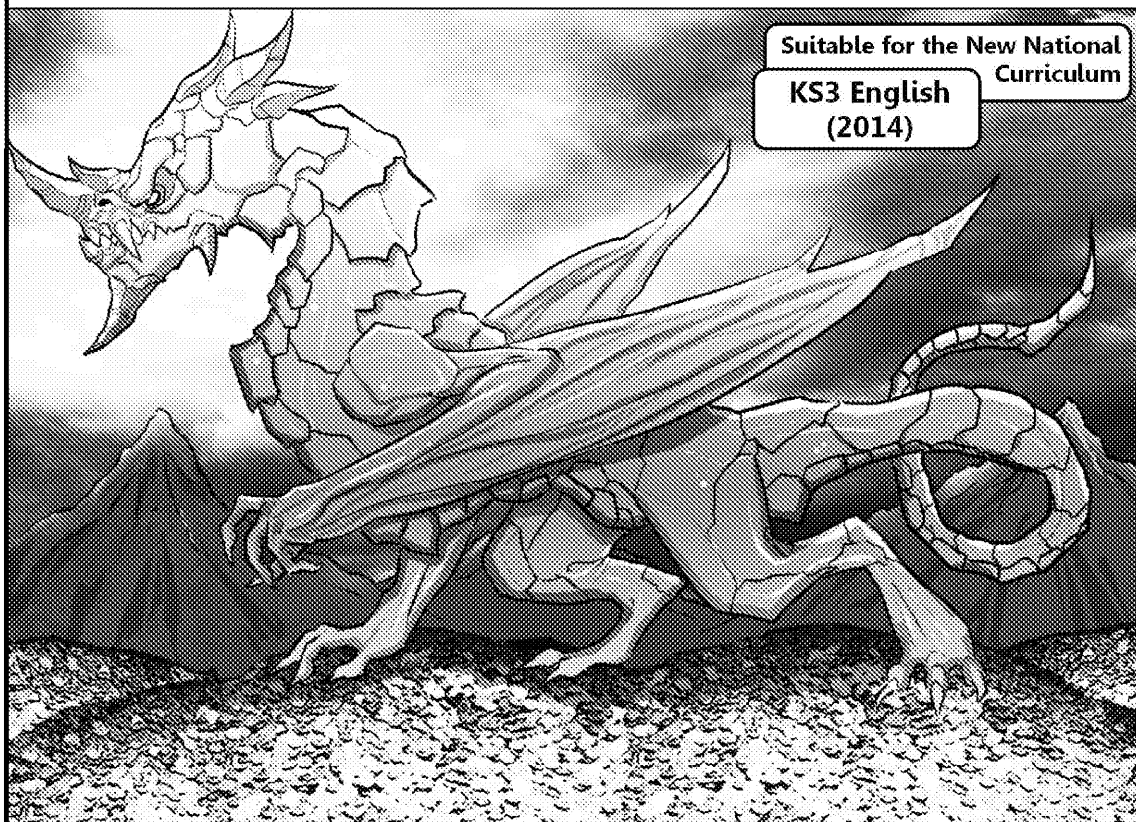


The Hobbit

Notes and Activities for KS3



Update v1.1, January 2016



Suitable for the New National Curriculum

KS3 English
(2014)

POD 5160

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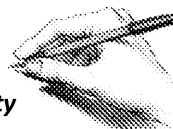
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Teacher's Introduction

The Hobbit is one of the best-loved children's classics, with the movies reigniting everyone's interest in this classic fantasy. The novel offers students an exciting adventure that is full of fantastical mystery and plot twists, while the depth of language allows teachers to exemplify some of the best writing of our time.

This resource has a wide selection of worksheets to ensure that for every chapter of the novel there is a choice of tasks to complete. It aims to challenge students in reading, writing and spoken language. The tasks are extremely varied covering comprehension work, vocabulary exercises, creative tasks, exercises to explore the novel's themes of good versus evil, as well as creative writing exercises. It is unfeasible to expect each class to complete every activity or worksheet due to the exhaustive number of them, which allows teachers to differentiate the resources themselves. This resource is not restricted to a particular ability range, therefore, the teacher is able to choose the tasks and differentiate their teaching to suit the ability of the students in their class. In some of the resources, the task sheets have been differentiated already and have been classified into three levels: foundation, improver and advanced. Teacher and students should choose the ability level appropriate for each student.

Most tasks concentrate on reading, but there are also activities for writing, as well as many appealing spoken language tasks. There is also a range of additional activities, which could be used as starters, homework or supplementary tasks. Each of these activities has been differentiated to suit a range of abilities. At the end of the pack, the teacher will find a range of stimulating final tasks for students to complete once the novel has been read; these have also been differentiated into the ability levels.

An outline of each chapter and an overview of some of the more difficult task questions are provided in the Worksheet Guidance section of the resource, which has been included for teachers who are not so familiar with the novel or for those who have not taught it previously.

June 2013

Note: Edition used *The Hobbit*, Harper Collins: 2012, ISBN 978-0-00-745842-4

Update v1.1, January 2016 – references to AFs and APP grids removed

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Using pre-September 2014 National Curriculum resource

I recognise that many English teachers will continue to value the Assessment Focus of the pre-September 2014 KS3 English National Curriculum. As such, the table below links activities/lessons/worksheets in this resource to these elements. This means you can use it as guidance for your assessment and to help you choose appropriate resources.

| Chapter | Worksheet | Assessment Focus |
|---------|---------------------------------|---|
| 1 | Bilbo Baggins | R2: understand, describe, select or retrieve information, events or ideas from text (both tasks) |
| | Bilbo's World | R2: understand, describe, select or retrieve information, events or ideas from text (both tasks) |
| 2 | More Than Words | R5: explain and comment on writers' uses of language, including word and sentence level |
| | Colours and Escape | W7: select appropriate and effective vocabulary |
| 3 | The Secret Valley | R5: explain and comment on writers' uses of language, including word and sentence level |
| | Runes | W2: produce texts which are appropriate to task, reader and purpose |
| 4 | Treasure Maps | W2: produce texts which are appropriate to task, reader and purpose |
| | Onomatopoeic Song | R5: explain and comment on writers' uses of language, including word and sentence level |
| 5 | Gollum | R7: relate texts to their social, cultural and historical contexts and |
| | Writing in Role | R3: deduce, infer or interpret information, events or ideas from text |
| 6 | Fearsome Character | W1: write imaginative, interesting and thoughtful texts |
| | Flying high | W7: select appropriate and effective vocabulary |
| 7 | Bilbo's Journey | W1: write imaginative, interesting and thoughtful texts |
| | Missing Punctuation | W7: select appropriate and effective vocabulary |
| 8 | Brave Bilbo | R4: identify and comment on the structure and organisation of texts and presentational features at text level |
| | Rhetorical Questions | W6: write with technical accuracy of syntax and punctuation in production |
| 9 | Tolkien's Style | W3: organise and present whole texts effectively, sequencing and structuring events |
| | Thought-tracking Drama Activity | R5: explain and comment on writers' uses of language, including word and sentence level |
| 10 | Use of Language (x2) | R6: identify and comment on writers' purposes and viewpoints and their effect on the reader |
| | Using Language | Spoken Language |
| 11 | Character Step | R5: explain and comment on writers' uses of language, including word and sentence level |
| | Emotions | R3: deduce, infer or interpret information, events or ideas from text |
| 12 | Smaug (x2) | Spoken Language |
| | Dealings in the Dark | R2: understand, describe, select or retrieve information, events or ideas from text |

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| | | |
|------------------|--------------------------------------|---|
| 13 | Greed | R7: relate texts to their social, cultural and historical contexts and R6: identify and comment on writers' purposes and viewpoints as a reader |
| | Battle Strategy | Spoken Language |
| 14 | The Fall of Smaug | R7: relate texts to their social, cultural and historical contexts and R6: identify and comment on writers' purposes and viewpoints as a reader |
| | The Magic Significance of the Thrush | R4: identify and comment on the structure and organisation of texts presentational features at text level R7: relate texts to their social, cultural and historical contexts and |
| 15 | Themes | R2: understand, describe, select or retrieve information, events or ideas from texts reference to the text R6: identify and comment on writers' purposes and viewpoints as a reader |
| | Who Said This? | R7: relate texts to their social, cultural and historical contexts and |
| 16 | Betrayal | R3: deduce, infer or interpret information, events or ideas from texts |
| | The Struggle | R7: relate texts to their social, cultural and historical contexts and W1: write imaginative, interesting and thoughtful texts |
| | Spelling in the text | W8: use correct spelling |
| 17 | The King of the Castle? | Spoken Language |
| | Haunting History | R3: deduce, infer or interpret information, events or ideas from texts |
| 18 | Read All About It! | W3: organise and present whole texts effectively, sequencing and structuring events W4: construct paragraphs and use cohesion within and between paragraphs |
| | The Demise of Thorin | R4: identify and comment on the structure and organisation of texts presentational features at text level |
| 19 | The Last Stage | R3: deduce, infer or interpret information, events or ideas from texts |
| | Bilbo the Essay | R2: understand, describe, select or retrieve information, events or ideas from texts reference to the text |
| Final activities | My Own Chapter | W4: construct paragraphs and use cohesion within and between paragraphs |
| | Fantasy Story (x2) | W1: write imaginative, interesting and thoughtful texts |
| | Who Am I? (x3) | R2: understand, describe, select or retrieve information, events or ideas from texts reference to the text R3: deduce, infer or interpret information, events or ideas from texts |



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Worksheet Guidance

Teachers can find here the overview of each chapter and guidance on the more of activities in the pack. The chapter name, number and task title have been included.

Chapter 1: 'An Unexpected Party'

This offers an in-depth introduction to and description of Bilbo Baggins, the hobbit wizard drops by, seemingly by chance; he is looking for someone to share in an adventure. Without Bilbo knowing Gandalf invites 13 dwarves to Bilbo's house the following evening which Bilbo will be the 14 adventurer, 'burglar', to defeat the dragon, scale the mountain and retrieve the treasure and jewels.

- *Bilbo Baggins*

Students must use the text to show what they have learned about Bilbo to create a character profile. Advanced students should be encouraged to glean their information from what it tells us about Bilbo.

- *Bilbo's World*

This worksheet covers four key aspects of Bilbo's life: his house, family, his journey and his role. A section has been completed for them as an example.

Students need to show an understanding of how Tolkien describes Bilbo's home. To show a part of Bilbo's character and homeliness by retrieving quotations that show the comfort that Bilbo gets from his hobbit-hole is something he reflects on throughout his journey. In portraying the hole in this way, the reader later sympathises with the hardships he must endure on his journey. They must understand that hobbits are homebodies and that his family had never had any adventures or done anything unexpected actually.

Chapter 2: 'Roast Mutton'

The 14 adventurers set off and soon come across a red light ahead. With Gandalf's help they investigate and find three large trolls. Bilbo is captured and accidentally tells them the dwarves have sacks over them and are captured by the trolls. Luckily, Gandalf tricks the trolls to argue so the dwarves can all be freed and they are back on their way.

- *Capture and Escape*

The students will act out the comedy of the trolls arguing among themselves and the dwarves escaping. Ask the higher-ability groups to think carefully about what Bilbo has been able to lead an escape had it not been for Gandalf. Try to ensure that Bilbo is the emerging leader.

