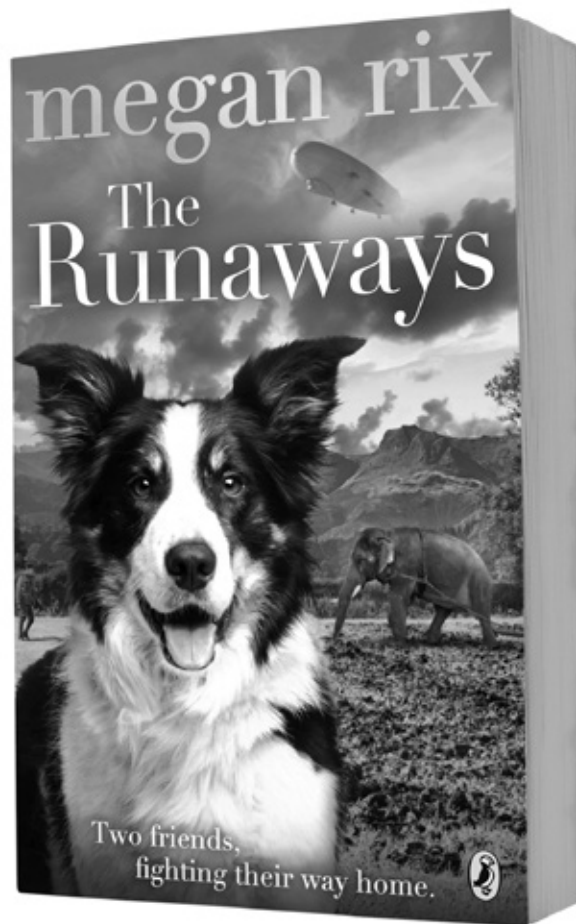




Schools

The 
Runaways
by megan rix
Resource Pack



Two elephants fight to be reunited
during World War One



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The Runaways

by megan rix

Dear Teachers,

This pack has been created for school children reading Megan Rix's *The Runaways* and is aimed at pupils aged 8–11 but can be adapted to suit older readers.

This resource pack is split into two sections. The first 'Understanding the Text' section will help guide readers through the book. Each activity within it is designed to help promote a range of literacy skills as well as an understanding of the content and how the author uses language to engage the reader.

The second 'Activity' section provides opportunities to take learning further, using the text as a stimulus for writing, debating and research. In addition to the Teachers Notes, activity sheets and templates are provided for pupils.

Objectives covered in this pack:

Activities address National Curriculum Literacy guidelines as well as the following Key Stage 2 requirements and guidelines for other subjects:

Reading and comprehension:

- To improve understanding and comprehension of a specific text
- To broaden vocabulary and understand specific writing techniques

Writing:

- To combine text, images, captions and font size to present specific information
- To create a newspaper article using appropriate conventions and layout

Drama and speaking and listening:

- To participate in discussions, debates and presentations
- To present information to an audience

History:

- To understand changes within living memory and to use them to reveal aspects of change in national life
- To explore an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Computing:

- To select, use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information

Activities also address the literacy experiences and outcomes from the Scottish Curriculum for Excellence in addition to those for other subjects:

Social Studies:

- Pupils are able to discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a

Technologies:

- Pupils are extending and enhancing their knowledge of features of various types of software, including those which help find, organise, manage and access information, and can then apply what they have learnt in different situations. TCH 2-03a





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The Runaways

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Introduction to Megan Rix and *The Runaways*

'If you love Michael Morpurgo, you'll enjoy this.' – *Sunday Express*

Megan Rix is the hugely popular author of six animal adventure books set in World War One and Two. An animal lover and professional dog-handler, she draws inspiration from her dogs, and some of the many fascinating and extraordinary animal stories from the World Wars to engage her readers.

The Runaways – Plot Summary:

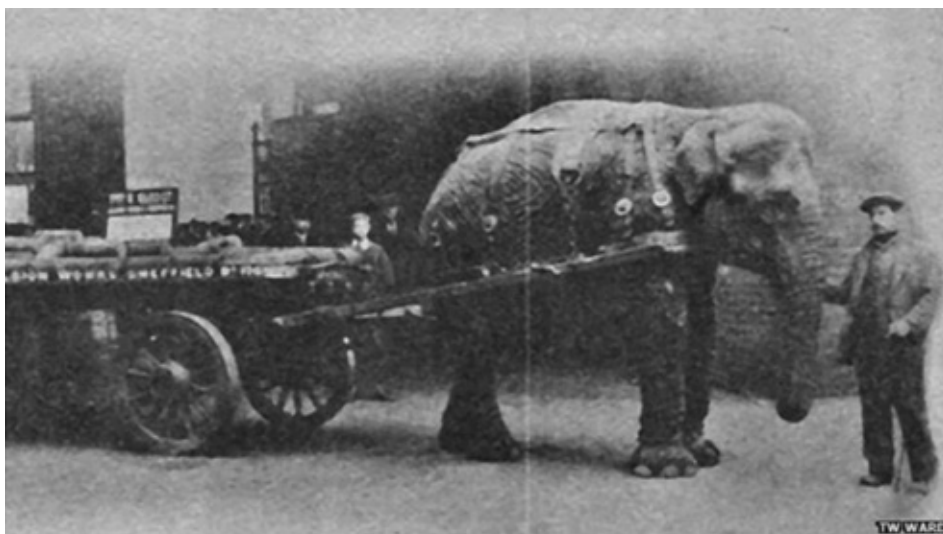
The Runaways tells the story of two beautiful circus elephants, Shanti and her calf Tara, who are separated during World War One.

When World War One breaks out in Europe, Cullen's Circus is forced to close. The men are sent to fight and the animals are separated from their kind keeper and each other.

