

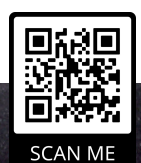


Teaching Notes & Resources

Key Stage 2

Themes: Identity and self-discovery | Overcoming fear and adversity | Belonging and tolerance | Gothic tropes and influences | Creative problem solving | Friendship, forgiveness and trust | Finding family and community | The importance of allies and support

Purchase *Lily Grim and the City of Undone*



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About *Lily Grim and the City of Undone*

In the dark and dangerous City of Undone, one girl will discover just who she really is . . .

Lily Grim's life is a mystery.

She has lived with her guardian Gabriel, in the City of Undone, for as long as she can remember. It's a dark and dangerous place especially if you're an Other like they are.

When the cruel Master of the city suddenly captures Gabriel, Lily has to escape. She's hidden by an Other boy called Dekka, who knows that Lily is in grave danger. The Master seems to want her dead – but why?

Can Lily unravel the mystery of who she is? And can her new friends rescue Gabriel before it's too late?

A mysterious, gothic fantasy adventure with friendship at its heart.

About Andy Ruffell

Born and raised in Kent, Andy Ruffell read English Literature at Sheffield University, and has been an honorary Northerner ever since. He worked as a teacher and head teacher for nearly 18 years.

He won the Hachette Children's Novel Award 2021 with *Lily Grim and The City of Undone*. He lives in North Yorkshire with his wife and two daughters.



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Activity 2: You've Got a Friend in Me

Activity Sheet 2: Dekka's Decision

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Extract 3: The Other Side of Undone

Activity 3: Discussing Differences

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Objectives: Reflect on why the people of Undone view the Others as different or frightening.; discuss how we can break down barriers and treat everyone equally, regardless of their differences.

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Activity 4: Exploring Gothic Influences

Activity Sheet 4A: Creating Your Characters

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Objectives: Recognise the elements of gothic stories; create original gothic stories that incorporate the elements learned.

NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS



Extract 1A: The City of Undone

Extract taken from CHAPTER 3 (page 13)

Lily loved living in the City of Undone, the biggest city on the Island. Despite having once been an important trading post between the lands that lay far to the north and south, many years ago the Island had decided to cut itself off from the world. Most Islanders were suspicious of everything that lay beyond their shores and they closed their minds to the possibilities that trade could bring.

Extract 1B: The River and the Rotten Teeth

Extract taken from CHAPTER 6 (pages 37 – 38)

The City of Undone sprawled across a collection of small hills and was criss-crossed with the canals and stagnant waterways that had formed in the flooded streets. The River cut a fat brown slice through the middle of the city and its muddy, stinking banks bristled with wharves, boats, cranes and warehouses that balanced precariously on stilts above the silty, shifting waters. In times of flood, the River spread itself luxuriously into the streets and buildings that ran along its ever-changing banks and each year it seemed more reluctant to return to its normal course. Each year they were pushed higher up the hills and closer together. Each year the streets became more crowded and the Master would order a crackdown on the undesirables, the homeless, the disease-spreaders, the Others.

Old buildings, built many years before the floods, poked out of the dirty brown water like rotten teeth, crumbling slowly into mossy islands. People said the Others used these islands and broken old buildings as hiding places and launching points for attacks into the city. Even the toughest of the sailors and dockers who worked on the River knew not to stray far from the safety of their boats, their friends and their warehouses.



Discussion Questions

- What do you think it means for a city to be 'undone'? Why do you think the Island decided to cut itself off from the rest of the world?
- Why is the River described as having a human-like personality, movements and actions, such as being 'reluctant to return to its normal course'? How does this add to the city's overall atmosphere?
- What might be happening to the buildings in the city due to the floods, and how do the citizens feel about the decay and disrepair of their surroundings, which are compared to 'rotten teeth'?
- Do you think it's better for a city to be cut off from the rest of the world or to trade with other places?
- How do you think the residents of the City of Undone feel about their city? What might be some of the challenges they face living there?
- What do you think the daily life of a resident in the City of Undone might be like? How would it differ from your own life or the lives of people in other cities?
- If you were the Master of the City of Undone, how would you address the challenges facing the city, such as the flooding and the Others? What kind of leader would you strive to be?
- Compare the City of Undone to other fictional or real-life cities you know. What is similar or different?
- What do you think the future holds for the City of Undone? Do you think it will continue on its current path or will there be changes to its appearance? Why?
- The world-building in this story is rich and immersive. If you could visit any place in the City of Undone, where would you want to go and what would you want to see? Why?



