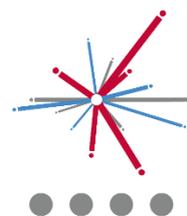


Ark Pioneer learning at Home

Core Curriculum

English Literature Week 14



Work to be completed

Note: For English, it is easier to do 3 days of 1-hour literature lessons, and 2 days of 1-hour English language lessons rather than the recommended 30 mins a day of core subjects.

- Lesson One – Hansel and Gretel adapted by Carol Ann Duffy
- Lesson Two – The Moral of Hansel and Gretel
- Lesson Three – Summarising Hansel and Gretel

Resources / links to help with work:

- [Additional Support LIT booklet for week 14](#)
- Knowledge Organiser can be found at the end of this booklet

How will this work be checked?

Each week you will be given 'red pen work' to carry out corrections on the learning that you are doing at home. Please make sure this work is done and that you correct all work in your exercise book before you complete the quiz.

You must complete the weekly quiz for English Literature online and the link to those is on our school website in the 'quizzes' drop-down option from 'Home Learning'.

How much time should I be studying and what happens if I don't finish all my work?

For core curriculum subjects you are expected to do 30min each day as a minimum. Those subjects are English language, English literature, Maths, Science, History and Geography. These subjects all have a weekly quiz and will be checked in on by your form teacher when they call each week. **Note: For English, it is easier to do 3 days of 1-hour literature lessons, and 2 days of 1-hour English language lessons rather than the recommended 30 mins a day of core subjects.**

All other subjects are 'Extended Curriculum' and they should be done after you have finished the Core Curriculum tasks for the day. You should plan to do work in different subjects each day. We recommend that pupils do one hour per week in each of the 'extended curriculum' subjects.

We recognise that it is not possible for all pupils to complete all work given the exceptional circumstance. Please speak with your form tutor about the work if it is becoming unmanageable.

Support:

These workbooks have been designed for you to work through them independently. There are several support resources available through the links above and further help inside this booklet. You can also [click here and complete the Additional Support Literature booklet for week 14 if you are finding it very challenging.](#)

However, if you have really tried but are still stuck or do not understand what is being asked, please email your form tutor with clear details of the subject, page number and question/issue that you have.

This support pages at the end have been designed to help you with each section of this work booklet should you need it. These are designed to keep your English brain active and engaged – they are not designed to make you worried! Your teachers expect you have a good attempt at each question to the best of your ability – they are not expecting perfection. If you are finding anything particularly difficult then follow school guidelines about how to seek specific help.

Why is the work in this booklet important to complete?

This work is important because we want you to enjoy reading a range of Ancient Tales. It is vital that you can talk and write about each story's moral and the way it is written. This will hopefully teach you some life lessons and build your communication skills as well as general knowledge. You will also develop a deep understanding of stories that have stood the test of time.



Aim high



Have integrity



Be kind



Model determination

Lesson 1 - Hansel and Gretel adapted by Carol Ann Duffy

1.1 Do Now Activities

Stories often begin with problems. For example, the novel *Oliver Twist* begins with Oliver in a workhouse, starving and mistreated. No one cares about him.

Think about a story you have read recently. What problem(s) did the main character face at the beginning of their story?

Stretch: Why do you think stories often start with problems? Bullet point your ideas.

1.2. Reading Information: Hansel and Gretel

The story we are going to read today **begins with a problem**: the family we meet are living in **poverty**. In fact, **this family are starving**.

The two children we meet (**Hansel** and **Gretel**) have a **father** and a **wicked step-mother**.

Hansel and Gretel is a story that originated in **Germany**. We are going to read a re-telling of the story by **Carol Ann Duffy**.

Carol Ann Duffy is one of the Britain's most popular poets. She was **Britain's Poet Laureate** from 2009 to 2019.

Hansel and Gretel was passed down by generations orally before being made famous by two brothers, **the Brothers Grimm**. In the **19th century**, they published a book with many Ancient Tales from all over **Europe**. For example, Cinderella and Rapunzel.

