

LEARNING RESOURCES

SECOND LEVEL

THIRD LEVEL

FOURTH LEVEL

Scottish
BookTrust

inspiring readers and writers



Michael Morpurgo



Resource created by Jennifer Buchan

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About Michael Morpurgo

Michael Morpurgo OBE, the 2003 2005 Children’s Laureate, is one of the most well-known authors of books for children and young people. He has written over 100 novels which have been translated into many languages, and has won numerous awards including the Smarties Prize and the Whitbread Award (now the Costa Book Awards).

Morpurgo started his career as a primary teacher and then moved with his wife to Devon, where they created the charity project 'Farms for City Children'. The charity gives children from socially poor parts of cities the possibility to spend time in the country. They now have 3 farms, and Michael is patron to many other charities. He divides his time between working with children on the farm and writing.

The activities provided in this resource focus on three contrasting novels: *The Butterfly Lion* (1996); *The Kites are Flying!* (2009); and *Alone on a Wide Wide Sea* (2006). They are designed to be fun, engaging, cross-curricular activities which should enhance the children’s enjoyment of the author’s work. Please see the websites below for further information about Morpurgo and other teaching resources and activities.



www.michaelmorpurgo.com – official Michael Morpurgo website, includes wide range of downloadable activities, posters, games and puzzles relating to different Morpurgo novels.



www.collaborativelearning.org/butterflylion.pdf – excellent background information and related activities relating to different aspects of *The Butterfly Lion* such as life in boarding schools, trench warfare and white lions



www.harpercollins.com/harperimages/ommoverride/teacher_guide_alone_wide_sea.pdf – range of literacy activities relating to *Alone on a Wide Wide Sea*



www.collinseducation.com/Downloads/Pages/Default.aspx?level1=secondary&level2=English&CurrentPage=2 – different literary activities and worksheets relating to *Alone on a Wide Wide Sea*

Michael Morpurgo Activities for Primary (Level 2)

INTRODUCING MICHAEL MORPURGO!



Log on to the following website to read an interview with Michael Morpurgo: http://clubs-kids.scholastic.co.uk/clubs_content/1493

Children can think about which questions they would like to ask Morpurgo if they had a chance to interview him.

Create a WANTED! poster for a missing Morpurgo. Use information from websites and inside covers of novels to give facts about him on the poster - explain what he looks like, the number of books he has written, where he lives etc. Think of a reward that could be given for finding Morpurgo!

Michael Morpurgo Activities for Secondary (Levels 3-4)

INTRODUCING MICHAEL MORPURGO!

Watch the Morpurgo interview at the bottom of the following webpage and discuss why and how he became a writer: www.michaelmorpurgo.com/ In pairs, discuss what makes a good story, what holds the reader's attention, what makes you want to read on in a story.



Watch Michael's interview about his 5 most-asked questions: www.michaelmorpurgo.com/galleries/

Ask the same questions to a friend (apart from the number of books written!) Michael says that his writing hero is Robert Louis Stevenson. Ask peers about who their writing heroes are and why.

Butterfly Lion Introduction for All Levels

INTRODUCTORY ACTIVITY

Look at the cover illustration and blurb on the back of the novel (these can be found online if hard copies are not available:



www.michaelmorpurgo.com/books/the-butterfly-lion). Discuss what can be learnt about the story from looking at these parts of the novel. Think about:

- The genre of the novel
- Where the novel is set
- The main characters
- What might happen in the story

Butterfly Lion Activities for Level 2

CHALK MURAL

Materials:

- Large sheets of dark green sugar paper
- Sellotape
- White chalk
- Different shades of blue tissue paper, A5 size
- Blue tack
- Pens and pencils

ACTIVITY:

Children work in groups to sketch a large outline of a lion onto sheets of dark green paper which have been sellotaped together. They can use the image on pages 126 – 127 of the novel to help them. Colour in the image using white chalk.

Children can discuss what they feel are some of the key topics or themes in the book. Groups can discuss when each of the following themes appears in the novel: Loneliness; Friendship; Bravery.

Discuss a time when children have felt/experienced any of the themes. They can think of advice that they could give to someone if they are feeling lonely, want to make a friend or bravery. Share some of these ideas with the group and then with the class.

