



MOONRISE

TEACHING RESOURCE PACK

#MOONRISEBOOK @SARAHXCROSSAN



DEAR KS3 TEACHERS,

This resource pack is based on *Moonrise*, a beautiful new free verse novel from Sarah Crossan, the multi-award-winning author of *One*. It is a story of life, love, death and forgiveness; an account of the love between two brothers in impossible circumstances – and it is certain to weave a path to the hearts and imaginations of all the young people in your classroom.

The lessons in this pack are matched to National Curriculum English objectives and thought-provoking PSHE subjects, providing material for five or more KS3 lessons – perfect as a poetry or prose mini scheme of work.

A key objective is for students to engage with Sarah Crossan's free verse by using a wide variety of dramatic approaches – from reading poems aloud to performing certain scenes in groups – encouraging students' emotional interpretations followed by their analysis of stylistic features.

The final outcome is for each student in your class to let their creative talents loose and produce some poetry of their own – evoking their own stories and experiences, full of character, setting and emotion.

THE AIM

This resource pack is designed for KS3 students aged 11-14. It is based on *Moonrise* by Sarah Crossan and invites everyone in your class to go on a poetic journey. The lessons included have been designed as sequential activities and can be taught as whole units or as individual activities to be dipped in and out of. Each activity will encourage students to explore the emotions evoked in the book and explore their own enjoyment of poetry, while also analysing themes and stylistic features – giving them the skills and confidence they need to draft, structure and write a creative piece of their own.

ABOUT THE BOOK



Moonrise is the astonishing new novel from the multi-award-winning author of *One*. The phenomenally talented Sarah Crossan has written a poignant verse novel that asks big questions. What value do you place on life? What can you forgive? And just how do you say goodbye?

Joe hasn't seen his brother for ten years, and it's for the most brutal of reasons. Ed is on death row.

But now Ed's execution date has been set, and Joe is determined to spend those last weeks with him, no matter what other people think ...

Please be aware that some of the themes and content in the book are adult in nature.



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OBJECTIVES

This resource pack provides material for six hour-long lessons that can take place during KS3 classes of any ability, ideally in Year 9. The pack covers English and Drama objectives that include but are not limited to:

READING: COMPREHENSION

- Develop and adapt active reading strategies by:
 - i. using a repertoire of reading techniques to analyse and explore different layers of meaning within a text
 - ii. building an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with precise evidence and explanation
- Analyse writers' use of organisation, structure, layout and presentation
- Analyse how writers' use of linguistic and literary features shapes and influences meaning by:
 - i. analysing in depth and detail writers' use of literary, rhetorical and grammatical features and their effects

WRITING: COMPOSITION

- Generate ideas, planning and drafting:
 - i. planning different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts
- Structure, organise and present texts in a variety of forms by:
 - i. using a range of text formats and layouts to create impact and engage the reader
 - ii. shaping and crafting language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind

DRAMA AND SPEAKING AND LISTENING

- Use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts



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LESSON ONE PRE-READING ACTIVITIES

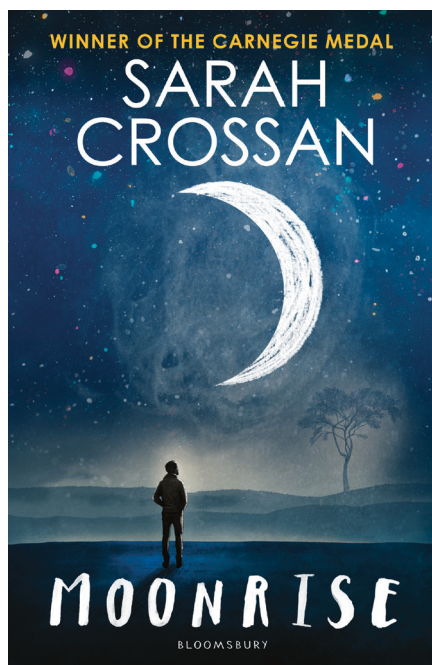
This lesson is designed to help students explore ideas and speculate about themes in the novel. They should feel free to discuss anything that comes to mind.

LEAD-IN QUESTIONS:

- What does the title 'Moonrise' make you think about?
- In pairs, consider the words 'moon' and 'rise' separately. What are their connotations?

TASK ONE:

In groups, discuss the cover of *Moonrise*. What is significant about the figure? Where is he? What surrounds him? Together, brainstorm words that best describe him.



