

## SCHEME OF WORK

### PERFECT FOR:

Students aged 8+; a sweeping, heartbreaking and heart-mending historical epic; poetry; role-play; Indian food and culture; exploring Hinduism and Islam; joining three brave children on a thrilling, hopeful adventure set against a backdrop of political upheaval and violence.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

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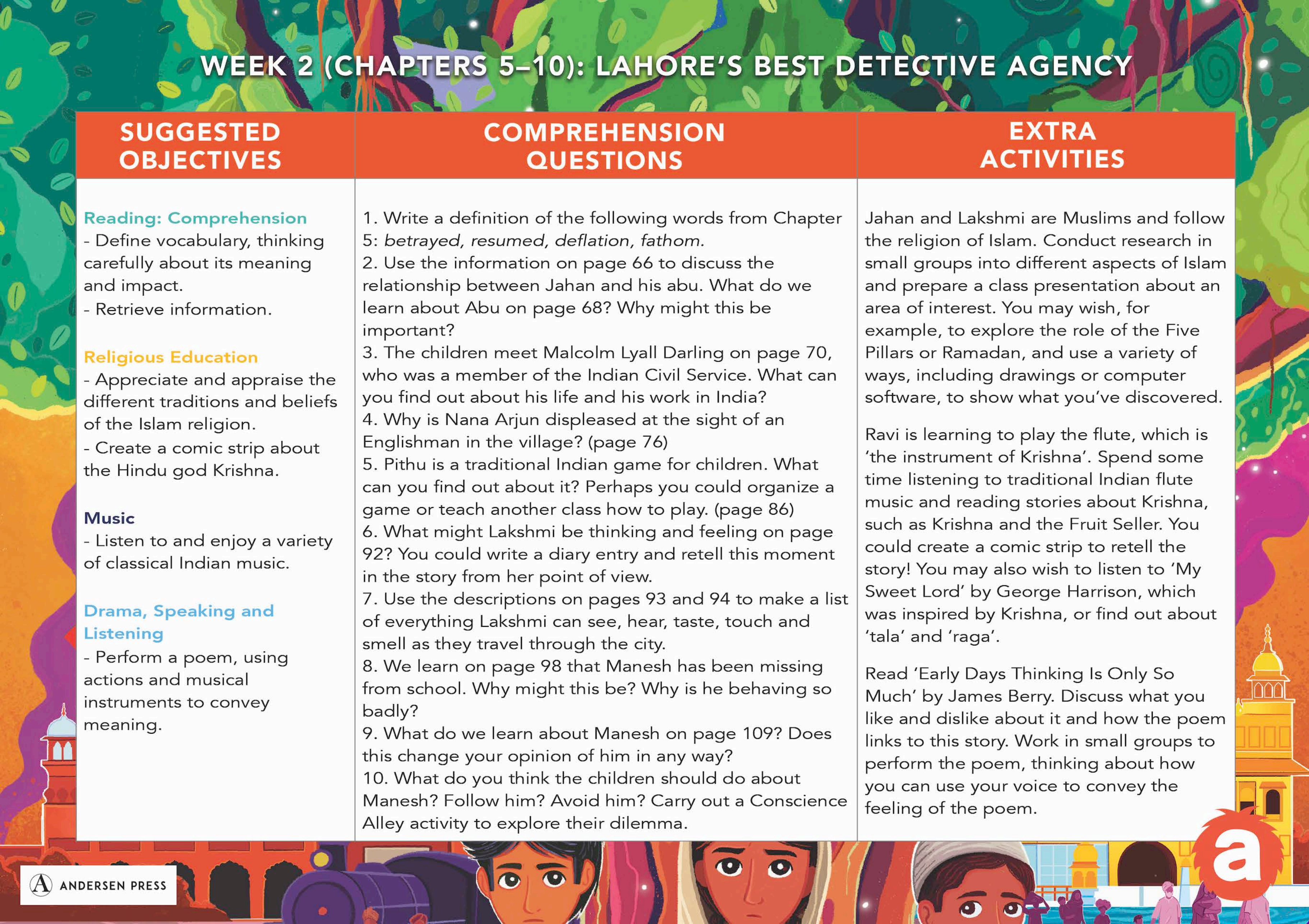
# WEEK 1 (CHAPTERS 1-4): THE VILLAGE WITH NO NAME

