

The Pendle Witch Trilogy – Chapter Guides

The Revenge of the Pendle Witch

Overview

Suggested use

This resource has been put together to accompany the book, The Revenge of the Pendle Witch – the third book in Rachel Helen's Pendle Witch Trilogy.

For each chapter there is a guide suitable for Upper Key Stage Two, which includes a chapter summary as a quick reference for the teacher/adult; a suggested list of new or unfamiliar vocabulary from the chapter; questions which can be used in verbal discussion or to be answered in written sentences; and an activity ideas section of additional short writing ideas.

Each of the chapters is short and can be read aloud within ten minutes. It would be suitable to read one chapter per lesson and to follow it with discussion, vocabulary work and one of the written tasks. Alternatively, you could divide the book into five days by reading two or three chapters per day and focusing on a couple of discussion points then either vocabulary work or a short written task.

The final page of this guide has a suggested plan for how the book can be used to produce a longer piece of writing, with a five day exemplar for planning, modelling, writing and editing.

Vocabulary

Each vocabulary list contains a suggestion of words from the chapter which may be new or unfamiliar to the children. Doing work around their meaning can assist with children's understanding of the book, as well as helping them to expand their own vocabulary.

A suggested approach would be

- after each chapter, discuss some of or all the words from the list – talking about possible meanings and looking these up in a dictionary or using a website such as Word Hippo.
- Words and their meanings should be added to a working wall or vocabulary display.
- One or more of the words could be focused on with children writing the meaning in their own words, writing a list of synonyms, or writing their own sentences containing the words.

Prompts and activities

The prompt questions are designed to enable children to explore and deepen their understanding of the book and of authorial devices. By pre-selecting one of the writing activities or one to two of the questions to focus on in writing, discussions can then be built around the most relevant areas to support children in their learning and understanding.

Children's ideas can be added to a working wall throughout the reading stage and later be referred to during the course of children developing their own ideas and producing their own extended written work.

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Chapter One

Chapter Summary

- Chapter one is a description of someone coming back to life and fighting their way out from under the ground
- She is in a woodland and has flashes of memories of a box and a bone, an orange flame and a pain in her ankle – this relates back to the final chapter of The Betrayal of the Pendle Witch
- At the end of the chapter, we learn it is Agnes, who died at the end of The Betrayal of the Pendle Witch

Vocabulary

- Consciously
- Unaware
- Dank
- Flail
- Entombed
- Matted
- Deformity

Activity ideas

- If you have recently read The Betrayal of the Pendle Witch, list the things from this chapter that relate to the final chapter of that book, and explain what their significance is.
- Create a list or chart of emotions which Agnes feels at different parts of the chapter with evidence from the book to show this.

Prompts for discussion / writing

- What is happening in the chapter?
- If you have recently read The Betrayal of the Pendle Witch, in what ways does this chapter link to the final chapter of that book?
- What different emotions does Agnes feel over the course of the chapter?
- Can you summarise the chapter in your own words?

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Chapter Two

Chapter Summary

- Izzy wakes Alice from a nightmare (these are the main characters from book one, The Curse of the Pendle Witch)
- We learn that it is two weeks since Alice buried the box in the woods
- Alice decides to visit Maggie Duerden (the old lady from book one who helped her to bury the box in the woods)
- Alice and Izzy walk to Maggie's and Alice asks her how she knew about the curse on the box and what to do with it

Vocabulary

- Intensified
- Silhouette
- Eternal
- Slumber
- Compulsion
- Excavations
- Skewed

Activity ideas

- Compare the writing styles between chapters one and two by listing features of how they are written and giving examples.
- Rewrite the second half of the final page of the chapter using the style of the first chapter (third person, past tense)

Prompts for discussion / writing

- How does the writing style compare in this chapter to the previous one? If you have read the other two books in the trilogy, how do the writing styles in this book link to them?
- Where do Alice and Izzy go and why?
- How does Alice feel when they get there?
- What does Alice want to find out from Maggie?
- Can you summarise what happens in the chapter?