Children choose a piece of blue tissue paper and fold it in half. Draw on the outline of a butterfly wing, cut it out and open up to produce a simple, symmetrical butterfly. Children should choose one of their messages/pieces of advice and write it onto the butterfly wings. Attach

Literacy –
Listening and
Talking – LIT 2-
02a / LIT 2-09a,
Expressive Arts
– Art and
Design – EXA
2-02a / EXA 2-
05a / EXA
2-06a, Health
and Wellbeing
– HWB 2-05a /
HWB 2-08a

butterflies to the lion using Blue tack and hang murals on the wall. Children take time to read advice and messages written by their peers on other murals.

HOT SEATING

Children form groups and take a set of cards with the names of some of the different characters written on (see Additional Resource 1). Groups should turn the cards face down and each member should choose one at random. Children take it in turns to be the character on the card and to be in the Hot Seat. Group members should ask the character questions about:

- his/her feelings at any particular point in the story
- his/her relationship with the lion
- his/her hopes for what might happen next at any point in the story

STORY WRITING

Give children a copy of the structure grid in the additional resources (Resource 2) and discuss the way in which the story is built up. Which events from the novel could go into each box?

Children write their own story about finding and taming, then losing and finally being reunited with an animal of their choice. They can use the structure grid to plan ideas. Each box can be used as a paragraph in the story. For those requiring support, the story could be written as a cartoon strip.

ECO KITE-MAKING

Ask children about the significance of the kite in the novel:

- it brings Bertie and Millie to meet for the first time (pp.61-64)
- a gift/reminder to Millie when Bertie leaves for college (pp.73)
- evidence of the past and Bertie and Millie's story (p. 124)

It represents the friendship and loyalty that developed between Bertie and Millie.

Ask children to work in pairs and provide them with the following materials for making a kite of their own:

- used plastic sheets or bags
- 2 bamboo BBQ skewers, each 30cm long
- sellotape
- ball of string, wool or strong thread (as long as possible)
- a ruler
- a black marker pen
- scissors

Provide pairs with the kite-making instructions found in Additional Resource 3. Take kites into the playground and have fun flying them!

Expressive Arts
– Drama – EXA
2-12a / EXA2-
13a

Literacy –
Writing – LIT 2-
26a / ENG
2-31a

Technologies –
TCH 2-03b /
TCH 2-14a

Butterfly Lion Homework Activities For All Levels

The following questions could be written down into homework books and asked by a parent/carer/sibling:

- Ask me how The Butterfly Lion got its name!
- Ask me about the 2 different characters that tell the story of The butterfly Lion

Research task: children could research the origins of the White Horse at Uffington and complete a factfile, giving information about its size, location and history.

CfE

Literacy –
Listening and
Talking – LIT 2-
02a / LIT 2-09a
/ LIT 3-02a /
LIT 3-09a / 4-
02a

The Kites are Flying Activities for All Levels

INTRODUCTORY ACTIVITIES

The following interview with Morpurgo shows the inspiration behind the novel:



www.lovereading.co.uk/book/3914/The-Kites-are-Flying-by-Michael-Morpurgo.html

Use atlases to find the location of Palestine and Israel.

The cover of the novel states “Friendship knows no barriers”. Discuss what this might mean and any barriers that children might have had to overcome in forming friendships (language barriers, different likes and dislikes, different personalities, geographical distance...). Have children read any other novels about friendship?

WEST BANK RESEARCH

The following websites for children provide easy to understand information and pictures about the West Bank wall:



http://news.bbc.co.uk/cbbcnews/hi/world/newsid_3472000/3472977.stm



http://news.bbc.co.uk/cbbcnews/hi/newsid_3570000/newsid_3571600/3571641.stm

PEACE KITES

Hold a class discussion about role of the kites in the novel (symbol of friendship, keeping memory of brother alive, represent childhood innocence, hope). Make kites using the instructions and materials outlined on page 3 and in Additional Resource 3 of these materials.