Chapter 3: 'A Short Rest'

The group are tired and need to take a break, so Gandalf contacts his friends the Elvenking and have food and drink. They plod on and feel anxious they will not find it, and then before they know it they can have a 'short rest.'

- *The Secret Valley*

Students must analyse the use of language and literary devices in this high-ability section. Advanced students should find additional quotations of their own to explain the significance of the valley.

- *Runes*

The runes translated are: 'Stand by the grey stone when the thrush knocks and the last light of Durin's Day will shine upon the keyhole'. Elrond translates this as a warning to the dwarves.

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Chapter 4: 'Over Hill and Under Hill'

The adventurers move on, there is a huge storm so they try to shelter but it proves dangerous, they say they have explored it and it is fine. They talk and talk and eventually are awoken to discover a huge crack has opened in the back of the cave and the ponies are suddenly out jump lots of goblins. Luckily Gandalf was alerted by Bilbo's yell and the crack closes and the party, with the exception of Gandalf, are on the wrong side of the sword that Thorin stole from the trolls, recognises it as something that has killed their enemies. Suddenly there is a huge flash and all of the lights go out, the spare Great Goblin is dead; it is Gandalf to the rescue. He leads the dwarves and Bilbo and they think they are escaping Dori, carrying Bilbo, is grabbed from the darkness and

- *Treasure Maps*

More-advanced students should be encouraged to use their work on the details in code.

- *Onomatopoeia*

Students must understand that onomatopoeia is the use of words that imitate the objects or actions they describe and they should find examples in the text. It is clear that Tolkien used short and snappy onomatopoeia to show the aggression of the goblins.

Chapter 5: 'Riddles in the Dark'

Bilbo comes round but can see or hear nothing. Feeling around, he finds a ring and puts it in his pocket to examine later. After a little exploration, Bilbo comes across a small slimy creature who wants to play riddles with Bilbo so he complies, not knowing if Gollum is friend or foe. Then Gollum gets bored and hungry. He goes to get his magic ring, which can make him invisible. Bilbo soon realises it is the one he has found. Gollum accidentally leads Bilbo to the exit. Bilbo intended to use his ring to capture some goblins and Bilbo seizes his chance to escape with the invisibility ring and escapes, first past Gollum and then past the goblins.

- *Gollum*

A research lesson may be advisable for this lesson so that students can explore the history of Anglo-Saxon pastime. Students will explore what we have learned or inferred from the text and should deduce that although he is dangerous, Tolkien also makes us feel sympathy for Gollum.

- *Writing in Role*

The student must choose the appropriate level to complete on this different perspective.

Chapter 6: 'Out of the Frying Pan into the Fire'

Bilbo plods on not knowing where he is, and eventually comes across Gandalf and the ring of invisibility and decides to surrender to them. After hearing them arguing about the ring, Bilbo takes it off and they are very surprised and Bilbo pretends to tell them about the ring. They hear his story and then continue on eventually to the wargs, evil creatures. Gollum upsets the wargs by setting fire to pine cones and then the Eagles arrive. The goblins overhear the upset in the forest and come to investigate. Gandalf, the dwarves and Bilbo and carry them away. Bilbo hears Gandalf talking and realises that they are friends. The eagles agree to take them safely off the Misty Mountains for food and fuel.

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Chapter 7: 'Queer Lodgings'

The adventurers continue on; Gandalf tells them he has a 'skin-changer' friend and they come across a huge door. They meet Beorn, currently in the form of a black bear too. They tell him their tale and he shelters and gives them food and a good night's rest. Beorn returns, impressed that they have killed the Great Goblin and gives them ponies to help them and gives them lots of food. They continue on and Gandalf tells them to leave them. Everyone is very sad, especially Bilbo, but Gandalf tells them it is the first sign that this is a personal journey of self-knowledge for Bilbo, as well as a physical journey.

- *Bilbo's Journey*

Students must look at the quotes and see how Tolkien is structuring the journey as well as physical, journey that Bilbo is going on. They should see the theme of self-discovery show itself.

- *Missing Punctuation*

Lower-level students may be permitted to alter the punctuation on the sheet to make it correct.

The book that I am studying is called 'The Hobbit', it was written by J R R Tolkien. It is a story in which the characters journey to find treasure. The novel's main character is Bilbo Baggins. He is not really an adventurer and it is funny to see how he reacts along the way. He meets lots of different characters and Bilbo has gotten into a few scrapes. I can see how he is changing and maybe he will become the brave explorer Gandalf the wizard.

Note: If this exercise is done on the computer, the title of the book should be italicized and inverted commas. Students may put full stops after Tolkien's initials which would be incorrect.

Chapter 8: 'Flies and Spiders'

The adventurers head into the forest and soon find they dislike it as much as they dislike the idea of journeying, and a near miss where they nearly find a boat to use, they come across a giant spider but he manages to attack and kill it with his sword. He then comes across lots of huge spiders that are discussing the dwarves and killing them. He manages to rescue where he manages to lure the spiders away and release the dwarves from the cave. They realise that Thorin is missing and has been taken by the wood-elves. Thorin is then rescued by the dwarves.

- *Brave Bilbo*

Creative writing task focusing on the structure of students' writing.

- *Rhetorical Questions*

Definition: A question asked for the sake of persuasive effect, rather than to obtain information. It does not require an answer.

Use the examples to help students appreciate Tolkien's humorous style and use rhetorical questions persuasively. Ask students to identify the rhetorical question and explain its effect.

Chapter 9: 'The Elvenking's out of Bond'

Bilbo manages to slip on his invisibility ring as the dwarves are bound and led to the Elvenking. Thorin is also being held by the Elvenking. Bilbo spends a few weeks listening to the Elvenking's plans, and discovers a stream entrance to bring in wine barrels running under the palace. He uses this to free the dwarves; get them in the empty barrels as they are sent back to be refilled. The dwarves escape the barrel as they all plunge into the water. They are free of the palace, but the chapter ends with the dwarves are alive or dead.

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• *Tolkien's Style*

| Action | What this reveals about Tolkien |
|--|--|
| He tells us how Bilbo thinks and feels. | By telling us how Bilbo thinks and feels, Tolkien allows us to see Bilbo and not just the external parts of his personality. This allows us to empathise with him as an individual. We understand how difficult the journey is for him. We grow to love him because of this. |
| He describes the scenes in great detail. | Tolkien describes the scene in great detail as he is a visual person. This allows us to form a visual interpretation of both the scene and the characters. This level of detail is often viewed as a more old-fashioned one that we should appreciate. |
| He shows how the dwarves' impression of Bilbo changes. | He shows how the dwarves' impression of Bilbo changes from dismissive of Bilbo's talents. While we enjoy the humour of the little men, when he starts his journey, we see how they discover self-discovery, leadership and morality as they follow him. This shows the dwarves to have a very high opinion of him that the novel provides a useful moral lesson, as we learn from their example. |
| He does not give each chapter a conclusion. | He does not give each chapter a conclusion so we are drawn to find out what happens next. We are drawn to read on at the end of each chapter to find out if the dwarves live or die. The use of suspense is a key feature of the novel. |
| He speaks directly to us, the reader. | Tolkien speaks directly to the reader to involve us, making us feel part of the journey. At times he does this to reveal more of his humour, for example in Chapter 9 by saying that the dwarves have a flaw in Bilbo's plan before Bilbo did. |

• *Thought Tracking Drama Activity*

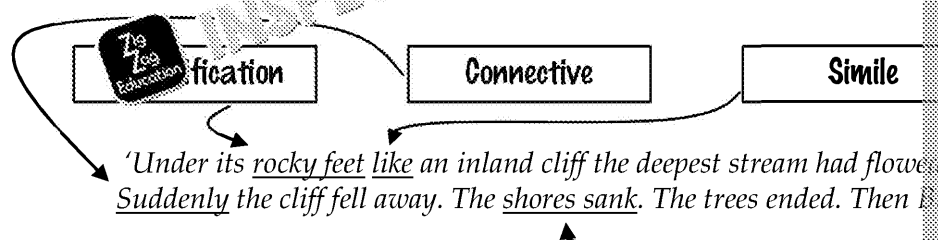
Pairs can be of mixed ability although lower-ability students may find it easier to use words rather than his inner thoughts.

Chapter 10: 'A Warm Welcome'

After a considerable journey down the river, Bilbo sees the Lonely Mountain and manages to free the dwarves. Despite their fatigue and hunger, they are all alive and well. The woodelves and Thorin introduce himself to the master as the son of Thorin. The master is not sure if Thorin is telling the truth, but believes him for now, and gives them a week. After that, Thorin said that it was time for the last leg of their journey towards the Lonely Mountain. Bilbo is extremely unhappy to leave.

• *Use of Language*

- **Simile:** strategy that compares things using 'like' or 'as'
- **Alliteration:** technique that repeats a consonant sound
- **Personification:** assigning the qualities of a person to something that is not a person
- **Connective:** a word used to show links between ideas



• *Changing Mood*

Encourage students to flick back through each chapter and interpret the mood of the assessment of how happy they feel Bilbo is. As they progress through the book, they should be able to see how his mood changes at the end of each chapter and see how his mood changes.

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Chapter 11: 'On the Doorstep'

The townsmen take Bilbo and the dwarves in a rowing boat towards the Lonely Mountain, but the townsmen are so scared so they leave and the others set out toward the Mountain. They stop near the door. They cannot open the door despite trying several different tools over several days. In despair, Thorin makes a comment that autumn is almost at an end. When Bilbo hears the stone the next day, he remembers Elrond telling him about the keyhole being revealed for the sun to set and the hidden keyhole appears. Thorin is able to open the door at the start of the journey.

- *Emotions*

Possible answers for the table:

| Character | Emotion shown | Link out quotations from the text |
|-----------|---------------|---|
| Balin | fear | P. 249: 'Balin gasped. "Let us return now. And I don't like these dark birds, either!"' |
| Bilbo | uneasiness | P. 255: 'He had a queer feeling that he was being watched.' |
| Dwalin | disbelief | P. 254: 'and our beards will grow till they reach the valley before anything happens here.' |

Chapter 12: 'Inside Information'

They stand for a while until Thorin declares that Bilbo must venture in. As he gets close, he soon to be revealed as Smaug. Bilbo did not think that he had been seen and grabbed the door handle. He had smelled him. Bilbo rushes out to tell the dwarves what he has found but keeps his secret. Smaug erupts from the mountain and Bilbo realises they will be seen when Smaug comes out. They dash in just as Smaug comes out to the entrance, scorching them even through the door. Bilbo offers to go back down and check what Smaug does. When he gets there, he speaks to Bilbo to ask who he is. Smaug tells Bilbo he can smell dwarves. Bilbo goes to the doorstep to tell the dwarves his news and virtually collapses with exhaustion. He then goes back and recounts his tale. Bilbo grows increasingly worried about being outside and comes back in. Smaug must come in and shut the door in case Smaug tries to get them again. They get back into the mountain and it is Smaug trying to force open the secret doorway. Smaug shows his true nature going to punish the Men of the Lake for helping him.