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Chapter Three

Chapter Summary

- Agnes is moving through the woods, trying to remember her past
- She finds the box that she had carried in book two and which Alice had buried at the end of book one
- She opens the box and finds some things in it she doesn't recognise – the items added by Alice as instructed by Maggie in book one
- She remembers Demdike and that she wanted to curse her
- Then she remembers her friend Margaret, and of seeing her with the magistrate as she was casting the spell against Demdike – she is sure Margaret betrayed her to the magistrate
- She feels hatred towards them both

Vocabulary

- Overwhelming
- Reverberated
- Empower
- Canopy
- Obliterated
- Scuttled
- Crone
- Unkempt
- Seething
- Contempt

Activity ideas

- Write a letter to Agnes advising her what you think she should do – think about what she remembers about and her emotions towards Demdike and Margaret.
- Vocabulary focus – revisit the new/unfamiliar vocabulary discussed so far. Write sentences using a selection of the words.

Prompts for discussion / writing

- What does Agnes find in the woods?
- How do the different objects make her feel/affect her memories?
- What are her feelings towards Demdike?
- What does she remember about Margaret and what emotions does this make her feel?
- What decision does she feel she has to make?
- Can you summarise the chapter in your own words?
- What do you predict Agnes will do?

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Chapter Four

Chapter Summary

- Maggie is telling Alice about the box, about the family who found it in the 1960s but chose to bury it by the barn rather than in the woods, and about how the curse affected them
- Izzy asks Maggie how she knows about the curse
- Maggie explains about the Good Friday coven at Malkin Tower and about two girls who ran away for fear of getting arrested. She tells how one of them died with the wooden box, and the other was arrested and taken to Lancaster Castle
- The girls head back home but Alice feels like she is leaving with more questions than answers

Vocabulary

- Recalling
- Entirely
- Glassy
- Gauge
- Prowling

Activity ideas

- Write a list of questions that you think Alice would like to ask Maggie.
- Write a factfile about the box and what we know about it from this chapter.

Prompts for discussion / writing

- What does Maggie tell Alice and Izzy about how the box came to be next to the barn?
- What does she tell them about the last people who found the box?
- What does she tell them about the history of the box and how it came to be cursed?
- How does Alice feel about what Maggie tells them?
- How do you think Maggie feels when she is telling/has told the girls about the box?
- What other questions would you like to ask Maggie about the box and the curse?
- Can you summarise the chapter in your own words?

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Chapter Five

Chapter Summary

- Agnes is sitting in the woods with the box, recalling what Demdike and her family did
- She then remembers Margaret arriving with the magistrate
- A raven calls to her and lands on her hand – she remembers Chattox telling her about animals being used to help with witchcraft and she feels this raven is her familiar (spirit animal)
- She thinks again about how Margaret left her and handed her over to the magistrate and feels that the betrayal from someone she loved and thought she could trust needs avenging
- Agnes is confused about where she is and how long she has been dead for
- She leaves the woods with the raven and is startled by a passing car
- She collects some herbs and tries to picture Margaret but instead sees the image of a girl she doesn't recognise. She imagines touching her neck and saying, "Tell me where she is."

Vocabulary

- Condemning
- Shackled
- Mulchy
- Constellation
- Erratically
- Incantations
- Bittersweet
- Vengeance
- Abyss
- Obliviously

Activity ideas

- Write a list of the things that confuse Agnes because they have changed since she was alive. Write an explanation about each of them.
- Create a character profile of Agnes, including her appearance, her history, and her current aims.

Prompts for discussion / writing

- What animal sits on Agnes' hand and how does it make her feel?
- What does Agnes remember about what Chattox told her about animals?
- Where does Agnes go?
- How does she feel about not knowing how long she has been underground for?
- How are things different to last time Agnes remembers?
- What does Agnes collect and why?
- Who does Agnes expect to see when she does her spell?
- Who do you think she actually sees?
- Can you summarise the chapter in your own words?