Social Studies
– SOC 2-06a /
SOC 2-09a /
SOC 2-15a /
SOC 3-06b / 3-
14a / 3-10a/
4-09b

Technologies –
TCH 2-03b /
TCH 2-04a /
TCH 2-04b/
TCH 2-14a /
TCH 3-04a /
TCH 4-03b

The children wrote the words Shalom (Hebrew word for ‘peace’) and Salaam (Islamic word for ‘peace’) onto the kites. Regardless of religion age, sex, nationality, most people strive for peace. Research ways of saying ‘peace’ in different languages and symbols of peace in different cultures and religions. Write and draw these in bright letters onto the kites before you fly them!

WALLS AROUND THE WORLD

Journalist Max mentions different walls which have been built around the world for different purposes and reasons (page 27 – Hadrian’s Wall, the Great Wall of China, the Berlin Wall). Work in pairs to research one of the walls and design a poster showing information/pictures/maps about:

- where it was built
- why it was built
- when it was built
- the role of the wall today



HOMEWORK ACTIVITIES

(Literacy – Reading/Writing, Expressive Arts – Arts and Design)

Find the 10 missing words relating to the novel in the wordsearch in Resource 4. Draw an illustration and write a sentence about one of the words that you find.

Technologies –
TCH 2-03b /
TCH 2-04a /
TCH 2-04b/
TCH 2-14a /
TCH 3-04a /
TCH 4-03b,
Social Studies
– SOC 2-06a /
SOC 2-09a /
SOC 2-15a /
SOC 3-06b / 3-
14a / 3-10a/
4-09b, Literacy
– Writing – LIT
2-26a / ENG 2-
31a / LIT 3-26a
/ ENG 3-27a /
LIT 4-26a /
ENG 4-27a

The Kites are Flying Activities for Level 2

WALL OF FRIENDSHIP

Discuss some of the messages that arise in the novel. These could include friendship, hope, breaking down barriers. The wall does not prevent Said from making friends with the girl in the wheelchair, and the kite is used as a symbol of the friendship, “... every kite that lands over there in the settlement is like a seed of friendship.”

Build a wall from different sized boxes. Double-sided sellotape can be used in between ‘bricks’ and sellotape used on the back for reinforcement. Discuss the way in which walls are built by overlapping bricks in order to make them strong. The bricks could be covered in different-coloured paper to make the wall as vibrant as possible. Each child should have at least 1 brick.

In groups, discuss why we need friends, what being a good friend involves,

Literacy –
Listening and
Talking – LIT 2-
02a / 2-09a,
Health and
Wellbeing –
HWB 2-05a /
HWB 2-08a

and what we look for in a good friend. Children can then use their ideas from the discussion to write a message about friendship onto their bricks. Experiment with using bright colours and bubble/graffiti/block writing to make the wall come to life!

MOVIE-MAKING

Reporter Max makes lots of comments about the importance of filming the events and images that he sees. What reasons does he give (pp. 25 and 53) / which other reasons can children think of?

Ask children to work in groups and to make a short movie about one of the themes in the book. These could be:

- **Hope** – what are your hopes/dreams for the future, the environment, the world?
- **Friendship** – what does a good friend mean to you, what do you do with your friends, why are friends important?
- **Peace** – what does peace mean to you, what are some of the barriers to peace?

Groups can think about different ways of presenting the movie – as a role play scenario, as an interview, as a filmed group discussion. Film the movie if there is equipment available, or else perform the movie to the class.

Alone on a Wide Wide Sea Activities for Levels 3 and 4

INTRODUCTORY ACTIVITIES

Structure: Scan the novel to identify the 2 different parts. Use the blurb and the opening paragraphs of each section to discover the narrator of each (Section 1 – Arthur Hobhouse; Section 2 – Allie Hobhouse, Arthur's daughter). Look at the opening and closing sentences of the novel – what do you notice? (The book starts and ends with the same sentence). What effect does this have? (Gives unity, shows way in which both sections depend on each other, brings the story full cycle.) What other tools are used to give a similar effect? (Maps at beginning and ending of the novel show the route started by Arthur and completed by Allie).



Arthur and Allie both explore the world. Brainstorm other famous explorers and their discoveries http://library.thinkquest.org/4034/hall_of_fame.html

Discuss what makes a good explorer.

