



TOURMALINE

RUTH LAUREN

“I think that the world might be better with a little magic in it, don't you?”

When her mother goes missing on a search for precious artefacts, a determined Tourmaline sets off to find her with her best friend George and her new friend (recently foe) Mai.

On the Adventure, they encounter a band of female pirates hunting a magical secret, a maze of talking trees and an enchanted island filled with obstacles that stand between Tourmaline and her mother.

With the unexpected waiting around every corner, it looks like Tourmaline might find more than she bargained for...

The first book in a fun, feminist fantasy adventure series, with a protagonist that flies off the page and into readers' imaginations. Perfect for fans of Katherine Rundell, Vashti Hardy and Abi Elphinstone.

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Front cover, map found at the front of the book and blurb

Comprehension Questions

Examine the cover design and note down your first impressions and predictions about the story based on the cover.

Here are some examples of questions when looking at it:

- What do you think the book might be about based on the cover?
- Does it give any clues about where or when the story takes place?
- Why do you think it is called Tourmaline and the Island of Elsewhere? What does 'elsewhere' mean?

Look inside at the map:

- What are some of the landmarks or features shown on the map?
- What other details can you find that might be important for the story?
- What might be some of the challenges that characters in the story face based on the setting shown on the map?

Now, read the blurb on the back cover and summarise it in your words. How does the cover relate to it? Were any of your predictions correct?

Creative Writing Opportunities

Complete an OWI grid: Observe – What can children see? Remind them to focus on the foreground and background of the front and back covers.

Wonder – After observing, children can generate open-ended questions based on what they've seen. Start them with "I wonder...?"

Infer – Start these inferential sentences with "I think..." followed by an explanation of why children think what they do. Encourage them to use evidence from the cover to support their inferences.

Cross-Curricular Activities

GEOGRAPHY • Looking at the compass on the map, explain the locations of different places such as the Island of Elsewhere using cardinal: North (N), South (S), East (E) and West (W) and intercardinal directions: Northeast (NE), Southeast (SE), Southwest (SW) and Northwest (NW).

ART • Based on the cover, children could create their own illustration for the story, either depicting a possible scene from the book or after reading it, they could use what they know now to design their own interpretations of the cover.



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Chapter One

(pages 7-20)

Comprehension Questions

- Who is on her way to spy on Professor Aladeus? How did Tourmaline discover the space-between?
- Read to the end of page 9. What could be the rescue mission that Professor Sharma is referring to? Why does he sound nervous?
- What is Tourmaline's relationship to Persephone? If you were Tourmaline, how might you feel about your mother's disappearance and why?
- Does Professor Aladeus seem concerned about Persephone's disappearance? Should the professors try to find her?
- Can Tourmaline think of any reasons why her mother might have disappeared? Will she be able to uncover the truth about her mother's disappearance on her own?

Creative Writing Opportunities

Create a character profile of Tourmaline, using information from the text to construct a comprehensive understanding of her and what motivates her. Piece together clues from the text and use your imagination to craft a vivid description of Tourmaline's personality, including her preferences, strengths and some of the things that motivate her.

Cross-Curricular Activities

ART • Create a missing person's poster for Persephone. Use descriptive language and any knowledge you have of her profession and personality. In addition to including basic information, you could sketch her portrait and list her occupation, traits, last known whereabouts and offer a reward for any information leading to her safe return.



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Chapter Two

(pages 21–34)

Comprehension Questions

- What did Tourmaline do with her shoe? How might her mood be described at the start of this chapter?
- Does George think there is anything Tourmaline can do to find her mother? Who does he suggest she could go to for help?
- What role does George's mother have at the university? Why does Tourmaline think it's best to make George's mother think sending a rescue party was her own idea?
- What are artefacts? Explain the meaning in your own words.
- How would you answer Mai's question: Why is Persephone a hunter and the others are crooks and rogues? Should they be kept in a museum or returned to their countries of origin?

