

Week 3

Objectives + Resources	Lesson notes
<p><b>Lesson 1</b></p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To review a situation in which something changed for you</li> <li>• To write a creative writing piece about change</li> <li>• <u>Or</u> to write a poem about two places or situations that you have had</li> <li>• To use nouns and noun phrases to enhance the description of the changing situation</li> <li>• To plan carefully to show the differences</li> </ul> <p><b>Resources</b>  <i>Catapult, Ch 3, Unit 3 Writing skills</i></p>	<p><b>Writing skills</b></p> <p>Look back at the poem on page 83. This poem contrasts two situations, but we don't know much about each one, just the topic the poet illustrates. You are going to think about a situation where things changed for you.</p> <ul style="list-style-type: none"> <li>• In this lesson you are going to write about a time when there were changes in your life. Look at the section entitled '<i>Check your skills</i>', on page 87, to see what the writing task is.</li> <li>• If you read <i>Writing skills, questions 1</i> page 86 there are some ideas about changes in schooling, which may be relevant to you.</li> <li>• If you have been continuously home schooled, then the changes might be about changing countries, or places to live. Decide what situation you are going to write about and discuss the choice of situation with your teacher.</li> <li>• To prepare for the writing task you need to remember information about each one. Set up a table giving details of the two situations. You can set it up like the one on page 86, or as a simple two column table with one place in each column. Your contrasting features can also be your feelings about each place. Your ideas and feelings could be expressed in a personified way.</li> <li>• Your writing task will be <b>either</b> to write two paragraphs <b>or</b> to write a poem with two stanzas. You will need to plan very carefully for either of those tasks.</li> <li>• If you do the paragraph task, you need to decide how you can organise your information into direct contrasts, and the 'groups' of ideas that should go into each. <u>In addition</u> to the two paragraphs, you will need an introduction and a conclusion.</li> <li>• If you are writing the poem, there is still a similar plan to be made. In addition, you need to decide if you are going to have a regular rhythm or a rhyme scheme.</li> </ul> <p><b>Send this piece to your tutor at the end of week 6</b>, together with an Assignment sheet.</p>

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<p><b>Lesson 2</b></p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To look at contrasts in a poem</li> <li>• To examine the way the poet draws out those contrasts</li> <li>• To analyse the vocabulary used</li> <li>• To look at the effect of using personification in the poem</li> <li>• To write a poem, or piece of prose, about weather changes</li> </ul> <p><b>Resources</b>  <i>Catapult, Ch 3, Unit 3 Workbook</i></p>	<p><b>Workbook</b></p> <p>In the <i>Catapult workbook, Unit 3.3</i> there is a poem about changes. These changes are different from the ones you have been thinking about.</p> <ul style="list-style-type: none"> <li>• Read the poem, <i>The Puddle</i>, on page 28.</li> <li>• Discuss with your teacher what this poem is about. The boy's imagination is taking him away from the place he is playing in, isn't it?</li> <li>• There are clearly two distinct stanzas here. The first the present, and the second the <u>imagined</u>.</li> <li>• This boy is obviously angry with himself or his environment. Do <i>Activity 1 questions a</i> and <i>b</i>, which explore that point.</li> <li>• Then complete <i>part c</i>, about the second stanza, and the changes.</li> <li>• <i>Activity 2</i> is about the personification used in the poem. Remind yourself what personification is. If necessary, look up a definition. Then answer <i>question a</i> in the book.</li> <li>• In <i>question b</i>, use your imagination to write some kind of personification about the sun.</li> <li>• <i>Question c</i> formalises the investigation into the two moods in the poem. Add to the table there.</li> <li>• You are now going to think about a time when the weather changes rapidly making a good contrast. Discuss this with your teacher and makes some notes about the two sorts of weather. Think about light, sounds and sights, and how one's mood changes with different kinds of weather.</li> <li>• Now you are going to write a poem about contrasts, using that weather theme. If you cannot write a poem, you could write some sentences instead. Try to use some personification in your work.</li> <li>• Look at 'check your skills' on that page to review your own writing.</li> </ul> <p><b>Homework:</b> Read chapter 1 of <i>Northern Lights</i> for tomorrow's lesson.</p>

