

Film Education is proud to present this study guide, written to accompany the video and DVD release of the film Tom's Midnight Garden. The guide comprises photocopiable worksheets and activities for use by teachers of primary school children at Upper Key Stage 2 level. The activities within the study guide complement the delivery of many subjects within the National Curriculum for England and Wales, the National Literacy Strategy and the Scottish National Guidelines - especially text level Literacy, History and Information Communication Technology.

Tasks are differentiated by outcome, although teachers may wish to amend the tasks to suit their particular group according to ability.

It is necessary to have some knowledge of the story of Tom's Midnight Garden, either from the book or the film (preferably both) in order to complete the activities. Both the video and DVD are available in most stores from 2nd April, 2001. Copies of the original novel are available from Puffin Books.

The activity sheets are integrated with homework sheets so that children are able to continue their learning at home. Please note **highlighted words** on the activity sheets are included in the **glossary at the end** of this study guide. This can be photocopied before work on the film begins.

The learning outcomes of each activity are noted in small print at the bottom of each page - and there is a Curriculum Planning Grid on the last page of this guide to aid medium term scheduling.

Please note: Tom's Midnight Garden has a U certificate. Please try to view it before showing it to make sure it is suitable for the age range you are teaching.

TOM'S MIDNIGHT GARDEN WEBSITE RESOURCE

For further information on the film visit the Primary resources section of: www.filmeducation.org

TEACHERS' NOTES This resource is aimed at children who are studying the book or film and includes an interview with the author of the classic novel, Philippa Pearce.

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Synopsis

One summer, back in the 1950s, fourteen-year-old Tom goes away to the country to spend some time with his aunt and uncle. They live in an ordinary flat in what must once have been a fine old Edwardian family home. There seems to be nothing much to do — no other children Tom's own age, not even a garden... or so it seems.

Tom notices an old grandfather clock which stands in the shadows of the gloomy hallway. However one night, just before he goes to sleep, Tom is woken by the chimes of the clock which strike the thirteenth hour. Slowly he creeps downstairs, unlatches the back door and is greeted by a miracle. Instead of the disused backyard, a garden of intense beauty has appeared with beautifully-shaped hedges, soft lawns and deep flowerbeds.

Tom seems to spend hours and hours in the garden, yet when he returns to the house, he finds that he has only been gone a few minutes. How could this be? And how is it that the children who live there - except for Hatty - cannot see him?

A secret, haunted place, half-a-century back in time: this is the world of Tom's Midnight Garden - a tale of enchantment, shadows and lost memories...

Teachers Tips and Answers

TIPS FOR USING VIDEOS AS AN EDUCATIONAL RESOURCE

- 1** It may sound obvious, but try to make sure that all of your children can see the WHOLE screen. It is important to emphasise that the children need to be able to see properly as they are 'reading the screen' and they must be able to see the whole screen to do this.
- 2** A film can be watched in its entirety or in sections. For instance, if you are studying opening sequences and endings, you could watch the first and last sections of a film for discussion. This is particularly useful for Tom's Midnight Garden as the book and film start and end differently (the film shows us the present day with Tom as an adult) so it would be useful to compare the two versions. Use the film narrative as you would use a novel or story in your teaching plans.
- 3** It is up to you whether you want to watch the film before you read the book. The advantage of watching the film first is that all of the children will have some idea of the plot and this will enable you to study the written text in more detail. Watching the film together, and discussing the text as a whole, will lead to a greater understanding of the themes of the story and will aid communication.
- 4** If you decide to watch clips of the film, let the children watch each one at least three times. It will help them if you let them watch the clip once all the way through without any input, then again with your input, then one more time, pausing at relevant times to highlight key issues. Any clips that you think are relevant can be used, although the openings and endings are always useful.
- 5** Encourage the children to look 'around' the screen or to READ the images. Films give us coded clues through visual imagery, for example the way a scene is lit or staged can affect the way we see it. For more information about learning to 'read a film' visit Film Education's website at www.filmeducation.org

ANSWERS TO THE QUESTIONS ON PAGE 13 'TIME NO LONGER' (BOOK TO FILM QUESTION CHART). THESE PERTAIN TO CHAPTER 3 IN THE BOOK, VIDEO AND DVD AND THE SCENE IN THE FILM WHEN TOM FIRST DISCOVERS THE GARDEN.

Book	Film
Tom puts his slipper there to stop the door from shutting behind him	Same as book
Very dimly lit. There is one shaft of light from a window half way up the stairs. Tom cannot see much.	Very dimly lit; the camera focuses on Tom as he tentatively makes his way down the stairs
Tom cannot see the clock face because it is too dark	The clock face is all you can see because Tom opens the door straight way.
The house seems to be whispering to Tom, urging him on	Silence (except for music on the soundtrack)
So that he can let the moonlight in	Same as book
Bright moonlight and a magnificent garden	Same as book
Tom's steps into the garden	Tom stares at the garden then looks back into the hallway
White apron, cap and cutts, black stockings.	Long cream dress with white apron and cap
It appears to be different - more ornate and full of objects	It appears to be different - objects and pictures move up and down before Tom's eyes as he opens and shuts the door
The maid does not say anything to Tom because she does not see him	Same as book
Tom decides to go to bed and come back to investigate the next day.	Same as book
Tom sneaks back upstairs to bed.	Same as book

ANSWERS TO THE QUESTIONS ON PAGE 10.

Task 2

- 1 Secondary source
- 2 Secondary source
- 3 Primary source
- 4 Primary source
- 5 Secondary source

Task 3

The interview will be a primary source of information.

TOM'S MIDNIGHT GARDEN: FROM THE PAGE TO THE SCREEN

Stories can be told in many different ways. They can be books, plays, playground tales, fireside narratives, cartoons, comic books, television programmes or films. Each method of telling a story helps you to understand it in a different way.

We know that *Tom's Midnight Garden* is a book and a film that is now released on VHS and DVD.

*What are the differences between the two ways of telling the story (books and films)? **Brainstorm** the differences between the two, thinking in particular about the **character** of Tom. What is Tom like in the book? What is he like in the film? What are the **similarities** and **differences** between the two? Work in groups and write your ideas down.*

Philippa Pearce, the author of *Tom's Midnight Garden*, used words and the power of imagination to tell the story of Tom and his visits to another time. The **director** of the film, Willard Carroll, used a **combination** of camera angles, colours, moving images, music, lighting, **dialogue** and acting to bring the story off the pages to life on the screen.

*Imagine that you have been cast to play either Tom or Hatty in the film **version** of **Tom's Midnight Garden**. Write a diary entry for a day on the film set. You are filming the scene when Tom first meets Hatty. You will start filming at 6am to catch the morning light and you will finish at 9pm. You have to shoot the same scene over and over again until you get it right! Try to include the following words. If you do not know what they mean, look them up in the glossary which your teacher should have given you.*

**camera operator. director • make-up • costume. clapperloader
clapperboard . sound recordist • close-up tutor**

write down what you think Philippa Pearce means by.

*'To explore that almost **unimaginable concept** of adults once having been children.'*

It is sometimes hard to imagine that the adults around you - the grown-ups in your family and your teachers - were once children.

Interview an adult that you know about their childhood. Ask them what they remember.

1 What toys did they play with?

2 What television programmes did they watch?

3 What did they do in their spare time?

4 What clothes did they wear?

5 What type of music did they listen to?

6 Ask them about a **particularly** happy time from their childhood.

If the adult you interviewed were to write a book or make a film about their childhood (like Philippa Pearce did about Tom's childhood) what would it be called?

From the information you have extracted from your interviews, think up a title of a book or a film.

Tom's Midnight Garden: from the page to the screen (HOMEWORK)

I wanted to write a story that would break the' boundaries of time says Philippa Pearce. the author of 'Tom's Midnight Garden'.

'To explore that almost unimaginable concept of adults once having been children.'

*Design a book cover and a film poster for the title. First of all, think about how book covers and film posters are **designed** for different audiences. When film versions of famous books are released the book often has the film poster as its cover as in **Tom's Midnight Garden** below. Why do you think this is? There are still some differences, though. Can you name them? Write a list if you can. What types of information are included on a) a book cover b) a VHS/DVD cover? Why?*

Learning outcomes - analyse a quote to determine its meaning

- interview an adult about their childhood

- design a book cover and a film poster in order to examine the different audiences targeted for both

HATTY

Tom makes friends with a girl called Hatty in his Midnight Garden

When they first meet:

- she is being picked on by her cousins
 - she sticks her tongue out at Tom
 - she tells fibs
- she is described as **vain** and **scornful**
been watching Tom for a while without him knowing it

Describe to a friend what type of person you think Hatty is.

Why do you think that she is able to see Tom whilst others cannot?

Do you think the actress playing Hatty in the film was how you imagined she would be? Why?

*Make a list of the **qualities** that you think the actress playing Hatty, in this film **version** of the book, would need. Should she be quiet/friendly/happy or sad? Give reasons for your **descriptions**.*

NB Teachers: It would be preferential to show the class any clips from the film where Hatty is present.)

*Learning outcomes - describe characters from reading 'between the tines' discuss complex elements of plot
develop ideas of character by thinking around what we are given in the story*

Hatty

You have been **assigned** the job of working on **developing** the **character** of Hatty for the film **version** of *Tom's Midnight Garden*.

From the **description** given below, which is taken from the book, draw a **design** of what you think Hatty would look like and next to your drawing write **descriptions** of what she is wearing. Remember when we first meet her it is the 1890s, so use history books and the internet to get the details of her clothing right. Try the following websites:

www.ibiscom.com

www.pbs.org/wnet/1900house/

Hatty's Description

Her gaze was very bright and steady; and, with her red cheeks and long black hair and stiff little **dignity**, there was perhaps something **regal** about her —something of a picture-book queen. Immediately behind her was the dark-green background of a **yew tree**. In one hand she held up a twig of **yew** she had broken off in her nervousness, or to play with: in the other she held her half-eaten apple: she held the two things like a queen's **sceptre** and **orb**.

Tom's Midnight Garden, chapter 10: Games and Tales. Philippa Pearce (Puffin, 1976)

What does it mean when the description above says that 'Her gaze was very bright and steady'? Practice looking like this in a mirror. How does it make you feel?

Learning outcomes - read a character description and build up a picture of her
- turn facts into visual representations
- use role play to get into character

"Time No Longer"

In *Tom's Midnight Garden*, Tom travels through time from 1958 back to the 1890s. He discovers a door to the past when an old grandfather clock strikes thirteen instead of twelve. The words 'Time No Longer' are **inscribed** on the face of the clock.

Investigate how the film shows us that Tom has gone back in time and how the book describes it. To do this, you will need to read the **relevant** section in the book (chapter 3: 'By Moonlight') and watch the right scene in the film (when Tom first ventures down to the hallway when the clock strikes thirteen - about 15 minutes into the film).

Your teacher should have given you a 'Time No Longer' chart with questions on it about the differences between the book and the film **version** of this scene. Answer the questions and write in the details of how the book and the film tell the same story, but in a different way. Remember to write in sentences. (Some of the answers may be the same!)

Why do you think books and films tell stories in different ways?

NB Teachers: 'Time No Longer' chart can be found on page 13 of this study guide and the answers to the found on page 2.)

Learning outcomes - *compare how books tell stories differently to how films tell stories*
- *compare a section of the book with the same section in the film by answering specific questions*
- *think about different narrative techniques*

Time No Longer (Homework)

In *Tom's Midnight Garden*, we see Tom in three different historical periods: the 1890s, the 1950s and, in the film **version**, we see him in the present day.

TASK 1

Write a list of words describing the main differences between each **historical** period in terms of the following:

clothes . transport . toys/objects • speech • jobs education • music

Historians have two different **sources** of information:

primary - information about an event in history that is a first-hand experience such as: photographs, eye-witness accounts, maps, news film footage and **artefacts**

secondary - information about an **event** in history that is a second-hand version of events, such as newspaper reports, feature films and school textbooks

TASK 2

Are the following first or second-hand **sources** of information?

- 1 the **novel** *Tom's Midnight Garden* written by Philippa Pearce in 1958
- 2 the film of **Tom's Midnight Garden** made in 1999
- 3 a grown-up talking about their **experiences** of living in the 1950s
- 4 a diary of someone who lived in the 1890s
- 5 the **costumes** from the film version of **Tom's Midnight Garden**

TASK 3

Ask your parents, guardians or grandparents if they remember 1958. **Interview** them if you can, making notes of what they say. Will your notes be primary or secondary sources of information? If your job were to find out about what life was like in 1958 so that your film version of **Tom's Midnight Garden** is **realistic**, would this sort of interview be a **primary** or **secondary** source of information?

(NB Teachers: The answers to tasks 2/3 can be found on page 3)

Learning outcomes - make notes on how three different historical periods are the same and how they are different

- understand the differences between primary and secondary sources of information through different examples

- make notes of a testimonial and decide on its value as a historical resource

YOUR MIDNIGHT GARDEN

If you could travel to any time in history, which would it be?

- Imagine that you are in bed in a strange house and you hear the clock strike thirteen
- Imagine that you go downstairs to **investigate**
- Imagine that you open the back door onto your own magical garden
- Imagine that you have travelled through time

*Before you begin, answer the story planning questions below. This will help you with your **storyboard**. Write down your answers and call them your **Scene Plan Notes** which will, in the*

Make up your own version of the story with you as the main **character**.

Eventually, you will turn this story into a scene from a film. To do this, you need to design a storyboard.

Tip: A storyboard is like a cartoon strip, but more detailed. **Storyboards** are used in films at the planning stage, so that everyone working on the film has an idea of how each scene will be shot.

You will be designing your storyboard for homework, but before you can do this, you need to plan what will happen in the scene. Here are some ideas to help you to plan...

You could open the door to any one of these **scenarios**:

- 1 a child of the Stone Age making tools with **flintstones**
- 2 medieval children pretending to have a **jousting match**
- 3 a Tudor child play-acting Shakespeare's plays
- 4 a Victorian child **re-enacting** the Queen's **inauguration**
- 5 a child of the 1920s practising the **charleston**
- 6 an **evacuee** child from the Second World War
- 7 a child of the future playing in the garden

Or if you are really clever you could make up your own! Remember: you only have to think about the time when you discover your Midnight Garden. Keep your ideas **focused!**

Before you begin, answer the story planning questions below. This will help you with your **storyboard**. Write down your answers and call them your **'Scene Plan Notes'** which will, in the end, make up your story.

- 1 *What are you wearing as you open the door?*
- 2 *What does the garden look like?*
- 3 *What is the weather like?*
- 4 *Is there anyone else in the garden apart from you? If yes, do you make contact with them?*
- 5 *What can you see?*
- 6 *What can you smell?*
- 7 *What can you hear?*
- 8 *What is happening?*
- 9 *What do you do at the end of the scene?*
- 10 *Do you return?*

*Now work out your **storyboard** using the homework sheet that your teacher should have given you. You will need to take your **Scene Plan Notes** home with you to complete the task.*

NB Teachers: To help children complete this task, teachers who have a copy of the video could show the clip where Tom discovers the garden first time round- about 15 minutes into the film. The storyboard worksheet can be found on page 14.

Learning outcomes - examine the text in terms of points of view,
adapt the storyline imaginatively,
plan a story by answering questions

Your Midnight Garden (Homework)

Imagine that it is *you*, not Tom, who opens a door and discovers a whole new world as the clock strikes thirteen at midnight...

Your homework task is to make up a storyboard showing the scene when you open the door onto your own magical Midnight Garden.

You will have thought about where and when your story is set so you can use your **Scene Plan Notes** to help you.

Work out the four most important parts of your story thinking about the following:

- 1 how you will start the scene (for example, by opening the door onto the garden)
- 2 what the garden looks like
- 3 who is in the garden
- 4 how you interact with whoever is in the garden
- 5 how the scene ends (for example, you could go back to bed)

Using the storyboard worksheet, draw how the four sections of the scenes will look.

Remember: *you* will be making a storyboard for a film, so try to think **visually**.

Next to the boxes, fill in the information needed. The different camera angles *you* can use are:

- **close-up** (up close to the action)
- **medium shot** (where you could see some of the action, but not all of the background)
- **long shot** (from far away)
- **high angle** (from above the action)
- **low angle** (from below the action)

Learning outcomes - use planning notes to flesh out a scene within a story

- Think of narrative in terms of its five key scenes
- Show the narrative visually and make notes about what is happening

BOOK

FILM

1 How *does* Tom stop the door of the flat closing as he goes down to investigate the clock?

2 How is the hallway lit as Tom starts his **investigation**?

3 What does the time on the clock face say?

4 What can Tom hear in the hallway?

5 Why does Tom open the door?

6 What does Tom see when he first opens the door?

7 What does Tom do?

8 What is the maid wearing?

9 What happens to the hallway when the door is open? Describe how it looks,

10 What does the maid say when Tom speaks to her?

11 What does Tom decide to do about what he has found?

12 How does the chapter/scene end?

Your Midnight Garden Storyboard

CAMERA ANGLE

NOTES

CAMERA ANGLE

NOTES

CAMERA ANGLE

NOTES

CAMERA ANGLE

NOTES

(NB Teachers: This storyboard worksheet pertains to activities on pages 11.)