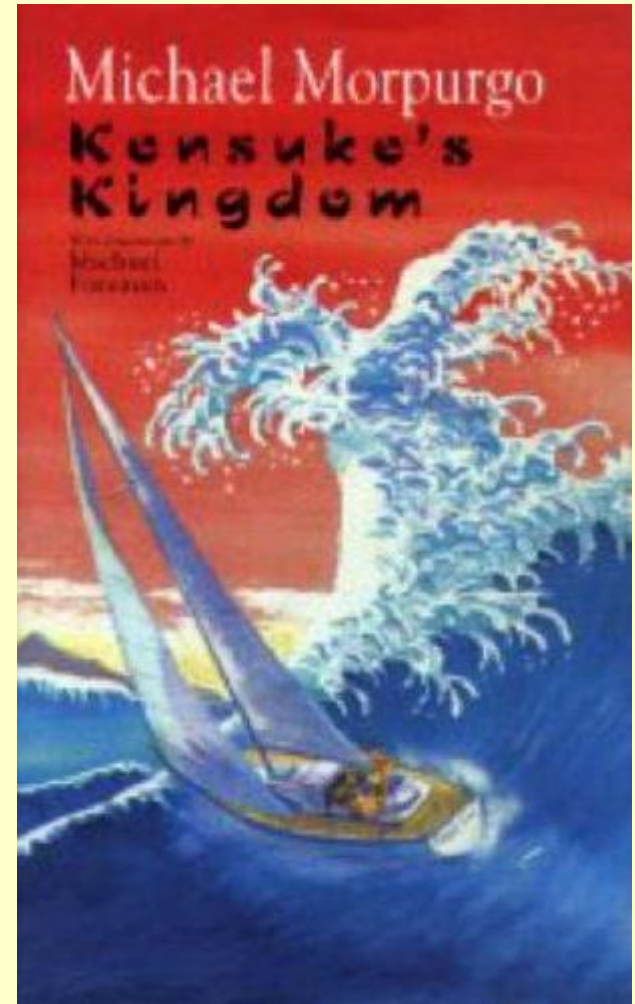




# Kensuke's Kingdom by Michael Morpurgo

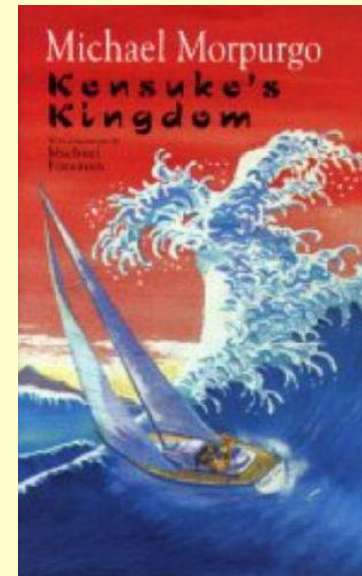
Literacy unit of work



# Lesson 1

Learning Objective: Discussing issues arising from a text and presenting balanced arguments.

Success Criteria: I can discuss the idea of “sailing around the world“ with classmates and write a balanced argument about it.

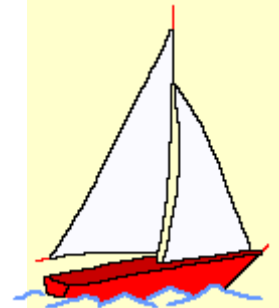


**Michael's father decides that the family will sail around the world together.**

**Do you think that it would be a good idea for your family to do something like this?**

**Complete the chart with your reasons FOR and AGAINST.**

FOR	AGAINST
<i>It's a really exciting adventure and would be great fun.</i>	<i>It is scary, sailing into the unknown</i>
<i>One long holiday and no school.</i>	<i>Too much Mum and Dad.</i>





Use the writing frame below to plan and write a balanced argument on sailing around the world.