Torn apart from her mother, young elephant calf Tara is sold to a cruel new owner and she finds herself in great danger. Only brave Harvey, a faithful old collie, has a chance to bring the traumatised mum and baby back together. Side by side, the dog and elephant escape and set out on an extraordinary journey. Can the unlikely friends find Shanti in time?

Inspired by the true story of Lizzie the elephant, who was conscripted to help with heavy labour in Sheffield during World War One, Megan's latest novel introduces readers to aspects of life in Britain during the war.

Megan also spent much time researching elephants and includes many facts about the amazing animals within the story. As well as this, she touches on the lives of elephants both in the wild and in circuses. Lessons and activities in this pack will encourage pupils to carry out their own research into all these aspects to gain a greater understanding of the issues raised in *The Runaways*.



Lizzie, the Sheffield elephant during World War One





Chapter 5

At last, Yolanda heard the sound of their dad's study door opening and the squeak of his wheelchair wheels.

'You two ready?' Mr Jones called out. 'Ajaz?'

Only his dad ever called him that. Everyone else always called him AJ.

'Yes, Dad,' AJ shouted.

'At last,' Yolanda said, as the two of them scrambled off the sofa.

AJ pushed his dad's squeaky-wheeled wheelchair as the three of them headed to Stony Oakhill railway station, ten minutes'

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walk away. Yolanda walked behind pushing a wheelbarrow full of food for the elephant.

'Your wheels need oiling, Dad,' she said.

'I know. I'm reminding myself of a giant-sized mouse,' he smiled.

'Elephants don't eat people, do they?' AJ asked him. He'd been worrying about an elephant biting him quite a lot ever since he'd learnt that they were going to have one living with them. Last night he'd had a nasty dream about becoming an elephant's supper. He had to ask his dad now. It would be too late by the time the elephant arrived. He had to know.

'Of course not,' Yolanda said, her eyes opening wide. 'Why on earth would you think that?'

AJ didn't seem to have listened to anything Mr Soames had tried to teach them at school today.

'Elephants only eat plant foods,' their dad said, and AJ sighed with relief. That was all right then.

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‘They’re frightened of tiny mice aren’t they, Dad?’ Yolanda said.

But their dad wasn’t quite sure if they were frightened of them or not. ‘It could be a myth,’ he said. ‘We’ll have to see.’

‘It’ll probably be terrified of all the mice in the barn then,’ AJ said, and then he gulped as he found he had a whole new problem to worry about. What if the elephant got frightened and stampeded and what if . . . what if . . . it was so terrible he couldn’t say it out loud . . . what if *he* got in its way by mistake? Being run over by an elephant would be a *lot* worse than being bitten by one.

‘Here we are,’ his dad said, and they turned into the station.

‘We’ve come to pick up Shanti,’ AJ told the stationmaster.

‘Our elephant,’ said Yolanda.

‘Have you indeed?’ the stationmaster said, and he pointed along the platform. ‘You’ll find

it in a carriage in the sidings. Just follow the noise.’

As they got closer they could hear a deep mournful rumbling noise coming from a horse carriage without windows. Some of the station workers were standing outside it and they pulled open the door as they arrived.

Yolanda and AJ stared at the elephant bundled up like a parcel with chains. Her eyes stared at them desperately.

Yolanda felt sick. Why was the elephant being treated like this?

‘Why’s she chained up like that?’ AJ asked.

The elephant couldn’t even move her head.

‘Needs to be,’ one of the station men said.

‘Only way,’ said another.

‘All those chains wouldn’t be strong enough to hold a crazed elephant,’ the first man said.

‘Elephants can be very dangerous,’ said the second.

‘Unchain her,’ Mr Jones said.



The station crew didn't look like they thought this was a very good idea.

'Are you sure that's wise, sir?' one of them asked.

'Yes,' AJ and Yolanda's dad said.

'Your funeral,' the man sighed, hoping it wouldn't be his funeral too.

Two of them released the chains that had been wound like a spider's web around Shanti's legs and trunk to hobble her. She had raw cuts on her skin where she'd pulled against them, but hadn't been able to break free. The elephant rocked from side to side as the mournful sounds continued.

'Is there a storm coming?' AJ asked.

One of the station men looked up at the sky. It was perfectly clear.

'It's coming from Shanti.' Yolanda said. She too sensed the low throbbing AJ had felt, although it was so low she couldn't hear it. 'It makes me feel weird.'

'It makes me feel like I do when there's thunder in the air,' said AJ.

The station man shrugged.

'I think I know what it is,' said Mr Jones. 'It's the elephant call. When I was in Ceylon, people spoke of the special song that only elephants can hear. It's too low for most humans to detect, although some people, like you, may feel it as a throbbing sensation like when there's a very deep note on the organ in church.'

AJ nodded.

'The elephant's call can travel for miles and other elephants can hear it. I expect Shanti's calling out because she's been so distressed shut up in that carriage,' Mr Jones said. 'Elephants are able to meet up in the same exact spot at the same time when they've been miles apart, thanks to that song.'

'I'd be crying out if I was shut in there too,' AJ said. 'Poor Shanti must have been so frightened.'



'It's stopped now,' Yolanda said. She looked at the elephant and had never felt so sorry for a creature in her life.

'You'll be needing this,' another of the station men said, picking up a stick with a sharp hook at the end of it. 'Circus folk told us it'd get the brute to do what you needed it to do.'

Shanti shied away from the sight of the elephant goad.

'We will most certainly not be needing that,' Mr Jones said firmly.

Once the chains were off Shanti started to move and the station men quickly jumped out of the horse carriage.

