

GRAPHIC
NOVEL

GULLIVER'S TRAVELS

TEACHERS'
GUIDEBOOK

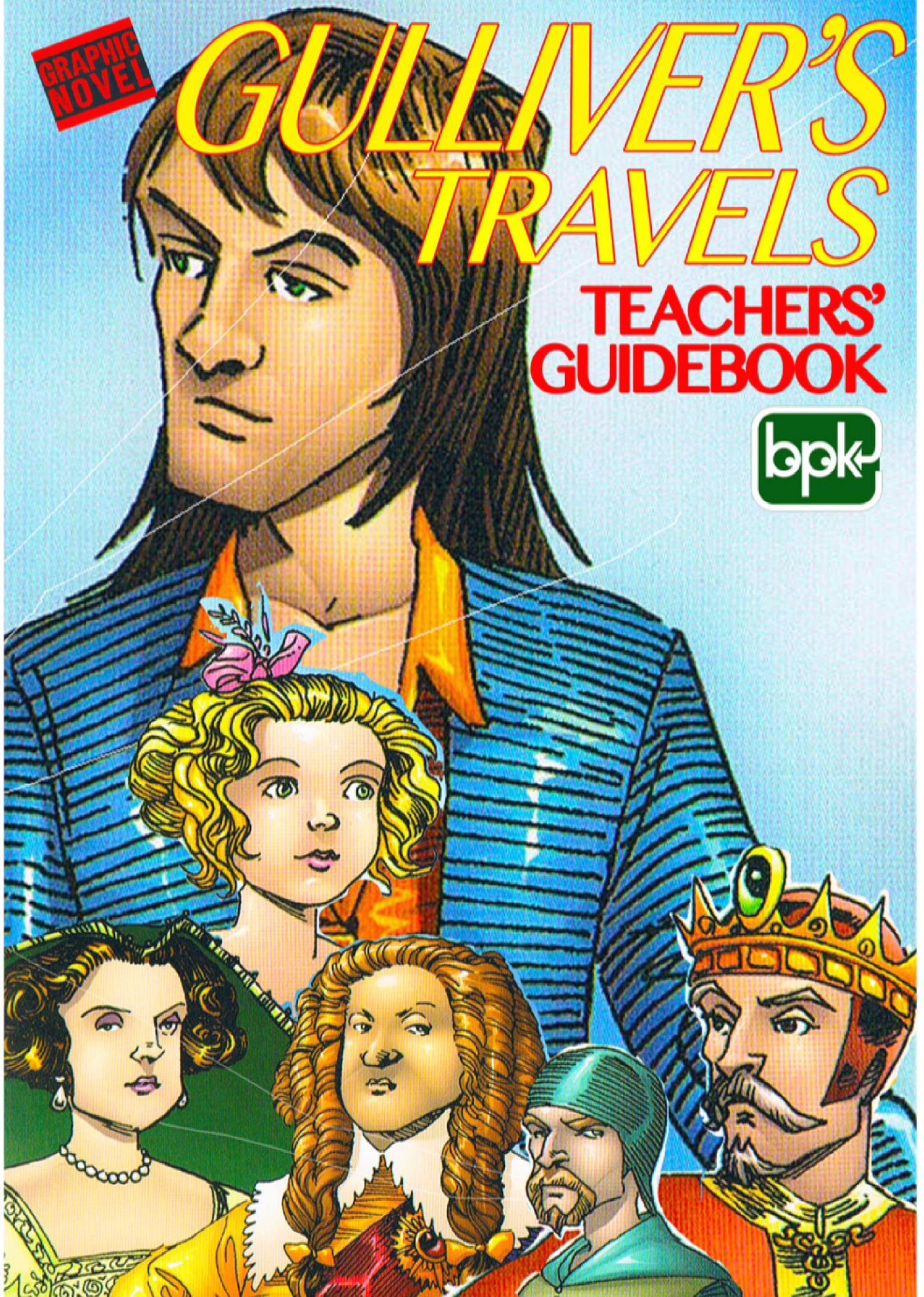


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A GUIDE FOR TEACHERS

Definition

A graphic novel is a combination of words and images that form a story that is presented in the form of a book. It consists of dialogues shown in balloons that enable learners to read simple and short texts.

A graphic novel can be an ideal tool for pupils to learn the language. This is because it consists of several unique elements:

- **Linear narrative as found in short stories and novels**
- **Illustrations and images as found in picture books**
- **Dialogues as found in plays and poetry**

Why do we use graphic novels?

Graphic novels can be used in the primary schools for these reasons:

- **Attract pupils' interest to read especially the reluctant readers**
- **Consist of rich and complex plots which can attract advanced readers**
- **Colourful graphics in the form of pictures that can attract young pupils**
- **Help pupils who are struggling with language as the illustration provides contextual clues to the meaning of the words/sentences**
- **Expose pupils to literary elements through visual and words**

Visual Features of Graphic Novels

Graphic novels consist of various features which one needs to know. These features are elaborated below.

1. Splash Page:

It is a full page illustration which opens and introduces a story. It can also be used to indicate suspense. The splash page usually consists of large, dominant visuals and bold print that function as an attention grabber among young learners.



Figure 1

2. Frames/Panels:

Graphic novels use frames and panels to illustrate the story. The visuals on one page are captured in a big frame. Within a frame, one may find few panels. The panels are boxes that contain each of the scenes. The panels can be arranged on the page in a linear fashion as shown in Figure 1 or in a non-linear fashion as shown in **Figure 2**.



Figure 2

3. Font Sizes, Colours, and Styles:

The texts in graphic novels are differentiated using various font sizes. For example, bigger font size is used to indicate dramatic effect. Different colours are used to differentiate between the narratives and the dialogues. Words can also be used to display sounds and emphasize the action taking place in the story. The use of onomatopoeia in graphic novel is indicated through the use of styles. For example, 'tick' (refer to **Figure 3**) is written in such a way to show urgency to the time.



Figure 3

4. Gutters:

The space between the panels is called the gutter. As readers move from panel to panel, they have to make inferences and draw conclusions as to what happens in the gutter—in that tiny space between each scene. The authors use the gutters to move along the action in scenes, to show the passage of time, or to make changes in locations.

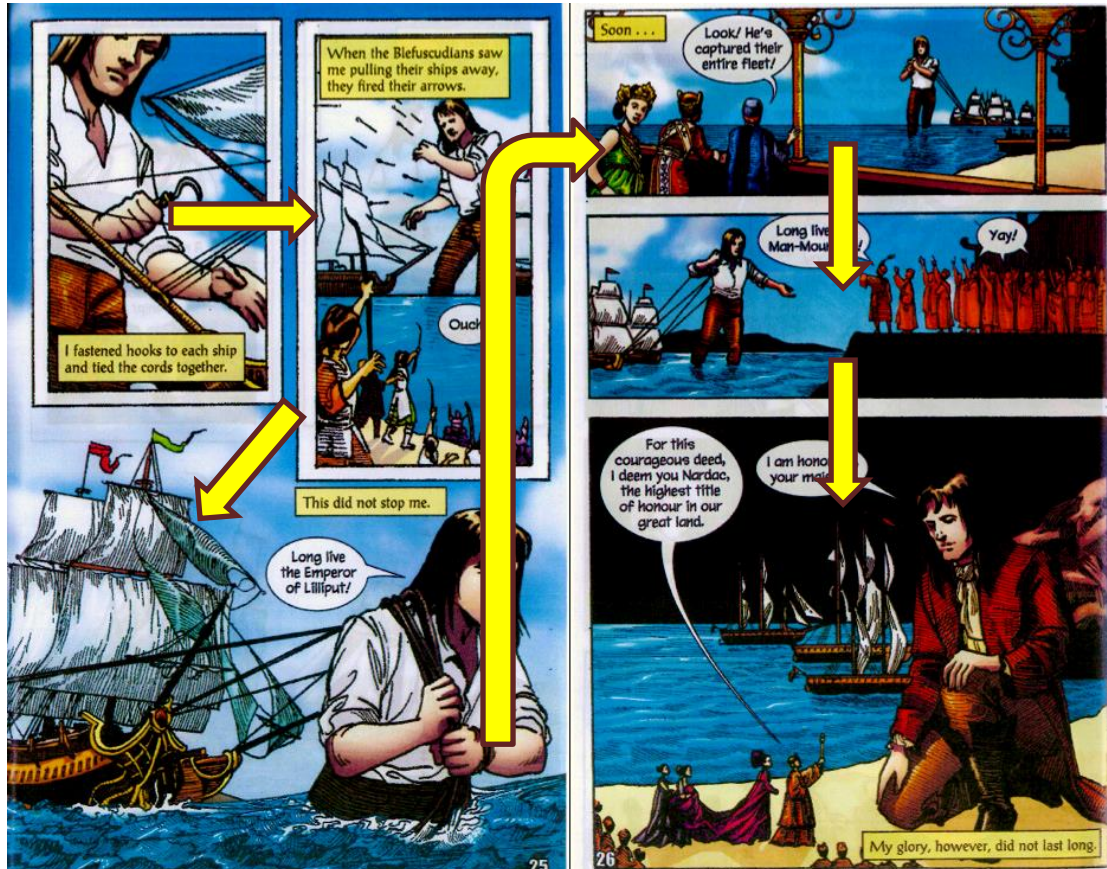


5. Word Balloons:

Word balloons are speech bubbles found in graphic novels. These can be in different shapes and sizes throughout the novel. Word balloons indicate the words uttered by various characters in the story.

How to read the Graphic Novel

You read the graphic novel from left to right. You can see the example below.

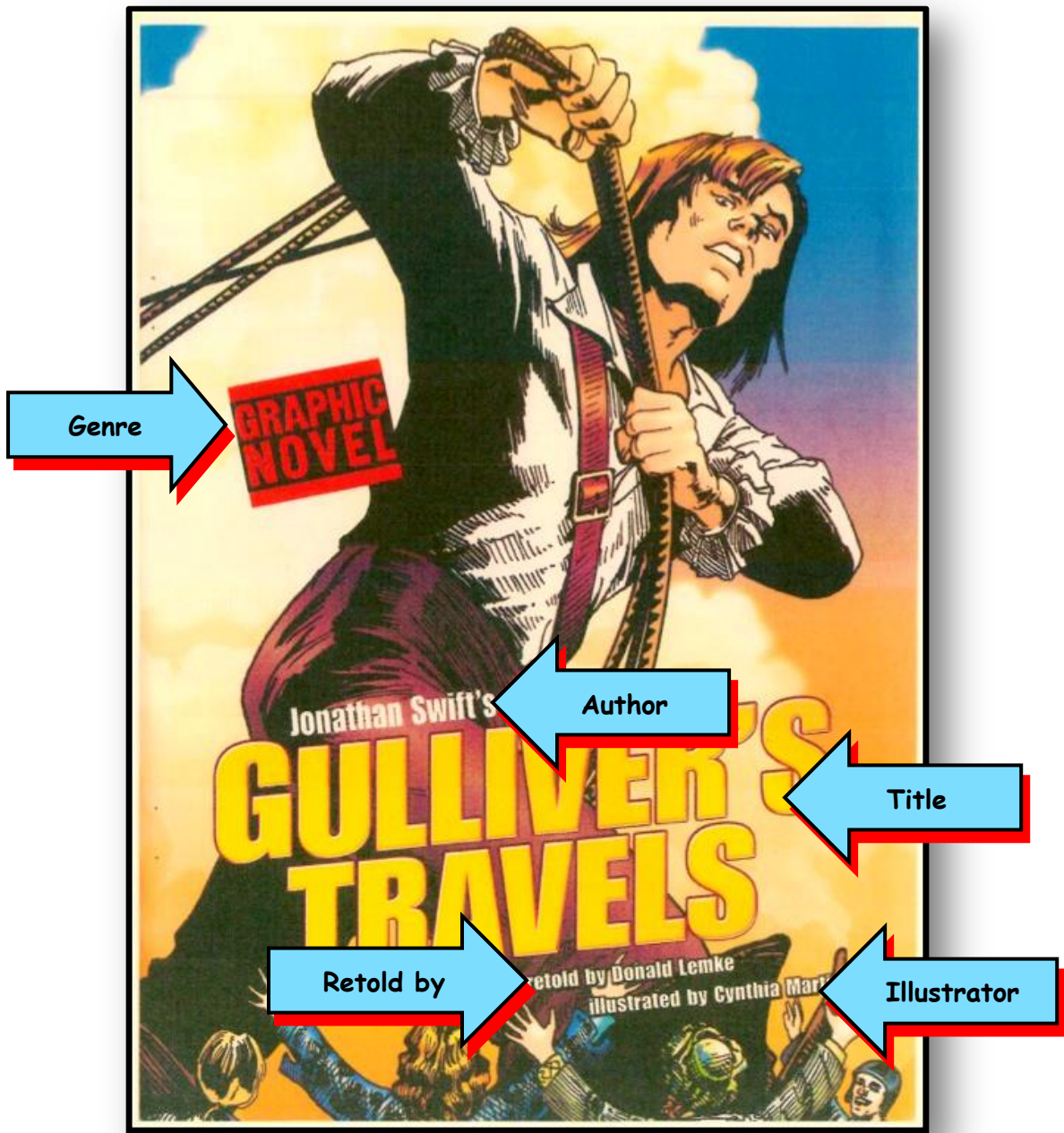




INTRODUCING THE BOOK

REVOLVING AROUND THE TEXT

EXPLORING THE FRONT COVER

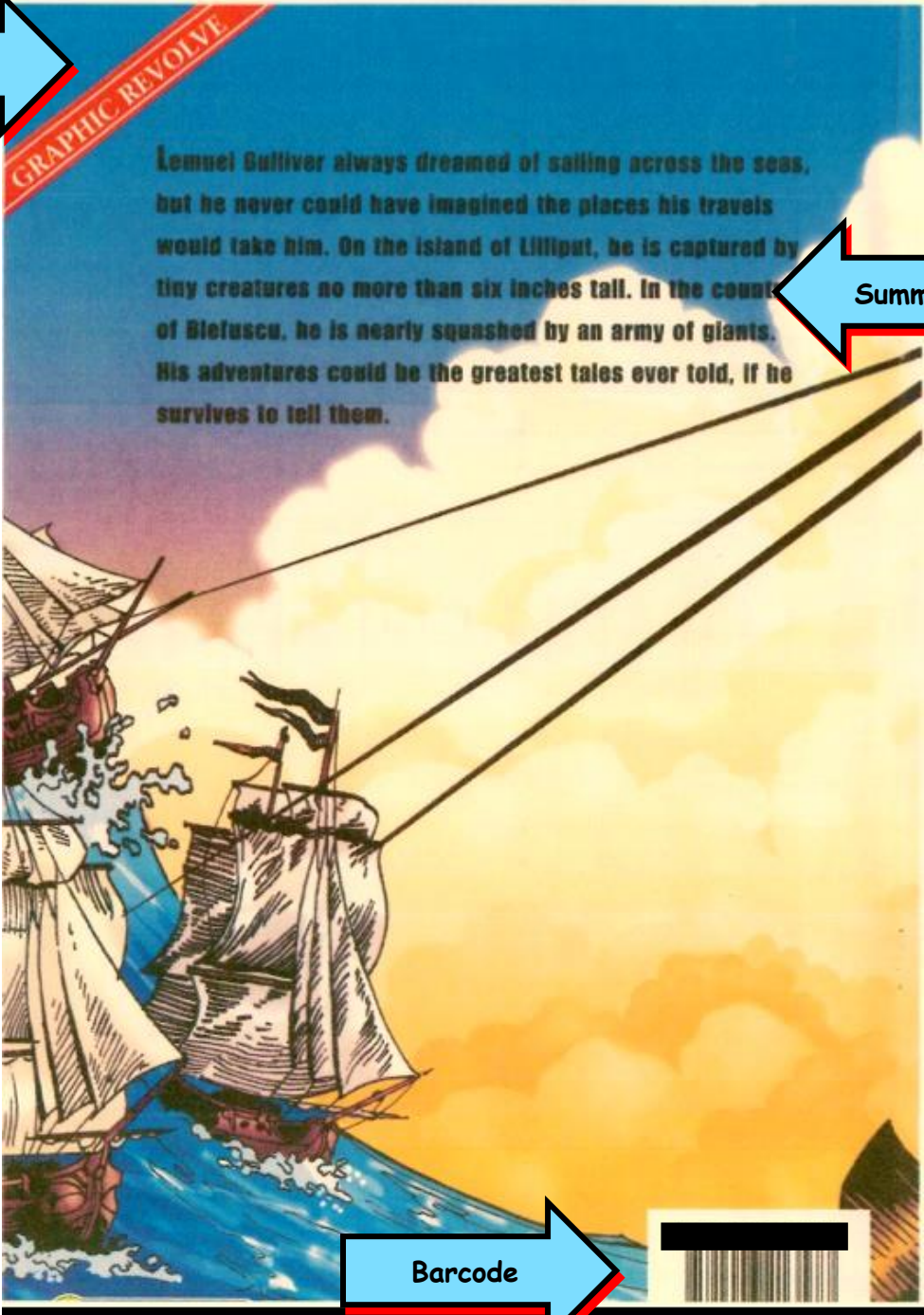




REVOLVING AROUND THE TEXT

EXPLORING THE BACK COVER

Book Series



Summary

Barcode



SYNOPSIS



Chapter 1- **A Voyage to Lilliput**

Lemuel Gulliver loves sailing. On 4 May 1699, he sets for sail with Captain Prichard. In his voyage, the ship hits a rock due to strong waves. Gulliver finds himself washed ashore. He wakes up and finds himself tied to the ground. He sees little people around him. When he tries to free himself, the little people start shooting arrows at him but the arrows do not injure him. Nevertheless, he feels very uncomfortable. He begs the people to free him although he could not understand their language. They only stop shooting the arrows when he lies still.

Chapter 2- **Meeting the Emperor**

Gulliver requests for food and drinks. The little people understood his need and he is given food and drinks. The emperor arrives and Gulliver signals for his liberty. The emperor refuses him but ensures him that he will be treated well. The men then bring Gulliver to the capital and there Gulliver's leg is chained to the ground. He stays in a large temple which becomes his home. He is taken good care by the Lilliputians. He learns their language and they call him Man -Mountain. Gulliver asks the emperor for his liberty again but the emperor says he can only leave if the council agrees. The emperor orders his men to search Gulliver. After going through his pockets and finding a clock and some coins, they release him. They also make him agree to a few conditions in which one of it is to help Lilliput fight their enemy, Blefuscu.

Chapter 3- **The war with Blefuscu**

Gulliver meets the empress and offers her his services. Reldresal, a council member tells him that he is needed to fight the Blefuscudians who plan to invade the land of Lilliput. Gulliver manages to capture their entire fleet. For this, he is given the highest honour, Nardac. However, his happiness is short-lived. The emperor orders Gulliver to bring in the Blesfuscudians as prisoners but Gulliver refuses. This makes the emperor very angry. Three weeks later, the residents of Blefuscu invited Gulliver to their kingdom. The emperor of Lilliput is even more upset when Gulliver tells him about

his plan to visit Blefuscu. However, Gulliver gets the opportunity to gain the emperor's trust when a fire breaks at the palace. He puts out the fire by urinating on it. A council member informs him secretly that the council is charging him for dishonouring the palace and showing disloyalty to Lilliput for planning to visit Blefuscu. The council member also informs him that he will be put to death the following morning. Sensing the danger that lies ahead, Gulliver leaves for Blefuscu and is greeted well by the people. With their help, he leaves for his homeland on 24 September 1701. He arrives in England and tells the people there of his adventures with the tiny people. They do not believe him until he shows them the tiny animals that he has brought along.

Chapter 4 - **Land of Giants**

Back in England, Gulliver makes a living by exhibiting his tiny animals from Lilliput. The following year, he sets sail with Captain John Nicholas and his crew to explore the great island for fresh water. Upon their journey on these islands, they are warned about the unfriendly natives. Nevertheless they decide to explore one of the islands. Left behind by the others on the island, Gulliver encounters giants in the cornfield. One of the giants picks him up and the terrified Gulliver begs for his life. The giant brings Gulliver to his master who then invites him for a meal. At the master giant's home, Gulliver meets his daughter, Glumdalclitch. She takes care of him and he becomes the source of income for the family. One day, the Queen hears about Gulliver and invites him to stay at her palace. Gulliver is sold to the Queen with the condition that Glumdalclitch remains as his nurse. In his every encounter with danger, Glumdalclitch is always there to rescue him.

Chapter 5 - **A Wild Escape**

One day, Gulliver and Glumdalclitch travel to the south coast with the King and Queen. Gulliver travels in a travelling box which is also his home. With Glumdalclitch's permission, a royal servant takes him for a walk along the shore. He then realizes his longing to see his own country. After a while, he returns to take a nap inside his travelling closet when suddenly the closet is carried away by a large bird. The bird drops the closet into the sea. Stranded at sea, he starts shouting loudly for rescue.

Fortunately, some sailors hear him and rescue him from the sea. They do not believe his adventures in the land of the giants until they see the gigantic objects that he has in his cabinet. He returns safely to England and heeds his family and friends' request to stop sailing anymore.



