

BOY GIANT

Son of Gulliver

by Michael Morpurgo

When war comes to Omar's Afghan village, ten-year-old Omar and his mother set off on a long and dangerous journey, heading for England and Uncle Said's café. But Omar's mother can't afford two boat tickets and Omar must travel on alone. When the worst happens at sea, Omar expects his life to end. Instead he is washed up somewhere marvellous and strange – the island of Lilliput, whose tiny inhabitants welcomed Gulliver so long ago. Helped by his new friends, Omar becomes Son of Gulliver – a role that requires him to develop peacemaking abilities.



In *Boy Giant*, the harsh realities of modern-day war and migration collide with a much-loved classic to deliver an engagingly offbeat reading experience. Omar narrates his own story with age-appropriate realism and a sense of energy that keeps readers hooked. Using the Lilliputian microcosm as a metaphor, Michael Morpurgo explores conflict and its resolution through imaginative charm, unsettling questions and hard-hitting truth. Michael Foreman's line illustrations bring the text to life throughout.

The 'real' Gulliver

Resource 1

Gulliver's Travels by Jonathan Swift was published in 1726. What can you spot in *Boy Giant* that feels old fashioned? What can fiction tell us about history?

Research Swift and his 18th century world. What did people wear, what did they eat, what jobs did they do, how were they educated, who was in charge...? Share your discoveries.

BOY GIANT
BY MICHAEL MORPURGO

MY 18TH CENTURY CHARACTER

My character's name: Age:


Occupation:

Favourite food:

Hobbies:

Draw a picture of your character

Draw a picture of your character's home

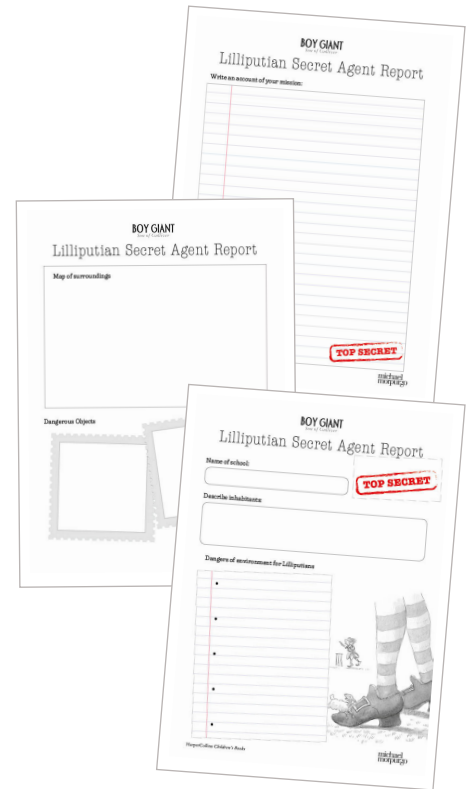
HarperCollins Children's Books 

Tiny people in a giant world

Resource 2

Swift's Lilliputians are part of a long tradition of stories about little people inhabiting wild places, like the spriggans in this book. Research folk traditions worldwide and write about what you've learned.

Explore your school/neighbourhood from a Lilliputian perspective. View things from below and look for details Lilliputians would see but you might miss. How would they navigate your world? What could be dangerous? Sketch and make notes, then use these ideas to write a first-person story from the point of view of a Lilliputian secret agent sent to investigate a strange new find.



Property listing

Resource 3

Extend the previous activity by constructing tiny homes outdoors from natural materials.

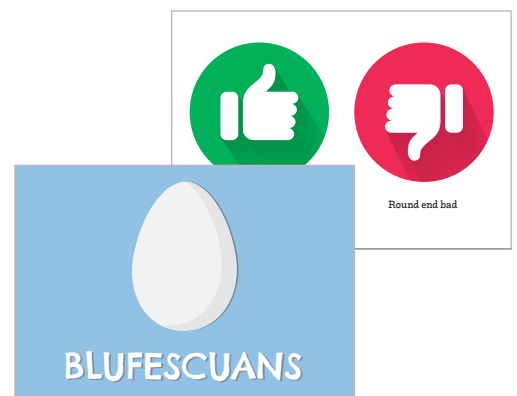
Take photos and write estate-agent-style adverts for each residence. Who will live in them? Invent characters and write about what happens when they move in.



Eggy drama

Resource 4

“Because (the emperor) had always opened his boiled egg at the round end, he decreed that everyone should do the same. ‘Round end good. Sharp end bad.’From that day on, if you opened your boiled egg at the sharp end, it would be a crime, the act of a traitor, an act of grave disloyalty and disobedience to the emperor...”



