



# KNIGHTS OF THE BORROWED DARK

TEACHING RESOURCES



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# KNIGHTS OF THE BORROWED DARK



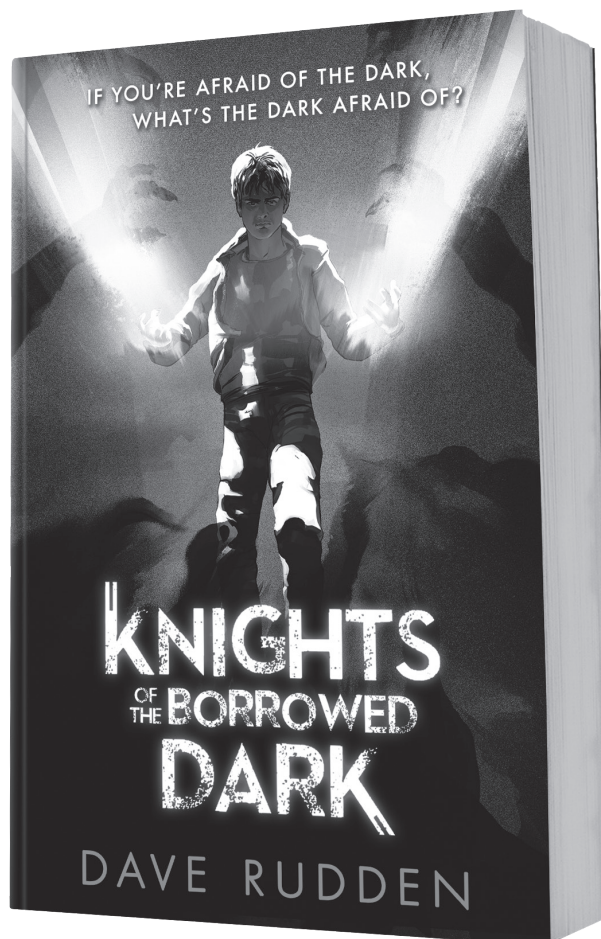
## Reading Strategy

Each student should have the smallest size sticky-notes available and a pen or pencil. The good thing about this method is that students can make notes in the book without marking up the text.

As students read, tell them to put a sticky-note next to any place that:

- 1) They do not understand, in which case they should write a question on the sticky note;
- 2) A place they do understand and can relate to, in which case they should write a comment on the note, e.g. "I felt this way when my parents left me with Grandma for a whole week";
- 3) Places that surprised them, in which case they should write a reaction on the note.

They should try to make at least one note on each page, but they can do more. It would be a good idea to model the method on the first page together, so students get the idea. Then have them read silently for the rest of the chapter. Once everyone has finished, students pair-off and have a discussion based on what they wrote on their sticky-notes. This is an excellent way to structure a discussion and have students compare what they thought was important or confusing about the reading.



## Exercises

Note – these exercises are arranged in a loose chronological order based on the book, but can be rearranged however you like!

1. Preparation for reading
2. Chapter titles
3. The mystery of the hardwick family
4. Character impressions
5. Visualisation
6. Feel the fear
7. Dawning
8. Design a tenebrous
9. Design your crest & motto
10. Mapping the city
11. What's in a name?
12. Hunt a haunting
13. What's in a name (2)
14. Tableau
15. SOS
16. Sparring
17. Wordsearch





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## Exercise 1: Preparation for Reading

Every story has four parts –

- Introduction** – the stage is set and we meet the players.
- Complication** – something happens to get the story moving. This is usually a problem or a conflict that the main character must solve. There can be multiple complications in different parts of the story.
- Climax** – the complication is solved.
- Resolution** – the dust settles and we look at how the characters are different.

Identify the four parts of this story, using common-ground stories like Harry Potter (complication – ‘you’re a wizard, Harry.’) and make notes on each character’s own personal introduction, their complications (if any) the climax of that complication and how things are resolved afterwards. Do all of the characters get a resolution? Do you think they’ll get a resolution in a later book?

## Exercise 2: Chapter titles

In order to build up anticipation with the students, teachers can ask the students what they think is going to happen in each chapter. The teacher could run a board where their predictions are up, and there could be leaders chosen depending on who’s right more often. Students get to change theirs twice.





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## Exercise 3: The Mystery of the Hardwick Family

A central mystery drives Denizen – what happened to his parents? Plenty of characters hint at what might have happened, and some characters don't know at all. Students should assemble the mystery – writing down quotes, dates, and pieces of information and see can they figure it out before they learn the truth.

## Exercise 4: Character Impressions

The first rule of writing is 'SHOW, DON'T TELL.' A reader doesn't want to be told a character is good or bad. They want to figure it for themselves, the way Ackerby slowly realises that the Clockwork Three are not good people, or even people at all...

Think of the first time you meet each character and write down your impressions of them. How does the writer show us what these characters are like before we find out for ourselves? Make notes on what each character is like at the beginning and what they are like at the end. What have we learned? How have they changed?

## Exercise 5: Visualisation

Everyone has a different idea in their head of what characters should look like. Students should go find a picture or photo online of what they imagine each character to look like, then stick them to a sheet over a quote from that character. Or the teacher could have one giant poster and everyone brings in their image and the class votes.

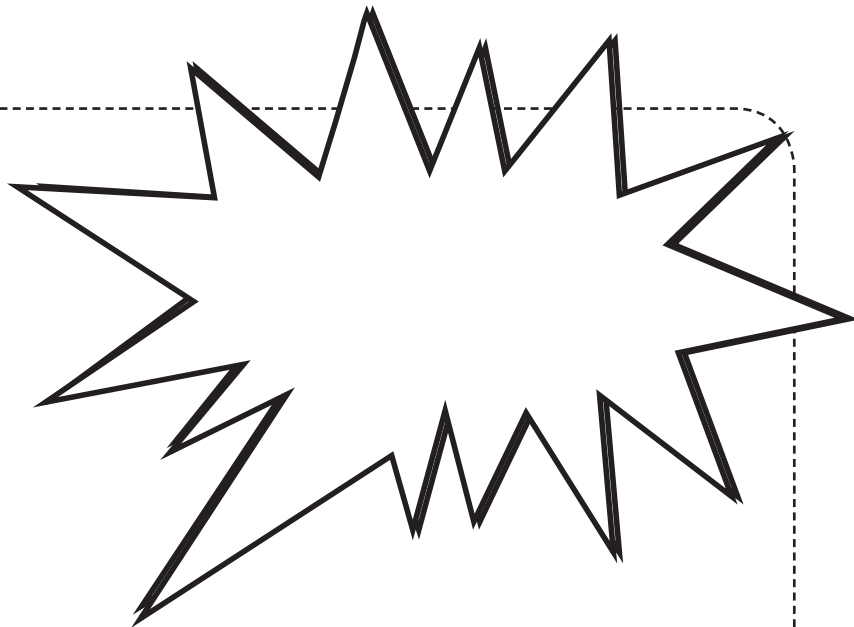




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## Exercise 5: Visualisation





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## Exercise 6: Feel the fear

Tenebrous are monsters so alien to this world that they warp it around them. You can feel a Tenebrous coming in all sorts of ways. Think of that unexplainable chill down your neck as you walk home from school. Think of strange tastes popping up in your mouth, or your reflection suddenly twisting and being replaced by something a whole lot worse.

Get students to write down a list of ways you might notice a Tenebrous Breaching.

**Being alert might just save your life one day...**

(this exercise works best post-Chapter 3)

## Exercise 7: Dawning

Growing up far away from the Order, Denizen had no idea that lurking within him was the power of a Knight. His discovery was... traumatic. Compare the Dawnings of Denizen, Darcie and Simon, and get the students to discuss what Abigail's might have been like.

Each student should write a short piece about how they would discover their power. Stories can be scary/funny/a mixture!





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## Exercise 8: Design a Tenebrous

Tenebrous are the ancient enemies of the Knights of the Borrowed Dark. Creatures from another reality, they are nothing but black oil and hunger until they make a body. They use whatever they can find – stone, metal, flesh. A Tenebrous who Breaches into a field will look very different than one in a city.

Design a Tenebrous that might have built a body in a –

Junkyard

Glacier



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## Exercise 8: Design a Tenebrous – *continued*

Design a Tenebrous that might have built a body in a –

Forest

Library



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## Exercise 9: Design your Crest & Motto

All someone needs to join the Order of the Borrowed Dark is the fire of the Tenebrae and the will to face what lives in the dark. Certain families – The Hardwicks, the Falxes - have been in the Order for centuries. Discuss the motto of the Hardwick family – *TU NE CEDE MALIS, SED CONTRA AUDENTIOR ITO – YIELD NOT TO EVIL BUT ATTACK ALL THE MORE STRONGLY* – and how it fits the character of Vivian Hardwick.

Students can research the origin of their own names and whether they come attached to a crest or motto. If they don't, then students can design their own.

**Remember the core values of being a Knight – bravery, valour, and introducing monsters to the unpleasant end of a sword.**

[www.nli.ie/heraldry\\_site/DesignyourownCoatofArms.pdf](http://www.nli.ie/heraldry_site/DesignyourownCoatofArms.pdf) – (useful resource template on designing your own crest)

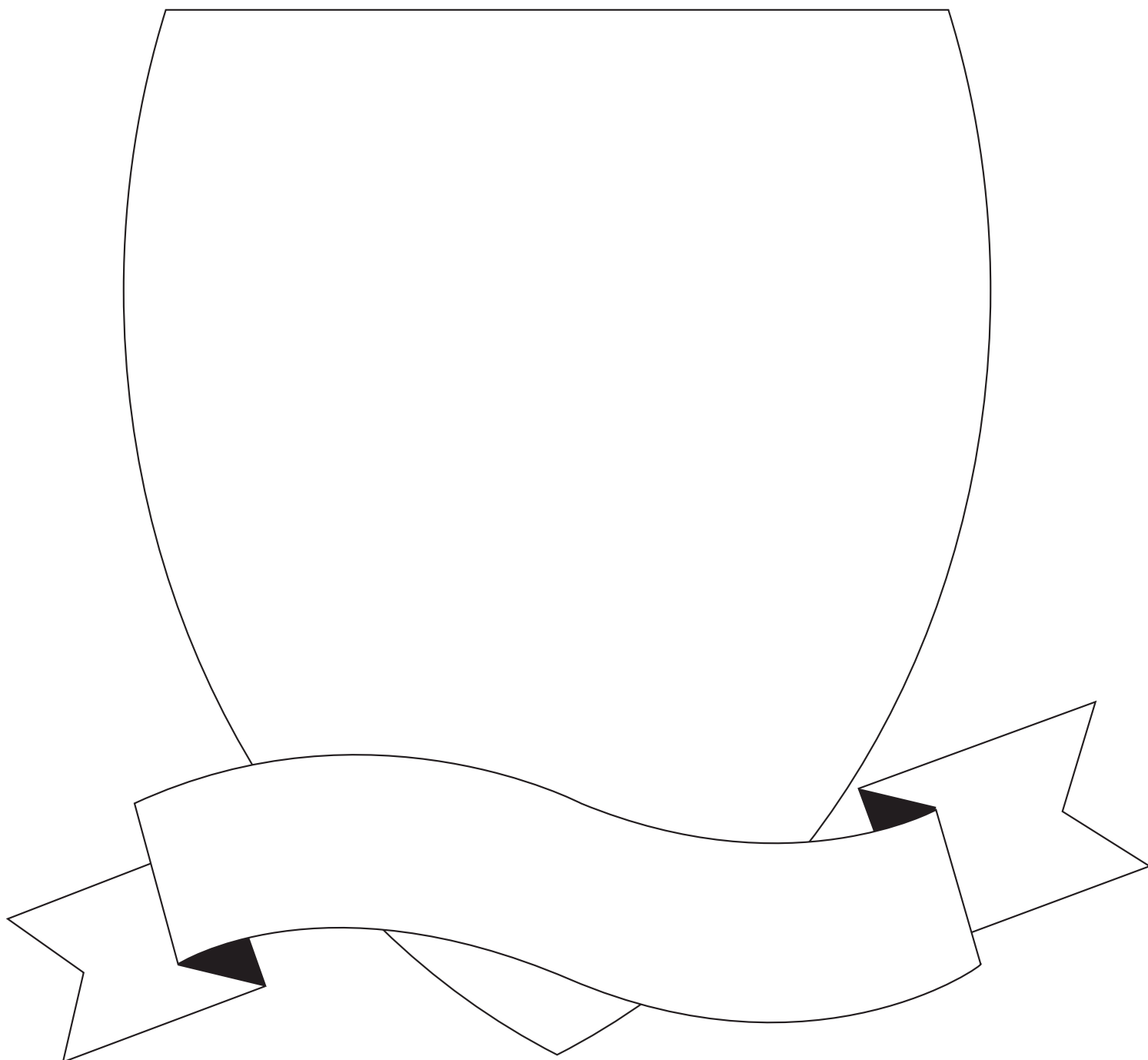




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## Exercise 10: Mapping the City

Denizen has never been in a city before. If his time wasn't taken up by things trying to murder him, he'd probably like to sight-see. Students should research things for Denizen to do based on his personality, and make a schedule of things for him to see in Dublin.

### DUBLIN SCHEDULE

<input type="radio"/>	9am:	
<input type="radio"/>	10am:	
<input type="radio"/>	11am:	
	12pm:	
	1pm:	
	2pm:	
	3pm:	
	4pm:	
<input type="radio"/>	5pm:	
<input type="radio"/>	6pm:	
<input type="radio"/>	7pm:	
	8pm:	
	9pm:	





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## Exercise 11: What's in a Name?

Knights record the name of every Tenebrous they come across, for some kind of clue as to their hunting patterns or their powers. However, Tenebrous are wily things, and what one Knight fights in nineteenth century Rome might be completely different in 2015 Roscommon.

Students split into groups of two and are each given the name of the same Tenebrous. They can do some research on the words in the name, and must then try and come up with the creepiest and most fitting design for that Tenebrous. They can draw it, describe it – whatever they like. Then they can compare the differences and where they got their own ideas.

### Sample Names

- The Widows of Victory
- John-of-Sorts
- the Bloody Mice
- the Hounds of Vox
- The Masque of Prospero
- Fafnir
- The Tearsipper Girls







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## Exercise 11: What's in a Name?

Draw or describe your Tenebrous

Name of Tenebrous: \_\_\_\_\_



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## Exercise 12: Hunt a Haunting

The Knights in Seraphim Row are lucky that they have Darcie Wright, resident genius and *Lux Precognitae*, who can find the Tenebrous as and even before they Breach. Other cadres need to resort to other methods. They research, they patrol, they even visit haunted houses in case the stories of ghosts turn out to be stories of something much worse.

Students are encouraged to find ghost stories online or stories of haunted houses and pick one to write a story about. Maybe the Headless Horseman of Brackley Hall is a Tenebrous who never gets the neck right. Maybe the Black Dog of Castor Alley hasn't been seen since 1805 because a Malleus called around...

## Exercise 13: What's in a Name (2)

There are a lot of hidden meanings to the names in KNIGHTS OF THE BORROWED DARK. Once they've reached a certain part in the story, or even afterwards, get students to research characters like –

FULLER JACK – a fuller is the narrow channel at the centre of a sword blade

SIMON HAYES – Hayes is an old Irish name meaning 'descendant of Aodh,' a fire god

GRAHAM MCCARRON – McCarron is a derivative of McCearán, meaning 'son of Ciaran' or 'little dark one.' Grey is also a reference to his divided allegiance and his PTSD, the Knight caught between light and dark.

ABIGAIL FALX – A falx is a curved sickle or blade

VIVIAN HARDWICK – Vivian means 'alive,' a reference to her particular secret.

ELLICOTT (The man in the waistcoat's alias) – John Ellicott was clockmaker to George III

SERAPHIM ROW – Seraphim are a type of powerful angel from the Bible

CORINNE D'AUBIGNY – Julie D'Aubigny was an opera singer/duellist in France in the seventeenth century. (choose select pieces of her story to share, as some parts may not be appropriate)

DARCIE WRIGHT – Darcie is a classical reference to Cassandra from Greek mythology. Cassandra's curse is that nobody believed her foresight. Darcie's curse is that everyone believes her.

HELIOS LANCE – Helios was the Greek God of the sun, and a lance is a Knightly weapon.

THE ART OF APERTURA – Aperture is a hole through which light travels.

THE ANATHEMA BEND – Anathema means something or someone you dislike intensely.

THE BELLINGS SUBVENTUM – 'bellings' is a play on both the verb 'to bellow' and bellows as lungs, and subventum is Latin for 'to assist'





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## Exercise 14: Tableau

Students are split into groups and have to choose a scene from the book. They must then freeze in a tableau and see if the other students can guess which scene it is. Students can brainstorm a list or have one chosen by the teacher first. Finally, instruct each student to begin saying their character's thoughts aloud as soon as you touch them on the shoulder, and to keep talking until you touch their shoulder again.

## Exercise 15: SOS

Simon and Denizen are best friends. Denizen writes Simon a birthday card but as much as he wishes he could tell Simon everything, he knows he can't.

Get students to write the letter that Denizen would have liked to write.

Simon unfortunately can't get any message out to the outside world, but if he could, Denizen would be the person he'd contact.

Get students to write the letter that Simon would have written.

**You can photocopy the templates on pages 16&17.**











# KNIGHTS OF THE BORROWED DARK



## Exercise 16: Sparring

Sparring is an important part of being a Knight. You must be quick and alert if you want to survive.

Class is divided into four teams, and the board is divided the same. Students can choose their own name.

The rules: Everyone on every team must take a turn at the board. The team members have to rotate, and once they establish a "batting order," they must keep that order. Two teams at a time send representatives to the board. Let's call the teams A, B, C, and D, for example. To begin, the first person from team A comes to the board to challenge the first person from team B. You will say the question. The first person to get the right answer written on the board wins. Teams may not help or say anything unless both players are obviously stumped, in which case you can say "teams."

At that point, team members may run to the board to assist, but the person whose turn it is still has to be the one who writes the answer. Whichever team wins, gets a point. If there is a tie, the same two people stay up for a second, tie-breaking question. If neither team is able to answer the question, no one gets a point and both players sit down. Then the tournament rotates -- the next person from team B plays the first person from team C. Then team C plays team D. Team D plays team A, and the whole process starts over until you run out of questions or time.

To spice things up, you can have different categories of questions. Start with one-pointers, then five-pointers, then ten-pointers. This way, teams don't get discouraged if they do poorly at the beginning. Sample questions are below. You are encouraged to make up your own, but it's very important to ask questions that are conducive to fast, short answers that can be quickly written on the board, and have only one correct answer.

### Sample Questions

#### 1 point

- 1) Where are the Knights of the Borrowed Dark located? (Seraphim Row)
- 2) Who is the ruler of the Tenebrae? (The Endless King)
- 3) What is the commander of a cadre of Knights called? (Malleus)
- 4) What does 'Malleus' mean? (hammer)
- 5) Where was Mercy hidden? (basement of Crosscaper)

#### 5 point

- 1) What is Grey's full name? (Graham McCarron)
- 2) What is D'Aubigny's first name? (Corinne)
- 3) When is Simon's birthday? (26th October)
- 4) What did the Three & Grey use to trap Mercy? (Knights' iron filings)
- 5) What did Abigail get for her 10th birthday? (crossbow)

#### 10 point

- 1) What is Denizen's father's first name? (Soren)
- 2) Who was Vivian's Malleus? (John Carsing)
- 3) How many Cants are there? (78)
- 4) What's another name for a Tenebrous? (Stygia, Obscura, Those Who Walk Under Unlit Skies)
- 5) What are the roving bands of Knights called? (Peregrines)





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## Exercise 17: Wordsearch

N V W X L D N N H W D H E O Z  
I A L A A I X R U A W A N S D  
O A I R I J A K L J X R N R J  
F P C V D S S G M Z J D I E T  
Q I E X I Q T C I R G W R G H  
E S M N Q V C C Z B A I O E G  
H J L V I A O T O E A C C S I  
H L K H R N W E F A H K W G N  
W D I R G U G R E Y T N W N K  
X I O M I H P A R E S N E A C  
C N M M A L L E U S U Z L P W  
I T E N E B R O U S I X C V B  
R E L L U F W X S N X F O U R  
X Q M C N O P N E K T W L R A  
X W V G F E K D F M B W U G V

ABIGAIL  
CORINNE  
DARCIE  
DENIZEN  
FALX  
FULLER

GREY  
HARDWICK  
KNIGHT  
MALLEUS  
MCCARRON  
OPENING

OSREGES  
SERAPHIM  
TENEBOUS  
VIVIAN  
WAISTCOAT



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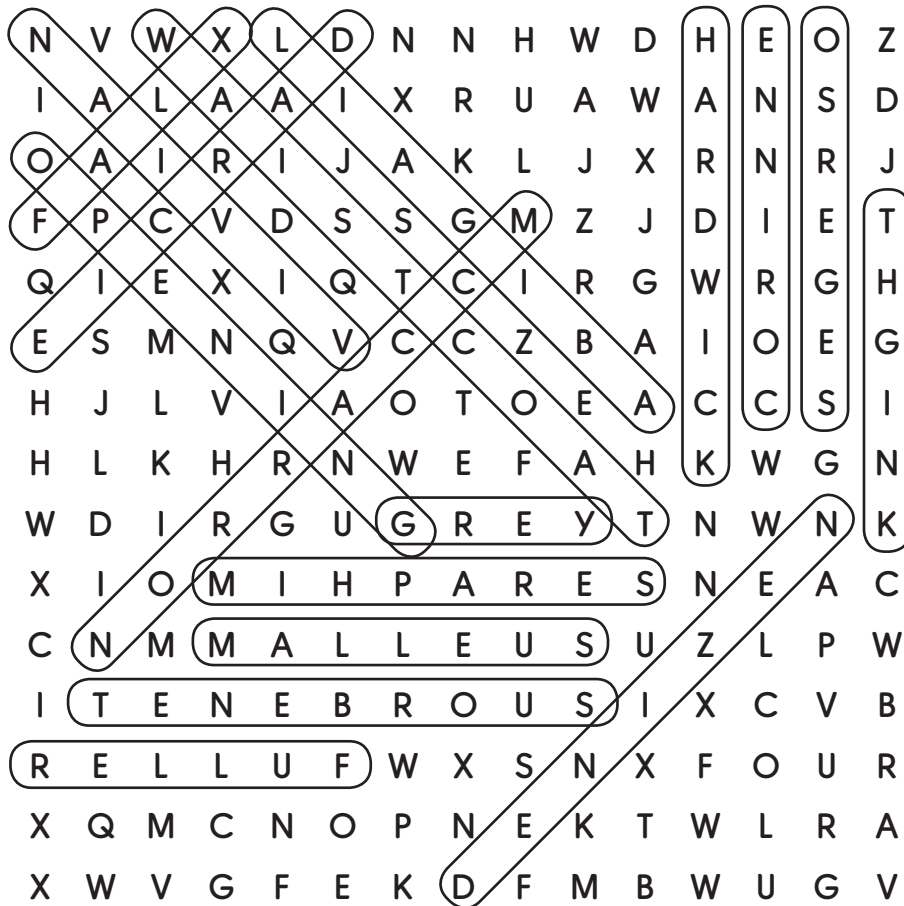
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## ANSWERS



ABIGAIL  
CORINNE  
DARCIE  
DENIZEN  
FALX  
FULLER

GREY  
HARDWICK  
KNIGHT  
MALLEUS  
MCCARRON  
OPENING

OSREGES  
SERAPHIM  
TENEBROUS  
VIVIAN  
WAISTCOAT



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