1.3. Reading: Read the opening of the story and answer the questions below it.

Hansel and Gretel, adapted by Carol Ann Duffy

It was no more than once upon a time when a poor **woodcutter** lived in a small dark house at the edge of a huge, dark forest. Now, the woodcutter lived with his wife and his two young children – a boy called Hansel and a little girl called Gretel. It was hard enough for him to feed them at the best of times – but these were the worst of times; times of **famine** and hunger and starvation; and the woodcutter was lucky if he could get his hands on even a simple loaf of bread. Night after hungry night, he lay in his bed next to his thin wife, and he worried so much that he tossed and he

woodcutter – a person who cuts down trees for fuel

famine – starvation

turned and he sighed and he mumbled and moaned and he just couldn't sleep at all. 'Wife, wife, wife,' he said to Hansel and Gretel's stepmother. 'What are we going to do? How can we feed our two poor children when we've hardly enough for ourselves? Wife, wife, what can be done?' And as he **fretted** and sweated in the darkness, back came the bony voice of his wife – a voice as fierce as famine. 'Listen to me, husband,' she said. 'Tomorrow at first light we'll take the children into the heart of the forest, right into the cold, black heart of it. We'll make a fire for them there and give them each one last **morsel** of bread. Then we'll pretend to go off to our work and we'll leave them there all by themselves. They'll never be able to find their way back home on their own. We'll be rid of them for good and only have to worry about feeding ourselves.' But when the woodcutter heard these hard, desperate words he said no. 'No, no, wife, I can't do that. How could I have the heart to leave young Hansel and Gretel in the forest? The wild beasts would soon sniff them out and eat them alive.' But his wife was **adamant**. 'You fool,' she said with tight lips, 'do you want all four of us to starve to death? You might as well start smoothing the wood for our coffins.' And she gave the poor heartsore woodcutter no peace until he agreed to do as she said. 'But I feel so sorry for my helpless little children,' he wept. 'I can't help it.'

fretted – worried

morsel – small bit

adamant –
determined

Now Hansel and Gretel had been so hungry that night that they hadn't been able to sleep either, and they'd heard every cruel word of their stepmother's terrible plan. Gretel cried bitter, salt tears, and said to Hansel, 'Now we're finished.' But Hansel comforted her. 'Don't cry, Gretel. Don't be sad. I'll think of a way to save us.' And when their father and stepmother had finally gone to sleep, Hansel got up, put on his coat, opened the back door, and crept out into the midnight hour. There was bright, sparkling moonlight outside and the white pebbles on the ground shone like silver coins and precious jewels. Hansel bent down and filled his empty pockets with as many **pebbles** as he could carry. Then he went back inside and said to Gretel, 'Don't worry Gretel, you can go back to sleep now. We'll be fine, I promise.' And he got back into bed.

pebbles – small,
smooth stones

1.4. Comprehension questions (answer in full sentences)

1. Where do the family live?
2. Why is life difficult for Hansel and Gretel? Give two reasons.
3. How does the woodcutter feel about leaving his children in the forest?

Extension: In what ways is Hansel and Gretel's step-mother different to Abeba's step-mother in *The Cheetah's Whisker*?

1.5. Reading *Read the next section of the story and answer the questions below it.*

At **dawn**, before the sun had properly risen, their stepmother came and woke the two children. 'Get up, you lazy scraps, we're going into the forest to chop wood.' Then she gave each of them a miserable mouthful of bread. 'There's your lunch – think yourselves lucky, and don't eat it all at once, because there's nothing else.' Gretel put the bread into her apron pocket, because Hansel's pockets were **crammed** with pebbles. Then the whole family set off along the path to the forest. Hansel kept stopping and looking back towards the house, until finally the woodcutter called to him, 'Hansel, what are you trailing behind for and looking at? Keep up with the rest of us.' 'Sorry, Father,' said Hansel, 'I'm just looking back at my white kitten. It's sitting up there on our roof, saying goodbye.' 'You stupid boy,' said his stepmother. 'That's not your kitten. It's just the light of the morning sun glinting on the chimney. Now come on.' But, of course, Hansel hadn't been looking at anything at all. He'd been throwing the white pebbles from his pocket into the path.

The forest was **immense** and gloomy. When they had reached the middle, the woodcutter said, 'Now, Hansel, now, Gretel, gather some wood and I'll make a nice fire to keep you warm.' Hansel and Gretel collected a big pile of firewood and when it was set alight and the flames were like burning tongues, their stepmother said, 'Now lie down by the fire and rest. We're going further into the forest to chop wood. When we're finished working, we'll come back and get you.' The children sat by the small fire, and when midday came, they chewed their small portions of bread. They could hear the blows of a woodcutter's axe nearby and they thought that their father was close. But it wasn't an axe, it was just a branch that he had tied to an old, **withered** tree and the wind was blowing it to and fro, to and fro. After they had waited and waited and waited, the children's eyes grew heavy as worry and they fell fast asleep.