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LESSON ONE PRE-READING ACTIVITIES

TASK TWO:

Now look at the second image inside the cover. What is different about it? What themes do the two images convey together? Choose one of the following binaries to discuss in your groups in relation to the images:

LIGHT/DARK INSIDE/OUTSIDE LONELINESS/COMPANIONSHIP
EARTH/SKY HOPE/DESPAIR

TASK THREE:

Now write a short paragraph to summarise your first impressions of the novel and its themes; conclude with an opinion about the character in the image and why he might be alone in a dark, deserted place, looking up at the moon.



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LESSON TWO INTRODUCING THE TEXT

LEAD-IN QUESTIONS:

- What do we mean by 'family dynamic'?
- What is your family dynamic? How do you feel within your family dynamic?

TASK ONE:

Read the first five lines of *Moonrise* and answer the questions below:

*The green phone
on the wall in the hall
hardly ever rang.
Anyone who wanted to speak to Mom called her cell.
Same with Angela.*

1. What do you notice about the style of the novel? How would you describe it?
2. Joe is the narrator. What can you infer about his home life from these lines?
3. What is the tone of these lines?
4. How many people are present in the scene described here?

TASK TWO:

In groups of three, recreate the scene that is described in these opening lines by crafting a freeze frame. One of you is Joe, one of you is Mom, and one of you is Angela. How can you convey the feelings of each character in the scene? How can you show the family dynamic? You should consider the following success criteria:

- Use body language and facial expressions to express emotion
- Use props in the classroom to recreate the setting
- Use your voice to read the lines and to emphasise key words and phrases

TASK THREE:

Share your freeze frames with the class. What do you learn from each other's interpretations?



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LESSON THREE WALKING IN JOE'S SHOES

LEAD-IN QUESTIONS:

- If you were separated from a member of your family, how would you feel?
- If a member of your family was taken to jail, how would you feel?

TASK ONE:

Imagine you receive a phone call from a member of your family telling you that he/she has been arrested for something bad.

Put the emotion cards below in order from one to five (one being the emotion you'd feel the most and five being the emotion you'd feel the least).

CONFUSED	SHOCKED	ANGRY
SCARED	DESPERATE	

TASK TWO:

There is a blank emotion card for you to add your own ideas. Is there any emotion not listed that you think you might feel?



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LESSON THREE WALKING IN JOE'S SHOES

TASK THREE:

'The cops are charging him with murder,' she said.

I was seven.

I didn't know what that meant.

Did he owe someone money?

We hadn't any cash to pay the electricity bill.

My sneakers were so small

they made the tips of my toes white.

'Can I call him back?' I asked.

The tangerine was still in my hand.

I wanted to throw it in Mom's face and hurt her.

Using your emotion cards again, rank how Joe feels here by putting them in order from one to five (one being the emotion he'd feel the most and five being the emotion he'd feel the least). For each card, pick out a word or phrase that shows evidence of it. There might be more than one word or phrase for each emotion. Here's an example:

CONFUSED: 'I didn't know what that meant.'

Don't forget to add another emotion that you think Joe has onto the blank emotion card.

TASK FOUR:

Write five words that express how Joe must feel in the spaces below. When you've done that, put yourselves into Joe's shoes and write a diary entry explaining his feelings at this point in the novel.



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LESSON FOUR FORM IN POETRY

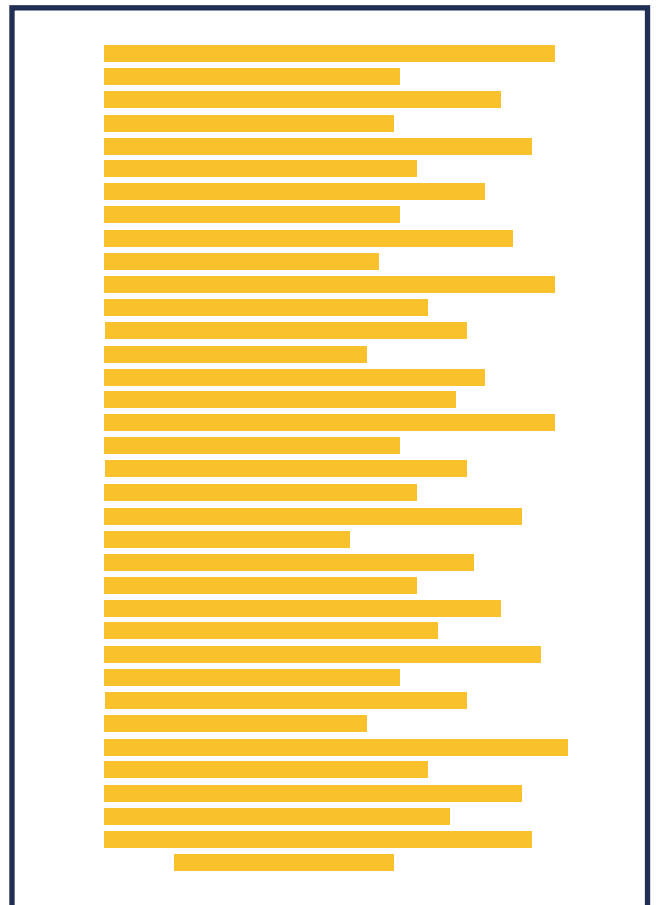
LEAD-IN QUESTIONS:

- What do we mean when we talk about the 'form' of a piece of writing?
- Why do writers experiment with form?