Creative Writing Opportunities

Write a letter to the dean of Pellavere University, urging her to take action and help find Persephone, including arguments and evidence to support their case. Emphasise urgency, suggest specific solutions, explain how time is of the essence in finding her and that waiting too long could make the situation worse.

Cross-Curricular Activities

HISTORY • Take the class on a virtual tour of a museum and write down information about the artefacts they see. Divide the class into two teams and have a debate about whether artefacts should be kept in museums or returned to their countries of origin. Assign each team to research and present arguments for their side, and respond to each other's arguments.





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Chapter Three

(pages 35–47)

Comprehension Questions

- Why was George afraid of Tourmaline's 'velocity' on page 35? What does this show about him? Would you agree he is timid?
- Who is the man who opened the door to Tourmaline and George? How does George feel when he sees his stepfather?
- Does the Dean seem to be interested in finding Tourmaline's mother? Pick out key words and phrases to show whether she does or doesn't.
- Why does she think that Professor Aladeus wants her mother's job? What evidence does she have to support this belief?
- Could breaking into Persephone's lab get them into trouble? What might they find in her lab that could help them?

Creative Writing Opportunities

Write a continuation to this chapter, imagining what happens when they break into Persephone's lab. What might they find? Describe the lab and the objects they find in detail, include the dialogue between the three characters and you could imagine what could happen if someone catches them breaking into the lab.

Cross-Curricular Activities

DRAMA • In groups of three, create a short scene that reenacts the conversation had between Tourmaline, George and Mai in this chapter about breaking in. Pay attention to their body language, facial expressions and tone of voice to convey the emotions of the characters effectively. Make sure to rehearse your scene before performing it for the class!



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Chapter Four

(pages 48–57)

Comprehension Questions

- How is George feeling at the beginning of this chapter? If staying up past 10pm was exciting, why doesn't he want to repeat it?
- How would you have solved the problem of the ladder being too short? Why doesn't Tourmaline give up after George's response?
- What had happened in the lab? How would Persephone feel if she saw her lab in this state?
- What does Tourmaline's mother's 'excited writing' mean? What did the note warn about Evelyn Coltsbody? Who could she be?
- If you were in their shoes, what would you do after discovering the important note and hearing voices outside the lab?

Creative Writing Opportunities

Write a diary entry from the perspective of Tourmaline or Mai, describing the state of the lab and the emotions the girls felt when they saw it. Share your feelings of disbelief that someone could have done this and include details, such as memories of spending time in the lab with Persephone.

Cross-Curricular Activities

ART • Draw a picture of what you think the lab looked like after it was destroyed. Use colours to capture the chaos and devastation.

SCIENCE • Make a list of equipment commonly found in a scientific lab. Discuss the purpose of each item and what experiments they might be used for.



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Chapter Five

(pages 58–73)

Comprehension Questions

- How is George feeling at the beginning of this chapter? If staying up past 10pm was exciting, why doesn't he want to repeat it?
- How would you have solved the problem of the ladder being too short? Why doesn't Tourmaline give up after George's response?
- What had happened in the lab? How would Persephone feel if she saw her lab in this state?
- What does Tourmaline's mother's 'excited writing' mean? What did the note warn about Evelyn Coltsbody? Who could she be?
- If you were in their shoes, what would you do after discovering the important note and hearing voices outside the lab?

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Chapter Six

(pages 74–95)

Comprehension Questions

- Read up to page 75. Could the archives be related to something else besides storing knowledge?
- What are the doors of the Living Archives carved with?
- Would you want to visit the Living Archives? Why or why not?
- What is the Living Archive, according to the elderly figure? How does the Living Archive describe herself?
- Who did Tourmaline and her friends encounter while walking towards the towering door? Can the old man be trusted to provide accurate information? Do you think the old man could tell Tourmaline more about her mother?

Creative Writing Opportunities

Write a short back story about the Living Archive. Where did she come from? How did she become the Living Archive? What kind of knowledge does the Living Archive possess? Does she have any hidden or forbidden information that could change the world or the story as it develops?