'Don't want to get stepped on by an elephant,' one of them told AJ.

AJ couldn't agree more. The elephant was absolutely huge. Bigger than the steam engine Annie and the other the Land Army girls used before it was taken away. Twice as tall as him,

and ten of him could stand side by side and still only just be as long as her.

'Elephants' feet are very sensitive,' his dad told him. 'So that probably wouldn't happen.'

AJ breathed a sigh of relief.

'Their footpads are filled with a special sort of oil and really pretty amazing,' Mr Jones continued. 'They can pick up tiny vibrations in the ground as elephants call to each other. Like whales do.'

They put a ramp up by the horse carriage door, but Shanti didn't come down it. She just stood at the door looking out at them. Then she raised her trunk and sniffed the air. There was not even the faintest scent of Tara in any direction.

Yolanda looked up at the huge beast.

'She's been crying,' she said, staring at the half-dried tears on Shanti's face.

'She's very sad,' AJ said.



‘All elephants look a little sad,’ his dad told him. ‘It’s the way their faces are.’

But AJ didn’t believe him. He knew sadness when he saw it.

‘Here, Shanti,’ Yolanda called to the elephant, holding out a carrot from the wheelbarrow to her.

Shanti came down the ramp a little way, stretched out her trunk, took the carrot from Yolanda and ate it. Then she came down the ramp a little further, plucked a cabbage from the pile of vegetables in the wheelbarrow and ate that too.

‘That’s it, Shanti,’ Mr Jones said. ‘Move back with the wheelbarrow,’ he told Yolanda. ‘Brisk march back to the farm now. Quick.’

Shanti followed the wheelbarrow, helping herself to tasty carrots and apples, cabbages and maize while Yolanda kept the wheelbarrow moving as fast as she could because even when

Shanti was walking slowly she was still going quickly.

‘It’s like the donkey and the carrot on the stick story,’ AJ said as he pushed his dad’s wheelchair behind Shanti and Yolanda.

The news that the elephant had finally arrived at the station, and was on its way to Mr Jones’s farm, had spread through Stony Oakhill like wildfire. Villagers came out of their cottages to see Shanti. Some of them brought more food for the elephant.

‘Here, elephant, here,’ a lady said, holding out half a loaf of stale bread.

Shanti whisked the bread away from her with her trunk and swallowed it in a single gulp.

Others weren’t so brave and rolled cabbages to the elephant instead. Shanti picked them up in her trunk, took them to her mouth and swallowed them down.



'Wheelbarrow's almost empty and we're not home yet,' Yolanda said.

Shanti was determined to finish off every last small plum and potato from the very bottom of the barrow and she kept on helping herself all the way through the village until they reached Forest View Farm and the barn that was to be her new home.

'Home at last,' said Yolanda and not a moment too soon. The wheelbarrow was now completely empty.

The children pulled open the barn door. The barn had been filled with sweet-smelling hay and straw and although they thought Shanti should have been full she ate some of that too.

AJ was worried again.

'Should we tie her up?' he asked, looking round for anything they could use. They'd left the chains she'd been shackled with back at the station, along with the elephant goad.

'Why?' his dad asked him.

'In case she runs away.'

'If an elephant truly wanted to run away there'd be nothing we could do to stop it,' his dad said.

'Oh,' said AJ, now worrying that the elephant would run away.

'Although it might be good if we put a cow bell round her neck so people are warned when she's heading their way, that's what we did in Ceylon.'

'Should we take her beautiful headdress off?' Yolanda asked.

But her dad shook his head. 'I think it's best if we leave her be, let her adjust to her new home for tonight. There's potatoes and carrots over in the corner and more hay up in the hay loft which she can reach with her trunk.'

'She can't still be hungry after all the food she's had!' AJ grinned.

'Elephants eat up to three hundred pounds of vegetation a day,' Mr Jones said. 'And fifty



gallons of water. There's a fresh barrel of water by the door if she's thirsty and we need to make sure it keeps being refilled. But why don't we give her some space and let her rest now. It's time you two had your supper and got some rest too.'

'I'll get it ready,' said Yolanda.

'Oh no, Dad. I'm not hungry at all,' AJ said, although he was really. He just didn't want to leave Shanti yet.

'You'll have plenty of time to be with her tomorrow. Come on now.'

'Night, Shanti,' said AJ, waving to her as he left.

'Sleep well,' said Yolanda, and she touched her trunk before following the others out of the barn, pulling the door to behind her.

Yolanda and AJ were in bed when Shanti's mournful bellowing began.

'Maybe having an elephant living with us isn't going to be such a good idea,' Yolanda

said, creeping into AJ's room. 'I didn't know elephants could be so noisy.'

'I told you she was sad,' said AJ, sitting up. He knew the elephant was unhappy, whatever their dad said.

When it was very late and dark and the farm was quiet, Shanti pushed open the barn door and went outside. She'd never been apart from Tara before and missing her was so painful she couldn't bear it.

She stood on the farm path and called to Tara using the elephants' special deep call that was too low for people to hear. Her sensitive feet and ears were attuned for the slightest familiar vibration. There was no reply, but she didn't stop. She carried on calling to her daughter throughout the night.

Finally, just before dawn, she returned to the barn, went inside, lay down on the straw and fell asleep.





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Understanding the Text

Pages 1–2

Group work:

Split the class into groups of 4. One pupil should be picked to be the reporter. Ask pupils to discuss with their groups how Megan Rix encourages us to see Tara as a 'little minx'. What words and phrases are used to paint a picture of Tara's character? From what they have read, what can they infer about Tara's state of mind? The reporters should note down their group's findings and then move to another group and share these points. They can then report back to their own group on any similarities or differences.

