

TRUE HEROES
STAND TALL

WHATEVER
THEIR SIZE

THE THING ABOUT GIANTS

CHRISTOPHER GALVIN

TEACHING RESOURCE



THE_REBEL_READING_SOCIETY

Created by

The Rebel Reading Society and Hannah Palmer



MINI.MIDNIGHT.READS

in collaboration with

Christopher Galvin and Walker Books UK



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Set in a world of Giants and humans, this is a fantasy book that brings with it many messages relevant to our own world. When the worlds of Jacq (human child) and Corman (giant) collide, they begin to challenge the beliefs that they held to be true. Against this backdrop themes of power, the way we treat those from outside our borders and propaganda on a societal level are explored. The book, in accompaniment with this guide link in with many areas of the National Curriculum for KS2 & KS3, particularly English & Geography.



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 & KS3 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, 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 – *spurred*
- Discussion Prompt – How has the author made us feel connected to Corman and Goga, so that when they are ambushed we feel empathetic towards them?

Chapter 2

- Word – *consensus*
- Discussion Prompt – In this chapter we are introduced to Jacq. With reference to the text, how do you predict her storyline will connect with what we have already read from Corman's perspective?

Chapter 3

- Word – *defiance*
- Discussion Prompt – On page 29, it is described that Corman sees “Spotlights from the metal birds combed the forest.” How does this description portray Corman's understanding of what he is seeing?

Chapter 4

- Word – *pinnacle*
- Discussion Prompt – We have learnt a lot about the world Jacq lives in during this chapter. Which parts do you think she is finding particularly conflicting at this point?

Chapter 5

- Word – *dejected*
- Discussion Prompt – Now that we have read a few chapters of the book, what are your first impressions and what do you predict will become the main themes of the story?

Chapter 6

- Word – *barbaric*
- Discussion Prompt – Do you think the giants have their own version of the story Eobhan told? If so, how do you think it might differ?



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Chapter 7

- Word – *vantage*
- Discussion Prompt – With reference to the text, do you think whoever Corman discovered is a type of giant we have already encountered?

Chapter 8

- Word – *incoherent*
- Discussion Prompt – How would you describe Jacq's dad as a character?

Chapter 9

- Word – *consoled*
- Discussion Prompt – Foill has given advice to Corman on grief and blame. How do you feel Corman has responded to this?

Chapter 10

- Word – *affinity*
- Discussion Prompt – Jacq observes that the giant in the simulation isn't like the one she saw, nor are they similar to what we have observed as a reader. Why do you think that giants have been portrayed this way by the Factory in Fathach?

Chapter 11

- Word – *partook*
- Discussion Prompt – How do you think Corman's experiences have contributed towards his feelings at the end of the chapter?

Chapter 12

- Word – *abject*
- Discussion Prompt – What do you predict will happen now Jacq has fallen from the helicopter?

Chapter 13

- Word – *incredulous*
- Discussion Prompt – How does hearing about the helicopter incident from Corman's perspective change our understanding of the situation?



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Chapter 14

- Word – *semblance*
- Discussion Prompt – How do you think this chapter would have been different if it was Jacq's father who had fallen from the helicopter?

Chapter 15

- Word – *enthral*
- Discussion Prompt – This chapter is headed by a quote from Deiter Fenton, does this align with what we have read within the main body of the chapter?

Chapter 16

- Word – *deluge*
- Discussion Prompt – How have your thoughts on Jacq changed so far in the story?

Chapter 17

- Word – *perplexed*
- Discussion Prompt – Do you recall anything from an earlier chapter that you think may have contributed towards Jacq and Corman's choices to trust each other?

Chapter 18

- Word – *interjected*
- Discussion Prompt – Can you summarise the key themes of this chapter, from the perspective of Jacq?

Chapter 19

- Word – *remnants*
- Discussion Prompt – How has the authors language in this chapter shown us that the village is no longer lived in?

