

TIME TUB TRAVELLERS

AND THE SILK THIEF

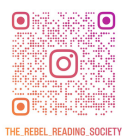


CLAIRE  LINNEY

TEACHING RESOURCE

Created by

The Rebel Reading Society and Hannah Palmer



THE_REBEL_READING_SOCIETY



MINI.MIDNIGHT.READS

in collaboration with

Claire Linney



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Take a trip to the past with this fantastic time travel adventure. The story highlights Black History during the Tudor period for young readers. Captivating from the beginning, it centres the experience of a child whose teacher who doesn't believe that Black people lived in Tudor London, and the girls determination to correct this harmful narrative. The book, in accompaniment with this guide, link in with many areas of the National Curriculum for KS2, particularly History, Science & English.



Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting on the situations presented. Many of these questions are specifically worded to tie in with the KS2 National Curriculum.

Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, STEM ideas and more - all linking in with the National Curriculum.

Book Club Questions - These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.

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CHAPTER BREAKDOWN

Chapter 1

- **Word** - meticulous
- **Discussion Prompt** - How do you think the teachers uninformed assumptions about Black history negatively impact her students? - particularly her Black students, such as Zula?

Chapter 2

- **Word** - reproachful
- **Discussion Prompt** - After reading the first couple of chapters, what are your first impressions of the book?

Chapter 3

- **Word** - myriad
- **Discussion Prompt** - How do you think it made Zula feel to talk about Reasonable Blackman?

Chapter 4

- **Word** - oblivious
- **Discussion Prompt** - What inferences did you pick up on in this chapter that led us to believe the children had time travelled, before it was revealed?

Chapter 5

- **Word** - conspicuous
- **Discussion Prompt** - What would you want to do or see if you landed in the Tudor times?

Chapter 6

- **Word** - deduced
- **Discussion Prompt** - What do you predict might happen when the children find The Bear?

Chapter 7

- **Word** - interjected
- **Discussion Prompt** - In this chapter we hear about Jane's wishes and experiences as being a girl in Tudor times. How do you think attitudes have changed today, and do you think all girls experience the world the same?

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Chapter 8

- **Word** - stern
- **Discussion Prompt** - What would you say are Zula's key character traits?

Chapter 9

- **Word** - stricken
- **Discussion Prompt** - On page 109 Milo says, "Is your history project more important than my safety?". How do you think Milo is using this question as a reminder to Zula of what is important?

Chapter 10

- **Word** - indignantly
- **Discussion Prompt** - Which elements of this chapter do you think are based on fact? You may wish to research further if you are unsure or want to learn more.

Chapter 11

- **Word** - shrewdly
- **Discussion Prompt** - How has the setting in this chapter been described to help us build a picture in our mind of where the children are?

Chapter 12

- **Word** - protestations
- **Discussion Prompt** - How has the author built facts about Tudor London into this chapter in a way that is educational, without feeling forced?

Chapter 13

- **Word** - recoiled
- **Discussion Prompt** - How do you think Milo felt after confiding his mixed feelings about his siblings to Zula?

Chapter 14

- **Word** - procured
- **Discussion Prompt** - Milo has suggested that focussing on why the thief stole the silk is important. What are your thoughts on his assessment?

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Chapter 15

- **Word** - contract
- **Discussion Prompt** - How do you predict the story might find resolution so that Zula and Milo can return to their time?

Chapter 16

- **Word** - scrutinised
- **Discussion Prompt** - Using inferences from the text, who do you think has sought out to understand the situation the most in this chapter?

Chapter 17

- **Word** - condone
- **Discussion Prompt** - How, if at all, does hearing Red Arthur's story change your opinion on what has happened?

Chapter 18

- **Word** - audible
- **Discussion Prompt** - A lot of things have happened in this chapter, which part do you feel was the most surprising to you?

Chapter 19

- **Word** - juddered
- **Discussion Prompt** - Is there anything suggested in this chapter that leads you to believe that Aunt Abina might have an idea about what the children have really been up to?

Chapter 20

- **Word** - smug
- **Discussion Prompt** - In this chapter we witnessed the teacher acknowledge her mistake. What steps do you think she needs to take now, to do better in this respect for her future students?

Chapter 21

- **Word** - congratulatory
- **Discussion Prompt** - Has the book ended in the way that you predicted it would?

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WIDER CURRICULUM ACTIVITY IDEAS

Page 34 - Writing Challenge



Write a diary entry from Reasonable Blackman's perspective about a day in his life as a silk weaver. Extend this by conducting research to build a more informed piece of writing. You may also wish to continue this by writing John Blanke (Trumpeter) or Cattelina of Almondsbury (Butter Maker & Seller).

Page 81 - Geography Project



As described in this section of the book, Tudor London didn't have a centralised sewage system. Instead they used existing water resources and urban areas for waste disposal. Research one of the following areas and present your learning orally, through a leaflet, model or another method of your choice.

- The first known Sewage Systems of the Indus Valley Civilisation
- The modern sewage system in the UK, with an extension option of river pollution.
- How the process of water reclamation for reuse works.

Page 107 - STEM Challenge



The children in the book are currently embarking on a trip across London Bridge. With consideration of the properties of potential materials, create your own model bridge structure that can support the weight of a tin can.

Page 139 - STEM Challenge



At this point in the book we hear about the Pig Bladder Life Jackets. Craft a device that can be used to keep a small toy afloat. You will need to consider the material that you use in terms of buoyancy and water resistance.

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Page 183 - History & Art Prompt

A central part of the story are Reasonable Blackman and Red Arthurs work with material and clothing. Learn about the clothing of the time and design an authentic outfit for one of the characters in the book.



Page 208 - Writing Challenge

Write a letter to Zula and Milo from Jane, for them to find in their own time. Choose from one of the prompts below to start your writing, or choose your own direction.



- Recall some of their shared experiences from Jane's perspective.
- There is no record of Reasonable Blackman or his children after 1592, write your own version of their life after this time.
- Talk about Reasonable Blackmans achievements as one of the earliest people of African heritage recorded to be an independent business owner in Britain, and how this was experienced by his daughter Jane.

Book Club Questions

1. Which part of the book left the greatest lasting impression on you?
2. What time and place would you like to see Zula and Milo visit in future?
3. Are there any elements of the book that reminded you of another book that you have read?
4. Which of the characters did you find most interesting - and how might you be able to bring that intrigue into your own writing?
5. If you were to recommend this story to a friend, what would you highlight as the most interesting themes?

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CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

- **English**

- Spoken Language
- Reading Comprehension - recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing - identifying the audience, writing for a wide range of purposes.

- **Science**

- Properties and Changes of Materials - Systematic understanding of materials by exploring and comparing the properties of a broad range of materials.

- **History**

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study (for students living in the vicinity of Southwark, London).

- **Geography**

- Human geography relating to: population and urbanisation and the use of natural resources.