When at last they woke up, it was already pitch dark, darker than a nightmare. Gretel began to cry and said, 'How are we going to find our way out of this enormous forest?' But Hansel tried to cheer her up. 'Just wait a bit till the moon rises, Gretel, then we'll find our way home alright.' And when the moon had risen, casting its brilliant, magical light, Hansel took his little sister by the hand and followed the pebbles. They shone like **newly minted** coins, like cats' eyes, like diamonds, and showed them the way. They walked all through the night, and at daybreak they knocked on the

dawn – first appearance of light in the morning

crammed – filled

immense – huge

withered – dry, weak

newly minted – recently made

door of their father's house. When their stepmother opened it and saw it was Hansel and Gretel, she said, 'You naughty children! Why did you sleep so long in the forest? We thought you were never coming home.' But their father was pleased to have them back again, for he had been grief-stricken at leaving them all by themselves in the forest.

ravenous – starving

Not long afterwards, times became very hard again and the famine bit deeply and savagely into their lives. One night, when they all lay in bed with gnawing stomachs, the children heard their stepmother's **ravenous** voice again, 'There's no more food left except half a loaf of bread, and when that's gone that'll be the end of us. The children must go, I tell you. Tomorrow first thing, we'll take them even deeper, deeper, right into the belly of the forest so they won't possibly be able to find their way out. It's our only way of saving ourselves.' Although the woodcutter grew very upset and thought it was better to share your last crumb with your children, his wife wouldn't listen to a word he said. Her sharp voice pecked on and on at him, 'You did it before so you'll do it again. You did it before so you'll do it again.' And in the end, the poor starving woodcutter gave in.

Once more, Hansel waited till his parents fell asleep, and then he got up and tried to get out to collect his pebbles like last time. But the stepmother had locked and bolted the door and Hansel couldn't get out, no matter how hard he tried. He had to go back to bed empty-handed and comfort his little sister. 'No more tears, Gretel,' he said. 'Just try and sleep. I know somehow I'll find something to help us.'

dove – a small, white bird

It was very, very early when their stepmother came and poked the children out of bed. She gave them each a piece of bread, but they were even smaller pieces than before. On the way to the forest, Hansel crumbled his bit of bread in his pocket, and kept pausing to throw a crumb on the ground. 'Hansel, why do you keep stopping and looking behind you?' said the woodcutter. 'Get a move on.' 'I'm only looking back at my little **dove**, Father,' said Hansel. 'It's sitting on our roof trying to say goodbye to me.' 'You idiotic boy,' snapped his stepmother, 'that isn't your dove. It's the sun shining on the chimneypot.' But carefully, one tiny crumb at a time, Hansel laid a lifeline of bread on the path.

densest – thickest

And now the stepmother had led the children right into the deepest, **densest** part of the forest, to where they had never been in their whole lives. A big, licking fire was lit again and she told them, 'You two sit here and wait, and if you get tired you can go to sleep. Your father and I are going further off to chop wood. And in the evening when we're finished, we'll come and fetch you.'

miserly – too small an amount

After a while, Gretel shared her **miserly** lump of bread with Hansel, who had scattered his piece on the path. Then they fell asleep, and the long evening passed, but nobody came to take them home. The night grew darker and darker, and when they woke up, it was too black to see a thing. 'Don't worry, Gretel,' said Hansel. 'When the moon rises, we'll see the breadcrumbs I dropped. They'll show us our way. As soon as the full moon came, glowing and **luminous**, the two children set off.

luminous – producing light

But they didn't find a single breadcrumb, because all the thousands of birds that fly about in the forest had pecked them away and eaten them. Hansel said to Gretel, 'Don't panic, we'll find our way anyway.' But they didn't find it. They walked all night and all the following day, and by the next evening they were still hopelessly lost in the **bowels** of the forest. What's worse, they were hungrier than they had ever been in their skinny young lives, because they had nothing to eat except for a few berries they'd managed to **scavenge**. Eventually, Hansel and Gretel were so weak and exhausted that their legs wouldn't carry them one step further. So they lay down under a tree and fell fast asleep.

bowels – the inner parts

scavenge – find

1.6. Comprehension questions (answer in full sentences)

1. What is the forest like?
2. How does the step-mother react when Hansel and Gretel return?
3. Why doesn't Hansel's plan work the second time?