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Chapter Six

Chapter Summary

- Alice and her family are about to eat lunch when Alice suddenly feels cold and dizzy. She feels a hand on her neck, and hears a voice saying, "Tell me where she is"
- Alice collapses to the floor and dad guides her to a chair
- Mum suggests Alice needs to see a doctor
- She goes outside and dad comes to check that she is ok
- Alice persuades dad to take her back to Cat Gallows Wood
- They go and realise the box has been dug up. They then find a hole like a shallow grave
- It thunders and dad takes Alice back to the car to take her home
- As they are driving away, Alice notices a teenage girl with a raven on her shoulder

Vocabulary

- Rasping
- Surreal
- Detached
- Vacantly
- Unconvincingly
- Menacing
- Intensifying
- Penetrating
- Dishevelled

Activity ideas

- Write a diary entry from Alice's point of view to describe everything that happened to her that day. Recall the events from the chapter and how she feels about them.
- Write a paragraph about what you think will happen next.

Prompts for discussion / writing

- What happens to Alice? How does this link to the end of the previous chapter?
- Where does Alice persuade dad to take her?
- What does she want to find there?
- What do they actually find?
- How does this make Alice feel?
- How would you feel?
- What happens to make dad rush them back to the car?
- What do they see as they are driving home?
- Can you summarise the chapter in your own words?
- What do you predict is going to happen?

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Chapter Seven

Chapter Summary

- Agnes walks along the lane in the thunderstorm
- She sees Pendle Hill then comes to a wooded area with a stream and a farmhouse, which feel familiar to her
- Agnes goes into a field and digs up some clay
- She makes a clay model of Margaret and says a spell to see where she is
- Maggie is at home when she suddenly feels sharp pains
- She suspects it has something to do with Agnes
- She is about to get something out of her drawer when she hears a voice behind her saying, "Hello again"

Vocabulary

- Perched
- Despondently
- Malformed
- Leaden
- Shrouded
- Meandering
- Instinctively
- Splendour
- Majestic
- Winced

Activity ideas

- Write the opening of the next chapter based on your predictions about what will happen next.
- Look back through the book so far and write a list of the different spells Agnes uses, what they do, and what items she needs to make each one work.

Prompts for discussion / writing

- What is the 'mechanical cart' and why does the author describe it like this?
- What does Agnes see that she recognises?
- What does she want to find in the soil and why?
- What happens when Agnes says her spell?
- Why do you think that Maggie is in pain?
- What happens at the end of the chapter and who do you think says, "Hello again"?
- How do you think Maggie feels when she hears this?
- Can you summarise the chapter in your own words?
- What do you predict will happen next?

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Chapter Eight

Chapter Summary

- Alice returns to Maggie's and call out to her, "Hello again"
- Alice explains to Maggie that she felt a hand on her throat and heard a voice
- She then tells her about going back to Cat Gallows Woods and seeing the holes
- Maggie suffers the sharp pains again
- She sits down and pulls the handkerchief out of her pocket. She opens it and inside are teeth
- Alice looks away, and in the reflection in the glass door, she sees Maggie as a teenage girl
- Maggie tells Alice to leave because she has some business to sort out with an old friend

Vocabulary

- Startled
- Ramble
- Etched

Activity ideas

- Write a list of the questions Alice wants to ask Maggie. Write the answers you think Maggie might give, using what we have learnt in the book so far and your predictions for the rest of the book.
- Write a diary entry from Maggie's point of view, thinking about the things that have happened, Alice visiting and asking questions, and what you think is happening.

Prompts for discussion / writing

- Who is that says, "Hello again" to Maggie?
- How does Maggie react to hearing the words, and then to realising it's Alice?
- What does Alice tell Maggie?
- How does Maggie react to hearing what Alice tells her?
- What does Maggie get out of her pocket?
- What does Alice think she sees reflected in the glass door?
- What does Alice want to ask Maggie?
- How do you think Alice feels about what is happening and about Maggie's reaction to it?
- Can you summarise the chapter in your own words?