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<p><b>Lesson 3</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• To begin a book study</li> <li>• To investigate chapter 1</li> <li>• To start character charts and chapter summaries</li> </ul> <p><b>Resources</b>  <i>Northern Lights</i>  <i>Appendix</i>  <i>Dictionary</i>  <i>Thesaurus</i></p>	<p><b>Book study</b></p> <p>Today we will start our book study of <i>Northern Lights</i> by Philip Pullman. This is the first book in a brilliant trilogy (<i>His Dark Materials</i>) and if you are interested in this book, then you can read on through the other two books. The book falls within the fantasy/science fiction genre, but you can see that many things are like normal, everyday things in the 19<sup>th</sup> or 20<sup>th</sup> century. You will study this book for the next week and a half and there will be reading homework every evening.</p> <ul style="list-style-type: none"> <li>• You should have read <i>chapter 1</i> for homework last night. Discuss what happened in this chapter with your teacher.</li> <li>• Using a chapter summary sheet, from the <i>Appendix</i>, start to make a short summary of the events in this chapter. You will need to do that for each chapter.</li> <li>• You should also make character charts about the main characters, <u>as you go along</u>. Basic outline sheets to do this are found in the term <i>Appendix</i>.</li> <li>• Start a Main Character chart for Lyra and for Lord Asriel.</li> <li>• You should <u>also</u> make a Minor Characters' list, with just a note about when you met them in the book and what they were. Again you will find a simple table in the <i>Appendix</i> to help you.</li> </ul> <p><b>Reading homework</b></p> <p>Read <i>chapters 2 – 4</i>. Don't forget to make short chapter summaries, and start character charts for important people.</p>



**Week 3**

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<p><b>Lesson 4</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• To continue the book study</li> <li>• To investigate chapters 2 – 4</li> <li>• To consolidate vocabulary from the story so far</li> <li>• To examine descriptions of people</li> </ul> <p><b>Resources</b></p> <p><i>Northern Lights</i></p> <p><i>Appendix</i></p> <p><i>Dictionary</i></p> <p><i>Thesaurus</i></p>	<p><b>Book study</b></p> <p>You should have read <i>chapters 2, 3 and 4 of Northern Lights</i> before this lesson.</p> <ul style="list-style-type: none"> <li>• Make sure you have made a summary of the chapters read. When doing future reading homework, do make the short chapter summaries as you go along.</li> <li>• Add to the character charts you have already started. You should have started a Main Character chart for Mrs. Coulter, and for Roger, (Lyra’s friend).</li> <li>• To the Minor Characters’ list, you should have added the Master, Chaplain and Librarian, Tony Makarios, Ma Costa, and Billy Costa.</li> <li>• There are many unusual words in these chapters. At first, they may seem annoying, but presently one can understand them better. If there are ordinary words that you are not sure about the meaning of, then do look them up in your dictionary.</li> <li>• Some other words in the book so far, are very like everyday words we use now, like Brytain (Britain) and gyptians (gipsies). Make a list of other words that are similar, with their spelling today too.</li> <li>• There are also unknown (original) words in this book, and you should keep a list of those, with a meaning or definition. Some of those are words like - Oblation Board, Concilium, Consistorial Court of Discipline, Magisterium, Skraeling, atom-craft, anbarographs, anbarology, dawn zeppelin, and Gobblers.</li> <li>• Philip Pullman has an excellent way of describing people with a minimum of words. What do we know about Tony Makarios? Write a description of him, including what you know of his background and character. <i>Chapter 3</i> is the source of information for that.</li> <li>• Describe what you know about an alethiometer (<i>in Chapter 4, pages 74, 79-80</i>). This instrument will become important in the plot.</li> <li>• Use the <i>Group details sheet</i> in the Appendix, to keep some short notes about the <u>group</u>, the ‘Gyptians’, whenever you meet them in the story. Points of interest might be who they are, where and how they live, their lifestyle, their characters. List the names of the main ones as they occur in the text.</li> </ul> <p><b>Reading homework</b></p> <p>Read <i>chapters 5 - 9</i>. Remember your chapter summaries and character charts (if needed).</p>

