

# Welcome!



Thank you for downloading this Reflective Reading resource pack to accompany the novel *The Rewilders* by Lindsay Littleson.

We really hope you enjoy reading and sharing Esme and Callum's adventures in the Scottish Highlands!

Please share your work with us on social media using the hashtag #TheRewilders. Be sure to tag the author @ljlittleton and @cranachanbooks!

Happy reading!

Clan Cranachan

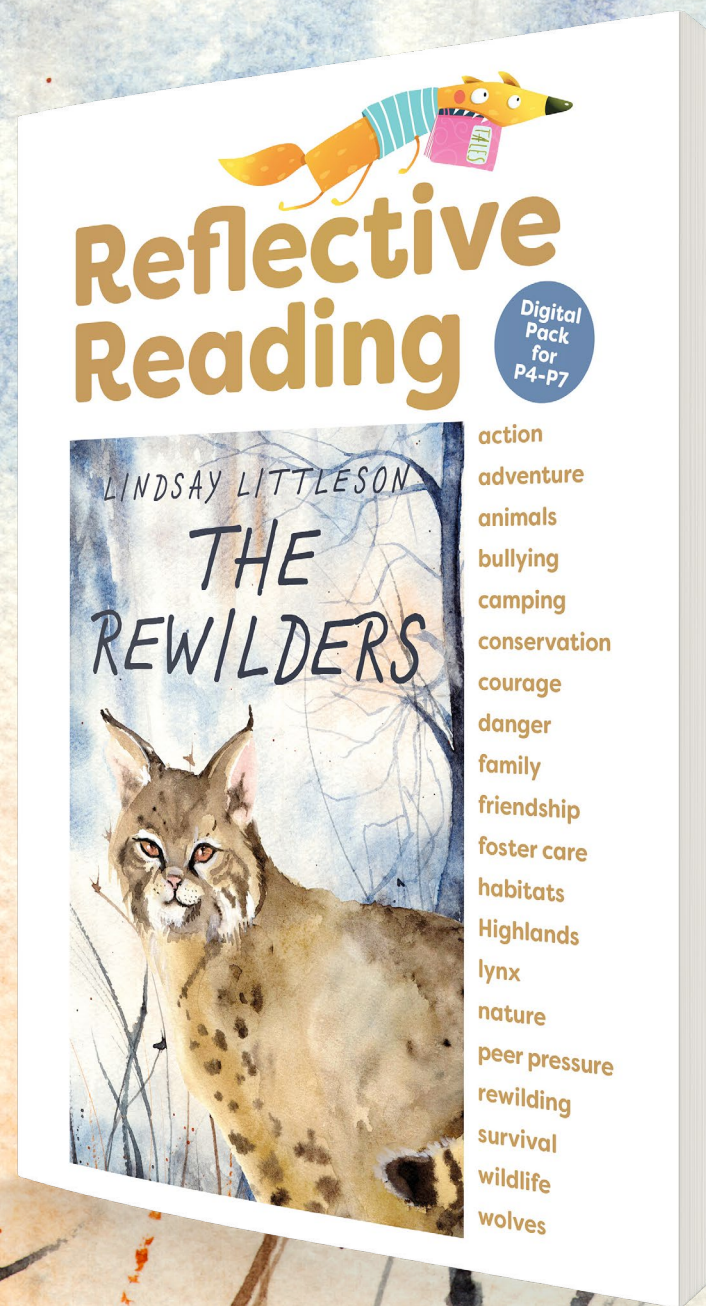
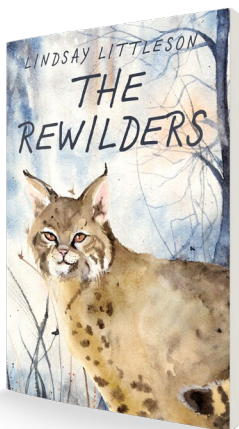
Lindsay Littleson is also available for author visits and school events.

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## READ AND UNDERSTAND

Who are the main **characters** in *The Rewilders*? In your jotter, or on the sheet provided, begin a **Character Map**.

Draw pictures, add notes, facts and quotes as you learn more about each **character** during the novel. Fill in what you know so far.