NOTE: Creative activities have been designed to pertain to chapters for teachers' reference.



PEOPLE IN THE STORY



MAIN CHARACTERS



Lemuel Gulliver

Also known as:

Chapter 1
Man-Mountain

Chapter 4
Grildrig
Little Gopher
Splacnuck



Glumdalclitch



Queen and King of Giants



Emperor of Lilliput & Skyresh Bolgolam



PEOPLE IN THE STORY

SUPPORTING CHARACTERS



Reldresal



The Farmers



People of Lilliput



People of Blefuscu



CHARACTERISTICS



CHARACTERISTICS FOR MAIN CHARACTERS

CHARACTER	DESCRIPTION	WHY WE SAY THIS?
Lemuel Gulliver	<ul style="list-style-type: none">• Brave• Well-mannered• Adventurous	<p>He fought the rodents, bees and dog. (Page 45, 51 and 53)</p> <p>"Please forgive me, sir, but I do not speak your language." (Page 14)</p> <p>"Thank you for everything, your majesty. My only wish, however, is for my liberty." (Page 19)</p> <p>I longed to return to the seas. (Quill written) (Page 36)</p> <p>I longed to see the ocean. (Page 58)</p>
Glumdalclitch	<ul style="list-style-type: none">• Loving• Kind	<p>"You can't go without me Grildrig. What if something happens to you again?" (Page 58)</p> <p>During the next several days, she made me seven shirts... (Page 45)</p>
King and Queen of Giants	<ul style="list-style-type: none">• Inquisitive	<p>"What would you have done if this had happened in your own country?" (Page 56)</p>
The Emperor of Lilliput	<ul style="list-style-type: none">• Authoritative	<p>"I will order their people to follow the law of Lilliput." (Page 27)</p>
Skyresh Bolgolam	<ul style="list-style-type: none">• Cruel	<p>"He will pay for this crime." (Page 30)</p> <p>"For this crime, Bolgolam wanted to put you to death." (Page 31)</p>



CHARACTERISTICS



CHARACTERISTICS FOR SUPPORTING CHARACTERS

CHARACTER	DESCRIPTION	WHY WE SAY THIS?
Reldresal	<ul style="list-style-type: none">Loyal to the country	"Blefuscu has a large fleet and is preparing to attack. We need your help." (Page 23)
People of Lilliput	<ul style="list-style-type: none">Brave	They tie Gulliver to the ground and shoot arrows at him. (Page 10-12)
People of Blefuscu	<ul style="list-style-type: none">WelcomingGrateful	"All of Blefuscu welcomes you!" (Page 33) "We owe you for keeping our country free." (Page 34)
The master giant's family	<ul style="list-style-type: none">Kind	"He seems to enjoy my company. He gathered me up and carried me home." (Page 41)



SETTINGS



Time

- 4 May 1699, set sail with Captain Prichard and crew.
- 24 September 1701, left Blefuscu
- 20 June 1702, left England with Captain John Nicholas and crew
- 26 October 1702, arrived at the capital of the Land of Giants

Place

- Open Sea
- Lilliput - Lilliput's shore, Gulliver's shelter (Ancient Temple), Capital of Lilliput
- Blefuscu - Blefuscu's shore, Blefuscu's castle
- England
- Land of Giants - Land of Giants shore, farmer's master's house, neighbouring town, capital, small house, palace garden, south coast and travelling closet

Community

- People of Lilliput
- People of Blefuscu
- People of England
- People of Land of Giants



EVENTS IN THE STORY



Lemuel Gulliver, set off for an adventure by sea. He was caught in a storm and then stranded on an unknown island.

The island was inhabited by tiny people, who then took control of him by forcing him to the ground.

Tiny people took Gulliver to the emperor of the island, The Emperor of Liliput. He was forced to stay around with several conditions.

He was needed to defend Liliput from Blefuscu's invaders. He walked to the opposing island and captured their ships.

He refused to hand the ships to Liliput.

Liliput's palace caught on fire. Gulliver urinated on the fire at the palace.

Bolgolam was angry and voted to end Gulliver's life. A warning from a council member made Gulliver decide to leave for Blefuscu.

In Blefuscu, Gulliver salvaged a stranded boat and left for open sea. He was saved by a ship the day after. He returned to England.

He was happy with his adventure and looked forward to another.

Soon Gulliver set sail again with Captain John Nicholas. They landed on an island. He was left stranded when his shipmates ran away after being chased by a giant.

Gulliver then realised that the island inhabitants were giants. Gulliver ran and found himself in a giant cornfield. He was then found by a giant who took him to his master.

The master carried Gulliver home to his family.

The daughter, whom Gulliver named Glumdalclitch, took care of Gulliver.

Gulliver then travelled the country performing shows until he was bought by the Queen of the Giants.

He stayed with the Queen and he was attacked by big animals.

During one of the trips with the royal family, he wanted to go to the beach. A royal servant brought him to a beach. While he was there, a crow grabbed his travelling box/closet and threw it into the sea. Gulliver was resting inside it.

Fortunately, he was found by a ship and saved.

Again he was happy with his adventure and wondered if his next adventure would be as wonderful as his last two travels.



MORAL VALUES/ MESSAGE OF THE STORY



MORAL VALUES FROM THE STORY

1. Sense of belonging

"Oh, how I wish to see my own country." (Page 58)

2. Respect

"Please forgive me, sir, but I do not speak your language." (Page 14)

3. Appreciation

"I am honoured, your majesty." (Page 26)

4. Loyalty

"I am ready to defend the emperor and Lilliput." (Page 23)

5. Polite and well-mannered

"Thank you for everything, your majesty. My only wish, however, is for my liberty." (Page 19)

6. Honours his promises

"I promised to be their ally against Blefuscu." (Page 23)

"I have come as promised and offer my services." (Page 33)

7. Adventurous

I longed to return to the seas. (Quill written) (Page 36)

"I wonder if I would ever have an adventure as wonderful as my first two travels." (Page 63)

8. Caring and compassionate

"No, I would never help turn free people into prisoners!" (Page 27)

"Always thinking of my safety before your own health, little nurse. I'll be fine." (Page 58)





MESSAGE FROM THE STORY

1. We should honour our promises.

"I have come as promised and offer my services" (Page 33)

2. We should be polite with everyone, irrespective of their age, size, gender and background.

"Please forgive me, sir, but I do not speak your language" (Page 14)

3. We should be loyal to our King and country.

"Long live the Emperor of Lilliput!" (Page 25)

4. We should treasure friendship.

"Let him go! He's my friend" (Page 55)

Note: Teacher can add on other relevant messages



NOTE:

At the end of the book, the author has given a summary of Gulliver's third and fourth travels.

Suggested creative activities have been designed for your reference.

SUGGESTED ACTIVITIES





REVOLVING AROUND THE TEXT




ACTIVITY 1

WHAT'S ON THE COVER

LS 4.2.1 (a)

Steps :

1. Show the cover of the book.
2. Pupils guess the name of the man on the cover and describe his attire.
3. Pupils study the front and back cover of the book carefully.
4. Pupils talk about the body language and facial expression of the man.
 - What is he doing?
 - How is he feeling?
 - What is he thinking?
5. Get pupils to predict the story from the title. 
 - From the word 'travel', what do you think the story is about?
 - What other characters do you think you can find in the story?
6. Distribute Worksheet 1.
7. Pupils complete the worksheet.

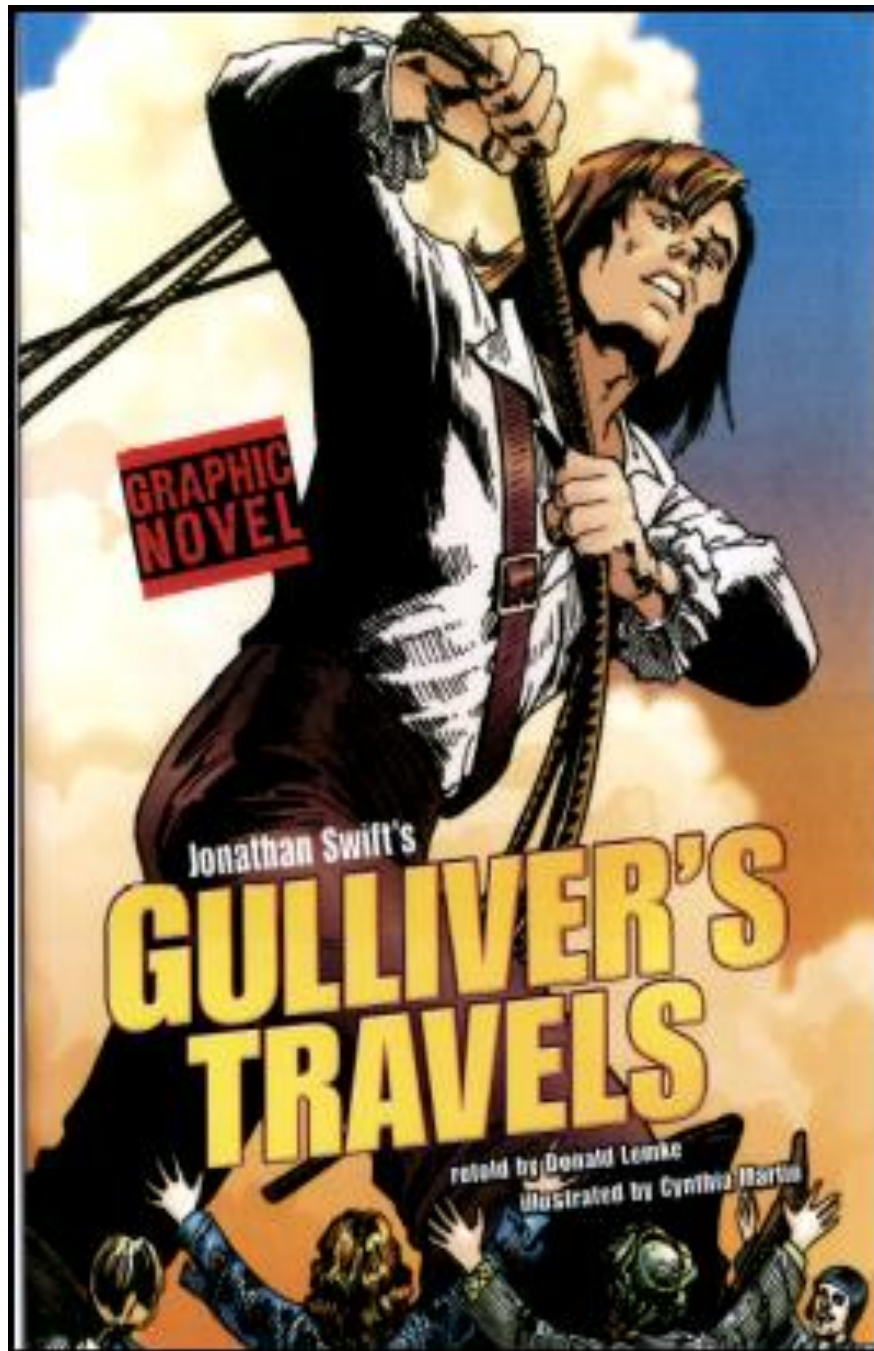
Educational Emphases:

- Constructivism
- i-Think Programme - Bubble Map
- Multiple Intelligences - Intrapersonal



Thinking Skill (Applying)

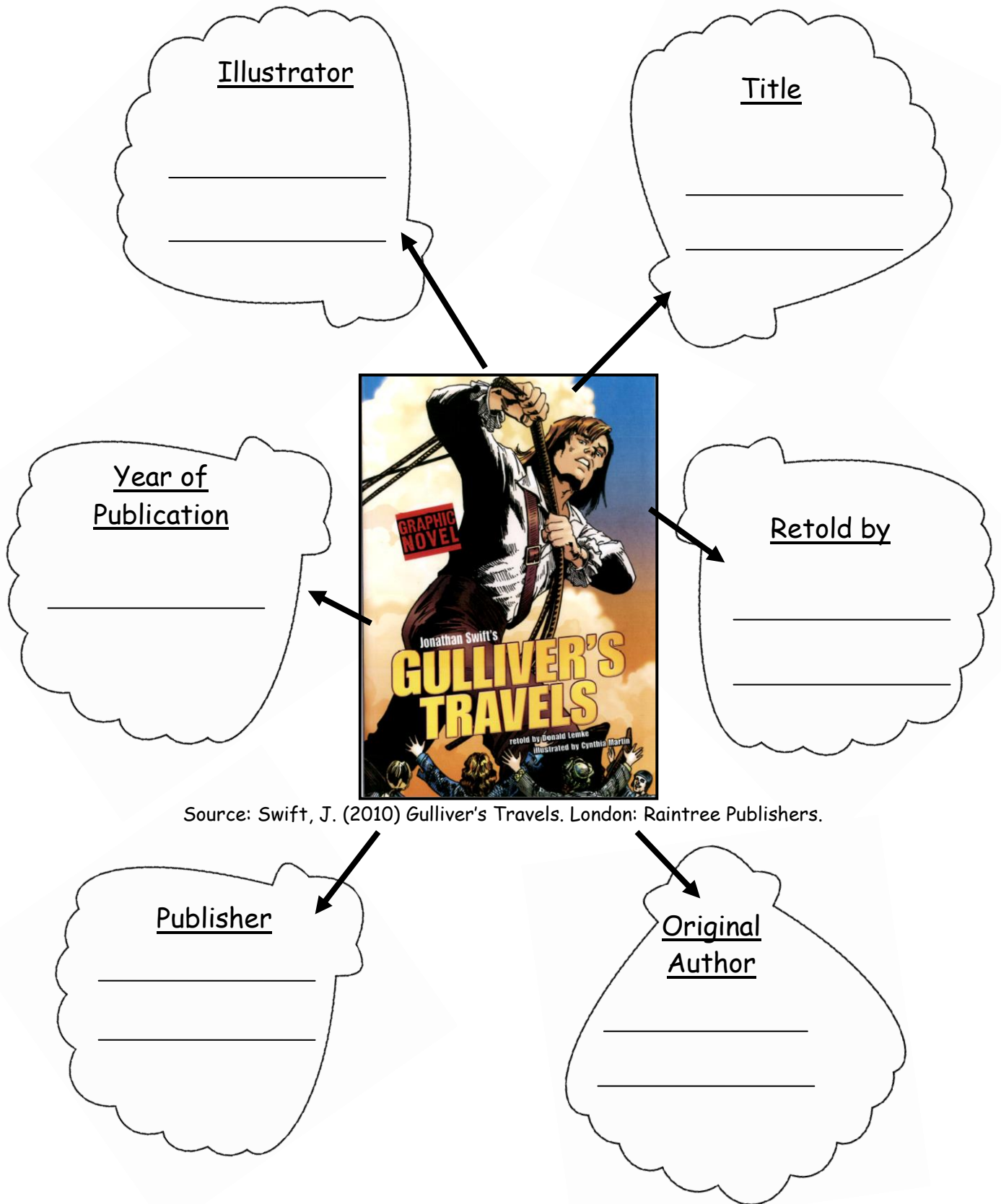
Talk about the cover of the book.



Source: Swift, J. (2010) Gulliver's Travels. London: Raintree Publishers.

Worksheet 1

Look at the cover of *Gulliver's Travels* and complete the details below.



Source: Swift, J. (2010) *Gulliver's Travels*. London: Raintree Publishers.



REVOLVING AROUND THE TEXT



ACTIVITY 2


MY QUILL

LS 4.3.1

Materials

1. duck's feather
2. water colours
3. palette
4. A4 papers

Steps:

1. Distribute Worksheet 2.
2. Dip the duck's feather in the water colour and write out the title of the graphic novel creatively anywhere on the task sheet.
3. Give a suitable and creative name to the ship.
4. Use different colours to decorate the picture of the ship.
5. Discuss with pupils the journey on a ship: 
 - a. What do you see on the ship?
 - b. Who works on the ship?
 - c. Would you like to travel on the ship? Why?

* Teacher may encourage pupils (good students) to name the main parts of the ship.

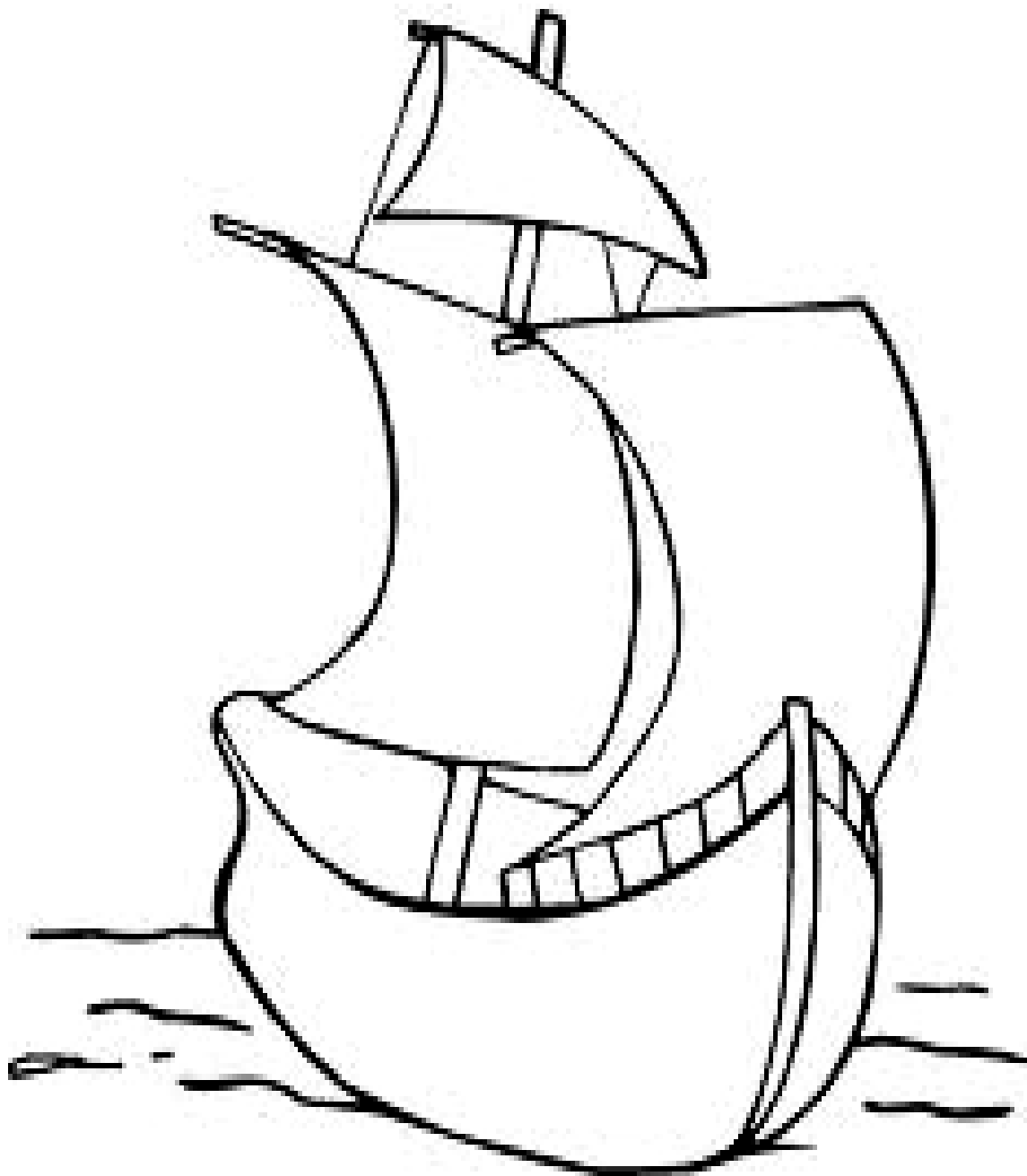
Educational Emphases:

- Creativity
- Multiple Intelligence - Visual - Spatial



Thinking Skill (Creativity)

Worksheet 2





REVOLVING AROUND THE TEXT




ACTIVITY 3

MY VALUABLES

LS 4.2.1 (a) (b) (c)

Steps:

1. Distribute Worksheet 3.
2. Pupils talk about the objects that they can see in the picture.
3. Pupils find and colour the possible objects found in the picture.
4. Pupils list the objects in the space provided with the correct spelling.
5. Pupils discuss how these objects are used in the story. 
6. Check the answers with pupils.