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<p><b>Lesson 5</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• To continue the book study</li> <li>• To investigate chapters 5-9</li> <li>• To understand the way the Gyptians make decisions</li> <li>• To learn about Lyra's parents</li> <li>• To write a diary entry</li> </ul> <p><b>Resources</b> <i>Northern Lights</i></p>	<p><b>Book study</b> You should have read <i>chapters 5 - 9</i> of <i>Northern Lights</i> before this lesson.</p> <ul style="list-style-type: none"> <li>• This is the end of the section that is set in Oxford. You should now know something about the way Oxford is laid out, and the colleges. The descriptions are similar to today's Oxford. By using the search engine on your computer, you could look up the kinds of old buildings there are in Oxford today.</li> <li>• Lyra's time with Mrs. Coulter is completely different to the life she lived in Oxford. Her clothes are different; there is a level of luxury; her food is different. It couldn't be more different than her life before! Discuss what Lyra thinks about this.</li> <li>• In <i>chapter 5</i> Lyra hears about the armoured bears in the north (the panserbjorne) and the word 'dust' is repeated in different conversations. Discuss with your teacher, what 'dust' could possibly be.</li> <li>• Add Lord Boreal to the Minor Characters' list.</li> <li>• During that cocktail party, what are the things that happen that persuade Lyra to run away? List the small things that add together to make her decide to do that.</li> <li>• Describe, in a short paragraph, Lyra's encounter with the net man.</li> <li>• Have you got Tony Costa and Ma Costa on a Character's chart? You should also have Lord Fa and Farder Coram on a Main Character page each too. Their information could also go into the notes about the Gyptians.</li> <li>• Describe carefully what happens in the two 'Ropings'.</li> <li>• The day of the first Roping was a startling day for Lyra. Write a diary entry by Lyra about that day, and her reaction when she finds out about her parents. Re-read <i>chapter 7</i> for that information.</li> <li>• Don't forget to add different characters' information to their character charts, when you meet them again.</li> </ul> <p><b>Reading homework</b> Read <i>chapters 10 - 13</i>. Remember your chapter summaries and character charts (if needed).</p> <p><b>Send the <u>diary entry</u> to your tutor at the end of week 6.</b> Fill in an Assignment sheet now (to be sent in with it).</p>

## Week 3 – Teacher Notes

There is reading homework in Lessons 2-5.

### Lesson 1

*Catapult Chapter 3 Unit 3: Writing skills*

For the writing assignment, your student may need help in drawing out the contrasts between two different types of schooling or another situation he has had. They may be very similar or very different. If your student has been continuously home schooled, you will need to think of some other contrasting situations e.g. different houses; different countries etc. There is a choice of an essay (containing two paragraphs + introduction and conclusion) **OR** a poem.

When writing the essay, encourage him to think about the whole situation before writing anything. He may draw a conclusion that he preferred one to the other, and in which case his paragraphs will reflect that. Or he may think them the same.

The form of the poem will be very much a matter of choice, but you are aiming for him to write two long verses for the poem. Rhyme and rhythm should be considered, but regularity is not necessary. Sometimes a rhythm for a poem may spring to mind from a phrase about a place. Rhyme is not necessary, unless your student wants to use it. If either rhyme or rhythm are used, encourage it to be regular, adjusting lines to make them fit etc.

**The piece should be sent to the tutor at the end of week 6.** It is a good idea for the student to do an Assignment sheet now, whilst the work is fresh in mind.

### Lesson 2

*Catapult Chapter 3, Unit 3 Workbook: Changing identity*

This is an interesting poem, with some good ideas in it. Note that broken glass on the wall is to keep out intruders from the waste ground the boy is on.