Extension: For question one, find three quotations to support your point.

1.7. Reading: Read the next section of the story and answer the questions below it.

It was now the third morning since they had left their father. The famished, thirsty children forced themselves to walk again, but they only wandered further and further into the forest, and they knew that unless they found help very soon they would die of hunger. When it was midday, they saw a beautiful white bird singing on a branch, and the bird's song was so enchanting that Hansel and Gretel stopped to listen to it. As soon as its song was over, the bird flapped its creamy wings and flew off in front of them, and they followed it till it landed on the roof of a little house. When Hansel and Gretel got closer, they saw that the house had bread walls and a roof made of cake and windows made of clear bright sugar. 'Look!' cried Hansel. 'This will do us! What wonderful luck! I'll try a slice of the roof, Gretel, and you can start on the window. I bet it'll taste scrumptiously sweet.'

Hansel stretched up and broke off a bit of the roof to see what it tasted like, and Gretel snapped off a piece of window-pane and nibbled away. Suddenly, they heard a thin little voice calling from inside:

*'Stop your nibbling, little rat,
It's my house you're gnawing at.'*

But the chomping children chanted:

*'We're only the wind going past,
Gently blowing on the roof and glass.'*

And they just went on munching away. Hansel thought the roof was absolutely delicious and pulled off a great slab of it. Gretel bashed out a whole round window-pane and sat down and had a wonderful chewy time. Then suddenly, the door opened and an old, old woman, bent double on a crutch came creeping out. Hansel was so scared and Gretel was so frightened that they both dropped what they were holding. But the old woman wagged her **wizened** head and said, 'Well, well, you sweet little things, how did you get here? Come in and stay with me. You'll come to no harm.' She took the children by the hand and led them into the tempting house. Then she gave them a wonderful meal of creamy milk and mouth-watering pancakes with sugar and chocolate and apples and nuts. After Hansel and Gretel had eaten as much as they could, she made up two soft, comfy little beds with the best white linen, and Hansel and Gretel lay down to sleep.

But the old **crone** was only pretending to be kind, for she was really a cruel and evil witch who lay in wait for children and had only built her bread house with its cake roof to trap them. When a child fell into her power, she would kill it, cook it and eat it, and that was her favourite banquet. Witches have red eyes which they can't see very far with – but they have a wonderful sense of smell, as good as any animal's, and they can sniff out when anyone comes near them. So as Hansel and Gretel approached her little house in the woods, she'd **cackled** a **spiteful** laugh and said nastily, 'Here's two for my belly who shan't escape.'

Early next morning before the children had woken, she was already drooling by their beds, looking greedily down at them. They looked so sweet lying there with their rosy cheeks and she slavered to herself, 'This will make a tasty **scram** for me to swallow.' Then she seized Hansel with her long claws and dragged him off to a mean shed outside and locked him up behind the door with iron bars. Hansel screamed his head off, but it was no use. Then the witch went to Gretel and jabbed her awake and shouted, 'Get up, you lazy **slut**, get water and cook a good meal for your brother. He's locked up outside in the shed and I want him

wizened – old and dry

crone – ugly old woman

cackled – laugh in a harsh way

spiteful – cruel

scram – meal

slut – an insult used to make girls or women feel bad about themselves

plump – slightly overweight

fattened up. When he's nice and **plump**, I'm going to eat him.' Gretel started to cry hot, stinging tears, but it was hopeless, and she had to do what the wicked witch told her.

groped – felt

Day after day, the best meals were cooked for Hansel, while poor Gretel had to survive on crabshells. Every morning, the horrible witch **groped** and fumbled her way out to the shed and shrieked, 'Hansel, stick out your finger for me to feel if you're plump.' But clever Hansel held out a little bone instead, and the old crone's red witchy eyes couldn't see it. She thought it was Hansel's finger and was furious and surprised that he went on and on not getting plump.

1.8. Comprehension questions (answer in full sentences)

1. What do the children find in the forest?
2. How does the witch trick Hansel and Gretel?
3. How does Hansel trick the witch?