Educational Emphases:

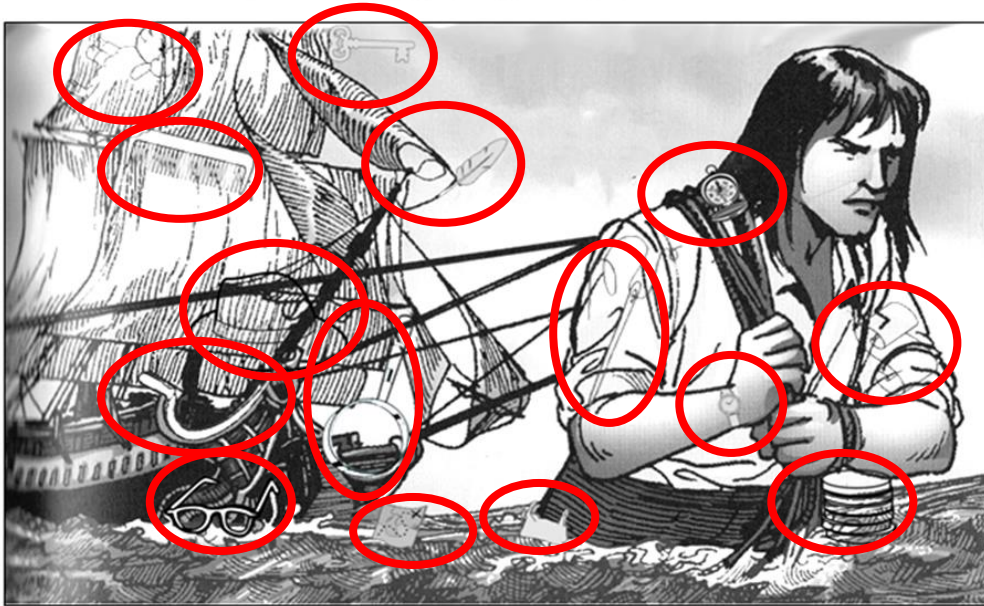
- Contextual Learning
- Multiple Intelligence - Visual - Spatial



Thinking Skill (Analysing)

Answers

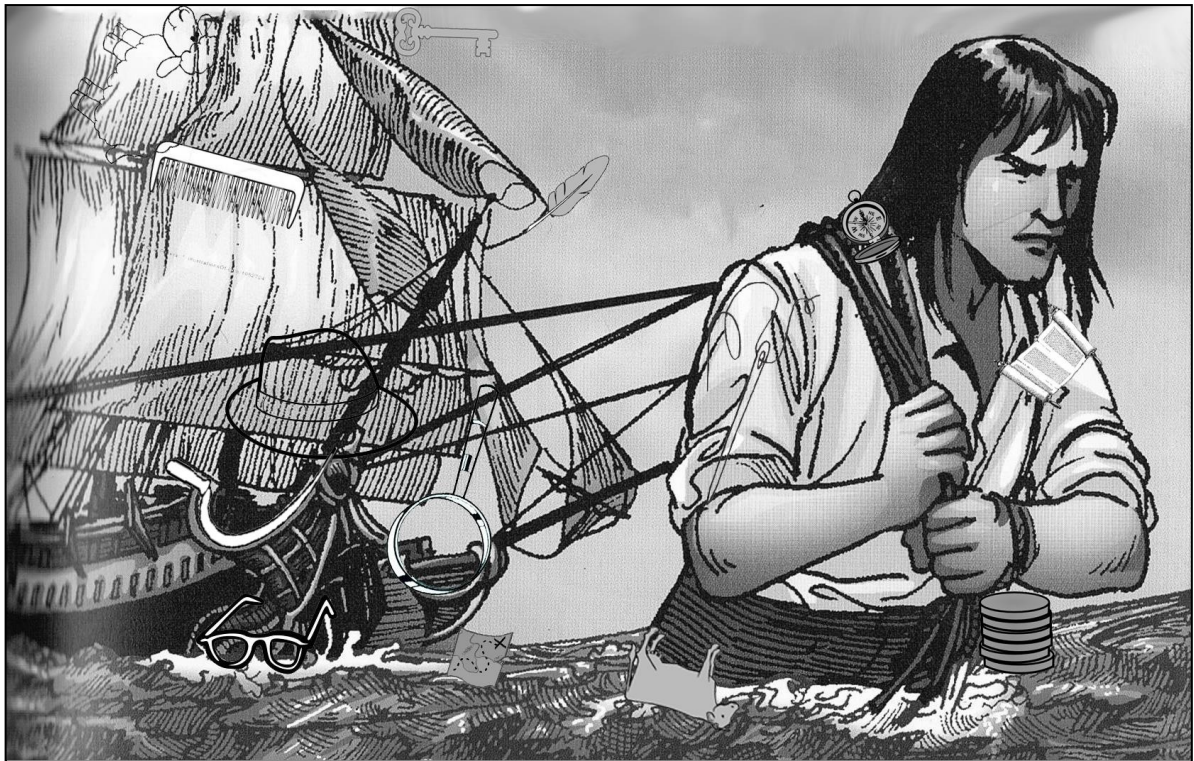
GULLIVER'S TRAVELS



- | | | | |
|----------|---------------------|------------|-----------|
| 1. sheep | 5. cutting blade | 9. needle | 13. coins |
| 2. key | 6. glasses | 10. comb | 14. cow |
| 3. quill | 7. magnifying glass | 11. scroll | |
| 4. hat | 8. watch | 12. map | |

Find the possible items on Gulliver's ship. Colour and list them in the space below.

Gulliver's Travel



1.	4.	7.	10.	13.
2.	5.	8.	11.	14.
3.	6.	9.	12.	



SYNOPSIS




ACTIVITY 1

GULLIVER'S DIARY

LS 4.2.1

Steps:

1. Pupils work in groups.
2. Distribute the sentence strips to pupils.
3. Pupils read and rearrange the sentence strips on a piece of paper. 
4. At random, pick pupils to read out their answers.

Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Verbal Linguistic



Thinking Skill (Applying)

Worksheet 1

SENTENCE STRIPS

Cut and rearrange the sentence strips.

While travelling, Gulliver's closet fell into the sea.

Soon, Gulliver helped Lilliput's emperor to attack Blefuscu.

He was washed ashore and captured by tiny creatures.

On 4 May 1699, Gulliver began his first voyage.

One morning, Gulliver fled to Blefuscu with a fleet of ships.

On 20 June 1702, Gulliver left England for his second voyage.

Several councilmen accused Gulliver had convicted of treason.

He wanted freedom and agreed to the three conditions.

The king helped Gulliver to sail home on 24 September 1701.

He landed on the Land of Giants.

A ship found him and they returned to England.

He was captured and his master made him perform for money.



SYNOPSIS



ACTIVITY 2

GULLIVER'S EXPERIENCE

LS 4.2.1

Steps:

1. Distribute Worksheet 2 to each pair.
2. Pupils look at the pictures and texts given.
3. Pupils fill in the blanks to complete the texts.



Educational Emphases:

- Constructivism
- Multiple Intelligence - Interpersonal



Thinking Skill (Applying)

Answers

Situation 1

1- rock, 2- ashore, 3- island

Situation 2

1- captured, 2-emperor, 3-council, 4-liberty

Situation 3

1-attack, 2-strength, 3-defend, 4-fleet/ships

Situation 4

1-Giants, 2-corn, 3-enjoyed, 4-perform

Situation 5

1-palace, 2-box/closet, 3- bird/eagle/hawk, 4- sea, 5-ship

Worksheet 2

Fill in the blanks to complete the texts.

Situation 1



Lemuel Gulliver was travelling on a ship with Captain Prichard and crew. Suddenly, the ship crashed into a (1) _____. He was washed (2) _____. It was a strange (3) _____.

Situation 2



Gulliver was (1) _____ by tiny creatures of the strange island. He was taught the language of Lilliput. When he went to see the (2) _____, he begged for his freedom. The emperor brought the matter to the (3) _____. They set three conditions for his (4) _____.

Situation 3



One day, a council member came to see Gulliver. Blefuscu was preparing to (1) _____ Lilliput and the emperor needed Gulliver's (2) _____. He was ready to (3) _____ the emperor and Lilliput as what he had agreed. Soon, he was able to capture their (4) _____.

Situation 4



In 1702, Gulliver sailed off in search of another adventure. He was stranded in the Land of (1) _____. A farmer found him in the (2) _____ field. Gulliver's new master (3) _____ his company. He decided to ask Gulliver to (4) _____ and make money for him.

Situation 5



Gulliver's fame reached the queen and he was brought into the (1) _____. When Gulliver was brought to tour the south coast, he was placed in a travelling (2) _____. One day, when he was at the seashore, a big (3) _____ snatched the closet and dropped it into the (4) _____. He was found by a (5) _____ and returned to England.



SYNOPSIS



ACTIVITY 3

WHAT'S MORE

LS 4.2.1

Steps:

1. Elicit responses based from the following questions:

- When did Gulliver start his travel?
- Where did Gulliver first land in his travel?
- What happened there?
- Where did he go after that?
- What happened on the 24 September 1701?
- How did he earn his living upon his return to England?
- When did he start his second travel?

*Ask questions to guide pupils to complete Worksheet 3

2. Distribute Worksheet 3 to the pupils.

3. Pupils are asked to complete the blanks with the correct answers.



Educational Emphases:

- Knowledge Acquisition
- Multiple Intelligence - Verbal Linguistic



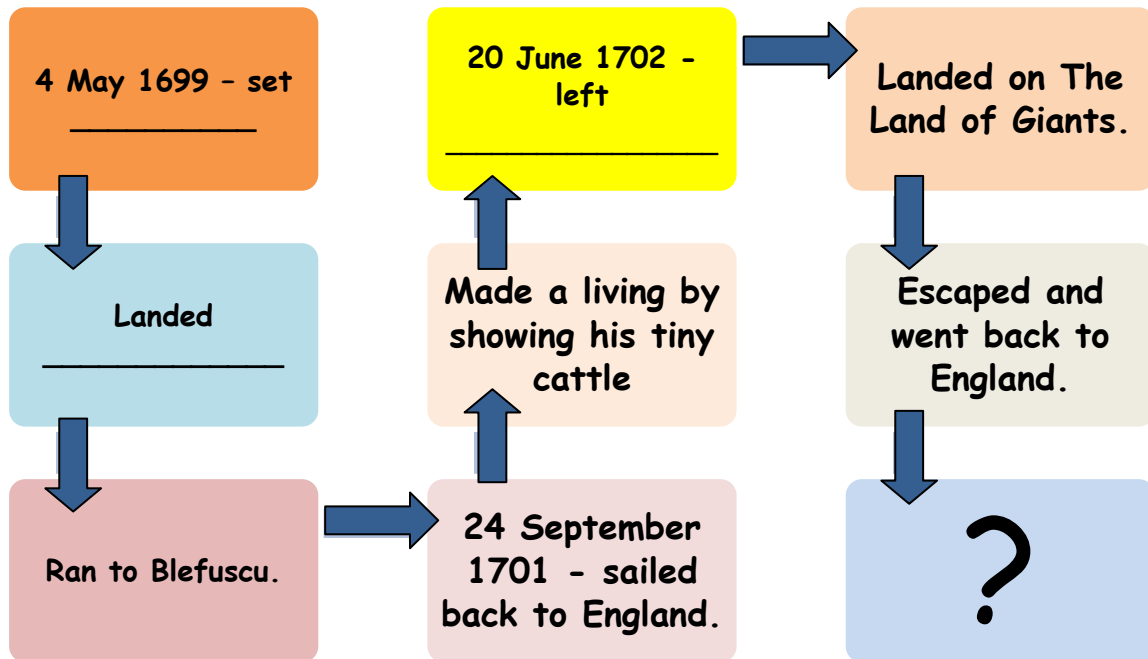
Thinking Skill (Applying and Creating)

Answers

- 4th May 1699 - set sail with Captain Prichard
- Landed in Lilliput
- 20th June 1702 - left England with Captain John Nicholas and his crew.

Worksheet 3

Complete the diagram below.



Source: Program i-Think-Flow Map (2012) Agensi Inovasi Malaysia.



CHARACTERS IN THE STORY




ACTIVITY 1

ALL OF ME

LS 4.2.1 (a)

Steps:

1. In pairs, get pupils to look for the different names given to Gulliver in the story.
2. Fill in the names in Worksheet 1.
3. Guide pupils to reason why the names were given to Gulliver. 
 - Man-Mountain (Page 19): He is as big as a mountain to the people in Lilliput.
 - Gridrig (Page 45): No specific reason, accept any reasonable answers.
 - Splacnuck (Page 47-50): He is referred to as a pet.
 - Little Gopher (Page 48): He is small compared to the giants.

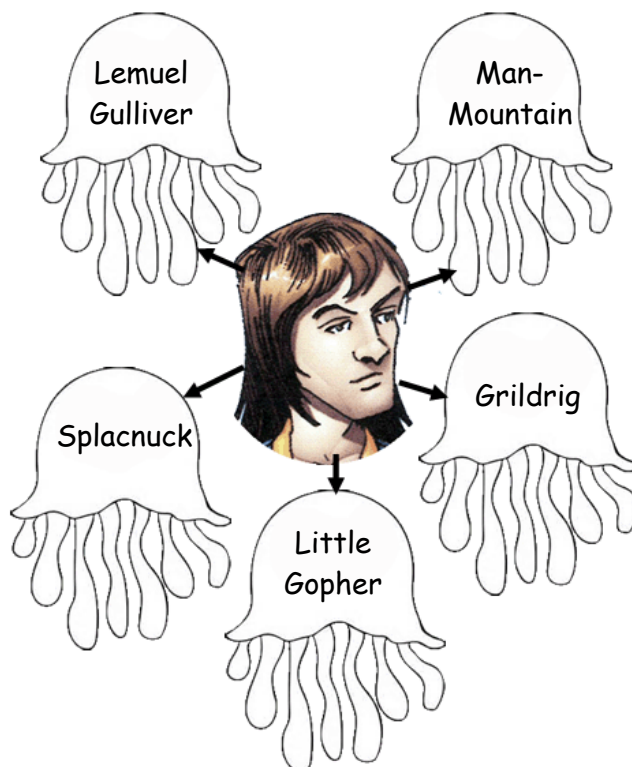
Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial



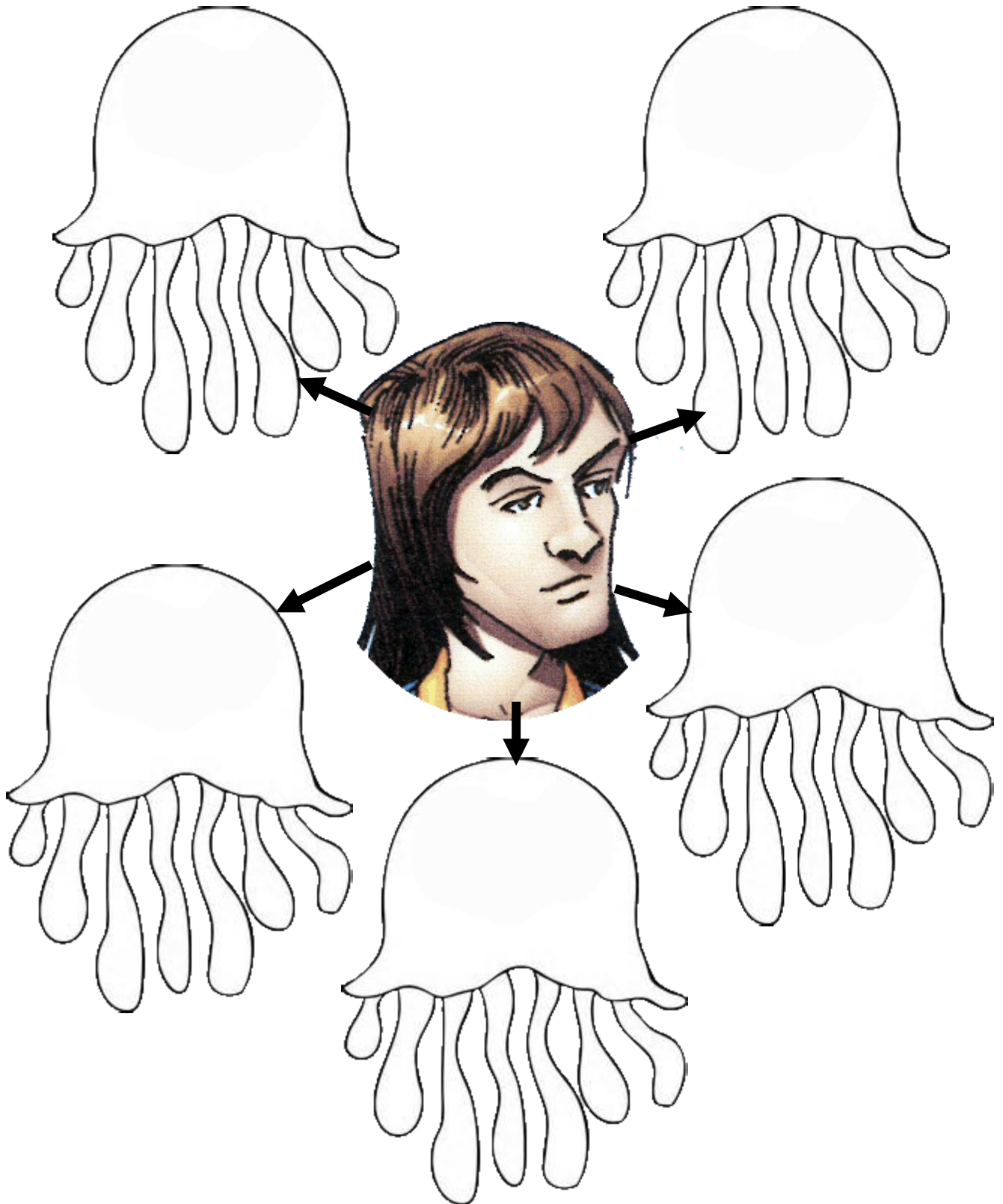
Thinking Skill (Applying and Analysing)

Answer



Worksheet 1

Complete the bubble map with names given to Gulliver in the story.





CHARACTERS IN THE STORY




ACTIVITY 2

WHO AM I?

LS 4.1.2

Steps:

1. Using the five names given to Gulliver in Worksheet 1, pupils complete the poem by filling in the blanks in Worksheet 2. 
2. Get pupils to read the poem aloud.
3. Pupils can recite the poems in groups.

Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Verbal Linguistic



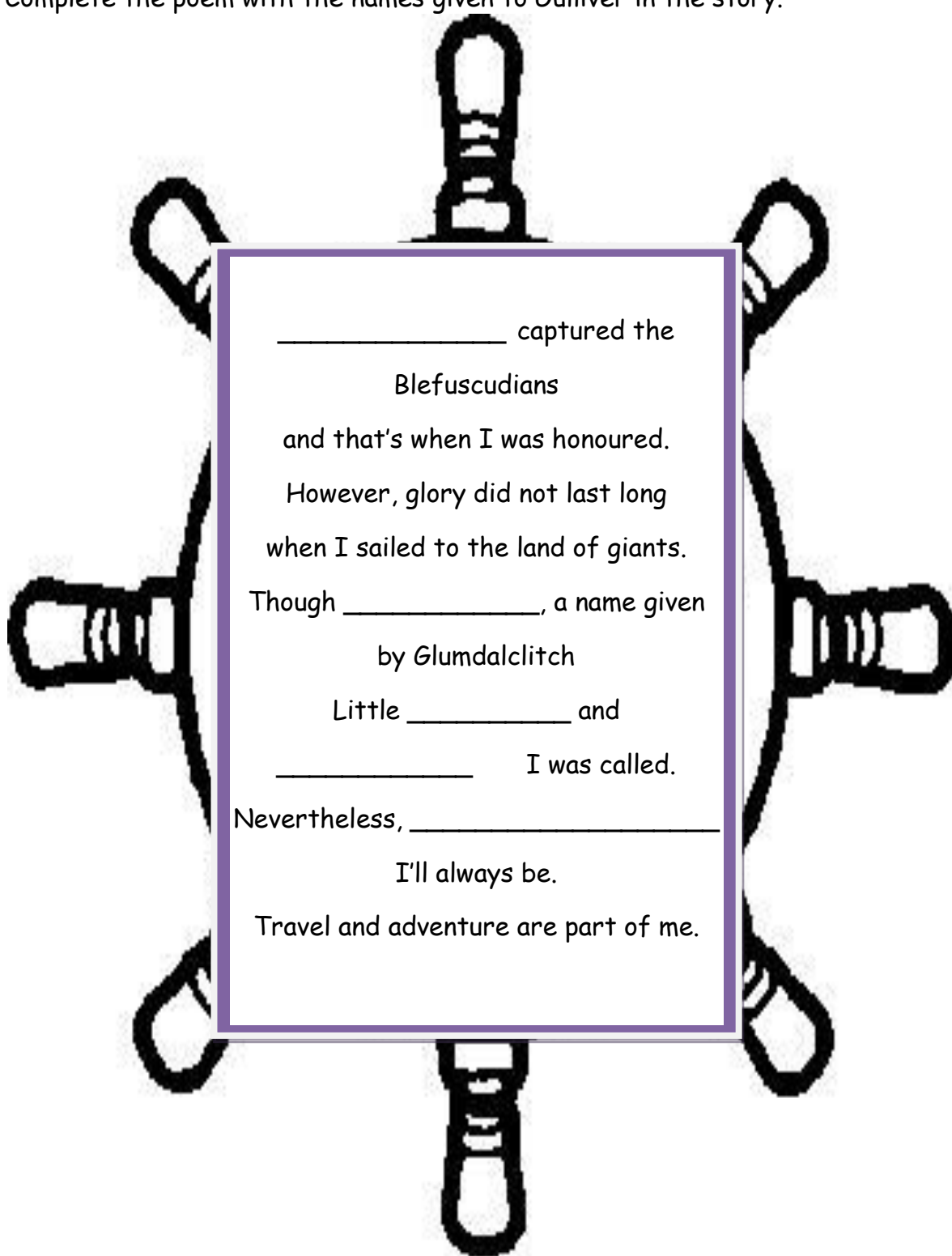
Thinking Skill (Understanding)

Answers

Man-Mountain captured the
Blefuscudians
and that's when I was honoured.
However, glory did not last long
when I sailed to the land of Giants.
Though Grildrig, a name given by
Glumdalclitch
Little Gopher and Splacnuck I was called.
Nevertheless, Lemuel Gulliver
I'll always be.
Travel and adventure are part of me.