Chapter 20

- Word – *conceded*
- Discussion Prompt – What do you think will be a turning point for Jacq to have more understanding of Corman's perspective of the situation?



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Chapter 21

- Word – *reminiscent*
- Discussion Prompt – How does the language used in this chapter show that Corman and Jacq are starting to find common ground?

Chapter 22

- Word – *commodity*
- Discussion Prompt – With explanation for your answer, do you think that the people of Fathach would believe that a giant released at the parade is a genuine attack?

Chapter 23

- Word – *ventured*
- Discussion Prompt – How did Corman show courage in this chapter?

Chapter 24

- Word – *scepticism*
- Discussion Prompt – Darragh and Jacq's conversations have revealed a lot about the actions and intentions of Rickman. How do you think the people of Fathach came to believe her?

Chapter 25

- Word – *conscience*
- Discussion Prompt – How would you describe Corman as a character? Are these similar characteristics that you would use to describe a human?

Chapter 26

- Word – *frantic*
- Discussion Prompt – On page 213 we read Jacq's mums writing. Has this changed your understanding of anything else in the book?

Chapter 27

- Word – *excruciating*
- Discussion Prompt – Which actions of Corman surprised you the most in this chapter?



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Chapter 28

- Word – *assertive*
- Discussion Prompt – Considering Jacq’s previous opinion of giants, how do you think she might feel about approaching a giant that isn’t Corman?

Chapter 29

- Word – *crestfallen*
- Discussion Prompt – Does this encounter with River Giants align with the humans narrative about them?

Chapter 30

- Word – *rouse*
- Discussion Prompt – How do you predict the giants will respond when they realise that Corman has come home with a human?

Chapter 31

- Word – *engulfed*
- Discussion Prompt – With explanation for your answer, how does the way Corman is behaving now he is at home compare to when he was Upside?

Chapter 32

- Word – *abolition*
- Discussion Prompt – Do you recall anything in the text previously that hinted at the revelation about Corman’s goga?

Chapter 33

- Word – *tone*
- Discussion Prompt – Do you think Clova can be trusted to not disclose that Corman brought a human home with him?

Chapter 34

- Word – *rendered*
- Discussion Prompt – On page 265 it is said that “*These giants were united because of their utmost care for each other. Fathach was united, but it was a unity bred from fear of what lay beyond the walls*”. Which society would you rather live in?



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Chapter 35

- Word – *radiated*
- Discussion Prompt – Using inferences from the text, do you think that these giants have always lived underground?

Chapter 36

- Word – *encroached*
- Discussion Prompt – Now that they have made it back to Upside, what do you predict will happen?

Chapter 37

- Word – *dais*
- Discussion Prompt – How has Misneach's character added dimension to the story?

Chapter 38

- Word – *malice*
- Discussion Prompt – Which character do you see as holding the most influence over the direction the storyline will take?

Chapter 39

- Word – *incessant*
- Discussion Prompt – On page 299 "*His heart sank like a stone when he saw the source of the horrid noises.*" How does this use of figurative language help us understand how Corman is feeling?

Chapter 40

- Word – *vociferous*
- Discussion Prompt – Who in this situation has the most understanding of the impacts of a giant being released in Fathach?

Chapter 41

- Word – *reverberating*
- Discussion Prompt – How have we seen Corman grow as a character?





Chapter 42

- Word – *inane*
- Discussion Prompt – With reference to inferences in the text, how did Jacq feel after Rickman disclosed that she was responsible for her Mum's death?

Chapter 43

- Word – *cacophony*
- Discussion Prompt – On page 329 Rickman says "*It is our ability to focus on the big picture that sets us apart.*" When referring to those who hold power. What qualities do you think a person in a position of power should have?

Chapter 44

- Word – *justice*
- Discussion Prompt – Were there any parts of Jacq's past few days that you think she missed in her summary?