## **SAILING AROUND THE WORLD**

**I am not sure that sailing around the world with my family would be a good thing because...**

**On the other hand...**

**However...**

**One good thing about it would be...**

**Nevertheless...**

**Another point of view is...**

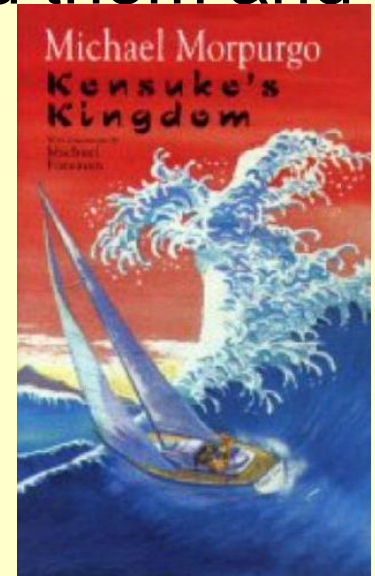
**In conclusion...**

*When you have written your plan, check your spelling and punctuation very carefully,*

# Lesson 2

Learning Objective: Identifying unfamiliar words and describing their meaning.

Success Criteria: I can find words that I don't understand, look them up in the dictionary and write a sentence to show I understand them and can spell them.





## L.O. To identify unfamiliar words and describe their meaning.

In Chapter 1 of *Kensuke's Kingdom* the author, Michael Morpurgo, uses some challenging words.

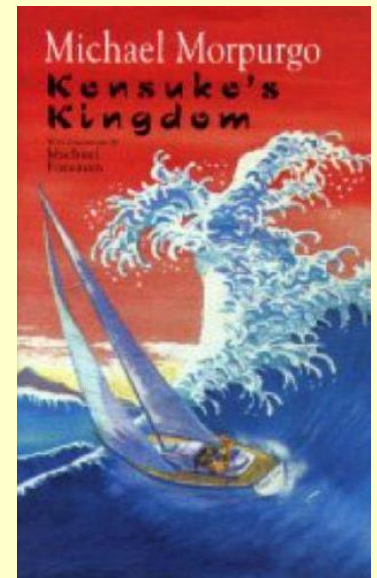
1. Using a dictionary look up the meaning of the following words and write them in a table like the one below.
2. Then write a sentence using the word to show that you understand how to use it.

WORD	MEANING	SENTENCE
revelling		
exhilarating		
gibbered		
savaged		
redundant		
lunacy		
liability		

# Lesson 3

**Learning Objective:** Reading texts carefully silently.

**Success Criteria:** I can read and understand chapter 3 of Kensuke's Kingdom by myself.

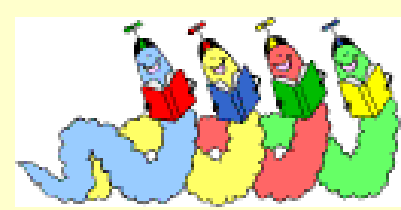




# Shared Reading

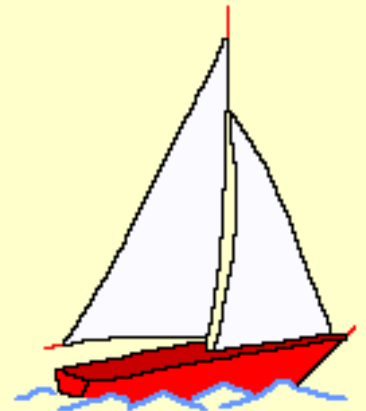


1. Why has Michael decided now to tell his story?
2. Who are the members of Michael's family?
3. What do the family do together on the weekends? Can you describe how it makes them feel?
4. Why do the family stop sailing?
5. What is the atmosphere like in the house?
6. What happened to Michael's best friend?
7. What happens to Michael's father and why?
8. What do you think happens next?
9. Describe the father when they meet up again. What sort of mood is he in?



## QUESTIONS ON CHAPTER 3

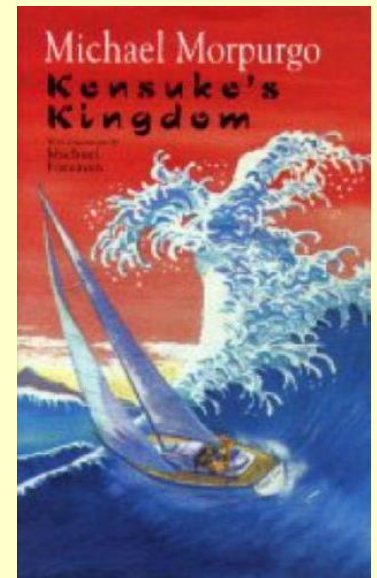
1. When Michael and his family first set sail, how many miles a day do they want to do?
2. How many miles a day do they actually do?
3. What game do Michael's parents play?
4. What do they eat?
5. What creatures do they see off the coast of Africa?
6. In November they went to Brazil. Where did they stop?
7. What did Michael do in Brazil?
8. What did they do on Christmas Day?
9. Describe, in your own words, the incident with Stella Artois.



