

The Power of Dark Scheme of Work – 1 Week

Notes:

This scheme of work covers the first four chapters of *The Power of Dark* by Robin Jarvis. This is a week of lessons but can be extended to two weeks if you wish to spend more time on a particular activity. All the resources and worksheets are available to download along with discussion questions to be used in Guided Reading sessions.

Lesson 1

LO: To use information in a text to draw a character

Read the first eight pages of the introduction 'Attack.' Don't let the class see a copy of the book at this point. Distribute the worksheet for the lesson that includes the description of the squalbiter at the top. Pupils are to read the description and underline any words they aren't sure of (take time to go around and explain the meaning of the words before they start drawing!) Using the information from the text, the pupils draw their own squalbiter in the box.

Choose a few pupils to share their illustration. Are their drawings the same? Why/why not? Now share the illustration on page 8. Does the squalbiter look as the children imagined? What's the same and what's different?

Plenary: Read to the end of 'Attack' and ask the class what questions have they been left with. Start them off by suggesting a couple of your own e.g. 'Who is Zeer?' etc. Compile a list of questions on a large piece of paper as a class. Store them so you can return to over the next few weeks and tick them off as you find out the answers.

Lesson 2

LO: To write a dialogue between two characters

Read Chapter 1 as a class, stopping to check for understanding. Recap on the events of the chapter – what has happened? What did Verne see on his walk home from Lil's? Give out the Lesson 2 worksheet (pg.1) and read the texts between Lil and Verne. What will Verne's next text to Lil say? How will that conversation carry on?

Divide the class into mixed ability pairs and ask them to imagine they are Lil and Verne having the conversation about what happened on his walk home. What questions might Lil ask? What sort of language might Verne use to describe what he saw? Will the language he uses be different if he's writing a text? Ask a few pairs to share their conversation.

Give out Lesson 2 worksheet (pg.2) and ask pupils to continue the text conversation between Lil and Verne based on the conversations they've had with their learning partners.

Plenary: When do we think *The Power of Dark* is set? Is it modern or set in the past? What clues are there to help us work this out?

Lesson 3

LO: To compare two characters

Read Chapter 2 as a class, stopping to check for understanding. In this chapter Lil finds herself in the body/mind of Scaur Annie. What do we learn about Scaur Annie in this chapter? What does she look like? What sort of personality traits does she have? Is she braver than Lil? Ask the class to discuss the similarities and differences between the characters of Lil and Scaur Annie. Collate ideas on the board.

Distribute Lesson 3 worksheet. Pupils are to draw how they think both Scaur Annie and Lil look and around the outside of the picture write words to describe the character e.g. fearless, anxious etc. Once they have completed this task ask them to identify the similarities and differences between the two girls.

Plenary: Pupils to swap their worksheets with a partner and compare their ideas. Tell them they can magpie one idea from their partner's work to add to their own.

Lesson 4

LO: To perform as a character

Read Chapter 3 as a class, stopping to check for understanding as you go. In this chapter Lil and her mother give an interview with Nigel Hampton (pages 54 – 60.) Explain that today we are going to film our own interviews with those characters. What are those characters like? How are they going to behave during the interview? Remember, even if a character isn't speaking they can be responding to what another character is saying. What sort of expression might Nigel Hampton have on his face? Is he surprised/confused/bemused?

Divide the class into groups of three and ask them to decide who is going to be Lil, Nigel and Cassandra. Give them time to practise their interview. Give pupils the option of recreating the interview exactly as it's written in the book but challenge those who are ready for it to come up with some of their own ideas for what might happen during the interview.

Plenary: Invite each three up to come and share their interview – film it using an iPad or camera to give the feel of a real television interview.

Lesson 5

LO: To write in the first person

Read Chapter 4 as a class, stopping to check for understanding as you go. Cherry Cerise has appeared in every chapter of the story so far but her story has not been the focus of the action. As a class list all the times the reader has encountered Cherry so far. Today we are going to imagine we ARE Cherry Cerise and we're going to write her diary entry of the events so far. To do this we will have to write in the first person using I/my instead of he/she/they.

SHARED WRITING: As a class generate ideas to include in Cherry's diary and model how to start e.g.

Dear Diary,

The last few days have been simply dreadful. I don't even know where to begin . . .

Distribute Lesson 5 worksheet and give pupils time to create their own diary entries. Choose a few pupils to come and read their diaries out as if they are Cherry Cerise. How will she sound? How is she feeling about everything that has happened and how can the pupils convey this in their tone as they read? The rest of the class listen carefully to their classmates' diary entries and offer constructive feedback.