## REFLECT & RESPOND

Ch1: **"Isobel's a sweetheart..."**

After reading the first three chapters, write your own opinion of Isobel, backed up by evidence from the text.

Sadie has clearly made a big impact on Callum's life. Why do you think this placement is working out for him, when the others didn't? Discuss in your group, giving reasons for your answers.

## INFER WHAT'S NOT THERE

Why do you think the author has chosen to write *The Rewilders* from the perspective of both characters?

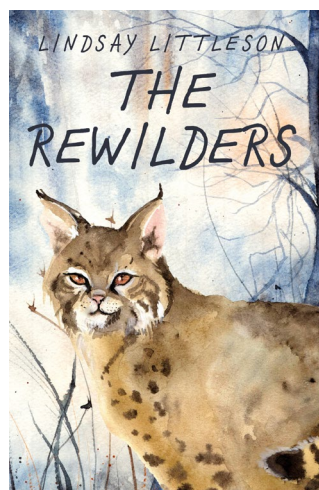
If the story was told solely from Callum's perspective, would your opinion of Esme be different at this stage? If not, why not?

## EXPLORE SOME MORE

Ch3: **"Esme felt her insides shrivel, burnt by the anger in their accusing glares."**

What type of **literary device** is the author using here? What effect does it have on the reader?

Find three **metaphors** or **similes** in Chapter 3 and write them in your jotter. Which do you think is most effective and why?



CHAPTERS 1-3



## CONNECT 4

Ch2: Callum has already planned what he would like to do when he leaves school.

In your group, talk about your own plans and/or dreams for the future.

What barriers might you face and how could you overcome them?



## EXPLORE SOME MORE

Choose two tricky/interesting words from the text (Ch 1-3) and write all four words in your jotter. Discuss and note the meanings of each one:

1. forlornly
2. ominous
- 3.
- 4.

## READ & UNDERSTAND

Take a new double-page spread in your jotter with the heading **'Chapter Summaries'**.

Summarise the events of each chapter briefly (no more than 2 sentences) using **Who, What, When, Where, Why, and How** to help you.

Add to this as you read the book.

## CREATE SOMETHING GREAT

Read this description of Shug and then create a detailed sketch, drawing or painting, using the details in the text. Display your work.

Esme's gran described Shug as 'hand-knitted' and she didn't mean it as a compliment. His coat was greyish white with ink-black splodges, his ears were ragged triangles, folded in at the ends, and his hairy muzzle was permanently mud-splattered. It often appeared as though Shug had mud for brains too, but his heart brimmed with love for all.

## READ AND UNDERSTAND

Ch4-6:

What new information have you learned about the **main characters** in these chapters?

Discuss and add to your own **Character Map** and **Chapter Summaries**.



## REFLECT & RESPOND

Are you enjoying the novel so far?  
Why/Why not?

Are you curious to hear/read the rest? Why?

Which character to you find most/least likeable? Explain your reasons.

## READ & UNDERSTAND

Ch5: Discuss in your group what you think these words mean. Find them in a dictionary and write the words and their **definitions** in your jotter.

Can you think of a good **synonym** for each word?

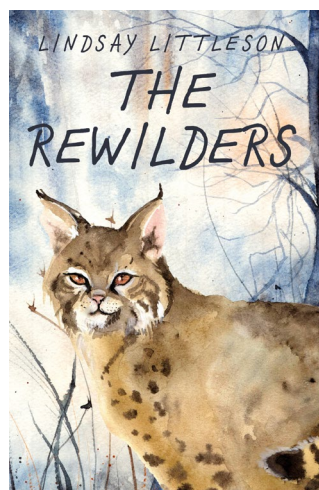
1. crepuscular
2. delirious
3. premonition

## CONNECT 4

Ch5: ***“Be brave. If only it was a quality she could switch on like a light.”***

Can you think of a time when you did something brave or outside of your comfort zone? Why did you do it? How did it make you feel?

Should people step outside their “comfort zones”? Why? Why not?



## CHAPTERS 4-6



## EXPLORE SOME MORE

Ch6:

Scan read pages 55-58 and find three **similes**.