- *Smaug*

- When you say things more than once: **repetition**
- Strategy that compares things using 'like' or 'as': **simile**
- The technique when the word imitates the sound: **onomatopoeia**
- An adjective that could describe a rainbow: **use of colours**
- Sentence type that uses 'and', 'so' or 'but' to join two parts together: **compound sentence**
- Joining word – often used at the start of sentences: **connective**
- Kind of sentence that adds extra information for the reader: **complex sentence**
 - 'As he went forward it grew warmer and warmer, till there was no doubt at all of the heat of the fire.' **complex sentence**
 - 'It was growing steadily getting redder and redder.' **repetition**
 - 'And now undoubtedly hot in the tunnel.' **connective**
 - 'Wispers of vapour floated up and past him and he began to sweat.' **compound sentence**
 - 'A sound, too, began to throb in his ears, a sort of bubbling like the sound of water on the fire, mixed with a rumble as of a gigantic tom-cat purring.' **onomatopoeia**
 - 'This grew to the unmistakable gurgling noise of some vast animal breathing there in the red glow in front of him.' **onomatopoeia and use of colour**

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Chapter 13: 'Not at Home'

The dwarves dare not move for days until Thorin finally declares they must try to find the treasure. Bilbo who says instead that they must venture down and face their fate. When they are not there but they do find the treasure. Bilbo climbs the mountain of treasure and finds the Arkenstone gem. Bilbo calls for the dwarves to use lights when he knocks them into the treasure, filling their pockets. Bilbo urges them on and they enter the secret chamber of Thrór. They come to the door and manage to open it to the fresh air, a safer place and wonder more than anything where Smaug is.

Chapter 14: 'Fire and Water'

Tolkien takes us back in time two days to when Smaug left the mountain. He flies out of Esgaroth, but some people see him coming and prepare themselves by soaking in flames and getting their arrows ready. A fire starts, and a lot of the town ablaze, and one of the archers, Bard, to aim for the dragon's breast when he flies. Bard follows the dragon and kills Smaug and he lands in the town. At first, the townspeople think Bard is dead, but he should have been. Thorin the dwarf king objects as he has done nothing wrong, and insists that Thorin and the dwarves that awakened the dragon. However, Bard suddenly realises that means the treasure is unguarded, as he believes Thorin and the dwarves to be dead. He then march north to the mountain to recover the treasure.

- *The Fall of Smaug*

Definition of a metaphor: a thing regarded as representative or symbolic of something abstract.

Ensure that students have read and understood that, traditionally, in fairy tales, dragons represent greed. Students will discuss who they believe is the real dragon: the actual dragon, Thorin, Bard the dragon slayer or any of the elves and men who are greedy for the treasure that is stored under the Lonely Mountain.

Once Smaug has been killed, what prevents a 'happy ever after' fairy-tale ending?

Students should be able to see that the greed so many of the characters have leaves behind turns what should be a happy ending into war, violence and the stealing of the Arkenstone. Try to show them that Bilbo is trying to bring about peace and not betrayal.

What is your prediction for what might happen to Thorin and to Bard now?

Try to gauge students' reaction about whether Thorin will reclaim what is his, or whether his greed and desire for treasure will lead to his death, just like it did for Smaug. Do they feel that Bard has rightfully won the treasure now and whether they think he should keep it or share it.

- *The Magic Significance of the Thrush*

Students should identify that the relation between the thrush and Thorin's ancestors and the language is loosely based on Old Norse, emphasises the importance of the thrush in the story. The importance of history is a key theme.

Chapter 15: 'The Gathering of the Clouds'

We return to Bilbo and the dwarves when the old thrush tries to tell them something but a raven as he can understand them. At that the thrush flies away and returns, bringing news. He tells Thorin how his father and grandfather knew him long, long ago and how he is dead. He advises Thorin that many people come now for the treasure, but that the dwarves, men and elves can have peace. Thorin is very excited by this and says that he would not share any of his gold with those he calls thieves: the men and elves. He goes back to the mountain to watch the gold. They set off and the ravens keep them in the dark. Then one night, the men of the lake and the elves arrive, the dwarves

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doesn't like but it seems to please Thorin. The next day, Bard arrives at the gate and says that he has killed Smaug and they are not yet foes and need to make an agreement. Bilbo says that Bard has killed Smaug, but Thorin does not and says that Smaug had stolen the treasure. Thorin seizes a bow and shoots an arrow to declare war; the other dwarves would not do otherwise. Most unhappy as he disagrees with Thorin's standpoint.

- *Who Said This?*

'I only wish he was a raven!... There used to be great friendship between me and Smaug'

Balin

'Behold! the birds are gathering back again to the Mountain and to Dale! For word has gone out that Smaug is dead!' **Roac the raven**

'We could see peace once more among dwarves and men and elves after this'

'...none of our gold shall thieves take or the yoncs carry off while we are sleeping'

'...by my hand was the dragon slain and only the treasure delivered' **Bard**

'...have you no thought for the sorrow and misery of his people' **Bard**

'But nothing will we do, not even a loaf's worth, under threat of force' **Thorin**

Chapter 16: 'The Elf in the Night'

Thorin orders the dwarves to search for the Arkenstone and Bilbo starts to worry. The raven tells Thorin that more than 500 dwarves are coming to help but winter will die. Thorin is not moved and says winter will also bite the elves. That night Bilbo offers to relieve Bombur on his look-out duties, as Bombur is cold. As soon as Bombur is asleep, Bilbo rings and uses a rope to get down the wall to the elves and Bard. Then Bilbo tells Bard of the approaching army and offers him the Arkenstone to help his bargaining. Just as Bilbo wakes Bombur and congratulated him. He woke Bombur and returned to sleep as if nothing had happened.

- *Spelling in the Dark*

Dear mum,

I am missing you so much. It is very cold and wet here and my socks and shoes have gotten myself in a bit of trouble and I am not sure if I have done the right thing. I feel awkward and is making us all stay here even though the elves are going to win. I am so tired and I just want to come back to my little cottage and have a nice sleep. I am in us into such a bloody battle so I hope I have helped to stop it but I am not sure.

Miss you

Bilbo

X

Chapter 17: 'The Clouds Burst'

The next morning, Bard comes to the door with a cloaked man and asks if Thorin would change it. When Thorin says no, Bard produces the stone and Bilbo tells Thorin. Thorin screams at Bilbo and shakes him. Suddenly, Gandalf appears and reveals himself under the cloak. He orders Bilbo down and orders him to leave. Gandalf remarks that he is not making a very big change. Bard says he will give Thorin the Arkenstone on Monday to give the Elvenking the treasure. As Bard leaves, he meets Dain and the other dwarves but does not let them have a share of the treasure. Suddenly, a bow is twanged and the dwarves and elves are fighting. Gandalf stops the fighting and the sky turns black. He announces that the goblins are attacking. Suddenly there is a Battle of Five Armies: goblins, wild wolves, elves, men and dwarves. Dain the dwarf slew Bolg of the North's father in Moria (the goblin). Bilbo puts as he can. Midway through the battle, with many dead, Thorin and the dwarves are killed. A battle ensues and Bilbo stands aside with Gandalf, who appears to be conducting. Suddenly Bilbo sees the eagles approaching. 'The Eagles' he shouts to tell everyone. They are struck by a stone and falls with a crash.

- *Who is the King of the Castle?*

The class needs to be split into five groups. A research lesson would be a good idea to give some information to help them to prepare their arguments.

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Chapter 18: 'The Return Journey'

Bilbo regains consciousness and finds himself all alone in silence. He hears a man realise he still has his ring on, so no one can find him. The man carries Bilbo back wearing a sling, and Thorin, who has many injuries. Thorin immediately says good praises Bilbo, thus making up for his previous grievances. He dies and Bilbo goes on what happened in the battle and learns that Fili and Kili are also dead and that Dain Mountain. The Eagles had helped the dwarves a lot but it was Beorn in bear shape crushed Bolg the Goblin. Dain said that Bard would get a 14th share of the treasure chests of treasure and says a sad goodbye to the dwarves. He leaves with Gandalf Elvenking. As they leave the Elvenking, Bilbo gives him a necklace for his hospitality. They journey on and finally get through Mirkwood with the Lonely Mountain in the armchair.

- *Read All About It!*

You could book a computer for students to complete their newspaper.

- *The Return Journey*

The sequence of events is:

- Thorin is determined to get the treasure back, and especially wants the Lonely Mountain.
- Thorin alone of the dwarves is not taken unawares by the Trolls.
- Thorin is the first to emerge from the barrels at Lake-town.
- Thorin marches up to the leaders of the town, declaring himself as King.
- Thorin will not acknowledge the elven right to any of the hoard.
- Thorin is furious when Bilbo steals the Arkenstone to use as a bargaining chip.
- Thorin is mortally wounded in the Battle of the Five Armies.
- Thorin makes peace with Bilbo before he dies.

Chapter 19: 'The Last Stage'

Gandalf and Bilbo make it back to the house of Elrond in May and the elves of the West. Gandalf recants their adventure while Bilbo dozes. They rest for a week and then where they had hidden the troll's gold so they dig it up and he tries to give it to Galadriel. Eventually, they see Bilbo's home and Gandalf tells him he is not the hobbit he once was. The hobbits are going in and out and they discover that his house and possessions are left off as he, Bilbo, is presumed dead. We are told it took years for Bilbo to recover his life back. However, he notes that he had also lost his reputation among the hobbits as he used his treasure to buy presents for his family but keep his ring secret and he spent his time visiting the elves and generally being happy.

Some years later, Bilbo is in his study writing his memoirs. In Gandalf and Balin are up on everything. Gandalf remarks that Bilbo is just a little person in a wide world.

- *The Last Stage*

Possible answers:

The final stage of the journey is when Bilbo and Gandalf are alone on the final step of their journey. It is a special moment, as it was Gandalf who recruited Bilbo for the adventure and it gives a cyclical sense to them ending the journey together too.

There are lots of songs in this last section and the words imply that although the journey has also been incredibly successful. There is an emphasis on the union of the hobbits and the elves.

Bilbo is portrayed as exhausted when he falls asleep at the Homely House. 'comfortably' asleep in the corner points to Bilbo's new happiness, even though he is still a hobbit. His friendship with the elves is now such that he feels very happy there and 'many a merry jest and dance' there which does not seem like the Bilbo who was once a simple hobbit.

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When they reach the gold it is interesting to note that Bilbo immediately... all. Despite being labelled a thief, he shows a very selfless side. Gandalf's... linked to the fact he knows about Bilbo's house auction, **is very different**... Smaug's treasure. This seems to accentuate that **the theme** of greed led to

Bilbo's sudden words are far reaching because of the fact that he recognises... shows he already knows he is just a small person in the big world and the... the safe Shire.

At the end of Chapter 19, Bilbo is an extremely happy hobbit, and although... hobbits regard him as 'queer' he is a more-rounded hobbit that has branched... world that he had never experienced before. **Tolkien** is showing us that so... we undergo emotional as well as physical journeys. **But** by doing this we,

- *Who Am I? Answers*

I am the main character of the novel and a little fellow who spends a lot of time in my hobbit-hole.