Activity 1: Island Inspiration

- To spark the children's imaginations and inspire them to build their own unique worlds, begin by discussing stories that take place in different worlds or universes from books, movies or other media. Encourage them to describe the appearance and unique features of these worlds and what they find interesting or intriguing about them.
- Introduce the story of *Lily Grim*, which takes place on an imaginary island. Read the two extracts, show them the map of the Island in the front of the book and invite them to observe and describe what they see. Encourage them to use their imaginations to envision the island's features and ask them to consider what it might be like to live on the island and the challenges its geography might present.
- Continue the conversation by asking the children to imagine themselves living on the island in *Lily Grim*'s story. Encourage them to think about their daily life, the kind of environment they would be living in and how they would adapt to living on the imaginary island. They could also draw their own map of the Island, incorporating their own ideas about the different places and features that might exist there.
- Tell the children that they are going to create fictional maps of their own worlds. Provide them with an enlarged version of the map of the Island and ask them to consider how the elements they see on it might inspire the creation of their own unique worlds.
- Encourage the children to use their imagination to think about what kind of world they want to create, such as a world with towering mountains, endless forests or vast oceans. They can also draw inspiration from the place names on the map, such as 'To the Unknown'.
- Remind the children that they have complete creative control when building their own worlds. They can draw inspiration from the map of the Island, but they are also free to add their own unique features and elements. Encourage them to use their imaginations and think about what kind of inhabitants, landscapes and cultures might exist in their own worlds.
- After giving the children some time to work on their own maps, it's important to encourage them to share their creations with the group. This can be done by having each child present their map and explain their ideas and inspirations behind them. They may find common interests and ideas in their maps, leading to discussions and even the possibility of creating a shared world or story together.
- Encourage the children to continue exploring their ideas and building on their maps outside of the session, and perhaps even encourage them to write stories or create artwork inspired by their worlds.

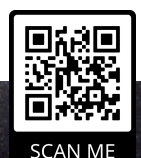


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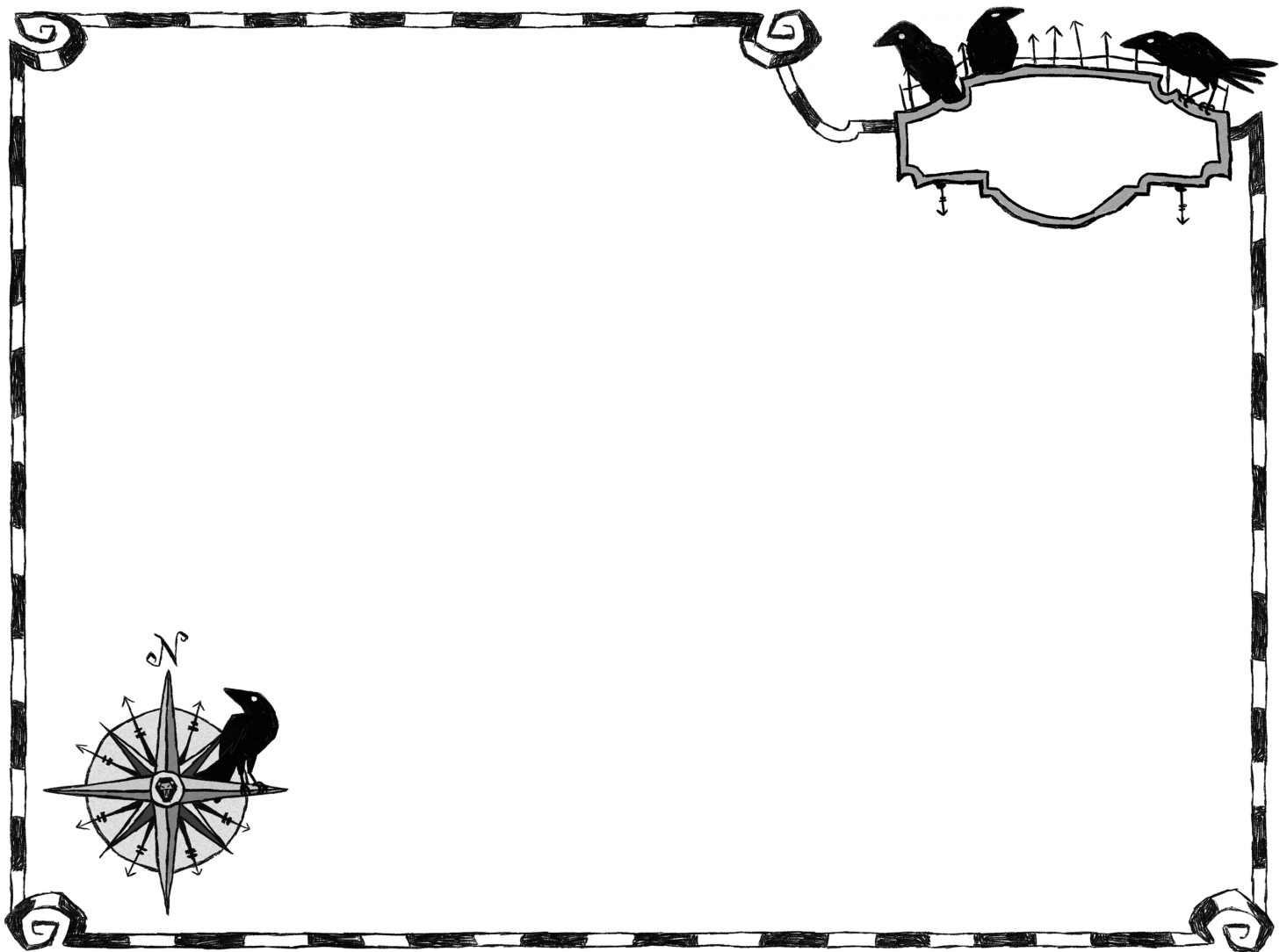
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Activity Sheet 1: Map Making