Explain them in your group and note your answers in your jotter.

Can you think of other **similes** the author could have used?

## INFER WHAT'S NOT THERE

Ch6: ***“You know, it’s fine to be enthusiastic about stuff that makes you happy.”***  
***He saw her roll her eyes...’***

Discuss Esme’s reaction to Callum’s comment. Why do you think she rolls her eyes? What can you **infer** about her thoughts? (What is she thinking?)

## READ & UNDERSTAND

Begin a **Lynx Fact File**.  
Record key information about the habitat, behaviour and diet of the Northern Eurasian Lynx as you read the book.

Remember to update it regularly!



## CREATE SOMETHING GREAT

Using the cover illustration of Cora, draw a detailed picture of the lynx. Annotate your drawing using at least eight phrases from the text that describe the animal’s appearance.

For example: **reddish-brown fur**  
**dark-spotted**  
**needle-sharp teeth**

## READ AND UNDERSTAND

Ch7:

In your jotter, explain why Esme doesn't want to ask Callum if they're stopping for lunch.

Why is Luka angry with Morag Campbell?

Research and write three facts about siskins.



## REFLECT & RESPOND

Ch7: *"Wolves and lynx don't belong in the Highlands. This isn't their natural home."*

Callum and Esme have different opinions about the rewilding of large predators. Put their reasons under two headings:

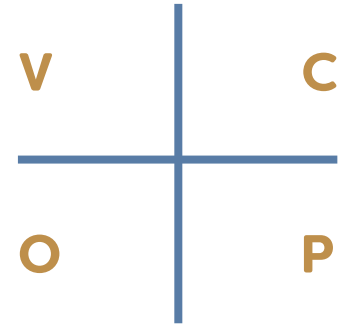
*Callum*

*Esme*

In your group discuss who you think has the better argument. Whose side are you on?

## EXPLORE SOME MORE

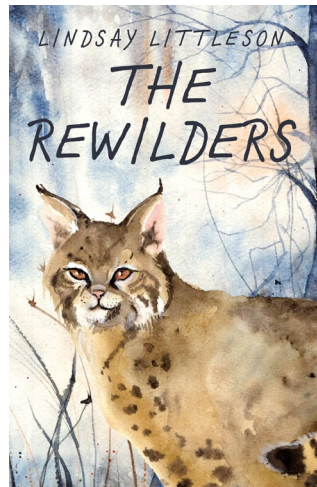
Ch7 or 8: **VCOP Hunt**



## EXPLORE SOME MORE

Ch8: Rewrite this description using alternative **adjectives**, **verbs** and **adverbs** (**synonyms** where possible) which maintain the author's style and tone.

Early morning mist, filmy as a gauze shawl, draped the mountains, hung over the farm buildings. Weak sunlight slanted through violet tinged clouds, leaving most of the glen in gloom. But where the sun shone, the colours gleamed; russet and ochre and gold.



CHAPTERS 7-9



## INFER WHAT'S NOT THERE

Why do you think Callum answers Esme when she asks about his birth family?

*"Will everything go back to 'normal' when we're back at school on Wednesday?"*

What do you predict will happen when Esme and Callum return to school?

## CONNECT 4

Ch9: *"An army of worries was massing in his head, all fighting for attention..."*

In the group, discuss strategies that help to calm us down when we feel worried or anxious. Practise one or two strategies: listen to a piece of calming music, focus on deep breathing, do some yoga stretches or mindful colouring. Which ones work best for you?

## READ & UNDERSTAND

Discuss and add to your own **Character Map**, **Chapter Summaries** and **Lynx Fact File**.

Make a **prediction** about what you think will happen in Chapter 10.



## CREATE SOMETHING GREAT

Ch 8: Read from... *"She was almost across when a roaring sound came from upstream..."* to *"Shug licked at his face, delighted the humans had seen sense and returned to dry land."*

Use A3 paper to create a **storyboard** of the scene, with text, illustrations, **speech bubbles** and **captions**.



## READ AND UNDERSTAND

Ch10:

What does Esme mean when she says  
“*Civilisation at last.*”?

Update your *Character Map*, *Lynx Fact File*  
and *Chapter Summaries*.