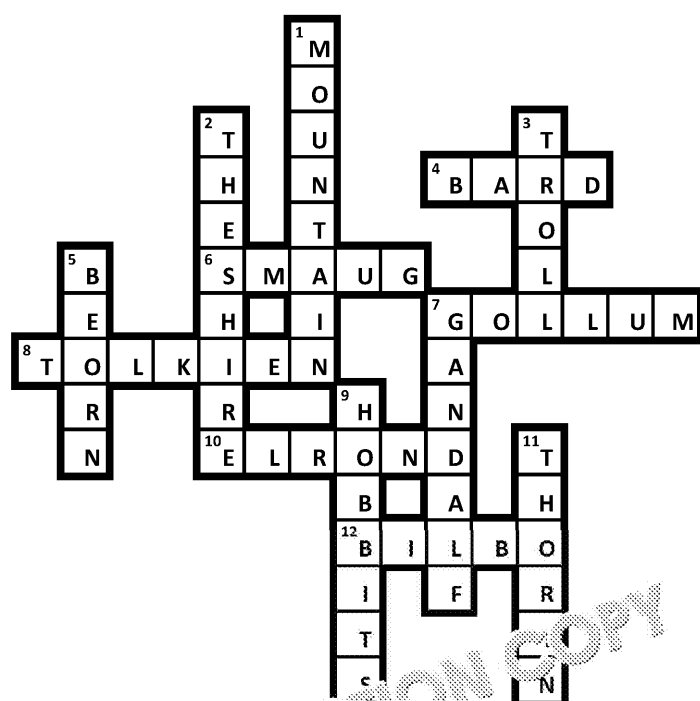
I am a fierce, fearsome beast who has guarded the Lonely Mountain and its treasure for centuries.

I am the wizard of the novel. I come and go but try to help the explorers of the world.

I am the elf who shot and killed Smaug. I deserve some of the treasure in the Lonely Mountain.

I am a shape shifter who often appears in the form of a large bear. **Beorn**

- *Crossword solution*



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Additional, Starter or Homework Exercises

Chapter 1

Foundation: Review two characters you have met in Chapter 1 and summarise what you know about them.

Improver: Write a diary entry describing Bilbo's point of view for Chapter 1.

Advanced: Write the estate agent particulars for Bilbo's home that is up for sale, persuading others to buy it.

Chapter 2

Foundation: Create a storyboard with 6–8 pictures and sentences explaining the escape from the trolls.

Improver: Create a storyboard from the trolls' point of view showing what they see.

Advanced: Writing in the role as either Thorin or Bilbo, explain what happened with the trolls.

Chapter 3

Foundation: Create a pictorial rune alphabet (with a partner).

Improver: Create your own pictorial rune alphabet and write a message in it.

Advanced: Create your own rune alphabet and write a message for a partner.

Chapter 4

All: Explore the personification Tolkien uses when describing the storm. Listen to a sound clip of a storm and have students write their own descriptions after several listens.

Foundation: Analyse what kind of animals you imagine could represent the different elements of the storm.

Improver: Swap your description with a partner and use dramatic voices to read it out loud. How does it make you feel?

Advanced: Explore why Tolkien uses personification.

Chapter 5

All: Put some objects in a box and let the students feel them without looking. They then describe and appreciate how things seem different when we can't see them to use.

Foundation: Write a paragraph describing how you would get to school if you were invisible. What is the most difficult about it?

Improver: Analyse how it would feel if you were blind and how you would use your other senses.

Advanced: Write a persuasive piece about having your own invisibility ring.

Chapter 6

All: Drama activity. Gollum's new-found situation forces him to make a choice between two paths. He has to deal with Bilbo. He evidently has a good and an evil side working in him. Students form two lines. One line is his good side, the other is his darker side. Ask for an advanced line between the two lines. Each student in the line whispers what Gollum should do. At the end of the activity, ask the student playing Gollum to explain how he felt to make his choice.

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Foundation: Recall the different beings we have encountered so far in the text species, with reasons. Consider: hobbit, dwarf, wizard, troll, elf, goblin, warg.

Improver: Recall the different beings we have encountered so far in the text species, with reasons and appropriate detail from the book. Consider: elf, goblin, slimy creature, eagle and warg.

Advanced: Create a comparison chart of the different beings, showing their strengths and weaknesses.

Chapter 7

All: Invent a character or being that you would like to turn into if you were a wizard.

Foundation: Create an image of your 'thing' and explain what it is.

Improver: Create images of your 'thing', in its various forms, with a labelled description.

Advanced: Create a representation of your 'thing' and present it, and its description, to the class.



Chapter 8

All: Explore Tolkien's specific word choices to create an impression of a scary wood. Include: 'strangled with ivy', 'blackened leaves', 'the trees leant over', 'dense cobwebs', 'no movement of air'.

Foundation: Write a paragraph describing your own scary wood.

Improver: Write a description of being in a wood and try to include some imagery to create an atmosphere.

Advanced: Compare and contrast the dark imagery to the dream-like images in chapter 188, described as enchanting, rockets of glittering sparks and laughter in such different ways?

Chapter 9

Foundation: Recall the names of five characters we have met so far in the text and describe them.

Improver: Imagine being one of the dwarves. Write a piece as if you are inside a cave, feeling of being happy to escape but not knowing if you will survive.

Advanced: Justify the importance of Thorin being the first dwarf to get out of the mountains. What is highlighting?

Chapter 10

Foundation: Create a collage of Bilbo's journey using images to represent his journey.

Improver: Using either images or words, try to create two lists that show what Bilbo was like in the novel and what he is like now.

Advanced: Explore the metaphor of the Shire. Thought shower what the Shire represents as a whole in the novel. For example, it is an idyllic life, it also represents an insulated life. Since leaving the Shire Bilbo has changed his view of the world.



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Chapter 11

Foundation: Complete the following quiz, looking back at Chapter 11 to help you.

1. What is the ruined and abandoned town called? Dale
2. What is the problem when Bilbo and the dwarves find the secret door?
3. Who remembers that the keyhole will be revealed on Durin's birthday?
4. Who gets to open the door? Thorin
5. From whom did they get the key? Gandalf

Improver: Work in pairs to write your own quiz and then challenge another pair.

Advanced: Create your own quiz questions on *The Hobbit* so far. Swap it with a friend.

Chapter 12

All: Ask students to map out their views on the following statement:
Sometimes breaking the law or being dishonest is the right thing to do.

Foundation: Write a newspaper article to inform people about a situation in which you think the law should be broken.

Improver: Write a paragraph to inform people about a situation in which you think the law should be broken. What emotions were involved.

Advanced: Research a case in the news where someone has broken the law to do a good or bad thing.

Chapter 13

All: Use a research lesson to explore old stories and fairy tales of good characters stealing from the bad character for example, Jack and the Beanstalk.

Foundation: Explain what the moral is in Jack and the Beanstalk.

Improver: Explain what a moral is and why writers use them in their work.

Advanced: Explain why morality is such an important theme in this novel, and how it is explored.

Chapter 14

Foundation: Create a collage using magazine cuttings to portray the different landscapes discovered on their journey. Consider the contrast between the Shire and the Misty Mountains forests.

Improver: Create a collage using magazine cuttings to portray the different landscapes discovered on their journey. Consider the contrast between the Shire and the Misty Mountains forests. Describe what each of these areas represent and feel like.

Advanced: Create a travel brochure with a page for each of the novel's locations.

Chapter 15

Foundation: Write a list of adjectives to describe Thorin's personality.

Improver: Evaluate Thorin's perspective at the end of Chapter 15 by creating a list of points you agree and disagree with.

Advanced: Justify a dwarf's point of view when he disagrees with Thorin.

Chapter 16

Foundation: Describe your holiday at the Lonely Mountain to persuade others to visit.

Improver: Write a persuasive travel piece advertising the land you are exploring.

Advanced: Work on your travel brochure with a page for each of the novel's locations.

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Chapter 17

Foundation: Emotions run high as Thorin, Bilbo and Gandalf confront each other in a group of three, practise reading aloud some of the lines from 'character'.

Improver: Emotions run high as Thorin, Bilbo and Gandalf confront each other in a group of three, practise reading aloud some of the lines from 'character'. Explain what the characters are thinking and feeling at the text alive!

Advanced: Write a script for an additional scene with Thorin, Bilbo and Gandalf this time.

Chapter 18

Foundation: Write a list of what you think Bilbo has missed most, or think about

Improver: Write your own additional scene in a script.

Advanced: Write a script as a group how the adventure is concluded. Explain what is satisfying.



Chapter 19

Foundation: Work in a pair and write a script between Bilbo and his mum when he returns from his adventure. How will he explain his time away?

Improver: Write a letter to Gandalf from Bilbo evaluating the success of the adventure.

Advanced: Write a letter to offer advice to others who are about to undertake an adventure.

Final Activities

All: Class debate for a Spoken Language exercise: Organise the class into two groups for a class debate. Motion of the debate: 'This house believes that Tolkien, as an author, is completely justified in not creating female characters'. One group for those in favour and those against. Allow students a few minutes individually to prepare their arguments.

Foundation: Review the book, thinking about what you enjoyed about the book and what you learned from it. Choose a media source the review will be published in (i.e. a newspaper or magazine) to ensure your review caters for the audience and a rating is given.

Improver: Are the dwarves basically good or basically evil? Write a short essay to justify your answer.

Improver: Write Bilbo Baggins' Survival Travel Guide for other hobbits intending to undertake an adventure with Gandalf and a large group of dwarves.

Advanced: Outline the qualities of a leader. Select two characters from the book (Thorin, Gandalf, Elvenking, the hobbit Thorin, Gandalf, and the Master).

Advanced: Working in pairs or groups, discuss the outcome of *The Hobbit*. What do you think of the outcome? Did all the characters find justice? Remember to prepare your arguments and explain your ideas in clear, Standard English with references to the text.




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Bilbo Baggins

Create a character profile for Bilbo.

- 1. Draw Bilbo as you imagine him.
- 2. Write as many things around your image as you can think of that you think he would be like. Add quotations and references from the chapter to help to show what you know about Bilbo.



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| | | |
|---|----------------------------------|----------|
| Name: Bilbo Baggins | Age: | Address: |
| Personality: <div></div> | Description of Area he lives in: | |
| | Education: | |
| Likes: | Important Life Events: | |
| Dislikes: | Family Details: | |



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Bilbo's World

Fill in the table below with information about Bilbo. Select a quotation from the novel and why Tolkien presents Bilbo and his world as safe and comfortable.

| Bilbo's world | Pick out quotations from the novel | Effect |
|--|---|--|
| His house | 'It was a hobbit-hole, and that means comfort.' | Immediately conveys a sense of 'comfort'; the safety of the place on personal enjoyment of life. |
|  His family | | |
| His habits | | |
| His speech  | | |

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More Than Meets the Eye

In Chapter 2, we see the first signs in Bilbo that perhaps there is more to him than meets the eye.

‘...in a way he could not help feeling just a trifle disappointed. The feeling was not that he was a fool, Bilbo Baggins!’ he said to himself, ‘thinking of dragons and adventures was nonsense at your age!’”

Tolkien further draws our attention to this by repeating the adjective ‘nice’ several times.

‘Then he had a nice little breakfast...sitting at a nice little second breakfast.’

