



# The Bloodline of the Orcans

Author **Daniel Hernández Chambers** / Illustrations **Antonio Lorente** / 184 pages / Book Series **Eyes of Midnight**

## Objectives

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- To give students an **insight into a fantasy-within-fantasy world** which they could use as a model for their own creative writing.
- To build students' confidence in **understanding stories written in English**.
- To encourage students to **enjoy reading stories and using their imagination**.
- To give a **role model for teamwork** and collaborative discovery.

## Word bank

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### Key vocabulary

**Historical and cultural words related to the Middle**

**Ages:** betrayal, treason, dignitaries, pity, scaffold, clemency, pawn, alliance, traitor, sworn, nomad

### Key structures

First-person narrative questions: "Would I discover the Storm Lord?", "Had I heard it correctly?", "And if that was true, what were two Grey Eagles doing in the Kingdom of Nosc?"

## Tips and ideas

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### Before reading

- Encourage creative, higher level thinking skills by getting students to predict the theme of this story from the title.
- Brainstorm tales, legends and myths of royal families and monarchies. Ask students if there are any parts of the world that still give importance to these figures in pop culture and, if so, what they know about them and what role they might play.

### During reading

- Spend a session in class listening to one of the chapters on the CD, while students follow the text. Encourage them to do the same at home, if possible. The teacher can explain that an audio version may help in understanding as it adds another mode of learning and is a strategy for English learners. They can also go at their own pace at home. In addition, it is enjoyable to listen to stories, making them come to life and adding another dimension. You could also find out how many of them watch TV / films on the internet with English subtitles – and stress how helpful this can be.
- Use the illustrations to elicit what they think comes next – or get them to flick through the illustrations for

the whole story and see if they can predict what it will be about.

- Use brief information checking questions after each section to keep up the pace of the reading session and make sure the class is following you. Give students time to consider their reply and share it with their partner, before volunteering the answer.

### After reading

- Show your students some visual organisers (timelines, Venn charts, spider diagrams, storyboards, etc.) and ask pairs to choose one and use it to depict their favourite section of the story. The class could all focus on the same part or you could split students into three groups and cover the whole story.
- This story is set in the Middle Ages. Ask students if they feel it is old-fashioned or if they prefer modern stories. Ask if they can relate to any of the characters.
- Divide the class into three groups and give each group a character – Crey, Willen of Orcans and Hjordyn. Get them to draw up a Facebook, Instagram or blog profile of each and to describe their role in *The Bloodline of the Orcans*. What does each of them do? Write from the point of view of the character.

# Teacher support activities

## Great Games: Who's Who in the Monarchy?

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Ask students what they know about royal families and monarchies in the world.

Give students a list of royal families, both past and present. Some examples could include the British, Spanish, Swedish or Danish royal families. In small groups, they will choose one, research it and have 24 hours to prepare a poster of a family tree including any relevant information about roles the people play or played, or important events and achievements.

Discuss how royal families and monarchies have any influence today, and if they should still be important.

## CLIL Link: Media and Literary Connections

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Fantasy novels and TV series have been popular for a long time with stories like *Game of Thrones*, *Buffy the Vampire Slayer*, *Lost*, *Avatar*, *Harry Potter*. Elicit what students know about these series or other books and once they are familiar with *The Bloodline of the Orcans*, ask them for similarities and differences.

Ask students to write down a few fantasy stories they know (books or films) and to share them with their partners. They compare lists and give a brief outline if their partner does not know the plot or characters. Then pairs join up and share again, and finally ask for feedback around the class.

Draw up a list on the board of the different titles as a peer-directed incentive to get the class reading more. Students could then do a pair or group project by making a poster, presentation, Instagram profile or blog, describing characters, personal interests, plot and setting using visuals and thematic language.

## English Theatre: Retell the Tale

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Retell a part of the story as a group, starting every new line with a question that the main character asks the audience, alluding to the first-person narrative questions used in the story. This activity could be scripted – by you or by students – or improvised, depending on the level of language and confidence in the group.

Before starting, storyboard the events from the chosen tale, and very loosely chart the different episodes and elicit the language linked to these scenes. Then appoint different groups to different positive or negative scenes and give them some time to prepare their part. They could write a short script, use mime or prepare a combination of the two. Referring to the original timeline of the story, groups take turns representing their scenes in front of the rest of the class.