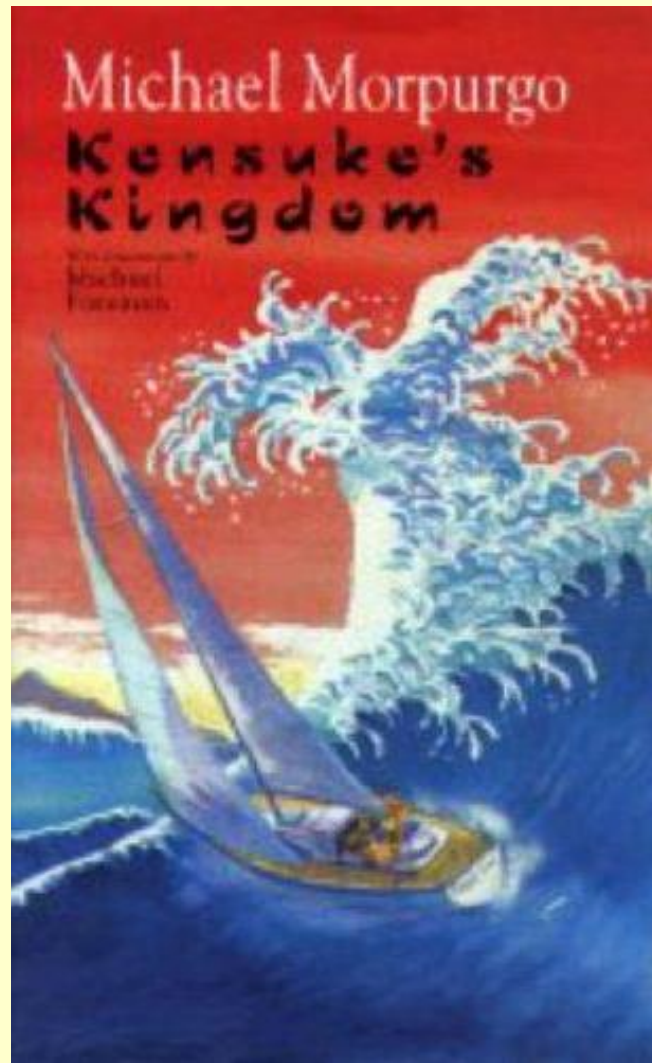
# Lesson 4

Learning Objective: To use evidence from the text effectively.

Success Criteria: By finding and understanding specific detail in chapter 4, I can draw and label and detailed picture of the island.



Starter:





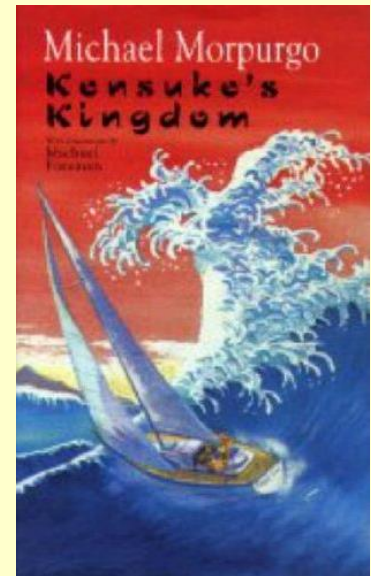
L.O. To use evidence from the text effectively.

Carefully read the description of the island Michael is living on (page 53) and then draw and label it.

**IDEAS:**

# Lesson 5

- **Learning Objective:** Identify and use strategies to make writing more interesting.
- **Success Criteria:** I can recognise techniques that make writing descriptive and I can write a descriptive account of a scary situation.

