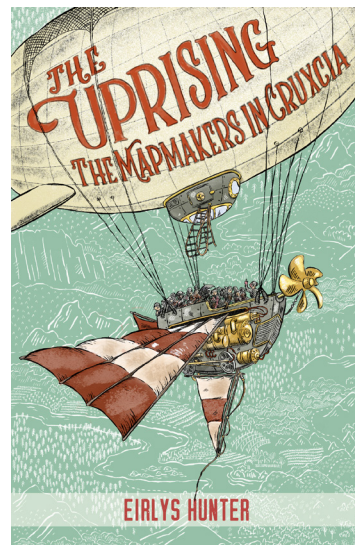


Teacher Notes

The Uprising

The Mapmakers in Cruxcia

Eirlys Hunter



About the Book

In this warm-hearted and exciting sequel to *The Mapmakers' Race*, the Santander children and their Ma travel to Cruxcia to search for Pa, an explorer who vanished on a recent expedition.

When Ma falls sick, the children must use their ingenuity to find him. It doesn't take long – Governor Mundle has locked Pa up, along with many local citizens. But why? And what has the Grania Trading Company got to do with it?

Sal, Joe, Francie and Humphrey will need all their mapmaking skills as they fight to free the prisoners. But they won't be battling alone – the children of Grania have befriended them, and it doesn't take the Santanders long to discover how brave and resourceful they are. Nobody expects to be saving an ancient valley and overthrowing a governor, but it's amazing how one thing leads to another when top-notch teamwork is involved.

Eirlys Hunter has a talent for showing rather than telling: there's no didacticism in this absorbing and exciting story, but we learn about all sorts of things by the time Pa and the other prisoners walk free, including good leadership, effective problem-solving and how to deal with challenges and setbacks.

The Uprising is illustrated throughout with infographics and line drawings, and is great for sharing with children in Year 4 to Year 7 (8 – 12 years).

Themes

Hallowmas Eve (complete with ghostly stories and fireworks) plays a central role in this engaging story, so it makes a good focus for an Autumn project. But there are plenty of other themes suitable for all-the-year-round exploration, including the following

1. Teamwork and 'rising to a challenge'

- Looking after everyone, because everyone matters
- Good leadership
- Being open minded and embracing change
- The value of honesty and integrity
- Brave doesn't mean fearless
- Dealing constructively with challenges and setbacks
- Thinking 'outside the box'

Resources for teachers
working with children
aged 8 to 12 years

Curriculum areas:
English / Literacy
Geography / Social Studies
PSHE / Citizenship / Health
& Wellbeing
Design and Technology
Drama / Expressive Arts
Art and Design
RE / Moral Education

Themes:

- Teamwork and 'rising to a challenge'
- New places and cultures
- Landscapes and mapmaking
- Gadgets and inventions
- Freedoms, rights and responsibilities



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2. New places and cultures

Grania is imaginary, but learning about its customs and culture helps us learn about the real world too
The value of being curious, open-minded and respectful
Valuing differences

3. Landscapes and mapmaking

Finding your way through unknown country
Surveying the landscape and taking measurements (including elevations)
Aerial views, plans and maps
Geographical features

4. Gadgets and inventions

Putting engineering and technology centre-stage
Creative problem-solving
What does progress look like? Who benefits?

5. Freedoms, rights and responsibilities

Why do the Granians want to overthrow Governor Mundle?
What does freedom mean to you?

Discussion Starters

This book will give you lots to think about before, during and after reading. Here are some ideas to prompt thinking and discussion. They're followed by themed activity suggestions which expand on some of these ideas.

Characters, teamwork and creating strong communities

- How would you describe Sal, Joe, Francie and Humphrey? Pool ideas, then choose the best words and phrases for each child.
- What special skills do Sal, Joe, Francie and Humphrey have?
- If you could choose a special talent (like Francie's flying) what would it be?
- "Thank goodness you're all such noticing children," says Ma (p.15) How would you describe the Santander siblings as a team?
- Which Santander sibling is most like you? Who would you choose as a friend? Who would be most useful in a crisis?
- Who displays good teamwork and leadership, and who doesn't? Find examples.

Rising to a challenge

- Ma and Pa are absent for most of this book. What impact does this have on their children? How does Ma's absence drive the story? What about Pa's? What do the children learn by having to 'step up'?
- "They can't just change the rules like that," said Hessa. "It's cheating." "Some adults are liars and cheaters," said Joe. "It was like that on the Great Race,

too." In what ways do some of the characters in this book lie and cheat? How do the children respond?