Page 3

Whole class discussion:

Albert felt sorry for the elephants. In the wild they'd be able to wander wherever they liked.

Ask the pupils to share with their peers what they already know about elephants, both in the wild and in captivity. Ask pupils to identify why Albert feels sorry for Tara and her mother.

Pages 22–29

Group work:

Split the class into groups of four. Can pupils identify all the facts about elephants contained within pages 22–29? Using the template on page 24 ask them to draw a line of elephants and display a different fact on each one. Focus on the fact that Asian elephants weigh around 5,500 kilograms. Discuss how the teacher in the book helped put this into terms the children could understand. Why does this information help to explain why elephants are so useful?

Pages 1–55 (Chapters 1–4)

Paired work followed by whole class feedback:

Encourage pupils to contrast the way the elephants are treated by Albert and by Carl of Cullen's Circus. In pairs, ask pupils to list each piece of evidence they find. From this list what can they infer about the different attitudes of the two characters and indeed the two different circuses? Ask them to suggest why people should take these very different approaches. To encourage understanding, relate this information to what they know about how to train pet dogs.

Page 59–72 (Chapter 5)

Group work:

An extended version of this task can be found in the activity section on page 15.

In their reading groups, ask pupils to become fact detectives and note down everything they find out about elephants in this chapter. Next ask pupils to complete some further research on the internet or using the library to find out a little more about these facts. They can use these facts to create an oral presentation on elephants for the rest of the class.





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Page 95–99

Whole class discussion, followed by individual writing task:

Discuss with the class why Tom's granddad felt they should not report the elephant to the police. What would they have done in those circumstances? Ask pupils to imagine that they are Tom and had just seen a baby elephant in the sea! They should write a diary entry of the event.

Page 109–110

In the village they met Annie and three of the other women from the WLA who lived in the hostel at the end of the street.

Group research task:

Divide the class into groups of four. What do they know about the WLA? If they know very little, ask them to search on the internet for more information.

Suggested guide questions:

- What do the letters stand for?
- What jobs did these women do?
- Why was their work so important during World War One?

Page 111

The letter made him feel bad for the way he'd treated the elephant, and even worse when he thought about what could have happened to her daughter. He'd never have separated them if he'd known that Tara might starve.

Whole class discussion, followed by group work:

Sometimes we all do things we regret but usually these are small things that don't really matter very much. Carl had made a big mistake. Ask the class to suggest what Carl should do to try and make things right again. They should discuss in their groups whether or not they think we can always make things right again or if sometimes we must live with our mistakes.

Page 124

His old lungs were bursting for air, but he kept his legs braced against the whipping wind and relentless rain. Would she stop? Would she stop in time or would she run right over him? Harvey didn't know, but he wasn't moving. He had to try and stop her.

Whole class discussion, followed by individual task:

Harvey was desperately trying to save Tara. Use this section to encourage the class to make connections with the text and the concept of friendship between the two animals. Can they make connections to other stories they have read or to real life incidents to help them better understand Harvey's determination to save Tara? Record these for display.



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Page 156

'Mr Soames said we need lots more logs to reinforce the trenches,' Yolanda said.

Whole class discussion:

Does the class know what a trench is and why logs are needed for reinforcement? Show students some pictures of World War One trenches and get them to imagine what life must have been like there. Can they suggest some of the problems that may have been encountered? Remind them that earlier in the story Albert talked about them needing dogs for 'ratting' on the Western Front.

Page 161

In America the escapologist and illusionist Harry Houdini read about Tara's plight over his morning coffee.

Whole class discussion, followed by paired investigation:

Is the class familiar with the terms 'escapologist' and 'illusionist'? Who was Houdini? Do they know why he was so famous? In pairs, find out who he was and discuss why he would be so interested in an illusion that made an elephant 'disappear'.

Page 180

Wherever they went there were some people who hated them because of the lives they led.

Whole class discussion, followed by group work:

Ask the children why they think this remark was made to Ezra. Explain that travelling people were called 'gypsies' by the rest of the population at the time of World War One and they were mistrusted. Can they explain why this is unfair? Encourage them to make links to their knowledge of other types of discrimination. In groups, have them make suggestions for ways to challenge discrimination and make sure it does not happen.

Pages 208–209

That evening, Mr Jones wrote to Albert to let him know that Tara and Harvey had been found and were now living at the farm too.

'As I'm sure you know, Tara means star, and that little elephant of yours must have been born under one very lucky star to have found her mother, with the help of your dog Harvey, just in time ...'

Whole class discussion followed by individual task:

Everyone was very surprised when Tara and Harvey appeared home with Shanti. Encourage the class to imagine the scene. What was everyone feeling when this happened?

Ask the class to continue the letter from Mr Jones to Albert, describing the scene and letting Albert know about the happy ending.



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Lesson 1: Fact Detectives

Objectives:

- Read a section of a novel closely for a specific purpose
- Identify main highlights from a selected text
- Use information and confidently research
- Give a clear and confident oral presentation

Outcomes:

- A computer presentation on a researched subject
- An oral presentation

Curriculum Areas: Literacy, ICT, History

Starting Point:

Becoming a Fact Detective:

Organise the class into reading groups. Explain to the pupils that they will have to use their detective skills for this task. They are going to need to work with their reading group to discover lots of facts about elephants.

You can provide the pupils with 'detective' notebooks in which to record their findings throughout these tasks. These could be made up from folded paper and the pupils could design the cover. They may also like to have 'detective' badges to make them feel as if they have an important job to do! There is a detective-badge template on page 23.

Task 1:

Ask each reading group to choose a reader for Chapter 5 of *The Runaways*. After the chapter has been read, each group should discuss the chapter and identify the main points.