Extension: Which is the more dangerous setting: the savannah in The Cheetah's Whisker or the forest in Hansel and Gretel? Why do you think this?

Lesson 2 - The Moral of Hansel and Gretel

2.1. Do Now

1. What do you remember about Duffy's version of Hansel and Gretel so far?

Stretch: Can you make any predictions about the end of the story?

2.3. Vocabulary Information: ingenious and ingenuity

One word to describe Hansel's plan is **ingenious**. To be **ingenious** means to be **clever, original** and **inventive**.

Puck's plan to turn Bottom into a donkey is **ingenious**.



He was an **ingenious** cook who combined flavours in a way that no-one had ever thought of before.



Asking Abeba to get a cheetah's whisker was an **ingenious** way of teaching Abeba patience.



Ingenious is an **adjective**, but the **noun** form **ingenuity** is also very useful. "Hansel uses his **ingenuity** to beat the witch".

Puck used his **ingenuity** and thought of a plan to make Titania look ridiculous.



The cook used his **ingenuity** to think of a dish that no-one had ever tried before.



Abeba's grandmother used her **ingenuity** to think of a plan which would teach Abeba patience without her realising it.



2.3. Vocabulary: Hansel has come up with two ingenious plans in the story so far. What are they? **Bullet point your answer.**

2.4. Reading: Read the final of the story and then answer the questions below it.

After four weeks of this, the witch lost her patience completely and refused to wait a day longer. 'Now then, Gretel,' she shouted. 'Jump to it and cook him one last meal. Tomorrow, whether he's plump or skinny, fat or thin, I'm going to cut Hansel's throat with my sharpest knife and cook him.' Gretel sobbed and wailed as the witch forced her to carry the water for cooking, and her face was **basted** with tears. 'Who can help us now?' she cried. 'If only the wild beasts had eaten us in the forest, then at least we'd have died together.' 'You can cut that **bawling** out,' said the witch. 'It won't do you any good.'

basted – covered in liquid (usually used in cooking)

bawling – intense crying

Next morning, Gretel had to go out and hang up a big cooking pot of water and light the fire. 'First we'll bake some bread,' said the witch. 'I've already heated the oven and kneaded the dough.' She pushed and pinched poor Gretel over to where the oven was, with greedy flames leaping out of it already. 'Crawl inside and tell me if it's hot enough for the bread to go in.' And the witch's **gruesome, gluttonous** plan was to shut the oven door once Gretel was inside, so she could roast her and eat her too. But Gretel guessed this, and said, 'I don't know how to do it. How can I get inside there?'

gruesome – horrible

gluttonous – greedy

'You foolish goose,' snapped the witch. 'The opening's big enough for you. I could get into it myself. Look.' And the witch hobbled up and poked her ugly head inside the oven. Then Gretel gave her such a push, such a big shove, that she fell right into the middle of the oven. Gretel slammed the iron door shut with shaking hands and bolted it. The witch began to shriek and howl in the most frightful way; but Gretel ran outside and the heartless witch burned **agonizingly** to death.

agonizingly – very painfully

Gretel ran straight to Hansel's shed and opened it, shouting, 'Hansel, we're saved! We're saved! The old witch is dead.' And Hansel jumped out, free as a bird released from a cage, and they both danced and cheered and hugged and kissed. There was nothing to be afraid of anymore, so they went into the witch's house and opened all her cupboards, which were stuffed to bursting with pearls and precious stones. 'These are much better than pebbles,' said Hansel. He crammed his pockets with as much as he could, and Gretel said, 'I'll take some home too,' and filled her apron full to the brim. 'Right,' said Hansel. 'Now let's go and get out of this witchy forest for good.' When the children had walked for a while, they came to the edge of a big, wide river. 'I can't see a bridge anywhere,' said Hansel. 'We won't be able to get across.' 'And there's no boat either,' said Gretel. 'But look! There's a white duck swimming along. I'm sure it'll help us across if I ask it nicely.' So she called out:

*'Excuse me, little white duck,
Gretel and Hansel seem to be stuck.
A bridge or a boat is what we lack,
Will you carry us over on your back?'*