'I really like _____ and it would be even better if _____'

Homework: To read Chapter 5 before the next lesson.

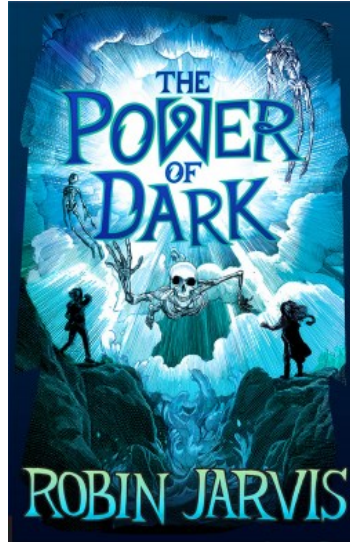
Cross-curricular links

Science:

- Light and Dark
- **EXPERIMENT:** Design an experiment to test the strength of different light sources.

Music:

- Imagine "The Power of Dark" is going to be made into a film. Can you create the theme music?



Geography

- Look at the map of Whitby at the front of the book. Can the children create a similar map for their own local area? What key information would they need to include?
- Case study of Whitby. Create a promotional leaflet for the town.
- Whitby is a coastal town. Study coastal features e.g. long shore drift & erosion.

Art

- Pencil drawing of squalbiter
- Shadow puppets

PSHE/Philosophy

- Discuss the concept of fear: why are people afraid of witches? Why are people afraid of the dark? What could they do to overcome their fears?
- **DISCUSS:** Are we, as a society, tolerant of people with different beliefs and life styles to our own?

English

Witches feature heavily in children's literature. Read a few of the books below and compare their portrayal of witches:

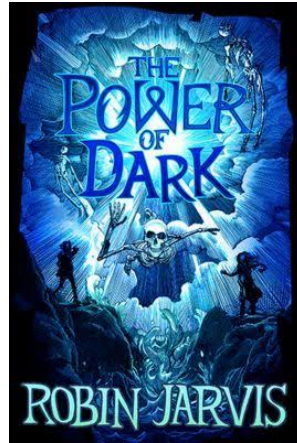
- The Witches, Roald Dahl
- The Whitby Witches, Robin Jarvis
- The Worst Witch, Jill Murphy
- Harry Potter, JK Rowling
- The Lion, The Witch and The Wardrobe, C.S Lewis

History

- Study the Pendle Witch Trials of the 17th Century
- Study King James' list of evidence that he said would prove if a woman was a witch. Does it apply to the witches in "The Power of Dark"?
- Study Matthew Hopkins the "Witchfinder General."

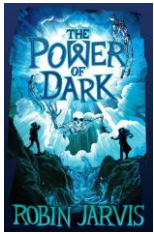
RE:

- **DEBATE:** Is being a witch a religion? In what ways is it similar and how is it different?



Discussion Questions

1. Witches feature heavily in children's literature. What other books can you think of that contain witches? Why are they such interesting characters?
2. Lil is creating a journal of archaic words that she discovers in her parents' books. Create a list of the definitions of Lil's archaic words e.g. **Mirificus**: *wonderful, amazing*.
3. Think about the ending of the story – is it what you expected? What alternative endings could Robin Jarvis have written?
4. Who is your favourite character in *The Power of Dark*? Explain your answer using the text to help you.
5. Why do you think Robin Jarvis chose Whitby as the setting for the book? Would this story be the same if it was set where you live? How would changing the setting change the story?
6. Can you explain the story of *The Power of Dark* in no more than 100 words?
7. 'I can't fly. Not many witches can' (pg.201) Other than flying on a broomstick, what are the stereotypes we associate with witches?
8. TRUE OR FALSE: *The Power of Dark* is a love story. Discuss your reasons for/against.
9. 'Can dark ever truly be defeated? I dunno.' (pg.263) What do you think Cherry means when she says this?
10. Can you think of an alternative title for *The Power of Dark*?



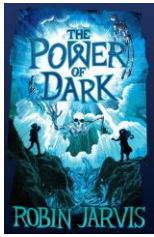
LESSON 1

LO: To use information from the text to draw a character

“It was the size of a small terrier, and covered in black and silver scales. Barbed spines ran down a ridged back to the top of its hooked tail. The four, yellow, fishlike eyes in its flat face were fixed on the twitching remains of the bird grasped in its front claws.”