By using the word ‘nice’, Tolkien draws our attention to the fact that Bilbo has missed out on his adventure, and although ‘nice’ is a positive word, it still has a negative connotation.

Experiment with the importance of varying adjectives by changing the word ‘nice’ across it in the extract below.

Alice walked down the nice street and noticed the nice car ahead of her. It was a nice car. She hoped it would be a nice day at school. As she got near the nice car she noticed an English class sitting inside it. It was parked outside of a nice house and the house, presumably his mum, was wearing a nice dress. He noticed Alice and Alice immediately felt nice. She gave him a nice smile back and continued to walk nicely and not trip up in front of him. Maybe today would be a very nice day.

Advanced students should write their own ‘nice’ paragraph, and then alter it to use different adjectives.

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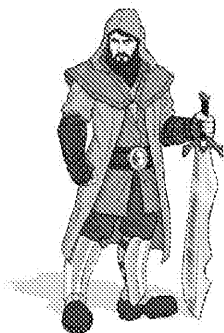
Capture and Escape



In this chapter, we meet the trolls and learn how different they are from the dwarves. In a group, you should act out this comical scene and discuss the differences between the groups.

- 1. Decide who is going to be which character. You will need: three trolls, at least three dwarves. You can pretend there are more dwarves if you need.
- 2. Come up with the key characteristics of the trolls and why their capture of the dwarves is comical.
- 3. Which character/s do you think are dominant in the group?

Write your script here.



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The Secret Valley

Fill in the table below with explanations of how the writer’s choice of words and linguistic devices create effects.

Advanced: Find quotations of your own where language is used for effect.

| Quotation | Effect of the writer |
|--|---|
| <i>‘...they slithered and slipped in the dusk down the steep zigzag path into the secret valley’</i> | The alliteration of the ‘s’ sound creates a sense of movement and stealth. |
| <i>‘The air grew warmer... and the smell of the pine-trees made him drowsy’</i> | The use of the senses allows the reader to feel the warmth and smell of the valley. |
| <i>‘Their spirits rose as they went down and down.’</i> | The repetition of ‘down’ emphasizes the descent and the journey. |
| <i>‘...there came a burst of song like laughter in the trees’</i> | The use of the simile ‘like laughter’ suggests a joyful and lively atmosphere. |
| | |
| | |
| | |

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Runes

Thinking about the map and the moon-letters, look back at the Author's Note. Decode the message at the end of the prologue using the alphabet below.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|-----|---|---|---|
| ƒ | ᛒ | ᛚ | ᛞ | ᛞ | ᛞ | ᛞ | ᛞ | ᛞ | ᛞ | ᛞ | ᛞ |
| a | b | c | d | e | f | g | h | i,j | k | l | m |
| ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ | ᛚ |
| n | o | p | q | r | s | t | u | v | w | x | y |



Write your own secret message for a partner using the runes, swap message you are given.

Coded message

Decoded



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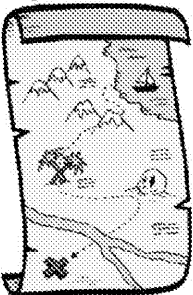
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Treasure Maps

Create your own treasure map.

| Places it must include | Requirements |
|---|---|
| <ul style="list-style-type: none">• hobbit-hole in the Shire• Green Dragon Inn• forest (trolls)• mountain pass and cave• rivers• goblins (underground through tunnels)• add in Chapter 5: deep inside the mountains = icy cold lake = Gollum• Smaug's mountain and treasure's location | <ul style="list-style-type: none">• Pictures that relate to each scene• Pictures that show where each scene takes place• A one-sentence summary of the scene (if you feel able, you can write this in runic code).• A short, brief quotation to exemplify each scene |

1. Using the space below, create a plan of how your map will look and then draw it. Use Tolkien's map at the start of the novel for help.
2. Prepare your paper. To age the paper you can tear the edges, wash it with water and leave it to dry. This should discolour and wrinkle the paper.
3. Complete your map and add the writing.



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Onomatopoeic Songs

Find a dictionary and write down the definition of onomatopoeia below, the words so that you can remember it easily.

Definition of onomatopoeia:

Your own example of onomatopoeia:

Can you find examples of onomatopoeia used by the goblins in their song?

Why do you think Tolkien used onomatopoeia? How does it make the gob

Try to write your own song about getting ready for school this morning using the words in the song.

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Gollum

Riddles

In this gripping chapter, Tolkien introduces riddles as a pastime, demonstrating how they changed over time. Complete the sentences below, with explanations that take into account the social and historical contexts of the novel.

What is a riddle?

.....

.....

When were riddles popular?

.....

.....

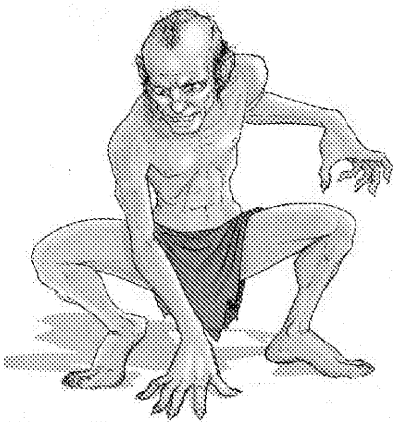
Sometimes riddles were not just for fun but were instead for deciding matters of law; this was Gollum's idea too. Give a historical example of when a riddle was used.

.....

.....

Characterisation

Gollum is one of the most intriguing characters we have met. Explore what makes him so.



What are your first impressions?

.....

.....

Why is Gollum to be pitied?

.....

.....

What are his interesting characteristics?

.....

.....

What do you know about him?

.....

.....

How is he dangerous?

.....

.....

What do you want to know about him?

.....

.....

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Writing in Role

Choose the level that you feel is correct for you.

Foundation: Imagine that you are Gollum. Write two paragraphs about what happened today by the lake and in the tunnel when you met that nasty, thieving hobbit.

You could begin your each paragraph in the following way:

This afternoon, I took out my boat in search of a tasty goblin to satiate my hunger on my side and I soon found food. (Continue this paragraph describing what happens during the game.)

I decided to amuse myself first, before eating him, by playing my favourite game. (Continue this paragraph by describing what happens during the game.)

Improver: You are Bilbo. Write your diary entry, describing your encounter with Gollum and your escape from Gollum. Mention: your impression of Gollum, your thoughts and feelings while playing the riddle game, your thoughts and feelings when Gollum pursued you and when you discovered the power of the ring, your thoughts and feelings once you had escaped.

Advanced: Write a short chapter of about 300 words, describing where 'other business' he has been taking care of.

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A Fearsome Character

Now, create your own character that would live underground. Will he or she be like Gollum? Describe your character using the writing frame below.

Describe his/her physical appearance.

.....

.....

.....

.....

What unusual abilities does your character have?

.....

.....

.....

What, if anything, do they wear?

.....

.....

.....

Do they speak, or what noises do they make to communicate?

.....

.....

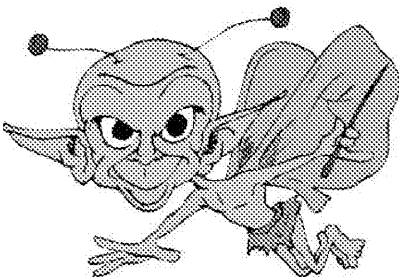
.....

What is their history prior to coming to the cave?

.....

.....

.....



You are being assessed for using effective description of Gollum, create a vivid and interesting character in four paragraphs on a separate sheet.

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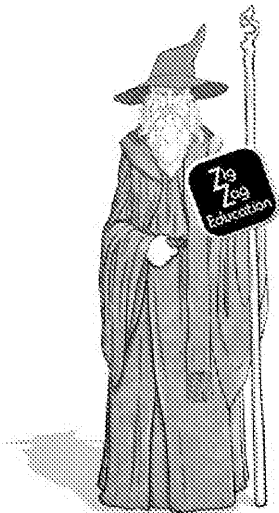
Flying High

Writing in role as Gandalf, you should continue the extract below and imagine how he must have felt. Try in particular to think about your senses and the feeling of flying.

Before beginning your writing, note down some effective vocabulary in the box below to include in your account.



'Just at that moment, the Lord of the Eagles swept down from above, seized gone...'



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Bilbo's Journey

Writers organise their writing to achieve particular effects. Complete the sentences and give explanations of how Tolkien structures his writing for effect. Notice the sequence of events in the order they appear in the novel. Think carefully about the writer's intention.

'The Bagginses... people considered them very respectable, because they never did anything unexpected...' (p. 12)

.....

.....

.....

'Indeed Bilbo was surprised with their praise that he just chuckled inside at them about the old tales.' (p. 120)

.....

.....

.....

'Bilbo sat on the ground feeling very unhappy and wishing he was beside the river.' (p. 172)

.....

.....

.....

'"Do we really have to go through?" groaned the hobbit.' (p. 172)

.....

.....

.....

'"Yes, you do!" said the wizard, "if you want to go to the other side. You must either accept my sign or give up your quest."' (p. 172)

.....

.....

.....

.....

.....

.....

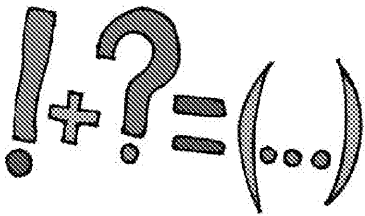
Explain how Tolkien structures his writing to reveal a theme.

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Missing Punctuation



The paragraph below has punctuation missing. Insert the missing capital letters, commas, and other punctuation marks.

the book that i am studying is called the hobbit it was written by j. r. r. tolkien a fantasy adventure story in which the characters journey to a new world. the novels main character is bilbo who is a hobbit he is not really a warrior but along the journey already with the help of the wizard gandalf and different characters bilbo has gotten into a few scrapes. though a hobbit bilbo is changing and maybe he will become the greatest of the hobbits. the wizard thinks he is

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Brave Bilbo

Imagine you are Bilbo at the end of Chapter 8. In this activity, you will be writing about the feelings that day. Use the writing frame below to guide your progress and remember to write in the first person, explaining his thoughts and opinions in detail.

Writing frame:

- being in the forest
- seeing the boat and failing to get it
- being captured by the spider
- escaping and killing the spider
- rescuing the others

Don't forget to organise the paragraphs into the correct order of events, emotion and thought about the chapter. Your work will be assessed for how well the sequence of events. Think about how you could link the beginnings of connectives or words and phrases.

You may want to include some of Bilbo's most important thoughts directly

TOP SECRET: BILBO'S DIARY

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Continue

Rhetorical Questions

What is a rhetorical question? Use a dictionary to find a definition.

Definition of rhetorical question:

Your own example:

Look at the examples below from the novel and examine how Tolkien uses a humorous style. Underline the rhetorical questions and explain why they

Chapter 4:

'Why, O why did I ever leave my hobbit-hole!' said poor Mr Baggins bump back.

.....

.....

.....

.....

Chapter 6:

'What about the guards?' they asked. 'Weren't there any?'
'Oh yes! Lots of them; but I dodged 'em. I got stuck in the door, which was full of buttons,' he said sadly looking at his torn clothes. 'But I squeezed through at last.'

