More Than One Story

Evaluating perspectives, evidence and missing information

What happened and to whom?

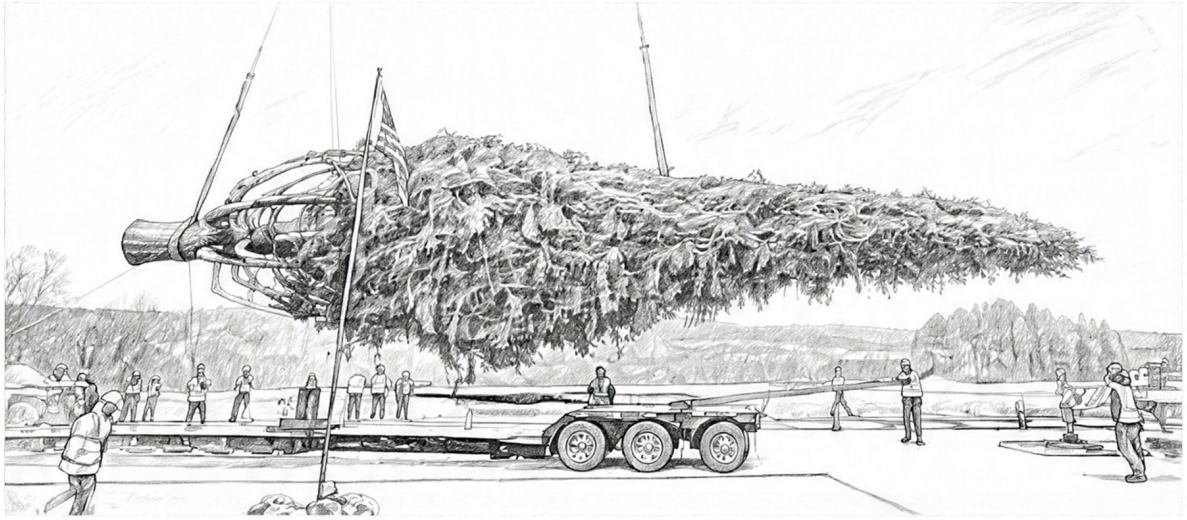
Summarise the cutting and display of the spruce from two viewpoints: the people preparing a Christmas tree and one of the animals living in it. Identify what each viewpoint reveals and what it leaves out.

Separate fact from inference

Find two facts stated in the story about the humans' actions and two reasonable inferences about what they may have understood. Explain why it would be unfair to present an inference as a proven fact.

Write a balanced account

Write a short account of the spruce's journey for someone who has not read the book. Include both the celebration surrounding the tree and its effect on the residents. Use precise story evidence and avoid inventing motives.



Name: Date:

Look Again

Whose story is missing?

Aves notices Strigo and Rusty, but many smaller residents remain unseen. How might a fuller account of the Christmas tree change if their experiences were included?
You can undertake some research about the different animals who live - and usually thrive - in the tree's original environment:

- Northern saw-whet owl
- Chickadees
- Nuthatches
- Kinglets
- Crossbills
- Red squirrels
- Eastern grey squirrels










- Chipmunks
- Bark beetles
- Aphids
- Spiders
- Lacewings
- Moth pupae
- Big brown bat
- Grey tree frog



Name: Date:

Displacement and Belonging

Identity, dignity and responding to different needs

Compare what is needed

Compare the needs of Strigo and Rusty after the spruce is taken from the forest. Explain why returning them to exactly the same place would not necessarily be the best solution for both. Use evidence from the chapters.

Examine a difficult choice

Rusty needs a new home, but the grey squirrels already use the city trees. Explain the needs and concerns on both sides. Which details help you avoid describing either side as simply right or wrong?

Advise With Care

Write a short advice note to a fictional wildlife helper. Recommend different kinds of support for Strigo, Rusty and one smaller tree resident. Give reasons based on what the novel tells us, and acknowledge anything you cannot know for certain.



Name: Date:

Look Again

Fairness is not always sameness

Why might treating every displaced creature identically be unfair? Explain the difference between giving everyone the same response and responding respectfully to different needs.

Name: Date:

Remembering and Memorials

Symbolism, collective memory and thoughtful remembrance

Interpret the acorn.

Explain why Pappa plants Rusty's acorn beside the old spruce's stump, even though it may never grow. What might the acorn symbolise? Support your interpretation with two details from Chapter 16.

Compare two forms of remembrance

Compare the planting of the acorn with Aves's changed habit of noticing small creatures in England. How does each keep a memory alive in a different way?

Write a memorial message

Write a short inscription or reflective message for a fictional woodland memorial. Refer to the spruce community, including at least one easily overlooked resident. Choose your words carefully so that the message remembers what was lost without claiming it can be replaced.



Name: Date:

Look Again

Who Gets Remembered?

Public memorials often tell a selective story. How could a memorial to the spruce acknowledge both the tree's public celebration and the lives that depended on it?







Name: Date:

The Courage to Question

Ethical reasoning, respectful challenge and responsibility

Identify the unanswered question

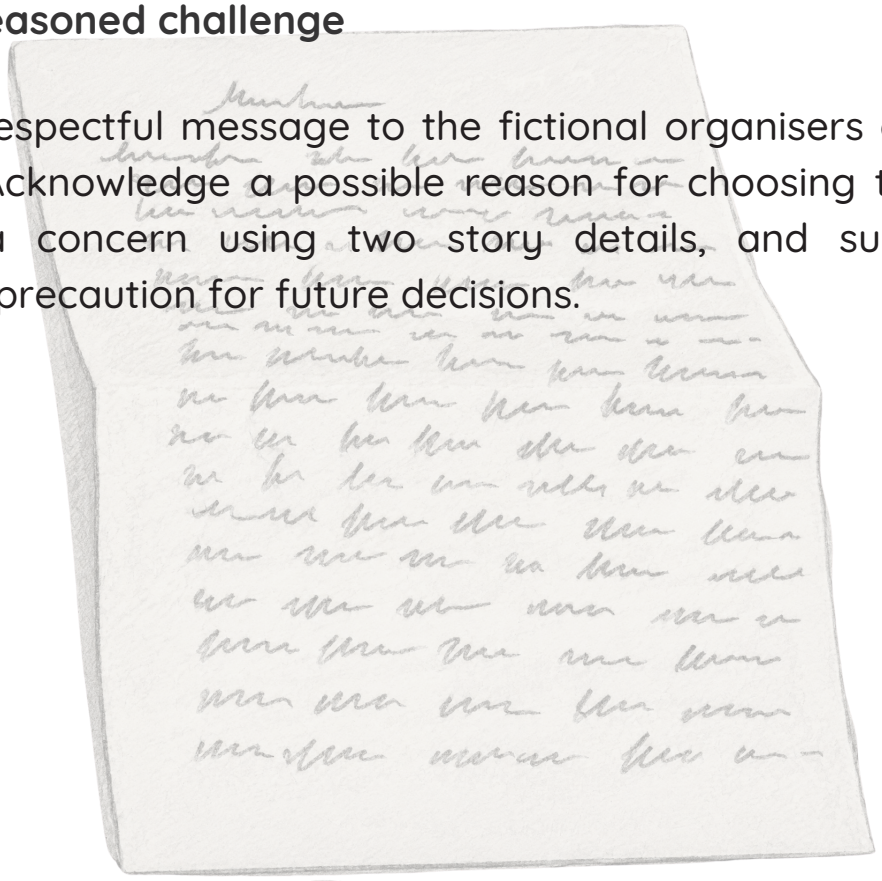
Compare what the humans know when they choose the spruce with what readers know about its inhabitants. What important question might have been asked before the tree was cut down? Support your answer with evidence.

Examine Aves's approach

Explain how Aves moves from noticing something unusual to asking a question and involving Nanna and a worker. Why is this a more responsible response than trying to rescue a wild animal herself?

Make a reasoned challenge

Write a respectful message to the fictional organisers of the tree display. Acknowledge a possible reason for choosing the spruce, explain a concern using two story details, and suggest one practical precaution for future decisions.



Name: Date:

Look Again

Good intentions and consequences

Can a decision be made with positive intentions and still cause harm? Explain your view using the novel, and identify one piece of information that might help decision-makers act more responsibly.

Name: Date:

What Will We Remember?

Legacy, stewardship and writing for an audience

Trace the lasting changes

Choose two details from the ending: one involving Strigo's family and one involving Aves. Explain what each reveals about the lasting influence of the spruce and its residents.

Explain the title

What does the title The Remembering Tree mean by the end of the novel? Develop an interpretation that refers to both memory and action, using evidence from Chapters 16 and 17.

Write for younger readers

Write a short message for younger pupils who are beginning the book. Encourage them to LOOK AGAIN at overlooked living things. Include one specific, realistic action they could take and explain why it matters, without suggesting that children must solve every problem alone.

Name: Date:

Look Again

What do we choose to remember?

Aves cannot undo the tree's journey, but her attention changes. What does this suggest about the relationship between remembering, noticing and taking responsible action?