Worksheet 2

Complete the poem with the names given to Gulliver in the story.



_____ captured the
Blefuscutians
and that's when I was honoured.
However, glory did not last long
when I sailed to the land of giants.
Though _____, a name given
by Glumdalclitch
Little _____ and
_____ I was called.
Nevertheless, _____
I'll always be.
Travel and adventure are part of me.






CHARACTERS IN THE STORY

ACTIVITY 3

THE MAN AND THE MOUNTAIN

LS 4.2.1 (a)

Steps:

1. Distribute the poem to pupils.
2. Recite the poem with the pupils (Shared reading).
3. Circle the words that describe the man. 
4. Underline the words that describe the mountain. 
5. Get pupils to identify words used to describe both the man and the mountain. 
6. Complete Worksheet 3.

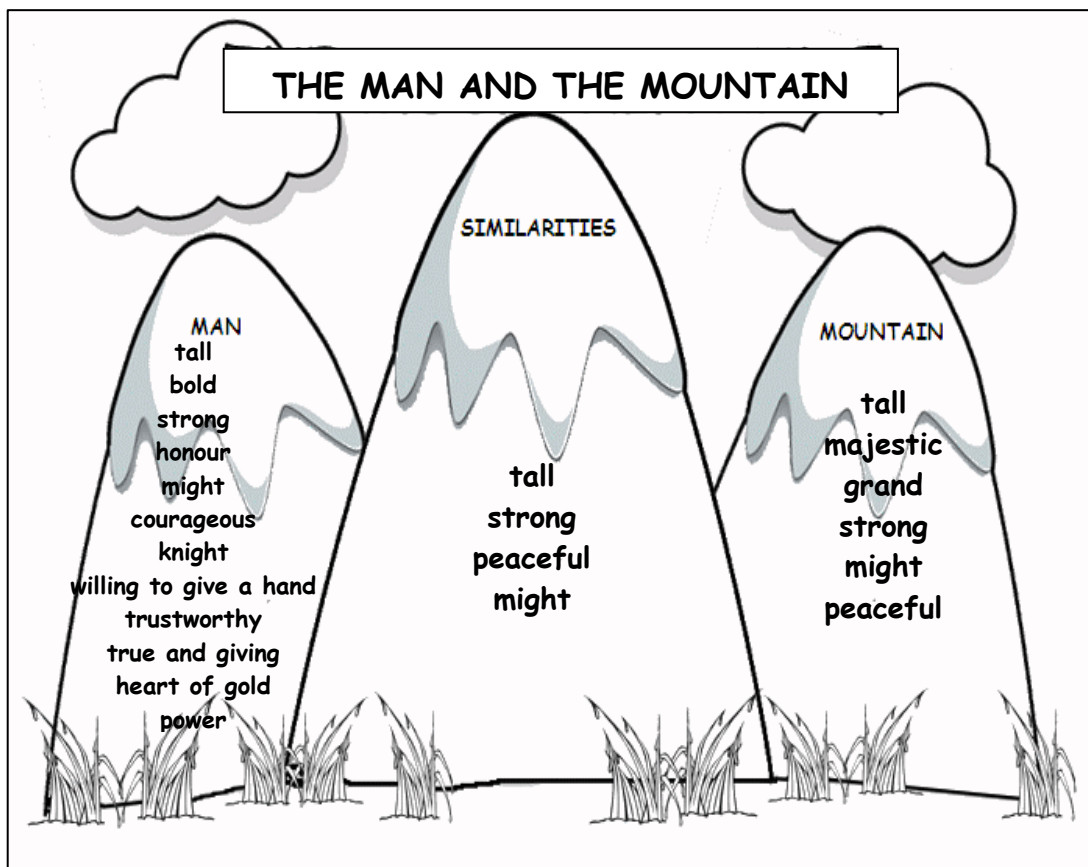
Educational Emphases:

- Constructivism
- Multiple Intelligence - Verbal Linguistic



Thinking Skill (Analysing)

Suggested Answers



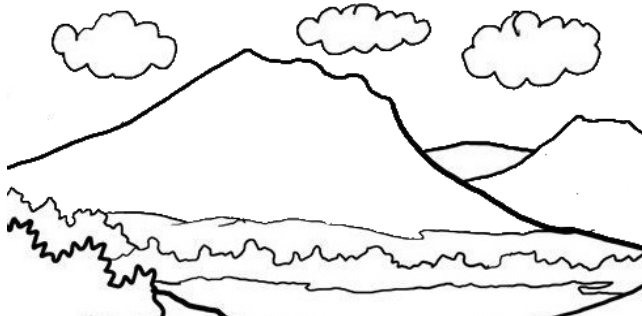
POEM

THE MAN AND THE MOUNTAIN

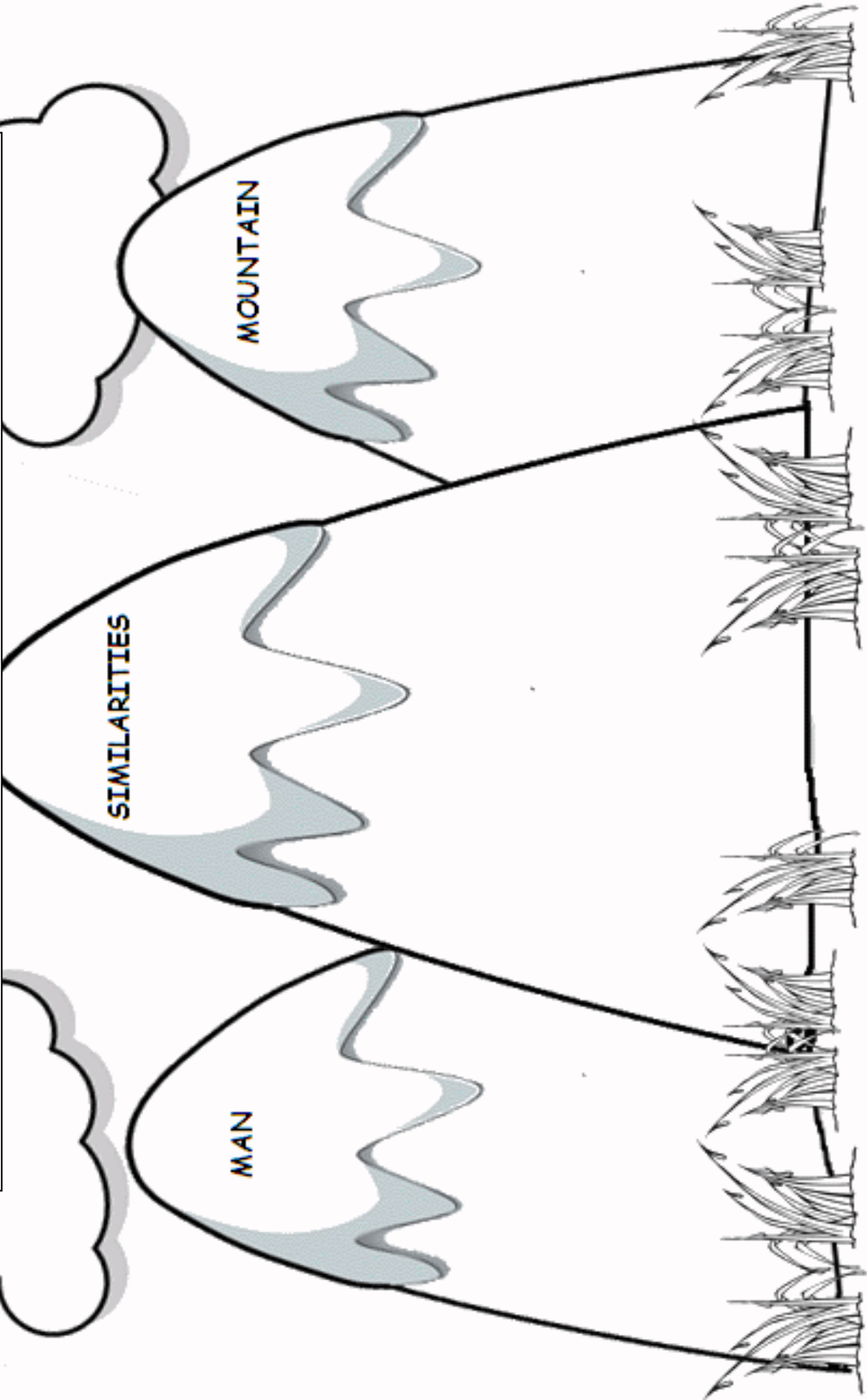
Tall and majestic you stand,
Making you look so grand,
Courageous, strong and bold,
With a heart of gold.

Looking at you with such a might,
A knight for us you will fight,
An honour in our great land,
Always willing to give a hand.

Trustworthy, true and giving,
Despite the chances of leaving,
Defending honour and power,
To remain peaceful forever.



THE MAN AND THE MOUNTAIN





CHARACTERS IN THE STORY






ACTIVITY 4

CREATING GULLIVER

LS 4.3.1

Steps:

1. Distribute Worksheet 4 to pupils.
2. Pupils draw the characters based on the adjectives provided and their imagination. 
3. Display pupils' work on the wall.
4. Distribute four stickers to each pupil.
5. Pupils do a gallery walk to choose the best drawn Gulliver, Emperor of Lilliput, master giant and Glumdalclitch.
6. The pupils place the sticker on the best drawn characters. 
7. The pupils justify their choice. 

Educational Emphases:

- Creating and Innovation
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Creating, Evaluating, Analysing)

Note: This activity arouses pupils' imagination in associating the names and the given adjectives.

Worksheet 4

Read the adjectives given and draw in the space provided.

<p><i>Gulliver</i> broad shoulders, muscular, tall, long hair, big round eyes</p>	<p><i>Emperor of Liliput</i> tiny, skinny, thick moustache</p>
<p><i>Master Giant</i> huge, shoulder-length wavy hair, a goatee</p>	<p><i>Glumdalclitch</i> small sized, big round eyes, curly hair</p>



CHARACTERS IN THE STORY



ACTIVITY 5

PUPPET TIME

LS 4.3.1

Materials

1. coloured pencils
2. glue
3. sequins/beads
4. markers
5. ice cream/satay/bamboo sticks
6. cellophane tape
7. manila card

Steps:

1. Divide the class into groups of five.
2. Each group is given the picture of five characters in the story.
3. Pupils colour and decorate these characters.
4. Paste them on a manila card and cut out the characters.
5. Make the puppets by attaching the characters on an ice cream, satay or bamboo stick.



Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial/ Bodily-Kinaesthetic



Thinking Skill (Creating)

GLUMDALCLITCH



LEMUEL GULLIVER



THE EMPEROR OF LILLIPUT



THE QUEEN OF THE GIANTS



THE KING OF THE GIANTS





CHARACTERS IN THE STORY




ACTIVITY 6

CHORAL SPEAKING / JAZZ CHANT

LS 4.1.1

Steps:

1. Divide the class into two groups.
2. Using the given poem (The Man and the Mountain), pupils practice choral speaking. 
3. Pupils present their choral speaking.
4. Check on their stress, pronunciation and intonation.

NOTE:

Refer Page 47 for 'The Man and The Mountain' poem

Educational Emphases:

- Values and Citizenship
- Multiple Intelligence - Musical



Thinking Skill (Applying)



CHARACTERS IN THE STORY




ACTIVITY 7

SPOT ME!

LS 4.2.1(a)

Steps:

1. Distribute Worksheet 5 to the pupils.
2. Pupils find and circle the words provided.
3. Pupils talk about the characters in the story e.g. relationship between the captain and Gulliver. 

Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Verbal Linguistic



Thinking Skill (Analysing)

Q R E D P E J S X J G B O D F W N
M U G C K U Q G S E V I T A N Y E
Q E X W E R C R E T S A M Y S B Q
J U N Q E N E M I E S L R H C D H
W N E R R K F S O Y Z I F F H A L
Y N K E E N Q E E O B Y B Z O U R
T I R Y N M D R B F N L D V L G K
S A G E B T R V V F S W Z S A H M
E T I H S X T A A I E S N S R T E
J P A L D I M N F C J O N E I E Z
A A N O O Z D T N E G L Z R R R L
M C T T F E Z E K R D D T P E H J
F S L U R E H S N Q Q I A M G B X
T G N I K Z N V U T T E I E A P V
Y W H M I H Q W K J T R L Z Y R Q
Q N Y B D R O R E P M E O D O Z W
K K P R I S O N E R K E R G V A S

captain
crew
daughter
emperor
empress
enemies
farmer

giant
king
majesty
master
natives
officer
prisoner

queen
resident
scholar
servant
soldier
tailor
voyager

SPOT ME !



Find and circle the words.

Q	R	E	D	P	E	J	S	X	J	G	B	O	D	F	W	N
M	U	G	C	K	U	Q	G	S	E	V	I	T	A	N	Y	E
Q	E	X	W	E	R	C	R	E	T	S	A	M	Y	S	B	Q
J	U	N	Q	E	N	E	M	I	E	S	L	R	H	C	D	H
W	N	E	R	R	K	F	S	O	Y	Z	I	F	F	H	A	L
Y	N	K	E	E	N	Q	E	E	O	B	Y	B	Z	O	U	R
T	I	R	Y	N	M	D	R	B	F	N	L	D	V	L	G	K
S	A	G	E	B	T	R	V	V	F	S	W	Z	S	A	H	M
E	T	I	H	S	X	T	A	A	I	E	S	N	S	R	T	E
J	P	A	L	D	I	M	N	F	C	J	O	N	E	I	E	Z
A	A	N	O	O	Z	D	T	N	E	G	L	Z	R	R	R	L
M	C	T	T	F	E	Z	E	K	R	D	D	T	P	E	H	J
F	S	L	U	R	E	H	S	N	Q	Q	I	A	M	G	B	X
T	G	N	I	K	Z	N	V	U	T	T	E	I	E	A	P	V
Y	W	H	M	I	H	Q	W	K	J	T	R	L	Z	Y	R	Q
Q	N	Y	B	D	R	O	R	E	P	M	E	O	D	O	Z	W
K	K	P	R	I	S	O	N	E	R	K	E	R	G	V	A	S

captain
crew
daughter
emperor
empress
enemies
farmer

giant
king
majesty
master
natives
officer
prisoner

queen
resident
scholar
servant
soldier
tailor
voyager



CHARACTERS IN THE STORY



ACTIVITY 8

SHOW TIME

LS 4.3.2

Steps :

1. Pupils are divided in groups of 5.
2. Distribute the dialogue to each group and each member plays a character.
3. Pupils use the dialogue and practise their lines.
4. Then, pupils perform a puppet show using the puppets that were created in Activity 5-Puppet Time.

TASK SHEET 1

DIALOGUE

One day...

Messenger : The queen wishes to see this splacnuck.
Glumdalclitch : His name's Grildrig!

Soon after, at the palace ...

Queen : I have heard great things about your act and would ask you to come to live with the royal family.
Grildrig : I would like nothing more, but I am a slave.

A while later

Grildrig : I must beg that Glumdalclitch continue to be my nurse.
Queen : As you wish.

The queen carried Grildrig to the king ...

King : How long have you had a pet splacnuck, my dear?
Glumdalclitch : He's not a splacnuck!
Queen : She's right. It looks like a human.
King : It is nothing more than a toy.
Grildrig : I am much more than that, your majesty.
King : What? It can speak!
Grildrig : Of course. I come from a country of several million people, all my own size.
King : What a fabulous tale!
Grildrig : But, your majesty, this tale is true.



SETTING



ACTIVITY 1


JOIN THE PIECES!

LS 4.2.1 (b)

Materials Needed

1. scissors
2. glue
3. poster sheet
4. envelopes

Steps:

1. Cut out the jigsaw pieces and the labels on Tasksheet 1.
2. Put them into envelopes.
3. Divide the pupils into small groups.
4. Give a time limit to the pupils to complete the three pictures and label them. 
5. The fastest team to paste the completed pictures and labels on a display sheet correctly, wins.

Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Applying)

Task sheet 1

(Photocopy the pictures and labels. Cut out the jigsaw pieces along the white lines)



Land of Lilliput



Land of Blefuscu

Land of Giants





SETTING



ACTIVITY 2


COMPLETE ME

LS 4.2.1 (a),(b)

Materials needed:

1. envelope
2. glue
3. poster sheet
4. Tasksheet 2

Steps:

1. Cut out the pictures on Tasksheet 2 and put them in envelopes.
2. Divide pupils into 5 groups.
3. Name the groups based on the five setting:
 - The Sea
 - The Ship
 - Land of Lilliput
 - Land of Blefuscu
 - Land of Giants
4. Distribute the envelopes containing pictures of settings and the display sheets.
5. Each group will be given a different setting.
6. Pupils identify the pictures for their own setting and paste them on the display sheet.
7. Distribute Task Sheet 3 to each group.
8. Pupils write the correct descriptions of places for their settings.
9. Paste the poster sheets on the wall and conduct a gallery walk.
10. Encourage pupils to ask questions on other's work. 

NOTE: Place a few pictures of other settings in each envelope.

Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Verbal Linguistic

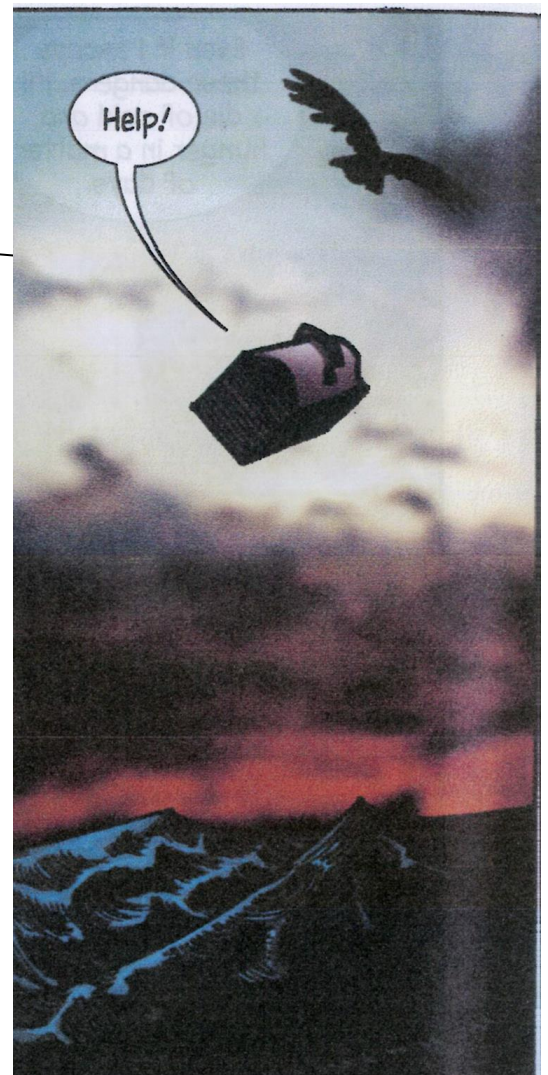
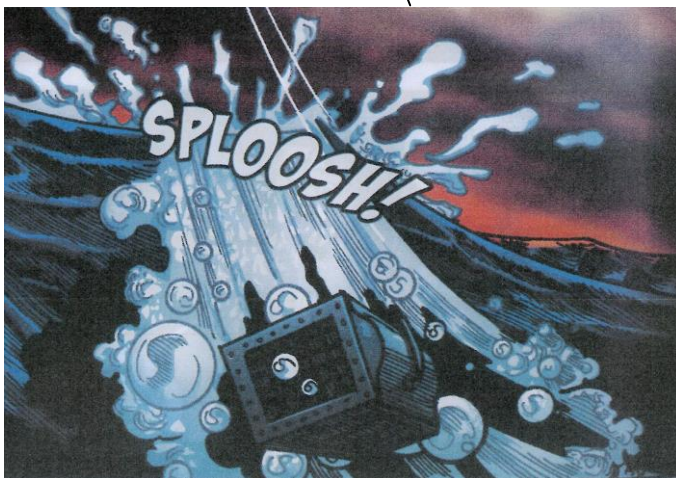


