

Hollowpox Resource Pack

HOLLOWPOX: THE HUNT FOR MORRIGAN CROW

JESSICA TOWNSEND

RESOURCE PACK FOR KS2 TEACHERS

HOLD ON TO YOUR UMBRELLAS – it's time to join Morrigan Crow and her gang of Wundrous friends on a brand new adventure!

This Resource Pack can be used with children in upper KS2, recommended ages 9–11. Each lesson is based on *Hollowpox: The Hunt for Morrigan Crow*, the third title in the magical Nevermoor series by Jessica Townsend.

The lessons included provide suggestions for how to use the book in the classroom, with lots of activities to bring the magic of the story to life – from re-enacting Ghostly Hours, to writing an account of the terrifying Hollowpox, and creating the next villain in the series!

Step boldly as you join Morrigan Crow on her next adventure; we hope you enjoy your return to the Wundrous world of Nevermoor...

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ABOUT THE BOOK

Morrigan Crow and her friends have survived their first year as proud scholars of the elite Wondrous Society, helped bring down the nefarious Ghastly Market, and proven themselves loyal to Unit 919.

Now Morrigan faces a new, exciting challenge: to master the mysterious Wretched Arts of the Accomplished Wundersmith, and control the power that threatens to consume her. Meanwhile, a strange and frightening illness has taken hold of Nevermoor, turning infected Wunimals into mindless, vicious unnimals on the hunt. As victims of the Hollowpox multiply, panic spreads. There are whispers – growing louder every day – that this catastrophe can only be the work of the Wundersmith, Ezra Squall. But inside the walls of Wunsoc, everyone knows there is a new Wundersmith – one who's much closer to home.

With Nevermoor in a state of fear and the truth about Morrigan threatening to get out, the city she loves becomes the most perilous place in the world. Morrigan must try to find a cure for the Hollowpox, but it will put her – and everyone in Nevermoor – in more danger than she could have imagined.

Perfect for the next generation of Harry Potter fans, this series takes readers into an extraordinary world, setting hope and imagination alive.

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OBJECTIVES AND OUTCOMES

Lesson One: An Introduction to *Hollowpox*

Objectives:

- To make predictions and inferences about the new Morrigan Crow title
- To order important events that have taken place in the previous books
- To use reading comprehension skills to analyse an opening extract

Outcomes: A timeline of events in the series; an analysis of the opening of the book

Lesson Two: Ghostly Hours

Objectives:

- To understand the importance of learning from the past
- To consider examples of how magic is used in the story
- To create a Ghostly Hours entry and act it out in groups

Outcome: A completed Logbook entry about a great lesson at school; a Ghostly Hours Entry to act out

Lesson Three: A Media Frenzy

Objectives:

- To compare two extracts describing the dreaded Hollowpox
- To consider how people's views and opinions are shaped by the media
- To re-write a newspaper article making it unbiased and respectful towards Wunimals

Outcome: A sketch of a front-page picture for a newspaper; a newspaper article based on an incident in the story

Lesson Four: Creating Villains

Objectives:

- To identify the qualities and actions that make a villain
- To create a new villain and design a 'Most Wanted!' poster

Outcomes: A 'Most Wanted!' poster for the next villain in the series.

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LESSON ONE AN INTRODUCTION TO HOLLOWPOX

Lead-in questions:

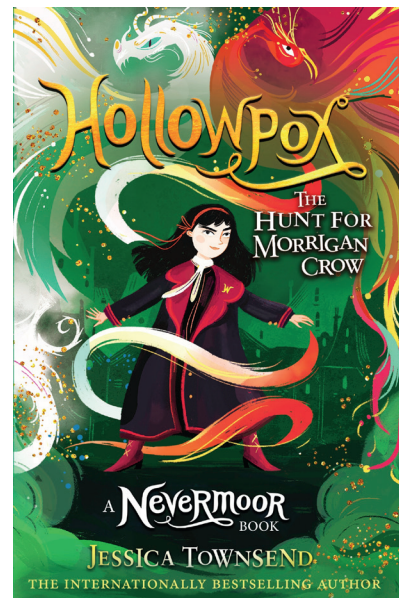
- Have you read the other books in the Morrigan Crow series?
- Which is your favourite so far and why?