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Chapter Nine

Chapter Summary

- Agnes is sitting in the field across from Alice's house
- She has tried to harm Margaret by stabbing at the clay doll
- She spots the girl from the car (Alice) coming down the hill towards the house
- Alice sits by the barn and a raven lands beside her
- Agnes casts a spell to use the raven to speak for her
- Alice hears the raven saying, "tell me where she is"
- The raven transforms into a teenage girl (Agnes) who demands Alice tell her where Margaret is, then changes back to the raven again
- Alice runs home

Vocabulary

- Foreboding
- Instinctively
- Linger
- Mesmerised
- Desperation
- Dishevelled
- Encountered

Activity ideas

- Write a list of words from the chapter which show how Alice is feeling through her actions. Categorise these into the emotions she feels.
- Write a paragraph explaining what you predict will happen next.

Prompts for discussion / writing

- What is Agnes thinking about the spell she has done?
- Why does Chaos screech then fly over towards the buildings across the road from Agnes?
- Why does Alice decide to sit beside the barn?
- How does Alice react to the raven landing beside her?
- What does Agnes' spell do?
- How does Alice react to hearing the raven speak?
- What happens after the bird's eyes glow red?
- How do you think Alice is feeling? What evidence in the text is there to suggest this?
- Can you summarise the chapter in your own words?

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Chapter Ten

Chapter Summary

- Alice is in bed, afraid of going to sleep
- She remembers hearing the voice and seeing the reflection of Maggie change
- She doesn't sleep all night
- In the morning, she offers to take Floss for a walk, and goes back to Maggie's house

Vocabulary

- Divert
- Chaotic
- Distorted
- Recur
- Inquisitiveness

Activity ideas

- Write a paragraph of advice you would give to Alice about what she should do.
- Write a paragraph about what you would do if you were Alice – would you have gone to see Maggie? Would you have told anyone about what happened? Would you try to find Agnes?

Prompts for discussion / writing

- Why does Alice not want to sleep?
- What does she realise about Maggie?
- What questions do you think Alice wants to ask Maggie?
- Why do you think Alice debates with herself about what she should say to Maggie?
- What excuse does Alice use to get out of the house?
- Would you have gone to see Maggie if you were Alice?
- How does Maggie react to Alice coming back to see her?
- Can you summarise the chapter in your own words?
- What do you predict will happen in the final three chapters?

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Chapter Eleven

Chapter Summary

- Agnes doesn't sleep either; she is waiting to see where Alice will go
- In the morning, she hears Floss barking and sees Alice heading up the hill; Agnes follows
- Alice goes into Maggie's and Maggie asks her what she thinks she knows
- Maggie sees Alice checking her reflection in the glass door; Maggie picks up the teeth and Alice watches the reflection change to that of the girl again
- Maggie becomes Margaret and senses that Agnes has come to find her
- The door opens and Agnes is standing in the doorway
- Margaret explains that she took the box back to the woods knowing it would raise Agnes
- Agnes holds the clay doll over the fire and Margaret is shaking the teeth
- Alice yells at them to stop

Vocabulary

- Anticipation
- Hypnotic
- Abruptness
- Instinctively
- Loftily
- Silhouette
- Consumed
- Paralysing
- Manically
- Traitorous

Activity ideas

- Write the start of the next chapter in the style of the author, based on your prediction of what will happen next.
- Imagine interviewing each of the three characters about what is happening. What would you ask them and what do you think their answers would be?

Prompts for discussion / writing

- Why has Agnes not slept?
- What does she hope will happen when she follows Alice?
- Why do you think Alice doesn't say anything when she gets to Maggie's?
- What does Alice do and how does Maggie respond to it?
- What happens when Maggie holds the teeth and what explanation does she have?
- Who enters the house?
- What does Margaret tell Agnes about the box?
- How does Agnes hurt Margaret?
- Can you summarise the chapter in your own words?
- What do you predict will happen?

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The Curse of the Pendle Witch

Chapter Twelve

Chapter Summary

- Margaret and Agnes both stop
- Alice asks them who they are and why they are trying to harm each other
- Margaret and Agnes start arguing again
- Alice demands them to stop
- She persuades them to give her the box and the teeth and encourages them to talk
- Margaret and Agnes each share their side of the story about what happened, each accusing the other of lying and betrayal
- Agnes suddenly grabs the box and teeth from the table

Vocabulary

- Animated
- Flailing
- Clamour
- Scoffs
- Usher
- Hysteria
- Subdued

Activity ideas

- Summarise the arguments that Agnes and Margaret have against each other. What advice would you give them to settle the disagreement?
- Create a short drama to show the arguments Agnes and Margaret have against each other and the emotions they each feel.