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Analyse an author's style of writing and identify different techniques and vocabulary used.</li><li>- Describe relationships between characters.</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>- Understand the events that led up to the Partition of India.</li></ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"><li>- Explore and reflect upon beliefs and customs in Hinduism.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Understand a character by completing a Role on the Wall activity.</li></ul>	<ol style="list-style-type: none"><li>1. Read up to the end of page 5. Whose birth do you think was the most 'miraculous' and why?</li><li>2. On page 8, Ravi and Jahan fight for the last bite of pani-puri. Can you cook your own to eat and enjoy while reading this chapter? Or explore a range of Indian foods and create a class recipe book, just like Jahan.</li><li>3. What can you find out about Diwali and Eid. How are these festivals similar and different? (page 17)</li><li>4. Read to the end of page 33. How does the author create a sense of community in the village? Is it somewhere you'd like to visit? Try making a list of all the sights and smells in this chapter.</li><li>5. The adults discuss the 'splitting up of India' on page 42. Can you summarise each of their concerns?</li><li>6. The children recite a poem as part of the 'opening the story ceremony'. Can you write your own version? (page 44)</li><li>7. Read up to page 52. Who do you think the 'horrid man' is?</li><li>8. Lakshmi creates some Rangoli patterns for the wedding. Can you design and create your own Rangoli patterns in the playground using colourful chalk?</li><li>9. 'Religious divides and bubbling tensions' are starting to encroach on the village. How do you think they will impact the children later on in the story?</li><li>10. What are your initial impressions of Ravi, Jahan and Lakshmi so far? Do you like them? Do they remind you of anyone?</li></ol>	<p>Split into groups and research the following: the Indian National Congress, Lord Curzon and the Swadeshi movement, Mohandas Gandhi, the Rowlatt Act and the Amritsar Massacre, the Salt March, the impact of WW2. Take it in turns to feedback to the class about what you've learnt. Perhaps you could create a class timeline?</p> <p>Spend some time exploring the following aspects of Hinduism: Brahman, the Trimurti, holy books such as the Vedas, Mandirs, Varanasi, Diwali. Choose an area of interest and create a beautiful piece of artwork linked to it. You could, for example, work in pairs to paint a picture of the Meenakshi temple in Madurai. Create a display of your artwork.</p> <p>Complete a Role on the Wall activity. Draw three outlines of Jahan, Ravi and Lakshmi. On the inside of your drawings write down what you learn about them over the course of the story. On the outside, record any questions you might like to ask them. In a different colour, imagine you are Jahan, Ravi and Lakshmi and write their answers.</p>