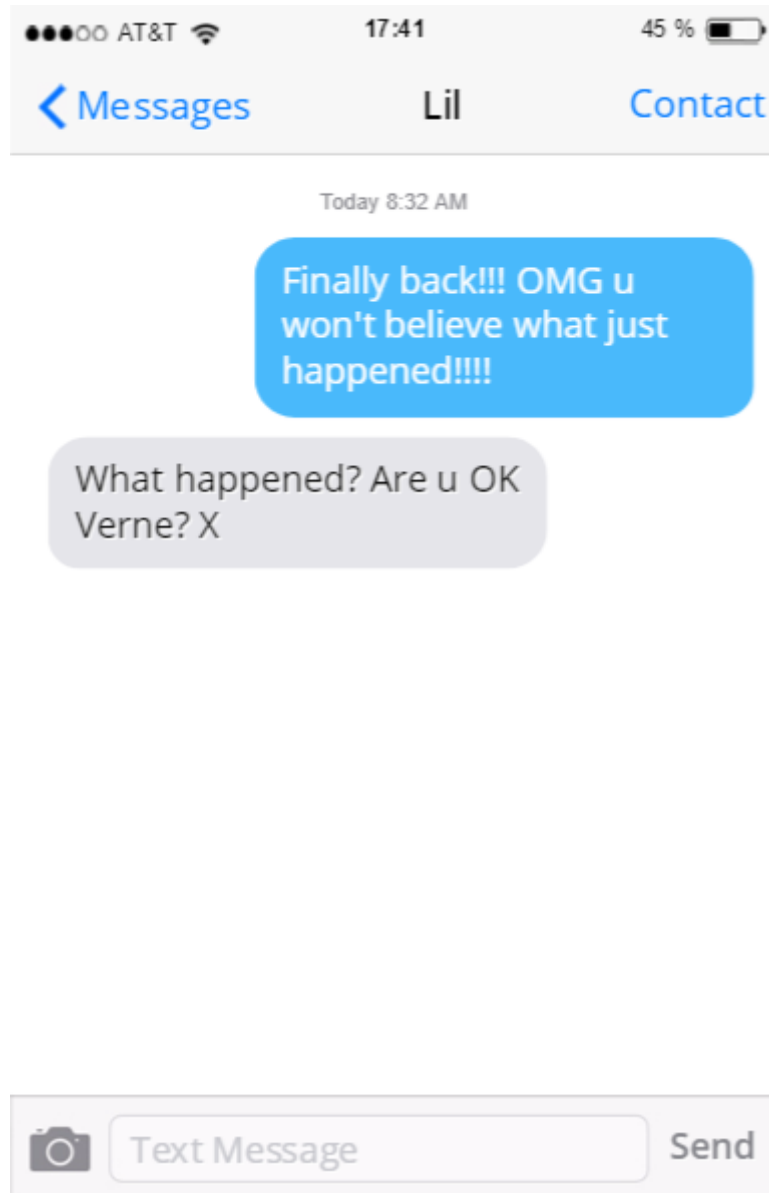
(Pages 7 & 8 *The Power of Dark*)

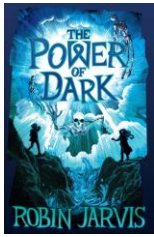
Read the description of the squalbiter above. Are there any words you're not sure about? Underline them so your teachers knows you need help with them. In the box below draw what you think a squalbiter looks like, using the information above to help you.



LESSON 2

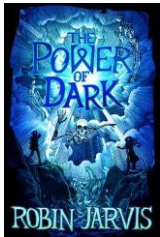
LO: To write a dialogue between two characters





LESSON 2

The image depicts a mobile phone screen with a black border. At the top, the status bar shows 'AT&T', signal strength, Wi-Fi, the time '17:41', and '45%' battery. Below the status bar is a navigation bar with a back arrow, the word 'Messages', the name 'Lil', and the word 'Contact'. A text message bubble on the left contains the text: 'What happened? Are u OK Verne? X'. Below the message are four empty, rounded rectangular text input boxes for a response, arranged in a staggered layout: one centered below the message, one to the left, one to the right, and one at the bottom left.



Lesson 3

LO: To compare two characters

Draw how you think Scaur Annie and Lil look and around the outside of the picture write words to describe their character e.g. fearless, anxious etc . . .

	Similarities	Differences
Lil		
Scaur Annie		