Using the map in *Lily Grim and the City of Undone* as an example, draw your own fantasy world map below.

Start by outlining a piece of land, then fill it with towns, roads, mountains, lakes and key landmarks (such a spooky church or coral reef). Be as creative as you like! Remember to name everything you fill the world with, such as the towns and cities, and the world itself!

Use the lines below the map to write a short description of your world and the key features you included.





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Extract 2A: Dekka's Domain

Extract taken from CHAPTER 5 (pages 35 – 36)

'Well, now we've got a bit of peace an' quiet, it's time for introductions. Up there in Undone I go by all sorts of names, but my proper name – my Other name – is Dekka.'

The boy rubbed his hand on his grubby trousers and held it out to Lily. Lily reached out and grasped Dekka's hand.

'I'm Lily. I've . . . I've never met an Other before. I thought you'd be—'

'Evil? Mean? Frightenin'? Diseased? Take yer pick, I've 'eard 'em all. Anyway, that ain't strictly true.'

'What's not true?'

'That you've never met an Other before. That old man you were with is an Other. Knew it as soon as I clapped eyes on the pair of you.'

Extract 2B: Forever Friends

Extract taken from CHAPTER 6 (pages 39 – 40)

As he walked, Dekka fired questions at Lily – who was she, where did she live, what was the name of the old man she was with? Lily's head spun, dizzied by the fear of her narrow escape, the loss of Gabriel, and the confusion caused by all the twists and turns in the sewers. She answered Dekka as best as she could, but soon found she was asking the same questions of herself. Who was she? Who was Gabriel, and why had the Master wanted to capture them?

Dekka told her about his life as they staggered on. How he had lived in the Wilderness, travelling with his family. His grandmother and mother had made a bit of extra money, 'Doin' some readin' on the side – that's fortune-tellin' to a flatty like you.'

'What's a flatty?' Lily asked.

'Don't you know nothin'? Flatties are just normal people – anyone who ain't Other. Anyone who just sits still and does what they're told. Flatties don't like us. That's why the Master wants to get rid of us. Anyway, some flatty told on us for readin' an' we got caught. Fortune-tellin's not allowed 'cos people are always afraid of what they don't understand. They think it's all black magic, an' anyone who can do it is a witch. I got put in the Ring and the rest of my family just . . . disappeared.'

They walked in silence for a bit, their feet splashing and the shadows dancing on the walls about them.