- Why do the Granians want to overthrow Mundle and the GTC? How do they bring about a peaceful revolution?
- Do you think the Uprising would have succeeded without Sal, Joe, Francie and Humphrey?
- What do we learn about winning and losing in this book?

New places and cultures

- What does this book tell us about the imaginary country of Grania? What aspects of Granian life do you admire? Would you like to live there?
- How do the Granians make life more enjoyable and comfortable?
- Why is the ancient valley important?

Landscapes and mapmaking

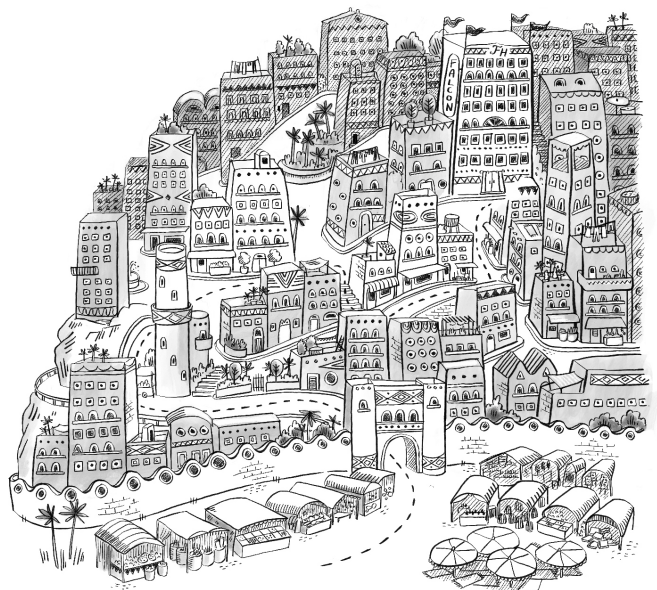
- How and why are maps important in this story?
- What must the Santanders consider when they're mapping somewhere new? What equipment do they use?
- What mapping problems do they encounter in this story?

Gadgets and inventions

- Talk about the gadgets and inventions in this book. Which is the most important, and why?

Freedoms, rights and responsibilities

- Why do the Granians want to overthrow Governor Mundle?
- What does freedom mean to you?
- If you have the right to freedom, does that mean you can do as you like? Or do you have responsibilities as well as rights?



THEME 1: TEAMWORK AND 'RISING TO A CHALLENGE'

1.1 Working together as a team

Why do you think the Santander children make such a great team? Discuss ideas, then list the ways in which they exhibit good teamwork and leadership.

→ **ASK** What skills and attributes does each Santander child possess? In groups, research the characters and roles of Sal, Joe, Francie and Humphrey, finding quotes and examples to support your conclusions. Report back. How does the *whole team* benefit from these skills and attributes?

→ **DO** Produce an illustrated character profile for each sibling, showing how their skills, attributes and actions contribute to their family's success. Or create job application forms and complete them in-role as one of these characters.

Sal, Joe, Francie and Humphrey don't expect to solve their problems alone. Who helps them in Grania? How do they help others in return?

→ **DO** If the Santander children were advising you on how to make the best of working in a team, what would they say? Write a letter from Sal, Joe, Francie or Humphrey to your class.

→ **EXTEND** How well do these characters know themselves – and each other?

Draw outlines of Sal, Joe, Francie and Humphrey (one character per sheet). Inside each outline, write what this story reveals about the way that character views themselves. What do they think are their strengths and weaknesses? What do they feel proud of, or worry secretly about?

Around each outline, write what other people think, say and know about that character, then share your findings and discuss.

How does each character's self-understanding relate to the way others view and discuss them? What conclusions can you draw?

How do each character's skills, attitudes and actions contribute to their success? What are their weaknesses, and how do they cope with mistakes?

What does great teamwork look like? Can you make a list of *dos* and *don'ts*?

Write about *Great Teamwork* and *How To Achieve It*.

1.2 Team roleplays

→ **DO** As a class, prepare a cue-card for each Santander sibling. Include key information such as character traits and skills. An adult could prepare the materials in advance.

Assign the roles of Sal, Joe, Francie and Humphrey by handing a card to each participant in groups of four.

Describe an exciting cliff-hanger scenario. Ask groups to decide how to respond by discussing possible actions in role. Ask groups to share their responses (still in role!) and invite others to question them. How and why did each group choose to act as they did? How do they feel about their actions? What will happen as a result?

Write an exciting new adventure for Sal, Joe, Francie and Humphrey based on your experiences.

