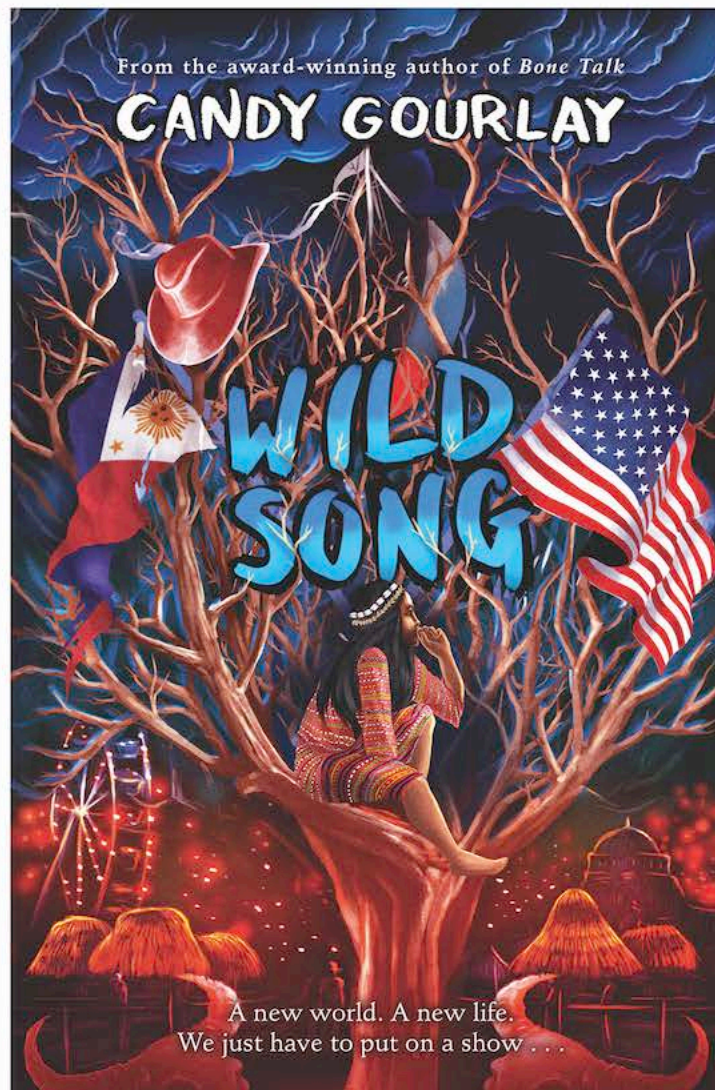


ACTIVITY PACK

For ages 13+

PERFECT FOR: Exploring themes of tolerance, acceptance, and discrimination; the notion of choice and the impact choices have on yourself and others; creating empathy; the historical impact of exploration and more.

ACTIVITIES INCLUDE: Comprehension questions; inferring characters' thoughts and feelings; researching the Philippines in 1904; designing persuasive posters; creative writing opportunities including speeches, diary entries, poems and reports; power graphs, drama and role-play.



DISCUSSION QUESTIONS

For students aged 13+

- 1) Read Chapter 1, entitled 'Hunting'. How do you think the last line of this chapter – '*and the ancients . . . believed everything he said*' – **contrasts or compliments** the title of the next chapter, 'Deception'?
- 2) On page 15, why does Luki shout at the little girl? Using evidence from Chapter 2, **discuss** whether you think her anger was warranted or not.
- 3) Throughout the first chapters, Luki is speaking to 'Mother' through her words. What **impact** does this have on the story? Why do you think Luki feels the need to still talk to 'Mother' in this way?
- 4) On pages 23–25, we meet Truman Hunt. What **first impression** are we given of him? Do you think he would have been portrayed differently if the story was written from an American perspective?
- 5) Why do you think Luki chose to disobey the ancients and tell Hunt she is going to America in Chapter 5? Do you think she made the right decision? **Discuss reasons for and against.**

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DISCUSSION QUESTIONS

For students aged 13+

- 6) Why do the hotel staff treat Luki and the other Igorots badly on page 57? Why is Hunt so angry at how they have been **treated**?
- 7) Why did Luki push Samkad into the sea on page 72? Is her **reaction** surprising? With a partner, discuss if you would have had the same reaction. If it is different, why?
- 8) What **insight** into Luki's mind does her interaction with the whale give the reader on pages 83–84? She asks 'what awaits me in America' . Why do you think she asked this question in particular? What answer does she want to hear?
- 9) Why do you think so many American people turned up to see the **boat** come into harbour, once it reached America on page 85?
- 10) In Chapter 13, Kinyo **cries** when some of the Igorot group die. Why do you think he was crying? What direct impact will this have on him?