Sure enough, the duck came swimming and quacking towards them, and Hansel jumped quickly onto its back and told Gretel to sit behind him. But sensible Gretel said, 'No. That'll be too heavy for the duck. I think it should take us across one at a time.' And that is exactly what the kind little duck did. So Hansel and Gretel walked happily on, and the wood became more and more familiar, until at last they saw their father's house in the distance. They began to run, run, run, charged into the kitchen and flung their arms around their father's neck. The sad, lonely man had not had one happy moment since he had abandoned the children in the forest, and his wife had died and was buried. But Gretel shook out the contents of her apron, making the precious stones twinkle and shine upon the floor, and young Hansel threw down handful after handful of white pearls from his pockets. Now it was certain that all their troubles were over, and the grateful woodcutter and Hansel and Gretel lived on together at the edge of the forest and were happy ever after. So that was that. Look! There goes a rat. Who'll catch it and skin it and make a new hat?

2.5. Comprehension questions (answer in full sentences)

- 1. How does Gretel trick the witch?**
- 2. How do the children get across the river?**
- 3. Why are Hansel, Gretel and their father able to live happily? Give two reasons.**

2.6 Vocabulary: Now read the slide below about the word 'outwit'. It is important to this story.

Information: outwit

Hansel and Gretel are able to **outwit** the witch.

To **outwit** someone means to get the better of them, to trick them.

The mouse managed to **outwit** the cat by hiding behind the tree.



By pretending to go left and then quickly going right, she managed to **outwit** the goalie and score.



Hansel and Gretel come up with **ingenious** plans to **outwit** the witch.



2.7. Vocabulary: Think about the story as a whole. When and how do the children, Hansel and Gretel, manage to outwit an adult in the story? Write down at least two examples.

Stretch: Below are two descriptions of Hansel and Gretel. Which one do you agree with more? Why? Justify your answer in a paragraph response.

- Statement A: Hansel and Gretel are vulnerable children. They manage to save themselves and this shows their desperation to survive.
- Statement B: Hansel and Gretel are ingenious children. Through cunning, they manage to outwit the witch.

Stretch Task

Think of another story you have read that involves a character who is vulnerable. You could choose a text that you have read in class (for example, Oliver in *Oliver Twist*, or Hermia in *A Midsummer Night's Dream*). You can also choose a character from a novel you have read outside of school. Compare one character to another using the questions below to guide you:

- Why is each character vulnerable?
- Who is more vulnerable? Why?

Remember to think about specific reasons for their vulnerability. For example, the setting of the story, or the adults in the story.

Check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

2.8. Recap We read Carol Ann Duffy's adaptation of Hansel and Gretel. List each character in the story, and explain what you remember about each of them.

Stretch: We also learned the word 'ingenious'. Who is more ingenious in the story, Hansel or Gretel? Why?

Information: Hansel and Gretel

Hansel and Gretel is about two vulnerable children and a cannibalistic witch. However, some people think it is about something bigger than that. They think it is about how **growing up is difficult, but rewarding**.

2.9. Think Hard: *Bullet point your answers to these two questions:*

1. *What difficulties do Hansel and Gretel face?*
2. *How are they rewarded?*

Stretch: *How does Gretel change and develop during the story? Aim to write one paragraph, and to use supporting quotations.*

2.10. Understanding the moral of Hansel and Gretel

Hansel and Gretel learned a lot during the story. We are meant to learn from Hansel and Gretel too. Below are three possible morals for Hansel and Gretel. Explain why each is something we learn during the story. One has been done for you.

Growing up is difficult but rewarding.	Good will overcome evil.	A little bit of cunning can save your life.
<ul style="list-style-type: none"> • Hansel and Gretel face many different difficulties but they end up rich, and living with their father. • Hansel and Gretel have to rely on themselves and their ingenuity and not adults. 		

Stretch: *Which do you think is the strongest moral? Why? Write a paragraph response, making specific reference to the story in your answer.*

Stretch

Both the forest and the witch's house are vividly described in Carol Ann Duffy's adaptation of this Ancient Tale. Pick one of these settings and write your own description. Use the space below to plan, making sure you think about what each paragraph will be about, and the vocabulary you want to use. You will also need to make sure you have included all of the mastery checks. You have 20 minutes to complete your writing.

Paragraph 1					
Paragraph 2					
Vocabulary I will use					
Mastery Checks					
Mastery Check 1		Mastery Check 2		Mastery Check 3	
I have used every word from the vocabulary box correctly.		I have only described the setting. I have not included any plot points.		I have used capital letters and full stops correctly.	