TASK ONE:

Look quickly, then closely, at the two poems that have been 'filled in' below. The poets have chosen their forms very carefully. What can we infer about the poems by looking only at the form, and not at the words themselves? Consider the following things and make notes:

- Shape
- Stanzas
- Line lengths





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LESSON FOUR FORM IN POETRY

TASK TWO:

Now consider what the two poems might be about. Do you think they might explore different subjects? Do you think they might explore parts of the novel that move at different paces? Discuss your ideas with your partner before sharing with the class.

TASK THREE:

*I curled up on the bed next to Coco,
Watched as her tiny body
 moved
 up and
 down
with her shallow breath.*

1. How would you describe the form here?
2. What is the content of these lines?
3. Why do you think Sarah Crossan chose this form for this part of the story?

TASK FOUR:

Now it's your turn. Think of a subject that you would like to write a poem about. You don't need to use any words yet, just draw the shape of the lines that you would like to use. Make sure that you can explain to the class why you've chosen your particular form. Don't forget to consider the following in relation to the subject of your poem:

- shape
- stanza
- divisions
- punctuation
- line length
- line run-on (enjambment)



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LESSON FIVE THINKING LIKE A POET

LEAD-IN QUESTIONS:

- How do writers create imagery?
- Why is it important to create strong images?

TASK ONE:

Working in pairs, write a definition for the following:

IMAGERY:

PERSONIFICATION:

TASK TWO:

In pairs, you will be given a colour from the list below. Together, you need to consider what that colour makes you think about.

GREEN YELLOW RED GREY WHITE PINK

TASK THREE:

Now, personify your colour: imagine that your colour is a person. Answer the following questions:

1. What emotions would your colour have?
2. What body language would your colour have?
3. How would your colour speak?



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LESSON FIVE THINKING LIKE A POET

TASK FOUR:

Drama time! In groups, it's time to do some hot seating! Each person should take it in turns to sit in the hot seat and speak, think and act in character as the colour they have just created. The other members of the group need to ask this person questions. Students may wish to share their performance with the whole class.

TASK FIVE:

Sarah Crossan uses colours to create feelings and atmosphere in her novel *Moonrise*. Consider the extract from Lesson two:

'The cops are charging him with murder,' she said.

I was seven.

I didn't know what that meant.

Did he owe someone money?

We hadn't any cash to pay the electricity bill.

My sneakers were so small

they made the tips of my toes white.

'Can I call him back?' I asked.

The tangerine was still in my hand.

I wanted to throw it in Mom's face and hurt her.

1. What colours can you identify in this extract?
2. How do these colours help the reader to understand what is going on in the scene?

TASK SIX:

Now it's your turn! Write a sentence that includes or evokes your chosen colour. When you're finished, read it out to the class so that they can guess which colour you have chosen. How successful was your imagery?



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LESSON SIX MY POEM

REFLECTION QUESTIONS:

- What intrigues you about the novel *Moonrise*?
- What makes *Moonrise* different to other stories you've read or heard about?

TASK ONE:

Take a look at the work that you have completed so far. You should find the following things:

- A summary of themes and ideas from Lesson One
- An analysis of a scene from Lesson Two
- A diary entry from Lesson Three
- A form for your poem from Lesson Four
- An attempt at colourful imagery from Lesson Five

With your partner, take turns to complete the following statements:

- My favourite piece of work is ...

- The thing I'd like to learn more about is ...

TASK TWO:

Now it is time for you to write a poem of your own. Using everything that you have learned and all of the skills that you have gathered, channel your creative energy to write a short poem based on the two images from Lesson One. Consider the form of your poem, the imagery that you could use, the emotions of the characters, the setting and the themes. Who knows, you might unleash the Sarah Crossan within you!



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CONGRATULATIONS!

YOU'VE COMPLETED
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We would love to read the poems your class has created - do send on Twitter @KidsBloomsbury or email to childrensmarketing@bloomsbury.com.

We can't wait to see your amazing, creative talents at work.

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