**Answers to Chapter 3, Unit 3 Workbook.**

Activity 1a. broken-glass building; broken glass wall, waste ground. 1b. He feels trapped; he wants to escape or be free; he wants to rebel. 1c. Answers could include- sun comes out; grey puddle becomes clear; boy's mood changes to become more gentle and dreamy; the boy can imagine himself somewhere else.

Activity 2 ai. The wind can 'grasp'; the wind 'tugs'. Aii. The puddle is described as having a skin. Aiii. The clouds are competing with each other in a 'cloud race'. b. Own description. c. Answers might include Mood 1 = waste ground, broken glass, claw of wind, kicks, tugs, grey, longs to...break bottles. Bright mood = sun, clears, sparkling, dreams, meadows and waterfalls, cliffs, small grass, taste salt, seagulls shrieking, water shuffling stones, blue and white and empty. d. Own choice.

### Book study

For the next 8 lessons we will be studying the set book, *Northern Lights* by Philip Pullman. If you have time, please do read this book before your student does, so that you understand what it is about.

During this time, **there will be reading homework every day.**

Encourage your student to write short notes (chapter summaries) about each chapter (main events) and to keep character tables for each of the main characters. If he is forgetful about names of people, then he should also keep a list of names of other minor characters, with a short note about who they are. The chapter notes and character sheets will help your student when doing essays, as they will alleviate the need to trawl through the book to find the requisite information. Outline sheets for characters are found in the Appendix. You have chapter summaries there to help you.

### Lesson 3

*Book Study: Northern Lights, Chapter 1*

In *Chapter 1* the action takes place in Oxford. The city is similar to now, and there are good descriptions of the rooms in the building. Main Characters that should have sheets started are Lyra (the heroine) and Lord Asriel.

**Answers to programme note tasks:**

Words. The following words are like ones we use today – Aërodock, Muscovy, projecting lantern. There will be others in following chapters that should be added to the list.

Chapter summaries are in the term 2 Appendix except for this first chapter.

### Week 3 – Teacher Notes (cont.)

Chapter summary: Part 1 Oxford: Chapter 1: 11-year-old Lyra and her dæmon, Pan, sneak into the Retiring Room at Jordan College to see what the Scholars do in there. She sees the Master poison wine intended for her uncle, Lord Asriel. When Lord Asriel himself appears, Lyra shows herself and warns him.

#### Lesson 4

*Book Study: Northern Lights, Chapters 2 - 4.*

Ensure your student is making chapter summaries and filling in the character charts and lists. Those can just be in short notes. He should also start a page for groups of people, starting with the Gyptians and make notes about them when he meets them in the text. it is possible to find pictures from *Northern Lights*, the film, on the Internet.

**Answers** to programme note tasks:

Tony Makarios=about 9; mixed race; not very bright; clumsy; thief (to eat); sparrow/mouse daemon; runs fast; steals hot pie; bare feet; mother drunkard.

Alethiometer= like large watch or small clock; given by Master; black velvet cloth; thick disc of brass and crystals; one of 6 ever made; 4 heavy; hands; instead of hours were painted pictures; 36 pictures; 3 knobs, each turned one of 3 shorter hands, clicked as went round. 4<sup>th</sup> hand, longer and slender, made of duller metal; moved on its own; must be kept secret.

Chapter summaries are in the term 2 Appendix.

#### Lesson 5

*Book Study: Northern Lights, Chapters 5 - 9*

Your student should add to the character sheets when anything new about them turns up in the book.

There is a tutor assignment today. Your student needs to write a diary entry for Lyra about the first Roping, and about learning about her parents. Make sure the diary entry is planned properly before being written. **This piece should be sent to the tutor at the end of Week 6.** An assignment sheet should be filled in, now, to be sent with the diary entry. Assignment sheets are found in the Appendix.