Book Club Questions

1. Who do you think had the biggest influence on Jacq's decision making throughout the book?
2. Do you feel like you are left with any unanswered questions, and how would you like to see them answered in book 2?
3. Which character do you think was most influenced by the propaganda of Rickman in Fathach? What do you think made them susceptible to this?
4. What is the message from the story that has stuck in your mind the most?
5. If you could only use one sentence to recommend this book to a friend, what would you say?



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ACTIVITY IDEAS

Page 46 - Geography Challenge



At this point we witness Corman marvel at a huge river, connecting the experience to his access to water resources back at home. Referencing the map at the beginning of the book, choose one of the named locations. Create an enlarged map of the area that adds detail to the location, for example detailing the sites that humans use for economic activity, small tributaries into the river or other features of human and physical geography.

Page 95 - Art Activity



We have learnt a lot about the environment that Jacq and Corman are in. Create an art piece that showcases how you imagine the setting, that also reflects what you have read within the text.

Page 126 - Writing Prompt



Corman reflects on his moga singing a silly song about beetles at a previous Begravaide. Write your own song with the same title, How to Make Beetle Jam, that you could imagine the giants singing themselves.

Page 184 - STEM Challenge



Jacq has been saved from drowning, but unfortunately her equipment has got wet. Create designs for an object to keep the radio dry when in water, or other potential environmental conditions. You will need to consider the materials to be used as well as creating a design that is functional, allowing for access and use of the radio.

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Page 236 - Writing Challenge



In this chapter we have encountered Awen the River Giant. Create a guide to the river giants. Select from the options below to get you started, or be inspired by your own ideas.

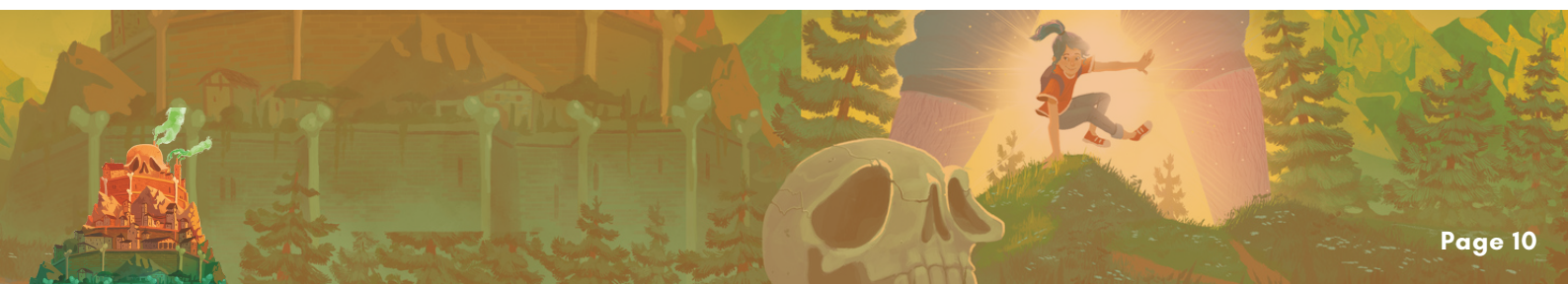
- Show how Giants use the river course, at different stages of the rivers journey from source to mouth.
- Note how the giants are adapted to their aquatic lifestyle, using research from how aquatic animals in our world are adapted to this environment.
- Write a poem that shows how the river giants are connected to their river home.

Page 271 - Geography Prompt



In this section we have read about how the giants use the natural resources for food. Learn about food production through one of the following activities.

- Visit an Urban Farm and learn about how food is produced within an urbanised environment.
- Learn about arable farming within the UK.
- Trace the journey of a tropical fruit, from production to your plate.





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.

Geography

- Human Geography – the distribution of natural resources including food and water.
- Human Geography relating to the use of natural resources (KS3).
- Physical Geography – including rivers.

Science

- Evolution and Inheritance – Identify how animals and plants are adapted to suit their environment in different ways.

Design & Technology

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Art

- Improve art and design techniques.