Pupils can work in groups to think about which countries and continents they would like to visit if they were travelling around the world. Draw on the route to the blank map provided in Map 1, page 6 in the following teaching resource:



www.harpercollins.com/harperimages/ommoveoverride/teacher_guide_alone_wide_sea.pdf

Produce an information leaflet in order to promote the chosen route to potential tourists. Research and include information about:

Different modes of transport which could be taken between stops (consider sustainable and environmentally-friendly modes of travel)

- A famous landmark which can be found at each stop
- Distances between each stop
- Expected temperatures at each stop
- Languages spoken in each country visited
- Wildlife which could be seen on different parts of the route

CHARACTER INTERVIEWS

Pupils can imagine that they are reporters and are there to welcome Allie to land at the end of her trip. They manage to get 5 minutes to interview her as she steps off of the boat. Design the questions and take it in turns to respond as Allie. Questions might be about:

- her feelings at different points in the journey
- the albatross
- what the journey meant for her
- her favourite/most difficult times

THE ALBATROSS

The albatross is a recurring image and symbol throughout the novel. Arthur sees one on his journey to Australia as a boy, “But best of all I saw my first albatross” (page 17) and it is present for most of Allie’s voyage to England. Both Arthur and Allie learn the poem *The Rime of the Ancient Mariner* by Coleridge.

Find the poem online, and look for the descriptions of the albatross and the experiences of the mariner. Work with a partner to complete the table found in Additional Resource 5, comparing the events and experiences of the mariner in the poem with those of Allie in the novel. Give a piece of evidence or page/verse number from the texts to support each response.

Literacy –
Writing – LIT 3-
26a / ENG
3-27a / Lit 4-
26a / ENG
4-27a, Social
Studies – SOC
3-06b / SOC 3-
14a / SOC
3-10a / SOC 4-
09a

Literacy –
Listening and
Talking - LIT 3-
02a / LIT 3-09a
/ LIT 4 -02a

Literacy –
Reading – LIT
3-14a / ENG 3-
17a / LIT 4-14a
/ LIT 4-17a

STORY WRITING – GOOD LUCK CHARMS

Throughout the novel, characters have different good luck charms.

What are these? (Key, albatross, turtle, wooden cross for some characters).
What function do they play? (Give hope, remind character of someone/somewhere, symbolise a person.)

Think about different good luck charms that we have in our culture – four leaf clover, horseshoe, lucky penny, rainbow, key...

Allie is devastated when she kills the albatross on the journey. She is given hope when she sees the turtle, and uses this as a new charm to get her going again. Write a story using the following structure:

- Description of good luck charm
- The hope/strength it gives you to tackle something
- Losing it
- Feelings after losing it
- Finding it again/gaining hope from somewhere or something else
- Conclusion/tackling the task



HOMEWORK ACTIVITIES

Imagine that you are packing for a round-the-world voyage on a boat. Which 10 things would you take? Make a list and give a brief explanation about why you would take each item – remember some of the difficulties that Allie encountered with everything getting wet and an unreliable electricity supply!

Write a postcard home from a specific point in Allie's journey, explaining what she has been doing, what she has seen and how she is feeling.