Task 2:

Now ask the groups to split up into pairs or threes. They should engage their detective skills and discover all the information about elephants in the chapter. Ask the pupils to decide on a method for recording their information first. You may suggest a detective notebook or similar means. Also explain that it is important to note the exact source of their information, such as the page number, so you, as Chief Detective, can check and record their facts.

Task 3:

Explain to the students that a good detective would want to be as well informed as possible, and should do more research about his findings. Ask pupils to regroup and share their findings as well as compare the facts that they have found. Ask them to identify the facts that would benefit from further research. They can then split up and each research one of the facts, making use of the internet if they'd like. After recording these details, they can report them back to their group.



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Task 4:

The children can now create their report for you, the Chief Detective. For this, they are going to need to create a computer presentation which meets the following criteria:

- All the slides should follow the same format.
- There should be a title slide.
- Each fact should have its own slide.
- Only the main point about the fact should be on the slide. (The rest of the information will be delivered in their oral presentation.)

Task 5:

Reporters should present their findings and presentation from Task 4 in an oral presentation. The class should decide the assessment criteria for the oral presentation task together. Consequently, groups can be assessed by each other as well as the Chief Detective. These criteria can be displayed on the language board for easy reference. Encourage the pupils to only give criticism that is constructive. Give the groups some time to rehearse their presentations so they deliver clearly and confidently. The slides should act as prompts to help them remember the details they want to cover. Encourage everyone in the group to participate in the presentation.

The Chief Detective, and the other groups, will then give feedback on both content and presentation.



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Lesson 2: Read All About It!

Objective: • Use a given structure to improve paragraphing in a news story

Outcome: • A written newspaper article

Curriculum Areas: Literacy, ICT

Starting Point:

The reporter wrote it all down and promised the story of the missing baby elephant would be in the paper the next day.

Explain to the class that the story is set in a time where the sole source of information was the newspaper. Because of expense and time constraints, the old-fashioned printing presses tended to use only black ink. So it was down to the story to capture the reader's attention, and any photograph had to be really eye-catching.

On page 135 a reporter promises to write about Shanti and Harvey. Ask pupils to pretend that they are that reporter and write the article.

Task 1:

Provide the class with newspaper articles and ask them to examine them. Ask pupils to identify what the articles have in common and feed back to the group. They can use the planning triangle on page 18 to help identify the different sections. They should also try and find some examples of journalistic style to share with the class.

Task 2:

Ask the pupils to go on a fact-finding mission, collecting all the information relevant to their particular story. Using the four Ws, can they tell the reader what happened? Where it happened? When it happened and who was involved? Sticky notes are a fun way to record each fact. Then they can arrange them in the order they want to mention them in their article using the planning triangle to make sure they share the most important information first.

Task 3:

In this task, pupils can use what they have learnt to inform the writing of their own newspaper article. They should aim to use lead sentences, giving a brief glimpse of what the story is about and engaging the interest of someone who may pick up the newspaper.

Explain the importance of the introductory paragraph in giving a summary of the most important facts. They can choose which facts this includes and aim to make the story stand out from other articles that might be in the paper.



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Task 4:

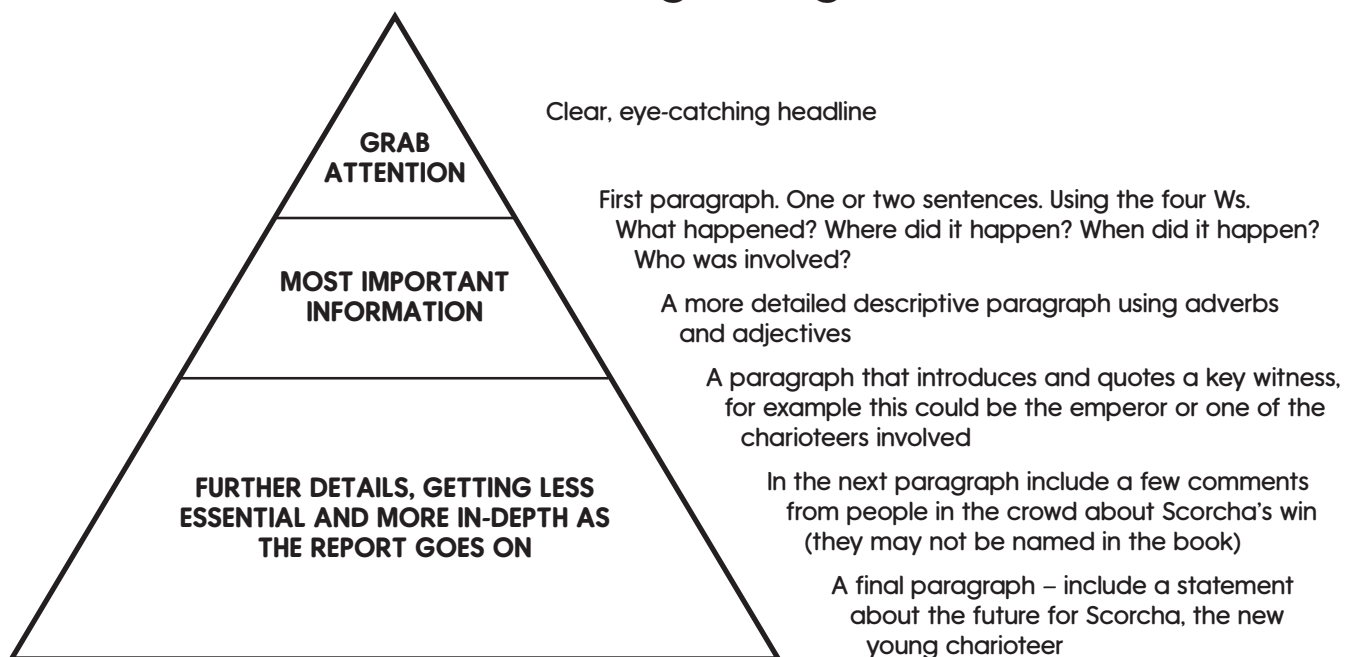
The pupils can now write the rest of their article, using their ordered sticky notes and planning triangle to help structure it. They can add photos, write interesting captions and incorporate quotes from people involved in the story, all in a journalistic style. After reading through the article, they can now think about a good headline to catch the reader's attention.