Prompts for discussion / writing

- How does Alice deal with the arguing?
- How is she feeling about the situation?
- What does Agnes say about her feelings towards Margaret and her reasons for them?
- What does Margaret say in response?
- Why do you think Alice takes the box and the teeth from Agnes and Margaret?
- How do Agnes and Margaret feel after hearing each other's side of things?
- What does Agnes hear which upsets her again?
- Can you summarise the chapter in your own words?
- What do you predict will happen in the final chapter?

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Chapter Thirteen

Chapter Summary

- Agnes is angry that Margaret left her in the woods for 400 years
- The girls continue to argue over who betrayed who
- Agnes throws the teeth in the box
- The raven flies erratically around the room
- Alice realises she can't get out because Margaret is blocking her exit
- Agnes starts chanting; Alice grabs the box from her and hurls it in the fire
- The raven and Agnes both turn to dust
- Margaret becomes Maggie again
- The epilogue explains that Maggie passed away peacefully minutes later, and that Alice has since been researching the witches but still fails to understand what truly happened

Vocabulary

- Thrashing
- Commotion
- Erratically
- Incessantly
- Monotone
- Ferocity
- Pearlescence

Activity ideas

- Write a review of the book – include a summary of the plot, your favourite part, how much you enjoyed it, and who you would recommend it to. Email it to rachel@rachelhelenauthor.co.uk and it might feature on the website!

Prompts for discussion / writing

- What does Agnes ask Margaret?
- Why do they start arguing again?
- What does Agnes grab?
- What does Alice do when Agnes starts chanting a spell?
- What happens after the box is thrown in the fire?
- What does Maggie ask Alice for?
- What happens at the end of the chapter – and what do we learn about this in the epilogue?

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Writing Plan

Day one

Refer back to the chapter summaries and children's responses after each chapter.

Create a boxed plot/story map/story mountain for the book, picking out the key events (an example is available to download from the website: www.rachelhelenauthor.co.uk)

Give children parameters for what needs to stay the same and what can be changed for them to create their own story. For example, things they could change might be: who the characters are; what argument they have had and why one wants revenge; how the argument is resolved or otherwise. And things that might stay the same could be: the use of the box, teeth and clay doll, the link to the Pendle Witches, the fact that two of the characters both feel betrayed by the other.

Model this to them by creating a plan which will be used to model writing during the week.

Day two

Refer back to the model plan. Recap the style of writing used by the author – alternating between first person and present tense, and third person and past tense.

Write the opening paragraph / two paragraphs, modelling the writing and collecting children's ideas to assist with this. During this, also include modelling reading back and self-correcting. Set objectives which relate to work the children have done during the reading of the book – ideas for these are included in the boxed plot download.

Children then write the first two boxes from their plan, with an emphasis on achieving the relevant objectives.

Day three

Read back what was written on day two. Model the writing of the next part of the story, including self-correcting.

Children then write the next two boxes from their plan, again with an emphasis on achieving the relevant objectives.

Day four

Read back what was written on day three. Model the writing of the final part of the story, including self-correcting.

Children then write the final boxes from their plan, again with an emphasis on achieving the relevant objectives.

Day five

Model how to edit and improve work. Children should then check their work against the objectives and against examples taken from the book. They should use a dictionary to check spellings, check punctuation is correct against any non-negotiables set, and use a thesaurus or Word Hippo website to improve vocabulary.

Once children have edited and improved their own work, they could swap with a partner who could write 'two stars and a wish', focused on the objectives.

Designed and written by Rachel Helen for use with her book, *The Revenge of the Pendle Witch*.

Books can be purchased, and resources can be downloaded from www.rachelhelenauthor.co.uk

Follow Rachel Helen on Facebook and Instagram @rachelhelenauthor for latest updates.