Task 1:

Look over the book cover in pairs and discuss what you like about it. Think about the colours and illustrations that have been used. What makes the book appealing? What expectations do you have about the characters and themes of the book based on its cover?

Task 2:

Now think about the title *Hollowpox*; what does this word mean to you? Try breaking it down into separate parts and consider possible synonyms. What do you expect this book to be about based on its title? Mindmap the keywords on the front cover and what associations you make with these words. Make some predictions about the plot and characters.



HUNT

HOLLOWPOX

MORRIGAN CROW

NEVERMOOR

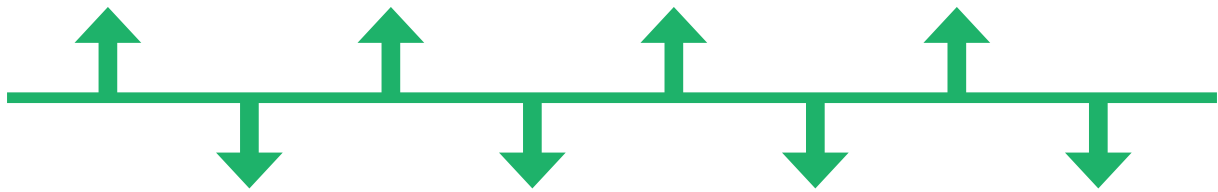
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Hollowpox Resource Pack

Task 3:

Work together in pairs to create a timeline of some of the major events in Morrigan Crow's life and her adventures so far. Discuss together the importance of each point on the timeline and what you can remember about it from the text. If you haven't read any of the previous texts in the series, try to pair up with someone who can help you.



Key events in Morrigan's life:

Ghastly Market • Competes in the Trials • Joins the Wondrous Society
Jupiter North Appears • She is Whisked away to Nevermoor • She is Cursed
Learns she is a Wundersmith • Meets Ezra Squall

Task 4:

On a glossy black door inside a well-lit wardrobe, a tiny circle of gold pulsed with light, and at its centre was a small, glowing W.

Come in, it seemed to say with each gentle beat. *Hurry up!*

Morrigan Crow finished buttoning her starched white shirtsleeves, pulled on a black overcoat and carefully fixed her gold W pin to the lapel. Finally, she pressed her fingertip to the shimmering circle and, just as if she'd turned a key in a lock, the door swung open on to an empty train station.

These quiet, still moments had become Morrigan's favourite time of day. Most mornings, she was the first to arrive at Station 919. She liked to close her eyes for just a few seconds, listening to the distant rumbling of trains in the Wunderground tunnels. Like mechanical dragons waking from slumber. Ready to carry millions of people all over the city of Nevermoor on a complex tapestry of tracks.

Read over the extract taken from the first page of *Hollowpox*. Underline or highlight examples of:

• interesting adjectives • sensory language • metaphors • similes

Write a few sentences about how the writer has used these techniques to make the beginning of her story interesting and engaging. i.e. How does she make you want to read on?

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Hollowpox Resource Pack

LESSON TWO GHOSTLY HOURS

Lead-in questions:

- Why is it important to learn about the past with an open mind?
- What are the dangers of history being erased?

Task 1:

By becoming part of the Sub-Nine Academic Group, Morrigan has the chance to learn from the ‘most useful and interesting lessons’ of the past. Underline any words in the extract you’re not sure of and find definitions for them, then answer the comprehension questions below.

‘We travelled to the past?’ she said.

‘Strictly speaking, the past came to us,’ said Sofia. ‘A ghostly hour is a little parcel of time that has been plucked from the annals of history, to be witnessed and observed in the present day, in the exact same place. Retrieving and saving a ghostly hour is horrendously difficult – only someone with prodigious skill can do it, but done right the hours will *relive* themselves indefinitely.’