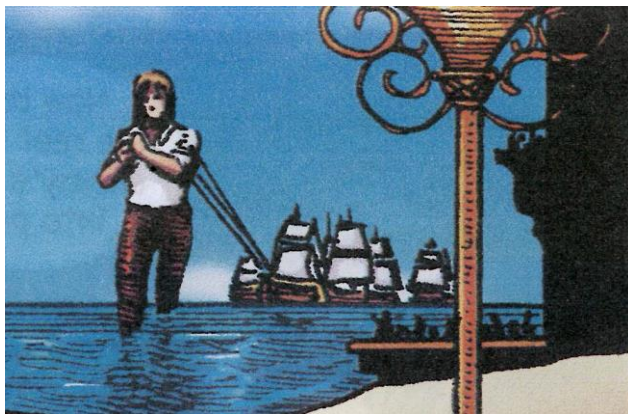
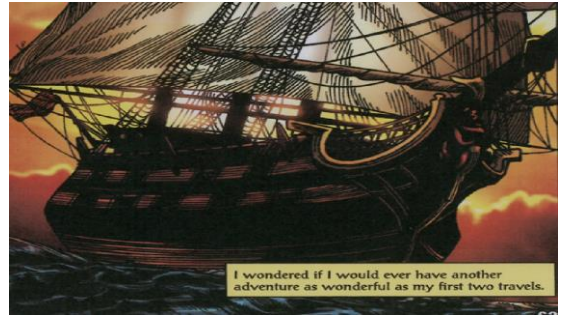
Thinking Skill (Applying)

Task sheet 2



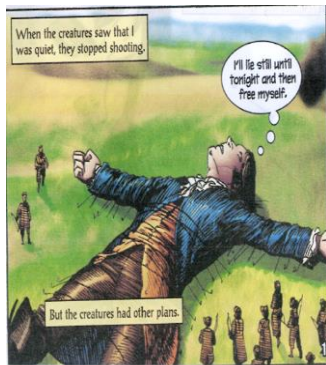
The Sea



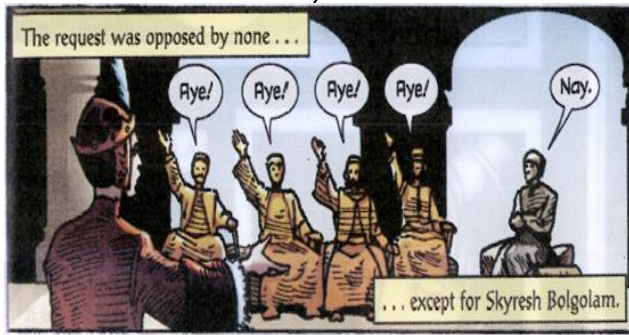


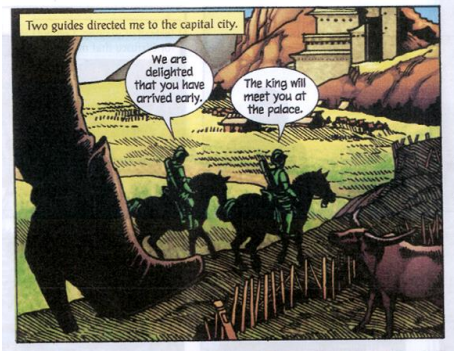
The Ship



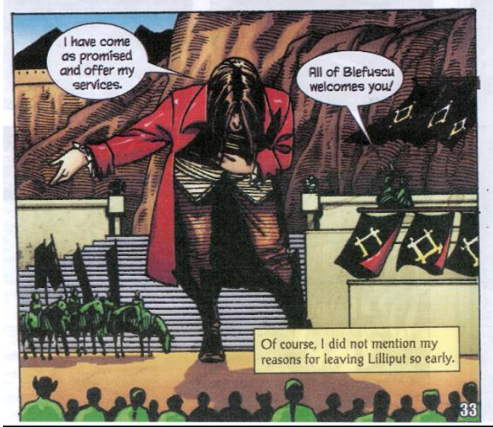


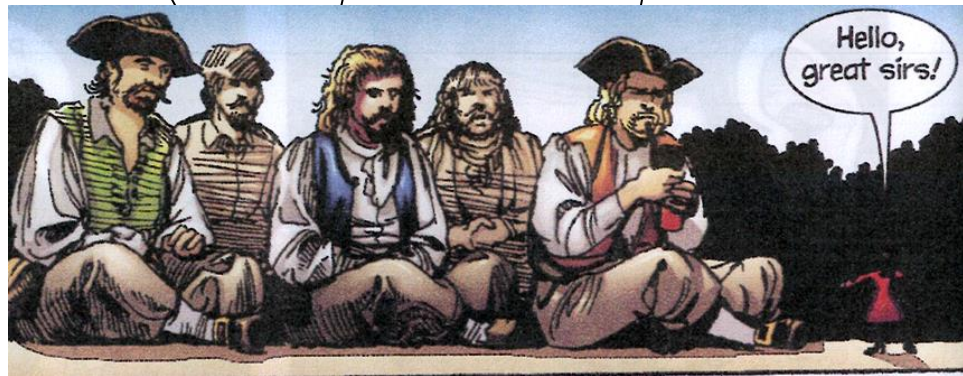
Land of Lilliput





Land of Blefuscu





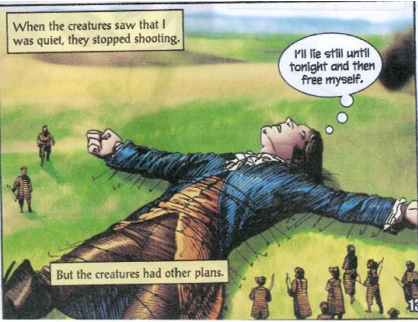



Land of Giants



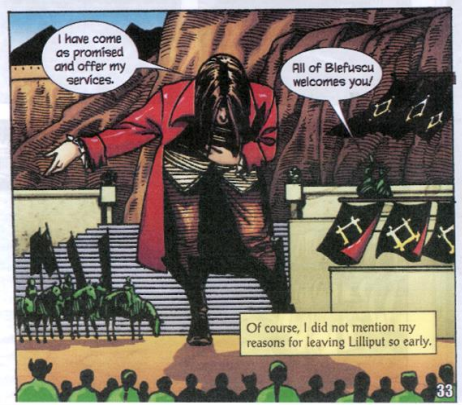



Task sheet 3




<ul style="list-style-type: none"> • Grass • Huge piece of land in Lilliput • Hilly area • Some parts of the land is brown in colour - dried grass • Day 	<ul style="list-style-type: none"> • Beach • Cliff • Sea • Ships dock • night 	<ul style="list-style-type: none"> • dining table • table cloth • plate • evening
<ul style="list-style-type: none"> • Capital area • Palace • Buildings • Towers • The building on the right has columns (pillars) • Day 	<ul style="list-style-type: none"> • village in Blefuscu • cattle • a farm on the right • houses • palace • palace on a hill • rocky hills • day 	<ul style="list-style-type: none"> • gigantic four-poster bed • bedroom • a bed with curtains • pebbled floors • wooden bed • night
<ul style="list-style-type: none"> • A temple which is the largest building in Lilliput • Staircase - made of stone • The temple is on a hill. • The temple is grey in colour • The temple has 6 columns (pillars) • There's a forest • Day 	<ul style="list-style-type: none"> • theatre house • in town • a few buildings • a meadow • grazing cows • stage • a wooden bench • day 	<ul style="list-style-type: none"> • In the palace • A meeting room • There are arches • Benches • A place for meetings and discussions • Day • Pillar in the room
<ul style="list-style-type: none"> • field of corns • gigantic corns • gigantic corn plants • day 	<ul style="list-style-type: none"> • staircase • walls • rock walls • the palace of Blefuscu is built around a rocky hill • courtyard • day 	<ul style="list-style-type: none"> • travelling closet • a mini chest • grilled window • bed with pillows • day

Answer

No	Pictures	Description
1		<ul style="list-style-type: none"> • Grass • Huge piece of land in Lilliput • Hilly area • Some parts of the land is brown in colour - dried grass • Day
2		<ul style="list-style-type: none"> • Capital area • Palace • Buildings • Towers • The building on the right has columns (pillars) • Day
3		<ul style="list-style-type: none"> • A temple which is the largest building in Lilliput • Staircase - made of stone • The temple is on a hill. • The temple is grey in colour • The temple has 6 columns (pillars) • There's a forest • Day
4		<ul style="list-style-type: none"> • In the palace • A meeting room • There are arches • Benches • A place for meetings and discussions • Day • Pillar in the room

<p>5</p>		<ul style="list-style-type: none"> • Beach • Cliff • Sea • Ships dock • night
<p>6</p>		<ul style="list-style-type: none"> • village in Blefuscu • cattle • a farm on the right • houses • palace • palace on a hill • rocky hills • day
<p>7</p>		<ul style="list-style-type: none"> • sea • ships and boats • near the shores of Blefuscu • day

<p>8</p>		<ul style="list-style-type: none"> • staircase • walls • rock walls • the palace of Blefuscu is built around a rocky hill • courtyard • day
<p>9</p>		<ul style="list-style-type: none"> • coastal shore • beach • grass • sandy • day
<p>10</p>		<ul style="list-style-type: none"> • field of corns • gigantic corns • gigantic corn plants • day
<p>11</p>		<ul style="list-style-type: none"> • dining table • table cloth • plate • evening

<p>12</p>		<ul style="list-style-type: none"> • gigantic four-poster bed • bedroom • a bed with curtains • pebbled floors • wooden bed • night
<p>13</p>		<ul style="list-style-type: none"> • travelling closet • a mini chest • grilled window • bed with pillows • day
<p>14</p>		<ul style="list-style-type: none"> • theatre house • in town • a few buildings • a meadow • grazing cows • stage • a wooden bench • day



SETTING




ACTIVITY 3

HERE AND THERE

LS 4.2.1 (b)

Steps

1. Get pupils to work in pairs.
2. Distribute Worksheet 1 and ask pupils to write about the setting as in *Gulliver's travels*. 
3. Pick pupils at random to share and discuss their answers.
4. Encourage pupils to talk on the different settings for each place which *Gulliver* has been to.

Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Applying)

Worksheet 1

Place	What can you see?	What can you hear?
Lilliput		
Blefuscu		
Land of Giants		
The ships		
The Sea		



EVENTS IN THE STORY




ACTIVITY 1

TRAVELOGUE

LS 4.2.1 (a) (b) (c)

Steps:

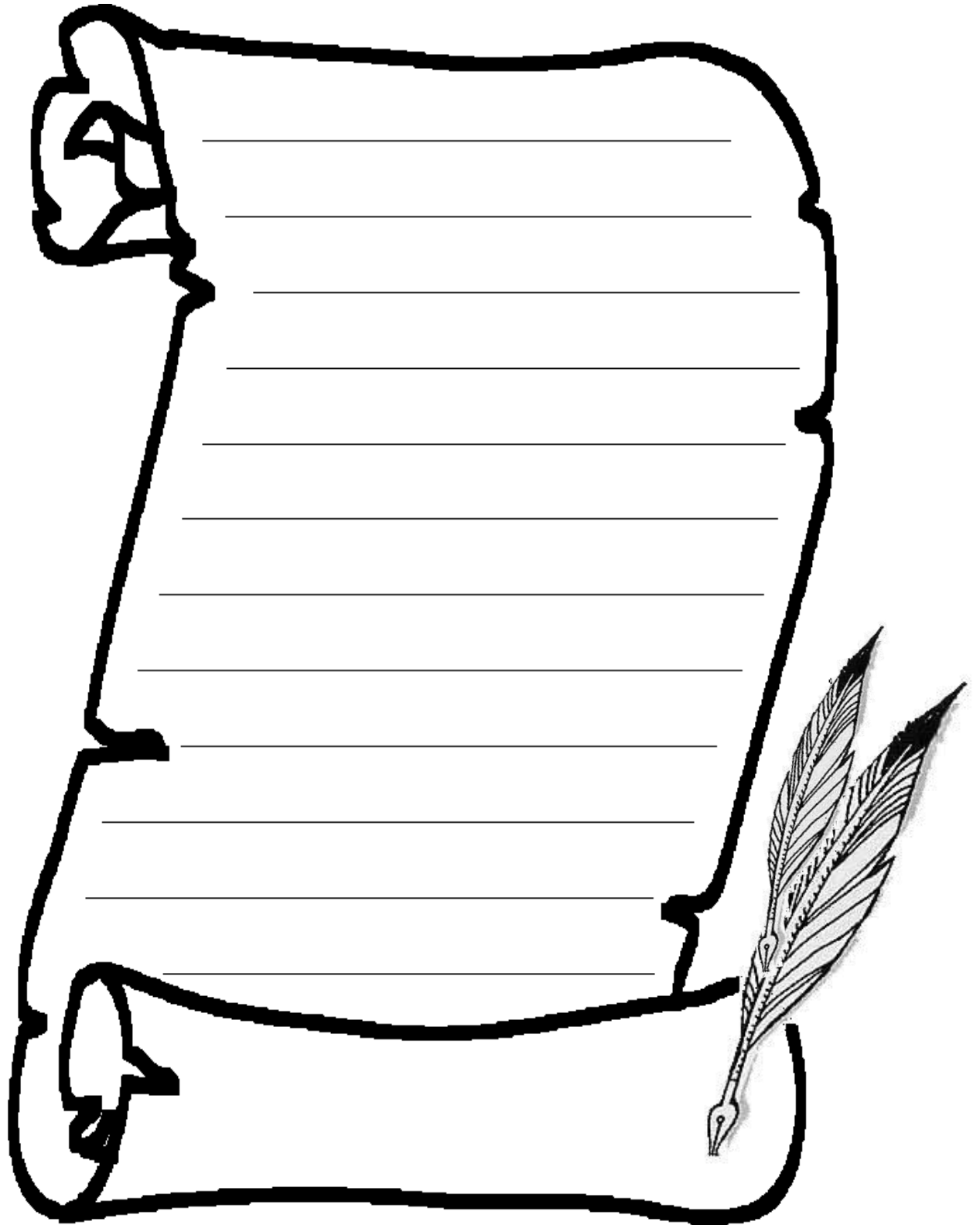
1. After reading each chapter, guide pupils to fill in a diary entry into the travelogue provided. This activity could be integrated with ICT. 
2. Write significant dates and events, encountered by Gulliver during his adventurous voyage.
3. Each travelogue is to be compiled into a booklet.

Educational Emphases:

- ICT
- Multiple Intelligence - Intrapersonal



Thinking Skill (Applying)





EVENTS IN THE STORY



ACTIVITY 2

ALL ALONE

LS 4.2.1 (a) (b) (c)

Steps:

1. Get pupils to read pages 6-10.
2. Talk about the events leading to the shipwreck.
3. Distribute Worksheet 2.
4. Pupils draw a happy or sad smiley next to each sentence.



Educational Emphases:

- Contextual Learning
- Multiple Intelligence - Intrapersonal



Thinking Skill (Evaluating)

Worksheet 2

Draw  or  next to each sentence given.

1. Our ship is going to hit a big rock.
2. I am anxious and nervous.
3. The crew members try to avoid the ship from hitting the rock.
4. We must not give up.
5. The waves are too strong.
6. We could not avoid the rock.
7. I do not know what happened to my friends.
8. I am lucky to be alive.
9. I was washed on a distant shore.
10. I walked nearly half a mile but could not see any sign of houses or people.
11. When I woke up, it was daylight.
12. At last, I saw some tiny people.



EVENTS IN THE STORY




ACTIVITY 3

ALL GONE

LS 4.2.1(c)

Steps:

1. Review the emotions involved in Activity 2.
2. Lead the students to discuss on how Gulliver felt being alone on a foreign land.
Pupils talk about their own experiences of loneliness. 
3. Distribute Worksheet 3.
4. Instruct pupils to complete the worksheet.

Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Analysing)

Suggested Answers

- Scared and Frightened
- Loneliness
- Lost
- No friends
- Helpless
- Regrets
- Tired
- Hungry
- Hopeless

*Accept any relevant answers

Worksheet 3

Source: Program i-Think-Bubble Map (2012) Agensi Inovasi Malaysia.

Complete the bubble.

How did Gulliver feel when the ship wrecked?



EVENTS IN THE STORY




ACTIVITY 4

ROAD TO FREEDOM

LS 4.2.1(a)

Steps:

1. Pupils read page 21 of Chapter 2.
2. In pairs, get the pupils to discuss the conditions set by Bolgolam, one of the emperor's council members.
3. Distribute Worksheet 4.
4. Pupils complete the diagram in section A with the conditions set by Bolgolam.
5. For section B, pupils role play the emperor by setting two other conditions to set Gulliver free. 
6. Get the pupils to share their answers.

Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial

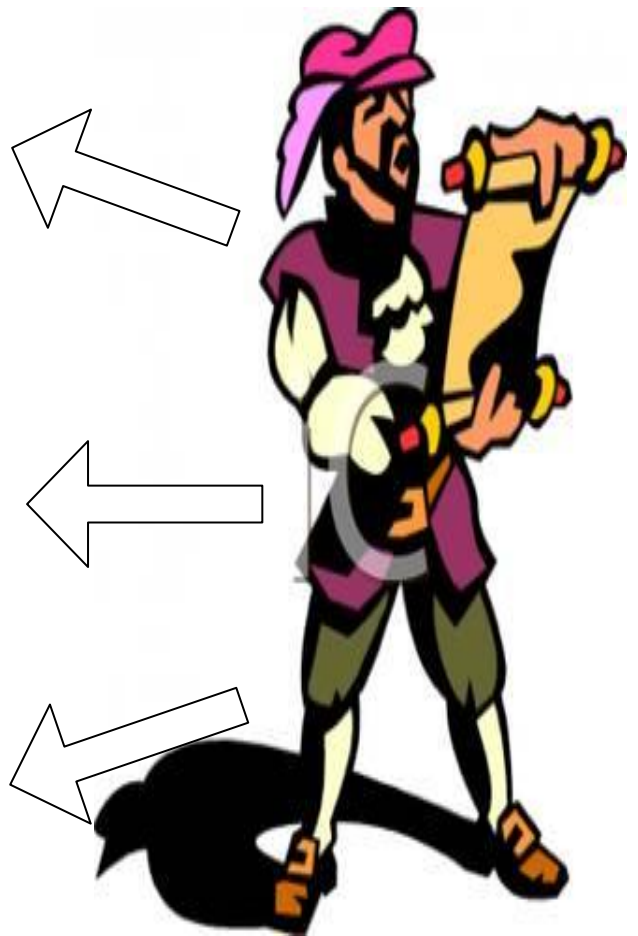


Thinking Skill (Creating)

Worksheet 4

Complete the worksheet.

A.



B.

If you were the emperor, what other two conditions would you set?



EVENTS IN THE STORY




ACTIVITY 5

TRAVELLING WITH GULLIVER

LS 4.3.1

Steps:

1. Divide pupils into groups.
2. Pupils identify main/significant events in the story and write out the sequence of events according to chapters.
3. Using markers and manila cards, pupils create a concertina book (mini book). 
4. Useful links:
<http://www.wikihow.com/Make-a-Concertina-Book>
<http://www.booklyn.org/education/accordion.pdf>

Educational Emphases:

- Creativity and Innovation
- Multiple Intelligence - Visual-Spatial

Examples of concertina books:

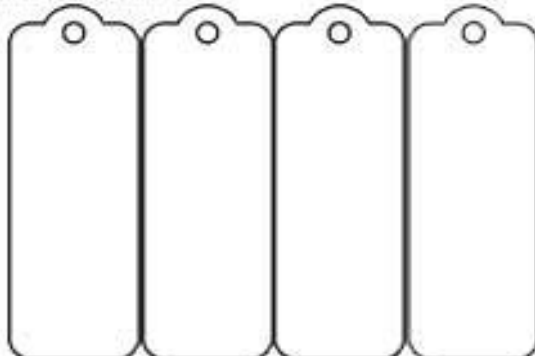


Thinking Skill (Creating)



FANTAG BOOK

1. Think out as many shapes as you need.
2. Punch holes.
3. Paste tags with a paper fastener.



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EVENTS IN THE STORY



ACTIVITY 6

MESSAGE-IN-A-BOTTLE


LS 4.2.1(a)

Theme : Might vs Right (Physical power vs moral righteousness)

Materials:

1. 2 two-litre plastic soft drink bottles or some other unbreakable transparent containers
2. coloured A4 papers cut into 12 pieces each

Steps:

1. Give each pupil a piece of coloured paper.
2. Based on the theme "Might vs Right", pupils write a word or a phrase describing a character's physical powers or the moral righteousness on the piece of paper provided.
*Refer to Activity 3 (The Man and The Mountain)
4. Pass the bottles around for pupils to put their pieces of paper in.
5. Divide the class into groups of 6.
6. Pass the bottle around to each group to pick a piece of paper from the bottle.
7. The whole group paste each chosen pieces of paper on the poster sheet and identify the character(s) that matches the description. 
8. Display the poster sheets around the wall in the classroom for a gallery walk.
the gallery walk.

* *Pupils can be asked to create a shape poem/ concrete poem with the words in the activity above.*

Educational Emphases:

- Constructivism
- Multiple Intelligence -Visual-Spatial-Interpersonal and Intrapersonal



Thinking Skill (Analysing and Creating)



EVENTS IN THE STORY




ACTIVITY 7

SECRET MESSAGE

LS 4.3.1

Steps:

1. Distribute Task sheet 1 and 2.
2. Pupils work in pairs and decipher the message using the codes given. 
3. Pupils rewrite the diary entry into their travelogue (Refer to Page 76).
4. To make this activity more fun and interesting, pupils can be timed.
5. Display pupils' work on the notice board.