Cross-Curricular Activities

HISTORY • With the mention of the Living Archives in this chapter, take the opportunity to research various archives worldwide. Examine how archives serve as essential tools for preserving history and explore the ways in which technology has transformed how we access historical information from the past.





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Chapter Seven

(pages 96–109)

Comprehension Questions

- What did Tourmaline take from the kitchen? Why does she think that it's important to eat before finding her mother?
- Can you explain why Josie was angry when she entered Tourmaline's bedroom?
- If the Living Archives is a secret that only the adults know about, where might they have learned about it? What other secrets might the adults be keeping from the children?
- What was the advert for that was on the piece of paper? Would you like to go on an adventure on The Hunter?
- If you were in Tourmaline's position, what would you do to try to save Persephone? Would the advert tempt you to a life at sea?

Creative Writing Opportunities

Design your own version of the advert for The Hunter based on the description in the chapter. What would it look like? Use imagery like a cruise ship sailing through calm waters to represent the different types of adventures offered by it, such as commercial trips and cruises to all destinations on the twelve seas.

Cross-Curricular Activities

MATHS • In this chapter, it seems that Tourmaline has set her heart on boarding The Hunter for a life at sea. Use navigation and mapping skills to teach children about navigation at sea. For example, have them plot a course on a map, use coordinates to locate hidden treasures or learn about how sailors used the positions of stars to determine their location.



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Chapter Eight

(pages 110–127)

Comprehension Questions

- Do you think Professor Aladeus knows where Tourmaline’s mother is? Why does Tourmaline need to go to Brenia port?
- How might George feel about going on this adventure?
- Can Tourmaline actually drive the motorcycle? Do you think she is a positive or negative influence on George?
- What does Tourmaline notice about the people walking around the dock? Could Tourmaline and George ask for help from the sailors or dock workers in finding Tourmaline’s mother?
- What did the woman with the gold tooth say about the ship? Have you ever had something stolen from you?

Creative Writing Opportunities

Put yourself in the shoes of Tourmaline and George. Compose a strongly worded letter directed towards the pickpocket who stole the motorcycle, the key and the coin from Tourmaline’s pocket. Use passionate language to express your anger and frustration towards the thief.

Cross-Curricular Activities

GEOGRAPHY • After reading about the island that Tourmaline and George are trying to get to, have students imagine and draw their own dream islands, complete with maps and descriptions of what they might find there. This could include things like exotic animals, unique plants, hidden treasure or magical creatures.



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Chapter Nine

(pages 128–136)

Comprehension Questions

- Who was the shadow who emerged from the corner of the ship?
- Should Tourmaline and George have waited for Mai before leaving the university?
- Why did Mai follow Tourmaline and George? How might the story have changed if Mai hadn't followed Tourmaline and George?
- What two-word phrase does George call the artefact hunters on board the ship? What does it mean to be 'ruthless mercenaries'?
- How might Tourmaline, George and Mai be feeling about being on The Hunter ship? Who were they and what did they want?
- How many people were standing in front of Tourmaline, George, and Mai? Predict what you think will happen next with them.

Creative Writing Opportunities

Write a note from Tourmaline to her mother, describing her adventure on The Hunter and asking for advice on what to do next. Include details such as the appearance of the rogue hunters and their confrontation with them. Explain the situation and ask for Persephone's guidance on what the best course of action would be.

Cross-Curricular Activities

HISTORY • With the introduction of the women captain on board, research famous female sailors throughout history, such as Anne Bonny, Mary Read, Zheng Yi Sao, Grace O'Malley, Skipper Thuridur, Krystyna Chojnowska-Liskiewicz or Ellen MacArthur. Gather information about their life and achievements to write a biography about one of them.