Check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Lesson 3 - Summarising Hansel and Gretel

3.1. Do Now Activities

What are the similarities and differences between the witch in Hansel and Gretel, and the step-mother in Hansel and Gretel? Create a Venn diagram to record your ideas.

Extension: Hansel and Gretel is often performed on stage. In some productions, the wicked step-mother plays the witch as well. Why do you think this is?

3.2 Reading Information: oral tradition

The stories that you are reading in this unit all come under the heading **Ancient Tales**.

Ancient Tales are **stories** that have been **shared** by **generations** in **cultures across the world**. Often, these Ancient Tales were **shared orally** rather than written down.

This means that people **told** these stories to one another, just like Madhur Jaffrey's relatives **told** her stories when she was little.

You are going to become part of that **tradition by writing a summary** of the Ancient Tale you have read.

The characters, plot and moral will stay the same.

However, you will have a chance to write the story **in your own way**.

3.3. Writing a summary

Write a **summary** of Hansel and Gretel. **Use the table on the next page to plan**. Each sub-heading is there to suggest what each paragraph should be about. You will also need to make sure you have included all of **the mastery checks** in your writing. You have **20 minutes** to complete your writing.

Once you have finished your summary, you should also complete these checks.

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Planning			
Sub-headings for each paragraph	Introduce Hansel, Gretel and their parents. Bring them to life!		
	Explain Hansel and Gretel's dilemma, and Hansel's solution.		
	Describe their interaction with the witch.		
	Explain how the story ends.		
	Explain the moral of the story.		
Vocabulary I will use			
starving	step-mother	forest	desperate
cannibalistic	ingenious	outwit	rewarded
Mastery Checks			
Mastery Check 1	Mastery Check 2	Mastery Check 3	
I have used every word from the vocabulary box correctly.	I have used each sub-heading to structure my paragraphs.	I have used capital letters and full stops correctly.	

Stretch: Learn your summary off by heart and tell this Ancient Tale to someone in your household. Make the story come alive for them! Remember to speak clearly, slowly and to vary your tone so that the story is understandable and enjoyable to listen to!

3.4. Choose one of these tasks for your final task this week. If you are looking for a stretch, you can do as many as you like!

Research: Carol Ann Duffy was appointed Britain's poet Laureate in 2009. Find out more about this important position, its role and responsibilities.

Comparison: Write 200 words comparing Abeba's step-mother and Hansel and Gretel's step-mother. Use quotations from each story, and explain how the reader is meant to feel towards each step-mother.

Adapt: Carol Ann Duffy **adapted** the story of Hansel and Gretel. What do you think it means **to adapt** a story?

Research: Find out more about the Brothers Grimm who first wrote down the tale of Hansel and Gretel.

Adaptation: Hansel and Gretel has been adapted by many different people into many different forms, including an opera. Re-write the opening section of Hansel and Gretel as a song or poem.

Answers:

1.1 Do Now Activities

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?

1.6. Comprehension questions

1. Where do the family live?

They live in a small dark house at the edge of a huge dark forest.

2. Why is life difficult for Hansel and Gretel?

They live in poverty and their step-mother doesn't care about them.

3. How does the woodcutter feel about leaving his children in the forest?

He feels very sorry for his children.

1.8. Comprehension questions

1. What is the forest like?

The forest is huge and scary.

2. How does the step-mother react when Hansel and Gretel return?

She tells them off, pretending that is their fault for 'sleeping' too long in the forest.

3. Why doesn't Hansel's plan work the second time?

Birds eat the bread crumbs which Hansel leaves as a trail.

2.5. Comprehension questions

1. What do the children find in the forest?

The children find a house made of cake and sugar.

2. How does the witch trick Hansel and Gretel?

The witch pretends to be nice at first. She feeds the children and gives them a nice place to sleep. Only then does she reveal her cannibalistic plan.

3. How does Hansel trick the witch?

He holds out a bone when she asks to see how plump he is getting. The witch thinks he is still too thin to eat.

2.7. Vocabulary

Ingenious plan 1: Hansel leaves a trail of pebbles so he and Gretel can find their way out of the forest.

Ingenious plan 2: He holds out a bone when the witch asks to see how plump he is getting. The witch thinks he is still too thin to eat.

Stretch

Hansel and Gretel outwit their step-mother to begin with. They manage to return home by following the trail of pebbles that

Hansel leaves as they are walking into the forest.