‘For example,’ continued Conall, ‘this one here, look: First Wednesday, Spring of Two, nine o’clock. Room Tarazed. An intermediate lesson in shadowmaking.’

‘Shadowmaking!’ Morrigan shouted in pure delight. ‘Like the man we just saw. Am I going to learn that?’

Comprehension questions:

1. What is a Ghostly Hour? How is it described?
2. What does Sofia mean when she says, ‘strictly speaking, the past came to us?’
3. Why is Morrigan so excited at the prospect of being taught by her predecessors?
4. How might the *The Book of Ghostly Hours* help the Wondrous Society learn about Wundersmiths and the Wondrous Arts?
5. Why might the people of Nevermoor be afraid of this book if they found out about it?

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Hollowpox Resource Pack

Task 2:

Think back to a really interesting and fun lesson you've had at school. Reflect on what you can remember about it and why. Why would this be a great hour to travel back to? Create a logbook entry about this lesson using the table below:

LOCATION	PERSONS PRESENT	DATE and TIME	EVENTS	WHAT I LEARNT	WHY THIS LESSON WAS SO ENJOYABLE

Share your logbook entry with a partner and see what your lessons have in common and what makes them different. Were either of you present in each other's lesson? If so, what can you remember about it?

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Hollowpox Resource Pack

Task 3:

LOCATION	PARTICIPANTS & EVENTS	DATE & TIME
School of Wondrous Arts, Sub-Nine of Proudfoot House, <i>Williams</i>	Brilliance Amadeo, Rastaban Tarazed A conversation between Amadeo and Tarazed concerning the theory behind possible self-projected travel on the Gossamer	Avian Age, Seventh Tuesday, Winter of Six 13:02–13:34 (A)
School of Wondrous Arts, Sub-Nine of Proudfoot House, <i>Shaw</i>	Griselda Polaris, Mathilde Lachance, Decima Kokoro An advanced workshop in Tempus given by Polaris to Lachance and Kokoro	Age of the East Winds, First Friday, Autumn of Eight 09:52–11:44 (A)
School of Wondrous Arts, Sub-Nine of Proudfoot House, <i>Van Ophoven</i>	Brilliance Amadeo, Elodie Bauer, Owain Binks A beginner's lesson in Weaving given by Amadeo to Bauer and Binks	Age of Endings, Second Wednesday, Spring of Two 13:00–15:47 (A)

In groups of 3 or 4, look over the Ghostly Hours entries and discuss any words you're not sure of. Then, take it in turns to act out each of the lessons changing characters each time. Don't forget to have one student acting as Morrigan – but remember, she can't be seen by others in the lesson!

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Hollowpox Resource Pack

Task 4:

Add another row to the bottom of the grid from Task 3 and create your own magical lesson from the past. You can use any of the characters and ideas you have come across in the text and the activities so far, or you can use your imagination to make up all the details yourself.

Make sure your lesson is truly magical and memorable! Share your ideas as a class.

Extension: Write a sentence or two about the use of magic in the story so far. What are your favourite examples of magic? Why is it so fun and exciting to read about?

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Hollowpox Resource Pack

LESSON THREE A MEDIA FRENZY

Lead-in questions:

- Do you trust everything that you see or read in the media?
- What do the words 'bias', 'propaganda' and 'sensationalise' mean?

Task 1:

Read over the two extracts describing Wunimals under the influence of the dreaded Hollowpox. Then, fill in the table comparing the incidents and noting down what Morrigan learns about the Hollowpox from them.

The leopardwun grew still at the sound. Her eyes fixed on Baby Dave, who made another happy squealing sound.

It happened so quickly.

Morrigan saw the big cat's eyes flash a bright emerald green, as though somebody had turned on a light behind them. It leapt up on to the windows, then on to the ceiling, seemingly defying gravity, bounding between passengers and leaving startled screams in its wake, until suddenly it landed just in front of them, growling and baring its teeth.