Educational Emphases:

- Constructivism
- Multiple Intelligence - Visual-Spatial/ Intrapersonal



Thinking Skill (Analysing)

SAMPLE ANSWER

10TH MAY 1699 - SATURDAY

Dear Diary,

One day while I was guarding the coast, I saw a big figure stranded by the beach.

Once I approached the figure, it turned out to be a giant human. It was huge. I alerted the others.

Together with the other soldiers, we tied it to the ground. I was very afraid because I was standing next to it.

It woke up next to me. It struggled to get free. Luckily we had him grounded. No one got hurt.

Tomorrow the emperor wishes to move the giant to the town. It will be a very long day. I hope everything will be okay.

It is almost midnight. I better go to sleep. I miss my family.

- Esrae, the soldier boy.

Task sheet 1

Below is a diary entry written by one of the Lilliputian soldiers during the war time with Blefuscu. Use the codes given to decipher the message.

10TH ΜΑΨ 1699 – ΣΑΤΥΡΔΑΨ

ΔΕΑΡ ΔΙΑΡΨ,

ONE ΔΑΨ ΩΗΙΛΕ Ι ΩΑΣ ΓΥΑΡΔΙΝΓ ΤΗΕ ΧΟΑΣΤ, Ι ΣΑΩ Α ΒΙΓ ΦΙΓΥΡΕ ΣΤΡΑΝ
ΔΕΔ ΒΨ ΤΗΕ ΒΕΑΧΗ.

ΟΝΧΕ Ι ΑΠΠΡΟΑΧΗΕΔ ΤΗΕ ΦΙΓΥΡΕ, ΙΤ ΤΥΡΝΕΔ ΟΥΤ ΤΟ ΒΕ Α ΓΙΑΝΤ ΗΥΜ
ΑΝ. Ι ΑΛΕΡΤΕΔ ΤΗΕ ΟΤΗΕΡΣ. ΙΤ ΩΑΣ ΗΥΓΕ.

ΤΟΓΕΤΗΕΡ ΩΙΤΗ ΤΗΕ ΟΤΗΕΡ ΣΟΛΔΙΕΡΣ, ΩΕ ΤΙΕΔ ΙΤ ΤΟ ΤΗΕ ΓΡΟΥΝΔ. Ι ΩΑ
Σ ςΕΡΨ ΑΦΡΑΙΔ ΒΕΧΑΥΣΕ Ι ΩΑΣ ΣΤΑΝΔΙΝΓ ΝΕΞΤ ΤΟ ΙΤ.

ΙΤ ΩΟΚΕ ΥΠ ΝΕΞΤ ΤΟ ΜΕ. ΙΤ ΣΤΡΥΓΓΛΕΔ ΤΟ ΓΕΤ ΦΡΕΕ. ΛΥΧΚΙΑΨ ΩΕ ΗΑΔ
ΗΙΜ ΓΡΟΥΝΔΕΔ. ΝΟ ΟΝΕ ΓΟΤ ΗΥΡΤ.

ΤΟΜΟΡΡΩ ΤΗΕ ΕΜΠΕΡΟΡ ΩΙΣΗΕΣ ΤΟ ΜΟςΕ ΤΗΕ ΓΙΑΝΤ ΤΟ ΤΗΕ ΤΟΩΝ. ΙΤ
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– ΕΣΡΑΕ, ΤΗΕ ΣΟΛΔΙΕΡ ΒΟΨ.

Task sheet 2

A	A
B	B
X	C
Δ	D
E	E
Φ	F
Γ	G
H	H
I	I
ϑ	J
K	K
Λ	L
M	M

N	N
O	O
Π	P
Θ	Q
P	R
Σ	S
T	T
Υ	U
ς	V
Ω	W
Ξ	X
Ψ	Y
Z	Z



EVENTS IN THE STORY





ACTIVITY 8

RESIZE ME

LS 4.3.1

Steps:

1. Distribute Worksheet 5 to each pupil.
2. Pupils draw the enlarged picture of the ship using the grid provided. 
3. Pupils colour and decorate the ship creatively.
4. In groups, design a ship you would to travel with Gulliver on his next adventure. 
5. Each group displays and presents their design.

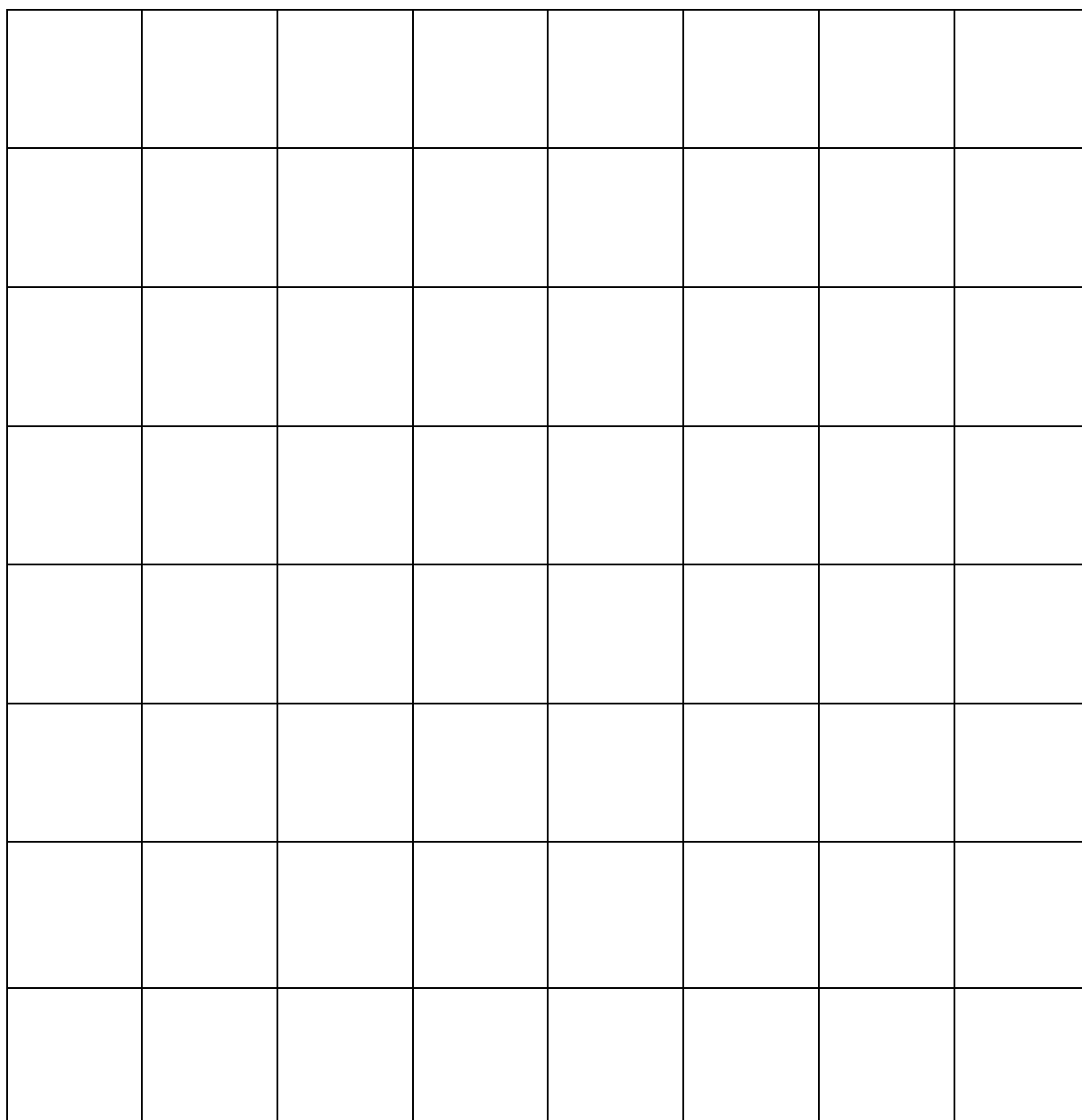
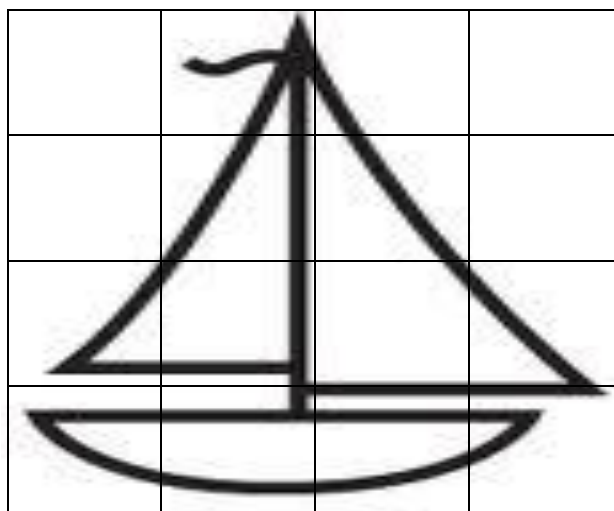
Educational Emphases:

- Constructivism
- Creativity and Innovation
- Multiple Intelligence - Logical- Mathematical



Thinking Skill (Applying, Analysing, Creating)

Worksheet 5





EVENTS IN THE STORY



ACTIVITY 9

3...2...1...ACTION!

LS 4.3.2

Steps:

1. Divide pupils into 5 groups.
2. Assign a chapter to each group.
3. Pupils discuss and prepare a presentation based on the chapter assigned to them.
4. Refer to Task sheet 3 for suggested presentations.



Educational Emphases:

- Creativity and Innovation
- Multiple Intelligence - Verbal Linguistic / Interpersonal / Visual-Spatial



Thinking Skill (Applying)

Task sheet 3

Suggested Performances:

1. Show and Tell
2. Miming
3. Charades
4. Reader's Theatre
5. Puppet Show
6. Role-play/ Drama
7. Musical drama

Useful links for guideline procedures:

1. <http://www.cs.umd.edu/~nau/misc/charades.html>
2. <http://www.wikihow.com/Mime>
3. <http://www.macmillanyounglearners.com/readers/drama>



EVENTS IN THE STORY




ACTIVITY 10

COME ONE, COME ALL

LS 4.3.1

Steps:

1. Work in the same group in Activity 9.
2. Ask pupils to create a poster to promote their performance in Activity 9. 
3. Display the posters around the class. (Refer Appendix 1)
4. Each group is given tickets and money to be used in the gallery walk.
5. Pupils do the gallery walk and decide the performance they wish to watch by purchasing the tickets from the respective groups.

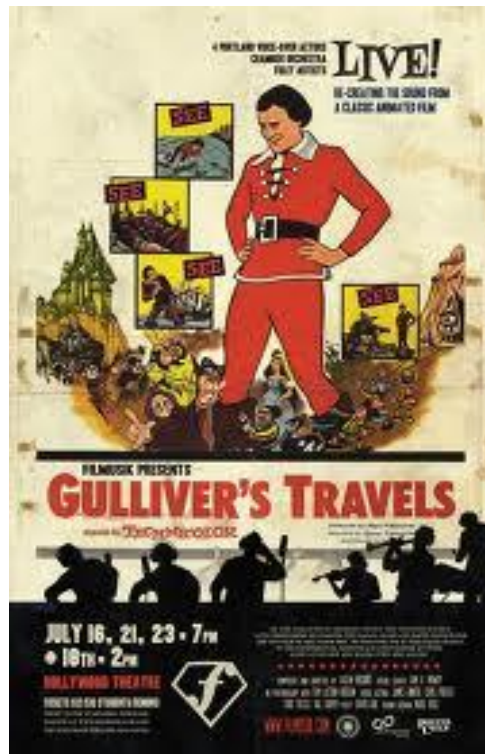
Educational Emphases:

- Creativity and Innovation
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Creating)

Task sheet 4



Source: <http://filmusik.com/projects/past-shows/gullivers-travels/>



Source: <http://cacb.wordpress.com/category/fleischer-bros/>



MORAL VALUES/ MESSAGE OF THE STORY




ACTIVITY 1

ONE GOOD TURN DESERVES ANOTHER

L.S 4.2.1 (a)

Steps:

1. Distribute the Worksheet 1 to the pupils in pairs.
2. Discuss the short passage in the box with the pupils (Teacher must ensure that pupils understand the message, 'One good turn deserves another'.)
3. Discuss with pupils what they see in the diagram that depicts the people of Blefuscu.
4. Ask the pupils what they think the people of Blefuscu would say to Gulliver for helping them. 

(Guide pupils to complete the speech bubbles based on the short passage.)

Note: Provide words or phrases to help them create sentences

Educational Emphases:

- Values and Citizenship
- Multiple Intelligence - Verbal Linguistic



Thinking Skill (Evaluating)

Suggested Answers



Worksheet 1



One good turn deserves another.

After being told that Gulliver would be killed, Gulliver returned the ships to the kingdom of Blefuscu.

The people of Blefuscu especially the Emperor were delighted and grateful for his actions. They welcomed him to their kingdom with open arms.

In return, the emperor of Blefuscu gave Gulliver his freedom which was long awaited.

Based on the text, complete the speech bubbles below.

People of Blefuscu



MORAL VALUES/ MESSAGE OF THE STORY




ACTIVITY 2

TAKING ADVANTAGE OF ...

L.S 4.2.1(a)

Steps:

1. Discuss with pupils the meaning of '**taking advantage of...**'? by giving examples from the story. E.g. When there was a fire in the palace of Lilliput, Gulliver helped put out the fire to gain the emperor's trust. (Page 29)
2. Distribute and discuss Worksheet 2 with the pupils. Use the questions below to guide the discussion:
 - What do you think of the people of Lilliput?
 - Why did they refuse his liberty?
 - Do you think they are making use of him?
 - What was Gulliver's reaction towards the people of Lilliput and the emperor?
 - Should we make use of people?
3. Get pupils to complete the worksheet in pairs. (Allow the pupils to complete the task individually if pupils are capable of doing it independently). 

Educational Emphases:

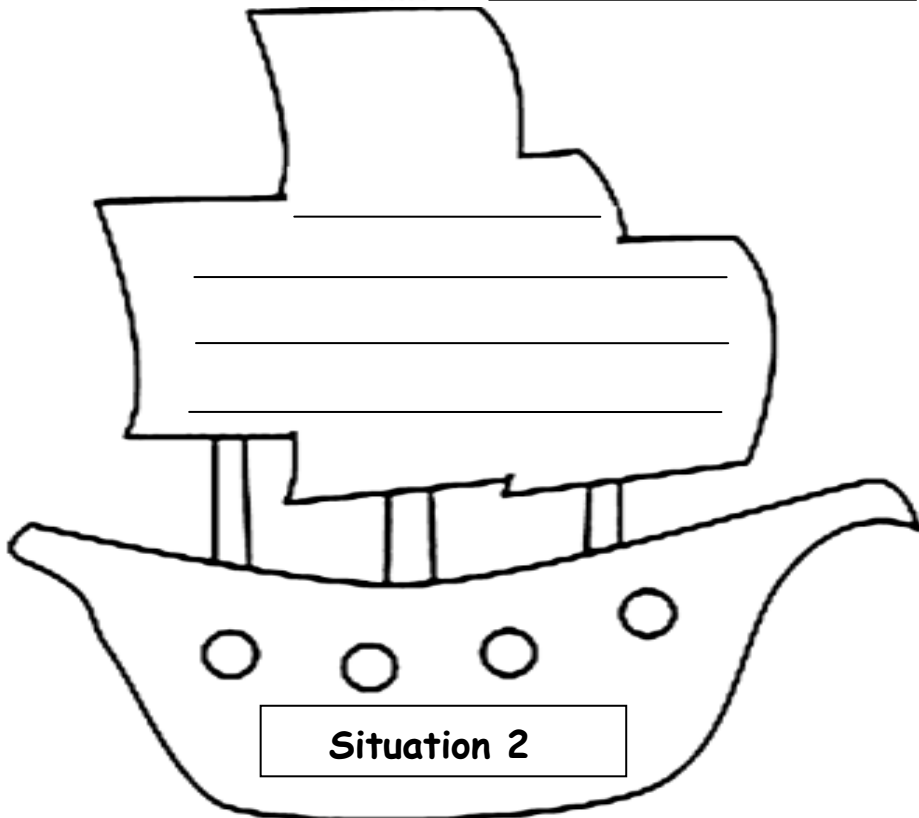
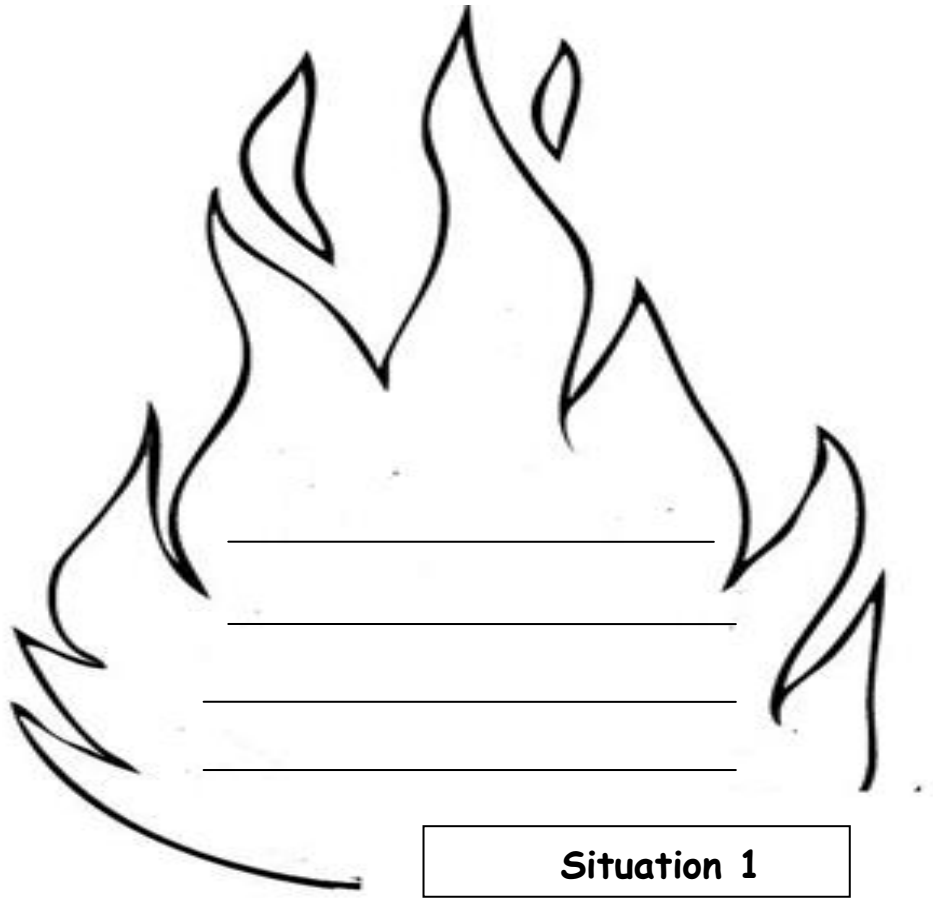
- Contextual Learning
- Multiple Intelligence - Interpersonal



Thinking Skill (Applying)

Worksheet 2

The people of Lilliput took advantage of Gulliver. Write two situations in which Gulliver was taken advantage of in the space provided.





MORAL VALUES/ MESSAGE OF THE STORY




ACTIVITY 3

MY LOYALTY PLEDGE

LS 4.2.1 (a) (c)

Steps:

1. Instruct the pupils to work in pairs.
2. Show the pupils the video of a loyal dog in Japan, Hachiko.
*Other examples: Sam and Bumble Bee in Transformer
3. Guide the pupils to talk about loyalty based on the above stimulus.
4. Ask pupils how Gulliver showed his loyalty to Lilliput and Blefuscu.
5. Get pupils to complete Worksheet 3 in pairs.
6. Elicit some of the pupils' responses.
7. Ask pupils how they would show their loyalty to their family. 
8. Distribute Worksheet 4.
9. Get pupils to write their personal loyalty pledge to their family.
10. They can decorate it with colours and drawings.

Educational Emphases:

- Values & Citizenship
- Multiple Intelligence - Intrapersonal



Thinking Skill (Analysing and Evaluating)

Worksheet 3

How did Gulliver show his loyalty to...

Lilliput

Blefuscu







ACTIVITY 4

RECOGNISING GULLIVER

LS 4.3.1

Steps:

1. Pupils work in small groups.
2. Distribute Worksheet 5 to pupils.
3. Explain to pupils that it is a bridge map.
4. Pupils write the first name given to Gulliver in his first travel on the first top of the bridge. 
5. On the bottom of the bridge, pupils write the people who called Gulliver by the given name. 
6. Repeat Step 4 and 5 to complete the bridge.