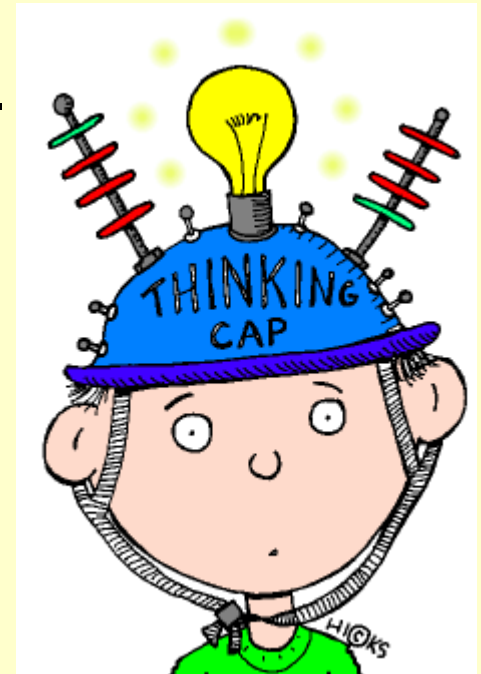


# Starter:

What would you take with you on a journey like this?

What if you could only take 10 items?

List your items and reasons for these choices.



Write about a time in your life when you have been really frightened.

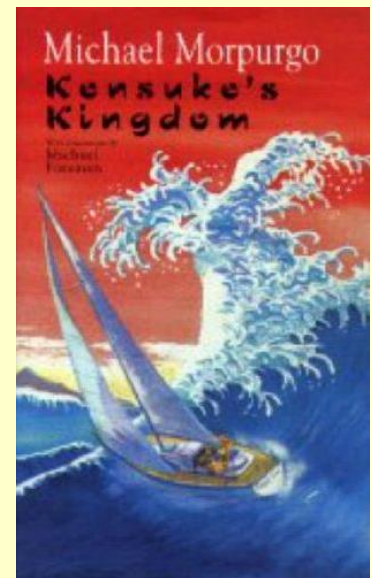


A shadow under the trees moved and came lumbering out into the sunlight towards us. A monkey, a giant monkey. Not a gibbon at all. It moved slowly on all fours, and was brown, ginger-brown. An orang-utan, I was sure of it. He sat down just a few feet from me and considered me. I dared not move. When he'd seen enough, he scratched his neck casually, turned and made his way on all fours slowly back into the forest.

I was sitting under the trees when I saw them standing there, watching us. What were these strange creatures? They did not move, so I slowly went towards them and sat down close by to examine the two creatures. One was standing upright. He looked like a monkey, but did not have any fur. The other had four legs and a long face. I looked at them for a while, but they did not move or make a sound. What strange creatures. I decided to return to my friends in the forest.

# Lesson 6

- **Learning Objective:** Rewriting texts from a different perspective.
- **Success Criteria:** Using imagination and description to re-write a part of the book from the perspective of an orang-utan.



L.O. To re-write text from another perspective.

Read through the extracts describing the actions of the orang-utans - re-write the events from their perspective.

What were they thinking? Why were they acting the way they were?



p.66

A shadow under the trees moved and came lumbering out into the sunlight towards us. A monkey, a giant monkey. Not a gibbon at all. It moved slowly on all fours, and was brown, ginger-brown. An orang-utan, I was sure of it. He sat down just a few feet from me and considered me. I dared not move. When he'd seen enough, he scratched his neck casually, turned and made his way on all fours slowly back into the forest.

L.O. To re-write text from another perspective.

p.88

I was heaving a massive branch on to the pile when I felt a sudden shadow come over me. An orang-utan was looking down at me from the rock above - I could not be sure it was the same one as before. He was on all fours, his great shoulders hunched, his head lowered, eyeing me slightly sideways. I dared not move. It was a stand-off, just as it had been before down on the beach.

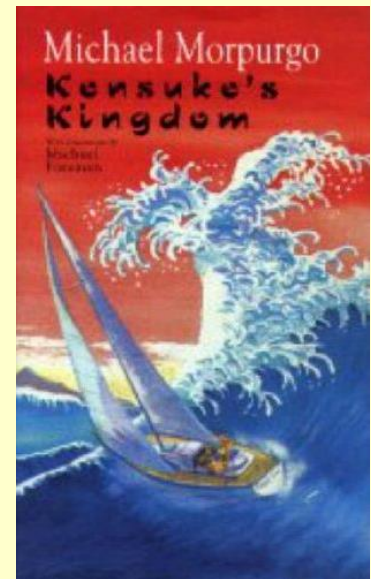
He sat back and looked at me with mild interest for a while. Then he looked away, scratched his face nonchalantly and sloped off, stopping once to glance back at me over his shoulder before moving on into the shadow of the trees and away.