Morrigan had the briefest flash of a thought that she ought to call Wunder and . . . and *do something* . . . but it all happened in a matter of frantic milliseconds, and after all, what could she possibly do with Baby Dave in her arms, even if she *knew* what to do?

The leopardwun crouched, preparing to leap straight towards them and then—

Brutilus turned at the sound, a low growl reverberating from deep in his chest. Morrigan's mouth was dry. She could feel the ancient, primal fear of a hunted unanimal coiling in her stomach.

He sniffed the air again. Then he stood up on his hind legs, bellowing, and – Morrigan was *absolutely certain* – his eyes flashed a bright, glowing green.

Tossing his enormous head back and forth wildly, as if he had some creature in his jaws and was trying to snap its neck, Brutilus ran straight at Morrigan and Heloise, bounding down the street on all fours.

'RUN!' said Morrigan.

Similarities between the incidents	Differences between the incidents	What we learn about the Hollowpox

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Task 2:

Over the course of the story, attitudes towards Wunimals and the way people treat them get increasingly worse. Newspapers like *The Looking Glass* spread fear and hatred throughout Nevermoor by the biased and prejudiced way they report events. This can result in what is known as a 'media frenzy' or 'circus' meaning that people get very overexcited and can behave very badly and even violently.

Read over the article below and highlight words or phrases that you think are:

- biased and/or prejudiced
- emotive e.g. spreading fear or hate
- sensationalised e.g. over the top

For each idea you have highlighted, write a line about the effect this might have on the reader, e.g. their views of Wunimals as well as the Hollowpox.

WUNIMAL SHOCK AT NEVERMOOR OPERA HORSE!

The superlative soprano Dame Chanda Kali was injured in a vicious and unprovoked attack by a rabid Wunimal on the opening night of Gustav Monastine's opera *The Maledictions* yesterday. Onlookers at the scene talked of the terror they felt as the disgruntled equine cast member, Victor Oldershaw – playing the role of 'Horse' – brutally trampled the leading lady during the first act finale.

Many have speculated as to the motivation behind the attack.

'He's very ambitious, Victor,' said ensemble actor Stephen Rollins-Huntington. 'Very driven, you know. I'm just saying, he'd do anything to get his teeth into a bigger part. No one's quite sure how he got to play 'Horse', to be honest – plenty of people have told me I'd have been a natural for it, and of course I've much more experience in the theatre. What happened there, that's what I'd like to know.'

Extension: Can you find any other examples of biased or hateful propaganda that is spread by the media or anyone else in the text? Think about the negative impact of these views.

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Hollowpox Resource Pack

Task 3:

In the box below *The Looking Glass* article, draw the picture to match it on the front page of the newspaper. Try to make your illustration eye-catching and include as much detail from the text as you can.

Task 4:

Re-write the article from *The Looking Glass* making it less sensationalised and more respectful towards Wunimals. To do this, think about and plan:

- A new headline
- Informative rather than opinionated language and details
- A factual and unbiased quote
- Helpful information about Hollowpox developments – not scaremongering!

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LESSON FOUR CREATING VILLAINS

Lead-in questions:

- Which characters would you describe as villains in *Hollowpox*?
- Can you name any other villains from books you have read?

Task 1:

In small groups, compare the villains President Wintersea and Ezra Squall. On a large piece of paper, create a table and note down points such as:

- How is their appearance described?
- What characteristics or personality traits do they possess?
- Which behaviours and actions make them a villain?
- What do they have in common?
- What makes them different?

Try to note down some examples or quotes from the text if you can, as well as your own inferences. Feed back your points as a class.

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Task 2:

Using President Wintersea and Ezra Squall for inspiration, come up with a new villain for the next book in the Morrigan Crow series! Create a 'Most Wanted!' poster to raise awareness about who they are and why they must be stopped. In your poster, include details such as:

- A picture and description of the villain
- What they have done and the threat they pose
- Where they were last seen
- Any accomplices to look out for
- Who to contact if you have information

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