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Chapter Ten

(pages 137–151)

Comprehension Questions

- Is the captain of the ship a thief if she's taken something that didn't actually belong to Tourmaline in the first place?
- Would you be scared if you were in Tourmaline's situation with the captain of the ship?
- Do you think the jade statue from the museum is the same as the one in the room where the children are locked up? Does George believe that Evelyn Coltsbody is behind the theft of the jade statue and the ransacking of Tourmaline's mother's lab?
- What was inside the basket that the woman brought in? Why was George worried about eating the food from the basket?
- Why do you think Tourmaline couldn't find the island on the map?

Creative Writing Opportunities

In this chapter, it is mentioned that Tourmaline is accustomed to being labelled with adjectives like 'troublesome' and 'infuriating', but rarely with 'clever'. Make a list of ten adjectives that describe Tourmaline's character. After, arrange them based on how well they capture her character and explain your choices.

Cross-Curricular Activities

HISTORY • Explore the history of famous thieves like Robin Hood or Bonnie and Clyde and discuss the reasons behind their actions, as well as the consequences of breaking the law. Incorporate storytelling and role-playing into this with children acting out scenes from the legend of Robin Hood or create comic strips depicting the adventures of Bonnie and Clyde.





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Chapter Eleven

(pages 152–169)

Comprehension Questions

- Can the children trust Captain Violet? How does Tourmaline suggest they handle the situation with Captain Violet?
- What are the names of the crew that Captain Violet introduces the children to? What are their jobs on board The Hunter?
- Which member of the crew would you most be like on board the ship?
- How do Tourmaline, George and Mai feel about the fact they are going to steal an artefact with Captain Violet and her crew?
- Answer Mai's question on page 162: Why does she call it stealing if it isn't stealing?

Creative Writing Opportunities

Write a balanced argument debating the issue of stealing. Write a list of arguments for why stealing is wrong and the negative impact it can have on others. Now, write a list of reasons why stealing might be right in some circumstances. Debate the issue and finish with writing your own opinion.

Cross-Curricular Activities

PSHE • Consider the concept of 'ownership' and why it's important to respect others' belongings. To help children understand the importance of respecting others, use relatable examples, such as how taking something like toys or classroom resources without permission can be hurtful and disrespectful.



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Chapter Twelve

(pages 170–180)

Comprehension Questions

- What type of device did Captain Violet put into the hands of the children? What was the purpose of this device?
- Why do George and Mai put the decision of going with Captain Violet into the hands of Tourmaline? What does she decide?
- Should Tourmaline have shoved George out of the window, even though he was scared about going on the zipline?
- What does it mean to ‘make haste’ for something as Captain Violet says they do on page 179?
- Why are some of the words on page 180 written in italics? Do you really think Persephone will be thankful towards Tourmaline when she shows up on the island and rescues her?

Creative Writing Opportunities

Using Ruth Lauren’s technique as inspiration, write a piece in which a character can hear another voice inside their own head. You may like to continue the conversation that Tourmaline is having with Persephone. Would her voice be a comforting one for Tourmaline or a critical one?

Cross-Curricular Activities

SCIENCE • George is scared in this chapter. Learn how fear is a natural human emotion that has evolved over time to help us survive dangerous situations. Find out about the physiological and psychological processes that occur when we experience fear, including the release of a hormone called adrenaline and the fight-or-flight response.



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Chapter Thirteen

(pages 181 – 196)

Comprehension Questions

- How close were they from the island?
- Who seems to be following the ship? What does the acronym AICMA on page 183 stand for? Why would hearing about the Agency for the Investigation and Classification of Magical Artefacts cause Tourmaline to not want to fall asleep?
- What does George think he has worked out from the words of the Living Archives?
- Where is the crow's nest on a ship?
- Is Tourmaline right to feel that she has been tricked by Captain Violet to go on The Hunter? Or did she stow away?

Creative Writing Opportunities

In this chapter, Captain Violet asks Tourmaline if she thinks it's fair that all the precious things in this world belong to people rich enough to go to a university. What do you think? Do you believe precious things should belong in the hands of rich people?