Educational Emphases:

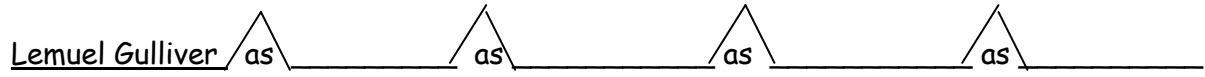
- Constructivism
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Remembering and Understanding)

Worksheet 5

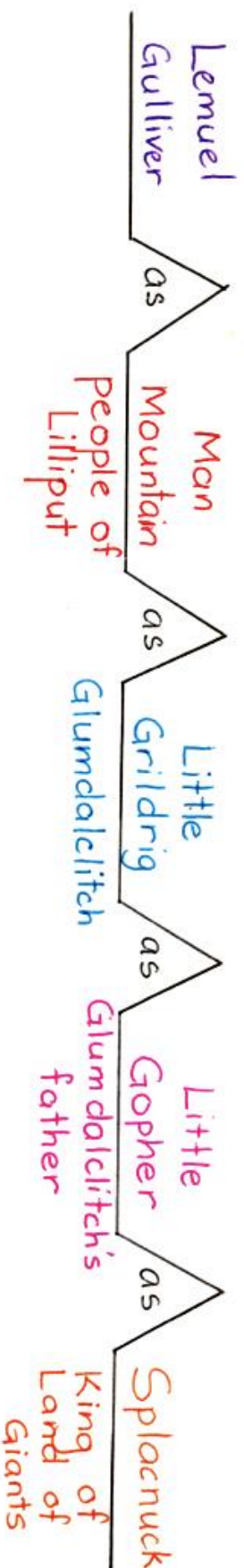
Complete the bridge map.



Sample Answer for Recognising Gulliver

Lead

RT



1) Who is the Relating Factor (RF)?

Lemuel Gulliver

2) Relating Factor (RF): Man Mountain is a character known to the

People of Lilliput.

3) Why is (RF) important?

It helps me recognise the different names of Gulliver with the people he encountered.



MORAL VALUES/ MESSAGE OF THE STORY




ACTIVITY 5

HONOUR ME

LS 4.3.1

Steps:

1. Teacher show pictures of medal (refer Appendix 2) and ask the following questions:
 - What is this?
 - Where can you see or find this?
 - How do you get this?
2. Teacher distributes Worksheet 6 to the pupils.
3. Pupils work individually to design their own Nardac medal on the worksheet given. 
4. Teacher randomly picks pupils to talk about their medals.
5. Pupils display their medals around the class (paste on the wall).

Educational Emphases:

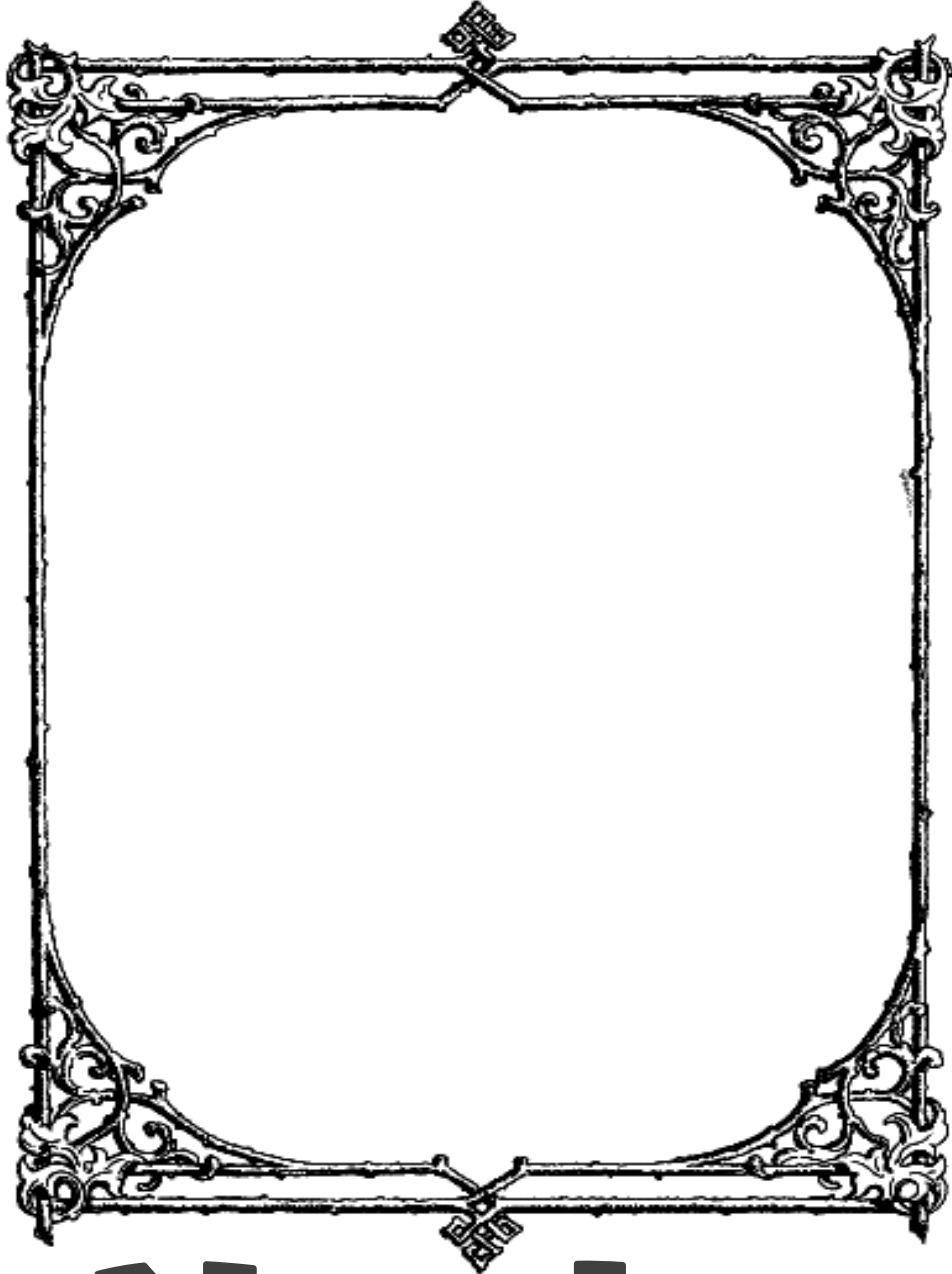
- Creativity and Innovation
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Creating)

Worksheet 6 - Creative Work

Design a medal for Gulliver in conjunction of his Nardac, the highest title of honour in Lilliput.



Nardac



GOING BEYOND THE TEXT





ACTIVITY 1

WELCOME GULLIVER TO ...

LS 4.2.1 (a) (b)

Steps:

1. Divide the pupils in groups.
2. Distribute Task Sheet 1 and Worksheet 1 to pupils.
3. Guide the pupils to imagine they own an island and name the island.
4. Ask the pupils to describe what they can find on their island. List words or phrases used by the pupils on the board. 
5. Imagine Gulliver is now travelling on your island.
6. Prompt the pupils to describe what Gulliver will see and experience in his journey on the island (eg. jungle, waterfall, desert, cove). List pupils' responses on the board. 

e.g. **At the waterfall**

What does he see there?

He sees giant creatures.

What does he do?

He tries to hide among the huge plants.

What happens finally?

Does he escape?

If yes, how?

If no, why?

(Accept any possible answers)

7. Pupils complete Worksheet 1 by describing Gulliver's adventure on the island.
8. Display their bubble maps.

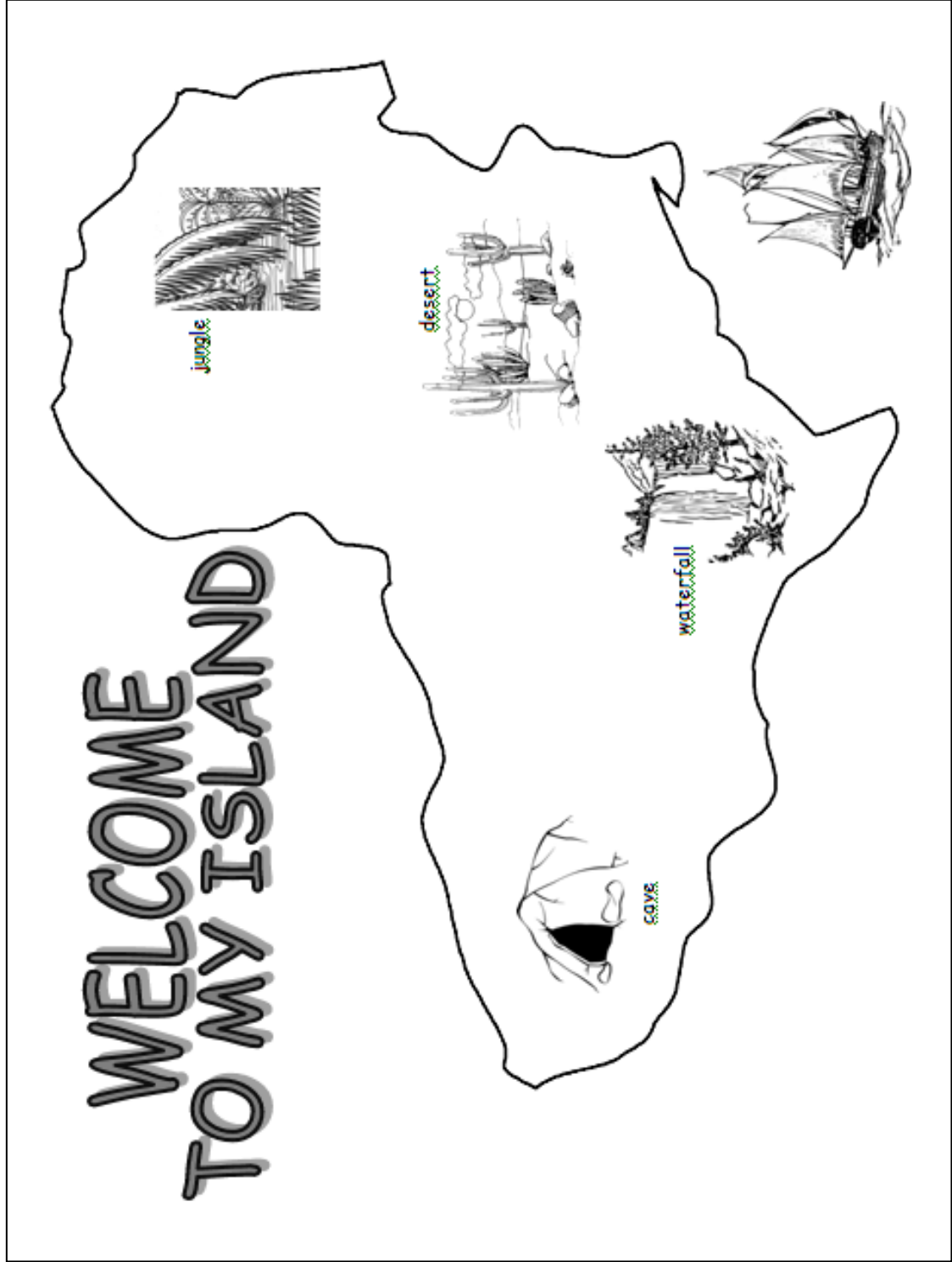
Educational Emphases:

- Creativity & Innovation
- Multiple Intelligence - Visual-Spatial



Thinking Skill (Creating)

Task sheet 1



Worksheet 1



At the waterfall



In the desert



In the cave



In the jungle



GOING BEYOND THE TEXT




ACTIVITY 2

PENNING MY THOUGHTS

LS 4.2.1

Steps:

1. Distribute Worksheet 2 to pupils.
2. In pairs, pupils discuss and predict things that Gulliver would regret about during his journey.
3. Pupils write their answers in the Worksheet 2. 
4. As an option, pupils can type, save and print their work (integrate ICT- MsWord).

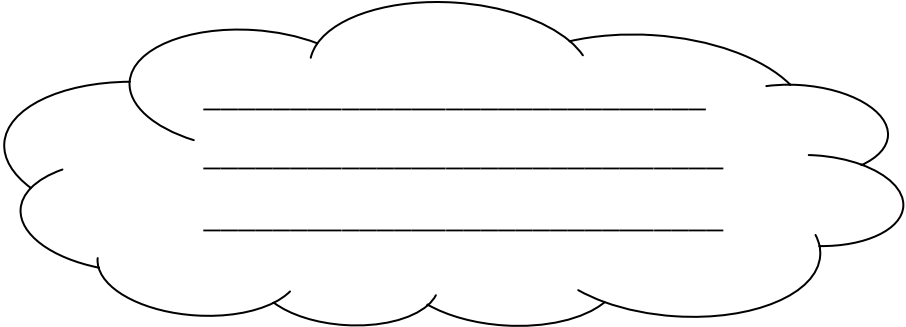
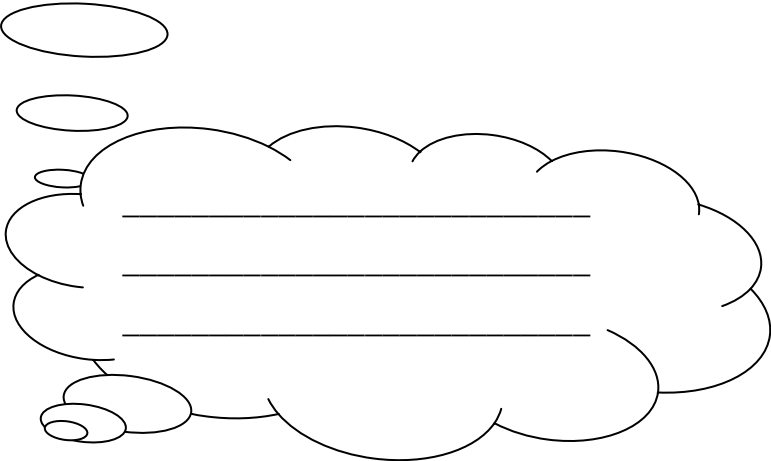
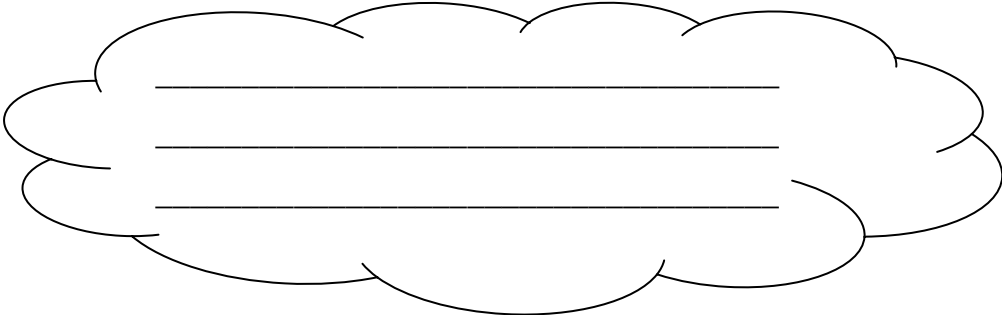
Educational Emphases:

- ICT
- Multiple Intelligence - Interpersonal



Thinking Skill (Analysing and Evaluating)

Things that I regret:





GOING BEYOND THE TEXT




ACTIVITY 3

WE FEEL...WE BELIEVE...WE THINK

LS 4.2.1

Steps:

1. Divide the class into groups.
2. Provide each group with one of the 'Literature Response Question' cards.
3. Each group responds to the task on a poster sheet. Give the pupils 15 minutes to complete the task.
4. Once the time is up, get pupils to display their poster sheets on the wall.
5. Distribute post-it notes to everyone.
6. Pupils talk about all the responses on the poster sheet. They can post questions or comments or praises on their responses. 
7. Upon completion of this activity, the respective group of the poster sheets has to respond to the comments or questions posted by their friends.

Educational Emphases:

- Constructivism
- Multiple Intelligence - Interpersonal



Thinking Skill (Analysing)

Note:

- Ensure each pupil gets enough post-it notes and make comments or questions to the responses.
- The questions may not be grammatically correct. The objective of this activity is to get pupils to respond and give their opinions without feeling intimidated.

LITERATURE RESPONSE QUESTIONS CARDS

(Cut along the dotted lines)

Would you like to read something else by this author? Why or why not?	If you were the main character in this story, would you have acted differently? Explain why or how.
How might the story be different if it happened somewhere else (or in a different time period)?	If you could be one of the characters, which one would it be, and why?
Was there a character you didn't like? Why didn't you like this character?	How do you feel about this story? Would you recommend it to someone else? Why or why not?
Choose a character from the story. How are you different from this character? Explain.	What do you think was the best part of the story? Why?

Adapted from <http://www.lauracandler.com/filecabinet/literacy/PDFLC/responseq.pdf>



GOING BEYOND THE TEXT





ACTIVITY 4

LET'S GET INTERACTIVE

LS 4.2.1(a)

Steps:

1. Prepare each computer with the PowerPoint show file provided to you. If you need to download the file again, download it at https://docs.google.com/file/d/OB1xSKx6-U8_2d0FzdFJ2M2IOTEE/edit?pli=1 ()
2. Run the PowerPoint show until you see the start screen with a big red "Start Game" button.
3. Each pupil plays the game individually.
4. The game will guide the pupils through their journey. 
5. Award pupils with "Achievement Unlocked" badge if they manage to finish the game in 20 minutes.
6. Discuss the choices made by the pupils. Besides terminating the character, what other choices could the pupils have made? 

Educational Emphases:

- Constructivism, ICT
- Multiple Intelligence - Intrapersonal



Thinking Skill (Analysing)

SAMPLE LESSON PLANS





SAMPLE LESSON PLAN



LESSON PLAN 1

MY VALUABLES

Theme : World of Stories

Topic : My Valuables

Learning Standards:

4.2.1 Able to respond to literary texts:

- (a) characters
- (b) place and time

Objectives:

By the end of the lesson, pupils should be able to:

1. talk about the objects and when to use them.
2. find and colour the possible objects found on Gulliver's ship.
3. write the objects found with the correct spelling in the space provided.

Time : 60 minutes

Teaching aids: A bag/box with objects, Gulliver's Travels enlarged picture

Values: Adventurous

CCE / Educational Emphases: Contextual Learning

Multiple Intelligences: Visual-Spatial

Thinking Skill: Analysing

Steps :**Set Induction (Kim's game)**

1. Teacher brings a bag/box containing a few objects relating to the story to the class.
2. Teacher picks a few pupils randomly and each pupil picks an object and tries to guess what it is.

Presentation

1. Teacher chooses an object from the bag/box and asks the pupils when they use it.
2. Teacher shows the picture of *Gulliver's Travels*.
3. Pupils match objects found in the picture with objects in the bag/box.

Practice

1. Teacher distributes Worksheet 1 (*Gulliver's Travels*) to the pupils.
2. Pupils find and colour the possible objects found in the picture (15 items).

Production

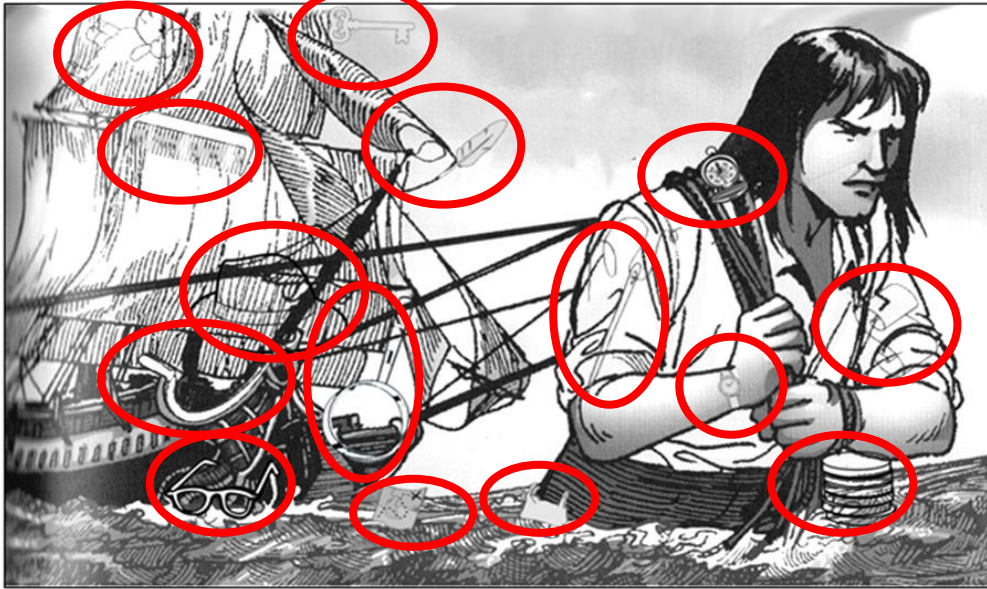
1. Pupils write the objects found in the space provided with the correct spelling.
2. Teacher checks the answers with pupils.

Closure

1. Teacher asks pupils to name the objects that they will take along when they travel on a ship.

Answers

GULLIVER'S TRAVELS



Sheep	Cutting blade	Needle	Coins
Key	Glasses	Comb	Cow
Quill	Magnifying glass	Scroll	
Hat	Watch	Map	

Worksheet 1

Find the possible objects on Gulliver's ship. Colour and list them in the space below.