Divide children into Lilliputians and Blufescuans and arrange for the groups to work separately, each with an adult helper. Give the Lilliputians a card saying ROUND END GOOD, SHARP END BAD and the Blufescuans one saying SHARP END GOOD, ROUND END BAD.



1 Ask groups to discuss their island's view of egg-eating and invent laws to govern the issue. Why must people eat eggs that way? What will happen to those who disobey? Make posters telling everyone what to do and start rumours about 'those people on the other island' who do things differently.

“ So the people of the two islands became enemies... They opened their eggs differently...and that was enough for them to start a war...”

2 Pair children, asking one child to roleplay the emperor as she/he campaigns about eggs, while the other listens. Agree ground rules to ensure insults are kept on-theme and don't become personal. Then invite your emperors to be as shouty and threatening as they can!

3 Showback and discuss. What works best? Collect words to describe your emperors (noisy, hostile...) and their audiences (quiet, angry, powerless...). What happens if you cheer your emperor on instead of listening passively? Add mimed then verbal support.

4 Choose someone in each group to be emperor while others form a supporting crowd. Meet for an energetic confrontation, with both emperors shouting their messages and supporters cheering them on – noisily or silently, whichever works best for you, then discuss. How did it feel to deliver or receive the antagonism? Could you hear the emperors properly? Did it matter? How did you feel about your fellow islanders? The opposition? What did you enjoy about the exercise, and why? (Being allowed to shout can be cathartic...) What didn't you enjoy, and why? (Being shouted at can make you feel scared...)

Would such a meeting help the islanders? How could they better resolve their differences? (Debates, voting, compromise...) How are disagreements dealt with in school? In your community? What happens when one country disagrees with another?

5 From p148 to p162, Zaya relates the ‘eggy part’ of Gulliver’s story. Re-read and discuss. What does it tell us about aggression and conflict resolution? Could Gulliver’s ideas and/or what you learned from your ‘eggy drama’ help you resolve conflicts in school? How?

Report on what you’ve done and the ideas you’ve discussed, or write persuasively about the conclusions you’ve reached.

Measuring the giant

Resource 5

“They were pacing... up my arm, down my leg, across my chest... They were stretching a thin ribbon from my waist to my shoulder, from my ankle to my waist, from my wrist to my shoulder. I was being measured!”

Draw round each other on wallpaper. Take measurements and mark on each drawing. As a class, compare your collected data. Who has the longest legs? The shortest arms? What’s your average height?

BOY GIANT
OUR CLASS
Tale of The Tape

2 3 4 5 6 7 8 9 10 11

Measurements and statistics (in centimetres)

Tallest: <input type="text"/>	Longest leg: <input type="text"/>	Longest arm: <input type="text"/>
Shortest: <input type="text"/>	Shortest leg: <input type="text"/>	Shortest arm: <input type="text"/>
Average height (show your workings): <input type="text"/>	Average leg size (show your workings): <input type="text"/>	Average arm size (show your workings): <input type="text"/>

HarperCollins Children's Books michael morpurgo



MY 18TH CENTURY CHARACTER

My character's name:

Age:

Occupation:

Favourite food:

Hobbies:



Draw a picture of your character

A large, empty rectangular box with a decorative, scalloped border, intended for drawing a character.

Draw a picture of your character's home

A large, empty rectangular box with a decorative, scalloped border, intended for drawing a character's home.

BOY GIANT

Son of Gulliver

Lilliputian Secret Agent Report

Name of school:



Describe inhabitants:

Dangers of environment for Lilliputians

•
•
•
•
•

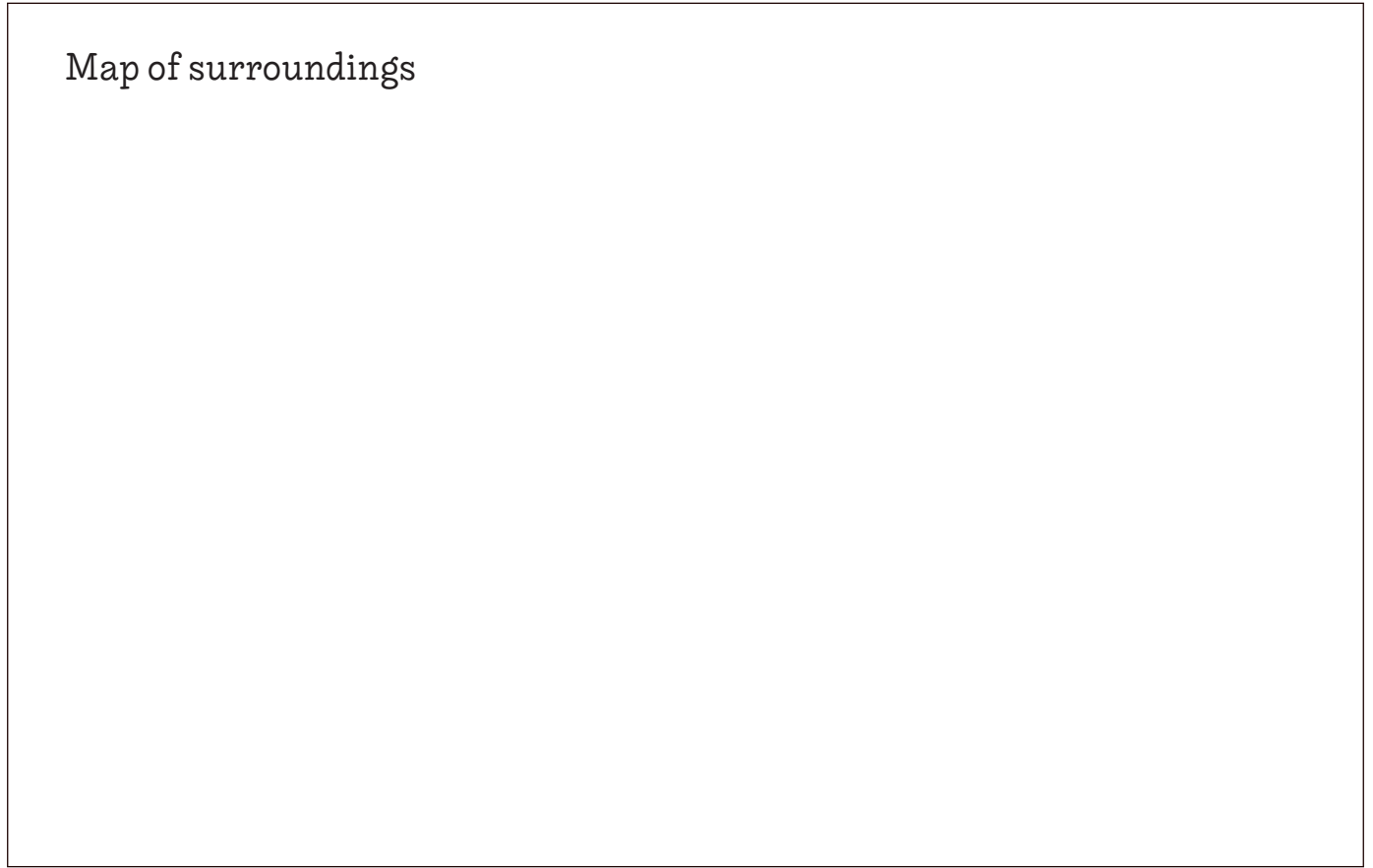


BOY GIANT

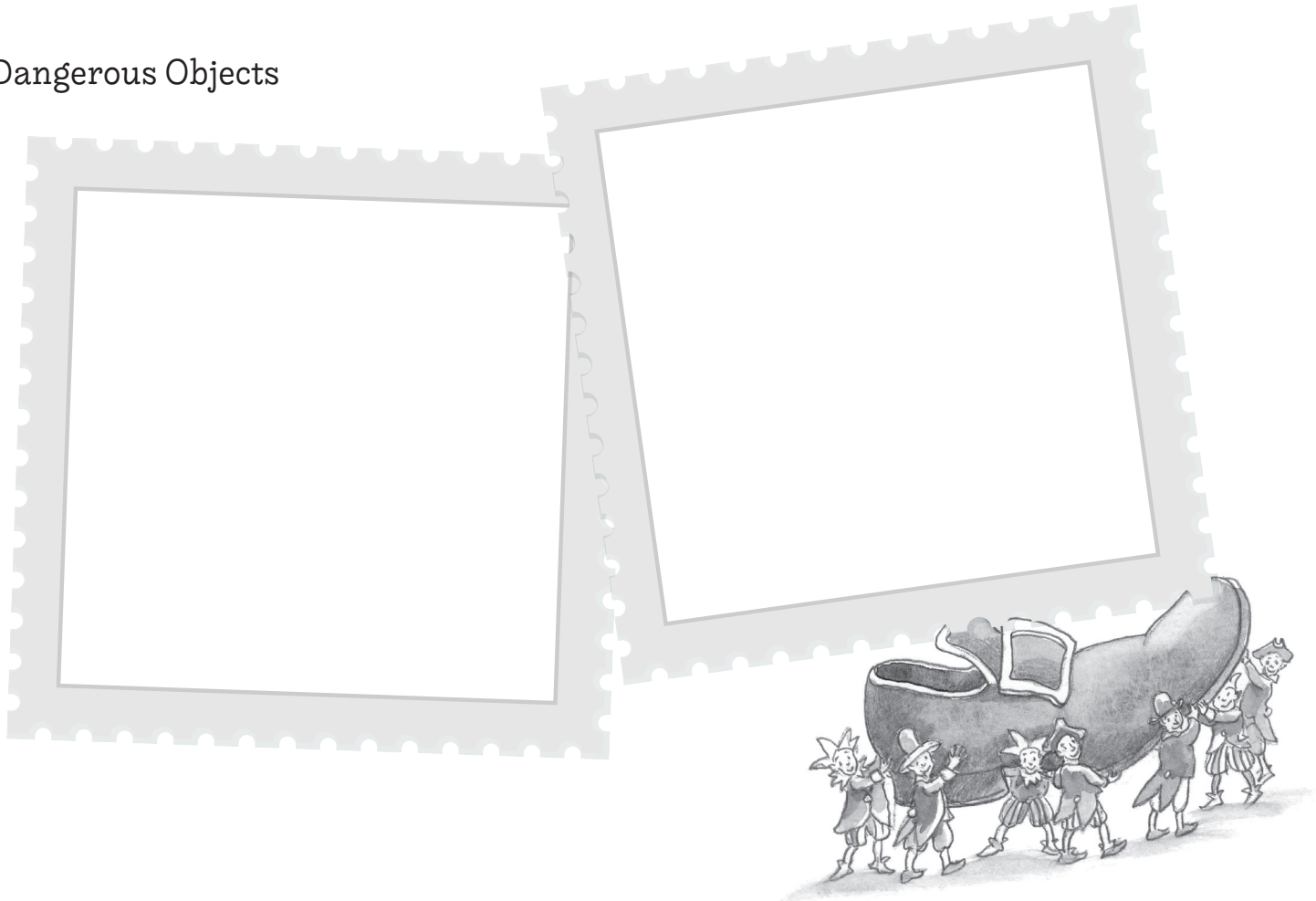
Son of Gulliver

Lilliputian Secret Agent Report

Map of surroundings



Dangerous Objects



Lilliputian Secret Agent Report

Write an account of your mission:

A large rectangular area for writing, featuring a vertical red margin line on the left and horizontal blue lines for text.



BOY GIANT
Son of Gulliver

LILLIPUT ESTATE AGENTS

PROPERTY LISTING



Location:

Property type:

Ideal for:

Property description

Floorplan



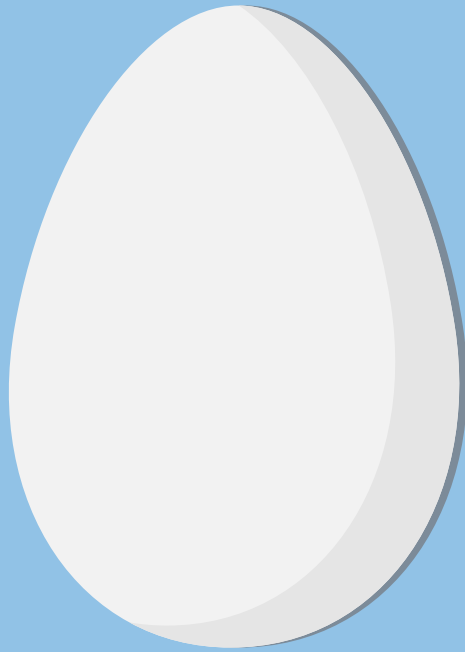
LILLIPUTIANS



Round end good



Sharp end bad



BLUFESCUANS



Sharp end good



Round end bad

BOY GIANT
Son of Gulliver

OUR CLASS
Tale of The Tape



Measurements and statistics (in centimetres)

Tallest:

Longest legs:

Longest arms:

Shortest:

Shortest legs:

Shortest arms:

Average height (show
your workings):

Average leg size (show
your workings):

Average arm size (show
your workings):