Teacher Notes:

Depending on the writing ability of the children it may be advisable to introduce this task through a series of 'build-up' lessons on:

- headlines
- lead sentences
- journalistic style

Planning triangle:



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Writing frame:

PRICE

DATE

Newspaper Title:

HEADLINE:

Sub-heading:

Introductory Paragraph:
What? Who? When? Where?

Paragraph Two:
Give more detail. Use adjectives and adverbs.

Paragraph Three:
Witness comments describing what happened.
Include name, age and position of witness.

Paragraph Four:
A few comments from people in the crowd
about Scorcha's win.



Caption

Final Paragraph:
Include a statement about the future for
Scorcha, the new young charioteer.

Name of writer.



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Lesson 3: The Big Debate

Objective: Use persuasive language in a debate to influence an audience.

Outcome: A classroom debate

Curriculum Areas: Literacy, ICT

Starting Point:

'And now for your delight and entertainment, at great expense, all the way from the jungle ...'

Nowadays people are more aware of the issues surrounding wild animals being kept in captivity than they were around the time of World War One, mainly due to improved information flow, i.e. the internet.

Is it right to take animals out of their natural habitat to perform in a circus? To foster greater understanding of the issues involved, the following tasks will lead to a class debate with pupils working in discussion groups to identify good points to back up their opinions and learning to use persuasive language to influence an audience.

Task 1:

Ask pupils to reread chapter 1 with their reading group.

On page 10 the author has the ringmaster say, as he introduces the elephants,

'And now for your delight and entertainment at great expense, all the way from the jungle ...'

Ask pupils to discuss with their group how they feel about animals appearing in a circus, rather than being left alone in their natural environment. Does everyone hold the same point of view or not? Working as a group, pupils should note down any phrases in the chapter that support their opinion. Ask pupils to share their opinions and reasons with the rest of the group. One person from each group should now carousel around the other groups, sharing their views and reporting back on the opinions held by the rest of the class.

Task 2:

Before she wrote *The Runaways*, Megan Rix did lots of research to make sure she knew all about her subject. Pupils can read Megan's afterword (pages 227–229), which mentions some of her research.

When you talk about an issue with other people, it is important that you are well informed, that you know all the information about the subject.

Ask pupils to complete a research task in groups to find out more about elephants in the wild and in captivity. Here are some areas that you may wish to look into:

- Elephants' natural environments
- Circus elephants – conditions + laws
- Elephants in World War One
- Elephant sanctuaries



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Some useful websites:

- A child-friendly resource on animals circuses and their opponents: www.allaboutanimals.org.uk/PT-Circuses.asp
- Ringling Bros. and Barnum & Bailey Center for Elephant Conservation – a centre for retired circus elephants (including video): www.elephantcenter.com/about-us
- National Geographic article on the end of elephants in Ringling Bros. Circus: news.nationalgeographic.com/news/2015/03/150305-ringling-bros-retires-asian-elephants-barnum-bailey/
- Elephant sanctuary in Tennessee that provides for elephants in captivity: www.elephants.com
- World War One: the circus animals that helped Britain: www.bbc.co.uk/news/uk-england-24745705
- All about Lizzie the Sheffield elephant: www.nfa.dept.shef.ac.uk/jungle/index4d3.html

Ask groups to choose a way to display their findings so that everyone can see what they have discovered.

Task 3:

Explain to pupils that, in a debate, sometimes the speakers don't actually hold the opinion they are debating for but must persuade his or her audience that they do! Your teacher will now split the class into two groups: those for and those against the following statement.

'Should wild animals perform in a circus?'

Ask each side to now work in three smaller groups to make a list of all the points that would support their side of the argument. They will use these points to write a speech which one group member will deliver. Pupils should refer back to the information they found out during the research tasks to help them.

Ask pupils to decide which of their points is the most important and use this to begin the speech. Groups should then choose two or three of other points which they think will help to win the debate and organise these in a logical sequence, making sure that you back them up appropriately, using persuasive language which will influence the audience. Pupils can use the template included on page 22 to help shape their speeches.

Task 4:

It is now time for the big debate! Take on the role of the chairperson.

Ask the two sets of speakers to sit on different sides of the chairperson. Introduce the debate and then invite the speakers to speak, one by one. Pupils should listen carefully to everything they say and note down any questions they might have.

Once everyone has spoken, allow the speakers to raise any questions they have about what the other side has said. Then allow a few questions from the audience.

Take a class vote to decide what side you support. Ask pupils if they kept to their original opinion, or did they change their mind?

As a class, discuss how this debate has helped you to have a deeper understanding of *The Runaways*.



The Runaways

by megan rix

ACTIVITY SHEET

The Big Debate

Motion: 'Should wild animals perform in a circus?'

Introduction:

Mr Chairman and fellow classmates, I think wild animals should be allowed to perform in a circus.

First reason:

Second reason:

Third reason:

Conclusion:

(Example) I think I have given good reasons to support my position that wild animals should perform in a circus.