Cross-Curricular Activities

HISTORY • Learn about the history of shipbuilding and seafaring, and how ships have changed over time. Label the different parts of historic ships such as the bow, stern, port and starboard, as well as those directed mentioned in this chapter such as 'the crow's nest' and discuss how these designs have influenced modern shipbuilding.



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Chapter Fourteen

(pages 197–207)

Comprehension Questions

- Summarise in one word what Tourmaline's initial reaction is to the island not being where she thinks it is.
- What unusual characteristics does the island of Elsewhere have?
- How do they use the old, frayed bit of rope to their advantage? Is it magical? Should they be using it in front of the Agency?
- Where does Tourmaline recognise the familiar voice from?
- Predict how you think the woman would know Mai's full name.

Creative Writing Opportunities

Write a detailed description of the island as it appears in the passage. Pay attention to the specific language used in the passage, such as 'shot through with tree roots'. Use phrases like these as inspiration.

Cross-Curricular Activities

GEOGRAPHY • Research real-life examples of islands that have unusual characteristics, such as floating islands or islands that are home to unique plant or animal species. Write a report or create a presentation about a chosen one.





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Chapter Fifteen

(pages 208–223)

Comprehension Questions

- Who does Mai say the woman is and how does she know her?
- Why does Tourmaline immediately suspect that Mai is a spy? How does George try to talk Tourmaline round from this way of thinking?
- Is Tourmaline right on page 214 when she says that her and George can't trust anyone that they've met so far?
- What does Tourmaline reveal about the man being from Somewhere?
- How does this chapter end on a cliffhanger with the spider returning?

Creative Writing Opportunities

Consider George's statement on page 222: 'But it's like a pair of scales. You have to make sure that the good part outweighs the bad as much as you can.' In pairs, discuss the statement. Do you agree? Write a short reflection about how your discussion went and what you learned from it.

Cross-Curricular Activities

PSHE • Create a chart or drawing of a pair of scales, and label one side "Good" and the other side "Bad." Think of different actions or behaviours you or someone else could do and place them on the appropriate side of the scale. Discuss how you can make the good side outweigh the bad and why.



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Chapter Sixteen

(pages 224–232)

Comprehension Questions

- What type of literary technique is used in this sentence ‘It’s like being buried in candyfloss’ on page 224? (simile)
- How did Mai get Tourmaline and George out of the web?
- What is a ‘ravine’ on page 227? Use a dictionary to define this word if necessary and write some sentences of your own that include this word to show your understanding.
- What role does Mai’s mother have in the Agency? How has she plotted against her to stop her from destroying the island?
- Why do you think Tourmaline can’t remember what her mother looks like? Consider possible explanations for her memory loss, such as a traumatic event or some kind of magical interference.

Creative Writing Opportunities

Write an impassioned speech to the Agency for the Investigation and Classification of Magical Artefacts expressing your concern and opposition to their plan to destroy the island. Highlight the potential consequences of their actions and offer other ways to address the situation without resorting to destruction.

Cross-Curricular Activities

SCIENCE • Immerse your class in the world of bugs to help them to understand them by observing and comparing their characteristics, such as size, shape, colour and number of legs. Afterwards, create a bug chart or classification system based on their features. Take it to the next level by creating a collaborative identification guide for use in your school grounds.



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Chapter Seventeen

(pages 233–247)

Comprehension Questions

- What does Tourmaline think might be the cause of her missing memories of her mother?
- How will she find her mother if she doesn't know who she is or what she looks like?
- Why does George try to reassure Tourmaline by suggesting that the ravine doesn't exist? How does he feel after finding out that it does?
- How do the children use the jacket to get over to the other side of the ravine? What objects do they compare the flying jacket to?
- Why can't the children see the centre of the island? What do you think could be making up the middle of it?

Creative Writing Opportunities

Write a reflection on the importance of memories and the impact they have on our lives. Alternatively, imagine that you have a time machine and can travel back to any memory in your life. Write about where you would go and what you would do. Try to describe the scene as vividly as possible, so that the reader can feel like they are there with you.