**Answers** to programme notes:

Cocktail party in chapter 5. List should include: Lyra was feeling confined; snappish Mrs C about the shoulder bag; Mrs C's daemon attacks Lyra's daemon; Mrs C's cruelty in letting that happen; way she speaks to her afterwards; Mrs C's metallic scent; Lyra hears Mrs C is the Oblation Board; finds out word Gobblers comes from general oblation board; Mrs C threatens journalist; metallic smell again; daemon spying in their room; heard that Lord Asriel is imprisoned.

The ropings: Information in chapter 7 – pages 114-117, and chapter 8 – pages 134-139.

Lyra's diary- the part about her parents is in chapter 7, pages 122-130.

Chapter summaries are in the term 2 Appendix









<b>Weeks 3 and 4</b>	<b>BOOK STUDY – NORTHERN LIGHTS</b>	<b>Information</b>
<b>sheet 3</b>		

*Short CHAPTER SUMMARIES: Northern Lights*

*Week 3, Lesson 3*

Part 1

Chapter 1: 11-year-old Lyra and her dæmon, Pan, sneak into the Retiring Room at Jordan College to see what the Scholars do in there. She sees the Master poison wine intended for her uncle, Lord Asriel. When Lord Asriel himself appears, Lyra shows herself and warns him.

*Week 3, lesson 4*

Chapter 2: He allows her to stay hidden and watch his presentation about something called Dust, which he's studying in the North. He shows a photograph of the northern lights and a city in the lights. She doesn't understand most of what he and the Scholars say, but they mention something called the *panserbjørne* and someone who, oddly, doesn't have a dæmon. In private later, the Master tells the Librarian that he was trying to protect Lyra from Lord Asriel and from her destiny, which is to unwittingly lead someone to their sacrifice.

Chapter 3: Lyra spends her time running wild around Jordan College and Oxford with her best friend, Roger. They explore the roofs and the crypts under the colleges. Rumour has it that children were disappearing through 'Gobblers' taking them. Lyra meets the Gyptians. Lyra is obsessed with the 'Gobblers' but is terrified when they arrive in Oxford and steal a Gyptian boy named Billy Costa and, possibly, Roger.

Chapter 4: That night, the Master invites her to dinner with him and with Mrs. Coulter. Mrs. Coulter is enchanting and Lyra is thrilled when she learns that she's going to go live with her. In the morning before she leaves, to go to London, the Master gives Lyra a device called an alethiometer and tells her to keep it secret.

*Week 3, lesson 5*

Chapter 5: Lyra is pampered by Mrs. Coulter. One night Mrs. Coulter throws a cocktail party. Mrs. Coulter loses her temper with Lyra about the bag, and Lyra and Pan realise that Mrs. Coulter's dæmon—a golden monkey—is spying on them. At the party, Lyra realises that the Gobblers are actually the General Oblation Board, the organisation that Mrs. Coulter runs. She also overhears that the *panserbjørne*—armored bears—have imprisoned Lord Asriel (her uncle). Lyra runs away.

Chapter 6: Lyra is nearly caught by a 'net man' and is rescued by Tony Costa (Billy's older brother) and the Gyptians. His mother, Ma Costa, takes her to the fens with them for a Gyptian meeting. They keep her hidden, as the police are looking for her.

Chapter 7: At the meeting, the Gyptian king, John Faa, plans to rescue the kidnapped children. Afterwards, Lyra tells John Faa and Farder Coram what she knows about the Gobblers, Mrs. Coulter, and Dust. Lyra shows them the alethiometer. Farder Coram tells her it tells the truth, and she should she take it to Lord Asriel. She learns that Lord Asriel is her father and Mrs. Coulter is her mother, while Ma Costa nursed Lyra as a baby.

Chapter 8: Three days later, the Gyptians reconvene and plan their expedition. John Faa refuses to take Lyra. Lyra attaches herself to Farder Coram and discovers that if she concentrates, she can read the alethiometer.

Chapter 9: One afternoon Lyra realizes that the alethiometer was trying to tell her about the injured spy. Because of this, John Faa decides to take Lyra with them, on the ship.