## CONNECT 4

Imagine you are planning to interview the author of *The Rewilders* for a magazine article. In your group, choose 5 questions you would really like to ask her about the novel and its real-life themes.

Email or tweet the questions to Lindsay Littleleson!

Email: lindsay-1@hotmail.co.uk  
Twitter @ljlittleleson

## EXPLORE SOME MORE

Explain why the author has used these *similes*. Do you think they're effective? Why/why not? What do they suggest to the reader?

*“The boy looked really troubled, and the expression on his face was making Esme’s thoughts spin like clothes in a dryer.”*

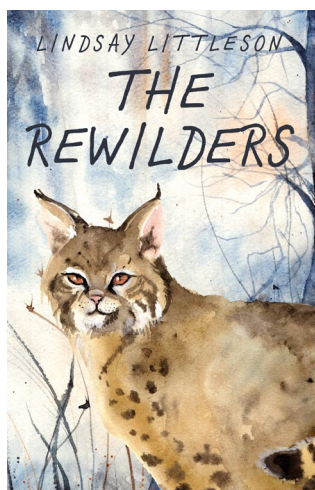
*“Shug dragged him along, determined as a child tugging a sledge up the hill.”*

## EXPLORE SOME MORE

Ch11:

Find and write three phrases the author uses to show how excited Esme is when she thinks she has worked out the answer to the mystery of the dead sheep.

Find and write three phrases the author uses to show that Robbie Bauld is a really unpleasant character.



  
Reflective  
Reading

CHAPTERS  
10-12



## INFER WHAT'S NOT THERE

Ch11: The scene at the end of the chapter is told from Callum's perspective. Rewrite it from Esme's *point of view*, starting with these lines:

*To Esme's horror, she spotted Cora heading towards them and realised Bauld was bound to see the lynx. Somehow, she had to stop that happening. Grabbing Callum's sleeve, she hissed in his ear...*

## REFLECT & RESPOND

Ch12: In this chapter, the author uses a *flashback*, taking the reader back to an earlier time in Callum's life. Why do you think the author has put this *flashback* here?

What impact does it have? Does it change your feelings towards Callum as a character? Why/Why not? Discuss in your group.

Can you think of films or books that use the *flashback technique*?

## CREATE SOMETHING GREAT

Ch12: Research Scotland's temperate rainforests. Use the Woodland Trust link, and this one:  
<https://savingscotlandsrainforest.org.uk/>

Create a *Save Our Rainforests* poster. Remember:

- Short and snappy phrases
- Eye-catching and clear layout
- Pictures and key message/s

## CREATE SOMETHING GREAT

Read the description of the rainforest in Chapter 12.

Paint or draw a detailed picture, using the information in the text and taking inspiration from some of the fabulous photos on this website:  
<https://www.woodlandtrust.org.uk/about-us/where-we-work/scotland/saving-scotlands-rainforest/>

## READ AND UNDERSTAND

Ch13:

Give two reasons why Esme ran as fast as she could through the woods at the beginning of Ch 13.

Use information gathered from the text to write at least four interesting facts about wolves.



## REFLECT & RESPOND

Ch13: Read from: “*As she stared into the wolf’s yellow eyes*” to “*his teeth were bared.*”

Write some of the words and phrases the author uses to **build tension**.

What is the **effect** of the final, short sentence?

## CONNECT 4

In Ch14, Sadie describes the meal they are going to have when they get home. How would you describe your own favourite meal to someone who has never tasted it? Think of its appearance, how it smells and what it tastes like. What makes the meal special?

In your group take turns to describe your favourite meals.