Cross-Curricular Activities

MATHS • Discuss the concept of symmetry and use the description of the island to demonstrate it. Provide children with a piece of paper and ask them to draw their own island on one side of the paper, ensuring that it has a line of symmetry down the middle. Swap them with a partner to see if they can create their own symmetrical versions.



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Chapter Eighteen

(pages 248–263)

Comprehension Questions

- What words does the wind whisper to the children? Is the weather acting against Tourmaline? Why could this be?
- Can you find examples of Tourmaline's resilience in this chapter?
- Why does George feel comfortable at the sight of a maze? How is this notably different from his attitude in the story so far?
- Who is talking to them? How does the author use humour in this chapter with the mentions of the squirrel talking?
- Read to the end of page 260. What question should the children ask the tree? What would you ask if you were standing there?

Creative Writing Opportunities

Write a summary of how George is changing from the start of the story. What has he discovered about himself? Consider how he acts, thinks and feels at the beginning of the story compared to now. Has he uncovered any hidden strengths?

Cross-Curricular Activities

MATHS • Throughout this chapter, George's confidence grows as he puts his skills to the test in the maze. Now, it's your turn to design your own maze and challenge your classmates to navigate it successfully. See who can complete it the fastest or who can do it with the fewest mistakes.





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Chapter Nineteen

(pages 264–277)

Comprehension Questions

- Who were the three children staring back at them?
- Why wasn't George's plan working in the magical mirror?
- What did the children not notice about George in the mirror before he turned away? What about mirror-Tourmaline?
- What suggestion does Mai try to come up with to help Tourmaline to recognise her mother after George's disappearance?
- Who does Tourmaline find at the centre of the maze? What do you think is the 'something very strange' that happens?

Creative Writing Opportunities

Write a short story about a child who discovers a magical world on the other side of a mirror. Think about what kind of world you would like to discover on the other side of a mirror and what kind of characters you would meet.

Cross-Curricular Activities

MATHS • In this chapter, it talks about George's plans being founded on logic. Develop children's logic by providing them with a range of puzzles to challenge their logical reasoning skills. You can also create your own logic-based puzzles.



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Chapter Twenty

(pages 278–283)

Comprehension Questions

- What are the man's plans for the university? Who does he plan to replace and dismiss from their jobs?
- Why did the mirror-world feel similar to that of the space-between for Tourmaline?
- What new information does he tell Tourmaline about Persephone about what she had found?
- Who does he say he is?
- What secret does he reveal about himself and his relationship with Tourmaline? How do you think this will impact the story?

Creative Writing Opportunities

Write a diary entry from Tourmaline's perspective, reflecting on her emotions and thoughts after discovering the truth about her father. Would she be curious to know more about her father, or would she feel resentful that he was absent from her life?

Cross-Curricular Activities

DRAMA • In pairs, assign one child to play the role of Tourmaline and another child to be the questioner. Hotseat Tourmaline's character to explore her feelings when she discovered that Evelyn Coltsbody was her father. After completing this exercise, switch roles.



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Chapter Twenty-One

(pages 284–294)

Comprehension Questions

- Is Tourmaline right to describe her father - Evelyn Coltsbody - as ‘the worst man in the world’ on page 284? Why?
- How does she try to disassociate herself from him? What things does she say she doesn’t have in common with him?
- Why was it hard to tell the difference between the two Georges in the mirror? What was the same about both of them?
- How did Tourmaline know which George to pick out from the mirror?
- What was the ‘something important’ that Tourmaline said she had discovered at the end of this chapter? Does it make sense to you?

Creative Writing Opportunities

Write a dialogue between the two Georges, revealing the reason behind their argument in the mirror. What did they say to each other and how did they say it? Use speech marks to indicate when a character is speaking.