The dwarves looked at him with quite a new respect, when he talked about Gollum, and squeezing through, as if it was not a very difficult or very alarming feat. 'What did I tell you?' said Gandalf laughing. 'Mr Baggins has more about him than you think.'

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Tolkien's Style

Throughout the novel, Tolkien's writing has certain features which we can identify. As you read the novel, you may notice that authors have different styles, making the reading of novels more interesting and varied. In this chapter, you will explore the style of J.R.R. Tolkien. Chapter 9 listed in the table, explain what is revealed about Tolkien's style.

| Action | What this reveals about Tolkien |
|--|--|
| He tells us how Bilbo thinks and feels. | This allows us to... |
| He describes the scenes in great detail. | Tolkien is an open writer that gives us a wealth of... |
| He shows how the dwarves' impression of Bilbo changes. | Tolkien shows the development of themes in his work... |
| He does not give each chapter a conclusion. | This makes us ... |
| He speaks directly to us, the reader. | This makes us ... |

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Thought-Tracking Drama Activity

You must work in pairs; however, you need to make notes separately. Both of Bilbo Baggins. One person needs to annotate Bilbo’s spoken, public thought outline. These are the things that Bilbo would not mind people hearing. The Bilbo’s private thoughts inside of the outline. You may wish to consider how for example, he could say one thing to the dwarves but think a very different thoughts have been planned using the ideas you have generated in your previous how you can present the thought-tracking activity.







Presentation to the Class
Each of you must speak your thoughts in role as Bilbo. One thoughts that Bilbo would not mind people hearing, and the speak the private thoughts after the public thought is revealed in turn.

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Use of Language (Impro

When describing the surroundings, Tolkien uses a variety of sentence structures to create an effective description. For example, using a long sentence with lots of commas to provide visual detail:

‘Under its rocky feet like an inland cliff the deepest stream had flowed

However, using a short sentence can stress a point or give a dramatic effect:

‘Suddenly the cliff fell away. The shores sank. The trees ended. Then B

What other techniques can you identify in these sentences?

1. Link the technique to its definition.

| | |
|-----------------|--|
| Personification | Technique that repeats a word or phrase |
| Connective | Assigning the qualities of a human or, in some cases, to an animal |
| Alliteration | Strategy that compares two things |
| Simile | Use of a word to show a relationship |

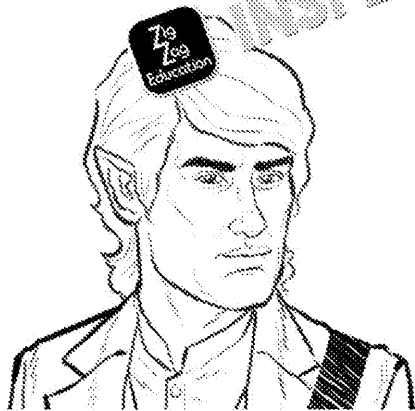
2. Draw a line to show where each technique is used in the extract.

| | | |
|-----------------|------------|--------|
| Personification | Connective | Simile |
|-----------------|------------|--------|

‘Under its rocky feet like an inland cliff the deepest stream had flowed

Suddenly the cliff fell away. The shores sank. The trees ended. Then B

3. In your notebook, write a letter from Bilbo to Gandalf describing what you have learned specifically to use short and long sentences for effect. Once you have finished, draw all of your long and short sentences and label them clearly.



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Use of Language (Advanced)

When describing the surroundings, Tolkien uses a variety of sentence structures to create an effective description. For example, using a long sentence with lots of commas to create a sense of visual detail:

'Under its rocky feet like an inland cliff the deepest stream had flowed lapping at the shore.'

However, using a short sentence can stress a point or give a dramatic effect:

'Suddenly the cliff fell away. The shores sank. The trees ended. Then Bilbo saw the light.'

- 1. What other techniques can you identify in these sentences? Annotate them.

'Under its rocky feet like an inland cliff the deepest stream had flowed lapping at the shore.'
Suddenly the cliff fell away. The shores sank. The trees ended. Then Bilbo saw the light.'

- 2. Write a letter from Bilbo to Gandalf describing what has happened. Try to use a variety of long sentences for effect. Once you have finished, underline all of your sentences and label them clearly.

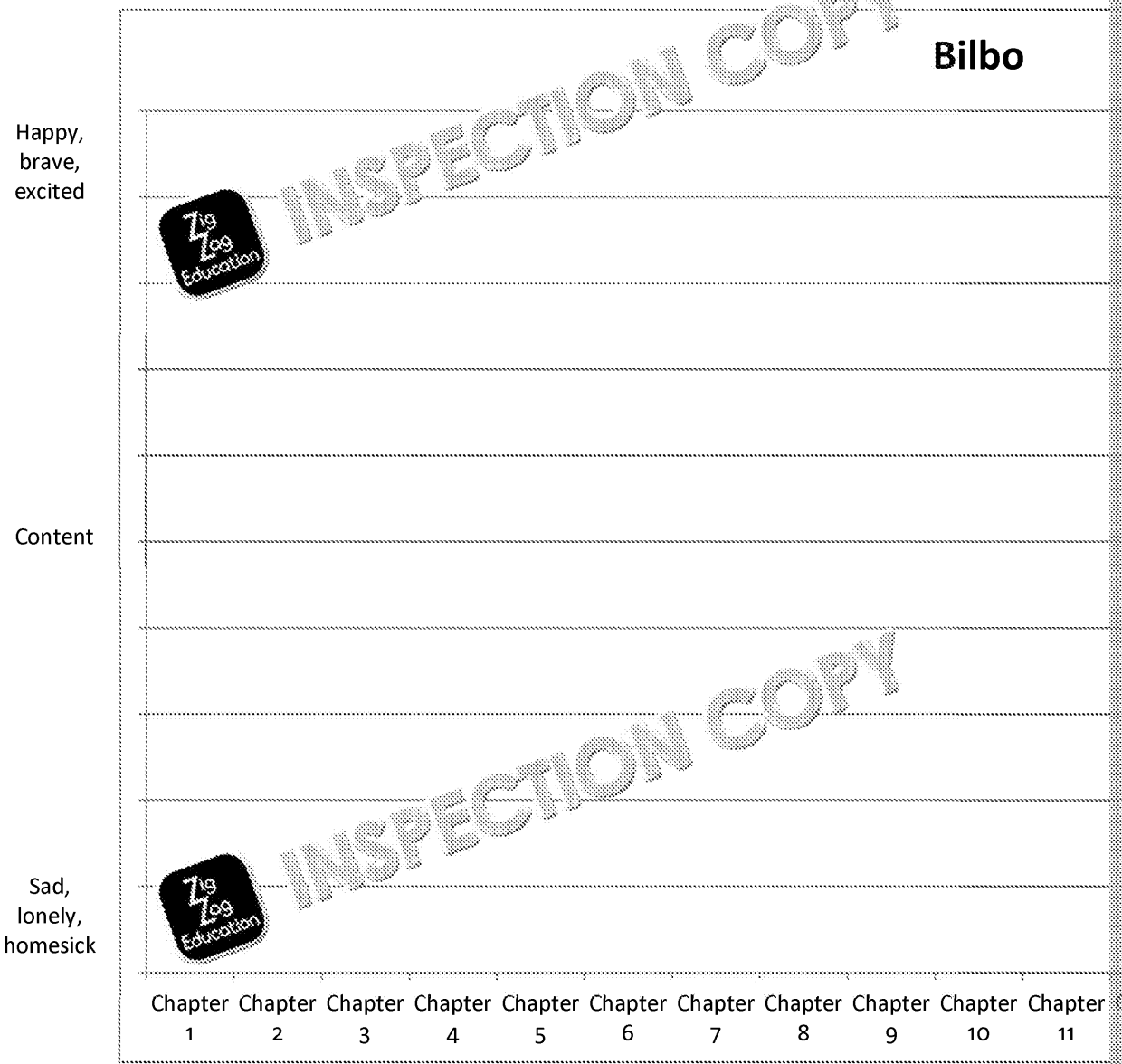


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Changing Mood

Use this mood grid to plot how Bilbo's changes over his journey. At the end of each chapter, mark



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On the Doorstep

Working in a group of five, decide who will play the parts of Bilbo, Thorin, and the other four characters. Prepare a dramatic presentation of this chapter. Use the text carefully when rehearsing. Show the emotions, frustrations and leadership qualities of your chosen character. Can your group work well together or whether they are getting frustrated with each other. Use the lines of dialogue to show the class how you think they are feeling about the situation. There is no correct or incorrect answer to this task, so you can interpret your own ideas.

Use these guidelines to perfect your performance:

- Speak loudly and clearly so that everyone can hear you; if you want to show emotion, use your hand and action.  Show this.
- Consider the emotions of characters when speaking and when they react to what others say.
- Be your character – use phrases and expressions they would use. Add extra lines to show the emotions you think they are feeling.
- Use props to aid your acting.
- Organise the area where you will perform.



Once you have performed your piece, discuss these two questions in your group.

Why do the five characters behave the way they do?

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How is using drama effective for allowing you to understand both the action and the characters?

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Emotions

Fill in the table below with information about the emotions of the characters. Write a short quotation from the text and explain what we learn about each character. Start with your choice and complete the empty bottom row.

| Character | Emotion shown | Quotation from the novel | What do we learn |
|-----------|---------------|--------------------------|------------------|
| Balin | | | |
| Bilbo | | | |
| Dwalin | | | |
| | | | |

How is the end of this chapter a turning point for Bilbo?

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Smaug (Advanced)

Identify as many strategies as you can that help to make Tolkien’s writing entertaining and descriptive; use the list at the bottom of the page to help you. Try to say what effect the strategy has. Annotate the sheet and write your ideas around the boxes. The first one has been done for you.

Complex sentence to add extra detail

As he went forward it grew and grew till there was no doubt about the red light steadily getting ever darker and redder. Also it was now under the tunnel’s archway vapour floated up and past him and he began to feel, too, began to throb in his ears, a sort of bubbling like the pot galloping on the fire, mixed with a rumble as of a gigantic train. This grew to the unmistakable gurgling noise of some vast animal sleep down there in the red glow in front of him.

There he lay, a vast red-golden dragon, fast asleep; a thrumming in his jaws and nostrils, and wisps of smoke, but his fires were low in his belly, under all his limbs and his huge coiled tail, and about him stretching away across the unseen floors, lay countless piles of treasure, gold wrought and unwrought, gems and jewels, and silver red-ruddy light.

Smaug lay, with wings folded like an enormous bat, turned so that the hobbit could see his underparts and his long pale belly, and the gems and fragments of gold from his long lying on his costly bed. The walls were nearest could dimly be seen coats of mail, helmets, swords and spears hanging; and there in rows stood great jars of wine with a wealth that could not be guessed.

| | | |
|------------|-------------------|--------------------|
| repetition | compound sentence | onomatopoeia |
| lists | use of colours | alliteration |
| simile | complex sentence | subordinate clause |

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Smaug (Improver)

Draw a line to link the strategy/technique with its definition.

| | |
|-------------------|--|
| Repetition | When you say the same word or phrase more than once |
| Compound sentence | Strategy that compares two things |
| Connective | Which technique of the writer is used in this sentence? |
| Simile | An adjective that compares two things |
| Onomatopoeia | Sentence type that uses two parallel clauses |
| Use of colours | Joining word – often used to link two clauses |
| Complex sentence | The kind of sentence that has a main clause and a subordinate clause |

When you are happy that you know what the technique is, find an example from the text and label it.