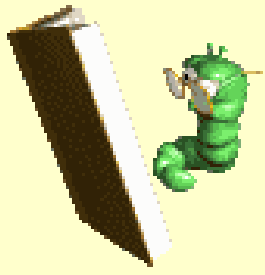
# Lesson 7

**Learning Objective:** Communicating without words.

**Success Criteria:** I can identify some of the emotions expressed in chapter five.



Angry	Happy	Afraid	Hungry	Nervous
Worried	Shy	Curious	Excited	Unhappy
Calm	Uncomfortable	Relaxed	Confident	Annoyed



## Chapter 5: Questions

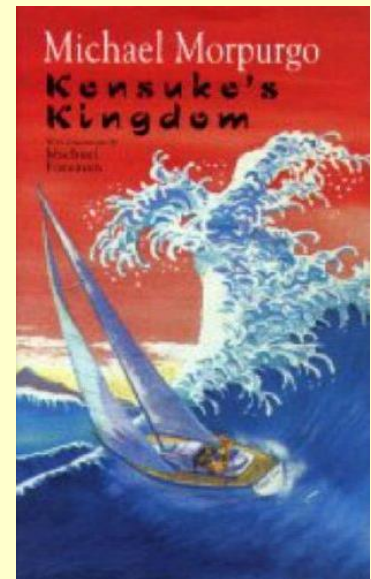
1. How does Stella react towards Kensuke?
2. What does Kensuke suggest to Michael about the way they share the island?
3. Kensuke leaves food and water for Michael and Stella every morning. What does it mean?

Emotion	Ways to describe emotion.

# Lesson 8

**Learning Objective:** Describing characters using evidence from the text.

**Success Criteria:** I can describe a character from Kensuke's Kingdom using evidence from the text.



**Amma!**

**DANGER**

Gomenasai

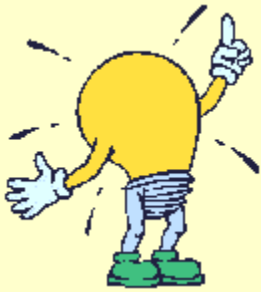
SORRY

**Yamero**

**STOP**

Oyasuminasai

GOOD NIGHT



What sort of person do you think Michael is? Choose **SIX** of the words in the box below, and write a sentence for each.

brave cowardly lonely determined happy sad  
confused clever sensible angry foolish naughty

6 sentences:

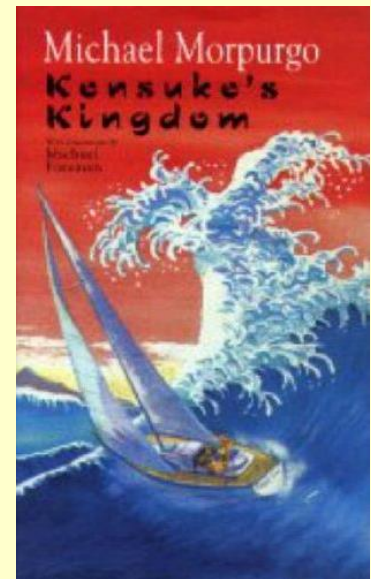
I think Michael is.....

because.....

# Lesson 9

**Learning Objective:** Using research skills to check for evidence.

**Success Criteria:** I can research two articles on the internet, decide if they are true or false and note down key facts.



RIDDLE OF TWO OCTOGENARIANS DISCOVERED ON REMOTE PHILIPPINE ISLAND

# Japanese soldiers 'hiding out since 1945 in mountains'



Puzzle: the sister-in-law of Tsuzuki Nakauchi visits his memorial in Japan

TWO elderly men found on a remote island are believed to be Japanese soldiers, in hiding since 1945 and desperate to go home.

Diplomats from Tokyo are investigating the claims of the men, identified by a news agency as Yoshio Yamakawa, 87, and Tsuzuki Nakauchi, 83. Their

BY PAUL SIMS

story emerged when a logger ran into them in the mountains of the southern Philippine island of Mindanao.

They told him they wanted to return to Japan but were afraid of being court-martialled for get-

ting separated from their division and withdrawing from action. They had equipment that suggests they are former soldiers.