Cross-Curricular Activities

LITERACY • Identify what makes Evelyn Coltsbody an effective villain in the story so far. Think about different characteristics such as his motivations, actions and the impact he has on other characters in the book. After this, challenge children to create their own villain or evil force for a story, drawing on their knowledge of effective villains and what makes them memorable.



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Chapter Twenty-Two (pages 295–304)

Comprehension Questions

- Where did Tourmaline mean when she said they had to go to the centre of the island not the centre?
- Why did they have to close the hatch behind them?
- Where does George think that he has seen the cat before?
- Who do they find in the centre of the island? How does Persephone react to seeing Tourmaline for the first time in ages?
- Predict what you think is making the ‘unmistakable sound’ that is getting closer by the second.

Creative Writing Opportunities

Rewrite the scene from Persephone’s perspective and how she feels about seeing her daughter again. How long has it been since she last saw her daughter? What has she been doing in the meantime? How does she react to Tourmaline?

Cross-Curricular Activities

ART • Depict the scene of the reunion between Persephone and Tourmaline. Pay attention to the details in the passage, such as the physical actions and emotions of the characters and use different colours and textures to represent them.





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Chapter Twenty-Three

(pages 305–316)

Comprehension Questions

- Why does Persephone try to get Tourmaline and George out of the cavern as fast as she can?
- What does Persephone show the children about the Source's magical powers with the apple?
- Do you think the children would be able to trick the island?
- Out of all the children, who do you think should stay behind at the Source to replace Persephone?
- What is a cliffhanger? How does this chapter end on one? What do you think is going to happen next to Tourmaline?

Creative Writing Opportunities

Ask children to finish the story from where it ended. Let them use their imagination to come up with different outcomes for Tourmaline. Consider what Persephone will do next, how the other characters react or what the consequences of the incident might be.

Cross-Curricular Activities

SCIENCE/GEOGRAPHY • Discuss the science behind waterfalls and the forces of nature that make them dangerous. Explain concepts such as gravity, water flow and erosion. Learn about waterfalls around the world and how they are formed, including their impact on the surrounding environment.



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Chapter Twenty-Four (pages 317–323)

Comprehension Questions

- Read the first line of this chapter. Predict what you think the effects of falling into the Source will be for Tourmaline.
- Find a verb on page 317 that means the same as ‘to move quickly in a twisting circular movement’ (roiled).
- What advice does Persephone give to Tourmaline in the water? Why is it easier to float than doggy paddle or tread water?
- When do Tourmaline’s memories come flooding back to her? What can she remember about Persephone?
- Who do you think Persephone is calling out ‘Don’t come in here!’ to?

Creative Writing Opportunities

Write an instructional guide to the basic water safety techniques of floating on one’s back, treading water and doggy paddle with step-by-step instructions and top tips. Include illustrations or diagrams to make the instructions more engaging and easier to understand.

Cross-Curricular Activities

PHYSICAL EDUCATION (PE) • Teach children about water safety and the different techniques they can use to stay afloat in water, such as floating on one’s back, treading water and doggy paddle. Consider each one in terms of its effectiveness in conserving energy and the situations in which each technique is most appropriate.



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Chapter Twenty-Five (pages 324–330)

Comprehension Questions

- What does Tourmaline’s mother mean when she says ‘Don’t you Persephone me’ to Evelyn Coltsbody?
- Read to the end of page 325. Do you think Tourmaline will be able to stop Evelyn from controlling the island and the Source?
- Does anyone own the island or does it own itself?
- Could they use the Source in a different way?
- How do you think they are going to get out of the cavern?

Creative Writing Opportunities

Write a story where you have a magical watch that can freeze time. What would you do with it? Consider the consequences and explore the moral and ethical dilemmas that might arise. How would you handle the responsibility that comes with having such power?

Cross-Curricular Activities

PSHE • Discuss the implications of having a magical watch that can freeze time. Consider whether it is right to use such power for personal gain or if it should be used for the greater good. What are the potential dangers of using such power and who should be allowed to possess it?



