBJECTIVES

COMPREHENSION QUESTIONS

EXTRA ACTIVITIES

Reading: Comprehension

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

Design Technology & Art

- Explore a range of Victorian artists, including Edwin Mulready.
- Create a piece of artwork to represent characters and scenes from the book.

Writing to Entertain

- Write a diary in role, thinking carefully about the conventions of a diary and the layout and features needed for this type of writing.

Drama, Speaking and Listening

- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.

1. Look at the title of Chapter 13 and use it to make a prediction about what will happen. Perhaps you can try acting out your predictions for Chapter 13.
2. Look at the imagery on page 147 – a snake, blood red lips. What might these symbolise?
3. The author uses a dash at the top of page 148? Why? What do you think Pinchbeck is about to say?
4. Role-play the argument between Pellar and Pinchbeck on pages 153 and 154 – how can you show their feelings through your expression?
5. Read to the end of page 154. What do you think has happened to Pellar? What clues are there?
6. How and why has Felix been ‘blind to her wickedness all this time?’ Why might he be feeling conflicted? (page 171)
7. Sacrifice is an important theme in Chapter 14. Do you agree? What other themes are important in this chapter?
8. What is a Hagstone? Draw a picture of one and explain how it works to a partner. (page 189)
9. Explain why Leander is feeling both excited and desperate, with reference to the text. (page 192)
10. Predict what will happen in the next chapter and write the opening to Chapter 18, trying to emulate the author’s style.

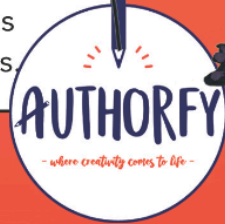
Spend some time exploring the work of some Victorian artists like Edwin Mulready and Mary Cassatt, especially ‘Uncared For’ and ‘Woman and Child Driving’. Use these paintings, and the descriptions in the book of the children and Pinchbeck, to paint a scene from the book.

Write a diary entry about the events on page 154 in the role of Pellar. Describe the argument with Pinchbeck and your concerns for your wife. Do you remember what the last things you saw and heard were? Make sure you use informal, chatty language and write in the first person. Think about how to show Pellar’s thought and feelings in your diary.

Look at the poem ‘Clockwork’ by John Agard. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? 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.



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p>Writing to Inform - Use formal language and imperative verbs to write a set of instructions.</p> <p>Geography - Create a map, with a key and symbols, to show the main places and landmarks mentioned in the story.</p> <p>Design Technology & Art - Explore the artwork of Edvard Munch. - Create a piece of artwork to represent a character.</p>	<ol style="list-style-type: none"> 1. Role-play the scene between Leander and Felix on pages 197 and 198, thinking carefully about their body language. 2. Find and copy a word on page 208 that is similar in meaning to 'bitter' and 'resentful'. 3. Questions are 'fired' at Leander on page 215. How is 'fired' similar to 'asked'? How is it different? 4. Look at 'Any bond he once felt for her was <u>severed</u> forever.' How would the meaning of this sentence change if 'severed' was replaced with 'lost'? (page 218) 5. What does the adverb 'gently' suggest about Charlotte? What might she be thinking and feeling? Why is she speaking to Felix like this? (page 225) 6. Why might Leander have seen 'sharp yellowish teeth protruding'? Do you have any theories? (page 229) 7. Do you agree that Pinchbeck is keeping the children safe from hunger and the 'ravages of old age'? Is she telling the truth? (page 230) 8. What does Pinchbeck mean when she says 'he knows what side his bread is buttered'? How do you think she will react when Felix betrays her? (page 238) 9. How might the passage on page 240 appeal to a reader's senses and create a sense of fear and tension? 10. Felix and Charlotte are wrong to scare the constable's wife. Do you agree? Why? Why not? What would you do in their situation? (page 240) 	<p>On page 203, the children find a recipe in Pinchbeck's book. What could this do? Write a magical set of instructions, perhaps to create a Cabinet, trap a child or generate a magical barrier. Remember to use imperative verbs, bullet points, numbered steps and brackets to add extra detail. You could use teabags to stain your recipe.</p> <p>Use the information on page 205 to create a map of the setting. Make sure you include Pellar's grave, Pinchbeck's hiding place, the roads and buildings, the snaking stream and The Four Ashes. Think about how you can show each location and landmark on your map by using a key. Remember to include the strange drawings of triangles and curly lines.</p> <p>On page 233, the author describes Charlotte as 'an oil painting in the shadows: all sharp lines and dark smudges'. Spend some time exploring 'The Scream' by Edvard Munch. Using this piece as inspiration, create a painting of Charlotte in a similar style, thinking about the colours and patterns you might use to represent her feelings.</p>



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, exploring how the characters have developed. - Retrieve and summarise information. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a page from a spell book, focusing on line and pattern to design a beautiful decorated border. <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Create a class display, using mixed media, to celebrate the theme of success and accomplishment. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 22 in six sentences. Now try and summarise them in three sentences, then one. 2. Charlotte says 'Stories come from somewhere, don't they?' Where do stories come from? Do all stories have a 'speck of truth' in them? (page 251) 3. Which words and phrases on page 256 suggest that Felix is struggling to lie to Pinchbeck? Do you think she knows the truth? Do you feel sorry for her? 4. Read to the bottom of page 269. How do you think Pellar will react? What might happen next? 5. Why is it ironic that Pinchbeck grabs a pitchfork? (page 274) 6. Use the information on page 276 to draw a picture of Pinchbeck's hideous transformation. 7. Pellar encourages Leander to taste his freedom. What might freedom taste like? What do you think freedom will look and taste like for each of the children? (page 280) 8. Which character do you think has developed, grown and changed the most over the course of the story: Leander, Charlotte or Felix? 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>family, greed, fairy tales, secrecy and lies, friendship, magic, illusion.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Pinchbeck, Leander, Charlotte, Felix, Pellar, Lord Litchfield.</i> 	<p>Spend some time thinking about the 'old, faded, but beautiful and detailed' pages in Pinchbeck's book, described on page 236. Use a large piece of paper to create a page from the book, making sure you show the transformation of the Rat King and the detailed borders 'decorated with flowers and vines and stars'. You might want to look at some Victorian lettering designs and fonts as inspiration.</p> <p>Create illustrated character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: <i>Pinchbeck, Leander, Charlotte, Felix, Isaac, Pellar, Lord Litchfield.</i></p> <p>Create a colourful class display, using mixed media, with the title 'Completion, Success, Accomplishment'. What do these words mean to you? What goals will you set throughout the year? You could include stories, artwork, posters, diaries, poems and photographs in your display.</p>