According to reports there may be more than 40 other Japanese soldiers living in the mountains, all wanting to go home almost 60 years since Japan formally surrendered.

Japanese embassy representatives are going to the region to interview the men. Prime minister Junichiro Koizumi said in Tokyo he hoped the mystery would be cleared up soon.

He said: "It is a surprise if it's true. We are checking it now."

The reports are reminiscent of Lieutenant Hiroo Onoda, who believed the war was still on when he was found in the jungles of the Philippines in 1974.

He refused to give up until the Japanese government flew in his former commander to tell him personally that the war was over.



JAPANESE SOLDIERS SAID TO HAVE BEEN HIDING FOR 60 YEARS



Wartime: a family photograph of Tsuzuki Nakauchi, believed to be one of the two men

# Is the war really over?



Riding out: A young Tsuzuki Nakauchi

From **Simon Atkinson**  
in Manila

**TWO** Japanese soldiers who did not know the Second World War was over have been found in the Philippines jungle after hiding out for 60 years, it was reported last night.

The men, aged 85 and 87, are said to want to return home - but fear they may face a court martial for desertion.

Japanese diplomats who flew to the Philippines had hoped to officially identify the two yesterday at a meeting arranged in the city of General Santos, 600 miles south of the capital Manila.

But the men failed to show up at a hotel, apparently because they were nervous about large crowds that had gathered.

The diplomats are trying to contact a mediator to schedule another meeting this weekend.

Japanese media named the men as 87-year-old Yoshio Yamakawa from Osaka, and 85-year-old Tsuzuki Nakauchi, but the Tokyo government refused to confirm their identities.

Nakauchi's family released an undated picture of him as a young lance corporal on a horse, but gave no further details.

The discovery of the men comes 31 years after a Japanese officer, Lieutenant Hiroo Onoda, was found living in the jungle on the Filipino island of Lubang. He thought the war was still on, refusing to believe notes dropped by aircraft saying it was over.

Onoda would not give himself up until the Japanese government flew in his ex-war-time commander to formally tell him that his country had surrendered to the Allies in September 1945. He was pardoned by Philippines president Ferdinand Marcos and returned home a hero.

Yesterday, Japan's prime minister Junichiro Koizumi said it is unclear whether the two newly-found men are genuine soldiers,

## Two Japanese soldiers are found holding out in jungle after 60 years

or whether they had known the war ended 60 years ago. 'If this is true, it's quite a surprise,' he added. 'They've really done well to stay alive this long.' He said the government would make every effort to repatriate them, if that is what they want.

The men were found in the mountainous Columbo area of Mindanao Island - now a hotbed of kidnapping gangs and Muslim rebels. Local news reports said they had made contact with a Japanese who was searching for

the remains of soldiers in the area. Goichi Ichikawa, chairman of a veterans group in Japan, said he believed the reports to be true, and had been told that several other soldiers are living in the mountains of Mindanao.

'It's amazing they were able to survive for 60 years,' he added. 'Of course I am stunned.'

The Philippines was the scene of murderous fighting at the end of the war as U.S. troops drove out the Japanese, who had invaded in 1941. Hiroo Onoda,

trained in guerilla warfare, was left in the jungle with a small band of soldiers and forbidden by his commander to commit suicide. He was told: 'We'll come back for you whatever happens.'

The remaining soldiers died, but Onoda survived on bananas and coconuts. In October 1945, he first saw a leaflet that claimed the war was over - but dismissed it as an Allied ruse.

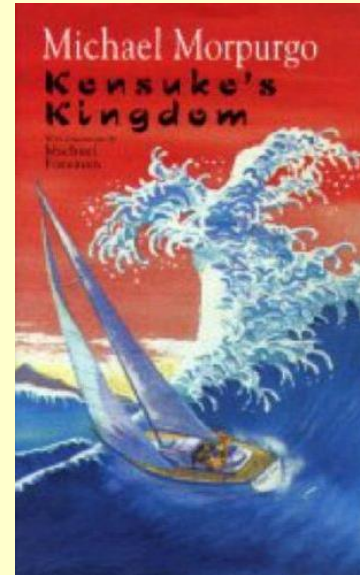
After returning to Japan, he moved to Brazil, and was last heard of running a ranch there.

Do you think these articles are true?  
Research them article on the internet!