TOURMALINE



Chapter Twenty-Six

(pages 331–340)

Comprehension Questions

- What is the plan of action? What does it have to do with Fitzsimmons the black-and-white cat?
- What was the name of the substance of the fishing line that Persephone had earlier attached the apple to?
- What does Tourmaline suggest to Emiko Cravenswood to stop the Agency from destroying the island?
- Why is the island trying to tip them off it? Is this another sign of its defences?
- List the range of emotions that Tourmaline feels at the end of this chapter.

Creative Writing Opportunities

Create an emotions graph to plot the changing thoughts and feelings of Tourmaline throughout key events of the book. You may wish to refer to: finding out about her father; seeing her mother in the cavern; and the adventures on the island.

Cross-Curricular Activities

SCIENCE/TECHNOLOGY • Learn about spiders and their unique features, including their ability to produce silk. Discuss the different types of spider silk and their properties. Investigate the properties of spider silk and how it can be used in technology and engineering, such as in parachutes and even hot air balloons.





TOURMALINE

Chapter Twenty-Seven

(pages 341–348)

Comprehension Questions

- Why does Tourmaline call Mai ‘the expert’ on page 341?
- What three things did Emiko announce that she would be staying on The Hunter to supervise?
- What was Captain Violet planning on doing with the Source before all of this happened?
- How does George feel different about himself?
- Which flower did Persephone give to Tourmaline when she put all that spider silk in her pockets?

Creative Writing Opportunities

Tourmaline tells George that she thinks he has been very brave in this chapter. Consider the theme of bravery in the book. What is bravery? Who is brave? Reflect on times when they have felt brave and write about them.

Cross-Curricular Activities

SCIENCE/ART • Study the classification of forget-me-not flowers and learn about their scientific name, genus, and family. Explore their types and varieties. Draw or paint forget-me-not flowers. Use different shades of blue and purple to capture the delicate beauty of the flowers.



TOURMALINE



Chapter Twenty-Eight

(pages 349–355)

Comprehension Questions

- How does the author show the passing of time at the beginning of this chapter by referring to ‘the sun coming in at a completely different angle through the porthole’?
- Summarise the character of Emiko Cravenswood in three words.
- What do we learn about the history of Captain Violet through her tales?
- What does Persephone find most disconcerting about the island? What about Tourmaline? How do their opinions differ?
- Why didn’t Persephone tell Tourmaline about the Living Archives, the Source and the mission? What is Persephone’s next mission?

Creative Writing Opportunities

Write a reflection from the perspective of Persephone, exploring her experiences of being a mother and an archaeologist, and how she balances these roles. Consider the challenges and rewards of both roles and how they might intersect or conflict.

Cross-Curricular Activities

LITERACY • Identify and analyse the relationships between different characters and their mothers, exploring how these relationships shape the characters’ personalities, motivations and decisions throughout the story. Why are they important? Think about themes such as love, understanding and the challenges of parenting.

TOURMALINE

Chapter Twenty-Nine

(pages 356–357)

Comprehension Questions

- What strange event occurred while Tourmaline was lying in her hammock and how did she react to it?
- Could the faint colours in Tourmaline's hands be a sign of something dangerous or magical?
- How do you think Tourmaline felt when she saw her glowing hands? How do you think George and Mai will react to it?
- Would you be scared or excited if you saw your hands glowing like Tourmaline's?
- What do you think will happen next? Should Tourmaline tell her mother about the glowing colours on her hands?

Creative Writing Opportunities

Write a book review based on your thoughts about the story.

Write a short continuation story about how you think George and Mai will react to the glowing of Tourmaline's hands.

Compare your predictions from the start of the story to now – were you right about anything?

Cross-Curricular Activities

LITERACY • For each character in the story, write a paragraph describing how they've developed or changed throughout its course.

LITERACY • Challenge children to write an alternate ending for the story. Encourage them to think creatively and consider what might have happened if the story had gone a different direction.