# WEEK 2 (CHAPTERS 5–10): LAHORE'S BEST DETECTIVE AGENCY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information.</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>- Appreciate and appraise the different traditions and beliefs of the Islam religion.</li> <li>- Create a comic strip about the Hindu god Krishna.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Listen to and enjoy a variety of classical Indian music.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Perform a poem, using actions and musical instruments to convey meaning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 5: <i>betrayed, resumed, deflation, fathom</i>.</li> <li>2. Use the information on page 66 to discuss the relationship between Jahan and his abu. What do we learn about Abu on page 68? Why might this be important?</li> <li>3. The children meet Malcolm Lyall Darling on page 70, who was a member of the Indian Civil Service. What can you find out about his life and his work in India?</li> <li>4. Why is Nana Arjun displeased at the sight of an Englishman in the village? (page 76)</li> <li>5. Pithu is a traditional Indian game for children. What can you find out about it? Perhaps you could organize a game or teach another class how to play. (page 86)</li> <li>6. What might Lakshmi be thinking and feeling on page 92? You could write a diary entry and retell this moment in the story from her point of view.</li> <li>7. Use the descriptions on pages 93 and 94 to make a list of everything Lakshmi can see, hear, taste, touch and smell as they travel through the city.</li> <li>8. We learn on page 98 that Manesh has been missing from school. Why might this be? Why is he behaving so badly?</li> <li>9. What do we learn about Manesh on page 109? Does this change your opinion of him in any way?</li> <li>10. What do you think the children should do about Manesh? Follow him? Avoid him? Carry out a Conscience Alley activity to explore their dilemma.</li> </ol>	<p>Jahan and Lakshmi are Muslims and follow the religion of Islam. Conduct research in small 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 or computer software, to show what you've discovered.</p> <p>Ravi is learning to play the flute, which is 'the instrument of Krishna'. Spend some time listening to traditional Indian flute music and reading stories about Krishna, such as Krishna and the Fruit Seller. You could create a comic strip to retell the story! You may also wish to listen to 'My Sweet Lord' by George Harrison, which was inspired by Krishna, or find out about 'tala' and 'raga'.</p> <p>Read 'Early Days Thinking Is Only So Much' by James Berry. Discuss what you like and dislike about it and how the poem links to this story. Work in small groups to perform the poem, thinking about how you can use your voice to convey the feeling of the poem.</p>





# WEEK 3 (CHAPTERS 11–15): SCRUMPTIOUS ICE-CREAM AND SECRET MEETINGS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li><li>- Use an Emotions Graph to explore a character's thoughts.</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>- Explore how Indian inventions have shaped and changed the world.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</li></ul>	<ol style="list-style-type: none"><li>1. Why do you think Jahan shudders at the portraits? What might he be thinking and feeling? (page 121)</li><li>2. How is Christopher different to the other British people Jahan has met? (page 123)</li><li>3. The author describes the 'carving-up of India' on page 127. What image does this create in your mind? Does this have different connotations to the phrase 'dividing-up of India'?</li><li>4. How does Chacha feel about Churchill and why? Spend some time researching Churchill's complicated relationship with India, and his role in the Bengal Famine. (page 131)</li><li>5. How do you think the story would have changed if the police officer had listened to the children? (page 148)</li><li>6. How does the author create a sense of excitement and tension in Chapter 14? What techniques does she use? Are they successful?</li><li>7. What are the children planning on doing? Do you think it will work? Why? Why not? What would you do in their situation? (page 158)</li><li>8. Jahan has a scary dream on page 168. What do you think it might symbolize?</li><li>9. How does the scene where the children attend the Qawwali event contrast to what has come before? Why might this be? (page 165)</li><li>10. Chapter 15 ends on a note of hope and happiness. Do you think this feeling will last? What do you predict will happen next?</li></ol>	<p>Create an Emotions Graph to plot Jahan's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>visiting the Viceroy's house, meeting Christopher, following Manesh, going to the police station, sneaking back into the building, locking the man inside, the Qawwali event.</i></p> <p>Christopher and Jahan discuss a range of Indian inventions on page 123. What can you find out about how India has shaped and changed the world? You could look into yoga, radio broadcasting, Snakes and Ladders, and shampoo! Create a colourful, informative leaflet exploring Indian inventions.</p> <p>On page 148, the children talk about sneaking back into the building. As a class, create a Conscience Alley exploring this decision. Should they search the building? Take it in turns to play one of the children walking through the alley of voices. How do you feel? Write a paragraph in role, exploring your decision.</p>



# WEEK 4 (CHAPTERS 16–21): TENSION AND UNCERTAINTY

## SUGGESTED OBJECTIVES

### Reading: Comprehension

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

### Design Technology & Art

- Plan, design and make a paper kite.
- Explore a range of traditional Indian paintings.

### Geography

- Design an informative presentation about India, including animations and slide transitions.