# Lesson 10

**Learning Objective:** Asking precise questions.

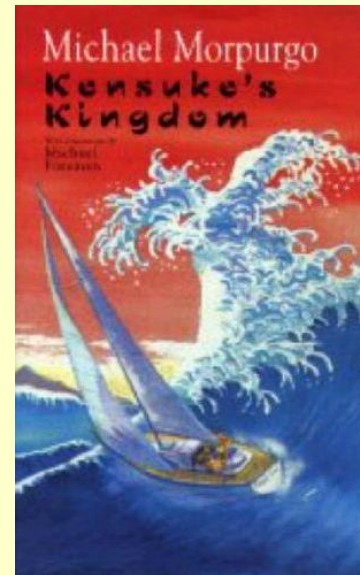
**Success Criteria:** I can make a questionnaire about chapter eight for another team to answer.



# Lesson 11

**Learning Objective:** Sorting information from a text.

**Success Criteria:** Complete a timeline about Kensuke's life.



## Chapter 8: Questions to think about



1. Why does Michael feel that he has to hide his message in the coke bottle?
2. What were Kensuke's hopes for the future?
3. What has been lost now, between Michael and Kensuke?

L.O. To complete a timeline using information from the text.

Complete a time line of Kensuke's life, from his birth in Japan until he is in the boat with Michael telling his story; include all the significant events.

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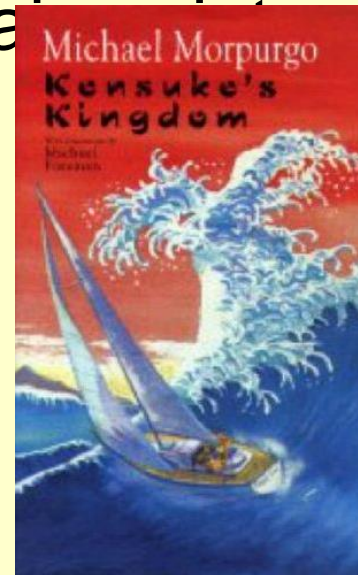
Birth in  
Japan



# Lessons 12 and 13

**Learning Objective:** Finish reading novel and discuss certain aspects of the final two chapters.

**Success Criteria:** I have read Michal Morpurgo's novel: Kensuke's Kingdom, am able to summarize it and discuss the main





## Chapter 9 - Questions to think about

1. Describe the atmosphere between Michael and Kensuke at the beginning of the chapter.
2. What is it that makes Kensuke change his mind about Michael staying on the island?
3. What developments in the world does Michael describe to Kensuke?



## Chapter 10 - Questions to think about

1. Describe the rain on the island, and the effect it has on Michael and Kensuke.
2. What happened to the binoculars?
3. How do Michael and Kensuke save the orang-utans from the poachers?
4. What do the poachers do on the island?
5. What were they doing when Kensuke spotted the sail?
6. What does Michael see that makes him realise it's the Peggy Sue?
7. What are Kensuke's reasons for staying behind?
8. Do you think that Kensuke has made the right decision? Explain your views.

# Extra Activities

L.O. To write in a journalistic style using appropriate style and structure.

Write a newspaper article detailing the disappearance of Michael OR his experiences when he returns.





L.O. To design a 'missing person' poster.



What information needs to be included in a poster?

How would Michael be described?

What evidence can you find in the text to support your ideas?





L.O. To prepare a television interview with Michael's parents.

In groups, decide on who will be the interviewer and the parents.

Prepare a list of 10 questions for Michael's parents.

Make sure you have an idea of the responses you will give!

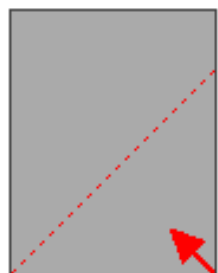




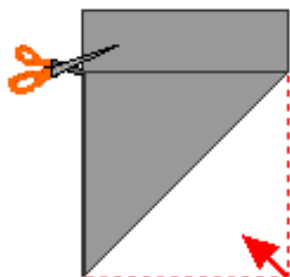
# Origami Whale

## Supplies needed:

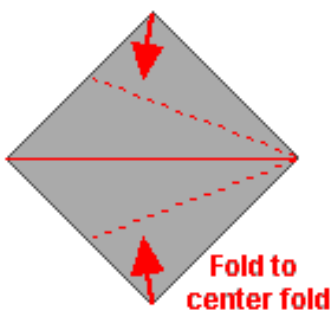
Construction paper Scissors Markers or crayons



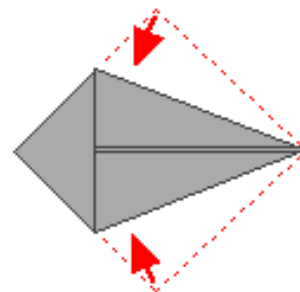
Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.