Connectives you may find useful:

Firstly, Secondly, In addition, Lastly, In conclusion, I would argue that,

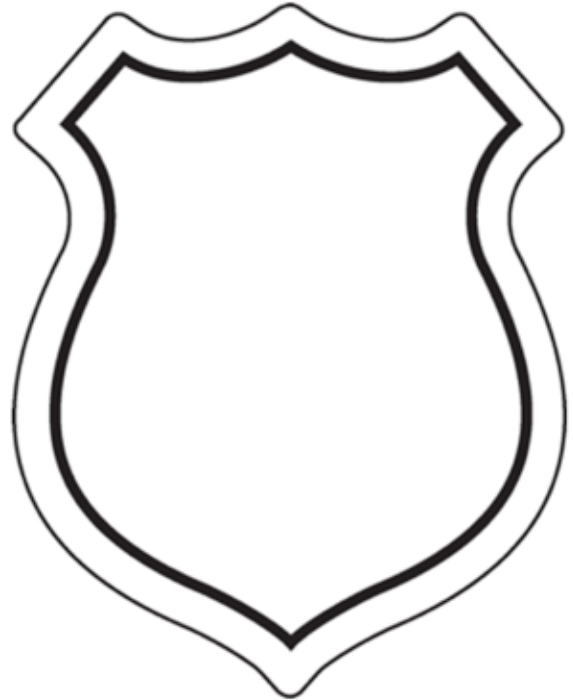
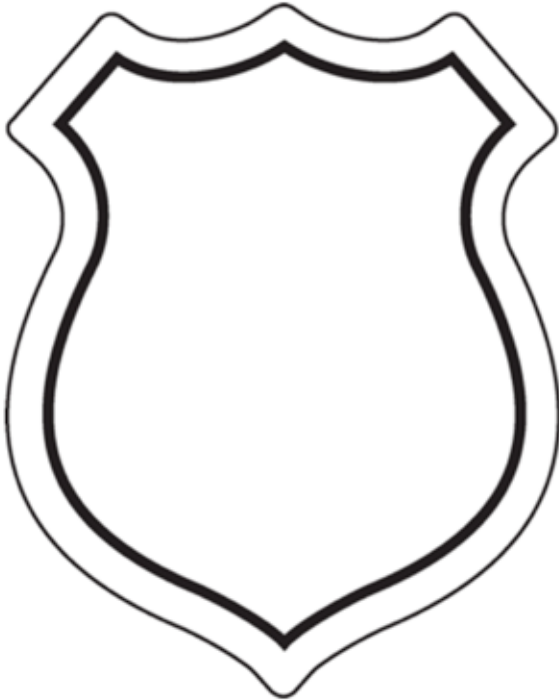
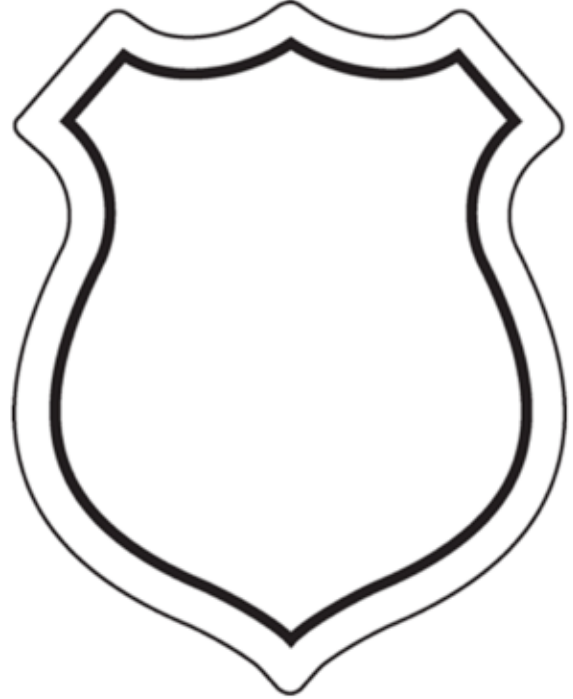
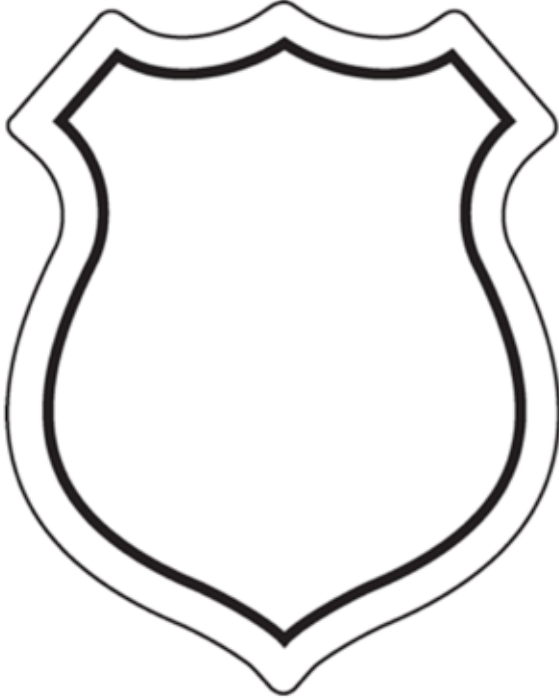