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Discussion Questions

- How does Lily feel about meeting Dekka for the first time? Why do you think she feels that way?
- When Dekka refers to himself as an Other, what does he mean? Can you explain the distinctions between Others and Flatties according to his interpretation?
- In this book, why do characters hold such a hostile view towards fortune-telling? What drives this?
- What aspects of Dekka's past does he disclose? How do they continue to influence him in the present?
- How does Lily respond to what Dekka shares? How might she be able to relate to it?
- Why do you think the author chooses the setting of the sewers for Dekka and Lily's first meeting?
- What motivates Dekka's interest in learning about Lily's circumstances? What might he hope to gain?
- As Lily and Dekka's conversation progresses, what qualities do they exhibit that strengthen their friendship? How does their dialogue help them connect with each other?
- How might Lily's experience with Dekka change her perspective on Others and Flatties?
- What unresolved questions do you still have about the friendship between Lily and Dekka? How do you anticipate these issues will be addressed as the story continues?



Activity 2: You've Got a Friend in Me

- To begin, write the word 'friend' on the board and encourage children to discuss the characteristics that make a good friend. Some examples could include support, kindness and loyalty. Prompt critical thinking by asking children to share their thoughts and opinions, and facilitate a brainstorming session to generate a list of additional qualities valued in a friend, such as honesty, trustworthiness, empathy, mutual respect and active listening.
- Provide a safe and supportive space for children to reflect on their personal experiences with friendship and invite them to share these reflections together. Have children pair up and interview each other about their friendships. They can ask questions such as: How did you meet? What qualities do you value in a friend? What challenges have you faced in your friendship? What have you learned from your friends? How do you maintain your friendships? Do you stay in touch with friends who live far away? Have you ever experienced a situation where you or a friend needed support? How did you help each other?
- Using the two extracts from the book, explore the theme of friendship and its portrayal in the evolving relationship between Lily and Dekka. Emphasise how their first meeting sets the foundation for their friendship, as it marks the beginning of their newfound connection. Initially, Lily is wary of Dekka when they first meet in the sewers, but she gradually opens up to him as he shares his perspective and experiences with her.
- Describe how in the story, Dekka is shown to be a tough and independent character who initially appears indifferent to Lily's plight. However, he eventually decides to join forces with her and Gabriel to help them escape the City of Undone. Ask children to write a short paragraph on the activity sheet from Dekka's perspective about what might have prompted him to have a change of heart. Explain how they could consider his past experiences, personality and values to explain why he decided to help Lily.
- As an extension activity, children could also imagine what might have happened if Dekka had not helped Lily, and write a short story or create a visual representation of this alternate ending. This can help them to further explore the importance of friendship and the consequences of our actions.
- As the story progresses, note with children how Lily and Dekka's friendship deepens and becomes more important to the both of them. They offer each other support during difficult situations and learn to value each other's strengths and weaknesses. Furthermore, their friendship serves as an example of how individuals with diverse backgrounds and personalities can form meaningful relationships.
- To expand on this idea, children could also be encouraged to write a short reflection about a time when they have helped a friend in need. They can draw on personal experiences or imagine a fictional scenario. It could include details such as how they became friends, what kind of problem their friend was facing and how they provided support.



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Activity Sheet 2: Dekka's Decision

Write a short letter to Lily from Dekka in the box below, where Dekka explains why he has changed his mind and is now helping Lily, taking into consideration his past experiences, personality and values. As this letter is from Dekka's perspective, remember to place yourself in Dekka's shoes, telling the story from his point of view.

Think about the following questions before writing your letter:

- What made you (Dekka) decide to help Lily?
- Why were you (Dekka) wary of Lily when you first met her?
- What is something you (Dekka) like about Lily?
- How do you (Dekka) feel about being asked to help Lily? Were you angry or excited or nervous?

To Lily,

Dekka



Extract 3: The Other Side of Undone

Extract taken from CHAPTER 3 (pages 13 – 15)

Like most of the people of Undone, Lily had never left the city and had never journeyed out to the Island's wild western shores, the marshy east, or the bleak and rugged north – such places existed only in the imaginations of Undoners. But she loved exploring Undone itself. She explored the streets around her home and knew all the roads and alleyways, the hidden cut-throughs, which doors were always locked and which were usually open. She knew every canal and had explored the tangle of waterways that led to the River. Despite Gabriel's warnings, she was often drawn to the Ring, the huge prison that squatted at the edge of the slums and sprawled all the way to the River.

Lily often wondered about what was beyond Undone, about the Others who lived in the Wilderness – the vast expanse outside the relative safety of the city – and the Others who had been captured and were imprisoned in the Ring.

'You go out too much,' Gabriel often complained.

'You worry too much,' Lily said.

'The streets aren't safe for young girls.'

'Are you afraid the Others'll get me?'

'You don't know what you're talking about,' Gabriel grumbled.