→ **EXTEND** In groups of four, explore an outdoor setting in role as the siblings. Task Joe with finding the path, Sal with taking measurements, Francie with mapmaking and Humphrey with drawing attention to important things.

Share discoveries with other groups and discuss. Then write and illustrate a report about your expedition.

1.3 A parrot on the team

"You can find a tree for a day or two, or play dead on my hat."

→ **ASK** What role does Carrot the Parrot play in this story? Is he a useful team member? Collect evidence and write a character profile.

→ **DO** Re-read an episode in which Carrot is involved. How does he help (or hinder) the action? What does he think about what's going on? Rewrite the episode from Carrot's point of view.

→ **DO** Imagine you're exploring new territory and there's a place on your team for a bird or animal. What creature will you choose, and why? What special skills does it have? How will you interact with it? Write about your adventures.



THEME 2: NEW PLACES AND CULTURES

2.1 Adapting to new places

→ **ASK** Have you had to move house and adapt to new places and customs? What were the challenges and opportunities of relocating? Share your experiences as a class.

This is the Santanders' first visit to Grania. What do they learn about its language, customs and history? How do they discover this information?

Who makes the Santanders feel welcome in Cruxcia? How is this achieved? Could you make newcomers feel more welcome in your school or local community? How?

→ **EXTEND** Research and write a guidebook to Cruxcia and its surroundings. Include information about the area's language, cuisine, industries and technologies, together with its history, geography and customs. Use quotes from the text and illustrate your work.

2.2 Sharing special celebrations

Celebrating Hallowmas Eve with the Granians makes the Santanders feel welcome and helps them learn about Granian culture.

→ **ASK** How is Hallowmas Eve celebrated in Cruxcia? Find references and list the information given. How would you describe this celebration? Does it remind you of events or festivals where you live?

→ **DO** On a calendar, mark special events that are celebrated where you live. In a different colour, mark those taking place in other countries. Find out about them and share your research. Could you celebrate one of these events?

→ **EXTEND** Lysander creates "small performances of scariness" for Hallowmas Eve. How does he do this? What does he include or use?

Challenge children to imagine, create and present their own such performances using lighting, music, voices, costumes, puppets and other props and tools.

2.3 Colours everywhere

→ **ASK** Discuss the ways in which people in Grania enjoy and use colour.

How is colour used in our world, and for what purposes? Do a colour audit in your school or neighbourhood and present a report.

→ **EXTEND** Lysander's paint and pyrotechnics workshop

Set up a 'paint and pyrotechnics workshop' like Lysander's, where children can mix colours and investigate different media. Challenge them to create firework pictures using wax resist or scratchboard techniques.

THEME 3: LANDSCAPES AND MAPMAKING

3.1 The land holds the truth

→ **ASK** Find a map, an aerial view, a plan and a cross section in this book. What do you notice? How would you describe the places and landscapes they represent?

"The land holds the truth. The maps will reveal it."

→ **ASK** What truths are revealed by maps in this story?

How do the Santander children draw maps and other infographics? What instruments and skills do they use? Find textual references and discuss the processes involved.

"Ma said he'd built a compass into his brain, like a migrating bird."

→ **DO** How do compasses work? Use one to help you navigate a pre-laid trail.

→ **ASK** How do maps help Sal, Joe, Francie and Humphrey to survive and thrive in a new environment? What do you think would have happened to them without maps?

→ **DO** Look at a map of your neighbourhood. What does it tell you about the landscape and its use?

→ **EXTEND** Explore a new location and draw maps recording your experiences. Are your maps effective and easy to use? Could you improve them? Compare with commercial maps of the same area.

OR Write about a journey through Grania, using the maps to help you imagine the landscape and make your descriptions more realistic.

3.2 Planning the jailbreak: different ways of sharing information

The Uprising's success depends on accurate information.

→ **DO** List everything we're told about the prison building and its routines. Note how these facts are discovered, and by whom. How is information about the prison presented or shared? e.g. *eyewitness account, aerial view, sketchmap, accurate cross-section through the landscape*. What are the advantages and drawbacks of these methods?

→ **DO** Draw and annotate diagrams recording what you know about the prison. Discuss ideas and outcomes, then write about your work.

→ **EXTEND** explore a new location

Allocate tasks to small groups, prompting them to collect/present information in different ways. e.g. *writing a narrative account; drawing a sketchmap, plan or elevation; making accurate measurements; taking photographs*.

Evaluate the outcomes. What's the benefit of each approach?

THEME 4: GADGETS AND INVENTIONS

4.1 Inventing progress

→ **DO** List the inventions and contraptions in this book. Who do they benefit, and how? What are their drawbacks? Gather evidence from the words and pictures, then write about them. Research the history of similar inventions in our world.