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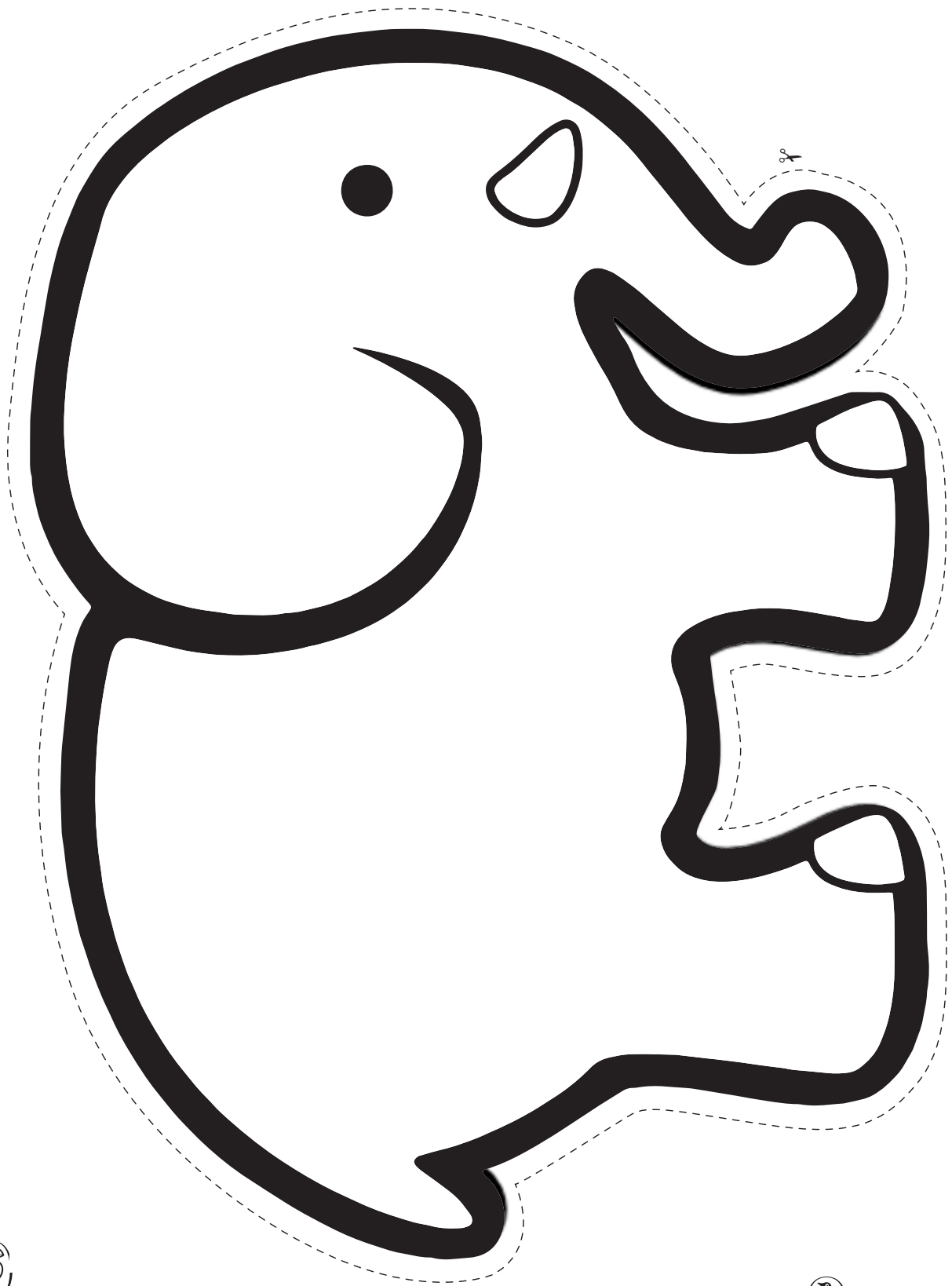


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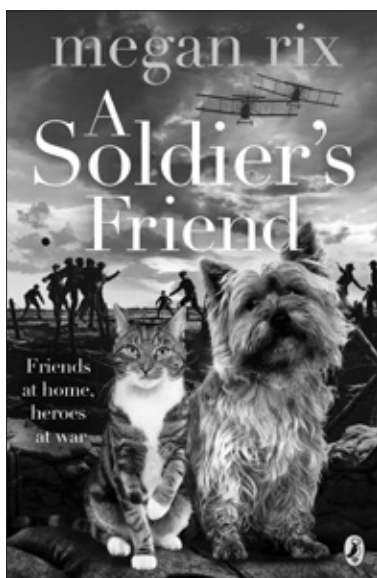
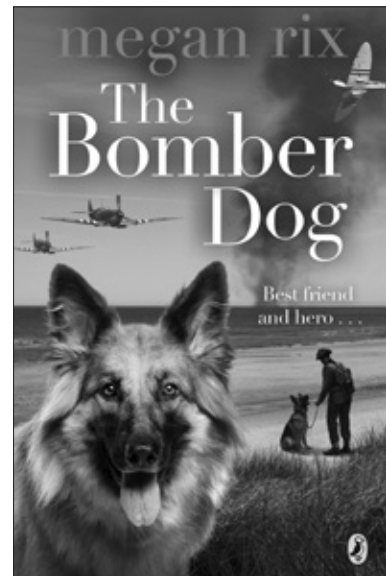
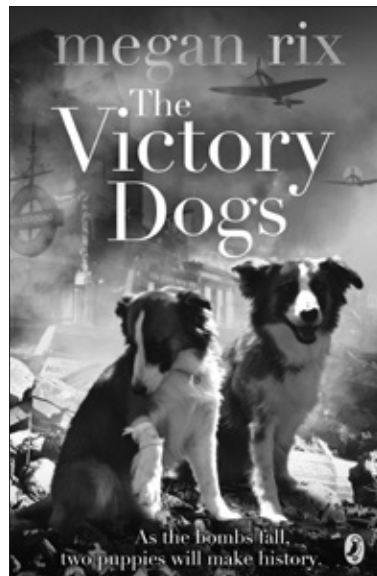
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