As he went forward it grew and grew, till there was no doubt about it.

It was a red light steadily getting redder and redder.

Also it was now undoubtedly hot in the tunnel.

Wisps of vapour floated up and down and he began to sweat.

A sound began to throb in his ears, a sort of bubbling like the noise of water galloping on the fire, mixed with a rumble as of a gigantic tom-cat purring.

This grew to the unmistakable gurgling noise of some vast animal snoring there in the red glow in front of him.

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Dealings in the Dark

Tolkien structures the novel very clearly to show the steps that Bilbo takes. In this chapter he tells us, 'Already [Bilbo] was a very different hobbit from the one without a pocket-handkerchief from Bag-End long ago'.

How does Bilbo feel just before he meets Smaug?

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How does Bilbo use flattery to his advantage?

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How does it compare with his meeting with Gollum in Chapter 5?

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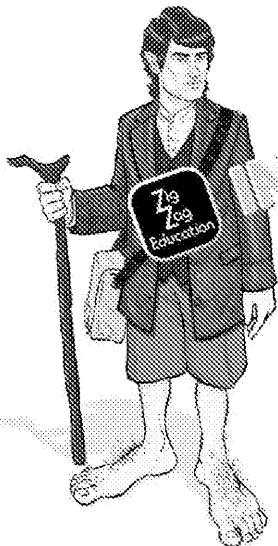
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Is it a coincidence that both meetings are in the dark?

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Greed

Following Bilbo’s secret retrieval of the stone, he discovers that it is in fact the sought-after Arkenstone of the dwarves. It is important when studying The Hobbit to explore the theme of good and evil and how greed affects it. Answer the questions below which explore this theme.

Is a person truly good if they steal? Consider how you would feel about a friend if you knew they had stolen something.

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Is it bad to steal from something evil?

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Whose treasure is it rightfully that Smaug guards?

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What does it tell us about Bilbo’s morals that he steals? (Remember: he also

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‘When the heart of a dwarf, even the most respectable, is awakened by greed, it grows suddenly bold, and he can become fierce.’

What do we infer (conclude and) from the quote about Tolkien’s intended view

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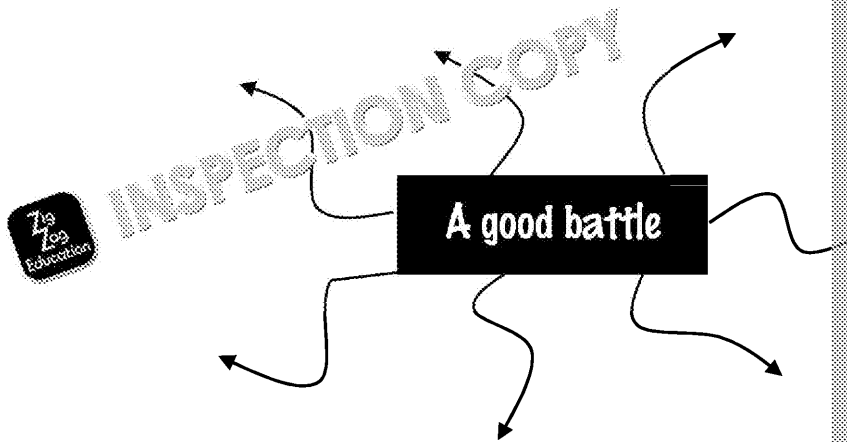
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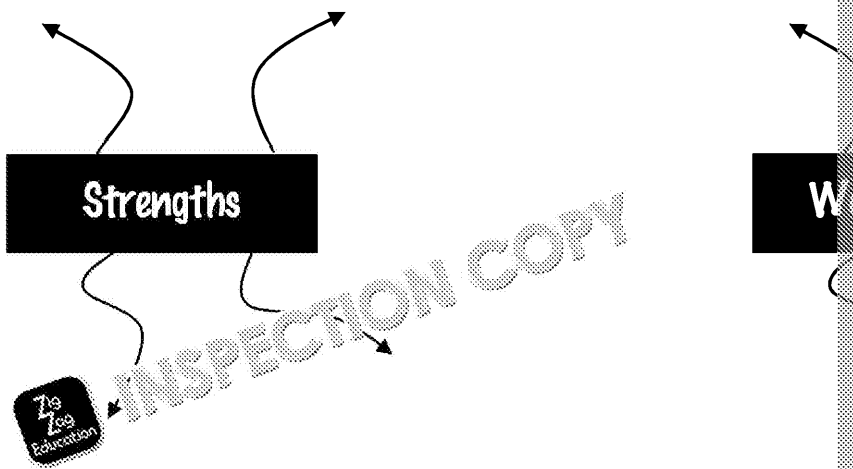
Battle Strategy

Working in a group of 4–5 you will now devise a strategy for how Bilbo and
defeat Smaug and claim the treasure.

Thought shower the characteristics of a good battle:



Plan out what you consider to be Smaug’s strengths and weaknesses:



Use the maps you created to plan your attack. Ensure everyone has a role
You will be assessed for Spoken Language on how well you can explain your

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The Fall of Smaug

Definition of a metaphor:

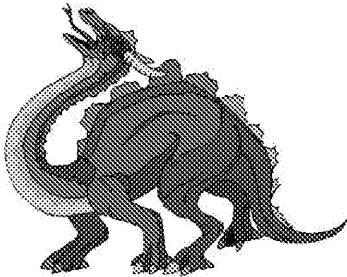

Your own example:



Traditionally, in fantasy literature a dragon would represent greed and avarice. In *The Hobbit*, Smaug the dragon who believes is the real dragon. Be prepared to explain your thoughts on this. Use the space below to make notes on this and the following questions.

- Once Smaug has been killed, what prevents a 'happy ever after'?
- What is your prediction for what might happen to Thorin and his company?

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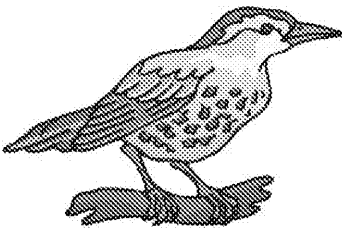


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The Magic Significance of the Thrush



When Bilbo first sees the thrush in Chapter 11 (p. 20) he is lonely and he longs for Gandalf to return.

If he lifted his head he could see a glimpse of the distant mountains, for the hills were turned west there was a gleam of yellow upon its far roof, as if the light caught it. Soon he saw the orange ball of the sun sinking towards the level of his eyes, and there pale and faint was a thin new moon above the rim of Earth. At that moment a sharp crack behind him. There on the grey stone in the glass was an enormous black, its pale yellow breast freckled with dark spots. Crack! It had caught a fly on the stone. Crack! Crack!

Find this extract again in Chapter 11 now it is immediately obvious that this thrush is a special bird.



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However, Bilbo is paranoid about the thrush listening to everything he and Gandalf say. It is Thorin who gives us some history to the bird in Chapter 12 (p. 27).

The thrushes are good and friendly – this is a very old bird indeed, and is of an ancient breed that used to live about here, tame to the hands of my father and grandfather, long-lived and magical race, and this might even be one of those that were alive in the days of the first hundred years or more ago. The Men of Dale used to have the trick of understanding them, and used them for messengers to fly to the Men of the Lake and elsewhere.

This link to the past is one of many that Tolkien shows us and draws out that can affect the future. This is demonstrated in Chapter 14, when the thrush intervenes to help the men of Lake-town and Smaug.

‘Wait! Wait!’ it said to him. ‘The moon is rising. Look for the hollow of the mountain turns above you!’ And while Bard paused in amazement it told him of tidings in all that it had heard. Then Bard dreamt he was listening to his ear.

In ancient European mythology, thrushes were held in a special regard as a result of their ability to sing. Tolkien draws on this to the theme of the importance of history?



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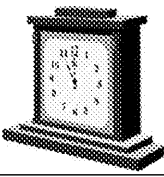


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Themes

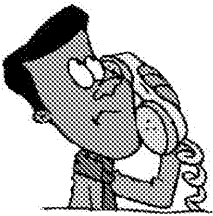
Explain how Tolkien shows each of the key themes in this chapter. Use quotes to explain.

| | |
|---|--|
| <p>Greed</p>   <p>INSPECTION COPY</p> | <p>Importance</p>  |
| <p>Power</p>   <p>INSPECTION COPY</p> | |

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Who Said This?

Can you identify the speaker of each of these quotations happening (the context)?

'I only wish he was a raven!... There used to be great friendship between the

Speaker Context

*'Behold! The birds are gathered together again to the Mountain and Dale from
word has gone out: "The King is dead!"*

Speaker Context

'We could see peace once more among dwarves and men and elves after the

Speaker Context

'...none of our gold shall thieves take or the violent carry off while we are at

Speaker Context

'...by my hand was the dragon slain and your treasure delivered'

Speaker Context

'...have you no thought for the sorrow and misery of his people'

Speaker Context

'But nothing will we give, not even a loaf's worth, under threat of force'

Speaker Context

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Betrayal

Bilbo has betrayed the dwarves in order to hasten a peaceful resolution. Give his work, but how will Thorin feel? Answer the questions below to consolidate your actions.

Why do you think Bilbo gave the Arkenstone to Bard?

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Was the stone Bilbo's solution?

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Do you feel that giving the stone will lead to the outcome Bilbo desires?

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How do you think Thorin will feel?

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How do you think the other dwarves will feel?

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What will happen to Bilbo if Thorin finds out he stole the

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The Struggle


Write an imaginative piece based on the trials that the group are going through. Consider some of the following points: little food, wet clothes, inadequate shelter, danger of being eaten, under threat of attack at any time, increasingly cold weather.

How would this compare to people who live rough on the streets each night?

Write your piece from the modern perspective of a homeless person, or from the adventurers in the novel.



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Spelling in the Dark

Bilbo has written the letter below to his mum, but he wrote it in the dark so there are lots of spelling errors. Rewrite his letter, correcting his mistakes.

Deer mum,
I am mizzing yu so mutch. It iz verry cold and wet
soks and shoos are alway damp. I have gotten mys
truble and I am not sur if I have dun the rite thing.
The bad wizard and iz makeing us all staye hear ever
trying to attak us at any time. My hed is so tyred
want to com bak to my lttle cottag and have a nice
was goeing to get uz into such a bluddy battle so I
helped to stop it butt I am not to suur.