Lily couldn't understand why Gabriel was so cautious. Yes, the streets were often plastered with posters warning the citizens of Undone about the crimes that the Others committed, and yes, the ghostly, savage faces that stared from the 'Wanted' pictures looked terrifying, but Lily had never seen an Other in real life. The Others didn't frighten her. Nothing frightened Lily. Nothing except the Master.

'Who is the Master? Why do we have to keep away from him?' Lily would ask.

'The Master,' Gabriel would answer, 'is the governor of the Ring. He's the judge and jury for all criminals. He's the defender of Undone against the Others, and he's the most powerful man in the city. But that doesn't make him good. Far from it. It just makes him someone to be feared.'

And now, having seen him fleetingly in the flesh, Lily understood. She had sensed his power and the fear that surrounded him. But, like a moth drawn to a candle flame, she felt compelled to learn more about him and the Others he hunted down and locked away.



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Discussion Questions

- Imagine you were in Lily's shoes, what kind of questions would you have about the Others and their way of life? Why do you think it's important to be curious about things we don't understand?
- If you could explore any part of Undone, which area would you choose and why?
- How do the people of Undone perceive and interact with those who are deemed as Others? What can we learn from their attitudes and actions about our own treatment of people who are different from us?
- What do you think the Others are like, based on the descriptions in the extract, and why are they seen as a threat? Would hearing about them from their own perspectives change our perception of them?
- Do you think Gabriel's warnings are justified or do you think he is being overprotective? Why or why not? What might be some of the dangers that Lily could face if she continues to explore Undone?
- Lily seems to have conflicting feelings about the Master – she is drawn to him, but also afraid of him. Have you ever felt this way about someone or something? How did you deal with those emotions?
- Why do you think the Master is so powerful and how does he use or exert his power in Undone?
- If you could visit the Ring and meet the Master, what would you ask him? Why do you think he is such an important character in the story and how might his actions impact the other characters?
- Why do you think some people are drawn to power, even if it's used for bad things? Can you think of any historical or current examples where someone in power has used their position for good or bad?
- What discoveries do you think Lily might make if she continues to explore Undone and beyond the city?



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Activity 3: Discussing Differences

- To start the lesson, begin by reading the extract aloud and prompting the children to pay close attention to the actions and dialogue of Lily and Gabriel regarding the Others. Encourage them to reflect on why the people of Undone might view the Others as different or frightening and ask them to consider how they would feel if they were in the Others' position and how they would react.
- Next, record their responses on the board and use them as a starting point for the discussion. Encourage the children to share their thoughts and listen to each other's perspectives, creating an open and safe space for discussion.
- Transition the discussion towards the portrayal of the Others as a separate and marginalised group from the rest of society in the story. Explain how this can lead to fear and prejudice towards those who are different, and connect this to real-world situations where certain groups of people have faced discrimination and how it impacted their lives. Provide examples of how people of different races, religions and cultures have been discriminated against throughout history and in today's world.
- During the discussion, explore the character of the Master and his use of power to spread hate, fear and discrimination towards the Others in the story. The Master's message of intolerance and fear-mongering has resulted in the marginalisation and mistreatment of this group, causing them to live in fear and uncertainty. Ask the children to think about how individuals in positions of power can influence the beliefs and actions of those around them, as well as the harmful effects of such prejudices on society.
- To deepen the discussion, ask the children to consider why the Master has chosen to spread this message of hate and what his motivations might be. Is he doing it for personal gain or does he genuinely believe that the Others are a threat to society? This can lead to a wider conversation about the different factors that contribute to prejudice and discrimination.
- Encourage the children to also think about the implications of the Master's actions and how they relate to real-life situations where people in positions of power use their influence to spread hate and discrimination towards certain groups of people. Provide examples from history and current events where this has occurred, such as the treatment of minorities during the Holocaust or the discrimination against LGBTQ+ individuals in some countries today. It is important to emphasise to children the harm that this can cause and the importance of standing up against hate and discrimination.
- Finally, discuss how we can break down these barriers and treat everyone equally, regardless of their differences. Encourage the children to think about the importance of empathy, understanding and respect for all individuals and how it can help us create a more inclusive and accepting society.
- As a written task, have the children complete the activity sheet attached by making a list of the ways in which they are different from one another. This activity can encourage the children to reflect on their own identities and the unique characteristics that make them who they are. It can also promote empathy and understanding by highlighting that everyone has their own differences, and that these differences should be celebrated and respected. Once completed, have the children share their lists with each other to further foster a sense of inclusivity and acceptance in the classroom.



