

# The Girl of Ink and Stars Activities

The next page contains a grid of 23 *possible* activities which you could do, based around our class text, 'The Girl of Ink and Stars'. They relate to different parts of the book, so that as you read down the page, the activities at the beginning relate to the first chapter or two, and then the ones further down the page are for later parts of the book. The final couple of activities cover to the book as a whole.

The activities cover reading and writing skills, but they also cover other areas of the curriculum such as PSHE, philosophy, history, science, art and DT.

**This is a 'menu' to choose from, not a list to be completed!** There are 23 activities here, and you have 10 days of English lessons to use for them. Some activities may take only one lesson, but others (done thoughtfully and thoroughly) could take several days to complete. I do not expect you to do them all! I expect you to *choose*, and work hard each day on the activity you have chosen.

Before you start, have a read through the activities and choose one or two that you would like to begin with. Make sure that you have read or listened to the right parts of the book to help you.

The activities in **light green** are slightly easier or shorter activities, the ones in **light pink** are deeper thinking or more complex challenges. **Yellow** ones are somewhere in the middle. Take your pick!

If you have another idea for a challenging activity based on the book but I haven't listed it here, then by all means go your own way!

I look forward to seeing all the amazing things I know you will get up to – share your work with me and the rest of the class in the usual ways.

Mrs Lindner

Using Da's papers on pages 5-6 create a map of all the different lands and seas. Make sure you colour-code your map and include 'Icognito' on the Eastern coast. Think about the scale of your map and where the lands/seas are positioned.	Consider what we learn about Governor Adori on pages 1-29. Think about what characteristics he shares with leaders we have studied in history, or political leaders you may know about today. Make a chart of similarities and differences between Adori and another leader of your choice.	In the first chapter, memories are a source of both happiness and pain for Isabella. On a decorated sheet of A4 paper, write an important memory you have of your life up to this point. Explain why this memory is significant, and why you don't want to forget it. Put it in a sealed envelope and address it to yourself, writing 'To be opened on my 18 <sup>th</sup> birthday'. Then find a safe place to keep it.	On page 37, we are told that 'When Da jumped about the ship in Ægypt, he didn't even know where it was heading.' Think about how Da's journey is a reality for many people in the world today, as they leave their home countries to travel to somewhere new. Research these questions: what causes people to migrate to different countries? What risks are involved? Why are migrants sometimes treated unfairly? What could be done to stop discrimination against migrants?	Isabella regrets her argument with Lupe almost as soon as it is over. Imagine you are Isabella and write an answer to Lupe's note, apologising to her for what you said. Make sure you explain why you said what you did.	To raise awareness of her disappearance, make a missing person poster for Lupe. Draw a picture of what you imagine she looks like and make sure to include important information about her. You may also choose to include information such as when and where she was last seen, why there are worries for her safety, and who to contact if anyone has information that might help in the search.	Summarise 'the myth of the saviour of Joya' (Arinta) in ten bullet points exactly. Why do you think Isabella loves this story so much?	On page 69, Isabella spots a butterfly. What is the significance of this in the story? People in the past (particularly in the Victorian times) collected butterflies and displayed them like this. Research these types of collections (people who collect butterflies are called lepidopterists). Draw or paint a butterfly collection in the same style as these collections.
Pablo and Isabella disagree in their views of Arinta (e.g. page 74). How do they differ in their views? Do you think she is a 'good heroine'? Explain your ideas.	On page 74, Pablo says, 'Have you ever heard of a <i>girl</i> going on an adventure?' This leads to a discussion about what makes a good heroine. Research heroines throughout history and women who have been on adventures. Create profiles of at least two inspirational women, thinking about what challenges they would have faced in comparison to men at their time.	The writer uses very strong descriptive language to describe the forgotten territories (pages 83-85) List all of the descriptions that are used, and evaluate how effective they are to create a vivid picture in your mind. Then use your list to draw this scene from the book.	<h1>THE GIRL OF INK AND STARS</h1>	The 'girl-warrior' Arinta is a constant source of inspiration to Isabella throughout the story. Write your own story of a <b>mythical</b> hero or heroine. Describe the world and the time in which they live, describe their appearance, their qualities and the story of what they have done to justify being called a hero or heroine.	This book contains many examples of 'foreshadowing' – where the author drops hints and makes reference to things in the story that will become more significant later. How many examples of people, objects or ideas from the early chapters can you find which then become significant later on?	In Da's story about Great-Great-Grandfather Riosse's boat (pages 115-116), he says, 'All things have a cycle... you don't always need a map to find your way back.' What do you think he means by this? How does it connect to some of the themes of the book?	Use the tale of Great-Great-Grandfather Riosse to create a story-board of the tale of him and his boat. Try to tell the story in no more than nine pictures with one sentence under each. Use pages 115-116 to help you.
On page 134, Isabella says, 'I had no choice,' to which Ana replies, 'there is always a choice.' To what extent do you agree with these statements? Consider the issue of 'choice' in different aspects of life today as well as how it is a key theme in the book. We are at a time in history when our government is making many choices for us (where we can go and what we can do). Is this right or justified? Are there times when it would be less OK?	Have a go at making your own audio version of one chapter from the book. How can you convey the feelings and emotions in the writing using your voice?	Use the descriptions of the Tibicenas that we have come across to sketch what you think they look like. Label some of their characteristics using descriptions from the text as well as your own imagination. Use pages 131-132 and 141-143 to help you.		On page 186, Isabella thinks to herself that, 'the dark was only one fear on a long list.' Write a speech entitled 'Fear'; in it, include at least one thing that you are afraid of. Consider, what makes us afraid? Is fear a natural reaction? Can fear be healthy? Is it important to confront our fears? Include at least one example from your own life, and try to also think about whether other people would disagree with you, and why that might be.	In the Labyrinth, Isabella is able to use her scientific knowledge in her battle to defeat Yote. Research and summarise into a few key points how crystallisation occurs and how glass is made. Are there any other chemical processes mentioned between pages 182 – 201?	Different characters make sacrifices throughout the text. On a double page in your exercise book, make a spider diagram with 'sacrifice' in the middle and note any significant sacrifices made by characters throughout the book. Write the page numbers where possible, and highlight the most selfless sacrifice that you think each character makes.	What has changed a year on from Lupe's time in the Labyrinth? What do you think is the significance of 'Lupe's tree'? Can you think back or ask someone what you were doing exactly a year ago? How have you changed in that time? What do you think/hope will have changed in a year from now? Do you have hopes for how you may have changed in that time?