Miss yu

Bilbo

x

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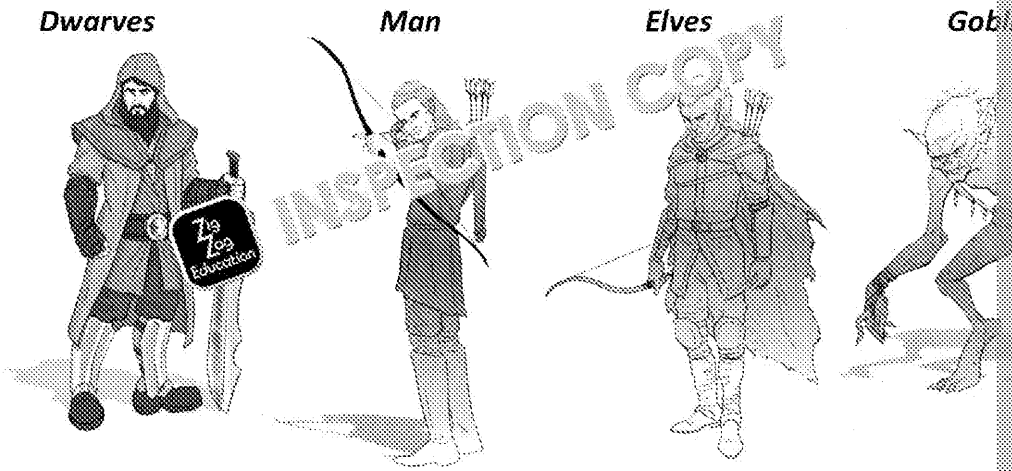
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Who is the King of the Castle?

You are one of the groups below, and as a group you must persuade the others that you are the strongest and most deserving of the castle, treasure and kingdom.

The groups are:



Your teacher will allocate you a group.

You should aim to research your particular group to ensure you know your group's strengths and weaknesses. But you may also want to find some information about the other groups so you can contrast strengths and weaknesses.

You will be assessed on your Spoken Language skills at the end of this task.

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Haunting History

During this chapter, Gandalf fills in more details from the past that explains groups. Answer the questions below, explaining in detail how the writer uses clues to keep the reader interested.


Explain what a plot twist is. Give an example from film or literature.

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Why is the  of history affecting the future so crucial?

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Why has the writer spread these clues throughout the novel?

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What do you think will happen to Thorin now?

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Why does  use plot twists in *The Hobbit*? What is their purpose?

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Read All About It!

Write a front-page news story detailing the action of the Battle of the Five

leading up to it.

You should:

- Include a balance of fact and opinion
- Develop detail using the 5 Ws (who/what/where/when/why) and how
- Include quotations from experts and eyewitnesses
- Include headings and subheadings
- Include pictures (drawings) with captions
- Use connectives to provide links between paragraphs
- Use short, punchy paragraphs
- Organise your information so that it is structured chronologically (if



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The Demise of Thorin

In this chapter, we see that greed and stubborn ancestral pride has led to the fall of the dwarves. Looking carefully at this character, we can gain an understanding of how Thorin's actions affect the story.

Put the events below in the correct order:

Event

- Thorin makes peace with Bilbo before he dies.
- Thorin is determined to get the treasure back and he especially wants the Arkenstone, the Heart of the Mountain.
- Thorin will not acknowledge the Elven right to any of the hoard.
- Thorin is not wounded in the Battle of the Five Armies.
- Thorin alone of the dwarves is not taken unawares by the Trolls.
- Thorin is the first to emerge from the barrels at Lake-town.
- Thorin is furious when Bilbo steals the Arkenstone to use as a bargaining chip.
- Thorin marches up to the leaders of the town, declaring himself as King under the Mountain.

Writers organise their writing, format and sentence structures to achieve their intentions. Write sentences below and explain how Tolkien structures his writing for effect, showing the writer's intentions.

““You are not making a very splendid figure as King under the Mountain, nor will you change yet.”” P. 332

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Extension question: Is Thorin a good or bad character? In your notebook write as much depth as you can.

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The Last Stage

As Bilbo makes his journey home, the writer presents a variety of events and the following questions, examining why Tolkien presents the last stage in this way.

Bilbo and Gandalf are shown to develop a close relationship throughout the journey. Show this by having the characters alone together on the last stage of the journey.

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What are the key themes that Tolkien highlights through the words of Bilbo?

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What changes in Bilbo does Tolkien show by using the phrase ‘snored comfortably’?

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How does Bilbo show a selfless side to his character when they reach the end of the journey? This contrast?

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What can be interpreted from Bilbo’s words: ‘roads go ever on’?

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At the end of chapter 19, Tolkien shows that although the other hobbits regard him as a happier character than he was at the start of the novel. What message is Tolkien trying to convey?

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Bilbo the Essay

For the first time, Bilbo experiences emotions that are truly positive. Consider this and what points you could make when answering it.

How have his experiences been rewarding for Bilbo?

Make a list of ideas you have in the table below. For each one of your bullet points, think of a quotation from the text that could support your point. Now, choose one of your points and write a point-evidence-conclusion paragraph in response to the essay question. Remember to structure it like this:



Make your point.

Back it up with evidence (quotation = meat)

Explain how the quotation proves your point

| Idea | Quotation |
|---------------------------------------|-----------|
| Bilbo has made some new firm friends. | |
| | |
| | |
| | |
| | |
| | |

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My Own Chapter

Sometimes when we read a novel, we have our own ideas about what should happen. Creative writers can produce their own ideas for events that occur between chapters. In this activity, you will be writing the next chapter!

With the person sitting next to you, discuss the different things that could happen. Use the ideas to help you:

- Could you introduce a character that hasn't appeared in the story yet?
- Perhaps you could give a minor character a major role within the chapter?
- What could be the most thrilling, frightening or interesting thing that happens?

Now, you can carefully plan what you want to happen in each paragraph. For this part, you will be assessed for paragraphing your work effectively, which includes how you link paragraphs. So don't forget to use connectives and other methods to link paragraphs.



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Fantasy Story (Improvement)

What elements does a fantasy story have? Write down as many as you can

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You are going to use the elements you identified above to plan your own fantasy story. Consider the elements below. Begin your ideas under each subheading:

| | |
|---|--|
| <div>Characterisation: (Animals can act like people; characters can have special powers – understand animals/birds)</div> | |
| <div>Setting: (Place is imaginary or of another world or universe; time is anytime or no time; time travel is possible)</div> | |
| <div>Plot: (Varied, but usually surprising twists or developments)</div> | |
| <div>Theme/s: (Good versus bad/evil)</div> | |
| <div>Style and tone: (Use of magic or scientific principles not yet discovered)</div> | |

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Fantasy Story (Advanced)

What elements does a fantasy story have? Write down as many as you can

You are going to use the elements you identified above to plan your own fantasy story. Consider the elements you identified above. Begin your ideas under each subheading:

| | |
|---|--|
| <div><div></div><div>Characterisation</div></div> | |
| <div><div></div><div>Setting</div></div> | |
| <div><div></div><div>Plot</div></div> | |
| <div><div><div></div><div>Theme/s</div></div></div> | |
| <div><div></div><div>Style and tone</div></div> | |

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Who Am I? (Foundation)

Read the following descriptions and work out who each one is describing:

| Description | |
|--|--|
| I am the main character of the novel and a little fellow who spends a lot of the journey longing to be back in my hobbit-hole. Who am I? | |
| I am a fierce mythical beast who has guarded the Lonely Mountain and its treasure for many years. Who am I? | |
| I am the wizard of the novel. I come and go but try to help the explorers on their journey. Who am I? | |
| I am the elf who shot and killed the dragon. I deserve some of the treasure in my opinion. Who am I? | |
| I am a shape-shifter who often appears in the form of a large bear. Who am I? | |

Who Am I? (Improved)

Using your knowledge of the novel, make up some very brief descriptions and a partner try to guess who you are describing. One has been done for you

| Description | |
|--|--|
| I am the main character of the novel and a little fellow who spends a lot of the journey longing to be back in my hobbit-hole. Who am I? | |
| | |
| | |
| | |
| | |
| | |

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Who Am I? (Advanced)

Working in a pair, you must cut up the names below and put them face down. You must select a character and, without letting the other see, you must attach it to your back using sticky tape. The aim of the game is to ask questions to find out who you are.

You can add extra characters if you wish in the extra boxes. You must decide to allow only one-word answers, i.e. yes or no, true or false, or if you are going to ask for assistance. Take it in turns to ask the questions and the winner is the first to guess correctly.

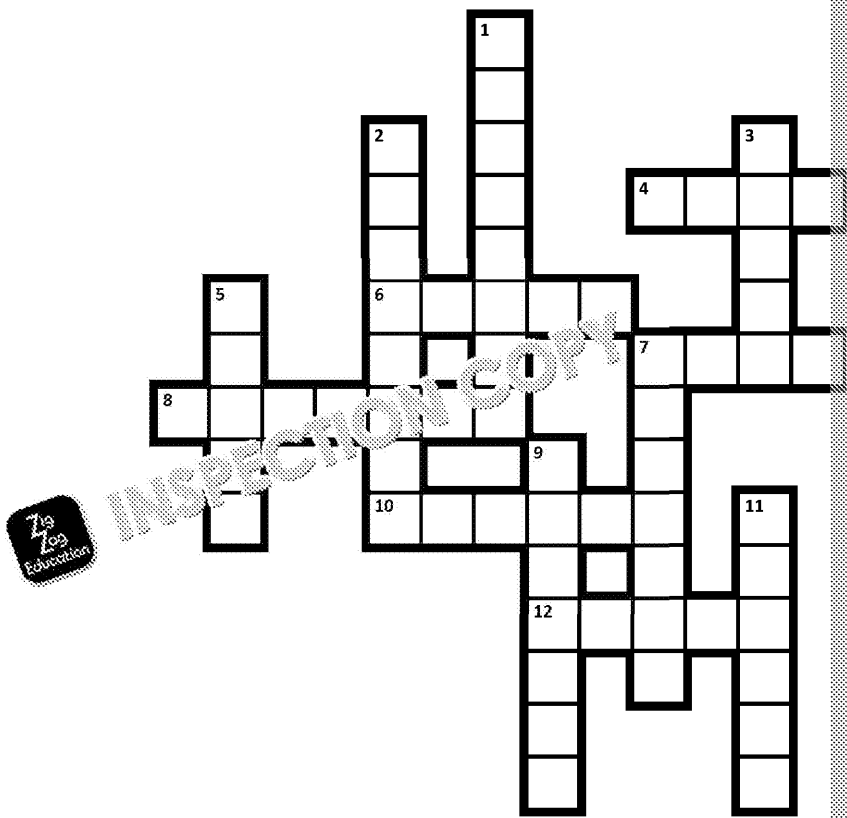
| | | |
|---|---|--|
| <p>Bilbo</p>  | <p>Smaug</p>  | <p>Thorin</p>  |
| <p>Bard</p>  | <p>Gollum</p>  | <p>Fili</p>  |
| <p>Troll</p>  | <p>Dain</p>  | <p>Tolkien</p>  |
|  | | |

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Crossword



Across

- 4 Kills the dragon with his bow and arrow (4)
- 6 Name of the dragon who has a deep love for gold (5)
- 7 Lives in a wet cave and plays riddles with Bilbo (6)
- 8 Author of *The Hobbit* as well as *The Lord of the Rings* series (7)
- 10 Lives in Rivendell and helps the dwarves translate the moon runes on their map (6)
- 12 The main character of *The Hobbit* (5)

Down

- 1 The Lonely _____ Bilbo and company
- 2 Home of Bilbo Baggins
- 3 This creature turns out (5)
- 5 A human who has a black bear (5)
- 7 _____ the Goblins and the dwarves
- 9 These creatures have holes in the ground
- 11 The leader of the Woodmen as a shield

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