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Activity Sheet 3: Discovering Differences

About Me

Use this section to fill out some details about yourself. Make sure to include a drawing of you!



Name:

Age:

I live with:

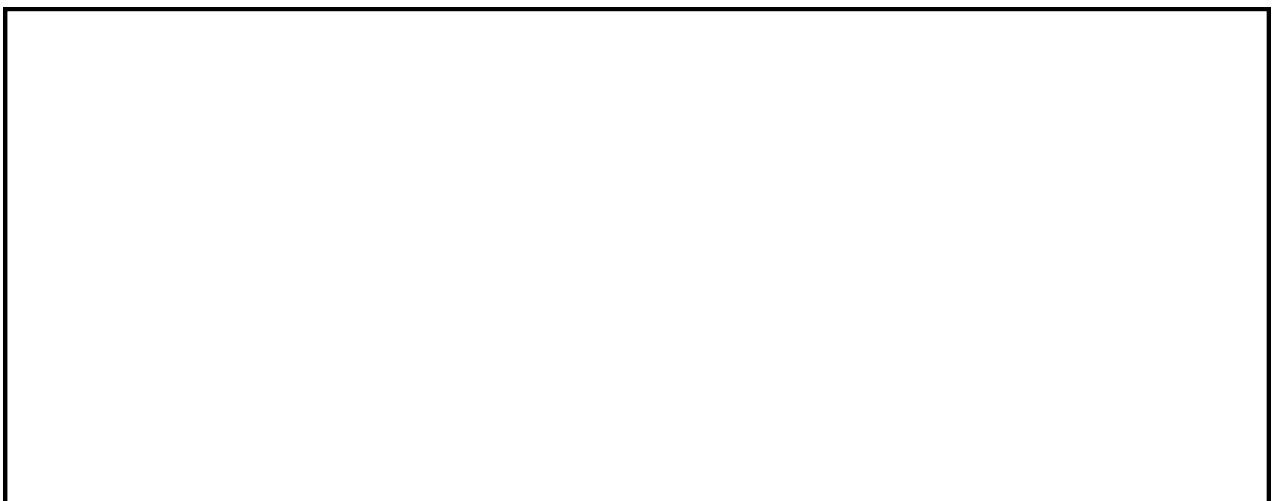
My heritage is:

My favourite book is:

My favourite movie is:

In my spare time I love to:

Write a short biography about yourself in the box below. Include any fun facts you can think of!



Activity Sheet 3: Discovering Differences

Similarities and Differences

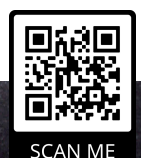
Look around the room. What makes you similar or different to your classmates? Do you have different coloured hair? Do you like writing stories in your spare time while your friend prefers to play football? One thing you have in common is that you attend the same school. What else do you have in common?

Similarities:

Differences:

Throughout the year, there are plenty of moments to celebrate everyone's differences. For example, there is Schools Diversity Week in June, and Children's Mental Health Awareness Week in February. These weeks can not only teach you about issues children face in school and at home, but also help celebrate diversity. Thinking about the differences between you and your classmates, come up with one idea to appreciate diversity in your classroom. Perhaps you can have a day where everyone makes a poster that celebrates their ethnicity?

Write your idea in the box below.



Extract 4: The Ring

Extract taken from CHAPTER 4 (pages 22 – 24)

The Ring was a gloomy sprawl of buildings trapped between the slums and the River. A whole neighbourhood of what had once been homes and shops had been enclosed within a tall wall and turned into a huge prison, a maze of criss-crossing old streets and alleyways that all, eventually, ended in the dead end of the great curved wall that gave the prison its name.

As they got nearer to the main entrance, Lily noticed the streets becoming busier and she could hear the noise of a crowd gathering in the marketplace outside the gate. Lily smelled smoke and fat from several open-air kitchens that huddled in the shadow of the prison walls. A group of men, rowdy and drunk despite the early hour, pushed past them, in a hurry to get ahead. Stalls and tents were strung along the narrow, busy road selling food and beer. Stray dogs nosed through the rubbish and a knot of wiry-looking boys warmed their red, knuckly hands at a fire.

One of the boys looked up and stared at Lily. He was slight but tough-looking with messy black hair that stood up in wild tufts above his grubby, smiling face. Their eyes locked for a second before Lily glanced away, feeling intimidated by the boy's questioning look.