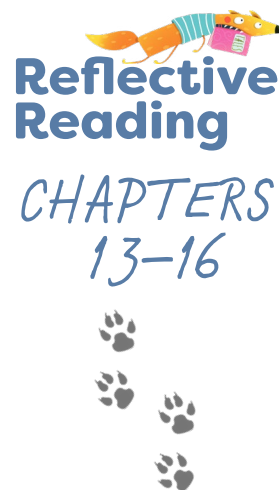
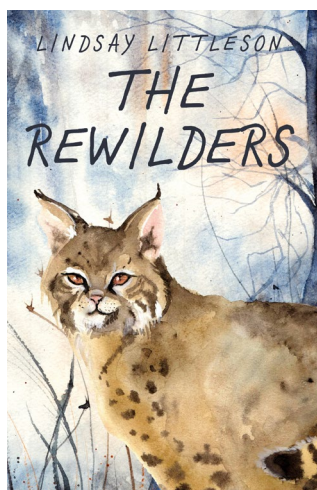


## REFLECT & RESPOND

Ch14:

Scan read the chapter and find three **similes**. Which one do you think is most effective? Why?

Write four phrases used by the author ‘**to show, not tell**’ that Esme is upset when Shug is missing.



## INFER WHAT'S NOT THERE

Ch15: During the conversation in the car, Callum uses three **war-related** words or phrases. Discuss in your group what the words/phrases mean. Write them in your jotter. Use each one in a sentence.

Jean calls Shug a **liability**. Use a dictionary to find and write the word’s meaning in this context.

## INFER WHAT'S NOT THERE

Ch16:

“*This is the me I want to be.*”

In your group, discuss Esme’s statement. What changes will she need to make at school to become the person she wants to be? Do you think she will succeed? Why/why not?

Are you the person you want to be?

## REFLECT & RESPOND

Write a ‘postcard review’ for *The Rewilders*, like the ones you see in bookshops. Give three reasons to read it, or your opinions about the book. Use the brief plan below:

Intro sentence

- 1.
- 2.
- 3.

Conclusion

## CREATE SOMETHING GREAT

Write a newspaper article about Robbie Bauld’s arrest. Use **Who, What, Where, When\*, Why, How** to help you get started.

- Invent a gripping headline.
- Include the details about Bauld’s crimes mentioned in the text.
- Add ‘photographs’ of some of the people involved.

## READ AND UNDERSTAND

Write the two **questions** the **narrator** asks near the start of the video.

What is the **key message** of the video?

Can you name all of the wild creatures pictured in the video? Complete this list.

Red deer, lynx ...



## REFLECT & RESPOND

What **literary devices** do you notice being used by the narrator? Give two or three examples.

Do you think that the **literary devices** used help to put across the film's message? Explain why/ why not?

## INFER WHAT'S NOT THERE

Why do you think Rewilding Alliance chose to produce an **animation** rather than a live action video?

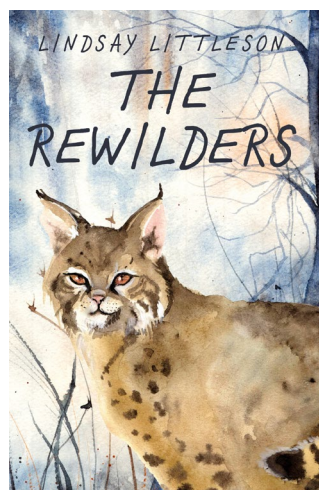
Give at least three possible reasons.



## EXPLORE SOME MORE

How does this video **persuade** people that rewilding is good for Scotland ?

What **techniques** are used? Make a list with at least five examples.



SCOTLAND: A  
REWILDING NATION

[https://www.youtube.com/watch?v=ZR2sPQHUt\\_4](https://www.youtube.com/watch?v=ZR2sPQHUt_4)

## CONNECT 4

Which is your favourite frame from the video?

Freeze the frame, draw it in detail and explain to the rest of your group what you liked about it.



## EXPLORE SOME MORE

What is the effect of the screen going dark half way through the video? Are the film makers trying to worry the audience? Why would they do this?

What do you notice about the colours used in the second half of the film compared to the first? What are the film makers trying to achieve?

## READ & UNDERSTAND

Discuss in your group what you think these words mean. Find them in a dictionary and write the words and the **meanings** in your jotter. Can you think of a good **synonym** for each word?

1. medley
2. squandering
3. fragmented



## CREATE SOMETHING GREAT

<https://www.rewild.scot/about>

This website page contains a list of organisations with an interest in rewilding.

In your group, choose an organisation that interests you, check out their website and present information about the organisation, in any form you choose, to the rest of the class.