CfE

Literacy –
Writing – LIT 3-
26a / ENG
3-27a / LIT 4-
26a / ENG
4-27a

Literacy –
Writing – LIT 3-
26a / ENG
3-27a / LIT 4-
26a / ENG
4-27a

RESOURCE 1

Bertie

Bertie's Dad

Bertie's Mum

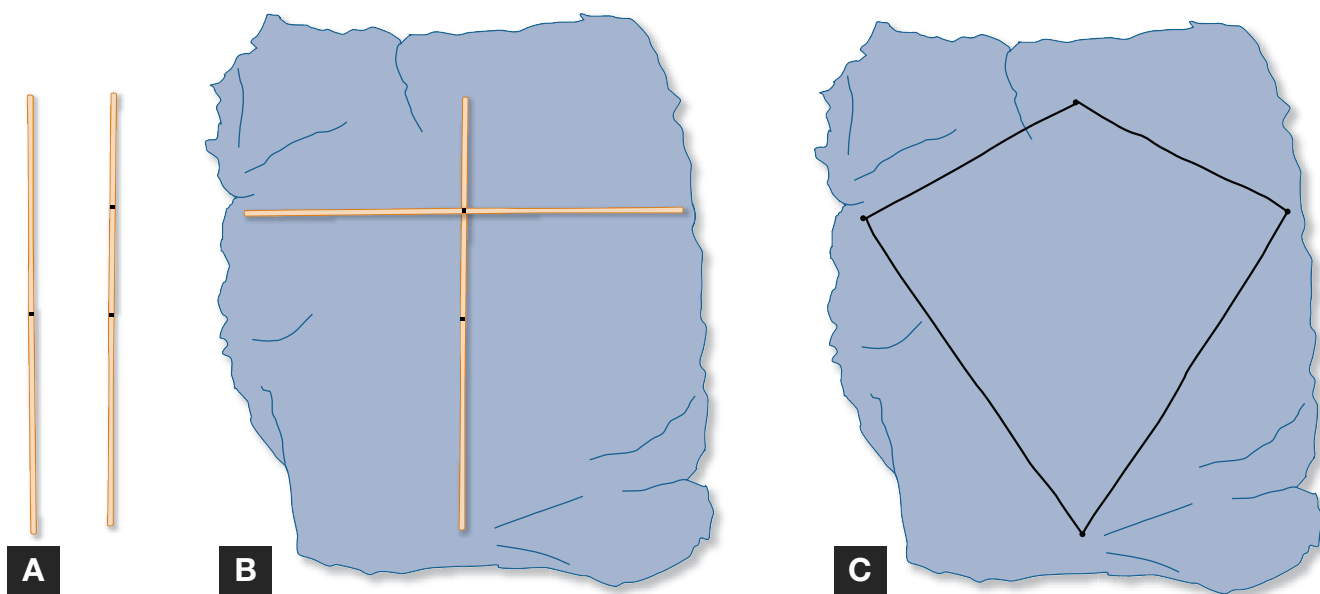
Millie

Resource 2

1. Feelings/life before meeting animal	2. Meeting/taming the animal
3. Losing/being separated from the animal	4. Life with the animal as a pet
5. Life without the animal/looking for the animal	6. Being reunited with the animal/Conclusion

Instructions for Making a Kite

 Adaptation and images from www.my-best-kite.com/kite-for-kids.html



Step 1: Cut the sharp ends off two bamboo skewers.

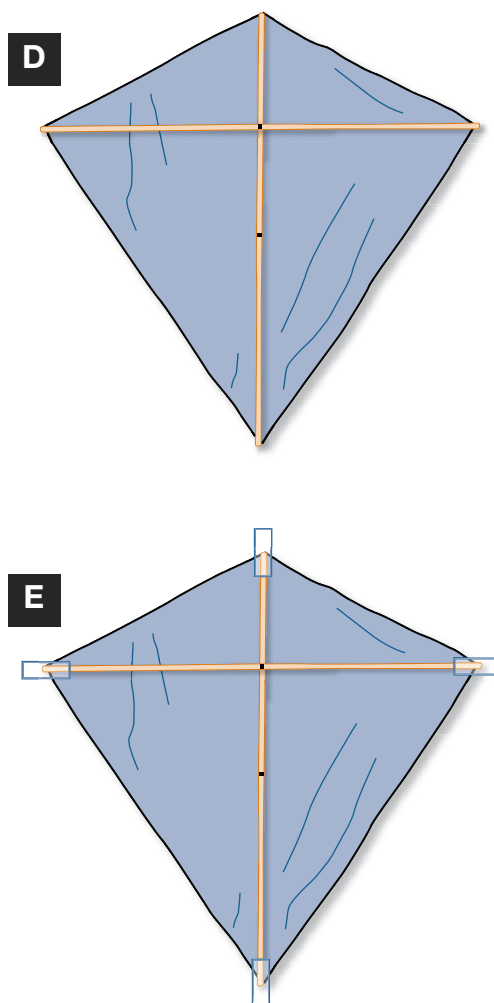
Step 2: Measure and mark the centre points on both skewers. On one of the skewers, make another mark exactly half-way between the first mark and one end of the skewer. (Figure A)