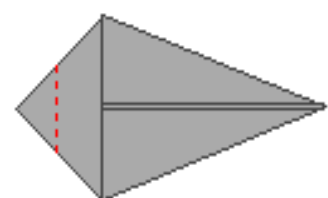


To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).

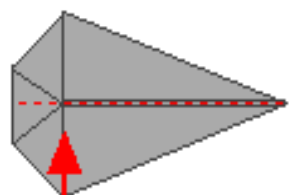
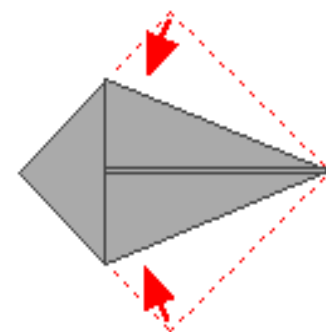


Fold two opposite side over so that they meet at the fold.

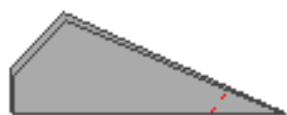
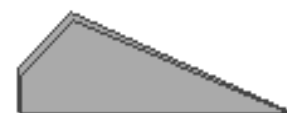




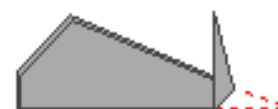
Fold the tip over to just meet the other folds.



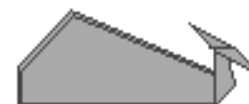
Fold the piece in half along the central axis.



Fold the tail up.



Make a short cut through the end of the fold in the tail. Fold the edges of the tail outwards.



Draw eyes, fins, and any other patterns you like, and enjoy your whale.



L.O. To write a haiku in correct style and format.

the nail box:  
every nail  
is bent

Ozaki Hôsei(1885-1926)

Darkness falls again  
Lights illuminate the night  
Guiding us safely

old pond . . .  
a frog leaps in  
water's sound

Matsuo Bashô(1644-1694)

Cold winter morning  
(A) tickling chill bites his  
throat  
Some coughing smoke forms



*How do you think  
haiku are written?*

*Look at each of the  
poems and see if you  
can work it out!*

### ***Haiku History***

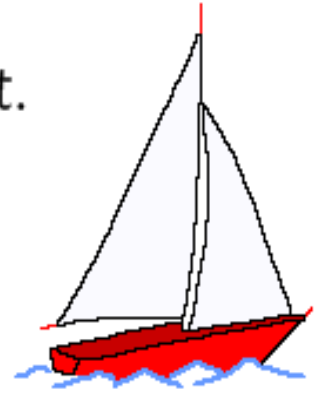
Haiku began in Japan during the 17th century. Haiku are short, imagistic poems about things that make people feel a connection to nature. In Japanese, haiku traditionally have seventeen short sounds divided into three lines of a fixed five-seven-five pattern. In Japan, people of all ages write haiku as a way to relax and gain perspective. Today, haiku has grown in popularity worldwide. Haiku is written in many different languages and is now a unique art form that reflects different cultures.



L.O. To write a haiku in correct style and format.

Inside the small classroom,  
The children are working  
quickly,  
Some look quite sad.

The old woman waves  
goodbye  
To her daughter who is  
leaving  
She is alone again.



*Some of the lines in these haiku are the wrong length - try to work out which ones and how they can be changed.*

*Now write a haiku based on Kensuke's Kingdom - what words can you think of that best describe the story or the characters?*

*Remember to follow the rules for writing haikus!*



L.O. To use evidence from the text effectively.

1. List three things Kensuke teaches Michael.
2. Describe a typical day for Michael and Kensuke.
3. How do you think Michael now feels about Kensuke, and why?
4. Carefully read pages 101-102, and then draw a plan of Kensuke's cave in your book. Think about what you have read and label your picture with some quotes.