→ **DO** Invent a new steampunk contraption for the Santanders to encounter in Grania.

What does it look like, and what is it for? Draw annotated diagrams and/or build a model using construction equipment or craft materials.

How does your invention make Grania a better place? Write about it.

→ **ASK** What does Joe think *progress* looks like? Who does he think should benefit from it?

→ **ASK** What does *progress* mean in our world, do you think? Discuss ideas and examples.

THEME 5: FREEDOMS, RIGHTS AND RESPONSIBILITIES

5.1 Freedom for Cruxcia

→ **ASK** What offences have Mundle and the GTC committed? Who was hurt by these actions? Who benefited?

How do the citizens of Grania respond to Mundle's threats and actions? How would you describe these responses? Who do they affect? Are they crimes?

How do the Granians succeed in overturning Mundle's dictatorship? Pool your memories of the story and discuss, then re-read chapter 30.

→ **DO** Find text examples showing how Eirllys Hunter holds our attention and makes the rescue exciting.

Use this information to help you write an exciting account of the rescue from a different viewpoint.

→ **EXTEND** Roleplaying a peaceful protest between the Granian people and Mundle's Custodians.

Where will it take place? *In a courtroom, in Cruxcia's main square, near the prison, on Mina Mendalwar...*
Who will be involved? *Loyal custodians, other custodians, officials who may/may not be in Mundle's pay, citizens who hope to profit from Mundle, citizens who oppose Mundle...*

What will people say, and how will their voices be heard? *Making speeches, writing placards, shouting slogans, holding persuasive conversations with friends or strangers, making posters, writing newspaper articles...*

What was your most successful method, approach or argument? Why did it work? Did it have drawbacks? Write an account of what you did and evaluate its impact.

What changes would you like to see happening in your neighbourhood?

Discuss ideas and choose a worthwhile cause. Use what you've learned to campaign peacefully and effectively for positive change.

5.2 Rights, responsibilities and leadership

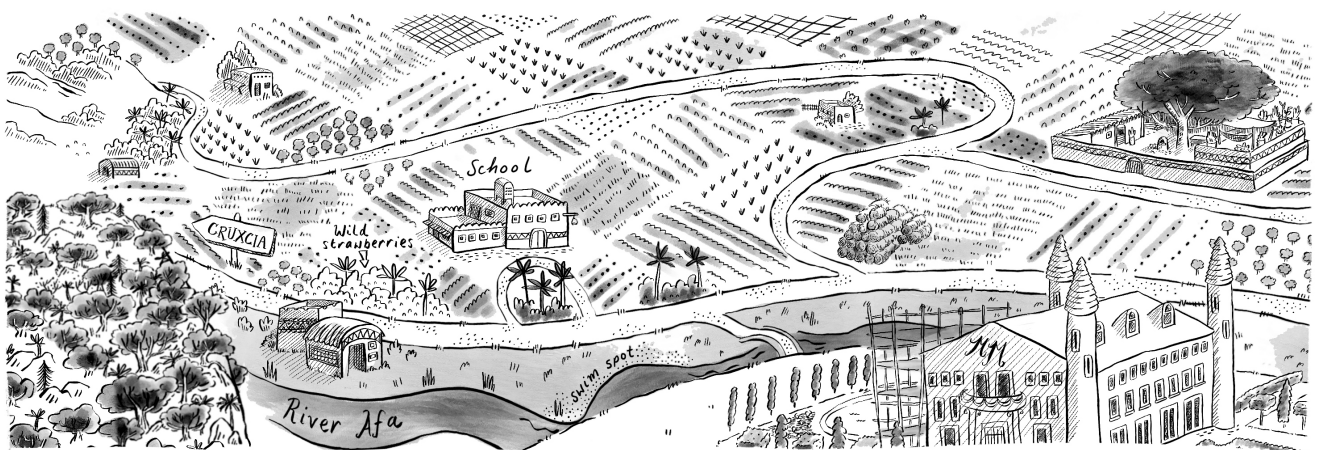
→ **ASK** How does Mundle govern the people of Grania? How would they like to be governed?

Leaders have responsibilities towards their people. What are they? Discuss the reality of living under Mundle. What makes him a bad leader?

You don't have to be a leader to have responsibilities. What responsibilities do the people of Grania have towards each other?

→ **ASK** Find out about the UN Convention on the Rights of the Child. Link what you've discovered to your lives, and/or the lives of the characters in this book.

→ **ASK** What's the difference between a right and a responsibility?



For more information

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