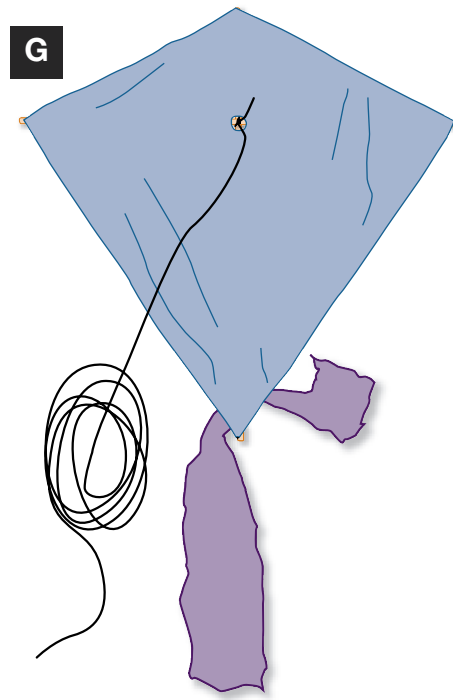
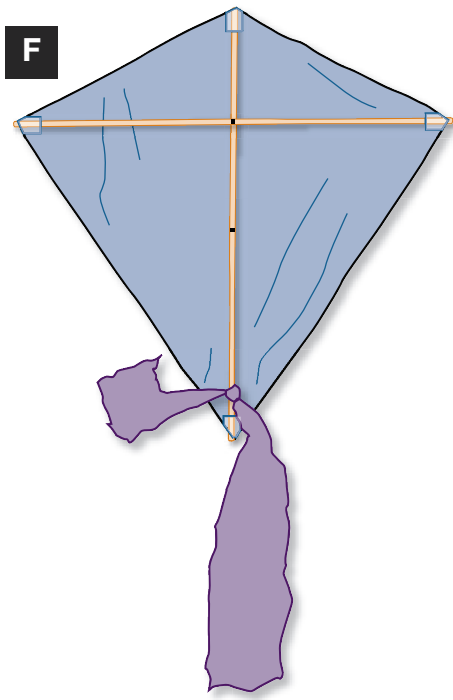
Step 3: cut and open out a plastic bag and lay it flat on the table. Lay the skewers onto the bag as shown. (Figure B)

Step 4: Mark the positions of the skewer ends with the marker pen, making dots. Remove the bamboo skewers and join the dots using the pen and ruler. (Figure C)

Step 5: Cut out the diamond shape. Lay down the vertical skewer, and then lay down the horizontal skewer. (Figure D)

Step 6: Use 4 short rectangles of sellotape to wrap around the ends of the skewers. First do the vertical skewer, sticking tape down as shown by the rectangles. Wrap the tape over and under, onto the other side of the bag. Then do the ends of the horizontal skewer. (Figure E)





Step 7: Cut out strips of plastic bags, approximately 6cm wide and at least 10 times as long as one skewer (300cm!). Attach sections together with sellotape. Ragged or wavy edges don't matter at all, in fact, the kite will work even better!

Step 8: Thread one end of the plastic ribbon between the bamboo and the plastic, near the bottom end of the kite, and tie it in a knot around the bamboo. (*Figure F*)

Step 9: Where the skewers cross, poke a small hole in the plastic. Poke the end of the string/wool/thread through the hole and securely tie the crossed skewers together. (*Figure G*)

Step 10: Fly your kite with your friend!

S	K	R	L	F	P	R	P	E	S
L	A	V	C	W	U	E	L	P	J
K	R	I	S	B	A	O	K	A	P
W	Q	S	D	C	O	F	M	L	B
P	F	R	E	P	O	R	T	E	R
D	U	A	S	I	P	I	T	S	F
P	S	E	T	I	K	E	Y	T	K
W	A	L	L	Q	A	N	S	I	L
A	R	T	B	J	O	D	L	N	M
R	V	D	L	I	H	O	P	E	B

Answers:

Reporter Hope Said Friend Israel
 Peace Kites Wall Palestine War

	Alone on a Wide Wide Sea	The Rime of the Ancient Mariner
Descriptions of the albatross		
	Evidence:	Evidence:
How the albatross is killed		
	Evidence:	Evidence:
What happens after the death of the albatross		
	Evidence:	Evidence:
How the characters feel after the death of the albatross		
	Evidence:	Evidence:
The arrival of characters on land		
	Evidence:	Evidence: