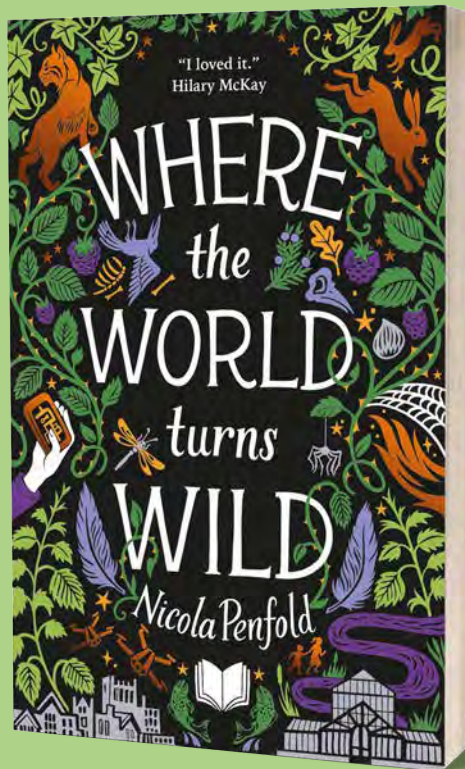


# WHERE THE WORLD TURNS WILD

## TEACHING RESOURCES



*Animals, trees, flowers, our city forbids them all...*

For Juniper and her little brother Bear, escaping their cage of a city has always been a secret dream. But when scientists discover the siblings are key to a merciless plan, their escape becomes more than that. Now it's a flight for their lives.

As Juniper and Bear journey further from the city, they soon learn that there's cruelty in nature as well as beauty. Will they ever find the home they're searching for?

This thrilling debut is perfect for children aged 9+ and is a beautiful, exciting adventure story with an ecological warning which delivers a passionate rallying cry to protect our precious wildlife.

**Nicola Penfold** was born in Merseyside and grew up in Doncaster. She studied English at Cambridge, before completing a Computing Science masters at Imperial College London. *WHERE THE WORLD TURNS WILD* was shortlisted for the first Joan Aiken Future Classics Prize in 2017. It was also selected for SCBWI's 2018 Undiscovered Voices anthology. Nicola lives with her husband, four children and two cats in North London, and escapes when she can to wilder corners of the UK for adventures. @nicolapenfold

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## Things to Discuss

Imagine what the world would be like without any animals, trees or flowers. What would it look like? How would it make you feel? Would there be any dangerous implications?

Why do you think the author chose to begin this story with ‘Once upon a time...’? What type of stories usually begin like this? What effect does it have? How is this story similar to a fairy tale? How is it different?

Describe the ReWilders’ plan in three sentences. Were they wrong to create the disease?

Annie Rose says that ‘power corrupts’. What does this mean? Can you think of any examples, throughout history, from books, or even in the news today, where you feel power has corrupted people?

Spend some time looking through different versions of traditional illustrated fairy tales, including *Red Riding Hood*, *Hansel and Gretel* and *Sleeping Beauty*. How are forests and the wild represented in these fairy tales? What sort of colours are used? Why? *Hansel and Gretel* and *Into the Forest* by Anthony Browne, as well as *The Sleeper and the Spindle* by Neil Gaiman, would be a great place to start!

Etienne is wrong to start the fire. Even though he is trying to help Juniper and Bear, it is dangerous and potentially deadly. Do you agree? Why? Why not?

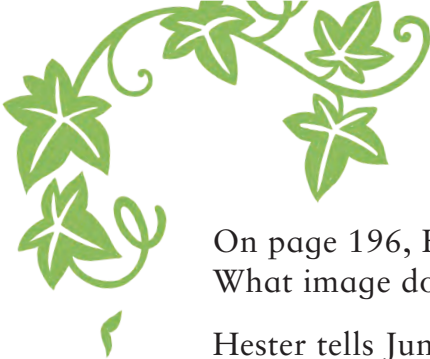
As Juniper and Bear enter the wild, collect any words or phrases which the author uses to describe the setting. Which ones are your favourites? Why?

Look at page 130 and the phrase ‘like a moth to a flame’. What does this mean? What does it suggest about the mysterious woman? Do you trust her? Why? Why not?

How does the author create a sense of tension and fear in Chapter 33? How did you feel when you were reading this chapter? Does it make you want to read on? Why?

Read Chapter 44 and discuss what the children should do. Should they run away or wait with Ghost? Split the class in half and create a ‘Conscience Alley’. One child should imagine they are Juniper or Bear. As you walk down the ‘alley’, one side of the ‘alley’ should give reasons why you should run away and the other side should suggest ideas as to why you should stay with Ghost. What will you decide to do?

Look at Chapter 58. Describe Hester in three words and explain your word choice. How is she different to Violet? How do you know?



On page 196, Hester describes the drones as the ‘city’s metal birds’. Why? What image does this create in your mind? Draw and label a picture.

Hester tells Juniper that sometimes it’s ‘good to be slow’. What does she mean by this? Why do you think it can be difficult or challenging nowadays to slow down and appreciate what is around us?

Who is worse: Abbott, Violet or Portia Steel? Why? Justify your ideas by referring to the story.

You could argue that Portia Steel is the real villain in the story, but we never see her. Why do you think the author decided to do this? Does it make her more or less frightening? Can you think of any other stories or films where the audience never see a character but they are referred to throughout?

How are Juniper and Bear different to the other children? What is significant about their names? Use a graph to track how their relationship changes and develops over the course of the story. Are there certain parts in the story where one character has more power than another? Who changes the most during the story: Juniper or Bear? Why?

How would Juniper and Bear’s adventure have changed if Etienne had come with them? Why do you think the author decided to have Juniper and Bear alone for much of their journey?

Cam says that home is a thousand paths. What does this mean to you? Is a home different to a house?

Juniper’s parents should not have sent her away to live in the city. Do you agree? Why? Why not?

The main theme in this story is greed. Do you agree? What other themes are important in the story?

How do you think the author feels about nature? How do you think she wants us to feel about nature? Why do you think she wrote this book?



## Things to Find Out

What can you find out about global warming and its effects on the environment, for example bushfires, deforestation, melting icecaps? Is it only humans who have been affected?

Juniper is horrified by the terrible things humans have been doing to the world, including overfishing and filling the oceans with plastic. Spend some time exploring the Authors4Oceans website. What is their mission? Can you write your own pledge to look after the ocean? You could start like this:  
*As I watch the beautiful sea sparkling, I pledge to stop using plastic bags.  
I pledge to...*

One of Juniper's stick insects is called Queen Lady Jane Grey. Who was she? Can you find out about her life and create a timeline to show her relevance during the Tudor era?

Diseases and vaccines are an important part of the story. Find out about how medicine has changed through time. You could research the importance of herbal remedies and superstition in the Middle Ages, the discovery of blood circulation in 1628, the Great Plague of 1665, all the way up to the creation of the NHS in 1946. You may even wish to create a bar graph to show what the average life expectancy has been throughout history!

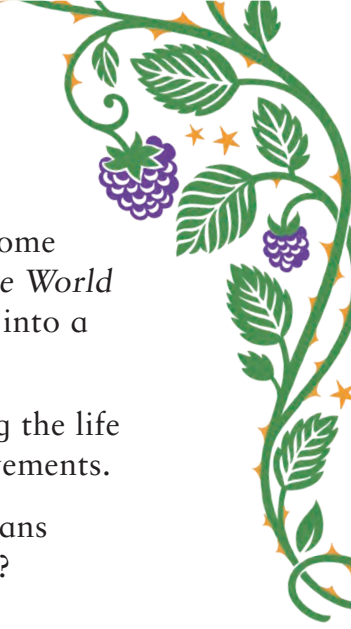
Juniper reads out a list of all the 'blue pools' in Ennerdale. Work in small groups to find out the difference between a lagoon, lake, loch and pond. Use diagrams to help you explain your findings to another group.

When they first meet Ghost, Bear wonders what the wild cat eats. Find out some interesting information about lynx and what they eat. Can you show your findings in a food chain or food web?

On page 146, Bear tells Juniper that not all owls are nocturnal. What does the word 'nocturnal' mean? How is the word 'nocturnal' similar to the word 'hibernate'? How is it different? Make an illustrated list of nocturnal animals.

On page 163, the author explains that trees filter the air. How? Carry out some research into photosynthesis and why we call trees 'the lungs of the earth'.

Bear says, 'We're carnivores, aren't we?' on page 171. What is a carnivore, omnivore and herbivore? Can you find an example of each?



The legend of Romulus and Remus is described on page 179. Spend some time reading about this story. What parallels are there with *Where the World Turns Wild*? Perhaps you can turn the legend of Romulus and Remus into a playscript and perform it for the rest of the class.

What are fossils? How are bones fossilized? Spend some time studying the life of Mary Anning and prepare a presentation about her life and achievements.

We learn that 'Ennerdale', in the ancient language of the Vikings, means 'Juniper Valley'. What else can you find out about Viking vocabulary? Perhaps you can create a glossary of Viking words.

## Things to Make and Do

Choose one of these stories and use a Venn diagram to compare and contrast it with *Where the World Turns Wild*. How are the stories similar and different? Think carefully about the characters, themes, plots and authors' use of language. The stories are: *Where the River Runs Gold* by Sita Brahmachari, *The Explorer* by Katherine Rundell and *The Island at the End of Everything* by Kiran Millwood Hargrave.

Bear is always getting in trouble for drawing the wrong things, like trees in the city. Create your own piece of artwork to show what you think the Palm House looks like, remembering to include the descriptions of the 'old towering cacti' and 'dense mats of sedums'.

Some of the children at school bully Bear and Juniper. Have a class discussion about bullying – what is it? Does it only refer to violent or physical attacks? What should someone do if they see someone else being bullied? Create a Class Charter to show how you will tackle any incidents of bullying in your class.

Create a table summarising the arguments for and against the ReWild. Hold a class debate, exploring the issue of whether it was the right thing to do to save nature. Finish your debate by having a class vote!

Design and create a sculpture of an endangered animal out of recycled material.

Juniper has a special doll called Emily, which reminds her of her mother. Can you make your own worry doll using a peg and colourful wool?

Using the information from the book, draw a map of the settings. Make sure you refer to the city, the Buffer Zone, the farms, the North Edge and Ennerdale. You could include a grid, compass directions and a key to show the location of each place mentioned.

Ghost is an important character in the story, offering protection and comfort to Juniper and Bear. Spend some time exploring 'Tiger in a Tropical Storm' (which is also known as 'Surprised!') by Henri Rousseau. As a class, use this piece of artwork as inspiration for creating a large display showing Ghost hiding in the wild.

Spend some time outside with an adult or your family stargazing. Which constellations can you see? Enjoy some time looking, watching and contemplating the wonders of the night sky.

Etienne and Juniper get in trouble for reading *The Secret Garden* by Frances Hodgson Burnett. Curl up under a blanket and share this book with an adult or read it to yourself. Think about why this book might be banned for Juniper.



The author describes the spiderwebs in the wild as ‘ornate, perfect hangings’. With an adult, take a wander outside and see if you can find some spiderwebs and make some observational drawings of them. Perhaps you can find out about the artist Vija Celmins and recreate your spiderweb artwork using black sugar paper and white chalk.

Create a piece of artwork using sticks, leaves and flowers which reflects the author’s description of the “folds coiling into circles and spirals” that Juniper and Bear discover all around them. Remember to only use flowers and leaves which have fallen on to the ground.

On page 193, Queenie and Cam dance as Dani plays a lilting, lovely tune. Close your eyes and listen to some of, or all of, ‘Appalachian Spring’ by Aaron Copland. What do you see when you listen to this composition? With a partner, create a dance that captures the beauty of springtime and nature. How can you move and work together to show this?

Juniper rediscovers her love of sketching throughout the story and draws pictures of the people she meets along the way. Spend some time reading the descriptions of some of the characters and create your own sketches of them.

How has the natural world been captured by famous artists? Look at ‘Water Lilies’ by Claude Monet, ‘Road Near Mont Sainte-Victoire’ by Paul Cezanne, ‘The Flamingos’ by Henri Rousseau and ‘Black Mesa Landscape, New Mexico - Out Back of Marie’s’ by Georgia O’Keeffe. Which is your favourite? Why? Use the techniques employed by these artists to paint your own piece that celebrates the wildlife you can see.







## Things to Write About

Write a short biography about a famous climate activist. Remember to include information about their family, life and why and how they're making a change to our view of the climate.

Juniper is tasked with looking after the phasmids or stick insects. What can you find out about their appearance, habitat and diet? Create a set of instructions, explaining how to look after stick insects.

The author says that Bear's alphabet includes words like acorn, buttercup, conker and daisy. Can you continue Bear's alphabet, using only things you would find in nature? You could illustrate your alphabet too!

Look at *The Lost Words* by Robert MacFarlane and Jackie Morris. Use the poems and artwork as a basis for writing your own acrostic poem about an animal of your choice.


We learn that the Glyphosate Patrol Trucks have a slogan: 'No Place to Hide!' Create a persuasive advert encouraging people to join the Glyphosate Patrol, thinking about what they do and how you can use alliteration, adjectives, hyperbole and persuasive language to engage your audience.

What would you take with you into the wild? Make a list under two column headings: 'Essential Things' and 'Special Things'. For example, you might need to take a torch and tarpaulin, but you might also like to take some objects that remind you of home.

Read Chapter 41 and then re-tell it from Violet's point of view. Imagine you are Violet and try to explain and justify your actions and reasons for kidnapping the children. Can you make your reader feel sympathy for Violet and her situation?

Groups of animals have special names, which are called collective nouns. For example, a group of crows is called a murder of crows and a group of geese is called a gaggle of geese. Think about the animals mentioned in the story and create your own collective nouns for them. You could have a prowl of wild-cats or a hop of rabbits!

On page 170, Bear recites the names of all the animals as if he were trying to 'summon them all back'. Create your own magical spell to bring to life the natural world around you. What might you need? You could start like this: *Take a sprinkle of love and add in the roar of a lynx. Now stir in the caw of a crow and the whistle of the wind...*



On page 175, the author says that Bear is ‘walking’ but Juniper is ‘limping’. How many different words and synonyms can you think of for ‘walking’? Do they all mean the same? Try placing each word in this sentence:

Juniper is walking beside Bear.

Juniper is limping beside Bear.

Juniper is \_\_\_\_\_ beside Bear.

How does the meaning of the sentence change each time?

Create character profiles for Juniper, Bear, Annie Rose, Etienne, Hester, Violet, Ghost and Portia Steel. You could refer to their personality, role in the story and how they interact with other characters. Think about describing each of them in one word.

What unanswered questions do you have at the end of the story? Think about what will happen when Dad returns and whether Annie Rose and Etienne will escape the city. Make a list and discuss your predictions. As a small group, create a storyboard for a sequel to the story. Write the opening paragraph to the next part in Juniper and Bear’s adventure.