'Remember, keep quiet and don't give anyone a reason to notice you, Lily,' Gabriel said under his breath. 'This is something I'd rather keep hidden from you, but you need to know exactly what Undone is like and why we keep ourselves to ourselves.'

They reached the edge of a packed crowd and Gabriel guided Lily to a spot in the shadows beneath the wall of a scrap merchant's yard. Lily climbed onto a wooden crate and gazed out over the heads of the people in front.

A wide path had been cleared through the crowd. It ran from the main gate of the Ring, across the marketplace, to a rough wooden stage. Above the stage was a strong beam and from it hung six nooses, straight and motionless in the still, cold air.

Lily heard a drumroll and the crowd roared and surged against the fences and ropes that were supposed to hold them back. The drum stopped. The Ring's gate swung open, and Lily gasped.



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Discussion Questions

- In the extract, how is the Ring described? Is it a place of hopelessness or confinement? What might be the significance of the Ring's maze-like layout? How does the dark and gloomy setting of the Ring contribute to the overall atmosphere of the book?
- How does Lily feel about entering the Ring? What thoughts might be going through her mind as she approaches the main entrance? How does her perception of the prison change as she gets closer to it?
- As Lily approaches the main entrance of the Ring, what sounds, smells and sights does she notice?
- Who does Lily encounter on the streets as she makes her way towards the Ring? How do these encounters make her feel? Are there any encounters that might be important later in the story?
- Why does Gabriel advise Lily to remain quiet and unnoticed near the Ring? What does he hope to achieve by this? Does Lily follow his advice?
- What does Lily see from her vantage point when she climbs onto a wooden crate?
- Why is there a wide path cleared through the crowd at the marketplace? What event or activity do you think is about to take place?
- What might be the purpose of the nooses hanging from the beam above the rough wooden stage? Are there any characters in the story who might be at risk of this punishment?
- How does the author use suspense and mystery to create a sense of foreboding and unease?
- What do you think might happen next in the story?



Activity 4: Exploring Gothic Elements

- To introduce gothic-inspired writing to children, choose an extract from the book that showcases gothic elements like mystery, suspense, darkness and eerie atmosphere, such as the one that describes the prison, *The Ring*. Also, revisit the blurb of the book to provide context for the story by discussing the characters, settings and plot with the children, and encourage them to share their thoughts and feelings.
- As you discuss the story, explain to the children that *Lily Grim and the City of Undone* is a gothic-inspired tale. Gothic stories are spooky and mysterious, and while they can be a bit scary, they are also exciting and enjoyable to read. They often feature supernatural or mystical elements and take place in dark settings that create an unsettling atmosphere, keeping readers on the edge of their seats.
- To help the children understand the gothic elements in the story, point out specific examples like the ominous City of Undone, the mysterious Master and the threat of the Others. Show them how these elements work together to create suspense and ask them to identify any other gothic features they may have noticed. To provide a visual reference for the setting and atmosphere of the story, you could also show them some pictures or illustrations of gothic architecture, art and literature.
- Introduce the writing activity by explaining that the children will use their imagination to write a gothic-inspired short story. Provide prompts to get them started, such as the different types of settings (e.g. abandoned castle, dark forest, forgotten city) and supernatural elements they could include and the emotions they want their readers to feel.
- To create a gothic-inspired short story, the children should first create a compelling main character. Encourage them to think about their character's appearance, behaviour and motivation for being in the eerie world. For added assistance in character development, provide them with the character profile activity sheet template.
- Next, guide them in creating a plot that incorporates the gothic themes of mystery, suspense and darkness. Encourage them to think about the conflicts their characters will face and how they will overcome them, using the setting to create obstacles or opportunities. They could structure their story using a template with key sections such as the introduction, build-up, problem, resolution and ending.
- As they write, encourage children to be descriptive and to use vivid language to create a sense of foreboding and unease in their readers. You can also suggest that they read their stories aloud to identify areas that may need improvement or editing.
- Finally, when the children have finished their stories, encourage them to share their work with their peers and provide feedback on each other's writing.

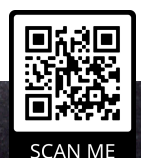


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Activity Sheet 4A: Creating Your Characters

Create a main character for a gothic fantasy book! Fill out the details below. Does your main character live in the fantasy world you previously created, or one that already exists? Do they go to school (perhaps a school where they learn how to harness magic or invent new technologies)? Do they work? Who are their friends and family? On a separate piece of paper, draw your character if you want.