Then Hansel outwits the witch by using a bone in place of his finger. This means the witch thinks he is too thin to eat.

Gretel outwits the witch by pretending she doesn't know how to get into the oven. The witch climbs in to show her and she slams the door shut!

Stretch Task How does your answer compare to the model? Do you need to add or change anything?

I am going to compare Oliver Twist to Hansel and Gretel. I

think that Oliver Twist is more vulnerable. The main reason I think this is that Oliver is completely alone. He is an orphan. Even though he has a friend, Dick, they are both as helpless as each other. In addition, I know that the workhouse was an absolutely awful place where children were starved and punished. The adults around Oliver are corrupt and determined to make his life miserable.

Whilst Hansel and Gretel are vulnerable, they have each other to rely on. They have a wicked step-mother but their father does care about them, even if he is too weak to look after them properly. Even though the forest is terrifying, and a witch is trying to eat them, Hansel came up with a plan to find his way out of the forest earlier in the story. I feel like he might be able to come up with another plan too.

2.9. Think Hard

1. What difficulties do Hansel and Gretel face?
 - *They are poor.*
 - *Their step-mother is willing to leave them to die.*
 - *They become trapped by a witch who wants to eat them.*
2. How are they rewarded?
 - *They become rich.*
 - *They are able to return to their father.*
 - *Their step-mother dies.*
 - *They realise they can take care of themselves when faced with dangers.*

2.10. Understanding the moral of Hansel and Gretel

Growing up is difficult but rewarding.	Good will overcome evil.	A little bit of cunning can save your life.
<p>Hansel and Gretel face many different difficulties but they end up rich, and living with their father.</p> <p>Hansel and Gretel have to rely on themselves and their ingenuity and not adults.</p>	<p>Hansel and Gretel's step-mother has more power than the two children but she doesn't survive.</p> <p>The witch has magical powers but she is outwitted and killed by the good children.</p>	<p>Each time the children come up with a plan, it saves their lives:</p> <ul style="list-style-type: none">• Using pebbles to find their way back to their cottage.• Using a bone to trick the witch into thinking Hansel isn't getting plump.• Pushing the witch into the oven.

Stretch

- Have you filled in each planning box?
- Have you completed each Mastery Check? Review this by annotating your extended writing, showing clearly where you have met each check.

Your writing should look **less** like Example 1 and **more** like Example 2. Use this to help you assess your work.

Example 1. *The forest was gloomy. The dark trees were wet and the ground was mud. The trees seemed threatening.*

Example 2. *The forest was dank. The dark foliage oozed and the ground beneath my feet squelched. The gnarled trees seemed to make faces at me, leering in the darkness.*

- How does your answer compare to the model? Do you need to add or change anything?

3.1. Do Now Activities

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?

How do(es) your answer(s) connect to the rest of the lesson?

3.3. Writing a summary

- Have you filled in each planning box?
- Did you spend twenty minutes writing silent and solo?
- Have you completed each Mastery Check? Review this by annotating your extended writing, showing clearly where you have met each check.

Stretch

Ask someone to peer assess the delivery of your summary using the checklist below:

- Did I speak at an appropriate pace?
- Did I speak at an appropriate volume?
- Did I make every word understandable?
- Did I speak without looking at my notes?
- Was my summary interesting to listen to? Why?

Ancient Tales Knowledge Organiser

Tale	Author	Origin	Morals	Key words
The Cheetah's Whisker	KP Kojo	Ethiopia and Eritrea	a. There is no shortcut to building relationships. You have to work hard at them. b. Relationships are important. Some you will never forget.	quest love potion
Hansel and Gretel	adapted by Carol Ann Duffy	Germany	a. Growing up is difficult but rewarding. b. Good will overcome evil. c. A little bit of cunning can save your life.	vulnerable ingenious ingenuity outwit
The Wicked King and his Good Son	Madhur Jaffrey	India	a. No mortal can escape death. Trying to do so ends in disaster. b. Don't be arrogant. c. Good will triumph over evil. d. It is never too late to make up for the bad things you have done.	tyrant tyrannical
Extracts from Tales from the Thousand and One	translated by NJ Dawood	the Middle East	a. Good will triumph over evil. b. No one is beyond repentance. c. A little bit of cunning can save your life.	tyrant ingenious repentant