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DISCUSSION QUESTIONS

For students aged 13+

- 11)** At the end of Chapter 17, Luki runs through the gates. Why do you think she chooses to do this? Where would she go once she has **escaped**?
- 12)** On page 127, we see that Samked has very different views to Kinyo. Do you think either of them are right or wrong? Is there a **right or wrong** in this situation?
- 13)** On page 154, the visitors to the Igorot village demand a refund as it is 'boring'. Why do you think their **expectations** were different to what they saw? Do you think they were right to ask for a refund?
- 14)** Truman has shown a lot of **emotion** through the story. Do you think he has begun to really care about the Igorots by page 156? How do you know?
- 15)** Read up to page 170. How has Luki's **perception of America** changed throughout the story? Do you think it is better or worse than she expected? Give reasons to explain your answer.

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DISCUSSION QUESTIONS

For students aged 13+

16) Each part ends with a **cliffhanger** – a decision that Luki makes which surprises the reader, or contrasts what we expect to happen. Why do you think the author has chosen to do this? What impact does it have on the reader? You might want to use page 170 as an example.

17) The villagers are expected to **change their appearance** in Chapter 25 to satisfy the American public. Do you think this is right? How does it connect to the chapter heading of 'Shape Shifting'?

18) On page 209, we hear that the villagers aren't being **paid fairly** compared to the money being made. Do you agree? Why?

19) Luki questions on page 217 whether one person can be better than another. *'The Igorots are much better than Pygmies,' Truman Hunt always responded, and I wanted to ask him, how are we better? Is it really possible for one people to be better than another?'* Do you think this still relates to issues in our world today? Can you think of any examples?

20) What does this book teach us about how we should **treat others**? Is it comparable to life today? Is there anything we still need to learn?

WILD SONG

SUGGESTED ACTIVITY 1

For students aged 13+

AFTER READING PART 1, CHAPTERS 1–10:

- Samkad and Luki have a friendship that others see as unusual. Create an outline of Luki. Around it, write all the **expectations** that others have of her, and how she should act. Inside, write how she really feels, and everything she wants to achieve. You might choose to add, in another colour, how Samkad sees her, too.
- How are Igorot women viewed in the Philippines in 1904? Luki describes what is expected of her – is that what we would expect of girls and women today? **Write a report** contrasting how women’s rights have changed and why this is important.
- We meet Truman Hunt, the American responsible for the Igorot’s journey. Create a **poster** that he could use to advertise Saint Louis to them, and persuade them to go to the World Fair.
- The ancients have numerous reasons why the Igorots will not be travelling to Saint Louis. **Write a speech** from Hunt’s point of view, countering the arguments that they have stated. Think about his purpose for them travelling – what will he say? How honest will he be?

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SUGGESTED ACTIVITY 2

For students aged 13+

AFTER READING PART 2, CHAPTERS 11–15:

- Luki and the other natives from the Philippines adjust to life on the boat. Write a **diary entry** from Luki's point of view – how is the journey on the boat? Does she enjoy it?
- Samkad expected a different relationship with Luki when he followed her to America. He is also less keen to embrace American traditions and culture than her. Can you **rewrite Chapter 12** ('America') from his point of view? How will it differ?
- When some of the group died, it had a huge impact on Luki and Samkad. Think about the emotions they will be feeling, as well as the conflict of their thoughts now they are in America. **Write a poem** about your feelings / what you've experienced as though you were either Samkad or Luki.
- Thinking about the chapters so far, create a '**power graph**' – who do you think has the power at key moments of the story? Is it always Hunt, or do some of the Igorots have power at moments, too?

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SUGGESTED ACTIVITY 3

For students aged 13+

AFTER READING PART 2, CHAPTERS 20–22:

- Use **role play** to explore what life is like for Luki in the Igorot village in America. What activities do they do each day? Who does she interact with, and how?
- Continuing your role play, think about the **contrast of their emotions** as they see the rest of the fair for the first time. How will the Igorot people feel as they see new things? Think about what they will say, their facial expressions, body language and reactions.
- Do you think Sadie and Luki have anything in common? How do you know? Write a **script** of them interacting with each other for the first time – what would they say? Remember to include stage directions showing body language and actions.
- At the end of Part Two, Luki says no to Sadie’s offer. Write an **additional paragraph**, explaining her answer within it.

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SUGGESTED ACTIVITY 4

For students aged 13+

AFTER READING PART 4, CHAPTERS 34–39:

- The newspaper headline, 'Should the Filipinos be exposed to the American public in their dusky birthday robes?' is found in Chapter ?? . Write your own **newspaper article** based on this. What information do you think would be included? Who has the 'power' in this article?
- Write a **speech** from Luki's point of view about how her life has been since arriving in America. Think about not only the physical journey she has been on, but the emotional one, too.
- Use **drama** to explore the reunion of Luki, Samkad and Sidong with their village. What will people say when they see them? Will their reactions be positive or negative? Think about the historical element – would they have known they were returning? Would they know what to expect?
- Write the **final chapter** from a member of the village's view - how did they feel to see Samkad, Sidong and Luki's return?
- How do you think Luki has **developed** as a character through the story? Create a table that compares what she was like prior to America, and what characteristics she has returned to the Philippines with. Are there any the same? Have any of her characteristics changed?

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