Gulliver's Travel



1.	4.	7.	10.	13.
2.	5.	8.	11.	14.
3.	6.	9.	12.	



SAMPLE LESSON PLAN



LESSON PLAN 2

THE MAN AND THE MOUNTAIN

Theme : World of Stories

Topic : The Man and The Mountain

Learning Standards:

4.1.2 Able to listen to, sing songs, recite jazz chants and poems with correct stress, pronunciation, rhythm and intonation.

4.2.1 Able to respond to literary texts:

(a) characters

Objectives:

By the end of the lesson, pupils should be able to:

1. recite the poem given with actions and correct pronunciations.
2. write the words that describe 'Man' (as in *Gulliver*) and 'Mountain'.
3. write the similarities between 'Man' and 'Mountain'.

Time : 60 minutes

Teaching aids: Poem, Audio CD, CD player.

Values: Being appreciative and respectful

CCE / Educational Emphases: Constructivism

Multiple Intelligences : Verbal Linguistic, Bodily Kinaesthetic

Thinking Skill : Analysing

Set Induction

1. Teacher writes the title 'The Man and the Mountain' on the board.
2. Teacher asks pupils to guess what the poem is about.

Presentation

1. Teacher distributes the poem titled 'The Man and the Mountain' to the pupils.
2. Teacher recites the poem with action and correct stress, pronunciation, and intonation.

Practice

1. In groups, pupils practise reciting the poem with actions and correct pronunciation, stress and intonation. Teacher encourages the pupils to come up with their own actions.
2. Pupils recite the poem in groups, pairs and individually.
3. Teacher awards marks for their presentation.

Production

1. Teacher distributes Worksheet 1 to the pupils.
2. Pupils write the words from the poem to describe the 'Man', 'Mountain' and their similarities.
3. Teacher checks the answers with pupils.

Closure

The winning group/pair/pupil presents their poem.

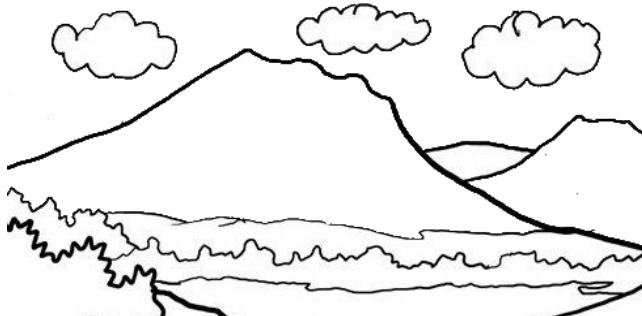
POEM

MAN MOUNTAIN

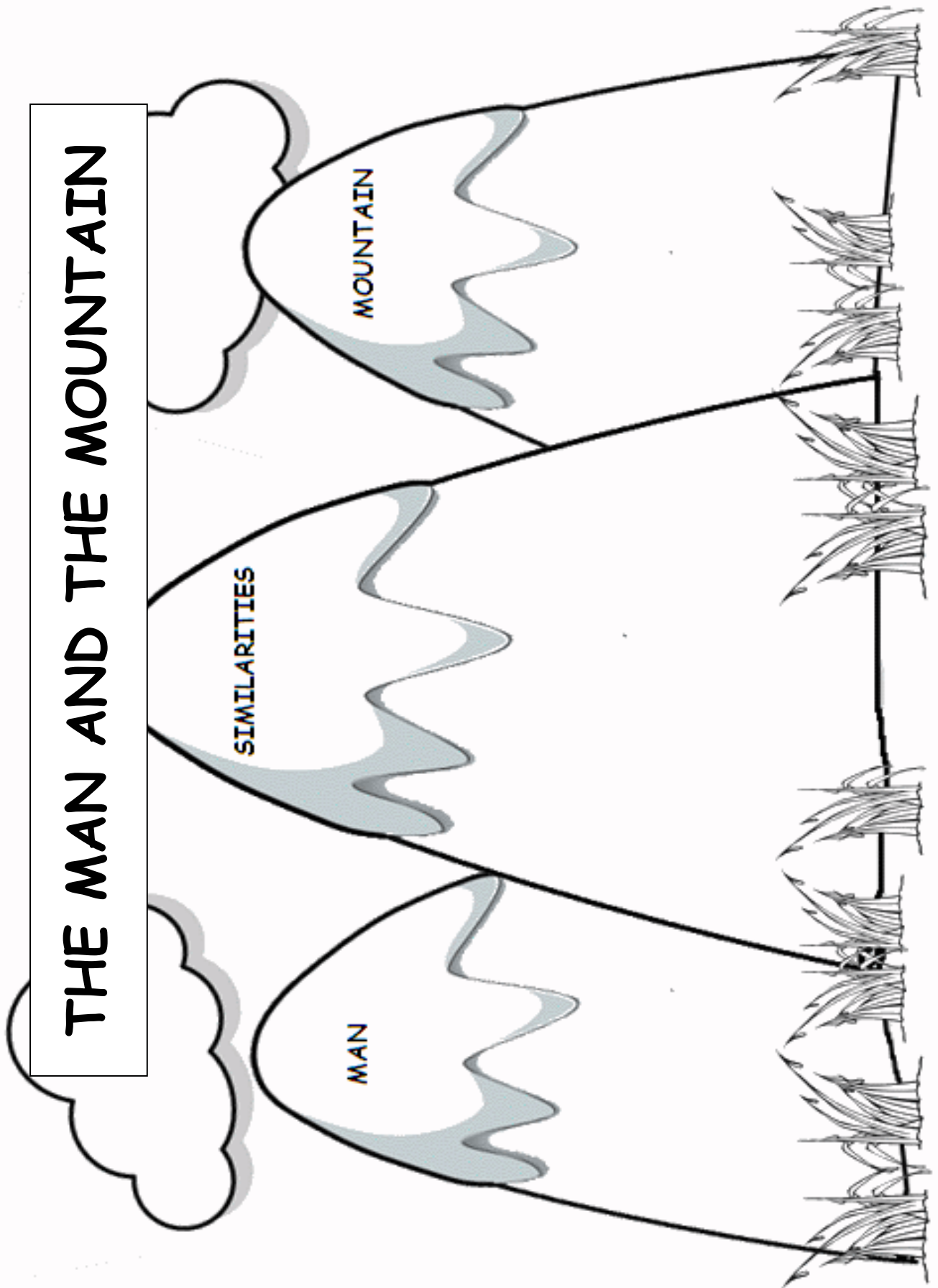
Tall and majestic you stand,
Making you look so grand,
Courageous, strong and bold,
With a heart of gold.

Looking at you with such a might,
A knight for us you will fight,
An honour in our great land,
Always willing to give a hand.

Trustworthy, true and giving,
Despite the chances of leaving,
Defending honour and power,
To remain peaceful forever.



THE MAN AND THE MOUNTAIN





SAMPLE LESSON PLAN



LESSON PLAN 3

HONOUR ME

Theme : World of Stories

Topic : Honour Me

Learning Standard:

- 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.

Objective:

By the end of the lesson, pupils should be able to:

1. design the Nardac medal on the worksheet given.

Time : 30 minutes

Teaching aids: Sample of medals

Values: Being appreciative and respectful

CCE / Educational Emphases: Creativity and Innovation

Multiple Intelligence: Visual-Spatial

Thinking Skill : Creating

Set Induction

1. Teacher shows pictures of medal (refer Appendix 2) or a real medal.
2. Ask pupils these questions:
 - What is this?
 - Where can you find or see this?
 - How do you get this?
 - How do you feel when you are awarded with this?

Presentation

1. Teacher uses the pictures of medals in Appendix 2 to stimulate pupils' ideas and creativity.

Practice

1. Teacher distributes Worksheet 1 to the pupils.
2. Each pupil designs a Nardac medal on an A4 paper.
3. Teacher guides the pupils.

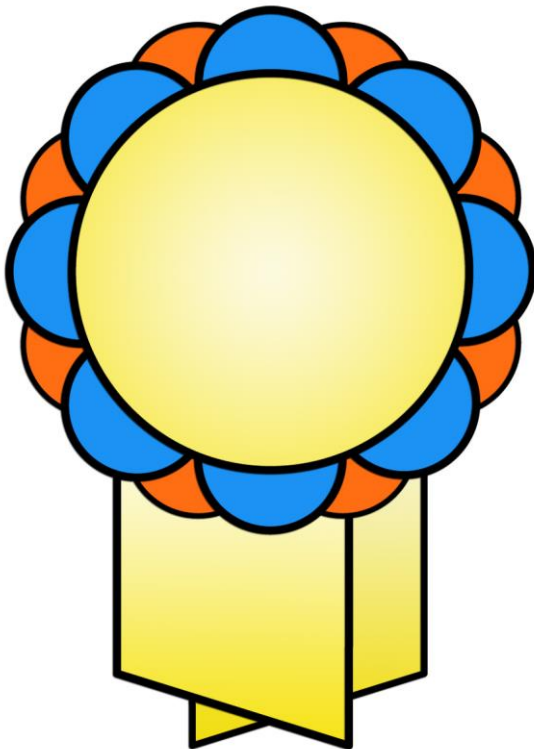
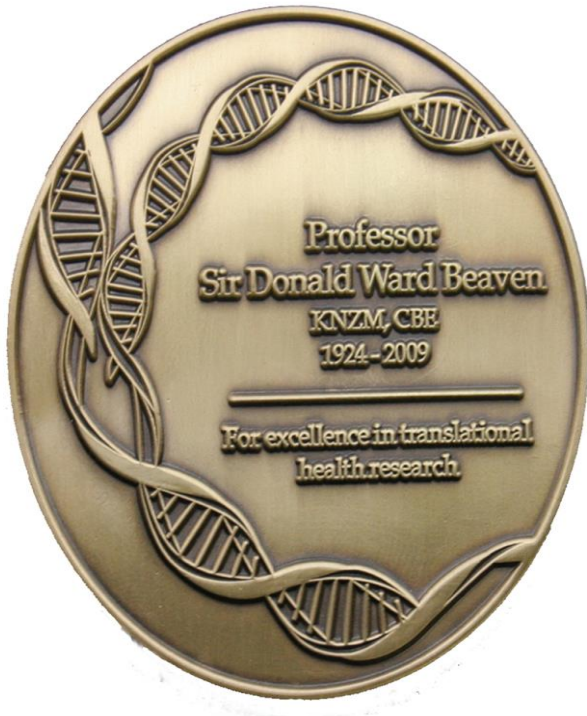
Production

1. Teacher conducts a 'Show and Tell'.

Closure

1. Pupils display their medals on the 'Wall of Fame'.

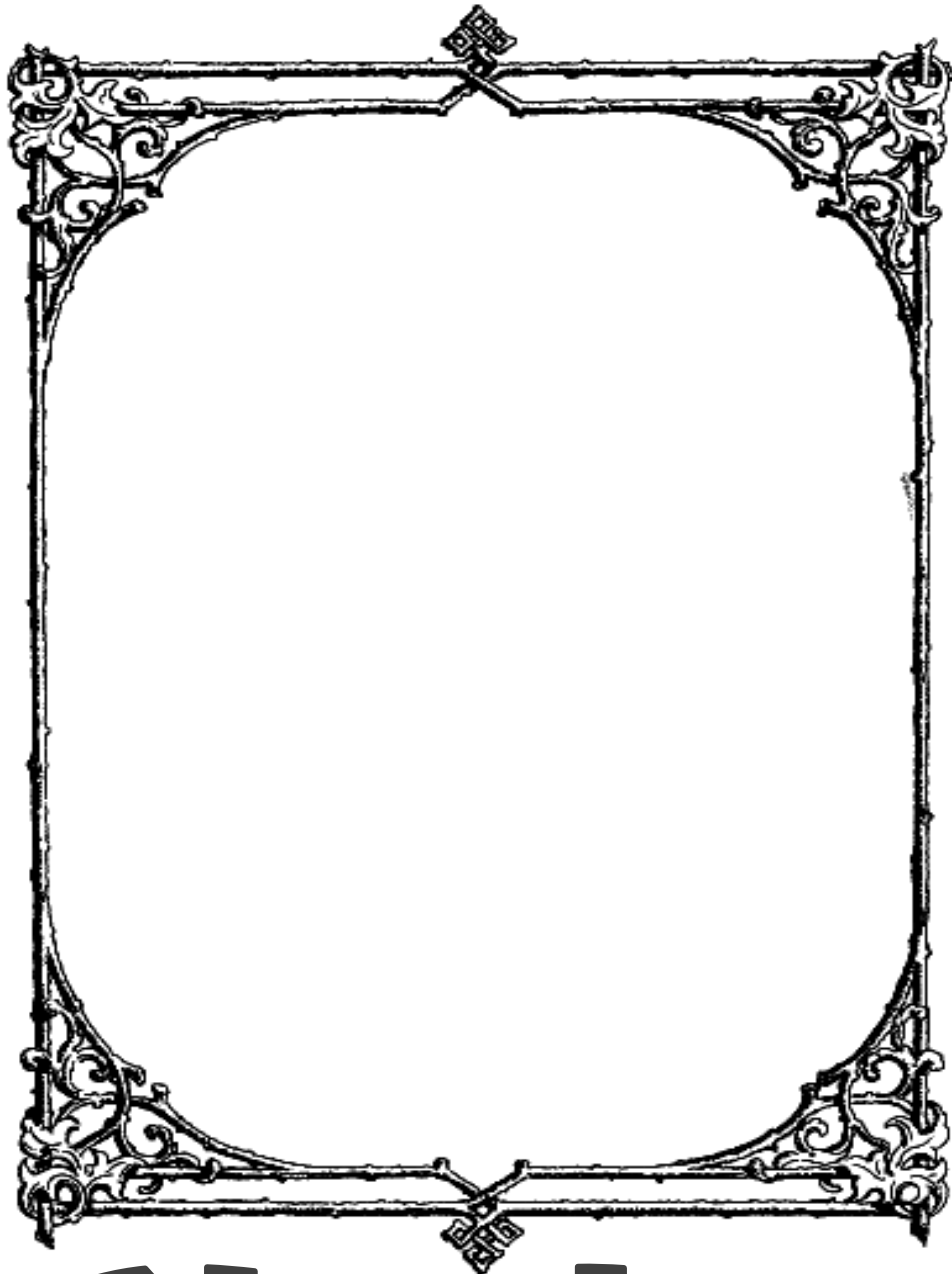
Show and tell is a common expression about showing an audience something and telling them about it. [http://en.wikipedia.org/wiki/Show_and_tell_\(education\)](http://en.wikipedia.org/wiki/Show_and_tell_(education))



Worksheet 1

Creative Work

Design a medal for Gulliver in conjunction of his Nardac, the highest title of honour in Lilliput.



Nardac



EXAMPLES FOR ASSESSMENT



INDIVIDUAL

NAME: _____

CLASS: _____

TEACHER'S NAME: _____



Teacher's note: Tick the appropriate column.

No	Criteria	Excellent 	Good 	Satisfactory 	Ideas for Improvement
A.	Classroom Involvement				
	Able to express their own opinion and ask questions				
B.	Creativity				
	The ability to be creative and innovative				
C.	Imagination				
	Interesting ideas and able to go beyond the text				
D.	Language Delivery				
	Fluent and accurate in speech Pronunciation and intonation				
E.	Knowledge and Understanding				
	Able to understand the story and write/talk about it				

Comments:



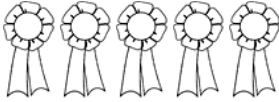



EXAMPLES FOR ASSESSMENT



GROUP WORK

Group: _____

Teacher's note: Tick the appropriate column.

Criteria	Excellent 	Good 	Satisfactory 	Need Practice 
Language Delivery (enunciation, intonation and pronunciation)				
Physical Expression (movements, gestures & expressions)				
Creativity (costume, sound effects)				
Teamwork (cooperation among group members)				
Total Medals				

Comments:



ASSESSMENT - PORTFOLIO

Instructions:

1. All students are required to save, compile and organise their individual work on the graphic novel, 'Gulliver's Travels' in a portfolio.
2. Pupils are suggested to organise their work based on the following headings:
 - a. Revolving Around the Text - Activity 2 - My Quill
 - b. Characters in the Story - Activity 5 - Puppet Time
 - c. Events in the Story - Activity 1 -Travelogue
 - d. Events in the Story - Activity 5 - Travelling with Gulliver
 - e. Moral Values / Message in the Story - Activity 5 - Honour Me
3. Marks will be allocated according to the scoring guide provided below.

Content	Language	Creativity	Pupil's Score
Complete and compiled 5 activities 10	Very accurate 10	Very creative 10	
Completed and compiled 4 activities 7/8/9	Fairly accurate 7/8/9	Fairly creative 7/8/9	
Completed and compiled 3 activities 4/5/6	Satisfactory 4/5/6	Satisfactorily creative 4/5/6	
Completed and compiled 2 and less activities 0/1/2/3	Low proficiency 0/1/2/3	Low creativity 0/1/2/3	
TOTAL			



ASSESSMENT - PERFORMANCE

Instructions:

1. Divide the students into groups.
2. Each group will have to present a performance on the graphic novel either on certain chapters or the play as a whole.
3. Suggested activities for the pupils' performance are as the following:
 - a) Characters in the Story - Activity 6 - Choral Speaking/ Jazz Chant
 - b) Events in the Story - Activity 9 - Show Time
 - c) Events in the Story - Activity 10 - 3...2...1...Action!
4. Each group is suggested to present their role plays within 10 to 15 minutes.
5. Marks will be allocated according to the scoring guide provided below.

Scoring Guide for Role Play	
Group : _____	Class : _____
Content	Group's Score
Presentation and Coordination 10	
Language Delivery, Language Accuracy, Physical Expression 10	
Creativity 5	
Cooperation 5	
TOTAL	



PUPIL'S SELF REFLECTION



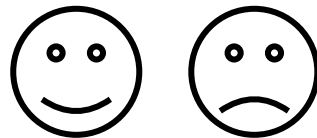
Thank You For The Lovely Story!

Hi, I am Gulliver. You read about me in the —Gulliver's Travels. Feel free to write to me and tell me what you like about the story.



My name is _____.

Reading the story makes me feel



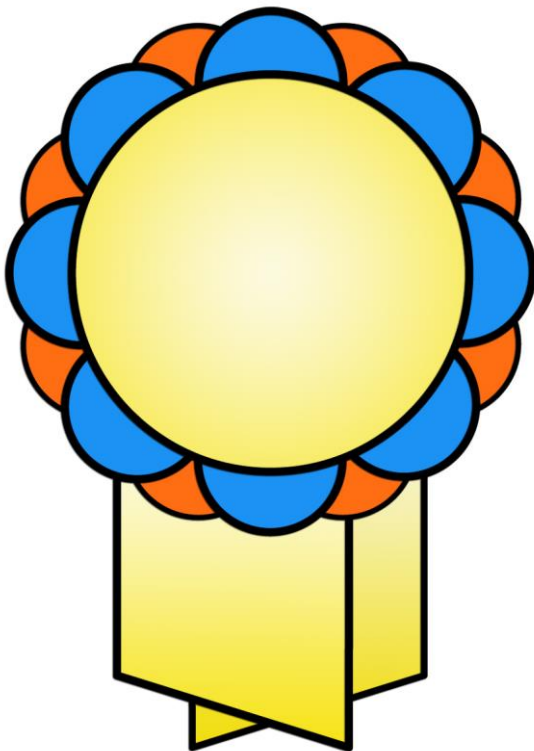
What I like about the story is

What I do not like about the story is

Appendix 1



Appendix 2





AWARDED TO



Acknowledged by,

(_____)

Signed,


(TEAM-MASTER)



AWESOME PERFORMANCE

awarded to



on this date



Signature



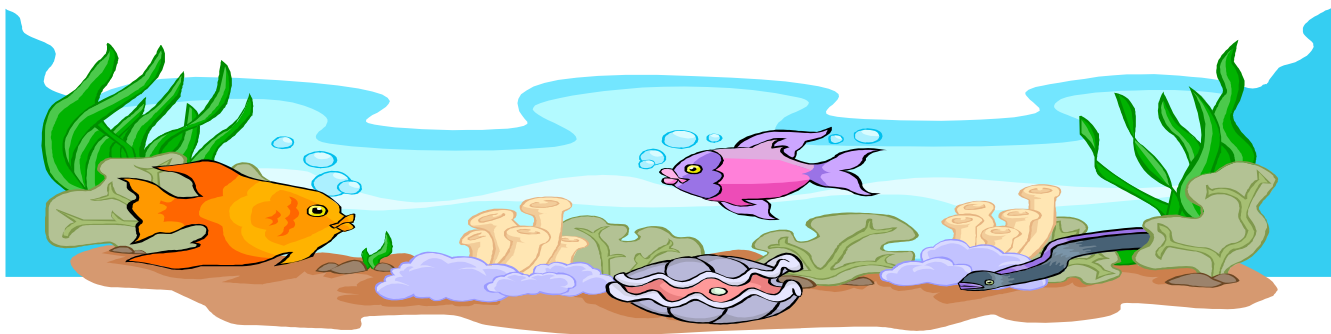
OUTSTANDING LEADER

is awarded to

in recognition of

SIGNATURE

DATE



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