### Drama

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

## COMPREHENSION QUESTIONS

1. The author uses an extended metaphor on page 173 to explain how the British have behaved. Can you explain what it means?
2. Why does Jahan feel 'disorientated and uprooted'? (page 176)
3. *One's home is as big as one's heart is.* What does this mean? How do the villagers show empathy toward the 'human caravan'? (page 183)
4. Can you describe how Jahan's relationship with the Quran and his religion has changed over time? (page 190)
5. Read the poem 'Geography Lesson' by Brian Patten. How does it link to what Dada says on page 192?
6. Do you think it's unfair that Lakshmi can't return to school? Do you agree with Abu? What would you do in Lakshmi's situation? (page 198)
7. Read the poem 'Partition' by W.H Auden. This may help develop your understanding of Cyril Radcliffe's role in the Partition of India. (page 202)
8. How have the events surrounding the Partition of India affected the boys' lives and their relationship? (page 207)
9. Explain why the Sikh uncle's voice is one Jahan will never forget. What does this scene tell us about how strangers can treat each other? (page 219)
10. Do you think Jahan behaves bravely or foolishly on page 234? Do you think his actions are motivated by guilt?

## EXTRA ACTIVITIES

Dada and Nana Arjun give the children kites to fly. Spend some time researching different Indian art forms such as Kalighat painting, Gond painting and Kalamkari. Now gather some paper, kite string, wooden skewers, tape and ribbon. Design and make your own beautiful flag!

Locate India on a map. Next, create a Powerpoint presentation about India – its climate, culture, food and any other interesting facts you can discover. Try to include animations, interesting slide transitions and sound clips in your presentation.

In a group of three, re-create the events from pages 198. Think about who will play Jahan, Ravi and Lakshmi. 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 to help your performance.



# WEEK 5 (CHAPTERS 22–END): STORIES ARE OUR TREASURE

## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Identify and discuss the main themes in the story.
- Create character profiles.
- Summarise information.
- Make comparisons within and across books.

### Design Technology & Art

- Explore the style and techniques employed by Jamini Roy and then use these to paint a piece of artwork inspired by the characters.
- Create a painting of a banyan tree and explore symbolism.

### Writing in Role

- Empathise with a character by writing in role.
- Emulate a character's voice and personality.

## COMPREHENSION QUESTIONS

1. Summarise the events in Chapter 22 in six sentences. Now try and summarise them in three sentences, then one.
2. What do you think has happened to the village? How can it have disappeared? (page 241)
3. Read the poem 'The Guest House' by Jalaluddin Rumi. What do you think the poem is about? What might Amma be trying to tell Jahan? (page 246)
4. What do you think the 'disease' that has 'darkened the hearts of men' might refer to? (page 252)
5. How has the relationship between Jahan and Manesh developed throughout the story? Have your feelings toward Manesh changed at all? (page 259)
6. The title of this story is very powerful. What is the 'line'? Who are 'they'? Who are the 'us' it refers to? Can you think of another title for this story?
7. What do you think the banyan tree symbolises throughout the story?
8. How have Ravi, Jahan and Lakshmi 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: *hope, prejudice, friendship, food, bravery.*
10. Describe each of these characters in the story using three words only and explain your word choices: *Ravi, Jahan, Lakshmi, Manesh.*

## EXTRA ACTIVITIES

Spend some time exploring 'Three Pujarins' by Jamini Roy, discussing the colours used, style and composition. Use this, and other works of art by Jamini Roy, as a stimulus to create a piece of artwork to show the relationship between Ravi, Jahan and Lakshmi.

Write a diary entry in role as either Ravi, Jahan or Lakshmi 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, where they live, their friends and family, and how we treat others?

What do you think the banyan tree symbolises throughout the story? Spend some time looking at 'Great Banyan Tree, Calcutta' by William Simpson, 'Moonlit Scene of Indian Figures and Elephants Among Banyan Trees, Upper India' by Johann Zoffany and 'Under the Banyan Tree' by Herb Kawainui Kane. Use these pieces of artwork and the descriptions in the book to create a painting of the village's banyan tree.