Name:

Age:

Physical appearance (describe the character's appearance, such as their distinguishing features and clothing style):

Personality traits (describe the character's personality, such as their strengths, weaknesses, likes, dislikes, fears and desires):

Backstory (explain the character's history, including their family background, past experiences and how they came to be in this gothic-inspired setting):

Goals (describe the character's objectives and motivations for being in the gothic-inspired setting):



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Activity Sheet 4B: Structuring Your Story

Now is time to place your main character and world in a story. Before you start writing, it's important to plot out the key beats of the story you want to write. There are five key beats to plot out. As you're plotting the key beats, remember to keep the atmosphere gothic!

Introduction: Where does the story take place? Who are the main characters? What do they want to achieve?

Build-up: What challenges do they encounter? What actions do they take to overcome these obstacles?

Problem: What is the main problem that the characters need to solve? Why is it important to them?



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Activity Sheet 4B: Structuring Your Story

Resolution: How do the characters solve the problem? What do they learn from their experiences?

Ending: How does the story conclude? Is it a happy or sad ending? Does it leave any questions unanswered?



National Curriculum Objectives: KS2

English

Spoken language

Pupils should be taught to:

- Develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play/improvisations and debates

Reading – comprehension

Pupils should be taught to:

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Develop positive attitudes to reading, and an understanding of what they read, by:

- Discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:

- Identifying how language, structure and presentation contribute to meaning
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing – composition

Pupils should be taught to:

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)



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National Curriculum Objectives: KS2

Geography

Pupils should be taught to:

- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Art and design

Pupils should be taught to:

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PSHE (taken from PSHE Association's Programme of Study)

Pupils should have the opportunity to learn:

- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)



Additional Activities and Ideas

- Collaborate with your classmates to create a thrilling and immersive dramatic retelling of a pivotal scene from the book. Assign roles to each child, allowing them to take on the personalities of characters like Lily and the Master and bring the story to life with their own interpretation. Use creative props, music and sound effects to add depth and excitement to the scene, and encourage children to think about and experiment with different expressions and vocalisations to fully embody their roles.
- Put your artistic skills to the test by designing an alternative book cover that encapsulates the eerie and enigmatic atmosphere of the novel. Once you've completed your design, present it to the class and discuss how it reflects the themes and tone of the book.
- Practise your descriptive writing skills by crafting a character description of Lily Grim, the main character in the book. Analyse the story to gain a deep understanding of Lily's physical appearance, behaviour and motivations. Observe how she acts in different situations and how she interacts with other characters in the story. Use descriptive language and sensory details to vividly bring Lily to life on the page, aiming to capture her unique personality and emotions.
- Design a board game inspired by the book, with players navigating the City of Undone and facing obstacles and challenges along the way. The board itself could be designed to resemble a map of the City of Undone, with different locations and landmarks that players must visit and interact with.
- Write a news article or broadcast on a significant event or development in the story of the City of Undone, using journalistic language and conventions. Include interviews with fictional characters and quotes from those affected.
- Create a comic book or graphic novel adaptation of a memorable scene from the book, using panels and illustrations to tell the story visually. Be sure to stay true to the book's tone and style and consider adding your own creative twists to enhance the storytelling experience.



Additional Activities and Ideas

- Imagine you are the Master on the lookout for Lily. Create a wanted poster for her capture, based on the information you have about her from the book. Include elements such as her name and a detailed description and contact information for the authorities. A reward for information leading to the capture of Lily should also be included in the poster. To add an extra layer of detail, children also can include illustrations of the City of Undone or symbols that represent the Master's power and authority.
- Propaganda and visual messaging have been powerful tools in shaping public opinion throughout history, and the way the Others are portrayed in the Master's newspapers is a prime example. Examine the impact of propaganda on people's perceptions of individuals, including how it can be used to demonise them and suppress dissenting voices, and the long-lasting effects it can have on society.
- Visualise the setting of the story and explore the themes of darkness and danger that run throughout the book by creating your own 3D models of the City of Undone, using clay, cardboard or Lego.
- Use your imagination to craft a short story that expands upon a specific event in the book or explores what might happen after the story ends. Consider the characters, setting and themes of the book, and use them as a foundation for your story. Will you focus on Lily and her journey, or will you explore the motivations and actions of the Master or other characters?



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