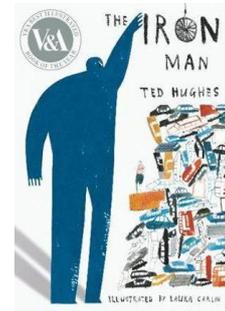


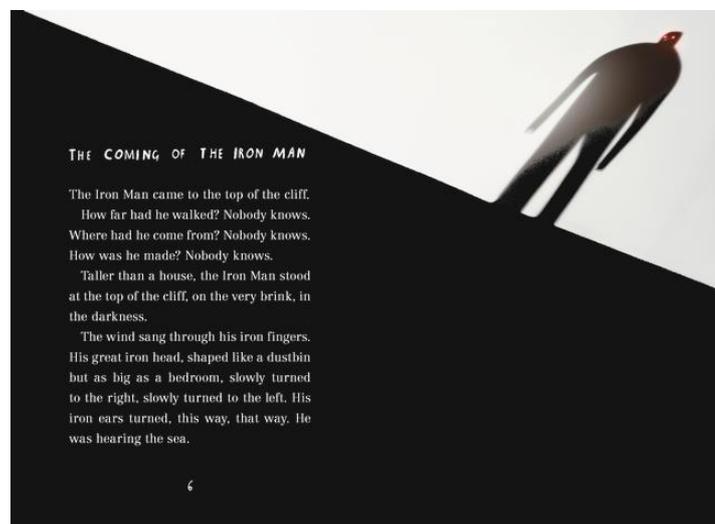
Take 5: Ideas for Independent/Home Learning

The Iron Man by Ted Hughes and illustrated by Laura Carlin (Walker)



1. Explore it

Look at the illustration in the spread below. How does it make you feel? Who is this? What is happening?



Read the text now. What is happening? What does the repeating of the phrase 'Nobody knows' make you think about The Iron Man? What could you say about him from what you have read the Iron Man? What *do* you know from the way he has been described here? What strikes you the most about him? What tells you this? How does the illustration give you a sense of his size? Where is the Iron Man looking?

Would you like to meet him? Why? Why not?

Why do you think the Iron Man has come here? What does he want? What might he do? How will people react when they see him? What will they do to him? Do you know other stories with this kind of character? What happens?

Look at the front cover above. What more do we learn about the Iron Man from this? How does it confirm what you already thought about him? What is he doing? Where is this place? Have you seen a car wrecking yard before in other stories or real life? Why is the Iron Man here? How do you think he is feeling right now?

2. Illustrate it

Think about the Iron Man. If you were to draw him yourself, what would you include? Re-read the description of him. How do you know how enormous he is? How does the comparison to a house, its

bedroom and a dustbin help to provide a sense of scale? What else do you know that is made from iron and metal? Laura Carlin has shown his silhouette. What would he look like in detail? His head has been described like a metal dustbin. What metal objects would you use to depict his ears and his fingers and other parts of his body? You might find interesting metal items around the house to inspire you.

Either draw or craft the Iron Man in detail out of household objects and junk. Would you show him on his own or with a background? You might want to give a sense of size and scale by including features of the landscape, buildings, boats or people that you would find on the coast. Talk about your ideas with someone.

3. Talk about it

- Find and copy any words and phrases that tell you how big the Iron Man is. Could you think of other things with which he might be compared? What about his glowing eyes?
- Why do you think this story starts with the Iron Man stood on the 'very brink' of the cliff edge? Why do we need to know he was 'hearing the sea'?
- What affect does the opening have on you as a reader? 'How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.' Does it make you think of any other stories, poems, or rhymes you know?
- How do you think other people might react to the Iron Man if they saw him? Why might they react in this way?

4. Imagine it

Think about the setting in which the story starts. Can you imagine what the Iron Man is seeing and hearing all around him as he stands on the cliff edge in the darkness? What if you were to witness this event? What would you see? From where would you be looking? Would the Iron Man be far away or close by; above, below, in front or behind you? Would his glowing eyes have spotted you or be looking elsewhere? What happens next? Think about how Ted Hughes has created atmosphere, suspense and mystery in his story opening. Can you imagine the answers to his questions? What do you think is the beginning of the Iron Man's story? Who do you think made him? Why? How far had he walked? Where had he come from?

5. Create it

Imagine you witnessed to arrival of the Iron Man at the cliff and you were asked to write a news piece about it. What would you say? How would you describe what you saw that night? Can you draw on any of Ted Hughes's description in your own writing? Can you create your own descriptions using your drawings and what you imagine? What images would you include in your new piece? Think about whether anyone else saw the arrival of the Iron Man – how did they react? How could you include their quotes in your news piece?

You could write this out or publish it on the computer like a real newspaper story – think about images that you might want to include. If someone in your home has a mobile phone or device with the ability to video, they could video you as if you are delivering a TV news broadcast. How could you involve your other family members in the scenes?